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# NSSE 2018

## 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.

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 2017 and 2018 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, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://nsse.indiana.edu)

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Southeast Private	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2017 & 2018
<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 Southeast Private	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2017 & 2018
<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

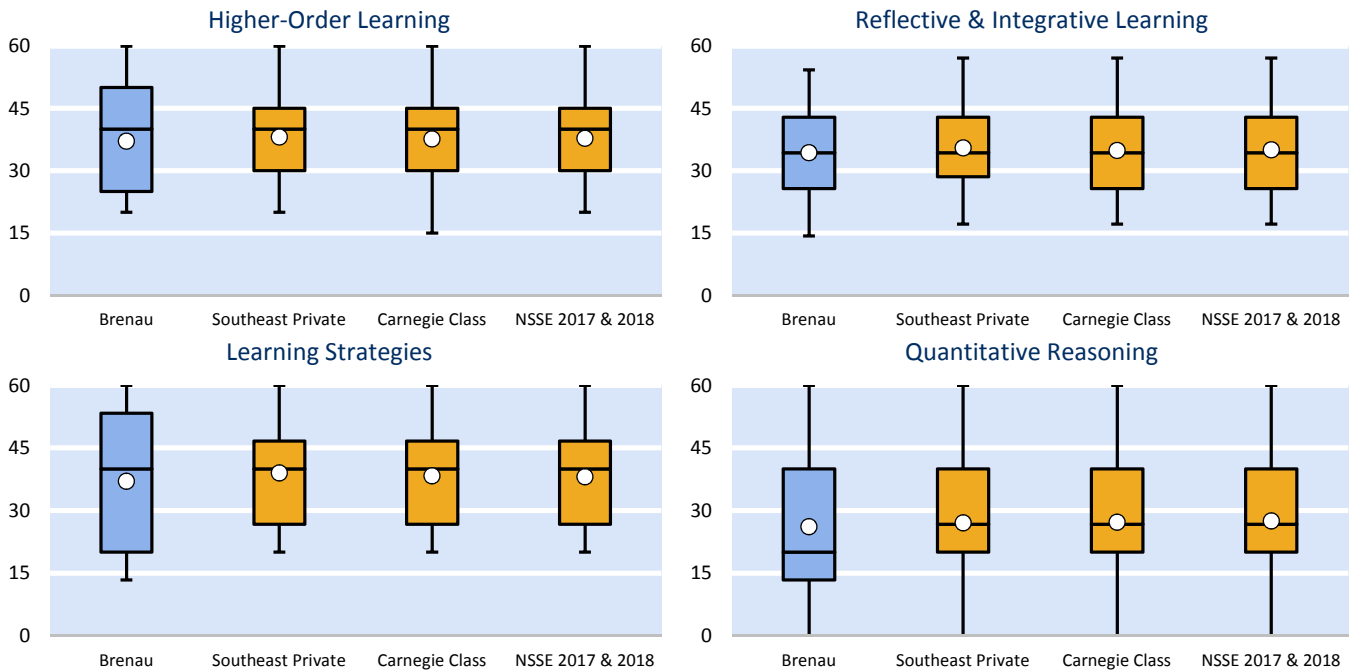
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Southeast Private		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.1	38.1	-.08	37.7	-.04	37.8	-.06
Reflective & Integrative Learning	34.3	35.5	-.10	34.9	-.05	35.1	-.06
Learning Strategies	37.0	39.0	-.14	38.3	-.09	38.0	-.07
Quantitative Reasoning	26.1	27.1	-.06	27.2	-.07	27.5	-.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: 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		
		Southeast Private	Carnegie Class	NSSE 2017 & 2018
<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	65	-5	-5	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	57	-13	-12	-13
4d. Evaluating a point of view, decision, or information source	64	-7	-6	-5
4e. Forming a new idea or understanding from various pieces of information	66	-3	-2	-2
<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	43	-8	-8	-8
2b. Connected your learning to societal problems or issues	46	-6	-5	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	-2	+1	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+5	+6	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-6	-4	-5
2f. Learned something that changed the way you understand an issue or concept	63	-4	-3	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	70	-8	-7	-7
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	67	-11	-9	-9
9b. Reviewed your notes after class	59	-8	-7	-6
9c. Summarized what you learned in class or from course materials	53	-12	-10	-10
<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.)	41	-10	-10	-11
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	-6	-6	-6
6c. Evaluated what others have concluded from numerical information	37	-0	+0	-1

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

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

### Academic Challenge: Seniors

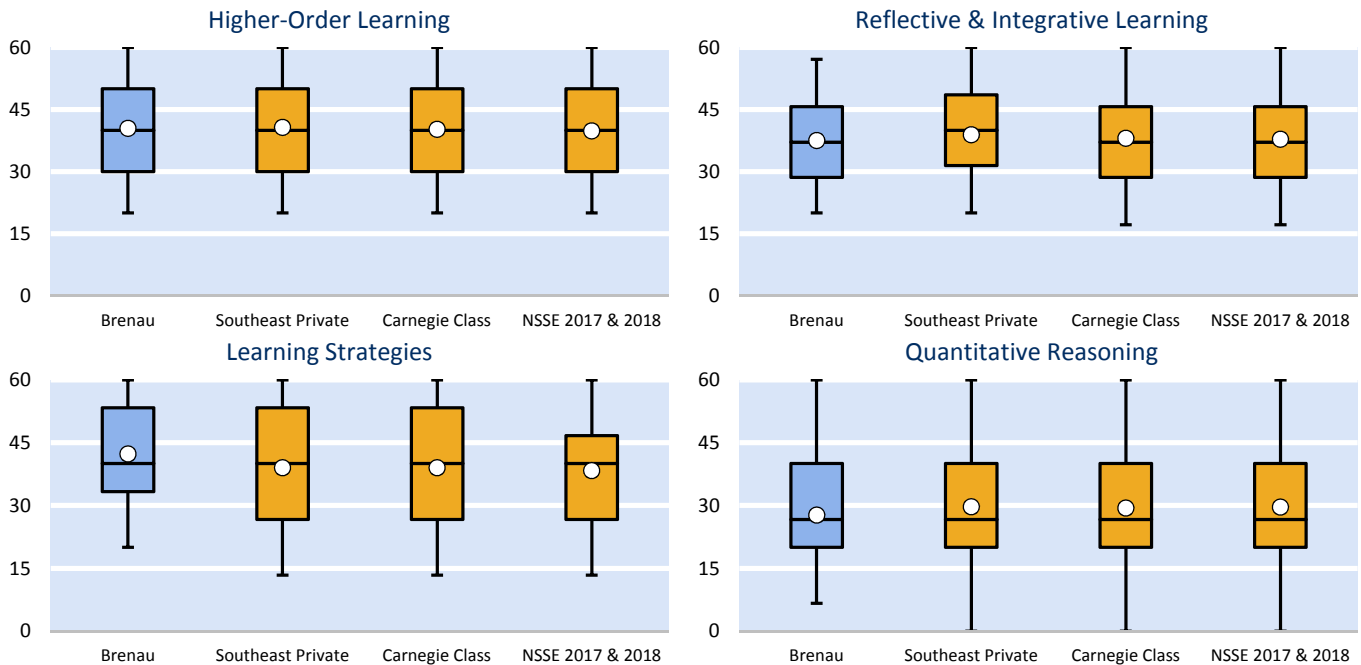
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#### Mean Comparisons

Engagement Indicator	Brenau Mean	Your seniors compared with					
		Southeast Private		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.5	40.7	-.02	40.3	.02	39.8	.05
Reflective & Integrative Learning	37.6	38.9	-.11	38.1	-.04	37.8	-.02
Learning Strategies	42.3	39.0 *	.23	39.0 *	.23	38.3 **	.28
Quantitative Reasoning	27.7	29.7	-.12	29.4	-.10	29.6	-.12

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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### 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 <sup>a</sup> between your seniors and		
		Southeast Private	Carnegie Class	NSSE 2017 & 2018
<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	+4 	+5 	+5 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+0 	+1 	+2 
4d. Evaluating a point of view, decision, or information source	74	+0 	+2 	+4 
4e. Forming a new idea or understanding from various pieces of information	70	-3 	-2 	-1 
<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	68	-0 	+0 	-0 
2b. Connected your learning to societal problems or issues	62	-2 	+0 	+2 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	+5 	+9 	+10 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-5 	-3 	-2 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	-1 	+1 	+1 
2f. Learned something that changed the way you understand an issue or concept	61	-11 	-10 	-10 
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+0 	+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	83	+1 	+3 	+4 
9b. Reviewed your notes after class	77	+15 	+13 	+16 
9c. Summarized what you learned in class or from course materials	73	+8 	+8 	+10 
<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.)	51	-3 	-3 	-4 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-5 	-4 	-4 
6c. Evaluated what others have concluded from numerical information	34	-10 	-9 	-10 

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

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### Learning with Peers: First-year students

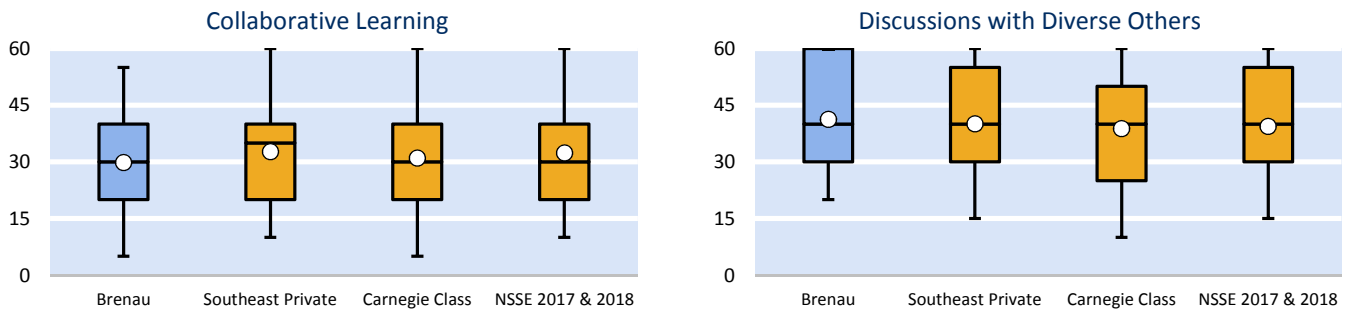
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Brenau Mean	Your first-year students compared with					
		Southeast Private		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.8	32.7	-.20	30.9	-.08	32.3	-.18
Discussions with Diverse Others	41.2	40.0	.08	38.7	.16	39.4	.12

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#### Performance on Indicator Items

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	Brenau %	Percentage point difference <sup>a</sup> between your FY students and		
		Southeast Private	Carnegie Class	NSSE 2017 & 2018
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	50	-3	+0	-3
1f. Explained course material to one or more students	46	-12	-9	-12
1g. Prepared for exams by discussing or working through course material with other students	45	-8	-2	-5
1h. Worked with other students on course projects or assignments	57	+3	+5	+3
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	77	+5	+8	+7
8b. People from an economic background other than your own	74	-0	+4	+2
8c. People with religious beliefs other than your own	73	+8	+8	+7
8d. People with political views other than your own	64	-3	-1	-1

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### Learning with Peers: Seniors

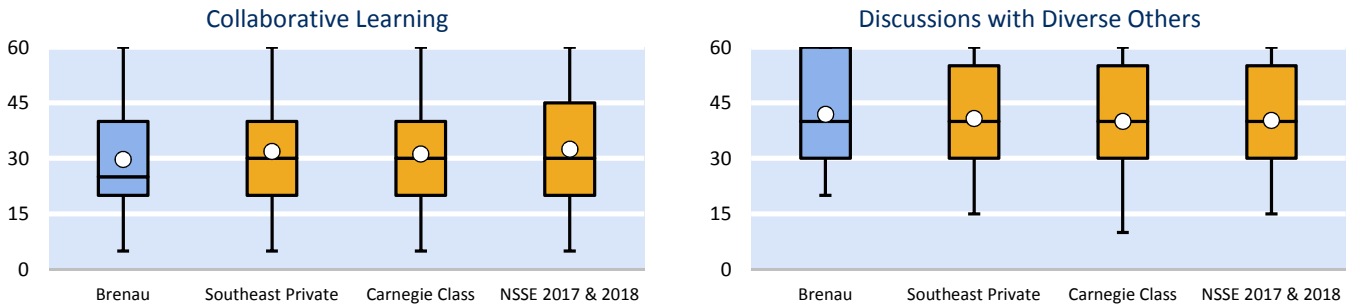
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Engagement Indicator	Brenau Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.7	31.9	-.14	31.2	-.09	32.5 *	-.18
Discussions with Diverse Others	41.9	40.8	.07	40.0	.12	40.3	.10

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#### Performance on Indicator Items

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	Brenau %	Percentage point difference <sup>a</sup> between your seniors and		
		Southeast Private	Carnegie Class	NSSE 2017 & 2018
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	33	-8	-8	-11
1f. Explained course material to one or more students	48	-10	-8	-11
1g. Prepared for exams by discussing or working through course material with other students	36	-12	-9	-11
1h. Worked with other students on course projects or assignments	65	+5	+4	+1
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	77	+3	+6	+5
8b. People from an economic background other than your own	73	-1	+2	+0
8c. People with religious beliefs other than your own	69	+4	+2	+1
8d. People with political views other than your own	72	+3	+6	+6

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### Experiences with Faculty: First-year students

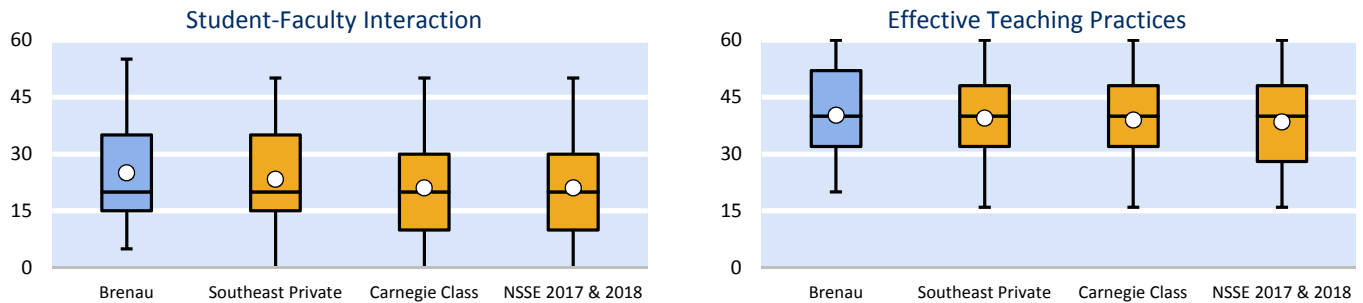
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Southeast Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2017 & 2018 Mean	Effect size
Student-Faculty Interaction	25.0	23.4	.11	21.1 *	.27	21.1 *	.27
Effective Teaching Practices	40.2	39.4	.06	38.9	.09	38.5	.13

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Student-Faculty Interaction	Brenau %	Percentage point difference <sup>a</sup> between your FY students and		
		Southeast Private	Carnegie Class	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	43	+3	+6	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	+1	+5	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+5	+10	+10
3d. Discussed your academic performance with a faculty member	31	-4	+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	71	-7	-7	-6
5b. Taught course sessions in an organized way	73	-3	-2	-2
5c. Used examples or illustrations to explain difficult points	77	+3	+3	+3
5d. Provided feedback on a draft or work in progress	73	+4	+7	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+1	+3	+5

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### Experiences with Faculty: Seniors

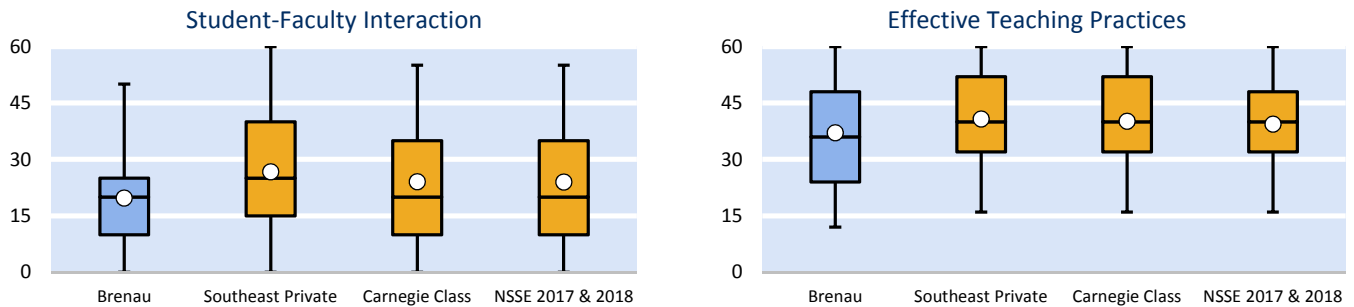
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Student-Faculty Interaction	19.7	26.7 ***	-.42	24.0 **	-.27	23.9 **	-.27
Effective Teaching Practices	37.0	40.7 **	-.27	40.1 *	-.23	39.4	-.17

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 seniors and		
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3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-12	-7	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	-19	-13	-13
3d. Discussed your academic performance with a faculty member	28	-11	-7	-5
<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	-5	-5	-4
5b. Taught course sessions in an organized way	68	-12	-10	-9
5c. Used examples or illustrations to explain difficult points	68	-10	-10	-9
5d. Provided feedback on a draft or work in progress	52	-14	-11	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-8	-6	-4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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

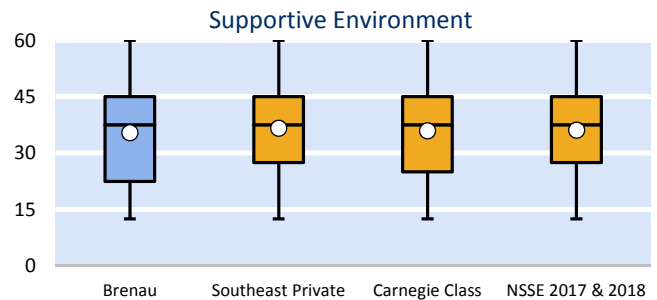
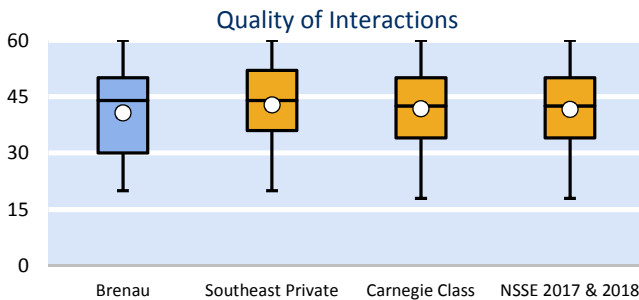
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Brenau Mean	Your first-year students compared with					
		Southeast Private		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.7	42.9	-.18	41.8	-.09	41.7	-.08
Supportive Environment	35.4	36.7	-.09	35.9	-.04	36.1	-.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.

#### 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			
		Southeast Private	Carnegie Class	NSSE 2017 & 2018	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>					
	%				
13a. Students	50	-3	+0		-0
13b. Academic advisors	50	-4	+0		+0
13c. Faculty	48	-6	-1		-0
13d. Student services staff (career services, student activities, housing, etc.)	45	-2	+1		+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	-1	+1		+3
<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	71	-5	-4		-4
14c. Using learning support services (tutoring services, writing center, etc.)	77	+1	+1		+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	-2	-1		-1
14e. Providing opportunities to be involved socially	61	-10	-9		-9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-4	-5		-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-6	-7		-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	+4	+10		+7
14i. Attending events that address important social, economic, or political issues	46	-7	-4		-5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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

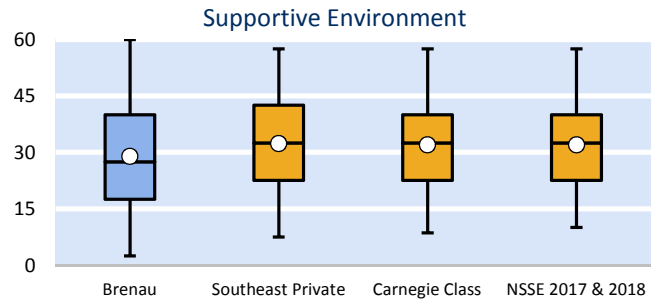
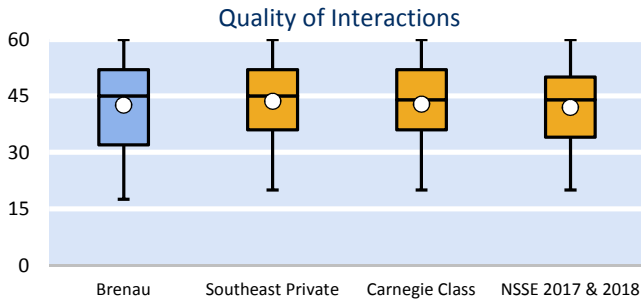
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Brenau Mean	Your seniors compared with					
		Southeast Private		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.6	43.6	-.08	42.9	-.02	42.0	.05
Supportive Environment	29.0	32.4 *	-.24	32.0 *	-.21	32.0 *	-.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		
		Southeast Private	Carnegie Class	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	58	+1	+1	+2
13b. Academic advisors	50	-10	-2	-0
13c. Faculty	49	-13	-9	-6
13d. Student services staff (career services, student activities, housing, etc.)	45	+2	+0	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+4	+5	+8
<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	64	-9	-7	-6
14c. Using learning support services (tutoring services, writing center, etc.)	62	-5	-4	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-3	-3	-2
14e. Providing opportunities to be involved socially	46	-18	-17	-17
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	41	-17	-19	-19
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-5	-6	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	40	-15	-8	-12
14i. Attending events that address important social, economic, or political issues	33	-10	-8	-9

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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 [nsse.indiana.edu/html/position\\_policies.cfm](http://nsse.indiana.edu/html/position_policies.cfm)), 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 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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	37.1	38.9	-.14		40.5	-.26	
Academic	Reflective and Integrative Learning	34.3	36.5	-.18		38.1 *	-.31	
Challenge	Learning Strategies	37.0	39.5	-.18		41.6	-.32	
	Quantitative Reasoning	26.1	28.7	-.17		30.4 *	-.28	
Learning	Collaborative Learning	29.8	35.1 ***	-.39		37.2 ***	-.55	
with Peers	Discussions with Diverse Others	41.2	41.4	-.01	✓	43.4	-.15	
Experiences	Student-Faculty Interaction	25.0	24.3	.05	✓	27.2	-.14	
with Faculty	Effective Teaching Practices	40.2	40.3	-.01	✓	42.0	-.13	
Campus	Quality of Interactions	40.7	43.9 *	-.28		45.9 **	-.43	
Environment	Supportive Environment	35.4	37.9	-.19		39.7 *	-.32	

#### 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	40.5	41.3	-.06	✓	42.5	-.14	
Academic	Reflective and Integrative Learning	37.6	39.6	-.16		41.1 **	-.29	
Challenge	Learning Strategies	42.3	40.2	.15	✓	42.3	.00	✓
	Quantitative Reasoning	27.7	30.7	-.18		32.7 **	-.31	
Learning	Collaborative Learning	29.7	35.7 ***	-.43		38.1 ***	-.62	
with Peers	Discussions with Diverse Others	41.9	41.9	.00	✓	43.8	-.12	
Experiences	Student-Faculty Interaction	19.7	29.2 ***	-.60		33.3 ***	-.84	
with Faculty	Effective Teaching Practices	37.0	41.1 **	-.30		43.1 ***	-.44	
Campus	Quality of Interactions	42.6	44.4	-.15		46.5 **	-.32	
Environment	Supportive Environment	29.0	34.3 **	-.39		36.4 ***	-.54	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <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 = 61)	37.1	15.3	1.96	20	25	40	50	60				
Southeast Private	38.1	13.3	.10	20	30	40	45	60	60	-1.0	.612	-.076
Carnegie Class	37.7	13.3	.04	15	30	40	45	60	60	-.6	.764	-.045
NSSE 2017 & 2018	37.8	13.2	.02	20	30	40	45	60	60	-.7	.712	-.055
Top 50%	38.9	13.1	.03	20	30	40	50	60	60	-1.8	.352	-.141
Top 10%	40.5	13.3	.07	20	30	40	50	60	60	-3.4	.088	-.255
<b>Reflective &amp; Integrative Learning</b>												
Brenau (N = 65)	34.3	12.1	1.49	14	26	34	43	54				
Southeast Private	35.5	11.9	.09	17	29	34	43	57	18,693	-1.2	.429	-.098
Carnegie Class	34.9	11.9	.04	17	26	34	43	57	91,680	-.6	.706	-.047
NSSE 2017 & 2018	35.1	11.9	.02	17	26	34	43	57	310,333	-.7	.618	-.062
Top 50%	36.5	11.8	.03	17	29	37	43	57	163,612	-2.1	.145	-.180
Top 10%	38.1	12.0	.06	20	29	37	46	60	35,109	-3.7	.012	-.311
<b>Learning Strategies</b>												
Brenau (N = 59)	37.0	17.6	2.29	13	20	40	53	60				
Southeast Private	39.0	13.5	.11	20	27	40	47	60	58	-2.0	.396	-.145
Carnegie Class	38.3	13.8	.05	20	27	40	47	60	58	-1.2	.590	-.090
NSSE 2017 & 2018	38.0	13.7	.03	20	27	40	47	60	58	-1.0	.663	-.073
Top 50%	39.5	13.7	.04	20	27	40	53	60	58	-2.5	.285	-.180
Top 10%	41.6	14.1	.08	20	33	40	53	60	58	-4.6	.051	-.325
<b>Quantitative Reasoning</b>												
Brenau (N = 60)	26.1	17.4	2.25	0	13	20	40	60				
Southeast Private	27.1	15.6	.12	0	20	27	40	60	17,180	-1.0	.634	-.062
Carnegie Class	27.2	15.3	.05	0	20	27	40	60	85,063	-1.1	.573	-.073
NSSE 2017 & 2018	27.5	15.3	.03	0	20	27	40	60	287,121	-1.4	.487	-.090
Top 50%	28.7	15.2	.04	0	20	27	40	60	184,428	-2.6	.193	-.168
Top 10%	30.4	15.3	.07	7	20	27	40	60	45,125	-4.3	.030	-.280
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Brenau (N = 70)	29.8	15.0	1.79	5	20	30	40	55				
Southeast Private	32.7	14.4	.10	10	20	35	40	60	19,658	-2.9	.088	-.204
Carnegie Class	30.9	14.7	.05	5	20	30	40	60	95,934	-1.2	.497	-.081
NSSE 2017 & 2018	32.3	14.4	.03	10	20	30	40	60	326,045	-2.5	.140	-.176
Top 50%	35.1	13.6	.03	15	25	35	45	60	192,462	-5.4	.001	-.395
Top 10%	37.2	13.6	.07	15	25	40	45	60	43,035	-7.5	.000	-.551
<b>Discussions with Diverse Others</b>												
Brenau (N = 58)	41.2	15.6	2.05	20	30	40	60	60				
Southeast Private	40.0	15.1	.12	15	30	40	55	60	16,276	1.2	.545	.080
Carnegie Class	38.7	15.9	.06	10	25	40	50	60	80,069	2.5	.238	.155
NSSE 2017 & 2018	39.4	15.5	.03	15	30	40	55	60	270,453	1.8	.374	.117
Top 50%	41.4	15.0	.04	15	30	40	55	60	176,141	-.2	.922	-.013
Top 10%	43.4	14.8	.07	20	35	45	60	60	39,169	-2.2	.252	-.151



### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <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 = 61)	25.0	16.3	2.09	5	15	20	35	55				
Southeast Private	23.4	14.8	.11	0	15	20	35	50	18,064	1.6	.389	.111
Carnegie Class	21.1	14.6	.05	0	10	20	30	50	88,812	3.9	.037	.268
NSSE 2017 & 2018	21.1	14.6	.03	0	10	20	30	50	300,454	3.9	.037	.268
Top 50%	24.3	14.8	.04	5	15	20	35	55	109,192	.7	.699	.050
Top 10%	27.2	15.8	.12	5	15	25	40	60	18,330	-2.2	.269	-.142
<b>Effective Teaching Practices</b>												
Brenau (N = 62)	40.2	13.3	1.69	20	32	40	52	60				
Southeast Private	39.4	13.2	.10	16	32	40	48	60	17,690	.7	.660	.056
Carnegie Class	38.9	13.2	.04	16	32	40	48	60	87,192	1.2	.461	.094
NSSE 2017 & 2018	38.5	13.1	.02	16	28	40	48	60	294,678	1.7	.308	.130
Top 50%	40.3	13.1	.04	20	32	40	52	60	128,895	-.1	.946	-.009
Top 10%	42.0	13.7	.07	20	32	40	52	60	33,485	-1.8	.302	-.131
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Brenau (N = 56)	40.7	13.0	1.74	20	30	44	50	60				
Southeast Private	42.9	12.3	.10	20	36	44	52	60	15,408	-2.2	.188	-.176
Carnegie Class	41.8	12.6	.05	18	34	43	50	60	74,620	-1.1	.512	-.088
NSSE 2017 & 2018	41.7	12.5	.02	18	34	43	50	60	252,736	-1.0	.555	-.079
Top 50%	43.9	11.6	.04	22	38	46	52	60	104,757	-3.2	.039	-.276
Top 10%	45.9	12.1	.08	22	40	48	56	60	22,742	-5.2	.001	-.428
<b>Supportive Environment</b>												
Brenau (N = 56)	35.4	14.5	1.93	13	23	38	45	60				
Southeast Private	36.7	13.7	.11	13	28	38	45	60	15,341	-1.2	.508	-.089
Carnegie Class	35.9	13.7	.05	13	25	38	45	60	75,345	-.5	.783	-.037
NSSE 2017 & 2018	36.1	13.6	.03	13	28	38	45	60	254,823	-.6	.725	-.047
Top 50%	37.9	13.2	.04	15	30	40	48	60	137,447	-2.5	.156	-.190
Top 10%	39.7	13.1	.07	18	30	40	50	60	33,044	-4.2	.016	-.322

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 SEM) 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>	SEM <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 = 106)	40.5	12.9	1.25	20	30	40	50	60				
Southeast Private	40.7	13.3	.10	20	30	40	50	60	19,344	-.2	.854	-.018
Carnegie Class	40.3	13.6	.04	20	30	40	50	60	138,348	.2	.871	.016
NSSE 2017 & 2018	39.8	13.7	.02	20	30	40	50	60	439,243	.6	.626	.047
Top 50%	41.3	13.5	.03	20	35	40	55	60	205,748	-.8	.519	-.063
Top 10%	42.5	13.7	.05	20	35	40	55	60	61,907	-2.0	.137	-.145
<b>Reflective &amp; Integrative Learning</b>												
Brenau (N = 113)	37.6	11.2	1.06	20	29	37	46	57				
Southeast Private	38.9	12.1	.09	20	31	40	49	60	20,130	-1.3	.244	-.110
Carnegie Class	38.1	12.4	.03	17	29	37	46	60	143,787	-.5	.638	-.044
NSSE 2017 & 2018	37.8	12.4	.02	17	29	37	46	60	457,629	-.3	.806	-.023
Top 50%	39.6	12.2	.03	20	31	40	49	60	200,846	-2.0	.081	-.165
Top 10%	41.1	12.2	.06	20	33	40	51	60	42,806	-3.6	.002	-.293
<b>Learning Strategies</b>												
Brenau (N = 104)	42.3	14.3	1.40	20	33	40	53	60				
Southeast Private	39.0	14.2	.11	13	27	40	53	60	18,108	3.3	.018	.232
Carnegie Class	39.0	14.4	.04	13	27	40	53	60	128,398	3.3	.018	.231
NSSE 2017 & 2018	38.3	14.5	.02	13	27	40	47	60	406,943	4.0	.005	.278
Top 50%	40.2	14.4	.03	20	33	40	53	60	217,652	2.1	.128	.149
Top 10%	42.3	14.2	.06	20	33	40	53	60	58,816	.0	.991	-.001
<b>Quantitative Reasoning</b>												
Brenau (N = 103)	27.7	16.0	1.58	7	20	27	40	60				
Southeast Private	29.7	16.1	.12	0	20	27	40	60	18,984	-1.9	.224	-.120
Carnegie Class	29.4	16.1	.04	0	20	27	40	60	136,055	-1.6	.305	-.101
NSSE 2017 & 2018	29.6	16.1	.02	0	20	27	40	60	431,110	-1.9	.236	-.117
Top 50%	30.7	16.0	.03	0	20	33	40	60	281,510	-2.9	.061	-.184
Top 10%	32.7	15.7	.06	7	20	33	40	60	61,503	-4.9	.001	-.314
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Brenau (N = 120)	29.7	14.8	1.35	5	20	25	40	60				
Southeast Private	31.9	15.2	.11	5	20	30	40	60	20,719	-2.1	.125	-.140
Carnegie Class	31.2	15.5	.04	5	20	30	40	60	146,969	-1.5	.301	-.095
NSSE 2017 & 2018	32.5	15.0	.02	5	20	30	45	60	470,822	-2.8	.044	-.184
Top 50%	35.7	13.9	.03	15	25	35	45	60	264,025	-6.0	.000	-.430
Top 10%	38.1	13.5	.06	15	30	40	50	60	44,048	-8.4	.000	-.621
<b>Discussions with Diverse Others</b>												
Brenau (N = 105)	41.9	15.7	1.53	20	30	40	60	60				
Southeast Private	40.8	15.5	.12	15	30	40	55	60	18,210	1.1	.458	.073
Carnegie Class	40.0	16.2	.05	10	30	40	55	60	128,935	2.0	.217	.120
NSSE 2017 & 2018	40.3	15.8	.02	15	30	40	55	60	409,138	1.6	.293	.103
Top 50%	41.9	15.6	.03	15	30	40	60	60	285,371	.0	.994	-.001
Top 10%	43.8	15.5	.06	20	35	45	60	60	68,779	-1.9	.214	-.121

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <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 = 109)	19.7	15.4	1.47	0	10	20	25	50				
Southeast Private	26.7	16.6	.12	0	15	25	40	60	109	-7.0	.000	-.422
Carnegie Class	24.0	16.0	.04	0	10	20	35	55	140,403	-4.4	.005	-.272
NSSE 2017 & 2018	23.9	15.9	.02	0	10	20	35	55	446,282	-4.2	.005	-.267
Top 50%	29.2	15.8	.05	5	20	30	40	60	113,777	-9.5	.000	-.604
Top 10%	33.3	16.1	.13	10	20	35	45	60	110	-13.6	.000	-.844
<b>Effective Teaching Practices</b>												
Brenau (N = 109)	37.0	14.1	1.35	12	24	36	48	60				
Southeast Private	40.7	13.7	.10	16	32	40	52	60	19,362	-3.7	.005	-.270
Carnegie Class	40.1	13.8	.04	16	32	40	52	60	138,887	-3.1	.018	-.226
NSSE 2017 & 2018	39.4	13.7	.02	16	32	40	48	60	440,640	-2.3	.075	-.171
Top 50%	41.1	13.6	.03	16	32	40	52	60	178,390	-4.1	.002	-.303
Top 10%	43.1	13.7	.07	20	36	44	56	60	36,600	-6.1	.000	-.444
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Brenau (N = 100)	42.6	12.9	1.29	18	32	45	52	60				
Southeast Private	43.6	12.1	.09	20	36	45	52	60	16,953	-1.0	.424	-.080
Carnegie Class	42.9	12.4	.04	20	36	44	52	60	119,673	-.3	.836	-.021
NSSE 2017 & 2018	42.0	12.3	.02	20	34	44	50	60	380,836	.6	.614	.050
Top 50%	44.4	11.9	.03	22	38	46	54	60	147,459	-1.8	.130	-.152
Top 10%	46.5	12.3	.06	22	40	50	58	60	39,283	-3.9	.001	-.319
<b>Supportive Environment</b>												
Brenau (N = 99)	29.0	16.0	1.61	3	18	28	40	60				
Southeast Private	32.4	14.4	.11	8	23	33	43	58	17,445	-3.4	.017	-.240
Carnegie Class	32.0	14.2	.04	9	23	33	40	58	123,446	-3.0	.034	-.214
NSSE 2017 & 2018	32.0	14.1	.02	10	23	33	40	58	392,170	-3.1	.030	-.218
Top 50%	34.3	13.7	.03	13	25	35	43	60	98	-5.3	.001	-.388
Top 10%	36.4	13.7	.07	13	28	38	45	60	98	-7.4	.000	-.539

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 SEM) 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.