
NSSE 2014

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 displayed for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting comparisons

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

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

How Engagement Indicators are computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southeast Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	▽	--	--
Learning with Peers	Collaborative Learning	▽	--	▽
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	△	--	△
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	△	--	--
	Learning Strategies	△	△	△
	Quantitative Reasoning	▽	--	--
Learning with Peers	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	--	△	--
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	△	--	△
	Supportive Environment	▽	--	--

Academic Challenge: First-year students

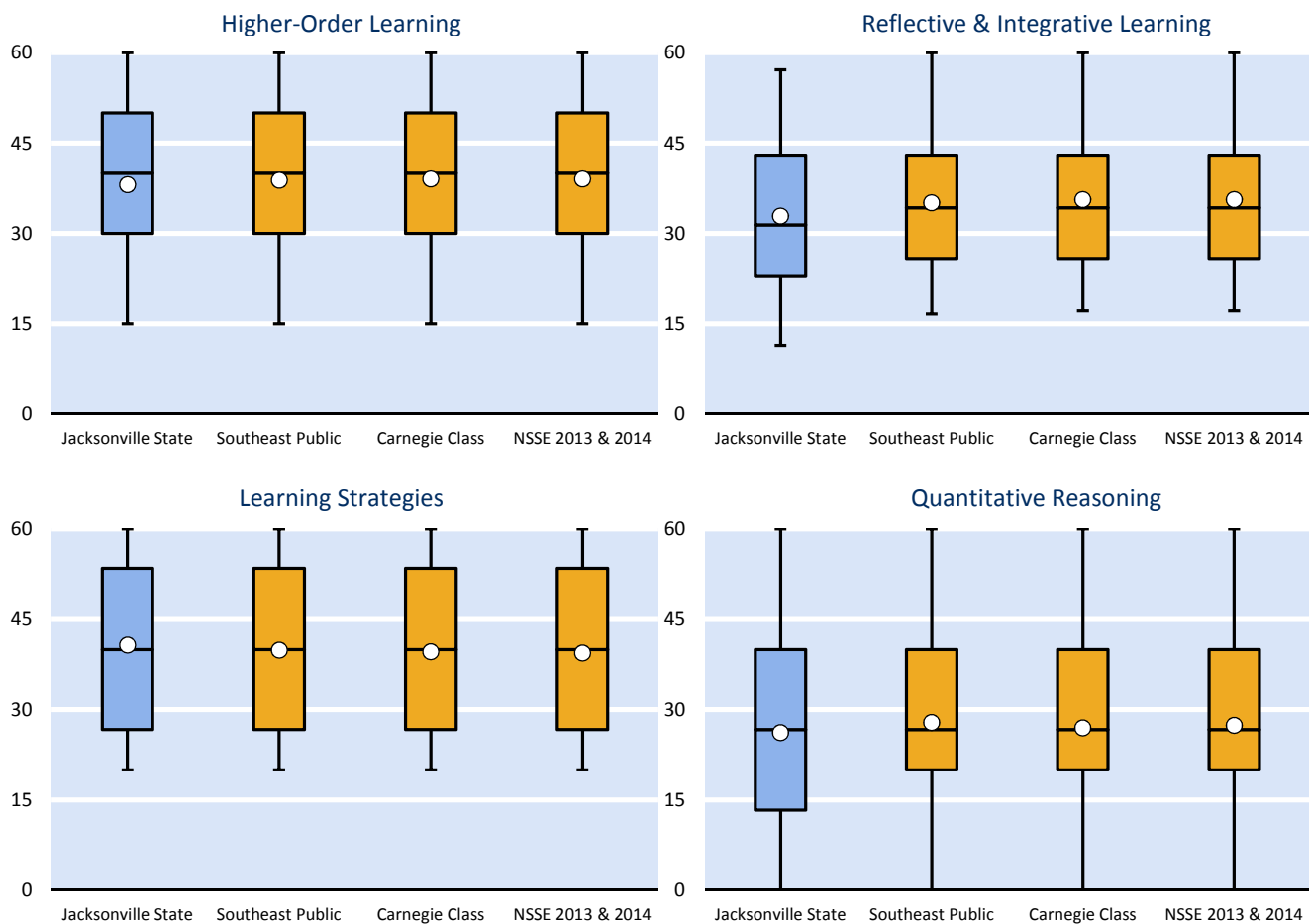
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Jacksonville State Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.1	38.8	-.05	39.1	-.07	39.0	-.07
Reflective & Integrative Learning	32.9	35.1 ***	-.17	35.6 ***	-.22	35.6 ***	-.22
Learning Strategies	40.8	40.0	.06	39.7	.08	39.5	.09
Quantitative Reasoning	26.2	27.8 *	-.10	27.0	-.05	27.4	-.07

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

Score Distributions



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 2013 & 2014
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	69 	73 	72 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68 	71 	72 	72 
4d. Evaluating a point of view, decision, or information source	68 	69 	71 	70 
4e. Forming a new idea or understanding from various pieces of information	68 	67 	69 	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	43 	54 	55 	56 
2b. Connected your learning to societal problems or issues	43 	50 	53 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38 	49 	51 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56 	62 	63 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64 	66 	67 	66 
2f. Learned something that changed the way you understand an issue or concept	59 	63 	65 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	68 	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	75 	80 	81 	80 
9b. Reviewed your notes after class	76 	67 	66 	65 
9c. Summarized what you learned in class or from course materials	66 	64 	64 	63 
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.)	50 	53 	50 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35 	39 	38 	38 
6c. Evaluated what others have concluded from numerical information	34 	38 	36 	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

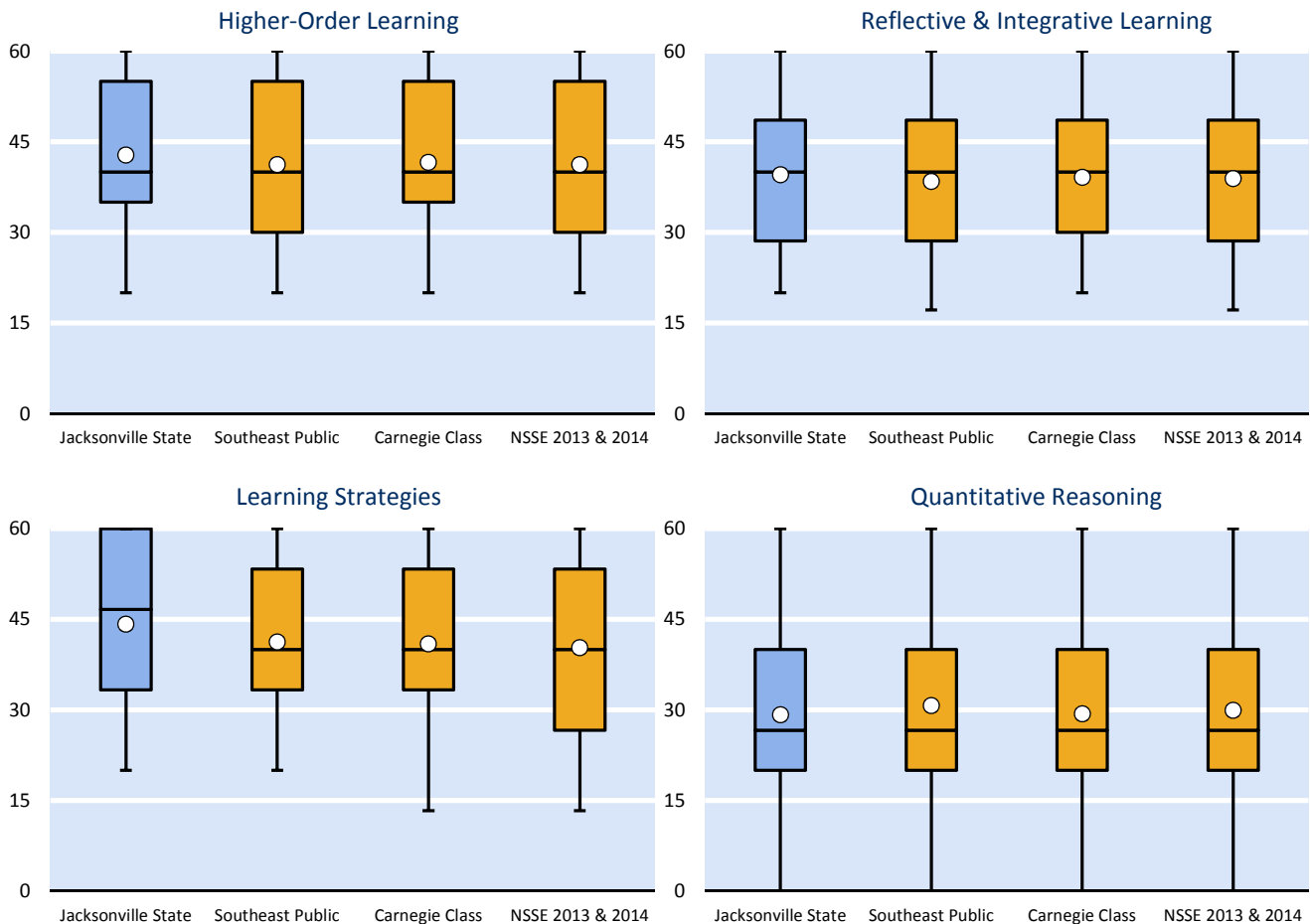
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Engagement Indicator	Jacksonville State Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.8	41.2 **	.11	41.6 *	.09	41.2 **	.11
Reflective & Integrative Learning	39.6	38.5 *	.08	39.1	.03	38.9	.05
Learning Strategies	44.2	41.3 ***	.20	40.9 ***	.22	40.3 ***	.26
Quantitative Reasoning	29.2	30.7 *	-.09	29.3	-.01	29.9	-.04

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Summary of Indicator Items

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2013 & 2014
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	82	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	79	70	74	72
4e. Forming a new idea or understanding from various pieces of information	76	72	74	72
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	70	72	71	72
2b. Connected your learning to societal problems or issues	64	63	65	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	52	57	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	65	67	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	70	71	70
2f. Learned something that changed the way you understand an issue or concept	72	69	70	70
2g. Connected ideas from your courses to your prior experiences and knowledge	85	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	87	83	84	83
9b. Reviewed your notes after class	76	67	66	63
9c. Summarized what you learned in class or from course materials	75	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.)	51	57	53	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	46	44	44
6c. Evaluated what others have concluded from numerical information	40	46	43	44

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

Learning with Peers: First-year students

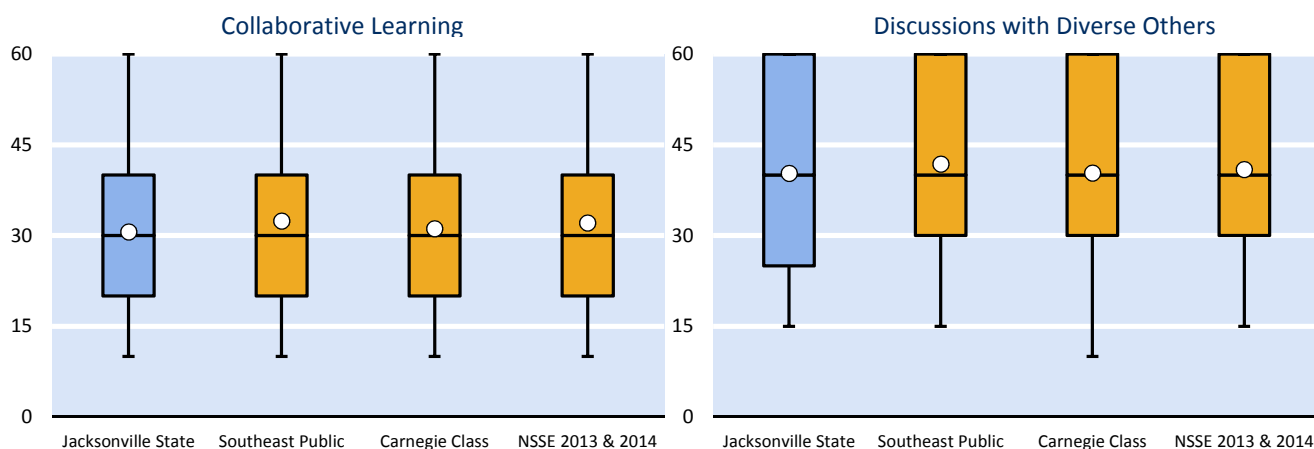
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.6	32.4 *	-.13	31.1	-.03	32.1 *	-.10
Discussions with Diverse Others	40.2	41.8	-.09	40.3	.00	40.9	-.04

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

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Summary of Indicator Items

Collaborative Learning

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

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	38	50	47	50
1f. Explained course material to one or more students	54	58	55	57
1g. Prepared for exams by discussing or working through course material with other students	46	50	46	49
1h. Worked with other students on course projects or assignments	50	51	51	52

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 2013 & 2014
8a. People from a race or ethnicity other than your own	71	74	71	72
8b. People from an economic background other than your own	70	74	72	73
8c. People with religious beliefs other than your own	62	70	67	69
8d. People with political views other than your own	68	71	67	69

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

Learning with Peers: Seniors

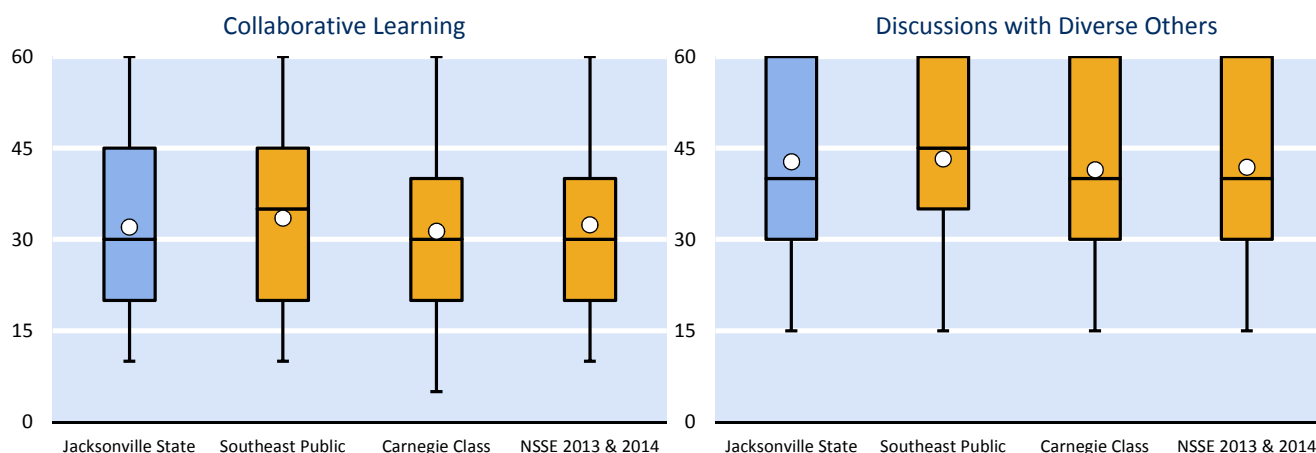
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Mean Comparisons

Engagement Indicator	Jacksonville State Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.1	33.5 **	-.10	31.3	.05	32.4	-.02
Discussions with Diverse Others	42.8	43.3	-.03	41.4 *	.08	41.8	.06

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

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Summary of Indicator Items

Collaborative Learning

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

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	40	43	38	40
1f. Explained course material to one or more students	57	61	56	58
1g. Prepared for exams by discussing or working through course material with other students	48	50	44	46
1h. Worked with other students on course projects or assignments	57	64	62	64

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 2013 & 2014
8a. People from a race or ethnicity other than your own	78	76	73	73
8b. People from an economic background other than your own	78	77	74	75
8c. People with religious beliefs other than your own	69	73	69	70
8d. People with political views other than your own	74	75	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 Web site.

Experiences with Faculty: First-year students

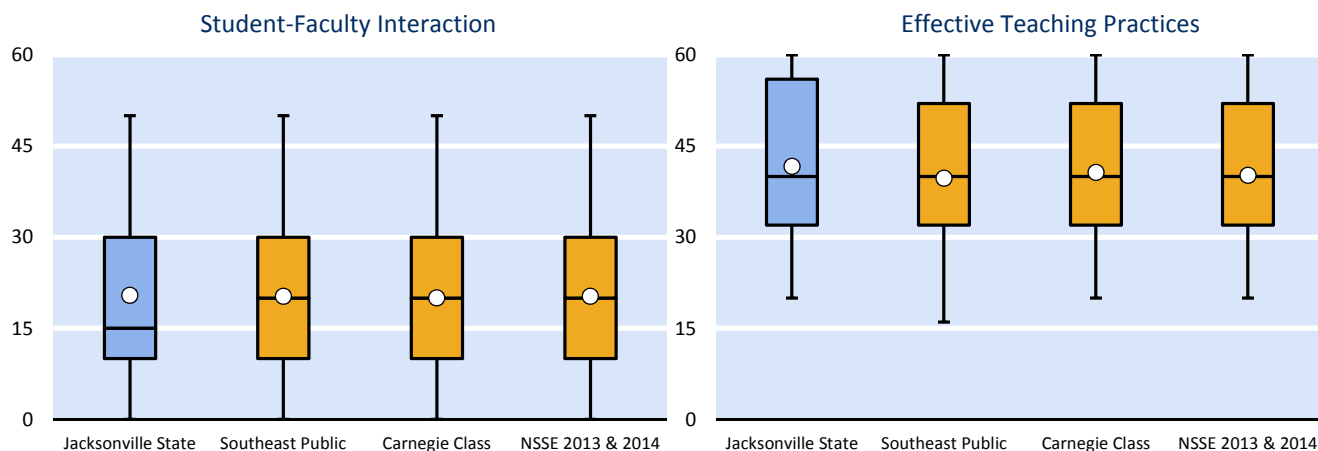
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Student-Faculty Interaction	20.4	20.3	.01	20.0	.03	20.3	.01
Effective Teaching Practices	41.7	39.7 **	.14	40.6	.08	40.2 *	.11

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

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction

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

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	33	33	32	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	19	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	25	25	25
3d. Discussed your academic performance with a faculty member	29	29	29	29

Effective Teaching Practices

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

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	79	80	81	81
5b. Taught course sessions in an organized way	83	79	79	79
5c. Used examples or illustrations to explain difficult points	78	76	77	77
5d. Provided feedback on a draft or work in progress	66	63	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	69	60	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 Web site.

Experiences with Faculty: Seniors

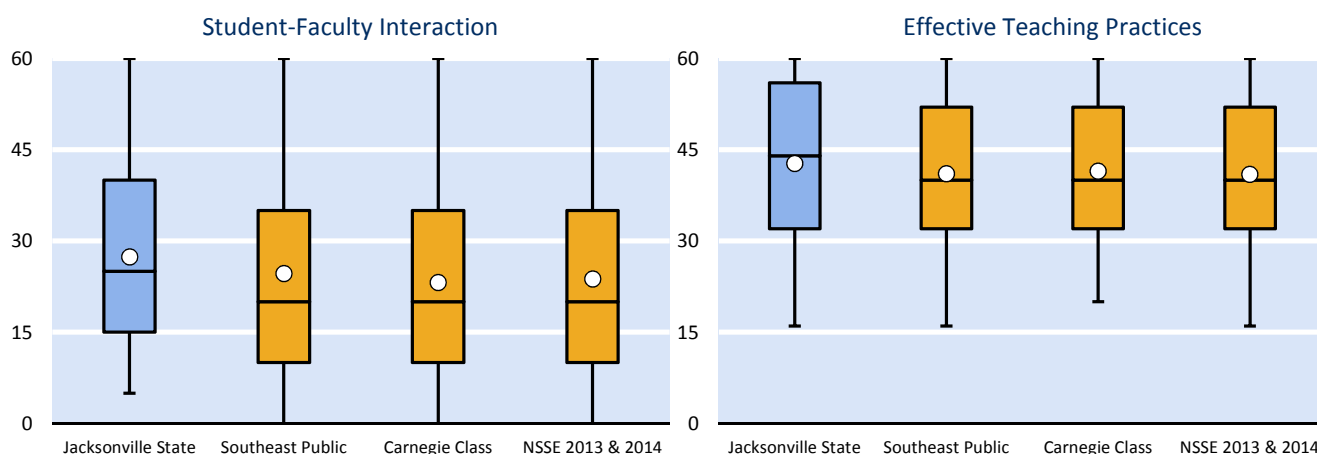
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Engagement Indicator	Jacksonville State Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.4	24.6 ***	.16	23.2 ***	.26	23.7 ***	.22
Effective Teaching Practices	42.7	41.1 ***	.12	41.5 *	.09	40.9 ***	.13

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

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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 2013 & 2014
3a. Talked about career plans with a faculty member	54	44	41	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	28	25	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	35	32	33
3d. Discussed your academic performance with a faculty member	43	35	33	33

Effective Teaching Practices

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

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	83	82	83	83
5b. Taught course sessions in an organized way	80	81	81	81
5c. Used examples or illustrations to explain difficult points	79	80	79	79
5d. Provided feedback on a draft or work in progress	68	61	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	75	67	69	67

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

Campus Environment: First-year students

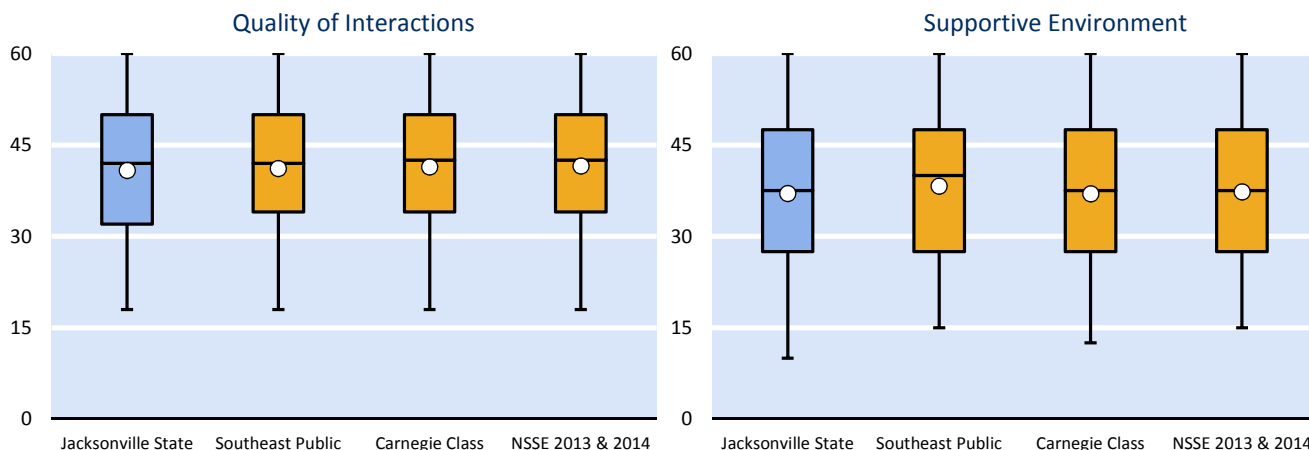
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Jacksonville State Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.8	41.1	-.03	41.4	-.04	41.5	-.06
Supportive Environment	37.0	38.2	-.09	36.9	.01	37.3	-.02

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

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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 2013 & 2014
13a. Students	54	59	59	59
13b. Academic advisors	47	48	48	48
13c. Faculty	48	47	50	50
13d. Student services staff (career services, student activities, housing, etc.)	43	43	43	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	39	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 2013 & 2014
14b. Providing support to help students succeed academically	75	78	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	77	79	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	59	59	59
14e. Providing opportunities to be involved socially	70	75	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	75	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	45	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	73	65	68
14i. Attending events that address important social, economic, or political issues	53	54	52	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

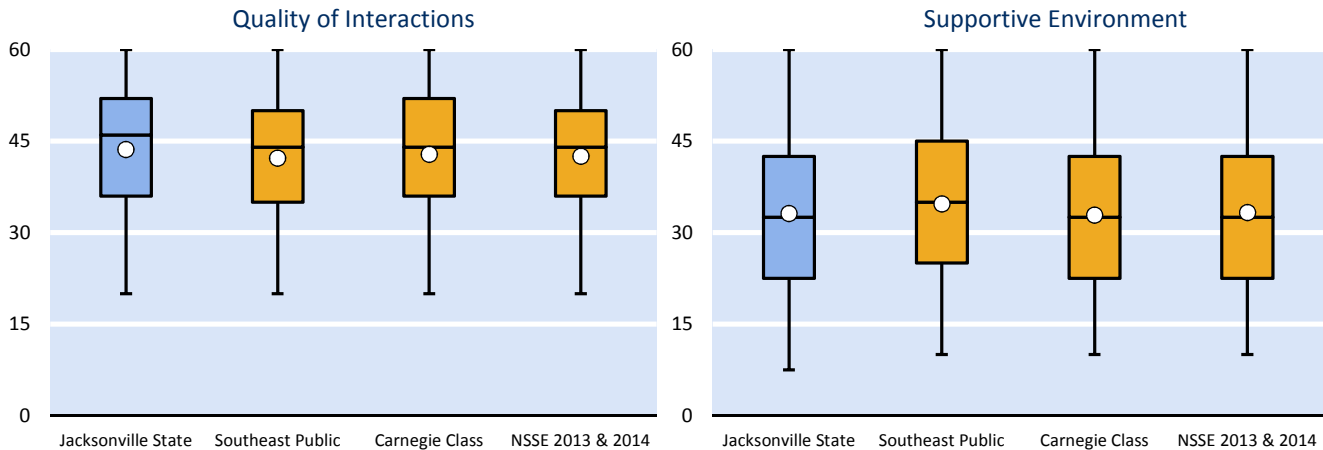
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Jacksonville State Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	42.2 **	.12	42.9	.06	42.5 *	.09
Supportive Environment	33.1	34.7 **	-.11	32.9	.02	33.3	-.01

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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 2013 & 2014
13a. Students	65	65	64	64
13b. Academic advisors	59	51	53	52
13c. Faculty	62	58	61	60
13d. Student services staff (career services, student activities, housing, etc.)	48	42	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	39	43	42

Supportive Environment

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

	Jacksonville State	Southeast Public	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	70	73	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	62	68	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	53	54	53
14e. Providing opportunities to be involved socially	66	70	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	68	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	34	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	65	53	57
14i. Attending events that address important social, economic, or political issues	48	49	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 Web site.

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NSSE 2014 Engagement Indicators

Comparisons with High-Performing Institutions

Jacksonville State University

Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

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

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

First-Year Students		Jacksonville State	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Mean	Effect size	✓	Mean	Effect size
Academic Challenge	Higher-Order Learning	38.1	40.6 ***	-.18		42.7 ***	-.34	
	Reflective and Integrative Learning	32.9	37.3 ***	-.35		39.3 ***	-.51	
	Learning Strategies	40.8	41.2	-.03	✓	43.4 ***	-.19	
	Quantitative Reasoning	26.2	28.8 **	-.16		30.6 ***	-.28	
Learning with Peers	Collaborative Learning	30.6	34.7 ***	-.30		37.0 ***	-.47	
	Discussions with Diverse Others	40.2	43.2 ***	-.19		45.6 ***	-.36	
Experiences with Faculty	Student-Faculty Interaction	20.4	23.3 ***	-.19		26.9 ***	-.40	
	Effective Teaching Practices	41.7	42.4	-.05	✓	44.6 ***	-.22	
Campus Environment	Quality of Interactions	40.8	44.0 ***	-.28		46.0 ***	-.45	
	Supportive Environment	37.0	39.4 **	-.18		41.4 ***	-.34	
Seniors		Jacksonville State	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Mean	Effect size	✓	Mean	Effect size
Academic Challenge	Higher-Order Learning	42.8	43.3	-.03	✓	45.3 ***	-.18	
	Reflective and Integrative Learning	39.6	41.1 **	-.12		43.1 ***	-.28	
	Learning Strategies	44.2	42.5 **	.12	✓	44.9	-.05	✓
	Quantitative Reasoning	29.2	31.3 ***	-.12		33.0 ***	-.23	
Learning with Peers	Collaborative Learning	32.1	35.4 ***	-.24		37.7 ***	-.42	
	Discussions with Diverse Others	42.8	43.9 *	-.07		45.8 ***	-.20	
Experiences with Faculty	Student-Faculty Interaction	27.4	29.6 ***	-.14		34.4 ***	-.43	
	Effective Teaching Practices	42.7	43.0	-.02	✓	45.1 ***	-.18	
Campus Environment	Quality of Interactions	43.6	45.3 ***	-.15		47.4 ***	-.32	
	Supportive Environment	33.1	36.1 ***	-.21		39.0 ***	-.44	

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

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

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

NSSE 2014 Engagement Indicators

Detailed Statistics^a

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 = 388)	38.1	14.6	.74	15	30	40	50	60				
Southeast Public	38.8	14.2	.05	15	30	40	50	60	68,796	-.7	.301	-.053
Carnegie Class	39.1	14.0	.04	15	30	40	50	60	100,944	-1.0	.165	-.071
NSSE 2013 & 2014	39.0	13.8	.02	15	30	40	50	60	388	-1.0	.192	-.070
Top 50%	40.6	13.6	.03	20	30	40	50	60	389	-2.5	.001	-.184
Top 10%	42.7	13.6	.08	20	35	40	55	60	30,658	-4.6	.000	-.339
Reflective & Integrative Learning												
Jacksonville State (N = 405)	32.9	13.2	.66	11	23	31	43	57				
Southeast Public	35.1	12.9	.05	17	26	34	43	60	72,043	-2.2	.001	-.172
Carnegie Class	35.6	12.7	.04	17	26	34	43	60	105,486	-2.8	.000	-.218
NSSE 2013 & 2014	35.6	12.6	.02	17	26	34	43	60	346,030	-2.7	.000	-.216
Top 50%	37.3	12.5	.03	17	29	37	46	60	165,246	-4.4	.000	-.354
Top 10%	39.3	12.6	.07	20	31	40	49	60	35,692	-6.4	.000	-.509
Learning Strategies												
Jacksonville State (N = 352)	40.8	14.6	.78	20	27	40	53	60				
Southeast Public	40.0	14.3	.06	20	27	40	53	60	62,526	.8	.286	.057
Carnegie Class	39.7	14.2	.05	20	27	40	53	60	93,659	1.1	.159	.075
NSSE 2013 & 2014	39.5	14.2	.03	20	27	40	53	60	307,244	1.3	.085	.092
Top 50%	41.2	14.0	.04	20	33	40	53	60	144,627	-.5	.540	-.033
Top 10%	43.4	14.0	.08	20	33	40	60	60	30,986	-2.7	.000	-.189
Quantitative Reasoning												
Jacksonville State (N = 395)	26.2	17.4	.87	0	13	27	40	60				
Southeast Public	27.8	16.6	.06	0	20	27	40	60	69,815	-1.7	.045	-.101
Carnegie Class	27.0	16.6	.05	0	20	27	40	60	102,628	-.8	.329	-.049
NSSE 2013 & 2014	27.4	16.4	.03	0	20	27	40	60	336,923	-1.2	.148	-.073
Top 50%	28.8	16.3	.04	0	20	27	40	60	211,181	-2.6	.001	-.161
Top 10%	30.6	16.2	.07	0	20	27	40	60	48,455	-4.5	.000	-.276
Learning with Peers												
Collaborative Learning												
Jacksonville State (N = 404)	30.6	14.0	.70	10	20	30	40	60				
Southeast Public	32.4	14.2	.05	10	20	30	40	60	74,312	-1.8	.011	-.127
Carnegie Class	31.1	14.3	.04	10	20	30	40	60	107,628	-.5	.496	-.034
NSSE 2013 & 2014	32.1	14.1	.02	10	20	30	40	60	354,494	-1.5	.036	-.104
Top 50%	34.7	13.7	.03	15	25	35	45	60	199,664	-4.1	.000	-.300
Top 10%	37.0	13.6	.06	15	25	35	45	60	45,808	-6.4	.000	-.473
Discussions with Diverse Others												
Jacksonville State (N = 359)	40.2	16.9	.89	15	25	40	60	60				
Southeast Public	41.8	16.1	.06	15	30	40	60	60	63,297	-1.5	.075	-.094
Carnegie Class	40.3	16.3	.05	10	30	40	60	60	94,801	-.1	.942	-.004
NSSE 2013 & 2014	40.9	16.0	.03	15	30	40	60	60	311,054	-.7	.440	-.041
Top 50%	43.2	15.4	.04	20	35	45	60	60	359	-3.0	.001	-.194
Top 10%	45.6	14.8	.08	20	40	50	60	60	363	-5.4	.000	-.362

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 = 396)	20.4	15.2	.76	0	10	15	30	50				
Southeast Public	20.3	14.8	.06	0	10	20	30	50	70,279	.1	.852	.009
Carnegie Class	20.0	14.8	.05	0	10	20	30	50	103,109	.4	.599	.026
NSSE 2013 & 2014	20.3	14.6	.03	0	10	20	30	50	338,137	.1	.859	.009
Top 50%	23.3	15.0	.04	0	10	20	30	55	119,864	-2.9	.000	-.195
Top 10%	26.9	16.2	.12	5	15	25	40	60	413	-6.5	.000	-.403
Effective Teaching Practices												
Jacksonville State (N = 400)	41.7	14.4	.72	20	32	40	56	60				
Southeast Public	39.7	13.5	.05	16	32	40	52	60	403	2.0	.007	.145
Carnegie Class	40.6	13.4	.04	20	32	40	52	60	402	1.0	.157	.076
NSSE 2013 & 2014	40.2	13.3	.02	20	32	40	52	60	400	1.5	.036	.114
Top 50%	42.4	13.2	.04	20	32	44	52	60	401	-.7	.337	-.053
Top 10%	44.6	13.3	.08	20	36	44	56	60	410	-3.0	.000	-.223
Campus Environment												
Quality of Interactions												
Jacksonville State (N = 352)	40.8	13.3	.71	18	32	42	50	60				
Southeast Public	41.1	12.5	.05	18	34	42	50	60	355	-.3	.660	-.025
Carnegie Class	41.4	12.7	.04	18	34	43	50	60	90,593	-.6	.400	-.045
NSSE 2013 & 2014	41.5	12.4	.02	18	34	43	50	60	352	-.7	.295	-.060
Top 50%	44.0	11.4	.03	22	38	46	52	60	353	-3.2	.000	-.280
Top 10%	46.0	11.6	.08	24	40	48	55	60	360	-5.3	.000	-.450
Supportive Environment												
Jacksonville State (N = 337)	37.0	15.1	.82	10	28	38	48	60				
Southeast Public	38.2	13.8	.06	15	28	40	48	60	339	-1.2	.154	-.085
Carnegie Class	36.9	14.1	.05	13	28	38	48	60	87,159	.1	.912	.006
NSSE 2013 & 2014	37.3	13.8	.03	15	28	38	48	60	336	-.3	.748	-.019
Top 50%	39.4	13.2	.03	18	30	40	50	60	337	-2.4	.004	-.178
Top 10%	41.4	12.8	.07	20	33	40	53	60	341	-4.3	.000	-.336

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

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

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

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

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

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

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

NSSE 2014 Engagement Indicators

Detailed Statistics^a

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 = 780)	42.8	14.1	.51	20	35	40	55	60				
Southeast Public	41.2	14.4	.05	20	30	40	55	60	98,160	1.6	.002	.111
Carnegie Class	41.6	14.1	.03	20	35	40	55	60	163,562	1.2	.018	.085
NSSE 2013 & 2014	41.2	14.1	.02	20	30	40	55	60	500,744	1.6	.001	.114
Top 50%	43.3	13.7	.03	20	35	40	55	60	199,051	-.4	.369	-.032
Top 10%	45.3	13.6	.06	20	40	45	60	60	49,707	-2.4	.000	-.179
Reflective & Integrative Learning												
Jacksonville State (N = 803)	39.6	13.3	.47	20	29	40	49	60				
Southeast Public	38.5	13.2	.04	17	29	40	49	60	102,240	1.1	.019	.083
Carnegie Class	39.1	13.0	.03	20	30	40	49	60	170,140	.4	.354	.033
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	520,852	.6	.166	.049
Top 50%	41.1	12.6	.03	20	31	40	51	60	808	-1.5	.001	-.119
Top 10%	43.1	12.5	.06	20	34	43	54	60	828	-3.5	.000	-.279
Learning Strategies												
Jacksonville State (N = 757)	44.2	14.1	.51	20	33	47	60	60				
Southeast Public	41.3	14.7	.05	20	33	40	53	60	91,537	2.9	.000	.198
Carnegie Class	40.9	14.8	.04	13	33	40	53	60	154,958	3.3	.000	.221
NSSE 2013 & 2014	40.3	14.8	.02	13	27	40	53	60	473,748	3.9	.000	.261
Top 50%	42.5	14.5	.03	20	33	40	60	60	244,305	1.7	.001	.119
Top 10%	44.9	14.1	.06	20	33	47	60	60	63,117	-.7	.186	-.048
Quantitative Reasoning												
Jacksonville State (N = 801)	29.2	17.5	.62	0	20	27	40	60				
Southeast Public	30.7	17.5	.06	0	20	27	40	60	100,007	-1.5	.016	-.086
Carnegie Class	29.3	17.4	.04	0	20	27	40	60	166,737	-.1	.836	-.007
NSSE 2013 & 2014	29.9	17.4	.02	0	20	27	40	60	510,218	-.7	.251	-.041
Top 50%	31.3	17.2	.03	0	20	33	40	60	309,978	-2.1	.001	-.122
Top 10%	33.0	16.9	.06	0	20	33	47	60	77,971	-3.8	.000	-.226
Learning with Peers												
Collaborative Learning												
Jacksonville State (N = 803)	32.1	15.2	.54	10	20	30	45	60				
Southeast Public	33.5	14.7	.05	10	20	35	45	60	103,975	-1.5	.005	-.099
Carnegie Class	31.3	15.0	.04	5	20	30	40	60	171,766	.7	.178	.048
NSSE 2013 & 2014	32.4	14.6	.02	10	20	30	40	60	804	-.3	.520	-.024
Top 50%	35.4	13.8	.03	15	25	35	45	60	806	-3.3	.000	-.241
Top 10%	37.7	13.6	.06	15	30	40	50	60	822	-5.7	.000	-.416
Discussions with Diverse Others												
Jacksonville State (N = 758)	42.8	16.4	.59	15	30	40	60	60				
Southeast Public	43.3	16.0	.05	15	35	45	60	60	92,709	-.5	.406	-.030
Carnegie Class	41.4	16.4	.04	15	30	40	60	60	156,242	1.3	.027	.080
NSSE 2013 & 2014	41.8	16.1	.02	15	30	40	60	60	478,273	.9	.113	.058
Top 50%	43.9	15.8	.03	20	35	45	60	60	300,378	-1.2	.041	-.074
Top 10%	45.8	15.4	.06	20	40	50	60	60	770	-3.1	.000	-.200

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 = 794)	27.4	16.9	.60	5	15	25	40	60				
Southeast Public	24.6	16.6	.05	0	10	20	35	60	99,953	2.7	.000	.165
Carnegie Class	23.2	16.5	.04	0	10	20	35	60	166,542	4.2	.000	.257
NSSE 2013 & 2014	23.7	16.3	.02	0	10	20	35	60	510,098	3.6	.000	.223
Top 50%	29.6	16.1	.05	5	20	30	40	60	123,246	-2.2	.000	-.135
Top 10%	34.4	16.4	.13	10	20	35	45	60	17,510	-7.0	.000	-.428
Effective Teaching Practices												
Jacksonville State (N = 806)	42.7	14.2	.50	16	32	44	56	60				
Southeast Public	41.1	14.0	.04	16	32	40	52	60	101,088	1.7	.001	.118
Carnegie Class	41.5	13.8	.03	20	32	40	52	60	168,554	1.2	.011	.089
NSSE 2013 & 2014	40.9	13.7	.02	16	32	40	52	60	807	1.8	.000	.131
Top 50%	43.0	13.6	.03	20	36	44	56	60	811	-.3	.514	-.024
Top 10%	45.1	13.4	.08	20	36	48	60	60	842	-2.4	.000	-.179
Campus Environment												
Quality of Interactions												
Jacksonville State (N = 737)	43.6	12.1	.44	20	36	46	52	60				
Southeast Public	42.2	12.1	.04	20	35	44	50	60	89,173	1.4	.001	.120
Carnegie Class	42.9	12.1	.03	20	36	44	52	60	149,058	.8	.079	.065
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	458,326	1.1	.011	.094
Top 50%	45.3	11.3	.03	24	38	48	54	60	742	-1.6	.000	-.146
Top 10%	47.4	11.6	.06	24	40	50	58	60	43,569	-3.7	.000	-.321
Supportive Environment												
Jacksonville State (N = 717)	33.1	15.6	.58	8	23	33	43	60				
Southeast Public	34.7	14.5	.05	10	25	35	45	60	726	-1.6	.007	-.109
Carnegie Class	32.9	14.6	.04	10	23	33	43	60	722	.3	.662	.017
NSSE 2013 & 2014	33.3	14.4	.02	10	23	33	43	60	718	-.1	.824	-.009
Top 50%	36.1	13.8	.03	13	28	38	45	60	720	-3.0	.000	-.214
Top 10%	39.0	13.3	.07	17	30	40	50	60	739	-5.8	.000	-.436

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

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean $\pm 1.96 \times \text{SEM}$.

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.