



NSSE 2014

Engagement Indicators

Eastern Washington 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 first-year and senior 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.
 - Summary of Indicator Items**
Responses to each item in a given EI are displayed 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 2013 and 2014 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. 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 Web site: nsse.iub.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 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 Far West Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
<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 Far West Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
<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

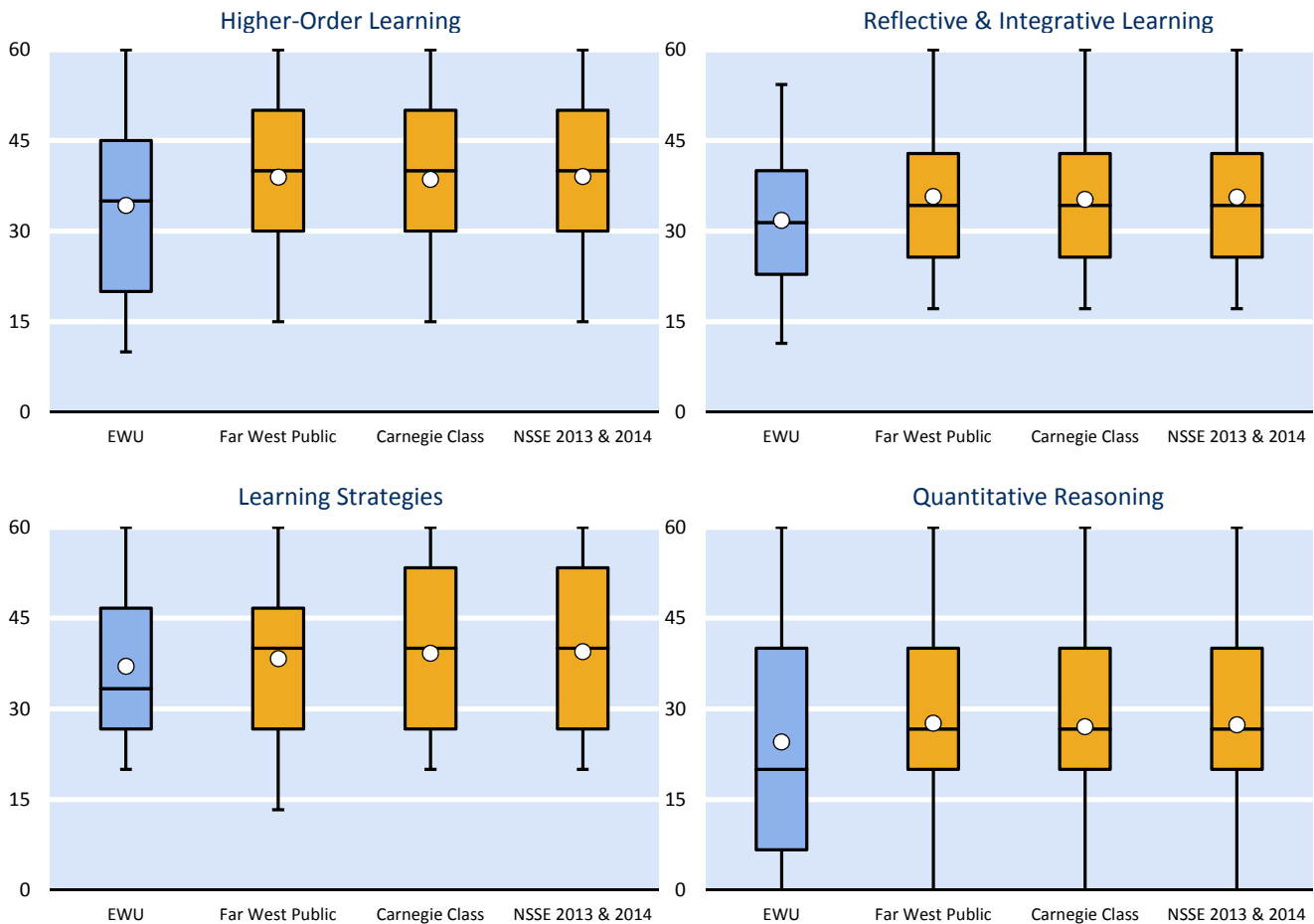
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	EWU Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	34.2	38.9 ***	-.34	38.6 ***	-.31	39.0 ***	-.35
Reflective & Integrative Learning	31.8	35.7 ***	-.31	35.2 **	-.27	35.6 ***	-.30
Learning Strategies	37.1	38.3	-.09	39.2	-.15	39.5	-.17
Quantitative Reasoning	24.5	27.6 *	-.19	27.1	-.15	27.4 *	-.17

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





































































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)

Summary of Indicator Items

	EWU	Far West Public	Carnegie Class	NSSE 2013 & 2014
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	61 	72 	71 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	59 	73 	71 	72 
4d. Evaluating a point of view, decision, or information source	61 	70 	70 	70 
4e. Forming a new idea or understanding from various pieces of information	59 	69 	68 	69 
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	39 	56 	55 	56 
2b. Connected your learning to societal problems or issues	36 	53 	52 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39 	51 	49 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55 	63 	61 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	56 	67 	66 	66 
2f. Learned something that changed the way you understand an issue or concept	55 	67 	64 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	73 	77 	75 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76 	79 	79 	80 
9b. Reviewed your notes after class	59 	64 	66 	65 
9c. Summarized what you learned in class or from course materials	55 	59 	62 	63 
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.)	44 	52 	51 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35 	39 	38 	38 
6c. Evaluated what others have concluded from numerical information	36 	38 	36 	37 

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 Web site.

Academic Challenge: Seniors

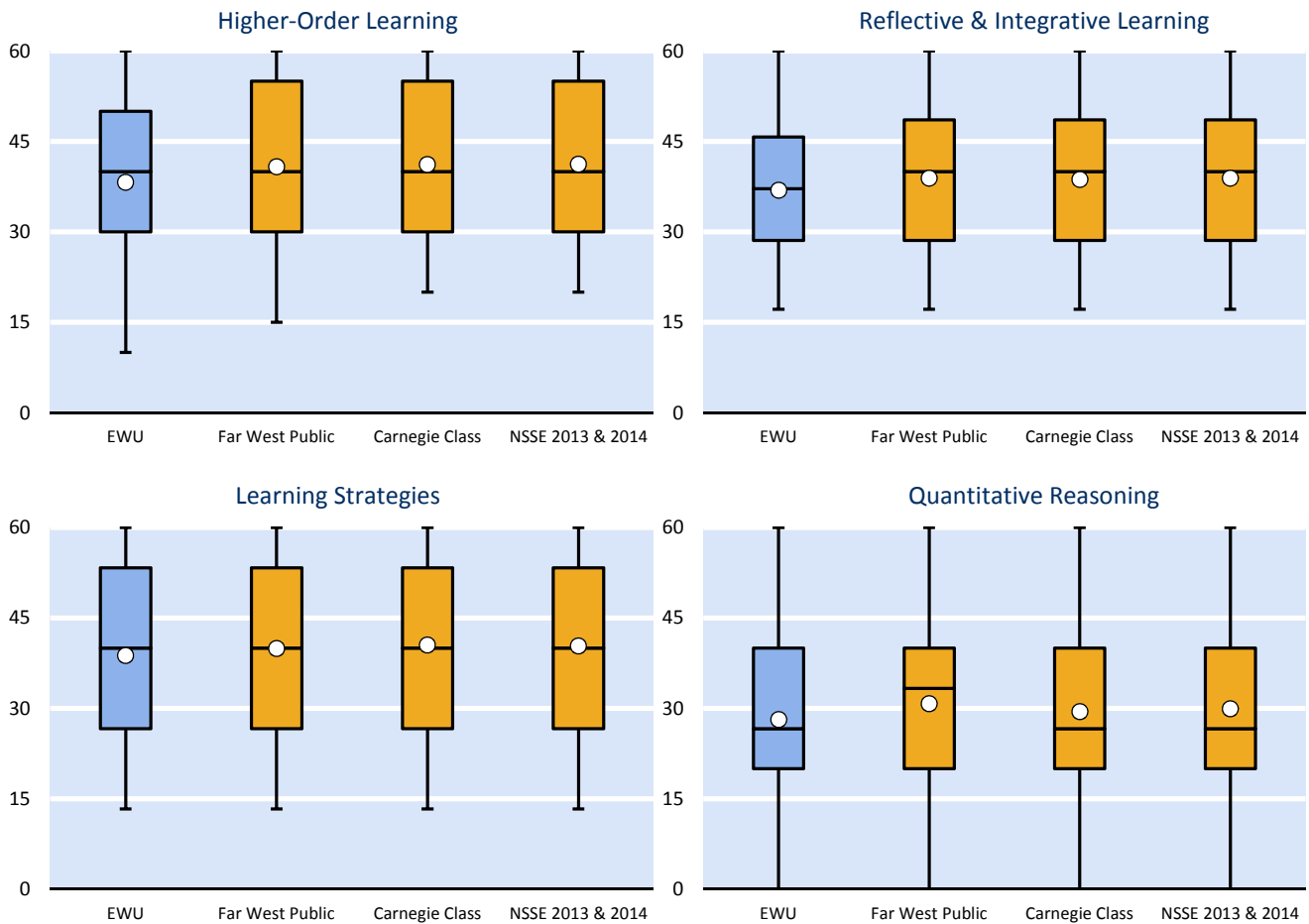
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Mean Comparisons

Engagement Indicator	EWU Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.2	40.8 ***	-.18	41.2 ***	-.21	41.2 ***	-.21
Reflective & Integrative Learning	36.9	38.9 ***	-.15	38.7 **	-.14	38.9 ***	-.15
Learning Strategies	38.8	39.9	-.08	40.5 **	-.12	40.3 *	-.11
Quantitative Reasoning	28.2	30.8 ***	-.15	29.5	-.08	29.9 *	-.10

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



































































Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	EWU	Far West Public	Carnegie Class	NSSE 2013 & 2014
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	75 	79 	79 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74 	77 	77 	78 
4d. Evaluating a point of view, decision, or information source	63 	70 	72 	72 
4e. Forming a new idea or understanding from various pieces of information	61 	71 	72 	72 
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	71 	74 	72 	72 
2b. Connected your learning to societal problems or issues	58 	65 	64 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47 	54 	54 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60 	65 	65 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66 	71 	70 	70 
2f. Learned something that changed the way you understand an issue or concept	64 	71 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	81 	84 	83 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77 	83 	83 	83 
9b. Reviewed your notes after class	64 	63 	65 	63 
9c. Summarized what you learned in class or from course materials	61 	62 	66 	66 
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.)	51 	56 	54 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38 	46 	44 	45 
6c. Evaluated what others have concluded from numerical information	42 	47 	43 	44 

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 Web site.

Learning with Peers: First-year students

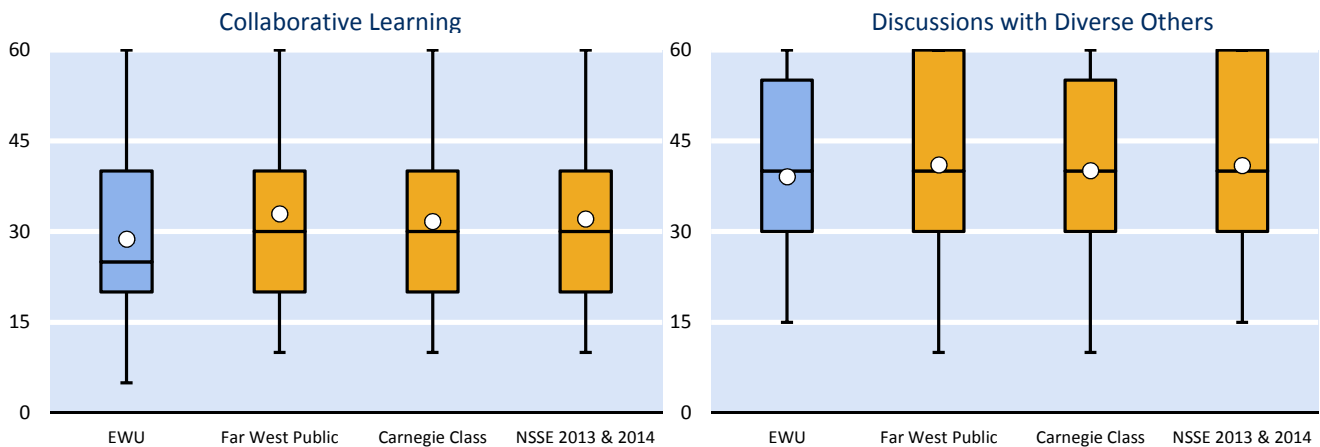
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	EWU Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.7	32.9 ***	-.31	31.6 **	-.21	32.1 **	-.24
Discussions with Diverse Others	39.0	41.0	-.12	40.1	-.06	40.9	-.12

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

Score Distributions



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

Summary of Indicator Items

Collaborative Learning

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

	EWU	Far West Public	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	45	53	48	50
1f. Explained course material to one or more students	46	58	56	57
1g. Prepared for exams by discussing or working through course material with other students	37	49	47	49
1h. Worked with other students on course projects or assignments	44	55	51	52

Discussions with Diverse Others

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

	EWU	Far West Public	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	65	75	70	72
8b. People from an economic background other than your own	77	74	71	73
8c. People with religious beliefs other than your own	68	70	67	69
8d. People with political views other than your own	66	65	67	69

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 Web site.

Learning with Peers: Seniors

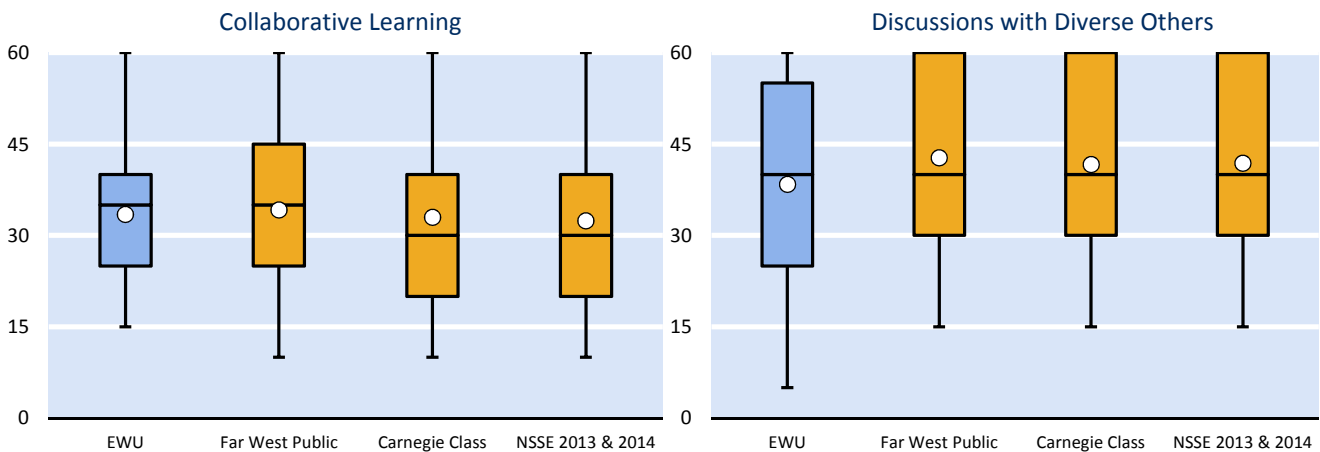
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Mean Comparisons

Engagement Indicator	EWU Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.5	34.2	-.05	33.0	.03	32.4	.07
Discussions with Diverse Others	38.4	42.8 ***	-.28	41.7 ***	-.20	41.9 ***	-.22

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

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Summary of Indicator Items

Collaborative Learning

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

	EWU	Far West Public	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	41	45	41	40
1f. Explained course material to one or more students	64	61	60	58
1g. Prepared for exams by discussing or working through course material with other students	45	48	46	46
1h. Worked with other students on course projects or assignments	69	69	65	64

Discussions with Diverse Others

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

	EWU	Far West Public	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	64	78	73	73
8b. People from an economic background other than your own	68	76	74	75
8c. People with religious beliefs other than your own	66	72	70	70
8d. People with political views other than your own	65	69	70	71

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 Web site.

Experiences with Faculty: First-year students

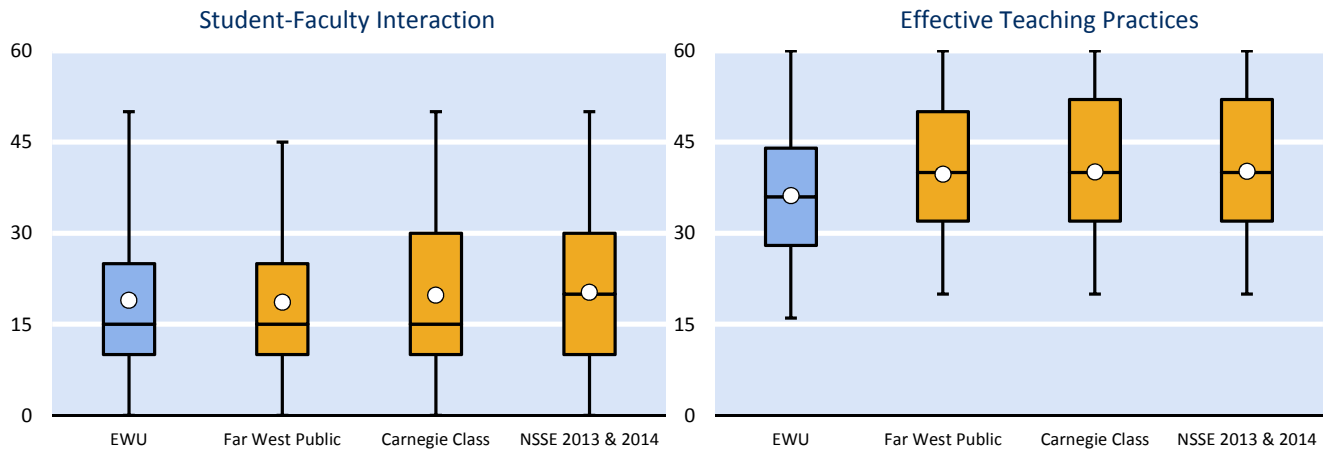
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	EWU Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.0	18.6	.02	19.8	-.06	20.3	-.09
Effective Teaching Practices	36.2	39.7 **	-.27	40.1 ***	-.29	40.2 ***	-.30

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

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Summary of Indicator Items

Student-Faculty Interaction

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

	EWU	Far West Public	Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	30	28	32	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	17	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	17	23	24	25
3d. Discussed your academic performance with a faculty member	28	26	28	29

Effective Teaching Practices

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

	EWU	Far West Public	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	72	80	81	81
5b. Taught course sessions in an organized way	69	78	78	79
5c. Used examples or illustrations to explain difficult points	68	77	77	77
5d. Provided feedback on a draft or work in progress	62	64	66	65
5e. Provided prompt and detailed feedback on tests or completed assignments	52	61	62	63

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Experiences with Faculty: Seniors

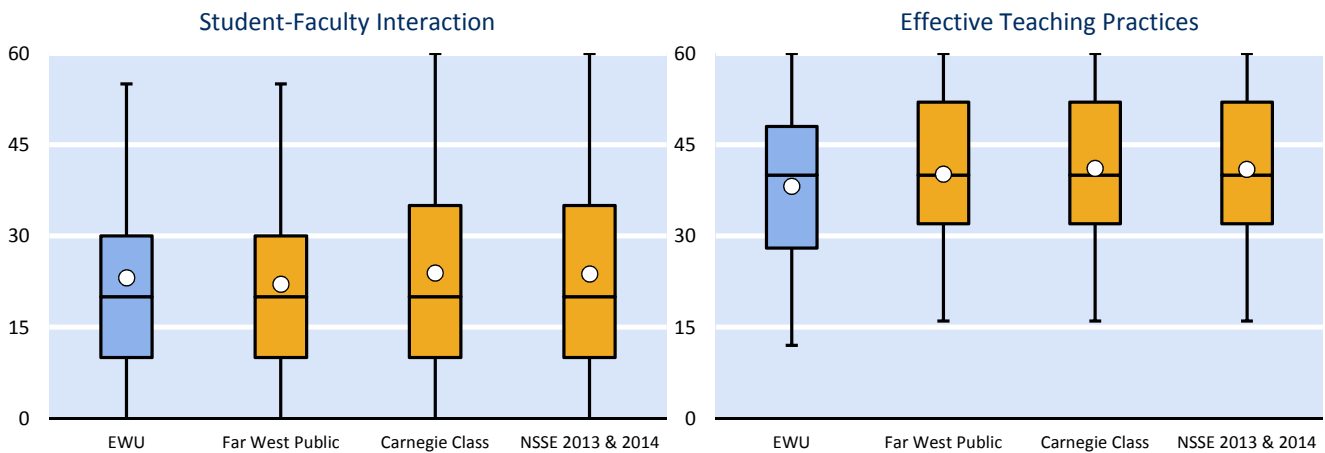
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		Far West Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.1	22.1	.07	23.9	-.05	23.7	-.04
Effective Teaching Practices	38.1	40.2 **	-.15	41.1 ***	-.21	40.9 ***	-.20

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

Score Distributions



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

Summary of Indicator Items

Student-Faculty Interaction

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

	EWU	Far West Public	Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	41	36	42	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	23	26	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	30	34	33
3d. Discussed your academic performance with a faculty member	31	29	34	33

Effective Teaching Practices

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

	EWU	Far West Public	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	78	83	83	83
5b. Taught course sessions in an organized way	77	80	80	81
5c. Used examples or illustrations to explain difficult points	73	80	80	79
5d. Provided feedback on a draft or work in progress	56	59	63	62
5e. Provided prompt and detailed feedback on tests or completed assignments	57	64	67	67

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 Web site.

Campus Environment: First-year students

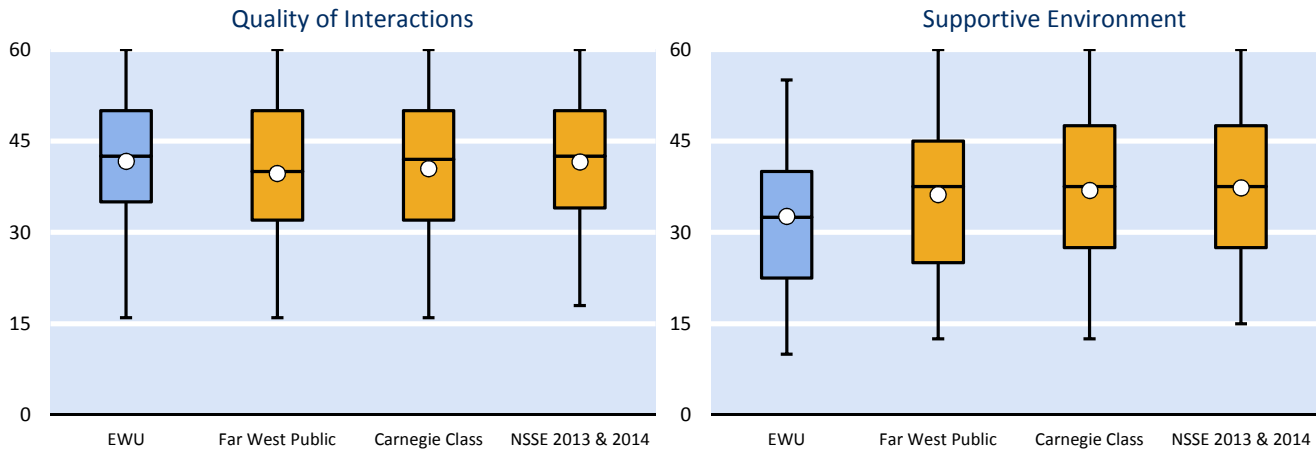
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	EWU Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.7	39.7	.15	40.4	.10	41.5	.01
Supportive Environment	32.6	36.2 *	-.26	36.9 **	-.30	37.3 **	-.34

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	EWU	Far West Public	Carnegie Class	NSSE 2013 & 2014
13a. Students	62	56	57	59
13b. Academic advisors	51	43	45	48
13c. Faculty	46	43	46	50
13d. Student services staff (career services, student activities, housing, etc.)	49	39	41	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	36	39	41

Supportive Environment

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

	EWU	Far West Public	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	74	76	76	78
14c. Using learning support services (tutoring services, writing center, etc.)	75	77	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	61	59	59
14e. Providing opportunities to be involved socially	69	69	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	72	72	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	44	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	60	66	68
14i. Attending events that address important social, economic, or political issues	30	49	52	53

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 Web site.

Campus Environment: Seniors

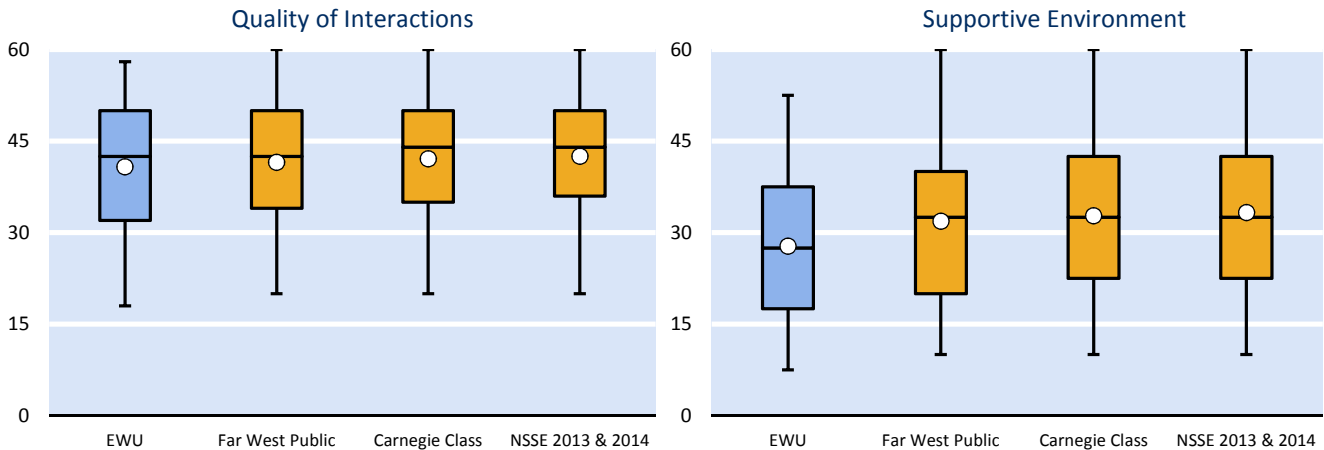
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	EWU Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.8	41.5	-.06	42.1 *	-.11	42.5 **	-.14
Supportive Environment	27.7	31.8 ***	-.29	32.8 ***	-.35	33.3 ***	-.38

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	EWU	Far West Public	Carnegie Class	NSSE 2013 & 2014
13a. Students	56	62	63	64
13b. Academic advisors	46	48	50	52
13c. Faculty	55	56	59	60
13d. Student services staff (career services, student activities, housing, etc.)	41	39	41	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	38	40	42

Supportive Environment

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

	EWU	Far West Public	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	64	68	71	72
14c. Using learning support services (tutoring services, writing center, etc.)	61	63	65	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	39	53	52	53
14e. Providing opportunities to be involved socially	51	62	66	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	48	63	63	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	20	29	31	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	50	54	57
14i. Attending events that address important social, economic, or political issues	34	43	45	46

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 Web site.

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior 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 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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 absence of a significant difference between your score and that of the high-performing group does not 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		EWU	Your first-year students compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	34.2	40.6 ***	-.47		42.7 ***	-.62	
	Reflective and Integrative Learning	31.8	37.3 ***	-.44		39.3 ***	-.59	
	Learning Strategies	37.1	41.2 **	-.30		43.4 ***	-.45	
	Quantitative Reasoning	24.5	28.8 **	-.26		30.6 ***	-.38	
<i>Learning with Peers</i>	Collaborative Learning	28.7	34.7 ***	-.44		37.0 ***	-.61	
	Discussions with Diverse Others	39.0	43.2 **	-.27		45.6 ***	-.44	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.0	23.3 ***	-.29		26.9 ***	-.49	
	Effective Teaching Practices	36.2	42.4 ***	-.47		44.6 ***	-.64	
<i>Campus Environment</i>	Quality of Interactions	41.7	44.0 *	-.20		46.0 ***	-.38	
	Supportive Environment	32.6	39.4 ***	-.51		41.4 ***	-.68	

Seniors		EWU	Your seniors compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.2	43.3 ***	-.37		45.3 ***	-.52	
	Reflective and Integrative Learning	36.9	41.1 ***	-.33		43.1 ***	-.49	
	Learning Strategies	38.8	42.5 ***	-.26		44.9 ***	-.43	
	Quantitative Reasoning	28.2	31.3 ***	-.18		33.0 ***	-.29	
<i>Learning with Peers</i>	Collaborative Learning	33.5	35.4 **	-.14		37.7 ***	-.31	
	Discussions with Diverse Others	38.4	43.9 ***	-.35		45.8 ***	-.48	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.1	29.5 ***	-.40		34.4 ***	-.69	
	Effective Teaching Practices	38.1	43.0 ***	-.36		45.1 ***	-.52	
<i>Campus Environment</i>	Quality of Interactions	40.8	45.3 ***	-.39		47.4 ***	-.56	
	Supportive Environment	27.7	36.1 ***	-.60		39.0 ***	-.84	

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

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 2013 and 2014 institutions, separately for first-year and senior students. 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												
EWU (N = 138)	34.2	14.3	1.22	10	20	35	45	60				
Far West Public	38.9	13.8	.16	15	30	40	50	60	7,270	-4.7	.000	-.340
Carnegie Class	38.6	14.1	.10	15	30	40	50	60	20,130	-4.3	.000	-.308
NSSE 2013 & 2014	39.0	13.8	.04	15	30	40	50	60	96,756	-4.8	.000	-.348
Top 50%	40.6	13.6	.06	20	30	40	50	60	47,906	-6.3	.000	-.466
Top 10%	42.7	13.6	.14	20	35	40	55	60	8,970	-8.5	.000	-.621
Reflective & Integrative Learning												
EWU (N = 142)	31.8	12.5	1.05	11	23	31	40	54				
Far West Public	35.7	12.6	.15	17	26	34	43	60	7,583	-3.9	.000	-.312
Carnegie Class	35.2	12.7	.09	17	26	34	43	60	21,054	-3.4	.001	-.269
NSSE 2013 & 2014	35.6	12.6	.04	17	26	34	43	60	100,983	-3.8	.000	-.301
Top 50%	37.3	12.5	.06	17	29	37	46	60	48,248	-5.5	.000	-.440
Top 10%	39.3	12.6	.12	20	31	40	49	60	10,439	-7.5	.000	-.595
Learning Strategies												
EWU (N = 114)	37.1	14.2	1.32	20	27	33	47	60				
Far West Public	38.3	14.2	.17	13	27	40	47	60	6,721	-1.2	.351	-.088
Carnegie Class	39.2	14.2	.10	20	27	40	53	60	18,633	-2.1	.112	-.149
NSSE 2013 & 2014	39.5	14.2	.05	20	27	40	53	60	89,664	-2.4	.070	-.169
Top 50%	41.2	14.0	.07	20	33	40	53	60	42,321	-4.2	.002	-.296
Top 10%	43.4	14.0	.15	20	33	40	60	60	9,053	-6.4	.000	-.453
Quantitative Reasoning												
EWU (N = 134)	24.5	17.3	1.49	0	7	20	40	60				
Far West Public	27.6	16.1	.19	0	20	27	40	60	7,374	-3.1	.027	-.192
Carnegie Class	27.1	16.5	.12	0	20	27	40	60	20,470	-2.5	.078	-.153
NSSE 2013 & 2014	27.4	16.4	.05	0	20	27	40	60	98,325	-2.8	.047	-.172
Top 50%	28.8	16.3	.07	0	20	27	40	60	61,648	-4.3	.003	-.261
Top 10%	30.6	16.2	.14	0	20	27	40	60	14,158	-6.1	.000	-.376
Learning with Peers												
Collaborative Learning												
EWU (N = 152)	28.7	14.1	1.15	5	20	25	40	60				
Far West Public	32.9	13.4	.15	10	20	30	40	60	7,770	-4.2	.000	-.311
Carnegie Class	31.6	13.8	.09	10	20	30	40	60	21,537	-3.0	.008	-.215
NSSE 2013 & 2014	32.1	14.1	.04	10	20	30	40	60	103,453	-3.4	.003	-.239
Top 50%	34.7	13.7	.06	15	25	35	45	60	58,302	-6.0	.000	-.439
Top 10%	37.0	13.6	.12	15	25	35	45	60	13,401	-8.3	.000	-.613
Discussions with Diverse Others												
EWU (N = 115)	39.0	15.6	1.45	15	30	40	55	60				
Far West Public	41.0	16.3	.20	10	30	40	60	60	6,784	-1.9	.211	-.118
Carnegie Class	40.1	16.3	.12	10	30	40	55	60	18,856	-1.0	.506	-.062
NSSE 2013 & 2014	40.9	16.0	.05	15	30	40	60	60	90,776	-1.8	.215	-.116
Top 50%	43.2	15.4	.07	20	35	45	60	60	53,295	-4.2	.004	-.272
Top 10%	45.6	14.8	.14	20	40	50	60	60	11,229	-6.6	.000	-.443

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												
EWU (N = 143)	19.0	14.4	1.20	0	10	15	25	50				
Far West Public	18.6	14.3	.17	0	10	15	25	45	7,408	.3	.790	.023
Carnegie Class	19.8	14.9	.10	0	10	15	30	50	20,584	-.9	.494	-.057
NSSE 2013 & 2014	20.3	14.6	.05	0	10	20	30	50	98,680	-1.3	.279	-.091
Top 50%	23.3	15.0	.08	0	10	20	30	55	35,007	-4.4	.001	-.292
Top 10%	26.9	16.2	.21	5	15	25	40	60	151	-8.0	.000	-.494
Effective Teaching Practices												
EWU (N = 138)	36.2	13.3	1.13	16	28	36	44	60				
Far West Public	39.7	13.2	.15	20	32	40	50	60	7,491	-3.5	.002	-.269
Carnegie Class	40.1	13.4	.09	20	32	40	52	60	20,738	-3.9	.001	-.292
NSSE 2013 & 2014	40.2	13.3	.04	20	32	40	52	60	99,486	-4.0	.000	-.301
Top 50%	42.4	13.2	.07	20	32	44	52	60	38,818	-6.2	.000	-.470
Top 10%	44.6	13.3	.15	20	36	44	56	60	7,832	-8.5	.000	-.635
Campus Environment												
Quality of Interactions												
EWU (N = 110)	41.7	12.2	1.16	16	35	43	50	60				
Far West Public	39.7	13.0	.16	16	32	40	50	60	6,355	2.0	.112	.153
Carnegie Class	40.4	12.9	.10	16	32	42	50	60	17,994	1.2	.321	.095
NSSE 2013 & 2014	41.5	12.4	.04	18	34	43	50	60	86,884	.1	.916	.010
Top 50%	44.0	11.4	.06	22	38	46	52	60	32,789	-2.3	.033	-.204
Top 10%	46.0	11.6	.14	24	40	48	55	60	6,880	-4.4	.000	-.376
Supportive Environment												
EWU (N = 93)	32.6	13.3	1.38	10	23	33	40	55				
Far West Public	36.2	14.0	.18	13	25	38	45	60	6,178	-3.6	.014	-.257
Carnegie Class	36.9	14.1	.11	13	28	38	48	60	17,247	-4.2	.004	-.302
NSSE 2013 & 2014	37.3	13.8	.05	15	28	38	48	60	83,592	-4.7	.001	-.339
Top 50%	39.4	13.2	.06	18	30	40	50	60	42,880	-6.8	.000	-.512
Top 10%	41.4	12.8	.13	20	33	40	53	60	9,431	-8.7	.000	-.681

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

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	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
EWU (N = 495)	38.2	14.8	.66	10	30	40	50	60				
Far West Public	40.8	14.1	.11	15	30	40	55	60	17,357	-2.6	.000	-.180
Carnegie Class	41.2	14.2	.07	20	30	40	55	60	39,253	-2.9	.000	-.208
NSSE 2013 & 2014	41.2	14.1	.03	20	30	40	55	60	175,924	-3.0	.000	-.213
Top 50%	43.3	13.7	.05	20	35	40	55	60	70,426	-5.0	.000	-.366
Top 10%	45.3	13.6	.10	20	40	45	60	60	17,683	-7.0	.000	-.516
Reflective & Integrative Learning												
EWU (N = 519)	36.9	13.6	.60	17	29	37	46	60				
Far West Public	38.9	13.0	.10	17	29	40	49	60	18,039	-2.0	.001	-.154
Carnegie Class	38.7	13.1	.07	17	29	40	49	60	40,863	-1.8	.002	-.135
NSSE 2013 & 2014	38.9	13.0	.03	17	29	40	49	60	182,988	-2.0	.000	-.154
Top 50%	41.1	12.6	.05	20	31	40	51	60	525	-4.1	.000	-.326
Top 10%	43.1	12.5	.10	20	34	43	54	60	549	-6.1	.000	-.488
Learning Strategies												
EWU (N = 473)	38.8	15.2	.70	13	27	40	53	60				
Far West Public	39.9	14.6	.12	13	27	40	53	60	16,265	-1.2	.090	-.079
Carnegie Class	40.5	14.8	.08	13	27	40	53	60	36,934	-1.8	.010	-.119
NSSE 2013 & 2014	40.3	14.8	.04	13	27	40	53	60	166,439	-1.6	.022	-.106
Top 50%	42.5	14.5	.05	20	33	40	60	60	86,303	-3.7	.000	-.255
Top 10%	44.9	14.1	.10	20	33	47	60	60	22,381	-6.1	.000	-.431
Quantitative Reasoning												
EWU (N = 515)	28.2	17.4	.77	0	20	27	40	60				
Far West Public	30.8	17.1	.13	0	20	33	40	60	17,655	-2.6	.001	-.153
Carnegie Class	29.5	17.4	.09	0	20	27	40	60	39,963	-1.3	.087	-.076
NSSE 2013 & 2014	29.9	17.4	.04	0	20	27	40	60	179,252	-1.8	.022	-.101
Top 50%	31.3	17.2	.05	0	20	33	40	60	109,136	-3.2	.000	-.183
Top 10%	33.0	16.9	.10	0	20	33	47	60	27,626	-4.9	.000	-.287
Learning with Peers												
Collaborative Learning												
EWU (N = 528)	33.5	13.6	.59	15	25	35	40	60				
Far West Public	34.2	14.0	.10	10	25	35	45	60	18,304	-.7	.231	-.053
Carnegie Class	33.0	14.2	.07	10	20	30	40	60	542	.5	.407	.035
NSSE 2013 & 2014	32.4	14.6	.03	10	20	30	40	60	530	1.1	.073	.073
Top 50%	35.4	13.8	.05	15	25	35	45	60	91,554	-1.9	.001	-.140
Top 10%	37.7	13.6	.10	15	30	40	50	60	18,820	-4.3	.000	-.314
Discussions with Diverse Others												
EWU (N = 475)	38.4	17.3	.79	5	25	40	55	60				
Far West Public	42.8	15.9	.13	15	30	40	60	60	498	-4.4	.000	-.275
Carnegie Class	41.7	16.4	.09	15	30	40	60	60	37,255	-3.3	.000	-.199
NSSE 2013 & 2014	41.9	16.1	.04	15	30	40	60	60	168,029	-3.5	.000	-.215
Top 50%	43.9	15.8	.05	20	35	45	60	60	478	-5.5	.000	-.352
Top 10%	45.8	15.4	.09	20	40	50	60	60	487	-7.5	.000	-.484

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												
EWU (N = 511)	23.1	15.3	.67	0	10	20	30	55				
Far West Public	22.1	15.5	.12	0	10	20	30	55	17,665	1.0	.139	.066
Carnegie Class	23.9	16.4	.08	0	10	20	35	60	526	-.8	.232	-.050
NSSE 2013 & 2014	23.7	16.3	.04	0	10	20	35	60	514	-.7	.330	-.040
Top 50%	29.5	16.1	.08	5	20	30	40	60	524	-6.5	.000	-.401
Top 10%	34.4	16.4	.21	10	20	35	45	60	617	-11.3	.000	-.695
Effective Teaching Practices												
EWU (N = 518)	38.1	14.4	.63	12	28	40	48	60				
Far West Public	40.2	13.5	.10	16	32	40	52	60	544	-2.0	.002	-.151
Carnegie Class	41.1	13.8	.07	16	32	40	52	60	40,430	-3.0	.000	-.214
NSSE 2013 & 2014	40.9	13.7	.03	16	32	40	52	60	181,092	-2.8	.000	-.204
Top 50%	43.0	13.6	.05	20	36	44	56	60	65,392	-4.9	.000	-.361
Top 10%	45.1	13.4	.13	20	36	48	60	60	11,504	-7.0	.000	-.519
Campus Environment												
Quality of Interactions												
EWU (N = 447)	40.8	12.4	.59	18	32	43	50	58				
Far West Public	41.5	12.0	.10	20	34	43	50	60	15,632	-.7	.220	-.059
Carnegie Class	42.1	12.0	.06	20	35	44	50	60	35,753	-1.3	.026	-.106
NSSE 2013 & 2014	42.5	11.9	.03	20	36	44	50	60	161,021	-1.7	.002	-.145
Top 50%	45.3	11.3	.05	24	38	48	54	60	452	-4.5	.000	-.394
Top 10%	47.4	11.6	.09	24	40	50	58	60	469	-6.6	.000	-.563
Supportive Environment												
EWU (N = 446)	27.7	13.6	.64	8	18	28	38	53				
Far West Public	31.8	14.2	.12	10	20	33	40	60	15,392	-4.1	.000	-.289
Carnegie Class	32.8	14.5	.08	10	23	33	43	60	458	-5.0	.000	-.347
NSSE 2013 & 2014	33.3	14.4	.04	10	23	33	43	60	158,595	-5.5	.000	-.385
Top 50%	36.1	13.8	.05	13	28	38	45	60	67,041	-8.3	.000	-.605
Top 10%	39.0	13.3	.13	17	30	40	50	60	11,627	-11.2	.000	-.841

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

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.