NSSE 2023
Frequencies and Statistical Comparisons
Wright State University
The Frequencies and Statistical Comparisons report presents item-by-item student responses and statistical comparisons that allow you to examine patterns of similarity and difference between your students and those at your comparison group institutions. The report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website (nsse.indiana.edu) or contact a member of the NSSE team.

1. **Class level:** As reported by your institution.

2. **Item numbers:** Numbering corresponds to the instrument available on the NSSE website.

3. **Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

4. **Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.

5. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

   **Note:** Column percentages and statistics are weighted by institution-reported sex and enrollment status. Comparison group statistics are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: go.iu.edu/NSSE-weights

6. **Statistical comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (*p < .05, **p < .01, ***p < .001). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes will generate more statistically significant results even when the magnitude of mean differences are inconsequential. Consult effect sizes (see #7) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t-tests. Exceptions are items 11 a-f which are compared using a z-test.

7. **Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large (NSSE adjusts this to .1/.3/.5 for the Engagement Indicators). A positive effect size indicates that your institution’s mean was greater than that of the comparison group, thus showing a favorable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. Effect sizes for independent t-tests use Cohen’s d; z-tests use Cohen’s h. Cohen’s d is calculated by dividing the mean difference by the pooled standard deviation. Cohen’s h is calculated by taking the difference in the proportion of students who responded “Done or in progress” after the proportion has been transformed using a non-linear (arcsine) transformation. See: Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd edition). New York: Psychology Press.

8. **Key to symbols:**

   - ▲ 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.
   - ▽ Your students’ average was significantly lower (p < .05) with an effect size at least .3 in magnitude.
   - ▼ Your students’ average was significantly lower (p < .05) with an effect size less than .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context. You may not see all of these symbols in your report.
# First-Year Students

## Frequency Distributions

### Item wording or description

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<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Count</th>
<th>%</th>
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### Statistical Comparisons

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* nsse 2023 FREQUENCIES AND STATISTICAL COMPARISONS • 3

* *p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### First-Year Students

#### Frequency Distributions<br>NSSE 2023 Frequencies and Statistical Comparisons<br>Wright State University

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<th>Item wording or description</th>
<th>Variable name</th>
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* *p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
## First-Year Students

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## Statistical Comparisons

**Your first-year students compared with**

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<th>Count</th>
<th>%</th>
<th>Count</th>
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<td>2.5</td>
<td>-.01</td>
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<td>2.6</td>
<td>-.03</td>
<td>2.6</td>
<td>-.01</td>
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<tr>
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<td>25,223</td>
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<td>2.7</td>
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## 3. During the current school year, how much has your coursework emphasized the following?

| a. Talked about career plans with a faculty member | SFotherwork | 1 | Never | 148 | 50 | 2,184 | 44 | 7,416 | 47 | 80,784 | 47 | 1.8 | 1.9 | -.03 | 1.8 | .03 | 1.8 | .02 |
| 2 | Sometimes | 74 | 25 | 1,704 | 32 | 4,938 | 31 | 56,528 | 31 | 1.9 | 2.0 | -.03 | 2.0 | -.01 | 2.0 | .02 |
| 3 | Often | 43 | 15 | 834 | 15 | 2,325 | 14 | 27,145 | 15 | 2.0 | 2.1 | -.03 | 2.1 | -.01 | 2.1 | .02 |
| 4 | Very often | 28 | 10 | 459 | 8 | 1,158 | 7 | 13,946 | 8 | 2.1 | 2.2 | -.03 | 2.2 | -.01 | 2.2 | .02 |
| Total | 293 | 100 | 5,181 | 100 | 15,837 | 100 | 178,403 | 100 | **|** | **|** | **|** | **|** | **|** | **|** |

| b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) | SFdiscuss | 1 | Never | 90 | 32 | 1,477 | 30 | 5,121 | 33 | 55,035 | 33 | 2.1 | 2.1 | -.01 | 2.1 | .05 | 2.1 | .03 |
| 2 | Sometimes | 116 | 39 | 2,197 | 42 | 6,465 | 41 | 71,466 | 40 | 2.2 | 2.2 | -.01 | 2.2 | .09 | 2.2 | .02 |
| 3 | Often | 60 | 21 | 976 | 19 | 2,827 | 18 | 34,396 | 19 | 2.3 | 2.3 | -.01 | 2.3 | .09 | 2.3 | .02 |
| 4 | Very often | 22 | 8 | 489 | 9 | 1,271 | 8 | 15,530 | 9 | 2.4 | 2.4 | -.01 | 2.4 | .09 | 2.4 | .02 |
| Total | 288 | 100 | 5,139 | 100 | 15,684 | 100 | 176,427 | 100 | **|** | **|** | **|** | **|** | **|** | **|** |

| c. Discussed course topics, ideas, or concepts with a faculty member outside of class | SPerform | 1 | Never | 66 | 23 | 1,211 | 26 | 4,075 | 27 | 41,344 | 25 | 2.2 | 2.2 | -.06 | 2.2 | .09 | 2.2 | .02 |
| 2 | Sometimes | 133 | 46 | 2,298 | 44 | 6,976 | 44 | 78,183 | 44 | 2.3 | 2.3 | -.06 | 2.3 | .09 | 2.3 | .02 |
| 3 | Often | 63 | 21 | 1,106 | 20 | 3,229 | 20 | 39,511 | 22 | 2.4 | 2.4 | -.06 | 2.4 | .09 | 2.4 | .02 |
| 4 | Very often | 29 | 11 | 521 | 9 | 1,387 | 9 | 17,330 | 10 | 2.5 | 2.5 | -.06 | 2.5 | .09 | 2.5 | .02 |
| Total | 291 | 100 | 5,136 | 100 | 15,667 | 100 | 176,368 | 100 | **|** | **|** | **|** | **|** | **|** | **|** |

| d. Discussed your academic performance with a faculty member | memozize | 1 | Very little | 9 | 3 | 156 | 4 | 529 | 4 | 7,116 | 4 | 2.9 | 2.9 | -.03 | 2.9 | -.01 | 2.9 | -.01 |
| 2 | Some | 88 | 31 | 1,291 | 26 | 4,143 | 27 | 46,126 | 27 | 3.0 | 3.0 | -.03 | 3.0 | -.01 | 3.0 | -.01 |
| 3 | Quite a bit | 117 | 41 | 2,324 | 46 | 6,997 | 45 | 77,552 | 44 | 3.1 | 3.1 | -.03 | 3.1 | -.01 | 3.1 | -.01 |
| 4 | Very much | 73 | 25 | 1,332 | 24 | 3,864 | 24 | 44,185 | 25 | 3.2 | 3.2 | -.03 | 3.2 | -.01 | 3.2 | -.01 |
| Total | 287 | 100 | 5,103 | 100 | 15,533 | 100 | 174,979 | 100 | **|** | **|** | **|** | **|** | **|** | **|** |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

### Notes:
- *NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS* • 5
### First-Year Students

**Item wording or description**

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<th>Response options</th>
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<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
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#### Frequency Distributions

5. During the current school year, to what extent have your instructors done the following?

**a. Clearly explained course goals and requirements**

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**b. Taught course sessions in an organized way**

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#### Statistical Comparisons

Your first-year students compared with

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</table>

*Core:* Applying facts, theories, or methods to practical problems or new situations.

**ETgoals**

5. During the current school year, to what extent have your instructors done the following?

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**ETorganize**

5. During the current school year, to what extent have your instructors done the following?

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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.*

NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS • 6
### Frequency Distributions

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* p<.05, ** p<.01, *** p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### 1. Enabled you to demonstrate your learning through quizzes, assignments, and other activities?

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<th>Count</th>
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<th>Count</th>
<th>%</th>
<th>Count</th>
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### 6. During the current school year, about how often have you done the following?

#### a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

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<th>%</th>
<th>Count</th>
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<th>Count</th>
<th>%</th>
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#### b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

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<th>Count</th>
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#### c. Evaluated what others have concluded from numerical information

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<th>Count</th>
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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### NSSE 2023 Frequencies and Statistical Comparisons

**Wright State University**

### First-Year Students

#### Frequency Distributions

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|                            |               | 18     | 16-20            | 0     | 0 | 23    | 1 | 64    | 0 | 725   | 1 |
|                            |               | 23     | More than 20     | 1     | 0 | 24    | 1 | 90    | 1 | 1,273 | 1 |
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#### Statistical Comparisons

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### 8. During the current school year, about how often have you had discussions with people from the following groups?

#### People of races or ethnicities other than your own

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#### People from economic backgrounds other than your own

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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.**
### Frequency Distributions

**Variables**
- DDreligion: People with religious beliefs other than your own
- DDpolitical: People with political views other than your own
- ddsexorient: People with sexual orientations other than your own
- ddcountry: People from countries other than your own
- LSreading: Identified key information from reading assignments
- LSnotes: Reviewed your notes after class

**Response options**
- Never
- Sometimes
- Often
- Very often

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**Statistical Comparisons**

*Not available in the provided text.*

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9. During the current school year, about how often have you done the following?

**a. Identified key information from reading assignments**
- LSreading
  - Never
  - Sometimes
  - Often
  - Very often

**b. Reviewed your notes after class**
- LSnotes
  - Never
  - Sometimes
  - Often
  - Very often

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.*
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10. During the current school year, to what extent have your courses challenged you to do your best work?

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11. Which of the following have you done while in college or do you plan to do before you graduate?

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### First-Year Students

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- `d`
- `e`
- `f`

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- **%**

#### Response options
- **Count**
- **%**

#### Item wording or description
- *d. Participate in a study abroad program*
- *e. Work with a faculty member on a research project*
- *f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)*

#### Frequency Distributions

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#### Notes
- *p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.*

### 12. About how many of your courses at this institution have included a community-based project (service-learning)?

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#### Notes
- *p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.*

### 13. Indicate the quality of your interactions with the following people at your institution.

#### a. Students

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#### Notes
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*NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS • 12"
### First-Year Students

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*NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS • 13*

*a:p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.*

Your first-year students compared with:
### First-Year Students

**Frequency Distributions**

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### 14. How much does your institution emphasize the following?

| a. Spending significant amounts of time studying and on academic work | empstudy | 1 | Very little | 4 | 2 | 74 | 2 | 217 | 2 | 2,682 | 2 | 3.0 | .04 | .02 | .04 |
| 2 | Some | 51 | 20 | 916 | 21 | 2,820 | 21 | 31,181 | 21 | 3.0 | .04 | .02 | .04 |
| 3 | Quite a bit | 134 | 53 | 2,219 | 49 | 6,731 | 49 | 72,905 | 48 | 3.0 | .04 | .02 | .04 |
| 4 | Very much | 63 | 25 | 1,285 | 29 | 3,826 | 28 | 46,439 | 28 | 3.0 | .04 | .02 | .04 |
| Total | 252 | 100 | 4,494 | 100 | 13,594 | 100 | 153,207 | 100 | 3.0 | .04 | .02 | .04 |

| b. Providing support to help students succeed academically | SEacademic | 1 | Very little | 14 | 6 | 146 | 3 | 514 | 4 | 6,572 | 5 | 2.9 | .03 | .01 | .01 |
| 2 | Some | 58 | 22 | 995 | 23 | 3,211 | 24 | 36,266 | 24 | 2.9 | .03 | .01 | .01 |
| 3 | Quite a bit | 112 | 44 | 2,027 | 46 | 6,083 | 45 | 66,539 | 43 | 2.9 | .03 | .01 | .01 |
| 4 | Very much | 68 | 28 | 1,313 | 28 | 3,744 | 26 | 43,452 | 28 | 2.9 | .03 | .01 | .01 |
| Total | 252 | 100 | 4,481 | 100 | 13,552 | 100 | 152,829 | 100 | 2.9 | .03 | .01 | .01 |

| c. Using learning support services (tutoring services, writing center, etc.) | SElearnsup | 1 | Very little | 24 | 9 | 298 | 7 | 822 | 6 | 9,793 | 7 | 3.0 | .01 | .02 | .01 |
| 2 | Some | 52 | 21 | 888 | 21 | 2,634 | 20 | 30,459 | 20 | 3.0 | .01 | .02 | .01 |
| 3 | Quite a bit | 87 | 34 | 1,794 | 41 | 5,455 | 41 | 59,714 | 39 | 3.0 | .01 | .02 | .01 |
| 4 | Very much | 88 | 36 | 1,503 | 31 | 4,632 | 33 | 52,703 | 34 | 3.0 | .01 | .02 | .01 |
| Total | 251 | 100 | 4,483 | 100 | 13,543 | 100 | 152,669 | 100 | 3.0 | .01 | .02 | .01 |

| d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | SEdiverse | 1 | Very little | 32 | 12 | 348 | 8 | 1,405 | 10 | 15,827 | 11 | 2.7 | .13 | .03 | .01 |
| 2 | Some | 76 | 30 | 1,175 | 27 | 3,920 | 29 | 44,957 | 30 | 2.7 | .13 | .03 | .01 |
| 3 | Quite a bit | 88 | 33 | 1,730 | 39 | 5,069 | 38 | 55,488 | 36 | 2.7 | .13 | .03 | .01 |
| 4 | Very much | 56 | 25 | 1,220 | 26 | 3,131 | 23 | 36,266 | 24 | 2.7 | .13 | .03 | .01 |
| Total | 252 | 100 | 4,473 | 100 | 13,525 | 100 | 152,538 | 100 | 2.7 | .13 | .03 | .01 |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

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NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS • 14
### First-Year Students

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<th>Effect size</th>
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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
# Frequency Distributions

**NSSE 2023 Frequencies and Statistical Comparisons**

**Wright State University**

## First-Year Students

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<th>Variable name</th>
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<th>Response options</th>
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## Statistical Comparisons

**Your first-year students compared with**

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15. **NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS** • 16

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### Frequency Distributions

**NSSE 2023 Frequencies and Statistical Comparisons**

**Wright State University**

**First-Year Students**

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### Estimated number of hours working for pay

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### Statistical Comparisons

**Your first-year students compared with**

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<th>Effect size a</th>
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*Note: p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
## NSSE 2023 Frequencies and Statistical Comparisons
### Wright State University

### First-Year Students

**Item wording or description**

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<th>Count</th>
<th>%</th>
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<td>114</td>
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| f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) | tmrelaxhrs | 0 hrs | 4 | 1 | 42 | 1 | 205 | 2 |
| | | 1-5 hrs | 50 | 19 | 658 | 14 | 2,387 | 17 |
| | | 6-10 hrs | 63 | 25 | 1,237 | 28 | 3,589 | 26 |
| | | 11-15 hrs | 50 | 20 | 1,032 | 24 | 2,966 | 22 |
| | | 16-20 hrs | 49 | 18 | 710 | 16 | 2,045 | 16 |
| | | 21-25 hrs | 18 | 7 | 337 | 8 | 984 | 8 |
| | | 26-30 hrs | 7 | 4 | 151 | 4 | 412 | 3 |
| | | More than 30 hrs | 12 | 5 | 259 | 6 | 814 | 6 |
| | Total | | 253 | 100 | 4,426 | 100 | 13,402 | 100 |

| g. Providing care for dependents (children, parents, etc.) | tmcarehrs | 0 hrs | 192 | 78 | 3,731 | 84 | 10,576 | 80 |
| | | 1-5 hrs | 31 | 12 | 348 | 7 | 1,245 | 9 |
| | | 6-10 hrs | 9 | 3 | 126 | 3 | 480 | 3 |
| | | 11-15 hrs | 10 | 4 | 86 | 2 | 330 | 3 |
| | | 16-20 hrs | 4 | 1 | 52 | 1 | 201 | 2 |
| | | 21-25 hrs | 1 | 0 | 46 | 1 | 137 | 1 |
| | | 26-30 hrs | 1 | 0 | 12 | 0 | 61 | 0 |
| | | More than 30 hrs | 3 | 1 | 30 | 1 | 352 | 2 |
| | Total | | 251 | 100 | 4,431 | 100 | 13,382 | 100 |

### Frequency Distributions

**NSSE 2023 Frequencies and Statistical Comparisons**

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<th>US Schools</th>
<th>Wright State</th>
<th>IUC Main Campus</th>
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<td>Effect size</td>
<td>Mean</td>
<td>Effect size</td>
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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS • 18
### Commuting to campus (driving, walking, etc.)

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### Time spent reading

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*Screen only: NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS • 20*

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### First-Year Students

#### Item wording or description
- Developing or clarifying a personal code of values and ethics
- Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- Solving complex real-world problems
- Being an informed and active citizen

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#### Statistical Comparisons

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### Questions

**19. How would you evaluate your entire educational experience at this institution?**
- Poor
- Fair
- Good
- Excellent

**20. If you could start over again, would you go to the same institution you are now attending?**
- Definitely no
- Probably no
- Probably yes
- Definitely yes

---

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.*
First-Year Students

### Frequency Distributions

#### 21. Do you intend to return to this institution next year?

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### Statistical Comparisons

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*Means indicate the percentage who responded "Yes.")

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### 1. During the current school year, about how often have you done the following?

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* NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS • 23

\*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### Frequency Distributions *a*

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### Statistical Comparisons *b*

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### 4. During the current school year, how much has your coursework emphasized the following? | memonize | | | | | | | | | |
| a. Memorizing course material | | | | | | | | | |
| 1 | Very little | 31 | 10 | 407 | 8 | 1,565 | 9 | 16,579 | 8 | 2.7 | -.08 |
| 2 | Some | 93 | 31 | 1,542 | 30 | 5,398 | 31 | 61,530 | 31 | 2.7 | -.08 |
| 3 | Quite a bit | 119 | 39 | 1,990 | 39 | 6,630 | 38 | 78,103 | 38 | 2.7 | -.08 |
| 4 | Very much | 62 | 21 | 1,237 | 24 | 3,883 | 22 | 46,071 | 22 | 2.7 | -.08 |
| Total | 305 | 100 | 5,176 | 100 | 17,476 | 100 | 202,283 | 100 | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.*
### Senior Item Wording or Description

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5. During the current school year, to what extent have your instructors done the following?

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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS • 26
### Frequency Distributions

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*Statistical Comparisons*

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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.*
### Item wording or description

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### Wright State

#### Frequency Distributions

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#### Statistical Comparisons

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### 6. During the current school year, about how often have you done the following?

#### a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

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#### b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

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<td>16</td>
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#### c. Evaluated what others have concluded from numerical information

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### 7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)

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### Wright State

#### Frequency Distributions

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#### Statistical Comparisons

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|                             |               | 1.5    | 1-2              | 90    | 32 | 1,326 | 27 | 4,796 | 30 | 59,093 | 30 |
|                             |               | 4      | 3-5              | 32    | 11 | 365   | 8  | 1,464 | 9  | 19,038 | 10 |
|                             |               | 8      | 6-10             | 6     | 2  | 145   | 3  | 558   | 3  | 7,820  | 4  |
|                             |               | 13     | 11-15            | 6     | 2  | 97    | 2  | 328   | 2  | 4,517  | 3  |
|                             |               | 18     | 16-20            | 6     | 2  | 39    | 1  | 128   | 1  | 1,539  | 1  |
|                             |               | 23     | More than 20     | 5     | 2  | 59    | 1  | 217   | 1  | 2,474  | 2  |
|                             |               | Total  |                 | 287   | 100| 4,787 | 100| 16,216| 100| 188,316| 100|

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### Statistical Comparisons

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### NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS

8. During the current school year, about how often have you had discussions with people from the following groups?

#### a. People of races or ethnicities other than your own

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<th>DDrace</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
<th>Total</th>
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<td>32</td>
<td>37</td>
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<td>29</td>
<td>50</td>
<td>37</td>
<td>93</td>
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<td>159</td>
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#### b. People from economic backgrounds other than your own

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<th>Sometimes</th>
<th>Often</th>
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*<p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.*

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**NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS • 29**
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<td>33</td>
<td>59,847</td>
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| 9. During the current school year, about how often have you done the following? | | | |
| a. Identified key information from reading assignments | LReading | 1 | Never | 13 | 5 | 169 | 4 | 527 | 4 | 5,166 | 3 |
|                          |              | 2 | Sometimes | 67 | 24 | 1,051 | 22 | 3,374 | 22 | 37,205 | 20 |
|                          |              | 3 | Often | 107 | 37 | 1,952 | 41 | 6,795 | 42 | 79,441 | 42 |
|                          |              | 4 | Very often | 101 | 34 | 1,578 | 33 | 5,392 | 33 | 64,918 | 34 |
|                          |              |   | Total | 288 | 100 | 4,750 | 100 | 16,088 | 100 | 186,730 | 100 |
| b. Reviewed your notes after class | LSnotes | 1 | Never | 19 | 7 | 355 | 8 | 1,182 | 8 | 12,234 | 7 |
|                          |              | 2 | Sometimes | 79 | 27 | 1,431 | 31 | 4,620 | 30 | 52,868 | 28 |
|                          |              | 3 | Often | 98 | 35 | 1,562 | 33 | 5,407 | 33 | 63,482 | 34 |
|                          |              | 4 | Very often | 92 | 31 | 1,402 | 29 | 4,875 | 29 | 58,063 | 31 |
|                          |              |   | Total | 288 | 100 | 4,750 | 100 | 16,084 | 100 | 186,647 | 100 |

* p<.05, ** p<.01, *** p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
## NSSE 2023 Frequencies and Statistical Comparisons

### Wright State University

### Frequency Distributions

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### Statistical Comparisons

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<td>c. Summarized what you learned in class or from course materials</td>
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### 10. During the current school year, to what extent have your courses challenged you to do your best work?

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### 11. Which of the following have you done while in college or do you plan to do before you graduate?

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<th>Plan to do</th>
<th>Done or in progress</th>
<th>Total</th>
<th>%</th>
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*b.p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.*
### Frequency Distributions

#### d. Participate in a study abroad program

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#### e. Work with a faculty member on a research project

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#### f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)

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### Statistical Comparisons

#### d. Participate in a study abroad program

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#### e. Work with a faculty member on a research project

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#### f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)

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### 12. About how many of your courses at this institution have included a community-based project (service-learning) *

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#### 13. Indicate the quality of your interactions with the following people at your institution.

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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### Seniors

#### Frequency Distributions

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* **p<.05, ***p<.01, ****p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.*
### Frequency Distributions

#### Your seniors compared with NSSE 2023 Frequencies and Statistical Comparisons at Wright State University

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#### Statistical Comparisons

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<th>Great Lakes Public</th>
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#### Other administrative staff and offices (Registrar, financial aid, etc.)

- **Very little**: 16 (6), 240 (6), 909 (6), 10,658 (6)
- **Some**: 90 (31), 1,272 (29), 4,186 (28), 46,936 (26)
- **Quite a bit**: 116 (41), 1,971 (42), 6,731 (43), 75,523 (41)
- **Very much**: 63 (22), 1,186 (23), 3,958 (24), 49,544 (27)
- Total: 285 (100), 4,674 (100), 15,813 (100), 182,985 (100)

#### Supporting students academically

- **Very little**: 37 (13), 498 (11), 1,608 (11), 17,743 (10)
- **Some**: 80 (28), 1,279 (29), 4,089 (27), 45,579 (25)
- **Quite a bit**: 97 (34), 1,729 (37), 5,974 (38), 68,024 (37)
- **Very much**: 71 (25), 1,163 (23), 3,958 (24), 49,544 (27)
- Total: 285 (100), 4,669 (100), 15,784 (100), 182,661 (100)

#### Using learning support services (tutoring services, writing center, etc.)

- **Very little**: 45 (16), 512 (12), 2,345 (15), 25,861 (15)
- **Some**: 88 (32), 1,521 (34), 5,061 (33), 56,215 (31)
- **Quite a bit**: 93 (33), 1,546 (32), 5,008 (32), 59,262 (32)
- **Very much**: 55 (19), 1,082 (22), 3,328 (20), 40,889 (22)
- Total: 281 (100), 4,661 (100), 15,742 (100), 182,227 (100)

---

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.*
## NSSE 2023 Frequencies and Statistical Comparisons
### Wright State University

### Seniors

#### Frequency Distributions

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<th>Count</th>
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#### Statistical Comparisons

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<th>95% CI</th>
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#### Frequency Distributions

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<th>Count</th>
<th>%</th>
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<th>%</th>
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#### Statistical Comparisons

<table>
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<tr>
<th>Your seniors compared with</th>
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<th>Effect size</th>
<th>95% CI</th>
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<tr>
<td>IUC Main Campus</td>
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<tr>
<td>Great Lakes Public</td>
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<td>-.05</td>
<td></td>
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#### Frequency Distributions

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<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
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<tbody>
<tr>
<td>Helping you manage your non-academic responsibilities (work, family, etc.)</td>
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#### Statistical Comparisons

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#### Frequency Distributions

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<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Attending campus activities and events (performing arts, athletic events, etc.)</td>
<td>SEactivities</td>
<td>1</td>
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<td>47</td>
<td>16</td>
<td>468</td>
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<td>17</td>
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<tr>
<td></td>
<td></td>
<td>2</td>
<td>Some</td>
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<td>28</td>
<td>4,695</td>
<td>28</td>
<td>51,881</td>
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<td>38</td>
<td>5,385</td>
<td>32</td>
<td>61,774</td>
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<td></td>
<td></td>
<td>4</td>
<td>Very much</td>
<td>46</td>
<td>16</td>
<td>1,162</td>
<td>24</td>
<td>3,052</td>
<td>20</td>
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<td>15,701</td>
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#### Statistical Comparisons

<table>
<thead>
<tr>
<th>Your seniors compared with</th>
<th>Mean</th>
<th>Effect size</th>
<th>95% CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUC Main Campus</td>
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<td>** -.25</td>
<td></td>
</tr>
<tr>
<td>Great Lakes Public</td>
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<td>US Schools</td>
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#### Frequency Distributions

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<th>Response options</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending events that address important social, economic, or political issues</td>
<td>SEevents</td>
<td>1</td>
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<td>81</td>
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<td>919</td>
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<td>40,517</td>
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<tr>
<td></td>
<td></td>
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<td>5,922</td>
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<td>65,482</td>
<td>36</td>
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<td></td>
<td></td>
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<td>4,217</td>
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<td>49,928</td>
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<td></td>
<td>4</td>
<td>Very much</td>
<td>26</td>
<td>9</td>
<td>614</td>
<td>12</td>
<td>1,982</td>
<td>12</td>
<td>25,594</td>
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#### Statistical Comparisons

<table>
<thead>
<tr>
<th>Your seniors compared with</th>
<th>Mean</th>
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<th>95% CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUC Main Campus</td>
<td>2.2</td>
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<tr>
<td>Great Lakes Public</td>
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<td>** -.16</td>
<td></td>
</tr>
<tr>
<td>US Schools</td>
<td>2.3</td>
<td>** -.16</td>
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### 15. To what extent do you agree or disagree with the following statements?

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<th>Response options</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel comfortable being myself at this institution.</td>
<td>SBmyself</td>
<td>1</td>
<td>Strongly disagree</td>
<td>8</td>
<td>3</td>
<td>121</td>
<td>3</td>
<td>411</td>
<td>3</td>
<td>4,986</td>
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<tr>
<td></td>
<td></td>
<td>2</td>
<td>Disagree</td>
<td>20</td>
<td>7</td>
<td>326</td>
<td>7</td>
<td>1,100</td>
<td>7</td>
<td>13,835</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Agree</td>
<td>149</td>
<td>52</td>
<td>2,223</td>
<td>49</td>
<td>7,806</td>
<td>50</td>
<td>89,438</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Strongly agree</td>
<td>106</td>
<td>39</td>
<td>1,962</td>
<td>40</td>
<td>6,336</td>
<td>39</td>
<td>73,396</td>
<td>41</td>
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<td>100</td>
<td>15,663</td>
<td>100</td>
<td>181,655</td>
<td>100</td>
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</table>

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS • 35
# NSSE 2023 Frequencies and Statistical Comparisons

## Wright State University

### Seniors

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
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<tbody>
<tr>
<td>b. I feel valued by this institution.</td>
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<td>Strongly disagree</td>
<td>27</td>
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<td>355</td>
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<td></td>
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<td>23</td>
<td>974</td>
<td>23</td>
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<td>33,674</td>
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<td>2,880</td>
<td>48</td>
<td>7,849</td>
<td>50</td>
<td>89,591</td>
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<td></td>
<td></td>
<td>4</td>
<td>Strongly agree</td>
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<td>20</td>
<td>1,030</td>
<td>21</td>
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<td>15,664</td>
<td>100</td>
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### c. I feel like part of the community at this institution.

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<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
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<td>sbcommunity</td>
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<td></td>
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<td>Disagree</td>
<td>72</td>
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<td>791</td>
<td>18</td>
<td>3,007</td>
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<td>33,503</td>
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<td>15,667</td>
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### 16. About how many hours do you spend in a typical 7-day week doing the following?

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<th>Values</th>
<th>Response options</th>
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<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)</td>
<td>tmprep</td>
<td>0</td>
<td>0 hrs</td>
<td>2</td>
<td>1</td>
<td>19</td>
<td>0</td>
<td>67</td>
<td>0</td>
<td>768</td>
<td>0</td>
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<tr>
<td></td>
<td></td>
<td>1-5 hrs</td>
<td>24</td>
<td>8</td>
<td>513</td>
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<td>1,729</td>
<td>11</td>
<td>20,172</td>
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<tr>
<td></td>
<td></td>
<td>6-10 hrs</td>
<td>60</td>
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<td>39,086</td>
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<td></td>
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<td>11-15 hrs</td>
<td>66</td>
<td>24</td>
<td>972</td>
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<td>37,229</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>16-20 hrs</td>
<td>56</td>
<td>20</td>
<td>907</td>
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<td>34,757</td>
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<tr>
<td></td>
<td></td>
<td>21-25 hrs</td>
<td>30</td>
<td>11</td>
<td>545</td>
<td>11</td>
<td>1,851</td>
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<td>21,267</td>
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<td></td>
<td>26-30 hrs</td>
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<td>3</td>
<td>332</td>
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<td>1,110</td>
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<td>12,242</td>
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<td>More than 30 hrs</td>
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<td>1,295</td>
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### Frequency Distributions

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<th>Great Lakes Public</th>
<th>US Schools</th>
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<tr>
<td>Mean</td>
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<td>2.8</td>
<td>2.9 *</td>
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<tr>
<td>Effect size</td>
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### Statistical Comparisons

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<th>US Schools</th>
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<tr>
<td>Mean</td>
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<td>2.9 **</td>
<td>2.9 **</td>
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<tr>
<td>Effect size</td>
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<td>-.13</td>
<td>-.16</td>
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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### Frequency Distributions

<table>
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<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in cocurricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)</td>
<td>tmcocurrhrs</td>
<td>0</td>
<td>0 hrs</td>
<td>165</td>
<td>58</td>
<td>1,552</td>
<td>33</td>
<td>7,106</td>
<td>43</td>
<td>78,262</td>
<td>45</td>
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|-----------------------------------------|-----------|-----------------|---|---|---|---|---|---|---|---|
| **Total** | | | | 284 | 100 | 4,637 | 100 | 15,637 | 100 | 181,010 | 100 |

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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

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NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS
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*<sup>a</sup>p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
## Seniors

**Frequency Distributions**

### Wright State University

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17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?

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### NSSE 2023 Frequencies and Statistical Comparisons

*NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS • 39*
### NSSE 2023 Frequencies and Statistical Comparisons

**Wright State University**

#### Seniors

**Item wording or description**

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* *p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS • 40
### NSSE 2023 Frequencies and Statistical Comparisons
#### Wright State University

#### Seniors

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<th>Count</th>
<th>%</th>
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<td>15,573</td>
<td>100</td>
<td>180,308</td>
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| Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) | pgdiverse | 1 | Very little | 28 | 11 | 346 | 9 | 1,323 | 9 | 14,722 | 9 |
| | | 2 | Some | 86 | 30 | 1,070 | 24 | 3,874 | 25 | 43,138 | 24 |
| | | 3 | Quite a bit | 82 | 31 | 1,659 | 35 | 5,414 | 34 | 63,100 | 34 |
| | | 4 | Very much | 85 | 30 | 1,534 | 31 | 4,960 | 31 | 59,400 | 32 |
| Total | | | | 281 | 100 | 4,609 | 100 | 15,571 | 100 | 180,360 | 100 |

| Solving complex real-world problems | pgprobsolve | 1 | Very little | 28 | 10 | 336 | 8 | 1,298 | 9 | 14,513 | 9 |
| | | 2 | Some | 87 | 30 | 1,140 | 25 | 3,975 | 25 | 45,330 | 25 |
| | | 3 | Quite a bit | 97 | 34 | 1,676 | 37 | 5,606 | 35 | 64,729 | 35 |
| | | 4 | Very much | 71 | 26 | 1,460 | 31 | 4,687 | 30 | 55,863 | 31 |
| Total | | | | 283 | 100 | 4,612 | 100 | 15,565 | 100 | 180,435 | 100 |

| Being an informed and active citizen | pgcitizen | 1 | Very little | 56 | 20 | 532 | 13 | 1,860 | 13 | 20,376 | 12 |
| | | 2 | Some | 96 | 35 | 1,339 | 29 | 4,503 | 29 | 50,158 | 28 |
| | | 3 | Quite a bit | 65 | 22 | 1,513 | 33 | 5,126 | 33 | 59,635 | 32 |
| | | 4 | Very much | 67 | 24 | 1,238 | 25 | 4,116 | 25 | 50,458 | 28 |
| Total | | | | 284 | 100 | 4,622 | 100 | 15,605 | 100 | 180,627 | 100 |

### 19. How would you evaluate your entire educational experience at this institution?

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<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
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### 20. If you could start over again, would you go to the same institution you are now attending?

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* p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### First-Year Students

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<th>Degrees of freedom&lt;sup&gt;j&lt;/sup&gt;</th>
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NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS • 42
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NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS  •  43
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### NSSE 2023 Frequencies and Statistical Comparisons

#### Wright State University

### Detailed Statistics

#### Seniors

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See the endnotes on the last page of this report.

NSSE 2023 FREQUENCIES AND STATISTICAL COMPARISONS • 46
### Seniors

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**Notes:**
- See the endnotes on the last page of this report.
- **NSSE 2023 Frequencies and Statistical Comparisons**
- **Wright State University**
## NSSE 2023 Frequencies and Statistical Comparisons

**Detailed Statistics**

**Wright State University**

### Comparisons with:
- Great Lakes Public
- US Schools
- IUC Main Campus

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### NSSE 2023 Frequencies and Statistical Comparisons

#### Detailed Statistics

#### Wright State University

#### Seniors

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Endnotes

a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.

b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Means calculated from ordered response options (e.g., Very often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution. Unless otherwise noted, statistical comparisons are two-tailed independent $t$-tests. Exceptions are the dichotomous High-Impact Practice items (11a to 11f) which are compared using a $z$-test.

c. Items which make up the Engagement Indicators include the following two-letter prefixes: CL = Collaborative Learning, DD = Discussions with Diverse Others, ET = Effective Teaching Practices, HO = Higher-Order Learning, LS = Learning Strategies, QI = Quality of Interactions, QR = Quantitative Reasoning, RI = Reflective & Integrative Learning, SE = Supportive Environment, and SF = Student-Faculty Interaction.

d. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook. For items estimating number of papers and hours per week, the values represent actual units using the midpoints of response option ranges and an estimate for unbounded options.

e. Effect size for independent $t$-tests uses Cohen's $d$; $z$-tests use Cohen's $h$. See page 2 for more details.

f. Statistical comparison uses $z$-test to compare the percentage who responded "Done or in progress" or "Yes."

g. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups).

h. Standard error of the mean for ordered and continuous variables; standard error of the proportion for items indicating "Done or in progress" (High-Impact Practices). The 95% confidence interval is equal to the sample mean plus or minus 1.96 times the standard error of the mean.

i. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

j. Degrees of freedom used to compute the $t$-tests. Values differ from Ns due to weighting and whether equal variances were assumed.

k. Statistical comparisons are two-tailed independent $t$-tests or $z$-tests. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.

l. Mean represents the proportion who responded "Done or in progress" or "Yes."