
NSSE 2026

Engagement Indicators

University of Wisconsin-Whitewater

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
<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 all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

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 UW Comprehensives	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE Great Lakes NFP
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 UW Comprehensives	Your seniors compared with Carnegie Class	Your seniors compared with NSSE Great Lakes NFP
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

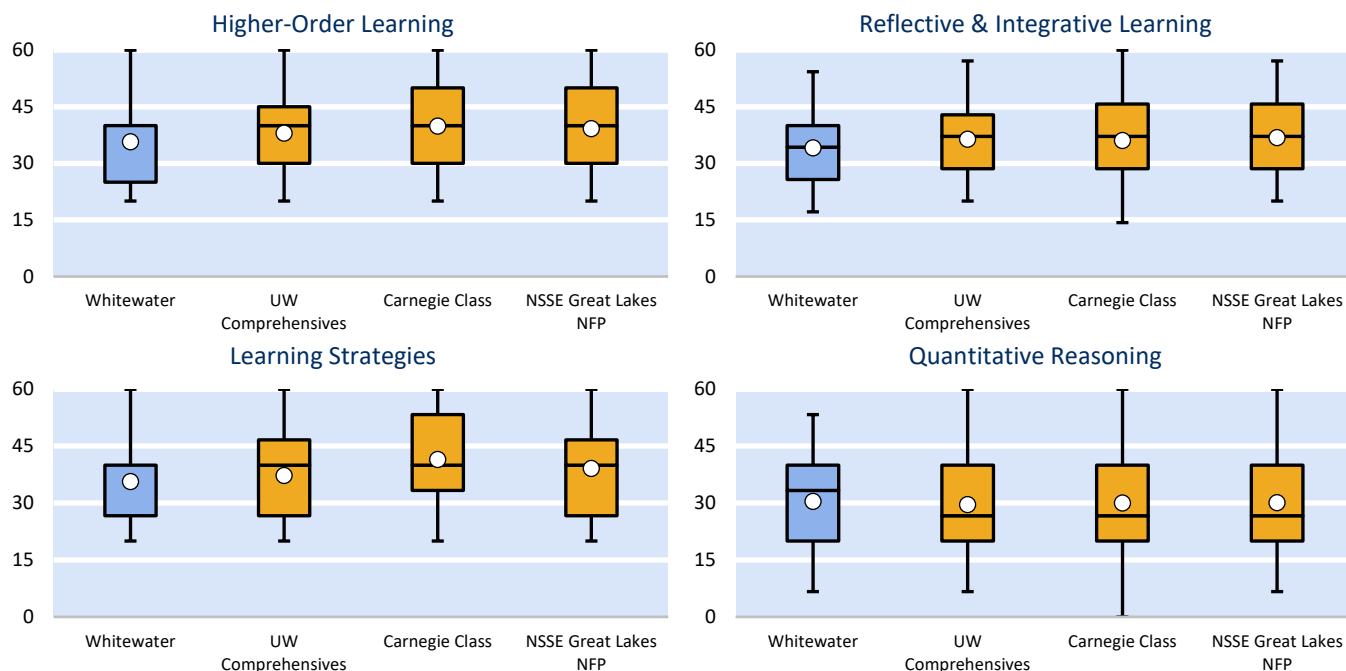
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

Engagement Indicator	Whitewater Mean	Your first-year students compared with					
		UW Comprehensives		Carnegie Class		NSSE Great Lakes NFP	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.7	38.0 ***	-.19	39.8 ***	-.30	39.2 ***	-.28
Reflective & Integrative Learning	34.1	36.4 ***	-.20	36.1 ***	-.15	36.9 ***	-.23
Learning Strategies	35.7	37.3 *	-.12	41.5 ***	-.42	39.2 ***	-.26
Quantitative Reasoning	30.5	29.6	.06	30.1	.03	30.1	.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



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.

		Percentage point difference ^a between your FY students and			
	Whitewater	Comprehensive s	Carnegie Class	NSSE Great Lakes NFP	
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	67	</			

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

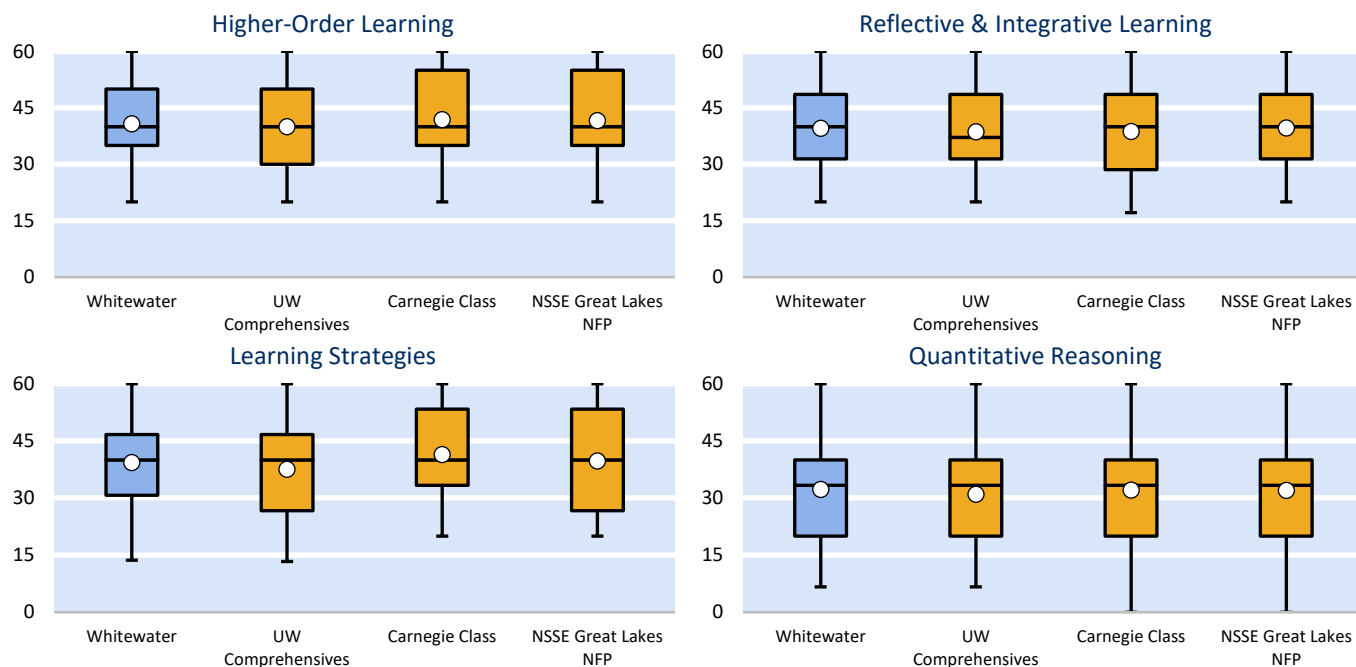
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Mean Comparisons

Engagement Indicator	Whitewater Mean	Your seniors compared with					
		UW Comprehensives		Carnegie Class		NSSE Great Lakes NFP	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.8	40.0	.06	41.9	-.08	41.6	-.07
Reflective & Integrative Learning	39.6	38.6	.08	38.8	.06	39.6	.00
Learning Strategies	39.3	37.5	.12	41.4 *	-.14	39.7	-.03
Quantitative Reasoning	32.2	31.0	.08	32.0	.01	32.0	.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).

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		Percentage point difference ^a between your seniors and		
	Whitewater	Comprehensives	Carnegie Class	NSSE Great Lakes NFP
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	80	-0	-2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+4	-2	-1
4d. Evaluating a point of view, decision, or information source	75	+7	+1	+2
4e. Forming a new idea or understanding from various pieces of information	74	+0	-3	-2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	77	+2	+8	+3
2b. Connected your learning to societal problems or issues	66	+5	+2	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+6	+5	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+4	+1	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	74	+4	+2	+0
2f. Learned something that changed the way you understand an issue or concept	76	+5	+3	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	86	-0	-1	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	75	+1	-6	-3
9b. Reviewed your notes after class	62	+1	-8	-3
9c. Summarized what you learned in class or from course materials	73	+9	-1	+3
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.)	62	+5	+2	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+5	+1	+2
6c. Evaluated what others have concluded from numerical information	48	+2	+1	-2

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

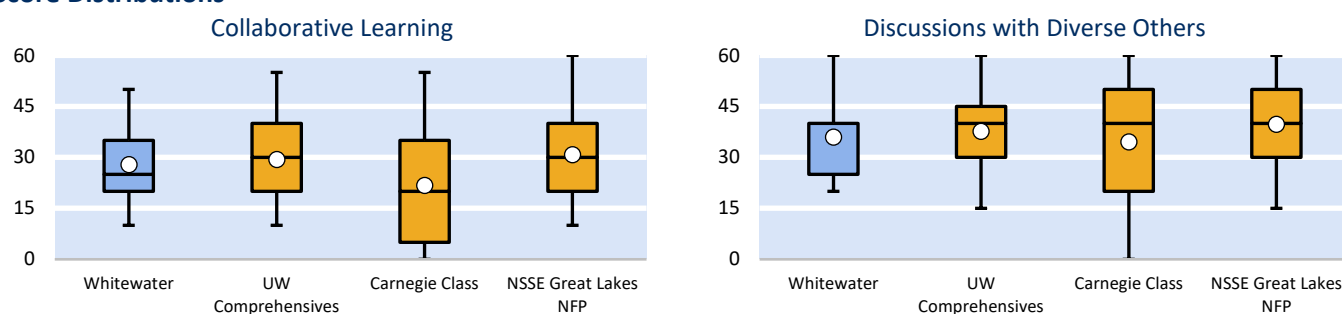
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Whitewater Mean	Your first-year students compared with					
		UW Comprehensives		Carnegie Class		NSSE Great Lakes NFP	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.8	29.4 **	-.12	21.7 ***	.35	30.8 ***	-.21
Discussions with Diverse Others	35.9	37.6 *	-.12	34.5 *	.08	39.7 ***	-.26

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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Performance on Indicator Items

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		Percentage point difference ^a between your FY students and			
	Whitewater	Comprehensive s	Carnegie Class	NSSE Great Lakes NFP	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
1b. Asked another student to help you understand course material	37	-8	+6	-8	
1c. Explained course material to one or more students	43	-4	+10	-7	
1d. Prepared for exams by discussing or working through course material with other students	35	-3	+5	-7	
1e. Worked with other students on course projects or assignments	54	-1	+15	-4	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	65	+4	+4	-8	
8b. People from economic backgrounds other than your own	67	-4	+5	-7	
8c. People with religious beliefs other than your own	62	-6	+4	-7	
8d. People with political views other than your own	58	-4	+5	-3	

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Learning with Peers: Seniors

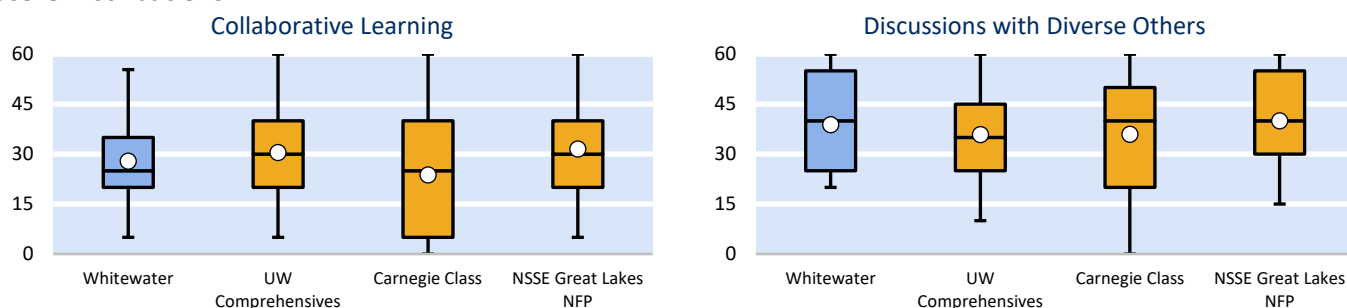
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Mean Comparisons

Engagement Indicator	Whitewater Mean	Your seniors compared with					
		UW Comprehensives		Carnegie Class		NSSE Great Lakes NFP	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.9	30.5 **	-.17	23.7 ***	.23	31.5 ***	-.24
Discussions with Diverse Others	38.9	35.9 **	.20	36.0 **	.16	40.0	-.07

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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		Percentage point difference ^a between your seniors and			
	Whitewater	Comprehensive s	Carnegie Class	NSSE Great Lakes NFP	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	34	-8	+4	-8	
1c. Explained course material to one or more students	43	-8	+4	-10	
1d. Prepared for exams by discussing or working through course material with other students	28	-7	-3	-13	
1e. Worked with other students on course projects or assignments	63	-2	+17	-4	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	64	+12	+1	-7	
8b. People from economic backgrounds other than your own	71	+6	+7	-4	
8c. People with religious beliefs other than your own	65	+4	+6	-3	
8d. People with political views other than your own	65	+5	+9	+3	

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Experiences with Faculty: First-year students

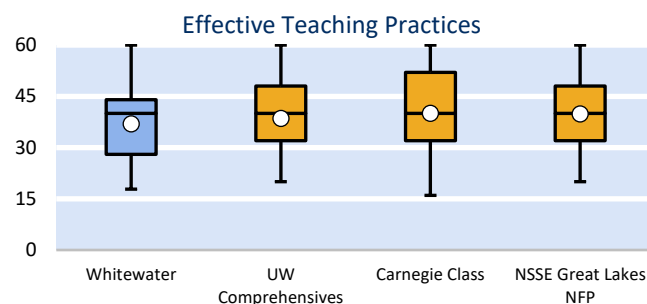
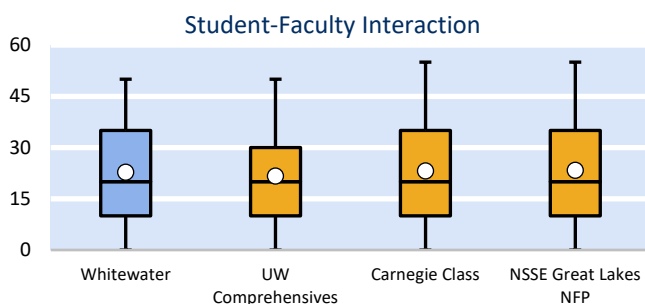
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Whitewater Mean	Your first-year students compared with					
		UW Comprehensives		Carnegie Class		NSSE Great Lakes NFP	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.8	21.6	.08	23.1	-.02	23.3	-.03
Effective Teaching Practices	36.9	38.5 **	-.13	40.0 ***	-.23	39.8 ***	-.23

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

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		Percentage point difference ^a between your FY students and			
		Comprehensive	Carnegie Class	NSSE Great Lakes NFP	
Student-Faculty Interaction	Whitewater				
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	41	+3	-1	-2	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+7	+7	+5	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+5	+3	+2	
3d. Discussed your academic performance with a faculty member	30	+2	-10	-2	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	75	-5	-5	-6	
5b. Taught course sessions in an organized way	71	-6	-5	-7	
5c. Used examples or illustrations to explain difficult points	70	-7	-6	-7	
5d. Provided feedback on a draft or work in progress	63	-0	-2	-4	
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-2	-7	-4	

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

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Experiences with Faculty: Seniors

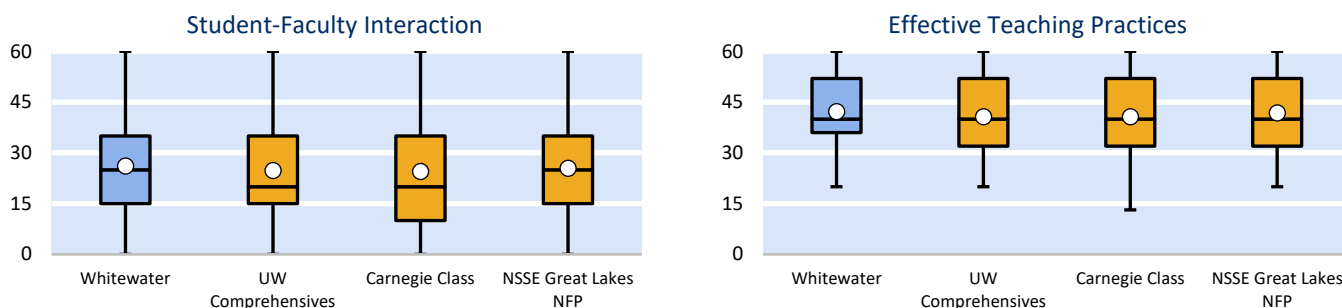
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Engagement Indicator	Whitewater Mean	Your seniors compared with					
		UW Comprehensives		Carnegie Class		NSSE Great Lakes NFP	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.1	24.8	.08	24.4	.10	25.4	.04
Effective Teaching Practices	42.2	40.7	.12	40.6 *	.11	41.8	.03

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		Percentage point difference ^a between your seniors and			
	Whitewater	Comprehensive s	Carnegie Class	NSSE Great Lakes NFP	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	45	+0	-1	-2	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	+3	+6	+2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	+3	+6	+2	
3d. Discussed your academic performance with a faculty member	38	+9	-1	+5	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	87	+4	+6	+3	
5b. Taught course sessions in an organized way	82	+3	+5	+1	
5c. Used examples or illustrations to explain difficult points	79	-1	+3	-1	
5d. Provided feedback on a draft or work in progress	66	+2	+3	-1	
5e. Provided prompt and detailed feedback on tests or completed assignments	74	+9	+6	+5	

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Campus Environment: First-year students

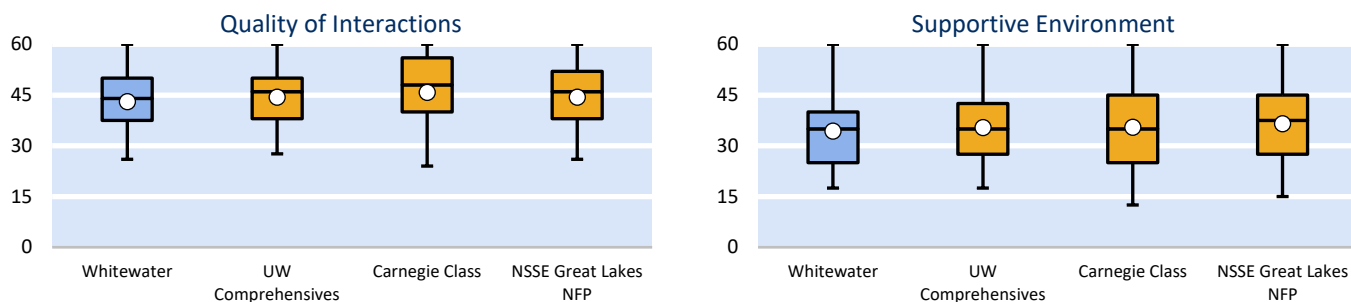
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Whitewater Mean	Your first-year students compared with					
		UW Comprehensives		Carnegie Class		NSSE Great Lakes NFP	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.1	44.4 *	-.13	45.8 ***	-.23	44.4 *	-.12
Supportive Environment	34.4	35.4	-.08	35.5	-.08	36.6 ***	-.17

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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.

		Percentage point difference ^a between your FY students and			
	Whitewater	Comprehensive s	Carnegie Class	NSSE Great Lakes NFP	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	46	-3	-5	-8	
13b. Academic advisors	52	-5	-14	-7	
13c. Faculty	50	-5	-13	-6	
13d. Student services staff (career services, student activities, housing, etc.)	48	-2	-10	-2	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	-5	-12	-3	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	67	-8	-10	-9	
14c. Using learning support services (tutoring services, writing center, etc.)	66	-8	-12	-9	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	+1	-4	-7	
14e. Providing opportunities to be involved socially	70	-5	+1	-5	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	-6	-5	-7	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+6	-2	+3	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	-3	+11	-5	
14i. Attending events that address important social, economic, or political issues	44	+2	+3	-2	

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

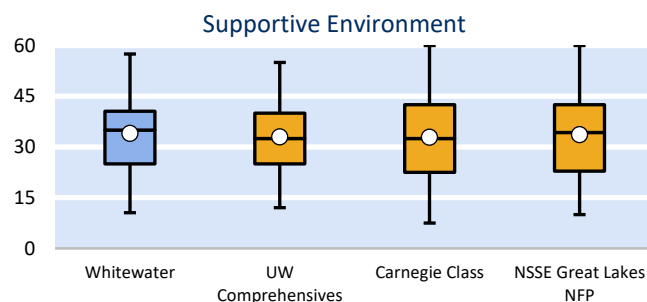
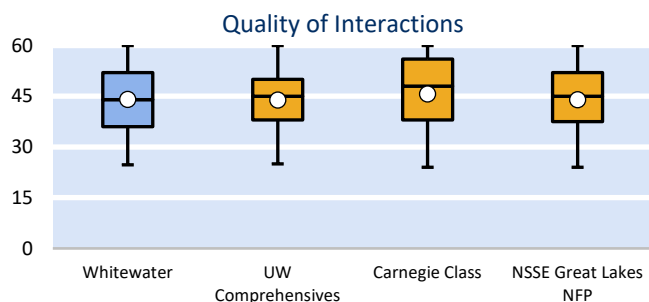
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Whitewater Mean	Your seniors compared with					
		UW Comprehensives Mean	Effect size	Carnegie Class Mean	Effect size	NSSE Great Lakes NFP Mean	Effect size
Quality of Interactions	44.1	43.9	.02	45.7 *	-.14	44.0	.01
Supportive Environment	34.0	33.0	.08	32.9	.08	33.7	.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



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			
	Whitewater	Comprehensive s	Carnegie Class	NSSE Great Lakes NFP	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	52	-5	-7	-8	
13b. Academic advisors	49	-2	-12	-5	
13c. Faculty	61	+0	-5	-1	
13d. Student services staff (career services, student activities, housing, etc.)	47	+2	-9	+1	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+2	-6	+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	73	-1	-1	-0	
14c. Using learning support services (tutoring services, writing center, etc.)	58	-10	-13	-9	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	+5	-0	-2	
14e. Providing opportunities to be involved socially	71	-0	+8	+1	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+5	+9	+8	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+11	+1	+7	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	+3	+15	+3	
14i. Attending events that address important social, economic, or political issues	41	+4	+5	+2	

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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NSSE 2026 Engagement Indicators

Comparisons with High-Performing Institutions

University of Wisconsin-Whitewater

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 2025 and 2026 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2025 and 2026 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

Theme	Engagement Indicator	Whitewater Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.7	40.5 ***	-.36		43.1 ***	-.58	
	Reflective and Integrative Learning	34.1	38.0 ***	-.33		40.5 ***	-.54	
	Learning Strategies	35.7	41.2 ***	-.40		44.0 ***	-.60	
	Quantitative Reasoning	30.5	31.6	-.07	✓	34.6 ***	-.27	
Learning with Peers	Collaborative Learning	27.8	33.2 ***	-.38		36.3 ***	-.62	
	Discussions with Diverse Others	35.9	41.1 ***	-.36		43.8 ***	-.57	
Experiences with Faculty	Student-Faculty Interaction	22.8	25.9 ***	-.20		29.9 ***	-.44	
	Effective Teaching Practices	36.9	41.7 ***	-.36		45.0 ***	-.59	
Campus Environment	Quality of Interactions	43.1	46.6 ***	-.32		49.2 ***	-.51	
	Supportive Environment	34.4	38.3 ***	-.30		41.1 ***	-.52	

Seniors

Theme	Engagement Indicator	Whitewater Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.8	43.1 **	-.18		45.8 ***	-.40	
	Reflective and Integrative Learning	39.6	41.4 *	-.15		44.2 ***	-.39	
	Learning Strategies	39.3	42.3 ***	-.21		44.9 ***	-.40	
	Quantitative Reasoning	32.2	34.1	-.11		37.1 ***	-.31	
Learning with Peers	Collaborative Learning	27.9	34.8 ***	-.48		38.7 ***	-.80	
	Discussions with Diverse Others	38.9	41.9 **	-.20		44.9 ***	-.42	
Experiences with Faculty	Student-Faculty Interaction	26.1	30.8 ***	-.29		35.1 ***	-.57	
	Effective Teaching Practices	42.2	43.6	-.11		46.7 ***	-.35	
Campus Environment	Quality of Interactions	44.1	46.5 ***	-.21		49.3 ***	-.43	
	Supportive Environment	34.0	36.3 **	-.16		39.5 ***	-.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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year 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 2026 Engagement Indicators

Detailed Statistics^a

University of Wisconsin-Whitewater

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												
Whitewater (N = 543)	35.7	12.1	.52	20	25	40	40	60				
UW Comprehensives	38.0	12.1	.23	20	30	40	45	60	772	-2.3	.000	-.190
Carnegie Class	39.8	13.5	.10	20	30	40	50	60	584	-4.1	.000	-.305
NSSE Great Lakes NFP	39.2	12.7	.08	20	30	40	50	60	569	-3.5	.000	-.275
Top 50%	40.5	13.1	.04	20	30	40	50	60	548	-4.8	.000	-.362
Top 10%	43.1	12.7	.10	20	35	40	55	60	586	-7.3	.000	-.580
Reflective & Integrative Learning												
Whitewater (N = 592)	34.1	11.2	.46	17	26	34	40	54				
UW Comprehensives	36.4	11.3	.21	20	29	37	43	57	848	-2.3	.000	-.203
Carnegie Class	36.1	12.9	.09	14	29	37	46	60	640	-1.9	.000	-.150
NSSE Great Lakes NFP	36.9	11.8	.07	20	29	37	46	57	620	-2.7	.000	-.231
Top 50%	38.0	11.9	.04	20	29	37	46	60	599	-3.9	.000	-.326
Top 10%	40.5	11.8	.11	20	31	40	49	60	656	-6.4	.000	-.543
Learning Strategies												
Whitewater (N = 509)	35.7	13.1	.58	20	27	40	40	60				
UW Comprehensives	37.3	13.0	.26	20	27	40	47	60	725	-1.6	.011	-.125
Carnegie Class	41.5	14.0	.11	20	33	40	53	60	545	-5.9	.000	-.420
NSSE Great Lakes NFP	39.2	13.4	.09	20	27	40	47	60	532	-3.5	.000	-.261
Top 50%	41.2	13.8	.05	20	33	40	53	60	514	-5.5	.000	-.402
Top 10%	44.0	14.1	.10	20	33	40	60	60	538	-8.4	.000	-.595
Quantitative Reasoning												
Whitewater (N = 523)	30.5	13.1	.57	7	20	33	40	53				
UW Comprehensives	29.6	14.6	.29	7	20	27	40	60	810	.8	.191	.059
Carnegie Class	30.1	16.4	.13	0	20	27	40	60	574	.4	.474	.026
NSSE Great Lakes NFP	30.1	15.2	.10	7	20	27	40	60	554	.4	.506	.026
Top 50%	31.6	15.5	.05	7	20	33	40	60	529	-1.1	.056	-.071
Top 10%	34.6	15.6	.12	7	20	33	40	60	570	-4.1	.000	-.265
Learning with Peers												
Collaborative Learning												
Whitewater (N = 629)	27.8	12.4	.50	10	20	25	35	50				
UW Comprehensives	29.4	13.2	.23	10	20	30	40	55	921	-1.5	.005	-.117
Carnegie Class	21.7	17.7	.12	0	5	20	35	55	704	6.1	.000	.350
NSSE Great Lakes NFP	30.8	14.0	.08	10	20	30	40	60	661	-2.9	.000	-.210
Top 50%	33.2	13.9	.04	10	25	35	40	60	636	-5.3	.000	-.383
Top 10%	36.3	13.6	.09	15	25	35	45	60	672	-8.4	.000	-.621
Discussions with Diverse Others												
Whitewater (N = 507)	35.9	14.1	.63	20	25	40	40	60				
UW Comprehensives	37.6	14.0	.28	15	30	40	45	60	725	-1.7	.015	-.119
Carnegie Class	34.5	18.5	.15	0	20	40	50	60	563	1.4	.026	.078
NSSE Great Lakes NFP	39.7	14.7	.10	15	30	40	50	60	531	-3.8	.000	-.257
Top 50%	41.1	14.6	.05	20	30	40	55	60	512	-5.2	.000	-.356
Top 10%	43.8	13.8	.13	20	35	45	60	60	549	-7.9	.000	-.574

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												
Whitewater (N = 568)	22.8	14.4	.61	0	10	20	35	50				
UW Comprehensives	21.6	14.6	.27	0	10	20	30	50	814	1.2	.074	.082
Carnegie Class	23.1	15.3	.11	0	10	20	35	55	606	-.3	.592	-.022
NSSE Great Lakes NFP	23.3	15.0	.09	0	10	20	35	55	593	-.5	.436	-.032
Top 50%	25.9	15.4	.06	5	15	25	35	60	578	-3.1	.000	-.202
Top 10%	29.9	16.2	.16	5	20	26	40	60	645	-7.1	.000	-.440
Effective Teaching Practices												
Whitewater (N = 545)	36.9	12.8	.55	18	28	40	44	60				
UW Comprehensives	38.5	12.1	.23	20	32	40	48	60	752	-1.6	.008	-.131
Carnegie Class	40.0	14.0	.11	16	32	40	52	60	584	-3.2	.000	-.226
NSSE Great Lakes NFP	39.8	12.6	.08	20	32	40	48	60	567	-3.0	.000	-.234
Top 50%	41.7	13.4	.05	20	32	40	52	60	552	-4.8	.000	-.360
Top 10%	45.0	13.9	.12	20	36	48	60	60	594	-8.1	.000	-.586
Campus Environment												
Quality of Interactions												
Whitewater (N = 463)	43.1	10.4	.48	26	38	44	50	60				
UW Comprehensives	44.4	9.8	.20	28	38	46	50	60	639	-1.3	.016	-.128
Carnegie Class	45.8	12.0	.10	24	40	48	56	60	505	-2.7	.000	-.230
NSSE Great Lakes NFP	44.4	10.6	.07	26	38	46	52	60	484	-1.3	.010	-.118
Top 50%	46.6	11.1	.05	26	40	48	56	60	471	-3.5	.000	-.319
Top 10%	49.2	12.1	.10	25	43	52	60	60	502	-6.1	.000	-.506
Supportive Environment												
Whitewater (N = 481)	34.4	12.7	.58	18	25	35	40	60				
UW Comprehensives	35.4	12.4	.26	18	28	35	43	60	679	-1.1	.097	-.084
Carnegie Class	35.5	14.0	.11	13	25	35	45	60	517	-1.1	.066	-.078
NSSE Great Lakes NFP	36.6	12.9	.09	15	28	38	45	60	502	-2.2	.000	-.169
Top 50%	38.3	13.1	.05	18	30	40	48	60	487	-3.9	.000	-.296
Top 10%	41.1	12.8	.14	20	33	40	53	60	539	-6.7	.000	-.523

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 $\pm$ 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.

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.

NSSE 2026 Engagement Indicators

Detailed Statistics^a

University of Wisconsin-Whitewater

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												
Whitewater (N = 295)	40.8	13.0	.76	20	35	40	50	60				
UW Comprehensives	40.0	13.2	.33	20	30	40	50	60	412	.7	.370	.056
Carnegie Class	41.9	13.8	.13	20	35	40	55	60	312	-1.1	.142	-.082
NSSE Great Lakes NFP	41.6	13.3	.10	20	35	40	55	60	305	-.9	.258	-.065
Top 50%	43.1	13.4	.06	20	35	40	55	60	297	-2.4	.002	-.175
Top 10%	45.8	12.6	.16	20	40	45	60	60	321	-5.0	.000	-.401
Reflective & Integrative Learning												
Whitewater (N = 310)	39.6	12.7	.72	20	31	40	49	60				
UW Comprehensives	38.6	12.6	.30	20	31	37	49	60	426	1.0	.218	.076
Carnegie Class	38.8	13.3	.12	17	29	40	49	60	327	.8	.255	.063
NSSE Great Lakes NFP	39.6	12.5	.10	20	31	40	49	60	319	.0	.957	-.003
Top 50%	41.4	12.3	.05	20	34	40	51	60	312	-1.8	.013	-.146
Top 10%	44.2	11.7	.16	23	37	46	54	60	342	-4.6	.000	-.388
Learning Strategies												
Whitewater (N = 277)	39.3	14.1	.85	14	31	40	47	60				
UW Comprehensives	37.5	14.4	.37	13	27	40	47	60	390	1.8	.056	.123
Carnegie Class	41.4	14.7	.15	20	33	40	53	60	292	-2.1	.015	-.143
NSSE Great Lakes NFP	39.7	14.3	.12	20	27	40	53	60	286	-.5	.586	-.033
Top 50%	42.3	14.3	.06	20	33	40	53	60	278	-3.0	.000	-.211
Top 10%	44.9	13.9	.14	20	40	47	60	60	290	-5.6	.000	-.402
Quantitative Reasoning												
Whitewater (N = 284)	32.2	16.2	.96	7	20	33	40	60				
UW Comprehensives	31.0	16.1	.41	7	20	33	40	60	395	1.2	.241	.076
Carnegie Class	32.0	16.9	.17	0	20	33	40	60	301	.2	.842	.011
NSSE Great Lakes NFP	32.0	16.4	.13	0	20	33	40	60	294	.3	.790	.016
Top 50%	34.1	16.5	.07	7	20	33	47	60	286	-1.9	.054	-.113
Top 10%	37.1	15.9	.16	13	27	40	47	60	300	-4.9	.000	-.306
Learning with Peers												
Collaborative Learning												
Whitewater (N = 322)	27.9	14.6	.82	5	20	25	35	55				
UW Comprehensives	30.5	15.4	.36	5	20	30	40	60	455	-2.6	.003	-.173
Carnegie Class	23.7	18.2	.16	0	5	25	40	60	347	4.1	.000	.229
NSSE Great Lakes NFP	31.5	15.3	.11	5	20	30	40	60	333	-3.7	.000	-.239
Top 50%	34.8	14.3	.06	10	25	35	45	60	324	-6.9	.000	-.484
Top 10%	38.7	13.4	.16	15	30	40	50	60	346	-10.8	.000	-.803
Discussions with Diverse Others												
Whitewater (N = 284)	38.9	15.6	.93	20	25	40	55	60				
UW Comprehensives	35.9	15.4	.39	10	25	35	45	60	392	3.0	.003	.197
Carnegie Class	36.0	18.7	.18	0	20	40	50	60	306	2.9	.002	.155
NSSE Great Lakes NFP	40.0	15.4	.13	15	30	40	55	60	294	-1.1	.226	-.073
Top 50%	41.9	15.2	.06	20	30	40	60	60	285	-3.0	.001	-.199
Top 10%	44.9	14.3	.18	20	35	45	60	60	304	-6.0	.000	-.417

NSSE 2026 Engagement Indicators

Detailed Statistics^a

University of Wisconsin-Whitewater

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												
Whitewater (N = 299)	26.1	16.5	.96	0	15	25	35	60				
UW Comprehensives	24.8	16.0	.39	0	15	20	35	60	403	1.3	.203	.082
Carnegie Class	24.4	16.6	.16	0	10	20	35	60	314	1.6	.093	.099
NSSE Great Lakes NFP	25.4	16.4	.13	0	15	25	35	60	308	.7	.465	.043
Top 50%	30.8	16.3	.10	5	20	30	40	60	304	-4.7	.000	-.288
Top 10%	35.1	15.9	.26	10	20	35	45	60	344	-9.0	.000	-.566
Effective Teaching Practices												
Whitewater (N = 293)	42.2	12.7	.74	20	36	40	52	60				
UW Comprehensives	40.7	13.1	.33	20	32	40	52	60	413	1.5	.062	.117
Carnegie Class	40.6	14.8	.14	13	32	40	52	60	314	1.6	.036	.108
NSSE Great Lakes NFP	41.8	13.2	.10	20	32	40	52	60	304	.4	.601	.030
Top 50%	43.6	13.4	.06	20	36	44	56	60	297	-1.4	.056	-.106
Top 10%	46.7	12.8	.17	20	40	48	60	60	322	-4.5	.000	-.354
Campus Environment												
Quality of Interactions												
Whitewater (N = 247)	44.1	10.5	.67	25	36	44	52	60				
UW Comprehensives	43.9	10.6	.29	25	38	45	50	60	343	.2	.802	.017
Carnegie Class	45.7	12.0	.13	24	38	48	56	60	265	-1.6	.018	-.135
NSSE Great Lakes NFP	44.0	11.2	.10	24	38	45	52	60	256	.1	.927	.006
Top 50%	46.5	11.7	.06	24	40	48	56	60	250	-2.4	.000	-.208
Top 10%	49.3	11.9	.12	25	43	52	60	60	261	-5.2	.000	-.433
Supportive Environment												
Whitewater (N = 271)	34.0	13.0	.79	11	25	35	41	58				
UW Comprehensives	33.0	13.1	.34	12	25	33	40	55	378	1.0	.245	.077
Carnegie Class	32.9	14.9	.15	8	23	33	43	60	289	1.2	.153	.078
NSSE Great Lakes NFP	33.7	13.8	.11	10	23	34	43	60	281	.4	.651	.026
Top 50%	36.3	14.0	.07	13	28	38	45	60	274	-2.2	.006	-.159
Top 10%	39.5	13.4	.22	18	30	40	50	60	314	-5.5	.000	-.411

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 $\pm$ 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.

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.