



NSSE 2020

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 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

Engagement Indicators: Overview

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

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

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

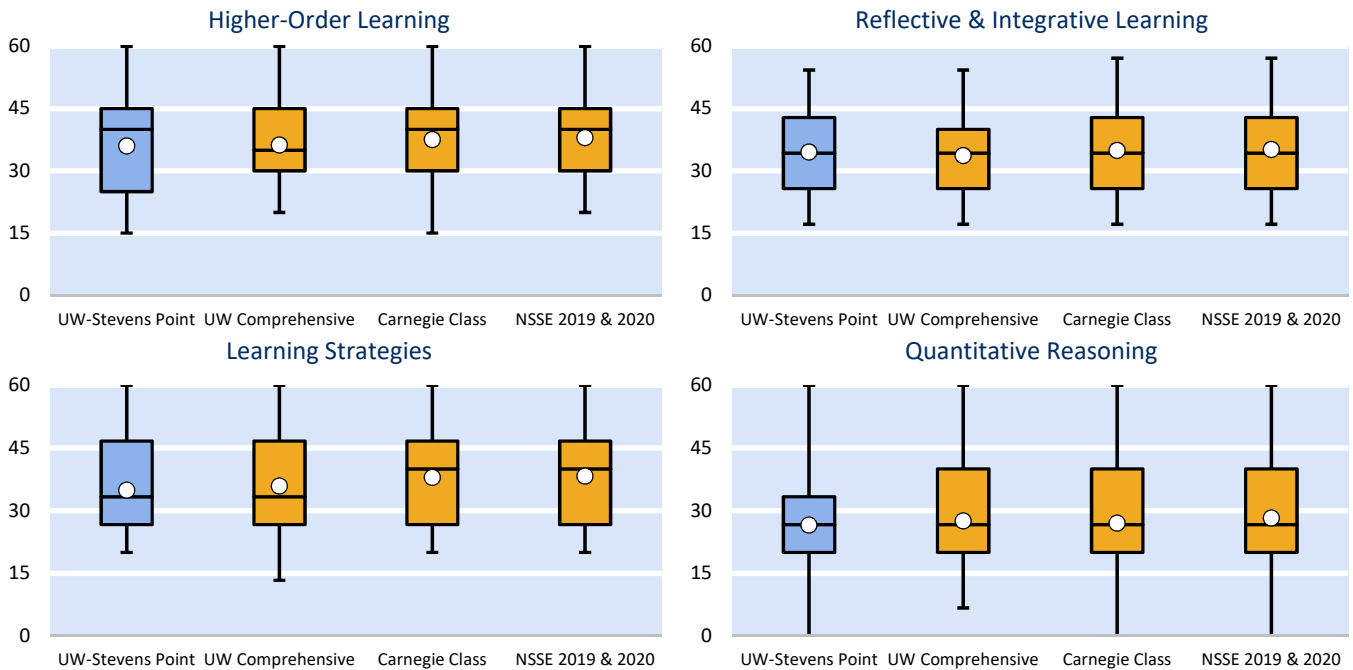
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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-Stevens Point 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	36.0	36.3	-.02	37.6	-.12	38.1 *	-.15
Reflective & Integrative Learning	34.6	33.7	.08	34.9	-.03	35.2	-.05
Learning Strategies	34.9	35.9	-.07	38.0 ***	-.22	38.3 ***	-.25
Quantitative Reasoning	26.5	27.5	-.07	27.0	-.03	28.2	-.11

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-Stevens Point	Percentage point difference ^a between your FY students and		
		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
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	65	-3	-3	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-1	-4	-5
4d. Evaluating a point of view, decision, or information source	70	+4	+1	+1
4e. Forming a new idea or understanding from various pieces of information	63	-3	-5	-6
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	56	+7	+4	+5
2b. Connected your learning to societal problems or issues	45	-4	-5	-6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	+1	-2	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	+3	-3	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	+3	-0	-1
2f. Learned something that changed the way you understand an issue or concept	62	-1	-4	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+5	+3	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	66	-4	-8	-8
9b. Reviewed your notes after class	56	-5	-10	-10
9c. Summarized what you learned in class or from course materials	52	-6	-12	-12
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.)	49	+0	-0	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-4	-2	-5
6c. Evaluated what others have concluded from numerical information	35	-3	-1	-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.

Academic Challenge: Seniors

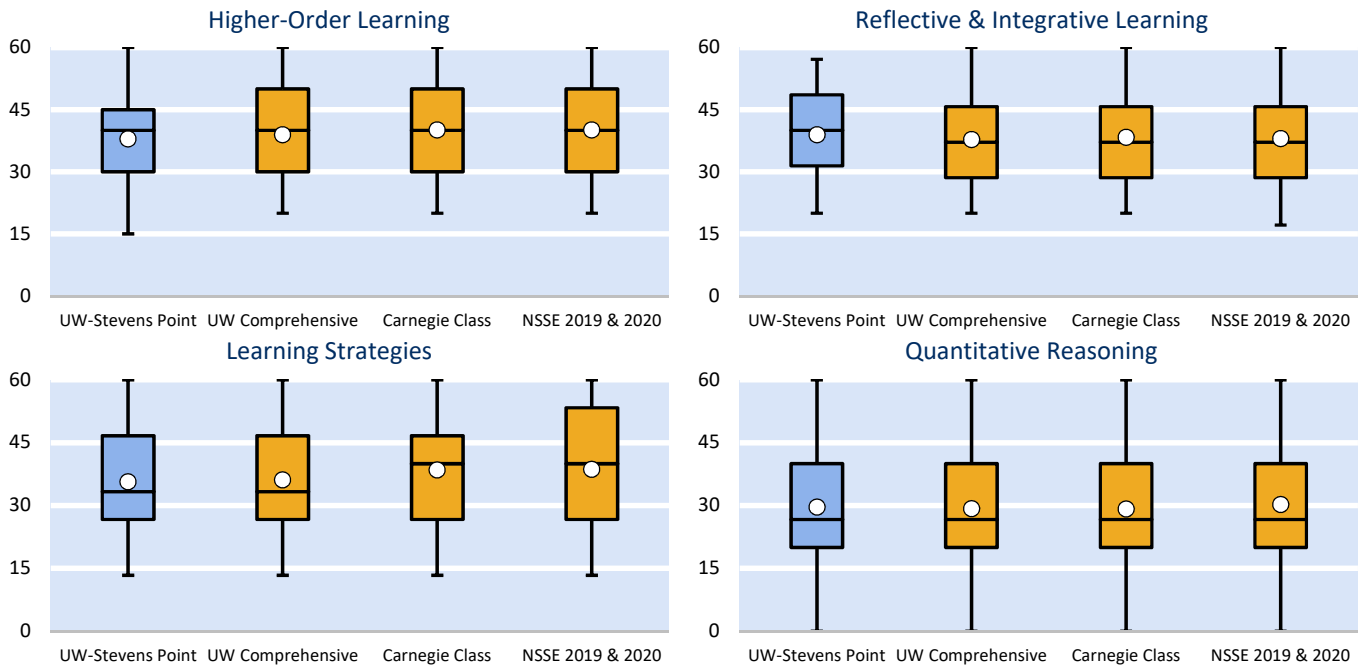
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Mean Comparisons

Engagement Indicator	UW-Stevens Point Mean	Your seniors 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	37.9	39.0	-.08	40.1 **	-.16	40.1 **	-.16
Reflective & Integrative Learning	38.9	37.8	.10	38.3	.05	38.1	.07
Learning Strategies	35.7	36.1	-.03	38.5 ***	-.19	38.6 ***	-.20
Quantitative Reasoning	29.6	29.3	.02	29.2	.03	30.2	-.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.

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-Stevens Point	Percentage point difference ^a between your seniors and		
		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
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	70	-8	-7	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-4	-6	-7
4d. Evaluating a point of view, decision, or information source	67	-1	-5	-4
4e. Forming a new idea or understanding from various pieces of information	68	-3	-5	-5
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	77	+4	+7	+9
2b. Connected your learning to societal problems or issues	62	+1	+0	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+0	-2	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+2	-0	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+6	+2	+2
2f. Learned something that changed the way you understand an issue or concept	71	-0	-1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+1	+2	+2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	-2	-4	-4
9b. Reviewed your notes after class	56	+1	-7	-7
9c. Summarized what you learned in class or from course materials	56	-1	-8	-9
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.)	48	-4	-6	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-0	-1	-3
6c. Evaluated what others have concluded from numerical information	46	+3	+3	+1

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Learning with Peers: First-year students

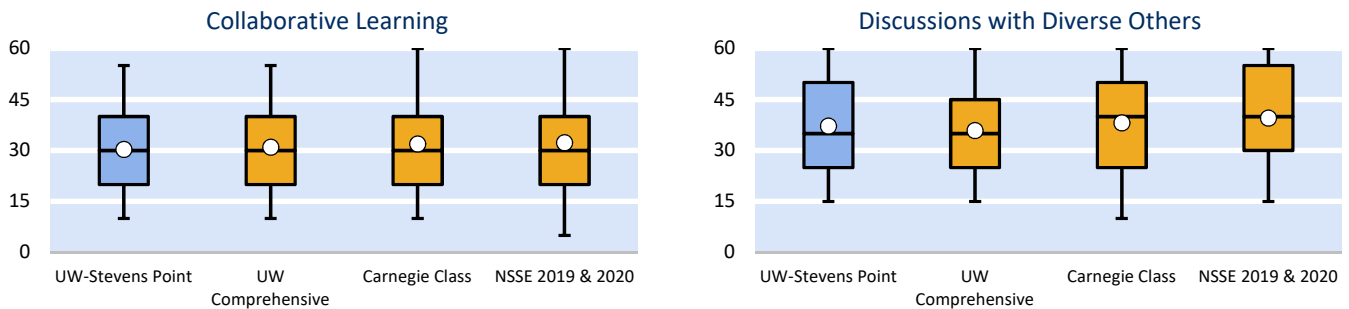
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 Comprehensive		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.3	31.0	-.05	31.9 *	-.11	32.3 *	-.13
Discussions with Diverse Others	37.2	35.8	.10	38.1	-.06	39.5 *	-.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).

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	UW-Stevens Point	Percentage point difference ^a between your FY students and		
		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	53	+2	+3	+1
1f. Explained course material to one or more students	55	+1	-1	-2
1g. Prepared for exams by discussing or working through course material with other students	40	-6	-8	-10
1h. Worked with other students on course projects or assignments	43	-10	-11	-11
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	51	-4	-14	-20
8b. People from an economic background other than your own	64	+1	-5	-7
8c. People with religious beliefs other than your own	64	+5	+2	-2
8d. People with political views other than your own	68	+5	+4	+4

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Learning with Peers: Seniors

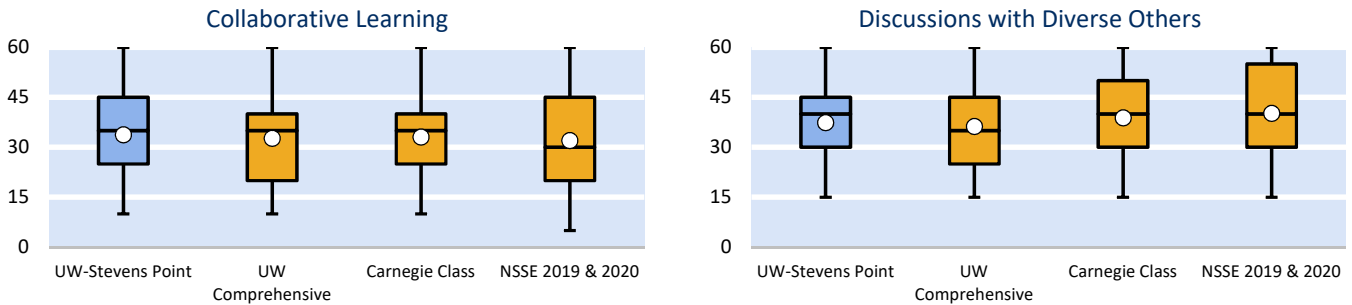
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Mean Comparisons

Engagement Indicator	UW-Stevens Point Mean	Your seniors compared with					
		UW Comprehensive		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.8	32.7	.08	33.1	.05	32.0	** .12
Discussions with Diverse Others	37.4	36.2	.08	38.9	-.09	40.2	*** -.17

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	UW-Stevens Point	Percentage point difference ^a between your seniors and		
		UW Comprehensive	Carnegie Class	NSSE 2019 & 2020
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	51	+6	+6	+7
1f. Explained course material to one or more students	65	+6	+4	+8
1g. Prepared for exams by discussing or working through course material with other students	44	-1	-4	-3
1h. Worked with other students on course projects or assignments	69	+0	+3	+6
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	52	-3	-14	-20
8b. People from an economic background other than your own	69	+3	-2	-4
8c. People with religious beliefs other than your own	68	+7	+3	+0
8d. People with political views other than your own	68	+6	+4	+3

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Experiences with Faculty: First-year students

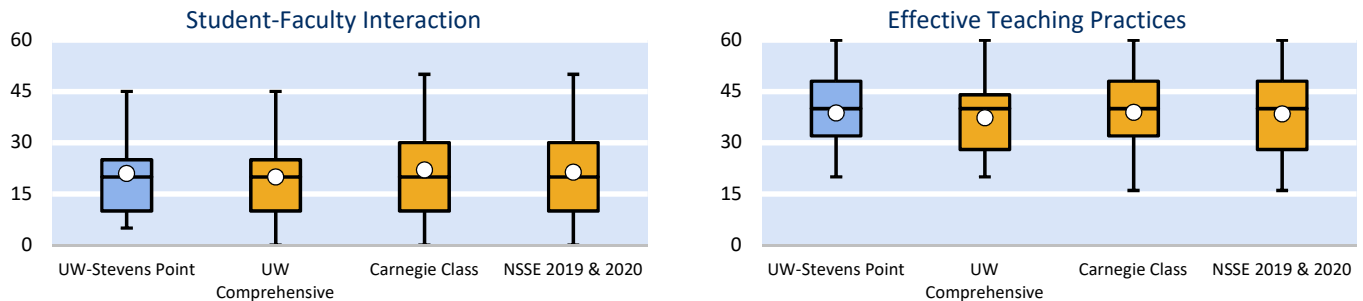
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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-Stevens Point Mean	Your first-year students compared with					
		UW Comprehensive		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.9	19.9	.07	22.0	-.07	21.4	-.03
Effective Teaching Practices	38.7	37.3	.11	38.9	-.02	38.4	.02

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Student-Faculty Interaction	UW-Stevens Point Point	Percentage point difference ^a 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	41	+6	+3	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-1	-4	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	+0	-6	-4
3d. Discussed your academic performance with a faculty member	25	+1	-7	-5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	78	+1	+1	+1
5b. Taught course sessions in an organized way	76	+1	+1	+2
5c. Used examples or illustrations to explain difficult points	78	+4	+4	+4
5d. Provided feedback on a draft or work in progress	62	+4	-3	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-3	-6	-4

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Experiences with Faculty: Seniors

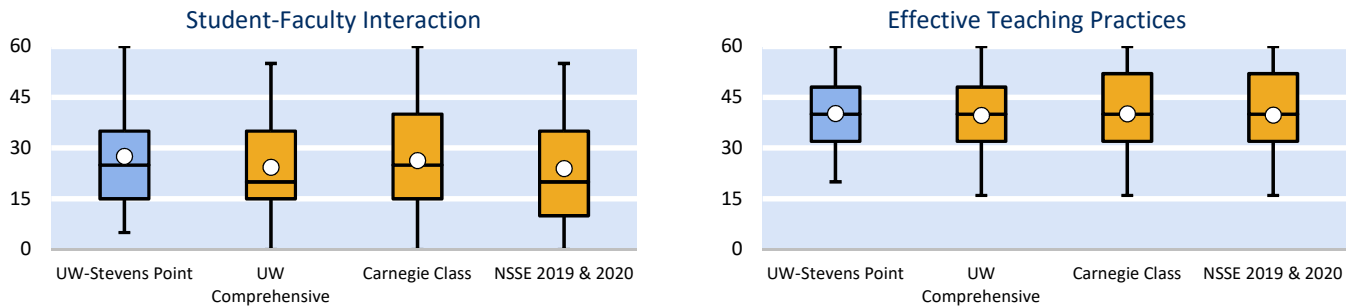
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.5	24.2 ***	.20	26.3	.08	23.9 ***	.22
Effective Teaching Practices	40.2	39.6	.04	40.1	.00	39.7	.03

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	52	+8	+3	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+6	+4	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	-0	-3	+2
3d. Discussed your academic performance with a faculty member	34	+4	-4	+0
<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	81	-0	+1	+0
5b. Taught course sessions in an organized way	78	-2	+0	+1
5c. Used examples or illustrations to explain difficult points	83	+4	+5	+6
5d. Provided feedback on a draft or work in progress	62	+0	-3	+0
5e. Provided prompt and detailed feedback on tests or completed assignments	65	-0	-2	+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

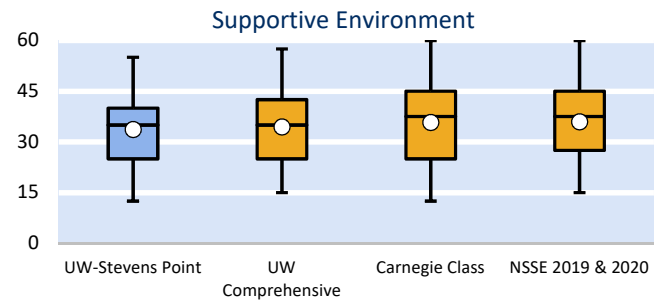
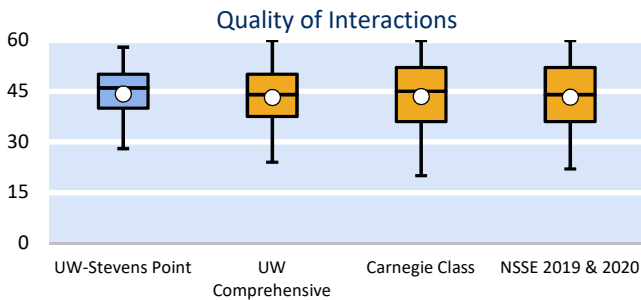
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UW-Stevens Point 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	44.2	43.2	.09	43.4	.06	43.2	.08
Supportive Environment	33.7	34.5	-.06	35.8 *	-.15	36.0 **	-.17

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-Stevens Point %	Percentage point difference ^a 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	46	-3	-7	-7
13b. Academic advisors	70	+17	+15	+16
13c. Faculty	54	+3	-1	+1
13d. Student services staff (career services, student activities, housing, etc.)	50	+2	+1	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+2	-1	+1
<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	78	+4	+4	+2
14c. Using learning support services (tutoring services, writing center, etc.)	79	+3	+3	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-3	-8	-10
14e. Providing opportunities to be involved socially	66	-5	-4	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-9	-7	-8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-7	-11	-11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	+4	-2	-0
14i. Attending events that address important social, economic, or political issues	40	-3	-9	-8

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

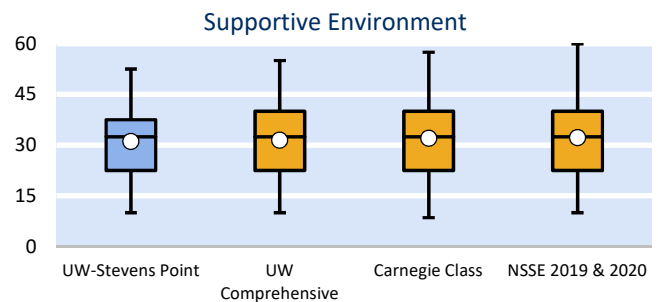
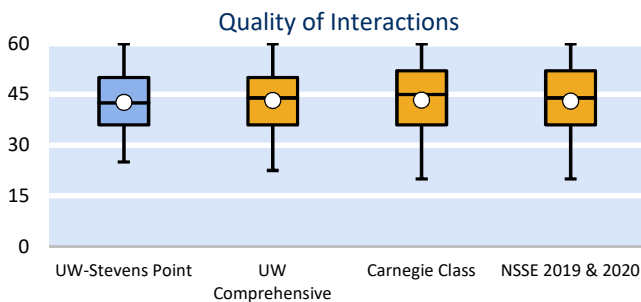
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UW-Stevens Point Mean	Your seniors compared with					
		UW Comprehensive		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.7	43.2	-.05	43.3	-.05	43.0	-.03
Supportive Environment	31.1	31.5	-.03	32.1	-.07	32.2	-.08

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

Score Distributions



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

Performance 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-Stevens Point	Percentage point difference ^a 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	50	-6	-9	-8
13b. Academic advisors	55	+4	-0	+2
13c. Faculty	60	+1	-0	+2
13d. Student services staff (career services, student activities, housing, etc.)	38	-7	-6	-6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-7	-6	-6
<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	73	+2	+3	+2
14c. Using learning support services (tutoring services, writing center, etc.)	73	+9	+8	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	44	-4	-8	-11
14e. Providing opportunities to be involved socially	69	+4	+4	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-7	-3	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	22	-6	-9	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	+1	-2	+0
14i. Attending events that address important social, economic, or political issues	40	+2	-2	+0

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

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

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

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

First-Year Students		UW-Stevens Point Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.0	39.3 ***	-.25		41.4 ***	-.42	
	Reflective and Integrative Learning	34.6	36.7 **	-.18		39.0 ***	-.37	
	Learning Strategies	34.9	39.9 ***	-.36		42.3 ***	-.53	
	Quantitative Reasoning	26.5	29.4 **	-.19		31.4 ***	-.32	
Learning with Peers	Collaborative Learning	30.3	35.2 ***	-.35		37.4 ***	-.52	
	Discussions with Diverse Others	37.2	41.5 ***	-.28		43.6 ***	-.44	
Experiences with Faculty	Student-Faculty Interaction	20.9	24.5 ***	-.24		28.1 ***	-.47	
	Effective Teaching Practices	38.7	40.5 *	-.14		42.3 ***	-.26	
Campus Environment	Quality of Interactions	44.2	45.2	-.09	✓	47.2 ***	-.26	
	Supportive Environment	33.7	37.9 ***	-.32		40.0 ***	-.49	
Seniors		UW-Stevens Point Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.9	41.7 ***	-.28		43.2 ***	-.39	
	Reflective and Integrative Learning	38.9	39.8	-.07	✓	41.8 ***	-.23	
	Learning Strategies	35.7	40.7 ***	-.35		42.7 ***	-.48	
	Quantitative Reasoning	29.6	31.4 *	-.11		33.4 ***	-.24	
Learning with Peers	Collaborative Learning	33.8	35.9 **	-.15		38.4 ***	-.34	
	Discussions with Diverse Others	37.4	42.1 ***	-.30		43.8 ***	-.42	
Experiences with Faculty	Student-Faculty Interaction	27.5	29.7 **	-.14		33.2 ***	-.36	
	Effective Teaching Practices	40.2	41.8 *	-.12		43.7 ***	-.26	
Campus Environment	Quality of Interactions	42.7	45.2 ***	-.22		47.4 ***	-.39	
	Supportive Environment	31.1	34.6 ***	-.25		36.8 ***	-.41	

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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UW-Stevens Point (N = 271)	36.0	12.6	.76	15	25	40	45	60				
UW Comprehensive	36.3	12.4	.23	20	30	35	45	60	3,067	-.2	.757	-.020
Carnegie Class	37.6	13.3	.17	15	30	40	45	60	6,516	-1.5	.063	-.115
NSSE 2019 & 2020	38.1	13.2	.03	20	30	40	45	60	194,145	-2.0	.012	-.153
Top 50%	39.3	13.1	.04	20	30	40	50	60	110,141	-3.3	.000	-.251
Top 10%	41.4	12.8	.09	20	35	40	50	60	21,327	-5.3	.000	-.417
Reflective & Integrative Learning												
UW-Stevens Point (N = 301)	34.6	11.6	.67	17	26	34	43	54				
UW Comprehensive	33.7	11.6	.21	17	26	34	40	54	3,343	.9	.199	.078
Carnegie Class	34.9	12.0	.15	17	26	34	43	57	7,071	-.3	.651	-.027
NSSE 2019 & 2020	35.2	12.0	.03	17	26	34	43	57	210,111	-.6	.410	-.048
Top 50%	36.7	11.8	.04	17	29	37	46	57	107,582	-2.1	.002	-.178
Top 10%	39.0	11.7	.09	20	31	40	49	60	17,147	-4.4	.000	-.373
Learning Strategies												
UW-Stevens Point (N = 249)	34.9	13.7	.87	20	27	33	47	60				
UW Comprehensive	35.9	13.6	.27	13	27	33	47	60	2,848	-1.0	.263	-.074
Carnegie Class	38.0	13.7	.18	20	27	40	47	60	6,127	-3.1	.001	-.223
NSSE 2019 & 2020	38.3	13.8	.03	20	27	40	47	60	183,525	-3.4	.000	-.245
Top 50%	39.9	13.7	.05	20	33	40	53	60	93,370	-5.0	.000	-.365
Top 10%	42.3	14.1	.10	20	33	40	53	60	20,765	-7.4	.000	-.525
Quantitative Reasoning												
UW-Stevens Point (N = 254)	26.5	14.6	.92	0	20	27	33	60				
UW Comprehensive	27.5	14.2	.28	7	20	27	40	60	2,902	-1.0	.296	-.069
Carnegie Class	27.0	15.1	.20	0	20	27	40	60	6,208	-.4	.650	-.029
NSSE 2019 & 2020	28.2	15.3	.04	0	20	27	40	60	254	-1.7	.071	-.108
Top 50%	29.4	15.2	.04	7	20	27	40	60	254	-2.9	.002	-.190
Top 10%	31.4	15.3	.10	7	20	33	40	60	258	-4.8	.000	-.316
Learning with Peers												
Collaborative Learning												
UW-Stevens Point (N = 342)	30.3	13.9	.75	10	20	30	40	55				
UW Comprehensive	31.0	13.2	.23	10	20	30	40	55	3,623	-.6	.398	-.048
Carnegie Class	31.9	14.1	.16	10	20	30	40	60	7,690	-1.6	.041	-.113
NSSE 2019 & 2020	32.3	14.7	.03	5	20	30	40	60	226,299	-1.9	.015	-.131
Top 50%	35.2	13.7	.04	15	25	35	45	60	140,000	-4.8	.000	-.353
Top 10%	37.4	13.5	.08	15	30	40	45	60	29,584	-7.1	.000	-.522
Discussions with Diverse Others												
UW-Stevens Point (N = 251)	37.2	15.3	.96	15	25	35	50	60				
UW Comprehensive	35.8	14.5	.28	15	25	35	45	60	2,872	1.4	.149	.095
Carnegie Class	38.1	15.7	.20	10	25	40	50	60	6,160	-.9	.379	-.057
NSSE 2019 & 2020	39.5	15.6	.04	15	30	40	55	60	184,869	-2.3	.019	-.148
Top 50%	41.5	15.0	.04	20	30	40	55	60	124,283	-4.2	.000	-.284
Top 10%	43.6	14.5	.09	20	35	45	60	60	25,929	-6.4	.000	-.442

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UW-Stevens Point (N = 283)	20.9	13.4	.80	5	10	20	25	45				
UW Comprehensive	19.9	13.5	.25	0	10	20	25	45	3,184	1.0	.235	.074
Carnegie Class	22.0	14.9	.19	0	10	20	30	50	313	-1.1	.200	-.071
NSSE 2019 & 2020	21.4	14.6	.03	0	10	20	30	50	283	-.4	.579	-.030
Top 50%	24.5	14.7	.06	5	15	20	35	55	285	-3.5	.000	-.241
Top 10%	28.1	15.5	.16	5	15	25	40	60	305	-7.2	.000	-.466
Effective Teaching Practices												
UW-Stevens Point (N = 265)	38.7	12.4	.76	20	32	40	48	60				
UW Comprehensive	37.3	12.2	.23	20	28	40	44	60	3,025	1.4	.077	.114
Carnegie Class	38.9	13.2	.17	16	32	40	48	60	6,477	-.2	.791	-.017
NSSE 2019 & 2020	38.4	13.2	.03	16	28	40	48	60	193,412	.2	.781	.017
Top 50%	40.5	13.2	.05	20	32	40	52	60	80,676	-1.9	.022	-.141
Top 10%	42.3	14.1	.10	16	32	44	56	60	272	-3.6	.000	-.255
Campus Environment												
Quality of Interactions												
UW-Stevens Point (N = 239)	44.2	9.4	.61	28	40	46	50	58				
UW Comprehensive	43.2	10.8	.22	24	38	44	50	60	303	1.0	.123	.093
Carnegie Class	43.4	12.0	.16	20	36	45	52	60	273	.8	.230	.063
NSSE 2019 & 2020	43.2	11.8	.03	22	36	44	52	60	239	1.0	.120	.081
Top 50%	45.2	11.2	.04	24	38	46	54	60	240	-1.0	.104	-.089
Top 10%	47.2	11.6	.09	25	40	50	58	60	248	-3.0	.000	-.260
Supportive Environment												
UW-Stevens Point (N = 238)	33.7	12.2	.79	13	25	35	40	55				
UW Comprehensive	34.5	12.5	.25	15	25	35	43	58	2,749	-.8	.376	-.060
Carnegie Class	35.8	13.5	.18	13	25	38	45	60	261	-2.0	.014	-.150
NSSE 2019 & 2020	36.0	13.5	.03	15	28	38	45	60	237	-2.3	.005	-.168
Top 50%	37.9	13.1	.04	18	30	38	48	60	90,917	-4.1	.000	-.316
Top 10%	40.0	12.9	.10	18	33	40	50	60	16,232	-6.3	.000	-.488

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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UW-Stevens Point (N = 395)	37.9	13.2	.67	15	30	40	45	60				
UW Comprehensive	39.0	13.0	.23	20	30	40	50	60	3,523	-1.1	.127	-.082
Carnegie Class	40.1	13.5	.16	20	30	40	50	60	7,150	-2.2	.002	-.160
NSSE 2019 & 2020	40.1	13.5	.03	20	30	40	50	60	258,052	-2.1	.002	-.159
Top 50%	41.7	13.4	.04	20	35	40	55	60	114,147	-3.8	.000	-.281
Top 10%	43.2	13.3	.08	20	35	40	55	60	28,054	-5.2	.000	-.393
Reflective & Integrative Learning												
UW-Stevens Point (N = 435)	38.9	11.7	.56	20	31	40	49	57				
UW Comprehensive	37.8	12.0	.21	20	29	37	46	60	3,764	1.2	.057	.097
Carnegie Class	38.3	12.2	.14	20	29	37	46	60	7,619	.6	.304	.051
NSSE 2019 & 2020	38.1	12.5	.02	17	29	37	46	60	273,554	.9	.141	.071
Top 50%	39.8	12.2	.04	20	31	40	49	60	112,952	-.9	.136	-.072
Top 10%	41.8	12.0	.09	20	34	40	51	60	18,651	-2.8	.000	-.235
Learning Strategies												
UW-Stevens Point (N = 365)	35.7	14.4	.75	13	27	33	47	60				
UW Comprehensive	36.1	14.3	.26	13	27	33	47	60	3,338	-.4	.581	-.031
Carnegie Class	38.5	14.5	.18	13	27	40	47	60	6,787	-2.8	.000	-.194
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	247,098	-2.9	.000	-.202
Top 50%	40.7	14.5	.04	20	33	40	53	60	126,402	-5.0	.000	-.346
Top 10%	42.7	14.4	.07	20	33	40	60	60	40,930	-7.0	.000	-.485
Quantitative Reasoning												
UW-Stevens Point (N = 374)	29.6	16.0	.83	0	20	27	40	60				
UW Comprehensive	29.3	15.7	.28	0	20	27	40	60	3,409	.4	.680	.023
Carnegie Class	29.2	16.1	.20	0	20	27	40	60	6,885	.4	.607	.027
NSSE 2019 & 2020	30.2	16.2	.03	0	20	27	40	60	250,210	-.6	.444	-.040
Top 50%	31.4	16.1	.04	0	20	33	40	60	161,549	-1.8	.030	-.113
Top 10%	33.4	15.9	.09	7	20	33	40	60	31,916	-3.8	.000	-.237
Learning with Peers												
Collaborative Learning												
UW-Stevens Point (N = 462)	33.8	13.9	.65	10	25	35	45	60				
UW Comprehensive	32.7	14.3	.24	10	20	35	40	60	3,983	1.1	.112	.079
Carnegie Class	33.1	14.4	.17	10	25	35	40	60	8,000	.7	.325	.047
NSSE 2019 & 2020	32.0	15.6	.03	5	20	30	45	60	463	1.8	.006	.115
Top 50%	35.9	14.0	.04	15	25	35	45	60	150,003	-2.1	.001	-.153
Top 10%	38.4	13.6	.08	15	30	40	50	60	26,475	-4.6	.000	-.338
Discussions with Diverse Others												
UW-Stevens Point (N = 370)	37.4	13.8	.72	15	30	40	45	60				
UW Comprehensive	36.2	15.0	.27	15	25	35	45	60	483	1.2	.119	.081
Carnegie Class	38.9	15.3	.19	15	30	40	50	60	422	-1.4	.056	-.093
NSSE 2019 & 2020	40.2	15.9	.03	15	30	40	55	60	370	-2.8	.000	-.174
Top 50%	42.1	15.5	.04	15	30	40	60	60	371	-4.6	.000	-.298
Top 10%	43.8	15.3	.08	20	35	45	60	60	377	-6.3	.000	-.415

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UW-Stevens Point (N = 416)	27.5	15.4	.76	5	15	25	35	60				
UW Comprehensive	24.2	15.8	.28	0	15	20	35	55	3,625	3.2	.000	.204
Carnegie Class	26.3	16.0	.19	0	15	25	40	60	7,377	1.2	.135	.075
NSSE 2019 & 2020	23.9	16.1	.03	0	10	20	35	55	264,939	3.5	.000	.220
Top 50%	29.7	15.9	.07	5	20	30	40	60	59,839	-2.2	.005	-.140
Top 10%	33.2	16.0	.16	10	20	35	45	60	10,704	-5.8	.000	-.362
Effective Teaching Practices												
UW-Stevens Point (N = 391)	40.2	13.2	.67	20	32	40	48	60				
UW Comprehensive	39.6	13.1	.23	16	32	40	48	60	3,513	.6	.424	.043
Carnegie Class	40.1	13.8	.17	16	32	40	52	60	7,126	.1	.930	.005
NSSE 2019 & 2020	39.7	13.8	.03	16	32	40	52	60	257,755	.4	.531	.032
Top 50%	41.8	13.7	.04	20	32	40	52	60	97,456	-1.6	.020	-.118
Top 10%	43.7	13.4	.09	20	36	44	56	60	21,696	-3.5	.000	-.265
Campus Environment												
Quality of Interactions												
UW-Stevens Point (N = 345)	42.7	10.8	.58	25	36	43	50	60				
UW Comprehensive	43.2	10.9	.21	23	36	44	50	60	3,132	-.5	.408	-.047
Carnegie Class	43.3	12.1	.16	20	36	45	52	60	395	-.6	.291	-.053
NSSE 2019 & 2020	43.0	12.1	.03	20	36	44	52	60	345	-.4	.526	-.031
Top 50%	45.2	11.7	.04	24	38	48	54	60	347	-2.6	.000	-.219
Top 10%	47.4	12.0	.07	24	40	50	58	60	353	-4.7	.000	-.392
Supportive Environment												
UW-Stevens Point (N = 354)	31.1	12.3	.66	10	23	33	38	53				
UW Comprehensive	31.5	13.1	.24	10	23	33	40	55	3,262	-.4	.570	-.032
Carnegie Class	32.1	14.1	.18	9	23	33	40	58	407	-1.0	.143	-.071
NSSE 2019 & 2020	32.2	14.2	.03	10	23	33	40	60	354	-1.2	.079	-.081
Top 50%	34.6	14.0	.04	13	25	35	45	60	356	-3.5	.000	-.253
Top 10%	36.8	14.1	.10	13	28	38	48	60	370	-5.7	.000	-.408

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.