
NSSE 2023

Engagement Indicators

Georgia Institute of Technology

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

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

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

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with AAU	Your first-year students compared with R1 Institutions	Your first-year students compared with NSSE 2022 & 2023
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 AAU	Your seniors compared with R1 Institutions	Your seniors compared with NSSE 2022 & 2023
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

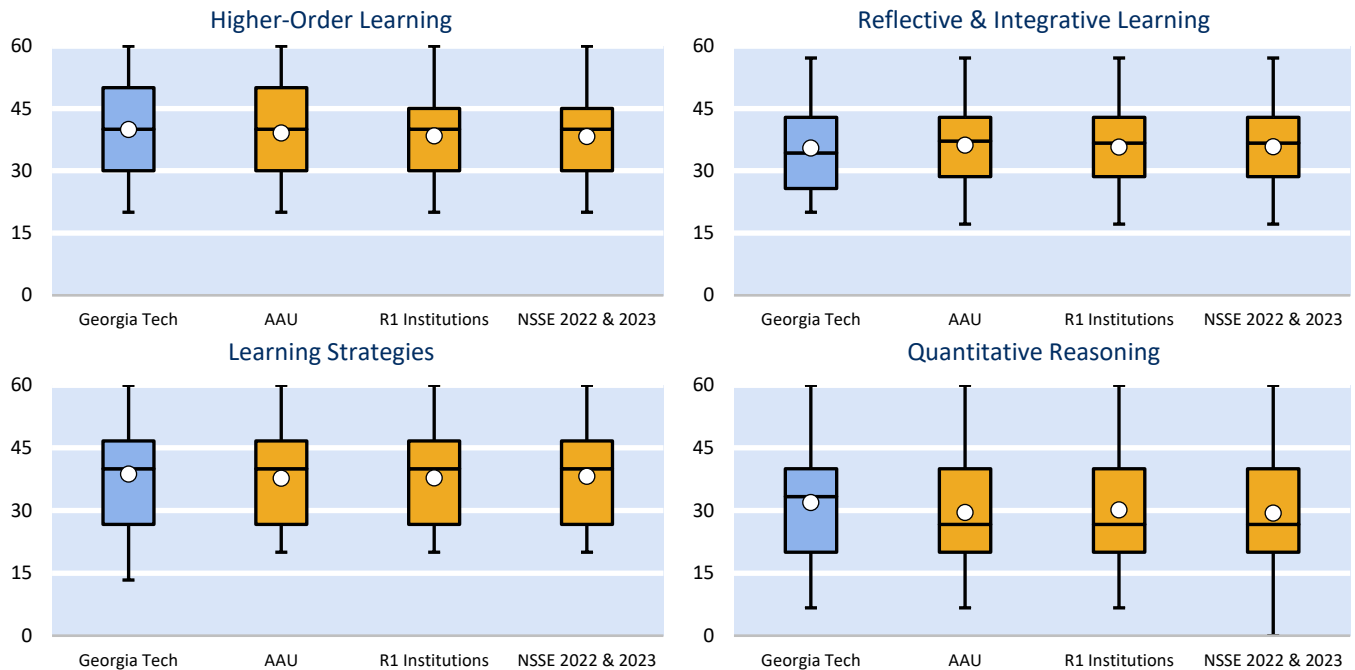
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Georgia Tech	Your first-year students compared with					
		AAU		R1 Institutions		NSSE 2022 & 2023	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	39.1	.07	38.4 **	.12	38.3 **	.13
Reflective & Integrative Learning	35.4	36.1	-.06	35.7	-.02	35.8	-.03
Learning Strategies	38.7	37.7	.07	37.8	.07	38.2	.04
Quantitative Reasoning	31.9	29.5 ***	.16	30.1 *	.12	29.4 ***	.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: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and		
	Georgia Tech	AAU	R1 Institutions	NSSE 2022 & 2023
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	85	+9	+12	+15
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+6	+8	+9
4d. Evaluating a point of view, decision, or information source	60	-7	-8	-10
4e. Forming a new idea or understanding from various pieces of information	73	+2	+3	+2
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	55	+1	+0	+1
2b. Connected your learning to societal problems or issues	42	-12	-11	-11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-11	-10	-11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-3	-3	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	67	-3	-3	-4
2f. Learned something that changed the way you understand an issue or concept	74	+3	+6	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+2	+4	+5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-4	-2	-2
9b. Reviewed your notes after class	69	+7	+4	+4
9c. Summarized what you learned in class or from course materials	67	+3	+2	+2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	63	+8	+6	+8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+3	+1	+2
6c. Evaluated what others have concluded from numerical information	49	+4	+3	+6

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

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

Academic Challenge: Seniors

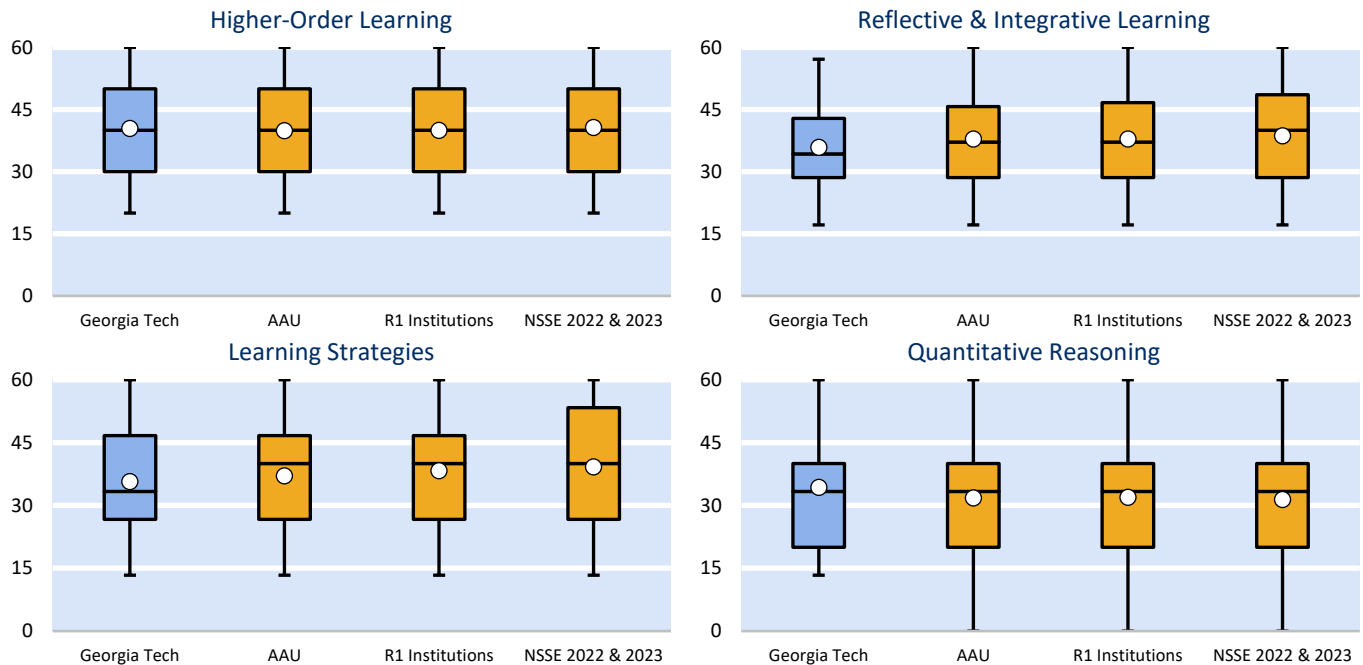
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Georgia Tech	Your seniors compared with					
		AAU		R1 Institutions		NSSE 2022 & 2023	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.4	39.9	.04	39.9	.04	40.7	-.02
Reflective & Integrative Learning	35.9	37.9 ***	-.16	37.9 ***	-.15	38.7 ***	-.22
Learning Strategies	35.7	37.0 **	-.10	38.2 ***	-.18	39.2 ***	-.24
Quantitative Reasoning	34.2	31.8 ***	.15	31.9 ***	.14	31.4 ***	.17

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and		
	Georgia Tech	AAU	R1 Institutions	NSSE 2022 & 2023
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	85	+8	+8	+8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+2	+3	+2
4d. Evaluating a point of view, decision, or information source	60	-8	-9	-13
4e. Forming a new idea or understanding from various pieces of information	72	+0	-0	-2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	69	+2	+1	+1
2b. Connected your learning to societal problems or issues	44	-16	-15	-18
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38	-17	-15	-18
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-2	-3	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	68	-2	-3	-5
2f. Learned something that changed the way you understand an issue or concept	74	+2	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	-1	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	67	-7	-7	-9
9b. Reviewed your notes after class	57	-0	-6	-8
9c. Summarized what you learned in class or from course materials	59	-2	-7	-9
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.)	70	+13	+11	+13
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	-1	-2	-1
6c. Evaluated what others have concluded from numerical information	55	+3	+4	+6

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

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

Learning with Peers: First-year students

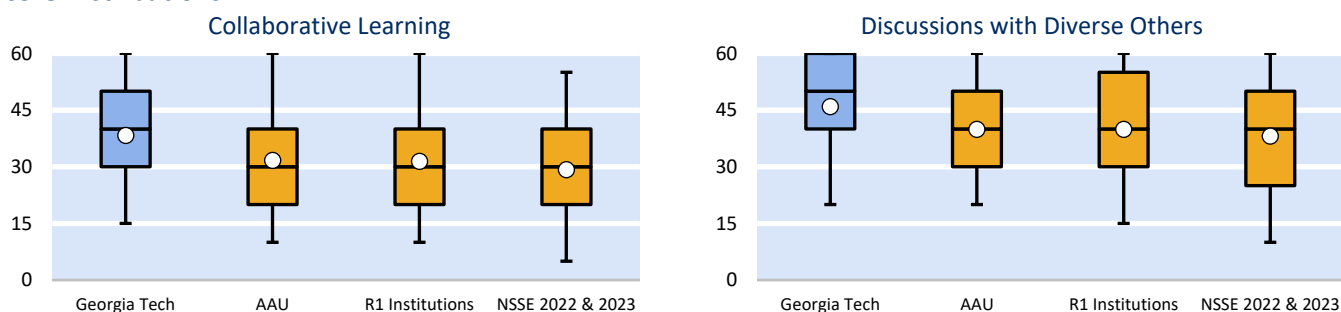
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Georgia Tech Mean	Your first-year students compared with					
		AAU		R1 Institutions		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	38.3	31.7 ***	.46	31.4 ***	.48	29.2 ***	.61
Discussions with Diverse Others	45.9	39.9 ***	.42	39.9 ***	.40	38.1 ***	.49

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Performance on Indicator Items

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		Percentage point difference ^a between your FY students and		
	Georgia Tech	AAU	R1 Institutions	NSSE 2022 & 2023
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	68	+17	+19	+24
1c. Explained course material to one or more students	69	+15	+16	+21
1d. Prepared for exams by discussing or working through course material with other students	61	+15	+15	+20
1e. Worked with other students on course projects or assignments	69	+17	+16	+19
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	89	+13	+15	+20
8b. People from economic backgrounds other than your own	86	+14	+13	+17
8c. People with religious beliefs other than your own	82	+11	+13	+18
8d. People with political views other than your own	66	+12	+6	+7

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Learning with Peers: Seniors

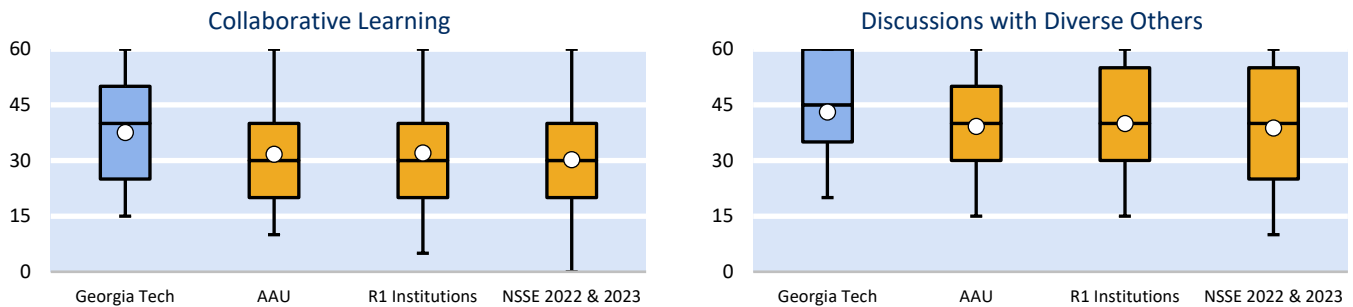
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Mean Comparisons

Engagement Indicator	Georgia Tech Mean	Your seniors compared with					
		AAU		R1 Institutions		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.6	31.7 ***	.40	32.1 ***	.36	30.2 ***	.46
Discussions with Diverse Others	43.1	39.2 ***	.26	40.0 ***	.20	38.8 ***	.26

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

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		Percentage point difference ^a between your seniors and		
	Georgia Tech	AAU	R1 Institutions	NSSE 2022 & 2023
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	60	+16	+15	+19
1c. Explained course material to one or more students	65	+12	+10	+14
1d. Prepared for exams by discussing or working through course material with other students	51	+10	+8	+11
1e. Worked with other students on course projects or assignments	79	+16	+15	+19
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	84	+11	+11	+15
8b. People from economic backgrounds other than your own	77	+6	+4	+6
8c. People with religious beliefs other than your own	77	+9	+9	+13
8d. People with political views other than your own	61	+8	+0	+0

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Experiences with Faculty: First-year students

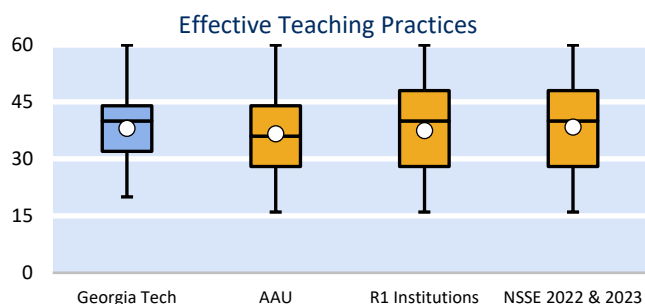
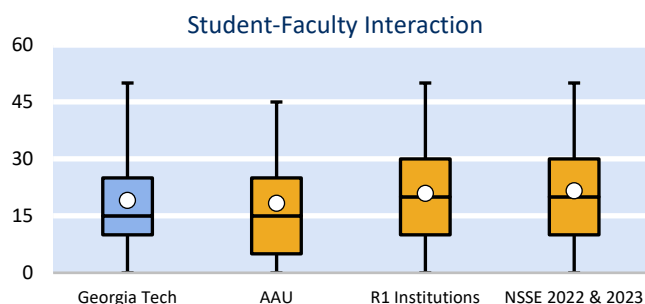
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Georgia Tech Mean	Your first-year students compared with					
		AAU Mean	Effect size	R1 Institutions Mean	Effect size	NSSE 2022 & 2023 Mean	Effect size
Student-Faculty Interaction	19.0	18.3	.05	20.9 **	-.12	21.6 ***	-.17
Effective Teaching Practices	38.0	36.6 *	.11	37.5	.04	38.4	-.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).

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		Percentage point difference ^o between your FY students and			
	Georgia Tech	AAU	R1 Institutions	NSSE 2022 & 2023	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
3a. Talked about career plans with a faculty member	29	+2	-6	-8	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+4	+1	+0	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-2	-4	-5	
3d. Discussed your academic performance with a faculty member	19	-3	-9	-12	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	80	+4	+4	+4	
5b. Taught course sessions in an organized way	76	+3	+3	+3	
5c. Used examples or illustrations to explain difficult points	79	+5	+5	+6	
5d. Provided feedback on a draft or work in progress	53	-2	-7	-11	
5e. Provided prompt and detailed feedback on tests or completed assignments	57	+5	+2	-3	

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Experiences with Faculty: Seniors

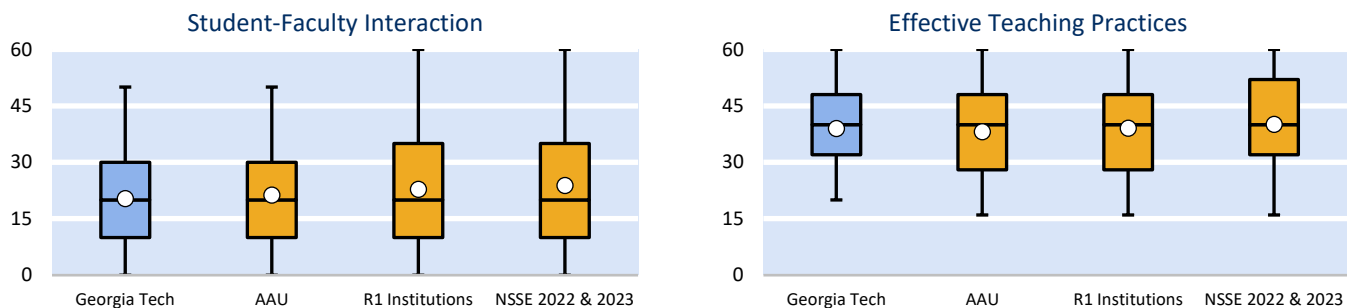
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Mean Comparisons

Engagement Indicator	Georgia Tech Mean	Your seniors compared with					
		AAU Mean	AAU Effect size	R1 Institutions Mean	R1 Institutions Effect size	NSSE 2022 & 2023 Mean	NSSE 2022 & 2023 Effect size
Student-Faculty Interaction	20.3	21.2	-.06	22.7 ***	-.15	23.8 ***	-.21
Effective Teaching Practices	38.9	38.1	.07	39.1	-.01	40.0 **	-.08

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		Percentage point difference ^a between your seniors and			
	Georgia Tech	AAU	R1 Institutions	NSSE 2022 & 2023	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	29		-5	-10	-14
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+2		+1	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28		-1	-3	-4
3d. Discussed your academic performance with a faculty member	19		-5	-10	-14
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	80	+1		+1	-0
5b. Taught course sessions in an organized way	77	+1		+2	+1
5c. Used examples or illustrations to explain difficult points	80	+2		+3	+4
5d. Provided feedback on a draft or work in progress	55		-0	-5	-9
5e. Provided prompt and detailed feedback on tests or completed assignments	59	+2		-2	-6

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

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

Campus Environment: First-year students

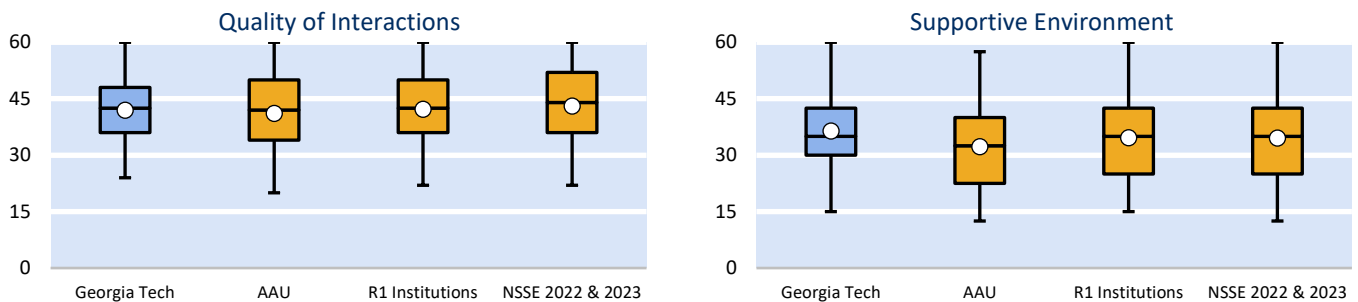
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Georgia Tech Mean	Your first-year students compared with					
		AAU Mean	Effect size	R1 Institutions Mean	Effect size	NSSE 2022 & 2023 Mean	Effect size
Quality of Interactions	41.9	41.1	.07	42.2	-.03	43.0 *	-.09
Supportive Environment	36.4	32.3 ***	.32	34.7 **	.14	34.6 **	.14

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

Score Distributions



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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and			
	Georgia Tech	AAU	R1 Institutions	NSSE 2022 & 2023	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	65	+14	+14	+14	
13b. Academic advisors	45	-0	-7	-10	
13c. Faculty	46	+2	-1	-6	
13d. Student services staff (career services, student activities, housing, etc.)	38	-3	-6	-9	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	-2	-5	-11	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	81	+15	+10	+10	
14c. Using learning support services (tutoring services, writing center, etc.)	81	+15	+9	+8	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	68	+11	+7	+8	
14e. Providing opportunities to be involved socially	73	+9	+3	+5	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+8	+1	+2	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-0	-7	-9	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+9	+1	+6	
14i. Attending events that address important social, economic, or political issues	42	-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 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

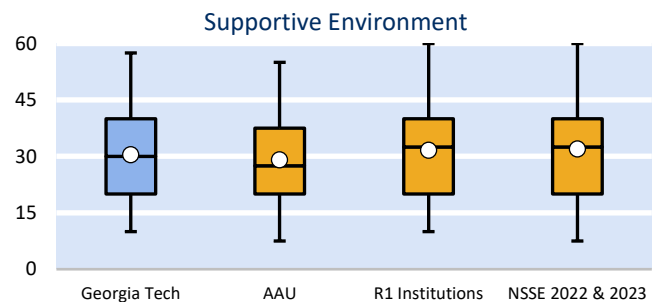
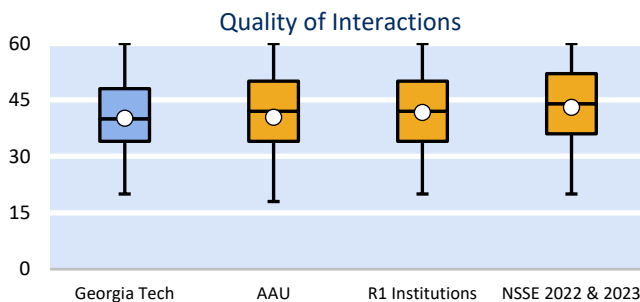
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Georgia Tech	Your seniors compared with					
		AAU		R1 Institutions		NSSE 2022 & 2023	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.2	40.4	-.02	41.7 ***	-.13	43.1 ***	-.23
Supportive Environment	30.5	29.1 **	.10	31.7 **	-.09	32.0 **	-.10

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

Score Distributions



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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and			
	Georgia Tech	AAU	R1 Institutions	NSSE 2022 & 2023	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	64	+10	+6	+5	
13b. Academic advisors	40	-4	-8	-13	
13c. Faculty	51	+2	-2	-7	
13d. Student services staff (career services, student activities, housing, etc.)	31	-6	-11	-15	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-3	-8	-14	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	66	+9	+2	-1	
14c. Using learning support services (tutoring services, writing center, etc.)	61	+6	+0	-3	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+8	+3	+2	
14e. Providing opportunities to be involved socially	62	+4	-2	-1	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	49	-1	-9	-10	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	21	-1	-8	-12	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	+2	-4	+0	
14i. Attending events that address important social, economic, or political issues	32	-4	-7	-8	

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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

First-Year Students		Georgia Tech	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Mean	Effect size	✓	Mean	Effect size
Academic Challenge	Higher-Order Learning	40.0	39.5	.04	✓	42.2 ***	-.18	
	Reflective and Integrative Learning	35.4	37.2 ***	-.15		39.8 ***	-.37	
	Learning Strategies	38.7	39.8	-.08	✓	42.8 ***	-.29	
	Quantitative Reasoning	31.9	30.7	.08	✓	33.4 *	-.10	
Learning with Peers	Collaborative Learning	38.3	33.2 ***	.37	✓	36.5 **	.13	✓
	Discussions with Diverse Others	45.9	40.5 ***	.37	✓	43.5 ***	.17	✓
Experiences with Faculty	Student-Faculty Interaction	19.0	25.4 ***	-.41		29.3 ***	-.67	
	Effective Teaching Practices	38.0	40.1 ***	-.16		43.3 ***	-.40	
Campus Environment	Quality of Interactions	41.9	45.2 ***	-.29		48.1 ***	-.52	
	Supportive Environment	36.4	36.8	-.03	✓	39.6 ***	-.25	

Seniors

Seniors		Georgia Tech	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.4	42.1 ***	-.12		44.7 ***	-.33	
	Reflective and Integrative Learning	35.9	40.6 ***	-.38		43.1 ***	-.60	
	Learning Strategies	35.7	40.9 ***	-.37		43.6 ***	-.56	
	Quantitative Reasoning	34.2	32.7 **	.10	✓	36.3 ***	-.13	
Learning with Peers	Collaborative Learning	37.6	34.7 ***	.20	✓	38.2	-.04	✓
	Discussions with Diverse Others	43.1	41.0 ***	.13	✓	44.0	-.07	✓
Experiences with Faculty	Student-Faculty Interaction	20.3	29.6 ***	-.57		34.3 ***	-.89	
	Effective Teaching Practices	38.9	42.1 ***	-.23		44.7 ***	-.43	
Campus Environment	Quality of Interactions	40.2	45.4 ***	-.43		47.9 ***	-.62	
	Supportive Environment	30.5	34.5 ***	-.29		37.7 ***	-.52	

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

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Georgia Tech (N = 487)	40.0	12.8	.58	20	30	40	50	60				
AAU	39.1	12.8	.12	20	30	40	50	60	12,388	.9	.140	.068
R1 Institutions	38.4	13.1	.07	20	30	40	45	60	32,207	1.6	.009	.120
NSSE 2022 & 2023	38.3	13.3	.04	20	30	40	45	60	490	1.7	.004	.128
Top 50%	39.5	13.2	.05	20	30	40	50	60	78,856	.5	.440	.035
Top 10%	42.2	12.8	.13	20	35	40	55	60	10,050	-2.2	.000	-.175
Reflective & Integrative Learning												
Georgia Tech (N = 516)	35.4	11.7	.51	20	26	34	43	57				
AAU	36.1	11.9	.10	17	29	37	43	57	13,319	-.7	.189	-.059
R1 Institutions	35.7	12.0	.06	17	29	37	43	57	35,105	-.3	.580	-.025
NSSE 2022 & 2023	35.8	12.2	.03	17	29	37	43	57	134,281	-.4	.497	-.030
Top 50%	37.2	12.0	.04	20	29	37	46	60	74,585	-1.8	.001	-.150
Top 10%	39.8	11.8	.12	20	31	40	49	60	10,147	-4.4	.000	-.374
Learning Strategies												
Georgia Tech (N = 448)	38.7	14.2	.67	13	27	40	47	60				
AAU	37.7	13.5	.13	20	27	40	47	60	11,569	1.0	.127	.073
R1 Institutions	37.8	13.6	.08	20	27	40	47	60	29,658	.9	.157	.067
NSSE 2022 & 2023	38.2	13.9	.04	20	27	40	47	60	113,104	.5	.403	.040
Top 50%	39.8	13.9	.06	20	27	40	53	60	63,368	-1.1	.106	-.077
Top 10%	42.8	14.0	.12	20	33	40	60	60	13,659	-4.1	.000	-.291
Quantitative Reasoning												
Georgia Tech (N = 459)	31.9	14.9	.70	7	20	33	40	60				
AAU	29.5	15.1	.14	7	20	27	40	60	11,723	2.4	.001	.158
R1 Institutions	30.1	15.1	.09	7	20	27	40	60	30,151	1.8	.014	.116
NSSE 2022 & 2023	29.4	15.5	.05	0	20	27	40	60	115,094	2.5	.001	.161
Top 50%	30.7	15.3	.06	7	20	27	40	60	77,112	1.2	.089	.080
Top 10%	33.4	15.4	.14	7	20	33	40	60	12,832	-1.5	.037	-.099
Learning with Peers												
Collaborative Learning												
Georgia Tech (N = 540)	38.3	13.1	.57	15	30	40	50	60				
AAU	31.7	14.4	.12	10	20	30	40	60	591	6.6	.000	.462
R1 Institutions	31.4	14.3	.07	10	20	30	40	60	558	6.9	.000	.483
NSSE 2022 & 2023	29.2	15.0	.04	5	20	30	40	55	545	9.1	.000	.608
Top 50%	33.2	13.9	.05	10	25	35	40	60	86,342	5.1	.000	.367
Top 10%	36.5	13.7	.11	15	25	35	45	60	17,314	1.8	.002	.134
Discussions with Diverse Others												
Georgia Tech (N = 454)	45.9	13.0	.61	20	40	50	60	60				
AAU	39.9	14.4	.14	20	30	40	50	60	11,636	6.0	.000	.420
R1 Institutions	39.9	14.9	.09	15	30	40	55	60	472	6.0	.000	.403
NSSE 2022 & 2023	38.1	15.8	.05	10	25	40	50	60	459	7.8	.000	.494
Top 50%	40.5	14.8	.06	20	30	40	55	60	461	5.4	.000	.365
Top 10%	43.5	13.9	.16	20	35	40	60	60	8,195	2.4	.000	.173

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Georgia Tech (N = 503)	19.0	14.6	.65	0	10	15	25	50				
AAU	18.3	14.6	.13	0	5	15	25	45	12,807	.7	.260	.051
R1 Institutions	20.9	15.0	.08	0	10	20	30	50	33,469	-1.8	.006	-.124
NSSE 2022 & 2023	21.6	15.1	.04	0	10	20	30	50	507	-2.6	.000	-.169
Top 50%	25.4	15.3	.07	5	15	25	35	60	515	-6.3	.000	-.414
Top 10%	29.3	15.3	.20	5	20	25	40	60	599	-10.2	.000	-.669
Effective Teaching Practices												
Georgia Tech (N = 479)	38.0	11.6	.53	20	32	40	44	60				
AAU	36.6	12.4	.11	16	28	36	44	60	523	1.4	.011	.112
R1 Institutions	37.5	12.8	.07	16	28	40	48	60	496	.5	.313	.042
NSSE 2022 & 2023	38.4	13.4	.04	16	28	40	48	60	483	-.4	.502	-.027
Top 50%	40.1	13.5	.06	16	32	40	52	60	489	-2.1	.000	-.158
Top 10%	43.3	13.3	.16	20	36	44	56	60	566	-5.2	.000	-.398
Campus Environment												
Quality of Interactions												
Georgia Tech (N = 425)	41.9	10.5	.51	24	36	43	48	60				
AAU	41.1	11.5	.12	20	34	42	50	60	469	.9	.101	.075
R1 Institutions	42.2	11.3	.07	22	36	43	50	60	440	-.3	.561	-.026
NSSE 2022 & 2023	43.0	11.8	.04	22	36	44	52	60	428	-1.1	.032	-.093
Top 50%	45.2	11.5	.05	24	38	46	54	60	434	-3.3	.000	-.289
Top 10%	48.1	12.1	.13	24	42	50	60	60	485	-6.2	.000	-.516
Supportive Environment												
Georgia Tech (N = 444)	36.4	12.0	.57	15	30	35	43	60				
AAU	32.3	13.0	.12	13	23	33	40	58	486	4.1	.000	.320
R1 Institutions	34.7	13.0	.08	15	25	35	43	60	459	1.8	.003	.135
NSSE 2022 & 2023	34.6	13.5	.04	13	25	35	43	60	447	1.9	.001	.137
Top 50%	36.8	13.1	.06	15	28	38	45	60	452	-.3	.552	-.026
Top 10%	39.6	12.8	.17	20	30	40	50	60	524	-3.2	.000	-.254

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 $\pm$ 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

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

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

NSSE 2023 Engagement Indicators

Detailed Statistics^a

Georgia Institute of Technology

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Georgia Tech (N = 885)	40.4	13.5	.45	20	30	40	50	60				
AAU	39.9	13.3	.12	20	30	40	50	60	13,117	.5	.238	.041
R1 Institutions	39.9	13.8	.07	20	30	40	50	60	40,203	.5	.279	.037
NSSE 2022 & 2023	40.7	13.8	.04	20	30	40	50	60	145,379	-.2	.628	-.016
Top 50%	42.1	13.7	.05	20	35	40	55	60	68,408	-1.6	.000	-.119
Top 10%	44.7	12.8	.16	20	40	45	60	60	7,342	-4.3	.000	-.331
Reflective & Integrative Learning												
Georgia Tech (N = 937)	35.9	12.1	.40	17	29	34	43	57				
AAU	37.9	12.7	.11	17	29	37	46	60	14,008	-2.0	.000	-.160
R1 Institutions	37.9	12.9	.06	17	29	37	47	60	984	-2.0	.000	-.153
NSSE 2022 & 2023	38.7	12.9	.03	17	29	40	49	60	949	-2.8	.000	-.216
Top 50%	40.6	12.5	.05	20	31	40	51	60	62,116	-4.7	.000	-.377
Top 10%	43.1	11.8	.15	23	34	43	54	60	7,139	-7.2	.000	-.604
Learning Strategies												
Georgia Tech (N = 841)	35.7	14.2	.49	13	27	33	47	60				
AAU	37.0	14.4	.13	13	27	40	47	60	12,369	-1.4	.008	-.095
R1 Institutions	38.2	14.6	.08	13	27	40	47	60	37,594	-2.6	.000	-.176
NSSE 2022 & 2023	39.2	14.6	.04	13	27	40	53	60	136,712	-3.5	.000	-.241
Top 50%	40.9	14.5	.05	20	33	40	53	60	73,171	-5.3	.000	-.365
Top 10%	43.6	14.1	.14	20	33	40	60	60	11,352	-7.9	.000	-.560
Quantitative Reasoning												
Georgia Tech (N = 843)	34.2	15.5	.53	13	20	33	40	60				
AAU	31.8	16.1	.15	0	20	33	40	60	979	2.5	.000	.155
R1 Institutions	31.9	16.4	.09	0	20	33	40	60	885	2.4	.000	.143
NSSE 2022 & 2023	31.4	16.6	.04	0	20	33	40	60	854	2.9	.000	.173
Top 50%	32.7	16.5	.06	7	20	33	40	60	861	1.6	.003	.096
Top 10%	36.3	16.2	.20	7	20	40	47	60	1,082	-2.0	.000	-.125
Learning with Peers												
Collaborative Learning												
Georgia Tech (N = 984)	37.6	14.1	.45	15	25	40	50	60				
AAU	31.7	14.8	.13	10	20	30	40	60	14,819	5.9	.000	.396
R1 Institutions	32.1	15.2	.07	5	20	30	40	60	1,034	5.5	.000	.362
NSSE 2022 & 2023	30.2	16.0	.04	0	20	30	40	60	999	7.4	.000	.459
Top 50%	34.7	14.2	.05	10	25	35	45	60	67,941	2.9	.000	.204
Top 10%	38.2	13.6	.15	15	30	40	50	60	1,212	-.6	.204	-.044
Discussions with Diverse Others												
Georgia Tech (N = 842)	43.1	14.5	.50	20	35	45	60	60				
AAU	39.2	14.8	.14	15	30	40	50	60	12,384	3.8	.000	.260
R1 Institutions	40.0	15.6	.08	15	30	40	55	60	37,821	3.1	.000	.200
NSSE 2022 & 2023	38.8	16.2	.04	10	25	40	55	60	854	4.3	.000	.264
Top 50%	41.0	15.6	.06	15	30	40	55	60	863	2.0	.000	.130
Top 10%	44.0	14.8	.18	20	35	45	60	60	7,951	-1.0	.074	-.065

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Georgia Tech (N = 896)	20.3	15.1	.51	0	10	20	30	50				
AAU	21.2	15.4	.14	0	10	20	30	50	13,509	-.9	.088	-.059
R1 Institutions	22.7	16.1	.08	0	10	20	35	60	940	-2.4	.000	-.151
NSSE 2022 & 2023	23.8	16.5	.04	0	10	20	35	60	907	-3.5	.000	-.210
Top 50%	29.6	16.2	.09	5	20	30	40	60	952	-9.3	.000	-.574
Top 10%	34.3	15.8	.26	10	20	35	45	60	1,406	-14.0	.000	-.889
Effective Teaching Practices												
Georgia Tech (N = 883)	38.9	12.8	.43	20	32	40	48	60				
AAU	38.1	13.1	.12	16	28	40	48	60	13,080	.9	.061	.065
R1 Institutions	39.1	13.8	.07	16	28	40	48	60	929	-.1	.770	-.009
NSSE 2022 & 2023	40.0	14.1	.04	16	32	40	52	60	895	-1.1	.010	-.079
Top 50%	42.1	13.8	.06	20	32	40	56	60	918	-3.2	.000	-.234
Top 10%	44.7	13.4	.15	20	36	44	56	60	1,111	-5.8	.000	-.433
Campus Environment												
Quality of Interactions												
Georgia Tech (N = 792)	40.2	11.7	.42	20	34	40	48	60				
AAU	40.4	11.9	.12	18	34	42	50	60	11,229	-.2	.630	-.018
R1 Institutions	41.7	12.1	.07	20	34	42	50	60	34,498	-1.6	.000	-.128
NSSE 2022 & 2023	43.1	12.4	.04	20	36	44	52	60	802	-2.9	.000	-.233
Top 50%	45.4	12.1	.05	22	38	48	55	60	54,667	-5.2	.000	-.429
Top 10%	47.9	12.5	.11	22	40	50	60	60	901	-7.7	.000	-.617
Supportive Environment												
Georgia Tech (N = 820)	30.5	13.1	.46	10	20	30	40	58				
AAU	29.1	13.3	.13	8	20	28	38	55	12,112	1.4	.004	.103
R1 Institutions	31.7	14.0	.07	10	20	33	40	60	862	-1.2	.010	-.086
NSSE 2022 & 2023	32.0	14.5	.04	8	20	33	40	60	831	-1.5	.001	-.105
Top 50%	34.5	14.3	.06	10	25	35	45	60	851	-4.1	.000	-.285
Top 10%	37.7	13.9	.20	15	28	38	48	60	1,161	-7.2	.000	-.522

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 $\pm$ 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

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

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