



NSSE 2017

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 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.

Performance on Indicator Items

Responses to each item in a given EI are summarized 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 2016 and 2017 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. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). 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 website: nsse.indiana.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 broad 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

Theme	Engagement Indicator	Your first-year students compared with Georgia System	Your first-year students compared with Carnegie Class	Your first-year students compared with USG Selected Peers
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

Theme	Engagement Indicator	Your seniors compared with Georgia System	Your seniors compared with Carnegie Class	Your seniors compared with USG Selected Peers
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--		--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others			--
Experiences with Faculty	Student-Faculty Interaction			--
	Effective Teaching Practices			
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

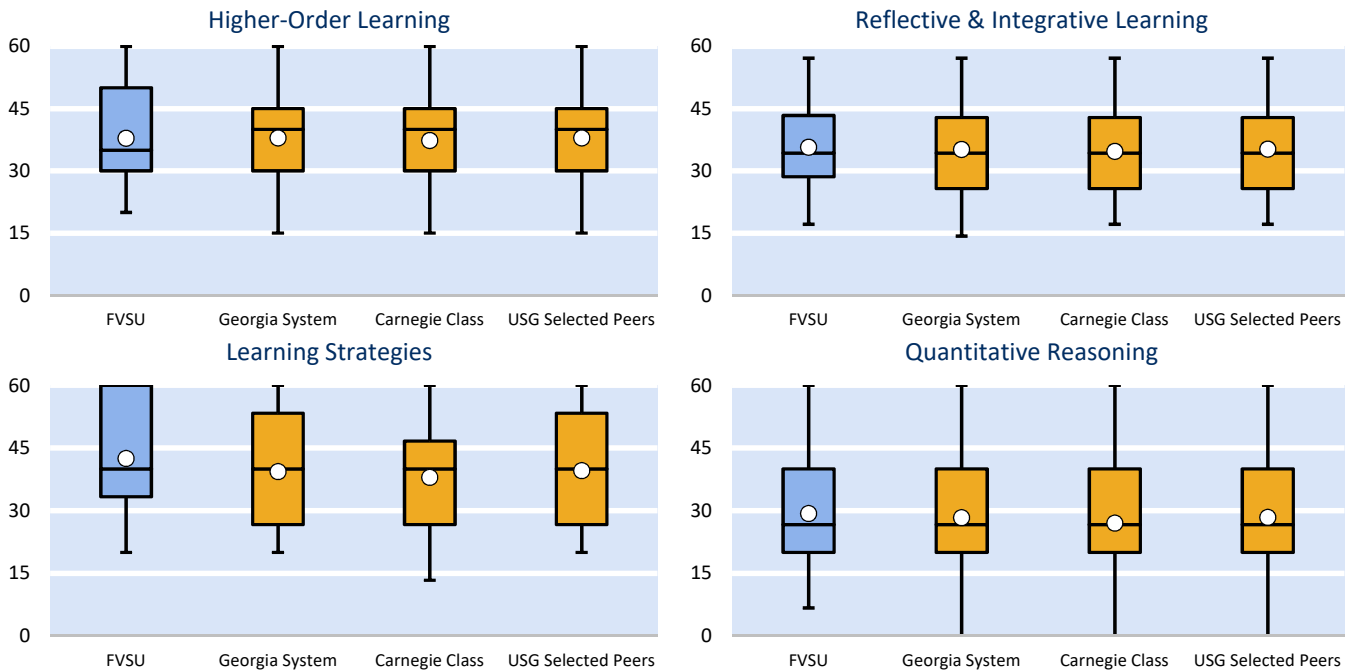
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	FVSU Mean	Your first-year students compared with					
		Georgia System		Carnegie Class		USG Selected Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.9	38.0	-.01	37.3	.04	37.9	.00
Reflective & Integrative Learning	35.7	35.2	.04	34.7	.09	35.3	.04
Learning Strategies	42.5	39.3	.23	38.0 *	.33	39.6	.21
Quantitative Reasoning	29.3	28.3	.06	27.0	.15	28.3	.06

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance^a on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	FVSU	Percentage point difference between your FY students and		
		Georgia System	Carnegie Class	USG Selected Peers
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	70	-1	+0	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+3	+5	+6
4d. Evaluating a point of view, decision, or information source	66	-4	-2	-3
4e. Forming a new idea or understanding from various pieces of information	66	-2	-2	-4
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	46	-4	-6	-5
2b. Connected your learning to societal problems or issues	55	+4	+5	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-4	-1	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+3	+5	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	79	+9	+11	+11
2f. Learned something that changed the way you understand an issue or concept	71	+6	+5	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	68	-8	-8	-6
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	+0	+2	-0
9b. Reviewed your notes after class	71	+2	+4	+0
9c. Summarized what you learned in class or from course materials	69	+3	+6	+1
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.)	56	+2	+5	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+6	+9	+4
6c. Evaluated what others have concluded from numerical information	41	-0	+4	+1

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

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

Academic Challenge: Seniors

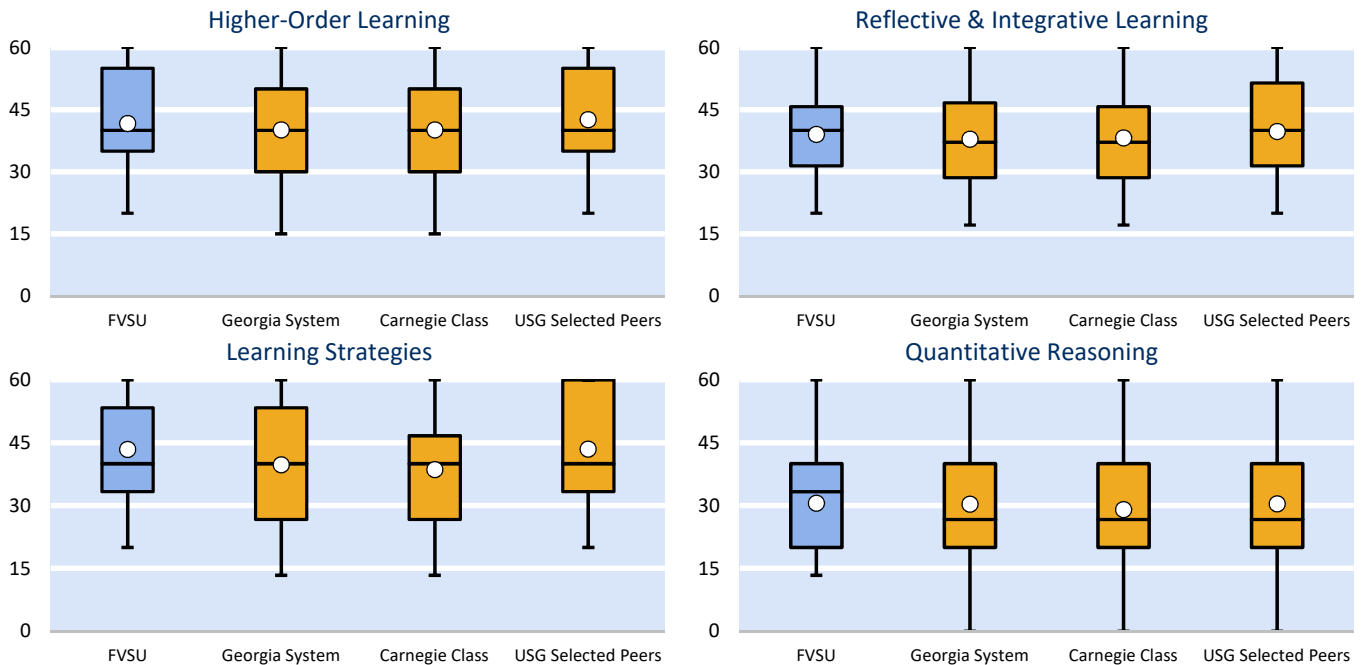
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	FVSU Mean	Your seniors compared with					
		Georgia System		Carnegie Class		USG Selected Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.7	40.1	.11	40.1	.11	42.6	-.07
Reflective & Integrative Learning	39.0	37.9	.09	38.2	.07	39.8	-.06
Learning Strategies	43.4	39.7	.25	38.6 *	.34	43.4	.00
Quantitative Reasoning	30.6	30.3	.02	29.0	.10	30.4	.01

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

Score Distributions



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Academic Challenge: Seniors (continued)

Performance^a on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Higher-Order Learning	FVSU	Percentage point difference between your seniors and		
		Georgia System	Carnegie Class	USG Selected Peers
<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	82	+3	+4	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+1	+2	-1
4d. Evaluating a point of view, decision, or information source	86	+18	+14	+8
4e. Forming a new idea or understanding from various pieces of information	71	+0	-1	-7
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	69	+0	+0	+2
2b. Connected your learning to societal problems or issues	69	+10	+8	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	+13	+10	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	76	+10	+9	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	81	+8	+9	+6
2f. Learned something that changed the way you understand an issue or concept	74	+3	+4	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	-2	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83	+3	+4	-2
9b. Reviewed your notes after class	89	+24	+26	+12
9c. Summarized what you learned in class or from course materials	80	+14	+17	+3
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.)	57	-1	+3	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+6	+8	+3
6c. Evaluated what others have concluded from numerical information	49	+4	+7	+6

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Learning with Peers: First-year students

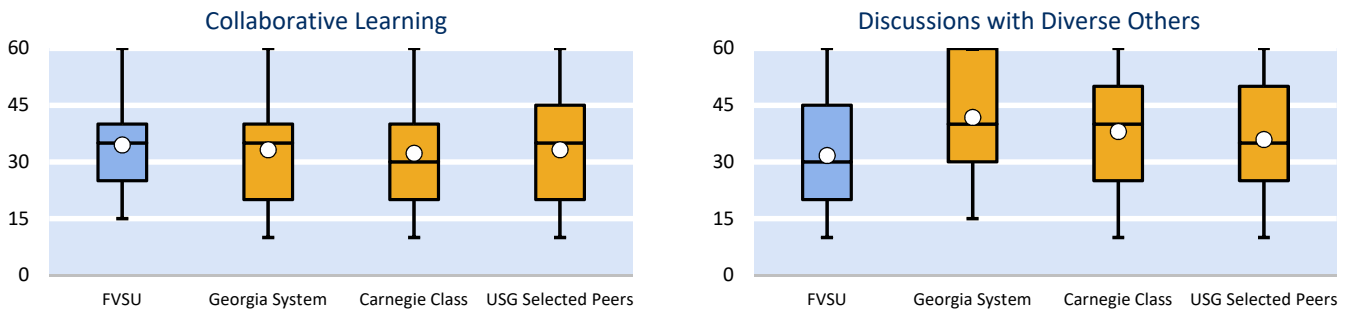
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.4	33.2	.09	32.3	.16	33.2	.09
Discussions with Diverse Others	31.6	41.8 ***	-.66	38.0 **	-.40	35.9 *	-.26

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

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Collaborative Learning	FVSU	Percentage point difference between your FY students and		
		Georgia System	Carnegie Class	USG Selected Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	54	+1	+2	+2
1f. Explained course material to one or more students	61	+1	+2	+1
1g. Prepared for exams by discussing or working through course material with other students	54	+2	+6	+4
1h. Worked with other students on course projects or assignments	52	-2	-1	-5
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	45	-31	-20	-16
8b. People from an economic background other than your own	58	-17	-10	-6
8c. People with religious beliefs other than your own	51	-19	-12	-5
8d. People with political views other than your own	42	-29	-24	-17

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Learning with Peers: Seniors

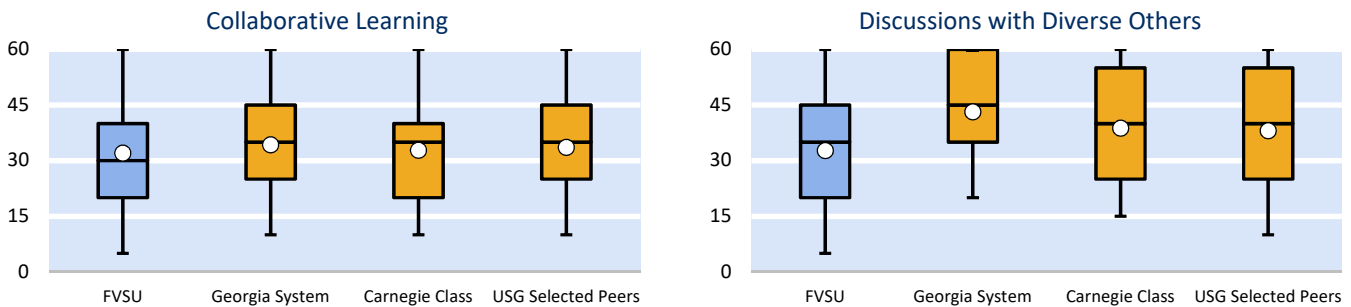
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Mean Comparisons

Engagement Indicator	FVSU Mean	Your seniors compared with					
		Georgia System		Carnegie Class		USG Selected Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.1	34.3	-.16	32.8	-.05	33.6	-.11
Discussions with Diverse Others	32.7	43.2 ***	-.67	38.8 *	-.38	38.1	-.32

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Collaborative Learning	FVSU	Percentage point difference between your seniors and		
		Georgia System	Carnegie Class	USG Selected Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	50	+4	+7	+8
1f. Explained course material to one or more students	57	-6	-3	-3
1g. Prepared for exams by discussing or working through course material with other students	50	-2	+2	-3
1h. Worked with other students on course projects or assignments	59	-8	-5	-5
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	47	-33	-18	-19
8b. People from an economic background other than your own	59	-17	-10	-8
8c. People with religious beliefs other than your own	44	-29	-20	-16
8d. People with political views other than your own	58	-14	-9	-5

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Experiences with Faculty: First-year students

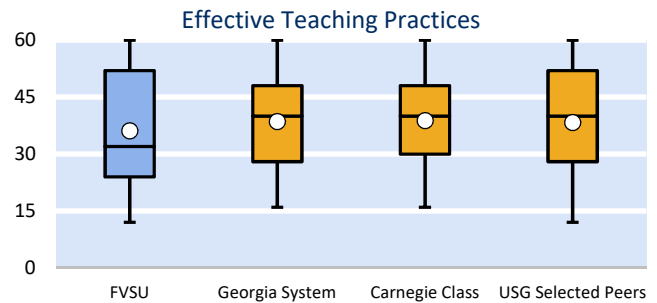
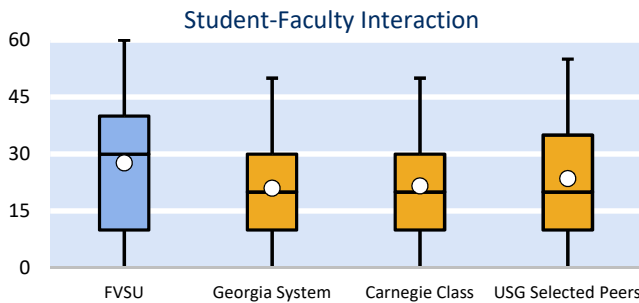
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Georgia System Effect size		Carnegie Class Effect size		USG Selected Peers Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.7	21.0 **	.44	21.6 **	.41	23.5	.26
Effective Teaching Practices	36.1	38.5	-.18	38.8	-.20	38.3	-.15

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Student-Faculty Interaction	FVSU %	Percentage point difference between your FY students and		
		Georgia System	Carnegie Class	USG Selected Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	49	+12	+12	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	38	+17	+16	+13
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	+17	+16	+11
3d. Discussed your academic performance with a faculty member	48	+16	+16	+9
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	56	-21	-22	-18
5b. Taught course sessions in an organized way	62	-13	-13	-6
5c. Used examples or illustrations to explain difficult points	55	-19	-19	-17
5d. Provided feedback on a draft or work in progress	60	-3	-5	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-4	-5	-5

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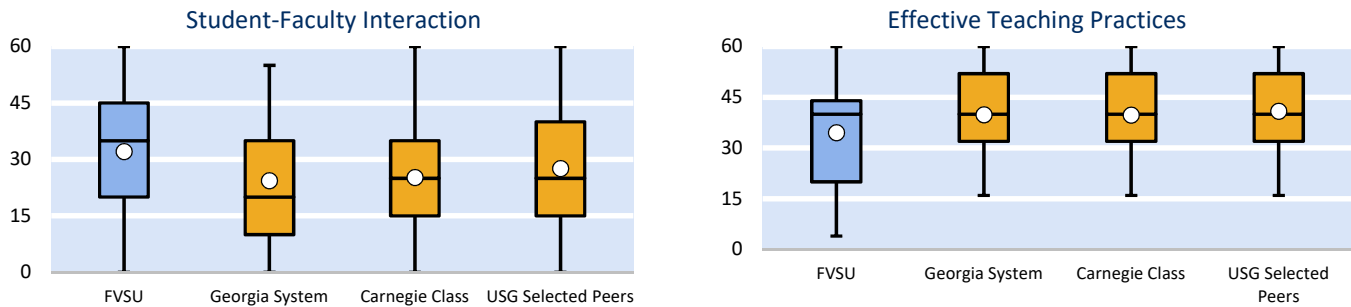
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	32.1	24.3 ***	.49	25.1 **	.42	27.6	.27
Effective Teaching Practices	34.5	39.8 **	-.39	39.7 *	-.38	40.8 **	-.43

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3a. Talked about career plans with a faculty member	63	+19	+18	+12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	47	+19	+18	+15
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	51	+18	+16	+12
3d. Discussed your academic performance with a faculty member	69	+35	+33	+21
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	75	-6	-4	-4
5b. Taught course sessions in an organized way	63	-16	-16	-13
5c. Used examples or illustrations to explain difficult points	65	-13	-11	-9
5d. Provided feedback on a draft or work in progress	60	+1	-3	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-10	-11	-15

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

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

Campus Environment: First-year students

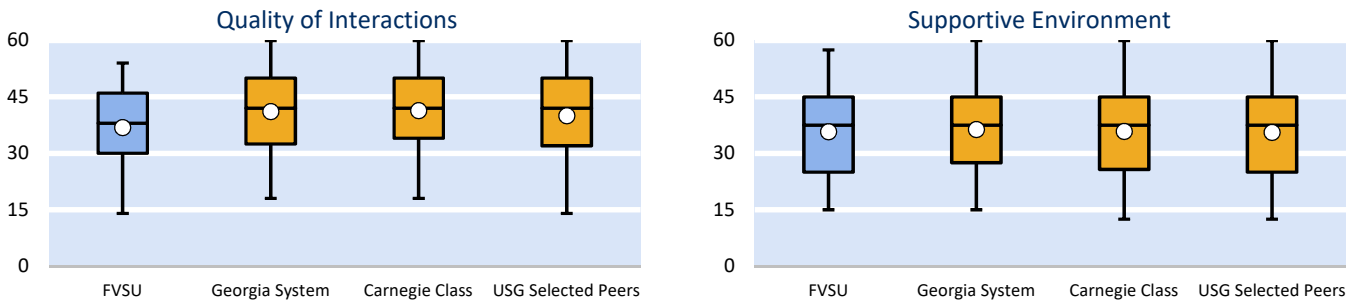
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	FVSU Mean	Your first-year students compared with					
		Georgia System		Carnegie Class		USG Selected Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	36.8	41.1 *	-.34	41.4 **	-.36	40.0	-.24
Supportive Environment	35.7	36.4	-.05	35.8	-.01	35.6	.01

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance^a on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	FVSU	Percentage point difference between your FY students and		
		Georgia System	Carnegie Class	USG Selected Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	45	-4	-6	-2
13b. Academic advisors	34	-15	-13	-13
13c. Faculty	39	-8	-10	-9
13d. Student services staff (career services, student activities, housing, etc.)	29	-14	-13	-12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	30	-10	-12	-9
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	75	+1	-1	+2
14c. Using learning support services (tutoring services, writing center, etc.)	76	+1	-0	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-9	-6	-3
14e. Providing opportunities to be involved socially	71	+0	+1	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	-4	-1	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	51	+9	+9	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+4	+6	+6
14i. Attending events that address important social, economic, or political issues	68	+15	+15	+15

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

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

Campus Environment: Seniors

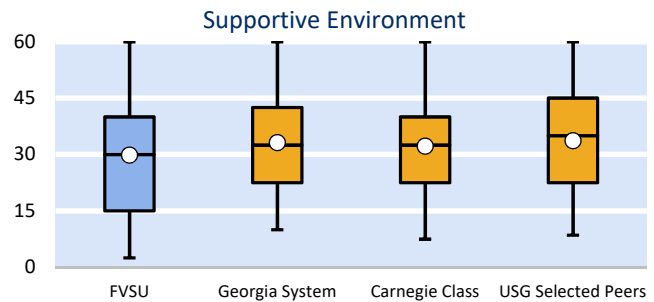
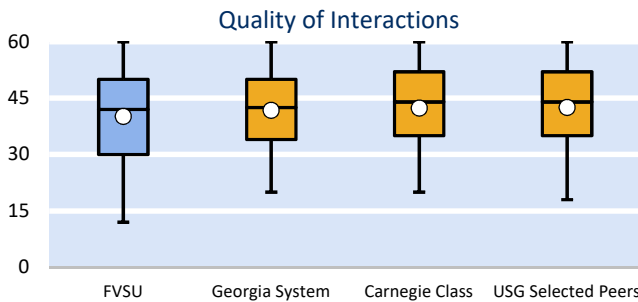
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	FVSU Mean	Your seniors compared with					
		Georgia System		Carnegie Class		USG Selected Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.2	41.7	-.13	42.4	-.18	42.5	-.18
Supportive Environment	29.8	33.2	-.24	32.3	-.17	33.7	-.26

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance^a on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	FVSU	Percentage point difference between your seniors and		
		Georgia System	Carnegie Class	USG Selected Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	48	-9	-10	-14
13b. Academic advisors	65	+16	+11	+7
13c. Faculty	57	+1	-1	+1
13d. Student services staff (career services, student activities, housing, etc.)	30	-11	-11	-13
13e. Other administrative staff and offices (registrar, financial aid, etc.)	31	-8	-12	-10
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	65	-6	-6	-6
14c. Using learning support services (tutoring services, writing center, etc.)	53	-12	-14	-16
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+1	+4	+1
14e. Providing opportunities to be involved socially	58	-10	-7	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	50	-15	-9	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	-5	-5	-11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	47	-11	-6	-7
14i. Attending events that address important social, economic, or political issues	45	+2	+0	-5

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your 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 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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 presence of a check mark does not necessarily 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	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.9	39.2	-.10	✓	41.2 *	-.25	
	Reflective and Integrative Learning	35.7	36.6	-.07	✓	38.3	-.20	
	Learning Strategies	42.5	39.8	.19	✓	41.9	.04	✓
	Quantitative Reasoning	29.3	28.8	.03	✓	30.4	-.07	✓
<i>Learning with Peers</i>	Collaborative Learning	34.4	35.2	-.05	✓	37.1	-.20	
	Discussions with Diverse Others	31.6	41.7 ***	-.68		43.8 ***	-.84	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.7	23.8	.26	✓	27.2	.03	✓
	Effective Teaching Practices	36.1	40.7 *	-.36		42.6 ***	-.48	
<i>Campus Environment</i>	Quality of Interactions	36.8	43.8 ***	-.61		46.1 ***	-.79	
	Supportive Environment	35.7	38.2	-.19		40.0 *	-.33	

Seniors

Theme	Engagement Indicator	FVSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.7	41.8	-.01	✓	43.3	-.12	
	Reflective and Integrative Learning	39.0	40.0	-.08	✓	42.0	-.24	
	Learning Strategies	43.4	40.7	.18	✓	42.9	.04	✓
	Quantitative Reasoning	30.6	31.1	-.04	✓	33.0	-.15	
<i>Learning with Peers</i>	Collaborative Learning	32.1	35.8	-.27		37.9 **	-.44	
	Discussions with Diverse Others	32.7	42.3 ***	-.62		44.3 ***	-.76	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	32.1	29.2	.18	✓	33.0	-.06	✓
	Effective Teaching Practices	34.5	41.8 ***	-.54		43.8 ***	-.70	
<i>Campus Environment</i>	Quality of Interactions	40.2	44.8 *	-.40		46.9 **	-.55	
	Supportive Environment	29.8	34.8 *	-.36		37.2 **	-.54	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2016 and 2017 institutions, separately by class. 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)	37.9	13.8	1.58	20	30	35	50	60				
Georgia System	38.0	13.7	.18	15	30	40	45	60	5,845	-.1	.960	-.006
Carnegie Class	37.3	13.4	.20	15	30	40	45	60	4,817	.6	.702	.044
USG Selected Peers	37.9	14.0	.45	15	30	40	45	60	1,033	.0	.994	-.001
Top 50%	39.2	13.1	.05	20	30	40	50	60	70,935	-1.3	.402	-.096
Top 10%	41.2	13.3	.12	20	35	40	50	60	13,184	-3.3	.033	-.245
Reflective & Integrative Learning												
FVSU (N = 84)	35.7	11.7	1.27	17	29	34	43	57				
Georgia System	35.2	12.5	.16	14	26	34	43	57	6,116	.5	.693	.043
Carnegie Class	34.7	12.0	.17	17	26	34	43	57	5,023	1.0	.438	.085
USG Selected Peers	35.3	12.4	.39	17	26	34	43	57	1,098	.5	.740	.038
Top 50%	36.6	12.0	.05	17	29	37	46	57	65,991	-.8	.522	-.070
Top 10%	38.3	12.3	.10	20	29	37	46	60	14,404	-2.5	.060	-.205
Learning Strategies												
FVSU (N = 59)	42.5	13.7	1.79	20	33	40	60	60				
Georgia System	39.3	13.8	.20	20	27	40	53	60	5,063	3.2	.081	.229
Carnegie Class	38.0	13.7	.21	13	27	40	47	60	4,282	4.5	.012	.329
USG Selected Peers	39.6	13.8	.48	20	27	40	53	60	895	2.9	.116	.212
Top 50%	39.8	13.7	.06	20	27	40	53	60	54,814	2.7	.138	.194
Top 10%	41.9	14.1	.12	20	33	40	53	60	13,891	.6	.762	.040
Quantitative Reasoning												
FVSU (N = 77)	29.3	15.4	1.76	7	20	27	40	60				
Georgia System	28.3	16.0	.21	0	20	27	40	60	5,778	1.0	.590	.062
Carnegie Class	27.0	15.3	.22	0	20	27	40	60	4,808	2.3	.196	.149
USG Selected Peers	28.3	15.5	.50	0	20	27	40	60	1,043	1.0	.603	.062
Top 50%	28.8	15.2	.06	0	20	27	40	60	76,511	.5	.791	.030
Top 10%	30.4	15.2	.11	7	20	27	40	60	18,697	-1.1	.521	-.073
Learning with Peers												
Collaborative Learning												
FVSU (N = 95)	34.4	14.0	1.43	15	25	35	40	60				
Georgia System	33.2	14.3	.18	10	20	35	40	60	6,387	1.3	.394	.088
Carnegie Class	32.3	14.0	.20	10	20	30	40	60	5,219	2.2	.132	.156
USG Selected Peers	33.2	14.4	.44	10	20	35	45	60	1,155	1.3	.403	.089
Top 50%	35.2	13.6	.05	15	25	35	45	60	76,774	-.7	.595	-.054
Top 10%	37.1	13.4	.10	15	25	40	45	60	18,898	-2.6	.056	-.196
Discussions with Diverse Others												
FVSU (N = 62)	31.6	16.7	2.12	10	20	30	45	60				
Georgia System	41.8	15.4	.22	15	30	40	60	60	5,113	-10.1	.000	-.656
Carnegie Class	38.0	15.7	.24	10	25	40	50	60	4,329	-6.4	.002	-.405
USG Selected Peers	35.9	16.0	.55	10	25	35	50	60	908	-4.2	.045	-.264
Top 50%	41.7	14.9	.06	20	30	40	55	60	70,107	-10.1	.000	-.677
Top 10%	43.8	14.5	.11	20	35	45	60	60	62	-12.2	.000	-.837

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 = 80)	27.7	18.4	2.06	0	10	30	40	60				
Georgia System	21.0	15.1	.20	0	10	20	30	50	80	6.7	.002	.440
Carnegie Class	21.6	14.7	.21	0	10	20	30	50	80	6.1	.004	.412
USG Selected Peers	23.5	15.8	.50	0	10	20	35	55	88	4.2	.052	.262
Top 50%	23.8	14.7	.07	0	15	20	35	55	79	3.9	.063	.264
Top 10%	27.2	15.5	.18	5	15	25	40	60	80	.5	.828	.029
Effective Teaching Practices												
FVSU (N = 81)	36.1	16.7	1.87	12	24	32	52	60				
Georgia System	38.5	13.4	.18	16	28	40	48	60	81	-2.5	.193	-.183
Carnegie Class	38.8	13.3	.19	16	30	40	48	60	81	-2.7	.150	-.203
USG Selected Peers	38.3	14.6	.47	12	28	40	52	60	90	-2.2	.252	-.150
Top 50%	40.7	13.0	.06	20	32	40	52	60	80	-4.6	.015	-.355
Top 10%	42.6	13.6	.13	20	36	44	56	60	80	-6.5	.001	-.480
Campus Environment												
Quality of Interactions												
FVSU (N = 58)	36.8	12.2	1.60	14	30	38	46	54				
Georgia System	41.1	12.8	.19	18	33	42	50	60	4,772	-4.3	.011	-.337
Carnegie Class	41.4	12.7	.20	18	34	42	50	60	4,072	-4.6	.007	-.359
USG Selected Peers	40.0	13.5	.47	14	32	42	50	60	873	-3.2	.081	-.238
Top 50%	43.8	11.5	.05	22	38	46	52	60	46,013	-7.0	.000	-.606
Top 10%	46.1	11.7	.13	24	40	48	56	60	7,906	-9.2	.000	-.785
Supportive Environment												
FVSU (N = 53)	35.7	13.0	1.78	15	25	38	45	58				
Georgia System	36.4	13.8	.20	15	28	38	45	60	4,707	-.7	.730	-.048
Carnegie Class	35.8	13.7	.22	13	26	38	45	60	3,986	-.1	.964	-.006
USG Selected Peers	35.6	14.5	.52	13	25	38	45	60	821	.1	.954	.008
Top 50%	38.2	13.1	.06	18	30	40	48	60	56,292	-2.5	.164	-.191
Top 10%	40.0	13.0	.11	18	31	40	50	60	13,416	-4.3	.017	-.328

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	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 = 44)	41.7	12.6	1.90	20	35	40	55	60				
Georgia System	40.1	14.0	.18	15	30	40	50	60	6,279	1.6	.452	.114
Carnegie Class	40.1	13.8	.17	15	30	40	50	60	6,258	1.6	.451	.114
USG Selected Peers	42.6	13.7	.42	20	35	40	55	60	1,114	-.9	.667	-.066
Top 50%	41.8	13.5	.05	20	35	40	55	60	66,507	-.1	.943	-.011
Top 10%	43.3	13.4	.10	20	35	40	55	60	19,705	-1.6	.441	-.116
Reflective & Integrative Learning												
FVSU (N = 47)	39.0	11.2	1.63	20	31	40	46	60				
Georgia System	37.9	12.7	.16	17	29	37	47	60	6,524	1.1	.548	.088
Carnegie Class	38.2	12.5	.16	17	29	37	46	60	6,462	.8	.643	.068
USG Selected Peers	39.8	12.8	.38	20	31	40	51	60	1,152	-.7	.695	-.058
Top 50%	40.0	12.3	.05	20	31	40	49	60	68,536	-1.0	.585	-.080
Top 10%	42.0	12.2	.10	20	34	43	51	60	14,308	-3.0	.096	-.243
Learning Strategies												
FVSU (N = 35)	43.4	11.8	2.00	20	33	40	53	60				
Georgia System	39.7	14.5	.20	13	27	40	53	60	5,514	3.7	.139	.253
Carnegie Class	38.6	14.4	.19	13	27	40	47	60	5,688	4.8	.048	.337
USG Selected Peers	43.4	13.8	.45	20	33	40	60	60	995	.0	.991	-.002
Top 50%	40.7	14.4	.05	20	33	40	53	60	80,357	2.7	.278	.185
Top 10%	42.9	14.3	.09	20	33	40	60	60	23,394	.5	.833	.036
Quantitative Reasoning												
FVSU (N = 46)	30.6	14.5	2.14	13	20	33	40	60				
Georgia System	30.3	16.3	.21	0	20	27	40	60	6,234	.3	.906	.017
Carnegie Class	29.0	16.1	.20	0	20	27	40	60	6,241	1.6	.514	.097
USG Selected Peers	30.4	16.5	.51	0	20	27	40	60	1,111	.1	.953	.009
Top 50%	31.1	16.2	.05	0	20	33	40	60	101,331	-.6	.809	-.036
Top 10%	33.0	15.9	.11	7	20	33	40	60	22,420	-2.4	.302	-.152
Learning with Peers												
Collaborative Learning												
FVSU (N = 47)	32.1	15.5	2.26	5	20	30	40	60				
Georgia System	34.3	14.4	.18	10	25	35	45	60	6,722	-2.2	.288	-.156
Carnegie Class	32.8	14.6	.18	10	20	35	40	60	6,590	-.7	.728	-.051
USG Selected Peers	33.6	14.7	.44	10	25	35	45	60	1,173	-1.6	.470	-.108
Top 50%	35.8	13.8	.04	15	25	35	45	60	94,114	-3.8	.062	-.273
Top 10%	37.9	13.4	.10	15	30	40	50	60	19,165	-5.8	.003	-.435
Discussions with Diverse Others												
FVSU (N = 36)	32.7	17.4	2.92	5	20	35	45	60				
Georgia System	43.2	15.5	.21	20	35	45	60	60	5,551	-10.4	.000	-.675
Carnegie Class	38.8	15.9	.21	15	25	40	55	60	5,714	-6.1	.023	-.382
USG Selected Peers	38.1	16.5	.53	10	25	40	55	60	1,002	-5.4	.058	-.324
Top 50%	42.3	15.6	.05	15	30	40	60	60	102,189	-9.6	.000	-.616
Top 10%	44.3	15.3	.10	20	35	45	60	60	22,098	-11.5	.000	-.755

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 = 47)	32.1	18.4	2.69	0	20	35	45	60				
Georgia System	24.3	15.9	.20	0	10	20	35	55	6,357	7.7	.001	.486
Carnegie Class	25.1	16.4	.21	0	15	25	35	60	6,345	6.9	.004	.422
USG Selected Peers	27.6	16.9	.51	0	15	25	40	60	1,121	4.5	.075	.266
Top 50%	29.2	15.7	.08	5	20	30	40	60	40,785	2.8	.218	.180
Top 10%	33.0	16.0	.20	10	20	30	45	60	6,278	-1.0	.681	-.060
Effective Teaching Practices												
FVSU (N = 47)	34.5	16.4	2.40	4	20	40	44	60				
Georgia System	39.8	13.7	.17	16	32	40	52	60	6,338	-5.3	.008	-.388
Carnegie Class	39.7	13.8	.17	16	32	40	52	60	6,335	-5.2	.010	-.376
USG Selected Peers	40.8	14.7	.45	16	32	40	52	60	1,134	-6.3	.004	-.429
Top 50%	41.8	13.5	.06	20	32	40	52	60	58,115	-7.3	.000	-.539
Top 10%	43.8	13.4	.12	20	36	44	56	60	46	-9.3	.000	-.696
Campus Environment												
Quality of Interactions												
FVSU (N = 32)	40.2	14.3	2.54	12	30	42	50	60				
Georgia System	41.7	12.2	.17	20	34	43	50	60	5,261	-1.5	.476	-.127
Carnegie Class	42.4	12.2	.17	20	35	44	52	60	5,389	-2.2	.316	-.179
USG Selected Peers	42.5	12.8	.42	18	35	44	52	60	959	-2.3	.316	-.181
Top 50%	44.8	11.6	.05	23	38	46	54	60	55,290	-4.6	.026	-.396
Top 10%	46.9	12.1	.10	23	40	50	58	60	15,267	-6.7	.002	-.554
Supportive Environment												
FVSU (N = 33)	29.8	16.2	2.83	3	15	30	40	60				
Georgia System	33.2	14.0	.19	10	23	33	43	60	5,245	-3.3	.174	-.239
Carnegie Class	32.3	14.3	.20	8	23	33	40	60	5,378	-2.4	.335	-.169
USG Selected Peers	33.7	15.1	.50	9	23	35	45	60	951	-3.9	.147	-.258
Top 50%	34.8	13.7	.05	13	25	35	45	60	66,009	-4.9	.040	-.359
Top 10%	37.2	13.6	.12	13	28	38	48	60	11,959	-7.3	.002	-.538

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

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

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

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

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

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

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