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# **NSSE 2022**

## **Engagement Indicators**

University of Wyoming

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### About Your Engagement Indicators Report

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

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

### Report Sections

#### Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

#### Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

##### Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

##### Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

##### Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

#### Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 participating institutions.

#### Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://nsse.indiana.edu)

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

## Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups. Use the following key:

- ▲ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Private Research	Your first-year students compared with Border State Schools	Your first-year students compared with Nat'l & Stretch Peer
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 Private Research	Your seniors compared with Border State Schools	Your seniors compared with Nat'l & Stretch Peer
Academic Challenge	Higher-Order Learning	▽	--	--
	Reflective & Integrative Learning	▽	--	--
	Learning Strategies	▽	--	▽
	Quantitative Reasoning	▽	▽	▽
Learning with Peers	Collaborative Learning	▼	▽	▽
	Discussions with Diverse Others	▼	--	▽
Experiences with Faculty	Student-Faculty Interaction	▽	--	--
	Effective Teaching Practices	▽	--	--
Campus Environment	Quality of Interactions	△	--	--
	Supportive Environment	--	--	▽

## Academic Challenge: First-year students

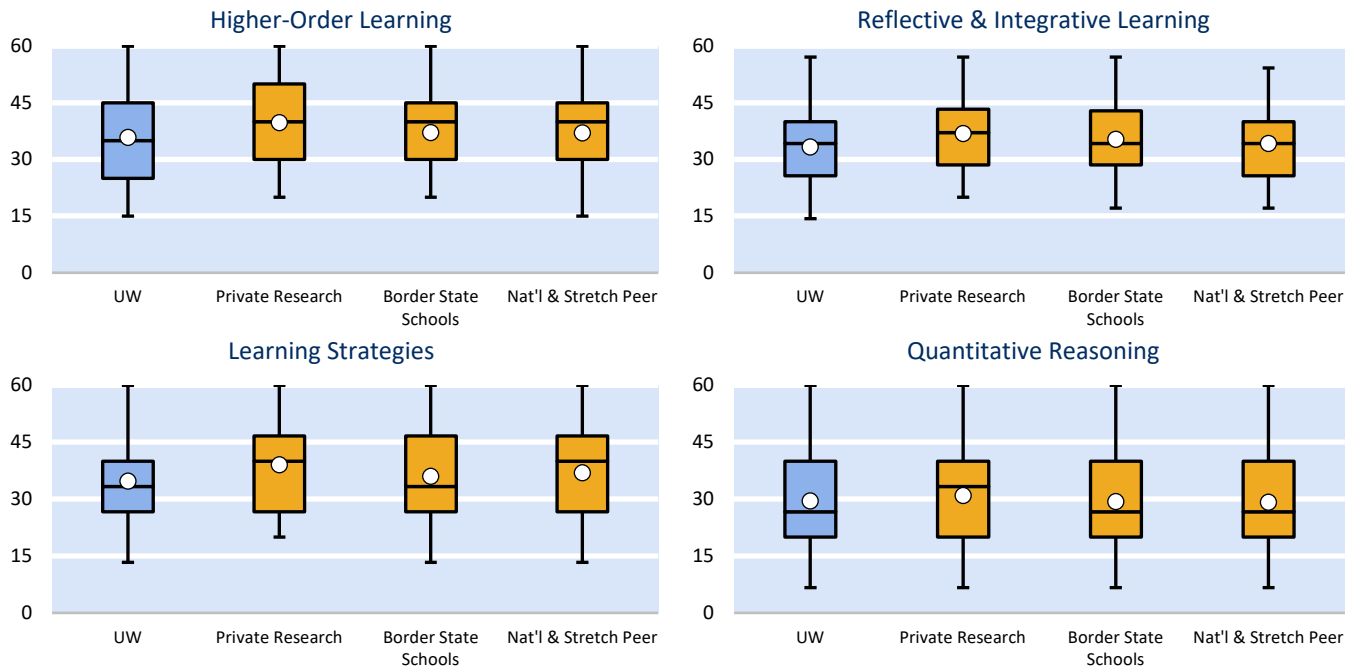
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

### Mean Comparisons

Engagement Indicator	UW Mean	Your first-year students compared with					
		Private Research Mean	Effect size	Border State Schools Mean	Effect size	Nat'l & Stretch Peer Mean	Effect size
Higher-Order Learning	35.9	39.8 ***	-.31	37.2	-.10	37.1	-.09
Reflective & Integrative Learning	33.3	36.9 ***	-.30	35.4 ***	-.18	34.3	-.08
Learning Strategies	34.8	39.0 ***	-.32	36.0	-.09	36.9 **	-.15
Quantitative Reasoning	29.6	31.0	-.09	29.4	.01	29.2	.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).

### Score Distributions



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

## Academic Challenge: First-year students (continued)

### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your FY students and			
	UW	Private Research	Border State Schools	Nat'l & Stretch Peer	
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	68	<div><div></div></div> -9	<div><div></div></div> -3	<div><div></div></div> -2	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	<div><div></div></div> -9	<div><div></div></div> -3	<div><div></div></div> -2	
4d. Evaluating a point of view, decision, or information source	61	<div><div></div></div> -10	<div><div></div></div> -5	<div><div></div></div> -4	
4e. Forming a new idea or understanding from various pieces of information	65	<div><div></div></div> -8	<div><div></div></div> -3	<div><div></div></div> -2	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	52	<div><div></div></div> -3	<div><div></div></div> -4	<div><div></div></div> +2	
2b. Connected your learning to societal problems or issues	45	<div><div></div></div> -13	<div><div></div></div> -6	<div><div></div></div> -4	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	<div><div></div></div> -14	<div><div></div></div> -5	<div><div></div></div> -3	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	<div><div></div></div> -5	<div><div></div></div> -3	<div><div></div></div> -1	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	<div><div></div></div> -5	<div><div></div></div> -5	<div><div></div></div> -2	
2f. Learned something that changed the way you understand an issue or concept	60	<div><div></div></div> -10	<div><div></div></div> -7	<div><div></div></div> -4	
2g. Connected ideas from your courses to your prior experiences and knowledge	73	<div><div></div></div> -8	<div><div></div></div> -5	<div><div></div></div> -3	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	67	<div><div></div></div> -10	<div><div></div></div> -2	<div><div></div></div> -4	
9b. Reviewed your notes after class	58	<div><div></div></div> -9	<div><div></div></div> -3	<div><div></div></div> -6	
9c. Summarized what you learned in class or from course materials	58	<div><div></div></div> -9	<div><div></div></div> -2	<div><div></div></div> -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	<div><div></div></div> -2	<div><div></div></div> +2	<div><div></div></div> +2	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	<div><div></div></div> -4	<div><div></div></div> -0	<div><div></div></div> -0	
6c. Evaluated what others have concluded from numerical information	43	<div><div></div></div> -6	<div><div></div></div> -0	<div><div></div></div> -0	

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

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

## Academic Challenge: Seniors

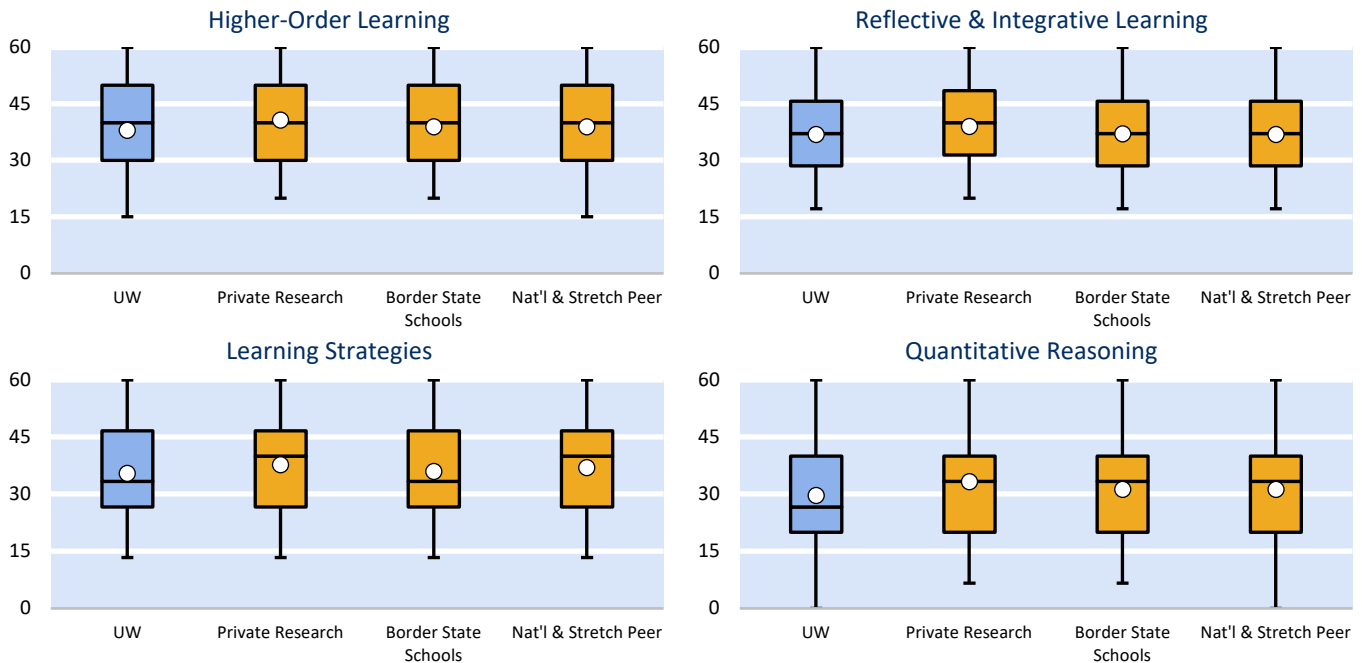
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

### Mean Comparisons

Engagement Indicator	UW Mean	Your seniors compared with					
		Private Research Mean	Effect size	Border State Schools Mean	Effect size	Nat'l & Stretch Peer Mean	Effect size
Higher-Order Learning	38.1	40.7 ***	-.20	39.0	-.07	39.0	-.07
Reflective & Integrative Learning	36.9	39.0 ***	-.17	37.1	-.01	36.9	.00
Learning Strategies	35.4	37.7 **	-.16	35.9	-.03	36.9 *	-.11
Quantitative Reasoning	29.6	33.3 ***	-.23	31.2 *	-.10	31.2 *	-.10

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

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### Academic Challenge: Seniors (continued)

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

		Percentage point difference <sup>a</sup> between your seniors and			
	UW	Private Research	Border State Schools	Nat'l & Stretch Peer	
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	74	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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

## Learning with Peers: First-year students

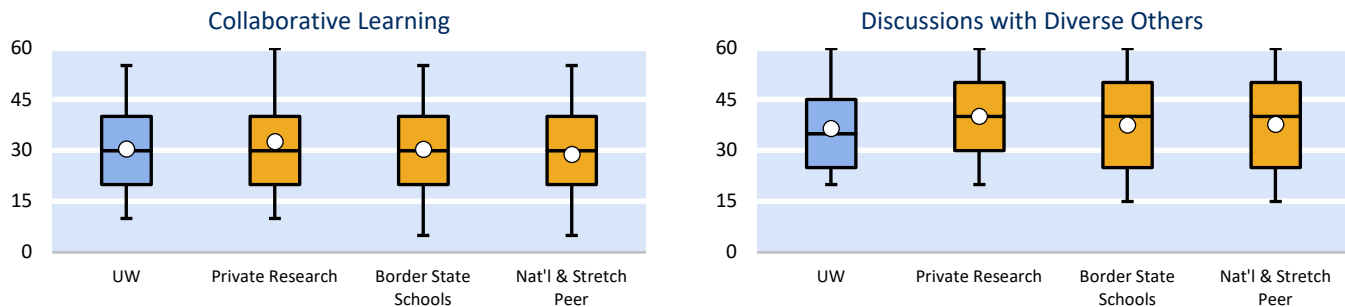
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	UW Mean	Your first-year students compared with					
		Private Research		Border State Schools		Nat'l & Stretch Peer	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.4	32.6 **	-.15	30.3	.01	28.8 *	.12
Discussions with Diverse Others	36.5	40.0 ***	-.26	37.4	-.07	37.7	-.08

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

### Score Distributions



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

### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your FY students and			
	UW	Private Research	Border State Schools	Nat'l & Stretch Peer	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
1b. Asked another student to help you understand course material	46	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div>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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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



## Learning with Peers: Seniors

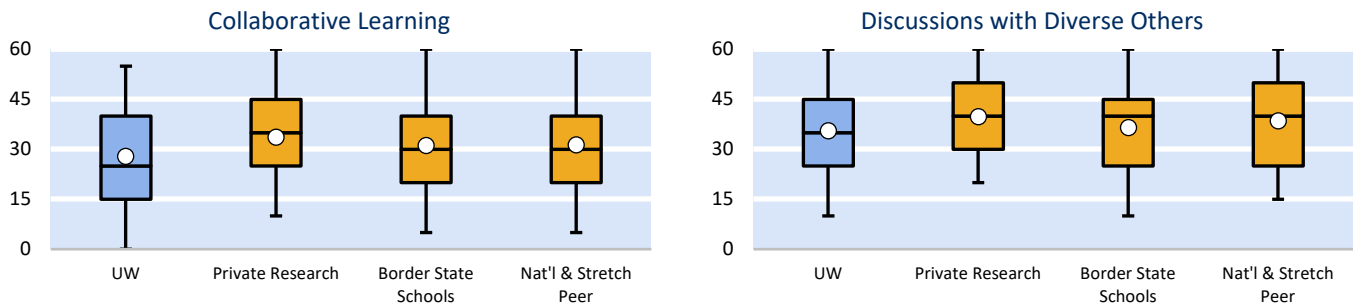
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	UW Mean	Your seniors compared with					
		Private Research		Border State Schools		Nat'l & Stretch Peer	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.9	33.6 ***	-.39	31.1 ***	-.21	31.4 ***	-.23
Discussions with Diverse Others	35.6	39.9 ***	-.31	36.6	-.06	38.6 ***	-.19

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

### Score Distributions



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

### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your seniors and			
	UW	Private Research	Border State Schools	Nat'l & Stretch Peer	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	38	<div><div></div></div> -8	<div><div></div></div> -5	<div><div></div></div> -5	
1c. Explained course material to one or more students	46	<div><div></div></div> -10	<div><div></div></div> -7	<div><div></div></div> -6	
1d. Prepared for exams by discussing or working through course material with other students	36	<div><div></div></div> -9	<div><div></div></div> -4	<div><div></div></div> -7	
1e. Worked with other students on course projects or assignments	52	<div><div></div></div> -17	<div><div></div></div> -10	<div><div></div></div> -10	
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	49	<div><div></div></div> -28	<div><div></div></div> -11	<div><div></div></div> -18	
8b. People from an economic background other than your own	65	<div><div></div></div> -8	<div><div></div></div> +0	<div><div></div></div> -5	
8c. People with religious beliefs other than your own	64	<div><div></div></div> -7	<div><div></div></div> +1	<div><div></div></div> -0	
8d. People with political views other than your own	65	<div><div></div></div> +16	<div><div></div></div> +5	<div><div></div></div> +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.

### Experiences with Faculty: First-year students

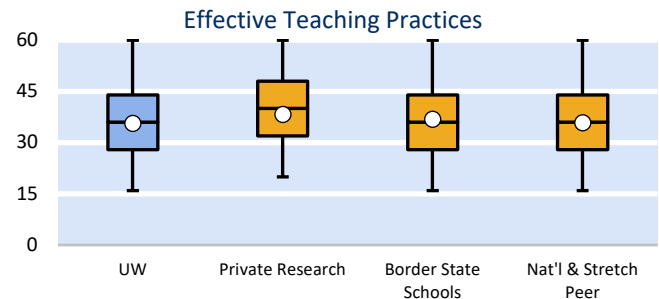
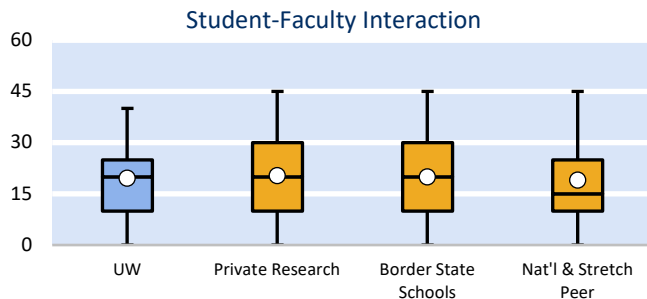
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	UW Mean	Your first-year students compared with					
		Private Research		Border State Schools		Nat'l & Stretch Peer	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.5	20.3	-.05	19.9	-.03	19.0	.04
Effective Teaching Practices	35.6	38.2 ***	-.21	36.8	-.09	35.8	-.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.

Student-Faculty Interaction	UW	Percentage point difference <sup>a</sup> between your FY students and			
		Private Research	Border State Schools	Nat'l & Stretch Peer	
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	33	+3	-1	-1	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	+1	+1	+3	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-4	-1	+2	
3d. Discussed your academic performance with a faculty member	26	-0	-0	+1	
<b>Effective Teaching Practices</b>					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	70	-8	-5	-5	
5b. Taught course sessions in an organized way	69	-6	-4	-1	
5c. Used examples or illustrations to explain difficult points	67	-9	-5	-2	
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	56	-3	+1	+5	

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

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

### Experiences with Faculty: Seniors

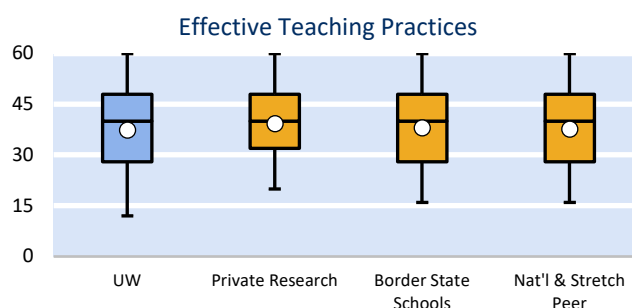
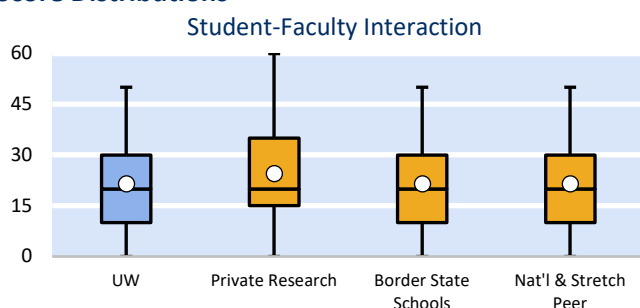
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	UW Mean	Your seniors compared with					
		Private Research Effect size		Border State Schools Effect size		Nat'l & Stretch Peer Effect size	
Student-Faculty Interaction	21.4	24.4 ***	-.20	21.5	.00	21.5	.00
Effective Teaching Practices	37.3	39.2 **	-.14	38.0	-.05	37.6	-.02

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

#### Score Distributions



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		Percentage point difference <sup>a</sup> between your seniors and			
	UW	Private Research	Border State Schools	Nat'l & Stretch Peer	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
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3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	27	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -5	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +2	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +2	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -6	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +0	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +0
3d. Discussed your academic performance with a faculty member	27	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +1	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +1	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +1
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	74	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -5	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -3		<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -2
5b. Taught course sessions in an organized way	73	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -2	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +1	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +1
5c. Used examples or illustrations to explain difficult points	72	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -8	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -4		<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -3
5d. Provided feedback on a draft or work in progress	57	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -4	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -0		<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -1
5e. Provided prompt and detailed feedback on tests or completed assignments	59	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +1		<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +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.

### Campus Environment: First-year students

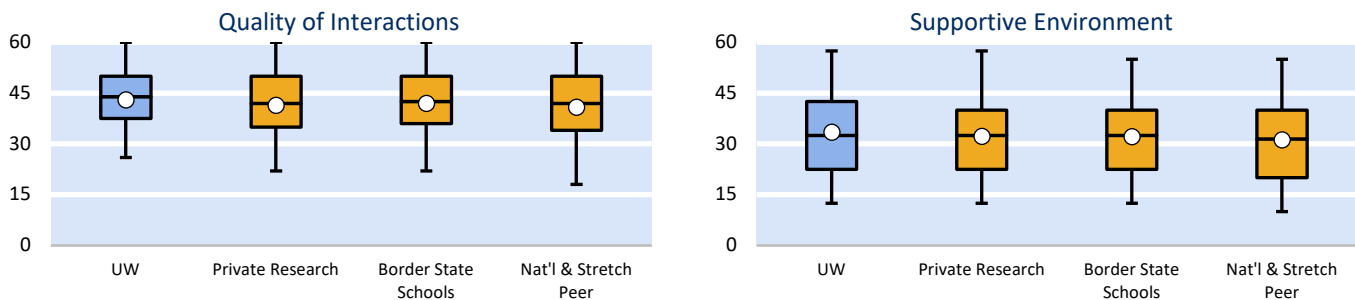
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UW Mean	Your first-year students compared with					
		Private Research Mean	Effect size	Border State Schools Mean	Effect size	Nat'l & Stretch Peer Mean	Effect size
Quality of Interactions	43.1	41.4 **	.15	42.1	.09	40.9 ***	.18
Supportive Environment	33.5	32.3	.10	32.2	.11	31.2 **	.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).

#### Score Distributions



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

#### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your FY students and			
	UW	Private Research	Border State Schools	Nat'l & Stretch Peer	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	50	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div>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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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

### Campus Environment: Seniors

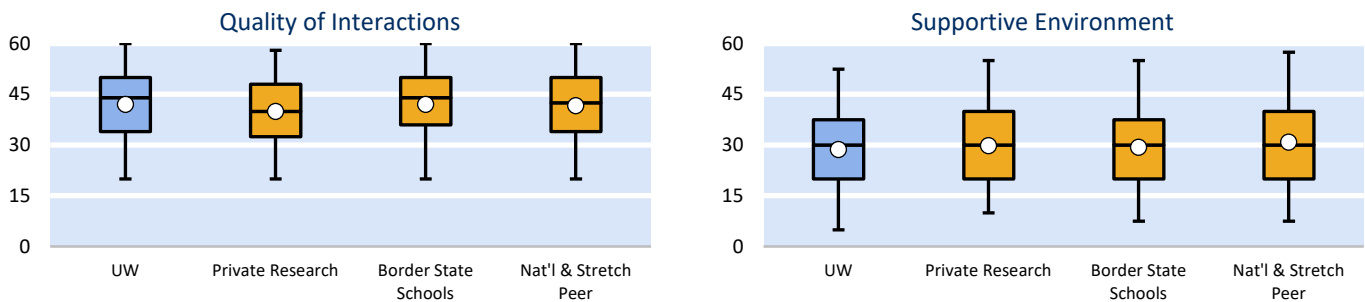
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UW Mean	Your seniors compared with					
		Private Research Mean	Effect size	Border State Schools Mean	Effect size	Nat'l & Stretch Peer Mean	Effect size
Quality of Interactions	42.1	40.0 ***	.19	42.1	.01	41.7	.03
Supportive Environment	28.8	29.9	-.09	29.4	-.05	30.9 ***	-.16

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	UW	Percentage point difference <sup>a</sup> between your seniors and			
		Private Research	Border State Schools	Nat'l & Stretch Peer	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	56	+1	+2	-1	
13b. Academic advisors	54	+12	+1	+3	
13c. Faculty	55	+1	+2	+3	
13d. Student services staff (career services, student activities, housing, etc.)	41	+8	-1	-0	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+14	+1	+3	
<b>Supportive Environment</b>					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	60	+1	-4	-4	
14c. Using learning support services (tutoring services, writing center, etc.)	64	+8	+6	+4	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	40	-9	-6	-9	
14e. Providing opportunities to be involved socially	58	-3	+2	-5	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	+9	+3	+2	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	-1	-1	-4	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	-1	+1	-6	
14i. Attending events that address important social, economic, or political issues	31	-11	-4	-7	

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

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

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# NSSE 2022 Engagement Indicators

## Comparisons with High-Performing Institutions

### University of Wyoming

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

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

- (a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 NSSE institutions.

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

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

#### First-Year Students

Theme	Engagement Indicator	UW Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.9	39.2 ***	-.25		42.1 ***	-.47	
	Reflective and Integrative Learning	33.3	36.9 ***	-.29		39.2 ***	-.50	
	Learning Strategies	34.8	39.6 ***	-.34		42.9 ***	-.57	
	Quantitative Reasoning	29.6	30.2	-.04	✓	33.3 ***	-.24	
Learning with Peers	Collaborative Learning	30.4	31.8 *	-.10		35.4 ***	-.37	
	Discussions with Diverse Others	36.5	39.8 ***	-.22		42.6 ***	-.43	
Experiences with Faculty	Student-Faculty Interaction	19.5	24.3 ***	-.32		27.8 ***	-.54	
	Effective Teaching Practices	35.6	40.3 ***	-.34		43.3 ***	-.56	
Campus Environment	Quality of Interactions	43.1	45.1 ***	-.17		48.2 ***	-.41	
	Supportive Environment	33.5	35.9 ***	-.18		39.1 ***	-.42	

#### Seniors

Theme	Engagement Indicator	UW Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.1	41.9 ***	-.28		44.2 ***	-.47	
	Reflective and Integrative Learning	36.9	40.3 ***	-.27		42.7 ***	-.49	
	Learning Strategies	35.4	41.1 ***	-.39		43.4 ***	-.57	
	Quantitative Reasoning	29.6	32.4 ***	-.17		35.3 ***	-.36	
Learning with Peers	Collaborative Learning	27.9	34.0 ***	-.42		37.9 ***	-.72	
	Discussions with Diverse Others	35.6	40.4 ***	-.30		43.2 ***	-.51	
Experiences with Faculty	Student-Faculty Interaction	21.4	28.8 ***	-.45		33.2 ***	-.74	
	Effective Teaching Practices	37.3	41.9 ***	-.33		44.5 ***	-.52	
Campus Environment	Quality of Interactions	42.1	45.6 ***	-.28		48.0 ***	-.47	
	Supportive Environment	28.8	34.3 ***	-.37		37.4 ***	-.60	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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



# NSSE 2022 Engagement Indicators

Detailed Statistics<sup>a</sup>

University of Wyoming

## Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UW (N = 391)	35.9	12.8	.65	15	25	35	45	60				
Private Research	39.8	12.6	.17	20	30	40	50	60	5,676	-3.9	.000	-.308
Border State Schools	37.2	12.7	.14	20	30	40	45	60	8,453	-1.3	.057	-.098
Nat'l & Stretch Peer	37.1	13.1	.14	15	30	40	45	60	9,492	-1.2	.088	-.088
Top 50%	39.2	13.3	.04	20	30	40	50	60	93,888	-3.3	.000	-.250
Top 10%	42.1	13.0	.13	20	35	40	55	60	10,678	-6.1	.000	-.471
<b>Reflective &amp; Integrative Learning</b>												
UW (N = 411)	33.3	12.3	.61	14	26	34	40	57				
Private Research	36.9	11.7	.15	20	29	37	43	57	6,150	-3.6	.000	-.305
Border State Schools	35.4	11.7	.13	17	29	34	43	57	9,004	-2.1	.000	-.177
Nat'l & Stretch Peer	34.3	11.8	.12	17	26	34	40	54	10,127	-.9	.117	-.079
Top 50%	36.9	12.1	.04	17	29	37	46	60	94,130	-3.6	.000	-.295
Top 10%	39.2	11.8	.10	20	31	40	49	60	13,165	-5.9	.000	-.496
<b>Learning Strategies</b>												
UW (N = 371)	34.8	13.6	.71	13	27	33	40	60				
Private Research	39.0	13.4	.19	20	27	40	47	60	5,273	-4.3	.000	-.318
Border State Schools	36.0	13.6	.15	13	27	33	47	60	8,057	-1.3	.083	-.092
Nat'l & Stretch Peer	36.9	13.8	.15	13	27	40	47	60	8,970	-2.1	.004	-.155
Top 50%	39.6	14.1	.05	20	27	40	53	60	85,605	-4.8	.000	-.340
Top 10%	42.9	14.3	.12	20	33	40	60	60	390	-8.2	.000	-.570
<b>Quantitative Reasoning</b>												
UW (N = 369)	29.6	14.5	.75	7	20	27	40	60				
Private Research	31.0	15.0	.21	7	20	33	40	60	5,327	-1.4	.084	-.093
Border State Schools	29.4	14.5	.17	7	20	27	40	60	8,119	.2	.794	.014
Nat'l & Stretch Peer	29.2	14.7	.16	7	20	27	40	60	9,036	.4	.635	.025
Top 50%	30.2	15.3	.05	7	20	27	40	60	98,501	-.6	.445	-.040
Top 10%	33.3	15.5	.14	7	20	33	40	60	13,099	-3.7	.000	-.240
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UW (N = 429)	30.4	13.4	.65	10	20	30	40	55				
Private Research	32.6	14.3	.18	10	20	30	40	60	499	-2.1	.002	-.151
Border State Schools	30.3	14.2	.15	5	20	30	40	55	9,505	.2	.829	.011
Nat'l & Stretch Peer	28.8	14.2	.14	5	20	30	40	55	469	1.6	.014	.115
Top 50%	31.8	13.9	.05	10	20	30	40	60	86,647	-1.4	.033	-.103
Top 10%	35.4	13.5	.11	15	25	35	45	60	16,268	-5.0	.000	-.371
<b>Discussions with Diverse Others</b>												
UW (N = 366)	36.5	13.5	.70	20	25	35	45	60				
Private Research	40.0	13.8	.20	20	30	40	50	60	5,299	-3.6	.000	-.261
Border State Schools	37.4	14.7	.17	15	25	40	50	60	408	-1.0	.180	-.066
Nat'l & Stretch Peer	37.7	15.1	.16	15	25	40	50	60	405	-1.2	.098	-.080
Top 50%	39.8	15.1	.05	15	30	40	55	60	370	-3.4	.000	-.223
Top 10%	42.6	14.2	.14	20	35	40	55	60	395	-6.1	.000	-.431



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UW (N = 396)	19.5	13.4	.67	0	10	20	25	40				
Private Research	20.3	14.2	.19	0	10	20	30	45	5,861	-.8	.306	-.053
Border State Schools	19.9	14.0	.15	0	10	20	30	45	8,690	-.4	.581	-.028
Nat'l & Stretch Peer	19.0	13.9	.14	0	10	15	25	45	9,708	.5	.480	.036
Top 50%	24.3	15.1	.07	5	15	20	35	55	404	-4.8	.000	-.318
Top 10%	27.8	15.3	.17	5	15	25	40	60	448	-8.3	.000	-.544
<b>Effective Teaching Practices</b>												
UW (N = 394)	35.6	13.2	.67	16	28	36	44	60				
Private Research	38.2	12.3	.17	20	32	40	48	60	5,638	-2.6	.000	-.209
Border State Schools	36.8	12.8	.14	16	28	36	44	60	8,444	-1.2	.076	-.092
Nat'l & Stretch Peer	35.8	12.8	.13	16	28	36	44	60	9,474	-.1	.827	-.011
Top 50%	40.3	13.8	.05	16	32	40	52	60	65,688	-4.7	.000	-.338
Top 10%	43.3	13.7	.14	20	36	44	56	60	10,624	-7.7	.000	-.562
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UW (N = 351)	43.1	10.4	.55	26	38	44	50	60				
Private Research	41.4	11.0	.16	22	35	42	50	60	5,010	1.6	.007	.150
Border State Schools	42.1	11.2	.13	22	36	43	50	60	7,516	1.0	.105	.089
Nat'l & Stretch Peer	40.9	12.1	.14	18	34	42	50	60	394	2.2	.000	.180
Top 50%	45.1	11.9	.05	22	38	48	54	60	356	-2.1	.000	-.174
Top 10%	48.2	12.5	.12	23	42	50	60	60	386	-5.1	.000	-.415
<b>Supportive Environment</b>												
UW (N = 360)	33.5	13.4	.71	13	23	33	43	58				
Private Research	32.3	12.8	.19	13	23	33	40	58	5,130	1.3	.073	.098
Border State Schools	32.2	12.8	.15	13	23	33	40	55	7,848	1.3	.051	.105
Nat'l & Stretch Peer	31.2	13.4	.15	10	20	31	40	55	8,769	2.3	.001	.173
Top 50%	35.9	13.6	.06	13	26	38	45	60	59,693	-2.4	.001	-.176
Top 10%	39.1	13.3	.16	18	30	40	50	60	7,042	-5.6	.000	-.418

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

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

# NSSE 2022 Engagement Indicators

Detailed Statistics<sup>a</sup>

University of Wyoming

## Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UW (N = 532)	38.1	14.3	.62	15	30	40	50	60				
Private Research	40.7	12.9	.22	20	30	40	50	60	668	-2.7	.000	-.203
Border State Schools	39.0	13.4	.16	20	30	40	50	60	600	-.9	.172	-.065
Nat'l & Stretch Peer	39.0	13.5	.16	15	30	40	50	60	600	-.9	.152	-.067
Top 50%	41.9	13.7	.05	20	35	40	55	60	69,307	-3.8	.000	-.278
Top 10%	44.2	13.1	.16	20	35	45	60	60	6,869	-6.2	.000	-.467
<b>Reflective &amp; Integrative Learning</b>												
UW (N = 566)	36.9	12.9	.54	17	29	37	46	60				
Private Research	39.0	12.2	.20	20	31	40	49	60	726	-2.1	.000	-.174
Border State Schools	37.1	12.7	.15	17	29	37	46	60	8,202	-.2	.743	-.014
Nat'l & Stretch Peer	36.9	12.5	.14	17	29	37	46	60	8,554	.0	.957	-.002
Top 50%	40.3	12.5	.05	20	31	40	50	60	62,983	-3.4	.000	-.270
Top 10%	42.7	11.7	.15	23	34	43	51	60	656	-5.8	.000	-.494
<b>Learning Strategies</b>												
UW (N = 487)	35.4	15.1	.69	13	27	33	47	60				
Private Research	37.7	14.3	.25	13	27	40	47	60	3,811	-2.3	.001	-.158
Border State Schools	35.9	14.4	.17	13	27	33	47	60	7,484	-.5	.470	-.034
Nat'l & Stretch Peer	36.9	14.5	.17	13	27	40	47	60	7,713	-1.5	.024	-.106
Top 50%	41.1	14.6	.05	20	33	40	53	60	75,456	-5.7	.000	-.390
Top 10%	43.4	14.2	.13	20	33	40	60	60	13,132	-8.0	.000	-.566
<b>Quantitative Reasoning</b>												
UW (N = 493)	29.6	16.1	.73	0	20	27	40	60				
Private Research	33.3	16.0	.28	7	20	33	40	60	3,856	-3.7	.000	-.229
Border State Schools	31.2	15.9	.19	7	20	33	40	60	7,562	-1.6	.029	-.102
Nat'l & Stretch Peer	31.2	16.0	.19	0	20	33	40	60	7,786	-1.6	.033	-.099
Top 50%	32.4	16.5	.06	7	20	33	40	60	84,189	-2.8	.000	-.172
Top 10%	35.3	16.0	.16	7	20	33	47	60	10,232	-5.7	.000	-.359
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UW (N = 601)	27.9	16.0	.65	0	15	25	40	55				
Private Research	33.6	14.5	.23	10	25	35	45	60	758	-5.7	.000	-.391
Border State Schools	31.1	15.1	.17	5	20	30	40	60	684	-3.2	.000	-.214
Nat'l & Stretch Peer	31.4	15.4	.17	5	20	30	40	60	8,940	-3.5	.000	-.225
Top 50%	34.0	14.6	.06	10	25	35	45	60	609	-6.1	.000	-.420
Top 10%	37.9	13.7	.15	15	30	40	50	60	664	-10.0	.000	-.720
<b>Discussions with Diverse Others</b>												
UW (N = 484)	35.6	14.9	.68	10	25	35	45	60				
Private Research	39.9	13.8	.24	20	30	40	50	60	3,827	-4.3	.000	-.306
Border State Schools	36.6	15.4	.18	10	25	40	45	60	7,511	-1.0	.172	-.064
Nat'l & Stretch Peer	38.6	15.5	.18	15	25	40	50	60	556	-3.0	.000	-.192
Top 50%	40.4	15.9	.06	15	30	40	55	60	490	-4.8	.000	-.301
Top 10%	43.2	15.1	.18	20	35	45	60	60	7,936	-7.6	.000	-.506

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UW (N = 549)	21.4	14.7	.63	0	10	20	30	50				
Private Research	24.4	15.5	.26	0	15	20	35	60	4,164	-3.0	.000	-.196
Border State Schools	21.5	15.1	.18	0	10	20	30	50	7,987	-.1	.915	-.005
Nat'l & Stretch Peer	21.5	15.2	.17	0	10	20	30	50	8,313	-.1	.940	-.003
Top 50%	28.8	16.2	.09	5	15	25	40	60	571	-7.4	.000	-.454
Top 10%	33.2	16.1	.25	10	20	35	45	60	734	-11.8	.000	-.741
<b>Effective Teaching Practices</b>												
UW (N = 526)	37.3	14.4	.63	12	28	40	48	60				
Private Research	39.2	12.8	.22	20	32	40	48	60	655	-1.8	.006	-.141
Border State Schools	38.0	13.4	.16	16	28	40	48	60	7,830	-.7	.276	-.049
Nat'l & Stretch Peer	37.6	13.8	.16	16	28	40	48	60	8,085	-.3	.670	-.019
Top 50%	41.9	14.1	.06	16	32	40	56	60	55,012	-4.6	.000	-.326
Top 10%	44.5	13.6	.15	20	36	44	56	60	9,255	-7.1	.000	-.523
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UW (N = 444)	42.1	12.4	.59	20	34	44	50	60				
Private Research	40.0	11.0	.19	20	33	40	48	58	545	2.1	.001	.187
Border State Schools	42.1	11.8	.15	20	36	44	50	60	6,838	.1	.907	.006
Nat'l & Stretch Peer	41.7	12.1	.15	20	34	43	50	60	7,132	.4	.518	.032
Top 50%	45.6	12.3	.05	22	38	48	56	60	58,351	-3.5	.000	-.285
Top 10%	48.0	12.5	.10	22	40	50	60	60	17,723	-5.9	.000	-.468
<b>Supportive Environment</b>												
UW (N = 481)	28.8	13.4	.61	5	20	30	38	53				
Private Research	29.9	13.2	.23	10	20	30	40	55	3,766	-1.2	.070	-.088
Border State Schools	29.4	13.3	.16	8	20	30	38	55	7,371	-.6	.311	-.048
Nat'l & Stretch Peer	30.9	14.0	.17	8	20	30	40	58	7,568	-2.2	.001	-.157
Top 50%	34.3	14.7	.06	10	23	35	45	60	490	-5.5	.000	-.373
Top 10%	37.4	14.5	.20	13	28	38	48	60	585	-8.7	.000	-.600

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.