NSSE 2022
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. 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.

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 UT System	Your first-year students compared with Texas Universities	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 UT System	Your seniors compared with Texas Universities	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	△	--	--

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

| | UT Tyler | Your first-year students compared with | | | | | |
| | | UT System | | Texas Universities | | NSSE 2021 & 2022 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.4	37.1	.02	36.8	.04	37.9	-.04
Reflective & Integrative Learning	34.8	33.8	.08	34.3	.04	36.0	-.10
Learning Strategies	38.0	37.0	.07	37.1	.06	38.8	-.06
Quantitative Reasoning	29.3	29.0	.02	28.6	.04	29.4	-.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
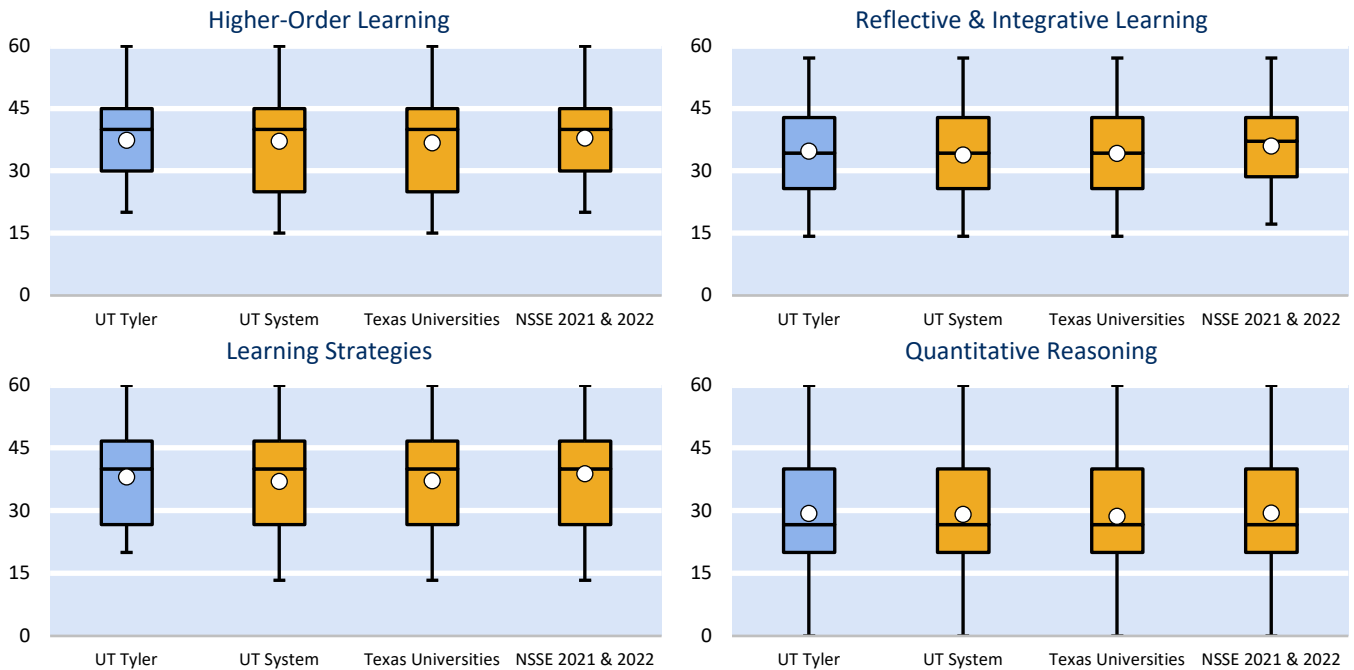
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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		
Higher-Order Learning		UT System	Texas Universities	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	68	+2	+3	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	+1	+3	-1
4d. Evaluating a point of view, decision, or information source	69	+3	+2	-1
4e. Forming a new idea or understanding from various pieces of information	69	+2	+2	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	48	+0	+1	-5
2b. Connected your learning to societal problems or issues	50	+5	+2	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-3	-6	-11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+3	+1	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+3	+2	-1
2f. Learned something that changed the way you understand an issue or concept	66	+1	+2	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+5	+5	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	68	-1	+0	-5
9b. Reviewed your notes after class	68	+3	+2	-0
9c. Summarized what you learned in class or from course materials	65	+3	+3	-2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	+1	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+5	+6	+3
6c. Evaluated what others have concluded from numerical information	39	-2	-1	-3

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

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

NSSE 2022 Engagement Indicators
Academic Challenge
The University of Texas at Tyler

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

| | UT Tyler | *Your seniors compared with* | | | | | |
| | | UT System | | Texas Universities | | NSSE 2021 & 2022 | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	41.9	39.6 ***	.16	39.6 ***	.16	40.8	.08
Reflective & Integrative Learning	39.0	36.4 ***	.20	36.9 ***	.16	39.0	.00
Learning Strategies	42.3	39.2 ***	.20	39.3 ***	.20	40.2 **	.14
Quantitative Reasoning	32.7	30.7 **	.12	30.4 **	.14	31.3	.08

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

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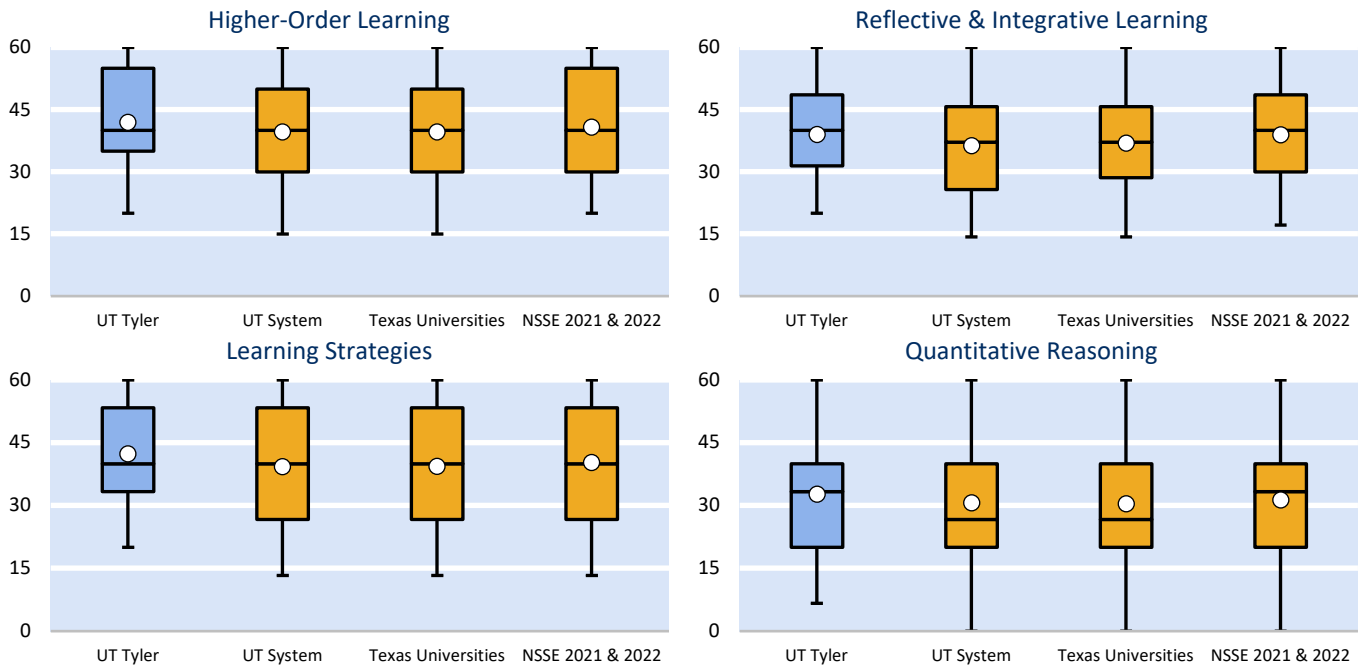
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: 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*		
Higher-Order Learning		UT System	Texas Universities	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	81	+6	+6	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+4	+4	+2
4d. Evaluating a point of view, decision, or information source	76	+7	+6	+2
4e. Forming a new idea or understanding from various pieces of information	75	+4	+3	+0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	73	+13	+10	+4
2b. Connected your learning to societal problems or issues	59	+6	+3	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	+0	-2	-9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+7	+7	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+5	+4	+1
2f. Learned something that changed the way you understand an issue or concept	76	+6	+6	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+7	+6	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	79	+5	+5	+1
9b. Reviewed your notes after class	76	+8	+8	+7
9c. Summarized what you learned in class or from course materials	75	+9	+8	+4
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.)	61	+3	+5	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+5	+4	+1
6c. Evaluated what others have concluded from numerical information	51	+5	+6	+3

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

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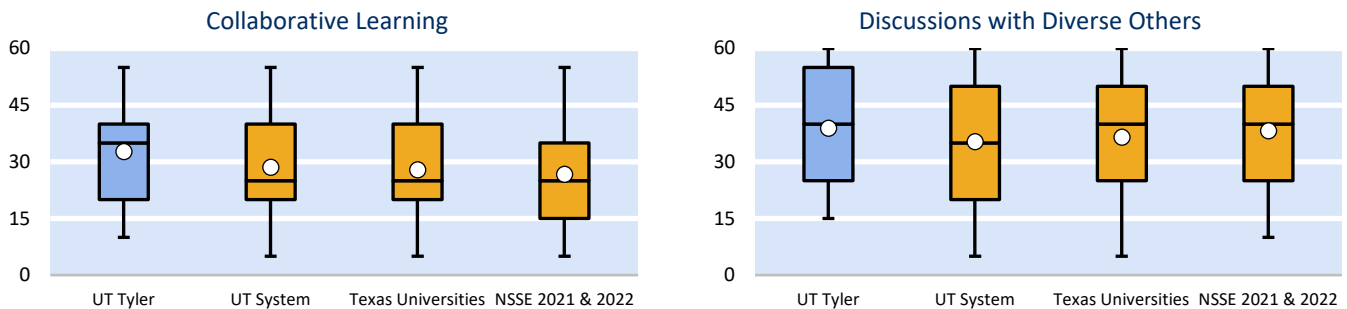
Learning with Peers: First-year students

Collaborating with others in mastering difficult material and 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

	UT Tyler	UT System		Texas Universities		NSSE 2021 & 2022	
				Your first-year students compared with			
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.7	28.5 ***	.29	27.9 ***	.33	26.7 ***	.41
Discussions with Diverse Others	38.9	35.3 **	.21	36.5	.14	38.2	.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.

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	UT System	Texas Universities	NSSE 2021 & 2022
		Percentage point difference [a] between your FY students and		
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	56	+13	+13	+18
1c. Explained course material to one or more students	47	+4	+4	+3
1d. Prepared for exams by discussing or working through course material with other students	52	+14	+14	+17
1e. Worked with other students on course projects or assignments	63	+13	+19	+20
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	71	+9	+6	+4
8b. People from an economic background other than your own	63	+1	-2	-7
8c. People with religious beliefs other than your own	65	+5	+4	+1
8d. People with political views other than your own	63	+10	+5	-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.
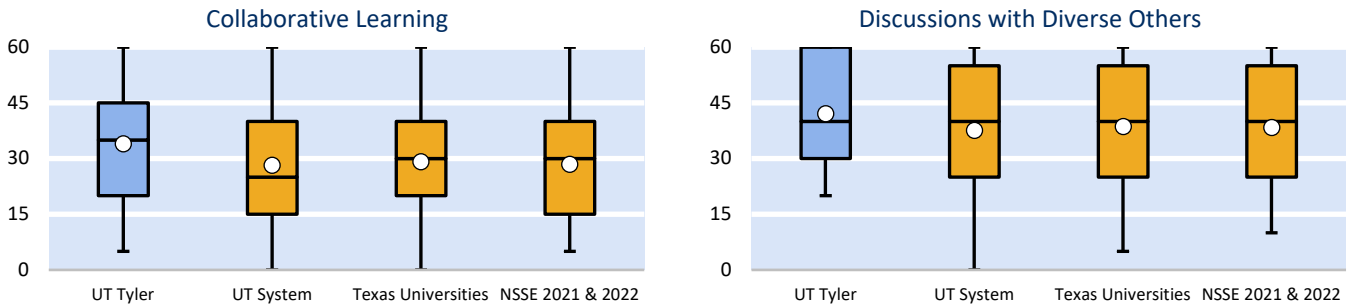
Learning with Peers: Seniors

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

	UT Tyler	UT System		Texas Universities		NSSE 2021 & 2022	
			Your seniors compared with				
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Collaborative Learning	34.0	28.2 ***	.35	29.2 ***	.30	28.5 ***	.34
Discussions with Diverse Others	42.1	37.7 ***	.25	38.7 ***	.20	38.4 ***	.23

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

Score Distributions

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	
Collaborative Learning	UT Tyler	UT System	Texas Universities	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	+9	+7	+9
1c. Explained course material to one or more students	59	+14	+11	+11
1d. Prepared for exams by discussing or working through course material with other students	52	+17	+14	+16
1e. Worked with other students on course projects or assignments	68	+15	+13	+12
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	77	+10	+6	+10
8b. People from an economic background other than your own	77	+12	+9	+7
8c. People with religious beliefs other than your own	73	+8	+8	+8
8d. People with political views other than your own	70	+11	+8	+5

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

Experiences with Faculty
The University of Texas at Tyler

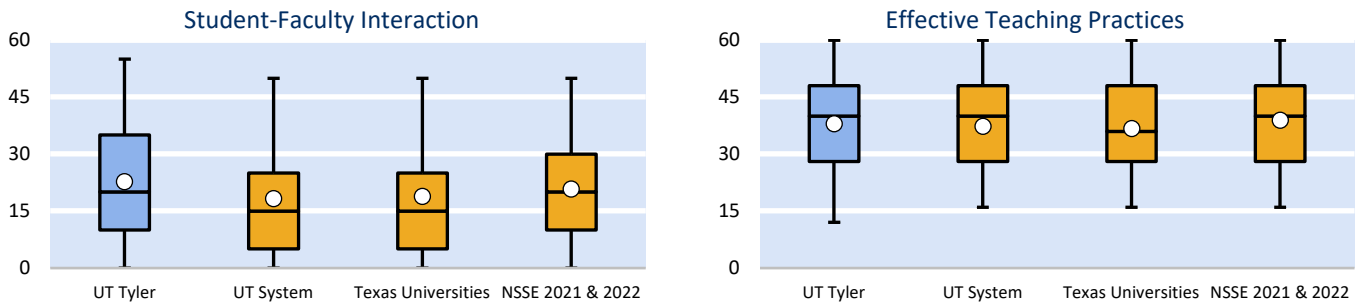## Experiences with Faculty: First-year students

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

| | UT Tyler | *Your first-year students compared with* | | | | | |
| | | UT System | | Texas Universities | | NSSE 2021 & 2022 | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Student-Faculty Interaction	22.7	18.2 ***	.30	18.8 ***	.26	20.8	.13
Effective Teaching Practices	38.0	37.3	.05	36.7	.09	38.9	-.07

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.

| | UT Tyler | *Percentage point difference [a] between your FY students and* | | |
Student-Faculty Interaction		UT System	Texas Universities	NSSE 2021 & 2022
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	41	+11	+8	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	+8	+6	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+11	+10	+7
3d. Discussed your academic performance with a faculty member	36	+11	+9	+5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	75	+1	+2	-2
5b. Taught course sessions in an organized way	71	-0	+2	-2
5c. Used examples or illustrations to explain difficult points	76	+4	+7	+3
5d. Provided feedback on a draft or work in progress	65	+5	+5	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	57	+2	+3	-6

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.
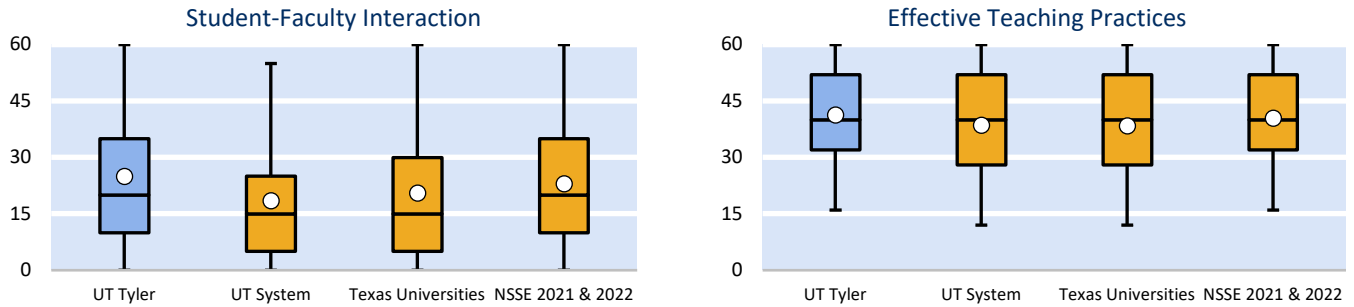
Experiences with Faculty: Seniors

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

| | UT Tyler | Your seniors compared with | | | | | |
| | | UT System | | Texas Universities | | NSSE 2021 & 2022 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.9	18.4 ***	.39	20.5 ***	.27	22.9 **	.12
Effective Teaching Practices	41.2	38.5 ***	.18	38.4 ***	.19	40.3	.06

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

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.

| | UT Tyler | Percentage point difference [a] between your seniors and | | |
Student-Faculty Interaction		UT System	Texas Universities	NSSE 2021 & 2022
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	44	+13	+9	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+10	+7	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+13	+9	+5
3d. Discussed your academic performance with a faculty member	39	+15	+11	+6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	80	+3	+3	+0
5b. Taught course sessions in an organized way	76	+4	+5	+1
5c. Used examples or illustrations to explain difficult points	79	+5	+6	+2
5d. Provided feedback on a draft or work in progress	70	+13	+11	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+7	+6	-3

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

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

NSSE 2022 Engagement Indicators

Campus Environment
The University of Texas at Tyler

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

| | UT Tyler | Your first-year students compared with | | | | | |
| | | UT System | | Texas Universities | | NSSE 2021 & 2022 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.5	42.4	-.14	42.0	-.11	43.4 **	-.23
Supportive Environment	33.4	34.4	-.07	33.8	-.03	33.4	.00

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

Score Distributions

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

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	Texas Universities	NSSE 2021 & 2022
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	48	-1	+1	-3
13b. Academic advisors	41	-8	-9	-14
13c. Faculty	52	+4	+4	+0
13d. Student services staff (career services, student activities, housing, etc.)	47	-1	-1	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+3	+4	+1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	69	-1	-0	-3
14c. Using learning support services (tutoring services, writing center, etc.)	72	+1	+2	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	-6	-4	-4
14e. Providing opportunities to be involved socially	63	-3	-0	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-7	-5	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+1	+0	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	-1	+0	+7
14i. Attending events that address important social, economic, or political issues	34	-12	-11	-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.

NSSE 2022 Engagement Indicators

Campus Environment
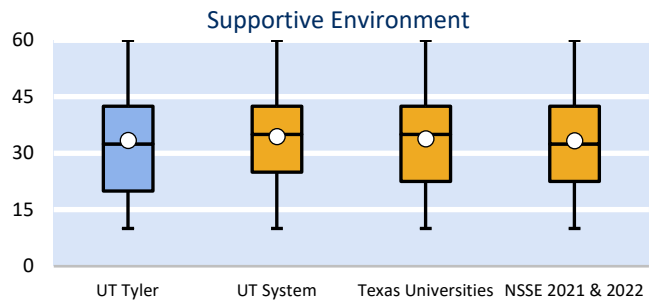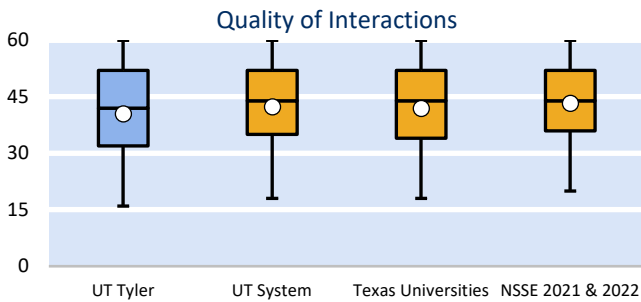### The University of Texas at Tyler
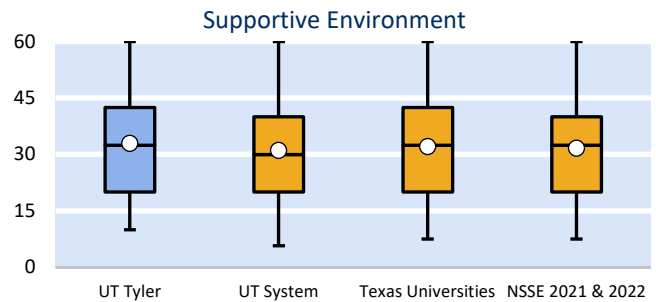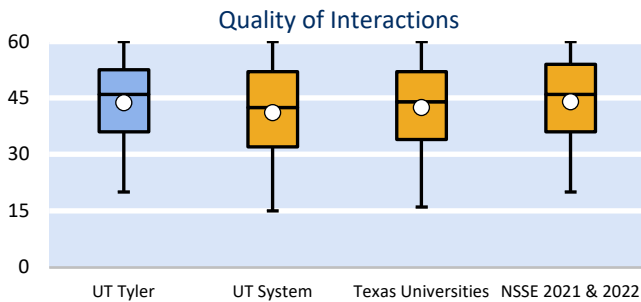
Campus Environment: Seniors

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

| | UT Tyler | Your seniors compared with | | | | | |
| | | UT System | | Texas Universities | | NSSE 2021 & 2022 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.8	41.2 ***	.19	42.5 *	.09	44.1	-.02
Supportive Environment	33.1	31.1 **	.13	32.2	.06	31.8	.09

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	Texas Universities	NSSE 2021 & 2022
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	67	+10	+10	+9
13b. Academic advisors	48	+2	-3	-9
13c. Faculty	63	+12	+9	+4
13d. Student services staff (career services, student activities, housing, etc.)	46	+2	-1	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+8	+5	+2
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	71	+5	+5	+3
14c. Using learning support services (tutoring services, writing center, etc.)	66	+2	+2	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+1	-0	+0
14e. Providing opportunities to be involved socially	67	+7	+5	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+6	+2	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	+6	+4	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	+3	-1	+4
14i. Attending events that address important social, economic, or political issues	35	-4	-8	-7

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

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

This page intentionally left blank.

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

| | | UT Tyler | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.4	39.2	-.14		42.1 ***	-.36	
	Reflective and Integrative Learning	34.8	36.9 *	-.17		39.2 ***	-.37	
	Learning Strategies	38.0	39.6	-.11		42.9 ***	-.34	
	Quantitative Reasoning	29.3	30.2	-.06	✓	33.3 ***	-.26	
Learning with Peers	Collaborative Learning	32.7	31.8	.06	✓	35.4 **	-.21	
	Discussions with Diverse Others	38.9	39.8	-.06	✓	42.6 **	-.26	
Experiences with Faculty	Student-Faculty Interaction	22.7	24.4	-.11		27.8 ***	-.33	
	Effective Teaching Practices	38.0	40.3 *	-.17		43.3 ***	-.39	
Campus Environment	Quality of Interactions	40.5	45.1 ***	-.39		48.2 ***	-.62	
	Supportive Environment	33.4	35.9 *	-.18		39.1 ***	-.43	

Seniors

| | | UT Tyler | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.9	41.9	.00	✓	44.2 ***	-.18	
	Reflective and Integrative Learning	39.0	40.3 *	-.10		42.7 ***	-.31	
	Learning Strategies	42.3	41.1	.08	✓	43.4	-.08	✓
	Quantitative Reasoning	32.7	32.4	.02	✓	35.3 ***	-.17	
Learning with Peers	Collaborative Learning	34.0	34.0	.00	✓	37.9 ***	-.28	
	Discussions with Diverse Others	42.1	40.4 *	.11	✓	43.2	-.07	✓
Experiences with Faculty	Student-Faculty Interaction	24.9	28.8 ***	-.24		33.2 ***	-.52	
	Effective Teaching Practices	41.2	41.9	-.05	✓	44.5 ***	-.24	
Campus Environment	Quality of Interactions	43.8	45.6 ***	-.15		48.0 ***	-.34	
	Supportive Environment	33.1	34.3	-.08	✓	37.4 ***	-.30	

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]

The University of Texas at Tyler

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 = 194)	37.4	12.6	.90	20	30	40	45	60				
UT System	37.1	14.2	.18	15	25	40	45	60	210	.3	.779	.018
Texas Universities	36.8	13.9	.11	15	25	40	45	60	199	.6	.516	.043
NSSE 2021 & 2022	37.9	13.6	.15	20	30	40	45	60	8,745	-.5	.585	-.040
Top 50%	39.2	13.3	.04	20	30	40	50	60	114,329	-1.8	.054	-.138
Top 10%	42.1	13.0	.12	20	35	40	55	60	12,752	-4.6	.000	-.357
Reflective & Integrative Learning												
UT Tyler (N = 210)	34.8	12.1	.84	14	26	34	43	57				
UT System	33.8	12.6	.16	14	26	34	43	57	6,724	1.0	.276	.076
Texas Universities	34.3	12.5	.09	14	26	34	43	57	18,995	.5	.535	.043
NSSE 2021 & 2022	36.0	12.2	.13	17	29	37	43	57	9,481	-1.2	.144	-.102
Top 50%	36.9	12.1	.04	17	29	37	46	60	114,615	-2.1	.012	-.174
Top 10%	39.2	11.8	.09	20	31	40	49	60	15,779	-4.4	.000	-.373
Learning Strategies												
UT Tyler (N = 190)	38.0	13.4	.97	20	27	40	47	60				
UT System	37.0	14.1	.19	13	27	40	47	60	5,579	1.0	.313	.074
Texas Universities	37.1	14.1	.11	13	27	40	47	60	16,115	.9	.373	.065
NSSE 2021 & 2022	38.8	14.2	.16	13	27	40	47	60	8,233	-.8	.446	-.056
Top 50%	39.6	14.1	.04	20	27	40	53	60	104,048	-1.5	.133	-.109
Top 10%	42.9	14.3	.10	20	33	40	60	60	19,173	-4.9	.000	-.342
Quantitative Reasoning												
UT Tyler (N = 190)	29.3	15.9	1.15	0	20	27	40	60				
UT System	29.0	15.7	.21	0	20	27	40	60	5,680	.3	.810	.018
Texas Universities	28.6	15.6	.12	0	20	27	40	60	16,307	.7	.552	.043
NSSE 2021 & 2022	29.4	16.0	.18	0	20	27	40	60	8,323	-.1	.941	-.005
Top 50%	30.2	15.3	.04	7	20	27	40	60	120,244	-.9	.443	-.056
Top 10%	33.3	15.5	.12	7	20	33	40	60	15,730	-4.0	.000	-.255
Learning with Peers												
Collaborative Learning												
UT Tyler (N = 220)	32.7	14.2	.96	10	20	35	40	55				
UT System	28.5	14.1	.17	5	20	25	40	55	7,443	4.1	.000	.293
Texas Universities	27.9	14.4	.10	5	20	25	40	55	20,611	4.8	.000	.333
NSSE 2021 & 2022	26.7	14.8	.15	5	15	25	35	55	10,163	6.0	.000	.406
Top 50%	31.8	13.8	.04	10	20	30	40	60	105,772	.8	.372	.060
Top 10%	35.4	13.5	.10	15	25	35	45	60	19,555	-2.8	.002	-.205
Discussions with Diverse Others												
UT Tyler (N = 187)	38.9	16.0	1.17	15	25	40	55	60				
UT System	35.3	16.8	.23	5	20	35	50	60	5,590	3.5	.005	.210
Texas Universities	36.5	16.8	.13	5	25	40	50	60	16,194	2.3	.058	.140
NSSE 2021 & 2022	38.2	16.4	.18	10	25	40	50	60	8,284	.7	.570	.042
Top 50%	39.8	15.1	.05	15	30	40	55	60	186	-1.0	.411	-.064
Top 10%	42.6	14.2	.13	20	35	40	55	60	190	-3.7	.002	-.261

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 = 201)	22.7	16.4	1.16	0	10	20	35	55				
UT System	18.2	15.1	.19	0	5	15	25	50	212	4.5	.000	.301
Texas Universities	18.8	15.2	.11	0	5	15	25	50	204	3.9	.001	.257
NSSE 2021 & 2022	20.8	15.0	.16	0	10	20	30	50	208	2.0	.094	.131
Top 50%	24.4	15.1	.06	5	15	20	35	55	202	-1.6	.162	-.108
Top 10%	27.8	15.3	.15	5	15	25	40	60	10,033	-5.1	.000	-.333
Effective Teaching Practices												
UT Tyler (N = 199)	38.0	13.7	.97	12	28	40	48	60				
UT System	37.3	13.9	.18	16	28	40	48	60	6,057	.7	.503	.048
Texas Universities	36.7	14.0	.11	16	28	36	48	60	17,271	1.3	.191	.093
NSSE 2021 & 2022	38.9	13.9	.15	16	28	40	48	60	8,737	-.9	.350	-.067
Top 50%	40.3	13.8	.05	16	32	40	52	60	79,905	-2.3	.017	-.169
Top 10%	43.3	13.7	.12	20	36	44	56	60	12,688	-5.3	.000	-.390
Campus Environment												
Quality of Interactions												
UT Tyler (N = 181)	40.5	14.1	1.05	16	32	42	52	60				
UT System	42.4	12.8	.18	18	35	44	52	60	191	-1.8	.084	-.144
Texas Universities	42.0	13.0	.11	18	34	44	52	60	184	-1.4	.173	-.111
NSSE 2021 & 2022	43.4	12.1	.14	20	36	44	52	60	186	-2.8	.008	-.234
Top 50%	45.1	11.9	.05	22	38	48	54	60	181	-4.6	.000	-.387
Top 10%	48.2	12.5	.11	23	42	50	60	60	184	-7.7	.000	-.615
Supportive Environment												
UT Tyler (N = 186)	33.4	14.7	1.08	10	20	33	43	60				
UT System	34.4	14.4	.20	10	25	35	43	60	5,399	-1.0	.344	-.071
Texas Universities	33.8	14.3	.11	10	23	35	43	60	15,613	-.4	.690	-.029
NSSE 2021 & 2022	33.4	13.9	.16	10	23	33	43	60	8,034	.0	.989	.001
Top 50%	35.9	13.6	.05	13	26	38	45	60	72,616	-2.5	.012	-.185
Top 10%	39.1	13.3	.15	18	30	40	50	60	192	-5.7	.000	-.426

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.

NSSE 2022 Engagement Indicators
Detailed Statistics[a]
The University of Texas at Tyler

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 = 556)	41.9	13.2	.56	20	35	40	55	60				
UT System	39.6	14.7	.14	15	30	40	50	60	632	2.3	.000	.158
Texas Universities	39.6	14.4	.08	15	30	40	50	60	33,158	2.3	.000	.161
NSSE 2021 & 2022	40.8	13.9	.12	20	30	40	55	60	13,288	1.1	.065	.080
Top 50%	41.9	13.7	.04	20	35	40	55	60	118,966	.0	.936	.003
Top 10%	44.2	13.1	.13	20	35	45	60	60	11,518	-2.3	.000	-.175
Reflective & Integrative Learning												
UT Tyler (N = 578)	39.0	12.5	.52	20	31	40	49	60				
UT System	36.4	13.7	.13	14	26	37	46	60	652	2.7	.000	.196
Texas Universities	36.9	13.5	.07	14	29	37	46	60	599	2.1	.000	.156
NSSE 2021 & 2022	39.0	13.0	.11	17	30	40	49	60	13,956	.1	.917	.004
Top 50%	40.3	12.5	.04	20	31	40	50	60	107,968	-1.2	.017	-.100
Top 10%	42.7	11.7	.12	23	34	43	51	60	10,848	-3.7	.000	-.315
Learning Strategies												
UT Tyler (N = 539)	42.3	14.0	.60	20	33	40	53	60				
UT System	39.2	15.0	.15	13	27	40	53	60	10,022	3.1	.000	.204
Texas Universities	39.3	14.8	.08	13	27	40	53	60	31,276	2.9	.000	.197
NSSE 2021 & 2022	40.2	14.8	.13	13	27	40	53	60	12,664	2.0	.002	.139
Top 50%	41.1	14.6	.04	20	33	40	53	60	129,680	1.2	.059	.082
Top 10%	43.4	14.2	.10	20	33	40	60	60	22,414	-1.2	.059	-.082
Quantitative Reasoning												
UT Tyler (N = 540)	32.7	16.3	.70	7	20	33	40	60				
UT System	30.7	16.7	.17	0	20	27	40	60	10,241	2.0	.006	.122
Texas Universities	30.4	16.8	.09	0	20	27	40	60	31,674	2.3	.001	.140
NSSE 2021 & 2022	31.3	16.6	.15	0	20	33	40	60	12,806	1.4	.058	.083
Top 50%	32.4	16.5	.04	7	20	33	40	60	144,776	.2	.727	.015
Top 10%	35.3	16.0	.12	7	20	33	47	60	17,387	-2.6	.000	-.166
Learning with Peers												
Collaborative Learning												
UT Tyler (N = 578)	34.0	16.2	.67	5	20	35	45	60				
UT System	28.2	16.6	.15	0	15	25	40	60	12,213	5.8	.000	.351
Texas Universities	29.2	16.2	.08	0	20	30	40	60	36,935	4.8	.000	.298
NSSE 2021 & 2022	28.5	16.1	.14	5	15	30	40	60	14,492	5.5	.000	.343
Top 50%	34.0	14.6	.04	10	25	35	45	60	582	.0	.966	.002
Top 10%	37.9	13.7	.11	15	30	40	50	60	610	-3.8	.000	-.277
Discussions with Diverse Others												
UT Tyler (N = 535)	42.1	16.2	.70	20	30	40	60	60				
UT System	37.7	17.7	.18	0	25	40	55	60	607	4.5	.000	.254
Texas Universities	38.7	17.4	.10	5	25	40	55	60	31,394	3.5	.000	.201
NSSE 2021 & 2022	38.4	16.5	.15	10	25	40	55	60	12,719	3.7	.000	.225
Top 50%	40.4	15.9	.04	15	30	40	55	60	129,826	1.8	.011	.110
Top 10%	43.2	15.1	.13	20	35	45	60	60	573	-1.1	.124	-.072

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 = 568)	24.9	16.4	.69	0	10	20	35	60				
UT System	18.4	16.5	.16	0	5	15	25	55	11,177	6.5	.000	.394
Texas Universities	20.5	16.7	.09	0	5	15	30	60	34,126	4.4	.000	.265
NSSE 2021 & 2022	22.9	16.5	.14	0	10	20	35	60	13,532	2.0	.005	.121
Top 50%	28.8	16.2	.07	5	15	25	40	60	56,810	-3.9	.000	-.238
Top 10%	33.2	16.1	.19	10	20	35	45	60	7,732	-8.3	.000	-.517
Effective Teaching Practices												
UT Tyler (N = 557)	41.2	14.5	.61	16	32	40	52	60				
UT System	38.5	15.3	.15	12	28	40	52	60	626	2.7	.000	.178
Texas Universities	38.4	15.1	.08	12	28	40	52	60	33,133	2.8	.000	.188
NSSE 2021 & 2022	40.3	14.5	.13	16	32	40	52	60	13,270	.8	.177	.058
Top 50%	41.9	14.1	.05	16	32	40	56	60	94,249	-.7	.218	-.052
Top 10%	44.5	13.6	.11	20	36	44	56	60	15,658	-3.3	.000	-.240
Campus Environment												
Quality of Interactions												
UT Tyler (N = 505)	43.8	12.7	.57	20	36	46	53	60				
UT System	41.2	13.8	.15	15	32	43	52	60	579	2.6	.000	.189
Texas Universities	42.5	13.3	.08	16	34	44	52	60	28,109	1.3	.036	.094
NSSE 2021 & 2022	44.1	12.4	.12	20	36	46	54	60	11,470	-.3	.607	-.023
Top 50%	45.6	12.3	.04	22	38	48	56	60	100,168	-1.8	.001	-.150
Top 10%	48.0	12.5	.07	22	40	50	60	60	30,396	-4.2	.000	-.335
Supportive Environment												
UT Tyler (N = 530)	33.1	14.8	.64	10	20	33	43	60				
UT System	31.1	15.3	.16	6	20	30	40	60	9,744	1.9	.005	.126
Texas Universities	32.2	15.1	.09	8	20	33	43	60	30,553	.9	.194	.057
NSSE 2021 & 2022	31.8	14.7	.14	8	20	33	40	60	12,366	1.3	.051	.087
Top 50%	34.3	14.7	.05	10	23	35	45	60	92,948	-1.2	.060	-.082
Top 10%	37.4	14.5	.15	13	28	38	48	60	9,771	-4.4	.000	-.301

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.