



NSSE 2017

Engagement Indicators

Washburn University

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 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 2016 and 2017 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 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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Plains Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 2017
<i>Academic Challenge</i>	Higher-Order Learning	--	--	▼
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	△	▲
	Effective Teaching Practices	△	△	△
<i>Campus Environment</i>	Quality of Interactions	△	△	△
	Supportive Environment	△	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Plains Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2016 & 2017
<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

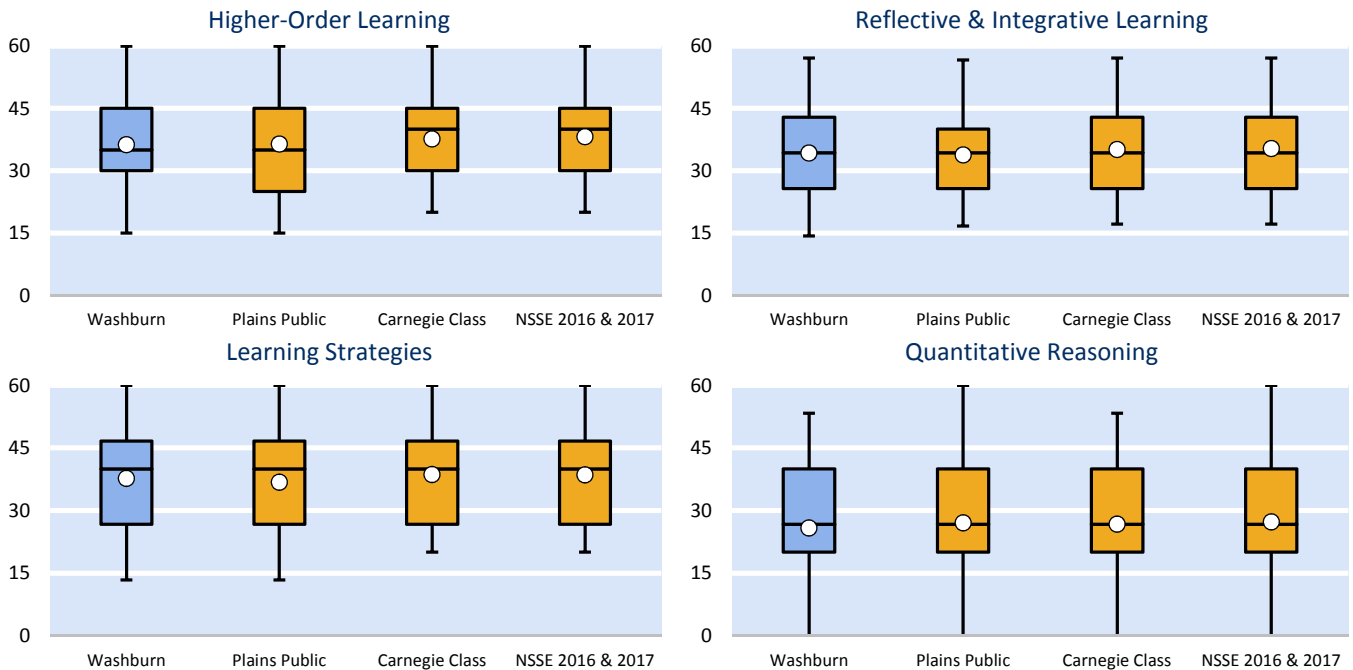
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Washburn Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.3	36.4	-.01	37.7	-.11	38.2 *	-.15
Reflective & Integrative Learning	34.3	33.8	.04	35.1	-.07	35.3	-.09
Learning Strategies	37.7	36.8	.07	38.6	-.07	38.5	-.06
Quantitative Reasoning	25.8	27.0	-.08	26.7	-.06	27.2	-.09

Notes: Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details; 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^a 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 between your FY students and		
		Plains Public	Carnegie Class	NSSE 2016 & 2017
Higher-Order Learning				
<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	69	-1	-1	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	+0	-2	-4
4d. Evaluating a point of view, decision, or information source	62	-1	-8	-8
4e. Forming a new idea or understanding from various pieces of information	66	+3	-2	-3
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	51	-1	-1	-2
2b. Connected your learning to societal problems or issues	45	-2	-7	-7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	+2	-4	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	+0	-4	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	+4	+0	-0
2f. Learned something that changed the way you understand an issue or concept	69	+6	+2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+4	+2	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-2	-6	-7
9b. Reviewed your notes after class	64	+2	-3	-2
9c. Summarized what you learned in class or from course materials	60	+1	-4	-3
Quantitative Reasoning				
<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	-2	-1	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-1	-2	-2
6c. Evaluated what others have concluded from numerical information	36	-1	-1	-2

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.

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

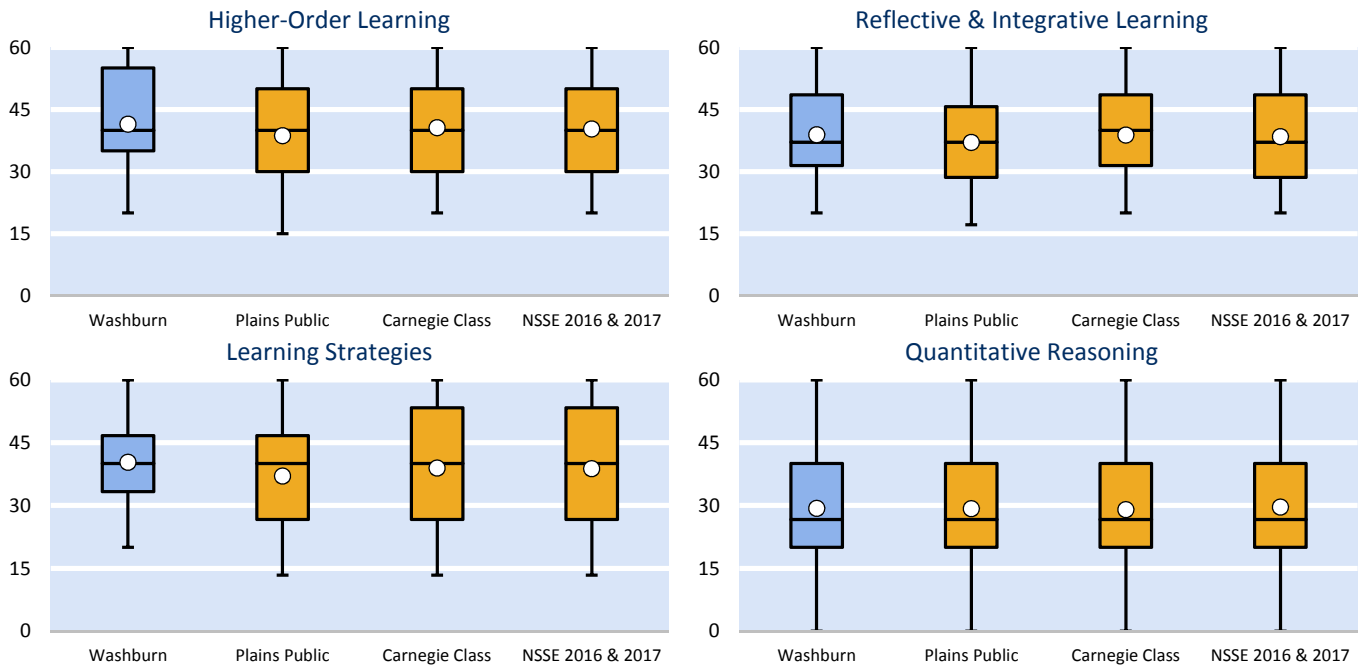
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Mean Comparisons

Engagement Indicator	Washburn Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.5	38.7 ***	.20	40.6	.06	40.3	.09
Reflective & Integrative Learning	38.9	37.1 *	.14	38.8	.01	38.4	.04
Learning Strategies	40.3	37.0 ***	.23	39.0	.09	38.8 *	.10
Quantitative Reasoning	29.3	29.2	.00	29.0	.02	29.6	-.02

Notes: Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details; 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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Academic Challenge: Seniors (continued)

Performance^a 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 between your seniors and		
		Plains Public	Carnegie Class	NSSE 2016 & 2017
Higher-Order Learning				
<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	79	+2 	+0 	+0 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+7 	+3 	+3 
4d. Evaluating a point of view, decision, or information source	77	+11 	+4 	+6 
4e. Forming a new idea or understanding from various pieces of information	75	+7 	+2 	+3 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	72	+2 	+2 	+2 
2b. Connected your learning to societal problems or issues	63	+4 	-2 	-0 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+8 	-1 	+2 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+6 	+1 	+1 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+8 	+3 	+4 
2f. Learned something that changed the way you understand an issue or concept	79	+12 	+8 	+8 
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+4 	+3 	+3 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	85	+9 	+4 	+5 
9b. Reviewed your notes after class	70	+12 	+8 	+8 
9c. Summarized what you learned in class or from course materials	70	+11 	+5 	+6 
Quantitative Reasoning				
<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.)	55	+1 	+2 	+0 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+1 	-0 	-1 
6c. Evaluated what others have concluded from numerical information	41	-1 	-1 	-3 

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Learning with Peers: First-year students

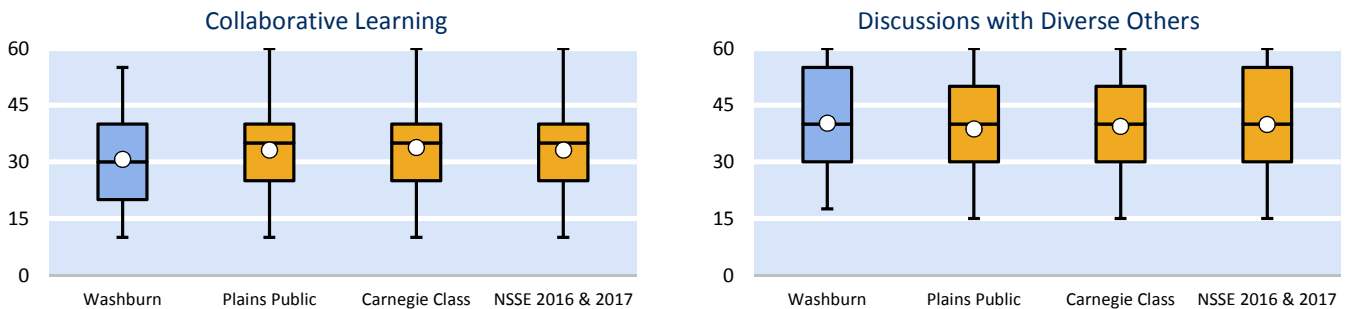
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.6	33.1 **	-.18	33.8 ***	-.23	33.1 **	-.17
Discussions with Diverse Others	40.2	38.7	.10	39.3	.06	39.9	.02

Notes: Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details; 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^a 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.

Collaborative Learning	Washburn %	Percentage point difference between your FY students and		
		Plains Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	54	-2	-3	-1
1f. Explained course material to one or more students	57	-2	-3	-2
1g. Prepared for exams by discussing or working through course material with other students	43	-8	-11	-9
1h. Worked with other students on course projects or assignments	44	-10	-14	-11
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	66	+4	-2	-4
8b. People from an economic background other than your own	70	+2	-1	-2
8c. People with religious beliefs other than your own	70	+3	+6	+4
8d. People with political views other than your own	77	+7	+8	+9

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Learning with Peers: Seniors

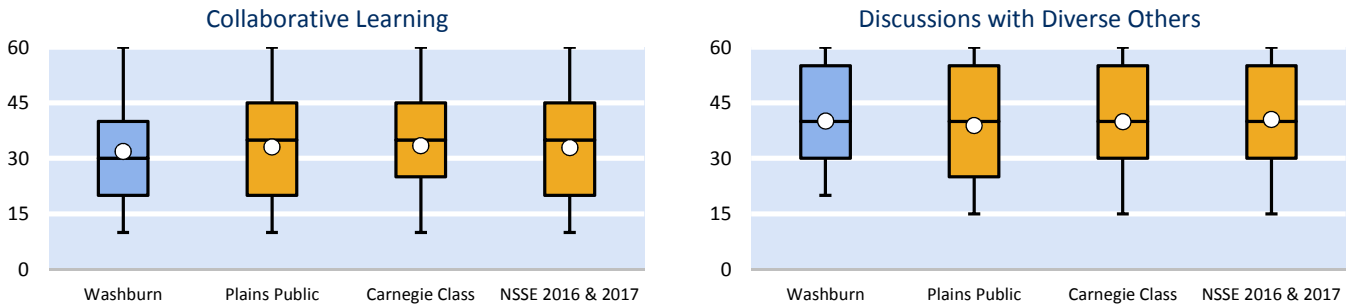
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Mean Comparisons

Engagement Indicator	Washburn Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.9	33.1	-.09	33.4	-.11	33.0	-.07
Discussions with Diverse Others	40.1	38.8	.08	39.9	.01	40.5	-.03

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Collaborative Learning	Washburn %	Percentage point difference between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	43	-4	-2	-2
1f. Explained course material to one or more students	56	-5	-6	-4
1g. Prepared for exams by discussing or working through course material with other students	50	+2	-1	+1
1h. Worked with other students on course projects or assignments	61	-5	-5	-4
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	71	+9	+2	-0
8b. People from an economic background other than your own	74	+5	+2	+1
8c. People with religious beliefs other than your own	65	-1	-0	-2
8d. People with political views other than your own	71	+1	+2	+3

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Experiences with Faculty: First-year students

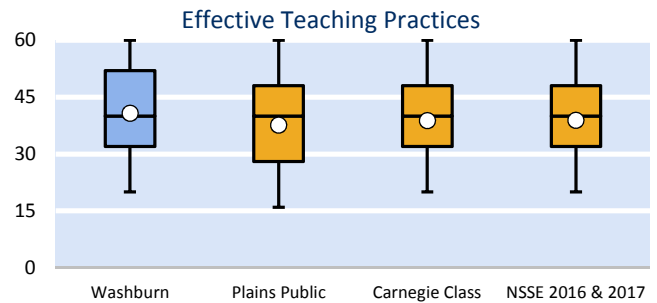
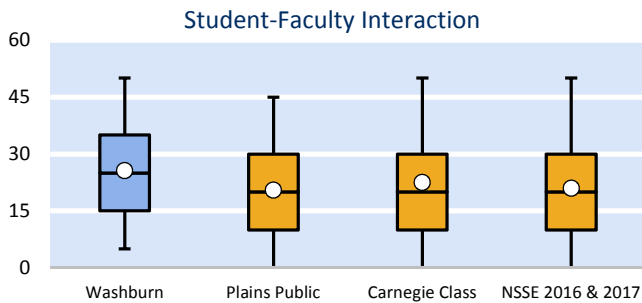
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
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Effective Teaching Practices	40.7	37.6 ***	.25	38.8 *	.15	38.9 *	.15

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Student-Faculty Interaction	Washburn %	Percentage point difference between your FY students and		
		Plains Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	53	+18	+14	+18
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+9	+5	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+13	+8	+10
3d. Discussed your academic performance with a faculty member	42	+16	+9	+13
<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	83	+6	+5	+4
5b. Taught course sessions in an organized way	81	+5	+5	+5
5c. Used examples or illustrations to explain difficult points	76	+1	+2	+0
5d. Provided feedback on a draft or work in progress	70	+12	+5	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+14	+8	+9

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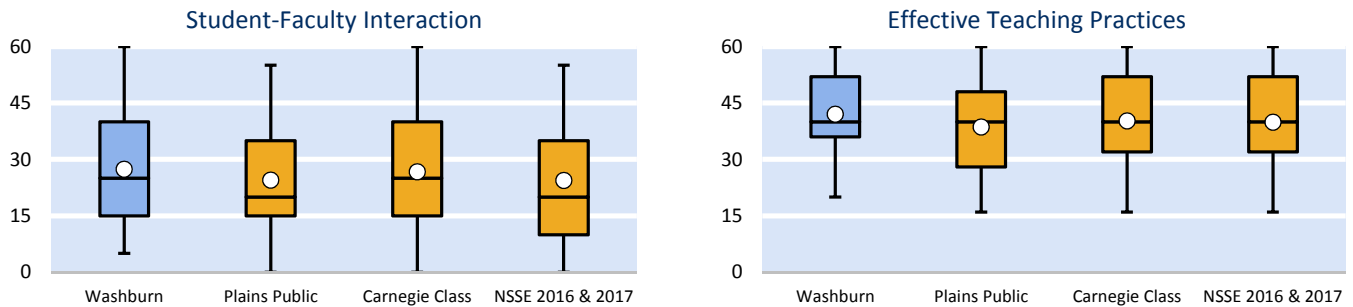
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Performance^a on Indicator Items

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.

Student-Faculty Interaction	Washburn %	Percentage point difference between your seniors and		
		Plains Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	54	+10	+4	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	+4	+1	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	+5	+1	+5
3d. Discussed your academic performance with a faculty member	42	+9	+2	+8
<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	86	+7	+5	+5
5b. Taught course sessions in an organized way	82	+4	+3	+3
5c. Used examples or illustrations to explain difficult points	82	+5	+4	+4
5d. Provided feedback on a draft or work in progress	70	+13	+6	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	73	+11	+6	+8

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.

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

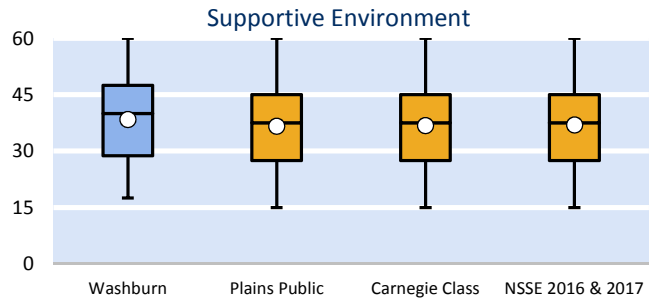
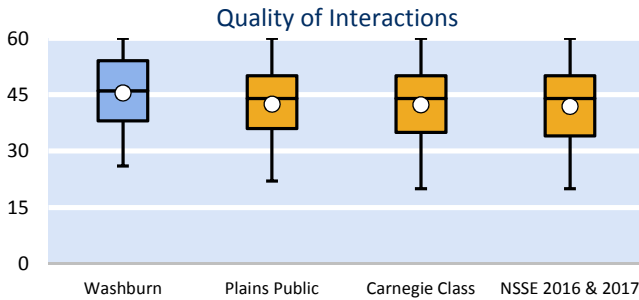
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Washburn Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.5	42.5 ***	.27	42.3 ***	.27	41.9 ***	.29
Supportive Environment	38.4	36.6 *	.14	36.8	.12	36.9	.11

Notes: Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details; 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^a 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 between your FY students and		
		Plains Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	53	-2	+0	-0
13b. Academic advisors	62	+11	+11	+12
13c. Faculty	63	+16	+12	+13
13d. Student services staff (career services, student activities, housing, etc.)	55	+9	+10	+11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+10	+11	+13
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	80	+3	+2	+2
14c. Using learning support services (tutoring services, writing center, etc.)	71	-5	-6	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+7	+4	+4
14e. Providing opportunities to be involved socially	75	+3	+3	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	81	+8	+11	+10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	54	+12	+10	+10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	-1	-0	+1
14i. Attending events that address important social, economic, or political issues	55	+4	+1	+2

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.

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

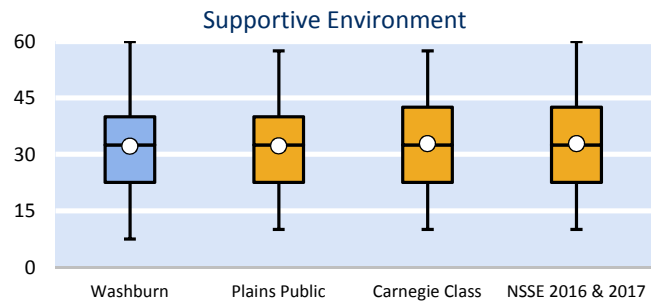
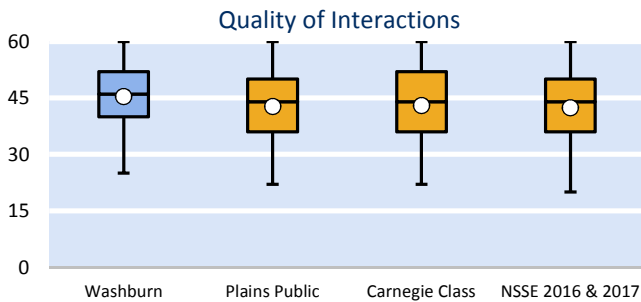
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Washburn Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.4	42.8 ***	.23	43.0 ***	.20	42.4 ***	.25
Supportive Environment	32.2	32.3	-.01	32.9	-.05	32.8	-.04

Notes: Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details; 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^a 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 between your seniors and		
		Plains Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	63	+4	+5	+5
13b. Academic advisors	60	+7	+4	+8
13c. Faculty	66	+11	+7	+9
13d. Student services staff (career services, student activities, housing, etc.)	50	+6	+8	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+5	+6	+7
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	70	-1	-3	-2
14c. Using learning support services (tutoring services, writing center, etc.)	66	+2	-2	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	+1	-4	-4
14e. Providing opportunities to be involved socially	64	-3	-2	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	+5	+7	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	+3	+1	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	-7	-4	-5
14i. Attending events that address important social, economic, or political issues	43	+0	-2	-2

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.

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 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^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

First-Year Students

Theme	Engagement Indicator	Washburn Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.3	39.3 ***	-.24		41.5 ***	-.40	
	Reflective and Integrative Learning	34.3	36.7 **	-.21		38.7 ***	-.37	
	Learning Strategies	37.7	39.9 *	-.16		41.9 ***	-.31	
	Quantitative Reasoning	25.8	28.5 **	-.17		30.3 ***	-.30	
<i>Learning with Peers</i>	Collaborative Learning	30.6	35.4 ***	-.35		37.7 ***	-.53	
	Discussions with Diverse Others	40.2	41.8	-.11		44.2 ***	-.28	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.6	23.9	.12	✓	27.4	-.12	
	Effective Teaching Practices	40.7	40.7	.00	✓	42.8 *	-.16	
<i>Campus Environment</i>	Quality of Interactions	45.5	43.9 *	.14	✓	46.2	-.07	✓
	Supportive Environment	38.4	38.6	-.01	✓	40.6 *	-.17	

Seniors

Theme	Engagement Indicator	Washburn Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.5	42.1	-.04	✓	43.6 **	-.16	
	Reflective and Integrative Learning	38.9	40.2 *	-.11		42.3 ***	-.28	
	Learning Strategies	40.3	40.9	-.04	✓	43.3 ***	-.22	
	Quantitative Reasoning	29.3	30.9	-.10		32.9 ***	-.22	
<i>Learning with Peers</i>	Collaborative Learning	31.9	36.0 ***	-.30		38.3 ***	-.49	
	Discussions with Diverse Others	40.1	42.5 **	-.16		44.7 ***	-.30	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.3	29.6 *	-.14		33.6 ***	-.40	
	Effective Teaching Practices	42.0	42.0	.00	✓	44.1 **	-.16	
<i>Campus Environment</i>	Quality of Interactions	45.4	44.8	.05	✓	46.9 *	-.13	
	Supportive Environment	32.2	35.1 ***	-.21		37.8 ***	-.42	

Notes: Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details; 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 2016 and 2017 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 ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Washburn (N = 226)	36.3	12.7	.84	15	30	35	45	60				
Plains Public	36.4	13.0	.12	15	25	35	45	60	12,596	-.2	.859	-.012
Carnegie Class	37.7	13.1	.10	20	30	40	45	60	18,998	-1.4	.108	-.107
NSSE 2016 & 2017	38.2	13.1	.03	20	30	40	45	60	233,081	-1.9	.027	-.147
Top 50%	39.3	12.9	.03	20	30	40	50	60	142,092	-3.1	.000	-.236
Top 10%	41.5	12.9	.08	20	35	40	50	60	24,500	-5.2	.000	-.404
Reflective & Integrative Learning												
Washburn (N = 233)	34.3	12.0	.78	14	26	34	43	57				
Plains Public	33.8	11.9	.10	17	26	34	40	57	13,020	.4	.574	.037
Carnegie Class	35.1	11.8	.08	17	26	34	43	57	19,702	-.9	.260	-.074
NSSE 2016 & 2017	35.3	11.9	.02	17	26	34	43	57	241,902	-1.1	.172	-.090
Top 50%	36.7	11.8	.03	20	29	37	46	57	132,611	-2.5	.001	-.211
Top 10%	38.7	12.0	.08	20	31	40	49	60	25,453	-4.5	.000	-.373
Learning Strategies												
Washburn (N = 219)	37.7	13.8	.94	13	27	40	47	60				
Plains Public	36.8	13.8	.13	13	27	40	47	60	11,534	.9	.341	.065
Carnegie Class	38.6	13.5	.10	20	27	40	47	60	17,206	-.9	.327	-.067
NSSE 2016 & 2017	38.5	13.6	.03	20	27	40	47	60	210,249	-.8	.370	-.061
Top 50%	39.9	13.6	.04	20	33	40	53	60	108,160	-2.2	.015	-.165
Top 10%	41.9	13.9	.10	20	33	40	53	60	20,561	-4.2	.000	-.307
Quantitative Reasoning												
Washburn (N = 226)	25.8	15.0	1.00	0	20	27	40	53				
Plains Public	27.0	15.0	.13	0	20	27	40	60	12,622	-1.2	.240	-.079
Carnegie Class	26.7	15.2	.11	0	20	27	40	53	18,904	-.9	.372	-.060
NSSE 2016 & 2017	27.2	15.3	.03	0	20	27	40	60	232,363	-1.4	.167	-.092
Top 50%	28.5	15.2	.04	0	20	27	40	60	149,422	-2.6	.009	-.174
Top 10%	30.3	15.1	.09	7	20	27	40	60	30,903	-4.5	.000	-.296
Learning with Peers												
Collaborative Learning												
Washburn (N = 239)	30.6	13.7	.89	10	20	30	40	55				
Plains Public	33.1	13.8	.12	10	25	35	40	60	13,404	-2.5	.006	-.179
Carnegie Class	33.8	13.5	.10	10	25	35	40	60	20,308	-3.1	.000	-.231
NSSE 2016 & 2017	33.1	14.1	.03	10	25	35	40	60	249,242	-2.4	.008	-.173
Top 50%	35.4	13.5	.03	15	25	35	45	60	164,173	-4.8	.000	-.354
Top 10%	37.7	13.4	.07	15	30	40	45	60	33,198	-7.1	.000	-.529
Discussions with Diverse Others												
Washburn (N = 220)	40.2	14.9	1.00	18	30	40	55	60				
Plains Public	38.7	15.2	.14	15	30	40	50	60	11,640	1.5	.143	.100
Carnegie Class	39.3	15.0	.11	15	30	40	50	60	17,351	.9	.402	.057
NSSE 2016 & 2017	39.9	15.2	.03	15	30	40	55	60	212,084	.3	.771	.020
Top 50%	41.8	14.7	.04	20	30	40	55	60	140,870	-1.6	.106	-.109
Top 10%	44.2	14.3	.09	20	35	45	60	60	26,194	-4.0	.000	-.282

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Washburn (N = 228)	25.6	14.8	.98	5	15	25	35	50				
Plains Public	20.5	13.9	.12	0	10	20	30	45	234	5.1	.000	.367
Carnegie Class	22.5	14.4	.10	0	10	20	30	50	19,214	3.1	.001	.215
NSSE 2016 & 2017	21.0	14.4	.03	0	10	20	30	50	236,319	4.6	.000	.321
Top 50%	23.9	14.6	.05	5	15	20	35	55	93,343	1.7	.078	.117
Top 10%	27.4	15.4	.13	5	15	25	40	60	13,668	-1.8	.081	-.117
Effective Teaching Practices												
Washburn (N = 229)	40.7	12.2	.80	20	32	40	52	60				
Plains Public	37.6	12.7	.11	16	28	40	48	60	12,775	3.1	.000	.248
Carnegie Class	38.8	12.8	.09	20	32	40	48	60	19,183	2.0	.020	.154
NSSE 2016 & 2017	38.9	12.8	.03	20	32	40	48	60	235,552	1.9	.027	.146
Top 50%	40.7	12.8	.04	20	32	40	52	60	102,202	.0	.958	.004
Top 10%	42.8	13.0	.10	20	36	44	52	60	19,016	-2.1	.015	-.162
Campus Environment												
Quality of Interactions												
Washburn (N = 209)	45.5	10.4	.72	26	38	46	54	60				
Plains Public	42.5	11.4	.11	22	36	44	50	60	11,168	3.0	.000	.266
Carnegie Class	42.3	11.9	.09	20	35	44	50	60	215	3.2	.000	.270
NSSE 2016 & 2017	41.9	12.1	.03	20	34	44	50	60	209	3.6	.000	.294
Top 50%	43.9	11.3	.04	22	38	46	52	60	95,536	1.6	.040	.143
Top 10%	46.2	11.1	.09	25	40	48	55	60	14,809	-.7	.339	-.067
Supportive Environment												
Washburn (N = 212)	38.4	12.9	.89	18	29	40	48	60				
Plains Public	36.6	13.1	.13	15	28	38	45	60	10,875	1.8	.050	.136
Carnegie Class	36.8	13.2	.10	15	28	38	45	60	16,140	1.6	.085	.119
NSSE 2016 & 2017	36.9	13.3	.03	15	28	38	45	60	197,666	1.5	.111	.110
Top 50%	38.6	13.0	.04	18	30	40	48	60	114,361	-.2	.858	-.012
Top 10%	40.6	12.8	.09	20	33	40	50	60	22,356	-2.2	.014	-.169

a. Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details

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 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 ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Washburn (N = 314)	41.5	13.2	.74	20	35	40	55	60				
Plains Public	38.7	13.7	.11	15	30	40	50	60	15,706	2.8	.000	.202
Carnegie Class	40.6	13.5	.09	20	30	40	50	60	22,390	.9	.260	.064
NSSE 2016 & 2017	40.3	13.6	.02	20	30	40	50	60	296,993	1.2	.131	.085
Top 50%	42.1	13.3	.04	20	35	40	55	60	124,831	-.6	.447	-.043
Top 10%	43.6	13.3	.07	20	35	40	55	60	33,559	-2.1	.005	-.158
Reflective & Integrative Learning												
Washburn (N = 315)	38.9	12.0	.68	20	31	37	49	60				
Plains Public	37.1	12.5	.10	17	29	37	46	60	16,164	1.8	.012	.143
Carnegie Class	38.8	12.4	.08	20	31	40	49	60	23,035	.1	.918	.006
NSSE 2016 & 2017	38.4	12.4	.02	20	29	37	49	60	306,048	.5	.519	.036
Top 50%	40.2	12.2	.03	20	31	40	49	60	131,334	-1.4	.048	-.112
Top 10%	42.3	12.1	.08	20	34	43	51	60	24,674	-3.4	.000	-.282
Learning Strategies												
Washburn (N = 299)	40.3	12.6	.73	20	33	40	47	60				
Plains Public	37.0	14.6	.12	13	27	40	47	60	315	3.3	.000	.226
Carnegie Class	39.0	14.3	.10	13	27	40	53	60	309	1.3	.074	.092
NSSE 2016 & 2017	38.8	14.4	.03	13	27	40	53	60	299	1.5	.042	.104
Top 50%	40.9	14.3	.04	20	33	40	53	60	300	-.6	.409	-.042
Top 10%	43.3	14.1	.08	20	33	40	60	60	305	-3.0	.000	-.215
Quantitative Reasoning												
Washburn (N = 312)	29.3	15.6	.89	0	20	27	40	60				
Plains Public	29.2	16.0	.13	0	20	27	40	60	15,754	.1	.947	.004
Carnegie Class	29.0	16.4	.11	0	20	27	40	60	22,349	.3	.773	.016
NSSE 2016 & 2017	29.6	16.3	.03	0	20	27	40	60	296,507	-.3	.744	-.018
Top 50%	30.9	16.2	.04	0	20	33	40	60	183,135	-1.6	.076	-.101
Top 10%	32.9	16.0	.08	7	20	33	40	60	36,268	-3.6	.000	-.224
Learning with Peers												
Collaborative Learning												
Washburn (N = 317)	31.9	14.6	.82	10	20	30	40	60				
Plains Public	33.1	14.7	.12	10	20	35	45	60	16,514	-1.3	.127	-.087
Carnegie Class	33.4	14.4	.10	10	25	35	45	60	23,358	-1.6	.053	-.109
NSSE 2016 & 2017	33.0	14.8	.03	10	20	35	45	60	311,630	-1.1	.192	-.073
Top 50%	36.0	13.7	.03	15	25	35	45	60	184,557	-4.1	.000	-.302
Top 10%	38.3	13.3	.08	15	30	40	50	60	322	-6.5	.000	-.486
Discussions with Diverse Others												
Washburn (N = 298)	40.1	15.4	.89	20	30	40	55	60				
Plains Public	38.8	15.6	.13	15	25	40	55	60	14,685	1.2	.176	.079
Carnegie Class	39.9	15.3	.11	15	30	40	55	60	20,831	.2	.853	.011
NSSE 2016 & 2017	40.5	15.6	.03	15	30	40	55	60	274,377	-.4	.631	-.028
Top 50%	42.5	15.4	.04	15	35	40	60	60	177,132	-2.4	.007	-.156
Top 10%	44.7	15.1	.09	20	35	45	60	60	31,324	-4.6	.000	-.305

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Washburn (N = 313)	27.3	15.8	.89	5	15	25	40	60				
Plains Public	24.4	15.8	.13	0	15	20	35	55	15,891	2.9	.001	.182
Carnegie Class	26.6	16.0	.11	0	15	25	40	60	22,613	.7	.458	.042
NSSE 2016 & 2017	24.4	16.0	.03	0	10	20	35	55	300,168	2.9	.001	.184
Top 50%	29.6	15.6	.05	5	20	30	40	60	89,304	-2.3	.011	-.145
Top 10%	33.6	15.8	.14	10	20	35	45	60	12,424	-6.3	.000	-.397
Effective Teaching Practices												
Washburn (N = 316)	42.0	12.7	.71	20	36	40	52	60				
Plains Public	38.6	13.4	.11	16	28	40	48	60	15,926	3.4	.000	.254
Carnegie Class	40.2	13.5	.09	16	32	40	52	60	22,662	1.8	.021	.131
NSSE 2016 & 2017	39.9	13.5	.02	16	32	40	52	60	300,367	2.1	.006	.154
Top 50%	42.0	13.3	.04	20	32	40	52	60	115,889	.0	.995	.000
Top 10%	44.1	13.2	.09	20	36	44	56	60	22,984	-2.1	.004	-.163
Campus Environment												
Quality of Interactions												
Washburn (N = 284)	45.4	10.7	.63	25	40	46	52	60				
Plains Public	42.8	11.2	.10	22	36	44	50	60	13,942	2.6	.000	.231
Carnegie Class	43.0	11.6	.08	22	36	44	52	60	293	2.4	.000	.204
NSSE 2016 & 2017	42.4	11.9	.02	20	36	44	50	60	284	3.0	.000	.251
Top 50%	44.8	11.3	.03	24	38	46	54	60	285	.6	.385	.049
Top 10%	46.9	11.8	.07	24	40	50	56	60	291	-1.6	.016	-.131
Supportive Environment												
Washburn (N = 290)	32.2	14.1	.83	8	23	33	40	60				
Plains Public	32.3	13.5	.12	10	23	33	40	58	13,903	-.1	.911	-.007
Carnegie Class	32.9	13.9	.10	10	23	33	43	58	19,807	-.7	.418	-.048
NSSE 2016 & 2017	32.8	14.0	.03	10	23	33	43	60	260,821	-.6	.448	-.045
Top 50%	35.1	13.5	.04	13	25	35	45	60	128,511	-2.9	.000	-.213
Top 10%	37.8	13.3	.09	15	30	38	48	60	21,414	-5.6	.000	-.420

a. Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details.

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 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.