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# NSSE 2015

## Engagement Indicators

Washington State University

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### About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

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

### Report Sections

#### Overview (p. 3)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

#### Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

##### Mean Comparisons

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

##### Score Distributions

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

##### Summary of Indicator Items

Responses to each item in a given EI are 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 2014 and 2015 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, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

*EIs vary more among students within an institution than between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be

### 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](http://nsse.indiana.edu)

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Legislative Peers	Your first-year students compared with AAU	Your first-year students compared with Carnegie RU-VH
<i>Academic Challenge</i>	Higher-Order Learning	--	▼	▼
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▼	▼	▼
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▼	▼	▼
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	▲	△
	Effective Teaching Practices	▼	--	▼
<i>Campus Environment</i>	Quality of Interactions	▼	--	--
	Supportive Environment	▼	--	▼

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Legislative Peers	Your seniors compared with AAU	Your seniors compared with Carnegie RU-VH
<i>Academic Challenge</i>	Higher-Order Learning	--	△	--
	Reflective & Integrative Learning	△	△	--
	Learning Strategies	--	--	▼
	Quantitative Reasoning	--	△	--
<i>Learning with Peers</i>	Collaborative Learning	--	△	--
	Discussions with Diverse Others	--	--	▼
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	△	--
	Effective Teaching Practices	▼	--	--
<i>Campus Environment</i>	Quality of Interactions	--	▲	△
	Supportive Environment	▼	--	▼

### Academic Challenge: First-year students

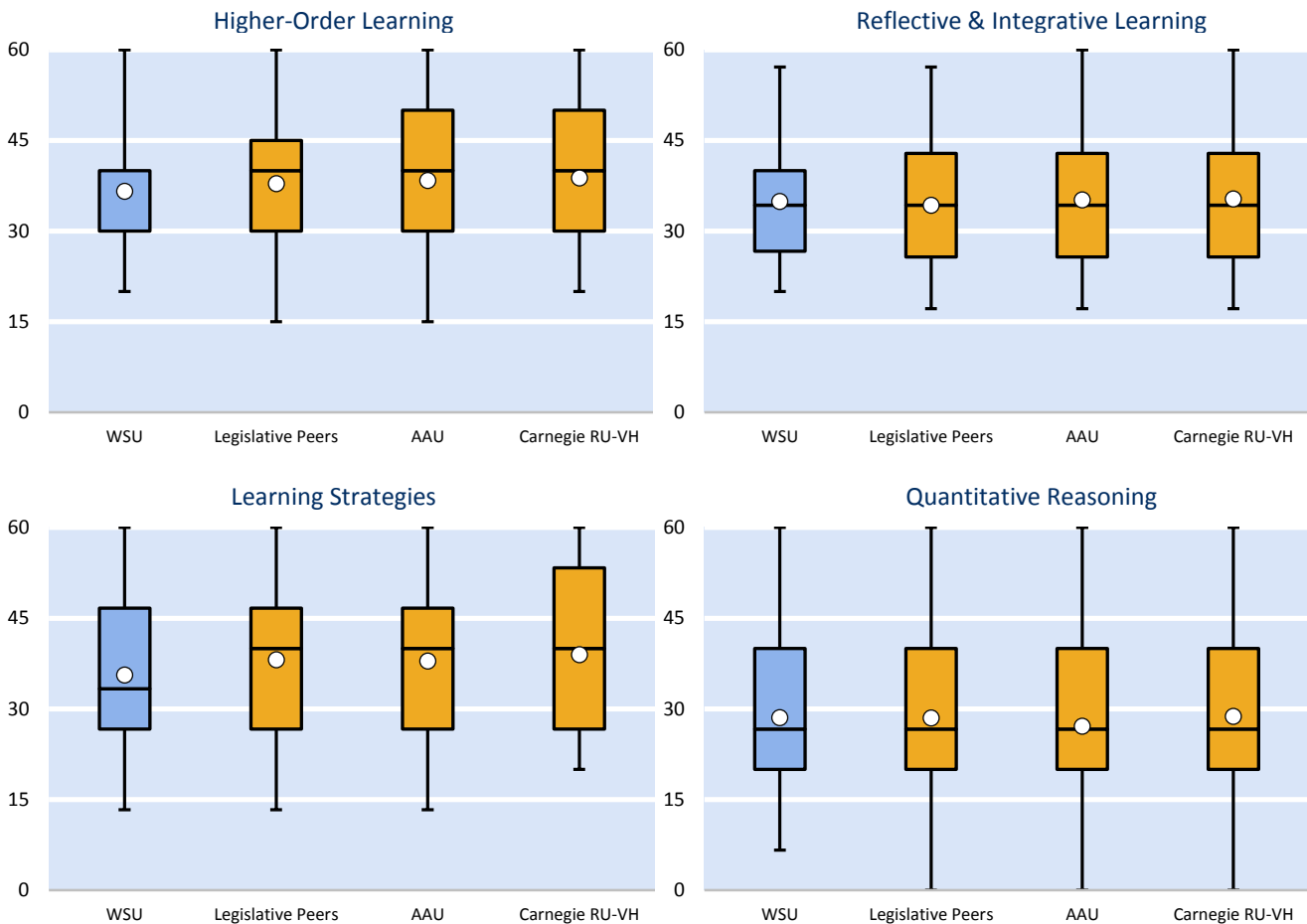
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	WSU Mean	Your first-year students compared with					
		Legislative Peers		AAU		Carnegie RU-VH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.6	37.8	-.10	38.3 **	-.13	38.8 ***	-.17
Reflective & Integrative Learning	34.9	34.2	.05	35.1	-.02	35.3	-.03
Learning Strategies	35.6	38.1 **	-.18	38.0 **	-.16	39.0 ***	-.24
Quantitative Reasoning	28.6	28.5	.00	27.2	.09	28.8	-.01

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)

### Summary of Indicator Items

	WSU	Legislative Peers	AAU	Carnegie RU-VH
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	69 	77 	74 	75 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68 	71 	72 	73 
4d. Evaluating a point of view, decision, or information source	66 	61 	65 	67 
4e. Forming a new idea or understanding from various pieces of information	66 	63 	65 	67 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	59 	54 	56 	56 
2b. Connected your learning to societal problems or issues	52 	46 	53 	52 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52 	44 	47 	49 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65 	58 	60 	61 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	61 	63 	65 	66 
2f. Learned something that changed the way you understand an issue or concept	65 	62 	66 	64 
2g. Connected ideas from your courses to your prior experiences and knowledge	77 	76 	77 	76 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76 	77 	80 	80 
9b. Reviewed your notes after class	60 	63 	58 	64 
9c. Summarized what you learned in class or from course materials	51 	60 	60 	63 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54 	55 	51 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43 	38 	37 	40 
6c. Evaluated what others have concluded from numerical information	38 	40 	38 	41 

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

### Academic Challenge: Seniors

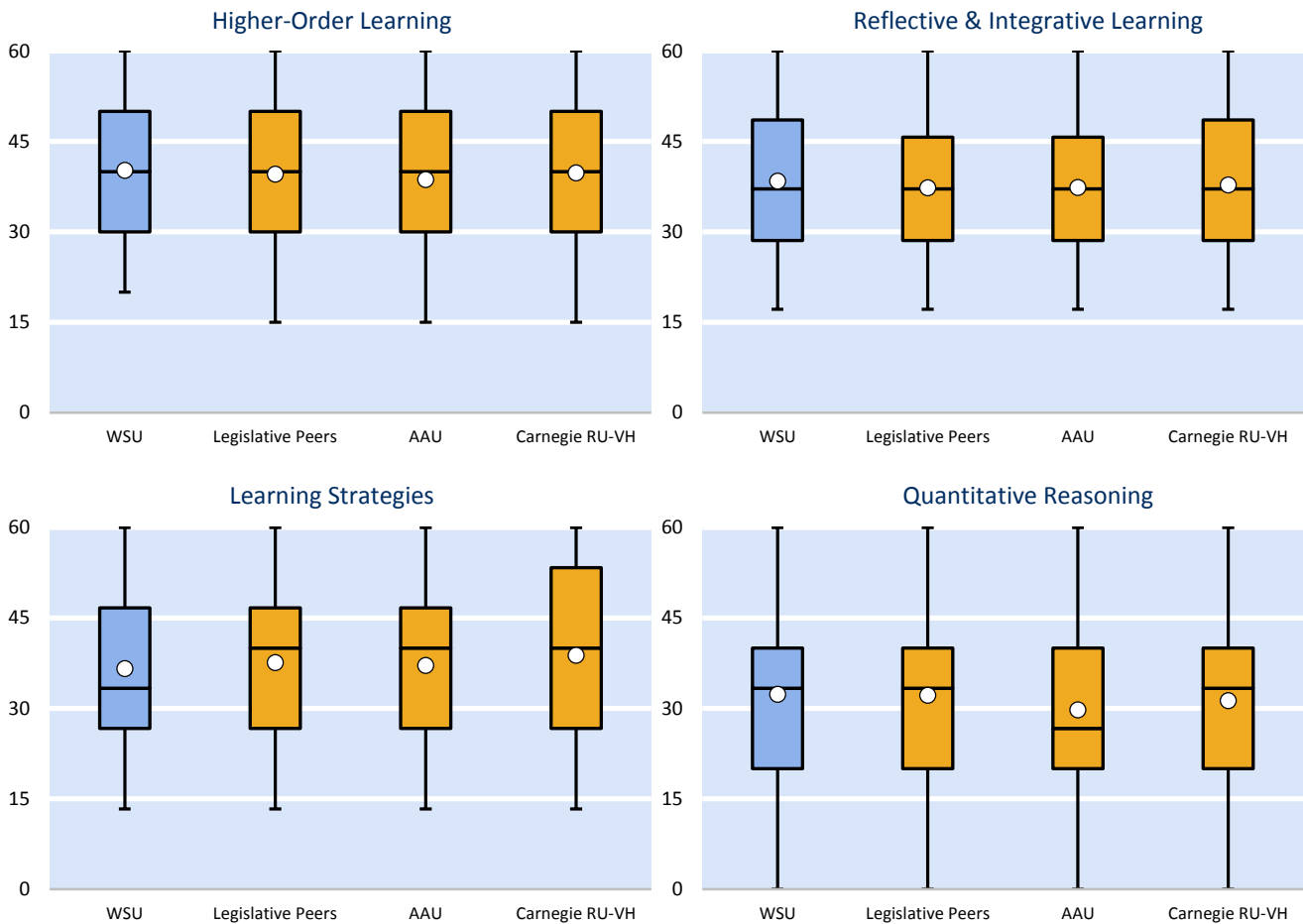
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	WSU Mean	Your seniors compared with					
		Legislative Peers		AAU		Carnegie RU-VH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.2	39.6	.05	38.7 **	.11	39.8	.03
Reflective & Integrative Learning	38.4	37.3 *	.09	37.4 *	.08	37.8	.05
Learning Strategies	36.6	37.6	-.07	37.1	-.04	38.8 ***	-.15
Quantitative Reasoning	32.3	32.2	.01	29.7 ***	.15	31.3	.06

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





































































#### Score Distributions



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

## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	WSU	Legislative Peers	AAU	Carnegie RU-VH
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	80 	80 	75 	78 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74 	76 	73 	75 
4d. Evaluating a point of view, decision, or information source	66 	63 	65 	66 
4e. Forming a new idea or understanding from various pieces of information	69 	67 	66 	68 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	76 	73 	70 	72 
2b. Connected your learning to societal problems or issues	62 	59 	60 	61 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52 	46 	50 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65 	61 	61 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68 	66 	66 	68 
2f. Learned something that changed the way you understand an issue or concept	69 	67 	69 	69 
2g. Connected ideas from your courses to your prior experiences and knowledge	83 	82 	81 	82 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78 	78 	81 	80 
9b. Reviewed your notes after class	53 	55 	52 	59 
9c. Summarized what you learned in class or from course materials	55 	59 	57 	62 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60 	61 	53 	58 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46 	48 	43 	46 
6c. Evaluated what others have concluded from numerical information	52 	50 	46 	48 

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

### Learning with Peers: First-year students

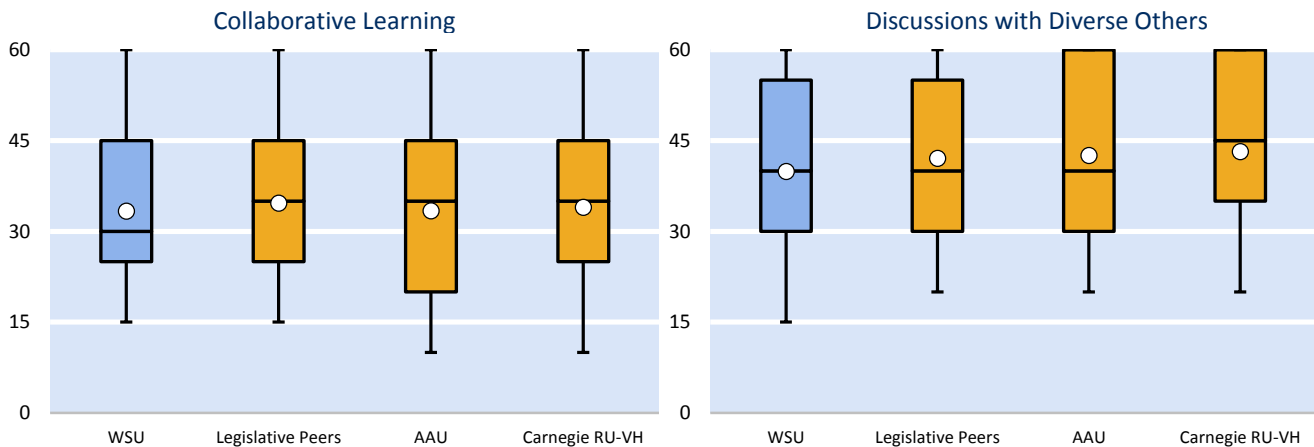
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	WSU Mean	Your first-year students compared with					
		Legislative Peers		AAU		Carnegie RU-VH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.3	34.6	-.09	33.4	.00	33.9	-.04
Discussions with Diverse Others	39.9	42.0 **	-.15	42.5 **	-.17	43.1 ***	-.21

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.

#### Summary of Indicator Items

##### Collaborative Learning

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

	WSU	Legislative Peers	AAU	Carnegie RU-VH
1e. Asked another student to help you understand course material	59	59	55	55
1f. Explained course material to one or more students	59	63	61	61
1g. Prepared for exams by discussing or working through course material with other students	54	55	53	54
1h. Worked with other students on course projects or assignments	54	54	50	53

##### Discussions with Diverse Others

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

	WSU	Legislative Peers	AAU	Carnegie RU-VH
8a. People from a race or ethnicity other than your own	73	74	77	77
8b. People from an economic background other than your own	71	75	75	77
8c. People with religious beliefs other than your own	70	72	75	75
8d. People with political views other than your own	69	73	69	73

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



### Learning with Peers: Seniors

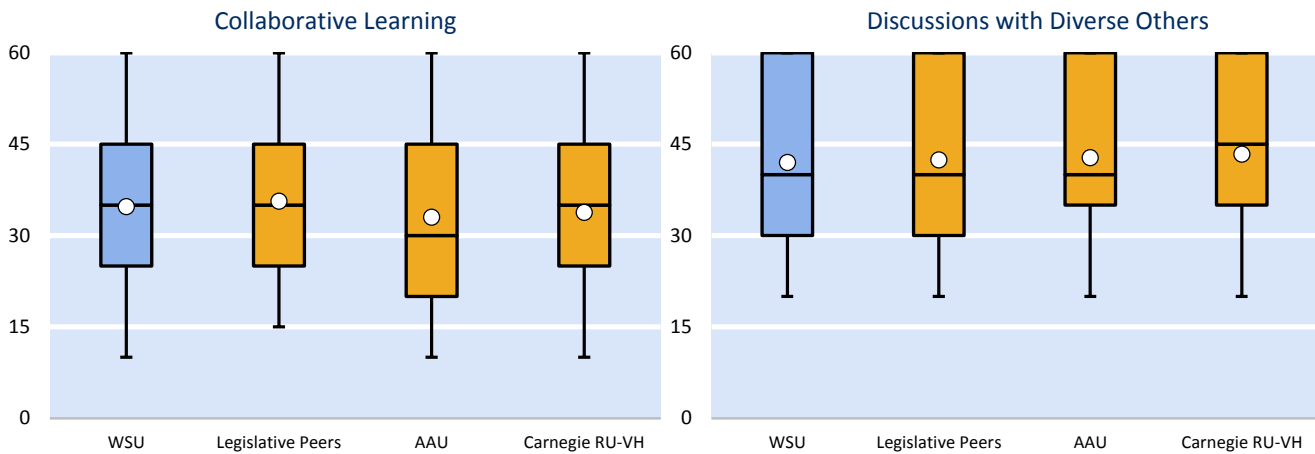
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#### Mean Comparisons

Engagement Indicator	WSU Mean	Your seniors compared with					
		Legislative Peers		AAU		Carnegie RU-VH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.8	35.6	-.06	33.0 ***	.12	33.8	.06
Discussions with Diverse Others	42.0	42.4	-.03	42.8	-.05	43.4 *	-.09

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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#### Summary of Indicator Items

##### Collaborative Learning

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

	WSU	Legislative Peers	AAU	Carnegie RU-VH
1e. Asked another student to help you understand course material	44	51	44	45
1f. Explained course material to one or more students	62	65	60	61
1g. Prepared for exams by discussing or working through course material with other students	50	53	48	50
1h. Worked with other students on course projects or assignments	72	71	62	65

##### Discussions with Diverse Others

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

	WSU	Legislative Peers	AAU	Carnegie RU-VH
8a. People from a race or ethnicity other than your own	69	73	77	77
8b. People from an economic background other than your own	77	75	75	77
8c. People with religious beliefs other than your own	73	73	75	75
8d. People with political views other than your own	73	74	70	73

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

## Experiences with Faculty: First-year students

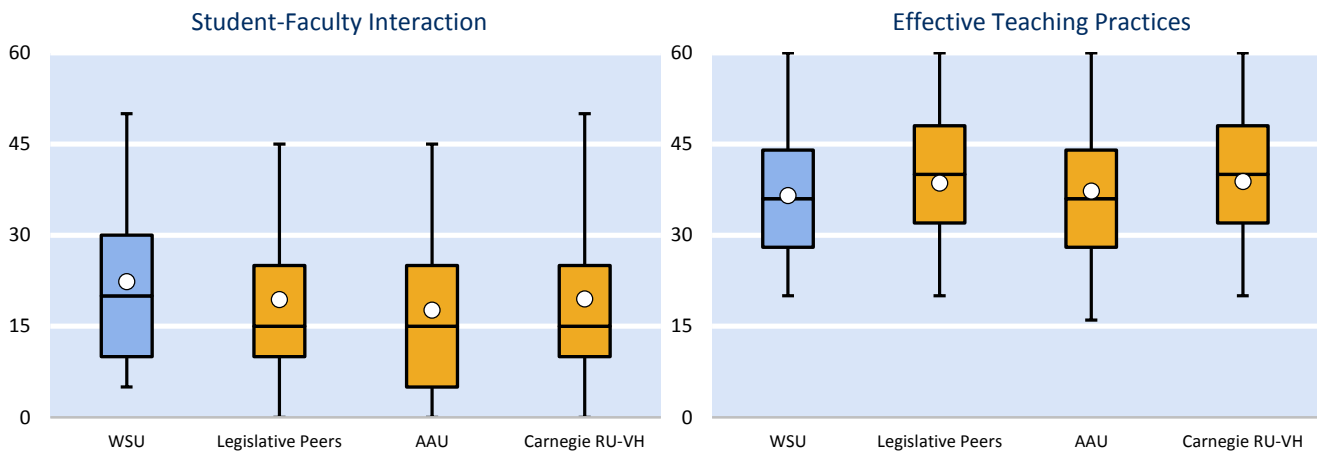
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	WSU Mean	Your first-year students compared with					
		Legislative Peers		AAU		Carnegie RU-VH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.3	19.4 ***	.21	17.7 ***	.33	19.5 ***	.20
Effective Teaching Practices	36.5	38.5 **	-.16	37.2	-.06	38.9 ***	-.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



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

### Summary of Indicator Items

#### Student-Faculty Interaction

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

	WSU	Legislative Peers	AAU	Carnegie RU-VH
3a. Talked about career plans with a faculty member	38	31	26	30
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	17	17	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	22	23	24
3d. Discussed your academic performance with a faculty member	29	23	21	25

#### Effective Teaching Practices

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

	WSU	Legislative Peers	AAU	Carnegie RU-VH
5a. Clearly explained course goals and requirements	72	81	78	80
5b. Taught course sessions in an organized way	75	82	78	79
5c. Used examples or illustrations to explain difficult points	73	78	76	77
5d. Provided feedback on a draft or work in progress	63	55	52	59
5e. Provided prompt and detailed feedback on tests or completed assignments	51	56	51	56

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

### Experiences with Faculty: Seniors

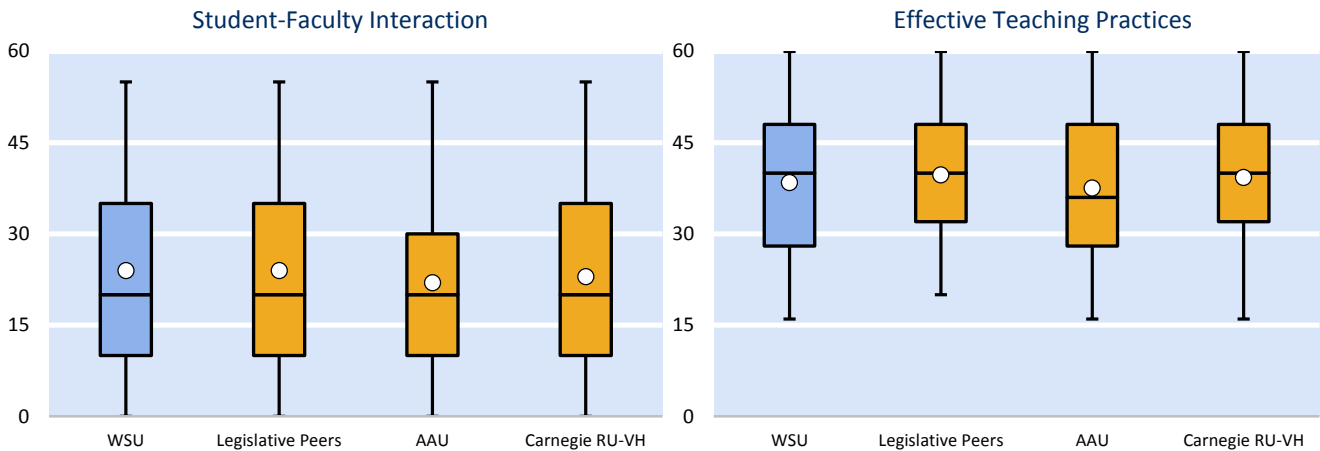
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	WSU Mean	Your seniors compared with					
		Legislative Peers		AAU		Carnegie RU-VH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.0	23.9	.00	22.0 ***	.13	22.9	.07
Effective Teaching Practices	38.4	39.7 **	-.09	37.5	.07	39.3	-.06

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.

#### Summary of Indicator Items

##### Student-Faculty Interaction

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

	WSU	Legislative Peers	AAU	Carnegie RU-VH
3a. Talked about career plans with a faculty member	42	43	37	39
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	29	26	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	33	31	31
3d. Discussed your academic performance with a faculty member	29	28	25	29

##### Effective Teaching Practices

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

	WSU	Legislative Peers	AAU	Carnegie RU-VH
5a. Clearly explained course goals and requirements	79	82	80	82
5b. Taught course sessions in an organized way	79	82	78	79
5c. Used examples or illustrations to explain difficult points	75	81	78	79
5d. Provided feedback on a draft or work in progress	56	54	49	55
5e. Provided prompt and detailed feedback on tests or completed assignments	62	62	55	61

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

### Campus Environment: First-year students

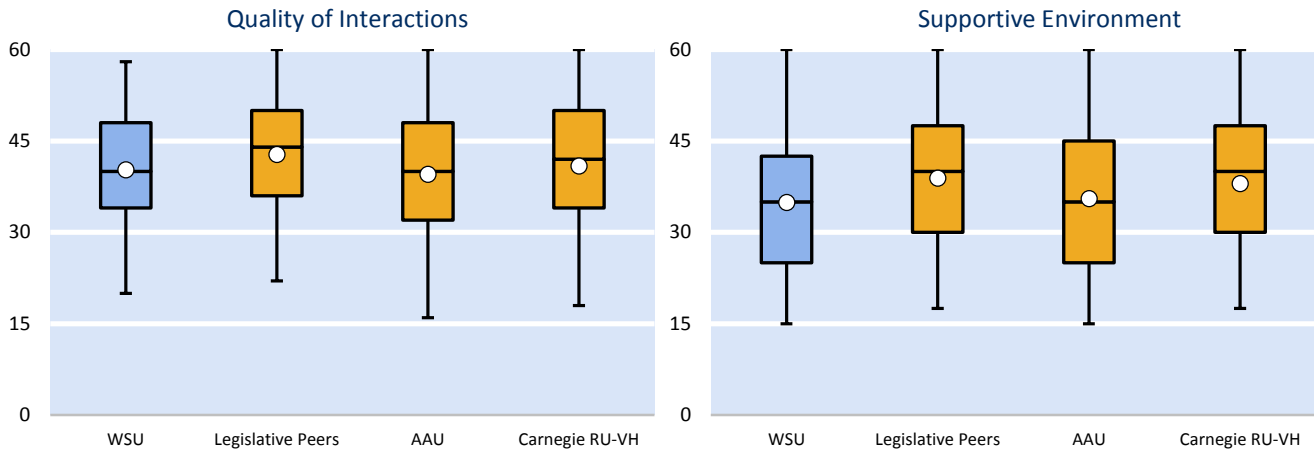
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	WSU Mean	Your first-year students compared with					
		Legislative Peers		AAU		Carnegie RU-VH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.2	42.8 ***	-.23	39.5	.06	40.9	-.06
Supportive Environment	34.9	38.9 ***	-.31	35.5	-.05	38.0 ***	-.24

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.

#### Summary of Indicator Items

##### Quality of Interactions

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

	WSU	Legislative Peers	AAU	Carnegie RU-VH
13a. Students	50	63	56	59
13b. Academic advisors	49	51	41	46
13c. Faculty	40	48	40	45
13d. Student services staff (career services, student activities, housing, etc.)	38	48	39	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	41	35	36

##### Supportive Environment

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

	WSU	Legislative Peers	AAU	Carnegie RU-VH
14b. Providing support to help students succeed academically	72	80	72	78
14c. Using learning support services (tutoring services, writing center, etc.)	76	79	72	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	60	56	61
14e. Providing opportunities to be involved socially	69	79	71	76
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	80	70	76
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	44	39	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	76	67	73
14i. Attending events that address important social, economic, or political issues	48	54	51	54

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

### Campus Environment: Seniors

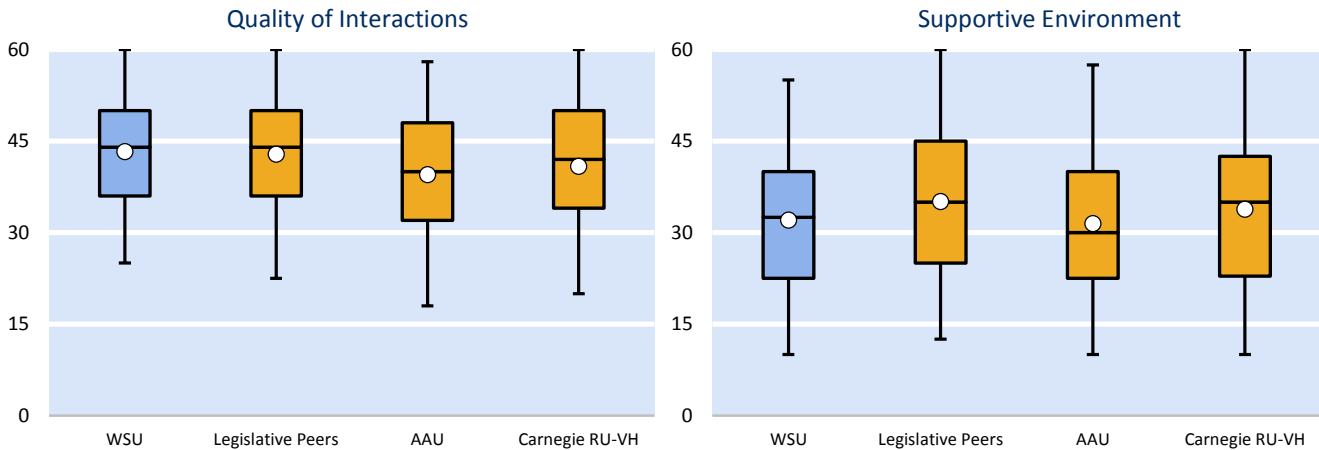
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	WSU Mean	Your seniors compared with					
		Legislative Peers		AAU		Carnegie RU-VH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.3	42.8	.04	39.5 ***	.33	40.9 ***	.20
Supportive Environment	32.1	35.1 ***	-.23	31.5	.04	33.8 ***	-.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.

#### Summary of Indicator Items

##### Quality of Interactions

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

	WSU	Legislative Peers	AAU	Carnegie RU-VH
13a. Students	64	67	58	62
13b. Academic advisors	55	49	40	45
13c. Faculty	58	54	48	52
13d. Student services staff (career services, student activities, housing, etc.)	42	45	35	39
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	40	31	34

##### Supportive Environment

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

	WSU	Legislative Peers	AAU	Carnegie RU-VH
14b. Providing support to help students succeed academically	68	73	62	69
14c. Using learning support services (tutoring services, writing center, etc.)	67	67	58	64
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	50	46	52
14e. Providing opportunities to be involved socially	67	75	65	70
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	74	63	68
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	32	26	31
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	71	60	65
14i. Attending events that address important social, economic, or political issues	45	46	44	46

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

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### Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see [nsse.indiana.edu/html/position\\_policies.cfm](http://nsse.indiana.edu/html/position_policies.cfm)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 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<sup>b</sup> 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		WSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.6	41.0 ***	-.32		43.0 ***	-.47	
	Reflective and Integrative Learning	34.9	37.6 ***	-.21		39.6 ***	-.37	
	Learning Strategies	35.6	41.6 ***	-.42		44.4 ***	-.63	
	Quantitative Reasoning	28.6	29.4	-.05	✓	31.5 ***	-.18	
<i>Learning with Peers</i>	Collaborative Learning	33.3	35.2 **	-.13		37.3 ***	-.29	
	Discussions with Diverse Others	39.9	43.3 ***	-.23		45.5 ***	-.38	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.3	24.1 *	-.11		27.2 ***	-.31	
	Effective Teaching Practices	36.5	42.3 ***	-.44		44.6 ***	-.61	
<i>Campus Environment</i>	Quality of Interactions	40.2	44.0 ***	-.32		45.8 ***	-.47	
	Supportive Environment	34.9	39.4 ***	-.34		41.3 ***	-.49	

Seniors		WSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.2	43.5 ***	-.24		45.3 ***	-.37	
	Reflective and Integrative Learning	38.4	41.3 ***	-.22		43.1 ***	-.37	
	Learning Strategies	36.6	42.5 ***	-.41		44.8 ***	-.58	
	Quantitative Reasoning	32.3	31.7	.03	✓	33.7 *	-.08	
<i>Learning with Peers</i>	Collaborative Learning	34.8	35.7	-.07	✓	38.2 ***	-.25	
	Discussions with Diverse Others	42.0	43.9 ***	-.12		45.9 ***	-.25	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.0	29.8 ***	-.36		34.1 ***	-.62	
	Effective Teaching Practices	38.4	43.1 ***	-.34		45.1 ***	-.50	
<i>Campus Environment</i>	Quality of Interactions	43.3	45.0 ***	-.15		46.7 ***	-.29	
	Supportive Environment	32.1	36.1 ***	-.29		38.8 ***	-.49	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2014 and 2015 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
WSU (N = 365)	36.6	12.4	.65	20	30	40	40	60				
Legislative Peers	37.8	13.5	.19	15	30	40	45	60	429	-1.3	.059	-.096
AAU	38.3	13.7	.16	15	30	40	50	60	407	-1.8	.008	-.132
Carnegie RU-VH	38.8	13.7	.10	20	30	40	50	60	381	-2.3	.001	-.165
Top 50%	41.0	13.7	.06	20	30	40	50	60	370	-4.4	.000	-.321
Top 10%	43.0	13.8	.13	20	35	40	55	60	393	-6.5	.000	-.472
<b>Reflective &amp; Integrative Learning</b>												
WSU (N = 396)	34.9	10.8	.54	20	27	34	40	57				
Legislative Peers	34.2	12.4	.17	17	26	34	43	57	478	.6	.260	.052
AAU	35.1	12.4	.14	17	26	34	43	60	448	-.2	.659	-.020
Carnegie RU-VH	35.3	12.7	.09	17	26	34	43	60	416	-.4	.461	-.032
Top 50%	37.6	12.7	.05	17	29	37	46	60	402	-2.7	.000	-.214
Top 10%	39.6	12.8	.11	20	31	40	49	60	431	-4.7	.000	-.369
<b>Learning Strategies</b>												
WSU (N = 353)	35.6	13.4	.71	13	27	33	47	60				
Legislative Peers	38.1	14.0	.21	13	27	40	47	60	4,902	-2.5	.001	-.178
AAU	38.0	14.2	.17	13	27	40	47	60	7,662	-2.3	.003	-.164
Carnegie RU-VH	39.0	14.1	.11	20	27	40	53	60	18,060	-3.3	.000	-.238
Top 50%	41.6	14.1	.06	20	33	40	53	60	52,320	-5.9	.000	-.422
Top 10%	44.4	14.0	.13	20	33	47	60	60	12,118	-8.7	.000	-.626
<b>Quantitative Reasoning</b>												
WSU (N = 382)	28.6	14.7	.75	7	20	27	40	60				
Legislative Peers	28.5	15.9	.22	0	20	27	40	60	5,433	.0	.961	.003
AAU	27.2	16.1	.18	0	20	27	40	60	427	1.4	.067	.089
Carnegie RU-VH	28.8	16.2	.12	0	20	27	40	60	400	-.2	.806	-.012
Top 50%	29.4	16.6	.06	0	20	27	40	60	386	-.8	.287	-.048
Top 10%	31.5	16.5	.13	0	20	33	40	60	406	-2.9	.000	-.178
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
WSU (N = 403)	33.3	13.5	.67	15	25	30	45	60				
Legislative Peers	34.6	13.9	.19	15	25	35	45	60	5,798	-1.3	.070	-.094
AAU	33.4	14.3	.16	10	20	35	45	60	8,622	-.1	.930	-.004
Carnegie RU-VH	33.9	14.2	.10	10	25	35	45	60	20,946	-.6	.387	-.044
Top 50%	35.2	13.8	.05	15	25	35	45	60	69,660	-1.8	.008	-.133
Top 10%	37.3	13.8	.11	15	25	35	50	60	15,736	-3.9	.000	-.286
<b>Discussions with Diverse Others</b>												
WSU (N = 356)	39.9	15.1	.80	15	30	40	55	60				
Legislative Peers	42.0	14.8	.22	20	30	40	55	60	4,950	-2.2	.008	-.146
AAU	42.5	15.4	.18	20	30	40	60	60	392	-2.7	.001	-.173
Carnegie RU-VH	43.1	15.3	.11	20	35	45	60	60	370	-3.3	.000	-.214
Top 50%	43.3	15.4	.06	20	35	45	60	60	359	-3.5	.000	-.226
Top 10%	45.5	14.8	.12	20	40	50	60	60	15,225	-5.7	.000	-.382



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
WSU (N = 390)	22.3	13.8	.70	5	10	20	30	50				
Legislative Peers	19.4	14.0	.20	0	10	15	25	45	5,466	3.0	.000	.213
AAU	17.7	14.4	.16	0	5	15	25	45	8,259	4.7	.000	.326
Carnegie RU-VH	19.5	14.4	.10	0	10	15	25	50	19,850	2.8	.000	.198
Top 50%	24.1	15.2	.08	0	15	20	35	55	399	-1.7	.015	-.113
Top 10%	27.2	16.1	.19	5	15	25	40	60	452	-4.9	.000	-.305
<b>Effective Teaching Practices</b>												
WSU (N = 380)	36.5	11.8	.60	20	28	36	44	60				
Legislative Peers	38.5	12.4	.17	20	32	40	48	60	5,483	-2.0	.002	-.164
AAU	37.2	12.6	.14	16	28	36	44	60	421	-.7	.248	-.057
Carnegie RU-VH	38.9	12.8	.09	20	32	40	48	60	397	-2.3	.000	-.182
Top 50%	42.3	13.2	.06	20	32	40	52	60	387	-5.8	.000	-.441
Top 10%	44.6	13.3	.14	20	36	44	56	60	420	-8.1	.000	-.613
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
WSU (N = 347)	40.2	10.9	.59	20	34	40	48	58				
Legislative Peers	42.8	11.1	.17	22	36	44	50	60	4,709	-2.5	.000	-.226
AAU	39.5	12.3	.15	16	32	40	48	60	392	.7	.216	.061
Carnegie RU-VH	40.9	11.9	.09	18	34	42	50	60	17,421	-.7	.308	-.055
Top 50%	44.0	11.7	.06	22	38	46	52	60	40,777	-3.7	.000	-.320
Top 10%	45.8	11.9	.13	23	40	48	55	60	8,894	-5.6	.000	-.473
<b>Supportive Environment</b>												
WSU (N = 335)	34.9	12.7	.69	15	25	35	43	60				
Legislative Peers	38.9	12.9	.20	18	30	40	48	60	4,520	-4.0	.000	-.310
AAU	35.5	13.4	.16	15	25	35	45	60	7,271	-.6	.408	-.046
Carnegie RU-VH	38.0	13.2	.10	18	30	40	48	60	16,946	-3.1	.000	-.236
Top 50%	39.4	13.4	.06	18	30	40	50	60	51,563	-4.5	.000	-.340
Top 10%	41.3	13.0	.12	20	33	40	53	60	11,512	-6.4	.000	-.493

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 SEM) 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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
WSU (N = 809)	40.2	13.7	.48	20	30	40	50	60				
Legislative Peers	39.6	13.8	.15	15	30	40	50	60	8,864	.6	.212	.046
AAU	38.7	14.0	.13	15	30	40	50	60	11,833	1.5	.003	.108
Carnegie RU-VH	39.8	14.2	.08	15	30	40	50	60	33,326	.4	.451	.027
Top 50%	43.5	13.8	.05	20	35	40	55	60	71,562	-3.3	.000	-.237
Top 10%	45.3	13.6	.10	20	40	45	60	60	19,815	-5.1	.000	-.375
<b>Reflective &amp; Integrative Learning</b>												
WSU (N = 837)	38.4	12.8	.44	17	29	37	49	60				
Legislative Peers	37.3	12.8	.14	17	29	37	46	60	9,224	1.1	.015	.088
AAU	37.4	13.0	.12	17	29	37	46	60	12,274	1.0	.025	.081
Carnegie RU-VH	37.8	13.2	.07	17	29	37	49	60	34,672	.6	.169	.048
Top 50%	41.3	12.7	.05	20	31	40	51	60	71,429	-2.8	.000	-.224
Top 10%	43.1	12.5	.09	20	34	43	54	60	18,324	-4.7	.000	-.374
<b>Learning Strategies</b>												
WSU (N = 783)	36.6	14.5	.52	13	27	33	47	60				
Legislative Peers	37.6	14.7	.17	13	27	40	47	60	8,310	-1.0	.069	-.068
AAU	37.1	14.6	.14	13	27	40	47	60	11,285	-.6	.293	-.039
Carnegie RU-VH	38.8	14.9	.09	13	27	40	53	60	31,451	-2.2	.000	-.150
Top 50%	42.5	14.6	.05	20	33	40	60	60	90,292	-5.9	.000	-.407
Top 10%	44.8	14.2	.09	20	33	47	60	60	24,217	-8.3	.000	-.583
<b>Quantitative Reasoning</b>												
WSU (N = 818)	32.3	16.4	.57	0	20	33	40	60				
Legislative Peers	32.2	16.8	.19	0	20	33	40	60	9,012	.1	.858	.007
AAU	29.7	17.3	.16	0	20	27	40	60	954	2.6	.000	.149
Carnegie RU-VH	31.3	17.3	.10	0	20	33	40	60	862	1.0	.076	.060
Top 50%	31.7	17.3	.05	0	20	33	40	60	830	.5	.348	.031
Top 10%	33.7	16.9	.11	0	20	33	47	60	26,317	-1.4	.022	-.082
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
WSU (N = 851)	34.8	14.9	.51	10	25	35	45	60				
Legislative Peers	35.6	14.3	.15	15	25	35	45	60	9,499	-.9	.085	-.062
AAU	33.0	14.4	.13	10	20	30	45	60	12,622	1.7	.001	.118
Carnegie RU-VH	33.8	14.6	.08	10	25	35	45	60	35,587	.9	.061	.065
Top 50%	35.7	13.9	.04	15	25	35	45	60	862	-.9	.067	-.068
Top 10%	38.2	13.7	.10	15	30	40	50	60	912	-3.4	.000	-.249
<b>Discussions with Diverse Others</b>												
WSU (N = 793)	42.0	15.0	.53	20	30	40	60	60				
Legislative Peers	42.4	14.9	.17	20	30	40	60	60	8,408	-.4	.455	-.028
AAU	42.8	15.1	.15	20	35	40	60	60	11,425	-.8	.154	-.053
Carnegie RU-VH	43.4	15.7	.09	20	35	45	60	60	837	-1.4	.011	-.088
Top 50%	43.9	15.9	.05	20	35	45	60	60	804	-1.9	.000	-.121
Top 10%	45.9	15.4	.09	20	40	50	60	60	28,266	-3.9	.000	-.254

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
WSU (N = 820)	24.0	15.9	.56	0	10	20	35	55				
Legislative Peers	23.9	15.6	.17	0	10	20	35	55	9,023	.0	.986	.001
AAU	22.0	15.4	.15	0	10	20	30	55	12,046	2.0	.000	.129
Carnegie RU-VH	22.9	15.8	.09	0	10	20	35	55	33,973	1.0	.065	.065
Top 50%	29.8	16.2	.08	5	20	30	40	60	46,554	-5.8	.000	-.358
Top 10%	34.1	16.5	.20	5	20	35	45	60	1,045	-10.2	.000	-.616
<b>Effective Teaching Practices</b>												
WSU (N = 830)	38.4	13.2	.46	16	28	40	48	60				
Legislative Peers	39.7	12.9	.14	20	32	40	48	60	9,096	-1.2	.009	-.095
AAU	37.5	12.9	.12	16	28	36	48	60	12,161	.9	.053	.070
Carnegie RU-VH	39.3	13.4	.07	16	32	40	48	60	34,249	-.8	.079	-.062
Top 50%	43.1	13.6	.05	20	36	44	56	60	851	-4.6	.000	-.340
Top 10%	45.1	13.4	.12	20	36	48	60	60	13,012	-6.7	.000	-.501
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
WSU (N = 748)	43.3	10.5	.39	25	36	44	50	60				
Legislative Peers	42.8	10.8	.13	23	36	44	50	60	8,093	.4	.284	.041
AAU	39.5	11.8	.12	18	32	40	48	58	891	3.8	.000	.325
Carnegie RU-VH	40.9	11.8	.07	20	34	42	50	60	795	2.4	.000	.203
Top 50%	45.0	11.4	.05	24	38	46	54	60	769	-1.7	.000	-.152
Top 10%	46.7	11.8	.10	24	40	50	56	60	841	-3.4	.000	-.293
<b>Supportive Environment</b>												
WSU (N = 759)	32.1	13.0	.47	10	23	33	40	55				
Legislative Peers	35.1	13.2	.16	13	25	35	45	60	7,871	-3.0	.000	-.228
AAU	31.5	13.7	.14	10	23	30	40	58	888	.6	.229	.043
Carnegie RU-VH	33.8	14.0	.08	10	23	35	43	60	804	-1.8	.000	-.129
Top 50%	36.1	13.9	.05	13	26	38	45	60	778	-4.0	.000	-.290
Top 10%	38.8	13.7	.12	15	30	40	50	60	862	-6.7	.000	-.491

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 SEM) 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.