NSSE 2019
Engagement Indicators

Kentucky 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.

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

Report Sections

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

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

Mean Comparisons
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items
Responses to each item in a given EI are summarized for your institution and comparison groups.

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

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.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with HBCU	Your first-year students compared with Regional	Your first-year students compared with Like classification
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 HBCU	Your seniors compared with Regional	Your seniors compared with Like classification
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

| | K-State | Your first-year students compared with | | | | | |
| | | HBCU | | Regional | | Like classification | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	31.0	37.4 *	-.43	38.4 **	-.57	35.9	-.36
Reflective & Integrative Learning	31.2	35.8 *	-.36	35.1 *	-.33	33.6	-.20
Learning Strategies	32.3	37.9 *	-.40	38.8 **	-.47	37.2 *	-.36
Quantitative Reasoning	24.6	28.9	-.27	30.0	-.35	27.5	-.19

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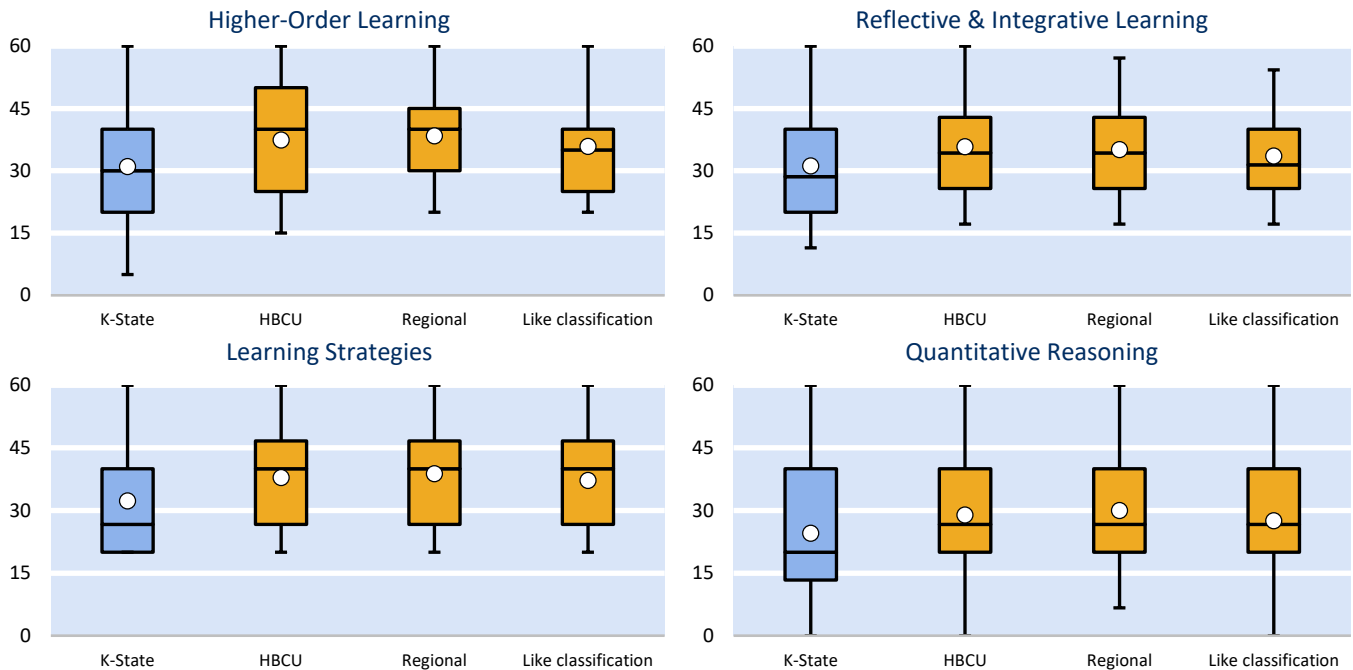
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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.

| | K-State | Percentage point difference [a] between your FY students and | | |
		HBCU	Regional	Like classification
Higher-Order Learning	%			
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…				
4b. Applying facts, theories, or methods to practical problems or new situations	50	-11	-23	-14
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	50	-13	-22	-13
4d. Evaluating a point of view, decision, or information source	58	-11	-12	-8
4e. Forming a new idea or understanding from various pieces of information	53	-16	-17	-10
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	43	-5	-11	-5
2b. Connected your learning to societal problems or issues	43	-7	-8	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-7	-6	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	51	-12	-12	-7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	-8	-8	-3
2f. Learned something that changed the way you understand an issue or concept	57	-15	-9	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	53	-19	-23	-19
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	51	-19	-23	-20
9b. Reviewed your notes after class	47	-18	-22	-17
9c. Summarized what you learned in class or from course materials	43	-19	-23	-20
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	40	-13	-18	-10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-6	-9	-3
6c. Evaluated what others have concluded from numerical information	29	-12	-17	-9

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

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

Academic Challenge: Seniors

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

Mean Comparisons

| | K-State | Your seniors compared with | | | | | |
| | | HBCU | | Regional | | Like classification | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.7	42.8	-.08	39.5	.16	40.4	.09
Reflective & Integrative Learning	33.9	40.8 **	-.55	37.2	-.26	38.8 *	-.39
Learning Strategies	39.6	42.7	-.23	38.5	.07	38.8	.06
Quantitative Reasoning	30.2	33.1	-.19	31.1	-.06	29.7	.03

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

Score Distributions
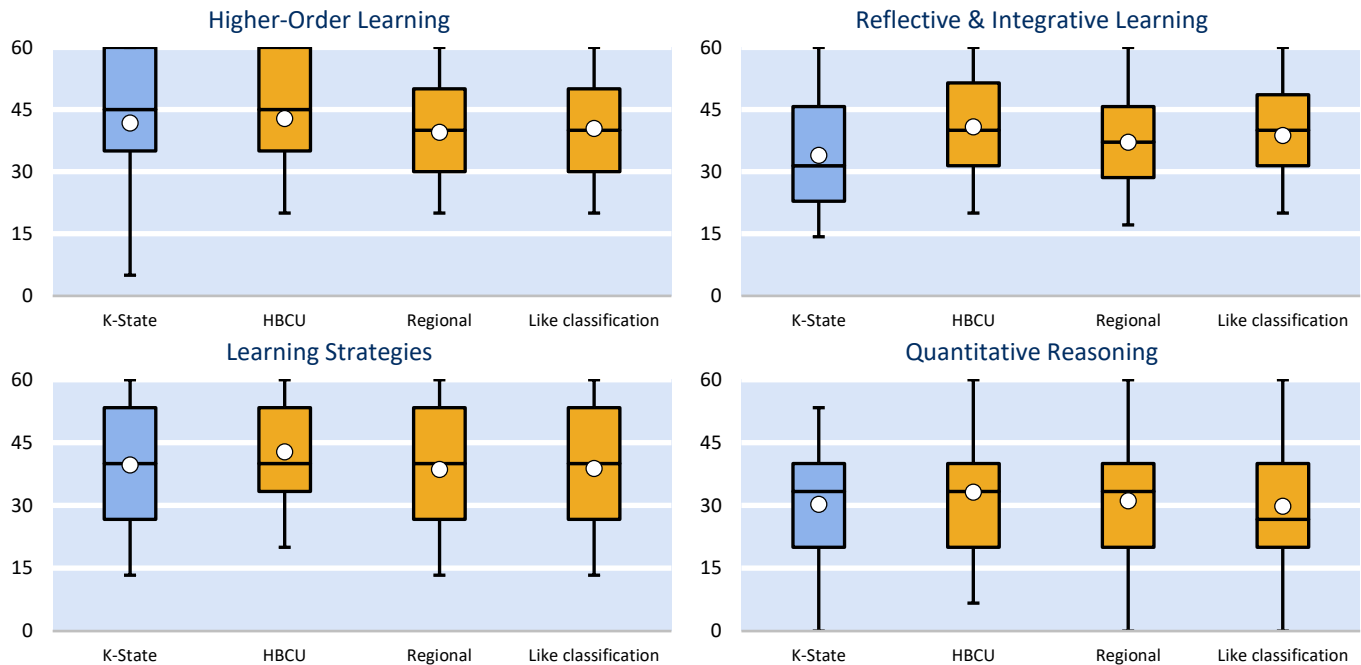
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Academic Challenge: Seniors (continued)

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.

	K-State	Percentage point difference [a] between your seniors and		
Higher-Order Learning		HBCU	Regional	Like classification
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	-4	-5	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-3	-1	+0
4d. Evaluating a point of view, decision, or information source	71	-4	+3	-0
4e. Forming a new idea or understanding from various pieces of information	69	-6	-1	-6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	57	-16	-12	-15
2b. Connected your learning to societal problems or issues	51	-14	-10	-14
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-12	-6	-11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-14	-6	-9
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	-9	+2	-4
2f. Learned something that changed the way you understand an issue or concept	56	-22	-12	-17
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-12	-8	-13
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	80	-0	+6	-1
9b. Reviewed your notes after class	69	-7	+4	+5
9c. Summarized what you learned in class or from course materials	64	-11	-2	-2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	63	+2	+5	+7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-7	-3	+2
6c. Evaluated what others have concluded from numerical information	36	-16	-11	-7

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.

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

| | K-State | HBCU | | Regional | | Like classification | |
| | | | | *Your first-year students compared with* | | | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.2	35.2	-.14	34.1	-.07	31.6	.12
Discussions with Diverse Others	32.9	33.3	-.03	40.5 **	-.52	37.1	-.27

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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| | | Percentage point difference [a] between your FY students and | | |
Collaborative Learning	K-State	HBCU	Regional	Like classification
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	57	+0	-1	+6
1f. Explained course material to one or more students	51	-13	-10	-4
1g. Prepared for exams by discussing or working through course material with other students	47	-6	-6	-1
1h. Worked with other students on course projects or assignments	50	-14	-10	-2
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	51	+2	-18	-10
8b. People from an economic background other than your own	50	-13	-27	-17
8c. People with religious beliefs other than your own	53	-2	-17	-8
8d. People with political views other than your own	41	-7	-32	-25

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Learning with Peers: Seniors

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

Mean Comparisons

| | K-State | | | | | | |
| | | HBCU | | Regional | | Like classification | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.8	39.6 **	-.50	32.2	.03	32.9	-.01
Discussions with Diverse Others	36.9	36.9	.00	38.1	-.07	38.1	-.07

Your seniors compared with (spanning the HBCU, Regional, and Like classification columns)

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

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Percentage point difference [a] between your seniors and

Collaborative Learning	K-State	HBCU	Regional	Like classification
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	44	-13	-1	-3
1f. Explained course material to one or more students	51	-25	-7	-14
1g. Prepared for exams by discussing or working through course material with other students	56	-9	+8	+7
1h. Worked with other students on course projects or assignments	67	-7	+7	+7

Discussions with Diverse Others	K-State	HBCU	Regional	Like classification
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	57	-2	-4	-3
8b. People from an economic background other than your own	55	-15	-15	-14
8c. People with religious beliefs other than your own	55	-5	-10	-8
8d. People with political views other than your own	59	+5	-8	-10

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NSSE 2019 Engagement Indicators

Experiences with Faculty

Kentucky State University

Experiences with Faculty: First-year students

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

Mean Comparisons

| | K-State | *Your first-year students compared with* | | | | | |
| | | HBCU | | Regional | | Like classification | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	24.6	24.8	-.01	23.4	.08	24.2	.02
Effective Teaching Practices	29.8	35.2 *	-.36	38.4 ***	-.65	37.5 ***	-.58

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

Student-Faculty Interaction

Effective Teaching Practices

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| | K-State | *Percentage point difference[a] between your FY students and* | | |
Student-Faculty Interaction		HBCU	Regional	Like classification
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	40	-4	-4	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	-4	+2	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	-3	+3	-1
3d. Discussed your academic performance with a faculty member	37	-3	+3	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	51	-13	-25	-23
5b. Taught course sessions in an organized way	45	-14	-30	-25
5c. Used examples or illustrations to explain difficult points	37	-25	-38	-33
5d. Provided feedback on a draft or work in progress	42	-17	-22	-22
5e. Provided prompt and detailed feedback on tests or completed assignments	37	-16	-23	-21

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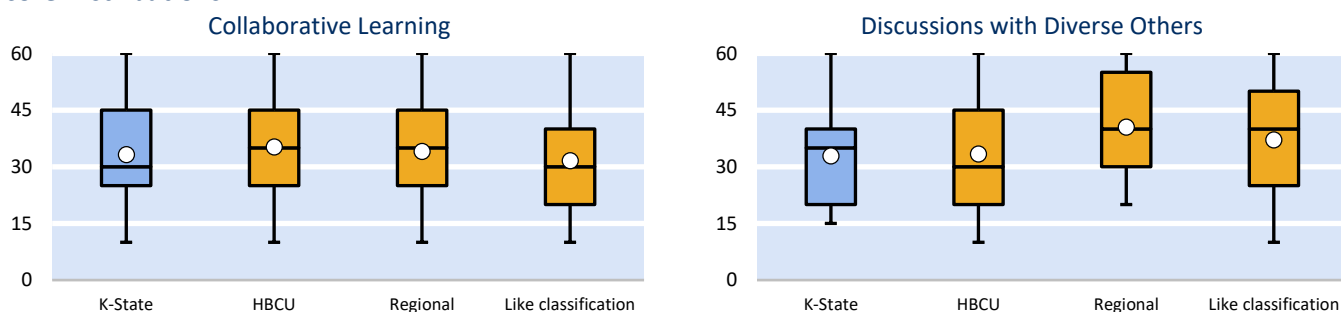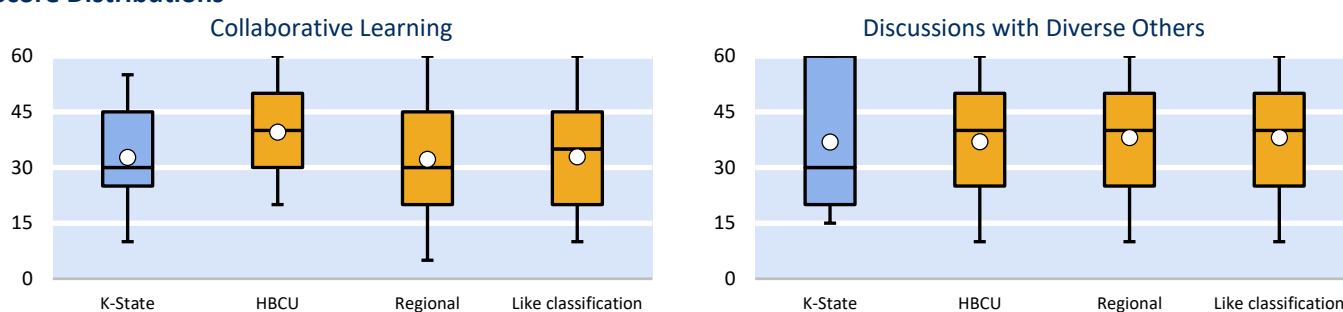
Experiences with Faculty: Seniors

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Mean Comparisons

| | K-State | Your seniors compared with | | | | | |
| | | HBCU | | Regional | | Like classification | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	28.2	34.1	-.36	25.3	.18	29.1	-.06
Effective Teaching Practices	36.2	38.5	-.14	40.8	-.33	40.4	-.30

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

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Performance on Indicator Items

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| | K-State | Percentage point difference [a] between your seniors and | | |
Student-Faculty Interaction		HBCU	Regional	Like classification
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	52	-13	+4	-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	-11	+6	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	-15	+1	-7
3d. Discussed your academic performance with a faculty member	62	+2	+26	+15
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	69	-4	-12	-11
5b. Taught course sessions in an organized way	67	-0	-14	-12
5c. Used examples or illustrations to explain difficult points	56	-14	-24	-23
5d. Provided feedback on a draft or work in progress	64	+2	+0	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-1	-10	-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.

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NSSE 2019 Engagement Indicators

Campus Environment
Kentucky State University

Campus Environment: First-year students

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

Mean Comparisons

| | K-State | Your first-year students compared with | | | | | |
| | | HBCU | | Regional | | Like classification | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.2	36.6	.34	43.8	-.22	43.3	-.17
Supportive Environment	30.5	35.6 *	-.37	37.1 **	-.49	35.4 *	-.36

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.

| | K-State | Percentage point difference [a] between your FY students and | | |
Quality of Interactions		HBCU	Regional	Like classification
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	59	+15	+7	+10
13b. Academic advisors	31	-5	-24	-22
13c. Faculty	38	+5	-14	-18
13d. Student services staff (career services, student activities, housing, etc.)	46	+14	-4	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	29	+0	-18	-19
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	59	-7	-19	-14
14c. Using learning support services (tutoring services, writing center, etc.)	56	-14	-23	-19
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	44	-11	-19	-9
14e. Providing opportunities to be involved socially	47	-21	-27	-23
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	34	-27	-37	-34
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	-10	-13	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	-12	-13	-12
14i. Attending events that address important social, economic, or political issues	30	-24	-18	-19

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

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.
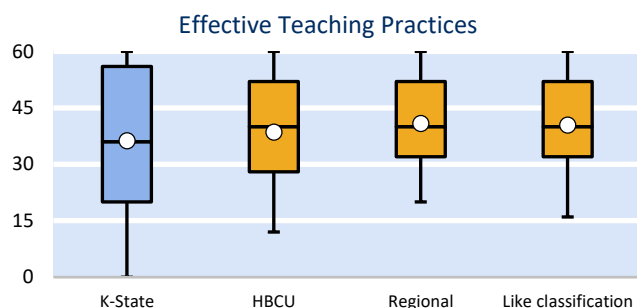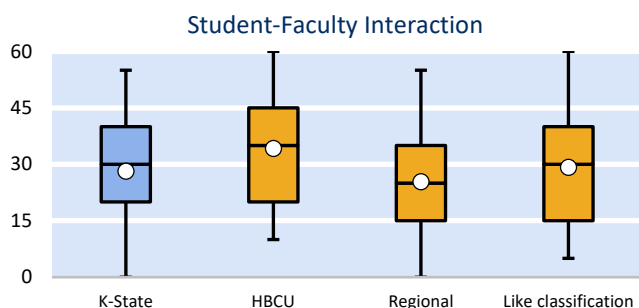
NSSE 2019 Engagement Indicators

Campus Environment
Kentucky State University
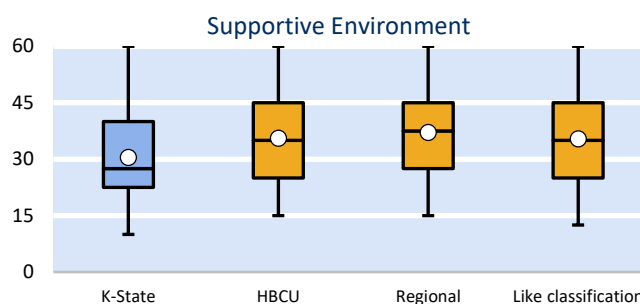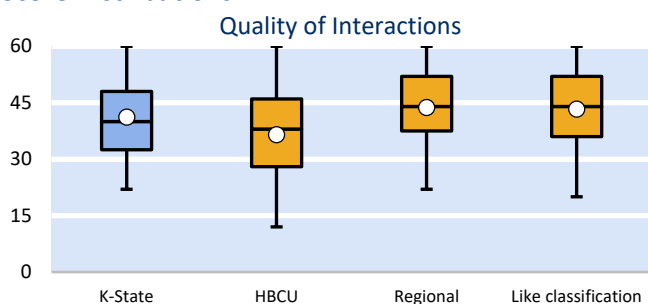
Campus Environment: Seniors

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

Mean Comparisons

| | K-State | Your seniors compared with | | | | | |
| | | HBCU | | Regional | | Like classification | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	37.7	41.3	-.27	43.7 *	-.51	44.9 *	-.61
Supportive Environment	25.6	34.8 **	-.61	32.1 *	-.47	34.1 **	-.60

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 | K-State | Percentage point difference [a] between your seniors and | | |
		HBCU	Regional	Like classification
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	42	-17	-15	-16
13b. Academic advisors	70	+17	+13	+7
13c. Faculty	49	-4	-10	-14
13d. Student services staff (career services, student activities, housing, etc.)	34	-5	-9	-16
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	-2	-10	-16
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	63	-3	-9	-9
14c. Using learning support services (tutoring services, writing center, etc.)	55	-12	-12	-14
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	36	-21	-17	-17
14e. Providing opportunities to be involved socially	45	-22	-19	-23
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	42	-19	-20	-23
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	6	-33	-25	-30
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	-15	-5	-16
14i. Attending events that address important social, economic, or political issues	42	-15	+4	-6

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

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

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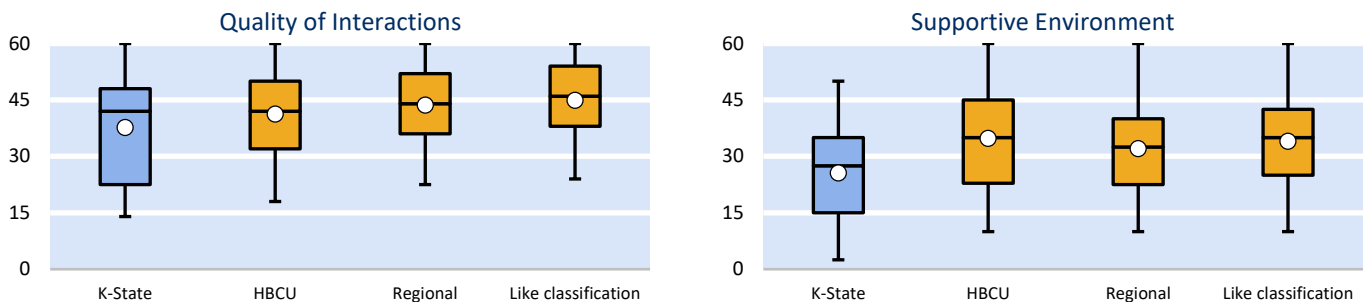
Comparisons with Top 50% and Top 10% Institutions

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

| | | K-State | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	31.0	39.3 **	-.64		41.0 ***	-.77	
	Reflective and Integrative Learning	31.2	36.8 **	-.47		38.8 ***	-.64	
	Learning Strategies	32.3	39.9 **	-.56		42.5 ***	-.73	
	Quantitative Reasoning	24.6	29.3	-.31		30.8 *	-.41	
Learning with Peers	Collaborative Learning	33.2	35.4	-.16		37.7 *	-.33	
	Discussions with Diverse Others	32.9	41.3 **	-.56		43.2 ***	-.72	
Experiences with Faculty	Student-Faculty Interaction	24.6	24.9	-.02	✓	28.0	-.22	
	Effective Teaching Practices	29.8	40.6 ***	-.82		42.7 ***	-.92	
Campus Environment	Quality of Interactions	41.2	44.9	-.32		47.1 **	-.50	
	Supportive Environment	30.5	38.1 **	-.58		40.1 ***	-.73	

Seniors

| | | K-State | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.7	41.8	.00	✓	43.0	-.10	✓
	Reflective and Integrative Learning	33.9	39.9 **	-.49		41.6 ***	-.63	
	Learning Strategies	39.6	40.8	-.08	✓	42.6	-.21	
	Quantitative Reasoning	30.2	31.3	-.07	✓	32.7	-.16	
Learning with Peers	Collaborative Learning	32.8	36.1	-.24		38.6 *	-.43	
	Discussions with Diverse Others	36.9	42.0	-.33		43.5	-.43	
Experiences with Faculty	Student-Faculty Interaction	28.2	29.9	-.11		33.9	-.36	
	Effective Teaching Practices	36.2	41.8	-.41		43.5	-.54	
Campus Environment	Quality of Interactions	37.7	45.2 **	-.63		47.4 ***	-.80	
	Supportive Environment	25.6	34.8 **	-.66		37.0 ***	-.81	

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												
K-State (N = 37)	31.0	16.1	2.65	5	20	30	40	60				
HBCU	37.4	14.7	.48	15	25	40	50	60	981	-6.4	.011	-.430
Regional	38.4	12.9	.31	20	30	40	45	60	37	-7.4	.009	-.571
Like classification	35.9	13.1	.51	20	25	35	40	60	38	-4.8	.082	-.363
Top 50%	39.3	13.0	.05	20	30	40	50	60	36	-8.3	.003	-.638
Top 10%	41.0	13.0	.10	20	35	40	50	60	36	-10.0	.001	-.768
Reflective & Integrative Learning												
K-State (N = 40)	31.2	13.8	2.19	11	20	29	40	60				
HBCU	35.8	12.6	.39	17	26	34	43	60	1,105	-4.6	.025	-.364
Regional	35.1	11.7	.28	17	26	34	43	57	1,846	-3.9	.038	-.334
Like classification	33.6	11.6	.43	17	26	31	40	54	757	-2.4	.211	-.204
Top 50%	36.8	11.8	.05	17	29	37	46	57	63,845	-5.6	.003	-.475
Top 10%	38.8	11.8	.10	20	31	40	46	60	13,251	-7.6	.000	-.644
Learning Strategies												
K-State (N = 32)	32.3	13.9	2.47	20	20	27	40	60				
HBCU	37.9	14.3	.49	20	27	40	47	60	881	-5.7	.028	-.397
Regional	38.8	13.8	.34	20	27	40	47	60	1,660	-6.5	.009	-.472
Like classification	37.2	13.7	.54	20	27	40	47	60	675	-5.0	.046	-.363
Top 50%	39.9	13.7	.06	20	33	40	53	60	54,802	-7.6	.002	-.555
Top 10%	42.5	14.0	.12	20	33	40	53	60	12,742	-10.2	.000	-.727
Quantitative Reasoning												
K-State (N = 31)	24.6	16.0	2.87	0	13	20	40	60				
HBCU	28.9	16.2	.54	0	20	27	40	60	923	-4.4	.140	-.269
Regional	30.0	15.3	.38	7	20	27	40	60	1,677	-5.4	.051	-.353
Like classification	27.5	15.1	.59	0	20	27	40	60	682	-3.0	.288	-.195
Top 50%	29.3	15.2	.06	7	20	27	40	60	66,455	-4.7	.086	-.308
Top 10%	30.8	15.2	.11	7	20	33	40	60	17,814	-6.2	.023	-.407
Learning with Peers												
Collaborative Learning												
K-State (N = 43)	33.2	14.8	2.25	10	25	30	45	60				
HBCU	35.2	14.4	.41	10	25	35	45	60	1,276	-2.0	.361	-.142
Regional	34.1	14.1	.32	10	25	35	45	60	1,949	-.9	.671	-.065
Like classification	31.6	13.7	.50	10	20	30	40	60	798	1.6	.461	.115
Top 50%	35.4	13.7	.05	15	25	35	45	60	69,266	-2.3	.281	-.164
Top 10%	37.7	13.6	.11	15	30	40	50	60	14,932	-4.5	.030	-.331
Discussions with Diverse Others												
K-State (N = 33)	32.9	15.7	2.75	15	20	35	40	60				
HBCU	33.3	15.7	.53	10	20	30	45	60	898	-.4	.877	-.028
Regional	40.5	14.6	.36	20	30	40	55	60	1,669	-7.6	.003	-.522
Like classification	37.1	15.5	.61	10	25	40	50	60	679	-4.2	.129	-.273
Top 50%	41.3	14.9	.06	20	30	40	55	60	65,783	-8.4	.001	-.564
Top 10%	43.2	14.4	.12	20	35	40	60	60	14,781	-10.3	.000	-.717

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												
K-State (N = 39)	24.6	19.2	3.07	5	10	15	35	60				
HBCU	24.8	16.0	.51	0	10	20	35	55	1,029	-.2	.942	-.012
Regional	23.4	15.0	.36	0	10	20	35	55	39	1.2	.711	.077
Like classification	24.2	15.1	.57	0	15	20	35	55	41	.3	.920	.021
Top 50%	24.9	14.8	.07	5	15	20	35	55	38	-.4	.906	-.025
Top 10%	28.0	15.5	.19	5	15	25	40	60	38	-3.4	.278	-.219
Effective Teaching Practices												
K-State (N = 37)	29.8	13.7	2.27	12	20	28	36	60				
HBCU	35.2	15.0	.49	12	24	36	45	60	973	-5.4	.034	-.358
Regional	38.4	13.3	.32	16	28	40	48	60	1,727	-8.6	.000	-.648
Like classification	37.5	13.0	.50	16	28	40	48	60	707	-7.6	.001	-.584
Top 50%	40.6	13.2	.06	20	32	40	52	60	48,094	-10.8	.000	-.816
Top 10%	42.7	14.0	.12	20	32	44	56	60	12,630	-12.9	.000	-.918
Campus Environment												
Quality of Interactions												
K-State (N = 32)	41.2	11.8	2.10	22	33	40	48	60				
HBCU	36.6	13.8	.48	12	28	38	46	60	856	4.7	.061	.339
Regional	43.8	11.5	.30	22	38	44	52	60	1,518	-2.6	.216	-.222
Like classification	43.3	11.9	.48	20	36	44	52	60	646	-2.1	.339	-.174
Top 50%	44.9	11.4	.05	24	38	46	54	60	44,232	-3.6	.073	-.319
Top 10%	47.1	11.8	.11	24	40	50	58	60	11,103	-5.9	.005	-.499
Supportive Environment												
K-State (N = 32)	30.5	12.8	2.28	10	23	28	40	60				
HBCU	35.6	13.6	.47	15	25	35	45	60	857	-5.0	.040	-.372
Regional	37.1	13.6	.34	15	28	38	45	60	1,605	-6.6	.007	-.486
Like classification	35.4	13.7	.55	13	25	35	45	60	658	-4.9	.048	-.360
Top 50%	38.1	13.2	.06	18	30	40	48	60	52,761	-7.6	.001	-.577
Top 10%	40.1	13.2	.13	18	30	40	50	60	10,935	-9.5	.000	-.725

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.

NSSE 2019 Engagement Indicators

Detailed Statistics[a]
Kentucky State University

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												
K-State (N = 27)	41.7	18.1	3.49	5	35	45	60	60				
HBCU	42.8	14.6	.65	20	35	45	60	60	524	-1.1	.701	-.076
Regional	39.5	13.3	.33	20	30	40	50	60	26	2.2	.542	.162
Like classification	40.4	13.6	.66	20	30	40	50	60	28	1.3	.720	.093
Top 50%	41.8	13.5	.06	20	35	40	55	60	26	-.1	.986	-.005
Top 10%	43.0	13.5	.11	20	35	40	55	60	26	-1.3	.708	-.098
Reflective & Integrative Learning												
K-State (N = 29)	33.9	13.8	2.55	14	23	31	46	60				
HBCU	40.8	12.5	.53	20	31	40	51	60	581	-6.9	.004	-.545
Regional	37.2	12.5	.31	17	29	37	46	60	1,675	-3.2	.170	-.257
Like classification	38.8	12.1	.57	20	31	40	49	60	472	-4.8	.040	-.395
Top 50%	39.9	12.2	.05	20	31	40	49	60	49,176	-6.0	.008	-.489
Top 10%	41.6	12.2	.12	20	34	40	51	60	9,626	-7.6	.001	-.627
Learning Strategies												
K-State (N = 26)	39.6	15.1	2.95	13	27	40	53	60				
HBCU	42.7	13.7	.62	20	33	40	53	60	503	-3.1	.256	-.228
Regional	38.5	14.5	.37	13	27	40	53	60	1,566	1.1	.707	.074
Like classification	38.8	14.4	.72	13	27	40	53	60	427	.8	.779	.057
Top 50%	40.8	14.4	.06	20	33	40	53	60	53,807	-1.2	.675	-.082
Top 10%	42.6	14.3	.11	20	33	40	60	60	17,182	-3.0	.287	-.208
Quantitative Reasoning												
K-State (N = 26)	30.2	15.0	2.94	0	20	33	40	53				
HBCU	33.1	15.5	.71	7	20	33	40	60	507	-2.9	.344	-.190
Regional	31.1	15.8	.40	0	20	33	40	60	1,579	-.9	.774	-.056
Like classification	29.7	16.4	.81	0	20	27	40	60	435	.5	.889	.028
Top 50%	31.3	16.0	.06	7	20	33	40	60	66,190	-1.1	.730	-.067
Top 10%	32.7	15.8	.12	7	20	33	40	60	18,378	-2.5	.411	-.161
Learning with Peers												
Collaborative Learning												
K-State (N = 30)	32.8	14.3	2.62	10	25	30	45	55				
HBCU	39.6	13.5	.56	20	30	40	50	60	607	-6.8	.008	-.501
Regional	32.2	15.6	.38	5	20	30	45	60	1,742	.5	.852	.035
Like classification	32.9	15.0	.70	10	20	35	45	60	487	-.1	.959	-.010
Top 50%	36.1	14.0	.06	15	25	35	45	60	57,550	-3.3	.194	-.239
Top 10%	38.6	13.5	.14	15	30	40	50	60	9,168	-5.8	.019	-.432
Discussions with Diverse Others												
K-State (N = 26)	36.9	18.1	3.53	15	20	30	60	60				
HBCU	36.9	15.9	.73	10	25	40	50	60	506	.0	.992	-.002
Regional	38.1	16.0	.41	10	25	40	50	60	1,575	-1.2	.707	-.074
Like classification	38.1	15.7	.78	10	25	40	50	60	430	-1.2	.714	-.074
Top 50%	42.0	15.6	.06	15	30	40	60	60	65,672	-5.1	.092	-.329
Top 10%	43.5	15.4	.12	20	35	45	60	60	25	-6.6	.072	-.431

NSSE 2019 Engagement Indicators

Detailed Statistics[a]

Kentucky State University

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												
K-State (N = 28)	28.2	15.4	2.89	0	20	30	40	55				
HBCU	34.1	16.6	.72	10	20	35	45	60	553	-6.0	.061	-.362
Regional	25.3	16.0	.40	0	15	25	35	55	1,641	2.9	.346	.178
Like classification	29.1	16.4	.79	5	15	30	40	60	462	-1.0	.760	-.059
Top 50%	29.9	15.9	.10	5	20	30	40	60	26,664	-1.7	.569	-.107
Top 10%	33.9	15.8	.25	10	20	35	45	60	4,069	-5.7	.053	-.364
Effective Teaching Practices												
K-State (N = 27)	36.2	19.8	3.80	0	20	36	56	60				
HBCU	38.5	15.7	.69	12	28	40	52	60	537	-2.3	.469	-.143
Regional	40.8	13.6	.34	20	32	40	52	60	27	-4.5	.246	-.331
Like classification	40.4	13.3	.65	16	32	40	52	60	28	-4.2	.290	-.303
Top 50%	41.8	13.6	.07	20	32	40	52	60	26	-5.5	.158	-.406
Top 10%	43.5	13.5	.12	20	36	44	56	60	26	-7.3	.067	-.538
Campus Environment												
Quality of Interactions												
K-State (N = 26)	37.7	14.3	2.82	14	23	42	48	60				
HBCU	41.3	12.9	.59	18	32	42	50	60	496	-3.6	.177	-.275
Regional	43.7	11.5	.31	23	36	44	52	60	25	-6.0	.046	-.514
Like classification	44.9	11.5	.58	24	38	46	54	60	27	-7.2	.019	-.615
Top 50%	45.2	11.8	.05	23	38	48	54	60	47,811	-7.4	.001	-.630
Top 10%	47.4	12.0	.10	24	40	50	58	60	15,624	-9.6	.000	-.805
Supportive Environment												
K-State (N = 25)	25.6	13.5	2.73	3	15	28	35	50				
HBCU	34.8	15.2	.70	10	23	35	45	60	494	-9.2	.004	-.606
Regional	32.1	13.9	.36	10	23	33	40	60	1,539	-6.5	.021	-.470
Like classification	34.1	14.1	.71	10	25	35	43	60	416	-8.5	.004	-.602
Top 50%	34.8	13.9	.06	13	25	35	45	60	46,392	-9.2	.001	-.659
Top 10%	37.0	14.0	.15	13	28	38	48	60	8,806	-11.4	.000	-.812

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.