



NSSE 2014

Engagement Indicators

Fort Valley 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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Comparison Group 1	Your first-year students compared with Carnegie Class	Your first-year students compared with Comparison Group 3
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Comparison Group 1	Your seniors compared with Carnegie Class	Your seniors compared with Comparison Group 3
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning			--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	
	Effective Teaching Practices		--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

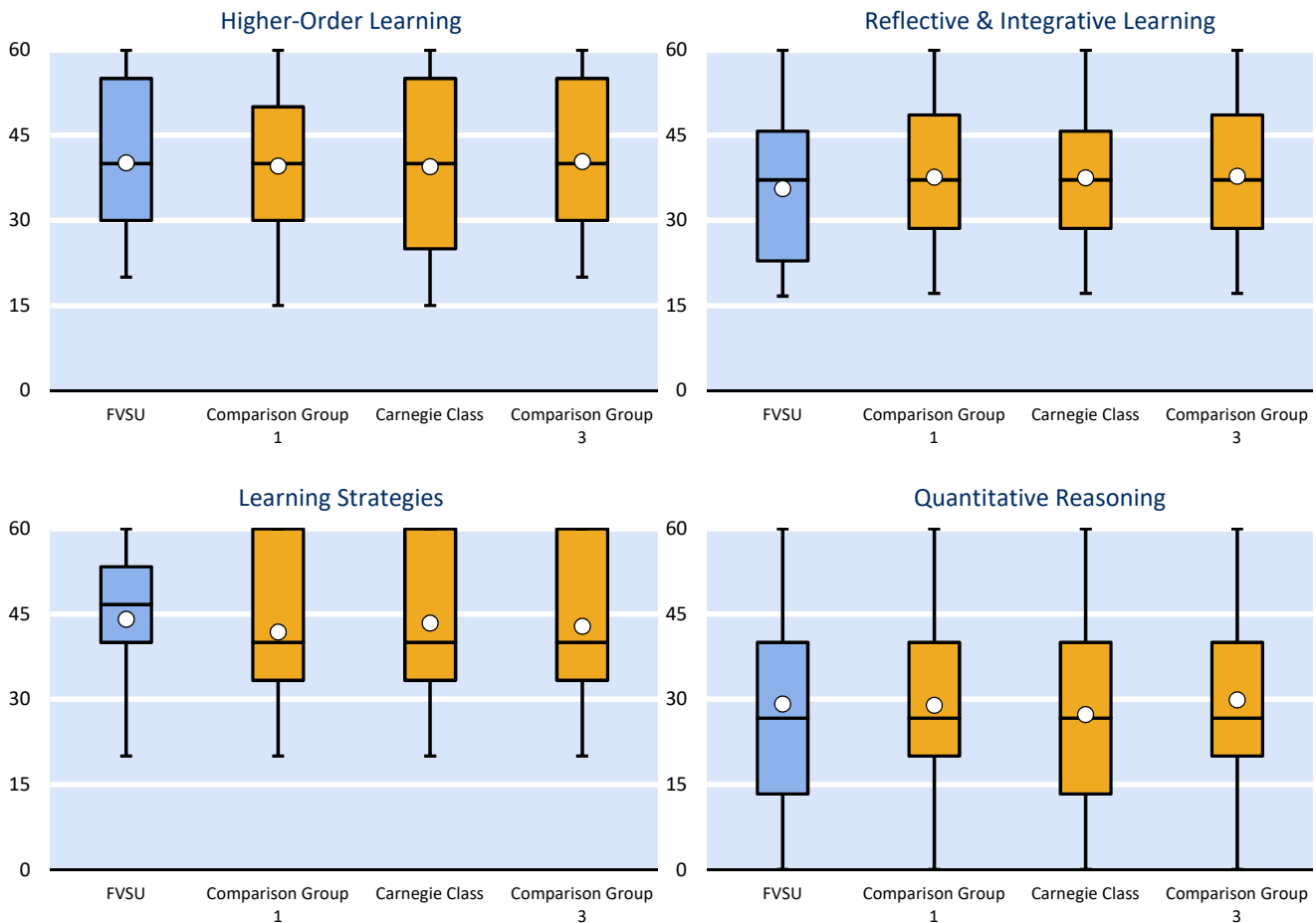
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	FVSU Mean	Your first-year students compared with					
		Comparison Group 1		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.1	39.6	.04	39.5	.04	40.4	-.02
Reflective & Integrative Learning	35.6	37.6	-.15	37.5	-.14	37.8	-.16
Learning Strategies	44.1	41.8	.15	43.4	.05	42.9	.09
Quantitative Reasoning	29.2	29.0	.01	27.3	.11	29.9	-.04

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

	FVSU	Comparison Group 1	Carnegie Class	Comparison Group 3
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	73 	69 	67 	71 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64 	69 	70 	72 
4d. Evaluating a point of view, decision, or information source	64 	71 	72 	76 
4e. Forming a new idea or understanding from various pieces of information	72 	71 	71 	74 
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	53 	59 	61 	64 
2b. Connected your learning to societal problems or issues	45 	57 	64 	57 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45 	56 	62 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69 	67 	71 	68 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68 	71 	72 	69 
2f. Learned something that changed the way you understand an issue or concept	66 	72 	69 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	76 	77 	77 	78 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	88 	81 	86 	82 
9b. Reviewed your notes after class	84 	69 	78 	77 
9c. Summarized what you learned in class or from course materials	81 	69 	75 	70 
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.)	59 	58 	50 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44 	43 	41 	46 
6c. Evaluated what others have concluded from numerical information	40 	41 	41 	44 

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

Academic Challenge: Seniors

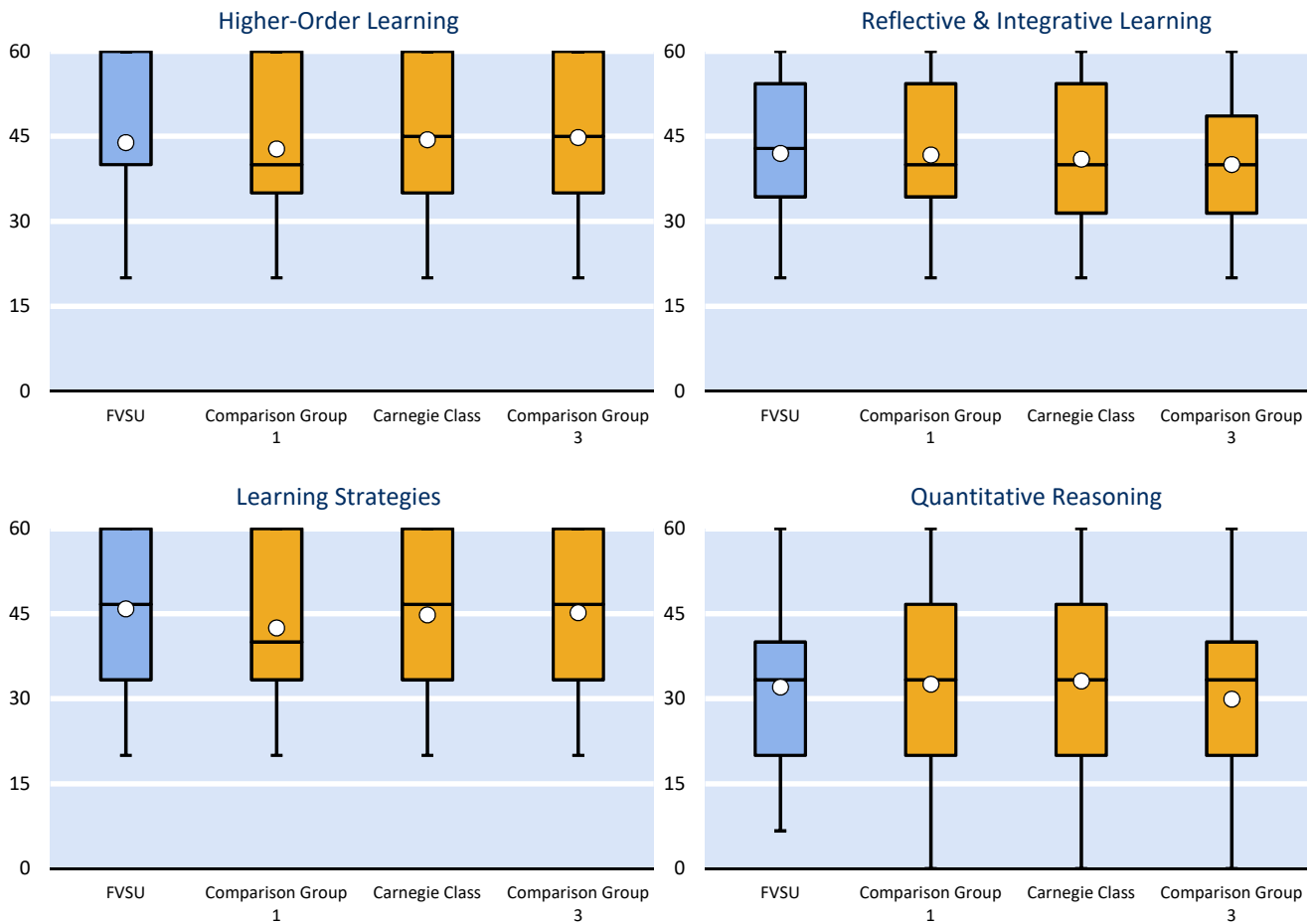
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Mean Comparisons

Engagement Indicator	FVSU Mean	Your seniors compared with					
		Comparison Group 1		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.9	42.8	.08	44.4	-.04	44.8	-.06
Reflective & Integrative Learning	42.0	41.7	.02	41.0	.07	40.0	.14
Learning Strategies	45.8	42.5	.24	44.8	.08	45.2	.05
Quantitative Reasoning	32.0	32.5	-.03	33.1	-.06	29.9	.12

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

	FVSU	Comparison Group 1	Carnegie Class	Comparison Group 3
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	87 	81 	81 	83 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78 	78 	82 	81 
4d. Evaluating a point of view, decision, or information source	82 	76 	80 	80 
4e. Forming a new idea or understanding from various pieces of information	81 	77 	78 	81 
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	68 	76 	72 	68 
2b. Connected your learning to societal problems or issues	70 	73 	72 	66 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68 	66 	64 	57 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70 	72 	70 	69 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	81 	77 	74 	76 
2f. Learned something that changed the way you understand an issue or concept	75 	78 	75 	74 
2g. Connected ideas from your courses to your prior experiences and knowledge	84 	86 	83 	83 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	93 	85 	85 	86 
9b. Reviewed your notes after class	77 	71 	79 	81 
9c. Summarized what you learned in class or from course materials	81 	73 	77 	79 
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.)	61 	63 	60 	57 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52 	52 	50 	49 
6c. Evaluated what others have concluded from numerical information	40 	50 	50 	47 

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

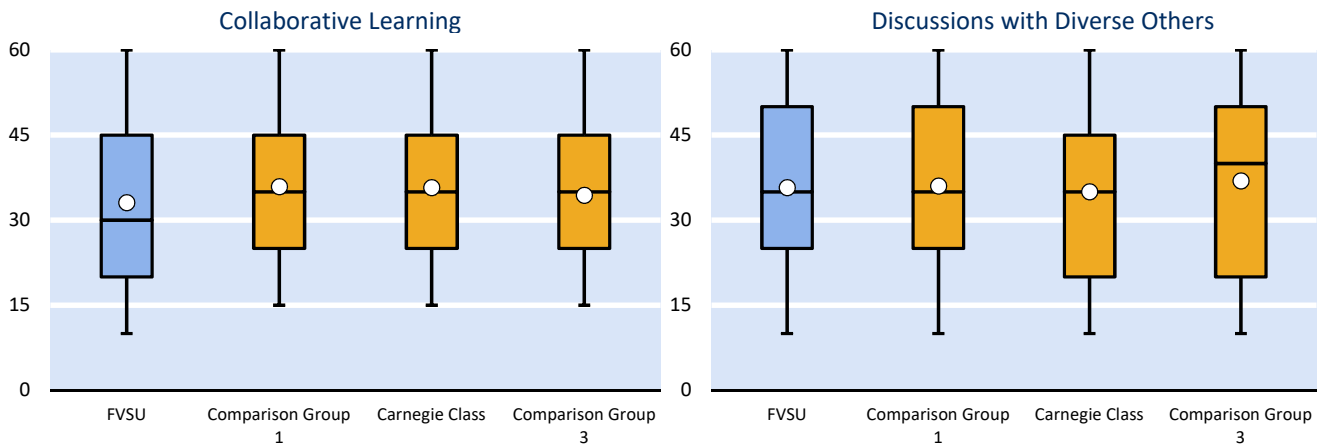
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	FVSU Mean	Your first-year students compared with					
		Comparison Group 1		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.1	35.9	-.19	35.7	-.18	34.4	-.09
Discussions with Diverse Others	35.7	36.0	-.02	35.0	.05	36.9	-.07

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"...

	FVSU	Comparison Group 1	Carnegie Class	Comparison Group 3
1e. Asked another student to help you understand course material	43	53	58	50
1f. Explained course material to one or more students	58	64	60	64
1g. Prepared for exams by discussing or working through course material with other students	51	54	52	55
1h. Worked with other students on course projects or assignments	60	63	66	55

Discussions with Diverse Others

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

	FVSU	Comparison Group 1	Carnegie Class	Comparison Group 3
8a. People from a race or ethnicity other than your own	54	56	52	69
8b. People from an economic background other than your own	59	69	69	66
8c. People with religious beliefs other than your own	58	56	51	58
8d. People with political views other than your own	60	53	54	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.

Learning with Peers: Seniors

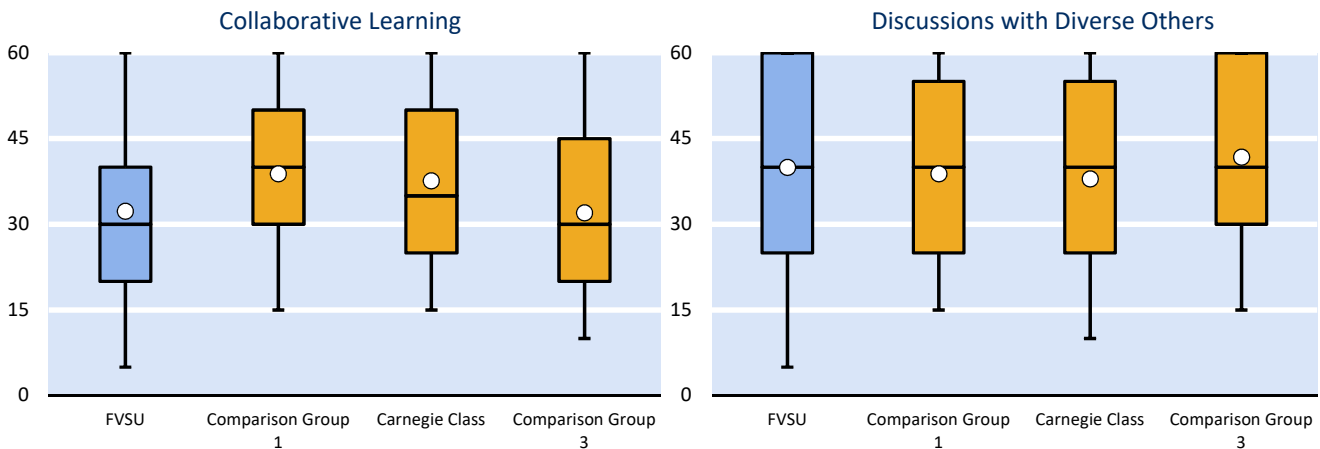
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	FVSU Mean	Your seniors compared with					
		Comparison Group 1		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.3	38.8 ***	-.46	37.6 **	-.37	32.0	.02
Discussions with Diverse Others	40.0	38.9	.07	38.0	.12	41.7	-.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.

Summary of Indicator Items

Collaborative Learning

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

	FVSU	Comparison Group 1	Carnegie Class	Comparison Group 3
1e. Asked another student to help you understand course material	40	53	46	37
1f. Explained course material to one or more students	58	76	69	57
1g. Prepared for exams by discussing or working through course material with other students	45	63	58	49
1h. Worked with other students on course projects or assignments	61	75	74	58

Discussions with Diverse Others

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

	FVSU	Comparison Group 1	Carnegie Class	Comparison Group 3
8a. People from a race or ethnicity other than your own	67	65	59	75
8b. People from an economic background other than your own	76	76	72	75
8c. People with religious beliefs other than your own	60	62	58	65
8d. People with political views other than your own	58	59	60	65

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

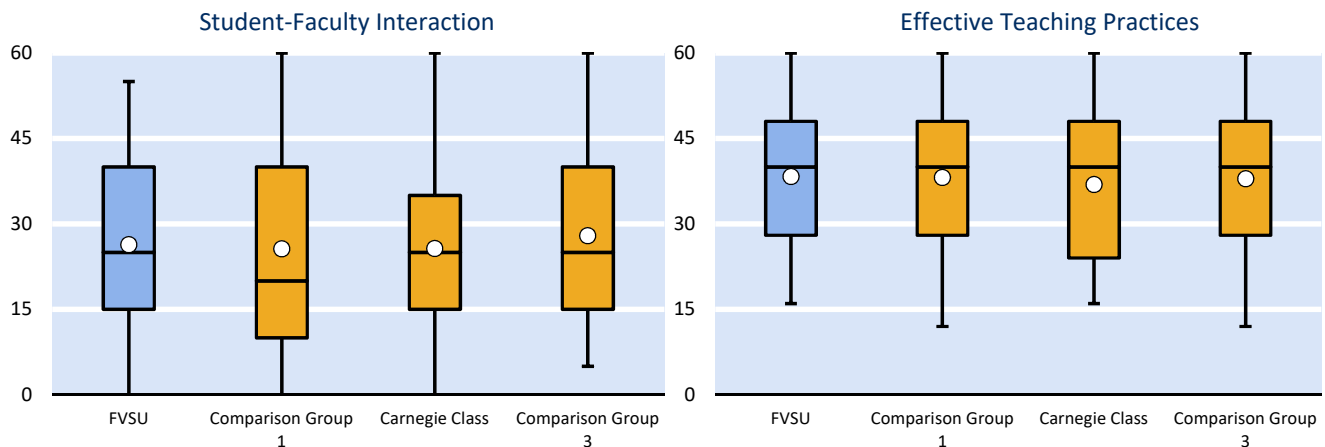
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	FVSU Mean	Your first-year students compared with					
		Comparison Group 1		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.3	25.6	.04	25.7	.04	27.9	-.09
Effective Teaching Practices	38.3	38.1	.01	36.9	.10	37.9	.03

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

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Summary of Indicator Items

Student-Faculty Interaction

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

	FVSU	Comparison Group 1	Carnegie Class	Comparison Group 3
3a. Talked about career plans with a faculty member	41	43	45	51
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	38	31	32	31
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	45	34	31	35
3d. Discussed your academic performance with a faculty member	51	41	47	55

Effective Teaching Practices

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

	FVSU	Comparison Group 1	Carnegie Class	Comparison Group 3
5a. Clearly explained course goals and requirements	76	75	70	72
5b. Taught course sessions in an organized way	68	67	64	63
5c. Used examples or illustrations to explain difficult points	72	68	64	66
5d. Provided feedback on a draft or work in progress	59	62	59	67
5e. Provided prompt and detailed feedback on tests or completed assignments	56	58	56	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

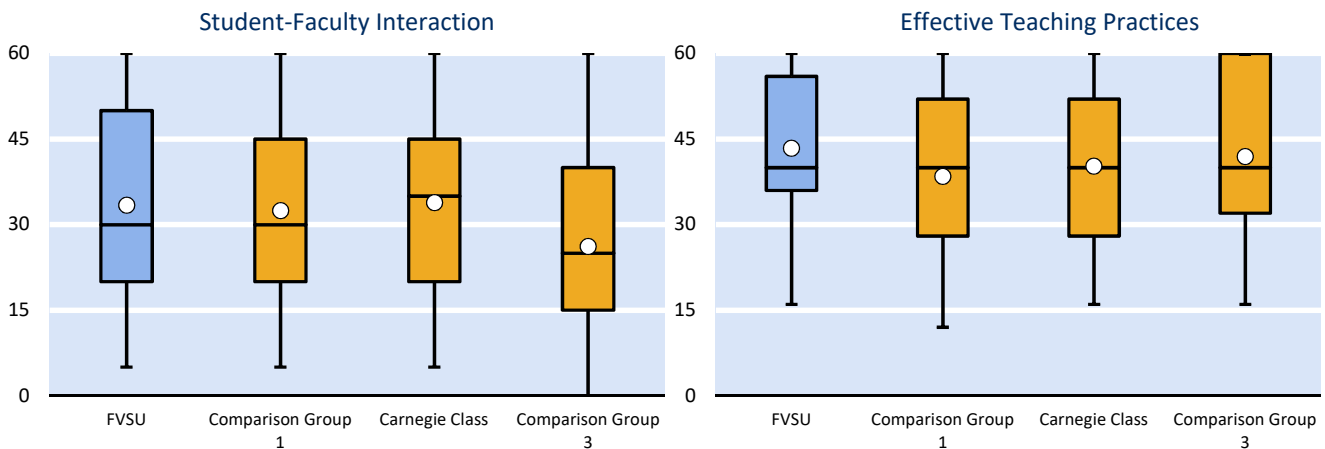
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	FVSU Mean	Your seniors compared with					
		Comparison Group 1		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	33.4	32.4	.06	33.8	-.02	26.2 **	.43
Effective Teaching Practices	43.4	38.4 *	.32	40.2	.21	41.9	.09

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"...

	FVSU	Comparison Group 1	Carnegie Class	Comparison Group 3
3a. Talked about career plans with a faculty member	66	59	64	46
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	52	44	44	32
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	44	50	50	40
3d. Discussed your academic performance with a faculty member	61	56	62	49

Effective Teaching Practices

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

	FVSU	Comparison Group 1	Carnegie Class	Comparison Group 3
5a. Clearly explained course goals and requirements	80	73	76	82
5b. Taught course sessions in an organized way	85	71	76	75
5c. Used examples or illustrations to explain difficult points	80	72	72	77
5d. Provided feedback on a draft or work in progress	74	60	65	69
5e. Provided prompt and detailed feedback on tests or completed assignments	69	58	66	69

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

Campus Environment: First-year students

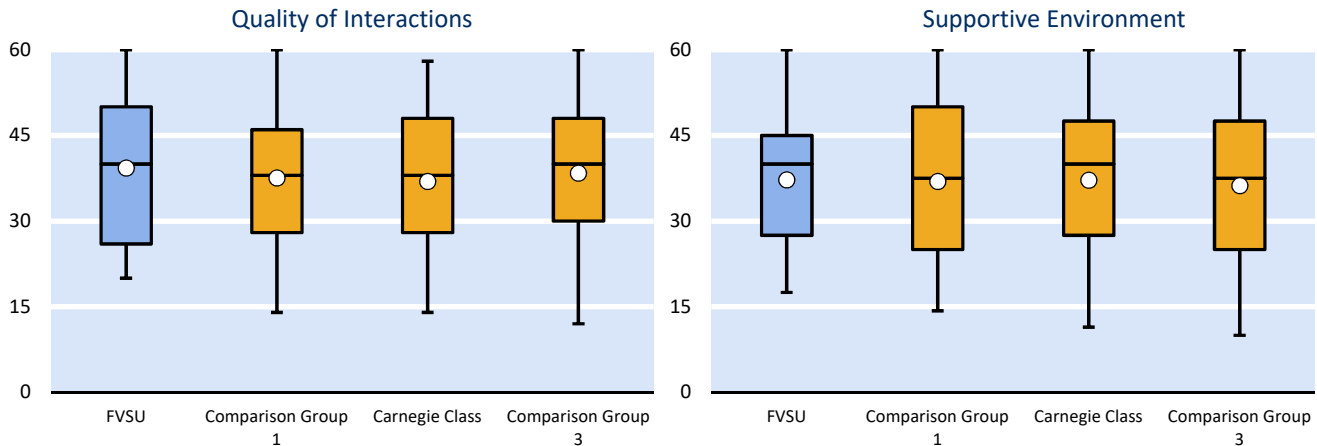
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	FVSU Mean	Your first-year students compared with					
		Comparison Group 1		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.3	37.5	.13	36.9	.17	38.4	.07
Supportive Environment	37.2	36.9	.02	37.1	.00	36.2	.07

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...

	FVSU	Comparison Group 1	Carnegie Class	Comparison Group 3
13a. Students	53	53	51	51
13b. Academic advisors	57	39	42	49
13c. Faculty	49	36	34	37
13d. Student services staff (career services, student activities, housing, etc.)	43	29	32	36
13e. Other administrative staff and offices (registrar, financial aid, etc.)	33	31	27	29

Supportive Environment

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

	FVSU	Comparison Group 1	Carnegie Class	Comparison Group 3
14b. Providing support to help students succeed academically	71	69	75	71
14c. Using learning support services (tutoring services, writing center, etc.)	83	71	77	77
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	55	49	53
14e. Providing opportunities to be involved socially	68	68	73	70
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	60	62	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	49	44	41	46
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	72	76	72
14i. Attending events that address important social, economic, or political issues	60	64	63	58

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

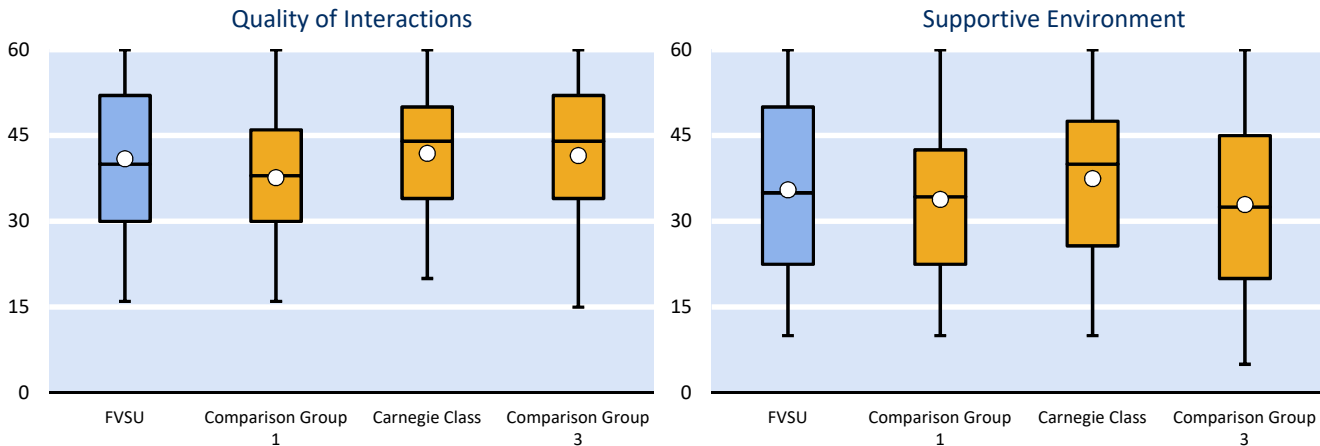
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	FVSU Mean	Your seniors compared with					
		Comparison Group 1		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.9	37.6	.26	41.9	-.07	41.5	-.04
Supportive Environment	35.5	33.8	.11	37.5	-.13	32.9	.16

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...

	FVSU	Comparison Group 1	Carnegie Class	Comparison Group 3
13a. Students	67	65	61	64
13b. Academic advisors	61	42	62	60
13c. Faculty	66	44	57	56
13d. Student services staff (career services, student activities, housing, etc.)	40	28	41	36
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	21	33	40

Supportive Environment

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

	FVSU	Comparison Group 1	Carnegie Class	Comparison Group 3
14b. Providing support to help students succeed academically	62	64	76	66
14c. Using learning support services (tutoring services, writing center, etc.)	63	57	76	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	51	61	56
14e. Providing opportunities to be involved socially	79	71	77	62
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	52	56	67	53
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	38	38	35
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	66	67	55
14i. Attending events that address important social, economic, or political issues	57	61	67	51

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

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE^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	FVSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.1	40.6	-.03	✓	42.7	-.19	
Academic	Reflective and Integrative Learning	35.6	37.3	-.14		39.3 **	-.29	
Challenge	Learning Strategies	44.1	41.2	.20	✓	43.4	.05	✓
	Quantitative Reasoning	29.2	28.8	.03	✓	30.6	-.09	✓
Learning with Peers	Collaborative Learning	33.1	34.7	-.12		37.0 *	-.29	
	Discussions with Diverse Others	35.7	43.2 ***	-.49		45.6 ***	-.67	
Experiences with Faculty	Student-Faculty Interaction	26.3	23.3	.20	✓	26.9	-.04	✓
	Effective Teaching Practices	38.3	42.4 **	-.30		44.6 ***	-.47	
Campus Environment	Quality of Interactions	39.3	44.0 **	-.41		46.0 ***	-.58	
	Supportive Environment	37.2	39.4	-.17		41.4 *	-.32	

Seniors

Theme	Engagement Indicator	FVSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	43.9	43.3	.04	✓	45.3	-.10	
Academic	Reflective and Integrative Learning	42.0	41.1	.07	✓	43.1	-.09	✓
Challenge	Learning Strategies	45.8	42.5	.23	✓	44.9	.07	✓
	Quantitative Reasoning	32.0	31.3	.04	✓	33.0	-.06	✓
Learning with Peers	Collaborative Learning	32.3	35.4	-.22		37.7 **	-.40	
	Discussions with Diverse Others	40.0	43.9	-.25		45.8 *	-.38	
Experiences with Faculty	Student-Faculty Interaction	33.4	29.5	.24	✓	34.4	-.06	✓
	Effective Teaching Practices	43.4	43.0	.02	✓	45.1	-.13	
Campus Environment	Quality of Interactions	40.9	45.3 *	-.38		47.4 **	-.55	
	Supportive Environment	35.5	36.1	-.04	✓	39.0	-.26	

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 ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
FVSU (N = 76)	40.1	14.5	1.66	20	30	40	55	60				
Comparison Group 1	39.6	14.9	.61	15	30	40	50	60	676	.6	.760	.037
Carnegie Class	39.5	15.7	.90	15	25	40	55	60	378	.7	.736	.043
Comparison Group 3	40.4	14.9	.86	20	30	40	55	60	376	-.2	.900	-.016
Top 50%	40.6	13.6	.06	20	30	40	50	60	44,791	-.4	.776	-.033
Top 10%	42.7	13.6	.15	20	35	40	55	60	8,358	-2.5	.103	-.187
Reflective & Integrative Learning												
FVSU (N = 84)	35.6	14.0	1.53	17	23	37	46	60				
Comparison Group 1	37.6	13.2	.52	17	29	37	49	60	722	-2.0	.192	-.152
Carnegie Class	37.5	12.8	.71	17	29	37	46	60	409	-1.9	.237	-.145
Comparison Group 3	37.8	13.3	.74	17	29	37	49	60	400	-2.2	.185	-.163
Top 50%	37.3	12.5	.06	17	29	37	46	60	45,191	-1.7	.211	-.137
Top 10%	39.3	12.6	.13	20	31	40	49	60	9,739	-3.7	.008	-.292
Learning Strategies												
FVSU (N = 71)	44.1	14.2	1.69	20	40	47	53	60				
Comparison Group 1	41.8	14.7	.62	20	33	40	60	60	626	2.3	.222	.154
Carnegie Class	43.4	13.5	.83	20	33	40	60	60	335	.7	.710	.050
Comparison Group 3	42.9	14.0	.84	20	33	40	60	60	345	1.2	.509	.088
Top 50%	41.2	14.0	.07	20	33	40	53	60	39,575	2.9	.085	.205
Top 10%	43.4	14.0	.15	20	33	40	60	60	8,382	.7	.686	.048
Quantitative Reasoning												
FVSU (N = 78)	29.2	18.3	2.07	0	13	27	40	60				
Comparison Group 1	29.0	17.8	.72	0	20	27	40	60	694	.2	.919	.012
Carnegie Class	27.3	17.1	.97	0	13	27	40	60	387	1.9	.392	.108
Comparison Group 3	29.9	17.5	1.00	0	20	27	40	60	384	-.7	.742	-.042
Top 50%	28.8	16.3	.07	0	20	27	40	60	77	.4	.844	.025
Top 10%	30.6	16.2	.14	0	20	27	40	60	78	-1.4	.490	-.089
Learning with Peers												
Collaborative Learning												
FVSU (N = 90)	33.1	15.8	1.66	10	20	30	45	60				
Comparison Group 1	35.9	14.1	.56	15	25	35	45	60	736	-2.8	.083	-.195
Carnegie Class	35.7	13.9	.74	15	25	35	45	60	127	-2.6	.148	-.185
Comparison Group 3	34.4	13.7	.75	15	25	35	45	60	128	-1.3	.484	-.090
Top 50%	34.7	13.7	.06	15	25	35	45	60	90	-1.6	.334	-.118
Top 10%	37.0	13.6	.12	15	25	35	45	60	90	-3.9	.020	-.290
Discussions with Diverse Others												
FVSU (N = 64)	35.7	16.5	2.05	10	25	35	50	60				
Comparison Group 1	36.0	16.2	.68	10	25	35	50	60	628	-.3	.888	-.019
Carnegie Class	35.0	16.0	.96	10	20	35	45	60	343	.7	.744	.045
Comparison Group 3	36.9	17.1	1.02	10	20	40	50	60	344	-1.2	.607	-.071
Top 50%	43.2	15.4	.07	20	35	45	60	60	49,929	-7.5	.000	-.489
Top 10%	45.6	14.8	.15	20	40	50	60	60	10,485	-9.9	.000	-.668

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
FVSU (N = 76)	26.3	16.8	1.93	0	15	25	40	55				
Comparison Group 1	25.6	17.3	.69	0	10	20	40	60	698	.7	.731	.042
Carnegie Class	25.7	15.9	.90	0	15	25	35	60	385	.6	.754	.040
Comparison Group 3	27.9	16.4	.94	5	15	25	40	60	382	-1.6	.463	-.094
Top 50%	23.3	15.0	.08	0	10	20	30	55	75	3.0	.122	.202
Top 10%	26.9	16.2	.22	5	15	25	40	60	5,331	-.6	.747	-.037
Effective Teaching Practices												
FVSU (N = 80)	38.3	14.1	1.58	16	28	40	48	60				
Comparison Group 1	38.1	15.0	.60	12	28	40	48	60	705	.2	.906	.014
Carnegie Class	36.9	14.7	.83	16	24	40	48	60	391	1.4	.434	.098
Comparison Group 3	37.9	15.4	.87	12	28	40	48	60	391	.4	.821	.028
Top 50%	42.4	13.2	.07	20	32	44	52	60	36,349	-4.0	.006	-.305
Top 10%	44.6	13.3	.16	20	36	44	56	60	7,294	-6.3	.000	-.472
Campus Environment												
Quality of Interactions												
FVSU (N = 66)	39.3	14.1	1.73	20	26	40	50	60				
Comparison Group 1	37.5	13.1	.55	14	28	38	46	60	626	1.8	.304	.134
Carnegie Class	36.9	14.1	.85	14	28	38	48	58	338	2.3	.225	.167
Comparison Group 3	38.4	13.5	.81	12	30	40	48	60	341	.9	.629	.066
Top 50%	44.0	11.4	.07	22	38	46	52	60	65	-4.7	.008	-.412
Top 10%	46.0	11.6	.15	24	40	48	55	60	66	-6.8	.000	-.580
Supportive Environment												
FVSU (N = 58)	37.2	13.2	1.73	18	28	40	45	60				
Comparison Group 1	36.9	15.0	.67	14	25	38	50	60	565	.3	.900	.018
Carnegie Class	37.1	14.9	.94	11	28	40	48	60	308	.1	.974	.005
Comparison Group 3	36.2	15.3	.96	10	25	38	48	60	311	1.0	.638	.068
Top 50%	39.4	13.2	.07	18	30	40	50	60	40,178	-2.2	.206	-.166
Top 10%	41.4	12.8	.14	20	33	40	53	60	8,814	-4.2	.014	-.324

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 +/- 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 ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
FVSU (N = 61)	43.9	13.2	1.68	20	40	40	60	60				
Comparison Group 1	42.8	14.5	.60	20	35	40	60	60	649	1.1	.567	.077
Carnegie Class	44.4	15.1	.91	20	35	45	60	60	335	-.5	.796	-.037
Comparison Group 3	44.8	14.8	.81	20	35	45	60	60	392	-.9	.651	-.063
Top 50%	43.3	13.7	.06	20	35	40	55	60	49,779	.6	.728	.045
Top 10%	45.3	13.6	.12	20	40	45	60	60	12,235	-1.4	.429	-.102
Reflective & Integrative Learning												
FVSU (N = 68)	42.0	14.3	1.74	20	34	43	54	60				
Comparison Group 1	41.7	13.0	.53	20	34	40	54	60	681	.2	.891	.018
Carnegie Class	41.0	13.6	.80	20	31	40	54	60	356	1.0	.592	.072
Comparison Group 3	40.0	13.5	.72	20	31	40	49	60	419	1.9	.287	.141
Top 50%	41.1	12.6	.06	20	31	40	51	60	48,760	.9	.556	.072
Top 10%	43.1	12.5	.12	20	34	43	54	60	10,689	-1.1	.468	-.088
Learning Strategies												
FVSU (N = 53)	45.8	13.6	1.88	20	33	47	60	60				
Comparison Group 1	42.5	14.0	.60	20	33	40	60	60	595	3.4	.095	.241
Carnegie Class	44.8	13.7	.87	20	33	47	60	60	300	1.0	.618	.076
Comparison Group 3	45.2	14.6	.83	20	33	47	60	60	359	.7	.763	.045
Top 50%	42.5	14.5	.06	20	33	40	60	60	61,096	3.4	.091	.233
Top 10%	44.9	14.1	.11	20	33	47	60	60	15,594	1.0	.616	.069
Quantitative Reasoning												
FVSU (N = 66)	32.0	15.9	1.96	7	20	33	40	60				
Comparison Group 1	32.5	17.9	.73	0	20	33	47	60	668	-.5	.832	-.028
Carnegie Class	33.1	18.2	1.08	0	20	33	47	60	348	-1.1	.656	-.061
Comparison Group 3	29.9	18.2	.97	0	20	33	40	60	413	2.1	.374	.120
Top 50%	31.3	17.2	.06	0	20	33	40	60	77,320	.7	.731	.042
Top 10%	33.0	16.9	.12	0	20	33	47	60	19,363	-1.0	.637	-.058
Learning with Peers												
Collaborative Learning												
FVSU (N = 66)	32.3	15.7	1.94	5	20	30	40	60				
Comparison Group 1	38.8	13.8	.56	15	30	40	50	60	675	-6.5	.000	-.463
Carnegie Class	37.6	13.9	.81	15	25	35	50	60	362	-5.3	.006	-.373
Comparison Group 3	32.0	15.3	.82	10	20	30	45	60	412	.3	.879	.021
Top 50%	35.4	13.8	.05	15	25	35	45	60	65,237	-3.1	.073	-.222
Top 10%	37.7	13.6	.12	15	30	40	50	60	13,086	-5.4	.001	-.396
Discussions with Diverse Others												
FVSU (N = 53)	40.0	18.2	2.49	5	25	40	60	60				
Comparison Group 1	38.9	16.1	.68	15	25	40	55	60	606	1.1	.639	.067
Carnegie Class	38.0	16.9	1.04	10	25	40	55	60	314	2.0	.438	.117
Comparison Group 3	41.7	16.9	.95	15	30	40	60	60	370	-1.8	.480	-.105
Top 50%	43.9	15.8	.06	20	35	45	60	60	75,173	-4.0	.065	-.253
Top 10%	45.8	15.4	.11	20	40	50	60	60	53	-5.9	.022	-.383

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
FVSU (N = 66)	33.4	19.7	2.43	5	20	30	50	60				
Comparison Group 1	32.4	17.5	.72	5	20	30	45	60	656	1.0	.671	.055
Carnegie Class	33.8	17.1	1.01	5	20	35	45	60	351	-.4	.859	-.024
Comparison Group 3	26.2	16.2	.87	0	15	25	40	60	83	7.2	.006	.431
Top 50%	29.5	16.1	.09	5	20	30	40	60	65	3.9	.116	.240
Top 10%	34.4	16.3	.25	10	20	35	45	60	67	-1.0	.680	-.062
Effective Teaching Practices												
FVSU (N = 66)	43.4	14.5	1.78	16	36	40	56	60				
Comparison Group 1	38.4	15.7	.63	12	28	40	52	60	676	5.0	.014	.319
Carnegie Class	40.2	15.3	.90	16	28	40	52	60	354	3.2	.128	.208
Comparison Group 3	41.9	15.9	.85	16	32	40	60	60	417	1.5	.488	.093
Top 50%	43.0	13.6	.06	20	36	44	56	60	46,179	.3	.845	.024
Top 10%	45.1	13.4	.15	20	36	48	60	60	7,886	-1.8	.289	-.131
Campus Environment												
Quality of Interactions												
FVSU (N = 54)	40.9	15.0	2.03	16	30	40	52	60				
Comparison Group 1	37.6	12.6	.54	16	30	38	46	60	606	3.3	.071	.257
Carnegie Class	41.9	12.1	.76	20	34	44	50	60	69	-.9	.664	-.075
Comparison Group 3	41.5	13.4	.76	15	34	44	52	60	363	-.6	.772	-.043
Top 50%	45.3	11.3	.06	24	38	48	54	60	54	-4.4	.036	-.384
Top 10%	47.4	11.6	.11	24	40	50	58	60	54	-6.4	.003	-.554
Supportive Environment												
FVSU (N = 49)	35.5	16.3	2.32	10	23	35	50	60				
Comparison Group 1	33.8	15.1	.66	10	23	34	43	60	570	1.7	.449	.113
Carnegie Class	37.5	14.9	.96	10	26	40	48	60	290	-1.9	.414	-.128
Comparison Group 3	32.9	16.0	.93	5	20	33	45	60	345	2.6	.291	.162
Top 50%	36.1	13.8	.06	13	28	38	45	60	49	-.6	.807	-.041
Top 10%	39.0	13.3	.15	17	30	40	50	60	49	-3.5	.143	-.259

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 +/- 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.