
NSSE 2015
Engagement Indicators
Wichita State University

About Your Engagement Indicators Report

Theme	Engagement Indicator
	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
	Collaborative Learning

NSSE 2015 Engagement Indicators

Overview

Wichita State University

Engagement Indicators: Overview

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

Use the following key:

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

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

No significant difference.

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

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

First-Year Students

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

Seniors

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

NSSE 2015 Engagement Indicators

Academic Challenge

Wichita State University

Academic Challenge: First-year students

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

Mean Comparisons

Engagement Indicator	Wichita State Mean	Your first-year students compared with					
		WSU Peers		Carnegie Class		NSSE 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.6	37.9	-.09	38.7	-.15	38.7	-.16
Reflective & Integrative Learning							
Learning Strategies							
Quantitative Reasoning	26.6	28.6	-.12	28.2	-.10	27.2	-.04

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Effect size difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size.

Score Distributions

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

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

NSSE 2015 Engagement Indicators

Academic Challenge

Wichita State University

Academic Challenge: First-year students (continued)

Summary of Indicator Items

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

Notes: Refer to your Frequencies and Statistical Comparison 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.

NSSE 2015 Engagement Indicators

Wichita State University

Academic Challenge: Seniors

Challenging intellectual and creative work is central to student learning and 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

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

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Score Distributions

Quantitative Reasoning





































































NSSE 2015 Engagement Indicators

Academic Challenge

Wichita State University

Academic Challenge: Seniors (continued)

Summary of Indicator Items

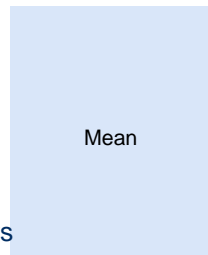
Higher-Order Learning	Wichita State	WSU Peers	Carnegie Class	NSSE 2015
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	75 	80 	79 	79 
4c. Analyzing an idea, experience,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

Notes: Refer to your Frequencies and Statistical Comparison 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

Mean Comparisons

- Engagement Indicator
- Collaborative Learning
- Discussions with Diverse Others



Mean	Effect size	Mean	Effect size	Mean	Effect size
***		***		***	

Score Distributions

Summary of Indicator Items

Collaborative Learning

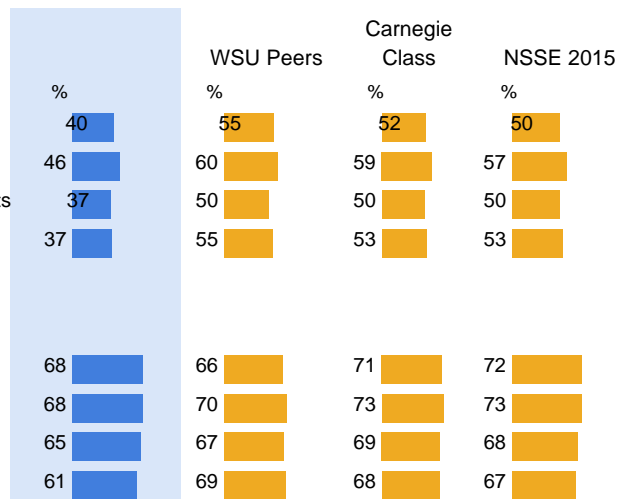
Percentage of students who responded that they "Very often" or "Often"...

Item	%
1e. Asked another student to help you understand course material	40
1f. Explained course material to one or more students	46
1g. Prepared for exams by discussing or working with other students	37
1h. Worked with other students on course projects or assignments	37

Discussions with Diverse Others

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

Item	%
8a. People from a race or ethnicity other than your own	68
8b. People from an economic background other than your own	68
8c. People with religious beliefs other than your own	65
8d. People with political views other than your own	61



NSSE 2015 Engagement Indicators

Learning with Peers

Wichita State University

Learning with Peers: Seniors

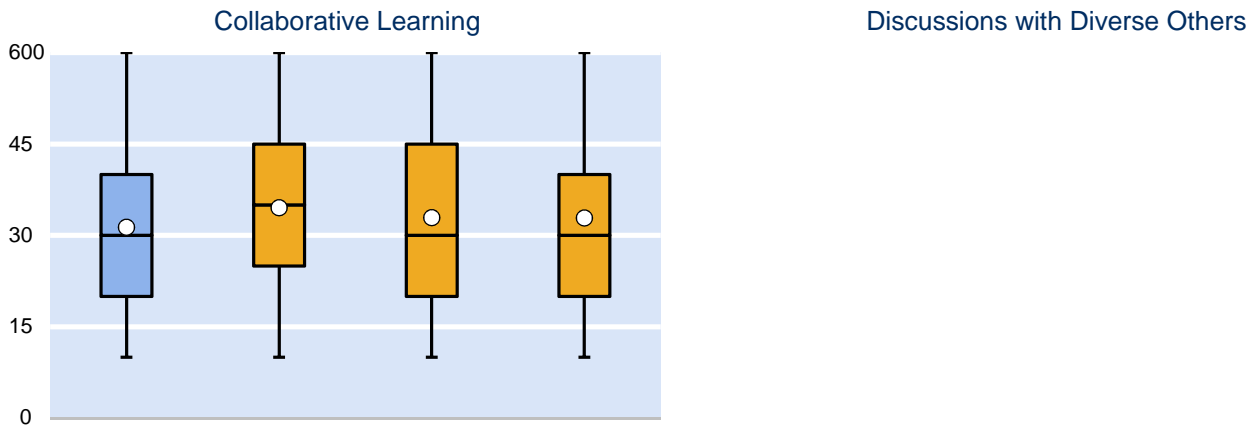
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Engagement Indicators make up this theme: Collaborative Learning and Discussions with Diverse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

Mean Comparisons

Engagement Indicator	Wichita State Mean	Your seniors compared with					
		WSU Peers		Carnegie Class		NSSE 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.4	34.5***	-.22	32.9	-.10	32.9*	-.10
Discussions with Diverse Others	42.8	40.3***	.16	41.4*	.09	41.7	.07

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

Score Distributions



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

Summary of Indicator Items

Collaborative Learning

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

Discussions with Diverse Others

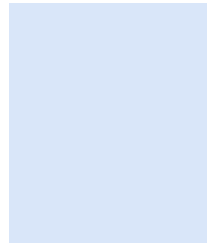
	Wichita State	WSU Peers	Carnegie Class	NSSE 2015
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	75	68	72	73
8b. People from an economic background other than your own	73	72	74	74
8c. People with religious beliefs other than your own	73	67	69	70
8d. People with political views other than your own	73	70	70	70

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

Experiences with Faculty: First-year students

Mean Comparisons

- Engagement Indicator
- Student-Faculty Interaction
- Effective Teaching Practices



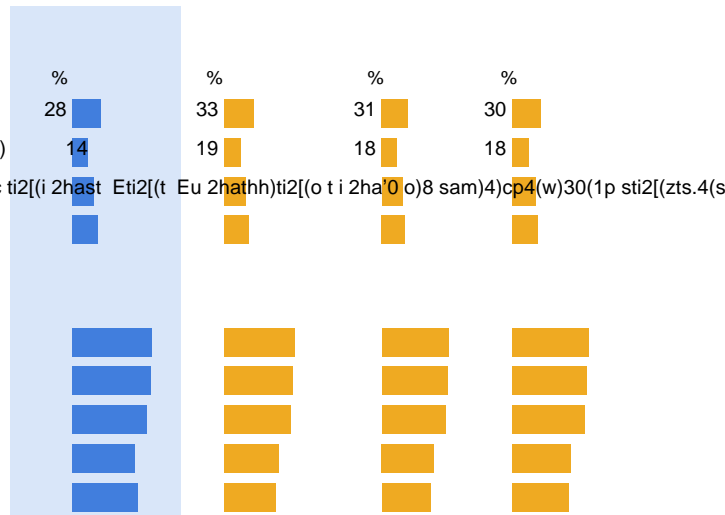
Score Distributions

Summary of Indicator Items

Student-Faculty Interaction

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

- 3a. Talked about career plans with a faculty member
- 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)



NSSE 2015 Engagement Indicators

Wichita State University

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

Mean Comparisons

Engagement Indicator	WSU Peers	Carnegie Class	Effect size	NSSE 2015 Mean
Student-Faculty Interaction	***	**		23.4 ***
Effective Teaching Practices	* .09	39.7	.07	40.2

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

Score Distributions

Student-Faculty Interaction

Effective Teaching Practices

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

Summary of Indicator Items

Student-Faculty Interaction

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

Item	Wichita State %	WSU Peers %	Carnegie Class %	NSSE 2015 %
3a. Talked about career plans with a faculty member	35	41	40	41
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	27	26	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	32	32	33
3d. Discussed your academic performance with a faculty member	26	31	31	32

Effective Teaching Practices

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

Item	Wichita State %	WSU Peers %	Carnegie Class %	NSSE 2015 %
5a. Clearly explained course goals and requirements	83	80	80	81
5b. Taught course sessions in an organized way	84	79	79	80
5c. Used examples or illustrations to explain difficult points	80	79	78	79
5d. Provided feedback on a draft or work in progress	56	56	58	60
5e. Provided prompt and detailed feedback tests or completed assignments	65	63	64	65

Notes: Refer to your frequencies and Statistical Comparison 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

Mean Comparisons

Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions						41.0	-.01
Supportive Environment	35.5	37.2	-.12				

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

Score Distributions

Quality of Interactions

Supportive Environment

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...

Item	%
13a. Students	52
13b. Academic advisors	49
13c. Faculty	46
13d. Student services staff (career services, student activities, housing, etc.)	46
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44

WSU Peers

Item	%	%	%
13a. Students	59	57	58
13b. Academic advisors	50	47	47
13c. Faculty	46	46	48
13d. Student services staff (career services, student activities, housing, etc.)	44	41	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	38	41

Supportive Environment

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

Item	%
14b. Providing support to help students succeed academically	70
14c. Using learning support services (tutoring services, writing center, etc.)	73
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55
14e. Providing opportunities to be involved socially	68
14f. Providing support for your overall well-being (creation, health care, counseling, etc.)	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60
14i. Attending events that address important social, economic, or political issues	42

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

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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), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE as 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 10%, your institution

First-Year Students

Higher-Order Learning	***	***	
Reflective and Integrative Learning	**	***	
Learning Strategies	*	***	
Quantitative Reasoning	*	***	
Collaborative Learning	***	***	
Discussions with Diverse Others	***	***	
Student-Faculty Interaction	***	***	
Effective Teaching Practices	***	***	
Quality of Interactions	**	***	
Supportive Environment	***	***	

Z

Seniors

Higher-Order Learning	***	***	
Reflective and Integrative Learning	***	***	
Learning Strategies		***	Z
Quantitative Reasoning	***	***	
Collaborative Learning	***	***	
Discussions with Diverse Others		***	Z
Student-Faculty Interaction	***	***	
Effective Teaching Practices	***	***	
Quality of Interactions	***	***	
Supportive Environment	***	***	

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NSSE 2015 Engagement Indicators

Detailed Statistics³

Wichita State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^p	SEM ^f	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 = 167)	18.0	14.2	1.10	0	10	15	25	50				
WSU Peers	20.2	14.6	.23	0	10	20	30	50	4,360	-2.2	.052	-.154
Carnegie Class	19.8	14.6	.10	0	10	20	30	50	22,600	-1.8	.107	-.125
NSSE 2015	19.4	14.9	.04	0	10	15	30	50	177,856	-1.3	.243	-.090
Top 50%	24.0	15.2	.07	0	15	20	35	55	49,302	-6.0	.000	-.397
Top 10%	27.2	16.1	.18	5	15	25	40	60	175	-9.2	.000	-.574

Detailed Statistics: Seniors

	Mean	SD ^p	SEM ^f	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Wichita State (N = 559)	39.5	15.1	.64	15	30	40	55	60				
WSU Peers	40.1	14.1	.18	15	30	40	50	60	651	-.6	.398	-.039
Carnegie Class	40.5	14.3	.07	15	30	40	55	60	574	-1.0	.112	-.071
NSSE 2015	40.9	14.2	.03	20	30	40	55	60	560	-1.4	.033	-.096
Top 50%	43.5	13.8	.05	20	35	40	55	60	565	-4.0	.000	-.288
Top 10%	45.3	13.6	.09	20	40	45	60	60	582	-5.8	.000	-.425
Reflective & Integrative Learning												
Wichita State (N = 587)	37.7	13.6	.56	17	29	37	49	60				
WSU Peers	36.4	13.1	.16	17	26	37	46	60	6,924	1.3	.019	.102

Detailed Statistics: Seniors

Mean