



NSSE 2013

Engagement Indicators

Eastern Kentucky University

About Your Engagement Indicators Report

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

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

Report sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior 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.
 - Summary of Indicator Items**
Responses to each item in a given EI are displayed 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 current-year 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

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 Institutional Report Builder 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 Web site: nsse.iub.edu

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 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 (FY) Students

Theme	Engagement Indicator	Your FY students compared with Southeast Public	Your FY students compared with Benchmark Inst.	Your FY students compared with Nationwide
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and 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 Southeast Public	Your seniors compared with Benchmark Inst.	Your seniors compared with Nationwide
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and Integrative Learning	--	--	--
	Learning Strategies	--	△	△
	Quantitative Reasoning	--	△	△
Learning with Peers	Collaborative Learning	▼	▼	▼
	Discussions with Diverse Others	▼	▼	▼
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	--	--	△
	Supportive Environment	▼	--	--

Academic Challenge: First-year students

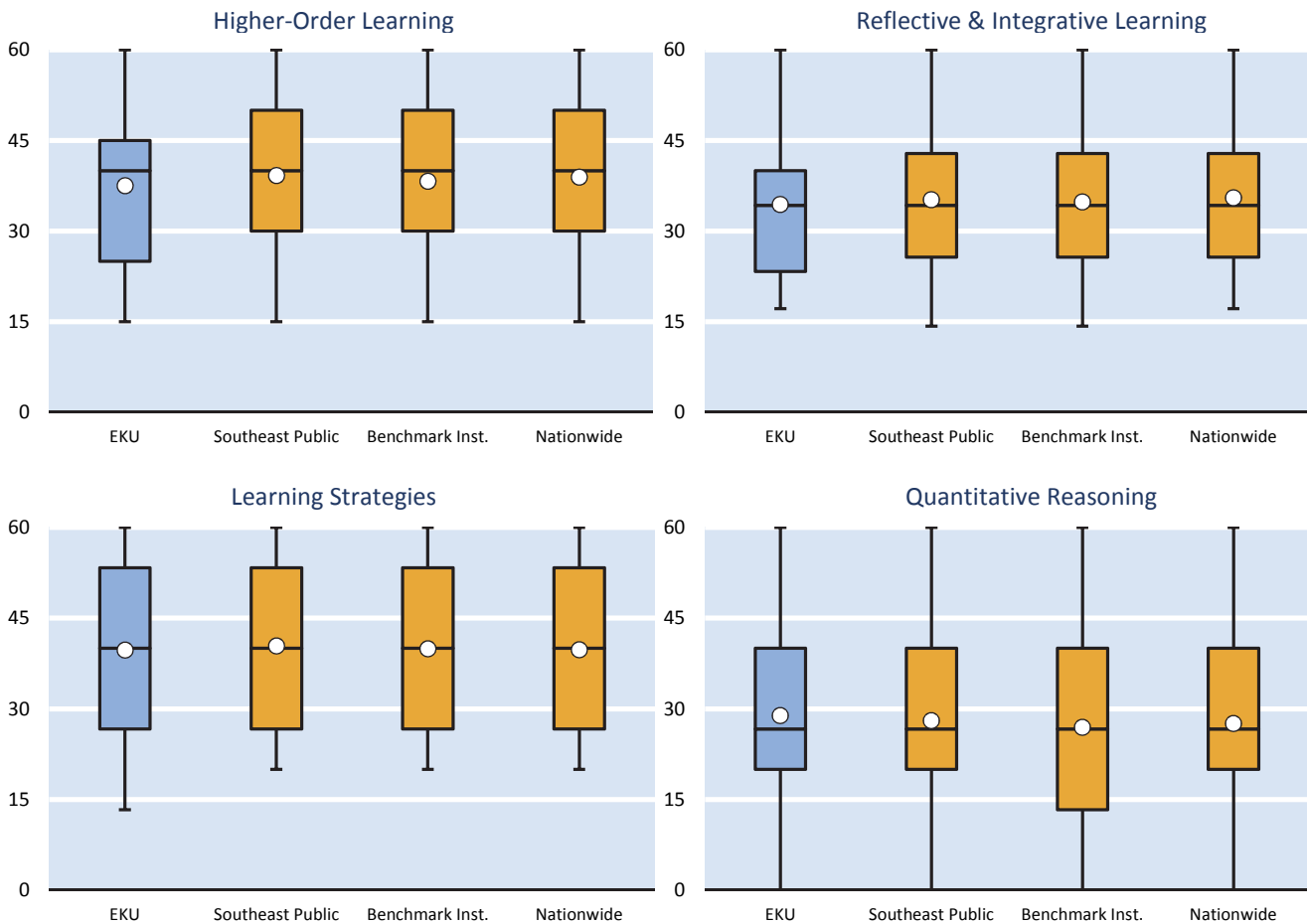
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	EKU Mean	Your first-year students compared with					
		Southeast Public Mean	Effect size	Benchmark Inst. Mean	Effect size	Nationwide Mean	Effect size
Higher-Order Learning	37.5	39.2	-.12	38.3	-.05	38.9	-.10
Reflective & Integrative Learning	34.4	35.2	-.06	34.8	-.03	35.5	-.09
Learning Strategies	39.7	40.4	-.05	40.0	-.02	39.8	.00
Quantitative Reasoning	28.9	28.0	.05	27.0	.12	27.6	.08

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
































































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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	EKU	Southeast Public	Benchmark Inst.	Nationwide
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	72 	74 	71 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70 	72 	70 	72 
4d. Evaluating a point of view, decision, or information source	70 	69 	69 	70 
4e. Forming a new idea or understanding from various pieces of information	65 	68 	68 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	51 	54 	54 	56 
2b. Connected your learning to societal problems or issues	49 	51 	50 	52 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51 	49 	47 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66 	63 	62 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62 	66 	66 	67 
2f. Learned something that changed the way you understand an issue or concept	61 	63 	63 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	74 	76 	74 	76 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82 	81 	79 	81 
9b. Reviewed your notes after class	67 	68 	68 	67 
9c. Summarized what you learned in class or from course materials	65 	66 	65 	64 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55 	54 	51 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45 	39 	37 	40 
6c. Evaluated what others have concluded from numerical information	38 	38 	35 	37 

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 Web site.

Academic Challenge: Seniors

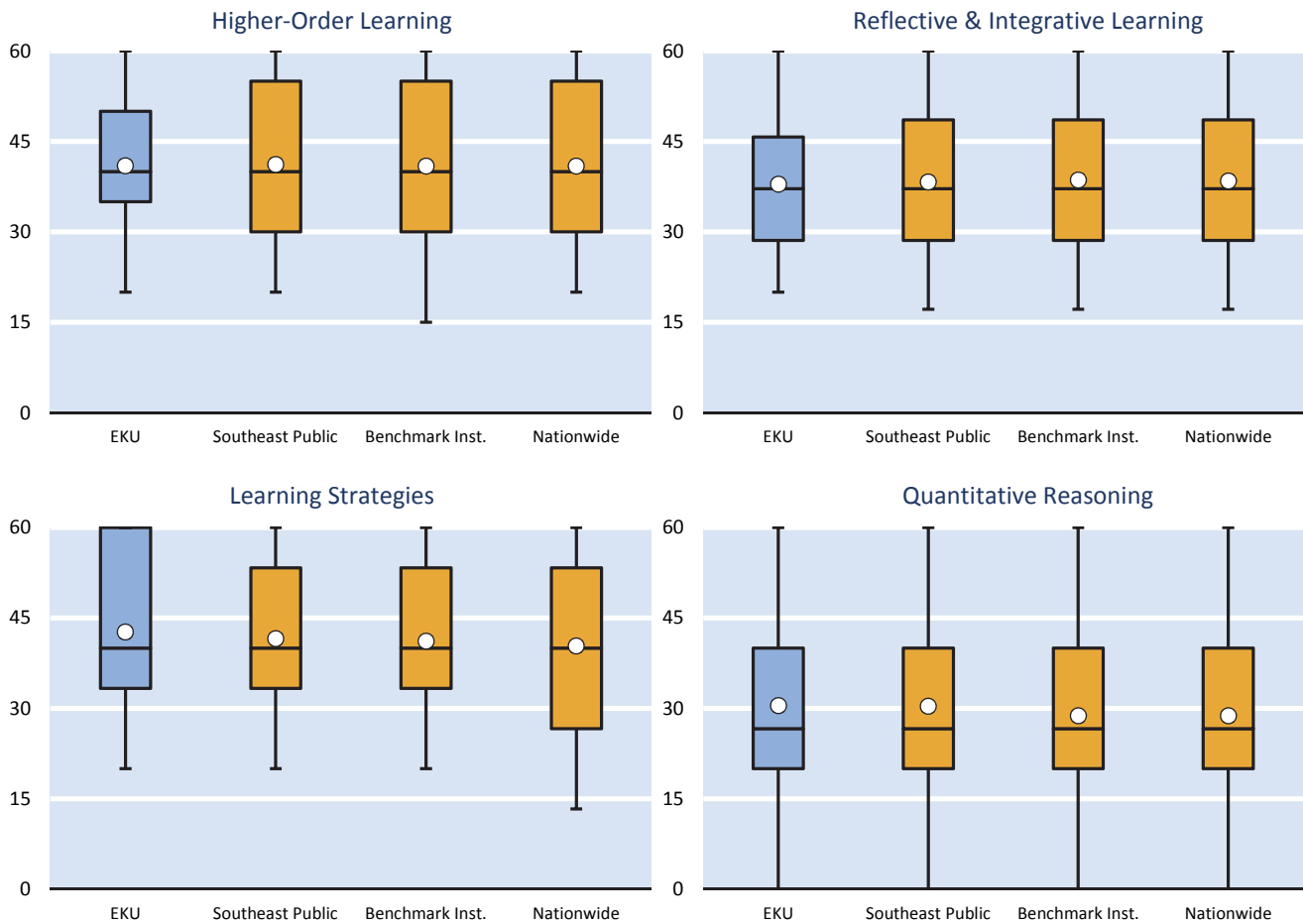
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

Engagement Indicator	EKU Mean	Your first-year students compared with					
		Southeast Public		Benchmark Inst.		Nationwide	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.0	41.2	-.02	40.9	.00	40.9	.01
Reflective & Integrative Learning	37.9	38.3	-.03	38.6	-.05	38.5	-.04
Learning Strategies	42.7	41.5	.08	41.2 *	.10	40.4 ***	.16
Quantitative Reasoning	30.5	30.4	.01	28.8 *	.10	28.8 *	.10

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















































Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	EKU	Southeast Public	Benchmark	
			Inst.	Nationwide
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	81 	80 	80 	79 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78 	77 	76 	76 
4d. Evaluating a point of view, decision, or information source	73 	70 	72 	72 
4e. Forming a new idea or understanding from various pieces of information	73 	71 	72 	71 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71 	71 	71 	72 
2b. Connected your learning to societal problems or issues	61 	62 	64 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55 	52 	54 	54 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64 	65 	66 	64 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70 	69 	69 	69 
2f. Learned something that changed the way you understand an issue or concept	67 	68 	67 	68 
2g. Connected ideas from your courses to your prior experiences and knowledge	84 	83 	84 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	85 	84 	83 	82 
9b. Reviewed your notes after class	75 	67 	67 	65 
9c. Summarized what you learned in class or from course materials	69 	68 	68 	65 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55 	56 	52 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50 	45 	42 	42 
6c. Evaluated what others have concluded from numerical information	44 	45 	41 	42 

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 Web site.

Learning with Peers: First-year students

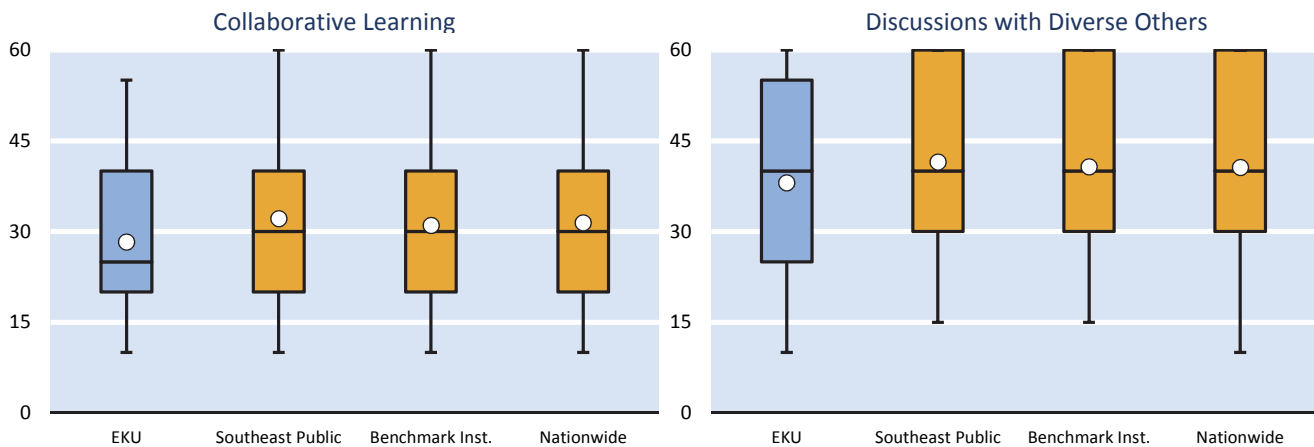
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	EKU Mean	Your first-year students compared with					
		Southeast Public		Benchmark Inst.		Nationwide	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.2	32.1 ***	-.27	31.0 **	-.20	31.4 ***	-.23
Discussions with Diverse Others	38.0	41.5 **	-.21	40.7 *	-.16	40.6 *	-.15

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

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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	EKU	Southeast Public	Benchmark Inst.	Nationwide
1e. Asked another student to help you understand course material	39	49	46	46
1f. Explained course material to one or more students	46	58	56	57
1g. Prepared for exams by discussing or working through course material with other students	37	50	46	47
1h. Worked with other students on course projects or assignments	40	49	48	50

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	EKU	Southeast Public	Benchmark Inst.	Nationwide
8a. People from a race or ethnicity other than your own	61	72	71	71
8b. People from an economic background other than your own	69	74	72	72
8c. People with religious beliefs other than your own	62	69	67	68
8d. People with political views other than your own	67	72	70	70

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 Web site.

Learning with Peers: Seniors

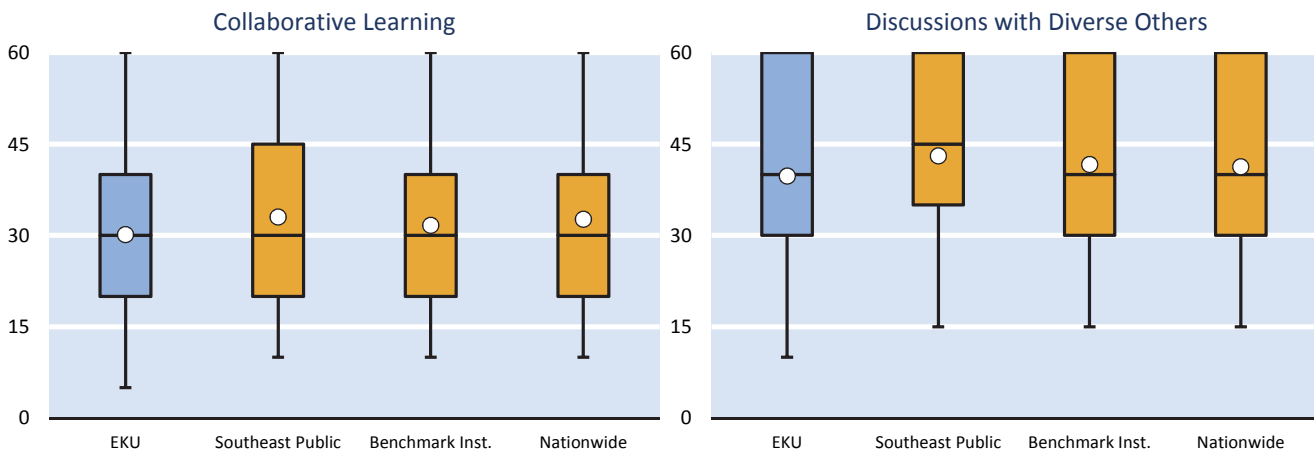
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	EKU Mean	Your seniors compared with					
		Southeast Public		Benchmark Inst.		Nationwide	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.2	33.1 ***	-.20	31.7 *	-.10	32.7 ***	-.18
Discussions with Diverse Others	39.8	43.1 ***	-.21	41.7 **	-.12	41.3 *	-.09

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	EKU	Southeast Public	Benchmark Inst.	Nationwide
1e. Asked another student to help you understand course material	35	41	39	40
1f. Explained course material to one or more students	55	60	58	60
1g. Prepared for exams by discussing or working through course material with other students	43	49	43	44
1h. Worked with other students on course projects or assignments	57	63	61	64

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	EKU	Southeast Public	Benchmark Inst.	Nationwide
8a. People from a race or ethnicity other than your own	60	75	71	70
8b. People from an economic background other than your own	72	77	74	73
8c. People with religious beliefs other than your own	68	72	70	70
8d. People with political views other than your own	74	75	73	72

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 Web site.

Experiences with Faculty: First-year students

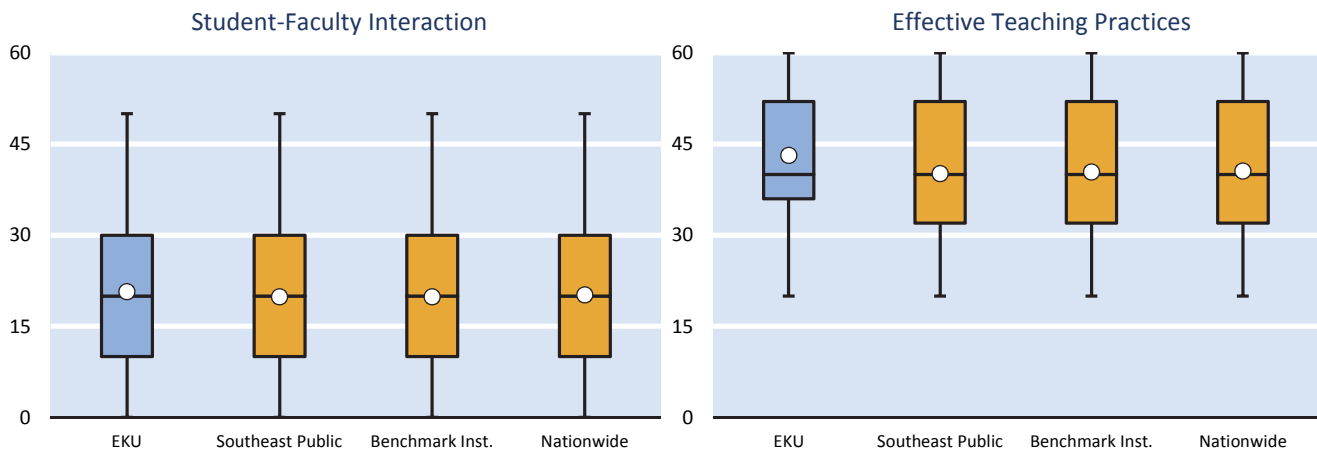
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

Engagement Indicator	EKU Mean	Your first-year students compared with					
		Southeast Public		Benchmark Inst.		Nationwide	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.7	19.9	.06	19.9	.06	20.2	.04
Effective Teaching Practices	43.1	40.1 ***	.22	40.4 **	.20	40.6 **	.19

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

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.

Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	EKU	Southeast Public	Benchmark Inst.	Nationwide
3a. Talked about career plans with a faculty member	38	31	33	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	18	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	24	23	24
3d. Discussed your academic performance with a faculty member	30	28	28	29

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	EKU	Southeast Public	Benchmark Inst.	Nationwide
5a. Clearly explained course goals and requirements	85	81	82	82
5b. Taught course sessions in an organized way	86	79	79	79
5c. Used examples or illustrations to explain difficult points	81	78	78	78
5d. Provided feedback on a draft or work in progress	76	63	66	67
5e. Provided prompt and detailed feedback on tests or completed assignments	72	61	62	63

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 Web site.

Experiences with Faculty: Seniors

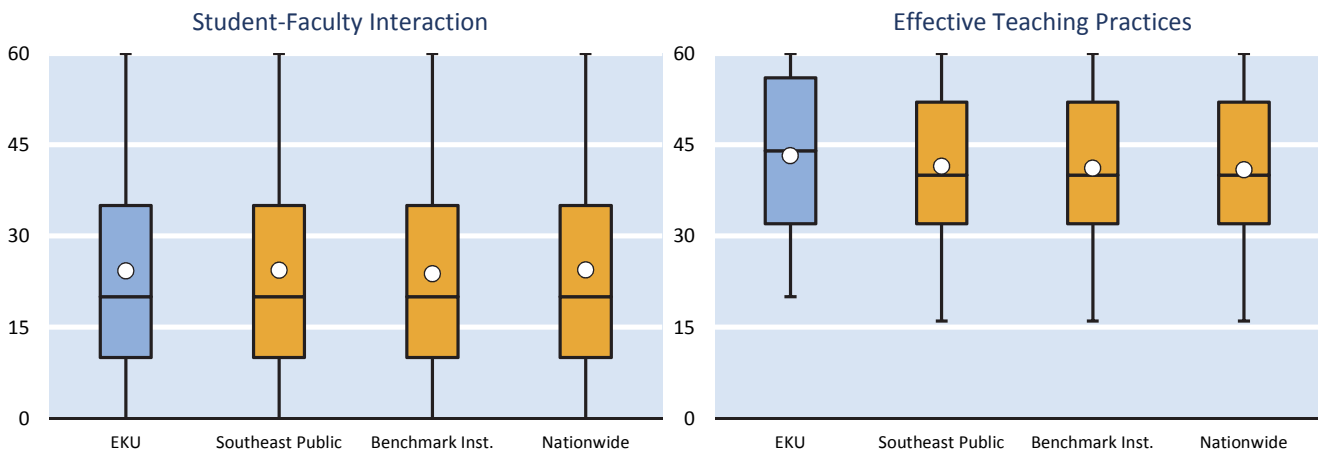
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

Engagement Indicator	EKU Mean	Your seniors compared with					
		Southeast Public		Benchmark Inst.		Nationwide	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.3	24.4	-.01	23.8	.03	24.4	-.01
Effective Teaching Practices	43.2	41.4 **	.13	41.1 ***	.15	40.9 ***	.17

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

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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	EKU	Southeast Public	Benchmark Inst.	Nationwide
3a. Talked about career plans with a faculty member	46	44	43	44
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	27	26	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	35	33	34
3d. Discussed your academic performance with a faculty member	38	35	33	34

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	EKU	Southeast Public	Benchmark Inst.	Nationwide
5a. Clearly explained course goals and requirements	83	84	83	82
5b. Taught course sessions in an organized way	83	82	81	80
5c. Used examples or illustrations to explain difficult points	81	80	80	80
5d. Provided feedback on a draft or work in progress	71	62	62	63
5e. Provided prompt and detailed feedback on tests or completed assignments	76	68	68	66

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 Web site.

Campus Environment: First-year students

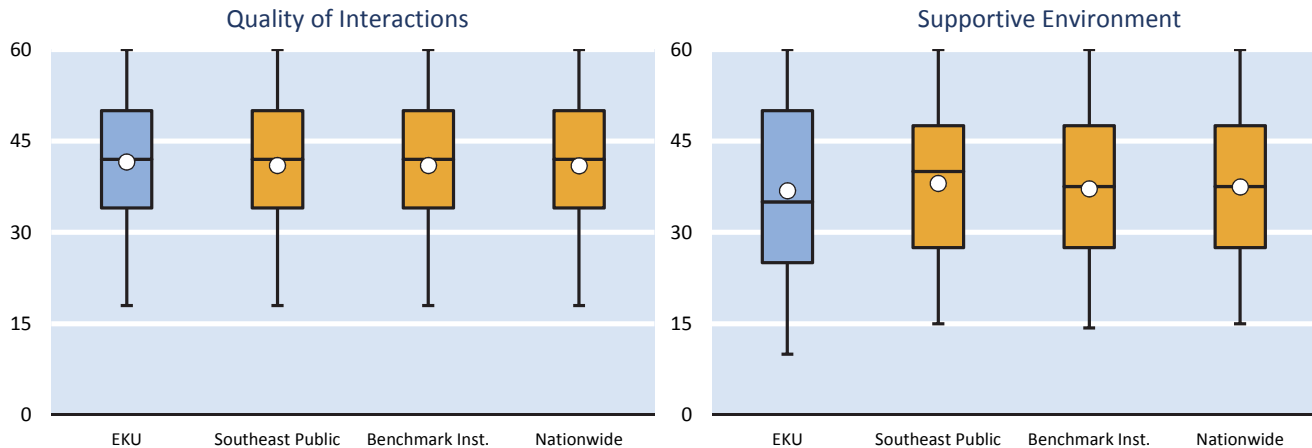
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	EKU Mean	Your first-year students compared with					
		Southeast Public		Benchmark Inst.		Nationwide	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.5	40.9	.05	41.0	.04	40.9	.05
Supportive Environment	36.8	38.0	-.09	37.1	-.03	37.5	-.05

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

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	EKU	Southeast Public	Benchmark Inst.	Nationwide
13a. Students	57	59	56	57
13b. Academic advisors	48	46	48	47
13c. Faculty	51	48	49	48
13d. Student services staff (career services, student activities, housing, etc.)	41	43	42	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	40	40	40

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	EKU	Southeast Public	Benchmark Inst.	Nationwide
14b. Providing support to help students succeed academically	74	78	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	76	79	78	79
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	57	57	59
14e. Providing opportunities to be involved socially	69	74	72	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	75	73	73
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	44	44	46
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	73	68	68
14i. Attending events that address important social, economic, or political issues	52	55	52	52

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 Web site.

Campus Environment: Seniors

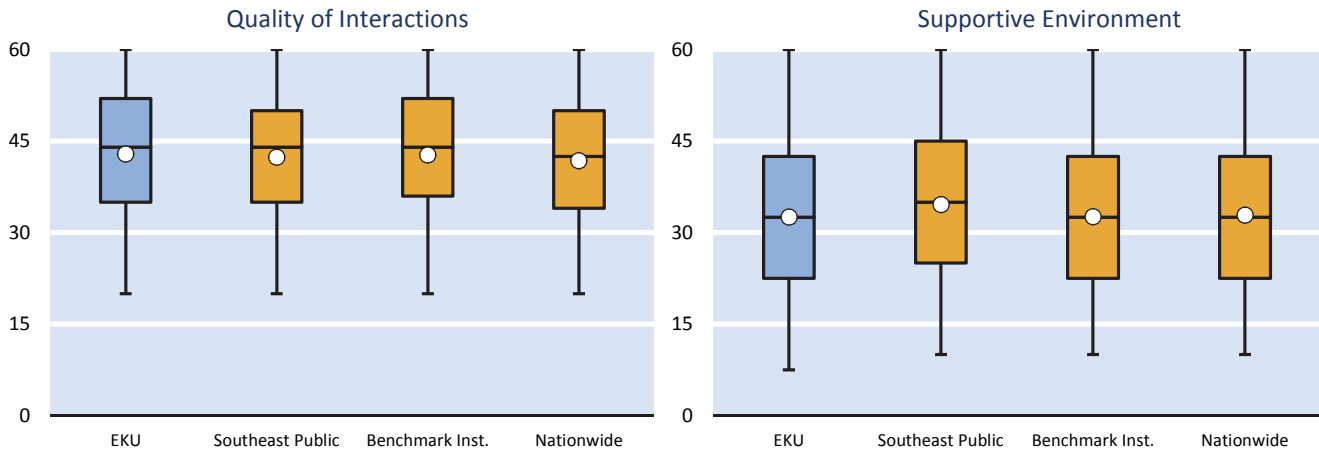
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	EKU Mean	Your seniors compared with					
		Southeast Public		Benchmark Inst.		Nationwide	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.9	42.3	.05	42.7	.01	41.8 *	.09
Supportive Environment	32.6	34.6 **	-.14	32.6	.00	32.9	-.02

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

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	EKU	Southeast Public	Benchmark Inst.	Nationwide
13a. Students	63	66	63	63
13b. Academic advisors	58	51	50	47
13c. Faculty	64	60	62	59
13d. Student services staff (career services, student activities, housing, etc.)	44	42	43	41
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	40	43	40

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	EKU	Southeast Public	Benchmark Inst.	Nationwide
14b. Providing support to help students succeed academically	74	73	72	71
14c. Using learning support services (tutoring services, writing center, etc.)	65	68	65	64
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	52	51	50
14e. Providing opportunities to be involved socially	65	70	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	67	62	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	33	29	31
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	65	55	55
14i. Attending events that address important social, economic, or political issues	46	49	44	45

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 Web site.

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all current-year 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 to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not 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		EKU Mean	Your first-year students compared with					
			NSSE 2013 Top 50%			NSSE 2013 Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.5	40.9 ***	-.25		42.7 ***	-.38	
	Reflective and Integrative Learning	34.4	37.6 ***	-.26		39.4 ***	-.40	
	Learning Strategies	39.7	41.8 *	-.15		44.3 ***	-.32	
	Quantitative Reasoning	28.9	28.8	.01	✓	30.5	-.10	✓
Learning with Peers	Collaborative Learning	28.2	34.5 ***	-.45		37.1 ***	-.65	
	Discussions with Diverse Others	38.0	43.2 ***	-.34		45.7 ***	-.51	
Experiences with Faculty	Student-Faculty Interaction	20.7	23.4 **	-.18		26.7 ***	-.36	
	Effective Teaching Practices	43.1	42.8	.02	✓	44.7	-.12	✓
Campus Environment	Quality of Interactions	41.5	44.3 ***	-.24		46.3 ***	-.39	
	Supportive Environment	36.8	39.5 *	-.21		41.4 ***	-.36	
Seniors		EKU Mean	Your seniors compared with					
			NSSE 2013 Top 50%			NSSE 2013 Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.0	43.5 ***	-.18		45.3 ***	-.32	
	Reflective and Integrative Learning	37.9	41.1 ***	-.25		43.1 ***	-.41	
	Learning Strategies	42.7	43.2	-.03	✓	45.4 ***	-.19	
	Quantitative Reasoning	30.5	31.1	-.04	✓	32.5 **	-.12	
Learning with Peers	Collaborative Learning	30.2	35.0 ***	-.35		37.5 ***	-.54	
	Discussions with Diverse Others	39.8	44.1 ***	-.27		45.8 ***	-.39	
Experiences with Faculty	Student-Faculty Interaction	24.3	29.7 ***	-.34		34.6 ***	-.64	
	Effective Teaching Practices	43.2	43.3	.00	✓	45.3 ***	-.16	
Campus Environment	Quality of Interactions	42.9	45.8 ***	-.25		47.6 ***	-.41	
	Supportive Environment	32.6	36.2 ***	-.26		39.1 ***	-.50	

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, separately for first-year and senior students. 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.

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

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												
EKU (N = 232)	37.5	14.1	.93	15	25	40	45	60				
Southeast Public	39.2	14.3	.13	15	30	40	50	60	11,940	-1.7	.076	-.118
Benchmark Inst.	38.3	14.2	.18	15	30	40	50	60	6,331	-.8	.418	-.054
Nationwide	38.9	13.9	.20	15	30	40	50	60	5,271	-1.4	.124	-.103
Top 50%	40.9	13.6	.07	20	30	40	50	60	33,470	-3.4	.000	-.247
Top 10%	42.7	13.7	.16	20	35	40	55	60	7,903	-5.2	.000	-.384
Reflective and Integrative Learning												
EKU (N = 243)	34.4	12.8	.82	17	23	34	40	60				
Southeast Public	35.2	12.9	.12	14	26	34	43	60	12,442	-.8	.353	-.060
Benchmark Inst.	34.8	12.8	.16	14	26	34	43	60	6,547	-.4	.639	-.031
Nationwide	35.5	12.7	.18	17	26	34	43	60	5,449	-1.1	.192	-.086
Top 50%	37.6	12.5	.07	17	29	37	46	60	33,174	-3.2	.000	-.255
Top 10%	39.4	12.5	.14	20	31	40	49	60	8,428	-5.0	.000	-.399
Learning Strategies												
EKU (N = 216)	39.7	14.5	.99	13	27	40	53	60				
Southeast Public	40.4	14.3	.14	20	27	40	53	60	10,893	-.7	.477	-.049
Benchmark Inst.	40.0	14.2	.19	20	27	40	53	60	5,859	-.2	.812	-.016
Nationwide	39.8	14.1	.21	20	27	40	53	60	4,876	-.1	.946	-.005
Top 50%	41.8	14.1	.08	20	33	40	53	60	29,373	-2.1	.028	-.150
Top 10%	44.3	14.2	.18	20	33	47	60	60	6,760	-4.6	.000	-.324
Quantitative Reasoning												
EKU (N = 232)	28.9	17.3	1.14	0	20	27	40	60				
Southeast Public	28.0	16.7	.15	0	20	27	40	60	12,090	.9	.429	.052
Benchmark Inst.	27.0	16.6	.21	0	13	27	40	60	6,403	2.0	.078	.118
Nationwide	27.6	16.7	.23	0	20	27	40	60	5,333	1.3	.235	.080
Top 50%	28.8	16.3	.08	0	20	27	40	60	233	.1	.938	.005
Top 10%	30.5	16.2	.17	0	20	27	40	60	242	-1.6	.171	-.097
Learning with Peers												
Collaborative Learning												
EKU (N = 244)	28.2	13.8	.88	10	20	25	40	55				
Southeast Public	32.1	14.2	.13	10	20	30	40	60	12,839	-3.9	.000	-.272
Benchmark Inst.	31.0	14.1	.18	10	20	30	40	60	6,708	-2.8	.003	-.195
Nationwide	31.4	13.8	.19	10	20	30	40	60	5,568	-3.2	.000	-.231
Top 50%	34.5	13.7	.07	15	25	35	45	60	34,853	-6.2	.000	-.454
Top 10%	37.1	13.6	.16	15	25	35	45	60	7,239	-8.9	.000	-.651
Discussions with Diverse Others												
EKU (N = 220)	38.0	16.8	1.13	10	25	40	55	60				
Southeast Public	41.5	16.1	.16	15	30	40	60	60	11,035	-3.4	.002	-.213
Benchmark Inst.	40.7	16.4	.22	15	30	40	60	60	5,942	-2.6	.020	-.160
Nationwide	40.6	16.4	.24	10	30	40	60	60	4,946	-2.5	.026	-.154
Top 50%	43.2	15.4	.08	20	35	45	60	60	222	-5.2	.000	-.336
Top 10%	45.7	15.0	.18	20	40	50	60	60	231	-7.7	.000	-.509

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												
EKU (N = 238)	20.7	15.1	.98	0	10	20	30	50				
Southeast Public	19.9	14.7	.13	0	10	20	30	50	12,181	.9	.375	.058
Benchmark Inst.	19.9	14.5	.18	0	10	20	30	50	6,454	.9	.372	.059
Nationwide	20.2	14.6	.20	0	10	20	30	50	5,371	.5	.587	.036
Top 50%	23.4	15.0	.10	0	10	20	35	55	23,952	-2.7	.006	-.179
Top 10%	26.7	16.4	.27	0	15	25	40	60	275	-5.9	.000	-.364
Effective Teaching Practices												
EKU (N = 239)	43.1	12.8	.82	20	36	40	52	60				
Southeast Public	40.1	13.5	.12	20	32	40	52	60	12,243	3.0	.001	.222
Benchmark Inst.	40.4	13.5	.17	20	32	40	52	60	6,486	2.7	.002	.203
Nationwide	40.6	13.3	.19	20	32	40	52	60	5,392	2.6	.004	.193
Top 50%	42.8	13.3	.08	20	35	44	56	60	26,565	.3	.704	.025
Top 10%	44.7	13.9	.17	20	36	48	60	60	259	-1.6	.059	-.116
Campus Environment												
Quality of Interactions												
EKU (N = 212)	41.5	12.6	.87	18	34	42	50	60				
Southeast Public	40.9	12.8	.12	18	34	42	50	60	10,637	.6	.513	.045
Benchmark Inst.	41.0	12.6	.17	18	34	42	50	60	5,714	.6	.521	.045
Nationwide	40.9	12.5	.19	18	34	42	50	60	4,787	.6	.489	.049
Top 50%	44.3	11.6	.08	22	38	46	53	60	22,865	-2.8	.000	-.242
Top 10%	46.3	12.0	.15	23	40	48	56	60	6,423	-4.7	.000	-.394
Supportive Environment												
EKU (N = 198)	36.8	15.8	1.12	10	25	35	50	60				
Southeast Public	38.0	13.9	.14	15	28	40	48	60	203	-1.2	.287	-.087
Benchmark Inst.	37.1	14.0	.19	14	28	38	48	60	209	-.4	.757	-.025
Nationwide	37.5	13.8	.21	15	28	38	48	60	211	-.7	.562	-.048
Top 50%	39.5	13.2	.08	18	30	40	50	60	199	-2.8	.015	-.208
Top 10%	41.4	12.9	.17	20	33	43	53	60	206	-4.6	.000	-.356

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
EKU (N = 605)	41.0	13.7	.56	20	35	40	50	60				
Southeast Public	41.2	14.3	.10	20	30	40	55	60	644	-.2	.697	-.015
Benchmark Inst.	40.9	14.2	.14	15	30	40	55	60	11,373	.0	.946	.003
Nationwide	40.9	14.0	.14	20	30	40	55	60	10,485	.1	.905	.005
Top 50%	43.5	13.7	.06	20	35	40	55	60	54,485	-2.5	.000	-.185
Top 10%	45.3	13.6	.11	20	40	45	60	60	16,353	-4.3	.000	-.316
Reflective and Integrative Learning												
EKU (N = 631)	37.9	12.6	.50	20	29	37	46	60				
Southeast Public	38.3	13.2	.09	17	29	37	49	60	21,862	-.4	.496	-.028
Benchmark Inst.	38.6	13.1	.12	17	29	37	49	60	11,782	-.7	.217	-.051
Nationwide	38.5	13.0	.13	17	29	37	49	60	10,902	-.5	.326	-.040
Top 50%	41.1	12.6	.05	20	31	40	51	60	53,954	-3.2	.000	-.251
Top 10%	43.1	12.6	.10	20	34	43	54	60	14,977	-5.1	.000	-.408
Learning Strategies												
EKU (N = 590)	42.7	14.6	.60	20	33	40	60	60				
Southeast Public	41.5	14.7	.11	20	33	40	53	60	19,621	1.1	.068	.076
Benchmark Inst.	41.2	14.7	.14	20	33	40	53	60	10,882	1.5	.016	.102
Nationwide	40.4	14.7	.15	13	27	40	53	60	10,011	2.3	.000	.158
Top 50%	43.2	14.4	.06	20	33	40	60	60	63,022	-.5	.409	-.034
Top 10%	45.4	14.0	.10	20	40	47	60	60	19,213	-2.7	.000	-.194
Quantitative Reasoning												
EKU (N = 620)	30.5	17.0	.68	0	20	27	40	60				
Southeast Public	30.4	17.5	.12	0	20	27	40	60	21,366	.1	.884	.006
Benchmark Inst.	28.8	17.4	.17	0	20	27	40	60	11,602	1.7	.017	.098
Nationwide	28.8	17.4	.17	0	20	27	40	60	10,672	1.7	.018	.098
Top 50%	31.1	17.2	.06	0	20	33	40	60	79,266	-.7	.326	-.040
Top 10%	32.5	17.0	.12	0	20	33	40	60	22,173	-2.1	.003	-.121
Learning with Peers												
Collaborative Learning												
EKU (N = 631)	30.2	14.8	.59	5	20	30	40	60				
Southeast Public	33.1	14.6	.10	10	20	30	45	60	22,277	-2.9	.000	-.198
Benchmark Inst.	31.7	14.5	.14	10	20	30	40	60	11,898	-1.5	.011	-.104
Nationwide	32.7	14.0	.14	10	20	30	40	60	11,034	-2.5	.000	-.178
Top 50%	35.0	13.8	.06	15	25	35	45	60	642	-4.8	.000	-.349
Top 10%	37.5	13.5	.14	15	25	40	50	60	706	-7.3	.000	-.541
Discussions with Diverse Others												
EKU (N = 592)	39.8	16.3	.67	10	30	40	60	60				
Southeast Public	43.1	16.0	.12	15	35	45	60	60	19,865	-3.3	.000	-.206
Benchmark Inst.	41.7	16.4	.16	15	30	40	60	60	10,962	-1.9	.006	-.116
Nationwide	41.3	16.4	.17	15	30	40	60	60	10,081	-1.5	.029	-.093
Top 50%	44.1	15.9	.06	20	35	45	60	60	72,936	-4.3	.000	-.274
Top 10%	45.8	15.7	.11	20	40	50	60	60	22,635	-6.1	.000	-.388

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												
EKU (N = 614)	24.3	17.1	.69	0	10	20	35	60				
Southeast Public	24.4	16.7	.12	0	10	20	35	60	21,423	-.1	.858	-.007
Benchmark Inst.	23.8	16.4	.16	0	10	20	35	60	11,597	.5	.505	.028
Nationwide	24.4	16.2	.16	0	10	20	35	60	682	-.2	.805	-.011
Top 50%	29.7	16.1	.09	5	20	30	40	60	635	-5.4	.000	-.336
Top 10%	34.6	16.0	.27	10	20	35	45	60	805	-10.3	.000	-.638
Effective Teaching Practices												
EKU (N = 622)	43.2	13.9	.56	20	32	44	56	60				
Southeast Public	41.4	13.9	.10	16	32	40	52	60	21,580	1.8	.002	.127
Benchmark Inst.	41.1	14.0	.13	16	32	40	52	60	11,678	2.1	.000	.149
Nationwide	40.9	13.9	.14	16	32	40	52	60	10,774	2.3	.000	.165
Top 50%	43.3	13.7	.06	20	36	44	56	60	51,676	-.1	.907	-.005
Top 10%	45.3	13.5	.14	20	36	48	60	60	9,731	-2.1	.000	-.155
Campus Environment												
Quality of Interactions												
EKU (N = 575)	42.9	12.2	.51	20	35	44	52	60				
Southeast Public	42.3	12.1	.09	20	35	44	50	60	19,116	.5	.283	.045
Benchmark Inst.	42.7	11.8	.12	20	36	44	52	60	10,476	.2	.760	.013
Nationwide	41.8	11.9	.12	20	34	43	50	60	9,711	1.1	.031	.093
Top 50%	45.8	11.5	.06	24	40	48	55	60	587	-2.9	.000	-.250
Top 10%	47.6	11.6	.10	24	42	50	58	60	623	-4.8	.000	-.409
Supportive Environment												
EKU (N = 567)	32.6	14.3	.60	8	23	33	43	60				
Southeast Public	34.6	14.4	.11	10	25	35	45	60	18,550	-2.0	.001	-.140
Benchmark Inst.	32.6	14.4	.15	10	23	33	43	60	10,404	-.1	.931	-.004
Nationwide	32.9	14.3	.15	10	23	33	43	60	9,570	-.3	.641	-.020
Top 50%	36.2	13.7	.06	13	28	38	45	60	47,920	-3.6	.000	-.262
Top 10%	39.1	13.1	.15	18	30	40	50	60	641	-6.6	.000	-.498

- a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.
- 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.