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# NSSE 2014

## Engagement Indicators

Middle Georgia State College

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### 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.
  - Summary of Indicator Items**  
Responses to each item in a given EI are displayed 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 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](http://nsse.iub.edu)

## Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four 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

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your first-year students</b> compared with Georgia System	<b>Your first-year students</b> compared with MGSC Comparators	<b>Your first-year students</b> compared with NSSE 2013 & 2014
<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	▽	--	▽

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your seniors</b> compared with Georgia System	<b>Your seniors</b> compared with MGSC Comparators	<b>Your seniors</b> compared with NSSE 2013 & 2014
<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	▽	--	--

### Academic Challenge: First-year students

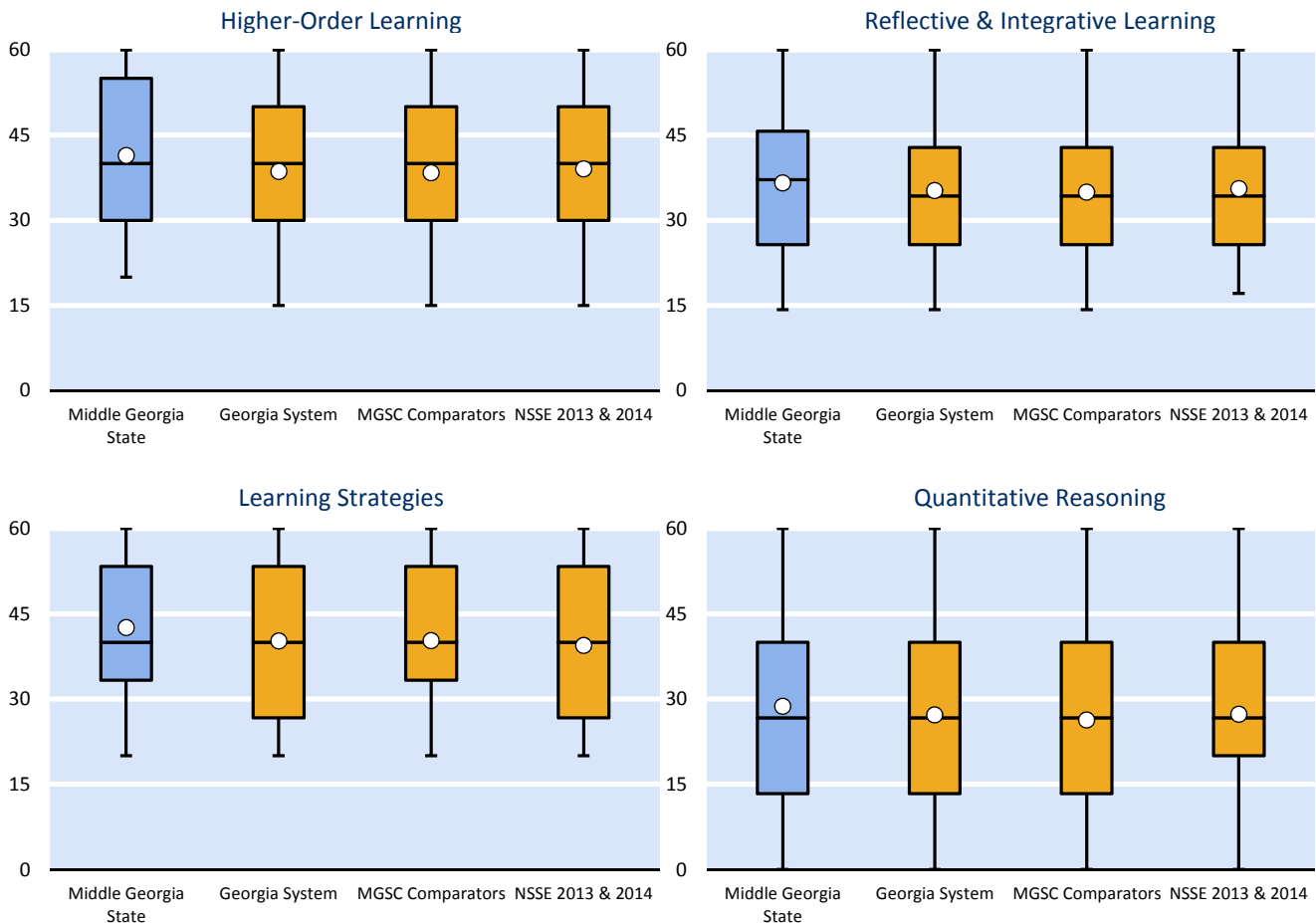
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Georgia System		MGSC Comparators		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.4	38.6 **	.19	38.4 **	.20	39.0 **	.17
Reflective & Integrative Learning	36.6	35.2	.11	34.9	.13	35.6	.08
Learning Strategies	42.6	40.3 *	.16	40.3 *	.17	39.5 **	.22
Quantitative Reasoning	28.7	27.2	.09	26.3 *	.14	27.4	.08

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



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)

### Summary of Indicator Items

	Middle Georgia State	Georgia System	MGSC Comparators	NSSE 2013 & 2014
<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	74 	72 	69 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76 	71 	70 	72 
4d. Evaluating a point of view, decision, or information source	77 	69 	71 	70 
4e. Forming a new idea or understanding from various pieces of information	76 	67 	68 	69 
<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	55 	54 	51 	56 
2b. Connected your learning to societal problems or issues	52 	51 	50 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55 	51 	50 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68 	62 	61 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71 	67 	67 	66 
2f. Learned something that changed the way you understand an issue or concept	67 	63 	62 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	78 	75 	74 	77 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	84 	81 	81 	80 
9b. Reviewed your notes after class	74 	68 	69 	65 
9c. Summarized what you learned in class or from course materials	70 	65 	64 	63 
<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.)	58 	51 	51 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43 	38 	36 	38 
6c. Evaluated what others have concluded from numerical information	39 	37 	34 	37 

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.

### Academic Challenge: Seniors

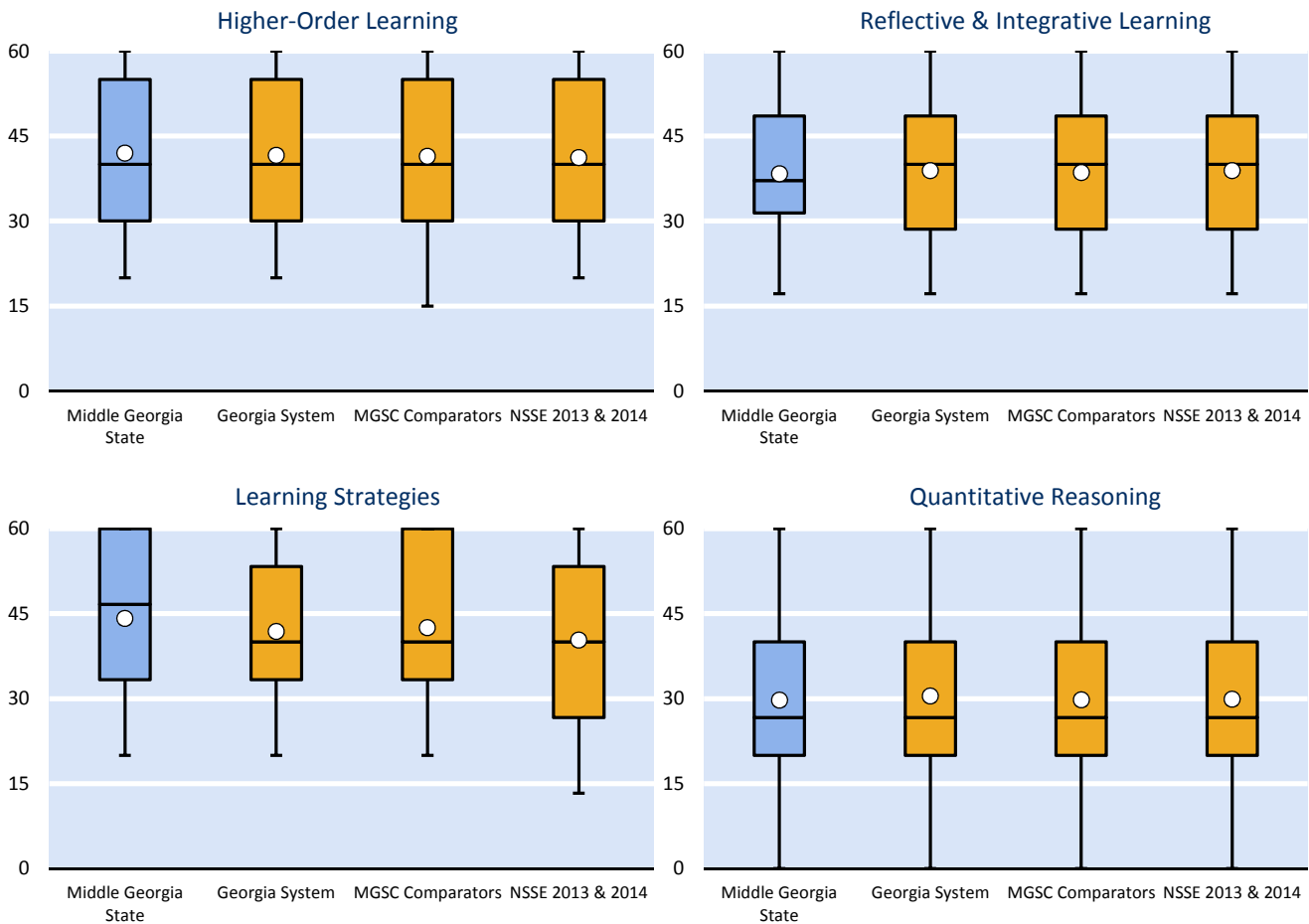
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Middle Georgia State Mean	Your seniors compared with					
		Georgia System		MGSC Comparators		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.0	41.6	.03	41.4	.04	41.2	.05
Reflective & Integrative Learning	38.3	38.9	-.04	38.6	-.02	38.9	-.05
Learning Strategies	44.2	41.9 **	.16	42.5 *	.11	40.3 ***	.26
Quantitative Reasoning	29.7	30.5	-.04	29.8	.00	29.9	-.01

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



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)

### Summary of Indicator Items

	Middle Georgia State	Georgia System	MGSC Comparators	NSSE 2013 & 2014
<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	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 
<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	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 
<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 	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 
<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.)	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

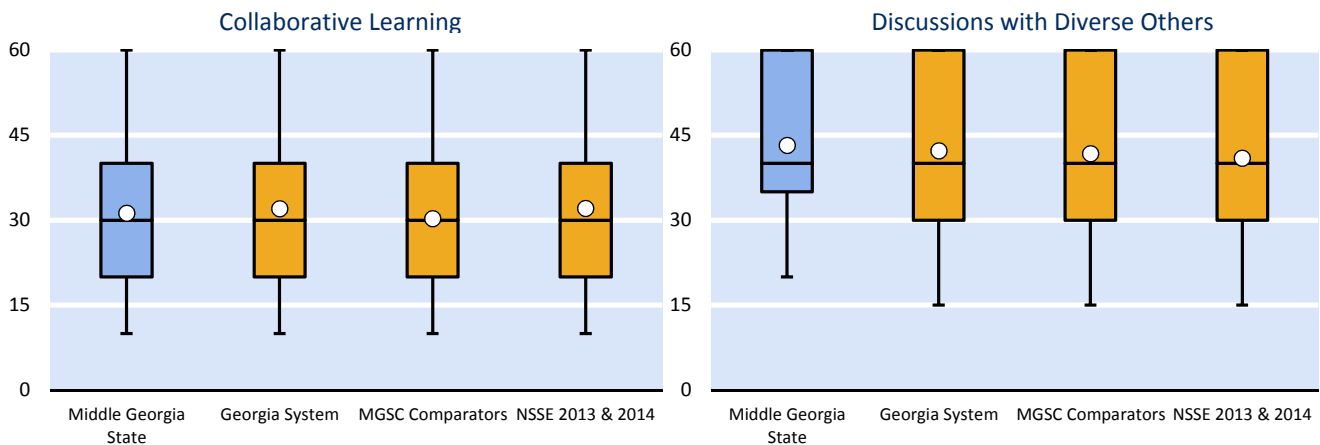
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 first-year students compared with					
		Georgia System		MGSC Comparators		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.2	32.0	-.05	30.3	.07	32.1	-.06
Discussions with Diverse Others	43.2	42.2	.06	41.7	.09	40.9 *	.14

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



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#### Summary of Indicator Items

##### Collaborative Learning

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

	Middle Georgia State	Georgia System	MGSC Comparators	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	43	48	46	50
1f. Explained course material to one or more students	58	58	54	57
1g. Prepared for exams by discussing or working through course material with other students	49	48	43	49
1h. Worked with other students on course projects or assignments	52	51	47	52

##### Discussions with Diverse Others

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

	Middle Georgia State	Georgia System	MGSC Comparators	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	83	77	76	71
8b. People from an economic background other than your own	80	75	75	73
8c. People with religious beliefs other than your own	69	69	68	69
8d. People with political views other than your own	74	71	69	69

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: Seniors

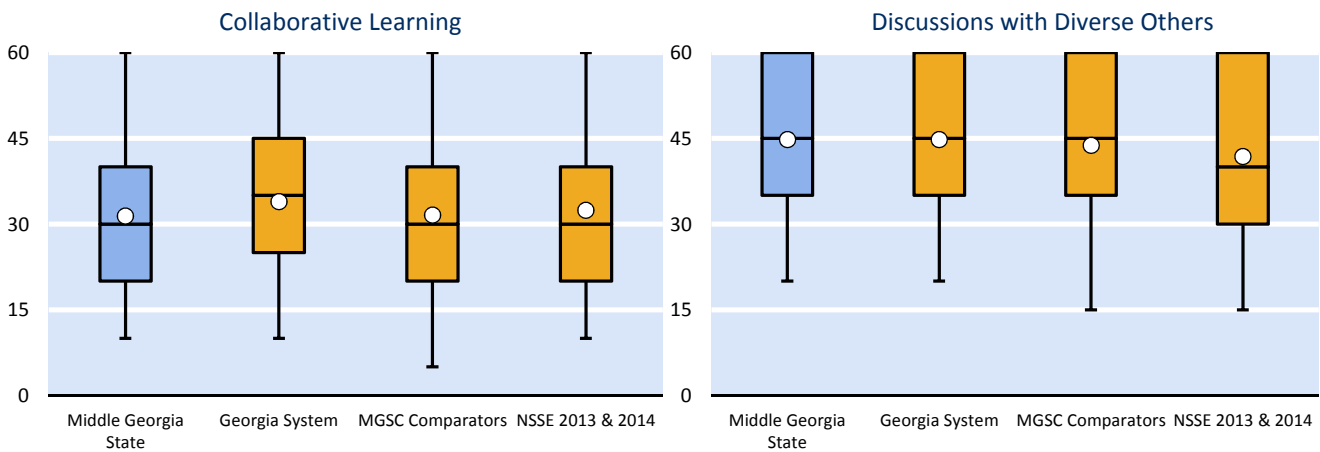
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Georgia System		MGSC Comparators		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.4	34.0 ***	-.18	31.6	-.01	32.4	-.07
Discussions with Diverse Others	44.8	44.8	.00	43.8	.06	41.8 ***	.19

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



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

##### Collaborative Learning

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

	Middle Georgia State	Georgia System	MGSC Comparators	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	33	42	37	40
1f. Explained course material to one or more students	56	62	56	58
1g. Prepared for exams by discussing or working through course material with other students	48	50	45	46
1h. Worked with other students on course projects or assignments	61	67	62	64

##### Discussions with Diverse Others

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

	Middle Georgia State	Georgia System	MGSC Comparators	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	84	81	80	73
8b. People from an economic background other than your own	79	79	78	75
8c. People with religious beliefs other than your own	72	74	73	70
8d. People with political views other than your own	75	76	74	71

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.

### Experiences with Faculty: First-year students

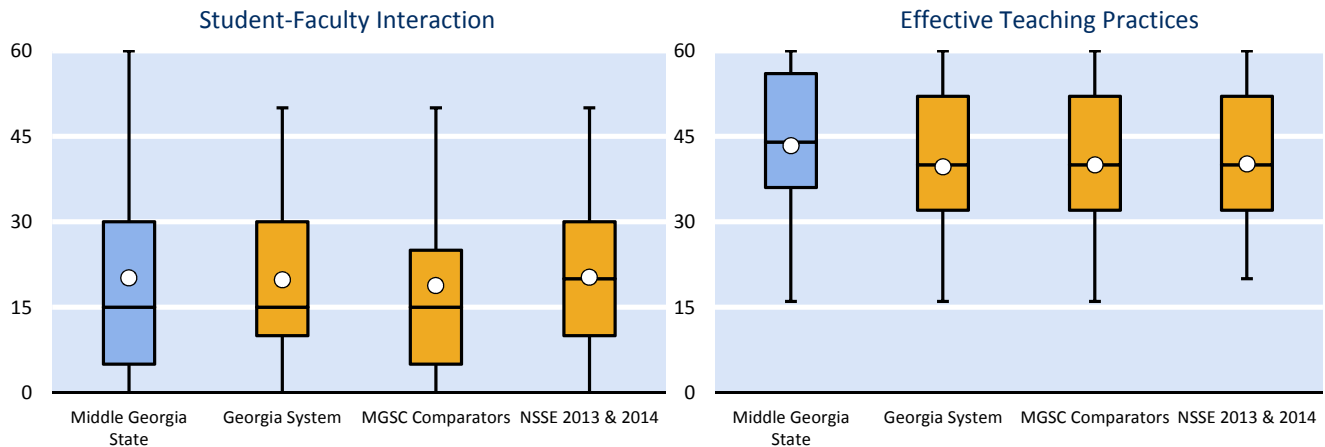
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Middle Georgia State Mean	Your first-year students compared with					
		Georgia System		MGSC Comparators		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.1	19.8	.02	18.8	.09	20.3	-.01
Effective Teaching Practices	43.4	39.6 ***	.27	40.0 ***	.24	40.1 ***	.24

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.

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#### Summary of Indicator Items

##### Student-Faculty Interaction

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

	Middle Georgia State	Georgia System	MGSC Comparators	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	34	31	30	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	18	17	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	24	22	25
3d. Discussed your academic performance with a faculty member	34	30	27	29

##### Effective Teaching Practices

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

	Middle Georgia State	Georgia System	MGSC Comparators	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	87	79	79	81
5b. Taught course sessions in an organized way	81	77	77	79
5c. Used examples or illustrations to explain difficult points	82	76	76	77
5d. Provided feedback on a draft or work in progress	69	64	66	65
5e. Provided prompt and detailed feedback on tests or completed assignments	74	60	63	63

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.

### Experiences with Faculty: Seniors

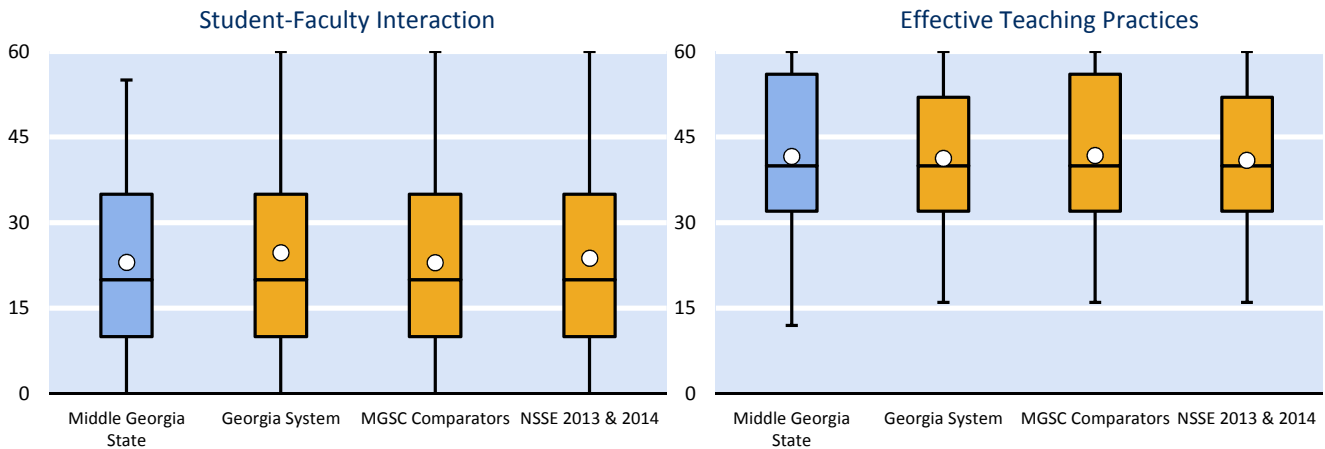
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. 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					
		Georgia System		MGSC Comparators		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.0	24.7 *	-.10	23.0	.00	23.7	-.05
Effective Teaching Practices	41.6	41.3	.02	41.8	-.01	40.9	.05

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.

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#### Summary of Indicator Items

##### Student-Faculty Interaction

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

	Middle Georgia State	Georgia System	MGSC Comparators	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	43	44	40	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	27	25	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	35	31	33
3d. Discussed your academic performance with a faculty member	34	36	34	33

##### Effective Teaching Practices

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

	Middle Georgia State	Georgia System	MGSC Comparators	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	82	82	83	83
5b. Taught course sessions in an organized way	81	81	80	81
5c. Used examples or illustrations to explain difficult points	79	80	79	79
5d. Provided feedback on a draft or work in progress	66	62	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	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

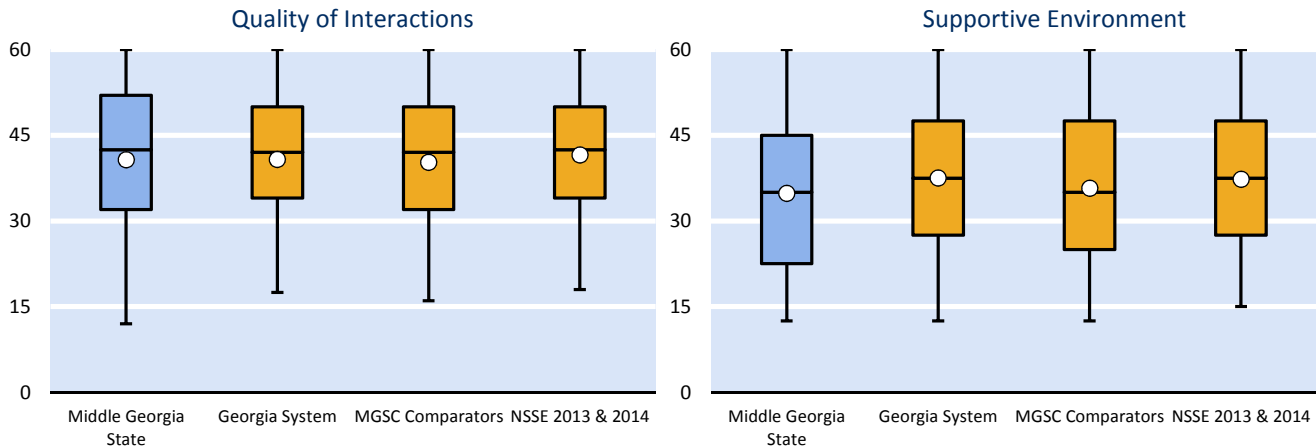
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Middle Georgia State Mean	Your first-year students compared with					
		Georgia System		MGSC Comparators		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.7	40.8	.00	40.2	.04	41.5	-.07
Supportive Environment	34.8	37.5 **	-.19	35.7	-.06	37.3 *	-.18

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



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

##### Quality of Interactions

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

	Middle Georgia State	Georgia System	MGSC Comparators	NSSE 2013 & 2014
13a. Students	61	55	55	59
13b. Academic advisors	44	48	49	48
13c. Faculty	53	47	45	50
13d. Student services staff (career services, student activities, housing, etc.)	49	42	40	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	37	38	41

##### Supportive Environment

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

	Middle Georgia State	Georgia System	MGSC Comparators	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	70	77	75	78
14c. Using learning support services (tutoring services, writing center, etc.)	78	80	75	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	58	57	59
14e. Providing opportunities to be involved socially	66	73	66	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	73	69	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	42	42	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	69	63	68
14i. Attending events that address important social, economic, or political issues	42	55	48	53

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: Seniors

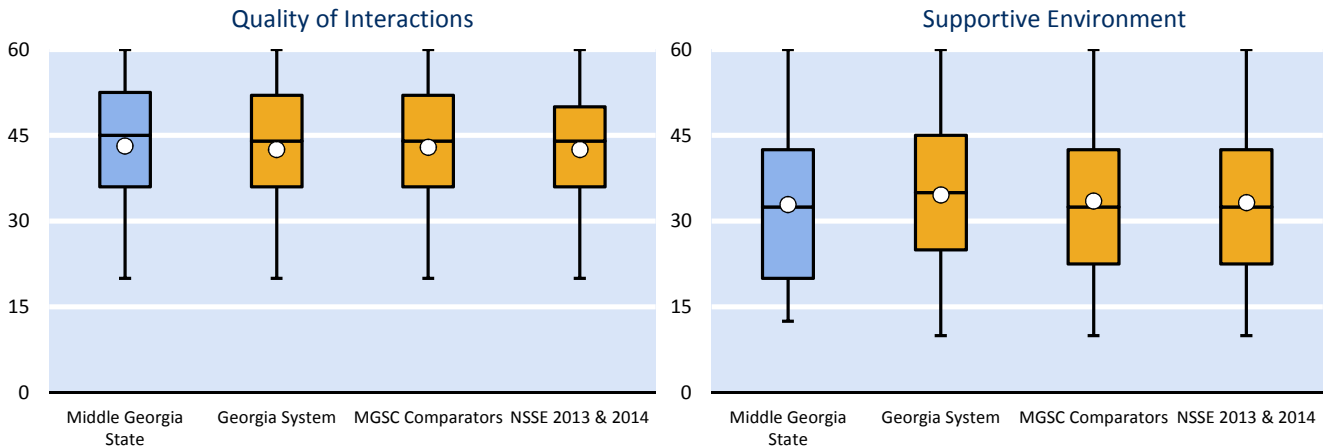
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Middle Georgia State Mean	Your seniors compared with					
		Georgia System		MGSC Comparators		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.2	42.6	.05	42.9	.02	42.5	.05
Supportive Environment	32.9	34.6 *	-.12	33.5	-.04	33.3	-.03

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



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

##### Quality of Interactions

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

	Middle Georgia State	Georgia System	MGSC Comparators	NSSE 2013 & 2014
13a. Students	63	65	64	64
13b. Academic advisors	53	53	56	52
13c. Faculty	67	60	62	60
13d. Student services staff (career services, student activities, housing, etc.)	48	43	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	40	44	42

##### Supportive Environment

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

	Middle Georgia State	Georgia System	MGSC Comparators	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	77	74	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	70	69	70	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	55	57	53
14e. Providing opportunities to be involved socially	63	70	66	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	67	62	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	31	32	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	63	56	57
14i. Attending events that address important social, economic, or political issues	37	49	48	46

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.

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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<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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<sup>b</sup> to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not 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		Middle Georgia State	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.4	40.6	.06	✓	42.7	-.09	✓
	Reflective and Integrative Learning	36.6	37.3	-.06	✓	39.3 **	-.21	
	Learning Strategies	42.6	41.2	.10	✓	43.4	-.06	✓
	Quantitative Reasoning	28.7	28.8	.00	✓	30.6	-.12	
<i>Learning with Peers</i>	Collaborative Learning	31.2	34.7 ***	-.26		37.0 ***	-.43	
	Discussions with Diverse Others	43.2	43.2	.00	✓	45.6 *	-.17	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.1	23.3 **	-.21		26.9 ***	-.42	
	Effective Teaching Practices	43.4	42.4	.08	✓	44.6	-.10	✓
<i>Campus Environment</i>	Quality of Interactions	40.7	44.0 ***	-.29		46.0 ***	-.46	
	Supportive Environment	34.8	39.4 ***	-.34		41.4 ***	-.51	

Seniors		Middle Georgia State	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	42.0	43.3 *	-.09		45.3 ***	-.24	
	Reflective and Integrative Learning	38.3	41.1 ***	-.22		43.1 ***	-.38	
	Learning Strategies	44.2	42.5 *	.12	✓	44.9	-.05	✓
	Quantitative Reasoning	29.7	31.3 *	-.09		33.0 ***	-.20	
<i>Learning with Peers</i>	Collaborative Learning	31.4	35.4 ***	-.29		37.7 ***	-.46	
	Discussions with Diverse Others	44.8	43.9	.06	✓	45.8	-.07	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.0	29.5 ***	-.41		34.4 ***	-.70	
	Effective Teaching Practices	41.6	43.0 *	-.11		45.1 ***	-.26	
<i>Campus Environment</i>	Quality of Interactions	43.2	45.3 ***	-.19		47.4 ***	-.36	
	Supportive Environment	32.9	36.1 ***	-.23		39.0 ***	-.46	

Note: 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 the pooled standard deviation.

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 2013 and 2014 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 <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>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
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
<b>Reflective &amp; Integrative Learning</b>												
Middle Georgia State (N = 233)	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
<b>Learning Strategies</b>												
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
<b>Quantitative Reasoning</b>												
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
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
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
Top 10%	37.0	13.6	.06	15	25	35	45	60	46,006	-5.8	.000	-.428
<b>Discussions with Diverse Others</b>												
Middle Georgia State (N = 225)	43.2	15.6	1.04	20	35	40	60	60				
Georgia System	42.2	15.9	.14	15	30	40	60	60	12,469	1.0	.368	.061
MGSC Comparators	41.7	16.3	.24	15	30	40	60	60	4,771	1.5	.178	.092
NSSE 2013 & 2014	40.9	16.0	.03	15	30	40	60	60	313,479	2.3	.033	.142
Top 50%	43.2	15.4	.04	20	35	45	60	60	183,649	-.1	.953	-.004
Top 10%	45.6	14.8	.08	20	40	50	60	60	38,608	-2.5	.013	-.165



#### 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 = 232)	20.1	16.5	1.08	0	5	15	30	60				
Georgia System	19.8	15.0	.13	0	10	15	30	50	238	.3	.772	.021
MGSC Comparators	18.8	15.0	.21	0	5	15	25	50	249	1.3	.234	.087
NSSE 2013 & 2014	20.3	14.6	.02	0	10	20	30	50	231	-.2	.888	-.010
Top 50%	23.3	15.0	.04	0	10	20	30	55	120,632	-3.2	.001	-.214
Top 10%	26.9	16.2	.12	5	15	25	40	60	19,871	-6.8	.000	-.420
<b>Effective Teaching Practices</b>												
Middle Georgia State (N = 233)	43.4	13.3	.87	16	36	44	56	60				
Georgia System	39.6	13.7	.12	16	32	40	52	60	13,963	3.7	.000	.272
MGSC Comparators	40.0	14.0	.20	16	32	40	52	60	5,246	3.4	.000	.242
NSSE 2013 & 2014	40.1	13.3	.02	20	32	40	52	60	343,557	3.2	.000	.242
Top 50%	42.4	13.2	.04	20	32	44	52	60	133,576	1.0	.243	.076
Top 10%	44.6	13.3	.08	20	36	44	56	60	26,806	-1.3	.146	-.096
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Middle Georgia State (N = 214)	40.7	14.1	.97	12	32	43	52	60				
Georgia System	40.8	12.7	.12	18	34	42	50	60	219	-.1	.957	-.004
MGSC Comparators	40.2	13.1	.20	16	32	42	50	60	231	.5	.635	.036
NSSE 2013 & 2014	41.5	12.4	.02	18	34	43	50	60	213	-.8	.389	-.067
Top 50%	44.0	11.4	.03	22	38	46	52	60	213	-3.3	.001	-.288
Top 10%	46.0	11.6	.08	24	40	48	55	60	215	-5.3	.000	-.458
<b>Supportive Environment</b>												
Middle Georgia State (N = 208)	34.8	14.8	1.03	13	23	35	45	60				
Georgia System	37.5	14.2	.13	13	28	38	48	60	11,300	-2.7	.007	-.188
MGSC Comparators	35.7	14.7	.23	13	25	35	48	60	4,388	-.9	.401	-.060
NSSE 2013 & 2014	37.3	13.8	.03	15	28	38	48	60	288,670	-2.5	.011	-.177
Top 50%	39.4	13.2	.03	18	30	40	50	60	207	-4.5	.000	-.343
Top 10%	41.4	12.8	.07	20	33	40	53	60	209	-6.5	.000	-.507

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm$  1.96 \* SEM.

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

	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>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Middle Georgia State (N = 450)	42.0	14.3	.67	20	30	40	55	60				
Georgia System	41.6	14.4	.12	20	30	40	55	60	16,116	.4	.590	.026
MGSC Comparators	41.4	14.4	.18	15	30	40	55	60	6,977	.5	.439	.038
NSSE 2013 & 2014	41.2	14.1	.02	20	30	40	55	60	500,990	.8	.253	.054
Top 50%	43.3	13.7	.03	20	35	40	55	60	199,149	-1.3	.047	-.094
Top 10%	45.3	13.6	.06	20	40	45	60	60	49,401	-3.3	.000	-.241
<b>Reflective &amp; Integrative Learning</b>												
Middle Georgia State (N = 461)	38.3	12.5	.58	17	31	37	49	60				
Georgia System	38.9	13.3	.10	17	29	40	49	60	16,884	-.6	.354	-.044
MGSC Comparators	38.6	13.3	.16	17	29	40	49	60	7,229	-.3	.695	-.019
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	521,108	-.6	.330	-.045
Top 50%	41.1	12.6	.03	20	31	40	51	60	195,534	-2.7	.000	-.215
Top 10%	43.1	12.5	.06	20	34	43	54	60	43,230	-4.7	.000	-.377
<b>Learning Strategies</b>												
Middle Georgia State (N = 441)	44.2	14.4	.69	20	33	47	60	60				
Georgia System	41.9	14.6	.12	20	33	40	53	60	15,035	2.3	.001	.157
MGSC Comparators	42.5	14.6	.19	20	33	40	60	60	6,567	1.6	.024	.111
NSSE 2013 & 2014	40.3	14.8	.02	13	27	40	53	60	473,981	3.8	.000	.259
Top 50%	42.5	14.5	.03	20	33	40	60	60	244,425	1.7	.014	.117
Top 10%	44.9	14.1	.06	20	33	47	60	60	62,832	-.7	.293	-.050
<b>Quantitative Reasoning</b>												
Middle Georgia State (N = 456)	29.7	17.0	.80	0	20	27	40	60				
Georgia System	30.5	17.4	.14	0	20	27	40	60	16,515	-.8	.346	-.045
MGSC Comparators	29.8	17.5	.21	0	20	27	40	60	7,119	-.1	.950	-.003
NSSE 2013 & 2014	29.9	17.4	.02	0	20	27	40	60	510,469	-.2	.798	-.012
Top 50%	31.3	17.2	.03	0	20	33	40	60	309,328	-1.6	.045	-.094
Top 10%	33.0	16.9	.06	0	20	33	47	60	77,664	-3.3	.000	-.197
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Middle Georgia State (N = 469)	31.4	14.1	.65	10	20	30	40	60				
Georgia System	34.0	14.3	.11	10	25	35	45	60	17,279	-2.5	.000	-.178
MGSC Comparators	31.6	14.9	.18	5	20	30	40	60	541	-.2	.808	-.011
NSSE 2013 & 2014	32.4	14.6	.02	10	20	30	40	60	527,591	-1.0	.146	-.067
Top 50%	35.4	13.8	.03	15	25	35	45	60	261,195	-4.0	.000	-.287
Top 10%	37.7	13.6	.06	15	30	40	50	60	52,564	-6.3	.000	-.463
<b>Discussions with Diverse Others</b>												
Middle Georgia State (N = 437)	44.8	15.0	.72	20	35	45	60	60				
Georgia System	44.8	15.8	.13	20	35	45	60	60	15,256	.0	.959	.003
MGSC Comparators	43.8	16.2	.21	15	35	45	60	60	6,637	1.0	.202	.063
NSSE 2013 & 2014	41.8	16.1	.02	15	30	40	60	60	478,508	3.0	.000	.186
Top 50%	43.9	15.8	.03	20	35	45	60	60	300,526	.9	.238	.057
Top 10%	45.8	15.4	.06	20	40	50	60	60	78,022	-1.0	.169	-.066

#### Detailed Statistics: Seniors

	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 = 453)	23.0	16.1	.76	0	10	20	35	55				
Georgia System	24.7	16.5	.13	0	10	20	35	60	16,468	-1.7	.032	-.102
MGSC Comparators	23.0	16.3	.20	0	10	20	35	60	7,114	.0	.953	.003
NSSE 2013 & 2014	23.7	16.3	.02	0	10	20	35	60	510,349	-.7	.337	-.045
Top 50%	29.5	16.1	.05	5	20	30	40	60	123,760	-6.5	.000	-.406
Top 10%	34.4	16.4	.13	10	20	35	45	60	17,178	-11.4	.000	-.696
<b>Effective Teaching Practices</b>												
Middle Georgia State (N = 461)	41.6	14.9	.69	12	32	40	56	60				
Georgia System	41.3	14.1	.11	16	32	40	52	60	16,722	.3	.621	.023
MGSC Comparators	41.8	14.1	.17	16	32	40	56	60	7,184	-.2	.812	-.011
NSSE 2013 & 2014	40.9	13.7	.02	16	32	40	52	60	461	.7	.332	.049
Top 50%	43.0	13.6	.03	20	36	44	56	60	462	-1.5	.036	-.107
Top 10%	45.1	13.4	.08	20	36	48	60	60	472	-3.5	.000	-.263
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Middle Georgia State (N = 427)	43.2	12.5	.61	20	36	45	53	60				
Georgia System	42.6	12.0	.10	20	36	44	52	60	14,743	.6	.302	.051
MGSC Comparators	42.9	12.2	.16	20	36	44	52	60	6,352	.3	.668	.021
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	458,551	.6	.271	.053
Top 50%	45.3	11.3	.03	24	38	48	54	60	428	-2.1	.001	-.187
Top 10%	47.4	11.6	.06	24	40	50	58	60	434	-4.2	.000	-.362
<b>Supportive Environment</b>												
Middle Georgia State (N = 420)	32.9	14.5	.71	13	20	33	43	60				
Georgia System	34.6	14.3	.12	10	25	35	45	60	14,295	-1.7	.018	-.117
MGSC Comparators	33.5	14.9	.20	10	23	33	43	60	6,275	-.7	.380	-.044
NSSE 2013 & 2014	33.3	14.4	.02	10	23	33	43	60	451,643	-.4	.589	-.026
Top 50%	36.1	13.8	.03	13	28	38	45	60	190,072	-3.2	.000	-.232
Top 10%	39.0	13.3	.07	17	30	40	50	60	428	-6.1	.000	-.456

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm$  1.96 \* SEM.

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.