NSSE 2023
Engagement Indicators

Wichita State 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. The specific items within each EI are listed below, starting on page 5.

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 all current- and prior-year 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**

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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

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

Seniors

| Theme	Engagement Indicator	Your seniors compared with WSU Peers	Your seniors compared with Kansas Institutions	Your seniors compared with Hanover Peers
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

| | Wichita State | Your first-year students compared with | | | | | |
| | | WSU Peers | | Kansas Institutions | | Hanover Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.4	37.9 **	-.19	35.8	-.03	37.2	-.13
Reflective & Integrative Learning	33.6	35.7 **	-.18	33.7	-.01	35.0	-.12
Learning Strategies	35.4	37.4 *	-.15	35.5	.00	36.9	-.11
Quantitative Reasoning	27.4	29.7 *	-.15	27.8	-.03	28.9	-.10

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
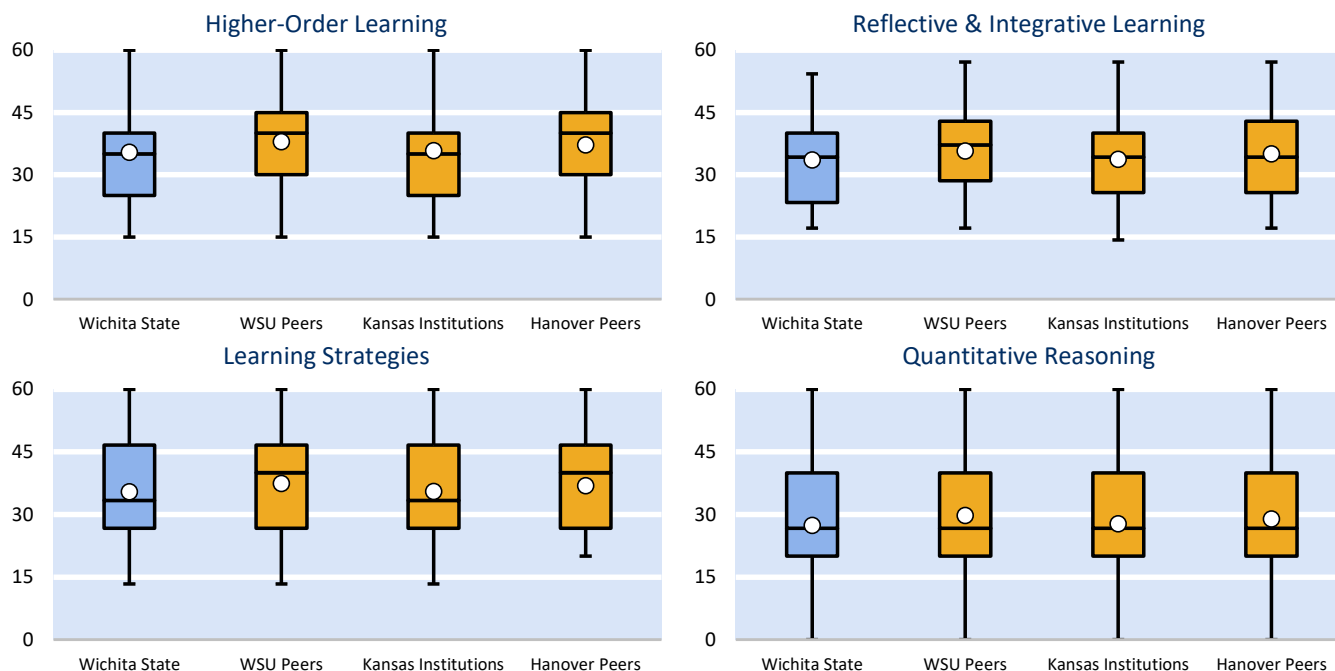
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Academic Challenge: First-year students (continued)

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.

| | Wichita State | Percentage point difference[a] between your FY students and | | |
		WSU Peers	Kansas Institutions	Hanover Peers
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	60	-10	-6	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-5	+1	-3
4d. Evaluating a point of view, decision, or information source	65	-6	-5	-7
4e. Forming a new idea or understanding from various pieces of information	68	-2	+4	-0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	48	-5	-6	+0
2b. Connected your learning to societal problems or issues	43	-10	-7	-9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-11	-0	-9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+3	+9	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	66	-5	-1	-4
2f. Learned something that changed the way you understand an issue or concept	59	-8	-0	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	71	-5	+1	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	68	-4	+2	-4
9b. Reviewed your notes after class	56	-7	-5	-6
9c. Summarized what you learned in class or from course materials	58	-6	-2	-5
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51	-4	+1	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-8	-4	-6
6c. Evaluated what others have concluded from numerical information	38	-6	+3	-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.

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

| | Wichita State | *Your seniors compared with* | | | | | |
| | | WSU Peers | | Kansas Institutions | | Hanover Peers | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	38.4	39.9 *	-.10	41.4 **	-.21	41.1 ***	-.18
Reflective & Integrative Learning	36.7	37.4	-.05	39.7 **	-.23	38.9 ***	-.16
Learning Strategies	38.0	39.1	-.08	38.4	-.03	40.9 ***	-.20
Quantitative Reasoning	28.2	31.3 ***	-.19	32.1 **	-.23	31.3 ***	-.17

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
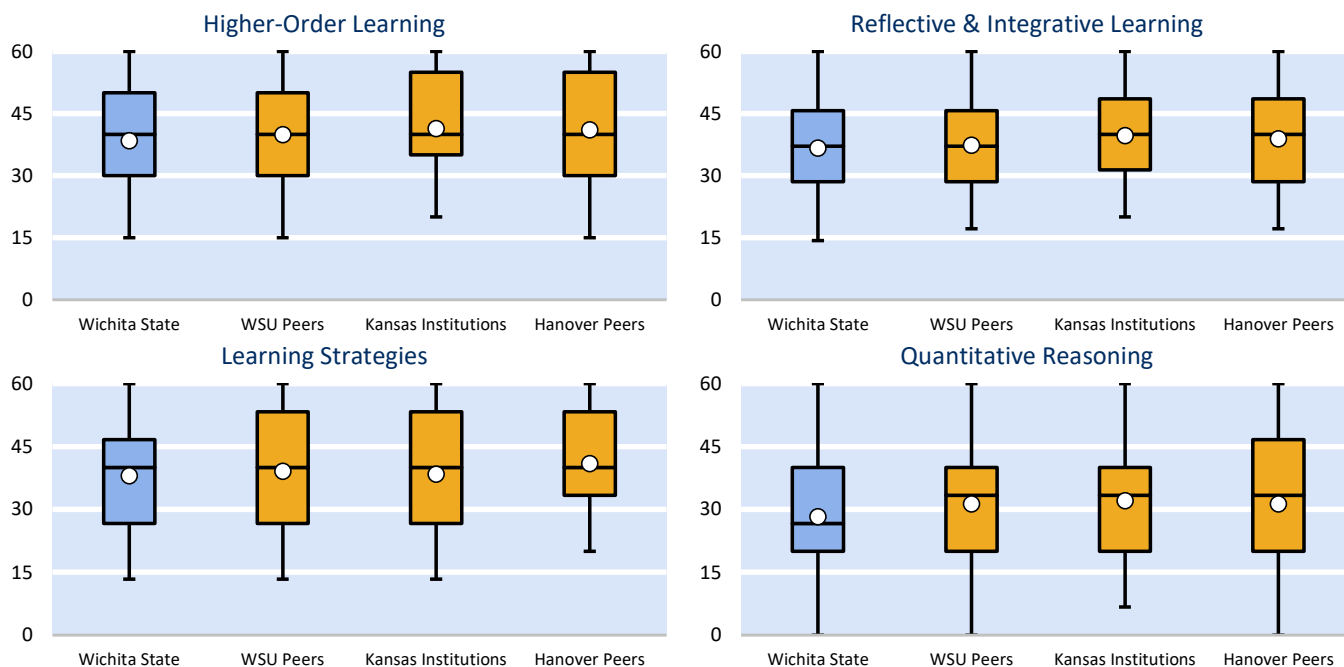
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Academic Challenge: Seniors (continued)

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.

| | Wichita State | Percentage point difference [a] between your seniors and | | |
		WSU Peers	Kansas Institutions	Hanover Peers
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	72	-4	-4	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-3	-4	-4
4d. Evaluating a point of view, decision, or information source	66	-4	-10	-8
4e. Forming a new idea or understanding from various pieces of information	71	-2	-7	-3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	60	-4	-13	-5
2b. Connected your learning to societal problems or issues	58	+2	-6	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	-0	-8	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-2	-7	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	73	+0	-2	-1
2f. Learned something that changed the way you understand an issue or concept	69	-1	-3	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	81	-1	-4	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	73	-2	-4	-4
9b. Reviewed your notes after class	60	-6	-0	-10
9c. Summarized what you learned in class or from course materials	65	-3	-4	-7
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	49	-9	-8	-9
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-7	-6	-7
6c. Evaluated what others have concluded from numerical information	39	-10	-10	-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.

NSSE 2023 Engagement Indicators
## Learning with Peers
Wichita State University

Learning with Peers: First-year students

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

	Wichita State						
		Your first-year students compared with					
		WSU Peers		Kansas Institutions		Hanover Peers	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	25.5	29.7 ***	-.29	30.6 ***	-.36	27.1	-.11
Discussions with Diverse Others	37.2	39.9 *	-.17	39.1	-.12	36.9	.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

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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.

Collaborative Learning	Wichita State	WSU Peers	Kansas Institutions	Hanover Peers
				Percentage point difference[a] between your FY students and
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	40	-6	-9	-1
1c. Explained course material to one or more students	36	-12	-16	-4
1d. Prepared for exams by discussing or working through course material with other students	32	-8	-11	-3
1e. Worked with other students on course projects or assignments	39	-14	-16	-4

Discussions with Diverse Others	Wichita State	WSU Peers	Kansas Institutions	Hanover Peers
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	71	-4	+7	+2
8b. People from economic backgrounds other than your own	70	-3	-3	+3
8c. People with religious beliefs other than your own	65	-4	-4	+3
8d. People with political views other than your own	59	-1	-9	+6

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: Seniors

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

	Wichita State						
		Your seniors compared with					
		WSU Peers		Kansas Institutions		Hanover Peers	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Collaborative Learning	26.6	30.9 ***	-.28	32.7 ***	-.40	30.5 ***	-.25
Discussions with Diverse Others	38.2	39.8 *	-.10	40.6	-.15	39.1	-.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).

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.

| | | *Percentage point difference [a] between your seniors and* | | |
| | | | Kansas | |
Collaborative Learning	Wichita State	WSU Peers	Institutions	Hanover Peers
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	36	-7	-9	-4
1c. Explained course material to one or more students	43	-9	-18	-12
1d. Prepared for exams by discussing or working through course material with other students	31	-8	-15	-8
1e. Worked with other students on course projects or assignments	46	-15	-15	-12
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	67	-8	-5	-5
8b. People from economic backgrounds other than your own	68	-5	-6	-3
8c. People with religious beliefs other than your own	63	-4	-4	-2
8d. People with political views other than your own	58	-2	-13	+0

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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

	Wichita State							
		Your first-year students compared with						
		WSU Peers		Kansas Institutions		Hanover Peers		
			Effect		*Effect*		*Effect*	
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*	
Student-Faculty Interaction	20.6	19.9	.05	25.8 ***	-.34	19.7	.06	
Effective Teaching Practices	36.0	37.3	-.09	36.8	-.06	37.7	-.12	

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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	Wichita State	Percentage point difference [a] between your FY students and		
Student-Faculty Interaction		WSU Peers	Kansas Institutions	Hanover Peers
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	35	-1	-18	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+7	-5	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-0	-11	-1
3d. Discussed your academic performance with a faculty member	28	+1	-9	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	72	-3	+4	-4
5b. Taught course sessions in an organized way	68	-3	+3	-0
5c. Used examples or illustrations to explain difficult points	67	-4	-3	-2
5d. Provided feedback on a draft or work in progress	54	-7	-8	-11
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-1	-6	-3

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.

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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

| | Wichita State | | | *Your seniors compared with* | | | |
| | | WSU Peers | | Kansas Institutions | | Hanover Peers | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Student-Faculty Interaction	21.6	20.7	.06	30.7 ***	-.56	22.6	-.06
Effective Teaching Practices	37.1	38.8 **	-.12	40.1 **	-.21	40.6 ***	-.24

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| | | | *Percentage point difference[a] between your seniors and* | | |
Student-Faculty Interaction	Wichita State	WSU Peers	Kansas Institutions	Hanover Peers
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	39	+4	-22	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-1	-19	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-1	-20	-3
3d. Discussed your academic performance with a faculty member	30	+2	-17	-4
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	77	-2	-4	-3
5b. Taught course sessions in an organized way	70	-3	-10	-5
5c. Used examples or illustrations to explain difficult points	69	-5	-8	-7
5d. Provided feedback on a draft or work in progress	53	-7	-14	-12
5e. Provided prompt and detailed feedback on tests or completed assignments	55	-5	-14	-10

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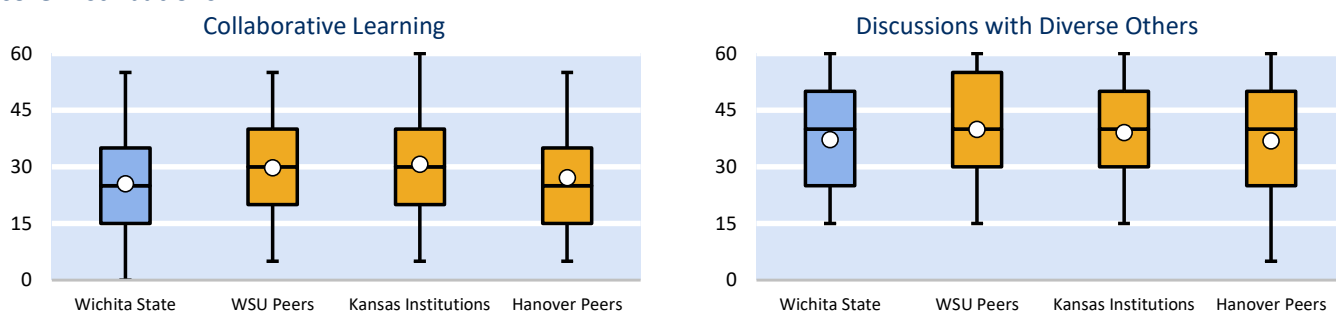
NSSE 2023 Engagement Indicators
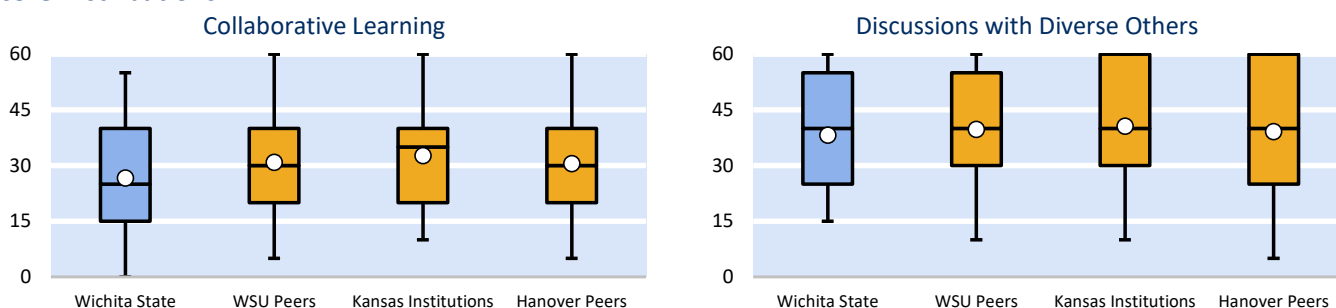## Campus Environment
Wichita State University

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

	Wichita State						
		Your first-year students compared with					
		WSU Peers		Kansas Institutions		Hanover Peers	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	43.2	41.1 *	.18	46.6 ***	-.31	40.4 **	.22
Supportive Environment	34.1	34.6	-.04	34.4	-.02	33.3	.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).

Score Distributions

Quality of Interactions

Supportive Environment

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

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.

		Percentage point difference [a] between your FY students and		
Quality of Interactions	Wichita State	WSU Peers	Kansas Institutions	Hanover Peers
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	41	-8	-18	-3
13b. Academic advisors	60	+10	-7	+11
13c. Faculty	50	+5	-10	+5
13d. Student services staff (career services, student activities, housing, etc.)	42	+2	-17	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+6	-18	+6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	65	-5	-2	-1
14c. Using learning support services (tutoring services, writing center, etc.)	70	-0	-2	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-9	-3	-5
14e. Providing opportunities to be involved socially	63	-7	-11	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+1	+1	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	+1	-2	+0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-3	-12	+0
14i. Attending events that address important social, economic, or political issues	44	-1	+3	-2

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.
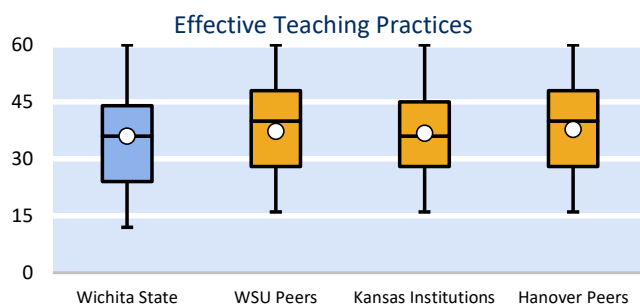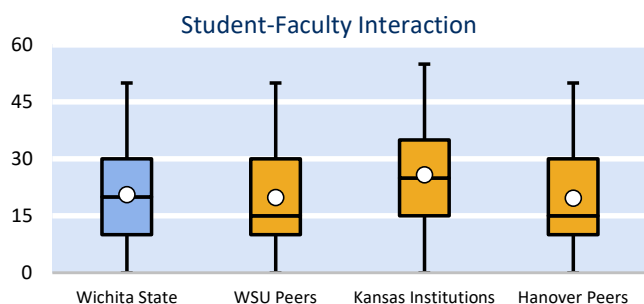
Campus Environment: Seniors

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

	Wichita State						
		Your seniors compared with					
		WSU Peers		Kansas Institutions		Hanover Peers	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	41.1 ***	.19	47.8 ***	-.35	41.6 **	.15
Supportive Environment	29.8	31.8 **	-.14	33.4 **	-.25	32.1 **	-.15

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

Quality of Interactions — Supportive Environment

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

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.

	Wichita State	Percentage point difference [a] between your seniors and		
Quality of Interactions		WSU Peers	Kansas Institutions	Hanover Peers
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	57	+0	-15	+1
13b. Academic advisors	55	+11	-21	+7
13c. Faculty	53	+3	-17	-6
13d. Student services staff (career services, student activities, housing, etc.)	48	+7	-1	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+12	-6	+9
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	63	+0	-10	-2
14c. Using learning support services (tutoring services, writing center, etc.)	55	-4	-13	-7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	-8	-9	-7
14e. Providing opportunities to be involved socially	58	-4	-11	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-0	-3	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	-3	-4	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	43	-11	-13	-8
14i. Attending events that address important social, economic, or political issues	33	-9	-3	-9

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.
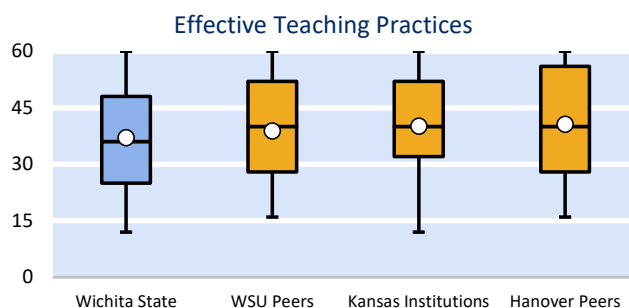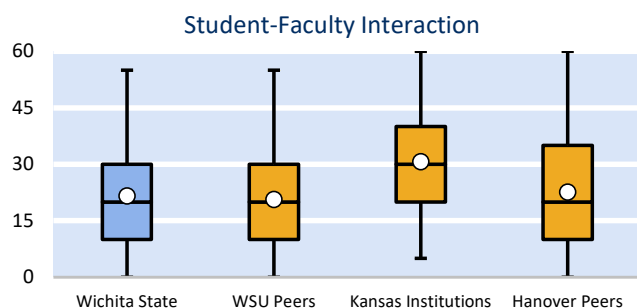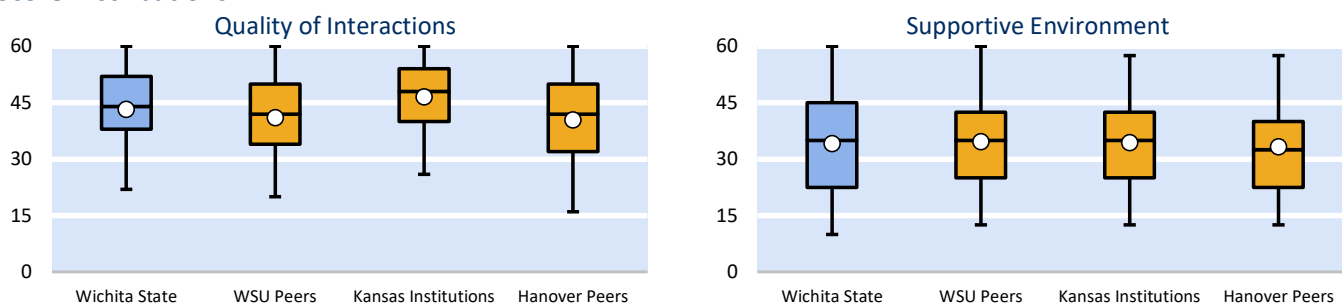
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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **go.iu.edu/NSSE-PnP**), 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 2022 and 2023 NSSE institutions, and

   (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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

| | | Wichita State | NSSE Top 50% | | | NSSE Top 10% | | |
| | | | Your first-year students compared with | | | | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.4	39.5 ***	-.32		42.2 ***	-.54	
	Reflective and Integrative Learning	33.6	37.2 ***	-.31		39.8 ***	-.53	
	Learning Strategies	35.4	39.8 ***	-.31		42.8 ***	-.53	
	Quantitative Reasoning	27.4	30.7 **	-.21		33.4 ***	-.39	
Learning with Peers	Collaborative Learning	25.5	33.2 ***	-.55		36.5 ***	-.80	
	Discussions with Diverse Others	37.2	40.5 **	-.23		43.6 ***	-.46	
Experiences with Faculty	Student-Faculty Interaction	20.6	25.4 ***	-.31		29.3 ***	-.57	
	Effective Teaching Practices	36.0	40.1 ***	-.31		43.3 ***	-.54	
Campus Environment	Quality of Interactions	43.2	45.2 *	-.18		48.1 ***	-.41	
	Supportive Environment	34.1	36.8 *	-.20		39.6 ***	-.43	

Seniors

| | | Wichita State | NSSE Top 50% | | | NSSE Top 10% | | |
| | | | Your seniors compared with | | | | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.4	42.1 ***	-.27		44.7 ***	-.49	
	Reflective and Integrative Learning	36.7	40.6 ***	-.32		43.1 ***	-.54	
	Learning Strategies	38.0	40.9 ***	-.20		43.6 ***	-.39	
	Quantitative Reasoning	28.2	32.7 ***	-.27		36.3 ***	-.49	
Learning with Peers	Collaborative Learning	26.6	34.7 ***	-.57		38.1 ***	-.84	
	Discussions with Diverse Others	38.2	41.1 ***	-.18		43.9 ***	-.39	
Experiences with Faculty	Student-Faculty Interaction	21.6	29.6 ***	-.49		34.3 ***	-.80	
	Effective Teaching Practices	37.1	42.1 ***	-.37		44.7 ***	-.57	
Campus Environment	Quality of Interactions	43.6	45.4 **	-.15		47.9 ***	-.34	
	Supportive Environment	29.8	34.5 ***	-.33		37.7 ***	-.57	

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 current- and prior-year 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 positive or non-significant with an effect size > -.10.

NSSE 2023 Engagement Indicators

Detailed Statistics[a]
Wichita State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	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 = 218)	35.4	13.1	.89	15	25	35	40	60				
WSU Peers	37.9	13.6	.18	15	30	40	45	60	5,878	-2.6	.006	-.188
Kansas Institutions	35.8	13.1	.68	15	25	35	40	60	583	-.4	.726	-.030
Hanover Peers	37.2	13.6	.24	15	30	40	45	60	3,360	-1.8	.056	-.134
Top 50%	39.5	13.2	.04	20	30	40	50	60	110,391	-4.2	.000	-.315
Top 10%	42.2	12.8	.11	20	35	40	55	60	13,580	-6.9	.000	-.537
Reflective & Integrative Learning												
Wichita State (N = 247)	33.6	11.9	.76	17	23	34	40	54				
WSU Peers	35.7	12.0	.15	17	29	37	43	57	6,431	-2.2	.005	-.182
Kansas Institutions	33.7	12.5	.63	14	26	34	40	57	637	-.2	.873	-.013
Hanover Peers	35.0	12.2	.21	17	26	34	43	57	3,802	-1.5	.068	-.120
Top 50%	37.2	12.0	.04	20	29	37	46	60	103,731	-3.7	.000	-.308
Top 10%	39.8	11.8	.10	20	31	40	49	60	13,704	-6.3	.000	-.534
Learning Strategies												
Wichita State (N = 196)	35.4	13.8	.99	13	27	33	47	60				
WSU Peers	37.4	13.9	.19	13	27	40	47	60	5,409	-2.0	.046	-.146
Kansas Institutions	35.5	13.7	.74	13	27	33	47	60	533	-.1	.962	-.004
Hanover Peers	36.9	13.5	.25	20	27	40	47	60	2,994	-1.5	.131	-.112
Top 50%	39.8	13.9	.05	20	27	40	53	60	88,728	-4.3	.000	-.313
Top 10%	42.8	14.0	.10	20	33	40	60	60	18,653	-7.4	.000	-.526
Quantitative Reasoning												
Wichita State (N = 202)	27.4	15.7	1.10	0	20	27	40	60				
WSU Peers	29.7	15.5	.21	0	20	27	40	60	5,494	-2.4	.033	-.153
Kansas Institutions	27.8	15.2	.82	0	20	27	40	60	546	-.4	.757	-.027
Hanover Peers	28.9	15.5	.29	0	20	27	40	60	3,058	-1.6	.169	-.100
Top 50%	30.7	15.3	.05	7	20	27	40	60	107,938	-3.3	.002	-.215
Top 10%	33.4	15.4	.12	7	20	33	40	60	17,490	-6.0	.000	-.391
Learning with Peers												
Collaborative Learning												
Wichita State (N = 273)	25.5	15.2	.92	0	15	25	35	55				
WSU Peers	29.7	14.7	.18	5	20	30	40	55	7,057	-4.2	.000	-.288
Kansas Institutions	30.6	13.7	.67	5	20	30	40	60	691	-5.1	.000	-.357
Hanover Peers	27.1	14.2	.22	5	15	25	35	55	4,389	-1.6	.072	-.112
Top 50%	33.2	13.9	.04	10	25	35	40	60	120,903	-7.7	.000	-.553
Top 10%	36.5	13.7	.09	15	25	35	45	60	24,464	-11.0	.000	-.803
Discussions with Diverse Others												
Wichita State (N = 202)	37.2	15.4	1.09	15	25	40	50	60				
WSU Peers	39.9	15.6	.22	15	30	40	55	60	5,454	-2.7	.017	-.171
Kansas Institutions	39.1	15.5	.83	15	30	40	50	60	544	-1.9	.172	-.121
Hanover Peers	36.9	16.8	.32	5	25	40	50	60	236	.3	.777	.019
Top 50%	40.5	14.8	.05	20	30	40	55	60	97,858	-3.4	.001	-.227
Top 10%	43.6	13.9	.13	20	35	40	60	60	11,652	-6.5	.000	-.465

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Wichita State (N = 235)	20.6	14.7	.96	0	10	20	30	50				
WSU Peers	19.9	14.9	.19	0	10	15	30	50	6,119	.8	.443	.051
Kansas Institutions	25.8	15.9	.81	0	15	25	35	55	617	-5.2	.000	-.336
Hanover Peers	19.7	14.8	.26	0	10	15	30	50	3,565	1.0	.339	.064
Top 50%	25.4	15.3	.06	5	15	25	35	60	59,380	-4.7	.000	-.311
Top 10%	29.3	15.3	.17	5	20	25	40	60	8,629	-8.7	.000	-.565
Effective Teaching Practices												
Wichita State (N = 214)	36.0	14.5	.99	12	24	36	44	60				
WSU Peers	37.3	13.6	.18	16	28	40	48	60	5,857	-1.3	.184	-.093
Kansas Institutions	36.8	13.6	.71	16	28	36	45	60	574	-.8	.520	-.055
Hanover Peers	37.7	13.9	.25	16	28	40	48	60	3,334	-1.7	.078	-.124
Top 50%	40.1	13.5	.05	16	32	40	52	60	76,500	-4.1	.000	-.305
Top 10%	43.3	13.3	.13	20	36	44	56	60	10,142	-7.2	.000	-.544
Campus Environment												
Quality of Interactions												
Wichita State (N = 183)	43.2	11.5	.85	22	38	44	52	60				
WSU Peers	41.1	12.0	.17	20	34	42	50	60	4,962	2.1	.018	.178
Kansas Institutions	46.6	10.5	.59	26	40	48	54	60	502	-3.4	.001	-.307
Hanover Peers	40.4	13.0	.26	16	32	42	50	60	216	2.8	.002	.216
Top 50%	45.2	11.5	.05	24	38	46	54	60	61,072	-2.0	.016	-.178
Top 10%	48.1	12.1	.11	24	42	50	60	60	11,531	-4.9	.000	-.408
Supportive Environment												
Wichita State (N = 181)	34.1	14.3	1.06	10	23	35	45	60				
WSU Peers	34.6	13.3	.19	13	25	35	43	60	192	-.5	.625	-.039
Kansas Institutions	34.4	13.0	.72	13	25	35	43	58	344	-.3	.802	-.024
Hanover Peers	33.3	13.6	.26	13	23	33	40	58	2,876	.8	.443	.059
Top 50%	36.8	13.1	.05	15	28	38	45	60	181	-2.6	.014	-.202
Top 10%	39.6	12.8	.14	20	30	40	50	60	187	-5.5	.000	-.432

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[d] scores					Comparison results			
	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 = 476)	38.4	14.3	.66	15	30	40	50	60				
WSU Peers	39.9	14.1	.16	15	30	40	50	60	7,936	-1.4	.031	-.102
Kansas Institutions	41.4	13.3	.80	20	35	40	55	60	753	-3.0	.005	-.212
Hanover Peers	41.1	14.9	.26	15	30	40	55	60	3,810	-2.6	.000	-.177
Top 50%	42.1	13.7	.05	20	35	40	55	60	90,312	-3.6	.000	-.266
Top 10%	44.7	12.8	.14	20	40	45	60	60	518	-6.3	.000	-.487
Reflective & Integrative Learning												
Wichita State (N = 509)	36.7	13.5	.60	14	29	37	46	60				
WSU Peers	37.4	13.3	.15	17	29	37	46	60	8,532	-.7	.241	-.054
Kansas Institutions	39.7	12.5	.72	20	31	40	49	60	808	-3.0	.002	-.231
Hanover Peers	38.9	13.6	.22	17	29	40	49	60	4,152	-2.2	.001	-.164
Top 50%	40.6	12.5	.04	20	31	40	51	60	514	-3.9	.000	-.316
Top 10%	43.1	11.8	.13	23	34	43	54	60	558	-6.4	.000	-.538
Learning Strategies												
Wichita State (N = 448)	38.0	14.5	.69	13	27	40	47	60				
WSU Peers	39.1	14.3	.17	13	27	40	53	60	7,396	-1.1	.122	-.075
Kansas Institutions	38.4	15.0	.93	13	27	40	53	60	707	-.4	.719	-.028
Hanover Peers	40.9	14.5	.26	20	33	40	53	60	3,500	-2.9	.000	-.201
Top 50%	40.9	14.5	.05	20	33	40	53	60	96,679	-2.9	.000	-.202
Top 10%	43.6	14.1	.12	20	33	40	60	60	14,433	-5.6	.000	-.393
Quantitative Reasoning												
Wichita State (N = 454)	28.2	17.1	.80	0	20	27	40	60				
WSU Peers	31.3	16.5	.20	0	20	33	40	60	7,502	-3.1	.000	-.187
Kansas Institutions	32.1	16.0	.99	7	20	33	40	60	716	-3.8	.003	-.229
Hanover Peers	31.3	18.0	.32	0	20	33	47	60	610	-3.1	.000	-.172
Top 50%	32.7	16.5	.05	7	20	33	40	60	113,570	-4.4	.000	-.269
Top 10%	36.3	16.2	.17	7	20	40	47	60	9,523	-8.0	.000	-.494
Learning with Peers												
Collaborative Learning												
Wichita State (N = 543)	26.6	15.8	.68	0	15	25	40	55				
WSU Peers	30.9	15.3	.17	5	20	30	40	60	9,029	-4.2	.000	-.276
Kansas Institutions	32.7	14.1	.79	10	20	35	40	60	728	-6.1	.000	-.399
Hanover Peers	30.5	15.5	.25	5	20	30	40	60	4,462	-3.9	.000	-.250
Top 50%	34.7	14.2	.05	10	25	35	45	60	547	-8.1	.000	-.568
Top 10%	38.1	13.6	.12	15	30	40	50	60	578	-11.5	.000	-.836
Discussions with Diverse Others												
Wichita State (N = 452)	38.2	16.4	.77	15	25	40	55	60				
WSU Peers	39.8	16.4	.20	10	30	40	55	60	7,478	-1.6	.046	-.097
Kansas Institutions	40.6	16.4	1.01	10	30	40	60	60	712	-2.4	.061	-.146
Hanover Peers	39.1	17.6	.32	5	25	40	60	60	3,534	-1.0	.275	-.055
Top 50%	41.1	15.6	.05	15	30	40	55	60	455	-2.9	.000	-.184
Top 10%	43.9	14.8	.14	20	35	45	60	60	482	-5.7	.000	-.387

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Wichita State (N = 488)	21.6	16.2	.74	0	10	20	30	55				
WSU Peers	20.7	16.0	.18	0	10	20	30	55	8,254	.9	.228	.056
Kansas Institutions	30.7	16.4	.97	5	20	30	40	60	769	-9.1	.000	-.558
Hanover Peers	22.6	16.9	.29	0	10	20	35	60	3,970	-1.1	.195	-.063
Top 50%	29.6	16.2	.08	5	20	30	40	60	43,830	-8.0	.000	-.493
Top 10%	34.3	15.8	.23	10	20	35	45	60	5,422	-12.7	.000	-.798
Effective Teaching Practices												
Wichita State (N = 479)	37.1	14.8	.67	12	25	36	48	60				
WSU Peers	38.8	14.3	.17	16	28	40	52	60	7,938	-1.8	.009	-.123
Kansas Institutions	40.1	14.4	.87	12	32	40	52	60	752	-3.0	.006	-.207
Hanover Peers	40.6	15.0	.26	16	28	40	56	60	3,808	-3.6	.000	-.238
Top 50%	42.1	13.8	.05	20	32	40	56	60	483	-5.1	.000	-.369
Top 10%	44.7	13.4	.13	20	36	44	56	60	514	-7.6	.000	-.568
Campus Environment												
Quality of Interactions												
Wichita State (N = 375)	43.6	12.9	.66	18	36	45	54	60				
WSU Peers	41.1	13.0	.16	18	33	42	50	60	6,576	2.5	.000	.194
Kansas Institutions	47.8	10.7	.67	26	42	50	58	60	599	-4.2	.000	-.349
Hanover Peers	41.6	13.9	.27	14	32	44	52	60	503	2.0	.005	.148
Top 50%	45.4	12.1	.05	22	38	48	55	60	71,677	-1.8	.004	-.149
Top 10%	47.9	12.5	.09	22	40	50	60	60	18,134	-4.3	.000	-.343
Supportive Environment												
Wichita State (N = 442)	29.8	14.6	.70	8	20	28	40	58				
WSU Peers	31.8	14.6	.18	8	20	33	40	60	7,233	-2.0	.005	-.139
Kansas Institutions	33.4	13.9	.87	10	23	35	43	60	697	-3.6	.001	-.253
Hanover Peers	32.1	15.4	.28	8	20	33	43	60	3,368	-2.3	.003	-.154
Top 50%	34.5	14.3	.06	10	25	35	45	60	66,085	-4.8	.000	-.334
Top 10%	37.7	13.9	.18	15	28	38	48	60	6,746	-7.9	.000	-.567

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.