



NSSE 2020

Engagement Indicators

Brenau University

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder 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 website: nsse.indiana.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 broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with Aspirant	compared with Peers	compared with Women's Colleges
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	Your seniors	Your seniors
		compared with Aspirant	compared with Peers	compared with Women's Colleges
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▲	△	--
	Quantitative Reasoning	▽	--	--
Learning with Peers	Collaborative Learning	--	△	△
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▼	--	--
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

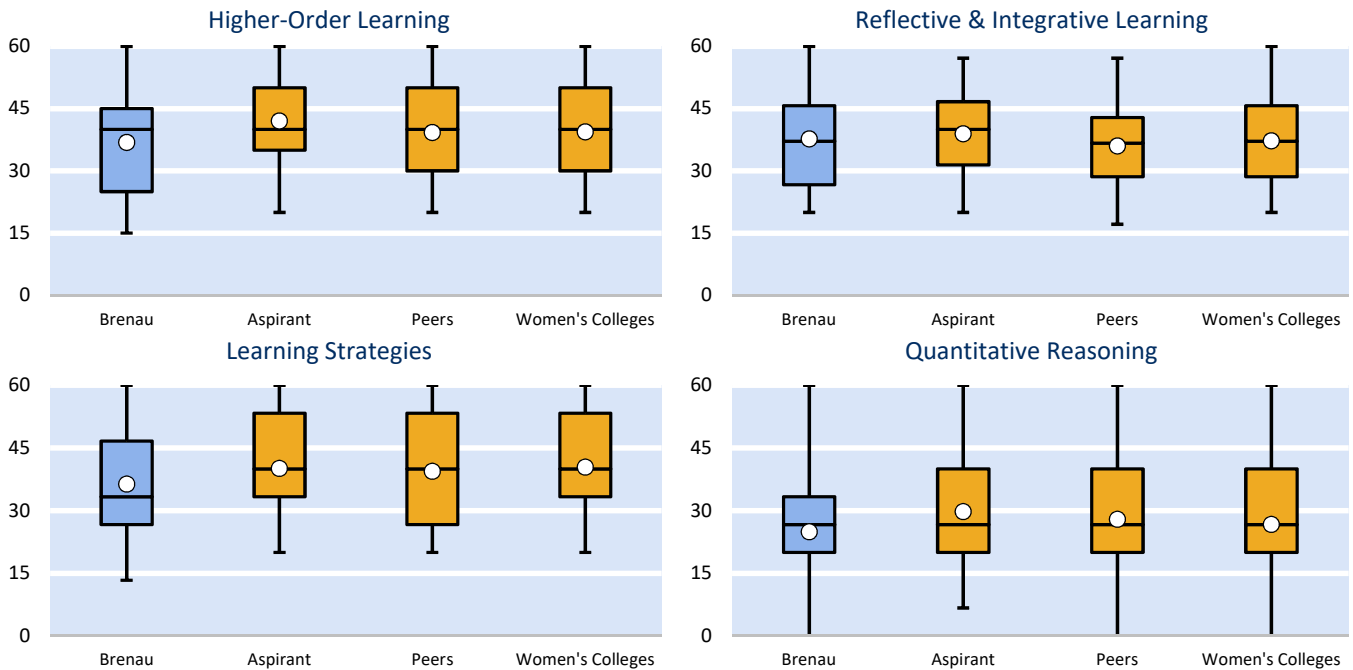
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Brenau Mean	Your first-year students compared with					
		Aspirant		Peers		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.9	42.1 *	-.43	39.2	-.18	39.4	-.19
Reflective & Integrative Learning	37.7	39.0	-.11	36.0	.14	37.2	.04
Learning Strategies	36.4	40.1 *	-.28	39.4	-.21	40.5 *	-.30
Quantitative Reasoning	24.9	29.8 *	-.33	27.9	-.19	26.7	-.11

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Brenau	Percentage point difference ^a between your FY students and		
		Aspirant	Peers	Women's Colleges
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	58	-18	-12	-13
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-17	-7	-8
4d. Evaluating a point of view, decision, or information source	67	-14	-5	-6
4e. Forming a new idea or understanding from various pieces of information	65	-15	-7	-9
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	60	+0	+9	+8
2b. Connected your learning to societal problems or issues	59	-8	+7	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68	+3	+12	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	73	+1	+7	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	82	+4	+11	+8
2f. Learned something that changed the way you understand an issue or concept	61	-12	-5	-9
2g. Connected ideas from your courses to your prior experiences and knowledge	66	-20	-11	-15
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	64	-22	-13	-18
9b. Reviewed your notes after class	64	-0	-2	-4
9c. Summarized what you learned in class or from course materials	63	-4	-3	-5
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	46	-9	-5	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-9	-4	+1
6c. Evaluated what others have concluded from numerical information	21	-26	-19	-15

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

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

Academic Challenge: Seniors

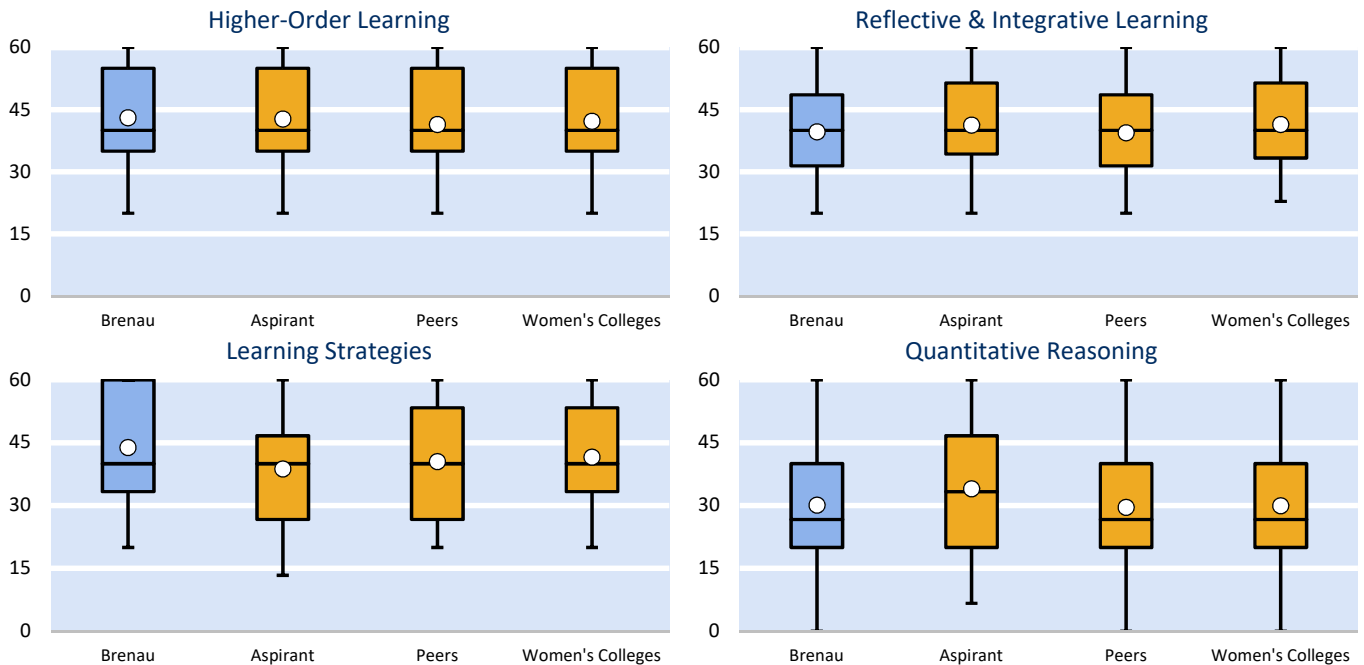
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Mean Comparisons

Engagement Indicator	Brenau Mean	Your seniors compared with					
		Aspirant		Peers		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.1	42.8	.03	41.5	.12	42.2	.07
Reflective & Integrative Learning	39.6	41.3	-.14	39.5	.01	41.4	-.15
Learning Strategies	43.9	38.7 ***	.37	40.4 *	.23	41.5	.17
Quantitative Reasoning	30.0	33.9 *	-.24	29.6	.03	30.0	.00

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Brenau	Percentage point difference ^a between your seniors and		
		Aspirant	Peers	Women's Colleges
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	82	-0	+2	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	-1	+4	+3
4d. Evaluating a point of view, decision, or information source	83	+4	+6	+7
4e. Forming a new idea or understanding from various pieces of information	77	-3	+2	-0
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	66	-8	-2	-6
2b. Connected your learning to societal problems or issues	72	-1	+5	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	63	-3	+3	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	76	+7	+5	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	-2	-2	-5
2f. Learned something that changed the way you understand an issue or concept	75	-4	+2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	87	-1	+2	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	86	-1	+6	+1
9b. Reviewed your notes after class	76	+21	+9	+9
9c. Summarized what you learned in class or from course materials	78	+16	+7	+8
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	58	-3	+4	+6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-9	-1	-1
6c. Evaluated what others have concluded from numerical information	43	-14	-0	-3

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

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Learning with Peers: First-year students

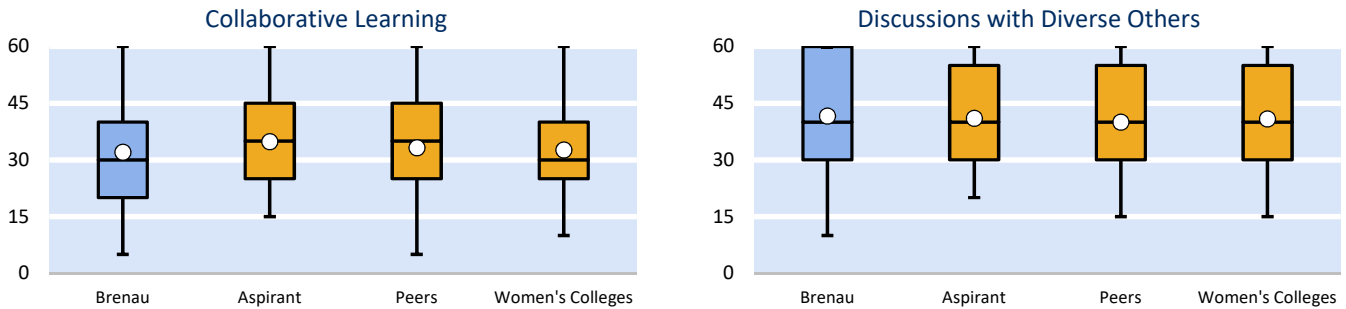
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Brenau Mean	Your first-year students compared with					
		Aspirant		Peers		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.0	34.8	-.22	33.2	-.08	32.6	-.04
Discussions with Diverse Others	41.6	41.0	.04	39.9	.10	40.8	.05

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Engagement Indicator	Brenau %	Percentage point difference ^a between your FY students and		
		Aspirant	Peers	Women's Colleges
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	49	-6	-5	-5
1f. Explained course material to one or more students	55	-8	-4	-3
1g. Prepared for exams by discussing or working through course material with other students	40	-17	-13	-8
1h. Worked with other students on course projects or assignments	64	-0	+6	+9
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	80	+7	+7	+5
8b. People from an economic background other than your own	74	+0	+2	-2
8c. People with religious beliefs other than your own	71	+2	+10	+1
8d. People with political views other than your own	71	+3	+7	+13

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Learning with Peers: Seniors

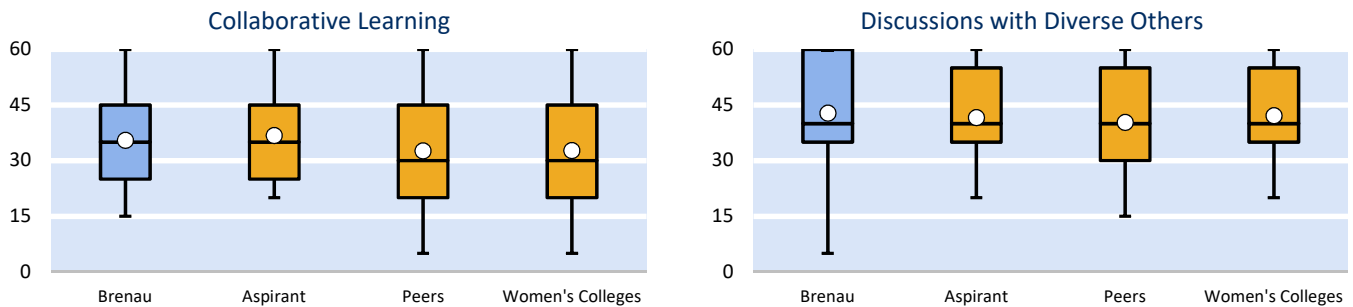
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Mean Comparisons

Engagement Indicator	Brenau Mean	Your seniors compared with					
		Aspirant		Peers		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.5	36.8	-.10	32.7 *	.19	32.7 *	.18
Discussions with Diverse Others	42.9	41.6	.09	40.4	.16	42.1	.05

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Engagement Indicator	Brenau %	Percentage point difference ^a between your seniors and		
		Aspirant	Peers	Women's Colleges
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	42	-10	-3	-4
1f. Explained course material to one or more students	60	-7	+3	+0
1g. Prepared for exams by discussing or working through course material with other students	55	-5	+4	+6
1h. Worked with other students on course projects or assignments	76	+0	+15	+15
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	81	+7	+9	+3
8b. People from an economic background other than your own	77	+3	+4	-2
8c. People with religious beliefs other than your own	73	+1	+11	+0
8d. People with political views other than your own	74	+4	+4	+13

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Experiences with Faculty: First-year students

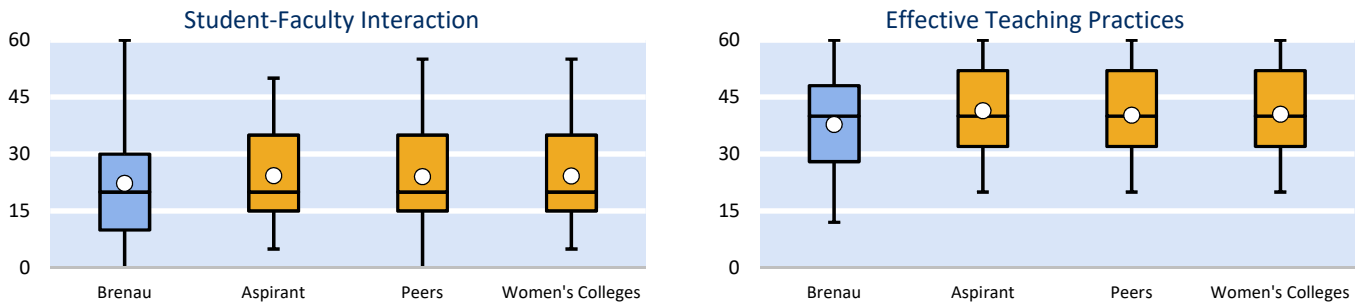
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Brenau Mean	Your first-year students compared with					
		Aspirant		Peers		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.3	24.3	-.15	24.1	-.12	24.2	-.13
Effective Teaching Practices	37.8	41.4	-.31	40.3	-.18	40.5	-.21

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Student-Faculty Interaction	Brenau	Percentage point difference ^a between your FY students and		
		Aspirant	Peers	Women's Colleges
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	46	+4	+2	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	+2	-0	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-13	-11	-11
3d. Discussed your academic performance with a faculty member	29	-6	-7	-8
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	73	-11	-7	-7
5b. Taught course sessions in an organized way	76	-6	-1	+0
5c. Used examples or illustrations to explain difficult points	76	-4	-0	+0
5d. Provided feedback on a draft or work in progress	61	-13	-8	-11
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-5	-3	-6

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Experiences with Faculty: Seniors

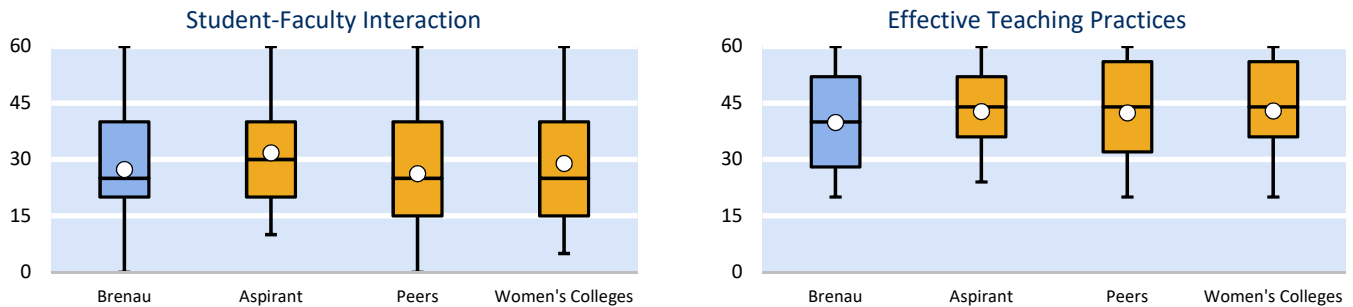
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Effective Teaching Practices	39.8	42.7 *	-.24	42.4 *	-.18	42.9 *	-.23

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	%			
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3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	-19	-1	-7
3d. Discussed your academic performance with a faculty member	44	+2	+5	+2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
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5b. Taught course sessions in an organized way	74	-12	-7	-8
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a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: First-year students

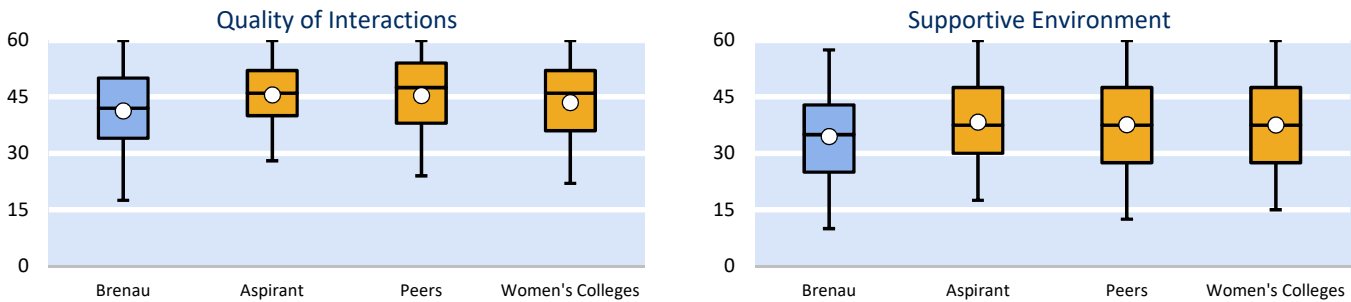
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Brenau Mean	Your first-year students compared with					
		Aspirant		Peers		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.3	45.5 *	-.44	45.3 *	-.35	43.5	-.19
Supportive Environment	34.5	38.3 *	-.31	37.7	-.23	37.5	-.22

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

Score Distributions



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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	Brenau	Percentage point difference ^a between your FY students and		
		Aspirant	Peers	Women's Colleges
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	58	+1	+1	+8
13b. Academic advisors	41	-17	-21	-18
13c. Faculty	39	-27	-25	-18
13d. Student services staff (career services, student activities, housing, etc.)	38	-15	-15	-11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+1	-0	+6
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	74	-7	-3	-5
14c. Using learning support services (tutoring services, writing center, etc.)	72	-8	-5	-10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	69	+6	+4	+3
14e. Providing opportunities to be involved socially	62	-18	-13	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	-17	-10	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+3	-2	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	-3	-2	+0
14i. Attending events that address important social, economic, or political issues	60	+1	+7	+1

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

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

Campus Environment: Seniors

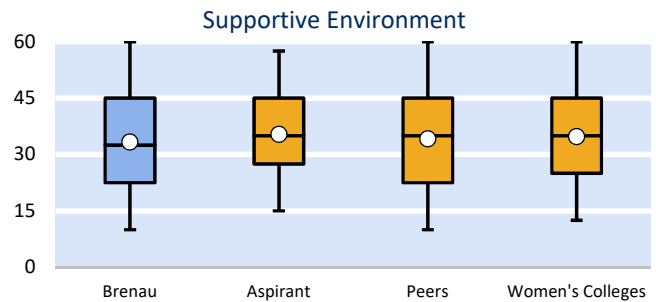
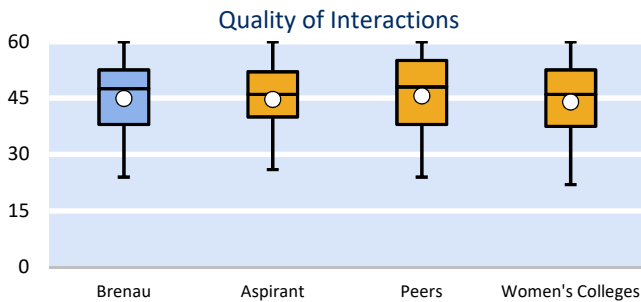
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Brenau Mean	Your seniors compared with					
		Aspirant		Peers		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.9	44.7	.02	45.6	-.06	44.0	.08
Supportive Environment	33.4	35.4	-.16	34.2	-.06	34.8	-.10

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

Score Distributions



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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	Brenau	Percentage point difference ^a between your seniors and		
		Aspirant	Peers	Women's Colleges
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	60	+5	-5	+3
13b. Academic advisors	63	+3	-1	+2
13c. Faculty	57	-12	-10	-5
13d. Student services staff (career services, student activities, housing, etc.)	48	-0	-1	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+6	+3	+12
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	76	-3	-1	+0
14c. Using learning support services (tutoring services, writing center, etc.)	66	-7	-6	-10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+14	+6	+6
14e. Providing opportunities to be involved socially	61	-12	-7	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	51	-17	-11	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+4	+1	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	44	-16	-10	-16
14i. Attending events that address important social, economic, or political issues	37	-20	-7	-18

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE’s policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students		Brenau Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.9	39.3	-.19		41.4 *	-.35	
	Reflective and Integrative Learning	37.7	36.7	.09	✓	39.0	-.10	
	Learning Strategies	36.4	39.9	-.26		42.3 **	-.42	
	Quantitative Reasoning	24.9	29.4 *	-.30		31.4 **	-.42	
<i>Learning with Peers</i>	Collaborative Learning	32.0	35.2	-.23		37.4 **	-.40	
	Discussions with Diverse Others	41.6	41.5	.01	✓	43.6	-.14	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.3	24.5	-.15		28.1 **	-.38	
	Effective Teaching Practices	37.8	40.5	-.21		42.3 *	-.32	
<i>Campus Environment</i>	Quality of Interactions	41.3	45.2 *	-.35		47.2 ***	-.51	
	Supportive Environment	34.5	37.9	-.26		40.0 **	-.43	

Seniors		Brenau Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	43.1	41.7	.10	✓	43.2	-.01	✓
	Reflective and Integrative Learning	39.6	39.8	-.01	✓	41.8 *	-.18	
	Learning Strategies	43.9	40.7 *	.22	✓	42.7	.08	✓
	Quantitative Reasoning	30.0	31.4	-.09	✓	33.4 *	-.21	
<i>Learning with Peers</i>	Collaborative Learning	35.5	35.9	-.03	✓	38.4 *	-.21	
	Discussions with Diverse Others	42.9	42.1	.05	✓	43.8	-.06	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.2	29.7	-.15		33.2 ***	-.38	
	Effective Teaching Practices	39.8	41.8	-.14		43.7 **	-.29	
<i>Campus Environment</i>	Quality of Interactions	44.9	45.2	-.03	✓	47.4 *	-.21	
	Supportive Environment	33.4	34.6	-.09	✓	36.8 **	-.24	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either 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	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Brenau (N = 53)	36.9	14.6	2.01	15	25	40	45	60				
Aspirant	42.1	11.9	.27	20	35	40	50	60	54	-5.2	.013	-.433
Peers	39.2	13.5	.26	20	30	40	50	60	2,638	-2.4	.207	-.176
Women's Colleges	39.4	13.4	.35	20	30	40	50	60	1,515	-2.6	.169	-.193
Top 50%	39.3	13.1	.03	20	30	40	50	60	230,483	-2.5	.170	-.189
Top 10%	41.4	12.8	.06	20	35	40	50	60	44,215	-4.5	.010	-.354
Reflective & Integrative Learning												
Brenau (N = 58)	37.7	12.5	1.65	20	27	37	46	60				
Aspirant	39.0	11.1	.24	20	31	40	47	57	2,246	-1.2	.409	-.110
Peers	36.0	12.2	.23	17	29	37	43	57	2,920	1.7	.288	.141
Women's Colleges	37.2	12.4	.31	20	29	37	46	60	1,635	.5	.762	.041
Top 50%	36.7	11.8	.02	17	29	37	46	57	225,000	1.1	.495	.090
Top 10%	39.0	11.7	.06	20	31	40	49	60	35,390	-1.2	.427	-.104
Learning Strategies												
Brenau (N = 52)	36.4	14.1	1.95	13	27	33	47	60				
Aspirant	40.1	13.2	.30	20	33	40	53	60	1,946	-3.8	.043	-.284
Peers	39.4	14.4	.29	20	27	40	53	60	2,492	-3.1	.127	-.213
Women's Colleges	40.5	13.6	.36	20	33	40	53	60	1,453	-4.1	.033	-.301
Top 50%	39.9	13.7	.03	20	33	40	53	60	195,355	-3.5	.063	-.257
Top 10%	42.3	14.1	.07	20	33	40	53	60	43,082	-5.9	.002	-.421
Quantitative Reasoning												
Brenau (N = 54)	24.9	15.5	2.11	0	20	27	33	60				
Aspirant	29.8	15.0	.34	7	20	27	40	60	1,963	-4.9	.019	-.325
Peers	27.9	16.1	.32	0	20	27	40	60	2,532	-3.0	.178	-.186
Women's Colleges	26.7	15.5	.41	0	20	27	40	60	1,476	-1.8	.414	-.114
Top 50%	29.4	15.2	.03	7	20	27	40	60	254,060	-4.5	.029	-.297
Top 10%	31.4	15.3	.07	7	20	33	40	60	53,639	-6.5	.002	-.423
Learning with Peers												
Collaborative Learning												
Brenau (N = 61)	32.0	14.8	1.91	5	20	30	40	60				
Aspirant	34.8	12.8	.26	15	25	35	45	60	62	-2.8	.147	-.219
Peers	33.2	14.9	.27	5	25	35	45	60	3,171	-1.2	.522	-.083
Women's Colleges	32.6	14.4	.35	10	25	30	40	60	1,708	-.6	.738	-.044
Top 50%	35.2	13.7	.03	15	25	35	45	60	292,964	-3.2	.070	-.233
Top 10%	37.4	13.5	.05	15	30	40	45	60	61,392	-5.4	.002	-.400
Discussions with Diverse Others												
Brenau (N = 53)	41.6	17.1	2.35	10	30	40	60	60				
Aspirant	41.0	13.8	.32	20	30	40	55	60	54	.5	.820	.039
Peers	39.9	15.7	.32	15	30	40	55	60	2,518	1.6	.460	.103
Women's Colleges	40.8	15.1	.40	15	30	40	55	60	1,457	.7	.729	.049
Top 50%	41.5	15.0	.03	20	30	40	55	60	260,131	.1	.956	.008
Top 10%	43.6	14.5	.06	20	35	45	60	60	53,909	-2.0	.306	-.141

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Brenau (N = 58)	22.3	15.0	1.97	0	10	20	30	60				
Aspirant	24.3	13.6	.30	5	15	20	35	50	2,141	-2.0	.268	-.148
Peers	24.1	15.0	.29	0	15	20	35	55	2,783	-1.8	.370	-.119
Women's Colleges	24.2	14.6	.37	5	15	20	35	55	1,574	-1.9	.333	-.130
Top 50%	24.5	14.7	.04	5	15	20	35	55	148,840	-2.2	.259	-.148
Top 10%	28.1	15.5	.11	5	15	25	40	60	19,727	-5.8	.004	-.376
Effective Teaching Practices												
Brenau (N = 54)	37.8	15.4	2.10	12	28	40	48	60				
Aspirant	41.4	11.8	.26	20	32	40	52	60	54	-3.7	.090	-.307
Peers	40.3	13.5	.27	20	32	40	52	60	2,633	-2.5	.182	-.184
Women's Colleges	40.5	13.3	.35	20	32	40	52	60	1,517	-2.7	.140	-.205
Top 50%	40.5	13.2	.03	20	32	40	52	60	168,701	-2.8	.125	-.210
Top 10%	42.3	14.1	.07	16	32	44	56	60	46,511	-4.5	.019	-.319
Campus Environment												
Quality of Interactions												
Brenau (N = 50)	41.3	12.4	1.76	18	34	42	50	60				
Aspirant	45.5	9.7	.23	28	40	46	52	60	50	-4.3	.020	-.438
Peers	45.3	11.6	.24	24	38	48	54	60	2,363	-4.1	.015	-.350
Women's Colleges	43.5	11.9	.33	22	36	46	52	60	1,363	-2.2	.193	-.188
Top 50%	45.2	11.2	.03	24	38	46	54	60	157,668	-3.9	.014	-.349
Top 10%	47.2	11.6	.06	25	40	50	58	60	37,982	-5.9	.000	-.510
Supportive Environment												
Brenau (N = 50)	34.5	14.9	2.10	10	25	35	43	58				
Aspirant	38.3	12.4	.29	18	30	38	48	60	1,872	-3.8	.033	-.305
Peers	37.7	13.9	.29	13	28	38	48	60	2,403	-3.2	.109	-.228
Women's Colleges	37.5	13.8	.37	15	28	38	48	60	1,402	-3.0	.129	-.218
Top 50%	37.9	13.1	.03	18	30	38	48	60	190,233	-3.4	.066	-.259
Top 10%	40.0	12.9	.07	18	33	40	50	60	33,598	-5.5	.002	-.429

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
 b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
 c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.
 d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
 e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
 f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
 g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Brenau (N = 125)	43.1	13.4	1.20	20	35	40	55	60				
Aspirant	42.8	12.2	.33	20	35	40	55	60	1,515	.3	.774	.027
Peers	41.5	13.5	.31	20	35	40	55	60	2,068	1.6	.191	.121
Women's Colleges	42.2	13.1	.40	20	35	40	55	60	1,168	.9	.492	.065
Top 50%	41.7	13.4	.03	20	35	40	55	60	176,349	1.4	.248	.103
Top 10%	43.2	13.3	.06	20	35	40	55	60	43,005	-.1	.951	-.005
Reflective & Integrative Learning												
Brenau (N = 131)	39.6	11.3	.99	20	31	40	49	60				
Aspirant	41.3	11.9	.31	20	34	40	51	60	1,596	-1.6	.130	-.138
Peers	39.5	12.1	.26	20	31	40	49	60	2,217	.2	.870	.015
Women's Colleges	41.4	11.9	.36	23	33	40	51	60	1,225	-1.8	.099	-.153
Top 50%	39.8	12.2	.03	20	31	40	49	60	175,108	-.2	.865	-.015
Top 10%	41.8	12.0	.07	20	34	40	51	60	28,372	-2.1	.043	-.178
Learning Strategies												
Brenau (N = 120)	43.9	14.0	1.28	20	33	40	60	60				
Aspirant	38.7	14.0	.38	13	27	40	47	60	1,445	5.2	.000	.369
Peers	40.4	14.7	.34	20	27	40	53	60	1,991	3.4	.014	.232
Women's Colleges	41.5	13.8	.43	20	33	40	53	60	1,136	2.3	.080	.170
Top 50%	40.7	14.5	.03	20	33	40	53	60	195,394	3.2	.016	.220
Top 10%	42.7	14.4	.06	20	33	40	60	60	62,888	1.2	.365	.083
Quantitative Reasoning												
Brenau (N = 121)	30.0	16.4	1.49	0	20	27	40	60				
Aspirant	33.9	16.2	.44	7	20	33	47	60	1,455	-3.9	.012	-.240
Peers	29.6	16.0	.37	0	20	27	40	60	2,009	.5	.749	.030
Women's Colleges	30.0	16.8	.52	0	20	27	40	60	1,147	.1	.959	.005
Top 50%	31.4	16.1	.03	0	20	33	40	60	249,866	-1.4	.350	-.085
Top 10%	33.4	15.9	.07	7	20	33	40	60	49,020	-3.3	.022	-.209
Learning with Peers												
Collaborative Learning												
Brenau (N = 137)	35.5	14.5	1.24	15	25	35	45	60				
Aspirant	36.8	13.2	.34	20	25	35	45	60	1,683	-1.3	.274	-.097
Peers	32.7	15.2	.32	5	20	30	45	60	2,338	2.9	.033	.188
Women's Colleges	32.7	15.2	.45	5	20	30	45	60	1,267	2.8	.041	.185
Top 50%	35.9	14.0	.03	15	25	35	45	60	231,830	-.4	.730	-.030
Top 10%	38.4	13.6	.07	15	30	40	50	60	40,465	-2.9	.014	-.211
Discussions with Diverse Others												
Brenau (N = 118)	42.9	16.6	1.52	5	35	40	60	60				
Aspirant	41.6	13.7	.38	20	35	40	55	60	132	1.3	.426	.089
Peers	40.4	15.4	.36	15	30	40	55	60	1,995	2.5	.086	.162
Women's Colleges	42.1	14.1	.44	20	35	40	55	60	138	.7	.647	.051
Top 50%	42.1	15.5	.03	15	30	40	60	60	248,382	.8	.566	.053
Top 10%	43.8	15.3	.06	20	35	45	60	60	62,468	-.9	.523	-.059

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Brenau (N = 130)	27.2	15.9	1.39	0	20	25	40	60				
Aspirant	31.7	14.7	.39	10	20	30	40	60	1,554	-4.5	.001	-.301
Peers	26.2	16.2	.36	0	15	25	40	60	2,148	1.1	.471	.065
Women's Colleges	28.9	16.3	.50	5	15	25	40	60	1,198	-1.6	.285	-.099
Top 50%	29.7	15.9	.05	5	20	30	40	60	92,769	-2.4	.083	-.152
Top 10%	33.2	16.0	.13	10	20	35	45	60	16,080	-6.0	.000	-.375
Effective Teaching Practices												
Brenau (N = 126)	39.8	14.6	1.30	20	28	40	52	60				
Aspirant	42.7	11.9	.32	24	36	44	52	60	140	-2.9	.035	-.236
Peers	42.4	13.9	.31	20	32	44	56	60	2,069	-2.5	.049	-.181
Women's Colleges	42.9	13.2	.41	20	36	44	56	60	1,174	-3.1	.015	-.229
Top 50%	41.8	13.7	.04	20	32	40	52	60	150,605	-1.9	.110	-.142
Top 10%	43.7	13.4	.07	20	36	44	56	60	33,156	-3.9	.001	-.290
Campus Environment												
Quality of Interactions												
Brenau (N = 112)	44.9	11.3	1.07	24	38	48	53	60				
Aspirant	44.7	10.2	.28	26	40	46	52	60	1,419	.2	.842	.020
Peers	45.6	11.8	.28	24	38	48	55	60	1,886	-.7	.548	-.059
Women's Colleges	44.0	11.3	.36	22	38	46	53	60	1,102	.9	.443	.077
Top 50%	45.2	11.7	.03	24	38	48	54	60	158,809	-.3	.763	-.029
Top 10%	47.4	12.0	.05	24	40	50	58	60	50,907	-2.5	.029	-.207
Supportive Environment												
Brenau (N = 115)	33.4	15.1	1.41	10	23	33	45	60				
Aspirant	35.4	12.7	.35	15	28	35	45	58	128	-2.0	.170	-.155
Peers	34.2	14.3	.33	10	23	35	45	60	1,945	-.8	.563	-.056
Women's Colleges	34.8	14.1	.44	13	25	35	45	60	1,120	-1.4	.314	-.099
Top 50%	34.6	14.0	.03	13	25	35	45	60	165,474	-1.2	.344	-.088
Top 10%	36.8	14.1	.08	13	28	38	48	60	29,740	-3.4	.009	-.244

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.