NSSE 2020
Engagement Indicators
University of Wyoming

About Your *Engagement Indicators* Report

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

Theme	Engagement Indicator
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 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

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.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Rocky Mt Public	Your first-year students compared with Stretch Peers	Your first-year students compared with NSSE 2019 & 2020
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 Rocky Mt Public	Your seniors compared with Stretch Peers	Your seniors compared with NSSE 2019 & 2020
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

	UW							
		Your first-year students compared with						
		Rocky Mt Public		Stretch Peers		NSSE 2019 & 2020		
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.2	37.8 *	-.13	37.5	-.10	38.1 **	-.14
Reflective & Integrative Learning	32.9	36.0 ***	-.26	34.9 **	-.16	35.2 ***	-.19
Learning Strategies	36.5	37.2	-.05	36.8	-.02	38.3 *	-.13
Quantitative Reasoning	27.1	28.2	-.08	28.7 *	-.11	28.2	-.07

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

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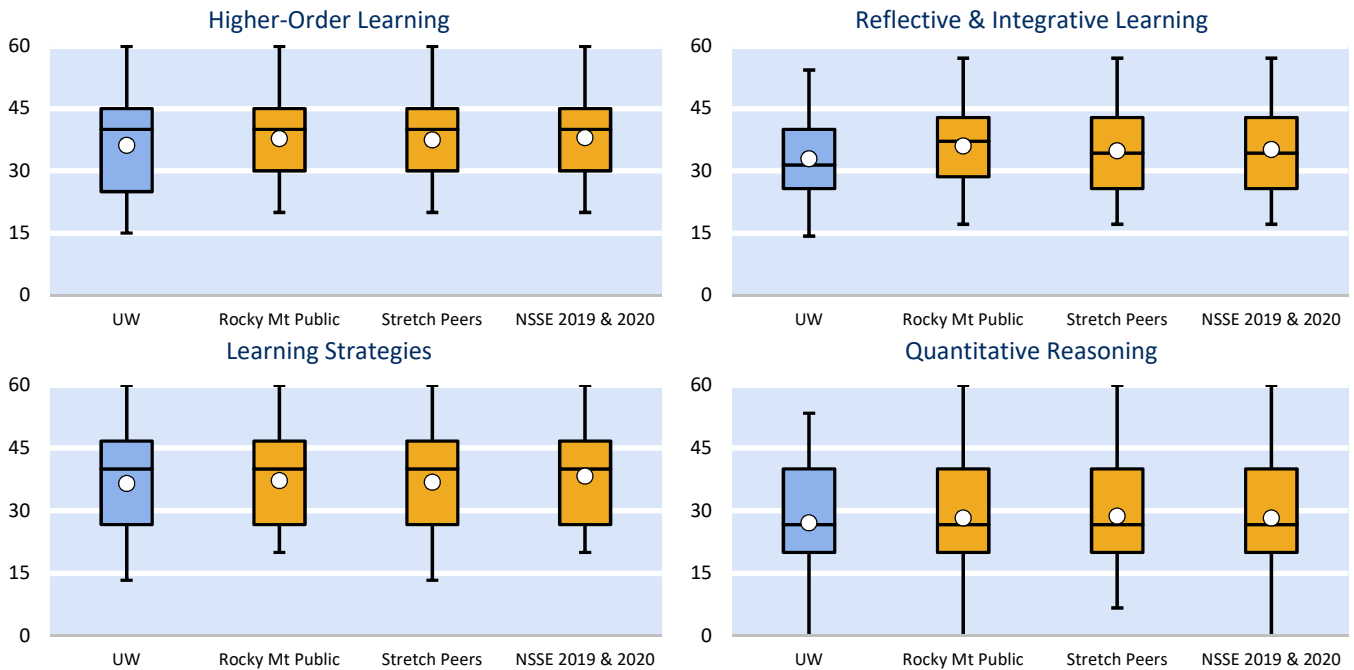
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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.

	UW %	Percentage point difference [a] between your FY students and		NSSE 2019 & 2020
Higher-Order Learning		Rocky Mt Public	Stretch Peers	
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	71	-0	-2	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-2	-2	-2
4d. Evaluating a point of view, decision, or information source	63	-7	-3	-7
4e. Forming a new idea or understanding from various pieces of information	64	-6	-3	-5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	53	-2	-0	+2
2b. Connected your learning to societal problems or issues	45	-7	-5	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	-8	-5	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-7	-4	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-9	-5	-6
2f. Learned something that changed the way you understand an issue or concept	58	-12	-8	-9
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-8	-5	-5
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	70	-4	-2	-5
9b. Reviewed your notes after class	63	-0	+1	-3
9c. Summarized what you learned in class or from course materials	62	+1	+1	-2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52	-1	-4	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-4	-3	-3
6c. Evaluated what others have concluded from numerical information	40	-0	-1	-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

	UW	Rocky Mt Public		Stretch Peers		NSSE 2019 & 2020	
				Your seniors compared with			
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	37.1	39.3 ***	-.16	38.6 *	-.11	40.1 ***	-.22
Reflective & Integrative Learning	36.6	38.1 **	-.12	36.8	-.02	38.1 **	-.12
Learning Strategies	37.2	37.3	-.01	36.0	.08	38.6 *	-.10
Quantitative Reasoning	29.8	30.7	-.05	30.9	-.07	30.2	-.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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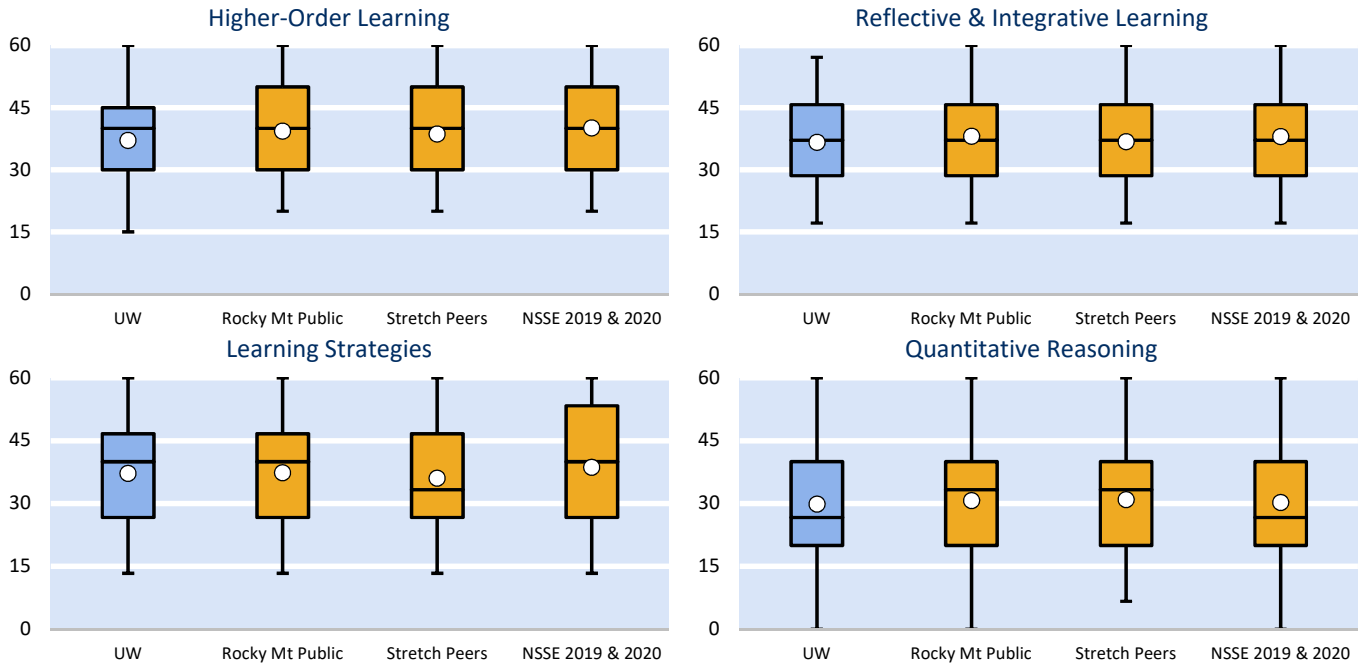
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Academic Challenge: Seniors (continued)

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.

	UW	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Rocky Mt Public	Stretch Peers	NSSE 2019 & 2020
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	70	-8	-7	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-4	-4	-5
4d. Evaluating a point of view, decision, or information source	64	-2	+0	-7
4e. Forming a new idea or understanding from various pieces of information	65	-5	-2	-7
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	67	-5	-5	-1
2b. Connected your learning to societal problems or issues	59	-1	+3	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-1	+4	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-2	+1	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-4	-3	-5
2f. Learned something that changed the way you understand an issue or concept	69	-5	-1	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	84	-1	+1	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	+2	+6	+0
9b. Reviewed your notes after class	60	-1	+2	-3
9c. Summarized what you learned in class or from course materials	60	+0	+3	-5
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	+0	-1	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-1	-0	-1
6c. Evaluated what others have concluded from numerical information	44	-3	-4	-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.

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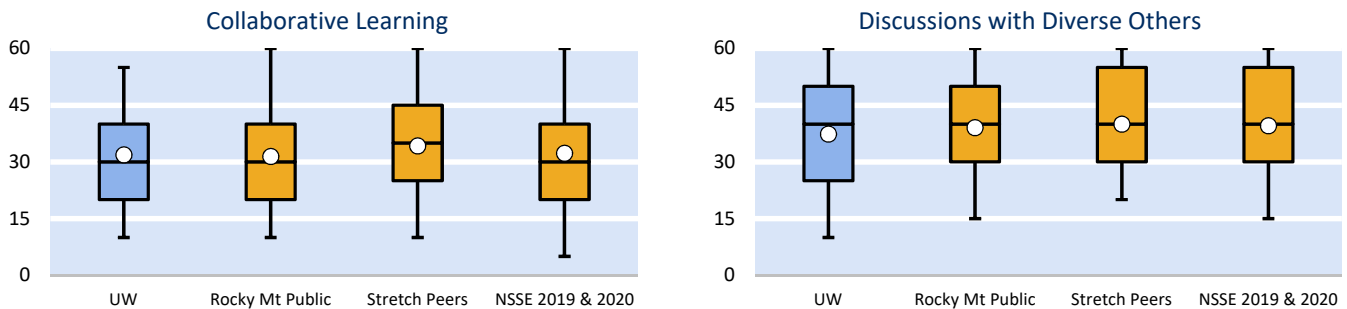
Learning with Peers: First-year students

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

Mean Comparisons

	UW	Your first-year students compared with					
		Rocky Mt Public		Stretch Peers		NSSE 2019 & 2020	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.8	31.4	.03	34.2 ***	-.17	32.3	-.03
Discussions with Diverse Others	37.4	39.0 *	-.11	40.0 **	-.18	39.5 *	-.14

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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	UW	Percentage point difference [a] between your FY students and		
Collaborative Learning		Rocky Mt Public	Stretch Peers	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	53	+1	-5	+0
1f. Explained course material to one or more students	56	-0	-7	-1
1g. Prepared for exams by discussing or working through course material with other students	49	+4	-6	-1
1h. Worked with other students on course projects or assignments	55	+2	-3	-0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	55	-11	-14	-16
8b. People from an economic background other than your own	65	-4	-7	-6
8c. People with religious beliefs other than your own	68	-2	-2	+2
8d. People with political views other than your own	67	+1	-2	+3

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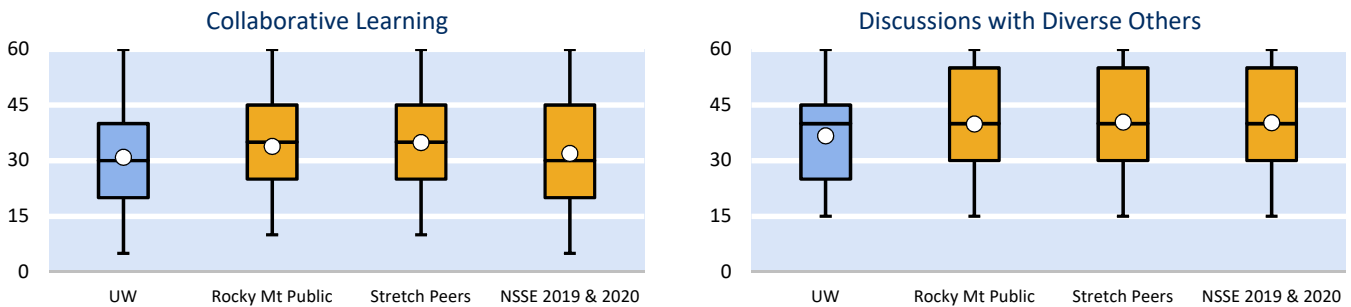
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Mean Comparisons

	UW	Rocky Mt Public		Stretch Peers		NSSE 2019 & 2020	
		Your seniors compared with					
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.0	33.8 ***	-.19	34.9 ***	-.26	32.0	-.07
Discussions with Diverse Others	36.7	39.9 ***	-.21	40.4 ***	-.24	40.2 ***	-.22

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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	UW	Rocky Mt Public	Stretch Peers	NSSE 2019 & 2020
		Percentage point difference [a] between your seniors and		
Collaborative Learning	%			
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	44	-5	-7	+0
1f. Explained course material to one or more students	54	-9	-11	-3
1g. Prepared for exams by discussing or working through course material with other students	46	-1	-7	-1
1h. Worked with other students on course projects or assignments	56	-11	-13	-7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	54	-12	-15	-18
8b. People from an economic background other than your own	64	-8	-10	-9
8c. People with religious beliefs other than your own	65	-6	-5	-3
8d. People with political views other than your own	69	+2	+0	+4

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NSSE 2020 Engagement Indicators

Experiences with Faculty
University of Wyoming
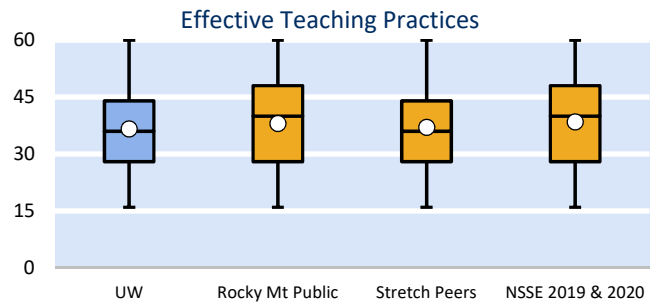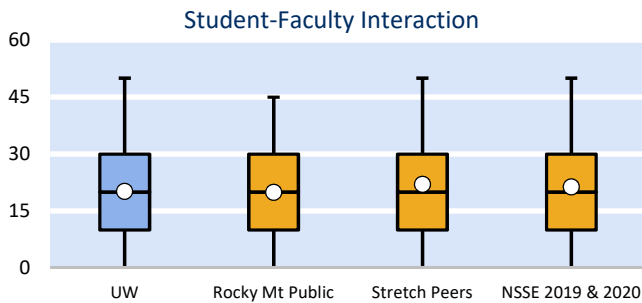
Experiences with Faculty: First-year students

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

| | UW | *Your first-year students compared with* | | | | | |
| | | Rocky Mt Public | | Stretch Peers | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.2	19.9	.02	22.0 *	-.13	21.4	-.08
Effective Teaching Practices	36.6	38.0 *	-.11	37.1	-.04	38.4 **	-.14

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| | UW | *Percentage point difference[a] between your FY students and* | | |
Student-Faculty Interaction		Rocky Mt Public	Stretch Peers	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	34	-1	-7	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-1	-5	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-2	-3	-4
3d. Discussed your academic performance with a faculty member	26	-1	-2	-4
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	74	-3	-2	-3
5b. Taught course sessions in an organized way	74	-1	+0	+0
5c. Used examples or illustrations to explain difficult points	78	+3	+3	+3
5d. Provided feedback on a draft or work in progress	59	-2	+1	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	53	-6	-0	-7

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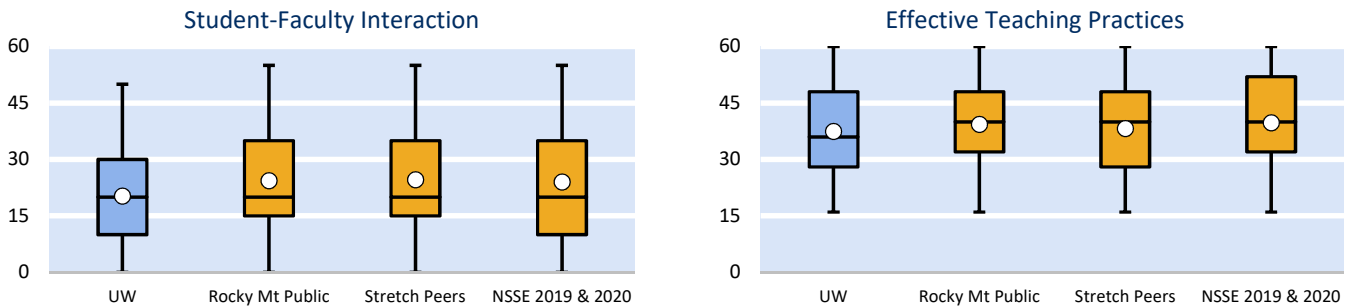
Experiences with Faculty: Seniors

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Mean Comparisons

| | UW | Your seniors compared with | | | | | |
| | | Rocky Mt Public | | Stretch Peers | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.2	24.3 ***	-.26	24.5 ***	-.28	23.9 ***	-.23
Effective Teaching Practices	37.4	39.3 **	-.14	38.2	-.06	39.7 ***	-.17

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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| | | Percentage point difference [a] between your seniors and | | |
Student-Faculty Interaction	UW	Rocky Mt Public	Stretch Peers	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	36	-8	-8	-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	-6	-9	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-9	-7	-7
3d. Discussed your academic performance with a faculty member	25	-6	-6	-8
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	-1	-2
5b. Taught course sessions in an organized way	74	-4	-3	-3
5c. Used examples or illustrations to explain difficult points	77	-3	-1	-1
5d. Provided feedback on a draft or work in progress	56	-2	+1	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-5	+0	-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 2020 Engagement Indicators
Campus Environment
University of Wyoming

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

| | UW | Your first-year students compared with | | | | | |
| | | Rocky Mt Public | | Stretch Peers | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.9	42.9	.08	43.2	.06	43.2	.05
Supportive Environment	34.7	34.7	.00	36.3 *	-.12	36.0	-.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.

| | UW | Percentage point difference [a] between your FY students and | | |
Quality of Interactions		Rocky Mt Public	Stretch Peers	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	55	+6	+3	+2
13b. Academic advisors	62	+7	+7	+8
13c. Faculty	56	+2	+6	+3
13d. Student services staff (career services, student activities, housing, etc.)	51	+5	+3	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+0	+2	-0
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	79	+5	+4	+4
14c. Using learning support services (tutoring services, writing center, etc.)	79	+2	+3	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-7	-9	-10
14e. Providing opportunities to be involved socially	71	+6	-1	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	+5	+1	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	-5	-7	-8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+6	-3	+1
14i. Attending events that address important social, economic, or political issues	38	-7	-10	-10

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.
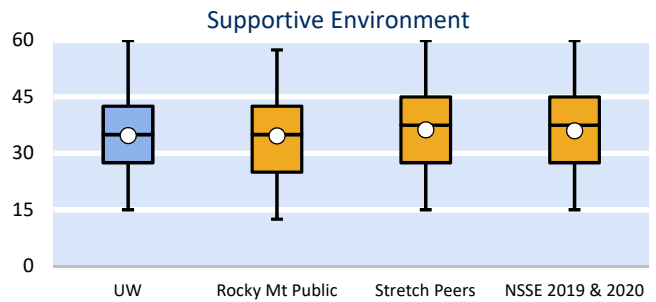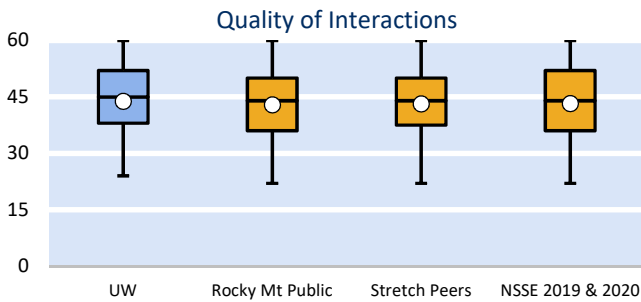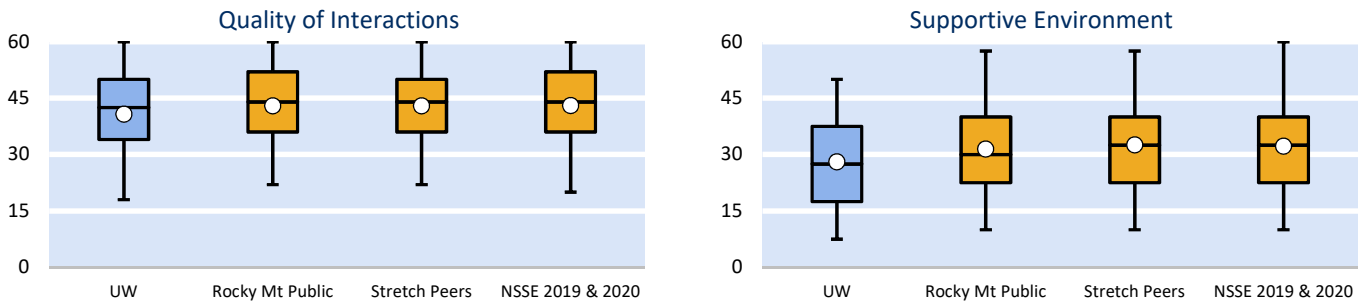
Campus Environment: Seniors

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

	UW		*Your seniors compared with*				
		Rocky Mt Public		Stretch Peers		NSSE 2019 & 2020	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	40.7	43.0 ***	-.19	43.0 ***	-.20	43.0 ***	-.19
Supportive Environment	28.1	31.5 ***	-.25	32.6 ***	-.33	32.2 ***	-.29

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.

	UW	*Percentage point difference [a] between your seniors and*		
Quality of Interactions		Rocky Mt Public	Stretch Peers	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	54	-4	-3	-4
13b. Academic advisors	49	-4	-6	-5
13c. Faculty	52	-8	-3	-6
13d. Student services staff (career services, student activities, housing, etc.)	41	-2	-4	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-2	-0	-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	61	-10	-10	-9
14c. Using learning support services (tutoring services, writing center, etc.)	62	-3	-3	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	42	-11	-10	-13
14e. Providing opportunities to be involved socially	53	-7	-14	-11
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	-5	-10	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	20	-10	-11	-13
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	-2	-13	-7
14i. Attending events that address important social, economic, or political issues	29	-10	-11	-11

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

(a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

First-Year Students

Theme	Engagement Indicator	UW Mean	NSSE Top 50% Mean	NSSE Top 50% Effect size	✓	NSSE Top 10% Mean	NSSE Top 10% Effect size	✓
Academic Challenge	Higher-Order Learning	36.2	39.3 ***	-.24		41.4 ***	-.41	
	Reflective and Integrative Learning	32.9	36.7 ***	-.32		39.0 ***	-.51	
	Learning Strategies	36.5	39.9 ***	-.24		42.3 ***	-.41	
	Quantitative Reasoning	27.1	29.4 **	-.15		31.4 ***	-.28	
Learning with Peers	Collaborative Learning	31.8	35.2 ***	-.24		37.4 ***	-.41	
	Discussions with Diverse Others	37.4	41.5 ***	-.27		43.6 ***	-.43	
Experiences with Faculty	Student-Faculty Interaction	20.2	24.5 ***	-.29		28.1 ***	-.52	
	Effective Teaching Practices	36.6	40.5 ***	-.30		42.3 ***	-.40	
Campus Environment	Quality of Interactions	43.9	45.2 *	-.12		47.2 ***	-.29	
	Supportive Environment	34.7	37.9 ***	-.24		40.0 ***	-.41	

Your first-year students compared with

Seniors

Theme	Engagement Indicator	UW Mean	NSSE Top 50% Mean	NSSE Top 50% Effect size	✓	NSSE Top 10% Mean	NSSE Top 10% Effect size	✓
Academic Challenge	Higher-Order Learning	37.1	41.7 ***	-.34		43.2 ***	-.45	
	Reflective and Integrative Learning	36.6	39.8 ***	-.26		41.8 ***	-.43	
	Learning Strategies	37.2	40.7 ***	-.24		42.7 ***	-.38	
	Quantitative Reasoning	29.8	31.4 *	-.10		33.4 ***	-.22	
Learning with Peers	Collaborative Learning	31.0	35.9 ***	-.36		38.4 ***	-.54	
	Discussions with Diverse Others	36.7	42.1 ***	-.34		43.8 ***	-.46	
Experiences with Faculty	Student-Faculty Interaction	20.2	29.7 ***	-.59		33.2 ***	-.82	
	Effective Teaching Practices	37.4	41.8 ***	-.32		43.7 ***	-.47	
Campus Environment	Quality of Interactions	40.7	45.2 ***	-.38		47.4 ***	-.55	
	Supportive Environment	28.1	34.6 ***	-.47		36.8 ***	-.62	

Your seniors compared with

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

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

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

NSSE 2020 Engagement Indicators

Detailed Statistics[a]
University of Wyoming

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												
UW (N = 364)	36.2	13.2	.69	15	25	40	45	60				
Rocky Mt Public	37.8	12.6	.14	20	30	40	45	60	8,118	-1.6	.015	-.131
Stretch Peers	37.5	12.8	.15	20	30	40	45	60	7,582	-1.3	.062	-.100
NSSE 2019 & 2020	38.1	13.2	.03	20	30	40	45	60	207,518	-1.9	.007	-.142
Top 50%	39.3	13.1	.04	20	30	40	50	60	117,802	-3.1	.000	-.241
Top 10%	41.4	12.8	.09	20	35	40	50	60	22,870	-5.2	.000	-.406
Reflective & Integrative Learning												
UW (N = 398)	32.9	11.8	.59	14	26	31	40	54				
Rocky Mt Public	36.0	11.6	.13	17	29	37	43	57	8,623	-3.1	.000	-.263
Stretch Peers	34.9	11.8	.13	17	26	34	43	57	8,085	-1.9	.001	-.164
NSSE 2019 & 2020	35.2	12.0	.03	17	26	34	43	57	224,583	-2.2	.000	-.186
Top 50%	36.7	11.8	.03	17	29	37	46	57	115,069	-3.8	.000	-.318
Top 10%	39.0	11.7	.09	20	31	40	49	60	18,404	-6.0	.000	-.514
Learning Strategies												
UW (N = 342)	36.5	14.1	.76	13	27	40	47	60				
Rocky Mt Public	37.2	13.5	.16	20	27	40	47	60	7,720	-.6	.396	-.047
Stretch Peers	36.8	13.6	.16	13	27	40	47	60	7,260	-.3	.735	-.019
NSSE 2019 & 2020	38.3	13.8	.03	20	27	40	47	60	196,166	-1.7	.020	-.126
Top 50%	39.9	13.7	.04	20	33	40	53	60	99,878	-3.4	.000	-.245
Top 10%	42.3	14.1	.10	20	33	40	53	60	22,271	-5.8	.000	-.409
Quantitative Reasoning												
UW (N = 350)	27.1	14.7	.79	0	20	27	40	53				
Rocky Mt Public	28.2	14.9	.17	0	20	27	40	60	7,810	-1.1	.164	-.076
Stretch Peers	28.7	14.7	.18	7	20	27	40	60	7,366	-1.6	.043	-.111
NSSE 2019 & 2020	28.2	15.3	.03	0	20	27	40	60	199,487	-1.1	.169	-.074
Top 50%	29.4	15.2	.04	7	20	27	40	60	129,804	-2.3	.004	-.154
Top 10%	31.4	15.3	.09	7	20	33	40	60	27,659	-4.3	.000	-.281
Learning with Peers												
Collaborative Learning												
UW (N = 449)	31.8	14.0	.66	10	20	30	40	55				
Rocky Mt Public	31.4	14.8	.16	10	20	30	40	60	9,102	.4	.561	.028
Stretch Peers	34.2	14.2	.16	10	25	35	45	60	8,571	-2.4	.001	-.169
NSSE 2019 & 2020	32.3	14.7	.03	5	20	30	40	60	241,887	-.4	.556	-.028
Top 50%	35.2	13.7	.04	15	25	35	45	60	149,727	-3.3	.000	-.242
Top 10%	37.4	13.5	.08	15	30	40	45	60	31,705	-5.5	.000	-.409
Discussions with Diverse Others												
UW (N = 345)	37.4	14.9	.80	10	25	40	50	60				
Rocky Mt Public	39.0	15.3	.18	15	30	40	50	60	7,774	-1.7	.047	-.109
Stretch Peers	40.0	14.8	.18	20	30	40	55	60	7,293	-2.6	.001	-.176
NSSE 2019 & 2020	39.5	15.6	.04	15	30	40	55	60	197,603	-2.1	.011	-.137
Top 50%	41.5	15.0	.04	20	30	40	55	60	132,921	-4.1	.000	-.273
Top 10%	43.6	14.5	.09	20	35	45	60	60	27,792	-6.2	.000	-.430

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												
UW (N = 381)	20.2	14.2	.73	0	10	20	30	50				
Rocky Mt Public	19.9	14.0	.16	0	10	20	30	45	8,338	.2	.768	.015
Stretch Peers	22.0	14.2	.16	0	10	20	30	50	7,814	-1.8	.014	-.128
NSSE 2019 & 2020	21.4	14.6	.03	0	10	20	30	50	214,911	-1.2	.104	-.083
Top 50%	24.5	14.7	.05	5	15	20	35	55	76,208	-4.3	.000	-.294
Top 10%	28.1	15.5	.15	5	15	25	40	60	415	-8.0	.000	-.516
Effective Teaching Practices												
UW (N = 360)	36.6	12.7	.67	16	28	36	44	60				
Rocky Mt Public	38.0	12.6	.14	16	28	40	48	60	8,066	-1.4	.035	-.114
Stretch Peers	37.1	12.4	.15	16	28	36	44	60	7,568	-.5	.502	-.036
NSSE 2019 & 2020	38.4	13.2	.03	16	28	40	48	60	206,734	-1.8	.008	-.139
Top 50%	40.5	13.2	.04	20	32	40	52	60	86,311	-3.9	.000	-.297
Top 10%	42.3	14.1	.09	16	32	44	56	60	373	-5.7	.000	-.401
Campus Environment												
Quality of Interactions												
UW (N = 315)	43.9	10.5	.59	24	38	45	52	60				
Rocky Mt Public	42.9	11.6	.14	22	36	44	50	60	350	1.0	.114	.084
Stretch Peers	43.2	11.1	.14	22	38	44	50	60	6,879	.7	.283	.062
NSSE 2019 & 2020	43.2	11.8	.03	22	36	44	52	60	315	.6	.295	.053
Top 50%	45.2	11.2	.04	24	38	46	54	60	80,330	-1.3	.036	-.118
Top 10%	47.2	11.6	.08	25	40	50	58	60	326	-3.4	.000	-.289
Supportive Environment												
UW (N = 320)	34.7	12.9	.72	15	28	35	43	60				
Rocky Mt Public	34.7	13.3	.16	13	25	35	43	58	7,522	.1	.933	.005
Stretch Peers	36.3	13.0	.16	15	28	38	45	60	7,051	-1.5	.042	-.116
NSSE 2019 & 2020	36.0	13.5	.03	15	28	38	45	60	189,827	-1.3	.094	-.094
Top 50%	37.9	13.1	.04	18	30	38	48	60	97,246	-3.1	.000	-.240
Top 10%	40.0	12.9	.10	18	33	40	50	60	17,417	-5.3	.000	-.410

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 2020 Engagement Indicators

Detailed Statistics[a]
University of Wyoming

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												
UW (N = 511)	37.1	13.8	.61	15	30	40	45	60				
Rocky Mt Public	39.3	13.4	.17	20	30	40	50	60	7,018	-2.2	.000	-.164
Stretch Peers	38.6	13.2	.17	20	30	40	50	60	6,612	-1.5	.014	-.113
NSSE 2019 & 2020	40.1	13.5	.03	20	30	40	50	60	204,704	-3.0	.000	-.219
Top 50%	41.7	13.4	.04	20	35	40	55	60	90,747	-4.6	.000	-.341
Top 10%	43.2	13.3	.09	20	35	40	55	60	22,452	-6.0	.000	-.454
Reflective & Integrative Learning												
UW (N = 547)	36.6	12.4	.53	17	29	37	46	57				
Rocky Mt Public	38.1	12.3	.15	17	29	37	46	60	7,334	-1.5	.007	-.121
Stretch Peers	36.8	12.2	.15	17	29	37	46	60	6,959	-.2	.708	-.017
NSSE 2019 & 2020	38.1	12.5	.03	17	29	37	46	60	217,001	-1.4	.007	-.115
Top 50%	39.8	12.2	.04	20	31	40	49	60	90,148	-3.2	.000	-.261
Top 10%	41.8	12.0	.10	20	34	40	51	60	14,997	-5.1	.000	-.426
Learning Strategies												
UW (N = 477)	37.2	14.7	.67	13	27	40	47	60				
Rocky Mt Public	37.3	14.7	.19	13	27	40	47	60	6,766	-.2	.806	-.012
Stretch Peers	36.0	14.7	.19	13	27	33	47	60	6,315	1.1	.101	.078
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	196,015	-1.4	.030	-.099
Top 50%	40.7	14.5	.05	20	33	40	53	60	100,458	-3.5	.000	-.242
Top 10%	42.7	14.4	.08	20	33	40	60	60	32,656	-5.5	.000	-.381
Quantitative Reasoning												
UW (N = 491)	29.8	15.6	.71	0	20	27	40	60				
Rocky Mt Public	30.7	16.2	.20	0	20	33	40	60	6,846	-.8	.269	-.052
Stretch Peers	30.9	15.6	.20	7	20	33	40	60	6,399	-1.1	.147	-.068
NSSE 2019 & 2020	30.2	16.2	.04	0	20	27	40	60	198,483	-.4	.572	-.026
Top 50%	31.4	16.1	.05	0	20	33	40	60	127,854	-1.6	.029	-.099
Top 10%	33.4	15.9	.10	7	20	33	40	60	25,511	-3.5	.000	-.222
Learning with Peers												
Collaborative Learning												
UW (N = 590)	31.0	15.9	.66	5	20	30	40	60				
Rocky Mt Public	33.8	14.9	.18	10	25	35	45	60	679	-2.9	.000	-.191
Stretch Peers	34.9	14.8	.18	10	25	35	45	60	681	-3.9	.000	-.265
NSSE 2019 & 2020	32.0	15.6	.03	5	20	30	45	60	226,977	-1.0	.104	-.067
Top 50%	35.9	14.0	.04	15	25	35	45	60	594	-5.0	.000	-.356
Top 10%	38.4	13.6	.09	15	30	40	50	60	614	-7.4	.000	-.544
Discussions with Diverse Others												
UW (N = 482)	36.7	15.0	.68	15	25	40	45	60				
Rocky Mt Public	39.9	15.4	.19	15	30	40	55	60	6,759	-3.2	.000	-.208
Stretch Peers	40.4	15.4	.20	15	30	40	55	60	6,341	-3.7	.000	-.239
NSSE 2019 & 2020	40.2	15.9	.04	15	30	40	55	60	196,863	-3.5	.000	-.219
Top 50%	42.1	15.5	.04	15	30	40	60	60	127,577	-5.3	.000	-.343
Top 10%	43.8	15.3	.09	20	35	45	60	60	32,385	-7.0	.000	-.462

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												
UW (N = 538)	20.2	14.8	.64	0	10	20	30	50				
Rocky Mt Public	24.3	15.7	.19	0	15	20	35	55	639	-4.1	.000	-.262
Stretch Peers	24.5	15.4	.19	0	15	20	35	55	6,772	-4.3	.000	-.283
NSSE 2019 & 2020	23.9	16.1	.04	0	10	20	35	55	540	-3.7	.000	-.232
Top 50%	29.7	15.9	.07	5	20	30	40	60	551	-9.4	.000	-.595
Top 10%	33.2	16.0	.18	10	20	35	45	60	622	-13.0	.000	-.819
Effective Teaching Practices												
UW (N = 511)	37.4	13.1	.58	16	28	36	48	60				
Rocky Mt Public	39.3	13.5	.17	16	32	40	48	60	7,010	-1.9	.002	-.142
Stretch Peers	38.2	13.0	.17	16	28	40	48	60	6,580	-.8	.185	-.061
NSSE 2019 & 2020	39.7	13.8	.03	16	32	40	52	60	513	-2.3	.000	-.169
Top 50%	41.8	13.7	.05	20	32	40	52	60	517	-4.4	.000	-.320
Top 10%	43.7	13.4	.10	20	36	44	56	60	542	-6.3	.000	-.471
Campus Environment												
Quality of Interactions												
UW (N = 446)	40.7	12.7	.60	18	34	43	50	60				
Rocky Mt Public	43.0	11.7	.15	22	36	44	52	60	505	-2.2	.000	-.190
Stretch Peers	43.0	11.3	.15	22	36	44	50	60	504	-2.3	.000	-.198
NSSE 2019 & 2020	43.0	12.1	.03	20	36	44	52	60	181,469	-2.3	.000	-.190
Top 50%	45.2	11.7	.04	24	38	48	54	60	449	-4.5	.000	-.384
Top 10%	47.4	12.0	.07	24	40	50	58	60	26,437	-6.6	.000	-.551
Supportive Environment												
UW (N = 459)	28.1	13.2	.62	8	18	28	38	50				
Rocky Mt Public	31.5	13.7	.17	10	23	30	40	58	6,621	-3.4	.000	-.247
Stretch Peers	32.6	13.6	.18	10	23	33	40	58	6,198	-4.5	.000	-.335
NSSE 2019 & 2020	32.2	14.2	.03	10	23	33	40	60	461	-4.2	.000	-.294
Top 50%	34.6	14.0	.05	13	25	35	45	60	85,130	-6.5	.000	-.468
Top 10%	36.8	14.1	.11	13	28	38	48	60	15,617	-8.7	.000	-.622

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.