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# NSSE 2015

## Engagement Indicators

Wichita State University

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### About Your Engagement Indicators Report

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

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

### Report Sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

  - Mean Comparisons**  
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
  - Score Distributions**  
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
  - Summary of Indicator Items**  
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2014 and 2015 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](http://nsse.indiana.edu)

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

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with WSU Peers	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2015
<i>Academic Challenge</i>	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▼	▼	▽
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with WSU Peers	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2015
<i>Academic Challenge</i>	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	△	--	--
	Learning Strategies	△	△	△
	Quantitative Reasoning	▽	--	--
<i>Learning with Peers</i>	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	△	△	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	△	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	▽	▽	▽

### Academic Challenge: First-year students

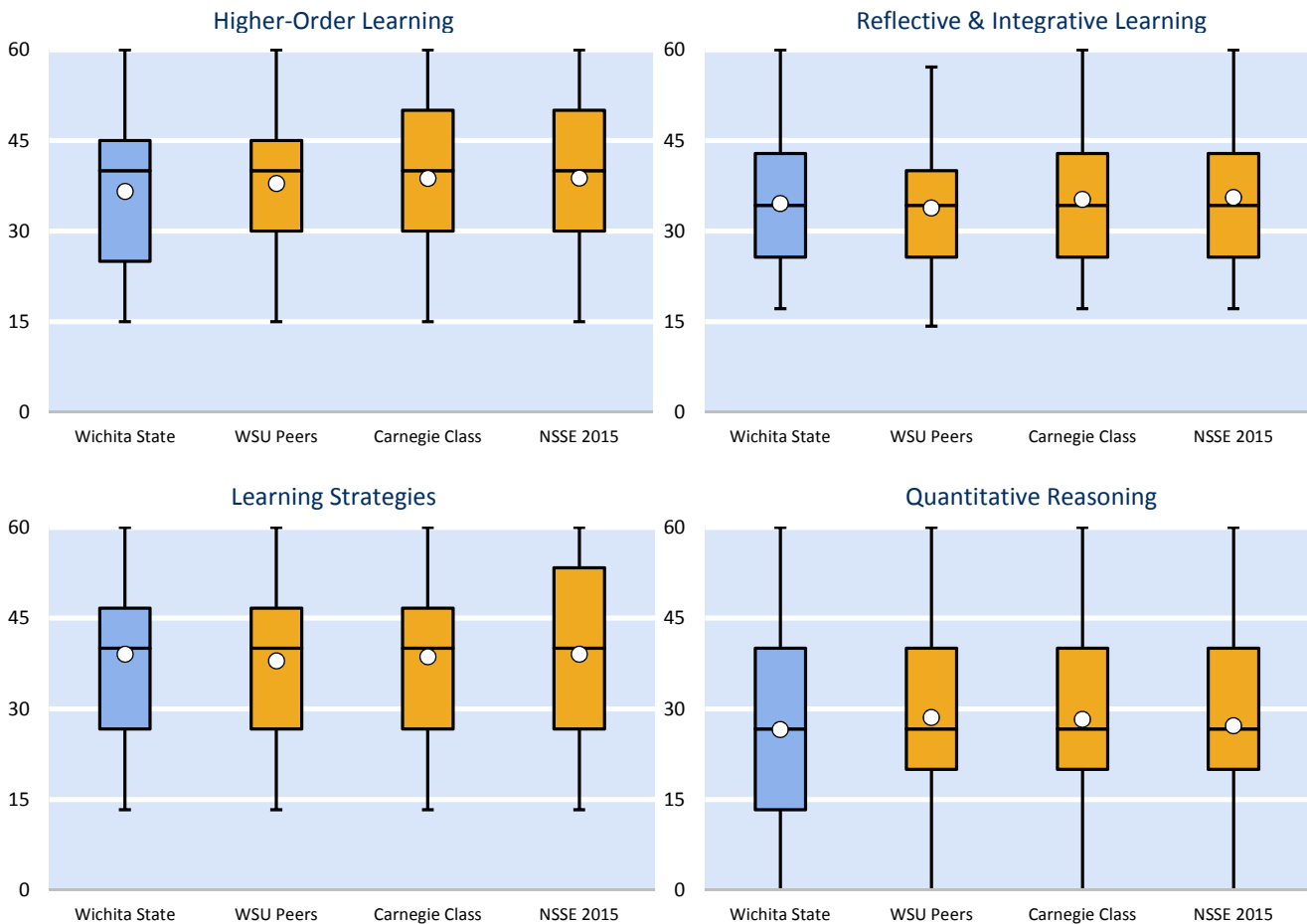
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	Wichita State Mean	Your first-year students compared with					
		WSU Peers		Carnegie Class		NSSE 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.6	37.9	-.09	38.7	-.15	38.7 *	-.16
Reflective & Integrative Learning	34.6	33.8	.06	35.2	-.05	35.5	-.08
Learning Strategies	39.0	37.9	.08	38.6	.03	39.0	.00
Quantitative Reasoning	26.6	28.6	-.12	28.2	-.10	27.2	-.04

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





































































#### Score Distributions



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

## Academic Challenge: First-year students (continued)

### Summary of Indicator Items

	Wichita State	WSU Peers	Carnegie Class	NSSE 2015
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	68 	74 	73 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66 	70 	72 	72 
4d. Evaluating a point of view, decision, or information source	66 	65 	68 	68 
4e. Forming a new idea or understanding from various pieces of information	61 	64 	67 	68 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	49 	54 	55 	56 
2b. Connected your learning to societal problems or issues	44 	45 	51 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45 	43 	49 	49 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59 	59 	61 	61 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70 	62 	66 	66 
2f. Learned something that changed the way you understand an issue or concept	66 	61 	64 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	77 	75 	76 	77 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71 	75 	78 	80 
9b. Reviewed your notes after class	75 	64 	63 	63 
9c. Summarized what you learned in class or from course materials	55 	59 	61 	63 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51 	57 	54 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33 	39 	40 	38 
6c. Evaluated what others have concluded from numerical information	35 	40 	40 	37 

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

### Academic Challenge: Seniors

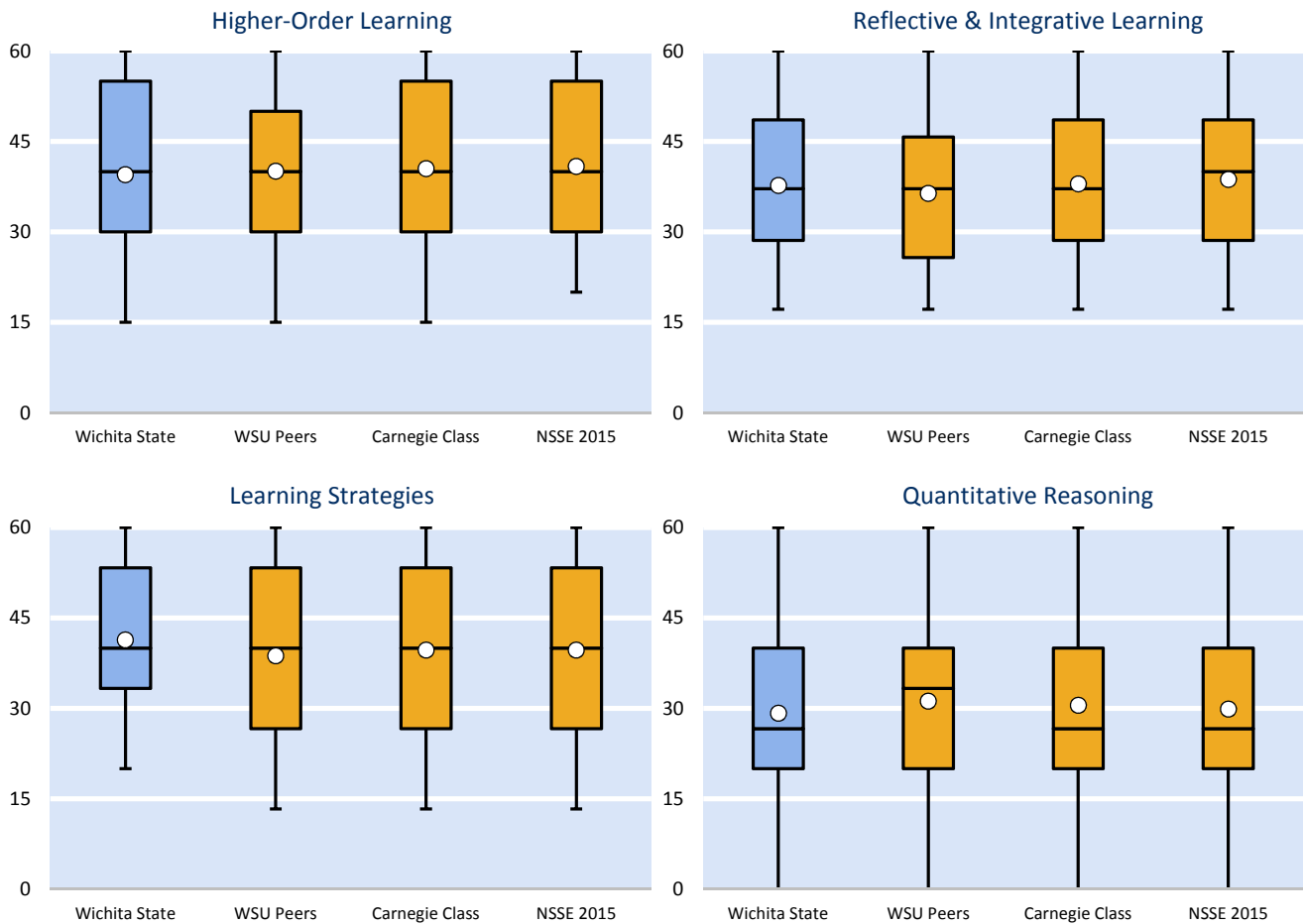
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	Wichita State Mean	Your seniors compared with					
		WSU Peers		Carnegie Class		NSSE 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.5	40.1	-.04	40.5	-.07	40.9 *	-.10
Reflective & Integrative Learning	37.7	36.4 *	.10	38.0	-.02	38.7	-.07
Learning Strategies	41.4	38.7 ***	.17	39.6 **	.11	39.7 **	.11
Quantitative Reasoning	29.2	31.2 **	-.11	30.5	-.08	29.9	-.04

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





































































#### Score Distributions



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

## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	Wichita State	WSU Peers	Carnegie Class	NSSE 2015
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	75 	80 	79 	79 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74 	76 	76 	77 
4d. Evaluating a point of view, decision, or information source	66 	65 	69 	71 
4e. Forming a new idea or understanding from various pieces of information	67 	69 	71 	72 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71 	72 	72 	72 
2b. Connected your learning to societal problems or issues	60 	57 	61 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49 	44 	51 	54 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64 	59 	64 	65 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67 	64 	69 	70 
2f. Learned something that changed the way you understand an issue or concept	65 	64 	69 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	81 	80 	82 	83 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82 	78 	81 	82 
9b. Reviewed your notes after class	67 	62 	63 	61 
9c. Summarized what you learned in class or from course materials	66 	62 	64 	64 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53 	60 	57 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42 	46 	46 	44 
6c. Evaluated what others have concluded from numerical information	40 	46 	46 	45 

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

## Learning with Peers: First-year students

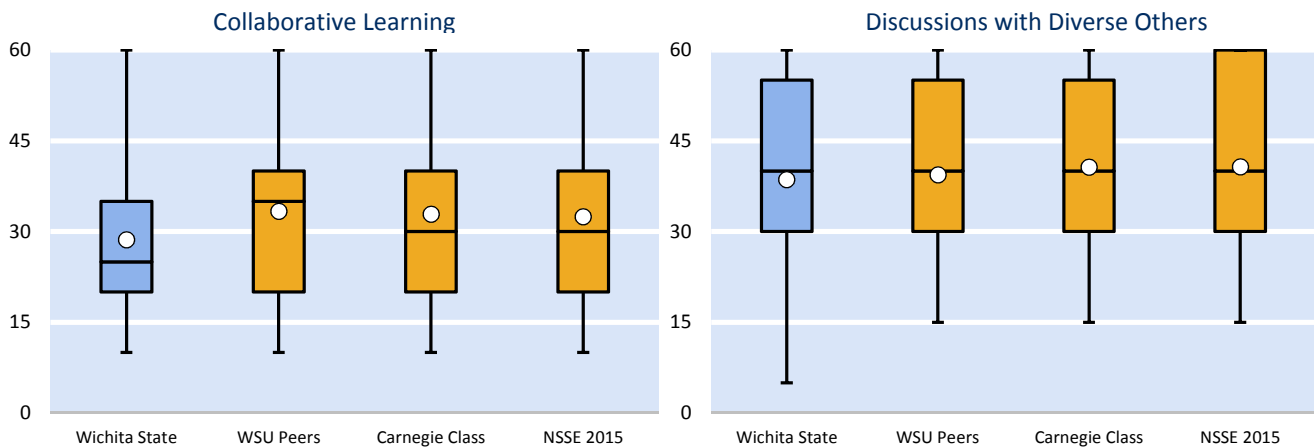
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	Wichita State Mean	Your first-year students compared with					
		WSU Peers		Carnegie Class		NSSE 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.6	33.3 ***	-.34	32.9 ***	-.30	32.4 ***	-.26
Discussions with Diverse Others	38.5	39.4	-.05	40.6	-.13	40.6	-.13

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

### Score Distributions



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

### Summary of Indicator Items

#### Collaborative Learning

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

	Wichita State	WSU Peers	Carnegie Class	NSSE 2015
1e. Asked another student to help you understand course material	40	55	52	50
1f. Explained course material to one or more students	46	60	59	57
1g. Prepared for exams by discussing or working through course material with other students	37	50	50	50
1h. Worked with other students on course projects or assignments	37	55	53	53

#### Discussions with Diverse Others

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

	Wichita State	WSU Peers	Carnegie Class	NSSE 2015
8a. People from a race or ethnicity other than your own	68	66	71	72
8b. People from an economic background other than your own	68	70	73	73
8c. People with religious beliefs other than your own	65	67	69	68
8d. People with political views other than your own	61	69	68	67

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



## Learning with Peers: Seniors

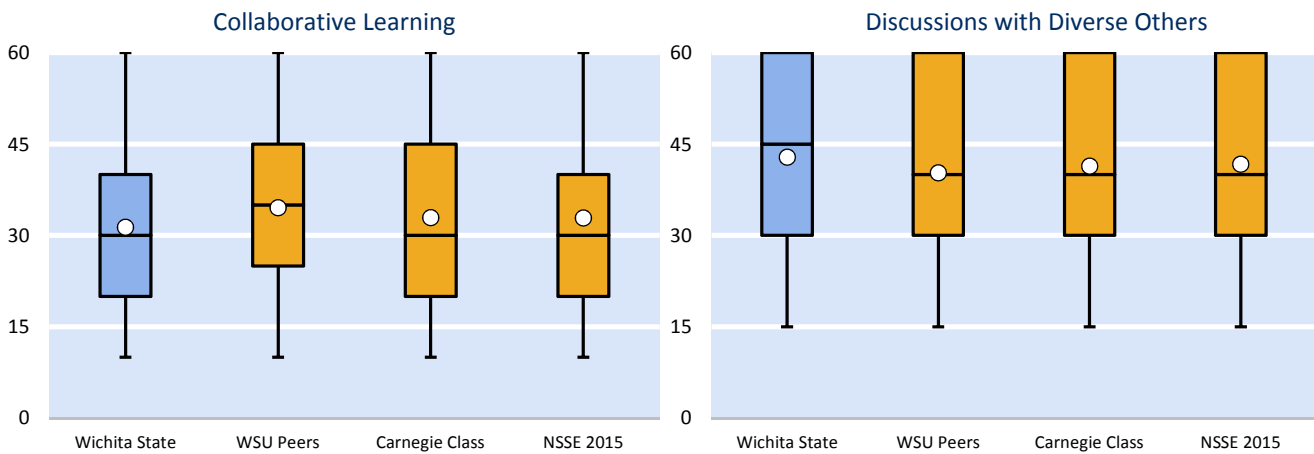
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### Mean Comparisons

Engagement Indicator	Wichita State Mean	Your seniors compared with					
		WSU Peers		Carnegie Class		NSSE 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.4	34.5 ***	-.22	32.9 *	-.10	32.9 *	-.10
Discussions with Diverse Others	42.8	40.3 ***	.16	41.4 *	.09	41.7	.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



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### Summary of Indicator Items

#### Collaborative Learning

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

	Wichita State	WSU Peers	Carnegie Class	NSSE 2015
1e. Asked another student to help you understand course material	36	47	42	41
1f. Explained course material to one or more students	55	62	60	59
1g. Prepared for exams by discussing or working through course material with other students	41	50	47	47
1h. Worked with other students on course projects or assignments	61	69	64	65

#### Discussions with Diverse Others

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

	Wichita State	WSU Peers	Carnegie Class	NSSE 2015
8a. People from a race or ethnicity other than your own	75	68	72	73
8b. People from an economic background other than your own	73	72	74	74
8c. People with religious beliefs other than your own	73	67	69	70
8d. People with political views other than your own	73	70	70	70

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

### Experiences with Faculty: First-year students

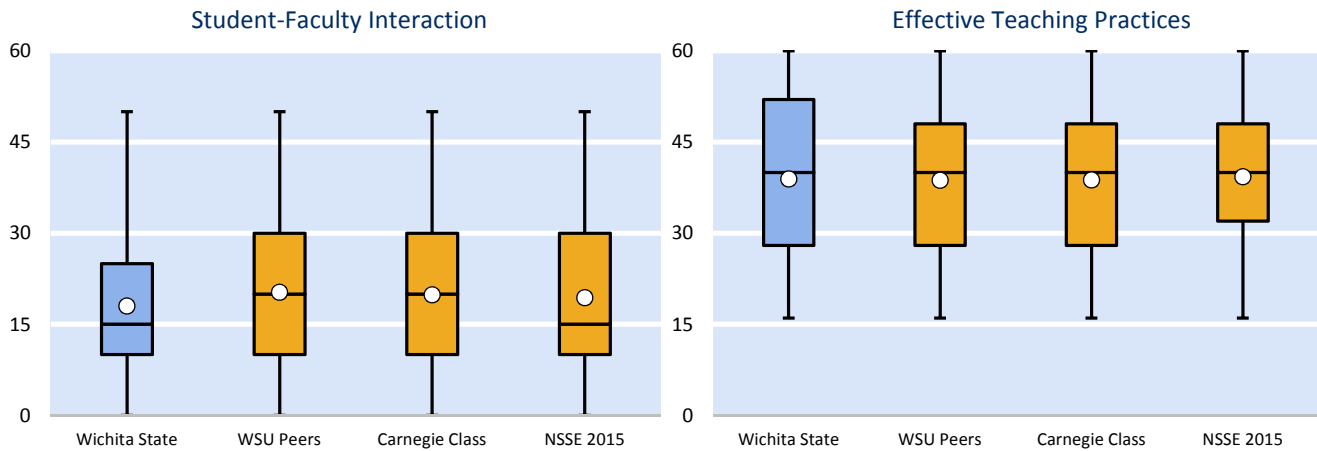
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	Wichita State Mean	Your first-year students compared with					
		WSU Peers Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2015 Mean	Effect size
Student-Faculty Interaction	18.0	20.2	-.15	19.8	-.13	19.4	-.09
Effective Teaching Practices	38.9	38.7	.02	38.7	.01	39.3	-.03

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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#### Summary of Indicator Items

Student-Faculty Interaction	Wichita State	WSU Peers	Carnegie Class	NSSE 2015
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	28	33	31	30
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	19	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	24	24	25
3d. Discussed your academic performance with a faculty member	25	28	27	27
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	79	79	80
5b. Taught course sessions in an organized way	76	77	77	78
5c. Used examples or illustrations to explain difficult points	72	75	75	76
5d. Provided feedback on a draft or work in progress	60	61	61	61
5e. Provided prompt and detailed feedback on tests or completed assignments	63	58	58	60

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

### Experiences with Faculty: Seniors

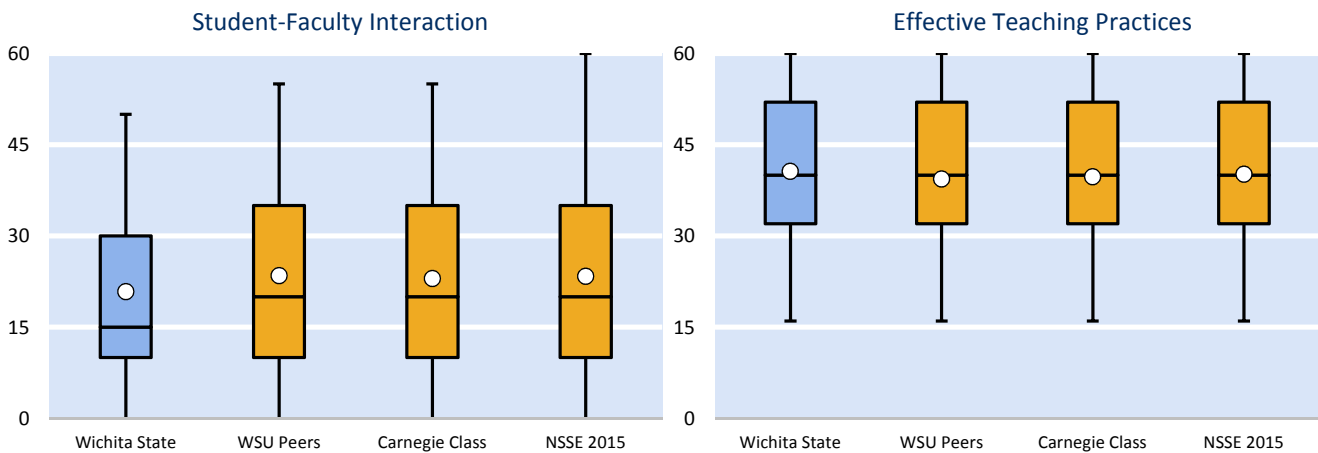
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	Wichita State Mean	Your seniors compared with					
		WSU Peers		Carnegie Class		NSSE 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.8	23.5 ***	-.16	23.0 **	-.13	23.4 ***	-.15
Effective Teaching Practices	40.6	39.4 *	.09	39.7	.07	40.2	.03

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

#### Score Distributions



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

#### Summary of Indicator Items

Student-Faculty Interaction	Wichita State	WSU Peers	Carnegie Class	NSSE 2015
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	35	41	40	41
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	27	26	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	32	32	33
3d. Discussed your academic performance with a faculty member	26	31	31	32
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	80	80	81
5b. Taught course sessions in an organized way	84	79	79	80
5c. Used examples or illustrations to explain difficult points	80	79	78	79
5d. Provided feedback on a draft or work in progress	56	56	58	60
5e. Provided prompt and detailed feedback on tests or completed assignments	65	63	64	65

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

### Campus Environment: First-year students

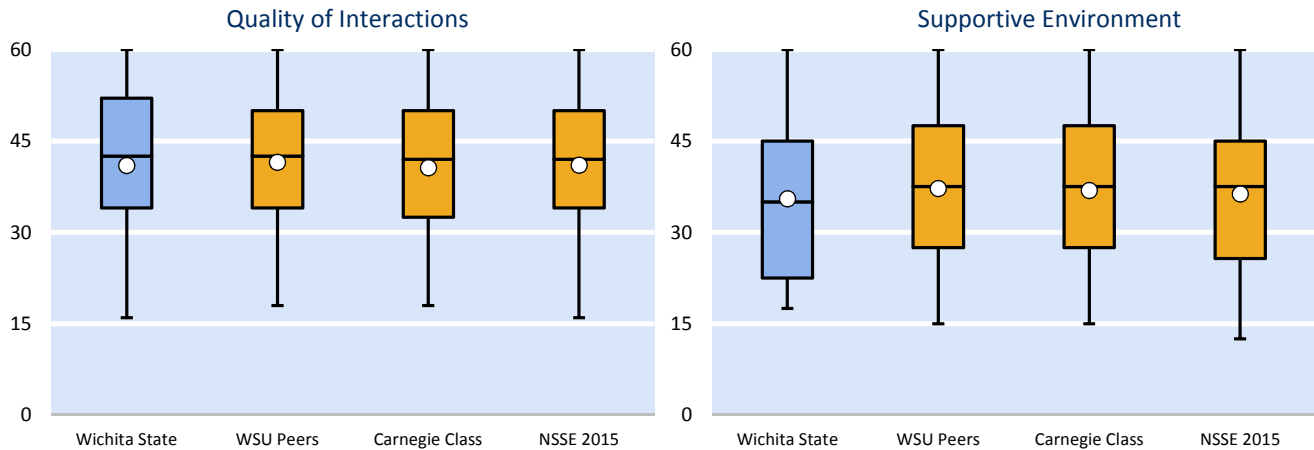
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Wichita State Mean	Your first-year students compared with					
		WSU Peers		Carnegie Class		NSSE 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.9	41.5	-.04	40.6	.03	41.0	-.01
Supportive Environment	35.5	37.2	-.12	36.9	-.10	36.3	-.06

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	Wichita State	WSU Peers	Carnegie Class	NSSE 2015
13a. Students	52	59	57	58
13b. Academic advisors	49	50	47	47
13c. Faculty	46	46	46	48
13d. Student services staff (career services, student activities, housing, etc.)	46	44	41	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	40	38	41

##### Supportive Environment

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

	Wichita State	WSU Peers	Carnegie Class	NSSE 2015
14b. Providing support to help students succeed academically	70	76	76	76
14c. Using learning support services (tutoring services, writing center, etc.)	73	79	76	75
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	55	58	58
14e. Providing opportunities to be involved socially	68	73	73	71
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	73	71	70
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	43	43	43
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	71	68	65
14i. Attending events that address important social, economic, or political issues	42	50	52	51

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

### Campus Environment: Seniors

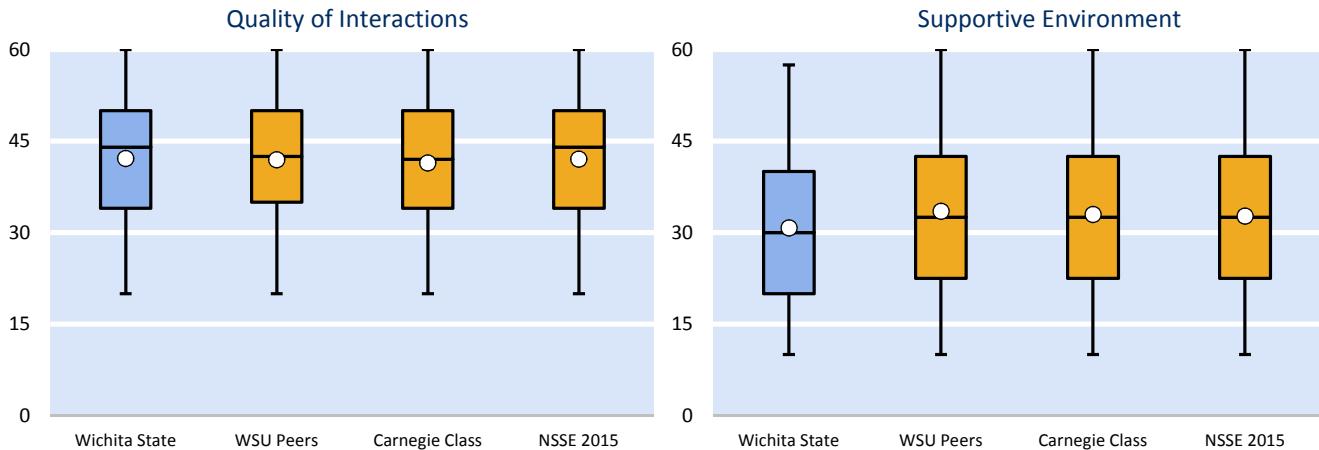
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Wichita State Mean	Your seniors compared with					
		WSU Peers		Carnegie Class		NSSE 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.1	41.9	.02	41.4	.06	42.0	.01
Supportive Environment	30.8	33.5 ***	-.19	33.0 ***	-.15	32.7 **	-.13

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	Wichita State	WSU Peers	Carnegie Class	NSSE 2015
13a. Students	61	64	62	63
13b. Academic advisors	47	48	48	50
13c. Faculty	57	55	56	58
13d. Student services staff (career services, student activities, housing, etc.)	45	43	40	41
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	40	38	40

##### Supportive Environment

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

	Wichita State	WSU Peers	Carnegie Class	NSSE 2015
14b. Providing support to help students succeed academically	64	71	70	70
14c. Using learning support services (tutoring services, writing center, etc.)	56	68	66	65
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	49	52	52
14e. Providing opportunities to be involved socially	67	67	66	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	67	63	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	30	31	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	62	59	56
14i. Attending events that address important social, economic, or political issues	36	42	45	45

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

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

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

- (a) institutions with average scores placing them in the top 50% of all 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 NSSE institutions.

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

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

First-Year Students		Wichita State Mean	Your first-year students compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Theme	Engagement Indicator								
<i>Academic Challenge</i>	Higher-Order Learning	36.6	41.0 ***	-.32		43.0 ***	-.47		
	Reflective and Integrative Learning	34.6	37.6 **	-.24		39.6 ***	-.39		
	Learning Strategies	39.0	41.6 *	-.18		44.4 ***	-.38		
	Quantitative Reasoning	26.6	29.4 *	-.17		31.5 ***	-.30		
<i>Learning with Peers</i>	Collaborative Learning	28.6	35.1 ***	-.47		37.3 ***	-.63		
	Discussions with Diverse Others	38.5	43.3 ***	-.31		45.5 ***	-.47		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.0	24.0 ***	-.40		27.2 ***	-.57		
	Effective Teaching Practices	38.9	42.3 ***	-.26		44.6 ***	-.43		
<i>Campus Environment</i>	Quality of Interactions	40.9	44.0 **	-.26		45.8 ***	-.41		
	Supportive Environment	35.5	39.4 ***	-.29		41.3 ***	-.45		

Seniors		Wichita State Mean	Your seniors compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Theme	Engagement Indicator								
<i>Academic Challenge</i>	Higher-Order Learning	39.5	43.5 ***	-.29		45.3 ***	-.43		
	Reflective and Integrative Learning	37.7	41.3 ***	-.28		43.1 ***	-.43		
	Learning Strategies	41.4	42.5	-.08	✓	44.8 ***	-.24		
	Quantitative Reasoning	29.2	31.8 ***	-.15		33.6 ***	-.26		
<i>Learning with Peers</i>	Collaborative Learning	31.4	35.7 ***	-.31		38.2 ***	-.50		
	Discussions with Diverse Others	42.8	43.9	-.07	✓	45.9 ***	-.20		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.8	29.8 ***	-.55		34.1 ***	-.80		
	Effective Teaching Practices	40.6	43.1 ***	-.18		45.1 ***	-.34		
<i>Campus Environment</i>	Quality of Interactions	42.1	45.0 ***	-.25		46.7 ***	-.39		
	Supportive Environment	30.8	36.1 ***	-.38		38.8 ***	-.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 (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2014 and 2015 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Wichita State (N = 164)	36.6	14.2	1.11	15	25	40	45	60				
WSU Peers	37.9	13.8	.22	15	30	40	45	60	4,265	-1.3	.247	-.092
Carnegie Class	38.7	13.9	.09	15	30	40	50	60	22,083	-2.1	.052	-.152
NSSE 2015	38.7	13.9	.03	15	30	40	50	60	173,928	-2.2	.046	-.156
Top 50%	41.0	13.7	.05	20	30	40	50	60	70,951	-4.4	.000	-.319
Top 10%	43.0	13.8	.12	20	35	40	55	60	14,381	-6.5	.000	-.468
<b>Reflective &amp; Integrative Learning</b>												
Wichita State (N = 170)	34.6	12.5	.96	17	26	34	43	60				
WSU Peers	33.8	12.3	.19	14	26	34	40	57	4,438	.7	.447	.059
Carnegie Class	35.2	12.7	.08	17	26	34	43	60	23,132	-.7	.489	-.053
NSSE 2015	35.5	12.7	.03	17	26	34	43	60	181,793	-1.0	.305	-.079
Top 50%	37.6	12.7	.05	17	29	37	46	60	75,930	-3.0	.002	-.240
Top 10%	39.6	12.8	.10	20	31	40	49	60	15,336	-5.0	.000	-.393
<b>Learning Strategies</b>												
Wichita State (N = 151)	39.0	13.9	1.13	13	27	40	47	60				
WSU Peers	37.9	14.3	.23	13	27	40	47	60	3,954	1.1	.353	.077
Carnegie Class	38.6	14.3	.10	13	27	40	47	60	20,382	.4	.737	.027
NSSE 2015	39.0	14.3	.04	13	27	40	53	60	161,999	.0	.988	-.001
Top 50%	41.6	14.1	.06	20	33	40	53	60	63,787	-2.6	.026	-.182
Top 10%	44.4	14.0	.12	20	33	47	60	60	14,559	-5.4	.000	-.383
<b>Quantitative Reasoning</b>												
Wichita State (N = 167)	26.6	16.5	1.28	0	13	27	40	60				
WSU Peers	28.6	16.2	.25	0	20	27	40	60	4,345	-2.0	.121	-.122
Carnegie Class	28.2	16.4	.11	0	20	27	40	60	22,530	-1.7	.191	-.102
NSSE 2015	27.2	16.6	.04	0	20	27	40	60	177,080	-.6	.629	-.037
Top 50%	29.4	16.6	.05	0	20	27	40	60	93,254	-2.8	.029	-.169
Top 10%	31.5	16.5	.12	0	20	33	40	60	18,598	-4.9	.000	-.298
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Wichita State (N = 178)	28.6	14.9	1.12	10	20	25	35	60				
WSU Peers	33.3	13.9	.21	10	20	35	40	60	4,632	-4.7	.000	-.335
Carnegie Class	32.9	14.0	.09	10	20	30	40	60	24,056	-4.2	.000	-.302
NSSE 2015	32.4	14.3	.03	10	20	30	40	60	186,685	-3.8	.000	-.265
Top 50%	35.1	13.8	.05	15	25	35	45	60	85,479	-6.5	.000	-.473
Top 10%	37.3	13.8	.10	15	25	35	50	60	18,954	-8.6	.000	-.625
<b>Discussions with Diverse Others</b>												
Wichita State (N = 152)	38.5	16.9	1.37	5	30	40	55	60				
WSU Peers	39.4	15.8	.25	15	30	40	55	60	4,007	-.8	.536	-.051
Carnegie Class	40.6	16.0	.11	15	30	40	55	60	20,649	-2.1	.110	-.130
NSSE 2015	40.6	16.2	.04	15	30	40	60	60	163,847	-2.1	.111	-.129
Top 50%	43.3	15.4	.05	20	35	45	60	60	78,793	-4.8	.000	-.312
Top 10%	45.5	14.8	.11	20	40	50	60	60	18,359	-7.0	.000	-.470



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Wichita State (N = 167)	18.0	14.2	1.10	0	10	15	25	50				
WSU Peers	20.2	14.6	.23	0	10	20	30	50	4,360	-2.2	.052	-.154
Carnegie Class	19.8	14.6	.10	0	10	20	30	50	22,600	-1.8	.107	-.125
NSSE 2015	19.4	14.9	.04	0	10	15	30	50	177,856	-1.3	.243	-.090
Top 50%	24.0	15.2	.07	0	15	20	35	55	49,302	-6.0	.000	-.397
Top 10%	27.2	16.1	.18	5	15	25	40	60	175	-9.2	.000	-.574
<b>Effective Teaching Practices</b>												
Wichita State (N = 168)	38.9	13.2	1.01	16	28	40	52	60				
WSU Peers	38.7	13.3	.20	16	28	40	48	60	4,382	.2	.830	.017
Carnegie Class	38.7	13.2	.09	16	28	40	48	60	22,746	.2	.852	.014
NSSE 2015	39.3	13.3	.03	16	32	40	48	60	179,071	-.3	.735	-.026
Top 50%	42.3	13.2	.06	20	32	40	52	60	56,517	-3.4	.001	-.258
Top 10%	44.6	13.3	.13	20	36	44	56	60	11,395	-5.7	.000	-.429
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Wichita State (N = 146)	40.9	13.4	1.11	16	34	43	52	60				
WSU Peers	41.5	12.1	.20	18	34	43	50	60	3,847	-.5	.612	-.043
Carnegie Class	40.6	12.5	.09	18	33	42	50	60	19,638	.3	.746	.027
NSSE 2015	41.0	12.8	.03	16	34	42	50	60	152,479	-.1	.927	-.008
Top 50%	44.0	11.7	.05	22	38	46	52	60	145	-3.0	.007	-.260
Top 10%	45.8	11.9	.12	23	40	48	55	60	148	-4.9	.000	-.412
<b>Supportive Environment</b>												
Wichita State (N = 140)	35.5	13.8	1.17	18	23	35	45	60				
WSU Peers	37.2	13.7	.23	15	28	38	48	60	3,702	-1.7	.163	-.120
Carnegie Class	36.9	13.9	.10	15	28	38	48	60	18,932	-1.4	.243	-.099
NSSE 2015	36.3	14.0	.04	13	26	38	45	60	151,250	-.8	.515	-.055
Top 50%	39.4	13.4	.05	18	30	40	50	60	62,871	-3.9	.001	-.294
Top 10%	41.3	13.0	.11	20	33	40	53	60	13,827	-5.8	.000	-.445

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Wichita State (N = 559)	39.5	15.1	.64	15	30	40	55	60				
WSU Peers	40.1	14.1	.18	15	30	40	50	60	651	-.6	.398	-.039
Carnegie Class	40.5	14.3	.07	15	30	40	55	60	574	-1.0	.112	-.071
NSSE 2015	40.9	14.2	.03	20	30	40	55	60	560	-1.4	.033	-.096
Top 50%	43.5	13.8	.05	20	35	40	55	60	565	-4.0	.000	-.288
Top 10%	45.3	13.6	.09	20	40	45	60	60	582	-5.8	.000	-.425
<b>Reflective &amp; Integrative Learning</b>												
Wichita State (N = 587)	37.7	13.6	.56	17	29	37	49	60				
WSU Peers	36.4	13.1	.16	17	26	37	46	60	6,924	1.3	.019	.102
Carnegie Class	38.0	13.3	.07	17	29	37	49	60	38,384	-.3	.623	-.020
NSSE 2015	38.7	13.1	.03	17	29	40	49	60	253,365	-1.0	.073	-.074
Top 50%	41.3	12.7	.04	20	31	40	51	60	594	-3.6	.000	-.280
Top 10%	43.1	12.5	.09	20	34	43	54	60	616	-5.4	.000	-.430
<b>Learning Strategies</b>												
Wichita State (N = 530)	41.4	14.8	.64	20	33	40	53	60				
WSU Peers	38.7	15.1	.20	13	27	40	53	60	6,273	2.6	.000	.175
Carnegie Class	39.6	15.0	.08	13	27	40	53	60	34,464	1.7	.009	.114
NSSE 2015	39.7	14.9	.03	13	27	40	53	60	230,296	1.7	.010	.112
Top 50%	42.5	14.6	.05	20	33	40	60	60	102,215	-1.1	.078	-.077
Top 10%	44.8	14.2	.09	20	33	47	60	60	27,291	-3.5	.000	-.245
<b>Quantitative Reasoning</b>												
Wichita State (N = 573)	29.2	17.4	.73	0	20	27	40	60				
WSU Peers	31.2	17.3	.22	0	20	33	40	60	6,788	-2.0	.009	-.115
Carnegie Class	30.5	17.5	.09	0	20	27	40	60	37,593	-1.3	.072	-.076
NSSE 2015	29.9	17.4	.03	0	20	27	40	60	248,138	-.7	.365	-.038
Top 50%	31.8	17.3	.05	0	20	33	40	60	136,765	-2.5	.000	-.147
Top 10%	33.6	16.9	.10	0	20	33	47	60	30,627	-4.4	.000	-.261
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Wichita State (N = 594)	31.4	14.7	.60	10	20	30	40	60				
WSU Peers	34.5	14.4	.18	10	25	35	45	60	7,142	-3.2	.000	-.219
Carnegie Class	32.9	14.9	.08	10	20	30	45	60	39,459	-1.5	.012	-.103
NSSE 2015	32.9	14.5	.03	10	20	30	40	60	257,998	-1.5	.012	-.103
Top 50%	35.7	13.9	.04	15	25	35	45	60	599	-4.3	.000	-.310
Top 10%	38.2	13.7	.09	15	30	40	50	60	620	-6.8	.000	-.496
<b>Discussions with Diverse Others</b>												
Wichita State (N = 539)	42.8	16.7	.72	15	30	45	60	60				
WSU Peers	40.3	16.2	.21	15	30	40	60	60	635	2.5	.001	.157
Carnegie Class	41.4	16.3	.09	15	30	40	60	60	34,815	1.5	.040	.089
NSSE 2015	41.7	16.1	.03	15	30	40	60	60	540	1.1	.118	.070
Top 50%	43.9	15.9	.04	20	35	45	60	60	542	-1.1	.132	-.068
Top 10%	45.9	15.4	.09	20	40	50	60	60	554	-3.1	.000	-.200

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Wichita State (N = 573)	20.8	15.6	.65	0	10	15	30	50				
WSU Peers	23.5	16.1	.20	0	10	20	35	55	6,791	-2.6	.000	-.163
Carnegie Class	23.0	16.2	.08	0	10	20	35	55	37,521	-2.2	.001	-.134
NSSE 2015	23.4	16.3	.03	0	10	20	35	60	248,138	-2.5	.000	-.154
Top 50%	29.8	16.2	.07	5	20	30	40	60	52,800	-8.9	.000	-.549
Top 10%	34.1	16.5	.19	5	20	35	45	60	671	-13.3	.000	-.804
<b>Effective Teaching Practices</b>												
Wichita State (N = 580)	40.6	13.9	.58	16	32	40	52	60				
WSU Peers	39.4	13.8	.17	16	32	40	52	60	6,855	1.2	.037	.091
Carnegie Class	39.7	14.0	.07	16	32	40	52	60	37,925	.9	.119	.065
NSSE 2015	40.2	13.9	.03	16	32	40	52	60	250,615	.5	.433	.033
Top 50%	43.1	13.6	.05	20	36	44	56	60	75,281	-2.5	.000	-.180
Top 10%	45.1	13.4	.11	20	36	48	60	60	14,491	-4.5	.000	-.336
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Wichita State (N = 507)	42.1	12.2	.54	20	34	44	50	60				
WSU Peers	41.9	11.8	.16	20	35	43	50	60	6,073	.2	.722	.016
Carnegie Class	41.4	12.1	.07	20	34	42	50	60	33,094	.7	.181	.060
NSSE 2015	42.0	12.1	.03	20	34	44	50	60	220,621	.1	.845	.009
Top 50%	45.0	11.4	.04	24	38	46	54	60	513	-2.8	.000	-.249
Top 10%	46.7	11.8	.09	24	40	50	56	60	17,955	-4.6	.000	-.388
<b>Supportive Environment</b>												
Wichita State (N = 504)	30.8	14.4	.64	10	20	30	40	58				
WSU Peers	33.5	14.1	.19	10	23	33	43	60	6,015	-2.7	.000	-.191
Carnegie Class	33.0	14.4	.08	10	23	33	43	60	32,593	-2.2	.001	-.152
NSSE 2015	32.7	14.4	.03	10	23	33	43	60	219,532	-1.9	.003	-.131
Top 50%	36.1	13.9	.05	13	26	38	45	60	78,179	-5.3	.000	-.382
Top 10%	38.8	13.7	.11	15	30	40	50	60	536	-8.0	.000	-.581

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

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

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

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

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

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

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