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# **NSSE 2024**

## **Engagement Indicators**

Hendrix College

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### About Your Engagement Indicators Report

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

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

### Report Sections

#### Overview (p. 3)

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

#### Theme Reports (pp. 4-13)

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

##### Mean Comparisons

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

##### Score Distributions

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

##### Performance on Indicator Items

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

#### Comparisons with High-Performing Institutions (p. 15)

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

#### Detailed Statistics (pp. 16-End)

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

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://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 Southeast Private	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2023 & 2024
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 Southeast Private	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2023 & 2024
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

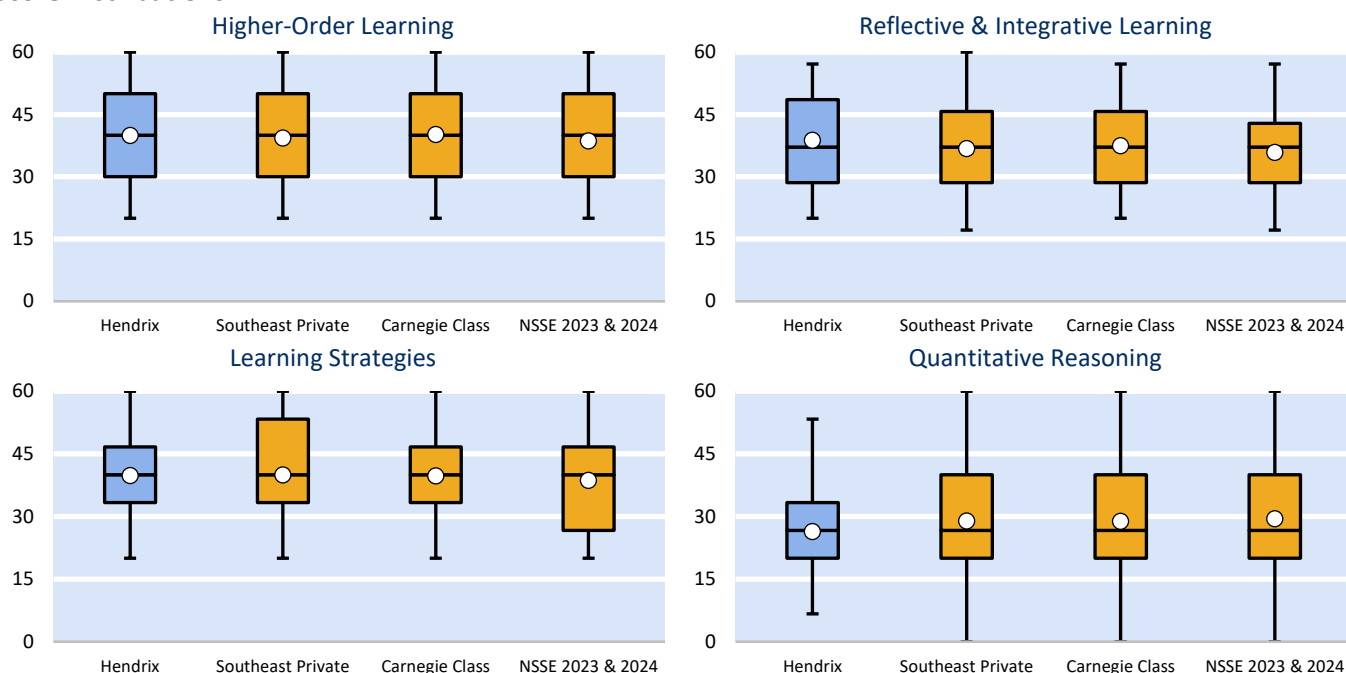
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Southeast Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Higher-Order Learning	40.0	39.3	.05	40.2	-.02	38.6	.10
Reflective & Integrative Learning	38.8	36.8	.16	37.5	.10	35.8 *	.24
Learning Strategies	39.8	39.9	-.01	39.8	.00	38.6	.08
Quantitative Reasoning	26.4	28.9	-.15	28.8	-.16	29.5	-.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).

### 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 <sup>a</sup> between your FY students and		
	Hendrix	Southeast Private	Carnegie Class	NSSE 2023 & 2024
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	80	+10	+8	+9
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+6	+1	+7
4d. Evaluating a point of view, decision, or information source	72	-1	-4	+2
4e. Forming a new idea or understanding from various pieces of information	62	-12	-13	-10
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	58	+2	+2	+4
2b. Connected your learning to societal problems or issues	64	+9	+4	+12
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	72	+15	+7	+18
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	-0	-1	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	76	+4	+4	+5
2f. Learned something that changed the way you understand an issue or concept	73	+4	+4	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+4	+3	+5
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	83	+6	+0	+9
9b. Reviewed your notes after class	69	+0	+4	+2
9c. Summarized what you learned in class or from course materials	70	-0	+2	+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.)	46	-6	-5	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-4	-3	-5
6c. Evaluated what others have concluded from numerical information	28	-14	-15	-15

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

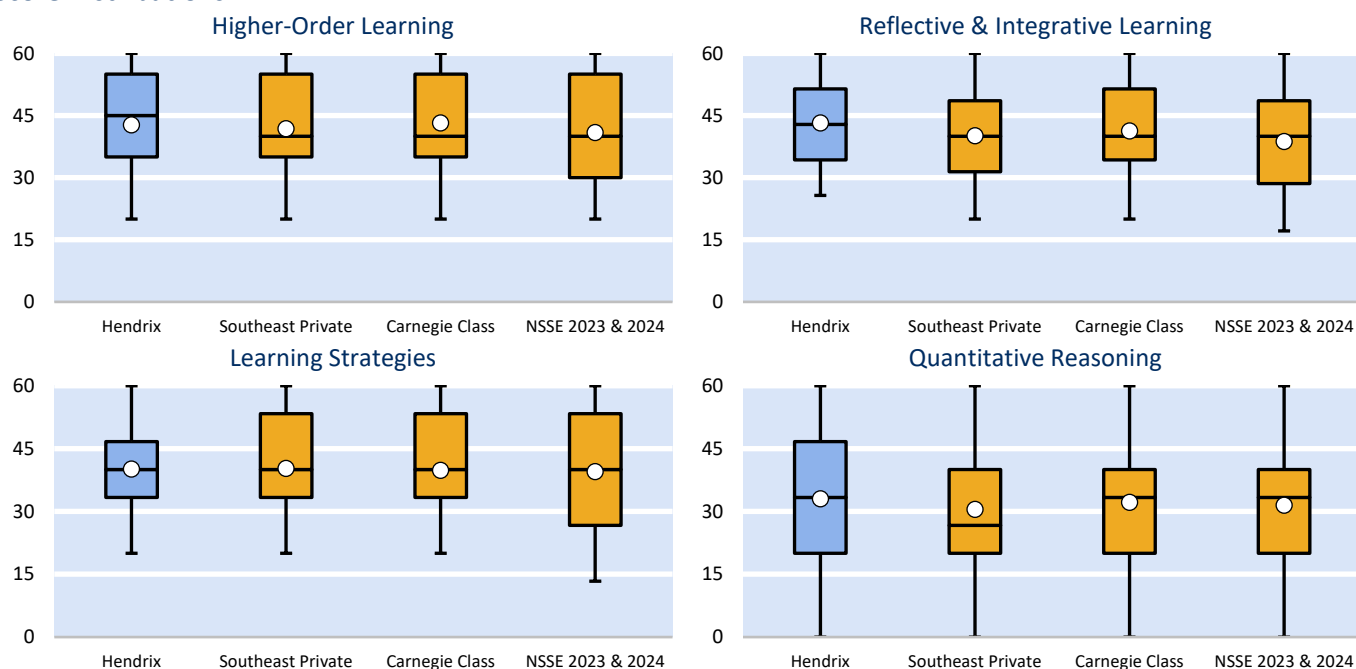
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Southeast Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Higher-Order Learning	42.7	41.9	.06	43.2	-.04	40.9	.13
Reflective & Integrative Learning	43.2	40.1 *	.25	41.3	.16	38.7 **	.35
Learning Strategies	40.1	40.3	-.01	39.8	.02	39.5	.04
Quantitative Reasoning	33.0	30.5	.14	32.1	.05	31.4	.09

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 <sup>a</sup> between your seniors and		
	Hendrix	Southeast Private	Carnegie Class	NSSE 2023 & 2024
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	76	-3	-5	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	83	+6	+1	+7
4d. Evaluating a point of view, decision, or information source	78	+2	-1	+6
4e. Forming a new idea or understanding from various pieces of information	76	-1	-5	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	78	+8	+3	+9
2b. Connected your learning to societal problems or issues	80	+13	+9	+18
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	80	+18	+11	+24
2d. Examined the strengths and weaknesses of your own views on a topic or issue	81	+9	+9	+13
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	79	+2	+2	+6
2f. Learned something that changed the way you understand an issue or concept	76	+3	-0	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	90	+5	+2	+6
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	87	+7	+2	+10
9b. Reviewed your notes after class	55	-11	-4	-10
9c. Summarized what you learned in class or from course materials	70	+1	+3	+2
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.)	59	+4	+0	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+3	+2	+1
6c. Evaluated what others have concluded from numerical information	53	+8	+1	+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.

## Learning with Peers: First-year students

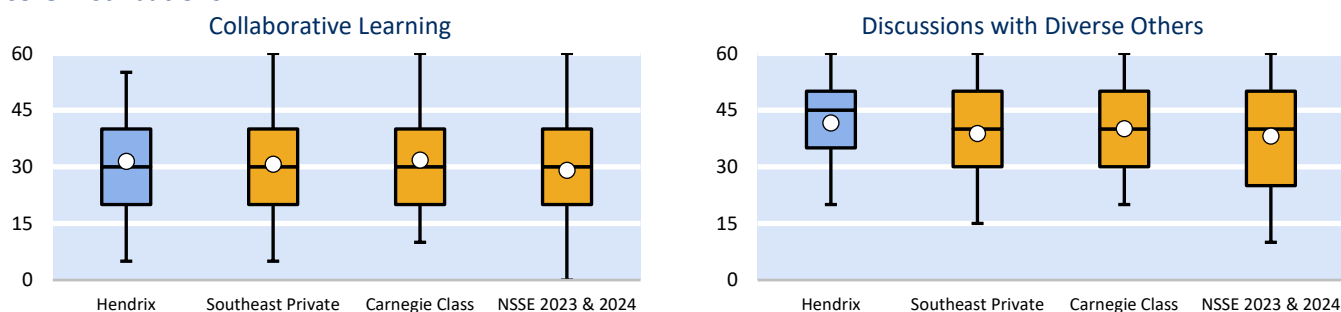
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Southeast Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Collaborative Learning	31.4	30.7	.05	31.8	-.03	29.1	.15
Discussions with Diverse Others	41.6	38.8	.18	40.0	.11	38.1	.22

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 <sup>a</sup> between your FY students and			
	Hendrix	Southeast Private	Carnegie Class	NSSE 2023 & 2024	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	49	+4	+1	+5	
1c. Explained course material to one or more students	50	-2	-2	+3	
1d. Prepared for exams by discussing or working through course material with other students	49	+5	+2	+8	
1e. Worked with other students on course projects or assignments	48	-7	-10	-3	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	81	+10	+5	+11	
8b. People from economic backgrounds other than your own	80	+7	+4	+10	
8c. People with religious beliefs other than your own	72	+10	+3	+8	
8d. People with political views other than your own	51	-9	-6	-8	

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## Learning with Peers: Seniors

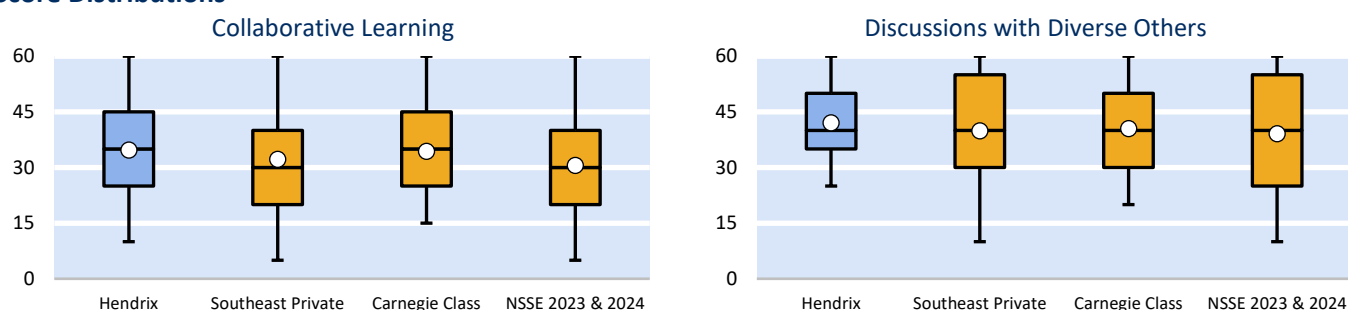
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	Hendrix Mean	Your seniors compared with					
		Southeast Private		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.7	32.3	.16	34.4	.03	30.6 *	.26
Discussions with Diverse Others	42.0	39.9	.13	40.5	.11	39.1 *	.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).

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		Percentage point difference <sup>a</sup> between your seniors and			
	Hendrix	Southeast Private	Carnegie Class	NSSE 2023 & 2024	
<b>Collaborative Learning</b>					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
1b. Asked another student to help you understand course material	53	+12	+8	+12	
1c. Explained course material to one or more students	64	+5	+0	+12	
1d. Prepared for exams by discussing or working through course material with other students	55	+9	+6	+14	
1e. Worked with other students on course projects or assignments	67	+4	-3	+6	
<b>Discussions with Diverse Others</b>					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	79	+6	+3	+8	
8b. People from economic backgrounds other than your own	86	+11	+8	+14	
8c. People with religious beliefs other than your own	75	+12	+7	+10	
8d. People with political views other than your own	59	-5	+2	-1	

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## Experiences with Faculty: First-year students

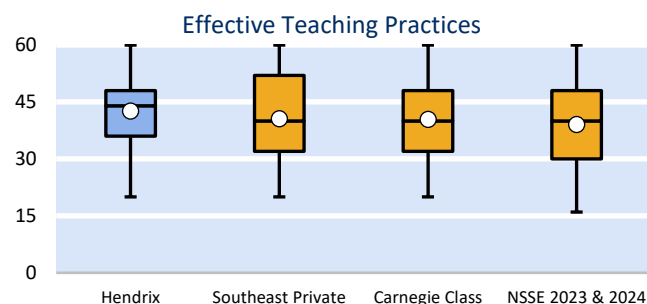
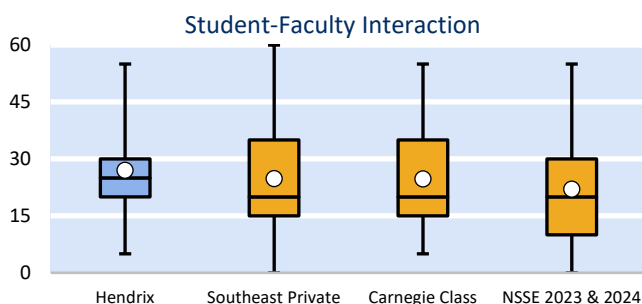
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Southeast Private		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.0	24.8	.14	24.7	.16	22.0 ***	.33
Effective Teaching Practices	42.6	40.6	.15	40.4	.17	39.0 **	.26

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

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		Percentage point difference <sup>a</sup> between your FY students and		
	Hendrix	Southeast Private	Carnegie Class	NSSE 2023 & 2024
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	42	+0	+3	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+2	+5	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	-1	-0	+6
3d. Discussed your academic performance with a faculty member	40	+3	+4	+8
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	87	+7	+6	+9
5b. Taught course sessions in an organized way	86	+9	+7	+11
5c. Used examples or illustrations to explain difficult points	74	-2	-4	+0
5d. Provided feedback on a draft or work in progress	79	+9	+11	+14
5e. Provided prompt and detailed feedback on tests or completed assignments	74	+7	+6	+12

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## Experiences with Faculty: Seniors

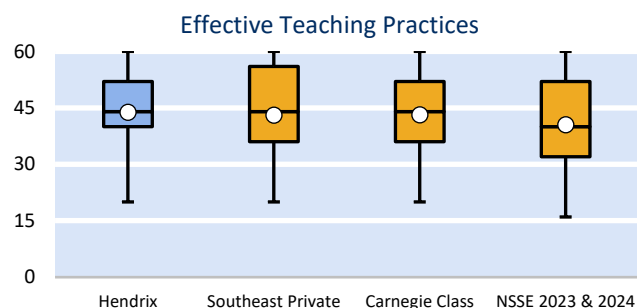
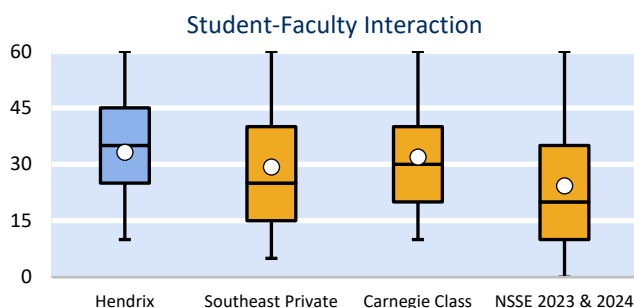
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	33.2	29.2 *	.23	31.9	.08	24.2 ***	.54
Effective Teaching Practices	43.8	43.0	.06	43.1	.06	40.4 *	.24

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		Percentage point difference <sup>a</sup> between your seniors and		
	Hendrix	Southeast Private	Carnegie Class	NSSE 2023 & 2024
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	59	+3	-0	+15
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	56	+18	+13	+28
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	59	+14	+7	+26
3d. Discussed your academic performance with a faculty member	36	-7	-8	+2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	85	+1	-1	+5
5b. Taught course sessions in an organized way	88	+6	+4	+11
5c. Used examples or illustrations to explain difficult points	83	+3	+1	+6
5d. Provided feedback on a draft or work in progress	77	+4	+2	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	75	+2	+1	+9

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

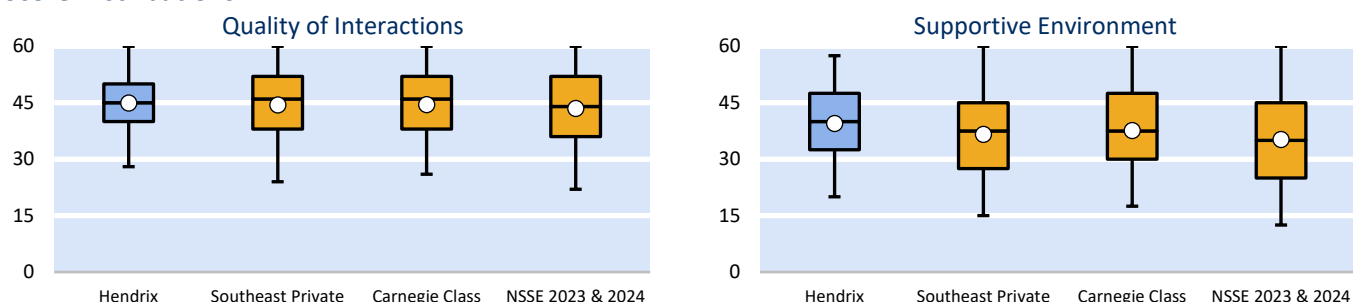
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	Hendrix Mean	Your first-year students compared with					
		Southeast Private		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.0	44.4	.05	44.5	.05	43.5	.12
Supportive Environment	39.5	36.6	.21	37.6	.15	35.2 **	.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 <sup>a</sup> between your FY students and			
	Hendrix	Southeast Private	Carnegie Class	NSSE 2023 & 2024	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	47	<div><div></div></div> -7	<div><div></div></div> -5	<div><div></div></div> -4	
13b. Academic advisors	49	<div><div></div></div> -8	<div><div></div></div> -9	<div><div></div></div> -7	
13c. Faculty	61	<div><div></div></div> +1	<div><div></div></div> -1	<div><div></div></div> +7	
13d. Student services staff (career services, student activities, housing, etc.)	53	<div><div></div></div> +4	<div><div></div></div> +3	<div><div></div></div> +4	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	<div><div></div></div> -4	<div><div></div></div> -2	<div><div></div></div> -1	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	82	<div><div></div></div> +8	<div><div></div></div> +4	<div><div></div></div> +10	
14c. Using learning support services (tutoring services, writing center, etc.)	81	<div><div></div></div> +7	<div><div></div></div> -0	<div><div></div></div> +7	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	72	<div><div></div></div> +8	<div><div></div></div> +6	<div><div></div></div> +11	
14e. Providing opportunities to be involved socially	83	<div><div></div></div> +10	<div><div></div></div> +9	<div><div></div></div> +14	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	79	<div><div></div></div> +10	<div><div></div></div> +7	<div><div></div></div> +13	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	<div><div></div></div> -6	<div><div></div></div> -3	<div><div></div></div> -3	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	<div><div></div></div> +4	<div><div></div></div> +2	<div><div></div></div> +9	
14i. Attending events that address important social, economic, or political issues	63	<div><div></div></div> +13	<div><div></div></div> +7	<div><div></div></div> +18	

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

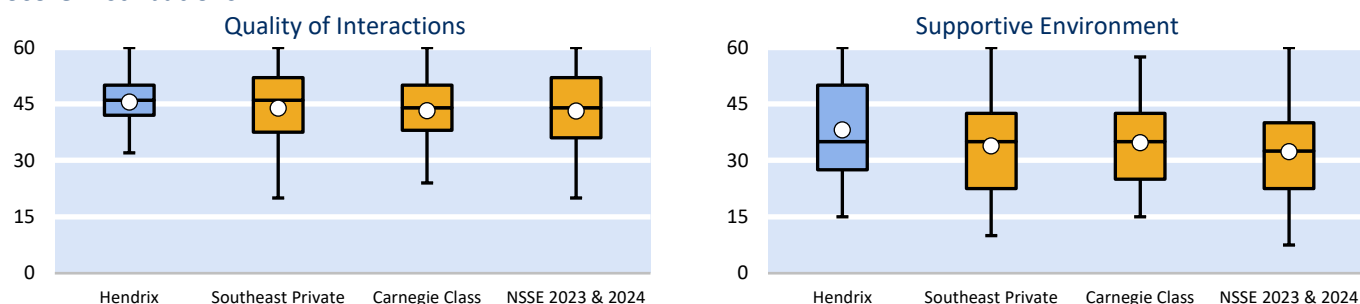
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	Hendrix Mean	Your seniors compared with					
		Southeast Private		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.5	43.9	.13	43.2 *	.22	43.1 *	.20
Supportive Environment	38.1	33.8 **	.30	34.7 *	.26	32.4 ***	.40

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 <sup>a</sup> between your seniors and		
Quality of Interactions	Hendrix	Southeast Private	Carnegie Class	NSSE 2023 & 2024
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	44	<div><div></div><div></div></div> -14	<div><div></div><div></div></div> -10	<div><div></div><div></div></div> -15
13b. Academic advisors	77	+15 <div><div></div><div></div></div>	+12 <div><div></div><div></div></div>	+24 <div><div></div><div></div></div>
13c. Faculty	67	<div><div></div><div></div></div> -0	<div><div></div><div></div></div> -1	+8 <div><div></div><div></div></div>
13d. Student services staff (career services, student activities, housing, etc.)	57	+13 <div><div></div><div></div></div>	+18 <div><div></div><div></div></div>	+11 <div><div></div><div></div></div>
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	<div><div></div><div></div></div> -3	+4 <div><div></div><div></div></div>	<div><div></div><div></div></div> -3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	83	+10 <div><div></div><div></div></div>	+8 <div><div></div><div></div></div>	+14 <div><div></div><div></div></div>
14c. Using learning support services (tutoring services, writing center, etc.)	82	+15 <div><div></div><div></div></div>	+7 <div><div></div><div></div></div>	+16 <div><div></div><div></div></div>
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+5 <div><div></div><div></div></div>	+3 <div><div></div><div></div></div>	+6 <div><div></div><div></div></div>
14e. Providing opportunities to be involved socially	77	+8 <div><div></div><div></div></div>	+6 <div><div></div><div></div></div>	+13 <div><div></div><div></div></div>
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	+11 <div><div></div><div></div></div>	+10 <div><div></div><div></div></div>	+15 <div><div></div><div></div></div>
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	<div><div></div><div></div></div> -1	+5 <div><div></div><div></div></div>	+1 <div><div></div><div></div></div>
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	+2 <div><div></div><div></div></div>	<div><div></div><div></div></div> -2	+9 <div><div></div><div></div></div>
14i. Attending events that address important social, economic, or political issues	60	+16 <div><div></div><div></div></div>	+9 <div><div></div><div></div></div>	+20 <div><div></div><div></div></div>

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

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

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# NSSE 2024 Engagement Indicators

## Comparisons with High-Performing Institutions

### Hendrix College

### Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see [go.iu.edu/NSSE-PnP](https://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<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 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<sup>b</sup> 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		Hendrix Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.0	39.8	.01	✓	42.4	-.19	
	Reflective and Integrative Learning	38.8	37.3	.12	✓	39.9	-.10	✓
	Learning Strategies	39.8	40.2	-.03	✓	43.1 *	-.23	
	Quantitative Reasoning	26.4	30.8 **	-.29		33.3 ***	-.45	
Learning with Peers	Collaborative Learning	31.4	33.4	-.14		36.7 ***	-.39	
	Discussions with Diverse Others	41.6	40.7	.06	✓	44.2	-.19	
Experiences with Faculty	Student-Faculty Interaction	27.0	25.4	.11	✓	29.9 *	-.19	
	Effective Teaching Practices	42.6	40.8	.14	✓	43.6	-.07	✓
Campus Environment	Quality of Interactions	45.0	45.7	-.06	✓	48.7 ***	-.31	
	Supportive Environment	39.5	37.1	.18	✓	40.4	-.08	✓
Seniors		Hendrix Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.7	42.4	.02	✓	44.9	-.17	
	Reflective and Integrative Learning	43.2	40.6	.21	✓	43.2	.00	✓
	Learning Strategies	40.1	41.2	-.07	✓	44.1 **	-.28	
	Quantitative Reasoning	33.0	32.8	.01	✓	36.2	-.20	
Learning with Peers	Collaborative Learning	34.7	34.7	.00	✓	38.0 *	-.24	
	Discussions with Diverse Others	42.0	41.4	.04	✓	44.1	-.14	
Experiences with Faculty	Student-Faculty Interaction	33.2	29.9	.20	✓	34.9	-.11	
	Effective Teaching Practices	43.8	42.5	.10	✓	45.2	-.11	
Campus Environment	Quality of Interactions	45.5	45.4	.01	✓	48.1 **	-.21	
	Supportive Environment	38.1	34.6 *	.24	✓	38.0	.01	✓

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

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

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



# NSSE 2024 Engagement Indicators

Detailed Statistics<sup>a</sup>

Hendrix College

## Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Hendrix (N = 77)	40.0	11.5	1.31	20	30	40	50	60				
Southeast Private	39.3	13.4	.16	20	30	40	50	60	7,166	.7	.663	.050
Carnegie Class	40.2	12.4	.18	20	30	40	50	60	4,803	-.2	.872	-.019
NSSE 2023 & 2024	38.6	13.4	.03	20	30	40	50	60	269,972	1.4	.366	.103
Top 50%	39.8	13.2	.03	20	30	40	50	60	176,591	.2	.907	.013
Top 10%	42.4	12.5	.09	20	35	40	55	60	20,391	-2.4	.094	-.191
<b>Reflective &amp; Integrative Learning</b>												
Hendrix (N = 88)	38.8	10.9	1.17	20	29	37	49	57				
Southeast Private	36.8	12.8	.14	17	29	37	46	60	8,011	2.0	.144	.157
Carnegie Class	37.5	12.1	.17	20	29	37	46	57	5,333	1.2	.338	.103
NSSE 2023 & 2024	35.8	12.2	.02	17	29	37	43	57	297,219	2.9	.025	.239
Top 50%	37.3	12.0	.03	17	29	37	46	60	158,893	1.5	.255	.122
Top 10%	39.9	11.7	.09	20	31	40	49	60	18,700	-1.2	.359	-.098
<b>Learning Strategies</b>												
Hendrix (N = 72)	39.8	11.0	1.30	20	33	40	47	60				
Southeast Private	39.9	13.9	.17	20	33	40	53	60	73	-.1	.910	-.011
Carnegie Class	39.8	13.3	.20	20	33	40	47	60	4,356	.0	.988	.002
NSSE 2023 & 2024	38.6	13.9	.03	20	27	40	47	60	71	1.1	.384	.082
Top 50%	40.2	13.9	.04	20	33	40	53	60	71	-.4	.750	-.030
Top 10%	43.1	14.5	.08	20	33	40	60	60	71	-3.4	.012	-.233
<b>Quantitative Reasoning</b>												
Hendrix (N = 72)	26.4	13.6	1.60	7	20	27	33	53				
Southeast Private	28.9	16.4	.20	0	20	27	40	60	74	-2.5	.123	-.154
Carnegie Class	28.8	15.5	.23	0	20	27	40	60	4,433	-2.4	.186	-.157
NSSE 2023 & 2024	29.5	15.7	.03	0	20	27	40	60	71	-3.1	.061	-.194
Top 50%	30.8	15.5	.04	7	20	33	40	60	71	-4.4	.007	-.286
Top 10%	33.3	15.4	.09	7	20	33	40	60	31,943	-6.9	.000	-.446
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Hendrix (N = 94)	31.4	13.2	1.36	5	20	30	40	55				
Southeast Private	30.7	14.5	.15	5	20	30	40	60	8,816	.8	.615	.052
Carnegie Class	31.8	13.4	.18	10	20	30	40	60	5,813	-.4	.791	-.027
NSSE 2023 & 2024	29.1	15.3	.03	0	20	30	40	60	326,145	2.4	.135	.154
Top 50%	33.4	13.9	.03	10	25	35	40	60	193,771	-2.0	.169	-.142
Top 10%	36.7	13.7	.07	15	25	35	45	60	36,276	-5.3	.000	-.385
<b>Discussions with Diverse Others</b>												
Hendrix (N = 69)	41.6	13.1	1.57	20	35	45	50	60				
Southeast Private	38.8	15.4	.19	15	30	40	50	60	6,563	2.8	.130	.183
Carnegie Class	40.0	14.2	.22	20	30	40	50	60	4,409	1.5	.368	.109
NSSE 2023 & 2024	38.1	16.1	.03	10	25	40	50	60	248,577	3.5	.073	.216
Top 50%	40.7	14.9	.04	20	30	40	55	60	159,045	.9	.621	.059
Top 10%	44.2	13.8	.11	20	35	45	60	60	16,972	-2.7	.109	-.193



## Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Hendrix (N = 81)	27.0	12.7	1.42	5	20	25	30	55				
Southeast Private	24.8	15.5	.18	0	15	20	35	60	82	2.2	.130	.141
Carnegie Class	24.7	14.6	.21	5	15	20	35	55	5,082	2.3	.166	.156
NSSE 2023 & 2024	22.0	15.3	.03	0	10	20	30	55	80	5.0	.001	.325
Top 50%	25.4	15.3	.05	5	15	25	35	60	80	1.6	.255	.106
Top 10%	29.9	15.5	.14	5	20	30	40	60	81	-2.9	.046	-.186
<b>Effective Teaching Practices</b>												
Hendrix (N = 77)	42.6	10.6	1.21	20	36	44	48	60				
Southeast Private	40.6	13.5	.16	20	32	40	52	60	79	2.0	.107	.148
Carnegie Class	40.4	12.6	.18	20	32	40	48	60	4,769	2.2	.134	.173
NSSE 2023 & 2024	39.0	13.4	.03	16	30	40	48	60	76	3.5	.005	.265
Top 50%	40.8	13.5	.04	20	32	40	52	60	76	1.8	.137	.135
Top 10%	43.6	14.1	.09	20	36	44	56	60	77	-1.0	.417	-.070
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Hendrix (N = 67)	45.0	8.7	1.06	28	40	45	50	60				
Southeast Private	44.4	11.4	.15	24	38	46	52	60	69	.6	.597	.050
Carnegie Class	44.5	10.1	.16	26	38	46	52	60	4,186	.5	.711	.046
NSSE 2023 & 2024	43.5	11.7	.02	22	36	44	52	60	66	1.4	.182	.122
Top 50%	45.7	11.5	.04	24	40	48	54	60	66	-.7	.491	-.064
Top 10%	48.7	11.9	.09	24	42	52	60	60	67	-3.7	.001	-.314
<b>Supportive Environment</b>												
Hendrix (N = 69)	39.5	11.6	1.39	20	33	40	48	58				
Southeast Private	36.6	13.4	.17	15	28	38	45	60	6,169	2.9	.078	.213
Carnegie Class	37.6	12.5	.19	18	30	38	48	60	4,208	1.9	.219	.149
NSSE 2023 & 2024	35.2	13.6	.03	13	25	35	45	60	237,158	4.2	.009	.312
Top 50%	37.1	13.0	.04	17	28	38	45	60	115,829	2.4	.126	.184
Top 10%	40.4	12.6	.13	20	33	40	50	60	9,710	-1.0	.529	-.076

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  $\pm$  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 2024 Engagement Indicators

Detailed Statistics<sup>a</sup>

Hendrix College

## Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Hendrix (N = 83)	42.7	12.7	1.40	20	35	45	55	60				
Southeast Private	41.9	13.7	.19	20	35	40	55	60	5,226	.9	.558	.065
Carnegie Class	43.2	12.4	.20	20	35	40	55	60	3,832	-.5	.740	-.037
NSSE 2023 & 2024	40.9	13.8	.02	20	30	40	55	60	308,538	1.8	.230	.132
Top 50%	42.4	13.6	.04	20	35	40	55	60	130,022	.3	.833	.023
Top 10%	44.9	12.8	.11	20	40	45	60	60	13,666	-2.1	.128	-.167
<b>Reflective &amp; Integrative Learning</b>												
Hendrix (N = 83)	43.2	11.3	1.24	26	34	43	51	60				
Southeast Private	40.1	12.4	.17	20	31	40	49	60	5,679	3.1	.023	.253
Carnegie Class	41.3	11.9	.19	20	34	40	51	60	4,093	1.9	.140	.164
NSSE 2023 & 2024	38.7	12.9	.02	17	29	40	49	60	329,859	4.5	.002	.349
Top 50%	40.6	12.5	.03	20	31	40	51	60	130,179	2.6	.056	.210
Top 10%	43.2	11.8	.11	23	34	43	54	60	12,557	.0	.975	.003
<b>Learning Strategies</b>												
Hendrix (N = 78)	40.1	11.5	1.30	20	33	40	47	60				
Southeast Private	40.3	14.7	.21	20	33	40	53	60	81	-.2	.904	-.011
Carnegie Class	39.8	13.8	.23	20	33	40	53	60	3,602	.3	.834	.024
NSSE 2023 & 2024	39.5	14.6	.03	13	27	40	53	60	77	.6	.649	.041
Top 50%	41.2	14.5	.04	20	33	40	53	60	77	-1.1	.420	-.073
Top 10%	44.1	14.2	.10	20	33	47	60	60	78	-4.0	.003	-.280
<b>Quantitative Reasoning</b>												
Hendrix (N = 80)	33.0	17.0	1.91	0	20	33	47	60				
Southeast Private	30.5	17.8	.26	0	20	27	40	60	4,914	2.5	.215	.140
Carnegie Class	32.1	16.8	.28	0	20	33	40	60	3,674	.9	.653	.051
NSSE 2023 & 2024	31.4	16.7	.03	0	20	33	40	60	293,509	1.5	.411	.092
Top 50%	32.8	16.5	.04	7	20	33	40	60	170,621	.1	.942	.008
Top 10%	36.2	16.2	.12	7	20	40	47	60	17,104	-3.2	.076	-.199
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Hendrix (N = 85)	34.7	14.4	1.56	10	25	35	45	60				
Southeast Private	32.3	15.5	.20	5	20	30	40	60	6,057	2.5	.144	.160
Carnegie Class	34.4	13.6	.21	15	25	35	45	60	4,381	.4	.809	.026
NSSE 2023 & 2024	30.6	16.0	.03	5	20	30	40	60	348,576	4.1	.017	.258
Top 50%	34.7	14.2	.04	10	25	35	45	60	157,962	.0	.997	.000
Top 10%	38.0	13.6	.10	15	30	40	50	60	20,232	-3.3	.027	-.240
<b>Discussions with Diverse Others</b>												
Hendrix (N = 78)	42.0	11.8	1.33	25	35	40	50	60				
Southeast Private	39.9	15.8	.23	10	30	40	55	60	82	2.1	.126	.133
Carnegie Class	40.5	14.0	.23	20	30	40	50	60	3,635	1.5	.333	.111
NSSE 2023 & 2024	39.1	16.4	.03	10	25	40	55	60	77	2.9	.032	.178
Top 50%	41.4	15.6	.04	15	30	40	60	60	77	.7	.620	.043
Top 10%	44.1	14.5	.11	20	35	45	60	60	78	-2.1	.126	-.143

# NSSE 2024 Engagement Indicators

## Detailed Statistics<sup>a</sup>

### Hendrix College

## Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Hendrix (N = 82)	33.2	14.9	1.65	10	25	35	45	60				
Southeast Private	29.2	17.0	.23	5	15	25	40	60	84	3.9	.021	.231
Carnegie Class	31.9	15.3	.25	10	20	30	40	60	3,959	1.3	.448	.085
NSSE 2023 & 2024	24.2	16.5	.03	0	10	20	35	60	318,334	8.9	.000	.541
Top 50%	29.9	16.3	.06	5	20	30	40	60	71,284	3.2	.072	.199
Top 10%	34.9	16.1	.19	10	20	35	45	60	7,576	-1.7	.332	-.108
<b>Effective Teaching Practices</b>												
Hendrix (N = 82)	43.8	11.8	1.31	20	40	44	52	60				
Southeast Private	43.0	13.7	.19	20	36	44	56	60	84	.8	.561	.056
Carnegie Class	43.1	12.4	.20	20	36	44	52	60	3,821	.7	.619	.056
NSSE 2023 & 2024	40.4	14.0	.03	16	32	40	52	60	81	3.4	.012	.240
Top 50%	42.5	13.8	.04	20	32	44	56	60	81	1.3	.313	.096
Top 10%	45.2	13.1	.11	20	36	48	60	60	82	-1.4	.273	-.110
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Hendrix (N = 77)	45.5	8.2	.93	32	42	46	50	60				
Southeast Private	43.9	12.0	.18	20	38	46	52	60	82	1.6	.099	.133
Carnegie Class	43.2	10.3	.18	24	38	44	50	60	81	2.3	.017	.224
NSSE 2023 & 2024	43.1	12.4	.02	20	36	44	52	60	76	2.4	.011	.195
Top 50%	45.4	12.0	.04	22	38	48	55	60	76	.1	.901	.010
Top 10%	48.1	12.3	.08	23	42	50	60	60	77	-2.6	.007	-.211
<b>Supportive Environment</b>												
Hendrix (N = 77)	38.1	13.8	1.57	15	28	35	50	60				
Southeast Private	33.8	14.3	.21	10	23	35	43	60	4,632	4.3	.009	.299
Carnegie Class	34.7	12.8	.22	15	25	35	43	58	3,528	3.4	.022	.264
NSSE 2023 & 2024	32.4	14.4	.03	8	23	33	40	60	281,438	5.8	.000	.399
Top 50%	34.6	14.2	.04	10	25	35	45	60	119,695	3.5	.032	.244
Top 10%	38.0	13.7	.13	15	28	40	48	60	11,247	.2	.924	.011

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  $\pm$  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.