NSSE
national survey of
student engagement

NSSE 2019
Engagement Indicators

Wichita State University

IPEDS: 156125

NSSE national survey of student engagement

NSSE 2019 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 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**

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment, 13* (Summer/Fall), pp. 22-38.

NSSE 2019 Engagement Indicators

Overview

Wichita 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 Peer, Hanover and KS	**Your first-year students** compared with KS only	**Your first-year students** compared with Hanover List
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 Peer, Hanover and KS	**Your seniors** compared with KS only	**Your seniors** compared with Hanover List
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 2019 Engagement Indicators

Academic Challenge

Wichita State University

Academic Challenge: First-year students

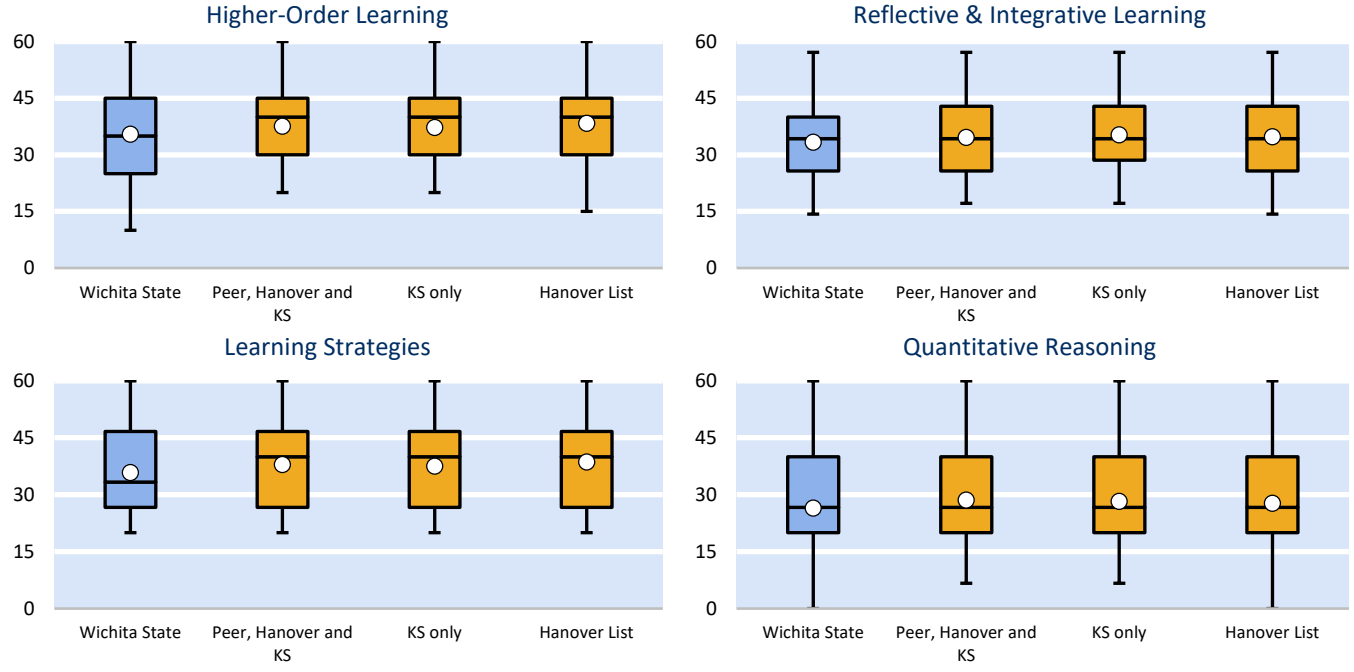
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning,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

	Wichita State	Your first-year students compared with					
		Peer, Hanover and KS		KS only		Hanover List	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	35.5	37.6 *	-.16	37.3	-.14	38.4 **	-.21
Reflective & Integrative Learning	33.4	34.6	-.10	35.3 *	-.16	34.8	-.11
Learning Strategies	35.8	38.0 *	-.16	37.5	-.12	38.6 *	-.20
Quantitative Reasoning	26.5	28.6	-.14	28.3	-.12	27.8	-.08

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: First-year students (continued)

Performance on Indicator Items

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

		Percentage point difference [a] between your FY students and		
Higher-Order Learning	**Wichita State**	**Peer, Hanover and KS**	**KS only**	**Hanover List**
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	57	-15	-16	-14
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	59	-10	-9	-11
4d. Evaluating a point of view, decision, or information source	67	-0	+1	-2
4e. Forming a new idea or understanding from various pieces of information	64	-3	-2	-5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	44	-8	-11	-6
2b. Connected your learning to societal problems or issues	41	-7	-10	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	+2	-0	-0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+2	+1	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+4	+3	+4
2f. Learned something that changed the way you understand an issue or concept	60	-5	-5	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	71	-6	-8	-6
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	68	-5	-6	-5
9b. Reviewed your notes after class	60	-5	-4	-6
9c. Summarized what you learned in class or from course materials	57	-7	-5	-8
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.)	49	-7	-5	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-4	-3	-3
6c. Evaluated what others have concluded from numerical information	30	-10	-9	-9

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.

NSSE 2019 Engagement Indicators

Academic Challenge

Wichita 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

	Wichita State	Your seniors compared with					
		Peer, Hanover and KS		KS only		Hanover List	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	37.8	38.8	-.07	37.8	.00	40.0 ***	-.16
Reflective & Integrative Learning	36.0	36.5	-.04	36.2	-.02	37.0	-.08
Learning Strategies	37.8	37.3	.04	36.1 *	.12	39.0	-.08
Quantitative Reasoning	25.1	30.0 ***	-.30	29.5 ***	-.28	29.5 ***	-.26

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

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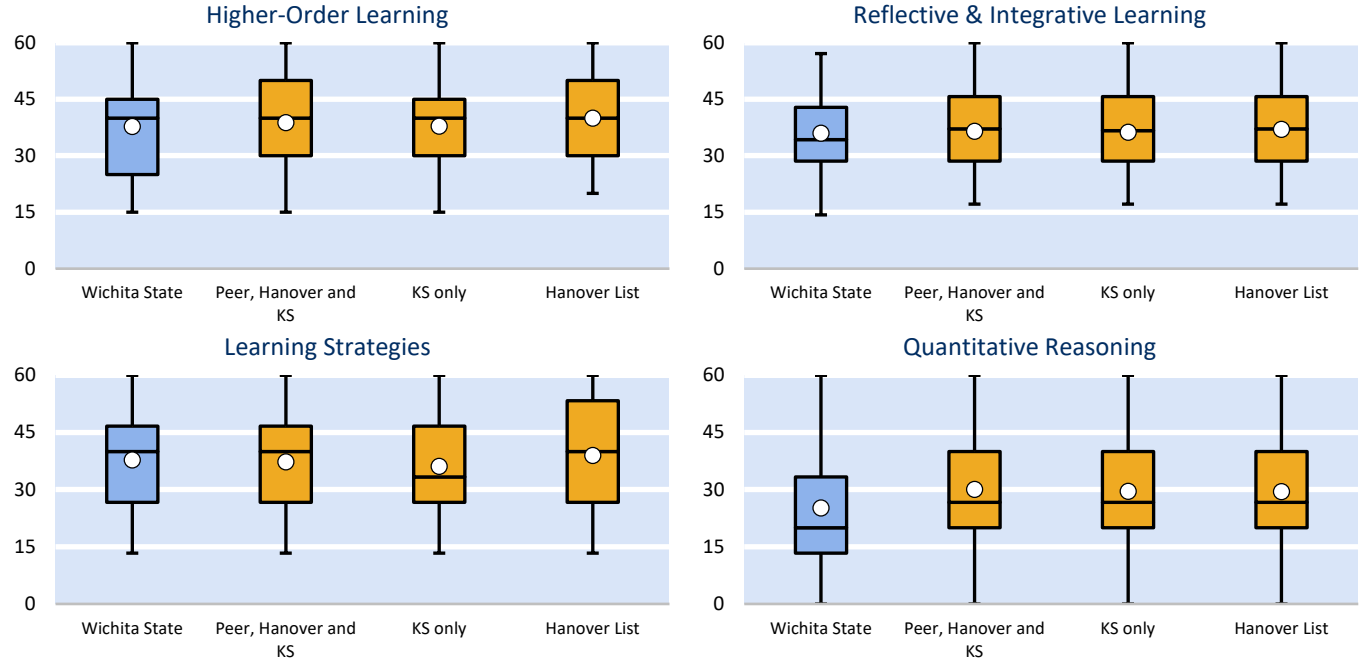

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Academic Challenge: Seniors (continued)

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.

	Wichita State	*Percentage point difference[a] between your seniors and* Peer, Hanover and KS	KS only	Hanover List
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	73	-4	-2	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-4	-2	-7
4d. Evaluating a point of view, decision, or information source	63	-2	-0	-6
4e. Forming a new idea or understanding from various pieces of information	67	-1	+2	-5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	62	-6	-5	-4
2b. Connected your learning to societal problems or issues	53	-2	-3	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	+3	+2	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-0	+1	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	-3	-2	-6
2f. Learned something that changed the way you understand an issue or concept	67	-2	+0	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+1	+1	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	74	+0	+1	-2
9b. Reviewed your notes after class	61	+2	+6	-3
9c. Summarized what you learned in class or from course materials	62	+1	+5	-3
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	43	-15	-12	-14
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	-13	-11	-13
6c. Evaluated what others have concluded from numerical information	33	-11	-11	-8

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

NSSE 2019 Engagement Indicators

Learning with Peers

Wichita State University

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

	Wichita State	*Your first-year students compared with*					
		Peer, Hanover and KS		KS only		Hanover List	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	29.1	33.9 ***	-.33	34.6 ***	-.38	32.5 ***	-.23
Discussions with Diverse Others	39.9	39.5	.02	39.8	.00	40.2	-.02

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

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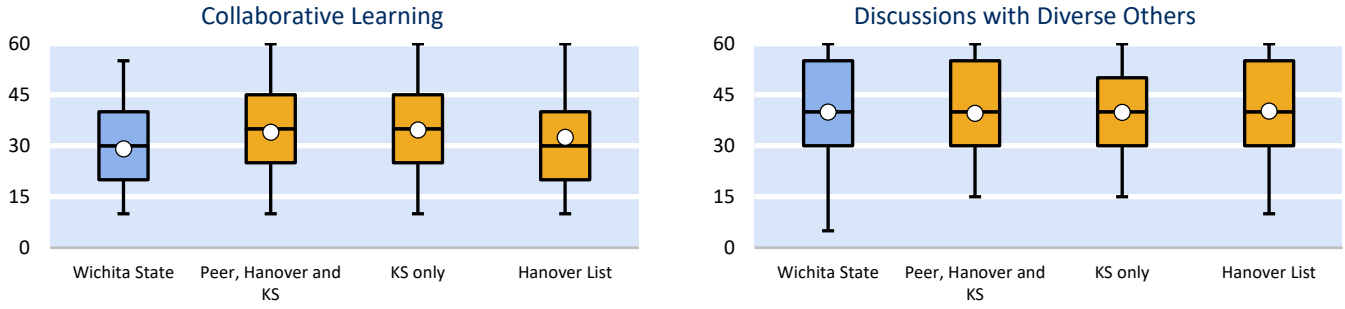

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Performance on Indicator Items

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

		Percentage point difference[a] between your FY students and		
Collaborative Learning	Wichita State	Peer, Hanover and KS	KS only	Hanover List
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	46	-11	-14	-7
1f. Explained course material to one or more students	49	-13	-15	-8
1g. Prepared for exams by discussing or working through course material with other students	45	-9	-10	-5
1h. Worked with other students on course projects or assignments	38	-19	-20	-16
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of a race or ethnicity other than your own	74	+5	+4	+1
8b. People from an economic background other than your own	74	+3	+2	+2
8c. People with religious beliefs other than your own	69	+3	+1	+1
8d. People with political views other than your own	64	-4	-5	-3

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NSSE 2019 Engagement Indicators

Learning with Peers

Wichita State University

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

	Wichita State	Your seniors compared with					
		Peer, Hanover and KS		KS only		Hanover List	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	29.6	33.3 ***	-.24	31.9 **	-.15	32.3 ***	-.17
Discussions with Diverse Others	40.6	40.0	.04	39.1	.10	40.6	.00

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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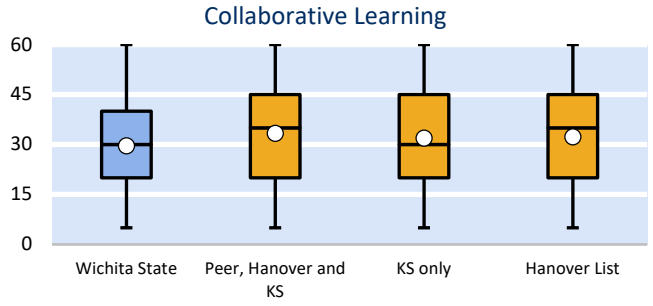

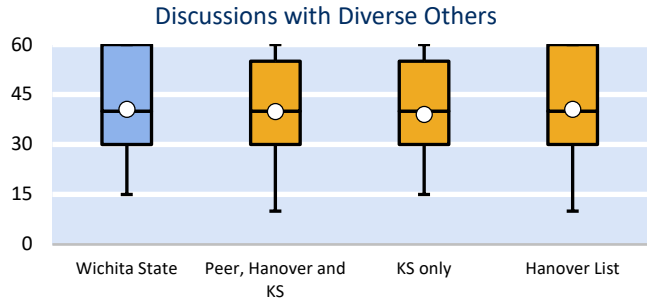

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		Percentage point difference [a] between your seniors and		
Collaborative Learning	Wichita State	Peer, Hanover and KS	KS only	Hanover List
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	38	-10	-8	-7
1f. Explained course material to one or more students	52	-9	-5	-7
1g. Prepared for exams by discussing or working through course material with other students	39	-10	-8	-8
1h. Worked with other students on course projects or assignments	54	-11	-7	-8
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of a race or ethnicity other than your own	72	+3	+6	-0
8b. People from an economic background other than your own	72	-0	+2	-1
8c. People with religious beliefs other than your own	70	+2	+2	+1
8d. People with political views other than your own	67	-2	-0	-2

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NSSE 2019 Engagement Indicators

Experiences with Faculty

Wichita 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

	Wichita State	*Your first-year students compared with*					
		Peer, Hanover and KS		KS only		Hanover List	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	19.8	21.5	-.12	22.2 *	-.17	20.9	-.07
Effective Teaching Practices	36.3	37.5	-.08	37.5	-.09	38.2	-.13

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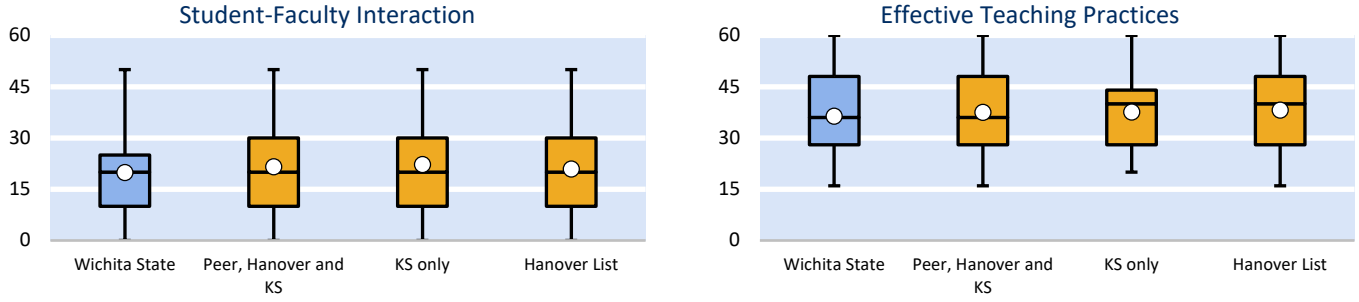

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		Percentage point difference[a] between your FY students and		
Student-Faculty Interaction	Wichita State	Peer, Hanover and KS	KS only	Hanover List
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	33	-7	-9	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-2	-3	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	17	-9	-9	-9
3d. Discussed your academic performance with a faculty member	28	-1	-1	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	75	-1	-3	-0
5b. Taught course sessions in an organized way	75	+3	-1	+3
5c. Used examples or illustrations to explain difficult points	69	-4	-6	-5
5d. Provided feedback on a draft or work in progress	53	-6	-5	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-2	+1	-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.

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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.

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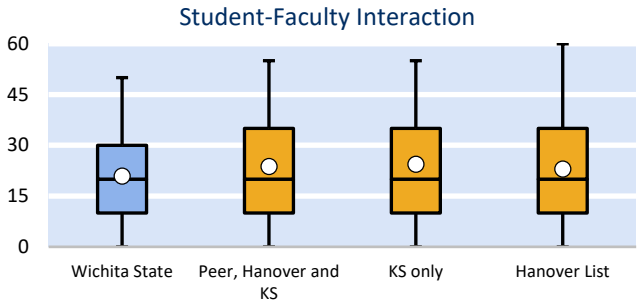
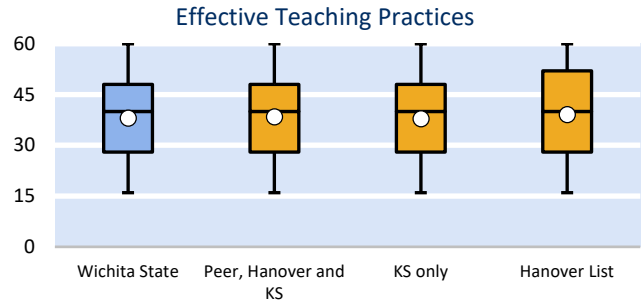
	Wichita State	*Your seniors compared with*					
		Peer, Hanover and KS		KS only		Hanover List	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	20.8	23.7 ***	-.18	24.3 ***	-.22	23.0 **	-.13
Effective Teaching Practices	38.0	38.4	-.03	37.8	.02	39.0	-.07

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

Score Distributions





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

Performance on Indicator Items

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

		Percentage point difference [a] between your seniors and		
Student-Faculty Interaction	Wichita State	Peer, Hanover and KS	KS only	Hanover List
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	36	-7	-8	-5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-9	-10	-8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-6	-7	-6
3d. Discussed your academic performance with a faculty member	29	-3	-4	-3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	82	+4	+4	+4
5b. Taught course sessions in an organized way	78	+2	+1	+3
5c. Used examples or illustrations to explain difficult points	76	+0	+2	+1
5d. Provided feedback on a draft or work in progress	48	-8	-9	-10
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-1	-1	-3

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

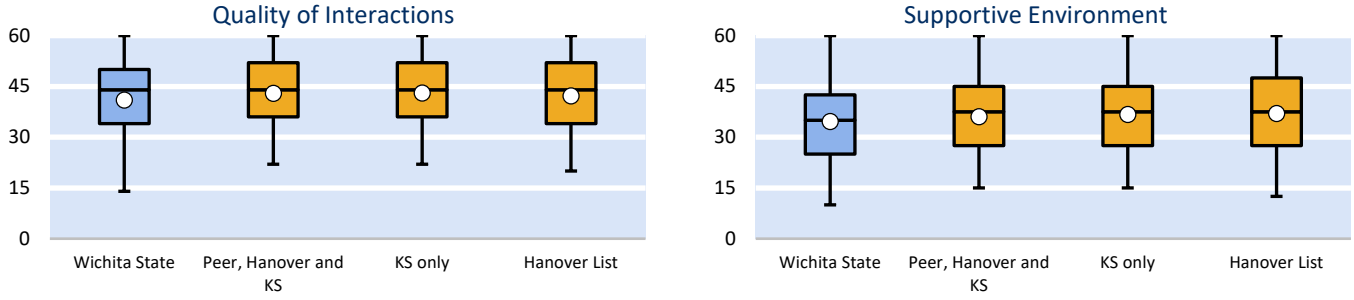
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Wichita State	Your first-year students compared with					
		Peer, Hanover and KS		KS only		Hanover List	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	41.0	42.9	-.16	43.0	-.17	42.2	-.10
Supportive Environment	34.6	36.1	-.11	36.7 *	-.16	37.0 *	-.16

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference[a] between your FY students and		
		Peer, Hanover and KS	KS only	Hanover List
Quality of Interactions	Wichita State			
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	50	-4	-6	+0
13b. Academic advisors	47	-7	-7	-6
13c. Faculty	50	+0	+1	+1
13d. Student services staff (career services, student activities, housing, etc.)	43	-3	-3	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+1	-1	+3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	71	-5	-8	-5
14c. Using learning support services (tutoring services, writing center, etc.)	77	+0	+0	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-3	-7	-6
14e. Providing opportunities to be involved socially	66	-6	-9	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	+4	+1	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	-6	-5	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	-1	-3	-1
14i. Attending events that address important social, economic, or political issues	42	-3	-8	-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: Seniors

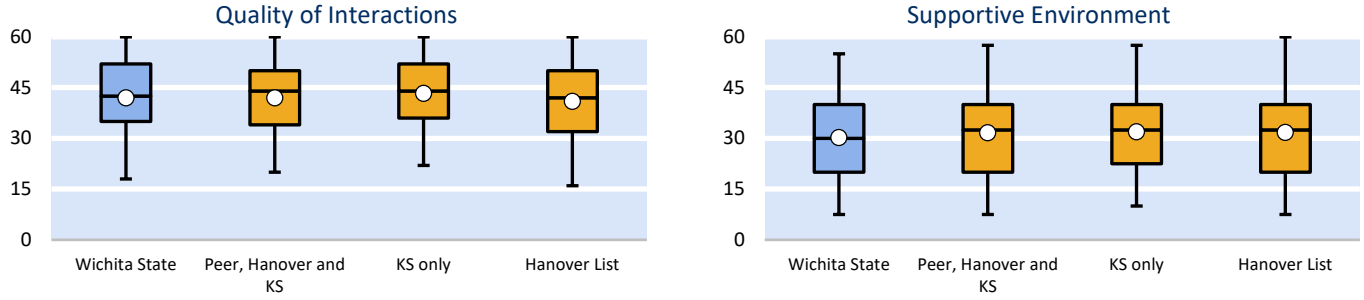
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Wichita State	Your seniors compared with					
		Peer, Hanover and KS		KS only		Hanover List	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	42.0	42.0	.00	43.4 *	-.11	41.0	.08
Supportive Environment	30.3	31.7 *	-.10	32.0 *	-.12	31.7 *	-.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



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

Performance on Indicator Items

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

		Percentage point difference [a] between your seniors and		
Quality of Interactions	Wichita State	Peer, Hanover and KS	KS only	Hanover List
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	52	-5	-7	-3
13b. Academic advisors	50	+1	-5	+1
13c. Faculty	51	-1	-2	-2
13d. Student services staff (career services, student activities, housing, etc.)	41	-3	-5	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+1	-2	+5
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	67	-1	-3	+0
14c. Using learning support services (tutoring services, writing center, etc.)	58	-5	-5	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	+2	-0	+0
14e. Providing opportunities to be involved socially	61	-2	-3	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-2	-3	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	-5	-6	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	-5	-6	-3
14i. Attending events that address important social, economic, or political issues	33	-6	-7	-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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NSSE 2019 Engagement Indicators

Comparisons with High-Performing Institutions

Wichita State University

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

			Your first-year students compared with					
		Wichita State	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	35.5	39.3 ***	-.30		41.0 ***	-.43	
	Reflective and Integrative Learning	33.4	36.8 ***	-.29		38.8 ***	-.46	
	Learning Strategies	35.8	39.9 ***	-.29		42.5 ***	-.47	
	Quantitative Reasoning	26.5	29.3 *	-.18		30.8 ***	-.28	
Learning with Peers	Collaborative Learning	29.1	35.4 ***	-.46		37.7 ***	-.63	
	Discussions with Diverse Others	39.9	41.3	-.10	✓	43.2 **	-.23	
Experiences with Faculty	Student-Faculty Interaction	19.8	24.9 ***	-.35		28.0 ***	-.53	
	Effective Teaching Practices	36.3	40.6 ***	-.32		42.7 ***	-.45	
Campus Environment	Quality of Interactions	41.0	44.9 ***	-.34		47.1 ***	-.52	
	Supportive Environment	34.6	38.1 ***	-.26		40.1 ***	-.41	

Seniors

			Your seniors compared with					
		Wichita State	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	37.8	41.8 ***	-.30		43.0 ***	-.39	
	Reflective and Integrative Learning	36.0	39.9 ***	-.32		41.6 ***	-.46	
	Learning Strategies	37.8	40.8 ***	-.21		42.6 ***	-.33	
	Quantitative Reasoning	25.1	31.3 ***	-.38		32.7 ***	-.48	
Learning with Peers	Collaborative Learning	29.6	36.1 ***	-.46		38.6 ***	-.66	
	Discussions with Diverse Others	40.6	42.0 *	-.09		43.5 ***	-.19	
Experiences with Faculty	Student-Faculty Interaction	20.8	29.9 ***	-.57		33.9 ***	-.83	
	Effective Teaching Practices	38.0	41.8 ***	-.28		43.5 ***	-.41	
Campus Environment	Quality of Interactions	42.0	45.2 ***	-.27		47.4 ***	-.45	
	Supportive Environment	30.3	34.8 ***	-.32		37.0 ***	-.48	

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.

NSSE national survey of student engagement

NSSE 2019 Engagement Indicators

Detailed Statistics[a]

Wichita State University

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												
Wichita State (N = 183)	35.5	14.4	1.07	10	25	35	45	60				
Peer, Hanover and KS	37.6	13.0	.17	20	30	40	45	60	5,754	-2.1	.032	-.161
KS only	37.3	12.7	.32	20	30	40	45	60	217	-1.8	.111	-.138
Hanover List	38.4	13.6	.27	15	30	40	45	60	2,733	-2.9	.006	-.211
Top 50%	39.3	13.0	.05	20	30	40	50	60	183	-3.9	.000	-.297
Top 10%	41.0	13.0	.09	20	35	40	50	60	185	-5.5	.000	-.425
Reflective & Integrative Learning												
Wichita State (N = 187)	33.4	11.9	.87	14	26	34	40	57				
Peer, Hanover and KS	34.6	11.8	.15	17	26	34	43	57	6,131	-1.2	.169	-.102
KS only	35.3	11.8	.29	17	29	34	43	57	1,818	-1.9	.033	-.165
Hanover List	34.8	12.2	.23	14	26	34	43	57	2,956	-1.4	.135	-.113
Top 50%	36.8	11.8	.04	17	29	37	46	57	80,642	-3.4	.000	-.287
Top 10%	38.8	11.8	.09	20	31	40	46	60	16,847	-5.4	.000	-.455
Learning Strategies												
Wichita State (N = 177)	35.8	13.7	1.03	20	27	33	47	60				
Peer, Hanover and KS	38.0	13.6	.19	20	27	40	47	60	5,507	-2.1	.042	-.156
KS only	37.5	13.5	.35	20	27	40	47	60	1,679	-1.7	.116	-.125
Hanover List	38.6	14.0	.29	20	27	40	47	60	2,574	-2.8	.011	-.198
Top 50%	39.9	13.7	.05	20	33	40	53	60	69,239	-4.0	.000	-.295
Top 10%	42.5	14.0	.11	20	33	40	53	60	16,205	-6.6	.000	-.472
Quantitative Reasoning												
Wichita State (N = 178)	26.5	15.3	1.15	0	20	27	40	60				
Peer, Hanover and KS	28.6	15.2	.21	7	20	27	40	60	5,614	-2.2	.061	-.143
KS only	28.3	14.9	.38	7	20	27	40	60	1,704	-1.8	.121	-.123
Hanover List	27.8	15.9	.32	0	20	27	40	60	2,627	-1.3	.283	-.083
Top 50%	29.3	15.2	.05	7	20	27	40	60	83,934	-2.8	.014	-.184
Top 10%	30.8	15.2	.10	7	20	33	40	60	22,601	-4.3	.000	-.283
Learning with Peers												
Collaborative Learning												
Wichita State (N = 194)	29.1	13.5	.97	10	20	30	40	55				
Peer, Hanover and KS	33.9	14.6	.18	10	25	35	45	60	6,465	-4.8	.000	-.332
KS only	34.6	14.6	.35	10	25	35	45	60	1,910	-5.5	.000	-.382
Hanover List	32.5	14.8	.27	10	20	30	40	60	225	-3.4	.001	-.229
Top 50%	35.4	13.7	.05	15	25	35	45	60	87,479	-6.3	.000	-.461
Top 10%	37.7	13.6	.10	15	30	40	50	60	18,969	-8.6	.000	-.629
Discussions with Diverse Others												
Wichita State (N = 178)	39.9	17.1	1.28	5	30	40	55	60				
Peer, Hanover and KS	39.5	15.6	.21	15	30	40	55	60	5,545	.4	.755	.024
KS only	39.8	14.9	.38	15	30	40	50	60	210	.1	.963	.004
Hanover List	40.2	16.2	.33	10	30	40	55	60	2,600	-.3	.812	-.018
Top 50%	41.3	14.9	.05	20	30	40	55	60	178	-1.5	.255	-.098
Top 10%	43.2	14.4	.11	20	35	40	60	60	180	-3.4	.009	-.234

NSSE national survey of student engagement

NSSE 2019 Engagement Indicators

Detailed Statistics[a]

Wichita State University

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												
Wichita State (N = 185)	19.8	14.1	1.03	0	10	20	25	50				
Peer, Hanover and KS	21.5	14.5	.19	0	10	20	30	50	5,933	-1.7	.114	-.118
KS only	22.2	14.3	.36	0	10	20	30	50	1,765	-2.4	.033	-.166
Hanover List	20.9	14.9	.29	0	10	20	30	50	2,865	-1.0	.354	-.070
Top 50%	24.9	14.8	.06	5	15	20	35	55	54,524	-5.1	.000	-.345
Top 10%	28.0	15.5	.17	5	15	25	40	60	194	-8.1	.000	-.527
Effective Teaching Practices												
Wichita State (N = 182)	36.3	13.9	1.03	16	28	36	48	60				
Peer, Hanover and KS	37.5	13.3	.18	16	28	36	48	60	5,764	-1.1	.262	-.084
KS only	37.5	12.6	.32	20	28	40	44	60	217	-1.2	.271	-.094
Hanover List	38.2	13.9	.27	16	28	40	48	60	2,732	-1.8	.087	-.131
Top 50%	40.6	13.2	.05	20	32	40	52	60	60,779	-4.3	.000	-.323
Top 10%	42.7	14.0	.11	20	32	44	56	60	16,062	-6.4	.000	-.453
Campus Environment												
Quality of Interactions												
Wichita State (N = 164)	41.0	14.1	1.10	14	34	44	50	60				
Peer, Hanover and KS	42.9	11.8	.17	22	36	44	52	60	171	-2.0	.080	-.164
KS only	43.0	11.7	.31	22	36	44	52	60	190	-2.0	.075	-.171
Hanover List	42.2	12.6	.27	20	34	44	52	60	2,409	-1.2	.230	-.097
Top 50%	44.9	11.4	.05	24	38	46	54	60	164	-3.9	.001	-.338
Top 10%	47.1	11.8	.10	24	40	50	58	60	166	-6.1	.000	-.516
Supportive Environment												
Wichita State (N = 171)	34.6	14.0	1.07	10	25	35	43	60				
Peer, Hanover and KS	36.1	13.4	.19	15	28	38	45	60	5,377	-1.5	.165	-.108
KS only	36.7	12.8	.33	15	28	38	45	60	1,639	-2.1	.050	-.159
Hanover List	37.0	14.1	.29	13	28	38	48	60	2,498	-2.3	.038	-.165
Top 50%	38.1	13.2	.05	18	30	40	48	60	66,659	-3.5	.001	-.264
Top 10%	40.1	13.2	.11	18	30	40	50	60	13,920	-5.4	.000	-.412

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.

NSSE national survey of student engagement

NSSE 2019 Engagement Indicators

Detailed Statistics[a]

Wichita State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SE*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
Wichita State (N = 524)	37.8	13.5	.59	15	25	40	45	60				
Peer, Hanover and KS	38.8	13.7	.16	15	30	40	50	60	7,975	-1.0	.101	-.074
KS only	37.8	13.3	.29	15	30	40	45	60	2,649	.0	.940	-.004
Hanover List	40.0	13.9	.25	20	30	40	50	60	3,715	-2.2	.001	-.157
Top 50%	41.8	13.5	.05	20	35	40	55	60	83,558	-4.0	.000	-.297
Top 10%	43.0	13.5	.09	20	35	40	55	60	23,156	-5.3	.000	-.389
Reflective & Integrative Learning												
Wichita State (N = 553)	36.0	12.6	.54	14	29	34	43	57				
Peer, Hanover and KS	36.5	12.6	.14	17	29	37	46	60	8,383	-.5	.365	-.040
KS only	36.2	12.3	.26	17	29	37	46	60	2,782	-.2	.684	-.019
Hanover List	37.0	13.0	.22	17	29	37	46	60	3,925	-1.0	.080	-.080
Top 50%	39.9	12.2	.04	20	31	40	49	60	79,854	-3.9	.000	-.321
Top 10%	41.6	12.2	.10	20	34	40	51	60	16,040	-5.6	.000	-.458
Learning Strategies												
Wichita State (N = 502)	37.8	14.4	.64	13	27	40	47	60				
Peer, Hanover and KS	37.3	14.7	.17	13	27	40	47	60	7,660	.5	.441	.036
KS only	36.1	14.6	.32	13	27	33	47	60	2,557	1.7	.017	.119
Hanover List	39.0	14.8	.27	13	27	40	53	60	3,538	-1.2	.104	-.078
Top 50%	40.8	14.4	.05	20	33	40	53	60	87,321	-3.0	.000	-.208
Top 10%	42.6	14.3	.09	20	33	40	60	60	28,184	-4.8	.000	-.335
Quantitative Reasoning												
Wichita State (N = 508)	25.1	16.2	.72	0	13	20	33	60				
Peer, Hanover and KS	30.0	16.0	.19	0	20	27	40	60	7,758	-4.9	.000	-.304
KS only	29.5	15.6	.34	0	20	27	40	60	2,590	-4.4	.000	-.276
Hanover List	29.5	16.4	.29	0	20	27	40	60	3,600	-4.3	.000	-.264
Top 50%	31.3	16.0	.05	7	20	33	40	60	107,308	-6.1	.000	-.385
Top 10%	32.7	15.8	.09	7	20	33	40	60	30,121	-7.6	.000	-.481
Learning with Peers												
Collaborative Learning												
Wichita State (N = 576)	29.6	15.4	.64	5	20	30	40	60				
Peer, Hanover and KS	33.3	15.5	.17	5	20	35	45	60	8,685	-3.7	.000	-.239
KS only	31.9	15.9	.33	5	20	30	45	60	2,881	-2.3	.002	-.145
Hanover List	32.3	16.0	.27	5	20	35	45	60	4,084	-2.7	.000	-.172
Top 50%	36.1	14.0	.05	15	25	35	45	60	581	-6.5	.000	-.464
Top 10%	38.6	13.5	.11	15	30	40	50	60	610	-9.0	.000	-.662
Discussions with Diverse Others												
Wichita State (N = 504)	40.6	16.1	.71	15	30	40	60	60				
Peer, Hanover and KS	40.0	16.1	.19	10	30	40	55	60	7,694	.6	.408	.038
KS only	39.1	15.7	.35	15	30	40	55	60	2,570	1.5	.055	.095
Hanover List	40.6	16.9	.31	10	30	40	60	60	3,559	.0	.988	.001
Top 50%	42.0	15.6	.05	15	30	40	60	60	105,922	-1.5	.034	-.094
Top 10%	43.5	15.4	.09	20	35	45	60	60	28,700	-3.0	.000	-.192

NSSE national survey of student engagement

NSSE 2019 Engagement Indicators

Detailed Statistics[a]

Wichita State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SE*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
Wichita State (N = 540)	20.8	15.4	.66	0	10	20	30	50				
Peer, Hanover and KS	23.7	16.0	.18	0	10	20	35	55	626	-2.8	.000	-.178
KS only	24.3	15.9	.34	0	10	20	35	55	2,714	-3.5	.000	-.222
Hanover List	23.0	16.4	.29	0	10	20	35	60	757	-2.2	.003	-.133
Top 50%	29.9	15.9	.08	5	20	30	40	60	554	-9.0	.000	-.568
Top 10%	33.9	15.8	.20	10	20	35	45	60	637	-13.1	.000	-.831
Effective Teaching Practices												
Wichita State (N = 518)	38.0	13.9	.61	16	28	40	48	60				
Peer, Hanover and KS	38.4	13.7	.16	16	28	40	48	60	7,947	-.4	.524	-.029
KS only	37.8	13.2	.29	16	28	40	48	60	2,640	.2	.747	.016
Hanover List	39.0	14.4	.25	16	28	40	52	60	3,700	-1.0	.123	-.073
Top 50%	41.8	13.6	.05	20	32	40	52	60	69,856	-3.8	.000	-.277
Top 10%	43.5	13.5	.10	20	36	44	56	60	19,441	-5.5	.000	-.409
Campus Environment												
Quality of Interactions												
Wichita State (N = 447)	42.0	12.3	.58	18	35	43	52	60				
Peer, Hanover and KS	42.0	12.5	.15	20	34	44	50	60	7,047	.0	.952	.003
KS only	43.4	11.6	.27	22	36	44	52	60	2,333	-1.3	.030	-.114
Hanover List	41.0	13.3	.25	16	32	42	50	60	624	1.0	.105	.078
Top 50%	45.2	11.8	.04	23	38	48	54	60	77,550	-3.1	.000	-.267
Top 10%	47.4	12.0	.08	24	40	50	58	60	25,616	-5.4	.000	-.447
Supportive Environment												
Wichita State (N = 486)	30.3	13.6	.62	8	20	30	40	55				
Peer, Hanover and KS	31.7	14.1	.17	8	20	33	40	58	7,521	-1.4	.038	-.098
KS only	32.0	13.6	.30	10	23	33	40	58	2,511	-1.7	.014	-.125
Hanover List	31.7	14.5	.27	8	20	33	40	60	679	-1.5	.031	-.101
Top 50%	34.8	13.9	.05	13	25	35	45	60	75,301	-4.5	.000	-.321
Top 10%	37.0	14.0	.12	13	28	38	48	60	14,655	-6.7	.000	-.476

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.