
NSSE 2022

Engagement Indicators

Hendrix 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. 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 2021 and 2022 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, 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 Carnegie Class	Your first-year students compared with ALL	Your first-year students compared with Southeast Private
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 Carnegie Class	Your seniors compared with ALL	Your seniors compared with Southeast Private
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

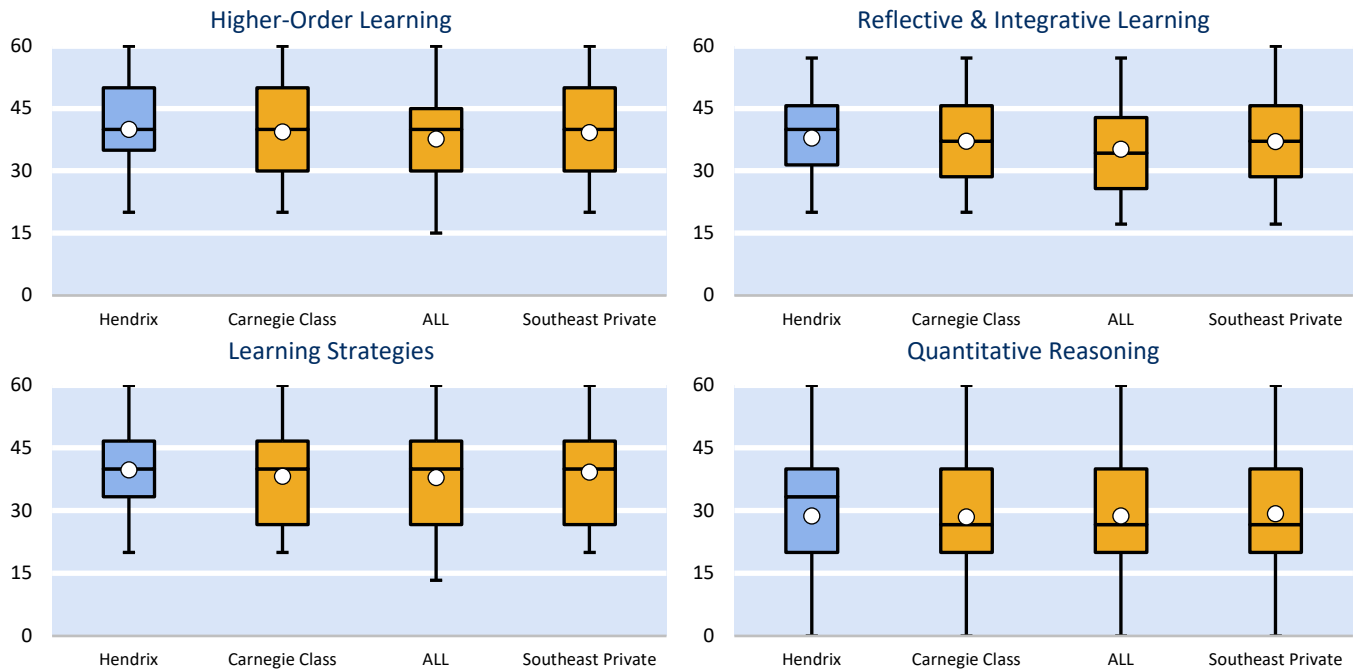
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

Engagement Indicator	Hendrix Mean	Your first-year students compared with					
		Carnegie Class		ALL		Southeast Private	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	39.4	.05	37.8	.17	39.3	.05
Reflective & Integrative Learning	37.9	37.2	.06	35.3 *	.22	37.1	.07
Learning Strategies	39.7	38.2	.11	37.9	.13	39.2	.04
Quantitative Reasoning	28.7	28.4	.02	28.7	.00	29.2	-.03

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		
	Hendrix	Carnegie Class	ALL	Southeast Private
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	74	+1	+5	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+4	+9	+6
4d. Evaluating a point of view, decision, or information source	69	-4	+0	-4
4e. Forming a new idea or understanding from various pieces of information	80	+7	+10	+7
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	54	+0	+4	-1
2b. Connected your learning to societal problems or issues	62	+1	+10	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	69	+5	+15	+9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+4	+6	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	-2	+1	-2
2f. Learned something that changed the way you understand an issue or concept	71	+3	+6	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+5	+9	+6
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	+0	+7	+3
9b. Reviewed your notes after class	70	+9	+4	+3
9c. Summarized what you learned in class or from course materials	65	+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.)	54	+4	+1	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-4	-4	-6
6c. Evaluated what others have concluded from numerical information	45	+3	+4	+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

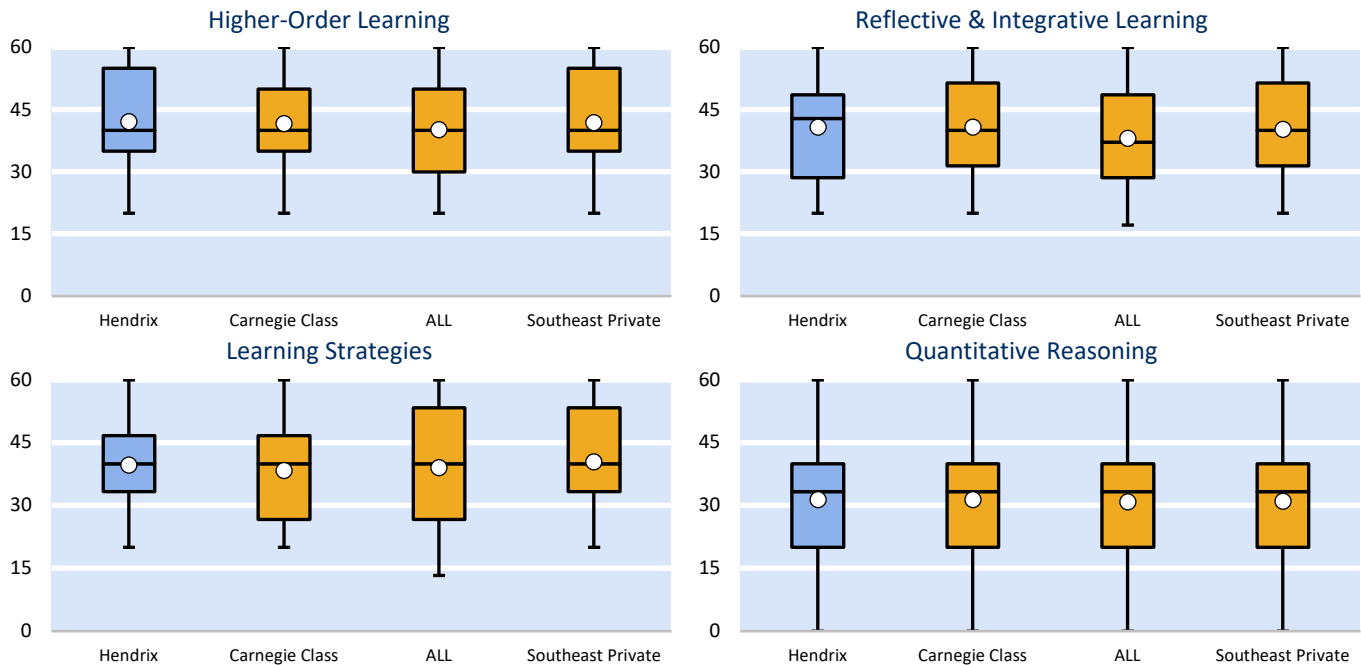
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Hendrix Mean	Your seniors compared with					
		Carnegie Class Mean	Effect size	ALL Mean	Effect size	Southeast Private Mean	Effect size
Higher-Order Learning	42.2	41.7	.04	40.2	.14	41.9	.02
Reflective & Integrative Learning	40.8	40.9	.00	38.1 *	.21	40.3	.04
Learning Strategies	39.6	38.4	.09	39.0	.04	40.4	-.05
Quantitative Reasoning	31.4	31.4	.00	30.8	.03	31.0	.02

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		
	Hendrix	Carnegie Class	ALL	Southeast Private
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	82	+4	+6	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	-0	+4	+0
4d. Evaluating a point of view, decision, or information source	76	-1	+4	-1
4e. Forming a new idea or understanding from various pieces of information	73	-5	+0	-4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	65	-7	-1	-3
2b. Connected your learning to societal problems or issues	71	-1	+10	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66	-1	+12	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	73	+2	+6	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+1	+4	+1
2f. Learned something that changed the way you understand an issue or concept	73	-2	+2	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-5	-1	-4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	82	-2	+5	+1
9b. Reviewed your notes after class	66	+10	+2	+1
9c. Summarized what you learned in class or from course materials	64	+1	-2	-6
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.)	55	-0	-1	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	-2	-1	-2
6c. Evaluated what others have concluded from numerical information	56	+4	+9	+8

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.

Learning with Peers: First-year students

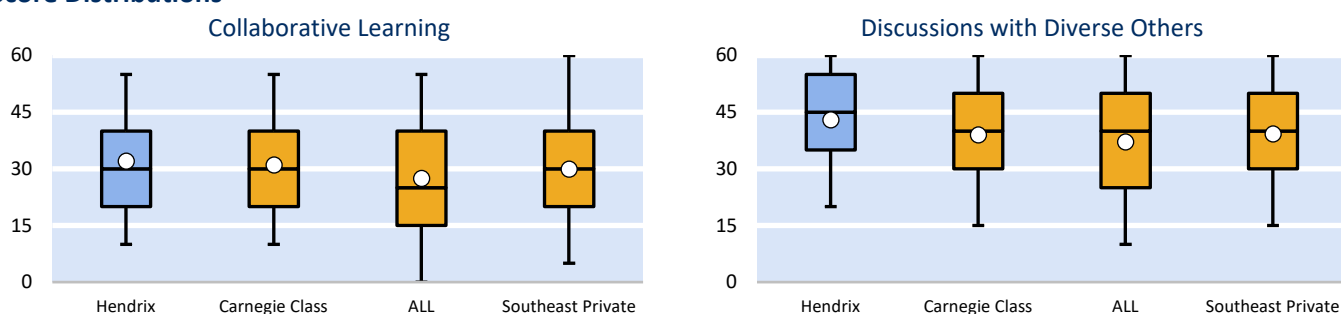
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Hendrix Mean	Your first-year students compared with					
		Carnegie Class		ALL		Southeast Private	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.0	31.0	.07	27.5 ***	.30	29.9	.14
Discussions with Diverse Others	43.0	38.9 **	.28	37.1 ***	.36	39.2 **	.25

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Score Distributions



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Performance on Indicator Items

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		Percentage point difference ^a between your FY students and		
	Hendrix	Carnegie Class	ALL	Southeast Private
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	46	+0 	+5 	+1 
1c. Explained course material to one or more students	52	+1 	+8 	+4 
1d. Prepared for exams by discussing or working through course material with other students	50	+5 	+13 	+5 
1e. Worked with other students on course projects or assignments	58	+3 	+13 	+6 
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	81	+11 	+15 	+10 
8b. People from an economic background other than your own	82	+10 	+16 	+10 
8c. People with religious beliefs other than your own	75	+9 	+14 	+11 
8d. People with political views other than your own	61	+4 	+3 	-0 

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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Learning with Peers: Seniors

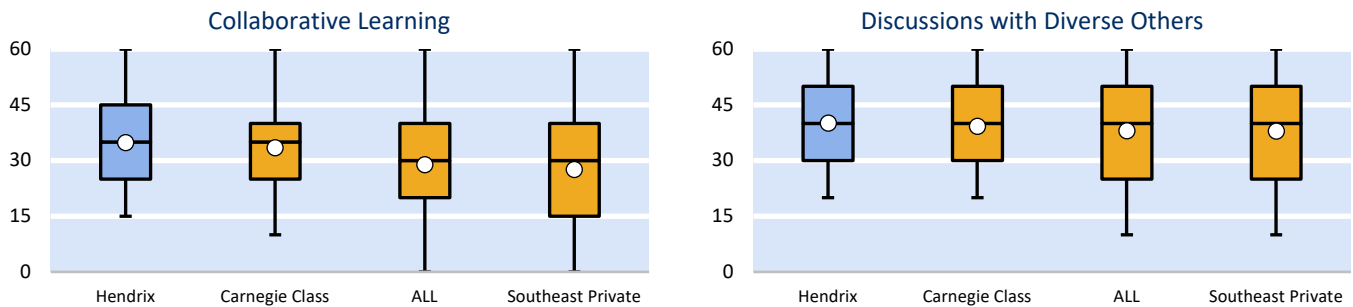
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Mean Comparisons

Engagement Indicator	Hendrix Mean	Your seniors compared with					
		Carnegie Class		ALL		Southeast Private	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.9	33.5	.10	29.0 ***	.36	27.7 ***	.41
Discussions with Diverse Others	40.2	39.3	.06	38.1	.13	38.0	.14

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		
	Hendrix	Carnegie Class	ALL	Southeast Private
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	54	+10 	+16 	+18 
1c. Explained course material to one or more students	56	-5 	+7 	+8 
1d. Prepared for exams by discussing or working through course material with other students	50	+3 	+13 	+12 
1e. Worked with other students on course projects or assignments	70	+4 	+14 	+17 
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	74	+5 	+7 	+6 
8b. People from an economic background other than your own	82	+9 	+13 	+12 
8c. People with religious beliefs other than your own	72	+5 	+9 	+15 
8d. People with political views other than your own	47	-11 	-14 	-13 

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Experiences with Faculty: First-year students

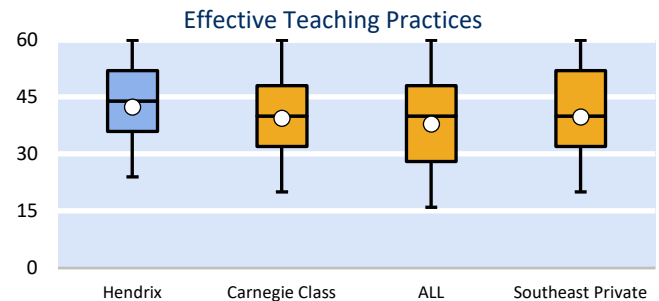
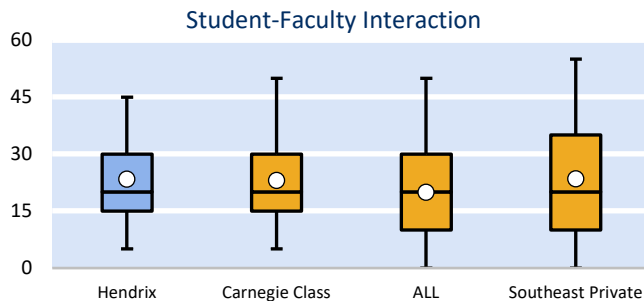
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Hendrix Mean	Your first-year students compared with					
		Carnegie Class		ALL		Southeast Private	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.4	23.0	.03	19.9 **	.23	23.4	.00
Effective Teaching Practices	42.3	39.3 **	.23	37.9 ***	.32	39.7 *	.19

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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Student-Faculty Interaction	Hendrix %	Percentage point difference ^a between your FY students and			
		Carnegie Class	ALL	Southeast Private	
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	37	+0	+3	-4	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-4	-0	-6	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	+6	+13	+6	+6
3d. Discussed your academic performance with a faculty member	38	+4	+10	+3	+3
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	84	+6	+9	+6	+6
5b. Taught course sessions in an organized way	83	+7	+11	+7	+7
5c. Used examples or illustrations to explain difficult points	76	+2	+5	+2	+2
5d. Provided feedback on a draft or work in progress	78	+10	+15	+10	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	73	+9	+15	+9	+9

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Experiences with Faculty: Seniors

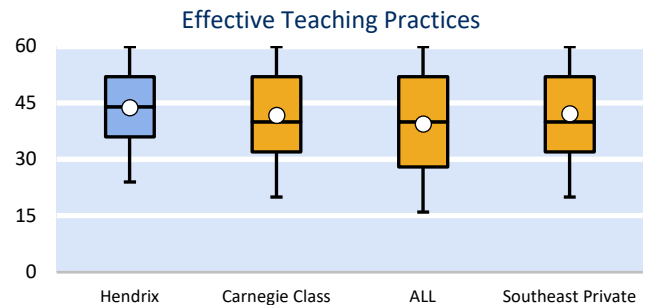
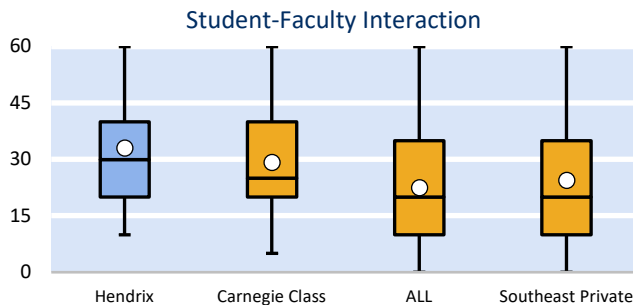
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	33.0	29.2 **	.25	22.4 ***	.65	24.4 ***	.51
Effective Teaching Practices	43.7	41.7	.15	39.4 ***	.30	42.0	.12

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Student-Faculty Interaction				
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3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	49	+12	+24	+20
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	47	+3	+18	+13
3d. Discussed your academic performance with a faculty member	46	+5	+14	+11
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	86	+3	+8	+3
5b. Taught course sessions in an organized way	86	+4	+11	+5
5c. Used examples or illustrations to explain difficult points	84	+4	+9	+6
5d. Provided feedback on a draft or work in progress	75	+4	+12	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	76	+5	+13	+5

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

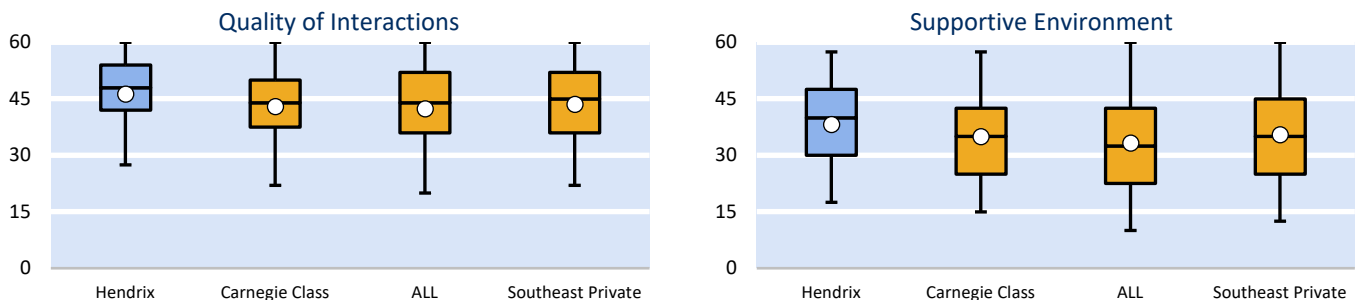
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Hendrix Mean	Your first-year students compared with					
		Carnegie Class Mean	Effect size	ALL Mean	Effect size	Southeast Private Mean	Effect size
Quality of Interactions	46.3	43.0 **	.30	42.4 ***	.31	43.6 **	.23
Supportive Environment	38.3	35.0 **	.26	33.3 ***	.36	35.5 *	.20

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 FY students and		
Quality of Interactions	Hendrix	Carnegie Class	ALL	Southeast Private
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	55	+5	+6	+2
13b. Academic advisors	61	+7	+7	+6
13c. Faculty	67	+11	+17	+11
13d. Student services staff (career services, student activities, housing, etc.)	66	+21	+19	+17
13e. Other administrative staff and offices (registrar, financial aid, etc.)	65	+21	+19	+16
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	80	+6	+11	+8
14c. Using learning support services (tutoring services, writing center, etc.)	82	+5	+11	+9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+1	+3	-1
14e. Providing opportunities to be involved socially	79	+11	+15	+9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+8	+9	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-4	-8	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	75	+14	+19	+9
14i. Attending events that address important social, economic, or political issues	64	+9	+21	+13

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: Seniors

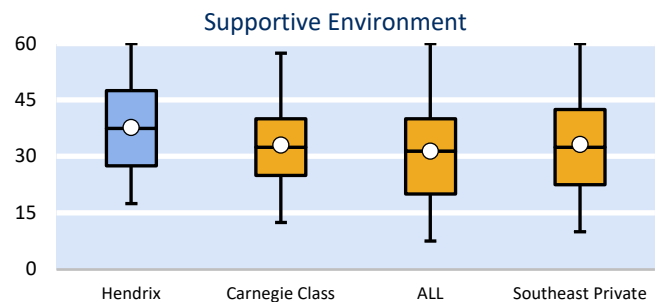
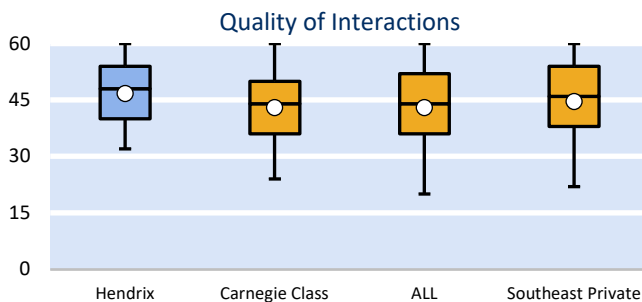
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Hendrix Mean	Your seniors compared with					
		Carnegie Class		ALL		Southeast Private	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.8	43.1 ***	.35	43.0 ***	.30	44.6 *	.18
Supportive Environment	37.8	33.1 ***	.36	31.5 ***	.42	33.2 ***	.31

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			
	Hendrix	Carnegie Class	ALL	Southeast Private	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	69	+14	+12	+9	
13b. Academic advisors	69	+6	+14	+10	
13c. Faculty	62	-2	+6	-4	
13d. Student services staff (career services, student activities, housing, etc.)	57	+17	+10	+9	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+11	+2	-2	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	79	+8	+12	+9	
14c. Using learning support services (tutoring services, writing center, etc.)	78	+6	+14	+9	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+4	+5	+3	
14e. Providing opportunities to be involved socially	79	+11	+18	+13	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	+13	+10	+10	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	+3	-3	-6	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	+14	+23	+16	
14i. Attending events that address important social, economic, or political issues	64	+12	+24	+19	

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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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 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 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

Theme	Engagement Indicator	Hendrix Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.0	39.2	.06	✓	42.1	-.16	
	Reflective and Integrative Learning	37.9	36.9	.08	✓	39.2	-.11	
	Learning Strategies	39.7	39.6	.01	✓	42.9 **	-.22	
	Quantitative Reasoning	28.7	30.2	-.10	✓	33.3 **	-.30	
Learning with Peers	Collaborative Learning	32.0	31.8	.01	✓	35.4 **	-.25	
	Discussions with Diverse Others	43.0	39.8 *	.21	✓	42.6	.03	✓
Experiences with Faculty	Student-Faculty Interaction	23.4	24.3	-.06	✓	27.8 ***	-.29	
	Effective Teaching Practices	42.3	40.3	.15	✓	43.3	-.07	✓
Campus Environment	Quality of Interactions	46.3	45.1	.10	✓	48.2	-.16	
	Supportive Environment	38.3	35.9	.17	✓	39.1	-.06	✓

Seniors

Theme	Engagement Indicator	Hendrix Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.2	41.9	.02	✓	44.2	-.16	
	Reflective and Integrative Learning	40.8	40.3	.04	✓	42.7	-.16	
	Learning Strategies	39.6	41.1	-.10		43.4 ***	-.27	
	Quantitative Reasoning	31.4	32.4	-.06	✓	35.3 **	-.25	
Learning with Peers	Collaborative Learning	34.9	34.0	.06	✓	37.9 *	-.22	
	Discussions with Diverse Others	40.2	40.4	-.02	✓	43.2 *	-.20	
Experiences with Faculty	Student-Faculty Interaction	33.0	28.8 **	.26	✓	33.2	-.02	✓
	Effective Teaching Practices	43.7	41.9	.12	✓	44.5	-.06	✓
Campus Environment	Quality of Interactions	46.8	45.6	.10	✓	48.0	-.09	✓
	Supportive Environment	37.8	34.2 **	.24	✓	37.4	.02	✓

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 NSSE 2021 and 2022 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 2022 Engagement Indicators

Detailed Statistics^a

Hendrix College

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												
Hendrix (N = 128)	40.0	12.1	1.07	20	35	40	50	60				
Carnegie Class	39.4	12.7	.12	20	30	40	50	60	12,080	.6	.610	.045
ALL	37.8	13.5	.02	15	30	40	45	60	324,034	2.3	.060	.166
Southeast Private	39.3	13.6	.09	20	30	40	50	60	21,355	.7	.543	.054
Top 50%	39.2	13.3	.03	20	30	40	50	60	164,517	.8	.520	.057
Top 10%	42.1	13.0	.10	20	35	40	55	60	18,230	-2.0	.077	-.157
Reflective & Integrative Learning												
Hendrix (N = 134)	37.9	11.3	.97	20	31	40	46	57				
Carnegie Class	37.2	11.6	.10	20	29	37	46	57	13,064	.7	.464	.064
ALL	35.3	12.3	.02	17	26	34	43	57	352,091	2.7	.012	.217
Southeast Private	37.1	12.2	.08	17	29	37	46	60	23,241	.9	.419	.070
Top 50%	36.9	12.1	.03	17	29	37	46	60	164,906	1.0	.326	.085
Top 10%	39.2	11.8	.08	20	31	40	49	60	22,442	-1.3	.206	-.110
Learning Strategies												
Hendrix (N = 120)	39.7	12.3	1.12	20	33	40	47	60				
Carnegie Class	38.2	13.4	.13	20	27	40	47	60	11,291	1.5	.212	.114
ALL	37.9	14.0	.03	13	27	40	47	60	120	1.8	.107	.130
Southeast Private	39.2	13.8	.10	20	27	40	47	60	19,936	.5	.674	.038
Top 50%	39.6	14.1	.04	20	27	40	53	60	120	.2	.876	.012
Top 10%	42.9	14.3	.09	20	33	40	60	60	121	-3.2	.005	-.224
Quantitative Reasoning												
Hendrix (N = 120)	28.7	15.8	1.44	0	20	33	40	60				
Carnegie Class	28.4	15.1	.14	0	20	27	40	60	11,451	.3	.853	.017
ALL	28.7	15.5	.03	0	20	27	40	60	305,545	.0	.989	-.001
Southeast Private	29.2	15.9	.11	0	20	27	40	60	20,184	-.5	.714	-.033
Top 50%	30.2	15.3	.04	7	20	27	40	60	173,322	-1.5	.289	-.097
Top 10%	33.3	15.5	.10	7	20	33	40	60	22,521	-4.6	.001	-.296
Learning with Peers												
Collaborative Learning												
Hendrix (N = 141)	32.0	13.7	1.15	10	20	30	40	55				
Carnegie Class	31.0	13.3	.11	10	20	30	40	55	14,068	1.0	.392	.072
ALL	27.5	15.0	.02	0	15	25	40	55	380,668	4.5	.000	.301
Southeast Private	29.9	14.8	.09	5	20	30	40	60	24,986	2.1	.100	.139
Top 50%	31.8	13.9	.04	10	20	30	40	60	152,463	.2	.893	.011
Top 10%	35.4	13.5	.08	15	25	35	45	60	28,012	-3.5	.002	-.255
Discussions with Diverse Others												
Hendrix (N = 119)	43.0	12.9	1.18	20	35	45	55	60				
Carnegie Class	38.9	14.2	.13	15	30	40	50	60	11,372	4.0	.002	.285
ALL	37.1	16.1	.03	10	25	40	50	60	118	5.9	.000	.363
Southeast Private	39.2	15.2	.11	15	30	40	50	60	120	3.7	.002	.246
Top 50%	39.8	15.1	.04	15	30	40	55	60	138,273	3.2	.023	.209
Top 10%	42.6	14.2	.11	20	35	40	55	60	17,918	.4	.757	.028

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												
Hendrix (N = 128)	23.4	12.6	1.11	5	15	20	30	45				
Carnegie Class	23.0	14.2	.13	5	15	20	30	50	12,508	.4	.762	.027
ALL	19.9	14.8	.03	0	10	20	30	50	336,504	3.4	.008	.233
Southeast Private	23.4	15.4	.10	0	10	20	35	55	129	-.1	.948	-.005
Top 50%	24.3	15.1	.05	5	15	20	35	55	128	-1.0	.382	-.065
Top 10%	27.8	15.3	.13	5	15	25	40	60	130	-4.5	.000	-.292
Effective Teaching Practices												
Hendrix (N = 126)	42.3	11.6	1.03	24	36	44	52	60				
Carnegie Class	39.3	12.8	.12	20	32	40	48	60	12,048	3.0	.010	.231
ALL	37.9	13.7	.02	16	28	40	48	60	125	4.4	.000	.324
Southeast Private	39.7	13.4	.09	20	32	40	52	60	21,292	2.6	.032	.191
Top 50%	40.3	13.8	.04	16	32	40	52	60	125	2.0	.054	.145
Top 10%	43.3	13.7	.10	20	36	44	56	60	127	-1.0	.336	-.073
Campus Environment												
Quality of Interactions												
Hendrix (N = 118)	46.3	11.0	1.01	28	42	48	54	60				
Carnegie Class	43.0	10.9	.11	22	38	44	50	60	10,799	3.3	.001	.300
ALL	42.4	12.4	.02	20	36	44	52	60	117	3.9	.000	.312
Southeast Private	43.6	11.8	.09	22	36	45	52	60	119	2.7	.009	.229
Top 50%	45.1	11.9	.04	22	38	48	54	60	117	1.1	.263	.096
Top 10%	48.2	12.5	.09	23	42	50	60	60	119	-1.9	.059	-.156
Supportive Environment												
Hendrix (N = 118)	38.3	13.0	1.20	18	30	40	48	58				
Carnegie Class	35.0	12.7	.12	15	25	35	43	58	10,969	3.3	.005	.258
ALL	33.3	14.0	.03	10	23	33	43	60	292,143	5.0	.000	.357
Southeast Private	35.5	13.7	.10	13	25	35	45	60	19,295	2.7	.031	.200
Top 50%	35.9	13.6	.04	13	26	38	45	60	104,403	2.3	.064	.171
Top 10%	39.1	13.3	.12	18	30	40	50	60	11,759	-.9	.485	-.065

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 2022 Engagement Indicators

Detailed Statistics^a

Hendrix College

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												
Hendrix (N = 131)	42.2	12.1	1.06	20	35	40	55	60				
Carnegie Class	41.7	12.8	.12	20	35	40	50	60	11,526	.5	.688	.035
ALL	40.2	14.0	.02	20	30	40	50	60	462,627	2.0	.110	.140
Southeast Private	41.9	13.5	.08	20	35	40	55	60	27,254	.2	.837	.018
Top 50%	41.9	13.7	.03	20	35	40	55	60	182,221	.3	.830	.019
Top 10%	44.2	13.1	.10	20	35	45	60	60	16,923	-2.1	.070	-.159
Reflective & Integrative Learning												
Hendrix (N = 133)	40.8	12.6	1.09	20	29	43	49	60				
Carnegie Class	40.9	12.0	.11	20	31	40	51	60	12,236	.0	.976	-.003
ALL	38.1	13.0	.02	17	29	37	49	60	492,684	2.7	.016	.209
Southeast Private	40.3	12.4	.07	20	31	40	51	60	28,871	.5	.628	.042
Top 50%	40.3	12.5	.03	20	31	40	50	60	165,375	.6	.605	.045
Top 10%	42.7	11.7	.09	23	34	43	51	60	15,865	-1.9	.062	-.162
Learning Strategies												
Hendrix (N = 126)	39.6	11.8	1.05	20	33	40	47	60				
Carnegie Class	38.4	13.7	.13	20	27	40	47	60	129	1.2	.241	.091
ALL	39.0	14.8	.02	13	27	40	53	60	125	.6	.553	.042
Southeast Private	40.4	14.5	.09	20	33	40	53	60	127	-.8	.464	-.053
Top 50%	41.1	14.6	.03	20	33	40	53	60	125	-1.5	.161	-.101
Top 10%	43.4	14.2	.08	20	33	40	60	60	126	-3.8	.000	-.270
Quantitative Reasoning												
Hendrix (N = 127)	31.4	16.9	1.50	0	20	33	40	60				
Carnegie Class	31.4	16.7	.16	0	20	33	40	60	10,951	.0	.995	.001
ALL	30.8	16.6	.02	0	20	33	40	60	441,712	.6	.699	.034
Southeast Private	31.0	16.8	.10	0	20	33	40	60	26,169	.4	.800	.023
Top 50%	32.4	16.5	.03	7	20	33	40	60	221,754	-1.0	.476	-.063
Top 10%	35.3	16.0	.10	7	20	33	47	60	25,932	-3.9	.006	-.246
Learning with Peers												
Collaborative Learning												
Hendrix (N = 134)	34.9	13.7	1.18	15	25	35	45	60				
Carnegie Class	33.5	13.6	.12	10	25	35	40	60	12,739	1.4	.245	.101
ALL	29.0	16.2	.02	0	20	30	40	60	134	5.9	.000	.362
Southeast Private	27.7	17.5	.10	0	15	30	40	60	135	7.2	.000	.412
Top 50%	34.0	14.6	.03	10	25	35	45	60	174,261	.8	.501	.058
Top 10%	37.9	13.7	.09	15	30	40	50	60	22,555	-3.0	.011	-.219
Discussions with Diverse Others												
Hendrix (N = 126)	40.2	14.0	1.25	20	30	40	50	60				
Carnegie Class	39.3	13.8	.13	20	30	40	50	60	10,895	.9	.473	.064
ALL	38.1	16.5	.02	10	25	40	50	60	125	2.1	.098	.126
Southeast Private	38.0	15.8	.10	10	25	40	50	60	127	2.1	.090	.136
Top 50%	40.4	15.9	.04	15	30	40	55	60	125	-.2	.847	-.015
Top 10%	43.2	15.1	.11	20	35	45	60	60	127	-3.1	.015	-.204

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												
Hendrix (N = 132)	33.0	14.9	1.29	10	20	30	40	60				
Carnegie Class	29.2	15.2	.14	5	20	25	40	60	11,840	3.8	.004	.250
ALL	22.4	16.3	.02	0	10	20	35	60	476,337	10.5	.000	.647
Southeast Private	24.4	17.0	.10	0	10	20	35	60	133	8.6	.000	.505
Top 50%	28.8	16.2	.06	5	15	25	40	60	86,148	4.2	.003	.260
Top 10%	33.2	16.1	.15	10	20	35	45	60	10,974	-.3	.852	-.016
Effective Teaching Practices												
Hendrix (N = 129)	43.7	11.9	1.04	24	36	44	52	60				
Carnegie Class	41.7	12.8	.12	20	32	40	52	60	11,489	2.0	.081	.154
ALL	39.4	14.5	.02	16	28	40	52	60	128	4.3	.000	.297
Southeast Private	42.0	13.7	.08	20	32	40	52	60	130	1.6	.126	.117
Top 50%	41.9	14.1	.04	16	32	40	56	60	129	1.7	.099	.124
Top 10%	44.5	13.6	.09	20	36	44	56	60	130	-.8	.444	-.059
Campus Environment												
Quality of Interactions												
Hendrix (N = 125)	46.8	9.3	.83	32	40	48	54	60				
Carnegie Class	43.1	10.6	.10	24	36	44	50	60	10,605	3.8	.000	.354
ALL	43.0	12.7	.02	20	36	44	52	60	124	3.8	.000	.299
Southeast Private	44.6	12.0	.08	22	38	46	54	60	126	2.2	.010	.182
Top 50%	45.6	12.3	.03	22	38	48	56	60	124	1.2	.154	.097
Top 10%	48.0	12.5	.06	22	40	50	60	60	125	-1.2	.159	-.094
Supportive Environment												
Hendrix (N = 124)	37.8	13.4	1.20	18	28	38	48	60				
Carnegie Class	33.1	12.8	.12	13	25	33	40	58	10,646	4.6	.000	.362
ALL	31.5	14.7	.02	8	20	31	40	60	425,914	6.2	.000	.424
Southeast Private	33.2	14.6	.09	10	23	33	43	60	25,262	4.5	.001	.309
Top 50%	34.2	14.7	.04	10	23	35	45	60	142,370	3.5	.008	.238
Top 10%	37.4	14.5	.12	13	28	38	48	60	14,155	.3	.795	.023

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.