
NSSE 2026

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. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

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

Detailed Statistics (pp. 16-End)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups. Use the following key:

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

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Peer Institutions	Your first-year students compared with Women's Colleges	Your first-year students compared with Aspirants
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 Institutions	Your seniors compared with Women's Colleges	Your seniors compared with Aspirants
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

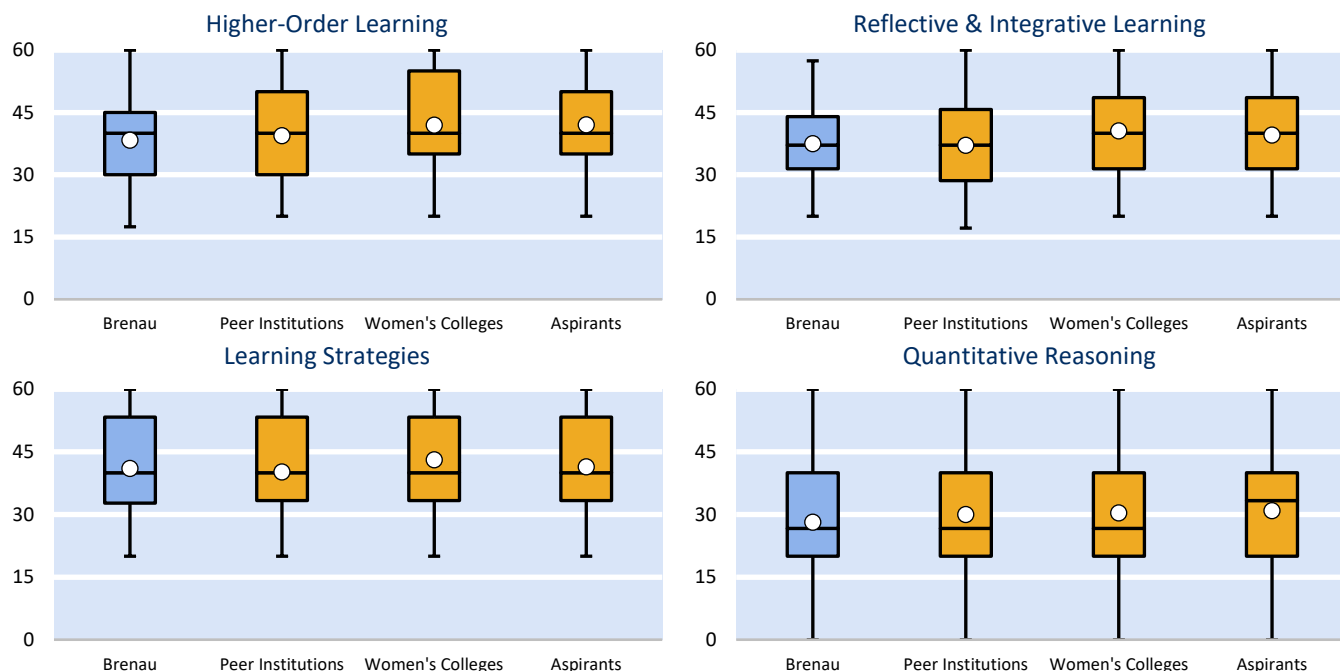
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Peer Institutions Mean	Effect size	Women's Colleges Mean	Effect size	Aspirants Mean	Effect size
Higher-Order Learning	38.4	39.4	-.08	41.9 *	-.28	42.0 *	-.29
Reflective & Integrative Learning	37.5	37.1	.03	40.6 **	-.26	39.5	-.17
Learning Strategies	41.1	40.2	.06	43.1	-.16	41.4	-.03
Quantitative Reasoning	28.1	30.0	-.11	30.3	-.14	30.9	-.18

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and		
	Brenau	Peer Institutions	Women's Colleges	Aspirants
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	68			

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

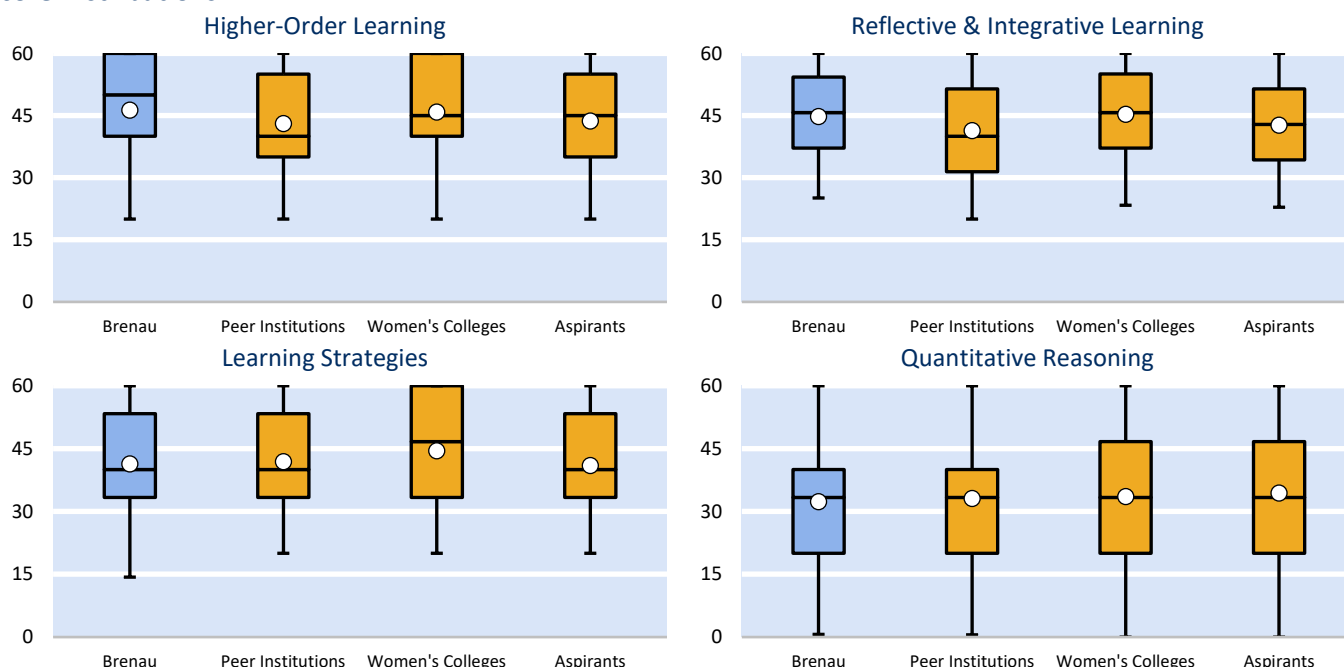
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Mean Comparisons

Engagement Indicator	Brenau Mean	Your seniors compared with					
		Peer Institutions Mean	Effect size	Women's Colleges Mean	Effect size	Aspirants Mean	Effect size
Higher-Order Learning	46.3	43.1 *	.24	45.8	.04	43.7	.21
Reflective & Integrative Learning	44.7	41.4 **	.26	45.3	-.05	42.7	.18
Learning Strategies	41.3	41.9	-.04	44.4 *	-.23	40.9	.03
Quantitative Reasoning	32.3	33.1	-.04	33.5	-.07	34.3	-.12

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		Percentage point difference ^a between your seniors and		
	Brenau	Peer Institutions	Women's Colleges	Aspirants
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	87	+6	+3	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	89	+9	+3	+6
4d. Evaluating a point of view, decision, or information source	88	+9	+2	+9
4e. Forming a new idea or understanding from various pieces of information	86	+9	+2	+5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	81	+10	+4	+2
2b. Connected your learning to societal problems or issues	82	+12	+2	+7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	76	+14	-6	+10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	77	+5	-4	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	89	+10	+3	+9
2f. Learned something that changed the way you understand an issue or concept	79	+5	-4	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	95	+8	+3	+5
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	86	+3	-2	-2
9b. Reviewed your notes after class	65	-3	-9	+5
9c. Summarized what you learned in class or from course materials	77	+2	-2	+7
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.)	60	-0	+0	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	-0	-4	-2
6c. Evaluated what others have concluded from numerical information	47	-5	-7	-9

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

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Learning with Peers: First-year students

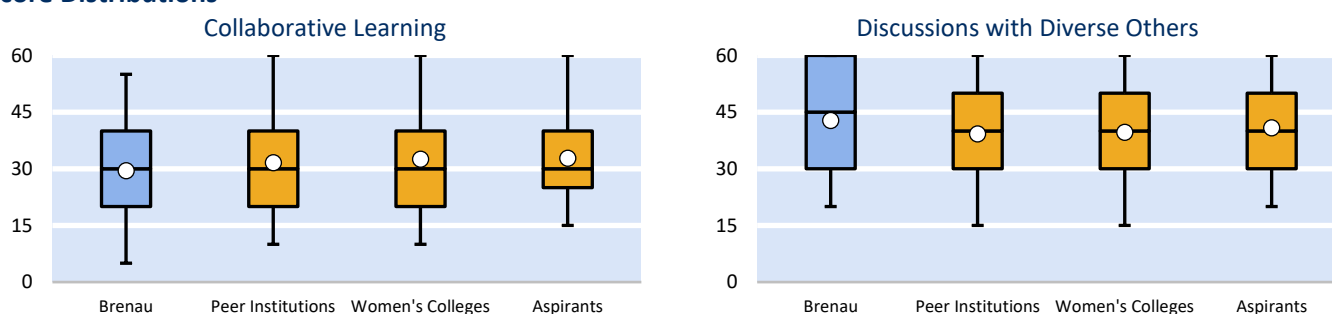
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Brenau Mean	Your first-year students compared with					
		Peer Institutions Mean	Effect size	Women's Colleges Mean	Effect size	Aspirants Mean	Effect size
Collaborative Learning	29.4	31.6	-.15	32.5	-.21	32.7 *	-.24
Discussions with Diverse Others	42.8	39.2	.23	39.6	.21	40.8	.14

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

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		Percentage point difference ^a between your FY students and			
	Brenau	Peer Institutions	Women's Colleges	Aspirants	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
1b. Asked another student to help you understand course material	46		-1	-5	-0
1c. Explained course material to one or more students	38		-12	-15	-17
1d. Prepared for exams by discussing or working through course material with other students	37		-10	-9	-10
1e. Worked with other students on course projects or assignments	63		+4	+1	+2
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	82		+9	+9	+4
8b. People from economic backgrounds other than your own	71		-1	-10	-7
8c. People with religious beliefs other than your own	70		+6	-1	-1
8d. People with political views other than your own	57		-3	+7	+2

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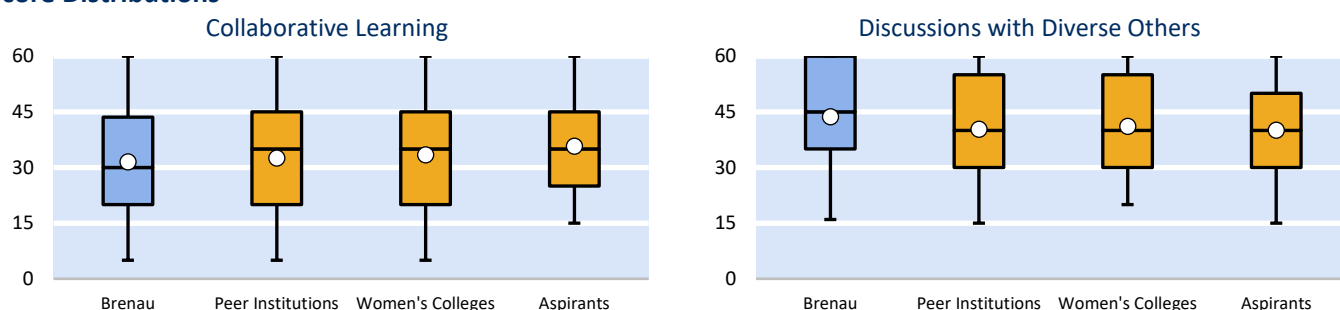
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Mean Comparisons

Engagement Indicator	Brenau Mean	Your seniors compared with					
		Peer Institutions		Women's Colleges		Aspirants	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.6	32.6	-.06	33.4	-.12	35.8 **	-.32
Discussions with Diverse Others	43.7	40.3 *	.21	41.1	.18	40.1 *	.26

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		Percentage point difference ^a between your seniors and		
	Brenau	Peer Institutions	Women's Colleges	Aspirants
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	33	-12	-13	-13
1c. Explained course material to one or more students	54	-2	-3	-9
1d. Prepared for exams by discussing or working through course material with other students	42	-6	-4	-9
1e. Worked with other students on course projects or assignments	68	+3	-0	-10
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	84	+10	+12	+9
8b. People from economic backgrounds other than your own	81	+6	-3	+6
8c. People with religious beliefs other than your own	72	+8	-1	+4
8d. People with political views other than your own	60	-3	+7	+5

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Experiences with Faculty: First-year students

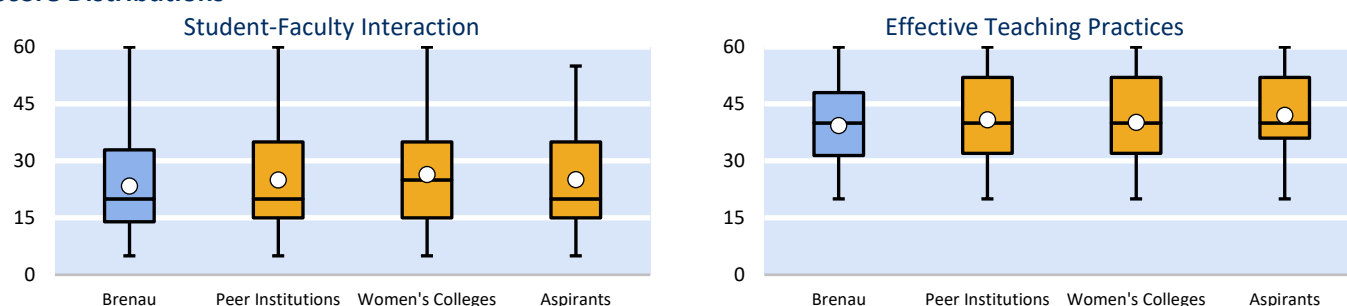
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Peer Institutions		Women's Colleges		Aspirants	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.3	25.0	-.11	26.4	-.20	25.0	-.11
Effective Teaching Practices	39.3	40.8	-.12	40.1	-.06	42.0	-.22

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

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		Percentage point difference ^a between your FY students and		
	Brenau	Peer Institutions	Women's Colleges	Aspirants
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	32	-14	-16	-10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	-7	-6	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-5	-9	-8
3d. Discussed your academic performance with a faculty member	34	-4	-6	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	74	-7	-6	-11
5b. Taught course sessions in an organized way	71	-6	-1	-13
5c. Used examples or illustrations to explain difficult points	81	+4	+8	-1
5d. Provided feedback on a draft or work in progress	65	-3	-3	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-7	-7	-12

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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Experiences with Faculty: Seniors

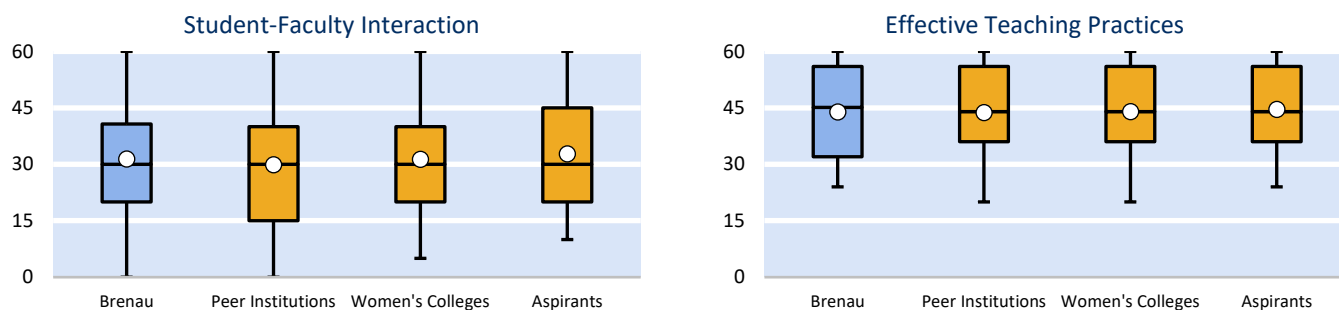
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Engagement Indicator	Brenau Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	31.3	29.8	.09	31.3	.00	32.7	-.09
Effective Teaching Practices	43.9	43.7	.01	43.9	.00	44.6	-.06

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		Percentage point difference ^a between your seniors and			
	Brenau	Peer Institutions	Women's Colleges	Aspirants	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	66	+8	+4	+3	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	-5	-6	-10	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	41	-3	-2	-12	
3d. Discussed your academic performance with a faculty member	54	+11	+7	+10	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	87	-0	-2	-4	
5b. Taught course sessions in an organized way	88	+5	+4	+0	
5c. Used examples or illustrations to explain difficult points	84	+2	+2	-1	
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Campus Environment: First-year students

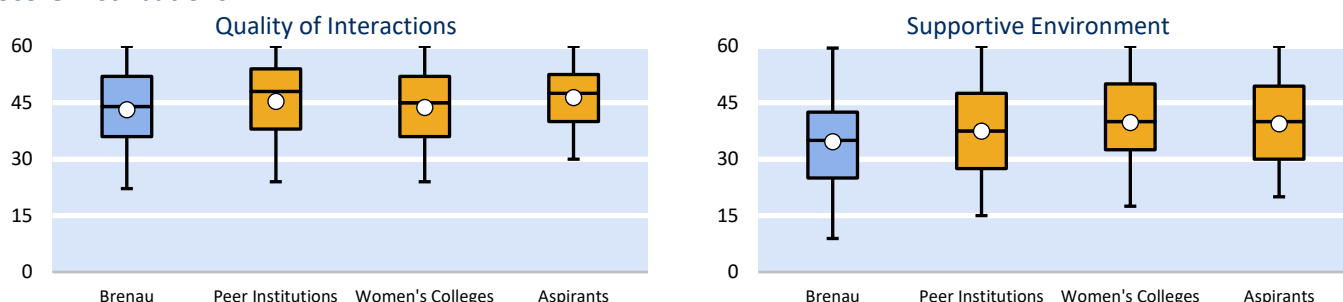
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Brenau Mean	Your first-year students compared with					
		Peer Institutions Mean	Effect size	Women's Colleges Mean	Effect size	Aspirants Mean	Effect size
Quality of Interactions	43.2	45.4	-.19	43.8	-.05	46.4 *	-.33
Supportive Environment	34.7	37.4	-.20	39.8 **	-.40	39.4 **	-.39

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		Percentage point difference ^a between your FY students and			
	Brenau	Peer Institutions	Women's Colleges	Aspirants	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	54	-3	+0	-8	
13b. Academic advisors	49	-15	-9	-10	
13c. Faculty	56	-6	-1	-13	
13d. Student services staff (career services, student activities, housing, etc.)	41	-13	-10	-19	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	-5	+4	-4	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	71	-3	-11	-12	
14c. Using learning support services (tutoring services, writing center, etc.)	78	+5	-2	-3	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	-2	-5	-4	
14e. Providing opportunities to be involved socially	69	-6	-9	-12	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-11	-16	-18	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	-14	-13	-12	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	-5	-7	-8	
14i. Attending events that address important social, economic, or political issues	45	-4	-18	-12	

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

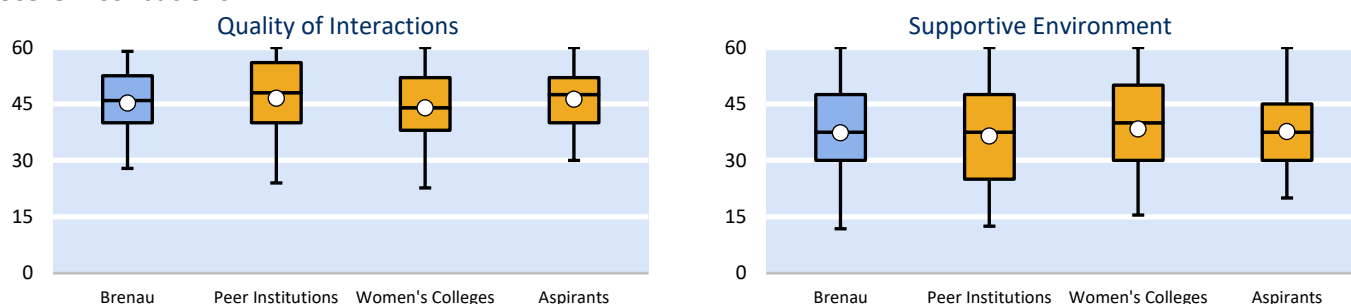
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Brenau Mean	Your seniors compared with					
		Peer Institutions Mean	Effect size	Women's Colleges Mean	Effect size	Aspirants Mean	Effect size
Quality of Interactions	45.3	46.6	-.11	44.0	.12	46.3	-.11
Supportive Environment	37.4	36.5	.06	38.4	-.08	37.7	-.03

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and			
	Brenau	Peer Institutions	Women's Colleges	Aspirants	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	66	-0	+4	+4	
13b. Academic advisors	61	-6	+2	-5	
13c. Faculty	64	-6	-1	-11	
13d. Student services staff (career services, student activities, housing, etc.)	40	-16	-2	-6	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	-8	+7	-1	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	81	+4	+3	-1	
14c. Using learning support services (tutoring services, writing center, etc.)	78	+6	+1	-1	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	77	+13	+6	+17	
14e. Providing opportunities to be involved socially	78	+5	-2	-1	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	-0	-2	-9	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+2	+7	+6	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	-5	-5	-11	
14i. Attending events that address important social, economic, or political issues	45	-0	-17	-6	

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

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

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NSSE 2026 Engagement Indicators

Comparisons with High-Performing Institutions

Brenau University

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 2025 and 2026 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2025 and 2026 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					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.4	40.5	-.16		43.1 **	-.37	
	Reflective and Integrative Learning	37.5	38.0	-.04	✓	40.5 **	-.26	
	Learning Strategies	41.1	41.2	-.01	✓	44.0	-.21	
	Quantitative Reasoning	28.1	31.6	-.22		34.6 ***	-.41	
Learning with Peers	Collaborative Learning	29.4	33.2 *	-.27		36.3 ***	-.50	
	Discussions with Diverse Others	42.8	41.1	.11	✓	43.8	-.08	✓
Experiences with Faculty	Student-Faculty Interaction	23.3	25.9	-.17		29.9 ***	-.40	
	Effective Teaching Practices	39.3	41.7	-.18		45.0 ***	-.41	
Campus Environment	Quality of Interactions	43.2	46.6 **	-.31		49.2 ***	-.50	
	Supportive Environment	34.7	38.3 *	-.27		41.1 ***	-.50	
Seniors		Brenau Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	46.3	43.1 *	.24	✓	45.8	.04	✓
	Reflective and Integrative Learning	44.7	41.4 **	.27	✓	44.2	.05	✓
	Learning Strategies	41.3	42.3	-.07	✓	44.9 *	-.26	
	Quantitative Reasoning	32.3	34.1	-.11		37.1 **	-.30	
Learning with Peers	Collaborative Learning	31.6	34.8 *	-.23		38.7 ***	-.53	
	Discussions with Diverse Others	43.7	41.9	.12	✓	44.9	-.08	✓
Experiences with Faculty	Student-Faculty Interaction	31.3	30.8	.03	✓	35.1 *	-.24	
	Effective Teaching Practices	43.9	43.6	.02	✓	46.7 *	-.22	
Campus Environment	Quality of Interactions	45.3	46.5	-.11		49.3 ***	-.33	
	Supportive Environment	37.4	36.3	.08	✓	39.5	-.16	

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

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

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

NSSE 2026 Engagement Indicators

Detailed Statistics^a

Brenau University

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 = 82)	38.4	13.5	1.49	17	30	40	45	60				
Peer Institutions	39.4	13.5	.26	20	30	40	50	60	86	-1.1	.474	-.081
Women's Colleges	41.9	12.7	.34	20	35	40	55	60	89	-3.6	.022	-.278
Aspirants	42.0	12.6	.26	20	35	40	50	60	86	-3.6	.018	-.288
Top 50%	40.5	13.1	.03	20	30	40	50	60	81	-2.1	.155	-.163
Top 10%	43.1	12.7	.07	20	35	40	55	60	81	-4.7	.002	-.372
Reflective & Integrative Learning												
Brenau (N = 89)	37.5	10.5	1.11	20	31	37	44	57				
Peer Institutions	37.1	12.2	.23	17	29	37	46	60	96	.4	.721	.033
Women's Colleges	40.6	12.0	.31	20	31	40	49	60	102	-3.1	.009	-.259
Aspirants	39.5	12.1	.24	20	31	40	49	60	97	-2.0	.077	-.169
Top 50%	38.0	12.0	.03	20	29	37	46	60	88	-.5	.639	-.044
Top 10%	40.5	11.8	.08	20	31	40	49	60	89	-3.0	.008	-.256
Learning Strategies												
Brenau (N = 76)	41.1	13.2	1.52	20	33	40	53	60				
Peer Institutions	40.2	13.9	.29	20	33	40	53	60	81	.9	.567	.064
Women's Colleges	43.1	12.8	.35	20	33	40	53	60	83	-2.0	.200	-.157
Aspirants	41.4	13.7	.31	20	33	40	53	60	81	-.3	.824	-.025
Top 50%	41.2	13.8	.03	20	33	40	53	60	75	-.1	.940	-.008
Top 10%	44.0	14.1	.07	20	33	40	60	60	75	-2.9	.056	-.209
Quantitative Reasoning												
Brenau (N = 81)	28.1	15.7	1.74	0	20	27	40	60				
Peer Institutions	30.0	16.1	.33	0	20	27	40	60	86	-1.8	.301	-.115
Women's Colleges	30.3	16.3	.44	0	20	27	40	60	90	-2.2	.220	-.137
Aspirants	30.9	15.7	.35	0	20	33	40	60	86	-2.8	.117	-.179
Top 50%	31.6	15.5	.03	7	20	33	40	60	80	-3.4	.051	-.222
Top 10%	34.6	15.6	.09	7	20	33	40	60	80	-6.5	.000	-.414
Learning with Peers												
Collaborative Learning												
Brenau (N = 95)	29.4	14.7	1.50	5	20	30	40	55				
Peer Institutions	31.6	14.2	.26	10	20	30	40	60	100	-2.2	.157	-.153
Women's Colleges	32.5	14.8	.37	10	20	30	40	60	106	-3.0	.052	-.206
Aspirants	32.7	13.5	.25	15	25	30	40	60	99	-3.3	.033	-.243
Top 50%	33.2	13.9	.03	10	25	35	40	60	94	-3.7	.015	-.268
Top 10%	36.3	13.6	.07	15	25	35	45	60	94	-6.8	.000	-.502
Discussions with Diverse Others												
Brenau (N = 75)	42.8	15.6	1.80	20	30	45	60	60				
Peer Institutions	39.2	15.2	.31	15	30	40	50	60	79	3.5	.058	.231
Women's Colleges	39.6	14.6	.40	15	30	40	50	60	82	3.1	.095	.212
Aspirants	40.8	14.0	.31	20	30	40	50	60	79	1.9	.291	.137
Top 50%	41.1	14.6	.03	20	30	40	55	60	74	1.6	.367	.112
Top 10%	43.8	13.8	.09	20	35	45	60	60	75	-1.1	.549	-.079

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 = 84)	23.3	15.3	1.67	5	14	20	33	60				
Peer Institutions	25.0	15.4	.29	5	15	20	35	60	88	-1.7	.331	-.108
Women's Colleges	26.4	15.6	.40	5	15	25	35	60	93	-3.1	.075	-.198
Aspirants	25.0	14.7	.30	5	15	20	35	55	88	-1.7	.321	-.115
Top 50%	25.9	15.4	.04	5	15	25	35	60	83	-2.6	.127	-.167
Top 10%	29.9	16.2	.11	5	20	26	40	60	83	-6.5	.000	-.404
Effective Teaching Practices												
Brenau (N = 83)	39.3	12.5	1.37	20	31	40	48	60				
Peer Institutions	40.8	13.2	.26	20	32	40	52	60	88	-1.5	.273	-.117
Women's Colleges	40.1	13.2	.35	20	32	40	52	60	93	-.8	.563	-.063
Aspirants	42.0	12.2	.26	20	36	40	52	60	88	-2.7	.060	-.219
Top 50%	41.7	13.4	.03	20	32	40	52	60	82	-2.4	.087	-.178
Top 10%	45.0	13.9	.08	20	36	48	60	60	82	-5.7	.000	-.410
Campus Environment												
Quality of Interactions												
Brenau (N = 74)	43.2	11.1	1.28	22	36	44	52	60				
Peer Institutions	45.4	11.7	.25	24	38	48	54	60	79	-2.2	.092	-.191
Women's Colleges	43.8	11.2	.31	24	36	45	52	60	82	-.6	.664	-.051
Aspirants	46.4	9.6	.22	30	40	48	53	60	78	-3.2	.016	-.330
Top 50%	46.6	11.1	.03	26	40	48	56	60	73	-3.5	.009	-.312
Top 10%	49.2	12.1	.07	25	43	52	60	60	74	-6.0	.000	-.498
Supportive Environment												
Brenau (N = 76)	34.7	13.2	1.52	9	25	35	43	60				
Peer Institutions	37.4	13.7	.29	15	28	38	48	60	81	-2.7	.080	-.200
Women's Colleges	39.8	12.9	.36	18	33	40	50	60	84	-5.1	.002	-.396
Aspirants	39.4	12.3	.28	20	30	40	49	60	80	-4.8	.003	-.385
Top 50%	38.3	13.1	.04	18	30	40	48	60	75	-3.6	.021	-.273
Top 10%	41.1	12.8	.10	20	33	40	53	60	76	-6.4	.000	-.499

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.

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 2026 Engagement Indicators

Detailed Statistics^a

Brenau University

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 = 97)	46.3	12.9	1.31	20	40	50	60	60				
Peer Institutions	43.1	13.3	.27	20	35	40	55	60	104	3.2	.018	.243
Women's Colleges	45.8	12.9	.33	20	40	45	60	60	108	.5	.725	.037
Aspirants	43.7	12.3	.25	20	35	45	55	60	103	2.6	.051	.213
Top 50%	43.1	13.4	.03	20	35	40	55	60	96	3.2	.017	.237
Top 10%	45.8	12.6	.09	20	40	45	60	60	97	.5	.706	.040
Reflective & Integrative Learning												
Brenau (N = 105)	44.7	11.1	1.09	25	37	46	54	60				
Peer Institutions	41.4	12.8	.25	20	31	40	51	60	115	3.4	.003	.263
Women's Colleges	45.3	11.6	.28	23	37	46	55	60	118	-.5	.632	-.047
Aspirants	42.7	11.4	.22	23	34	43	51	60	112	2.1	.064	.182
Top 50%	41.4	12.3	.03	20	34	40	51	60	104	3.4	.003	.273
Top 10%	44.2	11.7	.09	23	37	46	54	60	105	.6	.591	.050
Learning Strategies												
Brenau (N = 92)	41.3	13.6	1.41	14	33	40	53	60				
Peer Institutions	41.9	14.5	.30	20	33	40	53	60	100	-.5	.705	-.038
Women's Colleges	44.4	13.4	.35	20	33	47	60	60	103	-3.1	.034	-.233
Aspirants	40.9	13.9	.29	20	33	40	53	60	99	.4	.783	.029
Top 50%	42.3	14.3	.03	20	33	40	53	60	91	-1.0	.492	-.068
Top 10%	44.9	13.9	.07	20	40	47	60	60	92	-3.6	.014	-.255
Quantitative Reasoning												
Brenau (N = 91)	32.3	16.8	1.75	1	20	33	40	60				
Peer Institutions	33.1	17.0	.35	1	20	33	40	60	98	-.8	.673	-.045
Women's Colleges	33.5	16.8	.43	0	20	33	47	60	102	-1.2	.517	-.070
Aspirants	34.3	16.9	.35	0	20	33	47	60	98	-2.0	.269	-.118
Top 50%	34.1	16.5	.04	7	20	33	47	60	91	-1.7	.326	-.105
Top 10%	37.1	15.9	.09	13	27	40	47	60	91	-4.8	.008	-.299
Learning with Peers												
Collaborative Learning												
Brenau (N = 107)	31.6	15.3	1.48	5	20	30	44	60				
Peer Institutions	32.6	16.1	.31	5	20	35	45	60	116	-1.0	.499	-.064
Women's Colleges	33.4	15.5	.37	5	20	35	45	60	120	-1.9	.218	-.122
Aspirants	35.8	13.1	.25	15	25	35	45	60	112	-4.2	.006	-.318
Top 50%	34.8	14.3	.03	10	25	35	45	60	106	-3.3	.029	-.228
Top 10%	38.7	13.4	.09	15	30	40	50	60	107	-7.2	.000	-.532
Discussions with Diverse Others												
Brenau (N = 93)	43.7	14.6	1.51	16	35	45	60	60				
Peer Institutions	40.3	16.0	.33	15	30	40	55	60	102	3.4	.031	.211
Women's Colleges	41.1	14.2	.37	20	30	40	55	60	104	2.6	.098	.182
Aspirants	40.1	14.0	.29	15	30	40	50	60	99	3.7	.019	.260
Top 50%	41.9	15.2	.03	20	30	40	60	60	92	1.8	.237	.118
Top 10%	44.9	14.3	.10	20	35	45	60	60	93	-1.2	.440	-.082

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 = 101)	31.3	16.5	1.65	0	20	30	41	60				
Peer Institutions	29.8	17.6	.35	0	15	30	40	60	109	1.5	.360	.088
Women's Colleges	31.3	16.1	.40	5	20	30	40	60	112	.1	.975	.003
Aspirants	32.7	15.4	.31	10	20	30	45	60	107	-1.4	.420	-.088
Top 50%	30.8	16.3	.05	5	20	30	40	60	100	.6	.734	.034
Top 10%	35.1	15.9	.14	10	20	35	45	60	101	-3.8	.025	-.237
Effective Teaching Practices												
Brenau (N = 99)	43.9	13.9	1.39	24	32	45	56	60				
Peer Institutions	43.7	13.6	.28	20	36	44	56	60	106	.2	.913	.011
Women's Colleges	43.9	13.2	.33	20	36	44	56	60	109	-.1	.964	-.005
Aspirants	44.6	12.3	.25	24	36	44	56	60	104	-.7	.620	-.057
Top 50%	43.6	13.4	.03	20	36	44	56	60	98	.3	.842	.021
Top 10%	46.7	12.8	.09	20	40	48	60	60	99	-2.8	.045	-.222
Campus Environment												
Quality of Interactions												
Brenau (N = 85)	45.3	9.3	1.01	28	40	46	53	59				
Peer Institutions	46.6	11.4	.25	24	40	48	56	60	95	-1.3	.218	-.114
Women's Colleges	44.0	11.4	.30	23	38	44	52	60	100	1.3	.214	.117
Aspirants	46.3	9.1	.20	30	40	48	52	60	91	-1.0	.349	-.106
Top 50%	46.5	11.7	.03	24	40	48	56	60	84	-1.2	.222	-.106
Top 10%	49.3	11.9	.06	25	43	52	60	60	85	-4.0	.000	-.332
Supportive Environment												
Brenau (N = 91)	37.4	14.0	1.47	12	30	38	48	60				
Peer Institutions	36.5	14.3	.30	13	25	38	48	60	98	.9	.553	.063
Women's Colleges	38.4	13.6	.36	15	30	40	50	60	101	-1.0	.498	-.076
Aspirants	37.7	11.8	.25	20	30	38	45	60	96	-.3	.820	-.028
Top 50%	36.3	14.0	.04	13	28	38	45	60	91	1.1	.452	.079
Top 10%	39.5	13.4	.12	18	30	40	50	60	92	-2.2	.145	-.162

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.

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.