



**CENTRAL WASHINGTON UNIVERSITY
2018 NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)
A COMPARISON OF SENIOR PSYCHOLOGY NSSE RESPONSES
TO ALL OTHER RESPONSES BY COTS MAJORS**

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I. ABSTRACT

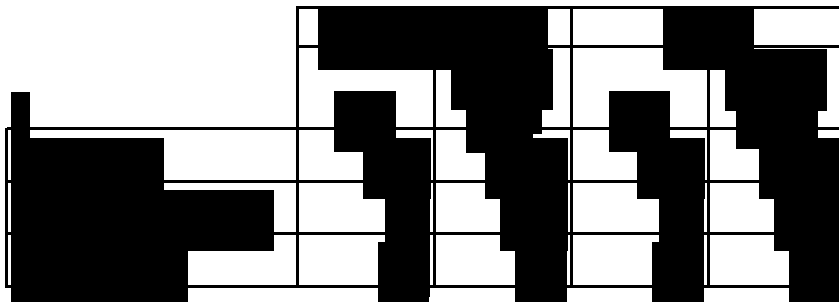
Central Washington University (CWU) administered the National Survey of Student Engagement (NSSE) during the spring quarter of 2018. This report compares senior responses of Psychology majors to all other College of Science majors who completed the survey.

II. METHODOLOGY

A. THE SURVEY

The initial NSSE invitation email was sent on 4/9/18, and the fourth reminder email was sent on 4/19/18. The survey response rate was 14% for senior students and 17% for first year students. CWU's thirteen peers had a 19% response rate for first year students and a 20% response rate for seniors.

Table 1 – 2018 NSSE Response Rate



* Note: Surveys sent for the thirteen peers were estimated from their number of responses and response rate. The response rates were rounded so the total number of surveys the 13 peers sent are approximate.

All CWU students who responded to the survey received a coupon for a discount to Jerrol's bookstore (online or in-person). In addition, fifteen respondents were randomly selected for early fall 2019 registration.

A "codebook" with questions and answer scales to the 2018 NSSE is at:

http://nsse.indiana.edu/2018_Institutional_Report/data_codebooks/NSSE%202018%20Codebook.pdf

The response rate by first generation students was similar to the overall response rate.

B. EFFECT SIZES

NSSE defines effect sizes as "...any measure of the strength of a relationship between two variables."

NSSE has developed the following scale from their data. See:

http://nsse.indiana.edu/pdf/effect_size_guide.pdf

Table 2 - NSSE suggested ranges for Effect Sizes

Trivial	$ES < .1 $
Small	$.1 \leq ES < .3 $
Medium	$.3 \leq ES < .5 $
Large	$ES \geq .5 $

NSSE uses “Hedges g” formula for effect size which uses “pooled standard deviation.” NSSE uses Cohen’s h to measure effect sizes of percentages. See http://nsse.indiana.edu/pdf/presentations/2015/AIR_2015_Rocconi_Gonyea_paper.pdf

NSSE uses Cohen’s h to measure effect sizes of percentages.

All t-tests in this report were two-tailed, assuming unequal variances. P-values of 0.10 or less were highlighted.

C. DEMOGRAPHICS

Table 3 – Sex of First Gen and All Other Respondents by Class

	First year		Senior	
	Female	Male	Female	Male
First Gen	70%	30%	71%	29%
All other	62%	38%	59%	41%
Responses	265	135	267	138

The sex of the respondent was from CWU IE data sets. Sex was not available for five first year students and seven seniors. The percentages in the above table are computed for students with data. Note that a higher percent of first generation students were female, especially senior first generation students.

Table 4 – Average Age of First Gen and All Other Respondents

	First Gen	All other
First year	19.6	18.8
Senior	27.7	26.4

Table 5 compares the race and ethnicity of first generation to all other students. First generation students have a lower percentage of White and a higher percentage of LatinX students.

Table 5 – Race and Ethnicity of First Gen and All Other Respondents by Year in School

	FIRST YEAR STUDENTS			SENIORS		
	First Gen	All Other	Difference ± 25%	First Gen	All Other	Difference ± 25%
Am Indian or Alaskan Native	0%	1%		1%	1%	
Asian	4%	3%		5%	3%	
Black	7%	2%		3%	2%	
LatinX	20%	9%		22%	7%	
Native Hawaiian or Pacific	1%	1%		1%	1%	
White	45%	67%		52%	65%	
All other	0%	0%		0%	0%	
Foreign or non-resident alien	0%	2%		2%	7%	
Two or more	9%	6%		8%	6%	
Unknown	12%	11%		6%	8%	
Total Responses	205	200		232	180	

Table 6 shows the percentage of first generation students who are eligible to receive Pell Grants. Note that a higher percentage of first generation students (both first year and senior) are eligible for Pell Grants.

Table 6 – Pell Eligibility for First Generation and All Other NSSE Respondents

First Generation Students	First year	Senior
First Gen who are Pell Eligible	59%	60%
First Gen who are not Pell Eligible	41%	40%
Total Responses	205	232

All Other Students	First year	Senior
Not First Gen who are Pell Eligible	24%	44%
Not First Gen who are not Pell Eligible	76%	56%
Total Responses	200	180

III. EXECUTIVE SUMMARY

Any significant differences in these survey results should be interpreted as areas for further research, not differences in CWU populations. The differences between first generation and all other students is confounded by co-variates, e.g. a higher percent of first generation students are LatinX and female. There may be other covariates not disclosed in this analysis. The sampling error for both CWU first year students and seniors on this survey was $\pm 4.5\%$. NSSE has a “Response Rate FAQ” at: http://nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf.

Summary results:

- A. Most of the differences between the ratings of CWU first generation students and “all other” students are not significantly different.
- B. Most of the differences have “trivial” or “small” effect sizes.
- C. If there is a difference in ratings then first year, first generation students tend to provide higher ratings than “all other” first year students. However, senior first generation students tend to provide worse ratings than “all other” senior students. This trend is noticeable in charts but the differences are small and most are not significant.
- D. When comparing CWU students to our 13 peers on the NSSE then senior ratings tend to be very comparable with peer institutions while first year students do not compare as well. Charts 1 and 2 highlight this trend for “High Impact Practices.” Appendix 1 lists the 13 peer institutions.

IV. SUMMARY OF STUDENT RATINGS

A. ENGAGEMENT INDICATORS

NSSE developed ten Engagement Indicators to: “represent the multi-dimensional nature of student engagement.” Each Engagement Indicator is an average of several questions on the survey. NSSE converts the response scale to 0 to 60.

Table 7 compares the engagement of first year students who are first generation (1st Gen) to all other students. First generation students had higher engagement indicators on 9 of the 10 NSSE indicators but only three differences were statistically significant assuming an $\alpha = 0.10$ and all of the differences had trivial or small effect sizes.

Table 8 compares engagement indicators of first generation vs all other senior students. The trend is different than first year students (first generation students have lower ratings than seniors on 8 of the 10 engagement indicators). Four of the differences are statistically significant using an alpha of 0.10 but all of the differences have “trivial” or “small” effect sizes.

Table 7 – Engagement Indicators for First Generation vs. All Other First Year Students

	First Generation				All Others				Difference in Means	P-value	Effect size
	N	Mean	Median	StDev	N	Mean	Median	StDev	± 5		
Higher-Order Learning	190	37.6	40.0	11.4	187	35.1	40.0	11.9		0.04	0.21
Reflective & Integrative Learning	197	35.0	34.3	10.8	194	33.3	34.3	10.7		0.11	0.16
Learning Strategies	180	36.9	40.0	13.2	180	34.7	33.3	12.8		0.11	0.17
Quantitative Reasoning	185	26.3	26.7	14.6	179	24.2	20.0	13.8		0.15	0.15
Collaborative Learning	202	30.2	30.0	13.1	198	29.2	30.0	12.8		0.45	0.08
Discussions with Diverse Others	183	38.1	40.0	14.5	181	38.3	40.0	15.8		0.90	-0.01
Student-Faculty Interaction	193	24.0	20.0	13.9	192	21.6	20.0	12.8		0.08	0.19
Effective Teaching Practices	188	38.4	40.0	12.4	187	37.1	36.0	12.2		0.29	0.11
Quality of Interactions	176	41.5	42.0	11.6	176	40.8	42.0	11.7		0.59	0.06
Supportive Environment	178	36.8	37.5	12.5	176	34.0	35.0	12.6		0.04	0.21

Table 7 compares engagement indicators of first generation vs all other senior students. The trend is different than first year students (first generation students have lower ratings than seniors on 8 of the 10 engagement indicators). Four of the differences are statistically significant using an alpha of 0.10 but all of the differences have “trivial” or “small” effect sizes.

Table 8 – Engagement Indicators for First Generation vs. All Other Senior Students

	First Generation				All Others				Difference in Means	P-value	Effect size
	N	Mean	Median	StDev	N	Mean	Median	StDev	± 5.0		
Higher-Order Learning	212	39.1	40.0	12.6	168	40.3	40.0	13.5		0.38	-0.09
Reflective & Integrative Learning	219	37.6	37.1	12.3	173	40.7	40.0	12.1		0.01	-0.26
Learning Strategies	202	38.3	40.0	14.0	162	39.3	40.0	14.4		0.53	-0.07
Quantitative Reasoning	203	28.3	26.7	14.6	162	29.8	26.7	15.9		0.35	-0.10
Collaborative Learning	229	31.5	30.0	14.9	177	34.5	35.0	14.6		0.04	-0.21
Discussions with Diverse Others	204	38.5	40.0	16.2	161	42.5	40.0	14.9		0.02	-0.27
Student-Faculty Interaction	215	25.3	25.0	15.3	172	29.2	25.0	16.4		0.02	-0.24
Effective Teaching Practices	211	39.0	40.0	12.8	169	38.5	40.0	14.5		0.74	0.03
Quality of Interactions	193	42.9	45.0	12.2	150	42.6	42.0	11.9		0.81	0.03
Supportive Environment	199	31.3	30.0	12.9	153	31.4	32.5	14.6		0.92	-0.01

B. HIGH IMPACT PRACTICES

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated by NSSE as "High-Impact Practices." CWU first year students reported lower participation in High-Impact Practices than our 13 peers on the NSSE. CWU seniors had slightly higher participation rates. The following charts summarizes CWU students compared to peers.

High-Impact Practices for first year students is an average of three questions: Service Learning, Learning Communities, and Research with a Faculty. High-Impact Practices for seniors include three more questions: Internship or Field Experience, Study Abroad, and Culminating Senior Experience.

All questions used for High-Impact Practices use a four point scale.

1. Do not plan to do
2. Have not decided
3. Plan to do and,
4. Done or in progress.

Chart 1 – CWU All First Year and Senior Students - High Impact Practices compared to Peers

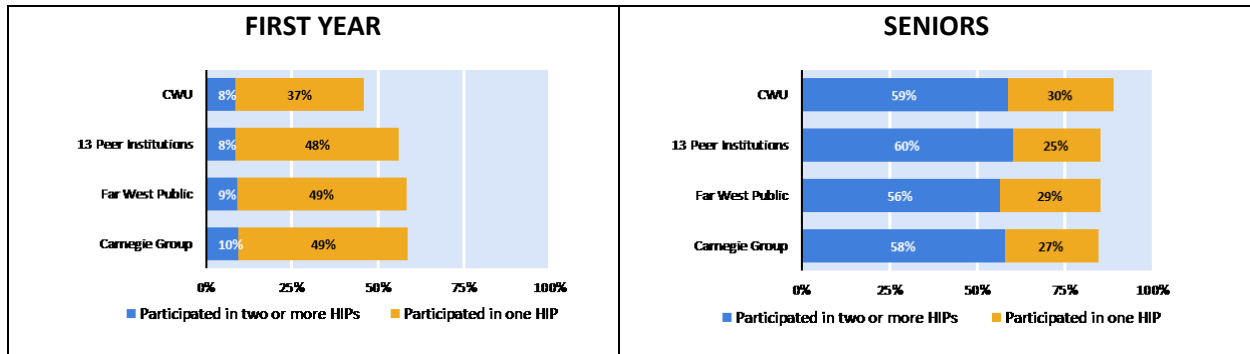


Table 9 summarizes High-Impact Practices for first year and senior students. The questions are a summary of average High-Impact Practices that students have marked “Done or In Progress.” The data bars for differences in mean run from -0.5 to 0.5. The t-tests are two-tailed tests from different groups assuming unequal variances.

There is no significant difference between first year first gen students and first year all other students. However this is a significant difference for seniors. First generation students reported participating in significantly less High-Impact Practices than all other seniors. The effect size was very close to the NSSE “medium” so it is highlighted as significant.

Table 9 – High-Impact Practices Summary

	First Generation				All Others				Difference in Means ± 0.5	P-value	Effect size
	N	Mean	Median	StDev	N	Mean	Median	StDev			
First Year Students	182	0.6	0.0	0.634	181	0.5	0.0	0.679		0.663	0.044
Seniors	201	1.9	2.0	1.302	162	2.3	2.0	1.494		0.003	-0.295

C. WRITTEN PAGES ASSIGNED - 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.)

NSSE asks students how many short writing assignments they received (up to 5 pages), medium writing assignments (between 6 and 10 pages) and long writing assignments (11 pages or more). Students respond using this scale:

- 1 = None
- 2 = 1-2
- 3 = 3-5
- 4 = 6-10
- 5 = 11-15
- 6 = 16-20
- 7 = More than 20 papers

NSSE then estimates the number of pages assigned using the midpoints of each possible responses, e.g., if a student answered “3” NSSE assumes 4 pages.

Tables 10 summarize the number of pages of writing assigned to first generation and all other students. The means and medians were almost identical. Table 11 shows the number of written pages that seniors reported were assigned to them. Not surprisingly seniors do quite a bit more writing. None of the differences were significant, all effect sizes were trivial or small, but first generation students reported doing less writing than all other seniors.

Table 10 – Estimated Pages of Writing Assigned to First Year Students

	First Generation				All Others				Difference in Means ± 3.0	P-value	Effect size
	N	Mean	Median	StDev	N	Mean	Median	StDev			
Number of Short Writing Assignments	186	3.6	3.0	1.5	181	3.5	3.0	1.4		0.68	0.04
Number of Medium Writing Assignments	186	2.2	2.0	1.0	181	2.2	2.0	1.2		0.88	0.01
Number of Long Writing Assignments	184	1.3	1.0	0.8	180	1.3	1.0	0.9		0.82	0.02
Estimated Number of pages assigned	184	52.7	36.0	62.6	180	52.6	36.0	76.9		0.99	0.00

Table 11 – Estimated Pages of Writing Assigned to Senior Students

	First Generation				All Others				Difference in Means ± 3.0	P-value	Effect size
	N	Mean	Median	StDev	N	Mean	Median	StDev			
Number of Short Writing Assignments	207	4.0	4.0	1.5	163	4.2	4.0	1.7		0.16	-0.14
Number of Medium Writing Assignments	206	2.7	3.0	1.3	163	2.9	3.0	1.4		0.26	-0.11
Number of Long Writing Assignments	207	2.0	2.0	1.2	163	2.0	2.0	1.2		1.00	0.00
Estimated Number of pages assigned	206	91.3	66.5	97.8	163	99.4	78.5	106.9		0.46	-0.07

D. ABOUT HOW MANY HOURS DO YOU SPEND IN A TYPICAL 7-DAY WEEK DOING THE FOLLOWING?

The question scale for the following questions in “hours per week” is:

1 = 0 hrs/wk	2 = 1 - 5	3 = 6 - 10	4 = 11-15	5 = 16-20	6 = 21-25	7 = 26-30	8 > 30
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NSSE used the midpoint of the above scales to estimate the actual hours in Table 11. All of the differences between first generation and other students had trivial or small effect sizes. The first generation students reported the same or more hours in all categories except for relaxing or socializing.

Note that even though the differences don’t have significant effect sizes first year first generation students “prepared for class” more than “all other” students while senior first generation students “prepared for class” less than their senior peers.

**Table 12 – First Year Students Hours Spent in a Typical Seven Day Week
First Generation vs. All Other Students**

	First Generation				All Others				Difference in Means	P-value	Effect size
	N	Mean	Median	StDev	N	Mean	Median	StDev	± 3.0		
Preparing for class	178	13.2	13.0	7.6	175	11.5	8.0	7.3		0.03	0.24
Co-curricular activities	177	4.3	3.0	6.3	176	4.0	3.0	5.1		0.58	0.07
Work for pay on campus	177	2.5	0.0	5.9	175	2.5	0.0	5.8		0.97	0.00
Work for pay off campus	177	4.3	0.0	9.1	175	3.0	0.0	7.5		0.13	0.18
Community service	177	2.1	0.0	4.8	176	1.7	0.0	3.8		0.42	0.10
Relaxing and socializing	177	11.0	8.0	8.2	173	13.7	13.0	9.3		0.00	-0.29
Care for dependents	177	1.9	0.0	6.7	175	1.3	0.0	5.2		0.32	0.12
Commuting to campus	176	3.7	3.0	6.2	176	2.8	0.0	4.8		0.12	0.19
Hours worked on & off campus	177	6.8	0.0	10.3	174	5.3	0.0	8.9		0.15	0.17

**Table 13 – Senior Students Hours Spent in a Typical Seven Day Week
First Generation vs. All Other Students**

	First Generation				All Others				Difference in Means	P-value	Effect size
	N	Mean	Median	StDev	N	Mean	Median	StDev	± 3.0		
Preparing for class	199	14.8	13.0	8.8	154	16.3	13.0	8.7		0.11	-0.17
Co-curricular activities	198	3.5	3.0	5.0	153	4.3	3.0	6.1		0.18	-0.13
Work for pay on campus	198	5.3	0.0	8.6	153	3.9	0.0	6.7		0.08	0.21
Work for pay off campus	197	11.1	0.0	13.3	153	9.6	0.0	12.6		0.28	0.12
Community service	198	3.0	0.0	5.9	152	2.7	0.0	4.5		0.56	0.07
Relaxing and socializing	196	10.4	8.0	7.9	152	10.5	8.0	8.2		0.91	-0.01
Care for dependents	197	5.6	0.0	10.9	151	4.2	0.0	9.6		0.20	0.15
Commuting to campus	199	4.4	3.0	6.4	153	3.8	3.0	5.1		0.26	0.14
Hours worked on & off campus	196	16.4	18.0	13.3	153	13.5	13.0	12.1		0.03	0.24

E. READING

NSSE asks students “Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?” The scale for that question is 1 = Very little (10%), 2 = Some (25%), 3 = About half (50%), 4 = Most (75%), 5 = Almost all (90%).

First year/first generation students spend approximately 1.1 more hours per week reading than all other students. Senior/first generation students spend approximately 0.2 more hours reading per week.

Table 14 – Number of Hours Reading per Week – estimated by the percent of time preparing for class that is spent reading

	First Generation				All Others				Difference in Means	P-value	Effect size
	N	Mean	Median	StDev	N	Mean	Median	StDev	± 3.0		
First year estimated hours reading	177	6.3	4.5	5.8	175	5.2	4.0	4.8		0.05	0.23
Senior estimated hours reading	197	8.1	6.0	6.9	153	7.9	6.5	6.7		0.87	0.02

F. HOW MUCH HAS YOUR EXPERIENCE AT THIS INSTITUTION CONTRIBUTED TO YOUR KNOWLEDGE, SKILLS, AND PERSONAL DEVELOPMENT IN THE FOLLOWING AREAS?

This question uses a four point scale:

- 1 = Very little
- 2 = Some
- 3 = Quite a bit
- 4 = Very much

Table 15 compares CWU first year and senior students to our 13 peers. Significant differences are denoted by these symbols:

* P-value < .05, ** P-value <.01, *** P-value < .001

▲ Your students’ effect size was |0.3| or larger and was statistically significant

△ Your students’ p-value was significant with an effect size less than 0.3

▽ Your students’ p-value was significantly significant with an effect size less than |0.3|

▼ Your students p-value was significantly smaller with an effect size greater than |0.3|

CWU first year students were significantly lower than the average of our 13 peers on 3 of the 10 questions. CWU seniors were significantly higher than our 13 peers on 1 of 10 questions.

Table 15 – How Has Your Experience at CWU Contributed to Your Knowledge in These Areas?

	First year			Seniors		
	CWU	13 Peers	Significant Difference?	CWU	13 Peers	Significant Difference?
Writing clearly and effectively	2.8	2.8		3.1	3.0	
Speaking clearly and effectively	2.5	2.7	▽***	3.0	2.9	
Thinking critically and analytically	3.0	3.0		3.3	3.2	
Analyzing numerical and statistical info	2.5	2.6	▽*	2.8	2.8	
Acquiring job/work-related knowledge & skills	2.5	2.5		3.0	2.9	△*
Working effectively with others	2.7	2.8	▽*	3.1	3.0	
Developing/clarifying personal code of values & ethics	2.6	2.6		2.9	2.8	
Understanding people of other backgrounds*	2.7	2.8		2.9	2.8	
Solving complex real-world problems	2.6	2.6		2.8	2.8	
Being an informed and active citizen	2.5	2.6		2.7	2.7	

* (economic, racial/ethnic, political, religious, nationality, etc.)

Table 16 compares results for CWU first year students, i.e., first generation students vs all other students. CWU first generation students were significantly higher on 7 of the 10 “Experience” questions. Effect sizes were “medium” for two of the questions.

**Table 16 – How Has Your Experience at CWU Contributed to Your Knowledge in These Areas?
CWU First Year Students, First Generation vs. All Other Students**

	First Generation				All Others				Difference in Means ± 3.0	P-value	Effect size
	N	Mean	Median	StDev	N	Mean	Median	StDev			
Writing clearly and effectively	177	3.0	3.0	0.8	175	2.7	3.0	0.8		0.00	0.33
Speaking clearly and effectively	175	2.5	3.0	0.9	174	2.4	2.0	0.9		0.31	0.11
Thinking critically and analytically	174	3.1	3.0	0.7	175	2.9	3.0	0.8		0.01	0.27
Analyzing numerical and statistical info	174	2.6	3.0	1.0	175	2.3	2.0	0.9		0.01	0.28
Acquiring job/work-related knowledge & skills	174	2.5	3.0	0.9	175	2.4	2.0	0.9		0.14	0.16
Working effectively with others	173	2.8	3.0	0.8	175	2.7	3.0	0.9		0.30	0.11
Developing/clarifying personal code of values & ethics	174	2.7	3.0	0.8	175	2.6	3.0	0.9		0.06	0.19
Understanding people of other backgrounds*	174	2.9	3.0	0.9	175	2.7	3.0	0.9		0.02	0.25
Solving complex real-world problems	175	2.8	3.0	0.9	175	2.4	2.0	0.8		0.00	0.38
Being an informed and active citizen	175	2.7	3.0	0.9	175	2.5	3.0	0.9		0.01	0.29

Table 17 compares results for CWU senior students, i.e., first generation students vs all other students. Here none of the differences were significant and they all had small or trivial effect sizes.

**Table 17 – How Has Your Experience at CWU Contributed to Your Knowledge in These Areas?
CWU Senior Students, First Generation vs. All Other Students**

	First Generation				All Others				Difference in Means ± 3.0	P-value	Effect size
	N	Mean	Median	StDev	N	Mean	Median	StDev			
Writing clearly and effectively	198	3.1	3.0	0.8	153	3.0	3.0	0.9		0.135	0.151
Speaking clearly and effectively	197	3.0	3.0	0.9	154	3.0	3.0	0.9		0.972	0.004
Thinking critically and analytically	198	3.3	3.0	0.7	153	3.2	3.0	0.8		0.143	0.148
Analyzing numerical and statistical info	198	2.9	3.0	1.0	153	2.7	3.0	0.9		0.211	0.136
Acquiring job/work-related knowledge & skills	196	3.0	3.0	0.9	153	3.0	3.0	0.9		0.975	-0.003
Working effectively with others	197	3.1	3.0	0.8	154	3.1	3.0	0.9		0.920	-0.010
Developing/clarifying personal code of values & ethics	197	2.9	3.0	0.9	154	2.8	3.0	1.0		0.222	0.124
Understanding people of other backgrounds*	197	2.9	3.0	0.9	155	2.8	3.0	1.0		0.154	0.143
Solving complex real-world problems	198	2.8	3.0	0.9	153	2.8	3.0	0.9		0.830	-0.023
Being an informed and active citizen	198	2.7	3.0	0.9	155	2.7	3.0	1.0		0.762	0.031

G. STUDENT RATINGS OF THEIR CWU EXPERIENCE

NSSE asks students three questions related to their overall experience. All three questions have different scales.

Question 18: How would you evaluate your entire educational experience at this institution?

1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

Question 19: If you could start over again, would you go to the same institution you are now attending?

1 = Definitely no, 2 = Probably no, 3 = Probably yes, 4 = Definitely yes

Question 19: Do you intend to return to this institution next year? (this question is not given to first years).

0 = No, 1 = Yes, 9 = Not sure

Table 18 summarizes the results for first year students. There are no major differences between first generation and all other first year students.

Table 19 – First Year Students Ratings of their CWU Experience

	First Generation				All Others				p-value	Effect Size
	N	Mean	Median	StDev	N	Mean	Median	StDev		
Question 18 - Overall experience	175	3.1	3.0	0.7	176	3.1	3.0	0.7	0.93	0.01
Question 19 - Would you attend CWU again	174	3.2	3.0	0.8	177	3.1	3.0	0.8	0.47	0.08
Question 20 - Will you return to CWU	172	1.4	1.0	1.9	178	1.4	1.0	1.9	0.97	0.00

Table 19 summarizes the results for senior students. Seniors who are first generation students reported that they are significantly more likely to go to CWU if they could start over again. However the effect size for the difference in the means was small.

Note: NSSE does not administer question 20 “Do you intend to return to this institution next year?” to seniors. Table 20 summarizes results for first year students for question 20.

Table 19 – Senior Students Ratings of their CWU Experience

	First Generation				All Others				Difference in Means		Effect size
	N	Mean	Median	StDev	N	Mean	Median	StDev	± 3.0	P-value	
How would you evaluate your entire educational experience	199	3.2	3.0	0.7	155	3.1	3.0	0.8		0.298	0.105
If you could start over again, would you go CWU?	200	3.4	3.5	0.8	155	3.2	3.0	0.9		0.048	0.197
Do you intend to return to this institution next year?	NSSE does not administer this questions to seniors										

**Table 20 – The percent of first year students who answered each responses to Question 20
Do you intend to return to this institution next year?**

	First Generation	All Other
No	4%	2%
Yes	90%	93%
Not Sure	6%	6%
Responses	172	178

APPENDIX 1

The NSSE survey allows CWU to choose three peer groups. CWU chose “Thirteen peers,” “Far West Public” institutions, and “Carnegie Class.”

CWU used [College Results Online](#) (CRO) to select our closest fifteen peers (only 13 of the 15 had administered the NSSE in 2017 or 2018). College Results Online uses an algorithm with twelve weighted variables to select a “similarity score” of 15, 25 or 50 closest peer institutions. Once groups of similar institutions is selected CRO uses 12 “filtering” variables to remove outlier institutions.

More details are at: <http://collegeresults.org/aboutthedata.aspx#listOfFilters>

The thirteen closest peers to CWU for this survey were:

- Bloomsburg University of Pennsylvania (Bloomsburg, PA)
- Bridgewater State University (Bridgewater, MA)*
- Coastal Carolina University (Conway, SC)*
- Eastern Illinois University (Charleston, IL)*
- Eastern Washington University (Cheney, WA)*
- Florida Gulf Coast University (Fort Myers, FL)*
- Marshall University (Huntington, WV)
- Montclair State University (Montclair, NJ)
- Murray State University (Murray, KY)
- Old Dominion University (Norfolk, VA)*
- Saginaw Valley State University (University Center, MI)*
- University of Central Missouri (Warrensburg, MO)*
- University of Tennessee at Chattanooga, The (Chattanooga, TN)