

## NSSE 2013 Engagement Indicators by Student Major Report University of Washington (Seattle)

### Interpreting the Engagement Indicators by Major Group Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four themes: *Academic Challenge*, *Learning with Peers*, *Experiences with Faculty*, and *Campus Environment*.

Each EI was scored on a 60-point scale. To produce an indicator score, the response set for each item was converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items were averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item. For more information on EIs and their psychometric properties, refer to the NSSE Web site: [nsse.iub.edu](http://nsse.iub.edu).

### Key Terms and Features in this Report

#### Sample

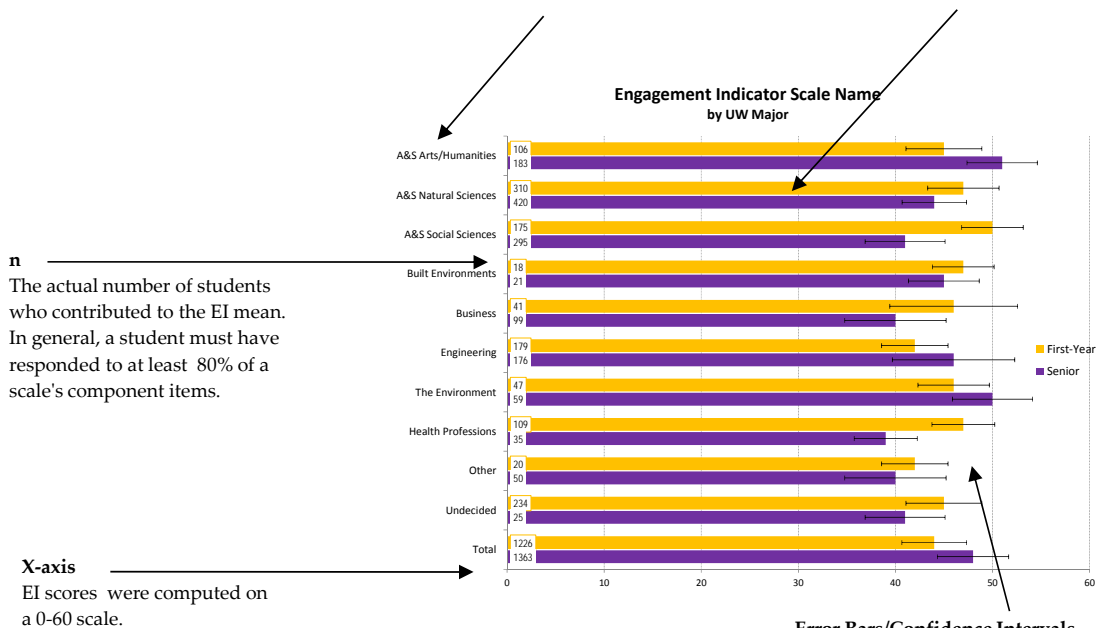
The Engagement Indicators by Major Field report is based on information from all randomly selected students at UW-Seattle.

#### Major Group

EI scores are reported for eight groups of majors within UW-Seattle. Major classifications were based on recodes of the EDW-provided PRIMARY major. Major fields with less than eighteen respondents in a given class are not reported.

#### Class

EI scores are reported separately for first-year students and seniors. Institution-reported class levels are used. Note that first-year reports of major are more likely to be unstable, and interpretations of first-year results should be made with caution.



## Detailed Statistics

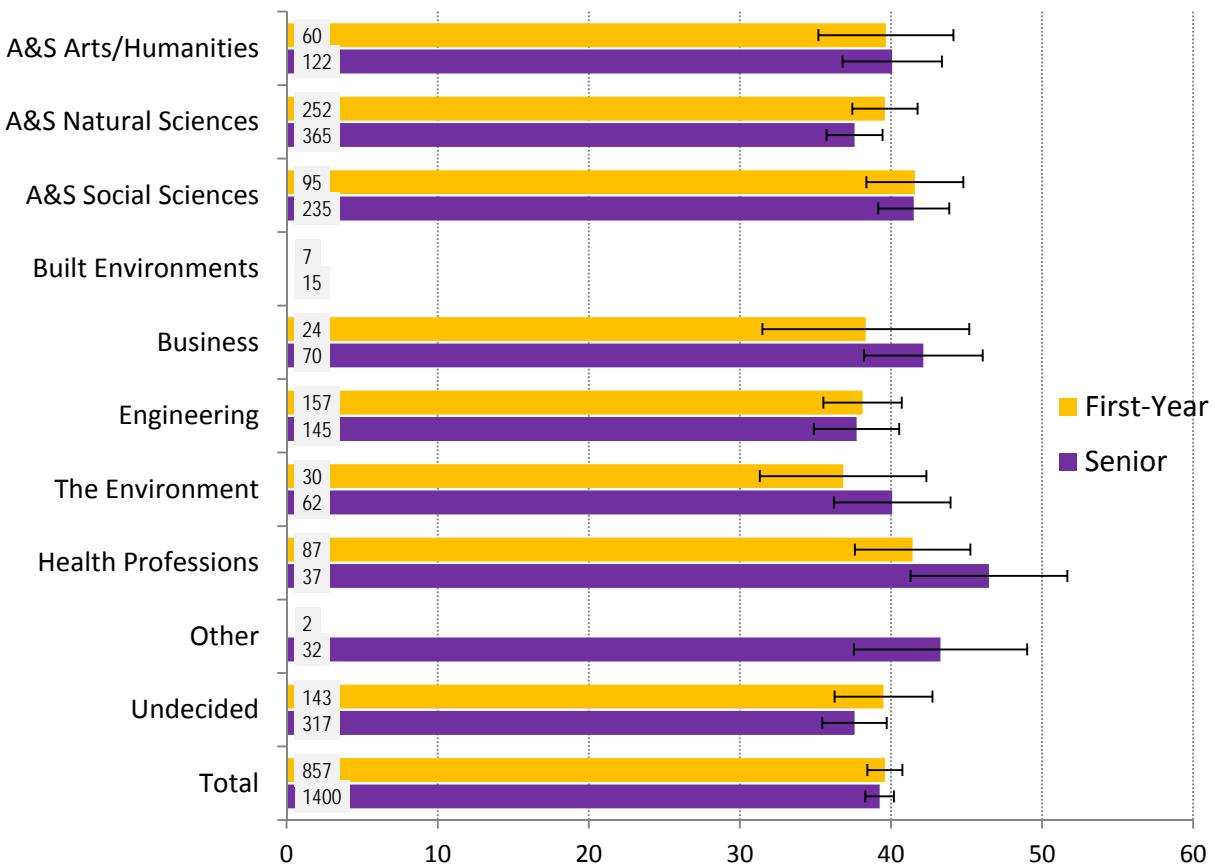
### First-Year Students

Scale		A&S Arts/ Human.	A&S Natural Sci.	A&S Social Sci.	Built Environ.	Business	Engineer- ing	Environ- ment	Health Professions	Other	Undecided	Total
Higher-Order Learning	<i>Mn</i>	39.7	39.6	41.6	39.3	38.3	38.1	36.8	41.4	42.5	39.5	39.6
	SD	13	13.2	11.9	15.7	11.9	12.5	10.9	13.5	24.7	14.9	13.2
	<i>n</i>	60	252	95	7	24	157	30	87	2	143	857
Reflective & Integrative Learning	<i>Mn</i>	41.1	34.8	41	35.6	35.6	31.6	35.2	36	30	34.1	35.4
	SD	12.9	11.2	12	15.5	12.6	11.5	10.9	12.4	2	13.7	12.4
	<i>n</i>	62	258	102	7	24	163	31	88	2	148	885
Learning Strategies	<i>Mn</i>	39.4	37.9	42.9	45.3	41.1	36.2	40.7	40.2	40	39	38.9
	SD	12.3	13.3	13.6	15.2	16.8	13.8	14	14.2	9.4	14	13.8
	<i>n</i>	56	230	89	5	18	153	28	84	2	129	794
Quantitative Reasoning	<i>Mn</i>	21.4	28.2	28.1	22.2	29.7	29.9	33.1	28.7	16.7	28.5	28.3
	SD	11.6	14.7	15.3	17.2	19.1	14.5	13.9	15.2	4.7	16.4	15.1
	<i>n</i>	59	247	100	6	24	160	29	84	2	144	855
Collaborative Learning	<i>Mn</i>	34.1	32.8	33.7	30	37.7	36.6	34.1	34.5	30	33.1	34.1
	SD	13.1	12.5	13.3	11	14.4	13.7	12.9	12.9	0	14.1	13.3
	<i>n</i>	63	258	102	6	24	168	32	92	2	151	898
Discussions with Diverse Others	<i>Mn</i>	43.2	41.2	42.8	32	48.7	40.9	44.3	44.9	17.5	39.2	41.7
	SD	14	15.1	15.6	13	13.7	15.8	11.2	14.4	3.5	16.2	15.3
	<i>n</i>	57	233	92	5	19	154	29	85	2	133	809
Student – Faculty Interaction	<i>Mn</i>	18.1	17.9	18.9	22.9	19	17.3	16.7	19.5	10	18.1	18.1
	SD	14.5	14	14.1	10.7	12.3	14.1	11.3	15.8		14	14.1
	<i>n</i>	60	252	99	7	24	159	29	87	1	148	866
Effective Teaching Practices	<i>Mn</i>	39.7	37.2	40.1	45.7	40.3	37.6	36.3	38	40	38.7	38.3
	SD	10.7	13.1	10.2	16.9	11.7	11.7	11.5	12.9	28.3	12.2	12.2
	<i>n</i>	59	252	99	7	24	160	30	88	2	147	868
Quality of Interactions	<i>Mn</i>	39.2	39.2	39.5	46.3	43.4	38.4	39.4	38.7	43	37.6	39
	SD	10.1	11.2	11.9	5.6	11.4	12.4	9.1	10.4	9.9	13.9	11.7
	<i>n</i>	50	211	80	5	17	133	29	80	2	114	721
Supportive Environment	<i>Mn</i>	35.7	35.7	36.2	33.7	41.7	34.3	31.3	37	27.5	34.9	35.5
	SD	10.5	11.9	13.4	6.3	10.3	12.2	9.6	12.7	10.6	12.8	12.2
	<i>n</i>	55	215	87	5	18	147	27	79	2	124	759

**Seniors**

Scale		A&S Arts/ Human.	A&S Natural Sci.	A&S Social Sci.	Built Environ.	Business	Engineer- ing	Environ- ment	Health Professions	Other	Undecided	Total
Higher-Order Learning	<i>Mn</i>	40.1	37.6	41.5	44	42.1	37.7	40.1	46.5	43.3	37.6	39.3
	<i>SD</i>	13.9	13.7	13.9	9.3	12.4	13	11.4	11.6	11.8	14.7	13.8
	<i>n</i>	122	365	235	15	70	145	62	37	32	317	1400
Reflective & Integrative Learning	<i>Mn</i>	42.5	34.8	43.4	41.5	39.2	31.9	39.5	42	40.1	38.7	38.3
	<i>SD</i>	12.2	12.5	12.7	9.3	12.4	9.5	11.7	11.8	12.9	13.1	12.8
	<i>n</i>	130	377	245	15	70	151	65	38	34	324	1449
Learning Strategies	<i>Mn</i>	40.2	40.1	40.8	34.8	40.9	35.6	39.6	43	34.4	41.5	40
	<i>SD</i>	15.7	13.6	13.7	9.5	14.2	15.8	13.7	12.7	12.6	14.4	14.3
	<i>n</i>	123	351	232	14	65	140	61	33	32	304	1355
Quantitative Reasoning	<i>Mn</i>	17.3	33.1	28.1	36.9	42.9	38.7	37.9	35.5	25.8	29.3	31.2
	<i>SD</i>	14.7	16.1	16.3	16.5	14.2	16.2	16.7	13.4	13.5	17.9	17.3
	<i>n</i>	124	365	239	15	71	147	63	37	32	323	1416
Collaborative Learning	<i>Mn</i>	31.1	35.4	30.2	39.4	42.4	40.5	36.3	38.2	38	33.4	34.8
	<i>SD</i>	14.1	14.1	13.5	11.7	12.3	12.9	11.5	14	11.1	14.2	14
	<i>n</i>	127	383	252	16	74	155	63	39	37	336	1482
Discussions with Diverse Others	<i>Mn</i>	42.7	41.2	44.2	40.7	49.7	43.7	42.7	47.4	42	42.9	43.1
	<i>SD</i>	14.5	15.5	14.3	19.7	12	15	15	13.7	14.7	14.2	14.8
	<i>n</i>	122	352	231	14	66	140	60	31	32	303	1351
Student – Faculty Interaction	<i>Mn</i>	24.5	19.4	20.2	32.3	25.8	20.7	23.3	21.4	20.8	19.9	21
	<i>SD</i>	14.3	13.4	15.3	14.3	15.5	13.3	13.7	13.2	16.3	14.5	14.3
	<i>n</i>	125	371	237	15	72	148	62	37	32	325	1424
Effective Teaching Practices	<i>Mn</i>	39.9	36.9	39.4	33.1	42.4	37.3	39.4	38.9	36.7	39	38.5
	<i>SD</i>	12.1	12.4	11.7	7.3	12.3	12.8	13.1	12	7.8	13.4	12.5
	<i>n</i>	127	373	239	15	72	148	63	37	34	324	1432
Quality of Interactions	<i>Mn</i>	40.7	39.7	39.8	39.5	43.9	41.3	42.2	42.7	46.2	38.4	40.2
	<i>SD</i>	10.8	10.8	10.8	9	12	9.7	8.5	13.2	7.3	11.7	10.9
	<i>n</i>	117	333	215	13	62	130	59	28	30	288	1275
Supportive Environment	<i>Mn</i>	30.4	32.3	30.4	29.1	34.7	31.8	33.3	33.4	35.2	31.5	31.8
	<i>SD</i>	14.2	12.9	12.9	8.9	14.7	12.7	10.2	13.8	11.3	13.1	13
	<i>n</i>	117	340	222	13	61	127	59	32	31	288	1290

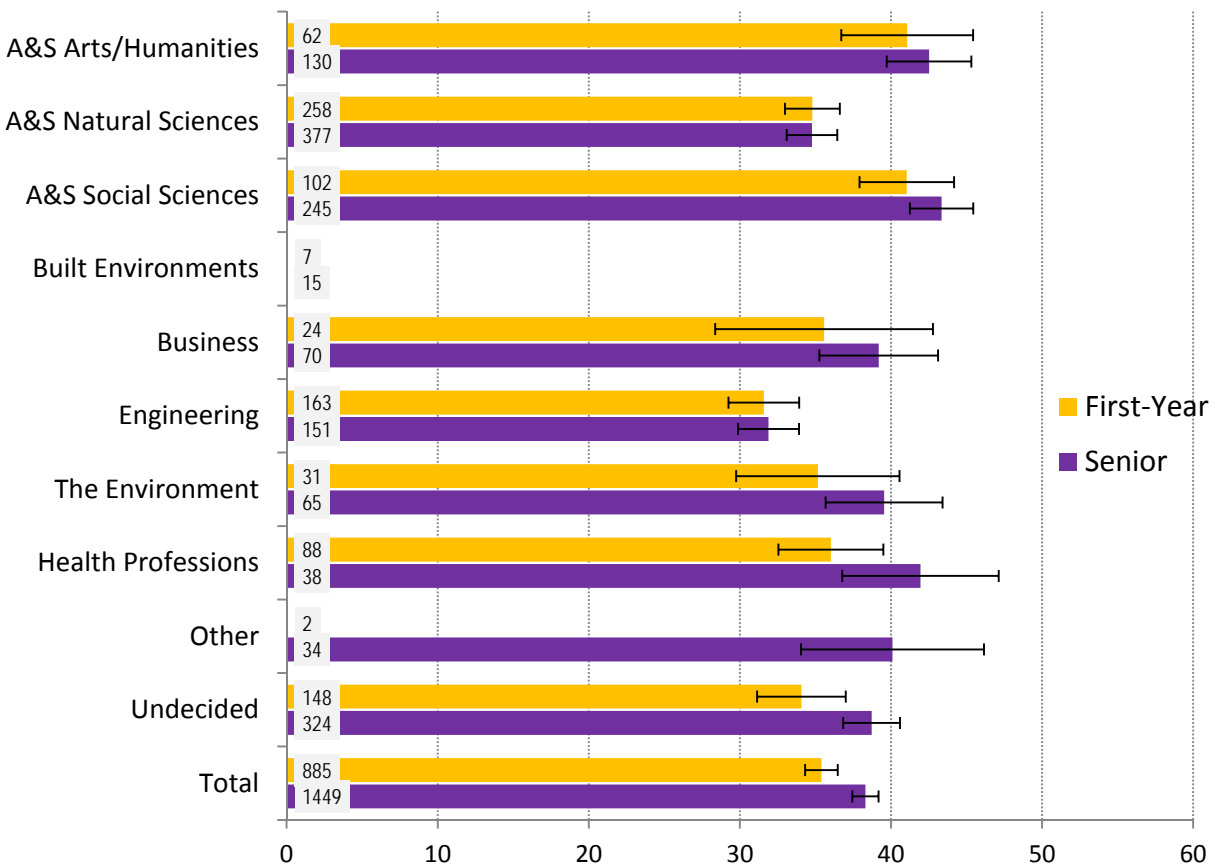
### Higher-Order Learning by UW Major (2013)



#### Items

- During the current school year, how much has your coursework emphasized the following?
  - 4b. Applying facts, theories, or methods to practical problems or new situations
  - 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts
  - 4d. Evaluating a point of view, decision, or information source
  - 4e. Forming a new idea or understanding from various pieces of information

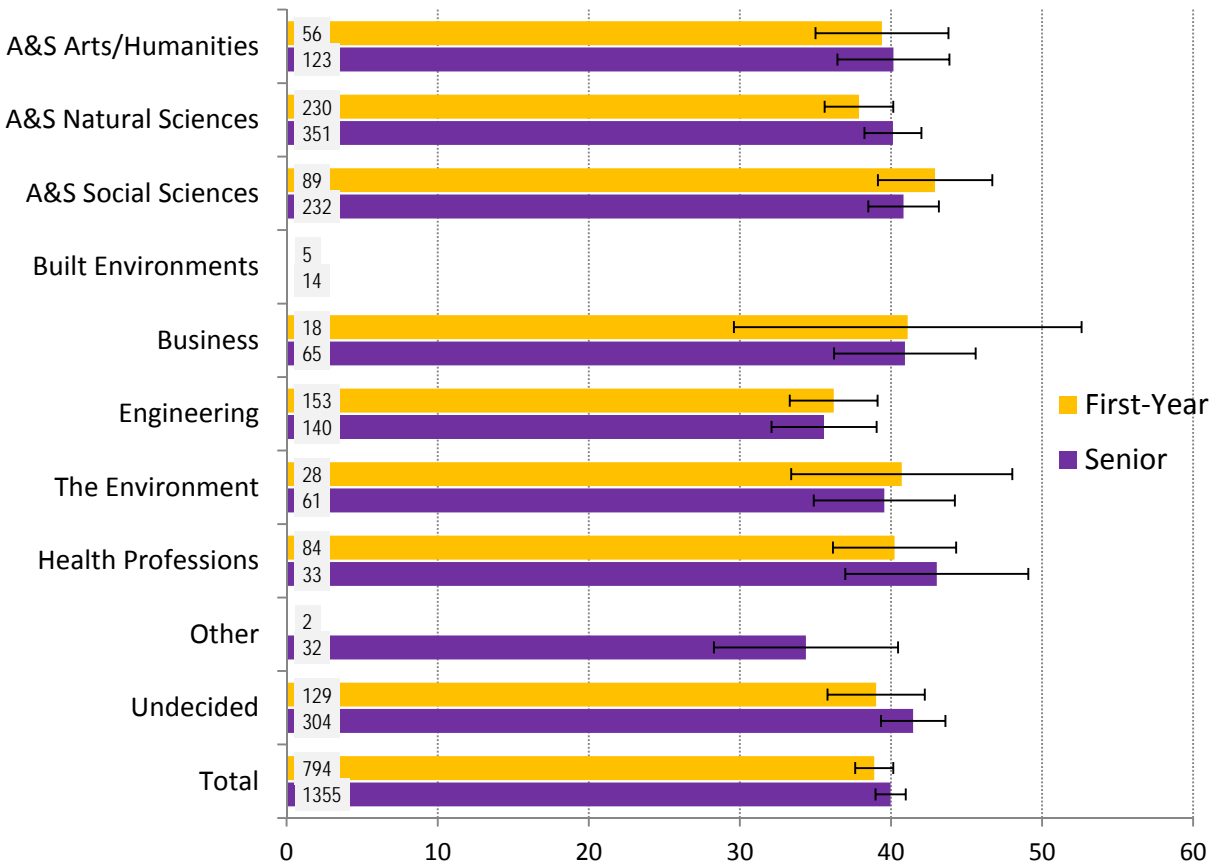
### Reflective & Integrative Learning by UW Major (2013)



#### Items

- During the current school year, about how often have you done the following?
  - 2a. Combined ideas from different courses when completing assignments
  - 2b. Connected your learning to societal problems or issues
  - 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
  - 2d. Examined the strengths and weaknesses of your own views on a topic or issue
  - 2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
  - 2f. Learned something that changed the way you understand an issue or concept
  - 2g. Connected ideas from your courses to your prior experiences and knowledge

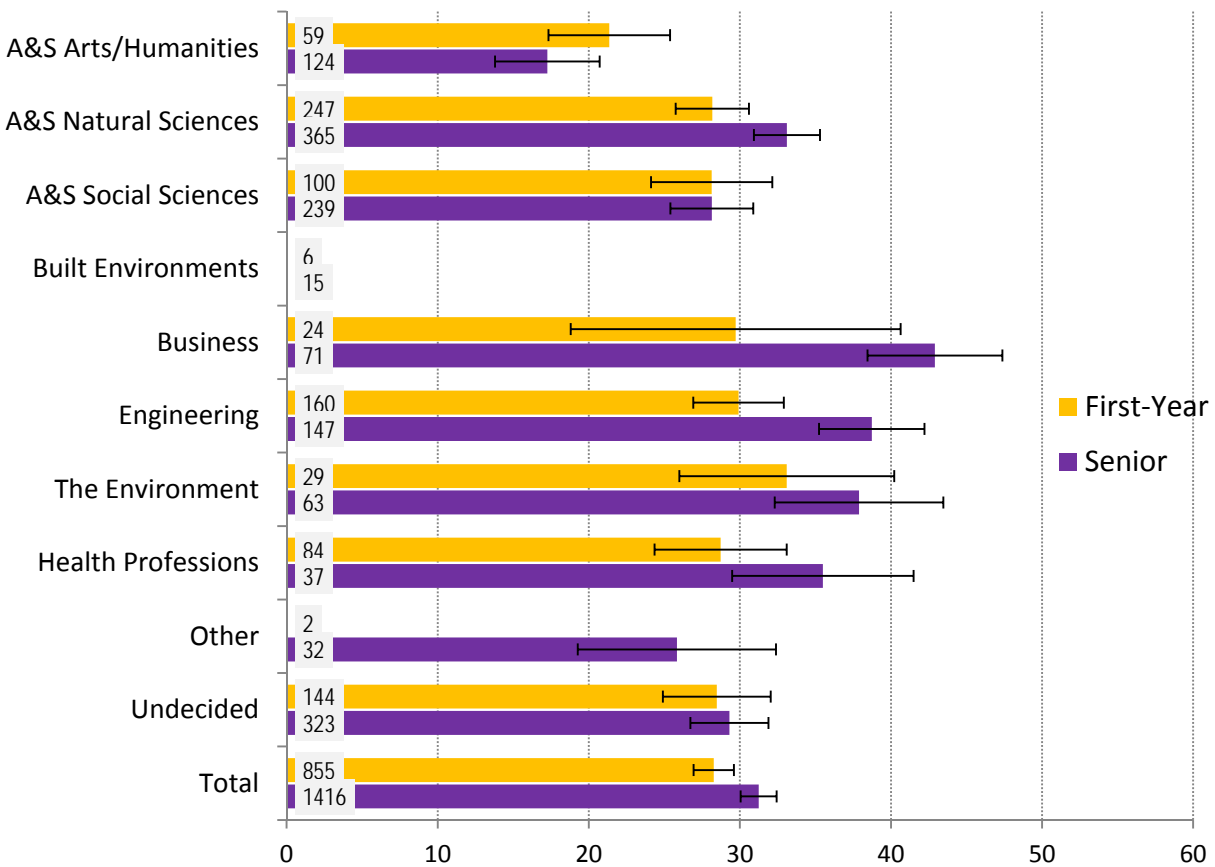
**Learning Strategies by UW Major  
(2013)**



**Items**

- During the current school year, about how often have you done the following?
  - 9a. Identified key information from reading assignments
  - 9b. Reviewed your notes after class
  - 9c. Summarized what you learned in class or from course materials

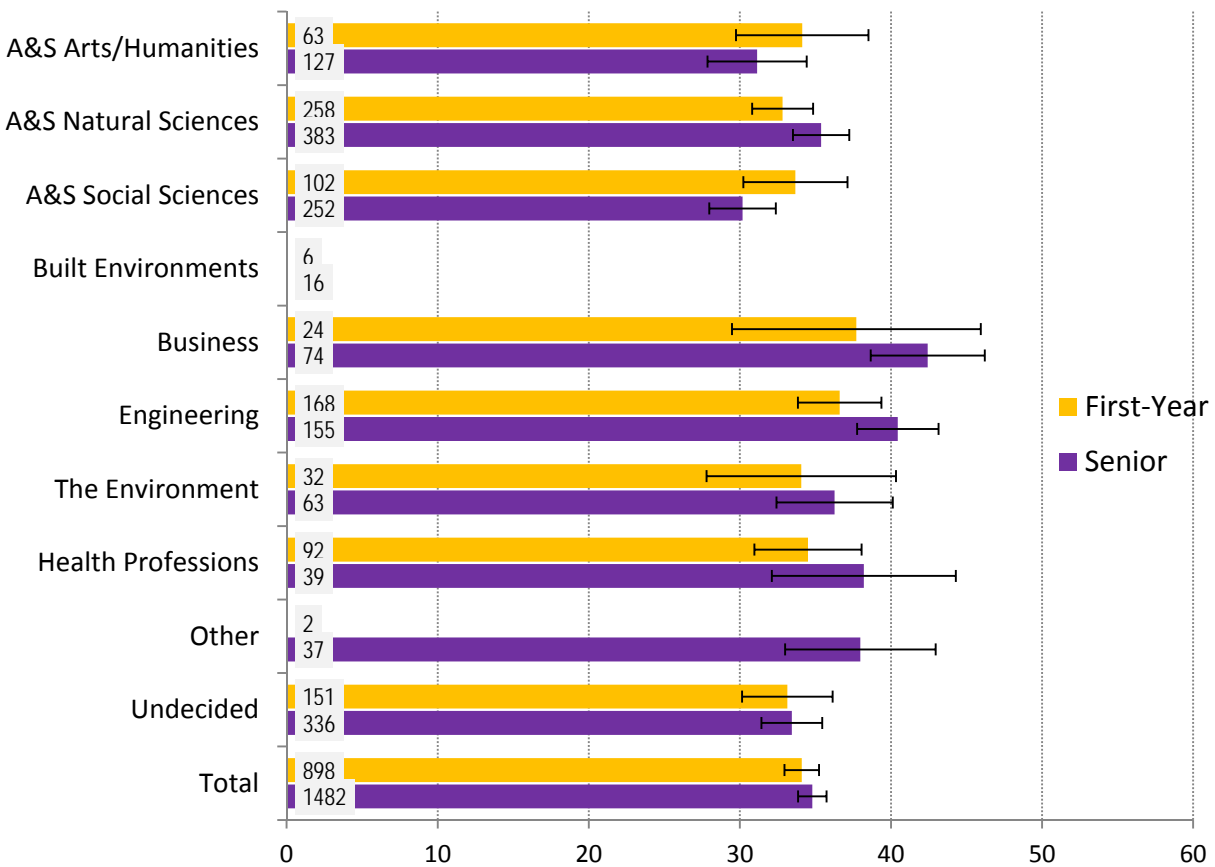
Quantitative Reasoning by UW Major  
(2013)



**Items**

- During the current school year, about how often have you done the following?
  - 6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
  - 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
  - 6c. Evaluated what others have concluded from numerical information

**Collaborative Learning by UW Major  
(2013)**

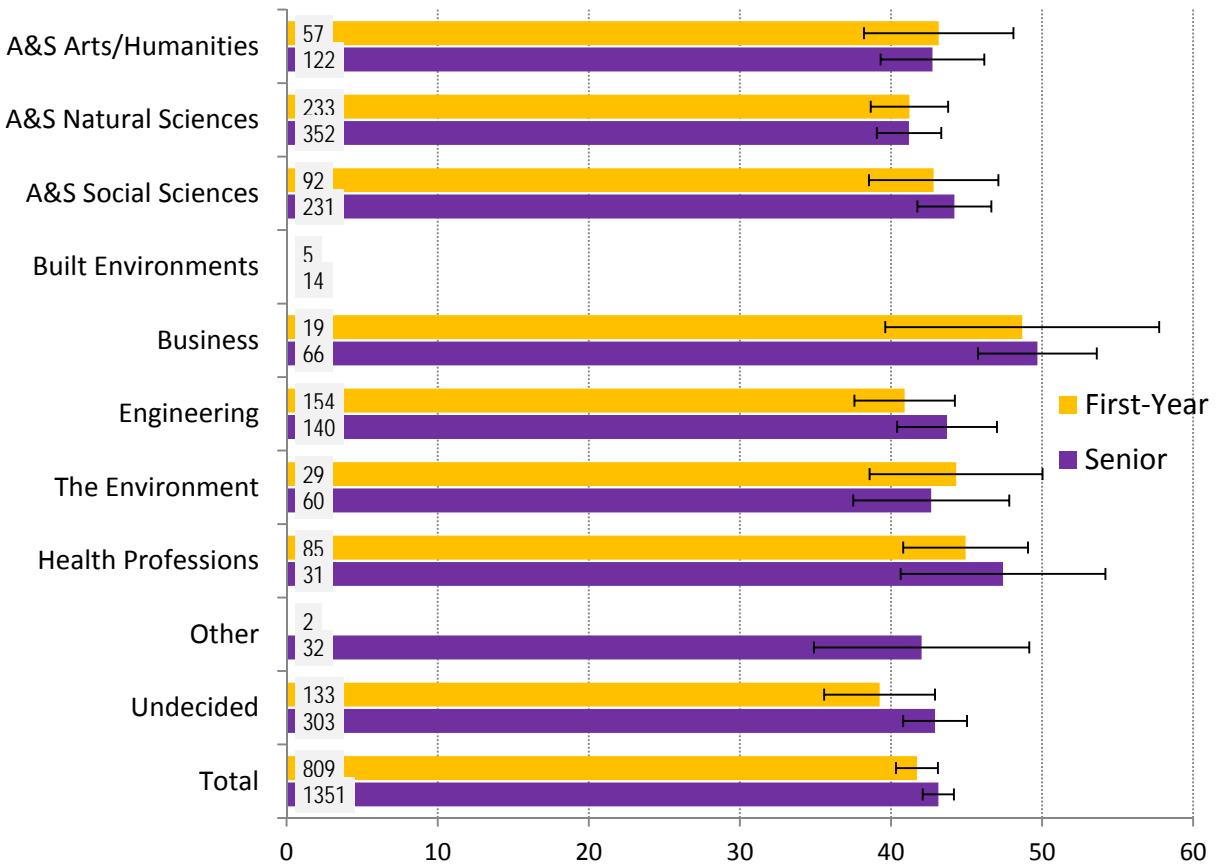


**Items**

- During the current school year, about how often have you done the following?
  - 1e. Asked another student to help you understand course material
  - 1f. Explained course material to one or more students
  - 1g. Prepared for exams by discussing or working through course material with other students
  - 1h. Worked with other students on course projects or assignments



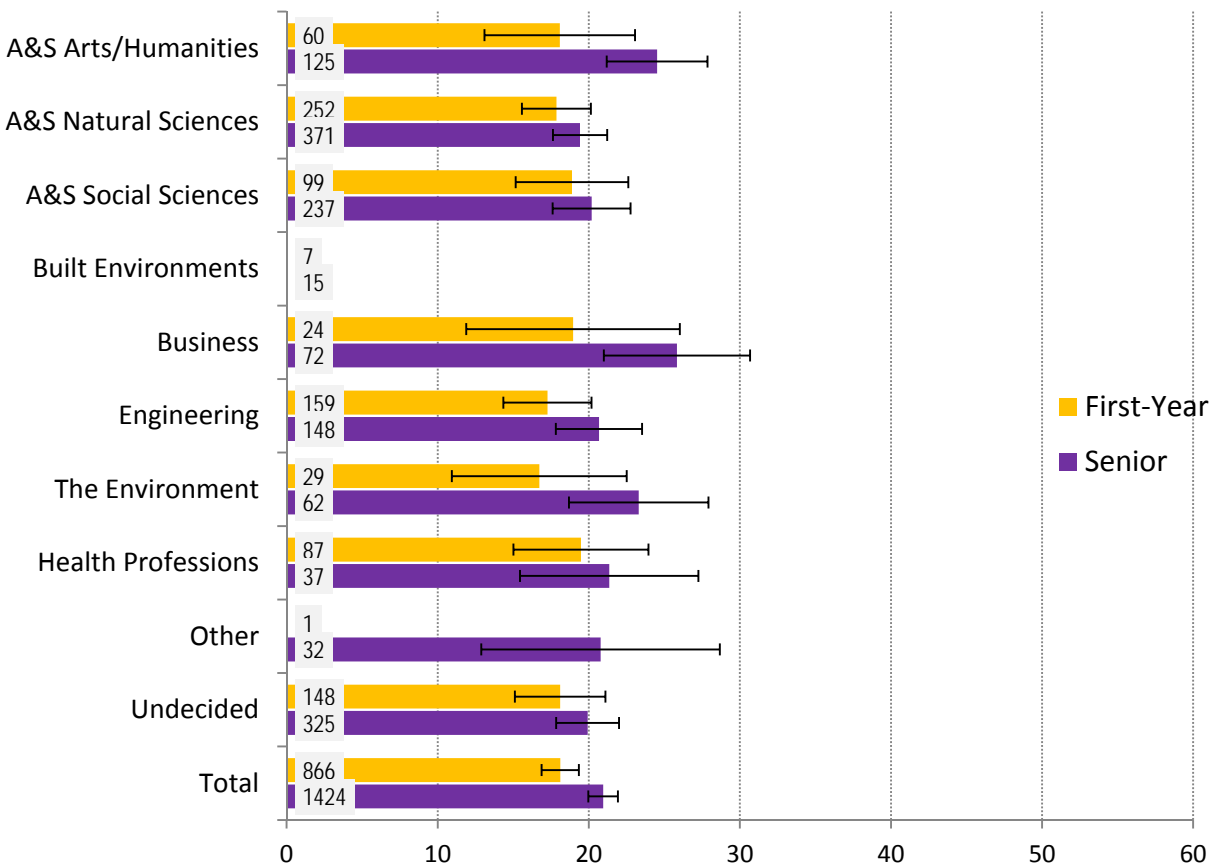
**Discussions with Diverse Others by UW Major  
(2013)**



**Items**

- During the current school year, about how often have you had discussions with people from the following groups?
  - 8a. People from a race or ethnicity other than your own
  - 8b. People from an economic background other than your own
  - 8c. People with religious beliefs other than your own
  - 8d. People with political views other than your own

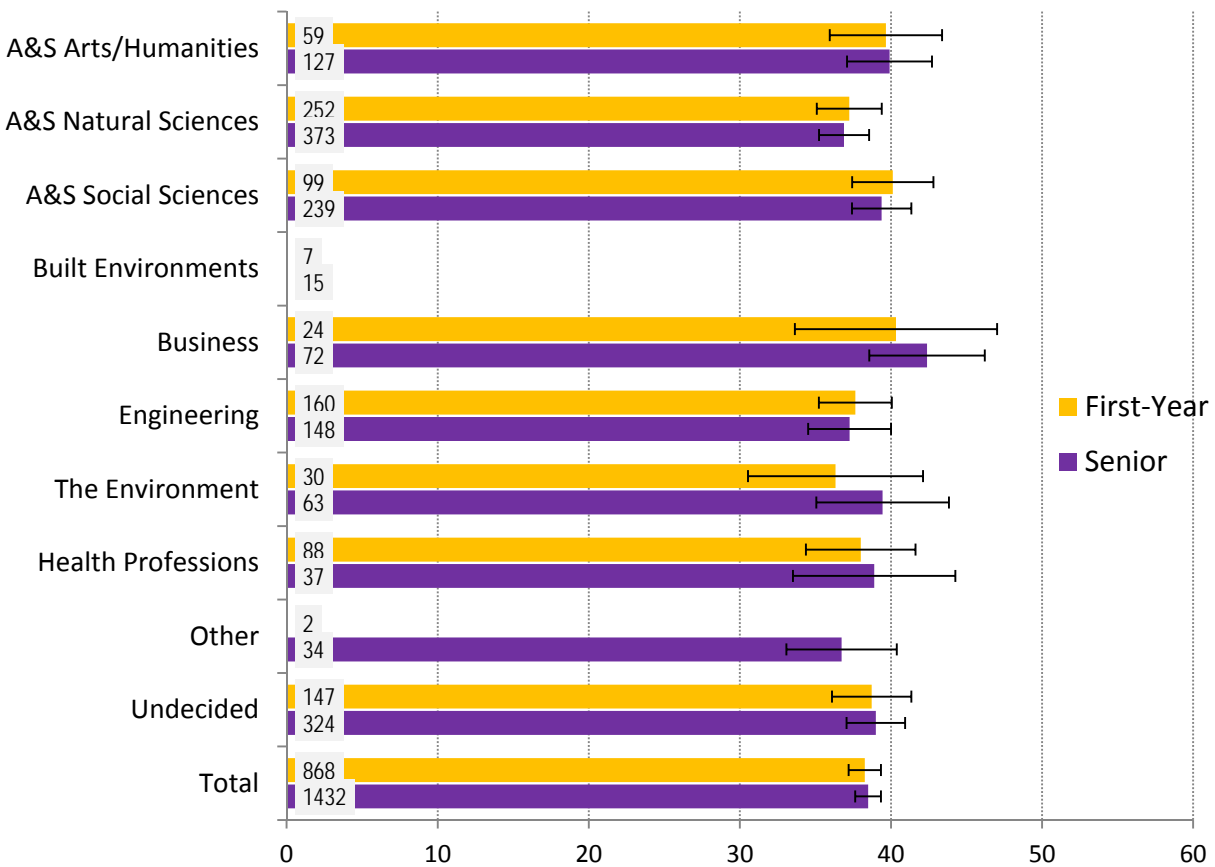
**Student-Faculty Interaction by UW Major  
(2013)**



**Items**

- During the current school year, about how often have you done the following?
  - 3a. Talked about career plans with a faculty member
  - 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)
  - 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class
  - 3d. Discussed your academic performance with a faculty member

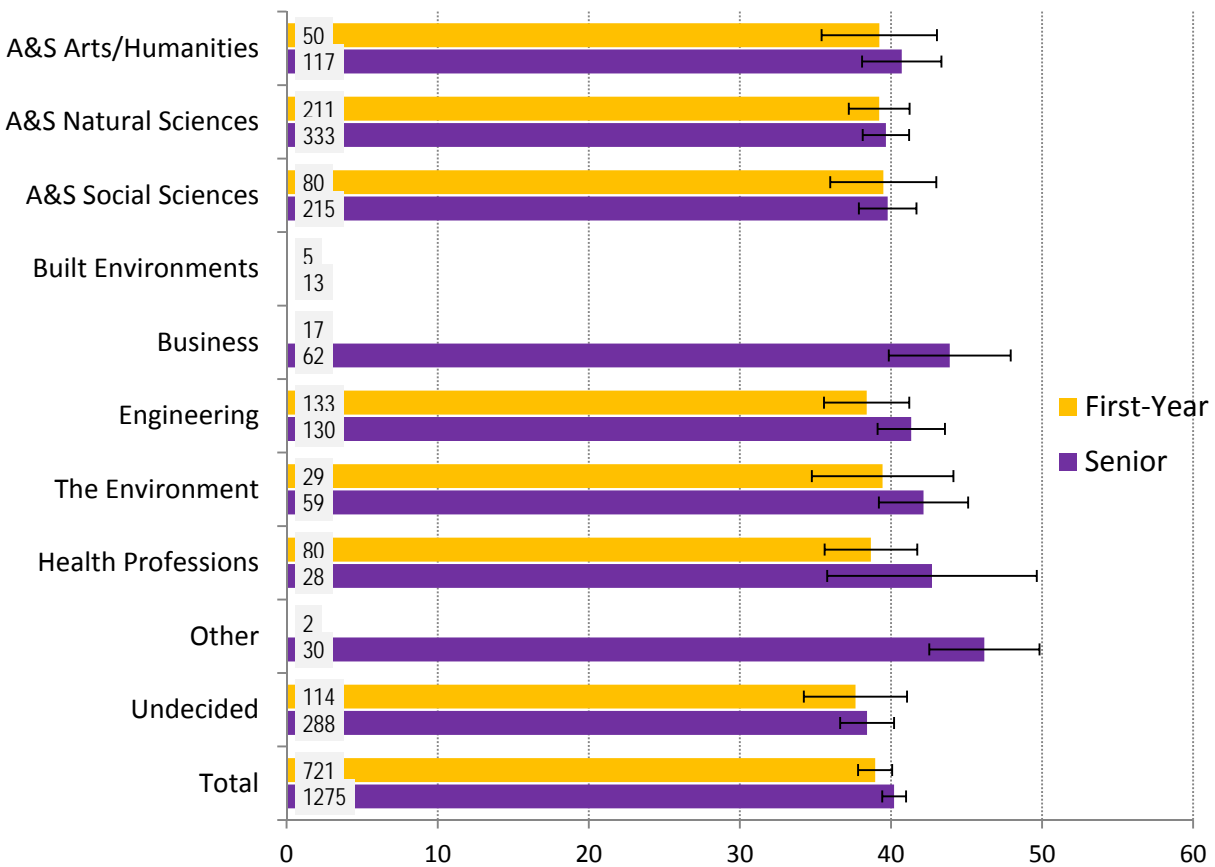
**Effective Teaching Practices by UW Major  
(2013)**



**Items**

- During the current school year, to what extent have your instructors done the following?
  - 5a. Clearly explained course goals and requirements
  - 5b. Taught course sessions in an organized way
  - 5c. Used examples or illustrations to explain difficult points
  - 5d. Provided feedback on a draft or work in progress
  - 5e. Provided prompt and detailed feedback on tests or completed assignments

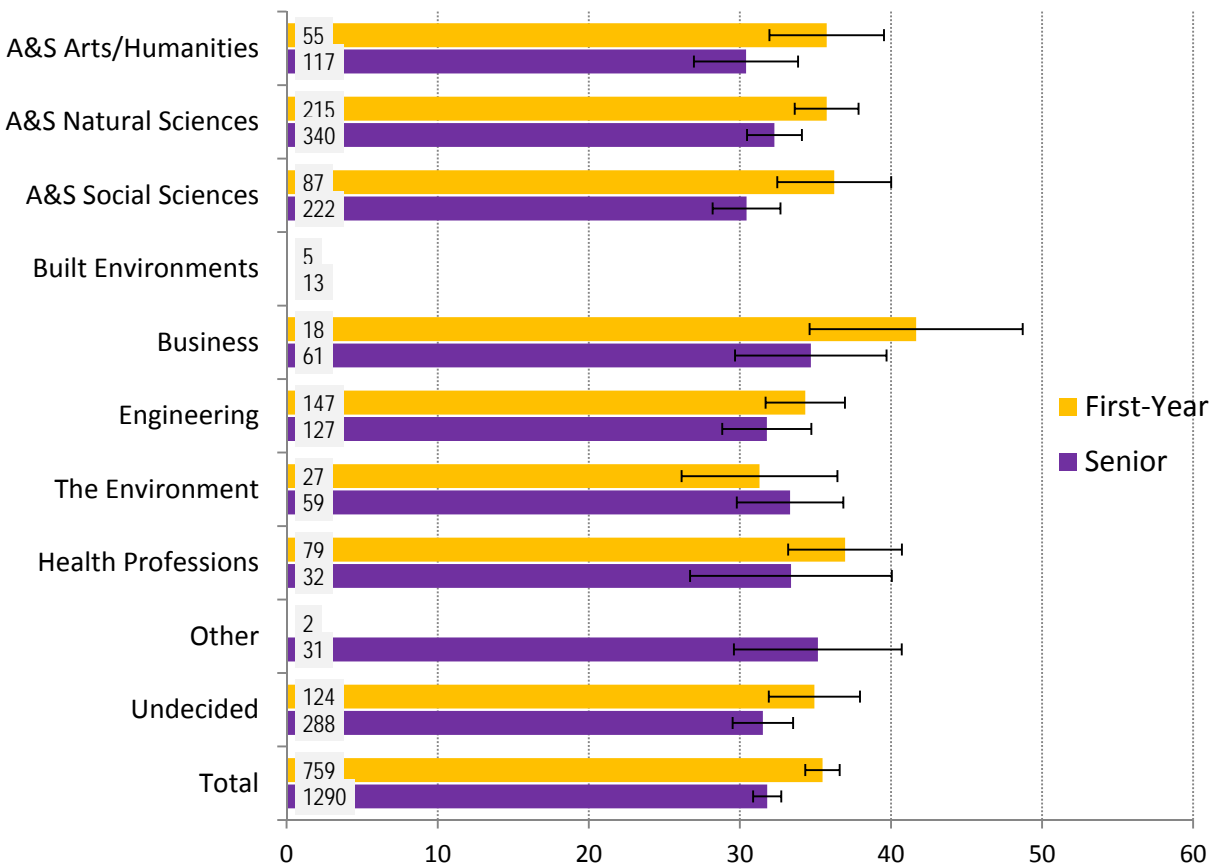
Quality of Interactions by UW Major  
(2013)



**Items**

- Indicate the quality of your interactions with the following people at your institution.
  - 13a. Students
  - 13b. Academic advisors
  - 13c. Faculty
  - 13d. Student services staff (career services, student activities, housing, etc.)
  - 13e. Other administrative staff and offices (registrar, financial aid, etc.)

### Supportive Environment by UW Major (2013)



#### Items

- How much does your institution emphasize the following?
  - 14b. Providing support to help students succeed academically
  - 14c. Using learning support services (tutoring services, writing center, etc.)
  - 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)
  - 14e. Providing opportunities to be involved socially
  - 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)
  - 14g. Helping you manage your non-academic responsibilities (work, family, etc.)
  - 14h. Attending campus activities and events (performing arts, athletic events, etc.)
  - 14i. Attending events that address important social, economic, or political issues

**APPENDIX**  
**Majors represented in Major Groups (2013)**

**Arts & Sciences: Arts and Humanities**

Art, Art History, Design  
Asian Languages and Literature  
Classical Studies  
Comparative History of Ideas  
Comparative Literature  
Dance  
Digital Arts and Experimental Media  
Drama  
English  
Chinese, French, German, Japanese,  
Korean, Russian, Spanish  
Humanities  
Interdisciplinary Visual Arts  
Linguistics  
Music, Applied Music  
Near Eastern Languages and Civilization  
Scandinavian Studies  
Pre-Art, Pre-Humanities

**Arts & Sciences: Social Sciences**

American Ethnic Studies  
American Indian Studies  
Anthropology  
Communication  
Economics  
Geography  
Gender, Women, and Sexuality Studies  
History  
International Studies  
Law, Societies, and Justice  
Philosophy  
Political Science  
Social Sciences  
Sociology  
Pre-Social Sciences

**Arts & Sciences: Natural Sciences**

Astronomy  
Biology, Microbiology, Neurobiology  
Chemistry, Biochemistry  
Mathematics, Applied and Computational Math Sciences  
Physics  
Psychology  
Speech and Hearing Sciences  
Statistics  
Pre-Sciences

**Built Environments**

**Business**

**The Environment**

Aquatic and Fishery Science  
Atmospheric Science  
Bioresource Science and Engineering  
Earth and Space Sciences  
Environmental Science and Resource Management  
Environmental Studies  
Oceanography  
Pre- Bioresource Science and Engineering

**Engineering**

Aeronautics and Astronautics  
Bioengineering  
Chemical Engineering  
Civil and Environmental Engineering  
Computer Engineering, Computer Science, CSE  
Electrical Engineering  
Human Centered Design and Engineering  
Industrial Engineering  
Materials Science and Engineering  
Mechanical Engineering  
Pre-Engineering

**Health Professions**

Environmental Health  
Health Informatics and Health Information Management  
Medical Technology  
MEDEX Certificate, MEDEX Degree Program  
Nursing  
Public Health  
Pre-Health Sciences  
Pre-Nursing

**Other**

Early Childhood and Family Studies  
Informatics  
Social Welfare  
Individualized Studies

**Undecided**

[No Response]  
Non-matriculated  
Pre-Major, Extended Pre-Major