



NSSE 2020

Engagement Indicators

The University of Texas at Tyler

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 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. The Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with UT System	Your first-year students compared with THECB Peer Group	Your first-year students compared with NSSE 2019 & 2020
<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	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with UT System	Your seniors compared with THECB Peer Group	Your seniors compared with NSSE 2019 & 2020
<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	▽	▼	▽

Academic Challenge: First-year students

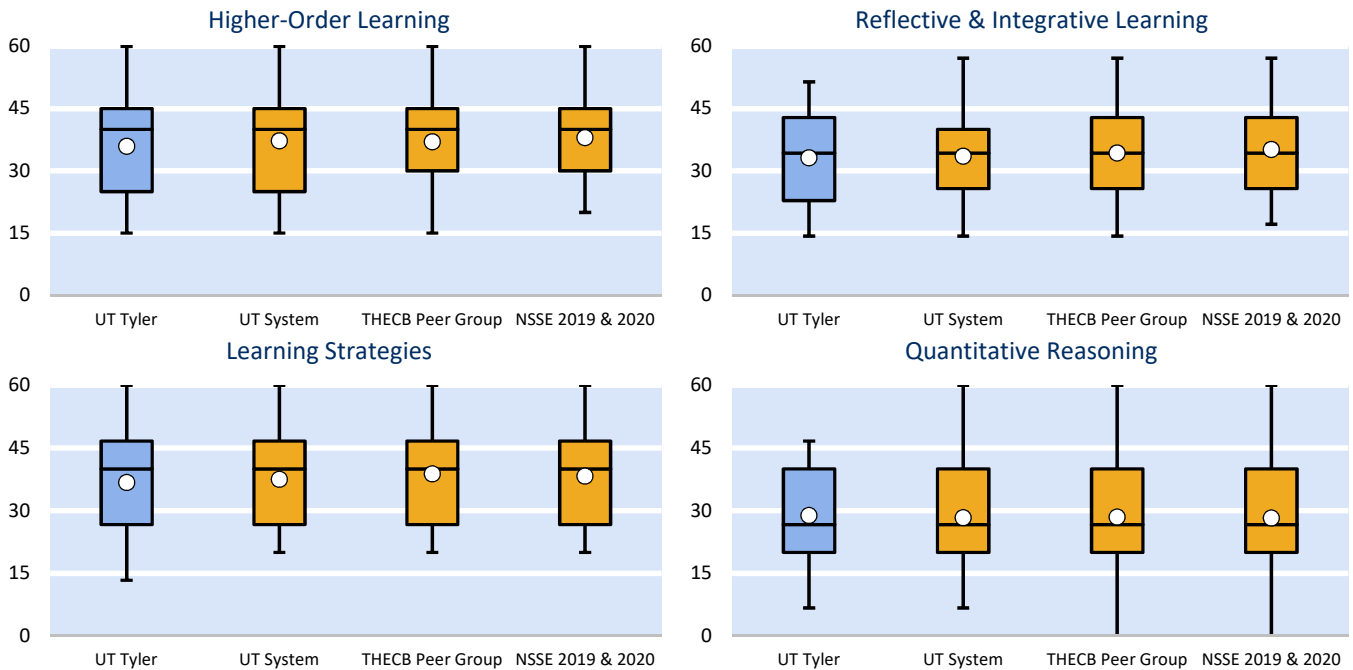
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UT Tyler Mean	Your first-year students compared with					
		UT System		THECB Peer Group		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.0	37.3	-.10	37.1	-.08	38.1	-.16
Reflective & Integrative Learning	33.2	33.5	-.03	34.3	-.09	35.2	-.16
Learning Strategies	36.8	37.5	-.05	38.8	-.15	38.3	-.11
Quantitative Reasoning	28.8	28.3	.03	28.5	.02	28.2	.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



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	UT Tyler	Percentage point difference ^a between your FY students and		
		UT System	THECB Peer Group	NSSE 2019 & 2020
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	74	+4	+10	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-2	-1	-4
4d. Evaluating a point of view, decision, or information source	64	-1	-4	-5
4e. Forming a new idea or understanding from various pieces of information	69	+2	+1	-1
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	54	+7	+6	+3
2b. Connected your learning to societal problems or issues	46	+5	-0	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	+2	-3	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-1	-4	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-1	-2	-3
2f. Learned something that changed the way you understand an issue or concept	62	-4	-4	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-2	-1	-5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	+2	-1	-2
9b. Reviewed your notes after class	64	-3	-5	-2
9c. Summarized what you learned in class or from course materials	59	-3	-7	-5
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-0	+4	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+4	+2	+3
6c. Evaluated what others have concluded from numerical information	42	+2	+1	+2

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

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

Academic Challenge: Seniors

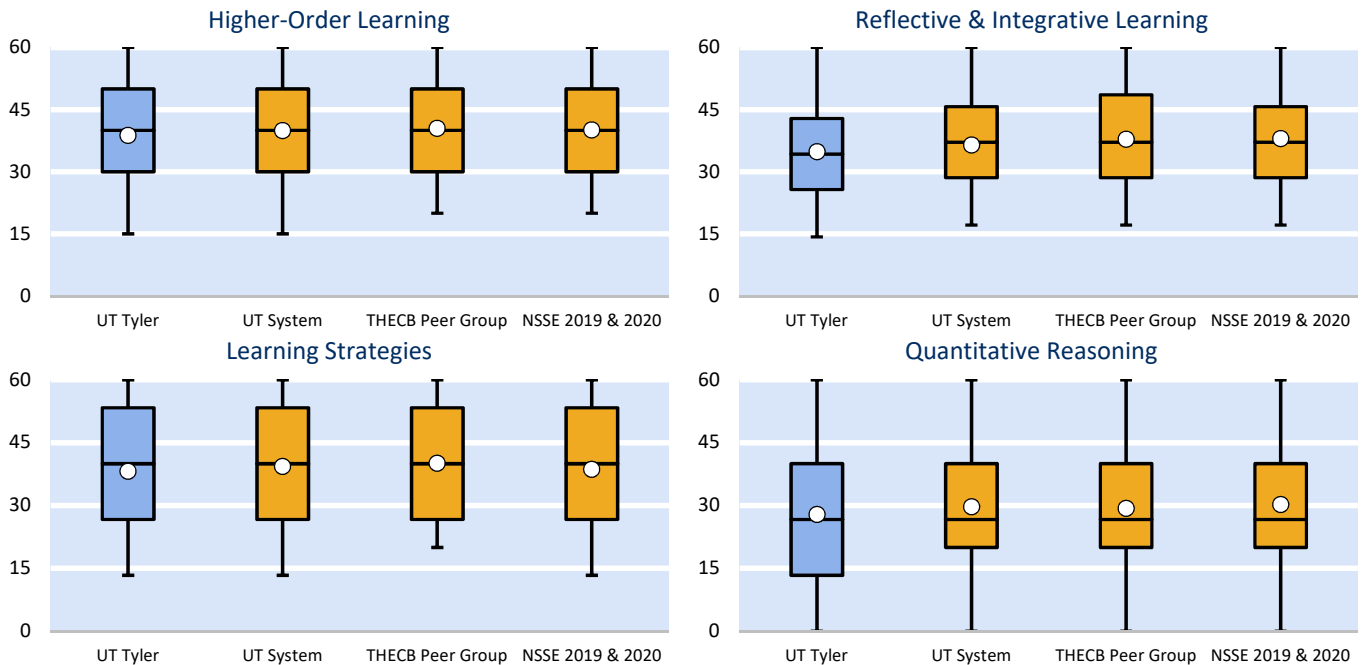
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Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your seniors compared with					
		UT System		THECB Peer Group		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.8	40.0	-.08	40.5	-.12	40.1	-.09
Reflective & Integrative Learning	34.9	36.5 *	-.13	37.9 ***	-.24	38.1 ***	-.26
Learning Strategies	38.2	39.3	-.08	40.1	-.13	38.6	-.03
Quantitative Reasoning	27.9	29.7	-.11	29.3	-.09	30.2 *	-.15

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

Score Distributions



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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	UT Tyler	Percentage point difference ^a between your seniors and		
		UT System	THECB Peer Group	NSSE 2019 & 2020
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	-1	-0	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-5	-5	-5
4d. Evaluating a point of view, decision, or information source	63	-6	-10	-8
4e. Forming a new idea or understanding from various pieces of information	69	-2	-5	-3
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	63	+1	-2	-5
2b. Connected your learning to societal problems or issues	51	-5	-9	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	40	-6	-13	-13
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	-8	-11	-10
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	58	-11	-14	-15
2f. Learned something that changed the way you understand an issue or concept	63	-7	-7	-9
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-1	-2	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-4	-7	-6
9b. Reviewed your notes after class	68	+1	-0	+5
9c. Summarized what you learned in class or from course materials	66	+0	-2	+2
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.)	52	-5	-0	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-8	-9	-9
6c. Evaluated what others have concluded from numerical information	47	+3	+4	+1

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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Learning with Peers: First-year students

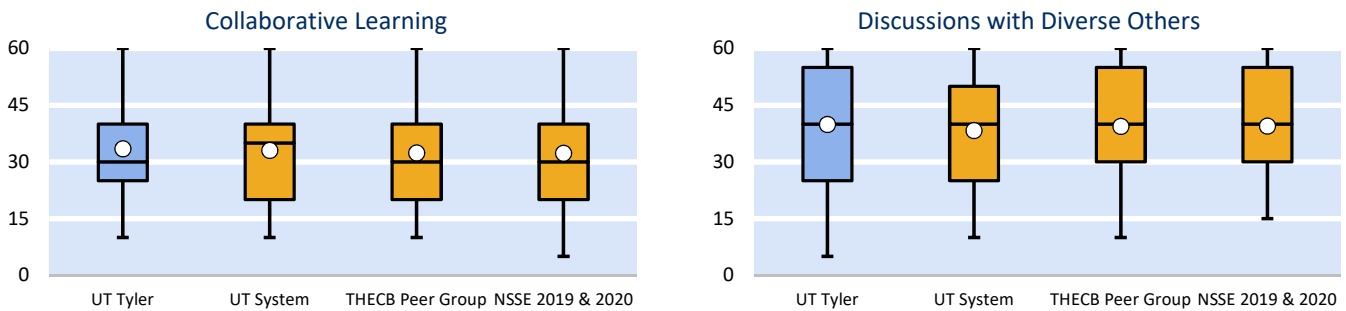
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your first-year students compared with					
		UT System Effect size		THECB Peer Group Effect size		NSSE 2019 & 2020 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.5	33.0	.03	32.3	.08	32.3	.08
Discussions with Diverse Others	39.9	38.3	.10	39.4	.03	39.5	.02

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Engagement Indicator	UT Tyler %	Percentage point difference ^a between your FY students and		
		UT System	THECB Peer Group	NSSE 2019 & 2020
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	54	+1	+2	+2
1f. Explained course material to one or more students	55	-3	-1	-3
1g. Prepared for exams by discussing or working through course material with other students	48	-2	+1	-2
1h. Worked with other students on course projects or assignments	61	+4	+9	+7
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	78	+10	+4	+7
8b. People from an economic background other than your own	78	+10	+7	+6
8c. People with religious beliefs other than your own	61	-6	-2	-5
8d. People with political views other than your own	67	+6	+2	+3

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Learning with Peers: Seniors

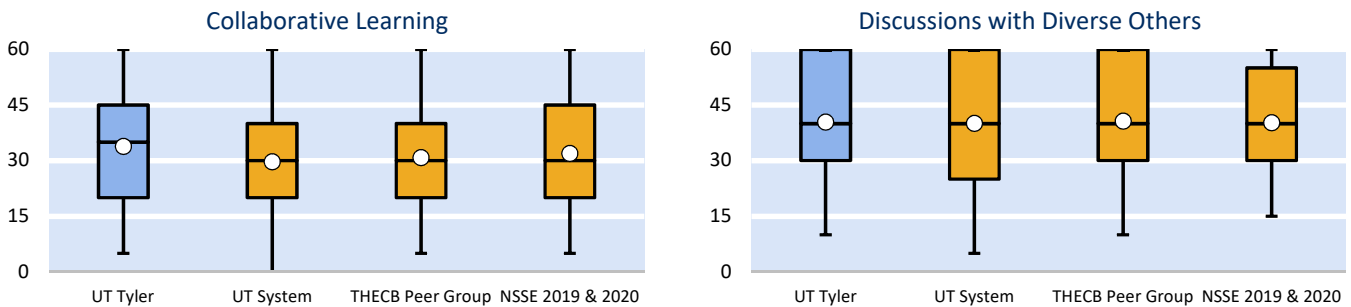
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Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.8	29.7 ***	.25	30.8 **	.19	32.0 *	.12
Discussions with Diverse Others	40.4	40.1	.02	40.7	-.02	40.2	.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).

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	UT Tyler	Percentage point difference ^a between your seniors and		
		UT System	THECB Peer Group	NSSE 2019 & 2020
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	47	+8	+9	+4
1f. Explained course material to one or more students	57	+7	+3	+0
1g. Prepared for exams by discussing or working through course material with other students	50	+7	+6	+3
1h. Worked with other students on course projects or assignments	64	+8	+5	+1
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	76	+4	+1	+4
8b. People from an economic background other than your own	69	-2	-5	-4
8c. People with religious beliefs other than your own	68	-1	+1	+1
8d. People with political views other than your own	69	+4	+1	+4

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Experiences with Faculty: First-year students

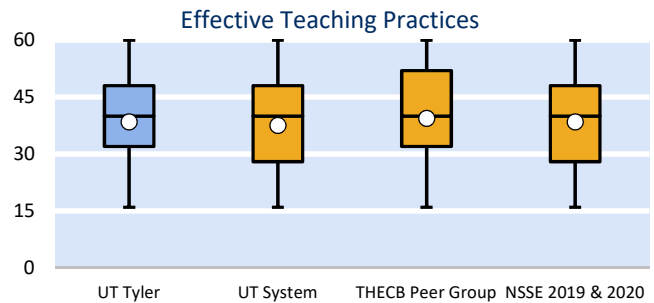
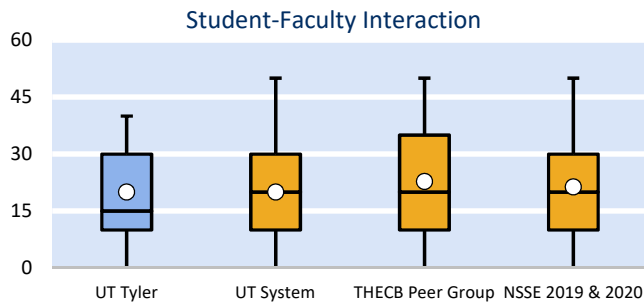
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your first-year students compared with					
		UT System Mean	UT System Effect size	THECB Peer Group Mean	THECB Peer Group Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Student-Faculty Interaction	20.0	20.0	.00	22.8 *	-.19	21.4	-.09
Effective Teaching Practices	38.5	37.5	.07	39.4	-.07	38.4	.00

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Student-Faculty Interaction	UT Tyler %	Percentage point difference ^a between your FY students and		
		UT System	THECB Peer Group	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	32	-6	-10	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	+2	-2	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+3	-1	+1
3d. Discussed your academic performance with a faculty member	27	+1	-7	-3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	73	-3	-5	-4
5b. Taught course sessions in an organized way	81	+8	+6	+7
5c. Used examples or illustrations to explain difficult points	80	+7	+5	+5
5d. Provided feedback on a draft or work in progress	68	+11	+4	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+8	+2	+3

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Experiences with Faculty: Seniors

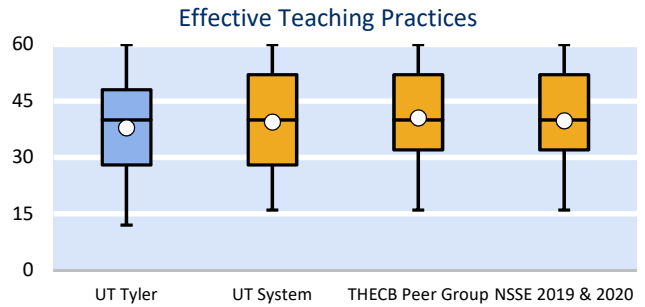
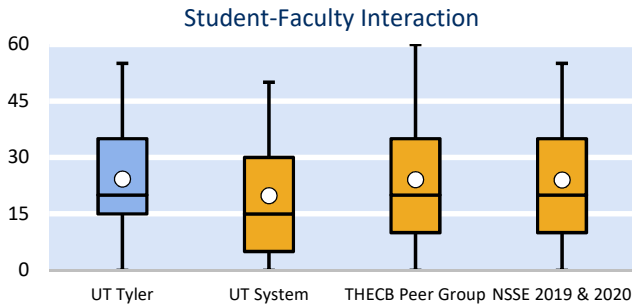
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Student-Faculty Interaction	24.2	19.8 ***	.28	24.1	.01	23.9	.02
Effective Teaching Practices	37.8	39.3	-.10	40.4 **	-.18	39.7 *	-.14

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3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+8	+1	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+10	+3	+3
3d. Discussed your academic performance with a faculty member	32	+6	-5	-1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	74	-6	-7	-6
5b. Taught course sessions in an organized way	68	-8	-8	-9
5c. Used examples or illustrations to explain difficult points	73	-3	-3	-4
5d. Provided feedback on a draft or work in progress	62	+5	-2	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+2	-4	-1

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

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

Campus Environment: First-year students

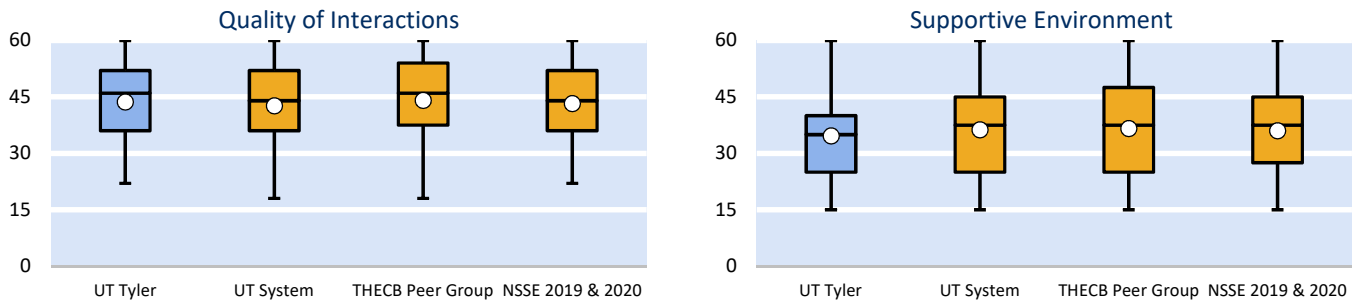
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your first-year students compared with					
		UT System		THECB Peer Group		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	42.7	.08	44.1	-.04	43.2	.03
Supportive Environment	34.7	36.3	-.12	36.6	-.14	36.0	-.10

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	UT Tyler	Percentage point difference ^a between your FY students and		
		UT System	THECB Peer Group	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	61	+7	+8	+8
13b. Academic advisors	48	-3	-7	-6
13c. Faculty	55	+6	-5	+3
13d. Student services staff (career services, student activities, housing, etc.)	50	+1	-1	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+3	-2	+3
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	77	+2	+4	+2
14c. Using learning support services (tutoring services, writing center, etc.)	76	-2	+3	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-10	-6	-8
14e. Providing opportunities to be involved socially	69	+1	+2	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	-1	-1	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	+1	-1	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+0	-7	-2
14i. Attending events that address important social, economic, or political issues	39	-7	-10	-8

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

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

Campus Environment: Seniors

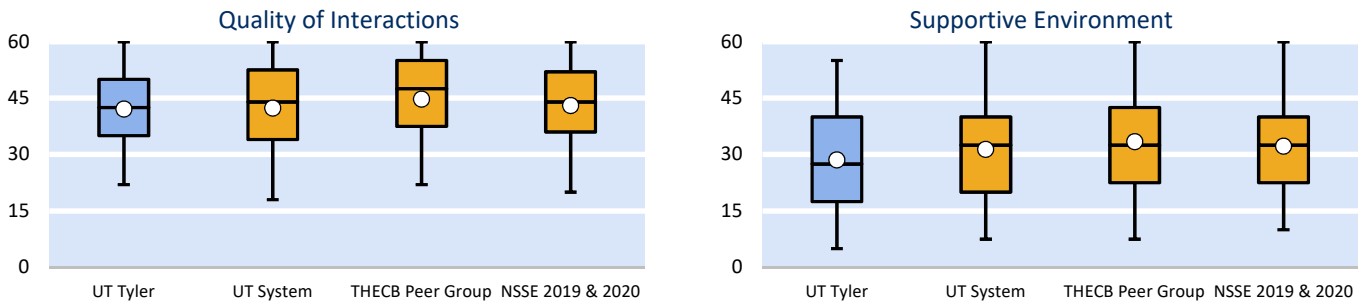
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your seniors compared with					
		UT System		THECB Peer Group		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.2	42.4	-.02	44.7 **	-.21	43.0	-.07
Supportive Environment	28.6	31.4 **	-.18	33.5 ***	-.32	32.2 ***	-.26

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	UT Tyler	Percentage point difference ^a between your seniors and		
		UT System	THECB Peer Group	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	59	+1	-2	+1
13b. Academic advisors	39	-11	-16	-14
13c. Faculty	54	-2	-10	-4
13d. Student services staff (career services, student activities, housing, etc.)	41	-4	-10	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	-3	-10	-2
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	-0	-4	-3
14c. Using learning support services (tutoring services, writing center, etc.)	63	-1	-3	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	-9	-13	-7
14e. Providing opportunities to be involved socially	58	-2	-6	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	49	-8	-12	-11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-3	-8	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	41	-4	-13	-11
14i. Attending events that address important social, economic, or political issues	29	-8	-16	-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.

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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		UT Tyler Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.0	39.3 **	-.26		41.4 ***	-.42	
	Reflective and Integrative Learning	33.2	36.7 ***	-.30		39.0 ***	-.49	
	Learning Strategies	36.8	39.9 *	-.23		42.3 ***	-.39	
	Quantitative Reasoning	28.8	29.4	-.04	✓	31.4 *	-.17	
<i>Learning with Peers</i>	Collaborative Learning	33.5	35.2	-.12		37.4 ***	-.29	
	Discussions with Diverse Others	39.9	41.5	-.11		43.6 *	-.26	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.0	24.5 ***	-.30		28.1 ***	-.52	
	Effective Teaching Practices	38.5	40.5	-.16		42.3 **	-.27	
<i>Campus Environment</i>	Quality of Interactions	43.6	45.2	-.14		47.2 **	-.31	
	Supportive Environment	34.7	37.9 *	-.25		40.0 ***	-.42	

Seniors		UT Tyler Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.8	41.7 **	-.21		43.2 ***	-.33	
	Reflective and Integrative Learning	34.9	39.8 ***	-.41		41.8 ***	-.57	
	Learning Strategies	38.2	40.7 **	-.17		42.7 ***	-.31	
	Quantitative Reasoning	27.9	31.4 ***	-.22		33.4 ***	-.35	
<i>Learning with Peers</i>	Collaborative Learning	33.8	35.9 *	-.15		38.4 ***	-.33	
	Discussions with Diverse Others	40.4	42.1	-.11		43.8 ***	-.22	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.2	29.7 ***	-.34		33.2 ***	-.57	
	Effective Teaching Practices	37.8	41.8 ***	-.29		43.7 ***	-.44	
<i>Campus Environment</i>	Quality of Interactions	42.2	45.2 ***	-.26		47.4 ***	-.43	
	Supportive Environment	28.6	34.6 ***	-.43		36.8 ***	-.58	

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 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UT Tyler (N = 115)	36.0	12.3	1.15	15	25	40	45	60				
UT System	37.3	13.7	.20	15	25	40	45	60	4,599	-1.3	.303	-.097
THECB Peer Group	37.1	13.6	.42	15	30	40	45	60	1,143	-1.1	.407	-.082
NSSE 2019 & 2020	38.1	13.2	.03	20	30	40	45	60	237,185	-2.1	.088	-.159
Top 50%	39.3	13.1	.04	20	30	40	50	60	134,342	-3.4	.006	-.258
Top 10%	41.4	12.8	.08	20	35	40	50	60	25,839	-5.4	.000	-.424
Reflective & Integrative Learning												
UT Tyler (N = 128)	33.2	11.6	1.02	14	23	34	43	51				
UT System	33.5	12.2	.17	14	26	34	40	57	5,148	-.3	.758	-.028
THECB Peer Group	34.3	12.5	.38	14	26	34	43	57	1,235	-1.1	.334	-.090
NSSE 2019 & 2020	35.2	12.0	.02	17	26	34	43	57	256,690	-2.0	.063	-.164
Top 50%	36.7	11.8	.03	17	29	37	46	57	131,193	-3.5	.001	-.296
Top 10%	39.0	11.7	.08	20	31	40	49	60	20,708	-5.8	.000	-.492
Learning Strategies												
UT Tyler (N = 109)	36.8	13.6	1.30	13	27	40	47	60				
UT System	37.5	13.8	.21	20	27	40	47	60	4,265	-.7	.598	-.051
THECB Peer Group	38.8	13.8	.44	20	27	40	47	60	1,078	-2.0	.141	-.149
NSSE 2019 & 2020	38.3	13.8	.03	20	27	40	47	60	224,211	-1.5	.255	-.109
Top 50%	39.9	13.7	.04	20	33	40	53	60	113,875	-3.1	.017	-.228
Top 10%	42.3	14.1	.09	20	33	40	53	60	25,174	-5.5	.000	-.392
Quantitative Reasoning												
UT Tyler (N = 111)	28.8	12.1	1.14	7	20	27	40	47				
UT System	28.3	15.1	.23	7	20	27	40	60	120	.5	.660	.034
THECB Peer Group	28.5	15.4	.49	0	20	27	40	60	154	.3	.780	.023
NSSE 2019 & 2020	28.2	15.3	.03	0	20	27	40	60	111	.6	.596	.040
Top 50%	29.4	15.2	.04	7	20	27	40	60	111	-.6	.592	-.040
Top 10%	31.4	15.3	.09	7	20	33	40	60	112	-2.6	.027	-.168
Learning with Peers												
Collaborative Learning												
UT Tyler (N = 129)	33.5	13.9	1.22	10	25	30	40	60				
UT System	33.0	13.8	.19	10	20	35	40	60	5,643	.4	.718	.032
THECB Peer Group	32.3	14.2	.41	10	20	30	40	60	1,307	1.1	.395	.079
NSSE 2019 & 2020	32.3	14.7	.03	5	20	30	40	60	276,467	1.2	.352	.082
Top 50%	35.2	13.7	.03	15	25	35	45	60	170,619	-1.7	.156	-.125
Top 10%	37.4	13.5	.07	15	30	40	45	60	35,854	-3.9	.001	-.290
Discussions with Diverse Others												
UT Tyler (N = 111)	39.9	17.2	1.63	5	25	40	55	60				
UT System	38.3	16.3	.25	10	25	40	50	60	4,320	1.6	.308	.098
THECB Peer Group	39.4	16.5	.53	10	30	40	55	60	1,084	.5	.766	.030
NSSE 2019 & 2020	39.5	15.6	.03	15	30	40	55	60	225,852	.4	.806	.023
Top 50%	41.5	15.0	.04	20	30	40	55	60	151,529	-1.6	.265	-.106
Top 10%	43.6	14.5	.08	20	35	45	60	60	110	-3.7	.024	-.258

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												
UT Tyler (N = 122)	20.0	13.7	1.24	0	10	15	30	40				
UT System	20.0	14.8	.22	0	10	20	30	50	4,838	.0	.989	.001
THECB Peer Group	22.8	15.0	.46	0	10	20	35	50	1,186	-2.8	.050	-.188
NSSE 2019 & 2020	21.4	14.6	.03	0	10	20	30	50	245,635	-1.4	.304	-.093
Top 50%	24.5	14.7	.05	5	15	20	35	55	86,789	-4.5	.001	-.303
Top 10%	28.1	15.5	.14	5	15	25	40	60	11,578	-8.1	.000	-.524
Effective Teaching Practices												
UT Tyler (N = 115)	38.5	12.8	1.20	16	32	40	48	60				
UT System	37.5	13.8	.21	16	28	40	48	60	121	1.0	.434	.069
THECB Peer Group	39.4	13.8	.43	16	32	40	52	60	145	-.9	.476	-.066
NSSE 2019 & 2020	38.4	13.2	.03	16	28	40	48	60	236,289	.0	.981	.002
Top 50%	40.5	13.2	.04	20	32	40	52	60	98,354	-2.1	.095	-.156
Top 10%	42.3	14.1	.09	16	32	44	56	60	115	-3.8	.002	-.269
Campus Environment												
Quality of Interactions												
UT Tyler (N = 107)	43.6	12.0	1.16	22	36	46	52	60				
UT System	42.7	12.7	.20	18	36	44	52	60	4,034	1.0	.437	.076
THECB Peer Group	44.1	12.6	.41	18	38	46	54	60	1,028	-.5	.709	-.038
NSSE 2019 & 2020	43.2	11.8	.03	22	36	44	52	60	209,747	.4	.718	.035
Top 50%	45.2	11.2	.04	24	38	46	54	60	91,814	-1.5	.157	-.137
Top 10%	47.2	11.6	.08	25	40	50	58	60	22,202	-3.6	.002	-.306
Supportive Environment												
UT Tyler (N = 105)	34.7	12.1	1.18	15	25	35	40	60				
UT System	36.3	13.9	.22	15	25	38	45	60	111	-1.6	.176	-.118
THECB Peer Group	36.6	14.2	.46	15	25	38	48	60	138	-2.0	.121	-.141
NSSE 2019 & 2020	36.0	13.5	.03	15	28	38	45	60	216,965	-1.3	.313	-.099
Top 50%	37.9	13.1	.04	18	30	38	48	60	110,888	-3.2	.012	-.245
Top 10%	40.0	12.9	.09	18	33	40	50	60	19,646	-5.4	.000	-.416

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
 b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
 c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.
 d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
 e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
 f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
 g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UT Tyler (N = 287)	38.8	15.2	.90	15	30	40	50	60				
UT System	40.0	14.3	.18	15	30	40	50	60	6,470	-1.2	.178	-.081
THECB Peer Group	40.5	13.6	.36	20	30	40	50	60	384	-1.7	.080	-.122
NSSE 2019 & 2020	40.1	13.5	.03	20	30	40	50	60	287	-1.3	.162	-.093
Top 50%	41.7	13.4	.04	20	35	40	55	60	287	-2.9	.002	-.214
Top 10%	43.2	13.3	.08	20	35	40	55	60	291	-4.3	.000	-.325
Reflective & Integrative Learning												
UT Tyler (N = 316)	34.9	12.9	.73	14	26	34	43	60				
UT System	36.5	12.9	.16	17	29	37	46	60	6,965	-1.6	.029	-.126
THECB Peer Group	37.9	12.8	.33	17	29	37	49	60	1,824	-3.0	.000	-.235
NSSE 2019 & 2020	38.1	12.4	.03	17	29	37	46	60	247,097	-3.2	.000	-.257
Top 50%	39.8	12.2	.04	20	31	40	49	60	102,344	-4.9	.000	-.407
Top 10%	41.8	12.0	.09	20	34	40	51	60	16,770	-6.9	.000	-.573
Learning Strategies												
UT Tyler (N = 270)	38.2	15.4	.94	13	27	40	53	60				
UT System	39.3	15.0	.20	13	27	40	53	60	6,128	-1.1	.223	-.076
THECB Peer Group	40.1	14.3	.39	20	27	40	53	60	365	-1.9	.065	-.129
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	223,200	-.4	.630	-.029
Top 50%	40.7	14.5	.04	20	33	40	53	60	270	-2.5	.009	-.172
Top 10%	42.7	14.4	.08	20	33	40	60	60	36,911	-4.5	.000	-.310
Quantitative Reasoning												
UT Tyler (N = 278)	27.9	16.7	1.00	0	13	27	40	60				
UT System	29.7	16.6	.22	0	20	27	40	60	6,232	-1.9	.070	-.111
THECB Peer Group	29.3	16.7	.45	0	20	27	40	60	1,669	-1.5	.179	-.088
NSSE 2019 & 2020	30.2	16.2	.03	0	20	27	40	60	226,011	-2.4	.014	-.147
Top 50%	31.4	16.1	.04	0	20	33	40	60	145,864	-3.5	.000	-.220
Top 10%	33.4	15.9	.09	7	20	33	40	60	28,769	-5.5	.000	-.346
Learning with Peers												
Collaborative Learning												
UT Tyler (N = 333)	33.8	15.8	.87	5	20	35	45	60				
UT System	29.7	16.4	.19	0	20	30	40	60	7,455	4.1	.000	.254
THECB Peer Group	30.8	15.4	.39	5	20	30	40	60	1,894	3.0	.001	.194
NSSE 2019 & 2020	32.0	15.6	.03	5	20	30	45	60	258,456	1.8	.032	.118
Top 50%	35.9	14.0	.04	15	25	35	45	60	334	-2.1	.016	-.150
Top 10%	38.4	13.6	.09	15	30	40	50	60	339	-4.6	.000	-.334
Discussions with Diverse Others												
UT Tyler (N = 278)	40.4	16.8	1.01	10	30	40	60	60				
UT System	40.1	17.3	.23	5	25	40	60	60	6,156	.3	.754	.019
THECB Peer Group	40.7	16.8	.45	10	30	40	60	60	1,667	-.3	.801	-.017
NSSE 2019 & 2020	40.2	15.9	.03	15	30	40	55	60	224,166	.2	.835	.013
Top 50%	42.1	15.5	.04	15	30	40	60	60	144,722	-1.6	.077	-.106
Top 10%	43.8	15.3	.08	20	35	45	60	60	36,606	-3.4	.000	-.220

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												
UT Tyler (N = 309)	24.2	15.9	.90	0	15	20	35	55				
UT System	19.8	15.8	.20	0	5	15	30	50	6,700	4.4	.000	.278
THECB Peer Group	24.1	16.7	.44	0	10	20	35	60	1,772	.1	.887	.009
NSSE 2019 & 2020	23.9	16.1	.03	0	10	20	35	55	239,315	.3	.766	.017
Top 50%	29.7	15.9	.07	5	20	30	40	60	54,361	-5.5	.000	-.343
Top 10%	33.2	16.0	.17	10	20	35	45	60	9,601	-9.0	.000	-.566
Effective Teaching Practices												
UT Tyler (N = 288)	37.8	14.8	.87	12	28	40	48	60				
UT System	39.3	14.5	.19	16	28	40	52	60	6,451	-1.5	.089	-.103
THECB Peer Group	40.4	14.2	.37	16	32	40	52	60	1,719	-2.6	.005	-.181
NSSE 2019 & 2020	39.7	13.8	.03	16	32	40	52	60	287	-1.9	.032	-.136
Top 50%	41.8	13.7	.05	20	32	40	52	60	87,965	-3.9	.000	-.287
Top 10%	43.7	13.4	.10	20	36	44	56	60	294	-5.9	.000	-.437
Campus Environment												
Quality of Interactions												
UT Tyler (N = 252)	42.2	11.9	.75	22	35	43	50	60				
UT System	42.4	13.2	.18	18	34	44	53	60	281	-.2	.763	-.018
THECB Peer Group	44.7	12.4	.34	22	38	48	55	60	1,541	-2.6	.002	-.209
NSSE 2019 & 2020	43.0	12.1	.03	20	36	44	52	60	206,637	-.9	.243	-.074
Top 50%	45.2	11.7	.04	24	38	48	54	60	92,783	-3.1	.000	-.263
Top 10%	47.4	12.0	.07	24	40	50	58	60	29,848	-5.2	.000	-.435
Supportive Environment												
UT Tyler (N = 260)	28.6	14.4	.89	5	18	28	40	55				
UT System	31.4	15.3	.20	8	20	33	40	60	5,946	-2.8	.004	-.182
THECB Peer Group	33.5	15.3	.41	8	23	33	43	60	1,620	-4.9	.000	-.324
NSSE 2019 & 2020	32.2	14.2	.03	10	23	33	40	60	217,921	-3.6	.000	-.257
Top 50%	34.6	14.0	.04	13	25	35	45	60	96,675	-6.0	.000	-.432
Top 10%	36.8	14.1	.11	13	28	38	48	60	17,521	-8.2	.000	-.584

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.