NSSE 2022
Engagement Indicators

Texas Lutheran University

NSSE 2022 Engagement Indicators

About This Report

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. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

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

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

- **Mean Comparisons**
  Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
- **Score Distributions**
  Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
- **Performance on Indicator Items**
  Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 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.

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Overview

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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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	*Engagement Indicator*	**Your first-year students** compared with Southwest Private	**Your first-year students** compared with Carnegie Class	**Your first-year students** compared with NSSE 2021 & 2022
Academic Challenge	Higher-Order Learning	--	▲	▲
	Reflective & Integrative Learning	△	▲	▲
	Learning Strategies	--	--	--
	Quantitative Reasoning	▲	▲	▲
Learning with Peers	Collaborative Learning	▲	▲	▲
	Discussions with Diverse Others	▲	▲	▲
Experiences with Faculty	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	--	▲	▲
Campus Environment	Quality of Interactions	--	▲	▲
	Supportive Environment	▲	▲	▲

Seniors

Theme	*Engagement Indicator*	**Your seniors** compared with Southwest Private	**Your seniors** compared with Carnegie Class	**Your seniors** compared with NSSE 2021 & 2022
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▲	--	▲
	Discussions with Diverse Others	▲	▲	▲
Experiences with Faculty	Student-Faculty Interaction	▲	--	▲
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	▲
	Supportive Environment	--	--	--

NSSE 2022 Engagement Indicators

Academic Challenge

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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

	TLU	*Your first-year students compared with*					
		Southwest Private		**Carnegie Class**		**NSSE 2021 & 2022**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	42.4	39.0	.23	36.9 **	.40	37.8 *	.34
Reflective & Integrative Learning	40.2	36.7 *	.28	35.0 **	.42	35.3 **	.40
Learning Strategies	39.1	39.8	-.04	37.7	.10	37.9	.09
Quantitative Reasoning	34.6	29.0 *	.34	29.1 **	.36	28.7 **	.38

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.

NSSE 2022 Engagement Indicators

Academic Challenge

Texas Lutheran University

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.

		Percentage point difference [a] between your FY students and		
Higher-Order Learning	**TLU**	**Southwest Private**	**Carnegie Class**	**NSSE 2021 & 2022**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	82	+14	+16	+13
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+8	+11	+9
4d. Evaluating a point of view, decision, or information source	84	+11	+16	+15
4e. Forming a new idea or understanding from various pieces of information	79	+7	+11	+9
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	61	+8	+9	+11
2b. Connected your learning to societal problems or issues	56	+2	+6	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+4	+10	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	83	+15	+18	+19
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	79	+3	+8	+8
2f. Learned something that changed the way you understand an issue or concept	79	+11	+14	+14
2g. Connected ideas from your courses to your prior experiences and knowledge	90	+13	+16	+14
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	85	+10	+14	+12
9b. Reviewed your notes after class	68	-2	+2	+2
9c. Summarized what you learned in class or from course materials	67	-0	+4	+3
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	70	+18	+17	+17
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	60	+16	+17	+18
6c. Evaluated what others have concluded from numerical information	66	+25	+25	+25

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.

NSSE 2022 Engagement Indicators

Academic Challenge

Texas Lutheran University

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

	TLU	*Your seniors compared with*					
		Southwest Private		**Carnegie Class**		**NSSE 2021 & 2022**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	38.8	42.2	-.24	40.9	-.15	40.2	-.10
Reflective & Integrative Learning	39.5	40.5	-.08	39.1	.03	38.1	.11
Learning Strategies	37.6	40.7	-.21	39.9	-.16	39.0	-.10
Quantitative Reasoning	30.7	31.4	-.04	31.5	-.05	30.9	-.01

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

Score Distributions

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

NSSE 2022 Engagement Indicators

Academic Challenge

Texas Lutheran University

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.

		Percentage point difference [a] between your seniors and		
	TLU	Southwest Private	Carnegie Class	NSSE 2021 & 2022
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	72	-6	-4	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	-2	+0	+0
4d. Evaluating a point of view, decision, or information source	64	-14	-10	-8
4e. Forming a new idea or understanding from various pieces of information	79	+0	+5	+6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	73	+8	+4	+7
2b. Connected your learning to societal problems or issues	60	-8	-3	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	-8	-1	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	75	-0	+6	+8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	-2	+2	+3
2f. Learned something that changed the way you understand an issue or concept	72	-2	+1	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	88	+1	+4	+5
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	72	-9	-6	-5
9b. Reviewed your notes after class	67	+1	-0	+2
9c. Summarized what you learned in class or from course materials	60	-11	-9	-6
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-4	-4	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	53	+3	+3	+5
6c. Evaluated what others have concluded from numerical information	58	+11	+11	+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.

NSSE 2022 Engagement Indicators

Learning with Peers

Texas Lutheran University

Learning with Peers: First-year students

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

	TLU	*Your first-year students compared with*					
		Southwest Private		Carnegie Class		NSSE 2021 & 2022	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	36.9	26.3 ***	.65	29.2 ***	.54	27.5 ***	.63
Discussions with Diverse Others	45.4	37.4 ***	.48	37.4 ***	.48	37.1 ***	.51

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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Performance on Indicator Items

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		Percentage point difference [a] between your FY students and		
Collaborative Learning	TLU	Southwest Private	Carnegie Class	NSSE 2021 & 2022
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	64	+25	+20	+23
1c. Explained course material to one or more students	66	+24	+19	+22
1d. Prepared for exams by discussing or working through course material with other students	58	+22	+17	+21
1e. Worked with other students on course projects or assignments	71	+27	+21	+26
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	84	+16	+18	+18
8b. People from an economic background other than your own	81	+14	+14	+14
8c. People with religious beliefs other than your own	74	+14	+13	+12
8d. People with political views other than your own	68	+7	+6	+9

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NSSE 2022 Engagement Indicators

Learning with Peers

Texas Lutheran University

Learning with Peers: Seniors

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

	TLU	*Your seniors compared with*					
		Southwest Private		Carnegie Class		NSSE 2021 & 2022	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	34.5	25.0 ***	.59	31.4	.20	29.0 **	.34
Discussions with Diverse Others	45.8	39.3 **	.39	38.9 **	.42	38.1 **	.47

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

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		Percentage point difference [a] between your seniors and		
Collaborative Learning	TLU	Southwest Private	Carnegie Class	NSSE 2021 & 2022
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	47	+18	+5	+8
1c. Explained course material to one or more students	61	+24	+5	+13
1d. Prepared for exams by discussing or working through course material with other students	48	+19	+5	+11
1e. Worked with other students on course projects or assignments	65	+13	+5	+9
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	89	+17	+20	+21
8b. People from an economic background other than your own	93	+22	+22	+25
8c. People with religious beliefs other than your own	81	+19	+17	+18
8d. People with political views other than your own	78	+13	+13	+18

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NSSE 2022 Engagement Indicators

Experiences with Faculty

Texas Lutheran University

Experiences with Faculty: First-year students

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

Mean Comparisons

	TLU	*Your first-year students compared with*					
		Southwest Private		**Carnegie Class**		**NSSE 2021 & 2022**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	33.0	20.5 ***	.83	22.9 ***	.66	20.0 ***	.88
Effective Teaching Practices	43.2	40.1	.21	38.8 *	.32	37.9 **	.39

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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Performance on Indicator Items

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		Percentage point difference [a] between your FY students and		
Student-Faculty Interaction	**TLU**	**Southwest Private**	**Carnegie Class**	**NSSE 2021 & 2022**
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	60	+23	+19	+25
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	49	+29	+25	+29
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	50	+25	+21	+26
3d. Discussed your academic performance with a faculty member	68	+38	+32	+39
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	86	+9	+11	+10
5b. Taught course sessions in an organized way	78	+5	+6	+6
5c. Used examples or illustrations to explain difficult points	84	+11	+12	+13
5d. Provided feedback on a draft or work in progress	75	+5	+7	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+1	+3	+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.

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NSSE 2022 Engagement Indicators

Experiences with Faculty

Texas Lutheran University

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

	TLU	*Your seniors compared with*					
		Southwest Private		**Carnegie Class**		**NSSE 2021 & 2022**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	30.2	21.2 ***	.54	27.6	.15	22.5 ***	.48
Effective Teaching Practices	41.8	41.0	.05	41.3	.03	39.4	.17

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

Score Distributions

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Performance 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.

		Percentage point difference [a] between your seniors and		
	TLU	**Southwest Private**	**Carnegie Class**	**NSSE 2021 & 2022**
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	54	+15	+1	+14
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	44	+21	+9	+18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	45	+20	+6	+16
3d. Discussed your academic performance with a faculty member	40	+8	-3	+8
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	81	-0	+1	+2
5b. Taught course sessions in an organized way	74	-5	-3	-1
5c. Used examples or illustrations to explain difficult points	85	+13	+7	+10
5d. Provided feedback on a draft or work in progress	74	+6	+4	+11
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+1	+2	+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.

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NSSE 2022 Engagement Indicators

Campus Environment

Texas Lutheran University

Campus Environment: First-year students

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

Mean Comparisons

	TLU	*Your first-year students compared with*					
		Southwest Private		Carnegie Class		NSSE 2021 & 2022	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	48.2	45.1	.24	43.4 **	.39	42.4 ***	.46
Supportive Environment	42.5	35.0 ***	.51	34.9 ***	.53	33.3 ***	.66

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.

		Percentage point difference [a] between your FY students and		
	TLU	Southwest Private	Carnegie Class	NSSE 2021 & 2022
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	62	+5	+11	+13
13b. Academic advisors	67	+7	+10	+13
13c. Faculty	71	+11	+18	+20
13d. Student services staff (career services, student activities, housing, etc.)	60	+4	+12	+14
13e. Other administrative staff and offices (registrar, financial aid, etc.)	62	+5	+10	+17
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	85	+13	+15	+15
14c. Using learning support services (tutoring services, writing center, etc.)	74	+0	+2	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	74	+15	+15	+17
14e. Providing opportunities to be involved socially	80	+11	+13	+16
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	85	+21	+20	+23
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	64	+20	+21	+27
14h. Attending campus activities and events (performing arts, athletic events, etc.)	83	+23	+20	+27
14i. Attending events that address important social, economic, or political issues	62	+20	+16	+19

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.

NSSE 2022 Engagement Indicators

Campus Environment

Texas Lutheran University

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

	TLU	*Your seniors compared with*					
		Southwest Private		Carnegie Class		NSSE 2021 & 2022	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	47.5	46.1	.11	44.5	.25	43.0 *	.35
Supportive Environment	35.6	31.6	.25	34.0	.11	31.6	.27

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.

		Percentage point difference [a] between your seniors and		
Quality of Interactions	TLU	Southwest Private	Carnegie Class	NSSE 2021 & 2022
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	74	+10	+14	+16
13b. Academic advisors	59	-4	-2	+4
13c. Faculty	60	-6	-3	+3
13d. Student services staff (career services, student activities, housing, etc.)	61	+4	+13	+15
13e. Other administrative staff and offices (registrar, financial aid, etc.)	61	+4	+11	+14
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	69	-1	-1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	66	+1	-2	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	+5	+0	+5
14e. Providing opportunities to be involved socially	68	+8	+1	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	+7	+1	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-1	-1	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+16	+6	+14
14i. Attending events that address important social, economic, or political issues	44	+8	-1	+4

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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NSSE 2022 Engagement Indicators

Comparisons with High-Performing Institutions

Texas Lutheran University

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 2021 and 2022 NSSE institutions, and
(b) institutions with average scores placing them in the top 10% of all 2021 and 2022 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

			Your first-year students compared with					
		TLU	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	42.4	39.2	.23	✓	42.1	.02	✓
	Reflective and Integrative Learning	40.2	36.9 *	.28	✓	39.2	.09	✓
	Learning Strategies	39.1	39.6	-.03	✓	42.9	-.26	
	Quantitative Reasoning	34.6	30.2 *	.29	✓	33.3	.09	✓
Learning with Peers	Collaborative Learning	36.9	31.8 **	.37	✓	35.4	.11	✓
	Discussions with Diverse Others	45.4	39.8 **	.37	✓	42.6	.20	✓
Experiences with Faculty	Student-Faculty Interaction	33.0	24.3 ***	.57	✓	27.8 *	.34	✓
	Effective Teaching Practices	43.2	40.3	.21	✓	43.3	-.01	✓
Campus Environment	Quality of Interactions	48.2	45.1	.26	✓	48.2	.00	✓
	Supportive Environment	42.5	35.9 ***	.48	✓	39.1	.26	✓

Seniors

			Your seniors compared with					
		TLU	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	38.8	41.9	-.22		44.2 **	-.41	
	Reflective and Integrative Learning	39.5	40.3	-.06	✓	42.7	-.28	
	Learning Strategies	37.6	41.1	-.24		43.4 **	-.41	
	Quantitative Reasoning	30.7	32.4	-.11		35.3	-.29	
Learning with Peers	Collaborative Learning	34.5	34.0	.03	✓	37.9	-.25	
	Discussions with Diverse Others	45.8	40.4 *	.34	✓	43.2	.17	✓
Experiences with Faculty	Student-Faculty Interaction	30.2	28.8	.09	✓	33.2	-.19	
	Effective Teaching Practices	41.8	41.9	-.01	✓	44.5	-.20	
Campus Environment	Quality of Interactions	47.5	45.6	.15	✓	48.0	-.04	✓
	Supportive Environment	35.6	34.2	.09	✓	37.4	-.13	

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 2021 and 2022 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 positive or non-significant with an effect size > -.10.

NSSE 2022 Engagement Indicators

Detailed Statistics[a]

Texas Lutheran University

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												
TLU (N = 54)	42.4	13.0	1.76	20	35	45	50	60				
Southwest Private	39.0	14.3	.20	15	30	40	50	60	5,255	3.3	.087	.233
Carnegie Class	36.9	13.7	.18	15	30	40	45	60	5,959	5.4	.004	.397
NSSE 2021 & 2022	37.8	13.5	.04	15	30	40	45	60	146,163	4.6	.012	.340
Top 50%	39.2	13.3	.05	20	30	40	50	60	75,057	3.1	.084	.234
Top 10%	42.1	13.0	.14	20	35	40	55	60	8,258	.3	.862	.024
Reflective & Integrative Learning												
TLU (N = 60)	40.2	11.1	1.43	20	31	43	49	57				
Southwest Private	36.7	12.9	.17	17	29	37	46	60	5,728	3.6	.033	.275
Carnegie Class	35.0	12.3	.15	14	26	34	43	57	6,526	5.2	.001	.425
NSSE 2021 & 2022	35.3	12.3	.03	17	26	34	43	57	158,843	5.0	.002	.404
Top 50%	36.9	12.1	.04	17	29	37	46	60	75,234	3.3	.032	.275
Top 10%	39.2	11.8	.12	20	31	40	49	60	10,237	1.0	.506	.086
Learning Strategies												
TLU (N = 52)	39.1	12.7	1.76	20	33	40	47	60				
Southwest Private	39.8	14.8	.21	20	27	40	53	60	4,832	-.7	.749	-.044
Carnegie Class	37.7	14.2	.19	13	27	40	47	60	5,524	1.4	.465	.102
NSSE 2021 & 2022	37.9	14.0	.04	13	27	40	47	60	135,863	1.2	.528	.087
Top 50%	39.6	14.1	.05	20	27	40	53	60	68,423	-.4	.835	-.029
Top 10%	42.9	14.3	.13	20	33	40	60	60	12,535	-3.8	.057	-.264
Quantitative Reasoning												
TLU (N = 53)	34.6	16.3	2.24	0	20	40	47	60				
Southwest Private	29.0	16.6	.24	0	20	27	40	60	4,922	5.6	.014	.338
Carnegie Class	29.1	15.5	.21	0	20	27	40	60	5,635	5.6	.009	.359
NSSE 2021 & 2022	28.7	15.5	.04	0	20	27	40	60	137,800	5.9	.006	.381
Top 50%	30.2	15.3	.05	7	20	27	40	60	79,074	4.5	.034	.292
Top 10%	33.3	15.5	.15	7	20	33	40	60	10,219	1.4	.521	.088
Learning with Peers												
Collaborative Learning												
TLU (N = 61)	36.9	12.7	1.62	15	25	40	50	55				
Southwest Private	26.3	16.3	.21	0	15	25	40	55	62	10.6	.000	.654
Carnegie Class	29.2	14.5	.17	5	20	30	40	55	7,108	7.8	.000	.536
NSSE 2021 & 2022	27.5	15.0	.04	0	15	25	40	55	171,793	9.5	.000	.631
Top 50%	31.8	13.9	.05	10	20	30	40	60	69,557	5.1	.004	.369
Top 10%	35.4	13.6	.12	15	25	35	45	60	12,714	1.5	.387	.111
Discussions with Diverse Others												
TLU (N = 51)	45.4	14.8	2.07	20	40	45	60	60				
Southwest Private	37.4	16.7	.24	5	25	40	50	60	4,844	8.0	.001	.476
Carnegie Class	37.4	16.4	.22	10	25	40	50	60	5,576	7.9	.001	.484
NSSE 2021 & 2022	37.1	16.1	.04	10	25	40	50	60	136,728	8.2	.000	.509
Top 50%	39.8	15.1	.06	15	30	40	55	60	63,083	5.5	.009	.366
Top 10%	42.6	14.2	.16	20	35	40	55	60	8,174	2.8	.162	.197

NSSE 2022 Engagement Indicators

Detailed Statistics[a]

Texas Lutheran University

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												
TLU (N = 57)	33.0	14.0	1.85	10	20	35	45	55				
Southwest Private	20.5	15.2	.21	0	10	20	30	50	5,464	12.5	.000	.827
Carnegie Class	22.9	15.4	.20	0	10	20	35	55	6,221	10.2	.000	.660
NSSE 2021 & 2022	20.0	14.8	.04	0	10	20	30	50	151,782	13.0	.000	.881
Top 50%	24.3	15.1	.08	5	15	20	35	55	38,146	8.7	.000	.573
Top 10%	27.8	15.3	.19	5	15	25	40	60	6,465	5.2	.010	.340
Effective Teaching Practices												
TLU (N = 55)	43.2	12.9	1.73	20	36	44	52	60				
Southwest Private	40.1	14.7	.20	16	28	40	52	60	5,243	3.1	.114	.214
Carnegie Class	38.8	13.8	.18	16	28	40	48	60	5,960	4.4	.018	.320
NSSE 2021 & 2022	37.9	13.7	.04	16	28	40	48	60	145,748	5.3	.004	.389
Top 50%	40.3	13.8	.06	16	32	40	52	60	52,416	2.9	.115	.212
Top 10%	43.3	13.7	.15	20	36	44	56	60	8,212	-.1	.968	-.005
Campus Environment												
Quality of Interactions												
TLU (N = 51)	48.2	9.7	1.36	32	40	50	56	60				
Southwest Private	45.1	12.8	.19	20	38	48	55	60	4,407	3.1	.089	.240
Carnegie Class	43.4	12.2	.17	20	36	45	52	60	5,100	4.8	.005	.393
NSSE 2021 & 2022	42.4	12.4	.04	20	36	44	52	60	123,521	5.8	.001	.465
Top 50%	45.1	11.9	.06	22	38	48	54	60	41,966	3.1	.067	.257
Top 10%	48.2	12.5	.14	23	42	50	60	60	8,068	.0	.995	-.001
Supportive Environment												
TLU (N = 52)	42.5	13.1	1.82	20	35	40	55	60				
Southwest Private	35.0	14.8	.22	10	25	35	45	60	4,596	7.5	.000	.509
Carnegie Class	34.9	14.3	.20	10	25	35	45	60	5,319	7.6	.000	.532
NSSE 2021 & 2022	33.3	14.0	.04	10	23	33	43	60	131,727	9.2	.000	.656
Top 50%	35.9	13.6	.06	13	26	38	45	60	47,631	6.6	.001	.483
Top 10%	39.1	13.3	.18	18	30	40	50	60	5,364	3.4	.066	.257

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.

IPEDS: 228981

NSSE 2022 Engagement Indicators

Detailed Statistics[a]

Texas Lutheran University

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												
TLU (N = 48)	38.8	14.2	2.05	15	25	40	50	60				
Southwest Private	42.2	14.1	.15	20	35	40	55	60	8,659	-3.4	.102	-.237
Carnegie Class	40.9	14.3	.18	20	30	40	55	60	6,477	-2.1	.310	-.147
NSSE 2021 & 2022	40.2	14.0	.03	20	30	40	50	60	228,243	-1.4	.487	-.100
Top 50%	41.9	13.7	.05	20	35	40	55	60	90,443	-3.1	.120	-.225
Top 10%	44.2	13.1	.14	20	35	45	60	60	8,377	-5.4	.004	-.414
Reflective & Integrative Learning												
TLU (N = 50)	39.5	13.7	1.94	14	31	43	51	57				
Southwest Private	40.5	12.5	.13	20	31	40	51	60	9,245	-1.0	.570	-.081
Carnegie Class	39.1	12.8	.16	17	31	40	49	60	6,878	.4	.810	.034
NSSE 2021 & 2022	38.1	13.0	.03	17	29	37	49	60	243,085	1.4	.452	.106
Top 50%	40.3	12.5	.04	20	31	40	50	60	82,038	-.8	.666	-.061
Top 10%	42.7	11.7	.13	23	34	43	51	60	7,853	-3.2	.052	-.275
Learning Strategies												
TLU (N = 45)	37.6	15.6	2.34	13	27	40	47	60				
Southwest Private	40.7	15.1	.17	13	33	40	53	60	8,114	-3.2	.165	-.208
Carnegie Class	39.9	14.7	.19	20	27	40	53	60	6,121	-2.3	.299	-.156
NSSE 2021 & 2022	39.0	14.8	.03	13	27	40	53	60	215,236	-1.4	.519	-.096
Top 50%	41.1	14.6	.05	20	33	40	53	60	98,580	-3.5	.108	-.240
Top 10%	43.4	14.2	.11	20	33	40	60	60	16,666	-5.9	.006	-.413
Quantitative Reasoning												
TLU (N = 45)	30.7	18.4	2.75	0	20	33	40	60				
Southwest Private	31.4	17.4	.19	0	20	33	40	60	8,234	-.7	.778	-.042
Carnegie Class	31.5	16.6	.21	0	20	33	40	60	6,193	-.8	.736	-.051
NSSE 2021 & 2022	30.9	16.6	.04	0	20	33	40	60	217,909	-.2	.936	-.012
Top 50%	32.4	16.5	.05	7	20	33	40	60	110,051	-1.8	.467	-.109
Top 10%	35.3	16.0	.14	7	20	33	47	60	12,845	-4.7	.050	-.293
Learning with Peers												
Collaborative Learning												
TLU (N = 52)	34.5	13.9	1.92	10	25	35	45	60				
Southwest Private	25.0	16.1	.16	0	10	25	35	55	52	9.4	.000	.587
Carnegie Class	31.4	15.5	.18	5	20	30	40	60	7,169	3.1	.156	.197
NSSE 2021 & 2022	29.0	16.2	.03	0	20	30	40	60	51	5.5	.006	.337
Top 50%	34.0	14.6	.05	10	25	35	45	60	86,446	.4	.827	.030
Top 10%	37.9	13.7	.13	15	30	40	50	60	11,173	-3.4	.073	-.249
Discussions with Diverse Others												
TLU (N = 46)	45.8	13.8	2.04	20	40	40	60	60				
Southwest Private	39.3	16.6	.18	10	25	40	55	60	8,122	6.5	.008	.394
Carnegie Class	38.9	16.3	.21	10	25	40	55	60	6,146	6.9	.004	.423
NSSE 2021 & 2022	38.1	16.5	.04	10	25	40	50	60	215,970	7.8	.001	.470
Top 50%	40.4	15.9	.05	15	30	40	55	60	98,647	5.5	.021	.343
Top 10%	43.2	15.1	.15	20	35	45	60	60	9,795	2.6	.242	.174

NSSE 2022 Engagement Indicators

Detailed Statistics[a]

Texas Lutheran University

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												
TLU (N = 50)	30.2	14.7	2.08	5	20	30	40	55				
Southwest Private	21.2	16.7	.18	0	10	20	30	60	8,944	9.0	.000	.543
Carnegie Class	27.6	16.8	.21	0	15	25	40	60	6,639	2.6	.280	.153
NSSE 2021 & 2022	22.5	16.3	.03	0	10	20	35	60	235,012	7.8	.001	.476
Top 50%	28.8	16.2	.08	5	15	25	40	60	42,735	1.5	.525	.090
Top 10%	33.2	16.1	.22	10	20	35	45	60	5,493	-3.0	.188	-.187
Effective Teaching Practices												
TLU (N = 48)	41.8	12.6	1.82	20	32	40	52	60				
Southwest Private	41.0	15.0	.16	16	32	40	56	60	8,634	.8	.719	.052
Carnegie Class	41.3	14.5	.18	16	32	40	56	60	6,463	.5	.812	.035
NSSE 2021 & 2022	39.4	14.5	.03	16	28	40	52	60	227,951	2.4	.252	.165
Top 50%	41.9	14.1	.05	16	32	40	56	60	71,614	-.1	.944	-.010
Top 10%	44.5	13.6	.13	20	36	44	56	60	11,522	-2.7	.172	-.198
Campus Environment												
Quality of Interactions												
TLU (N = 44)	47.5	10.0	1.52	32	40	48	56	60				
Southwest Private	46.1	12.7	.15	20	40	50	58	60	7,118	1.5	.451	.114
Carnegie Class	44.5	12.1	.16	22	38	46	54	60	5,711	3.0	.100	.250
NSSE 2021 & 2022	43.0	12.7	.03	20	36	44	52	60	194,422	4.5	.020	.352
Top 50%	45.6	12.3	.04	22	38	48	56	60	76,111	1.9	.311	.154
Top 10%	48.0	12.5	.08	22	40	50	60	60	22,712	-.5	.798	-.039
Supportive Environment												
TLU (N = 46)	35.6	14.7	2.17	10	25	35	48	60				
Southwest Private	31.6	16.0	.18	5	20	33	43	60	7,843	3.9	.097	.246
Carnegie Class	34.0	14.7	.19	10	23	35	43	60	5,978	1.6	.459	.110
NSSE 2021 & 2022	31.6	14.7	.03	8	20	33	40	60	210,102	4.0	.064	.274
Top 50%	34.2	14.7	.06	10	23	35	45	60	70,626	1.3	.542	.090
Top 10%	37.4	14.5	.17	13	28	38	48	60	7,067	-1.8	.394	-.127

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.

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