NSSE 2021
Engagement Indicators

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2020 and 2021 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, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment, 13* (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Plains Private	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2020 & 2021
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 Plains Private	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2020 & 2021
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 2021 Engagement Indicators

Academic Challenge

William Woods University

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

	William Woods	*Your first-year students compared with*					
		Plains Private		Carnegie Class		NSSE 2020 & 2021	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	35.1	38.6 *	-.27	38.5	-.24	37.8	-.20
Reflective & Integrative Learning	34.2	35.9	-.15	35.4	-.10	34.9	-.06
Learning Strategies	35.7	37.9	-.16	39.5	-.26	38.2	-.17
Quantitative Reasoning	25.0	28.5	-.24	28.1	-.19	28.4	-.22

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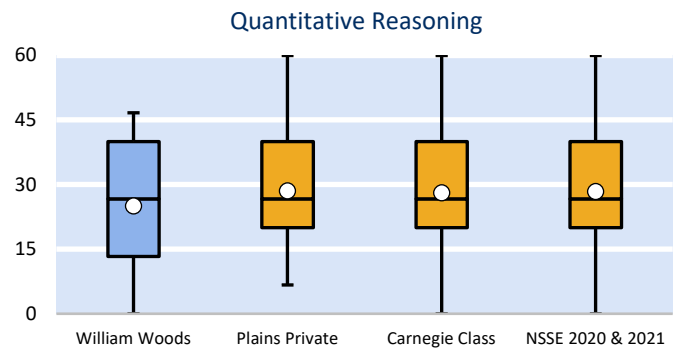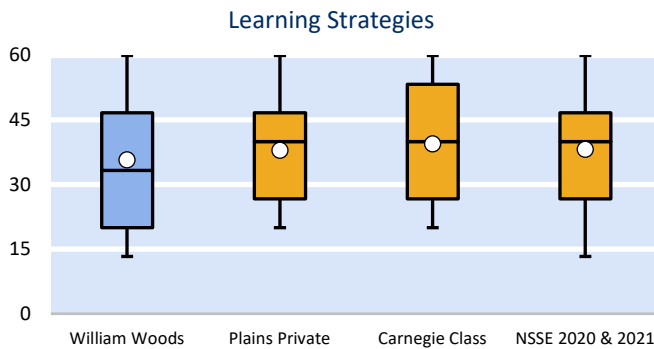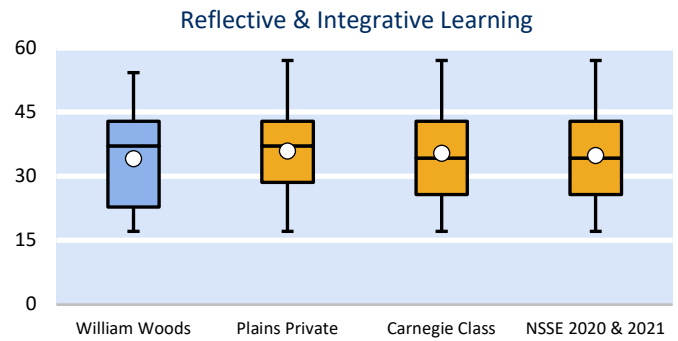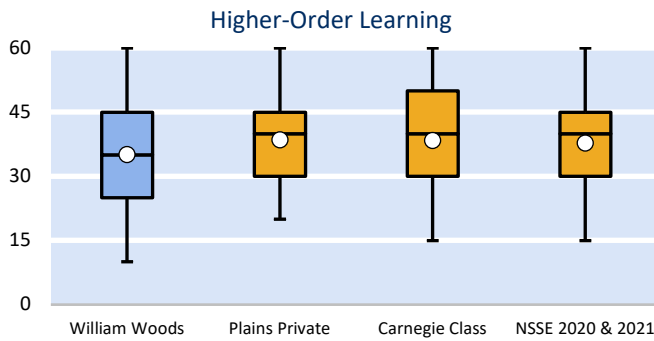
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

| | William Woods | Percentage point difference [a] between your FY students and | | |
		Plains Private	Carnegie Class	NSSE 2020 & 2021
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	64	-8	-5	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	59	-13	-11	-10
4d. Evaluating a point of view, decision, or information source	66	-6	-6	-3
4e. Forming a new idea or understanding from various pieces of information	71	-2	-0	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	56	+4	+8	+7
2b. Connected your learning to societal problems or issues	63	+8	+11	+12
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+0	+2	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+1	+2	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-7	-7	-5
2f. Learned something that changed the way you understand an issue or concept	63	-5	-4	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	68	-10	-8	-8
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	65	-13	-11	-9
9b. Reviewed your notes after class	60	-3	-10	-6
9c. Summarized what you learned in class or from course materials	54	-10	-14	-10
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.)	48	-4	-3	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-1	-0	-0
6c. Evaluated what others have concluded from numerical information	38	-3	-1	-2

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

a. Percentage point difference = Institution percentage− Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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

	William Woods	Plains Private		Carnegie Class		NSSE 2020 & 2021	
			Your seniors compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.2	41.3	.07	41.0	.09	39.9	.16
Reflective & Integrative Learning	39.2	39.7	-.04	38.5	.05	37.8	.11
Learning Strategies	38.3	39.3	-.07	40.1	-.12	38.6	-.02
Quantitative Reasoning	31.0	31.7	-.04	30.0	.06	30.4	.04

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

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning
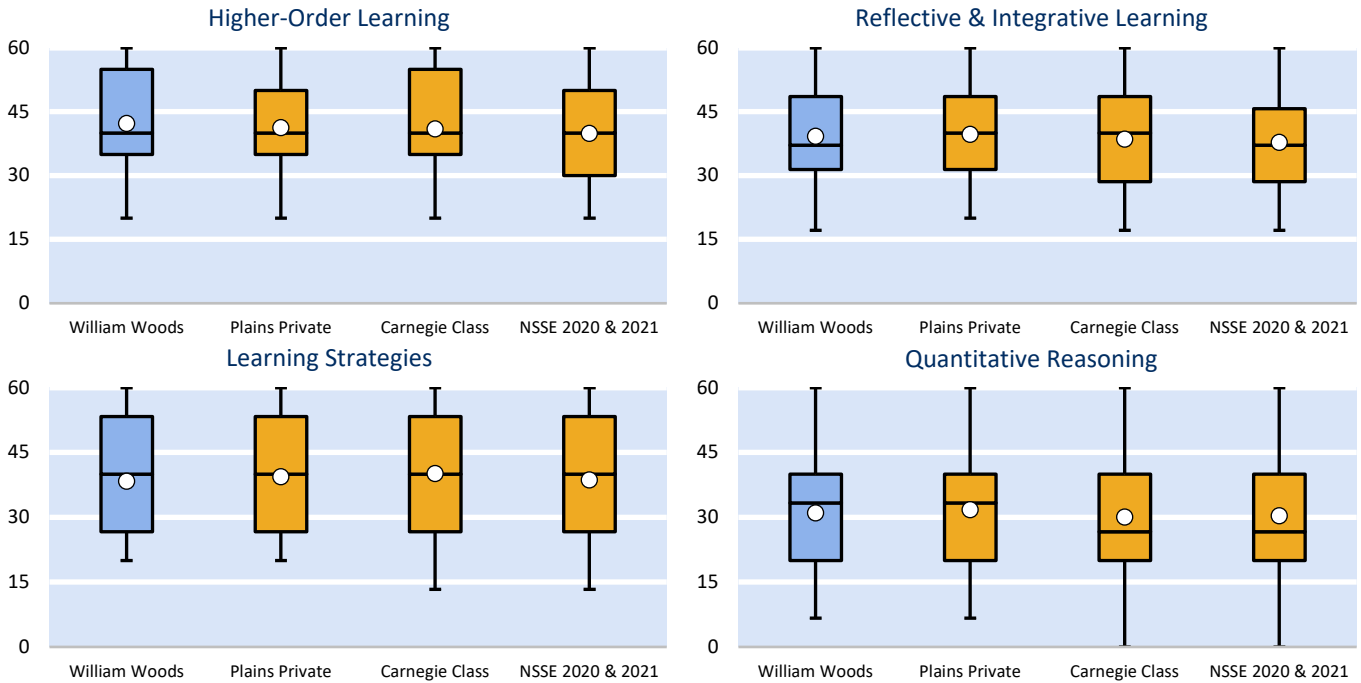
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	William Woods	Percentage point difference [a] between your seniors and		
Higher-Order Learning		**Plains Private**	**Carnegie Class**	**NSSE 2020 & 2021**
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	86	+5	+8	+10
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-4	-2	-1
4d. Evaluating a point of view, decision, or information source	81	+5	+6	+10
4e. Forming a new idea or understanding from various pieces of information	74	-3	-1	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	75	+5	+10	+8
2b. Connected your learning to societal problems or issues	62	-5	-1	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	70	+9	+13	+17
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-10	-6	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78	+2	+3	+5
2f. Learned something that changed the way you understand an issue or concept	75	+1	+3	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	89	+3	+5	+6
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	-4	-1	+2
9b. Reviewed your notes after class	61	-0	-5	-2
9c. Summarized what you learned in class or from course materials	63	-5	-7	-2
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.)	54	-5	-0	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-5	-2	-1
6c. Evaluated what others have concluded from numerical information	45	-5	+1	-1

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

a. Percentage point difference = Institution percentage− Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

NSSE 2021 Engagement Indicators

Learning with Peers

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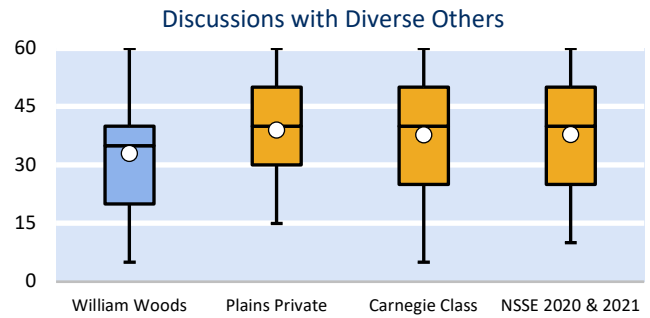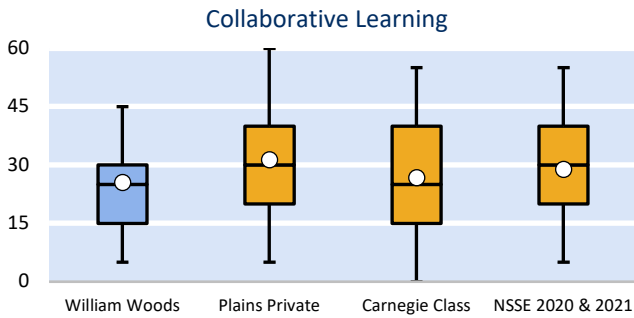
Learning with Peers: First-year students

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

	William Woods	Plains Private		Carnegie Class		NSSE 2020 & 2021	
			Your first-year students compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	25.6	31.4 **	-.40	26.8	-.07	29.0	-.22
Discussions with Diverse Others	33.0	39.0 **	-.40	37.8 *	-.29	37.9 *	-.30

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

Score Distributions

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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Collaborative Learning	William Woods	Plains Private	Carnegie Class	NSSE 2020 & 2021
		Percentage point difference [a] between your FY students and		
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	40	-12	-0	-6
1c. Explained course material to one or more students	38	-15	-5	-10
1d. Prepared for exams by discussing or working through course material with other students	34	-14	-3	-7
1e. Worked with other students on course projects or assignments	23	-33	-20	-25

Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	46	-24	-23	-22
8b. People from an economic background other than your own	55	-17	-13	-13
8c. People with religious beliefs other than your own	53	-13	-8	-10
8d. People with political views other than your own	53	-10	-9	-8

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NSSE 2021 Engagement Indicators

Learning with Peers

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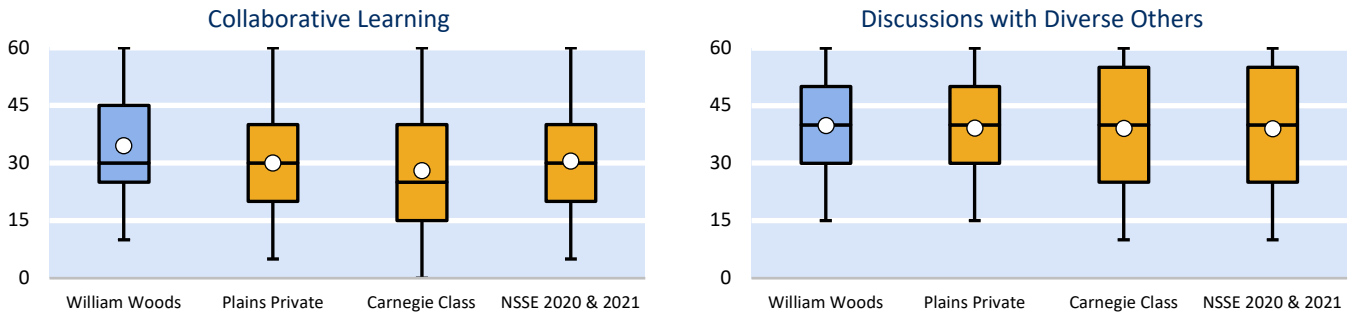
Learning with Peers: Seniors

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

	William Woods	Your seniors compared with					
		Plains Private		Carnegie Class		NSSE 2020 & 2021	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.5	30.0 *	.28	28.0 **	.40	30.6 *	.25
Discussions with Diverse Others	39.9	39.2	.05	39.1	.05	39.0	.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).

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Collaborative Learning	William Woods	Percentage point difference [a] between your seniors and		
		Plains Private	Carnegie Class	NSSE 2020 & 2021
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	49	+9	+14	+7
1c. Explained course material to one or more students	69	+16	+23	+15
1d. Prepared for exams by discussing or working through course material with other students	59	+17	+22	+16
1e. Worked with other students on course projects or assignments	57	-2	+3	-3

Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	64	-4	-6	-6
8b. People from an economic background other than your own	71	-1	+0	-0
8c. People with religious beliefs other than your own	73	+7	+8	+7
8d. People with political views other than your own	76	+11	+11	+13

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NSSE 2021 Engagement Indicators
Experiences with Faculty
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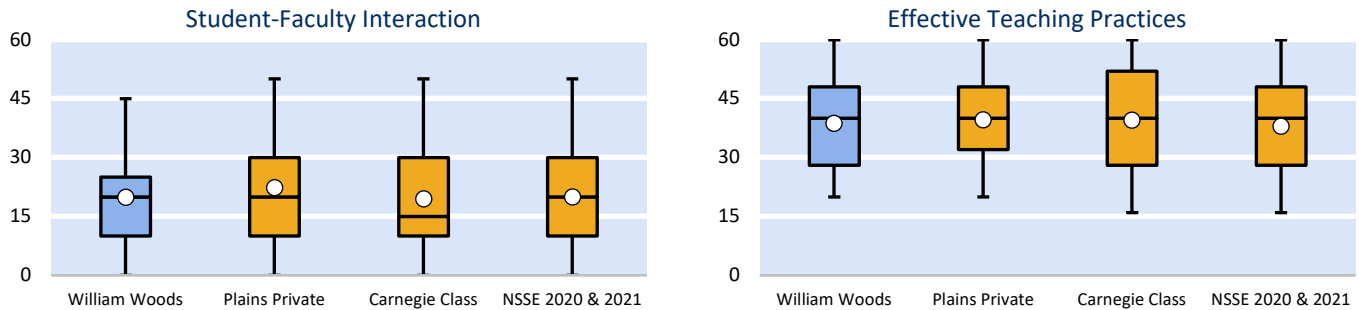
Experiences with Faculty: First-year students

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

| | William Woods | Your first-year students compared with | | | | | |
| | | Plains Private | | Carnegie Class | | NSSE 2020 & 2021 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.0	22.4	-.17	19.5	.03	20.0	.00
Effective Teaching Practices	38.7	39.6	-.07	39.5	-.06	38.0	.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).

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Performance on Indicator Items

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| | William Woods | Percentage point difference[a] between your FY students and | | |
Student-Faculty Interaction		Plains Private	Carnegie Class	NSSE 2020 & 2021
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	35	-5	-0	+0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+1	+6	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-8	-3	-4
3d. Discussed your academic performance with a faculty member	28	-2	+0	-0
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	71	-8	-6	-5
5b. Taught course sessions in an organized way	75	-2	+1	+2
5c. Used examples or illustrations to explain difficult points	74	-2	+1	+2
5d. Provided feedback on a draft or work in progress	74	+6	+7	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	66	-1	+2	+7

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

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NSSE 2021 Engagement Indicators

Experiences with Faculty

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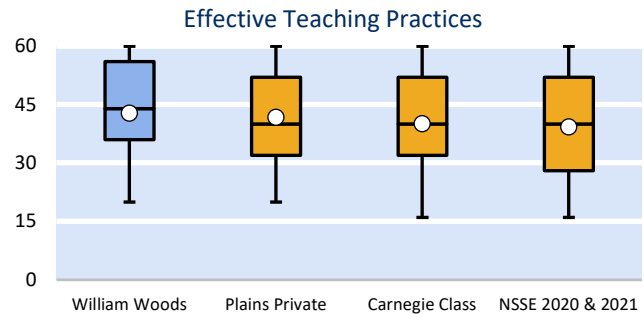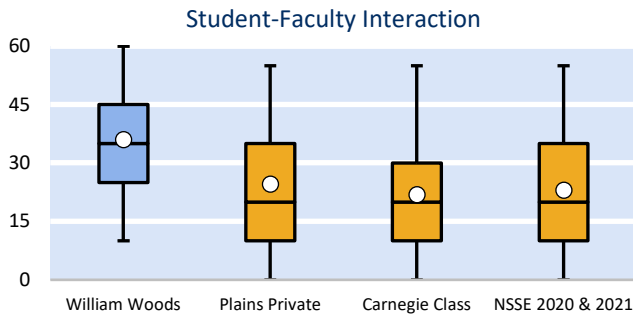
Experiences with Faculty: Seniors

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Mean Comparisons

	William Woods	Your seniors compared with					
		Plains Private		Carnegie Class		NSSE 2020 & 2021	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	36.0	24.5 ***	.71	21.8 ***	.88	23.0 ***	.81
Effective Teaching Practices	42.8	41.7	.08	40.1	.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

Student-Faculty Interaction | Effective Teaching Practices

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The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	William Woods	Percentage point difference [a] between your seniors and		
Student-Faculty Interaction		Plains Private	Carnegie Class	NSSE 2020 & 2021
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	74	+28	+34	+33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	53	+25	+30	+27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	64	+31	+37	+34
3d. Discussed your academic performance with a faculty member	61	+27	+30	+29
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	86	+2	+6	+7
5b. Taught course sessions in an organized way	81	-1	+5	+6
5c. Used examples or illustrations to explain difficult points	83	+4	+8	+7
5d. Provided feedback on a draft or work in progress	71	+1	+7	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	79	+6	+12	+16

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

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: 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

	William Woods	Your first-year students compared with					
		Plains Private		Carnegie Class		NSSE 2020 & 2021	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.0	45.0	-.09	43.8	.02	42.7	.11
Supportive Environment	37.1	35.8	.10	34.5	.17	34.2	.20

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.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	William Woods	Percentage point difference [a] between your FY students and		
		Plains Private	Carnegie Class	NSSE 2020 & 2021
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	45	-13	-8	-6
13b. Academic advisors	66	+8	+8	+11
13c. Faculty	61	+0	+5	+9
13d. Student services staff (career services, student activities, housing, etc.)	52	-1	+2	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	-2	-0	+6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	75	-3	+1	+2
14c. Using learning support services (tutoring services, writing center, etc.)	71	-6	-4	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	-0	+2	+3
14e. Providing opportunities to be involved socially	69	-1	+3	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	+8	+13	+12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	-3	-3	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	76	+15	+22	+21
14i. Attending events that address important social, economic, or political issues	51	+1	+6	+7

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

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.
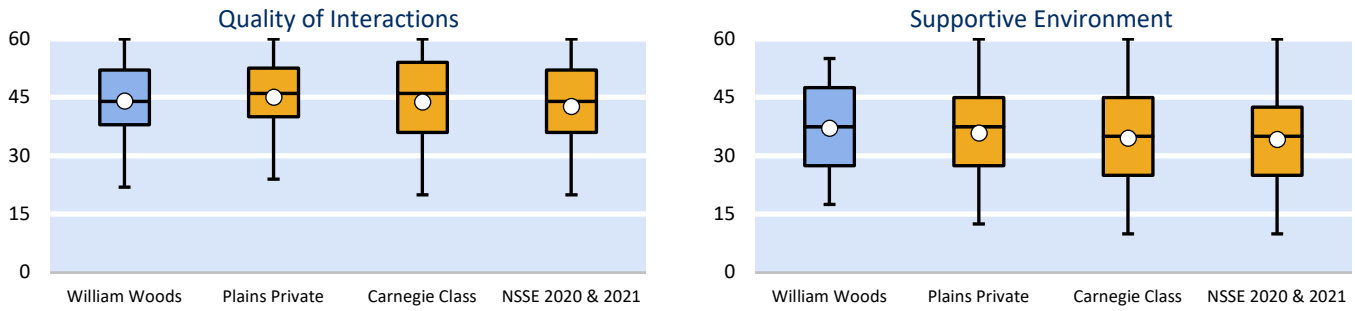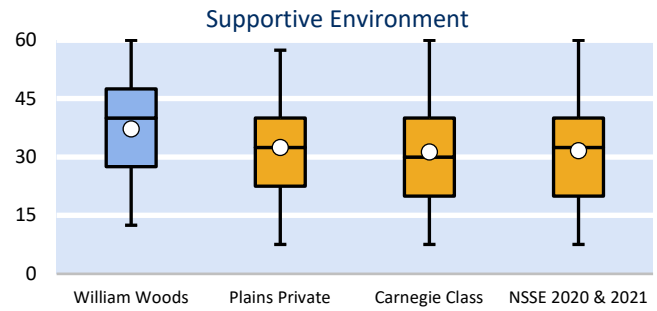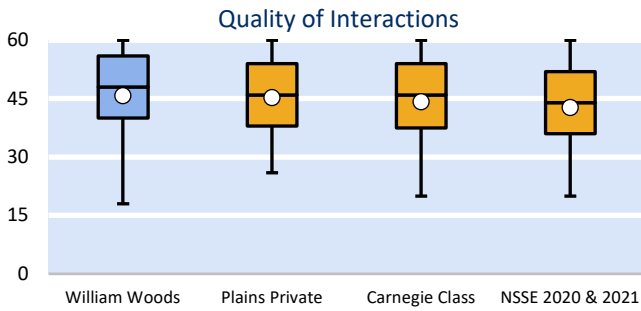
Campus Environment: Seniors

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

Mean Comparisons

	William Woods	Your seniors compared with					
		Plains Private		Carnegie Class		NSSE 2020 & 2021	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.9	45.4	.04	44.3	.12	42.8	.24
Supportive Environment	37.3	32.5 *	.34	31.4 **	.40	31.7 **	.39

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.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	William Woods	Percentage point difference [a] between your seniors and		
		Plains Private	Carnegie Class	NSSE 2020 & 2021
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	60	-2	-1	+2
13b. Academic advisors	74	+10	+17	+21
13c. Faculty	68	+2	+7	+11
13d. Student services staff (career services, student activities, housing, etc.)	50	+2	+2	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	-1	+1	+6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	70	-3	+0	+2
14c. Using learning support services (tutoring services, writing center, etc.)	61	-7	-6	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	+1	-0	+2
14e. Providing opportunities to be involved socially	80	+15	+20	+18
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	+7	+10	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+9	+8	+11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	82	+30	+37	+31
14i. Attending events that address important social, economic, or political issues	68	+23	+30	+28

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

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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NSSE 2021 Engagement Indicators
Comparisons with High-Performing Institutions
William Woods University

Comparisons with Top 50% and Top 10% Institutions

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

   (a) institutions with average scores placing them in the top 50% of all 2020 and 2021 NSSE institutions, and

   (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 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	William Woods Mean	NSSE Top 50% Mean	NSSE Top 50% Effect size	NSSE Top 50% ✓	NSSE Top 10% Mean	NSSE Top 10% Effect size	NSSE Top 10% ✓
			Your first-year students compared with					
Academic Challenge	Higher-Order Learning	35.1	39.2 *	-.31		41.9 ***	-.52	
	Reflective and Integrative Learning	34.2	36.5	-.19		39.1 ***	-.42	
	Learning Strategies	35.7	39.7 *	-.29		43.0 ***	-.51	
	Quantitative Reasoning	25.0	29.7 *	-.31		32.5 ***	-.48	
Learning with Peers	Collaborative Learning	25.6	33.9 ***	-.60		37.0 ***	-.84	
	Discussions with Diverse Others	33.0	40.6 ***	-.50		43.8 ***	-.75	
Experiences with Faculty	Student-Faculty Interaction	20.0	23.2	-.22		27.8 ***	-.51	
	Effective Teaching Practices	38.7	40.4	-.13		43.2 *	-.33	
Campus Environment	Quality of Interactions	44.0	45.1	-.09	✓	47.7 *	-.30	
	Supportive Environment	37.1	36.8	.02	✓	39.9	-.22	

Seniors

Theme	Engagement Indicator	William Woods Mean	NSSE Top 50% Mean	NSSE Top 50% Effect size	NSSE Top 50% ✓	NSSE Top 10% Mean	NSSE Top 10% Effect size	NSSE Top 10% ✓
			Your seniors compared with					
Academic Challenge	Higher-Order Learning	42.2	41.6	.04	✓	43.9	-.13	
	Reflective and Integrative Learning	39.2	39.7	-.04	✓	42.5 *	-.28	
	Learning Strategies	38.3	40.6	-.15		43.5 **	-.36	
	Quantitative Reasoning	31.0	31.6	-.03	✓	34.8	-.24	
Learning with Peers	Collaborative Learning	34.5	35.0	-.03	✓	38.8 *	-.32	
	Discussions with Diverse Others	39.9	41.2	-.09	✓	44.2 *	-.28	
Experiences with Faculty	Student-Faculty Interaction	36.0	28.5 ***	.47	✓	33.6	.15	✓
	Effective Teaching Practices	42.8	41.5	.09	✓	44.6	-.14	
Campus Environment	Quality of Interactions	45.9	45.2	.06	✓	48.2	-.20	
	Supportive Environment	37.3	34.1	.23	✓	37.2	.01	✓

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2020 and 2021 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either 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]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
William Woods (N = 60)	35.1	14.2	1.83	10	25	35	45	60				
Plains Private	38.6	12.6	.17	20	30	40	45	60	5,380	-3.4	.037	-.270
Carnegie Class	38.5	13.8	.09	15	30	40	50	60	22,232	-3.3	.063	-.240
NSSE 2020 & 2021	37.8	13.5	.03	15	30	40	45	60	237,389	-2.7	.125	-.198
Top 50%	39.2	13.2	.04	20	30	40	50	60	130,809	-4.1	.016	-.311
Top 10%	41.9	12.9	.10	20	35	40	55	60	15,946	-6.8	.000	-.524
Reflective & Integrative Learning												
William Woods (N = 63)	34.2	11.7	1.47	17	23	37	43	54				
Plains Private	35.9	11.7	.15	17	29	37	43	57	5,785	-1.8	.232	-.152
Carnegie Class	35.4	12.4	.08	17	26	34	43	57	24,333	-1.3	.420	-.102
NSSE 2020 & 2021	34.9	12.2	.02	17	26	34	43	57	259,257	-.7	.645	-.058
Top 50%	36.5	12.0	.03	17	29	37	46	57	126,989	-2.3	.123	-.195
Top 10%	39.1	11.8	.10	20	31	40	49	60	14,521	-5.0	.001	-.422
Learning Strategies												
William Woods (N = 55)	35.7	15.0	2.03	13	20	33	47	60				
Plains Private	37.9	13.4	.19	20	27	40	47	60	5,090	-2.2	.230	-.163
Carnegie Class	39.5	14.3	.10	20	27	40	53	60	20,828	-3.7	.055	-.260
NSSE 2020 & 2021	38.2	14.0	.03	13	27	40	47	60	221,623	-2.4	.203	-.172
Top 50%	39.7	14.0	.04	20	27	40	53	60	116,021	-4.0	.035	-.285
Top 10%	43.0	14.3	.10	20	33	40	60	60	20,664	-7.2	.000	-.505
Quantitative Reasoning												
William Woods (N = 56)	25.0	15.2	2.03	0	13	27	40	47				
Plains Private	28.5	14.8	.21	7	20	27	40	60	5,159	-3.5	.078	-.238
Carnegie Class	28.1	16.0	.11	0	20	27	40	60	21,137	-3.1	.149	-.194
NSSE 2020 & 2021	28.4	15.4	.03	0	20	27	40	60	225,274	-3.4	.100	-.221
Top 50%	29.7	15.3	.04	7	20	27	40	60	142,657	-4.7	.022	-.308
Top 10%	32.5	15.5	.11	7	20	33	40	60	18,707	-7.5	.000	-.482
Learning with Peers												
Collaborative Learning												
William Woods (N = 69)	25.6	13.1	1.58	5	15	25	30	45				
Plains Private	31.4	14.7	.19	5	20	30	40	60	6,230	-5.8	.001	-.397
Carnegie Class	26.8	16.1	.10	0	15	25	40	55	68	-1.2	.456	-.074
NSSE 2020 & 2021	29.0	15.2	.03	5	20	30	40	55	281,951	-3.4	.066	-.221
Top 50%	33.9	13.9	.03	10	25	35	45	60	185,395	-8.3	.000	-.597
Top 10%	37.0	13.6	.07	15	25	40	45	60	36,656	-11.4	.000	-.837
Discussions with Diverse Others												
William Woods (N = 56)	33.0	16.6	2.23	5	20	35	40	60				
Plains Private	39.0	15.0	.21	15	30	40	50	60	5,114	-6.0	.003	-.401
Carnegie Class	37.8	16.8	.12	5	25	40	50	60	20,954	-4.8	.032	-.287
NSSE 2020 & 2021	37.9	16.1	.03	10	25	40	50	60	223,227	-4.8	.025	-.300
Top 50%	40.6	15.2	.04	15	30	40	55	60	147,411	-7.6	.000	-.501
Top 10%	43.8	14.4	.10	20	35	45	60	60	20,797	-10.8	.000	-.751

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
William Woods (N = 61)	20.0	13.6	1.73	0	10	20	25	45				
Plains Private	22.4	14.0	.19	0	10	20	30	50	5,517	-2.4	.178	-.173
Carnegie Class	19.5	14.6	.10	0	10	15	30	50	23,183	.4	.819	.029
NSSE 2020 & 2021	20.0	14.5	.03	0	10	20	30	50	246,883	-.1	.976	-.004
Top 50%	23.2	14.7	.05	0	10	20	30	50	89,337	-3.2	.089	-.218
Top 10%	27.8	15.2	.15	5	15	25	40	60	61	-7.8	.000	-.514
Effective Teaching Practices												
William Woods (N = 58)	38.7	12.2	1.61	20	28	40	48	60				
Plains Private	39.6	12.6	.17	20	32	40	48	60	5,357	-.9	.587	-.072
Carnegie Class	39.5	14.2	.10	16	28	40	52	60	22,156	-.8	.665	-.057
NSSE 2020 & 2021	38.0	13.6	.03	16	28	40	48	60	236,138	.7	.700	.051
Top 50%	40.4	13.5	.04	20	32	40	52	60	93,071	-1.7	.341	-.125
Top 10%	43.2	13.4	.12	20	36	44	56	60	12,878	-4.5	.011	-.334
Campus Environment												
Quality of Interactions												
William Woods (N = 51)	44.0	11.4	1.60	22	38	44	52	60				
Plains Private	45.0	11.0	.16	24	40	46	53	60	4,804	-1.0	.522	-.090
Carnegie Class	43.8	12.8	.09	20	36	46	54	60	19,003	.2	.898	.018
NSSE 2020 & 2021	42.7	12.4	.03	20	36	44	52	60	202,603	1.4	.426	.111
Top 50%	45.1	11.5	.04	24	38	46	54	60	81,159	-1.0	.518	-.091
Top 10%	47.7	12.3	.09	24	40	50	58	60	17,134	-3.6	.035	-.295
Supportive Environment												
William Woods (N = 52)	37.1	13.2	1.84	18	28	38	48	55				
Plains Private	35.8	13.3	.19	13	28	38	45	60	4,944	1.3	.495	.095
Carnegie Class	34.5	14.5	.10	10	25	35	45	60	20,056	2.5	.209	.174
NSSE 2020 & 2021	34.2	14.0	.03	10	25	35	43	60	214,243	2.9	.140	.205
Top 50%	36.8	13.5	.04	15	28	38	45	60	100,138	.2	.906	.016
Top 10%	39.9	12.8	.11	18	33	40	50	60	13,228	-2.9	.109	-.223

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD [b]	SE [c]	5th	25th	50th	75th	95th	Deg. of freedom [e]	Mean diff.	Sig. [f]	Effect size [g]
Academic Challenge												
Higher-Order Learning												
William Woods (N = 60)	42.2	12.9	1.67	20	35	40	55	60				
Plains Private	41.3	13.0	.15	20	35	40	50	60	7,499	.9	.591	.070
Carnegie Class	41.0	13.8	.07	20	35	40	55	60	34,869	1.2	.491	.089
NSSE 2020 & 2021	39.9	13.8	.02	20	30	40	50	60	351,983	2.3	.207	.164
Top 50%	41.6	13.6	.04	20	35	40	55	60	148,242	.6	.729	.045
Top 10%	43.9	13.0	.10	20	35	40	55	60	16,301	-1.7	.313	-.131
Reflective & Integrative Learning												
William Woods (N = 64)	39.2	12.3	1.53	17	31	37	49	60				
Plains Private	39.7	12.1	.14	20	31	40	49	60	7,887	-.5	.761	-.038
Carnegie Class	38.5	12.7	.07	17	29	40	49	60	37,071	.7	.666	.054
NSSE 2020 & 2021	37.8	12.8	.02	17	29	37	46	60	376,140	1.4	.381	.110
Top 50%	39.7	12.4	.03	20	31	40	49	60	143,853	-.5	.728	-.044
Top 10%	42.5	11.7	.11	23	34	43	51	60	11,919	-3.3	.026	-.280
Learning Strategies												
William Woods (N = 60)	38.3	14.5	1.87	20	27	40	53	60				
Plains Private	39.3	14.0	.17	20	27	40	53	60	7,179	-1.0	.577	-.072
Carnegie Class	40.1	14.7	.08	13	27	40	53	60	33,095	-1.8	.339	-.124
NSSE 2020 & 2021	38.6	14.7	.03	13	27	40	53	60	333,417	-.3	.871	-.021
Top 50%	40.6	14.6	.04	20	33	40	53	60	169,273	-2.2	.239	-.152
Top 10%	43.5	14.2	.10	20	33	40	60	60	22,096	-5.1	.005	-.362
Quantitative Reasoning												
William Woods (N = 60)	31.0	15.7	2.03	7	20	33	40	60				
Plains Private	31.7	16.1	.19	7	20	33	40	60	7,239	-.7	.744	-.042
Carnegie Class	30.0	16.6	.09	0	20	27	40	60	33,611	1.0	.635	.061
NSSE 2020 & 2021	30.4	16.4	.03	0	20	27	40	60	337,780	.7	.750	.041
Top 50%	31.6	16.3	.04	0	20	33	40	60	206,745	-.6	.788	-.035
Top 10%	34.8	15.8	.11	7	20	33	47	60	20,437	-3.8	.064	-.240
Learning with Peers												
Collaborative Learning												
William Woods (N = 62)	34.5	14.0	1.77	10	25	30	45	60				
Plains Private	30.0	15.8	.18	5	20	30	40	60	8,172	4.5	.025	.284
Carnegie Class	28.0	16.1	.08	0	15	25	40	60	38,805	6.5	.001	.404
NSSE 2020 & 2021	30.6	15.9	.03	5	20	30	40	60	396,288	4.0	.048	.250
Top 50%	35.0	14.2	.03	10	25	35	45	60	216,105	-.5	.786	-.034
Top 10%	38.8	13.4	.09	15	30	40	50	60	23,707	-4.3	.012	-.320
Discussions with Diverse Others												
William Woods (N = 58)	39.9	14.5	1.91	15	30	40	50	60				
Plains Private	39.2	15.2	.18	15	30	40	50	60	7,199	.7	.718	.048
Carnegie Class	39.1	16.7	.09	10	25	40	55	60	33,372	.8	.721	.047
NSSE 2020 & 2021	39.0	16.3	.03	10	25	40	55	60	334,901	.9	.680	.054
Top 50%	41.2	15.6	.03	15	30	40	60	60	216,172	-1.3	.514	-.086
Top 10%	44.2	15.0	.08	20	35	45	60	60	32,121	-4.3	.031	-.284

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
William Woods (N = 61)	36.0	14.4	1.84	10	25	35	45	60				
Plains Private	24.5	16.1	.18	0	10	20	35	55	7,635	11.4	.000	.711
Carnegie Class	21.8	16.1	.08	0	10	20	30	55	35,831	14.2	.000	.883
NSSE 2020 & 2021	23.0	16.0	.03	0	10	20	35	55	362,991	13.0	.000	.813
Top 50%	28.5	16.0	.06	5	15	25	40	60	80,192	7.5	.000	.466
Top 10%	33.6	15.9	.16	10	20	35	45	60	9,887	2.4	.243	.149
Effective Teaching Practices												
William Woods (N = 61)	42.8	13.5	1.72	20	36	44	56	60				
Plains Private	41.7	13.3	.15	20	32	40	52	60	7,497	1.0	.543	.078
Carnegie Class	40.1	14.5	.08	16	32	40	52	60	34,804	2.7	.144	.187
NSSE 2020 & 2021	39.2	14.2	.02	16	28	40	52	60	351,082	3.5	.051	.249
Top 50%	41.5	13.9	.04	16	32	40	52	60	125,597	1.3	.478	.090
Top 10%	44.6	13.3	.11	20	36	44	56	60	15,325	-1.8	.290	-.135
Campus Environment												
Quality of Interactions												
William Woods (N = 55)	45.9	13.5	1.81	18	40	48	56	60				
Plains Private	45.4	11.1	.14	26	38	46	54	60	6,698	.5	.756	.042
Carnegie Class	44.3	12.7	.07	20	38	46	54	60	29,747	1.6	.361	.123
NSSE 2020 & 2021	42.8	12.5	.02	20	36	44	52	60	305,112	3.0	.070	.244
Top 50%	45.2	11.9	.03	22	38	48	54	60	120,048	.7	.677	.056
Top 10%	48.2	11.9	.07	25	42	50	60	60	26,856	-2.4	.140	-.199
Supportive Environment												
William Woods (N = 55)	37.3	14.5	1.95	13	28	40	48	60				
Plains Private	32.5	14.1	.17	8	23	33	40	58	6,992	4.8	.012	.341
Carnegie Class	31.4	14.9	.08	8	20	30	40	60	32,114	5.9	.003	.398
NSSE 2020 & 2021	31.7	14.4	.03	8	20	33	40	60	324,767	5.7	.004	.393
Top 50%	34.1	14.2	.04	10	23	35	43	60	130,313	3.2	.093	.226
Top 10%	37.2	14.3	.11	13	28	38	48	60	16,726	.2	.935	.011

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.