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# NSSE 2014

## Engagement Indicators

University of West Georgia

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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.

### 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		Your first-year students compared with	Your first-year students compared with	Your first-year students compared with
Theme	Engagement Indicator	Peers	Southeast Public	USG
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		Your seniors compared with	Your seniors compared with	Your seniors compared with
Theme	Engagement Indicator	Peers	Southeast Public	USG
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

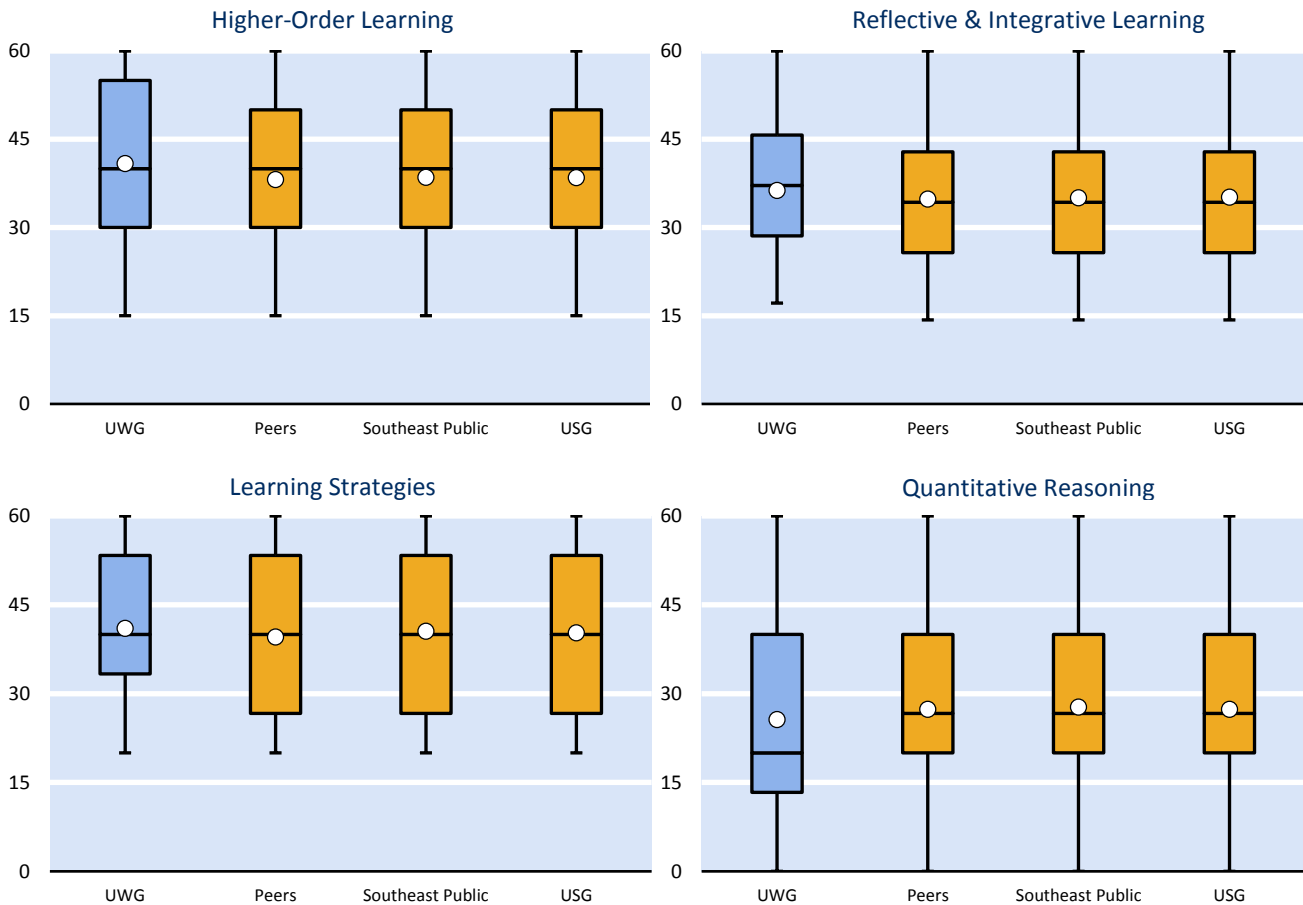
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UWG Mean	Your first-year students compared with					
		Peers		Southeast Public		USG	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.9	38.2 ***	.19	38.5 **	.16	38.5 **	.16
Reflective & Integrative Learning	36.3	34.8 *	.11	35.0	.10	35.2	.09
Learning Strategies	41.0	39.5	.10	40.5	.03	40.2	.05
Quantitative Reasoning	25.6	27.3	-.10	27.7 *	-.13	27.4	-.10

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

	UWG	Peers	Southeast Public	USG
<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	73 	71 	70 	72 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77 	70 	70 	71 
4d. Evaluating a point of view, decision, or information source	73 	69 	70 	69 
4e. Forming a new idea or understanding from various pieces of information	73 	66 	67 	66 
<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 	53 	53 
2b. Connected your learning to societal problems or issues	52 	51 	51 	51 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55 	49 	50 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69 	61 	62 	62 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70 	65 	66 	67 
2f. Learned something that changed the way you understand an issue or concept	66 	63 	64 	62 
2g. Connected ideas from your courses to your prior experiences and knowledge	75 	74 	74 	75 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79 	79 	80 	81 
9b. Reviewed your notes after class	67 	67 	69 	68 
9c. Summarized what you learned in class or from course materials	66 	64 	66 	65 
<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.)	50 	51 	52 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36 	38 	40 	38 
6c. Evaluated what others have concluded from numerical information	31 	36 	37 	38 

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

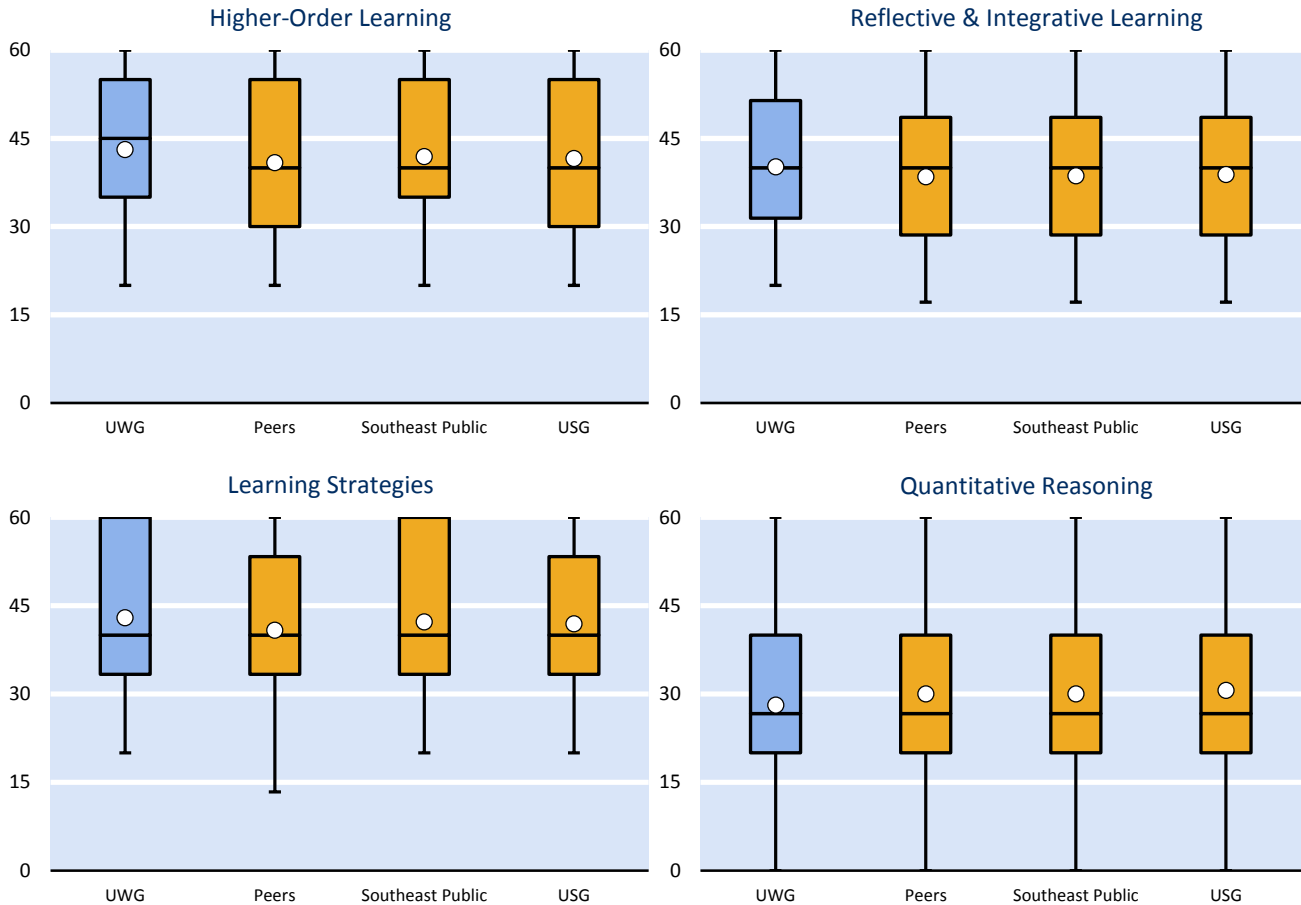
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UWG Mean	Your seniors compared with					
		Peers		Southeast Public		USG	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.1	40.9 *	.15	41.9	.08	41.6	.10
Reflective & Integrative Learning	40.1	38.5 *	.13	38.6	.11	38.9	.10
Learning Strategies	42.9	40.8 *	.14	42.2	.05	41.9	.07
Quantitative Reasoning	28.1	30.0	-.11	30.0	-.11	30.6 *	-.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



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

	UWG	Peers	Southeast Public	USG
<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	80 	80 	81 	81 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79 	76 	78 	78 
4d. Evaluating a point of view, decision, or information source	72 	71 	72 	71 
4e. Forming a new idea or understanding from various pieces of information	79 	72 	74 	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	74 	73 	72 	73 
2b. Connected your learning to societal problems or issues	65 	63 	63 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61 	54 	54 	54 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65 	65 	66 	65 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71 	69 	70 	70 
2f. Learned something that changed the way you understand an issue or concept	72 	68 	68 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	86 	83 	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	86 	83 	83 	84 
9b. Reviewed your notes after class	71 	65 	70 	68 
9c. Summarized what you learned in class or from course materials	70 	67 	71 	70 
<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.)	50 	55 	56 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37 	45 	44 	46 
6c. Evaluated what others have concluded from numerical information	37 	44 	44 	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.

## Learning with Peers: First-year students

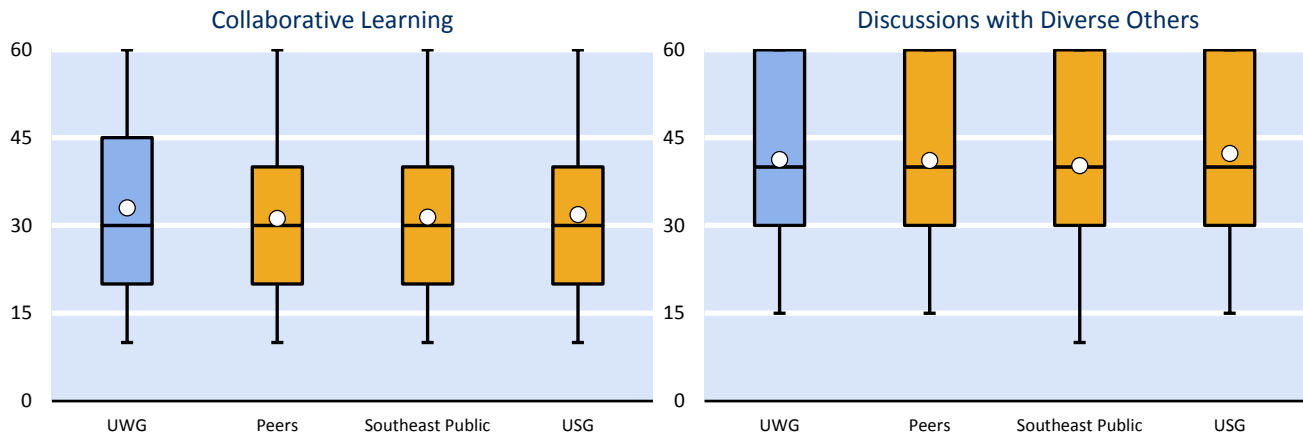
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	UWG Mean	Your first-year students compared with					
		Peers Mean	Peers Effect size	Southeast Public Mean	Southeast Public Effect size	USG Mean	USG Effect size
Collaborative Learning	33.0	31.2 *	.13	31.4 *	.11	31.9	.08
Discussions with Diverse Others	41.3	41.1	.01	40.2	.07	42.3	-.06

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"...

	UWG	Peers	Southeast Public	USG
1e. Asked another student to help you understand course material	53	47	47	48
1f. Explained course material to one or more students	63	56	56	58
1g. Prepared for exams by discussing or working through course material with other students	51	47	48	47
1h. Worked with other students on course projects or assignments	48	49	49	51

#### Discussions with Diverse Others

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

	UWG	Peers	Southeast Public	USG
8a. People from a race or ethnicity other than your own	76	72	71	77
8b. People from an economic background other than your own	72	74	72	76
8c. People with religious beliefs other than your own	67	68	65	69
8d. People with political views other than your own	70	70	67	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.



## Learning with Peers: Seniors

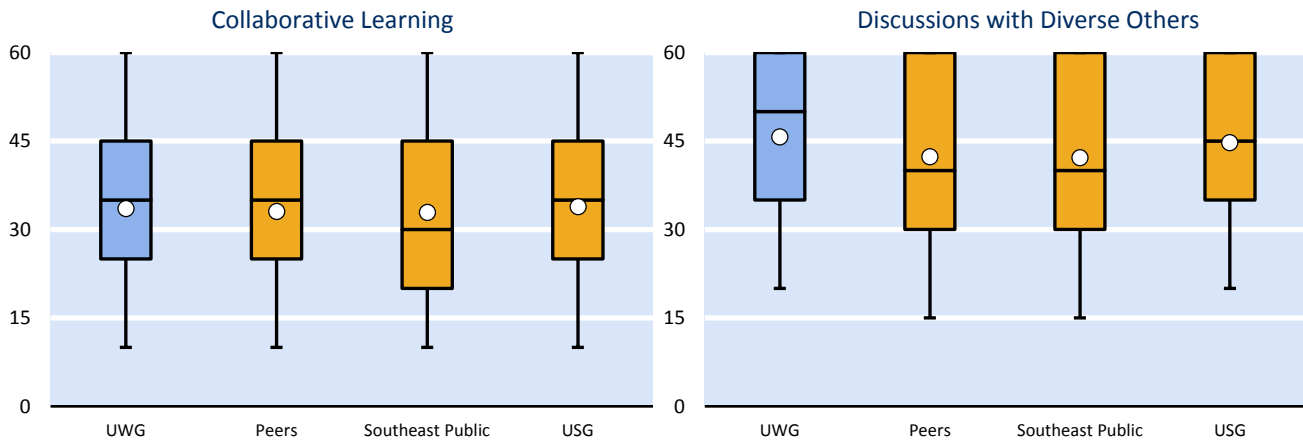
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	UWG Mean	Your seniors compared with					
		Peers		Southeast Public		USG	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.6	33.1	.03	32.9	.04	33.9	-.02
Discussions with Diverse Others	45.7	42.3 ***	.21	42.2 ***	.21	44.7	.06

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"...

	UWG	Peers	Southeast Public	USG
1e. Asked another student to help you understand course material	38	42	41	42
1f. Explained course material to one or more students	65	61	60	62
1g. Prepared for exams by discussing or working through course material with other students	50	47	48	50
1h. Worked with other students on course projects or assignments	65	66	63	67

#### Discussions with Diverse Others

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

	UWG	Peers	Southeast Public	USG
8a. People from a race or ethnicity other than your own	82	72	73	81
8b. People from an economic background other than your own	80	75	75	79
8c. People with religious beliefs other than your own	71	71	70	74
8d. People with political views other than your own	78	75	74	76

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

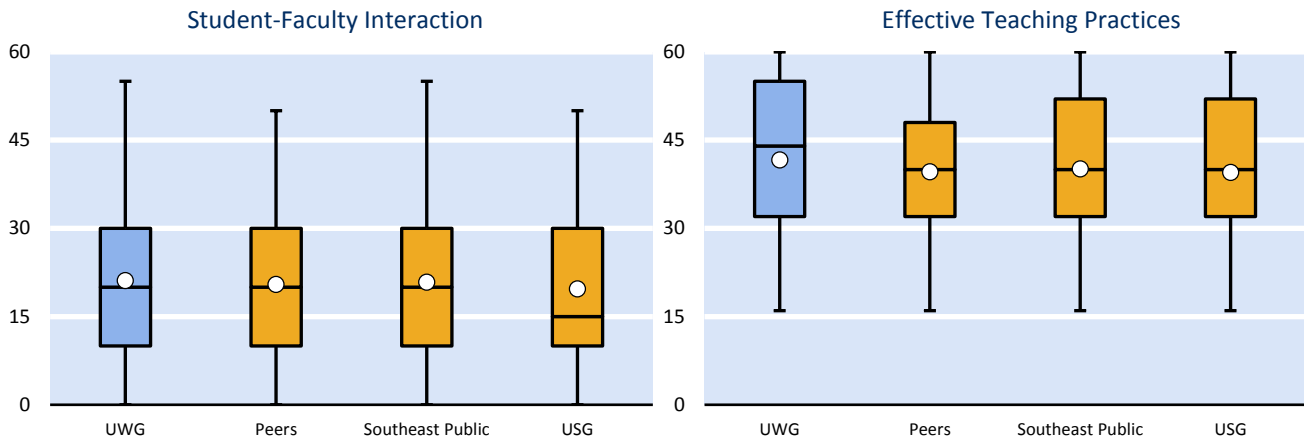
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UWG Mean	Your first-year students compared with					
		Peers Mean	Peers Effect size	Southeast Public Mean	Southeast Public Effect size	USG Mean	USG Effect size
Student-Faculty Interaction	21.1	20.5	.04	20.8	.02	19.7	.09
Effective Teaching Practices	41.6	39.6 *	.15	40.1 *	.11	39.5 **	.15

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

##### Student-Faculty Interaction

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

	UWG	Peers	Southeast Public	USG
3a. Talked about career plans with a faculty member	34	34	35	31
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	19	20	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	25	25	24
3d. Discussed your academic performance with a faculty member	34	30	31	29

##### Effective Teaching Practices

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

	UWG	Peers	Southeast Public	USG
5a. Clearly explained course goals and requirements	82	79	79	79
5b. Taught course sessions in an organized way	79	79	77	77
5c. Used examples or illustrations to explain difficult points	74	76	75	76
5d. Provided feedback on a draft or work in progress	69	65	66	64
5e. Provided prompt and detailed feedback on tests or completed assignments	64	61	62	60

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

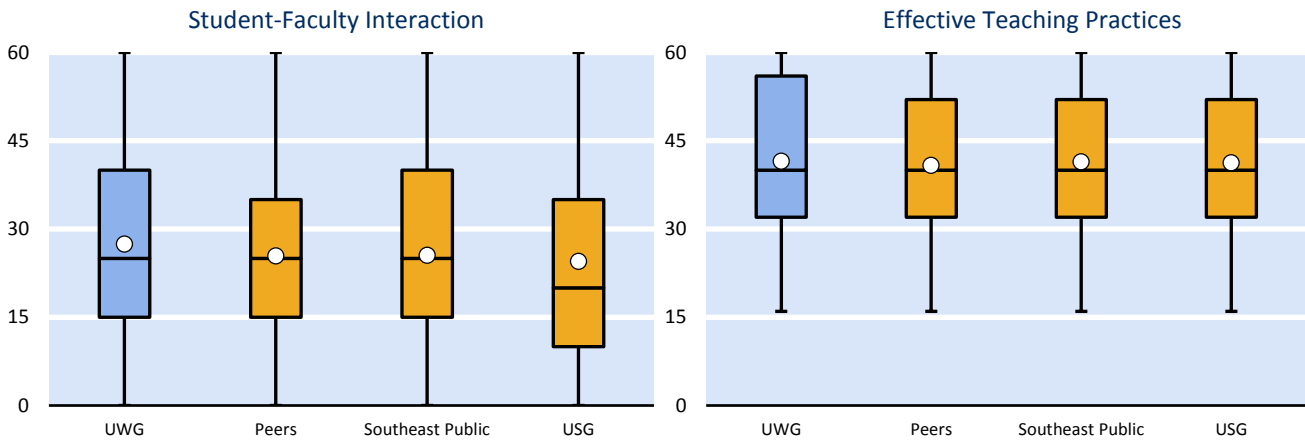
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UWG Mean	Your seniors compared with					
		Peers Mean	Effect size	Southeast Public Mean	Effect size	USG Mean	Effect size
Student-Faculty Interaction	27.4	25.4 *	.12	25.5	.11	24.5 **	.18
Effective Teaching Practices	41.5	40.8	.05	41.4	.01	41.3	.02

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

##### Student-Faculty Interaction

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

	UWG	Peers	Southeast Public	USG
3a. Talked about career plans with a faculty member	49	46	46	44
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	29	28	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	37	37	35
3d. Discussed your academic performance with a faculty member	44	36	38	36

##### Effective Teaching Practices

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

	UWG	Peers	Southeast Public	USG
5a. Clearly explained course goals and requirements	83	82	82	82
5b. Taught course sessions in an organized way	78	80	80	81
5c. Used examples or illustrations to explain difficult points	79	79	79	80
5d. Provided feedback on a draft or work in progress	66	62	64	61
5e. Provided prompt and detailed feedback on tests or completed assignments	67	68	69	68

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

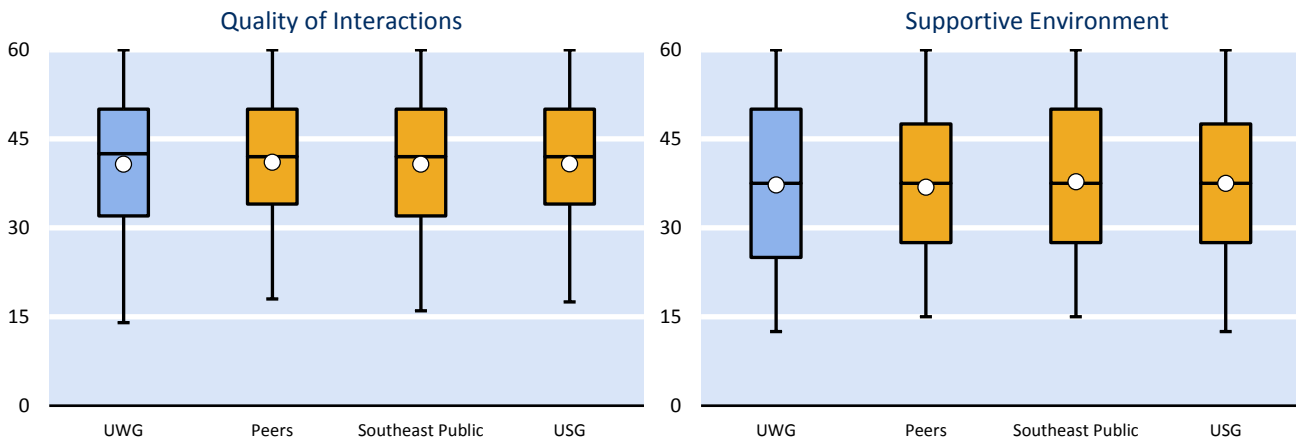
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UWG Mean	Your first-year students compared with					
		Peers		Southeast Public		USG	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.7	41.1	-.03	40.7	.00	40.8	.00
Supportive Environment	37.2	36.8	.03	37.8	-.04	37.5	-.02

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...

	UWG	Peers	Southeast Public	USG
13a. Students	51	55	56	56
13b. Academic advisors	49	49	48	48
13c. Faculty	52	47	47	46
13d. Student services staff (career services, student activities, housing, etc.)	45	42	41	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	39	40	37

##### Supportive Environment

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

	UWG	Peers	Southeast Public	USG
14b. Providing support to help students succeed academically	78	76	77	77
14c. Using learning support services (tutoring services, writing center, etc.)	82	77	79	80
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	56	58	58
14e. Providing opportunities to be involved socially	70	72	72	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	73	72	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	44	45	41
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	68	71	70
14i. Attending events that address important social, economic, or political issues	51	51	55	55

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

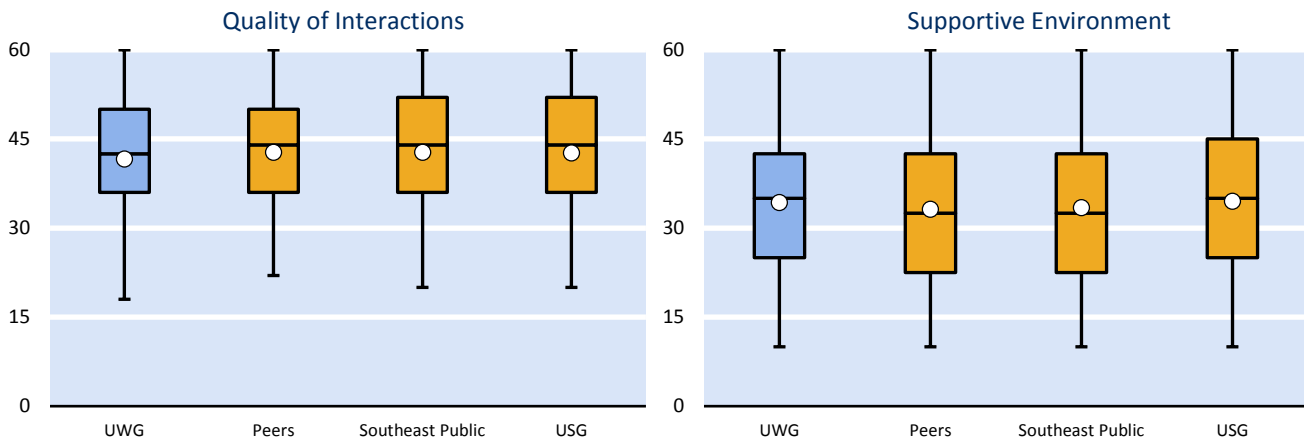
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UWG Mean	Your seniors compared with					
		Peers Mean	Peers Effect size	Southeast Public Mean	Southeast Public Effect size	USG Mean	USG Effect size
Quality of Interactions	41.6	42.7	-.09	42.8	-.10	42.6	-.08
Supportive Environment	34.3	33.1	.08	33.4	.06	34.5	-.02

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...

	UWG	Peers	Southeast Public	USG
13a. Students	60	63	63	65
13b. Academic advisors	50	53	56	53
13c. Faculty	66	61	61	60
13d. Student services staff (career services, student activities, housing, etc.)	45	43	43	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	42	41	40

##### Supportive Environment

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

	UWG	Peers	Southeast Public	USG
14b. Providing support to help students succeed academically	77	72	72	73
14c. Using learning support services (tutoring services, writing center, etc.)	74	67	67	69
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	51	52	55
14e. Providing opportunities to be involved socially	66	67	67	70
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	65	63	66
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	30	32	31
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	57	59	63
14i. Attending events that address important social, economic, or political issues	40	46	46	49

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.

### 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

Theme	Engagement Indicator	UWG Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.9	40.6	.02	✓	42.7 *	-.14	
	Reflective and Integrative Learning	36.3	37.3	-.08	✓	39.3 ***	-.24	
	Learning Strategies	41.0	41.2	-.02	✓	43.4 **	-.17	
	Quantitative Reasoning	25.6	28.8 ***	-.19		30.6 ***	-.31	
Learning with Peers	Collaborative Learning	33.0	34.7 *	-.12		37.0 ***	-.30	
	Discussions with Diverse Others	41.3	43.2 *	-.13		45.6 ***	-.29	
Experiences with Faculty	Student-Faculty Interaction	21.1	23.4 **	-.15		26.9 ***	-.36	
	Effective Teaching Practices	41.6	42.4	-.06	✓	44.6 ***	-.22	
Campus Environment	Quality of Interactions	40.7	44.0 ***	-.29		46.0 ***	-.45	
	Supportive Environment	37.2	39.4 *	-.17		41.4 ***	-.32	

#### Seniors

Theme	Engagement Indicator	UWG Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	43.1	43.3	-.01	✓	45.3 **	-.16	
	Reflective and Integrative Learning	40.1	41.1	-.07	✓	43.1 ***	-.23	
	Learning Strategies	42.9	42.5	.03	✓	44.9 *	-.14	
	Quantitative Reasoning	28.1	31.3 **	-.19		33.0 ***	-.29	
Learning with Peers	Collaborative Learning	33.6	35.4 *	-.13		37.7 ***	-.31	
	Discussions with Diverse Others	45.7	43.9	.11	✓	45.8	-.01	✓
Experiences with Faculty	Student-Faculty Interaction	27.4	29.6 *	-.13		34.4 ***	-.42	
	Effective Teaching Practices	41.5	43.1	-.11		45.1 ***	-.27	
Campus Environment	Quality of Interactions	41.6	45.3 ***	-.32		47.4 ***	-.49	
	Supportive Environment	34.3	36.1 *	-.13		39.0 ***	-.35	

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>												
UWG (N = 347)	40.9	14.3	.77	15	30	40	55	60				
Peers	38.2	14.4	.25	15	30	40	50	60	3,707	2.7	.001	.187
Southeast Public	38.5	14.6	.22	15	30	40	50	60	4,609	2.3	.004	.159
USG	38.5	14.6	.22	15	30	40	50	60	4,575	2.4	.003	.165
Top 50%	40.6	13.6	.06	20	30	40	50	60	55,547	.3	.704	.020
Top 10%	42.7	13.6	.14	20	35	40	55	60	10,271	-1.9	.011	-.139
<b>Reflective &amp; Integrative Learning</b>												
UWG (N = 371)	36.3	12.5	.65	17	29	37	46	60				
Peers	34.8	12.9	.22	14	26	34	43	60	3,874	1.5	.036	.115
Southeast Public	35.0	13.1	.20	14	26	34	43	60	4,834	1.3	.073	.097
USG	35.2	13.2	.20	14	26	34	43	60	4,807	1.2	.103	.088
Top 50%	37.3	12.5	.05	17	29	37	46	60	55,939	-1.0	.120	-.081
Top 10%	39.3	12.6	.11	20	31	40	49	60	12,345	-3.0	.000	-.236
<b>Learning Strategies</b>												
UWG (N = 326)	41.0	14.6	.81	20	33	40	53	60				
Peers	39.5	14.1	.25	20	27	40	53	60	3,458	1.5	.075	.104
Southeast Public	40.5	14.3	.23	20	27	40	53	60	4,214	.5	.558	.034
USG	40.2	14.2	.23	20	27	40	53	60	4,135	.8	.354	.054
Top 50%	41.2	14.0	.06	20	33	40	53	60	49,079	-.2	.775	-.016
Top 10%	43.4	14.0	.14	20	33	40	60	60	10,720	-2.4	.002	-.172
<b>Quantitative Reasoning</b>												
UWG (N = 355)	25.6	17.9	.95	0	13	20	40	60				
Peers	27.3	16.8	.29	0	20	27	40	60	3,758	-1.7	.070	-.101
Southeast Public	27.7	16.8	.26	0	20	27	40	60	4,688	-2.1	.023	-.126
USG	27.4	16.7	.26	0	20	27	40	60	4,646	-1.7	.060	-.104
Top 50%	28.8	16.3	.06	0	20	27	40	60	357	-3.2	.001	-.195
Top 10%	30.6	16.2	.13	0	20	27	40	60	366	-5.0	.000	-.309
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UWG (N = 375)	33.0	14.7	.76	10	20	30	45	60				
Peers	31.2	14.1	.23	10	20	30	40	60	3,957	1.8	.021	.125
Southeast Public	31.4	14.2	.21	10	20	30	40	60	4,944	1.6	.041	.110
USG	31.9	14.2	.21	10	20	30	40	60	4,979	1.1	.146	.078
Top 50%	34.7	13.7	.05	15	25	35	45	60	378	-1.7	.026	-.125
Top 10%	37.0	13.6	.11	15	25	35	45	60	390	-4.0	.000	-.296
<b>Discussions with Diverse Others</b>												
UWG (N = 333)	41.3	15.7	.86	15	30	40	60	60				
Peers	41.1	16.0	.28	15	30	40	60	60	3,511	.2	.867	.010
Southeast Public	40.2	16.4	.26	10	30	40	60	60	4,285	1.1	.253	.065
USG	42.3	15.9	.26	15	30	40	60	60	4,197	-1.0	.264	-.064
Top 50%	43.2	15.4	.06	20	35	45	60	60	61,839	-2.0	.021	-.127
Top 10%	45.6	14.8	.13	20	40	50	60	60	13,256	-4.3	.000	-.292

#### 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>												
UWG (N = 362)	21.1	15.8	.83	0	10	20	30	55				
Peers	20.5	15.0	.26	0	10	20	30	50	432	.6	.477	.041
Southeast Public	20.8	15.4	.23	0	10	20	30	55	4,741	.3	.756	.017
USG	19.7	14.9	.23	0	10	15	30	50	417	1.4	.104	.093
Top 50%	23.4	15.0	.07	0	10	20	30	55	40,541	-2.2	.005	-.150
Top 10%	26.9	16.2	.20	5	15	25	40	60	6,974	-5.8	.000	-.360
<b>Effective Teaching Practices</b>												
UWG (N = 360)	41.6	14.3	.75	16	32	44	55	60				
Peers	39.6	13.4	.23	16	32	40	48	60	428	2.0	.012	.147
Southeast Public	40.1	13.9	.21	16	32	40	52	60	4,752	1.5	.044	.110
USG	39.5	13.7	.21	16	32	40	52	60	4,700	2.1	.005	.154
Top 50%	42.4	13.2	.06	20	32	44	52	60	364	-.7	.336	-.055
Top 10%	44.6	13.3	.14	20	36	44	56	60	9,307	-3.0	.000	-.225
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UWG (N = 320)	40.7	13.5	.75	14	32	43	50	60				
Peers	41.1	12.2	.22	18	34	42	50	60	3,359	-.3	.650	-.027
Southeast Public	40.7	12.9	.21	16	32	42	50	60	4,147	.0	.974	.002
USG	40.8	12.7	.21	18	34	42	50	60	4,019	.0	.964	-.003
Top 50%	44.0	11.4	.06	22	38	46	52	60	323	-3.3	.000	-.286
Top 10%	46.0	11.6	.13	24	40	48	55	60	339	-5.3	.000	-.454
<b>Supportive Environment</b>												
UWG (N = 297)	37.2	14.7	.85	13	25	38	50	60				
Peers	36.8	13.9	.26	15	28	38	48	60	3,221	.4	.660	.027
Southeast Public	37.8	14.3	.24	15	28	38	50	60	3,875	-.6	.510	-.040
USG	37.5	14.1	.24	13	28	38	48	60	3,804	-.3	.737	-.020
Top 50%	39.4	13.2	.06	18	30	40	50	60	298	-2.2	.011	-.167
Top 10%	41.4	12.8	.12	20	33	40	53	60	308	-4.2	.000	-.322

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>												
UWG (N = 266)	43.1	14.3	.88	20	35	45	55	60				
Peers	40.9	14.2	.23	20	30	40	55	60	4,193	2.2	.015	.155
Southeast Public	41.9	14.3	.19	20	35	40	55	60	5,833	1.2	.183	.084
USG	41.6	14.4	.19	20	30	40	55	60	5,983	1.5	.095	.105
Top 50%	43.3	13.7	.05	20	35	40	55	60	73,952	-.2	.809	-.015
Top 10%	45.3	13.6	.10	20	40	45	60	60	18,442	-2.2	.009	-.161
<b>Reflective &amp; Integrative Learning</b>												
UWG (N = 281)	40.1	13.2	.79	20	31	40	51	60				
Peers	38.5	13.0	.20	17	29	40	49	60	4,349	1.7	.038	.128
Southeast Public	38.6	13.4	.18	17	29	40	49	60	6,043	1.5	.066	.112
USG	38.9	13.3	.17	17	29	40	49	60	6,268	1.3	.115	.096
Top 50%	41.1	12.6	.05	20	31	40	51	60	72,439	-.9	.216	-.074
Top 10%	43.1	12.5	.10	20	34	43	54	60	16,162	-2.9	.000	-.234
<b>Learning Strategies</b>												
UWG (N = 253)	42.9	14.0	.88	20	33	40	60	60				
Peers	40.8	14.7	.24	13	33	40	53	60	3,974	2.1	.026	.144
Southeast Public	42.2	14.7	.20	20	33	40	60	60	5,462	.7	.432	.051
USG	41.9	14.6	.20	20	33	40	53	60	5,582	1.1	.258	.073
Top 50%	42.5	14.5	.05	20	33	40	60	60	90,765	.5	.602	.033
Top 10%	44.9	14.1	.09	20	33	47	60	60	23,421	-1.9	.031	-.136
<b>Quantitative Reasoning</b>												
UWG (N = 275)	28.1	16.9	1.02	0	20	27	40	60				
Peers	30.0	17.0	.27	0	20	27	40	60	4,281	-1.9	.068	-.114
Southeast Public	30.0	17.4	.23	0	20	27	40	60	5,923	-1.9	.072	-.111
USG	30.6	17.4	.23	0	20	27	40	60	6,132	-2.5	.020	-.144
Top 50%	31.3	17.2	.05	0	20	33	40	60	115,143	-3.2	.002	-.188
Top 10%	33.0	16.9	.10	0	20	33	47	60	28,945	-5.0	.000	-.293
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UWG (N = 288)	33.6	14.1	.83	10	25	35	45	60				
Peers	33.1	14.4	.22	10	25	35	45	60	4,400	.5	.578	.034
Southeast Public	32.9	14.9	.20	10	20	30	45	60	6,127	.6	.471	.044
USG	33.9	14.3	.18	10	25	35	45	60	6,415	-.3	.696	-.024
Top 50%	35.4	13.8	.04	15	25	35	45	60	96,819	-1.8	.025	-.132
Top 10%	37.7	13.6	.10	15	30	40	50	60	19,632	-4.2	.000	-.305
<b>Discussions with Diverse Others</b>												
UWG (N = 259)	45.7	15.1	.94	20	35	50	60	60				
Peers	42.3	15.9	.26	15	30	40	60	60	4,019	3.3	.001	.212
Southeast Public	42.2	16.6	.23	15	30	40	60	60	5,516	3.5	.001	.213
USG	44.7	15.8	.22	20	35	45	60	60	5,664	1.0	.343	.060
Top 50%	43.9	15.8	.05	20	35	45	60	60	111,598	1.8	.072	.112
Top 10%	45.8	15.4	.09	20	40	50	60	60	28,810	-.1	.878	-.010

#### 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>												
UWG (N = 275)	27.4	16.5	1.00	0	15	25	40	60				
Peers	25.4	16.3	.26	0	15	25	35	60	4,253	2.0	.046	.125
Southeast Public	25.5	16.8	.22	0	15	25	40	60	5,902	1.9	.067	.113
USG	24.5	16.5	.22	0	10	20	35	60	6,114	2.9	.004	.179
Top 50%	29.6	16.1	.08	5	20	30	40	60	45,788	-2.1	.030	-.131
Top 10%	34.4	16.4	.21	10	20	35	45	60	6,484	-7.0	.000	-.425
<b>Effective Teaching Practices</b>												
UWG (N = 279)	41.5	14.3	.85	16	32	40	56	60				
Peers	40.8	13.9	.22	16	32	40	52	60	4,320	.7	.406	.051
Southeast Public	41.4	14.4	.19	16	32	40	52	60	5,987	.1	.892	.008
USG	41.3	14.1	.18	16	32	40	52	60	6,208	.3	.740	.020
Top 50%	43.1	13.6	.05	20	36	44	56	60	68,605	-1.5	.065	-.111
Top 10%	45.1	13.4	.12	20	36	48	60	60	11,897	-3.6	.000	-.266
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UWG (N = 251)	41.6	12.4	.78	18	36	43	50	60				
Peers	42.7	11.6	.19	22	36	44	50	60	3,891	-1.1	.146	-.095
Southeast Public	42.8	12.0	.17	20	36	44	52	60	5,323	-1.2	.138	-.096
USG	42.6	12.0	.17	20	36	44	52	60	5,473	-1.0	.200	-.083
Top 50%	45.3	11.3	.05	24	38	48	54	60	251	-3.7	.000	-.323
Top 10%	47.4	11.6	.09	24	40	50	58	60	16,163	-5.7	.000	-.494
<b>Supportive Environment</b>												
UWG (N = 251)	34.3	14.1	.89	10	25	35	43	60				
Peers	33.1	14.2	.24	10	23	33	43	60	3,827	1.1	.220	.080
Southeast Public	33.4	14.5	.21	10	23	33	43	60	5,181	.8	.370	.058
USG	34.5	14.3	.20	10	25	35	45	60	5,307	-.2	.792	-.017
Top 50%	36.1	13.8	.05	13	28	38	45	60	70,425	-1.8	.037	-.132
Top 10%	39.0	13.3	.12	17	30	40	50	60	12,075	-4.7	.000	-.351

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.