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# NSSE 2019

## Engagement Indicators

Kansas 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 2018 and 2019 participating institutions.

#### Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

*EIs vary more among students within an institution than between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

### How Engagement Indicators are Computed





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

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

Theme	Engagement Indicator	Your first-year students compared with Carnegie Class	Your first-year students compared with Big XII Schools	Your first-year students compared with 2025 Peers
Academic Challenge	Higher-Order Learning		--	--
	Reflective & Integrative Learning	--	--	
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning			--
	Discussions with Diverse Others			--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions			
	Supportive Environment			

#### Seniors

Theme	Engagement Indicator	Your seniors compared with Carnegie Class	Your seniors compared with Big XII Schools	Your seniors compared with 2025 Peers
Academic Challenge	Higher-Order Learning			
	Reflective & Integrative Learning			
	Learning Strategies			
	Quantitative Reasoning	--	--	
Learning with Peers	Collaborative Learning		--	
	Discussions with Diverse Others			
Experiences with Faculty	Student-Faculty Interaction			
	Effective Teaching Practices	--		--
Campus Environment	Quality of Interactions			
	Supportive Environment			--

### Academic Challenge: First-year students

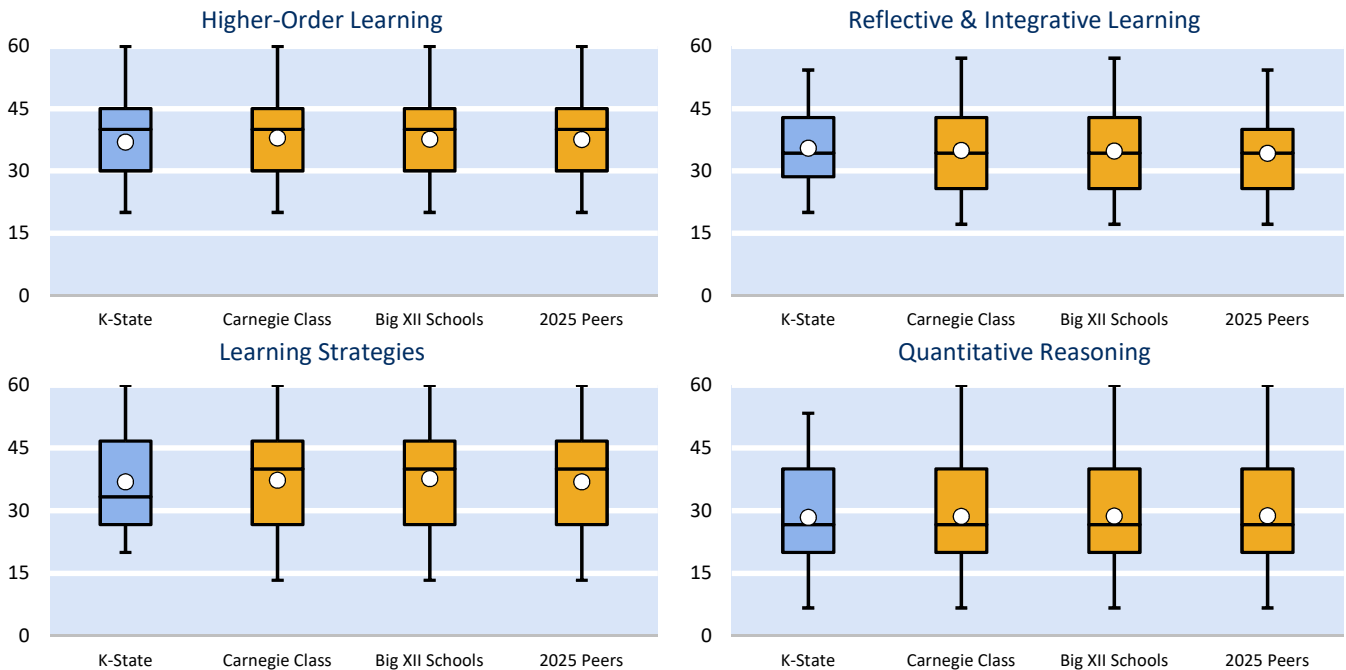
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	K-State Mean	Your first-year students compared with					
		Carnegie Class		Big XII Schools		2025 Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.0	38.0 *	-.08	37.7	-.06	37.6	-.05
Reflective & Integrative Learning	35.5	35.0	.04	34.8	.06	34.2 *	.10
Learning Strategies	36.9	37.3	-.03	37.6	-.06	36.9	.00
Quantitative Reasoning	28.3	28.6	-.02	28.7	-.02	28.8	-.03

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

#### Score Distributions

























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

## Academic Challenge: First-year students (continued)

### Performance on Indicator Items

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

	K-State	Percentage point difference <sup>a</sup> between your FY students and		
		Carnegie Class	Big XII Schools	2025 Peers
<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	76	+3 	+4 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-2 	-0 	-1 
4d. Evaluating a point of view, decision, or information source	62	-4 	-4 	-3 
4e. Forming a new idea or understanding from various pieces of information	65	-2 	-1 	-1 
<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	58	+6 	+6 	+5 
2b. Connected your learning to societal problems or issues	50	-1 	-0 	+2 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-1 	+1 	+3 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+1 	+1 	+2 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+2 	+1 	+3 
2f. Learned something that changed the way you understand an issue or concept	65	-1 	-0 	+0 
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+4 	+6 	+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	70	-4 	-2 	-3 
9b. Reviewed your notes after class	64	+1 	-2 	+2 
9c. Summarized what you learned in class or from course materials	61	-1 	-2 	+1 
<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.)	54	-1 	-2 	-3 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-2 	-2 	-2 
6c. Evaluated what others have concluded from numerical information	39	-3 	-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.

### Academic Challenge: Seniors

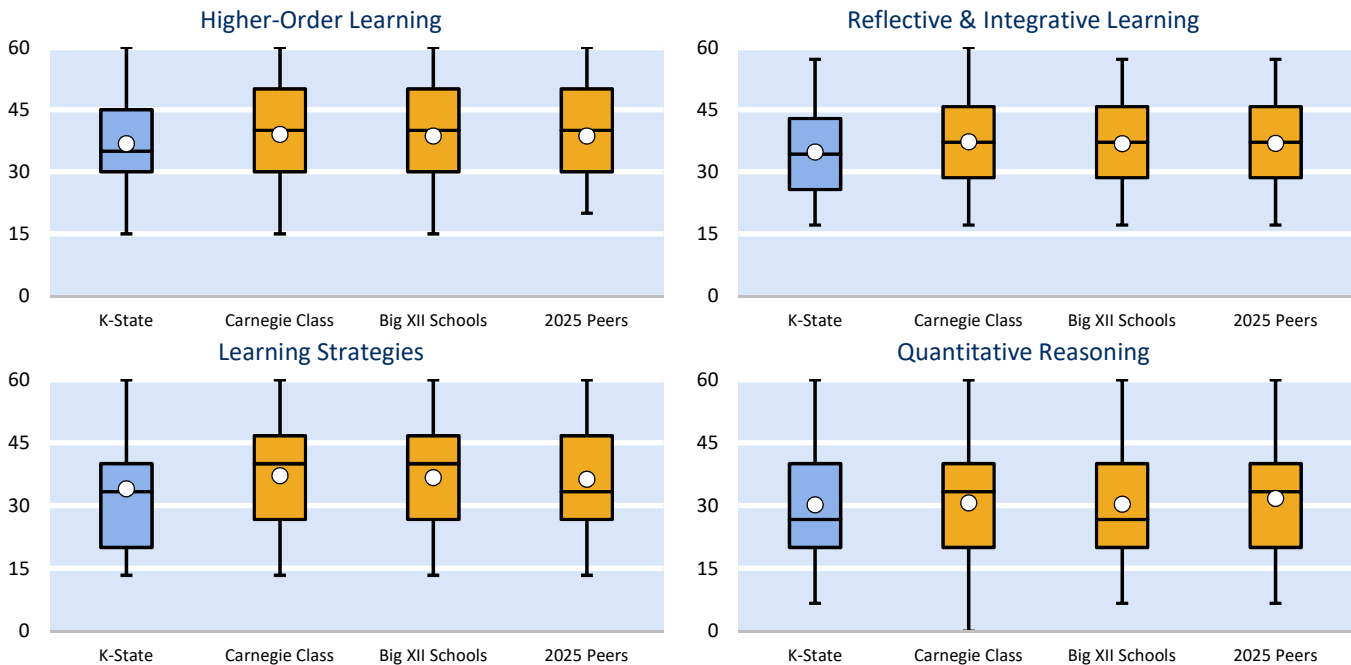
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#### Mean Comparisons

Engagement Indicator	K-State Mean	Your seniors compared with					
		Carnegie Class		Big XII Schools		2025 Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.8	39.0 ***	-.17	38.6 ***	-.14	38.6 ***	-.14
Reflective & Integrative Learning	34.8	37.2 ***	-.20	36.8 ***	-.16	36.9 ***	-.17
Learning Strategies	34.0	37.1 ***	-.21	36.6 ***	-.18	36.3 ***	-.16
Quantitative Reasoning	30.2	30.7	-.03	30.3	-.01	31.7 **	-.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).

#### 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.

	K-State	Percentage point difference <sup>a</sup> between your seniors and		
		Carnegie Class	Big XII Schools	2025 Peers
<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	76	-0	-1	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-3	-3	-3
4d. Evaluating a point of view, decision, or information source	57	-10	-9	-6
4e. Forming a new idea or understanding from various pieces of information	61	-7	-6	-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	69	+0	-1	-4
2b. Connected your learning to societal problems or issues	51	-6	-4	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	37	-12	-9	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	-9	-8	-7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-7	-7	-6
2f. Learned something that changed the way you understand an issue or concept	64	-7	-6	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	-0	-2
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	65	-10	-8	-8
9b. Reviewed your notes after class	53	-5	-6	-4
9c. Summarized what you learned in class or from course materials	52	-8	-8	-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.)	59	+2	+2	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-4	-2	-4
6c. Evaluated what others have concluded from numerical information	46	-1	-1	-4

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## Learning with Peers: First-year students

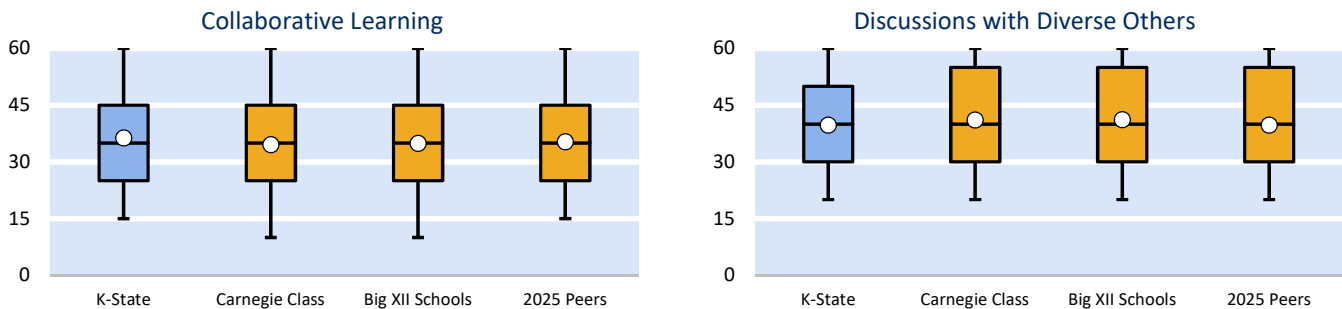
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	K-State Mean	Your first-year students compared with					
		Carnegie Class		Big XII Schools		2025 Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.3	34.5 ***	.13	34.9 **	.10	35.4	.07
Discussions with Diverse Others	39.7	41.0 *	-.09	41.2 *	-.10	39.7	.00

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

### Score Distributions



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### 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.

Collaborative Learning	K-State	Percentage point difference <sup>a</sup> between your FY students and		
		Carnegie Class	Big XII Schools	2025 Peers
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	64	+6	+5	+1
1f. Explained course material to one or more students	67	+3	+1	+1
1g. Prepared for exams by discussing or working through course material with other students	59	+4	+1	+1
1h. Worked with other students on course projects or assignments	62	+5	+5	+3
<b>Discussions with Diverse Others</b>				
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	66	-8	-7	-1
8b. People from an economic background other than your own	72	-2	-3	-1
8c. People with religious beliefs other than your own	67	-4	-3	-1
8d. People with political views other than your own	72	+6	-0	+4

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### Learning with Peers: Seniors

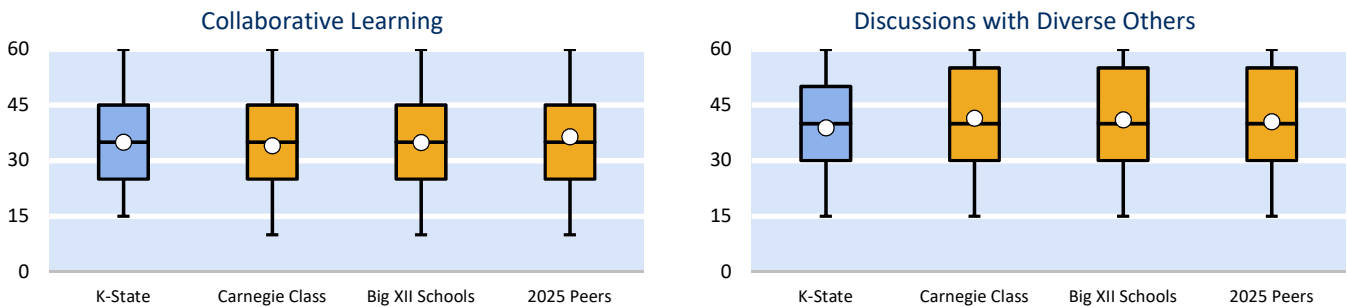
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#### Mean Comparisons

Engagement Indicator	K-State Mean	Your seniors compared with					
		Carnegie Class		Big XII Schools		2025 Peers	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.0	34.0 *	.07	34.9	.01	36.5 **	-.10
Discussions with Diverse Others	38.9	41.4 ***	-.17	41.0 ***	-.14	40.5 **	-.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).

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Collaborative Learning	K-State	Percentage point difference <sup>a</sup> between your seniors and		
		Carnegie Class	Big XII Schools	2025 Peers
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	52	+4	+2	-2
1f. Explained course material to one or more students	63	+1	-2	-5
1g. Prepared for exams by discussing or working through course material with other students	53	+3	-0	-3
1h. Worked with other students on course projects or assignments	69	+2	+0	-4
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	60	-15	-12	-10
8b. People from an economic background other than your own	69	-6	-5	-5
8c. People with religious beliefs other than your own	67	-5	-2	-1
8d. People with political views other than your own	70	+4	-0	+0

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### Experiences with Faculty: First-year students

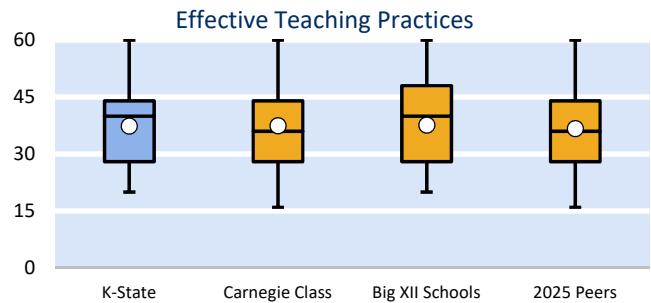
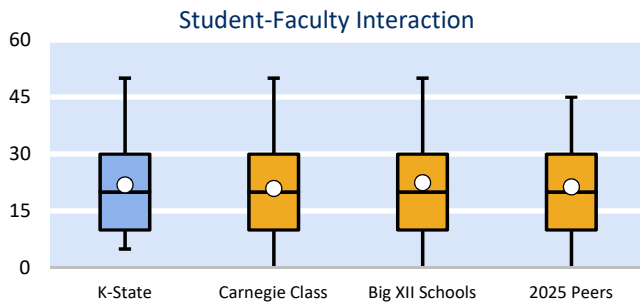
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	K-State Mean	Your first-year students compared with					
		Carnegie Class Effect size		Big XII Schools Effect size		2025 Peers Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.9	20.9	.06	22.5	-.04	21.4	.04
Effective Teaching Practices	37.4	37.4	.00	37.6	-.02	36.7	.06

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	K-State %	Percentage point difference <sup>a</sup> between your FY students and		
		Carnegie Class	Big XII Schools	2025 Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	43	+6	+3	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+2	-1	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-3	-5	-2
3d. Discussed your academic performance with a faculty member	23	-5	-8	-5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	+3	+4	+5
5b. Taught course sessions in an organized way	78	+3	+4	+5
5c. Used examples or illustrations to explain difficult points	79	+5	+5	+5
5d. Provided feedback on a draft or work in progress	52	-6	-8	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	49	-5	-5	-2

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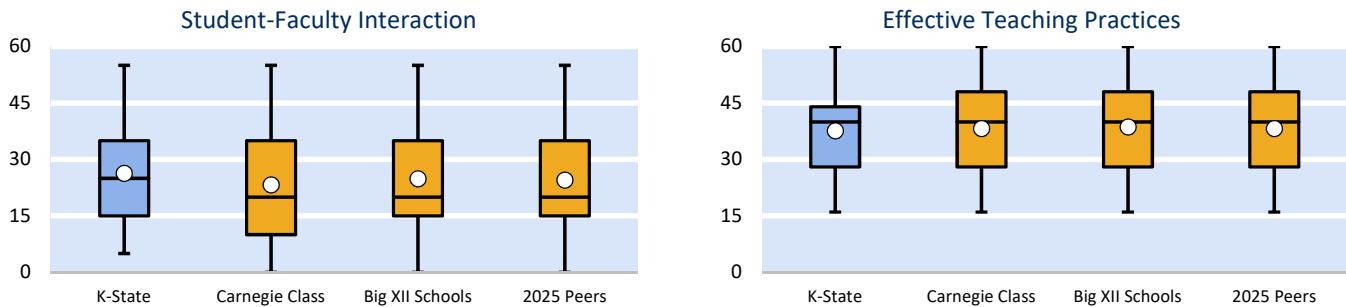
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#### Mean Comparisons

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	Mean	Effect size	Mean	Effect size	Mean	Effect size	
Student-Faculty Interaction	26.3	23.2 *** .20	24.8 ** .10	24.5 *** .12			
Effective Teaching Practices	37.6	38.2 -.05	38.6 * -.08	38.2 -.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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Student-Faculty Interaction	K-State %	Percentage point difference <sup>a</sup> between your seniors and		
		Carnegie Class	Big XII Schools	2025 Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	49	+8	+4	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+7	+5	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+5	+2	+3
3d. Discussed your academic performance with a faculty member	33	+3	-1	+3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	+0	+0	-0
5b. Taught course sessions in an organized way	77	+1	+1	-0
5c. Used examples or illustrations to explain difficult points	78	+1	+1	-0
5d. Provided feedback on a draft or work in progress	54	-1	-3	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-0	-1	-1

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

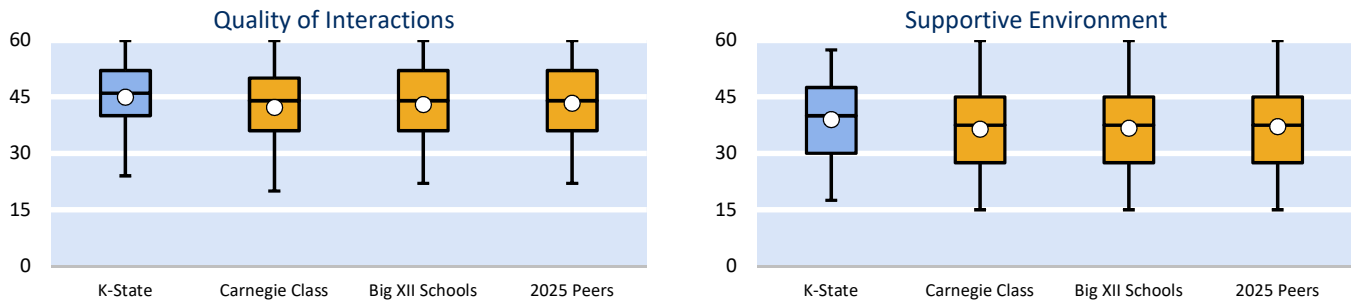
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	K-State Mean	Your first-year students compared with					
		Carnegie Class		Big XII Schools		2025 Peers	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.0	42.2 ***	.24	43.0 ***	.17	43.3 ***	.15
Supportive Environment	39.0	36.5 ***	.20	36.7 ***	.18	37.1 ***	.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.

#### Performance on Indicator Items

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

Quality of Interactions	K-State	Percentage point difference <sup>a</sup> between your FY students and		
		Carnegie Class	Big XII Schools	2025 Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	62	+11	+10	+8
13b. Academic advisors	62	+11	+9	+6
13c. Faculty	54	+7	+4	+6
13d. Student services staff (career services, student activities, housing, etc.)	54	+10	+7	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+11	+9	+8
<b>Supportive Environment</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	85	+10	+10	+7
14c. Using learning support services (tutoring services, writing center, etc.)	84	+7	+8	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	68	+6	+7	+9
14e. Providing opportunities to be involved socially	80	+8	+6	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	79	+7	+7	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	+2	-1	+0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	+7	+4	+3
14i. Attending events that address important social, economic, or political issues	55	+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: Seniors

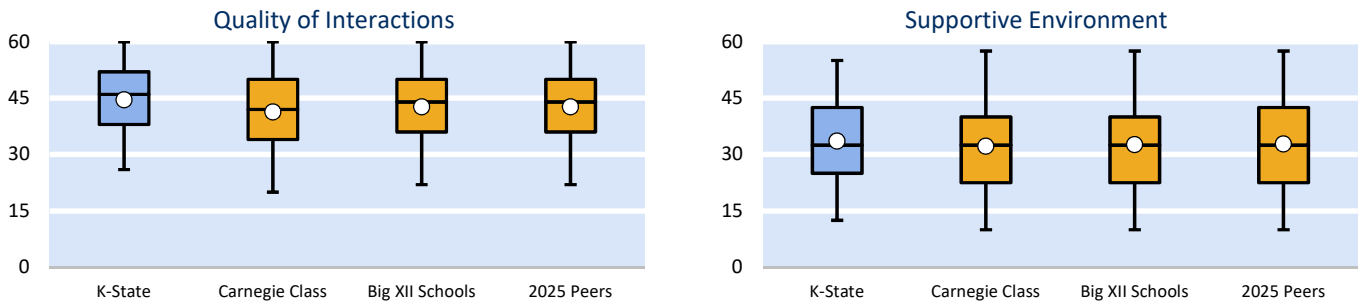
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	K-State Mean	Your seniors compared with					
		Carnegie Class		Big XII Schools		2025 Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.6	41.3 ***	.27	42.7 ***	.16	42.7 ***	.17
Supportive Environment	33.6	32.2 **	.10	32.7 *	.07	32.8	.06

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	K-State	Percentage point difference <sup>a</sup> between your seniors and		
		Carnegie Class	Big XII Schools	2025 Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	61	+5	+4	+2
13b. Academic advisors	60	+12	+8	+8
13c. Faculty	51	+0	-5	-2
13d. Student services staff (career services, student activities, housing, etc.)	49	+9	+4	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+10	+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	75	+7	+4	+1
14c. Using learning support services (tutoring services, writing center, etc.)	70	+7	+6	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-2	+0	+2
14e. Providing opportunities to be involved socially	70	+4	+1	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+5	+3	+0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	+3	+1	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	+6	+1	+3
14i. Attending events that address important social, economic, or political issues	41	+0	+1	+3

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

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

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

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

- (a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable<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		K-State Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.0	39.3 ***	-.18		41.0 ***	-.31	
	Reflective and Integrative Learning	35.5	36.8 **	-.11		38.8 ***	-.28	
	Learning Strategies	36.9	39.9 ***	-.22		42.5 ***	-.40	
	Quantitative Reasoning	28.3	29.3	-.06	✓	30.8 ***	-.16	
<i>Learning with Peers</i>	Collaborative Learning	36.3	35.4	.07	✓	37.7 *	-.10	
	Discussions with Diverse Others	39.7	41.3 **	-.11		43.2 ***	-.25	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.9	24.9 ***	-.21		28.0 ***	-.40	
	Effective Teaching Practices	37.4	40.6 ***	-.25		42.7 ***	-.38	
<i>Campus Environment</i>	Quality of Interactions	45.0	44.9	.01	✓	47.1 ***	-.18	
	Supportive Environment	39.0	38.1	.07	✓	40.1 *	-.08	

Seniors		K-State Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.8	41.8 ***	-.37		43.0 ***	-.46	
	Reflective and Integrative Learning	34.8	39.9 ***	-.42		41.6 ***	-.56	
	Learning Strategies	34.0	40.8 ***	-.47		42.6 ***	-.60	
	Quantitative Reasoning	30.2	31.3 *	-.07		32.7 ***	-.16	
<i>Learning with Peers</i>	Collaborative Learning	35.0	36.1 **	-.08		38.6 ***	-.27	
	Discussions with Diverse Others	38.9	42.0 ***	-.20		43.5 ***	-.30	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	26.3	29.9 ***	-.22		33.9 ***	-.48	
	Effective Teaching Practices	37.6	41.8 ***	-.31		43.5 ***	-.44	
<i>Campus Environment</i>	Quality of Interactions	44.6	45.2	-.04	✓	47.4 ***	-.23	
	Supportive Environment	33.6	34.8 **	-.08		37.0 ***	-.24	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2018 and 2019 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
K-State (N = 616)	37.0	11.7	.47	20	30	40	45	60				
Carnegie Class	38.0	13.0	.06	20	30	40	45	60	638	-1.0	.034	-.078
Big XII Schools	37.7	13.2	.18	20	30	40	45	60	812	-.7	.156	-.055
2025 Peers	37.6	12.8	.17	20	30	40	45	60	779	-.6	.231	-.047
Top 50%	39.3	13.0	.04	20	30	40	50	60	625	-2.4	.000	-.184
Top 10%	41.0	13.0	.08	20	35	40	50	60	653	-4.1	.000	-.313
<b>Reflective &amp; Integrative Learning</b>												
K-State (N = 648)	35.5	11.2	.44	20	29	34	43	54				
Carnegie Class	35.0	11.9	.06	17	26	34	43	57	43,518	.5	.285	.042
Big XII Schools	34.8	11.9	.16	17	26	34	43	57	6,182	.7	.166	.057
2025 Peers	34.2	11.6	.15	17	26	34	40	54	6,871	1.2	.011	.104
Top 50%	36.8	11.8	.04	17	29	37	46	57	97,125	-1.3	.004	-.113
Top 10%	38.8	11.8	.08	20	31	40	46	60	20,759	-3.3	.000	-.281
<b>Learning Strategies</b>												
K-State (N = 607)	36.9	12.8	.52	20	27	33	47	60				
Carnegie Class	37.3	13.7	.07	13	27	40	47	60	628	-.4	.392	-.033
Big XII Schools	37.6	13.8	.20	13	27	40	47	60	794	-.8	.165	-.056
2025 Peers	36.9	13.6	.18	13	27	40	47	60	767	.0	.979	-.001
Top 50%	39.9	13.7	.05	20	33	40	53	60	83,978	-3.0	.000	-.220
Top 10%	42.5	14.0	.10	20	33	40	53	60	652	-5.6	.000	-.400
<b>Quantitative Reasoning</b>												
K-State (N = 611)	28.3	14.0	.57	7	20	27	40	53				
Carnegie Class	28.6	15.1	.08	7	20	27	40	60	633	-.3	.616	-.019
Big XII Schools	28.7	15.0	.21	7	20	27	40	60	791	-.3	.609	-.021
2025 Peers	28.8	14.7	.20	7	20	27	40	60	6,205	-.4	.472	-.031
Top 50%	29.3	15.2	.05	7	20	27	40	60	619	-.9	.106	-.061
Top 10%	30.8	15.2	.09	7	20	33	40	60	643	-2.4	.000	-.159
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
K-State (N = 678)	36.3	13.2	.51	15	25	35	45	60				
Carnegie Class	34.5	14.1	.07	10	25	35	45	60	700	1.8	.000	.128
Big XII Schools	34.9	14.2	.18	10	25	35	45	60	865	1.4	.010	.099
2025 Peers	35.4	14.0	.17	15	25	35	45	60	838	1.0	.070	.070
Top 50%	35.4	13.7	.04	15	25	35	45	60	105,371	.9	.082	.067
Top 10%	37.7	13.6	.09	15	30	40	50	60	23,343	-1.3	.011	-.099
<b>Discussions with Diverse Others</b>												
K-State (N = 609)	39.7	14.4	.58	20	30	40	50	60				
Carnegie Class	41.0	14.9	.08	20	30	40	55	60	38,905	-1.3	.028	-.090
Big XII Schools	41.2	14.9	.21	20	30	40	55	60	5,530	-1.5	.020	-.100
2025 Peers	39.7	14.9	.20	20	30	40	55	60	6,141	.0	.995	.000
Top 50%	41.3	15.0	.05	20	30	40	55	60	100,086	-1.6	.007	-.109
Top 10%	43.2	14.4	.10	20	35	40	60	60	23,059	-3.5	.000	-.245



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
K-State (N = 633)	21.9	13.5	.54	5	10	20	30	50				
Carnegie Class	20.9	14.4	.07	0	10	20	30	50	654	.9	.088	.064
Big XII Schools	22.5	14.4	.20	0	10	20	30	50	812	-.6	.298	-.042
2025 Peers	21.4	14.1	.18	0	10	20	30	45	6,613	.5	.384	.036
Top 50%	24.9	14.8	.06	5	15	20	35	55	646	-3.1	.000	-.206
Top 10%	28.0	15.5	.15	5	15	25	40	60	738	-6.1	.000	-.396
<b>Effective Teaching Practices</b>												
K-State (N = 623)	37.4	12.2	.49	20	28	40	44	60				
Carnegie Class	37.4	12.7	.06	16	28	36	44	60	40,533	.0	.943	-.003
Big XII Schools	37.6	12.7	.18	20	28	40	48	60	5,771	-.3	.623	-.021
2025 Peers	36.7	12.5	.16	16	28	36	44	60	6,419	.7	.181	.056
Top 50%	40.6	13.2	.05	20	32	40	52	60	634	-3.3	.000	-.246
Top 10%	42.7	14.0	.10	20	32	44	56	60	676	-5.3	.000	-.382
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
K-State (N = 583)	45.0	10.7	.44	24	40	46	52	60				
Carnegie Class	42.2	11.6	.06	20	36	44	50	60	605	2.8	.000	.238
Big XII Schools	43.0	11.5	.17	22	36	44	52	60	762	2.0	.000	.173
2025 Peers	43.3	11.2	.16	22	36	44	52	60	733	1.6	.001	.147
Top 50%	44.9	11.5	.04	24	38	46	54	60	594	.1	.787	.010
Top 10%	47.1	11.8	.09	24	40	50	58	60	632	-2.1	.000	-.179
<b>Supportive Environment</b>												
K-State (N = 598)	39.0	11.8	.48	18	30	40	48	58				
Carnegie Class	36.5	13.0	.07	15	28	38	45	60	621	2.5	.000	.195
Big XII Schools	36.7	13.2	.19	15	28	38	45	60	798	2.3	.000	.176
2025 Peers	37.1	13.0	.18	15	28	38	45	60	768	1.9	.000	.147
Top 50%	38.1	13.2	.05	18	30	40	48	60	608	.9	.067	.068
Top 10%	40.1	13.2	.10	18	30	40	50	60	654	-1.1	.028	-.083

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
K-State (N = 977)	36.8	12.6	.40	15	30	35	45	60				
Carnegie Class	39.0	13.6	.05	15	30	40	50	60	1,012	-2.2	.000	-.165
Big XII Schools	38.6	13.4	.16	15	30	40	50	60	1,291	-1.9	.000	-.140
2025 Peers	38.6	13.3	.14	20	30	40	50	60	9,474	-1.9	.000	-.140
Top 50%	41.8	13.5	.04	20	35	40	55	60	997	-5.0	.000	-.371
Top 10%	43.0	13.5	.08	20	35	40	55	60	1,054	-6.3	.000	-.463
<b>Reflective &amp; Integrative Learning</b>												
K-State (N = 1027)	34.8	11.6	.36	17	26	34	43	57				
Carnegie Class	37.2	12.4	.05	17	29	37	46	60	1,063	-2.5	.000	-.200
Big XII Schools	36.8	12.4	.14	17	29	37	46	57	1,353	-2.0	.000	-.164
2025 Peers	36.9	12.1	.13	17	29	37	46	57	9,986	-2.1	.000	-.175
Top 50%	39.9	12.2	.04	20	31	40	49	60	100,513	-5.1	.000	-.422
Top 10%	41.6	12.2	.09	20	34	40	51	60	1,148	-6.8	.000	-.561
<b>Learning Strategies</b>												
K-State (N = 948)	34.0	14.3	.46	13	20	33	40	60				
Carnegie Class	37.1	14.5	.06	13	27	40	47	60	59,881	-3.1	.000	-.213
Big XII Schools	36.6	14.7	.18	13	27	40	47	60	7,865	-2.6	.000	-.180
2025 Peers	36.3	14.4	.16	13	27	33	47	60	9,068	-2.3	.000	-.160
Top 50%	40.8	14.4	.04	20	33	40	53	60	109,867	-6.8	.000	-.472
Top 10%	42.6	14.3	.08	20	33	40	60	60	35,678	-8.6	.000	-.600
<b>Quantitative Reasoning</b>												
K-State (N = 961)	30.2	15.2	.49	7	20	27	40	60				
Carnegie Class	30.7	16.0	.07	0	20	33	40	60	995	-.5	.344	-.029
Big XII Schools	30.3	15.7	.19	7	20	27	40	60	1,260	-.1	.823	-.007
2025 Peers	31.7	15.7	.17	7	20	33	40	60	9,187	-1.5	.005	-.096
Top 50%	31.3	16.0	.04	7	20	33	40	60	976	-1.1	.024	-.069
Top 10%	32.7	15.8	.08	7	20	33	40	60	38,112	-2.6	.000	-.162
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
K-State (N = 1053)	35.0	14.1	.44	15	25	35	45	60				
Carnegie Class	34.0	15.0	.06	10	25	35	45	60	1,088	1.0	.022	.067
Big XII Schools	34.9	14.9	.16	10	25	35	45	60	1,366	.1	.768	.009
2025 Peers	36.5	14.5	.15	10	25	35	45	60	10,399	-1.5	.002	-.100
Top 50%	36.1	14.0	.04	15	25	35	45	60	116,436	-1.1	.009	-.080
Top 10%	38.6	13.5	.10	15	30	40	50	60	19,553	-3.6	.000	-.267
<b>Discussions with Diverse Others</b>												
K-State (N = 951)	38.9	15.3	.50	15	30	40	50	60				
Carnegie Class	41.4	15.4	.06	15	30	40	55	60	60,251	-2.6	.000	-.166
Big XII Schools	41.0	15.6	.19	15	30	40	55	60	7,920	-2.1	.000	-.137
2025 Peers	40.5	15.0	.17	15	30	40	55	60	9,108	-1.6	.001	-.110
Top 50%	42.0	15.6	.04	15	30	40	60	60	133,834	-3.2	.000	-.204
Top 10%	43.5	15.4	.08	20	35	45	60	60	36,324	-4.7	.000	-.304

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
K-State (N = 1006)	26.3	15.2	.48	5	15	25	35	55				
Carnegie Class	23.2	15.7	.06	0	10	20	35	55	64,202	3.1	.000	.199
Big XII Schools	24.8	15.6	.18	0	15	20	35	55	8,504	1.5	.004	.096
2025 Peers	24.5	15.6	.17	0	15	20	35	55	9,690	1.8	.000	.119
Top 50%	29.9	15.9	.07	5	20	30	40	60	1,046	-3.6	.000	-.225
Top 10%	33.9	15.8	.17	10	20	35	45	60	1,284	-7.6	.000	-.485
<b>Effective Teaching Practices</b>												
K-State (N = 975)	37.6	12.5	.40	16	28	40	44	60				
Carnegie Class	38.2	13.4	.05	16	28	40	48	60	1,010	-.6	.114	-.048
Big XII Schools	38.6	13.5	.16	16	28	40	48	60	1,299	-1.0	.019	-.076
2025 Peers	38.2	13.1	.14	16	28	40	48	60	1,237	-.6	.130	-.049
Top 50%	41.8	13.6	.05	20	32	40	52	60	1,000	-4.2	.000	-.309
Top 10%	43.5	13.5	.09	20	36	44	56	60	1,071	-6.0	.000	-.442
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
K-State (N = 897)	44.6	10.4	.35	26	38	46	52	60				
Carnegie Class	41.3	12.1	.05	20	34	42	50	60	935	3.3	.000	.275
Big XII Schools	42.7	11.6	.14	22	36	44	50	60	1,219	1.9	.000	.165
2025 Peers	42.7	11.4	.13	22	36	44	50	60	1,160	1.9	.000	.172
Top 50%	45.2	11.8	.04	23	38	48	54	60	917	-.5	.131	-.045
Top 10%	47.4	12.0	.07	24	40	50	58	60	964	-2.7	.000	-.230
<b>Supportive Environment</b>												
K-State (N = 939)	33.6	13.0	.42	13	25	33	43	55				
Carnegie Class	32.2	13.8	.06	10	23	33	40	58	973	1.4	.001	.100
Big XII Schools	32.7	13.8	.17	10	23	33	40	58	1,249	.9	.050	.065
2025 Peers	32.8	13.6	.15	10	23	33	43	58	8,913	.8	.108	.056
Top 50%	34.8	14.0	.05	13	25	35	45	60	960	-1.2	.006	-.085
Top 10%	37.0	14.0	.11	13	28	38	48	60	1,057	-3.4	.000	-.241

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.