NSSE
national survey of
student engagement

NSSE 2013
Engagement Indicators

Dalton State College

IPEDS: 139463

NSSE 2013 Engagement Indicators

About This Report

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 themes as shown at right.

Theme	*Engagement Indicator*
Academic Challenge	Higher-Order Learning
	Reflective and 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 current-year 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.

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 Institutional 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 Web site: **nsse.iub.edu**

NSSE 2013 Engagement Indicators

Overview

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 (FY) Students

Theme	*Engagement Indicator*	**Your FY students** compared with Southeast Public	**Your FY students** compared with Carnegie Class	**Your FY students** compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and 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 Southeast Public	**Your seniors** compared with Carnegie Class	**Your seniors** compared with NSSE 2013
Academic Challenge	Higher-Order Learning	▲	--	▲
	Reflective and Integrative Learning	--	--	--
	Learning Strategies	▲	▲	▲
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▲	▲	▲
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	▲	▲	▲
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

NSSE 2013 Engagement Indicators

Academic Challenge

Dalton State College

Academic Challenge: First-year students

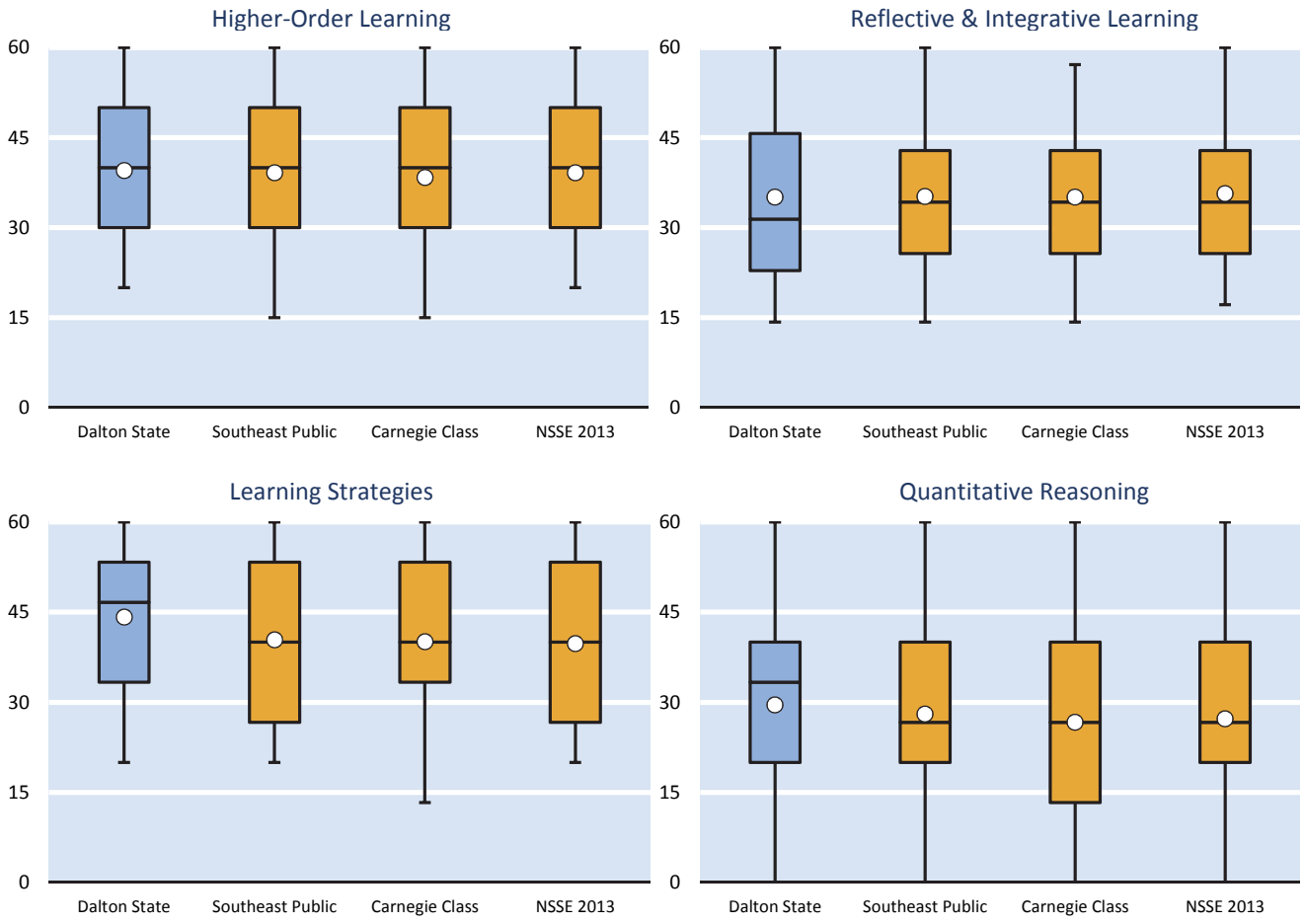
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning,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

	Dalton State	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	39.5	39.1	.03	38.4	.08	39.1	.03
Reflective & Integrative Learning	35.1	35.2	-.01	35.1	.00	35.7	-.05
Learning Strategies	44.2	40.4	.27	40.1	.28	39.8 *	.31
Quantitative Reasoning	29.6	28.1	.09	26.7	.17	27.3	.14

Notes: Results weighted by gender 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 summary 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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	Dalton State	Southeast Public	Carnegie Class	NSSE 2013
Higher-Order Learning				
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	69	74	71	74
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	72	70	73
4d. Evaluating a point of view, decision, or information source	73	69	69	70
4e. Forming a new idea or understanding from various pieces of information	75	68	68	69
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	59	54	54	56
2b. Connected your learning to societal problems or issues	44	51	52	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	50	48	51
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	63	65	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	66	68	66
2f. Learned something that changed the way you understand an issue or concept	61	63	65	66
2g. Connected ideas from your courses to your prior experiences and knowledge	78	76	77	78
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	79	81	79	81
9b. Reviewed your notes after class	84	68	71	66
9c. Summarized what you learned in class or from course materials	78	66	64	64
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	54	50	51
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	39	38	38
6c. Evaluated what others have concluded from numerical information	48	38	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

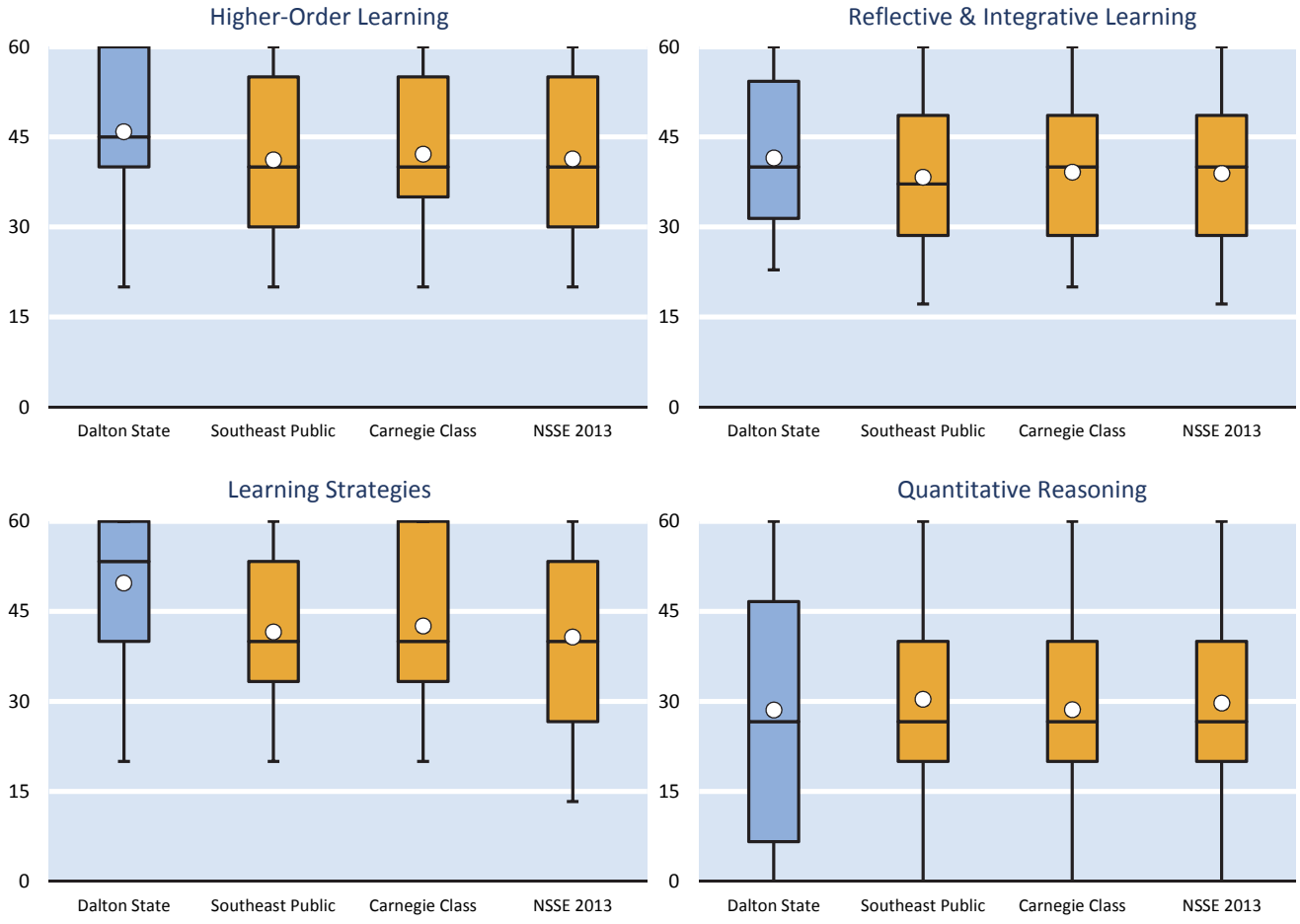
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning,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

	Dalton State	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	45.9	41.2 *	.33	42.1	.27	41.3 *	.32
Reflective & Integrative Learning	41.5	38.3	.24	39.1	.18	38.9	.20
Learning Strategies	49.7	41.6 ***	.55	42.6 **	.49	40.7 ***	.61
Quantitative Reasoning	28.6	30.4	-.10	28.6	.00	29.7	-.07

Notes: Results weighted by gender 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 summary page are based on effect size and p before rounding.

Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	Dalton State	Southeast Public	Carnegie Class	NSSE 2013
Higher-Order Learning				
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	87	80	80	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	89	77	79	78
4d. Evaluating a point of view, decision, or information source	86	71	75	72
4e. Forming a new idea or understanding from various pieces of information	82	71	76	73
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	68	71	71	71
2b. Connected your learning to societal problems or issues	60	62	64	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	52	59	56
2d. Examined the strengths and weaknesses of your own views on a topic or issue	81	65	69	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	83	69	71	70
2f. Learned something that changed the way you understand an issue or concept	66	68	69	70
2g. Connected ideas from your courses to your prior experiences and knowledge	90	83	84	84
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	92	84	84	84
9b. Reviewed your notes after class	85	68	73	65
9c. Summarized what you learned in class or from course materials	87	68	70	66
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	56	51	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	45	44	44
6c. Evaluated what others have concluded from numerical information	38	45	41	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 2013 Engagement Indicators

Learning with Peers

Dalton State College

Learning with Peers: First-year students

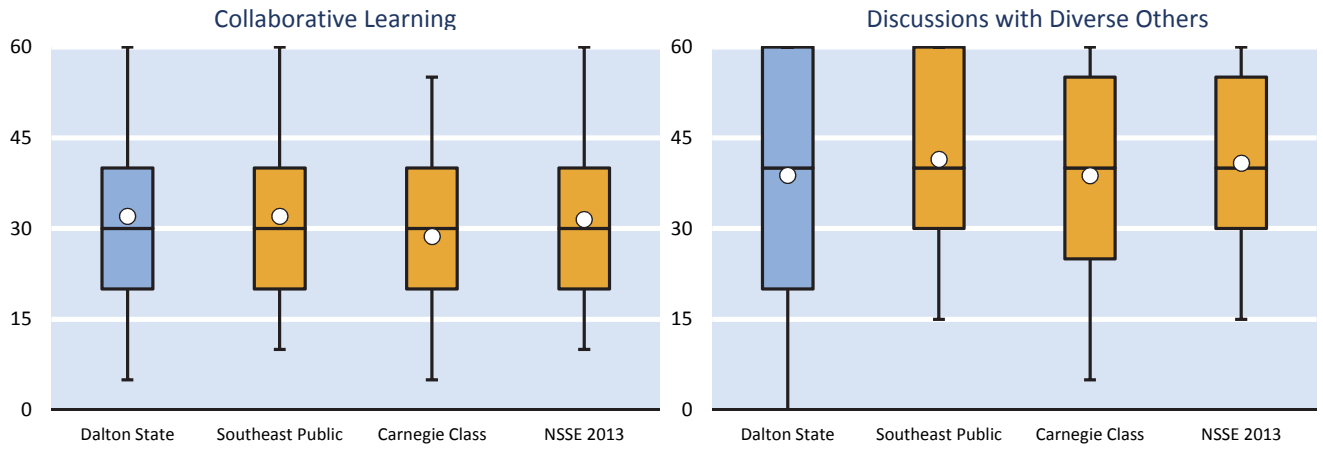
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

	Dalton State	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	32.0	32.0	.00	28.7	.23	31.4	.04
Discussions with Diverse Others	38.8	41.4	-.16	38.7	.00	40.8	-.12

Notes: Results weighted by gender 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 summary page are based on effect size and p before rounding.

Score Distributions



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Summary of Indicator Items

Collaborative Learning	Dalton State	Southeast Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	44	49	41	48
1f. Explained course material to one or more students	55	58	52	56
1g. Prepared for exams by discussing or working through course material with other students	44	49	40	48
1h. Worked with other students on course projects or assignments	52	49	43	50
Discussions with Diverse Others				
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	63	72	66	71
8b. People from an economic background other than your own	62	74	67	73
8c. People with religious beliefs other than your own	58	69	65	68
8d. People with political views other than your own	69	72	66	70

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 2013 Engagement Indicators

Learning with Peers

Dalton State College

Learning with Peers: Seniors

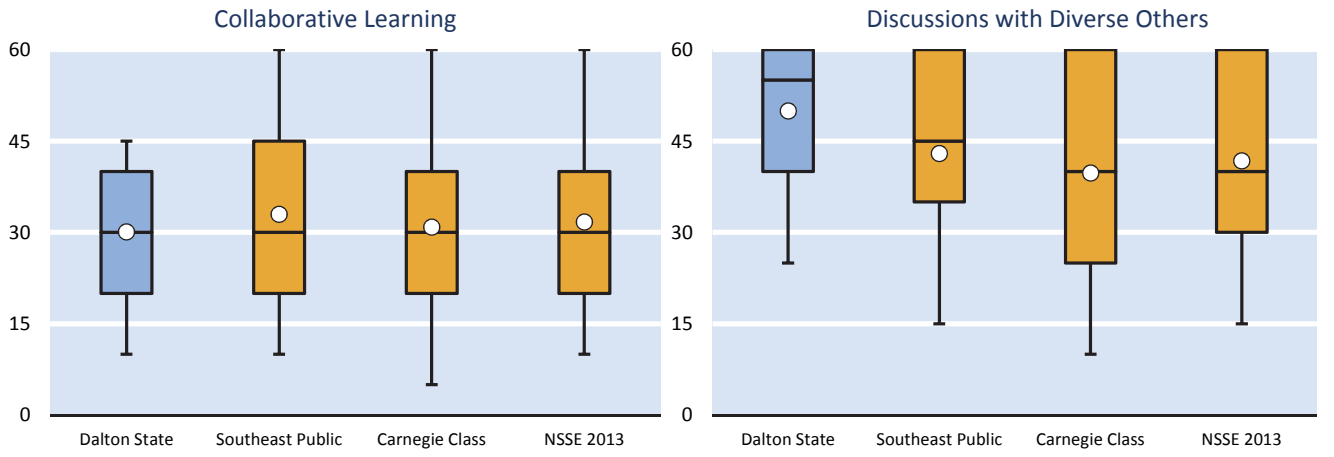
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

	Dalton State	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	30.1	33.0	-.20	30.9	-.05	31.7	-.11
Discussions with Diverse Others	50.0	42.9 ***	.44	39.7 ***	.60	41.8 ***	.51

Notes: Results weighted by gender 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 summary page are based on effect size and p before rounding.

Score Distributions



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Summary of Indicator Items

Collaborative Learning	Dalton State	Southeast Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	30	41	34	38
1f. Explained course material to one or more students	59	60	55	57
1g. Prepared for exams by discussing or working through course material with other students	45	48	42	44
1h. Worked with other students on course projects or assignments	50	63	59	63
Discussions with Diverse Others				
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	83	75	62	72
8b. People from an economic background other than your own	90	77	70	75
8c. People with religious beliefs other than your own	87	72	67	70
8d. People with political views other than your own	94	75	69	72

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 2013 Engagement Indicators

Experiences with Faculty

Dalton State College

Experiences with Faculty: First-year students

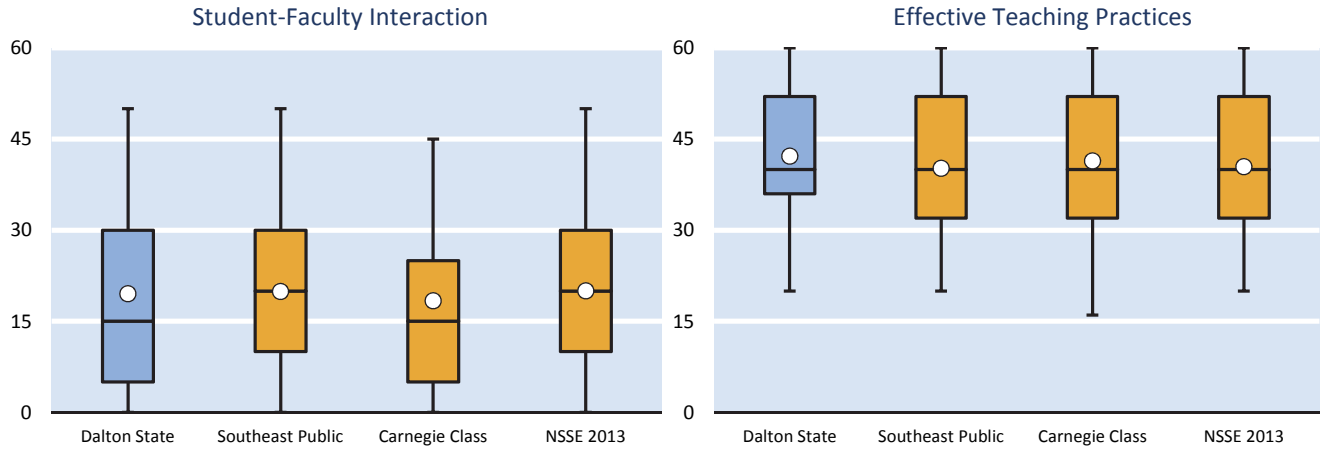
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

	Dalton State	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	19.5	19.9	-.02	18.4	.08	20.0	-.03
Effective Teaching Practices	42.2	40.2	.15	41.4	.05	40.4	.13

Notes: Results weighted by gender 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 summary page are based on effect size and p before rounding.

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction	Dalton State	Southeast Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	38	31	31	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	18	16	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	24	21	24
3d. Discussed your academic performance with a faculty member	36	28	27	28
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	87	81	81	82
5b. Taught course sessions in an organized way	79	79	80	80
5c. Used examples or illustrations to explain difficult points	82	78	78	78
5d. Provided feedback on a draft or work in progress	75	64	68	65
5e. Provided prompt and detailed feedback on tests or completed assignments	70	61	66	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

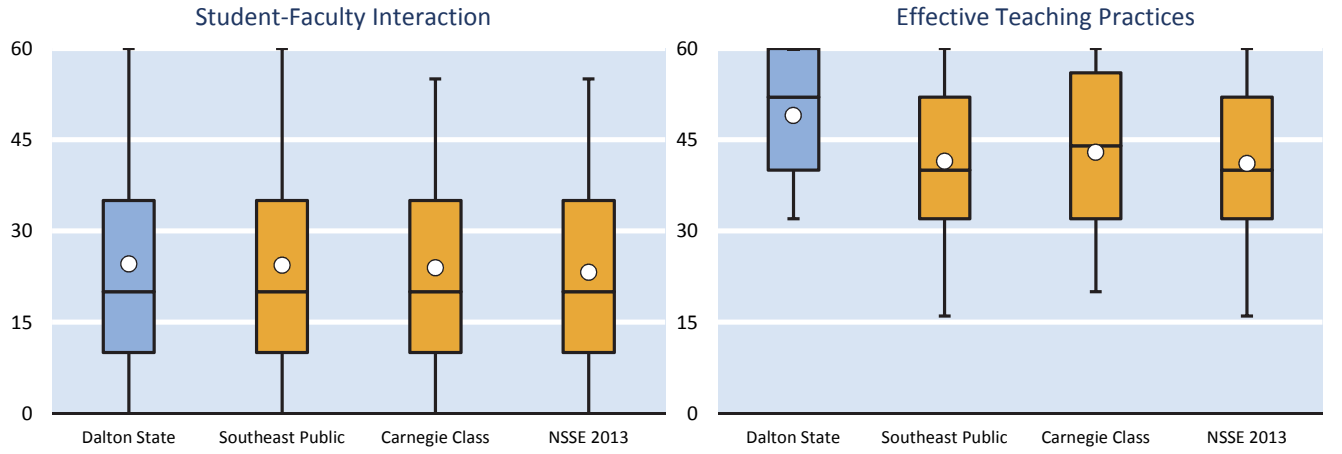
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

	Dalton State	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	24.6	24.4	.01	23.9	.04	23.2	.09
Effective Teaching Practices	49.0	41.5 ***	.54	42.9 ***	.43	41.1 ***	.57

Notes: Results weighted by gender 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 summary page are based on effect size and p before rounding.

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction	Dalton State	Southeast Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	54	44	42	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	27	25	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	35	34	32
3d. Discussed your academic performance with a faculty member	33	35	35	32
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	96	83	84	83
5b. Taught course sessions in an organized way	91	82	84	82
5c. Used examples or illustrations to explain difficult points	100	80	81	79
5d. Provided feedback on a draft or work in progress	84	62	67	62
5e. Provided prompt and detailed feedback on tests or completed assignments	84	69	71	68

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 2013 Engagement Indicators

Campus Environment

Dalton State College

Campus Environment: First-year students

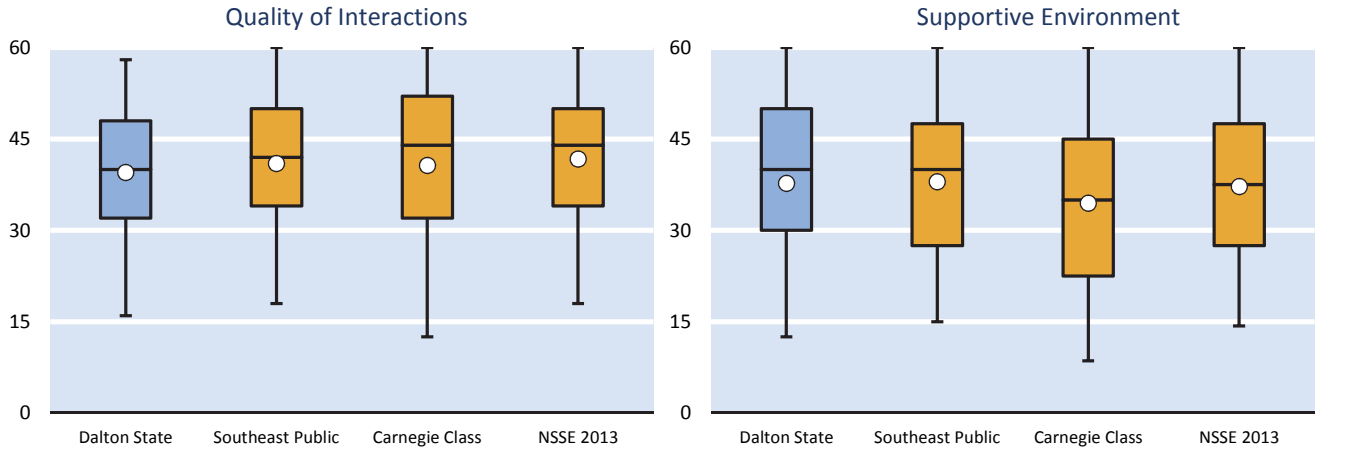
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Dalton State	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	39.5	41.0	-.12	40.6	-.08	41.7	-.18
Supportive Environment	37.7	38.0	-.02	34.4	.22	37.2	.04

Notes: Results weighted by gender 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 summary page are based on effect size and p before rounding.

Score Distributions



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Summary of Indicator Items

Quality of Interactions	Dalton State	Southeast Public	Carnegie Class	NSSE 2013
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	69	59	56	60
13b. Academic advisors	39	46	46	49
13c. Faculty	36	48	54	51
13d. Student services staff (career services, student activities, housing, etc.)	33	43	44	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	40	46	42
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	80	78	74	78
14c. Using learning support services (tutoring services, writing center, etc.)	82	79	74	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	69	57	55	58
14e. Providing opportunities to be involved socially	65	74	66	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	74	61	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	53	44	41	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	72	57	68
14i. Attending events that address important social, economic, or political issues	46	55	46	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

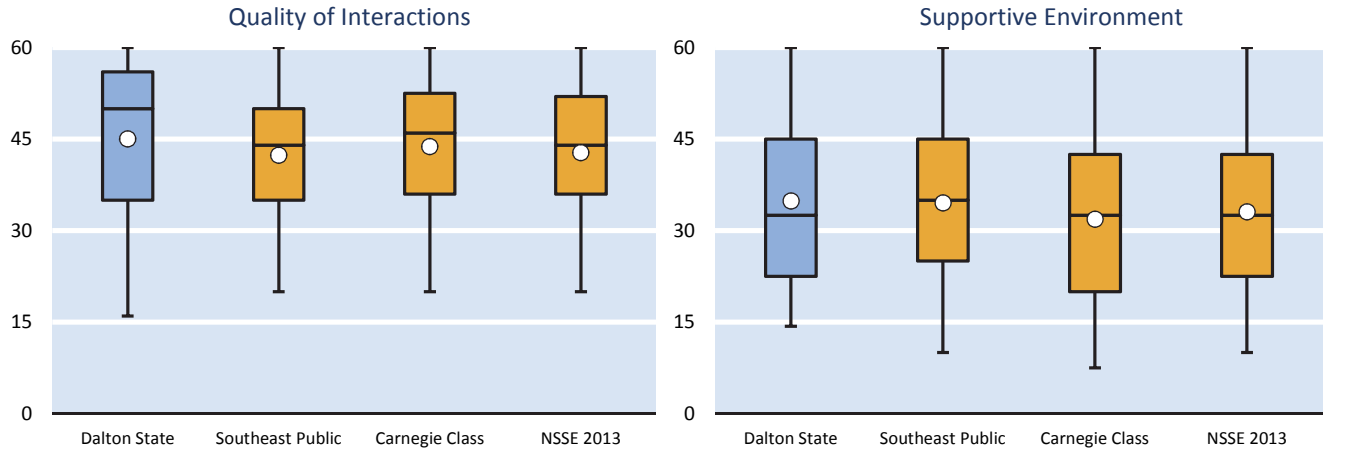
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Dalton State	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	45.0	42.4	.22	43.8	.11	42.8	.19
Supportive Environment	34.8	34.5	.02	31.9	.20	33.1	.12

Notes: Results weighted by gender 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 summary 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.

Summary of Indicator Items

Quality of Interactions	Dalton State	Southeast Public	Carnegie Class	NSSE 2013
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	82	65	66	65
13b. Academic advisors	57	52	55	53
13c. Faculty	72	60	67	61
13d. Student services staff (career services, student activities, housing, etc.)	51	42	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	40	50	43
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	76	73	70	72
14c. Using learning support services (tutoring services, writing center, etc.)	78	68	64	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	52	50	52
14e. Providing opportunities to be involved socially	71	70	61	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	50	67	52	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	22	33	30	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	64	53	56
14i. Attending events that address important social, economic, or political issues	40	49	42	45

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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NSSE 2013 Engagement Indicators

Comparisons with High-Performing Institutions

Dalton State College

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 for their high average levels of student engagement:

(a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all current-year 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 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

			Your first-year students compared with					
		Dalton State	NSSE 2013 Top 50%			NSSE 2013 Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	39.5	40.9	-.10	✓	42.7	-.24	✓
	Reflective and Integrative Learning	35.1	37.6	-.20	✓	39.4 *	-.35	
	Learning Strategies	44.2	41.8	.17	✓	44.3	-.01	✓
	Quantitative Reasoning	29.6	28.8	.05	✓	30.5	-.06	✓
Learning with Peers	Collaborative Learning	32.0	34.5	-.18	✓	37.1 **	-.37	
	Discussions with Diverse Others	38.8	43.2	-.29	✓	45.7 *	-.46	
Experiences with Faculty	Student-Faculty Interaction	19.5	23.4	-.26	✓	26.7 **	-.43	
	Effective Teaching Practices	42.2	42.8	-.05	✓	44.7	-.18	✓
Campus Environment	Quality of Interactions	39.5	44.3 **	-.42		46.3 ***	-.57	
	Supportive Environment	37.7	39.5	-.14	✓	41.4	-.29	✓

Seniors

			Your seniors compared with					
		Dalton State	NSSE 2013 Top 50%			NSSE 2013 Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	45.9	43.5	.17	✓	45.3	.05	✓
	Reflective and Integrative Learning	41.5	41.1	.03	✓	43.1	-.12	✓
	Learning Strategies	49.7	43.1 **	.46	✓	45.4 *	.31	✓
	Quantitative Reasoning	28.6	31.1	-.15	✓	32.5	-.23	✓
Learning with Peers	Collaborative Learning	30.1	35.0 *	-.36		37.5 ***	-.55	
	Discussions with Diverse Others	50.0	44.1 **	.37	✓	45.8 *	.27	✓
Experiences with Faculty	Student-Faculty Interaction	24.6	29.7 *	-.32		34.6 ***	-.62	
	Effective Teaching Practices	49.0	43.3 ***	.42	✓	45.3	.27	✓
Campus Environment	Quality of Interactions	45.0	45.8	-.06	✓	47.6	-.23	✓
	Supportive Environment	34.8	36.2	-.10	✓	39.1 *	-.33	

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, 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.

Results weighted by gender 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.

NSSE 2013 Engagement Indicators

Detailed Statistics[a]

Dalton State College

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												
Dalton State (N = 53)	39.5	14.4	1.97	20	30	40	50	60				
Southeast Public	39.1	14.3	.11	15	30	40	50	60	17,303	.4	.843	.027
Carnegie Class	38.4	14.5	.37	15	30	40	50	60	1,589	1.2	.568	.080
NSSE 2013	39.1	13.8	.04	20	30	40	50	60	106,609	.4	.836	.028
Top 50%	40.9	13.6	.06	20	30	40	50	60	48,164	-1.3	.475	-.098
Top 10%	42.7	13.7	.13	20	35	40	55	60	11,170	-3.2	.087	-.235
Reflective and Integrative Learning												
Dalton State (N = 53)	35.1	14.6	2.00	14	23	31	46	60				
Southeast Public	35.2	12.9	.10	14	26	34	43	60	18,030	-.1	.963	-.006
Carnegie Class	35.1	12.5	.31	14	26	34	43	57	55	.0	.991	-.002
NSSE 2013	35.7	12.6	.04	17	26	34	43	60	52	-.6	.768	-.047
Top 50%	37.6	12.5	.06	17	29	37	46	60	52	-2.5	.216	-.201
Top 10%	39.4	12.5	.12	20	31	40	49	60	53	-4.3	.035	-.345
Learning Strategies												
Dalton State (N = 47)	44.2	14.6	2.12	20	33	47	53	60				
Southeast Public	40.4	14.3	.11	20	27	40	53	60	15,785	3.8	.069	.265
Carnegie Class	40.1	14.3	.38	13	33	40	53	60	1,500	4.1	.055	.284
NSSE 2013	39.8	14.2	.04	20	27	40	53	60	99,270	4.4	.032	.312
Top 50%	41.8	14.1	.07	20	33	40	53	60	42,251	2.3	.253	.167
Top 10%	44.3	14.2	.15	20	33	47	60	60	9,484	-.1	.948	-.010
Quantitative Reasoning												
Dalton State (N = 51)	29.6	16.8	2.35	0	20	33	40	60				
Southeast Public	28.1	16.7	.13	0	20	27	40	60	17,520	1.5	.511	.092
Carnegie Class	26.7	16.6	.42	0	13	27	40	60	1,626	2.9	.220	.174
NSSE 2013	27.3	16.4	.05	0	20	27	40	60	108,362	2.3	.313	.141
Top 50%	28.8	16.3	.07	0	20	27	40	60	60,952	.8	.738	.047
Top 10%	30.5	16.2	.14	0	20	27	40	60	13,011	-.9	.690	-.056
Learning with Peers												
Collaborative Learning												
Dalton State (N = 52)	32.0	15.8	2.20	5	20	30	40	60				
Southeast Public	32.0	14.2	.10	10	20	30	40	60	18,605	.0	.998	.000
Carnegie Class	28.7	14.3	.35	5	20	30	40	55	1,694	3.3	.099	.234
NSSE 2013	31.4	14.2	.04	10	20	30	40	60	113,585	.6	.775	.040
Top 50%	34.5	13.7	.06	15	25	35	45	60	50,202	-2.4	.202	-.178
Top 10%	37.1	13.6	.14	15	25	35	45	60	10,188	-5.1	.008	-.373
Discussions with Diverse Others												
Dalton State (N = 49)	38.8	20.0	2.84	0	20	40	60	60				
Southeast Public	41.4	16.2	.13	15	30	40	60	60	49	-2.6	.358	-.163
Carnegie Class	38.7	17.5	.46	5	25	40	55	60	1,514	.0	.985	.003
NSSE 2013	40.8	16.0	.05	15	30	40	55	60	48	-2.0	.489	-.124
Top 50%	43.2	15.4	.07	20	35	45	60	60	48	-4.4	.125	-.288
Top 10%	45.7	15.0	.15	20	40	50	60	60	49	-6.9	.019	-.461

NSSE 2013 Engagement Indicators

Detailed Statistics[a]

Dalton State College

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												
Dalton State (N = 53)	19.5	15.9	2.17	0	5	15	30	50				
Southeast Public	19.9	14.7	.11	0	10	20	30	50	17,652	-.3	.866	-.023
Carnegie Class	18.4	14.5	.36	0	5	15	25	45	1,635	1.2	.568	.080
NSSE 2013	20.0	14.5	.04	0	10	20	30	50	108,730	-.5	.807	-.033
Top 50%	23.4	15.0	.08	0	10	20	35	55	34,417	-3.9	.061	-.257
Top 10%	26.7	16.4	.23	0	15	25	40	60	5,306	-7.1	.002	-.434
Effective Teaching Practices												
Dalton State (N = 53)	42.2	13.3	1.82	20	36	40	52	60				
Southeast Public	40.2	13.5	.10	20	32	40	52	60	17,742	2.0	.286	.146
Carnegie Class	41.4	14.0	.35	16	32	40	52	60	1,635	.8	.695	.055
NSSE 2013	40.4	13.3	.04	20	32	40	52	60	109,491	1.7	.341	.130
Top 50%	42.8	13.3	.07	20	35	44	56	60	38,494	-.6	.727	-.048
Top 10%	44.7	13.8	.14	20	36	48	60	60	9,986	-2.5	.187	-.181
Campus Environment												
Quality of Interactions												
Dalton State (N = 43)	39.5	12.5	1.90	16	32	40	48	58				
Southeast Public	41.0	12.7	.10	18	34	42	50	60	15,414	-1.5	.446	-.117
Carnegie Class	40.6	14.1	.38	13	32	44	52	60	1,398	-1.2	.594	-.083
NSSE 2013	41.7	12.5	.04	18	34	44	50	60	96,099	-2.2	.241	-.179
Top 50%	44.3	11.6	.06	22	38	46	53	60	32,870	-4.9	.006	-.419
Top 10%	46.3	12.0	.13	23	40	48	56	60	9,045	-6.8	.000	-.565
Supportive Environment												
Dalton State (N = 43)	37.7	14.4	2.20	13	30	40	50	60				
Southeast Public	38.0	13.9	.12	15	28	40	48	60	14,509	-.2	.907	-.018
Carnegie Class	34.4	15.4	.42	9	23	35	45	60	1,356	3.3	.166	.215
NSSE 2013	37.2	13.9	.05	14	28	38	48	60	92,603	.6	.793	.040
Top 50%	39.5	13.2	.06	18	30	40	50	60	43,214	-1.8	.368	-.138
Top 10%	41.4	12.9	.14	20	33	43	53	60	8,546	-3.7	.062	-.286

a. Results weighted by gender 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 2013 Engagement Indicators

Detailed Statistics[a]

Dalton State College

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												
Dalton State (N = 44)	45.9	12.4	1.87	20	40	45	60	60				
Southeast Public	41.2	14.3	.09	20	30	40	55	60	27,376	4.7	.030	.329
Carnegie Class	42.1	14.0	.42	20	35	40	55	60	1,172	3.8	.081	.268
NSSE 2013	41.3	14.0	.03	20	30	40	55	60	182,522	4.6	.032	.324
Top 50%	43.5	13.7	.05	20	35	40	55	60	70,221	2.4	.248	.175
Top 10%	45.3	13.6	.09	20	40	45	60	60	20,568	.6	.766	.045
Reflective and Integrative Learning												
Dalton State (N = 46)	41.5	13.1	1.93	23	31	40	54	60				
Southeast Public	38.3	13.2	.08	17	29	37	49	60	28,493	3.2	.099	.244
Carnegie Class	39.1	13.2	.38	20	29	40	49	60	1,232	2.4	.230	.180
NSSE 2013	38.9	13.0	.03	17	29	40	49	60	189,526	2.6	.177	.199
Top 50%	41.1	12.6	.05	20	31	40	51	60	69,496	.4	.835	.031
Top 10%	43.1	12.6	.09	20	34	43	54	60	18,744	-1.6	.398	-.125
Learning Strategies												
Dalton State (N = 44)	49.7	12.9	1.95	20	40	53	60	60				
Southeast Public	41.6	14.7	.09	20	33	40	53	60	25,573	8.1	.000	.555
Carnegie Class	42.6	14.7	.44	20	33	40	60	60	1,130	7.1	.002	.489
NSSE 2013	40.7	14.7	.04	13	27	40	53	60	173,551	9.0	.000	.610
Top 50%	43.1	14.4	.05	20	33	40	60	60	82,136	6.5	.002	.455
Top 10%	45.4	14.0	.09	20	40	47	60	60	24,271	4.3	.041	.308
Quantitative Reasoning												
Dalton State (N = 44)	28.6	21.3	3.21	0	7	27	47	60				
Southeast Public	30.4	17.5	.10	0	20	27	40	60	43	-1.8	.578	-.103
Carnegie Class	28.6	17.4	.51	0	20	27	40	60	45	-.1	.982	-.004
NSSE 2013	29.7	17.3	.04	0	20	27	40	60	43	-1.1	.726	-.066
Top 50%	31.1	17.2	.05	0	20	33	40	60	43	-2.6	.427	-.150
Top 10%	32.5	17.0	.10	0	20	33	40	60	43	-4.0	.224	-.233
Learning with Peers												
Collaborative Learning												
Dalton State (N = 44)	30.1	12.2	1.84	10	20	30	40	45				
Southeast Public	33.0	14.6	.09	10	20	30	45	60	29,034	-2.9	.187	-.199
Carnegie Class	30.9	15.0	.43	5	20	30	40	60	1,260	-.8	.724	-.054
NSSE 2013	31.7	14.6	.03	10	20	30	40	60	191,742	-1.6	.458	-.112
Top 50%	35.0	13.8	.05	15	25	35	45	60	78,470	-4.9	.018	-.356
Top 10%	37.5	13.5	.12	15	25	40	50	60	11,751	-7.4	.000	-.551
Discussions with Diverse Others												
Dalton State (N = 44)	50.0	12.4	1.86	25	40	55	60	60				
Southeast Public	42.9	16.0	.10	15	35	45	60	60	43	7.0	.000	.439
Carnegie Class	39.7	17.2	.52	10	25	40	60	60	50	10.2	.000	.600
NSSE 2013	41.8	16.1	.04	15	30	40	60	60	43	8.2	.000	.509
Top 50%	44.1	15.9	.05	20	35	45	60	60	43	5.9	.003	.371
Top 10%	45.8	15.7	.09	20	40	50	60	60	43	4.1	.032	.265

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												
Dalton State (N = 45)	24.6	18.2	2.72	0	10	20	35	60				
Southeast Public	24.4	16.7	.10	0	10	20	35	60	27,921	.2	.935	.012
Carnegie Class	23.9	16.4	.48	0	10	20	35	55	1,203	.6	.798	.039
NSSE 2013	23.2	16.3	.04	0	10	20	35	55	185,936	1.4	.567	.085
Top 50%	29.7	16.1	.08	5	20	30	40	60	38,951	-5.1	.034	-.316
Top 10%	34.6	16.0	.23	10	20	35	45	60	4,741	-10.0	.000	-.624
Effective Teaching Practices												
Dalton State (N = 45)	49.0	10.4	1.55	32	40	52	60	60				
Southeast Public	41.5	13.9	.08	16	32	40	52	60	28,126	7.5	.000	.539
Carnegie Class	42.9	14.0	.41	20	32	44	56	60	50	6.0	.000	.433
NSSE 2013	41.1	13.8	.03	16	32	40	52	60	187,603	7.9	.000	.572
Top 50%	43.3	13.7	.05	20	36	44	56	60	44	5.7	.001	.416
Top 10%	45.3	13.5	.12	20	36	48	60	60	11,872	3.7	.068	.273
Campus Environment												
Quality of Interactions												
Dalton State (N = 42)	45.0	13.5	2.07	16	35	50	56	60				
Southeast Public	42.4	12.1	.08	20	35	44	50	60	24,915	2.7	.151	.222
Carnegie Class	43.8	12.1	.37	20	36	46	53	60	1,104	1.3	.504	.105
NSSE 2013	42.8	11.9	.03	20	36	44	52	60	167,345	2.2	.224	.187
Top 50%	45.8	11.5	.05	24	40	48	55	60	41	-.7	.725	-.064
Top 10%	47.6	11.6	.09	24	42	50	58	60	41	-2.6	.215	-.226
Supportive Environment												
Dalton State (N = 42)	34.8	14.4	2.23	14	23	33	45	60				
Southeast Public	34.5	14.4	.09	10	25	35	45	60	24,177	.3	.886	.022
Carnegie Class	31.9	15.0	.46	8	20	33	43	60	1,092	3.0	.208	.198
NSSE 2013	33.1	14.4	.04	10	23	33	43	60	165,756	1.8	.422	.124
Top 50%	36.2	13.7	.06	13	28	38	45	60	61,714	-1.3	.532	-.096
Top 10%	39.1	13.1	.13	18	30	40	50	60	9,718	-4.3	.034	-.327

a. Results weighted by gender 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.