
NSSE 2016

Engagement Indicators

American University of Beirut

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 first-year and senior 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 2015 and 2016 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

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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

Theme	Engagement Indicator	Your first-year students compared with Canada	Your first-year students compared with AUB Comparison	Your first-year students compared with NSSE 2015 & 2016
Academic Challenge	Higher-Order Learning	--	▼	▼
	Reflective & Integrative Learning	▼	▼	▼
	Learning Strategies	--	▼	▼
	Quantitative Reasoning	--	▼	--
Learning with Peers	Collaborative Learning	▼	▼	▼
	Discussions with Diverse Others	△	--	--
Experiences with Faculty	Student-Faculty Interaction	△	▼	▼
	Effective Teaching Practices	--	▼	▼
Campus Environment	Quality of Interactions	▼	▼	▼
	Supportive Environment	--	▼	▼

Seniors

Theme	Engagement Indicator	Your seniors compared with Canada	Your seniors compared with AUB Comparison	Your seniors compared with NSSE 2015 & 2016
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	▼	--
	Discussions with Diverse Others	▲	--	--
Experiences with Faculty	Student-Faculty Interaction	--	▼	--
	Effective Teaching Practices	△	--	--
Campus Environment	Quality of Interactions	▼	▼	▼
	Supportive Environment	--	--	--

Academic Challenge: First-year students

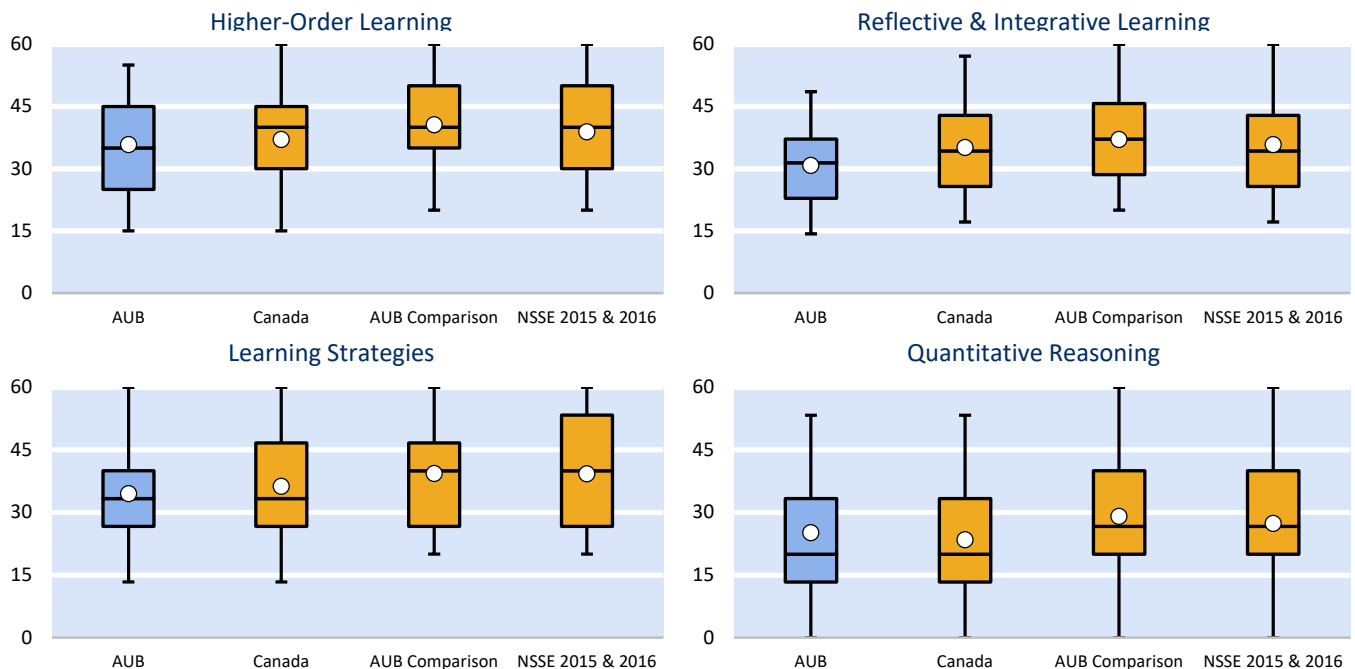
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	AUB Mean	Your first-year students compared with					
		Canada Mean	Effect size	AUB Comparison Mean	Effect size	NSSE 2015 & 2016 Mean	Effect size
Higher-Order Learning	35.8	37.1	-.10	40.6 ***	-.37	38.9 **	-.23
Reflective & Integrative Learning	30.8	35.1 ***	-.36	37.0 ***	-.51	35.8 ***	-.40
Learning Strategies	34.5	36.3	-.13	39.3 ***	-.35	39.2 ***	-.34
Quantitative Reasoning	25.1	23.5	.10	29.1 **	-.25	27.4	-.14

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and		
	AUB	Canada	AUB Comparison	NSSE 2015 & 2016
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	66	-8	-12	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63	-5	-14	-9
4d. Evaluating a point of view, decision, or information source	57	-5	-18	-13
4e. Forming a new idea or understanding from various pieces of information	62	-2	-11	-7
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	40	-18	-17	-15
2b. Connected your learning to societal problems or issues	46	-9	-14	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	37	-7	-22	-15
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	-3	-9	-8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	+1	-3	-3
2f. Learned something that changed the way you understand an issue or concept	63	-7	-6	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	64	-15	-17	-13
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	70	-7	-15	-10
9b. Reviewed your notes after class	56	+3	-5	-10
9c. Summarized what you learned in class or from course materials	60	+2	-3	-3
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	+12	-3	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	+0	-11	-7
6c. Evaluated what others have concluded from numerical information	34	+3	-8	-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.

Academic Challenge: Seniors

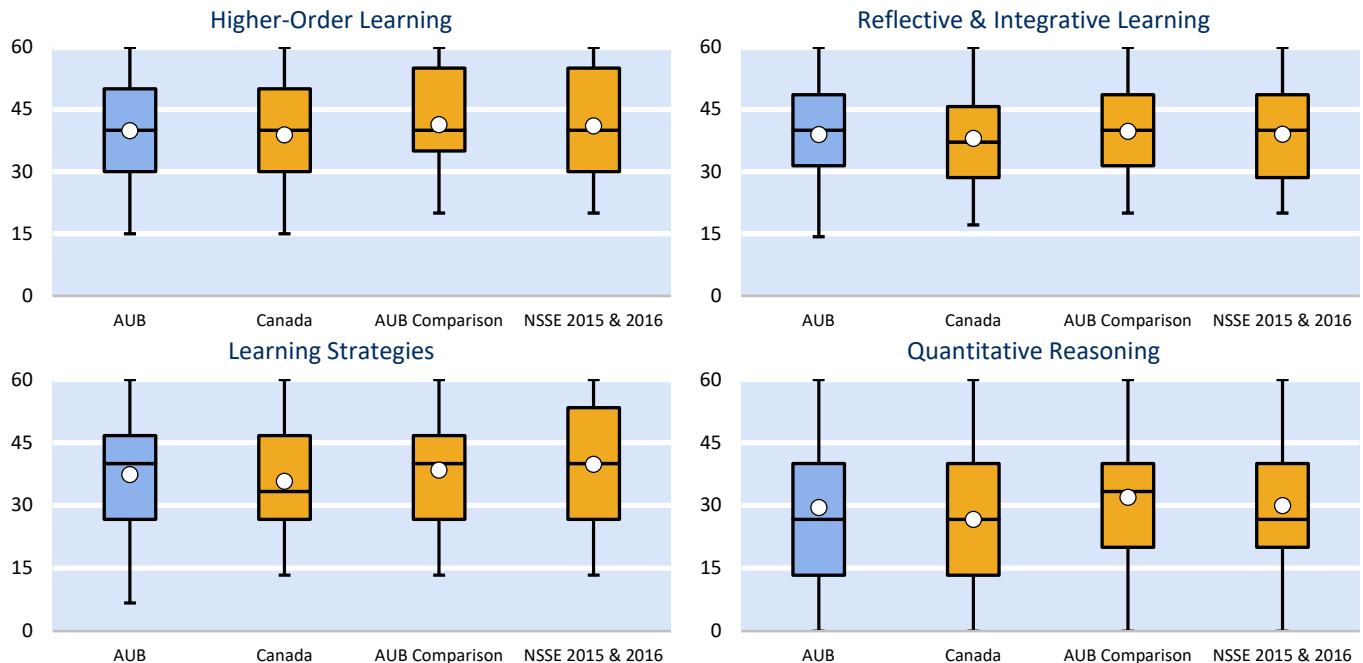
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	AUB Mean	Your seniors compared with					
		Canada Mean	Effect size	AUB Comparison Mean	Effect size	NSSE 2015 & 2016 Mean	Effect size
Higher-Order Learning	39.9	38.9	.07	41.4	-.11	41.0	-.08
Reflective & Integrative Learning	39.0	38.1	.08	39.7	-.06	39.0	.00
Learning Strategies	37.3	35.7	.11	38.4	-.08	39.8	-.17
Quantitative Reasoning	29.5	26.6	.17	31.9	-.15	29.9	-.03

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and		
	AUB	Canada	AUB Comparison	NSSE 2015 & 2016
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	67	-10	-12	-13
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+1	-5	-3
4d. Evaluating a point of view, decision, or information source	73	+6	-1	+1
4e. Forming a new idea or understanding from various pieces of information	68	+0	-5	-5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	67	-5	-5	-5
2b. Connected your learning to societal problems or issues	67	+2	-1	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+8	-2	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+2	-4	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+4	+1	+1
2f. Learned something that changed the way you understand an issue or concept	72	-1	-2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+4	+4	+3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	82	+2	-2	+0
9b. Reviewed your notes after class	47	-0	-8	-15
9c. Summarized what you learned in class or from course materials	63	+7	+1	-2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51	+4	-7	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+9	-2	+1
6c. Evaluated what others have concluded from numerical information	42	+3	-10	-3

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Learning with Peers: First-year students

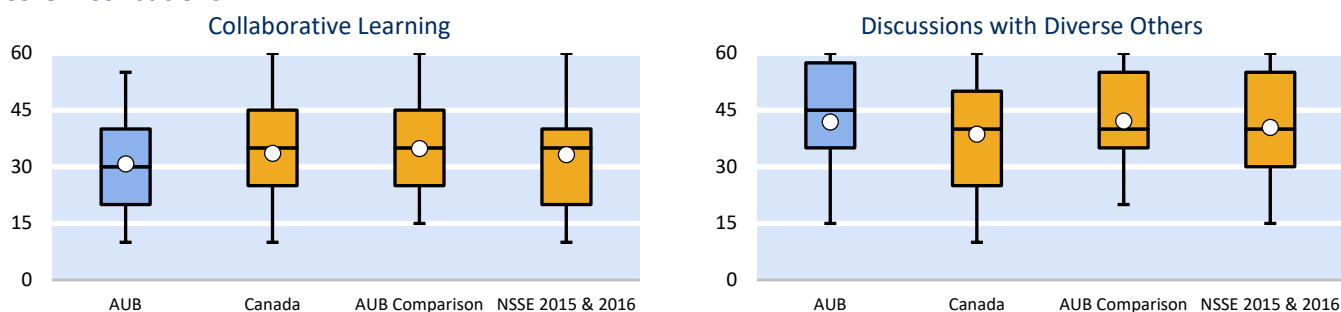
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	AUB Mean	Your first-year students compared with					
		Canada Mean	Effect size	AUB Comparison Mean	Effect size	NSSE 2015 & 2016 Mean	Effect size
Collaborative Learning	30.7	33.5 **	-.19	34.8 ***	-.30	33.2 **	-.17
Discussions with Diverse Others	41.8	38.6 *	.20	42.1	-.02	40.4	.09

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		Percentage point difference ^a between your FY students and		
	AUB	Canada	AUB Comparison	NSSE 2015 & 2016
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	40	-13	-15	-14
1f. Explained course material to one or more students	61	+3	-1	+2
1g. Prepared for exams by discussing or working through course material with other students	45	-10	-12	-7
1h. Worked with other students on course projects or assignments	51	-9	-9	-5
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	63	-6	-10	-8
8b. People from an economic background other than your own	74	+6	-3	+1
8c. People with religious beliefs other than your own	79	+15	+7	+11
8d. People with political views other than your own	76	+13	+5	+8

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Learning with Peers: Seniors

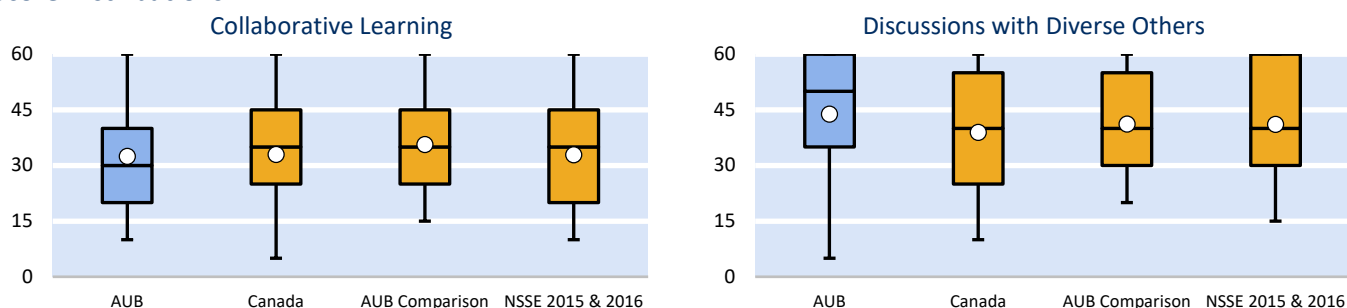
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Mean Comparisons

Engagement Indicator	AUB Mean	Your seniors compared with					
		Canada Mean	Effect size	AUB Comparison Mean	Effect size	NSSE 2015 & 2016 Mean	Effect size
Collaborative Learning	32.5	33.0	-.04	35.7 *	-.23	32.9	-.03
Discussions with Diverse Others	43.9	38.9 **	.30	41.2	.18	41.1	.17

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		Percentage point difference ^a between your seniors and		
	AUB	Canada	AUB Comparison	NSSE 2015 & 2016
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	31	-12	-17	-12
1f. Explained course material to one or more students	57	-2	-8	-3
1g. Prepared for exams by discussing or working through course material with other students	49	-2	-7	+1
1h. Worked with other students on course projects or assignments	67	+2	-3	+3
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	58	-11	-12	-14
8b. People from an economic background other than your own	69	+1	-6	-4
8c. People with religious beliefs other than your own	82	+18	+12	+14
8d. People with political views other than your own	81	+17	+11	+12

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Experiences with Faculty: First-year students

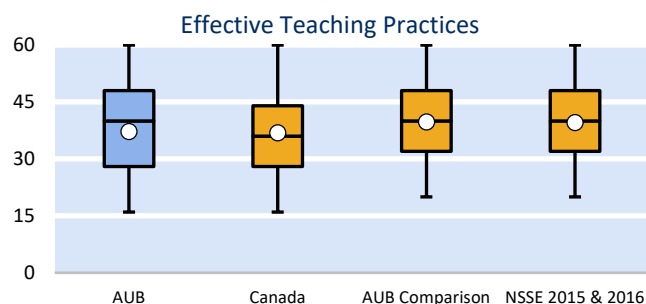
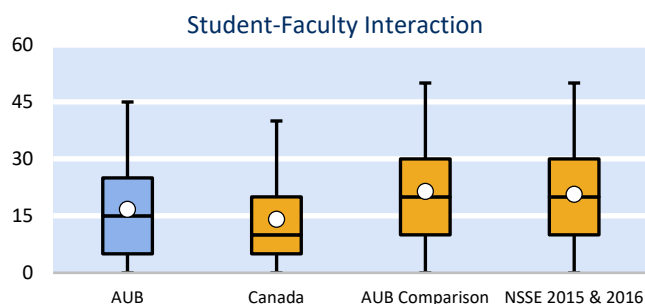
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	AUB Mean	Your first-year students compared with					
		Canada Mean	Effect size	AUB Comparison Mean	Effect size	NSSE 2015 & 2016 Mean	Effect size
Student-Faculty Interaction	16.7	14.1 *	.21	21.4 ***	-.34	20.6 ***	-.27
Effective Teaching Practices	37.2	36.9	.03	39.7 *	-.20	39.5 *	-.18

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		Percentage point difference ^a between your FY students and			
	AUB	Canada	AUB Comparison	NSSE 2015 & 2016	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	27	+8	-6		-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	+7	-1		-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	+5	-4		-2
3d. Discussed your academic performance with a faculty member	25	+9	-5		-4
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	71	-7	-10		-9
5b. Taught course sessions in an organized way	74	-4	-5		-4
5c. Used examples or illustrations to explain difficult points	79	+3	+1	+3	
5d. Provided feedback on a draft or work in progress	59	+10	-5		-6
5e. Provided prompt and detailed feedback on tests or completed assignments	52	-1	-11		-9

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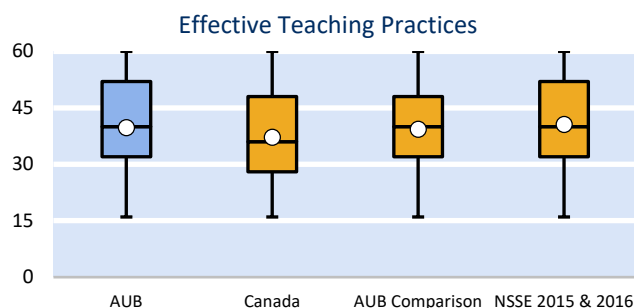
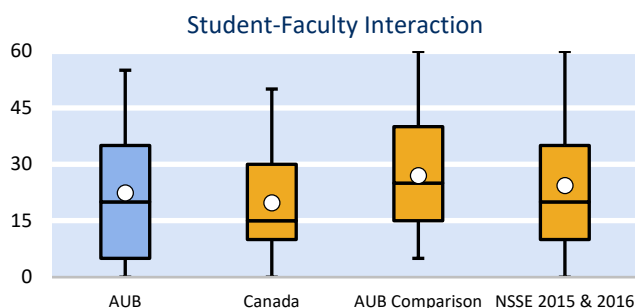
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Effective Teaching Practices	39.7	37.1 *	.20	39.3	.03	40.5	-.06

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	AUB	Canada	AUB Comparison	NSSE 2015 & 2016	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	36	+4	-12	-7	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	+6	-10	-2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+6	-5	+0	
3d. Discussed your academic performance with a faculty member	37	+15	+3	+4	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	74	-4	-7	-8	
5b. Taught course sessions in an organized way	77	-1	-2	-3	
5c. Used examples or illustrations to explain difficult points	81	+5	+2	+2	
5d. Provided feedback on a draft or work in progress	62	+13	+7	+0	
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-0	-5	-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.

Campus Environment: First-year students

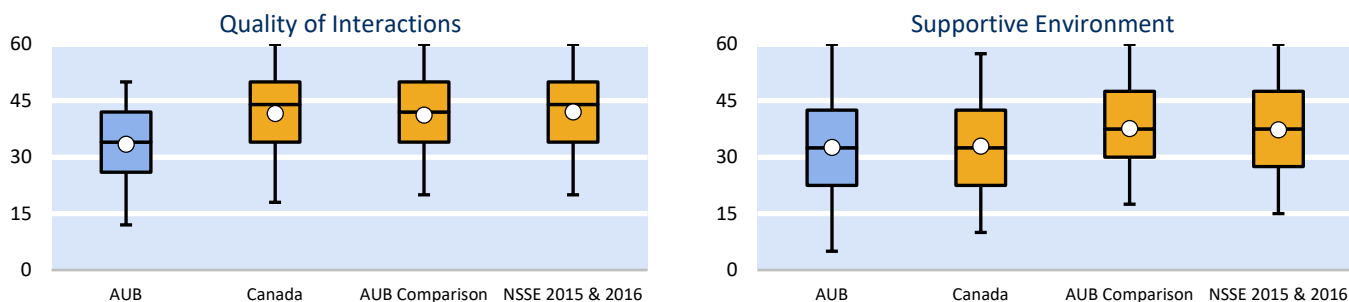
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	AUB Mean	Your first-year students compared with					
		Canada Mean	Effect size	AUB Comparison Mean	Effect size	NSSE 2015 & 2016 Mean	Effect size
Quality of Interactions	33.5	41.6 ***	-.66	41.2 ***	-.69	42.0 ***	-.70
Supportive Environment	32.6	32.9	-.02	37.6 ***	-.40	37.3 ***	-.34

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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).

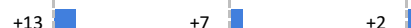
Score Distributions



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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and			
	AUB	Canada	AUB Comparison	NSSE 2015 & 2016	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	59		-2	-1	+2
13b. Academic advisors	23		-22	-22	-27
13c. Faculty	19		-30	-29	-32
13d. Student services staff (career services, student activities, housing, etc.)	22		-23	-18	-23
13e. Other administrative staff and offices (registrar, financial aid, etc.)	21		-24	-12	-22
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	58		-16	-20	-20
14c. Using learning support services (tutoring services, writing center, etc.)	58		-8	-19	-20
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62		+13	+7	+2
14e. Providing opportunities to be involved socially	65		-0	-9	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64		-2	-8	-8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37		+2	-6	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57		+1	-16	-11
14i. Attending events that address important social, economic, or political issues	55		+10	-4	+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.

Campus Environment: Seniors

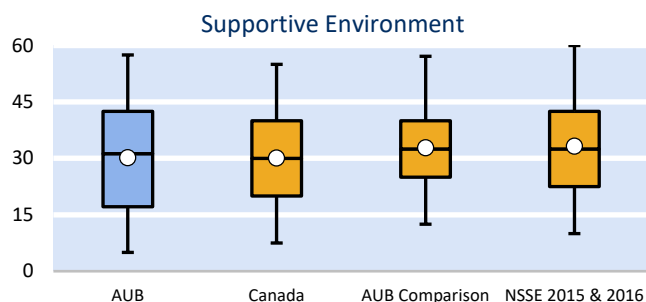
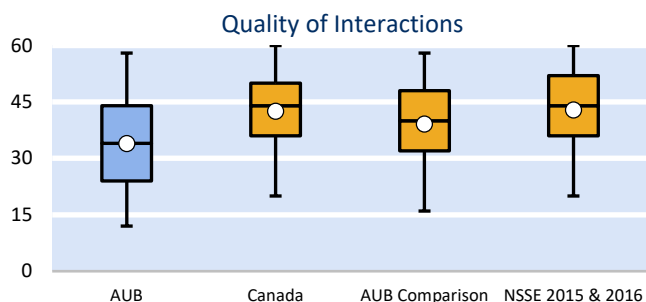
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	AUB Mean	Your seniors compared with					
		Canada Mean	Effect size	AUB Comparison Mean	Effect size	NSSE 2015 & 2016 Mean	Effect size
Quality of Interactions	33.9	42.6 ***	-.76	39.2 ***	-.44	42.9 ***	-.76
Supportive Environment	30.2	30.2	.00	32.8	-.20	33.3	-.21

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and		
Quality of Interactions	AUB	Canada	AUB Comparison	NSSE 2015 & 2016
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	54	 -12	 -7	 -8
13b. Academic advisors	27	 -20	 -13	 -27
13c. Faculty	26	 -33	 -28	 -34
13d. Student services staff (career services, student activities, housing, etc.)	26	 -17	 -6	 -17
13e. Other administrative staff and offices (registrar, financial aid, etc.)	20	 -25	 -6	 -22
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	56	 -12	 -11	 -17
14c. Using learning support services (tutoring services, writing center, etc.)	55	 -2	 -4	 -13
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+19 	+19 	+9 
14e. Providing opportunities to be involved socially	61	 -0	 -9	 -6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	49	 -10	 -12	 -13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	21	 -6	 -9	 -11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	+4 	 -13	 -3
14i. Attending events that address important social, economic, or political issues	56	+17	+5	+11

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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NSSE 2016 Engagement Indicators

Comparisons with High-Performing Institutions

American University of Beirut

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 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	AUB Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.8	40.6 ***	-.36		43.0 ***	-.54	
	Reflective and Integrative Learning	30.8	37.6 ***	-.54		40.0 ***	-.74	
	Learning Strategies	34.5	41.2 ***	-.48		43.6 ***	-.65	
	Quantitative Reasoning	25.1	29.1 ***	-.24		31.0 ***	-.36	
Learning with Peers	Collaborative Learning	30.7	35.5 ***	-.35		37.9 ***	-.53	
	Discussions with Diverse Others	41.8	42.8	-.07	✓	44.8 *	-.20	
Experiences with Faculty	Student-Faculty Interaction	16.7	23.8 ***	-.48		27.2 ***	-.66	
	Effective Teaching Practices	37.2	41.6 ***	-.34		43.8 ***	-.51	
Campus Environment	Quality of Interactions	33.5	44.1 ***	-.93		46.3 ***	-1.16	
	Supportive Environment	32.6	39.5 ***	-.53		41.4 ***	-.68	

Seniors

Theme	Engagement Indicator	AUB Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.9	43.3 **	-.25		45.0 ***	-.38	
	Reflective and Integrative Learning	39.0	41.1	-.17		43.3 ***	-.34	
	Learning Strategies	37.3	42.3 ***	-.35		44.7 ***	-.53	
	Quantitative Reasoning	29.5	31.5	-.12		33.2 *	-.22	
Learning with Peers	Collaborative Learning	32.5	36.0 **	-.26		38.2 ***	-.43	
	Discussions with Diverse Others	43.9	43.4	.03	✓	45.4	-.10	✓
Experiences with Faculty	Student-Faculty Interaction	22.3	29.9 ***	-.47		33.8 ***	-.72	
	Effective Teaching Practices	39.7	42.9 **	-.24		44.8 ***	-.39	
Campus Environment	Quality of Interactions	33.9	45.4 ***	-1.02		47.1 ***	-1.14	
	Supportive Environment	30.2	36.1 **	-.43		38.4 ***	-.60	

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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 2015 and 2016 institutions, separately for first-year and senior students. 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 ^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												
AUB (N = 174)	35.8	13.2	1.00	15	25	35	45	55				
Canada	37.1	13.1	.14	15	30	40	45	60	9,325	-1.3	.210	-.096
AUB Comparison	40.6	12.8	.31	20	35	40	50	60	1,902	-4.8	.000	-.371
NSSE 2015 & 2016	38.9	13.6	.03	20	30	40	50	60	199,784	-3.1	.003	-.226
Top 50%	40.6	13.4	.04	20	30	40	50	60	94,993	-4.8	.000	-.359
Top 10%	43.0	13.2	.10	20	35	40	55	60	16,247	-7.2	.000	-.544
Reflective & Integrative Learning												
AUB (N = 182)	30.8	10.8	.80	14	23	31	37	49				
Canada	35.1	12.0	.12	17	26	34	43	57	190	-4.3	.000	-.356
AUB Comparison	37.0	12.3	.29	20	29	37	46	60	231	-6.2	.000	-.508
NSSE 2015 & 2016	35.8	12.4	.03	17	26	34	43	60	181	-5.0	.000	-.402
Top 50%	37.6	12.4	.04	20	29	37	46	60	182	-6.7	.000	-.543
Top 10%	40.0	12.4	.10	20	31	40	49	60	186	-9.1	.000	-.736
Learning Strategies												
AUB (N = 144)	34.5	13.6	1.13	13	27	33	40	60				
Canada	36.3	13.9	.15	13	27	33	47	60	8,774	-1.8	.122	-.130
AUB Comparison	39.3	13.7	.35	20	27	40	47	60	1,713	-4.8	.000	-.352
NSSE 2015 & 2016	39.2	14.0	.03	20	27	40	53	60	184,766	-4.7	.000	-.338
Top 50%	41.2	13.9	.05	20	33	40	53	60	82,696	-6.7	.000	-.478
Top 10%	43.6	14.0	.11	20	33	40	60	60	15,036	-9.1	.000	-.649
Quantitative Reasoning												
AUB (N = 170)	25.1	14.8	1.13	0	13	20	33	53				
Canada	23.5	15.9	.16	0	13	20	33	53	9,446	1.6	.179	.104
AUB Comparison	29.1	15.9	.38	0	20	27	40	60	1,917	-3.9	.002	-.248
NSSE 2015 & 2016	27.4	16.1	.04	0	20	27	40	60	202,119	-2.3	.066	-.141
Top 50%	29.1	16.1	.05	0	20	27	40	60	170	-3.9	.001	-.244
Top 10%	31.0	16.1	.10	0	20	33	40	60	172	-5.9	.000	-.365
Learning with Peers												
Collaborative Learning												
AUB (N = 194)	30.7	12.8	.92	10	20	30	40	55				
Canada	33.5	14.6	.15	10	25	35	45	60	203	-2.8	.003	-.192
AUB Comparison	34.8	13.6	.31	15	25	35	45	60	2,088	-4.1	.000	-.301
NSSE 2015 & 2016	33.2	14.2	.03	10	20	35	40	60	193	-2.4	.009	-.171
Top 50%	35.5	13.7	.04	15	25	35	45	60	113,318	-4.7	.000	-.347
Top 10%	37.9	13.4	.09	15	30	40	50	60	22,269	-7.2	.000	-.534
Discussions with Diverse Others												
AUB (N = 144)	41.8	16.1	1.34	15	35	45	58	60				
Canada	38.6	16.1	.17	10	25	40	50	60	8,851	3.2	.017	.201
AUB Comparison	42.1	14.2	.36	20	35	40	55	60	1,733	-.3	.818	-.020
NSSE 2015 & 2016	40.4	15.7	.04	15	30	40	55	60	186,960	1.4	.294	.087
Top 50%	42.8	15.0	.05	20	35	40	60	60	94,790	-1.0	.411	-.069
Top 10%	44.8	14.8	.09	20	35	45	60	60	25,515	-2.9	.017	-.199

Detailed Statistics: First-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												
AUB (N = 177)	16.7	14.6	1.10	0	5	15	25	45				
Canada	14.1	12.9	.13	0	5	10	20	40	181	2.7	.017	.207
AUB Comparison	21.4	13.8	.33	0	10	20	30	50	1,948	-4.7	.000	-.337
NSSE 2015 & 2016	20.6	14.6	.03	0	10	20	30	50	203,679	-3.9	.000	-.269
Top 50%	23.8	14.9	.05	5	15	20	35	55	73,766	-7.1	.000	-.476
Top 10%	27.2	15.8	.16	5	15	25	40	60	9,606	-10.5	.000	-.664
Effective Teaching Practices												
AUB (N = 172)	37.2	14.0	1.07	16	28	40	48	60				
Canada	36.9	12.5	.13	16	28	36	44	60	9,538	.3	.729	.027
AUB Comparison	39.7	12.4	.30	20	32	40	48	60	198	-2.5	.026	-.197
NSSE 2015 & 2016	39.5	13.1	.03	20	32	40	48	60	204,355	-2.3	.019	-.179
Top 50%	41.6	13.0	.04	20	32	40	52	60	85,323	-4.4	.000	-.341
Top 10%	43.8	13.1	.10	20	36	44	56	60	16,755	-6.6	.000	-.507
Campus Environment												
Quality of Interactions												
AUB (N = 141)	33.5	11.9	1.00	12	26	34	42	50				
Canada	41.6	12.4	.15	18	34	44	50	60	7,306	-8.1	.000	-.658
AUB Comparison	41.2	11.0	.28	20	34	42	50	60	1,664	-7.7	.000	-.694
NSSE 2015 & 2016	42.0	12.2	.03	20	34	44	50	60	177,903	-8.5	.000	-.700
Top 50%	44.1	11.5	.04	22	38	46	52	60	76,260	-10.6	.000	-.929
Top 10%	46.3	11.0	.10	26	40	48	54	60	13,324	-12.8	.000	-1.161
Supportive Environment												
AUB (N = 126)	32.6	15.1	1.34	5	23	33	43	60				
Canada	32.9	13.8	.15	10	23	33	43	58	8,269	-.3	.781	-.025
AUB Comparison	37.6	12.5	.32	18	30	38	48	60	140	-5.0	.000	-.396
NSSE 2015 & 2016	37.3	13.7	.03	15	28	38	48	60	173,810	-4.7	.000	-.344
Top 50%	39.5	13.2	.05	18	30	40	50	60	125	-7.0	.000	-.528
Top 10%	41.4	12.9	.10	20	33	40	53	60	126	-8.8	.000	-.679

a. Due to nonstandard sampling or response issues, all results are unweighted.

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 whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
AUB (N = 116)	39.9	13.9	1.29	15	30	40	50	60				
Canada	38.9	13.5	.15	15	30	40	50	60	7,993	1.0	.440	.072
AUB Comparison	41.4	13.5	.32	20	35	40	55	60	1,895	-1.5	.241	-.112
NSSE 2015 & 2016	41.0	13.9	.03	20	30	40	55	60	254,989	-1.2	.363	-.085
Top 50%	43.3	13.6	.04	20	35	40	55	60	95,035	-3.4	.007	-.250
Top 10%	45.0	13.5	.09	20	40	45	60	60	23,388	-5.1	.000	-.377
Reflective & Integrative Learning												
AUB (N = 126)	39.0	13.3	1.19	14	31	40	49	60				
Canada	38.1	12.4	.14	17	29	37	46	60	8,301	.9	.398	.076
AUB Comparison	39.7	12.7	.29	20	31	40	49	60	1,977	-.7	.544	-.056
NSSE 2015 & 2016	39.0	12.9	.03	20	29	40	49	60	264,594	.0	.985	-.002
Top 50%	41.1	12.6	.04	20	31	40	51	60	99,986	-2.1	.058	-.169
Top 10%	43.3	12.5	.09	20	34	43	54	60	19,673	-4.3	.000	-.341
Learning Strategies												
AUB (N = 94)	37.3	15.6	1.61	7	27	40	47	60				
Canada	35.7	14.5	.17	13	27	33	47	60	7,636	1.6	.294	.109
AUB Comparison	38.4	14.4	.35	13	27	40	47	60	1,766	-1.1	.461	-.078
NSSE 2015 & 2016	39.8	14.7	.03	13	27	40	53	60	240,408	-2.4	.107	-.166
Top 50%	42.3	14.5	.04	20	33	40	60	60	105,467	-5.0	.001	-.345
Top 10%	44.7	14.1	.09	20	33	47	60	60	22,398	-7.4	.000	-.526
Quantitative Reasoning												
AUB (N = 112)	29.5	18.1	1.71	0	13	27	40	60				
Canada	26.6	16.7	.19	0	13	27	40	60	114	2.8	.101	.170
AUB Comparison	31.9	16.9	.40	0	20	33	40	60	1,913	-2.5	.135	-.145
NSSE 2015 & 2016	29.9	17.0	.03	0	20	27	40	60	258,693	-.4	.781	-.026
Top 50%	31.5	16.9	.05	0	20	33	40	60	140,808	-2.0	.201	-.121
Top 10%	33.2	16.8	.09	0	20	33	47	60	32,987	-3.7	.019	-.222
Learning with Peers												
Collaborative Learning												
AUB (N = 130)	32.5	13.8	1.21	10	20	30	40	60				
Canada	33.0	15.4	.17	5	25	35	45	60	8,412	-.5	.690	-.035
AUB Comparison	35.7	14.0	.32	15	25	35	45	60	2,031	-3.2	.011	-.229
NSSE 2015 & 2016	32.9	14.8	.03	10	20	35	45	60	269,615	-.5	.728	-.031
Top 50%	36.0	13.8	.04	15	25	35	45	60	131,097	-3.5	.004	-.255
Top 10%	38.2	13.5	.09	15	30	40	50	60	24,568	-5.8	.000	-.426
Discussions with Diverse Others												
AUB (N = 93)	43.9	16.1	1.67	5	35	50	60	60				
Canada	38.9	16.3	.19	10	25	40	55	60	7,689	4.9	.004	.303
AUB Comparison	41.2	14.5	.35	20	30	40	55	60	1,779	2.6	.089	.181
NSSE 2015 & 2016	41.1	15.9	.03	15	30	40	60	60	242,506	2.8	.093	.174
Top 50%	43.4	15.7	.04	20	35	45	60	60	124,422	.4	.789	.028
Top 10%	45.4	15.5	.09	20	35	50	60	60	27,919	-1.5	.342	-.099

Detailed Statistics: Seniors

	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												
AUB (N = 121)	22.3	16.9	1.54	0	5	20	35	55				
Canada	19.7	15.1	.17	0	10	15	30	50	123	2.6	.095	.172
AUB Comparison	26.9	16.0	.38	5	15	25	40	60	1,929	-4.6	.002	-.289
NSSE 2015 & 2016	24.3	16.3	.03	0	10	20	35	60	259,122	-2.0	.179	-.122
Top 50%	29.9	16.0	.06	5	20	30	40	60	70,036	-7.6	.000	-.475
Top 10%	33.8	16.0	.16	10	20	35	45	60	10,162	-11.5	.000	-.718
Effective Teaching Practices												
AUB (N = 117)	39.7	13.9	1.28	16	32	40	52	60				
Canada	37.1	13.0	.14	16	28	36	48	60	8,190	2.6	.035	.196
AUB Comparison	39.3	13.1	.31	16	32	40	48	60	1,927	.4	.745	.031
NSSE 2015 & 2016	40.5	13.7	.03	16	32	40	52	60	261,071	-.8	.511	-.061
Top 50%	42.9	13.5	.04	20	36	44	56	60	91,670	-3.2	.010	-.239
Top 10%	44.8	13.3	.10	20	36	48	56	60	19,279	-5.1	.000	-.387
Campus Environment												
Quality of Interactions												
AUB (N = 91)	33.9	13.5	1.42	12	24	34	44	58				
Canada	42.6	11.4	.14	20	36	44	50	60	92	-8.7	.000	-.760
AUB Comparison	39.2	11.7	.29	16	32	40	48	58	1,762	-5.2	.000	-.443
NSSE 2015 & 2016	42.9	11.8	.02	20	36	44	52	60	231,311	-9.0	.000	-.761
Top 50%	45.4	11.3	.04	24	40	48	54	60	90	-11.5	.000	-1.019
Top 10%	47.1	11.6	.08	24	40	50	56	60	91	-13.2	.000	-1.136
Supportive Environment												
AUB (N = 84)	30.2	15.9	1.74	5	17	31	43	58				
Canada	30.2	13.6	.16	8	20	30	40	55	84	.0	.987	.002
AUB Comparison	32.8	13.0	.33	13	25	33	40	57	89	-2.6	.139	-.200
NSSE 2015 & 2016	33.3	14.3	.03	10	23	33	43	60	83	-3.1	.082	-.215
Top 50%	36.1	13.7	.05	13	28	38	45	60	83	-5.9	.001	-.432
Top 10%	38.4	13.7	.10	15	30	40	48	60	84	-8.2	.000	-.602

a. Due to nonstandard sampling or response issues, all results are unweighted.

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 $\pm$ 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 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.