NSSE 2015
Engagement Indicators

Earlham College

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
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

Report Sections

Overview (p. 3) Displays how average EI scores for your first-year and senior 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.

Summary of 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 2014 and 2015 participating institutions.

Detailed Statistics (pp. 16-19) Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

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., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2015 Engagement Indicators

Overview

Earlham College

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 Peer Group	Your first-year students compared with Select	Your first-year students compared with NSSE 2014 & 2015
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 Peers on selectivity	Your seniors compared with More select grp	Your seniors compared with NSSE 2014 & 2015
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

| | Earlham | *Your first-year students compared with* | | | | | |
| | | Peer Group | | Select | | NSSE 2014 & 2015 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	44.1	41.6 *	.19	42.9	.09	39.3 ***	.34
Reflective & Integrative Learning	40.2	38.4	.15	39.7	.04	36.0 ***	.33
Learning Strategies	40.3	40.1	.02	40.7	-.03	39.7	.04
Quantitative Reasoning	28.6	27.8	.05	29.4	-.05	27.9	.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
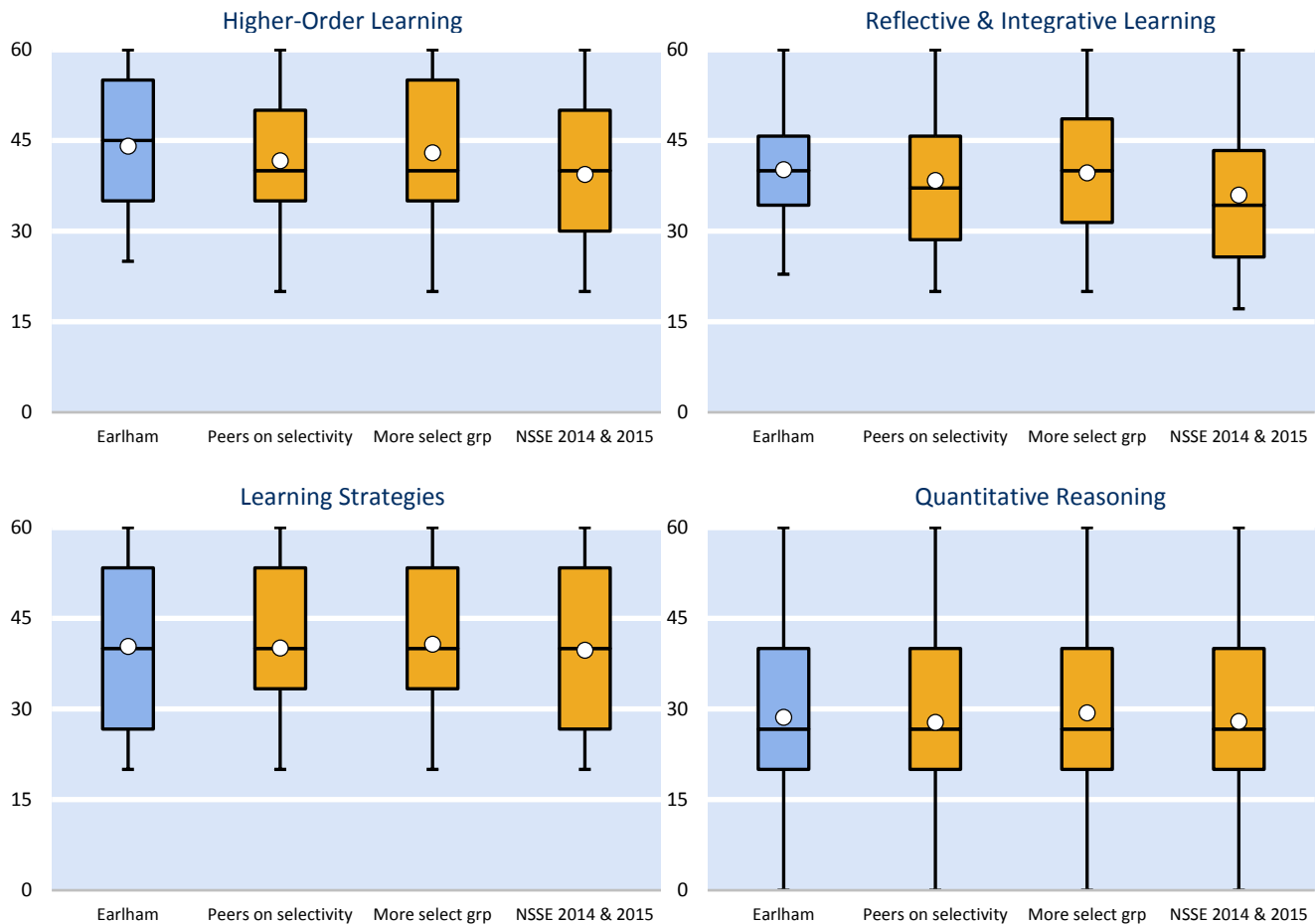
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	Earlham	Peer Group	Select	NSSE 2014 & 2015
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	73	78	80	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	87	80	83	73
4d. Evaluating a point of view, decision, or information source	89	77	79	71
4e. Forming a new idea or understanding from various pieces of information	80	75	80	69
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	66	60	62	56
2b. Connected your learning to societal problems or issues	65	62	65	54
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	71	61	63	52
2d. Examined the strengths and weaknesses of your own views on a topic or issue	76	68	72	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	83	72	74	68
2f. Learned something that changed the way you understand an issue or concept	70	71	77	66
2g. Connected ideas from your courses to your prior experiences and knowledge	88	84	87	77
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	85	89	91	81
9b. Reviewed your notes after class	56	61	60	66
9c. Summarized what you learned in class or from course materials	63	64	64	64
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.)	53	52	54	53
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	39	40	39
6c. Evaluated what others have concluded from numerical information	41	41	44	39

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.

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

| | Earlham | *Your seniors compared with* | | | | | |
| | | Peer Group | | Select | | NSSE 2014 & 2015 | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	44.3	43.0	.10	44.1	.02	41.4	.21
Reflective & Integrative Learning	43.4	42.1	.10	42.7	.06	39.0 ***	.33
Learning Strategies	42.5	39.4	.22	39.4	.23	40.3	.14
Quantitative Reasoning	32.1	30.9	.07	31.7	.02	30.4	.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)

Summary of Indicator Items

Higher-Order Learning	Earlham	Peer Group	Select	NSSE 2014 & 2015
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	78	81	82	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	85	82	85	78
4d. Evaluating a point of view, decision, or information source	81	77	80	72
4e. Forming a new idea or understanding from various pieces of information	84	77	82	73

Reflective & Integrative Learning	Earlham	Peer Group	Select	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	85	77	78	72
2b. Connected your learning to societal problems or issues	77	74	74	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	83	66	67	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	78	73	77	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	81	76	77	71
2f. Learned something that changed the way you understand an issue or concept	84	77	79	70
2g. Connected ideas from your courses to your prior experiences and knowledge	92	89	91	84

Learning Strategies	Earlham	Peer Group	Select	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	93	89	91	83
9b. Reviewed your notes after class	58	53	50	64
9c. Summarized what you learned in class or from course materials	69	61	60	66

Quantitative Reasoning	Earlham	Peer Group	Select	NSSE 2014 & 2015
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.)	66	54	55	56
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	45	46	46
6c. Evaluated what others have concluded from numerical information	52	50	54	46

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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

| | Earlham | Your first-year students compared with | | | | | |
| | | Peer Group | | Select | | NSSE 2014 & 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.8	34.6	.09	34.9	.07	32.4 **	.23
Discussions with Diverse Others	48.4	42.2 ***	.45	44.0 ***	.33	41.1 ***	.46

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.

Summary of Indicator Items

Collaborative Learning	Earlham	Peer Group	Select	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	48	55	57	50
1f. Explained course material to one or more students	66	61	64	57
1g. Prepared for exams by discussing or working through course material with other students	62	56	57	50
1h. Worked with other students on course projects or assignments	71	59	56	53

Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	94	71	80	73
8b. People from an economic background other than your own	91	77	82	74
8c. People with religious beliefs other than your own	89	73	77	69
8d. People with political views other than your own	54	68	67	68

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.

Learning with Peers: Seniors

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

Mean Comparisons

	Earlham					
		Your seniors compared with				
		Peer Group		**Select**		**NSSE 2014 & 2015**
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	36.9	35.0	.14	35.0	.14	32.9 *	.28
Discussions with Diverse Others	46.4	40.2 ***	.43	42.4 *	.29	42.0 **	.27

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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Summary of Indicator Items

Collaborative Learning	Earlham	Peer Group	Select	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	55	48	48	41
1f. Explained course material to one or more students	68	66	66	59
1g. Prepared for exams by discussing or working through course material with other students	56	54	57	47
1h. Worked with other students on course projects or assignments	66	67	64	65

Discussions with Diverse Others	Earlham	Peer Group	Select	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	94	64	75	74
8b. People from an economic background other than your own	90	73	79	75
8c. People with religious beliefs other than your own	82	69	73	71
8d. People with political views other than your own	51	66	65	71

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.
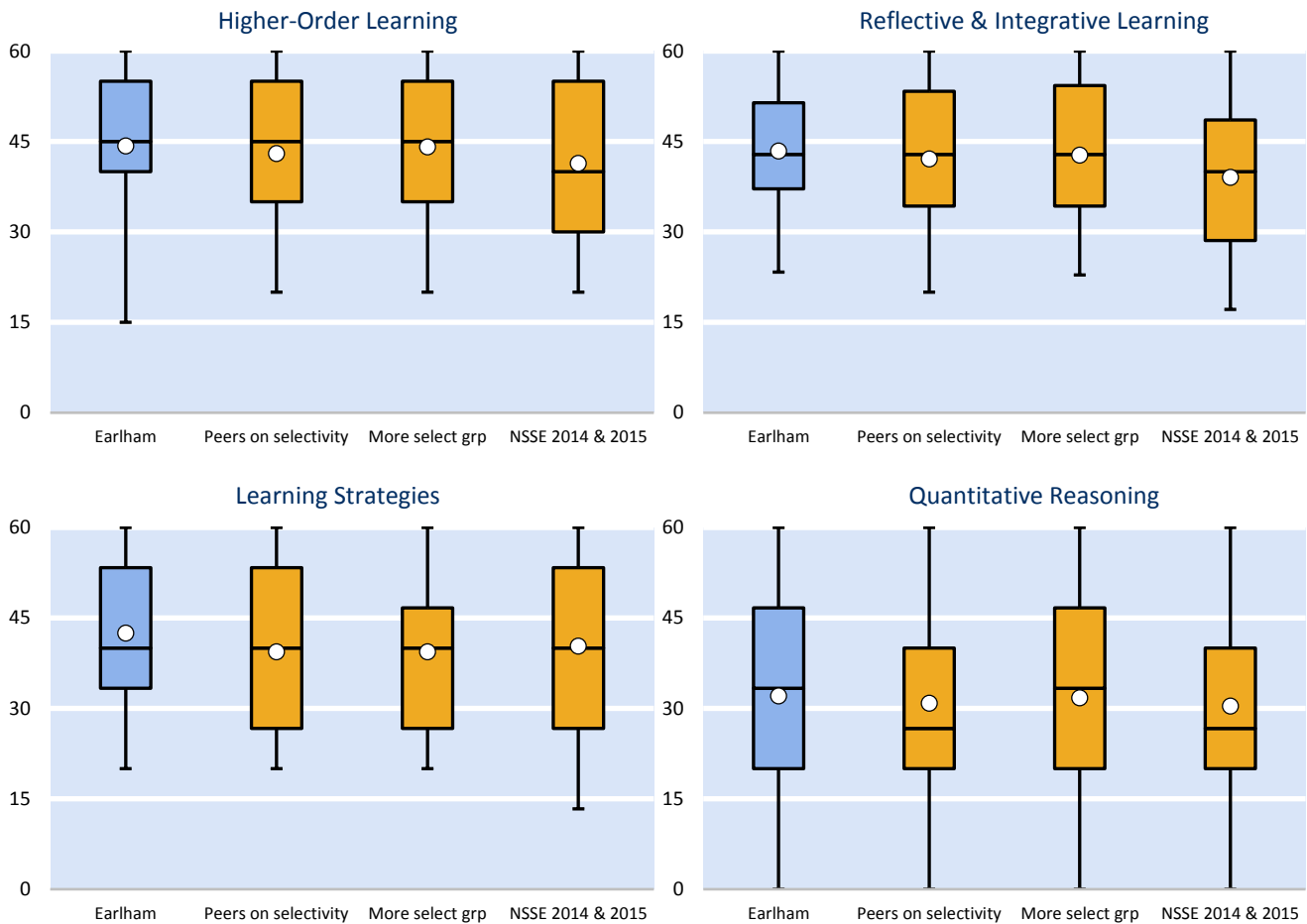
![NSSE national survey of student engagement]

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

	Earlham	Peer Group		Select		NSSE 2014 & 2015	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Student-Faculty Interaction	24.9	23.0	.14	23.1	.14	20.7 **	.28
Effective Teaching Practices	44.3	42.4	.17	44.3	.00	40.1 ***	.31

Your first-year students compared with

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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Summary of Indicator Items

Student-Faculty Interaction	Earlham	Peer Group	Select	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	34	33	28	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	20	20	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	32	38	26
3d. Discussed your academic performance with a faculty member	42	34	33	30

Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	81	85	89	80
5b. Taught course sessions in an organized way	87	87	89	79
5c. Used examples or illustrations to explain difficult points	80	83	87	77
5d. Provided feedback on a draft or work in progress	72	71	73	66
5e. Provided prompt and detailed feedback on tests or completed assignments	77	73	77	63

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.
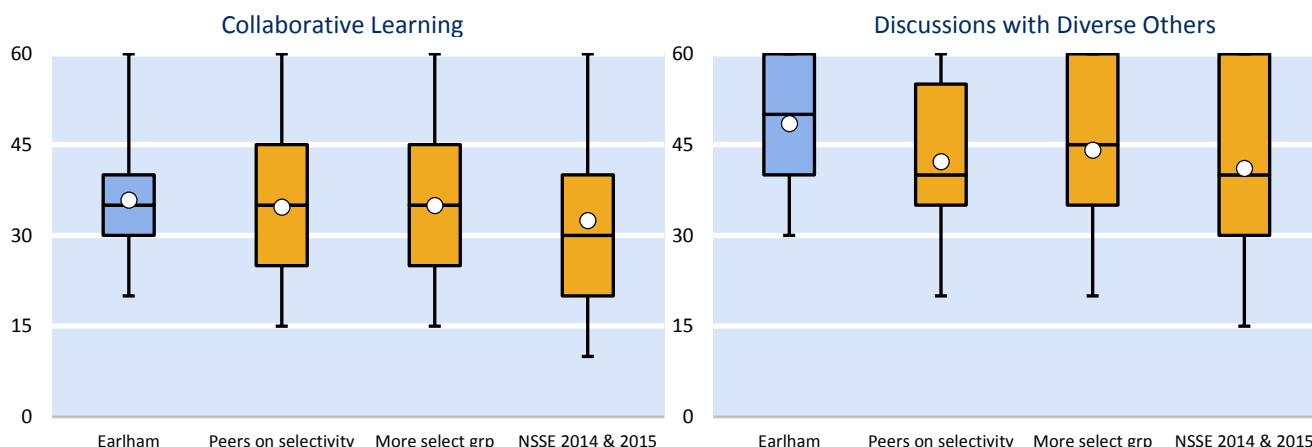
Experiences with Faculty: Seniors

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

	Earlham						
		Peer Group		Select		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	31.7	30.5	.08	30.2	.10	24.0 ***	.46
Effective Teaching Practices	45.8	43.3	.22	44.3	.14	40.8 **	.36

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

Student-Faculty Interaction

Effective Teaching Practices

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.

Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...	Earlham	Peer Group	Select	NSSE 2014 & 2015
	%	%	%	%
3a. Talked about career plans with a faculty member	55	57	55	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	40	39	38	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	59	50	53	34
3d. Discussed your academic performance with a faculty member	40	39	36	34

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...	Earlham	Peer Group	Select	NSSE 2014 & 2015
5a. Clearly explained course goals and requirements	83	87	90	82
5b. Taught course sessions in an organized way	87	87	90	80
5c. Used examples or illustrations to explain difficult points	96	85	89	79
5d. Provided feedback on a draft or work in progress	77	70	71	62
5e. Provided prompt and detailed feedback on tests or completed assignments	73	77	78	67

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.

NSSE 2015 Engagement Indicators
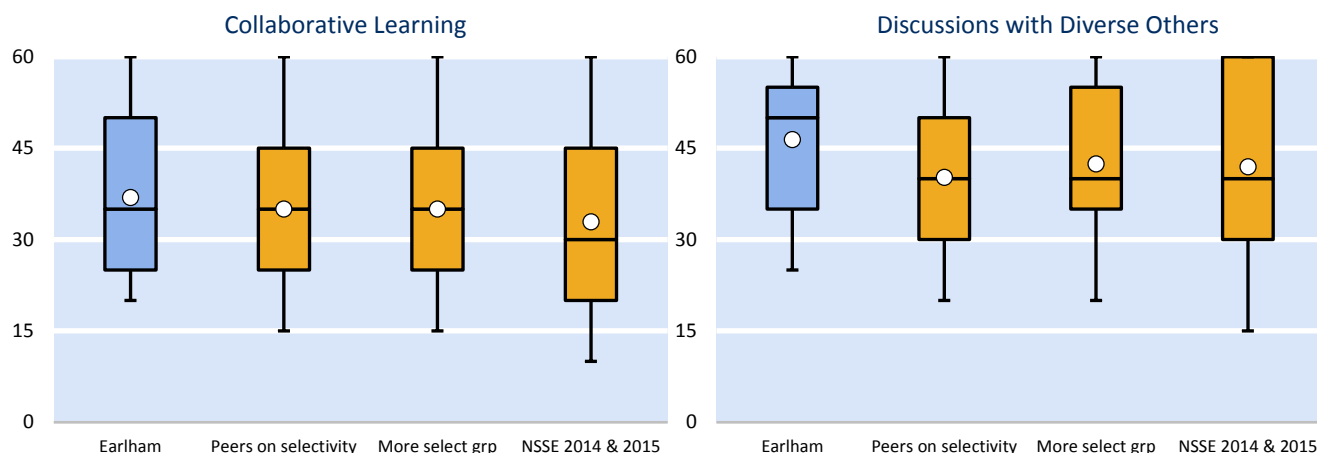## Campus Environment
Earlham College

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

| | Earlham | Your first-year students compared with | | | | | |
| | | Peer Group | | Select | | NSSE 2014 & 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.6	45.0	.06	45.8	-.02	41.5 ***	.32
Supportive Environment	43.1	40.2 *	.24	41.1	.17	37.3 ***	.42

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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Summary of Indicator Items

Quality of Interactions	Earlham	Peer Group	Select	NSSE 2014 & 2015
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	61	65	69	58
13b. Academic advisors	58	57	52	49
13c. Faculty	69	65	69	50
13d. Student services staff (career services, student activities, housing, etc.)	56	53	56	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	50	52	41

Supportive Environment	Earlham	Peer Group	Select	NSSE 2014 & 2015
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	86	85	86	77
14c. Using learning support services (tutoring services, writing center, etc.)	87	84	85	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	81	62	65	60
14e. Providing opportunities to be involved socially	79	80	81	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	82	78	81	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	45	45	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	78	74	74	67
14i. Attending events that address important social, economic, or political issues	84	69	73	53

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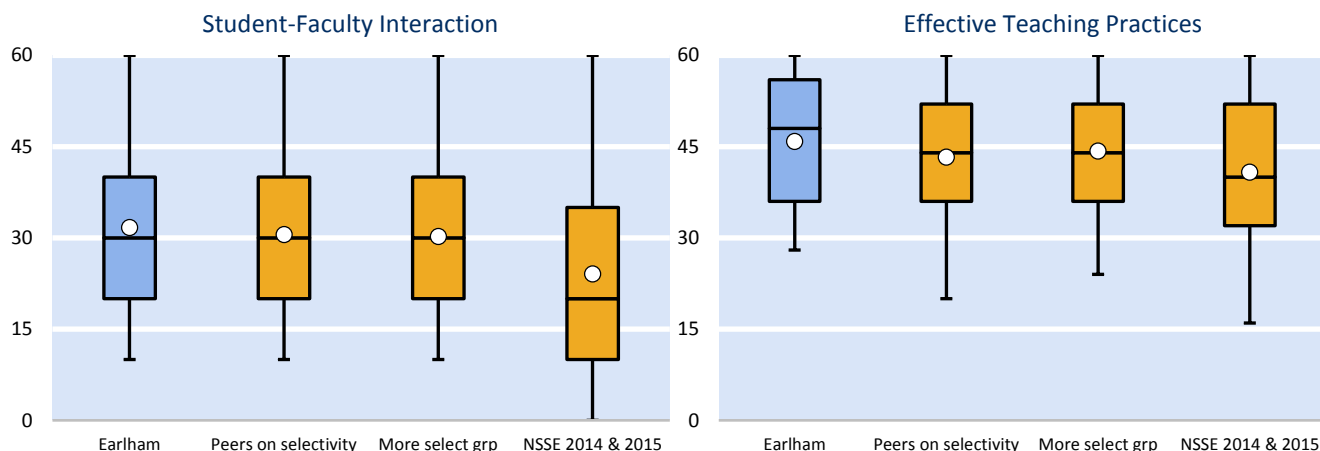
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Mean Comparisons

| | Earlham | | Your seniors compared with | | | | |
| | | Peer Group | | Select | | NSSE 2014 & 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.2	45.0 *	-.29	44.8 *	-.28	42.4	-.02
Supportive Environment	36.0	36.9	-.08	36.9	-.07	33.3	.18

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.

Summary of Indicator Items

Quality of Interactions	Earlham %	Peer Group %	Select %	NSSE 2014 & 2015 %
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…				
13a. Students	69	66	66	63
13b. Academic advisors	65	66	63	52
13c. Faculty	70	72	73	59
13d. Student services staff (career services, student activities, housing, etc.)	26	47	45	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	26	43	40	41

Supportive Environment	Earlham	Peer Group	Select	NSSE 2014 & 2015
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	79	81	81	72
14c. Using learning support services (tutoring services, writing center, etc.)	76	75	75	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	75	52	53	53
14e. Providing opportunities to be involved socially	62	76	74	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	70	72	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	32	29	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	69	67	57
14i. Attending events that address important social, economic, or political issues	78	66	69	46

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.
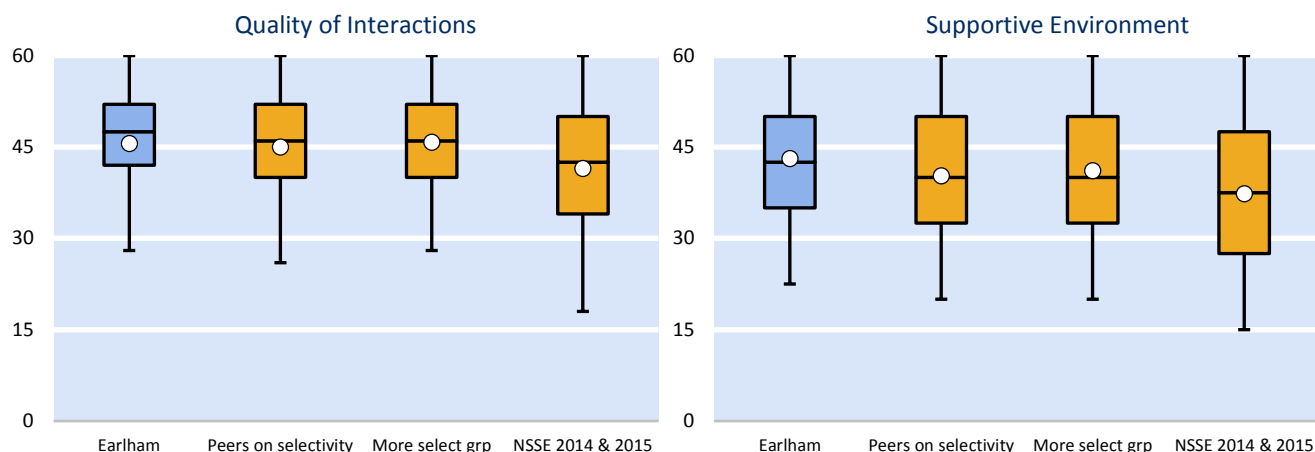
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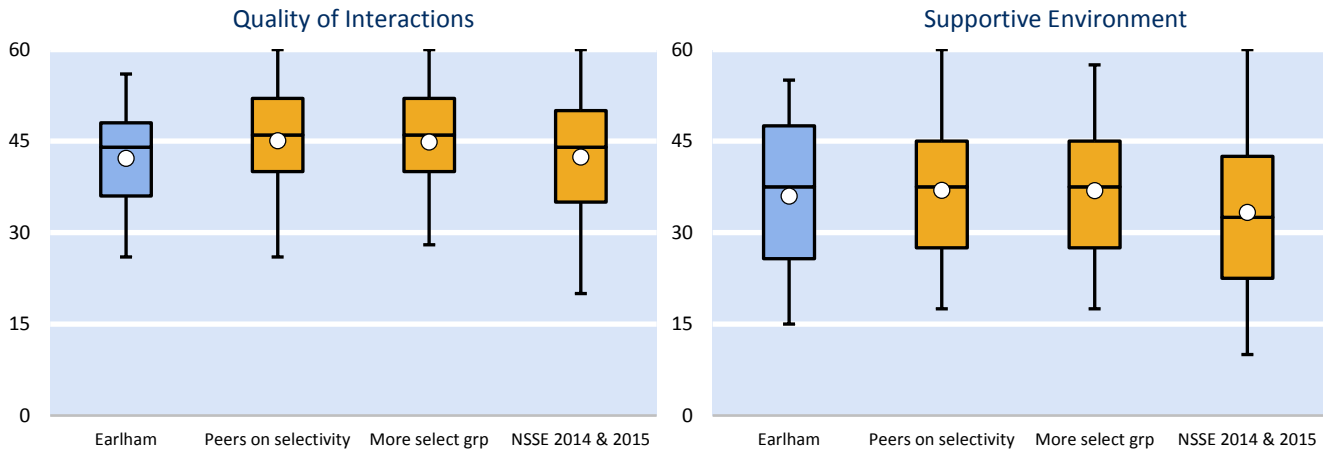
Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/html/position_policies.cfm**), 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 2014 and 2015 NSSE institutions, and

    (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 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

| | | Earlham | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	44.1	41.0 **	.23	✓	43.0	.07	✓
	Reflective and Integrative Learning	40.2	37.6 **	.20	✓	39.6	.05	✓
	Learning Strategies	40.3	41.6	-.09	✓	44.4 **	-.29	
	Quantitative Reasoning	28.6	29.4	-.05	✓	31.5	-.17	
Learning with Peers	Collaborative Learning	35.8	35.1	.05	✓	37.3	-.11	
	Discussions with Diverse Others	48.4	43.3 ***	.33	✓	45.5 **	.20	✓
Experiences with Faculty	Student-Faculty Interaction	24.9	24.0	.05	✓	27.2	-.15	
	Effective Teaching Practices	44.3	42.3	.15	✓	44.6	-.03	✓
Campus Environment	Quality of Interactions	45.6	44.0	.13	✓	45.8	-.02	✓
	Supportive Environment	43.1	39.4 ***	.27	✓	41.3	.14	✓

Seniors

| | | Earlham | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	44.3	43.5	.06	✓	45.3	-.07	✓
	Reflective and Integrative Learning	43.4	41.3	.17	✓	43.1	.02	✓
	Learning Strategies	42.5	42.5	.00	✓	44.8	-.17	
	Quantitative Reasoning	32.1	31.8	.02	✓	33.6	-.09	✓
Learning with Peers	Collaborative Learning	36.9	35.7	.09	✓	38.2	-.09	✓
	Discussions with Diverse Others	46.4	43.9	.16	✓	45.9	.03	✓
Experiences with Faculty	Student-Faculty Interaction	31.7	29.8	.12	✓	34.1	-.15	
	Effective Teaching Practices	45.8	43.1	.20	✓	45.1	.05	✓
Campus Environment	Quality of Interactions	42.2	45.0 **	-.25		46.7 ***	-.39	
	Supportive Environment	36.0	36.1	-.01	✓	38.8	-.20	

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 2014 and 2015 institutions, separately for first-year and senior students. 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.

NSSE 2015 Engagement Indicators

Detailed Statistics[a]
Earlham College

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Earlham (N = 118)	44.1	11.6	1.07	25	35	45	55	60				
Peers on selectivity	41.6	12.6	.18	20	35	40	50	60	5,141	2.4	.039	.193
More select grp	42.9	12.1	.17	20	35	40	55	60	4,917	1.1	.318	.093
NSSE 2014 & 2015	39.3	13.9	.02	20	30	40	50	60	117	4.7	.000	.338
Top 50%	41.0	13.7	.03	20	30	40	50	60	117	3.1	.005	.225
Top 10%	43.0	13.8	.06	20	35	40	55	60	118	1.0	.343	.074
Reflective & Integrative Learning												
Earlham (N = 121)	40.2	10.3	.94	23	34	40	46	60				
Peers on selectivity	38.4	12.2	.17	20	29	37	46	60	128	1.8	.061	.147
More select grp	39.7	11.8	.17	20	31	40	49	60	128	.5	.586	.044
NSSE 2014 & 2015	36.0	12.7	.02	17	26	34	43	60	120	4.2	.000	.330
Top 50%	37.6	12.7	.03	17	29	37	46	60	120	2.6	.007	.203
Top 10%	39.6	12.8	.06	20	31	40	49	60	121	.6	.530	.046
Learning Strategies												
Earlham (N = 118)	40.3	14.7	1.35	20	27	40	53	60				
Peers on selectivity	40.1	13.3	.19	20	33	40	53	60	121	.2	.865	.017
More select grp	40.7	13.3	.20	20	33	40	53	60	122	-.4	.766	-.030
NSSE 2014 & 2015	39.7	14.3	.02	20	27	40	53	60	442,085	.6	.638	.043
Top 50%	41.6	14.1	.03	20	33	40	53	60	210,372	-1.3	.334	-.089
Top 10%	44.4	14.0	.06	20	33	47	60	60	47,750	-4.1	.002	-.290
Quantitative Reasoning												
Earlham (N = 120)	28.6	16.0	1.45	0	20	27	40	60				
Peers on selectivity	27.8	16.2	.23	0	20	27	40	60	5,259	.8	.577	.051
More select grp	29.4	15.8	.23	0	20	27	40	60	5,013	-.7	.609	-.047
NSSE 2014 & 2015	27.9	16.6	.02	0	20	27	40	60	484,523	.7	.651	.041
Top 50%	29.4	16.6	.03	0	20	27	40	60	307,732	-.8	.615	-.046
Top 10%	31.5	16.5	.07	0	20	33	40	60	61,053	-2.9	.055	-.175
Learning with Peers												
Collaborative Learning												
Earlham (N = 116)	35.8	11.9	1.10	20	30	35	40	60				
Peers on selectivity	34.6	13.2	.18	15	25	35	45	60	122	1.2	.298	.089
More select grp	34.9	13.3	.18	15	25	35	45	60	122	.9	.437	.066
NSSE 2014 & 2015	32.4	14.3	.02	10	20	30	40	60	115	3.3	.003	.234
Top 50%	35.1	13.8	.03	15	25	35	45	60	116	.6	.564	.046
Top 10%	37.3	13.8	.06	15	25	35	50	60	116	-1.5	.179	-.108
Discussions with Diverse Others												
Earlham (N = 118)	48.4	11.1	1.02	30	40	50	60	60				
Peers on selectivity	42.2	14.0	.20	20	35	40	55	60	127	6.3	.000	.452
More select grp	44.0	13.4	.20	20	35	45	60	60	126	4.4	.000	.331
NSSE 2014 & 2015	41.1	16.1	.02	15	30	40	60	60	117	7.4	.000	.459
Top 50%	43.3	15.4	.03	20	35	45	60	60	118	5.1	.000	.331
Top 10%	45.5	14.8	.06	20	35	50	60	60	118	2.9	.005	.197

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Earlham (N = 121)	24.9	13.9	1.26	5	15	20	35	50				
Peers on selectivity	23.0	13.5	.19	5	15	20	30	50	5,271	1.8	.139	.136
More select grp	23.1	13.4	.19	5	15	20	30	50	5,074	1.8	.139	.136
NSSE 2014 & 2015	20.7	14.9	.02	0	10	20	30	50	486,787	4.2	.002	.279
Top 50%	24.0	15.2	.04	0	15	20	35	55	162,434	.8	.545	.055
Top 10%	27.2	16.1	.10	5	15	25	40	60	122	-2.3	.067	-.146
Effective Teaching Practices												
Earlham (N = 122)	44.3	12.4	1.13	24	36	44	56	60				
Peers on selectivity	42.4	11.4	.16	24	36	40	52	60	5,286	1.9	.070	.166
More select grp	44.3	11.2	.16	24	36	44	52	60	5,068	.0	.999	.000
NSSE 2014 & 2015	40.1	13.4	.02	20	32	40	52	60	489,952	4.1	.001	.310
Top 50%	42.3	13.2	.03	20	32	40	52	60	186,283	1.9	.106	.146
Top 10%	44.6	13.3	.07	20	36	44	56	60	37,239	-.4	.755	-.028
Campus Environment												
Quality of Interactions												
Earlham (N = 119)	45.6	10.1	.92	28	42	48	52	60				
Peers on selectivity	45.0	10.1	.15	26	40	46	52	60	4,842	.6	.525	.059
More select grp	45.8	9.6	.14	28	40	46	52	60	4,653	-.2	.823	-.021
NSSE 2014 & 2015	41.5	12.6	.02	18	34	43	50	60	118	4.1	.000	.325
Top 50%	44.0	11.7	.03	22	38	46	52	60	118	1.6	.091	.134
Top 10%	45.8	11.9	.06	23	40	48	55	60	119	-.3	.761	-.024
Supportive Environment												
Earlham (N = 113)	43.1	11.2	1.05	23	35	43	50	60				
Peers on selectivity	40.2	11.9	.18	20	33	40	50	60	4,639	2.9	.012	.240
More select grp	41.1	12.0	.18	20	33	40	50	60	4,474	2.0	.078	.168
NSSE 2014 & 2015	37.3	13.9	.02	15	28	38	48	60	113	5.8	.000	.415
Top 50%	39.4	13.4	.03	18	30	40	50	60	113	3.7	.001	.274
Top 10%	41.3	13.0	.06	20	33	40	53	60	113	1.8	.092	.137

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

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

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

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

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

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

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

NSSE national survey of student engagement

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Earlham (N = 75)	44.3	13.0	1.50	15	40	45	55	60				
Peers on selectivity	43.0	12.6	.18	20	35	45	55	60	4,962	1.3	.389	.100
More select grp	44.1	12.1	.18	20	35	45	55	60	4,614	.2	.895	.015
NSSE 2014 & 2015	41.4	14.2	.02	20	30	40	55	60	596,666	2.9	.073	.207
Top 50%	43.5	13.8	.03	20	35	40	55	60	224,378	.8	.619	.057
Top 10%	45.3	13.6	.06	20	40	45	60	60	60,351	-1.0	.517	-.075
Reflective & Integrative Learning												
Earlham (N = 78)	43.4	11.1	1.26	23	37	43	51	60				
Peers on selectivity	42.1	12.3	.17	20	34	43	53	60	5,156	1.3	.363	.104
More select grp	42.7	12.1	.18	23	34	43	54	60	4,782	.7	.628	.055
NSSE 2014 & 2015	39.0	13.1	.02	17	29	40	49	60	77	4.4	.001	.333
Top 50%	41.3	12.7	.03	20	31	40	51	60	223,867	2.1	.141	.167
Top 10%	43.1	12.5	.05	20	34	43	54	60	55,538	.3	.839	.023
Learning Strategies												
Earlham (N = 74)	42.5	12.5	1.45	20	33	40	53	60				
Peers on selectivity	39.4	14.0	.20	20	27	40	53	60	4,781	3.1	.061	.220
More select grp	39.4	13.5	.20	20	27	40	47	60	4,461	3.1	.052	.229
NSSE 2014 & 2015	40.3	14.8	.02	13	27	40	53	60	562,985	2.1	.217	.144
Top 50%	42.5	14.6	.03	20	33	40	60	60	283,854	.0	.994	-.001
Top 10%	44.8	14.2	.05	20	33	47	60	60	74,392	-2.4	.150	-.168
Quantitative Reasoning												
Earlham (N = 74)	32.1	17.7	2.05	0	20	33	47	60				
Peers on selectivity	30.9	17.4	.25	0	20	27	40	60	5,054	1.2	.551	.070
More select grp	31.7	18.3	.27	0	20	33	47	60	4,709	.3	.878	.018
NSSE 2014 & 2015	30.4	17.4	.02	0	20	27	40	60	607,929	1.7	.406	.096
Top 50%	31.8	17.3	.03	0	20	33	40	60	378,209	.3	.878	.018
Top 10%	33.6	16.9	.06	0	20	33	47	60	83,537	-1.6	.425	-.093
Learning with Peers												
Collaborative Learning												
Earlham (N = 75)	36.9	14.1	1.63	20	25	35	50	60				
Peers on selectivity	35.0	13.3	.18	15	25	35	45	60	5,220	1.9	.216	.144
More select grp	35.0	13.6	.20	15	25	35	45	60	4,872	1.9	.232	.139
NSSE 2014 & 2015	32.9	14.6	.02	10	20	30	45	60	633,030	4.0	.017	.275
Top 50%	35.7	13.9	.02	15	25	35	45	60	316,545	1.2	.441	.089
Top 10%	38.2	13.7	.05	15	30	40	50	60	63,178	-1.2	.428	-.091
Discussions with Diverse Others												
Earlham (N = 74)	46.4	11.7	1.36	25	35	50	55	60				
Peers on selectivity	40.2	14.3	.21	20	30	40	50	60	4,829	6.2	.000	.432
More select grp	42.4	13.5	.20	20	35	40	55	60	4,512	4.0	.012	.295
NSSE 2014 & 2015	42.0	16.1	.02	15	30	40	60	60	73	4.4	.002	.275
Top 50%	43.9	15.9	.03	20	35	45	60	60	73	2.5	.072	.156
Top 10%	45.9	15.4	.05	20	40	50	60	60	73	.5	.726	.031

NSSE 2015 Engagement Indicators

Detailed Statistics[a]
Earlham College

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Earlham (N = 78)	31.7	14.4	1.64	10	20	30	40	60				
Peers on selectivity	30.5	14.9	.21	10	20	30	40	60	5,070	1.1	.501	.077
More select grp	30.2	14.8	.22	10	20	30	40	60	4,705	1.5	.391	.098
NSSE 2014 & 2015	24.0	16.4	.02	0	10	20	35	60	607,916	7.6	.000	.464
Top 50%	29.8	16.2	.04	5	20	30	40	60	145,037	1.9	.302	.117
Top 10%	34.1	16.5	.11	5	20	35	45	60	77	-2.4	.141	-.148
Effective Teaching Practices												
Earlham (N = 75)	45.8	11.7	1.35	28	36	48	56	60				
Peers on selectivity	43.3	11.9	.17	20	36	44	52	60	5,086	2.6	.060	.218
More select grp	44.3	11.2	.16	24	36	44	52	60	4,741	1.6	.228	.140
NSSE 2014 & 2015	40.8	13.9	.02	16	32	40	52	60	614,071	5.1	.002	.364
Top 50%	43.1	13.6	.03	20	36	44	56	60	207,448	2.8	.078	.203
Top 10%	45.1	13.4	.07	20	36	48	60	60	38,711	.7	.649	.053
Campus Environment												
Quality of Interactions												
Earlham (N = 75)	42.2	9.0	1.04	26	36	44	48	56				
Peers on selectivity	45.0	9.8	.14	26	40	46	52	60	4,815	-2.9	.012	-.293
More select grp	44.8	9.4	.14	28	40	46	52	60	4,511	-2.7	.015	-.283
NSSE 2014 & 2015	42.4	12.0	.02	20	35	44	50	60	74	-.2	.845	-.017
Top 50%	45.0	11.4	.03	24	38	46	54	60	74	-2.8	.008	-.247
Top 10%	46.7	11.8	.05	24	40	50	56	60	74	-4.5	.000	-.386
Supportive Environment												
Earlham (N = 75)	36.0	12.9	1.48	15	26	38	48	55				
Peers on selectivity	36.9	12.6	.19	18	28	38	45	60	4,669	-1.0	.509	-.077
More select grp	36.9	12.0	.18	18	28	38	45	58	4,367	-.9	.525	-.074
NSSE 2014 & 2015	33.3	14.5	.02	10	23	33	43	60	535,703	2.7	.109	.185
Top 50%	36.1	13.9	.03	13	26	38	45	60	215,706	-.1	.948	-.008
Top 10%	38.8	13.7	.07	15	30	40	50	60	40,288	-2.8	.079	-.203

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

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

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

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

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

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

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