NSSE 2021

Engagement Indicators

Wichita 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
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 2020 and 2021 participating institutions.

Detailed Statistics (pp. 16-19) — Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Hanover & WSU peers	Your first-year students compared with KS Schools	Your first-year students compared with Hanover
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 Hanover & WSU peers	Your seniors compared with KS Schools	Your seniors compared with Hanover
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 2021 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 | | | | | |
| | | Hanover & WSU peers | | KS Schools | | Hanover | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	34.8	36.1	-.10	36.7	-.15	37.4 *	-.19
Reflective & Integrative Learning	31.5	33.4 *	-.16	34.1 **	-.22	34.3 **	-.22
Learning Strategies	33.5	36.5 **	-.21	36.9 **	-.24	38.3 ***	-.33
Quantitative Reasoning	25.0	27.6 *	-.17	28.1 *	-.20	28.1 *	-.19

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.

	Wichita State	Percentage point difference [a] between your FY students and		
Higher-Order Learning		**Hanover & WSU peers**	**KS Schools**	**Hanover**
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	58	-9	-11	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63	-1	-2	-3
4d. Evaluating a point of view, decision, or information source	65	+1	-1	-3
4e. Forming a new idea or understanding from various pieces of information	58	-7	-8	-9
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	39	-6	-10	-7
2b. Connected your learning to societal problems or issues	44	-2	-3	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-2	-2	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	-5	-6	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	+3	+1	+1
2f. Learned something that changed the way you understand an issue or concept	56	-6	-10	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	70	-5	-6	-4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	64	-4	-7	-8
9b. Reviewed your notes after class	56	-8	-7	-11
9c. Summarized what you learned in class or from course materials	55	-6	-7	-10
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.)	48	-4	-6	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	-5	-9	-8
6c. Evaluated what others have concluded from numerical information	34	-3	-5	-6

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

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

Academic Challenge: Seniors

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

Mean Comparisons

| | Wichita State | Your seniors compared with | | | | | |
| | | Hanover & WSU peers | | KS Schools | | Hanover | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.9	38.7	-.06	39.6 **	-.13	40.4 ***	-.17
Reflective & Integrative Learning	35.3	36.5 *	-.09	38.0 ***	-.21	38.0 ***	-.21
Learning Strategies	37.9	37.8	.01	37.9	.00	40.1 **	-.15
Quantitative Reasoning	28.2	29.5 *	-.08	29.7	-.09	29.9 *	-.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
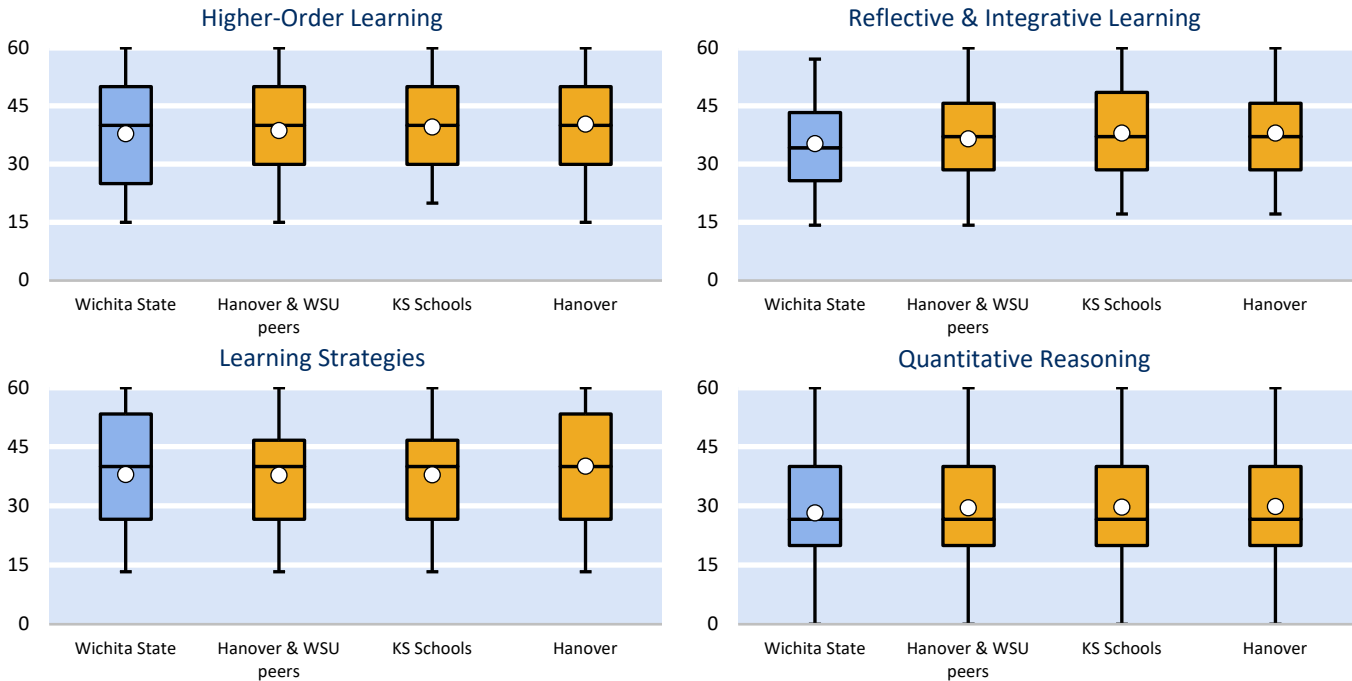
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Academic Challenge: Seniors (continued)

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.

	Wichita State	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Hanover & WSU peers	KS Schools	Hanover
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	72	-3	-5	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-4	-6	-8
4d. Evaluating a point of view, decision, or information source	65	-2	-6	-7
4e. Forming a new idea or understanding from various pieces of information	68	-1	-5	-5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	61	-4	-5	-4
2b. Connected your learning to societal problems or issues	54	-1	-7	-6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-4	-10	-10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-4	-6	-8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-1	-3	-6
2f. Learned something that changed the way you understand an issue or concept	63	-5	-7	-10
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-1	-4	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	72	+0	-4	-6
9b. Reviewed your notes after class	63	+0	+3	-5
9c. Summarized what you learned in class or from course materials	64	-1	-0	-5
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.)	53	-3	+0	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-3	-4	-4
6c. Evaluated what others have concluded from numerical information	38	-5	-7	-6

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

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NSSE 2021 Engagement Indicators
Learning with Peers
Wichita State University
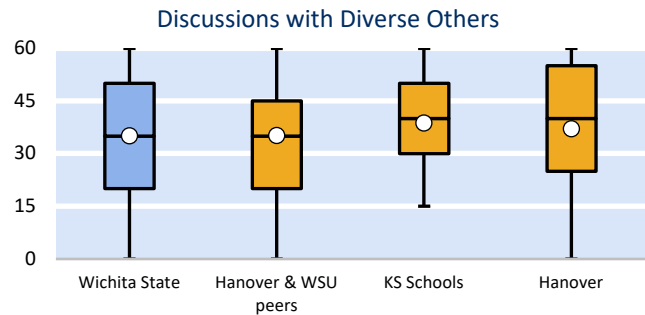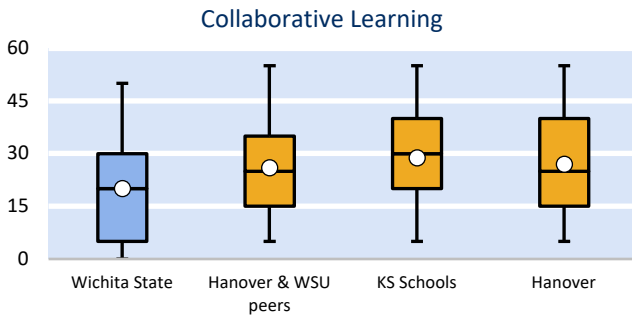
Learning with Peers: First-year students

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	Hanover & WSU peers		KS Schools		Hanover	
			Your first-year students compared with				
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Collaborative Learning	20.1	26.0 ***	-.40	28.8 ***	-.58	27.0 ***	-.46
Discussions with Diverse Others	35.1	35.2	.00	38.8 **	-.23	37.1	-.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

Collaborative Learning

Discussions with Diverse Others

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.

Collaborative Learning	Wichita State	Hanover & WSU peers	KS Schools	Hanover
		Percentage point difference [a] between your FY students and		
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	32	-8	-15	-8
1c. Explained course material to one or more students	32	-9	-18	-12
1d. Prepared for exams by discussing or working through course material with other students	24	-10	-18	-12
1e. Worked with other students on course projects or assignments	26	-13	-20	-14

Discussions with Diverse Others	Wichita State	Hanover & WSU peers	KS Schools	Hanover
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	61	+2	-6	-8
8b. People from an economic background other than your own	60	-1	-8	-4
8c. People with religious beliefs other than your own	60	+2	-6	-2
8d. People with political views other than your own	58	-2	-8	+1

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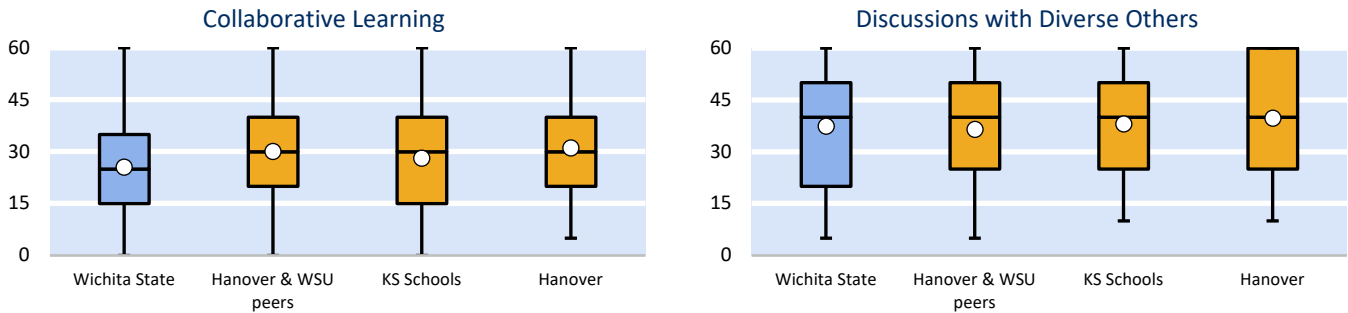
Learning with Peers: Seniors

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

| | Wichita State | Your seniors compared with | | | | | |
| | | Hanover & WSU peers | | KS Schools | | Hanover | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	25.5	30.1 ***	-.28	28.2 ***	-.16	31.2 ***	-.36
Discussions with Diverse Others	37.5	36.6	.06	38.1	-.03	39.8 **	-.13

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

Score Distributions

Collaborative Learning

Discussions with Diverse Others

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Performance on Indicator Items

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| | Wichita State | Percentage point difference [a] between your seniors and | | |
		Hanover & WSU peers	KS Schools	Hanover
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	33	-11	-5	-11
1c. Explained course material to one or more students	39	-11	-8	-16
1d. Prepared for exams by discussing or working through course material with other students	30	-12	-9	-15
1e. Worked with other students on course projects or assignments	48	-10	-6	-11
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	65	+4	+1	-7
8b. People from an economic background other than your own	65	+1	-3	-5
8c. People with religious beliefs other than your own	64	+3	-1	-3
8d. People with political views other than your own	62	+2	+0	+1

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NSSE 2021 Engagement Indicators

Experiences with Faculty

Wichita State University

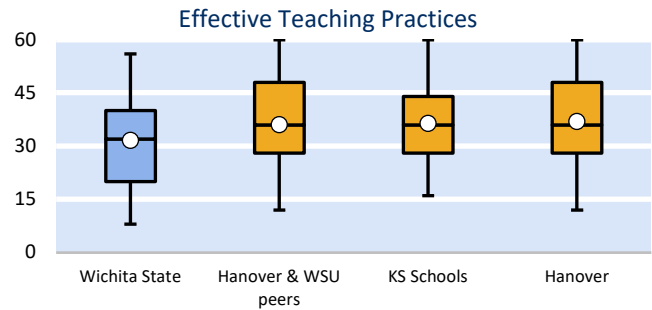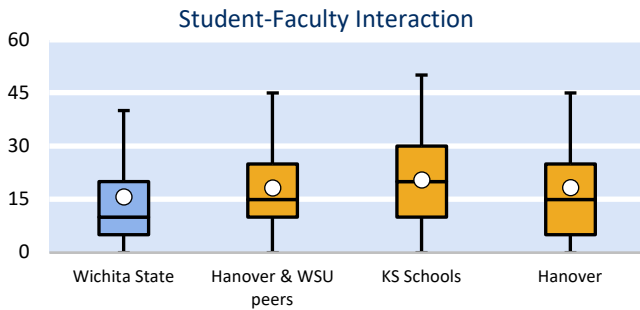## Experiences with Faculty: First-year students

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					
		Hanover & WSU peers		KS Schools		Hanover	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Student-Faculty Interaction	15.8	18.2 *	-.18	20.5 ***	-.32	18.3 *	-.18
Effective Teaching Practices	31.7	36.1 ***	-.32	36.4 ***	-.35	37.0 ***	-.37

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Student-Faculty Interaction	Wichita State	Percentage point difference [a] between your FY students and		
		Hanover & WSU peers	KS Schools	Hanover
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	26	-8	-13	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-2	-6	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	14	-5	-9	-8
3d. Discussed your academic performance with a faculty member	24	+0	-5	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	59	-14	-16	-13
5b. Taught course sessions in an organized way	54	-13	-17	-13
5c. Used examples or illustrations to explain difficult points	59	-9	-10	-10
5d. Provided feedback on a draft or work in progress	44	-14	-14	-18
5e. Provided prompt and detailed feedback on tests or completed assignments	44	-9	-12	-12

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NSSE 2021 Engagement Indicators

Experiences with Faculty
Wichita State University
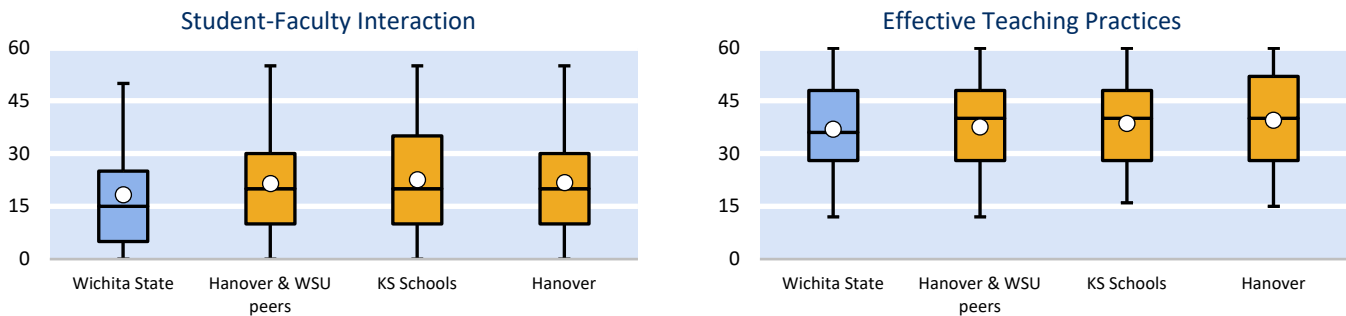
Experiences with Faculty: Seniors

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Mean Comparisons

| | Wichita State | Your seniors compared with | | | | | |
| | | Hanover & WSU peers | | KS Schools | | Hanover | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	18.2	21.4 ***	-.20	22.6 ***	-.27	21.7 ***	-.22
Effective Teaching Practices	36.9	37.5	-.04	38.6 **	-.12	39.5 ***	-.18

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

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| | Wichita State | Percentage point difference [a] between your seniors and | | |
| | | Hanover & WSU peers | KS Schools | Hanover |
Student-Faculty Interaction	%			
Percentage of students who responded that they "Very often" or "Often"…				
3a. Talked about career plans with a faculty member	30	-8	-10	-8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-9	-11	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-7	-10	-8
3d. Discussed your academic performance with a faculty member	26	-2	-4	-5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	73	-2	-5	-5
5b. Taught course sessions in an organized way	72	+1	-3	-2
5c. Used examples or illustrations to explain difficult points	67	-4	-6	-8
5d. Provided feedback on a draft or work in progress	52	-5	-6	-11
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-1	-4	-7

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

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

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					
		Hanover & WSU peers		KS Schools		Hanover	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	38.5	41.4 *	-.21	43.1 ***	-.39	40.0	-.10
Supportive Environment	28.9	31.5 *	-.18	33.0 ***	-.30	33.4 ***	-.31

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	Wichita State	Percentage point difference [a] between your FY students and		
		Hanover & WSU peers	KS Schools	Hanover
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	46	-0	-4	+1
13b. Academic advisors	44	-12	-13	-7
13c. Faculty	35	-12	-17	-11
13d. Student services staff (career services, student activities, housing, etc.)	38	-4	-7	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-8	-10	-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	61	-7	-9	-8
14c. Using learning support services (tutoring services, writing center, etc.)	63	-6	-6	-7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	-7	-10	-14
14e. Providing opportunities to be involved socially	50	-7	-12	-13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	57	-3	-8	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	-5	-9	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	41	-12	-18	-14
14i. Attending events that address important social, economic, or political issues	28	-9	-14	-16

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

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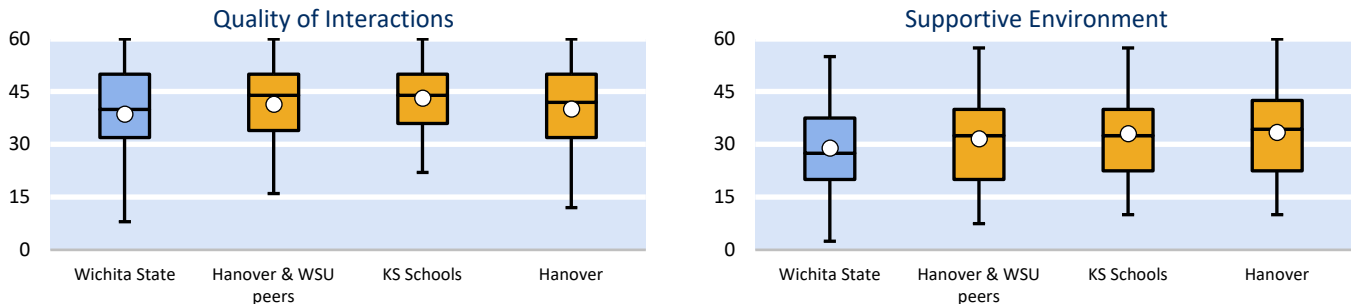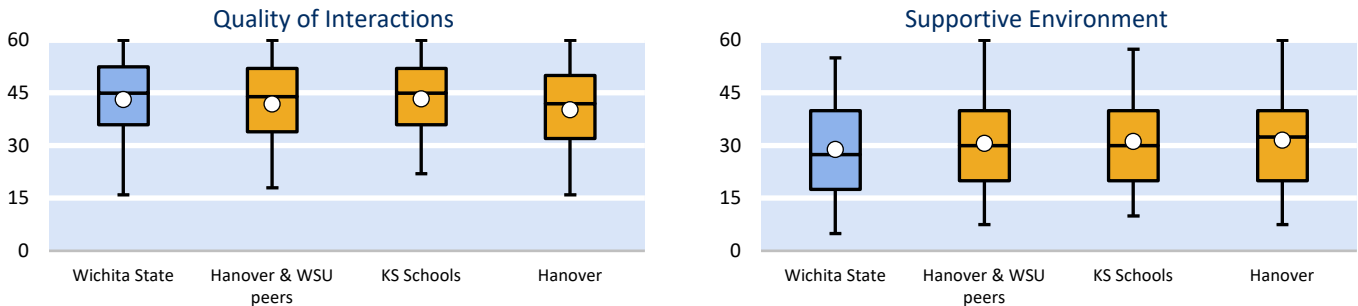
Campus Environment: Seniors

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					
		Hanover & WSU peers		KS Schools		Hanover	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.2	42.0 *	.10	43.4	-.02	40.3 ***	.22
Supportive Environment	29.0	30.7 **	-.12	31.3 ***	-.17	31.6 ***	-.18

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

Score Distributions

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

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	Wichita State	Percentage point difference [a] between your seniors and		
		Hanover & WSU peers	KS Schools	Hanover
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	56	-0	-0	+1
13b. Academic advisors	55	+4	-2	+11
13c. Faculty	53	+2	-1	+0
13d. Student services staff (career services, student activities, housing, etc.)	48	+4	+1	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+5	+2	+12
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	61	-4	-6	-5
14c. Using learning support services (tutoring services, writing center, etc.)	55	-8	-6	-8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	-2	-4	-9
14e. Providing opportunities to be involved socially	53	-6	-9	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	+1	-0	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	-1	-0	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	41	-11	-11	-10
14i. Attending events that address important social, economic, or political issues	30	-6	-9	-9

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **go.iu.edu/NSSE-PnP**), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:
   (a) institutions with average scores placing them in the top 50% of all 2020 and 2021 NSSE institutions, and
   (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 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

| | | Wichita State | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	34.8	39.2 ***	-.34		41.9 ***	-.55	
	Reflective and Integrative Learning	31.5	36.5 ***	-.42		39.1 ***	-.65	
	Learning Strategies	33.5	39.7 ***	-.44		43.0 ***	-.66	
	Quantitative Reasoning	25.0	29.7 ***	-.30		32.5 ***	-.48	
Learning with Peers	Collaborative Learning	20.1	33.9 ***	-1.00		37.0 ***	-1.24	
	Discussions with Diverse Others	35.1	40.6 ***	-.36		43.8 ***	-.60	
Experiences with Faculty	Student-Faculty Interaction	15.8	23.2 ***	-.50		27.8 ***	-.79	
	Effective Teaching Practices	31.7	40.4 ***	-.65		43.2 ***	-.86	
Campus Environment	Quality of Interactions	38.5	45.1 ***	-.57		47.7 ***	-.74	
	Supportive Environment	28.9	36.8 ***	-.59		39.9 ***	-.86	

Seniors

| | | Wichita State | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.9	41.6 ***	-.27		43.9 ***	-.46	
	Reflective and Integrative Learning	35.3	39.7 ***	-.36		42.5 ***	-.61	
	Learning Strategies	37.9	40.6 ***	-.18		43.5 ***	-.39	
	Quantitative Reasoning	28.2	31.6 ***	-.21		34.8 ***	-.42	
Learning with Peers	Collaborative Learning	25.5	35.0 ***	-.67		38.8 ***	-.98	
	Discussions with Diverse Others	37.5	41.2 ***	-.24		44.2 ***	-.44	
Experiences with Faculty	Student-Faculty Interaction	18.2	28.5 ***	-.64		33.6 ***	-.97	
	Effective Teaching Practices	36.9	41.5 ***	-.34		44.6 ***	-.58	
Campus Environment	Quality of Interactions	43.2	45.2 ***	-.17		48.2 ***	-.42	
	Supportive Environment	29.0	34.1 ***	-.36		37.2 ***	-.58	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2020 and 2021 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												
Wichita State (N = 183)	34.8	15.1	1.11	10	25	35	45	60				
Hanover & WSU peers	36.1	13.3	.22	15	25	35	45	60	196	-1.3	.248	-.098
KS Schools	36.7	13.0	.39	20	30	35	45	60	228	-1.9	.102	-.146
Hanover	37.4	14.2	.26	15	25	40	45	60	3,221	-2.7	.014	-.187
Top 50%	39.2	13.2	.04	20	30	40	50	60	183	-4.5	.000	-.338
Top 10%	41.9	12.9	.12	20	35	40	55	60	187	-7.1	.000	-.551
Reflective & Integrative Learning												
Wichita State (N = 201)	31.5	11.8	.83	14	23	31	40	54				
Hanover & WSU peers	33.4	12.2	.19	14	26	34	40	57	4,397	-1.9	.031	-.156
KS Schools	34.1	11.8	.34	17	26	34	40	57	1,421	-2.6	.004	-.218
Hanover	34.3	12.9	.22	14	26	34	43	57	3,568	-2.8	.003	-.217
Top 50%	36.5	12.0	.04	17	29	37	46	57	88,575	-5.0	.000	-.416
Top 10%	39.1	11.8	.12	20	31	40	49	60	10,267	-7.6	.000	-.647
Learning Strategies												
Wichita State (N = 173)	33.5	13.9	1.06	13	20	33	40	60				
Hanover & WSU peers	36.5	14.2	.24	13	27	33	47	60	3,666	-3.0	.007	-.211
KS Schools	36.9	13.9	.42	13	27	33	47	60	1,249	-3.3	.004	-.238
Hanover	38.3	14.4	.27	13	27	40	47	60	3,025	-4.7	.000	-.329
Top 50%	39.7	14.0	.05	20	27	40	53	60	80,916	-6.2	.000	-.443
Top 10%	43.0	14.3	.12	20	33	40	60	60	14,522	-9.4	.000	-.660
Quantitative Reasoning												
Wichita State (N = 175)	25.0	15.6	1.18	0	13	20	40	53				
Hanover & WSU peers	27.6	15.1	.25	0	20	27	40	60	3,727	-2.5	.032	-.166
KS Schools	28.1	15.1	.46	0	20	27	40	60	1,261	-3.0	.015	-.199
Hanover	28.1	15.9	.30	0	20	27	40	60	3,050	-3.1	.013	-.194
Top 50%	29.7	15.3	.05	7	20	27	40	60	99,463	-4.7	.000	-.304
Top 10%	32.5	15.5	.14	7	20	33	40	60	13,161	-7.4	.000	-.478
Learning with Peers												
Collaborative Learning												
Wichita State (N = 222)	20.1	15.7	1.05	0	5	20	30	50				
Hanover & WSU peers	26.0	14.9	.22	5	15	25	35	55	4,898	-5.9	.000	-.398
KS Schools	28.8	14.9	.41	5	20	30	40	55	1,519	-8.7	.000	-.583
Hanover	27.0	15.1	.25	5	15	25	40	55	3,931	-7.0	.000	-.461
Top 50%	33.9	13.9	.04	10	25	35	45	60	222	-13.8	.000	-.995
Top 10%	37.0	13.6	.09	15	25	40	45	60	224	-16.9	.000	-1.241
Discussions with Diverse Others												
Wichita State (N = 176)	35.1	17.1	1.29	0	20	35	50	60				
Hanover & WSU peers	35.2	16.6	.28	0	20	35	45	60	3,713	-.1	.958	-.004
KS Schools	38.8	15.5	.47	15	30	40	50	60	223	-3.6	.009	-.231
Hanover	37.1	17.7	.33	0	25	40	55	60	3,050	-2.0	.148	-.113
Top 50%	40.6	15.2	.05	15	30	40	55	60	175	-5.5	.000	-.361
Top 10%	43.8	14.4	.12	20	35	45	60	60	178	-8.7	.000	-.602

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 = 193)	15.8	13.9	1.00	0	5	10	20	40				
Hanover & WSU peers	18.2	13.9	.22	0	10	15	25	45	4,157	-2.5	.016	-.177
KS Schools	20.5	14.7	.43	0	10	20	30	50	1,360	-4.7	.000	-.321
Hanover	18.3	14.6	.26	0	5	15	25	45	3,400	-2.6	.018	-.175
Top 50%	23.2	14.7	.06	0	10	20	30	50	62,352	-7.4	.000	-.503
Top 10%	27.8	15.2	.18	5	15	25	40	60	205	-12.0	.000	-.791
Effective Teaching Practices												
Wichita State (N = 181)	31.7	14.4	1.07	8	20	32	40	56				
Hanover & WSU peers	36.1	13.9	.23	12	28	36	48	60	3,947	-4.5	.000	-.321
KS Schools	36.4	13.5	.40	16	28	36	44	60	1,307	-4.8	.000	-.349
Hanover	37.0	14.2	.26	12	28	36	48	60	3,225	-5.3	.000	-.372
Top 50%	40.4	13.5	.05	20	32	40	52	60	64,982	-8.7	.000	-.647
Top 10%	43.2	13.4	.14	20	36	44	56	60	9,106	-11.5	.000	-.856
Campus Environment												
Quality of Interactions												
Wichita State (N = 152)	38.5	14.7	1.19	8	32	40	50	60				
Hanover & WSU peers	41.4	13.2	.24	16	34	44	50	60	3,271	-2.8	.010	-.213
KS Schools	43.1	11.4	.36	22	36	44	50	60	180	-4.6	.000	-.387
Hanover	40.0	13.8	.27	12	32	42	50	60	2,673	-1.5	.209	-.105
Top 50%	45.1	11.5	.05	24	38	46	54	60	152	-6.5	.000	-.568
Top 10%	47.7	12.3	.11	24	40	50	58	60	154	-9.1	.000	-.739
Supportive Environment												
Wichita State (N = 169)	28.9	14.2	1.09	3	20	28	38	55				
Hanover & WSU peers	31.5	14.4	.25	8	20	33	40	58	3,545	-2.6	.020	-.184
KS Schools	33.0	13.6	.42	10	23	33	40	58	1,209	-4.1	.000	-.298
Hanover	33.4	14.5	.28	10	23	34	43	60	2,917	-4.5	.000	-.313
Top 50%	36.8	13.5	.05	15	28	38	45	60	69,891	-8.0	.000	-.591
Top 10%	39.9	12.8	.13	18	33	40	50	60	9,342	-11.0	.000	-.858

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												
Wichita State (N = 646)	37.9	14.7	.58	15	25	40	50	60				
Hanover & WSU peers	38.7	14.3	.19	15	30	40	50	60	6,365	-.8	.165	-.058
KS Schools	39.6	13.5	.34	20	30	40	50	60	1,104	-1.8	.009	-.127
Hanover	40.4	14.2	.22	15	30	40	50	60	838	-2.5	.000	-.175
Top 50%	41.6	13.6	.04	20	35	40	55	60	653	-3.7	.000	-.273
Top 10%	43.9	13.0	.13	20	35	40	55	60	710	-6.0	.000	-.459
Reflective & Integrative Learning												
Wichita State (N = 684)	35.3	13.1	.50	14	26	34	43	57				
Hanover & WSU peers	36.5	13.1	.17	14	29	37	46	60	6,824	-1.2	.025	-.090
KS Schools	38.0	12.8	.31	17	29	37	49	60	2,371	-2.7	.000	-.210
Hanover	38.0	12.8	.19	17	29	37	46	60	5,311	-2.7	.000	-.209
Top 50%	39.7	12.4	.04	20	31	40	49	60	692	-4.4	.000	-.359
Top 10%	42.5	11.7	.13	23	34	43	51	60	785	-7.2	.000	-.607
Learning Strategies												
Wichita State (N = 616)	37.9	15.2	.61	13	27	40	53	60				
Hanover & WSU peers	37.8	15.0	.20	13	27	40	47	60	5,986	.2	.810	.010
KS Schools	37.9	14.4	.37	13	27	40	47	60	1,084	.0	.949	.003
Hanover	40.1	14.7	.23	13	27	40	53	60	802	-2.1	.001	-.145
Top 50%	40.6	14.6	.04	20	33	40	53	60	622	-2.6	.000	-.180
Top 10%	43.5	14.2	.12	20	33	40	60	60	664	-5.5	.000	-.389
Quantitative Reasoning												
Wichita State (N = 625)	28.2	15.8	.63	0	20	27	40	60				
Hanover & WSU peers	29.5	16.3	.22	0	20	27	40	60	6,062	-1.4	.049	-.083
KS Schools	29.7	16.5	.42	0	20	27	40	60	2,168	-1.5	.053	-.092
Hanover	29.9	16.5	.26	0	20	27	40	60	848	-1.7	.015	-.101
Top 50%	31.6	16.3	.04	0	20	33	40	60	132,222	-3.4	.000	-.209
Top 10%	34.8	15.8	.14	7	20	33	47	60	13,595	-6.6	.000	-.420
Learning with Peers												
Collaborative Learning												
Wichita State (N = 717)	25.5	15.9	.60	0	15	25	35	60				
Hanover & WSU peers	30.1	16.2	.20	0	20	30	40	60	7,210	-4.5	.000	-.279
KS Schools	28.2	16.5	.39	0	15	30	40	60	1,371	-2.6	.000	-.162
Hanover	31.2	15.6	.22	5	20	30	40	60	5,633	-5.6	.000	-.358
Top 50%	35.0	14.2	.04	10	25	35	45	60	722	-9.5	.000	-.669
Top 10%	38.8	13.4	.11	15	30	40	50	60	765	-13.3	.000	-.981
Discussions with Diverse Others												
Wichita State (N = 622)	37.5	17.3	.69	5	20	40	50	60				
Hanover & WSU peers	36.6	16.8	.23	5	25	40	50	60	6,008	.9	.183	.056
KS Schools	38.1	16.2	.41	10	25	40	50	60	1,084	-.6	.481	-.034
Hanover	39.8	17.2	.27	10	25	40	60	60	4,621	-2.3	.002	-.132
Top 50%	41.2	15.6	.04	15	30	40	60	60	625	-3.7	.000	-.240
Top 10%	44.2	15.0	.10	20	35	45	60	60	650	-6.7	.000	-.442

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 = 663)	18.2	15.1	.59	0	5	15	25	50				
Hanover & WSU peers	21.4	16.1	.21	0	10	20	30	55	840	-3.2	.000	-.199
KS Schools	22.6	16.3	.40	0	10	20	35	55	1,313	-4.4	.000	-.273
Hanover	21.7	16.1	.24	0	10	20	30	55	900	-3.5	.000	-.220
Top 50%	28.5	16.0	.07	5	15	25	40	60	682	-10.3	.000	-.644
Top 10%	33.6	15.9	.20	10	20	35	45	60	825	-15.4	.000	-.972
Effective Teaching Practices												
Wichita State (N = 647)	36.9	14.4	.57	12	28	36	48	60				
Hanover & WSU peers	37.5	14.7	.20	12	28	40	48	60	6,338	-.6	.294	-.044
KS Schools	38.6	14.0	.35	16	28	40	48	60	2,245	-1.7	.009	-.121
Hanover	39.5	14.8	.23	15	28	40	52	60	4,893	-2.6	.000	-.176
Top 50%	41.5	13.9	.05	16	32	40	52	60	80,592	-4.7	.000	-.336
Top 10%	44.6	13.3	.14	20	36	44	56	60	722	-7.7	.000	-.576
Campus Environment												
Quality of Interactions												
Wichita State (N = 534)	43.2	13.0	.56	16	36	45	53	60				
Hanover & WSU peers	42.0	12.8	.18	18	34	44	52	60	5,390	1.2	.035	.096
KS Schools	43.4	11.9	.32	22	36	45	52	60	1,924	-.2	.757	-.016
Hanover	40.3	13.4	.22	16	32	42	50	60	4,172	2.9	.000	.216
Top 50%	45.2	11.9	.04	22	38	48	54	60	540	-2.0	.000	-.168
Top 10%	48.2	11.9	.09	25	42	50	60	60	562	-5.0	.000	-.420
Supportive Environment												
Wichita State (N = 602)	29.0	14.3	.58	5	18	28	40	55				
Hanover & WSU peers	30.7	14.6	.20	8	20	30	40	60	5,860	-1.8	.005	-.122
KS Schools	31.3	14.0	.36	10	20	30	40	58	2,109	-2.3	.001	-.166
Hanover	31.6	15.0	.24	8	20	33	40	60	4,460	-2.7	.000	-.179
Top 50%	34.1	14.2	.05	10	23	35	43	60	83,549	-5.2	.000	-.364
Top 10%	37.2	14.3	.14	13	28	38	48	60	11,248	-8.2	.000	-.576

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.