
NSSE 2022

Engagement Indicators

Keene State College

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 Comparators	Your first-year students compared with Aspirational Group	Your first-year students compared with COPLAC Group
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 Comparators	Your seniors compared with Aspirational Group	Your seniors compared with COPLAC Group
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

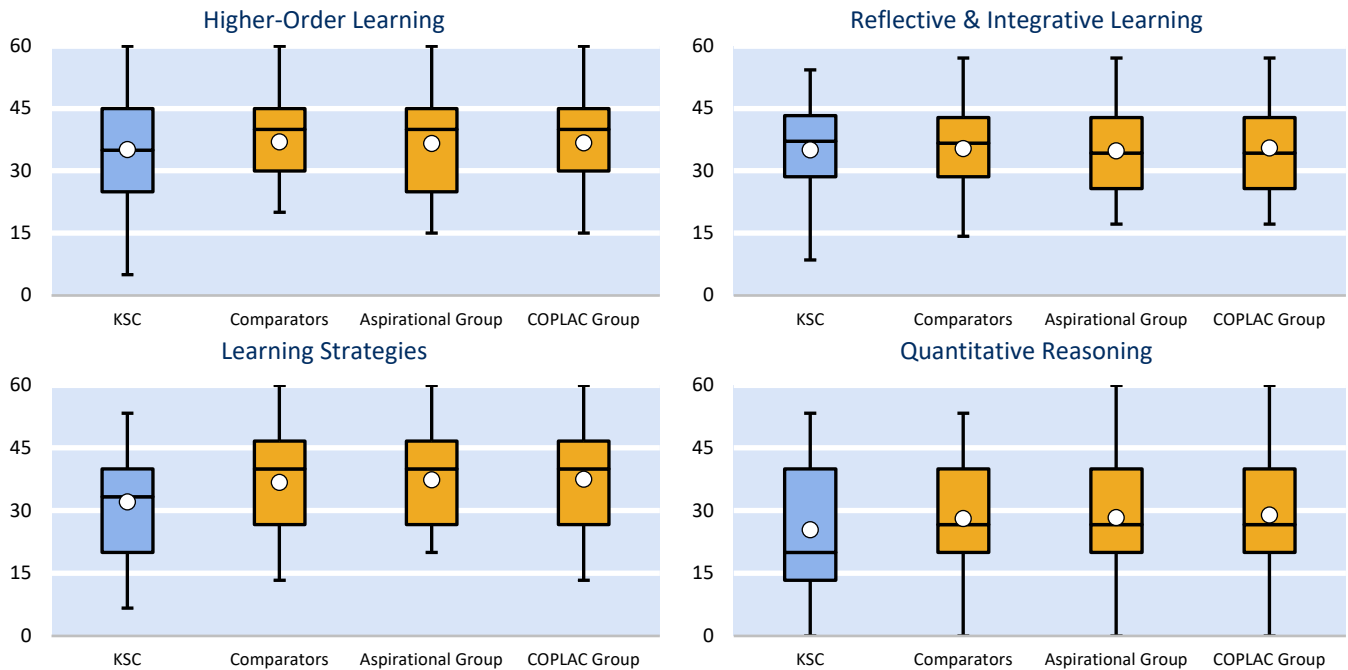
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	KSC Mean	Your first-year students compared with					
		Comparators Mean	Effect size	Aspirational Group Mean	Effect size	COPLAC Group Mean	Effect size
Higher-Order Learning	35.2	37.0	-.14	36.6	-.10	36.8	-.12
Reflective & Integrative Learning	35.1	35.4	-.02	34.9	.02	35.6	-.04
Learning Strategies	32.0	36.7 **	-.34	37.3 ***	-.37	37.5 ***	-.39
Quantitative Reasoning	25.4	28.1	-.18	28.3	-.18	29.0 *	-.22

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.

		Percentage point difference ^a between your FY students and		
	KSC	Comparators	Aspirational Group	COPLAC Group
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	60	<div><div></div><div>-6</div></div>	<div><div></div><div>-5</div></div>	<div><div></div><div>-8</div></div>
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	<div><div></div><div>-5</div></div>	<div><div></div><div>-3</div></div>	<div><div></div><div>-3</div></div>
4d. Evaluating a point of view, decision, or information source	60	<div><div></div><div>-9</div></div>	<div><div></div><div>-7</div></div>	<div><div></div><div>-10</div></div>
4e. Forming a new idea or understanding from various pieces of information	70	<div><div></div><div>-2</div></div>	<div><div></div><div>+4</div></div>	<div><div></div><div>+3</div></div>
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	56	<div><div></div><div>+2</div></div>	<div><div></div><div>+4</div></div>	<div><div></div><div>+4</div></div>
2b. Connected your learning to societal problems or issues	57	<div><div></div><div>+2</div></div>	<div><div></div><div>+4</div></div>	<div><div></div><div>+2</div></div>
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	<div><div></div><div>-3</div></div>	<div><div></div><div>-5</div></div>	<div><div></div><div>-6</div></div>
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	<div><div></div><div>+3</div></div>	<div><div></div><div>+8</div></div>	<div><div></div><div>+5</div></div>
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	<div><div></div><div>-4</div></div>	<div><div></div><div>+1</div></div>	<div><div></div><div>-3</div></div>
2f. Learned something that changed the way you understand an issue or concept	66	<div><div></div><div>+0</div></div>	<div><div></div><div>+4</div></div>	<div><div></div><div>-0</div></div>
2g. Connected ideas from your courses to your prior experiences and knowledge	76	<div><div></div><div>-2</div></div>	<div><div></div><div>+2</div></div>	<div><div></div><div>+0</div></div>
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	62	<div><div></div><div>-11</div></div>	<div><div></div><div>-12</div></div>	<div><div></div><div>-12</div></div>
9b. Reviewed your notes after class	52	<div><div></div><div>-13</div></div>	<div><div></div><div>-12</div></div>	<div><div></div><div>-14</div></div>
9c. Summarized what you learned in class or from course materials	53	<div><div></div><div>-10</div></div>	<div><div></div><div>-10</div></div>	<div><div></div><div>-11</div></div>
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.)	43	<div><div></div><div>-7</div></div>	<div><div></div><div>-7</div></div>	<div><div></div><div>-9</div></div>
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	<div><div></div><div>-6</div></div>	<div><div></div><div>-5</div></div>	<div><div></div><div>-8</div></div>
6c. Evaluated what others have concluded from numerical information	39	<div><div></div><div>-2</div></div>	<div><div></div><div>-3</div></div>	<div><div></div><div>-5</div></div>

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

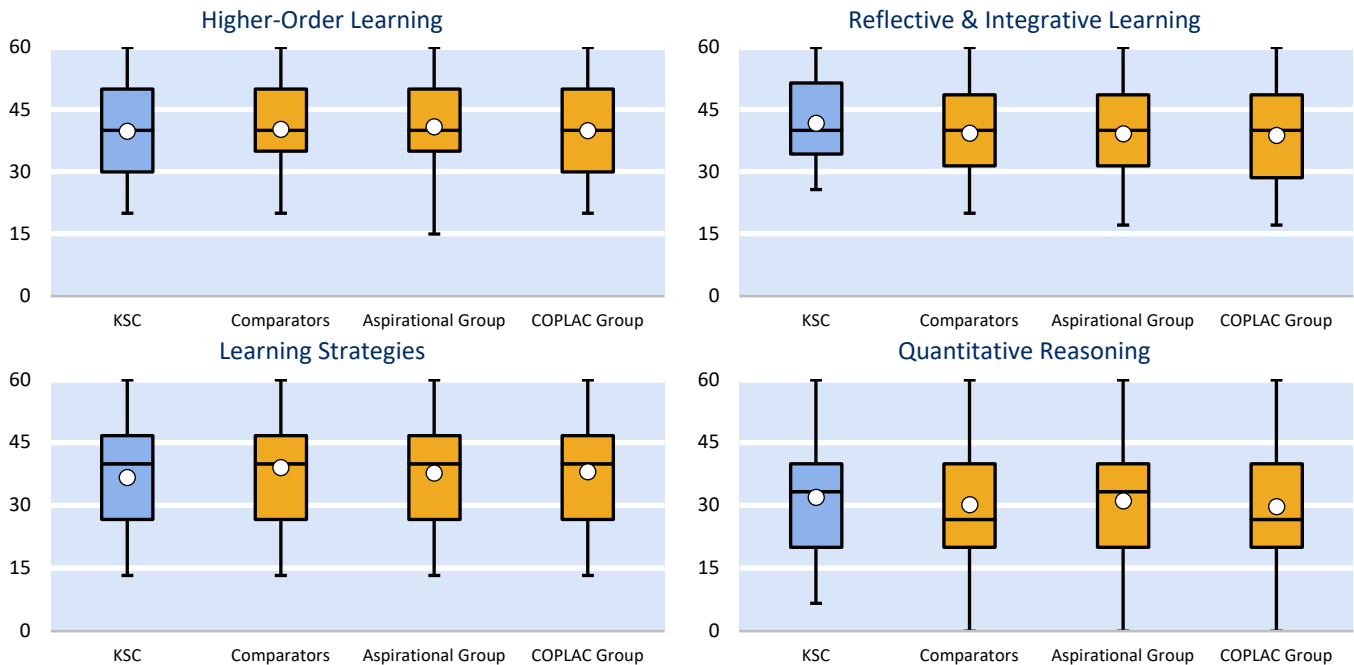
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Mean Comparisons

Engagement Indicator	KSC Mean	Your seniors compared with					
		Comparators Mean	Effect size	Aspirational Group Mean	Effect size	COPLAC Group Mean	Effect size
Higher-Order Learning	39.8	40.3	-.04	40.9	-.08	40.0	-.01
Reflective & Integrative Learning	41.7	39.3	.19	39.2	.20	38.8 *	.23
Learning Strategies	36.7	39.0	-.16	37.7	-.07	38.0	-.09
Quantitative Reasoning	31.9	30.2	.11	31.1	.05	29.7	.14

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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Academic Challenge: Seniors (continued)

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		Percentage point difference ^a between your seniors and			
	KSC	Comparators	Aspirational Group	COPLAC Group	
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	72	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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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.

Learning with Peers: First-year students

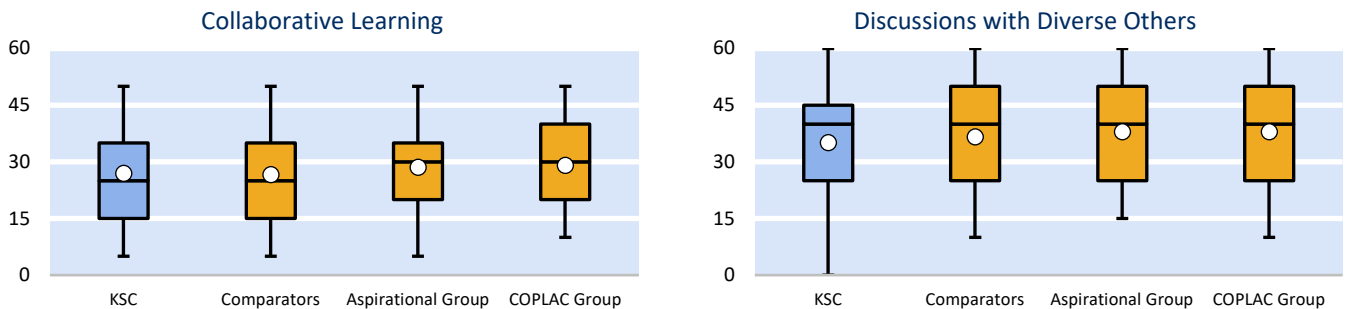
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	KSC Mean	Your first-year students compared with					
		Comparators Mean	Effect size	Aspirational Group Mean	Effect size	COPLAC Group Mean	Effect size
Collaborative Learning	26.9	26.6	.02	28.6	-.12	29.1	-.16
Discussions with Diverse Others	35.0	36.6	-.10	37.9	-.19	38.0	-.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).

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.

		Percentage point difference ^a between your FY students and		
	KSC	Comparators	Aspirational Group	COPLAC Group
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	38	+3	-1	-3
1c. Explained course material to one or more students	50	+8	+4	+3
1d. Prepared for exams by discussing or working through course material with other students	35	+0	-5	-3
1e. Worked with other students on course projects or assignments	46	-1	-1	-3
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	56	-10	-10	-14
8b. People from an economic background other than your own	71	+5	+5	+5
8c. People with religious beliefs other than your own	60	+1	-6	-2
8d. People with political views other than your own	58	+0	+0	+1

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.

Learning with Peers: Seniors

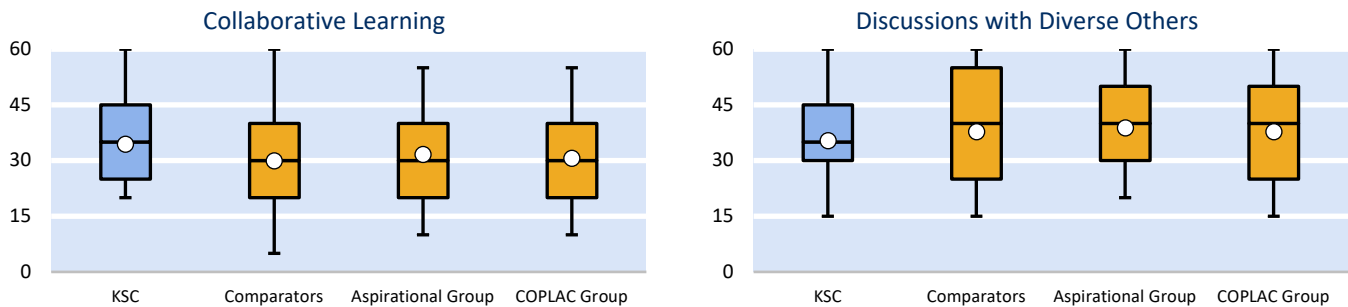
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	KSC Mean	Your seniors compared with					
		Comparators		Aspirational Group		COPLAC Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.5	30.0 **	.31	31.7	.21	30.7 *	.28
Discussions with Diverse Others	35.4	37.8	-.15	38.9	-.23	37.9	-.16

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.

		Percentage point difference ^a between your seniors and		
	KSC	Comparators	Aspirational Group	COPLAC Group
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	46	+6	+5	+6
1c. Explained course material to one or more students	67	+13	+9	+10
1d. Prepared for exams by discussing or working through course material with other students	39	+1	-3	-1
1e. Worked with other students on course projects or assignments	68	+11	+3	+8
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	53	-16	-15	-19
8b. People from an economic background other than your own	68	-0	-1	-1
8c. People with religious beliefs other than your own	58	-3	-9	-6
8d. People with political views other than your own	55	-1	-3	+3

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

Experiences with Faculty: First-year students

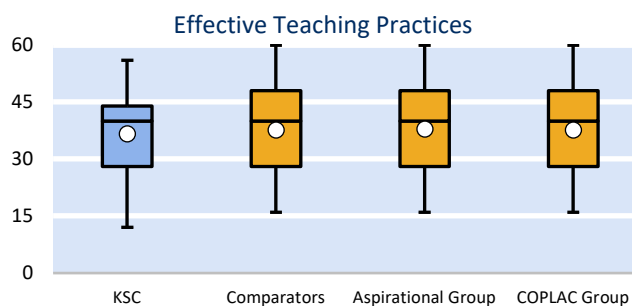
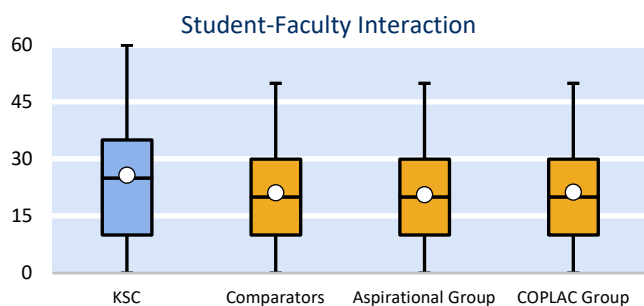
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	KSC Mean	Your first-year students compared with					
		Comparators		Aspirational Group		COPLAC Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.7	21.1 **	.30	20.6 **	.36	21.2 *	.30
Effective Teaching Practices	36.6	37.6	-.08	37.9	-.09	37.6	-.07

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

Score Distributions



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

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.

Student-Faculty Interaction	KSC %	Percentage point difference ^a between your FY students and			
		Comparators	Aspirational Group	COPLAC Group	
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	48	+12	+16	+10	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	39	+18	+21	+20	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	+9	+13	+11	
3d. Discussed your academic performance with a faculty member	39	+6	+10	+9	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	71	-6	-3	-4	
5b. Taught course sessions in an organized way	68	-5	-4	-2	
5c. Used examples or illustrations to explain difficult points	72	+4	-1	+1	
5d. Provided feedback on a draft or work in progress	63	-3	+1	+1	
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+2	+3	+1	

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.

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Experiences with Faculty: Seniors

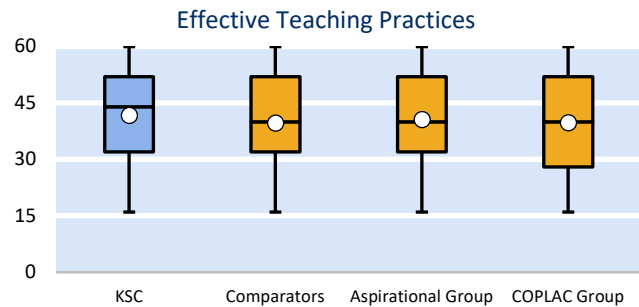
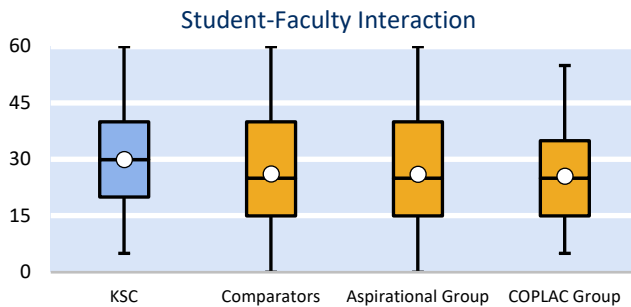
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	KSC Mean	Your seniors compared with					
		Comparators		Aspirational Group		COPLAC Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	29.9	26.1 *	.24	26.0 *	.25	25.5 *	.29
Effective Teaching Practices	41.6	39.6	.14	40.6	.08	39.7	.14

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.

		Percentage point difference ^a between your seniors and		
	KSC	Comparators	Aspirational Group	COPLAC Group
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	62	+12	+16	+16
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	42	+12	+9	+12
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	+8	+6	+10
3d. Discussed your academic performance with a faculty member	41	-0	+3	+2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	83	+4	+3	+5
5b. Taught course sessions in an organized way	78	+6	+2	+5
5c. Used examples or illustrations to explain difficult points	82	+8	+5	+8
5d. Provided feedback on a draft or work in progress	68	+1	+1	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-2	-1	+1

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

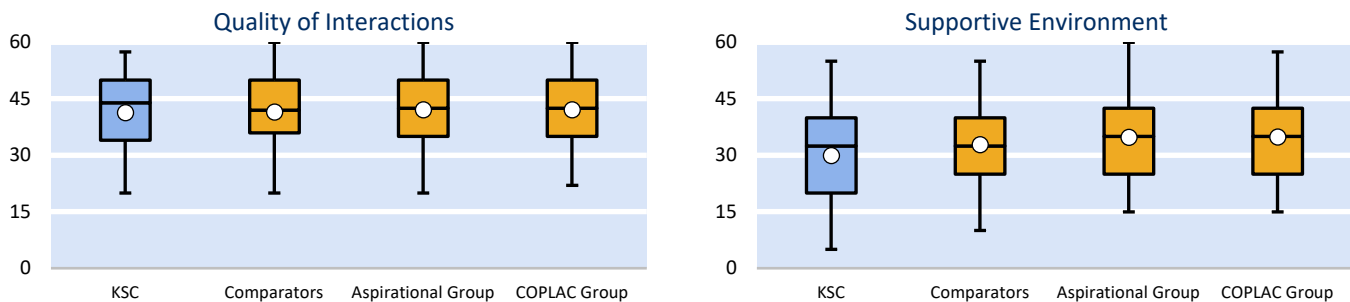
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	KSC Mean	Your first-year students compared with					
		Comparators Mean	Effect size	Aspirational Group Mean	Effect size	COPLAC Group Mean	Effect size
Quality of Interactions	41.4	41.5	-.02	42.2	-.07	42.1	-.07
Supportive Environment	30.0	32.9 *	-.22	34.9 ***	-.37	34.9 ***	-.38

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.

		Percentage point difference ^a between your FY students and		
	KSC	Comparators	Aspirational Group	COPLAC Group
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	44	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div>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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

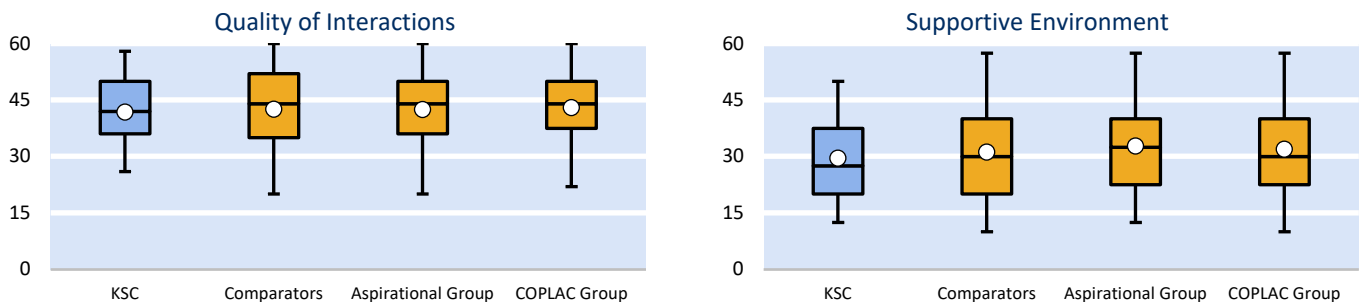
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	KSC Mean	Your seniors compared with					
		Comparators Mean	Effect size	Aspirational Group Mean	Effect size	COPLAC Group Mean	Effect size
Quality of Interactions	41.9	42.7	-.06	42.6	-.06	43.0	-.11
Supportive Environment	29.6	31.2	-.12	32.9 *	-.25	32.0	-.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.

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.

		Percentage point difference ^a between your seniors and		
	KSC	Comparators	Aspirational Group	COPLAC Group
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	33	<div><div></div></div> -18	<div><div></div></div> -23	<div><div></div></div> -24
13b. Academic advisors	54	+0 <div><div></div></div>	+4 <div><div></div></div>	+2 <div><div></div></div>
13c. Faculty	56	<div><div></div></div> -2	<div><div></div></div> -5	<div><div></div></div> -3
13d. Student services staff (career services, student activities, housing, etc.)	51	+6 <div><div></div></div>	+6 <div><div></div></div>	+5 <div><div></div></div>
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	<div><div></div></div> -3	<div><div></div></div> -1	<div><div></div></div> -0
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	<div><div></div></div> -1	<div><div></div></div> -7	<div><div></div></div> -5
14c. Using learning support services (tutoring services, writing center, etc.)	64	+3 <div><div></div></div>	<div><div></div></div> -7	+1 <div><div></div></div>
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	42	<div><div></div></div> -14	<div><div></div></div> -12	<div><div></div></div> -12
14e. Providing opportunities to be involved socially	67	+7 <div><div></div></div>	<div><div></div></div> -2	+3 <div><div></div></div>
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	+0 <div><div></div></div>	+1 <div><div></div></div>	<div><div></div></div> -0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	15	<div><div></div></div> -18	<div><div></div></div> -13	<div><div></div></div> -13
14h. Attending campus activities and events (performing arts, athletic events, etc.)	47	<div><div></div></div> -3	<div><div></div></div> -10	<div><div></div></div> -7
14i. Attending events that address important social, economic, or political issues	32	<div><div></div></div> -13	<div><div></div></div> -17	<div><div></div></div> -17

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	KSC Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.2	39.2 **	-.30		42.1 ***	-.52	
	Reflective and Integrative Learning	35.1	36.9	-.15		39.2 ***	-.35	
	Learning Strategies	32.0	39.6 ***	-.53		42.9 ***	-.76	
	Quantitative Reasoning	25.4	30.2 **	-.31		33.3 ***	-.51	
Learning with Peers	Collaborative Learning	26.9	31.8 ***	-.35		35.4 ***	-.63	
	Discussions with Diverse Others	35.0	39.8 **	-.32		42.6 ***	-.53	
Experiences with Faculty	Student-Faculty Interaction	25.7	24.3	.09	✓	27.8	-.14	
	Effective Teaching Practices	36.6	40.3 **	-.26		43.3 ***	-.49	
Campus Environment	Quality of Interactions	41.4	45.1 **	-.32		48.2 ***	-.55	
	Supportive Environment	30.0	35.9 ***	-.44		39.1 ***	-.69	

Seniors

Theme	Engagement Indicator	KSC Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.8	41.9	-.15		44.2 **	-.34	
	Reflective and Integrative Learning	41.7	40.3	.12	✓	42.7	-.09	✓
	Learning Strategies	36.7	41.1 **	-.30		43.4 ***	-.48	
	Quantitative Reasoning	31.9	32.4	-.03	✓	35.3	-.22	
Learning with Peers	Collaborative Learning	34.5	34.0	.03	✓	37.9 *	-.25	
	Discussions with Diverse Others	35.4	40.4 **	-.31		43.2 ***	-.52	
Experiences with Faculty	Student-Faculty Interaction	29.9	28.8	.07	✓	33.2	-.20	
	Effective Teaching Practices	41.6	41.9	-.02	✓	44.5	-.21	
Campus Environment	Quality of Interactions	41.9	45.6 **	-.31		48.0 ***	-.49	
	Supportive Environment	29.6	34.3 ***	-.32		37.4 ***	-.54	

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												
KSC (N = 102)	35.2	14.6	1.45	5	25	35	45	60				
Comparators	37.0	13.0	.53	20	30	40	45	60	699	-1.8	.198	-.138
Aspirational Group	36.6	13.5	.57	15	25	40	45	60	660	-1.4	.338	-.103
COPLAC Group	36.8	13.5	.65	15	30	40	45	60	533	-1.6	.291	-.116
Top 50%	39.2	13.3	.05	20	30	40	50	60	61,698	-4.0	.002	-.304
Top 10%	42.1	13.0	.16	20	35	40	55	60	6,878	-6.8	.000	-.524
Reflective & Integrative Learning												
KSC (N = 112)	35.1	13.1	1.24	9	29	37	43	54				
Comparators	35.4	12.0	.47	14	29	37	43	57	760	-.3	.812	-.024
Aspirational Group	34.9	12.7	.51	17	26	34	43	57	717	.2	.858	.018
COPLAC Group	35.6	12.4	.58	17	26	34	43	57	573	-.5	.708	-.039
Top 50%	36.9	12.1	.05	17	29	37	46	60	61,854	-1.8	.114	-.150
Top 10%	39.2	11.8	.13	20	31	40	49	60	8,513	-4.1	.000	-.348
Learning Strategies												
KSC (N = 95)	32.0	15.2	1.56	7	20	33	40	53				
Comparators	36.7	13.4	.56	13	27	40	47	60	656	-4.7	.002	-.343
Aspirational Group	37.3	14.0	.61	20	27	40	47	60	617	-5.3	.001	-.373
COPLAC Group	37.5	13.6	.67	13	27	40	47	60	505	-5.4	.001	-.391
Top 50%	39.6	14.1	.06	20	27	40	53	60	56,248	-7.5	.000	-.534
Top 10%	42.9	14.3	.14	20	33	40	60	60	10,339	-10.9	.000	-.759
Quantitative Reasoning												
KSC (N = 99)	25.4	15.7	1.58	0	13	20	40	53				
Comparators	28.1	14.7	.62	0	20	27	40	53	667	-2.7	.100	-.180
Aspirational Group	28.3	15.9	.69	0	20	27	40	60	627	-2.9	.098	-.181
COPLAC Group	29.0	15.8	.78	0	20	27	40	60	511	-3.5	.046	-.224
Top 50%	30.2	15.3	.06	7	20	27	40	60	64,992	-4.8	.002	-.310
Top 10%	33.3	15.5	.17	7	20	33	40	60	8,485	-7.9	.000	-.507
Learning with Peers												
Collaborative Learning												
KSC (N = 123)	26.9	14.0	1.26	5	15	25	35	50				
Comparators	26.6	14.0	.53	5	15	25	35	50	812	.3	.804	.024
Aspirational Group	28.6	13.2	.51	5	20	30	35	50	789	-1.6	.212	-.123
COPLAC Group	29.1	13.1	.58	10	20	30	40	50	620	-2.1	.110	-.161
Top 50%	31.8	13.9	.06	10	20	30	40	60	57,206	-4.9	.000	-.353
Top 10%	35.4	13.5	.13	15	25	35	45	60	10,557	-8.5	.000	-.627
Discussions with Diverse Others												
KSC (N = 98)	35.0	15.5	1.57	0	25	40	45	60				
Comparators	36.6	15.6	.65	10	25	40	50	60	664	-1.6	.362	-.100
Aspirational Group	37.9	15.2	.66	15	25	40	50	60	626	-2.9	.086	-.189
COPLAC Group	38.0	15.9	.78	10	25	40	50	60	513	-2.9	.102	-.184
Top 50%	39.8	15.1	.07	15	30	40	55	60	51,868	-4.8	.002	-.317
Top 10%	42.6	14.2	.17	20	35	40	55	60	6,805	-7.5	.000	-.529

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												
KSC (N = 106)	25.7	16.9	1.64	0	10	25	35	60				
Comparators	21.1	14.9	.60	0	10	20	30	50	728	4.6	.004	.302
Aspirational Group	20.6	13.7	.57	0	10	20	30	50	131	5.1	.004	.361
COPLAC Group	21.2	14.2	.67	0	10	20	30	50	141	4.5	.012	.305
Top 50%	24.3	15.1	.09	5	15	20	35	55	31,305	1.4	.356	.090
Top 10%	27.8	15.3	.21	5	15	25	40	60	5,411	-2.1	.158	-.139
Effective Teaching Practices												
KSC (N = 103)	36.6	13.5	1.33	12	28	40	44	56				
Comparators	37.6	13.1	.53	16	28	40	48	60	701	-1.0	.474	-.076
Aspirational Group	37.9	13.5	.57	16	28	40	48	60	664	-1.2	.388	-.093
COPLAC Group	37.6	13.4	.64	16	28	40	48	60	536	-1.0	.516	-.071
Top 50%	40.3	13.8	.07	16	32	40	52	60	43,119	-3.7	.007	-.265
Top 10%	43.3	13.7	.17	20	36	44	56	60	6,842	-6.7	.000	-.487
Campus Environment												
Quality of Interactions												
KSC (N = 91)	41.4	11.0	1.15	20	34	44	50	58				
Comparators	41.5	11.8	.52	20	36	42	50	60	611	-.2	.891	-.016
Aspirational Group	42.2	11.3	.51	20	35	43	50	60	582	-.8	.531	-.072
COPLAC Group	42.1	11.4	.58	22	35	43	50	60	475	-.7	.574	-.066
Top 50%	45.1	11.9	.06	22	38	48	54	60	34,531	-3.8	.003	-.315
Top 10%	48.2	12.5	.15	23	42	50	60	60	6,712	-6.8	.000	-.549
Supportive Environment												
KSC (N = 95)	30.0	13.9	1.42	5	20	33	40	55				
Comparators	32.9	12.8	.55	10	25	33	40	55	637	-2.9	.045	-.223
Aspirational Group	34.9	13.0	.58	15	25	35	43	60	597	-4.9	.001	-.372
COPLAC Group	34.9	12.6	.63	15	25	35	43	58	493	-5.0	.001	-.385
Top 50%	35.9	13.6	.07	13	26	38	45	60	39,184	-6.0	.000	-.439
Top 10%	39.1	13.3	.20	18	30	40	50	60	4,497	-9.1	.000	-.686

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 2022 Engagement Indicators

Detailed Statistics^a Keene State College

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												
KSC (N = 81)	39.8	13.1	1.45	20	30	40	50	60				
Comparators	40.3	13.6	.51	20	35	40	50	60	790	-.5	.757	-.036
Aspirational Group	40.9	13.6	.54	15	35	40	50	60	720	-1.1	.485	-.082
COPLAC Group	40.0	13.6	.63	20	30	40	50	60	547	-.1	.931	-.010
Top 50%	41.9	13.7	.05	20	35	40	55	60	68,423	-2.1	.174	-.151
Top 10%	44.2	13.1	.17	20	35	45	60	60	6,378	-4.4	.003	-.338
Reflective & Integrative Learning												
KSC (N = 87)	41.7	10.7	1.15	26	34	40	51	60				
Comparators	39.3	12.7	.46	20	31	40	49	60	837	2.4	.093	.191
Aspirational Group	39.2	12.8	.49	17	31	40	49	60	763	2.5	.079	.201
COPLAC Group	38.8	13.0	.58	17	29	40	49	60	580	2.9	.049	.230
Top 50%	40.3	12.5	.05	20	31	40	50	60	62,024	1.5	.279	.117
Top 10%	42.7	11.7	.15	23	34	43	51	60	5,899	-1.0	.418	-.088
Learning Strategies												
KSC (N = 75)	36.7	13.7	1.58	13	27	40	47	60				
Comparators	39.0	14.5	.55	13	27	40	47	60	758	-2.4	.176	-.164
Aspirational Group	37.7	14.6	.60	13	27	40	47	60	674	-1.0	.564	-.071
COPLAC Group	38.0	14.5	.69	13	27	40	47	60	519	-1.4	.448	-.095
Top 50%	41.1	14.6	.05	20	33	40	53	60	74,572	-4.4	.009	-.303
Top 10%	43.4	14.2	.13	20	33	40	60	60	12,641	-6.8	.000	-.478
Quantitative Reasoning												
KSC (N = 76)	31.9	15.5	1.77	7	20	33	40	60				
Comparators	30.2	16.5	.63	0	20	27	40	60	761	1.7	.381	.106
Aspirational Group	31.1	16.8	.68	0	20	33	40	60	683	.8	.688	.049
COPLAC Group	29.7	16.1	.76	0	20	27	40	60	528	2.2	.260	.140
Top 50%	32.4	16.5	.06	7	20	33	40	60	83,170	-.5	.774	-.033
Top 10%	35.3	16.0	.16	7	20	33	47	60	9,753	-3.4	.062	-.215
Learning with Peers												
Collaborative Learning												
KSC (N = 93)	34.5	12.7	1.32	20	25	35	45	60				
Comparators	30.0	14.7	.53	5	20	30	40	60	868	4.5	.005	.310
Aspirational Group	31.7	13.7	.51	10	20	30	40	55	807	2.8	.061	.207
COPLAC Group	30.7	13.5	.59	10	20	30	40	55	610	3.8	.012	.282
Top 50%	34.0	14.6	.06	10	25	35	45	60	65,357	.5	.753	.033
Top 10%	37.9	13.7	.15	15	30	40	50	60	8,501	-3.4	.018	-.246
Discussions with Diverse Others												
KSC (N = 74)	35.4	12.7	1.48	15	30	35	45	60				
Comparators	37.8	16.2	.62	15	25	40	55	60	101	-2.4	.134	-.152
Aspirational Group	38.9	14.9	.60	20	30	40	50	60	678	-3.4	.057	-.235
COPLAC Group	37.9	15.3	.73	15	25	40	50	60	112	-2.4	.142	-.163
Top 50%	40.4	15.9	.06	15	30	40	55	60	74	-5.0	.001	-.312
Top 10%	43.2	15.1	.18	20	35	45	60	60	75	-7.8	.000	-.517

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												
KSC (N = 84)	29.9	15.4	1.68	5	20	30	40	60				
Comparators	26.1	16.3	.60	0	15	25	40	60	813	3.9	.037	.240
Aspirational Group	26.0	15.8	.62	0	15	25	40	60	741	3.9	.032	.248
COPLAC Group	25.5	15.5	.70	5	15	25	35	55	566	4.5	.015	.288
Top 50%	28.8	16.2	.09	5	15	25	40	60	32,309	1.2	.506	.073
Top 10%	33.2	16.1	.25	10	20	35	45	60	4,199	-3.3	.063	-.205
Effective Teaching Practices												
KSC (N = 79)	41.6	13.9	1.56	16	32	44	52	60				
Comparators	39.6	14.4	.54	16	32	40	52	60	790	2.0	.227	.143
Aspirational Group	40.6	13.9	.55	16	32	40	52	60	717	1.1	.522	.076
COPLAC Group	39.7	14.8	.68	16	28	40	52	60	550	2.0	.263	.136
Top 50%	41.9	14.1	.06	16	32	40	56	60	54,143	-.3	.860	-.020
Top 10%	44.5	13.6	.15	20	36	44	56	60	8,754	-2.8	.066	-.207
Campus Environment												
Quality of Interactions												
KSC (N = 74)	41.9	10.0	1.16	26	36	42	50	58				
Comparators	42.7	12.3	.49	20	35	44	52	60	100	-.8	.535	-.065
Aspirational Group	42.6	11.5	.48	20	36	44	50	60	647	-.7	.631	-.060
COPLAC Group	43.0	11.1	.55	22	38	44	50	60	487	-1.2	.402	-.106
Top 50%	45.6	12.3	.05	22	38	48	56	60	57,617	-3.7	.009	-.305
Top 10%	48.0	12.5	.10	22	40	50	60	60	17,244	-6.1	.000	-.488
Supportive Environment												
KSC (N = 73)	29.6	11.3	1.32	13	20	28	38	50				
Comparators	31.2	13.9	.54	10	20	30	40	58	97	-1.7	.251	-.121
Aspirational Group	32.9	13.4	.55	13	23	33	40	58	657	-3.3	.045	-.250
COPLAC Group	32.0	13.4	.64	10	23	30	40	58	505	-2.4	.144	-.186
Top 50%	34.3	14.7	.06	10	23	35	45	60	72	-4.7	.001	-.317
Top 10%	37.4	14.5	.20	13	28	38	48	60	75	-7.8	.000	-.541

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.