



NSSE 2019

Engagement Indicators

Washington State University

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2018 and 2019 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

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 Strategic Plan	Your first-year students compared with Legislative Peers	Your first-year students compared with AAU Institutions
<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 Strategic Plan	Your seniors compared with Legislative Peers	Your seniors compared with AAU Institutions
<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

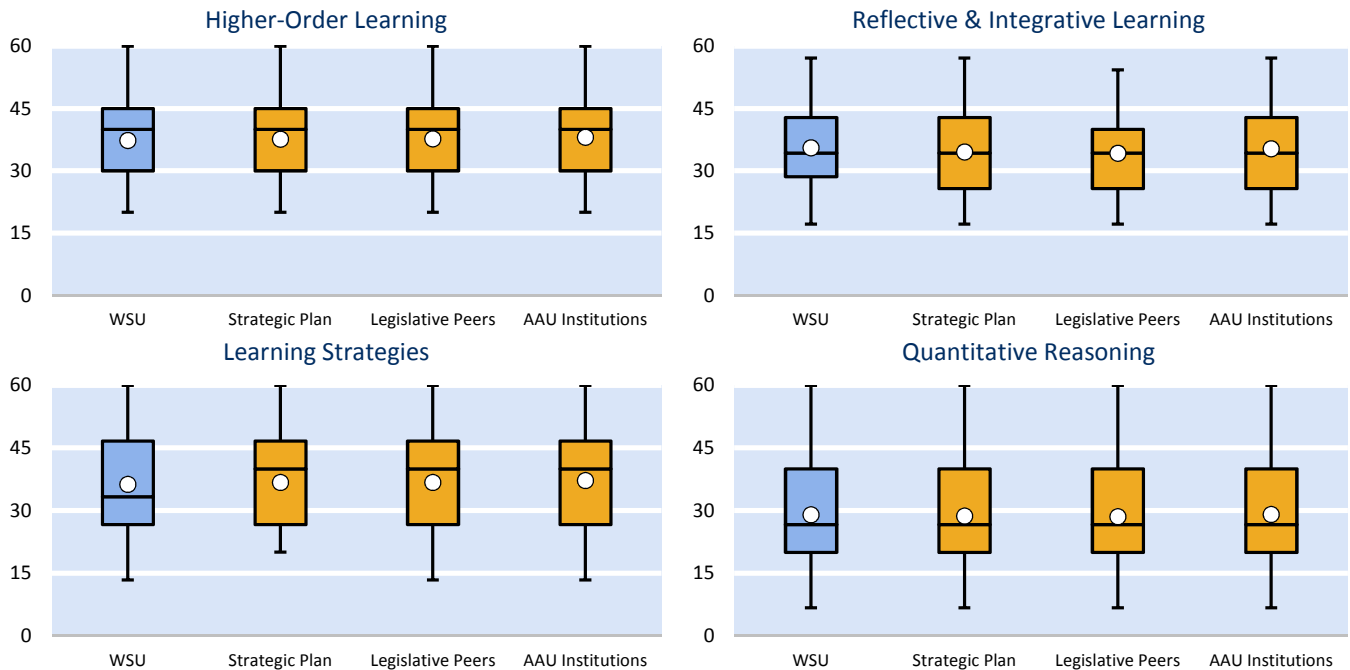
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Strategic Plan		Legislative Peers		AAU Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.4	37.6	-.02	37.7	-.03	38.1	-.06
Reflective & Integrative Learning	35.6	34.6 **	.09	34.3 ***	.11	35.3	.02
Learning Strategies	36.3	36.7	-.03	36.7	-.03	37.2	-.06
Quantitative Reasoning	29.0	28.7	.02	28.5	.03	29.1	-.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)

Performance on Indicator Items

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

	WSU	Percentage point difference ^a between your FY students and		
		Strategic Plan	Legislative Peers	AAU Institutions
Higher-Order Learning				
<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	71	-3	-4	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-2	-2	-3
4d. Evaluating a point of view, decision, or information source	69	+4	+5	+3
4e. Forming a new idea or understanding from various pieces of information	70	+3	+3	+2
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	58	+8	+7	+5
2b. Connected your learning to societal problems or issues	54	+6	+7	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+5	+5	+0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+4	+5	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+1	+2	+1
2f. Learned something that changed the way you understand an issue or concept	66	-1	+0	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+1	+2	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	+3	+4	+1
9b. Reviewed your notes after class	58	-4	-3	-3
9c. Summarized what you learned in class or from course materials	56	-4	-4	-5
Quantitative Reasoning				
<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.)	55	-1	+0	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+4	+4	+2
6c. Evaluated what others have concluded from numerical information	43	+2	+2	-1

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.

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

Academic Challenge: Seniors

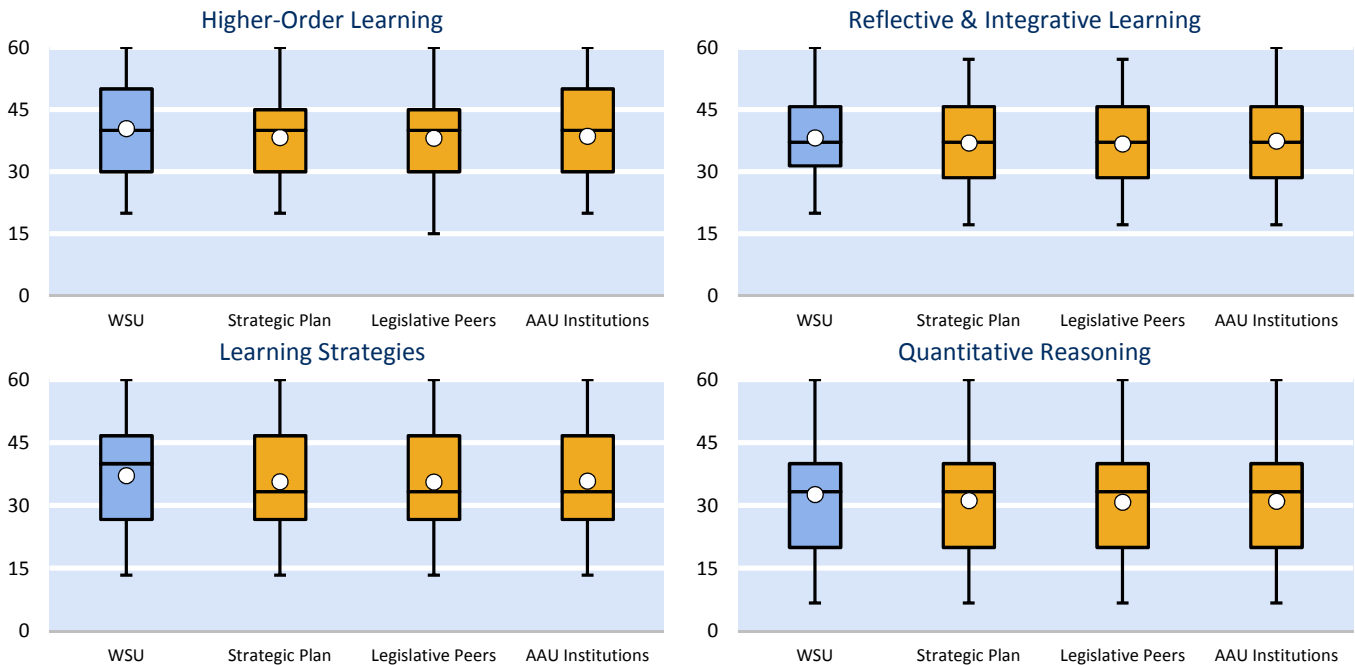
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	WSU Mean	Your seniors compared with					
		Strategic Plan		Legislative Peers		AAU Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.4	38.3 ***	.16	38.1 ***	.17	38.6 ***	.14
Reflective & Integrative Learning	38.2	37.0 ***	.10	36.8 ***	.12	37.4 *	.07
Learning Strategies	37.1	35.6 ***	.10	35.6 ***	.11	35.8 **	.10
Quantitative Reasoning	32.6	31.2 **	.09	30.8 ***	.11	31.0 ***	.10

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

Score Distributions






















































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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	WSU	Percentage point difference ^a between your seniors and		
		Strategic Plan	Legislative Peers	AAU Institutions
Higher-Order Learning				
<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	+3 	+3 	+3 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+5 	+5 	+4 
4d. Evaluating a point of view, decision, or information source	69	+6 	+7 	+4 
4e. Forming a new idea or understanding from various pieces of information	71	+6 	+6 	+4 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	76	+7 	+7 	+7 
2b. Connected your learning to societal problems or issues	62	+5 	+7 	+3 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	+1 	+3 	-2 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+3 	+4 	+2 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+3 	+4 	+3 
2f. Learned something that changed the way you understand an issue or concept	73	+3 	+3 	+2 
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+3 	+4 	+3 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+3 	+4 	+0 
9b. Reviewed your notes after class	59	+4 	+5 	+6 
9c. Summarized what you learned in class or from course materials	58	+2 	+1 	+1 
Quantitative Reasoning				
<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.)	62	+4 	+4 	+5 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+1 	+3 	+2 
6c. Evaluated what others have concluded from numerical information	51	+2 	+3 	+2 

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Learning with Peers: First-year students

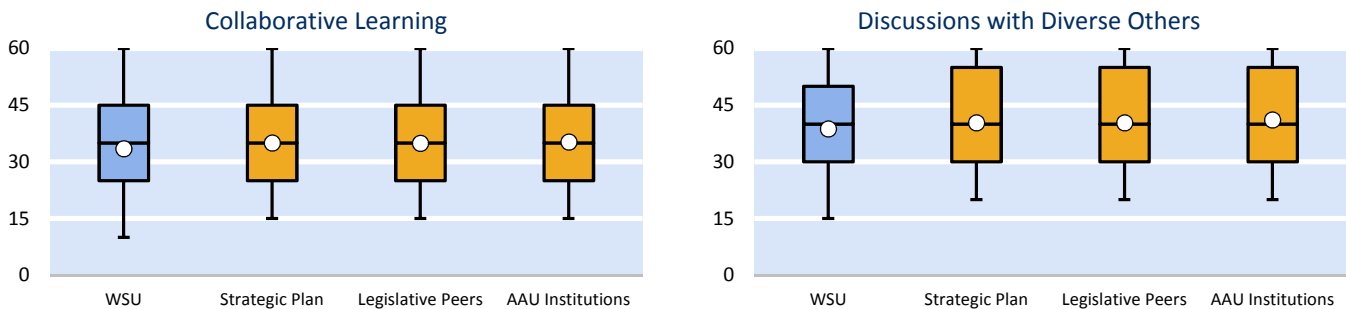
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Strategic Plan		Legislative Peers		AAU Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.4	35.0 ***	-.11	34.9 ***	-.10	35.2 ***	-.13
Discussions with Diverse Others	38.7	40.3 **	-.11	40.3 **	-.11	41.1 ***	-.16

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Performance on Indicator Items

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

Collaborative Learning	WSU	Percentage point difference ^a between your FY students and		
		Strategic Plan	Legislative Peers	AAU Institutions
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	57	-4	-3	-2
1f. Explained course material to one or more students	62	-2	-2	-4
1g. Prepared for exams by discussing or working through course material with other students	50	-7	-6	-6
1h. Worked with other students on course projects or assignments	56	-1	-0	-2
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	68	-2	-2	-7
8b. People from an economic background other than your own	71	-3	-3	-4
8c. People with religious beliefs other than your own	66	-3	-3	-6
8d. People with political views other than your own	66	-2	-2	+1

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Learning with Peers: Seniors

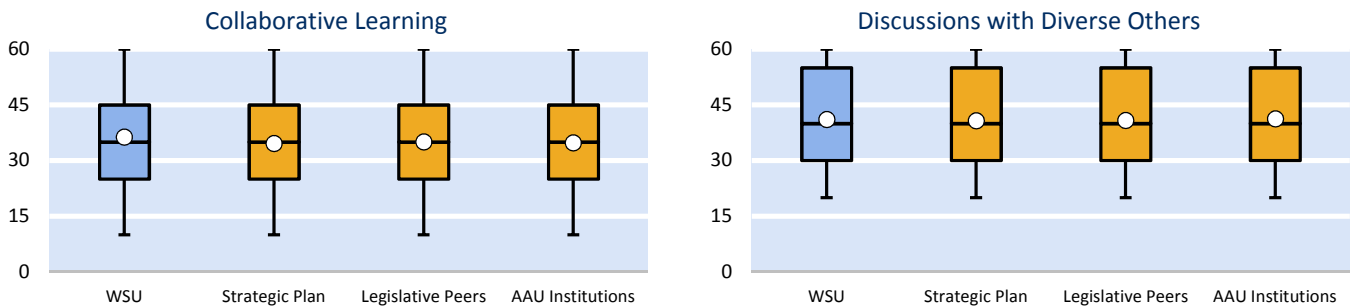
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	WSU Mean	Your seniors compared with					
		Strategic Plan		Legislative Peers		AAU Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.3	34.6 ***	.12	35.1 **	.09	34.8 ***	.11
Discussions with Diverse Others	41.1	40.8	.02	40.8	.02	41.3	-.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).

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Collaborative Learning	WSU	Percentage point difference ^a between your seniors and		
		Strategic Plan	Legislative Peers	AAU Institutions
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	54	+4	+3	+4
1f. Explained course material to one or more students	68	+5	+4	+4
1g. Prepared for exams by discussing or working through course material with other students	55	+4	+3	+4
1h. Worked with other students on course projects or assignments	72	+4	+2	+4
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	75	+4	+4	+0
8b. People from an economic background other than your own	77	+3	+4	+3
8c. People with religious beliefs other than your own	72	+1	+1	-1
8d. People with political views other than your own	67	-0	-1	+3

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Experiences with Faculty: First-year students

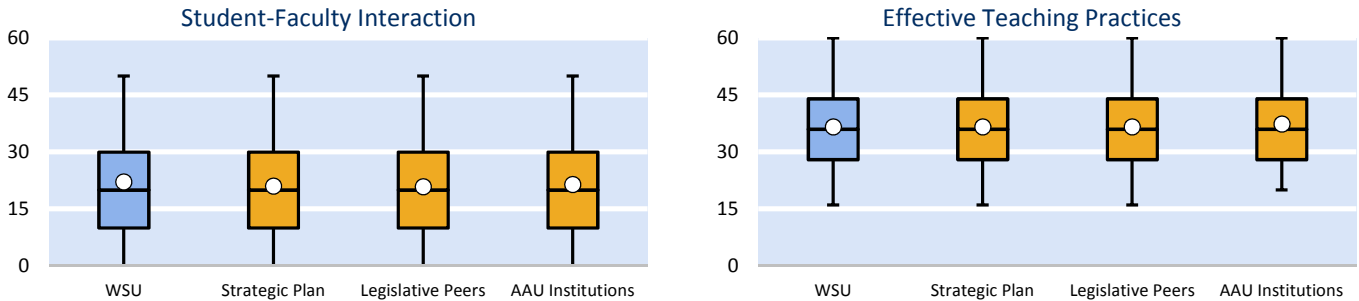
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	WSU Mean	Your first-year students compared with					
		Strategic Plan		Legislative Peers		AAU Institutions	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.1	21.0 *	.08	20.9 **	.09	21.4	.05
Effective Teaching Practices	36.6	36.6	.00	36.6	.00	37.4 *	-.06

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Student-Faculty Interaction	WSU %	Percentage point difference ^a between your FY students and		
		Strategic Plan	Legislative Peers	AAU Institutions
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	45	+7	+8	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+2	+2	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	+0	+1	-2
3d. Discussed your academic performance with a faculty member	29	+2	+3	+1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	75	-1	-1	-2
5b. Taught course sessions in an organized way	70	-3	-3	-5
5c. Used examples or illustrations to explain difficult points	72	-2	-3	-4
5d. Provided feedback on a draft or work in progress	63	+8	+10	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	54	+2	+2	-1

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Experiences with Faculty: Seniors

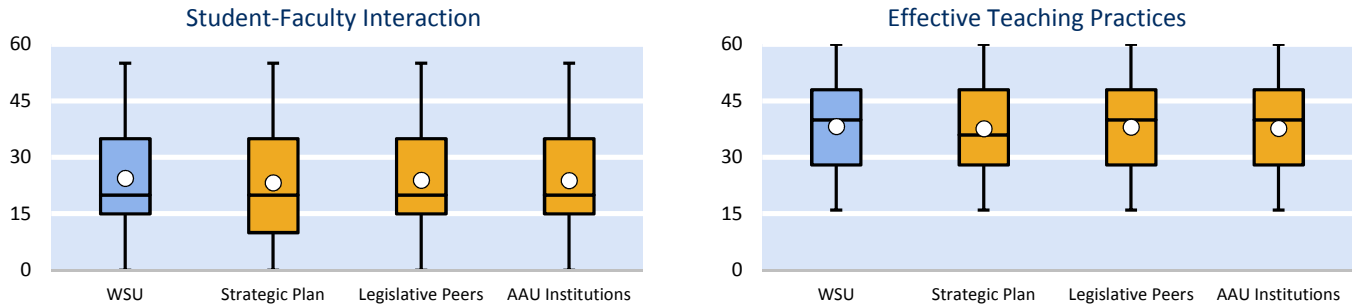
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.4	23.2 **	.08	23.9	.03	23.8	.04
Effective Teaching Practices	38.1	37.5	.05	38.0	.01	37.7	.04

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3a. Talked about career plans with a faculty member	44	+2	+1	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+1	-0	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+1	-0	-1
3d. Discussed your academic performance with a faculty member	30	+3	+2	+2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	+2	+1	+1
5b. Taught course sessions in an organized way	75	-2	-3	-2
5c. Used examples or illustrations to explain difficult points	76	-2	-3	-2
5d. Provided feedback on a draft or work in progress	57	+5	+5	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+4	+4	+5

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.

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

Campus Environment: First-year students

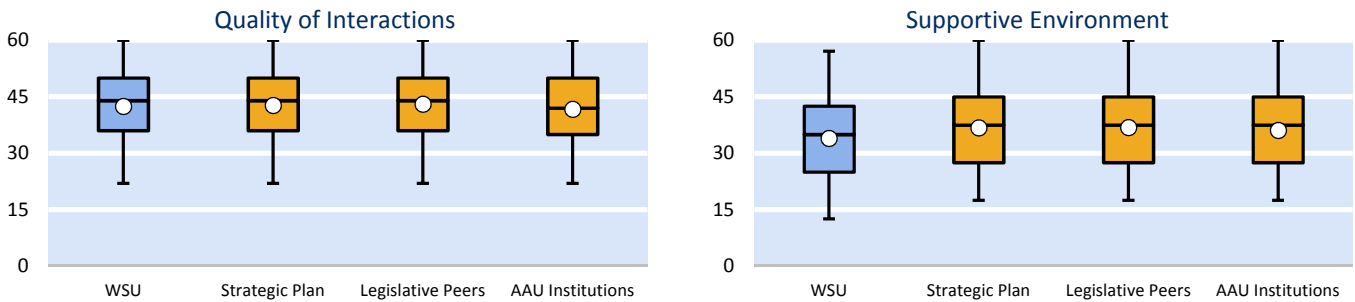
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WSU Mean	Your first-year students compared with					
		Strategic Plan		Legislative Peers		AAU Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	42.7	-.02	43.0	-.05	41.7 *	.06
Supportive Environment	34.0	36.8 ***	-.22	36.9 ***	-.22	36.1 ***	-.17

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	WSU	Percentage point difference ^a between your FY students and		
		Strategic Plan	Legislative Peers	AAU Institutions
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	49	-4	-5	-1
13b. Academic advisors	55	+2	+1	+5
13c. Faculty	47	+1	-1	+1
13d. Student services staff (career services, student activities, housing, etc.)	43	-4	-4	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-1	-3	+3
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	73	-3	-3	-2
14c. Using learning support services (tutoring services, writing center, etc.)	75	-2	-2	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-7	-8	-8
14e. Providing opportunities to be involved socially	68	-6	-7	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	-5	-5	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	-7	-6	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	-6	-4	-3
14i. Attending events that address important social, economic, or political issues	41	-6	-6	-7

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.

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

Campus Environment: Seniors

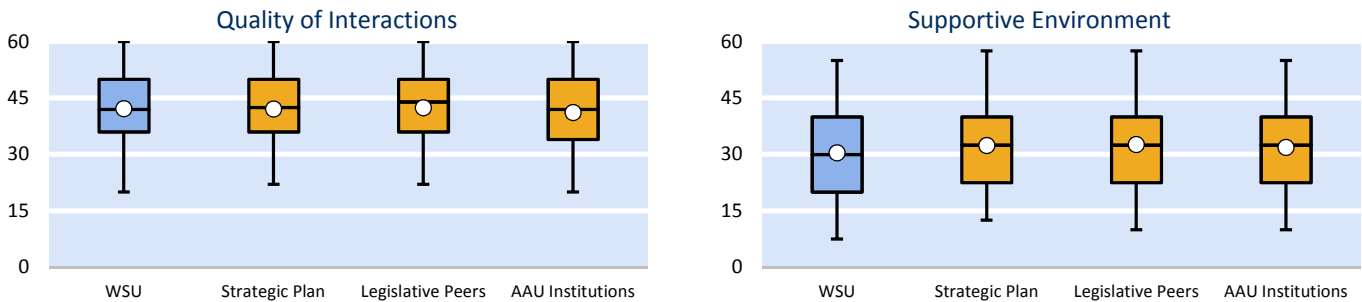
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WSU Mean	Your seniors compared with					
		Strategic Plan		Legislative Peers		AAU Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.2	42.1	.01	42.5	-.03	41.1 **	.09
Supportive Environment	30.5	32.4 ***	-.15	32.7 ***	-.17	31.9 ***	-.11

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	WSU	Percentage point difference ^a between your seniors and		
		Strategic Plan	Legislative Peers	AAU Institutions
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	58	+1	-0	+4
13b. Academic advisors	51	-0	-1	+3
13c. Faculty	51	+1	-1	+1
13d. Student services staff (career services, student activities, housing, etc.)	40	-1	-3	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	+3	-0	+6
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	68	-0	-2	+1
14c. Using learning support services (tutoring services, writing center, etc.)	61	-1	-3	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	-5	-5	-4
14e. Providing opportunities to be involved socially	64	-4	-5	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-4	-6	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-2	-2	-0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	-9	-8	-8
14i. Attending events that address important social, economic, or political issues	34	-6	-6	-6

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.

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/links/PNP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	WSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	37.4	39.3 ***	-.15		41.0 ***	-.28	
Academic	Reflective and Integrative Learning	35.6	36.8 ***	-.10		38.8 ***	-.27	
Challenge	Learning Strategies	36.3	39.9 ***	-.26		42.5 ***	-.44	
	Quantitative Reasoning	29.0	29.3	-.02	✓	30.8 ***	-.12	
Learning with Peers	Collaborative Learning	33.4	35.4 ***	-.14		37.7 ***	-.31	
	Discussions with Diverse Others	38.7	41.3 ***	-.17		43.2 ***	-.31	
Experiences with Faculty	Student-Faculty Interaction	22.1	24.9 ***	-.19		28.0 ***	-.38	
	Effective Teaching Practices	36.6	40.6 ***	-.31		42.7 ***	-.44	
Campus Environment	Quality of Interactions	42.4	44.9 ***	-.21		47.1 ***	-.40	
	Supportive Environment	34.0	38.1 ***	-.31		40.1 ***	-.46	

Seniors

Theme	Engagement Indicator	WSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.4	41.8 ***	-.10		43.0 ***	-.20	
Academic	Reflective and Integrative Learning	38.2	39.9 ***	-.14		41.6 ***	-.28	
Challenge	Learning Strategies	37.1	40.8 ***	-.25		42.6 ***	-.38	
	Quantitative Reasoning	32.6	31.3 **	.08	✓	32.8	-.01	✓
Learning with Peers	Collaborative Learning	36.3	36.1	.02	✓	38.6 ***	-.17	
	Discussions with Diverse Others	41.1	42.1 *	-.06		43.5 ***	-.16	
Experiences with Faculty	Student-Faculty Interaction	24.4	29.9 ***	-.34		33.9 ***	-.60	
	Effective Teaching Practices	38.1	41.8 ***	-.27		43.5 ***	-.40	
Campus Environment	Quality of Interactions	42.2	45.2 ***	-.25		47.4 ***	-.43	
	Supportive Environment	30.5	34.8 ***	-.31		37.0 ***	-.46	

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 2018 and 2019 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either 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	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
WSU (N = 1087)	37.4	12.4	.38	20	30	40	45	60				
Strategic Plan	37.6	12.8	.15	20	30	40	45	60	8,457	-.3	.513	-.021
Legislative Peers	37.7	12.7	.13	20	30	40	45	60	10,917	-.4	.374	-.028
AAU Institutions	38.1	12.8	.12	20	30	40	45	60	12,411	-.8	.057	-.060
Top 50%	39.3	13.0	.04	20	30	40	50	60	111,286	-2.0	.000	-.152
Top 10%	41.0	13.0	.08	20	35	40	50	60	1,180	-3.7	.000	-.282
Reflective & Integrative Learning												
WSU (N = 1136)	35.6	11.2	.33	17	29	34	43	57				
Strategic Plan	34.6	11.7	.13	17	26	34	43	57	1,518	1.0	.004	.088
Legislative Peers	34.3	11.7	.11	17	26	34	40	54	1,419	1.3	.000	.112
AAU Institutions	35.3	11.8	.11	17	26	34	43	57	1,387	.3	.464	.022
Top 50%	36.8	11.8	.04	17	29	37	46	57	1,161	-1.2	.000	-.103
Top 10%	38.8	11.8	.08	20	31	40	46	60	1,262	-3.2	.000	-.271
Learning Strategies												
WSU (N = 1051)	36.3	14.1	.43	13	27	33	47	60				
Strategic Plan	36.7	13.4	.16	20	27	40	47	60	8,053	-.4	.330	-.032
Legislative Peers	36.7	13.6	.14	13	27	40	47	60	10,397	-.4	.381	-.028
AAU Institutions	37.2	13.7	.13	13	27	40	47	60	11,898	-.9	.050	-.063
Top 50%	39.9	13.7	.04	20	33	40	53	60	1,072	-3.6	.000	-.260
Top 10%	42.5	14.0	.09	20	33	40	53	60	23,159	-6.1	.000	-.438
Quantitative Reasoning												
WSU (N = 1065)	29.0	14.5	.44	7	20	27	40	60				
Strategic Plan	28.7	14.6	.17	7	20	27	40	60	8,161	.3	.547	.020
Legislative Peers	28.5	14.7	.15	7	20	27	40	60	10,557	.5	.335	.031
AAU Institutions	29.1	15.0	.14	7	20	27	40	60	12,049	-.1	.768	-.009
Top 50%	29.3	15.2	.05	7	20	27	40	60	1,086	-.3	.501	-.020
Top 10%	30.8	15.2	.09	7	20	33	40	60	1,146	-1.8	.000	-.119
Learning with Peers												
Collaborative Learning												
WSU (N = 1168)	33.4	14.0	.41	10	25	35	45	60				
Strategic Plan	35.0	14.1	.15	15	25	35	45	60	9,516	-1.5	.000	-.109
Legislative Peers	34.9	14.2	.13	15	25	35	45	60	12,449	-1.5	.001	-.103
AAU Institutions	35.2	14.1	.13	15	25	35	45	60	13,893	-1.8	.000	-.125
Top 50%	35.4	13.7	.04	15	25	35	45	60	121,562	-2.0	.000	-.144
Top 10%	37.7	13.6	.08	15	30	40	50	60	27,065	-4.2	.000	-.310
Discussions with Diverse Others												
WSU (N = 1054)	38.7	15.1	.47	15	30	40	50	60				
Strategic Plan	40.3	14.8	.18	20	30	40	55	60	8,114	-1.6	.001	-.106
Legislative Peers	40.3	14.7	.15	20	30	40	55	60	10,479	-1.6	.001	-.105
AAU Institutions	41.1	14.5	.14	20	30	40	55	60	11,965	-2.4	.000	-.163
Top 50%	41.3	14.9	.04	20	30	40	55	60	115,409	-2.6	.000	-.174
Top 10%	43.2	14.4	.09	20	35	40	60	60	26,705	-4.5	.000	-.312

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
WSU (N = 1108)	22.1	13.8	.42	0	10	20	30	50				
Strategic Plan	21.0	14.3	.16	0	10	20	30	50	8,671	1.1	.016	.078
Legislative Peers	20.9	14.2	.14	0	10	20	30	50	11,200	1.2	.005	.088
AAU Institutions	21.4	14.4	.13	0	10	20	30	50	12,655	.7	.114	.050
Top 50%	24.9	14.8	.05	5	15	20	35	55	1,145	-2.8	.000	-.190
Top 10%	28.0	15.5	.14	5	15	25	40	60	1,382	-5.8	.000	-.381
Effective Teaching Practices												
WSU (N = 1087)	36.6	12.1	.37	16	28	36	44	60				
Strategic Plan	36.6	12.4	.14	16	28	36	44	60	8,418	.0	1.000	.000
Legislative Peers	36.6	12.6	.13	16	28	36	44	60	1,364	.0	.979	.001
AAU Institutions	37.4	12.4	.12	20	28	36	44	60	12,393	-.8	.043	-.064
Top 50%	40.6	13.2	.05	20	32	40	52	60	1,120	-4.0	.000	-.305
Top 10%	42.7	14.0	.09	20	32	44	56	60	1,236	-6.1	.000	-.438
Campus Environment												
Quality of Interactions												
WSU (N = 1018)	42.4	10.6	.33	22	36	44	50	60				
Strategic Plan	42.7	11.2	.14	22	36	44	50	60	1,395	-.3	.476	-.023
Legislative Peers	43.0	11.3	.12	22	36	44	50	60	1,300	-.6	.091	-.053
AAU Institutions	41.7	11.4	.11	22	35	42	50	60	1,263	.7	.046	.062
Top 50%	44.9	11.4	.04	24	38	46	54	60	1,049	-2.4	.000	-.211
Top 10%	47.1	11.8	.08	24	40	50	58	60	1,155	-4.6	.000	-.395
Supportive Environment												
WSU (N = 1042)	34.0	12.5	.39	13	25	35	43	57				
Strategic Plan	36.8	12.8	.16	18	28	38	45	60	7,871	-2.8	.000	-.221
Legislative Peers	36.9	12.9	.14	18	28	38	45	60	10,132	-2.9	.000	-.224
AAU Institutions	36.1	12.6	.12	18	28	38	45	60	11,644	-2.1	.000	-.167
Top 50%	38.1	13.2	.04	18	30	40	48	60	1,067	-4.1	.000	-.315
Top 10%	40.1	13.2	.10	18	30	40	50	60	1,171	-6.1	.000	-.464

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
WSU (N = 1335)	40.4	12.8	.35	20	30	40	50	60				
Strategic Plan	38.3	13.1	.13	20	30	40	45	60	11,981	2.1	.000	.162
Legislative Peers	38.1	13.3	.11	15	30	40	45	60	1,622	2.3	.000	.171
AAU Institutions	38.6	13.2	.11	20	30	40	50	60	15,428	1.8	.000	.136
Top 50%	41.8	13.5	.04	20	35	40	55	60	1,374	-1.4	.000	-.104
Top 10%	43.0	13.5	.08	20	35	40	55	60	1,481	-2.6	.000	-.195
Reflective & Integrative Learning												
WSU (N = 1375)	38.2	11.9	.32	20	31	37	46	60				
Strategic Plan	37.0	12.0	.11	17	29	37	46	57	12,604	1.2	.000	.102
Legislative Peers	36.8	12.3	.10	17	29	37	46	57	1,659	1.5	.000	.119
AAU Institutions	37.4	12.2	.10	17	29	37	46	60	16,247	.8	.018	.067
Top 50%	39.9	12.2	.04	20	31	40	49	60	1,415	-1.7	.000	-.137
Top 10%	41.6	12.2	.09	20	34	40	51	60	1,592	-3.4	.000	-.276
Learning Strategies												
WSU (N = 1307)	37.1	14.2	.39	13	27	40	47	60				
Strategic Plan	35.6	14.2	.14	13	27	33	47	60	11,556	1.5	.000	.104
Legislative Peers	35.6	14.4	.12	13	27	33	47	60	14,604	1.5	.000	.106
AAU Institutions	35.8	14.1	.12	13	27	33	47	60	14,814	1.3	.001	.095
Top 50%	40.8	14.4	.04	20	33	40	53	60	107,800	-3.7	.000	-.254
Top 10%	42.6	14.3	.08	20	33	40	60	60	35,262	-5.5	.000	-.381
Quantitative Reasoning												
WSU (N = 1315)	32.6	15.5	.43	7	20	33	40	60				
Strategic Plan	31.2	15.5	.15	7	20	33	40	60	11,678	1.4	.002	.090
Legislative Peers	30.8	15.8	.14	7	20	33	40	60	14,823	1.8	.000	.114
AAU Institutions	31.0	15.7	.13	7	20	33	40	60	15,007	1.5	.001	.099
Top 50%	31.3	16.0	.04	7	20	33	40	60	1,343	1.3	.003	.081
Top 10%	32.8	15.8	.08	7	20	33	40	60	36,324	-.2	.676	-.012
Learning with Peers												
Collaborative Learning												
WSU (N = 1397)	36.3	15.1	.40	10	25	35	45	60				
Strategic Plan	34.6	14.5	.13	10	25	35	45	60	1,721	1.7	.000	.116
Legislative Peers	35.1	14.4	.12	10	25	35	45	60	1,634	1.3	.003	.087
AAU Institutions	34.8	14.2	.11	10	25	35	45	60	1,626	1.5	.000	.107
Top 50%	36.1	14.0	.04	15	25	35	45	60	1,426	.2	.597	.015
Top 10%	38.6	13.5	.10	15	30	40	50	60	1,575	-2.3	.000	-.168
Discussions with Diverse Others												
WSU (N = 1307)	41.1	14.9	.41	20	30	40	55	60				
Strategic Plan	40.8	14.6	.14	20	30	40	55	60	11,562	.4	.415	.024
Legislative Peers	40.8	14.8	.13	20	30	40	55	60	14,648	.3	.535	.018
AAU Institutions	41.3	14.5	.12	20	30	40	55	60	14,882	-.2	.698	-.011
Top 50%	42.1	15.6	.04	15	30	40	60	60	1,335	-.9	.023	-.060
Top 10%	43.5	15.4	.08	20	35	45	60	60	1,412	-2.4	.000	-.158

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
WSU (N = 1349)	24.4	15.5	.42	0	15	20	35	55				
Strategic Plan	23.2	15.2	.15	0	10	20	35	55	12,221	1.2	.005	.081
Legislative Peers	23.9	15.5	.13	0	15	20	35	55	15,597	.5	.241	.033
AAU Institutions	23.8	15.2	.13	0	15	20	35	55	15,719	.6	.184	.038
Top 50%	29.9	15.9	.07	5	20	30	40	60	1,421	-5.5	.000	-.344
Top 10%	33.9	15.8	.18	10	20	35	45	60	1,848	-9.5	.000	-.605
Effective Teaching Practices												
WSU (N = 1335)	38.1	12.9	.35	16	28	40	48	60				
Strategic Plan	37.5	12.7	.12	16	28	36	48	60	11,990	.6	.099	.048
Legislative Peers	38.0	12.9	.11	16	28	40	48	60	15,230	.1	.743	.009
AAU Institutions	37.7	12.6	.11	16	28	40	48	60	15,396	.5	.178	.039
Top 50%	41.8	13.6	.05	20	32	40	52	60	1,381	-3.6	.000	-.266
Top 10%	43.5	13.5	.09	20	36	44	56	60	1,509	-5.4	.000	-.398
Campus Environment												
Quality of Interactions												
WSU (N = 1229)	42.2	11.3	.32	20	36	42	50	60				
Strategic Plan	42.1	11.1	.11	22	36	43	50	60	10,842	.1	.827	.007
Legislative Peers	42.5	11.4	.10	22	36	44	50	60	13,808	-.3	.389	-.026
AAU Institutions	41.1	11.5	.10	20	34	42	50	60	14,041	1.1	.002	.093
Top 50%	45.2	11.8	.04	23	38	48	54	60	1,262	-2.9	.000	-.251
Top 10%	47.4	12.0	.07	24	40	50	58	60	1,339	-5.2	.000	-.432
Supportive Environment												
WSU (N = 1298)	30.5	13.5	.38	8	20	30	40	55				
Strategic Plan	32.4	13.1	.13	13	23	33	40	58	11,360	-1.9	.000	-.146
Legislative Peers	32.7	13.3	.12	10	23	33	40	58	14,350	-2.2	.000	-.168
AAU Institutions	31.9	13.0	.11	10	23	33	40	55	14,578	-1.5	.000	-.112
Top 50%	34.8	13.9	.05	13	25	35	45	60	93,067	-4.3	.000	-.308
Top 10%	37.0	14.0	.11	13	28	38	48	60	1,513	-6.5	.000	-.465

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.