
NSSE 2017
Engagement Indicators
Brock University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

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

Report Sections

- Overview (p. 3)** Displays how average EI scores for your students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Performance on Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 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—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

1st-Year Students

Theme	Engagement Indicator	Your 1st-year students compared with Ontario	Your 1st-year students compared with Group 2 Inst	Your 1st-year students compared with NSSE 2016 & 2017
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	--	--	▼

4th-Year Students

Theme	Engagement Indicator	Your 4th-year students compared with Ontario	Your 4th-year students compared with Group 2 Inst	Your 4th-year students compared with NSSE 2016 & 2017
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: 1st-year students

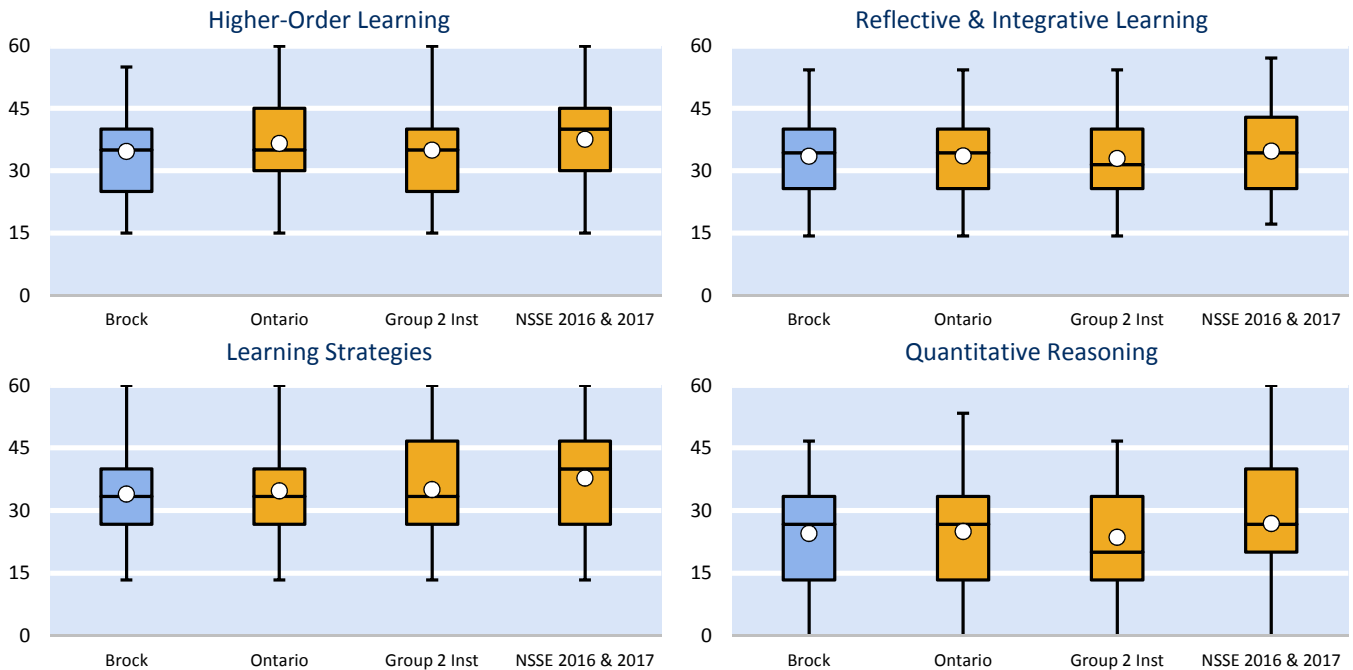
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Brock Mean	Your 1st-year students compared with					
		Ontario Mean	Effect size	Group 2 Inst Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Higher-Order Learning	34.7	36.6 ***	-.15	35.0	-.02	37.6 ***	-.22
Reflective & Integrative Learning	33.5	33.6	-.01	33.0	.05	34.7 ***	-.10
Learning Strategies	33.9	34.7	-.05	35.0 *	-.08	37.7 ***	-.28
Quantitative Reasoning	24.5	24.9	-.03	23.6	.06	26.9 ***	-.16

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: 1st-year students (continued)

Performance^a 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.

	Brock	Percentage point difference between your 1st-yr students and		
		Ontario	Group 2 Inst	NSSE 2016 & 2017
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	69	-5	-2	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63	-4	+0	-6
4d. Evaluating a point of view, decision, or information source	62	+2	+5	-5
4e. Forming a new idea or understanding from various pieces of information	58	-4	-0	-8
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	52	-1	+2	-0
2b. Connected your learning to societal problems or issues	49	+1	+2	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	+5	+6	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	+0	+1	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-0	+2	-3
2f. Learned something that changed the way you understand an issue or concept	68	-1	+0	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+1	+3	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	+0	+2	-3
9b. Reviewed your notes after class	47	-3	-6	-16
9c. Summarized what you learned in class or from course materials	54	-2	-3	-8
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	45	-1	+2	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	-2	+0	-6
6c. Evaluated what others have concluded from numerical information	34	-1	+3	-3

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: 4th-year students

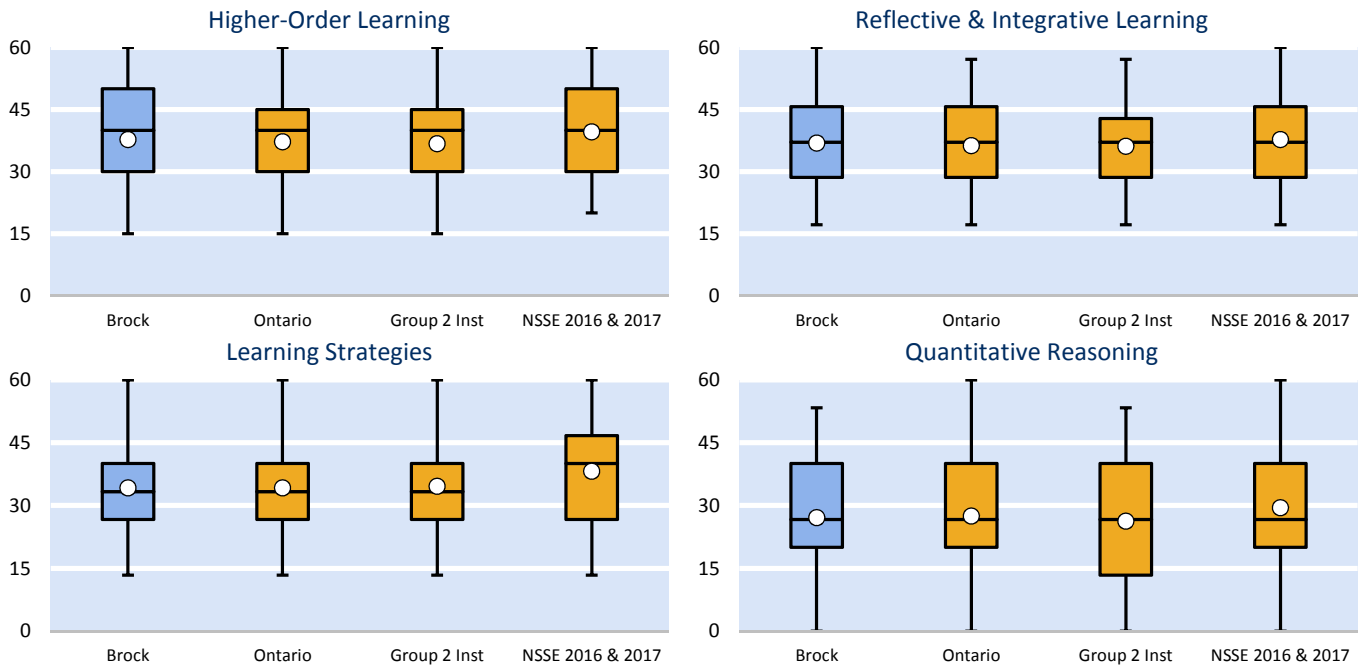
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Brock Mean	Your 4th-year students compared with					
		Ontario Mean	Effect size	Group 2 Inst Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Higher-Order Learning	37.8	37.3	.04	36.7	.08	39.7 **	-.14
Reflective & Integrative Learning	36.9	36.3	.06	36.1	.07	37.8	-.07
Learning Strategies	34.2	34.2	.00	34.6	-.03	38.2 ***	-.28
Quantitative Reasoning	27.1	27.4	-.02	26.2	.05	29.5 ***	-.15

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

Score Distributions



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: 4th-year students (continued)

Performance^a 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.

	Brock	Percentage point difference between your 4th-yr students and		
		Ontario	Group 2 Inst	NSSE 2016 & 2017
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	77	+3	+3	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-3	-1	-8
4d. Evaluating a point of view, decision, or information source	66	+3	+5	-3
4e. Forming a new idea or understanding from various pieces of information	64	+1	+1	-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	73	+4	+4	+4
2b. Connected your learning to societal problems or issues	58	+1	+1	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	+4	+3	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-0	+1	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	+1	+1	-2
2f. Learned something that changed the way you understand an issue or concept	69	-3	-1	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+2	+2	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+4	+3	+1
9b. Reviewed your notes after class	46	+1	-1	-14
9c. Summarized what you learned in class or from course materials	50	-4	-5	-13
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.)	48	-2	+0	-7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-1	+1	-7
6c. Evaluated what others have concluded from numerical information	43	+2	+5	-0

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.

Learning with Peers: 1st-year students

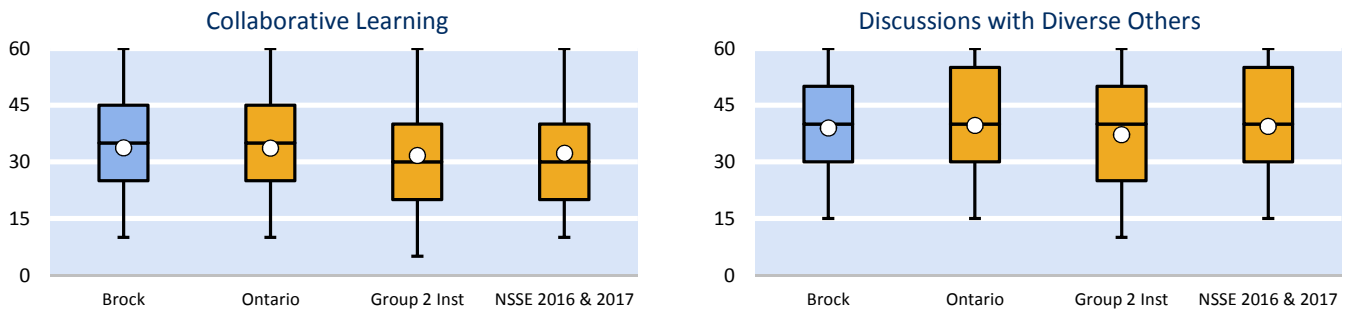
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Brock Mean	Your 1st-year students compared with					
		Ontario Mean	Effect size	Group 2 Inst Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Collaborative Learning	33.7	33.6	.00	31.6 ***	.14	32.2 **	.10
Discussions with Diverse Others	39.0	39.6	-.04	37.2 **	.11	39.4	-.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^a 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.

Collaborative Learning	Brock %	Percentage point difference between your 1st-yr students and		
		Ontario	Group 2 Inst	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	53	-3	+1	+0
1f. Explained course material to one or more students	57	-3	+1	+0
1g. Prepared for exams by discussing or working through course material with other students	59	+5	+10	+9
1h. Worked with other students on course projects or assignments	55	+0	+4	+2
<i>Discussions with Diverse Others</i>				
<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	74	-0	+7	+4
8b. People from an economic background other than your own	71	+2	+7	+1
8c. People with religious beliefs other than your own	69	-2	+5	+3
8d. People with political views other than your own	63	+4	+6	-2

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.

Learning with Peers: 4th-year students

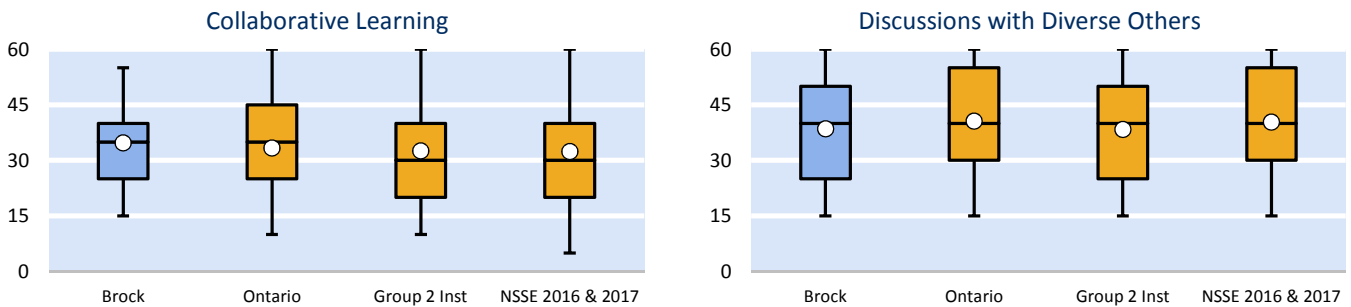
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Brock Mean	Your 4th-year students compared with					
		Ontario Mean	Effect size	Group 2 Inst Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Collaborative Learning	34.8	33.4 **	.10	32.5 ***	.16	32.4 ***	.16
Discussions with Diverse Others	38.5	40.6 **	-.14	38.4	.01	40.3 **	-.11

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

Score Distributions



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

Performance^a 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.

Collaborative Learning	Brock %	Percentage point difference between your 4th-yr students and		
		Ontario	Group 2 Inst	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	48	+3	+5	+5
1f. Explained course material to one or more students	68	+9	+11	+10
1g. Prepared for exams by discussing or working through course material with other students	55	+5	+8	+8
1h. Worked with other students on course projects or assignments	69	+4	+5	+5
Discussions with Diverse Others				
<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	68	-8	-3	-3
8b. People from an economic background other than your own	70	-1	+2	-2
8c. People with religious beliefs other than your own	64	-8	-3	-4
8d. People with political views other than your own	59	-2	+1	-8

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.

Experiences with Faculty: 1st-year students

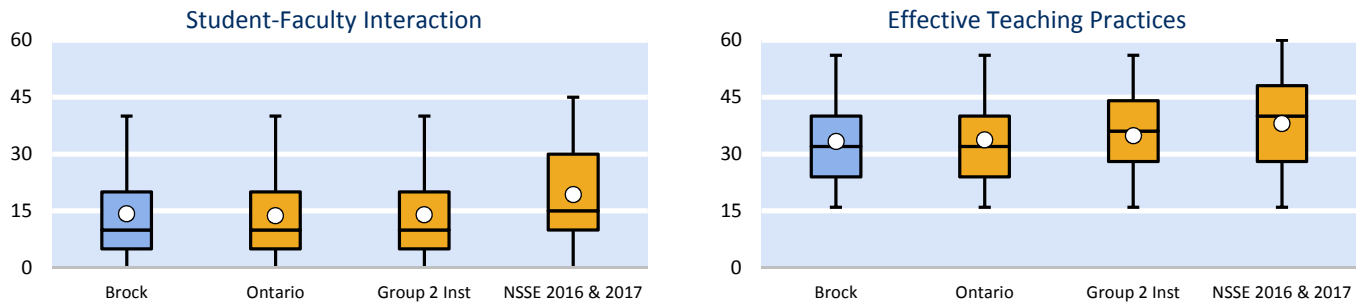
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Brock Mean	Your 1st-year students compared with				NSSE 2016 & 2017	
		Ontario Mean	Effect size	Group 2 Inst Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	14.2	13.7	.04	14.0	.01	19.3 ***	-.35
Effective Teaching Practices	33.3	33.8	-.04	34.8 ***	-.12	38.0 ***	-.36

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^a 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.

Student-Faculty Interaction	Brock %	Percentage point difference between your 1st-yr students and			
		Ontario	Group 2 Inst	NSSE 2016 & 2017	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	20	+1	-1	-12	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	+1	+2	-5	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	-0	+0	-5	
3d. Discussed your academic performance with a faculty member	17	+2	+1	-9	
<i>Effective Teaching Practices</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	73	+1	-2	-5	
5b. Taught course sessions in an organized way	72	+1	-1	-3	
5c. Used examples or illustrations to explain difficult points	70	-2	-3	-5	
5d. Provided feedback on a draft or work in progress	38	-2	-5	-22	
5e. Provided prompt and detailed feedback on tests or completed assignments	40	-3	-7	-18	

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.

Experiences with Faculty: 4th-year students

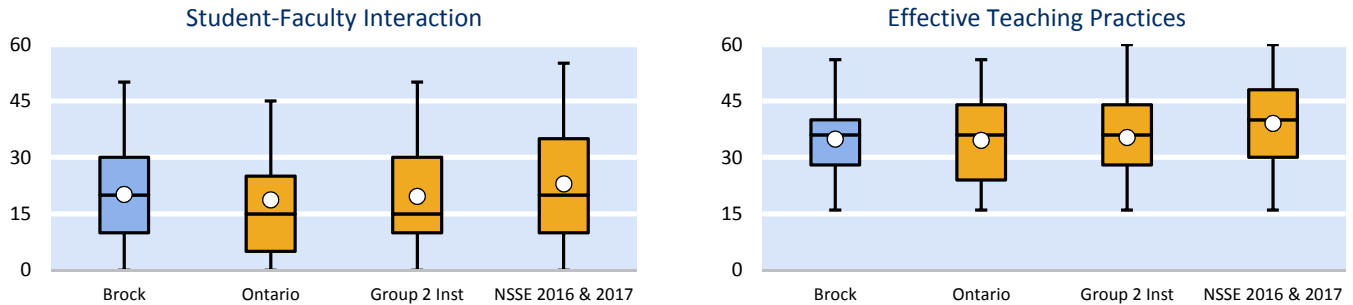
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Brock Mean	Your 4th-year students compared with					
		Ontario Mean	Ontario Effect size	Group 2 Inst Mean	Group 2 Inst Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Student-Faculty Interaction	20.1	18.7 *	.10	19.6	.03	22.9 ***	-.18
Effective Teaching Practices	34.8	34.5	.03	35.3	-.04	39.0 ***	-.31

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^a 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.

Student-Faculty Interaction	Brock %	Percentage point difference between your 4th-yr students and			
		Ontario	Group 2 Inst	NSSE 2016 & 2017	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	30	+3	-1	-10	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	+1	-0	-5	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+3	+0	-2	
3d. Discussed your academic performance with a faculty member	26	+4	+3	-6	
<i>Effective Teaching Practices</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	75	+1	+1	-5	
5b. Taught course sessions in an organized way	75	+3	+3	-3	
5c. Used examples or illustrations to explain difficult points	76	+4	+3	-1	
5d. Provided feedback on a draft or work in progress	44	+1	-3	-14	
5e. Provided prompt and detailed feedback on tests or completed assignments	47	-1	-4	-16	

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: 1st-year students

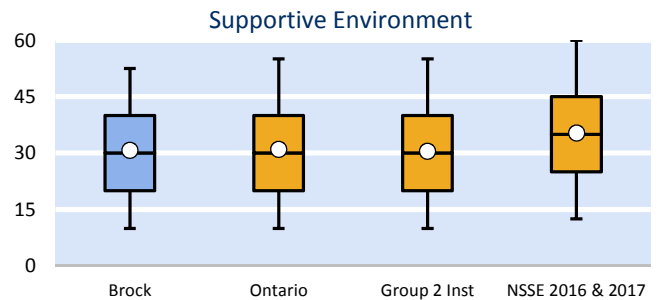
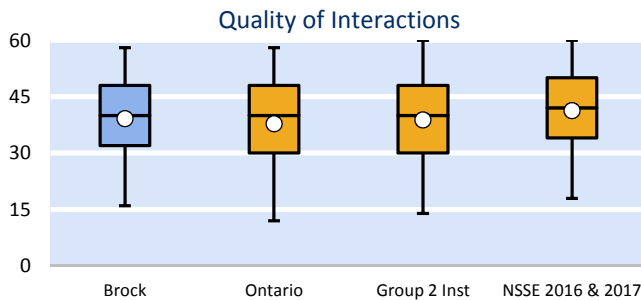
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Brock Mean	Your 1st-year students compared with					
		Ontario Mean	Effect size	Group 2 Inst Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Quality of Interactions	39.2	37.8 **	.10	38.8	.03	41.3 ***	-.17
Supportive Environment	30.8	31.1	-.02	30.5	.02	35.3 ***	-.33

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^a 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	Brock	Percentage point difference between your 1st-yr students and		
		Ontario	Group 2 Inst	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	48	-1	+0	-4
13b. Academic advisors	39	+6	+1	-8
13c. Faculty	36	+1	-2	-11
13d. Student services staff (career services, student activities, housing, etc.)	35	-0	-2	-8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	+3	+0	-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	67	-1	+2	-7
14c. Using learning support services (tutoring services, writing center, etc.)	61	-4	-3	-13
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	-4	-2	-12
14e. Providing opportunities to be involved socially	60	+1	+1	-9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+4	+3	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	+2	+4	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	+9	+11	-5
14i. Attending events that address important social, economic, or political issues	38	-2	-3	-12

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: 4th-year students

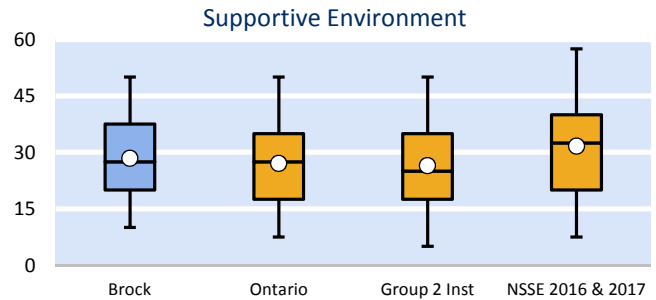
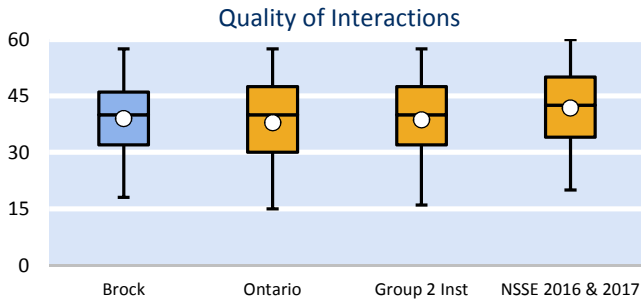
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Brock Mean	Your 4th-year students compared with					
		Ontario Mean	Effect size	Group 2 Inst Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Quality of Interactions	39.0	37.9 *	.09	38.7	.03	41.8 ***	-.23
Supportive Environment	28.5	27.1 *	.11	26.5 **	.15	31.7 ***	-.23

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

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^a 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	Brock	Percentage point difference between your 4th-yr students and		
		Ontario	Group 2 Inst	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	57	+4	+8	-0
13b. Academic advisors	40	+6	+5	-10
13c. Faculty	42	+2	-1	-13
13d. Student services staff (career services, student activities, housing, etc.)	32	+2	+0	-8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	26	-5	-8	-15
<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	62	+6	+7	-7
14c. Using learning support services (tutoring services, writing center, etc.)	52	+2	+3	-11
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	42	+0	+0	-10
14e. Providing opportunities to be involved socially	57	+4	+7	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+12	+12	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	+3	+4	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	47	+9	+13	-4
14i. Attending events that address important social, economic, or political issues	28	-6	-4	-14

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.

This page intentionally left blank.

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), 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 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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.

1st-Year Students

Theme	Engagement Indicator	Brock Mean	Your 1st-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	34.7	39.2 ***	-.34		41.2 ***	-.49	
	Reflective and Integrative Learning	33.5	36.6 ***	-.26		38.3 ***	-.39	
	Learning Strategies	33.9	39.8 ***	-.43		41.9 ***	-.57	
	Quantitative Reasoning	24.5	28.8 ***	-.28		30.4 ***	-.39	
<i>Learning with Peers</i>	Collaborative Learning	33.7	35.2 ***	-.11		37.1 ***	-.25	
	Discussions with Diverse Others	39.0	41.7 ***	-.19		43.8 ***	-.33	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	14.2	23.8 ***	-.65		27.2 ***	-.85	
	Effective Teaching Practices	33.3	40.7 ***	-.57		42.6 ***	-.69	
<i>Campus Environment</i>	Quality of Interactions	39.2	43.8 ***	-.40		46.1 ***	-.58	
	Supportive Environment	30.8	38.2 ***	-.57		40.0 ***	-.71	

4th-Year Students

Theme	Engagement Indicator	Brock Mean	Your 4th-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.8	41.8 ***	-.30		43.3 ***	-.41	
	Reflective and Integrative Learning	36.9	40.0 ***	-.25		42.0 ***	-.41	
	Learning Strategies	34.2	40.7 ***	-.46		42.9 ***	-.61	
	Quantitative Reasoning	27.1	31.1 ***	-.25		33.0 ***	-.37	
<i>Learning with Peers</i>	Collaborative Learning	34.8	35.8 *	-.08		37.9 ***	-.23	
	Discussions with Diverse Others	38.5	42.3 ***	-.24		44.3 ***	-.37	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.1	29.2 ***	-.58		33.0 ***	-.81	
	Effective Teaching Practices	34.8	41.8 ***	-.51		43.8 ***	-.67	
<i>Campus Environment</i>	Quality of Interactions	39.0	44.8 ***	-.50		46.9 ***	-.65	
	Supportive Environment	28.5	34.8 ***	-.46		37.2 ***	-.64	

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 2016 and 2017 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: 1st-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Brock (N = 1046)	34.7	12.1	.38	15	25	35	40	55				
Ontario	36.6	12.8	.09	15	30	35	45	60	1,175	-1.9	.000	-.147
Group 2 Inst	35.0	13.0	.18	15	25	35	40	60	1,576	-.3	.451	-.024
NSSE 2016 & 2017	37.6	13.2	.03	15	30	40	45	60	1,055	-2.9	.000	-.218
Top 50%	39.2	13.1	.04	20	30	40	50	60	1,066	-4.5	.000	-.342
Top 10%	41.2	13.3	.09	20	35	40	50	60	1,165	-6.5	.000	-.489
Reflective & Integrative Learning												
Brock (N = 1084)	33.5	11.5	.35	14	26	34	40	54				
Ontario	33.6	11.6	.08	14	26	34	40	54	20,966	-.1	.844	-.006
Group 2 Inst	33.0	11.7	.16	14	26	31	40	54	6,352	.5	.176	.045
NSSE 2016 & 2017	34.7	12.0	.02	17	26	34	43	57	270,608	-1.2	.001	-.103
Top 50%	36.6	12.0	.04	17	29	37	46	57	1,106	-3.1	.000	-.256
Top 10%	38.3	12.3	.08	20	29	37	46	60	1,194	-4.7	.000	-.388
Learning Strategies												
Brock (N = 926)	33.9	12.8	.42	13	27	33	40	60				
Ontario	34.7	13.4	.10	13	27	33	40	60	1,033	-.7	.092	-.054
Group 2 Inst	35.0	13.6	.20	13	27	33	47	60	1,368	-1.1	.021	-.079
NSSE 2016 & 2017	37.7	13.8	.03	13	27	40	47	60	933	-3.8	.000	-.276
Top 50%	39.8	13.7	.04	20	27	40	53	60	945	-5.9	.000	-.429
Top 10%	41.9	14.1	.09	20	33	40	53	60	1,012	-8.0	.000	-.570
Quantitative Reasoning												
Brock (N = 1042)	24.5	14.5	.45	0	13	27	33	47				
Ontario	24.9	14.8	.11	0	13	27	33	53	20,247	-.4	.385	-.028
Group 2 Inst	23.6	15.0	.21	0	13	20	33	47	6,118	1.0	.057	.065
NSSE 2016 & 2017	26.9	15.3	.03	0	20	27	40	60	1,050	-2.4	.000	-.155
Top 50%	28.8	15.2	.04	0	20	27	40	60	1,059	-4.3	.000	-.282
Top 10%	30.4	15.2	.08	7	20	27	40	60	1,117	-5.9	.000	-.386
Learning with Peers												
Collaborative Learning												
Brock (N = 1121)	33.7	14.5	.43	10	25	35	45	60				
Ontario	33.6	14.3	.10	10	25	35	45	60	21,362	.1	.887	.004
Group 2 Inst	31.6	14.7	.20	5	20	30	40	60	6,541	2.0	.000	.138
NSSE 2016 & 2017	32.2	14.4	.03	10	20	30	40	60	279,771	1.4	.001	.098
Top 50%	35.2	13.5	.04	15	25	35	45	60	1,137	-1.5	.000	-.113
Top 10%	37.1	13.4	.07	15	25	40	45	60	1,188	-3.4	.000	-.253
Discussions with Diverse Others												
Brock (N = 924)	39.0	15.0	.49	15	30	40	50	60				
Ontario	39.6	15.5	.12	15	30	40	55	60	18,740	-.7	.195	-.044
Group 2 Inst	37.2	16.0	.23	10	25	40	50	60	1,366	1.8	.001	.112
NSSE 2016 & 2017	39.4	15.6	.03	15	30	40	55	60	234,943	-.4	.423	-.026
Top 50%	41.7	14.9	.04	20	30	40	55	60	121,849	-2.8	.000	-.186
Top 10%	43.8	14.5	.09	20	35	45	60	60	29,367	-4.8	.000	-.333

Detailed Statistics: 1st-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Brock (N = 1058)	14.2	12.9	.40	0	5	10	20	40				
Ontario	13.7	13.4	.10	0	5	10	20	40	20,556	.5	.214	.039
Group 2 Inst	14.0	13.3	.18	0	5	10	20	40	6,226	.2	.675	.014
NSSE 2016 & 2017	19.3	14.5	.03	0	10	15	30	45	1,068	-5.1	.000	-.352
Top 50%	23.8	14.7	.05	0	15	20	35	55	1,095	-9.6	.000	-.652
Top 10%	27.2	15.6	.14	5	15	25	40	60	1,334	-13.0	.000	-.847
Effective Teaching Practices												
Brock (N = 1059)	33.3	12.2	.37	16	24	32	40	56				
Ontario	33.8	12.3	.09	16	24	32	40	56	20,588	-.4	.253	-.036
Group 2 Inst	34.8	12.4	.17	16	28	36	44	56	6,223	-1.5	.000	-.122
NSSE 2016 & 2017	38.0	13.0	.03	16	28	40	48	60	1,068	-4.7	.000	-.360
Top 50%	40.7	13.0	.04	20	32	40	52	60	1,088	-7.4	.000	-.568
Top 10%	42.6	13.6	.10	20	36	44	56	60	1,205	-9.3	.000	-.688
Campus Environment												
Quality of Interactions												
Brock (N = 805)	39.2	12.3	.44	16	32	40	48	58				
Ontario	37.8	13.3	.11	12	30	40	48	58	908	1.4	.002	.104
Group 2 Inst	38.8	13.2	.21	14	30	40	48	60	1,213	.4	.406	.031
NSSE 2016 & 2017	41.3	12.6	.03	18	34	42	50	60	214,133	-2.1	.000	-.165
Top 50%	43.8	11.5	.04	22	38	46	52	60	818	-4.6	.000	-.400
Top 10%	46.1	11.7	.10	24	40	48	56	60	14,356	-6.8	.000	-.582
Supportive Environment												
Brock (N = 884)	30.8	12.4	.42	10	20	30	40	53				
Ontario	31.1	13.2	.10	10	20	30	40	55	990	-.3	.531	-.020
Group 2 Inst	30.5	13.1	.20	10	20	30	40	55	1,306	.3	.560	.021
NSSE 2016 & 2017	35.3	13.7	.03	13	25	35	45	60	892	-4.5	.000	-.333
Top 50%	38.2	13.1	.04	18	30	40	48	60	97,976	-7.5	.000	-.568
Top 10%	40.0	13.0	.09	18	31	40	50	60	23,956	-9.2	.000	-.710

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: 4th-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Brock (N = 580)	37.8	13.1	.55	15	30	40	50	60				
Ontario	37.3	13.2	.09	15	30	40	45	60	21,365	.5	.327	.041
Group 2 Inst	36.7	13.0	.19	15	30	40	45	60	5,469	1.1	.062	.082
NSSE 2016 & 2017	39.7	13.7	.02	20	30	40	50	60	371,659	-1.9	.001	-.136
Top 50%	41.8	13.5	.04	20	35	40	55	60	129,683	-4.0	.000	-.299
Top 10%	43.3	13.4	.07	20	35	40	55	60	38,746	-5.5	.000	-.406
Reflective & Integrative Learning												
Brock (N = 593)	36.9	12.1	.50	17	29	37	46	60				
Ontario	36.3	12.0	.08	17	29	37	46	57	21,798	.7	.184	.055
Group 2 Inst	36.1	11.9	.17	17	29	37	43	57	5,599	.8	.113	.069
NSSE 2016 & 2017	37.8	12.5	.02	17	29	37	46	60	383,352	-.8	.101	-.067
Top 50%	40.0	12.3	.03	20	31	40	49	60	133,633	-3.1	.000	-.248
Top 10%	42.0	12.2	.07	20	34	43	51	60	28,277	-5.0	.000	-.413
Learning Strategies												
Brock (N = 541)	34.2	13.0	.56	13	27	33	40	60				
Ontario	34.2	13.9	.10	13	27	33	40	60	576	.0	.974	.001
Group 2 Inst	34.6	13.8	.21	13	27	33	40	60	695	-.4	.482	-.030
NSSE 2016 & 2017	38.2	14.5	.02	13	27	40	47	60	542	-4.0	.000	-.277
Top 50%	40.7	14.4	.04	20	33	40	53	60	545	-6.6	.000	-.456
Top 10%	42.9	14.3	.07	20	33	40	60	60	556	-8.7	.000	-.611
Quantitative Reasoning												
Brock (N = 573)	27.1	14.7	.62	0	20	27	40	53				
Ontario	27.4	15.7	.11	0	20	27	40	60	608	-.4	.560	-.023
Group 2 Inst	26.2	15.8	.23	0	13	27	40	53	736	.8	.205	.053
NSSE 2016 & 2017	29.5	16.2	.03	0	20	27	40	60	574	-2.4	.000	-.147
Top 50%	31.1	16.2	.04	0	20	33	40	60	576	-4.1	.000	-.252
Top 10%	33.0	15.9	.08	7	20	33	40	60	589	-5.9	.000	-.372
Learning with Peers												
Collaborative Learning												
Brock (N = 596)	34.8	12.5	.51	15	25	35	40	55				
Ontario	33.4	14.2	.10	10	25	35	45	60	639	1.4	.007	.099
Group 2 Inst	32.5	14.1	.20	10	20	30	40	60	786	2.2	.000	.158
NSSE 2016 & 2017	32.4	15.0	.02	5	20	30	40	60	598	2.4	.000	.159
Top 50%	35.8	13.8	.03	15	25	35	45	60	600	-1.1	.038	-.077
Top 10%	37.9	13.4	.07	15	30	40	50	60	618	-3.2	.000	-.235
Discussions with Diverse Others												
Brock (N = 539)	38.5	14.8	.64	15	25	40	50	60				
Ontario	40.6	15.1	.11	15	30	40	55	60	19,911	-2.1	.002	-.137
Group 2 Inst	38.4	15.2	.23	15	25	40	50	60	5,058	.2	.792	.012
NSSE 2016 & 2017	40.3	15.8	.03	15	30	40	55	60	340,974	-1.8	.010	-.112
Top 50%	42.3	15.6	.03	15	30	40	60	60	198,836	-3.8	.000	-.242
Top 10%	44.3	15.3	.07	20	35	45	60	60	43,367	-5.7	.000	-.374

Detailed Statistics: 4th-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Brock (N = 586)	20.1	15.0	.62	0	10	20	30	50				
Ontario	18.7	14.4	.10	0	5	15	25	45	21,478	1.4	.017	.100
Group 2 Inst	19.6	14.8	.21	0	10	15	30	50	5,503	.5	.451	.033
NSSE 2016 & 2017	22.9	15.9	.03	0	10	20	35	55	587	-2.8	.000	-.176
Top 50%	29.2	15.7	.06	5	20	30	40	60	595	-9.1	.000	-.580
Top 10%	33.0	16.0	.15	10	20	30	45	60	651	-12.9	.000	-.807
Effective Teaching Practices												
Brock (N = 581)	34.8	12.2	.51	16	28	36	40	56				
Ontario	34.5	12.6	.09	16	24	36	44	56	21,496	.3	.541	.026
Group 2 Inst	35.3	12.8	.18	16	28	36	44	60	5,506	-.5	.402	-.037
NSSE 2016 & 2017	39.0	13.6	.02	16	30	40	48	60	582	-4.2	.000	-.310
Top 50%	41.8	13.5	.04	20	32	40	52	60	587	-7.0	.000	-.515
Top 10%	43.8	13.4	.09	20	36	44	56	60	616	-9.0	.000	-.673
Campus Environment												
Quality of Interactions												
Brock (N = 494)	39.0	11.0	.50	18	32	40	46	58				
Ontario	37.9	12.4	.09	15	30	40	48	58	529	1.1	.027	.090
Group 2 Inst	38.7	12.0	.19	16	32	40	48	58	643	.4	.462	.033
NSSE 2016 & 2017	41.8	12.2	.02	20	34	43	50	60	495	-2.8	.000	-.230
Top 50%	44.8	11.6	.04	23	38	46	54	60	498	-5.8	.000	-.495
Top 10%	46.9	12.1	.07	23	40	50	58	60	513	-7.8	.000	-.650
Supportive Environment												
Brock (N = 511)	28.5	12.1	.53	10	20	28	38	50				
Ontario	27.1	13.0	.10	8	18	28	35	50	542	1.4	.011	.107
Group 2 Inst	26.5	12.8	.19	5	18	25	35	50	4,865	2.0	.001	.153
NSSE 2016 & 2017	31.7	14.1	.02	8	20	33	40	58	512	-3.2	.000	-.227
Top 50%	34.8	13.7	.04	13	25	35	45	60	515	-6.3	.000	-.458
Top 10%	37.2	13.6	.09	13	28	38	48	60	539	-8.7	.000	-.640

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.