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# NSSE 2017

## Engagement Indicators

Kent State University

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### 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 2016 and 2017 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, 2015). 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—Institution Version 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](http://nsse.indiana.edu)

## Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Great Lakes Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 2017
<i>Academic Challenge</i>	Higher-Order Learning	--	▽	▽
	Reflective & Integrative Learning	--	▽	▽
	Learning Strategies	--	--	▽
	Quantitative Reasoning	▽	▽	▽
<i>Learning with Peers</i>	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	▽
<i>Campus Environment</i>	Quality of Interactions	--	--	▽
	Supportive Environment	--	--	--

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Great Lakes Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2016 & 2017
<i>Academic Challenge</i>	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	▽	▽	▽
<i>Learning with Peers</i>	Collaborative Learning	▽	▼	▽
	Discussions with Diverse Others	▽	▽	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	▽	▽
	Effective Teaching Practices	▽	▽	▽
<i>Campus Environment</i>	Quality of Interactions	▽	▽	▽
	Supportive Environment	▽	▽	▽

### Academic Challenge: First-year students

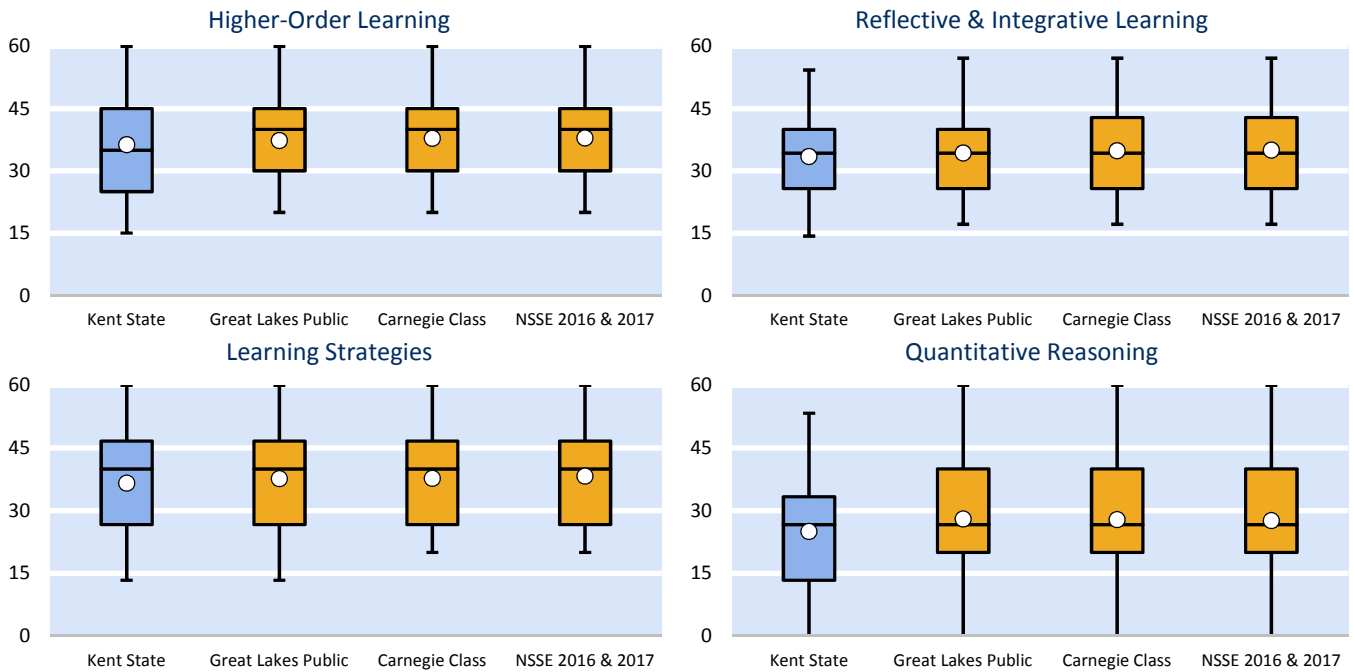
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	Kent State Mean	Your first-year students compared with					
		Great Lakes Public Mean	Great Lakes Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Higher-Order Learning	36.4	37.4	-.08	37.9 **	-.12	37.9 **	-.12
Reflective & Integrative Learning	33.5	34.4	-.08	34.8 **	-.12	35.0 ***	-.13
Learning Strategies	36.6	37.6	-.08	37.7	-.08	38.3 **	-.12
Quantitative Reasoning	25.0	28.0 ***	-.20	27.8 ***	-.18	27.6 ***	-.17

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<sup>a</sup> 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.

	Kent State	Percentage point difference between your FY students and		
		Great Lakes Public	Carnegie Class	NSSE 2016 & 2017
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	-2	-2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-5	-7	-6
4d. Evaluating a point of view, decision, or information source	62	-3	-5	-7
4e. Forming a new idea or understanding from various pieces of information	63	-3	-5	-5
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	47	-6	-5	-5
2b. Connected your learning to societal problems or issues	46	-3	-4	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	-5	-7	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-2	-5	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	-1	-3	-3
2f. Learned something that changed the way you understand an issue or concept	66	+1	+1	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-3	-3	-4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	67	-8	-9	-9
9b. Reviewed your notes after class	63	-1	-1	-2
9c. Summarized what you learned in class or from course materials	61	-1	-1	-2
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	46	-8	-8	-7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	-5	-5	-5
6c. Evaluated what others have concluded from numerical information	32	-7	-7	-6

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

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

### Academic Challenge: Seniors

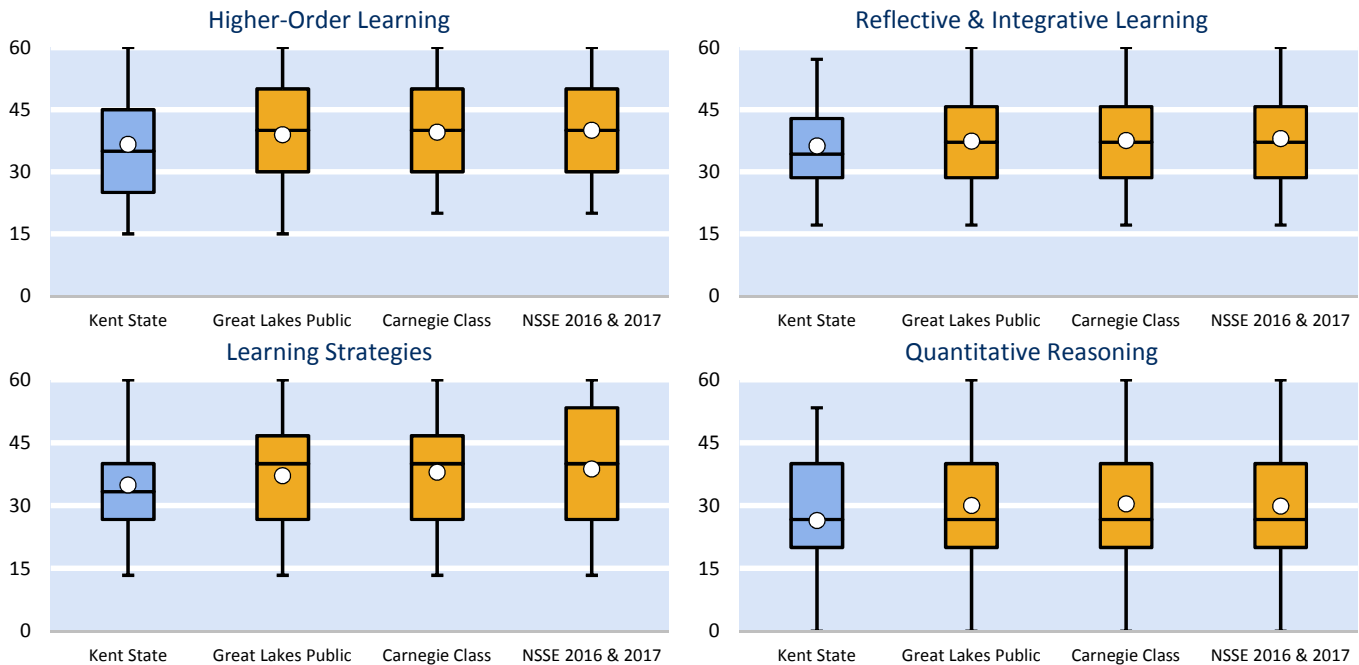
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#### Mean Comparisons

Engagement Indicator	Kent State Mean	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.7	39.0 ***	-.17	39.6 ***	-.21	40.1 ***	-.25
Reflective & Integrative Learning	36.3	37.4 *	-.09	37.6 **	-.10	38.0 ***	-.14
Learning Strategies	34.9	37.1 ***	-.15	38.0 ***	-.21	38.7 ***	-.27
Quantitative Reasoning	26.4	30.0 ***	-.22	30.4 ***	-.24	29.9 ***	-.21

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)

#### Performance<sup>a</sup> 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.

	Kent State	Percentage point difference between your seniors and		
		Great Lakes Public	Carnegie Class	NSSE 2016 & 2017
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	68	-10	-10	-10
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-8	-9	-10
4d. Evaluating a point of view, decision, or information source	60	-6	-7	-10
4e. Forming a new idea or understanding from various pieces of information	62	-7	-8	-10
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	67	-3	-3	-1
2b. Connected your learning to societal problems or issues	57	-1	-2	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-4	-3	-7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-2	-2	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+0	-1	-2
2f. Learned something that changed the way you understand an issue or concept	64	-5	-6	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-2	-3	-3
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-7	-9	-10
9b. Reviewed your notes after class	54	-4	-6	-8
9c. Summarized what you learned in class or from course materials	58	-3	-4	-6
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	49	-7	-9	-7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-8	-9	-8
6c. Evaluated what others have concluded from numerical information	37	-8	-9	-7

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### Learning with Peers: First-year students

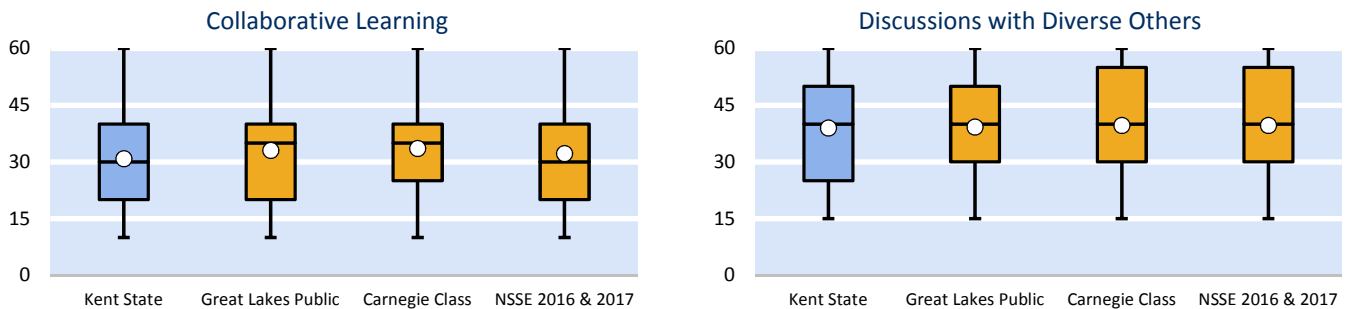
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Great Lakes Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.9	33.0 ***	-.16	33.5 ***	-.19	32.2 *	-.09
Discussions with Diverse Others	38.9	39.2	-.02	39.7	-.05	39.7	-.05

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

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Collaborative Learning	Kent State	Percentage point difference between your FY students and		
		Great Lakes Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	53	-2	-3	+1
1f. Explained course material to one or more students	57	-3	-4	-0
1g. Prepared for exams by discussing or working through course material with other students	42	-8	-11	-8
1h. Worked with other students on course projects or assignments	44	-11	-12	-10
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	62	-4	-8	-8
8b. People from an economic background other than your own	68	-2	-4	-4
8c. People with religious beliefs other than your own	66	-1	+0	-0
8d. People with political views other than your own	72	+3	+3	+4

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### Learning with Peers: Seniors

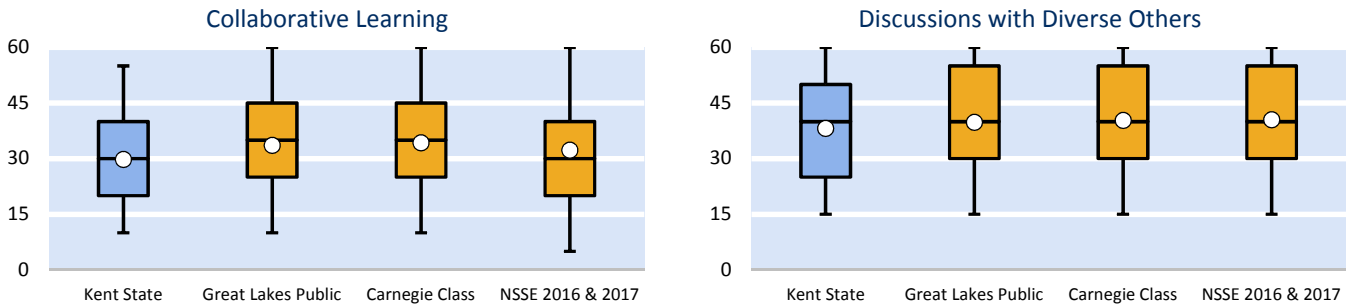
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Kent State Mean	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.8	33.6 ***	-.27	34.3 ***	-.31	32.3 ***	-.16
Discussions with Diverse Others	38.2	39.8 **	-.11	40.3 ***	-.13	40.5 ***	-.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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	Kent State	Percentage point difference between your seniors and		
		Great Lakes Public	Carnegie Class	NSSE 2016 & 2017
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	39	-7	-8	-3
1f. Explained course material to one or more students	56	-6	-7	-2
1g. Prepared for exams by discussing or working through course material with other students	37	-10	-14	-10
1h. Worked with other students on course projects or assignments	57	-10	-10	-7
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	65	-3	-6	-7
8b. People from an economic background other than your own	69	-2	-4	-4
8c. People with religious beliefs other than your own	65	-4	-1	-3
8d. People with political views other than your own	65	-4	-3	-2

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### Experiences with Faculty: First-year students

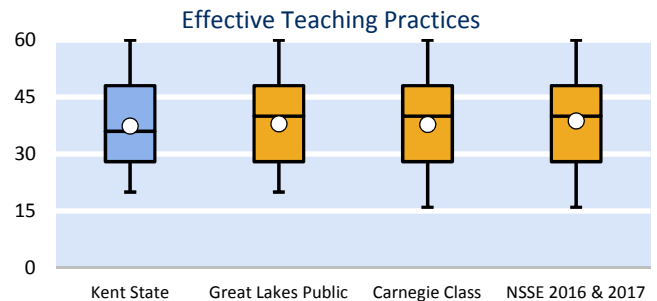
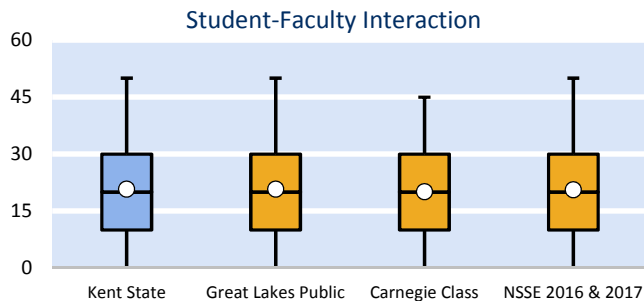
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	Kent State Mean	Your first-year students compared with					
		Great Lakes Public Mean	Great Lakes Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Student-Faculty Interaction	20.8	20.8	.00	20.1	.05	20.6	.01
Effective Teaching Practices	37.4	37.9	-.04	37.8	-.03	38.7 *	-.10

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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Student-Faculty Interaction	Kent State %	Percentage point difference between your FY students and			
		Great Lakes Public	Carnegie Class	NSSE 2016 & 2017	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	39	+3	+6	+5	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-2	-1	-2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-1	-0	-1	
3d. Discussed your academic performance with a faculty member	28	+1	+0	-1	
<i>Effective Teaching Practices</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	75	-3	-2	-3	
5b. Taught course sessions in an organized way	73	-3	-2	-3	
5c. Used examples or illustrations to explain difficult points	76	+0	+2	+1	
5d. Provided feedback on a draft or work in progress	58	-3	-2	-6	
5e. Provided prompt and detailed feedback on tests or completed assignments	52	-6	-5	-8	

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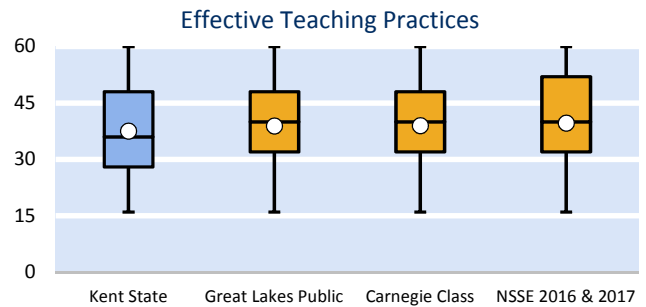
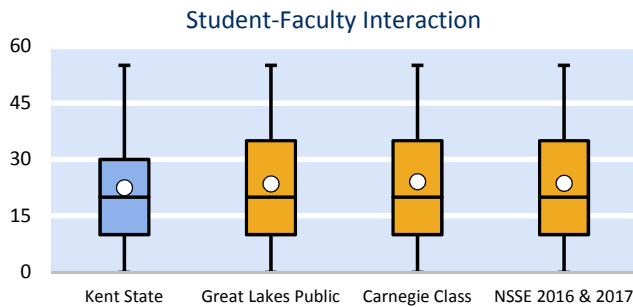
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Effective Teaching Practices	37.5	38.8 **	-.10	39.0 **	-.11	39.6 ***	-.15

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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<sup>a</sup> 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	Kent State	Percentage point difference between your seniors and		
		Great Lakes Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	41	-1	-2	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	-5	-6	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-4	-6	-5
3d. Discussed your academic performance with a faculty member	31	+1	-1	-2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	-4	-3	-4
5b. Taught course sessions in an organized way	73	-4	-4	-5
5c. Used examples or illustrations to explain difficult points	75	-4	-3	-3
5d. Provided feedback on a draft or work in progress	56	-1	-1	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-6	-7	-9

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

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

### Campus Environment: First-year students

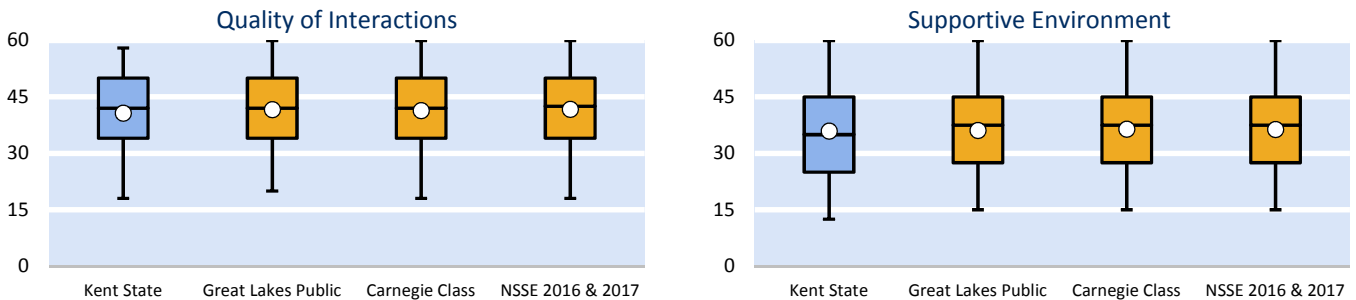
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your 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 2016 & 2017 Mean	Effect size
Quality of Interactions	40.6	41.6	-.08	41.4	-.06	41.8 *	-.09
Supportive Environment	35.9	36.1	-.01	36.4	-.04	36.3	-.03

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

#### Score Distributions



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

#### Performance<sup>a</sup> 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 between your FY students and		
		Great Lakes Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	44	-6	-8	-8
13b. Academic advisors	52	+3	+5	+3
13c. Faculty	43	-4	-3	-6
13d. Student services staff (career services, student activities, housing, etc.)	42	-0	-1	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	-5	-5	-7
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	71	-5	-5	-5
14c. Using learning support services (tutoring services, writing center, etc.)	73	-2	-3	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+1	+1	-0
14e. Providing opportunities to be involved socially	73	+1	+2	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	-1	-2	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	-1	-2	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	-2	-3	-1
14i. Attending events that address important social, economic, or political issues	48	-2	-4	-4

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

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

### Campus Environment: Seniors

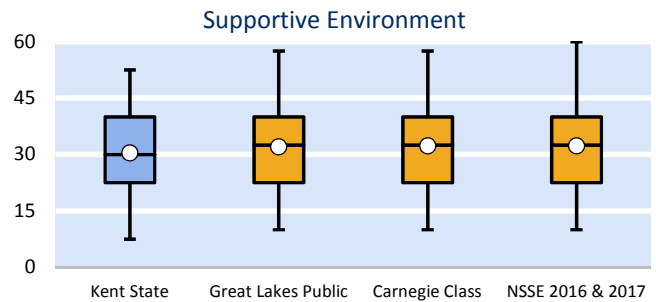
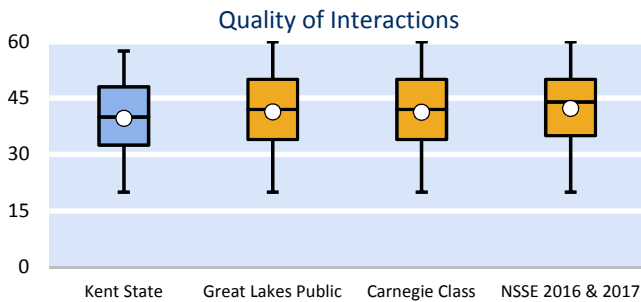
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Kent State Mean	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.7	41.3 ***	-.14	41.3 ***	-.14	42.3 ***	-.21
Supportive Environment	30.5	32.1 **	-.12	32.3 **	-.13	32.3 ***	-.13

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<sup>a</sup> 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 between your seniors and		
		Great Lakes Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	53	-3	-4	-5
13b. Academic advisors	42	-4	-4	-9
13c. Faculty	48	-5	-6	-9
13d. Student services staff (career services, student activities, housing, etc.)	31	-8	-8	-10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	30	-8	-8	-12
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	-2	-2	-4
14c. Using learning support services (tutoring services, writing center, etc.)	63	+0	-1	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	+1	+1	-2
14e. Providing opportunities to be involved socially	62	-4	-4	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	-6	-6	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-2	-4	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	-4	-4	-1
14i. Attending events that address important social, economic, or political issues	41	-2	-2	-2

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

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

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### Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see [nsse.indiana.edu/html/position\\_policies.cfm](http://nsse.indiana.edu/html/position_policies.cfm)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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<sup>b</sup> 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	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.4	39.2 ***	-.21		41.2 ***	-.36	
	Reflective and Integrative Learning	33.5	36.6 ***	-.26		38.3 ***	-.39	
	Learning Strategies	36.6	39.8 ***	-.24		41.9 ***	-.38	
	Quantitative Reasoning	25.0	28.8 ***	-.25		30.4 ***	-.35	
<i>Learning with Peers</i>	Collaborative Learning	30.9	35.2 ***	-.32		37.1 ***	-.46	
	Discussions with Diverse Others	38.9	41.7 ***	-.19		43.8 ***	-.33	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.8	23.8 ***	-.21		27.2 ***	-.42	
	Effective Teaching Practices	37.4	40.7 ***	-.25		42.6 ***	-.38	
<i>Campus Environment</i>	Quality of Interactions	40.6	43.8 ***	-.28		46.1 ***	-.46	
	Supportive Environment	35.9	38.2 ***	-.17		40.0 ***	-.31	

#### Seniors

Theme	Engagement Indicator	Kent State Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.7	41.8 ***	-.38		43.3 ***	-.49	
	Reflective and Integrative Learning	36.3	40.0 ***	-.30		42.0 ***	-.47	
	Learning Strategies	34.9	40.7 ***	-.41		42.9 ***	-.56	
	Quantitative Reasoning	26.4	31.1 ***	-.29		33.0 ***	-.41	
<i>Learning with Peers</i>	Collaborative Learning	29.8	35.8 ***	-.44		37.9 ***	-.60	
	Discussions with Diverse Others	38.2	42.3 ***	-.26		44.3 ***	-.40	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.5	29.2 ***	-.43		33.0 ***	-.66	
	Effective Teaching Practices	37.5	41.8 ***	-.32		43.8 ***	-.47	
<i>Campus Environment</i>	Quality of Interactions	39.7	44.8 ***	-.44		46.9 ***	-.60	
	Supportive Environment	30.5	34.8 ***	-.31		37.2 ***	-.49	

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 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Kent State (N = 619)	36.4	13.5	.54	15	25	35	45	60				
Great Lakes Public	37.4	12.9	.09	20	30	40	45	60	22,142	-1.0	.058	-.077
Carnegie Class	37.9	12.9	.08	20	30	40	45	60	28,075	-1.5	.004	-.118
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	200,898	-1.6	.003	-.119
Top 50%	39.2	13.1	.04	20	30	40	50	60	115,030	-2.8	.000	-.213
Top 10%	41.2	13.3	.09	20	35	40	50	60	21,762	-4.8	.000	-.361
<b>Reflective &amp; Integrative Learning</b>												
Kent State (N = 642)	33.5	11.9	.47	14	26	34	40	54				
Great Lakes Public	34.4	11.8	.08	17	26	34	40	57	23,038	-.9	.060	-.075
Carnegie Class	34.8	11.8	.07	17	26	34	43	57	29,281	-1.4	.004	-.115
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	209,234	-1.6	.001	-.131
Top 50%	36.6	12.0	.04	17	29	37	46	57	107,079	-3.1	.000	-.259
Top 10%	38.3	12.3	.08	20	29	37	46	60	23,739	-4.8	.000	-.390
<b>Learning Strategies</b>												
Kent State (N = 561)	36.6	13.5	.57	13	27	40	47	60				
Great Lakes Public	37.6	13.6	.10	13	27	40	47	60	19,738	-1.0	.071	-.077
Carnegie Class	37.7	13.5	.09	20	27	40	47	60	24,776	-1.1	.051	-.083
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	178,889	-1.7	.004	-.123
Top 50%	39.8	13.7	.05	20	27	40	53	60	88,972	-3.2	.000	-.236
Top 10%	41.9	14.1	.09	20	33	40	53	60	22,967	-5.3	.000	-.381
<b>Quantitative Reasoning</b>												
Kent State (N = 617)	25.0	15.5	.62	0	13	27	33	53				
Great Lakes Public	28.0	14.8	.10	0	20	27	40	60	22,140	-3.0	.000	-.202
Carnegie Class	27.8	15.1	.09	0	20	27	40	60	27,940	-2.8	.000	-.185
NSSE 2016 & 2017	27.6	15.4	.03	0	20	27	40	60	200,147	-2.6	.000	-.167
Top 50%	28.8	15.2	.04	0	20	27	40	60	124,023	-3.8	.000	-.250
Top 10%	30.4	15.2	.09	7	20	27	40	60	30,651	-5.4	.000	-.354
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Kent State (N = 655)	30.9	14.2	.55	10	20	30	40	60				
Great Lakes Public	33.0	13.7	.09	10	20	35	40	60	23,891	-2.2	.000	-.157
Carnegie Class	33.5	13.9	.08	10	25	35	40	60	30,458	-2.7	.000	-.192
NSSE 2016 & 2017	32.2	14.5	.03	10	20	30	40	60	216,901	-1.3	.022	-.090
Top 50%	35.2	13.6	.04	15	25	35	45	60	124,485	-4.3	.000	-.318
Top 10%	37.1	13.4	.08	15	25	40	45	60	30,982	-6.2	.000	-.462
<b>Discussions with Diverse Others</b>												
Kent State (N = 557)	38.9	15.0	.64	15	25	40	50	60				
Great Lakes Public	39.2	14.9	.11	15	30	40	50	60	19,895	-.3	.685	-.017
Carnegie Class	39.7	15.1	.10	15	30	40	55	60	25,004	-.7	.265	-.048
NSSE 2016 & 2017	39.7	15.5	.04	15	30	40	55	60	180,520	-.7	.279	-.046
Top 50%	41.7	14.9	.04	20	30	40	55	60	113,533	-2.8	.000	-.186
Top 10%	43.8	14.5	.09	20	35	45	60	60	27,130	-4.8	.000	-.334



### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Kent State (N = 628)	20.8	14.5	.58	0	10	20	30	50				
Great Lakes Public	20.8	14.1	.10	0	10	20	30	50	22,514	.0	.994	.000
Carnegie Class	20.1	14.1	.08	0	10	20	30	45	28,530	.6	.258	.046
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	204,068	.1	.796	.010
Top 50%	23.8	14.7	.06	0	15	20	35	55	72,186	-3.1	.000	-.207
Top 10%	27.2	15.6	.14	5	15	25	40	60	708	-6.5	.000	-.418
<b>Effective Teaching Practices</b>												
Kent State (N = 623)	37.4	12.9	.52	20	28	36	48	60				
Great Lakes Public	37.9	12.4	.08	20	28	40	48	60	656	-.5	.295	-.044
Carnegie Class	37.8	12.8	.08	16	28	40	48	60	28,355	-.4	.485	-.028
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	203,042	-1.3	.013	-.099
Top 50%	40.7	13.0	.05	20	32	40	52	60	80,934	-3.3	.000	-.253
Top 10%	42.6	13.6	.10	20	36	44	56	60	18,920	-5.2	.000	-.384
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Kent State (N = 532)	40.6	12.3	.53	18	34	42	50	58				
Great Lakes Public	41.6	11.5	.09	20	34	42	50	60	18,751	-1.0	.061	-.082
Carnegie Class	41.4	12.1	.08	18	34	42	50	60	23,571	-.7	.175	-.060
NSSE 2016 & 2017	41.8	12.4	.03	18	34	43	50	60	169,425	-1.1	.040	-.089
Top 50%	43.8	11.5	.04	22	38	46	52	60	74,654	-3.2	.000	-.276
Top 10%	46.1	11.7	.10	24	40	48	56	60	13,192	-5.4	.000	-.460
<b>Supportive Environment</b>												
Kent State (N = 517)	35.9	13.7	.60	13	25	35	45	60				
Great Lakes Public	36.1	12.9	.10	15	28	38	45	60	543	-.2	.775	-.013
Carnegie Class	36.4	13.2	.09	15	28	38	45	60	23,011	-.5	.426	-.035
NSSE 2016 & 2017	36.3	13.6	.03	15	28	38	45	60	166,777	-.4	.503	-.029
Top 50%	38.2	13.1	.04	18	30	40	48	60	91,227	-2.3	.000	-.175
Top 10%	40.0	13.0	.09	18	31	40	50	60	539	-4.0	.000	-.311

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 SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Kent State (N = 746)	36.7	13.8	.51	15	25	35	45	60				
Great Lakes Public	39.0	13.5	.09	15	30	40	50	60	23,898	-2.3	.000	-.173
Carnegie Class	39.6	13.7	.08	20	30	40	50	60	27,187	-2.9	.000	-.213
NSSE 2016 & 2017	40.1	13.7	.03	20	30	40	50	60	211,584	-3.4	.000	-.248
Top 50%	41.8	13.5	.05	20	35	40	55	60	84,684	-5.2	.000	-.383
Top 10%	43.3	13.4	.09	20	35	40	55	60	25,560	-6.6	.000	-.490
<b>Reflective &amp; Integrative Learning</b>												
Kent State (N = 775)	36.3	12.1	.43	17	29	34	43	57				
Great Lakes Public	37.4	12.6	.08	17	29	37	46	60	24,680	-1.2	.011	-.092
Carnegie Class	37.6	12.6	.08	17	29	37	46	60	28,149	-1.3	.005	-.102
NSSE 2016 & 2017	38.0	12.6	.03	17	29	37	46	60	218,552	-1.8	.000	-.139
Top 50%	40.0	12.3	.04	20	31	40	49	60	87,273	-3.7	.000	-.303
Top 10%	42.0	12.2	.09	20	34	43	51	60	18,773	-5.7	.000	-.468
<b>Learning Strategies</b>												
Kent State (N = 669)	34.9	13.9	.54	13	27	33	40	60				
Great Lakes Public	37.1	14.6	.10	13	27	40	47	60	716	-2.2	.000	-.152
Carnegie Class	38.0	14.4	.09	13	27	40	47	60	709	-3.1	.000	-.214
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	673	-3.9	.000	-.267
Top 50%	40.7	14.4	.05	20	33	40	53	60	102,087	-5.9	.000	-.407
Top 10%	42.9	14.3	.08	20	33	40	60	60	700	-8.0	.000	-.561
<b>Quantitative Reasoning</b>												
Kent State (N = 746)	26.4	15.4	.56	0	20	27	40	53				
Great Lakes Public	30.0	16.0	.11	0	20	27	40	60	798	-3.5	.000	-.221
Carnegie Class	30.4	16.2	.10	0	20	27	40	60	792	-3.9	.000	-.243
NSSE 2016 & 2017	29.9	16.3	.04	0	20	27	40	60	751	-3.4	.000	-.211
Top 50%	31.1	16.2	.05	0	20	33	40	60	754	-4.7	.000	-.291
Top 10%	33.0	15.9	.09	7	20	33	40	60	787	-6.6	.000	-.412
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Kent State (N = 785)	29.8	13.9	.50	10	20	30	40	55				
Great Lakes Public	33.6	14.3	.09	10	25	35	45	60	25,342	-3.8	.000	-.265
Carnegie Class	34.3	14.5	.09	10	25	35	45	60	833	-4.5	.000	-.310
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	791	-2.5	.000	-.165
Top 50%	35.8	13.8	.04	15	25	35	45	60	119,506	-6.0	.000	-.437
Top 10%	37.9	13.4	.09	15	30	40	50	60	24,915	-8.1	.000	-.603
<b>Discussions with Diverse Others</b>												
Kent State (N = 678)	38.2	15.4	.59	15	25	40	50	60				
Great Lakes Public	39.8	15.3	.11	15	30	40	55	60	21,758	-1.6	.007	-.106
Carnegie Class	40.3	15.8	.10	15	30	40	55	60	24,692	-2.1	.001	-.133
NSSE 2016 & 2017	40.5	15.9	.04	15	30	40	55	60	193,757	-2.3	.000	-.144
Top 50%	42.3	15.6	.04	15	30	40	60	60	129,604	-4.1	.000	-.263
Top 10%	44.3	15.3	.09	20	35	45	60	60	28,522	-6.0	.000	-.395

### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Kent State (N = 761)	22.5	15.3	.55	0	10	20	30	55				
Great Lakes Public	23.5	15.7	.10	0	10	20	35	55	813	-1.0	.080	-.063
Carnegie Class	24.1	15.7	.10	0	10	20	35	55	806	-1.6	.004	-.103
NSSE 2016 & 2017	23.6	16.0	.03	0	10	20	35	55	766	-1.1	.044	-.070
Top 50%	29.2	15.7	.07	5	20	30	40	60	784	-6.8	.000	-.431
Top 10%	33.0	16.0	.18	10	20	30	45	60	928	-10.6	.000	-.661
<b>Effective Teaching Practices</b>												
Kent State (N = 756)	37.5	13.8	.50	16	28	36	48	60				
Great Lakes Public	38.8	13.2	.09	16	32	40	48	60	24,154	-1.3	.008	-.099
Carnegie Class	39.0	13.5	.08	16	32	40	48	60	27,494	-1.4	.004	-.107
NSSE 2016 & 2017	39.6	13.7	.03	16	32	40	52	60	213,989	-2.1	.000	-.154
Top 50%	41.8	13.5	.05	20	32	40	52	60	74,043	-4.3	.000	-.315
Top 10%	43.8	13.4	.11	20	36	44	56	60	15,328	-6.3	.000	-.470
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Kent State (N = 626)	39.7	11.6	.46	20	33	40	48	58				
Great Lakes Public	41.3	11.6	.08	20	34	42	50	60	20,378	-1.7	.000	-.143
Carnegie Class	41.3	11.9	.08	20	34	42	50	60	23,412	-1.6	.001	-.136
NSSE 2016 & 2017	42.3	12.1	.03	20	35	44	50	60	181,443	-2.6	.000	-.212
Top 50%	44.8	11.6	.04	23	38	46	54	60	70,367	-5.1	.000	-.440
Top 10%	46.9	12.1	.09	23	40	50	58	60	19,855	-7.2	.000	-.596
<b>Supportive Environment</b>												
Kent State (N = 626)	30.5	13.4	.54	8	23	30	40	53				
Great Lakes Public	32.1	13.6	.10	10	23	33	40	58	20,556	-1.6	.005	-.115
Carnegie Class	32.3	13.8	.09	10	23	33	40	58	23,258	-1.8	.001	-.133
NSSE 2016 & 2017	32.3	14.2	.03	10	23	33	40	60	630	-1.8	.001	-.130
Top 50%	34.8	13.7	.05	13	25	35	45	60	83,895	-4.3	.000	-.310
Top 10%	37.2	13.6	.11	13	28	38	48	60	15,679	-6.7	.000	-.490

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 SEM) 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.