



NSSE 2022

Engagement Indicators

Kennesaw State 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. The specific items within each EI are listed below, starting on page 5.

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 2021 and 2022 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. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with IR Comparators	Your first-year students compared with R2 Enrollment Peers	Your first-year students compared with R2 Regional Peers
Academic Challenge	Higher-Order Learning	△	△	--
	Reflective & Integrative Learning	△	--	▽
	Learning Strategies	--	△	--
	Quantitative Reasoning	△	△	--
Learning with Peers	Collaborative Learning	--	▽	▽
	Discussions with Diverse Others	△	△	--
Experiences with Faculty	Student-Faculty Interaction	--	--	▽
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	--	△	△
	Supportive Environment	△	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with IR Comparators	Your seniors compared with R2 Enrollment Peers	Your seniors compared with R2 Regional Peers
Academic Challenge	Higher-Order Learning	△	△	--
	Reflective & Integrative Learning	△	△	--
	Learning Strategies	--	--	▽
	Quantitative Reasoning	△	△	--
Learning with Peers	Collaborative Learning	△	△	--
	Discussions with Diverse Others	▲	△	△
Experiences with Faculty	Student-Faculty Interaction	△	△	▽
	Effective Teaching Practices	△	--	▽
Campus Environment	Quality of Interactions	▽	--	--
	Supportive Environment	△	△	--

Academic Challenge: First-year students

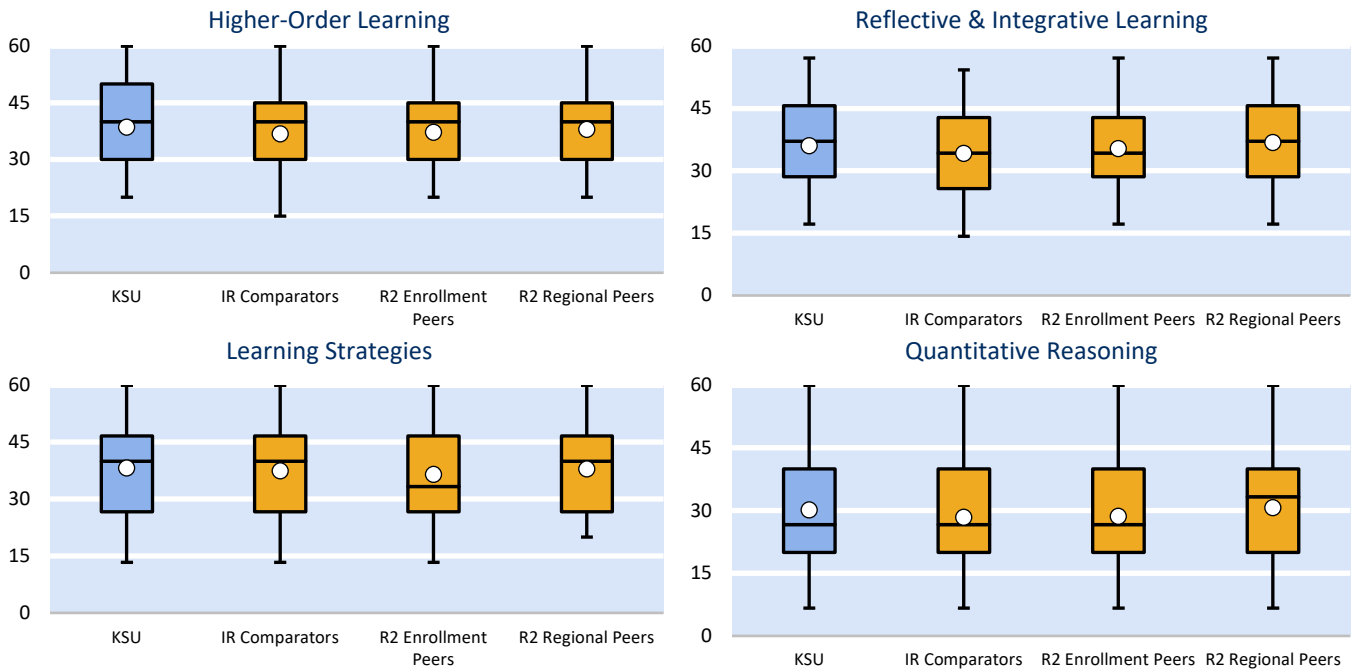
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	KSU Mean	Your first-year students compared with					
		IR Comparators		R2 Enrollment Peers		R2 Regional Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.7	36.8 ***	.14	37.3 ***	.10	38.0	.05
Reflective & Integrative Learning	36.1	34.3 ***	.15	35.4	.06	36.9 *	-.07
Learning Strategies	38.2	37.5	.05	36.5 ***	.12	37.9	.02
Quantitative Reasoning	30.1	28.4 ***	.11	28.6 ***	.10	30.7	-.04

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

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.

	KSU	Percentage point difference ^a between your FY students and		
		IR Comparators	R2 Enrollment Peers	R2 Regional Peers
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	69	+3	+3	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	+2	+2	+1
4d. Evaluating a point of view, decision, or information source	74	+7	+5	+3
4e. Forming a new idea or understanding from various pieces of information	73	+5	+4	+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	49	-2	-4	-5
2b. Connected your learning to societal problems or issues	51	+2	+0	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+8	+3	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+3	-0	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+4	-1	-1
2f. Learned something that changed the way you understand an issue or concept	68	+6	+1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+4	+2	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	+3	+2	-1
9b. Reviewed your notes after class	67	+1	+5	+1
9c. Summarized what you learned in class or from course materials	64	+2	+4	-2
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.)	58	+4	+6	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+5	+4	-3
6c. Evaluated what others have concluded from numerical information	43	+5	+3	-2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

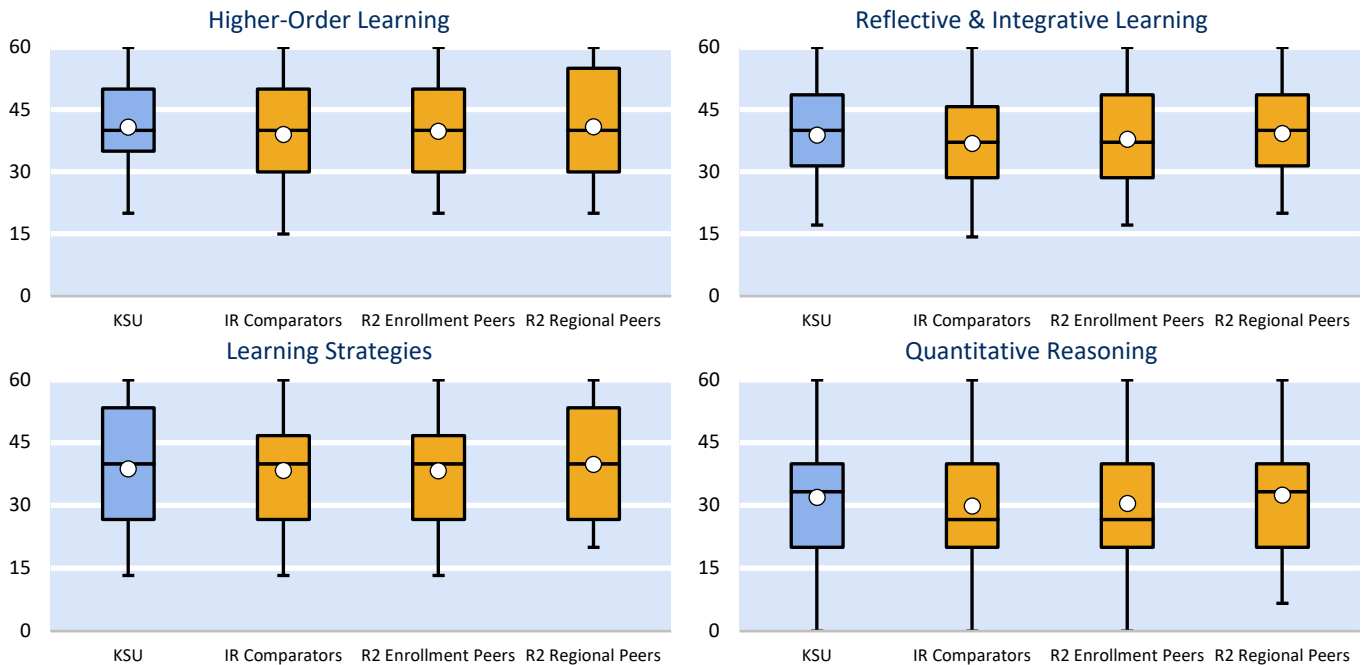
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	KSU Mean	Your seniors compared with					
		IR Comparators		R2 Enrollment Peers		R2 Regional Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.8	39.0 ***	.13	39.8 *	.07	40.9	-.01
Reflective & Integrative Learning	38.9	36.9 ***	.15	37.9 *	.07	39.3	-.03
Learning Strategies	38.7	38.3	.03	38.3	.03	39.8 *	-.07
Quantitative Reasoning	31.9	29.9 ***	.12	30.5 **	.09	32.4	-.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: 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.

	KSU	Percentage point difference ^a between your seniors and		
		IR Comparators	R2 Enrollment Peers	R2 Regional Peers
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	79	+3	+4	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+5	+4	+3
4d. Evaluating a point of view, decision, or information source	71	+2	-1	-3
4e. Forming a new idea or understanding from various pieces of information	73	+4	+1	-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	74	+7	+7	+5
2b. Connected your learning to societal problems or issues	60	+3	+2	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+4	-1	-7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+7	+5	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+6	+3	+1
2f. Learned something that changed the way you understand an issue or concept	74	+6	+3	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+3	+3	+0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-1	-2	-4
9b. Reviewed your notes after class	66	+0	+1	-1
9c. Summarized what you learned in class or from course materials	67	+1	+2	-3
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.)	63	+8	+8	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+3	+3	-4
6c. Evaluated what others have concluded from numerical information	49	+5	+1	-3

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Learning with Peers: First-year students

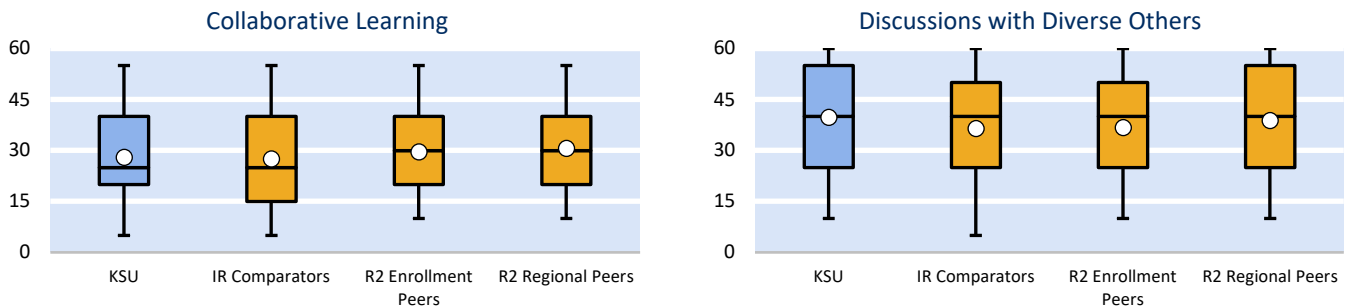
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	KSU Mean	Your first-year students compared with					
		IR Comparators		R2 Enrollment Peers		R2 Regional Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.9	27.4	.03	29.5 ***	-.12	30.6 ***	-.19
Discussions with Diverse Others	39.7	36.4 ***	.20	36.7 ***	.19	38.8	.06

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	KSU	Percentage point difference ^a between your FY students and		
		IR Comparators	R2 Enrollment Peers	R2 Regional Peers
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	42	-0	-4	-4
1c. Explained course material to one or more students	46	+1	-1	-4
1d. Prepared for exams by discussing or working through course material with other students	36	+1	-2	-8
1e. Worked with other students on course projects or assignments	43	+1	-9	-10
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	75	+13	+10	+7
8b. People from an economic background other than your own	69	+5	+4	-0
8c. People with religious beliefs other than your own	66	+4	+5	+1
8d. People with political views other than your own	63	+2	+6	-0

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Learning with Peers: Seniors

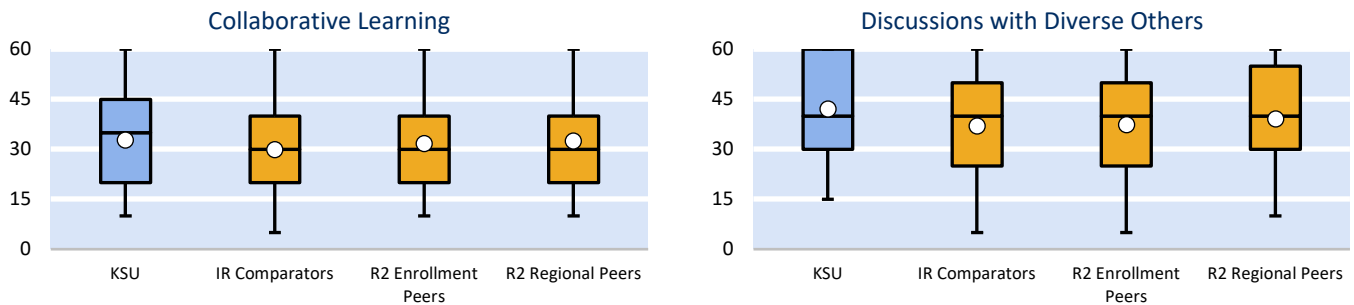
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Mean Comparisons

Engagement Indicator	KSU Mean	Your seniors compared with					
		IR Comparators		R2 Enrollment Peers		R2 Regional Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.8	30.0 ***	.18	31.7 *	.07	32.5	.02
Discussions with Diverse Others	42.1	37.1 ***	.31	37.4 ***	.29	39.1 ***	.18

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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Collaborative Learning	KSU	Percentage point difference ^a between your seniors and		
		IR Comparators	R2 Enrollment Peers	R2 Regional Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	45	+5	+0	-1
1c. Explained course material to one or more students	57	+6	+5	+2
1d. Prepared for exams by discussing or working through course material with other students	42	+4	+2	-2
1e. Worked with other students on course projects or assignments	67	+7	+3	+2
Discussions with Diverse Others				
<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	80	+19	+13	+9
8b. People from an economic background other than your own	75	+9	+8	+3
8c. People with religious beliefs other than your own	69	+7	+6	+3
8d. People with political views other than your own	66	+1	+7	+2

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Experiences with Faculty: First-year students

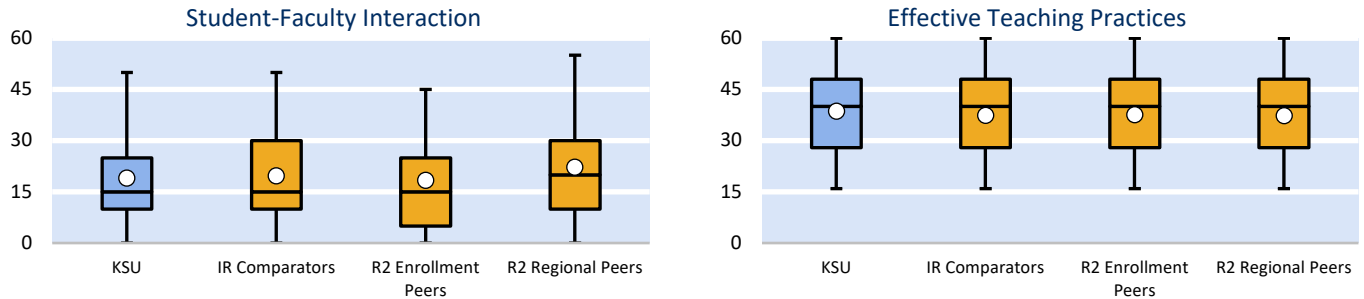
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	KSU Mean	Your first-year students compared with					
		IR Comparators		R2 Enrollment Peers		R2 Regional Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.0	19.7	-.05	18.3	.05	22.2 ***	-.21
Effective Teaching Practices	38.6	37.4 **	.09	37.5 **	.08	37.3 **	.09

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Student-Faculty Interaction	KSU %	Percentage point difference ^a between your FY students and		
		IR Comparators	R2 Enrollment Peers	R2 Regional Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	31	-6	-1	-9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	+0	+2	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	+2	+2	-6
3d. Discussed your academic performance with a faculty member	28	+0	+3	-5
<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	77	+1	+2	+1
5b. Taught course sessions in an organized way	70	+1	-1	-0
5c. Used examples or illustrations to explain difficult points	71	+1	-0	+1
5d. Provided feedback on a draft or work in progress	65	+3	+3	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	61	+5	+5	+3

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Experiences with Faculty: Seniors

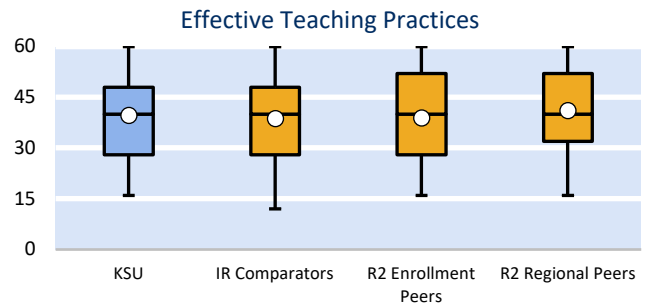
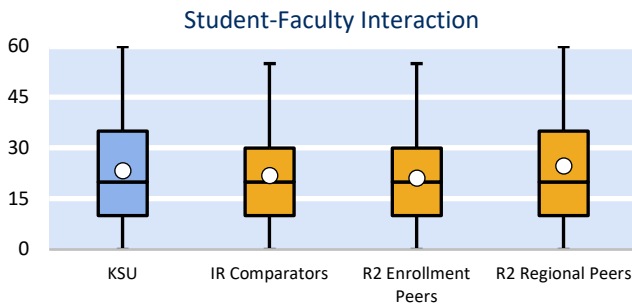
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Student-Faculty Interaction	23.3	21.8 **	.09	21.1 ***	.13	24.7 *	-.09
Effective Teaching Practices	39.6	38.6 *	.07	38.9	.05	41.0 **	-.10

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3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	27	+3	+4	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+6	+7	+0
3d. Discussed your academic performance with a faculty member	32	+3	+3	-4
<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	79	+2	+1	-1
5b. Taught course sessions in an organized way	73	-1	-1	-3
5c. Used examples or illustrations to explain difficult points	75	+2	+0	-2
5d. Provided feedback on a draft or work in progress	65	+3	+3	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+0	+3	-5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

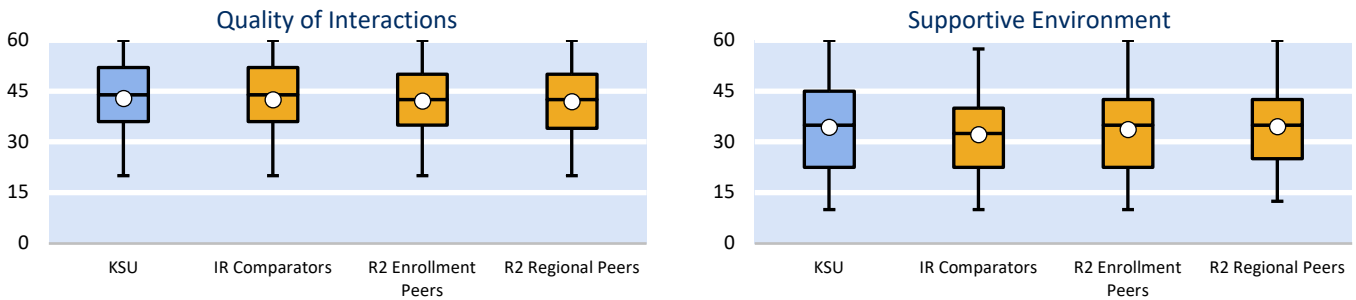
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	KSU Mean	Your first-year students compared with					
		IR Comparators		R2 Enrollment Peers		R2 Regional Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.8	42.5	.03	42.1 *	.06	41.9 *	.08
Supportive Environment	34.4	32.1 ***	.16	33.7	.05	34.6	-.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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	KSU	Percentage point difference ^a between your FY students and		
		IR Comparators	R2 Enrollment Peers	R2 Regional Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	49	+2	+1	-1
13b. Academic advisors	54	-2	+5	+2
13c. Faculty	48	-0	+0	+1
13d. Student services staff (career services, student activities, housing, etc.)	48	+1	+2	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+4	+5	+9
<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	+3	+0	+1
14c. Using learning support services (tutoring services, writing center, etc.)	76	+6	+6	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	+4	-1	-3
14e. Providing opportunities to be involved socially	67	+6	+1	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+1	+1	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+7	+3	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	+4	-2	-4
14i. Attending events that address important social, economic, or political issues	39	+3	-2	-6

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

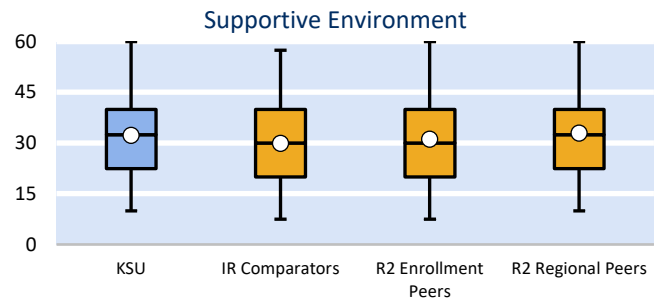
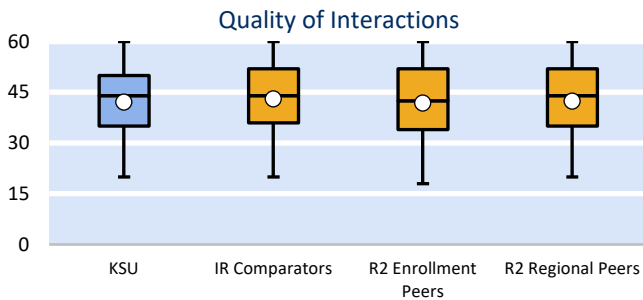
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	KSU Mean	Your seniors compared with					
		IR Comparators		R2 Enrollment Peers		R2 Regional Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.2	43.1 *	-.07	41.9	.02	42.5	-.02
Supportive Environment	32.3	30.0 ***	.16	31.2 *	.08	33.0	-.05

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

Score Distributions



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

Performance 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	KSU	Percentage point difference ^a between your seniors and		
		IR Comparators	R2 Enrollment Peers	R2 Regional Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	57	+1	+1	-1
13b. Academic advisors	51	-7	+3	+2
13c. Faculty	53	-1	+0	-2
13d. Student services staff (career services, student activities, housing, etc.)	45	-3	+0	-0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-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	66	+1	-0	-2
14c. Using learning support services (tutoring services, writing center, etc.)	69	+10	+8	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	+6	+1	-2
14e. Providing opportunities to be involved socially	65	+7	+3	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	+3	+1	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	+4	+0	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	+6	+4	-2
14i. Attending events that address important social, economic, or political issues	39	+3	+1	-6

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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 go.iu.edu/NSSE-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 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 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	KSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	38.7	39.3	-.05	✓	42.1 ***	-.26	
Academic	Reflective and Integrative Learning	36.1	36.9 **	-.07		39.2 ***	-.27	
Challenge	Learning Strategies	38.2	39.6 ***	-.10		42.9 ***	-.33	
	Quantitative Reasoning	30.1	30.2	.00	✓	33.3 ***	-.20	
Learning	Collaborative Learning	27.9	31.8 ***	-.28		35.4 ***	-.55	
with Peers	Discussions with Diverse Others	39.7	39.8	-.01	✓	42.6 ***	-.20	
Experiences	Student-Faculty Interaction	19.0	24.3 ***	-.35		27.8 ***	-.58	
with Faculty	Effective Teaching Practices	38.6	40.3 ***	-.13		43.3 ***	-.35	
Campus	Quality of Interactions	42.8	45.1 ***	-.19		48.2 ***	-.43	
Environment	Supportive Environment	34.4	36.0 ***	-.12		39.1 ***	-.35	

Seniors

Theme	Engagement Indicator	KSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.8	41.9 **	-.08		44.2 ***	-.26	
Academic	Reflective and Integrative Learning	38.9	40.3 ***	-.11		42.7 ***	-.32	
Challenge	Learning Strategies	38.7	41.1 ***	-.16		43.4 ***	-.33	
	Quantitative Reasoning	31.9	32.5	-.03	✓	35.3 ***	-.21	
Learning	Collaborative Learning	32.8	34.0 **	-.08		37.9 ***	-.36	
with Peers	Discussions with Diverse Others	42.1	40.4 ***	.11	✓	43.5 **	-.09	
Experiences	Student-Faculty Interaction	23.3	28.8 ***	-.34		33.2 ***	-.62	
with Faculty	Effective Teaching Practices	39.6	41.9 ***	-.17		44.5 ***	-.36	
Campus	Quality of Interactions	42.2	45.6 ***	-.28		48.0 ***	-.46	
Environment	Supportive Environment	32.3	34.3 ***	-.13		37.4 ***	-.35	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 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 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												
KSU (N = 1695)	38.7	13.4	.32	20	30	40	50	60				
IR Comparators	36.8	13.3	.30	15	30	40	45	60	3,605	1.8	.000	.139
R2 Enrollment Peers	37.3	13.1	.21	20	30	40	45	60	5,540	1.4	.000	.105
R2 Regional Peers	38.0	12.9	.27	20	30	40	45	60	3,939	.7	.110	.051
Top 50%	39.3	13.3	.05	20	30	40	50	60	73,189	-.6	.063	-.046
Top 10%	42.1	13.0	.15	20	35	40	55	60	9,747	-3.4	.000	-.259
Reflective & Integrative Learning												
KSU (N = 1781)	36.1	12.2	.29	17	29	37	46	57				
IR Comparators	34.3	12.0	.27	14	26	34	43	54	3,820	1.8	.000	.147
R2 Enrollment Peers	35.4	11.7	.18	17	29	34	43	57	3,255	.7	.055	.055
R2 Regional Peers	36.9	11.9	.24	17	29	37	46	57	4,172	-.8	.030	-.068
Top 50%	36.9	12.1	.05	17	29	37	46	60	73,362	-.9	.003	-.071
Top 10%	39.2	11.8	.12	20	31	40	49	60	2,409	-3.1	.000	-.265
Learning Strategies												
KSU (N = 1646)	38.2	14.1	.35	13	27	40	47	60				
IR Comparators	37.5	13.9	.33	13	27	40	47	60	3,452	.7	.130	.052
R2 Enrollment Peers	36.5	13.6	.23	13	27	33	47	60	5,230	1.7	.000	.120
R2 Regional Peers	37.9	13.5	.29	20	27	40	47	60	3,467	.3	.566	.019
Top 50%	39.6	14.1	.06	20	27	40	53	60	66,721	-1.4	.000	-.099
Top 10%	42.9	14.3	.13	20	33	40	60	60	2,133	-4.7	.000	-.331
Quantitative Reasoning												
KSU (N = 1646)	30.1	15.5	.38	7	20	27	40	60				
IR Comparators	28.4	14.8	.35	7	20	27	40	60	3,404	1.7	.001	.113
R2 Enrollment Peers	28.6	15.2	.25	7	20	27	40	60	5,283	1.5	.001	.098
R2 Regional Peers	30.7	15.2	.33	7	20	33	40	60	3,792	-.6	.269	-.036
Top 50%	30.2	15.3	.06	7	20	27	40	60	77,106	-.1	.892	-.003
Top 10%	33.3	15.5	.16	7	20	33	40	60	11,610	-3.2	.000	-.204
Learning with Peers												
Collaborative Learning												
KSU (N = 1851)	27.9	14.6	.34	5	20	25	40	55				
IR Comparators	27.4	14.2	.30	5	15	25	40	55	4,037	.5	.291	.033
R2 Enrollment Peers	29.5	13.3	.20	10	20	30	40	55	3,216	-1.6	.000	-.118
R2 Regional Peers	30.6	13.8	.27	10	20	30	40	55	3,861	-2.7	.000	-.188
Top 50%	31.8	13.9	.05	10	20	30	40	60	1,943	-3.9	.000	-.283
Top 10%	35.4	13.5	.12	15	25	35	45	60	2,353	-7.5	.000	-.551
Discussions with Diverse Others												
KSU (N = 1651)	39.7	16.7	.41	10	25	40	55	60				
IR Comparators	36.4	16.2	.38	5	25	40	50	60	3,479	3.2	.000	.198
R2 Enrollment Peers	36.7	16.1	.27	10	25	40	50	60	5,259	3.0	.000	.186
R2 Regional Peers	38.8	15.9	.34	10	25	40	55	60	3,777	.9	.081	.057
Top 50%	39.8	15.0	.06	15	30	40	55	60	1,726	-.1	.739	-.009
Top 10%	42.6	14.2	.16	20	35	40	55	60	2,175	-2.9	.000	-.197

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												
KSU (N = 1732)	19.0	15.0	.36	0	10	15	25	50				
IR Comparators	19.7	14.5	.33	0	10	15	30	50	3,695	-.7	.159	-.046
R2 Enrollment Peers	18.3	14.4	.23	0	5	15	25	45	3,180	.7	.124	.045
R2 Regional Peers	22.2	15.1	.32	0	10	20	30	55	4,028	-3.2	.000	-.214
Top 50%	24.3	15.1	.08	5	15	20	35	55	38,929	-5.3	.000	-.353
Top 10%	27.8	15.3	.19	5	15	25	40	60	2,799	-8.8	.000	-.578
Effective Teaching Practices												
KSU (N = 1707)	38.6	13.7	.33	16	28	40	48	60				
IR Comparators	37.4	13.5	.31	16	28	40	48	60	3,614	1.2	.008	.089
R2 Enrollment Peers	37.5	13.3	.21	16	28	40	48	60	5,541	1.0	.008	.078
R2 Regional Peers	37.3	13.3	.28	16	28	40	48	60	3,957	1.3	.003	.095
Top 50%	40.3	13.8	.06	16	32	40	52	60	52,819	-1.7	.000	-.126
Top 10%	43.3	13.7	.15	20	36	44	56	60	9,715	-4.7	.000	-.346
Campus Environment												
Quality of Interactions												
KSU (N = 1534)	42.8	11.9	.30	20	36	44	52	60				
IR Comparators	42.5	12.0	.30	20	36	44	52	60	3,184	.3	.453	.027
R2 Enrollment Peers	42.1	12.0	.21	20	35	43	50	60	4,767	.7	.046	.062
R2 Regional Peers	41.9	11.9	.27	20	34	43	50	60	3,533	.9	.019	.080
Top 50%	45.1	11.9	.06	22	38	48	54	60	42,455	-2.3	.000	-.191
Top 10%	48.2	12.5	.14	23	42	50	60	60	2,237	-5.3	.000	-.432
Supportive Environment												
KSU (N = 1615)	34.4	14.3	.36	10	23	35	45	60				
IR Comparators	32.1	13.9	.33	10	23	33	40	58	3,386	2.2	.000	.160
R2 Enrollment Peers	33.7	13.9	.23	10	23	35	43	60	3,058	.7	.093	.051
R2 Regional Peers	34.6	13.3	.29	13	25	35	43	60	3,336	-.2	.699	-.013
Top 50%	36.0	13.6	.06	13	28	38	45	60	1,720	-1.6	.000	-.118
Top 10%	39.1	13.3	.18	18	30	40	50	60	2,535	-4.7	.000	-.348

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												
KSU (N = 1335)	40.8	13.8	.38	20	35	40	50	60				
IR Comparators	39.0	14.0	.27	15	30	40	50	60	4,099	1.8	.000	.128
R2 Enrollment Peers	39.8	14.0	.20	20	30	40	50	60	6,019	1.0	.023	.071
R2 Regional Peers	40.9	13.8	.28	20	30	40	55	60	3,749	-.1	.811	-.008
Top 50%	41.9	13.7	.05	20	35	40	55	60	69,773	-1.1	.004	-.080
Top 10%	44.2	13.1	.16	20	35	45	60	60	7,764	-3.4	.000	-.258
Reflective & Integrative Learning												
KSU (N = 1404)	38.9	12.7	.34	17	31	40	49	60				
IR Comparators	36.9	13.1	.24	14	29	37	46	60	4,296	2.0	.000	.154
R2 Enrollment Peers	37.9	13.0	.19	17	29	37	49	60	6,341	1.0	.014	.074
R2 Regional Peers	39.3	12.7	.25	20	31	40	49	60	3,933	-.4	.354	-.031
Top 50%	40.3	12.5	.05	20	31	40	50	60	63,322	-1.4	.000	-.113
Top 10%	42.7	11.7	.15	23	34	43	51	60	1,995	-3.8	.000	-.323
Learning Strategies												
KSU (N = 1294)	38.7	15.0	.42	13	27	40	53	60				
IR Comparators	38.3	14.5	.28	13	27	40	47	60	3,911	.4	.397	.029
R2 Enrollment Peers	38.3	14.4	.22	13	27	40	47	60	5,726	.5	.301	.033
R2 Regional Peers	39.8	14.1	.29	20	27	40	53	60	2,539	-1.0	.042	-.072
Top 50%	41.1	14.6	.05	20	33	40	53	60	77,351	-2.3	.000	-.160
Top 10%	43.4	14.2	.13	20	33	40	60	60	14,123	-4.7	.000	-.329
Quantitative Reasoning												
KSU (N = 1293)	31.9	16.3	.45	0	20	33	40	60				
IR Comparators	29.9	16.2	.32	0	20	27	40	60	3,935	2.0	.000	.124
R2 Enrollment Peers	30.5	16.3	.24	0	20	27	40	60	5,809	1.4	.006	.086
R2 Regional Peers	32.4	16.1	.33	7	20	33	40	60	3,642	-.5	.350	-.032
Top 50%	32.5	16.5	.06	7	20	33	40	60	84,911	-.6	.229	-.034
Top 10%	35.3	16.0	.16	7	20	33	47	60	11,173	-3.4	.000	-.215
Learning with Peers												
Collaborative Learning												
KSU (N = 1436)	32.8	14.7	.39	10	20	35	45	60				
IR Comparators	30.0	15.7	.29	5	20	30	40	60	2,992	2.8	.000	.185
R2 Enrollment Peers	31.7	14.6	.20	10	20	30	40	60	6,587	1.1	.013	.074
R2 Regional Peers	32.5	14.9	.29	10	20	30	40	60	4,040	.3	.483	.023
Top 50%	34.0	14.6	.06	10	25	35	45	60	66,725	-1.2	.002	-.084
Top 10%	37.9	13.7	.15	15	30	40	50	60	1,873	-5.0	.000	-.364
Discussions with Diverse Others												
KSU (N = 1301)	42.1	16.1	.45	15	30	40	60	60				
IR Comparators	37.1	16.4	.32	5	25	40	50	60	3,932	5.0	.000	.310
R2 Enrollment Peers	37.4	16.6	.25	5	25	40	50	60	5,751	4.7	.000	.287
R2 Regional Peers	39.1	16.1	.33	10	30	40	55	60	3,641	3.0	.000	.184
Top 50%	40.4	15.9	.06	15	30	40	55	60	1,344	1.7	.000	.109
Top 10%	43.5	14.9	.19	20	35	45	60	60	1,790	-1.4	.005	-.090

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												
KSU (N = 1376)	23.3	16.5	.45	0	10	20	35	60				
IR Comparators	21.8	16.0	.30	0	10	20	30	55	4,206	1.5	.005	.092
R2 Enrollment Peers	21.1	16.2	.23	0	10	20	30	55	6,165	2.2	.000	.133
R2 Regional Peers	24.7	16.6	.33	0	10	20	35	60	3,835	-1.4	.011	-.086
Top 50%	28.8	16.2	.09	5	15	25	40	60	34,362	-5.5	.000	-.339
Top 10%	33.2	16.1	.25	10	20	35	45	60	5,577	-10.0	.000	-.615
Effective Teaching Practices												
KSU (N = 1349)	39.6	13.7	.37	16	28	40	48	60				
IR Comparators	38.6	14.5	.28	12	28	40	48	60	2,820	1.0	.033	.069
R2 Enrollment Peers	38.9	14.2	.21	16	28	40	52	60	2,257	.7	.089	.051
R2 Regional Peers	41.0	14.0	.28	16	32	40	52	60	3,775	-1.4	.003	-.101
Top 50%	41.9	14.1	.06	16	32	40	56	60	1,418	-2.3	.000	-.165
Top 10%	44.5	13.6	.14	20	36	44	56	60	10,204	-4.9	.000	-.357
Campus Environment												
Quality of Interactions												
KSU (N = 1183)	42.2	12.5	.36	20	35	44	50	60				
IR Comparators	43.1	12.5	.26	20	36	44	52	60	3,524	-.9	.044	-.072
R2 Enrollment Peers	41.9	12.7	.20	18	34	43	52	60	5,145	.3	.513	.022
R2 Regional Peers	42.5	12.3	.27	20	35	44	52	60	3,348	-.3	.562	-.021
Top 50%	45.6	12.3	.05	22	38	48	56	60	59,930	-3.4	.000	-.279
Top 10%	48.0	12.5	.09	22	40	50	60	60	18,713	-5.8	.000	-.463
Supportive Environment												
KSU (N = 1279)	32.3	14.0	.39	10	23	33	40	60				
IR Comparators	30.0	14.5	.29	8	20	30	40	58	3,848	2.3	.000	.161
R2 Enrollment Peers	31.2	14.4	.22	8	20	30	40	60	5,619	1.2	.011	.080
R2 Regional Peers	33.0	14.0	.29	10	23	33	40	60	3,582	-.7	.183	-.046
Top 50%	34.3	14.7	.06	10	23	35	45	60	1,345	-1.9	.000	-.131
Top 10%	37.4	14.5	.20	13	28	38	48	60	6,698	-5.1	.000	-.353

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.