NSSE
national survey of
student engagement

NSSE 2017
Engagement Indicators

Western Michigan University

IPEDS: 172699

NSSE 2017 Engagement Indicators

About This Report

About Your *Engagement Indicators* Report

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

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

Report Sections

Overview (p. 3)
Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

- **Mean Comparisons**
  Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
- **Score Distributions**
  Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
- **Performance on Indicator Items**
  Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis.* Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2017 Engagement Indicators

Overview

Western Michigan University

Engagement Indicators: Overview

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

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- -- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	*Engagement Indicator*	Your first-year students compared with Carnegie Peers	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	▽	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	--	▽
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

Theme	*Engagement Indicator*	Your seniors compared with Carnegie Peers	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	△	△	--
	Learning Strategies	--	--	▽
	Quantitative Reasoning	--	▽	--
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	--	△	--
Experiences with Faculty	Student-Faculty Interaction	--	--	△
	Effective Teaching Practices	--	--	▽
Campus Environment	Quality of Interactions	--	△	--
	Supportive Environment	--	--	--

NSSE 2017 Engagement Indicators

Academic Challenge

Western Michigan University

Academic Challenge: First-year students

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

	WMU	*Your first-year students compared with*					
		Carnegie Peers		**Carnegie Class**		**NSSE 2016 & 2017**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	37.2	37.0	.02	37.9	-.05	37.9	-.05
Reflective & Integrative Learning	34.8	34.3	.04	34.8	.00	35.0	-.02
Learning Strategies	37.8	36.8	.07	37.7	.00	38.3	-.04
Quantitative Reasoning	26.3	27.1	-.05	27.8 *	-.10	27.6	-.09

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

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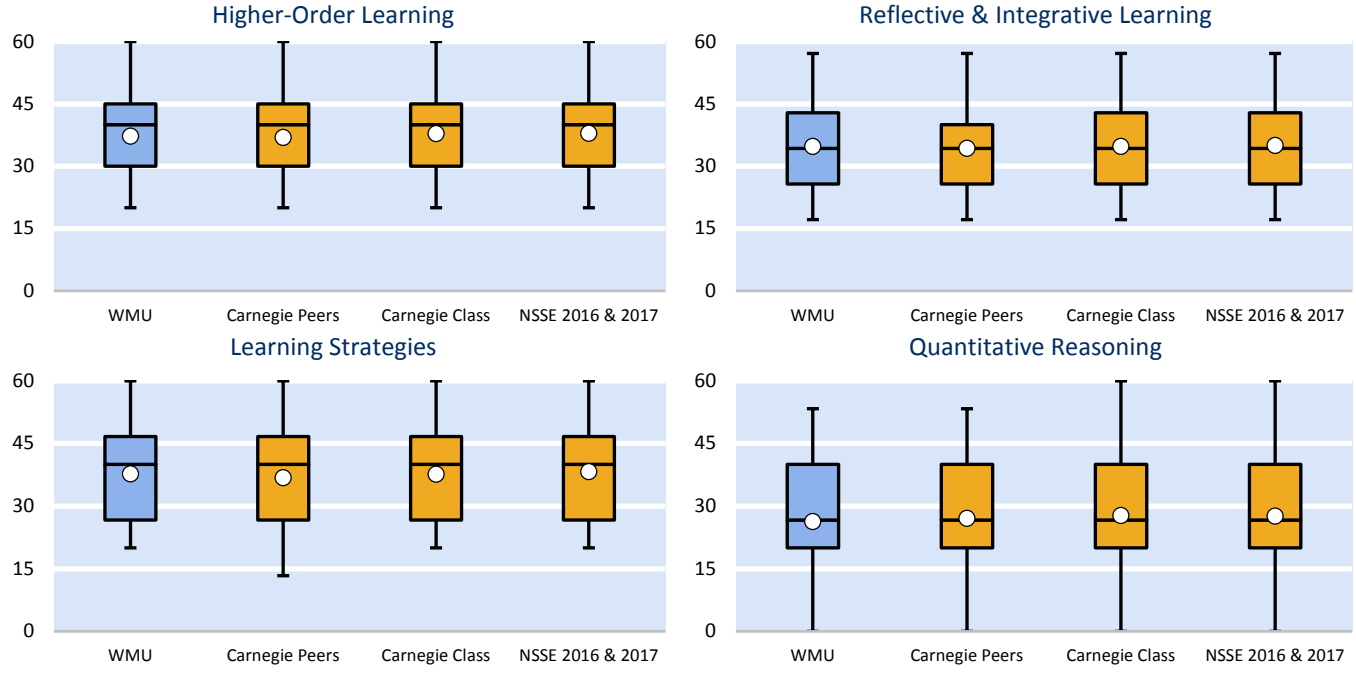

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Academic Challenge: First-year students (continued)

Performance[a] on Indicator Items

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

		Percentage point difference between your FY students and		
Higher-Order Learning	**WMU**	**Carnegie Peers**	**Carnegie Class**	**NSSE 2016 & 2017**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	69	-1	-4	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-2	-5	-4
4d. Evaluating a point of view, decision, or information source	66	+0	-2	-3
4e. Forming a new idea or understanding from various pieces of information	67	+1	-0	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	48	-3	-4	-4
2b. Connected your learning to societal problems or issues	48	-0	-2	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-0	-1	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+2	+2	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+3	+3	+3
2f. Learned something that changed the way you understand an issue or concept	70	+5	+4	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+3	+1	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	77	+4	+1	-0
9b. Reviewed your notes after class	64	+1	+0	-1
9c. Summarized what you learned in class or from course materials	63	+4	+1	+0
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	49	-3	-5	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-1	-3	-3
6c. Evaluated what others have concluded from numerical information	36	-1	-3	-3

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

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

NSSE 2017 Engagement Indicators

Academic Challenge

Western Michigan University

Academic Challenge: Seniors

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

	WMU	Your seniors compared with					
		Carnegie Peers		Carnegie Class		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	38.2	39.2 *	-.07	39.5 **	-.10	40.1 ***	-.13
Reflective & Integrative Learning	38.6	37.3 **	.10	37.5 **	.09	38.0	.04
Learning Strategies	37.5	37.5	.00	37.9	-.03	38.7 *	-.09
Quantitative Reasoning	29.1	29.2	-.01	30.3 *	-.07	29.9	-.04

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

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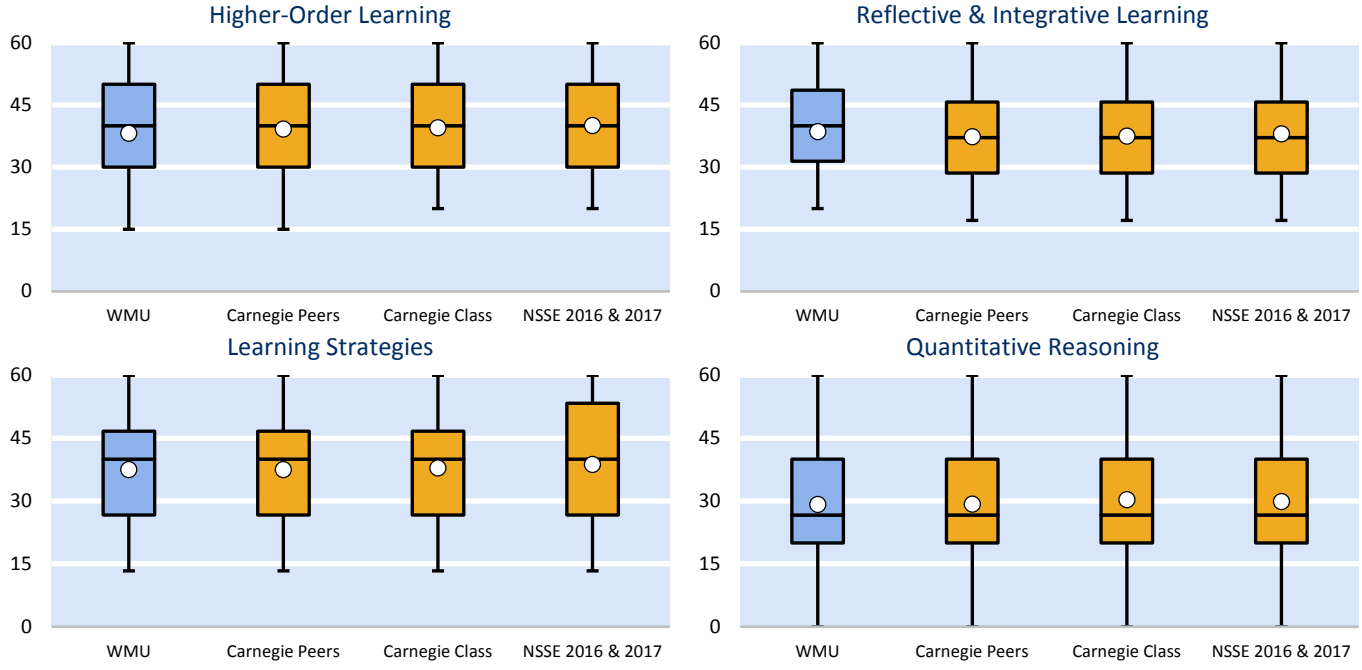

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Academic Challenge: Seniors (continued)

Performance[a] on Indicator Items

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

		Percentage point difference between your seniors and		
Higher-Order Learning	WMU	Carnegie Peers	Carnegie Class	NSSE 2016 & 2017
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	-1	-4	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-3	-4	-4
4d. Evaluating a point of view, decision, or information source	65	-2	-2	-5
4e. Forming a new idea or understanding from various pieces of information	68	+0	-1	-3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	70	+0	-0	+1
2b. Connected your learning to societal problems or issues	62	+2	+2	+0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+4	+4	-0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+3	+3	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+4	+4	+3
2f. Learned something that changed the way you understand an issue or concept	73	+4	+3	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+2	+1	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	78	+2	+1	-1
9b. Reviewed your notes after class	58	-1	-2	-3
9c. Summarized what you learned in class or from course materials	62	-0	+0	-2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-0	-3	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-1	-4	-3
6c. Evaluated what others have concluded from numerical information	41	-1	-4	-3

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NSSE 2017 Engagement Indicators

Learning with Peers

Western Michigan University

Learning with Peers: First-year students

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	WMU	Your first-year students compared with					
		Carnegie Peers		Carnegie Class		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	32.5	33.2	-.05	33.5	-.07	32.2	.03
Discussions with Diverse Others	39.3	39.4	-.01	39.7	-.03	39.7	-.03

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

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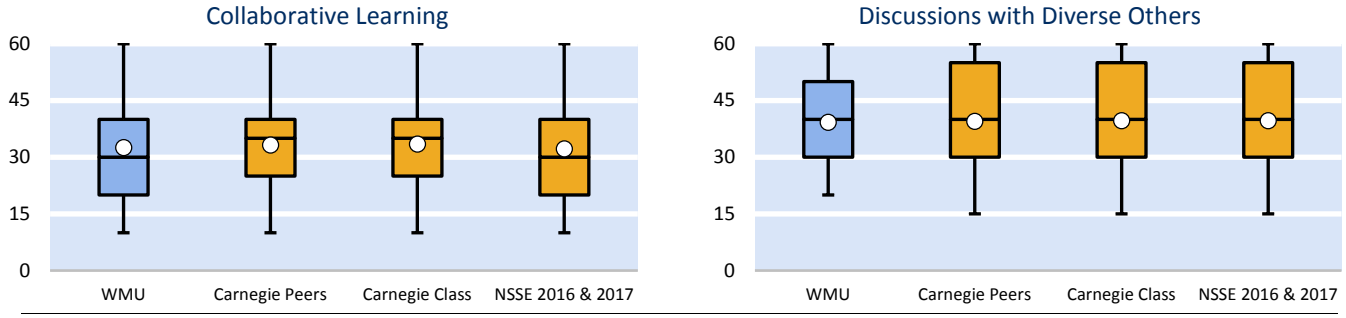

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		Percentage point difference between your FY students and		
Collaborative Learning	WMU	Carnegie Peers	Carnegie Class	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	58	+1	+2	+6
1f. Explained course material to one or more students	56	-7	-5	-2
1g. Prepared for exams by discussing or working through course material with other students	50	-1	-3	+0
1h. Worked with other students on course projects or assignments	52	-2	-3	-2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	68	+1	-2	-3
8b. People from an economic background other than your own	71	+1	-1	-0
8c. People with religious beliefs other than your own	66	-1	-1	-1
8d. People with political views other than your own	69	-1	+1	+2

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Learning with Peers: Seniors

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Mean Comparisons

	WMU	Your seniors compared with					
		Carnegie Peers		Carnegie Class		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	35.4	32.4 ***	.21	34.1 **	.09	32.3 ***	.21
Discussions with Diverse Others	41.3	40.4	.06	40.2 *	.07	40.5	.05

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

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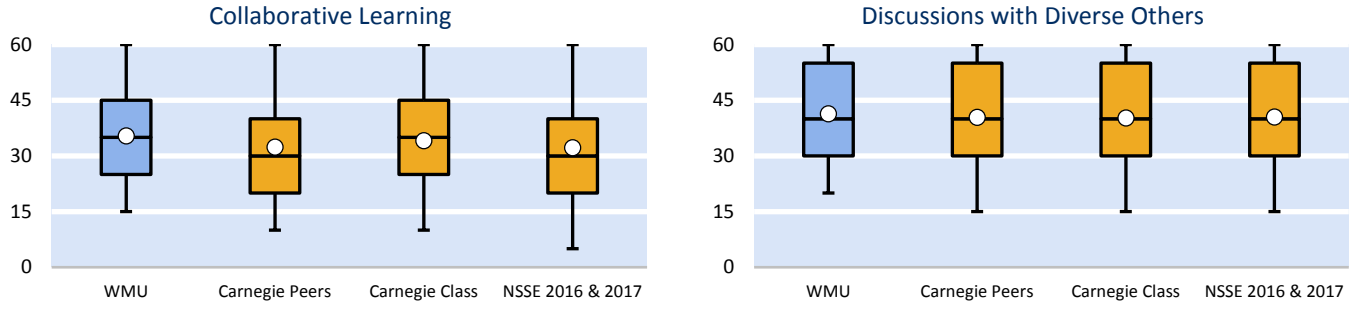

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		Percentage point difference between your seniors and		
Collaborative Learning	WMU	Carnegie Peers	Carnegie Class	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	50	+8	+3	+8
1f. Explained course material to one or more students	68	+7	+5	+10
1g. Prepared for exams by discussing or working through course material with other students	52	+6	+2	+5
1h. Worked with other students on course projects or assignments	70	+8	+4	+7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	72	+3	+2	+1
8b. People from an economic background other than your own	77	+4	+4	+4
8c. People with religious beliefs other than your own	70	+3	+3	+2
8d. People with political views other than your own	71	+0	+2	+3

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NSSE 2017 Engagement Indicators

Experiences with Faculty

Western Michigan University

Experiences with Faculty: First-year students

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

Mean Comparisons

	WMU	*Your first-year students compared with*					
		Carnegie Peers		Carnegie Class		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	23.8	21.3 ***	.18	20.1 ***	.27	20.6 ***	.22
Effective Teaching Practices	36.9	37.7	-.06	37.8	-.07	38.7 **	-.14

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

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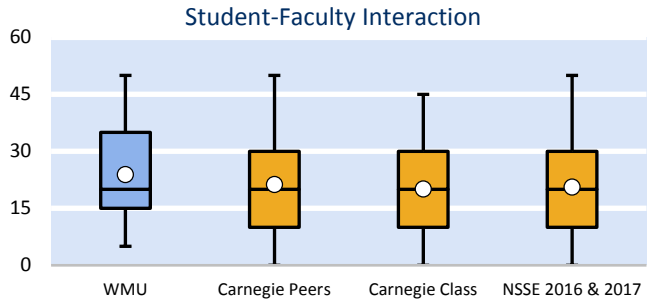

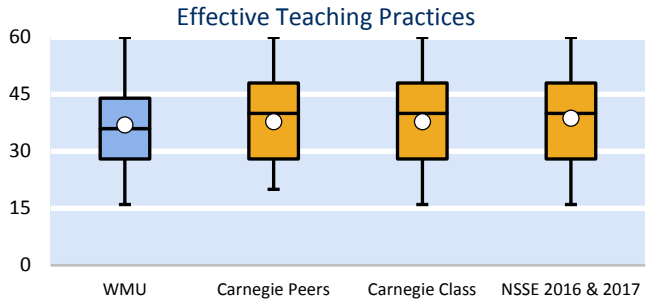

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		Percentage point difference between your FY students and		
Student-Faculty Interaction	WMU	Carnegie Peers	Carnegie Class	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	45	+7	+12	+11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+4	+5	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+2	+3	+2
3d. Discussed your academic performance with a faculty member	36	+7	+9	+7
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	79	+2	+2	+1
5b. Taught course sessions in an organized way	74	-2	-2	-2
5c. Used examples or illustrations to explain difficult points	71	-4	-3	-4
5d. Provided feedback on a draft or work in progress	59	-2	-1	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-3	-1	-5

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

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Western Michigan University

Experiences with Faculty: Seniors

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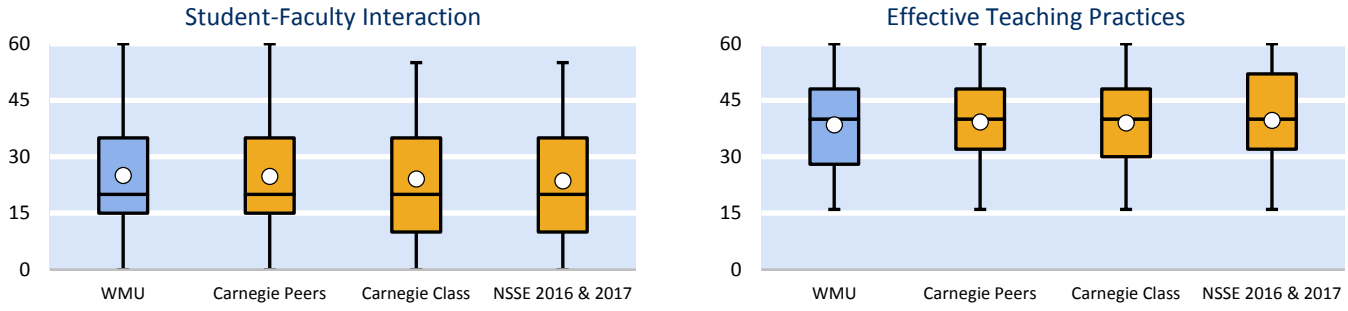
Mean Comparisons

	WMU	*Your seniors compared with*					
		Carnegie Peers		Carnegie Class		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	25.0	24.7	.02	24.0	.06	23.6 **	.09
Effective Teaching Practices	38.4	39.2	-.06	38.9	-.04	39.6 **	-.09

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

Score Distributions



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

Performance[a] on Indicator Items

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

		Percentage point difference between your seniors and		
Student-Faculty Interaction	WMU	Carnegie Peers	Carnegie Class	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	46	-0	+3	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+2	+3	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	-3	-2	-1
3d. Discussed your academic performance with a faculty member	34	-1	+2	+1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	81	+1	+2	+1
5b. Taught course sessions in an organized way	77	-0	-0	-1
5c. Used examples or illustrations to explain difficult points	74	-3	-3	-3
5d. Provided feedback on a draft or work in progress	58	-2	+1	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-2	-2	-4

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

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

NSSE 2017 Engagement Indicators

Campus Environment

Western Michigan University

Campus Environment: First-year students

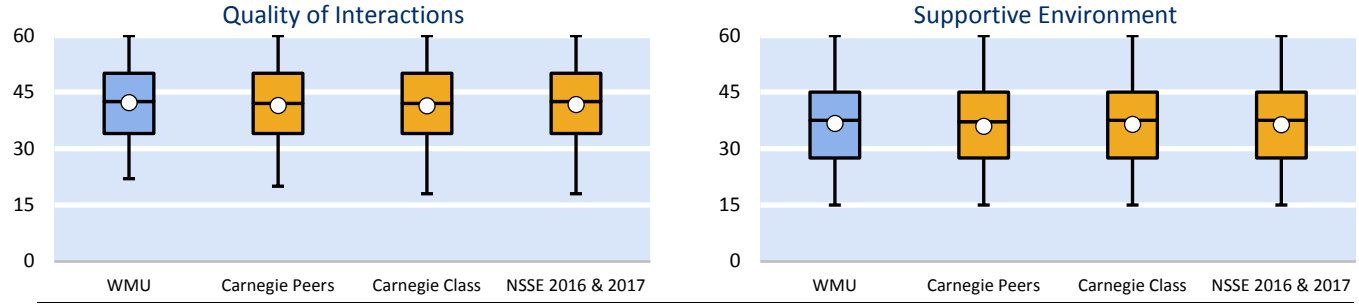
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	WMU	Your first-year students compared with					
		Carnegie Peers		Carnegie Class		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	42.2	41.4	.07	41.3	.07	41.7	.04
Supportive Environment	36.7	35.9	.06	36.4	.02	36.3	.03

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

Score Distributions



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

Performance[a] on Indicator Items

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

		Percentage point difference between your FY students and		
Quality of Interactions	**WMU**	**Carnegie Peers**	**Carnegie Class**	**NSSE 2016 & 2017**
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	51	+2	-1	-1
13b. Academic advisors	54	+5	+6	+4
13c. Faculty	45	-1	-2	-4
13d. Student services staff (career services, student activities, housing, etc.)	41	-2	-2	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	+1	+2	-0
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	76	+3	+0	+0
14c. Using learning support services (tutoring services, writing center, etc.)	74	+1	-2	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+5	+3	+2
14e. Providing opportunities to be involved socially	73	+2	+2	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+0	-0	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+4	+5	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	+2	+3	+4
14i. Attending events that address important social, economic, or political issues	53	+3	+2	+1

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

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

NSSE 2017 Engagement Indicators

Campus Environment

Western Michigan University

Campus Environment: Seniors

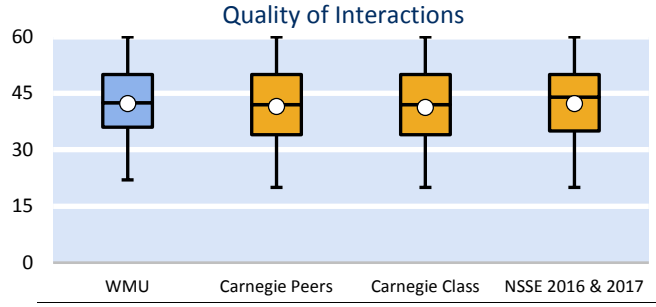
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

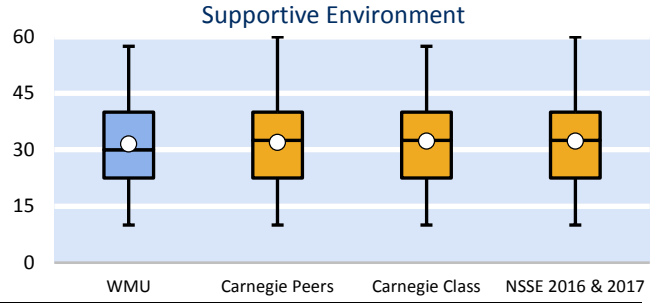
Mean Comparisons

	WMU	Your seniors compared with					
		Carnegie Peers		Carnegie Class		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	42.3	41.5	.06	41.2 **	.08	42.3	.00
Supportive Environment	31.6	32.0	-.03	32.3	-.05	32.3	-.05

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

Score Distributions





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

Performance[a] on Indicator Items

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

		Percentage point difference between your seniors and		
Quality of Interactions	WMU	Carnegie Peers	Carnegie Class	NSSE 2016 & 2017
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	56	-1	-1	-2
13b. Academic advisors	52	+3	+5	+0
13c. Faculty	55	-1	+1	-2
13d. Student services staff (career services, student activities, housing, etc.)	41	+2	+3	-0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	+2	+2	-2
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	69	-0	-0	-2
14c. Using learning support services (tutoring services, writing center, etc.)	60	-4	-5	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	+0	+0	-3
14e. Providing opportunities to be involved socially	63	-1	-2	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-1	-2	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	-1	-1	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-1	-1	+2
14i. Attending events that address important social, economic, or political issues	44	+3	+1	+1

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

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

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NSSE 2017 Engagement Indicators

Comparisons with High-Performing Institutions

Western Michigan University

Comparisons with Top 50% and Top 10% Institutions

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

(a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
(b) institutions with average scores placing them in the top 10% of all 2016 and 2017 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

			Your first-year students compared with					
		WMU	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	37.2	39.2 **	-.15		41.2 ***	-.30	
	Reflective and Integrative Learning	34.8	36.6 ***	-.15		38.3 ***	-.28	
	Learning Strategies	37.8	39.8 **	-.15		41.9 ***	-.30	
	Quantitative Reasoning	26.3	28.8 ***	-.17		30.4 ***	-.27	
Learning with Peers	Collaborative Learning	32.5	35.2 ***	-.19		37.1 ***	-.34	
	Discussions with Diverse Others	39.3	41.7 ***	-.17		43.8 ***	-.31	
Experiences with Faculty	Student-Faculty Interaction	23.8	23.8	.00	✓	27.2 ***	-.22	
	Effective Teaching Practices	36.9	40.7 ***	-.29		42.6 ***	-.42	
Campus Environment	Quality of Interactions	42.2	43.8 **	-.14		46.1 ***	-.33	
	Supportive Environment	36.7	38.2 *	-.12		40.0 ***	-.25	

Seniors

			Your seniors compared with					
		WMU	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	38.2	41.8 ***	-.27		43.3 ***	-.38	
	Reflective and Integrative Learning	38.6	40.0 ***	-.12		42.0 ***	-.28	
	Learning Strategies	37.5	40.7 ***	-.22		42.9 ***	-.38	
	Quantitative Reasoning	29.1	31.1 ***	-.12		33.0 ***	-.24	
Learning with Peers	Collaborative Learning	35.4	35.8	-.03	✓	37.9 ***	-.18	
	Discussions with Diverse Others	41.3	42.3	-.06	✓	44.3 ***	-.19	
Experiences with Faculty	Student-Faculty Interaction	25.0	29.2 ***	-.27		33.0 ***	-.50	
	Effective Teaching Practices	38.4	41.8 ***	-.25		43.8 ***	-.41	
Campus Environment	Quality of Interactions	42.3	44.8 ***	-.22		46.9 ***	-.38	
	Supportive Environment	31.6	34.8 ***	-.23		37.2 ***	-.41	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

NSSE 2017 Engagement Indicators

Detailed Statistics[a]

Western Michigan University

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
WMU (N = 496)	37.2	13.0	.59	20	30	40	45	60				
Carnegie Peers	37.0	13.0	.21	20	30	40	45	60	4,135	.3	.669	.020
Carnegie Class	37.9	12.9	.08	20	30	40	45	60	27,949	-.6	.272	-.050
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	199,991	-.7	.229	-.054
Top 50%	39.2	13.1	.04	20	30	40	50	60	114,391	-1.9	.001	-.148
Top 10%	41.2	13.3	.09	20	35	40	50	60	21,543	-3.9	.000	-.296
Reflective & Integrative Learning												
WMU (N = 521)	34.8	11.8	.52	17	26	34	43	57				
Carnegie Peers	34.3	11.9	.19	17	26	34	40	57	4,305	.5	.390	.040
Carnegie Class	34.8	11.8	.07	17	26	34	43	57	29,149	.0	.960	-.002
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	208,290	-.3	.621	-.022
Top 50%	36.6	12.0	.04	17	29	37	46	57	106,478	-1.8	.001	-.150
Top 10%	38.3	12.3	.08	20	29	37	46	60	23,513	-3.5	.000	-.283
Learning Strategies												
WMU (N = 426)	37.8	13.3	.65	20	27	40	47	60				
Carnegie Peers	36.8	13.8	.24	13	27	40	47	60	3,624	.9	.192	.067
Carnegie Class	37.7	13.5	.09	20	27	40	47	60	24,665	.1	.923	.005
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	178,082	-.5	.436	-.038
Top 50%	39.8	13.7	.05	20	27	40	53	60	88,437	-2.1	.002	-.151
Top 10%	41.9	14.1	.09	20	33	40	53	60	22,730	-4.2	.000	-.298
Quantitative Reasoning												
WMU (N = 487)	26.3	15.2	.69	0	20	27	40	53				
Carnegie Peers	27.1	15.1	.25	0	20	27	40	53	4,095	-.8	.261	-.054
Carnegie Class	27.8	15.1	.09	0	20	27	40	60	27,814	-1.5	.031	-.099
NSSE 2016 & 2017	27.6	15.4	.03	0	20	27	40	60	199,244	-1.3	.060	-.085
Top 50%	28.8	15.2	.04	0	20	27	40	60	123,336	-2.6	.000	-.167
Top 10%	30.4	15.2	.09	7	20	27	40	60	30,385	-4.1	.000	-.271
Learning with Peers												
Collaborative Learning												
WMU (N = 542)	32.5	14.3	.61	10	20	30	40	60				
Carnegie Peers	33.2	14.0	.22	10	25	35	40	60	4,440	-.7	.310	-.047
Carnegie Class	33.5	13.9	.08	10	25	35	40	60	30,320	-.9	.116	-.068
NSSE 2016 & 2017	32.2	14.5	.03	10	20	30	40	60	215,923	.4	.543	.026
Top 50%	35.2	13.6	.04	15	25	35	45	60	545	-2.6	.000	-.195
Top 10%	37.1	13.4	.08	15	25	40	45	60	558	-4.5	.000	-.338
Discussions with Diverse Others												
WMU (N = 424)	39.3	14.9	.72	20	30	40	50	60				
Carnegie Peers	39.4	15.2	.27	15	30	40	55	60	3,633	-.2	.819	-.012
Carnegie Class	39.7	15.1	.10	15	30	40	55	60	24,891	-.4	.581	-.027
NSSE 2016 & 2017	39.7	15.5	.04	15	30	40	55	60	179,705	-.4	.589	-.026
Top 50%	41.7	14.9	.04	20	30	40	55	60	112,891	-2.5	.001	-.166
Top 10%	43.8	14.5	.09	20	35	45	60	60	26,877	-4.5	.000	-.313

NSSE 2017 Engagement Indicators

Detailed Statistics[a]

Western Michigan University

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
WMU (N = 498)	23.8	14.5	.65	5	15	20	35	50				
Carnegie Peers	21.3	14.4	.24	0	10	20	30	50	4,207	2.6	.000	.179
Carnegie Class	20.1	14.1	.08	0	10	20	30	45	28,401	3.8	.000	.268
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	203,147	3.2	.000	.224
Top 50%	23.8	14.7	.06	0	15	20	35	55	71,235	.0	.958	.002
Top 10%	27.2	15.6	.15	5	15	25	40	60	548	-3.4	.000	-.219
Effective Teaching Practices												
WMU (N = 497)	36.9	12.8	.57	16	28	36	44	60				
Carnegie Peers	37.7	12.7	.21	20	28	40	48	60	4,162	-.8	.178	-.064
Carnegie Class	37.8	12.8	.08	16	28	40	48	60	28,227	-.8	.147	-.066
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	202,126	-1.8	.003	-.135
Top 50%	40.7	13.0	.05	20	32	40	52	60	80,446	-3.8	.000	-.290
Top 10%	42.6	13.6	.10	20	36	44	56	60	527	-5.7	.000	-.418
Campus Environment												
Quality of Interactions												
WMU (N = 404)	42.2	11.6	.58	22	34	43	50	60				
Carnegie Peers	41.4	11.5	.21	20	34	42	50	60	3,454	.8	.189	.070
Carnegie Class	41.3	12.1	.08	18	34	42	50	60	23,465	.9	.139	.074
NSSE 2016 & 2017	41.7	12.4	.03	18	34	43	50	60	168,661	.5	.433	.039
Top 50%	43.8	11.5	.04	22	38	46	52	60	73,788	-1.6	.005	-.139
Top 10%	46.1	11.7	.10	24	40	48	56	60	13,007	-3.8	.000	-.326
Supportive Environment												
WMU (N = 375)	36.7	13.2	.68	15	28	38	45	60				
Carnegie Peers	35.9	13.2	.24	15	28	37	45	60	3,335	.8	.276	.060
Carnegie Class	36.4	13.2	.09	15	28	38	45	60	22,908	.3	.635	.025
NSSE 2016 & 2017	36.3	13.6	.03	15	28	38	45	60	166,024	.4	.587	.028
Top 50%	38.2	13.1	.04	18	30	40	48	60	90,300	-1.5	.025	-.116
Top 10%	40.0	13.0	.09	18	31	40	50	60	21,833	-3.3	.000	-.251

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2017 Engagement Indicators

Detailed Statistics[a]

Western Michigan University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
WMU (N = 958)	38.2	13.6	.44	15	30	40	50	60				
Carnegie Peers	39.2	13.8	.20	15	30	40	50	60	5,621	-1.0	.035	-.075
Carnegie Class	39.5	13.7	.07	20	30	40	50	60	38,217	-1.3	.003	-.097
NSSE 2016 & 2017	40.1	13.7	.03	20	30	40	50	60	297,424	-1.8	.000	-.134
Top 50%	41.8	13.5	.04	20	35	40	55	60	118,951	-3.6	.000	-.269
Top 10%	43.3	13.4	.07	20	35	40	55	60	35,840	-5.0	.000	-.375
Reflective & Integrative Learning												
WMU (N = 996)	38.6	12.0	.38	20	31	40	49	60				
Carnegie Peers	37.3	12.5	.18	17	29	37	46	60	5,851	1.3	.004	.101
Carnegie Class	37.5	12.6	.06	17	29	37	46	60	39,570	1.1	.007	.086
NSSE 2016 & 2017	38.0	12.6	.02	17	29	37	46	60	307,219	.6	.162	.044
Top 50%	40.0	12.3	.04	20	31	40	49	60	121,592	-1.4	.000	-.117
Top 10%	42.0	12.2	.08	20	34	43	51	60	26,298	-3.4	.000	-.280
Learning Strategies												
WMU (N = 846)	37.5	14.2	.49	13	27	40	47	60				
Carnegie Peers	37.5	14.4	.22	13	27	40	47	60	5,036	.0	.963	-.002
Carnegie Class	37.9	14.4	.08	13	27	40	47	60	34,463	-.4	.441	-.027
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	270,679	-1.2	.013	-.085
Top 50%	40.7	14.4	.04	20	33	40	53	60	143,411	-3.2	.000	-.225
Top 10%	42.9	14.3	.07	20	33	40	60	60	42,351	-5.4	.000	-.377
Quantitative Reasoning												
WMU (N = 952)	29.1	15.8	.51	0	20	27	40	60				
Carnegie Peers	29.2	16.4	.24	0	20	27	40	60	5,613	-.1	.871	-.006
Carnegie Class	30.3	16.2	.08	0	20	27	40	60	38,085	-1.2	.030	-.071
NSSE 2016 & 2017	29.9	16.3	.03	0	20	27	40	60	958	-.7	.158	-.045
Top 50%	31.1	16.2	.04	0	20	33	40	60	180,727	-2.0	.000	-.124
Top 10%	33.0	15.9	.08	7	20	33	40	60	40,648	-3.9	.000	-.242
Learning with Peers												
Collaborative Learning												
WMU (N = 1023)	35.4	14.2	.45	15	25	35	45	60				
Carnegie Peers	32.4	14.6	.21	10	20	30	40	60	5,994	3.0	.000	.208
Carnegie Class	34.1	14.5	.07	10	25	35	45	60	40,569	1.3	.005	.089
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	1,030	3.2	.000	.211
Top 50%	35.8	13.8	.03	15	25	35	45	60	166,887	-.4	.383	-.027
Top 10%	37.9	13.4	.07	15	30	40	50	60	1,078	-2.5	.000	-.183
Discussions with Diverse Others												
WMU (N = 849)	41.3	14.7	.50	20	30	40	55	60				
Carnegie Peers	40.4	15.8	.24	15	30	40	55	60	1,274	.9	.098	.059
Carnegie Class	40.2	15.8	.09	15	30	40	55	60	898	1.1	.028	.071
NSSE 2016 & 2017	40.5	15.9	.03	15	30	40	55	60	854	.9	.092	.054
Top 50%	42.3	15.6	.04	15	30	40	60	60	857	-1.0	.057	-.062
Top 10%	44.3	15.3	.08	20	35	45	60	60	888	-2.9	.000	-.191

NSSE 2017 Engagement Indicators

Detailed Statistics[a]

Western Michigan University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
WMU (N = 981)	25.0	16.0	.51	0	15	20	35	60				
Carnegie Peers	24.7	15.9	.23	0	15	20	35	60	5,743	.3	.623	.017
Carnegie Class	24.0	15.7	.08	0	10	20	35	55	38,772	1.0	.055	.062
NSSE 2016 & 2017	23.6	15.9	.03	0	10	20	35	55	300,934	1.4	.006	.088
Top 50%	29.2	15.7	.06	5	20	30	40	60	73,339	-4.3	.000	-.270
Top 10%	33.0	16.0	.15	10	20	30	45	60	12,120	-8.0	.000	-.501
Effective Teaching Practices												
WMU (N = 968)	38.4	13.1	.42	16	28	40	48	60				
Carnegie Peers	39.2	13.7	.20	16	32	40	48	60	5,694	-.8	.110	-.056
Carnegie Class	38.9	13.5	.07	16	30	40	48	60	38,649	-.5	.218	-.040
NSSE 2016 & 2017	39.6	13.7	.02	16	32	40	52	60	300,805	-1.2	.005	-.090
Top 50%	41.8	13.5	.04	20	32	40	52	60	986	-3.4	.000	-.251
Top 10%	43.8	13.4	.09	20	36	44	56	60	1,065	-5.4	.000	-.406
Campus Environment												
Quality of Interactions												
WMU (N = 786)	42.3	10.8	.38	22	36	43	50	60				
Carnegie Peers	41.5	11.9	.19	20	34	42	50	60	1,195	.7	.090	.062
Carnegie Class	41.2	11.9	.07	20	34	42	50	60	833	1.0	.010	.085
NSSE 2016 & 2017	42.3	12.2	.02	20	35	44	50	60	791	.0	1.000	.000
Top 50%	44.8	11.6	.04	23	38	46	54	60	800	-2.5	.000	-.219
Top 10%	46.9	12.1	.07	23	40	50	58	60	843	-4.6	.000	-.384
Supportive Environment												
WMU (N = 806)	31.6	13.8	.49	10	23	30	40	58				
Carnegie Peers	32.0	13.9	.22	10	23	33	40	60	4,752	-.4	.453	-.029
Carnegie Class	32.3	13.8	.08	10	23	33	40	58	32,695	-.7	.159	-.050
NSSE 2016 & 2017	32.3	14.2	.03	10	23	33	40	60	257,513	-.7	.145	-.051
Top 50%	34.8	13.7	.04	13	25	35	45	60	117,857	-3.1	.000	-.230
Top 10%	37.2	13.6	.09	13	28	38	48	60	21,966	-5.6	.000	-.408

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.