



NSSE 2024

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 Aspirant Schools	Your first-year students 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 compared with Peer Institutions	Your seniors compared with Aspirant Schools	Your seniors 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

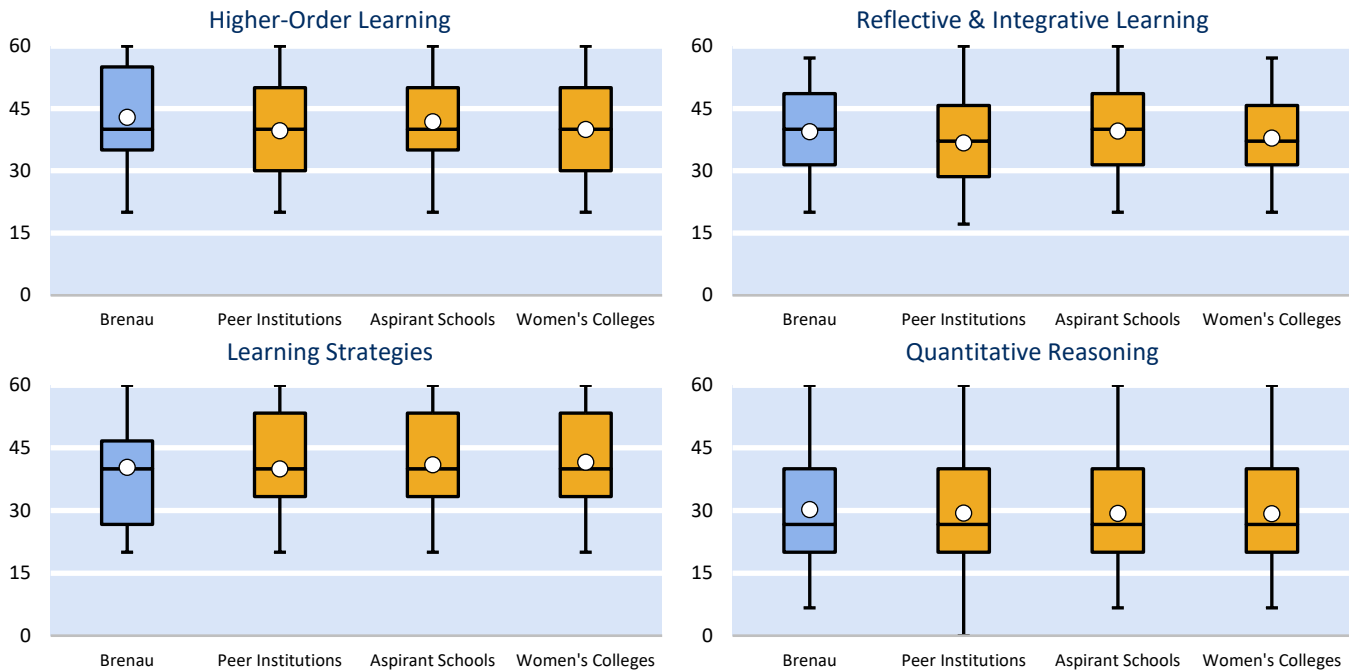
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Peer Institutions		Aspirant Schools		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.9	39.6	.25	41.8	.09	40.0	.23
Reflective & Integrative Learning	39.4	36.7	.22	39.6	-.01	37.9	.13
Learning Strategies	40.3	40.0	.03	41.0	-.05	41.6	-.09
Quantitative Reasoning	30.2	29.4	.05	29.3	.06	29.2	.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.

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		
		Peer Institutions	Aspirant Schools	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	72	+3	-4	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+6	-3	+1
4d. Evaluating a point of view, decision, or information source	86	+10	+5	+10
4e. Forming a new idea or understanding from various pieces of information	83	+8	+5	+6
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	55	+3	-6	+2
2b. Connected your learning to societal problems or issues	68	+11	+0	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	78	+20	+9	+10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	75	+9	+6	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	81	+7	+5	+3
2f. Learned something that changed the way you understand an issue or concept	70	+2	-5	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+1	-5	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	85	+8	-0	+6
9b. Reviewed your notes after class	66	-4	-2	-10
9c. Summarized what you learned in class or from course materials	74	+3	+4	+2
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.)	54	+1	+4	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+5	+5	+7
6c. Evaluated what others have concluded from numerical information	41	-4	-3	-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.

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

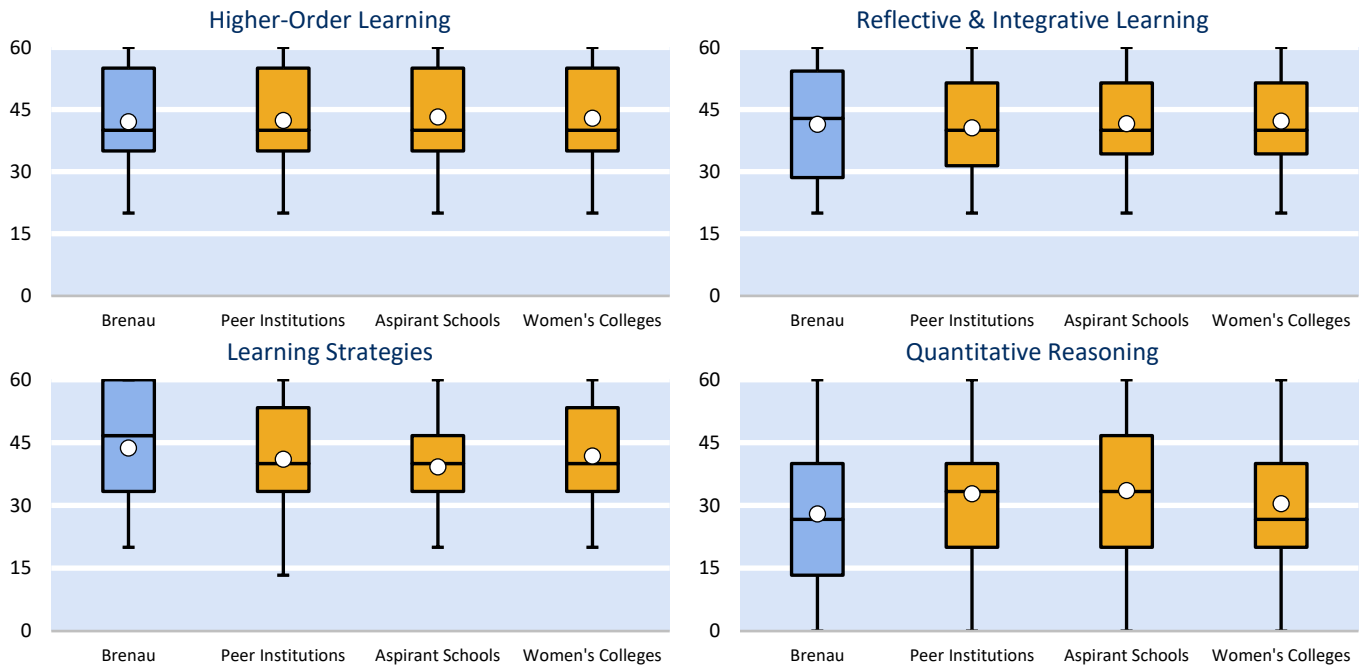
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Peer Institutions		Aspirant Schools		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.0	42.4	-.02	43.3	-.10	42.9	-.06
Reflective & Integrative Learning	41.4	40.6	.07	41.6	-.01	42.2	-.07
Learning Strategies	43.7	41.0	.18	39.2 **	.33	41.8	.13
Quantitative Reasoning	28.0	32.8 **	-.28	33.5 **	-.33	30.4	-.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).

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		
		Peer Institutions	Aspirant Schools	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	81	+2	+0	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-5	-9	-3
4d. Evaluating a point of view, decision, or information source	79	+1	-1	+2
4e. Forming a new idea or understanding from various pieces of information	79	+3	-3	+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	63	-8	-13	-10
2b. Connected your learning to societal problems or issues	71	+3	-3	-6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	67	+3	-2	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	-2	-3	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	75	-2	-0	-2
2f. Learned something that changed the way you understand an issue or concept	79	+4	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+2	-1	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	85	+6	-1	+1
9b. Reviewed your notes after class	70	+2	+14	+3
9c. Summarized what you learned in class or from course materials	76	+4	+11	+6
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.)	53	-6	-7	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	-8	-6	-3
6c. Evaluated what others have concluded from numerical information	38	-14	-18	-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.

Learning with Peers: First-year students

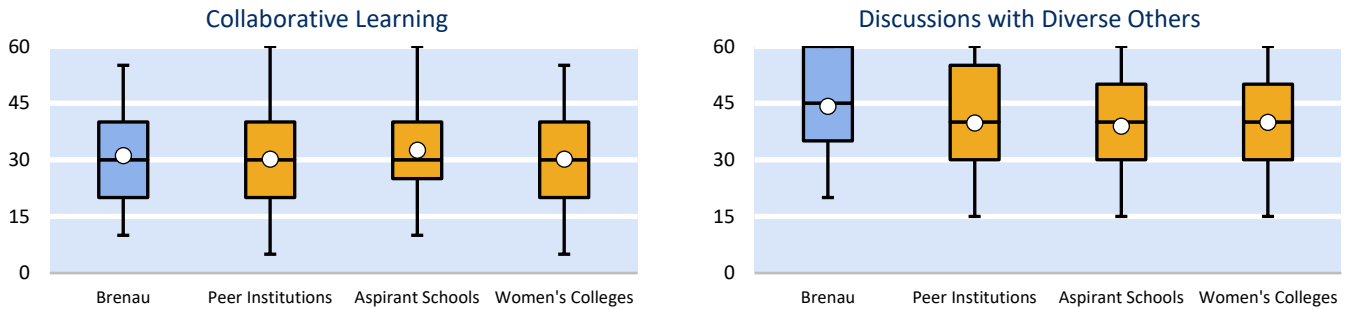
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		Aspirant Schools		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.1	30.1	.06	32.5	-.11	30.2	.06
Discussions with Diverse Others	44.1	39.7 *	.29	38.9 **	.36	39.9 *	.29

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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 ^a between your FY students and		
		Peer Institutions	Aspirant Schools	Women's Colleges
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	51	+6	+3	+8
1c. Explained course material to one or more students	49	-2	-8	+1
1d. Prepared for exams by discussing or working through course material with other students	40	-2	-7	+1
1e. Worked with other students on course projects or assignments	55	-0	-3	-5
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	85	+12	+11	+5
8b. People from economic backgrounds other than your own	79	+5	+3	+2
8c. People with religious beliefs other than your own	74	+10	+11	+4
8d. People with political views other than your own	63	+0	+12	+13

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Learning with Peers: Seniors

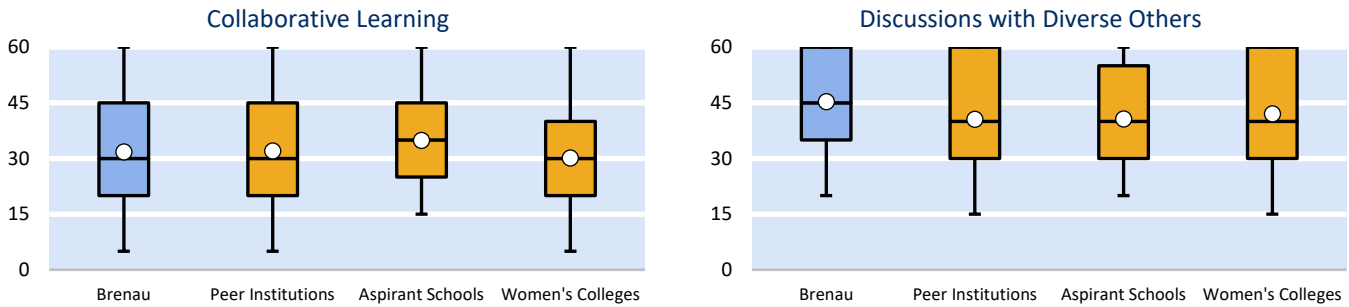
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Brenau Mean	Your seniors compared with					
		Peer Institutions		Aspirant Schools		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.8	32.1	-.02	34.9	-.22	30.2	.11
Discussions with Diverse Others	45.4	40.6 **	.30	40.7 **	.32	42.1 *	.21

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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Collaborative Learning	Brenau %	Percentage point difference ^a between your seniors and		
		Peer Institutions	Aspirant Schools	Women's Colleges
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	39	-3	-8	+2
1c. Explained course material to one or more students	59	+4	-1	+7
1d. Prepared for exams by discussing or working through course material with other students	43	-2	-7	+6
1e. Worked with other students on course projects or assignments	55	-8	-18	-3
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	87	+14	+10	+6
8b. People from economic backgrounds other than your own	88	+13	+11	+8
8c. People with religious beliefs other than your own	82	+17	+16	+9
8d. People with political views other than your own	68	+3	+16	+14

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Experiences with Faculty: First-year students

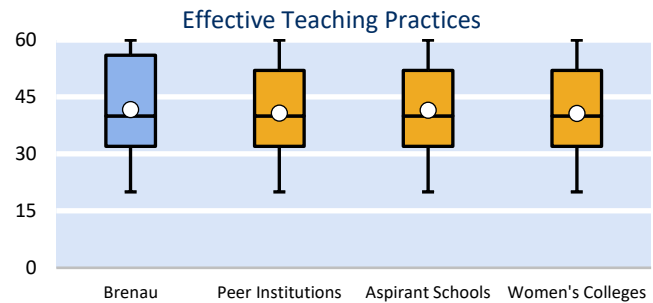
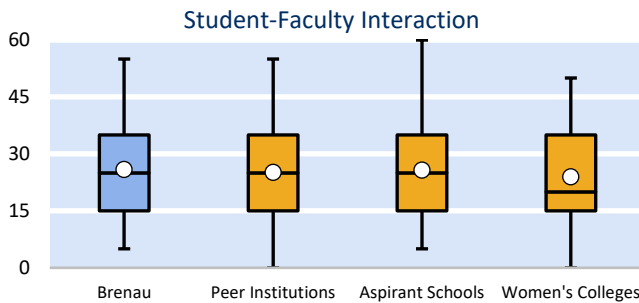
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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		Aspirant Schools		Women's Colleges	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.9	25.2	.05	25.7	.01	23.9	.13
Effective Teaching Practices	41.6	40.8	.06	41.5	.01	40.7	.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).

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Student-Faculty Interaction	Brenau %	Percentage point difference ^a between your FY students and		
		Peer Institutions	Aspirant Schools	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	42	-5	-1	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	-5	-4	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+5	+2	+7
3d. Discussed your academic performance with a faculty member	37	-1	+1	+1
<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	76	-1	-9	-7
5b. Taught course sessions in an organized way	76	-2	-6	-0
5c. Used examples or illustrations to explain difficult points	67	-8	-15	-9
5d. Provided feedback on a draft or work in progress	77	+4	+10	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	73	+6	+4	+7

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Experiences with Faculty: Seniors

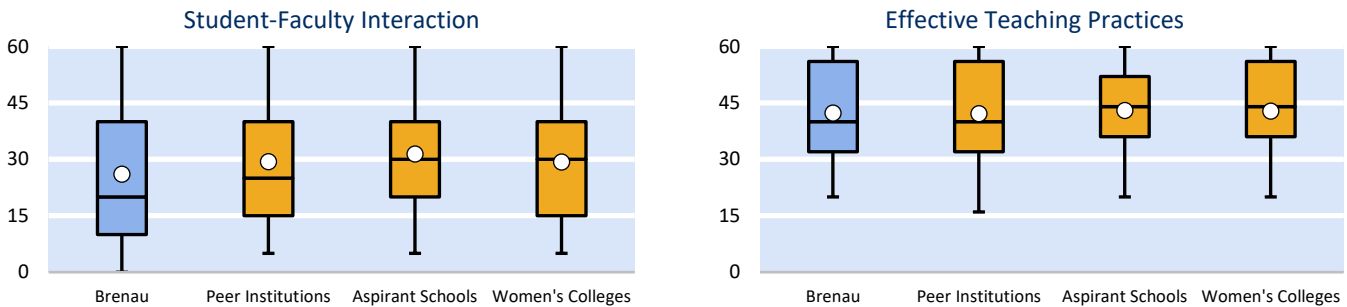
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Engagement Indicator	Brenau Mean	Your seniors compared with					
		Peer Institutions		Aspirant Schools		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.0	29.3	-.19	31.4 **	-.33	29.3	-.19
Effective Teaching Practices	42.2	42.1	.01	43.0	-.06	42.8	-.04

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	55	-1	-1	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	-7	-12	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	-7	-17	-6
3d. Discussed your academic performance with a faculty member	40	-5	-1	-7
<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	85	+3	-0	+1
5b. Taught course sessions in an organized way	73	-7	-11	-9
5c. Used examples or illustrations to explain difficult points	79	+0	-3	+1
5d. Provided feedback on a draft or work in progress	72	+0	-1	+0
5e. Provided prompt and detailed feedback on tests or completed assignments	76	+3	+2	+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: First-year students

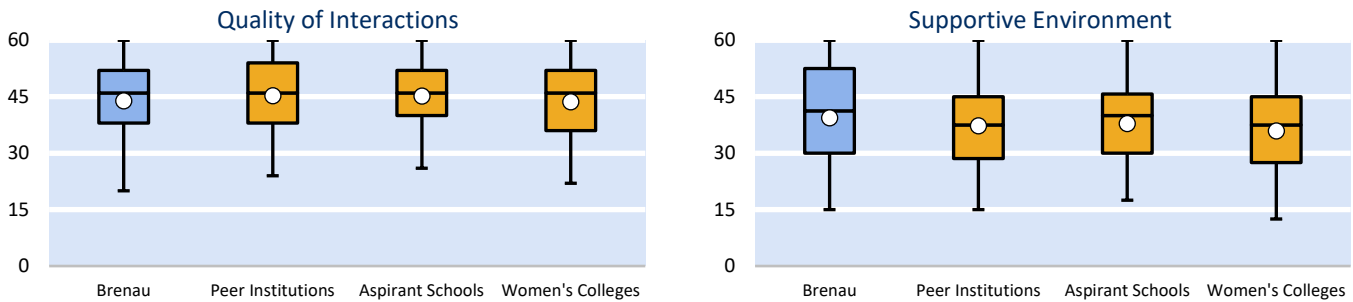
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Brenau Mean	Your first-year students compared with					
		Peer Institutions		Aspirant Schools		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.9	45.3	-.12	45.2	-.13	43.7	.02
Supportive Environment	39.4	37.3	.16	37.9	.12	35.9	.26

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		
		Peer Institutions	Aspirant Schools	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	61	+8	+8	+13
13b. Academic advisors	47	-17	-10	-10
13c. Faculty	56	-3	-10	-3
13d. Student services staff (career services, student activities, housing, etc.)	53	+2	+1	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	-4	-1	+3
Supportive Environment				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	77	+2	-2	+1
14c. Using learning support services (tutoring services, writing center, etc.)	83	+9	+5	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	78	+13	+16	+14
14e. Providing opportunities to be involved socially	78	+5	+2	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	-2	-4	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	-9	-3	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	-2	-3	+7
14i. Attending events that address important social, economic, or political issues	67	+13	+8	+11

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

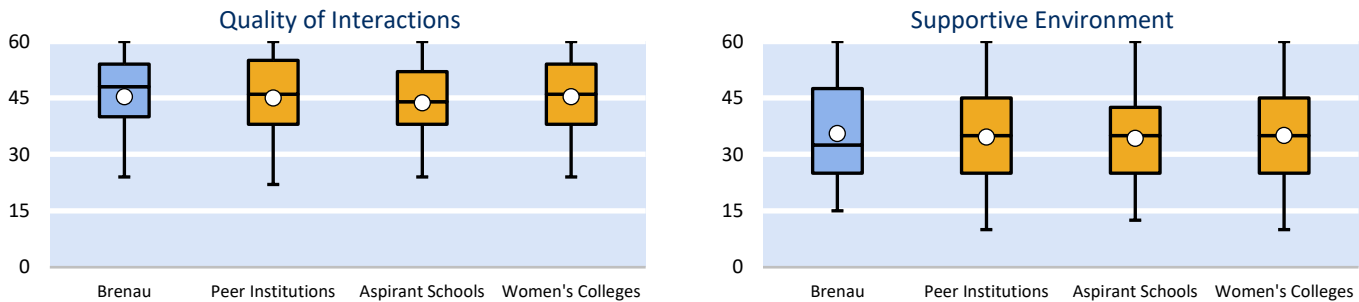
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Brenau Mean	Your seniors compared with					
		Peer Institutions		Aspirant Schools		Women's Colleges	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.3	45.0	.03	43.7	.14	45.3	.00
Supportive Environment	35.5	34.6	.06	34.3	.10	35.1	.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.

Quality of Interactions	Brenau %	Percentage point difference ^a between your seniors and		
		Peer Institutions	Aspirant Schools	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	64	+2	+9	+3
13b. Academic advisors	63	+1	+4	-3
13c. Faculty	62	-5	-9	-5
13d. Student services staff (career services, student activities, housing, etc.)	60	+11	+18	+10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+6	+11	+5
<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	72	-0	-5	+1
14c. Using learning support services (tutoring services, writing center, etc.)	74	+8	+5	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	69	+10	+16	+6
14e. Providing opportunities to be involved socially	79	+9	+9	+10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	-2	-0	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-3	+4	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	-4	-5	+3
14i. Attending events that address important social, economic, or political issues	51	+5	+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.

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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 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 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

Theme	Engagement Indicator	Brenau Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	42.9	39.8	.24	✓	42.4	.04	✓
	Reflective and Integrative Learning	39.4	37.3	.18	✓	39.9	-.04	✓
	Learning Strategies	40.3	40.2	.01	✓	43.1	-.20	
	Quantitative Reasoning	30.2	30.8	-.04	✓	33.3	-.20	
<i>Learning with Peers</i>	Collaborative Learning	31.1	33.4	-.17		36.7 ***	-.41	
	Discussions with Diverse Others	44.1	40.7	.23	✓	44.2	-.01	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.9	25.4	.04	✓	29.9 *	-.25	
	Effective Teaching Practices	41.6	40.8	.06	✓	43.6	-.14	
<i>Campus Environment</i>	Quality of Interactions	43.9	45.7	-.16		48.7 **	-.40	
	Supportive Environment	39.4	37.1	.17	✓	40.4	-.08	✓

Seniors

Theme	Engagement Indicator	Brenau Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	42.0	42.4	-.03	✓	44.9 *	-.22	
	Reflective and Integrative Learning	41.4	40.6	.07	✓	43.2	-.15	
	Learning Strategies	43.7	41.2	.17	✓	44.1	-.03	✓
	Quantitative Reasoning	28.0	32.8 **	-.29		36.2 ***	-.51	
<i>Learning with Peers</i>	Collaborative Learning	31.8	34.7	-.21		38.0 ***	-.45	
	Discussions with Diverse Others	45.4	41.4 *	.26	✓	44.1	.09	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	26.0	29.9	-.24		34.9 ***	-.55	
	Effective Teaching Practices	42.2	42.5	-.02	✓	45.2 *	-.23	
<i>Campus Environment</i>	Quality of Interactions	45.3	45.4	-.01	✓	48.1 *	-.23	
	Supportive Environment	35.5	34.6	.06	✓	38.0	-.18	

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.

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 = 62)	42.9	12.9	1.64	20	35	40	55	60				
Peer Institutions	39.6	13.2	.26	20	30	40	50	60	2,651	3.3	.054	.247
Aspirant Schools	41.8	12.2	.30	20	35	40	50	60	1,721	1.1	.490	.089
Women's Colleges	40.0	12.7	.47	20	30	40	50	60	793	2.9	.081	.231
Top 50%	39.8	13.2	.03	20	30	40	50	60	206,155	3.1	.064	.235
Top 10%	42.4	12.5	.08	20	35	40	55	60	23,715	.5	.744	.042
Reflective & Integrative Learning												
Brenau (N = 67)	39.4	12.4	1.51	20	31	40	49	57				
Peer Institutions	36.7	12.1	.23	17	29	37	46	60	2,911	2.7	.072	.222
Aspirant Schools	39.6	11.6	.27	20	31	40	49	60	1,877	-2	.905	-.015
Women's Colleges	37.9	11.4	.40	20	31	37	46	57	855	1.5	.291	.135
Top 50%	37.3	12.0	.03	17	29	37	46	60	185,494	2.1	.149	.176
Top 10%	39.9	11.7	.08	20	31	40	49	60	21,729	-5	.730	-.042
Learning Strategies												
Brenau (N = 61)	40.3	13.1	1.68	20	27	40	47	60				
Peer Institutions	40.0	13.8	.28	20	33	40	53	60	2,438	.4	.838	.027
Aspirant Schools	41.0	13.6	.35	20	33	40	53	60	1,566	-6	.721	-.047
Women's Colleges	41.6	13.5	.51	20	33	40	53	60	749	-1.3	.480	-.094
Top 50%	40.2	13.9	.03	20	33	40	53	60	166,808	.1	.939	.010
Top 10%	43.1	14.5	.07	20	33	40	60	60	37,473	-2.8	.128	-.195
Quantitative Reasoning												
Brenau (N = 62)	30.2	16.6	2.11	7	20	27	40	60				
Peer Institutions	29.4	16.0	.33	0	20	27	40	60	2,483	.8	.696	.050
Aspirant Schools	29.3	15.6	.40	7	20	27	40	60	1,584	.9	.646	.060
Women's Colleges	29.2	15.3	.58	7	20	27	40	60	758	1.0	.625	.065
Top 50%	30.8	15.5	.03	7	20	33	40	60	197,142	-6	.752	-.040
Top 10%	33.3	15.4	.08	7	20	33	40	60	37,269	-3.1	.118	-.199
Learning with Peers												
Collaborative Learning												
Brenau (N = 70)	31.1	13.8	1.65	10	20	30	40	55				
Peer Institutions	30.1	14.9	.27	5	20	30	40	60	3,168	.9	.599	.064
Aspirant Schools	32.5	13.4	.30	10	25	30	40	60	2,057	-1.4	.386	-.106
Women's Colleges	30.2	14.7	.50	5	20	30	40	55	922	.9	.627	.060
Top 50%	33.4	13.9	.03	10	25	35	40	60	226,280	-2.3	.164	-.166
Top 10%	36.7	13.7	.07	15	25	35	45	60	42,309	-5.6	.001	-.410
Discussions with Diverse Others												
Brenau (N = 61)	44.1	15.6	2.00	20	35	45	60	60				
Peer Institutions	39.7	15.3	.31	15	30	40	55	60	2,461	4.4	.026	.288
Aspirant Schools	38.9	14.3	.37	15	30	40	50	60	1,576	5.2	.005	.363
Women's Colleges	39.9	14.7	.55	15	30	40	50	60	761	4.2	.033	.286
Top 50%	40.7	14.9	.03	20	30	40	55	60	185,671	3.4	.074	.229
Top 10%	44.2	13.8	.10	20	35	45	60	60	60	-1	.944	-.010

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 = 65)	25.9	15.3	1.89	5	15	25	35	55				
Peer Institutions	25.2	15.3	.29	0	15	25	35	55	2,786	.7	.698	.049
Aspirant Schools	25.7	15.1	.36	5	15	25	35	60	1,800	.2	.926	.012
Women's Colleges	23.9	15.1	.55	0	15	20	35	50	817	2.0	.303	.133
Top 50%	25.4	15.3	.04	5	15	25	35	60	118,128	.6	.766	.037
Top 10%	29.9	15.5	.13	5	20	30	40	60	14,494	-3.9	.041	-.254
Effective Teaching Practices												
Brenau (N = 63)	41.6	13.4	1.69	20	32	40	56	60				
Peer Institutions	40.8	13.3	.26	20	32	40	52	60	2,638	.9	.610	.065
Aspirant Schools	41.5	11.9	.29	20	32	40	52	60	1,693	.1	.938	.010
Women's Colleges	40.7	13.4	.49	20	32	40	52	60	795	.9	.589	.071
Top 50%	40.8	13.5	.03	20	32	40	52	60	149,989	.9	.609	.064
Top 10%	43.6	14.1	.09	20	36	44	56	60	27,484	-1.9	.276	-.137
Campus Environment												
Quality of Interactions												
Brenau (N = 59)	43.9	11.8	1.54	20	38	46	52	60				
Peer Institutions	45.3	11.4	.24	24	38	46	54	60	2,277	-1.4	.364	-.120
Aspirant Schools	45.2	10.0	.26	26	40	46	52	60	1,503	-1.3	.322	-.132
Women's Colleges	43.7	11.2	.44	22	36	46	52	60	705	.2	.872	.022
Top 50%	45.7	11.5	.03	24	40	48	54	60	111,956	-1.8	.229	-.157
Top 10%	48.7	11.9	.08	24	42	52	60	60	21,599	-4.8	.002	-.403
Supportive Environment												
Brenau (N = 60)	39.4	14.6	1.89	15	30	41	53	60				
Peer Institutions	37.3	13.3	.28	15	29	38	45	60	2,338	2.1	.234	.156
Aspirant Schools	37.9	12.1	.32	18	30	40	46	60	62	1.5	.447	.120
Women's Colleges	35.9	13.4	.51	13	28	38	45	60	742	3.4	.058	.255
Top 50%	37.1	13.0	.04	17	28	38	45	60	135,221	2.3	.175	.175
Top 10%	40.4	12.6	.12	20	33	40	50	60	59	-1.1	.575	-.084

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 = 97)	42.0	14.1	1.43	20	35	40	55	60				
Peer Institutions	42.4	14.1	.30	20	35	40	55	60	2,286	-.3	.830	-.022
Aspirant Schools	43.3	12.4	.35	20	35	40	55	60	1,348	-1.2	.359	-.096
Women's Colleges	42.9	13.8	.54	20	35	40	55	60	751	-.8	.577	-.061
Top 50%	42.4	13.6	.04	20	35	40	55	60	143,884	-.4	.780	-.028
Top 10%	44.9	12.8	.10	20	40	45	60	60	15,129	-2.8	.029	-.222
Reflective & Integrative Learning												
Brenau (N = 100)	41.4	12.9	1.28	20	29	43	54	60				
Peer Institutions	40.6	12.5	.26	20	31	40	51	60	2,486	.9	.505	.068
Aspirant Schools	41.6	11.7	.32	20	34	40	51	60	112	-.2	.908	-.013
Women's Colleges	42.2	11.8	.44	20	34	40	51	60	804	-.8	.528	-.067
Top 50%	40.6	12.4	.03	20	31	40	51	60	144,058	.8	.512	.065
Top 10%	43.2	11.8	.10	23	34	43	54	60	13,996	-1.8	.138	-.149
Learning Strategies												
Brenau (N = 91)	43.7	14.8	1.55	20	33	47	60	60				
Peer Institutions	41.0	14.7	.33	13	33	40	53	60	2,106	2.7	.088	.183
Aspirant Schools	39.2	13.4	.40	20	33	40	47	60	102	4.5	.006	.330
Women's Colleges	41.8	14.2	.58	20	33	40	53	60	699	1.9	.245	.131
Top 50%	41.2	14.5	.03	20	33	40	53	60	175,071	2.5	.102	.172
Top 10%	44.1	14.2	.10	20	33	47	60	60	21,605	-.4	.781	-.029
Quantitative Reasoning												
Brenau (N = 95)	28.0	17.5	1.80	0	13	27	40	60				
Peer Institutions	32.8	17.0	.37	0	20	33	40	60	2,161	-4.8	.007	-.282
Aspirant Schools	33.5	16.9	.49	0	20	33	47	60	1,280	-5.5	.002	-.327
Women's Colleges	30.4	17.7	.71	0	20	27	40	60	713	-2.4	.214	-.137
Top 50%	32.8	16.5	.04	7	20	33	40	60	188,906	-4.9	.004	-.295
Top 10%	36.2	16.2	.12	7	20	40	47	60	18,934	-8.2	.000	-.508
Learning with Peers												
Collaborative Learning												
Brenau (N = 101)	31.8	16.9	1.68	5	20	30	45	60				
Peer Institutions	32.1	15.3	.30	5	20	30	45	60	2,645	-.2	.878	-.016
Aspirant Schools	34.9	14.0	.37	15	25	35	45	60	110	-3.1	.077	-.216
Women's Colleges	30.2	14.9	.54	5	20	30	40	60	122	1.6	.358	.107
Top 50%	34.7	14.2	.03	10	25	35	45	60	100	-2.9	.083	-.206
Top 10%	38.0	13.6	.09	15	30	40	50	60	101	-6.2	.000	-.455
Discussions with Diverse Others												
Brenau (N = 93)	45.4	13.6	1.41	20	35	45	60	60				
Peer Institutions	40.6	16.0	.35	15	30	40	60	60	2,140	4.7	.005	.297
Aspirant Schools	40.7	14.5	.43	20	30	40	55	60	1,262	4.7	.003	.322
Women's Colleges	42.1	15.7	.63	15	30	40	60	60	131	3.3	.035	.213
Top 50%	41.4	15.6	.04	15	30	40	60	60	180,950	4.0	.014	.257
Top 10%	44.1	14.5	.10	20	35	45	60	60	21,012	1.3	.403	.087

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 = 96)	26.0	19.3	1.96	0	10	20	40	60				
Peer Institutions	29.3	17.1	.36	5	15	25	40	60	102	-3.3	.105	-.190
Aspirant Schools	31.4	15.9	.44	5	20	30	40	60	105	-5.3	.009	-.330
Women's Colleges	29.3	16.7	.64	5	15	30	40	60	116	-3.2	.120	-.189
Top 50%	29.9	16.3	.06	5	20	30	40	60	96	-3.9	.050	-.239
Top 10%	34.9	16.1	.18	10	20	35	45	60	97	-8.9	.000	-.550
Effective Teaching Practices												
Brenau (N = 96)	42.2	14.5	1.48	20	32	40	56	60				
Peer Institutions	42.1	14.0	.30	16	32	40	56	60	2,289	.1	.931	.009
Aspirant Schools	43.0	12.4	.35	20	36	44	52	60	106	-.7	.639	-.057
Women's Colleges	42.8	13.9	.54	20	36	44	56	60	748	-.5	.739	-.036
Top 50%	42.5	13.8	.04	20	32	44	56	60	129,874	-.2	.876	-.016
Top 10%	45.2	13.1	.10	20	36	48	60	60	15,984	-3.0	.026	-.228
Campus Environment												
Quality of Interactions												
Brenau (N = 86)	45.3	12.1	1.30	24	40	48	54	60				
Peer Institutions	45.0	12.0	.27	22	38	46	55	60	2,000	.3	.807	.027
Aspirant Schools	43.7	11.3	.34	24	38	44	52	60	1,218	1.6	.209	.140
Women's Colleges	45.3	11.3	.47	24	38	46	54	60	664	.0	.985	-.002
Top 50%	45.4	12.0	.03	22	38	48	55	60	126,807	-.1	.947	-.007
Top 10%	48.1	12.3	.08	23	42	50	60	60	24,526	-2.8	.035	-.227
Supportive Environment												
Brenau (N = 91)	35.5	14.2	1.49	15	25	33	48	60				
Peer Institutions	34.6	14.7	.33	10	25	35	45	60	2,061	.9	.550	.064
Aspirant Schools	34.3	13.1	.39	13	25	35	43	60	1,219	1.3	.376	.097
Women's Colleges	35.1	14.9	.61	10	25	35	45	60	685	.5	.771	.033
Top 50%	34.6	14.2	.04	10	25	35	45	60	132,456	.9	.548	.063
Top 10%	38.0	13.7	.12	15	28	40	48	60	12,536	-2.4	.094	-.177

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.