



NSSE 2020

Engagement Indicators

Middle Georgia 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 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Engagement Indicators: Overview

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

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Georgia System	Your first-year students compared with Southeast Enrollment	Your first-year students compared with NSSE 2019 & 2020
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	△	--	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	▽	▽	▽
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	▽	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Georgia System	Your seniors compared with Southeast Enrollment	Your seniors compared with NSSE 2019 & 2020
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	△	△	▲
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▼	▼	▽
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▽	▼	▽
	Effective Teaching Practices	--	--	△
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	--	--	--

Academic Challenge: First-year students

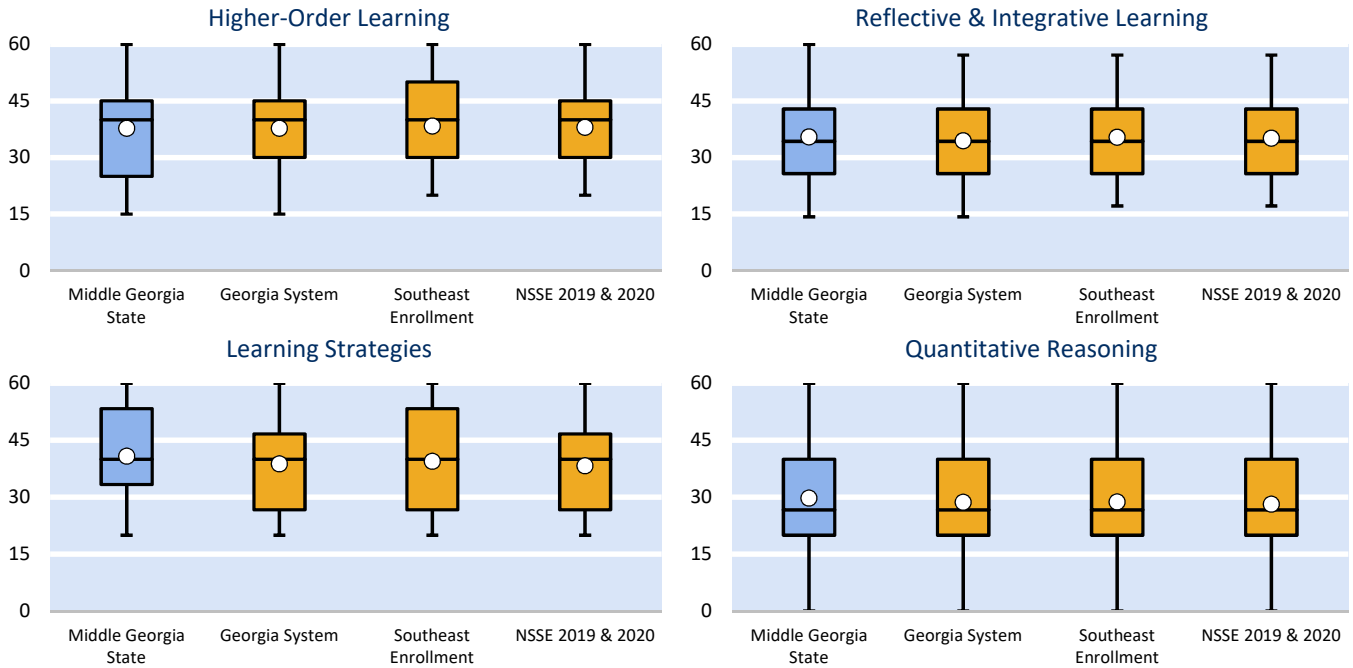
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Middle Georgia State Mean	Your first-year students compared with					
		Georgia System		Southeast Enrollment		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.8	37.8	.00	38.3	-.04	38.1	-.02
Reflective & Integrative Learning	35.5	34.4	.08	35.4	.01	35.2	.03
Learning Strategies	40.8	38.8 *	.14	39.5	.09	38.3 **	.18
Quantitative Reasoning	29.8	28.7	.07	28.8	.06	28.2	.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.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	Middle Georgia State	Percentage point difference ^a between your FY students and		
		Georgia System	Southeast Enrollment	NSSE 2019 & 2020
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	66	-4	-4	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-1	-3	-3
4d. Evaluating a point of view, decision, or information source	70	+2	-1	+1
4e. Forming a new idea or understanding from various pieces of information	69	+2	-1	-0
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	47	+0	-4	-4
2b. Connected your learning to societal problems or issues	52	+3	+1	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+4	+3	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+5	+2	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+4	+1	+2
2f. Learned something that changed the way you understand an issue or concept	71	+7	+4	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	76	+2	-0	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+3	+0	+1
9b. Reviewed your notes after class	74	+5	+3	+8
9c. Summarized what you learned in class or from course materials	69	+3	+1	+5
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	+2	+3	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+2	+1	+2
6c. Evaluated what others have concluded from numerical information	44	+3	+2	+4

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

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

Academic Challenge: Seniors

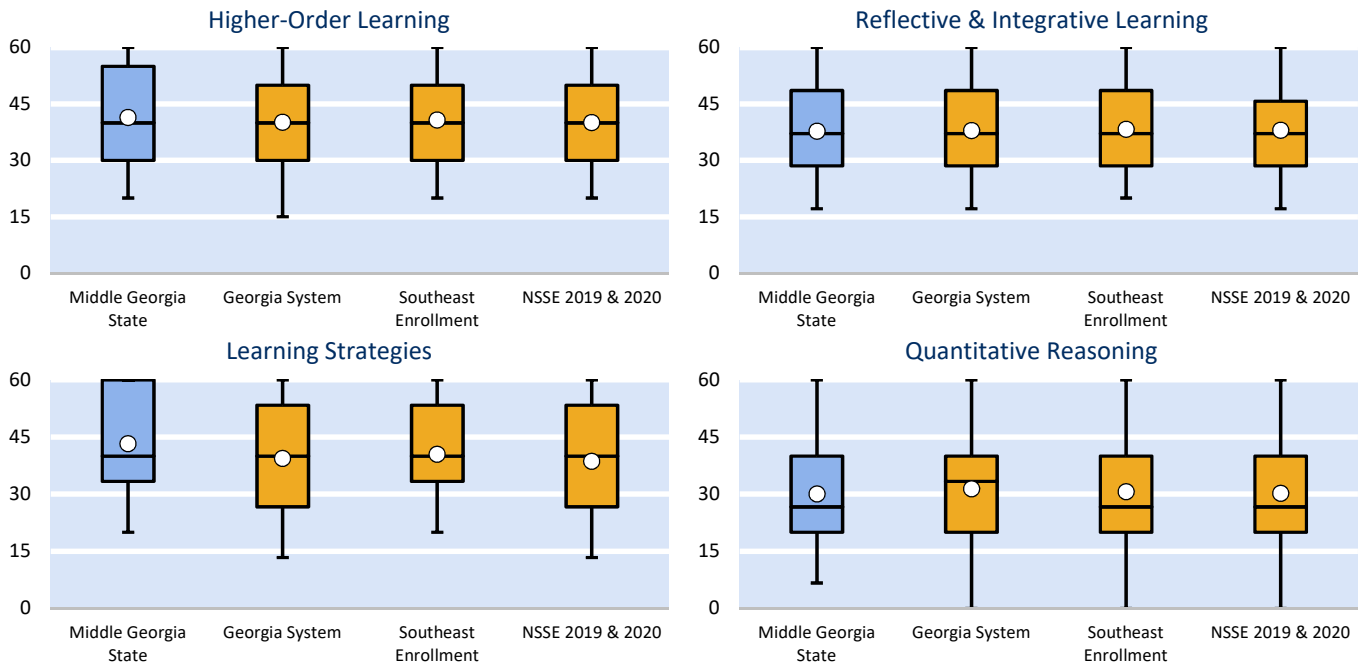
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Middle Georgia State Mean	Your seniors compared with					
		Georgia System		Southeast Enrollment		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.4	40.2	.09	40.8	.05	40.1	.10
Reflective & Integrative Learning	37.8	38.0	-.01	38.3	-.04	38.1	-.02
Learning Strategies	43.2	39.4 ***	.26	40.5 **	.19	38.6 ***	.31
Quantitative Reasoning	30.0	31.4	-.08	30.6	-.04	30.2	-.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: Seniors (continued)

Performance on Indicator Items

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

	Middle Georgia State	Percentage point difference ^a between your seniors and		
		Georgia System	Southeast Enrollment	NSSE 2019 & 2020
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	78	-1	-1	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+1	-0	+2
4d. Evaluating a point of view, decision, or information source	76	+6	+2	+5
4e. Forming a new idea or understanding from various pieces of information	75	+2	+1	+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	63	-5	-4	-5
2b. Connected your learning to societal problems or issues	57	-1	-4	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-2	-4	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-1	-1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+1	+1	+2
2f. Learned something that changed the way you understand an issue or concept	73	+1	+2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	-1	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	+4	+3	+4
9b. Reviewed your notes after class	75	+11	+7	+13
9c. Summarized what you learned in class or from course materials	72	+6	+2	+7
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	-3	+0	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-3	-2	-2
6c. Evaluated what others have concluded from numerical information	43	-6	-2	-2

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

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

Learning with Peers: First-year students

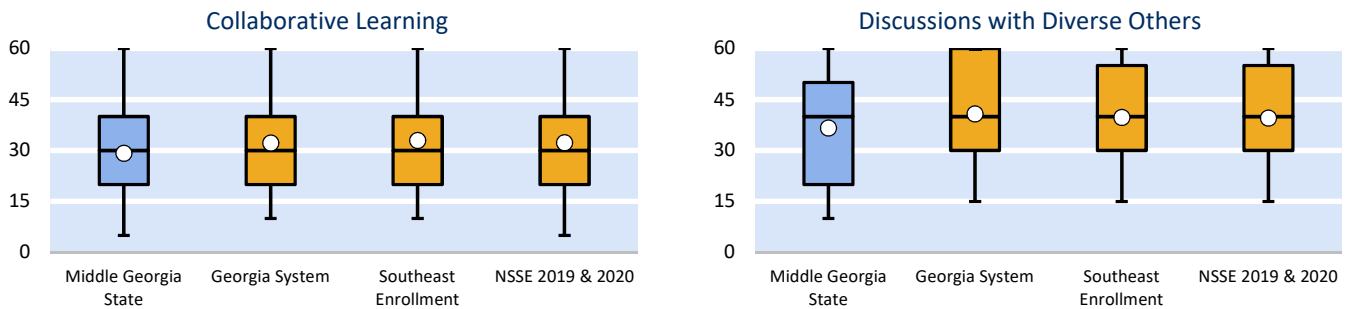
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Middle Georgia State Mean	Your first-year students compared with					
		Georgia System		Southeast Enrollment		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.1	32.2 ***	-.21	32.9 ***	-.26	32.3 ***	-.21
Discussions with Diverse Others	36.6	40.7 ***	-.26	39.7 **	-.20	39.5 **	-.19

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

Score Distributions



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

Performance on Indicator Items

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

	Middle Georgia State	Percentage point difference ^a between your FY students and		
		Georgia System	Southeast Enrollment	NSSE 2019 & 2020
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	46	-5	-8	-7
1f. Explained course material to one or more students	53	-4	-5	-5
1g. Prepared for exams by discussing or working through course material with other students	43	-6	-8	-7
1h. Worked with other students on course projects or assignments	48	-6	-8	-7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	70	-6	+0	-1
8b. People from an economic background other than your own	67	-5	-5	-4
8c. People with religious beliefs other than your own	56	-12	-10	-10
8d. People with political views other than your own	57	-9	-9	-7

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

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

Learning with Peers: Seniors

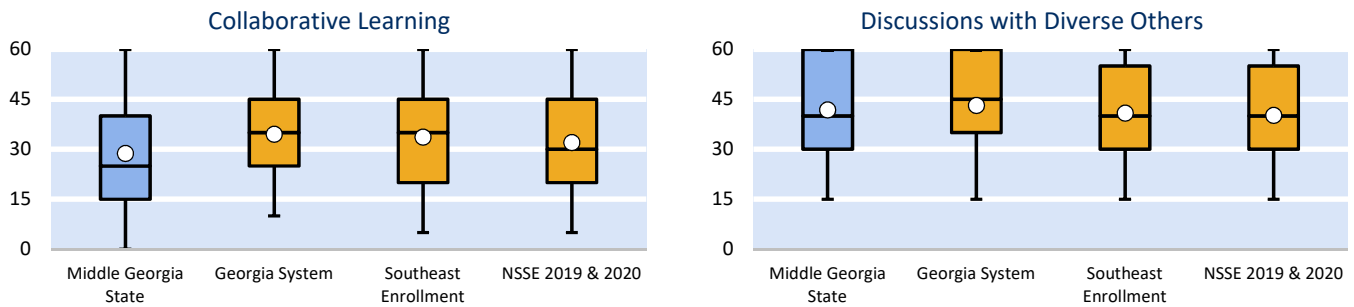
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Middle Georgia State Mean	Your seniors compared with					
		Georgia System		Southeast Enrollment		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.8	34.6 ***	-.40	33.6 ***	-.31	32.0 ***	-.21
Discussions with Diverse Others	41.9	43.1	-.08	40.9	.06	40.2	.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 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	Middle Georgia State	Percentage point difference ^a between your seniors and		
		Georgia System	Southeast Enrollment	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	34	-14	-12	-9
1f. Explained course material to one or more students	49	-14	-12	-8
1g. Prepared for exams by discussing or working through course material with other students	42	-9	-10	-5
1h. Worked with other students on course projects or assignments	51	-19	-14	-12
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	79	-2	+5	+7
8b. People from an economic background other than your own	74	-3	-0	+1
8c. People with religious beliefs other than your own	69	-3	+1	+2
8d. People with political views other than your own	69	-1	+1	+3

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

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

Experiences with Faculty: First-year students

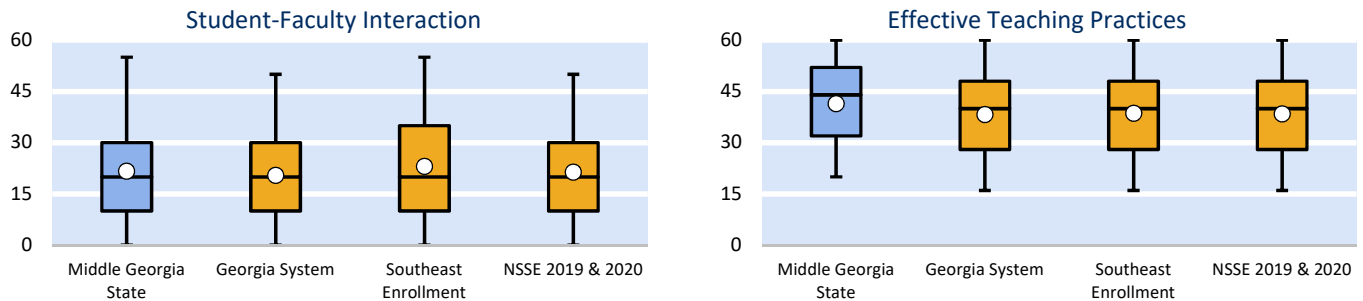
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Middle Georgia State Mean	Your first-year students compared with					
		Georgia System Effect size		Southeast Enrollment Effect size		NSSE 2019 & 2020 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.7	20.4	.08	23.1	-.09	21.4	.02
Effective Teaching Practices	41.4	38.2 ***	.23	38.6 ***	.21	38.4 ***	.22

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

Score Distributions



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

Performance on Indicator Items

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

Student-Faculty Interaction	Middle Georgia State %	Percentage point difference ^a between your FY students and		
		Georgia System	Southeast Enrollment	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	41	+4	-0	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+3	-2	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+2	-3	+0
3d. Discussed your academic performance with a faculty member	35	+6	-0	+5
<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	76	+0	-0	-1
5b. Taught course sessions in an organized way	76	+3	+4	+2
5c. Used examples or illustrations to explain difficult points	77	+4	+3	+2
5d. Provided feedback on a draft or work in progress	71	+9	+6	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+10	+7	+8

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

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

Experiences with Faculty: Seniors

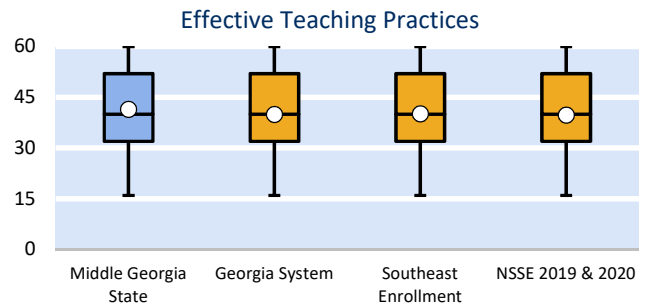
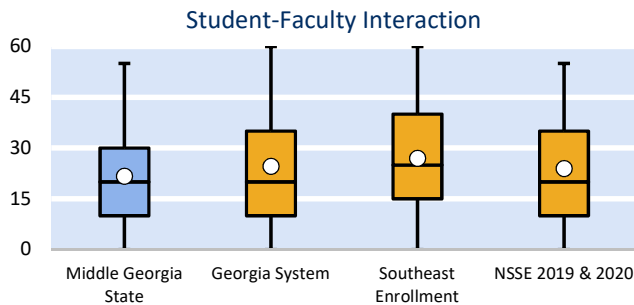
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Middle Georgia State Mean	Your seniors compared with					
		Georgia System Mean	Georgia System Effect size	Southeast Enrollment Mean	Southeast Enrollment Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Student-Faculty Interaction	21.6	24.5 **	-.18	27.0 ***	-.33	23.9 *	-.15
Effective Teaching Practices	41.4	39.8	.11	40.1	.09	39.7 *	.12

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

Score Distributions



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

Performance on Indicator Items

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

Student-Faculty Interaction	Middle Georgia State	Percentage point difference ^a between your seniors and		
		Georgia System	Southeast Enrollment	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	37	-6	-12	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	-3	-7	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-8	-11	-5
3d. Discussed your academic performance with a faculty member	30	-4	-11	-4
<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	83	+3	+4	+2
5b. Taught course sessions in an organized way	76	-0	+1	-1
5c. Used examples or illustrations to explain difficult points	78	+0	+2	+1
5d. Provided feedback on a draft or work in progress	66	+4	+1	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+5	+3	+5

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

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

Campus Environment: First-year students

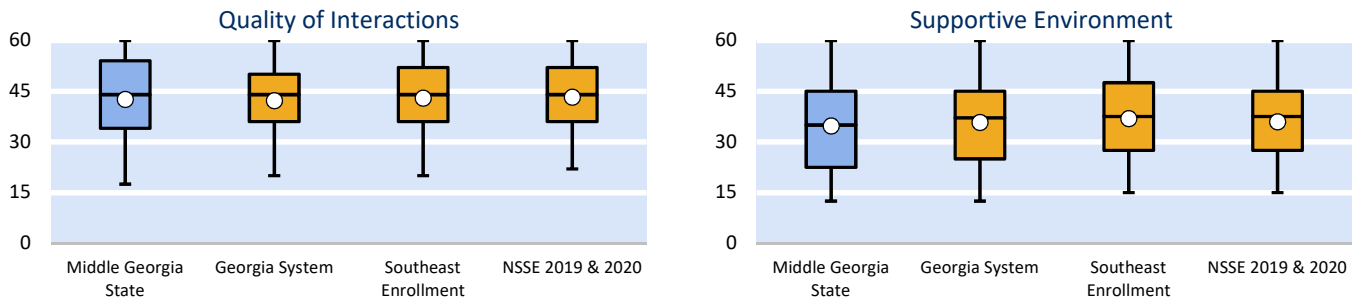
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Middle Georgia State Mean	Your first-year students compared with					
		Georgia System		Southeast Enrollment		NSSE 2019 & 2020	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.6	42.3	.03	43.0	-.03	43.2	-.05
Supportive Environment	34.8	35.7	-.07	36.9 *	-.16	36.0	-.09

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Middle Georgia State	Percentage point difference ^a between your FY students and		
		Georgia System	Southeast Enrollment	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	46	-4	-6	-6
13b. Academic advisors	54	+1	+1	+0
13c. Faculty	56	+7	+4	+4
13d. Student services staff (career services, student activities, housing, etc.)	51	+5	+3	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+6	+3	+2
<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	70	-3	-5	-5
14c. Using learning support services (tutoring services, writing center, etc.)	75	-1	-2	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-8	-8	-8
14e. Providing opportunities to be involved socially	66	-3	-7	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	-4	-8	-7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	+6	+2	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-3	-8	-4
14i. Attending events that address important social, economic, or political issues	46	+0	-6	-1

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

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

Campus Environment: Seniors

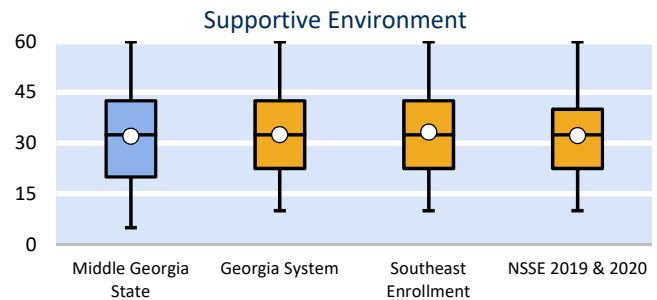
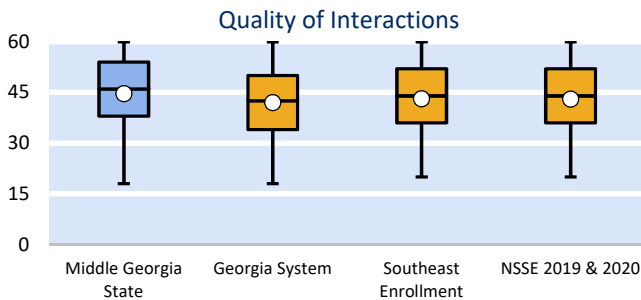
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Middle Georgia State Mean	Your seniors compared with					
		Georgia System		Southeast Enrollment		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.7	42.0 ***	.22	43.1 *	.13	43.0 *	.14
Supportive Environment	32.1	32.6	-.04	33.3	-.09	32.2	-.01

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

Score Distributions



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

Performance 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	Middle Georgia State	Percentage point difference ^a between your seniors and		
		Georgia System	Southeast Enrollment	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	63	+5	+4	+4
13b. Academic advisors	56	+7	+3	+3
13c. Faculty	65	+9	+5	+8
13d. Student services staff (career services, student activities, housing, etc.)	50	+7	+4	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+11	+6	+6
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	70	-0	-1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	66	+1	-1	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	-0	-0	-0
14e. Providing opportunities to be involved socially	62	-5	-6	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-5	-8	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	+1	-3	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	-8	-7	-2
14i. Attending events that address important social, economic, or political issues	43	+3	-2	+2

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

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

This page intentionally left blank.

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	Middle Georgia State Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	37.8	39.3	-.12		41.4 ***	-.28	
Academic	Reflective and Integrative Learning	35.5	36.7	-.10		39.0 ***	-.30	
Challenge	Learning Strategies	40.8	39.9	.07	✓	42.3	-.11	
	Quantitative Reasoning	29.8	29.4	.03	✓	31.4	-.10	
Learning	Collaborative Learning	29.1	35.2 ***	-.44		37.4 ***	-.61	
with Peers	Discussions with Diverse Others	36.6	41.5 ***	-.32		43.6 ***	-.48	
Experiences	Student-Faculty Interaction	21.7	24.5 **	-.19		28.1 ***	-.42	
with Faculty	Effective Teaching Practices	41.4	40.5	.06	✓	42.3	-.07	✓
Campus	Quality of Interactions	42.6	45.2 **	-.23		47.2 ***	-.40	
Environment	Supportive Environment	34.8	37.9 ***	-.24		40.0 ***	-.41	

Seniors

Theme	Engagement Indicator	Middle Georgia State Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	41.4	41.7	-.02	✓	43.2 *	-.13	
Academic	Reflective and Integrative Learning	37.8	39.8 **	-.16		41.8 ***	-.33	
Challenge	Learning Strategies	43.2	40.7 **	.17	✓	42.7	.04	✓
	Quantitative Reasoning	30.0	31.4	-.09	✓	33.4 ***	-.21	
Learning	Collaborative Learning	28.8	35.9 ***	-.51		38.4 ***	-.71	
with Peers	Discussions with Diverse Others	41.9	42.1	-.01	✓	43.8 *	-.13	
Experiences	Student-Faculty Interaction	21.6	29.7 ***	-.51		33.2 ***	-.73	
with Faculty	Effective Teaching Practices	41.4	41.8	-.03	✓	43.7 **	-.18	
Campus	Quality of Interactions	44.7	45.2	-.05	✓	47.4 ***	-.22	
Environment	Supportive Environment	32.1	34.6 **	-.18		36.8 ***	-.34	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Middle Georgia State (N = 277)	37.8	14.3	.86	15	25	40	45	60				
Georgia System	37.8	14.2	.17	15	30	40	45	60	7,500	.0	.986	-.001
Southeast Enrollment	38.3	13.5	.16	20	30	40	50	60	7,035	-.5	.511	-.040
NSSE 2019 & 2020	38.1	13.2	.03	20	30	40	45	60	277	-.3	.745	-.021
Top 50%	39.3	13.1	.04	20	30	40	50	60	278	-1.6	.073	-.119
Top 10%	41.4	12.8	.10	20	35	40	50	60	283	-3.6	.000	-.282
Reflective & Integrative Learning												
Middle Georgia State (N = 303)	35.5	12.9	.74	14	26	34	43	60				
Georgia System	34.4	12.7	.14	14	26	34	43	57	8,288	1.1	.154	.083
Southeast Enrollment	35.4	12.4	.14	17	26	34	43	57	7,698	.1	.890	.008
NSSE 2019 & 2020	35.2	12.0	.03	17	26	34	43	57	303	.3	.669	.026
Top 50%	36.7	11.8	.04	17	29	37	46	57	303	-1.2	.103	-.103
Top 10%	39.0	11.7	.10	20	31	40	49	60	312	-3.5	.000	-.297
Learning Strategies												
Middle Georgia State (N = 256)	40.8	14.3	.89	20	33	40	53	60				
Georgia System	38.8	14.1	.17	20	27	40	47	60	6,917	2.0	.026	.142
Southeast Enrollment	39.5	13.8	.17	20	27	40	53	60	6,611	1.3	.141	.094
NSSE 2019 & 2020	38.3	13.8	.03	20	27	40	47	60	157,714	2.5	.003	.184
Top 50%	39.9	13.7	.05	20	33	40	53	60	80,025	.9	.296	.065
Top 10%	42.3	14.1	.11	20	33	40	53	60	17,630	-1.5	.086	-.108
Quantitative Reasoning												
Middle Georgia State (N = 268)	29.8	17.8	1.09	0	20	27	40	60				
Georgia System	28.7	15.9	.19	0	20	27	40	60	284	1.1	.323	.068
Southeast Enrollment	28.8	15.8	.20	0	20	27	40	60	285	1.0	.355	.064
NSSE 2019 & 2020	28.2	15.3	.04	0	20	27	40	60	268	1.6	.141	.105
Top 50%	29.4	15.2	.05	7	20	27	40	60	268	.4	.727	.025
Top 10%	31.4	15.3	.10	7	20	33	40	60	272	-1.6	.150	-.103
Learning with Peers												
Collaborative Learning												
Middle Georgia State (N = 317)	29.1	15.9	.90	5	20	30	40	60				
Georgia System	32.2	14.7	.15	10	20	30	40	60	9,269	-3.0	.000	-.207
Southeast Enrollment	32.9	14.4	.16	10	20	30	40	60	336	-3.8	.000	-.262
NSSE 2019 & 2020	32.3	14.7	.03	5	20	30	40	60	317	-3.1	.001	-.212
Top 50%	35.2	13.7	.04	15	25	35	45	60	317	-6.0	.000	-.439
Top 10%	37.4	13.5	.09	15	30	40	45	60	322	-8.3	.000	-.608
Discussions with Diverse Others												
Middle Georgia State (N = 260)	36.6	16.8	1.05	10	20	40	50	60				
Georgia System	40.7	16.2	.20	15	30	40	60	60	6,984	-4.1	.000	-.255
Southeast Enrollment	39.7	15.6	.19	15	30	40	55	60	277	-3.1	.004	-.196
NSSE 2019 & 2020	39.5	15.6	.04	15	30	40	55	60	259	-2.9	.006	-.186
Top 50%	41.5	15.0	.05	20	30	40	55	60	260	-4.8	.000	-.324
Top 10%	43.6	14.5	.10	20	35	45	60	60	263	-7.0	.000	-.482

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Middle Georgia State (N = 289)	21.7	15.9	.94	0	10	20	30	55				
Georgia System	20.4	15.1	.17	0	10	20	30	50	7,841	1.2	.168	.083
Southeast Enrollment	23.1	15.4	.18	0	10	20	35	55	7,326	-1.4	.129	-.091
NSSE 2019 & 2020	21.4	14.6	.04	0	10	20	30	50	289	.3	.759	.020
Top 50%	24.5	14.7	.06	5	15	20	35	55	290	-2.8	.003	-.191
Top 10%	28.1	15.5	.17	5	15	25	40	60	8,347	-6.4	.000	-.417
Effective Teaching Practices												
Middle Georgia State (N = 281)	41.4	13.8	.82	20	32	44	52	60				
Georgia System	38.2	13.8	.16	16	28	40	48	60	7,443	3.2	.000	.230
Southeast Enrollment	38.6	13.6	.17	16	28	40	48	60	7,002	2.8	.001	.205
NSSE 2019 & 2020	38.4	13.2	.03	16	28	40	48	60	166,210	2.9	.000	.222
Top 50%	40.5	13.2	.05	20	32	40	52	60	69,102	.8	.284	.064
Top 10%	42.3	14.1	.10	16	32	44	56	60	19,035	-.9	.278	-.065
Campus Environment												
Quality of Interactions												
Middle Georgia State (N = 245)	42.6	13.5	.86	18	34	44	54	60				
Georgia System	42.3	12.4	.16	20	36	44	50	60	260	.3	.700	.027
Southeast Enrollment	43.0	12.0	.15	20	36	44	52	60	260	-.4	.645	-.033
NSSE 2019 & 2020	43.2	11.8	.03	22	36	44	52	60	244	-.6	.454	-.055
Top 50%	45.2	11.2	.04	24	38	46	54	60	245	-2.6	.003	-.231
Top 10%	47.2	11.6	.09	25	40	50	58	60	249	-4.6	.000	-.396
Supportive Environment												
Middle Georgia State (N = 257)	34.8	14.2	.89	13	23	35	45	60				
Georgia System	35.7	14.2	.18	13	25	37	45	60	6,702	-1.0	.281	-.068
Southeast Enrollment	36.9	13.7	.18	15	28	38	48	60	6,397	-2.1	.014	-.156
NSSE 2019 & 2020	36.0	13.5	.03	15	28	38	45	60	152,617	-1.2	.146	-.091
Top 50%	37.9	13.1	.05	18	30	38	48	60	258	-3.1	.001	-.237
Top 10%	40.0	12.9	.11	18	33	40	50	60	264	-5.2	.000	-.406

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Middle Georgia State (N = 287)	41.4	13.7	.81	20	30	40	55	60				
Georgia System	40.2	13.8	.14	15	30	40	50	60	10,075	1.2	.133	.090
Southeast Enrollment	40.8	13.5	.14	20	30	40	50	60	9,208	.6	.428	.048
NSSE 2019 & 2020	40.1	13.5	.03	20	30	40	50	60	263,217	1.3	.100	.097
Top 50%	41.7	13.4	.04	20	35	40	55	60	116,029	-.3	.704	-.022
Top 10%	43.2	13.3	.08	20	35	40	55	60	28,500	-1.8	.026	-.132
Reflective & Integrative Learning												
Middle Georgia State (N = 298)	37.8	12.7	.74	17	29	37	49	60				
Georgia System	38.0	12.6	.12	17	29	37	49	60	10,985	-.2	.828	-.013
Southeast Enrollment	38.3	12.6	.13	20	29	37	49	60	9,824	-.5	.499	-.040
NSSE 2019 & 2020	38.1	12.5	.02	17	29	37	46	60	279,029	-.2	.729	-.020
Top 50%	39.8	12.2	.04	20	31	40	49	60	115,511	-2.0	.005	-.164
Top 10%	41.8	12.0	.09	20	34	40	51	60	18,879	-4.0	.000	-.328
Learning Strategies												
Middle Georgia State (N = 280)	43.2	14.7	.88	20	33	40	60	60				
Georgia System	39.4	14.7	.15	13	27	40	53	60	9,461	3.8	.000	.260
Southeast Enrollment	40.5	14.4	.16	20	33	40	53	60	8,820	2.7	.002	.189
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	252,044	4.6	.000	.314
Top 50%	40.7	14.5	.04	20	33	40	53	60	128,560	2.5	.004	.175
Top 10%	42.7	14.4	.07	20	33	40	60	60	41,377	.5	.538	.037
Quantitative Reasoning												
Middle Georgia State (N = 273)	30.0	15.4	.93	7	20	27	40	60				
Georgia System	31.4	16.4	.17	0	20	33	40	60	9,603	-1.4	.176	-.083
Southeast Enrollment	30.6	16.4	.18	0	20	27	40	60	8,940	-.6	.556	-.036
NSSE 2019 & 2020	30.2	16.2	.03	0	20	27	40	60	255,219	-.2	.801	-.015
Top 50%	31.4	16.1	.04	0	20	33	40	60	164,401	-1.4	.145	-.088
Top 10%	33.4	15.9	.09	7	20	33	40	60	32,446	-3.4	.000	-.212
Learning with Peers												
Collaborative Learning												
Middle Georgia State (N = 317)	28.8	17.3	.97	0	15	25	40	60				
Georgia System	34.6	14.4	.13	10	25	35	45	60	328	-5.8	.000	-.398
Southeast Enrollment	33.6	15.5	.15	5	20	35	45	60	332	-4.9	.000	-.312
NSSE 2019 & 2020	32.0	15.6	.03	5	20	30	45	60	316	-3.2	.001	-.207
Top 50%	35.9	14.0	.04	15	25	35	45	60	317	-7.2	.000	-.512
Top 10%	38.4	13.6	.08	15	30	40	50	60	321	-9.6	.000	-.705
Discussions with Diverse Others												
Middle Georgia State (N = 284)	41.9	16.4	.97	15	30	40	60	60				
Georgia System	43.1	15.2	.16	15	35	45	60	60	9,513	-1.3	.164	-.084
Southeast Enrollment	40.9	15.7	.17	15	30	40	55	60	8,883	1.0	.310	.061
NSSE 2019 & 2020	40.2	15.9	.03	15	30	40	55	60	253,135	1.6	.082	.103
Top 50%	42.1	15.5	.04	15	30	40	60	60	163,424	-.2	.829	-.013
Top 10%	43.8	15.3	.08	20	35	45	60	60	41,307	-1.9	.035	-.125

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Middle Georgia State (N = 292)	21.6	16.2	.95	0	10	20	30	55				
Georgia System	24.5	16.4	.16	0	10	20	35	60	10,536	-3.0	.002	-.181
Southeast Enrollment	27.0	16.5	.17	0	15	25	40	60	9,498	-5.4	.000	-.326
NSSE 2019 & 2020	23.9	16.1	.03	0	10	20	35	55	270,242	-2.4	.012	-.146
Top 50%	29.7	15.9	.06	5	20	30	40	60	61,330	-8.1	.000	-.508
Top 10%	33.2	16.0	.16	10	20	35	45	60	10,786	-11.7	.000	-.729
Effective Teaching Practices												
Middle Georgia State (N = 286)	41.4	14.2	.84	16	32	40	52	60				
Georgia System	39.8	14.0	.14	16	32	40	52	60	10,008	1.5	.071	.108
Southeast Enrollment	40.1	14.2	.15	16	32	40	52	60	9,236	1.3	.139	.089
NSSE 2019 & 2020	39.7	13.8	.03	16	32	40	52	60	262,914	1.6	.045	.118
Top 50%	41.8	13.7	.04	20	32	40	52	60	99,008	-.4	.608	-.030
Top 10%	43.7	13.4	.09	20	36	44	56	60	22,018	-2.4	.003	-.175
Campus Environment												
Quality of Interactions												
Middle Georgia State (N = 256)	44.7	12.9	.81	18	38	46	54	60				
Georgia System	42.0	12.2	.13	18	34	43	50	60	8,884	2.7	.001	.218
Southeast Enrollment	43.1	12.1	.14	20	36	44	52	60	8,249	1.5	.047	.126
NSSE 2019 & 2020	43.0	12.1	.03	20	36	44	52	60	233,341	1.6	.031	.135
Top 50%	45.2	11.7	.04	24	38	48	54	60	104,489	-.6	.452	-.047
Top 10%	47.4	12.0	.07	24	40	50	58	60	33,677	-2.7	.000	-.225
Supportive Environment												
Middle Georgia State (N = 270)	32.1	15.7	.95	5	20	33	43	60				
Georgia System	32.6	14.1	.15	10	23	33	43	60	282	-.5	.594	-.036
Southeast Enrollment	33.3	14.2	.16	10	23	33	43	60	284	-1.2	.210	-.085
NSSE 2019 & 2020	32.2	14.2	.03	10	23	33	40	60	270	-.2	.861	-.012
Top 50%	34.6	14.0	.04	13	25	35	45	60	270	-2.6	.008	-.183
Top 10%	36.8	14.1	.10	13	28	38	48	60	275	-4.8	.000	-.337

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

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

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

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

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

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

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