NSSE
national survey of
student engagement

NSSE 2013
Engagement Indicators

Wichita State University

IPEDS: 156125

NSSE 2013 Engagement Indicators

About This Report

About Your *Engagement Indicators* Report

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

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

Report sections

Overview (p. 3)
Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

- **Mean Comparisons**
  Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
- **Score Distributions**
  Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
- **Summary of Indicator Items**
  Responses to each item in a given EI are displayed 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 current-year 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

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 Institutional Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: **nsse.iub.edu**

NSSE 2013 Engagement Indicators

Overview

Wichita State University

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four 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 (FY) Students

Theme	*Engagement Indicator*	**Your FY students** compared with WSU Peers	**Your FY students** compared with Carnegie Class	**Your FY students** compared with NSSE 2013
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective and 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 WSU Peers	**Your seniors** compared with Carnegie Class	**Your seniors** compared with NSSE 2013
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective and 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 2013 Engagement Indicators

Academic Challenge

Wichita State University

Academic Challenge: First-year students

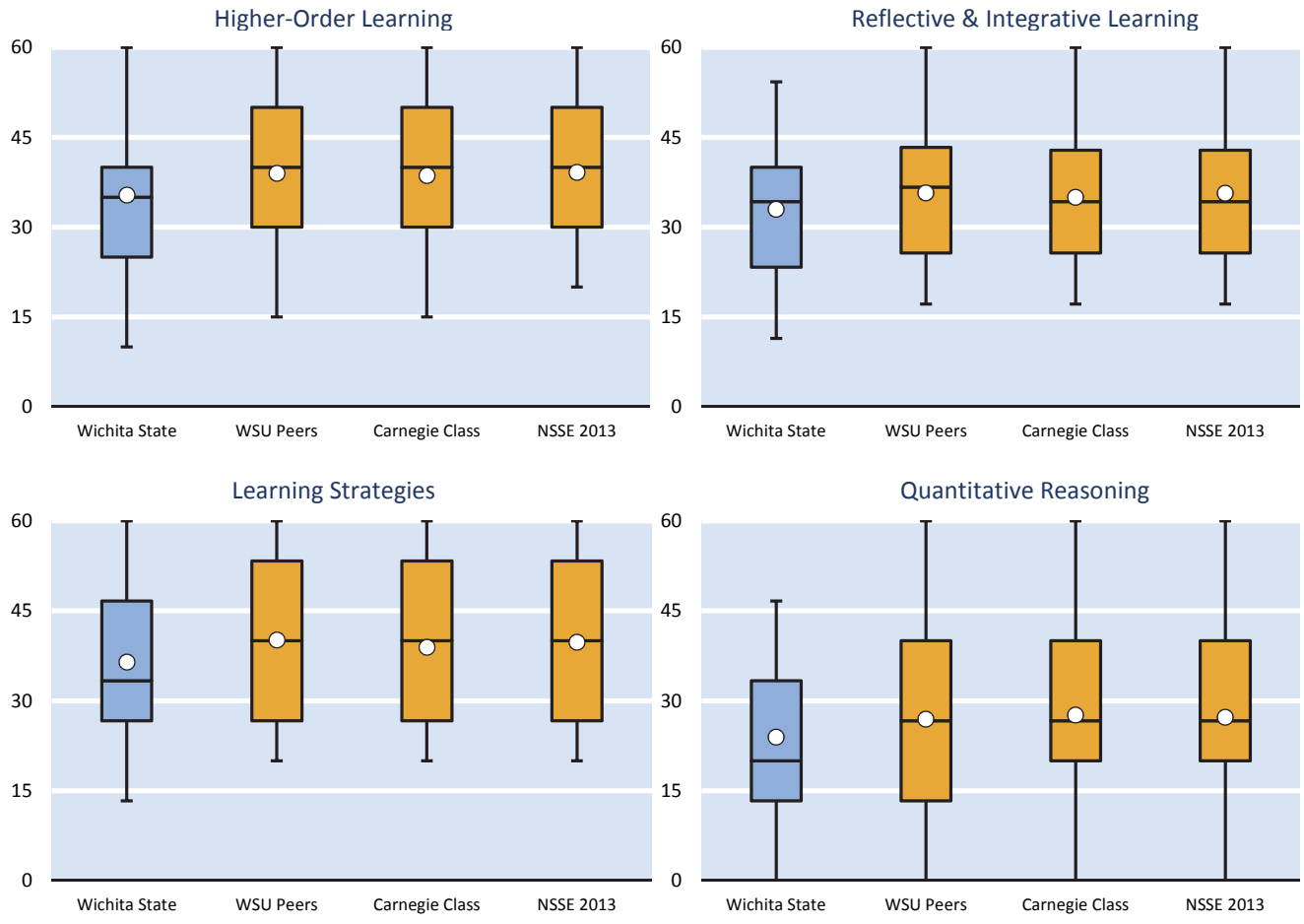
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		WSU Peers		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	35.4	39.0 ***	-.26	38.6 ***	-.23	39.1 ***	-.27
Reflective & Integrative Learning	33.0	35.7 ***	-.22	35.0 *	-.16	35.7 ***	-.21
Learning Strategies	36.5	40.2 ***	-.26	38.9 *	-.18	39.8 **	-.23
Quantitative Reasoning	23.9	27.0 **	-.18	27.6 ***	-.23	27.3 **	-.20

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

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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	Wichita State	WSU Peers	Carnegie Class	NSSE 2013
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	64	73	74	74
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	73	72	73
4d. Evaluating a point of view, decision, or information source	63	70	67	70
4e. Forming a new idea or understanding from various pieces of information	63	69	67	69
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	53	55	55	56
2b. Connected your learning to societal problems or issues	43	53	51	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	50	48	51
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	64	61	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	67	65	66
2f. Learned something that changed the way you understand an issue or concept	58	65	63	66
2g. Connected ideas from your courses to your prior experiences and knowledge	70	77	76	78
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	70	80	79	81
9b. Reviewed your notes after class	64	68	65	66
9c. Summarized what you learned in class or from course materials	56	66	62	64
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.)	47	51	53	51
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	38	38	38
6c. Evaluated what others have concluded from numerical information	27	36	38	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 Web site.

NSSE 2013 Engagement Indicators

Academic Challenge

Wichita State University

Academic Challenge: Seniors

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

Mean Comparisons

	Wichita State	Your first-year students compared with					
		WSU Peers		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	38.6	40.3 **	-.12	40.4 ***	-.13	41.3 ***	-.20
Reflective & Integrative Learning	36.9	38.1 **	-.10	37.7	-.07	38.9 ***	-.16
Learning Strategies	40.7	41.0	-.01	39.9	.06	40.7	.00
Quantitative Reasoning	28.1	29.4 *	-.08	30.2 ***	-.12	29.7 **	-.10

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

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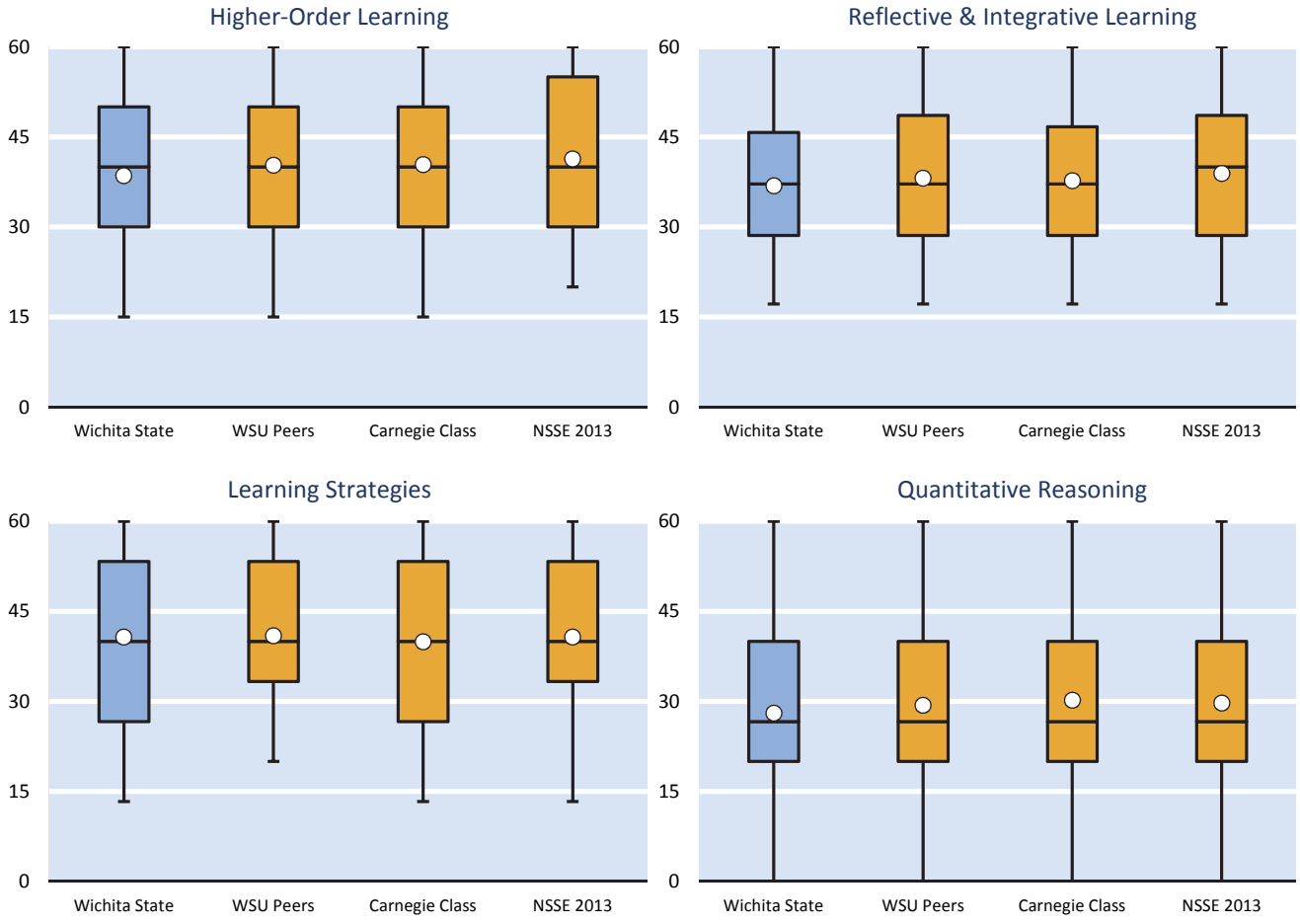

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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	Wichita State	WSU Peers	Carnegie Class	NSSE 2013
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	78	78	79	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	76	76	78
4d. Evaluating a point of view, decision, or information source	62	70	68	72
4e. Forming a new idea or understanding from various pieces of information	66	71	70	73
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	68	71	72	71
2b. Connected your learning to societal problems or issues	59	62	60	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	52	50	56
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	65	63	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	69	67	70
2f. Learned something that changed the way you understand an issue or concept	63	68	67	70
2g. Connected ideas from your courses to your prior experiences and knowledge	81	83	82	84
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	82	83	82	84
9b. Reviewed your notes after class	67	67	64	65
9c. Summarized what you learned in class or from course materials	63	66	64	66
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.)	50	54	56	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	42	44	44
6c. Evaluated what others have concluded from numerical information	39	43	45	44

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 Web site.

NSSE 2013 Engagement Indicators

Learning with Peers

Wichita State University

Learning with Peers: First-year students

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

Mean Comparisons

	Wichita State	Your first-year students compared with					
		WSU Peers		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	26.9	30.6 ***	-.27	32.1 ***	-.37	31.5 ***	-.32
Discussions with Diverse Others	39.1	41.4 *	-.14	41.0	-.12	40.8	-.10

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

Score Distributions

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Summary of Indicator Items

Collaborative Learning	Wichita State	WSU Peers	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	41	46	50	48
1f. Explained course material to one or more students	42	54	58	56
1g. Prepared for exams by discussing or working through course material with other students	36	44	49	48
1h. Worked with other students on course projects or assignments	42	48	51	50
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	67	72	70	71
8b. People from an economic background other than your own	65	73	73	73
8c. People with religious beliefs other than your own	67	70	70	68
8d. People with political views other than your own	68	72	72	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 Web site.

NSSE 2013 Engagement Indicators

Learning with Peers

Wichita State University

Learning with Peers: Seniors

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

Mean Comparisons

	Wichita State	Your seniors compared with					
		WSU Peers		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	30.8	31.5	-.04	32.9 ***	-.14	31.7	-.06
Discussions with Diverse Others	42.1	42.1	.00	42.2	.00	41.8	.02

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

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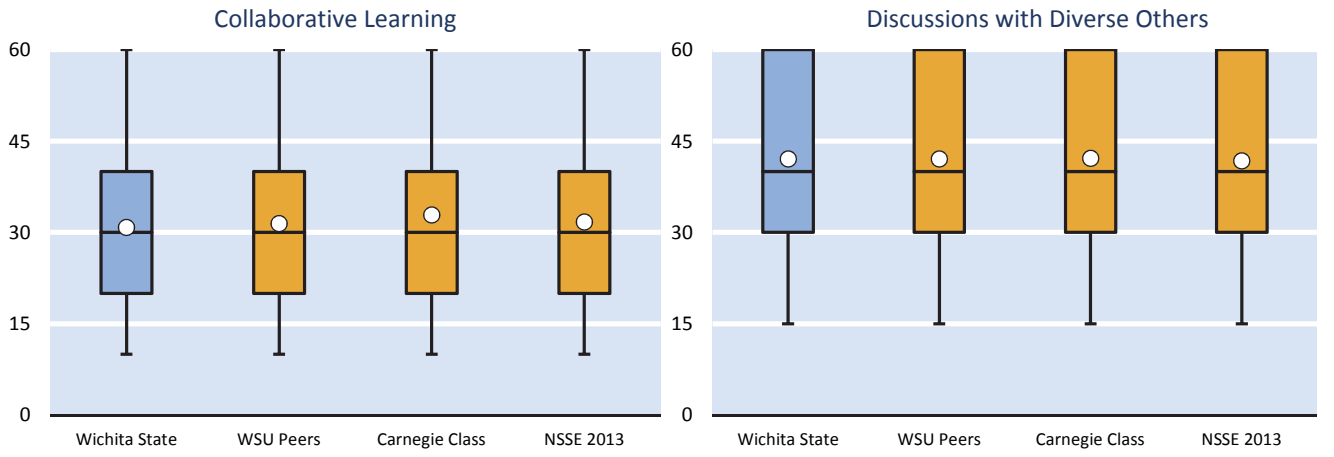

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Summary of Indicator Items

Collaborative Learning	Wichita State	WSU Peers	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	37	37	42	38
1f. Explained course material to one or more students	53	57	60	57
1g. Prepared for exams by discussing or working through course material with other students	42	43	48	44
1h. Worked with other students on course projects or assignments	62	60	64	63
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	74	74	73	72
8b. People from an economic background other than your own	72	74	75	75
8c. People with religious beliefs other than your own	73	71	72	70
8d. People with political views other than your own	73	72	73	72

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 Web site.

NSSE 2013 Engagement Indicators

Experiences with Faculty

Wichita State University

Experiences with Faculty: First-year students

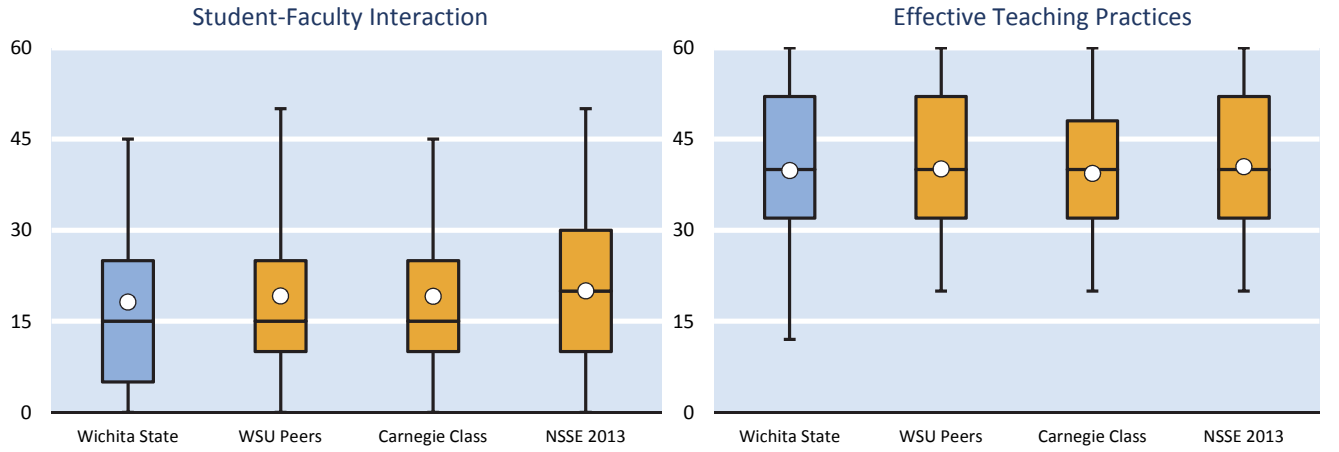
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		WSU Peers		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	18.2	19.1	-.07	19.1	-.07	20.0 *	-.13
Effective Teaching Practices	39.8	40.1	-.02	39.3	.04	40.4	-.05

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

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction	Wichita State	WSU Peers	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	29	31	30	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	16	17	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	23	23	24
3d. Discussed your academic performance with a faculty member	24	28	25	28
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	84	81	81	82
5b. Taught course sessions in an organized way	77	79	79	80
5c. Used examples or illustrations to explain difficult points	78	77	77	78
5d. Provided feedback on a draft or work in progress	63	65	61	65
5e. Provided prompt and detailed feedback on tests or completed assignments	60	62	59	63

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 Web site.

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

	Wichita State	Your seniors compared with					
		WSU Peers		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	20.1	20.8	-.05	22.9 ***	-.18	23.2 ***	-.19
Effective Teaching Practices	39.6	39.9	-.02	40.0	-.03	41.1 **	-.11

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

Score Distributions

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Summary of Indicator Items

Student-Faculty Interaction	Wichita State	WSU Peers	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	34	35	40	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	20	25	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	27	32	32
3d. Discussed your academic performance with a faculty member	27	28	31	32
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	84	82	81	83
5b. Taught course sessions in an organized way	84	80	80	82
5c. Used examples or illustrations to explain difficult points	78	78	79	79
5d. Provided feedback on a draft or work in progress	52	57	58	62
5e. Provided prompt and detailed feedback on tests or completed assignments	62	65	64	68

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 Web site.

NSSE 2013 Engagement Indicators

Campus Environment

Wichita State University

Campus Environment: First-year students

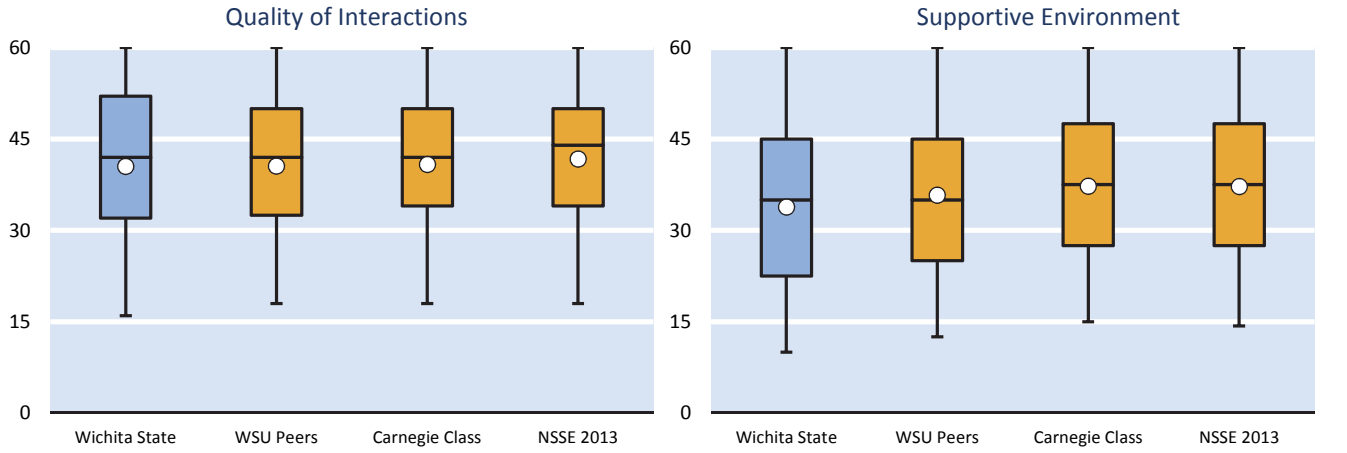
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Wichita State	Your first-year students compared with					
		WSU Peers		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	40.5	40.5	-.01	40.8	-.03	41.7	-.10
Supportive Environment	33.8	35.8	-.14	37.2 **	-.25	37.2 ***	-.24

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

Score Distributions



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Summary of Indicator Items

Quality of Interactions	Wichita State	WSU Peers	Carnegie Class	NSSE 2013
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	52	55	58	60
13b. Academic advisors	53	46	45	49
13c. Faculty	50	48	47	51
13d. Student services staff (career services, student activities, housing, etc.)	47	40	42	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	38	38	42
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	69	75	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	71	75	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	57	57	58
14e. Providing opportunities to be involved socially	65	68	72	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	69	74	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	41	44	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	63	69	68
14i. Attending events that address important social, economic, or political issues	43	49	52	53

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 Web site.

Campus Environment: Seniors

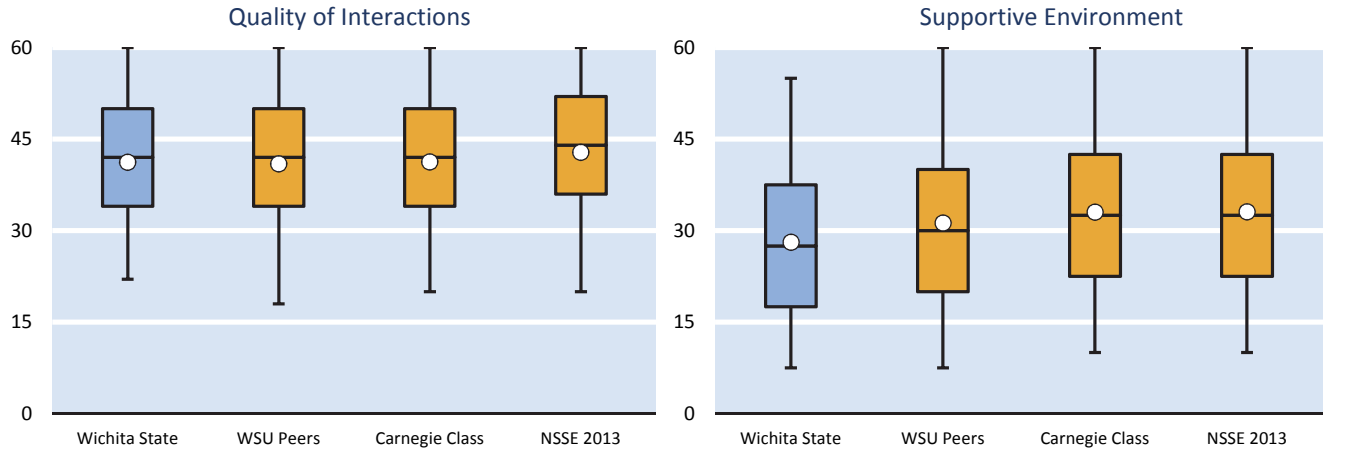
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Wichita State	Your seniors compared with					
		WSU Peers		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	41.2	40.9	.02	41.3	.00	42.8 ***	-.13
Supportive Environment	28.1	31.2 ***	-.22	33.0 ***	-.35	33.1 ***	-.35

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

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.

Summary of Indicator Items

Quality of Interactions	Wichita State	WSU Peers	Carnegie Class	NSSE 2013
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	58	59	63	65
13b. Academic advisors	44	46	47	53
13c. Faculty	54	56	57	61
13d. Student services staff (career services, student activities, housing, etc.)	36	39	40	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	38	37	43
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	59	66	70	72
14c. Using learning support services (tutoring services, writing center, etc.)	50	62	66	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	50	50	52
14e. Providing opportunities to be involved socially	54	61	66	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	48	60	64	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	20	27	30	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	51	59	56
14i. Attending events that address important social, economic, or political issues	29	43	45	46

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

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NSSE 2013 Engagement Indicators

Comparisons with High-Performing Institutions

Wichita State University

Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

(a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all current-year 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 to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

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

First-Year Students

			Your first-year students compared with					
		Wichita State	NSSE 2013 Top 50%			NSSE 2013 Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	35.4	40.9 ***	-.40		42.7 ***	-.54	
	Reflective and Integrative Learning	33.0	37.6 ***	-.37		39.4 ***	-.51	
	Learning Strategies	36.5	41.8 ***	-.38		44.3 ***	-.55	
	Quantitative Reasoning	23.9	28.8 ***	-.30		30.5 ***	-.41	
Learning with Peers	Collaborative Learning	26.9	34.5 ***	-.55		37.1 ***	-.75	
	Discussions with Diverse Others	39.1	43.2 ***	-.26		45.7 ***	-.44	
Experiences with Faculty	Student-Faculty Interaction	18.2	23.4 ***	-.35		26.7 ***	-.52	
	Effective Teaching Practices	39.8	42.8 ***	-.22		44.7 ***	-.35	
Campus Environment	Quality of Interactions	40.5	44.3 ***	-.33		46.3 ***	-.48	
	Supportive Environment	33.8	39.5 ***	-.43		41.4 ***	-.59	

Seniors

			Your seniors compared with					
		Wichita State	NSSE 2013 Top 50%			NSSE 2013 Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	38.6	43.5 ***	-.36		45.3 ***	-.49	
	Reflective and Integrative Learning	36.9	41.1 ***	-.34		43.1 ***	-.49	
	Learning Strategies	40.7	43.2 ***	-.17		45.4 ***	-.33	
	Quantitative Reasoning	28.1	31.1 ***	-.18		32.5 ***	-.26	
Learning with Peers	Collaborative Learning	30.8	35.0 ***	-.30		37.5 ***	-.49	
	Discussions with Diverse Others	42.1	44.1 ***	-.13		45.8 ***	-.24	
Experiences with Faculty	Student-Faculty Interaction	20.1	29.7 ***	-.60		34.6 ***	-.91	
	Effective Teaching Practices	39.6	43.3 ***	-.27		45.3 ***	-.42	
Campus Environment	Quality of Interactions	41.2	45.8 ***	-.40		47.6 ***	-.55	
	Supportive Environment	28.1	36.2 ***	-.59		39.1 ***	-.84	

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, 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.

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

NSSE 2013 Engagement Indicators

Detailed Statistics[a]

Wichita State University

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
Wichita State (N = 242)	35.4	13.7	.88	10	25	35	40	60				
WSU Peers	39.0	13.9	.17	15	30	40	50	60	6,628	-3.6	.000	-.261
Carnegie Class	38.6	13.9	.09	15	30	40	50	60	22,225	-3.2	.000	-.233
NSSE 2013	39.1	13.8	.04	20	30	40	50	60	125,525	-3.8	.000	-.273
Top 50%	40.9	13.6	.06	20	30	40	50	60	56,952	-5.5	.000	-.403
Top 10%	42.7	13.7	.12	20	35	40	55	60	13,332	-7.4	.000	-.540
Reflective and Integrative Learning												
Wichita State (N = 248)	33.0	12.8	.81	11	23	34	40	54				
WSU Peers	35.7	12.7	.16	17	26	37	43	60	6,859	-2.7	.001	-.217
Carnegie Class	35.0	12.5	.08	17	26	34	43	60	23,173	-2.0	.013	-.158
NSSE 2013	35.7	12.6	.03	17	26	34	43	60	130,706	-2.7	.001	-.214
Top 50%	37.6	12.5	.05	17	29	37	46	60	56,434	-4.6	.000	-.369
Top 10%	39.4	12.5	.11	20	31	40	49	60	14,213	-6.4	.000	-.512
Learning Strategies												
Wichita State (N = 218)	36.5	15.4	1.05	13	27	33	47	60				
WSU Peers	40.2	14.4	.19	20	27	40	53	60	231	-3.7	.001	-.258
Carnegie Class	38.9	14.2	.10	20	27	40	53	60	221	-2.5	.018	-.176
NSSE 2013	39.8	14.2	.04	20	27	40	53	60	218	-3.3	.002	-.235
Top 50%	41.8	14.1	.06	20	33	40	53	60	219	-5.4	.000	-.382
Top 10%	44.3	14.2	.13	20	33	47	60	60	11,385	-7.9	.000	-.554
Quantitative Reasoning												
Wichita State (N = 242)	23.9	15.3	.98	0	13	20	33	47				
WSU Peers	27.0	16.6	.21	0	13	27	40	60	6,704	-3.0	.005	-.182
Carnegie Class	27.6	16.1	.11	0	20	27	40	60	22,598	-3.7	.000	-.230
NSSE 2013	27.3	16.4	.05	0	20	27	40	60	127,589	-3.3	.002	-.204
Top 50%	28.8	16.3	.06	0	20	27	40	60	72,009	-4.9	.000	-.300
Top 10%	30.5	16.2	.13	0	20	27	40	60	15,502	-6.6	.000	-.405
Learning with Peers												
Collaborative Learning												
Wichita State (N = 246)	26.9	14.6	.93	5	15	25	40	55				
WSU Peers	30.6	14.0	.17	10	20	30	40	60	7,029	-3.7	.000	-.266
Carnegie Class	32.1	13.9	.09	10	20	30	40	60	23,774	-5.2	.000	-.374
NSSE 2013	31.5	14.2	.04	10	20	30	40	60	133,738	-4.6	.000	-.320
Top 50%	34.5	13.7	.06	15	25	35	45	60	59,295	-7.5	.000	-.550
Top 10%	37.1	13.6	.12	15	25	35	45	60	12,182	-10.2	.000	-.747
Discussions with Diverse Others												
Wichita State (N = 216)	39.1	17.0	1.16	5	25	40	60	60				
WSU Peers	41.4	16.7	.22	10	30	40	60	60	6,171	-2.3	.048	-.137
Carnegie Class	41.0	15.8	.11	15	30	40	60	60	20,742	-1.9	.081	-.119
NSSE 2013	40.8	16.0	.05	15	30	40	55	60	118,264	-1.6	.139	-.101
Top 50%	43.2	15.4	.06	20	35	45	60	60	57,913	-4.1	.000	-.264
Top 10%	45.7	15.0	.14	20	40	50	60	60	221	-6.5	.000	-.436

NSSE 2013 Engagement Indicators

Detailed Statistics[a]

Wichita State University

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
Wichita State (N = 243)	18.2	14.6	.94	0	5	15	25	45				
WSU Peers	19.1	14.5	.18	0	10	15	25	50	6,715	-1.0	.308	-.067
Carnegie Class	19.1	14.2	.10	0	10	15	25	45	22,634	-1.0	.296	-.067
NSSE 2013	20.0	14.5	.04	0	10	20	30	50	128,021	-1.8	.047	-.127
Top 50%	23.4	15.0	.07	0	10	20	35	55	40,704	-5.2	.000	-.348
Top 10%	26.7	16.4	.21	0	15	25	40	60	267	-8.5	.000	-.519
Effective Teaching Practices												
Wichita State (N = 245)	39.8	14.2	.90	12	32	40	52	60				
WSU Peers	40.1	13.4	.17	20	32	40	52	60	6,783	-.3	.752	-.021
Carnegie Class	39.3	13.2	.09	20	32	40	48	60	22,836	.5	.581	.035
NSSE 2013	40.4	13.3	.04	20	32	40	52	60	128,918	-.6	.482	-.045
Top 50%	42.8	13.3	.06	20	35	44	56	60	45,569	-3.0	.000	-.223
Top 10%	44.7	13.8	.13	20	36	48	60	60	11,939	-4.8	.000	-.350
Campus Environment												
Quality of Interactions												
Wichita State (N = 202)	40.5	13.6	.96	16	32	42	52	60				
WSU Peers	40.5	12.7	.17	18	33	42	50	60	5,772	-.1	.940	-.005
Carnegie Class	40.8	12.4	.09	18	34	42	50	60	205	-.3	.735	-.026
NSSE 2013	41.7	12.5	.04	18	34	44	50	60	202	-1.2	.198	-.099
Top 50%	44.3	11.6	.06	22	38	46	53	60	203	-3.9	.000	-.332
Top 10%	46.3	12.0	.12	23	40	48	56	60	207	-5.8	.000	-.481
Supportive Environment												
Wichita State (N = 199)	33.8	14.9	1.06	10	23	35	45	60				
WSU Peers	35.8	14.2	.19	13	25	35	45	60	5,609	-1.9	.058	-.137
Carnegie Class	37.2	13.7	.10	15	28	38	48	60	201	-3.4	.001	-.251
NSSE 2013	37.2	13.9	.04	14	28	38	48	60	109,034	-3.4	.001	-.241
Top 50%	39.5	13.2	.06	18	30	40	50	60	199	-5.7	.000	-.434
Top 10%	41.4	12.9	.13	20	33	43	53	60	204	-7.6	.000	-.587

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2013 Engagement Indicators

Detailed Statistics[a]

Wichita State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
Wichita State (N = 769)	38.6	14.8	.53	15	30	40	50	60				
WSU Peers	40.3	14.4	.15	15	30	40	50	60	893	-1.7	.002	-.121
Carnegie Class	40.4	14.3	.07	15	30	40	50	60	798	-1.8	.001	-.127
NSSE 2013	41.3	14.0	.03	20	30	40	55	60	774	-2.8	.000	-.197
Top 50%	43.5	13.7	.05	20	35	40	55	60	782	-4.9	.000	-.361
Top 10%	45.3	13.6	.10	20	40	45	60	60	818	-6.7	.000	-.492
Reflective and Integrative Learning												
Wichita State (N = 806)	36.9	13.4	.47	17	29	37	46	60				
WSU Peers	38.1	13.1	.13	17	29	37	49	60	10,371	-1.3	.008	-.098
Carnegie Class	37.7	13.1	.07	17	29	37	47	60	38,937	-.9	.060	-.067
NSSE 2013	38.9	13.0	.03	17	29	40	49	60	187,103	-2.1	.000	-.159
Top 50%	41.1	12.6	.05	20	31	40	51	60	822	-4.2	.000	-.336
Top 10%	43.1	12.6	.09	20	34	43	54	60	867	-6.2	.000	-.492
Learning Strategies												
Wichita State (N = 743)	40.7	15.1	.55	13	27	40	53	60				
WSU Peers	41.0	14.7	.16	20	33	40	53	60	9,442	-.2	.703	-.015
Carnegie Class	39.9	14.8	.08	13	27	40	53	60	35,202	.8	.133	.056
NSSE 2013	40.7	14.7	.04	13	33	40	53	60	171,332	.0	.954	.002
Top 50%	43.2	14.4	.05	20	33	40	60	60	81,086	-2.4	.000	-.170
Top 10%	45.4	14.0	.09	20	40	47	60	60	782	-4.6	.000	-.331
Quantitative Reasoning												
Wichita State (N = 790)	28.1	17.2	.61	0	20	27	40	60				
WSU Peers	29.4	17.3	.18	0	20	27	40	60	10,159	-1.3	.042	-.075
Carnegie Class	30.2	17.3	.09	0	20	27	40	60	38,082	-2.1	.001	-.123
NSSE 2013	29.7	17.3	.04	0	20	27	40	60	183,447	-1.6	.008	-.095
Top 50%	31.1	17.2	.05	0	20	33	40	60	102,775	-3.1	.000	-.179
Top 10%	32.5	17.0	.10	0	20	33	40	60	28,521	-4.5	.000	-.263
Learning with Peers												
Collaborative Learning												
Wichita State (N = 807)	30.8	14.1	.50	10	20	30	40	60				
WSU Peers	31.5	14.3	.15	10	20	30	40	60	10,489	-.6	.244	-.043
Carnegie Class	32.9	14.3	.07	10	20	30	40	60	39,600	-2.1	.000	-.143
NSSE 2013	31.7	14.6	.03	10	20	30	40	60	189,291	-.9	.091	-.060
Top 50%	35.0	13.8	.05	15	25	35	45	60	78,230	-4.2	.000	-.300
Top 10%	37.5	13.5	.13	15	25	40	50	60	12,364	-6.7	.000	-.492
Discussions with Diverse Others												
Wichita State (N = 754)	42.1	16.5	.60	15	30	40	60	60				
WSU Peers	42.1	16.3	.17	15	30	40	60	60	9,553	.0	.998	.000
Carnegie Class	42.2	16.0	.09	15	30	40	60	60	785	-.1	.902	-.005
NSSE 2013	41.8	16.1	.04	15	30	40	60	60	172,754	.3	.604	.019
Top 50%	44.1	15.8	.05	20	35	45	60	60	765	-2.0	.001	-.128
Top 10%	45.8	15.6	.09	20	40	50	60	60	790	-3.8	.000	-.239

NSSE 2013 Engagement Indicators

Detailed Statistics[a]

Wichita State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
Wichita State (N = 795)	20.1	15.4	.55	0	10	20	30	50				
WSU Peers	20.8	15.6	.16	0	10	20	30	50	10,178	-.8	.178	-.050
Carnegie Class	22.9	16.1	.08	0	10	20	35	55	831	-2.8	.000	-.177
NSSE 2013	23.2	16.3	.04	0	10	20	35	55	802	-3.1	.000	-.192
Top 50%	29.7	16.1	.08	5	20	30	40	60	830	-9.6	.000	-.598
Top 10%	34.6	16.0	.23	10	20	35	45	60	1,107	-14.5	.000	-.911
Effective Teaching Practices												
Wichita State (N = 796)	39.6	13.5	.48	16	32	40	52	60				
WSU Peers	39.9	14.0	.14	16	32	40	52	60	10,248	-.3	.533	-.023
Carnegie Class	40.0	13.8	.07	16	32	40	52	60	38,459	-.4	.455	-.027
NSSE 2013	41.1	13.8	.03	16	32	40	52	60	185,205	-1.5	.002	-.108
Top 50%	43.3	13.7	.05	20	36	44	56	60	67,283	-3.7	.000	-.267
Top 10%	45.3	13.5	.12	20	36	48	60	60	12,516	-5.7	.000	-.422
Campus Environment												
Quality of Interactions												
Wichita State (N = 710)	41.2	11.6	.44	22	34	42	50	60				
WSU Peers	40.9	12.3	.13	18	34	42	50	60	850	.3	.516	.024
Carnegie Class	41.3	12.0	.07	20	34	42	50	60	34,039	.0	.916	-.004
NSSE 2013	42.8	11.9	.03	20	36	44	52	60	165,206	-1.6	.000	-.132
Top 50%	45.8	11.5	.05	24	40	48	55	60	55,389	-4.5	.000	-.396
Top 10%	47.6	11.6	.09	24	42	50	58	60	16,492	-6.4	.000	-.554
Supportive Environment												
Wichita State (N = 704)	28.1	13.8	.52	8	18	28	38	55				
WSU Peers	31.2	14.4	.16	8	20	30	40	60	9,004	-3.2	.000	-.222
Carnegie Class	33.0	14.3	.08	10	23	33	43	60	33,394	-4.9	.000	-.346
NSSE 2013	33.1	14.4	.04	10	23	33	43	60	163,637	-5.0	.000	-.348
Top 50%	36.2	13.7	.06	13	28	38	45	60	61,630	-8.1	.000	-.591
Top 10%	39.1	13.1	.13	18	30	40	50	60	799	-11.1	.000	-.842

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.
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.