
NSSE2021
Engagement Indicators
Wichita State University

NSSE2021 Engagement Indicators

About This Report

About You 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
Learning with Peers	Quantitative Reasoning
	Collaborative Learning
Experiences with Faculty	Discussions with Diverse Others
	Student-Faculty Interaction
Campus Environment	Effective Teaching Practices
	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. 11-13)

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, as 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 www.nsse.org or [diana.edu](https://www.diana.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

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

First Year Students

Theme	Engagement Indicator
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NSSE2021 Engagement Indicators

Academic Challenge

Wichita State University

Academic Challenge First year students

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

Mean Comparisons

Engagement Indicator	Wichita State Mean	Your first year students compared with					
		Hanover & WSU peers		KS Schools		Hanover	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher Order Learning	34.8	36.1	r.10	36.7	r.15	37.4	r.19
Reflective & Integrative Learning	31.5	33.4*	r.16	34.1*	r.22	34.3*	r.22
Learning Strategies	33.5	36.5**	r.21	36.9*	r.24	38.3**	r.33
Quantitative Reasoning	25.0	27.6*	r.17	28.1	r.20	28.1	r.19

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 after rounding; † p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions

Higher Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 94th (top of upper bar) percentiles. (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 94th (top of upper bar) percentiles. (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 94th (top of upper bar) percentiles.)

Academic Challenge Seniors

Mean Comparisons

Engagement Indicator	Mean	Effect size	Mean	Effect size	Mean	
Higher rOrderLearning	38.7	r.06	39.6*	r.13	40.4**	r.17
Reflective & Integrative Learning Strategies	36.5 *	r.09	***		***	
Quantitative Reasoning		*				*

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 before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions

Higher rOrderLearning

Reflective & Integrative Learning

Learning Strategies

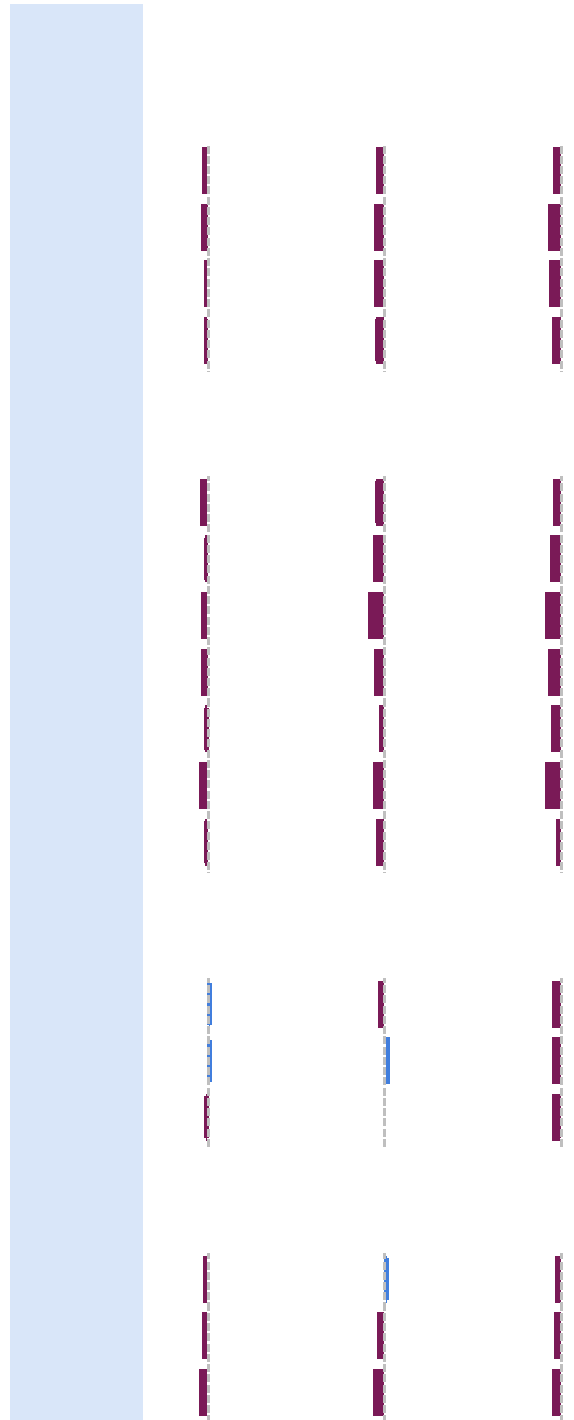
Quantitative Reasoning

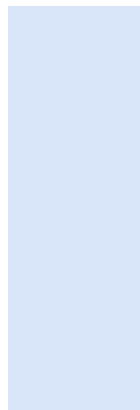
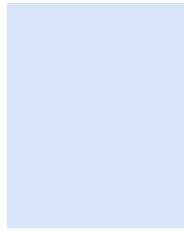
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge Seniors(continued)

Performance on Indicator Items

Higher rOrderLearning





NSSE2021 Engagement Indicators

Learning with Peers

Wichita State University

Learning with Peers: Seniors

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

Mean Comparisons

Engagement Indicator	Wichita State Mean	Your seniors compared with					
		Hanover & WSU peers		KS Schools		Hanover	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	25.5	30.1 ***	r.28	28.2 ***	r.16	31.2 ***	r.36
Discussions with Diverse Others	37.5	36.6	.06	38.1	r.03	39.8	r.13

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

Score Distributions

Collaborative Learning

Discussions with Diverse Others

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

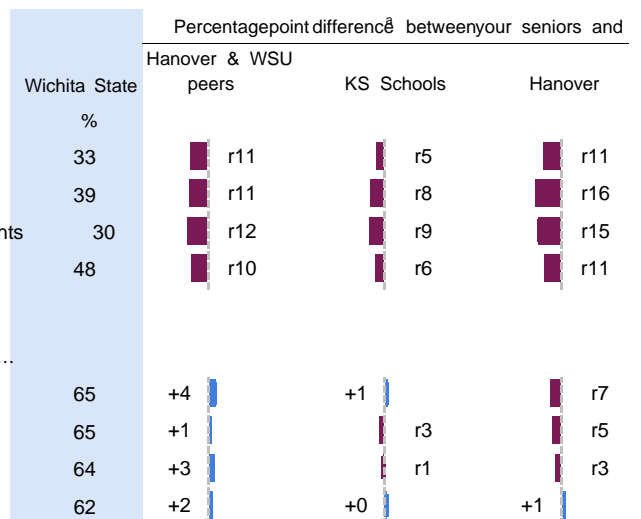
The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much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

Collaborative Learning

Item	Wichita State %
Percentage of students who responded that they "Very often" or "Often"...	%
1b. Asked another student to help you understand course material	33
1c. Explained course material to one or more students	39
1d. Prepared for exams by discussing or working through course material with other students	30
1e. Worked with other students on course projects or assignments	48

Discussions with Diverse Others

Item	Wichita State %
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
8b. People from an economic background other than your own	65
8c. People with religious beliefs other than your own	64
8d. People with political views other than your own	62



Notes: Refer to your Frequencies and Statistical Comparison 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.

NSSE2021 Engagement Indicators

Experiences with Faculty

Wichita State University

Experiences with Faculty: First r year students

Mean Comparisons

Engagement Indicator

StudentrFacultyInteraction

Effective Teaching Practices

*

*

Score Distributions

Performance on Indicator Items

StudentrFacultyInteraction

3a. Talked about career plans with a faculty member

%

26

3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)

15

3c. Discussed course topics, ideas, or concepts w/faculty member outside class

14

3d. Discussed your academic performance w/faculty member

24

Effective Teaching Practices

5a. Clearly explained course goals and requirements

59

5b. Taught course sessions in an organized way

54

5c. Used examples or illustrations to explain difficult points

59

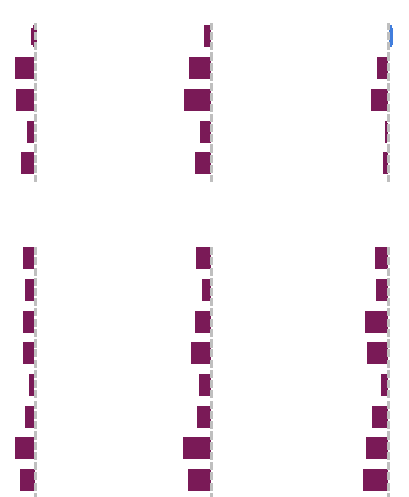
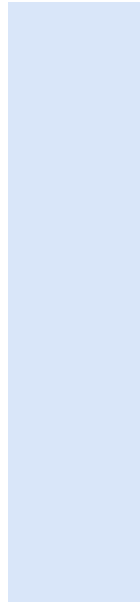
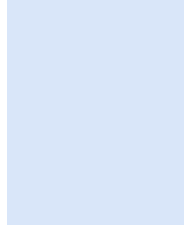
5d. Provided feedback on a draft or work in progress

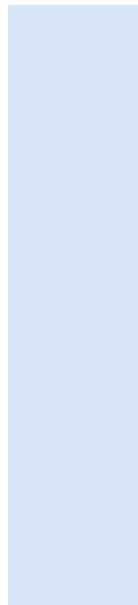
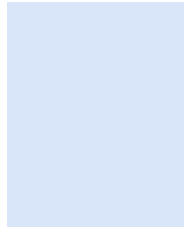
44

5e. Provided prompt and detailed feedback on tests or completed assignments

44

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NSSE2021 Engagement Indicators

Comparisons with High-Performing Institutions

Wichita State University

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions ([see nisheer.edu/NSSE-Pn/](https://www.nisheer.edu/NSSE-Pn/)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE in 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 to 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

		Your first year students compared with				
		Wichita State	NSSE Top 50%		NSSE Top 10%	
Theme	Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size
Academic Challenge	Higher Order Learning	34.8	39.2 ***	r.34	41.9 ***	r.55
	Reflective and Integrative Learning	31.5	36.5 ***	r.42	39.1 ***	r.65
	Learning Strategies	33.5	39.7 ***	r.44	43.0 ***	r.66
	Quantitative Reasoning	25.0	29.7 ***	r.30	32.5 ***	r.48
Learning with Peers	Collaborative Learning	20.1	33.9 ***	r1.00	37.0 ***	r1.24
	Discussions with Diverse Others	35.1	40.6 ***	r.36	43.8 ***	r.60
Experiences with Faculty	Student/Faculty Interaction	15.8	23.2 ***	r.50	27.8 ***	r.79
	Effective Teaching Practices	31.7	40.4 ***	r.65	43.2 ***	r.86
Campus Environment	Quality of Interactions	38.5	45.1 ***	r.57	47.7 ***	r.74
	Supportive Environment	28.9	36.8 ***	r.59	39.9 ***	r.86

Seniors

		Your seniors compared with				
		Wichita State	NSSE Top 50%		NSSE Top 10%	
Theme	Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size
Academic Challenge	Higher Order Learning	37.9	41.6 ***	r.27	43.9 ***	r.46
	Reflective and Integrative Learning	35.3	39.7 ***	r.36	42.5 ***	r.61
	Learning Strategies	37.9	40.6 ***	r.18	43.5 ***	r.39
	Quantitative Reasoning	28.2	31.6 ***	r.21	34.8 ***	r.42
Learning with Peers	Collaborative Learning	25.5	35.0 ***	r.67	38.8 ***	r.98
	Discussions with Diverse Others	37.5	41.2 ***	r.24	44.2 ***	r.44
Experiences with Faculty	Student/Faculty Interaction	18.2	28.5 ***	r.64	33.6 ***	r.97
	Effective Teaching Practices	36.9	41.5 ***	r.34	44.6 ***	r.58
Campus Environment	Quality of Interactions	43.2	45.2 ***	r.17	48.2 ***	r.42
	Supportive Environment	29.0	34.1 ***	r.36	37.2 ***	r.58

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.

NSS2021 Engagement Indicators

Wichita State University

Detailed Statistics: First Year Students

Mean statistics			Percentile					Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th				

Detailed Statistics: Seniors

	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher Order Learning												
Wichita State (N = 646)	37.9	14.7	.58	15	25	40	50	60				
Hanover & WSU peers	38.7	14.3	.19	15	30	40	50	60	6,365	-.8	.165	-.058
KS Schools	39.6	13.5	.34	20	30	40	50	60	1,104	-1.8	.009	-.127
Hanover	40.4	14.2	.22	15	30	40	50	60	838	-2.5	.000	-.175
Top 50%	41.6	13.6	.04	20	35	40	55	60	653	-3.7	.000	-.273
Top 10%	43.9	13.0	.13	20	35	40	55	60	710	-6.0	.000	-.459
Reflective & Integrative Learning												
Wichita State (N = 684)	35.3	13.1	.50	14	26	34	43	57				
Hanover & WSU peers	36.5	13.1	.17	14	29	37	46	60	6,824	-1.2	.025	-.090
KS Schools	38.0	12.8	.31	17	29	37	49	60	2,371	-2.7	.000	-.210
Hanover	38.0	12.8	.19	17	29	37	46	60	5,311	-2.7	.000	-.209
Top 50%	39.7	12.4	.04	20	31	40	49	60	692	-4.4	.000	-.359
Top 10%	42.5	11.7	.13	23	34	43	51	60	785	-7.2	.000	-.607
Learning Strategies												
Wichita State (N = 616)	37.9	15.2	.61	13	27	40	53	60				
Hanover & WSU peers	37.8	15.0	.20	13	27	40	47	60	5,986	.2	.810	.010
KS Schools	37.9	14.4	.37	13	27	40	47	60	1,084	.0	.949	.003
Hanover	40.1	14.7	.23	13	27	40	53	60	802	-2.1	.001	-.145
Top 50%	40.6	14.6	.04	20	33	40	53	60	622	-2.6	.000	-.180
Top 10%	43.5	14.2	.12	20	33	40	60	60	664	-5.5	.000	-.389
Quantitative Reasoning												
Wichita State (N = 625)	28.2	15.8	.63	0	20	27	40	60				
Hanover & WSU peers	29.5	16.3	.22	0	20	27	40	60	6,062	-1.4	.049	-.083
KS Schools	29.7	16.5	.42	0	20	27	40	60	2,168	-1.5	.053	-.092
Hanover	29.9	16.5	.26	0	20	27	40	60	848	-1.7	.015	-.101
Top 50%	31.6	16.3	.04	0	20	33	40	60	132,222	-3.4	.000	-.209
Top 10%	34.8	15.8	.14	7	20	33	47	60	13,595	-6.6	.000	-.420
Learning with Peers												
Collaborative Learning												
Wichita State (N = 717)	25.5	15.9	.60	0	15	25	35	60				
Hanover & WSU peers	30.1	16.2	.20	0	20	30	40	60	7,210	-4.5	.000	-.279
KS Schools	28.2	16.5	.39	0	15	30	40	60	1,371	-2.6	.000	-.162
Hanover	31.2	15.6	.22	5	20	30	40	60	5,633	-5.6	.000	-.358
Top 50%	35.0	14.2	.04	10	25	35	45	60	722	-9.5	.000	-.669
Top 10%	38.8	13.4	.11	15	30	40	50	60	765	-13.3	.000	-.981

Detailed Statistics: