# NSSE 2012 Mean Comparisons <br> Brenau University 

national survey of
student engagement

> FRESHMEN $=119$
> SENIORS $=337$


Brenau compared with:
Women's
Colleges

| Brenau | Colleges |  |
| :---: | :---: | :---: |
| Mean ${ }^{\mathrm{a}}$ | Mean $^{\mathrm{a}}$ Sig $^{\mathrm{b}}$ | Effect <br> Size |

$\qquad$ $\frac{\text { NSSE } 2012}{\text { Effect }}$
In your experience at your institution during the current school year, about how often have you done each of the

## 1. Academic and Intellectual Experiences



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2. Mental Activities

Memorizing facts, ideas, or methods from your
a. courses and readings so you can repeat them in pretty much the same form
$\qquad$
Analyzing the basic elements of an idea,
b. experience, or theory, such as examining a particular case or situation in depth and considering its components Synthesizing and organizing ideas, information, or
c. experiences into new, more complex interpretations SYNTHESZ LAC FY and relationships
Making judgments about the value of info.,
arguments, or methods, such as examining how
d.
others gathered and interpreted data and assessing the soundness of their conclusions

| Applying theories or concepts to practical |  |  |  |
| :--- | :--- | :--- | :--- |

## 3. Reading and Writing

| 3. | Reading and Writing |  |  |
| :--- | :--- | :--- | :--- |
| a.Number of assigned textbooks, books, or <br> book-length packs of course readings | READASGN | LAC | FY |
| Number of books read on your own (not assigned) <br> b. <br> for personal enjoyment or academic enrichment | READOWN |  |  |

## 4. Problem Sets

a. Number of problem sets that take you more than
an hour to complete
PROBSETA FY

Number of problem sets that take you less than an
PRORCETR
${ }^{\mathrm{b}} * \mathrm{p}<.05 \quad * * \mathrm{p}<.01 \quad * * * \mathrm{p}<.001$ (2-tailed)
${ }^{c}$ Mean diff. divided by pooled SD

[^2]Brenau compared with:
Women's
Colleges
lass
$\qquad$
 Mean ${ }^{\text {a }}$ Sig ${ }^{\text {b }}$ Size
$1=$ Very little, $2=$ Some, $3=$ Quite a bit, $4=$ Very much $\qquad$

| 2.98 | -. 13 | 2.96 |
| :---: | :---: | :---: |
| 2.83 * | -. 14 | 2.80 | SR FY SR

R FY
SR
 Y R
$\square$
During the current school year, about how much reading and writing have you done
$1=$ None, $2=1-4,3=5-10,4=11-20,5=$ More than 20 $\qquad$

|  | -.02 |
| ---: | ---: |
| $3.28 * * *$ | .22 |


| 3.17 | .05 |
| :--- | :--- |
| 3.13 | .03 |


| 3.19 | .03 |
| :--- | ---: |
| 3.16 | .01 |
| 2.05 | -.04 |
| $2.20 * *$ | .21 |
| 1.29 | -.01 |
| $1.65 *$ | -.13 |
| $2.26 * * *$ | -.27 |
| $2.60 * *$ | -.17 |
| $2.99 * *$ | -.29 |
| $3.00 * * *$ | -.30 |

In a typical week, how many homework problem s
$1=$ None, $2=1-2,3=3-4,4=5-6,5=$ More than 6
FY

| 3.03 |
| :--- |
| 3.04 |
| 2.81 |


| $2.75^{* *}$ | .25 |
| :--- | :--- |
| $2.72^{* * *}$ | .26 |
| 2.81 | .00 |


| $2.79 *$ | .21 |
| :--- | ---: |
| $2.74^{* * *}$ | .25 |
| 2.79 | .01 |

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Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: $0=$ Have not decided, Do not plan to do, Plan to do; $1=$ Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)
7. Enriching Educational Experiences

| .12 | .08 | .13 | .07 | .17 | .08 | .16 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| .49 | .48 | .00 | .49 | -.01 | .49 | -.02 |

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| FRESHMEN $=119$SENIORS $=337$ |  | Variable | $\begin{gathered} \text { Bench } \\ \text { mark } \end{gathered}$ | Class | $\underset{\text { Mean }{ }^{\text {Brauau }}}{ }$ | Colleges |  | Carnegie Class |  | NSSE 2012 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Mean ${ }^{\text {a }}$ Sig ${ }^{\text {b }}$ |  |  |  | $\begin{aligned} & \text { Effect } \\ & \text { Size } \end{aligned}$ | Mean ${ }^{\text {a }}$ Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { EEffect } \\ & \text { Size } \end{aligned}$ | Mean ${ }^{\text {a }}$ Sig ${ }^{\text {b }}$ | Effect ${ }_{\text {Size }}$ |
| b. | Com |  | VOLNTR04 | EEE | FY | . 32 | . 33 | -. 03 | . 38 | -. 14 | . 40 * | -. 18 |
|  |  |  |  | SR | . 52 | . 60 * | -. 16 | . 59 * | -. 13 | . 59 * | -. 14 |
| c. | Participate in a learning community or some other formal program where groups of students take two or more classes together | LRNCOM04 | EEE | $\begin{aligned} & \mathrm{FY} \\ & \mathrm{SR} \end{aligned}$ | $\begin{aligned} & .10 \\ & .31 \end{aligned}$ | $\begin{aligned} & .09 \\ & .26 \end{aligned}$ | $\begin{aligned} & .05 \\ & .11 \end{aligned}$ | $\begin{aligned} & .17 \text { * } \\ & .28 \end{aligned}$ | $\begin{array}{r} -.18 \\ .07 \\ \hline \end{array}$ | $\begin{aligned} & .18^{* *} \\ & .27 \end{aligned}$ | -.20 .09 |
| d. | Work on a research project with a faculty member outside of course or program requirements | RESRCH04 | SFI | FY SR | $\begin{aligned} & .06 \\ & .15 \end{aligned}$ | $\begin{aligned} & .04 \\ & .18 \end{aligned}$ | .09 -.09 | $\begin{aligned} & .05 \\ & .18 \end{aligned}$ | $\begin{array}{r}.01 \\ -.08 \\ \hline\end{array}$ | $\begin{aligned} & .06 \\ & .20 * \end{aligned}$ | .00 -.13 |
|  | Foreign language coursework | FORLNG04 | EEE | FY | . 32 | . 25 | . 14 | . 18 *** | . 37 | . 21 ** | . 27 |
|  |  |  |  | SR | . 54 | . 34 *** | . 42 | . 35 *** | . 40 | . 38 *** | . 34 |
| f. | Study abroad | STDABR04 | EEE | FY | . 03 | . 03 | . 03 | . 04 | -. 02 | . 03 | -. 01 |
|  |  |  |  | SR | . 08 | . 12 * | -. 14 | . 12 * | -. 13 | . 14 *** | -. 18 |
| g. | Independent study or self-designed major | INDSTD04 | EEE | FY | . 05 | . 04 | . 02 | . 04 | . 02 | . 04 | . 02 |
|  |  |  |  | SR | . 14 | . 12 | . 07 | . 16 | -. 05 | . 17 | -. 07 |
| h. | Culminating senior experience (capstone course, | SNRX04 | EEE | FY | . 02 | . 02 | -. 04 | . 02 | -. 04 | . 02 | -. 05 |
|  | senior project or thesis, comprehensive exam, etc.) |  |  | SR | . 17 | . 32 *** | -. 32 | . 33 *** | -. 32 | . 33 *** | -. 33 |

8. Quality of Relationships
$1=$ Unfriendly, Unsupportive, Sense of alienation to $7=$ Friendly, Supportive, Sense of belonging

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| Time Usage |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| a. | Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) | ACADPR01 | LAC | FY SR |
|  | Working for pay on campus | WORKON01 |  | FY |
|  | Working for pay off campus | wORKOF01 |  |  |
|  | Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) | COCURR01 | EEE | FY SR |
|  | Relaxing and socializing (watching TV, partying, etc.) | SOCIAL05 |  | FY SR |
| f. | Providing care for dependents living with you (parents, children, spouse, etc.) | CAREDE01 |  | FY |
|  | Commuting to class (driving, walking, etc.) | COMMUTE |  |  |

10. Institutional Environment

To what extent does your institution emphasize each of the following?

| a. | Spending significant amounts of time studying and | ENVSCHOL | LAC | FY | 3.24 | 3.32 | -. 10 | 3.17 | . 08 | 3.20 | . 05 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | on academic work |  |  | SR | 3.33 | 3.42 | -. 14 | 3.16 *** | . 21 | 3.19 ** | . 18 |
|  | Providing the support you need to help you succeed | ENVSUPRT | SCE | FY | 2.92 | 3.26 *** | -. 40 | 3.12 * | -. 25 | 3.14 * | -. 27 |
|  | academically |  |  | SR | 2.93 | 3.17 *** | -. 28 | 3.01 | -. 09 | 3.01 | -. 10 |
|  | Encouraging contact among students from different | ENVDIVRS | EEE | FY | 2.67 | 2.94 ** | -. 27 | 2.75 | -. 07 | 2.77 | -. 10 |
|  | economic, social, and racial or ethnic backgrounds |  |  | SR | 2.60 | 2.87 *** | -. 26 | 2.60 | . 00 | 2.61 | -. 01 |

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| FRESHMEN $=119$SENIORS $=337$ |  | Variable | $\begin{aligned} & \text { Berch } h \\ & \text { mark } \end{aligned}$ | Class | $\begin{array}{r} \text { Brenau } \\ \hline \text { Meann } \end{array}$ | Colleges |  | Carnegie Class |  | NSSE 2012 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Mean ${ }^{\text {a }}$ Sit ${ }^{\text {b }}$ |  |  |  | $\begin{aligned} & \text { Effect } \\ & \text { Size } \end{aligned}$ | Mean ${ }^{\text {a }}$ Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { Effect } \\ & \text { Size } \end{aligned}$ | Mean ${ }^{\text {a }}$ Sig ${ }^{\text {b }}$ | Effect ${ }_{\text {Size }}$ |
| d. | Helping you cope with your non-academic |  | ENVNACAD | SCE | FY | 2.18 | 2.39 * | -. 21 | 2.32 | -. 14 | 2.32 | -. 14 |
|  | responsibilities (work, family, etc.) | NACAD | SCE | SR | 1.93 | 2.17 *** | -. 24 | 2.08 * | -. 16 | 2.07 * | -. 14 |
|  | Providing the support you need to thrive socially | ENVSOCAL | SCE | FY | 2.45 | 2.52 | -. 07 | 2.54 | -. 09 | 2.55 | -. 11 |
|  |  |  |  | SR | 2.14 | 2.36 ** | -. 22 | 2.31 ** | -. 18 | 2.30 ** | -. 17 |
|  | Attending campus events and activities (special speakers, cultural performances, athletic | ENVEVENT |  | FY | 2.80 | 2.85 | -. 05 | 2.83 | -. 03 | 2.88 | -. 08 |
|  | events, etc.) |  |  | SR | 2.19 | 2.67 *** | -. 47 | 2.62 *** | -. 44 | 2.62 *** | -. 43 |
|  | Using computers in academic work | ENVCOMPT |  | FY | 3.38 | 3.28 | . 13 | 3.28 | . 13 | 3.31 | . 09 |
|  | Using compaters in academic work |  |  | SR | 3.52 | 3.45 | . 09 | 3.42 | . 12 | 3.45 | . 09 |

## 11. Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal
development in the following areas?
$1=$ Very little, $2=$ Some, $3=$ Quite a bit, $4=$ Very much

| a. | Acquiring a broad general education | GNGENLED | FY | 3.11 | 3.21 | -. 12 | 3.18 | -. 09 | 3.19 | -. 09 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | SR | 3.21 | 3.36 * | -. 19 | 3.26 | -. 06 | 3.27 | -. 07 |
| b. | Acquiring job or work-related knowledge | GNWORK | FY | 2.88 | 2.83 | . 05 | 2.84 | . 03 | 2.86 | . 02 |
|  | and skills |  | SR | 3.30 | 3.11 ** | . 20 | 3.13 ** | . 19 | 3.11 ** | . 20 |
| c. | Writing clearly and effectively | GNWRITE | FY | 3.29 | 3.20 | . 11 | 3.08 ** | . 25 | 3.06 ** | . 27 |
|  |  |  | SR | 3.17 | 3.37 ** | -. 23 | 3.17 | . 01 | 3.16 | . 01 |
| d. | Speaking clearly and effectively | GNSPEAK | FY | 3.15 | 2.98 * | . 18 | 2.95 * | . 22 | 2.90 ** | . 27 |
|  |  |  | SR | 3.16 | 3.26 | -. 12 | 3.08 | . 09 | 3.04 * | . 13 |
| e. | Thinking critically and analytically | GNANALY | FY | 3.35 | 3.38 | -. 03 | 3.24 | . 15 | 3.27 | . 11 |
|  |  |  | SR | 3.50 | 3.52 | -. 02 | 3.38 * | . 16 | 3.40 * | . 13 |
| f. | Analyzing quantitative problem | GNQUANT | FY | 3.06 | 3.04 | . 01 | 2.99 | . 08 | 3.02 | . 04 |
|  |  |  | SR | 3.26 | 3.13 * | . 15 | 3.11 ** | . 17 | 3.14 * | . 13 |
| g. | Using computing and information technology | GNCMPTS | FY | 3.07 | 2.94 | . 13 | 3.03 | . 05 | 3.04 | . 03 |
|  |  |  | SR | 3.31 | 3.13 ** | . 20 | 3.19 * | . 13 | 3.21 | . 11 |
| h. | Working effectively with others | GNOTHERS | FY | 3.08 | 3.10 | -. 02 | 3.03 | . 06 | 3.03 | . 06 |
|  |  |  | SR | 3.31 | 3.28 | . 04 | 3.21 | . 11 | 3.21 | . 11 |

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[^7]
[^0]:    Weighted by gender and enrollment status (and inst. size for comparisons)
    ${ }^{6} * \mathrm{p}<.05$ ** $\mathrm{p}<.01$ *** $\mathrm{p}<.001$ (2-tailed)
    ${ }^{\mathrm{c}}$ Mean diff. divided by pooled SD

[^1]:    ${ }^{\text {a }}$ Weighted by gender and enrollment status (and inst. size for comparisons)
    ${ }^{\mathrm{b}} * \mathrm{p}<.05 \quad$ ** $\mathrm{p}<.01 \quad * * * \mathrm{p}<.001$ (2-tailed)
    ${ }^{\mathrm{c}}$ Mean diff. divided by pooled SD

[^2]:    Weighted by gender and enrollment status (and inst. size for comparisons)

[^3]:    ${ }^{\text {a }}$ Weighted by gender and enrollment status (and inst. size for comparisons)
    ${ }^{\mathrm{b}} * \mathrm{p}<.05 \quad * * \mathrm{p}<.01 \quad * * * \mathrm{p}<.001$ (2-tailed)
    ${ }^{\mathrm{c}}$ Mean diff. divided by pooled SD

[^4]:    Weighted by gender and enrollment status (and inst. size for comparisons)
    ${ }^{\mathrm{b}} * \mathrm{p}<.05$ ** $\mathrm{p}<.01$ *** $\mathrm{p}<.001$ (2-tailed)
    ${ }^{c}$ Mean diff. divided by pooled SD

[^5]:    Weighted by gender and enrollment status (and inst. size for comparisons)
    ${ }^{6} * \mathrm{p}<.05$ ** $\mathrm{p}<.01$ *** $\mathrm{p}<.001$ (2-tailed)
    ${ }^{\mathrm{c}}$ Mean diff. divided by pooled SD

[^6]:    ${ }^{\text {a }}$ Weighted by gender and enrollment status (and inst. size for comparisons)
    ${ }^{\mathrm{b}} * \mathrm{p}<.05$ ** $\mathrm{p}<.01$ *** $\mathrm{p}<.001$ (2-tailed)
    ${ }^{\mathrm{c}}$ Mean diff. divided by pooled SD

[^7]:    Weighted by gender and enrollment status (and inst. size for comparisons)
    ${ }^{\mathrm{b}} * \mathrm{p}<.05$ ** $\mathrm{p}<.01 \quad * * * \mathrm{p}<.001$ (2-tailed)
    ${ }^{\mathrm{c}}$ Mean diff. divided by pooled SD

