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**NSSE 2016**  
**Engagement Indicators**  
Middle Georgia State University

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## About Your *Engagement Indicators* Report

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

## Engagement Indicators: Overview

**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*

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Collaborative Learning

Discussions with Diverse Others

Student-Faculty Interaction

Effective Teaching Practices

Quality of Interactions

Supportive Environment

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### Seniors

*Theme*

*Engagement Indicator*

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Collaborative Learning

Discussions with Diverse Others

Student-Faculty Interaction

Effective Teaching Practices

Quality of Interactions

Supportive Environment

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# NSSE 2016 Engagement Indicators

## Academic Challenge

### Middle Georgia State University

#### Academic Challenge: First-year students

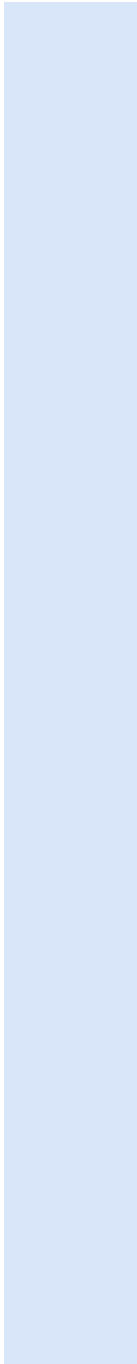
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Middle Georgia State Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.4	38.5	.06	38.1	.09	38.8	.04
Reflective & Integrative Learning	36.0	35.1	.07	34.8	.09	35.6	.03
Learning Strategies	43.8	39.6 ***	.30	39.4 ***	.32	39.2 ***	.33
Quantitative Reasoning							-.01

Notes: Results weighted by institution-reported sex and enrollment. \*\*\* p < .001.

#### Score Distributions



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# NSSE 2016 Engagement Indicators

## Academic Challenge

### Middle Georgia State University

#### 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.

	Middle Georgia State	Percentage point difference <sup>a</sup> between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2015 & 2016
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	77	-3	-3	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-2	-3	-2
4d. Evaluating a point of view, decision, or information source	75	+5	+1	+3
4e. Forming a new idea or understanding from various pieces of information	74	+4	+0	+2
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	65	-5	-4	-5
2b. Connected your learning to societal problems or issues	59	-3	-5	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+2	-2	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-2	-4	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+0	-0	-1
2f. Learned something that changed the way you understand an issue or concept	63	-5	-6	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+1	-0	-1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	88	+7	+5	+7
9b. Reviewed your notes after class	80	+13	+14	+17
9c. Summarized what you learned in class or from course materials	79	+11	+10	+13
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	-0	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-5	-4	-4
6c. Evaluated what others have concluded from numerical information	40	-6	-3	-5

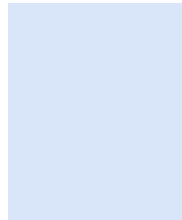
Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

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

## Learning with Peers: First-year students

### Mean Comparisons

Engagement Indicator  
 Collaborative Learning  
 Discussions with Diverse Others



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### Score Distributions

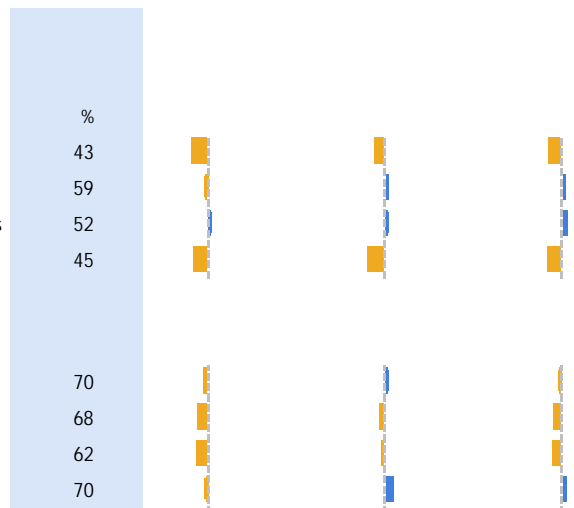
### Performance on Indicator Items

#### Collaborative Learning

Item	%
1e. Asked another student to help you understand course material	43
1f. Explained course material to one or more students	59
1g. Prepared for exams by discussing or working through course material with other students	52
1h. Worked with other students on course projects or assignments	45

#### Discussions with Diverse Others

8a. People from a race or ethnicity other than your own	70
8b. People from an economic background other than your own	68
8c. People with religious beliefs other than your own	62
8d. People with political views other than your own	70





# NSSE 2016 Engagement Indicators

## Learning with Peers

### Middle Georgia State University

#### Learning with Peers: Seniors

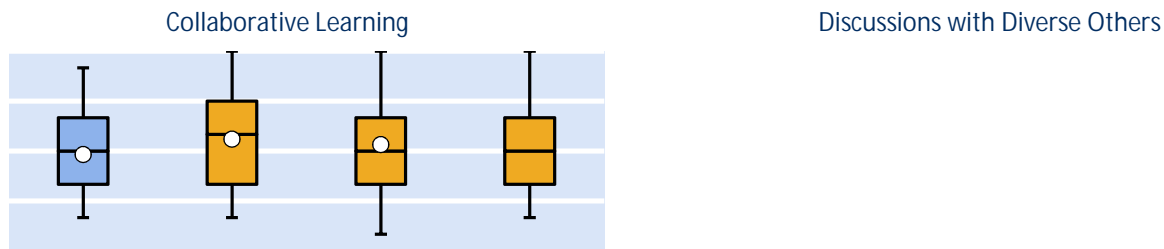
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Middle Georgia State Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.0	33.6 ***	-.31	32.0 **	-.20	32.4 ***	-.23
Discussions with Diverse Others	43.3	41.9	.09	40.5 *	.17	41.3	.12

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

#### Score Distributions



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.

Collaborative Learning	Middle Georgia State	Percentage point difference <sup>a</sup> between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	30	-15	-10	-12
1f. Explained course material to one or more students	48	-13	-10	-11
1g. Prepared for exams by discussing or working through course material with other students	36	-14	-12	-11
1h. Worked with other students on course projects or assignments	56	-9	-5	-8
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	82	+8	+10	+9
8b. People from an economic background other than your own	79	+5	+7	+6
8c. People with religious beliefs other than your own	70	+0	+3	+1
8d. People with political views other than your own	73	+1	+5	+3

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

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

# NSSE 2016 Engagement Indicators

Experiences with Faculty

Middle Georgia State University

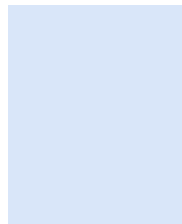
## Experiences with Faculty: First-year students

### Mean Comparisons

Engagement Indicator

Student-Faculty Interaction

Effective Teaching Practices



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### Score Distributions

### Performance on Indicator Items

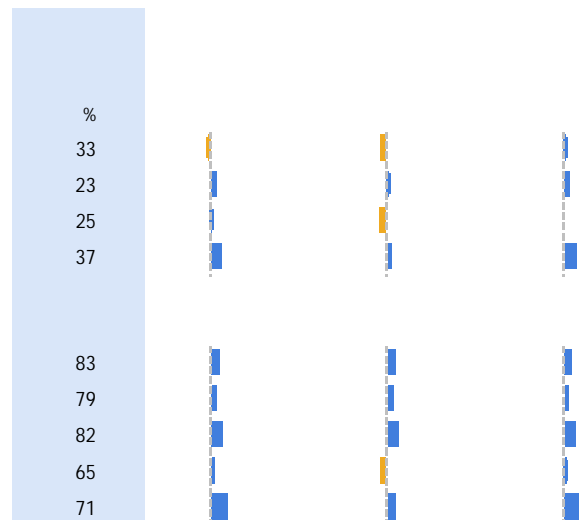
#### Student-Faculty Interaction

- 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

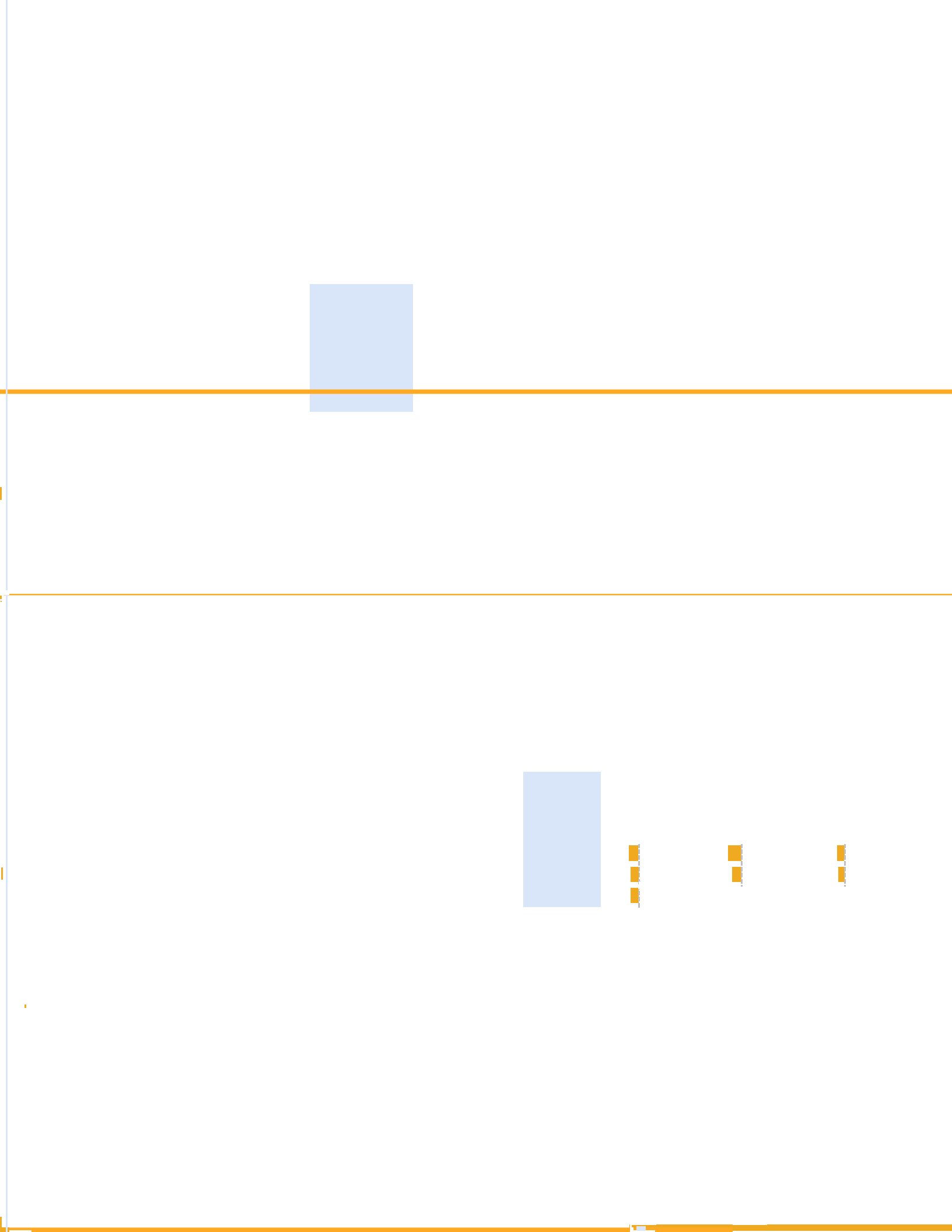
Percentage responding "Very much" or "Quite a bit" about how much instructors have...

- 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



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 –







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## Comparisons with High-Performing Institutions

### Comparisons with Top 50% and Top 10% Institutions

#### 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	***	***

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to compare the top 50% and top 10% of institutions.





# NSSE 2016 Engagement Indicators

## Detailed Statistics<sup>a</sup>

### Middle Georgia State University

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Middle Georgia State (N = 188)	20.2	16.5	1.21	0	5	15	30	55				
Southeast Public	20.8	14.9	.08	0	10	20	30	50	189	-.5	.676	-.034
Carnegie Class	22.5	14.9	.16	0	10	20	30	50	194	-2.2	.070	-.148
NSSE 2015 & 2016	20.5	14.7	.03	0	10	20	30	50	187	-.2	.841	-.016
Top 50%	23.8	15.0	.06	0	15	20	35	55	188	-3.6	.004	-.238
Top 10%	26.9	16.0	.16	5	15	25	40	60	9,981	-6.7	.000	-.416
<b>Effective Teaching Practices</b>												
Middle Georgia State (N = 192)	42.2	13.5	.97	20	32	44	56	60				
Southeast Public	39.1	13.4	.08	16	28	40	48	60	31,601	3.1	.001	.234
Carnegie Class	40.2	14.0	.15	16	32	40	52	60	8,717	2.0	.051	.143
NSSE 2015 & 2016	39.4	13.4	.03	16	32	40	48	60	180,820	2.8	.004	.210
Top 50%	41.5	13.4	.05	20	32	40	52	60	73,167	.7	.482	.051
Top 10%	43.8	13.5	.11	20	36	44	56	60	15,461	-1.6	.113	-.115
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Middle Georgia State (N = 166)	41.9	14.5	1.12	16	32	44	54	60				
Southeast Public	41.5	12.5	.08	18	34	43	50	60	167	.4	.749	.029
Carnegie Class	42.0	13.1	.15	16	34	44	52	60	171	-.1	.920	-.009
NSSE 2015 & 2016	41.8	12.5	.03	18	34	44	50	60	166	.1	.936	.007
Top 50%	44.1	11.8	.05	22	38	46	52	60	166	-2.2	.052	-.187
Top 10%	45.9	12.1	.11	22	40	48	56	60	168	-4.0	.000	-.329
<b>Supportive Environment</b>												
Middle Georgia State (N = 152)	37.6	15.1	1.23	13	25	38	50	60				
Southeast Public	37.8	13.8	.09	15	28	38	48	60	153	-.2	.842	-.018
Carnegie Class	36.7	14.2	.17	13	28	38	48	60	7,182	.9	.439	.063
NSSE 2015 & 2016	36.8	13.9	.04	15	28	38	48	60	151	.8	.532	.055
Top 50%	39.2	13.3	.05	18	30	40	50	60	152	-1.6	.202	-.118
Top 10%	40.9	13.3	.10	20	33	40	53	60	153	-3.2	.009	-.245

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

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

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

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

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

## Detailed Statistics: Seniors

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

<i>Mean</i>	<i>SD<sup>b</sup></i>	<i>SEM<sup>c</sup></i>	<i>5th</i>	<i>25th</i>	<i>50th</i>	<i>75th</i>	<i>95th</i>	<i>Deg. of freedom<sup>e</sup></i>	<i>Mean diff.</i>	<i>Sig.</i>
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