
NSSE 2025

Engagement Indicators

Northern Kentucky University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

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

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

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with KY Institutions	Your first-year students compared with Carnegie Class	Your first-year students compared with Peer Benchmark
	Higher-Order Learning	--	--	--
Academic Challenge	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 KY Institutions	Your seniors compared with Carnegie Class	Your seniors compared with Peer Benchmark
	Higher-Order Learning	--	--	△
Academic Challenge	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

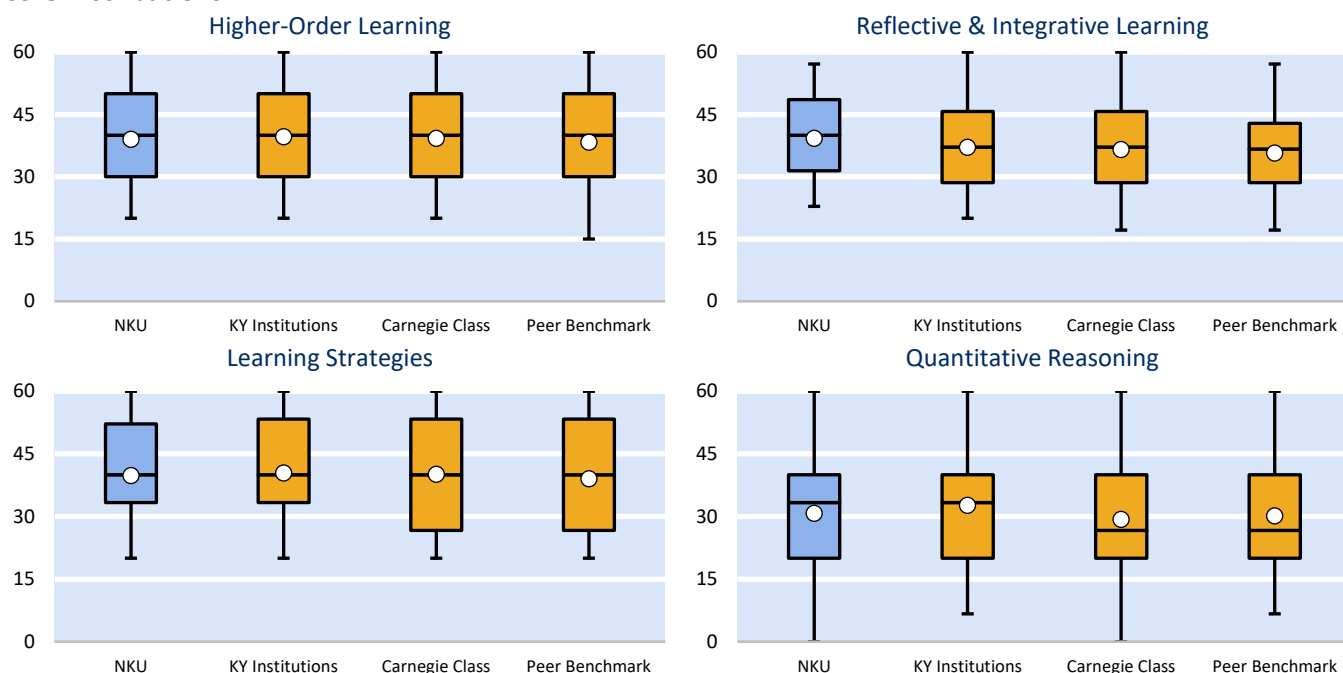
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	NKU Mean	Your first-year students compared with					
		KY Institutions		Carnegie Class		Peer Benchmark	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.1	39.7	-.05	39.3	-.02	38.4	.05
Reflective & Integrative Learning	39.3	37.1 **	.17	36.6 ***	.22	35.8 ***	.29
Learning Strategies	39.8	40.4	-.04	40.1	-.02	39.1	.05
Quantitative Reasoning	30.8	32.6	-.12	29.3	.09	30.1	.04

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and		
	NKU	KY Institutions	Carnegie Class	Peer Benchmark
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	-3	+1	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+0	+2	+4
4d. Evaluating a point of view, decision, or information source	72	-1	-0	+2
4e. Forming a new idea or understanding from various pieces of information	74	+1	+1	+4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	67	+8	+14	+13
2b. Connected your learning to societal problems or issues	63	+4	+8	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+2	+5	+6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	78	+10	+10	+13
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	81	+8	+8	+11
2f. Learned something that changed the way you understand an issue or concept	74	+5	+4	+7
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+6	+5	+8
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	75	-0	-2	+2
9b. Reviewed your notes after class	69	-3	+0	+2
9c. Summarized what you learned in class or from course materials	70	-2	+1	+3
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	-6	+2	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	-2	+5	+5
6c. Evaluated what others have concluded from numerical information	46	-6	+3	+2

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

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

Academic Challenge: Seniors

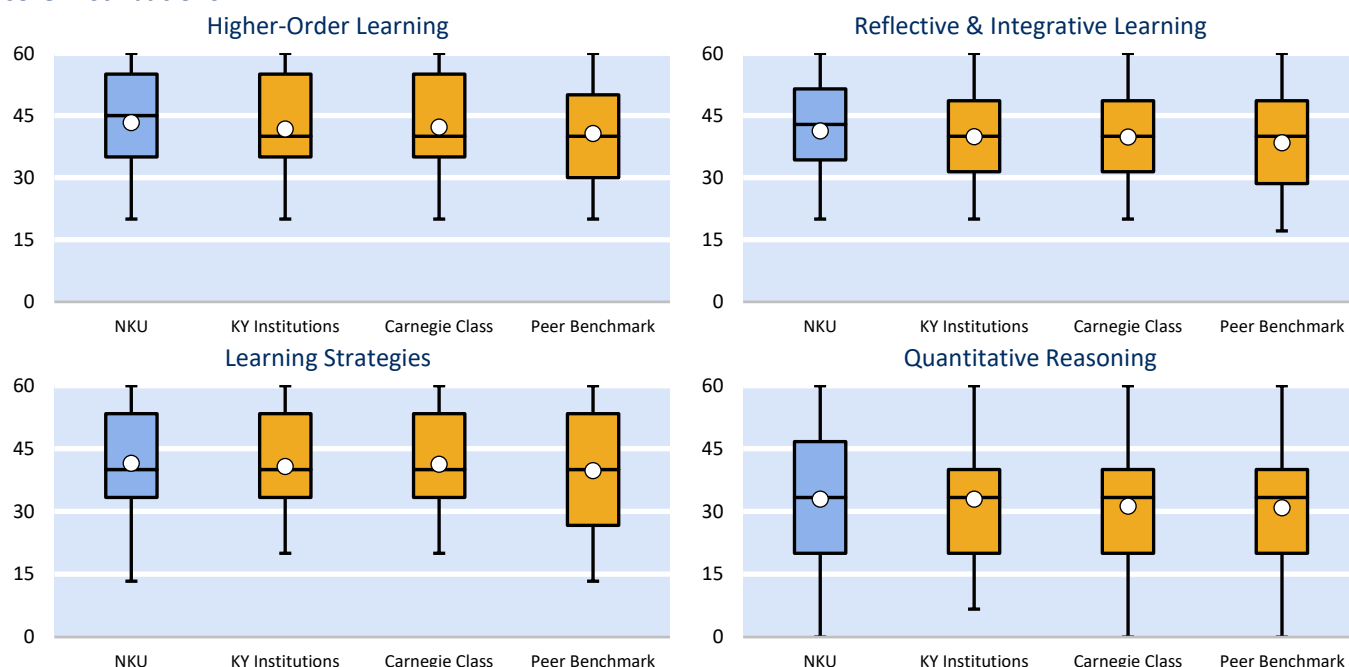
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	NKU Mean	Your seniors compared with					
		KY Institutions Mean	Effect size	Carnegie Class Mean	Effect size	Peer Benchmark Mean	Effect size
Higher-Order Learning	43.3	41.7	.11	42.2	.08	40.7 **	.19
Reflective & Integrative Learning	41.3	39.9	.11	39.8 *	.11	38.4 ***	.22
Learning Strategies	41.5	40.7	.05	41.2	.02	39.7	.12
Quantitative Reasoning	32.9	32.9	.00	31.3	.10	30.9	.12

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	NKU	KY Institutions	Carnegie Class	Peer Benchmark
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	84	+3	+4	+6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	-0	-0	+2
4d. Evaluating a point of view, decision, or information source	75	+2	-2	+3
4e. Forming a new idea or understanding from various pieces of information	79	+2	+2	+6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	72	-1	+5	+3
2b. Connected your learning to societal problems or issues	67	+1	+2	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+1	+0	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	76	+4	+4	+9
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	81	+6	+6	+8
2f. Learned something that changed the way you understand an issue or concept	74	+1	+0	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+1	+1	+3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	+0	-1	+3
9b. Reviewed your notes after class	73	+4	+4	+6
9c. Summarized what you learned in class or from course materials	73	+1	-0	+3
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	62	+1	+5	+7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	56	+4	+7	+8
6c. Evaluated what others have concluded from numerical information	54	+1	+7	+7

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Learning with Peers: First-year students

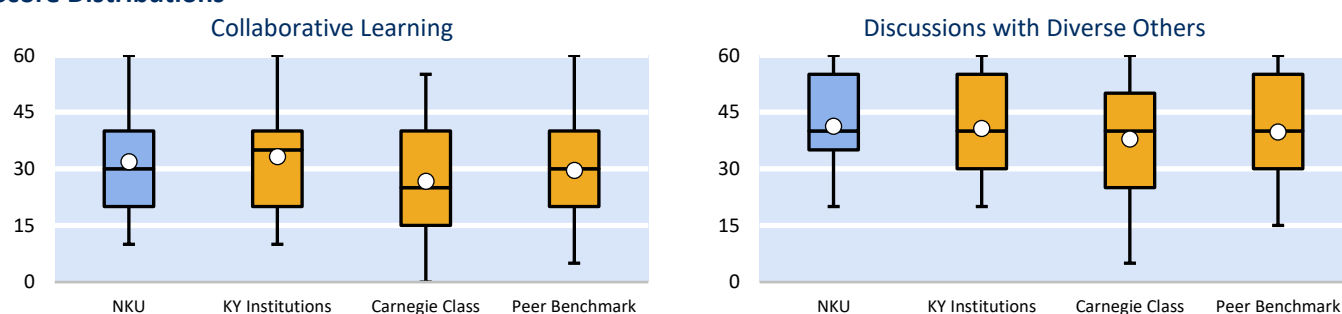
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NKU Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.8	33.2	-.10	26.6 ***	.32	29.6 **	.16
Discussions with Diverse Others	41.2	40.7	.04	37.9 ***	.20	39.7	.10

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		Percentage point difference ^a between your FY students and			
	NKU	KY Institutions	Carnegie Class	Peer Benchmark	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
1b. Asked another student to help you understand course material	51	<div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div></div> +13	<div><div></div><div></div><div></div><div></div><div></div></div> +7	
1c. Explained course material to one or more students	51	<div><div></div><div></div><div></div><div></div><div></div></div> -4	<div><div></div><div></div><div></div><div></div><div></div></div> +9	<div><div></div><div></div><div></div><div></div><div></div></div> +5	
1d. Prepared for exams by discussing or working through course material with other students	47	<div><div></div><div></div><div></div><div></div><div></div></div> -4	<div><div></div><div></div><div></div><div></div><div></div></div> +10	<div><div></div><div></div><div></div><div></div><div></div></div> +5	
1e. Worked with other students on course projects or assignments	60	<div><div></div><div></div><div></div><div></div><div></div></div> -0	<div><div></div><div></div><div></div><div></div><div></div></div> +12	<div><div></div><div></div><div></div><div></div><div></div></div> +10	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	76	<div><div></div><div></div><div></div><div></div><div></div></div> +2	<div><div></div><div></div><div></div><div></div><div></div></div> +6	<div><div></div><div></div><div></div><div></div><div></div></div> +3	
8b. People from economic backgrounds other than your own	77	<div><div></div><div></div><div></div><div></div><div></div></div> +0	<div><div></div><div></div><div></div><div></div><div></div></div> +7	<div><div></div><div></div><div></div><div></div><div></div></div> +4	
8c. People with religious beliefs other than your own	75	<div><div></div><div></div><div></div><div></div><div></div></div> +5	<div><div></div><div></div><div></div><div></div><div></div></div> +13	<div><div></div><div></div><div></div><div></div><div></div></div> +9	
8d. People with political views other than your own	65	<div><div></div><div></div><div></div><div></div><div></div></div> -4	<div><div></div><div></div><div></div><div></div><div></div></div> +7	<div><div></div><div></div><div></div><div></div><div></div></div> +5	

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Learning with Peers: Seniors

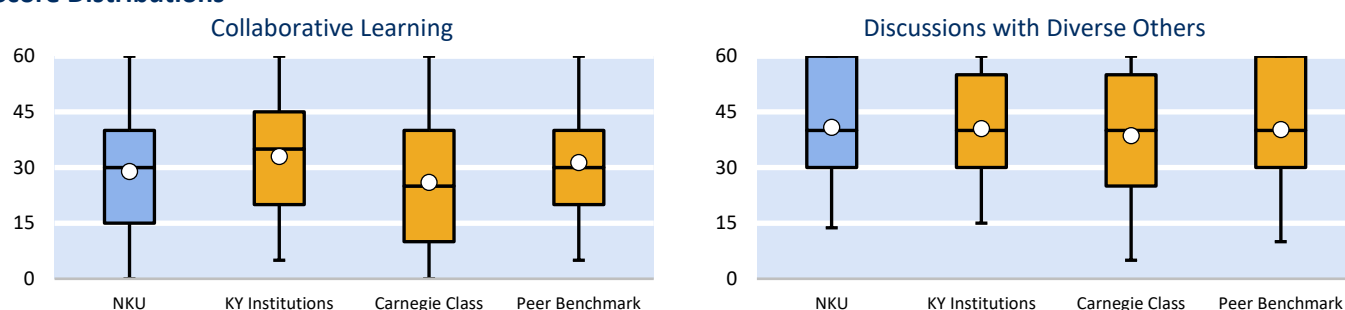
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NKU Mean	Your seniors compared with					
		KY Institutions		Carnegie Class		Peer Benchmark	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.9	33.0 ***	-.26	26.1 **	.16	31.4 **	-.15
Discussions with Diverse Others	40.8	40.5	.02	38.6 *	.13	40.3	.04

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

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		Percentage point difference ^a between your seniors and			
	NKU	KY Institutions	Carnegie Class	Peer Benchmark	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
1b. Asked another student to help you understand course material	37	<div><div></div></div> -9	+4 <div><div></div></div>	<div><div></div></div> -5	
1c. Explained course material to one or more students	49	<div><div></div></div> -7	+7 <div><div></div></div>	<div><div></div></div> -2	
1d. Prepared for exams by discussing or working through course material with other students	38	<div><div></div></div> -10	+5 <div><div></div></div>	<div><div></div></div> -4	
1e. Worked with other students on course projects or assignments	59	<div><div></div></div> -7	+7 <div><div></div></div>	<div><div></div></div> -3	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	69	<div><div></div></div> -2	-2 <div><div></div></div>	<div><div></div></div> -5	
8b. People from economic backgrounds other than your own	73	<div><div></div></div> -2	+1 <div><div></div></div>	<div><div></div></div> -1	
8c. People with religious beliefs other than your own	71	+2 <div><div></div></div>	+10 <div><div></div></div>	+2 <div><div></div></div>	
8d. People with political views other than your own	65	<div><div></div></div> -3	+5 <div><div></div></div>	+1 <div><div></div></div>	

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Experiences with Faculty: First-year students

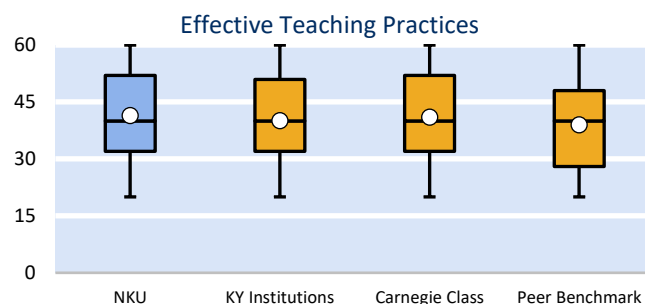
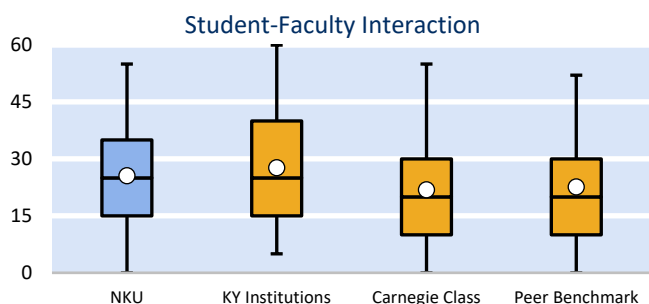
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	NKU Mean	Your first-year students compared with					
		KY Institutions		Carnegie Class		Peer Benchmark	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.5	27.7 *	-.13	21.9 ***	.24	22.6 **	.19
Effective Teaching Practices	41.4	40.1	.10	41.0	.03	38.9 **	.19

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		Percentage point difference ^a between your FY students and			
	NKU	KY Institutions	Carnegie Class	Peer Benchmark	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
3a. Talked about career plans with a faculty member	50	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><d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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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

Experiences with Faculty: Seniors

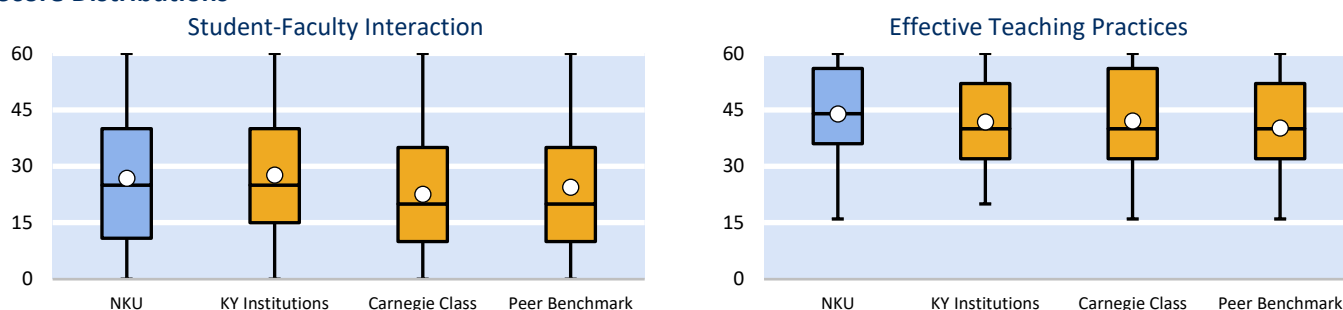
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	NKU Mean	Your seniors compared with					
		KY Institutions		Carnegie Class		Peer Benchmark	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.7	27.6	-.05	22.5 ***	.25	24.4 *	.14
Effective Teaching Practices	43.9	41.8 **	.16	42.0 *	.13	40.1 ***	.26

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and			
	NKU	KY Institutions	Carnegie Class	Peer Benchmark	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	53	+1	+11	+8	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	-3	+8	+4	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	-1	+9	+5	
3d. Discussed your academic performance with a faculty member	40	-1	+7	+5	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	85	+2	+2	+5	
5b. Taught course sessions in an organized way	82	+2	+3	+8	
5c. Used examples or illustrations to explain difficult points	83	+3	+7	+7	
5d. Provided feedback on a draft or work in progress	76	+6	+7	+11	
5e. Provided prompt and detailed feedback on tests or completed assignments	78	+9	+7	+14	

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

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

Campus Environment: First-year students

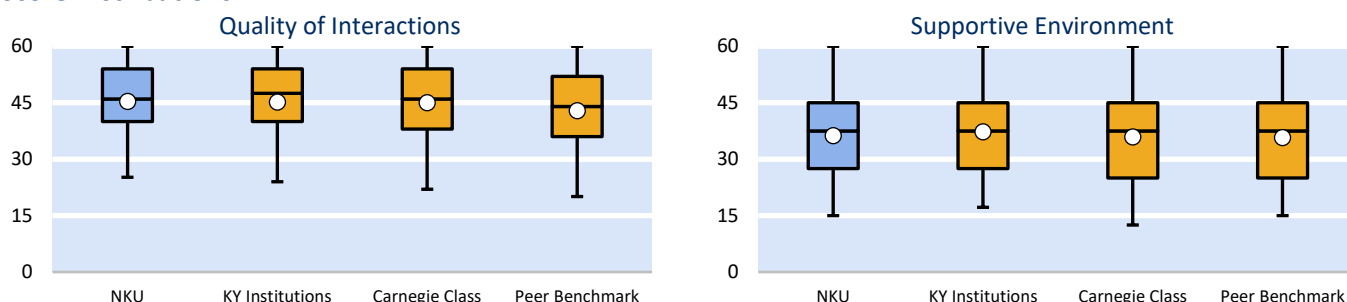
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NKU Mean	Your first-year students compared with					
		KY Institutions Mean	Effect size	Carnegie Class Mean	Effect size	Peer Benchmark Mean	Effect size
Quality of Interactions	45.3	45.2	.01	45.1	.02	42.9 **	.21
Supportive Environment	36.3	37.3	-.07	35.9	.03	35.7	.04

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.

Quality of Interactions	NKU	Percentage point difference ^a between your FY students and		
		KY Institutions	Carnegie Class	Peer Benchmark
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	56	-1	+1	+7
13b. Academic advisors	67	+4	+6	+10
13c. Faculty	59	+1	-1	+10
13d. Student services staff (career services, student activities, housing, etc.)	53	-1	-1	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	-5	-6	+3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	72	-3	-3	-2
14c. Using learning support services (tutoring services, writing center, etc.)	73	-2	-2	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+2	+4	+3
14e. Providing opportunities to be involved socially	74	+1	+2	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	-3	+0	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	-5	+0	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	-7	+1	-1
14i. Attending events that address important social, economic, or political issues	46	-6	+0	+1

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

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Campus Environment: Seniors

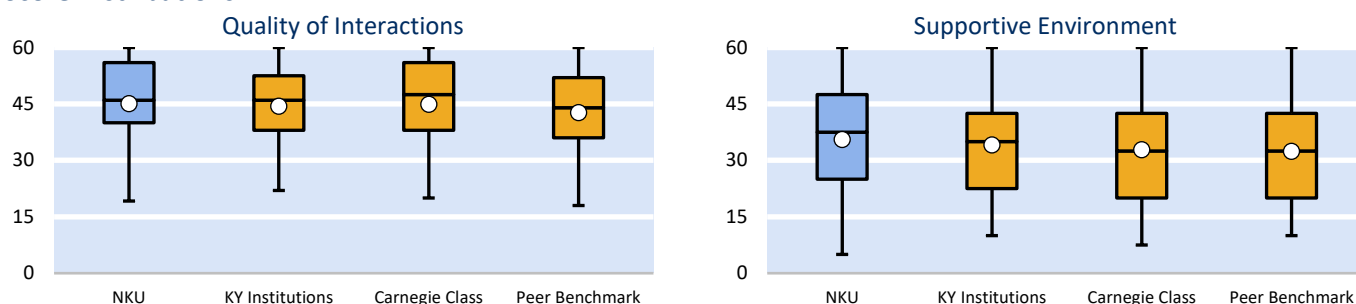
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NKU Mean	Your seniors compared with					
		KY Institutions		Carnegie Class		Peer Benchmark	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.1	44.4	.06	44.9	.01	42.7 **	.19
Supportive Environment	35.6	34.2	.10	32.9 **	.18	32.4 ***	.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).

Score Distributions



Performance on Indicator Items

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13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+4	-2	+7
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
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14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+6	+8	+7
14e. Providing opportunities to be involved socially	70	+1	+7	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+4	+9	+9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	+2	+4	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	-5	+5	+4
14i. Attending events that address important social, economic, or political issues	43	+1	+3	+3

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

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

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NSSE 2025 Engagement Indicators

Comparisons with High-Performing Institutions

Northern Kentucky University

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2024 and 2025 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2024 and 2025 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students		NKU Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.1	40.3	-.09	✓	42.9 ***	-.30	
	Reflective and Integrative Learning	39.3	37.6 *	.13	✓	40.0	-.07	✓
	Learning Strategies	39.8	40.9	-.08	✓	43.8 ***	-.28	
	Quantitative Reasoning	30.8	31.2	-.03	✓	33.6 **	-.18	
Learning with Peers	Collaborative Learning	31.8	33.0	-.09	✓	36.2 ***	-.33	
	Discussions with Diverse Others	41.2	40.9	.02	✓	43.7 **	-.18	
Experiences with Faculty	Student-Faculty Interaction	25.5	25.7	-.01	✓	29.6 ***	-.27	
	Effective Teaching Practices	41.4	41.7	-.02	✓	44.4 ***	-.21	
Campus Environment	Quality of Interactions	45.3	46.5	-.10	✓	49.1 ***	-.31	
	Supportive Environment	36.3	38.0 *	-.13		40.6 ***	-.34	

Seniors		NKU Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	43.3	42.9	.03	✓	45.5 **	-.17	
	Reflective and Integrative Learning	41.3	40.9	.03	✓	43.8 ***	-.21	
	Learning Strategies	41.5	42.2	-.05	✓	44.6 ***	-.23	
	Quantitative Reasoning	32.9	33.6	-.04	✓	36.9 ***	-.25	
Learning with Peers	Collaborative Learning	28.9	34.9 ***	-.42		38.5 ***	-.70	
	Discussions with Diverse Others	40.8	41.8	-.06	✓	44.8 ***	-.27	
Experiences with Faculty	Student-Faculty Interaction	26.7	30.7 ***	-.24		34.8 ***	-.49	
	Effective Teaching Practices	43.9	43.4	.03	✓	46.2 **	-.18	
Campus Environment	Quality of Interactions	45.1	46.3	-.10		49.1 ***	-.33	
	Supportive Environment	35.6	35.9	-.02	✓	39.4 ***	-.28	

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

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

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

NSSE 2025 Engagement Indicators

Detailed Statistics^a

Northern Kentucky University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NKU (N = 272)	39.1	12.6	.76	20	30	40	50	60				
KY Institutions	39.7	13.2	.28	20	30	40	50	60	347	-.6	.466	-.045
Carnegie Class	39.3	13.8	.10	20	30	40	50	60	280	-.2	.768	-.017
Peer Benchmark	38.4	13.5	.31	15	30	40	50	60	364	.7	.388	.053
Top 50%	40.3	13.2	.05	20	30	40	50	60	272	-1.2	.117	-.091
Top 10%	42.9	12.7	.12	20	35	40	55	60	284	-3.8	.000	-.299
Reflective & Integrative Learning												
NKU (N = 305)	39.3	11.1	.64	23	31	40	49	57				
KY Institutions	37.1	12.4	.25	20	29	37	46	60	406	2.1	.002	.173
Carnegie Class	36.6	12.4	.09	17	29	37	46	60	316	2.7	.000	.216
Peer Benchmark	35.8	12.2	.27	17	29	37	43	57	418	3.5	.000	.290
Top 50%	37.6	12.0	.04	20	29	37	46	60	307	1.6	.012	.135
Top 10%	40.0	12.1	.12	20	31	40	49	60	328	-.8	.222	-.066
Learning Strategies												
NKU (N = 263)	39.8	13.5	.83	20	33	40	52	60				
KY Institutions	40.4	13.9	.31	20	33	40	53	60	338	-.6	.494	-.044
Carnegie Class	40.1	14.3	.11	20	27	40	53	60	272	-.3	.696	-.023
Peer Benchmark	39.1	13.8	.33	20	27	40	53	60	349	.7	.409	.053
Top 50%	40.9	13.9	.05	20	33	40	53	60	264	-1.1	.181	-.080
Top 10%	43.8	14.2	.11	20	33	40	60	60	271	-4.0	.000	-.279
Quantitative Reasoning												
NKU (N = 266)	30.8	16.0	.98	0	20	33	40	60				
KY Institutions	32.6	15.7	.34	7	20	33	40	60	332	-1.9	.074	-.119
Carnegie Class	29.3	16.2	.12	0	20	27	40	60	274	1.5	.129	.093
Peer Benchmark	30.1	15.4	.36	7	20	27	40	60	341	.6	.542	.041
Top 50%	31.2	15.5	.06	7	20	33	40	60	267	-.4	.672	-.027
Top 10%	33.6	15.6	.13	7	20	33	40	60	274	-2.8	.005	-.178
Learning with Peers												
Collaborative Learning												
NKU (N = 329)	31.8	13.7	.76	10	20	30	40	60				
KY Institutions	33.2	14.8	.29	10	20	35	40	60	432	-1.4	.081	-.097
Carnegie Class	26.6	16.2	.11	0	15	25	40	55	342	5.2	.000	.322
Peer Benchmark	29.6	14.5	.31	5	20	30	40	60	442	2.2	.006	.155
Top 50%	33.0	13.9	.05	10	25	30	40	60	331	-1.2	.115	-.086
Top 10%	36.2	13.6	.11	15	25	35	45	60	342	-4.4	.000	-.325
Discussions with Diverse Others												
NKU (N = 266)	41.2	13.9	.85	20	35	40	55	60				
KY Institutions	40.7	15.1	.33	20	30	40	55	60	350	.6	.548	.037
Carnegie Class	37.9	16.5	.13	5	25	40	50	60	277	3.4	.000	.204
Peer Benchmark	39.7	15.9	.38	15	30	40	55	60	376	1.5	.109	.096
Top 50%	40.9	14.9	.06	20	30	40	55	60	267	.3	.687	.023
Top 10%	43.7	13.9	.15	20	35	45	60	60	282	-2.5	.004	-.182

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
NKU (N = 290)	25.5	15.3	.90	0	15	25	35	55				
KY Institutions	27.7	15.9	.33	5	15	25	40	60	373	-2.1	.026	-.135
Carnegie Class	21.9	15.5	.11	0	10	20	30	55	299	3.6	.000	.235
Peer Benchmark	22.6	15.2	.34	0	10	20	30	52	379	2.9	.002	.193
Top 50%	25.7	15.3	.07	5	15	25	35	60	293	-.2	.837	-.012
Top 10%	29.6	15.6	.18	5	20	25	40	60	314	-4.1	.000	-.265
Effective Teaching Practices												
NKU (N = 273)	41.4	11.8	.71	20	32	40	52	60				
KY Institutions	40.1	13.2	.28	20	32	40	51	60	361	1.4	.079	.103
Carnegie Class	41.0	13.9	.10	20	32	40	52	60	284	.4	.548	.031
Peer Benchmark	38.9	13.4	.31	20	28	40	48	60	379	2.5	.001	.191
Top 50%	41.7	13.3	.05	20	32	40	52	60	275	-.3	.712	-.020
Top 10%	44.4	14.2	.13	20	36	45	60	60	289	-3.0	.000	-.212
Campus Environment												
Quality of Interactions												
NKU (N = 236)	45.3	11.4	.74	25	40	46	54	60				
KY Institutions	45.2	11.4	.26	24	40	48	54	60	294	.1	.884	.010
Carnegie Class	45.1	12.1	.10	22	38	46	54	60	244	.3	.707	.023
Peer Benchmark	42.9	11.7	.29	20	36	44	52	60	311	2.4	.003	.207
Top 50%	46.5	11.5	.05	25	40	48	56	60	238	-1.1	.125	-.099
Top 10%	49.1	12.0	.11	26	43	52	60	60	245	-3.7	.000	-.311
Supportive Environment												
NKU (N = 249)	36.3	12.6	.80	15	28	38	45	60				
KY Institutions	37.3	13.6	.30	17	28	38	45	60	325	-1.0	.251	-.073
Carnegie Class	35.9	14.1	.11	13	25	38	45	60	258	.4	.624	.028
Peer Benchmark	35.7	13.4	.33	15	25	38	45	60	337	.6	.499	.044
Top 50%	38.0	13.1	.06	18	30	40	48	60	251	-1.7	.032	-.132
Top 10%	40.6	12.5	.14	20	33	40	50	60	265	-4.3	.000	-.340

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

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

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

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

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

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

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

NSSE 2025 Engagement Indicators

Detailed Statistics^a

Northern Kentucky University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NKU (N = 342)	43.3	13.8	.75	20	35	45	55	60				
KY Institutions	41.7	13.7	.30	20	35	40	55	60	458	1.6	.054	.113
Carnegie Class	42.2	13.8	.10	20	35	40	55	60	354	1.1	.159	.077
Peer Benchmark	40.7	14.0	.30	20	30	40	50	60	462	2.6	.001	.187
Top 50%	42.9	13.6	.06	20	35	40	55	60	345	.4	.590	.030
Top 10%	45.5	12.7	.16	20	40	45	60	60	375	-2.2	.004	-.174
Reflective & Integrative Learning												
NKU (N = 369)	41.3	13.2	.69	20	34	43	51	60				
KY Institutions	39.9	12.7	.27	20	31	40	49	60	488	1.4	.061	.109
Carnegie Class	39.8	12.8	.09	20	31	40	49	60	381	1.4	.039	.113
Peer Benchmark	38.4	13.3	.28	17	29	40	49	60	496	2.9	.000	.216
Top 50%	40.9	12.3	.05	20	31	40	51	60	373	.3	.625	.027
Top 10%	43.8	12.0	.17	23	34	43	54	60	412	-2.5	.000	-.206
Learning Strategies												
NKU (N = 329)	41.5	15.2	.84	13	33	40	53	60				
KY Institutions	40.7	14.3	.32	20	33	40	53	60	433	.8	.380	.055
Carnegie Class	41.2	14.7	.11	20	33	40	53	60	340	.2	.775	.016
Peer Benchmark	39.7	15.0	.33	13	27	40	53	60	440	1.7	.055	.116
Top 50%	42.2	14.4	.06	20	33	40	53	60	332	-.7	.405	-.048
Top 10%	44.6	14.1	.14	20	33	47	60	60	346	-3.2	.000	-.226
Quantitative Reasoning												
NKU (N = 332)	32.9	17.6	.97	0	20	33	47	60				
KY Institutions	32.9	16.4	.37	7	20	33	40	60	433	.0	.981	-.001
Carnegie Class	31.3	17.1	.12	0	20	33	40	60	342	1.6	.092	.096
Peer Benchmark	30.9	16.9	.37	0	20	33	40	60	436	2.0	.050	.120
Top 50%	33.6	16.5	.07	7	20	33	47	60	334	-.7	.488	-.041
Top 10%	36.9	16.1	.17	7	27	40	47	60	353	-4.0	.000	-.250
Learning with Peers												
Collaborative Learning												
NKU (N = 378)	28.9	16.8	.86	0	15	30	40	60				
KY Institutions	33.0	15.6	.32	5	20	35	45	60	488	-4.1	.000	-.259
Carnegie Class	26.1	17.5	.12	0	10	25	40	60	391	2.9	.001	.165
Peer Benchmark	31.4	16.2	.33	5	20	30	40	60	495	-2.4	.009	-.149
Top 50%	34.9	14.4	.06	10	25	35	45	60	381	-6.0	.000	-.417
Top 10%	38.5	13.6	.14	15	30	40	50	60	398	-9.6	.000	-.696
Discussions with Diverse Others												
NKU (N = 333)	40.8	16.5	.90	14	30	40	60	60				
KY Institutions	40.5	15.7	.35	15	30	40	55	60	440	.3	.758	.019
Carnegie Class	38.6	16.8	.12	5	25	40	55	60	345	2.2	.014	.134
Peer Benchmark	40.3	16.6	.37	10	30	40	60	60	451	.6	.551	.035
Top 50%	41.8	15.5	.06	15	30	40	60	60	335	-1.0	.285	-.063
Top 10%	44.8	14.5	.21	20	35	45	60	60	369	-3.9	.000	-.269

NSSE 2025 Engagement Indicators

Detailed Statistics^a

Northern Kentucky University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
NKU (N = 353)	26.7	17.3	.92	0	11	25	40	60				
KY Institutions	27.6	16.8	.36	0	15	25	40	60	470	-.8	.395	-.050
Carnegie Class	22.5	17.1	.12	0	10	20	35	60	365	4.2	.000	.247
Peer Benchmark	24.4	17.0	.36	0	10	20	35	60	469	2.4	.017	.139
Top 50%	30.7	16.3	.10	5	20	30	40	60	360	-4.0	.000	-.244
Top 10%	34.8	16.3	.27	10	20	35	50	60	414	-8.1	.000	-.494
Effective Teaching Practices												
NKU (N = 345)	43.9	13.7	.74	16	36	44	56	60				
KY Institutions	41.8	13.6	.30	20	32	40	52	60	465	2.1	.008	.155
Carnegie Class	42.0	14.5	.10	16	32	40	56	60	357	1.9	.012	.131
Peer Benchmark	40.1	14.6	.32	16	32	40	52	60	481	3.8	.000	.262
Top 50%	43.4	13.6	.07	20	36	44	56	60	349	.5	.523	.035
Top 10%	46.2	13.2	.16	20	40	48	60	60	377	-2.3	.002	-.176
Campus Environment												
Quality of Interactions												
NKU (N = 287)	45.1	12.6	.74	19	40	46	56	60				
KY Institutions	44.4	11.8	.28	22	38	46	53	60	371	.7	.379	.059
Carnegie Class	44.9	12.6	.10	20	38	48	56	60	296	.2	.811	.014
Peer Benchmark	42.7	12.8	.30	18	36	44	52	60	388	2.4	.003	.190
Top 50%	46.3	12.0	.06	24	40	48	56	60	289	-1.2	.105	-.101
Top 10%	49.1	12.1	.12	24	43	52	60	60	300	-4.0	.000	-.327
Supportive Environment												
NKU (N = 323)	35.6	15.8	.88	5	25	38	48	60				
KY Institutions	34.2	14.4	.33	10	23	35	43	60	418	1.4	.135	.096
Carnegie Class	32.9	15.3	.12	8	20	33	43	60	333	2.7	.002	.176
Peer Benchmark	32.4	14.7	.33	10	20	33	43	60	419	3.2	.001	.215
Top 50%	35.9	14.2	.07	13	25	38	45	60	326	-.3	.740	-.021
Top 10%	39.4	13.5	.22	18	30	40	50	60	364	-3.8	.000	-.276

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.