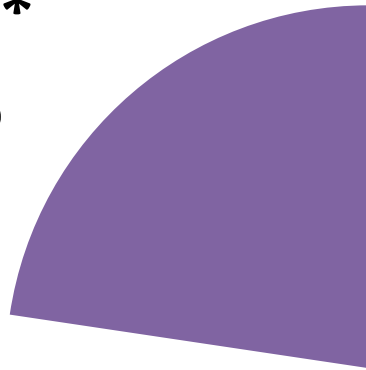


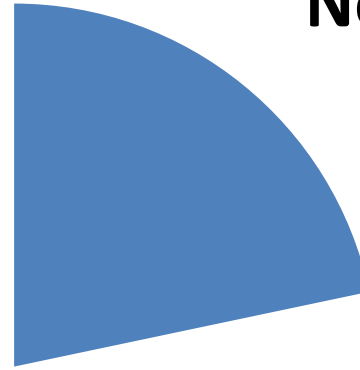


Summary of NSSE Changes

New *
23%



No Change
22%



**Major
Modification**
27%



**Minor
Modification**
28%



* Offset by deletions



Student Engagement

- *Student engagement* is a domain of constructs representing two critical features of collegiate quality.
 1. The amount of time and effort students put into educationally purposeful activities, and
 2. How the institution organizes the curriculum and other learning opportunities to get students to participate in such activities.



The Updated NSSE

*Engagement Indicators
more specific &
actionable!*

From Benchmarks to Engagement Indicators and High-Impact Practices

NSSE Benchmarks 2000 - 2012

**Level of
Academic
Challenge**

Expanded to focus on distinct dimensions of academic effort, including new topics of interest. In addition, key items on reading, writing, and study time will be reported in this theme.

Engagement Indicators

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Theme: Academic Challenge

**Active and
Collaborative
Learning**

Modified to emphasize student-to-student collaboration. Updated diversity items from Enriching Educational Experiences have been moved here.

Collaborative Learning

Discussions with Diverse Others

Theme: Learning with Peers



The Updated NSSE

*Engagement Indicators
more specific &
actionable!*

From Benchmarks to Engagement Indicators and High-Impact Practices

NSSE Benchmarks 2000 - 2012

**Student-
Faculty
Interaction**

**Supportive
Campus
Environment**

Key Changes

The updated Student-Faculty Interaction indicator is joined by a second measure about effective teaching practices.

Expanded to focus separately on interactions with key people at the institution and perceptions of the institution's learning environment.

Engagement Indicators

Student-Faculty Interaction

Effective Teaching Practices

Theme: Experiences with Faculty

Quality of Interactions

Supportive Environment

Theme: Campus Environment



The Updated NSSE

*Engagement Indicators
more specific &
actionable!*

From Benchmarks to Engagement Indicators and High-Impact Practices

**NSSE
Benchmarks
2000 - 2012**

**Key
Changes**

**Enriching
Educational
Experiences**

Selected items are reported separately as *High-Impact Practices*. Items measuring discussions with diverse others were moved to the Learning with Peers theme.

High-Impact Practices

- ♦ Learning Community
- ♦ Service-Learning
- ♦ Research with a Faculty Member
- ♦ Internship or Field Experience
- ♦ Study Abroad
- ♦ Culminating Senior Experience



NSSE 2014

Engagement Indicators

Georgia Southwestern State University

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

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 Masters's S, Public	Your first-year students compared with Similar Institutions	Your first-year students compared with Sim Pub Hi Transfers
Theme	Engagement Indicator			
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 Masters's S, Public	Your seniors compared with Similar Institutions	Your seniors compared with Sim Pub Hi Transfers
Theme	Engagement Indicator			
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*.

Summary of Indicator Items





































































	GSW	Masters's S, Public	Similar Institutions	Sim Pub Hi Transfers
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	74 	68 	71 	67 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71 	67 	67 	66 
4d. Evaluating a point of view, decision, or information source	72 	68 	69 	67 
4e. Forming a new idea or understanding from various pieces of information	73 	67 	69 	63 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	50 	55 	56 	49 
2b. Connected your learning to societal problems or issues	51 	49 	49 	47 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50 	46 	47 	45 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58 	61 	62 	59 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64 	64 	67 	64 
2f. Learned something that changed the way you understand an issue or concept	60 	62 	65 	58 
2g. Connected ideas from your courses to your prior experiences and knowledge	76 	74 	76 	70 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79 	78 	80 	80 
9b. Reviewed your notes after class	66 	69 	72 	70 
9c. Summarized what you learned in class or from course materials	58 	64 	67 	64 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52 	50 	49 	48 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31 	36 	38 	36 
6c. Evaluated what others have concluded from numerical information	32 	34 	34 	35 

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*.

Summary of Indicator Items

	GSW	Masters's S, Public	Similar Institutions	Sim Pub Hi Transfers
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations👉	85 	79 	83 	81 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78 	77 	80 	75 
4d. Evaluating a point of view, decision, or information source👉	77 	73 	78 	70 
4e. Forming a new idea or understanding from various pieces of information	78 	73 	77 	71 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	74 	72 	72 	69 
2b. Connected your learning to societal problems or issues	64 	64 	66 	60 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54 	56 	59 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	66 	69 	64 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69 	71 	75 	66 
2f. Learned something that changed the way you understand an issue or concept	68 	69 	71 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	85 	84 	84 	82 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments👉	87 	83 	86 	84 
9b. Reviewed your notes after class👉	71 	63 	70 	71 
9c. Summarized what you learned in class or from course materials👉	79 	67 	73 	71 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55 	53 	54 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47 	44 	47 	44 
6c. Evaluated what others have concluded from numerical information	39 	43 	45 	42 

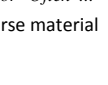
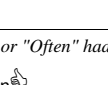


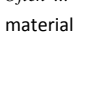
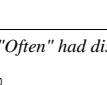


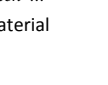
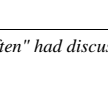


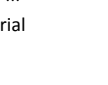
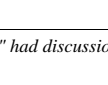




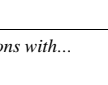



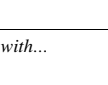



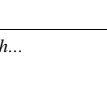



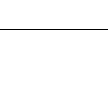


Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers

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*.


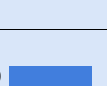
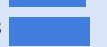


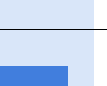



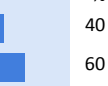
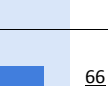


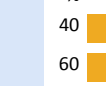
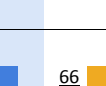
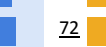







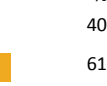



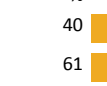
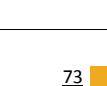



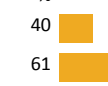
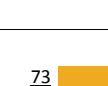


First-year students

Summary of Indicator Items

	GSW	Masters's S, Public	Similar Institutions	Sim Pub Hi Transfers
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	49 	48 	47 	46 
1f. Explained course material to one or more students	60 	54 	56 	54 
1g. Prepared for exams by discussing or working through course material with other students	51 	46 	48 	46 
1h. Worked with other students on course projects or assignments	47 	48 	49 	50 
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own 	82 	67 	70 	74 
8b. People from an economic background other than your own	78 	70 	71 	74 
8c. People with religious beliefs other than your own	66 	66 	67 	69 
8d. People with political views other than your own	70 	67 	69 	70 

Seniors

Summary of Indicator Items

	GSW	Masters's S, Public	Similar Institutions	Sim Pub Hi Transfers
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	41 	40 	40 	36 
1f. Explained course material to one or more students	62 	60 	61 	56 
1g. Prepared for exams by discussing or working through course material with other students 	50 	46 	48 	44 
1h. Worked with other students on course projects or assignments	58 	60 	59 	62 
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own 	79 	66 	73 	77 
8b. People from an economic background other than your own 	79 	72 	76 	77 
8c. People with religious beliefs other than your own	74 	69 	71 	71 
8d. People with political views other than your own 	78 	72 	74 	74 

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

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*.

First-year students

Summary of Indicator Items

	GSW	Masters's S, Public	Similar Institutions	Sim Pub Hi Transfers
Student-Faculty Interaction				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%	%	%	%
3a. Talked about career plans with a faculty member 🙋	25	34	37	26
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.) 🙋	29	20	23	16
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class 🙋	33	27	29	22
3d. Discussed your academic performance with a faculty member 🙋	35	32	35	25
Effective Teaching Practices				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	78	80	78
5b. Taught course sessions in an organized way	76	77	77	77
5c. Used examples or illustrations to explain difficult points	79	73	77	74
5d. Provided feedback on a draft or work in progress 🙋	72	64	66	63
5e. Provided prompt and detailed feedback on tests or completed assignments	67	62	64	59

Seniors

	GSW	Institutions	Transfers
Student-Faculty Interaction			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
	%	%	%
3a. Talked about career plans with a faculty member 🙋	51	49	55
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.) 🙋	32	31	37
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class 🙋	39	39	46
3d. Discussed your academic performance with a faculty member 🙋	41	40	46
Effective Teaching Practices			
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>			
5a. Clearly explained course goals and requirements	87	83	83
5b. Taught course sessions in an organized way	81	82	82
5c. Used examples or illustrations to explain difficult points 🙋	68	79	81
5d. Provided feedback on a draft or work in progress	65	67	71
5e. Provided prompt and detailed feedback on tests or completed assignments	65	70	72

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

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*.

First-year Students

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...

	GSW	Masters's S, Public	Similar Institutions	Sim Pub Hi Transfers
13a. Students	55	57	55	55
13b. Academic advisors	34	48	49	46
13c. Faculty	35	49	50	45
13d. Student services staff (career services, student activities, housing, etc.)	46	45	43	41
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	43	40	38

Supportive Environment

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

14b. Providing support to help students succeed academically	75	76	77	76
14c. Using learning support services (tutoring services, writing center, etc.)	82	77	79	79
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	56	58	57
14e. Providing opportunities to be involved socially	71	72	73	68
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	70	69	70
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	43	45	41
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	69	71	64
14i. Attending events that address important social, economic, or political issues	44	52	53	48

Seniors

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...

	GSW	Masters's S, Public	Similar Institutions	Sim Pub Hi Transfers
13a. Students	65	62	65	66
13b. Academic advisors	58	59	66	55
13c. Faculty	61	61	66	64
13d. Student services staff (career services, student activities, housing, etc.)	34	44	44	47
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	46	46	47

Supportive Environment

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

14b. Providing support to help students succeed academically	78	73	73	70
14c. Using learning support services (tutoring services, writing center, etc.)	71	67	70	64
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	51	51	52
14e. Providing opportunities to be involved socially	71	69	68	62
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	62	61	58
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	32	33	29
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	61	61	51
14i. Attending events that address important social, economic, or political issues	49	47	45	42

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^a 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^b 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	GSW Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.0	40.6	-.12		42.7 **	-.27	
	Reflective and Integrative Learning	34.2	37.3 **	-.25		39.3 ***	-.41	
	Learning Strategies	40.0	41.2	-.09	✓	43.4 *	-.25	
	Quantitative Reasoning	25.9	28.8	-.18		30.6 **	-.29	
<i>Learning with Peers</i>	Collaborative Learning	32.1	34.7 *	-.19		37.0 ***	-.36	
	Discussions with Diverse Others	42.5	43.2	-.05	✓	45.6 *	-.21	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.2	23.3	-.01	✓	26.9 *	-.23	
	Effective Teaching Practices	40.8	42.4	-.12		44.6 **	-.29	
<i>Campus Environment</i>	Quality of Interactions	38.3	44.0 ***	-.50		46.0 ***	-.66	
	Supportive Environment	36.7	39.4	-.20		41.4 ***	-.36	

Seniors

Theme	Engagement Indicator	GSW Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	43.3	43.3	.00	✓	45.3	-.15	
	Reflective and Integrative Learning	39.5	41.1	-.12		43.1 ***	-.28	
	Learning Strategies	45.1	42.5 *	.18	✓	44.9	.02	✓
	Quantitative Reasoning	29.4	31.3	-.11		33.0 *	-.21	
<i>Learning with Peers</i>	Collaborative Learning	32.8	35.4 *	-.19		37.7 ***	-.36	
	Discussions with Diverse Others	44.8	43.9	.06	✓	45.8	-.07	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	26.9	29.5	-.16		34.4 ***	-.46	
	Effective Teaching Practices	41.0	43.0	-.15		45.1 ***	-.31	
<i>Campus Environment</i>	Quality of Interactions	42.7	45.3 *	-.23		47.4 ***	-.40	
	Supportive Environment	35.3	36.1	-.06	✓	39.0 **	-.28	

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.



NSSE 2014
High-Impact Practices
Georgia Southwestern State University

About Your *High-Impact Practices* Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. This report provides information on the first three for first-year students and all six for seniors. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

High-Impact Practices in NSSE

- Learning community or some other formal program where groups of students take two or more classes together
- Courses that included a community-based project (service-learning)
- Work with a faculty member on a research project
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

Report Sections

Participation Comparisons (p. 3)

Displays HIP participation for your first-year and senior students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

Overall HIP Participation

Displays the percentage of first-year and senior students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons

Comparisons of participation in each HIP and overall for your first-year and senior students relative to those at comparison group institutions, with tests of significance and effect sizes (see below).

Response Detail (pp. 5-7)

Provides complete response frequencies for the relevant HIP questions for your first-year and senior students and those at your comparison group institutions.

Participation by Student Characteristics (p. 8)

Displays your students' participation in each HIP by selected student characteristics.

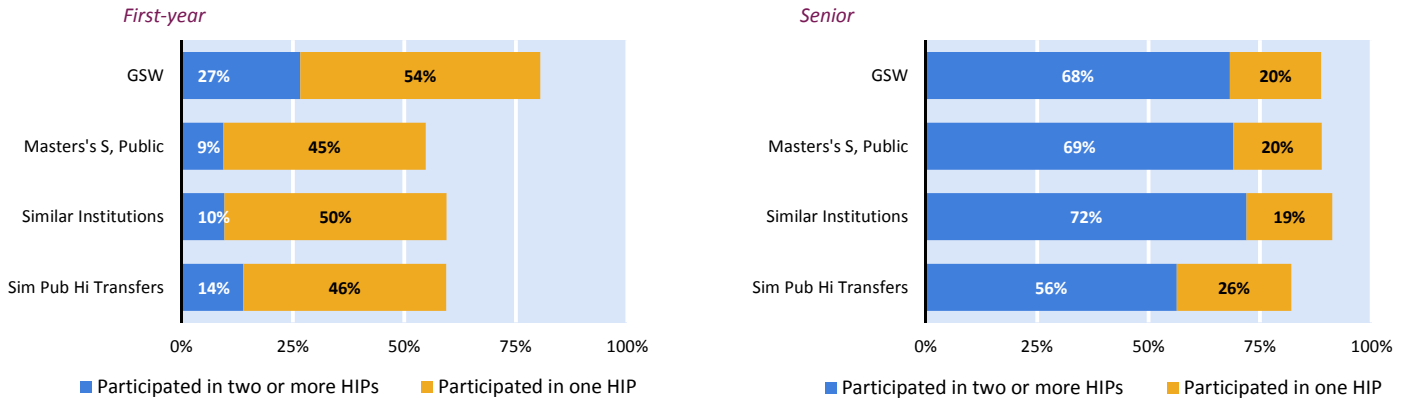
Interpreting Comparisons

The "Statistical Comparisons" section on page 3 reports 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.

HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 8 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in a learning community, service-learning, and research with faculty. The Senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage of students who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



Statistical Comparisons

The table below compares the percentage of your students who participated in a High-Impact Practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	GSW	Masters's S, Public	Similar Institutions	Sim Pub Hi Transfers
<i>First-year</i>	%	%	%	%
11c. Learning Community 🙌	28	12 ***	12 ***	18 **
12. Service-Learning 🙌	73	48 ***	54 ***	53 ***
11e. Research with Faculty 🙌	14	6 **	6 **	5 ***
Participated in at least one	80	55 ***	59 ***	59 ***
Participated in two or more	27	9 ***	10 ***	14 ***
		Effect size ^a	Effect size ^a	Effect size ^a
		.41	.41	.26
		.51	.40	.41
		.27	.26	.30
		.56	.47	.47
		.46	.45	.32
<i>Senior</i>				
11c. Learning Community 🙌	31	27	32	22 *
12. Service-Learning 🙌	58	65	71 **	60
11e. Research with Faculty 🙌	20	28 *	32 **	18
11a. Internship or Field Exp. 🙌	58	54	53	45 **
11d. Study Abroad	8	13	11	7
11f. Culminating Senior Exp. 🙌	61	56	55	43 ***
Participated in at least one	89	89	91	82 *
Participated in two or more	68	69	72	56 **
		.09	.00	.21
		-.14	-.26	-.04
		-.19	-.27	.05
		.08	.10	.25
		-.17	-.09	.03
		.10	.11	.36
		.00	-.08	.19
		-.02	-.08	.25

Note. Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

a. Cohen's *h*: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

*p<.05, **p<.01, ***p<.001 (z-test comparing participation rates).

Note. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

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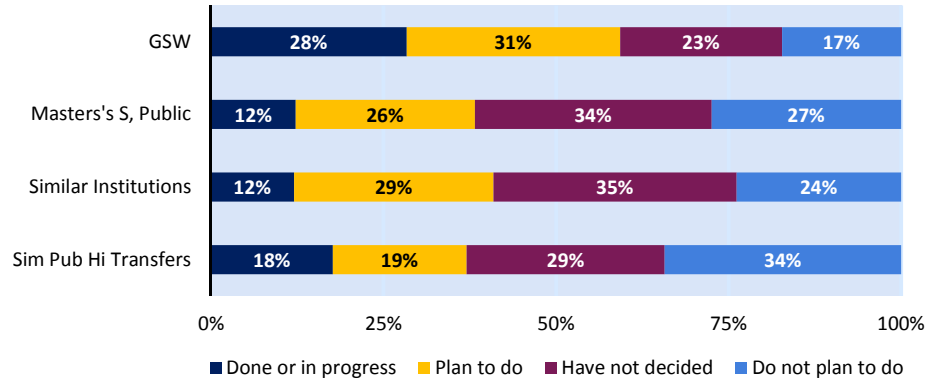
First-year Students

The figures below display further details about each High-Impact Practice for your first-year students and those of your comparison groups.

Learning Community

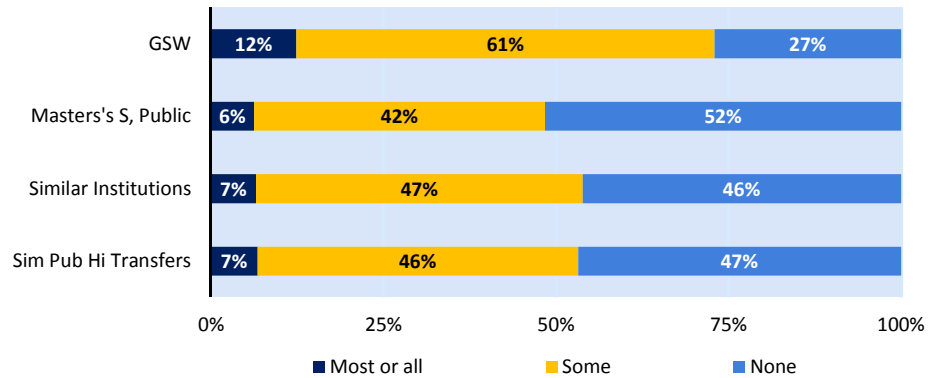
Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Service-Learning

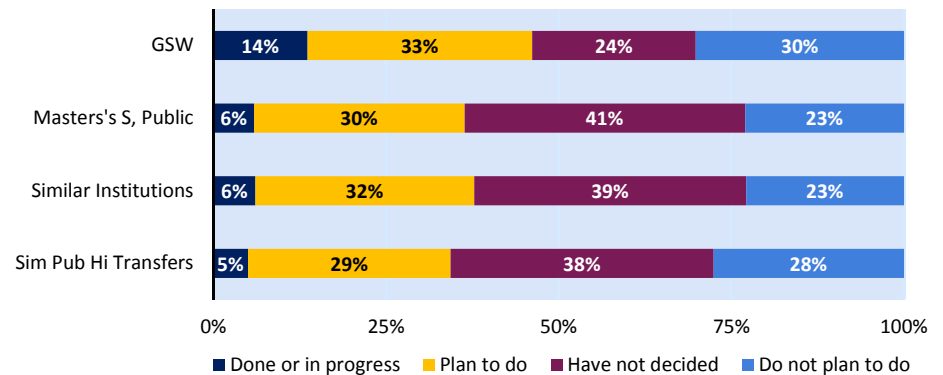
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



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

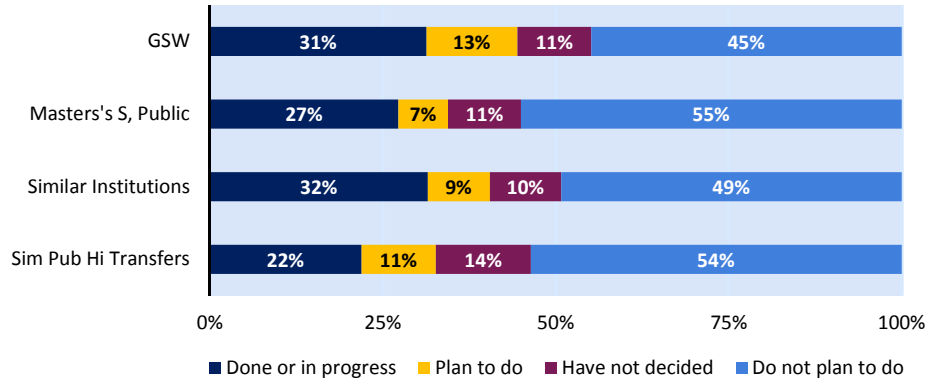
Seniors

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Learning Community

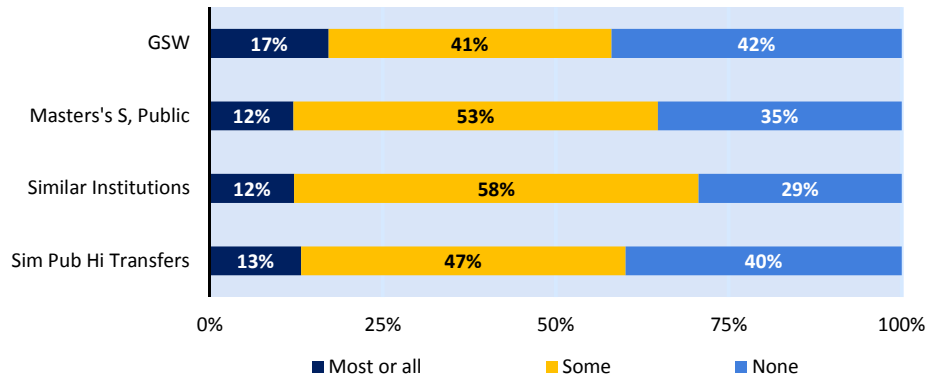
Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Service-Learning

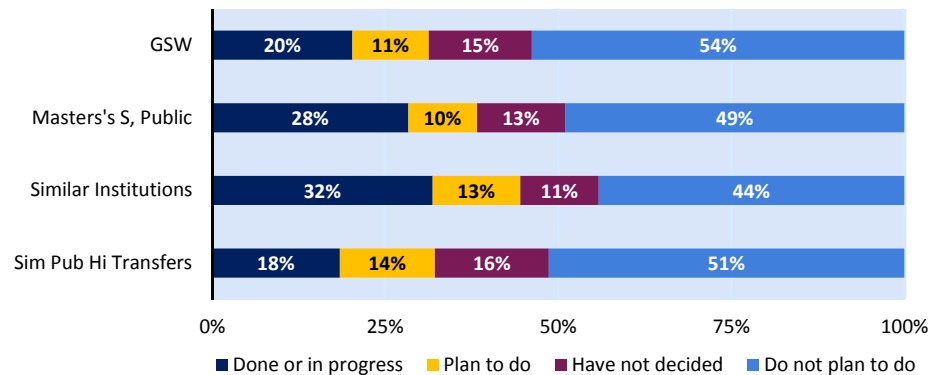
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



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

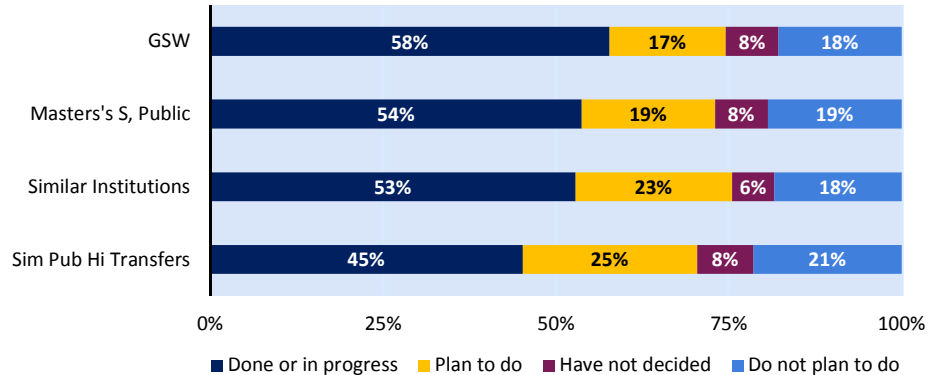
Seniors (continued)

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Internship or Field Experience

Which of the following have you done or do you plan to do before you graduate?

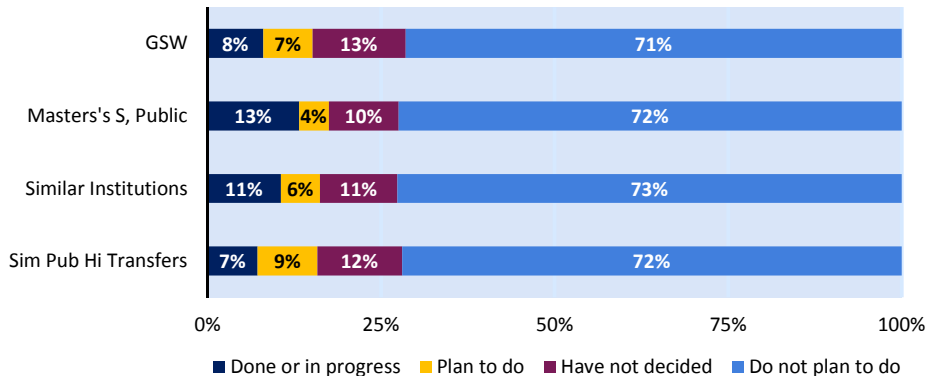
Participate in an internship, co-op, field experience, student teaching, or clinical placement.



Study Abroad

Which of the following have you done or do you plan to do before you graduate?

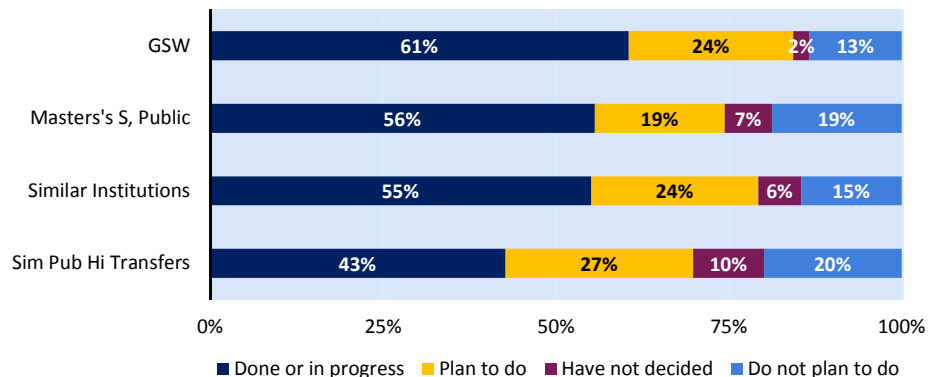
Participate in a study abroad program.



Culminating Senior Experience

Which of the following have you done or do you plan to do before you graduate?

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



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

Group 2: Similar Institutions (Public, rural or town, mideast, southeast, southwest, farwest, enrollment of 2501-5000, less/competitive/plus)									
<u>Group</u>	<u>Institution</u>	<u>Survey Year</u>	<u>Locale</u>	<u>Region</u>	<u>Sector</u>	<u>State</u>	<u>Enrollment</u>	<u>Carnegie Class</u>	
2	Concord University	2013	Town: Remote	Southeast	Public	WV	2501 - 5000	Bac/Diverse	
2	East Central University	2013	Town: Remote	Southwest	Public	OK	2501 - 5000	Master's L	
2	Eastern Oregon University	2013	Town: Remote	Far West	Public	OR	2501 - 5000	Master's S	
2	Elizabeth City State University	2014	Town: Distant	Southeast	Public	NC	2501 - 5000	Bac/Diverse	
2	Fort Valley State University	2014	Town: Fringe	Southeast	Public	GA	2501 - 5000	Bac/Diverse	
2	Lander University	2013	Town: Distant	Southeast	Public	SC	2501 - 5000	Bac/Diverse	
2	Lock Haven University	2014	Town: Distant	Mid East	Public	PA	2501 - 5000	Master's S	
2	Longwood University	2014	Town: Remote	Southeast	Public	VA	2501 - 5000	Master's M	
2	Mansfield University of Pennsylvania	2013	Town: Distant	Mid East	Public	PA	2501 - 5000	Master's M	
2	Shepherd University	2013	Town: Fringe	Southeast	Public	WV	2501 - 5000	Master's S	
2	Southwestern Oklahoma State University	2014	Town: Remote	Southwest	Public	OK	2501 - 5000	Master's M	
2	The State University of New York at Potsdam	2014	Town: Remote	Mid East	Public	NY	2501 - 5000	Master's L	
2	University of Maryland-Eastern Shore	2014	Town: Fringe	Mid East	Public	MD	2501 - 5000	Master's S	

Group 3: Sim Pub Hi Transfers (Public, Master's S,M,L in mideast, southeast, southwest, farwest, Undergraduate Professional+A&S with some graduate and medium)

<u>Group</u>	<u>Institution</u>	<u>Survey Year</u>	<u>Locale</u>	<u>Region</u>	<u>Sector</u>	<u>State</u>	<u>Enrollment</u>	<u>Carnegie Class</u>	
3	Auburn University at Montgomery	2013	City: Midsize	Southeast	Public	AL	2501 - 5000	Master's L	
3	Kennesaw State University	2014	Suburb: Large	Southeast	Public	GA	Over 20000	Master's L	
3	Midwestern State University	2014	City: Midsize	Southwest	Public	TX	5001 - 10000	Master's M	
3	Northeastern State University	2013	Town: Remote	Southwest	Public	OK	5001 - 10000	Master's L	
3	Southern Polytechnic State University	2014	City: Small	Southeast	Public	GA	5001 - 10000	Master's M	
3	Tarleton State University	2013	Town: Remote	Southwest	Public	TX	10001 - 20000	Master's L	
3	The University of Texas at Tyler	2014	City: Small	Southwest	Public	TX	5001 - 10000	Master's L	

Group 4: USG Sector (used only for questions specific to USG consortium)									
Group	Institution	Survey Year	Locale	Region	Sector	State	Enrollment	Carnegie Class	
4	Albany State University	2014	City: Small	Southeast	Public	GA	2501 - 5000	Master's M	
4	Armstrong Atlantic State University	2014	City: Midsize	Southeast	Public	GA	5001 - 10000	Master's L	
4	Clayton State University	2014	Suburb: Large	Southeast	Public	GA	5001 - 10000	Bac/Diverse	
4	Columbus State University	2014	City: Midsize	Southeast	Public	GA	5001 - 10000	Master's L	
4	Fort Valley State University	2014	Town: Fringe	Southeast	Public	GA	2501 - 5000	Bac/Diverse	
4	Georgia College & State University	2014	Town: Distant	Southeast	Public	GA	5001 - 10000	Master's L	
4	Savannah State University	2014	City: Midsize	Southeast	Public	GA	2501 - 5000	Bac/A&S	
4	Southern Polytechnic State University	2014	City: Small	Southeast	Public	GA	5001 - 10000	Master's M	
4	University of North Georgia	2014	Town: Fringe	Southeast	Public	GA	5001 - 10000	Master's L	