



NSSE 2013

Engagement Indicators

Whitworth 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 themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective and 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 current-year 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.

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 Institutional Report Builder 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 (FY) Students

Theme	Engagement Indicator	Your FY students compared with 2013 Selected Peers	Your FY students compared with Carnegie Class	Your FY students compared with NSSE 2013
Academic Challenge	Higher-Order Learning	▼	--	--
	Reflective and 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 2013 Selected Peers	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and Integrative Learning	--	△	△
	Learning Strategies	--	▼	▽
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	▲	▲
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	▲	▲
	Effective Teaching Practices	△	△	▲
Campus Environment	Quality of Interactions	▲	▲	▲
	Supportive Environment	▲	▲	▲

Academic Challenge: First-year students

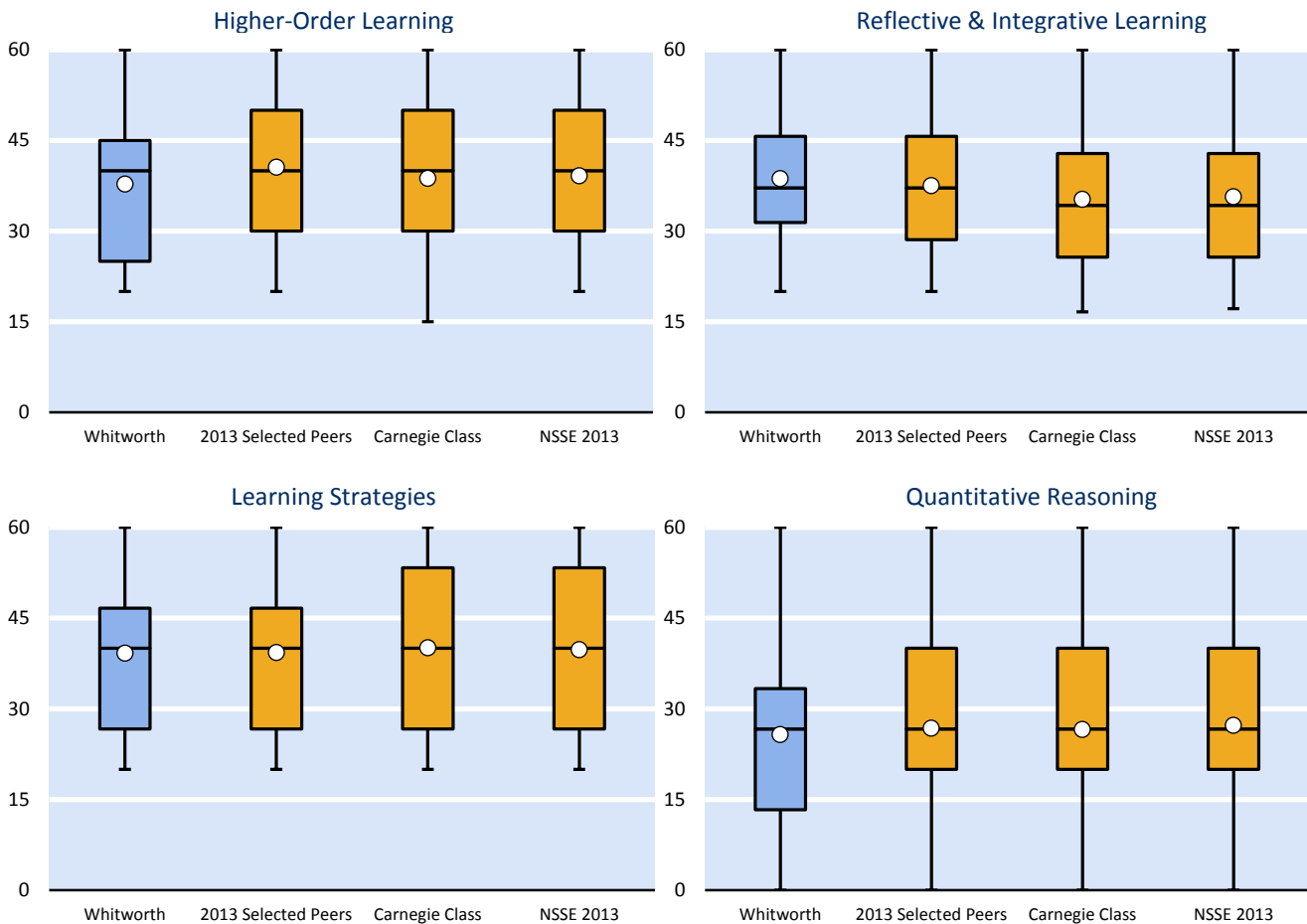
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Whitworth Mean	Your first-year students compared with					
		2013 Selected Peers		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.8	40.6 **	-.22	38.7	-.07	39.1	-.10
Reflective & Integrative Learning	38.7	37.5	.10	35.3 ***	.27	35.7 ***	.24
Learning Strategies	39.2	39.3	-.01	40.1	-.06	39.8	-.04
Quantitative Reasoning	25.7	26.8	-.07	26.6	-.05	27.3	-.09

Notes: Results weighted by gender 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 summary 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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	Whitworth	2013 Selected Peers	Carnegie Class	NSSE 2013
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 	77 	72 	74 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69 	78 	71 	73 
4d. Evaluating a point of view, decision, or information source	63 	74 	70 	70 
4e. Forming a new idea or understanding from various pieces of information	64 	73 	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	59 	60 	54 	56 
2b. Connected your learning to societal problems or issues	57 	59 	52 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58 	58 	51 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71 	67 	62 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	81 	69 	65 	66 
2f. Learned something that changed the way you understand an issue or concept	77 	70 	65 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	86 	83 	77 	78 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	90 	85 	81 	81 
9b. Reviewed your notes after class	56 	61 	69 	66 
9c. Summarized what you learned in class or from course materials	59 	62 	65 	64 
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.)	46 	49 	49 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31 	36 	36 	38 
6c. Evaluated what others have concluded from numerical information	34 	37 	35 	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

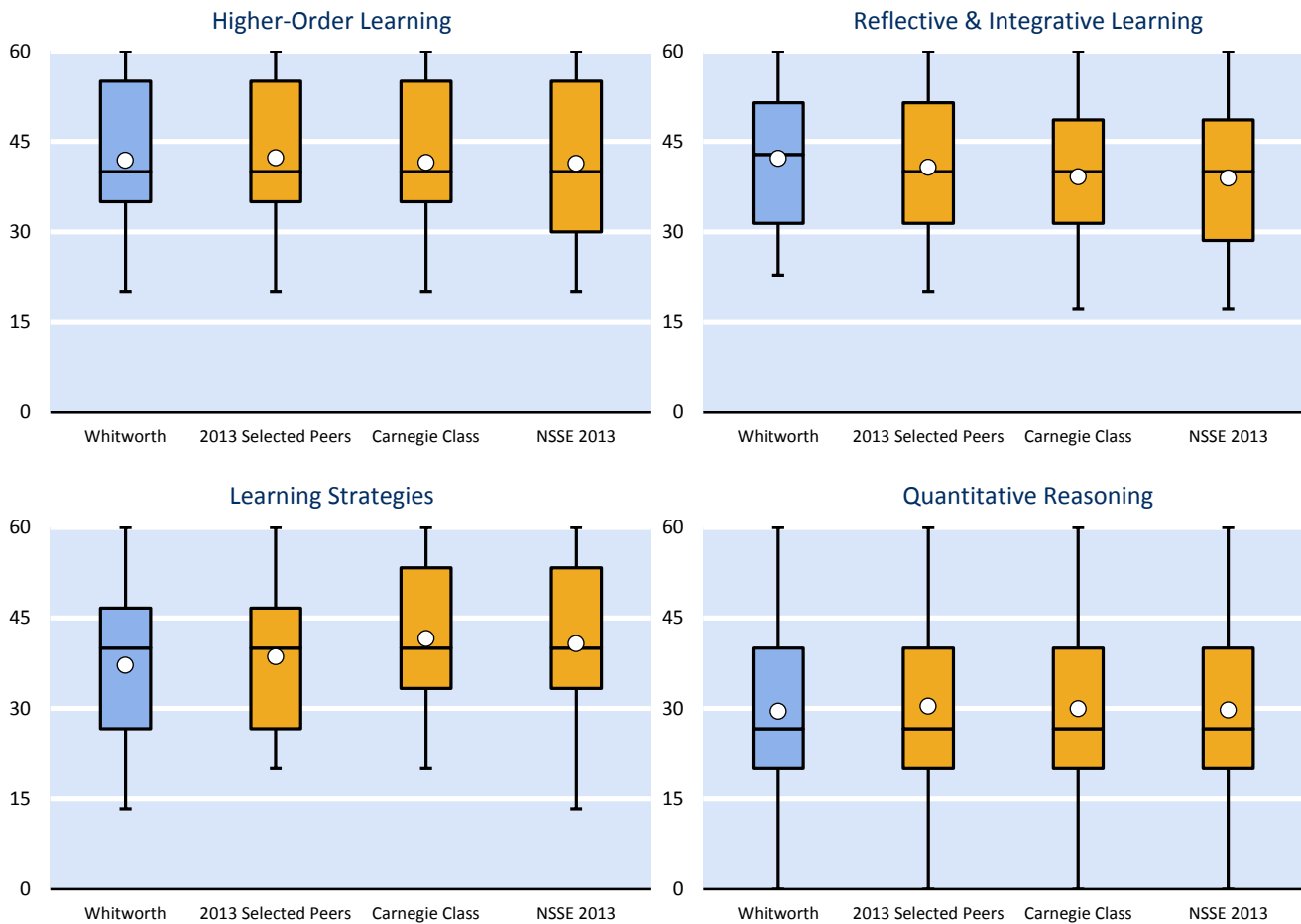
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Whitworth Mean	Your first-year students compared with					
		2013 Selected Peers		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.9	42.3	-.04	41.5	.03	41.3	.04
Reflective & Integrative Learning	42.2	40.7	.13	39.1 ***	.24	38.9 ***	.25
Learning Strategies	37.1	38.6	-.10	41.5 ***	-.30	40.7 ***	-.24
Quantitative Reasoning	29.5	30.4	-.05	29.9	-.02	29.7	-.01

Notes: Results weighted by gender 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 summary 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.

Academic Challenge: Seniors (continued)

Summary of Indicator Items

	Whitworth	2013 Selected Peers	Carnegie Class	NSSE 2013
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	83 	83 	81 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77 	81 	78 	78 
4d. Evaluating a point of view, decision, or information source	74 	75 	74 	72 
4e. Forming a new idea or understanding from various pieces of information	72 	75 	73 	73 
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	76 	76 	71 	71 
2b. Connected your learning to societal problems or issues	72 	70 	65 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66 	63 	59 	56 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	75 	71 	68 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75 	74 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	76 	74 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	89 	88 	84 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	87 	86 	85 	84 
9b. Reviewed your notes after class	46 	53 	68 	65 
9c. Summarized what you learned in class or from course materials	57 	61 	68 	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.)	47 	52 	55 	54 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44 	44 	45 	44 
6c. Evaluated what others have concluded from numerical information	49 	48 	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

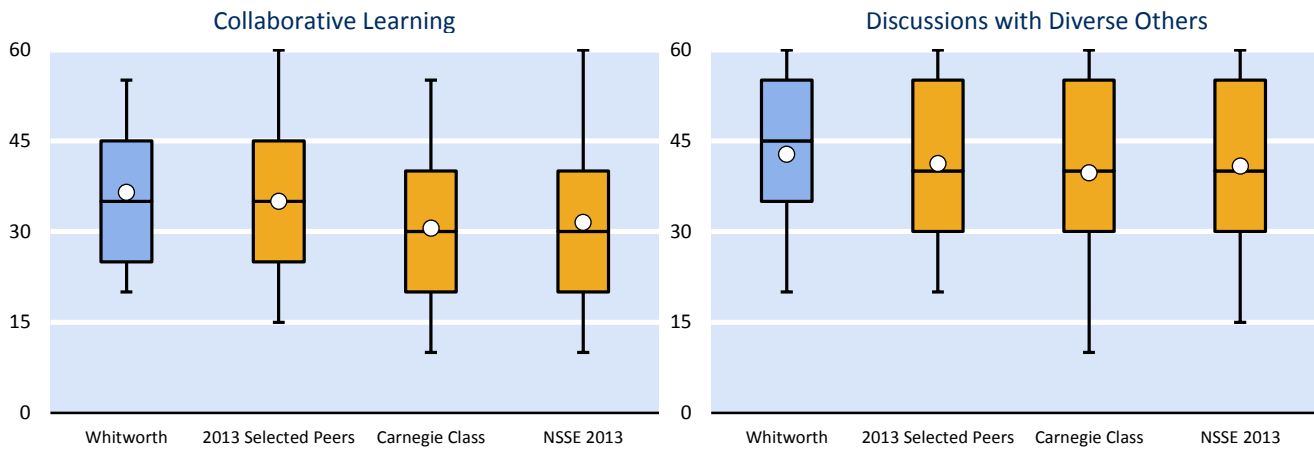
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Whitworth Mean	Your first-year students compared with					
		2013 Selected Peers		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.5	35.0	.11	30.5 ***	.42	31.4 ***	.35
Discussions with Diverse Others	42.7	41.2	.11	39.7 ***	.19	40.7 *	.12

Notes: Results weighted by gender 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 summary 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.

Summary of Indicator Items

Collaborative Learning

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

	Whitworth	2013 Selected Peers	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	62	57	46	48
1f. Explained course material to one or more students	70	62	53	56
1g. Prepared for exams by discussing or working through course material with other students	61	57	46	48
1h. Worked with other students on course projects or assignments	55	60	48	50

Discussions with Diverse Others

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

	Whitworth	2013 Selected Peers	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	70	71	66	71
8b. People from an economic background other than your own	78	76	71	73
8c. People with religious beliefs other than your own	67	66	68	68
8d. People with political views other than your own	81	70	69	70

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

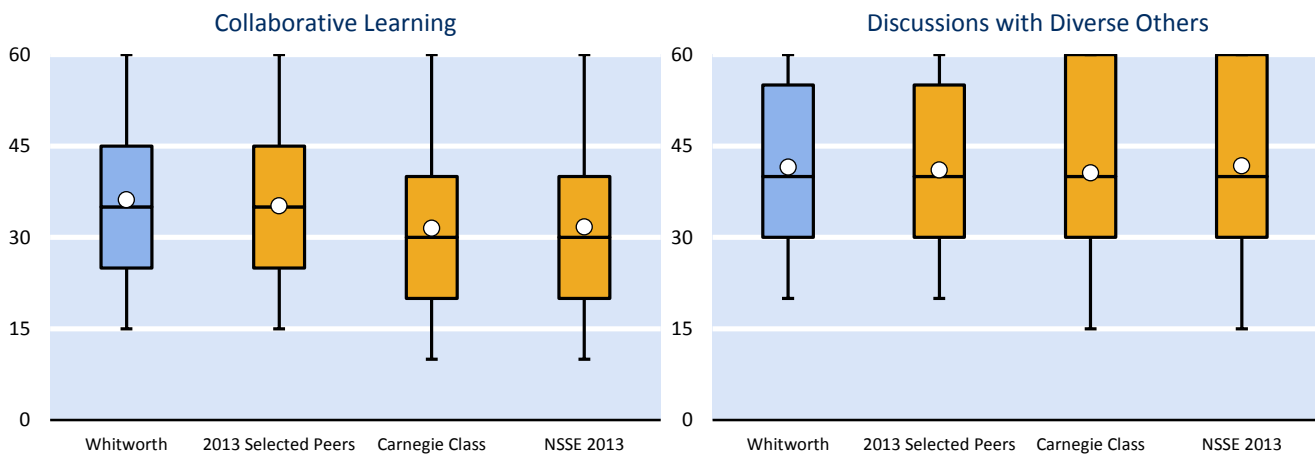
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Whitworth Mean	Your seniors compared with					
		2013 Selected Peers		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.2	35.2	.08	31.5 ***	.32	31.7 ***	.31
Discussions with Diverse Others	41.5	41.1	.03	40.6	.06	41.8	-.02

Notes: Results weighted by gender 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 summary 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.

Summary of Indicator Items

Collaborative Learning

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

	Whitworth	2013 Selected Peers	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	48	47	38	38
1f. Explained course material to one or more students	68	64	56	57
1g. Prepared for exams by discussing or working through course material with other students	60	53	45	44
1h. Worked with other students on course projects or assignments	70	70	61	63

Discussions with Diverse Others

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

	Whitworth	2013 Selected Peers	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	62	69	68	72
8b. People from an economic background other than your own	73	74	72	75
8c. People with religious beliefs other than your own	62	66	69	70
8d. People with political views other than your own	84	72	72	72

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

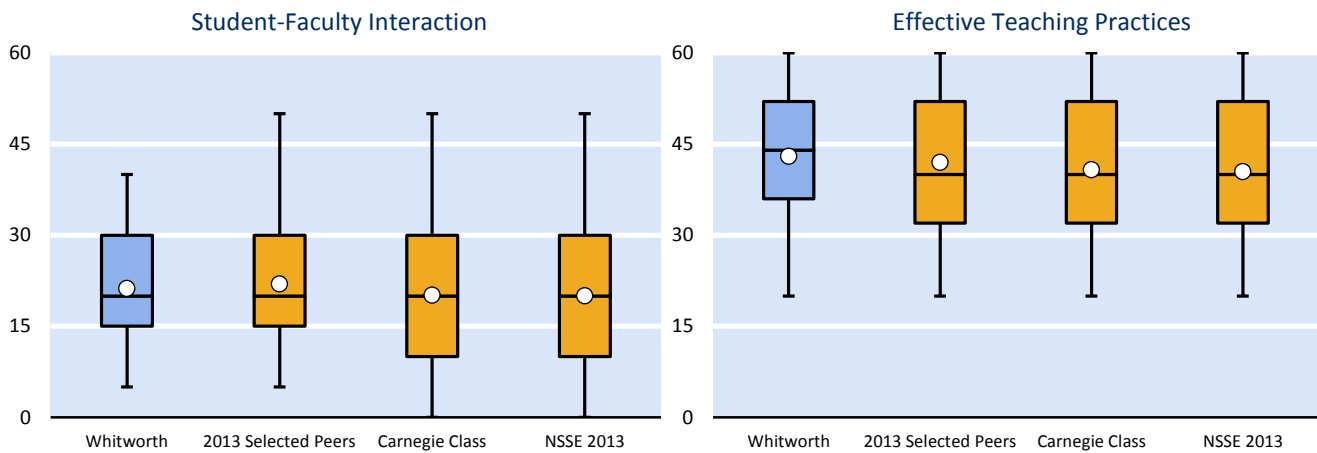
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Whitworth Mean	Your first-year students compared with					
		2013 Selected Peers Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Student-Faculty Interaction	21.2	22.0	-.05	20.1	.08	20.0	.08
Effective Teaching Practices	43.0	42.0	.08	40.8 **	.16	40.4 ***	.19

Notes: Results weighted by gender 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 summary 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.

Summary of Indicator Items

Student-Faculty Interaction

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

	Whitworth	2013 Selected Peers	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	44	35	33	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	8	19	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	28	24	24
3d. Discussed your academic performance with a faculty member	23	29	29	28

Effective Teaching Practices

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

	Whitworth	2013 Selected Peers	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	90	86	81	82
5b. Taught course sessions in an organized way	88	86	80	80
5c. Used examples or illustrations to explain difficult points	88	83	78	78
5d. Provided feedback on a draft or work in progress	65	68	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	71	69	66	63

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: Seniors

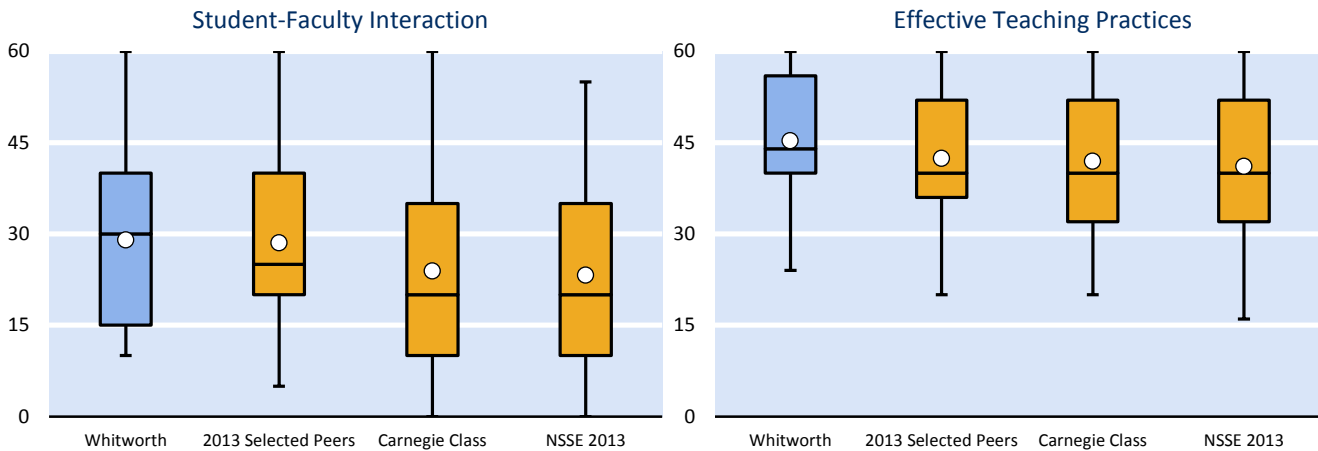
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Whitworth Mean	Your seniors compared with					
		2013 Selected Peers		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	29.0	28.5	.03	23.9 ***	.31	23.2 ***	.36
Effective Teaching Practices	45.3	42.4 ***	.24	41.9 ***	.25	41.1 ***	.31

Notes: Results weighted by gender 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 summary 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.

Summary of Indicator Items

Student-Faculty Interaction

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

	Whitworth	2013 Selected Peers	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	64	53	43	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	35	26	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	48	45	34	32
3d. Discussed your academic performance with a faculty member	36	36	34	32

Effective Teaching Practices

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

	Whitworth	2013 Selected Peers	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	89	86	84	83
5b. Taught course sessions in an organized way	91	86	83	82
5c. Used examples or illustrations to explain difficult points	93	85	80	79
5d. Provided feedback on a draft or work in progress	71	66	66	62
5e. Provided prompt and detailed feedback on tests or completed assignments	76	72	71	68

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	Whitworth Mean	Your first-year students compared with					
		2013 Selected Peers		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.9	44.9	.10	42.2 ***	.29	41.7 ***	.33
Supportive Environment	41.2	40.0	.10	36.5 ***	.33	37.2 ***	.29

Notes: Results weighted by gender 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 summary 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.

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...

	Whitworth	2013 Selected Peers	Carnegie Class	NSSE 2013
13a. Students	71	68	59	60
13b. Academic advisors	57	55	51	49
13c. Faculty	69	63	54	51
13d. Student services staff (career services, student activities, housing, etc.)	53	52	45	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	50	45	42

Supportive Environment

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

	Whitworth	2013 Selected Peers	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	86	85	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	76	81	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	65	57	58
14e. Providing opportunities to be involved socially	86	80	70	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	80	80	69	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	46	44	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	84	75	66	68
14i. Attending events that address important social, economic, or political issues	78	65	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

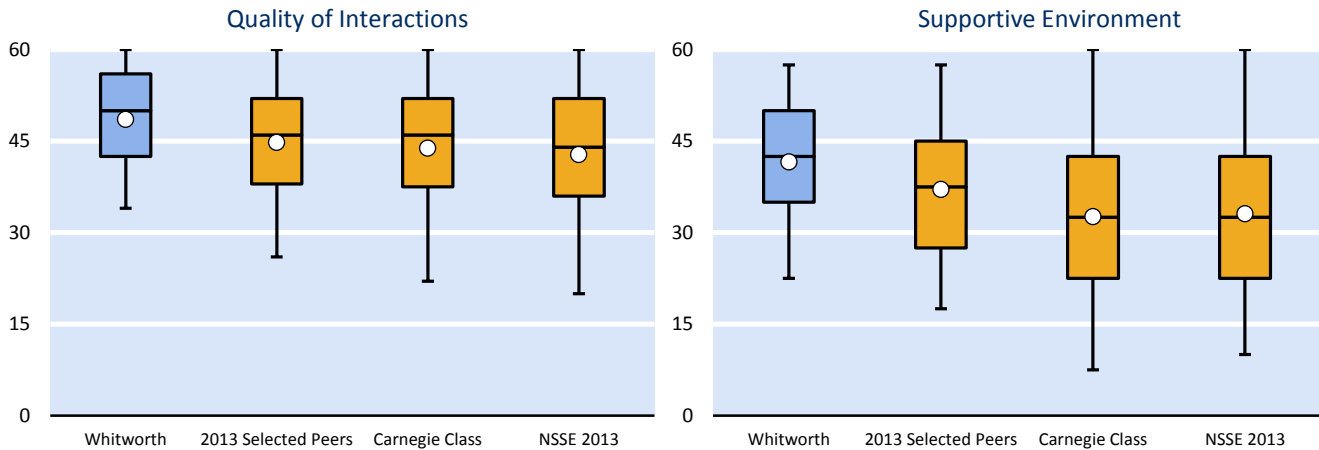
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Whitworth Mean	Your seniors compared with					
		2013 Selected Peers		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	48.5	44.8 ***	.38	43.8 ***	.39	42.8 ***	.48
Supportive Environment	41.6	37.0 ***	.37	32.6 ***	.62	33.1 ***	.59

Notes: Results weighted by gender 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 summary 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.

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...

	Whitworth	2013 Selected Peers	Carnegie Class	NSSE 2013
13a. Students	70	69	66	65
13b. Academic advisors	74	59	58	53
13c. Faculty	79	72	65	61
13d. Student services staff (career services, student activities, housing, etc.)	56	45	45	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	58	43	46	43

Supportive Environment

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

	Whitworth	2013 Selected Peers	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	86	80	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	67	72	66	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	57	52	52
14e. Providing opportunities to be involved socially	91	76	64	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	82	73	60	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	35	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	90	69	54	56
14i. Attending events that address important social, economic, or political issues	82	62	46	45

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.

This page intentionally left blank.

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 for their high average levels of student engagement:

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

While the average scores for *most* institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was *as engaged* as (or even *more engaged* than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable to 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		Whitworth Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.8	40.9 ***	-.23	✓	42.7 ***	-.36	
	Reflective and Integrative Learning	38.7	37.6	.09	✓	39.4	-.06	✓
	Learning Strategies	39.2	41.8 **	-.19		44.3 ***	-.36	
	Quantitative Reasoning	25.7	28.8 **	-.19		30.5 ***	-.29	
Learning with Peers	Collaborative Learning	36.5	34.4 *	.15	✓	37.1	-.05	✓
	Discussions with Diverse Others	42.7	43.2	-.03	✓	45.7 **	-.20	
Experiences with Faculty	Student-Faculty Interaction	21.2	23.4 **	-.14		26.7 ***	-.33	
	Effective Teaching Practices	43.0	42.8	.01	✓	44.7 *	-.12	
Campus Environment	Quality of Interactions	45.9	44.3 *	.13	✓	46.3	-.03	✓
	Supportive Environment	41.2	39.5 *	.13	✓	41.4	-.01	✓
Seniors		Whitworth Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.9	43.5	-.12	✓	45.3 ***	-.25	
	Reflective and Integrative Learning	42.2	41.1	.09	✓	43.1	-.07	✓
	Learning Strategies	37.1	43.2 ***	-.42		45.4 ***	-.59	
	Quantitative Reasoning	29.5	31.1	-.09	✓	32.5 *	-.18	
Learning with Peers	Collaborative Learning	36.2	35.0	.09	✓	37.5	-.10	✓
	Discussions with Diverse Others	41.5	44.1 **	-.16		45.8 ***	-.28	
Experiences with Faculty	Student-Faculty Interaction	29.0	29.7	-.04	✓	34.6 ***	-.35	
	Effective Teaching Practices	45.3	43.3 **	.15	✓	45.3	.00	✓
Campus Environment	Quality of Interactions	48.5	45.8 ***	.24	✓	47.6	.08	✓
	Supportive Environment	41.6	36.2 ***	.40	✓	39.1 **	.19	✓

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, 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.

Results weighted by gender 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.

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												
Whitworth (N = 223)	37.8	12.7	.85	20	25	40	45	60				
2013 Selected Peers	40.6	12.6	.18	20	30	40	50	60	4,893	-2.8	.001	-.223
Carnegie Class	38.7	14.0	.11	15	30	40	50	60	15,800	-.9	.317	-.068
NSSE 2013	39.1	13.8	.03	20	30	40	50	60	223,388	-1.3	.147	-.097
Top 50%	40.9	13.6	.04	20	30	40	50	60	101,147	-3.1	.001	-.225
Top 10%	42.7	13.7	.09	20	35	40	55	60	23,519	-5.0	.000	-.362
Reflective and Integrative Learning												
Whitworth (N = 228)	38.7	11.3	.75	20	31	37	46	60				
2013 Selected Peers	37.5	11.8	.17	20	29	37	46	60	5,070	1.2	.146	.099
Carnegie Class	35.3	12.7	.10	17	26	34	43	60	235	3.4	.000	.269
NSSE 2013	35.7	12.6	.03	17	26	34	43	60	227	3.0	.000	.238
Top 50%	37.6	12.5	.04	17	29	37	46	60	99,991	1.1	.193	.086
Top 10%	39.4	12.5	.08	20	31	40	49	60	232	-.8	.316	-.061
Learning Strategies												
Whitworth (N = 204)	39.2	13.0	.91	20	27	40	47	60				
2013 Selected Peers	39.3	13.5	.20	20	27	40	47	60	4,626	-.1	.917	-.007
Carnegie Class	40.1	14.0	.12	20	27	40	53	60	14,833	-.9	.369	-.063
NSSE 2013	39.8	14.2	.03	20	27	40	53	60	208,010	-.6	.575	-.039
Top 50%	41.8	14.1	.05	20	33	40	53	60	88,738	-2.6	.008	-.186
Top 10%	44.3	14.2	.10	20	33	47	60	60	208	-5.1	.000	-.360
Quantitative Reasoning												
Whitworth (N = 225)	25.7	15.1	1.01	0	13	27	33	60				
2013 Selected Peers	26.8	15.7	.23	0	20	27	40	60	4,964	-1.1	.324	-.067
Carnegie Class	26.6	16.2	.13	0	20	27	40	60	16,056	-.9	.426	-.053
NSSE 2013	27.3	16.4	.03	0	20	27	40	60	224	-1.5	.128	-.094
Top 50%	28.8	16.3	.05	0	20	27	40	60	225	-3.1	.003	-.189
Top 10%	30.5	16.2	.10	0	20	27	40	60	228	-4.8	.000	-.294
Learning with Peers												
Collaborative Learning												
Whitworth (N = 232)	36.5	12.3	.81	20	25	35	45	55				
2013 Selected Peers	35.0	13.0	.18	15	25	35	45	60	5,196	1.5	.090	.114
Carnegie Class	30.5	14.2	.11	10	20	30	40	55	240	5.9	.000	.419
NSSE 2013	31.4	14.2	.03	10	20	30	40	60	232	5.0	.000	.352
Top 50%	34.4	13.7	.04	15	25	35	45	60	105,086	2.0	.026	.146
Top 10%	37.1	13.6	.09	15	25	35	45	60	21,475	-.6	.478	-.047
Discussions with Diverse Others												
Whitworth (N = 207)	42.7	12.8	.89	20	35	45	55	60				
2013 Selected Peers	41.2	14.2	.21	20	30	40	55	60	4,687	1.5	.127	.108
Carnegie Class	39.7	16.4	.13	10	30	40	55	60	216	3.1	.001	.188
NSSE 2013	40.7	16.0	.03	15	30	40	55	60	207	2.0	.027	.124
Top 50%	43.2	15.4	.05	20	35	45	60	60	208	-.5	.593	-.031
Top 10%	45.7	15.0	.10	20	40	50	60	60	212	-3.0	.001	-.198

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												
Whitworth (N = 229)	21.2	10.5	.69	5	15	20	30	40				
2013 Selected Peers	22.0	13.4	.19	5	15	20	30	50	265	-.7	.312	-.055
Carnegie Class	20.1	14.7	.12	0	10	20	30	50	241	1.2	.102	.079
NSSE 2013	20.0	14.5	.03	0	10	20	30	50	228	1.2	.080	.084
Top 50%	23.4	15.0	.06	0	10	20	35	55	231	-2.2	.002	-.144
Top 10%	26.7	16.4	.16	0	15	25	40	60	251	-5.4	.000	-.332
Effective Teaching Practices												
Whitworth (N = 229)	43.0	11.1	.73	20	36	44	52	60				
2013 Selected Peers	42.0	11.9	.17	20	32	40	52	60	5,003	1.0	.214	.084
Carnegie Class	40.8	13.4	.11	20	32	40	52	60	237	2.2	.003	.164
NSSE 2013	40.4	13.3	.03	20	32	40	52	60	228	2.5	.001	.191
Top 50%	42.8	13.3	.05	20	35	44	56	60	229	.2	.822	.012
Top 10%	44.7	13.8	.10	20	36	48	60	60	235	-1.7	.022	-.123
Campus Environment												
Quality of Interactions												
Whitworth (N = 204)	45.9	10.0	.70	26	40	46	54	60				
2013 Selected Peers	44.9	10.5	.16	26	40	46	52	60	4,570	1.0	.176	.097
Carnegie Class	42.2	12.6	.11	18	35	44	52	60	212	3.7	.000	.293
NSSE 2013	41.7	12.5	.03	18	34	44	50	60	204	4.2	.000	.334
Top 50%	44.3	11.6	.04	22	38	46	53	60	205	1.5	.030	.133
Top 10%	46.3	12.0	.09	23	40	48	56	60	209	-.4	.584	-.032
Supportive Environment												
Whitworth (N = 197)	41.2	11.7	.83	20	35	43	50	60				
2013 Selected Peers	40.0	12.0	.19	20	33	40	50	60	4,375	1.2	.157	.103
Carnegie Class	36.5	14.3	.12	13	26	38	48	60	205	4.7	.000	.333
NSSE 2013	37.2	14.0	.03	14	28	38	48	60	197	4.1	.000	.292
Top 50%	39.5	13.2	.04	18	30	40	50	60	197	1.7	.043	.128
Top 10%	41.4	12.9	.10	20	33	43	53	60	202	-.2	.820	-.015

a. Results weighted by gender 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												
Whitworth (N = 197)	41.9	12.4	.88	20	35	40	55	60				
2013 Selected Peers	42.3	12.6	.17	20	35	40	55	60	5,577	-.5	.621	-.036
Carnegie Class	41.5	14.0	.09	20	35	40	55	60	22,738	.4	.723	.025
NSSE 2013	41.3	14.0	.02	20	30	40	55	60	325,961	.5	.594	.038
Top 50%	43.5	13.7	.04	20	35	40	55	60	125,408	-1.6	.092	-.120
Top 10%	45.3	13.6	.07	20	40	45	60	60	199	-3.4	.000	-.251
Reflective and Integrative Learning												
Whitworth (N = 208)	42.2	11.8	.82	23	31	43	51	60				
2013 Selected Peers	40.7	12.0	.16	20	31	40	51	60	5,753	1.5	.073	.127
Carnegie Class	39.1	12.9	.08	17	31	40	49	60	23,566	3.1	.001	.239
NSSE 2013	38.9	13.0	.02	17	29	40	49	60	338,470	3.3	.000	.255
Top 50%	41.1	12.6	.04	20	31	40	51	60	124,113	1.1	.206	.088
Top 10%	43.1	12.6	.07	20	34	43	54	60	33,602	-.8	.333	-.067
Learning Strategies												
Whitworth (N = 190)	37.1	13.1	.95	13	27	40	47	60				
2013 Selected Peers	38.6	13.9	.19	20	27	40	47	60	5,327	-1.4	.163	-.103
Carnegie Class	41.5	14.5	.10	20	33	40	53	60	193	-4.4	.000	-.304
NSSE 2013	40.7	14.7	.03	13	33	40	53	60	189	-3.6	.000	-.243
Top 50%	43.2	14.4	.04	20	33	40	60	60	189	-6.0	.000	-.419
Top 10%	45.4	14.0	.07	20	40	47	60	60	191	-8.3	.000	-.589
Quantitative Reasoning												
Whitworth (N = 206)	29.5	16.3	1.14	0	20	27	40	60				
2013 Selected Peers	30.4	17.0	.23	0	20	27	40	60	5,673	-.8	.494	-.049
Carnegie Class	29.9	17.1	.11	0	20	27	40	60	23,129	-.4	.737	-.024
NSSE 2013	29.7	17.3	.03	0	20	27	40	60	331,857	-.2	.885	-.010
Top 50%	31.1	17.2	.04	0	20	33	40	60	184,699	-1.6	.178	-.094
Top 10%	32.5	17.0	.08	0	20	33	40	60	50,374	-3.0	.011	-.177
Learning with Peers												
Collaborative Learning												
Whitworth (N = 202)	36.2	12.4	.87	15	25	35	45	60				
2013 Selected Peers	35.2	13.3	.18	15	25	35	45	60	5,810	1.0	.294	.075
Carnegie Class	31.5	14.5	.09	10	20	30	40	60	206	4.7	.000	.323
NSSE 2013	31.7	14.6	.02	10	20	30	40	60	201	4.5	.000	.308
Top 50%	35.0	13.8	.04	15	25	35	45	60	202	1.2	.169	.087
Top 10%	37.5	13.5	.09	15	25	40	50	60	206	-1.3	.141	-.096
Discussions with Diverse Others												
Whitworth (N = 193)	41.5	13.1	.94	20	30	40	55	60				
2013 Selected Peers	41.1	14.0	.19	20	30	40	55	60	5,374	.5	.651	.033
Carnegie Class	40.6	16.1	.11	15	30	40	60	60	197	.9	.339	.057
NSSE 2013	41.8	16.1	.03	15	30	40	60	60	192	-.2	.793	-.015
Top 50%	44.1	15.9	.04	20	35	45	60	60	192	-2.6	.007	-.162
Top 10%	45.8	15.6	.07	20	40	50	60	60	194	-4.3	.000	-.275

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												
Whitworth (N = 205)	29.0	14.8	1.03	10	15	30	40	60				
2013 Selected Peers	28.5	15.1	.20	5	20	25	40	60	5,676	.5	.661	.031
Carnegie Class	23.9	16.5	.11	0	10	20	35	60	208	5.1	.000	.309
NSSE 2013	23.2	16.3	.03	0	10	20	35	55	332,059	5.8	.000	.357
Top 50%	29.7	16.1	.06	5	20	30	40	60	69,483	-.6	.565	-.040
Top 10%	34.6	16.0	.17	10	20	35	45	60	215	-5.6	.000	-.348
Effective Teaching Practices												
Whitworth (N = 206)	45.3	10.9	.76	24	40	44	56	60				
2013 Selected Peers	42.4	12.2	.16	20	36	40	52	60	224	2.9	.000	.242
Carnegie Class	41.9	13.8	.09	20	32	40	52	60	211	3.4	.000	.247
NSSE 2013	41.1	13.8	.02	16	32	40	52	60	205	4.2	.000	.308
Top 50%	43.3	13.7	.04	20	36	44	56	60	206	2.1	.007	.151
Top 10%	45.3	13.5	.09	20	36	48	60	60	211	.0	.970	.002
Campus Environment												
Quality of Interactions												
Whitworth (N = 187)	48.5	8.7	.64	34	43	50	56	60				
2013 Selected Peers	44.8	10.0	.14	26	38	46	52	60	5,338	3.8	.000	.376
Carnegie Class	43.8	11.9	.08	22	38	46	52	60	192	4.7	.000	.394
NSSE 2013	42.8	11.9	.02	20	36	44	52	60	187	5.7	.000	.480
Top 50%	45.8	11.5	.04	24	40	48	55	60	187	2.8	.000	.241
Top 10%	47.6	11.6	.07	24	42	50	58	60	190	.9	.172	.076
Supportive Environment												
Whitworth (N = 180)	41.6	10.5	.78	23	35	43	50	58				
2013 Selected Peers	37.0	12.5	.18	18	28	38	45	58	198	4.5	.000	.365
Carnegie Class	32.6	14.5	.10	8	23	33	43	60	185	9.0	.000	.620
NSSE 2013	33.1	14.4	.03	10	23	33	43	60	180	8.5	.000	.591
Top 50%	36.2	13.7	.04	13	28	38	45	60	180	5.4	.000	.396
Top 10%	39.1	13.1	.10	18	30	40	50	60	185	2.5	.002	.189

a. Results weighted by gender 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.