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# NSSE 2020

## 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 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](https://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>	<b>Your first-year students</b> compared with UW Comprehensive	<b>Your first-year students</b> compared with Carnegie Class	<b>Your first-year students</b> compared with NSSE 2019 & 2020
<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>	<b>Your seniors</b> compared with UW Comprehensive	<b>Your seniors</b> compared with Carnegie Class	<b>Your seniors</b> compared with NSSE 2019 & 2020
<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

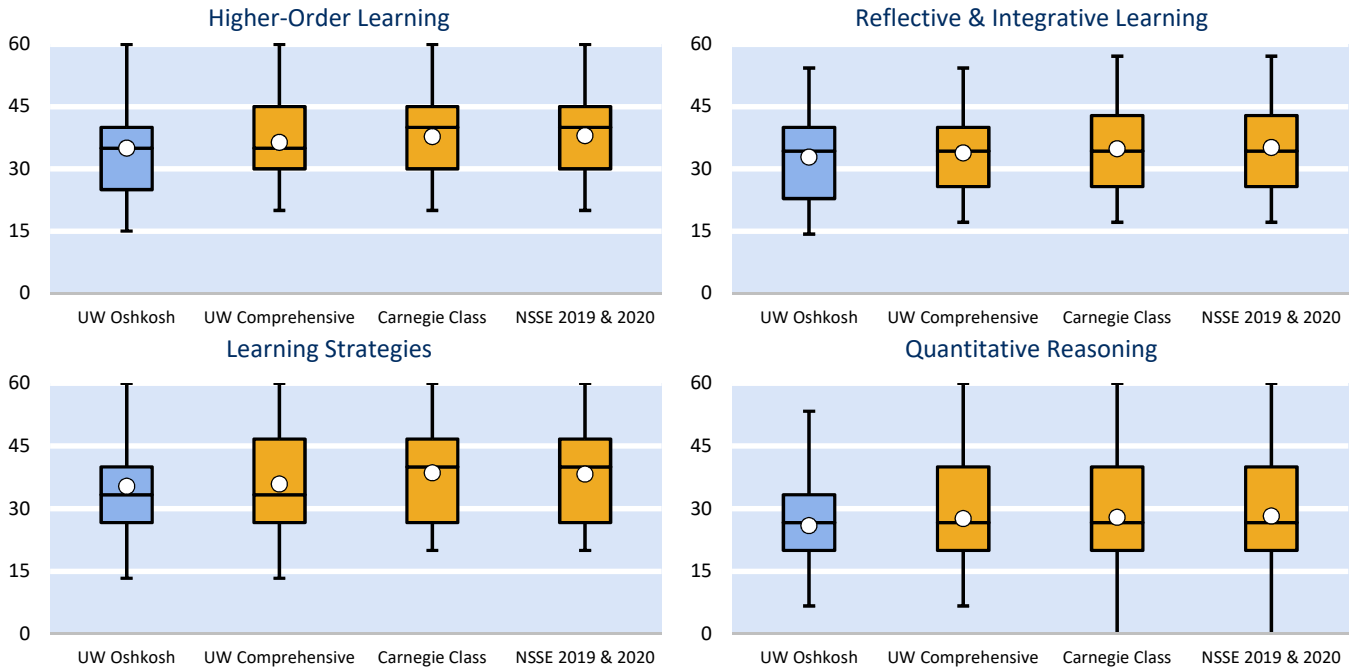
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Mean	UW Comprehensive Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Higher-Order Learning	35.1	36.4	-.11	37.8 ***	-.21	38.1 ***	-.23
Reflective & Integrative Learning	32.9	33.9	-.09	34.9 **	-.17	35.2 ***	-.19
Learning Strategies	35.4	35.9	-.03	38.5 ***	-.23	38.3 ***	-.21
Quantitative Reasoning	25.9	27.6	-.12	28.0 *	-.13	28.2 **	-.15

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

#### Score Distributions



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

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

### Performance on Indicator Items

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

	UW Oshkosh	Percentage point difference <sup>a</sup> between your FY students and		
		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
<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	62	-7	-6	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63	-3	-5	-7
4d. Evaluating a point of view, decision, or information source	65	-2	-6	-5
4e. Forming a new idea or understanding from various pieces of information	61	-5	-8	-8
<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	47	-3	-4	-4
2b. Connected your learning to societal problems or issues	47	-2	-4	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	+4	+0	-0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	54	-4	-9	-10
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-3	-6	-7
2f. Learned something that changed the way you understand an issue or concept	59	-4	-8	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-3	-3	-4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	66	-5	-9	-9
9b. Reviewed your notes after class	60	-0	-8	-6
9c. Summarized what you learned in class or from course materials	57	+0	-7	-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	-8	-9	-10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-3	-5	-5
6c. Evaluated what others have concluded from numerical information	34	-5	-5	-6

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

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

### Academic Challenge: Seniors

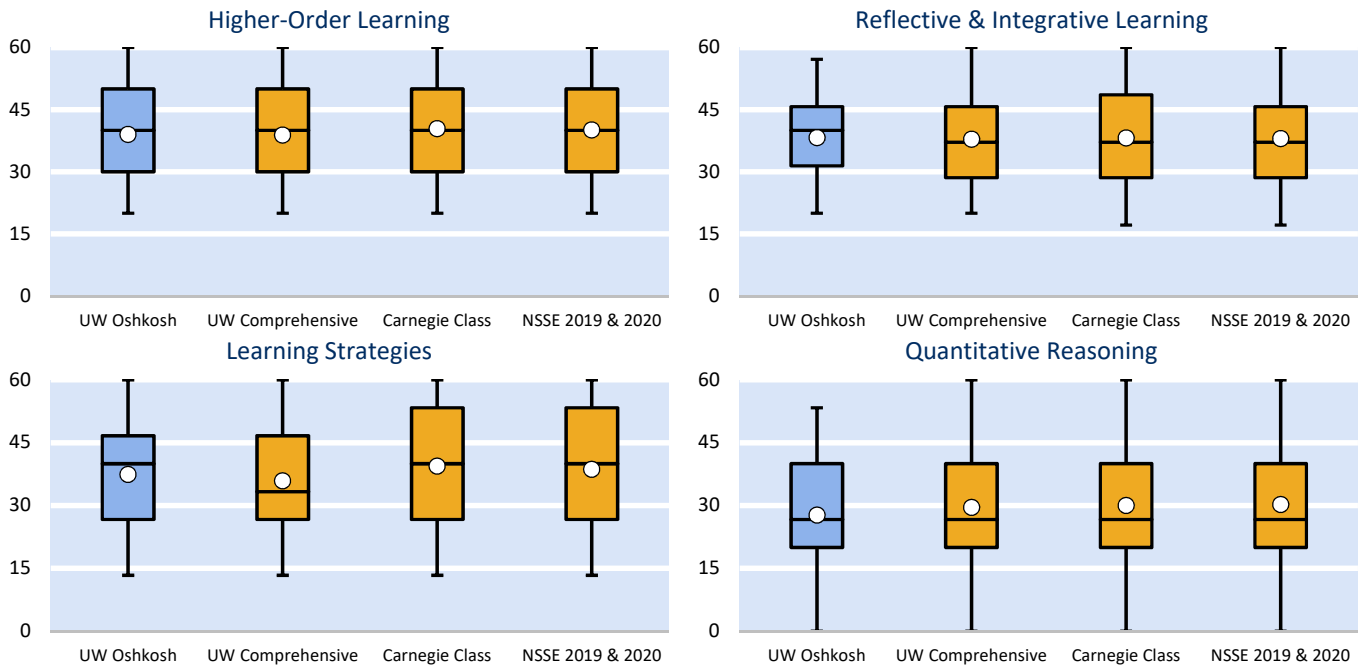
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	NSSE 2019 & 2020 Mean	Effect size
Higher-Order Learning	39.1	38.9	.02	40.5 *	-.10	40.1	-.08
Reflective & Integrative Learning	38.3	37.9	.04	38.2	.01	38.1	.02
Learning Strategies	37.4	35.9 *	.11	39.4 **	-.13	38.6	-.08
Quantitative Reasoning	27.7	29.5 *	-.12	30.0 **	-.14	30.3 **	-.16

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

#### Score Distributions
















































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## Academic Challenge: Seniors (continued)

### Performance on Indicator Items

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

	UW Oshkosh	Percentage point difference <sup>a</sup> between your seniors and		
		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
<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	78	+1 	+0 	+0 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-3 	-6 	-5 
4d. Evaluating a point of view, decision, or information source	69	+1 	-4 	-2 
4e. Forming a new idea or understanding from various pieces of information	73	+3 	-1 	+1 
<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	71	-2 	+4 	+3 
2b. Connected your learning to societal problems or issues	66	+5 	+4 	+5 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+6 	+4 	+5 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-1 	-3 	-3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-2 	-4 	-4 
2f. Learned something that changed the way you understand an issue or concept	74	+4 	+2 	+2 
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+3 	+3 	+4 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+5 	+1 	+2 
9b. Reviewed your notes after class	60	+6 	-5 	-2 
9c. Summarized what you learned in class or from course materials	58	+1 	-9 	-7 
<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.)	49	-4 	-6 	-7 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-3 	-5 	-5 
6c. Evaluated what others have concluded from numerical information	40	-4 	-4 	-5 

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

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

### Learning with Peers: First-year students

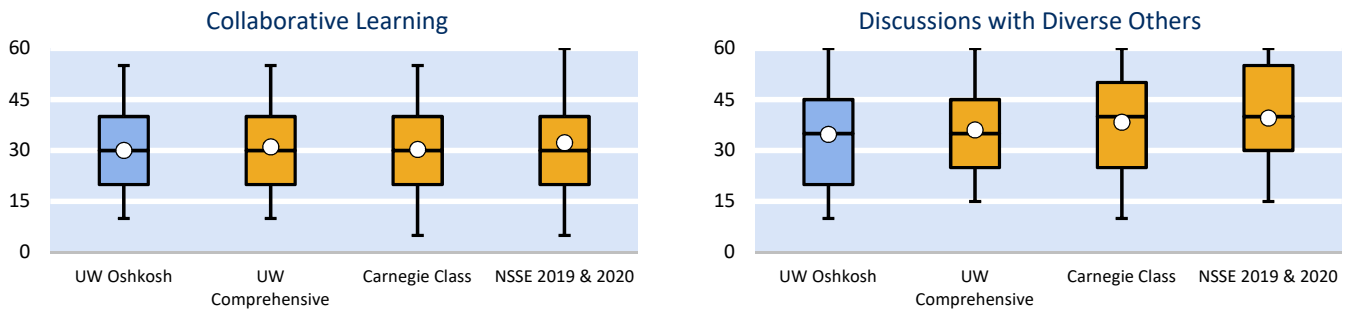
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.0	31.0	-.08	30.3	-.02	32.3 **	-.15
Discussions with Diverse Others	34.7	36.1	-.09	38.3 ***	-.22	39.5 ***	-.31

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

#### Score Distributions



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

#### Performance on Indicator Items

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

	UW Oshkosh %	Percentage point difference <sup>a</sup> between your FY students and		
		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	53	+2	+5	+1
1f. Explained course material to one or more students	50	-3	-2	-7
1g. Prepared for exams by discussing or working through course material with other students	45	+1	-0	-5
1h. Worked with other students on course projects or assignments	48	-4	-3	-6
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	61	+8	-7	-9
8b. People from an economic background other than your own	62	-1	-7	-9
8c. People with religious beliefs other than your own	56	-4	-8	-10
8d. People with political views other than your own	60	-4	-3	-4

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

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



### Learning with Peers: Seniors

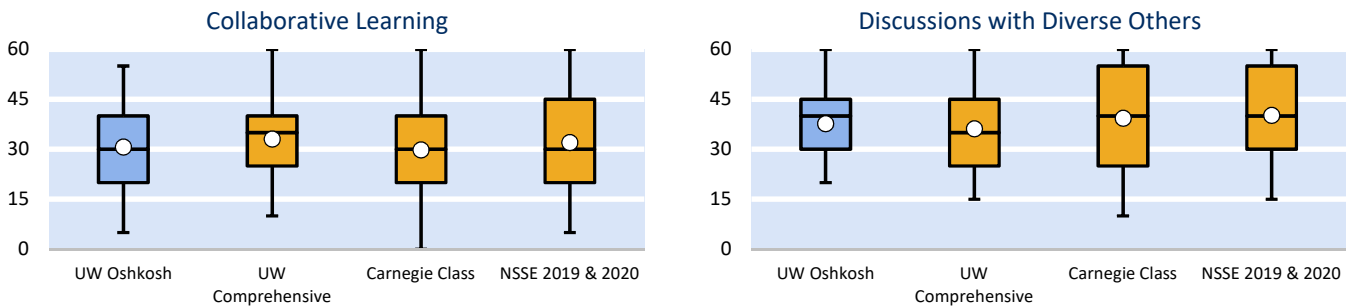
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Discussions with Diverse Others	37.7	36.2 *	.10	39.3 *	-.10	40.2 ***	-.16

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Collaborative Learning	UW Oshkosh %	Percentage point difference <sup>a</sup> between your seniors and		
		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	45	-1	+6	+1
1f. Explained course material to one or more students	52	-9	-1	-5
1g. Prepared for exams by discussing or working through course material with other students	43	-3	-0	-4
1h. Worked with other students on course projects or assignments	62	-8	+4	-1
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	64	+12	-6	-8
8b. People from an economic background other than your own	71	+5	-0	-2
8c. People with religious beliefs other than your own	64	+3	-2	-3
8d. People with political views other than your own	65	+2	+2	-0

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## Experiences with Faculty: First-year students

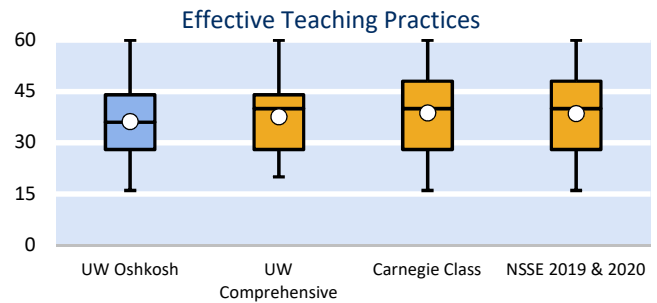
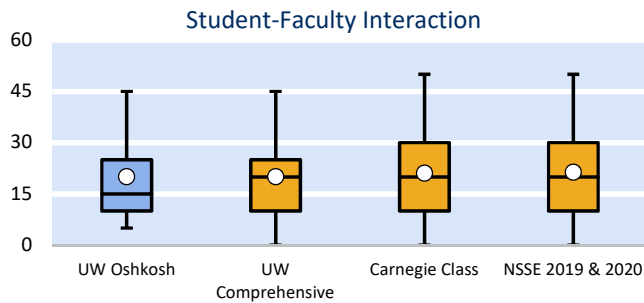
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		UW Comprehensive Mean	UW Comprehensive Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Student-Faculty Interaction	20.1	20.0	.01	21.1	-.07	21.4	-.09
Effective Teaching Practices	36.1	37.5	-.12	38.7 **	-.19	38.5 **	-.18

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Student-Faculty Interaction	UW Oshkosh %	Percentage point difference <sup>a</sup> between your FY students and		
		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	35	-1	-3	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-2	-3	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-1	-5	-5
3d. Discussed your academic performance with a faculty member	23	-1	-9	-7
<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	-4	-3	-3
5b. Taught course sessions in an organized way	68	-7	-4	-6
5c. Used examples or illustrations to explain difficult points	67	-8	-6	-7
5d. Provided feedback on a draft or work in progress	58	-1	-7	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	55	-3	-6	-4

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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### Experiences with Faculty: Seniors

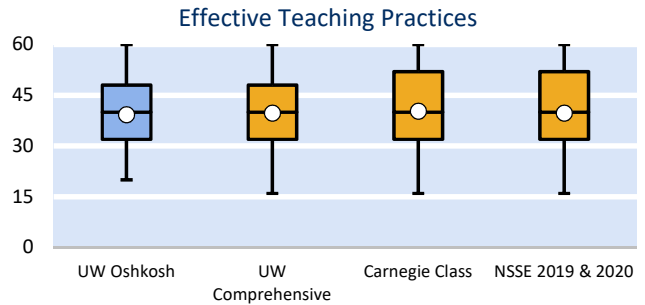
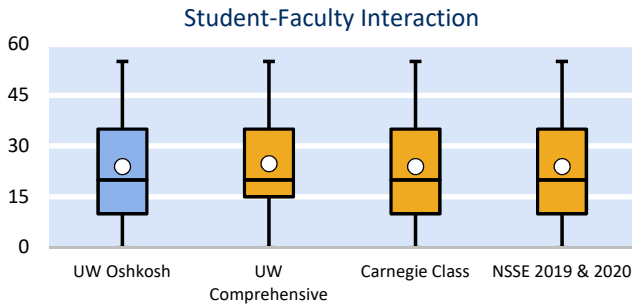
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	UW Oshkosh Mean	Your seniors compared with					
		UW Comprehensive Effect size		Carnegie Class Effect size		NSSE 2019 & 2020 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.9	24.7	-.05	23.8	.00	23.9	.00
Effective Teaching Practices	39.2	39.7	-.04	40.2	-.08	39.7	-.04

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Student-Faculty Interaction	UW Oshkosh %	Percentage point difference <sup>a</sup> between your seniors and		
		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	45	-0	+1	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	-2	+2	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-5	-3	-3
3d. Discussed your academic performance with a faculty member	29	-1	-7	-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	79	-2	-2	-1
5b. Taught course sessions in an organized way	78	-1	+2	+1
5c. Used examples or illustrations to explain difficult points	76	-4	-1	-1
5d. Provided feedback on a draft or work in progress	60	-1	-4	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+1	-1	+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: First-year students

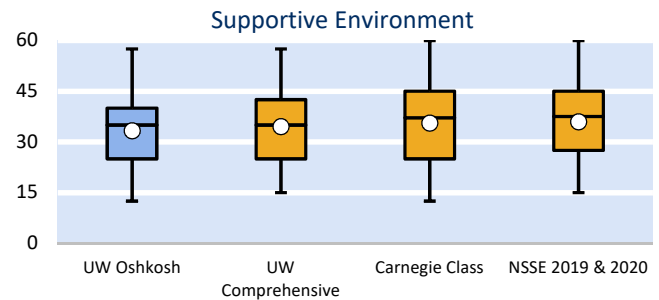
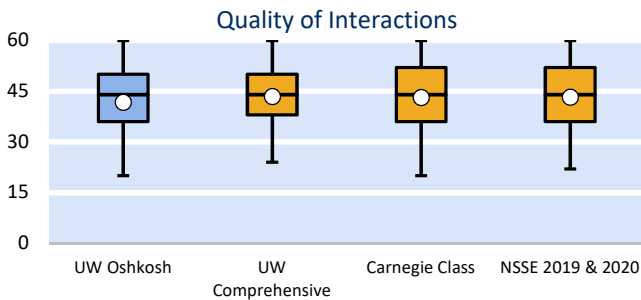
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UW Oshkosh Mean	Your first-year students compared with					
		UW Comprehensive		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.8	43.5 *	-.16	43.1	-.11	43.2 *	-.12
Supportive Environment	33.4	34.6	-.10	35.6 **	-.16	36.0 **	-.20

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	UW Oshkosh %	Percentage point difference <sup>a</sup> between your FY students and		
		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	44	-6	-8	-9
13b. Academic advisors	49	-6	-5	-5
13c. Faculty	45	-6	-8	-8
13d. Student services staff (career services, student activities, housing, etc.)	39	-9	-9	-9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-4	-6	-5
<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	70	-5	-5	-6
14c. Using learning support services (tutoring services, writing center, etc.)	73	-3	-4	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-3	-10	-10
14e. Providing opportunities to be involved socially	64	-6	-5	-7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	-4	-2	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-1	-8	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	+3	+3	-1
14i. Attending events that address important social, economic, or political issues	45	+2	-2	-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: Seniors

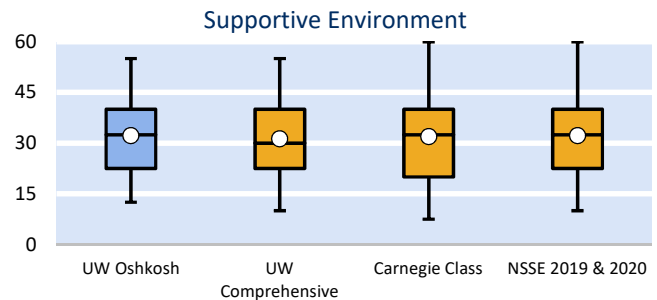
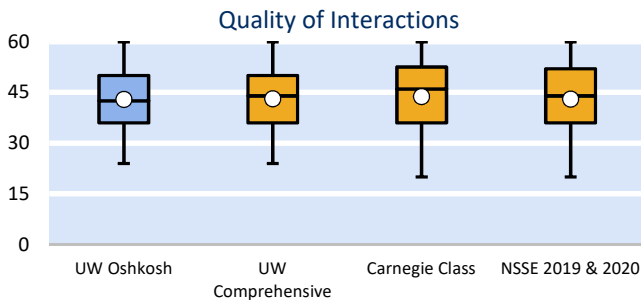
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UW Oshkosh Mean	Your seniors compared with					
		UW Comprehensive		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.9	43.2	-.02	43.8	-.07	43.0	-.01
Supportive Environment	32.2	31.3	.07	31.9	.02	32.2	.00

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	UW Oshkosh %	Percentage point difference <sup>a</sup> between your seniors and		
		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	54	-3	-5	-4
13b. Academic advisors	46	-6	-9	-7
13c. Faculty	59	+0	-0	+2
13d. Student services staff (career services, student activities, housing, etc.)	45	-0	-3	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-3	-6	-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	71	+0	-0	+1
14c. Using learning support services (tutoring services, writing center, etc.)	63	-3	-4	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	+5	-4	-4
14e. Providing opportunities to be involved socially	65	-0	+4	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	+3	+4	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-1	-8	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	+2	+7	+1
14i. Attending events that address important social, economic, or political issues	45	+7	+6	+4

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](http://go.iu.edu/NSSE-PnP)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 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<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	35.1	39.3 ***	-.33		41.4 ***	-.49	
	Reflective and Integrative Learning	32.9	36.7 ***	-.32		39.0 ***	-.52	
	Learning Strategies	35.4	39.9 ***	-.33		42.3 ***	-.49	
	Quantitative Reasoning	25.9	29.4 ***	-.23		31.4 ***	-.36	
<i>Learning with Peers</i>	Collaborative Learning	30.0	35.2 ***	-.38		37.4 ***	-.55	
	Discussions with Diverse Others	34.7	41.5 ***	-.45		43.6 ***	-.61	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.1	24.5 ***	-.30		28.1 ***	-.52	
	Effective Teaching Practices	36.1	40.5 ***	-.33		42.3 ***	-.44	
<i>Campus Environment</i>	Quality of Interactions	41.8	45.2 ***	-.30		47.2 ***	-.47	
	Supportive Environment	33.4	37.9 ***	-.35		40.0 ***	-.52	
Seniors		UW Oshkosh Mean	Your seniors compared with					
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.1	41.7 ***	-.20		43.2 ***	-.31	
	Reflective and Integrative Learning	38.3	39.8 *	-.12		41.8 ***	-.29	
	Learning Strategies	37.4	40.7 ***	-.22		42.7 ***	-.36	
	Quantitative Reasoning	27.7	31.4 ***	-.23		33.4 ***	-.36	
<i>Learning with Peers</i>	Collaborative Learning	30.7	35.9 ***	-.37		38.4 ***	-.57	
	Discussions with Diverse Others	37.7	42.1 ***	-.28		43.8 ***	-.40	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.9	29.7 ***	-.36		33.2 ***	-.59	
	Effective Teaching Practices	39.2	41.8 ***	-.19		43.7 ***	-.34	
<i>Campus Environment</i>	Quality of Interactions	42.9	45.2 ***	-.20		47.4 ***	-.37	
	Supportive Environment	32.2	34.6 ***	-.17		36.8 ***	-.33	

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

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

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UW Oshkosh (N = 307)	35.1	12.7	.73	15	25	35	40	60				
UW Comprehensive	36.4	12.4	.24	20	30	35	45	60	2,881	-1.4	.071	-.109
Carnegie Class	37.8	13.3	.06	20	30	40	45	60	45,874	-2.7	.000	-.206
NSSE 2019 & 2020	38.1	13.2	.03	20	30	40	45	60	182,344	-3.0	.000	-.228
Top 50%	39.3	13.1	.04	20	30	40	50	60	103,499	-4.3	.000	-.327
Top 10%	41.4	12.8	.09	20	35	40	50	60	20,083	-6.3	.000	-.494
<b>Reflective &amp; Integrative Learning</b>												
UW Oshkosh (N = 341)	32.9	12.0	.65	14	23	34	40	54				
UW Comprehensive	33.9	11.5	.22	17	26	34	40	54	3,139	-1.0	.132	-.086
Carnegie Class	34.9	12.0	.05	17	26	34	43	57	49,681	-2.0	.002	-.167
NSSE 2019 & 2020	35.2	12.0	.03	17	26	34	43	57	197,340	-2.3	.000	-.190
Top 50%	36.7	11.8	.04	17	29	37	46	57	101,102	-3.8	.000	-.322
Top 10%	39.0	11.7	.09	20	31	40	49	60	16,163	-6.1	.000	-.518
<b>Learning Strategies</b>												
UW Oshkosh (N = 288)	35.4	13.0	.76	13	27	33	40	60				
UW Comprehensive	35.9	13.6	.28	13	27	33	47	60	2,675	-.5	.575	-.035
Carnegie Class	38.5	13.8	.07	20	27	40	47	60	43,152	-3.2	.000	-.229
NSSE 2019 & 2020	38.3	13.8	.03	20	27	40	47	60	172,370	-2.9	.000	-.209
Top 50%	39.9	13.7	.05	20	33	40	53	60	87,749	-4.5	.000	-.329
Top 10%	42.3	14.1	.10	20	33	40	53	60	297	-6.9	.000	-.491
<b>Quantitative Reasoning</b>												
UW Oshkosh (N = 291)	25.9	14.3	.84	7	20	27	33	53				
UW Comprehensive	27.6	14.2	.29	7	20	27	40	60	2,726	-1.7	.052	-.121
Carnegie Class	28.0	15.4	.07	0	20	27	40	60	295	-2.1	.015	-.134
NSSE 2019 & 2020	28.2	15.3	.04	0	20	27	40	60	291	-2.3	.006	-.150
Top 50%	29.4	15.2	.05	7	20	27	40	60	292	-3.5	.000	-.232
Top 10%	31.4	15.3	.10	7	20	33	40	60	298	-5.5	.000	-.358
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UW Oshkosh (N = 380)	30.0	13.5	.69	10	20	30	40	55				
UW Comprehensive	31.0	13.2	.24	10	20	30	40	55	3,403	-1.0	.160	-.077
Carnegie Class	30.3	15.1	.07	5	20	30	40	55	386	-.3	.638	-.022
NSSE 2019 & 2020	32.3	14.7	.03	5	20	30	40	60	381	-2.3	.001	-.154
Top 50%	35.2	13.7	.04	15	25	35	45	60	131,550	-5.2	.000	-.377
Top 10%	37.4	13.5	.08	15	30	40	45	60	27,845	-7.4	.000	-.546
<b>Discussions with Diverse Others</b>												
UW Oshkosh (N = 290)	34.7	14.9	.88	10	20	35	45	60				
UW Comprehensive	36.1	14.5	.30	15	25	35	45	60	2,697	-1.4	.128	-.095
Carnegie Class	38.3	16.2	.08	10	25	40	50	60	43,507	-3.6	.000	-.224
NSSE 2019 & 2020	39.5	15.6	.04	15	30	40	55	60	173,632	-4.8	.000	-.309
Top 50%	41.5	15.0	.04	20	30	40	55	60	116,783	-6.7	.000	-.451
Top 10%	43.6	14.5	.09	20	35	45	60	60	24,407	-8.9	.000	-.614



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UW Oshkosh (N = 322)	20.1	13.8	.77	5	10	15	25	45				
UW Comprehensive	20.0	13.4	.26	0	10	20	25	45	2,990	.1	.930	.005
Carnegie Class	21.1	14.7	.07	0	10	20	30	50	326	-1.0	.189	-.069
NSSE 2019 & 2020	21.4	14.6	.03	0	10	20	30	50	323	-1.3	.094	-.088
Top 50%	24.5	14.7	.06	5	15	20	35	55	325	-4.4	.000	-.299
Top 10%	28.1	15.5	.16	5	15	25	40	60	351	-8.0	.000	-.521
<b>Effective Teaching Practices</b>												
UW Oshkosh (N = 301)	36.1	12.9	.74	16	28	36	44	60				
UW Comprehensive	37.5	12.2	.24	20	28	40	44	60	2,841	-1.4	.056	-.117
Carnegie Class	38.7	13.5	.06	16	28	40	48	60	45,667	-2.6	.001	-.190
NSSE 2019 & 2020	38.5	13.2	.03	16	28	40	48	60	181,655	-2.3	.002	-.177
Top 50%	40.5	13.2	.05	20	32	40	52	60	75,825	-4.4	.000	-.334
Top 10%	42.3	14.1	.10	16	32	44	56	60	310	-6.2	.000	-.436
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UW Oshkosh (N = 272)	41.8	11.5	.70	20	36	44	50	60				
UW Comprehensive	43.5	10.6	.22	24	38	44	50	60	2,527	-1.7	.015	-.156
Carnegie Class	43.1	12.3	.06	20	36	44	52	60	275	-1.4	.054	-.111
NSSE 2019 & 2020	43.2	11.8	.03	22	36	44	52	60	161,251	-1.5	.043	-.123
Top 50%	45.2	11.2	.04	24	38	46	54	60	70,857	-3.4	.000	-.303
Top 10%	47.2	11.6	.09	25	40	50	58	60	17,257	-5.4	.000	-.466
<b>Supportive Environment</b>												
UW Oshkosh (N = 277)	33.4	12.6	.76	13	25	35	40	58				
UW Comprehensive	34.6	12.5	.26	15	25	35	43	58	2,582	-1.2	.132	-.096
Carnegie Class	35.6	13.9	.07	13	25	37	45	60	281	-2.3	.003	-.164
NSSE 2019 & 2020	36.0	13.5	.03	15	28	38	45	60	166,799	-2.6	.001	-.196
Top 50%	37.9	13.1	.04	18	30	38	48	60	85,445	-4.5	.000	-.345
Top 10%	40.0	12.9	.11	18	33	40	50	60	15,299	-6.7	.000	-.518

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UW Oshkosh (N = 400)	39.1	12.5	.62	20	30	40	50	60				
UW Comprehensive	38.9	13.1	.24	20	30	40	50	60	3,261	.2	.756	.017
Carnegie Class	40.5	13.6	.05	20	30	40	50	60	62,999	-1.4	.042	-.102
NSSE 2019 & 2020	40.1	13.5	.03	20	30	40	50	60	238,896	-1.0	.132	-.075
Top 50%	41.7	13.4	.04	20	35	40	55	60	105,709	-2.6	.000	-.196
Top 10%	43.2	13.3	.08	20	35	40	55	60	414	-4.1	.000	-.308
<b>Reflective &amp; Integrative Learning</b>												
UW Oshkosh (N = 427)	38.3	11.6	.56	20	31	40	46	57				
UW Comprehensive	37.9	12.0	.22	20	29	37	46	60	3,485	.4	.469	.037
Carnegie Class	38.2	12.6	.05	17	29	37	49	60	432	.1	.800	.011
NSSE 2019 & 2020	38.1	12.5	.02	17	29	37	46	60	428	.2	.664	.020
Top 50%	39.8	12.2	.04	20	31	40	49	60	104,994	-1.5	.011	-.124
Top 10%	41.8	12.0	.09	20	34	40	51	60	17,291	-3.5	.000	-.288
<b>Learning Strategies</b>												
UW Oshkosh (N = 388)	37.4	14.0	.71	13	27	40	47	60				
UW Comprehensive	35.9	14.3	.28	13	27	33	47	60	3,090	1.6	.044	.109
Carnegie Class	39.4	14.5	.06	13	27	40	53	60	60,436	-2.0	.008	-.135
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	228,755	-1.2	.109	-.081
Top 50%	40.7	14.5	.04	20	33	40	53	60	117,069	-3.2	.000	-.224
Top 10%	42.7	14.4	.07	20	33	40	60	60	37,942	-5.2	.000	-.363
<b>Quantitative Reasoning</b>												
UW Oshkosh (N = 393)	27.7	15.3	.77	0	20	27	40	53				
UW Comprehensive	29.5	15.8	.30	0	20	27	40	60	3,156	-1.8	.032	-.116
Carnegie Class	30.0	16.3	.07	0	20	27	40	60	61,163	-2.3	.005	-.142
NSSE 2019 & 2020	30.3	16.2	.03	0	20	27	40	60	231,637	-2.6	.002	-.158
Top 50%	31.4	16.1	.04	0	20	33	40	60	149,603	-3.7	.000	-.231
Top 10%	33.4	15.9	.09	7	20	33	40	60	29,593	-5.7	.000	-.357
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UW Oshkosh (N = 453)	30.7	14.2	.67	5	20	30	40	55				
UW Comprehensive	33.1	14.3	.25	10	25	35	40	60	3,687	-2.4	.001	-.168
Carnegie Class	29.8	16.2	.06	0	20	30	40	60	460	.9	.192	.054
NSSE 2019 & 2020	32.0	15.6	.03	5	20	30	45	60	454	-1.3	.052	-.083
Top 50%	35.9	14.0	.04	15	25	35	45	60	138,893	-5.2	.000	-.374
Top 10%	38.4	13.6	.09	15	30	40	50	60	24,535	-7.7	.000	-.565
<b>Discussions with Diverse Others</b>												
UW Oshkosh (N = 391)	37.7	13.9	.70	20	30	40	45	60				
UW Comprehensive	36.2	15.0	.29	15	25	35	45	60	527	1.5	.046	.102
Carnegie Class	39.3	16.6	.07	10	25	40	55	60	397	-1.6	.023	-.098
NSSE 2019 & 2020	40.2	15.9	.03	15	30	40	55	60	392	-2.5	.000	-.158
Top 50%	42.1	15.5	.04	15	30	40	60	60	392	-4.4	.000	-.281
Top 10%	43.8	15.3	.08	20	35	45	60	60	400	-6.1	.000	-.398

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UW Oshkosh (N = 410)	23.9	15.5	.76	0	10	20	35	55				
UW Comprehensive	24.7	15.9	.29	0	15	20	35	55	3,355	-.9	.305	-.054
Carnegie Class	23.8	16.2	.06	0	10	20	35	55	64,671	.0	.984	.001
NSSE 2019 & 2020	23.9	16.1	.03	0	10	20	35	55	245,272	-.1	.933	-.004
Top 50%	29.7	15.9	.07	5	20	30	40	60	55,807	-5.8	.000	-.365
Top 10%	33.2	16.0	.16	10	20	35	45	60	9,934	-9.4	.000	-.588
<b>Effective Teaching Practices</b>												
UW Oshkosh (N = 404)	39.2	12.6	.63	20	32	40	48	60				
UW Comprehensive	39.7	13.2	.25	16	32	40	48	60	3,252	-.6	.419	-.043
Carnegie Class	40.2	14.1	.06	16	32	40	52	60	409	-1.1	.090	-.076
NSSE 2019 & 2020	39.7	13.8	.03	16	32	40	52	60	404	-.6	.376	-.040
Top 50%	41.8	13.7	.05	20	32	40	52	60	407	-2.6	.000	-.190
Top 10%	43.7	13.4	.10	20	36	44	56	60	422	-4.5	.000	-.339
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UW Oshkosh (N = 366)	42.9	10.5	.55	24	36	43	50	60				
UW Comprehensive	43.2	11.0	.22	24	36	44	50	60	2,900	-.2	.690	-.022
Carnegie Class	43.8	12.3	.05	20	36	46	53	60	371	-.9	.123	-.069
NSSE 2019 & 2020	43.0	12.1	.03	20	36	44	52	60	366	-.1	.823	-.010
Top 50%	45.2	11.7	.04	24	38	48	54	60	368	-2.3	.000	-.198
Top 10%	47.4	12.0	.07	24	40	50	58	60	376	-4.5	.000	-.372
<b>Supportive Environment</b>												
UW Oshkosh (N = 381)	32.2	12.7	.65	13	23	33	40	55				
UW Comprehensive	31.3	13.1	.25	10	23	30	40	55	3,020	.9	.214	.068
Carnegie Class	31.9	14.5	.06	8	20	33	40	60	387	.3	.672	.019
NSSE 2019 & 2020	32.2	14.2	.03	10	23	33	40	60	382	.0	.993	.000
Top 50%	34.6	14.0	.04	13	25	35	45	60	384	-2.4	.000	-.171
Top 10%	36.8	14.1	.11	13	28	38	48	60	401	-4.6	.000	-.327

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

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

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

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

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

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

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