NSSE 2014
Engagement Indicators

Albany 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 first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Summary of Indicator Items
Responses to each item in a given EI are displayed for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE Web site: **nsse.iub.edu**

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

▲ **Your students' average** was significantly higher (p<.05) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher (p<.05) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower (p<.05) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower (p<.05) with an effect size at least .3 in magnitude.

First-Year Students

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 2013 & 2014
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 2013 & 2014
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▼	▽	▼
Experiences with Faculty	Student-Faculty Interaction	--	--	△
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

## Academic Challenge: First-year students

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

Mean Comparisons

| | ASU | *Your first-year students compared with* | | | | | |
| | | Georgia System | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	36.3	38.7	-.17	38.6	-.17	39.0	-.20
Reflective & Integrative Learning	36.9	35.2	.13	35.3	.13	35.6	.11
Learning Strategies	42.8	40.3	.18	39.6	.23	39.5	.24
Quantitative Reasoning	25.4	27.3	-.11	26.4	-.06	27.4	-.12

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

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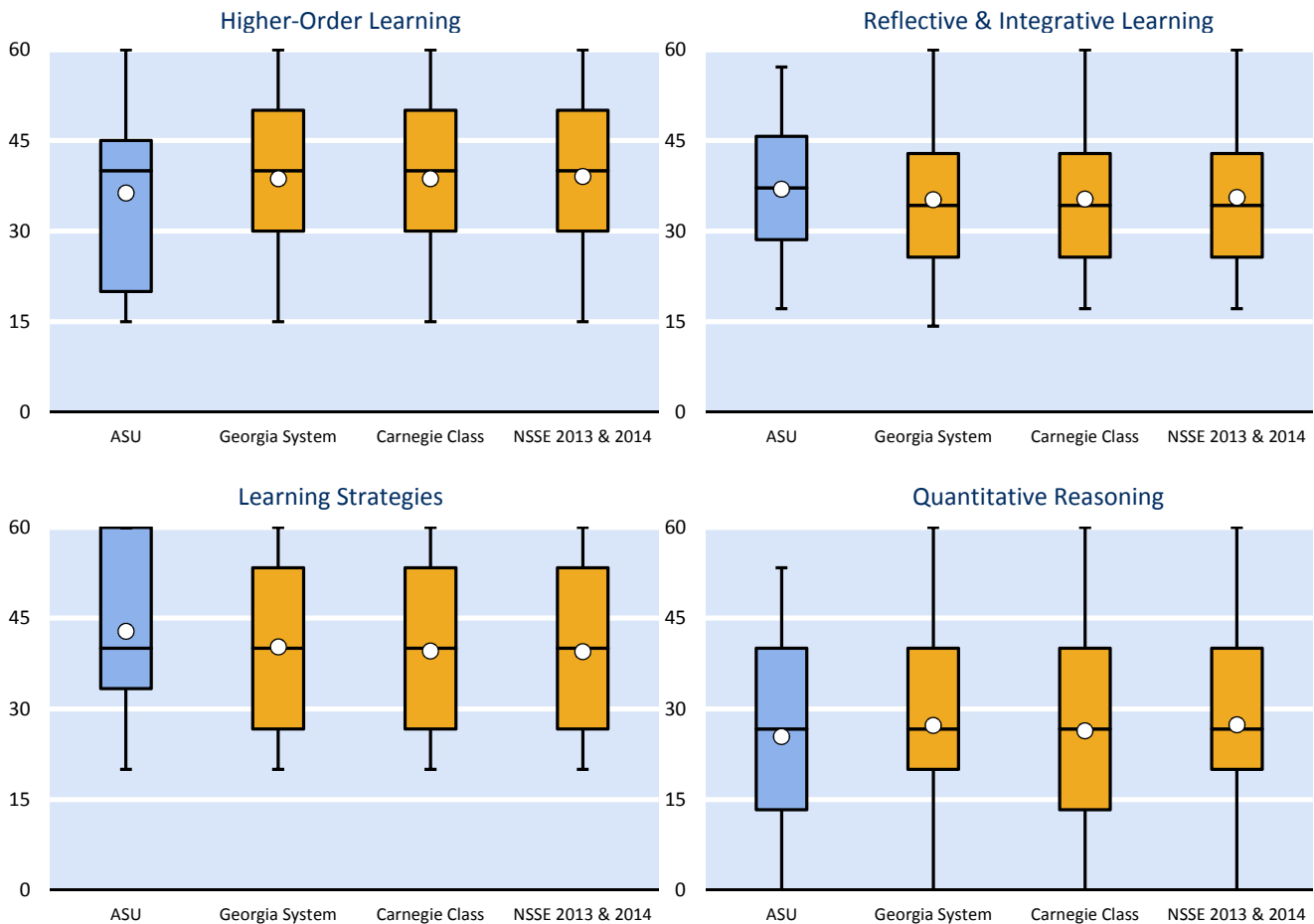
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
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	60	72	71	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	71	72	72
4d. Evaluating a point of view, decision, or information source	59	69	70	70
4e. Forming a new idea or understanding from various pieces of information	67	67	68	69

Reflective & Integrative Learning	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	62	53	54	56
2b. Connected your learning to societal problems or issues	64	51	52	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	63	51	51	50
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	62	62	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	80	67	66	66
2f. Learned something that changed the way you understand an issue or concept	69	62	65	65
2g. Connected ideas from your courses to your prior experiences and knowledge	86	75	76	77

Learning Strategies	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	85	81	80	80
9b. Reviewed your notes after class	80	68	67	65
9c. Summarized what you learned in class or from course materials	78	65	63	63

Quantitative Reasoning	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
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.)	47	51	49	52
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	38	36	38
6c. Evaluated what others have concluded from numerical information	40	37	34	37

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

Academic Challenge: Seniors

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

Mean Comparisons

	ASU	Your seniors compared with					
		Georgia System		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	44.1	41.6	.17	41.7	.17	41.2	.20
Reflective & Integrative Learning	37.8	38.9	-.09	39.3	-.12	38.9	-.09
Learning Strategies	43.9	41.9	.14	40.9	.21	40.3	.24
Quantitative Reasoning	31.1	30.4	.04	29.7	.08	29.9	.07

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

Score Distributions
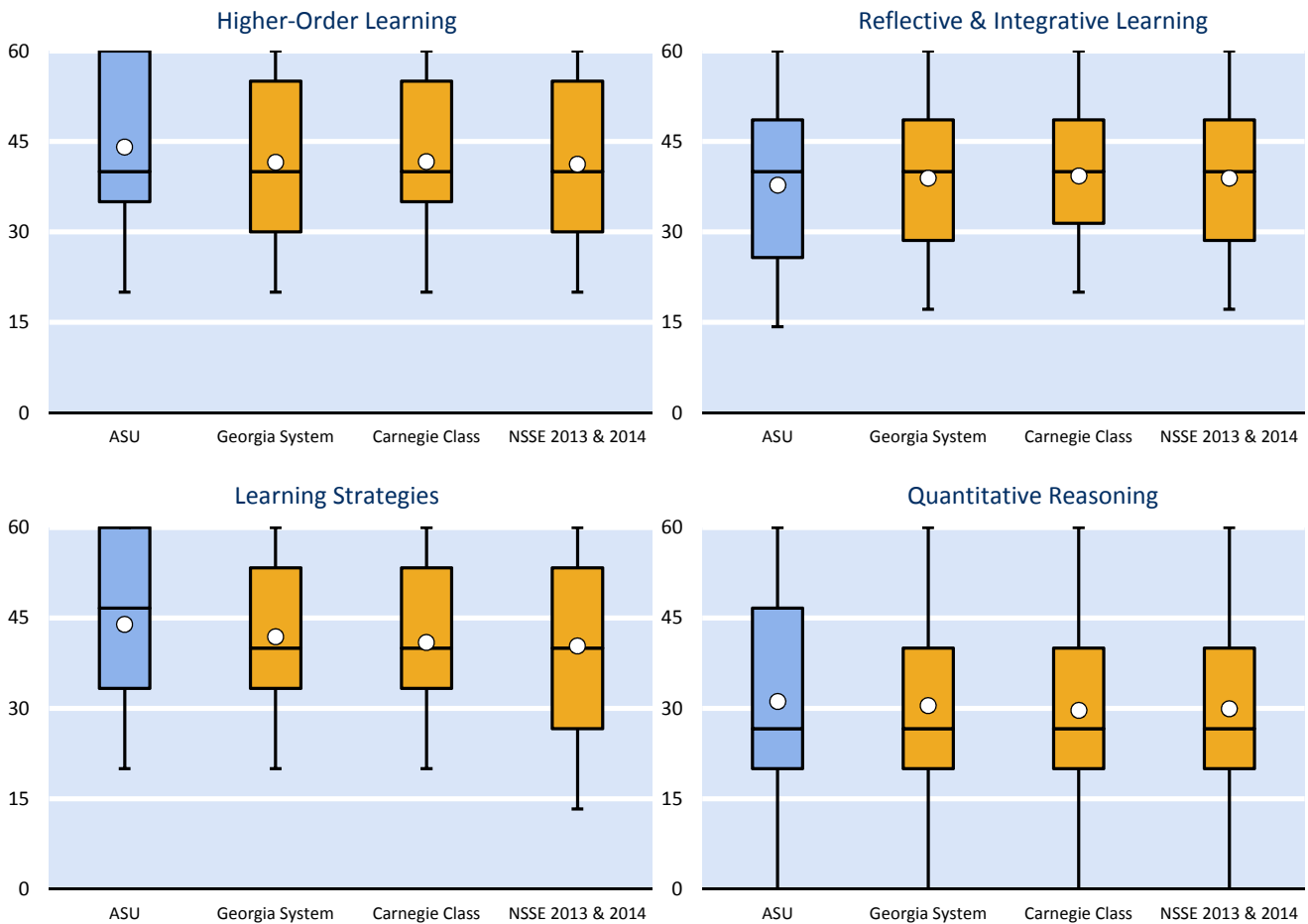
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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
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	82	81	81	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	83	78	78	78
4d. Evaluating a point of view, decision, or information source	80	71	74	72
4e. Forming a new idea or understanding from various pieces of information	74	72	74	72

Reflective & Integrative Learning	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	64	73	72	72
2b. Connected your learning to societal problems or issues	64	64	65	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	54	58	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	65	68	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	61	70	72	70
2f. Learned something that changed the way you understand an issue or concept	65	70	70	70
2g. Connected ideas from your courses to your prior experiences and knowledge	74	84	85	84

Learning Strategies	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	84	84	83
9b. Reviewed your notes after class	77	68	66	63
9c. Summarized what you learned in class or from course materials	80	70	67	66

Quantitative Reasoning	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
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.)	46	56	54	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	45	44	44
6c. Evaluated what others have concluded from numerical information	41	46	43	44

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

NSSE 2014 Engagement Indicators
Learning with Peers
Albany 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

| | ASU | Your first-year students compared with | | | | | |
| | | Georgia System | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.3	31.9 *	.31	31.1 **	.37	32.1 *	.30
Discussions with Diverse Others	32.0	42.4 ***	-.66	40.1 ***	-.50	40.9 ***	-.56

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

Score Distributions

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

Summary of Indicator Items

Collaborative Learning	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	60	48	47	49
1f. Explained course material to one or more students	64	58	55	57
1g. Prepared for exams by discussing or working through course material with other students	56	47	46	49
1h. Worked with other students on course projects or assignments	70	50	51	52

Discussions with Diverse Others	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
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	39	78	68	72
8b. People from an economic background other than your own	60	76	72	73
8c. People with religious beliefs other than your own	44	70	68	69
8d. People with political views other than your own	52	71	68	69

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

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

	ASU	Georgia System		Carnegie Class		NSSE 2013 & 2014	
			Your seniors compared with				
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Collaborative Learning	32.2	33.9	-.12	32.0	.01	32.4	-.02
Discussions with Diverse Others	36.4	45.0 ***	-.55	40.9 *	-.29	41.8 *	-.34

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

Score Distributions

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

Summary of Indicator Items

Collaborative Learning	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	31	42	39	40
1f. Explained course material to one or more students	60	62	57	58
1g. Prepared for exams by discussing or working through course material with other students	46	50	45	46
1h. Worked with other students on course projects or assignments	59	67	63	64

Discussions with Diverse Others	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
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	64	81	69	73
8b. People from an economic background other than your own	69	79	73	75
8c. People with religious beliefs other than your own	51	75	69	70
8d. People with political views other than your own	58	77	71	71

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

NSSE 2014 Engagement Indicators

Experiences with Faculty
Albany 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

| | ASU | Your first-year students compared with | | | | | |
| | | Georgia System | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.8	19.7 **	.41	20.6 *	.35	20.3 **	.38
Effective Teaching Practices	36.9	39.7	-.21	40.4	-.26	40.2	-.24

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

Score Distributions

Student-Faculty Interaction — Effective Teaching Practices

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

Summary of Indicator Items

Student-Faculty Interaction	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	47	31	34	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	18	19	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	24	26	25
3d. Discussed your academic performance with a faculty member	58	29	30	29

Effective Teaching Practices	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	79	81	81
5b. Taught course sessions in an organized way	68	78	79	79
5c. Used examples or illustrations to explain difficult points	67	76	77	77
5d. Provided feedback on a draft or work in progress	64	64	66	65
5e. Provided prompt and detailed feedback on tests or completed assignments	53	60	65	63

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

Experiences with Faculty: Seniors

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

Mean Comparisons

	ASU	Georgia System		Carnegie Class		NSSE 2013 & 2014	
			Your seniors compared with				
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Student-Faculty Interaction	27.9	24.6	.20	24.9	.18	23.7 *	.25
Effective Teaching Practices	39.7	41.3	-.11	41.7	-.15	40.9	-.09

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

Score Distributions

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Summary of Indicator Items

Student-Faculty Interaction	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	58	44	45	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	26	28	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	35	36	33
3d. Discussed your academic performance with a faculty member	49	36	36	33

Effective Teaching Practices	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	78	82	83	83
5b. Taught course sessions in an organized way	81	81	82	81
5c. Used examples or illustrations to explain difficult points	69	80	81	79
5d. Provided feedback on a draft or work in progress	60	62	66	62
5e. Provided prompt and detailed feedback on tests or completed assignments	60	68	70	67

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

NSSE 2014 Engagement Indicators
Campus Environment
Albany State University

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

| | ASU | Your first-year students compared with | | | | | |
| | | Georgia System | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	35.8	40.9	-.40	42.0 *	-.50	41.5 *	-.46
Supportive Environment	34.4	37.5	-.22	36.8	-.18	37.3	-.21

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

Score Distributions

Quality of Interactions — Supportive Environment

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

Summary of Indicator Items

Quality of Interactions

	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	47	56	59	59
13b. Academic advisors	41	49	50	48
13c. Faculty	37	47	53	50
13d. Student services staff (career services, student activities, housing, etc.)	28	42	45	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	38	43	41

Supportive Environment

	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	73	77	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	77	80	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	58	58	59
14e. Providing opportunities to be involved socially	66	73	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	73	70	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	42	44	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	69	67	68
14i. Attending events that address important social, economic, or political issues	45	55	53	53

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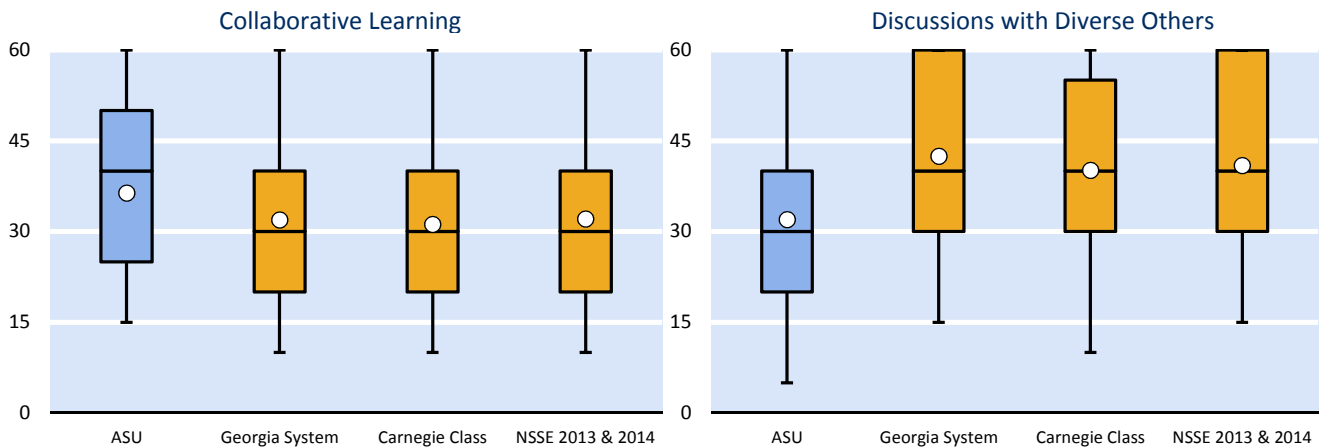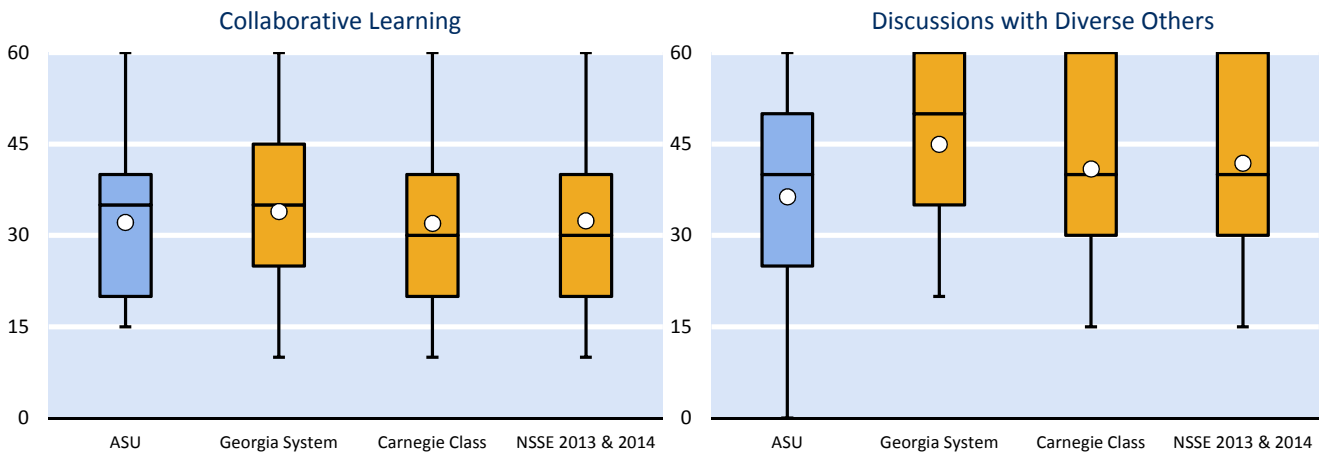
Campus Environment: Seniors

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

Mean Comparisons

	ASU	Your seniors compared with					
		Georgia System		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.7	42.6	-.08	43.7	-.17	42.5	-.07
Supportive Environment	35.6	34.5	.08	33.0	.18	33.3	.16

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

Score Distributions

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

Summary of Indicator Items

Quality of Interactions	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	66	65	65	64
13b. Academic advisors	63	52	57	52
13c. Faculty	58	60	64	60
13d. Student services staff (career services, student activities, housing, etc.)	42	43	45	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	25	40	46	42

Supportive Environment	ASU	Georgia System	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	79	74	74	72
14c. Using learning support services (tutoring services, writing center, etc.)	74	69	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	69	54	52	53
14e. Providing opportunities to be involved socially	77	70	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	67	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	31	32	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	62	55	57
14i. Attending events that address important social, economic, or political issues	69	48	46	46

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

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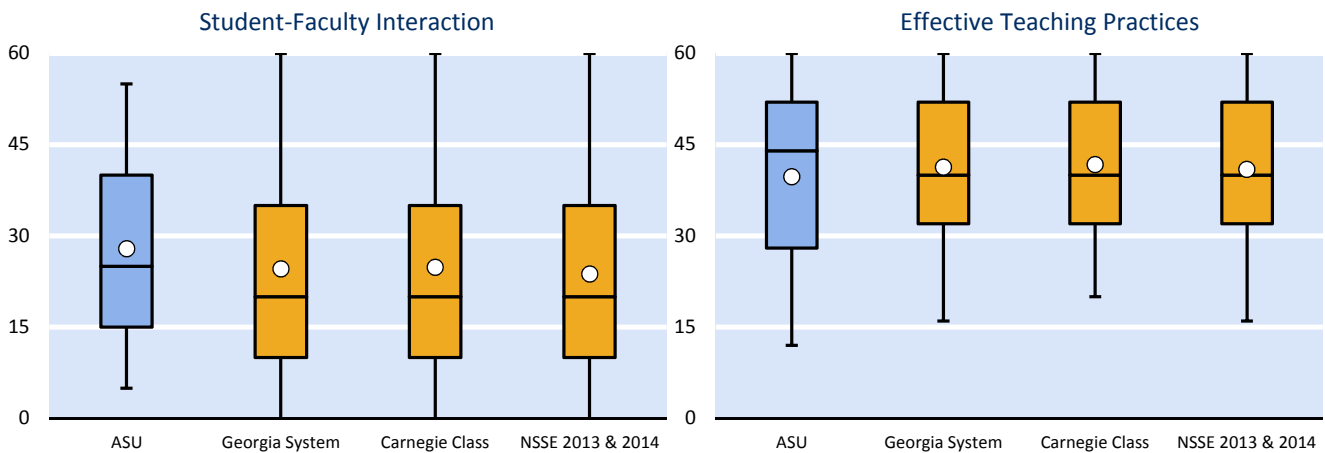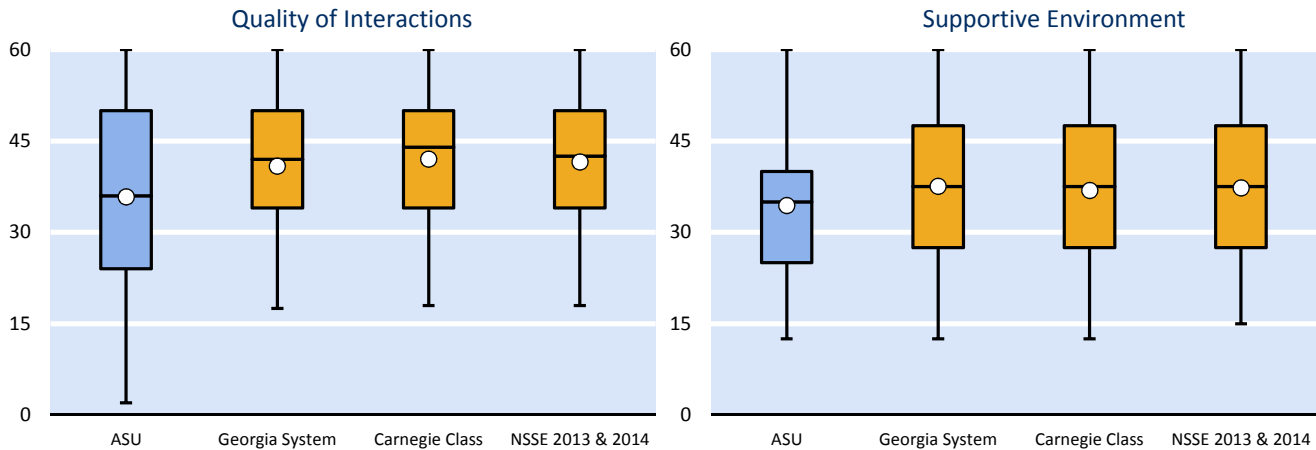
Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:

   (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and

   (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	ASU Mean	NSSE Top 50% Mean	Effect size	✓	NSSE Top 10% Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.3	40.6	-.32		42.7 **	-.47	
	Reflective and Integrative Learning	36.9	37.3	-.03	✓	39.3	-.19	
	Learning Strategies	42.8	41.2	.11	✓	43.4	-.04	✓
	Quantitative Reasoning	25.4	28.8	-.21		30.6 *	-.32	
Learning with Peers	Collaborative Learning	36.3	34.7	.12	✓	37.0	-.05	✓
	Discussions with Diverse Others	32.0	43.2 ***	-.73		45.6 ***	-.92	
Experiences with Faculty	Student-Faculty Interaction	25.8	23.3	.17	✓	27.0	-.07	✓
	Effective Teaching Practices	36.9	42.4 **	-.41		44.6 ***	-.58	
Campus Environment	Quality of Interactions	35.8	44.0 **	-.72		46.0 ***	-.88	
	Supportive Environment	34.4	39.4 *	-.38		41.4 ***	-.54	

Your first-year students compared with

Seniors

Theme	Engagement Indicator	ASU Mean	NSSE Top 50% Mean	Effect size	✓	NSSE Top 10% Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	44.1	43.3	.06	✓	45.3	-.09	✓
	Reflective and Integrative Learning	37.8	41.1	-.26		43.1 **	-.42	
	Learning Strategies	43.9	42.5	.10	✓	44.9	-.07	✓
	Quantitative Reasoning	31.1	31.3	-.01	✓	33.0	-.11	
Learning with Peers	Collaborative Learning	32.2	35.4	-.23		37.7 **	-.41	
	Discussions with Diverse Others	36.4	43.9 ***	-.48		45.8 ***	-.62	
Experiences with Faculty	Student-Faculty Interaction	27.9	29.5	-.10		34.4 **	-.40	
	Effective Teaching Practices	39.7	43.0	-.24		45.1 *	-.40	
Campus Environment	Quality of Interactions	41.7	45.3 *	-.32		47.4 ***	-.49	
	Supportive Environment	35.6	36.1	-.04	✓	39.0	-.25	

Your seniors compared with

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

NSSE 2014 Engagement Indicators

Detailed Statistics[a]
Albany State University

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												
ASU (N = 52)	36.3	16.5	2.29	15	20	40	45	60				
Georgia System	38.7	14.5	.29	15	30	40	50	60	2,554	-2.4	.237	-.166
Carnegie Class	38.6	14.0	.20	15	30	40	50	60	52	-2.4	.307	-.169
NSSE 2013 & 2014	39.0	13.8	.06	15	30	40	50	60	51	-2.8	.232	-.200
Top 50%	40.6	13.6	.08	20	30	40	50	60	51	-4.3	.066	-.316
Top 10%	42.7	13.6	.18	20	35	40	55	60	51	-6.4	.007	-.471
Reflective & Integrative Learning												
ASU (N = 55)	36.9	12.7	1.70	17	29	37	46	57				
Georgia System	35.2	13.1	.26	14	26	34	43	60	2,684	1.7	.333	.131
Carnegie Class	35.3	12.7	.18	17	26	34	43	60	5,225	1.6	.348	.127
NSSE 2013 & 2014	35.6	12.6	.05	17	26	34	43	60	65,575	1.3	.429	.106
Top 50%	37.3	12.5	.07	17	29	37	46	60	31,237	-.4	.818	-.031
Top 10%	39.3	12.6	.15	20	31	40	49	60	6,741	-2.3	.168	-.186
Learning Strategies												
ASU (N = 43)	42.8	15.0	2.28	20	33	40	60	60				
Georgia System	40.3	14.2	.30	20	27	40	53	60	2,309	2.6	.240	.180
Carnegie Class	39.6	14.1	.21	20	27	40	53	60	4,673	3.2	.136	.228
NSSE 2013 & 2014	39.5	14.2	.06	20	27	40	53	60	58,224	3.4	.119	.237
Top 50%	41.2	14.0	.08	20	33	40	53	60	27,407	1.6	.454	.114
Top 10%	43.4	14.0	.18	20	33	40	60	60	5,804	-.6	.777	-.043
Quantitative Reasoning												
ASU (N = 53)	25.4	17.7	2.42	0	13	27	40	53				
Georgia System	27.3	16.8	.33	0	20	27	40	60	2,594	-1.8	.435	-.108
Carnegie Class	26.4	16.3	.23	0	13	27	40	60	5,098	-.9	.674	-.058
NSSE 2013 & 2014	27.4	16.4	.07	0	20	27	40	60	63,849	-1.9	.396	-.116
Top 50%	28.8	16.3	.08	0	20	27	40	60	39,998	-3.3	.134	-.205
Top 10%	30.6	16.2	.17	0	20	27	40	60	9,160	-5.2	.020	-.320
Learning with Peers												
Collaborative Learning												
ASU (N = 63)	36.3	14.7	1.84	15	25	40	50	60				
Georgia System	31.9	14.3	.27	10	20	30	40	60	2,780	4.5	.014	.313
Carnegie Class	31.1	13.9	.19	10	20	30	40	60	5,367	5.2	.003	.371
NSSE 2013 & 2014	32.1	14.1	.05	10	20	30	40	60	67,179	4.3	.016	.304
Top 50%	34.7	13.7	.07	15	25	35	45	60	37,760	1.6	.339	.120
Top 10%	37.0	13.6	.15	15	25	35	45	60	8,603	-.7	.681	-.052
Discussions with Diverse Others												
ASU (N = 45)	32.0	17.3	2.58	5	20	30	40	60				
Georgia System	42.4	15.8	.33	15	30	40	60	60	2,343	-10.4	.000	-.659
Carnegie Class	40.1	16.3	.24	10	30	40	55	60	4,734	-8.1	.001	-.499
NSSE 2013 & 2014	40.9	16.0	.07	15	30	40	60	60	58,946	-8.9	.000	-.559
Top 50%	43.2	15.4	.08	20	35	45	60	60	34,577	-11.3	.000	-.732
Top 10%	45.6	14.8	.17	20	40	50	60	60	7,261	-13.6	.000	-.919

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												
ASU (N = 52)	25.8	15.1	2.10	0	15	25	35	50				
Georgia System	19.7	15.0	.30	0	10	15	30	50	2,613	6.1	.004	.409
Carnegie Class	20.6	14.7	.21	0	10	20	30	50	5,118	5.2	.012	.353
NSSE 2013 & 2014	20.3	14.6	.06	0	10	20	30	50	64,079	5.6	.006	.381
Top 50%	23.3	15.0	.10	0	10	20	30	55	22,639	2.5	.229	.167
Top 10%	27.0	16.2	.27	5	15	25	40	60	3,691	-1.1	.621	-.069
Effective Teaching Practices												
ASU (N = 54)	36.9	14.3	1.95	16	24	40	48	60				
Georgia System	39.7	13.7	.27	16	32	40	52	60	2,624	-2.8	.132	-.207
Carnegie Class	40.4	13.4	.19	20	32	40	52	60	5,155	-3.5	.055	-.263
NSSE 2013 & 2014	40.2	13.3	.05	20	32	40	52	60	64,602	-3.2	.071	-.245
Top 50%	42.4	13.2	.08	20	32	44	52	60	25,171	-5.4	.002	-.413
Top 10%	44.6	13.3	.19	20	36	44	56	60	5,049	-7.7	.000	-.579
Campus Environment												
Quality of Interactions												
ASU (N = 44)	35.8	16.7	2.52	2	24	36	50	60				
Georgia System	40.9	12.7	.27	18	34	42	50	60	44	-5.1	.052	-.396
Carnegie Class	42.0	12.4	.19	18	34	44	50	60	43	-6.2	.018	-.498
NSSE 2013 & 2014	41.5	12.4	.05	18	34	43	50	60	43	-5.7	.027	-.463
Top 50%	44.0	11.4	.08	22	38	46	52	60	43	-8.2	.002	-.716
Top 10%	46.0	11.6	.18	24	40	48	55	60	43	-10.2	.000	-.876
Supportive Environment												
ASU (N = 43)	34.4	14.0	2.12	13	25	35	40	60				
Georgia System	37.5	14.2	.31	13	28	38	48	60	2,123	-3.1	.150	-.221
Carnegie Class	36.8	14.0	.21	13	28	38	48	60	4,373	-2.5	.251	-.176
NSSE 2013 & 2014	37.3	13.8	.06	15	28	38	48	60	54,281	-2.9	.168	-.210
Top 50%	39.4	13.2	.08	18	30	40	50	60	27,827	-5.0	.013	-.378
Top 10%	41.4	12.8	.16	20	33	40	53	60	6,106	-7.0	.000	-.542

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

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

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

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

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

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

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

NSSE 2014 Engagement Indicators

Detailed Statistics[a]
Albany State University

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												
ASU (N = 56)	44.1	14.7	1.97	20	35	40	60	60				
Georgia System	41.6	14.4	.26	20	30	40	55	60	3,002	2.5	.198	.174
Carnegie Class	41.7	13.9	.16	20	35	40	55	60	7,139	2.4	.195	.174
NSSE 2013 & 2014	41.2	14.1	.05	20	30	40	55	60	93,373	2.9	.129	.203
Top 50%	43.3	13.7	.07	20	35	40	55	60	37,116	.8	.657	.060
Top 10%	45.3	13.5	.14	20	40	45	60	60	9,122	-1.2	.521	-.086
Reflective & Integrative Learning												
ASU (N = 62)	37.8	14.9	1.90	14	26	40	49	60				
Georgia System	38.9	13.3	.24	17	29	40	49	60	3,145	-1.1	.505	-.086
Carnegie Class	39.3	12.9	.15	20	31	40	49	60	61	-1.5	.430	-.117
NSSE 2013 & 2014	38.9	13.0	.04	17	29	40	49	60	61	-1.1	.549	-.088
Top 50%	41.1	12.6	.07	20	31	40	51	60	61	-3.3	.090	-.259
Top 10%	43.1	12.5	.14	20	34	43	54	60	61	-5.3	.007	-.421
Learning Strategies												
ASU (N = 51)	43.9	14.7	2.06	20	33	47	60	60				
Georgia System	41.9	14.6	.28	20	33	40	53	60	2,801	2.0	.322	.140
Carnegie Class	40.9	14.6	.18	20	33	40	53	60	6,773	3.0	.144	.205
NSSE 2013 & 2014	40.3	14.8	.05	13	27	40	53	60	88,339	3.6	.081	.244
Top 50%	42.5	14.5	.07	20	33	40	60	60	45,554	1.5	.469	.101
Top 10%	44.9	14.1	.13	20	33	47	60	60	11,627	-.9	.638	-.066
Quantitative Reasoning												
ASU (N = 59)	31.1	18.2	2.37	0	20	27	47	60				
Georgia System	30.4	17.4	.32	0	20	27	40	60	3,077	.7	.766	.039
Carnegie Class	29.7	17.3	.20	0	20	27	40	60	7,280	1.4	.525	.083
NSSE 2013 & 2014	29.9	17.4	.06	0	20	27	40	60	95,139	1.2	.590	.070
Top 50%	31.3	17.2	.07	0	20	33	40	60	57,651	-.2	.933	-.011
Top 10%	33.0	16.9	.14	0	20	33	47	60	14,447	-1.9	.389	-.112
Learning with Peers												
Collaborative Learning												
ASU (N = 63)	32.2	12.6	1.59	15	20	35	40	60				
Georgia System	33.9	14.3	.25	10	25	35	45	60	3,219	-1.8	.330	-.124
Carnegie Class	32.0	14.6	.17	10	20	30	40	60	7,482	.1	.936	.010
NSSE 2013 & 2014	32.4	14.6	.05	10	20	30	40	60	98,331	-.2	.895	-.017
Top 50%	35.4	13.8	.06	15	25	35	45	60	48,656	-3.2	.063	-.234
Top 10%	37.7	13.6	.14	15	30	40	50	60	9,771	-5.6	.001	-.409
Discussions with Diverse Others												
ASU (N = 55)	36.4	18.2	2.45	0	25	40	50	60				
Georgia System	45.0	15.7	.30	20	35	50	60	60	2,842	-8.6	.000	-.546
Carnegie Class	40.9	15.9	.19	15	30	40	60	60	6,845	-4.6	.035	-.286
NSSE 2013 & 2014	41.8	16.1	.05	15	30	40	60	60	89,182	-5.5	.012	-.341
Top 50%	43.9	15.8	.07	20	35	45	60	60	56,065	-7.6	.000	-.480
Top 10%	45.8	15.4	.13	20	40	50	60	60	14,513	-9.5	.000	-.616

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												
ASU (N = 60)	27.9	16.1	2.09	5	15	25	40	55				
Georgia System	24.6	16.5	.30	0	10	20	35	60	3,068	3.3	.122	.202
Carnegie Class	24.9	16.5	.19	0	10	20	35	60	7,274	3.0	.156	.184
NSSE 2013 & 2014	23.7	16.3	.05	0	10	20	35	60	95,117	4.2	.049	.255
Top 50%	29.5	16.1	.11	5	20	30	40	60	22,980	-1.7	.429	-.103
Top 10%	34.4	16.4	.29	10	20	35	45	60	3,175	-6.5	.002	-.397
Effective Teaching Practices												
ASU (N = 61)	39.7	16.6	2.13	12	28	44	52	60				
Georgia System	41.3	14.1	.25	16	32	40	52	60	61	-1.6	.465	-.112
Carnegie Class	41.7	13.6	.16	20	32	40	52	60	60	-2.0	.355	-.145
NSSE 2013 & 2014	40.9	13.7	.04	16	32	40	52	60	60	-1.2	.577	-.087
Top 50%	43.0	13.6	.07	20	36	44	56	60	60	-3.3	.124	-.244
Top 10%	45.1	13.4	.18	20	36	48	60	60	60	-5.4	.014	-.401
Campus Environment												
Quality of Interactions												
ASU (N = 51)	41.7	13.3	1.86	18	38	42	52	60				
Georgia System	42.6	12.0	.23	20	36	44	52	60	2,746	-.9	.593	-.076
Carnegie Class	43.7	11.7	.15	22	38	45	52	60	6,533	-2.0	.220	-.172
NSSE 2013 & 2014	42.5	11.9	.04	20	36	44	50	60	85,463	-.8	.612	-.071
Top 50%	45.3	11.3	.07	24	38	48	54	60	29,920	-3.6	.024	-.317
Top 10%	47.4	11.6	.13	24	40	50	58	60	8,036	-5.7	.001	-.489
Supportive Environment												
ASU (N = 48)	35.6	15.3	2.22	5	25	40	48	60				
Georgia System	34.5	14.3	.28	10	25	35	45	60	2,663	1.1	.597	.077
Carnegie Class	33.0	14.4	.18	10	23	33	43	60	6,488	2.6	.220	.178
NSSE 2013 & 2014	33.3	14.4	.05	10	23	33	43	60	84,175	2.3	.263	.162
Top 50%	36.1	13.8	.07	13	28	38	45	60	35,346	-.5	.807	-.035
Top 10%	39.0	13.3	.17	17	30	40	50	60	5,981	-3.4	.083	-.253

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

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

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

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

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

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

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