NSSE
national survey of
student engagement

NSSE 2015
Engagement Indicators

Washington State University

IPEDS: 236939

NSSE national survey of student engagement

NSSE 2015 Engagement Indicators

About This Report

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*
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 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**

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2015 Engagement Indicators

Overview

Washington State University

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

Theme	*Engagement Indicator*	**Your first-year students** compared with Legislative Peers	**Your first-year students** compared with AAU	**Your first-year students** compared with Carnegie RU-VH
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 Legislative Peers	**Your seniors** compared with AAU	**Your seniors** compared with Carnegie RU-VH
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	▽	--	▽

NSSE 2015 Engagement Indicators

Academic Challenge

Washington State University

Academic Challenge: First-year students

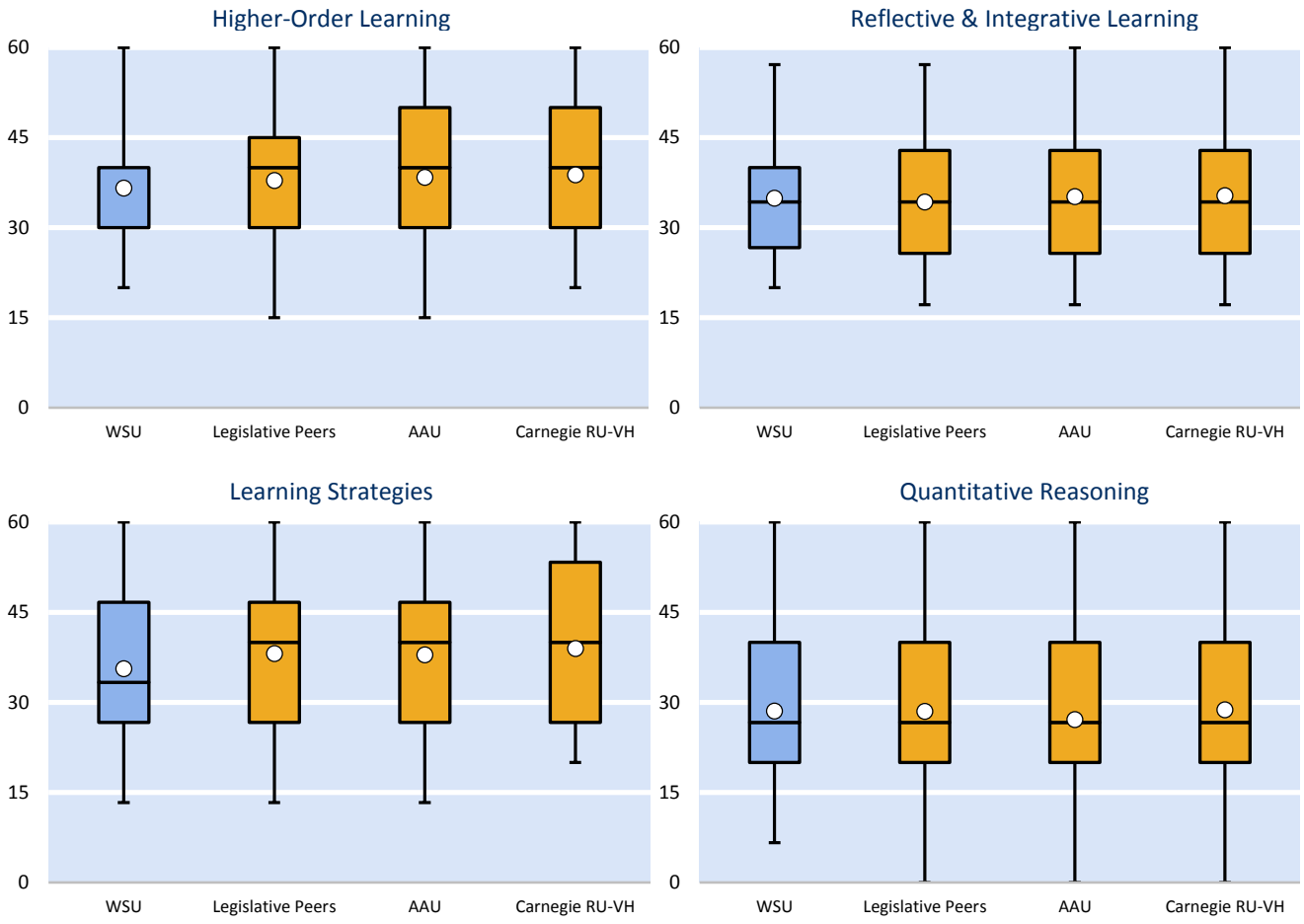
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

	WSU	Your first-year students compared with					
		Legislative Peers		AAU		Carnegie RU-VH	
Engagement Indicator	*Mean*	*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

Higher-Order Learning	WSU	Legislative Peers	AAU	Carnegie RU-VH
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	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
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
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
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
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
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.)	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.

NSSE 2015 Engagement Indicators

Academic Challenge

Washington State University

Academic Challenge: Seniors

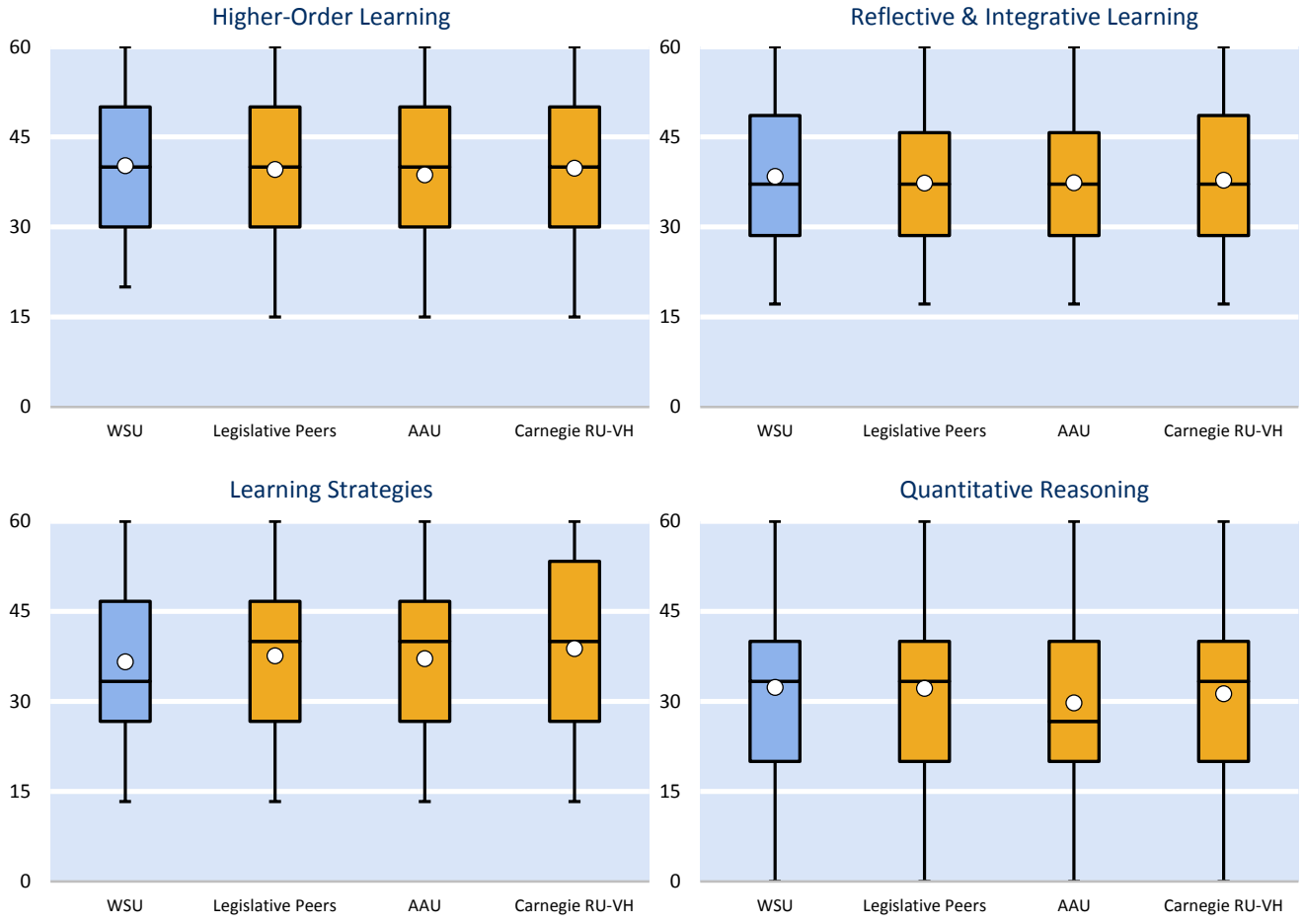
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

	WSU	Your seniors compared with					
		Legislative Peers		AAU		Carnegie RU-VH	
Engagement Indicator	*Mean*	*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



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	WSU	Legislative Peers	AAU	Carnegie RU-VH
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	80	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
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
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
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
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
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	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

	WSU	Your first-year students compared with					
		Legislative Peers		AAU		Carnegie RU-VH	
Engagement Indicator	*Mean*	*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).

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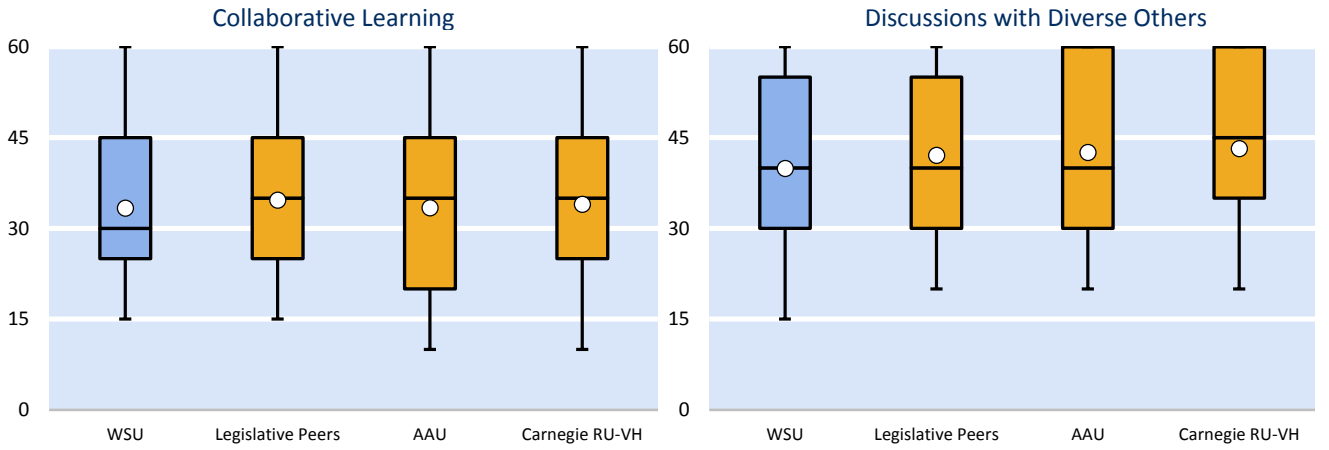

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Summary of Indicator Items

Collaborative Learning	WSU	Legislative Peers	AAU	Carnegie RU-VH
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
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...				
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

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

	WSU	Your seniors compared with					
		Legislative Peers		AAU		Carnegie RU-VH	
Engagement Indicator	*Mean*	*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).

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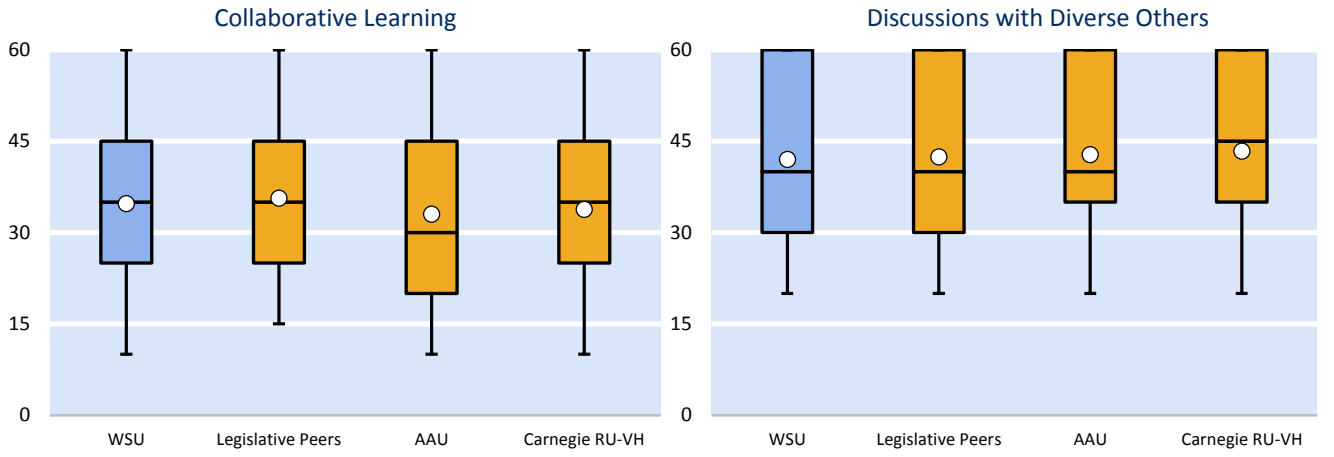

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Summary of Indicator Items

Collaborative Learning	WSU	Legislative Peers	AAU	Carnegie RU-VH
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
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...				
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.

NSSE 2015 Engagement Indicators

Experiences with Faculty

Washington State University

Experiences with Faculty: First-year students

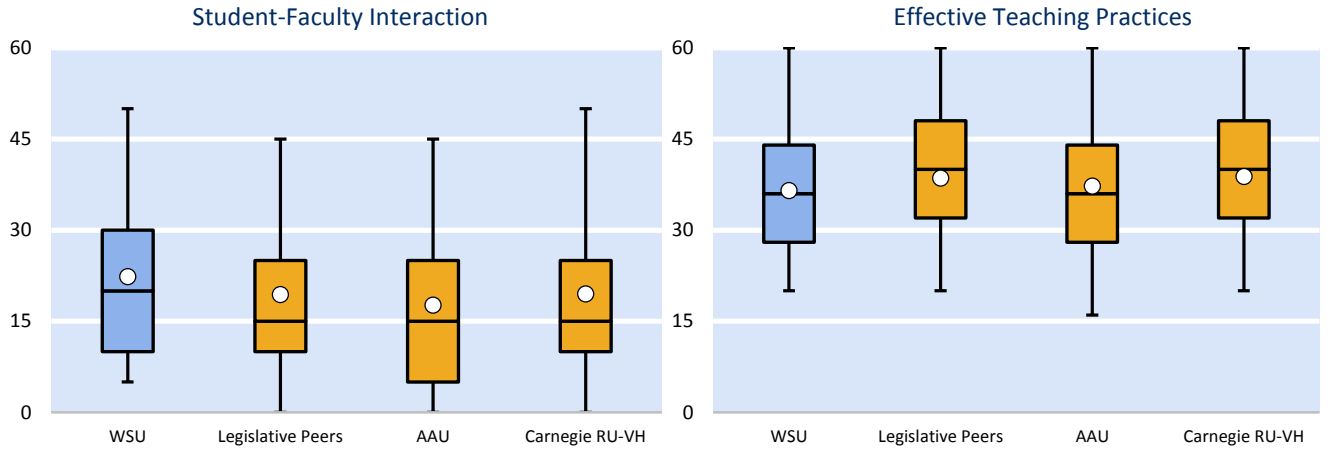
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

	WSU	*Your first-year students compared with*					
		Legislative Peers		AAU		Carnegie RU-VH	
Engagement Indicator	*Mean*	*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



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Summary of Indicator Items

Student-Faculty Interaction	WSU	Legislative Peers	AAU	Carnegie RU-VH
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
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...				
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

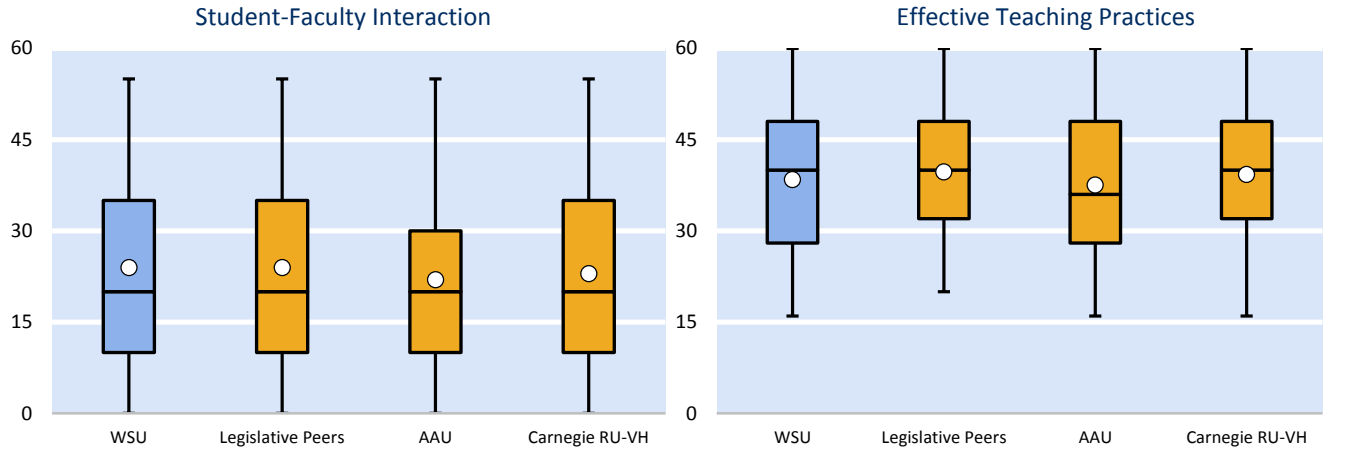
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

	WSU	Your seniors compared with					
		Legislative Peers		AAU		Carnegie RU-VH	
Engagement Indicator	*Mean*	*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



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Summary of Indicator Items

Student-Faculty Interaction	WSU	Legislative Peers	AAU	Carnegie RU-VH
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
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...				
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.

NSSE 2015 Engagement Indicators

Campus Environment

Washington State University

Campus Environment: First-year students

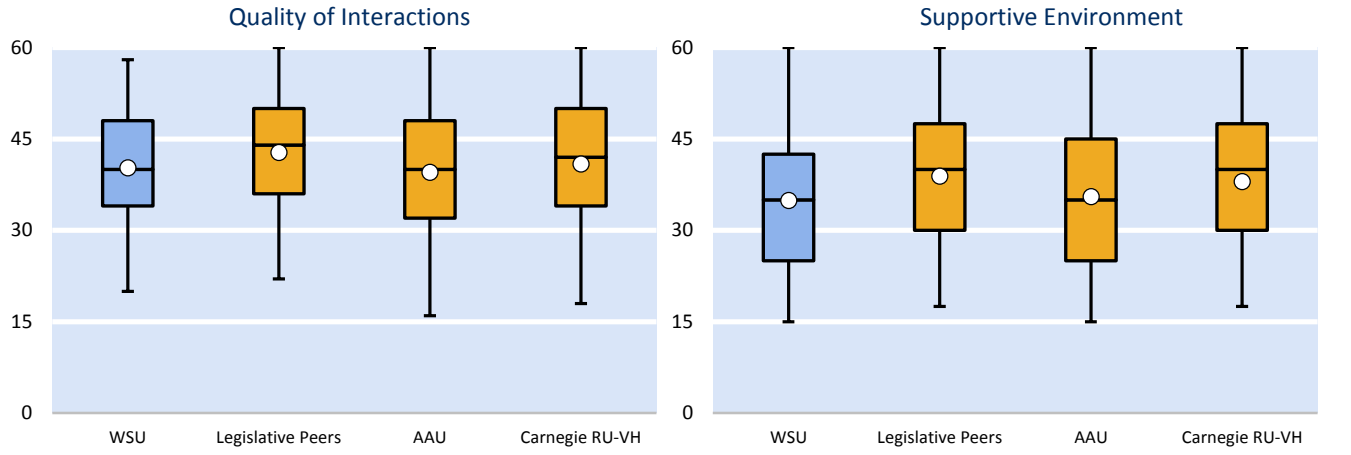
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	WSU	Your first-year students compared with					
		Legislative Peers		AAU		Carnegie RU-VH	
Engagement Indicator	*Mean*	*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	WSU	Legislative Peers	AAU	Carnegie RU-VH
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
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…				
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

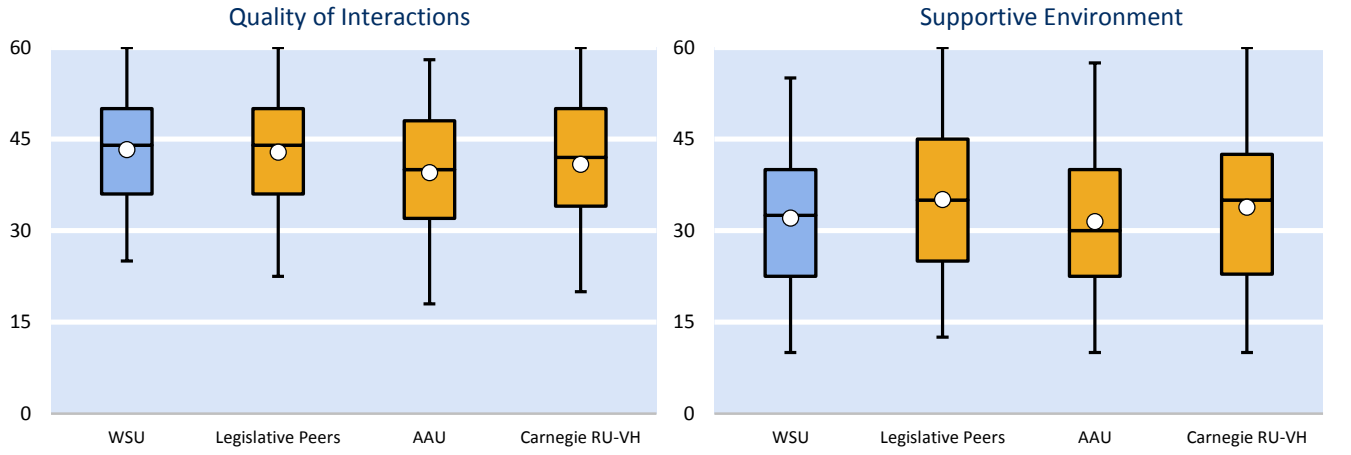
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	WSU	Your seniors compared with					
		Legislative Peers		AAU		Carnegie RU-VH	
Engagement Indicator	*Mean*	*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	WSU	Legislative Peers	AAU	Carnegie RU-VH
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
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…				
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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NSSE 2015 Engagement Indicators

Comparisons with High-Performing Institutions

Washington State University

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**), 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 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[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					
		WSU	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	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	
Learning with Peers	Collaborative Learning	33.3	35.2 **	-.13		37.3 ***	-.29	
	Discussions with Diverse Others	39.9	43.3 ***	-.23		45.5 ***	-.38	
Experiences with Faculty	Student-Faculty Interaction	22.3	24.1 *	-.11		27.2 ***	-.31	
	Effective Teaching Practices	36.5	42.3 ***	-.44		44.6 ***	-.61	
Campus Environment	Quality of Interactions	40.2	44.0 ***	-.32		45.8 ***	-.47	
	Supportive Environment	34.9	39.4 ***	-.34		41.3 ***	-.49	

Seniors

			Your seniors compared with					
		WSU	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	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	
Learning with Peers	Collaborative Learning	34.8	35.7	-.07	✓	38.2 ***	-.25	
	Discussions with Diverse Others	42.0	43.9 ***	-.12		45.9 ***	-.25	
Experiences with Faculty	Student-Faculty Interaction	24.0	29.8 ***	-.36		34.1 ***	-.62	
	Effective Teaching Practices	38.4	43.1 ***	-.34		45.1 ***	-.50	
Campus Environment	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[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
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
Reflective & Integrative Learning												
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
Learning Strategies												
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
Quantitative Reasoning												
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
Learning with Peers												
Collaborative Learning												
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
Discussions with Diverse Others												
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[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
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
Effective Teaching Practices												
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
Campus Environment												
Quality of Interactions												
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
Supportive Environment												
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[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
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
Reflective & Integrative Learning												
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
Learning Strategies												
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
Quantitative Reasoning												
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
Learning with Peers												
Collaborative Learning												
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
Discussions with Diverse Others												
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[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
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
Effective Teaching Practices												
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
Campus Environment												
Quality of Interactions												
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
Supportive Environment												
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.