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# **NSSE 2024**

## **Engagement Indicators**

The University of Texas at Tyler

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### 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
<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 all current- and prior-year institutions.

#### Detailed Statistics (pp. 16-End)

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](https://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 Carnegie Class	Your first-year students compared with NSSE 2023 & 2024
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 Carnegie Class	Your seniors compared with NSSE 2023 & 2024
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	△	--	--
	Learning Strategies	△	△	△
	Quantitative Reasoning	△	--	--
Learning with Peers	Collaborative Learning	▲	△	△
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	△	△	△

#### Academic Challenge: First-year students

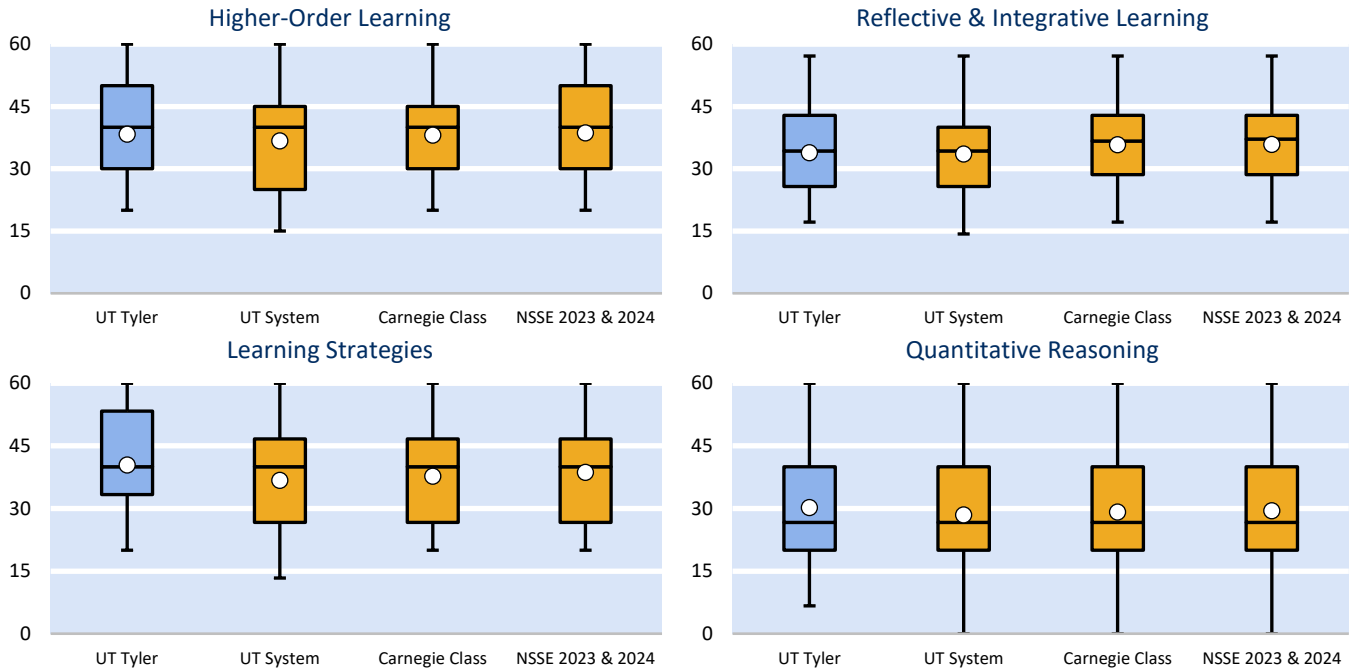
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your first-year students compared with					
		UT System Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Higher-Order Learning	38.3	36.8	.11	38.1	.02	38.6	-.02
Reflective & Integrative Learning	33.9	33.6	.02	35.8 **	-.16	35.8 **	-.16
Learning Strategies	40.5	36.7 ***	.26	37.7 **	.20	38.6 *	.13
Quantitative Reasoning	30.2	28.4	.11	29.2	.07	29.5	.05

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

#### 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.

		Percentage point difference <sup>a</sup> between your FY students and			
	UT Tyler	UT System	Carnegie Class	NSSE 2023 & 2024	
Higher-Order Learning					
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%				
4b. Applying facts, theories, or methods to practical problems or new situations	67	+1	-3	-4	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	+5	+1	-0	
4d. Evaluating a point of view, decision, or information source	71	+6	+1	+0	
4e. Forming a new idea or understanding from various pieces of information	70	+3	-1	-2	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	47	-2	-7	-7	
2b. Connected your learning to societal problems or issues	41	-3	-11	-11	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	-2	-13	-12	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-1	-5	-6	
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	72	+5	+1	+1	
2f. Learned something that changed the way you understand an issue or concept	67	+3	-1	-1	
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-1	-4	-5	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	75	+7	+3	+1	
9b. Reviewed your notes after class	73	+10	+9	+7	
9c. Summarized what you learned in class or from course materials	72	+11	+8	+6	
Quantitative Reasoning					
Percentage of students who responded that they "Very often" or "Often"...					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	+2	+3	+3	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+4	+2	+2	
6c. Evaluated what others have concluded from numerical information	43	+3	+0	-0	

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

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

## Academic Challenge: Seniors

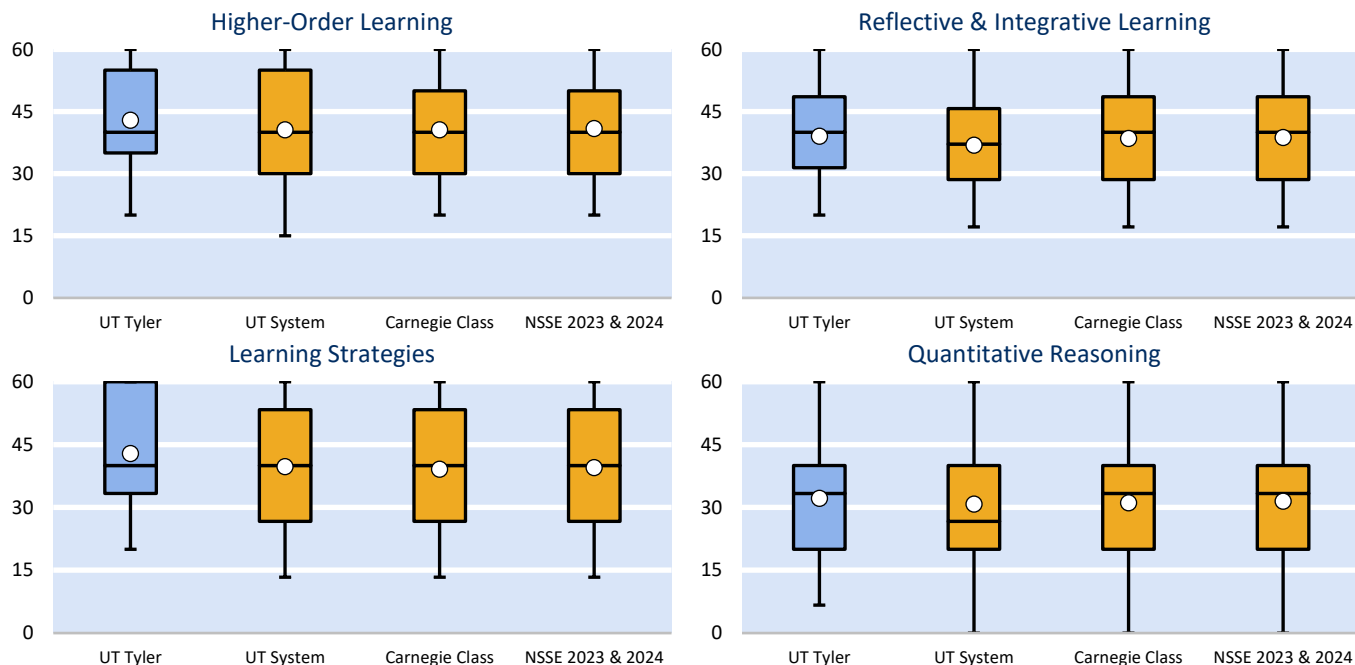
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

### Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your seniors compared with					
		UT System		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.9	40.6 ***	.16	40.6 ***	.17	40.9 ***	.15
Reflective & Integrative Learning	39.0	36.9 ***	.16	38.5	.04	38.7	.02
Learning Strategies	42.9	39.7 ***	.21	39.1 ***	.26	39.5 ***	.23
Quantitative Reasoning	32.1	30.8 *	.08	31.1	.06	31.4	.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: Seniors (continued)

### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your seniors and		
	UT Tyler	UT System	Carnegie Class	NSSE 2023 & 2024
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	83	+6	+5	+5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	+5	+5	+4
4d. Evaluating a point of view, decision, or information source	75	+5	+3	+2
4e. Forming a new idea or understanding from various pieces of information	78	+5	+4	+3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	70	+7	+1	+1
2b. Connected your learning to societal problems or issues	61	+7	+0	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	+3	-6	-7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	72	+7	+4	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	75	+3	+2	+2
2f. Learned something that changed the way you understand an issue or concept	74	+2	+2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+7	+3	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	+5	+3	+3
9b. Reviewed your notes after class	76	+7	+12	+11
9c. Summarized what you learned in class or from course materials	76	+8	+9	+7
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.)	63	+6	+6	+6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+0	-0	-1
6c. Evaluated what others have concluded from numerical information	47	+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.

## Learning with Peers: First-year students

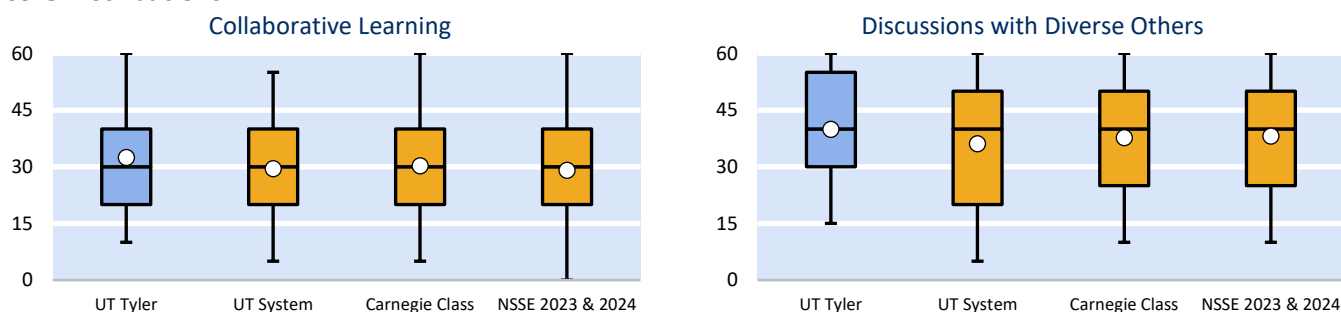
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your first-year students compared with					
		UT System		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.5	29.5 ***	.21	30.2 **	.16	29.1 ***	.22
Discussions with Diverse Others	39.9	36.1 ***	.22	37.7 *	.14	38.1	.11

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

























### Score Distributions



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		Percentage point difference <sup>a</sup> between your FY students and			
	UT Tyler	UT System	Carnegie Class	NSSE 2023 & 2024	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	53	+8 	+7 	+9 	
1c. Explained course material to one or more students	53	+7 	+4 	+5 	
1d. Prepared for exams by discussing or working through course material with other students	48	+9 	+6 	+7 	
1e. Worked with other students on course projects or assignments	59	+5 	+6 	+9 	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	74	+11 	+6 	+5 	
8b. People from economic backgrounds other than your own	73	+9 	+3 	+3 	
8c. People with religious beliefs other than your own	68	+7 	+5 	+4 	
8d. People with political views other than your own	67	+12 	+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.



## Learning with Peers: Seniors

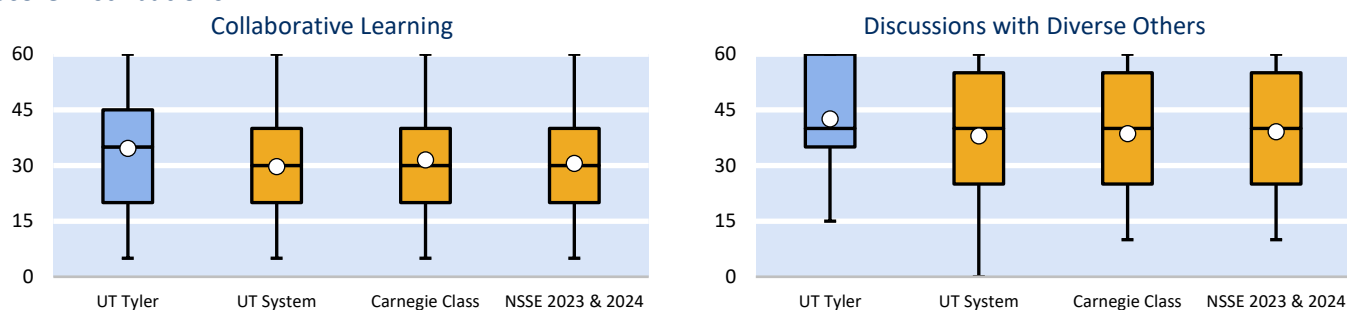
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your seniors compared with					
		UT System		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.6	29.8 ***	.31	31.5 ***	.20	30.6 ***	.25
Discussions with Diverse Others	42.6	38.0 ***	.26	38.6 ***	.25	39.1 ***	.21

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

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### Performance on Indicator Items

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 <sup>a</sup> between your seniors and		
	UT Tyler	UT System	Carnegie Class	NSSE 2023 & 2024
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	50	+10 <div><div></div></div>	+7 <div><div></div></div>	+9 <div><div></div></div>
1c. Explained course material to one or more students	58	+8 <div><div></div></div>	+5 <div><div></div></div>	+6 <div><div></div></div>
1d. Prepared for exams by discussing or working through course material with other students	52	+13 <div><div></div></div>	+10 <div><div></div></div>	+11 <div><div></div></div>
1e. Worked with other students on course projects or assignments	69	+10 <div><div></div></div>	+5 <div><div></div></div>	+8 <div><div></div></div>
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	78	+12 <div><div></div></div>	+9 <div><div></div></div>	+8 <div><div></div></div>
8b. People from economic backgrounds other than your own	78	+10 <div><div></div></div>	+7 <div><div></div></div>	+6 <div><div></div></div>
8c. People with religious beliefs other than your own	72	+9 <div><div></div></div>	+8 <div><div></div></div>	+7 <div><div></div></div>
8d. People with political views other than your own	72	+15 <div><div></div></div>	+13 <div><div></div></div>	+12 <div><div></div></div>

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## Experiences with Faculty: First-year students

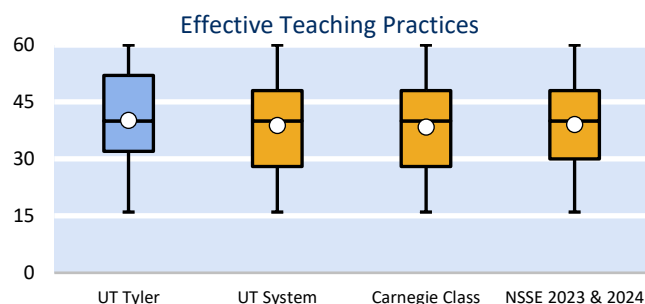
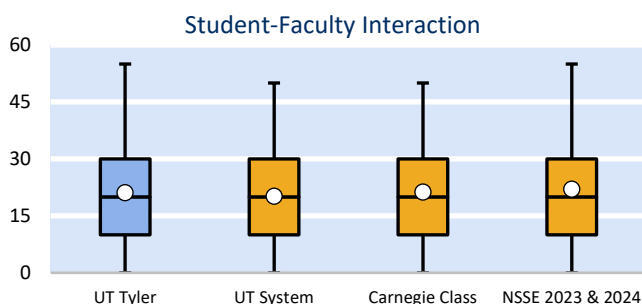
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.1	20.2	.06	21.2	-.01	22.0	-.06
Effective Teaching Practices	40.1	38.8	.10	38.3 *	.13	39.0	.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).

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### Performance on Indicator Items

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		Percentage point difference <sup>a</sup> between your FY students and			
	UT Tyler	UT System	Carnegie Class	NSSE 2023 & 2024	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
3a. Talked about career plans with a faculty member	35	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -3	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -0	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -0	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -1	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +3	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +1	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -0	
3d. Discussed your academic performance with a faculty member	28	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +1	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -2	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -5	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	78	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +1	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -0	
5b. Taught course sessions in an organized way	77	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +3	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +4	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +3	
5c. Used examples or illustrations to explain difficult points	73	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -0	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -0	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -1	
5d. Provided feedback on a draft or work in progress	70	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +8	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +6	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +5	
5e. Provided prompt and detailed feedback on tests or completed assignments	61	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +3	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +2	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -0	

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

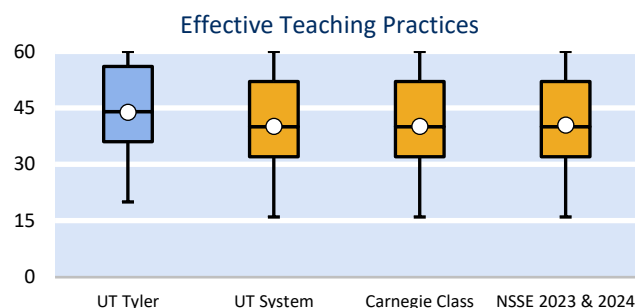
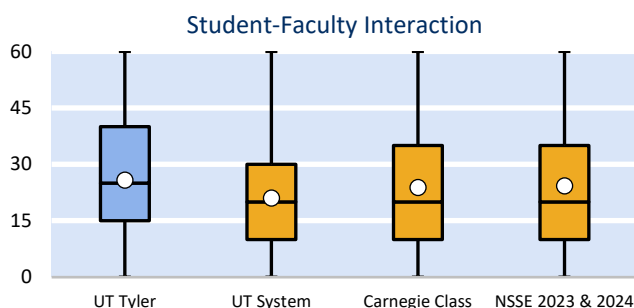
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

Mean Comparisons		Your seniors compared with					
	UT Tyler	UT System		Carnegie Class		NSSE 2023 & 2024	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.7	21.0 ***	.29	23.8 ***	.12	24.2 **	.09
Effective Teaching Practices	43.8	40.1 ***	.26	40.0 ***	.27	40.4 ***	.24

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 <sup>a</sup> between your seniors and		
Student-Faculty Interaction	UT Tyler	UT System	Carnegie Class	NSSE 2023 & 2024
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	47	+10	+5	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+7	+2	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	+9	+5	+4
3d. Discussed your academic performance with a faculty member	39	+11	+7	+5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	88	+8	+8	+7
5b. Taught course sessions in an organized way	82	+6	+6	+5
5c. Used examples or illustrations to explain difficult points	81	+4	+4	+4
5d. Provided feedback on a draft or work in progress	71	+10	+8	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	75	+13	+10	+9

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

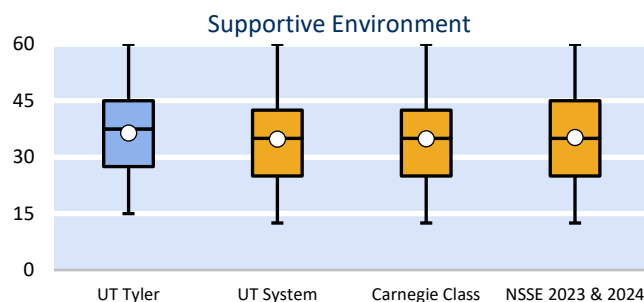
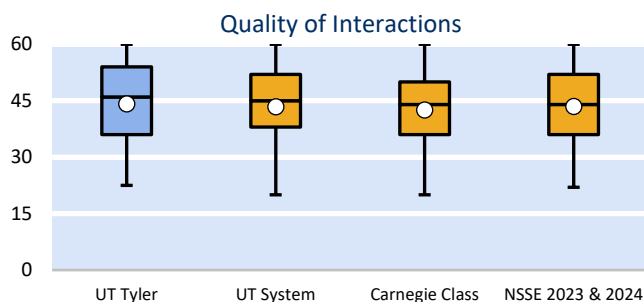
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your first-year students compared with					
		UT System		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.2	43.4	.06	42.6 *	.14	43.5	.06
Supportive Environment	36.4	34.8	.11	34.9	.11	35.2	.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.

		Percentage point difference <sup>a</sup> between your FY students and			
	UT Tyler	UT System	Carnegie Class	NSSE 2023 & 2024	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	54	+5	+4	+3	
13b. Academic advisors	55	-1	+1	-2	
13c. Faculty	54	+4	+3	-0	
13d. Student services staff (career services, student activities, housing, etc.)	52	+3	+6	+3	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+5	+9	+5	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	77	+5	+6	+4	
14c. Using learning support services (tutoring services, writing center, etc.)	77	+2	+4	+3	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+3	+3	+1	
14e. Providing opportunities to be involved socially	73	+8	+4	+4	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+2	-1	-2	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+1	+4	+4	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+5	+1	+1	
14i. Attending events that address important social, economic, or political issues	45	+1	+0	+0	

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

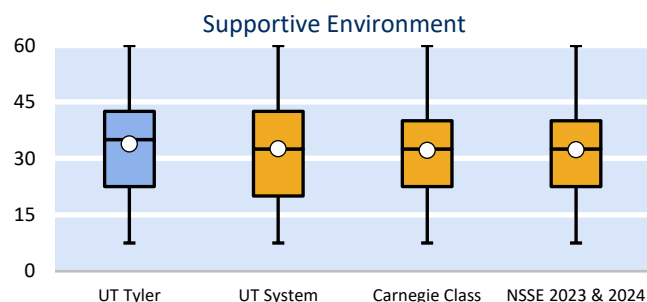
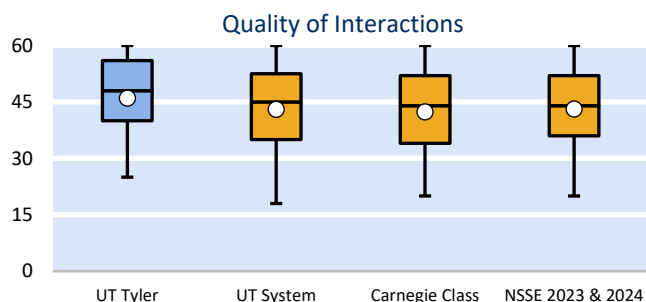
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your seniors compared with					
		UT System		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.0	43.1 ***	.23	42.3 ***	.30	43.1 ***	.24
Supportive Environment	33.8	32.6 *	.08	32.1 **	.12	32.4 **	.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 <sup>a</sup> between your seniors and			
		UT System	Carnegie Class	NSSE 2023 & 2024	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	66	+7	+8	+8	
13b. Academic advisors	55	+4	+6	+2	
13c. Faculty	67	+10	+11	+9	
13d. Student services staff (career services, student activities, housing, etc.)	53	+7	+10	+8	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	57	+10	+14	+12	
<b>Supportive Environment</b>					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	75	+6	+8	+6	
14c. Using learning support services (tutoring services, writing center, etc.)	68	+1	+3	+2	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+1	+3	+2	
14e. Providing opportunities to be involved socially	69	+4	+5	+5	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	+4	+4	+4	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	+2	+6	+6	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	+3	+1	+1	
14i. Attending events that address important social, economic, or political issues	39	+1	-1	-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.

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# NSSE 2024 Engagement Indicators

## Comparisons with High-Performing Institutions

### The University of Texas at Tyler

#### Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see [go.iu.edu/NSSE-PnP](https://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<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 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<sup>b</sup> 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					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.3	39.8 *	-.11		42.4 ***	-.32	
	Reflective and Integrative Learning	33.9	37.3 ***	-.28		39.9 ***	-.51	
	Learning Strategies	40.5	40.2	.02	✓	43.1 **	-.19	
	Quantitative Reasoning	30.2	30.8	-.04	✓	33.3 **	-.20	
Learning with Peers	Collaborative Learning	32.5	33.4	-.07	✓	36.7 ***	-.31	
	Discussions with Diverse Others	39.9	40.7	-.05	✓	44.2 ***	-.32	
Experiences with Faculty	Student-Faculty Interaction	21.1	25.4 ***	-.28		29.9 ***	-.57	
	Effective Teaching Practices	40.1	40.8	-.05	✓	43.6 ***	-.24	
Campus Environment	Quality of Interactions	44.2	45.7 *	-.13		48.7 ***	-.38	
	Supportive Environment	36.4	37.1	-.05	✓	40.4 ***	-.32	
Seniors		UT Tyler Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.9	42.4	.04	✓	44.9 ***	-.15	
	Reflective and Integrative Learning	39.0	40.6 ***	-.13		43.2 ***	-.35	
	Learning Strategies	42.9	41.2 **	.12	✓	44.1 *	-.09	
	Quantitative Reasoning	32.1	32.8	-.04	✓	36.2 ***	-.25	
Learning with Peers	Collaborative Learning	34.6	34.7	-.01	✓	38.0 ***	-.25	
	Discussions with Diverse Others	42.6	41.4 *	.08	✓	44.1 *	-.10	
Experiences with Faculty	Student-Faculty Interaction	25.7	29.9 ***	-.26		34.9 ***	-.57	
	Effective Teaching Practices	43.8	42.5 **	.10	✓	45.2 **	-.11	
Campus Environment	Quality of Interactions	46.0	45.4	.05	✓	48.1 ***	-.17	
	Supportive Environment	33.8	34.6	-.06	✓	38.0 ***	-.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 current- and prior-year 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 2024 Engagement Indicators

Detailed Statistics<sup>a</sup>

The University of Texas at Tyler

## Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UT Tyler (N = 298)	38.3	13.8	.80	20	30	40	50	60				
UT System	36.8	14.0	.14	15	25	40	45	60	9,895	1.6	.057	.112
Carnegie Class	38.1	13.3	.05	20	30	40	45	60	63,964	.2	.790	.015
NSSE 2023 & 2024	38.6	13.4	.02	20	30	40	50	60	317,142	-.3	.704	-.022
Top 50%	39.8	13.2	.03	20	30	40	50	60	207,445	-1.5	.050	-.114
Top 10%	42.4	12.5	.08	20	35	40	55	60	303	-4.1	.000	-.324
<b>Reflective &amp; Integrative Learning</b>												
UT Tyler (N = 318)	33.9	12.4	.70	17	26	34	43	57				
UT System	33.6	12.6	.12	14	26	34	40	57	10,918	.3	.675	.024
Carnegie Class	35.8	12.1	.05	17	29	37	43	57	70,113	-1.9	.005	-.158
NSSE 2023 & 2024	35.8	12.2	.02	17	29	37	43	57	349,149	-2.0	.004	-.160
Top 50%	37.3	12.0	.03	17	29	37	46	60	186,973	-3.4	.000	-.284
Top 10%	39.9	11.7	.08	20	31	40	49	60	22,183	-6.0	.000	-.515
<b>Learning Strategies</b>												
UT Tyler (N = 272)	40.5	14.4	.87	20	33	40	53	60				
UT System	36.7	14.6	.16	13	27	40	47	60	8,907	3.7	.000	.257
Carnegie Class	37.7	13.8	.06	20	27	40	47	60	58,571	2.7	.001	.198
NSSE 2023 & 2024	38.6	13.9	.03	20	27	40	47	60	289,258	1.8	.031	.131
Top 50%	40.2	13.9	.03	20	33	40	53	60	167,852	.3	.752	.019
Top 10%	43.1	14.5	.07	20	33	40	60	60	37,918	-2.7	.002	-.186
<b>Quantitative Reasoning</b>												
UT Tyler (N = 270)	30.2	16.1	.98	7	20	27	40	60				
UT System	28.4	15.8	.17	0	20	27	40	60	9,210	1.8	.071	.111
Carnegie Class	29.2	15.6	.06	0	20	27	40	60	59,876	1.0	.273	.067
NSSE 2023 & 2024	29.5	15.7	.03	0	20	27	40	60	295,774	.8	.432	.048
Top 50%	30.8	15.5	.03	7	20	33	40	60	198,375	-.6	.505	-.041
Top 10%	33.3	15.4	.08	7	20	33	40	60	37,710	-3.1	.001	-.199
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UT Tyler (N = 324)	32.5	14.7	.82	10	20	30	40	60				
UT System	29.5	14.2	.13	5	20	30	40	55	12,474	3.0	.000	.212
Carnegie Class	30.2	14.2	.05	5	20	30	40	60	76,625	2.3	.004	.159
NSSE 2023 & 2024	29.1	15.3	.02	0	20	30	40	60	383,129	3.4	.000	.223
Top 50%	33.4	13.9	.03	10	25	35	40	60	227,626	-.9	.237	-.066
Top 10%	36.7	13.7	.07	15	25	35	45	60	42,828	-4.2	.000	-.308
<b>Discussions with Diverse Others</b>												
UT Tyler (N = 271)	39.9	16.2	.99	15	30	40	55	60				
UT System	36.1	17.3	.18	5	20	40	50	60	290	3.8	.000	.218
Carnegie Class	37.7	15.8	.06	10	25	40	50	60	59,135	2.2	.024	.137
NSSE 2023 & 2024	38.1	16.1	.03	10	25	40	50	60	292,008	1.8	.070	.110
Top 50%	40.7	14.9	.03	20	30	40	55	60	271	-.8	.408	-.055
Top 10%	44.2	13.8	.10	20	35	45	60	60	276	-4.4	.000	-.315



# NSSE 2024 Engagement Indicators

## Detailed Statistics<sup>a</sup>

### The University of Texas at Tyler

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UT Tyler (N = 308)	21.1	16.0	.91	0	10	20	30	55				
UT System	20.2	15.6	.16	0	10	20	30	50	10,388	.9	.337	.056
Carnegie Class	21.2	15.1	.06	0	10	20	30	50	66,948	-.2	.837	-.012
NSSE 2023 & 2024	22.0	15.3	.03	0	10	20	30	55	332,040	-1.0	.273	-.062
Top 50%	25.4	15.3	.04	5	15	25	35	60	119,175	-4.3	.000	-.280
Top 10%	29.9	15.5	.13	5	20	30	40	60	14,827	-8.8	.000	-.567
<b>Effective Teaching Practices</b>												
UT Tyler (N = 295)	40.1	14.1	.82	16	32	40	52	60				
UT System	38.8	13.8	.14	16	28	40	48	60	9,814	1.3	.108	.095
Carnegie Class	38.3	13.3	.05	16	28	40	48	60	63,685	1.8	.023	.133
NSSE 2023 & 2024	39.0	13.4	.02	16	30	40	48	60	315,292	1.1	.169	.080
Top 50%	40.8	13.5	.03	20	32	40	52	60	150,927	-.6	.408	-.048
Top 10%	43.6	14.1	.08	20	36	44	56	60	27,887	-3.5	.000	-.245
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UT Tyler (N = 256)	44.2	12.2	.76	23	36	46	54	60				
UT System	43.4	12.3	.14	20	38	45	52	60	8,208	.8	.314	.064
Carnegie Class	42.6	11.7	.05	20	36	44	50	60	53,880	1.6	.027	.139
NSSE 2023 & 2024	43.5	11.7	.02	22	36	44	52	60	264,272	.6	.377	.055
Top 50%	45.7	11.5	.03	24	40	48	54	60	256	-1.5	.047	-.133
Top 10%	48.7	11.9	.08	24	42	52	60	60	21,931	-4.5	.000	-.380
<b>Supportive Environment</b>												
UT Tyler (N = 266)	36.4	13.3	.81	15	28	38	45	60				
UT System	34.8	14.2	.16	13	25	35	43	60	8,482	1.6	.067	.114
Carnegie Class	34.9	13.5	.06	13	25	35	43	60	56,544	1.5	.067	.113
NSSE 2023 & 2024	35.2	13.6	.03	13	25	35	45	60	278,594	1.2	.164	.085
Top 50%	37.1	13.0	.04	17	28	38	45	60	136,067	-.7	.380	-.054
Top 10%	40.4	12.6	.12	20	33	40	50	60	11,672	-4.0	.000	-.319

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 2024 Engagement Indicators

Detailed Statistics<sup>a</sup>

The University of Texas at Tyler

## Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UT Tyler (N = 767)	42.9	14.1	.51	20	35	40	55	60				
UT System	40.6	14.5	.13	15	30	40	55	60	14,133	2.4	.000	.163
Carnegie Class	40.6	13.9	.05	20	30	40	50	60	86,489	2.3	.000	.165
NSSE 2023 & 2024	40.9	13.8	.02	20	30	40	50	60	769	2.0	.000	.145
Top 50%	42.4	13.6	.03	20	35	40	55	60	772	.5	.323	.037
Top 10%	44.9	12.8	.10	20	40	45	60	60	821	-2.0	.000	-.152
<b>Reflective &amp; Integrative Learning</b>												
UT Tyler (N = 796)	39.0	12.8	.46	20	31	40	49	60				
UT System	36.9	13.2	.11	17	29	37	46	60	15,076	2.1	.000	.161
Carnegie Class	38.5	13.0	.04	17	29	40	49	60	91,997	.5	.283	.038
NSSE 2023 & 2024	38.7	12.9	.02	17	29	40	49	60	435,882	.3	.544	.022
Top 50%	40.6	12.4	.03	20	31	40	51	60	172,817	-1.6	.000	-.129
Top 10%	43.2	11.8	.09	23	34	43	54	60	861	-4.2	.000	-.352
<b>Learning Strategies</b>												
UT Tyler (N = 744)	42.9	14.3	.52	20	33	40	60	60				
UT System	39.7	14.8	.13	13	27	40	53	60	13,140	3.1	.000	.211
Carnegie Class	39.1	14.6	.05	13	27	40	53	60	81,581	3.8	.000	.259
NSSE 2023 & 2024	39.5	14.6	.02	13	27	40	53	60	381,580	3.3	.000	.228
Top 50%	41.2	14.5	.03	20	33	40	53	60	209,055	1.7	.002	.116
Top 10%	44.1	14.2	.09	20	33	47	60	60	25,799	-1.3	.016	-.089
<b>Quantitative Reasoning</b>												
UT Tyler (N = 751)	32.1	16.6	.61	7	20	33	40	60				
UT System	30.8	16.7	.15	0	20	27	40	60	13,414	1.4	.029	.082
Carnegie Class	31.1	16.6	.06	0	20	33	40	60	82,777	1.0	.085	.063
NSSE 2023 & 2024	31.4	16.7	.03	0	20	33	40	60	387,848	.7	.254	.042
Top 50%	32.8	16.5	.03	7	20	33	40	60	225,462	-.7	.241	-.043
Top 10%	36.2	16.2	.11	7	20	40	47	60	23,248	-4.1	.000	-.251
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UT Tyler (N = 821)	34.6	16.4	.57	5	20	35	45	60				
UT System	29.8	15.8	.13	5	20	30	40	60	904	4.9	.000	.306
Carnegie Class	31.5	15.3	.05	5	20	30	40	60	832	3.1	.000	.203
NSSE 2023 & 2024	30.6	16.0	.02	5	20	30	40	60	460,615	4.0	.000	.251
Top 50%	34.7	14.2	.03	10	25	35	45	60	825	-.1	.824	-.009
Top 10%	38.0	13.6	.08	15	30	40	50	60	855	-3.4	.000	-.248
<b>Discussions with Diverse Others</b>												
UT Tyler (N = 741)	42.6	16.1	.59	15	35	40	60	60				
UT System	38.0	17.8	.16	0	25	40	55	60	850	4.6	.000	.260
Carnegie Class	38.6	16.3	.06	10	25	40	55	60	82,069	4.0	.000	.246
NSSE 2023 & 2024	39.1	16.4	.03	10	25	40	55	60	383,925	3.5	.000	.213
Top 50%	41.4	15.6	.03	15	30	40	60	60	216,075	1.2	.032	.079
Top 10%	44.1	14.5	.09	20	35	45	60	60	776	-1.5	.012	-.104

# NSSE 2024 Engagement Indicators

## Detailed Statistics<sup>a</sup>

### The University of Texas at Tyler

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UT Tyler (N = 779)	25.7	17.0	.61	0	15	25	40	60				
UT System	21.0	16.7	.14	0	10	20	30	60	14,534	4.8	.000	.285
Carnegie Class	23.8	16.5	.06	0	10	20	35	60	89,039	2.0	.001	.119
NSSE 2023 & 2024	24.2	16.5	.03	0	10	20	35	60	420,653	1.5	.010	.093
Top 50%	29.9	16.3	.05	5	20	30	40	60	94,976	-4.2	.000	-.257
Top 10%	34.9	16.1	.16	10	20	35	45	60	890	-9.1	.000	-.567
<b>Effective Teaching Practices</b>												
UT Tyler (N = 770)	43.8	13.7	.49	20	36	44	56	60				
UT System	40.1	14.6	.13	16	32	40	52	60	13,957	3.8	.000	.257
Carnegie Class	40.0	13.9	.05	16	32	40	52	60	86,386	3.8	.000	.271
NSSE 2023 & 2024	40.4	14.0	.02	16	32	40	52	60	406,386	3.4	.000	.242
Top 50%	42.5	13.8	.04	20	32	44	56	60	155,085	1.4	.007	.098
Top 10%	45.2	13.1	.10	20	36	48	60	60	19,742	-1.4	.003	-.108
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UT Tyler (N = 685)	46.0	11.4	.44	25	40	48	56	60				
UT System	43.1	13.1	.12	18	35	45	53	60	797	3.0	.000	.229
Carnegie Class	42.3	12.5	.05	20	34	44	52	60	699	3.7	.000	.296
NSSE 2023 & 2024	43.1	12.4	.02	20	36	44	52	60	687	2.9	.000	.238
Top 50%	45.4	12.0	.03	22	38	48	55	60	151,422	.6	.165	.053
Top 10%	48.1	12.3	.07	23	42	50	60	60	29,870	-2.1	.000	-.169
<b>Supportive Environment</b>												
UT Tyler (N = 736)	33.8	15.3	.57	8	23	35	43	60				
UT System	32.6	14.9	.14	8	20	33	43	60	12,816	1.2	.030	.083
Carnegie Class	32.1	14.3	.05	8	23	33	40	60	747	1.7	.003	.119
NSSE 2023 & 2024	32.4	14.4	.02	8	23	33	40	60	737	1.5	.009	.103
Top 50%	34.6	14.2	.04	10	25	35	45	60	740	-.8	.157	-.056
Top 10%	38.0	13.7	.11	15	28	40	48	60	794	-4.1	.000	-.299

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

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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.