NSSE 2014
Engagement Indicators

Hamilton 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 Peer Colleges	Your first-year students compared with Broader Liberal Arts	Your first-year students compared with All NSSE
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 Peer Colleges	Your seniors compared with Broader Liberal Arts	Your seniors compared with All NSSE
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	△	△	▲

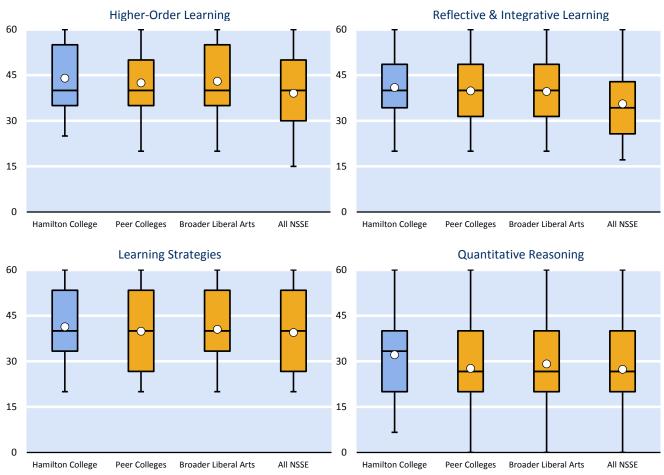**NSSE** national survey of student engagement

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

	Hamilton College	Your first-year students compared with					
		Peer Colleges		Broader Liberal Arts		All NSSE	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	44.0	42.5	.13	43.0	.09	39.0 ***	.36
Reflective & Integrative Learning	41.0	39.8	.10	39.6	.11	35.6 ***	.43
Learning Strategies	41.4	39.9	.11	40.5	.06	39.5	.14
Quantitative Reasoning	32.2	27.7 ***	.28	29.1 **	.19	27.4 ***	.29

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

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

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	Hamilton College	Peer Colleges	Broader Liberal Arts	All NSSE
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	88	79	81	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	87	84	84	72
4d. Evaluating a point of view, decision, or information source	80	78	79	70
4e. Forming a new idea or understanding from various pieces of information	83	77	79	69

Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	59	62	63	56
2b. Connected your learning to societal problems or issues	65	68	66	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66	65	64	50
2d. Examined the strengths and weaknesses of your own views on a topic or issue	78	71	70	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	80	72	73	66
2f. Learned something that changed the way you understand an issue or concept	82	79	78	65
2g. Connected ideas from your courses to your prior experiences and knowledge	88	87	86	77

Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	88	90	91	80
9b. Reviewed your notes after class	62	59	60	65
9c. Summarized what you learned in class or from course materials	66	60	63	63

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.)	64	50	53	52
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	36	40	38
6c. Evaluated what others have concluded from numerical information	49	43	45	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.
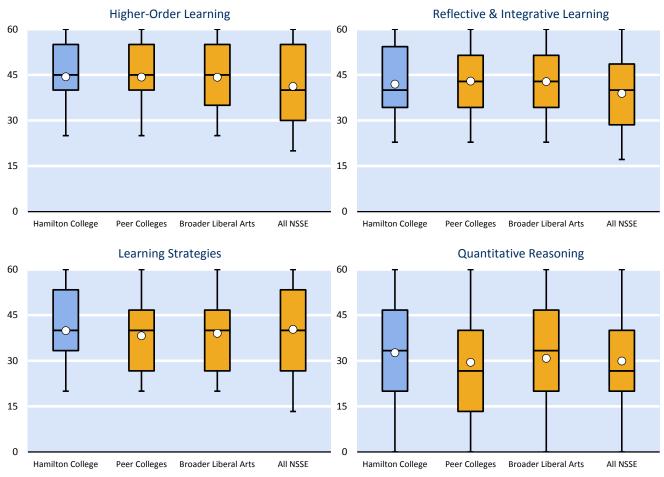
Academic Challenge: Seniors

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

	Hamilton College	Your seniors compared with					
		Peer Colleges		Broader Liberal Arts		All NSSE	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	44.4	44.3	.01	44.2	.01	41.2 ***	.22
Reflective & Integrative Learning	42.0	42.9	-.08	42.8	-.07	38.9 ***	.23
Learning Strategies	39.9	38.2	.12	39.0	.06	40.3	-.03
Quantitative Reasoning	32.6	29.5 **	.17	30.8	.10	29.9 *	.16

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	Hamilton College	Peer Colleges	Broader Liberal Arts	All NSSE
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	81	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	88	87	86	78
4d. Evaluating a point of view, decision, or information source	79	80	80	72
4e. Forming a new idea or understanding from various pieces of information	83	84	83	72

Reflective & Integrative Learning	Hamilton College	Peer Colleges	Broader Liberal Arts	All NSSE
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	73	78	78	72
2b. Connected your learning to societal problems or issues	72	76	75	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	67	68	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	75	76	76	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	79	78	77	70
2f. Learned something that changed the way you understand an issue or concept	80	81	80	70
2g. Connected ideas from your courses to your prior experiences and knowledge	89	92	91	84

Learning Strategies	Hamilton College	Peer Colleges	Broader Liberal Arts	All NSSE
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	91	91	91	83
9b. Reviewed your notes after class	48	45	49	63
9c. Summarized what you learned in class or from course materials	64	56	59	66

Quantitative Reasoning	Hamilton College	Peer Colleges	Broader Liberal Arts	All NSSE
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.)	60	49	52	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	42	45	44
6c. Evaluated what others have concluded from numerical information	54	50	52	44

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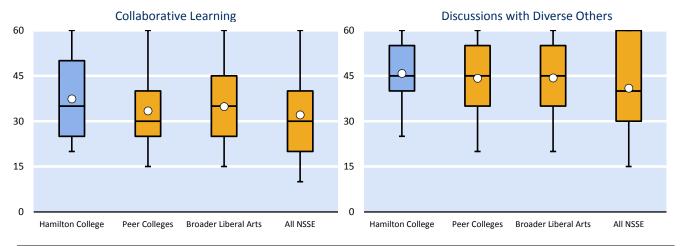## Learning with Peers: First-year students

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

| | Hamilton College | Your first-year students compared with | | | | | |
| | | Peer Colleges | | Broader Liberal Arts | | All NSSE | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.3	33.3 ***	.31	34.8 **	.19	32.1 ***	.38
Discussions with Diverse Others	45.8	44.2	.13	44.3	.12	40.9 ***	.31

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

Collaborative Learning

	Hamilton College	Peer Colleges	Broader Liberal Arts	All NSSE
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	59	52	56	49
1f. Explained course material to one or more students	70	59	63	57
1g. Prepared for exams by discussing or working through course material with other students	62	53	57	49
1h. Worked with other students on course projects or assignments	65	50	55	52

Discussions with Diverse Others

	Hamilton College	Peer Colleges	Broader Liberal Arts	All NSSE
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	85	80	80	71
8b. People from an economic background other than your own	85	83	82	73
8c. People with religious beliefs other than your own	86	80	78	69
8d. People with political views other than your own	70	61	67	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.
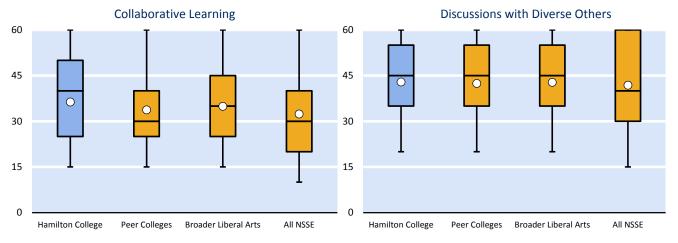
Learning with Peers: Seniors

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

	Hamilton College	Your seniors compared with					
		Peer Colleges		Broader Liberal Arts		All NSSE	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.4	33.8 **	.19	34.9	.11	32.4 ***	.27
Discussions with Diverse Others	42.9	42.4	.03	42.8	.01	41.8	.06

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

Collaborative Learning	Hamilton College	Peer Colleges	Broader Liberal Arts	All NSSE
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	50	44	47	40
1f. Explained course material to one or more students	61	61	64	58
1g. Prepared for exams by discussing or working through course material with other students	65	52	57	46
1h. Worked with other students on course projects or assignments	66	64	65	64

Discussions with Diverse Others	Hamilton College	Peer Colleges	Broader Liberal Arts	All NSSE
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	71	76	75	73
8b. People from an economic background other than your own	77	81	80	75
8c. People with religious beliefs other than your own	74	73	74	70
8d. People with political views other than your own	64	58	65	71

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

NSSE
national survey of
student engagement

NSSE 2014 Engagement Indicators
Experiences with Faculty
Hamilton College

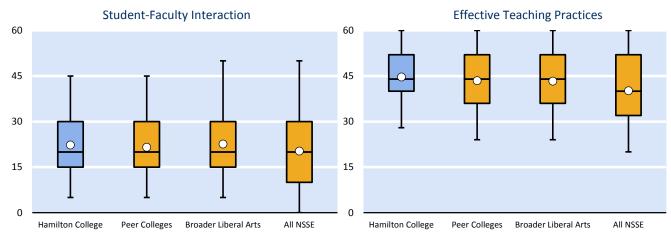## Experiences with Faculty: First-year students

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

| | Hamilton College | | | | | | | |
| | | Peer Colleges | | Broader Liberal Arts | | All NSSE | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.3	21.6	.06	22.6	-.02	20.3 *	.14
Effective Teaching Practices	44.7	43.4	.11	43.3	.12	40.2 ***	.34

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

Student-Faculty Interaction	Hamilton College	Peer Colleges	Broader Liberal Arts	All NSSE
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	23	26	28	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	16	19	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	34	37	25
3d. Discussed your academic performance with a faculty member	32	30	33	29

Effective Teaching Practices	Hamilton College	Peer Colleges	Broader Liberal Arts	All NSSE
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	93	89	88	81
5b. Taught course sessions in an organized way	93	90	89	79
5c. Used examples or illustrations to explain difficult points	89	86	85	77
5d. Provided feedback on a draft or work in progress	75	69	70	65
5e. Provided prompt and detailed feedback on tests or completed assignments	76	74	75	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.

![NSSE national survey of student engagement]
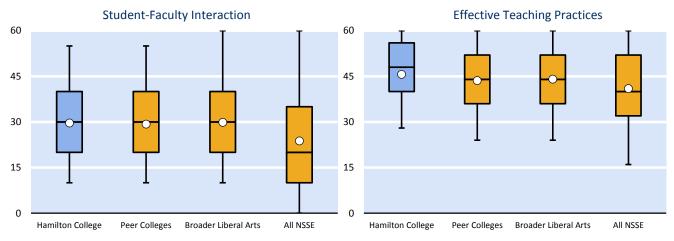
Experiences with Faculty: Seniors

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

		Your seniors compared with					
	Hamilton College	Peer Colleges		Broader Liberal Arts		All NSSE	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	29.6	29.3	.03	29.9	-.02	23.7 ***	.36
Effective Teaching Practices	45.6	43.6 **	.18	44.0 *	.14	40.9 ***	.34

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

Student-Faculty Interaction	Hamilton College	Peer Colleges	Broader Liberal Arts	All NSSE
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	51	53	55	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	35	37	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	60	52	52	33
3d. Discussed your academic performance with a faculty member	36	35	37	33

Effective Teaching Practices	Hamilton College	Peer Colleges	Broader Liberal Arts	All NSSE
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	91	89	89	83
5b. Taught course sessions in an organized way	91	88	89	81
5c. Used examples or illustrations to explain difficult points	89	87	88	79
5d. Provided feedback on a draft or work in progress	78	66	69	62
5e. Provided prompt and detailed feedback on tests or completed assignments	85	75	77	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.

NSSE 2014 Engagement Indicators
Campus Environment
Hamilton College
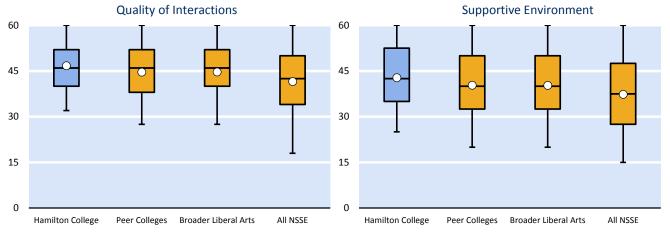
Campus Environment: First-year students

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

Mean Comparisons

| | Hamilton College | Your first-year students compared with | | | | | |
| | | Peer Colleges | | Broader Liberal Arts | | All NSSE | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.7	44.6 **	.21	44.7 **	.20	41.5 ***	.42
Supportive Environment	42.8	40.3 **	.21	40.2 **	.21	37.3 ***	.40

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

	Hamilton College %	Peer Colleges %	Broader Liberal Arts %	All NSSE %
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…				
13a. Students	73	65	66	59
13b. Academic advisors	52	50	50	48
13c. Faculty	69	66	66	50
13d. Student services staff (career services, student activities, housing, etc.)	57	52	52	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	47	48	41

Supportive Environment

	Hamilton College	Peer Colleges	Broader Liberal Arts	All NSSE
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	87	86	86	78
14c. Using learning support services (tutoring services, writing center, etc.)	95	85	83	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	64	62	59
14e. Providing opportunities to be involved socially	89	77	79	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	80	81	80	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	44	46	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	79	72	71	68
14i. Attending events that address important social, economic, or political issues	76	71	69	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.
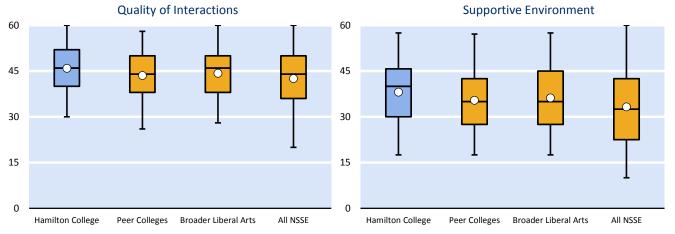
Campus Environment: Seniors

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

	Hamilton College	Your seniors compared with					
		Peer Colleges		Broader Liberal Arts		All NSSE	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.9	43.5 ***	.26	44.3 **	.17	42.5 ***	.28
Supportive Environment	38.1	35.4 ***	.23	36.2 *	.16	33.3 ***	.34

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	Hamilton College	Peer Colleges	Broader Liberal Arts	All NSSE
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	77	61	66	64
13b. Academic advisors	59	61	60	52
13c. Faculty	68	71	72	60
13d. Student services staff (career services, student activities, housing, etc.)	48	38	42	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	36	39	42

Supportive Environment	Hamilton College	Peer Colleges	Broader Liberal Arts	All NSSE
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	86	78	80	72
14c. Using learning support services (tutoring services, writing center, etc.)	90	71	72	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	45	49	53
14e. Providing opportunities to be involved socially	78	72	74	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	73	73	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	27	30	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	65	66	57
14i. Attending events that address important social, economic, or political issues	57	65	66	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
Hamilton 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

Theme	Engagement Indicator	Hamilton College Mean	NSSE Top 50% Mean	NSSE Top 50% Effect size	✓	NSSE Top 10% Mean	NSSE Top 10% Effect size	✓
			Your first-year students compared with					
Academic Challenge	Higher-Order Learning	44.0	40.6 ***	.25	✓	42.7	.10	✓
	Reflective and Integrative Learning	41.0	37.3 ***	.29	✓	39.3	.14	✓
	Learning Strategies	41.4	41.2	.01	✓	43.4 *	-.15	
	Quantitative Reasoning	32.2	28.8 **	.21	✓	30.6	.10	✓
Learning with Peers	Collaborative Learning	37.3	34.7 **	.19	✓	37.0	.02	✓
	Discussions with Diverse Others	45.8	43.2 **	.17	✓	45.6	.01	✓
Experiences with Faculty	Student-Faculty Interaction	22.3	23.3	-.07	✓	26.9 ***	-.29	
	Effective Teaching Practices	44.7	42.4 **	.18	✓	44.6	.00	✓
Campus Environment	Quality of Interactions	46.7	44.0 ***	.24	✓	46.0	.06	✓
	Supportive Environment	42.8	39.4 ***	.25	✓	41.3	.11	✓

Seniors

Theme	Engagement Indicator	Hamilton College Mean	NSSE Top 50% Mean	NSSE Top 50% Effect size	✓	NSSE Top 10% Mean	NSSE Top 10% Effect size	✓
			Your seniors compared with					
Academic Challenge	Higher-Order Learning	44.4	43.3	.08	✓	45.3	-.06	✓
	Reflective and Integrative Learning	42.0	41.1	.07	✓	43.1	-.09	✓
	Learning Strategies	39.9	42.5 **	-.18		44.9 ***	-.35	
	Quantitative Reasoning	32.6	31.3	.08	✓	33.0	-.02	✓
Learning with Peers	Collaborative Learning	36.4	35.4	.07	✓	37.7	-.10	
	Discussions with Diverse Others	42.9	43.9	-.07	✓	45.8 ***	-.19	
Experiences with Faculty	Student-Faculty Interaction	29.6	29.5	.00	✓	34.4 ***	-.29	
	Effective Teaching Practices	45.6	43.0 ***	.19	✓	45.1	.04	✓
Campus Environment	Quality of Interactions	45.9	45.3	.06	✓	47.4 *	-.13	
	Supportive Environment	38.1	36.1 **	.15	✓	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.

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												
Hamilton College (N = 195)	44.0	10.8	.77	25	35	40	55	60				
Peer Colleges	42.5	11.8	.29	20	35	40	50	60	1,898	1.6	.079	.133
Broader Liberal Arts	43.0	11.9	.18	20	35	40	55	60	4,619	1.0	.237	.087
All NSSE	39.0	13.8	.02	15	30	40	50	60	194	5.0	.000	.360
Top 50%	40.6	13.6	.03	20	30	40	50	60	194	3.4	.000	.253
Top 10%	42.7	13.6	.07	20	35	40	55	60	197	1.3	.086	.099
Reflective & Integrative Learning												
Hamilton College (N = 205)	41.0	11.3	.79	20	34	40	49	60				
Peer Colleges	39.8	12.0	.28	20	31	40	49	60	1,988	1.1	.195	.096
Broader Liberal Arts	39.6	11.9	.17	20	31	40	49	60	4,825	1.3	.112	.113
All NSSE	35.6	12.6	.02	17	26	34	43	60	443,863	5.4	.000	.426
Top 50%	37.3	12.5	.03	17	29	37	46	60	211,447	3.6	.000	.291
Top 10%	39.3	12.6	.06	20	31	40	49	60	45,264	1.7	.052	.136
Learning Strategies												
Hamilton College (N = 196)	41.4	13.3	.95	20	33	40	53	60				
Peer Colleges	39.9	13.6	.34	20	27	40	53	60	1,787	1.5	.147	.110
Broader Liberal Arts	40.5	13.5	.21	20	33	40	53	60	4,380	.9	.376	.065
All NSSE	39.5	14.2	.02	20	27	40	53	60	394,112	1.9	.059	.135
Top 50%	41.2	14.0	.03	20	33	40	53	60	185,518	.2	.879	.011
Top 10%	43.4	14.0	.07	20	33	40	60	60	39,493	-2.0	.041	-.146
Quantitative Reasoning												
Hamilton College (N = 199)	32.2	15.4	1.09	7	20	33	40	60				
Peer Colleges	27.7	16.3	.39	0	20	27	40	60	1,943	4.5	.000	.277
Broader Liberal Arts	29.1	16.1	.24	0	20	27	40	60	4,699	3.0	.009	.189
All NSSE	27.4	16.4	.02	0	20	27	40	60	432,182	4.8	.000	.294
Top 50%	28.8	16.3	.03	0	20	27	40	60	270,382	3.4	.003	.208
Top 10%	30.6	16.2	.07	0	20	27	40	60	61,649	1.5	.180	.095
Learning with Peers												
Collaborative Learning												
Hamilton College (N = 209)	37.3	13.3	.92	20	25	35	50	60				
Peer Colleges	33.3	12.9	.30	15	25	30	40	60	2,076	4.0	.000	.309
Broader Liberal Arts	34.8	13.4	.19	15	25	35	45	60	4,947	2.5	.007	.190
All NSSE	32.1	14.1	.02	10	20	30	40	60	454,721	5.3	.000	.375
Top 50%	34.7	13.7	.03	15	25	35	45	60	255,598	2.7	.005	.194
Top 10%	37.0	13.6	.06	15	25	35	45	60	58,242	.3	.738	.023
Discussions with Diverse Others												
Hamilton College (N = 198)	45.8	11.8	.84	25	40	45	55	60				
Peer Colleges	44.2	12.8	.32	20	35	45	55	60	1,822	1.6	.096	.125
Broader Liberal Arts	44.3	13.1	.20	20	35	45	55	60	4,451	1.5	.112	.116
All NSSE	40.9	16.0	.03	15	30	40	60	60	197	4.9	.000	.306
Top 50%	43.2	15.4	.03	20	35	45	60	60	197	2.6	.003	.166
Top 10%	45.6	14.8	.07	20	40	50	60	60	199	.2	.847	.011

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												
Hamilton College (N = 198)	22.3	12.8	.91	5	15	20	30	45				
Peer Colleges	21.6	12.7	.30	5	15	20	30	45	1,940	.8	.428	.059
Broader Liberal Arts	22.6	13.4	.20	5	15	20	30	50	4,725	-.3	.745	-.024
All NSSE	20.3	14.6	.02	0	10	20	30	50	197	2.0	.027	.139
Top 50%	23.3	15.0	.04	0	10	20	30	55	198	-1.0	.265	-.068
Top 10%	26.9	16.2	.10	5	15	25	40	60	202	-4.6	.000	-.286
Effective Teaching Practices												
Hamilton College (N = 203)	44.7	10.4	.73	28	40	44	52	60				
Peer Colleges	43.4	11.3	.27	24	36	44	52	60	1,953	1.2	.140	.109
Broader Liberal Arts	43.3	11.4	.17	24	36	44	52	60	4,743	1.4	.092	.121
All NSSE	40.2	13.3	.02	20	32	40	52	60	203	4.5	.000	.341
Top 50%	42.4	13.2	.03	20	32	44	52	60	203	2.3	.002	.176
Top 10%	44.6	13.3	.07	20	36	44	56	60	206	.0	.957	.003
Campus Environment												
Quality of Interactions												
Hamilton College (N = 190)	46.7	8.6	.62	32	40	46	52	60				
Peer Colleges	44.6	10.1	.25	28	38	46	52	60	1,766	2.1	.006	.211
Broader Liberal Arts	44.7	10.0	.16	28	40	46	52	60	213	2.0	.002	.203
All NSSE	41.5	12.4	.02	18	34	43	50	60	189	5.2	.000	.416
Top 50%	44.0	11.4	.03	22	38	46	52	60	190	2.7	.000	.237
Top 10%	46.0	11.6	.07	24	40	48	55	60	194	.7	.291	.057
Supportive Environment												
Hamilton College (N = 187)	42.8	11.0	.81	25	35	43	53	60				
Peer Colleges	40.3	11.7	.30	20	33	40	50	60	1,695	2.4	.007	.210
Broader Liberal Arts	40.2	12.3	.19	20	33	40	50	60	207	2.5	.003	.207
All NSSE	37.3	13.8	.02	15	28	38	48	60	186	5.5	.000	.395
Top 50%	39.4	13.2	.03	18	30	40	50	60	186	3.4	.000	.255
Top 10%	41.3	12.8	.06	20	33	40	53	60	188	1.4	.084	.110

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.

NSSE 2014 Engagement Indicators

Detailed Statistics[a]
Hamilton College

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Hamilton College (N = 258)	44.4	11.6	.73	25	40	45	55	60				
Peer Colleges	44.3	11.6	.26	25	40	45	55	60	2,257	.1	.895	.009
Broader Liberal Arts	44.2	11.8	.17	25	35	45	55	60	5,265	.2	.836	.013
All NSSE	41.2	14.1	.02	20	30	40	55	60	257	3.2	.000	.225
Top 50%	43.3	13.7	.03	20	35	40	55	60	258	1.1	.126	.081
Top 10%	45.3	13.6	.05	20	40	45	60	60	260	-.9	.235	-.064
Reflective & Integrative Learning												
Hamilton College (N = 266)	42.0	12.2	.75	23	34	40	54	60				
Peer Colleges	42.9	11.7	.25	23	34	43	51	60	2,383	-1.0	.204	-.083
Broader Liberal Arts	42.8	11.8	.16	23	34	43	51	60	5,487	-.8	.262	-.070
All NSSE	38.9	13.0	.02	17	29	40	49	60	659,984	3.0	.000	.234
Top 50%	41.1	12.6	.03	20	31	40	51	60	247,061	.9	.238	.072
Top 10%	43.1	12.5	.05	20	34	43	54	60	54,434	-1.1	.157	-.087
Learning Strategies												
Hamilton College (N = 257)	39.9	13.7	.86	20	33	40	53	60				
Peer Colleges	38.2	13.1	.30	20	27	40	47	60	2,197	1.6	.061	.125
Broader Liberal Arts	39.0	13.4	.19	20	27	40	47	60	5,129	.9	.320	.064
All NSSE	40.3	14.8	.02	13	27	40	53	60	600,298	-.5	.615	-.031
Top 50%	42.5	14.5	.03	20	33	40	60	60	256	-2.6	.003	-.180
Top 10%	44.9	14.1	.05	20	33	47	60	60	79,276	-5.0	.000	-.354
Quantitative Reasoning												
Hamilton College (N = 266)	32.6	18.0	1.10	0	20	33	47	60				
Peer Colleges	29.5	18.5	.41	0	13	27	40	60	2,328	3.2	.009	.171
Broader Liberal Arts	30.8	18.4	.26	0	20	33	47	60	5,399	1.8	.111	.100
All NSSE	29.9	17.4	.02	0	20	27	40	60	646,509	2.7	.011	.156
Top 50%	31.3	17.2	.03	0	20	33	40	60	391,765	1.3	.217	.076
Top 10%	33.0	16.9	.05	0	20	33	47	60	98,049	-.4	.691	-.024
Learning with Peers												
Collaborative Learning												
Hamilton College (N = 263)	36.4	14.7	.91	15	25	40	50	60				
Peer Colleges	33.8	13.3	.29	15	25	30	40	60	316	2.6	.007	.191
Broader Liberal Arts	34.9	13.5	.19	15	25	35	45	60	284	1.4	.120	.106
All NSSE	32.4	14.6	.02	10	20	30	40	60	668,195	4.0	.000	.272
Top 50%	35.4	13.8	.02	15	25	35	45	60	330,211	1.0	.251	.071
Top 10%	37.7	13.6	.05	15	30	40	50	60	66,242	-1.4	.102	-.101
Discussions with Diverse Others												
Hamilton College (N = 257)	42.9	13.6	.85	20	35	45	55	60				
Peer Colleges	42.4	13.5	.31	20	35	45	55	60	2,210	.5	.615	.033
Broader Liberal Arts	42.8	13.4	.19	20	35	45	55	60	5,169	.1	.905	.008
All NSSE	41.8	16.1	.02	15	30	40	60	60	256	1.0	.221	.065
Top 50%	43.9	15.8	.03	20	35	45	60	60	256	-1.1	.215	-.067
Top 10%	45.8	15.4	.05	20	40	50	60	60	258	-3.0	.001	-.193

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												
Hamilton College (N = 263)	29.6	13.3	.82	10	20	30	40	55				
Peer Colleges	29.3	14.4	.32	10	20	30	40	55	2,329	.4	.700	.025
Broader Liberal Arts	29.9	14.6	.20	10	20	30	40	60	5,403	-.2	.795	-.016
All NSSE	23.7	16.3	.02	0	10	20	35	60	262	5.9	.000	.360
Top 50%	29.5	16.1	.04	5	20	30	40	60	263	.1	.930	.004
Top 10%	34.4	16.4	.11	10	20	35	45	60	272	-4.8	.000	-.293
Effective Teaching Practices												
Hamilton College (N = 267)	45.6	10.8	.66	28	40	48	56	60				
Peer Colleges	43.6	11.5	.25	24	36	44	52	60	2,344	2.0	.006	.178
Broader Liberal Arts	44.0	11.4	.16	24	36	44	52	60	5,431	1.6	.030	.136
All NSSE	40.9	13.7	.02	16	32	40	52	60	266	4.7	.000	.340
Top 50%	43.0	13.6	.03	20	36	44	56	60	267	2.6	.000	.188
Top 10%	45.1	13.4	.07	20	36	48	60	60	271	.5	.479	.035
Campus Environment												
Quality of Interactions												
Hamilton College (N = 256)	45.9	9.0	.56	30	40	46	52	60				
Peer Colleges	43.5	9.3	.21	26	38	44	50	58	2,215	2.4	.000	.256
Broader Liberal Arts	44.3	9.5	.14	28	38	46	50	60	5,172	1.6	.008	.171
All NSSE	42.5	11.9	.02	20	36	44	50	60	256	3.4	.000	.285
Top 50%	45.3	11.3	.03	24	38	48	54	60	256	.6	.257	.056
Top 10%	47.4	11.6	.05	24	40	50	58	60	259	-1.5	.011	-.125
Supportive Environment												
Hamilton College (N = 250)	38.1	11.8	.75	18	30	40	46	58				
Peer Colleges	35.4	11.9	.28	18	28	35	43	57	2,104	2.7	.001	.227
Broader Liberal Arts	36.2	12.1	.18	18	28	35	45	58	4,986	1.9	.016	.157
All NSSE	33.3	14.4	.02	10	23	33	43	60	250	4.8	.000	.336
Top 50%	36.1	13.8	.03	13	28	38	45	60	250	2.0	.008	.146
Top 10%	39.0	13.3	.07	17	30	40	50	60	253	-.9	.241	-.066

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.