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# NSSE 2021

## Engagement Indicators

Washburn University

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### About Your Engagement Indicators Report

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

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

### Report Sections

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

  - Mean Comparisons**  
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
  - Score Distributions**  
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
  - Performance on Indicator Items**  
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2020 and 2021 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

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

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

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Plains Public	Your first-year students compared with Carnegie Class M	Your first-year students compared with NSSE 2020 & 2021
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 Plains Public	Your seniors compared with Carnegie Class M	Your seniors compared with NSSE 2020 & 2021
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	--	--	--

### Academic Challenge: First-year students

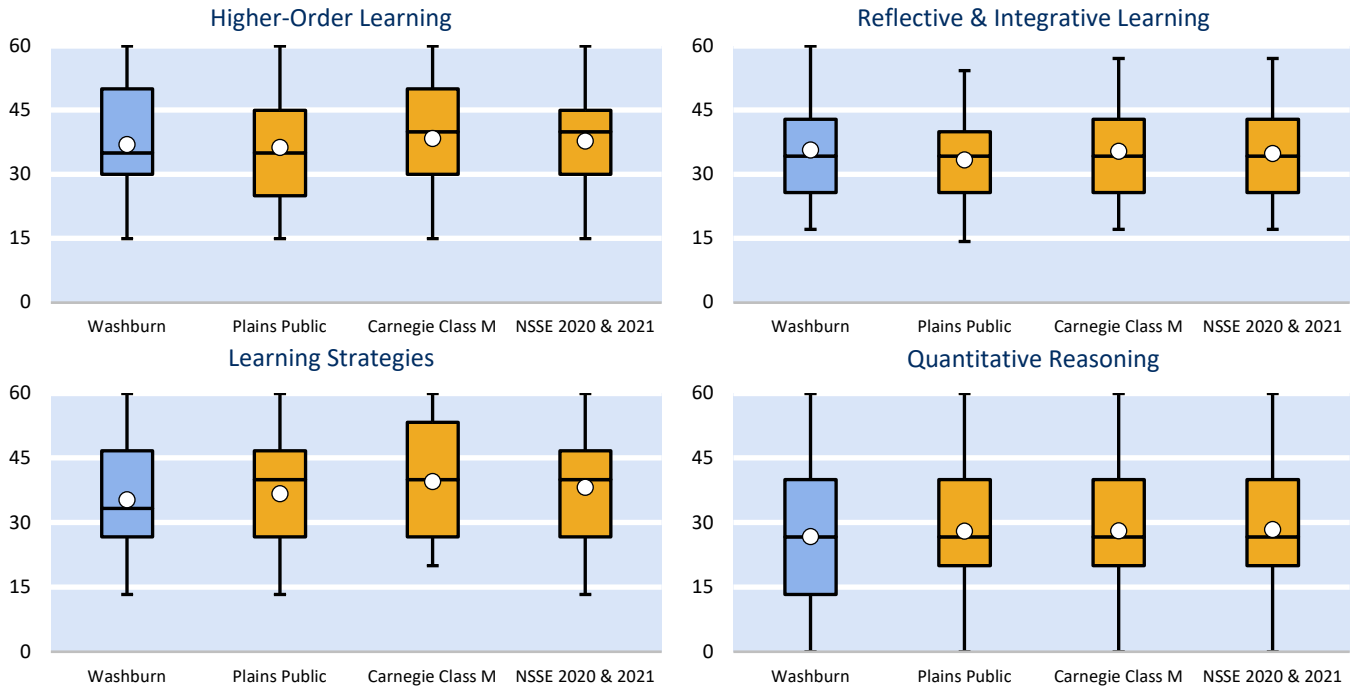
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Washburn Mean	Your first-year students compared with					
		Plains Public		Carnegie Class M		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.0	36.4	.05	38.5	-.10	37.8	-.06
Reflective & Integrative Learning	35.8	33.4 **	.20	35.4	.03	34.9	.07
Learning Strategies	35.3	36.7	-.10	39.5 ***	-.29	38.2 **	-.20
Quantitative Reasoning	26.7	28.0	-.09	28.1	-.09	28.4	-.11

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

#### Score Distributions



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

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

### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Higher-Order Learning	Washburn	Percentage point difference <sup>a</sup> between your FY students and		
		Plains Public	Carnegie Class M	NSSE 2020 & 2021
<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	66	-2	-3	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	+0	-4	-3
4d. Evaluating a point of view, decision, or information source	66	+2	-6	-3
4e. Forming a new idea or understanding from various pieces of information	68	+2	-3	-1
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	49	-0	+0	-1
2b. Connected your learning to societal problems or issues	50	+4	-2	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+15	+5	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+4	-1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+4	-2	+0
2f. Learned something that changed the way you understand an issue or concept	68	+5	+2	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+2	+1	+1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	66	-4	-10	-8
9b. Reviewed your notes after class	54	-9	-16	-12
9c. Summarized what you learned in class or from course materials	57	-3	-10	-6
<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.)	46	-6	-5	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-4	-5	-5
6c. Evaluated what others have concluded from numerical information	36	-4	-3	-5

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

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

### Academic Challenge: Seniors

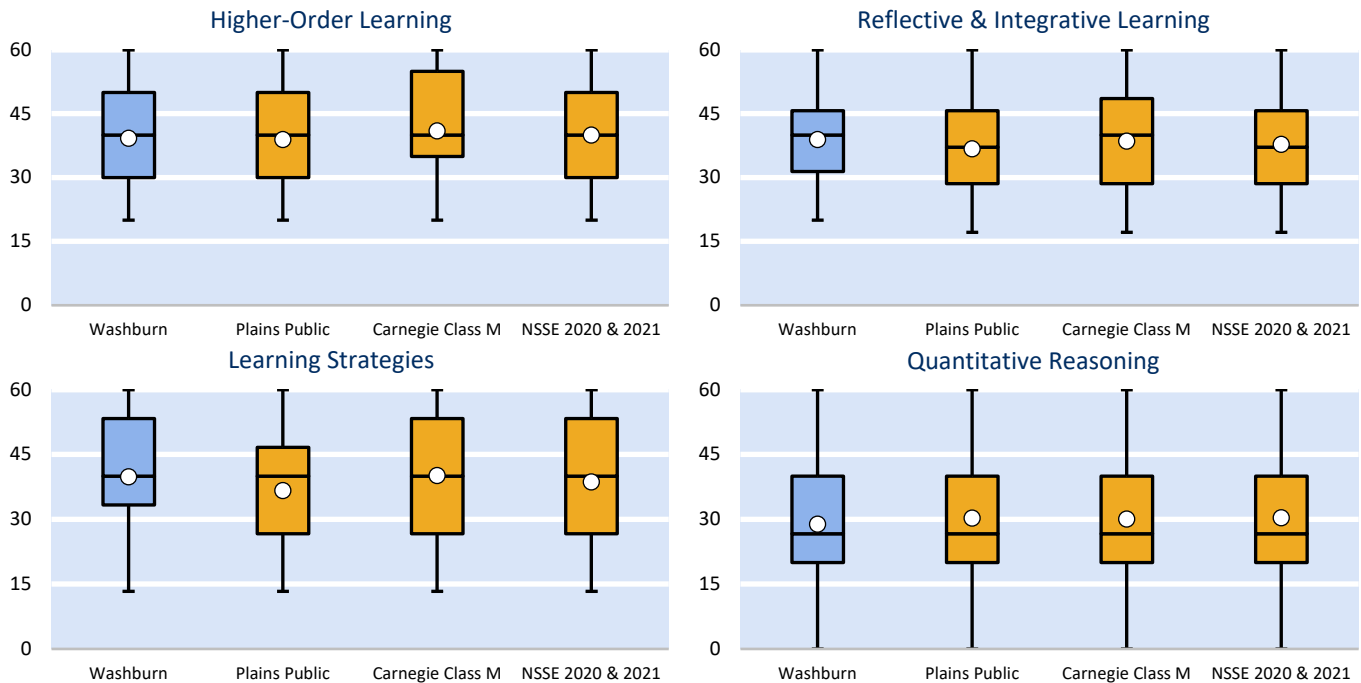
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	Washburn Mean	Your seniors compared with					
		Plains Public Mean	Plains Public Effect size	Carnegie Class M Mean	Carnegie Class M Effect size	NSSE 2020 & 2021 Mean	NSSE 2020 & 2021 Effect size
Higher-Order Learning	39.2	38.9	.02	41.0 *	-.13	39.9	-.05
Reflective & Integrative Learning	38.9	36.8 **	.17	38.5	.03	37.8	.09
Learning Strategies	39.8	36.7 ***	.21	40.1	-.02	38.6	.08
Quantitative Reasoning	28.8	30.3	-.09	30.0	-.07	30.4	-.09

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)

#### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Washburn	Percentage point difference <sup>a</sup> between your seniors and		
		Plains Public	Carnegie Class M	NSSE 2020 & 2021
<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	74	-2	-3	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+1	-3	-2
4d. Evaluating a point of view, decision, or information source	72	+5	-3	+1
4e. Forming a new idea or understanding from various pieces of information	72	+2	-3	-1
<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	69	+2	+5	+3
2b. Connected your learning to societal problems or issues	69	+12	+6	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+10	+0	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+6	+1	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78	+8	+4	+5
2f. Learned something that changed the way you understand an issue or concept	70	+1	-2	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+3	+2	+3
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+3	-3	-0
9b. Reviewed your notes after class	67	+9	-0	+4
9c. Summarized what you learned in class or from course materials	72	+12	+2	+7
<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.)	49	-7	-5	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+2	+0	+1
6c. Evaluated what others have concluded from numerical information	45	+0	+1	-1

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

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

## Learning with Peers: First-year students

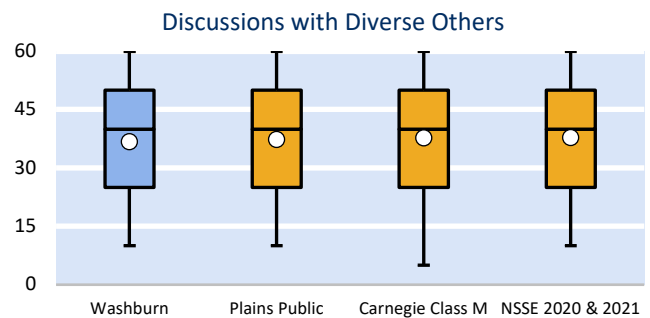
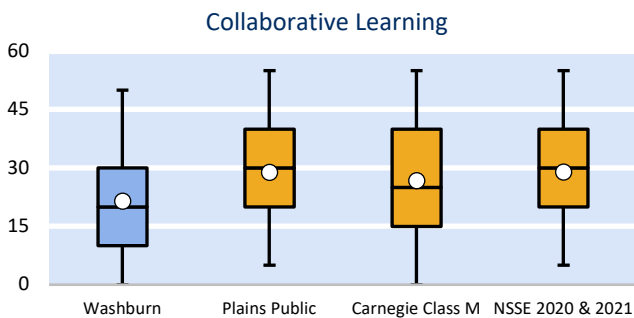
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	Washburn Mean	Your first-year students compared with					
		Plains Public		Carnegie Class M		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	21.6	28.9 ***	-.49	26.8 ***	-.33	29.0 ***	-.49
Discussions with Diverse Others	36.8	37.4	-.03	37.8	-.06	37.9	-.07

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

### Score Distributions



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### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Washburn	Percentage point difference <sup>a</sup> between your FY students and		
		Plains Public	Carnegie Class M	NSSE 2020 & 2021
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1b. Asked another student to help you understand course material	30	-17	-10	-15
1c. Explained course material to one or more students	29	-19	-14	-19
1d. Prepared for exams by discussing or working through course material with other students	25	-17	-13	-17
1e. Worked with other students on course projects or assignments	31	-17	-13	-17
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	65	+4	-3	-3
8b. People from an economic background other than your own	65	-1	-3	-3
8c. People with religious beliefs other than your own	59	-5	-3	-4
8d. People with political views other than your own	62	-4	+0	+1

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### Learning with Peers: Seniors

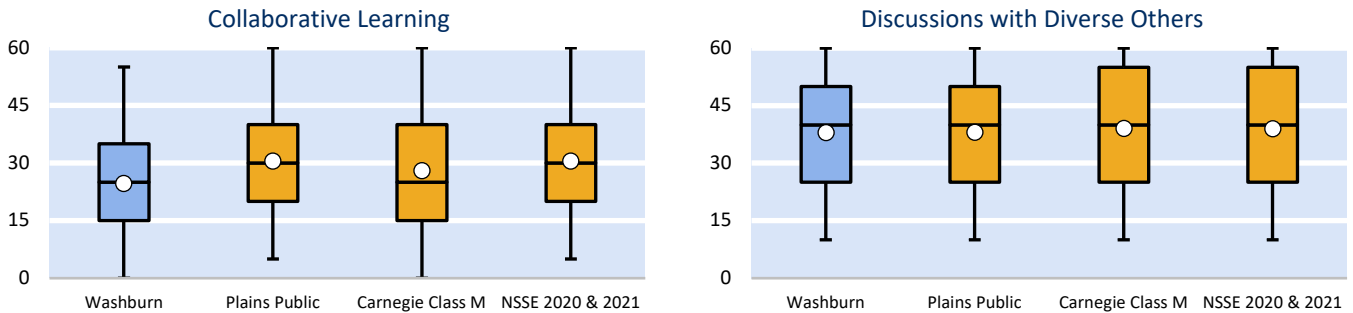
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Washburn Mean	Your seniors compared with					
		Plains Public		Carnegie Class M		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	24.7	30.6 ***	-.37	28.1 ***	-.21	30.6 ***	-.37
Discussions with Diverse Others	38.0	38.1	.00	39.1	-.07	39.0	-.06

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

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Collaborative Learning	Washburn	Percentage point difference <sup>a</sup> between your seniors and		
		Plains Public	Carnegie Class M	NSSE 2020 & 2021
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1b. Asked another student to help you understand course material	36	-7	+1	-6
1c. Explained course material to one or more students	38	-15	-8	-15
1d. Prepared for exams by discussing or working through course material with other students	32	-11	-7	-12
1e. Worked with other students on course projects or assignments	42	-19	-12	-18
Discussions with Diverse Others	Washburn	Percentage point difference <sup>a</sup> between your seniors and		
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	65	+3	-5	-5
8b. People from an economic background other than your own	69	+1	-1	-2
8c. People with religious beliefs other than your own	68	+3	+3	+2
8d. People with political views other than your own	65	-1	+0	+2

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### Experiences with Faculty: First-year students

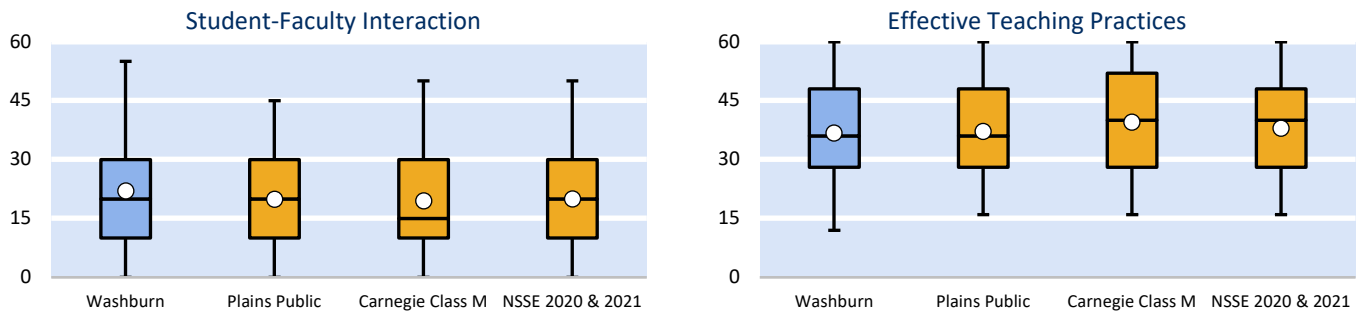
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Washburn Mean	Your first-year students compared with					
		Plains Public		Carnegie Class M		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.0	19.9 *	.15	19.5 **	.17	20.0 *	.14
Effective Teaching Practices	36.8	37.2	-.03	39.6 **	-.20	38.0	-.09

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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Student-Faculty Interaction	Washburn %	Percentage point difference <sup>a</sup> between your FY students and		
		Plains Public	Carnegie Class M	NSSE 2020 & 2021
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	46	+9	+11	+11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	+1	+3	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	+4	+3	+2
3d. Discussed your academic performance with a faculty member	31	+6	+4	+3
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	70	-5	-7	-5
5b. Taught course sessions in an organized way	68	-4	-5	-4
5c. Used examples or illustrations to explain difficult points	69	-2	-4	-3
5d. Provided feedback on a draft or work in progress	58	-0	-9	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+3	-4	+1

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### Experiences with Faculty: Seniors

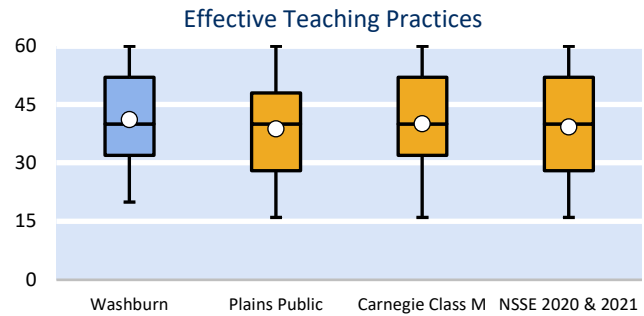
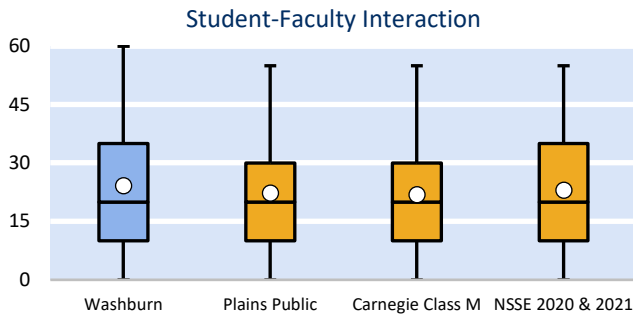
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Student-Faculty Interaction	Washburn %	Percentage point difference <sup>a</sup> between your seniors and		
		Plains Public	Carnegie Class M	NSSE 2020 & 2021
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	46	+6	+5	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+2	+5	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+0	+1	-2
3d. Discussed your academic performance with a faculty member	37	+8	+5	+5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	82	+3	+2	+3
5b. Taught course sessions in an organized way	79	+2	+3	+4
5c. Used examples or illustrations to explain difficult points	77	+0	+2	+1
5d. Provided feedback on a draft or work in progress	71	+13	+7	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+9	+4	+8

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

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

### Campus Environment: First-year students

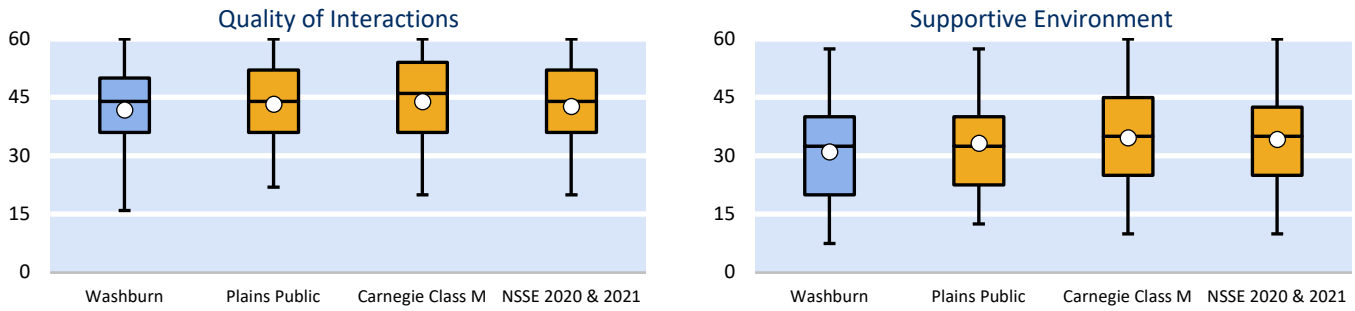
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Washburn Mean	Your first-year students compared with					
		Plains Public		Carnegie Class M		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.8	43.2	-.12	43.8 *	-.16	42.7	-.07
Supportive Environment	30.9	33.2 *	-.17	34.6 ***	-.25	34.2 ***	-.23

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

#### Score Distributions



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

#### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	Washburn	Percentage point difference <sup>a</sup> between your FY students and		
		Plains Public	Carnegie Class M	NSSE 2020 & 2021
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	44	-7	-9	-6
13b. Academic advisors	54	-2	-4	-0
13c. Faculty	54	+3	-2	+2
13d. Student services staff (career services, student activities, housing, etc.)	46	-1	-4	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+2	-2	+4
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	66	-6	-8	-6
14c. Using learning support services (tutoring services, writing center, etc.)	64	-8	-11	-10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-1	-7	-6
14e. Providing opportunities to be involved socially	56	-9	-9	-9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	-2	-1	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	-4	-8	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	47	-9	-7	-9
14i. Attending events that address important social, economic, or political issues	41	+1	-4	-4

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

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

### Campus Environment: Seniors

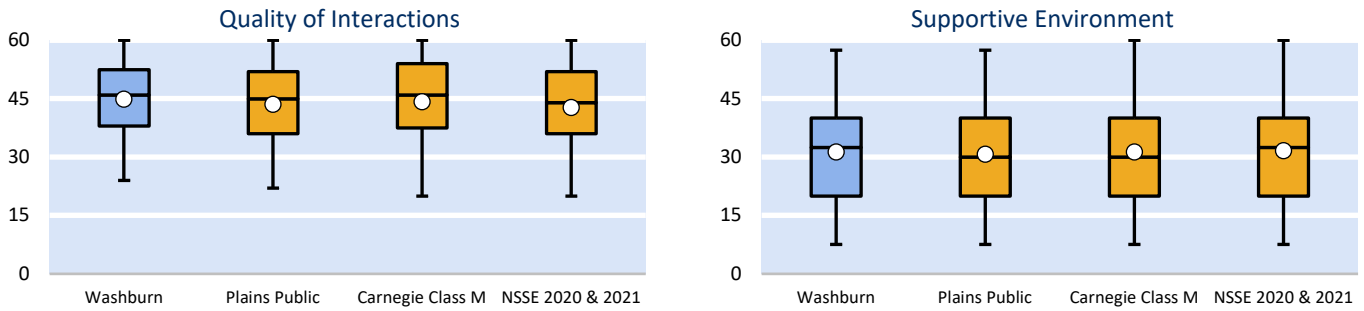
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Washburn Mean	Your seniors compared with					
		Plains Public Mean	Effect size	Carnegie Class M Mean	Effect size	NSSE 2020 & 2021 Mean	Effect size
Quality of Interactions	45.0	43.6	.11	44.3	.05	42.8 *	.17
Supportive Environment	31.3	30.8	.04	31.4	.00	31.7	-.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.

#### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	Washburn %	Percentage point difference <sup>a</sup> between your seniors and		
		Plains Public	Carnegie Class M	NSSE 2020 & 2021
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	56	-4	-5	-1
13b. Academic advisors	63	+8	+5	+9
13c. Faculty	63	+8	+2	+6
13d. Student services staff (career services, student activities, housing, etc.)	46	-0	-2	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-5	-6	-1
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	71	+2	+1	+3
14c. Using learning support services (tutoring services, writing center, etc.)	66	+2	+0	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+7	+0	+2
14e. Providing opportunities to be involved socially	60	-3	-0	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+5	+8	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	+1	-4	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	+0	+3	-2
14i. Attending events that address important social, economic, or political issues	41	+6	+3	+1

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

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

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

While NSSE's policy is not to rank institutions (see [go.iu.edu/NSSE-PnP](https://go.iu.edu/NSSE-PnP)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable<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>		Washburn Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.0	39.2 *	-.17		41.9 ***	-.38	
	Reflective and Integrative Learning	35.8	36.5	-.06	✓	39.1 ***	-.29	
	Learning Strategies	35.3	39.7 ***	-.32		43.0 ***	-.54	
	Quantitative Reasoning	26.7	29.7 **	-.20		32.5 ***	-.37	
<i>Learning with Peers</i>	Collaborative Learning	21.6	33.9 ***	-.89		37.0 ***	-1.13	
	Discussions with Diverse Others	36.8	40.6 ***	-.25		43.8 ***	-.49	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.0	23.2	-.08	✓	27.8 ***	-.38	
	Effective Teaching Practices	36.8	40.4 ***	-.27		43.2 ***	-.48	
<i>Campus Environment</i>	Quality of Interactions	41.8	45.1 ***	-.29		47.7 ***	-.48	
	Supportive Environment	30.9	36.8 ***	-.44		39.9 ***	-.70	

<b>Seniors</b>		Washburn Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.2	41.6 **	-.17		43.9 ***	-.36	
	Reflective and Integrative Learning	38.9	39.7	-.07	✓	42.5 ***	-.31	
	Learning Strategies	39.8	40.6	-.05	✓	43.5 ***	-.26	
	Quantitative Reasoning	28.8	31.6 **	-.17		34.8 ***	-.38	
<i>Learning with Peers</i>	Collaborative Learning	24.7	35.0 ***	-.73		38.8 ***	-1.05	
	Discussions with Diverse Others	38.0	41.2 ***	-.21		44.2 ***	-.41	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.1	28.5 ***	-.28		33.6 ***	-.60	
	Effective Teaching Practices	41.1	41.5	-.03	✓	44.6 ***	-.26	
<i>Campus Environment</i>	Quality of Interactions	45.0	45.2	-.02	✓	48.2 ***	-.27	
	Supportive Environment	31.3	34.1 **	-.20		37.2 ***	-.41	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2020 and 2021 institutions, separately by class.

Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
Washburn (N = 241)	37.0	14.4	.93	15	30	35	50	60				
Plains Public	36.4	13.0	.11	15	25	35	45	60	247	.7	.482	.051
Carnegie Class M	38.5	13.8	.09	15	30	40	50	60	26,003	-1.5	.105	-.105
NSSE 2020 & 2021	37.8	13.5	.03	15	30	40	45	60	277,658	-.8	.364	-.058
Top 50%	39.2	13.2	.03	20	30	40	50	60	241	-2.2	.017	-.169
Top 10%	41.9	12.9	.09	20	35	40	55	60	245	-4.9	.000	-.378
<b>Reflective &amp; Integrative Learning</b>												
Washburn (N = 259)	35.8	12.9	.80	17	26	34	43	60				
Plains Public	33.4	11.8	.10	14	26	34	40	54	265	2.3	.004	.199
Carnegie Class M	35.4	12.4	.07	17	26	34	43	57	28,461	.3	.658	.028
NSSE 2020 & 2021	34.9	12.2	.02	17	26	34	43	57	303,235	.9	.240	.073
Top 50%	36.5	12.0	.03	17	29	37	46	57	148,457	-.7	.323	-.061
Top 10%	39.1	11.8	.09	20	31	40	49	60	17,169	-3.4	.000	-.286
<b>Learning Strategies</b>												
Washburn (N = 235)	35.3	15.0	.98	13	27	33	47	60				
Plains Public	36.7	14.0	.12	13	27	40	47	60	242	-1.4	.157	-.100
Carnegie Class M	39.5	14.3	.09	20	27	40	53	60	238	-4.2	.000	-.294
NSSE 2020 & 2021	38.2	14.0	.03	13	27	40	47	60	235	-2.9	.004	-.204
Top 50%	39.7	14.0	.04	20	27	40	53	60	235	-4.4	.000	-.317
Top 10%	43.0	14.3	.09	20	33	40	60	60	24,340	-7.7	.000	-.536
<b>Quantitative Reasoning</b>												
Washburn (N = 235)	26.7	16.2	1.06	0	13	27	40	60				
Plains Public	28.0	15.0	.13	0	20	27	40	60	13,196	-1.3	.185	-.087
Carnegie Class M	28.1	16.0	.10	0	20	27	40	60	24,723	-1.4	.187	-.087
NSSE 2020 & 2021	28.4	15.4	.03	0	20	27	40	60	263,488	-1.7	.095	-.109
Top 50%	29.7	15.3	.04	7	20	27	40	60	167,026	-3.0	.003	-.196
Top 10%	32.5	15.5	.11	7	20	33	40	60	22,050	-5.8	.000	-.371
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Washburn (N = 276)	21.6	15.1	.91	0	10	20	30	50				
Plains Public	28.9	15.2	.12	5	20	30	40	55	15,772	-7.4	.000	-.487
Carnegie Class M	26.8	16.1	.09	0	15	25	40	55	281	-5.3	.000	-.326
NSSE 2020 & 2021	29.0	15.2	.03	5	20	30	40	55	329,779	-7.4	.000	-.487
Top 50%	33.9	13.9	.03	10	25	35	45	60	217,039	-12.3	.000	-.887
Top 10%	37.0	13.6	.07	15	25	40	45	60	43,070	-15.4	.000	-1.132
<b>Discussions with Diverse Others</b>												
Washburn (N = 236)	36.8	16.2	1.06	10	25	40	50	60				
Plains Public	37.4	15.7	.14	10	25	40	50	60	13,092	-.5	.596	-.035
Carnegie Class M	37.8	16.8	.11	5	25	40	50	60	24,509	-1.0	.348	-.061
NSSE 2020 & 2021	37.9	16.1	.03	10	25	40	50	60	261,094	-1.0	.317	-.065
Top 50%	40.6	15.2	.04	15	30	40	55	60	172,588	-3.8	.000	-.251
Top 10%	43.8	14.4	.09	20	35	45	60	60	239	-7.0	.000	-.487



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
Washburn (N = 250)	22.0	14.9	.95	0	10	20	30	55				
Plains Public	19.9	14.0	.12	0	10	20	30	45	14,147	2.1	.018	.151
Carnegie Class M	19.5	14.6	.09	0	10	15	30	50	27,116	2.5	.007	.173
NSSE 2020 & 2021	20.0	14.5	.03	0	10	20	30	50	288,762	2.0	.029	.138
Top 50%	23.2	14.7	.05	0	10	20	30	50	104,420	-1.1	.220	-.078
Top 10%	27.8	15.2	.14	5	15	25	40	60	11,847	-5.7	.000	-.378
<b>Effective Teaching Practices</b>												
Washburn (N = 246)	36.8	14.3	.91	12	28	36	48	60				
Plains Public	37.2	13.2	.11	16	28	36	48	60	13,665	-.4	.632	-.031
Carnegie Class M	39.6	14.2	.09	16	28	40	52	60	25,915	-2.8	.002	-.196
NSSE 2020 & 2021	38.0	13.6	.03	16	28	40	48	60	276,195	-1.3	.145	-.093
Top 50%	40.4	13.5	.04	20	32	40	52	60	109,104	-3.6	.000	-.270
Top 10%	43.2	13.4	.11	20	36	44	56	60	15,241	-6.4	.000	-.479
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Washburn (N = 221)	41.8	12.8	.86	16	36	44	50	60				
Plains Public	43.2	11.7	.11	22	36	44	52	60	12,200	-1.4	.076	-.121
Carnegie Class M	43.8	12.8	.09	20	36	46	54	60	22,227	-2.1	.016	-.162
NSSE 2020 & 2021	42.7	12.4	.03	20	36	44	52	60	236,971	-.9	.278	-.073
Top 50%	45.1	11.5	.04	24	38	46	54	60	95,148	-3.3	.000	-.290
Top 10%	47.7	12.3	.09	24	40	50	58	60	20,202	-5.9	.000	-.481
<b>Supportive Environment</b>												
Washburn (N = 232)	30.9	14.0	.92	8	20	33	40	58				
Plains Public	33.2	13.2	.12	13	23	33	40	58	12,630	-2.2	.011	-.168
Carnegie Class M	34.6	14.5	.10	10	25	35	45	60	23,459	-3.6	.000	-.249
NSSE 2020 & 2021	34.2	14.0	.03	10	25	35	43	60	250,586	-3.2	.000	-.231
Top 50%	36.8	13.5	.04	15	28	38	45	60	117,357	-5.9	.000	-.438
Top 10%	39.9	12.8	.10	18	33	40	50	60	237	-9.0	.000	-.698

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
Washburn (N = 265)	39.2	13.1	.80	20	30	40	50	60				
Plains Public	38.9	13.3	.11	20	30	40	50	60	15,542	.3	.737	.021
Carnegie Class M	41.0	13.8	.08	20	35	40	55	60	27,805	-1.8	.039	-.127
NSSE 2020 & 2021	39.9	13.8	.03	20	30	40	50	60	280,676	-.7	.398	-.052
Top 50%	41.6	13.6	.04	20	35	40	55	60	118,474	-2.4	.005	-.174
Top 10%	43.9	13.0	.11	20	35	40	55	60	13,215	-4.7	.000	-.359
<b>Reflective &amp; Integrative Learning</b>												
Washburn (N = 281)	38.9	12.0	.71	20	31	40	46	60				
Plains Public	36.8	12.5	.10	17	29	37	46	60	16,484	2.1	.005	.171
Carnegie Class M	38.5	12.7	.07	17	29	40	49	60	29,560	.4	.610	.031
NSSE 2020 & 2021	37.8	12.8	.02	17	29	37	46	60	299,939	1.1	.148	.086
Top 50%	39.7	12.4	.04	20	31	40	49	60	114,710	-.8	.255	-.068
Top 10%	42.5	11.7	.12	23	34	43	51	60	9,735	-3.6	.000	-.305
<b>Learning Strategies</b>												
Washburn (N = 250)	39.8	14.8	.94	13	33	40	53	60				
Plains Public	36.7	14.8	.12	13	27	40	47	60	14,901	3.2	.001	.215
Carnegie Class M	40.1	14.7	.09	13	27	40	53	60	26,390	-.3	.739	-.021
NSSE 2020 & 2021	38.6	14.7	.03	13	27	40	53	60	265,871	1.2	.198	.081
Top 50%	40.6	14.6	.04	20	33	40	53	60	134,980	-.7	.436	-.049
Top 10%	43.5	14.2	.11	20	33	40	60	60	17,822	-3.6	.000	-.256
<b>Quantitative Reasoning</b>												
Washburn (N = 253)	28.8	16.5	1.04	0	20	27	40	60				
Plains Public	30.3	15.8	.13	0	20	27	40	60	15,035	-1.4	.161	-.089
Carnegie Class M	30.0	16.6	.10	0	20	27	40	60	26,802	-1.2	.260	-.071
NSSE 2020 & 2021	30.4	16.4	.03	0	20	27	40	60	269,350	-1.5	.141	-.092
Top 50%	31.6	16.3	.04	0	20	33	40	60	165,114	-2.8	.007	-.169
Top 10%	34.8	15.8	.12	7	20	33	47	60	16,503	-6.0	.000	-.378
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Washburn (N = 285)	24.7	15.7	.93	0	15	25	35	55				
Plains Public	30.6	15.8	.12	5	20	30	40	60	17,134	-5.9	.000	-.372
Carnegie Class M	28.1	16.1	.09	0	15	25	40	60	30,943	-3.4	.000	-.210
NSSE 2020 & 2021	30.6	15.9	.03	5	20	30	40	60	316,005	-5.9	.000	-.370
Top 50%	35.0	14.2	.03	10	25	35	45	60	285	-10.3	.000	-.729
Top 10%	38.8	13.4	.10	15	30	40	50	60	290	-14.1	.000	-1.051
<b>Discussions with Diverse Others</b>												
Washburn (N = 252)	38.0	16.0	1.01	10	25	40	50	60				
Plains Public	38.1	15.9	.13	10	25	40	50	60	14,947	-.1	.938	-.005
Carnegie Class M	39.1	16.7	.10	10	25	40	55	60	26,611	-1.1	.283	-.068
NSSE 2020 & 2021	39.0	16.3	.03	10	25	40	55	60	267,054	-1.0	.320	-.063
Top 50%	41.2	15.6	.04	15	30	40	60	60	172,630	-3.2	.001	-.208
Top 10%	44.2	15.0	.09	20	35	45	60	60	25,820	-6.2	.000	-.411

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
Washburn (N = 275)	24.1	15.5	.94	0	10	20	35	60				
Plains Public	22.3	15.6	.12	0	10	20	30	55	15,967	1.8	.056	.117
Carnegie Class M	21.8	16.1	.10	0	10	20	30	55	28,572	2.3	.020	.141
NSSE 2020 & 2021	23.0	16.0	.03	0	10	20	35	55	289,454	1.1	.243	.071
Top 50%	28.5	16.0	.06	5	15	25	40	60	64,221	-4.4	.000	-.277
Top 10%	33.6	15.9	.18	10	20	35	45	60	8,158	-9.5	.000	-.599
<b>Effective Teaching Practices</b>												
Washburn (N = 267)	41.1	13.9	.85	20	32	40	52	60				
Plains Public	38.8	13.5	.11	16	28	40	48	60	15,516	2.4	.005	.174
Carnegie Class M	40.1	14.5	.09	16	32	40	52	60	27,752	1.1	.231	.074
NSSE 2020 & 2021	39.2	14.2	.03	16	28	40	52	60	279,957	1.9	.029	.133
Top 50%	41.5	13.9	.04	16	32	40	52	60	100,152	-.4	.647	-.028
Top 10%	44.6	13.3	.12	20	36	44	56	60	12,438	-3.4	.000	-.258
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Washburn (N = 222)	45.0	12.1	.81	24	38	46	53	60				
Plains Public	43.6	11.6	.10	22	36	45	52	60	13,677	1.3	.093	.114
Carnegie Class M	44.3	12.7	.08	20	38	46	54	60	23,721	.7	.437	.052
NSSE 2020 & 2021	42.8	12.5	.03	20	36	44	52	60	243,300	2.1	.010	.172
Top 50%	45.2	11.9	.04	22	38	48	54	60	95,727	-.2	.773	-.019
Top 10%	48.2	11.9	.08	25	42	50	60	60	21,592	-3.3	.000	-.274
<b>Supportive Environment</b>												
Washburn (N = 240)	31.3	14.2	.92	8	20	33	40	58				
Plains Public	30.8	13.6	.11	8	20	30	40	58	14,577	.5	.535	.040
Carnegie Class M	31.4	14.9	.09	8	20	30	40	60	25,607	.0	.963	-.003
NSSE 2020 & 2021	31.7	14.4	.03	8	20	33	40	60	258,973	-.3	.738	-.022
Top 50%	34.1	14.2	.04	10	23	35	43	60	104,154	-2.8	.002	-.195
Top 10%	37.2	14.3	.12	13	28	38	48	60	13,578	-5.8	.000	-.408

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

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

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

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

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

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

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