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# NSSE 2017

## Engagement Indicators

University of Wisconsin Oshkosh

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### About Your Engagement Indicators Report

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

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 2016 and 2017 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, 2015). 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—Institution Version 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](http://nsse.indiana.edu)








## 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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with UW Comprehensive	Your first-year students compared with Carnegie Class	Your first-year students compared with Minnesota
<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	--	--	--

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with UW Comprehensive	Your seniors compared with Carnegie Class	Your seniors compared with Minnesota
<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	--	--	--

### Academic Challenge: First-year students

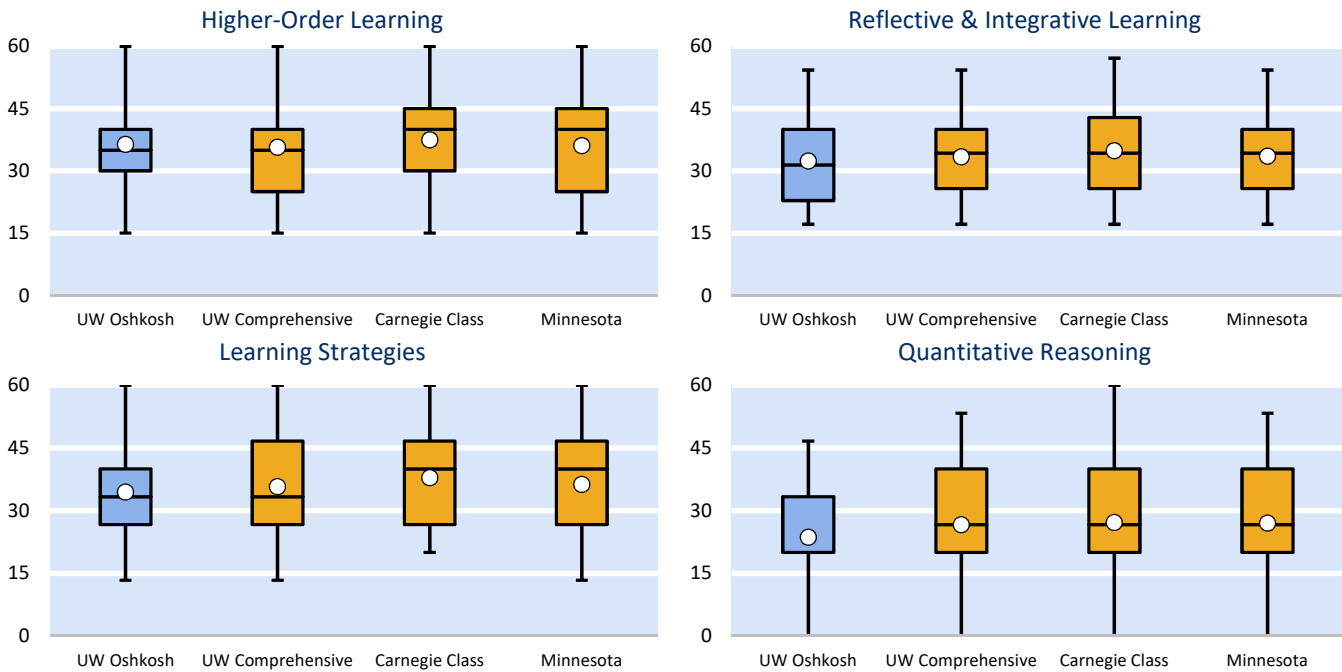
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Oshkosh Mean	Your first-year students compared with					
		UW Comprehensive		Carnegie Class		Minnesota	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.4	35.7	.06	37.5	-.08	36.1	.02
Reflective & Integrative Learning	32.4	33.4	-.08	34.8 **	-.20	33.6	-.10
Learning Strategies	34.4	35.8	-.10	37.9 **	-.25	36.3	-.14
Quantitative Reasoning	23.7	26.6 *	-.21	27.2 **	-.23	27.0 **	-.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






















































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

### Performance<sup>a</sup> on Indicator Items

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

	UW Oshkosh	Percentage point difference between your FY students and		
		UW Comprehensive	Carnegie Class	Minnesota
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	72	+2 	+3 	+3 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-1 	-4 	-0 
4d. Evaluating a point of view, decision, or information source	66	+2 	-3 	+2 
4e. Forming a new idea or understanding from various pieces of information	63	+0 	-4 	-2 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	48	-3 	-4 	-4 
2b. Connected your learning to societal problems or issues	48	+2 	-3 	+1 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	+3 	-4 	+1 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	54	-5 	-8 	-5 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	61	-5 	-8 	-6 
2f. Learned something that changed the way you understand an issue or concept	62	-1 	-4 	-1 
2g. Connected ideas from your courses to your prior experiences and knowledge	68	-8 	-8 	-7 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-2 	-4 	-2 
9b. Reviewed your notes after class	56	-5 	-10 	-6 
9c. Summarized what you learned in class or from course materials	51	-5 	-11 	-8 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	43	-6 	-8 	-9 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	28	-8 	-10 	-8 
6c. Evaluated what others have concluded from numerical information	26	-10 	-11 	-10 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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

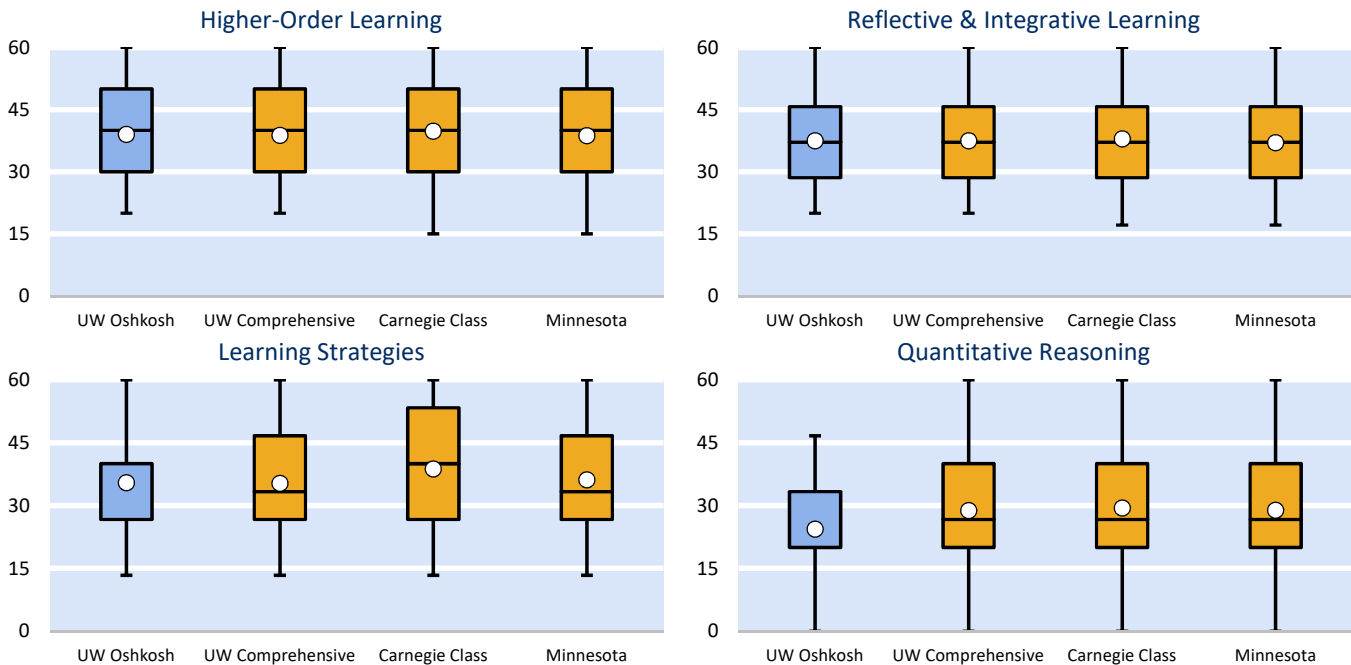
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Oshkosh Mean	Your seniors compared with					
		UW Comprehensive Mean	Effect size	Carnegie Class Mean	Effect size	Minnesota Mean	Effect size
Higher-Order Learning	39.0	38.8	.01	39.8	-.06	38.7	.02
Reflective & Integrative Learning	37.5	37.5	.00	38.0	-.04	37.1	.04
Learning Strategies	35.4	35.2	.01	38.8 **	-.23	36.1	-.04
Quantitative Reasoning	24.4	28.8 ***	-.29	29.4 ***	-.31	28.9 ***	-.28

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<sup>a</sup> on Indicator Items

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

	UW Oshkosh	Percentage point difference between your seniors and		
		UW Comprehensive	Carnegie Class	Minnesota
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	73	-5	-4	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-2	-4	-2
4d. Evaluating a point of view, decision, or information source	68	+3	-1	+0
4e. Forming a new idea or understanding from various pieces of information	66	-3	-5	-2
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	63	-10	-7	-6
2b. Connected your learning to societal problems or issues	58	-2	-3	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-2	-3	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+0	-1	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+2	-0	+2
2f. Learned something that changed the way you understand an issue or concept	67	-2	-3	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+0	+1	+1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	-2	-6	-4
9b. Reviewed your notes after class	54	+0	-9	-0
9c. Summarized what you learned in class or from course materials	61	+6	-2	+6
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	42	-11	-13	-10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	28	-13	-15	-14
6c. Evaluated what others have concluded from numerical information	32	-10	-11	-9

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

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

### Learning with Peers: First-year students

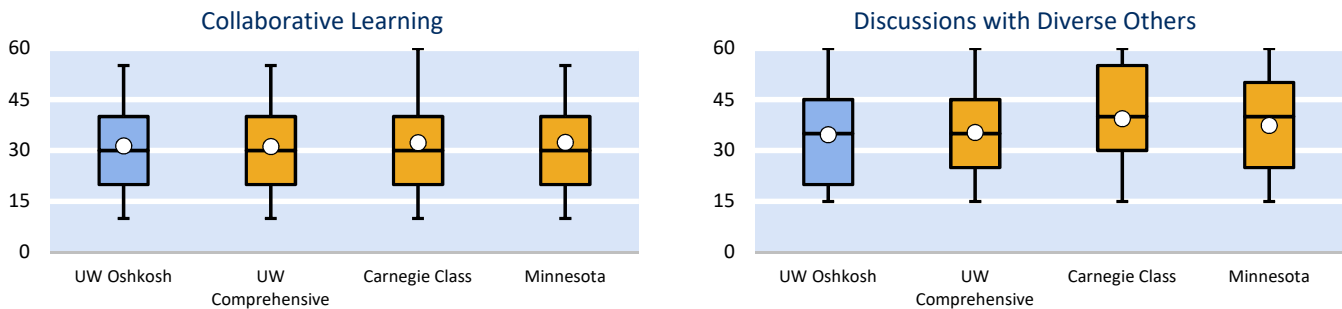
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	UW Oshkosh Mean	Your first-year students compared with					
		UW Comprehensive		Carnegie Class		Minnesota	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.3	31.2	.01	32.3	-.07	32.4	-.08
Discussions with Diverse Others	34.6	35.3	-.05	39.3 ***	-.30	37.3 *	-.18

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

#### Score Distributions



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#### Performance<sup>a</sup> 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.

Collaborative Learning	UW Oshkosh %	Percentage point difference between your FY students and		
		UW Comprehensive	Carnegie Class	Minnesota
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	51	-1	-2	-2
1f. Explained course material to one or more students	56	+1	-2	-1
1g. Prepared for exams by discussing or working through course material with other students	49	+5	+0	-2
1h. Worked with other students on course projects or assignments	52	+0	-2	-3
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	56	+5	-14	-4
8b. People from an economic background other than your own	57	-4	-13	-10
8c. People with religious beliefs other than your own	62	+2	-4	-4
8d. People with political views other than your own	56	-12	-11	-10

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## Learning with Peers: Seniors

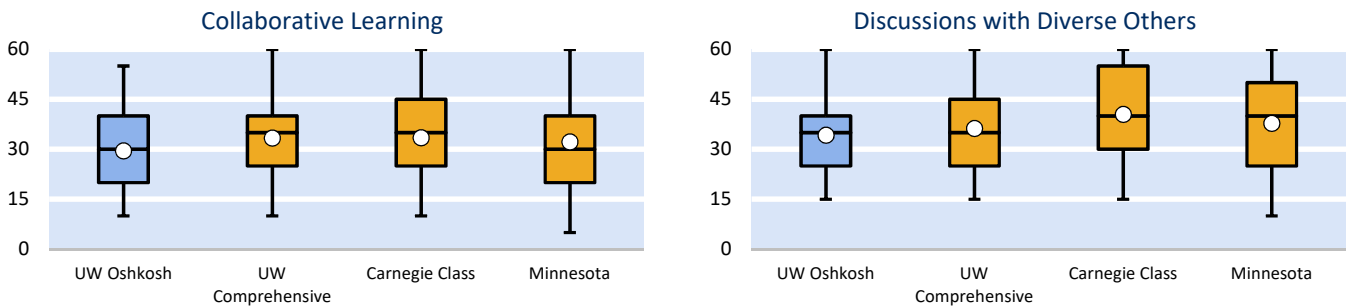
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### Mean Comparisons

Engagement Indicator	UW Oshkosh Mean	Your seniors compared with					
		UW Comprehensive Mean	Effect size	Carnegie Class Mean	Effect size	Minnesota Mean	Effect size
Collaborative Learning	29.5	33.4 ***	-.28	33.5 ***	-.28	32.2 *	-.18
Discussions with Diverse Others	34.3	36.2	-.13	40.5 ***	-.39	37.8 **	-.23

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

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Collaborative Learning	UW Oshkosh %	Percentage point difference between your seniors and		
		UW Comprehensive	Carnegie Class	Minnesota
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	41	-7	-4	-2
1f. Explained course material to one or more students	50	-12	-11	-9
1g. Prepared for exams by discussing or working through course material with other students	36	-9	-12	-8
1h. Worked with other students on course projects or assignments	55	-13	-11	-10
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	47	-3	-25	-12
8b. People from an economic background other than your own	57	-7	-16	-9
8c. People with religious beliefs other than your own	59	-2	-10	-5
8d. People with political views other than your own	63	-4	-4	-2

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### Experiences with Faculty: First-year students

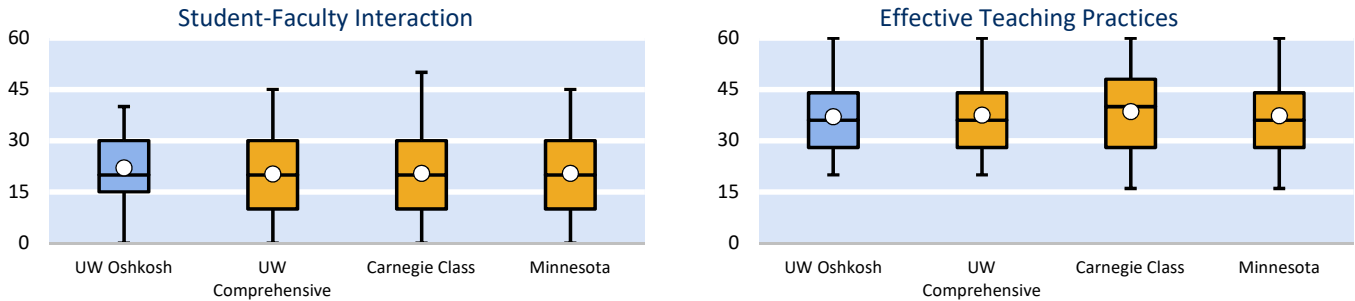
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Oshkosh Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.0	20.2	.13	20.4	.11	20.4	.12
Effective Teaching Practices	37.0	37.5	-.04	38.5	-.11	37.3	-.02

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Student-Faculty Interaction	UW Oshkosh %	Percentage point difference between your FY students and		
		UW Comprehensive	Carnegie Class	Minnesota
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	44	+8	+10	+11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	-3	-4	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	17	-5	-7	-6
3d. Discussed your academic performance with a faculty member	32	+8	+3	+5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	-3	-1	+0
5b. Taught course sessions in an organized way	70	-6	-4	-4
5c. Used examples or illustrations to explain difficult points	67	-8	-7	-6
5d. Provided feedback on a draft or work in progress	63	+1	-1	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-3	-5	-2

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### Experiences with Faculty: Seniors

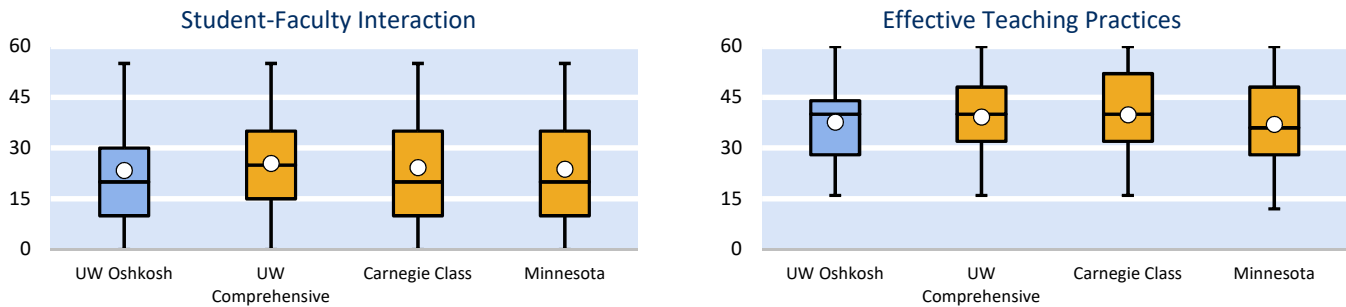
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3a. Talked about career plans with a faculty member	43	-4	-0	+1	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-7	-2	-2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	-4	-1	-0	
3d. Discussed your academic performance with a faculty member	26	-6	-8	-4	
<i>Effective Teaching Practices</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	74	-5	-7	-2	
5b. Taught course sessions in an organized way	75	-4	-3	+1	
5c. Used examples or illustrations to explain difficult points	75	-5	-2	+4	
5d. Provided feedback on a draft or work in progress	55	-5	-7	-1	
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-6	-7	-0	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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

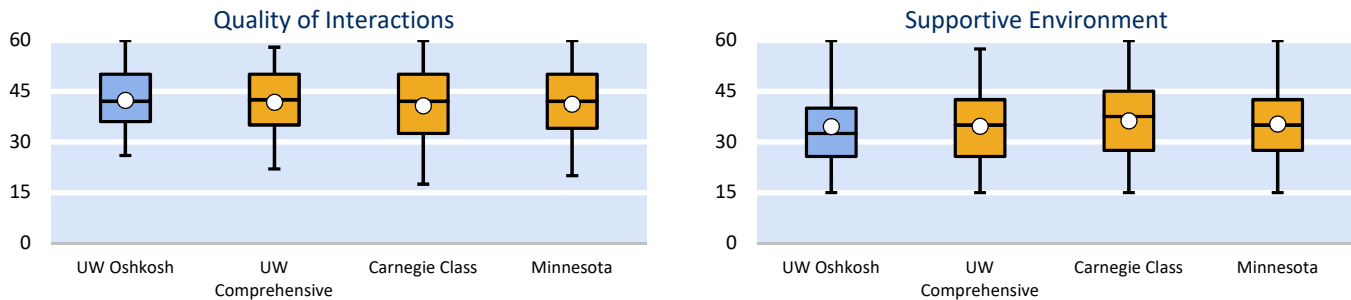
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UW Oshkosh Mean	Your first-year students compared with					
		UW Comprehensive		Carnegie Class		Minnesota	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.3	41.7	.05	40.7	.13	41.1	.10
Supportive Environment	34.5	34.6	-.01	36.3	-.13	35.3	-.06

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

#### 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<sup>a</sup> 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 Oshkosh %	Percentage point difference between your FY students and		
		UW Comprehensive	Carnegie Class	Minnesota
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	51	+2	+3	+1
13b. Academic advisors	59	+11	+13	+15
13c. Faculty	39	-7	-6	-4
13d. Student services staff (career services, student activities, housing, etc.)	39	-5	-3	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+1	+3	+2
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	68	-8	-7	-4
14c. Using learning support services (tutoring services, writing center, etc.)	75	+0	-1	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+1	-6	-5
14e. Providing opportunities to be involved socially	66	-5	-5	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+1	+1	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	-2	-5	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-8	-9	-10
14i. Attending events that address important social, economic, or political issues	46	-2	-6	-5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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

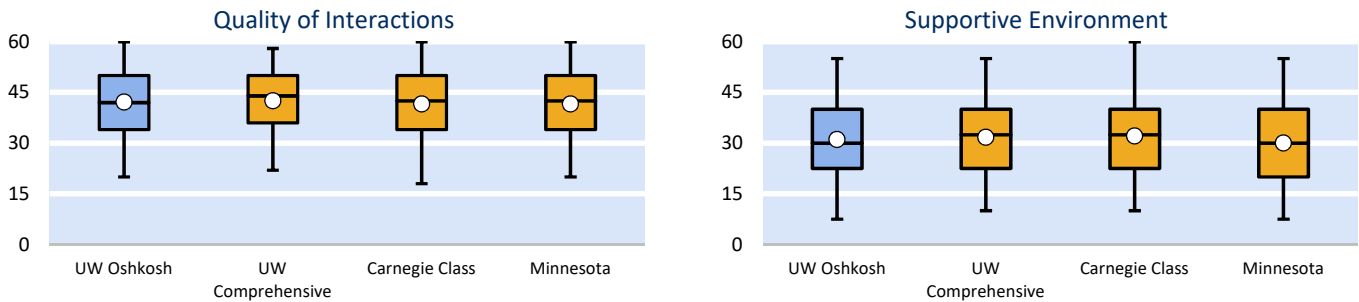
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UW Oshkosh Mean	Your seniors compared with					
		UW Comprehensive		Carnegie Class		Minnesota	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.2	42.6	-.04	41.7	.04	41.6	.05
Supportive Environment	31.2	31.8	-.05	32.2	-.07	30.1	.08

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

#### Score Distributions



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

#### Performance<sup>a</sup> 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 Oshkosh %	Percentage point difference between your seniors and		
		UW Comprehensive	Carnegie Class	Minnesota
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	56	-0	-1	+0
13b. Academic advisors	47	-4	-1	-2
13c. Faculty	60	+2	+4	+9
13d. Student services staff (career services, student activities, housing, etc.)	38	-4	-2	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-3	-1	-4
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	66	-7	-3	+0
14c. Using learning support services (tutoring services, writing center, etc.)	65	+0	+2	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	+5	-4	+0
14e. Providing opportunities to be involved socially	63	-3	-1	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	-1	+2	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	23	-6	-8	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	-4	-3	+0
14i. Attending events that address important social, economic, or political issues	43	+1	-1	+2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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 [nsse.indiana.edu/html/position\\_policies.cfm](http://nsse.indiana.edu/html/position_policies.cfm)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 NSSE institutions.

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

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

First-Year Students		UW Oshkosh Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.4	39.2 **	-.21		41.2 ***	-.36	
	Reflective and Integrative Learning	32.4	36.6 ***	-.35		38.3 ***	-.48	
	Learning Strategies	34.4	39.8 ***	-.39		41.9 ***	-.54	
	Quantitative Reasoning	23.7	28.8 ***	-.34		30.4 ***	-.44	
<i>Learning with Peers</i>	Collaborative Learning	31.3	35.2 ***	-.29		37.1 ***	-.43	
	Discussions with Diverse Others	34.6	41.7 ***	-.48		43.8 ***	-.63	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.0	23.8	-.12		27.2 ***	-.34	
	Effective Teaching Practices	37.0	40.7 ***	-.28		42.6 ***	-.41	
<i>Campus Environment</i>	Quality of Interactions	42.3	43.8	-.13		46.1 ***	-.32	
	Supportive Environment	34.5	38.2 **	-.28		40.0 ***	-.42	
Seniors		UW Oshkosh Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.0	41.8 **	-.21		43.3 ***	-.31	
	Reflective and Integrative Learning	37.5	40.0 **	-.20		42.0 ***	-.37	
	Learning Strategies	35.4	40.7 ***	-.37		42.9 ***	-.52	
	Quantitative Reasoning	24.4	31.1 ***	-.42		33.0 ***	-.54	
<i>Learning with Peers</i>	Collaborative Learning	29.5	35.8 ***	-.46		37.9 ***	-.62	
	Discussions with Diverse Others	34.3	42.3 ***	-.52		44.3 ***	-.66	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.3	29.2 ***	-.38		33.0 ***	-.60	
	Effective Teaching Practices	37.6	41.8 ***	-.31		43.8 ***	-.46	
<i>Campus Environment</i>	Quality of Interactions	42.2	44.8 **	-.22		46.9 ***	-.39	
	Supportive Environment	31.2	34.8 ***	-.26		37.2 ***	-.44	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2016 and 2017 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.

#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UW Oshkosh (N = 163)	36.4	12.6	.99	15	30	35	40	60				
UW Comprehensive	35.7	12.6	.30	15	25	35	40	60	1,957	.7	.497	.056
Carnegie Class	37.5	13.3	.08	15	30	40	45	60	25,228	-1.1	.309	-.080
Minnesota	36.1	12.9	.38	15	25	40	45	60	1,291	.3	.767	.025
Top 50%	39.2	13.1	.05	20	30	40	50	60	75,151	-2.8	.007	-.212
Top 10%	41.2	13.3	.11	20	35	40	50	60	14,021	-4.8	.000	-.359
<b>Reflective &amp; Integrative Learning</b>												
UW Oshkosh (N = 169)	32.4	11.0	.85	17	23	31	40	54				
UW Comprehensive	33.4	11.1	.26	17	26	34	40	54	2,028	-.9	.293	-.085
Carnegie Class	34.8	12.1	.07	17	26	34	43	57	26,279	-2.4	.010	-.199
Minnesota	33.6	11.5	.34	17	26	34	40	54	1,341	-1.2	.218	-.101
Top 50%	36.6	12.0	.05	17	29	37	46	57	69,930	-4.1	.000	-.347
Top 10%	38.3	12.3	.10	20	29	37	46	60	15,306	-5.8	.000	-.476
<b>Learning Strategies</b>												
UW Oshkosh (N = 143)	34.4	12.4	1.04	13	27	33	40	60				
UW Comprehensive	35.8	13.2	.33	13	27	33	47	60	1,757	-1.3	.242	-.102
Carnegie Class	37.9	13.7	.09	20	27	40	47	60	144	-3.5	.001	-.253
Minnesota	36.3	13.6	.43	13	27	40	47	60	1,145	-1.9	.115	-.141
Top 50%	39.8	13.7	.06	20	27	40	53	60	58,089	-5.4	.000	-.395
Top 10%	41.9	14.1	.12	20	33	40	53	60	145	-7.5	.000	-.536
<b>Quantitative Reasoning</b>												
UW Oshkosh (N = 163)	23.7	13.4	1.05	0	20	20	33	47				
UW Comprehensive	26.6	14.2	.34	0	20	27	40	53	1,941	-3.0	.010	-.211
Carnegie Class	27.2	15.3	.10	0	20	27	40	60	164	-3.5	.001	-.230
Minnesota	27.0	14.2	.43	0	20	27	40	53	1,277	-3.3	.005	-.235
Top 50%	28.8	15.2	.05	0	20	27	40	60	162	-5.2	.000	-.340
Top 10%	30.4	15.2	.11	7	20	27	40	60	165	-6.8	.000	-.444
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UW Oshkosh (N = 187)	31.3	13.2	.96	10	20	30	40	55				
UW Comprehensive	31.2	13.2	.30	10	20	30	40	55	2,115	.1	.900	.010
Carnegie Class	32.3	13.6	.08	10	20	30	40	60	27,257	-1.0	.336	-.071
Minnesota	32.4	13.2	.38	10	20	30	40	55	1,405	-1.1	.291	-.083
Top 50%	35.2	13.6	.05	15	25	35	45	60	81,348	-3.9	.000	-.285
Top 10%	37.1	13.4	.10	15	25	40	45	60	20,064	-5.8	.000	-.429
<b>Discussions with Diverse Others</b>												
UW Oshkosh (N = 143)	34.6	14.2	1.18	15	20	35	45	60				
UW Comprehensive	35.3	14.2	.35	15	25	35	45	60	1,769	-.7	.560	-.051
Carnegie Class	39.3	15.5	.10	15	30	40	55	60	22,530	-4.7	.000	-.304
Minnesota	37.3	14.8	.47	15	25	40	50	60	1,148	-2.7	.039	-.184
Top 50%	41.7	14.9	.05	20	30	40	55	60	74,191	-7.1	.000	-.478
Top 10%	43.8	14.5	.11	20	35	45	60	60	17,559	-9.2	.000	-.634



#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UW Oshkosh (N = 164)	22.0	12.2	.95	0	15	20	30	40				
UW Comprehensive	20.2	13.5	.32	0	10	20	30	45	1,988	1.8	.103	.133
Carnegie Class	20.4	14.5	.09	0	10	20	30	50	166	1.6	.100	.109
Minnesota	20.4	14.0	.41	0	10	20	30	45	229	1.6	.122	.117
Top 50%	23.8	14.7	.07	0	15	20	35	55	165	-1.8	.061	-.123
Top 10%	27.2	15.6	.18	5	15	25	40	60	175	-5.2	.000	-.337
<b>Effective Teaching Practices</b>												
UW Oshkosh (N = 164)	37.0	12.4	.97	20	28	36	44	60				
UW Comprehensive	37.5	12.1	.28	20	28	36	44	60	1,966	-.4	.656	-.036
Carnegie Class	38.5	13.0	.08	16	28	40	48	60	25,470	-1.5	.143	-.115
Minnesota	37.3	12.6	.37	16	28	36	44	60	1,300	-.3	.809	-.020
Top 50%	40.7	13.0	.06	20	32	40	52	60	52,802	-3.7	.000	-.282
Top 10%	42.6	13.6	.12	20	36	44	56	60	168	-5.6	.000	-.411
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UW Oshkosh (N = 140)	42.3	10.8	.91	26	36	42	50	60				
UW Comprehensive	41.7	11.1	.28	22	35	43	50	58	1,685	.6	.552	.052
Carnegie Class	40.7	12.6	.09	18	33	42	50	60	142	1.6	.084	.126
Minnesota	41.1	11.7	.38	20	34	42	50	60	1,114	1.2	.273	.099
Top 50%	43.8	11.5	.05	22	38	46	52	60	48,581	-1.6	.111	-.135
Top 10%	46.1	11.7	.13	24	40	48	56	60	8,437	-3.8	.000	-.323
<b>Supportive Environment</b>												
UW Oshkosh (N = 132)	34.5	12.9	1.12	15	26	33	40	60				
UW Comprehensive	34.6	12.5	.32	15	26	35	43	58	1,671	-.1	.916	-.010
Carnegie Class	36.3	13.6	.09	15	28	38	45	60	20,737	-1.7	.141	-.129
Minnesota	35.3	12.8	.42	15	28	35	43	60	1,064	-.8	.505	-.062
Top 50%	38.2	13.1	.05	18	30	40	48	60	59,585	-3.7	.001	-.284
Top 10%	40.0	13.0	.11	18	31	40	50	60	14,259	-5.5	.000	-.422

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 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 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.

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UW Oshkosh (N = 208)	39.0	13.0	.90	20	30	40	50	60				
UW Comprehensive	38.8	13.0	.30	20	30	40	50	60	2,053	.2	.852	.014
Carnegie Class	39.8	13.9	.08	15	30	40	50	60	30,480	-.8	.401	-.058
Minnesota	38.7	13.8	.35	15	30	40	50	60	1,729	.3	.757	.023
Top 50%	41.8	13.5	.06	20	35	40	55	60	59,300	-2.8	.003	-.208
Top 10%	43.3	13.4	.10	20	35	40	55	60	17,676	-4.2	.000	-.315
<b>Reflective &amp; Integrative Learning</b>												
UW Oshkosh (N = 217)	37.5	11.5	.78	20	29	37	46	60				
UW Comprehensive	37.5	11.9	.27	20	29	37	46	60	2,112	.0	.986	-.001
Carnegie Class	38.0	12.6	.07	17	29	37	46	60	31,463	-.5	.565	-.039
Minnesota	37.1	12.3	.31	17	29	37	46	60	1,772	.4	.612	.037
Top 50%	40.0	12.3	.05	20	31	40	49	60	61,111	-2.5	.003	-.203
Top 10%	42.0	12.2	.11	20	34	43	51	60	12,887	-4.5	.000	-.368
<b>Learning Strategies</b>												
UW Oshkosh (N = 188)	35.4	14.2	1.03	13	27	40	40	60				
UW Comprehensive	35.2	14.3	.35	13	27	33	47	60	1,841	.2	.867	.013
Carnegie Class	38.8	14.5	.09	13	27	40	53	60	27,600	-3.3	.002	-.229
Minnesota	36.1	14.7	.40	13	27	33	47	60	1,565	-.7	.563	-.045
Top 50%	40.7	14.4	.05	20	33	40	53	60	71,586	-5.3	.000	-.369
Top 10%	42.9	14.3	.10	20	33	40	60	60	20,974	-7.4	.000	-.522
<b>Quantitative Reasoning</b>												
UW Oshkosh (N = 203)	24.4	14.0	.98	0	20	20	33	47				
UW Comprehensive	28.8	15.4	.36	0	20	27	40	60	261	-4.4	.000	-.287
Carnegie Class	29.4	16.3	.09	0	20	27	40	60	206	-5.0	.000	-.308
Minnesota	28.9	16.0	.41	0	20	27	40	60	279	-4.5	.000	-.284
Top 50%	31.1	16.2	.05	0	20	33	40	60	204	-6.8	.000	-.418
Top 10%	33.0	15.9	.11	7	20	33	40	60	208	-8.6	.000	-.541
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UW Oshkosh (N = 221)	29.5	14.6	.98	10	20	30	40	55				
UW Comprehensive	33.4	13.7	.31	10	25	35	40	60	2,155	-3.9	.000	-.283
Carnegie Class	33.5	14.4	.08	10	25	35	45	60	32,169	-4.0	.000	-.277
Minnesota	32.2	14.7	.37	5	20	30	40	60	1,811	-2.7	.011	-.183
Top 50%	35.8	13.8	.05	15	25	35	45	60	83,799	-6.3	.000	-.458
Top 10%	37.9	13.4	.10	15	30	40	50	60	17,207	-8.4	.000	-.624
<b>Discussions with Diverse Others</b>												
UW Oshkosh (N = 188)	34.3	14.0	1.02	15	25	35	40	60				
UW Comprehensive	36.2	14.7	.36	15	25	35	45	60	1,849	-2.0	.081	-.134
Carnegie Class	40.5	15.9	.10	15	30	40	55	60	190	-6.3	.000	-.393
Minnesota	37.8	15.7	.42	10	25	40	50	60	256	-3.5	.002	-.226
Top 50%	42.3	15.6	.05	15	30	40	60	60	188	-8.1	.000	-.517
Top 10%	44.3	15.3	.11	20	35	45	60	60	191	-10.0	.000	-.655

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UW Oshkosh (N = 212)	23.3	15.7	1.08	0	10	20	30	55				
UW Comprehensive	25.4	15.5	.36	0	15	25	35	55	2,077	-2.1	.065	-.134
Carnegie Class	24.1	16.1	.09	0	10	20	35	55	30,851	-.8	.466	-.050
Minnesota	23.7	15.7	.40	0	10	20	35	55	1,744	-.3	.779	-.021
Top 50%	29.2	15.7	.08	5	20	30	40	60	36,449	-5.9	.000	-.375
Top 10%	33.0	16.0	.21	10	20	30	45	60	5,789	-9.7	.000	-.605
<b>Effective Teaching Practices</b>												
UW Oshkosh (N = 210)	37.6	12.4	.86	16	28	40	44	60				
UW Comprehensive	39.1	12.7	.30	16	32	40	48	60	2,066	-1.5	.106	-.118
Carnegie Class	39.8	13.8	.08	16	32	40	52	60	30,790	-2.2	.021	-.160
Minnesota	37.0	14.0	.36	12	28	36	48	60	1,739	.6	.525	.047
Top 50%	41.8	13.5	.06	20	32	40	52	60	51,803	-4.2	.000	-.309
Top 10%	43.8	13.4	.13	20	36	44	56	60	10,468	-6.2	.000	-.464
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UW Oshkosh (N = 173)	42.2	11.1	.85	20	34	42	50	60				
UW Comprehensive	42.6	10.9	.28	22	36	44	50	58	1,745	-.4	.635	-.038
Carnegie Class	41.7	12.3	.08	18	34	43	50	60	26,063	.5	.573	.043
Minnesota	41.6	11.8	.33	20	34	43	50	60	1,450	.6	.558	.047
Top 50%	44.8	11.6	.05	23	38	46	54	60	49,270	-2.6	.003	-.225
Top 10%	46.9	12.1	.10	23	40	50	58	60	13,710	-4.7	.000	-.389
<b>Supportive Environment</b>												
UW Oshkosh (N = 183)	31.2	13.2	.98	8	23	30	40	55				
UW Comprehensive	31.8	12.8	.32	10	23	33	40	55	1,767	-.6	.537	-.048
Carnegie Class	32.2	14.2	.09	10	23	33	40	60	26,162	-1.0	.333	-.072
Minnesota	30.1	13.8	.38	8	20	30	40	55	1,497	1.0	.339	.075
Top 50%	34.8	13.7	.06	13	25	35	45	60	58,803	-3.6	.000	-.263
Top 10%	37.2	13.6	.13	13	28	38	48	60	10,779	-6.0	.000	-.442

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 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 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.