



NSSE 2015

Engagement Indicators

Western Carolina University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Summary of Indicator Items

Responses to each item in a given EI are 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

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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with UNC System	Your first-year students compared with Public Masters/L	Your first-year students compared with Participating Peers
<i>Academic Challenge</i>	Higher-Order Learning	--	△	△
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	△	△	▲
	Quantitative Reasoning	--	△	△
<i>Learning with Peers</i>	Collaborative Learning	△	▲	▲
	Discussions with Diverse Others	△	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	△	△	△
<i>Campus Environment</i>	Quality of Interactions	△	△	△
	Supportive Environment	△	▲	▲

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with UNC System	Your seniors compared with Public Masters/L	Your seniors compared with Participating Peers
<i>Academic Challenge</i>	Higher-Order Learning	--	--	△
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	--	--	△
	Quantitative Reasoning	--	△	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	△	△
	Effective Teaching Practices	--	△	△
<i>Campus Environment</i>	Quality of Interactions	△	△	△
	Supportive Environment	△	▲	▲

Academic Challenge: First-year students

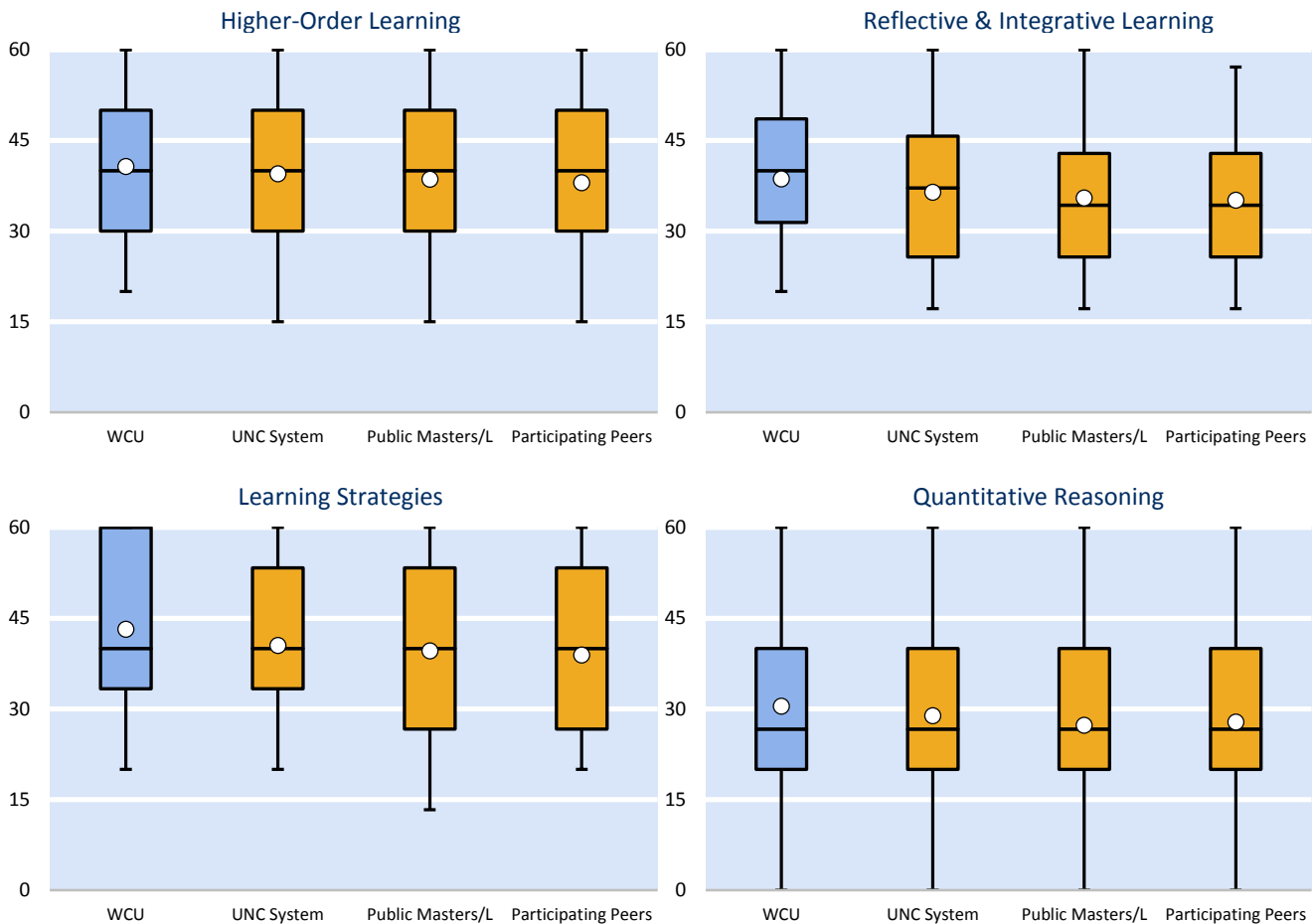
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	WCU Mean	Your first-year students compared with					
		UNC System		Public Masters/L		Participating Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.7	39.5	.09	38.6 **	.15	38.0 ***	.19
Reflective & Integrative Learning	38.6	36.4 **	.17	35.4 ***	.25	35.1 ***	.28
Learning Strategies	43.2	40.5 ***	.19	39.6 ***	.25	39.0 ***	.30
Quantitative Reasoning	30.5	28.9	.10	27.3 ***	.19	27.9 **	.16

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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	WCU	UNC System	Public Masters/L	Participating Peers
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 	75 	71 	69 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72 	72 	71 	69 
4d. Evaluating a point of view, decision, or information source	75 	71 	70 	70 
4e. Forming a new idea or understanding from various pieces of information	72 	68 	68 	67 
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	64 	57 	55 	55 
2b. Connected your learning to societal problems or issues	61 	57 	52 	52 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59 	54 	50 	49 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67 	62 	62 	62 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73 	67 	67 	67 
2f. Learned something that changed the way you understand an issue or concept	68 	66 	64 	64 
2g. Connected ideas from your courses to your prior experiences and knowledge	83 	76 	76 	75 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	85 	82 	79 	78 
9b. Reviewed your notes after class	76 	69 	67 	67 
9c. Summarized what you learned in class or from course materials	72 	65 	63 	61 
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.)	57 	54 	52 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46 	42 	38 	39 
6c. Evaluated what others have concluded from numerical information	43 	40 	38 	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.

Academic Challenge: Seniors

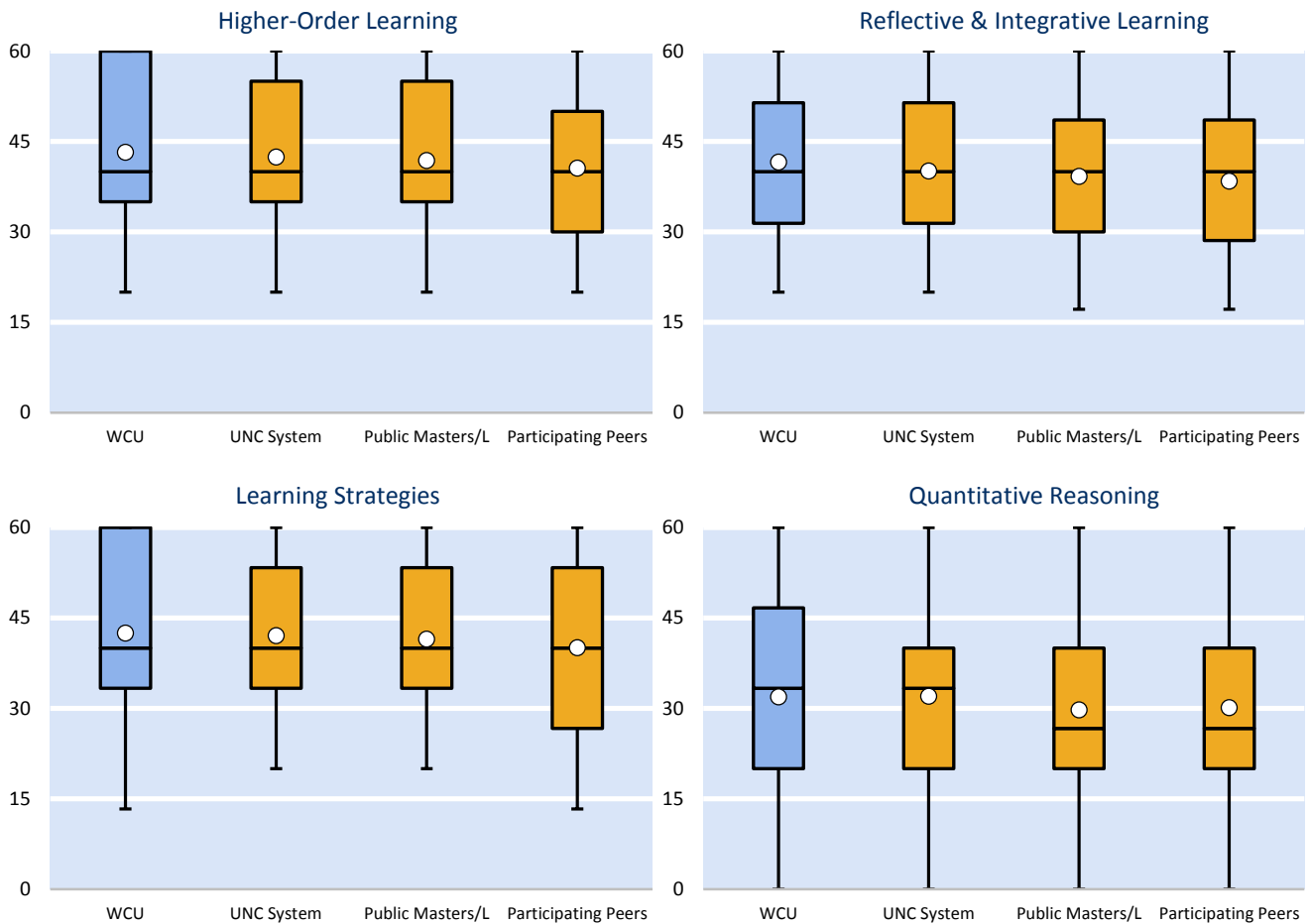
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	WCU Mean	Your seniors compared with					
		UNC System		Public Masters/L		Participating Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.2	42.4	.06	41.9	.10	40.6 ***	.19
Reflective & Integrative Learning	41.6	40.1 *	.11	39.2 ***	.18	38.4 ***	.24
Learning Strategies	42.4	42.0	.03	41.5	.07	40.1 **	.16
Quantitative Reasoning	31.9	32.0	-.01	29.7 *	.12	30.1	.11

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

	WCU	UNC System	Public Masters/L	Participating Peers
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	82 	81 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80 	80 	78 	76 
4d. Evaluating a point of view, decision, or information source	78 	75 	74 	71 
4e. Forming a new idea or understanding from various pieces of information	78 	74 	74 	71 
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	80 	75 	73 	72 
2b. Connected your learning to societal problems or issues	68 	67 	65 	63 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64 	57 	56 	53 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70 	68 	67 	64 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78 	73 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	74 	72 	70 	69 
2g. Connected ideas from your courses to your prior experiences and knowledge	89 	85 	84 	83 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	85 	85 	84 	81 
9b. Reviewed your notes after class	70 	69 	67 	64 
9c. Summarized what you learned in class or from course materials	69 	71 	69 	65 
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.)	54 	58 	55 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50 	50 	44 	45 
6c. Evaluated what others have concluded from numerical information	48 	50 	44 	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 website.

Learning with Peers: First-year students

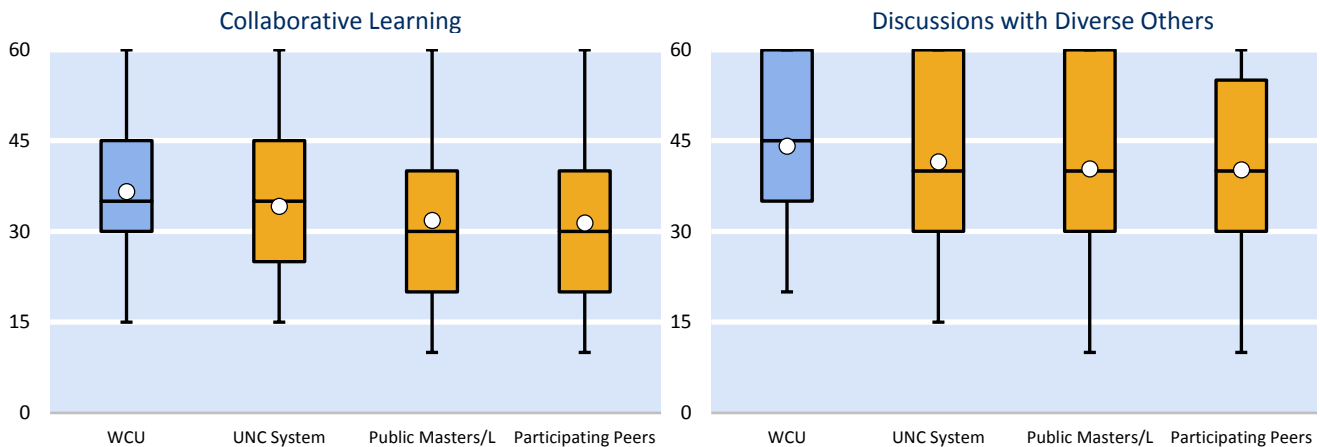
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	WCU Mean	Your first-year students compared with					
		UNC System		Public Masters/L		Participating Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.6	34.1 ***	.18	31.8 ***	.34	31.3 ***	.38
Discussions with Diverse Others	44.1	41.5 **	.17	40.3 ***	.23	40.2 ***	.24

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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Summary of Indicator Items

Collaborative Learning

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

	WCU	UNC System	Public Masters/L	Participating Peers
1e. Asked another student to help you understand course material	58	56	49	49
1f. Explained course material to one or more students	68	61	56	56
1g. Prepared for exams by discussing or working through course material with other students	58	53	47	45
1h. Worked with other students on course projects or assignments	71	56	52	52

Discussions with Diverse Others

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

	WCU	UNC System	Public Masters/L	Participating Peers
8a. People from a race or ethnicity other than your own	78	73	71	71
8b. People from an economic background other than your own	80	75	72	73
8c. People with religious beliefs other than your own	78	69	67	67
8d. People with political views other than your own	78	70	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.

Learning with Peers: Seniors

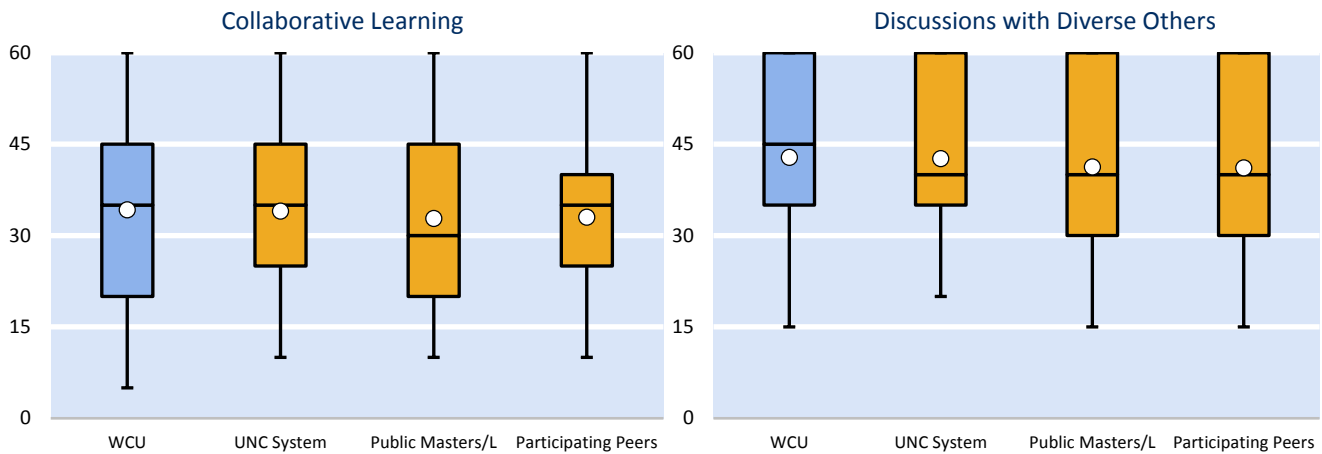
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Mean Comparisons

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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.2	34.0	.01	32.8	.10	33.1	.08
Discussions with Diverse Others	42.9	42.6	.01	41.3	.10	41.1	.11

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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Summary of Indicator Items

Collaborative Learning

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

	WCU	UNC System	Public Masters/L	Participating Peers
1e. Asked another student to help you understand course material	47	44	41	43
1f. Explained course material to one or more students	60	62	60	61
1g. Prepared for exams by discussing or working through course material with other students	50	49	47	47
1h. Worked with other students on course projects or assignments	72	69	64	65

Discussions with Diverse Others

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

	WCU	UNC System	Public Masters/L	Participating Peers
8a. People from a race or ethnicity other than your own	69	75	72	71
8b. People from an economic background other than your own	79	76	74	73
8c. People with religious beliefs other than your own	73	71	69	69
8d. People with political views other than your own	77	73	70	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 website.

Experiences with Faculty: First-year students

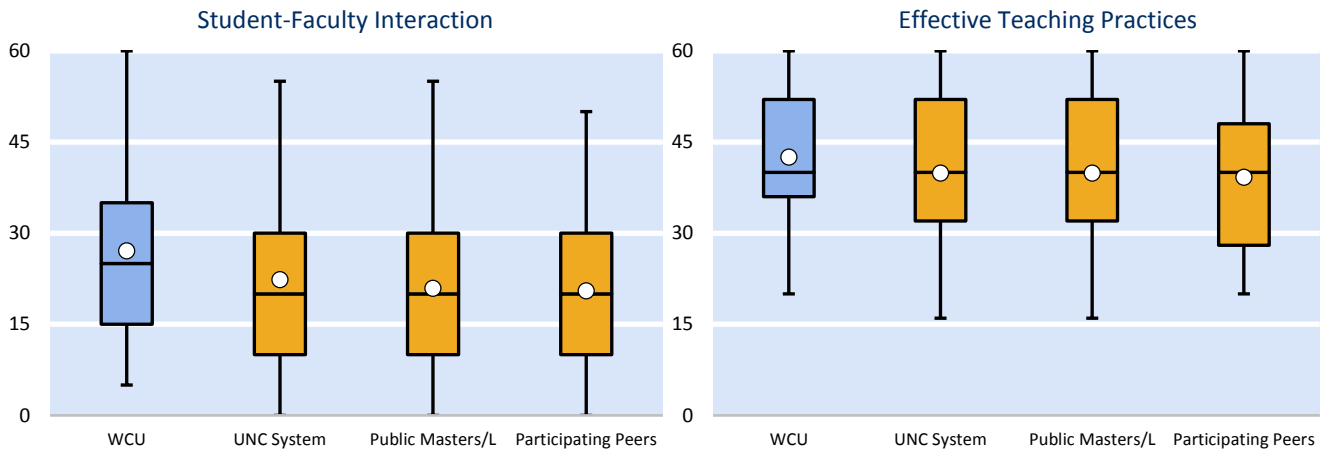
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	WCU Mean	Your first-year students compared with					
		UNC System		Public Masters/L		Participating Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.1	22.3 ***	.32	20.9 ***	.41	20.5 ***	.43
Effective Teaching Practices	42.5	39.9 ***	.19	39.9 ***	.19	39.2 ***	.25

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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Summary of Indicator Items

Student-Faculty Interaction

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

	WCU	UNC System	Public Masters/L	Participating Peers
3a. Talked about career plans with a faculty member	48	38	33	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	21	20	21
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	27	26	25
3d. Discussed your academic performance with a faculty member	45	34	31	30

Effective Teaching Practices

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

	WCU	UNC System	Public Masters/L	Participating Peers
5a. Clearly explained course goals and requirements	85	80	80	79
5b. Taught course sessions in an organized way	81	78	77	76
5c. Used examples or illustrations to explain difficult points	82	75	76	74
5d. Provided feedback on a draft or work in progress	70	64	66	64
5e. Provided prompt and detailed feedback on tests or completed assignments	67	62	63	61

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

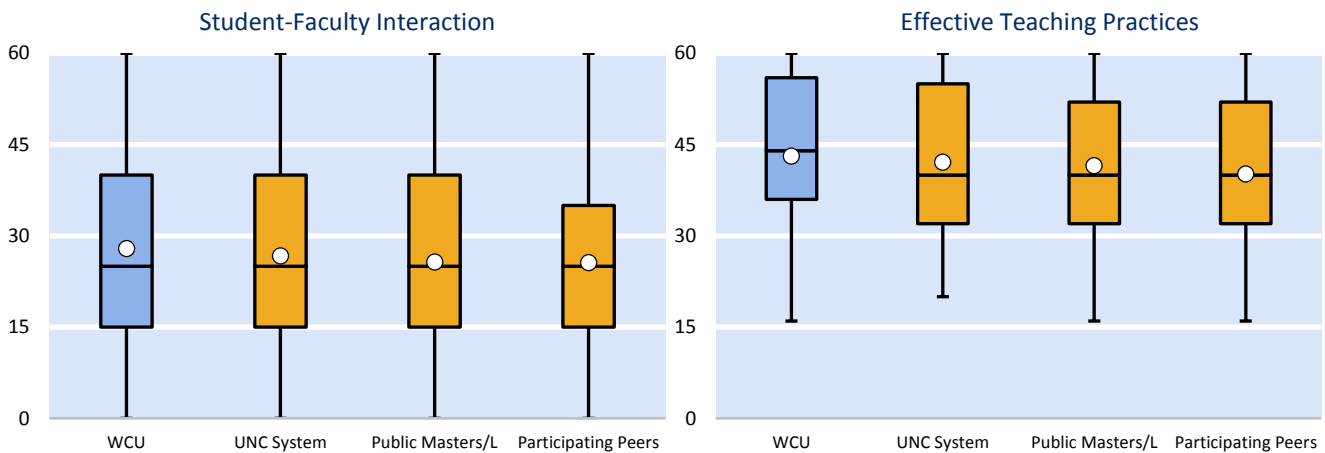
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Mean Comparisons

Engagement Indicator	WCU Mean	Your seniors compared with					
		UNC System Mean	UNC System Effect size	Public Masters/L Mean	Public Masters/L Effect size	Participating Peers Mean	Participating Peers Effect size
Student-Faculty Interaction	27.9	26.7	.07	25.7 *	.13	25.6 *	.14
Effective Teaching Practices	43.1	42.1	.07	41.5 *	.11	40.1 ***	.21

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

Student-Faculty Interaction

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

	WCU	UNC System	Public Masters/L	Participating Peers
3a. Talked about career plans with a faculty member	49	48	46	46
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	32	29	31
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	39	38	37
3d. Discussed your academic performance with a faculty member	43	41	38	36

Effective Teaching Practices

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

	WCU	UNC System	Public Masters/L	Participating Peers
5a. Clearly explained course goals and requirements	83	84	83	81
5b. Taught course sessions in an organized way	80	81	80	78
5c. Used examples or illustrations to explain difficult points	81	81	79	78
5d. Provided feedback on a draft or work in progress	68	66	65	62
5e. Provided prompt and detailed feedback on tests or completed assignments	73	71	69	64

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.

Campus Environment: First-year students

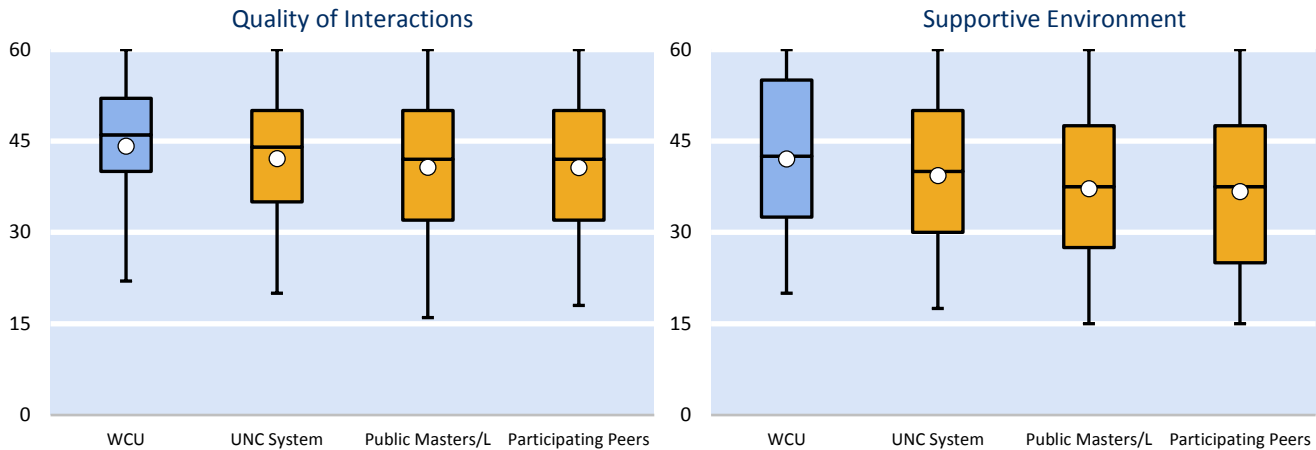
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WCU Mean	Your first-year students compared with					
		UNC System		Public Masters/L		Participating Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.1	42.1 **	.17	40.7 ***	.27	40.6 ***	.28
Supportive Environment	42.0	39.3 ***	.20	37.1 ***	.35	36.7 ***	.38

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

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

	WCU	UNC System	Public Masters/L	Participating Peers
13a. Students	60	59	56	54
13b. Academic advisors	58	53	46	48
13c. Faculty	61	49	47	45
13d. Student services staff (career services, student activities, housing, etc.)	52	47	43	41
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	39	40	40

Supportive Environment

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

	WCU	UNC System	Public Masters/L	Participating Peers
14b. Providing support to help students succeed academically	85	80	76	74
14c. Using learning support services (tutoring services, writing center, etc.)	83	82	77	76
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	61	59	58
14e. Providing opportunities to be involved socially	79	78	72	70
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	80	77	72	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	58	48	45	47
14h. Attending campus activities and events (performing arts, athletic events, etc.)	78	73	67	66
14i. Attending events that address important social, economic, or political issues	59	59	54	51

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.

Campus Environment: Seniors

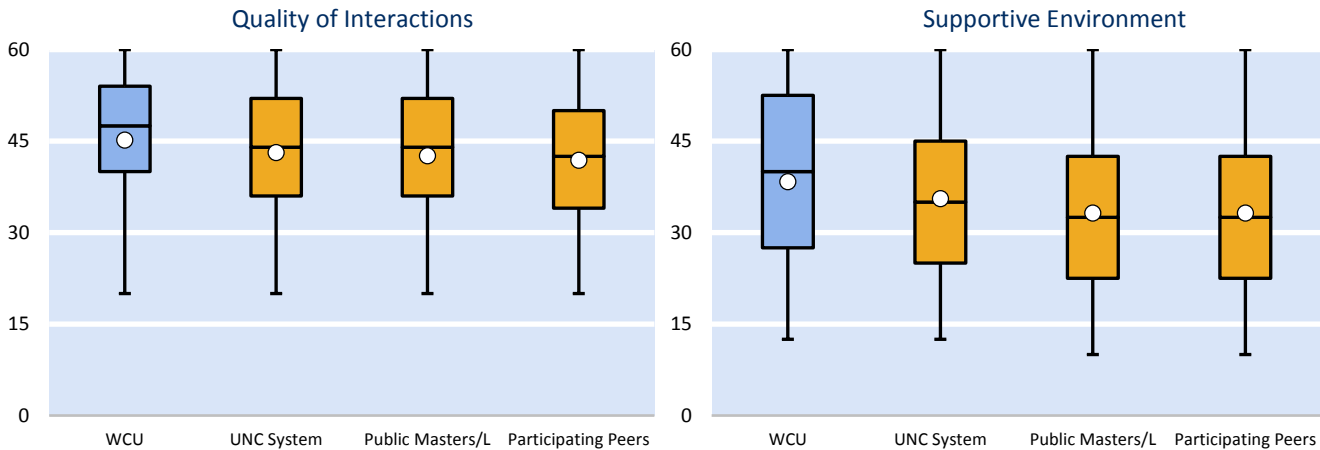
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WCU Mean	Your seniors compared with					
		UNC System		Public Masters/L		Participating Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.2	43.1 **	.17	42.6 ***	.21	41.9 ***	.27
Supportive Environment	38.4	35.6 **	.19	33.2 ***	.36	33.2 ***	.36

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

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

	WCU	UNC System	Public Masters/L	Participating Peers
13a. Students	63	63	62	63
13b. Academic advisors	66	55	54	51
13c. Faculty	64	62	61	56
13d. Student services staff (career services, student activities, housing, etc.)	46	47	43	41
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	42	42	40

Supportive Environment

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

	WCU	UNC System	Public Masters/L	Participating Peers
14b. Providing support to help students succeed academically	80	75	71	71
14c. Using learning support services (tutoring services, writing center, etc.)	80	71	66	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	56	52	53
14e. Providing opportunities to be involved socially	70	72	67	67
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	68	63	65
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	35	32	35
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	65	57	57
14i. Attending events that address important social, economic, or political issues	59	52	47	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 website.

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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

Theme	Engagement Indicator	WCU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.7	41.0	-.02	✓	43.0 **	-.17	
Academic Challenge	Reflective and Integrative Learning	38.6	37.6	.08	✓	39.6	-.08	✓
	Learning Strategies	43.2	41.6 *	.11	✓	44.4	-.09	✓
	Quantitative Reasoning	30.5	29.4	.07	✓	31.5	-.06	✓
Learning with Peers	Collaborative Learning	36.6	35.1 *	.10	✓	37.3	-.05	✓
	Discussions with Diverse Others	44.1	43.3	.05	✓	45.5	-.10	✓
Experiences with Faculty	Student-Faculty Interaction	27.1	24.0 ***	.20	✓	27.2	-.01	✓
	Effective Teaching Practices	42.5	42.3	.01	✓	44.6 **	-.16	
Campus Environment	Quality of Interactions	44.1	44.0	.01	✓	45.8 *	-.14	
	Supportive Environment	42.0	39.4 ***	.20	✓	41.3	.06	✓

Seniors

Theme	Engagement Indicator	WCU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	43.2	43.5	-.02	✓	45.3 **	-.15	
Academic Challenge	Reflective and Integrative Learning	41.6	41.3	.02	✓	43.1 *	-.12	
	Learning Strategies	42.4	42.5	.00	✓	44.8 **	-.17	
	Quantitative Reasoning	31.9	31.8	.01	✓	33.6	-.10	
Learning with Peers	Collaborative Learning	34.2	35.7	-.11		38.2 ***	-.29	
	Discussions with Diverse Others	42.9	43.9	-.07	✓	45.9 ***	-.20	
Experiences with Faculty	Student-Faculty Interaction	27.9	29.8	-.12		34.1 ***	-.37	
	Effective Teaching Practices	43.1	43.1	.00	✓	45.1 **	-.15	
Campus Environment	Quality of Interactions	45.2	45.0	.02	✓	46.7 *	-.13	
	Supportive Environment	38.4	36.1 *	.16	✓	38.8	-.03	✓

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 $> .10$.

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												
WCU (N = 343)	40.7	13.7	.74	20	30	40	50	60				
UNC System	39.5	14.0	.19	15	30	40	50	60	5,546	1.2	.126	.085
Public Masters/L	38.6	14.1	.11	15	30	40	50	60	17,599	2.1	.006	.149
Participating Peers	38.0	14.2	.22	15	30	40	50	60	4,693	2.7	.001	.188
Top 50%	41.0	13.7	.04	20	30	40	50	60	105,819	-.3	.705	-.020
Top 10%	43.0	13.8	.09	20	35	40	55	60	21,597	-2.4	.002	-.171
Reflective & Integrative Learning												
WCU (N = 361)	38.6	12.1	.64	20	31	40	49	60				
UNC System	36.4	12.8	.17	17	26	37	46	60	5,809	2.2	.002	.172
Public Masters/L	35.4	12.8	.10	17	26	34	43	60	18,383	3.2	.000	.248
Participating Peers	35.1	12.4	.18	17	26	34	43	57	4,907	3.5	.000	.284
Top 50%	37.6	12.7	.04	17	29	37	46	60	113,254	1.0	.129	.080
Top 10%	39.6	12.8	.09	20	31	40	49	60	22,673	-1.0	.147	-.077
Learning Strategies												
WCU (N = 323)	43.2	13.7	.76	20	33	40	60	60				
UNC System	40.5	14.0	.20	20	33	40	53	60	5,164	2.7	.001	.190
Public Masters/L	39.6	14.5	.11	13	27	40	53	60	16,279	3.6	.000	.248
Participating Peers	39.0	14.1	.22	20	27	40	53	60	4,374	4.2	.000	.302
Top 50%	41.6	14.1	.05	20	33	40	53	60	95,129	1.6	.040	.115
Top 10%	44.4	14.0	.10	20	33	47	60	60	21,538	-1.2	.124	-.086
Quantitative Reasoning												
WCU (N = 357)	30.5	16.8	.89	0	20	27	40	60				
UNC System	28.9	16.5	.23	0	20	27	40	60	5,661	1.6	.073	.098
Public Masters/L	27.3	16.7	.13	0	20	27	40	60	17,919	3.2	.000	.191
Participating Peers	27.9	16.6	.25	0	20	27	40	60	4,782	2.6	.004	.158
Top 50%	29.4	16.6	.04	0	20	27	40	60	139,155	1.1	.209	.067
Top 10%	31.5	16.5	.10	0	20	33	40	60	27,909	-1.0	.245	-.062
Learning with Peers												
Collaborative Learning												
WCU (N = 370)	36.6	13.2	.69	15	30	35	45	60				
UNC System	34.1	13.8	.18	15	25	35	45	60	5,987	2.5	.001	.178
Public Masters/L	31.8	14.1	.10	10	20	30	40	60	386	4.8	.000	.339
Participating Peers	31.3	13.7	.20	10	20	30	40	60	5,031	5.2	.000	.382
Top 50%	35.1	13.8	.04	15	25	35	45	60	127,516	1.4	.047	.104
Top 10%	37.3	13.8	.08	15	25	40	50	60	28,069	-.7	.324	-.052
Discussions with Diverse Others												
WCU (N = 328)	44.1	14.4	.80	20	35	45	60	60				
UNC System	41.5	15.6	.22	15	30	40	60	60	5,198	2.6	.004	.166
Public Masters/L	40.3	16.4	.13	10	30	40	60	60	345	3.8	.000	.230
Participating Peers	40.2	16.3	.25	10	30	40	55	60	4,426	3.9	.000	.241
Top 50%	43.3	15.4	.04	20	35	45	60	60	117,560	.7	.406	.046
Top 10%	45.5	14.8	.09	20	40	50	60	60	27,547	-1.5	.073	-.100

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												
WCU (N = 355)	27.1	15.1	.80	5	15	25	35	60				
UNC System	22.3	15.1	.21	0	10	20	30	55	5,659	4.8	.000	.316
Public Masters/L	20.9	15.2	.11	0	10	20	30	55	17,981	6.2	.000	.406
Participating Peers	20.5	15.2	.23	0	10	20	30	50	4,798	6.6	.000	.434
Top 50%	24.0	15.2	.06	0	15	20	35	55	73,451	3.0	.000	.200
Top 10%	27.2	16.1	.15	5	15	25	40	60	12,488	-.1	.864	-.009
Effective Teaching Practices												
WCU (N = 359)	42.5	12.8	.67	20	36	40	52	60				
UNC System	39.9	13.3	.18	16	32	40	52	60	5,695	2.6	.000	.195
Public Masters/L	39.9	13.6	.10	16	32	40	52	60	18,112	2.6	.000	.191
Participating Peers	39.2	13.4	.20	20	28	40	48	60	4,837	3.3	.000	.248
Top 50%	42.3	13.2	.05	20	32	40	52	60	84,236	.2	.825	.012
Top 10%	44.6	13.3	.10	20	36	44	56	60	17,142	-2.2	.002	-.162
Campus Environment												
Quality of Interactions												
WCU (N = 321)	44.1	11.5	.64	22	40	46	52	60				
UNC System	42.1	11.9	.17	20	35	44	50	60	5,063	2.0	.003	.172
Public Masters/L	40.7	12.8	.10	16	32	42	50	60	336	3.5	.000	.271
Participating Peers	40.6	12.7	.20	18	32	42	50	60	385	3.5	.000	.275
Top 50%	44.0	11.7	.04	22	38	46	52	60	74,011	.1	.833	.012
Top 10%	45.8	11.9	.09	23	40	48	55	60	15,967	-1.7	.010	-.145
Supportive Environment												
WCU (N = 291)	42.0	13.5	.79	20	33	43	55	60				
UNC System	39.3	13.7	.20	18	30	40	50	60	4,807	2.7	.001	.201
Public Masters/L	37.1	14.1	.12	15	28	38	48	60	14,987	4.9	.000	.348
Participating Peers	36.7	14.1	.23	15	25	38	48	60	4,063	5.4	.000	.383
Top 50%	39.4	13.4	.04	18	30	40	50	60	93,777	2.6	.001	.196
Top 10%	41.3	13.0	.09	20	33	40	53	60	20,462	.7	.334	.057

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.

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												
WCU (N = 345)	43.2	14.0	.76	20	35	40	60	60				
UNC System	42.4	14.1	.19	20	35	40	55	60	5,839	.8	.309	.057
Public Masters/L	41.9	14.3	.10	20	35	40	55	60	20,189	1.4	.076	.096
Participating Peers	40.6	14.1	.20	20	30	40	50	60	5,188	2.6	.001	.186
Top 50%	43.5	13.8	.04	20	35	40	55	60	97,488	-.3	.723	-.019
Top 10%	45.3	13.6	.08	20	40	45	60	60	26,533	-2.1	.005	-.152
Reflective & Integrative Learning												
WCU (N = 357)	41.6	13.1	.69	20	31	40	51	60				
UNC System	40.1	13.1	.17	20	31	40	51	60	6,074	1.4	.044	.110
Public Masters/L	39.2	13.2	.09	17	30	40	49	60	21,075	2.3	.001	.178
Participating Peers	38.4	13.1	.18	17	29	40	49	60	5,389	3.1	.000	.241
Top 50%	41.3	12.7	.04	20	31	40	51	60	97,266	.3	.660	.023
Top 10%	43.1	12.5	.08	20	34	43	54	60	24,453	-1.5	.021	-.123
Learning Strategies												
WCU (N = 336)	42.4	15.3	.84	13	33	40	60	60				
UNC System	42.0	14.3	.20	20	33	40	53	60	373	.4	.638	.028
Public Masters/L	41.5	14.7	.11	20	33	40	53	60	18,903	1.0	.229	.066
Participating Peers	40.1	14.8	.22	13	27	40	53	60	4,891	2.4	.005	.160
Top 50%	42.5	14.6	.04	20	33	40	60	60	123,330	.0	.973	-.002
Top 10%	44.8	14.2	.08	20	33	47	60	60	32,625	-2.4	.002	-.169
Quantitative Reasoning												
WCU (N = 352)	31.9	18.5	.99	0	20	33	47	60				
UNC System	32.0	17.5	.23	0	20	33	40	60	5,955	-.1	.917	-.006
Public Masters/L	29.7	17.5	.12	0	20	27	40	60	20,527	2.2	.022	.124
Participating Peers	30.1	17.0	.24	0	20	27	40	60	395	1.8	.073	.107
Top 50%	31.8	17.3	.04	0	20	33	40	60	353	.1	.880	.009
Top 10%	33.6	16.9	.09	0	20	33	47	60	357	-1.7	.082	-.102
Learning with Peers												
Collaborative Learning												
WCU (N = 358)	34.2	15.8	.83	5	20	35	45	60				
UNC System	34.0	14.5	.19	10	25	35	45	60	395	.2	.827	.013
Public Masters/L	32.8	14.6	.10	10	20	30	45	60	367	1.4	.092	.097
Participating Peers	33.1	14.4	.20	10	25	35	40	60	400	1.2	.176	.080
Top 50%	35.7	13.9	.04	15	25	35	45	60	358	-1.5	.079	-.106
Top 10%	38.2	13.7	.08	15	30	40	50	60	364	-4.0	.000	-.288
Discussions with Diverse Others												
WCU (N = 337)	42.9	16.0	.87	15	35	45	60	60				
UNC System	42.6	15.7	.22	20	35	40	60	60	5,560	.2	.790	.015
Public Masters/L	41.3	16.3	.12	15	30	40	60	60	19,086	1.6	.072	.099
Participating Peers	41.1	16.4	.24	15	30	40	60	60	4,935	1.8	.054	.109
Top 50%	43.9	15.9	.04	20	35	45	60	60	157,908	-1.1	.225	-.066
Top 10%	45.9	15.4	.08	20	40	50	60	60	38,191	-3.1	.000	-.198

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												
WCU (N = 352)	27.9	18.2	.97	0	15	25	40	60				
UNC System	26.7	16.9	.23	0	15	25	40	60	390	1.2	.218	.072
Public Masters/L	25.7	16.7	.12	0	15	25	40	60	361	2.2	.024	.132
Participating Peers	25.6	16.7	.24	0	15	25	35	60	394	2.3	.022	.137
Top 50%	29.8	16.2	.06	5	20	30	40	60	354	-1.9	.054	-.115
Top 10%	34.1	16.5	.17	5	20	35	45	60	373	-6.2	.000	-.374
Effective Teaching Practices												
WCU (N = 356)	43.1	14.5	.77	16	36	44	56	60				
UNC System	42.1	13.8	.18	20	32	40	55	60	6,015	1.0	.193	.071
Public Masters/L	41.5	14.1	.10	16	32	40	52	60	20,772	1.6	.038	.111
Participating Peers	40.1	14.1	.20	16	32	40	52	60	5,336	2.9	.000	.207
Top 50%	43.1	13.6	.05	20	36	44	56	60	358	.0	.995	.000
Top 10%	45.1	13.4	.10	20	36	48	60	60	368	-2.1	.008	-.154
Campus Environment												
Quality of Interactions												
WCU (N = 326)	45.2	12.0	.67	20	40	48	54	60				
UNC System	43.1	11.8	.17	20	36	44	52	60	5,387	2.0	.003	.171
Public Masters/L	42.6	12.0	.09	20	36	44	52	60	18,395	2.5	.000	.212
Participating Peers	41.9	12.0	.18	20	34	43	50	60	4,739	3.3	.000	.274
Top 50%	45.0	11.4	.04	24	38	46	54	60	83,341	.2	.782	.015
Top 10%	46.7	11.8	.08	24	40	50	56	60	21,378	-1.6	.018	-.132
Supportive Environment												
WCU (N = 314)	38.4	15.7	.88	13	28	40	53	60				
UNC System	35.6	14.4	.21	13	25	35	45	60	348	2.8	.002	.193
Public Masters/L	33.2	14.5	.11	10	23	33	43	60	323	5.2	.000	.356
Participating Peers	33.2	14.4	.22	10	23	33	43	60	352	5.2	.000	.358
Top 50%	36.1	13.9	.05	13	26	38	45	60	315	2.3	.010	.164
Top 10%	38.8	13.7	.10	15	30	40	50	60	322	-.4	.648	-.030

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.