NSSE 2022
Engagement Indicators

University of Idaho

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. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

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

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

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

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

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

Comparisons with High-Performing Institutions (p. 15) — Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 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. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

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

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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Rocky Mt Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2021 & 2022
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	▼	▼	▼
	Quantitative Reasoning	▽	▽	▽
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

| Theme	Engagement Indicator	Your seniors compared with Rocky Mt Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2021 & 2022
Academic Challenge	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	△
	Discussions with Diverse Others	--	▽	▽
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	▽	▽

Academic Challenge: First-year students

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

Mean Comparisons

	Idaho	Your first-year students compared with					
		Rocky Mt Public		Carnegie Class		NSSE 2021 & 2022	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	34.5	37.6 ***	-.24	37.5 ***	-.22	37.8 ***	-.24
Reflective & Integrative Learning	33.8	35.9 ***	-.18	35.2 *	-.12	35.3 *	-.12
Learning Strategies	32.5	36.8 ***	-.31	37.5 ***	-.36	37.9 ***	-.39
Quantitative Reasoning	26.0	29.4 ***	-.23	28.4 **	-.16	28.7 ***	-.18

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

Score Distributions
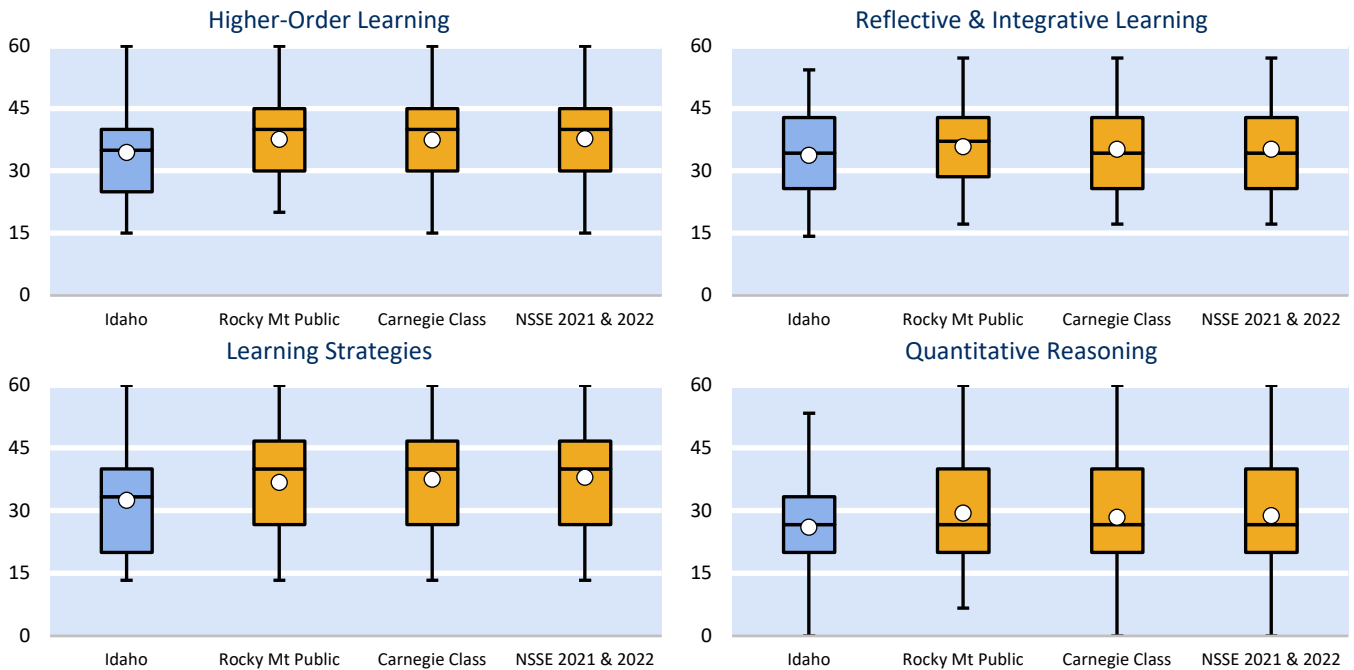
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Academic Challenge: First-year students (continued)

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.

	Idaho	Percentage point difference [a] between your FY students and		
		Rocky Mt Public	Carnegie Class	NSSE 2021 & 2022
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	66	-5	-2	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	60	-9	-8	-8
4d. Evaluating a point of view, decision, or information source	59	-9	-10	-10
4e. Forming a new idea or understanding from various pieces of information	65	-5	-5	-5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	55	-0	+5	+5
2b. Connected your learning to societal problems or issues	43	-11	-8	-9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	-14	-13	-13
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-1	+1	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	-1	-0	+0
2f. Learned something that changed the way you understand an issue or concept	61	-7	-4	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-5	-2	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	61	-11	-11	-12
9b. Reviewed your notes after class	53	-9	-12	-13
9c. Summarized what you learned in class or from course materials	51	-11	-12	-14
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	-5	-2	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	-12	-10	-10
6c. Evaluated what others have concluded from numerical information	34	-9	-5	-7

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

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

NSSE 2022 Engagement Indicators
Academic Challenge
University of Idaho

## 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

| | Idaho | Your seniors compared with | | | | | |
| | | Rocky Mt Public | | Carnegie Class | | NSSE 2021 & 2022 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.7	39.5	-.06	39.8	-.08	40.2 *	-.11
Reflective & Integrative Learning	36.8	37.9	-.09	37.9	-.08	38.1	-.10
Learning Strategies	34.8	36.9 **	-.15	38.6 ***	-.26	39.0 ***	-.29
Quantitative Reasoning	31.3	31.2	.01	30.3	.06	30.9	.03

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

Score Distributions
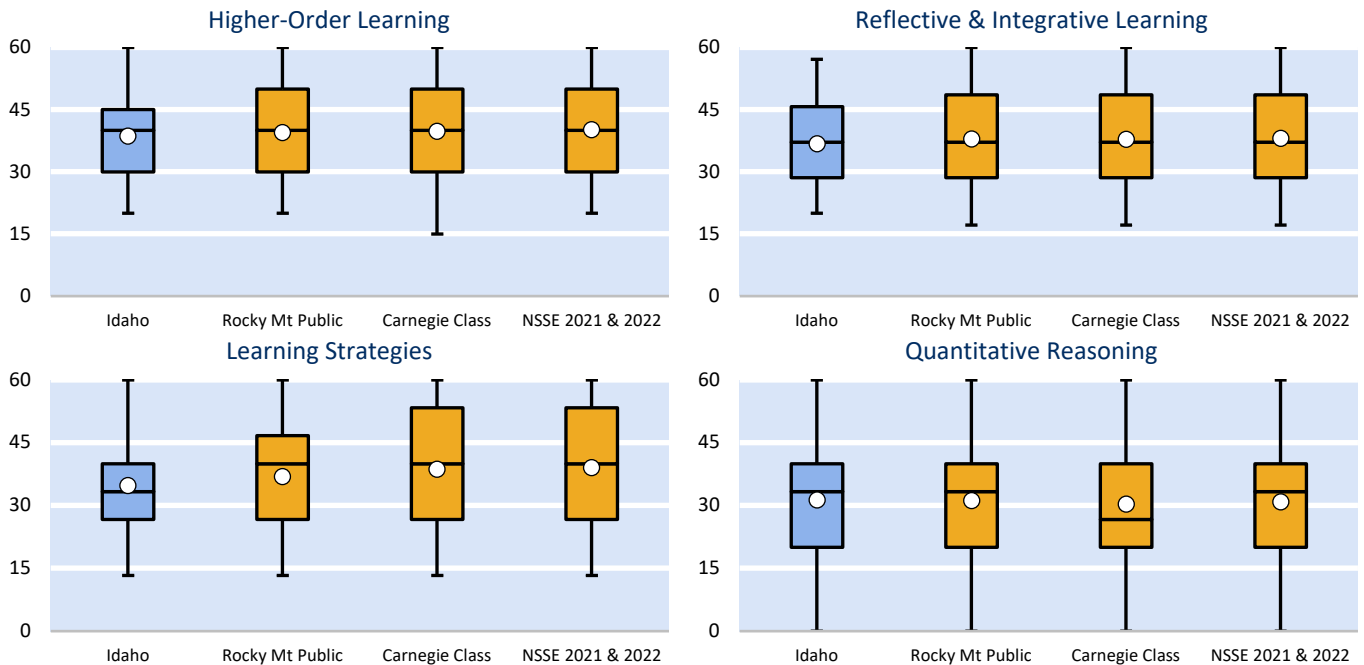
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

Higher-Order Learning	Idaho	Rocky Mt Public	Carnegie Class	NSSE 2021 & 2022
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	77	-0	+2	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	-1	-1	-2
4d. Evaluating a point of view, decision, or information source	64	-3	-6	-8
4e. Forming a new idea or understanding from various pieces of information	71	-0	-1	-2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	70	+1	+4	+4
2b. Connected your learning to societal problems or issues	56	-4	-4	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	-9	-10	-11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-3	-3	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	-1	-2	-2
2f. Learned something that changed the way you understand an issue or concept	73	+1	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-2	-0	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	70	-3	-5	-7
9b. Reviewed your notes after class	55	-4	-9	-9
9c. Summarized what you learned in class or from course materials	52	-9	-13	-15
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	-0	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	-1	+1	-1
6c. Evaluated what others have concluded from numerical information	50	+2	+4	+3

Percentage point difference[a] between your seniors and

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

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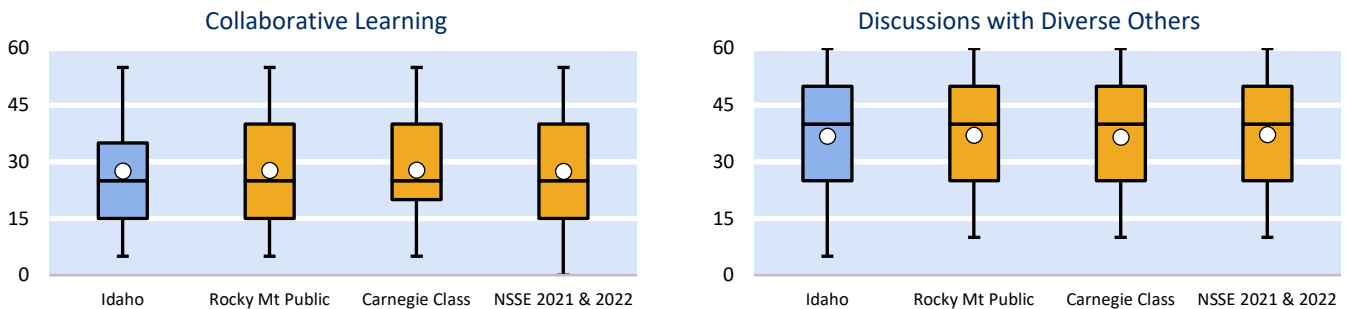
Learning with Peers: First-year students

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

| | Idaho | Your first-year students compared with | | | | | |
| | | Rocky Mt Public | | Carnegie Class | | NSSE 2021 & 2022 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.5	27.7	-.01	27.8	-.02	27.5	.00
Discussions with Diverse Others	36.8	37.0	-.01	36.5	.02	37.1	-.02

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

Score Distributions

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Performance 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.

| | Idaho | Percentage point difference [a] between your FY students and | | |
Collaborative Learning		Rocky Mt Public	Carnegie Class	NSSE 2021 & 2022
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	40	-2	-3	-2
1c. Explained course material to one or more students	45	-1	+1	+1
1d. Prepared for exams by discussing or working through course material with other students	37	+1	+1	+0
1e. Worked with other students on course projects or assignments	44	-2	-1	-1
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	55	-8	-10	-12
8b. People from an economic background other than your own	64	-2	-1	-3
8c. People with religious beliefs other than your own	67	+2	+8	+6
8d. People with political views other than your own	68	+6	+9	+9

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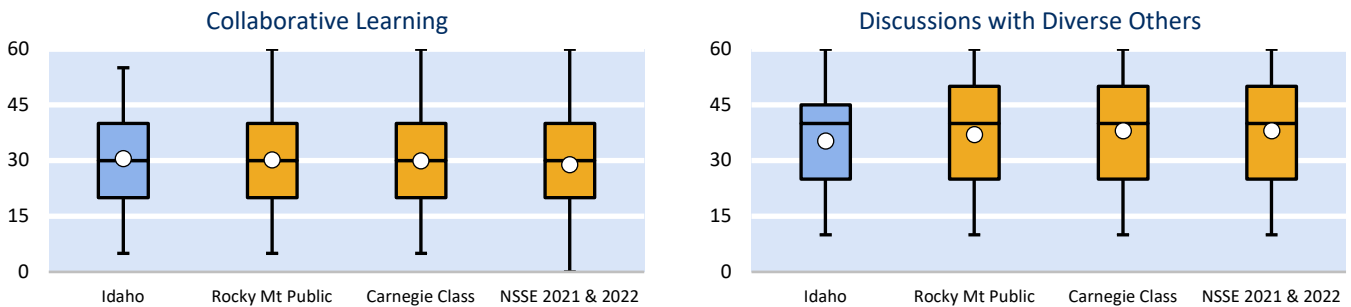
Learning with Peers: Seniors

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

| | Idaho | Rocky Mt Public | | Carnegie Class | | NSSE 2021 & 2022 | |
| | | | | *Your seniors compared with* | | | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.6	30.2	.03	30.0	.04	29.0 *	.10
Discussions with Diverse Others	35.3	37.1	-.11	38.1 **	-.17	38.1 **	-.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

Collaborative Learning

Discussions with Diverse Others

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Performance on Indicator Items

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| | Idaho | Percentage point difference [a] between your seniors and | | |
		Rocky Mt Public	Carnegie Class	NSSE 2021 & 2022
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	43	+1	+2	+4
1c. Explained course material to one or more students	56	+4	+5	+7
1d. Prepared for exams by discussing or working through course material with other students	44	+7	+6	+7
1e. Worked with other students on course projects or assignments	58	-2	-1	+2
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	47	-14	-21	-21
8b. People from an economic background other than your own	66	+1	-2	-2
8c. People with religious beliefs other than your own	62	-2	-1	-1
8d. People with political views other than your own	65	+5	+4	+5

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NSSE 2022 Engagement Indicators

Experiences with Faculty
University of Idaho
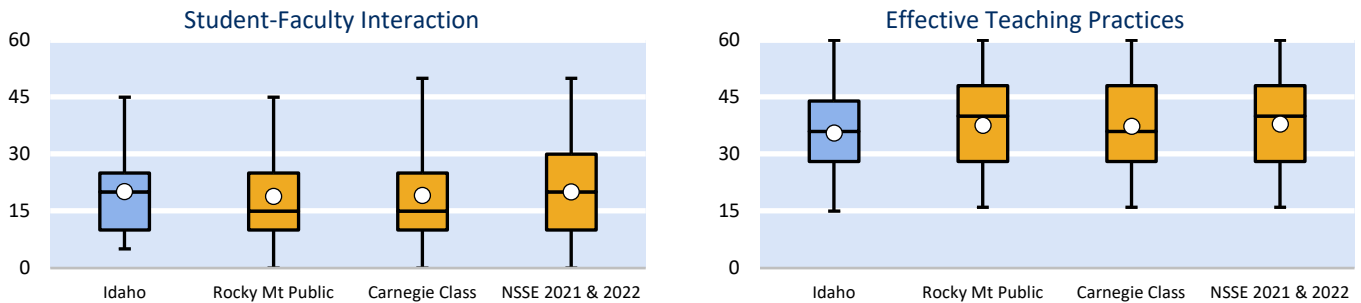
Experiences with Faculty: First-year students

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

	Idaho	Rocky Mt Public		Carnegie Class		NSSE 2021 & 2022	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	20.1	18.8	.09	19.1	.07	20.0	.01
Effective Teaching Practices	35.5	37.6 **	-.16	37.2 *	-.13	37.9 **	-.18

Your first-year students compared with

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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Student-Faculty Interaction	Idaho	Rocky Mt Public	Carnegie Class	NSSE 2021 & 2022
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	33	+2	+1	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	+1	+1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-1	-1	-3
3d. Discussed your academic performance with a faculty member	27	+2	+0	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	74	-1	+0	-1
5b. Taught course sessions in an organized way	70	-3	+1	-1
5c. Used examples or illustrations to explain difficult points	68	-5	-2	-3
5d. Provided feedback on a draft or work in progress	53	-8	-9	-10
5e. Provided prompt and detailed feedback on tests or completed assignments	53	-5	-3	-6

Percentage point difference [a] between your FY students and

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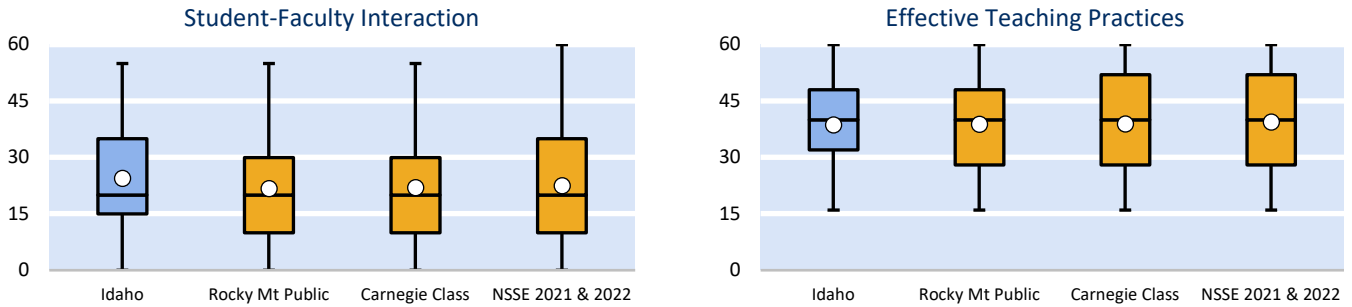
Experiences with Faculty: Seniors

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| | | Rocky Mt Public | | Carnegie Class | | NSSE 2021 & 2022 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.4	21.7 **	.18	21.9 **	.15	22.5 *	.12
Effective Teaching Practices	38.6	38.8	-.01	38.9	-.02	39.4	-.05

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Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	43	+5	+5	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+6	+6	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	+6	+6	+5
3d. Discussed your academic performance with a faculty member	32	+5	+3	+1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	81	+3	+3	+3
5b. Taught course sessions in an organized way	79	+3	+5	+4
5c. Used examples or illustrations to explain difficult points	79	+3	+5	+5
5d. Provided feedback on a draft or work in progress	57	-3	-4	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-5	-5	-7

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

	Idaho	Your first-year students compared with					
		Rocky Mt Public		Carnegie Class		NSSE 2021 & 2022	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.1	42.0	.01	41.5	.05	42.4	-.03
Supportive Environment	32.1	31.8	.03	33.1	-.07	33.3	-.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.

	Idaho	Percentage point difference [a] between your FY students and		
Quality of Interactions		Rocky Mt Public	Carnegie Class	NSSE 2021 & 2022
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	48	-1	+1	-1
13b. Academic advisors	57	+4	+5	+3
13c. Faculty	45	-6	-3	-6
13d. Student services staff (career services, student activities, housing, etc.)	43	-2	-2	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+3	+3	+0
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	72	+4	+3	+2
14c. Using learning support services (tutoring services, writing center, etc.)	76	+8	+6	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	-8	-12	-13
14e. Providing opportunities to be involved socially	64	+3	+1	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	+2	+1	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-4	-7	-8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	+2	+3	+2
14i. Attending events that address important social, economic, or political issues	33	-6	-9	-10

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.
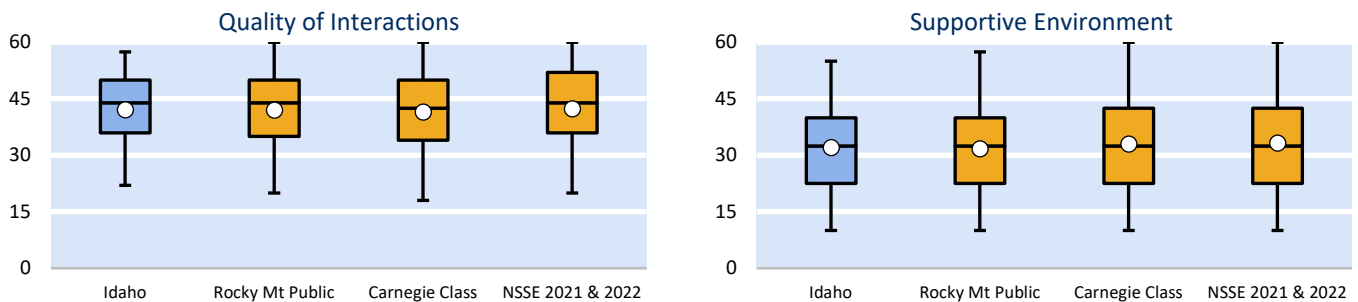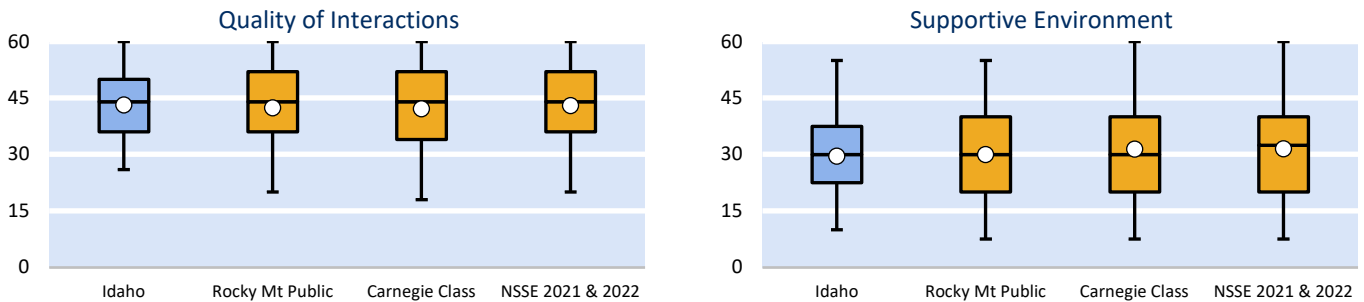
Campus Environment: Seniors

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

| | Idaho | Your seniors compared with | | | | | |
| | | Rocky Mt Public | | Carnegie Class | | NSSE 2021 & 2022 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.2	42.5	.06	42.2	.08	43.0	.01
Supportive Environment	29.6	30.0	-.03	31.5 *	-.13	31.6 **	-.13

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.

| | | Percentage point difference [a] between your seniors and | | |
Quality of Interactions	Idaho	Rocky Mt Public	Carnegie Class	NSSE 2021 & 2022
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	57	+1	-0	-1
13b. Academic advisors	49	-5	-2	-6
13c. Faculty	55	-1	+1	-2
13d. Student services staff (career services, student activities, housing, etc.)	47	+4	+3	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	-1	-2	-4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	71	+6	+5	+4
14c. Using learning support services (tutoring services, writing center, etc.)	66	+6	+2	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	40	-9	-14	-14
14e. Providing opportunities to be involved socially	61	+4	-1	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	+1	-1	+0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	21	-6	-11	-12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	+4	+3	+3
14i. Attending events that address important social, economic, or political issues	31	-6	-9	-9

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 2021 and 2022 NSSE institutions, and
  (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 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

		Idaho	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	34.5	39.2 ***	-.36		42.1 ***	-.58	
	Reflective and Integrative Learning	33.8	36.9 ***	-.26		39.2 ***	-.46	
	Learning Strategies	32.5	39.6 ***	-.50		42.9 ***	-.73	
	Quantitative Reasoning	26.0	30.2 ***	-.27		33.3 ***	-.47	
Learning with Peers	Collaborative Learning	27.5	31.8 ***	-.31		35.4 ***	-.58	
	Discussions with Diverse Others	36.8	39.8 **	-.20		42.6 ***	-.40	
Experiences with Faculty	Student-Faculty Interaction	20.1	24.3 ***	-.28		27.8 ***	-.51	
	Effective Teaching Practices	35.5	40.3 ***	-.35		43.3 ***	-.57	
Campus Environment	Quality of Interactions	42.1	45.1 ***	-.25		48.2 ***	-.49	
	Supportive Environment	32.1	35.9 ***	-.28		39.1 ***	-.53	

Seniors

		Idaho	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	38.7	41.9 ***	-.24		44.2 ***	-.43	
	Reflective and Integrative Learning	36.8	40.3 ***	-.28		42.7 ***	-.50	
	Learning Strategies	34.8	41.1 ***	-.43		43.4 ***	-.61	
	Quantitative Reasoning	31.3	32.5	-.07	✓	35.3 ***	-.25	
Learning with Peers	Collaborative Learning	30.6	34.0 ***	-.23		37.9 ***	-.53	
	Discussions with Diverse Others	35.3	40.4 ***	-.32		43.2 ***	-.52	
Experiences with Faculty	Student-Faculty Interaction	24.4	28.8 ***	-.27		33.2 ***	-.55	
	Effective Teaching Practices	38.6	41.9 ***	-.24		44.5 ***	-.43	
Campus Environment	Quality of Interactions	43.2	45.6 ***	-.20		48.0 ***	-.38	
	Supportive Environment	29.6	34.3 ***	-.32		37.4 ***	-.54	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 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 positive or non-significant with an effect size > -.10.

NSSE 2022 Engagement Indicators

Detailed Statistics[a]
University of Idaho

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												
Idaho (N = 347)	34.5	12.7	.68	15	25	35	40	60				
Rocky Mt Public	37.6	12.9	.15	20	30	40	45	60	7,585	-3.1	.000	-.241
Carnegie Class	37.5	13.4	.08	15	30	40	45	60	27,858	-3.0	.000	-.223
NSSE 2021 & 2022	37.8	13.5	.04	15	30	40	45	60	132,661	-3.3	.000	-.241
Top 50%	39.2	13.3	.05	20	30	40	50	60	68,470	-4.7	.000	-.356
Top 10%	42.1	13.0	.15	20	35	40	55	60	7,842	-7.5	.000	-.580
Reflective & Integrative Learning												
Idaho (N = 386)	33.8	12.2	.62	14	26	34	43	54				
Rocky Mt Public	35.9	11.9	.14	17	29	37	43	57	8,124	-2.1	.001	-.179
Carnegie Class	35.2	12.2	.07	17	26	34	43	57	30,252	-1.4	.020	-.119
NSSE 2021 & 2022	35.3	12.3	.03	17	26	34	43	57	144,171	-1.5	.017	-.122
Top 50%	36.9	12.1	.05	17	29	37	46	60	68,670	-3.1	.000	-.259
Top 10%	39.2	11.8	.12	20	31	40	49	60	9,678	-5.4	.000	-.460
Learning Strategies												
Idaho (N = 326)	32.5	13.5	.75	13	20	33	40	60				
Rocky Mt Public	36.8	13.9	.17	13	27	40	47	60	7,192	-4.3	.000	-.311
Carnegie Class	37.5	13.9	.09	13	27	40	47	60	26,057	-5.0	.000	-.361
NSSE 2021 & 2022	37.9	14.0	.04	13	27	40	47	60	123,313	-5.5	.000	-.389
Top 50%	39.6	14.1	.06	20	27	40	53	60	62,428	-7.1	.000	-.504
Top 10%	42.9	14.3	.13	20	33	40	60	60	346	-10.5	.000	-.730
Quantitative Reasoning												
Idaho (N = 330)	26.0	14.5	.80	0	20	27	33	53				
Rocky Mt Public	29.4	15.0	.18	7	20	27	40	60	7,240	-3.4	.000	-.227
Carnegie Class	28.4	15.4	.10	0	20	27	40	60	338	-2.4	.003	-.156
NSSE 2021 & 2022	28.7	15.5	.04	0	20	27	40	60	331	-2.7	.001	-.177
Top 50%	30.2	15.3	.06	7	20	27	40	60	332	-4.2	.000	-.272
Top 10%	33.3	15.5	.16	7	20	33	40	60	356	-7.3	.000	-.470
Learning with Peers												
Collaborative Learning												
Idaho (N = 428)	27.5	14.2	.69	5	15	25	35	55				
Rocky Mt Public	27.7	15.0	.17	5	15	25	40	55	8,576	-.2	.834	-.010
Carnegie Class	27.8	14.5	.08	5	20	25	40	55	32,648	-.3	.708	-.018
NSSE 2021 & 2022	27.5	15.0	.04	0	15	25	40	55	155,924	.1	.941	.004
Top 50%	31.8	13.9	.06	10	20	30	40	60	63,559	-4.3	.000	-.312
Top 10%	35.4	13.5	.13	15	25	35	45	60	11,967	-7.9	.000	-.585
Discussions with Diverse Others												
Idaho (N = 328)	36.8	16.6	.92	5	25	40	50	60				
Rocky Mt Public	37.0	15.3	.19	10	25	40	50	60	354	-.2	.814	-.014
Carnegie Class	36.5	16.0	.10	10	25	40	50	60	26,201	.3	.777	.016
NSSE 2021 & 2022	37.1	16.1	.05	10	25	40	50	60	124,098	-.4	.694	-.022
Top 50%	39.8	15.1	.06	15	30	40	55	60	330	-3.0	.001	-.201
Top 10%	42.6	14.2	.16	20	35	40	55	60	348	-5.8	.000	-.404

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												
Idaho (N = 360)	20.1	13.5	.71	5	10	20	25	45				
Rocky Mt Public	18.8	14.3	.17	0	10	15	25	45	7,816	1.3	.098	.089
Carnegie Class	19.1	14.6	.09	0	10	15	25	50	370	1.0	.159	.069
NSSE 2021 & 2022	20.0	14.8	.04	0	10	20	30	50	362	.1	.909	.006
Top 50%	24.3	15.1	.08	5	15	20	35	55	369	-4.3	.000	-.282
Top 10%	27.8	15.3	.20	5	15	25	40	60	419	-7.8	.000	-.508
Effective Teaching Practices												
Idaho (N = 346)	35.5	13.4	.72	15	28	36	44	60				
Rocky Mt Public	37.6	13.2	.16	16	28	40	48	60	7,574	-2.1	.004	-.158
Carnegie Class	37.2	13.6	.08	16	28	36	48	60	27,814	-1.8	.017	-.129
NSSE 2021 & 2022	37.9	13.7	.04	16	28	40	48	60	132,285	-2.4	.001	-.176
Top 50%	40.3	13.8	.06	16	32	40	52	60	47,920	-4.8	.000	-.349
Top 10%	43.3	13.7	.16	20	36	44	56	60	7,799	-7.8	.000	-.573
Campus Environment												
Quality of Interactions												
Idaho (N = 301)	42.1	10.5	.60	22	36	44	50	58				
Rocky Mt Public	42.0	12.0	.15	20	35	44	50	60	339	.1	.875	.008
Carnegie Class	41.5	12.6	.08	18	34	43	50	60	311	.6	.346	.046
NSSE 2021 & 2022	42.4	12.4	.04	20	36	44	52	60	302	-.3	.608	-.025
Top 50%	45.1	11.9	.06	22	38	48	54	60	306	-3.0	.000	-.253
Top 10%	48.2	12.5	.15	23	42	50	60	60	336	-6.1	.000	-.491
Supportive Environment												
Idaho (N = 312)	32.1	12.7	.72	10	23	33	40	55				
Rocky Mt Public	31.8	13.3	.16	10	23	33	40	58	6,973	.3	.657	.026
Carnegie Class	33.1	14.1	.09	10	23	33	43	60	321	-.9	.197	-.066
NSSE 2021 & 2022	33.3	14.0	.04	10	23	33	43	60	313	-1.2	.102	-.084
Top 50%	35.9	13.6	.07	13	26	38	45	60	43,543	-3.8	.000	-.280
Top 10%	39.1	13.3	.19	18	30	40	50	60	5,180	-7.0	.000	-.525

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												
Idaho (N = 315)	38.7	12.6	.71	20	30	40	45	60				
Rocky Mt Public	39.5	13.6	.16	20	30	40	50	60	346	-.8	.271	-.059
Carnegie Class	39.8	14.1	.08	15	30	40	50	60	323	-1.1	.118	-.080
NSSE 2021 & 2022	40.2	14.0	.04	20	30	40	50	60	316	-1.5	.031	-.111
Top 50%	41.9	13.7	.06	20	35	40	55	60	318	-3.2	.000	-.235
Top 10%	44.2	13.1	.18	20	35	45	60	60	356	-5.6	.000	-.426
Reflective & Integrative Learning												
Idaho (N = 331)	36.8	12.2	.67	20	29	37	46	57				
Rocky Mt Public	37.9	12.9	.15	17	29	37	49	60	8,070	-1.1	.115	-.088
Carnegie Class	37.9	13.1	.07	17	29	37	49	60	31,912	-1.1	.138	-.082
NSSE 2021 & 2022	38.1	13.0	.03	17	29	37	49	60	153,215	-1.3	.068	-.101
Top 50%	40.3	12.5	.06	20	31	40	50	60	52,038	-3.5	.000	-.277
Top 10%	42.7	11.7	.17	23	34	43	51	60	5,248	-5.9	.000	-.504
Learning Strategies												
Idaho (N = 302)	34.8	13.3	.76	13	27	33	40	60				
Rocky Mt Public	36.9	14.6	.17	13	27	40	47	60	333	-2.2	.006	-.148
Carnegie Class	38.6	14.7	.09	13	27	40	53	60	309	-3.8	.000	-.261
NSSE 2021 & 2022	39.0	14.8	.04	13	27	40	53	60	302	-4.3	.000	-.288
Top 50%	41.1	14.6	.06	20	33	40	53	60	304	-6.3	.000	-.434
Top 10%	43.4	14.2	.14	20	33	40	60	60	321	-8.7	.000	-.613
Quantitative Reasoning												
Idaho (N = 304)	31.3	15.6	.89	0	20	33	40	60				
Rocky Mt Public	31.2	16.3	.19	0	20	33	40	60	7,398	.1	.899	.007
Carnegie Class	30.3	16.5	.10	0	20	27	40	60	28,687	1.0	.312	.058
NSSE 2021 & 2022	30.9	16.6	.04	0	20	33	40	60	137,346	.4	.644	.026
Top 50%	32.5	16.5	.06	7	20	33	40	60	69,336	-1.2	.221	-.070
Top 10%	35.3	16.0	.18	7	20	33	47	60	8,372	-4.0	.000	-.254
Learning with Peers												
Collaborative Learning												
Idaho (N = 348)	30.6	14.8	.79	5	20	30	40	55				
Rocky Mt Public	30.2	15.5	.17	5	20	30	40	60	8,360	.4	.625	.027
Carnegie Class	30.0	15.7	.09	5	20	30	40	60	355	.6	.437	.040
NSSE 2021 & 2022	29.0	16.2	.04	0	20	30	40	60	349	1.6	.039	.101
Top 50%	34.0	14.6	.06	10	25	35	45	60	54,834	-3.4	.000	-.233
Top 10%	37.9	13.7	.16	15	30	40	50	60	7,357	-7.2	.000	-.526
Discussions with Diverse Others												
Idaho (N = 306)	35.3	15.3	.88	10	25	40	45	60				
Rocky Mt Public	37.1	15.6	.19	10	25	40	50	60	7,341	-1.8	.052	-.114
Carnegie Class	38.1	16.5	.10	10	25	40	50	60	312	-2.7	.002	-.166
NSSE 2021 & 2022	38.1	16.5	.04	10	25	40	50	60	306	-2.8	.002	-.167
Top 50%	40.4	15.9	.06	15	30	40	55	60	62,482	-5.1	.000	-.318
Top 10%	43.2	15.1	.19	20	35	45	60	60	6,479	-7.9	.000	-.523

NSSE 2022 Engagement Indicators

Detailed Statistics[a]
University of Idaho

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												
Idaho (N = 324)	24.4	15.2	.84	0	15	20	35	55				
Rocky Mt Public	21.7	15.5	.18	0	10	20	30	55	7,864	2.7	.002	.176
Carnegie Class	21.9	16.2	.09	0	10	20	30	55	30,826	2.5	.006	.155
NSSE 2021 & 2022	22.5	16.3	.04	0	10	20	35	60	148,127	1.9	.033	.119
Top 50%	28.8	16.2	.10	5	15	25	40	60	332	-4.4	.000	-.269
Top 10%	33.2	16.1	.28	10	20	35	45	60	395	-8.8	.000	-.551
Effective Teaching Practices												
Idaho (N = 315)	38.6	12.9	.73	16	32	40	48	60				
Rocky Mt Public	38.8	13.7	.16	16	28	40	48	60	7,677	-.1	.855	-.010
Carnegie Class	38.9	14.5	.08	16	28	40	52	60	323	-.2	.750	-.016
NSSE 2021 & 2022	39.4	14.5	.04	16	28	40	52	60	316	-.8	.289	-.053
Top 50%	41.9	14.1	.07	16	32	40	56	60	319	-3.3	.000	-.235
Top 10%	44.5	13.6	.16	20	36	44	56	60	7,546	-5.8	.000	-.431
Campus Environment												
Quality of Interactions												
Idaho (N = 280)	43.2	11.0	.65	26	36	44	50	60				
Rocky Mt Public	42.5	12.2	.15	20	36	44	52	60	6,660	.7	.335	.059
Carnegie Class	42.2	12.8	.08	18	34	44	52	60	287	1.0	.138	.077
NSSE 2021 & 2022	43.0	12.7	.04	20	36	44	52	60	281	.2	.817	.012
Top 50%	45.6	12.3	.06	22	38	48	56	60	283	-2.4	.000	-.198
Top 10%	48.0	12.5	.10	22	40	50	60	60	293	-4.8	.000	-.384
Supportive Environment												
Idaho (N = 291)	29.6	12.5	.73	10	23	30	38	55				
Rocky Mt Public	30.0	13.8	.17	8	20	30	40	55	320	-.5	.543	-.033
Carnegie Class	31.5	14.6	.09	8	20	30	40	60	298	-1.9	.012	-.129
NSSE 2021 & 2022	31.6	14.7	.04	8	20	33	40	60	291	-2.0	.008	-.134
Top 50%	34.3	14.7	.07	10	23	35	45	60	295	-4.7	.000	-.317
Top 10%	37.4	14.5	.22	13	28	38	48	60	343	-7.8	.000	-.544

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.