NSSE 2023
Engagement Indicators

Eastern Washington University

About Your *Engagement Indicators* Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

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 all current- and prior-year 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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Far West Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2022 & 2023
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 Far West Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2022 & 2023
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	▽	▽	▽

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

| | EWU | Your first-year students compared with | | | | | |
| | | Far West Public | | Carnegie Class | | NSSE 2022 & 2023 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.1	37.8 *	-.21	38.0 *	-.22	38.3 **	-.24
Reflective & Integrative Learning	35.7	35.7	-.01	35.3	.03	35.8	-.01
Learning Strategies	35.6	36.8	-.09	38.7 *	-.22	38.2 *	-.19
Quantitative Reasoning	29.0	29.4	-.03	29.0	.00	29.4	-.03

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

Score Distributions
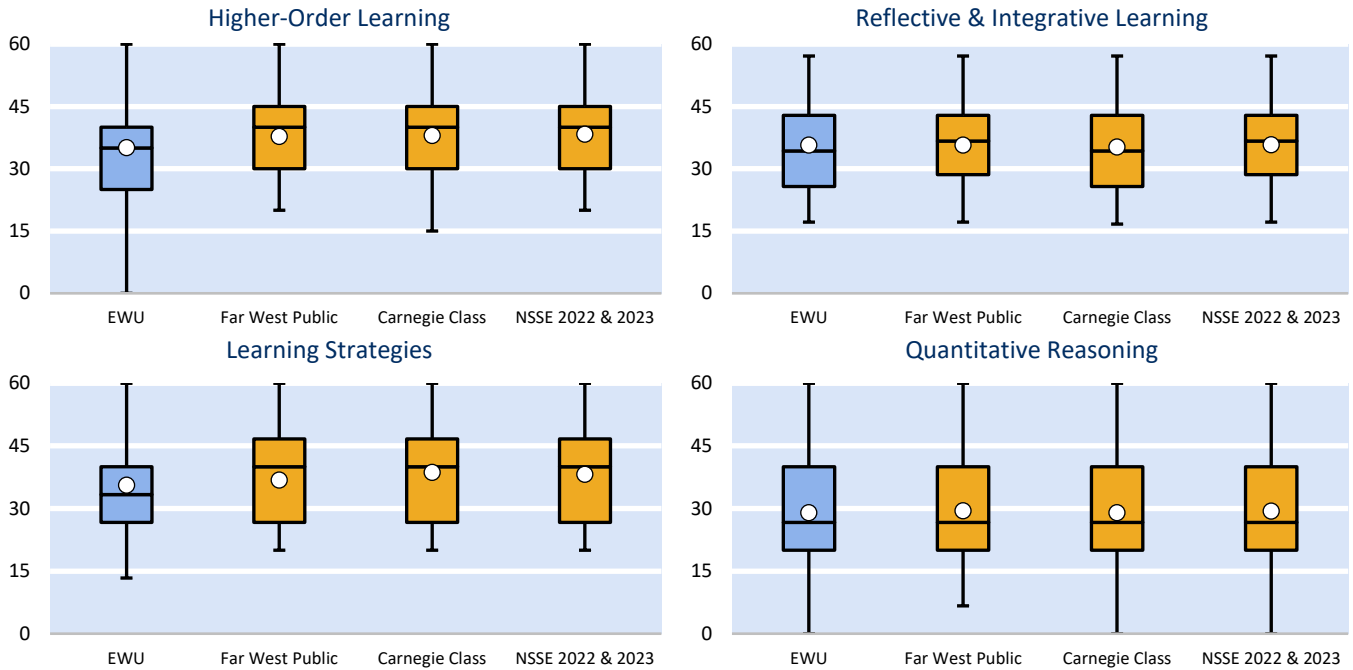
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Academic Challenge: First-year students (continued)

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.

	EWU	Percentage point difference [a] between your FY students and		
		Far West Public	Carnegie Class	NSSE 2022 & 2023
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	65	-3	-4	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	55	-14	-14	-15
4d. Evaluating a point of view, decision, or information source	69	-2	-2	-1
4e. Forming a new idea or understanding from various pieces of information	65	-6	-6	-6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	52	-2	+1	-1
2b. Connected your learning to societal problems or issues	53	-0	+1	+0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+1	+6	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+2	+2	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	77	+5	+7	+6
2f. Learned something that changed the way you understand an issue or concept	64	-3	-3	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-4	-5	-6
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	62	-10	-12	-11
9b. Reviewed your notes after class	65	+2	-2	-1
9c. Summarized what you learned in class or from course materials	54	-7	-13	-12
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.)	53	-1	+0	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+1	+2	+1
6c. Evaluated what others have concluded from numerical information	42	-2	-0	-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

	EWU	Far West Public		Carnegie Class		NSSE 2022 & 2023	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.9	40.7	.02	40.7	.01	40.7	.02
Reflective & Integrative Learning	37.8	39.1	-.10	38.5	-.05	38.7	-.07
Learning Strategies	40.3	39.3	.07	39.7	.04	39.2	.08
Quantitative Reasoning	30.2	31.6	-.08	31.0	-.04	31.4	-.07

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
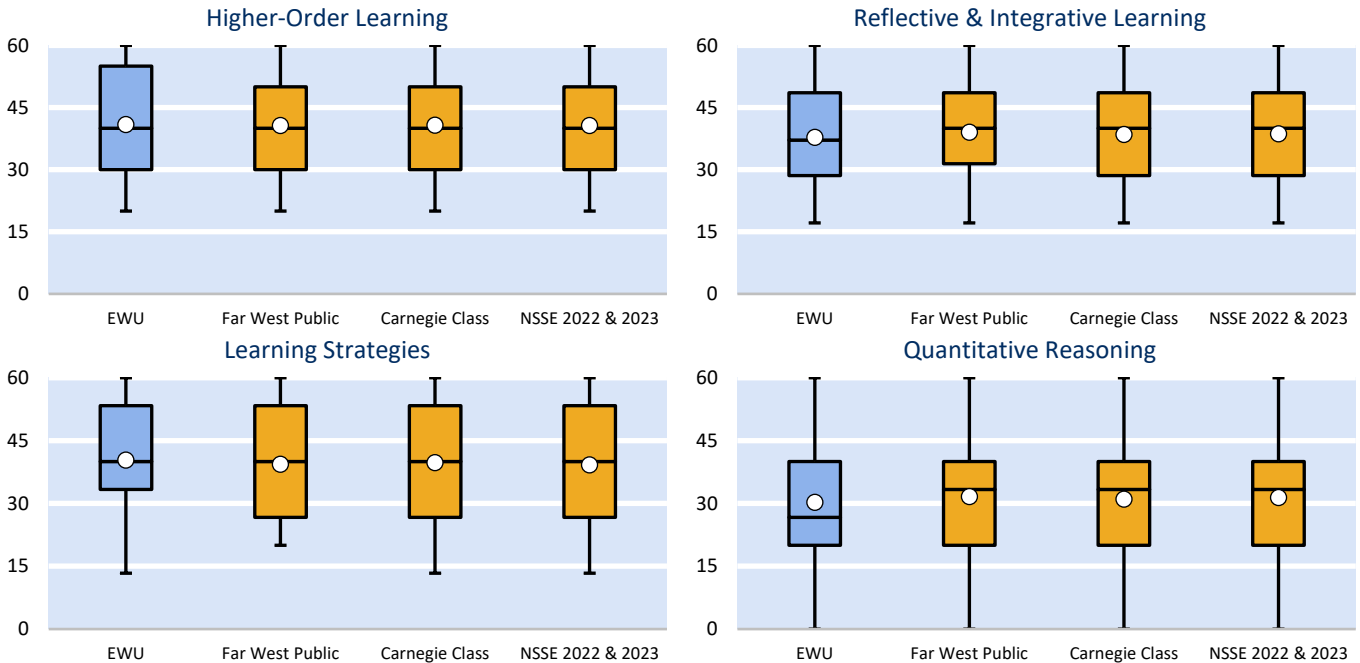
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Academic Challenge: Seniors (continued)

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.

	EWU	Percentage point difference [a] between your seniors and		
Higher-Order Learning		**Far West Public**	**Carnegie Class**	**NSSE 2022 & 2023**
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	75	-0	-2	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	-2	-2	-3
4d. Evaluating a point of view, decision, or information source	69	-4	-4	-3
4e. Forming a new idea or understanding from various pieces of information	76	+1	+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	71	+1	+4	+2
2b. Connected your learning to societal problems or issues	52	-11	-10	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-9	-7	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	-3	-3	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	73	-2	-0	-1
2f. Learned something that changed the way you understand an issue or concept	72	-1	+1	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-3	-4	-4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	72	-5	-5	-4
9b. Reviewed your notes after class	71	+5	+4	+6
9c. Summarized what you learned in class or from course materials	67	+0	-1	-0
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.)	51	-6	-5	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-5	-5	-5
6c. Evaluated what others have concluded from numerical information	47	-3	+0	-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.

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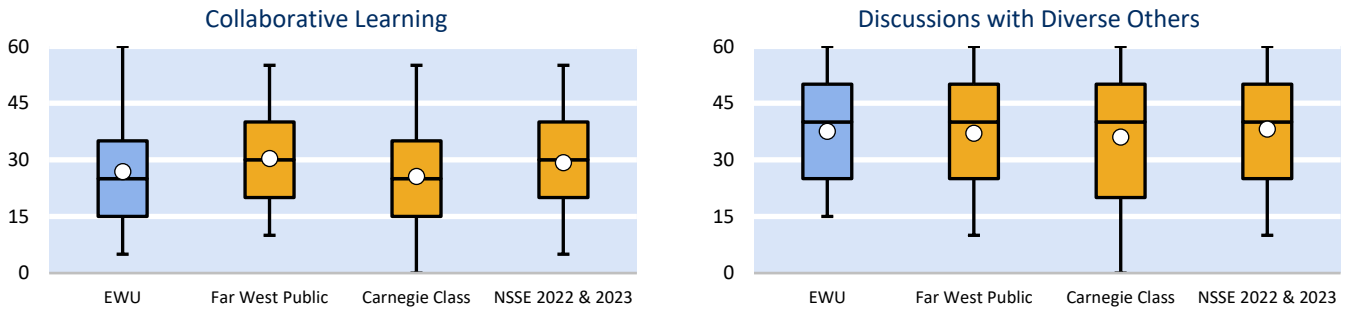
Learning with Peers: First-year students

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

| | EWU | Your first-year students compared with | | | | | |
| | | Far West Public | | Carnegie Class | | NSSE 2022 & 2023 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	26.9	30.4 **	-.25	25.6	.08	29.2 *	-.16
Discussions with Diverse Others	37.5	37.0	.03	36.0	.09	38.1	-.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

Collaborative Learning — Discussions with Diverse Others

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Performance on Indicator Items

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| Collaborative Learning | EWU | Percentage point difference [a] between your FY students and | | |
		Far West Public	Carnegie Class	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	32	-17	-6	-12
1c. Explained course material to one or more students	42	-7	+1	-6
1d. Prepared for exams by discussing or working through course material with other students	33	-8	-1	-8
1e. Worked with other students on course projects or assignments	47	-7	+4	-3
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	60	-12	-4	-9
8b. People from economic backgrounds other than your own	69	-0	+4	-1
8c. People with religious beliefs other than your own	67	+6	+7	+2
8d. People with political views other than your own	61	+11	+5	+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.

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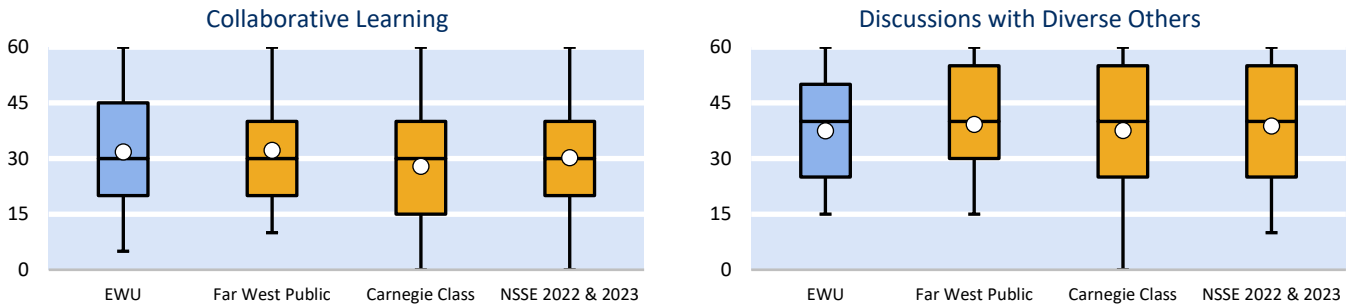
Learning with Peers: Seniors

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

	EWU	Far West Public		Carnegie Class		NSSE 2022 & 2023	
				Your seniors compared with			
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.8	32.2	-.03	27.9 ***	.23	30.3	.10
Discussions with Diverse Others	37.5	39.2	-.11	37.6	-.01	38.8	-.08

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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	EWU	Percentage point difference [a] between your seniors and		
		Far West Public	Carnegie Class	NSSE 2022 & 2023
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	46	+1	+9	+5
1c. Explained course material to one or more students	54	+1	+7	+3
1d. Prepared for exams by discussing or working through course material with other students	37	-5	+1	-3
1e. Worked with other students on course projects or assignments	61	-5	+7	+1
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	64	-10	-3	-5
8b. People from economic backgrounds other than your own	71	-1	+4	+0
8c. People with religious beliefs other than your own	63	-2	+1	-2
8d. People with political views other than your own	61	+6	+2	+0

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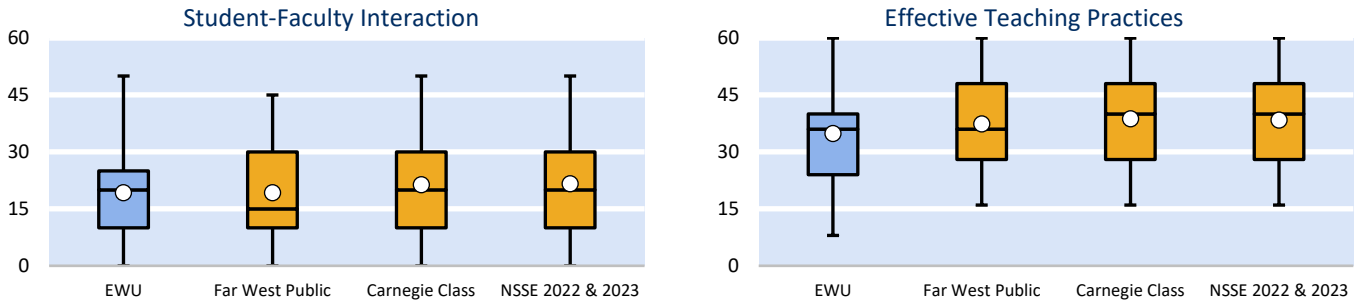
Experiences with Faculty: First-year students

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

| | EWU | *Your first-year students compared with* | | | | | |
| | | Far West Public | | Carnegie Class | | NSSE 2022 & 2023 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	19.2	19.3	.00	21.3	-.14	21.6	-.16
Effective Teaching Practices	34.8	37.4 *	-.19	38.7 **	-.28	38.4 **	-.27

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| Student-Faculty Interaction | EWU | Percentage point difference[a] between your FY students and | | |
		Far West Public	Carnegie Class	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	35	+3	-3	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-2	-4	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	-5	-8	-9
3d. Discussed your academic performance with a faculty member	24	-3	-9	-7
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	66	-9	-11	-11
5b. Taught course sessions in an organized way	68	-1	-4	-5
5c. Used examples or illustrations to explain difficult points	62	-9	-9	-11
5d. Provided feedback on a draft or work in progress	66	+3	+0	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	49	-8	-14	-11

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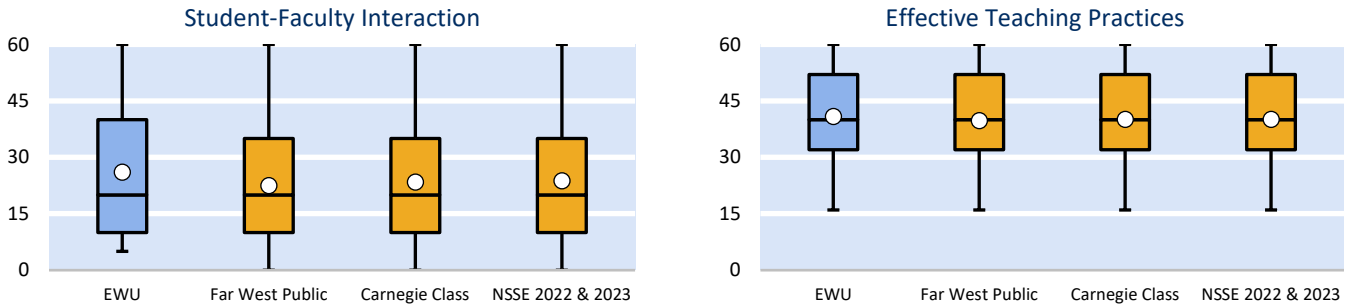
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Mean Comparisons

	EWU	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2022 & 2023	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.0	22.4 **	.22	23.3 *	.16	23.7 *	.14
Effective Teaching Practices	40.8	39.7	.07	40.1	.05	40.0	.05

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Student-Faculty Interaction	EWU	Percentage point difference [a] between your seniors and		
		Far West Public	Carnegie Class	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	47	+9	+5	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+1	+1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	+4	+3	+1
3d. Discussed your academic performance with a faculty member	38	+7	+3	+5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	79	+0	+0	-1
5b. Taught course sessions in an organized way	76	+1	+1	-0
5c. Used examples or illustrations to explain difficult points	78	+2	+3	+2
5d. Provided feedback on a draft or work in progress	66	+2	+2	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-1	-4	-3

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 2023 Engagement Indicators
Campus Environment
Eastern Washington University

Campus Environment: First-year students

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

Mean Comparisons

| | EWU | Your first-year students compared with | | | | | |
| | | Far West Public | | Carnegie Class | | NSSE 2022 & 2023 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.8	41.6	-.07	43.6 *	-.22	43.0	-.19
Supportive Environment	27.6	33.3 ***	-.42	33.9 ***	-.45	34.6 ***	-.51

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 | EWU | Percentage point difference [a] between your FY students and | | |
		Far West Public	Carnegie Class	NSSE 2022 & 2023
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	42	-5	-8	-9
13b. Academic advisors	53	+4	-4	-1
13c. Faculty	45	-1	-9	-7
13d. Student services staff (career services, student activities, housing, etc.)	48	+5	-2	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+2	-7	-2
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	54	-14	-17	-17
14c. Using learning support services (tutoring services, writing center, etc.)	64	-5	-8	-9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-7	-6	-7
14e. Providing opportunities to be involved socially	43	-21	-22	-25
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	47	-16	-16	-17
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-13	-14	-12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-11	-11	-17
14i. Attending events that address important social, economic, or political issues	27	-14	-16	-18

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.
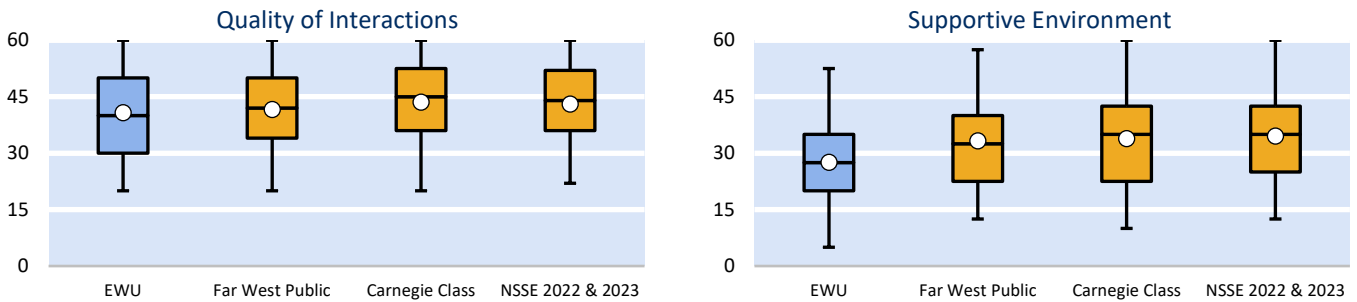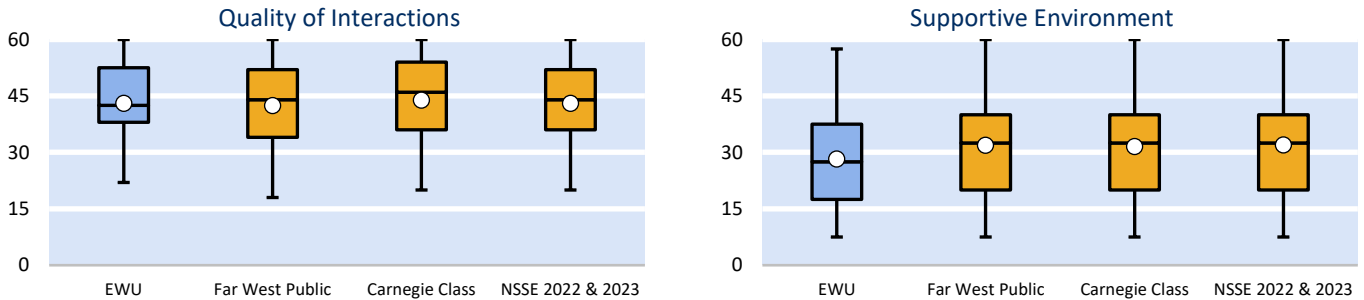
Campus Environment: Seniors

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

	EWU	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2022 & 2023	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.0	42.5	.04	43.9	-.06	43.0	.00
Supportive Environment	28.2	31.9 ***	-.25	31.6 **	-.22	32.0 ***	-.26

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

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.

	EWU	Percentage point difference [a] between your seniors and		
Quality of Interactions		Far West Public	Carnegie Class	NSSE 2022 & 2023
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	56	-2	-3	-3
13b. Academic advisors	48	-2	-8	-5
13c. Faculty	58	+4	-1	+1
13d. Student services staff (career services, student activities, housing, etc.)	46	-0	-4	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+0	-5	-1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	60	-6	-9	-8
14c. Using learning support services (tutoring services, writing center, etc.)	57	-4	-8	-7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-7	-3	-3
14e. Providing opportunities to be involved socially	53	-8	-7	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	50	-11	-8	-8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	23	-12	-12	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	37	-11	-11	-17
14i. Attending events that address important social, economic, or political issues	33	-8	-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.

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NSSE 2023 Engagement Indicators
Comparisons with High-Performing Institutions
Eastern Washington 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 2022 and 2023 NSSE institutions, and
  (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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

| | | EWU | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.1	39.5 **	-.34		42.2 ***	-.56	
	Reflective and Integrative Learning	35.7	37.3	-.13		39.8 ***	-.35	
	Learning Strategies	35.6	39.8 **	-.30		42.8 ***	-.51	
	Quantitative Reasoning	29.0	30.7	-.11		33.4 **	-.28	
Learning with Peers	Collaborative Learning	26.9	33.2 ***	-.46		36.5 ***	-.70	
	Discussions with Diverse Others	37.5	40.5 *	-.20		43.6 ***	-.44	
Experiences with Faculty	Student-Faculty Interaction	19.2	25.4 ***	-.40		29.3 ***	-.66	
	Effective Teaching Practices	34.8	40.1 ***	-.39		43.3 ***	-.63	
Campus Environment	Quality of Interactions	40.8	45.2 ***	-.39		48.1 ***	-.60	
	Supportive Environment	27.6	36.8 ***	-.70		39.6 ***	-.94	

Seniors

| | | EWU | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.9	42.1	-.09	✓	44.7 ***	-.30	
	Reflective and Integrative Learning	37.8	40.6 **	-.23		43.1 ***	-.44	
	Learning Strategies	40.3	40.9	-.04	✓	43.6 **	-.23	
	Quantitative Reasoning	30.2	32.7 *	-.15		36.3 ***	-.37	
Learning with Peers	Collaborative Learning	31.8	34.7 **	-.20		38.1 ***	-.46	
	Discussions with Diverse Others	37.5	41.1 **	-.23		43.9 ***	-.44	
Experiences with Faculty	Student-Faculty Interaction	26.0	29.6 **	-.22		34.3 ***	-.52	
	Effective Teaching Practices	40.8	42.1	-.10		44.7 ***	-.29	
Campus Environment	Quality of Interactions	43.0	45.4 *	-.19		47.9 ***	-.39	
	Supportive Environment	28.2	34.5 ***	-.44		37.7 ***	-.68	

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 current- and prior-year 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 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												
EWU (N = 130)	35.1	15.1	1.32	0	25	35	40	60				
Far West Public	37.8	13.0	.17	20	30	40	45	60	133	-2.7	.046	-.205
Carnegie Class	38.0	13.6	.09	15	30	40	45	60	20,741	-2.9	.015	-.215
NSSE 2022 & 2023	38.3	13.3	.05	20	30	40	45	60	81,947	-3.2	.006	-.242
Top 50%	39.5	13.2	.06	20	30	40	50	60	129	-4.5	.001	-.338
Top 10%	42.2	12.8	.16	20	35	40	55	60	132	-7.2	.000	-.558
Reflective & Integrative Learning												
EWU (N = 152)	35.7	12.3	1.00	17	26	34	43	57				
Far West Public	35.7	11.7	.14	17	29	37	43	57	6,631	-.1	.945	-.006
Carnegie Class	35.3	12.4	.08	17	26	34	43	57	22,743	.4	.683	.033
NSSE 2022 & 2023	35.8	12.2	.04	17	29	37	43	57	89,634	-.1	.898	-.010
Top 50%	37.3	12.0	.05	20	29	37	46	60	49,442	-1.6	.107	-.131
Top 10%	39.8	11.8	.15	20	31	40	49	60	6,580	-4.2	.000	-.354
Learning Strategies												
EWU (N = 114)	35.6	14.1	1.32	13	27	33	40	60				
Far West Public	36.8	13.6	.18	20	27	40	47	60	5,703	-1.2	.334	-.091
Carnegie Class	38.7	14.2	.10	20	27	40	47	60	19,018	-3.1	.020	-.217
NSSE 2022 & 2023	38.2	13.9	.05	20	27	40	47	60	75,498	-2.6	.047	-.186
Top 50%	39.8	13.9	.07	20	27	40	53	60	42,413	-4.2	.001	-.301
Top 10%	42.8	14.0	.15	20	33	40	60	60	8,932	-7.2	.000	-.514
Quantitative Reasoning												
EWU (N = 118)	29.0	15.8	1.46	0	20	27	40	60				
Far West Public	29.4	14.8	.20	7	20	27	40	60	5,796	-.4	.763	-.028
Carnegie Class	29.0	15.7	.11	0	20	27	40	60	19,383	.1	.971	.003
NSSE 2022 & 2023	29.4	15.5	.06	0	20	27	40	60	76,827	-.4	.786	-.025
Top 50%	30.7	15.3	.07	7	20	27	40	60	51,473	-1.7	.243	-.108
Top 10%	33.4	15.4	.17	7	20	33	40	60	8,376	-4.4	.002	-.284
Learning with Peers												
Collaborative Learning												
EWU (N = 171)	26.9	15.3	1.17	5	15	25	35	60				
Far West Public	30.4	13.8	.17	10	20	30	40	55	7,091	-3.5	.001	-.250
Carnegie Class	25.6	16.1	.10	0	15	25	35	55	24,611	1.3	.303	.079
NSSE 2022 & 2023	29.2	15.0	.05	5	20	30	40	55	97,542	-2.3	.042	-.156
Top 50%	33.2	13.9	.06	10	25	35	40	60	57,805	-6.4	.000	-.456
Top 10%	36.5	13.7	.13	15	25	35	45	60	11,728	-9.7	.000	-.704
Discussions with Diverse Others												
EWU (N = 115)	37.5	15.6	1.45	15	25	40	50	60				
Far West Public	37.0	15.3	.20	10	25	40	50	60	5,735	.5	.723	.033
Carnegie Class	36.0	17.0	.12	0	20	40	50	60	19,164	1.5	.352	.087
NSSE 2022 & 2023	38.1	15.8	.06	10	25	40	50	60	76,056	-.6	.685	-.038
Top 50%	40.5	14.8	.07	20	30	40	55	60	46,772	-3.0	.029	-.204
Top 10%	43.6	13.9	.19	20	35	40	60	60	5,585	-6.1	.000	-.440

NSSE 2023 Engagement Indicators

Detailed Statistics[a]
Eastern Washington University

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												
EWU (N = 136)	19.2	14.9	1.28	0	10	20	25	50				
Far West Public	19.3	14.7	.19	0	10	15	30	45	6,373	.0	.979	-.002
Carnegie Class	21.3	15.2	.10	0	10	20	30	50	21,707	-2.1	.108	-.138
NSSE 2022 & 2023	21.6	15.1	.05	0	10	20	30	50	85,463	-2.4	.068	-.157
Top 50%	25.4	15.3	.09	5	15	25	35	60	28,393	-6.1	.000	-.402
Top 10%	29.3	15.3	.24	5	20	25	40	60	4,146	-10.0	.000	-.656
Effective Teaching Practices												
EWU (N = 125)	34.8	14.7	1.32	8	24	36	40	60				
Far West Public	37.4	13.2	.17	16	28	36	48	60	6,122	-2.6	.033	-.193
Carnegie Class	38.7	13.9	.10	16	28	40	48	60	20,661	-3.9	.002	-.282
NSSE 2022 & 2023	38.4	13.3	.05	16	28	40	48	60	81,601	-3.6	.003	-.267
Top 50%	40.1	13.5	.07	16	32	40	52	60	36,571	-5.3	.000	-.394
Top 10%	43.3	13.3	.19	20	36	44	56	60	4,867	-8.4	.000	-.633
Campus Environment												
Quality of Interactions												
EWU (N = 106)	40.8	13.4	1.30	20	30	40	50	60				
Far West Public	41.6	12.0	.17	20	34	42	50	60	108	-.8	.535	-.068
Carnegie Class	43.6	12.4	.10	20	36	45	53	60	16,880	-2.8	.022	-.224
NSSE 2022 & 2023	43.0	11.7	.04	22	36	44	52	60	105	-2.2	.092	-.189
Top 50%	45.2	11.5	.07	24	38	46	54	60	105	-4.4	.001	-.387
Top 10%	48.1	12.1	.16	24	42	50	60	60	108	-7.3	.000	-.605
Supportive Environment												
EWU (N = 105)	27.6	13.7	1.33	5	20	28	35	53				
Far West Public	33.3	13.5	.18	13	23	33	40	58	5,515	-5.7	.000	-.421
Carnegie Class	33.9	14.1	.10	10	23	35	43	60	18,343	-6.3	.000	-.445
NSSE 2022 & 2023	34.6	13.5	.05	13	25	35	43	60	73,033	-7.0	.000	-.514
Top 50%	36.8	13.1	.07	15	28	38	45	60	31,908	-9.1	.000	-.700
Top 10%	39.6	12.8	.21	20	30	40	50	60	3,859	-12.0	.000	-.939

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												
EWU (N = 201)	40.9	13.8	.97	20	30	40	55	60				
Far West Public	40.7	13.8	.13	20	30	40	50	60	11,829	.2	.827	.016
Carnegie Class	40.7	13.9	.08	20	30	40	50	60	30,153	.1	.884	.010
NSSE 2022 & 2023	40.7	13.8	.04	20	30	40	50	60	115,450	.2	.823	.016
Top 50%	42.1	13.7	.06	20	35	40	55	60	53,622	-1.2	.222	-.086
Top 10%	44.7	12.8	.18	20	40	45	60	60	5,328	-3.8	.000	-.298
Reflective & Integrative Learning												
EWU (N = 221)	37.8	13.5	.91	17	29	37	49	60				
Far West Public	39.1	12.8	.12	17	31	40	49	60	12,599	-1.3	.147	-.099
Carnegie Class	38.5	13.0	.07	17	29	40	49	60	32,233	-.7	.426	-.054
NSSE 2022 & 2023	38.7	12.9	.04	17	29	40	49	60	123,238	-.9	.305	-.069
Top 50%	40.6	12.5	.06	20	31	40	51	60	222	-2.8	.002	-.226
Top 10%	43.1	11.8	.17	23	34	43	54	60	235	-5.3	.000	-.444
Learning Strategies												
EWU (N = 187)	40.3	14.7	1.08	13	33	40	53	60				
Far West Public	39.3	14.4	.14	20	27	40	53	60	11,221	1.0	.360	.068
Carnegie Class	39.7	14.7	.09	13	27	40	53	60	28,358	.6	.573	.041
NSSE 2022 & 2023	39.2	14.6	.04	13	27	40	53	60	108,568	1.2	.277	.080
Top 50%	40.9	14.5	.06	20	33	40	53	60	57,440	-.6	.554	-.043
Top 10%	43.6	14.1	.15	20	33	40	60	60	8,534	-3.3	.002	-.230
Quantitative Reasoning												
EWU (N = 191)	30.2	17.7	1.28	0	20	27	40	60				
Far West Public	31.6	16.4	.15	0	20	33	40	60	11,371	-1.3	.260	-.082
Carnegie Class	31.0	16.6	.10	0	20	33	40	60	28,770	-.7	.546	-.044
NSSE 2022 & 2023	31.4	16.6	.05	0	20	33	40	60	110,058	-1.2	.332	-.070
Top 50%	32.7	16.5	.06	7	20	33	40	60	67,710	-2.4	.041	-.148
Top 10%	36.3	16.2	.22	7	20	40	47	60	202	-6.0	.000	-.372
Learning with Peers												
Collaborative Learning												
EWU (N = 248)	31.8	15.0	.95	5	20	30	45	60				
Far West Public	32.2	14.7	.13	10	20	30	40	60	13,127	-.4	.666	-.028
Carnegie Class	27.9	16.9	.09	0	15	30	40	60	252	3.9	.000	.230
NSSE 2022 & 2023	30.3	16.0	.04	0	20	30	40	60	129,545	1.6	.127	.097
Top 50%	34.7	14.2	.06	10	25	35	45	60	54,202	-2.9	.001	-.204
Top 10%	38.1	13.6	.16	15	30	40	50	60	7,551	-6.3	.000	-.461
Discussions with Diverse Others												
EWU (N = 188)	37.5	15.9	1.16	15	25	40	50	60				
Far West Public	39.2	16.0	.15	15	30	40	55	60	11,260	-1.7	.140	-.109
Carnegie Class	37.6	17.1	.10	0	25	40	55	60	28,490	-.1	.942	-.005
NSSE 2022 & 2023	38.8	16.2	.05	10	25	40	55	60	109,117	-1.3	.260	-.082
Top 50%	41.1	15.6	.06	15	30	40	55	60	59,520	-3.6	.002	-.230
Top 10%	43.9	14.8	.19	20	35	45	60	60	6,501	-6.4	.000	-.436

NSSE 2023 Engagement Indicators

Detailed Statistics[a]
Eastern Washington University

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												
EWU (N = 210)	26.0	17.2	1.19	5	10	20	40	60				
Far West Public	22.4	16.2	.15	0	10	20	35	60	12,185	3.6	.001	.223
Carnegie Class	23.3	16.5	.09	0	10	20	35	60	31,098	2.7	.019	.163
NSSE 2022 & 2023	23.7	16.5	.05	0	10	20	35	60	119,002	2.3	.044	.139
Top 50%	29.6	16.2	.10	5	20	30	40	60	26,081	-3.5	.002	-.218
Top 10%	34.3	15.8	.29	10	20	35	45	60	3,155	-8.2	.000	-.516
Effective Teaching Practices												
EWU (N = 200)	40.8	13.5	.95	16	32	40	52	60				
Far West Public	39.7	14.1	.13	16	32	40	52	60	11,825	1.0	.298	.074
Carnegie Class	40.1	14.6	.08	16	32	40	52	60	30,099	.7	.505	.047
NSSE 2022 & 2023	40.0	14.1	.04	16	32	40	52	60	115,238	.7	.464	.052
Top 50%	42.1	13.8	.07	20	32	40	56	60	39,806	-1.4	.157	-.100
Top 10%	44.7	13.4	.17	20	36	44	56	60	6,422	-3.9	.000	-.294
Campus Environment												
Quality of Interactions												
EWU (N = 165)	43.0	11.8	.92	22	38	43	53	60				
Far West Public	42.5	12.9	.13	18	34	44	52	60	10,084	.6	.574	.044
Carnegie Class	43.9	12.8	.08	20	36	46	54	60	25,187	-.8	.407	-.065
NSSE 2022 & 2023	43.0	12.4	.04	20	36	44	52	60	98,861	.0	.999	.000
Top 50%	45.4	12.1	.06	22	38	48	55	60	42,948	-2.3	.014	-.192
Top 10%	47.9	12.5	.12	22	40	50	60	60	10,764	-4.8	.000	-.387
Supportive Environment												
EWU (N = 179)	28.2	14.0	1.04	8	18	28	38	58				
Far West Public	31.9	14.7	.14	8	20	33	40	60	10,951	-3.7	.001	-.252
Carnegie Class	31.6	14.9	.09	8	20	33	40	60	27,590	-3.4	.003	-.225
NSSE 2022 & 2023	32.0	14.5	.04	8	20	33	40	60	106,010	-3.7	.001	-.258
Top 50%	34.5	14.3	.07	10	25	35	45	60	39,362	-6.3	.000	-.440
Top 10%	37.7	13.9	.23	15	28	38	48	60	3,942	-9.4	.000	-.677

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.