
NSSE 2015

Engagement Indicators

Texas Lutheran University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Summary of 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 2014 and 2015 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

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). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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 SW, SE, Rocky Mtn Gr	Your first-year students compared with Private non-profit	Your first-year students compared with TX grp
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 SW, SE, Rocky Mtn Gr	Your seniors compared with Private non-profit	Your seniors compared with TX grp
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

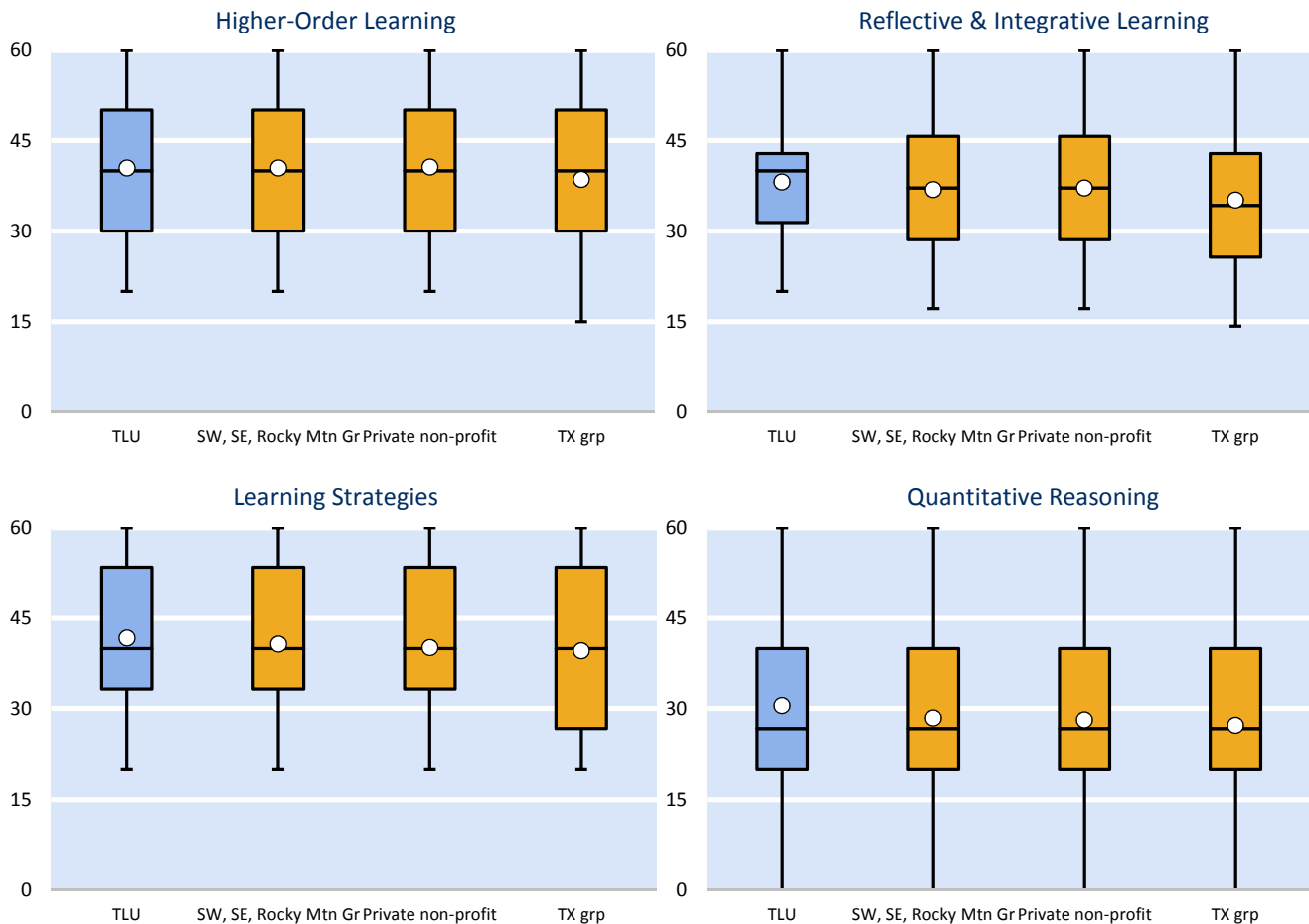
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	TLU Mean	Your first-year students compared with					
		SW, SE, Rocky Mtn Gr Mean	Effect size	Private non-profit Mean	Effect size	TX grp Mean	Effect size
Higher-Order Learning	40.5	40.4	.00	40.6	-.01	38.5	.14
Reflective & Integrative Learning	38.1	36.9	.10	37.1	.08	35.1 *	.23
Learning Strategies	41.8	40.8	.07	40.2	.11	39.7	.15
Quantitative Reasoning	30.5	28.4	.12	28.1	.15	27.2	.19

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)

Summary of Indicator Items

	TLU	SW, SE, Rocky Mtn Gr	Private non-profit	TX grp
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	75 	74 	76 	69 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77 	75 	76 	70 
4d. Evaluating a point of view, decision, or information source	73 	75 	75 	71 
4e. Forming a new idea or understanding from various pieces of information	76 	72 	73 	68 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	66 	55 	58 	52 
2b. Connected your learning to societal problems or issues	64 	56 	57 	50 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58 	58 	57 	49 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	72 	66 	66 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77 	69 	69 	66 
2f. Learned something that changed the way you understand an issue or concept	70 	67 	69 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	79 	78 	80 	74 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	84 	84 	85 	82 
9b. Reviewed your notes after class	72 	67 	65 	65 
9c. Summarized what you learned in class or from course materials	77 	65 	64 	63 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	58 	52 	52 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49 	41 	40 	38 
6c. Evaluated what others have concluded from numerical information	39 	40 	40 	36 

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.

Academic Challenge: Seniors

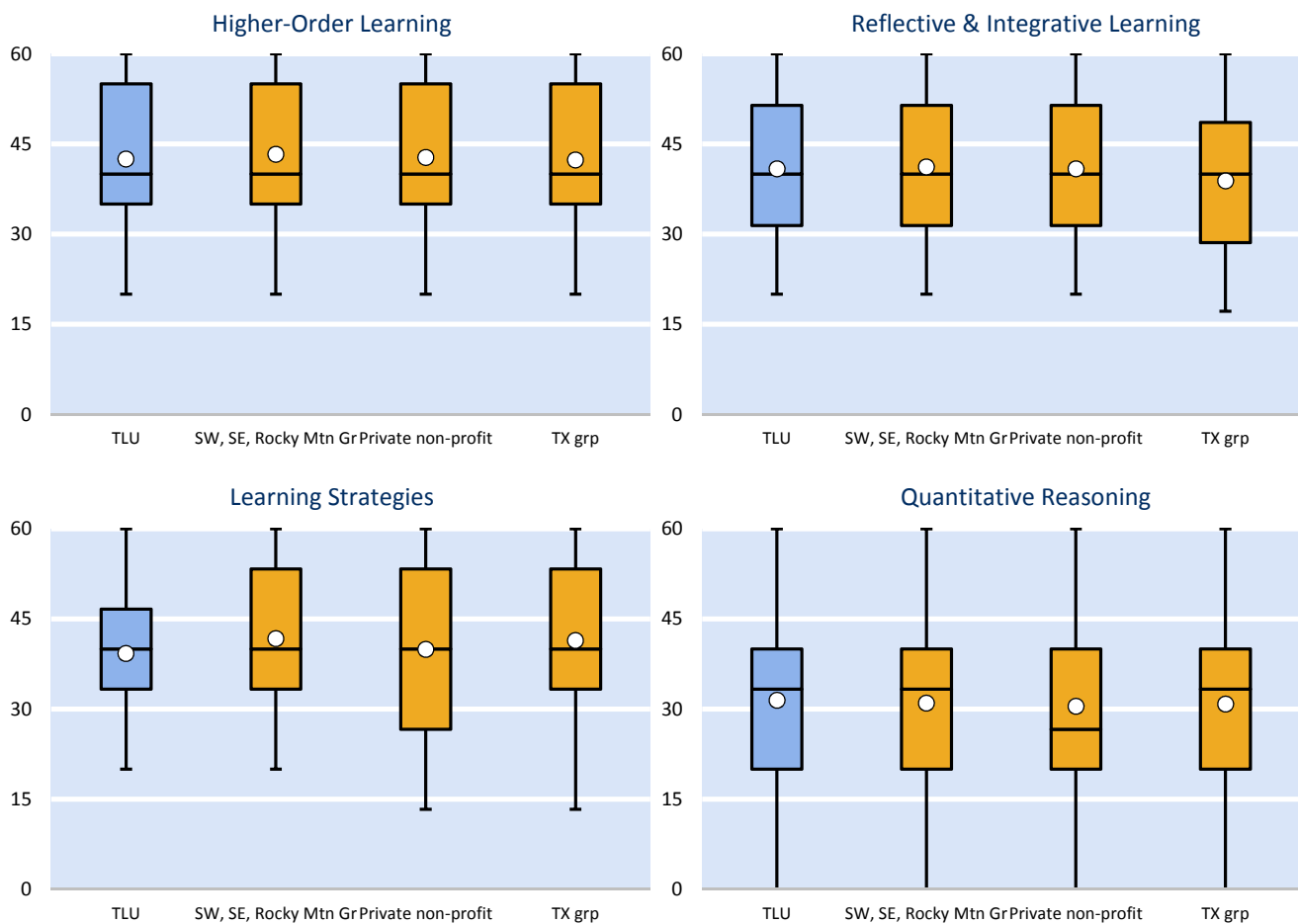
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	TLU Mean	Your seniors compared with					
		SW, SE, Rocky Mtn Gr		Private non-profit		TX grp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.5	43.3	-.06	42.8	-.02	42.4	.01
Reflective & Integrative Learning	40.9	41.2	-.03	40.9	.00	38.9	.15
Learning Strategies	39.3	41.7 *	-.17	40.0	-.05	41.4	-.15
Quantitative Reasoning	31.5	31.0	.03	30.5	.06	30.8	.04

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

Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	TLU	SW, SE, Rocky Mtn Gr	Private non-profit	TX grp
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	83	83	81	81
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	85	82	81	79
4d. Evaluating a point of view, decision, or information source	78	79	77	74
4e. Forming a new idea or understanding from various pieces of information	77	78	77	76
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	81	74	74	71
2b. Connected your learning to societal problems or issues	64	71	70	62
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	65	63	58
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	74	72	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	76	75	71
2f. Learned something that changed the way you understand an issue or concept	78	74	74	70
2g. Connected ideas from your courses to your prior experiences and knowledge	88	86	87	84
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	88	88	86	84
9b. Reviewed your notes after class	60	64	59	67
9c. Summarized what you learned in class or from course materials	69	69	64	69
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.)	59	56	54	57
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	48	45	47
6c. Evaluated what others have concluded from numerical information	46	48	47	48

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.

Learning with Peers: First-year students

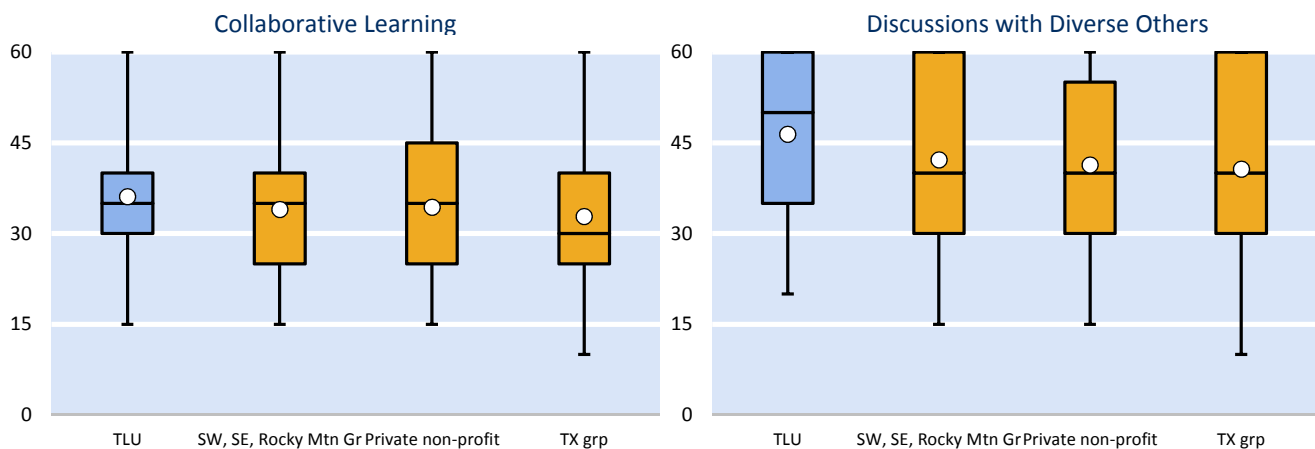
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	TLU Mean	Your first-year students compared with					
		SW, SE, Rocky Mtn Gr Mean	Effect size	Private non-profit Mean	Effect size	TX grp Mean	Effect size
Collaborative Learning	36.0	33.9	.15	34.3	.13	32.8 *	.24
Discussions with Diverse Others	46.4	42.2 *	.28	41.3 **	.34	40.6 **	.35

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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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	TLU	SW, SE, Rocky Mtn Gr	Private non-profit	TX grp
1e. Asked another student to help you understand course material	62	53	54	52
1f. Explained course material to one or more students	73	61	61	58
1g. Prepared for exams by discussing or working through course material with other students	56	55	55	53
1h. Worked with other students on course projects or assignments	70	56	58	52

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	TLU	SW, SE, Rocky Mtn Gr	Private non-profit	TX grp
8a. People from a race or ethnicity other than your own	85	77	73	76
8b. People from an economic background other than your own	88	78	77	73
8c. People with religious beliefs other than your own	76	68	67	64
8d. People with political views other than your own	72	69	67	65

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.

Learning with Peers: Seniors

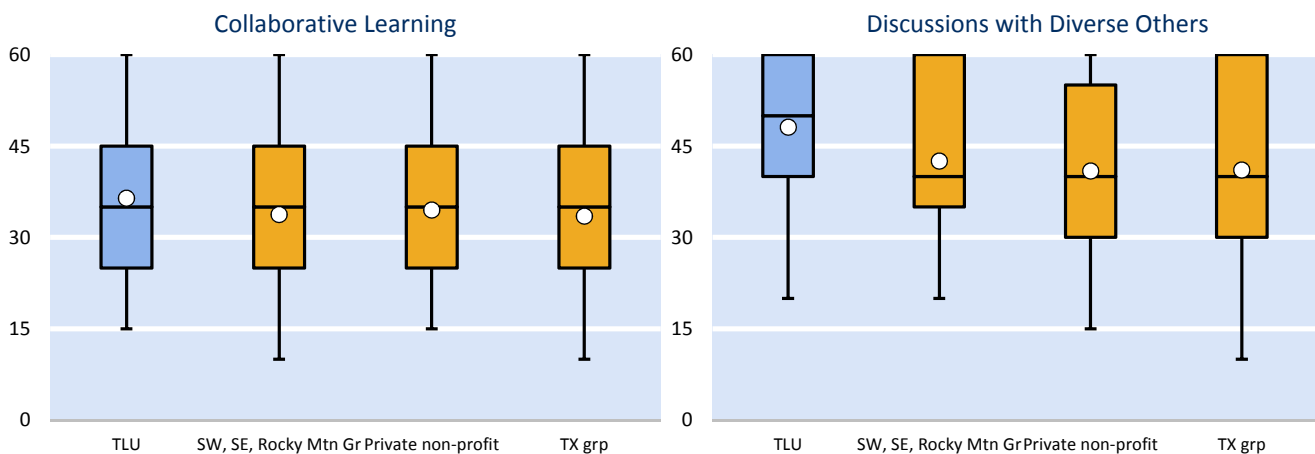
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Mean Comparisons

Engagement Indicator	TLU Mean	Your seniors compared with					
		SW, SE, Rocky Mtn Gr		Private non-profit		TX grp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.5	33.8 *	.19	34.5	.14	33.5 *	.20
Discussions with Diverse Others	48.1	42.6 ***	.37	40.9 ***	.48	41.1 ***	.42

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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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	TLU	SW, SE, Rocky Mtn Gr	Private non-profit	TX grp
1e. Asked another student to help you understand course material	55	43	45	44
1f. Explained course material to one or more students	73	64	65	61
1g. Prepared for exams by discussing or working through course material with other students	48	52	53	51
1h. Worked with other students on course projects or assignments	74	62	66	63

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	TLU	SW, SE, Rocky Mtn Gr	Private non-profit	TX grp
8a. People from a race or ethnicity other than your own	87	75	70	73
8b. People from an economic background other than your own	87	77	75	74
8c. People with religious beliefs other than your own	82	68	66	68
8d. People with political views other than your own	86	73	68	70

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.

Experiences with Faculty: First-year students

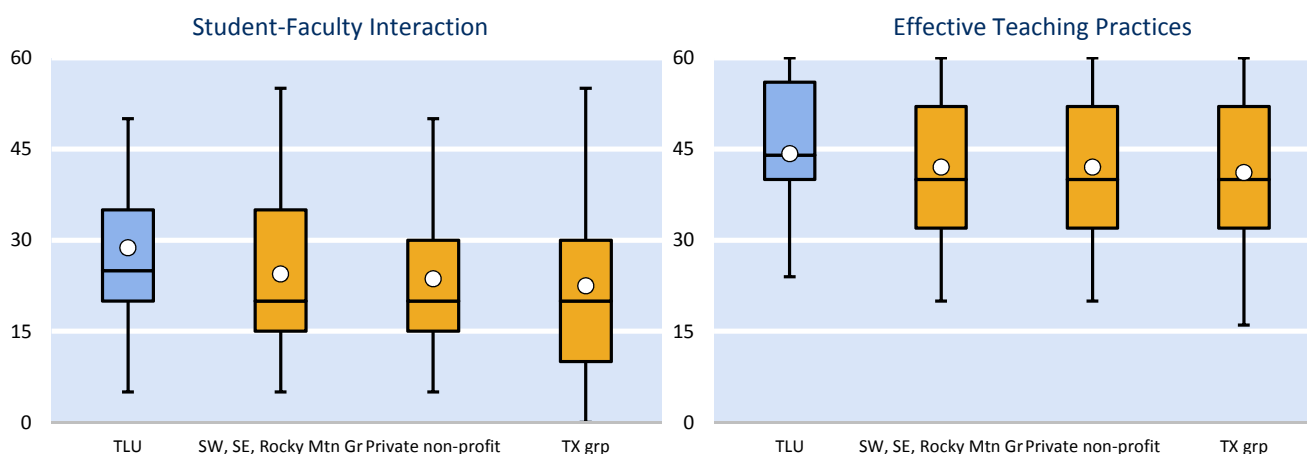
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	TLU Mean	Your first-year students compared with					
		SW, SE, Rocky Mtn Gr Mean	Effect size	Private non-profit Mean	Effect size	TX grp Mean	Effect size
Student-Faculty Interaction	28.7	24.4 *	.29	23.6 **	.35	22.5 ***	.41
Effective Teaching Practices	44.3	42.0	.17	42.0	.18	41.1 *	.23

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

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	TLU	SW, SE, Rocky Mtn Gr	Private non-profit	TX grp
3a. Talked about career plans with a faculty member	47	39	37	36
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	41	25	23	23
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	34	33	30
3d. Discussed your academic performance with a faculty member	56	38	36	34

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	TLU	SW, SE, Rocky Mtn Gr	Private non-profit	TX grp
5a. Clearly explained course goals and requirements	90	83	83	83
5b. Taught course sessions in an organized way	86	81	83	80
5c. Used examples or illustrations to explain difficult points	87	79	80	77
5d. Provided feedback on a draft or work in progress	80	72	71	67
5e. Provided prompt and detailed feedback on tests or completed assignments	80	70	70	67

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.

Experiences with Faculty: Seniors

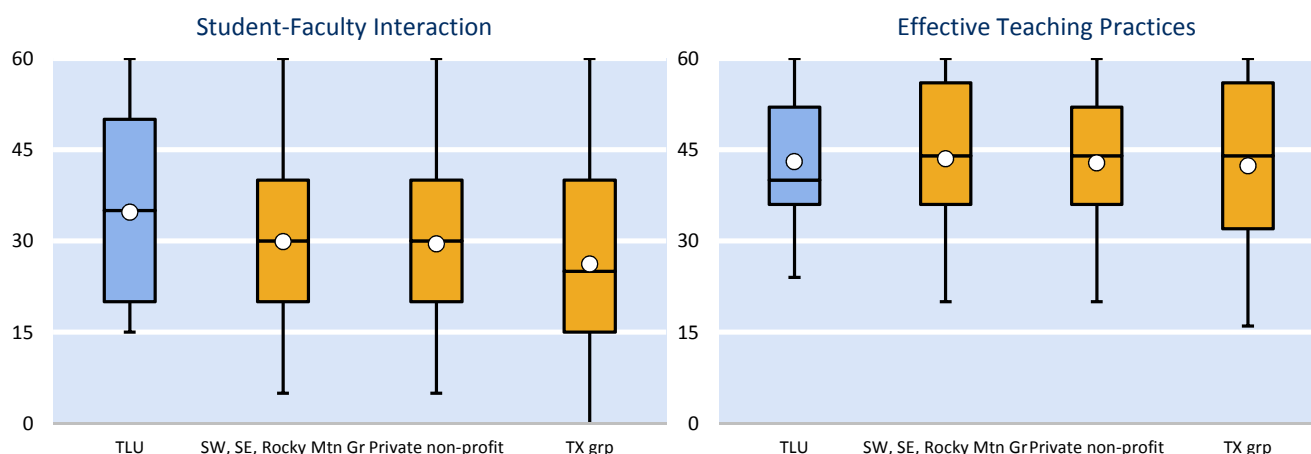
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	TLU Mean	Your seniors compared with					
		SW, SE, Rocky Mtn Gr Mean	Effect size	Private non-profit Mean	Effect size	TX grp Mean	Effect size
Student-Faculty Interaction	34.7	29.9 ***	.30	29.5 ***	.33	26.2 ***	.50
Effective Teaching Practices	43.0	43.5	-.04	42.8	.02	42.3	.05

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

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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	TLU	SW, SE, Rocky Mtn Gr	Private non-profit	TX grp
3a. Talked about career plans with a faculty member	64	56	55	48
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	45	37	37	32
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	59	48	47	38
3d. Discussed your academic performance with a faculty member	54	45	42	39

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	TLU	SW, SE, Rocky Mtn Gr	Private non-profit	TX grp
5a. Clearly explained course goals and requirements	87	85	85	82
5b. Taught course sessions in an organized way	82	84	84	81
5c. Used examples or illustrations to explain difficult points	82	83	83	81
5d. Provided feedback on a draft or work in progress	74	72	70	68
5e. Provided prompt and detailed feedback on tests or completed assignments	76	75	74	73

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.

Campus Environment: First-year students

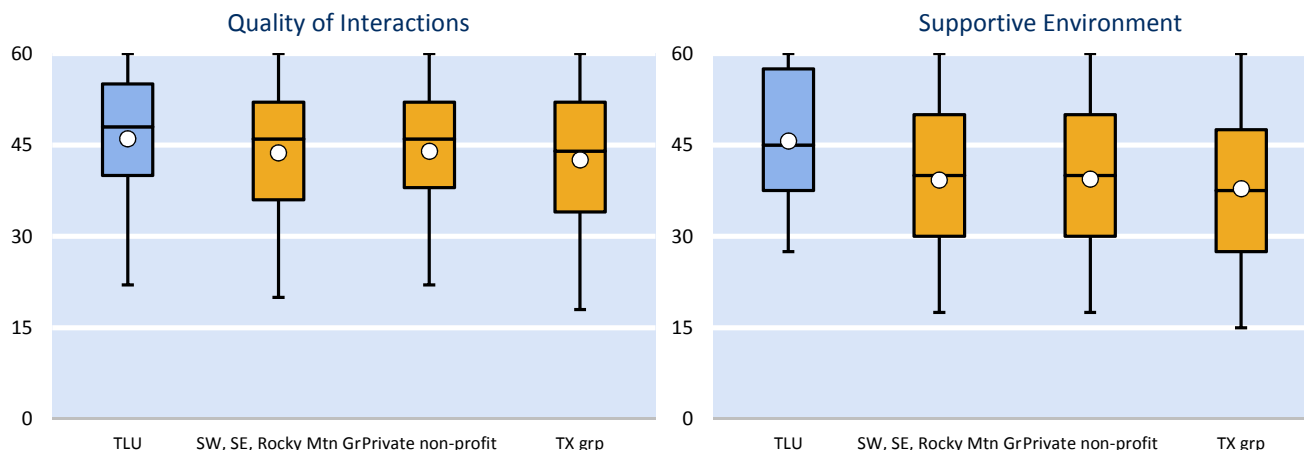
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	TLU Mean	Your first-year students compared with					
		SW, SE, Rocky Mtn Gr		Private non-profit		TX grp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.0	43.7	.19	44.0	.18	42.6 *	.27
Supportive Environment	45.6	39.2 ***	.47	39.4 ***	.47	37.8 ***	.58

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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Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	TLU	SW, SE, Rocky Mtn Gr	Private non-profit	TX grp
13a. Students	71	63	63	59
13b. Academic advisors	52	54	55	51
13c. Faculty	67	58	60	53
13d. Student services staff (career services, student activities, housing, etc.)	54	49	50	48
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	49	49	47

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	TLU	SW, SE, Rocky Mtn Gr	Private non-profit	TX grp
14b. Providing support to help students succeed academically	90	81	82	78
14c. Using learning support services (tutoring services, writing center, etc.)	96	80	81	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	82	63	63	61
14e. Providing opportunities to be involved socially	88	76	77	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	91	74	75	70
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	62	48	47	48
14h. Attending campus activities and events (performing arts, athletic events, etc.)	88	74	73	70
14i. Attending events that address important social, economic, or political issues	86	60	61	54

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.

Campus Environment: Seniors

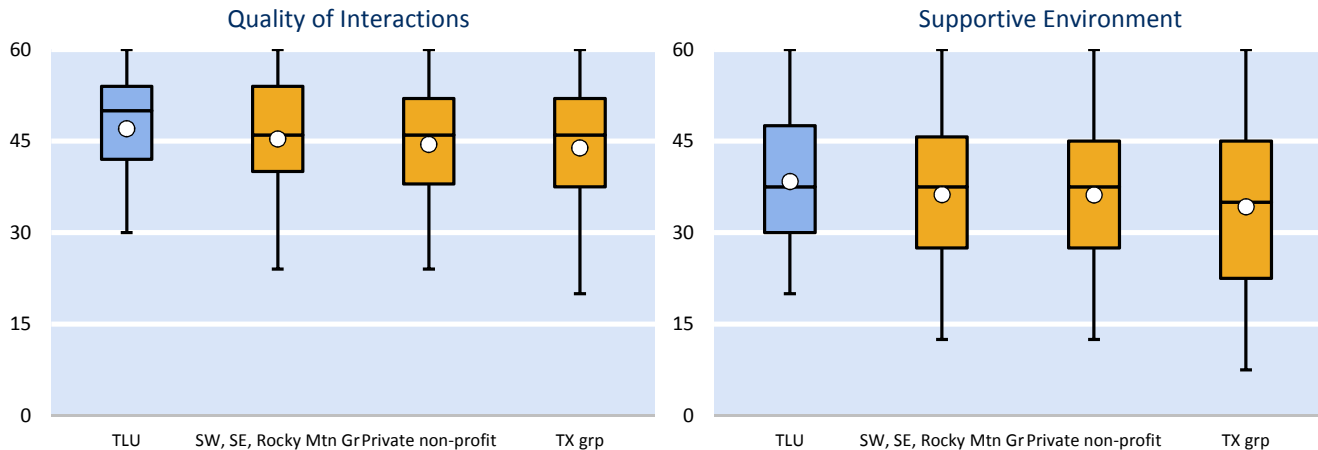
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	TLU Mean	Your seniors compared with					
		SW, SE, Rocky Mtn Gr		Private non-profit		TX grp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	47.0	45.4	.15	44.4 **	.24	43.9 ***	.26
Supportive Environment	38.4	36.2 *	.15	36.1 *	.16	34.2 ***	.28

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	TLU	SW, SE, Rocky Mtn Gr	Private non-profit	TX grp
13a. Students	63	66	65	66
13b. Academic advisors	76	66	63	58
13c. Faculty	72	70	69	66
13d. Student services staff (career services, student activities, housing, etc.)	53	48	44	46
13e. Other administrative staff and offices (registrar, financial aid, etc.)	63	48	44	47

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	TLU	SW, SE, Rocky Mtn Gr	Private non-profit	TX grp
14b. Providing support to help students succeed academically	87	79	79	74
14c. Using learning support services (tutoring services, writing center, etc.)	82	73	74	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	57	55	55
14e. Providing opportunities to be involved socially	72	72	73	68
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	67	67	64
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	38	36	37
14h. Attending campus activities and events (performing arts, athletic events, etc.)	75	66	67	61
14i. Attending events that address important social, economic, or political issues	61	55	56	49

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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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 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 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		TLU	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.5	41.0	-.04	✓	43.0	-.19	
	Reflective and Integrative Learning	38.1	37.6	.04	✓	39.6	-.11	
	Learning Strategies	41.8	41.6	.02	✓	44.4	-.18	
	Quantitative Reasoning	30.5	29.4	.07	✓	31.5	-.06	✓
Learning with Peers	Collaborative Learning	36.0	35.1	.07	✓	37.3	-.09	✓
	Discussions with Diverse Others	46.4	43.3	.20	✓	45.5	.06	✓
Experiences with Faculty	Student-Faculty Interaction	28.7	24.0 **	.31	✓	27.2	.09	✓
	Effective Teaching Practices	44.3	42.3	.15	✓	44.6	-.03	✓
Campus Environment	Quality of Interactions	46.0	44.0	.17	✓	45.8	.01	✓
	Supportive Environment	45.6	39.4 ***	.46	✓	41.3 **	.33	✓
Seniors		TLU	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.5	43.5	-.07	✓	45.3 **	-.21	
	Reflective and Integrative Learning	40.9	41.3	-.03	✓	43.1 *	-.18	
	Learning Strategies	39.3	42.5 **	-.22		44.8 ***	-.39	
	Quantitative Reasoning	31.5	31.8	-.02	✓	33.6	-.13	
Learning with Peers	Collaborative Learning	36.5	35.7	.05	✓	38.2	-.13	
	Discussions with Diverse Others	48.1	43.9 ***	.26	✓	45.9	.14	✓
Experiences with Faculty	Student-Faculty Interaction	34.7	29.8 ***	.31	✓	34.1	.04	✓
	Effective Teaching Practices	43.0	43.1	.00	✓	45.1	-.16	
Campus Environment	Quality of Interactions	47.0	45.0 *	.18	✓	46.7	.03	✓
	Supportive Environment	38.4	36.1 *	.16	✓	38.8	-.03	✓

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 2014 and 2015 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
TLU (N = 78)	40.5	13.1	1.48	20	30	40	50	60				
SW, SE, Rocky Mtn Gr	40.4	13.6	.16	20	30	40	50	60	7,268	.0	.992	.001
Private non-profit	40.6	13.3	.08	20	30	40	50	60	28,983	-.2	.909	-.013
TX grp	38.5	14.0	.29	15	30	40	50	60	2,368	1.9	.235	.137
Top 50%	41.0	13.7	.04	20	30	40	50	60	139,471	-.5	.742	-.037
Top 10%	43.0	13.8	.08	20	35	40	55	60	28,092	-2.6	.097	-.188
Reflective & Integrative Learning												
TLU (N = 83)	38.1	12.6	1.38	20	31	40	43	60				
SW, SE, Rocky Mtn Gr	36.9	12.7	.15	17	29	37	46	60	7,556	1.3	.367	.100
Private non-profit	37.1	12.4	.07	17	29	37	46	60	30,226	1.0	.474	.079
TX grp	35.1	13.0	.27	14	26	34	43	60	2,471	3.0	.038	.232
Top 50%	37.6	12.7	.03	17	29	37	46	60	149,270	.5	.707	.041
Top 10%	39.6	12.8	.07	20	31	40	49	60	29,966	-1.5	.302	-.114
Learning Strategies												
TLU (N = 76)	41.8	12.9	1.49	20	33	40	53	60				
SW, SE, Rocky Mtn Gr	40.8	14.1	.17	20	33	40	53	60	6,807	1.0	.539	.071
Private non-profit	40.2	13.8	.08	20	33	40	53	60	27,238	1.6	.319	.115
TX grp	39.7	14.0	.30	20	27	40	53	60	2,201	2.1	.190	.153
Top 50%	41.6	14.1	.04	20	33	40	53	60	125,381	.2	.892	.016
Top 10%	44.4	14.0	.08	20	33	47	60	60	28,464	-2.6	.110	-.184
Quantitative Reasoning												
TLU (N = 80)	30.5	16.4	1.84	0	20	27	40	60				
SW, SE, Rocky Mtn Gr	28.4	16.6	.19	0	20	27	40	60	7,400	2.1	.272	.124
Private non-profit	28.1	16.4	.10	0	20	27	40	60	29,485	2.4	.194	.145
TX grp	27.2	16.8	.35	0	20	27	40	60	2,413	3.2	.089	.193
Top 50%	29.4	16.6	.04	0	20	27	40	60	183,408	1.1	.554	.066
Top 10%	31.5	16.5	.09	0	20	33	40	60	36,395	-1.0	.578	-.062
Learning with Peers												
Collaborative Learning												
TLU (N = 87)	36.0	11.8	1.27	15	30	35	40	60				
SW, SE, Rocky Mtn Gr	33.9	13.7	.16	15	25	35	40	60	89	2.1	.103	.153
Private non-profit	34.3	13.5	.08	15	25	35	45	60	87	1.7	.173	.130
TX grp	32.8	13.5	.27	10	25	30	40	60	94	3.3	.013	.244
Top 50%	35.1	13.8	.03	15	25	35	45	60	86	.9	.480	.065
Top 10%	37.3	13.8	.07	15	25	35	50	60	87	-1.2	.337	-.089
Discussions with Diverse Others												
TLU (N = 76)	46.4	14.9	1.71	20	35	50	60	60				
SW, SE, Rocky Mtn Gr	42.2	15.0	.18	15	30	40	60	60	6,889	4.2	.015	.281
Private non-profit	41.3	15.0	.09	15	30	40	55	60	27,610	5.1	.003	.340
TX grp	40.6	16.5	.36	10	30	40	60	60	2,210	5.8	.002	.354
Top 50%	43.3	15.4	.04	20	35	45	60	60	154,945	3.0	.084	.198
Top 10%	45.5	14.8	.08	20	40	50	60	60	35,876	.9	.612	.058

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												
TLU (N = 77)	28.7	12.7	1.45	5	20	25	35	50				
SW, SE, Rocky Mtn Gr	24.4	14.9	.17	5	15	20	35	55	7,414	4.3	.012	.287
Private non-profit	23.6	14.6	.08	5	15	20	30	50	29,601	5.1	.002	.350
TX grp	22.5	15.2	.31	0	10	20	30	55	2,439	6.2	.000	.412
Top 50%	24.0	15.2	.05	0	15	20	35	55	96,810	4.7	.007	.308
Top 10%	27.2	16.1	.13	5	15	25	40	60	78	1.5	.304	.093
Effective Teaching Practices												
TLU (N = 80)	44.3	11.5	1.29	24	40	44	56	60				
SW, SE, Rocky Mtn Gr	42.0	13.0	.15	20	32	40	52	60	7,489	2.3	.123	.173
Private non-profit	42.0	12.7	.07	20	32	40	52	60	29,827	2.2	.116	.176
TX grp	41.1	13.6	.28	16	32	40	52	60	2,442	3.2	.041	.232
Top 50%	42.3	13.2	.04	20	32	40	52	60	111,024	1.9	.193	.145
Top 10%	44.6	13.3	.09	20	36	44	56	60	80	-.4	.763	-.029
Campus Environment												
Quality of Interactions												
TLU (N = 76)	46.0	11.4	1.31	22	40	48	55	60				
SW, SE, Rocky Mtn Gr	43.7	12.0	.15	20	36	46	52	60	6,779	2.3	.094	.193
Private non-profit	44.0	11.4	.07	22	38	46	52	60	27,010	2.0	.124	.176
TX grp	42.6	13.0	.28	18	34	44	52	60	2,168	3.4	.023	.266
Top 50%	44.0	11.7	.04	22	38	46	52	60	97,547	2.0	.133	.172
Top 10%	45.8	11.9	.08	23	40	48	55	60	20,623	.2	.907	.013
Supportive Environment												
TLU (N = 66)	45.6	10.7	1.32	28	38	45	58	60				
SW, SE, Rocky Mtn Gr	39.2	13.6	.17	18	30	40	50	60	67	6.4	.000	.471
Private non-profit	39.4	13.1	.08	18	30	40	50	60	25,673	6.2	.000	.474
TX grp	37.8	13.6	.31	15	28	38	48	60	72	7.8	.000	.576
Top 50%	39.4	13.4	.04	18	30	40	50	60	123,599	6.2	.000	.464
Top 10%	41.3	13.0	.08	20	33	40	53	60	26,969	4.3	.007	.333

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 2015 Engagement Indicators

Detailed Statistics^a

Texas Lutheran 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												
TLU (N = 142)	42.5	12.5	1.05	20	35	40	55	60				
SW, SE, Rocky Mtn Gr	43.3	13.3	.15	20	35	40	55	60	8,189	-.8	.490	-.058
Private non-profit	42.8	13.2	.07	20	35	40	55	60	34,070	-.3	.801	-.021
TX grp	42.4	14.2	.25	20	35	40	55	60	158	.2	.888	.011
Top 50%	43.5	13.8	.03	20	35	40	55	60	141	-1.0	.349	-.071
Top 10%	45.3	13.6	.06	20	40	45	60	60	142	-2.8	.009	-.206
Reflective & Integrative Learning												
TLU (N = 147)	40.9	13.1	1.08	20	31	40	51	60				
SW, SE, Rocky Mtn Gr	41.2	12.6	.14	20	31	40	51	60	8,480	-.3	.760	-.025
Private non-profit	40.9	12.5	.07	20	31	40	51	60	35,310	.0	.980	.002
TX grp	38.9	13.1	.23	17	29	40	49	60	3,433	2.0	.070	.153
Top 50%	41.3	12.7	.03	20	31	40	51	60	177,493	-.4	.706	-.031
Top 10%	43.1	12.5	.06	20	34	43	54	60	44,119	-2.2	.031	-.178
Learning Strategies												
TLU (N = 142)	39.3	12.8	1.07	20	33	40	47	60				
SW, SE, Rocky Mtn Gr	41.7	14.3	.16	20	33	40	53	60	148	-2.5	.024	-.173
Private non-profit	40.0	14.4	.08	13	27	40	53	60	143	-.7	.524	-.048
TX grp	41.4	14.8	.27	13	33	40	53	60	160	-2.2	.053	-.146
Top 50%	42.5	14.6	.03	20	33	40	60	60	141	-3.2	.003	-.220
Top 10%	44.8	14.2	.06	20	33	47	60	60	142	-5.6	.000	-.392
Quantitative Reasoning												
TLU (N = 145)	31.5	17.1	1.42	0	20	33	40	60				
SW, SE, Rocky Mtn Gr	31.0	17.6	.19	0	20	33	40	60	8,334	.5	.736	.028
Private non-profit	30.5	17.5	.09	0	20	27	40	60	34,711	1.0	.483	.058
TX grp	30.8	17.4	.31	0	20	33	40	60	3,363	.6	.661	.037
Top 50%	31.8	17.3	.03	0	20	33	40	60	299,864	-.3	.844	-.016
Top 10%	33.6	16.9	.07	0	20	33	47	60	66,318	-2.2	.125	-.127
Learning with Peers												
Collaborative Learning												
TLU (N = 146)	36.5	13.4	1.11	15	25	35	45	60				
SW, SE, Rocky Mtn Gr	33.8	14.2	.16	10	25	35	45	60	8,574	2.7	.025	.187
Private non-profit	34.5	13.8	.07	15	25	35	45	60	35,793	2.0	.087	.141
TX grp	33.5	14.3	.25	10	25	35	45	60	3,450	2.9	.015	.205
Top 50%	35.7	13.9	.03	15	25	35	45	60	250,973	.8	.507	.055
Top 10%	38.2	13.7	.06	15	30	40	50	60	50,177	-1.7	.128	-.126
Discussions with Diverse Others												
TLU (N = 144)	48.1	13.4	1.11	20	40	50	60	60				
SW, SE, Rocky Mtn Gr	42.6	15.0	.17	20	35	40	60	60	7,935	5.5	.000	.368
Private non-profit	40.9	15.1	.08	15	30	40	55	60	33,029	7.2	.000	.477
TX grp	41.1	16.7	.30	10	30	40	60	60	165	7.0	.000	.423
Top 50%	43.9	15.9	.03	20	35	45	60	60	143	4.2	.000	.262
Top 10%	45.9	15.4	.06	20	40	50	60	60	143	2.2	.054	.141

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												
TLU (N = 144)	34.7	16.2	1.35	15	20	35	50	60				
SW, SE, Rocky Mtn Gr	29.9	16.3	.18	5	20	30	40	60	8,323	4.8	.000	.295
Private non-profit	29.5	16.0	.09	5	20	30	40	60	34,699	5.2	.000	.325
TX grp	26.2	16.9	.30	0	15	25	40	60	3,369	8.5	.000	.504
Top 50%	29.8	16.2	.05	5	20	30	40	60	114,993	5.0	.000	.306
Top 10%	34.1	16.6	.13	5	20	35	45	60	17,000	.6	.658	.037
Effective Teaching Practices												
TLU (N = 147)	43.0	12.4	1.02	24	36	40	52	60				
SW, SE, Rocky Mtn Gr	43.5	13.4	.15	20	36	44	56	60	8,398	-.5	.664	-.036
Private non-profit	42.8	13.0	.07	20	36	44	52	60	34,994	.2	.850	.016
TX grp	42.3	14.1	.25	16	32	44	56	60	163	.7	.506	.050
Top 50%	43.1	13.6	.03	20	36	44	56	60	164,475	.0	.983	-.002
Top 10%	45.1	13.4	.08	20	36	48	60	60	30,779	-2.1	.060	-.156
Campus Environment												
Quality of Interactions												
TLU (N = 144)	47.0	10.0	.84	30	42	50	54	60				
SW, SE, Rocky Mtn Gr	45.4	11.0	.13	24	40	46	54	60	7,860	1.7	.071	.152
Private non-profit	44.4	10.8	.06	24	38	46	52	60	32,687	2.6	.004	.239
TX grp	43.9	12.1	.22	20	38	46	52	60	164	3.1	.000	.260
Top 50%	45.0	11.4	.03	24	38	46	54	60	143	2.0	.015	.180
Top 10%	46.7	11.8	.06	24	40	50	56	60	144	.3	.701	.027
Supportive Environment												
TLU (N = 135)	38.4	11.9	1.02	20	30	38	48	60				
SW, SE, Rocky Mtn Gr	36.2	14.0	.16	13	28	38	46	60	141	2.2	.039	.155
Private non-profit	36.1	13.6	.08	13	28	38	45	60	136	2.2	.032	.164
TX grp	34.2	14.9	.28	8	23	35	45	60	155	4.2	.000	.283
Top 50%	36.1	13.9	.03	13	26	38	45	60	135	2.3	.027	.165
Top 10%	38.8	13.7	.08	15	30	40	50	60	136	-.4	.711	-.028

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.