



NSSE 2014

Engagement Indicators

Middle Georgia State College

NSSE 2014 Engagement Indicators

About This Report

About Your

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.

Report

Theme	Engagement Indicator
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
Learning with Peers	Quantitative Reasoning
	Collaborative Learning
Experiences with Faculty	Discussions with Diverse Others
	Student-Faculty Interaction
Campus Environment	Effective Teaching Practices
	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

Score Distributions

Summary of Indicator Items

Responses to each item in a given EI are displayed for your institution and to 17 of the top 20 comparison institutions.

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 2013 and 2014 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. 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 Web site: nsse.iub.edu

Engagement Indicators: Overview

Your students'

NSSE 2014 Engagement Indicators

Middle Georgia State College

Academic Challenge: First-year students

Mean Comparisons

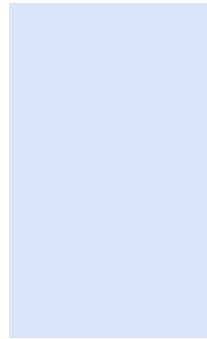
Engagement Indicator

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning



MGSC Comparators

NSSE 2013 & 2014

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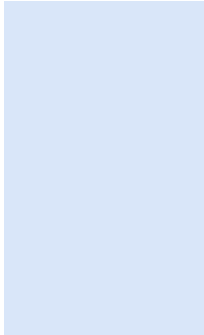
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Score Distributions



































































Quantitative Reasoning

Academic Challenge: Seniors



Academic Challenge: Seniors (continued)

Summary of Indicator Items

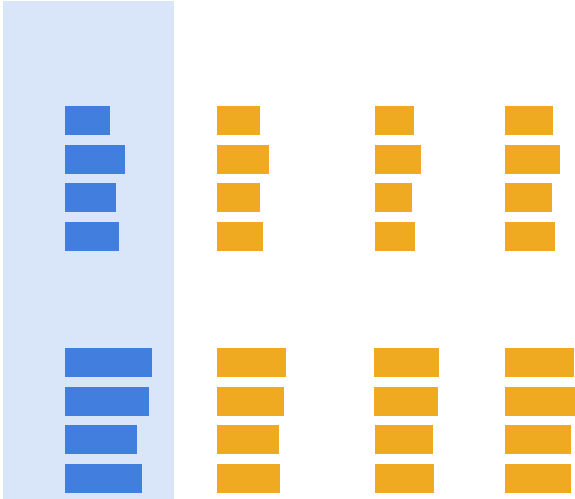
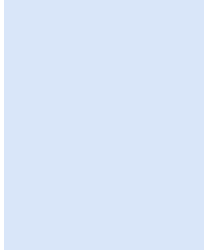
	Middle Georgia State	Georgia System	MGSC Comparators	NSSE 2013 & 2014
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	78 	81 	81 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79 	78 	77 	78 
4d. Evaluating a point of view, decision, or information source	74 	71 	72 	72 
4e. Forming a new idea or understanding from various pieces of information	74 	72 	72 	72 
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	71 	73 	70 	72 
2b. Connected your learning to societal problems or issues	62 	64 	63 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51 	54 	55 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67 	65 	65 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71 	70 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	67 	70 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	86 	84 	83 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	88 	84 	86 	83 
9b. Reviewed your notes after class	73 	68 	71 	63 
9c. Summarized what you learned in class or from course materials	75 	70 	71 	66 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54 	56 	55 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43 	45 	44 	45 
6c. Evaluated what others have concluded from numerical information	42 	46 	44 	44 

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 Web site.

Learning with Peers: First-year students

Mean Comparisons

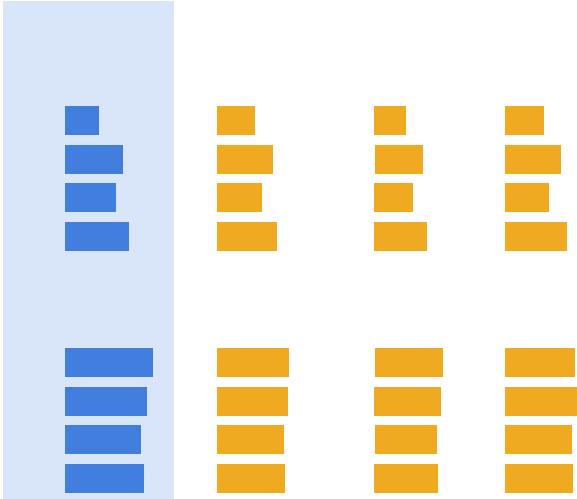
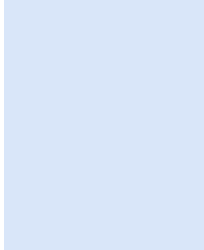
Engagement Indicator
Collaborative Learning



Learning with Peers: Seniors

Mean Comparisons

Engagement Indicator
Collaborative Learning Indic



NSSE 2014 Engagement Indicators

Middle Georgia State College

Experiences with Faculty: Seniors

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

Mean Comparisons

Engagement Indicator	Georgia System	MGSC Comparators	Effect size	NSSE 2013 & 2014 Mean
Student-Faculty Interaction	*			23.7
Effective Teaching Practices	.02	41.8	-.01	40.9

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

Score Distributions

Student-Faculty Interaction

Effective Teaching Practices

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.

Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

- 3a. Talked about career plans with a faculty member
- 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)
- 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class
- 3d. Discussed your academic performance with a faculty member

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

- 5a. Clearly explained course goals and requirements
- 5b. Taught course sessions in an organized way
- 5c. Used examples or illustrations to explain difficult points
- 5d. Provided feedback on a draft or work in progress
- 5e. Provided prompt and detailed feedback on tests or completed assignments

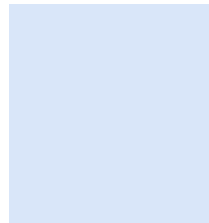
Middle Georgia State	Georgia System	MGSC Comparators	NSSE 2013 & 2014
%	%	%	%
43	44	40	42
22	27	25	26
33	35	31	33
34	36	34	33
82	82	83	83
81	81	80	81
79	80	79	79
66	62	64	62
70	68	70	67

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 Web site.

Campus Environment: First-year students

Mean Comparisons

Engagement Indicator
 Quality of Interactions
 Supportive Environment



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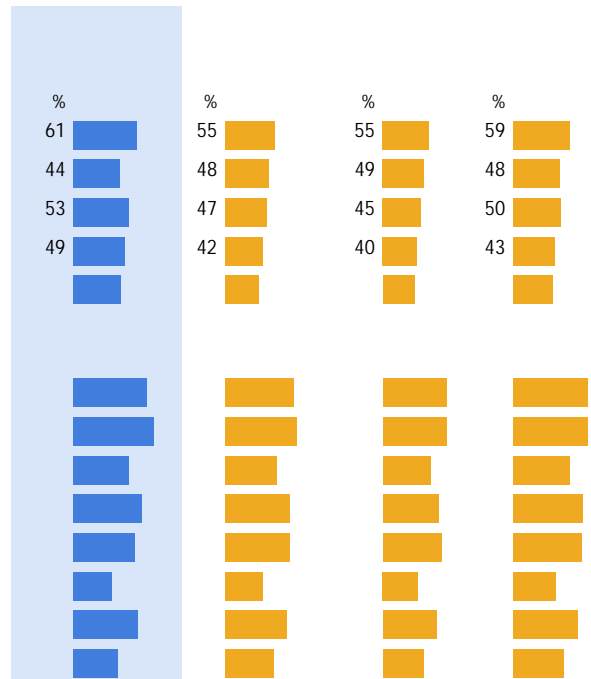
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Score Distributions

Summary of Indicator Items

Quality of Interactions

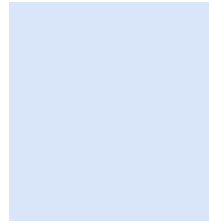
- 13a. Students
- 13b. Academic advisors
- 13c. Faculty
- 13d. Student services staff (career services, student activities, housing, etc.)



Campus Environment: Seniors

Mean Comparisons

Engagement Indicator
Quality of Interactions
Supportive Environment



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Mean	Effect size
33.3	-.03

Score Distributions

Quality of Interactions

Supportive Environment

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
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Summary of Indicator Items

Quality of Interactions

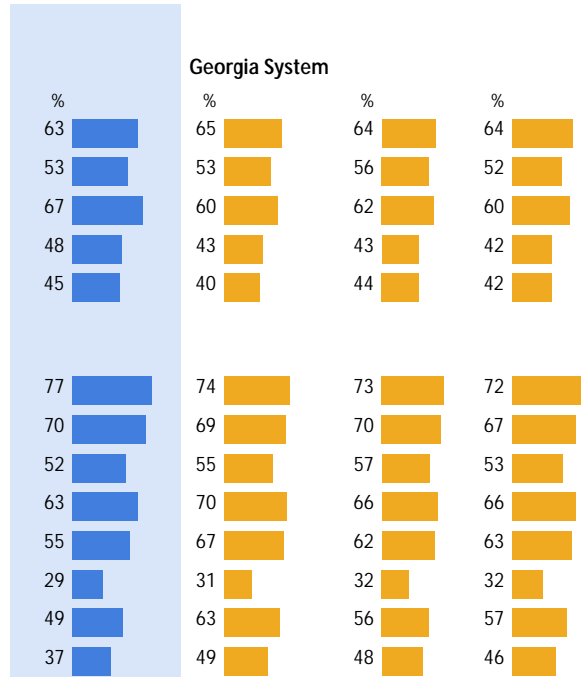
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

- 13a. Students
- 13b. Academic advisors
- 13c. Faculty
- 13d. Student services staff (career services, student activities, housing, etc.)
- 13e. Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

- 14b. Providing support to help students succeed academically
- 14c. Using learning support services (tutoring services, writing center, etc.)
- 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)
- 14e. Providing opportunities to be involved socially
- 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)
- 14g. Helping you manage your non-academic responsibilities (work, family, etc.)
- 14h. Attending campus activities and events (performing arts, athletic events, etc.)
- 14i. Attending events that address important social, economic, or political issues



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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

First-Year Students

Higher-Order Learning		
Reflective and Integrative Learning		**
Learning Strategies		
Quantitative Reasoning		
Collaborative Learning	***	***
Discussions with Diverse Others		*
Student-Faculty Interaction	**	***
Effective Teaching Practices		
Quality of Interactions	***	***
Supportive Environment	***	***

Seniors

Higher-Order Learning	*	***
Reflective and Integrative Learning	***	***
Learning Strategies	*	
Quantitative Reasoning	*	***
Collaborative Learning	***	***
Discussions with Diverse Others		
Student-Faculty Interaction	***	***
Effective Teaching Practices	*	***
Quality of Interactions	***	***
Supportive Environment	***	***

Detailed Statistics: First-Year Students

	<i>Mean</i>	<i>SD^b</i>	<i>SEM^c</i>	<i>5th</i>	<i>25th</i>	<i>50th</i>	<i>75th</i>	<i>95th</i>	<i>Deg. of freedom^e</i>	<i>Mean diff.</i>	<i>Sig.^f</i>	<i>Effect size^g</i>
Academic Challenge												
Higher-Order Learning												
Middle Georgia State (N = 233)	41.4	13.9	.91	20	30	40	55	60				
Georgia System	38.6	14.6	.13	15	30	40	50	60	13,591	2.8	.003	.194
MGSC Comparators	38.4	14.9	.21	15	30	40	50	60	5,085	3.0	.002	.204
NSSE 2013 & 2014	39.0	13.8	.02	15	30	40	50	60	334,130	2.4	.009	.172
Top 50%	40.6	13.6	.03	20	30	40	50	60	164,963	.8	.348	.062
Top 10%	42.7	13.6	.08	20	35	40	55	60	30,739	-1.3	.156	-.093
Reflective & Integrative Learning												
Middle Georgia State (N = 238)	36.6	13.1	.85	14	26	37	46	60				
Georgia System	35.2	13.1	.11	14	26	34	43	60	14,280	1.4	.107	.105
MGSC Comparators	34.9	13.1	.18	14	26	34	43	60	5,305	1.7	.056	.127
NSSE 2013 & 2014	35.6	12.6	.02	17	26	34	43	60	348,728	1.0	.217	.080
Top 50%	37.3	12.5	.03	17	29	37	46	60	166,126	-.7	.380	-.057
Top 10%	39.3	12.6	.07	20	31	40	49	60	35,800	-2.7	.001	-.212
Learning Strategies												
Middle Georgia State (N = 221)	42.6	13.5	.91	20	33	40	53	60				
Georgia System	40.3	14.2	.13	20	27	40	53	60	12,285	2.3	.016	.164
MGSC Comparators	40.3	13.8	.21	20	33	40	53	60	4,684	2.3	.016	.166
NSSE 2013 & 2014	39.5	14.2	.03	20	27	40	53	60	309,640	3.1	.001	.221
Top 50%	41.2	14.0	.04	20	33	40	53	60	145,755	1.4	.148	.097
Top 10%	43.4	14.0	.08	20	33	40	60	60	31,094	-.8	.379	-.059
Quantitative Reasoning												
Middle Georgia State (N = 232)	28.7	17.8	1.17	0	13	27	40	60				
Georgia System	27.2	16.8	.14	0	13	27	40	60	13,801	1.5	.176	.090
MGSC Comparators	26.3	16.9	.24	0	13	27	40	60	5,154	2.4	.038	.140
NSSE 2013 & 2014	27.4	16.4	.03	0	20	27	40	60	231	1.4	.246	.083
Top 50%	28.8	16.3	.04	0	20	27	40	60	231	-.1	.949	-.005
Top 10%	30.6	16.2	.07	0	20	27	40	60	233	-1.9	.101	-.118
Learning with Peers												
Collaborative Learning												
Middle Georgia State (N = 248)	31.2	14.6	.93	10	20	30	40	60				
Georgia System	32.0	14.3	.12	10	20	30	40	60	14,791	-.8	.395	-.054
MGSC Comparators	30.3	14.3	.20	10	20	30	40	60	5,487	.9	.308	.066
NSSE 2013 & 2014	32.1	14.1	.02	10	20	30	40	60	357,258	-.9	.341	-.060
Top 50%	34.7	13.7	.03	15	25	35	45	60	201,062	-3.5	.000	-.255

Detailed Statistics: First-Year Students

<i>Mean</i>	<i>SD^b</i>	<i>SEM^c</i>	<i>5th</i>	<i>25th</i>	<i>50th</i>	<i>75th</i>	<i>95th</i>	<i>Deg. of freedom^e</i>	<i>Mean diff.</i>	<i>Sig.^f</i>	<i>Effect size^g</i>
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Detailed Statistics: Seniors

Detailed Statistics: Seniors

Mean *SD^b* *SEM^c*