



NSSE 2017

Engagement Indicators

Grambling 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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Southeast Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 2017
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	△	△	△
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▽	▽	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	▽	▽	▽
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2016 & 2017
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	▲	△
	Discussions with Diverse Others	▽	▽	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

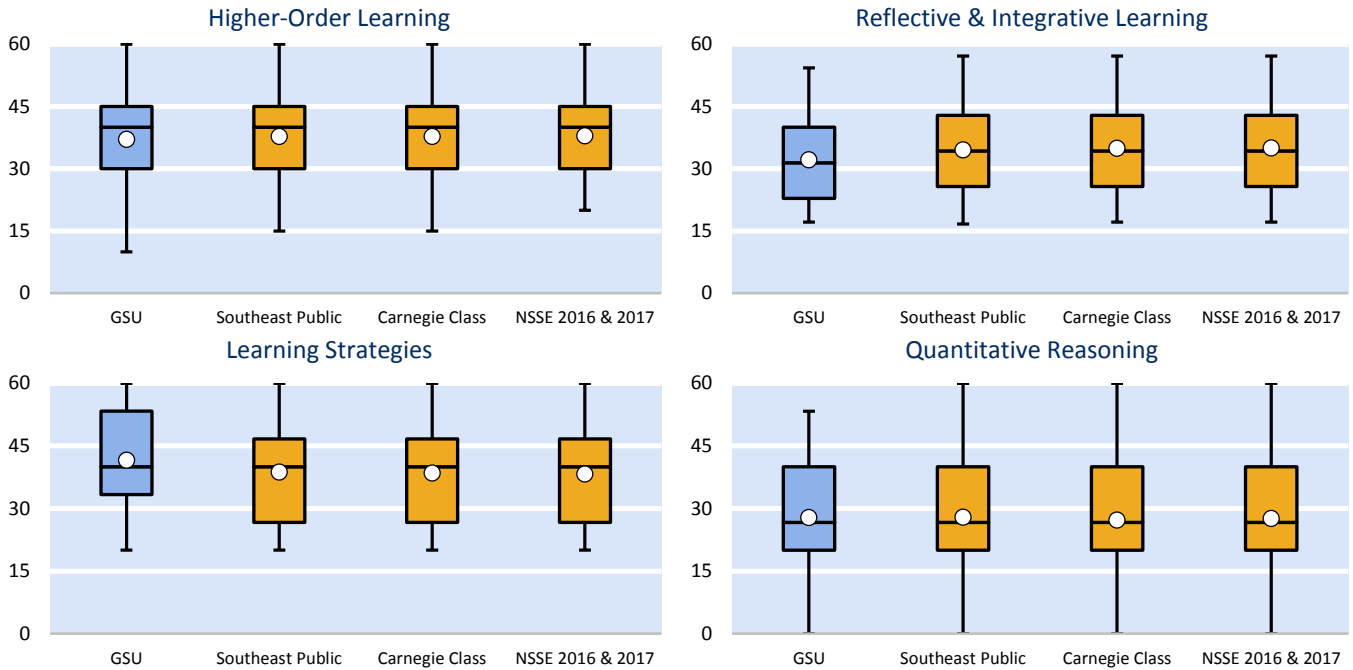
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	GSU Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.1	37.8	-.05	37.8	-.05	37.9	-.06
Reflective & Integrative Learning	32.2	34.6 *	-.20	35.0 **	-.23	35.0 **	-.24
Learning Strategies	41.6	38.7 *	.21	38.5 *	.22	38.3 **	.24
Quantitative Reasoning	27.9	27.9	.00	27.2	.04	27.6	.02

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.

	GSU	Percentage point difference between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
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	68	-3	-2	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-5	-4	-5
4d. Evaluating a point of view, decision, or information source	70	+2	+1	+2
4e. Forming a new idea or understanding from various pieces of information	66	-1	-2	-2
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	42	-7	-9	-10
2b. Connected your learning to societal problems or issues	46	-4	-6	-6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-4	-5	-5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-6	-6	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	-5	-6	-6
2f. Learned something that changed the way you understand an issue or concept	63	-1	-3	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	66	-9	-10	-10
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	-1	-3	-2
9b. Reviewed your notes after class	80	+13	+14	+15
9c. Summarized what you learned in class or from course materials	72	+8	+9	+9
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	+1	+3	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+5	+5	+5
6c. Evaluated what others have concluded from numerical information	38	-1	+1	-0

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

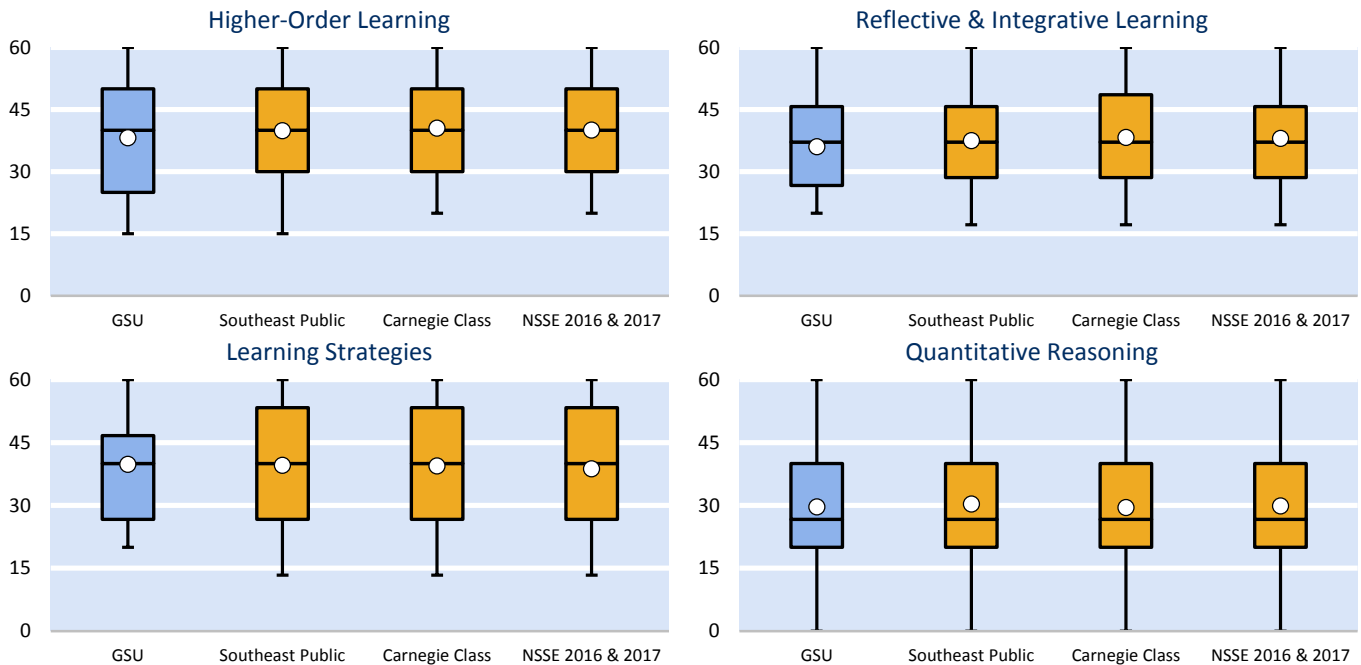
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	GSU Mean	Your seniors compared with					
		Southeast Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Higher-Order Learning	38.2	39.9	-.12	40.5	-.17	40.0	-.13
Reflective & Integrative Learning	36.1	37.5	-.12	38.3	-.18	38.0	-.16
Learning Strategies	39.8	39.5	.02	39.4	.02	38.7	.07
Quantitative Reasoning	29.7	30.3	-.04	29.5	.01	29.9	-.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.

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.

	GSU	Percentage point difference between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
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	71	-8	-8	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-10	-11	-11
4d. Evaluating a point of view, decision, or information source	69	+1	-3	-1
4e. Forming a new idea or understanding from various pieces of information	68	-2	-5	-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	52	-17	-16	-17
2b. Connected your learning to societal problems or issues	59	-1	-4	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+2	-3	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+0	-2	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	-2	-3	-2
2f. Learned something that changed the way you understand an issue or concept	68	-1	-3	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-5	-7	-6
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	-4	-6	-5
9b. Reviewed your notes after class	69	+4	+5	+7
9c. Summarized what you learned in class or from course materials	66	-0	-0	+2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	-3	+0	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+2	+3	+3
6c. Evaluated what others have concluded from numerical information	46	+1	+3	+2

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.

Learning with Peers: First-year students

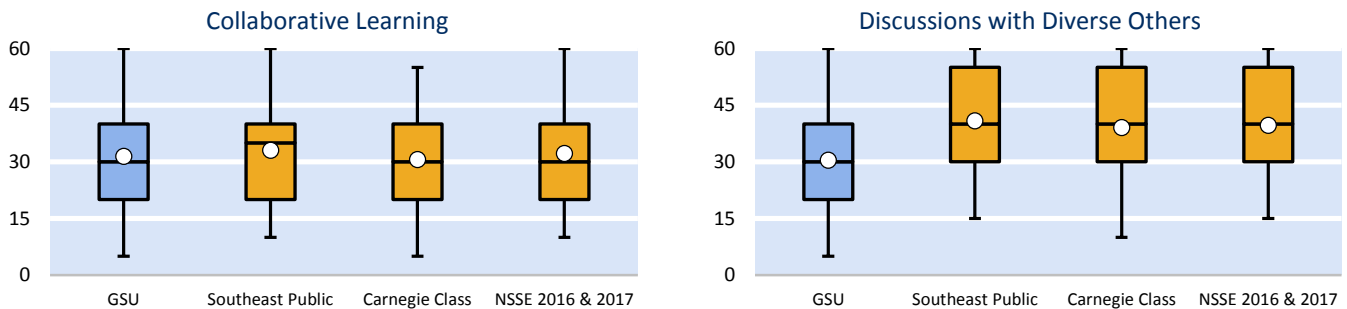
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	GSU Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.4	33.1	-.12	30.6	.06	32.2	-.05
Discussions with Diverse Others	30.4	40.8 ***	-.67	39.0 ***	-.54	39.7 ***	-.60

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.

Engagement Indicator	GSU	Percentage point difference between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
<i>Collaborative Learning</i>				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	42	-12	-7	-11
1f. Explained course material to one or more students	50	-10	-4	-7
1g. Prepared for exams by discussing or working through course material with other students	54	+3	+8	+5
1h. Worked with other students on course projects or assignments	54	+0	+3	+1
<i>Discussions with Diverse Others</i>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	41	-32	-28	-30
8b. People from an economic background other than your own	51	-22	-18	-20
8c. People with religious beliefs other than your own	44	-25	-22	-23
8d. People with political views other than your own	49	-22	-18	-19

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.

Learning with Peers: Seniors

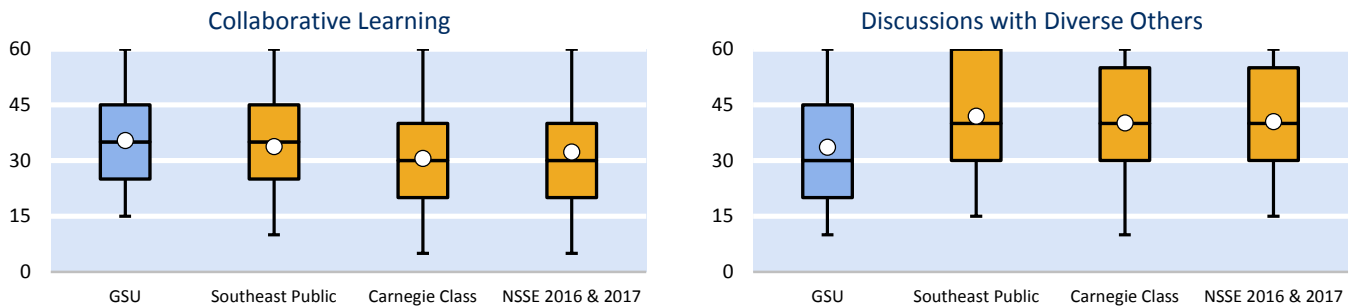
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	GSU Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.4	33.7	.11	30.6 **	.30	32.3 *	.21
Discussions with Diverse Others	33.6	42.0 ***	-.53	40.2 ***	-.40	40.5 ***	-.43

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.

Collaborative Learning	GSU	Percentage point difference between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	47	+1	+8	+4
1f. Explained course material to one or more students	60	-2	+5	+1
1g. Prepared for exams by discussing or working through course material with other students	60	+9	+16	+13
1h. Worked with other students on course projects or assignments	66	+1	+7	+3
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	54	-21	-17	-18
8b. People from an economic background other than your own	63	-12	-9	-10
8c. People with religious beliefs other than your own	49	-21	-18	-18
8d. People with political views other than your own	51	-20	-16	-16

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.

Experiences with Faculty: First-year students

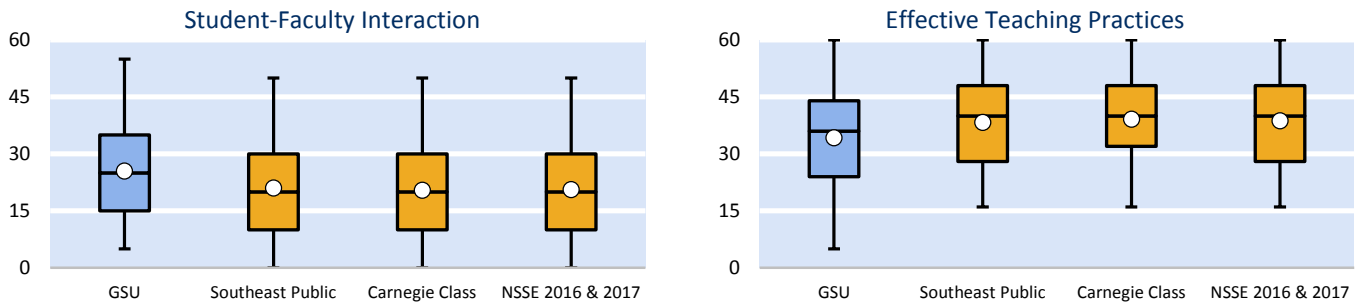
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	GSU Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.5	21.0 ***	.30	20.4 ***	.35	20.6 ***	.34
Effective Teaching Practices	34.3	38.3 **	-.30	39.1 ***	-.37	38.7 ***	-.34

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.

Student-Faculty Interaction	GSU %	Percentage point difference between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	51	+14	+16	+16
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+8	+9	+9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+8	+8	+8
3d. Discussed your academic performance with a faculty member	48	+18	+19	+19
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	64	-13	-14	-14
5b. Taught course sessions in an organized way	58	-16	-18	-18
5c. Used examples or illustrations to explain difficult points	61	-13	-13	-13
5d. Provided feedback on a draft or work in progress	56	-7	-10	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	50	-8	-12	-10

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.

Experiences with Faculty: Seniors

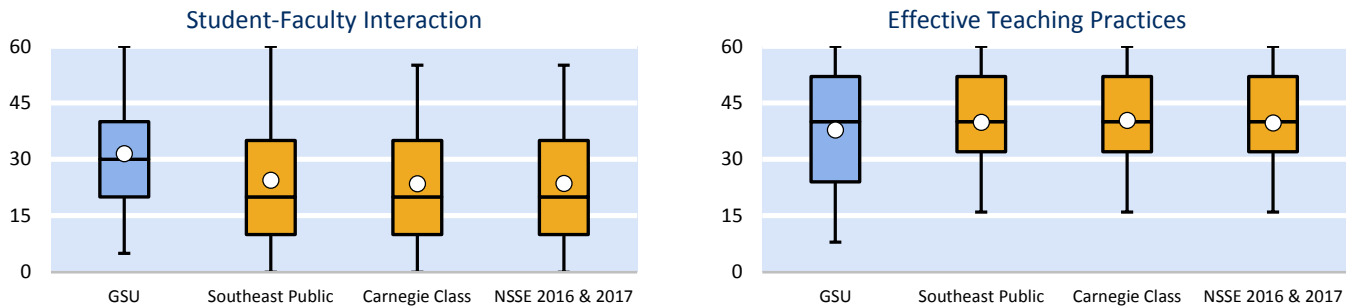
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	GSU Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	31.5	24.4 ***	.44	23.5 ***	.50	23.6 ***	.50
Effective Teaching Practices	37.7	39.8	-.15	40.3	-.19	39.6	-.14

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.

Student-Faculty Interaction	GSU %	Percentage point difference between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	65	+21	+22	+23
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	49	+21	+23	+22
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	+7	+9	+8
3d. Discussed your academic performance with a faculty member	58	+23	+23	+25
<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	74	-7	-7	-7
5b. Taught course sessions in an organized way	70	-8	-9	-8
5c. Used examples or illustrations to explain difficult points	69	-9	-9	-9
5d. Provided feedback on a draft or work in progress	59	-2	-4	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-4	-7	-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.

Campus Environment: First-year students

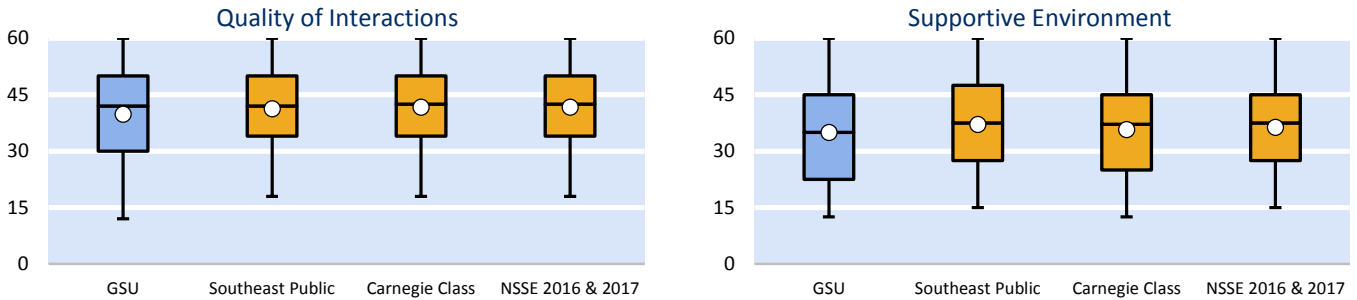
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	GSU Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.8	41.3	-.12	41.7	-.15	41.7	-.16
Supportive Environment	35.0	37.1	-.16	35.7	-.05	36.3	-.10

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	GSU	Percentage point difference between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	52	+1	+1	-0
13b. Academic advisors	41	-8	-8	-8
13c. Faculty	41	-5	-8	-8
13d. Student services staff (career services, student activities, housing, etc.)	42	-1	-2	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-1	-5	-3
<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	63	-13	-12	-13
14c. Using learning support services (tutoring services, writing center, etc.)	61	-16	-14	-15
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-10	-9	-10
14e. Providing opportunities to be involved socially	64	-9	-5	-7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-15	-10	-12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	+1	+1	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	-1	+8	+4
14i. Attending events that address important social, economic, or political issues	58	+6	+8	+7

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

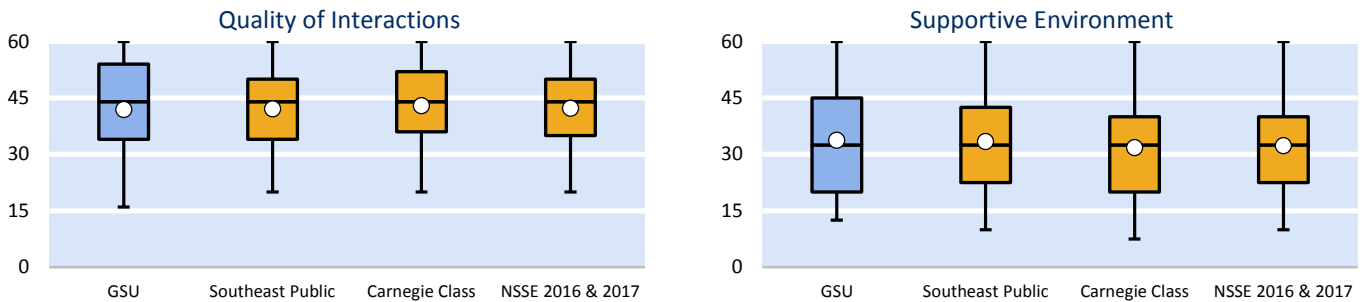
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	GSU Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.9	42.1	-.01	43.0	-.08	42.3	-.02
Supportive Environment	33.8	33.5	.02	31.8	.13	32.3	.10

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	GSU	Percentage point difference between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	59	+0	+0	+1
13b. Academic advisors	54	+4	+1	+3
13c. Faculty	47	-9	-13	-10
13d. Student services staff (career services, student activities, housing, etc.)	42	-0	-2	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	33	-6	-12	-8
<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	53	-18	-19	-18
14c. Using learning support services (tutoring services, writing center, etc.)	44	-21	-21	-21
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-1	-1	+0
14e. Providing opportunities to be involved socially	64	-4	+2	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	-6	+0	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+12	+11	+12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	+6	+18	+13
14i. Attending events that address important social, economic, or political issues	60	+16	+19	+17

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.

This page intentionally left blank.

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		GSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.1	39.2	-.16		41.2 **	-.30	
	Reflective and Integrative Learning	32.2	36.6 ***	-.37		38.3 ***	-.50	
	Learning Strategies	41.6	39.8	.13	✓	41.9	-.03	✓
	Quantitative Reasoning	27.9	28.8	-.06	✓	30.4 *	-.17	
<i>Learning with Peers</i>	Collaborative Learning	31.4	35.2 ***	-.28		37.1 ***	-.42	
	Discussions with Diverse Others	30.4	41.7 ***	-.76		43.8 ***	-.92	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.5	23.8	.11	✓	27.3	-.12	
	Effective Teaching Practices	34.3	40.7 ***	-.49		42.6 ***	-.61	
<i>Campus Environment</i>	Quality of Interactions	39.8	43.8 **	-.35		46.1 ***	-.53	
	Supportive Environment	35.0	38.2 *	-.24		40.0 ***	-.38	

Seniors		GSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.2	41.8 **	-.27		43.3 ***	-.37	
	Reflective and Integrative Learning	36.1	40.0 ***	-.32		42.0 ***	-.49	
	Learning Strategies	39.8	40.7	-.07	✓	42.9 *	-.22	
	Quantitative Reasoning	29.7	31.1	-.09	✓	33.0 *	-.21	
<i>Learning with Peers</i>	Collaborative Learning	35.4	35.8	-.03	✓	37.9	-.19	
	Discussions with Diverse Others	33.6	42.3 ***	-.56		44.3 ***	-.70	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	31.5	29.2	.14	✓	33.0	-.10	✓
	Effective Teaching Practices	37.7	41.8 *	-.30		43.8 ***	-.46	
<i>Campus Environment</i>	Quality of Interactions	41.9	44.8	-.24		46.9 **	-.41	
	Supportive Environment	33.8	34.8	-.07	✓	37.2 *	-.25	

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												
GSU (N = 153)	37.1	15.0	1.21	10	30	40	45	60				
Southeast Public	37.8	13.5	.08	15	30	40	45	60	29,331	-.7	.551	-.048
Carnegie Class	37.8	13.4	.07	15	30	40	45	60	40,370	-.6	.552	-.048
NSSE 2016 & 2017	37.9	13.3	.04	20	30	40	45	60	153	-.8	.502	-.062
Top 50%	39.2	13.1	.05	20	30	40	50	60	153	-2.0	.095	-.156
Top 10%	41.2	13.3	.11	20	35	40	50	60	155	-4.0	.001	-.303
Reflective & Integrative Learning												
GSU (N = 168)	32.2	11.2	.87	17	23	31	40	54				
Southeast Public	34.6	12.2	.07	17	26	34	43	57	30,729	-2.4	.011	-.196
Carnegie Class	35.0	12.0	.06	17	26	34	43	57	42,043	-2.8	.003	-.230
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	146,042	-2.9	.002	-.238
Top 50%	36.6	12.0	.04	17	29	37	46	57	74,459	-4.4	.000	-.367
Top 10%	38.3	12.3	.10	20	29	37	46	60	16,289	-6.1	.000	-.496
Learning Strategies												
GSU (N = 117)	41.6	13.1	1.22	20	33	40	53	60				
Southeast Public	38.7	13.8	.09	20	27	40	47	60	25,633	2.8	.026	.206
Carnegie Class	38.5	13.8	.07	20	27	40	47	60	36,048	3.1	.016	.222
NSSE 2016 & 2017	38.3	13.7	.04	20	27	40	47	60	124,862	3.3	.009	.241
Top 50%	39.8	13.7	.06	20	27	40	53	60	61,709	1.7	.169	.127
Top 10%	41.9	14.1	.11	20	33	40	53	60	15,639	-.4	.781	-.026
Quantitative Reasoning												
GSU (N = 148)	27.9	15.0	1.23	0	20	27	40	53				
Southeast Public	27.9	15.6	.09	0	20	27	40	60	29,127	.0	.994	-.001
Carnegie Class	27.2	15.4	.08	0	20	27	40	60	40,184	.7	.596	.044
NSSE 2016 & 2017	27.6	15.4	.04	0	20	27	40	60	139,699	.3	.820	.019
Top 50%	28.8	15.2	.05	0	20	27	40	60	86,135	-1.0	.443	-.063
Top 10%	30.4	15.2	.11	7	20	27	40	60	21,111	-2.5	.043	-.167
Learning with Peers												
Collaborative Learning												
GSU (N = 176)	31.4	14.3	1.08	5	20	30	40	60				
Southeast Public	33.1	14.1	.08	10	20	35	40	60	32,146	-1.7	.114	-.119
Carnegie Class	30.6	14.9	.07	5	20	30	40	55	43,520	.8	.466	.055
NSSE 2016 & 2017	32.2	14.5	.04	10	20	30	40	60	151,394	-.8	.475	-.054
Top 50%	35.2	13.6	.05	15	25	35	45	60	86,607	-3.8	.000	-.280
Top 10%	37.1	13.4	.09	15	25	40	45	60	21,343	-5.7	.000	-.424
Discussions with Diverse Others												
GSU (N = 121)	30.4	15.7	1.42	5	20	30	40	60				
Southeast Public	40.8	15.6	.10	15	30	40	55	60	25,906	-10.4	.000	-.669
Carnegie Class	39.0	15.9	.08	10	30	40	55	60	36,369	-8.6	.000	-.540
NSSE 2016 & 2017	39.7	15.5	.04	15	30	40	55	60	126,000	-9.3	.000	-.597
Top 50%	41.7	14.9	.05	20	30	40	55	60	78,977	-11.3	.000	-.760
Top 10%	43.8	14.5	.11	20	35	45	60	60	18,668	-13.4	.000	-.922

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												
GSU (N = 157)	25.5	15.5	1.23	5	15	25	35	55				
Southeast Public	21.0	14.7	.09	0	10	20	30	50	29,865	4.5	.000	.303
Carnegie Class	20.4	14.5	.07	0	10	20	30	50	40,991	5.1	.000	.349
NSSE 2016 & 2017	20.6	14.5	.04	0	10	20	30	50	142,436	4.9	.000	.338
Top 50%	23.8	14.7	.07	0	15	20	35	55	49,946	1.7	.154	.114
Top 10%	27.3	15.6	.18	5	15	25	40	60	8,079	-1.8	.154	-.115
Effective Teaching Practices												
GSU (N = 155)	34.3	15.7	1.26	5	24	36	44	60				
Southeast Public	38.3	13.3	.08	16	28	40	48	60	155	-4.1	.002	-.305
Carnegie Class	39.1	13.2	.07	16	32	40	48	60	155	-4.9	.000	-.369
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	154	-4.4	.001	-.339
Top 50%	40.7	13.0	.05	20	32	40	52	60	155	-6.4	.000	-.494
Top 10%	42.6	13.6	.12	20	36	44	56	60	157	-8.3	.000	-.613
Campus Environment												
Quality of Interactions												
GSU (N = 118)	39.8	14.2	1.31	12	30	42	50	60				
Southeast Public	41.3	12.6	.08	18	34	42	50	60	118	-1.5	.257	-.119
Carnegie Class	41.7	12.6	.07	18	34	43	50	60	117	-1.9	.146	-.152
NSSE 2016 & 2017	41.7	12.4	.04	18	34	43	50	60	117	-1.9	.141	-.156
Top 50%	43.8	11.5	.05	22	38	46	52	60	117	-4.0	.003	-.348
Top 10%	46.1	11.7	.12	24	40	48	56	60	119	-6.2	.000	-.531
Supportive Environment												
GSU (N = 106)	35.0	14.3	1.40	13	23	35	45	60				
Southeast Public	37.1	13.6	.09	15	28	38	48	60	23,690	-2.1	.110	-.156
Carnegie Class	35.7	13.8	.08	13	25	37	45	60	33,571	-.7	.595	-.052
NSSE 2016 & 2017	36.3	13.6	.04	15	28	38	45	60	116,408	-1.3	.319	-.097
Top 50%	38.2	13.1	.05	18	30	40	48	60	63,419	-3.2	.012	-.245
Top 10%	40.0	13.0	.11	18	31	40	50	60	15,150	-5.0	.000	-.382

- 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												
GSU (N = 99)	38.2	15.6	1.57	15	25	40	50	60				
Southeast Public	39.9	13.9	.07	15	30	40	50	60	45,802	-1.7	.224	-.122
Carnegie Class	40.5	13.7	.05	20	30	40	50	60	70,580	-2.3	.100	-.165
NSSE 2016 & 2017	40.0	13.7	.03	20	30	40	50	60	98	-1.8	.245	-.134
Top 50%	41.8	13.5	.04	20	35	40	55	60	90,377	-3.6	.008	-.268
Top 10%	43.3	13.4	.08	20	35	40	55	60	26,787	-5.0	.000	-.374
Reflective & Integrative Learning												
GSU (N = 107)	36.1	12.9	1.25	20	27	37	46	60				
Southeast Public	37.5	12.7	.06	17	29	37	46	60	47,418	-1.5	.227	-.117
Carnegie Class	38.3	12.6	.05	17	29	37	49	60	72,814	-2.2	.065	-.178
NSSE 2016 & 2017	38.0	12.6	.03	17	29	37	46	60	235,057	-2.0	.105	-.157
Top 50%	40.0	12.3	.04	20	31	40	49	60	93,138	-4.0	.001	-.321
Top 10%	42.0	12.2	.09	20	34	43	51	60	19,465	-5.9	.000	-.486
Learning Strategies												
GSU (N = 91)	39.8	13.3	1.39	20	27	40	47	60				
Southeast Public	39.5	14.6	.07	13	27	40	53	60	41,105	.2	.881	.016
Carnegie Class	39.4	14.5	.06	13	27	40	53	60	64,531	.3	.828	.023
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	207,100	1.0	.497	.071
Top 50%	40.7	14.4	.04	20	33	40	53	60	109,077	-1.0	.521	-.067
Top 10%	42.9	14.3	.08	20	33	40	60	60	31,846	-3.1	.038	-.218
Quantitative Reasoning												
GSU (N = 104)	29.7	15.0	1.47	0	20	27	40	60				
Southeast Public	30.3	16.4	.08	0	20	27	40	60	45,637	-.6	.697	-.038
Carnegie Class	29.5	16.3	.06	0	20	27	40	60	70,356	.2	.916	.010
NSSE 2016 & 2017	29.9	16.3	.03	0	20	27	40	60	227,058	-.2	.896	-.013
Top 50%	31.1	16.2	.04	0	20	33	40	60	137,548	-1.5	.348	-.092
Top 10%	33.0	15.9	.09	7	20	33	40	60	30,475	-3.3	.033	-.210
Learning with Peers												
Collaborative Learning												
GSU (N = 110)	35.4	13.9	1.32	15	25	35	45	60				
Southeast Public	33.7	14.8	.07	10	25	35	45	60	48,744	1.7	.241	.112
Carnegie Class	30.6	15.8	.06	5	20	30	40	60	74,140	4.8	.001	.305
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	240,257	3.1	.030	.208
Top 50%	35.8	13.8	.04	15	25	35	45	60	127,687	-.4	.752	-.030
Top 10%	37.9	13.4	.08	15	30	40	50	60	26,062	-2.5	.052	-.186
Discussions with Diverse Others												
GSU (N = 92)	33.6	15.7	1.64	10	20	30	45	60				
Southeast Public	42.0	15.8	.08	15	30	40	60	60	41,350	-8.4	.000	-.531
Carnegie Class	40.2	16.3	.06	10	30	40	55	60	64,846	-6.5	.000	-.401
NSSE 2016 & 2017	40.5	15.9	.03	15	30	40	55	60	208,390	-6.9	.000	-.433
Top 50%	42.3	15.6	.04	15	30	40	60	60	138,755	-8.7	.000	-.558
Top 10%	44.3	15.3	.09	20	35	45	60	60	30,039	-10.6	.000	-.696

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												
GSU (N = 105)	31.5	15.2	1.48	5	20	30	40	60				
Southeast Public	24.4	16.1	.07	0	10	20	35	60	46,359	7.1	.000	.442
Carnegie Class	23.5	16.1	.06	0	10	20	35	55	71,358	8.0	.000	.501
NSSE 2016 & 2017	23.6	15.9	.03	0	10	20	35	55	230,248	7.9	.000	.496
Top 50%	29.2	15.7	.07	5	20	30	40	60	55,362	2.3	.141	.144
Top 10%	33.0	16.0	.17	10	20	30	45	60	8,522	-1.5	.326	-.096
Effective Teaching Practices												
GSU (N = 105)	37.7	16.0	1.56	8	24	40	52	60				
Southeast Public	39.8	13.8	.06	16	32	40	52	60	105	-2.1	.187	-.150
Carnegie Class	40.3	13.8	.05	16	32	40	52	60	105	-2.6	.099	-.187
NSSE 2016 & 2017	39.6	13.7	.03	16	32	40	52	60	104	-1.9	.223	-.140
Top 50%	41.8	13.5	.05	20	32	40	52	60	105	-4.1	.010	-.301
Top 10%	43.8	13.4	.11	20	36	44	56	60	105	-6.1	.000	-.455
Campus Environment												
Quality of Interactions												
GSU (N = 92)	41.9	14.0	1.46	16	34	44	54	60				
Southeast Public	42.1	12.2	.06	20	34	44	50	60	39,008	-.1	.915	-.011
Carnegie Class	43.0	12.3	.05	20	36	44	52	60	60,189	-1.0	.415	-.085
NSSE 2016 & 2017	42.3	12.1	.03	20	35	44	50	60	195,146	-.3	.812	-.025
Top 50%	44.8	11.6	.04	23	38	46	54	60	91	-2.8	.054	-.245
Top 10%	46.9	12.1	.08	23	40	50	58	60	92	-4.9	.001	-.408
Supportive Environment												
GSU (N = 83)	33.8	14.5	1.59	13	20	33	45	60				
Southeast Public	33.5	14.2	.07	10	23	33	43	60	38,995	.3	.849	.021
Carnegie Class	31.8	14.4	.06	8	20	33	40	60	61,405	1.9	.223	.134
NSSE 2016 & 2017	32.3	14.2	.03	10	23	33	40	60	197,026	1.4	.355	.102
Top 50%	34.8	13.7	.05	13	25	35	45	60	89,557	-1.0	.513	-.072
Top 10%	37.2	13.6	.11	13	28	38	48	60	16,273	-3.4	.024	-.249

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.