NSSE 2018 Snapshot

Earlham College

A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

Comparison Group

The comparison group featured in this report is

Peers on Selectivity

See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2018 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

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.

		Your students compared with Peers on Selectivity	
Theme	*Engagement Indicator*	*First-year*	*Senior*
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	--	--

High-Impact Practices

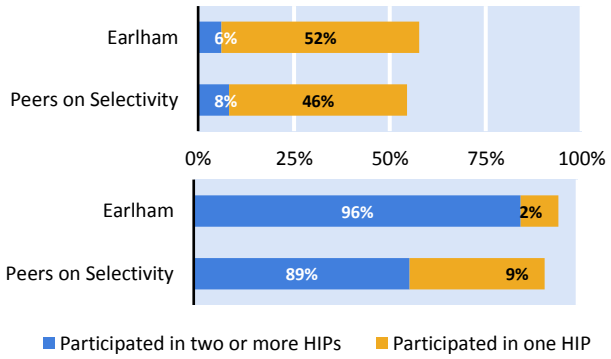
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year

Service-Learning, Learning Community, and Research w/Faculty

Senior

Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience



NSSE national survey of student engagement

NSSE 2018 Snapshot

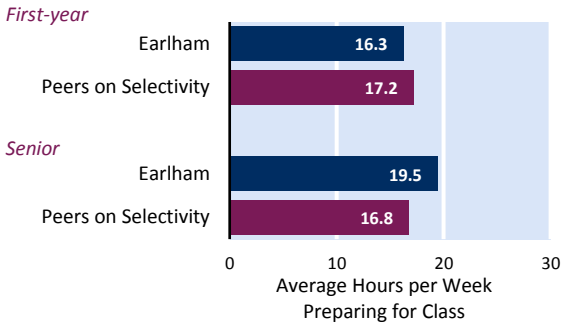
Earlham College

Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder.

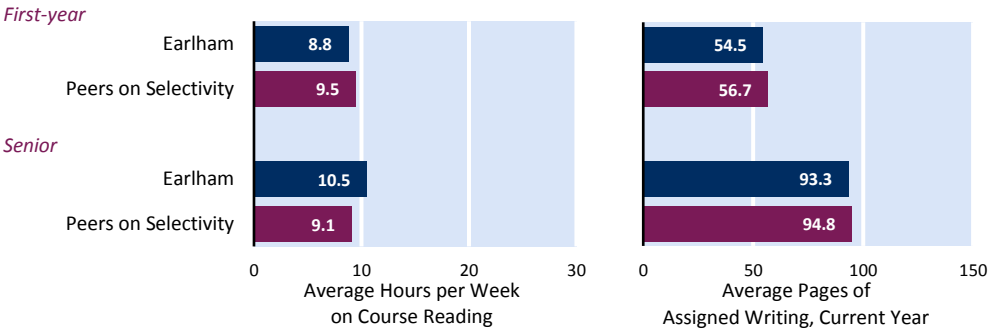
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



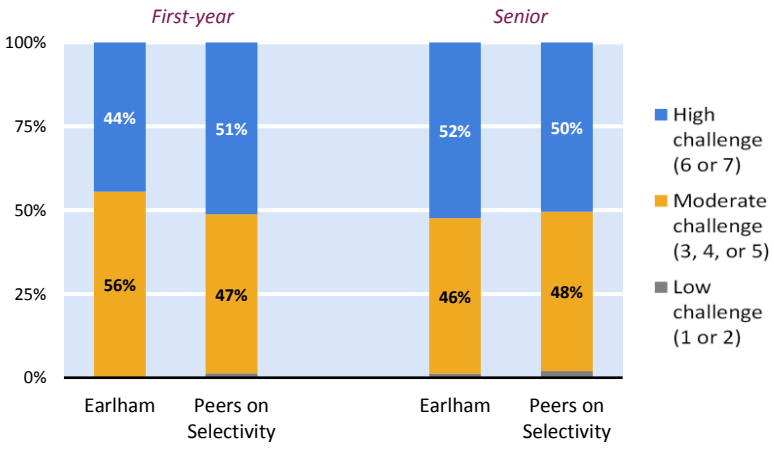
Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



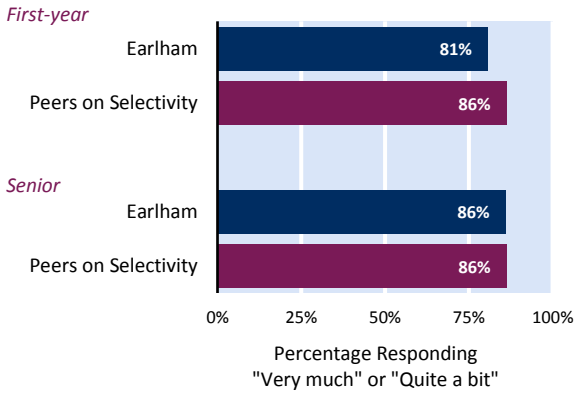
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions[a] on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

Highest Performing Relative to Peers on Selectivity

Discussions with... People of a race or ethnicity other than your own[b] (DD)

Discussions with... People with religious beliefs other than your own[b] (DD)

Institution emphasis on encouraging contact among students from different backgrounds...[c] (SE)

Included diverse perspectives (...) in course discussions or assignments[b] (RI)

Tried to better understand someone else's views by imagining...his or her perspective [b] (RI)

Lowest Performing Relative to Peers on Selectivity

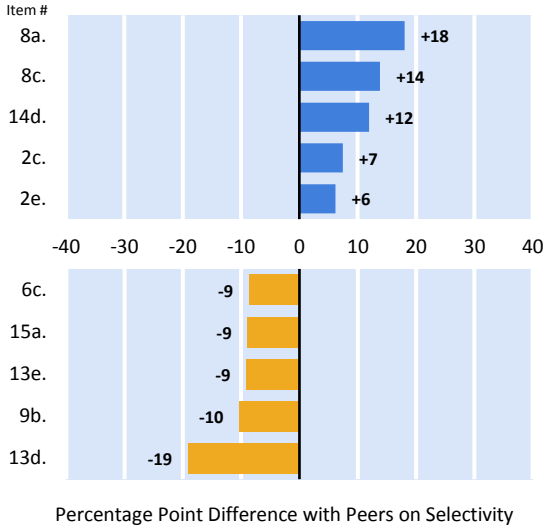
Evaluated what others have concluded from numerical information[b] (QR)

Spent more than 15 hours per week preparing for class

Quality of interactions with other administrative staff and offices (...)[d] (QI)

Reviewed your notes after class[b] (LS)

Quality of interactions with student services staff (...)[d] (QI)



Senior

Highest Performing Relative to Peers on Selectivity

Participated in a study abroad program (HIP)

Discussions with... People of a race or ethnicity other than your own[b] (DD)

Discussions with... People with religious beliefs other than your own[b] (DD)

Institution emphasis on encouraging contact among students from different backgrounds...[c] (SE)

Discussions with... People from an economic background other than your own[b] (DD)

Lowest Performing Relative to Peers on Selectivity

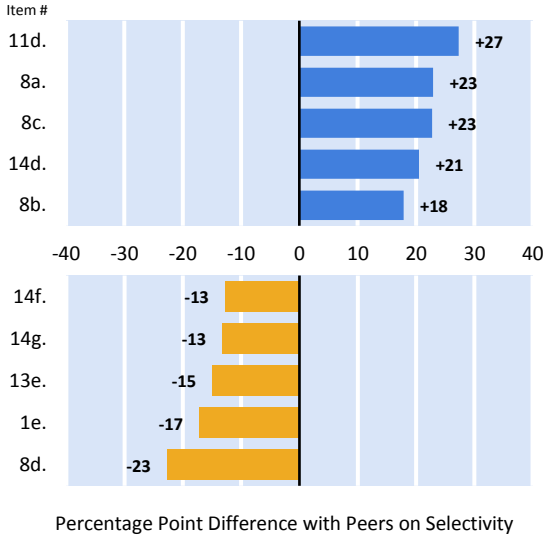
Institution emphasis on providing support for your overall well-being...[c] (SE)

Institution emphasis on helping you manage your non-academic responsibilities (...)[c] (SE)

Quality of interactions with other administrative staff and offices (...)[d] (QI)

Asked another student to help you understand course material[b] (CL)

Discussions with... People with political views other than your own[b] (DD)



a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

NSSE 2018 Snapshot

Earlham College

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

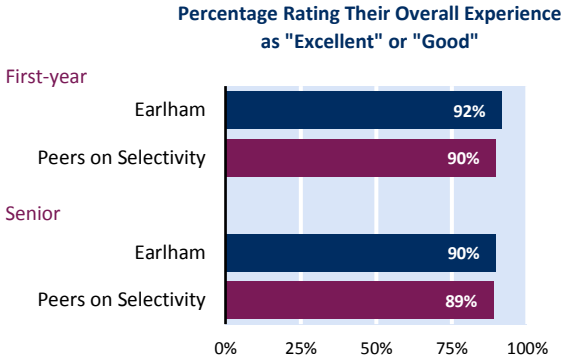
Perceived Gains Among Seniors

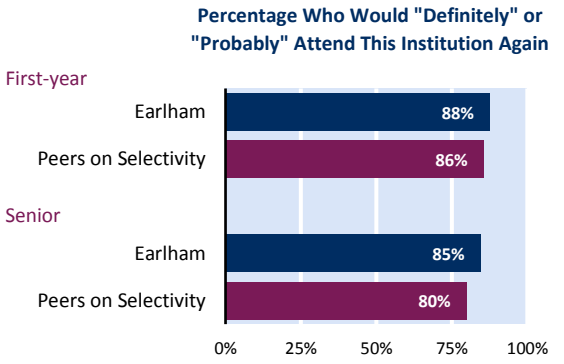
Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	95%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	85%
Speaking clearly and effectively	83%
Being an informed and active citizen	81%
Writing clearly and effectively	81%
Developing or clarifying a personal code of values and ethics	76%
Solving complex real-world problems	74%
Working effectively with others	73%
Analyzing numerical and statistical information	61%
Acquiring job- or work-related knowledge and skills	53%

Satisfaction with Earlham

Students rated their overall experience at the institution, and whether or not they would choose it again.





Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	127	47%	62%	100%
Senior	71	45%	69%	99%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set(s):

First-Year Experiences and Senior Transitions

See your *Topical Module* report(s) for results.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: **nsse.indiana.edu**

IPEDS: 150455