



NSSE 2014

Engagement Indicators

University of Wisconsin-Stevens Point

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 first-year and senior 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.

Summary of Indicator Items

Responses to each item in a given EI are displayed 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 2013 and 2014 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. 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 Web site: nsse.iub.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 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 Comprehensives	Your first-year students compared with Carnegie Class	Your first-year students compared with Comparison Group 3
<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 Comprehensives	Your seniors compared with Carnegie Class	Your seniors compared with Comparison Group 3
<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

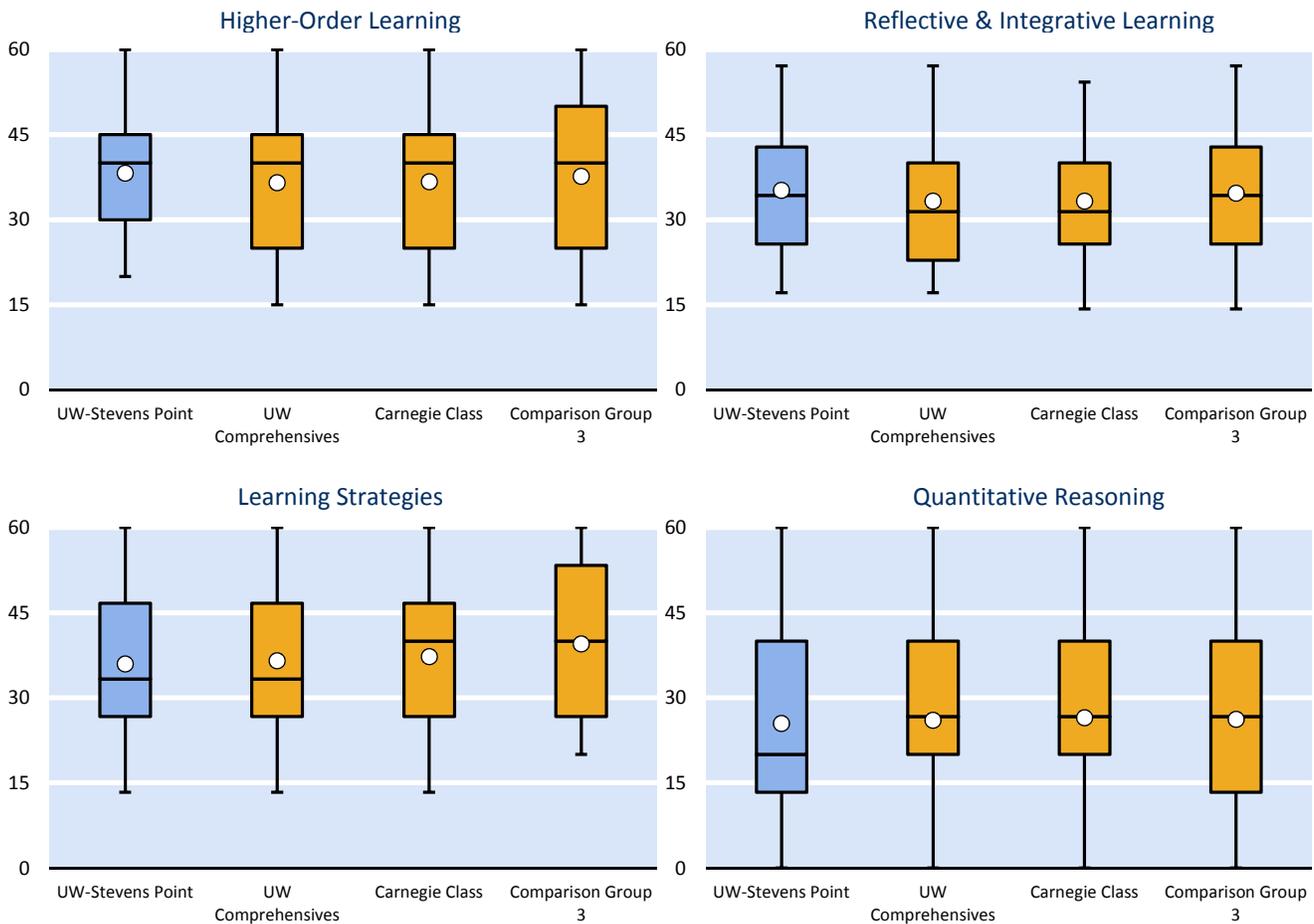
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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-Stevens Point Mean	Your first-year students compared with					
		UW Comprehensives		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.2	36.5 **	.13	36.7 *	.11	37.6	.04
Reflective & Integrative Learning	35.2	33.3 ***	.16	33.3 ***	.16	34.7	.04
Learning Strategies	36.0	36.6	-.04	37.3	-.09	39.5 ***	-.24
Quantitative Reasoning	25.5	26.1	-.04	26.5	-.06	26.2	-.04

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

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)

Summary of Indicator Items

	UW-Stevens Point	UW Comprehensives	Carnegie Class	Comparison Group 3
Higher-Order Learning				
<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 	70 	72 	69 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70 	68 	69 	69 
4d. Evaluating a point of view, decision, or information source	67 	63 	62 	68 
4e. Forming a new idea or understanding from various pieces of information	69 	62 	62 	66 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	57 	52 	55 	54 
2b. Connected your learning to societal problems or issues	52 	46 	45 	50 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47 	43 	41 	48 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62 	56 	57 	61 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64 	59 	60 	65 
2f. Learned something that changed the way you understand an issue or concept	66 	59 	59 	63 
2g. Connected ideas from your courses to your prior experiences and knowledge	76 	72 	73 	75 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76 	74 	75 	79 
9b. Reviewed your notes after class	57 	61 	62 	68 
9c. Summarized what you learned in class or from course materials	53 	56 	57 	62 
Quantitative Reasoning				
<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.)	46 	49 	51 	49 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34 	33 	35 	35 
6c. Evaluated what others have concluded from numerical information	32 	33 	35 	34 

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 Web site.

Academic Challenge: Seniors

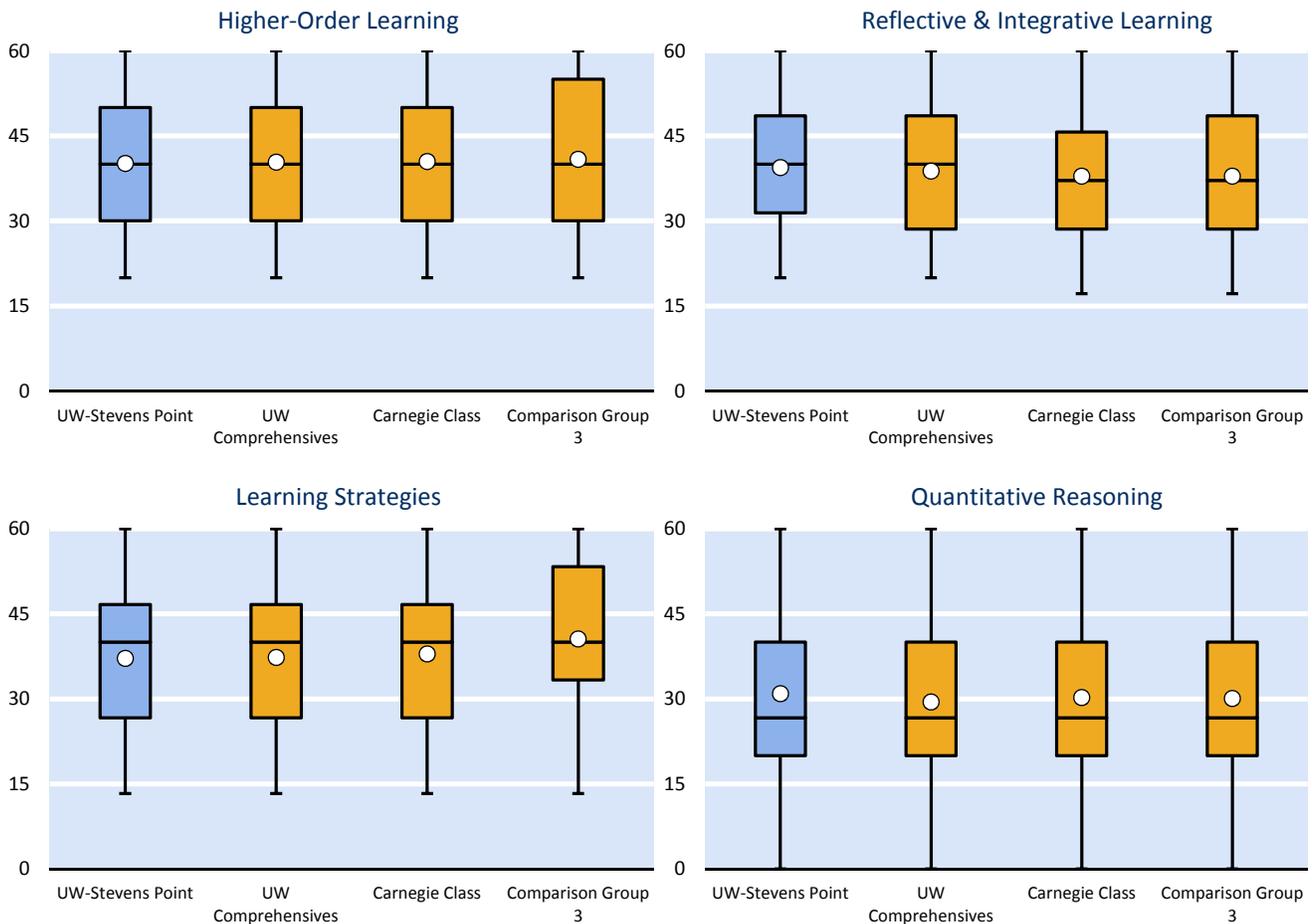
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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-Stevens Point Mean	Your seniors compared with					
		UW Comprehensives		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.1	40.4	-.02	40.5	-.03	40.9	-.05
Reflective & Integrative Learning	39.4	38.8	.05	37.9 ***	.12	37.9 ***	.12
Learning Strategies	37.1	37.3	-.01	37.9	-.05	40.5 ***	-.23
Quantitative Reasoning	30.9	29.4 *	.09	30.3	.04	30.0	.05

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

Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	UW-Stevens Point	UW Comprehensives	Carnegie Class	Comparison Group 3
Higher-Order Learning				
<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	81 	80 	82 	81 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74 	77 	76 	77 
4d. Evaluating a point of view, decision, or information source	68 	71 	69 	70 
4e. Forming a new idea or understanding from various pieces of information	72 	71 	70 	72 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	78 	76 	75 	72 
2b. Connected your learning to societal problems or issues	67 	64 	62 	61 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54 	53 	51 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66 	65 	63 	64 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74 	69 	68 	68 
2f. Learned something that changed the way you understand an issue or concept	72 	69 	66 	68 
2g. Connected ideas from your courses to your prior experiences and knowledge	88 	86 	84 	83 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78 	78 	79 	83 
9b. Reviewed your notes after class	54 	55 	57 	65 
9c. Summarized what you learned in class or from course materials	59 	59 	60 	66 
Quantitative Reasoning				
<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.)	56 	53 	55 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46 	43 	45 	45 
6c. Evaluated what others have concluded from numerical information	47 	43 	45 	44 

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 Web site.

Learning with Peers: First-year students

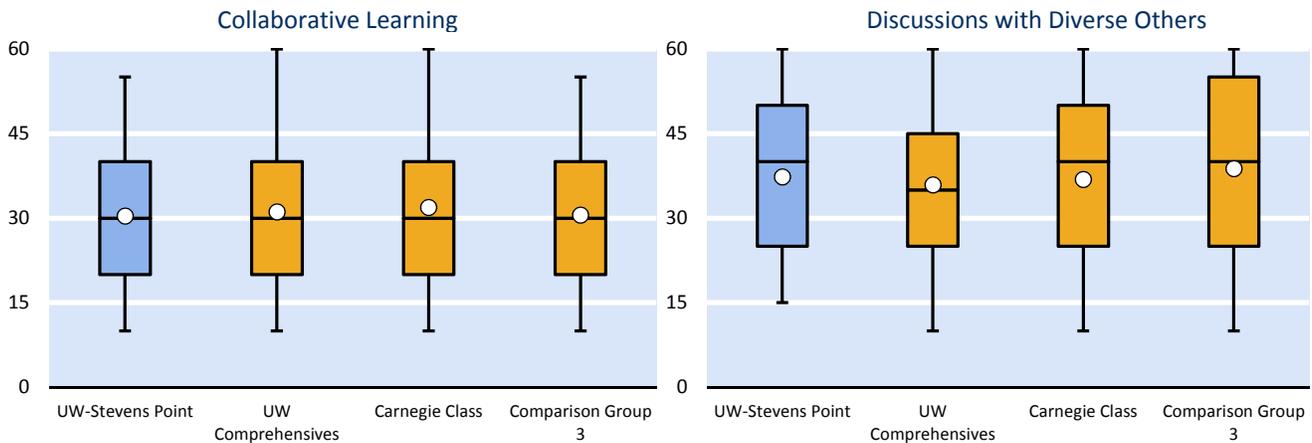
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UW-Stevens Point Mean	Your first-year students compared with					
		UW Comprehensives		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.4	31.1	-.06	31.9 *	-.11	30.5	-.01
Discussions with Diverse Others	37.3	35.9 *	.09	36.8	.03	38.8 *	-.09

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

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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	UW-Stevens Point	UW Comprehensives	Carnegie Class	Comparison Group 3
1e. Asked another student to help you understand course material	51	49	52	46
1f. Explained course material to one or more students	53	53	55	52
1g. Prepared for exams by discussing or working through course material with other students	44	43	45	44
1h. Worked with other students on course projects or assignments	47	51	51	48

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	UW-Stevens Point	UW Comprehensives	Carnegie Class	Comparison Group 3
8a. People from a race or ethnicity other than your own	57	51	52	64
8b. People from an economic background other than your own	68	65	65	68
8c. People with religious beliefs other than your own	65	63	65	67
8d. People with political views other than your own	65	64	67	67

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 Web site.

Learning with Peers: Seniors

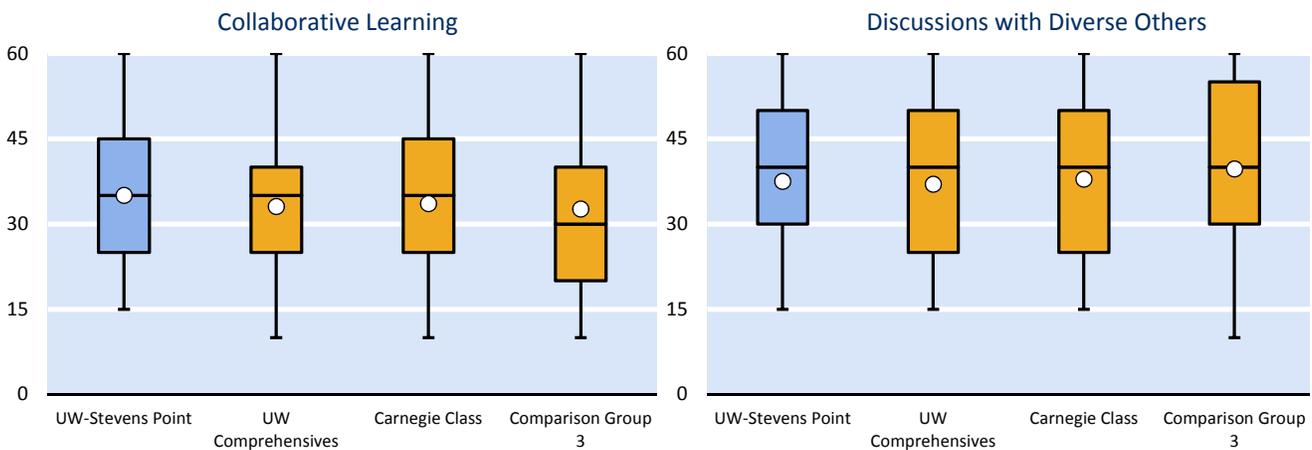
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UW-Stevens Point Mean	Your seniors compared with					
		UW Comprehensives		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.1	33.1 ***	.14	33.6 **	.11	32.7 ***	.17
Discussions with Diverse Others	37.5	37.0	.04	37.9	-.02	39.7 ***	-.13

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

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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	UW-Stevens Point	UW Comprehensives	Carnegie Class	Comparison Group 3
1e. Asked another student to help you understand course material	48	42	44	41
1f. Explained course material to one or more students	65	60	61	60
1g. Prepared for exams by discussing or working through course material with other students	48	44	45	45
1h. Worked with other students on course projects or assignments	75	70	70	65

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	UW-Stevens Point	UW Comprehensives	Carnegie Class	Comparison Group 3
8a. People from a race or ethnicity other than your own	51	51	56	65
8b. People from an economic background other than your own	67	66	67	71
8c. People with religious beliefs other than your own	69	63	65	68
8d. People with political views other than your own	70	67	69	69

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 Web site.

Experiences with Faculty: First-year students

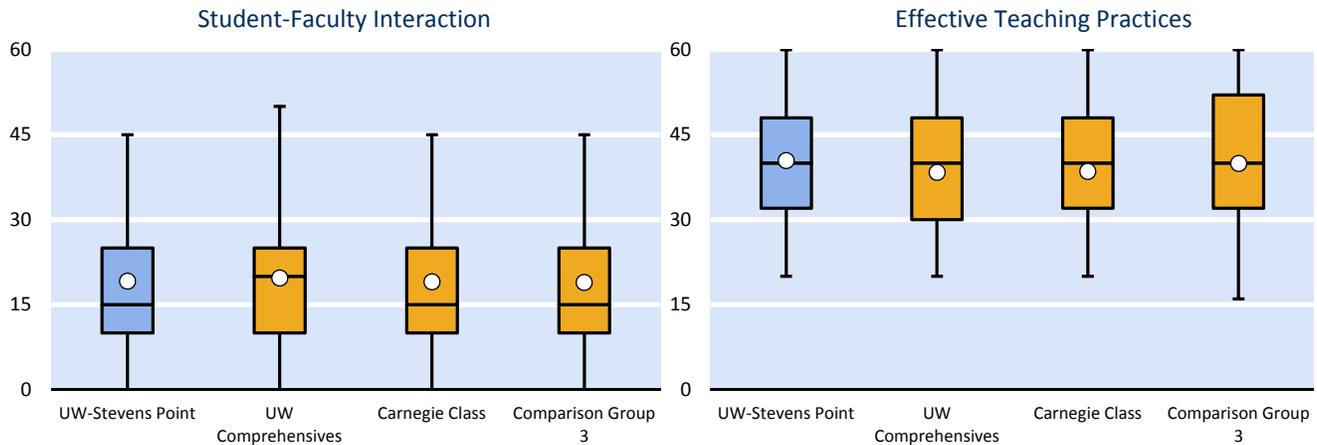
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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-Stevens Point Mean	Your first-year students compared with					
		UW Comprehensives		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.1	19.7	-.04	19.0	.01	18.9	.01
Effective Teaching Practices	40.4	38.3 ***	.17	38.5 **	.15	39.9	.03

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

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	UW-Stevens Point	UW Comprehensives	Carnegie Class	Comparison Group 3
3a. Talked about career plans with a faculty member	31	31	27	28
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	19	17	17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	23	23	23
3d. Discussed your academic performance with a faculty member	20	23	22	27

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	UW-Stevens Point	UW Comprehensives	Carnegie Class	Comparison Group 3
5a. Clearly explained course goals and requirements	84	79	80	81
5b. Taught course sessions in an organized way	82	78	78	79
5c. Used examples or illustrations to explain difficult points	83	76	76	77
5d. Provided feedback on a draft or work in progress	63	63	62	64
5e. Provided prompt and detailed feedback on tests or completed assignments	61	57	60	63

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 Web site.

Experiences with Faculty: Seniors

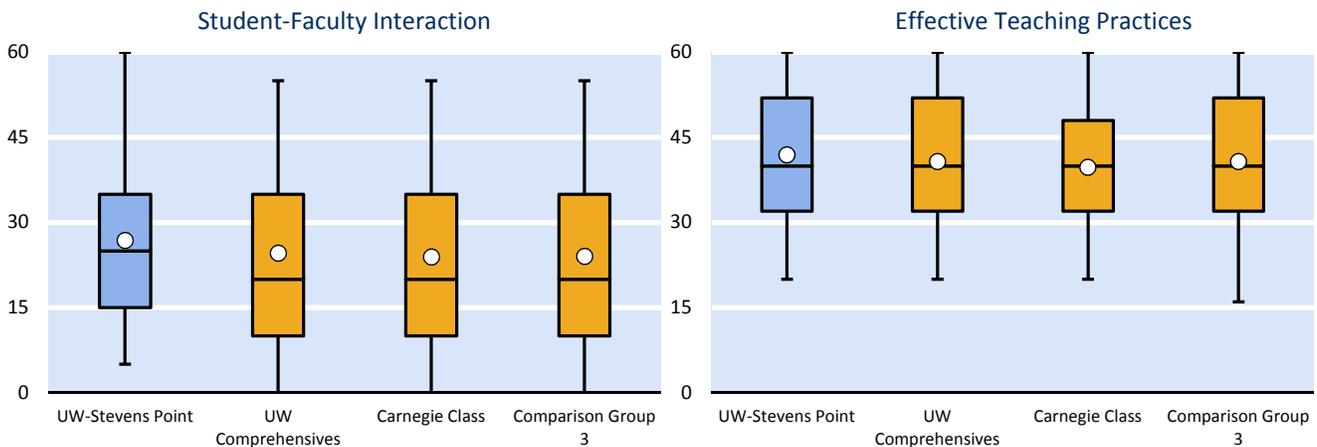
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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-Stevens Point Mean	Your seniors compared with					
		UW Comprehensives		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.8	24.6 ***	.14	23.9 ***	.19	24.0 ***	.17
Effective Teaching Practices	41.9	40.7 **	.09	39.7 ***	.17	40.7 **	.08

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

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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	UW-Stevens Point	UW Comprehensives	Carnegie Class	Comparison Group 3
3a. Talked about career plans with a faculty member	50	45	42	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	30	28	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	36	35	35
3d. Discussed your academic performance with a faculty member	34	30	30	33

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	UW-Stevens Point	UW Comprehensives	Carnegie Class	Comparison Group 3
5a. Clearly explained course goals and requirements	83	83	81	82
5b. Taught course sessions in an organized way	83	82	79	81
5c. Used examples or illustrations to explain difficult points	85	81	79	80
5d. Provided feedback on a draft or work in progress	69	62	59	62
5e. Provided prompt and detailed feedback on tests or completed assignments	68	70	67	67

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 Web site.

Campus Environment: First-year students

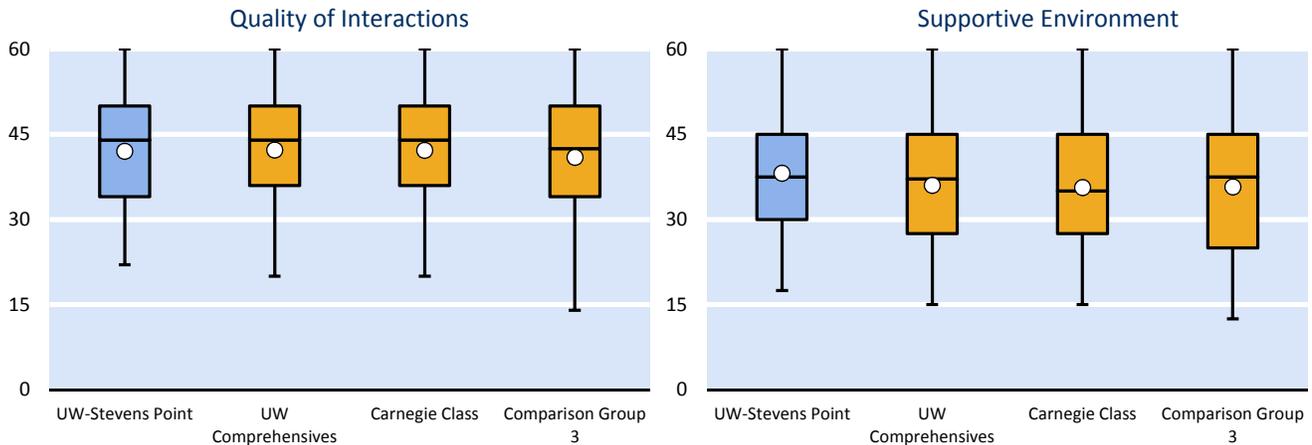
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UW-Stevens Point Mean	Your first-year students compared with					
		UW Comprehensives		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.0	42.2	-.02	42.2	-.02	40.9 *	.08
Supportive Environment	38.1	36.0 ***	.16	35.6 ***	.20	35.7 ***	.17

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

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Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	UW-Stevens Point	UW Comprehensives	Carnegie Class	Comparison Group 3
13a. Students	60	58	61	56
13b. Academic advisors	47	51	47	47
13c. Faculty	50	49	48	50
13d. Student services staff (career services, student activities, housing, etc.)	45	46	47	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	43	46	43

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	UW-Stevens Point	UW Comprehensives	Carnegie Class	Comparison Group 3
14b. Providing support to help students succeed academically	83	76	77	76
14c. Using learning support services (tutoring services, writing center, etc.)	85	76	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	52	51	55
14e. Providing opportunities to be involved socially	79	73	72	70
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	74	71	68
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	42	38	41
14h. Attending campus activities and events (performing arts, athletic events, etc.)	73	66	66	64
14i. Attending events that address important social, economic, or political issues	52	50	48	49

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 Web site.

Campus Environment: Seniors

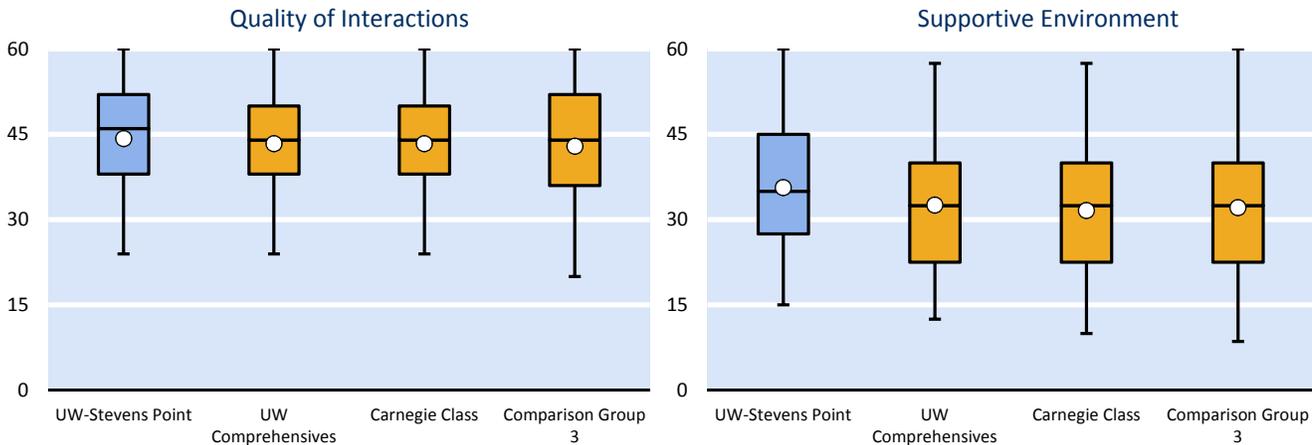
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UW-Stevens Point Mean	Your seniors compared with					
		UW Comprehensives		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.3	43.4 *	.08	43.4 *	.08	42.9 ***	.11
Supportive Environment	35.7	32.6 ***	.23	31.6 ***	.30	32.1 ***	.25

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

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	UW-Stevens Point	UW Comprehensives	Carnegie Class	Comparison Group 3
13a. Students	65	65	66	65
13b. Academic advisors	55	52	52	54
13c. Faculty	61	61	58	61
13d. Student services staff (career services, student activities, housing, etc.)	47	46	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	44	45	43

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	UW-Stevens Point	UW Comprehensives	Carnegie Class	Comparison Group 3
14b. Providing support to help students succeed academically	77	73	70	71
14c. Using learning support services (tutoring services, writing center, etc.)	76	64	65	65
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	45	47	50
14e. Providing opportunities to be involved socially	76	69	66	64
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	66	60	60
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	29	25	29
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	55	52	54
14i. Attending events that address important social, economic, or political issues	49	44	43	45

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 Web site.

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not 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-Stevens Point Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Theme	Engagement Indicator							
<i>Academic Challenge</i>	Higher-Order Learning	38.2	40.6 ***	-.17		42.7 ***	-.33	
	Reflective and Integrative Learning	35.2	37.3 ***	-.17		39.3 ***	-.32	
	Learning Strategies	36.0	41.2 ***	-.37		43.4 ***	-.53	
	Quantitative Reasoning	25.5	28.8 ***	-.20		30.6 ***	-.32	
<i>Learning with Peers</i>	Collaborative Learning	30.4	34.7 ***	-.32		37.0 ***	-.49	
	Discussions with Diverse Others	37.3	43.2 ***	-.39		45.6 ***	-.56	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.1	23.3 ***	-.28		26.9 ***	-.49	
	Effective Teaching Practices	40.4	42.4 ***	-.15		44.6 ***	-.32	
<i>Campus Environment</i>	Quality of Interactions	42.0	44.0 ***	-.18		46.0 ***	-.35	
	Supportive Environment	38.1	39.4 *	-.10		41.4 ***	-.25	

Seniors		UW-Stevens Point Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Theme	Engagement Indicator							
<i>Academic Challenge</i>	Higher-Order Learning	40.1	43.3 ***	-.23		45.3 ***	-.38	
	Reflective and Integrative Learning	39.4	41.1 ***	-.13		43.1 ***	-.29	
	Learning Strategies	37.1	42.5 ***	-.37		44.9 ***	-.55	
	Quantitative Reasoning	30.9	31.3	-.02	✓	33.0 ***	-.13	
<i>Learning with Peers</i>	Collaborative Learning	35.1	35.4	-.02	✓	37.7 ***	-.20	
	Discussions with Diverse Others	37.5	43.9 ***	-.41		45.8 ***	-.54	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	26.8	29.6 ***	-.17		34.4 ***	-.46	
	Effective Teaching Practices	41.9	43.1 **	-.09		45.1 ***	-.24	
<i>Campus Environment</i>	Quality of Interactions	44.3	45.3 **	-.09		47.4 ***	-.27	
	Supportive Environment	35.7	36.1	-.03	✓	39.0 ***	-.25	

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

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 2013 and 2014 institutions, separately for first-year and senior students. 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 ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UW-Stevens Point (N = 521)	38.2	13.0	.57	20	30	40	45	60				
UW Comprehensives	36.5	13.1	.19	15	25	40	45	60	5,228	1.7	.005	.131
Carnegie Class	36.7	13.4	.23	15	25	40	45	60	4,008	1.5	.015	.114
Comparison Group 3	37.6	14.4	.13	15	25	40	50	60	579	.6	.302	.042
Top 50%	40.6	13.6	.03	20	30	40	50	60	181,372	-2.4	.000	-.174
Top 10%	42.7	13.6	.07	20	35	40	55	60	538	-4.5	.000	-.329
Reflective & Integrative Learning												
UW-Stevens Point (N = 553)	35.2	12.1	.52	17	26	34	43	57				
UW Comprehensives	33.3	12.1	.17	17	23	31	40	57	5,461	1.9	.000	.161
Carnegie Class	33.3	11.9	.20	14	26	31	40	54	4,191	1.9	.000	.161
Comparison Group 3	34.7	12.7	.12	14	26	34	43	57	12,499	.5	.350	.041
Top 50%	37.3	12.5	.03	17	29	37	46	60	182,679	-2.1	.000	-.169
Top 10%	39.3	12.6	.06	20	31	40	49	60	39,540	-4.1	.000	-.324
Learning Strategies												
UW-Stevens Point (N = 527)	36.0	13.6	.59	13	27	33	47	60				
UW Comprehensives	36.6	13.9	.21	13	27	33	47	60	4,944	-.6	.380	-.040
Carnegie Class	37.3	14.2	.25	13	27	40	47	60	3,782	-1.3	.053	-.091
Comparison Group 3	39.5	14.3	.14	20	27	40	53	60	11,037	-3.5	.000	-.245
Top 50%	41.2	14.0	.04	20	33	40	53	60	160,320	-5.2	.000	-.372
Top 10%	43.4	14.0	.08	20	33	40	60	60	34,375	-7.4	.000	-.529
Quantitative Reasoning												
UW-Stevens Point (N = 544)	25.5	15.7	.67	0	13	20	40	60				
UW Comprehensives	26.1	15.3	.22	0	20	27	40	60	5,340	-.6	.423	-.036
Carnegie Class	26.5	15.7	.26	0	20	27	40	60	4,074	-1.0	.167	-.064
Comparison Group 3	26.2	16.5	.15	0	13	27	40	60	12,162	-.7	.336	-.042
Top 50%	28.8	16.3	.03	0	20	27	40	60	546	-3.3	.000	-.202
Top 10%	30.6	16.2	.07	0	20	27	40	60	555	-5.1	.000	-.317
Learning with Peers												
Collaborative Learning												
UW-Stevens Point (N = 558)	30.4	13.5	.57	10	20	30	40	55				
UW Comprehensives	31.1	13.1	.19	10	20	30	40	60	5,566	-.7	.211	-.056
Carnegie Class	31.9	13.4	.22	10	20	30	40	60	4,284	-1.5	.013	-.113
Comparison Group 3	30.5	14.2	.13	10	20	30	40	55	615	-.1	.832	-.009
Top 50%	34.7	13.7	.03	15	25	35	45	60	220,713	-4.3	.000	-.317
Top 10%	37.0	13.6	.06	15	25	35	45	60	50,724	-6.7	.000	-.490
Discussions with Diverse Others												
UW-Stevens Point (N = 532)	37.3	15.2	.66	15	25	40	50	60				
UW Comprehensives	35.9	15.3	.23	10	25	35	45	60	5,022	1.4	.050	.090
Carnegie Class	36.8	15.3	.27	10	25	40	50	60	3,827	.4	.556	.027
Comparison Group 3	38.8	16.7	.16	10	25	40	55	60	597	-1.5	.026	-.091
Top 50%	43.2	15.4	.03	20	35	45	60	60	201,869	-6.0	.000	-.388
Top 10%	45.6	14.8	.07	20	40	50	60	60	42,612	-8.3	.000	-.563

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UW-Stevens Point (N = 541)	19.1	13.1	.56	0	10	15	25	45				
UW Comprehensives	19.7	13.9	.20	0	10	20	25	50	5,330	-.6	.376	-.040
Carnegie Class	19.0	13.4	.22	0	10	15	25	45	4,092	.1	.890	.006
Comparison Group 3	18.9	14.6	.14	0	10	15	25	45	604	.2	.706	.015
Top 50%	23.3	15.0	.04	0	10	20	30	55	546	-4.2	.000	-.281
Top 10%	26.9	16.2	.11	5	15	25	40	60	582	-7.8	.000	-.485
Effective Teaching Practices												
UW-Stevens Point (N = 545)	40.4	12.0	.51	20	32	40	48	60				
UW Comprehensives	38.3	12.4	.18	20	30	40	48	60	5,375	2.1	.000	.168
Carnegie Class	38.5	12.4	.21	20	32	40	48	60	4,124	1.9	.001	.151
Comparison Group 3	39.9	13.6	.13	16	32	40	52	60	610	.5	.376	.035
Top 50%	42.4	13.2	.03	20	32	44	52	60	549	-2.0	.000	-.148
Top 10%	44.6	13.3	.08	20	36	44	56	60	570	-4.2	.000	-.318
Campus Environment												
Quality of Interactions												
UW-Stevens Point (N = 525)	42.0	11.6	.51	22	34	44	50	60				
UW Comprehensives	42.2	11.1	.17	20	36	44	50	60	4,875	-.3	.609	-.024
Carnegie Class	42.2	11.6	.20	20	36	44	50	60	3,744	-.2	.740	-.016
Comparison Group 3	40.9	13.2	.13	14	34	43	50	60	596	1.1	.041	.082
Top 50%	44.0	11.4	.03	22	38	46	52	60	124,251	-2.0	.000	-.176
Top 10%	46.0	11.6	.07	24	40	48	55	60	26,162	-4.1	.000	-.349
Supportive Environment												
UW-Stevens Point (N = 513)	38.1	12.4	.55	18	30	38	45	60				
UW Comprehensives	36.0	13.1	.20	15	28	37	45	60	661	2.1	.000	.163
Carnegie Class	35.6	13.0	.24	15	28	35	45	60	714	2.5	.000	.196
Comparison Group 3	35.7	14.2	.14	13	25	38	45	60	584	2.4	.000	.169
Top 50%	39.4	13.2	.03	18	30	40	50	60	516	-1.3	.020	-.096
Top 10%	41.4	12.8	.07	20	33	40	53	60	528	-3.2	.000	-.252

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

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 ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UW-Stevens Point (N = 961)	40.1	13.2	.43	20	30	40	50	60				
UW Comprehensives	40.4	13.3	.19	20	30	40	50	60	5,920	-.3	.575	-.020
Carnegie Class	40.5	13.5	.20	20	30	40	50	60	5,704	-.4	.455	-.026
Comparison Group 3	40.9	14.1	.12	20	30	40	55	60	1,132	-.7	.096	-.053
Top 50%	43.3	13.7	.03	20	35	40	55	60	971	-3.1	.000	-.228
Top 10%	45.3	13.6	.07	20	40	45	60	60	1,006	-5.1	.000	-.378
Reflective & Integrative Learning												
UW-Stevens Point (N = 989)	39.4	12.1	.39	20	31	40	49	60				
UW Comprehensives	38.8	12.6	.18	20	29	40	49	60	1,432	.6	.129	.051
Carnegie Class	37.9	12.6	.18	17	29	37	46	60	5,907	1.5	.000	.124
Comparison Group 3	37.9	13.1	.11	17	29	37	49	60	1,167	1.5	.000	.117
Top 50%	41.1	12.6	.03	20	31	40	51	60	1,001	-1.6	.000	-.130
Top 10%	43.1	12.5	.06	20	34	43	54	60	1,045	-3.6	.000	-.291
Learning Strategies												
UW-Stevens Point (N = 874)	37.1	14.5	.49	13	27	40	47	60				
UW Comprehensives	37.3	14.8	.22	13	27	40	47	60	5,553	-.2	.697	-.014
Carnegie Class	37.9	14.8	.22	13	27	40	47	60	5,364	-.8	.147	-.054
Comparison Group 3	40.5	14.7	.13	13	33	40	53	60	12,834	-3.4	.000	-.233
Top 50%	42.5	14.5	.03	20	33	40	60	60	212,816	-5.4	.000	-.369
Top 10%	44.9	14.1	.06	20	33	47	60	60	54,974	-7.7	.000	-.548
Quantitative Reasoning												
UW-Stevens Point (N = 964)	30.9	17.1	.55	0	20	27	40	60				
UW Comprehensives	29.4	17.0	.24	0	20	27	40	60	5,993	1.5	.015	.086
Carnegie Class	30.3	16.6	.24	0	20	27	40	60	5,789	.6	.275	.039
Comparison Group 3	30.0	17.1	.15	0	20	27	40	60	13,918	.9	.136	.050
Top 50%	31.3	17.2	.03	0	20	33	40	60	268,220	-.4	.446	-.025
Top 10%	33.0	16.9	.07	0	20	33	47	60	67,910	-2.1	.000	-.126
Learning with Peers												
Collaborative Learning												
UW-Stevens Point (N = 1009)	35.1	13.3	.42	15	25	35	45	60				
UW Comprehensives	33.1	13.8	.19	10	25	35	40	60	1,460	2.0	.000	.144
Carnegie Class	33.6	13.8	.20	10	25	35	45	60	1,483	1.4	.002	.105
Comparison Group 3	32.7	14.3	.12	10	20	30	40	60	1,191	2.4	.000	.169
Top 50%	35.4	13.8	.03	15	25	35	45	60	1,017	-.3	.444	-.023
Top 10%	37.7	13.6	.06	15	30	40	50	60	1,056	-2.7	.000	-.196
Discussions with Diverse Others												
UW-Stevens Point (N = 883)	37.5	14.5	.49	15	30	40	50	60				
UW Comprehensives	37.0	15.4	.22	15	25	40	50	60	1,281	.5	.311	.036
Carnegie Class	37.9	15.7	.23	15	25	40	50	60	1,313	-.4	.516	-.023
Comparison Group 3	39.7	16.3	.15	10	30	40	55	60	1,051	-2.2	.000	-.134
Top 50%	43.9	15.8	.03	20	35	45	60	60	889	-6.4	.000	-.406
Top 10%	45.8	15.4	.06	20	40	50	60	60	908	-8.3	.000	-.540

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UW-Stevens Point (N = 971)	26.8	15.8	.51	5	15	25	35	60				
UW Comprehensives	24.6	15.9	.22	0	10	20	35	55	6,016	2.2	.000	.141
Carnegie Class	23.9	15.6	.22	0	10	20	35	55	5,792	2.9	.000	.187
Comparison Group 3	24.0	16.3	.14	0	10	20	35	55	1,132	2.8	.000	.173
Top 50%	29.6	16.1	.05	5	20	30	40	60	106,919	-2.7	.000	-.170
Top 10%	34.4	16.4	.14	10	20	35	45	60	1,115	-7.6	.000	-.463
Effective Teaching Practices												
UW-Stevens Point (N = 973)	41.9	12.6	.40	20	32	40	52	60				
UW Comprehensives	40.7	12.6	.18	20	32	40	52	60	6,059	1.2	.009	.092
Carnegie Class	39.7	13.0	.19	20	32	40	48	60	5,848	2.2	.000	.169
Comparison Group 3	40.7	13.8	.12	16	32	40	52	60	1,152	1.2	.006	.084
Top 50%	43.1	13.6	.03	20	36	44	56	60	986	-1.2	.004	-.086
Top 10%	45.1	13.4	.08	20	36	48	60	60	1,053	-3.2	.000	-.242
Campus Environment												
Quality of Interactions												
UW-Stevens Point (N = 876)	44.3	10.7	.36	24	38	46	52	60				
UW Comprehensives	43.4	10.6	.16	24	38	44	50	60	5,403	.9	.026	.082
Carnegie Class	43.4	10.7	.16	24	38	44	50	60	5,186	.9	.025	.083
Comparison Group 3	42.9	11.7	.11	20	36	44	52	60	1,042	1.3	.000	.114
Top 50%	45.3	11.3	.03	24	38	48	54	60	887	-1.0	.005	-.090
Top 10%	47.4	11.6	.06	24	40	50	58	60	924	-3.1	.000	-.268
Supportive Environment												
UW-Stevens Point (N = 842)	35.7	12.7	.44	15	28	35	45	60				
UW Comprehensives	32.6	13.3	.20	13	23	33	40	58	5,286	3.1	.000	.232
Carnegie Class	31.6	13.4	.20	10	23	33	40	58	5,187	4.0	.000	.304
Comparison Group 3	32.1	14.3	.13	9	23	33	40	60	1,004	3.5	.000	.249
Top 50%	36.1	13.8	.03	13	28	38	45	60	851	-.4	.333	-.031
Top 10%	39.0	13.3	.08	17	30	40	50	60	28,454	-3.3	.000	-.248

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

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.