Eastern Kentucky University

National Survey of Student Engagement 2013 Results
# Table of Contents

General Overview of the Report ........................................................................... pg. 2

2013 Selected Comparison Groups ...................................................................... pg. 3

2013 Respondent Characteristics .......................................................................... pg. 4

Overview Engagement Indicator ........................................................................... pg. 5

Highest and Lowest Performers ........................................................................... pg. 6

Academic Challenge ............................................................................................... pg. 8

Learning with Peers .............................................................................................. pg. 11

Experiences with Faculty ....................................................................................... pg. 13

Campus Environment ............................................................................................ pg. 15
General Overview of the Report

This report provides a general overview of the results from the spring 2013 administration of the National Survey of Student Engagement (NSSE). The data summarizing Overall Respondent Characteristics, Institutional Benchmark Comparison, and the Student Experiences were generated and provided by NSSE.

The NSSE collects information from first-year and senior students about the nature and quality of their undergraduate experience. NSSE analyzes individual student responses and calculates four benchmark scores based on those response: 1) Academic Challenges, 2) Learning with Peers, 3) Experiences with Faculty, and 4) Campus Environment.

EKU obtained an overall response rate of 17% (n=5385), with 55% of first-year students and 57% of seniors being female. First-generation status students comprised 48% of first-year students and 61% of seniors.

EKU demonstrates positive engagement in most areas. In Academic Challenge, EKU seniors were higher than Benchmark Inst. and Nationwide for Learning Strategies and Quantitative Reasoning. For Learning with Peers, both first-year and seniors were significantly lower than all comparison groups on both engagement indicators—Collaborative Learning and Discussions with Diverse Others. In Experiences with Faculty both first-year and senior averages were significantly higher for Effective Teaching Practices as compared to all three sets of benchmarks (Southeast Public, Benchmark Institution, and Nationwide). For Campus Environment, senior engagement averages were higher for Quality of Interactions than Nationwide but were lower for Supportive Environment than the Southeast Public.
2013 Selected Comparison Groups

The National Survey of Student Engagement (NSSE) allows for institutions to identify up to three comparison groups. Below are the three comparison groups in this year’s report.

Comparison Group 1: Southeast Public (47)

Alabama State University
Armstrong Atlantic State University
Auburn University
Auburn University at Montgomery
Austin Peay State University
The Citadel, Military College of South Carolina
Clayton State University
Clemson University
Coastal Carolina University
College of Charleston
College of William & Mary
Concord University
Dalton State College
Fayetteville State University
Florida Atlantic University
Florida Gulf Coast University
Francis Marion University
Georgia Gwinnett College
Lander University
Louisiana State University and Agricultural & Mechanical College
Marshall University
Mississippi State University
Mississippi University for Women
New College of Florida
Norfolk State University
Shepherd University
Southern University at New Orleans
Tennessee State University
University of Alabama
University of Alabama in Huntsville
University of Arkansas
University of Arkansas - Fort Smith
University of Arkansas at Little Rock
University of Mississippi
University of North Carolina Wilmington
University of South Alabama
University of South Carolina-Columbia
University of South Carolina-Beaufort
University of South Florida
University of South Florida-St. Petersburg
University of Tennessee at Chattanooga
University of Tennessee Martin
University of West Florida
University of West Georgia
Virginia Military Institute
West Virginia University
Winston-Salem State University

Comparison Group 2: Benchmark Institutions (25)

Austin Peay State University
Eastern Michigan University
Florida Gulf Coast University
Illinois State University
Indiana State University
Lamar University
Marshall University
Minnesota State University-Mankato
Northeastern State University
Northern Michigan University
Purdue University-Calumet Campus
Southern Illinois Univ Edwardsville
Stephen F. Austin State University
Tarleton State University
University of Arkansas at Little Rock
University of Central Missouri
University of Michigan-Flint
University of North Carolina Wilmington
University of Northern Iowa
University of South Alabama
University of Southern Indiana
University of West Georgia
Western Illinois University
Wichita State University
Youngstown State University

Comparison Group 3: Nationwide (20)

Austin Peay State University
California State University
Central Connecticut State University
Eastern Michigan University
Florida Gulf Coast University
Kean University
Marshall University
Minnesota State University-Mankato
Rowan University
Southern Illinois University Edwardsville
St. Cloud State University
St. Cloud State University
Stephen F. Austin State University
University of North Carolina Wilmington
University of Northern Iowa
University of Texas-Pan American
University of West Georgia
University of Wisconsin-Whitewater
West Chester University of Pennsylvania
Western Illinois University
Youngstown State University
## 2013 NSSE Respondent Characteristics

### Response Rate

<table>
<thead>
<tr>
<th>Overall</th>
<th>17%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By Class</strong></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>13%</td>
</tr>
<tr>
<td>Senior</td>
<td>20%</td>
</tr>
<tr>
<td>Number of respondents</td>
<td>262</td>
</tr>
<tr>
<td>NSSE sample size</td>
<td>2067</td>
</tr>
</tbody>
</table>

### Characteristics

#### Enrollment Status

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>93%</th>
<th>75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td></td>
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</tr>
</tbody>
</table>

#### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>55%</th>
<th>57%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>0%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Indian/Native American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>White (non-Hispanic)</td>
<td>84%</td>
<td>86%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pac. Isl.</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other Hispanic or Latino</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### First-generation Status

<table>
<thead>
<tr>
<th>Yes</th>
<th>48%</th>
<th>61%</th>
</tr>
</thead>
</table>

#### Transfer Status

| Transfer student | 11% | 51% |

---

*Percent of total respondents within each category. These results are not weighted.

b Institution-reported data. These data were used to weight in the Mean Comparisons, Frequency Distributions, and Benchmark Comparison reports.

c Students who identified their residences as "dormitory or other campus housing" or "fraternity or sorority house."
Overview of Engagement Indicators

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment.

**EKTU students compared with Benchmark Institutions**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>First-Year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Reflective and Integrative Learning</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td><strong>Learning with Peers</strong></td>
<td>Collaborative Learning</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

△ Students’ average was significantly higher (p<.05) with an effect size less than 0.3 in magnitude.
▽ Students’ average was significantly lower (p<.05) with an effect size less than 0.3 in magnitude.
-- No significant difference
**Highest and Lowest Performers Compared to Benchmark Inst.**

**First-Year**

**Highest Performing Relative to Benchmark Inst.**
- Participated in a learning community or some other formal program...
- Instructors... Taught course sessions in an organized way
- Use numerical information to examine a real-world problem or issue
- Instructors... Provided feedback on a draft or work in progress
- Instructors... Provided prompt and detailed feedback on tests or...

**Lowest Performing Relative to Benchmark Inst.**
- Explained course material to one or more students
- Discussions with... People of a race or ethnicity other than your own
- Prepared for exams by discussing or working through course material with...
- Inst. Emphasizes... Attending campus activities and events....
- Worked with other students on course projects or assignments

**Senior**

**Highest Performing Relative to Benchmark Inst.**
- Quality of interactions with... Academic advisors
- Use numerical information to examine a real-world problem or issue
- Reviewed your notes after class
- Instructors... Provided prompt and detailed feedback on tests or...
- Instructors... Provided feedback on a draft or work in progress

**Lowest Performing Relative to Benchmark Inst.**
- Completed a culminating senior experience(...)
- Discussions with... People of a race or ethnicity other than your own
- Worked with other students on course projects or assignments
- Participated in a study abroad program
- Asked another student to help you understand course material
High-Impact Practices (HIPs)

High-impact practices (HIPs) include participation in learning communities, service-learning, and research with faculty. The senior figure also includes participation in internships or field experiences, study abroad, and culminating senior experiences.

Due to the positive association with student learning and retention, certain undergraduate opportunities are designated “high-impact.” High-impact practices (HIPs) share several traits: they demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback.
**Academic Challenge**

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.**

### First-year

<table>
<thead>
<tr>
<th>Mean Comparisons</th>
<th>EKU</th>
<th>Southeast Public</th>
<th>Benchmark Inst.</th>
<th>Nationwide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher-Order Learning</td>
<td>37.5</td>
<td>39.2</td>
<td>38.3</td>
<td>38.9</td>
</tr>
<tr>
<td>Reflective &amp; Integrative Learning</td>
<td>34.4</td>
<td>35.2</td>
<td>34.8</td>
<td>35.5</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>39.7</td>
<td>40.4</td>
<td>40.0</td>
<td>39.8</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>28.9</td>
<td>28.0</td>
<td>27.0</td>
<td>27.6</td>
</tr>
</tbody>
</table>

### Senior

<table>
<thead>
<tr>
<th>Mean Comparisons</th>
<th>EKU</th>
<th>Southeast Public</th>
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<th>Nationwide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher-Order Learning</td>
<td>41.0</td>
<td>41.2</td>
<td>40.3</td>
<td>40.9</td>
</tr>
<tr>
<td>Reflective &amp; Integrative Learning</td>
<td>37.9</td>
<td>38.3</td>
<td>38.6</td>
<td>38.5</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>42.7</td>
<td>41.5</td>
<td><strong>41.2</strong> *</td>
<td><strong>40.4</strong> ***</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>30.5</td>
<td>30.4</td>
<td><strong>28.2</strong> *</td>
<td><strong>28.8</strong> *</td>
</tr>
</tbody>
</table>

[Red represents scores significantly higher than EKU score; Green represents scores significantly lower than EKU score.]

*p*.05, **p*.01, ***p*.001
Academic Challenge ... (cont.)

Summary of Indicator Items

**Higher Order Learning**
- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

**Reflective & Integrative Learning**
- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective
- Learned something that changed the way your understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

**Learning Strategies**
- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

**Quantitative Reasoning**
- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what other have concluded from numerical information
Academic Challenge … (cont.)

First-years

Seniors

Legend:
- EKU
- Southeast Public
- Benchmark Inst.
- Nationwide
Learning with Peers

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: Collaborative Learning and Discussions with Diverse Others.

First-year

<table>
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<tr>
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<tr>
<td><strong>Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative Learning</td>
<td>28.2</td>
<td>32.1 ***</td>
<td>31.0 **</td>
<td>31.4 ***</td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td>38.0</td>
<td>41.5 **</td>
<td>40.7 *</td>
<td>40.6 *</td>
</tr>
</tbody>
</table>

Senior

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<tr>
<td><strong>Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative Learning</td>
<td>30.2</td>
<td>33.1 ***</td>
<td>31.7 *</td>
<td>32.7 ***</td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td>39.8</td>
<td>43.1 ***</td>
<td>41.7 **</td>
<td>41.3 *</td>
</tr>
</tbody>
</table>

[Red represents scores significantly higher than EKU score; Green represents scores significantly lower than EKU score.]

*p<.05, **p<.01, ***p<.001

Summary of Indicator Items

**Collaborative Learning**
- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Working with other students on course projects or assignments

**Discussions with Diverse Others**
- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own
Learning with Peers ... (cont.)

First-years

Collaborative Learning  Discussions with Diverse Others

Seniors

Collaborative Learning  Discussions with Diverse Others
Experiences with Faculty

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.

First-year

<table>
<thead>
<tr>
<th>Mean Comparisons</th>
<th>EKU</th>
<th>Southeast Public</th>
<th>Benchmark Inst.</th>
<th>Nationwide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>20.7</td>
<td>19.9</td>
<td>19.9</td>
<td>20.2</td>
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<tr>
<td>Effective Teaching Practices</td>
<td>43.1</td>
<td>40.1 ***</td>
<td>40.4 **</td>
<td>40.6 **</td>
</tr>
</tbody>
</table>

Senior

<table>
<thead>
<tr>
<th>Mean Comparisons</th>
<th>EKU</th>
<th>Southeast Public</th>
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<tbody>
<tr>
<td><strong>Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>24.3</td>
<td>24.4</td>
<td>23.8</td>
<td>24.4</td>
</tr>
<tr>
<td>Effective Teaching Practices</td>
<td>43.2</td>
<td>41.4 **</td>
<td>41.1 ***</td>
<td>40.9 ***</td>
</tr>
</tbody>
</table>

[Red represents scores significantly higher than EKU score; Green represents scores significantly lower than EKU score.]

*p<.05, **p<.01, ***p<.001

Summary of Indicator Items

Student-Faculty Interaction
- Talked about career plans with a faculty member
- Worked with a faculty members on activities other than coursework
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member.

Effective Teaching Practices
- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments
Experiences with Faculty … (cont.)

First-years

Student-Faculty Interaction
Effective Teaching Practices

- EKU
- Southeast Public
- Benchmark Inst.
- Nationwide

Seniors

Student-Faculty Interaction
Effective Teaching Practices

- EKU
- Southeast Public
- Benchmark Inst.
- Nationwide
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*.

### First-year

<table>
<thead>
<tr>
<th>Mean Comparisons</th>
<th>EKU</th>
<th>Southeast Public</th>
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<th>Nationwide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Interactions</td>
<td>41.5</td>
<td>40.9</td>
<td>41.0</td>
<td>40.9</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>36.8</td>
<td>38.0</td>
<td>37.1</td>
<td>37.5</td>
</tr>
</tbody>
</table>

### Senior

<table>
<thead>
<tr>
<th>Mean Comparisons</th>
<th>EKU</th>
<th>Southeast Public</th>
<th>Benchmark Inst.</th>
<th>Nationwide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Interactions</td>
<td>42.9</td>
<td>42.3</td>
<td>42.7</td>
<td>41.8 *</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>32.6</td>
<td>34.6 **</td>
<td>32.6</td>
<td>32.9</td>
</tr>
</tbody>
</table>

[Red represents scores significantly higher than EKU score; Green represents scores significantly lower than EKU score.]

*p<.05, **p<.01, ***p<.001

### Summary of Indicator Items

**Quality of Interactions**
- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

**Supportive Environment**
- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (soc., racial/eth., relig.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your non-academic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletics events, etc.)
- Attending events that address important social, economic, or political issues
Campus Environment ... (cont.)

First-years

Quality of Interactions
- EKU
- Southeast Public
- Benchmark Inst.
- Nationwide

Supportive Environment
- EKU
- Southeast Public
- Benchmark Inst.
- Nationwide

Seniors

Quality of Interactions
- EKU
- Southeast Public
- Benchmark Inst.
- Nationwide

Supportive Environment
- EKU
- Southeast Public
- Benchmark Inst.
- Nationwide
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Percentage of Seniors Responding “very much” or “Quite a bit”

- Thinking critically and analytically
- Writing clearly and effectively
- Acquiring job- or work-related knowledge and skills
- Working effectively with others
- Speaking clearly and effectively
- Analyzing numerical and statistical information
- Solving complex real-world problems
- Being an informed and active citizen
- Developing or clarifying a personal code of values and ethics
- Understanding people of other backgrounds

Satisfaction with EKU

Students rated their overall experience at the institution and whether they would attend the institution again.
Eastern Kentucky University
Office of Institutional Effectiveness
521 Lancaster Ave, Coates CPO 10
Richmond, Kentucky 40475
Phone: 859-622-8664
Website: http://oie.eku.edu