NSSE 2020
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
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

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 2019 and 2020 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, 2018). 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 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**

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment,* 13 (Summer/Fall), pp. 22-38.

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 NSSE 2019 & 2020
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 NSSE 2019 & 2020
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	▲	▲	▲

NSSE 2020 Engagement Indicators

Academic Challenge

Fort Valley State University

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

| | FVSU | Your first-year students compared with | | | | | |
| | | Georgia System | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.5	37.8	-.09	37.6	-.09	38.1	-.12
Reflective & Integrative Learning	33.6	34.5	-.07	35.2	-.14	35.2	-.13
Learning Strategies	34.3	38.9 *	-.33	38.1 *	-.28	38.3 *	-.29
Quantitative Reasoning	29.6	28.7	.05	27.5	.14	28.2	.09

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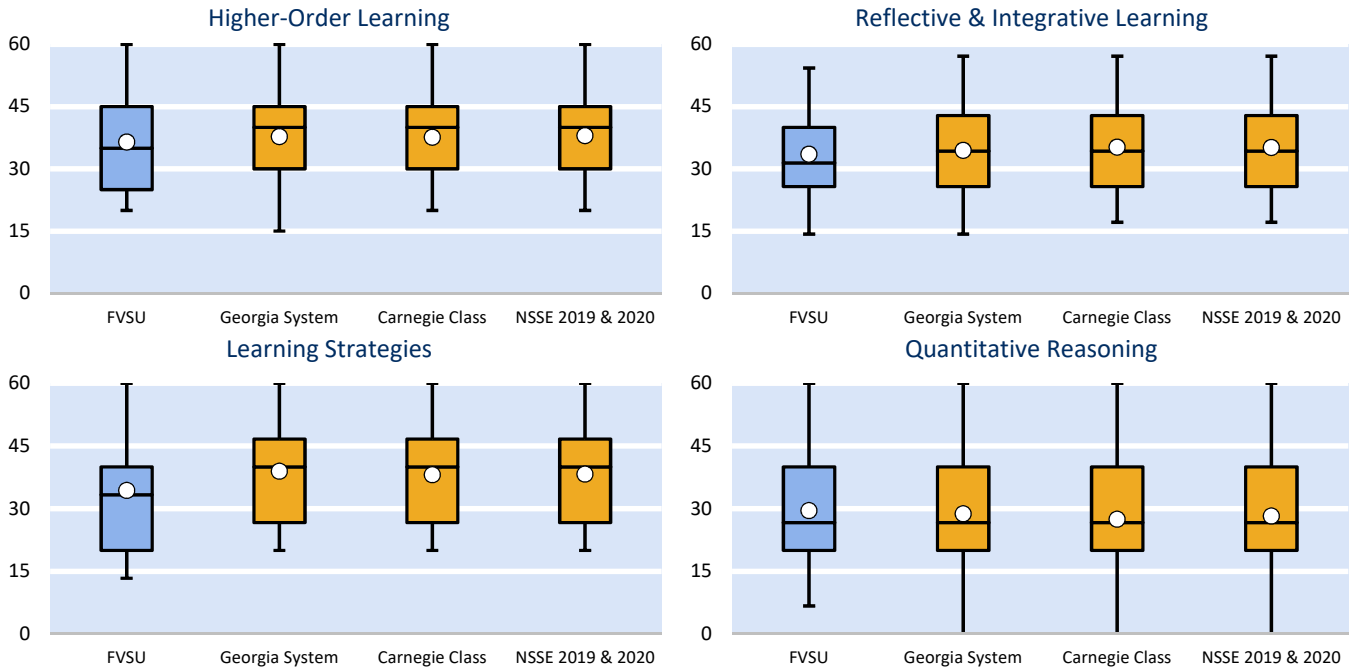
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance 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.

		Percentage point difference [a] between your FY students and		
Higher-Order Learning	**FVSU**	**Georgia System**	**Carnegie Class**	**NSSE 2019 & 2020**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	67	-3	-2	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	-6	-6	-8
4d. Evaluating a point of view, decision, or information source	63	-5	-7	-7
4e. Forming a new idea or understanding from various pieces of information	65	-3	-4	-5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	51	+4	-0	-0
2b. Connected your learning to societal problems or issues	45	-4	-7	-6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-1	-1	-0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+8	+5	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+4	+2	+2
2f. Learned something that changed the way you understand an issue or concept	73	+10	+7	+7
2g. Connected ideas from your courses to your prior experiences and knowledge	69	-6	-8	-9
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	64	-10	-10	-11
9b. Reviewed your notes after class	60	-10	-7	-7
9c. Summarized what you learned in class or from course materials	55	-10	-9	-8
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60	+5	+10	+7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+4	+6	+5
6c. Evaluated what others have concluded from numerical information	42	+1	+4	+2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

NSSE 2020 Engagement Indicators
Academic Challenge
Fort Valley State University

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

| | FVSU | Your seniors compared with | | | | | |
| | | Georgia System | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.8	40.2	.12	40.6	.09	40.1	.13
Reflective & Integrative Learning	40.9	37.9	.23	38.9	.16	38.1	.23
Learning Strategies	39.2	39.5	-.02	39.0	.02	38.6	.04
Quantitative Reasoning	36.8	31.3 *	.34	30.0 **	.42	30.2 *	.40

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
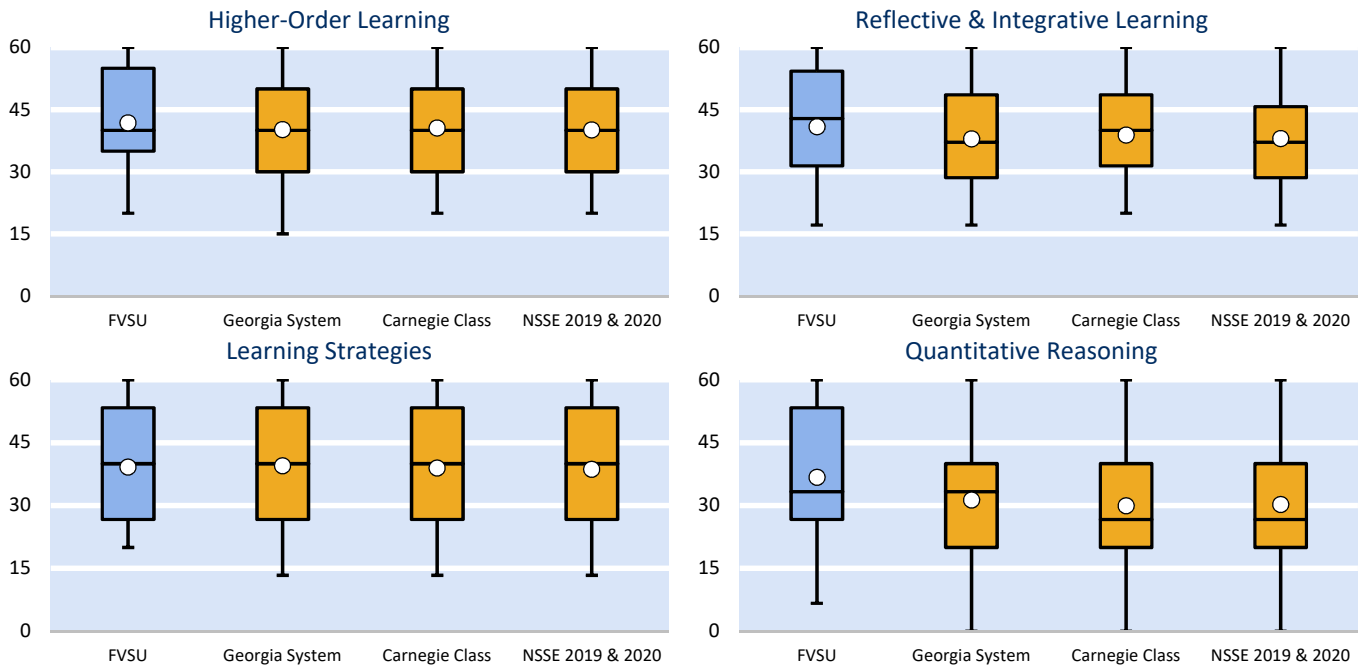
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Academic Challenge: Seniors (continued)

Performance 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.

Percentage point difference [a] between your seniors and

Higher-Order Learning	FVSU	Georgia System	Carnegie Class	NSSE 2019 & 2020
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	66	-13	-11	-11
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	59	-18	-17	-17
4d. Evaluating a point of view, decision, or information source	77	+7	+3	+6
4e. Forming a new idea or understanding from various pieces of information	83	+11	+10	+11
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	54	-13	-15	-14
2b. Connected your learning to societal problems or issues	61	+3	-3	+0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66	+16	+8	+13
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+0	-2	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	79	+5	+5	+6
2f. Learned something that changed the way you understand an issue or concept	86	+14	+14	+14
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-8	-9	-9
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	79	+1	+0	+2
9b. Reviewed your notes after class	60	-5	-3	-3
9c. Summarized what you learned in class or from course materials	58	-8	-8	-7
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	79	+19	+24	+23
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+3	+4	+4
6c. Evaluated what others have concluded from numerical information	60	+11	+15	+14

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

NSSE 2020 Engagement Indicators

Learning with Peers

Fort Valley State University
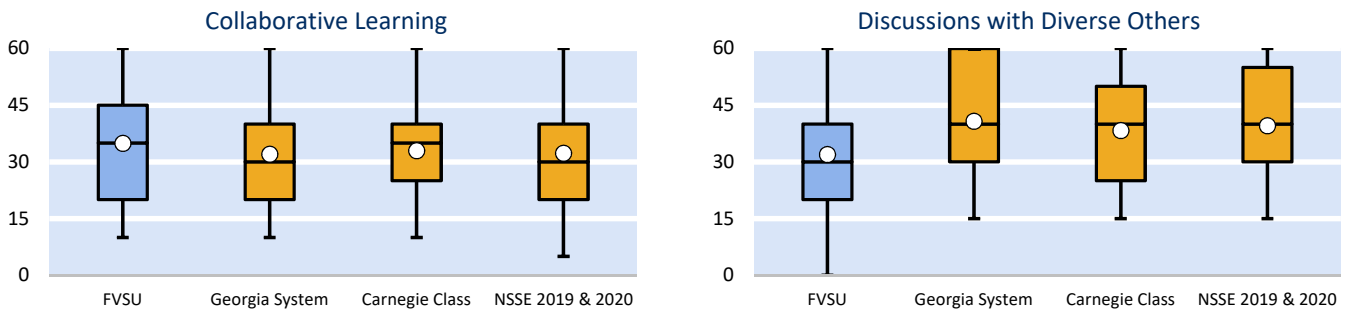
Learning with Peers: First-year students

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

	FVSU	Your first-year students compared with					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.9	32.0	.19	32.9	.14	32.3	.18
Discussions with Diverse Others	31.9	40.7 ***	-.54	38.3 **	-.41	39.5 ***	-.49

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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Performance on Indicator Items

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		Percentage point difference [a] between your FY students and		
Collaborative Learning	FVSU	Georgia System	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	60	+9	+7	+7
1f. Explained course material to one or more students	66	+9	+9	+9
1g. Prepared for exams by discussing or working through course material with other students	56	+7	+5	+6
1h. Worked with other students on course projects or assignments	63	+9	+5	+8
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	57	-19	-10	-14
8b. People from an economic background other than your own	52	-20	-18	-20
8c. People with religious beliefs other than your own	47	-21	-14	-19
8d. People with political views other than your own	41	-25	-22	-23

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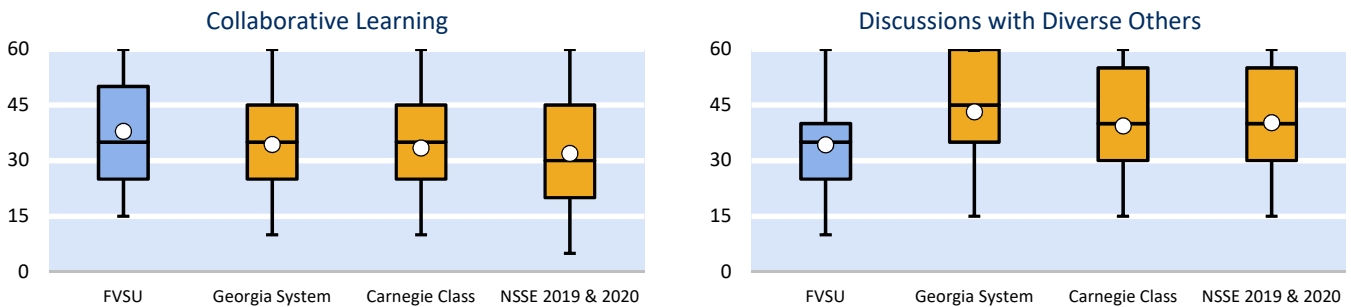
Learning with Peers: Seniors

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

	FVSU	*Your seniors compared with*					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.9	34.4	.24	33.4 *	.31	32.0 *	.38
Discussions with Diverse Others	34.3	43.2 ***	-.58	39.4 *	-.33	40.2 *	-.37

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 [a] between your seniors and*		
		Georgia System	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	56	+9	+12	+13
1f. Explained course material to one or more students	66	+4	+5	+9
1g. Prepared for exams by discussing or working through course material with other students	57	+6	+7	+10
1h. Worked with other students on course projects or assignments	71	+2	+4	+8

Discussions with Diverse Others	FVSU	Georgia System	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	43	-37	-26	-29
8b. People from an economic background other than your own	64	-14	-8	-9
8c. People with religious beliefs other than your own	57	-16	-8	-11
8d. People with political views other than your own	48	-21	-17	-17

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NSSE 2020 Engagement Indicators

Experiences with Faculty
Fort Valley State University

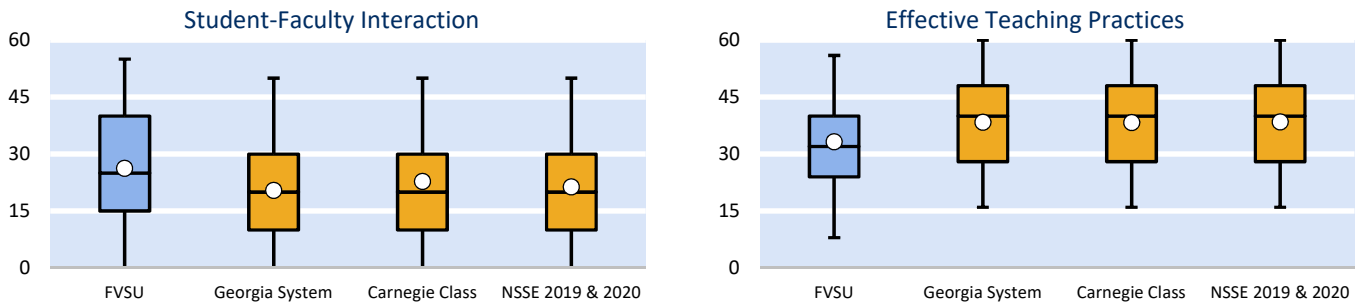## Experiences with Faculty: First-year students

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

	FVSU	*Your first-year students compared with*					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.2	20.4 **	.39	22.8	.24	21.4 **	.33
Effective Teaching Practices	33.2	38.4 **	-.38	38.2 **	-.38	38.4 **	-.40

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	FVSU	*Percentage point difference* [a] *between your FY students and*		
Student-Faculty Interaction		Georgia System	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	53	+17	+12	+15
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	44	+24	+20	+22
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+14	+10	+13
3d. Discussed your academic performance with a faculty member	42	+12	+9	+12
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	66	-9	-9	-11
5b. Taught course sessions in an organized way	60	-13	-13	-14
5c. Used examples or illustrations to explain difficult points	54	-19	-19	-20
5d. Provided feedback on a draft or work in progress	53	-10	-12	-10
5e. Provided prompt and detailed feedback on tests or completed assignments	51	-8	-9	-9

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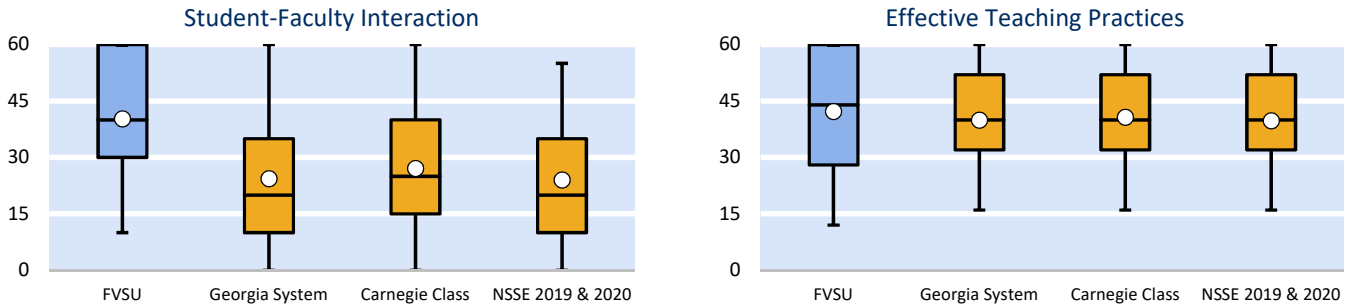
Experiences with Faculty: Seniors

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Mean Comparisons

	FVSU	*Your seniors compared with*					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	40.2	24.3 ***	.97	27.0 ***	.81	23.9 ***	1.02
Effective Teaching Practices	42.2	39.9	.17	40.6	.11	39.7	.18

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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Student-Faculty Interaction		Georgia System	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	74	+31	+23	+30
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	67	+39	+34	+39
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	63	+29	+24	+31
3d. Discussed your academic performance with a faculty member	61	+28	+21	+27
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	78	-2	-3	-3
5b. Taught course sessions in an organized way	76	-1	-2	-1
5c. Used examples or illustrations to explain difficult points	73	-5	-5	-4
5d. Provided feedback on a draft or work in progress	72	+10	+6	+11
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+4	+0	+3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

| | FVSU | Your first-year students compared with | | | | | |
| | | Georgia System | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	37.4	42.3 **	-.40	43.0 ***	-.47	43.2 ***	-.50
Supportive Environment	36.6	35.7	.06	36.2	.03	36.0	.04

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 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.

| | | Percentage point difference [a] between your FY students and | | |
Quality of Interactions	FVSU	Georgia System	Carnegie Class	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	39	-12	-13	-14
13b. Academic advisors	30	-23	-23	-24
13c. Faculty	30	-20	-23	-23
13d. Student services staff (career services, student activities, housing, etc.)	31	-14	-16	-17
13e. Other administrative staff and offices (registrar, financial aid, etc.)	26	-18	-21	-21
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	65	-8	-10	-10
14c. Using learning support services (tutoring services, writing center, etc.)	58	-19	-18	-19
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-3	-3	-4
14e. Providing opportunities to be involved socially	65	-4	-6	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-2	-3	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	54	+14	+11	+12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	76	+13	+11	+12
14i. Attending events that address important social, economic, or political issues	63	+17	+14	+16

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.
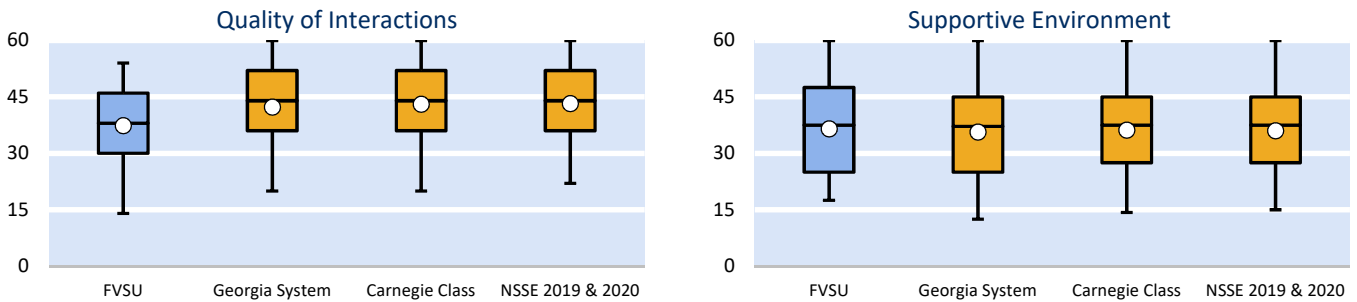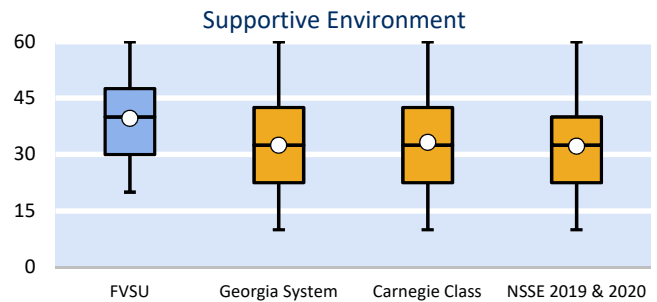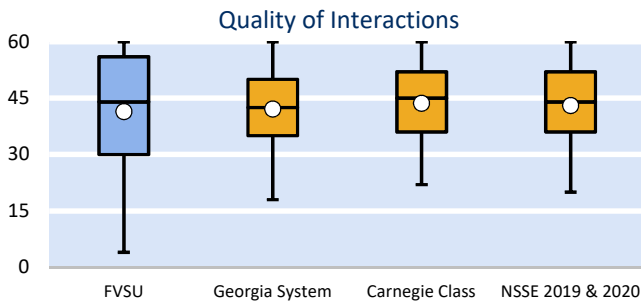
Campus Environment: Seniors

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

| | FVSU | Your seniors compared with | | | | | |
| | | Georgia System | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.5	42.1	-.05	43.7	-.19	43.0	-.13
Supportive Environment	39.7	32.5 **	.51	33.2 **	.46	32.2 **	.53

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 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.

| | | Percentage point difference [a] between your seniors and | | |
Quality of Interactions	FVSU	Georgia System	Carnegie Class	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	58	-0	-1	-0
13b. Academic advisors	73	+24	+16	+19
13c. Faculty	45	-13	-16	-13
13d. Student services staff (career services, student activities, housing, etc.)	44	+2	-1	-0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	-5	-11	-10
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	79	+10	+7	+9
14c. Using learning support services (tutoring services, writing center, etc.)	59	-7	-9	-8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+11	+10	+11
14e. Providing opportunities to be involved socially	60	-7	-7	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+2	+1	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+18	+14	+15
14h. Attending campus activities and events (performing arts, athletic events, etc.)	88	+30	+33	+36
14i. Attending events that address important social, economic, or political issues	61	+21	+16	+21

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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 **go.iu.edu/NSSE-PnP**), 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 2019 and 2020 NSSE institutions, and

   (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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

| | | FVSU | NSSE Top 50% | | | NSSE Top 10% | | |
| | | | Your first-year students compared with | | | | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.5	39.3	-.22		41.4 **	-.38	
	Reflective and Integrative Learning	33.6	36.7 *	-.26		39.0 ***	-.46	
	Learning Strategies	34.3	39.9 **	-.40		42.3 ***	-.56	
	Quantitative Reasoning	29.6	29.4	.01	✓	31.4	-.12	
Learning with Peers	Collaborative Learning	34.9	35.2	-.02	✓	37.4	-.19	
	Discussions with Diverse Others	31.9	41.5 ***	-.64		43.6 ***	-.81	
Experiences with Faculty	Student-Faculty Interaction	26.2	24.5	.12	✓	28.1	-.12	
	Effective Teaching Practices	33.2	40.5 ***	-.56		42.3 ***	-.64	
Campus Environment	Quality of Interactions	37.4	45.2 ***	-.70		47.2 ***	-.85	
	Supportive Environment	36.6	37.9	-.10		40.0 *	-.27	

Seniors

| | | FVSU | NSSE Top 50% | | | NSSE Top 10% | | |
| | | | Your seniors compared with | | | | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.8	41.7	.01	✓	43.2	-.10	✓
	Reflective and Integrative Learning	40.9	39.8	.09	✓	41.8	-.07	✓
	Learning Strategies	39.2	40.7	-.10		42.7	-.24	
	Quantitative Reasoning	36.8	31.4 *	.33	✓	33.4	.22	✓
Learning with Peers	Collaborative Learning	37.9	35.9	.14	✓	38.4	-.04	✓
	Discussions with Diverse Others	34.3	42.1 ***	-.50		43.8 ***	-.62	
Experiences with Faculty	Student-Faculty Interaction	40.2	29.6 ***	.67	✓	33.2 **	.44	✓
	Effective Teaching Practices	42.2	41.8	.03	✓	43.7	-.11	
Campus Environment	Quality of Interactions	41.5	45.2	-.32		47.4 *	-.49	
	Supportive Environment	39.7	34.6 *	.36	✓	36.8	.20	✓

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 2019 and 2020 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.

NSSE 2020 Engagement Indicators
Detailed Statistics[a]
Fort Valley State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD [b]	SE [c]	5th	25th	50th	75th	95th	Deg. of freedom [e]	Mean diff.	Sig. [f]	Effect size [g]
Academic Challenge												
Higher-Order Learning												
FVSU (N = 66)	36.5	14.1	1.73	20	25	35	45	60				
Georgia System	37.8	14.2	.20	15	30	40	45	60	4,964	-1.3	.452	-.093
Carnegie Class	37.6	13.2	.16	20	30	40	45	60	7,172	-1.1	.487	-.086
NSSE 2019 & 2020	38.1	13.2	.04	20	30	40	45	60	110,449	-1.6	.332	-.119
Top 50%	39.3	13.1	.05	20	30	40	50	60	62,571	-2.8	.077	-.217
Top 10%	41.4	12.8	.12	20	35	40	50	60	12,044	-4.9	.002	-.382
Reflective & Integrative Learning												
FVSU (N = 73)	33.6	11.6	1.37	14	26	31	40	54				
Georgia System	34.5	12.8	.17	14	26	34	43	57	5,486	-.9	.549	-.071
Carnegie Class	35.2	12.0	.14	17	26	34	43	57	7,773	-1.6	.241	-.138
NSSE 2019 & 2020	35.2	12.0	.03	17	26	34	43	57	119,532	-1.6	.255	-.133
Top 50%	36.7	11.8	.05	17	29	37	46	57	61,104	-3.1	.024	-.265
Top 10%	39.0	11.7	.12	20	31	40	49	60	9,655	-5.4	.000	-.460
Learning Strategies												
FVSU (N = 62)	34.3	15.0	1.90	13	20	33	40	60				
Georgia System	38.9	14.1	.21	20	27	40	47	60	4,578	-4.6	.011	-.327
Carnegie Class	38.1	13.7	.17	20	27	40	47	60	6,761	-3.8	.031	-.276
NSSE 2019 & 2020	38.3	13.8	.04	20	27	40	47	60	104,407	-3.9	.025	-.285
Top 50%	39.9	13.7	.06	20	33	40	53	60	53,038	-5.6	.001	-.405
Top 10%	42.3	14.1	.13	20	33	40	53	60	11,732	-8.0	.000	-.564
Quantitative Reasoning												
FVSU (N = 65)	29.6	15.7	1.95	7	20	27	40	60				
Georgia System	28.7	16.0	.24	0	20	27	40	60	4,682	.8	.681	.051
Carnegie Class	27.5	15.3	.19	0	20	27	40	60	6,869	2.1	.273	.137
NSSE 2019 & 2020	28.2	15.3	.05	0	20	27	40	60	106,174	1.4	.474	.089
Top 50%	29.4	15.2	.06	7	20	27	40	60	68,900	.1	.942	.009
Top 10%	31.4	15.3	.13	7	20	33	40	60	14,599	-1.8	.340	-.119
Learning with Peers												
Collaborative Learning												
FVSU (N = 83)	34.9	15.5	1.70	10	20	35	45	60				
Georgia System	32.0	14.7	.19	10	20	30	40	60	6,135	2.8	.084	.191
Carnegie Class	32.9	14.0	.15	10	25	35	40	60	8,407	1.9	.209	.138
NSSE 2019 & 2020	32.3	14.7	.04	5	20	30	40	60	128,741	2.6	.106	.177
Top 50%	35.2	13.7	.05	15	25	35	45	60	79,451	-.3	.835	-.023
Top 10%	37.4	13.5	.11	15	30	40	45	60	16,718	-2.5	.089	-.187
Discussions with Diverse Others												
FVSU (N = 61)	31.9	15.0	1.92	0	20	30	40	60				
Georgia System	40.7	16.2	.24	15	30	40	60	60	4,623	-8.8	.000	-.544
Carnegie Class	38.3	15.5	.19	15	25	40	50	60	6,805	-6.4	.001	-.414
NSSE 2019 & 2020	39.5	15.6	.05	15	30	40	55	60	105,172	-7.6	.000	-.489
Top 50%	41.5	15.0	.06	20	30	40	55	60	70,622	-9.6	.000	-.639
Top 10%	43.6	14.5	.12	20	35	45	60	60	14,668	-11.7	.000	-.808

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[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)	26.2	16.4	2.01	0	15	25	40	55				
Georgia System	20.4	15.1	.21	0	10	20	30	50	5,190	5.9	.002	.388
Carnegie Class	22.8	14.8	.17	0	10	20	30	50	7,423	3.5	.055	.237
NSSE 2019 & 2020	21.4	14.6	.04	0	10	20	30	50	114,384	4.9	.007	.333
Top 50%	24.5	14.7	.07	5	15	20	35	55	40,357	1.8	.326	.121
Top 10%	28.1	15.4	.21	5	15	25	40	60	5,334	-1.9	.324	-.122
Effective Teaching Practices												
FVSU (N = 65)	33.2	13.6	1.69	8	24	32	40	56				
Georgia System	38.4	13.8	.20	16	28	40	48	60	4,926	-5.2	.003	-.376
Carnegie Class	38.2	13.3	.16	16	28	40	48	60	7,143	-5.0	.002	-.379
NSSE 2019 & 2020	38.4	13.2	.04	16	28	40	48	60	110,032	-5.2	.001	-.398
Top 50%	40.5	13.2	.06	20	32	40	52	60	45,810	-7.3	.000	-.555
Top 10%	42.3	14.1	.13	16	32	44	56	60	12,665	-9.1	.000	-.641
Campus Environment												
Quality of Interactions												
FVSU (N = 56)	37.4	12.3	1.65	14	30	38	46	54				
Georgia System	42.3	12.4	.19	20	36	44	52	60	4,285	-5.0	.003	-.400
Carnegie Class	43.0	12.1	.15	20	36	44	52	60	6,423	-5.7	.000	-.471
NSSE 2019 & 2020	43.2	11.8	.04	22	36	44	52	60	97,672	-5.9	.000	-.498
Top 50%	45.2	11.2	.05	24	38	46	54	60	42,810	-7.8	.000	-.698
Top 10%	47.2	11.6	.11	25	40	50	58	60	10,344	-9.8	.000	-.845
Supportive Environment												
FVSU (N = 56)	36.6	13.3	1.79	18	25	38	48	60				
Georgia System	35.7	14.2	.21	13	25	37	45	60	4,436	.9	.653	.061
Carnegie Class	36.2	13.6	.17	14	28	38	45	60	6,533	.4	.835	.028
NSSE 2019 & 2020	36.0	13.5	.04	15	28	38	45	60	101,033	.6	.756	.042
Top 50%	37.9	13.1	.06	18	30	38	48	60	51,587	-1.3	.451	-.101
Top 10%	40.0	12.9	.13	18	33	40	50	60	9,154	-3.5	.046	-.269

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 SE) 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.

NSSE 2020 Engagement Indicators

Detailed Statistics[a]
Fort Valley State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
FVSU (N = 41)	41.8	14.1	2.20	20	35	40	55	60				
Georgia System	40.2	13.8	.20	15	30	40	50	60	4,760	1.7	.444	.120
Carnegie Class	40.6	13.5	.17	20	30	40	50	60	6,473	1.3	.547	.094
NSSE 2019 & 2020	40.1	13.5	.04	20	30	40	50	60	124,398	1.7	.406	.129
Top 50%	41.7	13.4	.06	20	35	40	55	60	54,836	.1	.950	.010
Top 10%	43.2	13.3	.12	20	35	40	55	60	13,374	-1.3	.521	-.100
Reflective & Integrative Learning												
FVSU (N = 42)	40.9	14.2	2.20	17	31	43	54	60				
Georgia System	37.9	12.6	.17	17	29	37	49	60	5,191	2.9	.131	.234
Carnegie Class	38.9	12.3	.15	20	31	40	49	60	6,847	2.0	.305	.158
NSSE 2019 & 2020	38.1	12.5	.03	17	29	37	46	60	131,871	2.8	.142	.226
Top 50%	39.8	12.2	.05	20	31	40	49	60	54,450	1.1	.568	.088
Top 10%	41.8	12.0	.13	20	34	40	51	60	8,823	-.9	.634	-.074
Learning Strategies												
FVSU (N = 38)	39.2	13.7	2.23	20	27	40	53	60				
Georgia System	39.5	14.7	.22	13	27	40	53	60	4,471	-.3	.897	-.021
Carnegie Class	39.0	14.5	.18	13	27	40	53	60	6,187	.2	.924	.016
NSSE 2019 & 2020	38.6	14.6	.04	13	27	40	53	60	119,118	.6	.811	.039
Top 50%	40.7	14.5	.06	20	33	40	53	60	60,758	-1.5	.529	-.103
Top 10%	42.7	14.4	.10	20	33	40	60	60	19,592	-3.5	.140	-.241
Quantitative Reasoning												
FVSU (N = 38)	36.8	16.4	2.64	7	27	33	53	60				
Georgia System	31.3	16.4	.24	0	20	33	40	60	4,538	5.5	.039	.335
Carnegie Class	30.0	16.3	.21	0	20	27	40	60	6,283	6.8	.010	.419
NSSE 2019 & 2020	30.2	16.2	.05	0	20	27	40	60	120,618	6.5	.013	.403
Top 50%	31.4	16.1	.06	0	20	33	40	60	77,696	5.3	.040	.332
Top 10%	33.4	15.9	.13	7	20	33	40	60	15,204	3.4	.183	.215
Learning with Peers												
Collaborative Learning												
FVSU (N = 44)	37.9	14.7	2.23	15	25	35	50	60				
Georgia System	34.4	14.5	.20	10	25	35	45	60	5,579	3.5	.112	.241
Carnegie Class	33.4	14.5	.17	10	25	35	45	60	7,145	4.4	.044	.306
NSSE 2019 & 2020	32.0	15.6	.04	5	20	30	45	60	137,934	5.9	.013	.377
Top 50%	35.9	14.0	.05	15	25	35	45	60	72,088	2.0	.356	.140
Top 10%	38.4	13.6	.12	15	30	40	50	60	12,539	-.5	.808	-.037
Discussions with Diverse Others												
FVSU (N = 38)	34.3	13.0	2.12	10	25	35	40	60				
Georgia System	43.2	15.3	.23	15	35	45	60	60	37	-8.8	.000	-.580
Carnegie Class	39.4	15.3	.19	15	30	40	55	60	6,235	-5.1	.044	-.330
NSSE 2019 & 2020	40.2	15.9	.05	15	30	40	55	60	119,633	-5.9	.024	-.369
Top 50%	42.1	15.5	.06	15	30	40	60	60	37	-7.7	.001	-.498
Top 10%	43.8	15.3	.11	20	35	45	60	60	37	-9.4	.000	-.619

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[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 = 44)	40.2	18.0	2.73	10	30	40	60	60				
Georgia System	24.3	16.3	.23	0	10	20	35	60	4,979	15.9	.000	.975
Carnegie Class	27.0	16.4	.20	0	15	25	40	60	6,620	13.2	.000	.806
NSSE 2019 & 2020	23.9	16.1	.04	0	10	20	35	55	127,718	16.3	.000	1.016
Top 50%	29.6	15.9	.09	5	20	30	40	60	28,846	10.6	.000	.666
Top 10%	33.2	15.9	.23	10	20	35	45	60	4,958	7.1	.004	.442
Effective Teaching Practices												
FVSU (N = 39)	42.2	15.8	2.52	12	28	44	60	60				
Georgia System	39.9	14.0	.20	16	32	40	52	60	4,729	2.3	.301	.166
Carnegie Class	40.6	13.9	.17	16	32	40	52	60	6,470	1.6	.475	.114
NSSE 2019 & 2020	39.7	13.8	.04	16	32	40	52	60	124,255	2.5	.264	.178
Top 50%	41.8	13.7	.06	20	32	40	52	60	46,791	.4	.849	.030
Top 10%	43.7	13.4	.13	20	36	44	56	60	10,309	-1.5	.479	-.113
Campus Environment												
Quality of Interactions												
FVSU (N = 38)	41.5	16.1	2.62	4	30	44	56	60				
Georgia System	42.1	12.2	.19	18	35	43	50	60	37	-.6	.813	-.051
Carnegie Class	43.7	11.8	.15	22	36	45	52	60	37	-2.2	.401	-.189
NSSE 2019 & 2020	43.0	12.1	.04	20	36	44	52	60	37	-1.6	.550	-.131
Top 50%	45.2	11.7	.05	24	38	48	54	60	37	-3.8	.160	-.322
Top 10%	47.4	12.0	.10	24	40	50	58	60	37	-5.9	.030	-.492
Supportive Environment												
FVSU (N = 38)	39.7	13.8	2.24	20	30	40	48	60				
Georgia System	32.5	14.1	.22	10	23	33	43	60	4,348	7.2	.002	.508
Carnegie Class	33.2	14.0	.18	10	23	33	43	60	6,074	6.4	.005	.459
NSSE 2019 & 2020	32.2	14.2	.04	10	23	33	40	60	116,300	7.5	.001	.526
Top 50%	34.6	14.0	.06	13	25	35	45	60	51,454	5.1	.026	.363
Top 10%	36.8	14.1	.15	13	28	38	48	60	9,211	2.9	.211	.204

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 SE) 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.