
NSSE 2015

Engagement Indicators

Jacksonville 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 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 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 2014 and 2015 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

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

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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 Southeast Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2014 & 2015
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 Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2014 & 2015
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

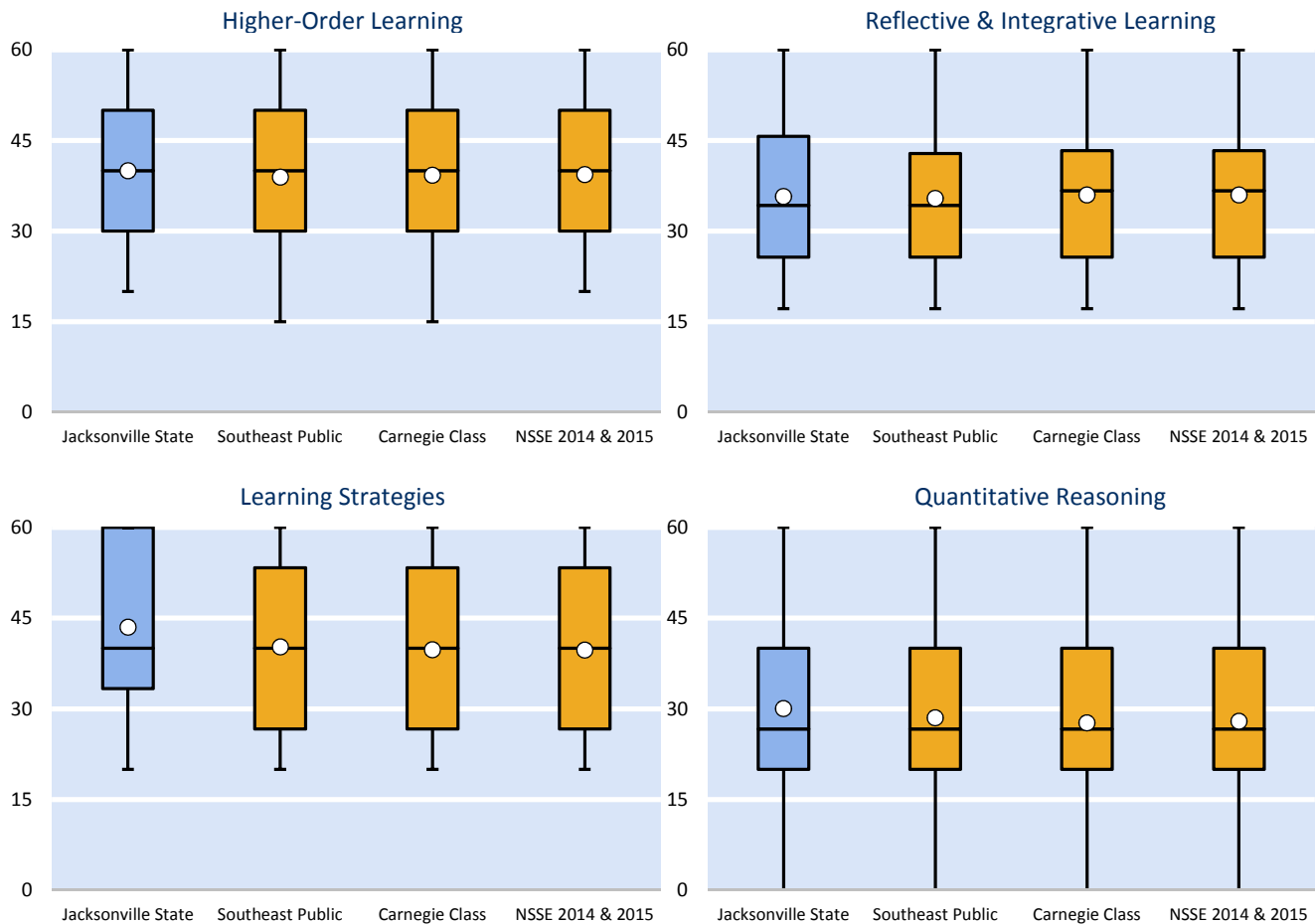
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Jacksonville State Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	38.9	.07	39.3	.05	39.3	.04
Reflective & Integrative Learning	35.7	35.4	.02	36.0	-.02	36.0	-.02
Learning Strategies	43.5	40.2 ***	.23	39.8 ***	.26	39.7 ***	.27
Quantitative Reasoning	30.0	28.5	.09	27.7 *	.14	27.9 *	.13

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)

Summary of Indicator Items

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2014 & 2015
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	75	73	72	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	71	73	73
4d. Evaluating a point of view, decision, or information source	74	69	71	71
4e. Forming a new idea or understanding from various pieces of information	74	67	70	69
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	53	55	56	56
2b. Connected your learning to societal problems or issues	48	51	54	54
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	50	52	52
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	62	63	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	67	68	68
2f. Learned something that changed the way you understand an issue or concept	58	64	66	66
2g. Connected ideas from your courses to your prior experiences and knowledge	77	75	77	77
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83	80	80	81
9b. Reviewed your notes after class	79	68	67	66
9c. Summarized what you learned in class or from course materials	70	65	64	64
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.)	61	54	52	53
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	40	39	39
6c. Evaluated what others have concluded from numerical information	42	40	38	39

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

Academic Challenge: Seniors

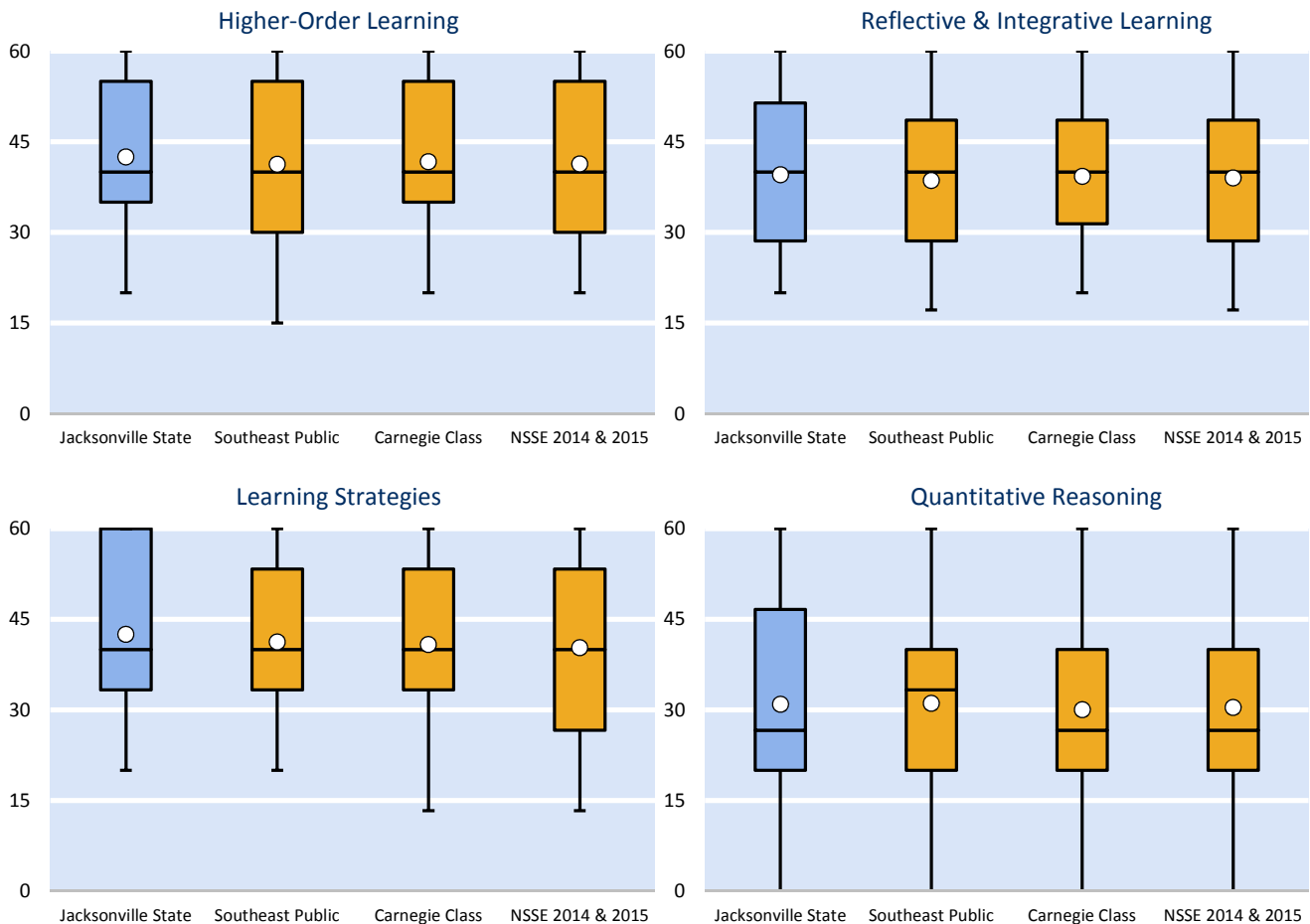
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Jacksonville State Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.5	41.3	.09	41.7	.06	41.4	.08
Reflective & Integrative Learning	39.5	38.6	.07	39.3	.02	39.0	.04
Learning Strategies	42.5	41.3	.08	40.8 *	.11	40.3 **	.15
Quantitative Reasoning	31.0	31.1	-.01	30.0	.05	30.4	.03

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



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2014 & 2015
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	81 	80 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80 	77 	78 	78 
4d. Evaluating a point of view, decision, or information source	76 	70 	74 	72 
4e. Forming a new idea or understanding from various pieces of information	76 	72 	74 	73 
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	73 	73 	72 	72 
2b. Connected your learning to societal problems or issues	67 	63 	66 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58 	53 	57 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67 	65 	67 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72 	70 	72 	71 
2f. Learned something that changed the way you understand an issue or concept	70 	69 	71 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	84 	83 	84 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	83 	83 	83 
9b. Reviewed your notes after class	70 	67 	65 	63 
9c. Summarized what you learned in class or from course materials	72 	68 	67 	66 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55 	58 	55 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47 	47 	45 	46 
6c. Evaluated what others have concluded from numerical information	47 	47 	45 	46 

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

Learning with Peers: First-year students

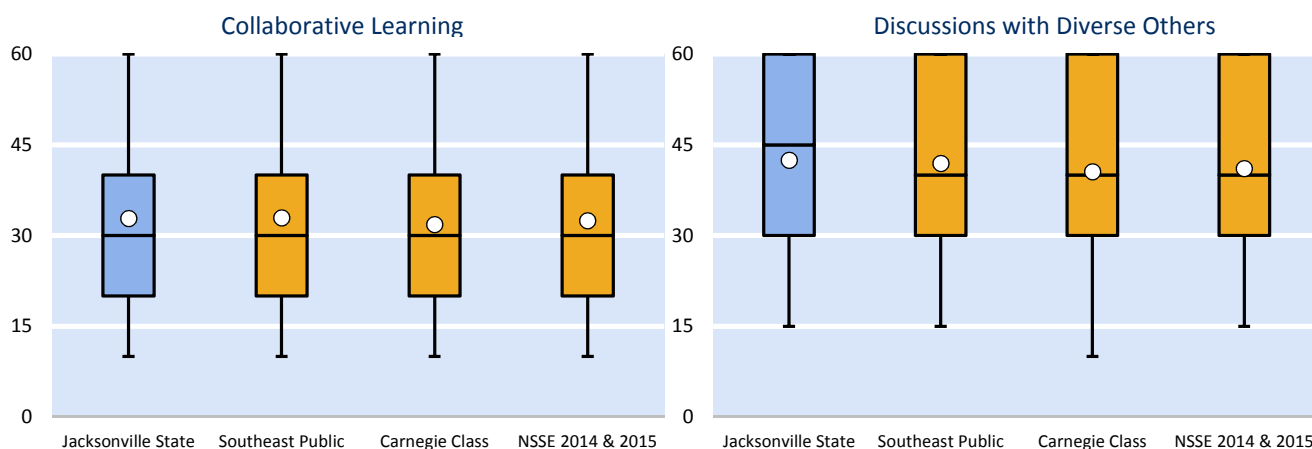
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Jacksonville State Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.8	32.9	-.01	31.8	.07	32.4	.02
Discussions with Diverse Others	42.4	41.9	.03	40.5	.12	41.1	.08

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).

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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2014 & 2015
1e. Asked another student to help you understand course material	43	52	49	50
1f. Explained course material to one or more students	58	59	56	57
1g. Prepared for exams by discussing or working through course material with other students	52	51	48	50
1h. Worked with other students on course projects or assignments	56	53	52	53

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	72	74	72	73
8b. People from an economic background other than your own	73	75	73	74
8c. People with religious beliefs other than your own	65	70	68	69
8d. People with political views other than your own	74	71	67	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 website.

Learning with Peers: Seniors

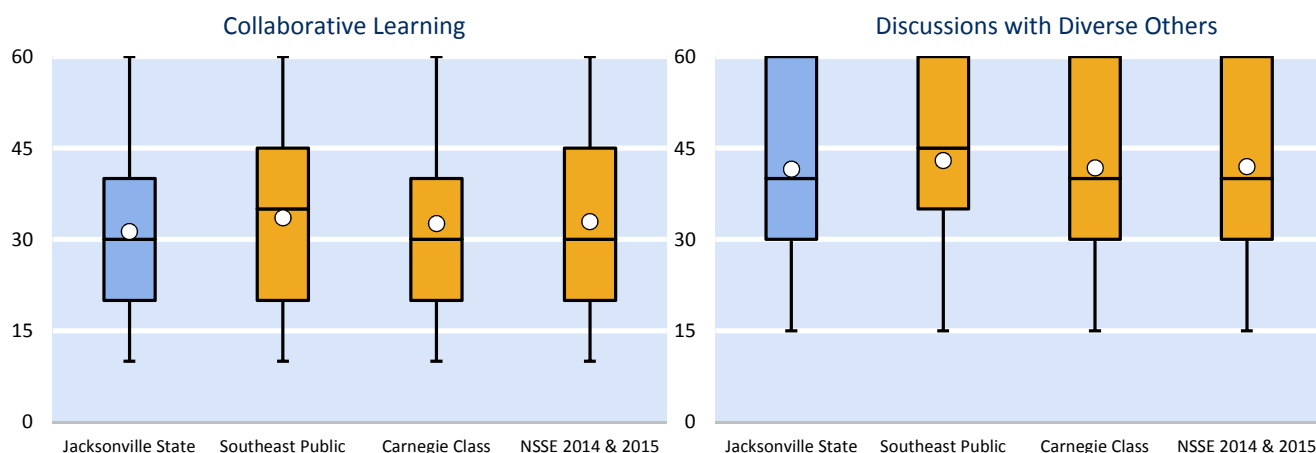
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Mean Comparisons

Engagement Indicator	Jacksonville State Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.3	33.6 ***	-.15	32.6	-.09	32.9 *	-.11
Discussions with Diverse Others	41.6	43.0	-.09	41.8	-.01	42.0	-.03

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).

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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2014 & 2015
1e. Asked another student to help you understand course material	39	43	41	41
1f. Explained course material to one or more students	56	61	58	59
1g. Prepared for exams by discussing or working through course material with other students	43	49	46	47
1h. Worked with other students on course projects or assignments	56	65	65	65

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	74	76	74	74
8b. People from an economic background other than your own	72	76	74	75
8c. People with religious beliefs other than your own	64	72	70	71
8d. People with political views other than your own	71	74	70	71

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

Experiences with Faculty: First-year students

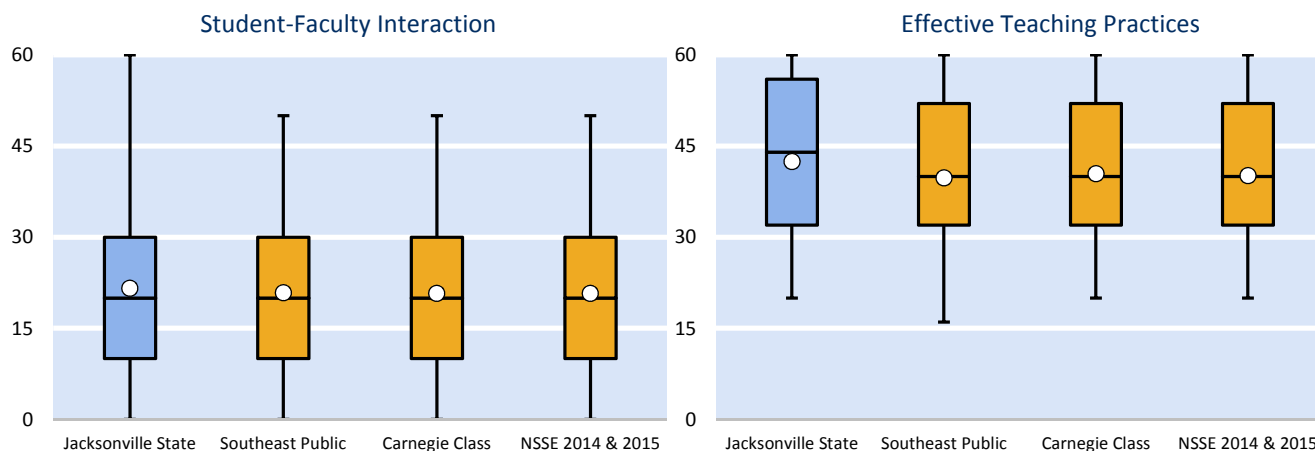
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Jacksonville State Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.6	20.8	.05	20.7	.06	20.7	.06
Effective Teaching Practices	42.5	39.7 ***	.20	40.5 *	.15	40.1 **	.17

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



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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2014 & 2015
3a. Talked about career plans with a faculty member	32	34	33	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	20	19	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	26	26	26
3d. Discussed your academic performance with a faculty member	35	31	30	30

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2014 & 2015
5a. Clearly explained course goals and requirements	85	80	81	80
5b. Taught course sessions in an organized way	84	78	78	79
5c. Used examples or illustrations to explain difficult points	80	76	77	77
5d. Provided feedback on a draft or work in progress	69	64	67	66
5e. Provided prompt and detailed feedback on tests or completed assignments	67	61	64	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 website.

Experiences with Faculty: Seniors

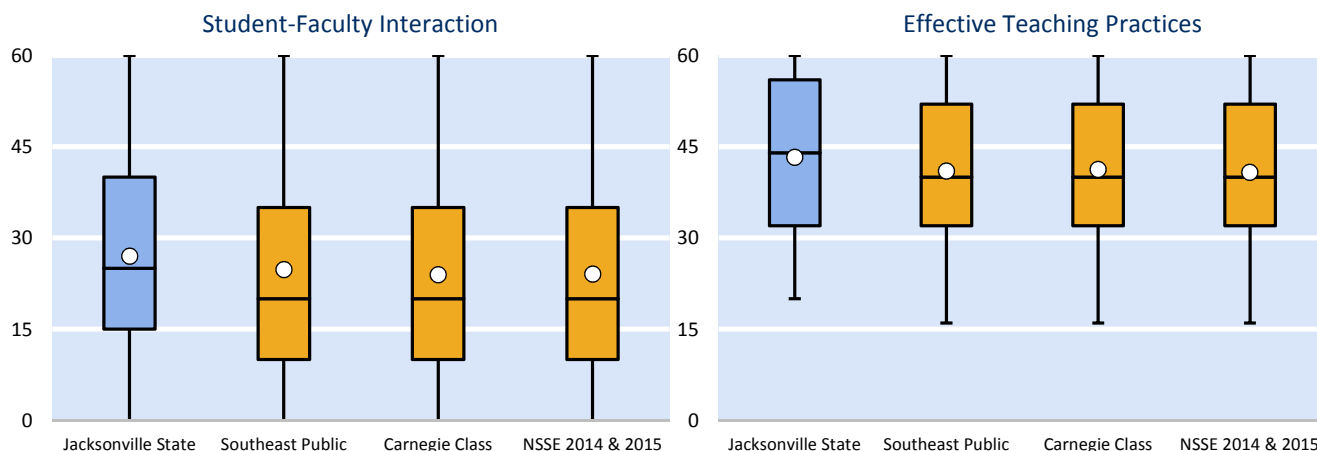
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Jacksonville State Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.0	24.8 **	.13	23.9 ***	.19	24.0 ***	.18
Effective Teaching Practices	43.3	41.0 ***	.16	41.2 **	.15	40.8 ***	.18

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).

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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2014 & 2015
3a. Talked about career plans with a faculty member	50	44	43	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	28	26	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	35	34	34
3d. Discussed your academic performance with a faculty member	42	36	34	34

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2014 & 2015
5a. Clearly explained course goals and requirements	86	82	83	82
5b. Taught course sessions in an organized way	79	80	80	80
5c. Used examples or illustrations to explain difficult points	83	79	79	79
5d. Provided feedback on a draft or work in progress	69	62	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	73	67	68	67

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

Campus Environment: First-year students

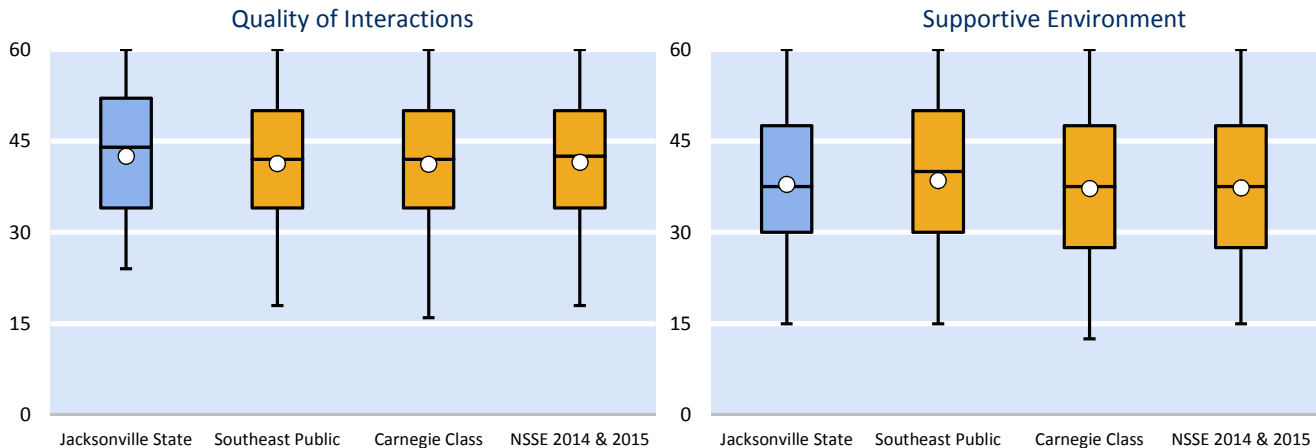
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Jacksonville State Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.5	41.3	.10	41.2	.10	41.5	.08
Supportive Environment	37.8	38.5	-.05	37.2	.05	37.3	.04

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



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Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2014 & 2015
13a. Students	61	58	57	58
13b. Academic advisors	52	49	48	49
13c. Faculty	57	48	49	50
13d. Student services staff (career services, student activities, housing, etc.)	46	44	43	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	39	41	41

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

14b. Providing support to help students succeed academically	81	78	77	77
14c. Using learning support services (tutoring services, writing center, etc.)	76	79	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	61	60	60
14e. Providing opportunities to be involved socially	75	75	72	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	75	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	46	46	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	73	66	67
14i. Attending events that address important social, economic, or political issues	53	55	53	53

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

Campus Environment: Seniors

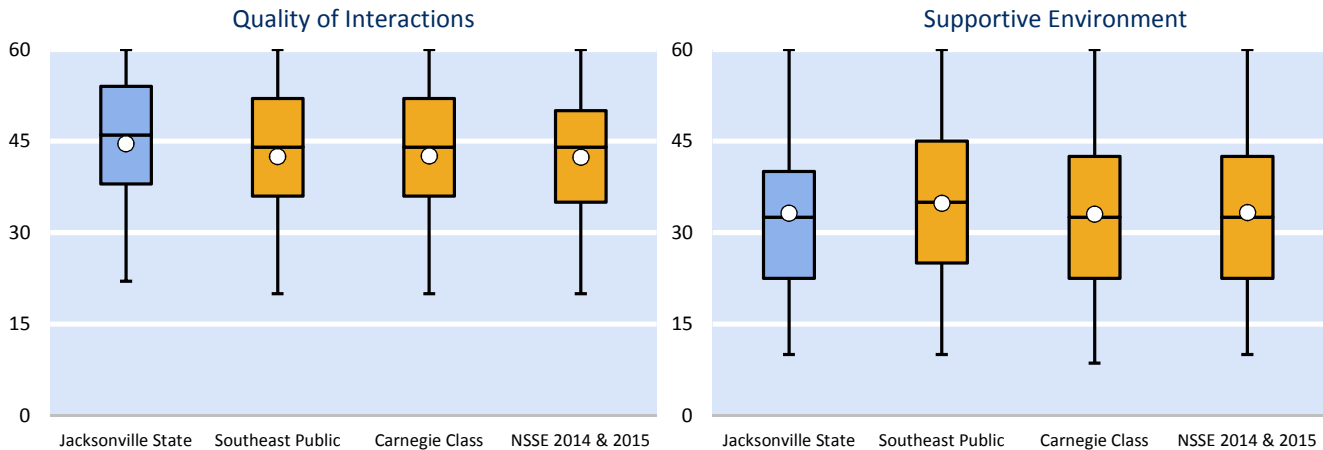
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Jacksonville State Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.6	42.5 ***	.18	42.5 ***	.17	42.4 ***	.18
Supportive Environment	33.2	34.8 *	-.11	33.0	.01	33.3	-.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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2014 & 2015
13a. Students	62	64	63	63
13b. Academic advisors	62	52	52	52
13c. Faculty	65	59	60	59
13d. Student services staff (career services, student activities, housing, etc.)	48	44	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	40	42	41

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2014 & 2015
14b. Providing support to help students succeed academically	73	73	72	72
14c. Using learning support services (tutoring services, writing center, etc.)	63	68	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	54	54	53
14e. Providing opportunities to be involved socially	65	70	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	67	62	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	34	33	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	64	54	58
14i. Attending events that address important social, economic, or political issues	43	49	46	46

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

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NSSE 2015 Engagement Indicators

Comparisons with High-Performing Institutions

Jacksonville State University

Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 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		Your first-year students compared with						
<i>Theme</i>	<i>Engagement Indicator</i>	Jacksonville State	NSSE Top 50%			NSSE Top 10%		
		<i>Mean</i>	<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.0	41.0	-.07	✓	43.0 ***	-.22	
	Reflective and Integrative Learning	35.7	37.6 *	-.15		39.6 ***	-.30	
	Learning Strategies	43.5	41.6 *	.14	✓	44.4	-.06	✓
	Quantitative Reasoning	30.0	29.4	.04	✓	31.5	-.09	✓
<i>Learning with Peers</i>	Collaborative Learning	32.8	35.1 **	-.17		37.3 ***	-.32	
	Discussions with Diverse Others	42.4	43.4	-.06	✓	45.5 **	-.21	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.6	24.0 **	-.16		27.2 ***	-.35	
	Effective Teaching Practices	42.5	42.3	.01	✓	44.6 **	-.16	
<i>Campus Environment</i>	Quality of Interactions	42.5	44.0 *	-.13		45.8 ***	-.28	
	Supportive Environment	37.8	39.4	-.12		41.3 ***	-.27	
Seniors		Your seniors compared with						
<i>Theme</i>	<i>Engagement Indicator</i>	Jacksonville State	NSSE Top 50%			NSSE Top 10%		
		<i>Mean</i>	<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	42.5	43.5	-.07	✓	45.3 ***	-.20	
	Reflective and Integrative Learning	39.5	41.3 **	-.14		43.1 ***	-.29	
	Learning Strategies	42.5	42.5	.00	✓	44.8 ***	-.16	
	Quantitative Reasoning	31.0	31.8	-.05	✓	33.6 **	-.16	
<i>Learning with Peers</i>	Collaborative Learning	31.3	35.7 ***	-.31		38.2 ***	-.50	
	Discussions with Diverse Others	41.6	43.9 **	-.15		45.9 ***	-.28	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.0	29.8 ***	-.17		34.1 ***	-.43	
	Effective Teaching Practices	43.3	43.1	.01	✓	45.1 **	-.14	
<i>Campus Environment</i>	Quality of Interactions	44.6	45.0	-.03	✓	46.7 ***	-.18	
	Supportive Environment	33.2	36.1 ***	-.21		38.8 ***	-.41	

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 2014 and 2015 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2015 Engagement Indicators

Detailed Statistics^a

Jacksonville State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Jacksonville State (N = 264)	40.0	13.7	.85	20	30	40	50	60				
Southeast Public	38.9	14.2	.06	15	30	40	50	60	51,715	1.0	.246	.072
Carnegie Class	39.3	14.0	.05	15	30	40	50	60	78,547	.7	.421	.050
NSSE 2014 & 2015	39.3	13.9	.03	20	30	40	50	60	239,359	.6	.474	.044
Top 50%	41.0	13.7	.04	20	30	40	55	60	117,661	-1.0	.235	-.073
Top 10%	43.0	13.8	.09	20	35	40	55	60	23,897	-3.1	.000	-.223
Reflective & Integrative Learning												
Jacksonville State (N = 274)	35.7	13.2	.80	17	26	34	46	60				
Southeast Public	35.4	13.0	.06	17	26	34	43	60	54,058	.3	.686	.024
Carnegie Class	36.0	12.7	.04	17	26	37	43	60	82,165	-.3	.733	-.021
NSSE 2014 & 2015	36.0	12.7	.03	17	26	37	43	60	250,344	-.2	.749	-.019
Top 50%	37.6	12.7	.04	17	29	37	46	60	126,202	-1.9	.014	-.148
Top 10%	39.6	12.8	.08	20	31	40	49	60	25,485	-3.9	.000	-.301
Learning Strategies												
Jacksonville State (N = 249)	43.5	13.5	.85	20	33	40	60	60				
Southeast Public	40.2	14.3	.07	20	27	40	53	60	47,356	3.3	.000	.227
Carnegie Class	39.8	14.3	.05	20	27	40	53	60	72,793	3.7	.000	.260
NSSE 2014 & 2015	39.7	14.3	.03	20	27	40	53	60	222,282	3.8	.000	.266
Top 50%	41.6	14.1	.04	20	33	40	53	60	105,775	1.9	.033	.136
Top 10%	44.4	14.0	.09	20	33	47	60	60	23,949	-.9	.314	-.064
Quantitative Reasoning												
Jacksonville State (N = 262)	30.0	17.0	1.05	0	20	27	40	60				
Southeast Public	28.5	16.7	.07	0	20	27	40	60	52,482	1.5	.145	.090
Carnegie Class	27.7	16.7	.06	0	20	27	40	60	79,832	2.4	.023	.141
NSSE 2014 & 2015	27.9	16.6	.03	0	20	27	40	60	243,620	2.1	.041	.126
Top 50%	29.4	16.6	.04	0	20	27	40	60	154,729	.7	.524	.039
Top 10%	31.5	16.5	.09	0	20	33	40	60	30,899	-1.5	.150	-.089
Learning with Peers												
Collaborative Learning												
Jacksonville State (N = 287)	32.8	15.3	.91	10	20	30	40	60				
Southeast Public	32.9	14.3	.06	10	20	30	40	60	289	-.1	.892	-.009
Carnegie Class	31.8	14.3	.05	10	20	30	40	60	288	1.0	.258	.072
NSSE 2014 & 2015	32.4	14.3	.03	10	20	30	40	60	287	.3	.701	.024
Top 50%	35.1	13.8	.04	15	25	35	45	60	287	-2.4	.010	-.171
Top 10%	37.3	13.8	.08	15	25	35	50	60	291	-4.5	.000	-.324
Discussions with Diverse Others												
Jacksonville State (N = 254)	42.4	16.4	1.03	15	30	45	60	60				
Southeast Public	41.9	16.0	.07	15	30	40	60	60	47,874	.5	.586	.034
Carnegie Class	40.5	16.3	.06	10	30	40	60	60	73,667	1.9	.060	.118
NSSE 2014 & 2015	41.1	16.1	.03	15	30	40	60	60	224,985	1.3	.182	.084
Top 50%	43.4	15.4	.04	20	35	45	60	60	254	-.9	.363	-.061
Top 10%	45.5	14.8	.09	20	40	50	60	60	256	-3.1	.003	-.210

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												
Jacksonville State (N = 262)	21.6	16.1	.99	0	10	20	30	60				
Southeast Public	20.8	15.1	.07	0	10	20	30	50	52,736	.7	.437	.048
Carnegie Class	20.7	15.0	.05	0	10	20	30	50	80,305	.9	.359	.057
NSSE 2014 & 2015	20.7	14.9	.03	0	10	20	30	50	262	.8	.395	.057
Top 50%	24.0	15.2	.05	0	15	20	35	55	81,934	-2.5	.009	-.163
Top 10%	27.2	16.1	.14	5	15	25	40	60	14,148	-5.7	.000	-.351
Effective Teaching Practices												
Jacksonville State (N = 272)	42.5	13.3	.81	20	32	44	56	60				
Southeast Public	39.7	13.5	.06	16	32	40	52	60	53,054	2.7	.001	.201
Carnegie Class	40.5	13.5	.05	20	32	40	52	60	80,816	2.0	.015	.148
NSSE 2014 & 2015	40.1	13.4	.03	20	32	40	52	60	246,349	2.3	.004	.174
Top 50%	42.3	13.2	.04	20	32	40	52	60	93,663	.1	.881	.009
Top 10%	44.6	13.3	.10	20	36	44	56	60	18,934	-2.2	.007	-.164
Campus Environment												
Quality of Interactions												
Jacksonville State (N = 241)	42.5	11.8	.76	24	34	44	52	60				
Southeast Public	41.3	12.6	.06	18	34	42	50	60	46,057	1.2	.133	.097
Carnegie Class	41.2	12.8	.05	16	34	42	50	60	70,499	1.3	.116	.101
NSSE 2014 & 2015	41.5	12.6	.03	18	34	43	50	60	215,234	1.0	.205	.082
Top 50%	44.0	11.7	.04	22	38	46	52	60	82,294	-1.5	.049	-.127
Top 10%	45.8	11.9	.09	23	40	48	55	60	17,638	-3.3	.000	-.282
Supportive Environment												
Jacksonville State (N = 231)	37.8	13.5	.89	15	30	38	48	60				
Southeast Public	38.5	13.8	.07	15	30	40	50	60	43,592	-.6	.479	-.047
Carnegie Class	37.2	14.2	.05	13	28	38	48	60	67,445	.7	.468	.048
NSSE 2014 & 2015	37.3	13.9	.03	15	28	38	48	60	207,015	.5	.557	.039
Top 50%	39.4	13.4	.04	18	30	40	50	60	104,271	-1.6	.072	-.119
Top 10%	41.3	13.0	.09	20	33	40	53	60	22,983	-3.5	.000	-.266

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

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

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

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

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

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

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

NSSE 2015 Engagement Indicators

Detailed Statistics^a

Jacksonville State University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Jacksonville State (N = 464)	42.5	14.3	.66	20	35	40	55	60				
Southeast Public	41.3	14.4	.06	15	30	40	55	60	62,780	1.2	.064	.086
Carnegie Class	41.7	14.2	.04	20	35	40	55	60	106,531	.8	.225	.056
NSSE 2014 & 2015	41.4	14.2	.03	20	30	40	55	60	310,918	1.2	.078	.082
Top 50%	43.5	13.8	.04	20	35	40	55	60	116,921	-1.0	.127	-.071
Top 10%	45.3	13.6	.08	20	40	45	60	60	31,873	-2.8	.000	-.205
Reflective & Integrative Learning												
Jacksonville State (N = 480)	39.5	13.5	.62	20	29	40	51	60				
Southeast Public	38.6	13.3	.05	17	29	40	49	60	65,358	.9	.124	.071
Carnegie Class	39.3	13.1	.04	20	31	40	49	60	110,973	.2	.694	.018
NSSE 2014 & 2015	39.0	13.1	.02	17	29	40	49	60	323,589	.5	.411	.038
Top 50%	41.3	12.7	.04	20	31	40	51	60	117,134	-1.7	.003	-.137
Top 10%	43.1	12.5	.07	20	34	43	54	60	492	-3.6	.000	-.286
Learning Strategies												
Jacksonville State (N = 446)	42.5	14.4	.68	20	33	40	60	60				
Southeast Public	41.3	14.8	.06	20	33	40	53	60	58,847	1.3	.074	.085
Carnegie Class	40.8	14.8	.05	13	33	40	53	60	100,312	1.7	.016	.114
NSSE 2014 & 2015	40.3	14.8	.03	13	27	40	53	60	293,367	2.2	.002	.148
Top 50%	42.5	14.6	.04	20	33	40	60	60	147,914	.0	.945	.003
Top 10%	44.8	14.2	.07	20	33	47	60	60	39,172	-2.3	.001	-.164
Quantitative Reasoning												
Jacksonville State (N = 468)	31.0	17.9	.83	0	20	27	47	60				
Southeast Public	31.1	17.5	.07	0	20	33	40	60	63,920	-.2	.844	-.009
Carnegie Class	30.0	17.4	.05	0	20	27	40	60	108,468	.9	.259	.052
NSSE 2014 & 2015	30.4	17.4	.03	0	20	27	40	60	316,788	.6	.480	.033
Top 50%	31.8	17.3	.04	0	20	33	40	60	469	-.8	.332	-.047
Top 10%	33.6	16.9	.08	0	20	33	47	60	476	-2.7	.001	-.158
Learning with Peers												
Collaborative Learning												
Jacksonville State (N = 480)	31.3	15.5	.71	10	20	30	40	60				
Southeast Public	33.6	14.8	.06	10	20	35	45	60	66,642	-2.2	.001	-.151
Carnegie Class	32.6	14.6	.04	10	20	30	40	60	483	-1.3	.073	-.087
NSSE 2014 & 2015	32.9	14.6	.03	10	20	30	45	60	481	-1.6	.024	-.110
Top 50%	35.7	13.9	.03	15	25	35	45	60	482	-4.4	.000	-.314
Top 10%	38.2	13.7	.08	15	30	40	50	60	490	-6.9	.000	-.500
Discussions with Diverse Others												
Jacksonville State (N = 453)	41.6	16.3	.77	15	30	40	60	60				
Southeast Public	43.0	16.1	.07	15	35	45	60	60	59,539	-1.4	.059	-.089
Carnegie Class	41.8	16.3	.05	15	30	40	60	60	101,313	-.2	.766	-.014
NSSE 2014 & 2015	42.0	16.1	.03	15	30	40	60	60	296,496	-.4	.583	-.026
Top 50%	43.9	15.9	.04	20	35	45	60	60	189,837	-2.4	.002	-.149
Top 10%	45.9	15.4	.07	20	40	50	60	60	45,853	-4.4	.000	-.283

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												
Jacksonville State (N = 469)	27.0	17.3	.80	0	15	25	40	60				
Southeast Public	24.8	16.6	.07	0	10	20	35	60	63,901	2.2	.004	.133
Carnegie Class	23.9	16.5	.05	0	10	20	35	60	471	3.1	.000	.185
NSSE 2014 & 2015	24.0	16.4	.03	0	10	20	35	60	469	2.9	.000	.179
Top 50%	29.8	16.2	.06	5	20	30	40	60	473	-2.8	.001	-.172
Top 10%	34.1	16.5	.16	5	20	35	45	60	11,641	-7.1	.000	-.430
Effective Teaching Practices												
Jacksonville State (N = 475)	43.3	14.0	.64	20	32	44	56	60				
Southeast Public	41.0	14.1	.06	16	32	40	52	60	64,606	2.3	.000	.162
Carnegie Class	41.2	14.0	.04	16	32	40	52	60	109,699	2.0	.002	.145
NSSE 2014 & 2015	40.8	13.9	.02	16	32	40	52	60	319,988	2.5	.000	.179
Top 50%	43.1	13.6	.04	20	36	44	56	60	108,099	.2	.766	.014
Top 10%	45.1	13.4	.09	20	36	48	60	60	20,607	-1.9	.003	-.140
Campus Environment												
Quality of Interactions												
Jacksonville State (N = 433)	44.6	12.2	.58	22	38	46	54	60				
Southeast Public	42.5	12.0	.05	20	36	44	52	60	57,145	2.1	.000	.176
Carnegie Class	42.5	12.2	.04	20	36	44	52	60	96,902	2.0	.001	.167
NSSE 2014 & 2015	42.4	12.0	.02	20	35	44	50	60	283,837	2.2	.000	.184
Top 50%	45.0	11.4	.04	24	38	46	54	60	436	-.4	.497	-.035
Top 10%	46.7	11.8	.07	24	40	50	56	60	25,682	-2.1	.000	-.180
Supportive Environment												
Jacksonville State (N = 433)	33.2	14.9	.72	10	23	33	40	60				
Southeast Public	34.8	14.5	.06	10	25	35	45	60	55,877	-1.6	.022	-.111
Carnegie Class	33.0	14.7	.05	9	23	33	43	60	95,256	.1	.834	.010
NSSE 2014 & 2015	33.3	14.5	.03	10	23	33	43	60	279,151	-.1	.848	-.009
Top 50%	36.1	13.9	.04	13	26	38	45	60	434	-2.9	.000	-.210
Top 10%	38.8	13.7	.09	15	30	40	50	60	447	-5.6	.000	-.407

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

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

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

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

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

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

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