NSSE 2020
Engagement Indicators

University of Wisconsin-Whitewater

About Your *Engagement Indicators* Report

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

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

Report Sections

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

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

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

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

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

Comparisons with High-Performing Institutions (p. 15) Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

NSSE 2020 Engagement Indicators

Overview

University of Wisconsin-Whitewater

Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with UW Comprehensive	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2019 & 2020
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	▽	▽
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	--	--	▽
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	△	--	--

Seniors

| Theme	Engagement Indicator	Your seniors compared with UW Comprehensive	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2019 & 2020
Academic Challenge	Higher-Order Learning	--	▽	▽
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	▽	▽
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

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

Mean Comparisons

| | Whitewater | Your first-year students compared with | | | | | |
| | | UW Comprehensive | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.8	36.5	.11	38.0	-.02	38.3	-.04
Reflective & Integrative Learning	34.6	33.9	.06	35.1	-.04	35.5	-.08
Learning Strategies	35.8	36.5	-.05	38.9 ***	-.22	38.6 **	-.20
Quantitative Reasoning	28.6	27.1	.10	27.7	.06	27.9	.05

Notes: Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details; 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
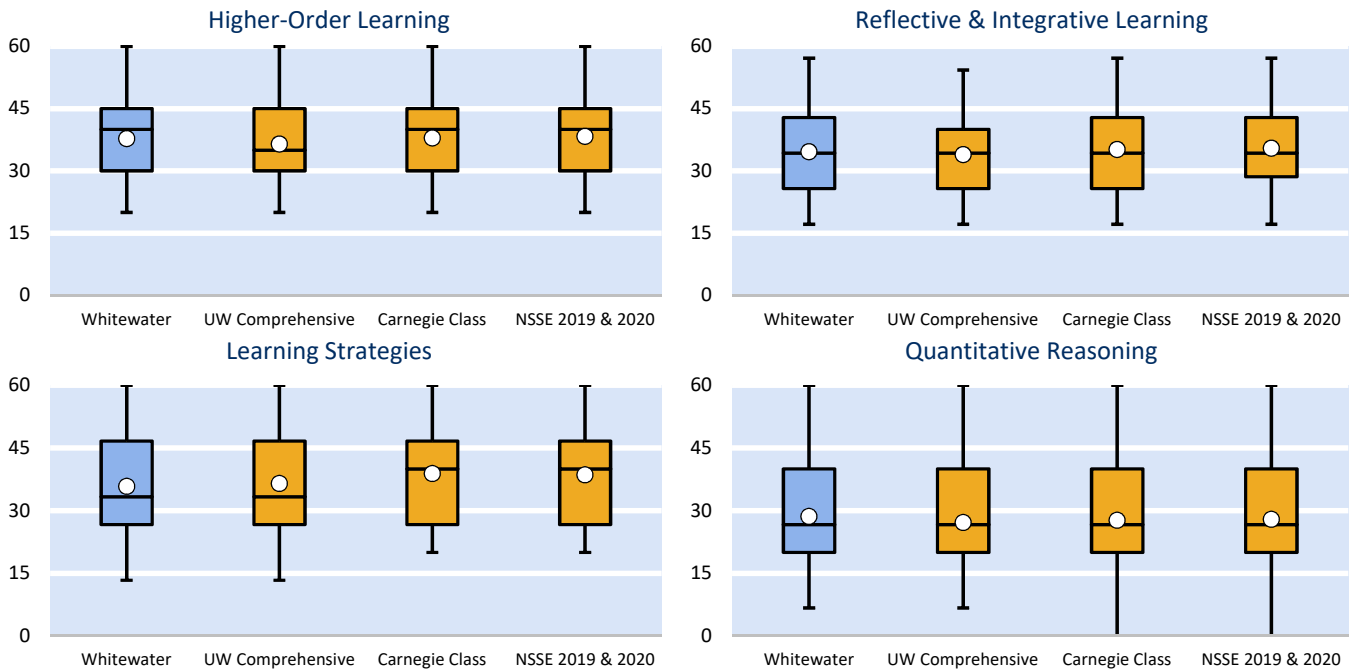
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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.

	Whitewater	Percentage point difference [a] between your FY students and		
		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
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	69	-1	-0	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	+4	+0	-1
4d. Evaluating a point of view, decision, or information source	71	+5	+0	+1
4e. Forming a new idea or understanding from various pieces of information	70	+4	-0	-0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	52	+2	+1	+0
2b. Connected your learning to societal problems or issues	54	+5	+2	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	+4	+0	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	+2	-4	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	+2	-2	-3
2f. Learned something that changed the way you understand an issue or concept	64	-0	-3	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-1	-2	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	73	+2	-2	-3
9b. Reviewed your notes after class	55	-7	-13	-11
9c. Summarized what you learned in class or from course materials	54	-4	-10	-10
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.)	50	+2	-1	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+6	+4	+4
6c. Evaluated what others have concluded from numerical information	39	+0	-0	-1

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

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

NSSE 2020 Engagement Indicators

Academic Challenge
University of Wisconsin-Whitewater

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

| | Whitewater | Your seniors compared with | | | | | |
| | | UW Comprehensive | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.8	39.0	-.02	40.6 *	-.14	40.4 *	-.12
Reflective & Integrative Learning	38.1	38.0	.01	38.5	-.04	38.5	-.03
Learning Strategies	36.4	36.2	.01	39.4 ***	-.21	38.7 **	-.17
Quantitative Reasoning	28.5	29.0	-.04	29.7	-.07	29.9	-.09

Notes: Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

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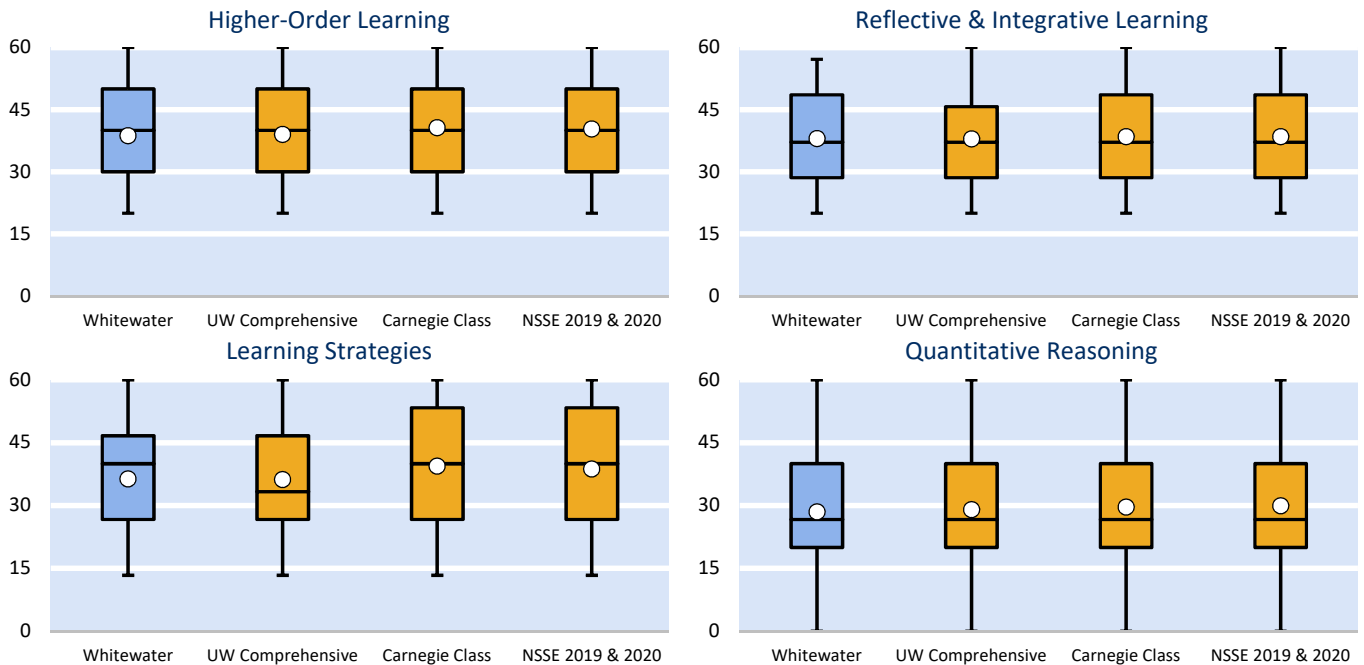
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	Whitewater	Percentage point difference [a] between your seniors and		
Higher-Order Learning		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	+0	+0	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-3	-6	-6
4d. Evaluating a point of view, decision, or information source	70	+2	-4	-2
4e. Forming a new idea or understanding from various pieces of information	72	+2	-2	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	76	+2	+8	+7
2b. Connected your learning to societal problems or issues	65	+3	+2	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	-2	-4	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+1	-3	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+1	-2	-2
2f. Learned something that changed the way you understand an issue or concept	71	-1	-2	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	83	-2	-1	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	79	+5	-0	+1
9b. Reviewed your notes after class	52	-5	-13	-11
9c. Summarized what you learned in class or from course materials	58	+1	-9	-7
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.)	46	-6	-8	-9
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+2	-1	-1
6c. Evaluated what others have concluded from numerical information	43	-0	-1	-2

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

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

NSSE 2020 Engagement Indicators

Learning with Peers

University of Wisconsin-Whitewater

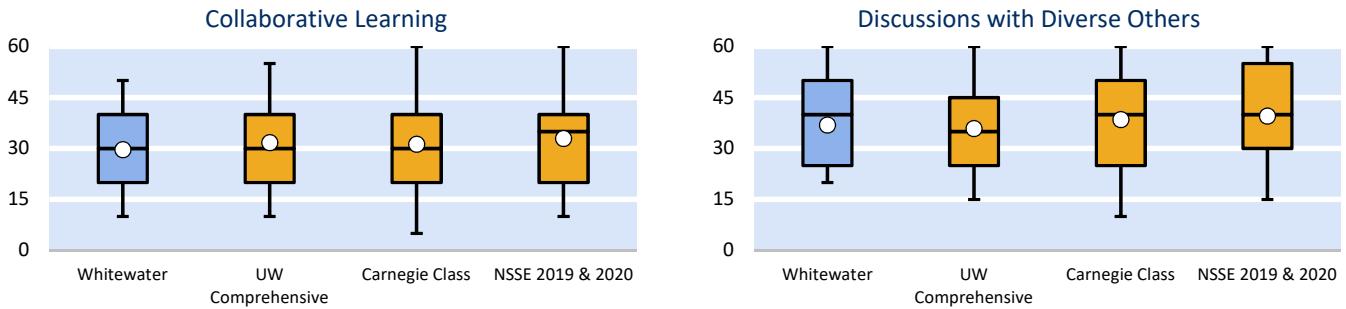## Learning with Peers: First-year students

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

Mean Comparisons

| | Whitewater | Your first-year students compared with | | | | | |
| | | UW Comprehensive | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.6	31.8 **	-.16	31.2 *	-.11	32.9 ***	-.23
Discussions with Diverse Others	36.9	35.9	.07	38.5	-.10	39.6 **	-.17

Notes: Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details; 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

Collaborative Learning

Discussions with Diverse Others

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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.

| | Whitewater | Percentage point difference [a] between your FY students and | | |
Collaborative Learning		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	44	-10	-6	-10
1f. Explained course material to one or more students	55	+1	+1	-3
1g. Prepared for exams by discussing or working through course material with other students	44	-2	-3	-7
1h. Worked with other students on course projects or assignments	49	-5	-4	-7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	62	+8	-7	-9
8b. People from an economic background other than your own	65	+2	-5	-7
8c. People with religious beliefs other than your own	57	-4	-7	-9
8d. People with political views other than your own	62	-2	-0	-2

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

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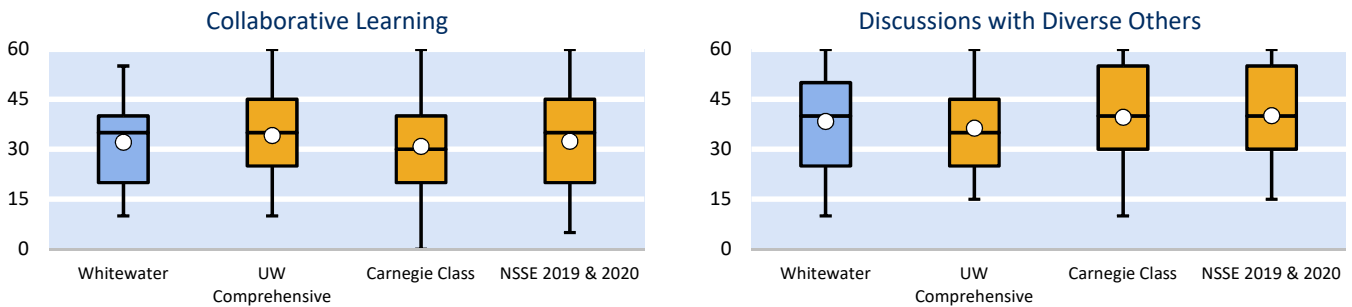
Learning with Peers: Seniors

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

Mean Comparisons

	Whitewater	*Your seniors compared with*					
		UW Comprehensive		Carnegie Class		NSSE 2019 & 2020	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.2	34.1 *	-.14	30.9	.08	32.4	-.02
Discussions with Diverse Others	38.4	36.4	.14	39.7	-.08	40.1	-.11

Notes: Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details; 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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Performance on Indicator Items

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Collaborative Learning	Whitewater	*Percentage point difference [a] between your seniors and*		
		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	41	-8	+0	-4
1f. Explained course material to one or more students	63	+1	+8	+5
1g. Prepared for exams by discussing or working through course material with other students	43	-5	-2	-5
1h. Worked with other students on course projects or assignments	65	-6	+5	+2

Discussions with Diverse Others	Whitewater	UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
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	64	+10	-8	-8
8b. People from an economic background other than your own	68	+2	-4	-5
8c. People with religious beliefs other than your own	61	-2	-6	-7
8d. People with political views other than your own	63	-1	-0	-2

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NSSE 2020 Engagement Indicators
Experiences with Faculty
University of Wisconsin-Whitewater

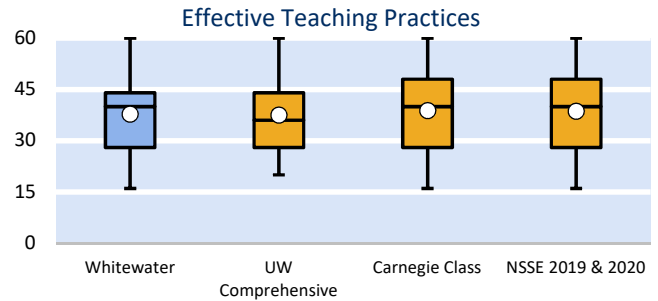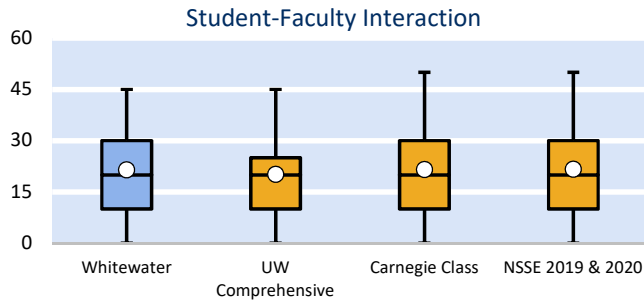## Experiences with Faculty: First-year students

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

	Whitewater	UW Comprehensive		Carnegie Class		NSSE 2019 & 2020	
				Your first-year students compared with			
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	21.4	20.1	.09	21.6	-.01	21.7	-.02
Effective Teaching Practices	37.7	37.4	.02	38.8	-.08	38.6	-.07

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Performance on Indicator Items

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Student-Faculty Interaction	Whitewater	UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
		Percentage point difference [a] between your FY students and		
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	42	+6	+3	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+6	+4	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-2	-6	-6
3d. Discussed your academic performance with a faculty member	28	+4	-4	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	84	+8	+7	+6
5b. Taught course sessions in an organized way	78	+4	+5	+4
5c. Used examples or illustrations to explain difficult points	75	+1	+1	+0
5d. Provided feedback on a draft or work in progress	58	-1	-8	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	59	+2	-2	-0

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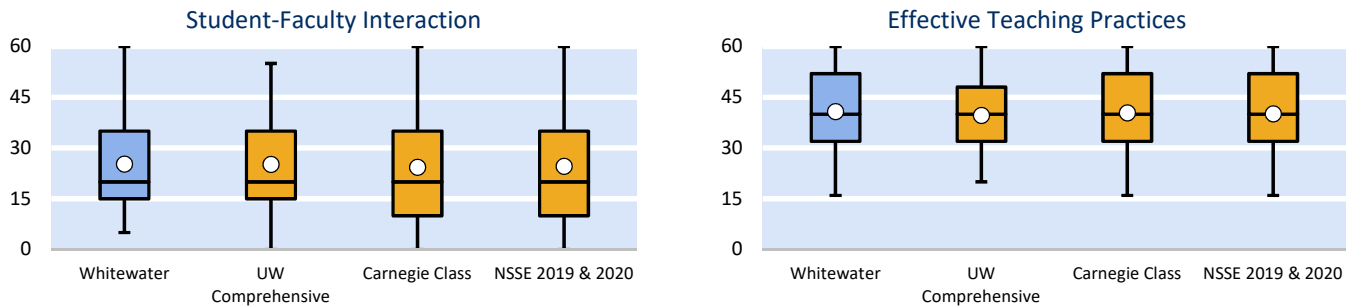
Experiences with Faculty: Seniors

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Mean Comparisons

| | Whitewater | | *Your seniors compared with* | | | | |
| | | UW Comprehensive | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	25.2	25.1	.01	24.3	.06	24.6	.04
Effective Teaching Practices	40.8	39.6	.09	40.4	.03	40.0	.05

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| | | *Percentage point difference [a] between your seniors and* | | |
Student-Faculty Interaction	Whitewater	UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	45	-2	-1	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+0	+3	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+1	+3	+2
3d. Discussed your academic performance with a faculty member	33	+1	-4	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	85	+4	+4	+4
5b. Taught course sessions in an organized way	81	+1	+4	+3
5c. Used examples or illustrations to explain difficult points	80	+0	+3	+2
5d. Provided feedback on a draft or work in progress	65	+4	+1	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+3	+1	+3

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

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

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

| | Whitewater | Your first-year students compared with | | | | | |
| | | UW Comprehensive | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.9	43.4	-.05	43.2	-.03	43.3	-.04
Supportive Environment	36.6	34.6 *	.16	36.2	.03	36.4	.01

Notes: Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; $*p < .05$, $**p < .01$, $***p < .001$ (2-tailed).

Score Distributions

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

Performance on Indicator Items

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

| | | Percentage point difference [a] between your FY students and | | |
Quality of Interactions	Whitewater	UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	45	-5	-6	-8
13b. Academic advisors	56	+2	+2	+2
13c. Faculty	53	+2	-0	-0
13d. Student services staff (career services, student activities, housing, etc.)	46	-2	-3	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-6	-7	-6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	77	+2	+1	+0
14c. Using learning support services (tutoring services, writing center, etc.)	80	+4	+3	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	+5	-2	-2
14e. Providing opportunities to be involved socially	75	+4	+5	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+4	+4	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	+2	-6	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	+1	+0	-4
14i. Attending events that address important social, economic, or political issues	48	+5	+0	-1

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

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.
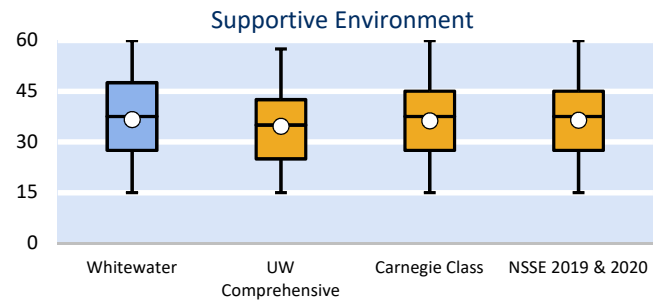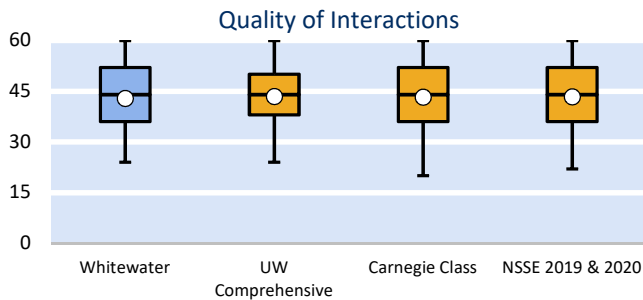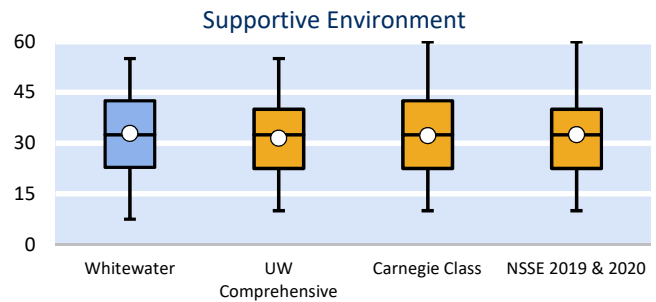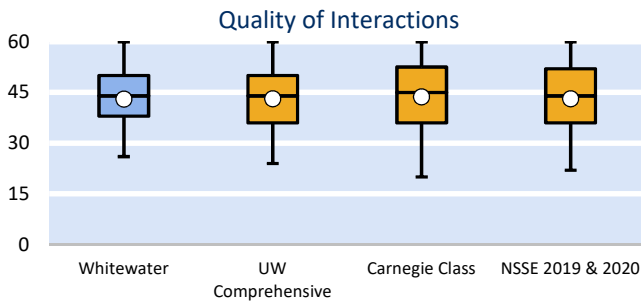
Campus Environment: Seniors

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

| | Whitewater | Your seniors compared with | | | | | |
| | | UW Comprehensive | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.1	43.2	-.01	43.7	-.05	43.2	-.01
Supportive Environment	32.9	31.5	.11	32.3	.04	32.5	.03

Notes: Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details; 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 | Whitewater | Percentage point difference [a] between your seniors and | | |
		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	58	+3	-0	-0
13b. Academic advisors	49	-3	-6	-5
13c. Faculty	59	+1	-0	+1
13d. Student services staff (career services, student activities, housing, etc.)	47	+2	+0	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+2	-2	+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	78	+7	+6	+7
14c. Using learning support services (tutoring services, writing center, etc.)	69	+2	+1	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	+6	-4	-3
14e. Providing opportunities to be involved socially	68	+2	+5	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+3	+4	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	+1	-6	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	+7	+10	+5
14i. Attending events that address important social, economic, or political issues	40	+1	-0	-1

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

  (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
  (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

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

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

First-Year Students

| | | Whitewater | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.8	39.4 *	-.13		41.6 ***	-.30	
	Reflective and Integrative Learning	34.6	36.9 ***	-.19		39.3 ***	-.40	
	Learning Strategies	35.8	40.1 ***	-.32		42.4 ***	-.47	
	Quantitative Reasoning	28.6	29.1	-.04	✓	31.4 **	-.18	
Learning with Peers	Collaborative Learning	29.6	35.5 ***	-.43		38.1 ***	-.64	
	Discussions with Diverse Others	36.9	41.5 ***	-.31		43.9 ***	-.48	
Experiences with Faculty	Student-Faculty Interaction	21.4	24.5 ***	-.21		28.0 ***	-.43	
	Effective Teaching Practices	37.7	40.5 ***	-.22		42.3 ***	-.33	
Campus Environment	Quality of Interactions	42.9	45.1 **	-.20		47.4 ***	-.39	
	Supportive Environment	36.6	38.2	-.12		40.4 ***	-.30	

Seniors

| | | Whitewater | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.8	41.9 ***	-.23		43.5 ***	-.36	
	Reflective and Integrative Learning	38.1	40.1 **	-.17		42.3 ***	-.35	
	Learning Strategies	36.4	40.8 ***	-.31		42.9 ***	-.45	
	Quantitative Reasoning	28.5	31.2 **	-.17		33.3 ***	-.31	
Learning with Peers	Collaborative Learning	32.2	36.1 ***	-.29		39.1 ***	-.52	
	Discussions with Diverse Others	38.4	42.1 ***	-.24		44.1 ***	-.38	
Experiences with Faculty	Student-Faculty Interaction	25.2	30.0 ***	-.30		33.8 ***	-.54	
	Effective Teaching Practices	40.8	42.0	-.09	✓	44.0 ***	-.24	
Campus Environment	Quality of Interactions	43.1	45.2 **	-.19		47.6 ***	-.38	
	Supportive Environment	32.9	34.8 *	-.14		37.3 ***	-.32	

Notes: Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details; Effect size: Mean difference divided by the pooled standard deviation; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2020 Engagement Indicators

Detailed Statistics[a]
University of Wisconsin-Whitewater

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												
Whitewater (N = 283)	37.8	13.3	.79	20	30	40	45	60				
UW Comprehensive	36.5	12.3	.21	20	30	35	45	60	3,552	1.3	.087	.106
Carnegie Class	38.0	13.2	.06	20	30	40	45	60	53,213	-.2	.793	-.016
NSSE 2019 & 2020	38.3	13.0	.03	20	30	40	45	60	217,578	-.5	.496	-.040
Top 50%	39.4	12.9	.04	20	30	40	50	60	135,611	-1.6	.032	-.127
Top 10%	41.6	12.5	.08	20	35	40	50	60	22,550	-3.8	.000	-.303
Reflective & Integrative Learning												
Whitewater (N = 310)	34.6	12.2	.69	17	26	34	43	57				
UW Comprehensive	33.9	11.4	.19	17	26	34	40	54	3,840	.7	.308	.060
Carnegie Class	35.1	11.9	.05	17	26	34	43	57	57,256	-.5	.438	-.044
NSSE 2019 & 2020	35.5	11.8	.02	17	29	34	43	57	233,506	-.9	.185	-.075
Top 50%	36.9	11.6	.03	20	29	37	46	57	133,963	-2.2	.001	-.193
Top 10%	39.3	11.6	.09	20	31	40	49	60	18,545	-4.6	.000	-.401
Learning Strategies												
Whitewater (N = 257)	35.8	14.0	.87	13	27	33	47	60				
UW Comprehensive	36.5	13.5	.24	13	27	33	47	60	3,328	-.7	.441	-.050
Carnegie Class	38.9	13.7	.06	20	27	40	47	60	50,341	-3.1	.000	-.223
NSSE 2019 & 2020	38.6	13.7	.03	20	27	40	47	60	206,854	-2.8	.001	-.203
Top 50%	40.1	13.6	.04	20	33	40	53	60	108,831	-4.3	.000	-.316
Top 10%	42.4	14.0	.10	20	33	40	53	60	18,970	-6.6	.000	-.469
Quantitative Reasoning												
Whitewater (N = 267)	28.6	14.3	.88	7	20	27	40	60				
UW Comprehensive	27.1	14.4	.26	7	20	27	40	60	3,385	1.5	.109	.102
Carnegie Class	27.7	15.3	.07	0	20	27	40	60	51,220	.9	.313	.062
NSSE 2019 & 2020	27.9	15.3	.03	0	20	27	40	60	209,874	.7	.438	.047
Top 50%	29.1	15.2	.04	7	20	27	40	60	139,226	-.5	.567	-.035
Top 10%	31.4	15.2	.10	7	20	33	40	60	25,072	-2.8	.003	-.183
Learning with Peers												
Collaborative Learning												
Whitewater (N = 333)	29.6	12.4	.68	10	20	30	40	50				
UW Comprehensive	31.8	13.2	.21	10	20	30	40	55	401	-2.1	.003	-.163
Carnegie Class	31.2	15.0	.06	5	20	30	40	60	337	-1.6	.020	-.107
NSSE 2019 & 2020	32.9	14.4	.03	10	20	35	40	60	333	-3.3	.000	-.227
Top 50%	35.5	13.6	.03	15	25	35	45	60	334	-5.8	.000	-.429
Top 10%	38.1	13.3	.08	15	30	40	50	60	341	-8.5	.000	-.636
Discussions with Diverse Others												
Whitewater (N = 259)	36.9	14.6	.90	20	25	40	50	60				
UW Comprehensive	35.9	14.5	.26	15	25	35	45	60	3,352	1.0	.284	.069
Carnegie Class	38.5	16.1	.07	10	25	40	50	60	50,720	-1.6	.113	-.099
NSSE 2019 & 2020	39.6	15.4	.03	15	30	40	55	60	208,170	-2.7	.005	-.174
Top 50%	41.5	14.8	.04	20	30	40	55	60	147,614	-4.6	.000	-.308
Top 10%	43.9	14.4	.09	20	35	45	60	60	23,631	-7.0	.000	-.485

NSSE 2020 Engagement Indicators
Detailed Statistics[a]
University of Wisconsin-Whitewater

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												
Whitewater (N = 297)	21.4	13.8	.80	0	10	20	30	45				
UW Comprehensive	20.1	13.5	.23	0	10	20	25	45	3,678	1.3	.119	.094
Carnegie Class	21.6	14.7	.06	0	10	20	30	50	54,927	-.2	.842	-.012
NSSE 2019 & 2020	21.7	14.5	.03	0	10	20	30	50	224,399	-.3	.760	-.018
Top 50%	24.5	14.6	.05	5	15	20	35	55	88,436	-3.1	.000	-.212
Top 10%	28.0	15.3	.15	5	15	25	40	60	318	-6.6	.000	-.432
Effective Teaching Practices												
Whitewater (N = 277)	37.7	12.4	.74	16	28	40	44	60				
UW Comprehensive	37.4	12.2	.21	20	28	36	44	60	3,513	.3	.710	.023
Carnegie Class	38.8	13.3	.06	16	28	40	48	60	279	-1.1	.143	-.083
NSSE 2019 & 2020	38.6	13.0	.03	16	28	40	48	60	216,980	-.9	.267	-.067
Top 50%	40.5	12.9	.04	20	32	40	52	60	95,945	-2.8	.000	-.216
Top 10%	42.3	13.8	.09	20	32	44	56	60	285	-4.6	.000	-.335
Campus Environment												
Quality of Interactions												
Whitewater (N = 243)	42.9	11.5	.74	24	36	44	52	60				
UW Comprehensive	43.4	10.4	.19	24	38	44	50	60	3,146	-.5	.467	-.049
Carnegie Class	43.2	12.1	.06	20	36	44	52	60	46,699	-.3	.657	-.029
NSSE 2019 & 2020	43.3	11.6	.03	22	36	44	52	60	194,718	-.4	.550	-.038
Top 50%	45.1	11.0	.04	24	38	46	54	60	92,215	-2.2	.002	-.204
Top 10%	47.4	11.4	.09	26	40	50	56	60	17,690	-4.5	.000	-.394
Supportive Environment												
Whitewater (N = 248)	36.6	13.3	.85	15	28	38	48	60				
UW Comprehensive	34.6	12.4	.23	15	25	35	43	58	3,219	2.0	.016	.159
Carnegie Class	36.2	13.7	.06	15	28	38	45	60	48,725	.4	.682	.026
NSSE 2019 & 2020	36.4	13.3	.03	15	28	38	45	60	200,757	.2	.825	.014
Top 50%	38.2	13.0	.04	18	30	40	48	60	106,532	-1.6	.053	-.123
Top 10%	40.4	12.8	.10	18	33	40	50	60	17,886	-3.8	.000	-.297

a. Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details.
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 SEM) 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 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.

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												
Whitewater (N = 277)	38.8	13.3	.80	20	30	40	50	60				
UW Comprehensive	39.0	12.8	.22	20	30	40	50	60	3,574	-.3	.748	-.020
Carnegie Class	40.6	13.5	.05	20	30	40	50	60	73,440	-1.9	.022	-.137
NSSE 2019 & 2020	40.4	13.4	.03	20	30	40	50	60	264,929	-1.6	.049	-.118
Top 50%	41.9	13.3	.04	20	35	40	55	60	120,520	-3.1	.000	-.232
Top 10%	43.5	13.1	.08	20	35	40	55	60	25,188	-4.7	.000	-.357
Reflective & Integrative Learning												
Whitewater (N = 305)	38.1	12.1	.69	20	29	37	49	57				
UW Comprehensive	38.0	11.8	.20	20	29	37	46	60	3,795	.1	.907	.007
Carnegie Class	38.5	12.4	.04	20	29	37	49	60	77,515	-.4	.540	-.035
NSSE 2019 & 2020	38.5	12.3	.02	20	29	37	49	60	279,325	-.4	.555	-.034
Top 50%	40.1	12.0	.03	20	31	40	49	60	125,783	-2.0	.004	-.166
Top 10%	42.3	11.9	.09	23	34	43	51	60	17,508	-4.2	.000	-.354
Learning Strategies												
Whitewater (N = 256)	36.4	14.7	.92	13	27	40	47	60				
UW Comprehensive	36.2	14.2	.25	13	27	33	47	60	3,406	.2	.862	.011
Carnegie Class	39.4	14.4	.05	13	27	40	53	60	70,664	-3.1	.001	-.213
NSSE 2019 & 2020	38.7	14.5	.03	13	27	40	53	60	254,997	-2.4	.008	-.165
Top 50%	40.8	14.4	.04	20	33	40	53	60	129,611	-4.4	.000	-.306
Top 10%	42.9	14.3	.08	20	33	40	60	60	33,417	-6.5	.000	-.454
Quantitative Reasoning												
Whitewater (N = 262)	28.5	16.3	1.01	0	20	27	40	60				
UW Comprehensive	29.0	15.6	.28	0	20	27	40	60	3,467	-.6	.579	-.036
Carnegie Class	29.7	16.2	.06	0	20	27	40	60	71,425	-1.2	.239	-.073
NSSE 2019 & 2020	29.9	16.2	.03	0	20	27	40	60	257,784	-1.5	.143	-.091
Top 50%	31.2	16.1	.04	0	20	33	40	60	164,332	-2.7	.007	-.168
Top 10%	33.3	15.8	.10	7	20	33	40	60	27,140	-4.8	.000	-.307
Learning with Peers												
Collaborative Learning												
Whitewater (N = 333)	32.2	13.9	.76	10	20	35	40	55				
UW Comprehensive	34.1	14.0	.23	10	25	35	45	60	3,984	-1.9	.016	-.138
Carnegie Class	30.9	15.9	.06	0	20	30	40	60	336	1.3	.085	.083
NSSE 2019 & 2020	32.4	15.5	.03	5	20	35	45	60	333	-.2	.756	-.015
Top 50%	36.1	13.8	.03	15	25	35	45	60	164,880	-4.0	.000	-.287
Top 10%	39.1	13.4	.09	20	30	40	50	60	23,180	-6.9	.000	-.517
Discussions with Diverse Others												
Whitewater (N = 256)	38.4	16.2	1.01	10	25	40	50	60				
UW Comprehensive	36.4	14.5	.26	15	25	35	45	60	289	2.0	.058	.136
Carnegie Class	39.7	16.3	.06	10	30	40	55	60	70,904	-1.3	.197	-.081
NSSE 2019 & 2020	40.1	15.7	.03	15	30	40	55	60	255,954	-1.8	.071	-.113
Top 50%	42.1	15.4	.04	15	30	40	60	60	160,517	-3.7	.000	-.241
Top 10%	44.1	15.2	.09	20	35	45	60	60	28,174	-5.7	.000	-.378

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												
Whitewater (N = 291)	25.2	16.1	.94	5	15	20	35	60				
UW Comprehensive	25.1	15.5	.27	0	15	20	35	55	3,673	.1	.894	.008
Carnegie Class	24.3	16.2	.06	0	10	20	35	60	75,260	.9	.329	.057
NSSE 2019 & 2020	24.6	16.1	.03	0	10	20	35	60	271,258	.7	.479	.041
Top 50%	30.0	15.7	.06	5	20	30	40	60	72,605	-4.7	.000	-.302
Top 10%	33.8	15.8	.16	10	20	35	45	60	10,365	-8.6	.000	-.544
Effective Teaching Practices												
Whitewater (N = 276)	40.8	13.5	.81	16	32	40	52	60				
UW Comprehensive	39.6	12.7	.22	20	32	40	48	60	3,568	1.1	.155	.089
Carnegie Class	40.4	13.9	.05	16	32	40	52	60	73,495	.4	.630	.029
NSSE 2019 & 2020	40.0	13.6	.03	16	32	40	52	60	264,939	.7	.375	.053
Top 50%	42.0	13.5	.04	20	32	40	52	60	106,862	-1.3	.122	-.093
Top 10%	44.0	13.3	.09	20	36	44	56	60	23,412	-3.2	.000	-.242
Campus Environment												
Quality of Interactions												
Whitewater (N = 241)	43.1	10.2	.66	26	38	44	50	60				
UW Comprehensive	43.2	10.6	.19	24	36	44	50	60	3,205	-.1	.889	-.009
Carnegie Class	43.7	12.1	.05	20	36	45	53	60	243	-.6	.348	-.051
NSSE 2019 & 2020	43.2	11.9	.02	22	36	44	52	60	241	-.1	.888	-.008
Top 50%	45.2	11.5	.03	24	38	48	54	60	241	-2.2	.001	-.190
Top 10%	47.6	11.9	.07	24	40	50	58	60	245	-4.5	.000	-.384
Supportive Environment												
Whitewater (N = 247)	32.9	13.5	.86	8	23	33	43	55				
UW Comprehensive	31.5	12.9	.23	10	23	33	40	55	3,337	1.4	.111	.105
Carnegie Class	32.3	14.4	.05	10	23	33	43	60	68,921	.6	.529	.040
NSSE 2019 & 2020	32.5	14.0	.03	10	23	33	40	60	249,561	.4	.680	.026
Top 50%	34.8	13.8	.04	13	25	35	45	60	113,814	-2.0	.026	-.142
Top 10%	37.3	13.7	.11	15	28	38	48	60	16,150	-4.4	.000	-.318

a. Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details.

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 SEM) 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 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.