
NSSE 2024

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. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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 HLC Neighbors	Your first-year students compared with Private Research	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 HLC Neighbors	Your seniors compared with Private Research	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

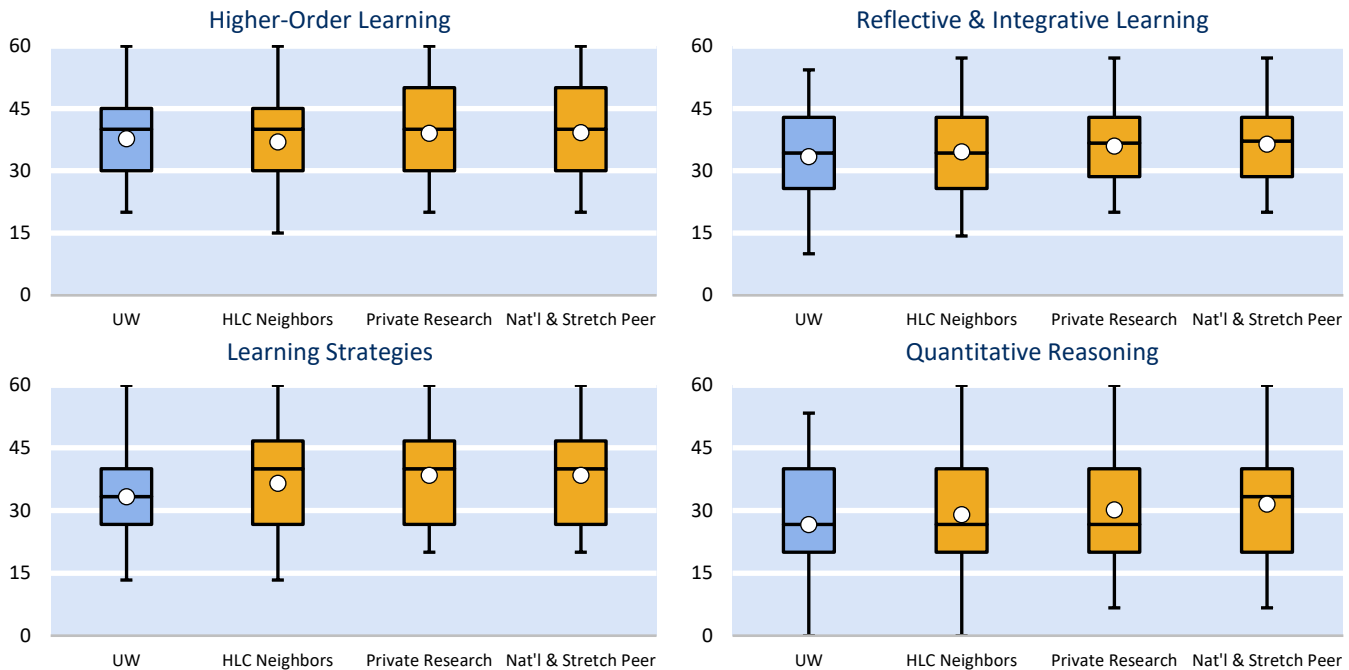
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		HLC Neighbors Mean	Effect size	Private Research Mean	Effect size	Nat'l & Stretch Peer Mean	Effect size
Higher-Order Learning	37.7	36.9	.06	39.1	-.10	39.2	-.12
Reflective & Integrative Learning	33.4	34.6	-.10	36.0 *	-.22	36.4 *	-.25
Learning Strategies	33.3	36.5	-.23	38.4 **	-.37	38.4 ***	-.39
Quantitative Reasoning	26.6	29.0	-.16	30.2 *	-.23	31.5 **	-.33

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 ^a between your FY students and		
	UW	HLC Neighbors	Private Research	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	80	+10	+2	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	-4	-12	-11
4d. Evaluating a point of view, decision, or information source	61	-4	-5	-10
4e. Forming a new idea or understanding from various pieces of information	71	+2	+0	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	53	-1	-3	-6
2b. Connected your learning to societal problems or issues	48	+2	-1	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-3	-9	-9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+2	+1	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	68	-0	-1	-3
2f. Learned something that changed the way you understand an issue or concept	60	-6	-10	-11
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+1	-3	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	66	-0	-8	-9
9b. Reviewed your notes after class	50	-12	-16	-16
9c. Summarized what you learned in class or from course materials	51	-11	-15	-16
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.)	59	+5	+1	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	-11	-12	-16
6c. Evaluated what others have concluded from numerical information	37	-6	-10	-13

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

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

Academic Challenge: Seniors

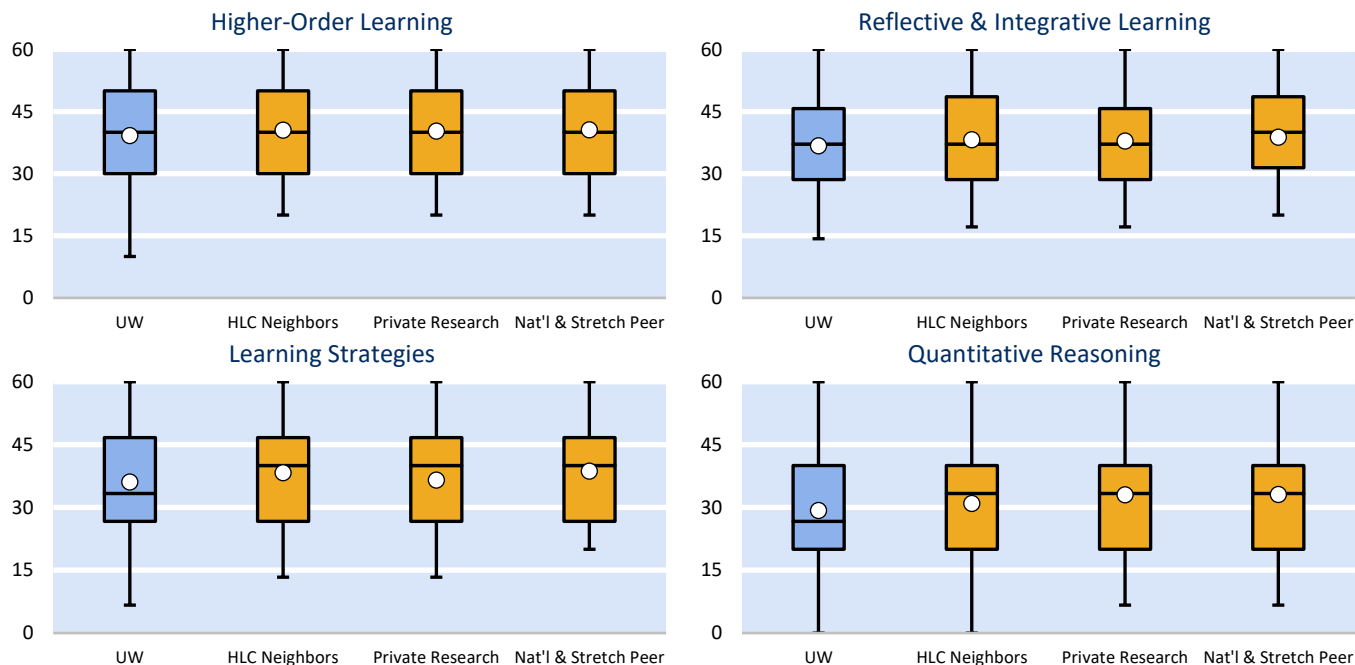
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		HLC Neighbors Mean	Effect size	Private Research Mean	Effect size	Nat'l & Stretch Peer Mean	Effect size
Higher-Order Learning	39.2	40.5	-.10	40.3	-.08	40.6	-.10
Reflective & Integrative Learning	36.7	38.2	-.12	37.9	-.09	38.8 *	-.17
Learning Strategies	36.0	38.3	-.15	36.5	-.04	38.7 *	-.19
Quantitative Reasoning	29.2	30.9	-.11	33.0 **	-.23	33.1 **	-.24

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	UW	HLC Neighbors	Private Research	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	76	-5	-4	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+2	+2	+1
4d. Evaluating a point of view, decision, or information source	68	-1	-1	-2
4e. Forming a new idea or understanding from various pieces of information	72	-2	-1	-2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	67	-4	-1	-6
2b. Connected your learning to societal problems or issues	59	-0	+1	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-8	-9	-10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+1	+1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	70	-1	+0	-2
2f. Learned something that changed the way you understand an issue or concept	66	-6	-5	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	85	-1	+1	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	71	-3	-4	-5
9b. Reviewed your notes after class	59	-4	+3	-4
9c. Summarized what you learned in class or from course materials	58	-8	-3	-8
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	-6	-11	-11
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-6	-8	-11
6c. Evaluated what others have concluded from numerical information	48	+1	-8	-6

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Learning with Peers: First-year students

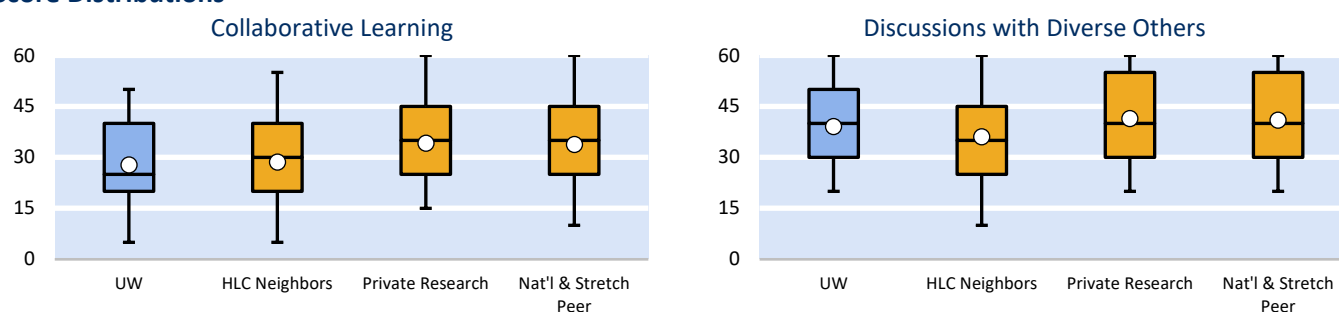
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		HLC Neighbors Mean	HLC Neighbors Effect size	Private Research Mean	Private Research Effect size	Nat'l & Stretch Peer Mean	Nat'l & Stretch Peer Effect size
Collaborative Learning	27.8	28.6	-.06	34.2 ***	-.46	33.7 ***	-.42
Discussions with Diverse Others	39.1	36.1	.19	41.4	-.16	40.9	-.13

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		Percentage point difference ^a between your FY students and		
	UW	HLC Neighbors	Private Research	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	39	-4	-16	-15
1c. Explained course material to one or more students	49	+0	-9	-8
1d. Prepared for exams by discussing or working through course material with other students	38	+0	-13	-14
1e. Worked with other students on course projects or assignments	39	-11	-23	-23
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	45	-15	-34	-30
8b. People from economic backgrounds other than your own	76	+10	-3	-1
8c. People with religious beliefs other than your own	76	+16	+2	+4
8d. People with political views other than your own	76	+20	+18	+10

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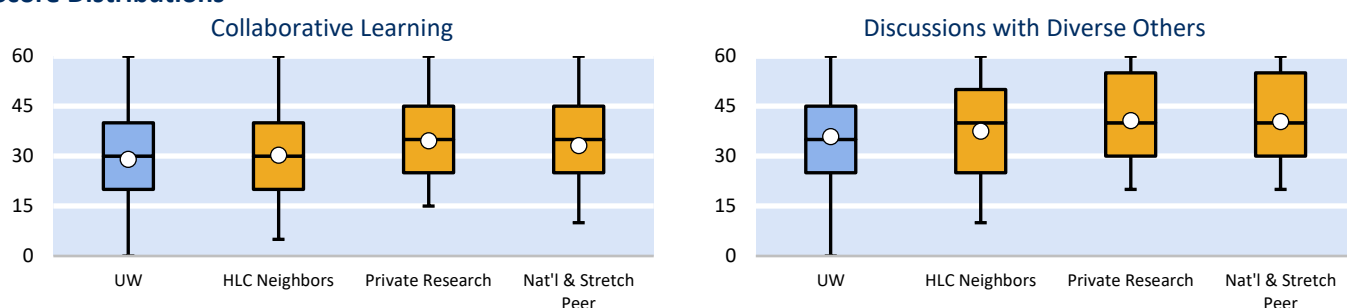
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Collaborative Learning	29.1	30.3	-.08	34.6 ***	-.39	33.2 ***	-.28
Discussions with Diverse Others	35.9	37.5	-.10	40.7 ***	-.33	40.4 ***	-.30

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Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
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Asked another student to help you understand course material	40	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><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.

Experiences with Faculty: First-year students

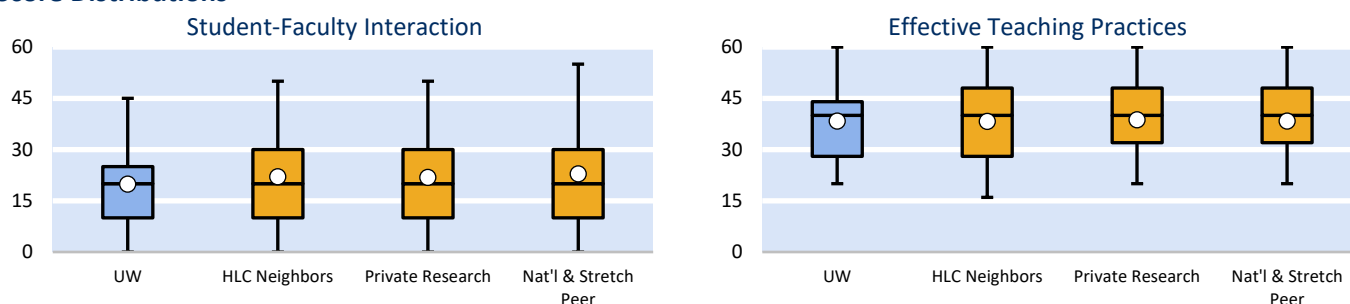
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		HLC Neighbors		Private Research		Nat'l & Stretch Peer	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.8	22.0	-.15	21.9	-.14	22.9 *	-.20
Effective Teaching Practices	38.3	38.2	.01	38.7	-.03	38.3	.00

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and			
	UW	HLC Neighbors	Private Research	Nat'l & Stretch Peer	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	28	<div><div></div></div> -12	<div><div></div></div> -6	<div><div></div></div> -12	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	<div><div></div></div> -8	<div><div></div></div> -8	<div><div></div></div> -12	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	17	<div><div></div></div> -10	<div><div></div></div> -13	<div><div></div></div> -13	
3d. Discussed your academic performance with a faculty member	21	<div><div></div></div> -10	<div><div></div></div> -8	<div><div></div></div> -9	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	75	<div><div></div></div> -1	<div><div></div></div> -5	<div><div></div></div> -4	
5b. Taught course sessions in an organized way	72	<div><div></div></div> -2	<div><div></div></div> -6	<div><div></div></div> -4	
5c. Used examples or illustrations to explain difficult points	77	<div><div></div></div> +4	<div><div></div></div> +0	<div><div></div></div> +0	
5d. Provided feedback on a draft or work in progress	58	<div><div></div></div> -7	<div><div></div></div> -3	<div><div></div></div> -2	
5e. Provided prompt and detailed feedback on tests or completed assignments	63	<div><div></div></div> +2	<div><div></div></div> +2	<div><div></div></div> +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

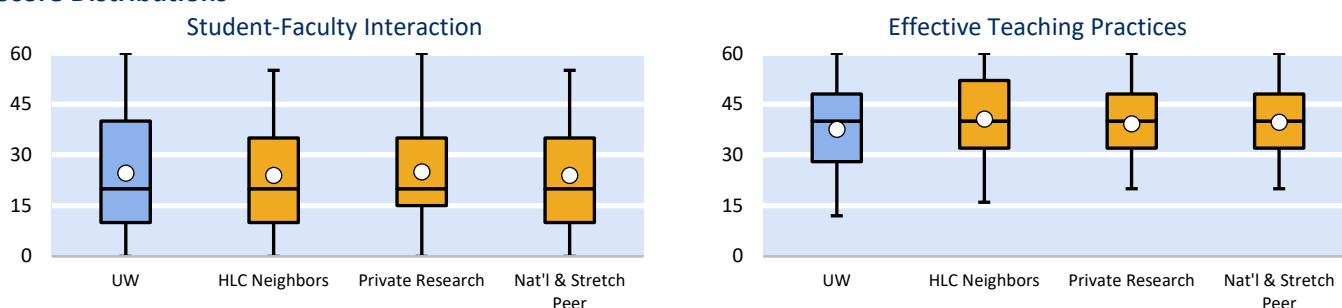
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		HLC Neighbors		Private Research		Nat'l & Stretch Peer	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.6	23.9	.04	24.9	-.02	23.9	.04
Effective Teaching Practices	37.5	40.5 **	-.22	39.1	-.12	39.6	-.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.

		Percentage point difference ^a between your seniors and			
	UW	HLC Neighbors	Private Research	Nat'l & Stretch Peer	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	44	-1	+2	+1	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+4	+1	+3	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+0	-2	+1	
3d. Discussed your academic performance with a faculty member	36	+3	+4	+6	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	76	-5	-5	-6	
5b. Taught course sessions in an organized way	74	-4	-4	-5	
5c. Used examples or illustrations to explain difficult points	73	-6	-5	-7	
5d. Provided feedback on a draft or work in progress	62	-3	+2	+2	
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-6	-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.

Campus Environment: First-year students

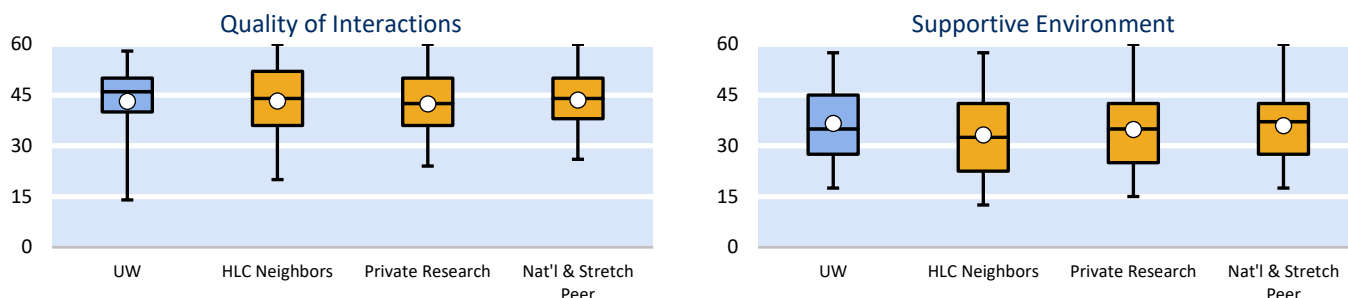
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UW Mean	Your first-year students compared with					
		HLC Neighbors Mean	Effect size	Private Research Mean	Effect size	Nat'l & Stretch Peer Mean	Effect size
Quality of Interactions	43.2	43.2	.00	42.4	.08	43.5	-.03
Supportive Environment	36.6	33.2 *	.25	34.9	.14	35.9	.05

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

Score Distributions



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

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 ^a between your FY students and		
		HLC Neighbors	Private Research	Nat'l & Stretch Peer
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	47	-2	-6	-6
13b. Academic advisors	63	+5	+11	+7
13c. Faculty	59	+7	+8	+6
13d. Student services staff (career services, student activities, housing, etc.)	47	-1	+5	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-7	+5	-1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	82	+13	+9	+8
14c. Using learning support services (tutoring services, writing center, etc.)	87	+17	+13	+12
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	-9	-17	-16
14e. Providing opportunities to be involved socially	74	+9	+5	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	84	+22	+18	+13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	-2	-0	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	78	+18	+14	+5
14i. Attending events that address important social, economic, or political issues	36	-5	-8	-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.

Campus Environment: Seniors

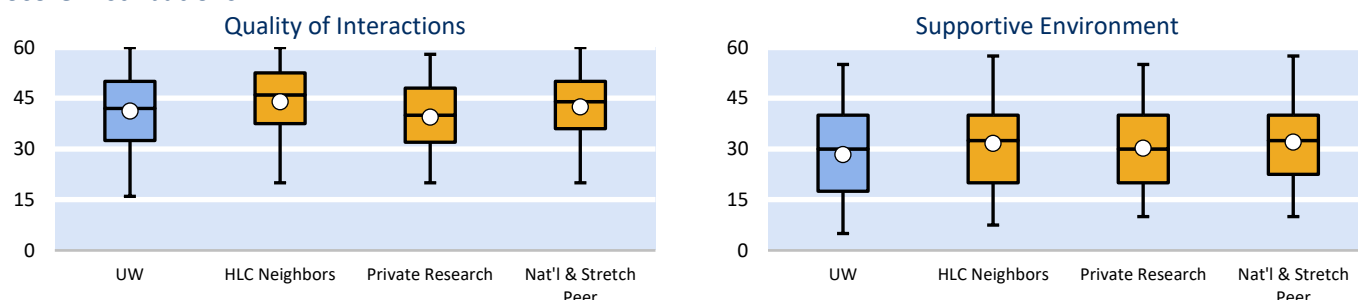
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UW Mean	Your seniors compared with					
		HLC Neighbors Mean	Effect size	Private Research Mean	Effect size	Nat'l & Stretch Peer Mean	Effect size
Quality of Interactions	41.2	44.0 **	-.23	39.4	.16	42.5	-.11
Supportive Environment	28.4	31.7 **	-.24	30.3	-.14	32.0 ***	-.27

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and			
	UW	HLC Neighbors	Private Research	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	53	<div><div></div></div> -7	+2 <div><div></div></div>	<div><div></div></div> -7	
13b. Academic advisors	44	<div><div></div></div> -11	+4 <div><div></div></div>	<div><div></div></div> -5	
13c. Faculty	58	<div><div></div></div> -3	+6 <div><div></div></div>	+2 <div><div></div></div>	
13d. Student services staff (career services, student activities, housing, etc.)	44	<div><div></div></div> -6	+14 <div><div></div></div>	+0 <div><div></div></div>	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	<div><div></div></div> -4	+16 <div><div></div></div>	+3 <div><div></div></div>	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	62	<div><div></div></div> -6	-1 <div><div></div></div>	<div><div></div></div> -6	
14c. Using learning support services (tutoring services, writing center, etc.)	62	<div><div></div></div> -3	+2 <div><div></div></div>	-0 <div><div></div></div>	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	36	<div><div></div></div> -17	-14 <div><div></div></div>	-18 <div><div></div></div>	
14e. Providing opportunities to be involved socially	53	<div><div></div></div> -9	-8 <div><div></div></div>	-12 <div><div></div></div>	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	51	<div><div></div></div> -10	-1 <div><div></div></div>	-9 <div><div></div></div>	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	20	<div><div></div></div> -11	-4 <div><div></div></div>	-10 <div><div></div></div>	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	+2 <div><div></div></div>	-2 <div><div></div></div>	-6 <div><div></div></div>	
14i. Attending events that address important social, economic, or political issues	27	<div><div></div></div> -13	-9 <div><div></div></div>	-10 <div><div></div></div>	

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

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

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NSSE 2024 Engagement Indicators

Comparisons with High-Performing Institutions

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), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 NSSE institutions.

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

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

First-Year Students		UW Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.7	39.8	-.16		42.4 **	-.37	
	Reflective and Integrative Learning	33.4	37.3 **	-.32		39.9 ***	-.55	
	Learning Strategies	33.3	40.2 ***	-.50		43.1 ***	-.68	
	Quantitative Reasoning	26.6	30.8 *	-.27		33.3 ***	-.43	
Learning with Peers	Collaborative Learning	27.8	33.4 ***	-.40		36.7 ***	-.65	
	Discussions with Diverse Others	39.1	40.7	-.11		44.2 **	-.37	
Experiences with Faculty	Student-Faculty Interaction	19.8	25.4 ***	-.36		29.9 ***	-.65	
	Effective Teaching Practices	38.3	40.8	-.18		43.6 ***	-.37	
Campus Environment	Quality of Interactions	43.2	45.7	-.22		48.7 ***	-.46	
	Supportive Environment	36.6	37.1	-.04	✓	40.4 **	-.30	
Seniors		UW Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.2	42.4 **	-.24		44.9 ***	-.44	
	Reflective and Integrative Learning	36.7	40.6 ***	-.31		43.2 ***	-.55	
	Learning Strategies	36.0	41.2 ***	-.36		44.1 ***	-.57	
	Quantitative Reasoning	29.2	32.8 **	-.22		36.2 ***	-.43	
Learning with Peers	Collaborative Learning	29.1	34.7 ***	-.40		38.0 ***	-.65	
	Discussions with Diverse Others	35.9	41.4 ***	-.35		44.1 ***	-.56	
Experiences with Faculty	Student-Faculty Interaction	24.6	29.9 ***	-.33		34.9 ***	-.64	
	Effective Teaching Practices	37.5	42.5 ***	-.36		45.2 ***	-.58	
Campus Environment	Quality of Interactions	41.2	45.4 ***	-.35		48.1 ***	-.56	
	Supportive Environment	28.4	34.6 ***	-.44		38.0 ***	-.70	

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

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

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

NSSE 2024 Engagement Indicators

Detailed Statistics^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 = 80)	37.7	12.1	1.36	20	30	40	45	60				
HLC Neighbors	36.9	13.3	.43	15	30	40	45	60	1,041	.8	.604	.060
Private Research	39.1	12.7	.38	20	30	40	50	60	1,170	-1.3	.371	-.104
Nat'l & Stretch Peer	39.2	12.6	.25	20	30	40	50	60	2,700	-1.5	.304	-.117
Top 50%	39.8	13.2	.07	20	30	40	50	60	33,425	-2.1	.162	-.157
Top 10%	42.4	12.5	.20	20	35	40	55	60	3,914	-4.6	.001	-.370
Reflective & Integrative Learning												
UW (N = 92)	33.4	13.4	1.39	10	26	34	43	54				
HLC Neighbors	34.6	12.2	.38	14	26	34	43	57	1,134	-1.2	.381	-.095
Private Research	36.0	11.5	.34	20	29	37	43	57	1,269	-2.6	.043	-.219
Nat'l & Stretch Peer	36.4	11.7	.22	20	29	37	43	57	2,913	-3.0	.017	-.253
Top 50%	37.3	12.0	.07	17	29	37	46	60	30,096	-3.9	.002	-.324
Top 10%	39.9	11.7	.20	20	31	40	49	60	3,605	-6.5	.000	-.554
Learning Strategies												
UW (N = 76)	33.3	13.5	1.56	13	27	33	40	60				
HLC Neighbors	36.5	14.2	.48	13	27	40	47	60	951	-3.3	.053	-.232
Private Research	38.4	13.8	.44	20	27	40	47	60	1,072	-5.1	.002	-.373
Nat'l & Stretch Peer	38.4	13.4	.27	20	27	40	47	60	2,529	-5.2	.001	-.387
Top 50%	40.2	13.9	.08	20	33	40	53	60	27,057	-6.9	.000	-.498
Top 10%	43.1	14.5	.19	20	33	40	60	60	6,126	-9.9	.000	-.684
Quantitative Reasoning												
UW (N = 77)	26.6	14.9	1.70	0	20	27	40	53				
HLC Neighbors	29.0	15.2	.50	0	20	27	40	60	977	-2.4	.179	-.159
Private Research	30.2	15.4	.48	7	20	27	40	60	1,100	-3.6	.049	-.233
Nat'l & Stretch Peer	31.5	14.8	.30	7	20	33	40	60	2,567	-4.9	.004	-.330
Top 50%	30.8	15.5	.09	7	20	33	40	60	31,965	-4.2	.016	-.274
Top 10%	33.3	15.4	.20	7	20	33	40	60	6,094	-6.7	.000	-.434
Learning with Peers												
Collaborative Learning												
UW (N = 107)	27.8	13.9	1.34	5	20	25	40	50				
HLC Neighbors	28.6	14.5	.43	5	20	30	40	55	1,236	-.9	.557	-.060
Private Research	34.2	13.8	.39	15	25	35	45	60	1,392	-6.4	.000	-.464
Nat'l & Stretch Peer	33.7	14.1	.26	10	25	35	45	60	3,118	-6.0	.000	-.424
Top 50%	33.4	13.9	.07	10	25	35	40	60	36,697	-5.6	.000	-.404
Top 10%	36.7	13.7	.17	15	25	35	45	60	6,938	-8.9	.000	-.651
Discussions with Diverse Others												
UW (N = 76)	39.1	14.0	1.60	20	30	40	50	60				
HLC Neighbors	36.1	15.7	.53	10	25	35	45	60	961	3.0	.105	.194
Private Research	41.4	13.9	.44	20	30	40	55	60	1,078	-2.3	.168	-.164
Nat'l & Stretch Peer	40.9	14.4	.29	20	30	40	55	60	2,539	-1.8	.276	-.127
Top 50%	40.7	14.9	.09	20	30	40	55	60	30,032	-1.6	.350	-.108
Top 10%	44.2	13.8	.24	20	35	45	60	60	3,266	-5.1	.001	-.372

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 = 87)	19.8	13.0	1.39	0	10	20	25	45				
HLC Neighbors	22.0	14.9	.47	0	10	20	30	50	107	-2.1	.147	-.145
Private Research	21.9	14.6	.43	0	10	20	30	50	104	-2.0	.165	-.141
Nat'l & Stretch Peer	22.9	15.1	.29	0	10	20	30	55	94	-3.0	.036	-.201
Top 50%	25.4	15.3	.11	5	15	25	35	60	87	-5.5	.000	-.361
Top 10%	29.9	15.5	.32	5	20	30	40	60	96	-10.0	.000	-.651
Effective Teaching Practices												
UW (N = 81)	38.3	12.9	1.43	20	28	40	44	60				
HLC Neighbors	38.2	13.4	.43	16	28	40	48	60	1,040	.1	.961	.006
Private Research	38.7	12.2	.37	20	32	40	48	60	1,161	-.4	.774	-.033
Nat'l & Stretch Peer	38.3	12.3	.24	20	32	40	48	60	2,692	.0	.981	-.003
Top 50%	40.8	13.5	.09	20	32	40	52	60	24,341	-2.5	.099	-.184
Top 10%	43.6	14.1	.21	20	36	44	56	60	4,515	-5.3	.001	-.374
Campus Environment												
Quality of Interactions												
UW (N = 74)	43.2	11.7	1.36	14	40	46	50	58				
HLC Neighbors	43.2	11.9	.42	20	36	44	52	60	880	.0	.983	-.003
Private Research	42.4	10.5	.34	24	36	43	50	60	1,008	.8	.514	.079
Nat'l & Stretch Peer	43.5	10.4	.22	26	38	44	50	60	2,381	-.3	.805	-.029
Top 50%	45.7	11.5	.09	24	40	48	54	60	18,182	-2.5	.060	-.219
Top 10%	48.7	11.9	.20	24	42	52	60	60	3,557	-5.5	.000	-.463
Supportive Environment												
UW (N = 75)	36.6	11.8	1.36	18	28	35	45	58				
HLC Neighbors	33.2	13.8	.47	13	23	33	43	58	93	3.4	.021	.248
Private Research	34.9	12.7	.41	15	25	35	43	60	1,039	1.7	.254	.137
Nat'l & Stretch Peer	35.9	12.4	.25	18	28	37	43	60	2,448	.7	.642	.055
Top 50%	37.1	13.0	.09	17	28	38	45	60	21,871	-.5	.738	-.039
Top 10%	40.4	12.6	.30	20	33	40	50	60	1,907	-3.8	.010	-.305

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

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

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

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

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

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

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

NSSE 2024 Engagement Indicators

Detailed Statistics^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 = 195)	39.2	14.6	1.04	10	30	40	50	60				
HLC Neighbors	40.5	13.6	.35	20	30	40	50	60	1,658	-1.3	.209	-.096
Private Research	40.3	13.1	.36	20	30	40	50	60	1,483	-1.1	.299	-.080
Nat'l & Stretch Peer	40.6	13.1	.22	20	30	40	50	60	3,648	-1.4	.162	-.103
Top 50%	42.4	13.6	.08	20	35	40	55	60	30,978	-3.2	.001	-.236
Top 10%	44.9	12.8	.23	20	40	45	60	60	3,409	-5.7	.000	-.440
Reflective & Integrative Learning												
UW (N = 209)	36.7	12.7	.88	14	29	37	46	60				
HLC Neighbors	38.2	13.2	.33	17	29	37	49	60	1,760	-1.5	.115	-.116
Private Research	37.9	12.4	.33	17	29	37	46	60	1,580	-1.2	.208	-.093
Nat'l & Stretch Peer	38.8	12.2	.20	20	31	40	49	60	3,834	-2.1	.016	-.172
Top 50%	40.6	12.4	.07	20	31	40	51	60	31,030	-3.9	.000	-.315
Top 10%	43.2	11.8	.22	23	34	43	54	60	3,181	-6.5	.000	-.546
Learning Strategies												
UW (N = 183)	36.0	15.2	1.12	7	27	33	47	60				
HLC Neighbors	38.3	14.7	.40	13	27	40	47	60	1,556	-2.3	.052	-.153
Private Research	36.5	14.3	.41	13	27	40	47	60	1,386	-.5	.656	-.035
Nat'l & Stretch Peer	38.7	14.1	.25	20	27	40	47	60	3,469	-2.7	.014	-.187
Top 50%	41.2	14.5	.08	20	33	40	53	60	37,639	-5.2	.000	-.355
Top 10%	44.1	14.2	.21	20	33	47	60	60	4,804	-8.1	.000	-.568
Quantitative Reasoning												
UW (N = 181)	29.2	15.7	1.17	0	20	27	40	60				
HLC Neighbors	30.9	16.1	.43	0	20	33	40	60	1,581	-1.7	.181	-.106
Private Research	33.0	16.6	.48	7	20	33	40	60	1,397	-3.8	.004	-.231
Nat'l & Stretch Peer	33.1	15.8	.27	7	20	33	40	60	3,498	-3.9	.001	-.245
Top 50%	32.8	16.5	.08	7	20	33	40	60	40,576	-3.6	.003	-.220
Top 10%	36.2	16.2	.25	7	20	40	47	60	4,210	-7.0	.000	-.432
Learning with Peers												
Collaborative Learning												
UW (N = 221)	29.1	15.7	1.05	0	20	30	40	60				
HLC Neighbors	30.3	15.5	.39	5	20	30	40	60	1,841	-1.2	.272	-.079
Private Research	34.6	13.9	.36	15	25	35	45	60	276	-5.6	.000	-.393
Nat'l & Stretch Peer	33.2	14.9	.24	10	25	35	45	60	4,015	-4.1	.000	-.278
Top 50%	34.7	14.2	.07	10	25	35	45	60	223	-5.7	.000	-.398
Top 10%	38.0	13.6	.20	15	30	40	50	60	236	-8.9	.000	-.652
Discussions with Diverse Others												
UW (N = 183)	35.9	16.4	1.21	0	25	35	45	60				
HLC Neighbors	37.5	16.3	.44	10	25	40	50	60	1,564	-1.6	.201	-.101
Private Research	40.7	14.2	.41	20	30	40	55	60	1,392	-4.8	.000	-.330
Nat'l & Stretch Peer	40.4	15.2	.26	20	30	40	55	60	3,469	-4.5	.000	-.298
Top 50%	41.4	15.6	.08	15	30	40	60	60	38,897	-5.5	.000	-.352
Top 10%	44.1	14.5	.22	20	35	45	60	60	4,677	-8.2	.000	-.564

NSSE 2024 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
Experiences with Faculty												
Student-Faculty Interaction												
UW (N = 199)	24.6	17.9	1.27	0	10	20	40	60				
HLC Neighbors	23.9	16.1	.42	0	10	20	35	55	243	.7	.597	.043
Private Research	24.9	15.6	.43	0	15	20	35	60	246	-.4	.789	-.022
Nat'l & Stretch Peer	23.9	15.7	.26	0	10	20	35	55	216	.6	.629	.039
Top 50%	29.9	16.3	.13	5	20	30	40	60	202	-5.4	.000	-.329
Top 10%	34.9	16.1	.38	10	20	35	45	60	236	-10.3	.000	-.635
Effective Teaching Practices												
UW (N = 194)	37.5	14.8	1.07	12	28	40	48	60				
HLC Neighbors	40.5	13.7	.36	16	32	40	52	60	1,648	-3.0	.005	-.216
Private Research	39.1	12.9	.36	20	32	40	48	60	239	-1.6	.161	-.120
Nat'l & Stretch Peer	39.6	13.0	.22	20	32	40	48	60	210	-2.1	.056	-.159
Top 50%	42.5	13.8	.08	20	32	44	56	60	27,980	-4.9	.000	-.357
Top 10%	45.2	13.1	.22	20	36	48	60	60	3,592	-7.7	.000	-.583
Campus Environment												
Quality of Interactions												
UW (N = 165)	41.2	12.5	.97	16	33	42	50	60				
HLC Neighbors	44.0	12.0	.34	20	38	46	53	60	1,414	-2.8	.006	-.228
Private Research	39.4	11.3	.33	20	32	40	48	58	204	1.8	.084	.156
Nat'l & Stretch Peer	42.5	11.7	.21	20	36	44	50	60	3,198	-1.3	.176	-.108
Top 50%	45.4	12.0	.07	22	38	48	55	60	27,295	-4.2	.000	-.348
Top 10%	48.1	12.3	.17	23	42	50	60	60	5,393	-6.9	.000	-.560
Supportive Environment												
UW (N = 174)	28.4	14.3	1.09	5	18	30	40	55				
HLC Neighbors	31.7	14.0	.38	8	20	33	40	58	1,517	-3.3	.004	-.235
Private Research	30.3	13.2	.39	10	20	30	40	55	1,351	-1.9	.076	-.144
Nat'l & Stretch Peer	32.0	13.3	.23	10	23	33	40	58	3,397	-3.7	.000	-.274
Top 50%	34.6	14.2	.08	10	25	35	45	60	28,512	-6.3	.000	-.441
Top 10%	38.0	13.7	.27	15	28	40	48	60	2,835	-9.6	.000	-.697

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 \pm 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.