



NSSE 2019

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 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 2018 and 2019 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, 2018). 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 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 Peer Institutions	Your first-year students compared with Kentucky Publics	Your first-year students compared with NSSE 2018 & 2019
<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 Peer Institutions	Your seniors compared with Kentucky Publics	Your seniors compared with NSSE 2018 & 2019
<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

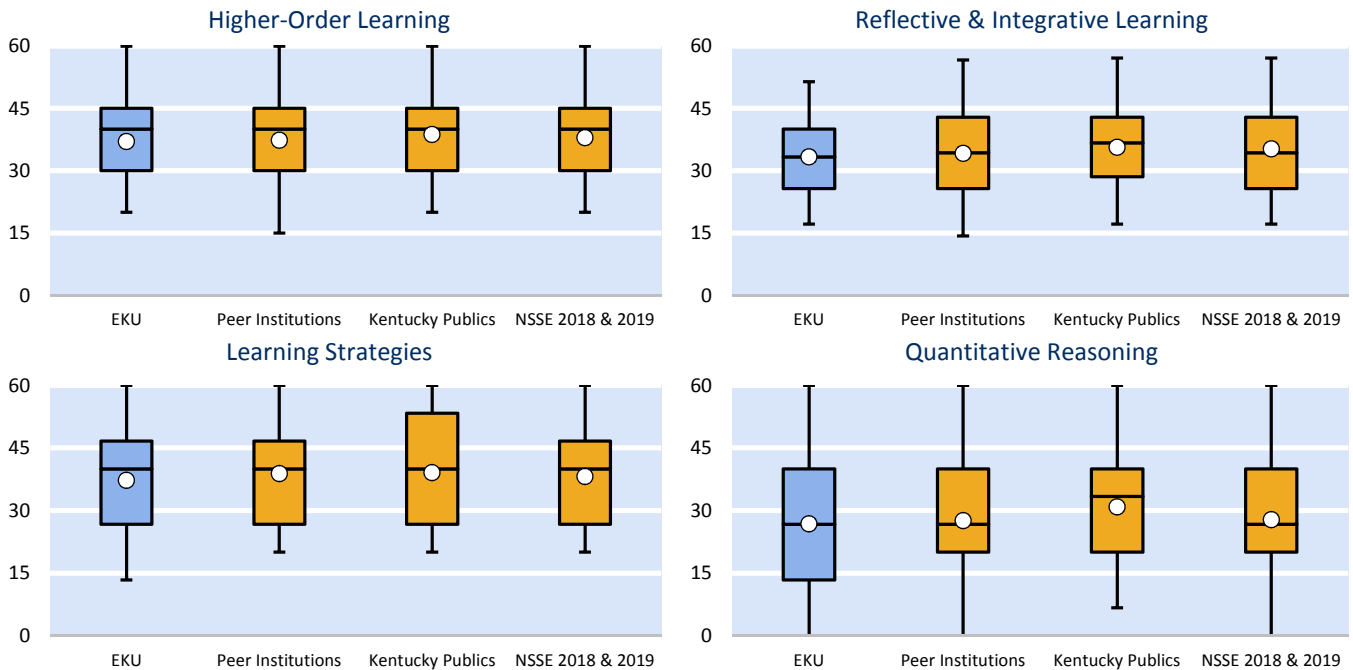
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Peer Institutions Mean	Peer Institutions Effect size	Kentucky Publics Mean	Kentucky Publics Effect size	NSSE 2018 & 2019 Mean	NSSE 2018 & 2019 Effect size
Higher-Order Learning	37.0	37.3	-.02	38.7	-.13	38.0	-.07
Reflective & Integrative Learning	33.4	34.2	-.07	35.6 **	-.19	35.2 *	-.16
Learning Strategies	37.3	38.8	-.11	39.1	-.13	38.1	-.06
Quantitative Reasoning	26.8	27.6	-.05	30.9 **	-.27	27.8	-.07

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. Dark red 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		
		Peer Institutions	Kentucky Publics	NSSE 2018 & 2019
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	63	-7	-13	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-3	-8	-4
4d. Evaluating a point of view, decision, or information source	70	+3	+1	+1
4e. Forming a new idea or understanding from various pieces of information	70	+3	+0	+1
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	-2	-9	-5
2b. Connected your learning to societal problems or issues	46	-2	-8	-6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-1	-7	-5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-3	-6	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-3	-7	-6
2f. Learned something that changed the way you understand an issue or concept	60	-3	-7	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-3	-4	-5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-0	-2	-3
9b. Reviewed your notes after class	68	-2	-1	+2
9c. Summarized what you learned in class or from course materials	62	-3	-5	-1
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.)	51	-2	-8	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	+3	-6	+1
6c. Evaluated what others have concluded from numerical information	40	+3	-6	+1

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

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

Academic Challenge: Seniors

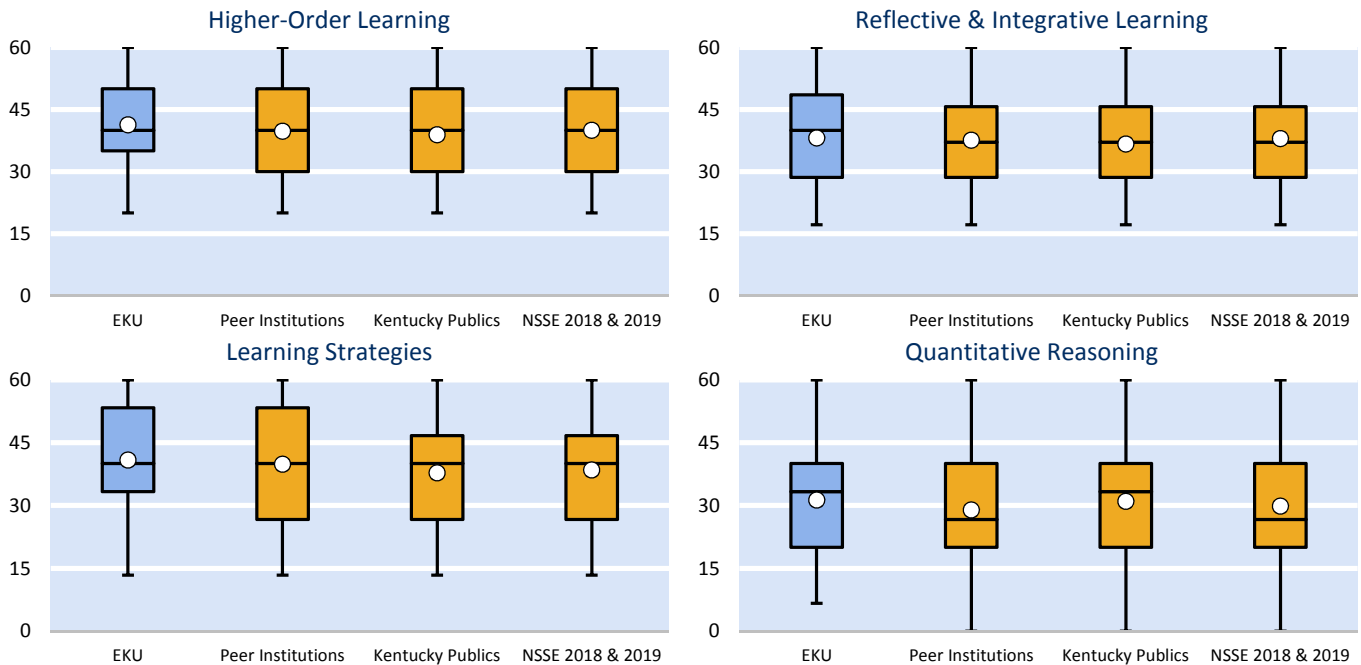
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Mean Comparisons

Engagement Indicator	EKU Mean	Your seniors compared with					
		Peer Institutions		Kentucky Publics		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.3	39.8	.11	39.0 **	.18	40.0	.10
Reflective & Integrative Learning	38.2	37.6	.04	36.7	.12	38.0	.01
Learning Strategies	40.8	39.8	.07	37.8 **	.21	38.5 **	.16
Quantitative Reasoning	31.3	28.9 *	.15	31.0	.02	29.8	.09

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

Score Distributions






















































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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. Dark red 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		
		Peer Institutions	Kentucky Publics	NSSE 2018 & 2019
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	85	+7 	+8 	+8 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	+8 	+8 	+6 
4d. Evaluating a point of view, decision, or information source	73	+2 	+7 	+2 
4e. Forming a new idea or understanding from various pieces of information	76	+4 	+7 	+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	67	-1 	-3 	-2 
2b. Connected your learning to societal problems or issues	65	+4 	+6 	+4 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+6 	+9 	+4 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	-2 	+1 	-2 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	-2 	-0 	-3 
2f. Learned something that changed the way you understand an issue or concept	69	+1 	+3 	-2 
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+1 	+3 	-0 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	+2 	+6 	+0 
9b. Reviewed your notes after class	68	-1 	+5 	+6 
9c. Summarized what you learned in class or from course materials	73	+5 	+9 	+9 
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.)	57	+4 	-1 	+2 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+7 	+3 	+6 
6c. Evaluated what others have concluded from numerical information	47	+6 	+0 	+3 

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Learning with Peers: First-year students

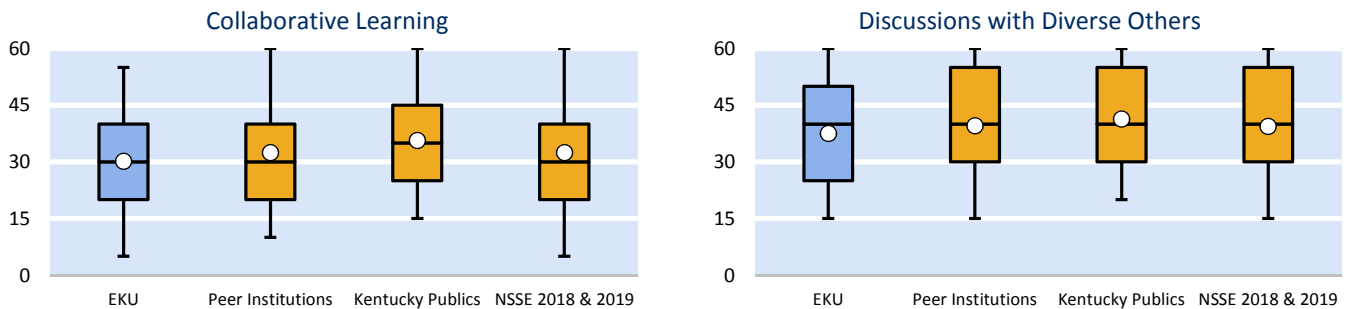
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Peer Institutions		Kentucky Publics		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.1	32.4 *	-.16	35.6 ***	-.39	32.4 **	-.15
Discussions with Diverse Others	37.5	39.5	-.13	41.3 **	-.26	39.4	-.12

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Collaborative Learning	EKU	Percentage point difference ^a between your FY students and		
		Peer Institutions	Kentucky Publics	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	52	-1	-8	-0
1f. Explained course material to one or more students	53	-6	-11	-5
1g. Prepared for exams by discussing or working through course material with other students	42	-8	-16	-9
1h. Worked with other students on course projects or assignments	45	-6	-19	-9
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	57	-13	-15	-14
8b. People from an economic background other than your own	73	+1	-4	+2
8c. People with religious beliefs other than your own	63	-3	-10	-4
8d. People with political views other than your own	69	+1	-4	+5

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Learning with Peers: Seniors

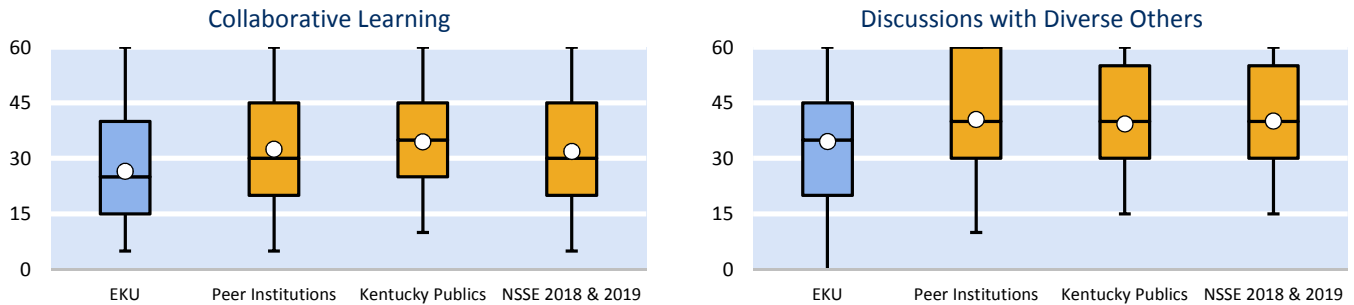
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Mean Comparisons

Engagement Indicator	EKU Mean	Your seniors compared with					
		Peer Institutions Effect size		Kentucky Publics Effect size		NSSE 2018 & 2019 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	26.6	32.5 ***	-.39	34.5 ***	-.52	31.9 ***	-.34
Discussions with Diverse Others	34.6	40.5 ***	-.36	39.3 ***	-.29	40.1 ***	-.35

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Collaborative Learning	EKU	Percentage point difference ^a between your seniors and		
		Peer Institutions	Kentucky Publics	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	33	-12	-17	-10
1f. Explained course material to one or more students	46	-14	-18	-12
1g. Prepared for exams by discussing or working through course material with other students	35	-13	-18	-12
1h. Worked with other students on course projects or assignments	45	-15	-21	-17
Discussions with Diverse Others	EKU	Percentage point difference ^a between your seniors and		
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	51	-20	-14	-21
8b. People from an economic background other than your own	64	-9	-7	-9
8c. People with religious beliefs other than your own	55	-12	-12	-12
8d. People with political views other than your own	60	-10	-9	-5

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Experiences with Faculty: First-year students

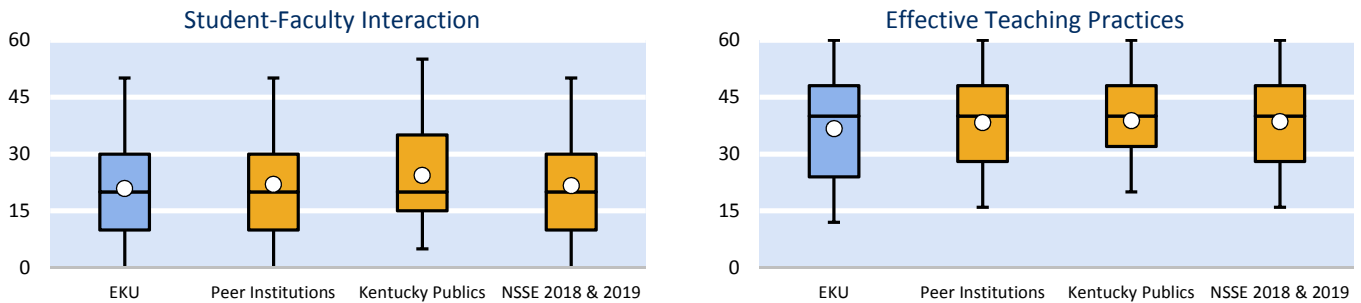
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Peer Institutions		Kentucky Publics		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.9	22.0	-.08	24.4 **	-.23	21.7	-.05
Effective Teaching Practices	36.7	38.3	-.12	38.8	-.16	38.5	-.14

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Student-Faculty Interaction	EKU	Percentage point difference ^a between your FY students and		
		Peer Institutions	Kentucky Publics	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	39	-0	-6	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-2	-6	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-2	-7	-3
3d. Discussed your academic performance with a faculty member	30	-2	-5	-1
<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	70	-7	-8	-7
5b. Taught course sessions in an organized way	69	-5	-7	-5
5c. Used examples or illustrations to explain difficult points	69	-6	-8	-5
5d. Provided feedback on a draft or work in progress	62	+1	-2	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	55	-2	-7	-4

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Experiences with Faculty: Seniors

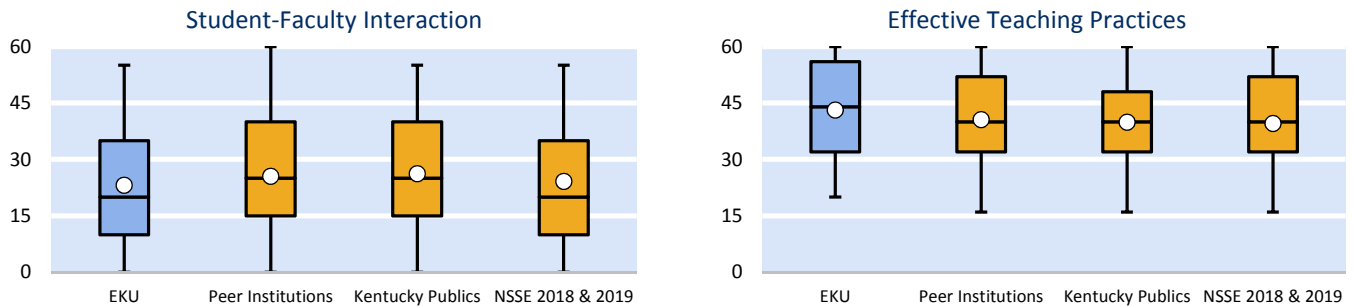
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Student-Faculty Interaction	23.1	25.5 *	-.15	26.2 **	-.20	24.1	-.06
Effective Teaching Practices	43.1	40.6 **	.18	39.8 ***	.24	39.6 ***	.26

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Student-Faculty Interaction	EKU %	Percentage point difference ^a between your seniors and		
		Peer Institutions	Kentucky Publics	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	42	-7	-8	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	-4	-7	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-5	-7	-3
3d. Discussed your academic performance with a faculty member	35	-3	-2	+0
<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	-1	+0	+1
5b. Taught course sessions in an organized way	83	+5	+4	+6
5c. Used examples or illustrations to explain difficult points	81	+3	+2	+4
5d. Provided feedback on a draft or work in progress	71	+7	+10	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	75	+8	+9	+11

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

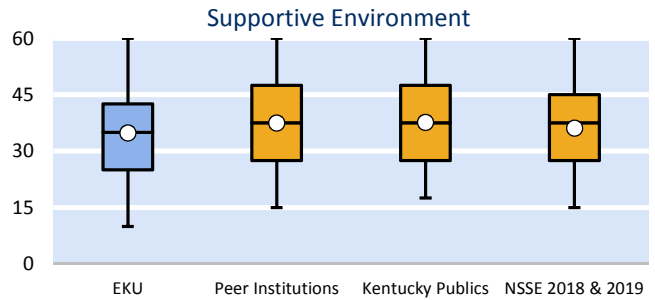
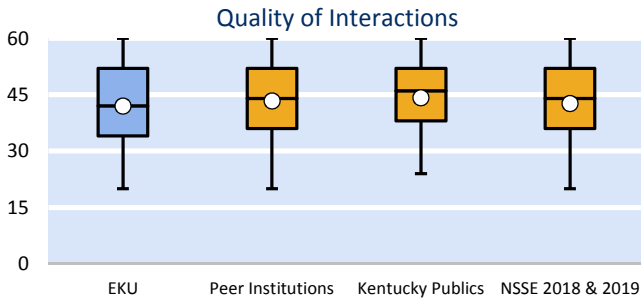
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	EKU Mean	Your first-year students compared with					
		Peer Institutions		Kentucky Publics		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.0	43.3	-.11	44.2 *	-.19	42.7	-.05
Supportive Environment	34.8	37.5 *	-.20	37.6 *	-.21	36.1	-.09

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	EKU	Percentage point difference ^a between your FY students and		
		Peer Institutions	Kentucky Publics	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	40	-11	-16	-11
13b. Academic advisors	46	-9	-11	-6
13c. Faculty	47	-6	-6	-4
13d. Student services staff (career services, student activities, housing, etc.)	51	+2	+1	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+2	-0	+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	71	-6	-9	-5
14c. Using learning support services (tutoring services, writing center, etc.)	73	-6	-7	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	-5	-5	-2
14e. Providing opportunities to be involved socially	67	-8	-8	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-10	-9	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	-1	-3	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	-7	-8	-2
14i. Attending events that address important social, economic, or political issues	47	-2	-1	-1

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

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

Campus Environment: Seniors

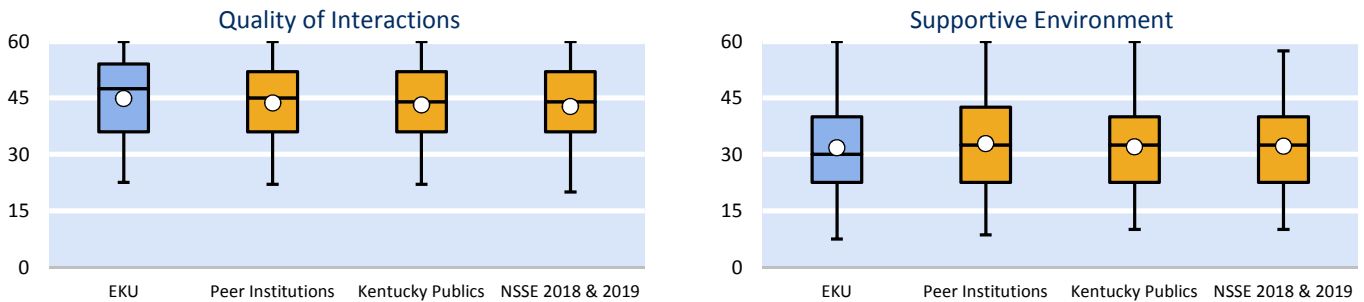
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	EKU Mean	Your seniors compared with					
		Peer Institutions		Kentucky Publics		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.8	43.7	.10	43.2 *	.15	42.8 **	.17
Supportive Environment	31.8	32.9	-.08	32.1	-.02	32.2	-.03

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	EKU	Percentage point difference ^a between your seniors and		
		Peer Institutions	Kentucky Publics	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	55	-2	-2	-1
13b. Academic advisors	59	+3	+2	+6
13c. Faculty	63	+2	+6	+6
13d. Student services staff (career services, student activities, housing, etc.)	43	-4	+1	-0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+4	+8	+5
<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	+1	+2	+2
14c. Using learning support services (tutoring services, writing center, etc.)	68	+3	+2	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	-2	+3	+0
14e. Providing opportunities to be involved socially	62	-5	-2	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-5	-4	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-3	-0	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	-9	-7	-6
14i. Attending events that address important social, economic, or political issues	38	-2	+1	-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.

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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/links/PNP), 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 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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	✓
	Higher-Order Learning	37.0	39.3 **	-.18		41.0 ***	-.31	
Academic	Reflective and Integrative Learning	33.4	36.8 ***	-.29		38.8 ***	-.46	
Challenge	Learning Strategies	37.3	39.9 **	-.19		42.5 ***	-.37	
	Quantitative Reasoning	26.8	29.3 *	-.16		30.8 ***	-.26	
Learning	Collaborative Learning	30.1	35.4 ***	-.39		37.7 ***	-.55	
with Peers	Discussions with Diverse Others	37.5	41.3 ***	-.26		43.2 ***	-.40	
Experiences	Student-Faculty Interaction	20.9	24.9 ***	-.27		28.0 ***	-.46	
with Faculty	Effective Teaching Practices	36.7	40.6 ***	-.30		42.7 ***	-.43	
Campus	Quality of Interactions	42.0	44.9 **	-.25		47.1 ***	-.43	
Environment	Supportive Environment	34.8	38.1 ***	-.25		40.1 ***	-.40	

Seniors

Theme	Engagement Indicator	EKU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	41.3	41.8	-.04	✓	43.0 *	-.13	
Academic	Reflective and Integrative Learning	38.2	39.9 **	-.14		41.6 ***	-.28	
Challenge	Learning Strategies	40.8	40.8	.00	✓	42.6 *	-.13	
	Quantitative Reasoning	31.3	31.3	.00	✓	32.8	-.10	✓
Learning	Collaborative Learning	26.6	36.1 ***	-.68		38.6 ***	-.88	
with Peers	Discussions with Diverse Others	34.6	42.0 ***	-.48		43.5 ***	-.58	
Experiences	Student-Faculty Interaction	23.1	29.9 ***	-.43		33.9 ***	-.68	
with Faculty	Effective Teaching Practices	43.1	41.7	.10	✓	43.5	-.04	✓
Campus	Quality of Interactions	44.8	45.2	-.03	✓	47.4 ***	-.22	
Environment	Supportive Environment	31.8	34.8 ***	-.21		37.0 ***	-.37	

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 2018 and 2019 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
EKU (N = 220)	37.0	13.2	.89	20	30	40	45	60				
Peer Institutions	37.3	13.4	.40	15	30	40	45	60	1,345	-.3	.778	-.021
Kentucky Publics	38.7	12.9	.51	20	30	40	45	60	859	-1.7	.101	-.128
NSSE 2018 & 2019	38.0	13.2	.05	20	30	40	45	60	58,689	-.9	.288	-.072
Top 50%	39.3	13.0	.07	20	30	40	50	60	31,619	-2.3	.009	-.177
Top 10%	41.0	13.0	.14	20	35	40	50	60	8,319	-4.0	.000	-.305
Reflective & Integrative Learning												
EKU (N = 248)	33.4	11.6	.73	17	26	33	40	51				
Peer Institutions	34.2	12.0	.35	14	26	34	43	57	1,433	-.8	.342	-.066
Kentucky Publics	35.6	11.8	.46	17	29	37	43	57	914	-2.3	.009	-.193
NSSE 2018 & 2019	35.2	12.0	.05	17	26	34	43	57	62,934	-1.9	.013	-.157
Top 50%	36.8	11.8	.07	17	29	37	46	57	31,868	-3.4	.000	-.289
Top 10%	38.8	11.8	.15	20	31	40	46	60	6,795	-5.4	.000	-.458
Learning Strategies												
EKU (N = 204)	37.3	14.4	1.01	13	27	40	47	60				
Peer Institutions	38.8	13.6	.41	20	27	40	47	60	1,283	-1.6	.136	-.114
Kentucky Publics	39.1	13.7	.55	20	27	40	53	60	822	-1.8	.100	-.133
NSSE 2018 & 2019	38.1	13.8	.06	20	27	40	47	60	55,798	-.9	.374	-.062
Top 50%	39.9	13.7	.08	20	33	40	53	60	27,346	-2.6	.007	-.189
Top 10%	42.5	14.0	.18	20	33	40	53	60	6,502	-5.2	.000	-.369
Quantitative Reasoning												
EKU (N = 207)	26.8	16.4	1.14	0	13	27	40	60				
Peer Institutions	27.6	15.0	.46	0	20	27	40	60	276	-.8	.516	-.052
Kentucky Publics	30.9	14.8	.59	7	20	33	40	60	325	-4.1	.002	-.268
NSSE 2018 & 2019	27.8	15.3	.06	0	20	27	40	60	207	-1.0	.370	-.067
Top 50%	29.3	15.2	.08	7	20	27	40	60	33,124	-2.5	.021	-.161
Top 10%	30.8	15.2	.16	7	20	33	40	60	9,019	-4.0	.000	-.260
Learning with Peers												
Collaborative Learning												
EKU (N = 273)	30.1	13.8	.84	5	20	30	40	55				
Peer Institutions	32.4	13.8	.39	10	20	30	40	60	1,529	-2.3	.014	-.165
Kentucky Publics	35.6	13.9	.53	15	25	35	45	60	965	-5.5	.000	-.394
NSSE 2018 & 2019	32.4	14.7	.06	5	20	30	40	60	275	-2.3	.007	-.154
Top 50%	35.4	13.7	.07	15	25	35	45	60	34,578	-5.3	.000	-.385
Top 10%	37.7	13.6	.16	15	30	40	50	60	7,651	-7.5	.000	-.552
Discussions with Diverse Others												
EKU (N = 205)	37.5	14.9	1.04	15	25	40	50	60				
Peer Institutions	39.5	15.4	.47	15	30	40	55	60	1,289	-2.1	.077	-.135
Kentucky Publics	41.3	14.4	.58	20	30	40	55	60	826	-3.9	.001	-.265
NSSE 2018 & 2019	39.4	15.6	.07	15	30	40	55	60	56,213	-1.9	.077	-.124
Top 50%	41.3	14.9	.08	20	30	40	55	60	32,789	-3.9	.000	-.259
Top 10%	43.2	14.4	.17	20	35	40	60	60	7,513	-5.8	.000	-.400

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^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 = 236)	20.9	15.0	.97	0	10	20	30	50				
Peer Institutions	22.0	14.9	.44	0	10	20	30	50	1,387	-1.1	.286	-.076
Kentucky Publics	24.4	15.0	.59	5	15	20	35	55	886	-3.4	.003	-.230
NSSE 2018 & 2019	21.7	14.7	.06	0	10	20	30	50	60,521	-.8	.423	-.052
Top 50%	24.9	14.8	.10	5	15	20	35	55	21,592	-4.0	.000	-.272
Top 10%	28.0	15.5	.27	5	15	25	40	60	3,575	-7.1	.000	-.457
Effective Teaching Practices												
EKU (N = 216)	36.7	14.8	1.00	12	24	40	48	60				
Peer Institutions	38.3	13.1	.39	16	28	40	48	60	284	-1.6	.146	-.117
Kentucky Publics	38.8	12.8	.50	20	32	40	48	60	330	-2.1	.066	-.156
NSSE 2018 & 2019	38.5	13.2	.05	16	28	40	48	60	216	-1.8	.076	-.136
Top 50%	40.6	13.2	.09	20	32	40	52	60	218	-3.9	.000	-.297
Top 10%	42.7	14.0	.18	20	32	44	56	60	6,456	-6.0	.000	-.428
Campus Environment												
Quality of Interactions												
EKU (N = 160)	42.0	12.1	.96	20	34	42	52	60				
Peer Institutions	43.3	12.0	.38	20	36	44	52	60	1,177	-1.3	.202	-.109
Kentucky Publics	44.2	11.3	.46	24	38	46	52	60	751	-2.2	.036	-.188
NSSE 2018 & 2019	42.7	12.1	.05	20	36	44	52	60	52,418	-.6	.509	-.052
Top 50%	44.9	11.4	.08	24	38	46	54	60	22,064	-2.8	.002	-.248
Top 10%	47.1	11.8	.16	24	40	50	58	60	5,646	-5.1	.000	-.430
Supportive Environment												
EKU (N = 188)	34.8	14.2	1.04	10	25	35	43	60				
Peer Institutions	37.5	13.3	.41	15	28	38	48	60	1,231	-2.6	.014	-.196
Kentucky Publics	37.6	13.3	.54	18	28	38	48	60	794	-2.8	.013	-.208
NSSE 2018 & 2019	36.1	13.5	.06	15	28	38	45	60	54,152	-1.3	.196	-.094
Top 50%	38.1	13.2	.08	18	30	40	48	60	26,318	-3.3	.001	-.250
Top 10%	40.1	13.2	.18	18	30	40	50	60	5,590	-5.2	.000	-.397

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 SE) 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	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
EKU (N = 325)	41.3	13.6	.76	20	35	40	50	60				
Peer Institutions	39.8	13.8	.30	20	30	40	50	60	2,410	1.5	.067	.109
Kentucky Publics	39.0	13.3	.44	20	30	40	50	60	1,216	2.4	.007	.176
NSSE 2018 & 2019	40.0	13.6	.04	20	30	40	50	60	92,876	1.3	.087	.095
Top 50%	41.8	13.5	.07	20	35	40	55	60	38,804	-.5	.528	-.035
Top 10%	43.0	13.5	.13	20	35	40	55	60	10,901	-1.7	.023	-.128
Reflective & Integrative Learning												
EKU (N = 345)	38.2	13.1	.70	17	29	40	49	60				
Peer Institutions	37.6	12.6	.27	17	29	37	46	60	2,534	.6	.447	.044
Kentucky Publics	36.7	12.3	.41	17	29	37	46	60	1,263	1.5	.061	.119
NSSE 2018 & 2019	38.0	12.4	.04	17	29	37	46	60	97,760	.2	.793	.014
Top 50%	39.9	12.2	.06	20	31	40	49	60	37,404	-1.7	.009	-.141
Top 10%	41.6	12.2	.14	20	34	40	51	60	7,581	-3.4	.000	-.278
Learning Strategies												
EKU (N = 310)	40.8	14.2	.81	13	33	40	53	60				
Peer Institutions	39.8	14.4	.32	13	27	40	53	60	2,340	1.0	.273	.067
Kentucky Publics	37.8	14.5	.49	13	27	40	47	60	1,181	3.0	.001	.210
NSSE 2018 & 2019	38.5	14.6	.05	13	27	40	47	60	89,262	2.3	.005	.161
Top 50%	40.8	14.4	.07	20	33	40	53	60	40,573	.0	.989	.001
Top 10%	42.6	14.3	.13	20	33	40	60	60	12,936	-1.8	.026	-.128
Quantitative Reasoning												
EKU (N = 313)	31.3	15.4	.87	7	20	33	40	60				
Peer Institutions	28.9	16.1	.36	0	20	27	40	60	2,367	2.3	.016	.146
Kentucky Publics	31.0	15.9	.54	0	20	33	40	60	1,190	.2	.812	.016
NSSE 2018 & 2019	29.8	16.1	.05	0	20	27	40	60	90,368	1.4	.118	.089
Top 50%	31.3	16.0	.07	7	20	33	40	60	49,911	.0	.984	-.001
Top 10%	32.8	15.8	.14	7	20	33	40	60	13,838	-1.5	.094	-.096
Learning with Peers												
Collaborative Learning												
EKU (N = 369)	26.6	16.0	.83	5	15	25	40	60				
Peer Institutions	32.5	15.1	.32	5	20	30	45	60	2,624	-5.9	.000	-.386
Kentucky Publics	34.5	14.9	.48	10	25	35	45	60	631	-7.9	.000	-.519
NSSE 2018 & 2019	31.9	15.7	.05	5	20	30	45	60	101,327	-5.3	.000	-.338
Top 50%	36.1	14.0	.07	15	25	35	45	60	373	-9.6	.000	-.680
Top 10%	38.6	13.5	.16	15	30	40	50	60	397	-12.1	.000	-.882
Discussions with Diverse Others												
EKU (N = 309)	34.6	16.6	.95	0	20	35	45	60				
Peer Institutions	40.5	16.5	.36	10	30	40	60	60	2,345	-5.9	.000	-.358
Kentucky Publics	39.3	15.7	.53	15	30	40	55	60	1,187	-4.7	.000	-.294
NSSE 2018 & 2019	40.1	16.0	.05	15	30	40	55	60	89,601	-5.5	.000	-.345
Top 50%	42.0	15.6	.07	15	30	40	60	60	49,809	-7.4	.000	-.476
Top 10%	43.5	15.4	.13	20	35	45	60	60	13,485	-8.9	.000	-.579

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^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 = 333)	23.1	16.4	.90	0	10	20	35	55				
Peer Institutions	25.5	16.4	.36	0	15	25	40	60	2,455	-2.5	.011	-.149
Kentucky Publics	26.2	15.8	.52	0	15	25	40	55	1,237	-3.1	.002	-.196
NSSE 2018 & 2019	24.1	16.1	.05	0	10	20	35	55	94,906	-1.0	.251	-.063
Top 50%	29.9	15.9	.11	5	20	30	40	60	20,438	-6.8	.000	-.427
Top 10%	33.9	15.8	.29	10	20	35	45	60	3,379	-10.8	.000	-.685
Effective Teaching Practices												
EKU (N = 325)	43.1	14.3	.79	20	32	44	56	60				
Peer Institutions	40.6	13.8	.30	16	32	40	52	60	2,420	2.5	.002	.181
Kentucky Publics	39.8	13.4	.45	16	32	40	48	60	545	3.2	.000	.237
NSSE 2018 & 2019	39.6	13.7	.05	16	32	40	52	60	92,882	3.5	.000	.255
Top 50%	41.7	13.6	.08	20	32	40	52	60	32,403	1.3	.082	.097
Top 10%	43.5	13.5	.15	20	36	44	56	60	8,842	-.5	.534	-.035
Campus Environment												
Quality of Interactions												
EKU (N = 278)	44.8	11.7	.70	23	36	48	54	60				
Peer Institutions	43.7	11.9	.28	22	36	45	52	60	2,162	1.2	.131	.097
Kentucky Publics	43.2	11.5	.40	22	36	44	52	60	1,095	1.7	.035	.147
NSSE 2018 & 2019	42.8	12.2	.04	20	36	44	52	60	83,034	2.1	.004	.171
Top 50%	45.2	11.8	.06	23	38	48	54	60	36,032	-.3	.668	-.026
Top 10%	47.4	12.0	.11	24	40	50	58	60	11,761	-2.6	.000	-.216
Supportive Environment												
EKU (N = 302)	31.8	14.3	.82	8	23	30	40	60				
Peer Institutions	32.9	14.2	.32	9	23	33	43	60	2,290	-1.1	.221	-.076
Kentucky Publics	32.1	13.7	.47	10	23	33	40	60	1,160	-.3	.781	-.019
NSSE 2018 & 2019	32.2	14.1	.05	10	23	33	40	58	87,460	-.4	.622	-.028
Top 50%	34.8	13.9	.07	13	25	35	45	60	35,265	-3.0	.000	-.213
Top 10%	37.0	14.0	.17	13	28	38	48	60	6,923	-5.2	.000	-.368

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 SE) 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.