
NSSE 2020

Engagement Indicators

Kent 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
<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 2019 and 2020 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 Great Lakes Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2019 & 2020
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 Great Lakes Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2019 & 2020
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

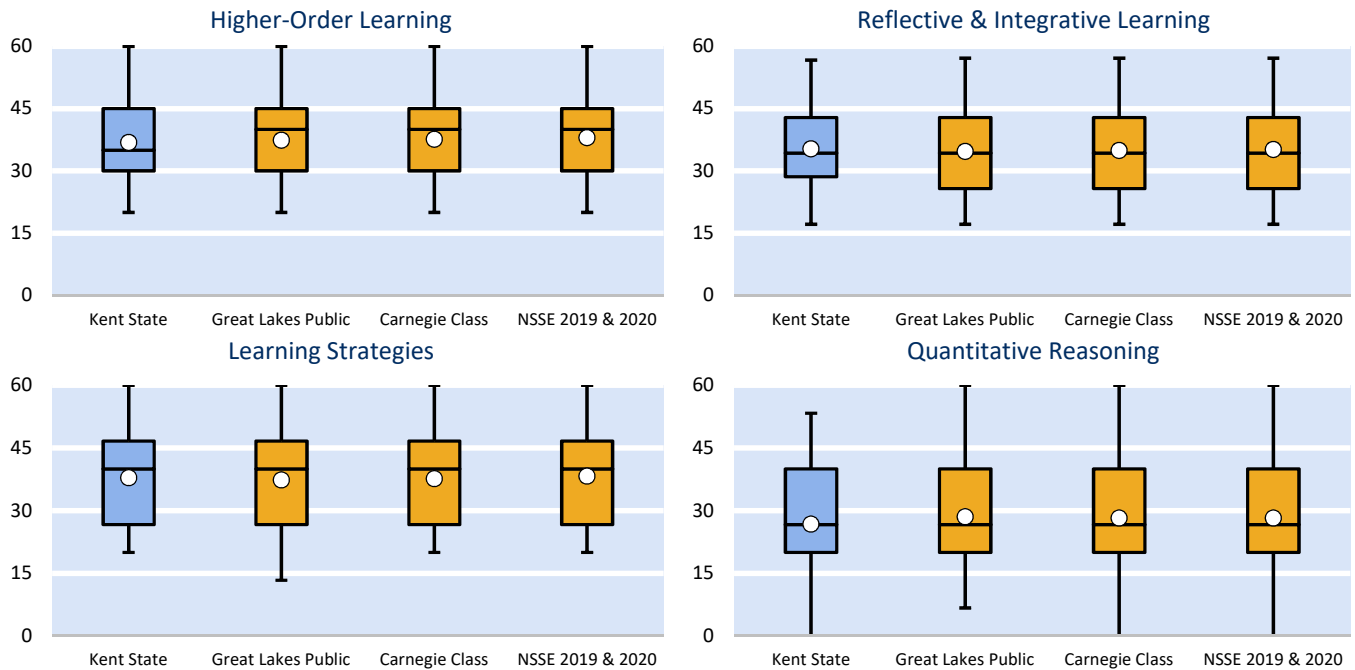
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Kent State Mean	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.9	37.4	-.05	37.6	-.06	38.1 **	-.09
Reflective & Integrative Learning	35.3	34.7	.05	34.9	.03	35.2	.01
Learning Strategies	37.9	37.4	.04	37.6	.02	38.3	-.03
Quantitative Reasoning	26.8	28.5 ***	-.12	28.2 **	-.10	28.2 **	-.09

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

Score Distributions



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

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		
	Kent State	Great Lakes Public	Carnegie Class	NSSE 2019 & 2020
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	68	<div><div></div></div> -4	<div><div></div></div> -2	<div><div></div></div> -2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	<div><div></div></div> -1	<div><div></div></div> -1	<div><div></div></div> -2
4d. Evaluating a point of view, decision, or information source	66	<div><div></div></div> -0	<div><div></div></div> -2	<div><div></div></div> -3
4e. Forming a new idea or understanding from various pieces of information	66	<div><div></div></div> -1	<div><div></div></div> -2	<div><div></div></div> -3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	52	<div><div></div></div> -1	<div><div></div></div> -0	<div><div></div></div> +0
2b. Connected your learning to societal problems or issues	52	<div><div></div></div> +2	<div><div></div></div> +2	<div><div></div></div> +1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	<div><div></div></div> +1	<div><div></div></div> +0	<div><div></div></div> -1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	<div><div></div></div> +5	<div><div></div></div> +3	<div><div></div></div> +3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	<div><div></div></div> +4	<div><div></div></div> +2	<div><div></div></div> +2
2f. Learned something that changed the way you understand an issue or concept	67	<div><div></div></div> +1	<div><div></div></div> +1	<div><div></div></div> +0
2g. Connected ideas from your courses to your prior experiences and knowledge	79	<div><div></div></div> +2	<div><div></div></div> +2	<div><div></div></div> +2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	71	<div><div></div></div> -2	<div><div></div></div> -2	<div><div></div></div> -4
9b. Reviewed your notes after class	66	<div><div></div></div> +2	<div><div></div></div> +1	<div><div></div></div> -0
9c. Summarized what you learned in class or from course materials	64	<div><div></div></div> +3	<div><div></div></div> +2	<div><div></div></div> +1
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.)	52	<div><div></div></div> -2	<div><div></div></div> -1	<div><div></div></div> -1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	<div><div></div></div> -4	<div><div></div></div> -3	<div><div></div></div> -4
6c. Evaluated what others have concluded from numerical information	37	<div><div></div></div> -4	<div><div></div></div> -3	<div><div></div></div> -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.

Academic Challenge: Seniors

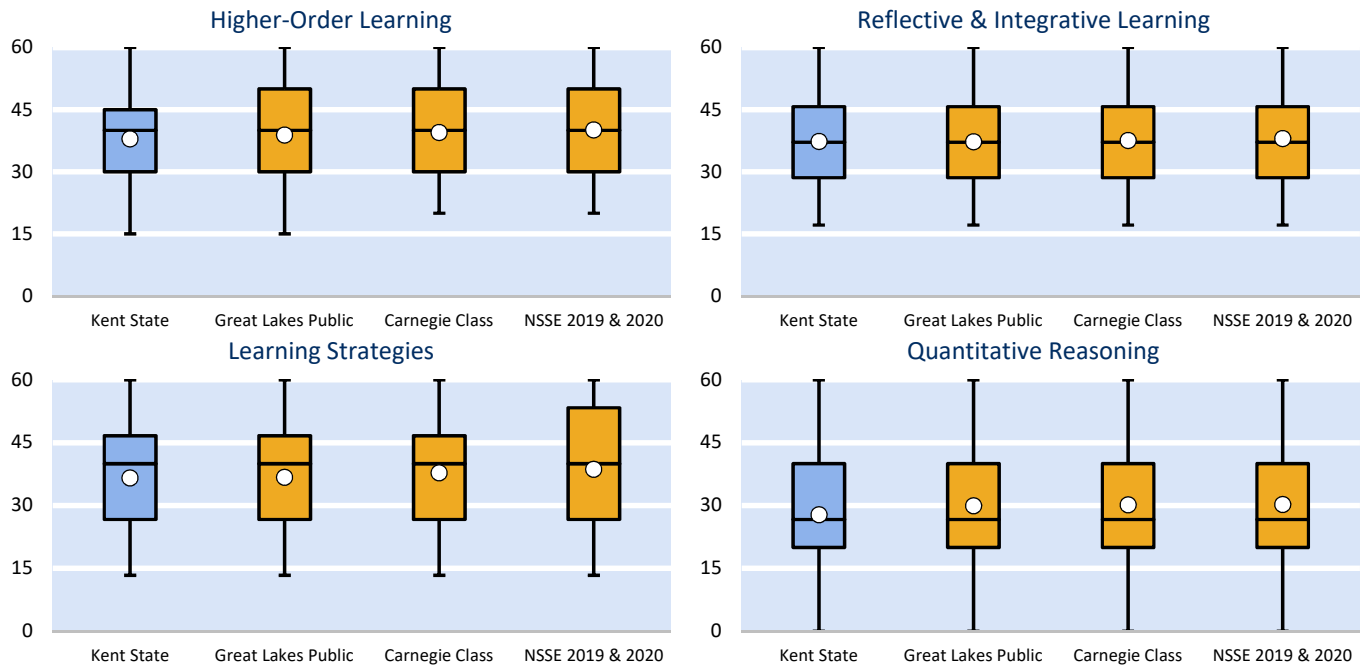
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Kent State Mean	Your seniors compared with					
		Great Lakes Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2019 & 2020 Mean	Effect size
Higher-Order Learning	38.0	38.9	-.06	39.5 **	-.11	40.1 ***	-.16
Reflective & Integrative Learning	37.3	37.3	.00	37.6	-.02	38.1	-.06
Learning Strategies	36.6	36.7	-.01	37.8 *	-.08	38.6 ***	-.14
Quantitative Reasoning	27.8	29.9 ***	-.13	30.2 ***	-.15	30.3 ***	-.15

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

Score Distributions






















































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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	Kent State	Great Lakes Public	Carnegie Class	NSSE 2019 & 2020
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	 -5	 -5	 -6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	 -3	 -4	 -5
4d. Evaluating a point of view, decision, or information source	68	+1 	 -1	 -4
4e. Forming a new idea or understanding from various pieces of information	69	 -0	 -2	 -4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	72	+3 	+3 	+4 
2b. Connected your learning to societal problems or issues	60	+2 	+1 	 -1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	 -1	 -1	 -4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	 -1	 -2	 -3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+1 	+0 	 -1
2f. Learned something that changed the way you understand an issue or concept	71	 -0	 -1	 -1
2g. Connected ideas from your courses to your prior experiences and knowledge	81	 -2	 -2	 -3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	71	 -4	 -5	 -7
9b. Reviewed your notes after class	60	+3 	 -2	 -3
9c. Summarized what you learned in class or from course materials	60	+1 	 -2	 -4
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.)	47	 -8	 -10	 -9
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	 -3	 -4	 -5
6c. Evaluated what others have concluded from numerical information	41	 -4	 -4	 -4

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Learning with Peers: First-year students

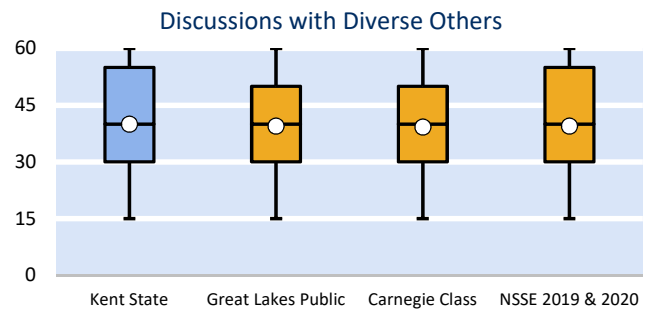
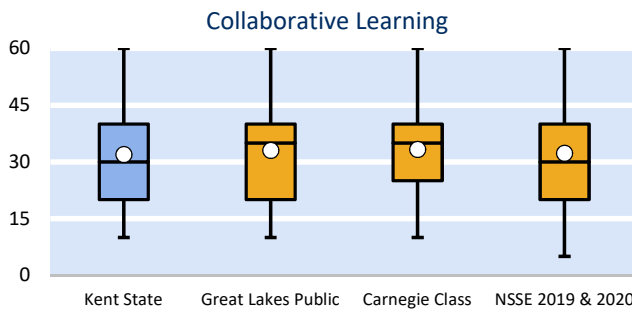
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Kent State Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.9	33.0 **	-.08	33.3 ***	-.10	32.3	-.02
Discussions with Diverse Others	40.0	39.5	.04	39.2	.05	39.5	.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).

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		Percentage point difference ^a between your FY students and			
	Kent State	Great Lakes Public	Carnegie Class	NSSE 2019 & 2020	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
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Asked another student to help you understand course material	53	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><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.

Learning with Peers: Seniors

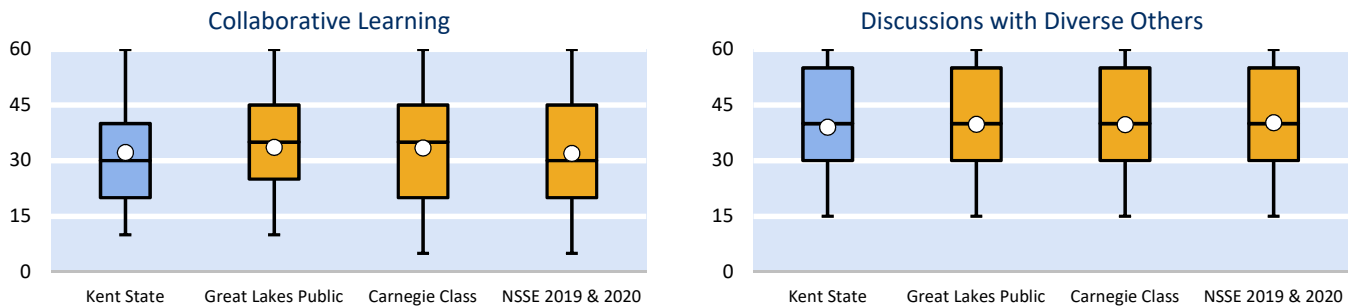
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Kent State Mean	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.2	33.6 **	-.10	33.5 **	-.08	32.0	.01
Discussions with Diverse Others	39.0	39.8	-.05	39.8	-.05	40.2 *	-.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.

		Percentage point difference ^a between your seniors and			
	Kent State	Great Lakes Public	Carnegie Class	NSSE 2019 & 2020	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1e. Asked another student to help you understand course material	44	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -2	+1	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
1f. Explained course material to one or more students	60	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -2	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -1	+3	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
1g. Prepared for exams by discussing or working through course material with other students	45	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -4		<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -1
1h. Worked with other students on course projects or assignments	62	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -5	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -4		<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -1
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	68	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -2		<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -4
8b. People from an economic background other than your own	71	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -1		<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -2
8c. People with religious beliefs other than your own	69	+0	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> +2	+1	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
8d. People with political views other than your own	62	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -2	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -4		<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -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

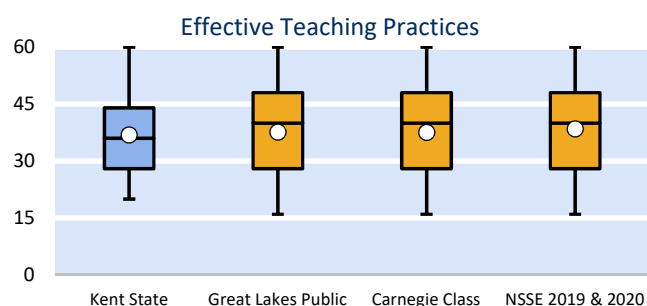
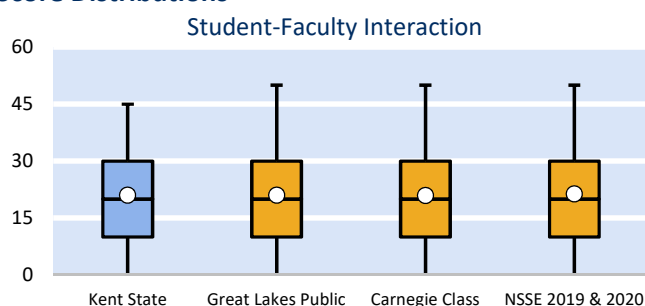
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Kent State Mean	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.0	21.0	.00	21.0	.00	21.4	-.02
Effective Teaching Practices	36.9	37.6	-.06	37.5	-.05	38.5 ***	-.12

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			
	Kent State	Great Lakes Public	Carnegie Class	NSSE 2019 & 2020	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	44	+6	+7	+6	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-1	-1	-2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-3	-3	-4	
3d. Discussed your academic performance with a faculty member	27	-0	-2	-3	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	74	-3	-2	-3	
5b. Taught course sessions in an organized way	74	+0	+1	-0	
5c. Used examples or illustrations to explain difficult points	75	+0	+2	+1	
5d. Provided feedback on a draft or work in progress	57	-3	-3	-6	
5e. Provided prompt and detailed feedback on tests or completed assignments	53	-3	-2	-6	

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

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

Experiences with Faculty: Seniors

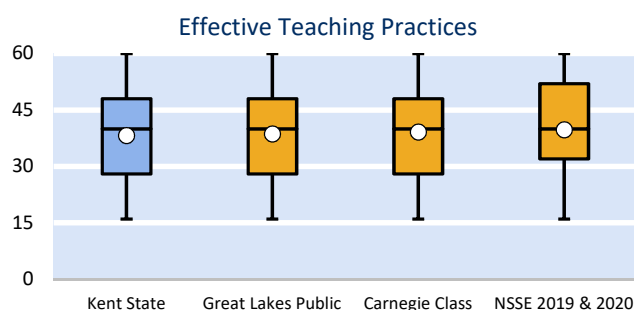
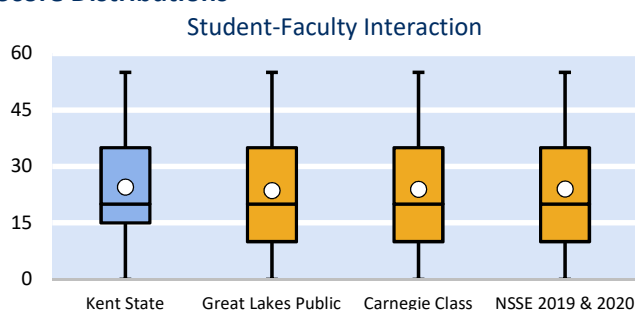
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Kent State Mean	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.5	23.6	.06	23.9	.04	23.9	.03
Effective Teaching Practices	38.2	38.6	-.03	39.1	-.07	39.7 **	-.11

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

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			
	Kent State	Great Lakes Public	Carnegie Class	NSSE 2019 & 2020	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	49	+6	+6	+5	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	-1	-1	-0	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	+1	-0	+0	
3d. Discussed your academic performance with a faculty member	33	+3	+1	-1	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	76	-3	-3	-4	
5b. Taught course sessions in an organized way	74	-2	-2	-3	
5c. Used examples or illustrations to explain difficult points	75	-2	-2	-2	
5d. Provided feedback on a draft or work in progress	58	+1	-1	-4	
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-3	-5	-7	

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

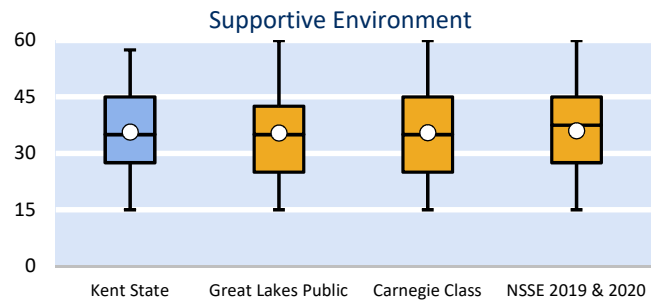
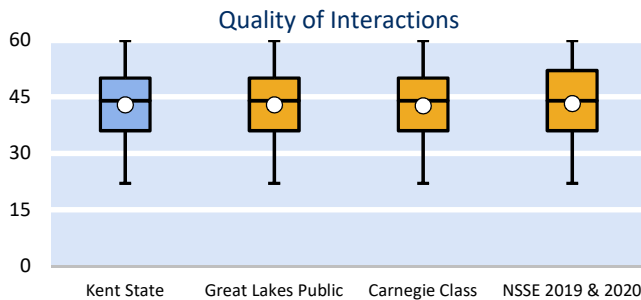
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Kent State Mean	Your first-year students compared with					
		Great Lakes Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2019 & 2020 Mean	Effect size
Quality of Interactions	42.9	42.9	.00	42.6	.03	43.2	-.02
Supportive Environment	35.7	35.4	.02	35.5	.01	36.0	-.02

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			
	Kent State	Great Lakes Public	Carnegie Class	NSSE 2019 & 2020	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	52	+1	+1		-1
13b. Academic advisors	57	+4	+5	+3	
13c. Faculty	45	-5	-4		-7
13d. Student services staff (career services, student activities, housing, etc.)	47	+1	+1		-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-3	-3		-6
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	75	+1	+1	+0	
14c. Using learning support services (tutoring services, writing center, etc.)	79	+3	+3	+2	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+0	+1		-2
14e. Providing opportunities to be involved socially	73	+2	+3	+2	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+1	+1	+1	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	-0	-1		-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	+2	+1	+2	
14i. Attending events that address important social, economic, or political issues	43	-2	-3		-5

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

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

Campus Environment: Seniors

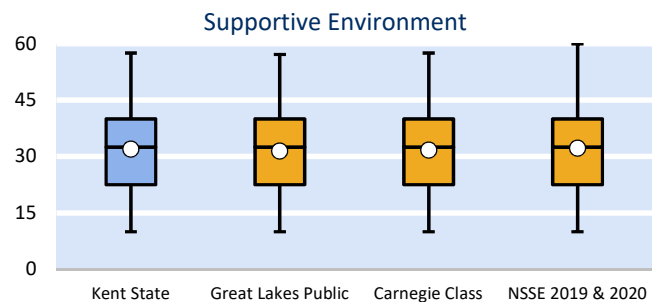
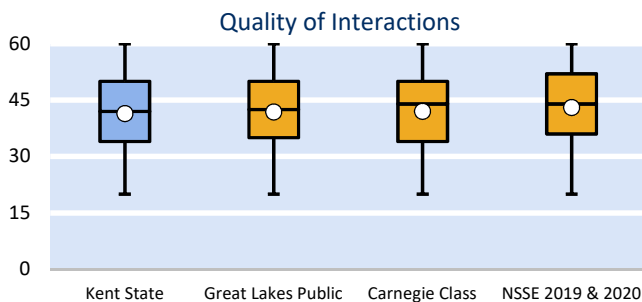
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Kent State Mean	Your seniors compared with					
		Great Lakes Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2019 & 2020 Mean	Effect size
Quality of Interactions	41.5	41.9	-.04	42.0	-.05	43.0 ***	-.13
Supportive Environment	32.0	31.5	.03	31.8	.01	32.2	-.02

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	Kent State	Percentage point difference ^a between your seniors and			
		Great Lakes Public	Carnegie Class	NSSE 2019 & 2020	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	56		-0	-0	-2
13b. Academic advisors	45		-4	-4	-9
13c. Faculty	55		+2	-0	-3
13d. Student services staff (career services, student activities, housing, etc.)	43		+1	+1	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36		-4	-6	-8
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	68		+0	-1	-2
14c. Using learning support services (tutoring services, writing center, etc.)	64		+1	-1	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57		+6	+6	+2
14e. Providing opportunities to be involved socially	68		+3	+4	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59		-0	-1	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26		-2	-4	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56		+2	+3	+4
14i. Attending events that address important social, economic, or political issues	41		+2	+2	+0

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 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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	Kent State Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.9	39.3 ***	-.19		41.4 ***	-.35	
	Reflective and Integrative Learning	35.3	36.7 ***	-.12		39.0 ***	-.31	
	Learning Strategies	37.9	39.9 ***	-.15		42.3 ***	-.31	
	Quantitative Reasoning	26.8	29.4 ***	-.17		31.4 ***	-.30	
Learning with Peers	Collaborative Learning	31.9	35.2 ***	-.24		37.4 ***	-.40	
	Discussions with Diverse Others	40.0	41.5 **	-.10		43.6 ***	-.25	
Experiences with Faculty	Student-Faculty Interaction	21.0	24.5 ***	-.23		28.1 ***	-.46	
	Effective Teaching Practices	36.9	40.5 ***	-.28		42.3 ***	-.38	
Campus Environment	Quality of Interactions	42.9	45.2 ***	-.20		47.2 ***	-.37	
	Supportive Environment	35.7	37.9 ***	-.17		40.0 ***	-.34	

Seniors

Theme	Engagement Indicator	Kent State Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.0	41.7 ***	-.28		43.2 ***	-.39	
	Reflective and Integrative Learning	37.3	39.8 ***	-.20		41.8 ***	-.37	
	Learning Strategies	36.6	40.7 ***	-.28		42.7 ***	-.42	
	Quantitative Reasoning	27.8	31.4 ***	-.22		33.4 ***	-.35	
Learning with Peers	Collaborative Learning	32.2	35.9 ***	-.27		38.4 ***	-.45	
	Discussions with Diverse Others	39.0	42.1 ***	-.19		43.8 ***	-.31	
Experiences with Faculty	Student-Faculty Interaction	24.5	29.7 ***	-.33		33.2 ***	-.55	
	Effective Teaching Practices	38.2	41.8 ***	-.26		43.7 ***	-.41	
Campus Environment	Quality of Interactions	41.5	45.2 ***	-.32		47.4 ***	-.49	
	Supportive Environment	32.0	34.6 ***	-.19		36.8 ***	-.34	

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 2019 and 2020 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.

NSSE 2020 Engagement Indicators

Detailed Statistics^a

Kent State University

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												
Kent State (N = 1061)	36.9	12.7	.39	20	30	35	45	60				
Great Lakes Public	37.4	12.8	.08	20	30	40	45	60	29,920	-.6	.141	-.046
Carnegie Class	37.6	13.0	.06	20	30	40	45	60	44,869	-.8	.054	-.060
NSSE 2019 & 2020	38.1	13.2	.03	20	30	40	45	60	260,151	-1.2	.003	-.092
Top 50%	39.3	13.1	.03	20	30	40	50	60	148,285	-2.5	.000	-.189
Top 10%	41.4	12.8	.08	20	35	40	50	60	29,276	-4.5	.000	-.354
Reflective & Integrative Learning												
Kent State (N = 1126)	35.3	11.5	.34	17	29	34	43	57				
Great Lakes Public	34.7	11.8	.07	17	26	34	43	57	32,403	.6	.091	.051
Carnegie Class	34.9	11.9	.05	17	26	34	43	57	48,575	.4	.268	.033
NSSE 2019 & 2020	35.2	12.0	.02	17	26	34	43	57	281,544	.2	.668	.013
Top 50%	36.7	11.8	.03	17	29	37	46	57	143,755	-1.4	.000	-.117
Top 10%	39.0	11.7	.08	20	31	40	49	60	23,699	-3.7	.000	-.312
Learning Strategies												
Kent State (N = 1018)	37.9	13.5	.42	20	27	40	47	60				
Great Lakes Public	37.4	13.7	.08	13	27	40	47	60	28,296	.5	.266	.036
Carnegie Class	37.6	13.7	.07	20	27	40	47	60	42,471	.2	.585	.017
NSSE 2019 & 2020	38.3	13.8	.03	20	27	40	47	60	245,920	-.4	.357	-.029
Top 50%	39.9	13.7	.04	20	33	40	53	60	125,799	-2.0	.000	-.148
Top 10%	42.3	14.1	.09	20	33	40	53	60	1,102	-4.4	.000	-.315
Quantitative Reasoning												
Kent State (N = 1036)	26.8	14.3	.44	0	20	27	40	53				
Great Lakes Public	28.5	14.9	.09	7	20	27	40	60	1,121	-1.8	.000	-.118
Carnegie Class	28.2	15.1	.07	0	20	27	40	60	1,093	-1.5	.001	-.096
NSSE 2019 & 2020	28.2	15.3	.03	0	20	27	40	60	1,045	-1.4	.001	-.093
Top 50%	29.4	15.2	.04	7	20	27	40	60	1,051	-2.6	.000	-.174
Top 10%	31.4	15.3	.08	7	20	33	40	60	1,109	-4.6	.000	-.301
Learning with Peers												
Collaborative Learning												
Kent State (N = 1187)	31.9	13.5	.39	10	20	30	40	60				
Great Lakes Public	33.0	14.1	.08	10	20	35	40	60	1,279	-1.1	.006	-.079
Carnegie Class	33.3	14.1	.06	10	25	35	40	60	1,247	-1.4	.001	-.097
NSSE 2019 & 2020	32.3	14.7	.03	5	20	30	40	60	1,197	-.3	.396	-.023
Top 50%	35.2	13.7	.03	15	25	35	45	60	188,327	-3.2	.000	-.237
Top 10%	37.4	13.5	.07	15	30	40	45	60	40,372	-5.5	.000	-.404
Discussions with Diverse Others												
Kent State (N = 1030)	40.0	14.6	.45	15	30	40	55	60				
Great Lakes Public	39.5	14.9	.09	15	30	40	50	60	28,492	.5	.249	.037
Carnegie Class	39.2	15.3	.08	15	30	40	50	60	1,086	.8	.068	.055
NSSE 2019 & 2020	39.5	15.6	.03	15	30	40	55	60	1,039	.5	.267	.032
Top 50%	41.5	15.0	.04	20	30	40	55	60	1,043	-1.5	.001	-.097
Top 10%	43.6	14.5	.08	20	35	45	60	60	1,091	-3.6	.000	-.248

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												
Kent State (N = 1099)	21.0	13.6	.41	0	10	20	30	45				
Great Lakes Public	21.0	14.3	.08	0	10	20	30	50	30,969	.0	.928	.003
Carnegie Class	21.0	14.5	.07	0	10	20	30	50	1,159	.1	.865	.005
NSSE 2019 & 2020	21.4	14.6	.03	0	10	20	30	50	1,108	-.4	.394	-.024
Top 50%	24.5	14.7	.05	5	15	20	35	55	1,128	-3.5	.000	-.235
Top 10%	28.1	15.5	.14	5	15	25	40	60	1,358	-7.1	.000	-.463
Effective Teaching Practices												
Kent State (N = 1065)	36.9	12.3	.38	20	28	36	44	60				
Great Lakes Public	37.6	12.7	.08	16	28	40	48	60	29,769	-.7	.061	-.058
Carnegie Class	37.5	13.0	.06	16	28	40	48	60	1,124	-.6	.095	-.049
NSSE 2019 & 2020	38.5	13.2	.03	16	28	40	48	60	1,075	-1.6	.000	-.119
Top 50%	40.5	13.2	.04	20	32	40	52	60	1,089	-3.6	.000	-.277
Top 10%	42.3	14.1	.08	16	32	44	56	60	1,168	-5.4	.000	-.383
Campus Environment												
Quality of Interactions												
Kent State (N = 954)	42.9	10.9	.35	22	36	44	50	60				
Great Lakes Public	42.9	11.3	.07	22	36	44	50	60	26,495	.0	.921	.003
Carnegie Class	42.6	11.6	.06	22	36	44	50	60	1,007	.3	.349	.029
NSSE 2019 & 2020	43.2	11.8	.02	22	36	44	52	60	962	-.3	.405	-.025
Top 50%	45.2	11.2	.04	24	38	46	54	60	101,658	-2.2	.000	-.200
Top 10%	47.2	11.6	.07	25	40	50	58	60	1,040	-4.3	.000	-.367
Supportive Environment												
Kent State (N = 986)	35.7	12.8	.41	15	28	35	45	58				
Great Lakes Public	35.4	13.0	.08	15	25	35	43	60	27,470	.3	.498	.022
Carnegie Class	35.5	13.2	.07	15	25	35	45	60	41,189	.2	.668	.014
NSSE 2019 & 2020	36.0	13.5	.03	15	28	38	45	60	995	-.3	.456	-.023
Top 50%	37.9	13.1	.04	18	30	38	48	60	122,496	-2.2	.000	-.167
Top 10%	40.0	12.9	.09	18	33	40	50	60	22,420	-4.3	.000	-.336

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 \pm 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 2020 Engagement Indicators

Detailed Statistics^a

Kent 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												
Kent State (N = 852)	38.0	14.0	.48	15	30	40	45	60				
Great Lakes Public	38.9	13.4	.08	15	30	40	50	60	29,115	-.9	.064	-.064
Carnegie Class	39.5	13.6	.07	20	30	40	50	60	40,649	-1.5	.001	-.113
NSSE 2019 & 2020	40.1	13.5	.03	20	30	40	50	60	248,355	-2.1	.000	-.155
Top 50%	41.7	13.4	.04	20	35	40	55	60	110,330	-3.7	.000	-.276
Top 10%	43.2	13.3	.08	20	35	40	55	60	27,472	-5.2	.000	-.388
Reflective & Integrative Learning												
Kent State (N = 902)	37.3	12.1	.40	17	29	37	46	60				
Great Lakes Public	37.3	12.4	.07	17	29	37	46	60	30,888	.0	.969	.001
Carnegie Class	37.6	12.4	.06	17	29	37	46	60	43,138	-.2	.553	-.020
NSSE 2019 & 2020	38.1	12.5	.02	17	29	37	46	60	263,275	-.7	.073	-.060
Top 50%	39.8	12.2	.04	20	31	40	49	60	109,610	-2.5	.000	-.205
Top 10%	41.8	12.0	.09	20	34	40	51	60	18,434	-4.4	.000	-.369
Learning Strategies												
Kent State (N = 823)	36.6	15.0	.52	13	27	40	47	60				
Great Lakes Public	36.7	14.5	.09	13	27	40	47	60	27,736	-.1	.846	-.007
Carnegie Class	37.8	14.6	.07	13	27	40	47	60	38,820	-1.2	.019	-.083
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	237,813	-2.0	.000	-.139
Top 50%	40.7	14.5	.04	20	33	40	53	60	833	-4.1	.000	-.282
Top 10%	42.7	14.4	.07	20	33	40	60	60	39,864	-6.1	.000	-.420
Quantitative Reasoning												
Kent State (N = 832)	27.8	16.0	.56	0	20	27	40	60				
Great Lakes Public	29.9	15.9	.10	0	20	27	40	60	28,149	-2.1	.000	-.132
Carnegie Class	30.2	16.1	.08	0	20	27	40	60	39,374	-2.4	.000	-.147
NSSE 2019 & 2020	30.3	16.2	.03	0	20	27	40	60	240,808	-2.4	.000	-.150
Top 50%	31.4	16.1	.04	0	20	33	40	60	155,950	-3.6	.000	-.224
Top 10%	33.4	15.9	.09	7	20	33	40	60	31,188	-5.5	.000	-.349
Learning with Peers												
Collaborative Learning												
Kent State (N = 939)	32.2	14.4	.47	10	20	30	40	60				
Great Lakes Public	33.6	14.6	.08	10	25	35	45	60	32,451	-1.4	.004	-.096
Carnegie Class	33.5	15.2	.07	5	20	35	45	60	983	-1.3	.009	-.082
NSSE 2019 & 2020	32.0	15.6	.03	5	20	30	45	60	946	.2	.668	.013
Top 50%	35.9	14.0	.04	15	25	35	45	60	144,860	-3.7	.000	-.267
Top 10%	38.4	13.6	.09	15	30	40	50	60	1,002	-6.2	.000	-.454
Discussions with Diverse Others												
Kent State (N = 822)	39.0	15.6	.54	15	30	40	55	60				
Great Lakes Public	39.8	15.3	.09	15	30	40	55	60	27,870	-.8	.148	-.051
Carnegie Class	39.8	15.8	.08	15	30	40	55	60	38,990	-.7	.187	-.047
NSSE 2019 & 2020	40.2	15.9	.03	15	30	40	55	60	238,843	-1.2	.035	-.074
Top 50%	42.1	15.5	.04	15	30	40	60	60	155,019	-3.0	.000	-.194
Top 10%	43.8	15.3	.08	20	35	45	60	60	39,528	-4.7	.000	-.310

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												
Kent State (N = 885)	24.5	16.0	.54	0	15	20	35	55				
Great Lakes Public	23.6	15.7	.09	0	10	20	35	55	29,863	.9	.086	.059
Carnegie Class	23.9	16.0	.08	0	10	20	35	55	41,776	.6	.245	.039
NSSE 2019 & 2020	23.9	16.1	.03	0	10	20	35	55	254,984	.6	.301	.035
Top 50%	29.7	15.9	.07	5	20	30	40	60	58,476	-5.2	.000	-.326
Top 10%	33.2	16.0	.16	10	20	35	45	60	10,786	-8.7	.000	-.548
Effective Teaching Practices												
Kent State (N = 860)	38.2	13.8	.47	16	28	40	48	60				
Great Lakes Public	38.6	13.4	.08	16	28	40	48	60	29,043	-.4	.400	-.029
Carnegie Class	39.1	13.7	.07	16	28	40	48	60	40,549	-.9	.058	-.065
NSSE 2019 & 2020	39.7	13.8	.03	16	32	40	52	60	248,069	-1.5	.001	-.112
Top 50%	41.8	13.7	.04	20	32	40	52	60	94,278	-3.6	.000	-.263
Top 10%	43.7	13.4	.09	20	36	44	56	60	21,364	-5.5	.000	-.412
Campus Environment												
Quality of Interactions												
Kent State (N = 755)	41.5	11.7	.42	20	34	42	50	60				
Great Lakes Public	41.9	11.7	.07	20	35	43	50	60	25,713	-.4	.328	-.036
Carnegie Class	42.0	12.1	.06	20	34	44	50	60	36,113	-.6	.197	-.047
NSSE 2019 & 2020	43.0	12.1	.03	20	36	44	52	60	220,166	-1.6	.000	-.130
Top 50%	45.2	11.7	.04	24	38	48	54	60	99,345	-3.8	.000	-.321
Top 10%	47.4	12.0	.07	24	40	50	58	60	32,289	-5.9	.000	-.491
Supportive Environment												
Kent State (N = 795)	32.0	14.0	.50	10	23	33	40	58				
Great Lakes Public	31.5	13.6	.08	10	23	33	40	57	27,089	.4	.366	.033
Carnegie Class	31.8	14.0	.07	10	23	33	40	58	37,900	.2	.704	.014
NSSE 2019 & 2020	32.2	14.2	.03	10	23	33	40	60	232,189	-.3	.592	-.019
Top 50%	34.6	14.0	.04	13	25	35	45	60	103,522	-2.7	.000	-.190
Top 10%	36.8	14.1	.10	13	28	38	48	60	19,185	-4.9	.000	-.345

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.