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# NSSE 2022

## Engagement Indicators

Brenau University

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### 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 2021 and 2022 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. 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](https://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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Aspirant	Your first-year students compared with Peers	Your first-year students compared with Women's Colleges
<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	--	--	--

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Aspirant	Your seniors compared with Peers	Your seniors compared with Women's Colleges
<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	▼	▽	--

### Academic Challenge: First-year students

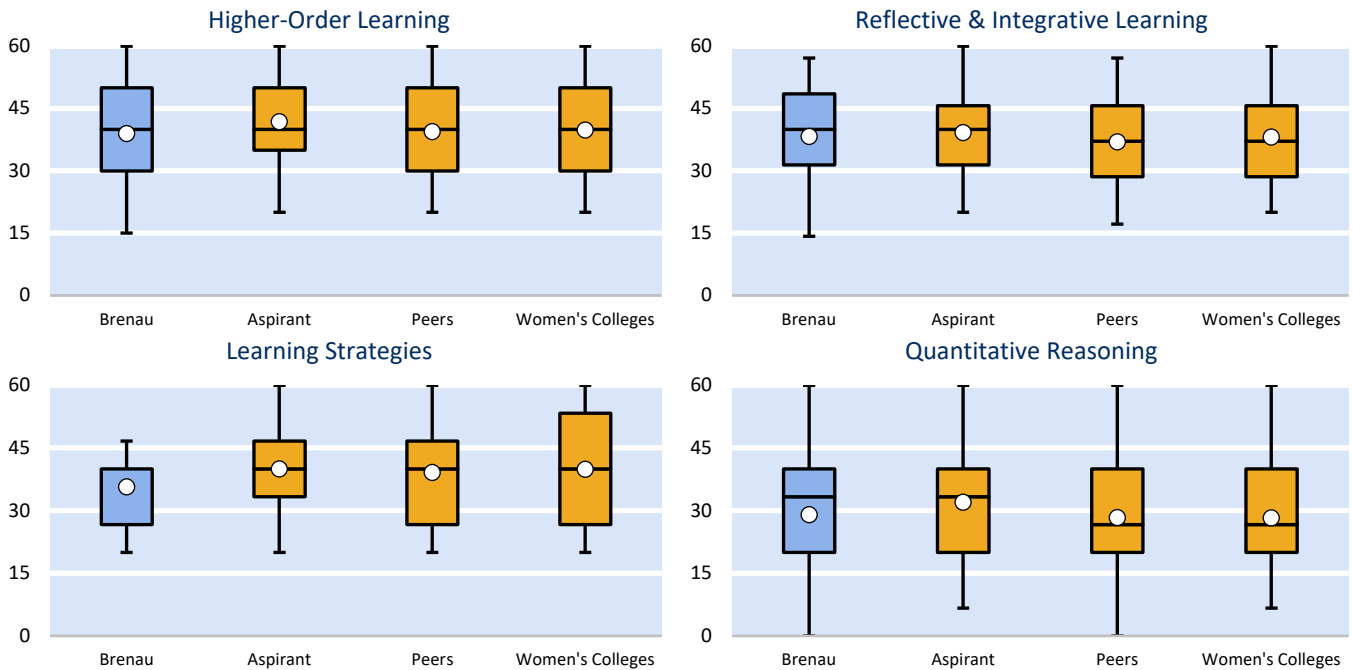
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	39.0	41.9	-.24	39.5	-.03	39.9	-.07
Reflective & Integrative Learning	38.4	39.3	-.08	37.1	.11	38.2	.02
Learning Strategies	35.7	40.0	-.33	39.1	-.25	39.9	-.30
Quantitative Reasoning	29.0	32.0	-.20	28.3	.04	28.2	.05

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 <sup>a</sup> between your FY students and		
		Aspirant	Peers	Women's Colleges
<b>Higher-Order Learning</b>				
<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	54	-26	-17	-20
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-15	-7	-9
4d. Evaluating a point of view, decision, or information source	80	+2	+4	+2
4e. Forming a new idea or understanding from various pieces of information	80	+2	+6	+4
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	62	-1	+7	+8
2b. Connected your learning to societal problems or issues	64	-3	+7	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	84	+15	+23	+15
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-5	-4	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	83	+5	+8	+7
2f. Learned something that changed the way you understand an issue or concept	71	-2	+2	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-4	+3	-2
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	-9	-2	-4
9b. Reviewed your notes after class	63	-4	-3	-6
9c. Summarized what you learned in class or from course materials	61	-10	-7	-5
<b>Quantitative Reasoning</b>				
<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.)	57	-0	+6	+10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	-1	+9	+9
6c. Evaluated what others have concluded from numerical information	43	-9	+2	+4

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

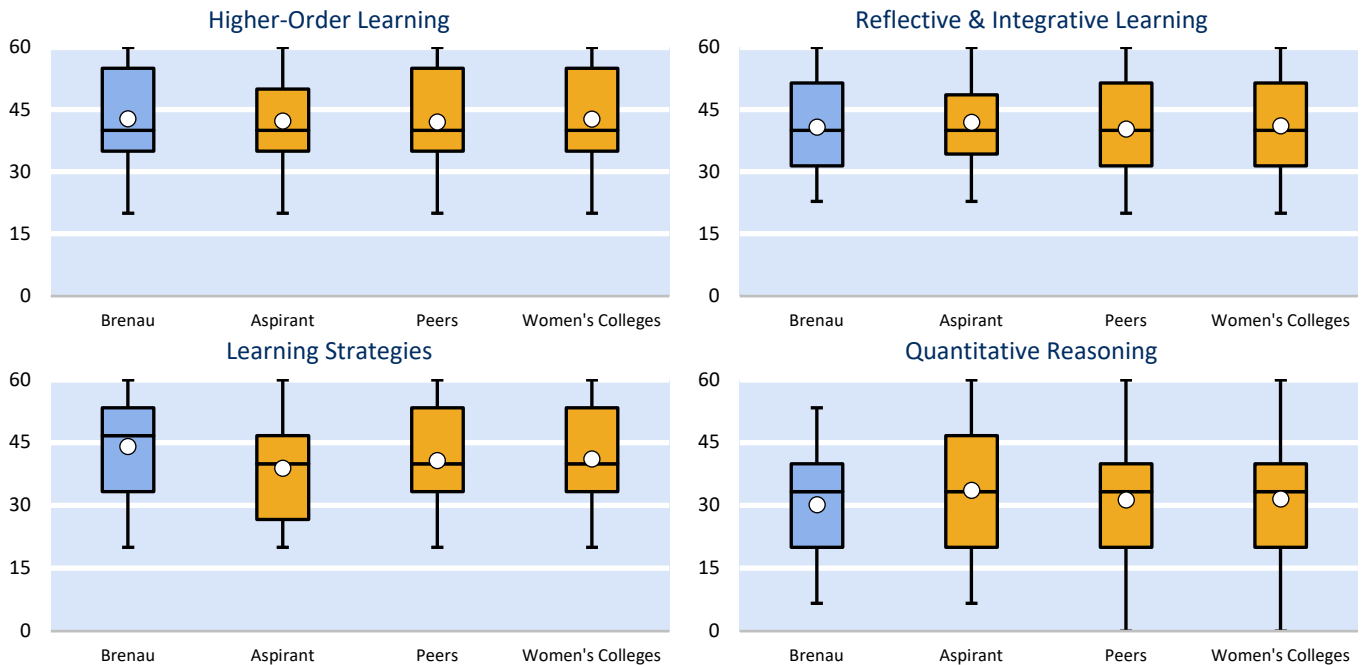
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 seniors compared with					
		Aspirant		Peers		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.8	42.3	.05	42.0	.06	42.7	.00
Reflective & Integrative Learning	40.8	42.0	-.11	40.3	.04	41.2	-.03
Learning Strategies	44.0	38.9 **	.38	40.7	.23	41.1	.22
Quantitative Reasoning	30.2	33.6	-.21	31.3	-.07	31.6	-.09

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.

		Percentage point difference <sup>a</sup> between your seniors and		
	Brenau	Aspirant	Peers	Women's Colleges
<b>Higher-Order Learning</b>				
<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	+3	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	83	+2	+5	+3
4d. Evaluating a point of view, decision, or information source	81	+2	+4	+4
4e. Forming a new idea or understanding from various pieces of information	83	+4	+8	+6
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	75	-1	+6	+7
2b. Connected your learning to societal problems or issues	70	-6	+3	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	67	-4	+4	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-10	-4	-8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	84	+4	+5	+5
2f. Learned something that changed the way you understand an issue or concept	77	-1	+4	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	87	-2	+1	+2
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	89	+5	+8	+6
9b. Reviewed your notes after class	76	+17	+7	+8
9c. Summarized what you learned in class or from course materials	82	+19	+11	+12
<b>Quantitative Reasoning</b>				
<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.)	53	-7	-4	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	-5	+0	-5
6c. Evaluated what others have concluded from numerical information	46	-12	-2	-5

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

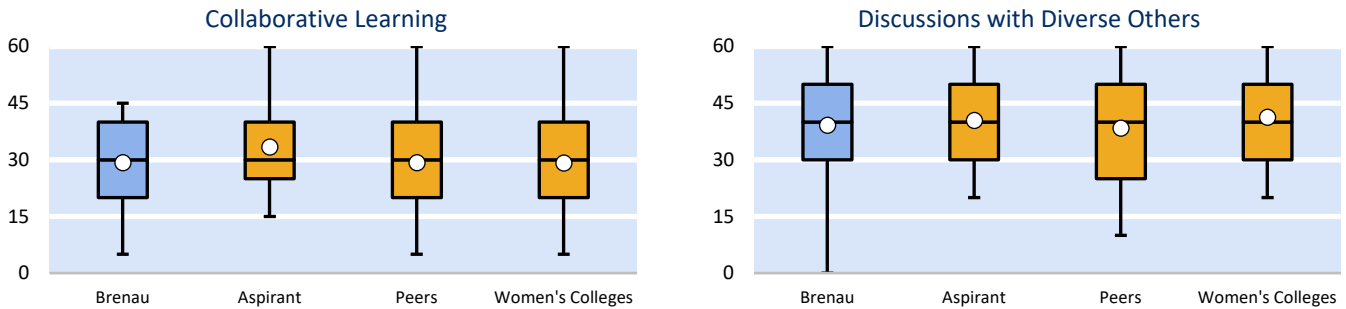
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Aspirant		Peers		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.2	33.4	-.32	29.3	.00	29.2	.00
Discussions with Diverse Others	39.1	40.4	-.10	38.4	.05	41.2	-.15

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



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#### 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.

Engagement Indicator	Brenau %	Percentage point difference <sup>a</sup> between your FY students and		
		Aspirant	Peers	Women's Colleges
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	39	-9	-4	-2
1c. Explained course material to one or more students	42	-14	-4	-5
1d. Prepared for exams by discussing or working through course material with other students	44	-7	+2	+7
1e. Worked with other students on course projects or assignments	65	-0	+15	+12
<b>Discussions with Diverse Others</b>				
<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	83	+9	+12	+3
8b. People from an economic background other than your own	78	+3	+10	+0
8c. People with religious beliefs other than your own	70	-2	+11	-3
8d. People with political views other than your own	57	-7	-5	+0

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: Seniors

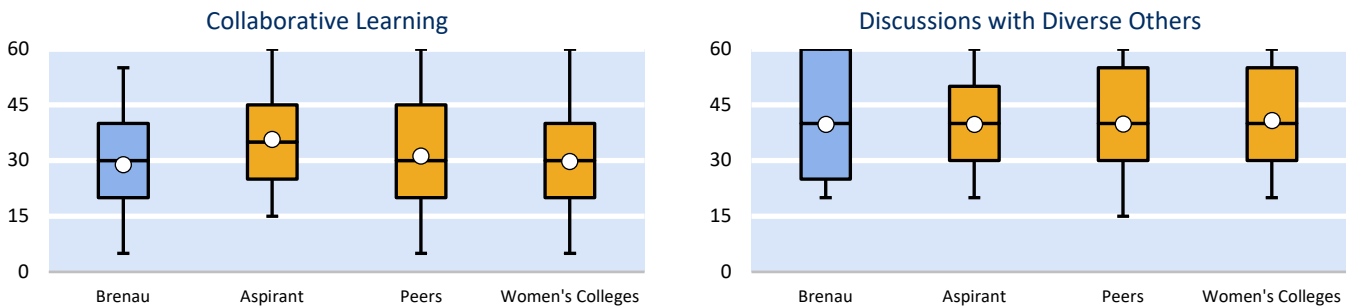
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#### Mean Comparisons

Engagement Indicator	Brenau Mean	Your seniors compared with					
		Aspirant		Peers		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.9	35.7 ***	-.53	31.3	-.15	29.8	-.06
Discussions with Diverse Others	39.8	39.8	.00	39.9	-.01	40.9	-.07

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



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#### Performance on Indicator Items

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Engagement Indicator	Brenau %	Percentage point difference <sup>a</sup> between your seniors and		
		Aspirant	Peers	Women's Colleges
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	35	-14	-6	-6
1c. Explained course material to one or more students	50	-13	-5	-2
1d. Prepared for exams by discussing or working through course material with other students	38	-13	-6	-1
1e. Worked with other students on course projects or assignments	64	-12	+5	+11
<b>Discussions with Diverse Others</b>				
<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	74	+4	+2	-4
8b. People from an economic background other than your own	63	-11	-8	-11
8c. People with religious beliefs other than your own	68	-1	+6	-4
8d. People with political views other than your own	56	-5	-11	-0

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### Experiences with Faculty: First-year students

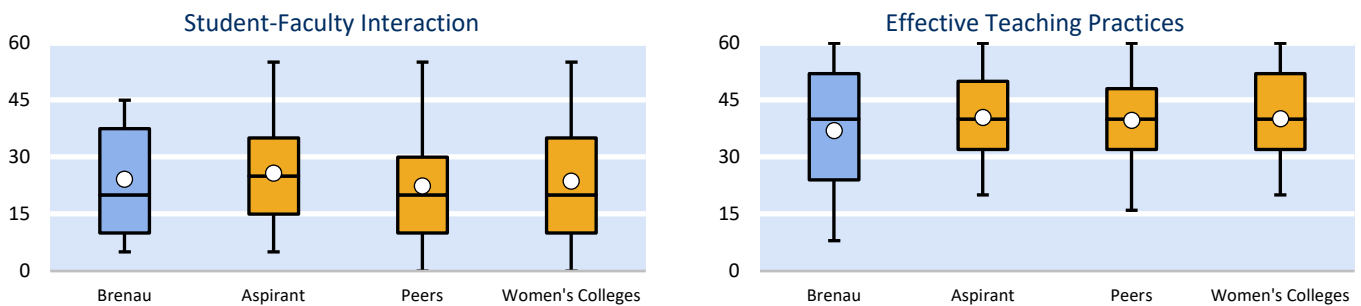
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	24.1	25.7	-.11	22.4	.11	23.6	.03
Effective Teaching Practices	37.0	40.4	-.28	39.6	-.20	40.0	-.23

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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Student-Faculty Interaction	Brenau %	Percentage point difference <sup>a</sup> 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	47	+3	+5	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	-2	+5	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	-4	+3	+0
3d. Discussed your academic performance with a faculty member	41	+3	+9	+6
<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	69	-13	-11	-10
5b. Taught course sessions in an organized way	62	-18	-14	-12
5c. Used examples or illustrations to explain difficult points	60	-16	-15	-15
5d. Provided feedback on a draft or work in progress	64	-5	-5	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	63	-5	-0	-2

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### Experiences with Faculty: Seniors

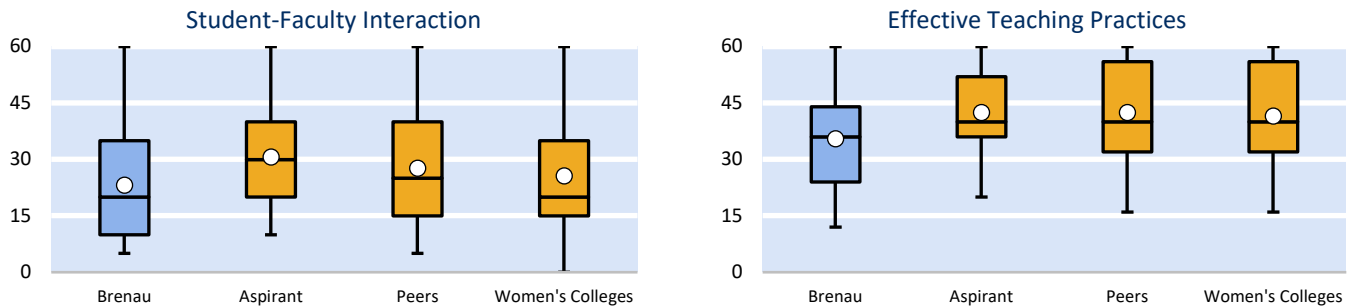
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.1	30.6 ***	-.50	27.7 *	-.27	25.5	-.15
Effective Teaching Practices	35.5	42.4 ***	-.57	42.4 ***	-.48	41.5 ***	-.43

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Student-Faculty Interaction	Brenau	Percentage point difference <sup>a</sup> between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
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3a. Talked about career plans with a faculty member	35	-24	-18	-12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	-11	-5	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-20	-11	-2
3d. Discussed your academic performance with a faculty member	43	+0	+2	+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	70	-15	-13	-12
5b. Taught course sessions in an organized way	73	-11	-8	-8
5c. Used examples or illustrations to explain difficult points	73	-11	-6	-6
5d. Provided feedback on a draft or work in progress	52	-20	-18	-17
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-13	-14	-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: First-year students

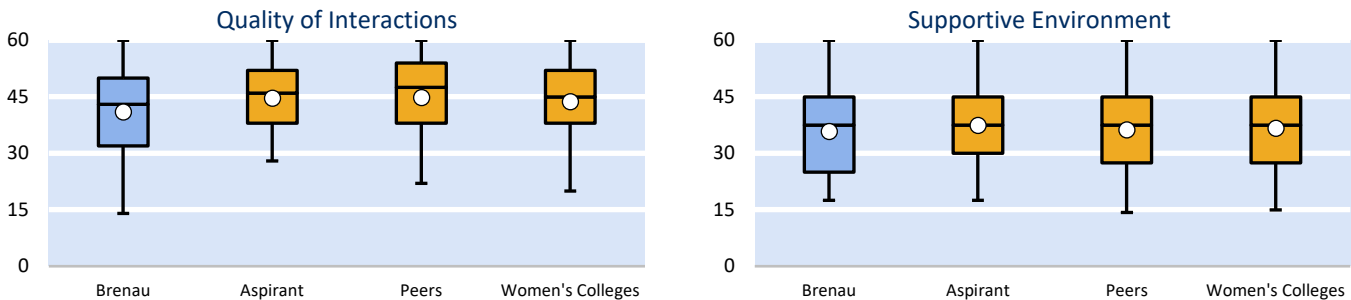
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your 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	41.0	44.7	-.36	44.9	-.32	43.7	-.23
Supportive Environment	35.9	37.5	-.13	36.3	-.03	36.7	-.06

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 <sup>a</sup> 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	48	-9	-11	-4
13b. Academic advisors	65	+10	+4	+5
13c. Faculty	55	-6	-4	-3
13d. Student services staff (career services, student activities, housing, etc.)	41	-8	-11	-7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	-15	-16	-13
<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	-5	+0	-3
14c. Using learning support services (tutoring services, writing center, etc.)	78	+2	+6	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	74	+12	+10	+7
14e. Providing opportunities to be involved socially	74	-3	+3	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	57	-15	-12	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-12	-11	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	-8	-2	+5
14i. Attending events that address important social, economic, or political issues	52	-3	+1	-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.

### Campus Environment: Seniors

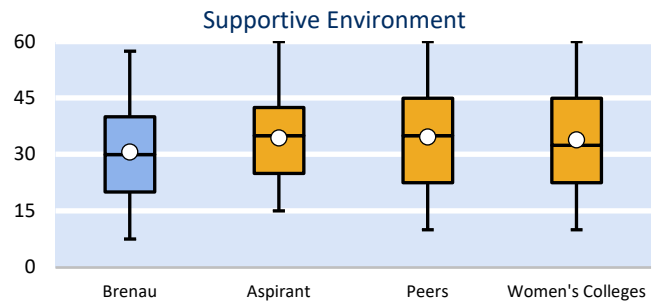
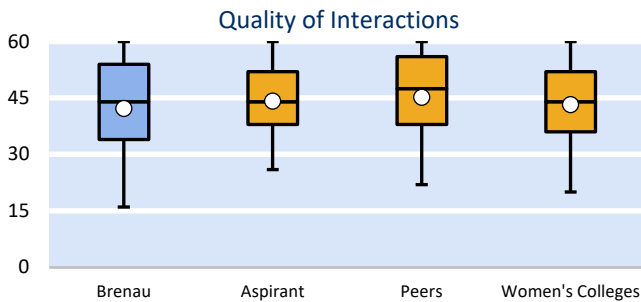
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your 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	42.3	44.2	-.19	45.2 *	-.24	43.3	-.08
Supportive Environment	30.8	34.5 *	-.30	34.8 *	-.27	34.0	-.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).

#### 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 <sup>a</sup> 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	58	+5	-3	+1
13b. Academic advisors	65	+9	+1	+8
13c. Faculty	49	-17	-18	-11
13d. Student services staff (career services, student activities, housing, etc.)	37	-8	-12	-6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+3	-7	+1
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	68	-5	-5	-1
14c. Using learning support services (tutoring services, writing center, etc.)	62	-7	-6	-10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+7	+1	+0
14e. Providing opportunities to be involved socially	61	-12	-7	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	-9	-10	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-2	-9	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-15	-9	-4
14i. Attending events that address important social, economic, or political issues	43	-9	-5	-13

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](https://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<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 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<sup>b</sup> 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

Theme	Engagement Indicator	Brenau Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	39.0	39.2	-.02	✓	42.1	-.23	
Academic	Reflective and Integrative Learning	38.4	36.9	.12	✓	39.2	-.07	✓
Challenge	Learning Strategies	35.7	39.6	-.28		42.9 **	-.51	
	Quantitative Reasoning	29.0	30.2	-.08	✓	33.3	-.28	
Learning	Collaborative Learning	29.2	31.8	-.19		35.4 **	-.46	
with Peers	Discussions with Diverse Others	39.1	39.8	-.05	✓	42.6	-.24	
Experiences	Student-Faculty Interaction	24.1	24.3	-.02	✓	27.8	-.24	
with Faculty	Effective Teaching Practices	37.0	40.3	-.24		43.3 *	-.46	
Campus	Quality of Interactions	41.0	45.1	-.35		48.2 **	-.58	
Environment	Supportive Environment	35.9	35.9	-.01	✓	39.1	-.24	

#### Seniors

Theme	Engagement Indicator	Brenau Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	42.8	41.9	.07	✓	44.2	-.11	
Academic	Reflective and Integrative Learning	40.8	40.3	.04	✓	42.7	-.16	
Challenge	Learning Strategies	44.0	41.1	.20	✓	43.4	.04	✓
	Quantitative Reasoning	30.2	32.4	-.14		35.3 **	-.32	
Learning	Collaborative Learning	28.9	34.0 ***	-.35		37.9 ***	-.65	
with Peers	Discussions with Diverse Others	39.8	40.4	-.04	✓	43.2 *	-.23	
Experiences	Student-Faculty Interaction	23.1	28.8 **	-.35		33.2 ***	-.63	
with Faculty	Effective Teaching Practices	35.5	41.9 ***	-.46		44.5 ***	-.66	
Campus	Quality of Interactions	42.3	45.6 *	-.27		48.0 ***	-.46	
Environment	Supportive Environment	30.8	34.3 *	-.24		37.4 ***	-.46	

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 NSSE 2021 and 2022 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.



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Brenau (N = 25)	39.0	14.5	2.90	15	30	40	50	60				
Aspirant	41.9	12.1	.33	20	35	40	50	60	1,322	-2.9	.241	-.237
Peers	39.5	13.3	.33	20	30	40	50	60	1,666	-.5	.864	-.035
Women's Colleges	39.9	12.5	.50	20	30	40	50	60	658	-.9	.723	-.072
Top 50%	39.2	13.3	.04	20	30	40	50	60	110,860	-.2	.926	-.019
Top 10%	42.1	13.0	.12	20	35	40	55	60	12,223	-3.1	.242	-.234
<b>Reflective &amp; Integrative Learning</b>												
Brenau (N = 31)	38.4	12.2	2.18	14	31	40	49	57				
Aspirant	39.3	11.4	.31	20	31	40	46	60	1,435	-.9	.660	-.080
Peers	37.1	12.3	.29	17	29	37	46	57	1,810	1.3	.555	.107
Women's Colleges	38.2	11.7	.45	20	29	37	46	60	709	.2	.929	.016
Top 50%	36.9	12.1	.04	17	29	37	46	60	111,122	1.5	.497	.122
Top 10%	39.2	11.8	.10	20	31	40	49	60	15,153	-.8	.692	-.071
<b>Learning Strategies</b>												
Brenau (N = 23)	35.7	9.6	1.99	20	27	40	40	47				
Aspirant	40.0	13.0	.37	20	33	40	47	60	1,235	-4.3	.114	-.333
Peers	39.1	13.8	.36	20	27	40	47	60	23	-3.5	.098	-.253
Women's Colleges	39.9	14.1	.58	20	27	40	53	60	26	-4.2	.052	-.303
Top 50%	39.6	14.1	.04	20	27	40	53	60	101,086	-3.9	.183	-.278
Top 10%	42.9	14.3	.11	20	33	40	60	60	22	-7.3	.001	-.508
<b>Quantitative Reasoning</b>												
Brenau (N = 23)	29.0	15.6	3.26	0	20	33	40	60				
Aspirant	32.0	15.3	.44	7	20	33	40	60	1,242	-3.0	.354	-.195
Peers	28.3	16.0	.41	0	20	27	40	60	1,548	.7	.835	.044
Women's Colleges	28.2	15.6	.64	7	20	27	40	60	624	.8	.821	.048
Top 50%	30.2	15.3	.04	7	20	27	40	60	116,793	-1.2	.711	-.077
Top 10%	33.3	15.5	.13	7	20	33	40	60	15,117	-4.3	.185	-.276
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Brenau (N = 33)	29.2	11.7	2.03	5	20	30	40	45				
Aspirant	33.4	12.9	.33	15	25	30	40	60	1,548	-4.2	.065	-.324
Peers	29.3	15.1	.34	5	20	30	40	60	34	.0	.996	-.001
Women's Colleges	29.2	14.6	.54	5	20	30	40	60	763	.1	.978	.005
Top 50%	31.8	13.9	.04	10	20	30	40	60	102,737	-2.6	.282	-.187
Top 10%	35.4	13.5	.10	15	25	35	45	60	18,813	-6.2	.009	-.458
<b>Discussions with Diverse Others</b>												
Brenau (N = 23)	39.1	17.0	3.54	0	30	40	50	60				
Aspirant	40.4	13.0	.37	20	30	40	50	60	1,239	-1.3	.643	-.098
Peers	38.4	15.9	.41	10	25	40	50	60	1,544	.7	.823	.047
Women's Colleges	41.2	13.7	.56	20	30	40	50	60	622	-2.1	.472	-.153
Top 50%	39.8	15.1	.05	15	30	40	55	60	93,175	-.7	.825	-.046
Top 10%	42.6	14.2	.13	20	35	40	55	60	12,097	-3.4	.246	-.242



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Brenau (N = 28)	24.1	15.0	2.84	5	10	20	38	45				
Aspirant	25.7	14.7	.40	5	15	25	35	55	1,389	-1.6	.562	-.111
Peers	22.4	15.3	.37	0	10	20	30	55	1,725	1.7	.555	.112
Women's Colleges	23.6	15.3	.61	0	10	20	35	55	669	.5	.869	.032
Top 50%	24.3	15.1	.06	5	15	20	35	55	56,344	-.2	.933	-.016
Top 10%	27.8	15.3	.16	5	15	25	40	60	9,577	-3.7	.199	-.243
<b>Effective Teaching Practices</b>												
Brenau (N = 25)	37.0	17.0	3.40	8	24	40	52	60				
Aspirant	40.4	12.2	.34	20	32	40	50	60	24	-3.5	.321	-.281
Peers	39.6	13.3	.33	16	32	40	48	60	24	-2.6	.446	-.198
Women's Colleges	40.0	13.0	.52	20	32	40	52	60	25	-3.1	.380	-.234
Top 50%	40.3	13.8	.05	16	32	40	52	60	77,444	-3.3	.227	-.242
Top 10%	43.3	13.7	.12	20	36	44	56	60	12,155	-6.3	.021	-.464
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Brenau (N = 22)	41.0	14.2	3.04	14	32	43	50	60				
Aspirant	44.7	10.1	.30	28	38	46	52	60	21	-3.7	.238	-.364
Peers	44.9	12.1	.32	22	38	48	54	60	1,433	-3.9	.141	-.316
Women's Colleges	43.7	11.7	.50	20	38	45	52	60	582	-2.7	.292	-.229
Top 50%	45.1	11.9	.05	22	38	48	54	60	62,007	-4.1	.105	-.346
Top 10%	48.2	12.5	.11	23	42	50	60	60	11,939	-7.2	.007	-.577
<b>Supportive Environment</b>												
Brenau (N = 23)	35.9	14.1	2.94	18	25	38	45	60				
Aspirant	37.5	12.2	.35	18	30	38	45	60	1,207	-1.6	.528	-.133
Peers	36.3	13.9	.37	14	28	38	45	60	1,478	-.4	.885	-.030
Women's Colleges	36.7	13.5	.56	15	28	38	45	60	604	-.8	.779	-.060
Top 50%	35.9	13.6	.05	13	26	38	45	60	70,352	-.1	.980	-.005
Top 10%	39.1	13.3	.15	18	30	40	50	60	7,947	-3.2	.244	-.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.

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Brenau (N = 82)	42.8	12.2	1.35	20	35	40	55	60				
Aspirant	42.3	11.6	.37	20	35	40	50	60	1,070	.5	.688	.046
Peers	42.0	13.8	.37	20	35	40	55	60	1,501	.8	.617	.057
Women's Colleges	42.7	13.2	.52	20	35	40	55	60	713	.1	.966	.005
Top 50%	41.9	13.7	.04	20	35	40	55	60	94,746	.9	.551	.066
Top 10%	44.2	13.1	.14	20	35	45	60	60	8,812	-1.4	.322	-.110
<b>Reflective &amp; Integrative Learning</b>												
Brenau (N = 88)	40.8	12.0	1.28	23	31	40	51	60				
Aspirant	42.0	11.0	.34	23	34	40	49	60	1,124	-1.2	.333	-.108
Peers	40.3	12.8	.33	20	31	40	51	60	1,593	.5	.735	.037
Women's Colleges	41.2	12.1	.47	20	31	40	51	60	762	-.4	.798	-.029
Top 50%	40.3	12.5	.04	20	31	40	50	60	85,987	.5	.681	.044
Top 10%	42.7	11.7	.13	23	34	43	51	60	8,267	-1.9	.127	-.164
<b>Learning Strategies</b>												
Brenau (N = 78)	44.0	12.4	1.41	20	33	47	53	60				
Aspirant	38.9	13.7	.45	20	27	40	47	60	1,003	5.2	.001	.380
Peers	40.7	14.6	.40	20	33	40	53	60	1,417	3.3	.051	.228
Women's Colleges	41.1	13.8	.57	20	33	40	53	60	664	3.0	.072	.217
Top 50%	41.1	14.6	.05	20	33	40	53	60	103,279	2.9	.074	.202
Top 10%	43.4	14.2	.11	20	33	40	60	60	17,421	.6	.711	.042
<b>Quantitative Reasoning</b>												
Brenau (N = 81)	30.2	14.8	1.64	7	20	33	40	53				
Aspirant	33.6	16.3	.53	7	20	33	47	60	1,014	-3.4	.069	-.211
Peers	31.3	17.1	.46	0	20	33	40	60	93	-1.1	.504	-.067
Women's Colleges	31.6	16.5	.68	0	20	33	40	60	678	-1.4	.470	-.086
Top 50%	32.4	16.5	.05	7	20	33	40	60	115,383	-2.3	.213	-.138
Top 10%	35.3	16.0	.14	7	20	33	47	60	13,498	-5.2	.004	-.324
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Brenau (N = 91)	28.9	15.3	1.61	5	20	30	40	55				
Aspirant	35.7	12.7	.38	15	25	35	45	60	100	-6.8	.000	-.529
Peers	31.3	16.3	.41	5	20	30	45	60	1,652	-2.4	.177	-.146
Women's Colleges	29.8	15.6	.59	5	20	30	40	60	783	-.9	.604	-.058
Top 50%	34.0	14.6	.05	10	25	35	45	60	90,699	-5.1	.001	-.349
Top 10%	37.9	13.7	.13	15	30	40	50	60	11,748	-8.9	.000	-.652
<b>Discussions with Diverse Others</b>												
Brenau (N = 77)	39.8	16.5	1.88	20	25	40	60	60				
Aspirant	39.8	13.6	.45	20	30	40	50	60	85	.0	.980	-.003
Peers	39.9	16.0	.43	15	30	40	55	60	1,427	-.1	.948	-.008
Women's Colleges	40.9	14.7	.61	20	30	40	55	60	666	-1.1	.549	-.073
Top 50%	40.4	15.9	.05	15	30	40	55	60	103,395	-.6	.744	-.037
Top 10%	43.2	15.1	.15	20	35	45	60	60	10,344	-3.4	.047	-.227

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Brenau (N = 84)	23.1	16.5	1.80	5	10	20	35	60				
Aspirant	30.6	14.9	.47	10	20	30	40	60	1,085	-7.5	.000	-.496
Peers	27.7	16.9	.44	5	15	25	40	60	1,544	-4.5	.017	-.269
Women's Colleges	25.5	16.2	.63	0	15	20	35	60	740	-2.4	.199	-.149
Top 50%	28.8	16.2	.08	5	15	25	40	60	44,876	-5.7	.001	-.348
Top 10%	33.2	16.1	.21	10	20	35	45	60	5,789	-10.1	.000	-.628
<b>Effective Teaching Practices</b>												
Brenau (N = 84)	35.5	14.0	1.53	12	24	36	44	60				
Aspirant	42.4	12.1	.38	20	36	40	52	60	1,066	-7.0	.000	-.569
Peers	42.4	14.3	.38	16	32	40	56	60	1,498	-6.9	.000	-.484
Women's Colleges	41.5	14.0	.56	16	32	40	56	60	714	-6.0	.000	-.429
Top 50%	41.9	14.1	.05	16	32	40	56	60	75,146	-6.4	.000	-.458
Top 10%	44.5	13.6	.12	20	36	44	56	60	12,110	-9.0	.000	-.661
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Brenau (N = 75)	42.3	13.7	1.58	16	34	44	54	60				
Aspirant	44.2	9.9	.33	26	38	44	52	60	80	-2.0	.227	-.192
Peers	45.2	12.5	.35	22	38	48	56	60	1,362	-3.0	.048	-.236
Women's Colleges	43.3	12.2	.52	20	36	44	52	60	627	-1.0	.496	-.084
Top 50%	45.6	12.3	.04	22	38	48	56	60	79,850	-3.3	.018	-.273
Top 10%	48.0	12.5	.08	22	40	50	60	60	23,880	-5.7	.000	-.456
<b>Supportive Environment</b>												
Brenau (N = 76)	30.8	14.2	1.63	8	20	30	40	58				
Aspirant	34.5	12.1	.40	15	25	35	43	60	84	-3.7	.030	-.302
Peers	34.8	14.9	.41	10	23	35	45	60	1,382	-4.0	.023	-.269
Women's Colleges	34.0	14.5	.60	10	23	33	45	60	651	-3.2	.069	-.222
Top 50%	34.3	14.7	.05	10	23	35	45	60	74,101	-3.5	.038	-.238
Top 10%	37.4	14.5	.17	13	28	38	48	60	7,435	-6.7	.000	-.460

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.