



NSSE 2014

Engagement Indicators

Dalton State College

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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with GA State Colleges+	Your first-year students compared with USG State Univ	Your first-year students compared with Competitive publics
<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	△	--	▲

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with GA State Colleges+	Your seniors compared with USG State Univ	Your seniors compared with Competitive publics
<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	--	--	△

Academic Challenge: First-year students

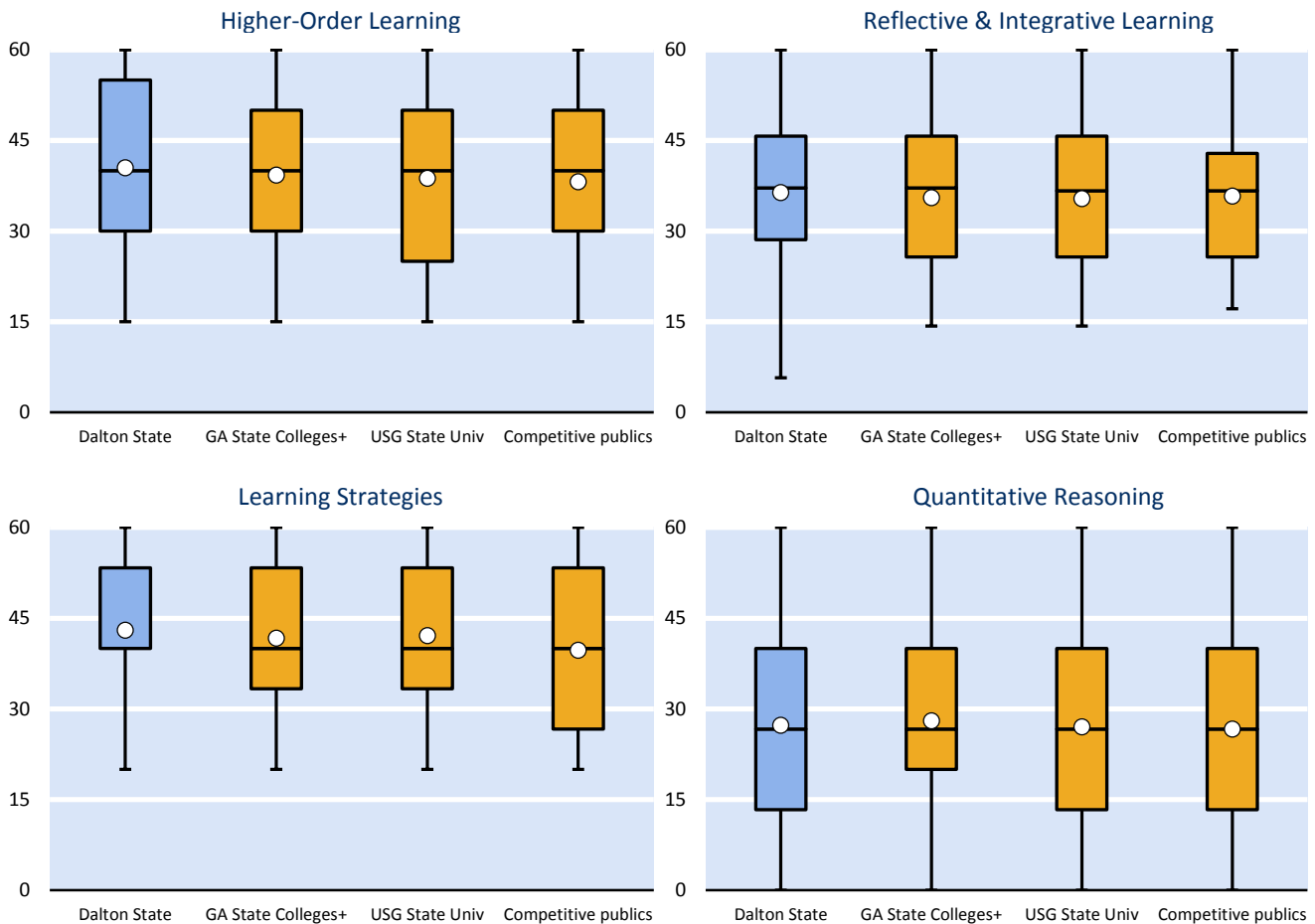
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Dalton State Mean	Your first-year students compared with					
		GA State Colleges+ Mean	Effect size	USG State Univ Mean	Effect size	Competitive publics Mean	Effect size
Higher-Order Learning	40.5	39.2	.08	38.7	.12	38.2	.16
Reflective & Integrative Learning	36.4	35.5	.06	35.4	.08	35.8	.05
Learning Strategies	43.0	41.7	.09	42.2	.06	39.7 *	.23
Quantitative Reasoning	27.3	28.1	-.04	27.0	.02	26.7	.04

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

	Dalton State	GA State Colleges+	USG State Univ	Competitive publics
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	73 	72 	68 	70 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74 	70 	69 	69 
4d. Evaluating a point of view, decision, or information source	78 	73 	70 	69 
4e. Forming a new idea or understanding from various pieces of information	69 	69 	68 	68 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	52 	56 	53 	56 
2b. Connected your learning to societal problems or issues	56 	55 	52 	54 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55 	55 	52 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67 	65 	65 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69 	68 	69 	66 
2f. Learned something that changed the way you understand an issue or concept	65 	65 	65 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	76 	72 	76 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	88 	84 	84 	79 
9b. Reviewed your notes after class	76 	74 	74 	67 
9c. Summarized what you learned in class or from course materials	76 	69 	72 	62 
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.)	51 	51 	53 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41 	42 	39 	37 
6c. Evaluated what others have concluded from numerical information	36 	40 	37 	35 

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

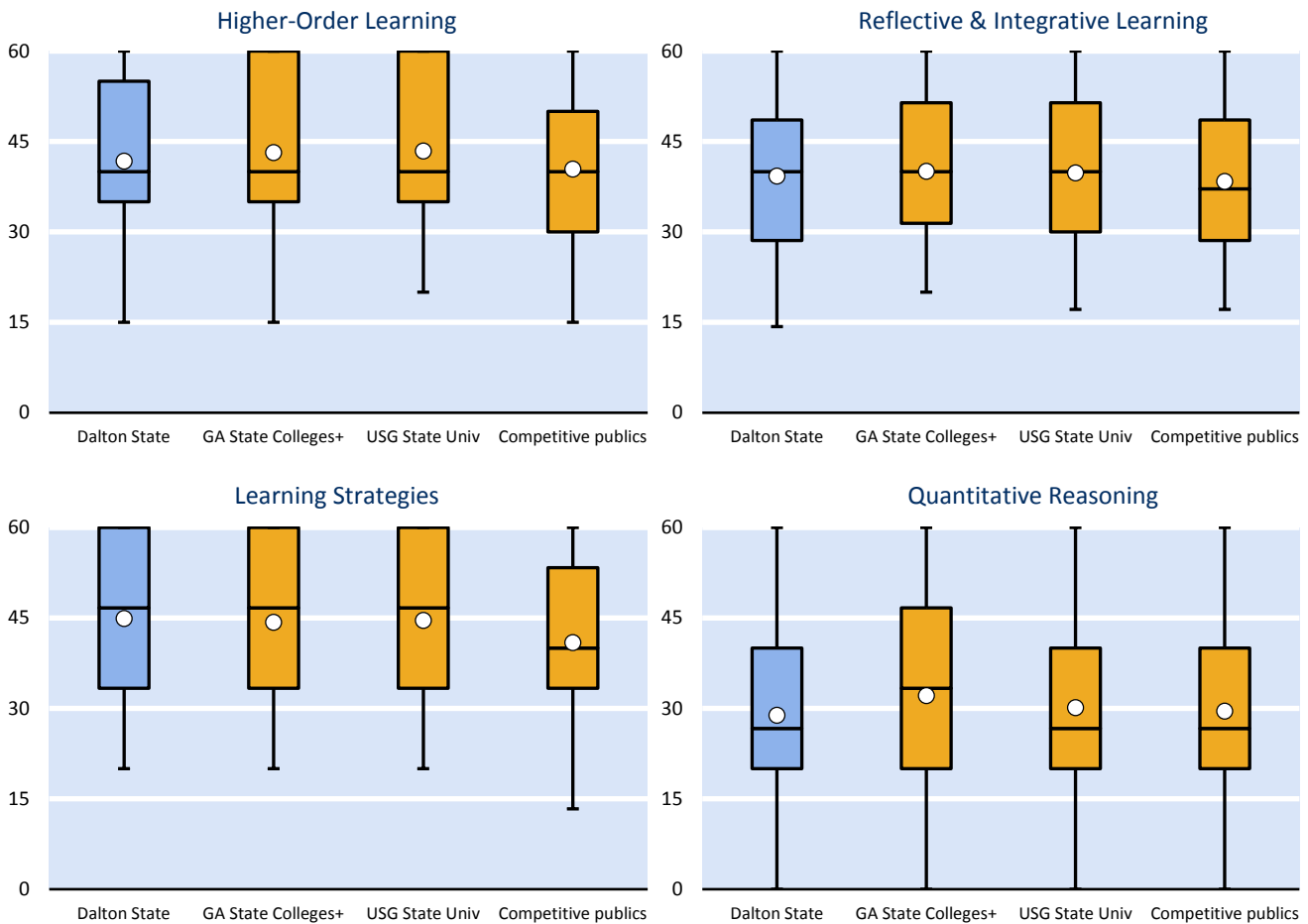
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

Engagement Indicator	Dalton State Mean	Your seniors compared with					
		GA State Colleges+ Mean	Effect size	USG State Univ Mean	Effect size	Competitive publics Mean	Effect size
Higher-Order Learning	41.7	43.1	-.10	43.4	-.12	40.4	.09
Reflective & Integrative Learning	39.3	40.0	-.06	39.8	-.04	38.4	.07
Learning Strategies	44.9	44.2	.05	44.6	.02	40.9 **	.27
Quantitative Reasoning	28.9	32.1 *	-.19	30.1	-.07	29.5	-.04

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.





































































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<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	82 	80 	83 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78 	82 	81 	76 
4d. Evaluating a point of view, decision, or information source	80 	76 	78 	69 
4e. Forming a new idea or understanding from various pieces of information	73 	76 	77 	71 
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	75 	76 	71 	72 
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2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62 	56 	59 	53 
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2f. Learned something that changed the way you understand an issue or concept	69 	71 	71 	69 
2g. Connected ideas from your courses to your prior experiences and knowledge	83 	86 	83 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	87 	88 	87 	83 
9b. Reviewed your notes after class	77 	74 	75 	66 
9c. Summarized what you learned in class or from course materials	78 	75 	77 	66 
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<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.)	51 	60 	54 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45 	50 	45 	43 
6c. Evaluated what others have concluded from numerical information	41 	48 	42 	43 

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