NSSE
national survey of
student engagement

NSSE 2015
Engagement Indicators

Whitworth University

IPEDS: 237066

NSSE national survey of student engagement

NSSE 2015 Engagement Indicators

About This Report

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*
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)
Displays how average EI scores for your 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 summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2014 and 2015 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: **nsse.indiana.edu**

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2015 Engagement Indicators

Overview

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Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	*Engagement Indicator*	**Your first-year students** compared with 2015 Selected Peers	**Your first-year students** compared with Carnegie Class	**Your first-year students** compared with NSSE 2014 & 2015
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	△	--	--
	Quantitative Reasoning	--	△	--
Learning with Peers	Collaborative Learning	△	▲	▲
	Discussions with Diverse Others	--	△	--
Experiences with Faculty	Student-Faculty Interaction	--	--	△
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	△	▲	▲
	Supportive Environment	△	▲	▲

Seniors

Theme	*Engagement Indicator*	**Your seniors** compared with 2015 Selected Peers	**Your seniors** compared with Carnegie Class	**Your seniors** compared with NSSE 2014 & 2015
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	▲	▲
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	△	▲	▲
	Effective Teaching Practices	▲	▲	▲
Campus Environment	Quality of Interactions	▲	▲	▲
	Supportive Environment	▲	▲	▲

NSSE 2015 Engagement Indicators

Academic Challenge

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Academic Challenge: First-year students

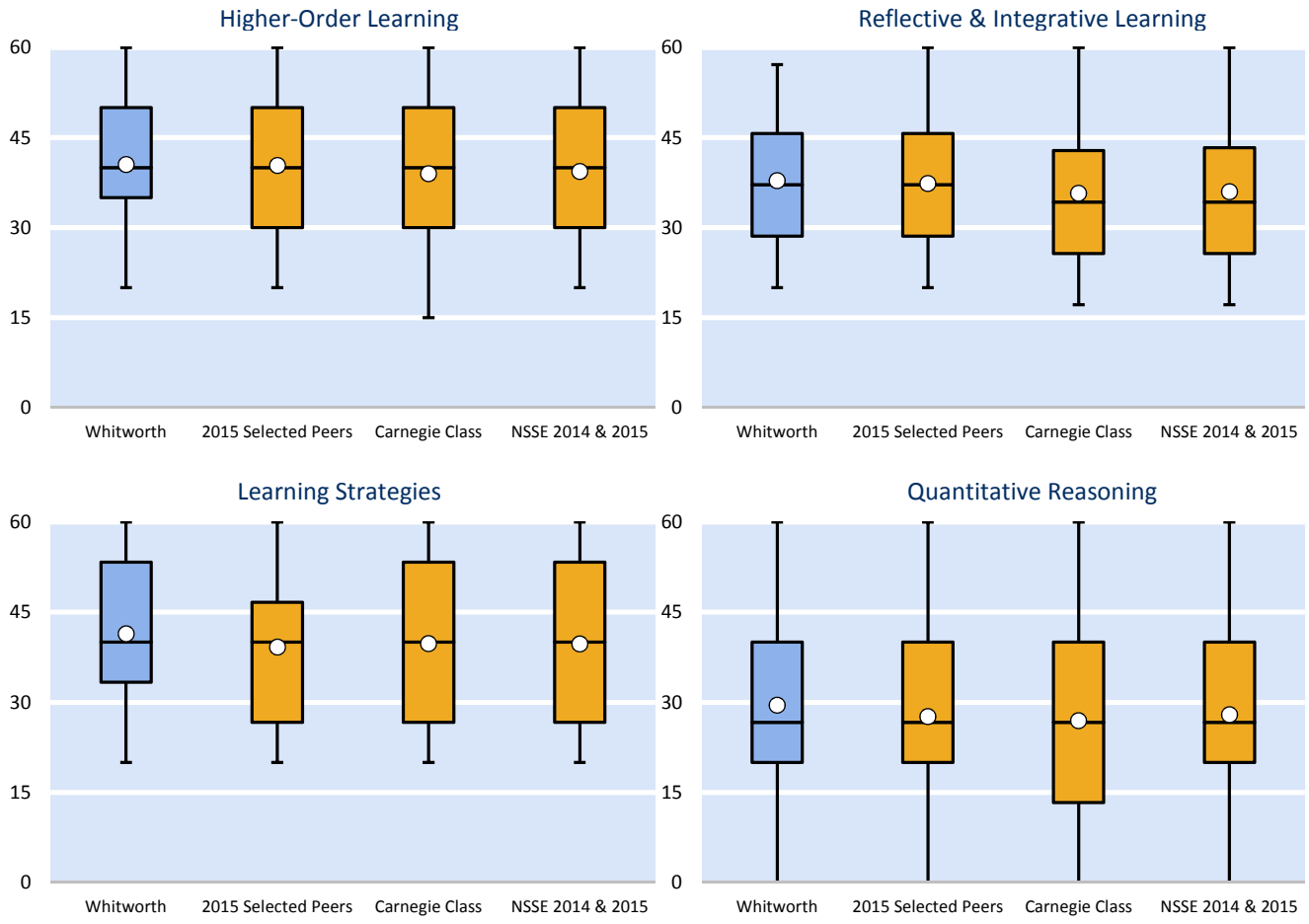
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, 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

	Whitworth	Your first-year students compared with					
		2015 Selected Peers		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	40.5	40.4	.01	39.0	.11	39.3	.08
Reflective & Integrative Learning	37.8	37.3	.04	35.7 *	.16	36.0 *	.14
Learning Strategies	41.4	39.2 *	.16	39.8	.11	39.7	.12
Quantitative Reasoning	29.5	27.6	.12	26.9 *	.16	27.9	.10

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

Score Distributions



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Academic Challenge: First-year students (continued)

Summary of Indicator Items

	Whitworth	2015 Selected Peers	Carnegie Class	NSSE 2014 & 2015
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	82	76	72	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	76	72	73
4d. Evaluating a point of view, decision, or information source	71	73	70	71
4e. Forming a new idea or understanding from various pieces of information	70	72	70	69
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	59	58	55	56
2b. Connected your learning to societal problems or issues	56	58	53	54
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	59	51	52
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	66	63	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	71	67	68
2f. Learned something that changed the way you understand an issue or concept	68	69	66	66
2g. Connected ideas from your courses to your prior experiences and knowledge	85	81	77	77
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	88	83	80	81
9b. Reviewed your notes after class	65	62	67	66
9c. Summarized what you learned in class or from course materials	65	61	64	64
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	51	50	53
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	38	38	39
6c. Evaluated what others have concluded from numerical information	44	39	36	39

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

NSSE 2015 Engagement Indicators

Academic Challenge

Whitworth University

Academic Challenge: Seniors

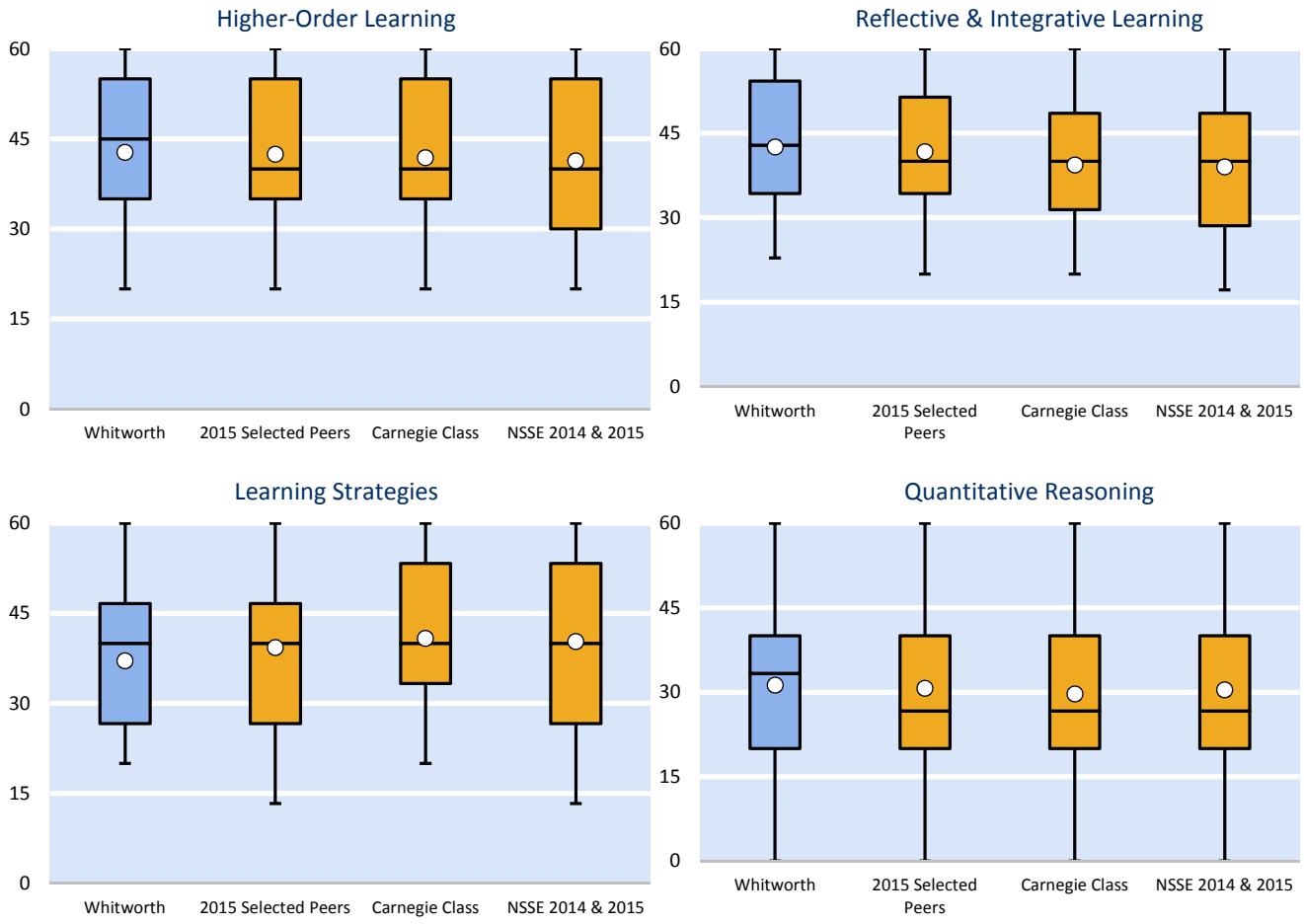
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, 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

	Whitworth	Your seniors compared with					
		2015 Selected Peers		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	42.8	42.4	.03	41.9	.07	41.4	.10
Reflective & Integrative Learning	42.6	41.7	.07	39.4 ***	.25	39.0 ***	.27
Learning Strategies	37.1	39.3 *	-.16	40.8 ***	-.25	40.3 **	-.22
Quantitative Reasoning	31.3	30.7	.03	29.7	.09	30.4	.05

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

Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	Whitworth	2015 Selected Peers	Carnegie Class	NSSE 2014 & 2015
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	84	82	81	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	82	81	79	78
4d. Evaluating a point of view, decision, or information source	75	76	74	72
4e. Forming a new idea or understanding from various pieces of information	73	76	75	73
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	78	77	72	72
2b. Connected your learning to societal problems or issues	74	72	66	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	63	66	58	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	74	73	68	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	79	77	72	71
2f. Learned something that changed the way you understand an issue or concept	72	76	71	70
2g. Connected ideas from your courses to your prior experiences and knowledge	91	89	85	84
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	83	85	84	83
9b. Reviewed your notes after class	44	56	65	64
9c. Summarized what you learned in class or from course materials	54	64	67	66
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	58	54	54	56
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	46	44	46
6c. Evaluated what others have concluded from numerical information	49	48	43	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 website.

NSSE 2015 Engagement Indicators

Learning with Peers

Whitworth University

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

	Whitworth	Your first-year students compared with					
		2015 Selected Peers		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	38.6	35.0 ***	.28	31.6 ***	.50	32.4 ***	.43
Discussions with Diverse Others	42.7	41.3	.10	40.0 **	.16	41.1	.10

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

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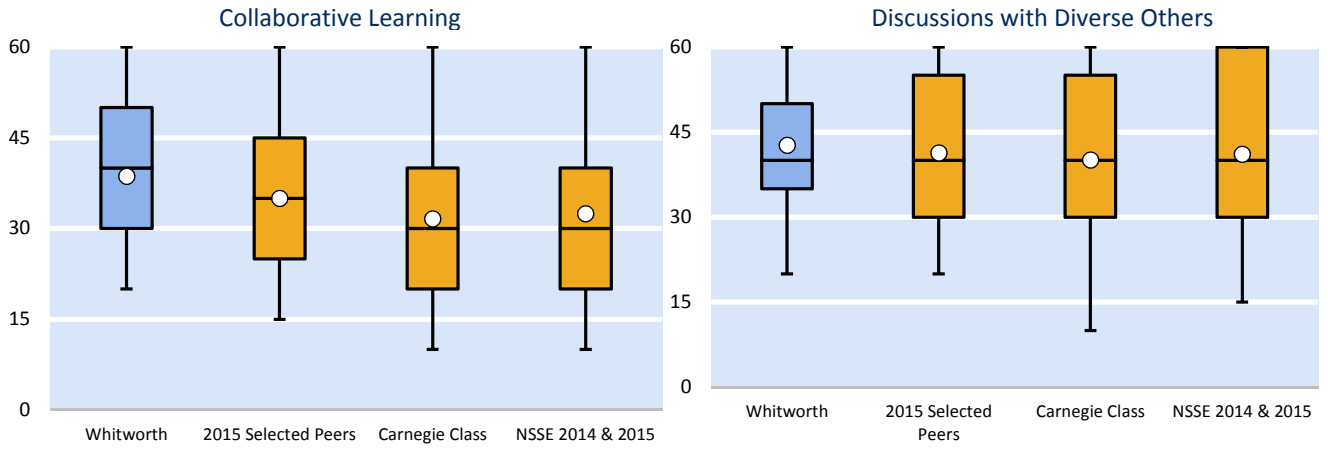

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Summary of Indicator Items

Collaborative Learning	Whitworth	2015 Selected Peers	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	61	57	48	50
1f. Explained course material to one or more students	72	61	56	57
1g. Prepared for exams by discussing or working through course material with other students	71	56	47	50
1h. Worked with other students on course projects or assignments	75	62	52	53
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	81	73	69	73
8b. People from an economic background other than your own	79	77	72	74
8c. People with religious beliefs other than your own	71	68	67	69
8d. People with political views other than your own	74	68	67	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 website.

NSSE 2015 Engagement Indicators

Learning with Peers

Whitworth University

Learning with Peers: Seniors

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

Mean Comparisons

	Whitworth	Your seniors compared with					
		2015 Selected Peers		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	38.1	35.9 *	.17	32.2 ***	.40	32.9 ***	.35
Discussions with Diverse Others	41.4	40.9	.04	40.9	.03	42.0	-.03

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

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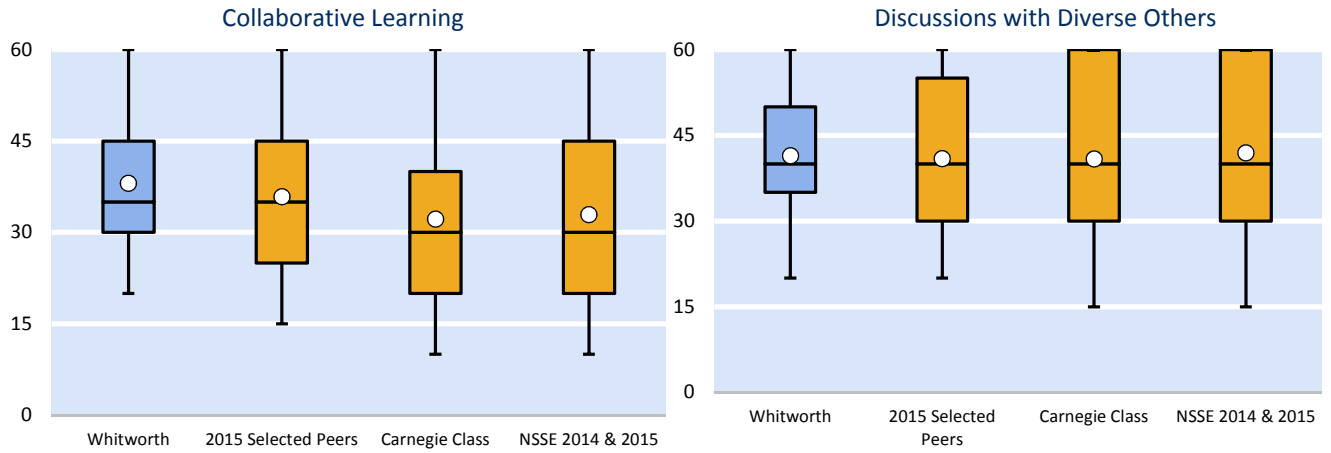

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Summary of Indicator Items

Collaborative Learning	Whitworth	2015 Selected Peers	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	53	49	40	41
1f. Explained course material to one or more students	72	67	58	59
1g. Prepared for exams by discussing or working through course material with other students	60	55	46	47
1h. Worked with other students on course projects or assignments	77	71	63	65
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	66	70	69	74
8b. People from an economic background other than your own	74	74	74	75
8c. People with religious beliefs other than your own	64	67	69	71
8d. People with political views other than your own	85	71	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 website.

NSSE 2015 Engagement Indicators

Experiences with Faculty

Whitworth University

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

	Whitworth	Your first-year students compared with					
		2015 Selected Peers		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	22.9	22.6	.02	21.2	.11	20.7 *	.15
Effective Teaching Practices	43.6	41.2 **	.21	40.6 ***	.22	40.1 ***	.26

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

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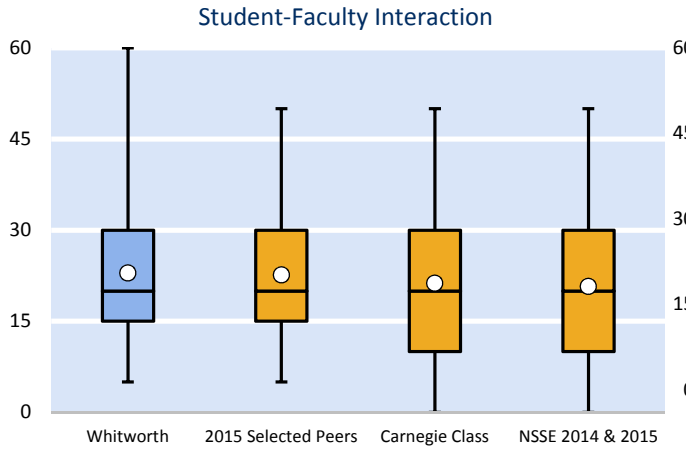

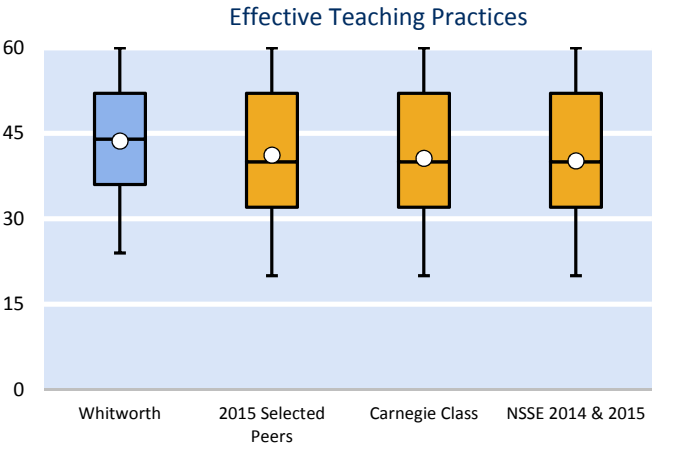

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Summary of Indicator Items

Student-Faculty Interaction	Whitworth	2015 Selected Peers	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	44	38	35	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	20	20	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	29	27	26
3d. Discussed your academic performance with a faculty member	24	31	31	30
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	91	84	81	80
5b. Taught course sessions in an organized way	90	85	79	79
5c. Used examples or illustrations to explain difficult points	90	81	77	77
5d. Provided feedback on a draft or work in progress	65	67	67	66
5e. Provided prompt and detailed feedback on tests or completed assignments	73	67	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 website.

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

	Whitworth	Your seniors compared with					
		2015 Selected Peers		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	31.2	28.7 *	.16	25.3 ***	.36	24.0 ***	.44
Effective Teaching Practices	45.9	42.0 ***	.32	41.7 ***	.31	40.8 ***	.37

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

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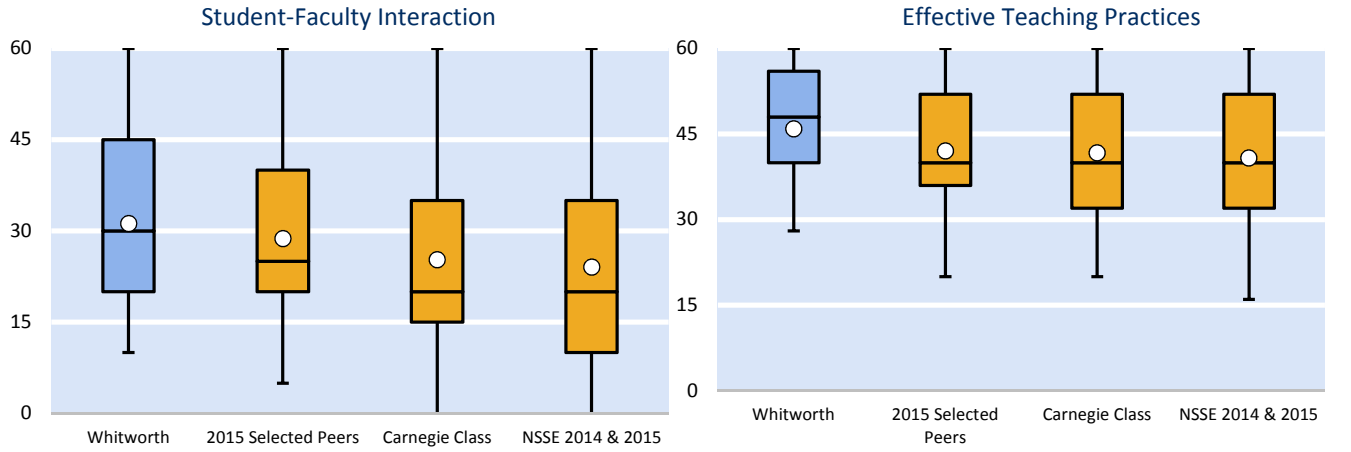

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Summary of Indicator Items

Student-Faculty Interaction	Whitworth	2015 Selected Peers	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	65	56	46	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	41	37	28	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	50	44	36	34
3d. Discussed your academic performance with a faculty member	34	36	37	34
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	94	86	83	82
5b. Taught course sessions in an organized way	91	85	82	80
5c. Used examples or illustrations to explain difficult points	91	85	80	79
5d. Provided feedback on a draft or work in progress	73	65	66	62
5e. Provided prompt and detailed feedback on tests or completed assignments	76	71	71	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 website.

NSSE 2015 Engagement Indicators

Campus Environment

Whitworth University

Campus Environment: First-year students

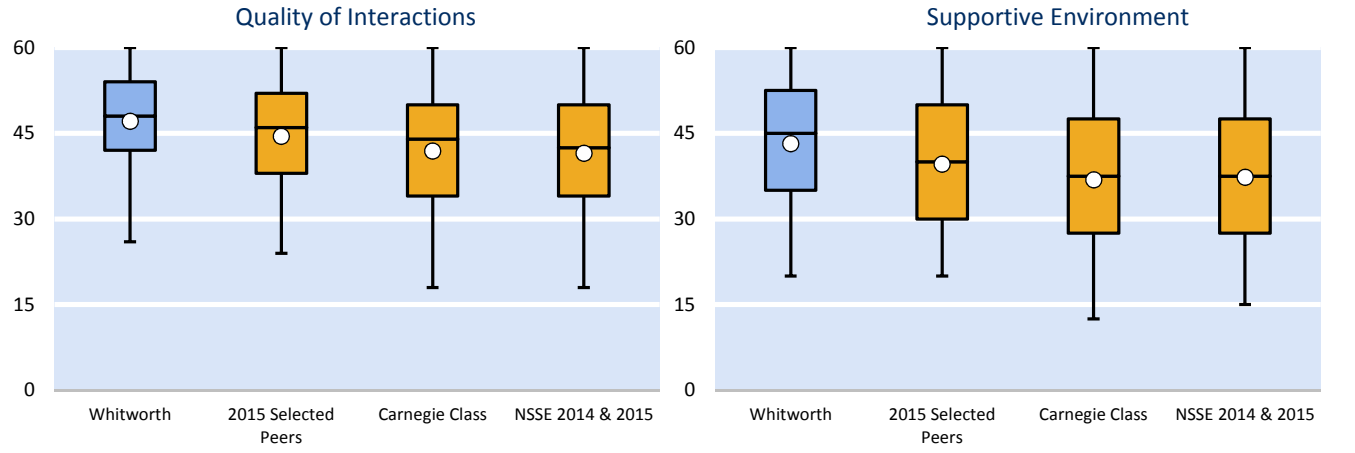
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Whitworth	Your first-year students compared with					
		2015 Selected Peers		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	47.1	44.5 **	.25	41.9 ***	.41	41.5 ***	.45
Supportive Environment	43.2	39.6 ***	.29	36.9 ***	.45	37.3 ***	.42

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

Score Distributions



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	Whitworth	2015 Selected Peers	Carnegie Class	NSSE 2014 & 2015
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	73	65	58	58
13b. Academic advisors	64	56	50	49
13c. Faculty	70	63	52	50
13d. Student services staff (career services, student activities, housing, etc.)	58	51	45	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	57	50	44	41
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	89	84	77	77
14c. Using learning support services (tutoring services, writing center, etc.)	85	81	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	72	66	58	60
14e. Providing opportunities to be involved socially	84	79	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	81	78	70	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	51	46	44	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	84	72	67	67
14i. Attending events that address important social, economic, or political issues	81	63	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 website.

NSSE 2015 Engagement Indicators

Campus Environment

Whitworth University

Campus Environment: Seniors

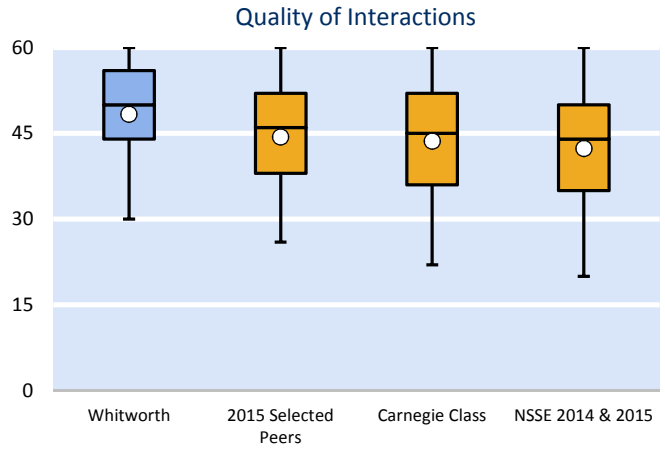
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

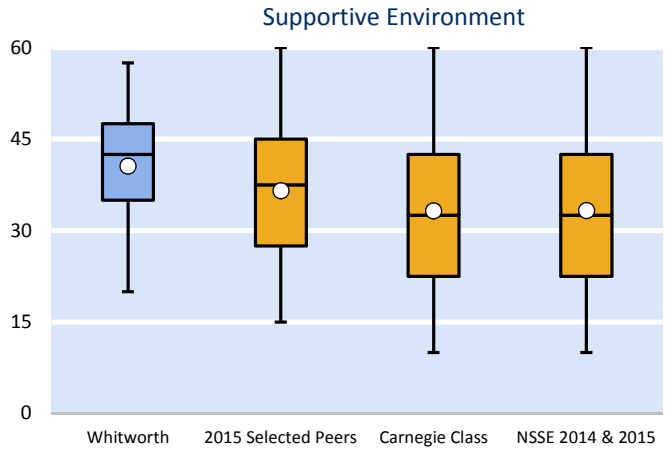
Mean Comparisons

	Whitworth	Your seniors compared with					
		2015 Selected Peers		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	48.3	44.4 ***	.39	43.6 ***	.40	42.4 ***	.50
Supportive Environment	40.6	36.5 ***	.32	33.2 ***	.51	33.3 ***	.50

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

Score Distributions





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	Whitworth	2015 Selected Peers	Carnegie Class	NSSE 2014 & 2015
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	74	66	65	63
13b. Academic advisors	80	57	57	52
13c. Faculty	81	71	63	59
13d. Student services staff (career services, student activities, housing, etc.)	51	44	45	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	44	46	41
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	90	81	74	72
14c. Using learning support services (tutoring services, writing center, etc.)	74	74	68	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	58	53	53
14e. Providing opportunities to be involved socially	86	76	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	84	71	61	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	34	33	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	82	64	55	57
14i. Attending events that address important social, economic, or political issues	74	60	47	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 website.

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NSSE 2015 Engagement Indicators

Comparisons with High-Performing Institutions

Whitworth University

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:

(a) institutions with average scores placing them in the top 50% of all 2014 and 2015 NSSE institutions, and
(b) institutions with average scores placing them in the top 10% of all 2014 and 2015 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

First-Year Students

			Your first-year students compared with					
		Whitworth	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	40.5	41.0	-.03	✓	43.0 *	-.18	
	Reflective and Integrative Learning	37.8	37.6	.02	✓	39.6	-.14	
	Learning Strategies	41.4	41.6	-.01	✓	44.4 **	-.21	
	Quantitative Reasoning	29.5	29.4	.01	✓	31.5	-.12	
Learning with Peers	Collaborative Learning	38.6	35.1 ***	.25	✓	37.3	.10	✓
	Discussions with Diverse Others	42.7	43.3	-.04	✓	45.5 **	-.19	
Experiences with Faculty	Student-Faculty Interaction	22.9	24.0	-.07	✓	27.2 ***	-.27	
	Effective Teaching Practices	43.6	42.3	.10	✓	44.6	-.08	✓
Campus Environment	Quality of Interactions	47.1	44.0 ***	.27	✓	45.8	.11	✓
	Supportive Environment	43.2	39.4 ***	.28	✓	41.3	.14	✓

Seniors

			Your seniors compared with					
		Whitworth	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	42.8	43.5	-.05	✓	45.3 **	-.19	
	Reflective and Integrative Learning	42.6	41.3	.10	✓	43.1	-.04	✓
	Learning Strategies	37.1	42.5 ***	-.37		44.8 ***	-.54	
	Quantitative Reasoning	31.3	31.8	-.03	✓	33.6 *	-.14	
Learning with Peers	Collaborative Learning	38.1	35.7 **	.17	✓	38.2	-.01	✓
	Discussions with Diverse Others	41.4	43.9 **	-.16		45.9 ***	-.29	
Experiences with Faculty	Student-Faculty Interaction	31.2	29.8	.09	✓	34.1 **	-.18	
	Effective Teaching Practices	45.9	43.1 ***	.21	✓	45.1	.06	✓
Campus Environment	Quality of Interactions	48.3	45.0 ***	.29	✓	46.7 **	.14	✓
	Supportive Environment	40.6	36.1 ***	.32	✓	38.7 *	.13	✓

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2014 and 2015 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.

NSSE national survey of student engagement

NSSE 2015 Engagement Indicators

Detailed Statistics[a]

Whitworth University

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 = 184)	40.5	13.0	.96	20	35	40	50	60				
2015 Selected Peers	40.4	12.9	.21	20	30	40	50	60	3,910	.1	.896	.010
Carnegie Class	39.0	14.0	.09	15	30	40	50	60	23,459	1.5	.138	.110
NSSE 2014 & 2015	39.3	13.9	.02	20	30	40	50	60	312,976	1.2	.262	.083
Top 50%	41.0	13.7	.04	20	30	40	50	60	153,849	-.5	.646	-.034
Top 10%	43.0	13.8	.08	20	35	40	55	60	31,086	-2.5	.013	-.184
Reflective & Integrative Learning												
Whitworth (N = 187)	37.8	11.9	.87	20	29	37	46	57				
2015 Selected Peers	37.3	11.8	.19	20	29	37	46	60	4,056	.5	.593	.040
Carnegie Class	35.7	12.8	.08	17	26	34	43	60	24,568	2.1	.025	.165
NSSE 2014 & 2015	36.0	12.7	.02	17	26	34	43	60	327,339	1.8	.048	.145
Top 50%	37.6	12.7	.03	17	29	37	46	60	164,658	.2	.822	.016
Top 10%	39.6	12.8	.07	20	31	40	49	60	33,151	-1.8	.059	-.138
Learning Strategies												
Whitworth (N = 168)	41.4	13.1	1.01	20	33	40	53	60				
2015 Selected Peers	39.2	13.6	.23	20	27	40	47	60	3,680	2.2	.038	.163
Carnegie Class	39.8	14.2	.10	20	27	40	53	60	22,032	1.6	.144	.113
NSSE 2014 & 2015	39.7	14.3	.03	20	27	40	53	60	290,646	1.7	.123	.119
Top 50%	41.6	14.1	.04	20	33	40	53	60	138,308	-.2	.868	-.013
Top 10%	44.4	14.0	.08	20	33	47	60	60	31,483	-3.0	.006	-.213
Quantitative Reasoning												
Whitworth (N = 187)	29.5	16.1	1.18	0	20	27	40	60				
2015 Selected Peers	27.6	15.8	.26	0	20	27	40	60	3,978	1.9	.106	.121
Carnegie Class	26.9	16.6	.11	0	13	27	40	60	23,925	2.6	.033	.157
NSSE 2014 & 2015	27.9	16.6	.03	0	20	27	40	60	318,546	1.6	.190	.096
Top 50%	29.4	16.6	.04	0	20	27	40	60	202,316	.2	.902	.009
Top 10%	31.5	16.5	.08	0	20	33	40	60	40,246	-2.0	.103	-.120
Learning with Peers												
Collaborative Learning												
Whitworth (N = 187)	38.6	12.0	.88	20	30	40	50	60				
2015 Selected Peers	35.0	13.1	.21	15	25	35	45	60	4,195	3.7	.000	.280
Carnegie Class	31.6	14.1	.09	10	20	30	40	60	189	7.0	.000	.498
NSSE 2014 & 2015	32.4	14.3	.02	10	20	30	40	60	186	6.2	.000	.434
Top 50%	35.1	13.8	.03	15	25	35	45	60	186	3.5	.000	.252
Top 10%	37.3	13.8	.07	15	25	35	50	60	188	1.4	.126	.098
Discussions with Diverse Others												
Whitworth (N = 172)	42.7	12.4	.95	20	35	40	50	60				
2015 Selected Peers	41.3	14.0	.24	20	30	40	55	60	192	1.4	.156	.099
Carnegie Class	40.0	16.3	.11	10	30	40	55	60	175	2.6	.006	.162
NSSE 2014 & 2015	41.1	16.1	.03	15	30	40	60	60	171	1.6	.093	.100
Top 50%	43.3	15.4	.04	20	35	45	60	60	171	-.7	.471	-.045
Top 10%	45.5	14.8	.07	20	40	50	60	60	173	-2.9	.003	-.193

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 = 183)	22.9	14.0	1.03	5	15	20	30	60				
2015 Selected Peers	22.6	13.9	.23	5	15	20	30	50	3,982	.3	.779	.021
Carnegie Class	21.2	15.0	.10	0	10	20	30	50	185	1.7	.106	.112
NSSE 2014 & 2015	20.7	14.9	.03	0	10	20	30	50	320,035	2.2	.046	.148
Top 50%	24.0	15.2	.05	0	15	20	35	55	183	-1.1	.280	-.074
Top 10%	27.2	16.1	.12	5	15	25	40	60	187	-4.3	.000	-.267
Effective Teaching Practices												
Whitworth (N = 187)	43.6	11.3	.82	24	36	44	52	60				
2015 Selected Peers	41.2	11.8	.19	20	32	40	52	60	4,015	2.5	.005	.208
Carnegie Class	40.6	13.4	.09	20	32	40	52	60	191	3.0	.000	.224
NSSE 2014 & 2015	40.1	13.4	.02	20	32	40	52	60	187	3.5	.000	.261
Top 50%	42.3	13.2	.04	20	32	40	52	60	187	1.3	.120	.098
Top 10%	44.6	13.3	.09	20	36	44	56	60	190	-1.0	.218	-.077
Campus Environment												
Quality of Interactions												
Whitworth (N = 169)	47.1	9.4	.73	26	42	48	54	60				
2015 Selected Peers	44.5	10.7	.18	24	38	46	52	60	3,645	2.6	.002	.247
Carnegie Class	41.9	12.7	.09	18	34	44	50	60	173	5.2	.000	.414
NSSE 2014 & 2015	41.5	12.6	.02	18	34	43	50	60	168	5.6	.000	.449
Top 50%	44.0	11.7	.04	22	38	46	52	60	168	3.1	.000	.269
Top 10%	45.8	11.9	.08	23	40	48	55	60	172	1.3	.079	.109
Supportive Environment												
Whitworth (N = 160)	43.2	12.2	.97	20	35	45	53	60				
2015 Selected Peers	39.6	12.5	.22	20	30	40	50	60	3,473	3.6	.000	.287
Carnegie Class	36.9	14.0	.10	13	28	38	48	60	162	6.3	.000	.451
NSSE 2014 & 2015	37.3	13.9	.03	15	28	38	48	60	159	5.9	.000	.420
Top 50%	39.4	13.4	.04	18	30	40	50	60	136,341	3.7	.000	.278
Top 10%	41.3	13.0	.08	20	33	40	53	60	29,750	1.9	.073	.142

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to 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.

NSSE 2015 Engagement Indicators

Detailed Statistics[a]

Whitworth University

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 = 221)	42.8	12.9	.87	20	35	45	55	60				
2015 Selected Peers	42.4	12.9	.18	20	35	40	55	60	5,182	.3	.704	.026
Carnegie Class	41.9	13.9	.07	20	35	40	55	60	35,512	.9	.330	.066
NSSE 2014 & 2015	41.4	14.2	.02	20	30	40	55	60	483,659	1.4	.134	.101
Top 50%	43.5	13.8	.03	20	35	40	55	60	181,881	-.7	.447	-.051
Top 10%	45.3	13.6	.06	20	40	45	60	60	49,080	-2.5	.006	-.185
Reflective & Integrative Learning												
Whitworth (N = 229)	42.6	12.3	.81	23	34	43	54	60				
2015 Selected Peers	41.7	12.2	.17	20	34	40	51	60	5,362	.9	.288	.072
Carnegie Class	39.4	12.9	.07	20	31	40	49	60	36,897	3.2	.000	.247
NSSE 2014 & 2015	39.0	13.1	.02	17	29	40	49	60	503,369	3.5	.000	.271
Top 50%	41.3	12.7	.03	20	31	40	51	60	181,467	1.3	.120	.103
Top 10%	43.1	12.5	.06	20	34	43	54	60	45,185	-.5	.523	-.042
Learning Strategies												
Whitworth (N = 209)	37.1	13.2	.91	20	27	40	47	60				
2015 Selected Peers	39.3	14.1	.20	13	27	40	47	60	4,956	-2.2	.025	-.158
Carnegie Class	40.8	14.7	.08	20	33	40	53	60	33,677	-3.7	.000	-.253
NSSE 2014 & 2015	40.3	14.8	.02	13	27	40	53	60	456,358	-3.2	.002	-.217
Top 50%	42.5	14.6	.03	20	33	40	60	60	209	-5.4	.000	-.369
Top 10%	44.8	14.2	.06	20	33	47	60	60	210	-7.8	.000	-.545
Quantitative Reasoning												
Whitworth (N = 227)	31.3	16.8	1.12	0	20	33	40	60				
2015 Selected Peers	30.7	17.2	.24	0	20	27	40	60	5,255	.6	.636	.032
Carnegie Class	29.7	17.4	.09	0	20	27	40	60	36,173	1.6	.175	.090
NSSE 2014 & 2015	30.4	17.4	.02	0	20	27	40	60	492,790	.9	.453	.050
Top 50%	31.8	17.3	.03	0	20	33	40	60	306,577	-.5	.662	-.029
Top 10%	33.6	16.9	.07	0	20	33	47	60	67,881	-2.4	.035	-.141
Learning with Peers												
Collaborative Learning												
Whitworth (N = 227)	38.1	12.5	.83	20	30	35	45	60				
2015 Selected Peers	35.9	13.4	.19	15	25	35	45	60	5,425	2.2	.015	.165
Carnegie Class	32.2	14.7	.08	10	20	30	40	60	230	5.9	.000	.399
NSSE 2014 & 2015	32.9	14.6	.02	10	20	30	45	60	227	5.2	.000	.354
Top 50%	35.7	13.9	.03	15	25	35	45	60	227	2.4	.004	.171
Top 10%	38.2	13.7	.06	15	30	40	50	60	51,151	-.1	.903	-.008
Discussions with Diverse Others												
Whitworth (N = 210)	41.4	12.6	.87	20	35	40	50	60				
2015 Selected Peers	40.9	13.9	.20	20	30	40	55	60	5,003	.5	.614	.036
Carnegie Class	40.9	16.1	.09	15	30	40	60	60	213	.5	.555	.032
NSSE 2014 & 2015	42.0	16.1	.02	15	30	40	60	60	209	-.5	.529	-.034
Top 50%	43.9	15.9	.03	20	35	45	60	60	209	-2.5	.004	-.158
Top 10%	45.9	15.4	.06	20	40	50	60	60	211	-4.5	.000	-.292

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 = 224)	31.2	15.0	1.01	10	20	30	45	60				
2015 Selected Peers	28.7	15.3	.22	5	20	25	40	60	5,266	2.4	.019	.160
Carnegie Class	25.3	16.5	.09	0	15	20	35	60	36,155	5.9	.000	.359
NSSE 2014 & 2015	24.0	16.4	.02	0	10	20	35	60	492,778	7.1	.000	.435
Top 50%	29.8	16.2	.05	5	20	30	40	60	117,567	1.4	.188	.088
Top 10%	34.1	16.5	.13	5	20	35	45	60	230	-2.9	.004	-.177
Effective Teaching Practices												
Whitworth (N = 227)	45.9	11.1	.74	28	40	48	56	60				
2015 Selected Peers	42.0	12.3	.17	20	36	40	52	60	5,290	3.9	.000	.316
Carnegie Class	41.7	13.7	.07	20	32	40	52	60	230	4.2	.000	.306
NSSE 2014 & 2015	40.8	13.9	.02	16	32	40	52	60	226	5.1	.000	.368
Top 50%	43.1	13.6	.03	20	36	44	56	60	227	2.8	.000	.207
Top 10%	45.1	13.4	.08	20	36	48	60	60	230	.8	.300	.057
Campus Environment												
Quality of Interactions												
Whitworth (N = 208)	48.3	9.0	.62	30	44	50	56	60				
2015 Selected Peers	44.4	10.3	.15	26	38	46	52	60	232	4.0	.000	.388
Carnegie Class	43.6	11.8	.07	22	36	45	52	60	212	4.7	.000	.401
NSSE 2014 & 2015	42.4	12.0	.02	20	35	44	50	60	208	6.0	.000	.496
Top 50%	45.0	11.4	.03	24	38	46	54	60	208	3.4	.000	.294
Top 10%	46.7	11.8	.06	24	40	50	56	60	211	1.6	.009	.139
Supportive Environment												
Whitworth (N = 200)	40.6	10.9	.77	20	35	43	48	58				
2015 Selected Peers	36.5	12.8	.19	15	28	38	45	60	223	4.1	.000	.321
Carnegie Class	33.2	14.5	.08	10	23	33	43	60	204	7.4	.000	.510
NSSE 2014 & 2015	33.3	14.5	.02	10	23	33	43	60	200	7.3	.000	.503
Top 50%	36.1	13.9	.03	13	26	38	45	60	200	4.5	.000	.325
Top 10%	38.7	13.7	.08	15	30	40	50	60	203	1.8	.018	.135

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to 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.