NSSE 2022
Engagement Indicators

Boise State University

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 Large Pub ML-R2 2022	Your first-year students compared with Urban Peers (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 Large Pub ML-R2 2022	Your seniors compared with Urban Peers (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

	Boise State	Large Pub ML-R2 2022		Urban Peers (2022)	
			Your first-year students compared with		
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	37.9	37.6	.03	37.7	.01
Reflective & Integrative Learning	36.1	35.4	.06	35.4	.06
Learning Strategies	37.4	37.5	.00	37.5	-.01
Quantitative Reasoning	30.2	29.1	.07	29.2	.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).

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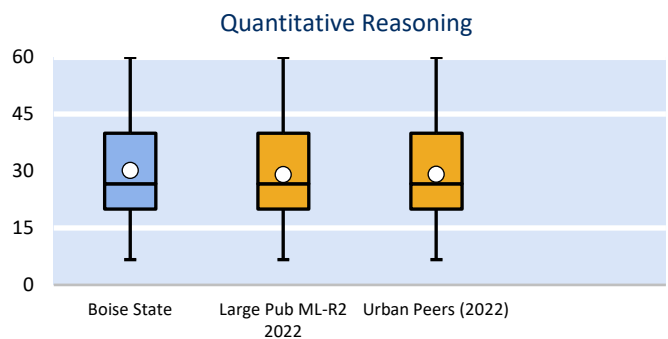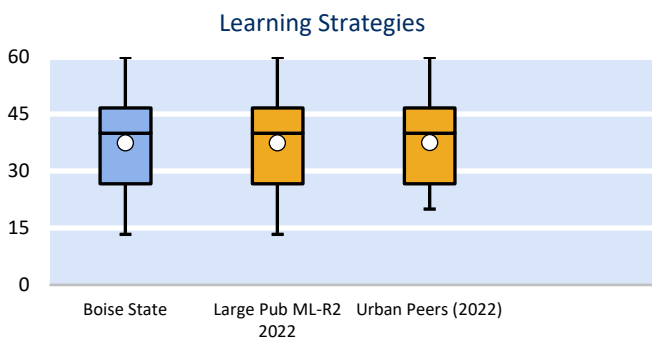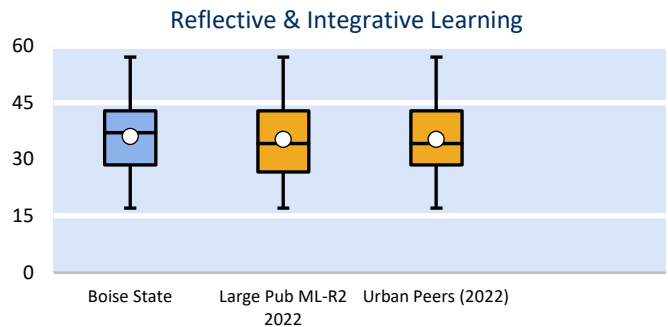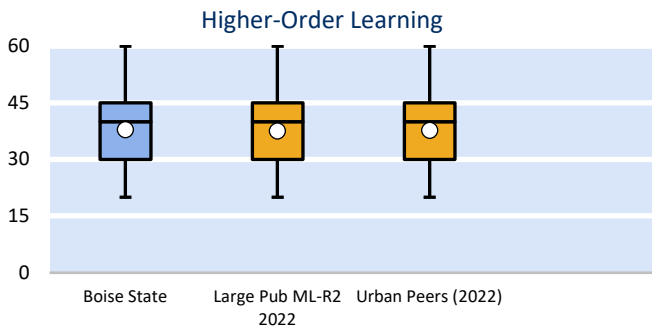
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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.

	Boise State	Percentage point difference [a] between your FY students and	
		Large Pub ML-R2 2022	Urban Peers (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	69	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	+3	+2
4d. Evaluating a point of view, decision, or information source	71	+2	+1
4e. Forming a new idea or understanding from various pieces of information	72	+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	61	+10	+10
2b. Connected your learning to societal problems or issues	54	+1	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-4	-5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+5	+4
2f. Learned something that changed the way you understand an issue or concept	67	+0	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+2	+2
Learning Strategies			
Percentage of students who responded that they "Very often" or "Often"...			
9a. Identified key information from reading assignments	73	+3	+2
9b. Reviewed your notes after class	61	-4	-4
9c. Summarized what you learned in class or from course materials	61	-3	-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.)	60	+6	+6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+2	+1
6c. Evaluated what others have concluded from numerical information	43	+1	+1

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

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

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

| | Boise State | Your seniors compared with | | | |
| | | Large Pub ML-R2 2022 | | Urban Peers (2022) | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	40.0	40.1	.00	40.0	.00
Reflective & Integrative Learning	38.5	38.3	.02	38.1	.04
Learning Strategies	37.5	39.0 **	-.10	38.8 **	-.09
Quantitative Reasoning	31.6	30.7	.05	30.8	.05

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
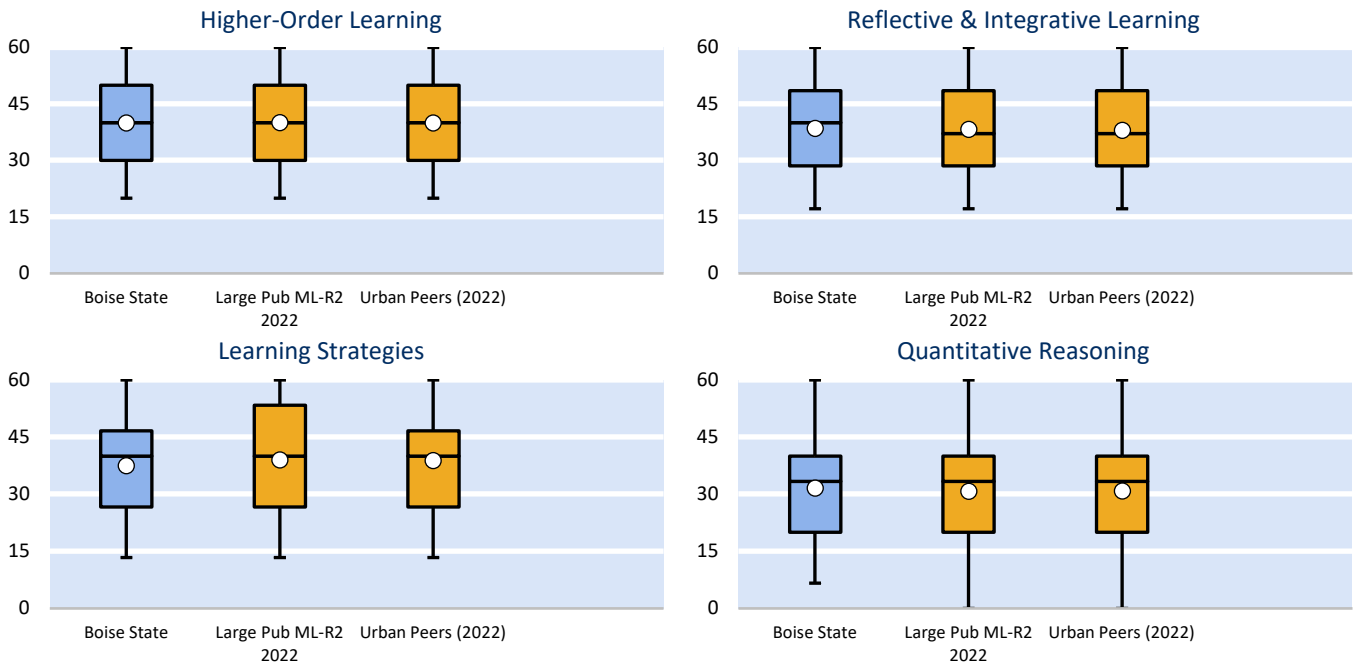
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Academic Challenge: Seniors (continued)

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.

	Boise State	Percentage point difference [a] between your seniors and	
		Large Pub ML-R2 2022	Urban Peers (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	78	+2	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+1	+1
4d. Evaluating a point of view, decision, or information source	72	+1	+1
4e. Forming a new idea or understanding from various pieces of information	73	-0	-0
Reflective & Integrative Learning			
Percentage of students who responded that they "Very often" or "Often"...			
2a. Combined ideas from different courses when completing assignments	73	+4	+5
2b. Connected your learning to societal problems or issues	62	+1	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	-3	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+2	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+1	+1
2f. Learned something that changed the way you understand an issue or concept	72	+0	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+2	+2
Learning Strategies			
Percentage of students who responded that they "Very often" or "Often"...			
9a. Identified key information from reading assignments	75	+0	+1
9b. Reviewed your notes after class	60	-6	-6
9c. Summarized what you learned in class or from course materials	64	-3	-2
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.)	59	+3	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+1	+1
6c. Evaluated what others have concluded from numerical information	47	-1	-1

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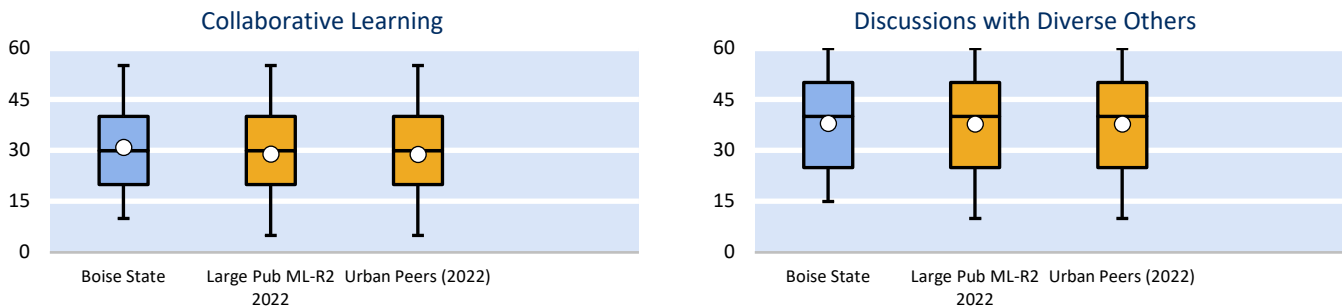
Learning with Peers: First-year students

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	Boise State Mean	Large Pub ML-R2 2022 Mean	Effect size	Urban Peers (2022) Mean	Effect size
Collaborative Learning	30.9	28.8 ***	.14	28.8 ***	.15
Discussions with Diverse Others	37.9	37.7	.01	37.7	.01

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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Collaborative Learning	Boise State	Large Pub ML-R2 2022	Urban Peers (2022)
Percentage of students who responded that they "Very often" or "Often"...	%		
1b. Asked another student to help you understand course material	50	+6	+6
1c. Explained course material to one or more students	54	+8	+9
1d. Prepared for exams by discussing or working through course material with other students	40	+2	+3
1e. Worked with other students on course projects or assignments	54	+5	+4
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	-13	-14
8b. People from an economic background other than your own	67	-1	-1
8c. People with religious beliefs other than your own	68	+4	+4
8d. People with political views other than your own	68	+9	+9

Percentage point difference [a] between your FY students and

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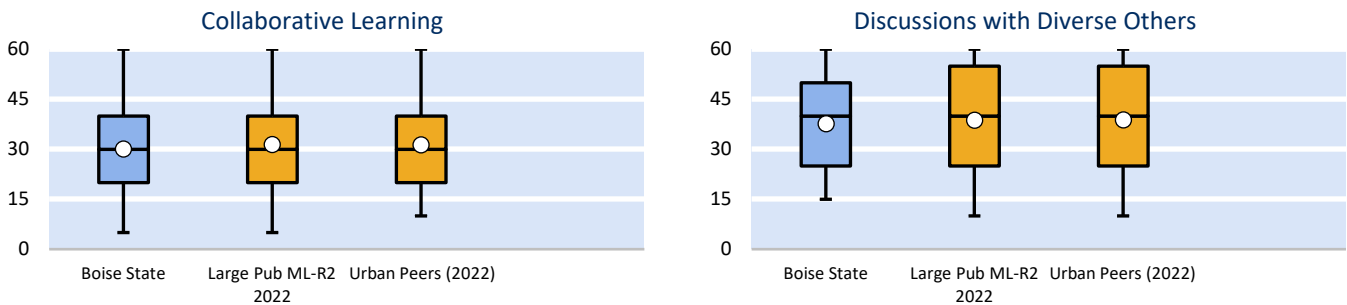
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Mean Comparisons

| | Boise State | Your seniors compared with | | | |
| | | Large Pub ML-R2 2022 | | Urban Peers (2022) | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.1	31.5 **	-.09	31.4 **	-.09
Discussions with Diverse Others	37.7	38.8 *	-.07	38.8 *	-.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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| | Boise State | Percentage point difference [a] between your seniors and | |
		Large Pub ML-R2 2022	Urban Peers (2022)
Collaborative Learning			
Percentage of students who responded that they "Very often" or "Often"...	%		
1b. Asked another student to help you understand course material	40	-4	-4
1c. Explained course material to one or more students	51	-2	-1
1d. Prepared for exams by discussing or working through course material with other students	36	-5	-4
1e. Worked with other students on course projects or assignments	64	+2	+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	59	-11	-12
8b. People from an economic background other than your own	67	-3	-3
8c. People with religious beliefs other than your own	66	+0	+0
8d. People with political views other than your own	67	+6	+7

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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

		Your first-year students compared with			
		Large Pub ML-R2 2022		**Urban Peers (2022)**	
Engagement Indicator		Mean	Effect size	Mean	Effect size
Student-Faculty Interaction		19.6	-.02	19.5	-.01
Effective Teaching Practices		37.8	-.02	37.9	-.02

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	Boise State	Percentage point difference [a] between your FY students and	
Student-Faculty Interaction		**Large Pub ML-R2 2022**	**Urban Peers (2022)**
Percentage of students who responded that they "Very often" or "Often"...	%		
3a. Talked about career plans with a faculty member	34	+0	+0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-0	+0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-3	-3
3d. Discussed your academic performance with a faculty member	28	+0	+0
Effective Teaching Practices			
Percentage responding "Very much" or "Quite a bit" about how much instructors have...			
5a. Clearly explained course goals and requirements	79	+4	+4
5b. Taught course sessions in an organized way	73	+2	+3
5c. Used examples or illustrations to explain difficult points	73	+1	+2
5d. Provided feedback on a draft or work in progress	63	+0	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-4	-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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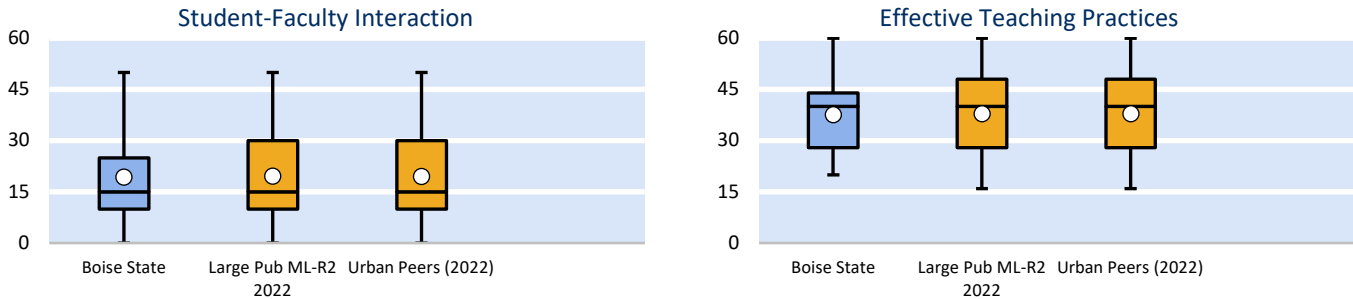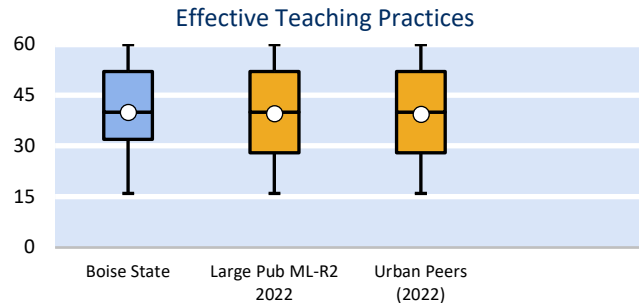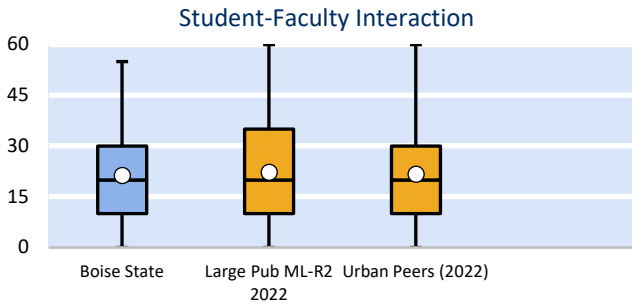
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Mean Comparisons

		Your seniors compared with			
		Large Pub ML-R2 2022		Urban Peers (2022)	
Engagement Indicator		Mean	Effect size	Mean	Effect size
Student-Faculty Interaction		22.2	-.06	21.6	-.02
Effective Teaching Practices		39.5	.02	39.3	.04

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

Score Distributions

Student-Faculty Interaction

Effective Teaching Practices

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Performance on Indicator Items

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		Percentage point difference [a] between your seniors and	
Student-Faculty Interaction	Boise State	Large Pub ML-R2 2022	Urban Peers (2022)
Percentage of students who responded that they "Very often" or "Often"...	%		
3a. Talked about career plans with a faculty member	40	+1	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	-2	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-3	-2
3d. Discussed your academic performance with a faculty member	26	-4	-3
Effective Teaching Practices			
Percentage responding "Very much" or "Quite a bit" about how much instructors have...			
5a. Clearly explained course goals and requirements	81	+1	+2
5b. Taught course sessions in an organized way	79	+5	+6
5c. Used examples or illustrations to explain difficult points	75	-0	+0
5d. Provided feedback on a draft or work in progress	63	-1	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+3	+4

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

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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

| | Boise State | Your first-year students compared with | | | |
| | | Large Pub ML-R2 2022 | | Urban Peers (2022) | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.2	42.4	-.02	42.3	-.01
Supportive Environment	32.4	33.7 *	-.10	34.0 *	-.12

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.

| | Boise State | Percentage point difference [a] between your FY students and | |
		Large Pub ML-R2 2022	Urban Peers (2022)
Quality of Interactions	%		
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...			
13a. Students	47	-3	-2
13b. Academic advisors	51	-1	-1
13c. Faculty	47	-2	-1
13d. Student services staff (career services, student activities, housing, etc.)	44	-2	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-1	-1
Supportive Environment			
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...			
14b. Providing support to help students succeed academically	69	-0	-0
14c. Using learning support services (tutoring services, writing center, etc.)	68	-3	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	-10	-11
14e. Providing opportunities to be involved socially	66	+0	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-3	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	-4	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+9	+9
14i. Attending events that address important social, economic, or political issues	35	-7	-8

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

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

NSSE 2022 Engagement Indicators
Campus Environment
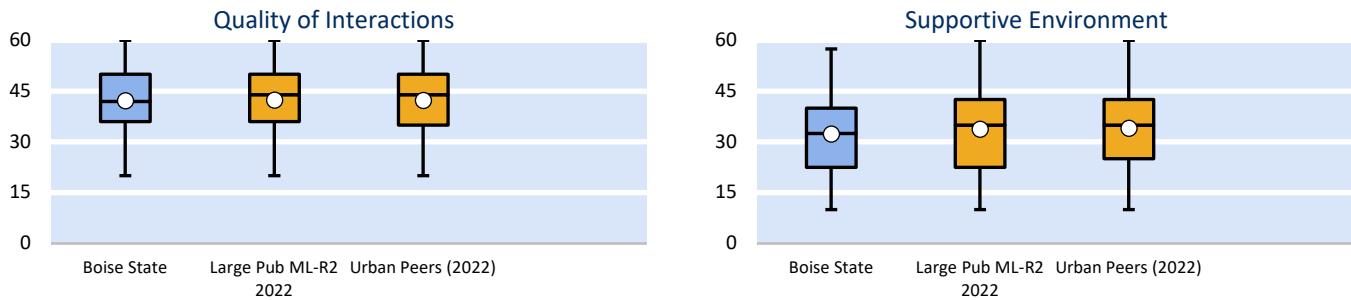### Boise State University
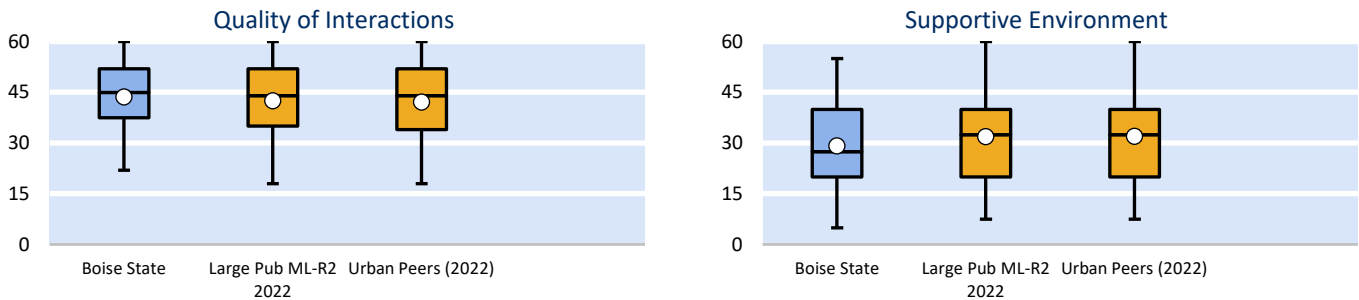
Campus Environment: Seniors

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

| | Boise State | Your seniors compared with | | | |
| | | Large Pub ML-R2 2022 | | Urban Peers (2022) | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.7	42.6 **	.09	42.2 ***	.12
Supportive Environment	29.2	32.0 ***	-.19	32.1 ***	-.20

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

Score Distributions

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

Performance on Indicator Items

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

| | | Percentage point difference [a] between your seniors and | |
Quality of Interactions	Boise State	Large Pub ML-R2 2022	Urban Peers (2022)
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%		
13a. Students	56	-2	-1
13b. Academic advisors	56	+6	+7
13c. Faculty	58	+4	+5
13d. Student services staff (career services, student activities, housing, etc.)	49	+3	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+3	+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	65	-2	-1
14c. Using learning support services (tutoring services, writing center, etc.)	59	-4	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	44	-11	-12
14e. Providing opportunities to be involved socially	54	-9	-9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	-6	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-7	-8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	+2	+3
14i. Attending events that address important social, economic, or political issues	29	-12	-13

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

Your first-year students compared with

Theme	Engagement Indicator	Boise State Mean	NSSE Top 50% Mean	Effect size	✓	NSSE Top 10% Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.9	39.3 *	-.10		42.1 ***	-.32	
	Reflective and Integrative Learning	36.1	36.9	-.06	✓	39.2 ***	-.26	
	Learning Strategies	37.4	39.6 ***	-.15		42.9 ***	-.38	
	Quantitative Reasoning	30.2	30.2	.00	✓	33.3 ***	-.20	
Learning with Peers	Collaborative Learning	30.9	31.8	-.07	✓	35.4 ***	-.34	
	Discussions with Diverse Others	37.9	39.8 **	-.13		42.6 ***	-.33	
Experiences with Faculty	Student-Faculty Interaction	19.3	24.3 ***	-.33		27.8 ***	-.56	
	Effective Teaching Practices	37.6	40.3 ***	-.20		43.3 ***	-.42	
Campus Environment	Quality of Interactions	42.2	45.1 ***	-.25		48.2 ***	-.49	
	Supportive Environment	32.4	35.9 ***	-.26		39.1 ***	-.50	

Seniors

Your seniors compared with

Theme	Engagement Indicator	Boise State Mean	NSSE Top 50% Mean	Effect size	✓	NSSE Top 10% Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.0	41.9 ***	-.14		44.2 ***	-.32	
	Reflective and Integrative Learning	38.5	40.3 ***	-.14		42.7 ***	-.35	
	Learning Strategies	37.5	41.1 ***	-.25		43.4 ***	-.42	
	Quantitative Reasoning	31.6	32.5	-.05	✓	35.3 ***	-.24	
Learning with Peers	Collaborative Learning	30.1	34.0 ***	-.27		37.9 ***	-.56	
	Discussions with Diverse Others	37.7	40.4 ***	-.17		43.2 ***	-.37	
Experiences with Faculty	Student-Faculty Interaction	21.2	28.8 ***	-.47		33.2 ***	-.75	
	Effective Teaching Practices	39.8	41.9 ***	-.15		44.5 ***	-.34	
Campus Environment	Quality of Interactions	43.7	45.6 ***	-.16		48.0 ***	-.34	
	Supportive Environment	29.2	34.3 ***	-.34		37.4 ***	-.57	

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.

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												
Boise State (N = 511)	37.9	12.5	.55	20	30	40	45	60				
Large Pub ML-R2 2022	37.6	13.2	.10	20	30	40	45	60	543	.3	.540	.026
Urban Peers (2022)	37.7	13.2	.12	20	30	40	45	60	560	.2	.771	.013
Top 50%	39.3	13.3	.05	20	30	40	50	60	72,393	-1.3	.023	-.101
Top 10%	42.1	13.0	.15	20	35	40	55	60	584	-4.1	.000	-.319
Reflective & Integrative Learning												
Boise State (N = 539)	36.1	11.2	.48	17	29	37	43	57				
Large Pub ML-R2 2022	35.4	12.0	.09	17	27	34	43	57	572	.8	.122	.063
Urban Peers (2022)	35.4	11.9	.11	17	29	34	43	57	591	.7	.137	.062
Top 50%	36.9	12.1	.04	17	29	37	46	60	547	-.8	.117	-.063
Top 10%	39.2	11.8	.12	20	31	40	49	60	10,413	-3.1	.000	-.260
Learning Strategies												
Boise State (N = 484)	37.4	13.9	.63	13	27	40	47	60				
Large Pub ML-R2 2022	37.5	13.8	.11	13	27	40	47	60	17,550	-.1	.930	-.004
Urban Peers (2022)	37.5	13.7	.13	20	27	40	47	60	11,536	-.1	.851	-.009
Top 50%	39.6	14.1	.05	20	27	40	53	60	66,479	-2.1	.001	-.152
Top 10%	42.9	14.3	.13	20	33	40	60	60	12,524	-5.5	.000	-.385
Quantitative Reasoning												
Boise State (N = 494)	30.2	14.0	.63	7	20	27	40	60				
Large Pub ML-R2 2022	29.1	15.3	.12	7	20	27	40	60	528	1.1	.077	.074
Urban Peers (2022)	29.2	15.2	.14	7	20	27	40	60	546	1.0	.123	.066
Top 50%	30.2	15.4	.06	7	20	27	40	60	501	.0	.940	.003
Top 10%	33.3	15.5	.16	7	20	33	40	60	556	-3.1	.000	-.198
Learning with Peers												
Collaborative Learning												
Boise State (N = 581)	30.9	13.3	.55	10	20	30	40	55				
Large Pub ML-R2 2022	28.8	14.1	.10	5	20	30	40	55	616	2.0	.000	.143
Urban Peers (2022)	28.8	13.8	.12	5	20	30	40	55	14,018	2.1	.000	.153
Top 50%	31.8	13.9	.05	10	20	30	40	60	67,089	-1.0	.090	-.071
Top 10%	35.4	13.5	.12	15	25	35	45	60	12,844	-4.6	.000	-.339
Discussions with Diverse Others												
Boise State (N = 489)	37.9	14.8	.67	15	25	40	50	60				
Large Pub ML-R2 2022	37.7	15.9	.12	10	25	40	50	60	521	.2	.761	.013
Urban Peers (2022)	37.7	16.0	.15	10	25	40	50	60	539	.2	.754	.014
Top 50%	39.8	15.1	.06	15	30	40	55	60	61,334	-1.9	.006	-.126
Top 10%	42.6	14.2	.16	20	35	40	55	60	8,373	-4.6	.000	-.326

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												
Boise State (N = 517)	19.3	14.8	.65	0	10	15	25	50				
Large Pub ML-R2 2022	19.6	14.8	.11	0	10	15	30	50	19,408	-.3	.687	-.018
Urban Peers (2022)	19.5	14.8	.13	0	10	15	30	50	12,650	-.2	.809	-.011
Top 50%	24.3	15.1	.08	5	15	20	35	55	37,309	-5.0	.000	-.333
Top 10%	27.8	15.3	.19	5	15	25	40	60	611	-8.5	.000	-.558
Effective Teaching Practices												
Boise State (N = 509)	37.6	12.5	.55	20	28	40	44	60				
Large Pub ML-R2 2022	37.8	13.5	.10	16	28	40	48	60	542	-.3	.634	-.020
Urban Peers (2022)	37.9	13.4	.12	16	28	40	48	60	560	-.3	.587	-.023
Top 50%	40.3	13.8	.06	16	32	40	52	60	521	-2.7	.000	-.199
Top 10%	43.3	13.7	.15	20	36	44	56	60	589	-5.8	.000	-.423
Campus Environment												
Quality of Interactions												
Boise State (N = 450)	42.2	11.2	.53	20	36	42	50	60				
Large Pub ML-R2 2022	42.4	12.0	.10	20	36	44	50	60	15,997	-.2	.702	-.018
Urban Peers (2022)	42.3	12.1	.12	20	35	44	50	60	10,543	-.2	.787	-.013
Top 50%	45.1	11.9	.06	22	38	48	54	60	40,926	-3.0	.000	-.249
Top 10%	48.2	12.5	.14	23	42	50	60	60	515	-6.0	.000	-.486
Supportive Environment												
Boise State (N = 475)	32.4	13.2	.60	10	23	33	40	58				
Large Pub ML-R2 2022	33.7	13.8	.11	10	23	35	43	60	17,061	-1.3	.036	-.097
Urban Peers (2022)	34.0	13.8	.13	10	25	35	43	60	11,254	-1.6	.011	-.119
Top 50%	35.9	13.6	.06	13	26	38	45	60	46,416	-3.5	.000	-.260
Top 10%	39.1	13.3	.18	18	30	40	50	60	5,649	-6.7	.000	-.505

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												
Boise State (N = 947)	40.0	13.6	.44	20	30	40	50	60				
Large Pub ML-R2 2022	40.1	14.0	.08	20	30	40	50	60	33,307	-.1	.881	-.005
Urban Peers (2022)	40.0	14.0	.09	20	30	40	50	60	23,445	.0	.947	.002
Top 50%	41.9	13.7	.05	20	35	40	55	60	93,015	-1.9	.000	-.137
Top 10%	44.2	13.1	.14	20	35	45	60	60	9,430	-4.2	.000	-.322
Reflective & Integrative Learning												
Boise State (N = 984)	38.5	12.7	.40	17	29	40	49	60				
Large Pub ML-R2 2022	38.3	13.1	.07	17	29	37	49	60	35,351	.3	.537	.020
Urban Peers (2022)	38.1	13.1	.08	17	29	37	49	60	24,886	.5	.271	.036
Top 50%	40.3	12.5	.04	20	31	40	50	60	84,541	-1.7	.000	-.138
Top 10%	42.7	11.7	.13	23	34	43	51	60	1,201	-4.2	.000	-.355
Learning Strategies												
Boise State (N = 902)	37.5	14.5	.48	13	27	40	47	60				
Large Pub ML-R2 2022	39.0	14.6	.08	13	27	40	53	60	31,598	-1.5	.002	-.102
Urban Peers (2022)	38.8	14.6	.10	13	27	40	47	60	22,225	-1.3	.009	-.089
Top 50%	41.1	14.6	.05	20	33	40	53	60	101,263	-3.6	.000	-.249
Top 10%	43.4	14.2	.11	20	33	40	60	60	17,831	-6.0	.000	-.421
Quantitative Reasoning												
Boise State (N = 909)	31.6	15.7	.52	7	20	33	40	60				
Large Pub ML-R2 2022	30.7	16.5	.09	0	20	33	40	60	967	.9	.102	.053
Urban Peers (2022)	30.8	16.4	.11	0	20	33	40	60	22,508	.8	.137	.050
Top 50%	32.5	16.5	.05	7	20	33	40	60	112,044	-.9	.114	-.053
Top 10%	35.3	16.0	.14	7	20	33	47	60	13,947	-3.8	.000	-.235
Learning with Peers												
Collaborative Learning												
Boise State (N = 1027)	30.1	15.1	.47	5	20	30	40	60				
Large Pub ML-R2 2022	31.5	15.1	.08	5	20	30	40	60	36,909	-1.4	.003	-.093
Urban Peers (2022)	31.4	14.9	.09	10	20	30	40	60	25,964	-1.3	.005	-.089
Top 50%	34.0	14.6	.05	10	25	35	45	60	89,074	-3.9	.000	-.270
Top 10%	37.9	13.7	.13	15	30	40	50	60	1,183	-7.8	.000	-.563
Discussions with Diverse Others												
Boise State (N = 902)	37.7	15.4	.51	15	25	40	50	60				
Large Pub ML-R2 2022	38.8	16.4	.09	10	25	40	55	60	961	-1.1	.033	-.068
Urban Peers (2022)	38.8	16.5	.11	10	25	40	55	60	989	-1.2	.029	-.070
Top 50%	40.4	15.9	.05	15	30	40	55	60	101,375	-2.7	.000	-.171
Top 10%	43.2	15.1	.15	20	35	45	60	60	10,878	-5.6	.000	-.367

NSSE 2022 Engagement Indicators

Detailed Statistics[a]
Boise State University

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												
Boise State (N = 967)	21.2	15.5	.50	0	10	20	30	55				
Large Pub ML-R2 2022	22.2	16.4	.09	0	10	20	35	60	1,030	-1.0	.053	-.060
Urban Peers (2022)	21.6	16.3	.11	0	10	20	30	60	1,056	-.4	.467	-.023
	21.0	16.1	.09	0	10	20	30	55	35,723	.2	.659	.014
Top 50%	28.8	16.2	.08	5	15	25	40	60	1,013	-7.5	.000	-.465
Top 10%	33.2	16.1	.22	10	20	35	45	60	1,355	-12.0	.000	-.750
Effective Teaching Practices												
Boise State (N = 946)	39.8	13.6	.44	16	32	40	52	60				
Large Pub ML-R2 2022	39.5	14.2	.08	16	28	40	52	60	1,006	.3	.454	.024
Urban Peers (2022)	39.3	14.3	.10	16	28	40	52	60	1,035	.6	.206	.040
Top 50%	41.9	14.1	.05	16	32	40	56	60	971	-2.1	.000	-.148
Top 10%	44.5	13.6	.13	20	36	44	56	60	12,632	-4.6	.000	-.340
Campus Environment												
Quality of Interactions												
Boise State (N = 796)	43.7	11.8	.42	22	38	45	52	60				
Large Pub ML-R2 2022	42.6	12.7	.08	18	35	44	52	60	848	1.2	.007	.092
Urban Peers (2022)	42.2	12.8	.09	18	34	44	52	60	874	1.5	.000	.119
Top 50%	45.6	12.3	.04	22	38	48	56	60	77,521	-1.9	.000	-.156
Top 10%	48.0	12.5	.08	22	40	50	60	60	857	-4.3	.000	-.341
Supportive Environment												
Boise State (N = 890)	29.2	13.9	.47	5	20	28	40	55				
Large Pub ML-R2 2022	32.0	14.7	.08	8	20	33	40	60	950	-2.8	.000	-.188
Urban Peers (2022)	32.1	14.7	.10	8	20	33	40	60	977	-2.9	.000	-.196
Top 50%	34.3	14.7	.05	10	23	35	45	60	914	-5.1	.000	-.344
Top 10%	37.4	14.5	.17	13	28	38	48	60	1,145	-8.2	.000	-.570

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.