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# NSSE 2015

## Engagement Indicators

Wayne State College

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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)

## 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>	<b>Your first-year students</b> compared with Plains Public <=5000	<b>Your first-year students</b> compared with Public Master's L	<b>Your first-year students</b> compared with 2014 & 2015 Public
<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>	<b>Your seniors</b> compared with Plains Public <=5000	<b>Your seniors</b> compared with Public Master's L	<b>Your seniors</b> compared with 2014 & 2015 Public
<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

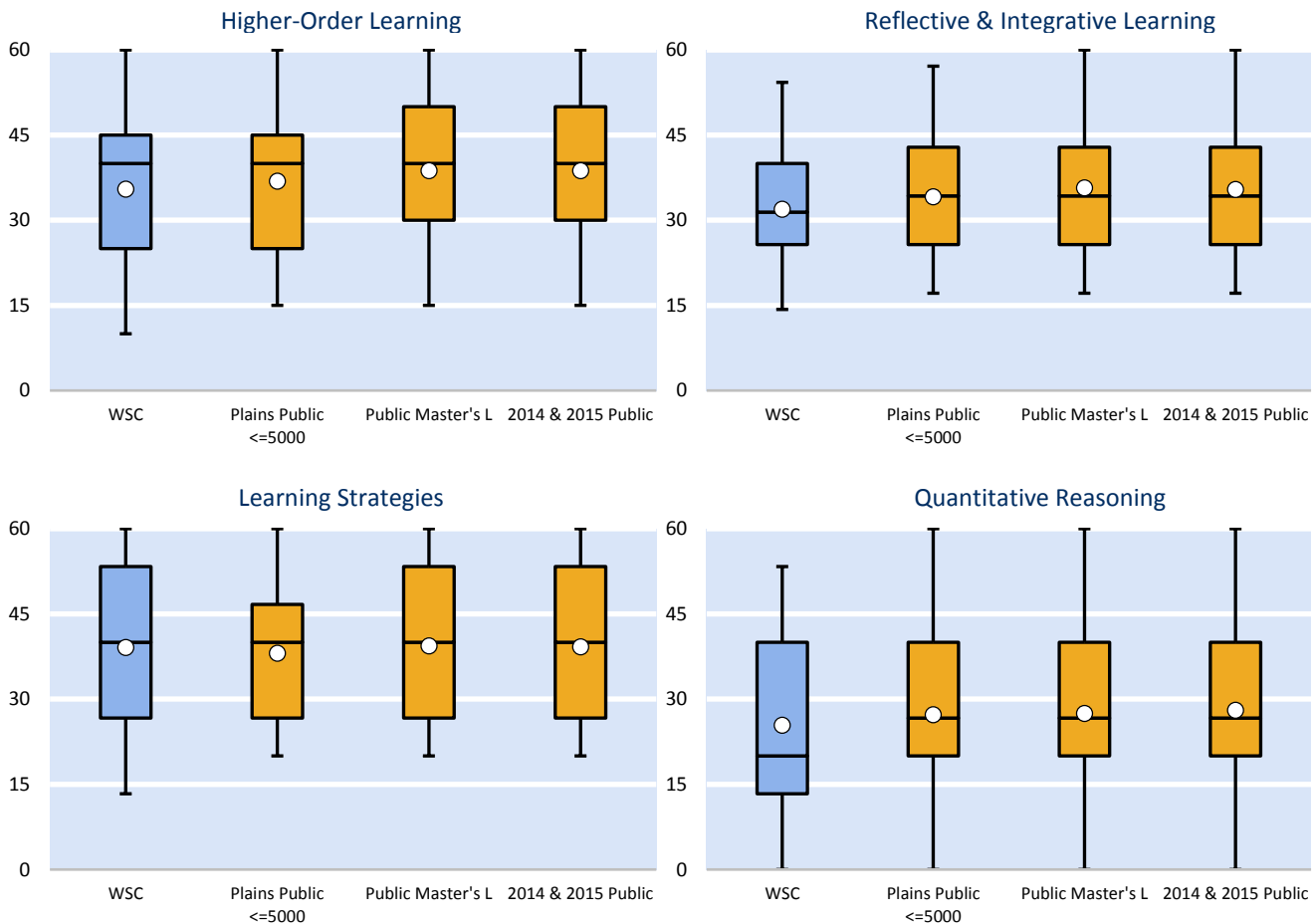
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	WSC Mean	Your first-year students compared with					
		Plains Public <=5000 Mean	Effect size	Public Master's L Mean	Effect size	2014 & 2015 Public Mean	Effect size
Higher-Order Learning	35.5	36.9	-.10	38.7 **	-.23	38.7 **	-.23
Reflective & Integrative Learning	32.0	34.1 *	-.18	35.7 ***	-.29	35.4 ***	-.27
Learning Strategies	39.1	38.1	.07	39.4	-.02	39.2	-.01
Quantitative Reasoning	25.4	27.3	-.12	27.5	-.13	28.0 *	-.16

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





































































### Score Distributions



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

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

### Summary of Indicator Items

	WSC	Plains Public <=5000	Public Master's L	2014 & 2015 Public
<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 	69 	71 	72 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65 	68 	71 	71 
4d. Evaluating a point of view, decision, or information source	60 	65 	70 	69 
4e. Forming a new idea or understanding from various pieces of information	62 	67 	69 	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	46 	51 	56 	56 
2b. Connected your learning to societal problems or issues	38 	46 	53 	52 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39 	45 	51 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	53 	60 	62 	62 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	57 	66 	68 	67 
2f. Learned something that changed the way you understand an issue or concept	58 	61 	65 	64 
2g. Connected ideas from your courses to your prior experiences and knowledge	73 	71 	76 	76 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73 	77 	79 	79 
9b. Reviewed your notes after class	67 	64 	66 	66 
9c. Summarized what you learned in class or from course materials	67 	60 	63 	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.)	50 	52 	51 	53 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32 	38 	38 	39 
6c. Evaluated what others have concluded from numerical information	34 	35 	38 	39 

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

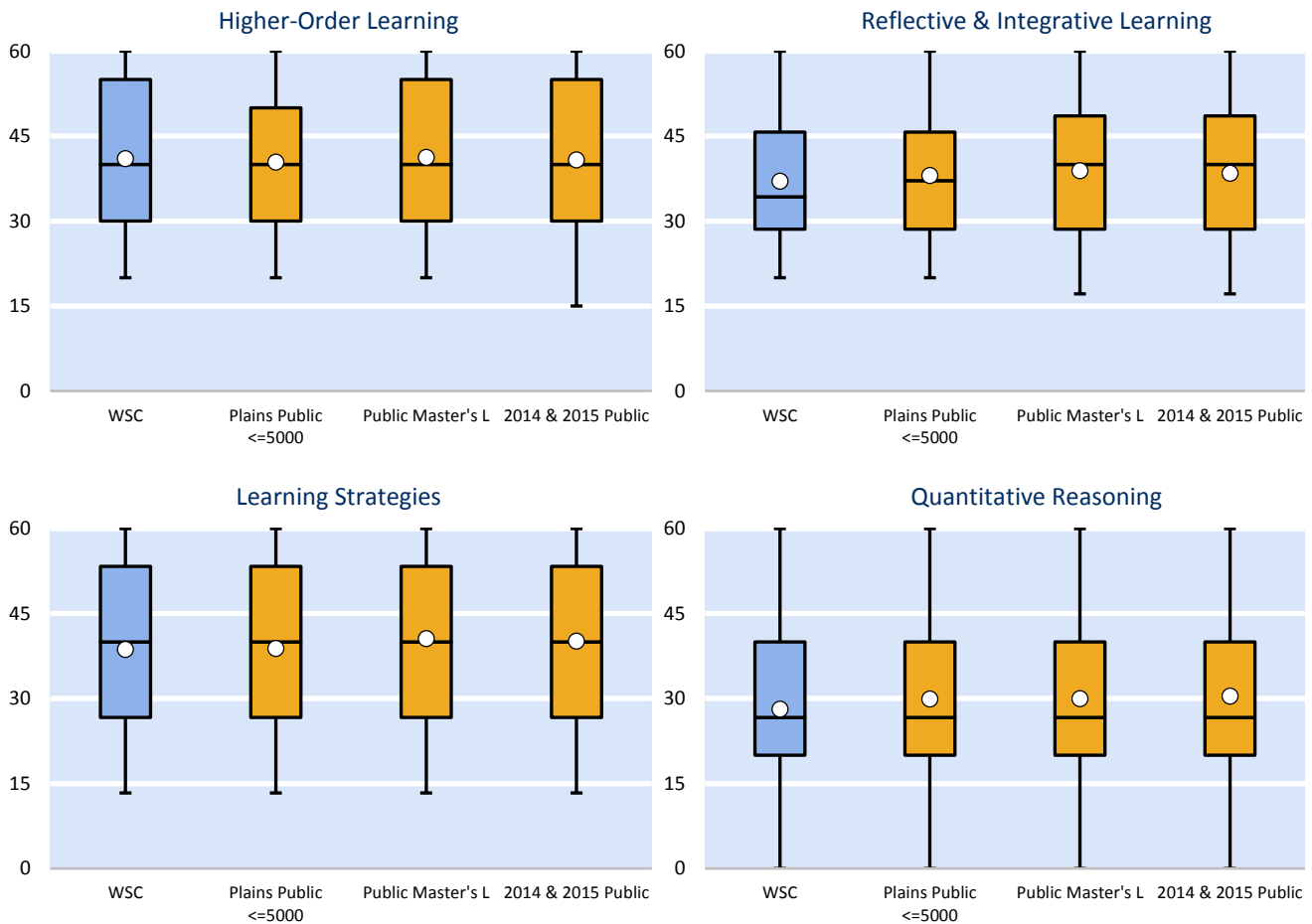
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#### Mean Comparisons

Engagement Indicator	WSC Mean	Your seniors compared with					
		Plains Public Mean	<=5000 Effect size	Public Master's L Mean	Public Master's L Effect size	2014 & 2015 Public Mean	2014 & 2015 Public Effect size
Higher-Order Learning	41.0	40.4	.04	41.2	-.01	40.8	.02
Reflective & Integrative Learning	37.1	38.1	-.08	38.9 *	-.14	38.4	-.10
Learning Strategies	38.7	38.8	-.01	40.6	-.13	40.1	-.10
Quantitative Reasoning	28.1	29.9	-.10	30.0	-.11	30.4	-.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.

### Academic Challenge: Seniors (continued)

#### Summary of Indicator Items

	WSC	Plains Public <=5000	Public Master's L	2014 & 2015 Public
<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	78 	81 	79 	79 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75 	76 	77 	77 
4d. Evaluating a point of view, decision, or information source	73 	72 	72 	70 
4e. Forming a new idea or understanding from various pieces of information	74 	73 	73 	71 
<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	68 	72 	73 	72 
2b. Connected your learning to societal problems or issues	59 	63 	64 	63 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50 	54 	55 	53 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61 	65 	66 	65 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67 	69 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	63 	67 	70 	69 
2g. Connected ideas from your courses to your prior experiences and knowledge	82 	84 	83 	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	81 	81 	83 	82 
9b. Reviewed your notes after class	55 	59 	65 	64 
9c. Summarized what you learned in class or from course materials	66 	65 	66 	65 
<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.)	47 	54 	55 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42 	46 	45 	45 
6c. Evaluated what others have concluded from numerical information	37 	44 	44 	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 website.

### Learning with Peers: First-year students

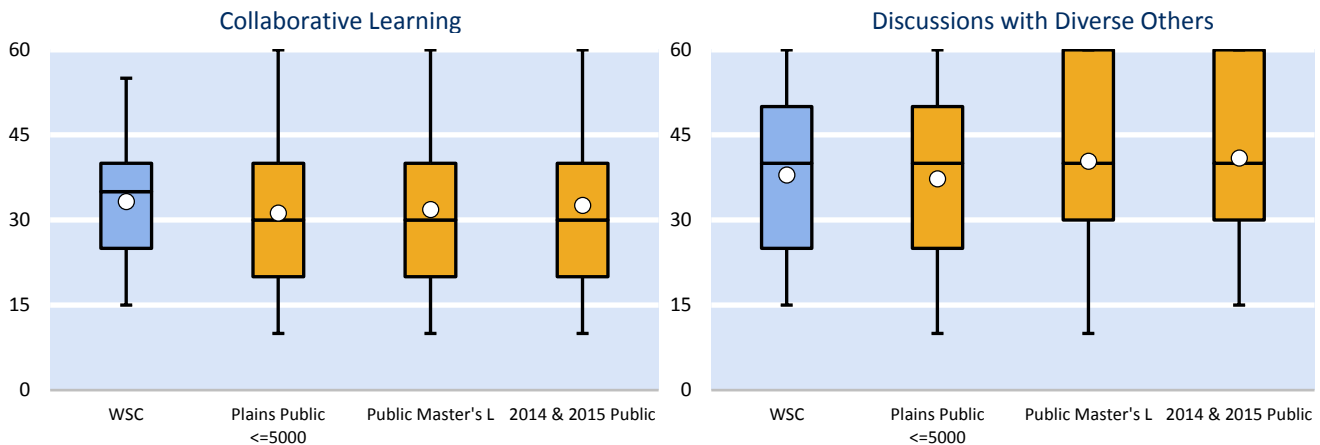
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	WSC Mean	Your first-year students compared with					
		Plains Public <=5000		Public Master's L		2014 & 2015 Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.2	31.2 *	.15	31.8	.10	32.5	.05
Discussions with Diverse Others	37.9	37.2	.04	40.3	-.15	40.9 *	-.18

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

#### Score Distributions



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#### Summary of Indicator Items

##### Collaborative Learning

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

	WSC	Plains Public <=5000	Public Master's L	2014 & 2015 Public
1e. Asked another student to help you understand course material	64	48	49	51
1f. Explained course material to one or more students	60	54	56	58
1g. Prepared for exams by discussing or working through course material with other students	52	46	47	49
1h. Worked with other students on course projects or assignments	54	51	52	53

##### Discussions with Diverse Others

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

	WSC	Plains Public <=5000	Public Master's L	2014 & 2015 Public
8a. People from a race or ethnicity other than your own	60	60	72	72
8b. People from an economic background other than your own	68	65	72	73
8c. People with religious beliefs other than your own	67	66	68	70
8d. People with political views other than your own	65	62	67	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 website.



### Learning with Peers: Seniors

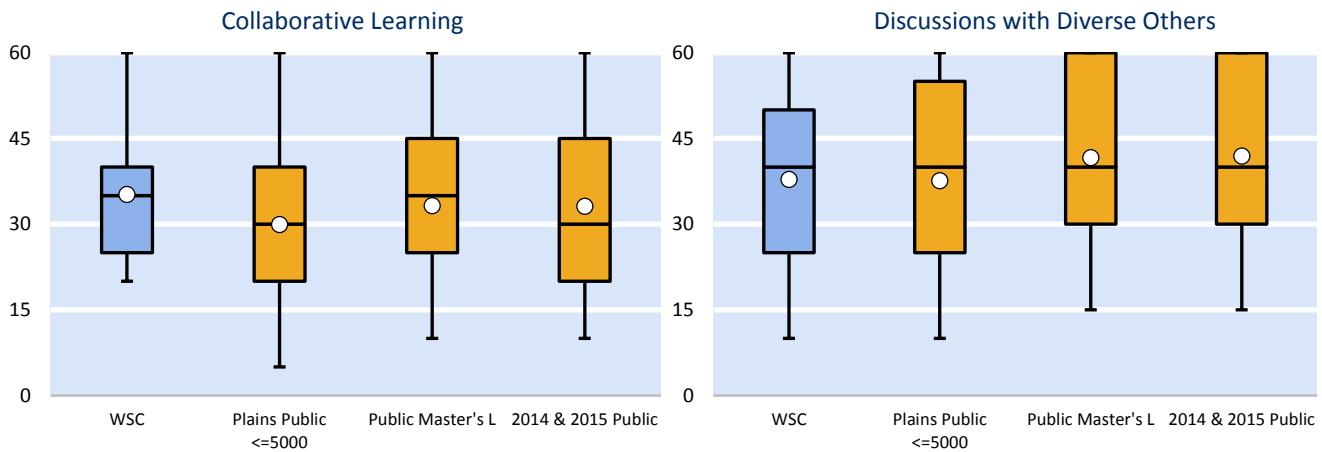
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#### Mean Comparisons

Engagement Indicator	WSC Mean	Your seniors compared with					
		Plains Public <=5000		Public Master's L		2014 & 2015 Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.2	30.0 ***	.35	33.2 *	.14	33.1 *	.14
Discussions with Diverse Others	37.8	37.6	.01	41.7 ***	-.23	41.9 ***	-.25

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"...

	WSC	Plains Public <=5000	Public Master's L	2014 & 2015 Public
1e. Asked another student to help you understand course material	51	39	42	42
1f. Explained course material to one or more students	66	55	60	60
1g. Prepared for exams by discussing or working through course material with other students	54	39	47	47
1h. Worked with other students on course projects or assignments	70	58	66	65

##### Discussions with Diverse Others

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

	WSC	Plains Public <=5000	Public Master's L	2014 & 2015 Public
8a. People from a race or ethnicity other than your own	54	59	73	73
8b. People from an economic background other than your own	65	65	74	75
8c. People with religious beliefs other than your own	68	65	70	71
8d. People with political views other than your own	72	66	70	71

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

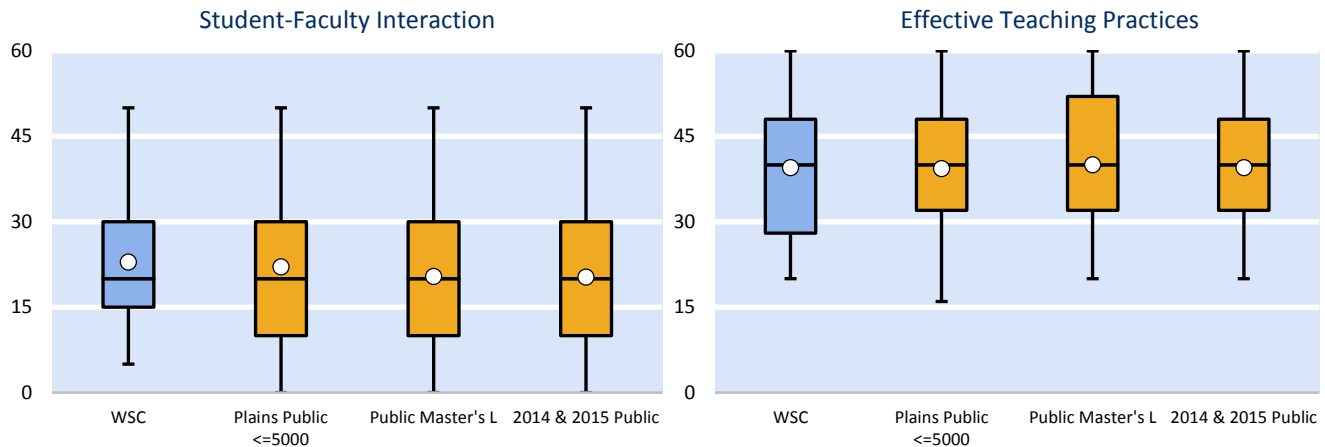
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	WSC Mean	Your first-year students compared with					
		Plains Public <=5000		Public Master's L		2014 & 2015 Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.9	22.1	.06	20.4 *	.17	20.3 *	.18
Effective Teaching Practices	39.5	39.3	.01	40.0	-.04	39.5	.00

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

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#### Summary of Indicator Items

Student-Faculty Interaction	WSC	Plains Public <=5000	Public Master's L	2014 & 2015 Public
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	44	36	33	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	23	19	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	28	26	25
3d. Discussed your academic performance with a faculty member	32	32	30	29
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	75	78	80	80
5b. Taught course sessions in an organized way	77	78	78	78
5c. Used examples or illustrations to explain difficult points	72	75	76	76
5d. Provided feedback on a draft or work in progress	62	67	66	63
5e. Provided prompt and detailed feedback on tests or completed assignments	61	65	63	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

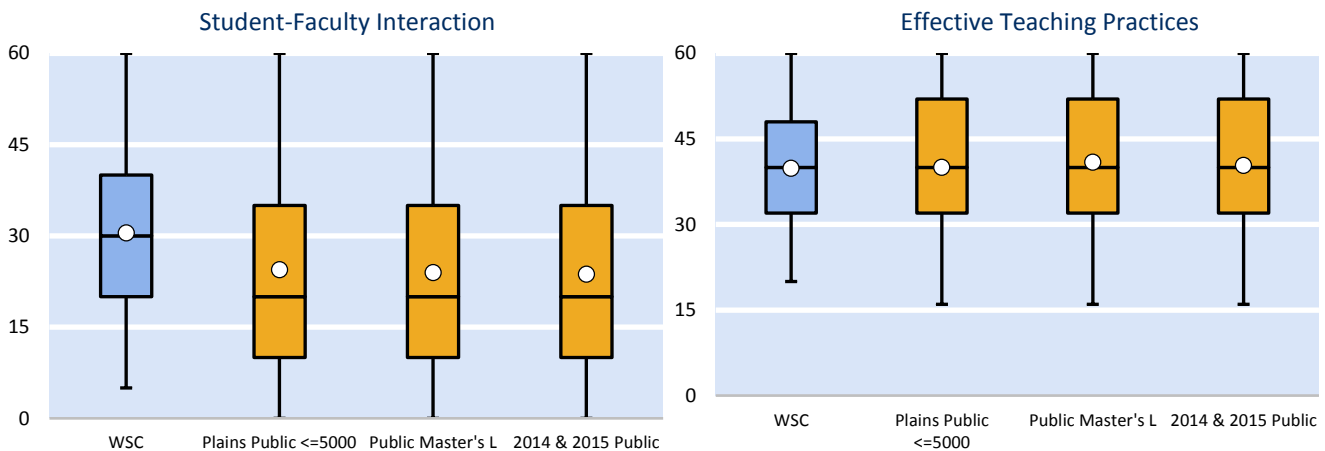
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

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		Plains Public <=5000		Public Master's L		2014 & 2015 Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	30.5	24.4 ***	.37	23.9 ***	.40	23.7 ***	.42
Effective Teaching Practices	39.9	40.0	-.01	40.9	-.07	40.3	-.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

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

	WSC	Plains Public <=5000	Public Master's L	2014 & 2015 Public
3a. Talked about career plans with a faculty member	59	44	42	41
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	28	26	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	45	35	34	33
3d. Discussed your academic performance with a faculty member	47	34	34	33

##### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	WSC	Plains Public <=5000	Public Master's L	2014 & 2015 Public
5a. Clearly explained course goals and requirements	79	80	82	82
5b. Taught course sessions in an organized way	79	80	79	79
5c. Used examples or illustrations to explain difficult points	80	77	79	79
5d. Provided feedback on a draft or work in progress	64	63	63	60
5e. Provided prompt and detailed feedback on tests or completed assignments	70	68	67	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

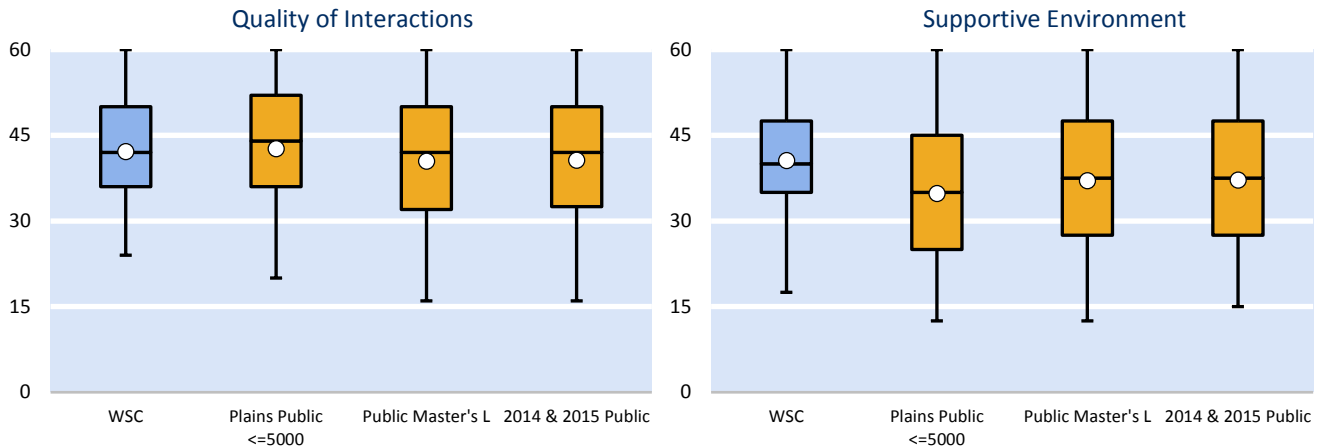
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	WSC Mean	Your first-year students compared with					
		Plains Public <=5000		Public Master's L		2014 & 2015 Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.1	42.7	-.04	40.4 *	.13	40.6	.12
Supportive Environment	40.6	34.8 ***	.43	37.1 ***	.25	37.1 ***	.25

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...

	WSC	Plains Public <=5000	Public Master's L	2014 & 2015 Public
13a. Students	64	55	56	56
13b. Academic advisors	51	53	46	47
13c. Faculty	53	54	46	46
13d. Student services staff (career services, student activities, housing, etc.)	48	46	42	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	48	39	38

##### Supportive Environment

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

	WSC	Plains Public <=5000	Public Master's L	2014 & 2015 Public
14b. Providing support to help students succeed academically	83	74	76	76
14c. Using learning support services (tutoring services, writing center, etc.)	84	72	77	77
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	50	60	59
14e. Providing opportunities to be involved socially	85	66	72	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	86	65	72	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	50	39	46	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	82	65	66	68
14i. Attending events that address important social, economic, or political issues	63	48	53	52

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

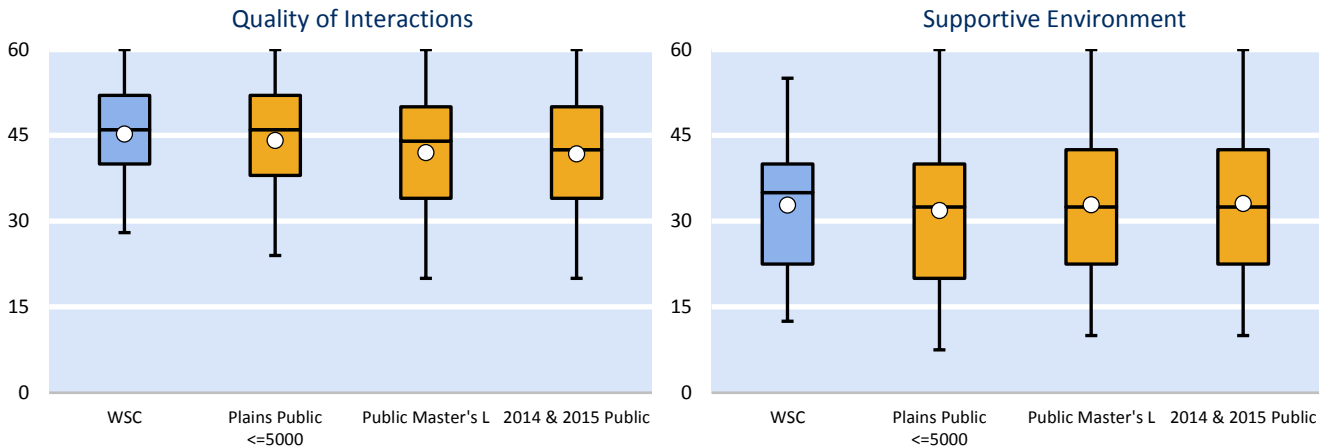
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	WSC Mean	Your seniors compared with					
		Plains Public <=5000		Public Master's L		2014 & 2015 Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.2	44.1	.10	42.0 ***	.27	41.8 ***	.28
Supportive Environment	32.8	31.9	.06	32.9	-.01	33.1	-.02

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

#### 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...

	WSC	Plains Public <=5000	Public Master's L	2014 & 2015 Public
13a. Students	71	62	62	62
13b. Academic advisors	64	59	51	50
13c. Faculty	62	62	58	57
13d. Student services staff (career services, student activities, housing, etc.)	47	49	42	41
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	51	41	39

##### Supportive Environment

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

	WSC	Plains Public <=5000	Public Master's L	2014 & 2015 Public
14b. Providing support to help students succeed academically	78	71	70	70
14c. Using learning support services (tutoring services, writing center, etc.)	73	61	65	65
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	43	49	53	53
14e. Providing opportunities to be involved socially	67	64	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	58	63	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	31	32	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	57	55	58
14i. Attending events that address important social, economic, or political issues	46	43	46	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 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.

<b>First-Year Students</b>		<b>WSC</b> <i>Mean</i>	<b>Your first-year students compared with</b>					
<i>Theme</i>	<i>Engagement Indicator</i>		<b>NSSE Top 50%</b>			<b>NSSE Top 10%</b>		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	35.5	41.0 ***	-.40		43.0 ***	-.55	
	Reflective and Integrative Learning	32.0	37.6 ***	-.45		39.6 ***	-.60	
	Learning Strategies	39.1	41.6 *	-.18		44.4 ***	-.38	
	Quantitative Reasoning	25.4	29.4 **	-.24		31.5 ***	-.37	
<i>Learning with Peers</i>	Collaborative Learning	33.2	35.1 *	-.14		37.3 ***	-.29	
	Discussions with Diverse Others	37.9	43.3 ***	-.35		45.5 ***	-.51	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.9	24.0	-.07	✓	27.2 ***	-.27	
	Effective Teaching Practices	39.5	42.3 **	-.21		44.6 ***	-.39	
<i>Campus Environment</i>	Quality of Interactions	42.1	44.0 *	-.16		45.8 ***	-.31	
	Supportive Environment	40.6	39.4	.09	✓	41.3	-.06 ✓	

<b>Seniors</b>		<b>WSC</b> <i>Mean</i>	<b>Your seniors compared with</b>					
<i>Theme</i>	<i>Engagement Indicator</i>		<b>NSSE Top 50%</b>			<b>NSSE Top 10%</b>		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.0	43.5 *	-.18		45.3 ***	-.31	
	Reflective and Integrative Learning	37.1	41.3 ***	-.33		43.1 ***	-.48	
	Learning Strategies	38.7	42.5 ***	-.26		44.8 ***	-.43	
	Quantitative Reasoning	28.1	31.8 **	-.21		33.6 ***	-.32	
<i>Learning with Peers</i>	Collaborative Learning	35.2	35.7	-.03	✓	38.2 ***	-.22	
	Discussions with Diverse Others	37.8	43.9 ***	-.38		45.9 ***	-.52	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	30.5	29.8	.05	✓	34.1 **	-.22	
	Effective Teaching Practices	39.9	43.1 ***	-.24		45.1 ***	-.39	
<i>Campus Environment</i>	Quality of Interactions	45.2	45.0	.02	✓	46.7 *	-.12	
	Supportive Environment	32.8	36.1 **	-.24		38.8 ***	-.43	

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>												
WSC (N = 178)	35.5	14.0	1.05	10	25	40	45	60				
Plains Public <=5000	36.9	13.4	.29	15	25	40	45	60	2,344	-1.4	.181	-.104
Public Master's L	38.7	14.1	.05	15	30	40	50	60	69,182	-3.2	.002	-.228
2014 & 2015 Public	38.7	14.0	.03	15	30	40	50	60	204,214	-3.2	.002	-.230
Top 50%	41.0	13.7	.04	20	30	40	50	60	148,496	-5.5	.000	-.398
Top 10%	43.0	13.8	.08	20	35	40	55	60	29,969	-7.5	.000	-.547
<b>Reflective &amp; Integrative Learning</b>												
WSC (N = 184)	32.0	11.3	.83	14	26	31	40	54				
Plains Public <=5000	34.1	12.4	.26	17	26	34	43	57	221	-2.2	.014	-.175
Public Master's L	35.7	12.8	.05	17	26	34	43	60	184	-3.7	.000	-.291
2014 & 2015 Public	35.4	12.7	.03	17	26	34	43	60	184	-3.5	.000	-.272
Top 50%	37.6	12.7	.03	17	29	37	46	60	184	-5.6	.000	-.445
Top 10%	39.6	12.8	.07	20	31	40	49	60	186	-7.6	.000	-.597
<b>Learning Strategies</b>												
WSC (N = 165)	39.1	14.5	1.13	13	27	40	53	60				
Plains Public <=5000	38.1	14.1	.32	20	27	40	47	60	2,161	1.0	.385	.070
Public Master's L	39.4	14.3	.06	20	27	40	53	60	63,920	-.2	.827	-.017
2014 & 2015 Public	39.2	14.3	.03	20	27	40	53	60	189,066	-.1	.926	-.007
Top 50%	41.6	14.1	.04	20	33	40	53	60	133,500	-2.5	.024	-.175
Top 10%	44.4	14.0	.08	20	33	47	60	60	30,354	-5.3	.000	-.377
<b>Quantitative Reasoning</b>												
WSC (N = 177)	25.4	15.9	1.20	0	13	20	40	53				
Plains Public <=5000	27.3	15.9	.34	0	20	27	40	60	2,383	-1.9	.133	-.117
Public Master's L	27.5	16.7	.06	0	20	27	40	60	70,274	-2.1	.092	-.127
2014 & 2015 Public	28.0	16.5	.04	0	20	27	40	60	207,824	-2.6	.035	-.159
Top 50%	29.4	16.6	.04	0	20	27	40	60	195,220	-4.0	.001	-.240
Top 10%	31.5	16.5	.08	0	20	33	40	60	38,796	-6.1	.000	-.369
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
WSC (N = 192)	33.2	12.4	.89	15	25	35	40	55				
Plains Public <=5000	31.2	14.0	.29	10	20	30	40	60	234	2.0	.033	.145
Public Master's L	31.8	13.9	.05	10	20	30	40	60	192	1.4	.122	.100
2014 & 2015 Public	32.5	14.1	.03	10	20	30	40	60	192	.7	.453	.048
Top 50%	35.1	13.8	.03	15	25	35	45	60	192	-1.9	.031	-.140
Top 10%	37.3	13.8	.07	15	25	35	50	60	193	-4.1	.000	-.294
<b>Discussions with Diverse Others</b>												
WSC (N = 165)	37.9	14.5	1.13	15	25	40	50	60				
Plains Public <=5000	37.2	16.2	.36	10	25	40	50	60	2,197	.7	.587	.044
Public Master's L	40.3	16.4	.06	10	30	40	60	60	64,704	-2.4	.059	-.147
2014 & 2015 Public	40.9	16.2	.04	15	30	40	60	60	191,392	-3.0	.018	-.185
Top 50%	43.3	15.4	.04	20	35	45	60	60	164,938	-5.4	.000	-.353
Top 10%	45.5	14.8	.08	20	40	50	60	60	38,316	-7.6	.000	-.513



### 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>												
WSC (N = 181)	22.9	13.5	1.00	5	15	20	30	50				
Plains Public <=5000	22.1	15.2	.32	0	10	20	30	50	2,369	.9	.462	.057
Public Master's L	20.4	15.1	.06	0	10	20	30	50	70,695	2.5	.025	.167
2014 & 2015 Public	20.3	14.9	.03	0	10	20	30	50	208,738	2.7	.017	.178
Top 50%	24.0	15.2	.05	0	15	20	35	55	102,951	-1.1	.320	-.074
Top 10%	27.2	16.1	.12	5	15	25	40	60	185	-4.3	.000	-.268
<b>Effective Teaching Practices</b>												
WSC (N = 182)	39.5	12.7	.94	20	28	40	48	60				
Plains Public <=5000	39.3	12.9	.27	16	32	40	48	60	2,408	.2	.859	.014
Public Master's L	40.0	13.5	.05	20	32	40	52	60	71,148	-.5	.606	-.038
2014 & 2015 Public	39.5	13.4	.03	20	32	40	48	60	210,122	.0	.980	.002
Top 50%	42.3	13.2	.04	20	32	40	52	60	118,248	-2.8	.004	-.215
Top 10%	44.6	13.3	.09	20	36	44	56	60	23,706	-5.1	.000	-.387
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
WSC (N = 163)	42.1	10.6	.83	24	36	42	50	60				
Plains Public <=5000	42.7	12.2	.27	20	36	44	52	60	199	-.5	.552	-.043
Public Master's L	40.4	13.0	.05	16	32	42	50	60	163	1.7	.043	.131
2014 & 2015 Public	40.6	12.7	.03	16	33	42	50	60	162	1.5	.074	.118
Top 50%	44.0	11.7	.04	22	38	46	52	60	103,898	-1.8	.044	-.158
Top 10%	45.8	11.9	.08	23	40	48	55	60	22,094	-3.7	.000	-.312
<b>Supportive Environment</b>												
WSC (N = 155)	40.6	12.1	.97	18	35	40	48	60				
Plains Public <=5000	34.8	13.8	.32	13	25	35	45	60	189	5.8	.000	.426
Public Master's L	37.1	14.2	.06	13	28	38	48	60	155	3.5	.000	.249
2014 & 2015 Public	37.1	13.9	.03	15	28	38	48	60	154	3.5	.000	.249
Top 50%	39.4	13.4	.04	18	30	40	50	60	154	1.2	.234	.087
Top 10%	41.3	13.0	.08	20	33	40	53	60	156	-.7	.460	-.055

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>												
WSC (N = 210)	41.0	13.7	.94	20	30	40	55	60				
Plains Public <=5000	40.4	13.9	.27	20	30	40	50	60	2,947	.6	.549	.043
Public Master's L	41.2	14.3	.04	20	30	40	55	60	113,624	-.2	.832	-.015
2014 & 2015 Public	40.8	14.3	.02	15	30	40	55	60	330,557	.2	.825	.015
Top 50%	43.5	13.8	.03	20	35	40	55	60	173,542	-2.4	.010	-.177
Top 10%	45.3	13.6	.06	20	40	45	60	60	46,773	-4.3	.000	-.313
<b>Reflective &amp; Integrative Learning</b>												
WSC (N = 213)	37.1	12.8	.88	20	29	34	46	60				
Plains Public <=5000	38.1	12.6	.24	20	29	37	46	60	3,069	-1.0	.266	-.079
Public Master's L	38.9	13.2	.04	17	29	40	49	60	118,314	-1.8	.041	-.140
2014 & 2015 Public	38.4	13.2	.02	17	29	40	49	60	343,975	-1.4	.128	-.104
Top 50%	41.3	12.7	.03	20	31	40	51	60	173,151	-4.2	.000	-.332
Top 10%	43.1	12.5	.06	20	34	43	54	60	43,056	-6.1	.000	-.483
<b>Learning Strategies</b>												
WSC (N = 199)	38.7	14.9	1.06	13	27	40	53	60				
Plains Public <=5000	38.8	14.9	.29	13	27	40	53	60	2,804	-.1	.900	-.009
Public Master's L	40.6	14.8	.05	13	27	40	53	60	106,329	-1.9	.070	-.129
2014 & 2015 Public	40.1	14.9	.03	13	27	40	53	60	310,365	-1.4	.175	-.096
Top 50%	42.5	14.6	.03	20	33	40	60	60	219,477	-3.8	.000	-.261
Top 10%	44.8	14.2	.06	20	33	47	60	60	57,609	-6.2	.000	-.435
<b>Quantitative Reasoning</b>												
WSC (N = 210)	28.1	16.5	1.14	0	20	27	40	60				
Plains Public <=5000	29.9	17.1	.32	0	20	27	40	60	3,013	-1.8	.143	-.105
Public Master's L	30.0	17.4	.05	0	20	27	40	60	115,545	-1.8	.128	-.105
2014 & 2015 Public	30.4	17.4	.03	0	20	27	40	60	336,593	-2.3	.057	-.131
Top 50%	31.8	17.3	.03	0	20	33	40	60	292,378	-3.6	.002	-.209
Top 10%	33.6	16.9	.07	0	20	33	47	60	64,685	-5.5	.000	-.325
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
WSC (N = 218)	35.2	12.4	.84	20	25	35	40	60				
Plains Public <=5000	30.0	15.0	.28	5	20	30	40	60	267	5.2	.000	.354
Public Master's L	33.2	14.3	.04	10	25	35	45	60	218	2.0	.019	.139
2014 & 2015 Public	33.1	14.6	.02	10	20	30	45	60	218	2.1	.015	.142
Top 50%	35.7	13.9	.03	15	25	35	45	60	218	-.5	.573	-.034
Top 10%	38.2	13.7	.06	15	30	40	50	60	220	-3.0	.001	-.216
<b>Discussions with Diverse Others</b>												
WSC (N = 200)	37.8	16.1	1.13	10	25	40	50	60				
Plains Public <=5000	37.6	16.7	.33	10	25	40	55	60	2,842	.2	.860	.013
Public Master's L	41.7	16.4	.05	15	30	40	60	60	107,425	-3.8	.001	-.234
2014 & 2015 Public	41.9	16.3	.03	15	30	40	60	60	313,851	-4.1	.000	-.251
Top 50%	43.9	15.9	.03	20	35	45	60	60	280,957	-6.1	.000	-.383
Top 10%	45.9	15.4	.06	20	40	50	60	60	67,506	-8.1	.000	-.524

### 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>												
WSC (N = 210)	30.5	15.4	1.06	5	20	30	40	60				
Plains Public <=5000	24.4	16.6	.32	0	10	20	35	60	2,999	6.1	.000	.366
Public Master's L	23.9	16.5	.05	0	10	20	35	60	115,714	6.5	.000	.398
2014 & 2015 Public	23.7	16.4	.03	0	10	20	35	60	336,673	6.8	.000	.416
Top 50%	29.8	16.2	.05	5	20	30	40	60	112,041	.7	.513	.045
Top 10%	34.1	16.5	.13	5	20	35	45	60	16,774	-3.6	.002	-.219
<b>Effective Teaching Practices</b>												
WSC (N = 213)	39.9	12.6	.86	20	32	40	48	60				
Plains Public <=5000	40.0	13.7	.26	16	32	40	52	60	3,044	-.1	.878	-.011
Public Master's L	40.9	14.0	.04	16	32	40	52	60	213	-1.0	.232	-.074
2014 & 2015 Public	40.3	13.9	.02	16	32	40	52	60	213	-.5	.596	-.033
Top 50%	43.1	13.6	.03	20	36	44	56	60	213	-3.2	.000	-.235
Top 10%	45.1	13.4	.08	20	36	48	60	60	216	-5.3	.000	-.394
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
WSC (N = 202)	45.2	9.3	.66	28	40	46	52	60				
Plains Public <=5000	44.1	11.4	.23	24	38	46	52	60	251	1.1	.111	.099
Public Master's L	42.0	12.2	.04	20	34	44	50	60	202	3.2	.000	.265
2014 & 2015 Public	41.8	12.1	.02	20	34	43	50	60	201	3.4	.000	.284
Top 50%	45.0	11.4	.03	24	38	46	54	60	201	.3	.693	.023
Top 10%	46.7	11.8	.06	24	40	50	56	60	204	-1.5	.027	-.125
<b>Supportive Environment</b>												
WSC (N = 191)	32.8	13.1	.95	13	23	35	40	55				
Plains Public <=5000	31.9	14.6	.29	8	20	33	40	60	2,676	.9	.392	.064
Public Master's L	32.9	14.6	.05	10	23	33	43	60	100,659	-.1	.935	-.006
2014 & 2015 Public	33.1	14.4	.03	10	23	33	43	60	294,433	-.3	.764	-.022
Top 50%	36.1	13.9	.03	13	26	38	45	60	166,824	-3.3	.001	-.236
Top 10%	38.8	13.7	.08	15	30	40	50	60	31,255	-6.0	.000	-.435

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.