



NSSE 2021

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

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Performance on Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2020 and 2021 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Carnegie Public	Your first-year students compared with Southeast Public	Your first-year students compared with NSSE 2020 & 2021
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 Public	Your seniors compared with Southeast Public	Your seniors compared with NSSE 2020 & 2021
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

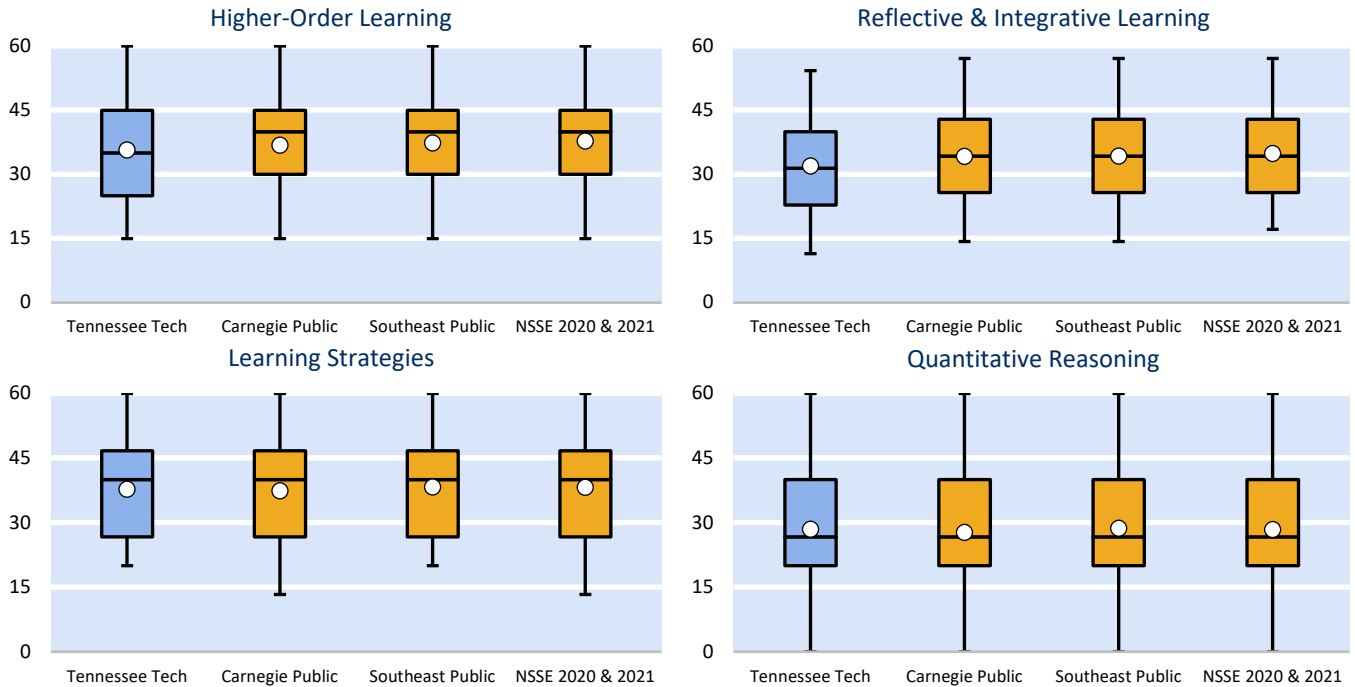
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Public		Southeast Public		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.7	36.9	-.09	37.4 *	-.12	37.8 **	-.16
Reflective & Integrative Learning	32.0	34.3 ***	-.19	34.3 ***	-.19	34.9 ***	-.24
Learning Strategies	37.8	37.4	.03	38.3	-.04	38.2	-.03
Quantitative Reasoning	28.4	27.7	.05	28.7	-.01	28.4	.00

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

Higher-Order Learning	Tennessee Tech	Percentage point difference ^a between your FY students and		
		Carnegie Public	Southeast Public	NSSE 2020 & 2021
<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	64	-4	-5	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-1	-3	-4
4d. Evaluating a point of view, decision, or information source	62	-5	-6	-7
4e. Forming a new idea or understanding from various pieces of information	65	-2	-2	-4
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	42	-7	-6	-7
2b. Connected your learning to societal problems or issues	41	-8	-8	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38	-11	-12	-13
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-3	-2	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-4	-4	-5
2f. Learned something that changed the way you understand an issue or concept	56	-8	-7	-10
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-0	-0	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	68	-4	-5	-6
9b. Reviewed your notes after class	72	+7	+4	+6
9c. Summarized what you learned in class or from course materials	60	-2	-4	-4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	+5	+2	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	+0	-2	-2
6c. Evaluated what others have concluded from numerical information	39	+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 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

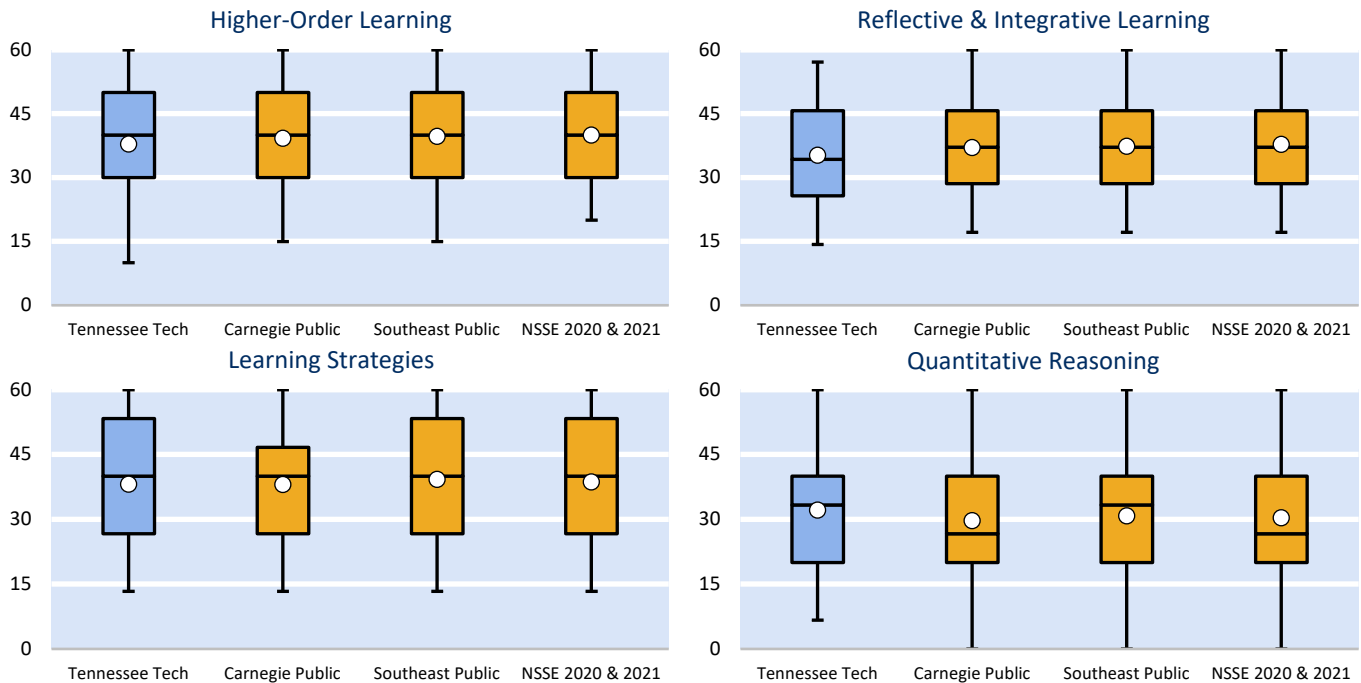
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Public		Southeast Public		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.9	39.3 *	-.10	39.7 **	-.13	39.9 **	-.15
Reflective & Integrative Learning	35.2	37.1 ***	-.14	37.4 ***	-.16	37.8 ***	-.20
Learning Strategies	38.1	38.0	.01	39.2	-.08	38.6	-.04
Quantitative Reasoning	32.1	29.7 **	.15	30.8	.08	30.4 *	.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



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

Higher-Order Learning	Tennessee Tech	Percentage point difference ^a between your seniors and		
		Carnegie Public	Southeast Public	NSSE 2020 & 2021
<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	76	+1	-0	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-4	-5	-5
4d. Evaluating a point of view, decision, or information source	63	-6	-7	-8
4e. Forming a new idea or understanding from various pieces of information	66	-4	-5	-6
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	70	+3	+3	+3
2b. Connected your learning to societal problems or issues	51	-7	-7	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38	-11	-12	-15
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-4	-5	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	-8	-9	-10
2f. Learned something that changed the way you understand an issue or concept	66	-3	-4	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-2	-2	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	67	-7	-9	-9
9b. Reviewed your notes after class	69	+6	+4	+6
9c. Summarized what you learned in class or from course materials	67	+4	+1	+3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	+7	+4	+6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+5	+3	+3
6c. Evaluated what others have concluded from numerical information	49	+5	+2	+3

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

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

Learning with Peers: First-year students

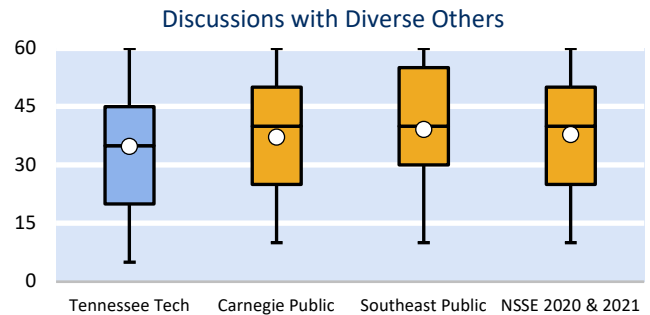
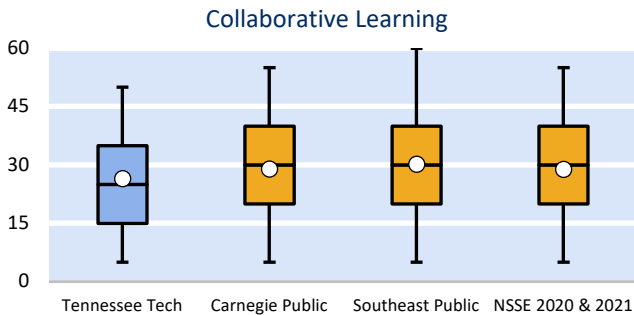
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Carnegie Public Effect size		Southeast Public Effect size		NSSE 2020 & 2021 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	26.6	29.0 ***	-.17	30.2 ***	-.25	29.0 ***	-.16
Discussions with Diverse Others	34.9	37.2 **	-.15	39.2 ***	-.27	37.9 ***	-.18

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Performance on Indicator Items

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

	Tennessee Tech	Percentage point difference ^a between your FY students and		
		Carnegie Public	Southeast Public	NSSE 2020 & 2021
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	43	-2	-5	-2
1c. Explained course material to one or more students	46	-3	-6	-3
1d. Prepared for exams by discussing or working through course material with other students	37	-4	-7	-5
1e. Worked with other students on course projects or assignments	33	-13	-15	-14
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	57	-8	-13	-11
8b. People from an economic background other than your own	60	-7	-10	-8
8c. People with religious beliefs other than your own	56	-7	-10	-7
8d. People with political views other than your own	63	+2	-2	+2

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Learning with Peers: Seniors

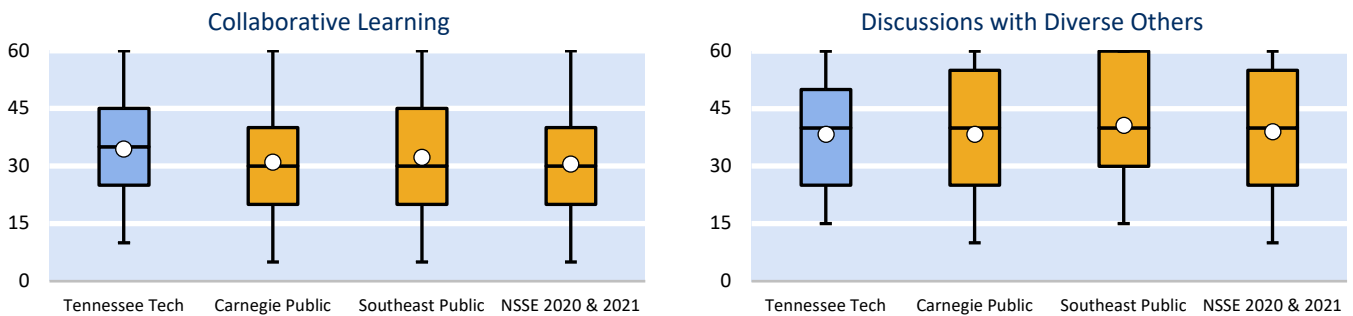
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Mean Comparisons

Engagement Indicator	Tennessee Tech Mean	Your seniors compared with					
		Carnegie Public Effect size		Southeast Public Effect size		NSSE 2020 & 2021 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.5	31.1 ***	.22	32.3 ***	.14	30.6 ***	.25
Discussions with Diverse Others	38.3	38.4	.00	40.7 ***	-.15	39.0	-.04

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

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	Tennessee Tech	Percentage point difference ^a between your seniors and		
		Carnegie Public	Southeast Public	NSSE 2020 & 2021
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	53	+10	+8	+11
1c. Explained course material to one or more students	60	+6	+3	+6
1d. Prepared for exams by discussing or working through course material with other students	49	+6	+3	+6
1e. Worked with other students on course projects or assignments	68	+8	+5	+7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	62	-4	-11	-8
8b. People from an economic background other than your own	73	+5	-0	+2
8c. People with religious beliefs other than your own	63	-2	-5	-2
8d. People with political views other than your own	70	+8	+3	+7

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Experiences with Faculty: First-year students

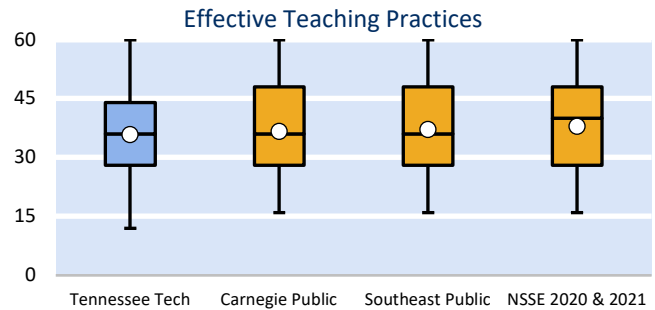
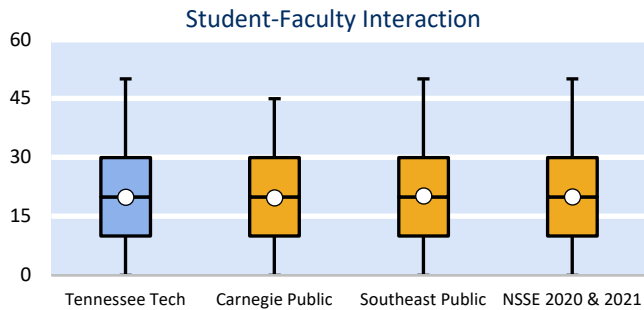
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Tennessee Tech Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.9	19.7	.01	20.2	-.02	20.0	-.01
Effective Teaching Practices	35.9	36.7	-.06	37.2	-.09	38.0 **	-.16

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

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Student-Faculty Interaction	Tennessee Tech	Percentage point difference ^a between your FY students and		
		Carnegie Public	Southeast Public	NSSE 2020 & 2021
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	36	+0	-1	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	+0	-1	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	+1	-1	-1
3d. Discussed your academic performance with a faculty member	30	+3	+2	+2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	73	-0	-1	-3
5b. Taught course sessions in an organized way	67	-1	-3	-5
5c. Used examples or illustrations to explain difficult points	71	+2	+0	-1
5d. Provided feedback on a draft or work in progress	55	-5	-5	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	53	-1	-2	-6

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Experiences with Faculty: Seniors

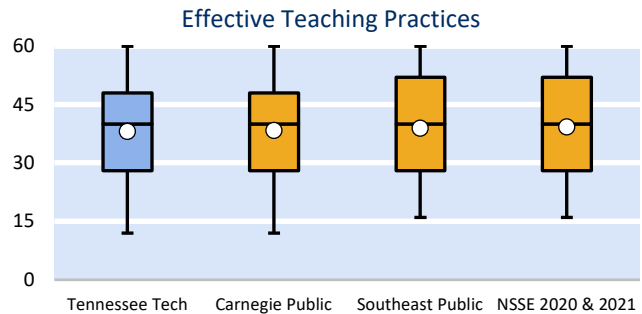
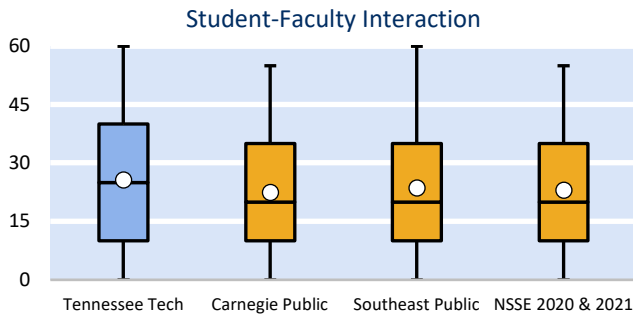
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Effective Teaching Practices	38.1	38.3	-.02	38.9	-.06	39.2	-.08

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3a. Talked about career plans with a faculty member	48	+9	+7	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+6	+4	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+6	+4	+5
3d. Discussed your academic performance with a faculty member	37	+6	+4	+5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	75	-2	-3	-4
5b. Taught course sessions in an organized way	70	-2	-4	-5
5c. Used examples or illustrations to explain difficult points	76	+2	+1	+0
5d. Provided feedback on a draft or work in progress	60	+1	-1	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+4	+3	+2

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

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

Campus Environment: First-year students

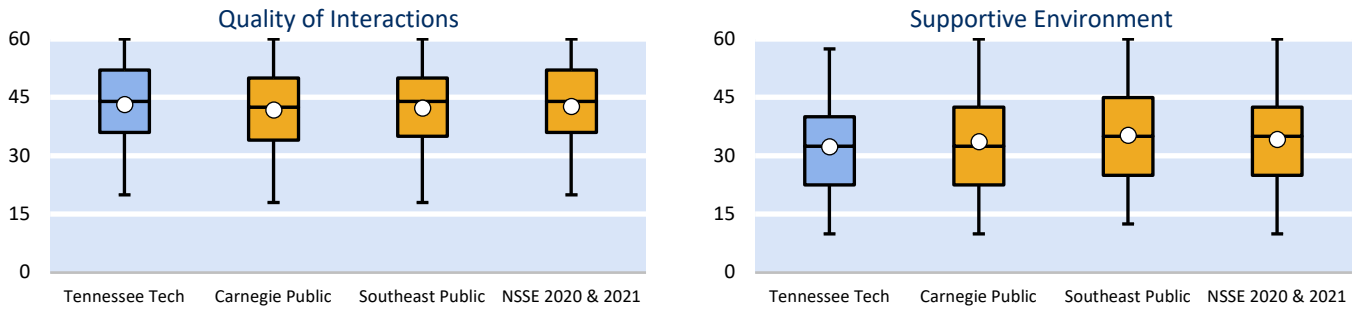
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Tennessee Tech Mean	Your first-year students compared with					
		Carnegie Public Effect size		Southeast Public Effect size		NSSE 2020 & 2021 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.1	41.7 *	.11	42.2	.07	42.7	.04
Supportive Environment	32.2	33.6	-.10	35.2 ***	-.21	34.2 **	-.14

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Tennessee Tech	Percentage point difference ^a between your FY students and			
		Carnegie Public	Southeast Public	NSSE 2020 & 2021	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>					
13a. Students	49	+1	-2	-2	
13b. Academic advisors	61	+7	+7	+6	
13c. Faculty	50	+3	+1	-2	
13d. Student services staff (career services, student activities, housing, etc.)	49	+5	+3	+2	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+4	+4	+1	
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>					
14b. Providing support to help students succeed academically	68	-2	-4	-5	
14c. Using learning support services (tutoring services, writing center, etc.)	71	-1	-3	-3	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	-9	-12	-11	
14e. Providing opportunities to be involved socially	62	-2	-6	-3	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	+3	+0	+3	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-6	-9	-8	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-4	-12	-5	
14i. Attending events that address important social, economic, or political issues	34	-9	-13	-11	

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

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

Campus Environment: Seniors

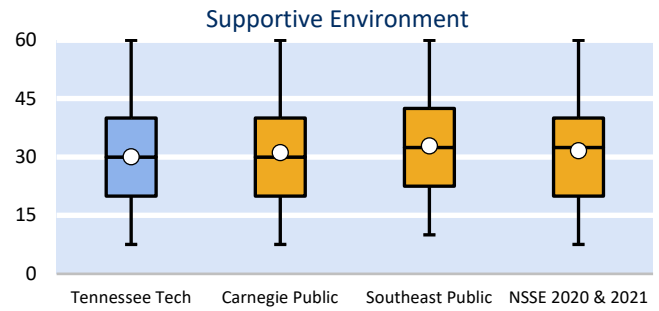
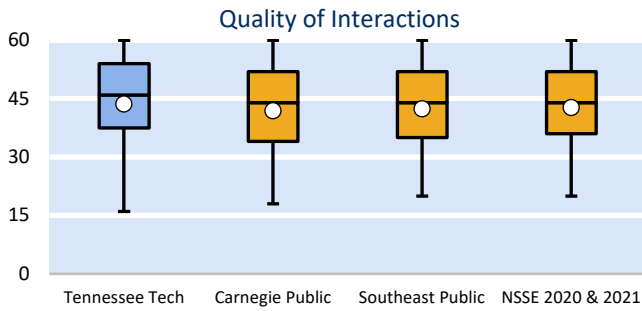
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Tennessee Tech Mean	Your seniors compared with					
		Carnegie Public Effect size		Southeast Public Effect size		NSSE 2020 & 2021 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.7	42.0 **	.14	42.5 *	.10	42.8	.07
Supportive Environment	30.1	31.2	-.07	32.9 ***	-.19	31.7 *	-.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



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

Performance on Indicator Items

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

Quality of Interactions	Tennessee Tech	Percentage point difference ^a between your seniors and		
		Carnegie Public	Southeast Public	NSSE 2020 & 2021
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	63	+7	+5	+5
13b. Academic advisors	56	+6	+4	+3
13c. Faculty	59	+5	+4	+2
13d. Student services staff (career services, student activities, housing, etc.)	48	+5	+3	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+7	+8	+6
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	66	+0	-2	-2
14c. Using learning support services (tutoring services, writing center, etc.)	54	-9	-11	-10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	-7	-11	-9
14e. Providing opportunities to be involved socially	60	-0	-6	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	+1	-3	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	-1	-4	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	-0	-8	-1
14i. Attending events that address important social, economic, or political issues	34	-5	-8	-7

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	Tennessee Tech Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.7	39.2 ***	-.27		41.9 ***	-.48	
	Reflective and Integrative Learning	32.0	36.5 ***	-.38		39.1 ***	-.61	
	Learning Strategies	37.8	39.7 **	-.14		43.0 ***	-.37	
	Quantitative Reasoning	28.4	29.7	-.08	✓	32.5 ***	-.26	
Learning with Peers	Collaborative Learning	26.6	33.9 ***	-.53		37.0 ***	-.76	
	Discussions with Diverse Others	34.9	40.6 ***	-.38		43.8 ***	-.62	
Experiences with Faculty	Student-Faculty Interaction	19.9	23.2 ***	-.22		27.8 ***	-.52	
	Effective Teaching Practices	35.9	40.4 ***	-.34		43.2 ***	-.55	
Campus Environment	Quality of Interactions	43.1	45.1 **	-.17		47.7 ***	-.37	
	Supportive Environment	32.2	36.8 ***	-.34		39.9 ***	-.60	

Seniors

Theme	Engagement Indicator	Tennessee Tech Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.9	41.6 ***	-.27		43.9 ***	-.46	
	Reflective and Integrative Learning	35.2	39.7 ***	-.36		42.5 ***	-.61	
	Learning Strategies	38.1	40.6 ***	-.17		43.5 ***	-.38	
	Quantitative Reasoning	32.1	31.6	.03	✓	34.8 ***	-.17	
Learning with Peers	Collaborative Learning	34.5	35.0	-.04	✓	38.8 ***	-.32	
	Discussions with Diverse Others	38.3	41.2 ***	-.19		44.2 ***	-.39	
Experiences with Faculty	Student-Faculty Interaction	25.6	28.6 ***	-.19		33.6 ***	-.50	
	Effective Teaching Practices	38.1	41.5 ***	-.25		44.6 ***	-.48	
Campus Environment	Quality of Interactions	43.7	45.2 *	-.12		48.2 ***	-.38	
	Supportive Environment	30.1	34.1 ***	-.28		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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2020 and 2021 institutions, separately by class.

Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > .10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Tennessee Tech (N = 398)	35.7	13.8	.69	15	25	35	45	60				
Carnegie Public	36.9	13.5	.09	15	30	40	45	60	24,201	-1.1	.092	-.085
Southeast Public	37.4	13.9	.07	15	30	40	45	60	37,592	-1.7	.015	-.122
NSSE 2020 & 2021	37.8	13.5	.03	15	30	40	45	60	165,445	-2.1	.002	-.155
Top 50%	39.2	13.2	.04	20	30	40	50	60	91,521	-3.5	.000	-.267
Top 10%	41.9	12.9	.12	20	35	40	55	60	11,469	-6.2	.000	-.478
Reflective & Integrative Learning												
Tennessee Tech (N = 420)	32.0	12.0	.59	11	23	31	40	54				
Carnegie Public	34.3	12.2	.08	14	26	34	43	57	26,549	-2.3	.000	-.187
Southeast Public	34.3	12.5	.06	14	26	34	43	57	41,632	-2.3	.000	-.188
NSSE 2020 & 2021	34.9	12.2	.03	17	26	34	43	57	180,686	-2.9	.000	-.238
Top 50%	36.5	12.0	.04	17	29	37	46	57	88,879	-4.5	.000	-.377
Top 10%	39.1	11.8	.12	20	31	40	49	60	10,495	-7.2	.000	-.607
Learning Strategies												
Tennessee Tech (N = 377)	37.8	13.7	.70	20	27	40	47	60				
Carnegie Public	37.4	13.9	.09	13	27	40	47	60	22,697	.4	.588	.028
Southeast Public	38.3	14.0	.08	20	27	40	47	60	34,682	-.5	.457	-.039
NSSE 2020 & 2021	38.2	14.0	.04	13	27	40	47	60	154,457	-.4	.573	-.029
Top 50%	39.7	14.0	.05	20	27	40	53	60	81,198	-2.0	.006	-.142
Top 10%	43.0	14.3	.12	20	33	40	60	60	398	-5.2	.000	-.365
Quantitative Reasoning												
Tennessee Tech (N = 378)	28.4	15.7	.81	0	20	27	40	60				
Carnegie Public	27.7	15.2	.10	0	20	27	40	60	23,046	.7	.360	.047
Southeast Public	28.7	15.6	.08	0	20	27	40	60	35,360	-.2	.790	-.014
NSSE 2020 & 2021	28.4	15.4	.04	0	20	27	40	60	157,002	.1	.949	.003
Top 50%	29.7	15.3	.05	7	20	27	40	60	99,384	-1.3	.107	-.083
Top 10%	32.5	15.5	.14	7	20	33	40	60	13,376	-4.0	.000	-.259
Learning with Peers												
Collaborative Learning												
Tennessee Tech (N = 461)	26.6	14.5	.67	5	15	25	35	50				
Carnegie Public	29.0	14.8	.09	5	20	30	40	55	29,040	-2.5	.000	-.166
Southeast Public	30.2	14.8	.07	5	20	30	40	60	46,512	-3.7	.000	-.248
NSSE 2020 & 2021	29.0	15.2	.03	5	20	30	40	55	196,502	-2.4	.001	-.158
Top 50%	33.9	13.9	.04	10	25	35	45	60	129,621	-7.3	.000	-.527
Top 10%	37.0	13.6	.09	15	25	40	45	60	25,959	-10.4	.000	-.765
Discussions with Diverse Others												
Tennessee Tech (N = 377)	34.9	16.1	.83	5	20	35	45	60				
Carnegie Public	37.2	16.1	.11	10	25	40	50	60	22,881	-2.3	.005	-.146
Southeast Public	39.2	16.1	.09	10	30	40	55	60	35,027	-4.3	.000	-.269
NSSE 2020 & 2021	37.9	16.1	.04	10	25	40	50	60	155,575	-3.0	.000	-.185
Top 50%	40.6	15.2	.05	15	30	40	55	60	103,074	-5.7	.000	-.378
Top 10%	43.8	14.4	.12	20	35	45	60	60	392	-8.9	.000	-.619

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Tennessee Tech (N = 408)	19.9	15.0	.74	0	10	20	30	50				
Carnegie Public	19.7	14.3	.09	0	10	20	30	45	25,229	.2	.813	.012
Southeast Public	20.2	14.8	.08	0	10	20	30	50	39,323	-.3	.668	-.021
NSSE 2020 & 2021	20.0	14.5	.04	0	10	20	30	50	172,062	-.1	.884	-.007
Top 50%	23.2	14.7	.06	0	10	20	30	50	62,627	-3.3	.000	-.221
Top 10%	27.8	15.2	.18	5	15	25	40	60	7,317	-7.8	.000	-.517
Effective Teaching Practices												
Tennessee Tech (N = 392)	35.9	14.4	.72	12	28	36	44	60				
Carnegie Public	36.7	13.6	.09	16	28	36	48	60	24,109	-.9	.218	-.063
Southeast Public	37.2	13.8	.07	16	28	36	48	60	37,281	-1.3	.064	-.094
NSSE 2020 & 2021	38.0	13.6	.03	16	28	40	48	60	164,574	-2.2	.002	-.160
Top 50%	40.4	13.5	.05	20	32	40	52	60	65,256	-4.5	.000	-.337
Top 10%	43.2	13.4	.14	20	36	44	56	60	9,326	-7.3	.000	-.545
Campus Environment												
Quality of Interactions												
Tennessee Tech (N = 358)	43.1	12.0	.64	20	36	44	52	60				
Carnegie Public	41.7	12.4	.09	18	34	43	50	60	20,818	1.4	.039	.110
Southeast Public	42.2	12.4	.07	18	35	44	50	60	32,031	.9	.173	.072
NSSE 2020 & 2021	42.7	12.4	.03	20	36	44	52	60	141,201	.5	.492	.036
Top 50%	45.1	11.5	.05	24	38	46	54	60	56,921	-2.0	.001	-.172
Top 10%	47.7	12.3	.11	24	40	50	58	60	12,263	-4.6	.000	-.371
Supportive Environment												
Tennessee Tech (N = 371)	32.2	13.8	.72	10	23	33	40	58				
Carnegie Public	33.6	14.0	.10	10	23	33	43	60	21,929	-1.3	.068	-.096
Southeast Public	35.2	14.1	.08	13	25	35	45	60	33,492	-3.0	.000	-.210
NSSE 2020 & 2021	34.2	14.0	.04	10	25	35	43	60	149,314	-2.0	.007	-.140
Top 50%	36.8	13.5	.05	15	28	38	45	60	70,160	-4.6	.000	-.342
Top 10%	39.9	12.8	.13	18	33	40	50	60	396	-7.7	.000	-.597

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Tennessee Tech (N = 536)	37.9	15.3	.66	10	30	40	50	60				
Carnegie Public	39.3	14.0	.08	15	30	40	50	60	549	-1.4	.038	-.098
Southeast Public	39.7	14.1	.06	15	30	40	50	60	544	-1.8	.007	-.128
NSSE 2020 & 2021	39.9	13.8	.03	20	30	40	50	60	537	-2.1	.002	-.150
Top 50%	41.6	13.6	.04	20	35	40	55	60	540	-3.7	.000	-.273
Top 10%	43.9	13.0	.13	20	35	40	55	60	574	-6.0	.000	-.458
Reflective & Integrative Learning												
Tennessee Tech (N = 566)	35.2	13.2	.56	14	26	34	46	57				
Carnegie Public	37.1	12.9	.07	17	29	37	46	60	37,374	-1.8	.001	-.141
Southeast Public	37.4	13.0	.05	17	29	37	46	60	57,118	-2.1	.000	-.162
NSSE 2020 & 2021	37.8	12.8	.03	17	29	37	46	60	250,023	-2.6	.000	-.201
Top 50%	39.7	12.4	.04	20	31	40	49	60	571	-4.5	.000	-.364
Top 10%	42.5	11.7	.13	23	34	43	51	60	630	-7.2	.000	-.613
Learning Strategies												
Tennessee Tech (N = 495)	38.1	15.2	.68	13	27	40	53	60				
Carnegie Public	38.0	14.9	.08	13	27	40	47	60	32,877	.1	.891	.006
Southeast Public	39.2	14.8	.07	13	27	40	53	60	49,809	-1.2	.085	-.078
NSSE 2020 & 2021	38.6	14.7	.03	13	27	40	53	60	221,625	-.5	.411	-.037
Top 50%	40.6	14.6	.04	20	33	40	53	60	113,012	-2.5	.000	-.168
Top 10%	43.5	14.2	.12	20	33	40	60	60	15,142	-5.4	.000	-.377
Quantitative Reasoning												
Tennessee Tech (N = 508)	32.1	16.4	.73	7	20	33	40	60				
Carnegie Public	29.7	16.3	.09	0	20	27	40	60	33,378	2.4	.001	.147
Southeast Public	30.8	16.4	.07	0	20	33	40	60	50,465	1.3	.070	.081
NSSE 2020 & 2021	30.4	16.4	.03	0	20	27	40	60	224,525	1.7	.018	.105
Top 50%	31.6	16.3	.04	0	20	33	40	60	137,425	.5	.505	.030
Top 10%	34.8	15.8	.14	7	20	33	47	60	14,053	-2.7	.000	-.173
Learning with Peers												
Collaborative Learning												
Tennessee Tech (N = 597)	34.5	15.3	.62	10	25	35	45	60				
Carnegie Public	31.1	15.6	.08	5	20	30	40	60	39,550	3.4	.000	.217
Southeast Public	32.3	15.4	.06	5	20	30	45	60	60,952	2.1	.001	.138
NSSE 2020 & 2021	30.6	15.9	.03	5	20	30	40	60	263,416	3.9	.000	.247
Top 50%	35.0	14.1	.04	10	25	35	45	60	600	-.5	.382	-.039
Top 10%	38.8	13.4	.11	15	30	40	50	60	632	-4.3	.000	-.323
Discussions with Diverse Others												
Tennessee Tech (N = 500)	38.3	15.3	.69	15	25	40	50	60				
Carnegie Public	38.4	16.5	.09	10	25	40	55	60	516	.0	.975	-.001
Southeast Public	40.7	16.2	.07	15	30	40	60	60	510	-2.4	.001	-.148
NSSE 2020 & 2021	39.0	16.3	.03	10	25	40	55	60	501	-.7	.321	-.042
Top 50%	41.2	15.6	.04	15	30	40	60	60	144,190	-2.9	.000	-.186
Top 10%	44.2	15.0	.10	20	35	45	60	60	21,812	-5.8	.000	-.389

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Tennessee Tech (N = 551)	25.6	16.9	.72	0	10	25	40	60				
Carnegie Public	22.4	16.1	.09	0	10	20	35	55	566	3.2	.000	.198
Southeast Public	23.5	16.4	.07	0	10	20	35	60	54,806	2.1	.003	.125
NSSE 2020 & 2021	23.0	16.0	.03	0	10	20	35	55	553	2.6	.000	.164
Top 50%	28.6	16.0	.07	5	15	25	40	60	561	-3.0	.000	-.185
Top 10%	33.6	15.9	.20	10	20	35	45	60	7,123	-8.0	.000	-.502
Effective Teaching Practices												
Tennessee Tech (N = 532)	38.1	14.4	.63	12	28	40	48	60				
Carnegie Public	38.3	14.4	.08	12	28	40	48	60	34,783	-.3	.687	-.018
Southeast Public	38.9	14.4	.06	16	28	40	52	60	52,684	-.9	.176	-.059
NSSE 2020 & 2021	39.2	14.2	.03	16	28	40	52	60	233,367	-1.1	.063	-.081
Top 50%	41.5	13.9	.05	16	32	40	52	60	84,017	-3.4	.000	-.247
Top 10%	44.6	13.3	.13	20	36	44	56	60	10,677	-6.5	.000	-.485
Campus Environment												
Quality of Interactions												
Tennessee Tech (N = 459)	43.7	13.2	.61	16	38	46	54	60				
Carnegie Public	42.0	12.6	.07	18	34	44	52	60	30,048	1.7	.003	.138
Southeast Public	42.5	12.5	.06	20	35	44	52	60	45,733	1.3	.029	.102
NSSE 2020 & 2021	42.8	12.5	.03	20	36	44	52	60	202,810	.9	.114	.074
Top 50%	45.2	11.9	.04	22	38	48	54	60	462	-1.5	.018	-.123
Top 10%	48.2	11.9	.09	25	42	50	60	60	477	-4.5	.000	-.376
Supportive Environment												
Tennessee Tech (N = 484)	30.1	14.9	.68	8	20	30	40	60				
Carnegie Public	31.2	14.4	.08	8	20	30	40	60	31,951	-1.1	.112	-.073
Southeast Public	32.9	14.5	.07	10	23	33	43	60	48,429	-2.8	.000	-.192
NSSE 2020 & 2021	31.7	14.4	.03	8	20	33	40	60	215,875	-1.5	.020	-.106
Top 50%	34.1	14.2	.05	10	23	35	43	60	87,104	-4.0	.000	-.281
Top 10%	37.2	14.3	.14	13	28	38	48	60	11,602	-7.0	.000	-.493

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

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

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

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

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

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

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