



NSSE 2016

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 broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning Reflective & 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.
 - 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 2015 and 2016 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

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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Southeast Public	Your first-year students compared with Benchmark Inst.	Your first-year students compared with Nationwide
<i>Academic Challenge</i>	Higher-Order Learning	▼	--	--
	Reflective & 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	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Southeast Public	Your seniors compared with Benchmark Inst.	Your seniors compared with Nationwide
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & 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	--	△	--

Academic Challenge: First-year students

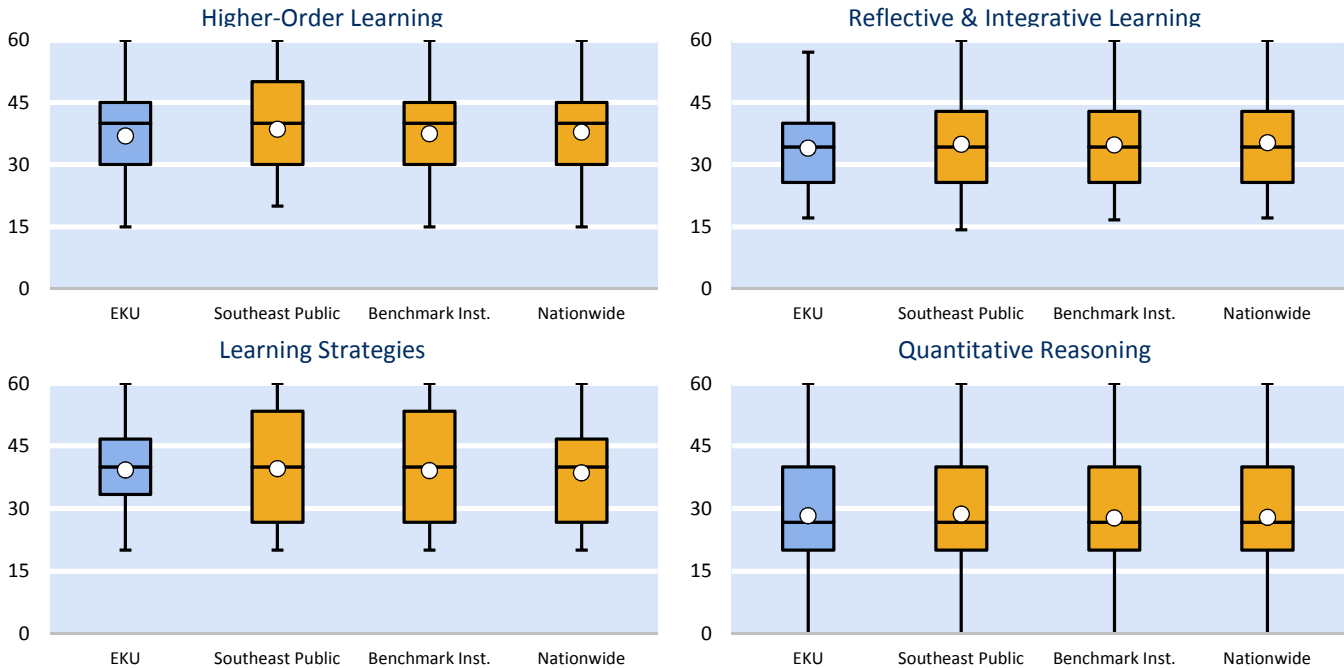
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Benchmark Inst.		Nationwide	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.9	38.5 *	-.12	37.4	-.04	37.8	-.07
Reflective & Integrative Learning	34.0	35.0	-.07	34.8	-.06	35.3 *	-.10
Learning Strategies	39.3	39.6	-.02	39.1	.01	38.5	.05
Quantitative Reasoning	28.3	28.6	-.02	27.7	.03	27.8	.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.

Academic Challenge: First-year students (continued)

Performance 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	EKU	Percentage point difference ^a between your FY students and		
		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	65	-8	-5	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-5	-2	-3
4d. Evaluating a point of view, decision, or information source	68	-0	+0	+0
4e. Forming a new idea or understanding from various pieces of information	66	-0	+1	-0
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	47	-5	-6	-8
2b. Connected your learning to societal problems or issues	51	-0	+1	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-3	-3	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-0	+1	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	+0	+0	-0
2f. Learned something that changed the way you understand an issue or concept	64	-0	+1	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	71	-4	-3	-4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	-2	-0	-2
9b. Reviewed your notes after class	69	+1	+1	+4
9c. Summarized what you learned in class or from course materials	67	+2	+3	+5
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.)	52	-3	-0	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	+2	+3	+2
6c. Evaluated what others have concluded from numerical information	41	+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.

Academic Challenge: Seniors

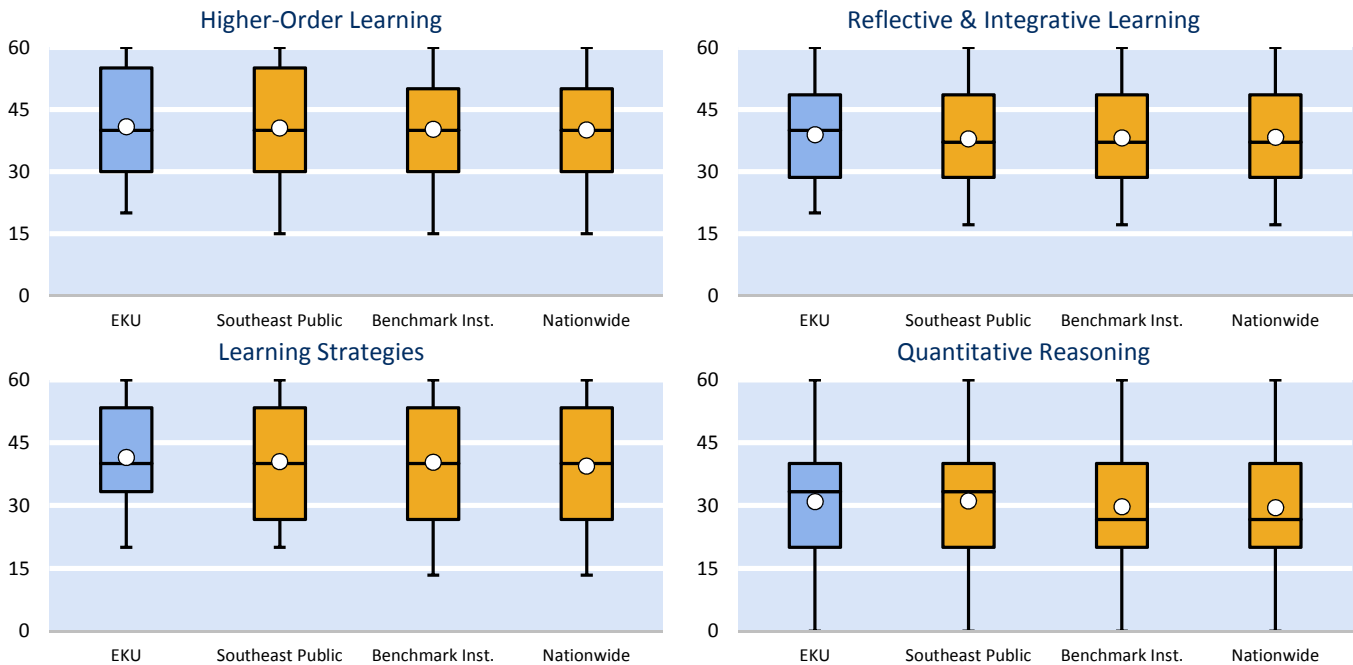
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 seniors compared with					
		Southeast Public		Benchmark Inst.		Nationwide	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.9	40.5	.02	40.3	.04	40.1	.06
Reflective & Integrative Learning	38.9	37.9 *	.07	38.2	.06	38.3	.05
Learning Strategies	41.4	40.5	.07	40.3	.08	39.4 ***	.14
Quantitative Reasoning	30.9	31.0	-.01	29.7	.07	29.5 *	.08

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






















































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Academic Challenge: Seniors (continued)

Performance 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	EKU	Percentage point difference ^a between your seniors and		
		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	80	+1 	+2 	+2 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	-1 	+0 	+0 
4d. Evaluating a point of view, decision, or information source	73	+4 	+3 	+3 
4e. Forming a new idea or understanding from various pieces of information	74	+4 	+3 	+4 
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	+0 	+0 	-1 
2b. Connected your learning to societal problems or issues	66	+6 	+5 	+4 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+5 	+3 	+2 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+6 	+5 	+5 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-0 	-1 	-1 
2f. Learned something that changed the way you understand an issue or concept	71	+3 	+3 	+3 
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+3 	+2 	+1 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	+0 	+1 	+2 
9b. Reviewed your notes after class	69	+3 	+2 	+5 
9c. Summarized what you learned in class or from course materials	72	+4 	+5 	+7 
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	-2 	+1 	+2 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+3 	+5 	+5 
6c. Evaluated what others have concluded from numerical information	47	+0 	+4 	+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.

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Learning with Peers: First-year students

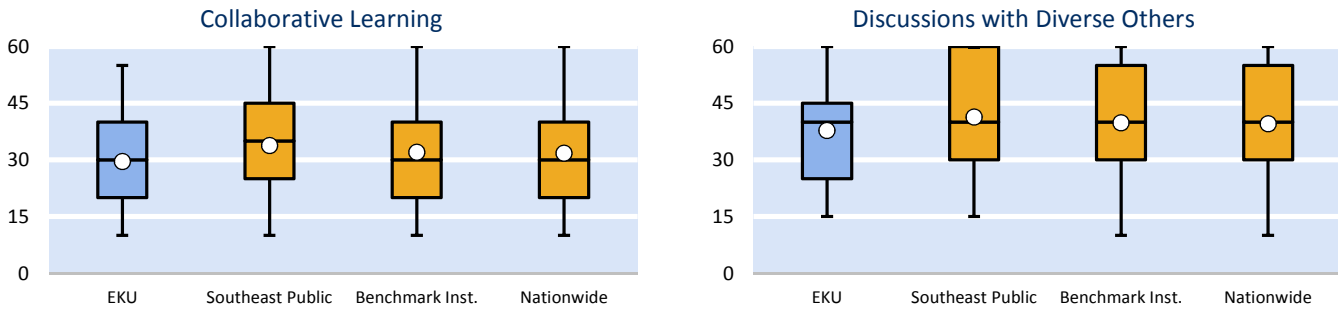
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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	29.5	33.7 ***	-.30	31.9 ***	-.17	31.8 ***	-.16
Discussions with Diverse Others	37.7	41.3 ***	-.23	39.8 **	-.13	39.5 *	-.11

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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Performance on Indicator Items

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Collaborative Learning	EKU	Percentage point difference ^a between your FY students and		
		Southeast Public	Benchmark Inst.	Nationwide
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	47	-8	-5	-4
1f. Explained course material to one or more students	52	-9	-5	-5
1g. Prepared for exams by discussing or working through course material with other students	46	-7	-2	-1
1h. Worked with other students on course projects or assignments	48	-6	-4	-3
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	61	-12	-10	-8
8b. People from an economic background other than your own	68	-6	-3	-3
8c. People with religious beliefs other than your own	65	-4	-2	-2
8d. People with political views other than your own	70	-1	+2	+2

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Learning with Peers: Seniors

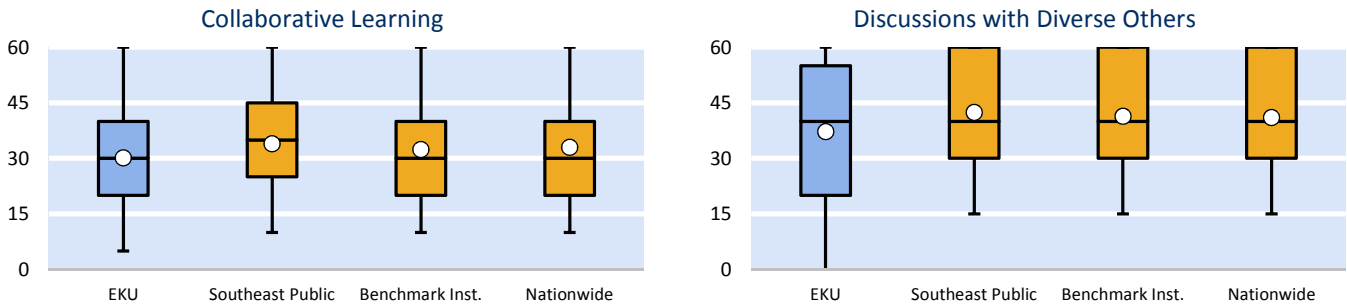
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Mean Comparisons

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	33.9 ***	-.25	32.4 ***	-.15	33.0 ***	-.20
Discussions with Diverse Others	37.2	42.4 ***	-.33	41.4 ***	-.25	41.0 ***	-.24

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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	EKU	Percentage point difference ^a between your seniors and		
		Southeast Public	Benchmark Inst.	Nationwide
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	39	-7	-3	-4
1f. Explained course material to one or more students	55	-7	-5	-7
1g. Prepared for exams by discussing or working through course material with other students	43	-8	-3	-3
1h. Worked with other students on course projects or assignments	58	-7	-5	-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	59	-16	-13	-12
8b. People from an economic background other than your own	66	-9	-7	-7
8c. People with religious beliefs other than your own	61	-9	-9	-7
8d. People with political views other than your own	66	-7	-5	-5

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Experiences with Faculty: First-year students

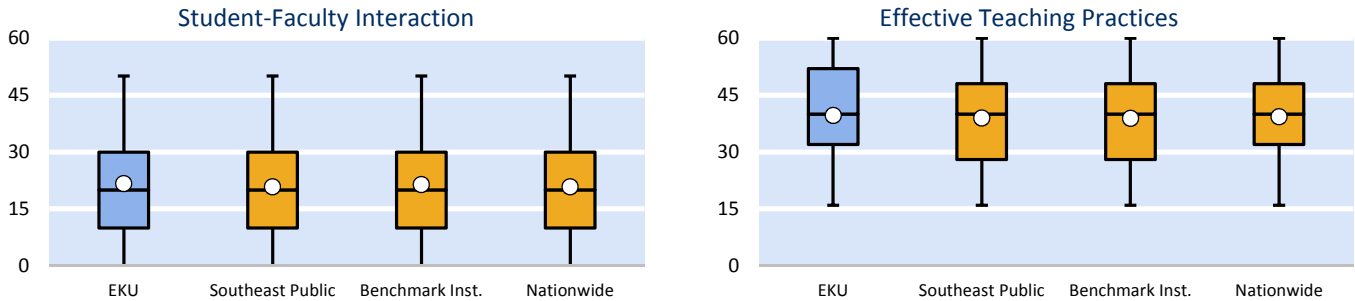
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	21.7	20.8	.06	21.4	.01	20.8	.06
Effective Teaching Practices	39.6	39.0	.05	38.9	.05	39.2	.03

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Student-Faculty Interaction	EKU %	Percentage point difference ^a between your FY students and		
		Southeast Public	Benchmark Inst.	Nationwide
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	35	+1	-2	-0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	+0	-1	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-2	-2	-2
3d. Discussed your academic performance with a faculty member	32	+2	+1	+3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	76	-2	-2	-3
5b. Taught course sessions in an organized way	75	-1	-0	-2
5c. Used examples or illustrations to explain difficult points	74	-1	+1	-1
5d. Provided feedback on a draft or work in progress	70	+7	+7	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+8	+7	+8

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Experiences with Faculty: Seniors

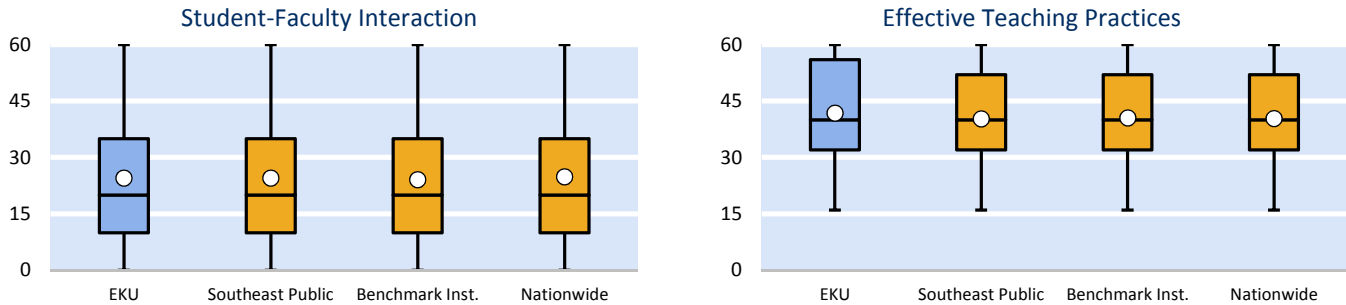
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.4	24.4	.00	24.0	.02	24.8	-.02
Effective Teaching Practices	41.8	40.2 **	.11	40.5 *	.09	40.3 **	.11

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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Student-Faculty Interaction	EKU	Percentage point difference ^a between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	45	+2	+3	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+1	+1	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+1	+0	-1
3d. Discussed your academic performance with a faculty member	37	+2	+3	+2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	81	-0	-0	-0
5b. Taught course sessions in an organized way	78	-1	-1	-1
5c. Used examples or illustrations to explain difficult points	79	-0	-0	-1
5d. Provided feedback on a draft or work in progress	68	+8	+6	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	72	+6	+5	+6

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.

Campus Environment: First-year students

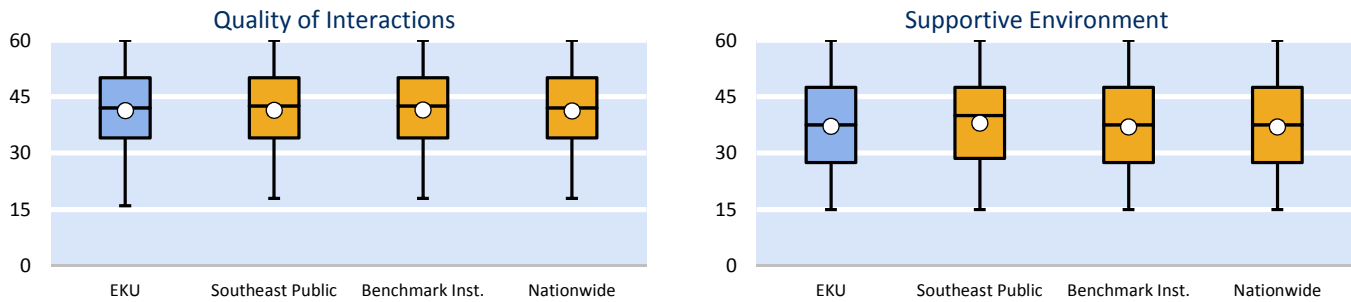
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your 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	41.3	41.4	.00	41.5	-.01	41.2	.01
Supportive Environment	37.1	38.0	-.06	36.9	.01	37.0	.01

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 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	EKU	Percentage point difference ^a between your FY students and		
		Southeast Public	Benchmark Inst.	Nationwide
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	45	-11	-7	-8
13b. Academic advisors	46	-3	-5	-2
13c. Faculty	49	+1	+0	+1
13d. Student services staff (career services, student activities, housing, etc.)	41	-3	-3	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+4	+2	+2
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	72	-6	-4	-3
14c. Using learning support services (tutoring services, writing center, etc.)	75	-5	-2	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-2	-3	-2
14e. Providing opportunities to be involved socially	70	-5	-2	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	-3	-1	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	+4	+3	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	-2	+4	+3
14i. Attending events that address important social, economic, or political issues	55	+2	+4	+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.

Campus Environment: Seniors

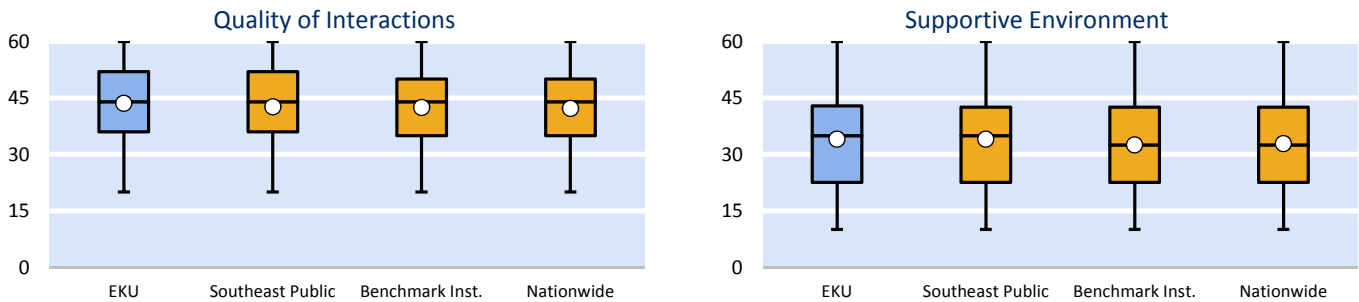
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your 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	43.6	42.6 *	.08	42.5 *	.09	42.2 **	.11
Supportive Environment	34.0	34.0	.00	32.6 *	.10	32.9	.08

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 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	EKU	Percentage point difference ^a between your seniors and		
		Southeast Public	Benchmark Inst.	Nationwide
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	62	-1	+4	+2
13b. Academic advisors	59	+7	+8	+10
13c. Faculty	62	+5	+3	+4
13d. Student services staff (career services, student activities, housing, etc.)	41	-2	-3	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+2	+1	+1
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	70	-2	-0	-0
14c. Using learning support services (tutoring services, writing center, etc.)	69	-0	+3	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	+5	+3	+4
14e. Providing opportunities to be involved socially	66	-3	-1	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-2	+2	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	+7	+8	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	-6	+3	+2
14i. Attending events that address important social, economic, or political issues	49	+3	+6	+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.

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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 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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

Theme	Engagement Indicator	EKU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.9	40.5 ***	-.27		42.7 ***	-.42	
	Reflective and Integrative Learning	34.0	37.4 ***	-.27		39.5 ***	-.43	
	Learning Strategies	39.3	41.2 **	-.14		43.7 ***	-.32	
	Quantitative Reasoning	28.3	29.4	-.07	✓	31.3 ***	-.19	
<i>Learning with Peers</i>	Collaborative Learning	29.5	35.2 ***	-.42		37.3 ***	-.57	
	Discussions with Diverse Others	37.7	42.7 ***	-.32		44.3 ***	-.44	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.7	23.8 **	-.14		26.9 ***	-.33	
	Effective Teaching Practices	39.6	41.6 **	-.15		43.8 ***	-.31	
<i>Campus Environment</i>	Quality of Interactions	41.3	44.1 ***	-.23		45.9 ***	-.37	
	Supportive Environment	37.1	39.2 **	-.15		40.9 ***	-.28	

Seniors

Theme	Engagement Indicator	EKU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.9	43.1 ***	-.16		44.7 ***	-.28	
	Reflective and Integrative Learning	38.9	41.0 ***	-.16		42.9 ***	-.32	
	Learning Strategies	41.4	42.2	-.06	✓	44.5 ***	-.21	
	Quantitative Reasoning	30.9	31.8	-.05	✓	33.2 ***	-.14	
<i>Learning with Peers</i>	Collaborative Learning	30.2	35.8 ***	-.41		37.9 ***	-.56	
	Discussions with Diverse Others	37.2	43.3 ***	-.38		45.1 ***	-.50	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.4	29.6 ***	-.32		33.0 ***	-.53	
	Effective Teaching Practices	41.8	42.7	-.07	✓	44.5 ***	-.20	
<i>Campus Environment</i>	Quality of Interactions	43.6	45.4 ***	-.15		46.9 ***	-.28	
	Supportive Environment	34.0	35.7 **	-.12		38.1 ***	-.29	

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 2015 and 2016 institutions, 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.

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

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 = 412)	36.9	14.0	.69	15	30	40	45	60				
Southeast Public	38.5	13.7	.11	20	30	40	50	60	15,633	-1.6	.019	-.118
Benchmark Inst.	37.4	13.8	.16	15	30	40	45	60	8,080	-.5	.443	-.039
Nationwide	37.8	13.9	.15	15	30	40	45	60	9,027	-.9	.185	-.067
Top 50%	40.5	13.6	.04	20	30	40	50	60	100,007	-3.6	.000	-.265
Top 10%	42.7	13.7	.09	20	35	40	55	60	21,614	-5.8	.000	-.421
Reflective & Integrative Learning												
EKU (N = 430)	34.0	11.9	.57	17	26	34	40	57				
Southeast Public	35.0	12.6	.10	14	26	34	43	60	455	-.9	.108	-.075
Benchmark Inst.	34.8	12.8	.14	17	26	34	43	60	484	-.7	.209	-.058
Nationwide	35.3	12.7	.13	17	26	34	43	60	477	-1.3	.025	-.104
Top 50%	37.4	12.5	.04	17	29	37	46	60	105,132	-3.4	.000	-.270
Top 10%	39.5	12.8	.09	20	31	40	49	60	450	-5.5	.000	-.432
Learning Strategies												
EKU (N = 376)	39.3	13.8	.71	20	33	40	47	60				
Southeast Public	39.6	14.1	.12	20	27	40	53	60	14,023	-.3	.677	-.022
Benchmark Inst.	39.1	14.0	.17	20	27	40	53	60	7,385	.2	.833	.011
Nationwide	38.5	14.0	.16	20	27	40	47	60	8,352	.7	.322	.052
Top 50%	41.2	14.1	.05	20	33	40	53	60	87,420	-1.9	.009	-.136
Top 10%	43.7	14.3	.10	20	33	47	60	60	388	-4.5	.000	-.315
Quantitative Reasoning												
EKU (N = 417)	28.3	15.6	.76	0	20	27	40	60				
Southeast Public	28.6	16.2	.13	0	20	27	40	60	15,733	-.4	.657	-.022
Benchmark Inst.	27.7	16.1	.18	0	20	27	40	60	8,207	.5	.508	.033
Nationwide	27.8	16.2	.17	0	20	27	40	60	9,163	.4	.592	.027
Top 50%	29.4	16.1	.05	0	20	27	40	60	123,901	-1.2	.139	-.072
Top 10%	31.3	16.2	.09	0	20	33	40	60	29,826	-3.0	.000	-.185
Learning with Peers												
Collaborative Learning												
EKU (N = 440)	29.5	14.0	.67	10	20	30	40	55				
Southeast Public	33.7	14.3	.11	10	25	35	45	60	17,008	-4.2	.000	-.296
Benchmark Inst.	31.9	14.2	.16	10	20	30	40	60	8,733	-2.4	.000	-.171
Nationwide	31.8	13.9	.14	10	20	30	40	60	9,716	-2.3	.001	-.163
Top 50%	35.2	13.8	.04	15	25	35	45	60	115,012	-5.7	.000	-.415
Top 10%	37.3	13.6	.09	15	25	40	45	60	24,576	-7.8	.000	-.574
Discussions with Diverse Others												
EKU (N = 384)	37.7	14.9	.76	15	25	40	45	60				
Southeast Public	41.3	15.6	.13	15	30	40	60	60	407	-3.6	.000	-.229
Benchmark Inst.	39.8	16.0	.19	10	30	40	55	60	433	-2.0	.009	-.128
Nationwide	39.5	15.9	.18	10	30	40	55	60	8,478	-1.7	.035	-.110
Top 50%	42.7	15.2	.05	20	35	40	60	60	102,506	-4.9	.000	-.323
Top 10%	44.3	15.1	.09	20	35	45	60	60	31,901	-6.6	.000	-.436

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 = 416)	21.7	14.4	.71	0	10	20	30	50				
Southeast Public	20.8	14.7	.12	0	10	20	30	50	15,935	.8	.250	.057
Benchmark Inst.	21.4	14.8	.17	0	10	20	30	50	8,234	.2	.779	.014
Nationwide	20.8	14.9	.16	0	10	20	30	50	9,213	.8	.260	.056
Top 50%	23.8	15.0	.06	0	15	20	35	55	70,670	-2.2	.003	-.144
Top 10%	26.9	16.0	.15	5	15	25	40	60	452	-5.3	.000	-.329
Effective Teaching Practices												
EKU (N = 419)	39.6	13.5	.66	16	32	40	52	60				
Southeast Public	39.0	13.5	.11	16	28	40	48	60	15,916	.6	.351	.046
Benchmark Inst.	38.9	13.3	.15	16	28	40	48	60	8,250	.7	.282	.054
Nationwide	39.2	13.3	.14	16	32	40	48	60	9,231	.3	.601	.026
Top 50%	41.6	13.4	.05	20	32	40	52	60	88,517	-2.0	.003	-.146
Top 10%	43.8	13.5	.10	20	36	44	56	60	18,804	-4.2	.000	-.311
Campus Environment												
Quality of Interactions												
EKU (N = 367)	41.3	12.3	.64	16	34	42	50	60				
Southeast Public	41.4	12.6	.11	18	34	43	50	60	13,627	-.1	.930	-.005
Benchmark Inst.	41.5	12.4	.15	18	34	43	50	60	7,166	-.2	.814	-.013
Nationwide	41.2	12.7	.14	18	34	42	50	60	8,107	.2	.817	.012
Top 50%	44.1	11.8	.04	22	38	46	52	60	74,363	-2.7	.000	-.232
Top 10%	45.9	12.1	.10	22	40	48	56	60	16,112	-4.5	.000	-.374
Supportive Environment												
EKU (N = 366)	37.1	14.1	.74	15	28	38	48	60				
Southeast Public	38.0	13.7	.12	15	29	40	48	60	12,939	-.9	.223	-.065
Benchmark Inst.	36.9	13.7	.17	15	28	38	48	60	6,926	.2	.806	.013
Nationwide	37.0	13.7	.16	15	28	38	48	60	7,825	.1	.850	.010
Top 50%	39.2	13.3	.05	18	30	40	50	60	368	-2.1	.006	-.154
Top 10%	40.9	13.3	.09	20	33	40	53	60	377	-3.7	.000	-.281

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.

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 = 720)	40.9	14.3	.53	20	30	40	55	60				
Southeast Public	40.5	14.2	.10	15	30	40	55	60	20,093	.4	.515	.025
Benchmark Inst.	40.3	14.4	.14	15	30	40	50	60	10,691	.6	.277	.042
Nationwide	40.1	14.4	.14	15	30	40	50	60	11,727	.8	.144	.056
Top 50%	43.1	13.8	.04	20	35	40	55	60	97,814	-2.3	.000	-.165
Top 10%	44.7	13.7	.08	20	40	45	60	60	30,888	-3.8	.000	-.278
Reflective & Integrative Learning												
EKU (N = 738)	38.9	13.0	.48	20	29	40	49	60				
Southeast Public	37.9	13.1	.09	17	29	37	49	60	20,935	1.0	.046	.075
Benchmark Inst.	38.2	13.3	.13	17	29	37	49	60	11,066	.7	.148	.055
Nationwide	38.3	13.1	.12	17	29	37	49	60	12,133	.6	.203	.048
Top 50%	41.0	12.7	.04	20	31	40	51	60	102,279	-2.1	.000	-.163
Top 10%	42.9	12.5	.08	20	34	43	54	60	26,178	-4.0	.000	-.316
Learning Strategies												
EKU (N = 691)	41.4	14.8	.56	20	33	40	53	60				
Southeast Public	40.5	14.7	.11	20	27	40	53	60	18,530	1.0	.092	.065
Benchmark Inst.	40.3	14.9	.15	13	27	40	53	60	9,960	1.1	.052	.077
Nationwide	39.4	14.9	.15	13	27	40	53	60	10,953	2.0	.001	.137
Top 50%	42.2	14.5	.04	20	33	40	60	60	117,847	-.8	.137	-.057
Top 10%	44.5	14.2	.08	20	33	47	60	60	32,443	-3.0	.000	-.214
Quantitative Reasoning												
EKU (N = 732)	30.9	17.1	.63	0	20	33	40	60				
Southeast Public	31.0	17.0	.12	0	20	33	40	60	20,370	-.2	.794	-.010
Benchmark Inst.	29.7	17.0	.17	0	20	27	40	60	10,797	1.2	.065	.071
Nationwide	29.5	17.1	.16	0	20	27	40	60	11,847	1.4	.029	.083
Top 50%	31.8	16.9	.04	0	20	33	40	60	152,874	-.9	.157	-.052
Top 10%	33.2	16.8	.08	0	20	33	47	60	42,858	-2.3	.000	-.139
Learning with Peers												
Collaborative Learning												
EKU (N = 753)	30.2	15.4	.56	5	20	30	40	60				
Southeast Public	33.9	14.8	.10	10	25	35	45	60	21,516	-3.8	.000	-.255
Benchmark Inst.	32.4	14.9	.14	10	20	30	40	60	11,284	-2.3	.000	-.154
Nationwide	33.0	14.3	.13	10	20	30	40	60	838	-2.8	.000	-.198
Top 50%	35.8	13.9	.04	15	25	35	45	60	759	-5.6	.000	-.405
Top 10%	37.9	13.7	.08	15	30	40	50	60	783	-7.7	.000	-.563
Discussions with Diverse Others												
EKU (N = 695)	37.2	17.4	.66	0	20	40	55	60				
Southeast Public	42.4	15.8	.12	15	30	40	60	60	739	-5.2	.000	-.326
Benchmark Inst.	41.4	16.4	.17	15	30	40	60	60	789	-4.2	.000	-.252
Nationwide	41.0	16.0	.16	15	30	40	60	60	775	-3.8	.000	-.238
Top 50%	43.3	15.9	.04	15	35	45	60	60	700	-6.1	.000	-.383
Top 10%	45.1	15.8	.08	20	35	50	60	60	714	-7.9	.000	-.497

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 = 725)	24.4	17.2	.64	0	10	20	35	60				
Southeast Public	24.4	16.2	.12	0	10	20	35	60	772	.0	1.000	.000
Benchmark Inst.	24.0	16.6	.17	0	10	20	35	60	10,821	.4	.535	.024
Nationwide	24.8	16.5	.16	0	10	20	35	60	11,875	-.3	.586	-.021
Top 50%	29.6	16.1	.07	5	20	30	40	60	740	-5.1	.000	-.317
Top 10%	33.0	16.3	.17	5	20	30	45	60	10,356	-8.6	.000	-.525
Effective Teaching Practices												
EKU (N = 740)	41.8	14.5	.53	16	32	40	56	60				
Southeast Public	40.2	13.9	.10	16	32	40	52	60	790	1.5	.005	.110
Benchmark Inst.	40.5	14.2	.14	16	32	40	52	60	10,913	1.3	.018	.090
Nationwide	40.3	13.8	.13	16	32	40	52	60	829	1.5	.008	.106
Top 50%	42.7	13.7	.05	20	32	44	56	60	750	-1.0	.073	-.070
Top 10%	44.5	13.4	.09	20	36	44	56	60	786	-2.7	.000	-.204
Campus Environment												
Quality of Interactions												
EKU (N = 657)	43.6	12.0	.47	20	36	44	52	60				
Southeast Public	42.6	11.9	.09	20	36	44	52	60	17,870	.9	.049	.078
Benchmark Inst.	42.5	12.1	.13	20	35	44	50	60	9,475	1.1	.024	.091
Nationwide	42.2	11.9	.12	20	35	44	50	60	10,505	1.4	.005	.114
Top 50%	45.4	11.5	.04	24	40	48	54	60	82,600	-1.8	.000	-.155
Top 10%	46.9	11.9	.07	24	40	50	56	60	26,834	-3.3	.000	-.280
Supportive Environment												
EKU (N = 687)	34.0	15.0	.57	10	23	35	43	60				
Southeast Public	34.0	14.3	.11	10	23	35	43	60	737	.0	.992	.000
Benchmark Inst.	32.6	14.5	.15	10	23	33	43	60	9,463	1.5	.012	.100
Nationwide	32.9	14.1	.14	10	23	33	43	60	775	1.1	.054	.081
Top 50%	35.7	13.9	.05	13	25	35	45	60	695	-1.7	.003	-.121
Top 10%	38.1	13.9	.10	15	28	40	48	60	732	-4.0	.000	-.290

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.