



National Survey of Student Engagement

The College Student Report

Institutional Engagement Index 2001

This report represents the degree to which your students do more or less than expected in terms of engaging in the five areas of effective educational practice described in the *NSSE 2001 Report* after statistically adjusting for the types of students that attend your school and other institutional characteristics.¹ Thus, the Institutional Engagement Index provides an alternative way to view institutional performance.

The report answers three main questions:

- 1) If your actual benchmark scores were statistically adjusted for the types of students at your school and other institutional characteristics, what would happen to your benchmark scores?
- 2) Is your institution doing better or worse than expected given your student and institutional make-up?
- 3) How does the difference between your actual and predicted benchmark scores compare to other NSSE colleges and universities?

University of Kentucky

Benchmark	Actual	Predicted	Residual	Standardized Residual
First-Year Students				
Level of Academic Challenge	51.4	50.4	1.0	0.4
Active and Collaborative Learning	35.6	35.3	0.3	0.1
Student Interactions with Faculty Members	33.6	30.6	3.0	0.8
Enriching Educational Experiences	50.4	52.5	-2.1	-0.5
Supportive Campus Environment	53.3	55.0	-1.7	-0.4
Senior Students				
Level of Academic Challenge	52.4	53.8	-1.5	-0.5
Active and Collaborative Learning	44.8	46.1	-1.3	-0.4
Student Interactions with Faculty Members	39.1	38.7	0.4	0.1
Enriching Educational Experiences	42.5	45.0	-2.5	-0.6
Supportive Campus Environment	48.3	50.8	-2.5	-0.6

The first column highlights your institution's first-year and senior students actual benchmark scores, which correspond to the numbers reported in the Institutional Benchmark Report.²

The second column represents what your students could be predicted or expected to do across this range of important activities, given their background characteristics and selected institutional information.³

The third column, residual, is the difference between the actual and predicted scores. A positive score indicates that students are more engaged in the respective educational practice (and likely benefiting more) *than might be expected*. A negative score indicates that students are doing less than expected in these areas of effective educational practice.

The last column is a standardized residual (SR), an estimate of the degree to which your institution exceeded or fell short of its predicted score on each benchmark relative to all other NSSE institutions. It expresses the residual score in standard deviation units. When your school's actual benchmark score is equal to the predicted score both the residual score and the SR are equal to zero. A large, positive SR indicates that your school exceeded its predicted score by more than most other schools.⁴

Notes to NSSE Institutional Engagement Index

The information in these notes will help in understanding the Institutional Engagement Index.

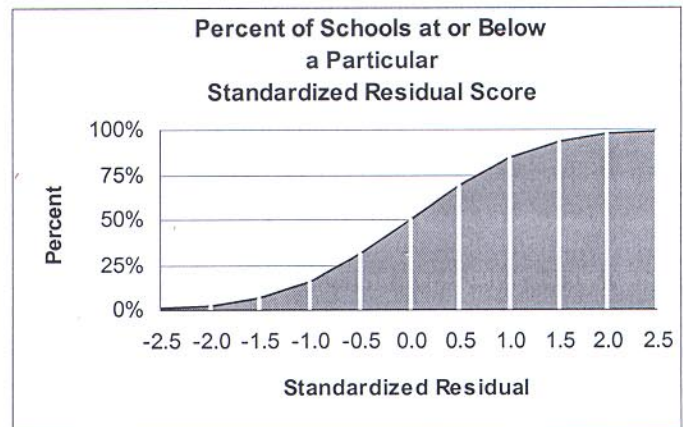
¹Supporting materials related to the Institutional Engagement Index, including the adjusted R^2 and regression coefficients, are available on NSSE's website at [www.iub.edu/~nsse/html/report-2001.shtml].

²The actual score for Level of Academic Challenge reported here might differ somewhat from what is reported in the Benchmark Report. The score in the Benchmark Report includes an enrollment status adjustment. This adjustment was not included here because enrollment status is included in the regression model.

³The following student and institutional characteristics (when available) were considered in an ordinary least squares regression model to produce the predicted benchmark scores. Unless noted otherwise, institutional and student characteristics were obtained from Fall 1998-1999 IPEDS data, the most complete database available: (a) public/private, (b) admissions selectivity from Barron's 2001, (c) Carnegie classification (d) undergraduate enrollment, (e) urbanicity, (f) educational and general revenues per FTE student from 1995-96 IPEDS (g) proportion full-time, (h) proportion female, (i) proportion of different races/ethnicities, (j) proportion of different student-reported major fields, (k) mean student-reported age and, (l) proportion of students reporting on-campus residence. These student and institutional characteristics were included in the regression model since they are not easily changed.

⁴Since some participating colleges and universities will be interested to know how their residuals compare to other NSSE institutions, we have provided the following table and graphic.

A Standardized Residual of indicates a residual score that is greater than approximately ___% of NSSE schools:
-2.5	1%
-2.0	2%
-1.5	7%
-1.0	16%
-0.5	31%
0.0	50%
0.5	69%
1.0	84%
1.5	93%
2.0	98%
2.5	99%



A SR of 1.0 indicates a residual score that is greater than approximately 84 percent of all institutions' scores; a SR of .5 indicates the residual score is greater than about 69 percent of all institutions' scores. In contrast, a negative SR of -.5 indicates the residual score exceeds about 31 percent of all NSSE institutions, and a SR of -1.0 indicates the residual score is greater than only 16 percent of the scores of all other NSSE institutions. Statistically speaking, the SR that we employ is known as the studentized deleted residual or externally studentized residual.