NSSE 2014
Engagement Indicators

Kenyon College

About Your *Engagement Indicators* Report

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

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

Report sections

Overview (p. 3) — Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13) — Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

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

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

    Summary of Indicator Items
    Responses to each item in a given EI are displayed 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 2013 and 2014 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

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 themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

▲ **Your students' average** was significantly higher (p<.05) with an effect size at least .3 in magnitude.

Your students' average was significantly higher (p<.05) with an effect size less than .3 in magnitude.

-- No significant difference.

Your students' average was significantly lower (p<.05) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower (p<.05) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Private IPUG	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
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 Private IPUG	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
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

| | Kenyon | Your first-year students compared with | | | | | |
| | | Private IPUG | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.5	42.6	.00	41.1	.10	39.0 ***	.25
Reflective & Integrative Learning	40.0	39.2	.06	37.8 *	.18	35.6 ***	.35
Learning Strategies	37.4	40.7 **	-.25	40.4 **	-.22	39.5	-.15
Quantitative Reasoning	24.9	27.9 *	-.19	28.1 *	-.19	27.4	-.15

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

Score Distributions
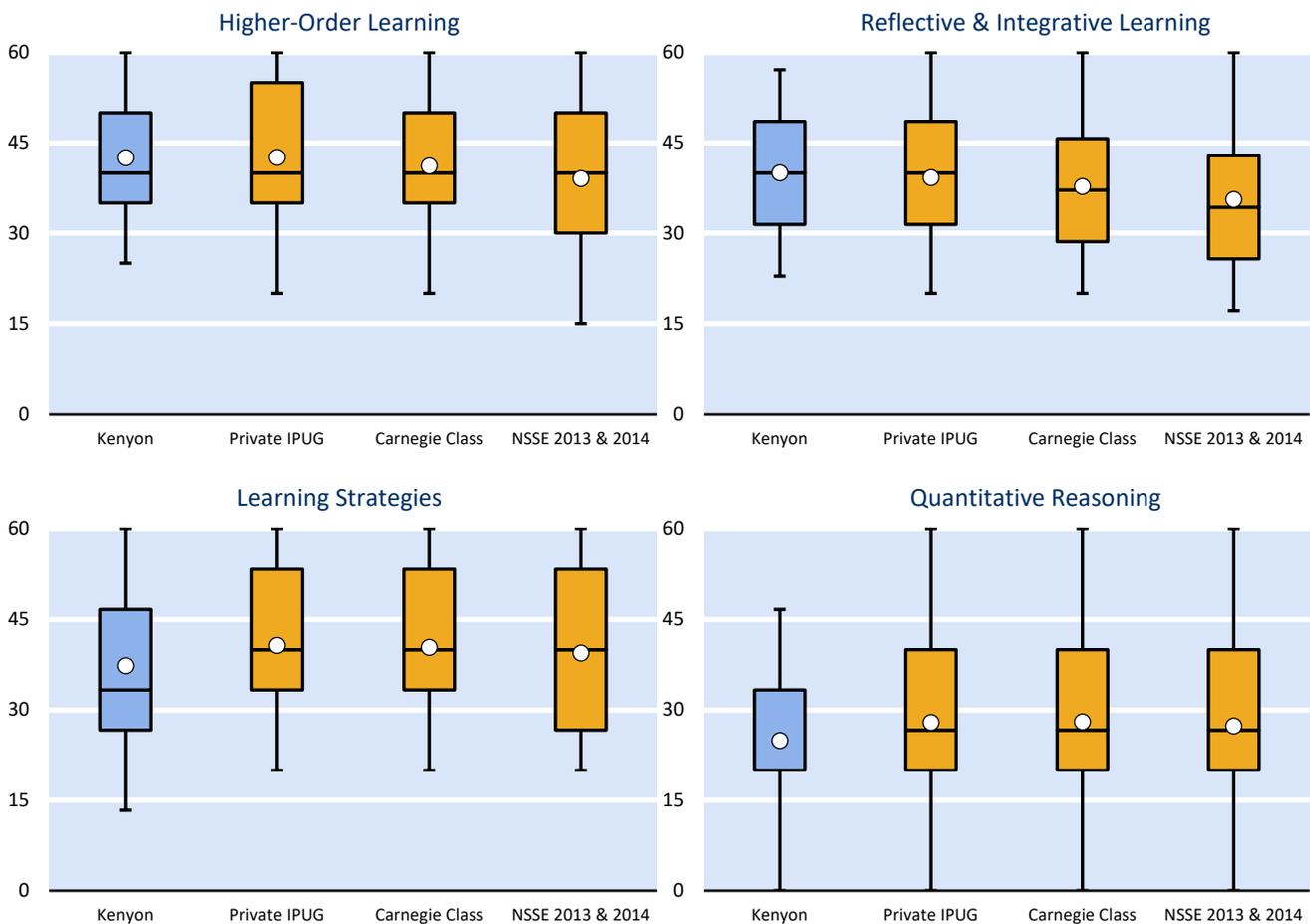
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
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	79	77	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	85	83	78	72
4d. Evaluating a point of view, decision, or information source	81	79	76	70
4e. Forming a new idea or understanding from various pieces of information	85	77	74	69

Reflective & Integrative Learning	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	69	60	59	56
2b. Connected your learning to societal problems or issues	68	65	60	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	64	59	50
2d. Examined the strengths and weaknesses of your own views on a topic or issue	74	71	68	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	74	70	66
2f. Learned something that changed the way you understand an issue or concept	81	76	71	65
2g. Connected ideas from your courses to your prior experiences and knowledge	89	85	82	77

Learning Strategies	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	94	89	86	80
9b. Reviewed your notes after class	42	62	64	65
9c. Summarized what you learned in class or from course materials	54	64	64	63

Quantitative Reasoning	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
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.)	44	51	52	52
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	38	39	38
6c. Evaluated what others have concluded from numerical information	36	42	40	37

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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

	Kenyon	Private IPUG		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	45.8	44.4	.12	43.0 **	.22	41.2 ***	.32
Reflective & Integrative Learning	44.2	43.0	.10	41.4 ***	.23	38.9 ***	.41
Learning Strategies	40.6	40.1	.04	39.7	.06	40.3	.02
Quantitative Reasoning	31.7	30.7	.05	30.7	.06	29.9	.10

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

Score Distributions
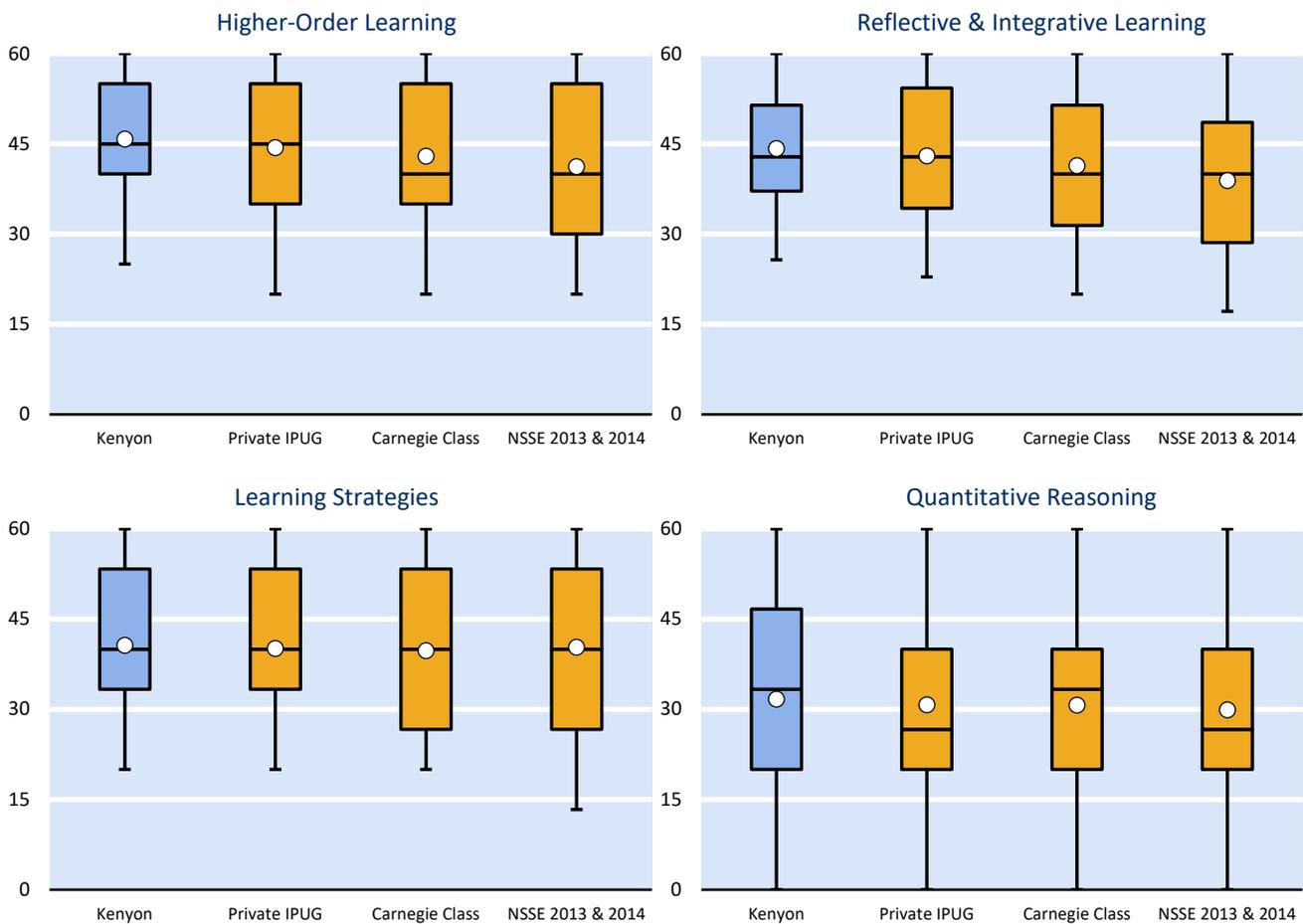
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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
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	81	81	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	88	86	82	78
4d. Evaluating a point of view, decision, or information source	87	81	78	72
4e. Forming a new idea or understanding from various pieces of information	87	82	77	72

Reflective & Integrative Learning	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	86	78	76	72
2b. Connected your learning to societal problems or issues	80	74	71	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	74	69	64	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	79	76	72	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	83	78	75	70
2f. Learned something that changed the way you understand an issue or concept	84	80	76	70
2g. Connected ideas from your courses to your prior experiences and knowledge	96	91	88	84

Learning Strategies	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	93	91	88	83
9b. Reviewed your notes after class	50	53	56	63
9c. Summarized what you learned in class or from course materials	68	62	63	66

Quantitative Reasoning	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
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.)	51	53	54	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	44	45	44
6c. Evaluated what others have concluded from numerical information	58	50	49	44

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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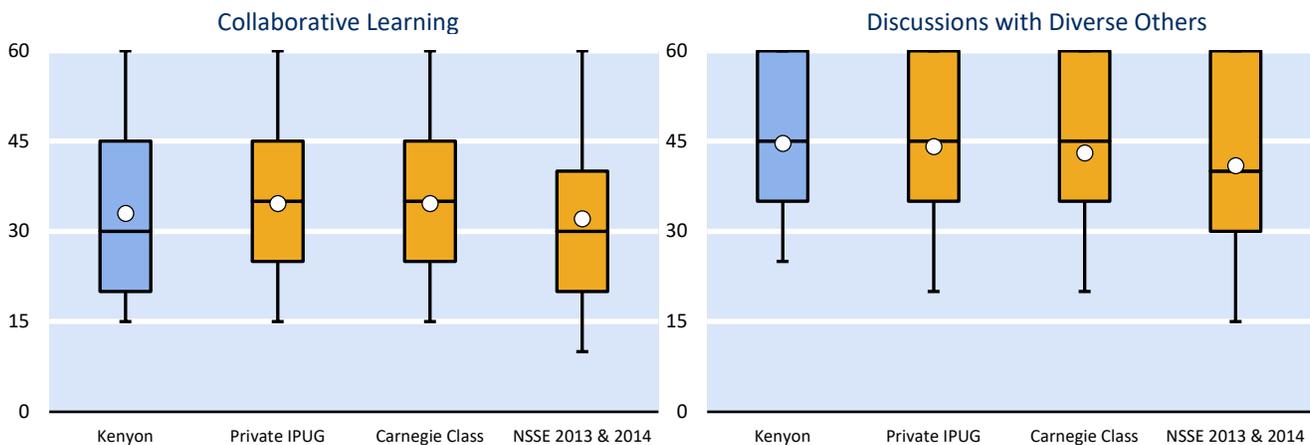## Learning with Peers: First-year students

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

Mean Comparisons

	Kenyon	Private IPUG		Carnegie Class		NSSE 2013 & 2014	
			Your first-year students compared with				
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Collaborative Learning	32.9	34.6	-.12	34.6	-.12	32.1	.06
Discussions with Diverse Others	44.6	44.1	.04	43.0	.11	40.9 ***	.23

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

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Collaborative Learning	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	52	56	56	49
1f. Explained course material to one or more students	53	62	62	57
1g. Prepared for exams by discussing or working through course material with other students	56	57	56	49
1h. Worked with other students on course projects or assignments	46	56	57	52

Discussions with Diverse Others	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	86	78	75	71
8b. People from an economic background other than your own	85	82	79	73
8c. People with religious beliefs other than your own	81	78	74	69
8d. People with political views other than your own	58	67	70	69

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.
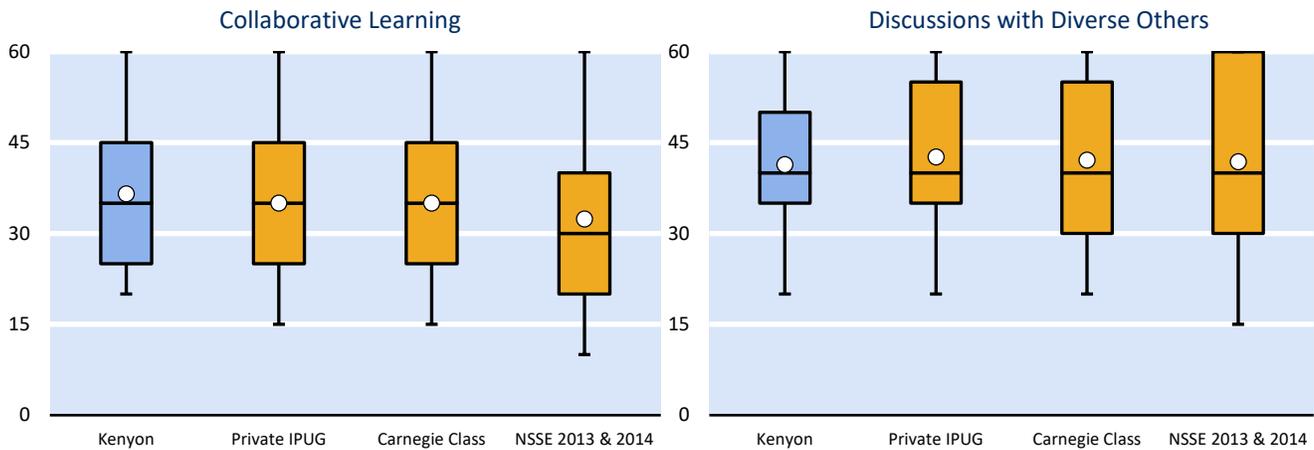
Learning with Peers: Seniors

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

Mean Comparisons

	Kenyon	Private IPUG		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.5	35.1	.11	35.0	.11	32.4 ***	.28
Discussions with Diverse Others	41.4	42.6	-.09	42.1	-.05	41.8	-.03

Your seniors compared with

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

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Collaborative Learning	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	50	47	47	40
1f. Explained course material to one or more students	66	66	66	58
1g. Prepared for exams by discussing or working through course material with other students	63	56	54	46
1h. Worked with other students on course projects or assignments	61	65	66	64

Discussions with Diverse Others	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	74	74	71	73
8b. People from an economic background other than your own	81	80	77	75
8c. People with religious beliefs other than your own	78	74	72	70
8d. People with political views other than your own	56	64	69	71

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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

	Kenyon	Your first-year students compared with					
		Private IPUG		Carnegie Class		NSSE 2013 & 2014	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Student-Faculty Interaction	20.4	23.0 **	-.20	23.5 **	-.22	20.3	.01
Effective Teaching Practices	43.5	43.0	.04	42.4	.09	40.2 ***	.25

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

Score Distributions

Student-Faculty Interaction

Effective Teaching Practices

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Student-Faculty Interaction	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	19	32	36	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	12	20	22	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	35	33	25
3d. Discussed your academic performance with a faculty member	29	34	36	29

Effective Teaching Practices	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	88	86	85	81
5b. Taught course sessions in an organized way	94	86	84	79
5c. Used examples or illustrations to explain difficult points	92	83	82	77
5d. Provided feedback on a draft or work in progress	64	72	72	65
5e. Provided prompt and detailed feedback on tests or completed assignments	75	74	71	63

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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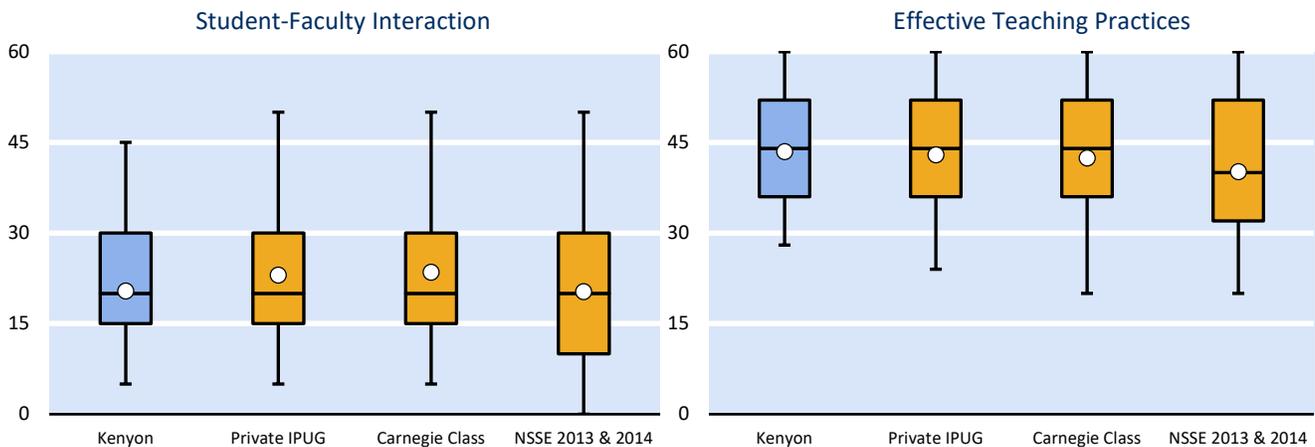
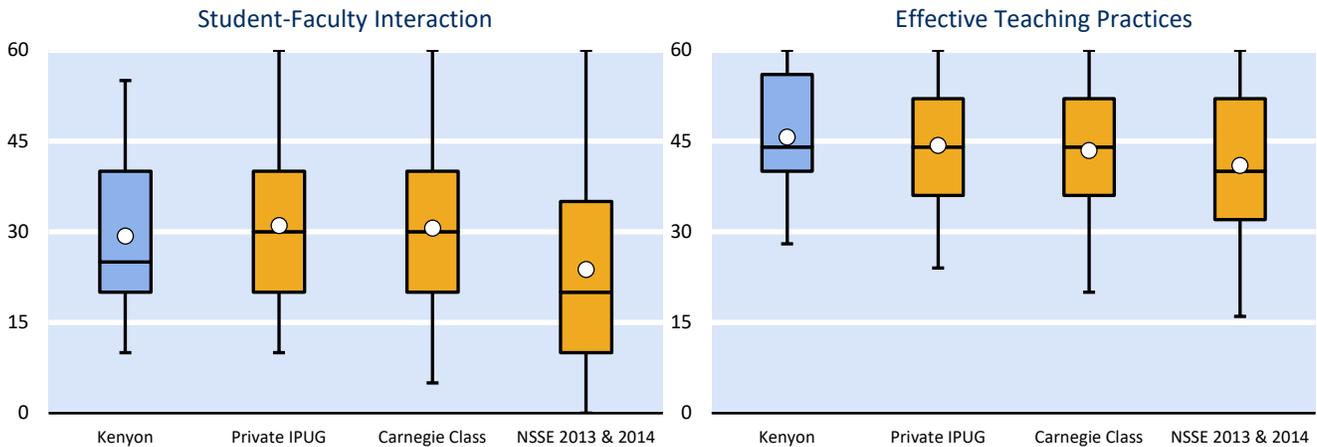## Experiences with Faculty: Seniors

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	Kenyon	Private IPUG		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	29.2	31.0	-.12	30.6	-.09	23.7 ***	.34
Effective Teaching Practices	45.6	44.2	.12	43.4 **	.18	40.9 ***	.34

Your seniors compared with

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

Score Distributions

Student-Faculty Interaction / Effective Teaching Practices box-and-whiskers charts for Kenyon, Private IPUG, Carnegie Class, and NSSE 2013 & 2014.

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Student-Faculty Interaction	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	49	57	58	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	40	39	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	56	54	51	33
3d. Discussed your academic performance with a faculty member	33	41	42	33

Effective Teaching Practices	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	92	89	86	83
5b. Taught course sessions in an organized way	90	89	86	81
5c. Used examples or illustrations to explain difficult points	92	87	85	79
5d. Provided feedback on a draft or work in progress	79	71	70	62
5e. Provided prompt and detailed feedback on tests or completed assignments	86	78	75	67

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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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

| | Kenyon | Your first-year students compared with | | | | | |
| | | Private IPUG | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	47.3	44.7 ***	.26	44.0 ***	.31	41.5 ***	.47
Supportive Environment	41.1	40.6	.04	39.8	.11	37.3 ***	.28

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

Score Distributions

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Summary of Indicator Items

Quality of Interactions

	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	76	66	64	59
13b. Academic advisors	58	52	53	48
13c. Faculty	72	65	61	50
13d. Student services staff (career services, student activities, housing, etc.)	56	51	49	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	49	47	41

Supportive Environment

	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	86	86	83	78
14c. Using learning support services (tutoring services, writing center, etc.)	83	84	82	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	65	62	59
14e. Providing opportunities to be involved socially	84	80	77	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	85	79	77	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	46	46	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	74	74	68
14i. Attending events that address important social, economic, or political issues	76	70	65	53

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.
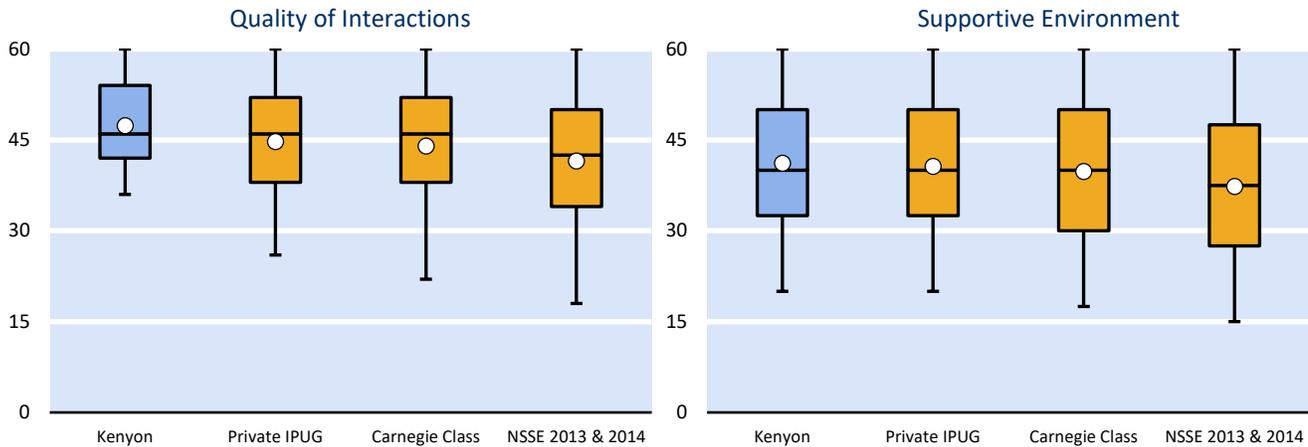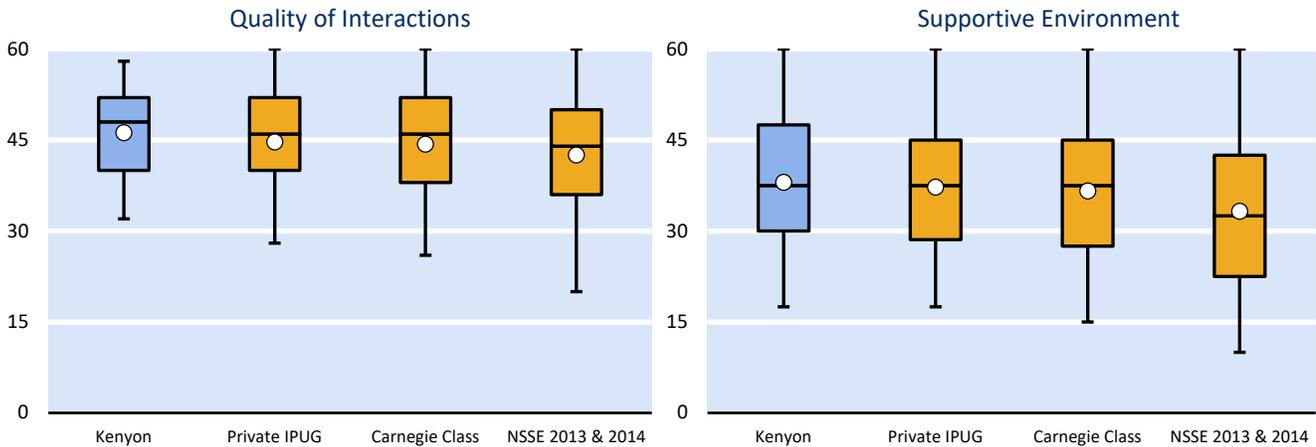
Campus Environment: Seniors

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

| | Kenyon | Your seniors compared with | | | | | |
| | | Private IPUG | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.2	44.7 *	.16	44.3 **	.18	42.5 ***	.31
Supportive Environment	38.1	37.2	.07	36.6	.11	33.3 ***	.33

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

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions

	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	78	64	65	64
13b. Academic advisors	72	64	63	52
13c. Faculty	78	72	70	60
13d. Student services staff (career services, student activities, housing, etc.)	46	43	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	41	41	42

Supportive Environment

	Kenyon	Private IPUG	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	82	82	80	72
14c. Using learning support services (tutoring services, writing center, etc.)	78	76	74	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	53	54	53
14e. Providing opportunities to be involved socially	79	76	73	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	82	72	70	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	31	34	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	69	68	57
14i. Attending events that address important social, economic, or political issues	77	66	60	46

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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NSSE 2014 Engagement Indicators
Comparisons with High-Performing Institutions
Kenyon College

Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior 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 2013 and 2014 NSSE institutions, and

   (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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 absence of a significant difference between your score and that of the high-performing group does not 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

| | | Kenyon | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.5	40.6 *	.14	✓	42.7	-.01	✓
	Reflective and Integrative Learning	40.0	37.3 **	.21	✓	39.3	.06	✓
	Learning Strategies	37.4	41.2 **	-.28		43.4 ***	-.43	
	Quantitative Reasoning	24.9	28.8 **	-.24		30.6 ***	-.35	
Learning with Peers	Collaborative Learning	32.9	34.7	-.13		37.0 ***	-.30	
	Discussions with Diverse Others	44.6	43.2	.09	✓	45.6	-.07	✓
Experiences with Faculty	Student-Faculty Interaction	20.4	23.3 **	-.20		26.9 ***	-.40	
	Effective Teaching Practices	43.5	42.4	.08	✓	44.6	-.09	✓
Campus Environment	Quality of Interactions	47.3	44.0 ***	.29	✓	46.0	.11	✓
	Supportive Environment	41.1	39.4	.13	✓	41.4	-.02	✓

Seniors

| | | Kenyon | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	45.8	43.3 **	.18	✓	45.2	.04	✓
	Reflective and Integrative Learning	44.2	41.1 ***	.25	✓	43.1	.09	✓
	Learning Strategies	40.6	42.5	-.13		44.9 ***	-.30	
	Quantitative Reasoning	31.7	31.3	.02	✓	33.0	-.08	✓
Learning with Peers	Collaborative Learning	36.5	35.4	.08	✓	37.7	-.09	✓
	Discussions with Diverse Others	41.4	43.9 **	-.16		45.8 ***	-.29	
Experiences with Faculty	Student-Faculty Interaction	29.2	29.5	-.02	✓	34.4 ***	-.32	
	Effective Teaching Practices	45.6	43.0 **	.19	✓	45.1	.04	✓
Campus Environment	Quality of Interactions	46.2	45.3	.08	✓	47.4	-.10	✓
	Supportive Environment	38.1	36.1 *	.14	✓	39.0	-.07	✓

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2014 Engagement Indicators

Detailed Statistics[a]
Kenyon College

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Kenyon (N = 140)	42.5	10.1	.86	25	35	40	50	60				
Private IPUG	42.6	12.3	.16	20	35	40	55	60	150	-.1	.947	-.005
Carnegie Class	41.1	13.0	.09	20	35	40	50	60	143	1.4	.116	.105
NSSE 2013 & 2014	39.0	13.8	.02	15	30	40	50	60	140	3.5	.000	.251
Top 50%	40.6	13.6	.03	20	30	40	50	60	140	1.9	.026	.142
Top 10%	42.7	13.6	.08	20	35	40	55	60	142	-.2	.835	-.013
Reflective & Integrative Learning												
Kenyon (N = 149)	40.0	10.5	.86	23	31	40	49	57				
Private IPUG	39.2	12.0	.16	20	31	40	49	60	5,981	.8	.445	.063
Carnegie Class	37.8	12.2	.08	20	29	37	46	60	21,307	2.2	.026	.183
NSSE 2013 & 2014	35.6	12.6	.02	17	26	34	43	60	148	4.4	.000	.349
Top 50%	37.3	12.5	.03	17	29	37	46	60	148	2.7	.002	.213
Top 10%	39.3	12.6	.07	20	31	40	49	60	150	.7	.402	.058
Learning Strategies												
Kenyon (N = 137)	37.4	13.2	1.13	13	27	33	47	60				
Private IPUG	40.7	13.4	.18	20	33	40	53	60	5,426	-3.4	.004	-.251
Carnegie Class	40.4	13.6	.10	20	33	40	53	60	19,278	-3.0	.009	-.223
NSSE 2013 & 2014	39.5	14.2	.03	20	27	40	53	60	299,493	-2.1	.081	-.149
Top 50%	41.2	14.0	.04	20	33	40	53	60	141,115	-3.9	.001	-.276
Top 10%	43.4	14.0	.08	20	33	40	60	60	29,999	-6.1	.000	-.433
Quantitative Reasoning												
Kenyon (N = 144)	24.9	14.6	1.22	0	20	20	33	47				
Private IPUG	27.9	16.1	.21	0	20	27	40	60	5,841	-3.0	.027	-.186
Carnegie Class	28.1	16.2	.11	0	20	27	40	60	20,809	-3.1	.021	-.192
NSSE 2013 & 2014	27.4	16.4	.03	0	20	27	40	60	328,423	-2.4	.079	-.147
Top 50%	28.8	16.3	.04	0	20	27	40	60	143	-3.8	.002	-.236
Top 10%	30.6	16.2	.07	0	20	27	40	60	144	-5.7	.000	-.350
Learning with Peers												
Collaborative Learning												
Kenyon (N = 155)	32.9	13.4	1.08	15	20	30	45	60				
Private IPUG	34.6	13.2	.17	15	25	35	45	60	6,120	-1.6	.128	-.124
Carnegie Class	34.6	13.4	.09	15	25	35	45	60	21,736	-1.6	.130	-.122
NSSE 2013 & 2014	32.1	14.1	.02	10	20	30	40	60	345,551	.9	.433	.063
Top 50%	34.7	13.7	.03	15	25	35	45	60	194,233	-1.7	.111	-.128
Top 10%	37.0	13.6	.06	15	25	35	45	60	44,414	-4.1	.000	-.300
Discussions with Diverse Others												
Kenyon (N = 143)	44.6	12.1	1.01	25	35	45	60	60				
Private IPUG	44.1	13.5	.18	20	35	45	60	60	5,492	.5	.649	.039
Carnegie Class	43.0	14.3	.10	20	35	45	60	60	145	1.6	.120	.112
NSSE 2013 & 2014	40.9	16.0	.03	15	30	40	60	60	142	3.7	.000	.231
Top 50%	43.2	15.4	.04	20	35	45	60	60	142	1.4	.183	.088
Top 10%	45.6	14.8	.08	20	40	50	60	60	143	-1.0	.309	-.070

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Kenyon (N = 147)	20.4	11.9	.98	5	15	20	30	45				
Private IPUG	23.0	13.3	.18	5	15	20	30	50	156	-2.6	.009	-.199
Carnegie Class	23.5	14.2	.10	5	15	20	30	50	149	-3.1	.002	-.216
NSSE 2013 & 2014	20.3	14.6	.03	0	10	20	30	50	147	.1	.906	.008
Top 50%	23.3	15.0	.04	0	10	20	30	55	147	-2.9	.003	-.196
Top 10%	26.9	16.2	.12	5	15	25	40	60	151	-6.5	.000	-.405
Effective Teaching Practices												
Kenyon (N = 147)	43.5	10.0	.83	28	36	44	52	60				
Private IPUG	43.0	11.8	.16	24	36	44	52	60	156	.5	.546	.043
Carnegie Class	42.4	12.3	.08	20	36	44	52	60	149	1.1	.204	.087
NSSE 2013 & 2014	40.2	13.3	.02	20	32	40	52	60	146	3.3	.000	.250
Top 50%	42.4	13.2	.04	20	32	44	52	60	146	1.1	.181	.084
Top 10%	44.6	13.3	.08	20	36	44	56	60	149	-1.2	.162	-.088
Campus Environment												
Quality of Interactions												
Kenyon (N = 139)	47.3	7.9	.67	36	42	46	54	60				
Private IPUG	44.7	10.4	.14	26	38	46	52	60	150	2.6	.000	.256
Carnegie Class	44.0	11.1	.08	22	38	46	52	60	142	3.4	.000	.306
NSSE 2013 & 2014	41.5	12.4	.02	18	34	43	50	60	138	5.8	.000	.469
Top 50%	44.0	11.4	.03	22	38	46	52	60	138	3.4	.000	.294
Top 10%	46.0	11.6	.08	24	40	48	55	60	141	1.3	.053	.113
Supportive Environment												
Kenyon (N = 138)	41.1	11.6	.99	20	33	40	50	60				
Private IPUG	40.6	12.4	.17	20	33	40	50	60	5,211	.5	.634	.041
Carnegie Class	39.8	12.9	.10	18	30	40	50	60	18,370	1.4	.219	.105
NSSE 2013 & 2014	37.3	13.8	.03	15	28	38	48	60	137	3.8	.000	.277
Top 50%	39.4	13.2	.04	18	30	40	50	60	137	1.7	.083	.131
Top 10%	41.4	12.8	.07	20	33	40	53	60	31,332	-.2	.830	-.018

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

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.

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Kenyon (N = 173)	45.8	11.5	.88	25	40	45	55	60				
Private IPUG	44.4	11.9	.15	20	35	45	55	60	6,404	1.4	.132	.116
Carnegie Class	43.0	12.9	.09	20	35	40	55	60	22,837	2.8	.004	.218
NSSE 2013 & 2014	41.2	14.1	.02	20	30	40	55	60	172	4.6	.000	.324
Top 50%	43.3	13.7	.03	20	35	40	55	60	172	2.5	.005	.183
Top 10%	45.2	13.6	.06	20	40	45	60	60	173	.5	.544	.039
Reflective & Integrative Learning												
Kenyon (N = 180)	44.2	10.2	.76	26	37	43	51	60				
Private IPUG	43.0	12.0	.15	23	34	43	54	60	193	1.2	.125	.101
Carnegie Class	41.4	12.4	.08	20	31	40	51	60	183	2.9	.000	.231
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	179	5.3	.000	.408
Top 50%	41.1	12.6	.03	20	31	40	51	60	179	3.2	.000	.251
Top 10%	43.1	12.5	.06	20	34	43	54	60	181	1.2	.128	.094
Learning Strategies												
Kenyon (N = 165)	40.6	13.5	1.05	20	33	40	53	60				
Private IPUG	40.1	13.6	.18	20	33	40	53	60	6,198	.5	.626	.038
Carnegie Class	39.7	14.1	.10	20	27	40	53	60	22,014	.9	.410	.064
NSSE 2013 & 2014	40.3	14.8	.02	13	27	40	53	60	487,050	.3	.792	.021
Top 50%	42.5	14.5	.03	20	33	40	60	60	164	-1.8	.083	-.127
Top 10%	44.9	14.1	.06	20	33	47	60	60	64,277	-4.2	.000	-.300
Quantitative Reasoning												
Kenyon (N = 179)	31.7	19.4	1.45	0	20	33	47	60				
Private IPUG	30.7	18.2	.23	0	20	27	40	60	6,539	.9	.496	.052
Carnegie Class	30.7	17.7	.12	0	20	33	40	60	181	1.0	.501	.055
NSSE 2013 & 2014	29.9	17.4	.02	0	20	27	40	60	179	1.8	.223	.102
Top 50%	31.3	17.2	.03	0	20	33	40	60	179	.4	.800	.021
Top 10%	33.0	16.9	.06	0	20	33	47	60	179	-1.3	.354	-.080
Learning with Peers												
Collaborative Learning												
Kenyon (N = 185)	36.5	13.6	1.00	20	25	35	45	60				
Private IPUG	35.1	13.6	.17	15	25	35	45	60	6,722	1.5	.144	.109
Carnegie Class	35.0	13.7	.09	15	25	35	45	60	23,852	1.5	.131	.111
NSSE 2013 & 2014	32.4	14.6	.02	10	20	30	40	60	542,138	4.1	.000	.283
Top 50%	35.4	13.8	.03	15	25	35	45	60	267,915	1.1	.258	.083
Top 10%	37.7	13.6	.06	15	30	40	50	60	53,717	-1.2	.227	-.089
Discussions with Diverse Others												
Kenyon (N = 169)	41.4	12.4	.95	20	35	40	50	60				
Private IPUG	42.6	13.6	.17	20	35	40	55	60	179	-1.3	.192	-.093
Carnegie Class	42.1	14.6	.10	20	30	40	55	60	171	-.7	.450	-.050
NSSE 2013 & 2014	41.8	16.1	.02	15	30	40	60	60	168	-.5	.626	-.029
Top 50%	43.9	15.8	.03	20	35	45	60	60	168	-2.6	.008	-.162
Top 10%	45.8	15.4	.05	20	40	50	60	60	169	-4.5	.000	-.291

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Kenyon (N = 176)	29.2	13.8	1.04	10	20	25	40	55				
Private IPUG	31.0	14.8	.19	10	20	30	40	60	6,531	-1.7	.126	-.117
Carnegie Class	30.6	15.5	.10	5	20	30	40	60	178	-1.4	.196	-.087
NSSE 2013 & 2014	23.7	16.3	.02	0	10	20	35	60	175	5.5	.000	.337
Top 50%	29.5	16.1	.05	5	20	30	40	60	176	-.3	.770	-.019
Top 10%	34.4	16.4	.12	10	20	35	45	60	180	-5.2	.000	-.315
Effective Teaching Practices												
Kenyon (N = 178)	45.6	10.5	.79	28	40	44	56	60				
Private IPUG	44.2	11.4	.14	24	36	44	52	60	6,587	1.4	.115	.120
Carnegie Class	43.4	12.5	.08	20	36	44	52	60	181	2.2	.006	.177
NSSE 2013 & 2014	40.9	13.7	.02	16	32	40	52	60	177	4.7	.000	.341
Top 50%	43.0	13.6	.03	20	36	44	56	60	177	2.6	.001	.188
Top 10%	45.1	13.4	.08	20	36	48	60	60	180	.5	.548	.035
Campus Environment												
Quality of Interactions												
Kenyon (N = 168)	46.2	8.0	.62	32	40	48	52	58				
Private IPUG	44.7	9.5	.12	28	40	46	52	60	180	1.5	.016	.162
Carnegie Class	44.3	10.4	.07	26	38	46	52	60	171	1.9	.003	.182
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	167	3.7	.000	.310
Top 50%	45.3	11.3	.03	24	38	48	54	60	167	.9	.131	.083
Top 10%	47.4	11.6	.06	24	40	50	58	60	169	-1.2	.066	-.099
Supportive Environment												
Kenyon (N = 163)	38.1	11.6	.91	18	30	38	48	60				
Private IPUG	37.2	12.2	.16	18	29	38	45	60	6,059	.8	.403	.067
Carnegie Class	36.6	13.0	.09	15	28	38	45	60	165	1.5	.112	.113
NSSE 2013 & 2014	33.3	14.4	.02	10	23	33	43	60	162	4.8	.000	.333
Top 50%	36.1	13.8	.03	13	28	38	45	60	162	2.0	.033	.143
Top 10%	39.0	13.3	.07	17	30	40	50	60	164	-.9	.316	-.069

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

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.