

A Summary of Student Engagement Results

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Comparison Group
 The comparison group featured in this report is **Scorecard and HBCU**. See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2021 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Theme	Engagement Indicator	Your students compared with Scorecard and HBCU	
		First-year	Senior
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	--	--

Key:

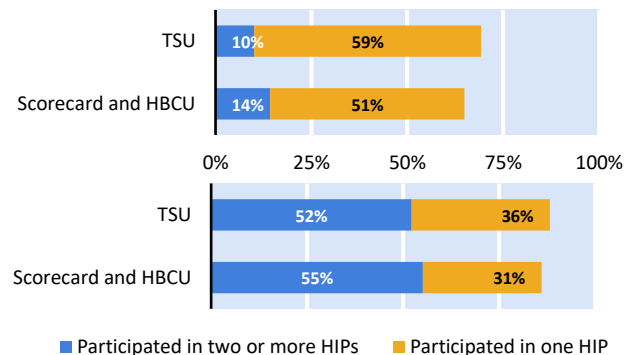
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High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
 Service-Learning, Learning Community, and Research w/Faculty

Senior
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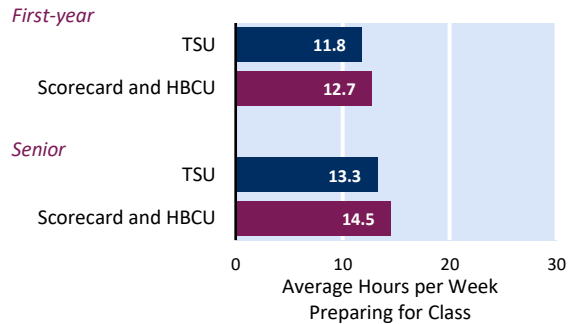


Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder.

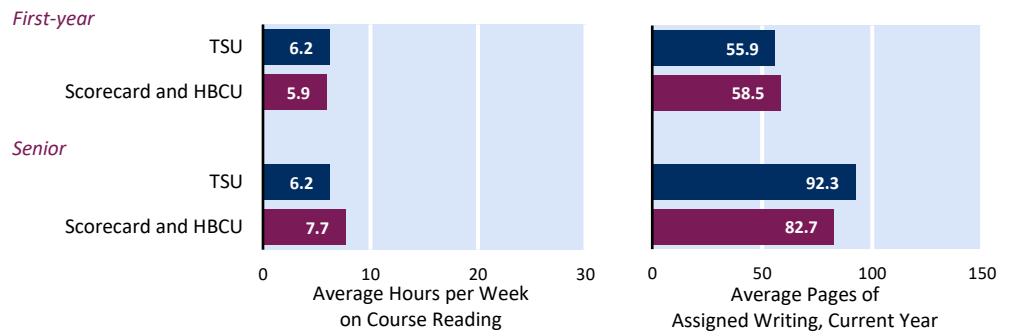
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



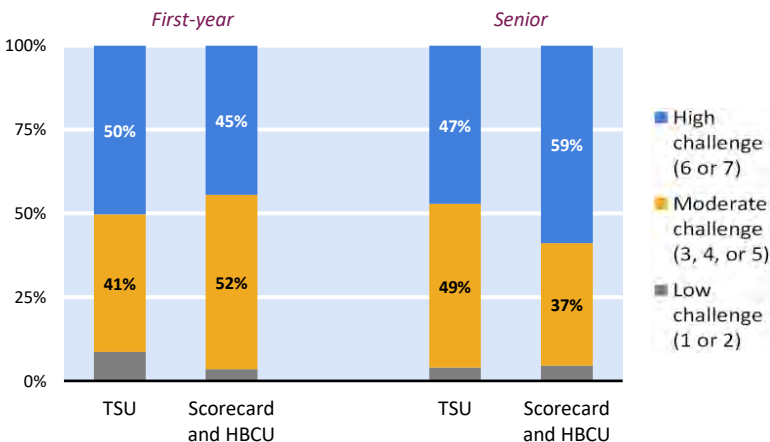
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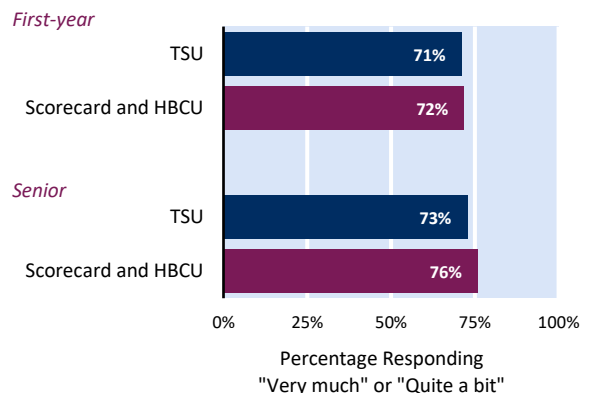
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



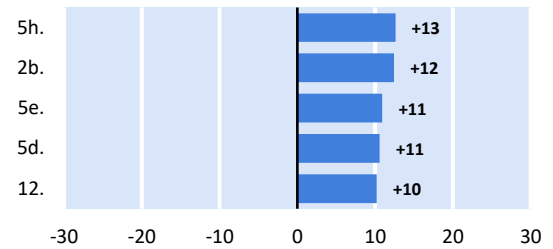
Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions^a on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

Highest Performing Relative to Scorecard and HBCU

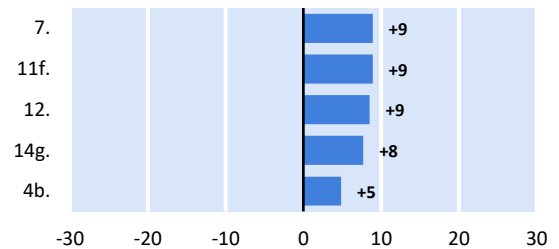
- Instructors taught in a way that aligns with how you prefer to learn^c
- Connected your learning to societal problems or issues^b (RI)
- Instructors provided prompt and detailed feedback on tests or completed assignments^c (ET)
- Instructors provided feedback on a draft or work in progress^c (ET)
- About how many courses have included a community-based project (service-learning)?^e (HIP)



Senior

Highest Performing Relative to Scorecard and HBCU

- Assigned more than 50 pages of writing^f
- Completed a culminating senior experience (...) (HIP)
- About how many courses have included a community-based project (service-learning)?^e (HIP)
- Institution emphasis on helping you manage your non-academic responsibilities (...) (SE)
- Applying facts, theories, or methods to practical problems or new situations^c (HO)



Percentage Point Difference with Scorecard and HBCU

a. The items on this page come from the Engagement Indicators (EIs), High-Impact Practices (HIPs), Sense of Belonging (SB), the academic challenge questions on page 2, and four additional questions about effective teaching (new in 2021). Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment.

b. Combination of students responding "very often" or "often."

c. Combination of students responding "very much" or "quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

h. Combination of students responding "strongly agree" or "agree."

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

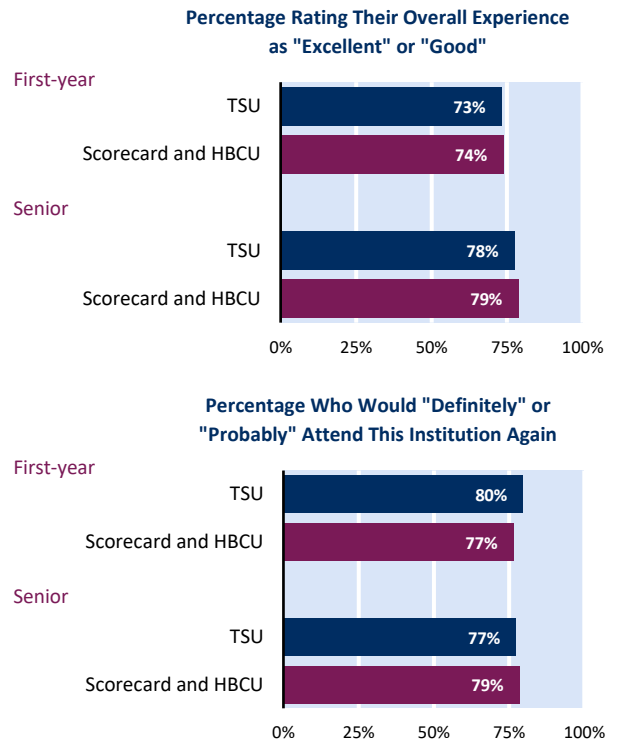
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	83%
Writing clearly and effectively	79%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	77%
Working effectively with others	76%
Acquiring job- or work-related knowledge and skills	75%
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Being an informed and active citizen	71%
Analyzing numerical and statistical information	68%

Satisfaction with TSU

Students rated their overall experience at the institution, and whether or not they would choose it again.



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	303	27%	73%	90%
Senior	221	22%	71%	65%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set(s):

Academic Advising

First-year Experiences and Senior Transitions

See your *Topical Module* report(s) for results.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

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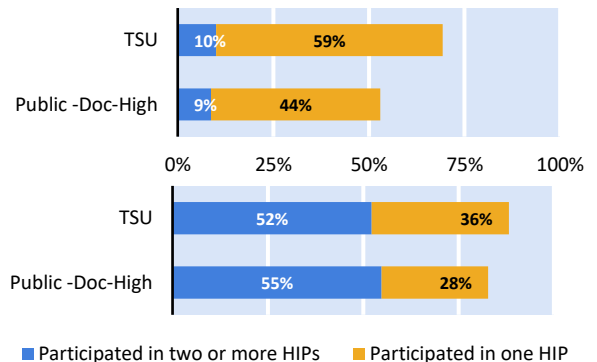
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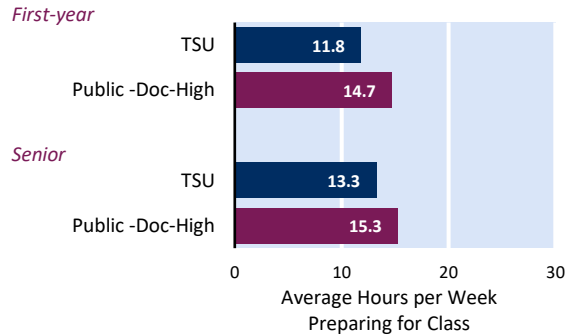


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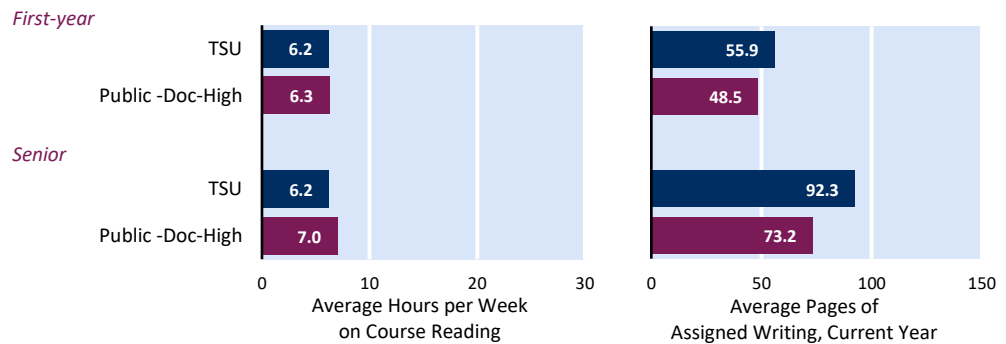
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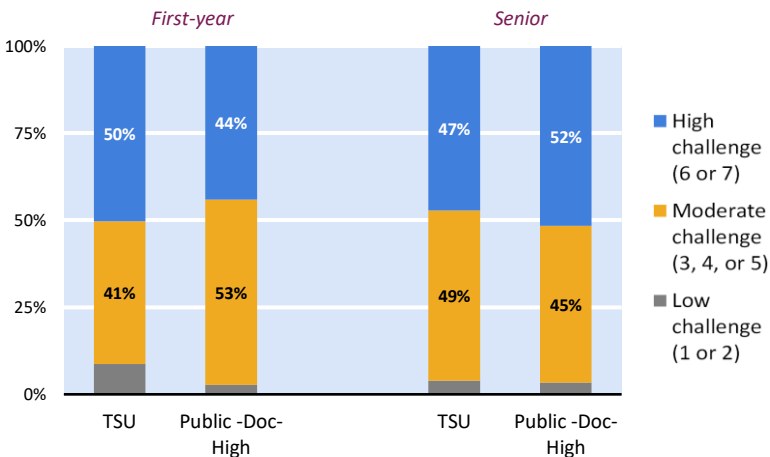
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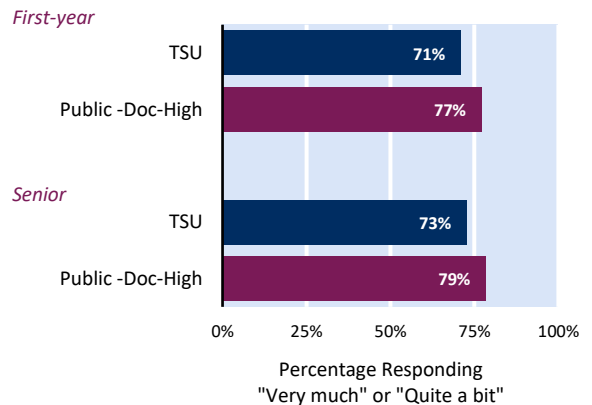
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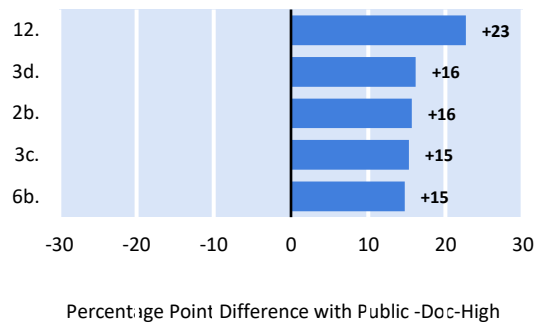
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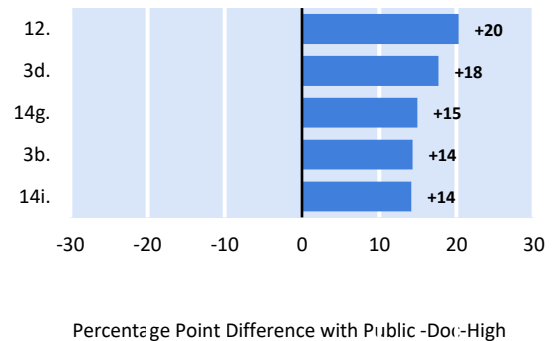
- About how many courses have included a community-based project (service-learning)?^e (HIP)
- Discussed your academic performance with a faculty member^b (SF)
- Connected your learning to societal problems or issues^b (RI)
- Discussed course topics, ideas, or concepts with a faculty member outside of class^b (SF)
- Used numerical information to examine a real-world problem or issue (...) ^b (QR)



Senior

Highest Performing Relative to Public -Doc-High

- About how many courses have included a community-based project (service-learning)?^e (HIP)
- Discussed your academic performance with a faculty member^b (SF)
- Institution emphasis on helping you manage your non-academic responsibilities (...) ^c (SE)
- Worked with a faculty member on activities other than coursework (...) ^b (SF)
- Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)



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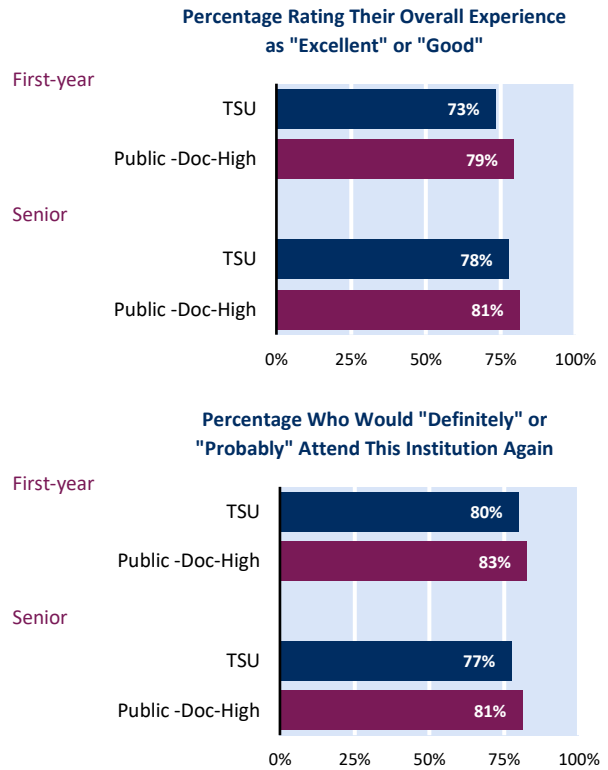
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