NSSE national survey of student engagement

NSSE 2024
Engagement Indicators

Tennessee Technological University

Prepared 2024-08-09

IPEDS: 221847

NSSE 2024 Engagement Indicators

About This Report

About Your *Engagement Indicators* Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

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

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

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

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

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.

NSSE 2024 Engagement Indicators

Overview

Tennessee Technological University

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 Carnegie Peers	**Your first-year students** compared with Southeast Public	**Your first-year students** compared with All Public
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 Carnegie Peers	**Your seniors** compared with Southeast Public	**Your seniors** compared with All Public
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	▽	▼	▽
	Learning Strategies	--	▽	--
	Quantitative Reasoning	△	--	--
Learning with Peers	Collaborative Learning	▲	△	△
	Discussions with Diverse Others	--	▽	--
Experiences with Faculty	Student-Faculty Interaction	△	--	△
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	▽	▽	▽

NSSE 2024 Engagement Indicators

Academic Challenge

Tennessee Technological University

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

	Tennessee Tech	*Your first-year students compared with*					
		Carnegie Peers		**Southeast Public**		**All Public**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	36.9	37.8	-.07	38.4 *	-.11	38.1	-.09
Reflective & Integrative Learning	33.3	35.5 ***	-.18	36.0 ***	-.22	35.6 ***	-.19
Learning Strategies	38.6	37.6	.07	38.7	-.01	38.0	.04
Quantitative Reasoning	29.1	29.2	.00	30.3	-.08	29.6	-.03

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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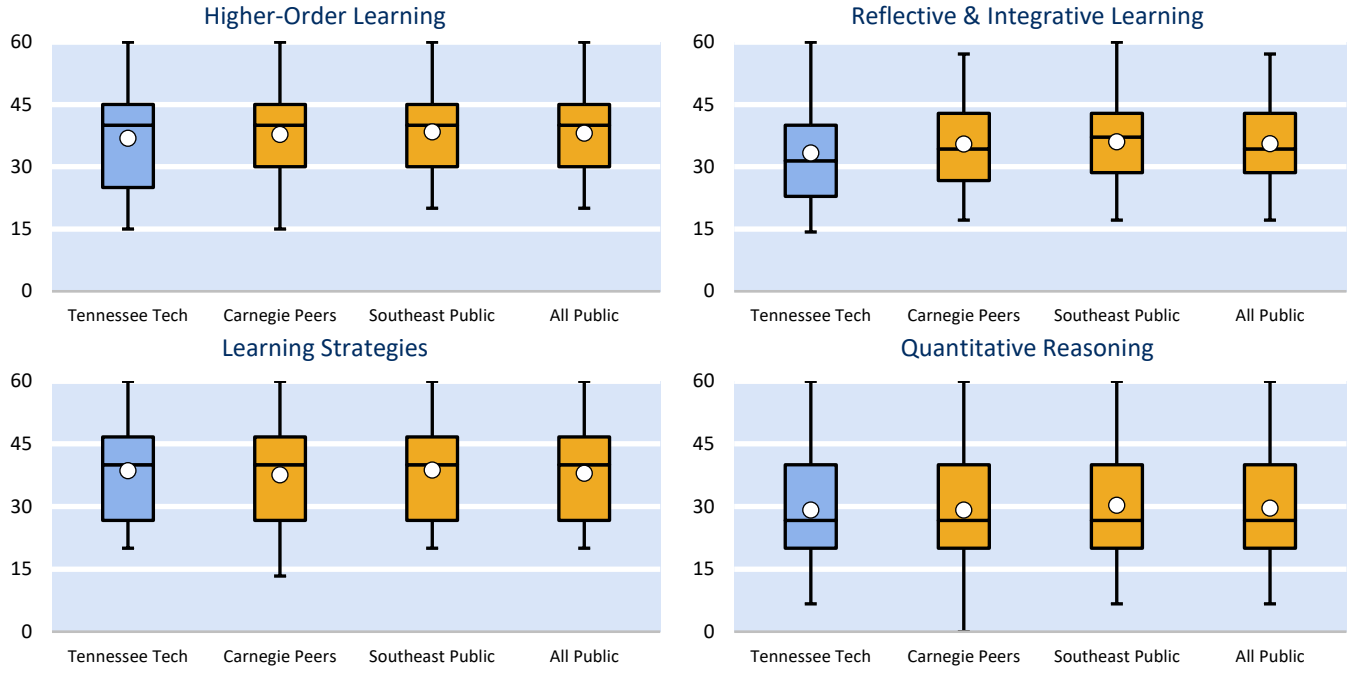

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Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

		Percentage point difference [a] between your FY students and		
Higher-Order Learning	Tennessee Tech	Carnegie Peers	Southeast Public	All Public
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	-1	-2	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-0	-2	-2
4d. Evaluating a point of view, decision, or information source	67	-2	-4	-3
4e. Forming a new idea or understanding from various pieces of information	69	-2	-2	-2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	50	-4	-3	-4
2b. Connected your learning to societal problems or issues	42	-10	-10	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39	-15	-16	-14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-5	-7	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	65	-5	-6	-5
2f. Learned something that changed the way you understand an issue or concept	64	-4	-5	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+0	-0	-0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	71	-0	-1	-1
9b. Reviewed your notes after class	69	+4	+1	+4
9c. Summarized what you learned in class or from course materials	66	+2	-1	+1
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.)	58	+4	+0	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-1	-3	-1
6c. Evaluated what others have concluded from numerical information	46	+4	+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 2024 Engagement Indicators

Academic Challenge

Tennessee Technological University

Academic Challenge: Seniors

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

Mean Comparisons

	Tennessee Tech	Your seniors compared with					
		Carnegie Peers		Southeast Public		All Public	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	38.8	40.5 **	-.13	41.0 ***	-.16	40.6 ***	-.13
Reflective & Integrative Learning	34.7	38.3 ***	-.28	38.8 ***	-.31	38.4 ***	-.29
Learning Strategies	39.0	39.3	-.02	40.3 *	-.09	39.4	-.02
Quantitative Reasoning	32.3	30.8 *	.09	32.0	.02	31.4	.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).

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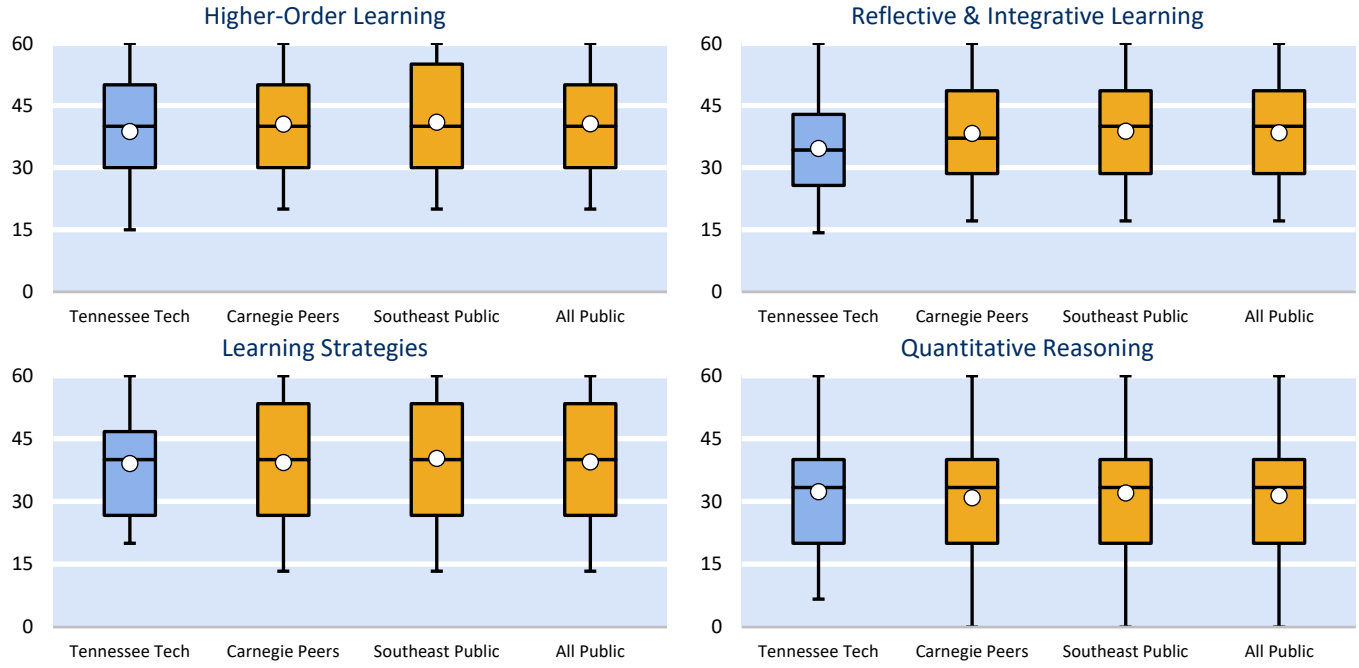

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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

		Percentage point difference[a] between your seniors and		
	Tennessee Tech	Carnegie Peers	Southeast Public	All Public
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	77	+0	-0	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	-3	-5	-4
4d. Evaluating a point of view, decision, or information source	61	-10	-13	-10
4e. Forming a new idea or understanding from various pieces of information	69	-5	-6	-5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	70	+2	+0	+1
2b. Connected your learning to societal problems or issues	46	-15	-16	-15
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	36	-18	-19	-18
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-8	-10	-8
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	61	-11	-13	-11
2f. Learned something that changed the way you understand an issue or concept	66	-6	-7	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	-1	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	65	-11	-11	-11
9b. Reviewed your notes after class	71	+5	+2	+5
9c. Summarized what you learned in class or from course materials	72	+4	+1	+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.)	65	+8	+6	+7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	-1	-4	-3
6c. Evaluated what others have concluded from numerical information	51	+4	+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.

NSSE 2024 Engagement Indicators

Learning with Peers

Tennessee Technological University

Learning with Peers: First-year students

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

Mean Comparisons

	Tennessee Tech	Your first-year students compared with					
		Carnegie Peers		Southeast Public		All Public	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	32.6	29.7 ***	.21	30.9 *	.12	30.1 ***	.17
Discussions with Diverse Others	39.2	37.7	.10	38.7	.03	38.5	.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).

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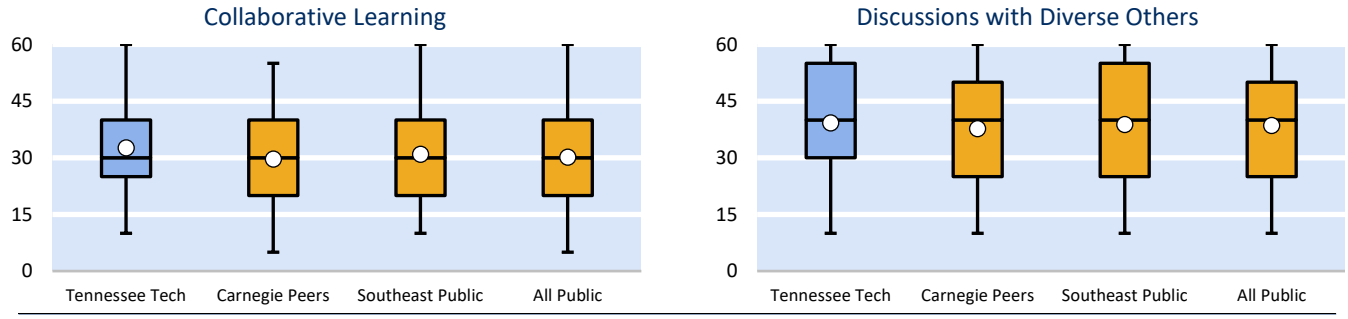

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		Percentage point difference [a] between your FY students and		
Collaborative Learning	Tennessee Tech	Carnegie Peers	Southeast Public	All Public
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	56	+11	+9	+10
1c. Explained course material to one or more students	53	+6	+3	+4
1d. Prepared for exams by discussing or working through course material with other students	48	+8	+4	+6
1e. Worked with other students on course projects or assignments	57	+4	+2	+4
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	66	-1	-2	-3
8b. People from economic backgrounds other than your own	73	+4	+2	+3
8c. People with religious beliefs other than your own	68	+4	+2	+2
8d. People with political views other than your own	69	+11	+8	+9

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NSSE 2024 Engagement Indicators

Learning with Peers

Tennessee Technological University

Learning with Peers: Seniors

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

Mean Comparisons

	Tennessee Tech	Your seniors compared with					
		Carnegie Peers		Southeast Public		All Public	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	35.8	30.8 ***	.32	33.0 ***	.18	31.4 ***	.29
Discussions with Diverse Others	38.5	38.7	-.01	40.0 *	-.09	39.4	-.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).

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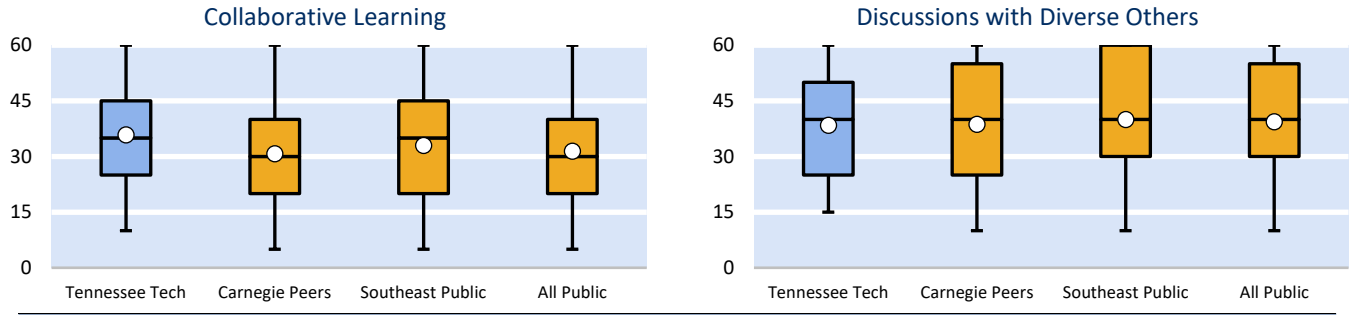

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		Percentage point difference[a] between your seniors and		
Collaborative Learning	Tennessee Tech	Carnegie Peers	Southeast Public	All Public
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	53	+11	+7	+10
1c. Explained course material to one or more students	63	+11	+7	+10
1d. Prepared for exams by discussing or working through course material with other students	53	+13	+7	+12
1e. Worked with other students on course projects or assignments	73	+12	+9	+11
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	65	-4	-6	-7
8b. People from economic backgrounds other than your own	73	+2	-0	+0
8c. People with religious beliefs other than your own	65	-0	-2	-2
8d. People with political views other than your own	66	+6	+2	+5

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NSSE 2024 Engagement Indicators

Experiences with Faculty

Tennessee Technological University

Experiences with Faculty: First-year students

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

Mean Comparisons

	Tennessee Tech	Your first-year students compared with					
		Carnegie Peers		Southeast Public		All Public	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	23.3	21.3 *	.13	23.1	.01	21.8	.10
Effective Teaching Practices	38.3	38.2	.00	37.9	.03	38.4	-.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).

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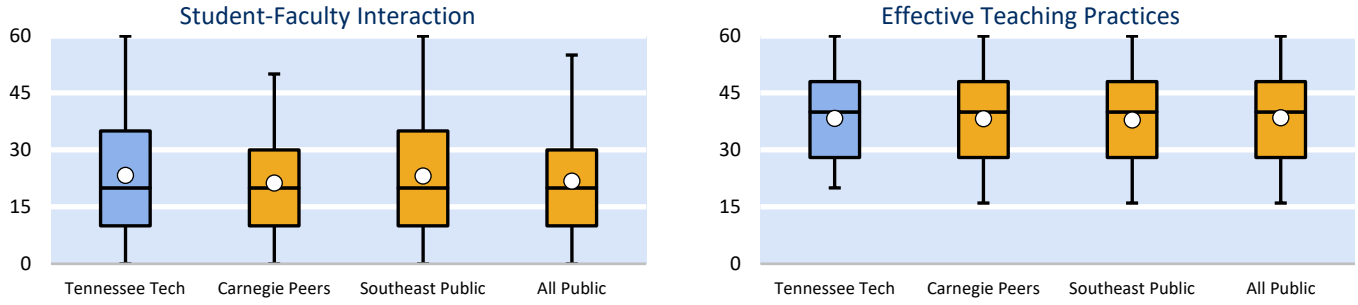

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		Percentage point difference [a] between your FY students and		
Student-Faculty Interaction	Tennessee Tech	Carnegie Peers	Southeast Public	All Public
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	41	+4	+1	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+6	+2	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+4	-1	+3
3d. Discussed your academic performance with a faculty member	31	+0	-4	+0
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	78	+1	+3	+0
5b. Taught course sessions in an organized way	78	+6	+8	+5
5c. Used examples or illustrations to explain difficult points	76	+4	+5	+3
5d. Provided feedback on a draft or work in progress	57	-7	-6	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-1	-0	-1

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

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NSSE 2024 Engagement Indicators

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Tennessee Technological University

Experiences with Faculty: Seniors

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Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	26.8	23.3 ***	.21	26.3	.03	23.8 ***	.18
Effective Teaching Practices	38.6	40.0 *	-.10	40.1 **	-.11	40.2 **	-.12

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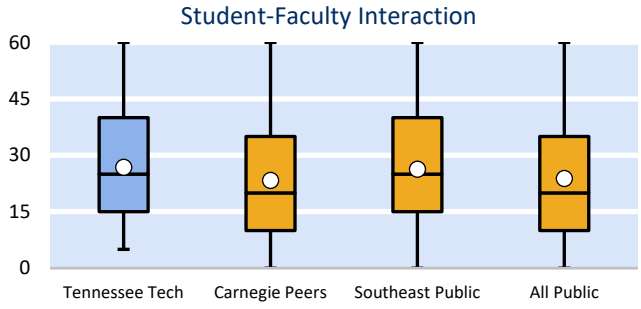
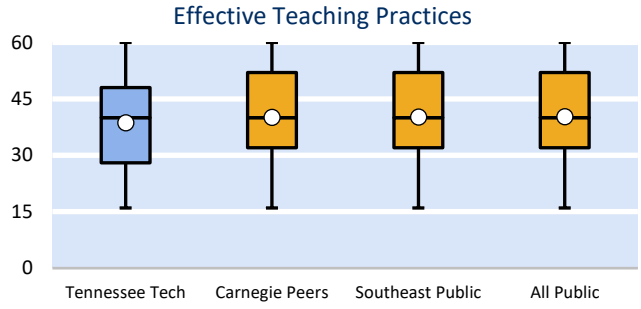
Score Distributions





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		
Student-Faculty Interaction	Tennessee Tech	Carnegie Peers	Southeast Public	All Public
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	51	+10	+3	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	+5	-0	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	+7	+1	+6
3d. Discussed your academic performance with a faculty member	34	+2	-5	+2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	78	-2	-0	-3
5b. Taught course sessions in an organized way	75	-1	+1	-2
5c. Used examples or illustrations to explain difficult points	79	+2	+3	+1
5d. Provided feedback on a draft or work in progress	56	-7	-10	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-6	-7	-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.

NSSE 2024 Engagement Indicators

Campus Environment

Tennessee Technological University

Campus Environment: First-year students

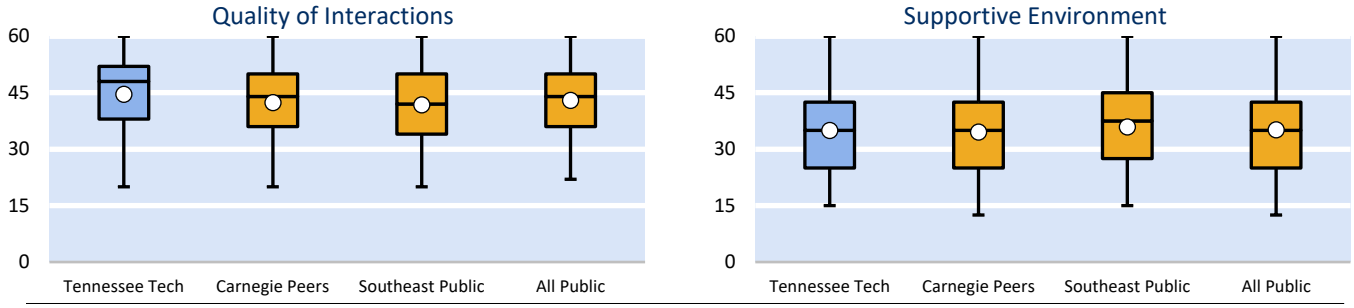
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Tennessee Tech	Your first-year students compared with					
		Carnegie Peers		Southeast Public		All Public	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	44.6	42.4 **	.19	41.8 ***	.23	43.0 *	.14
Supportive Environment	35.0	34.6	.03	35.9	-.07	35.2	-.01

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference [a] between your FY students and		
Quality of Interactions	Tennessee Tech	Carnegie Peers	Southeast Public	All Public
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	52	+3	+4	+2
13b. Academic advisors	63	+10	+13	+9
13c. Faculty	57	+8	+11	+7
13d. Student services staff (career services, student activities, housing, etc.)	54	+8	+9	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+9	+11	+8
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	75	+5	+4	+3
14c. Using learning support services (tutoring services, writing center, etc.)	72	-0	-2	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	-4	-5	-5
14e. Providing opportunities to be involved socially	79	+12	+8	+10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	+2	-1	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+3	+1	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+8	+2	+5
14i. Attending events that address important social, economic, or political issues	41	-3	-7	-4

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

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

NSSE 2024 Engagement Indicators

Campus Environment

Tennessee Technological University

Campus Environment: Seniors

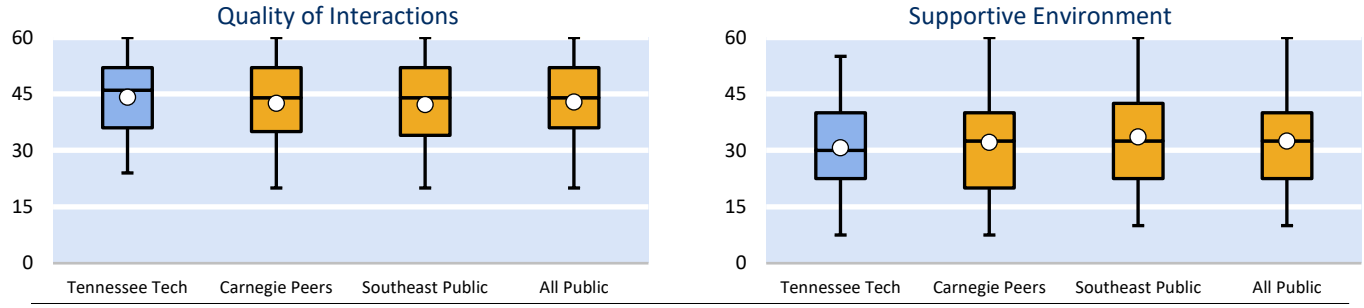
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Tennessee Tech	Your seniors compared with					
		Carnegie Peers		Southeast Public		All Public	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	44.2	42.6 ***	.13	42.2 ***	.16	42.9 **	.11
Supportive Environment	30.7	32.2 **	-.10	33.6 ***	-.20	32.5 **	-.13

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference[a] between your seniors and		
Quality of Interactions	Tennessee Tech	Carnegie Peers	Southeast Public	All Public
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	64	+6	+6	+6
13b. Academic advisors	61	+11	+13	+10
13c. Faculty	56	+0	+1	-1
13d. Student services staff (career services, student activities, housing, etc.)	44	-1	+0	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+3	+5	+3
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	+2	+1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	60	-5	-8	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	-10	-13	-11
14e. Providing opportunities to be involved socially	68	+5	+1	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+2	-1	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-6	-8	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	+2	-5	-1
14i. Attending events that address important social, economic, or political issues	27	-12	-16	-13

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

Tennessee Technological University

Comparisons with Top 50% and Top 10% Institutions

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

(a) institutions with average scores placing them in the top 50% of all 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[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

			Your first-year students compared with					
		Tennessee Tech	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	36.9	39.8 ***	-.22		42.4 ***	-.44	
	Reflective and Integrative Learning	33.3	37.3 ***	-.33		39.9 ***	-.56	
	Learning Strategies	38.6	40.2 *	-.12		43.1 ***	-.32	
	Quantitative Reasoning	29.1	30.8 *	-.11		33.3 ***	-.27	
Learning with Peers	Collaborative Learning	32.6	33.4	-.06	✓	36.7 ***	-.30	
	Discussions with Diverse Others	39.2	40.7	-.10	✓	44.2 ***	-.36	
Experiences with Faculty	Student-Faculty Interaction	23.3	25.4 *	-.13		29.9 ***	-.42	
	Effective Teaching Practices	38.3	40.8 ***	-.19		43.6 ***	-.38	
Campus Environment	Quality of Interactions	44.6	45.7	-.10	✓	48.7 ***	-.34	
	Supportive Environment	35.0	37.1 **	-.16		40.4 ***	-.43	

Seniors

			Your seniors compared with					
		Tennessee Tech	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	38.8	42.4 ***	-.27		44.9 ***	-.48	
	Reflective and Integrative Learning	34.7	40.6 ***	-.48		43.2 ***	-.72	
	Learning Strategies	39.0	41.2 ***	-.15		44.1 ***	-.36	
	Quantitative Reasoning	32.3	32.8	-.03	✓	36.2 ***	-.24	
Learning with Peers	Collaborative Learning	35.8	34.7 *	.08	✓	38.0 ***	-.16	
	Discussions with Diverse Others	38.5	41.4 ***	-.19		44.1 ***	-.39	
Experiences with Faculty	Student-Faculty Interaction	26.8	29.9 ***	-.19		34.9 ***	-.51	
	Effective Teaching Practices	38.6	42.5 ***	-.28		45.2 ***	-.51	
Campus Environment	Quality of Interactions	44.2	45.4 **	-.10		48.1 ***	-.32	
	Supportive Environment	30.7	34.6 ***	-.28		38.0 ***	-.53	

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 national survey of student engagement

NSSE 2024 Engagement Indicators

Detailed Statistics[a]

Tennessee Technological University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SE*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
Tennessee Tech (N = 352)	36.9	13.1	.70	15	25	40	45	60				
Carnegie Peers	37.8	13.4	.08	15	30	40	45	60	31,896	-.9	.224	-.065
Southeast Public	38.4	13.4	.15	20	30	40	45	60	8,080	-1.5	.042	-.111
All Public	38.1	13.3	.04	20	30	40	45	60	130,755	-1.2	.092	-.090
Top 50%	39.8	13.2	.04	20	30	40	50	60	129,774	-2.9	.000	-.221
Top 10%	42.4	12.5	.10	20	35	40	55	60	15,239	-5.5	.000	-.437
Reflective & Integrative Learning												
Tennessee Tech (N = 384)	33.3	12.6	.64	14	23	31	40	60				
Carnegie Peers	35.5	12.2	.07	17	27	34	43	57	34,920	-2.2	.000	-.180
Southeast Public	36.0	12.2	.13	17	29	37	43	60	8,770	-2.7	.000	-.220
All Public	35.6	12.1	.03	17	29	34	43	57	144,107	-2.2	.000	-.185
Top 50%	37.3	12.0	.04	17	29	37	46	60	116,836	-4.0	.000	-.331
Top 10%	39.9	11.7	.10	20	31	40	49	60	401	-6.6	.000	-.562
Learning Strategies												
Tennessee Tech (N = 327)	38.6	13.7	.76	20	27	40	47	60				
Carnegie Peers	37.6	13.9	.08	13	27	40	47	60	29,311	1.0	.197	.072
Southeast Public	38.7	14.0	.17	20	27	40	47	60	7,507	-.1	.894	-.007
All Public	38.0	13.8	.04	20	27	40	47	60	119,233	.6	.419	.045
Top 50%	40.2	13.9	.04	20	33	40	53	60	104,721	-1.6	.038	-.115
Top 10%	43.1	14.5	.09	20	33	40	60	60	23,813	-4.6	.000	-.315
Quantitative Reasoning												
Tennessee Tech (N = 328)	29.1	15.8	.87	7	20	27	40	60				
Carnegie Peers	29.2	15.6	.09	0	20	27	40	60	29,999	.0	.979	-.001
Southeast Public	30.3	15.7	.18	7	20	27	40	60	7,668	-1.2	.182	-.075
All Public	29.6	15.5	.04	7	20	27	40	60	121,977	-.5	.567	-.032
Top 50%	30.8	15.5	.04	7	20	33	40	60	123,764	-1.7	.047	-.110
Top 10%	33.3	15.4	.10	7	20	33	40	60	23,686	-4.1	.000	-.268
Learning with Peers												
Collaborative Learning												
Tennessee Tech (N = 410)	32.6	14.0	.69	10	25	30	40	60				
Carnegie Peers	29.7	14.2	.07	5	20	30	40	55	38,034	2.9	.000	.205
Southeast Public	30.9	14.3	.15	10	20	30	40	60	9,372	1.6	.022	.115
All Public	30.1	14.4	.04	5	20	30	40	60	158,230	2.5	.001	.170
Top 50%	33.4	13.9	.04	10	25	35	40	60	142,014	-.8	.243	-.058
Top 10%	36.7	13.7	.08	15	25	35	45	60	26,927	-4.1	.000	-.300
Discussions with Diverse Others												
Tennessee Tech (N = 331)	39.2	16.2	.89	10	30	40	55	60				
Carnegie Peers	37.7	16.1	.09	10	25	40	50	60	29,615	1.5	.083	.096
Southeast Public	38.7	16.0	.19	10	25	40	55	60	7,590	.5	.593	.030
All Public	38.5	15.7	.05	10	25	40	50	60	120,428	.7	.414	.045
Top 50%	40.7	14.9	.04	20	30	40	55	60	116,563	-1.5	.073	-.099
Top 10%	44.2	13.8	.12	20	35	45	60	60	343	-5.0	.000	-.361

NSSE 2024 Engagement Indicators

Detailed Statistics[a]

Tennessee Technological University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SE*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
Tennessee Tech (N = 366)	23.3	15.9	.83	0	10	20	35	60				
Carnegie Peers	21.3	15.3	.08	0	10	20	30	50	33,369	2.0	.012	.133
Southeast Public	23.1	15.8	.18	0	10	20	35	60	8,382	.2	.780	.015
All Public	21.8	15.3	.04	0	10	20	30	55	136,982	1.5	.053	.101
Top 50%	25.4	15.3	.06	5	15	25	35	60	74,160	-2.1	.010	-.134
Top 10%	29.9	15.5	.16	5	20	30	40	60	9,424	-6.6	.000	-.422
Effective Teaching Practices												
Tennessee Tech (N = 346)	38.3	12.8	.69	20	28	40	48	60				
Carnegie Peers	38.2	13.5	.08	16	28	40	48	60	31,829	.1	.937	.004
Southeast Public	37.9	13.7	.16	16	28	40	48	60	382	.4	.586	.028
All Public	38.4	13.2	.04	16	28	40	48	60	130,013	-.2	.782	-.015
Top 50%	40.8	13.5	.04	20	32	40	52	60	94,508	-2.5	.001	-.186
Top 10%	43.6	14.1	.11	20	36	44	56	60	362	-5.3	.000	-.377
Campus Environment												
Quality of Interactions												
Tennessee Tech (N = 309)	44.6	12.0	.68	20	38	48	52	60				
Carnegie Peers	42.4	11.8	.07	20	36	44	50	60	26,900	2.2	.001	.186
Southeast Public	41.8	12.0	.15	20	34	42	50	60	7,080	2.8	.000	.233
All Public	43.0	11.6	.04	22	36	44	50	60	109,389	1.7	.012	.143
Top 50%	45.7	11.5	.04	24	40	48	54	60	70,285	-1.1	.092	-.096
Top 10%	48.7	11.9	.10	24	42	52	60	60	13,831	-4.1	.000	-.344
Supportive Environment												
Tennessee Tech (N = 314)	35.0	12.9	.73	15	25	35	43	60				
Carnegie Peers	34.6	13.6	.08	13	25	35	43	60	28,301	.4	.587	.031
Southeast Public	35.9	13.5	.16	15	28	38	45	60	7,309	-.9	.256	-.066
All Public	35.2	13.5	.04	13	25	35	43	60	114,830	-.2	.828	-.012
Top 50%	37.1	13.0	.04	17	28	38	45	60	85,204	-2.1	.004	-.162
Top 10%	40.4	12.6	.15	20	33	40	50	60	7,429	-5.4	.000	-.430

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

IPEDS: 221847

NSSE 2024 Engagement Indicators

Detailed Statistics[a]

Tennessee Technological University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SE*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
Tennessee Tech (N = 618)	38.8	14.1	.57	15	30	40	50	60				
Carnegie Peers	40.5	14.1	.07	20	30	40	50	60	37,612	-1.8	.002	-.125
Southeast Public	41.0	14.1	.16	20	30	40	55	60	8,188	-2.3	.000	-.161
All Public	40.6	13.9	.04	20	30	40	50	60	155,530	-1.9	.001	-.134
Top 50%	42.4	13.6	.05	20	35	40	55	60	90,852	-3.7	.000	-.270
Top 10%	44.9	12.8	.13	20	40	45	60	60	10,044	-6.1	.000	-.477
Reflective & Integrative Learning												
Tennessee Tech (N = 648)	34.7	12.5	.49	14	26	34	43	60				
Carnegie Peers	38.3	13.1	.07	17	29	37	49	60	39,951	-3.6	.000	-.277
Southeast Public	38.8	13.2	.15	17	29	40	49	60	8,715	-4.1	.000	-.314
All Public	38.4	13.0	.03	17	29	40	49	60	166,216	-3.8	.000	-.289
Top 50%	40.6	12.4	.04	20	31	40	51	60	90,991	-6.0	.000	-.480
Top 10%	43.2	11.8	.13	23	34	43	54	60	9,362	-8.5	.000	-.719
Learning Strategies												
Tennessee Tech (N = 595)	39.0	14.0	.57	20	27	40	47	60				
Carnegie Peers	39.3	14.7	.08	13	27	40	53	60	616	-.2	.667	-.017
Southeast Public	40.3	14.7	.17	13	27	40	53	60	7,824	-1.2	.046	-.085
All Public	39.4	14.6	.04	13	27	40	53	60	599	-.3	.546	-.024
Top 50%	41.2	14.5	.04	20	33	40	53	60	601	-2.1	.000	-.148
Top 10%	44.1	14.2	.12	20	33	47	60	60	648	-5.1	.000	-.357
Quantitative Reasoning												
Tennessee Tech (N = 595)	32.3	15.9	.65	7	20	33	40	60				
Carnegie Peers	30.8	16.5	.09	0	20	33	40	60	36,043	1.5	.031	.089
Southeast Public	32.0	16.7	.20	0	20	33	40	60	706	.3	.683	.017
All Public	31.4	16.6	.04	0	20	33	40	60	147,976	.9	.170	.056
Top 50%	32.8	16.5	.05	7	20	33	40	60	118,409	-.5	.431	-.032
Top 10%	36.2	16.2	.15	7	20	40	47	60	12,410	-3.9	.000	-.240
Learning with Peers												
Collaborative Learning												
Tennessee Tech (N = 670)	35.8	14.4	.56	10	25	35	45	60				
Carnegie Peers	30.8	15.5	.08	5	20	30	40	60	694	5.0	.000	.325
Southeast Public	33.0	15.5	.17	5	20	35	45	60	796	2.8	.000	.183
All Public	31.4	15.4	.04	5	20	30	40	60	675	4.4	.000	.286
Top 50%	34.7	14.2	.04	10	25	35	45	60	109,624	1.1	.046	.077
Top 10%	38.0	13.6	.12	15	30	40	50	60	14,651	-2.2	.000	-.159
Discussions with Diverse Others												
Tennessee Tech (N = 592)	38.5	15.4	.63	15	25	40	50	60				
Carnegie Peers	38.7	16.7	.09	10	25	40	55	60	614	-.2	.761	-.012
Southeast Public	40.0	16.8	.20	10	30	40	60	60	709	-1.6	.020	-.093
All Public	39.4	16.3	.04	10	30	40	55	60	146,599	-1.0	.152	-.059
Top 50%	41.4	15.6	.05	15	30	40	60	60	114,071	-2.9	.000	-.187
Top 10%	44.1	14.5	.13	20	35	45	60	60	13,768	-5.6	.000	-.389

NSSE 2024 Engagement Indicators

Detailed Statistics[a]

Tennessee Technological University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SE*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
Tennessee Tech (N = 635)	26.8	15.7	.62	5	15	25	40	60				
Carnegie Peers	23.3	16.6	.08	0	10	20	35	60	38,726	3.5	.000	.213
Southeast Public	26.3	17.0	.19	0	15	25	40	60	762	.5	.426	.031
All Public	23.8	16.5	.04	0	10	20	35	60	160,471	3.0	.000	.183
Top 50%	29.9	16.3	.07	5	20	30	40	60	50,105	-3.1	.000	-.193
Top 10%	34.9	16.1	.22	10	20	35	45	60	5,835	-8.1	.000	-.506
Effective Teaching Practices												
Tennessee Tech (N = 619)	38.6	13.9	.56	16	28	40	48	60				
Carnegie Peers	40.0	14.2	.07	16	32	40	52	60	37,600	-1.4	.012	-.102
Southeast Public	40.1	14.4	.17	16	32	40	52	60	8,240	-1.6	.010	-.108
All Public	40.2	14.0	.04	16	32	40	52	60	155,080	-1.6	.004	-.118
Top 50%	42.5	13.8	.05	20	32	44	56	60	82,066	-3.9	.000	-.281
Top 10%	45.2	13.1	.13	20	36	48	60	60	10,582	-6.7	.000	-.506
Campus Environment												
Quality of Interactions												
Tennessee Tech (N = 558)	44.2	11.2	.47	24	36	46	52	60				
Carnegie Peers	42.6	12.7	.07	20	35	44	52	60	582	1.6	.001	.128
Southeast Public	42.2	12.5	.15	20	34	44	52	60	679	2.0	.000	.158
All Public	42.9	12.4	.03	20	36	44	52	60	563	1.3	.006	.106
Top 50%	45.4	12.0	.04	22	38	48	55	60	566	-1.2	.009	-.104
Top 10%	48.1	12.3	.10	23	42	50	60	60	607	-3.9	.000	-.322
Supportive Environment												
Tennessee Tech (N = 571)	30.7	13.4	.56	8	23	30	40	55				
Carnegie Peers	32.2	14.5	.08	8	20	33	40	60	592	-1.5	.008	-.103
Southeast Public	33.6	14.4	.17	10	23	33	43	60	680	-2.9	.000	-.202
All Public	32.5	14.4	.04	10	23	33	40	60	575	-1.8	.001	-.127
Top 50%	34.6	14.2	.05	10	25	35	45	60	579	-3.9	.000	-.277
Top 10%	38.0	13.7	.16	15	28	40	48	60	8,375	-7.3	.000	-.530

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

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