

A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

Comparison Group

The comparison group featured in this report is

Georgia System

See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2020 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

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.

Theme	Engagement Indicator	Your students compared with Georgia System	
		First-year	Senior
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	--	--

High-Impact Practices

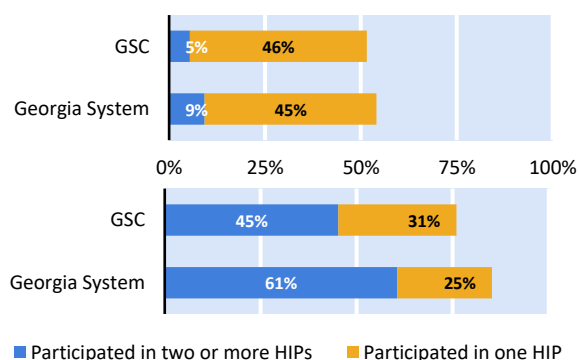
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year

Service-Learning, Learning Community, and Research w/Faculty

Senior

Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

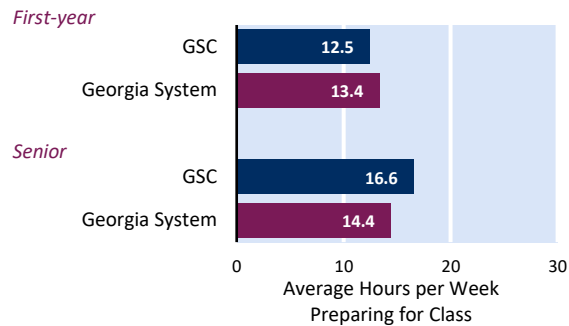


Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder.

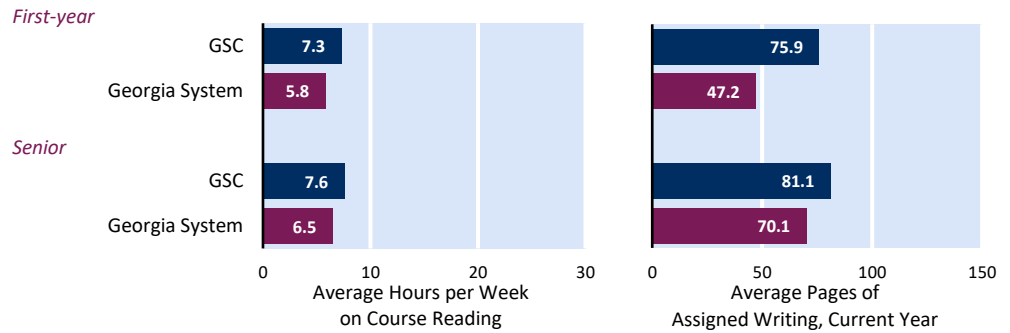
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



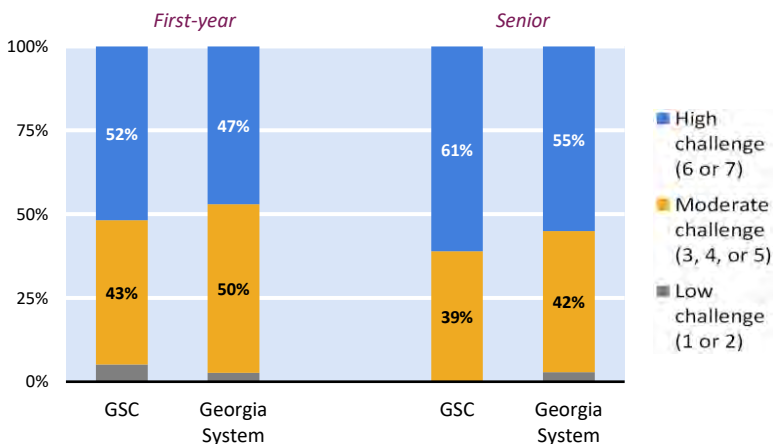
Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



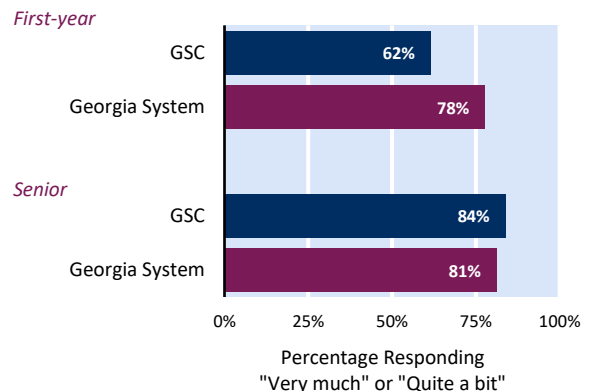
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions^a on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

Highest Performing Relative to Georgia System

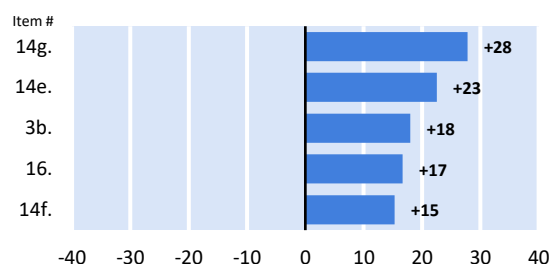
Institution emphasis on helping you manage your non-academic responsibilities (...) ^c (SE)

Institution emphasis on providing opportunities to be involved socially ^c (SE)

Worked with a faculty member on activities other than coursework (...) ^b (SF)

Spent more than 10 hours per week on assigned reading ^f

Institution emphasis on providing support for your overall well-being... ^c (SE)



Lowest Performing Relative to Georgia System

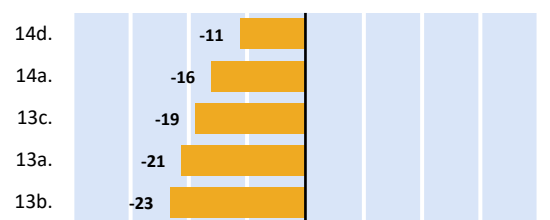
Institution emphasis on encouraging contact among students from different backgrounds... ^c (SE)

Institution emphasis on studying and academic work ^c

Quality of interactions with faculty ^d (QI)

Quality of interactions with students ^d (QI)

Quality of interactions with academic advisors ^d (QI)



Percentage Point Difference with Georgia System

Senior

Highest Performing Relative to Georgia System

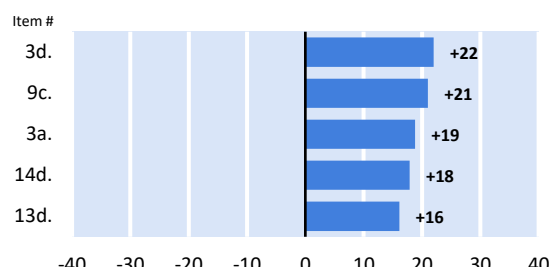
Discussed your academic performance with a faculty member ^b (SF)

Summarized what you learned in class or from course materials ^b (LS)

Talked about career plans with a faculty member ^b (SF)

Institution emphasis on encouraging contact among students from different backgrounds... ^c (SE)

Quality of interactions with student services staff (...) ^d (QI)



Lowest Performing Relative to Georgia System

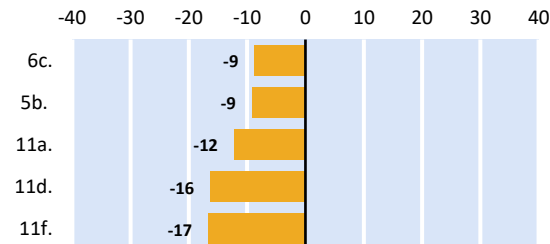
Evaluated what others have concluded from numerical information ^b (QR)

Instructors taught course sessions in an organized way ^c (ET)

Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)

Participated in a study abroad program (HIP)

Completed a culminating senior experience (...) (HIP)



Percentage Point Difference with Georgia System

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile available on the NSSE website.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

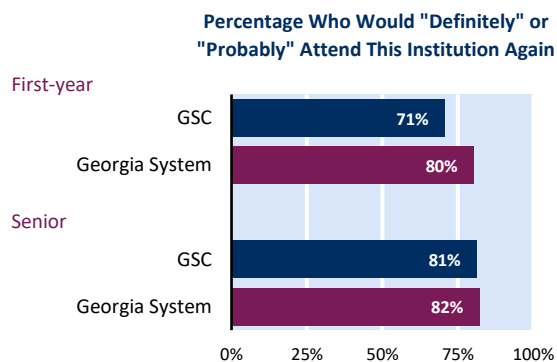
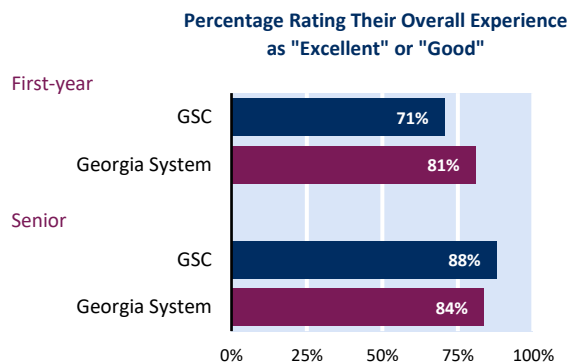
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	89%
Working effectively with others	83%
Acquiring job- or work-related knowledge and skills	83%
Developing or clarifying a personal code of values and ethics	80%
Writing clearly and effectively	77%
Analyzing numerical and statistical information	76%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	76%
Being an informed and active citizen	75%
Solving complex real-world problems	73%
Speaking clearly and effectively	70%

Satisfaction with GSC

Students rated their overall experience at the institution, and whether or not they would choose it again.



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	35	17%	71%	91%
Senior	59	19%	81%	68%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set:

University System of Georgia

See your *Consortium* report for results. In the future, you may also participate in a topical module. See our website for more information.
nsse.indiana.edu

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: nsse.indiana.edu

NSSE 2020

Administration Summary

Gordon State College

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Administration Summary

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future NSSE administrations.

Population and Respondents

The table at right reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

Survey completions	First-year	Senior
Submitted population	286	453
Adjusted population ^a	211	317
Survey sample ^b	211	317
Total respondents ^b	35	59
Full completions ^c	21	43
Partial completions	14	16

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.

b. Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples not included.

c. Submitted demographic and (if applicable) Topical Module sets.

Response Rate and Sampling Error^a

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: go.iu.edu/NSSE-RRFAQ

	First-year				Senior			
	GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020	GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020
Response rate	17%	14%	19%	25%	19%	14%	25%	23%
Sampling error ^b	+/- 15.2%	+/- 1.1%	+/- 2.2%	+/- 0.2%	+/- 11.5%	+/- 1.1%	+/- 2.6%	+/- 0.2%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages) for all respondents.

b. Also called "margin of error," sampling error is an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Representativeness and Weighting

The first table at right details variables submitted in your population file. Respondent and population percentages are listed side by side as a convenience to see how well the characteristics of your respondents reflect your first-year and senior populations. For detailed characteristics of the respondents in your reports, refer to your *Respondent Profile*.

NSSE data files include weights by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your weights. For more information, see go.iu.edu/NSSE-weights

Representativeness

	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Female	71	61	81	73
Full-time	91	89	68	73
First-time, first-year	83	83	N/A	N/A
Race/ethnicity ^a				
Am. Indian or Alaska Native	0	0	0	0
Asian	3	1	2	0
Black or African American	43	51	36	30
Hispanic or Latino	6	5	0	5
Native Hawaiian/Other Pac. Isl.	0	0	0	0
White	46	37	61	61
Other	0	0	0	0
Foreign or nonresident	0	1	0	0
Two or more races/ethnicities	3	3	2	3
Unknown	0	2	0	0

a. Based on the IPEDS categories submitted in the population file. Results for institutions without full (at least 90%) race/ethnicity information in the population file are not reported.

Weighting^a

	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	63	54	58	53
Full-time, male	29	36	10	20
Part-time, female	9	8	24	20
Part-time, male	0	3	8	7

a. Weights were also calculated for students with "Another" or "Unknown" codes for sex.

Population File

Your institution provided a population file for survey administration and was afforded an opportunity to update it.

Population file options

Included "group" variable(s) ^a	No	Identified students who completed BCSSE 2019 ^d	N/A
Identified an oversample ^b	No	Customized the report sample ^e	No
Updated to identify ineligible students ^c	Yes		

- a. Institutions had the option to include additional variables in the population file for oversampling or for post hoc analyses. Up to five group variables were allowed. If formatting specifications were met, Group 1 can be used in the Report Builder.
- b. Institutions that did not census-administer to first-year and senior students had the option to oversample a segment of their population. Oversamples may also be used to survey students in other class years.
- c. Institutions had the option to update their population files to identify students who did not return to campus in the spring or otherwise did not meet NSSE eligibility criteria.
- d. Institutions that participated in the Beginning College Survey of Student Engagement (BCSSE) can identify BCSSE survey respondents in their NSSE population file. This information is required to receive the longitudinal results in the BCSSE-NSSE Combined Report.
- e. Institutions had the option to flag a subset of students for exclusion from reports, but all sample members were invited to complete the survey.

Survey Options

The options at right were available to customize the content of your NSSE survey and to collect complementary data from companion surveys.

Administration features

Survey sample type	Census
Recruitment method	Email
Portal/LMS used ^a	No
Incentive offered	Yes
Survey version	U.S. English
Institution logo used in survey	Yes
Mobile respondents ^b	74, 79%

Additional question sets and companion surveys

Topical module(s)	None
Customized consortium questions	University System of Georgia
BCSSE 2019	No
FSSE 2020	No

- a. Institutions that used their student portal or learning management system to recruit students are indicated by "Yes" followed by the number and percentage of respondents who used posted survey links.
- b. Number and percentage of students who responded with a smartphone or tablet. See the "operating system" variables in your SPSS data file for additional details.

Recruitment Messages

Students received up to five direct contacts. Your institution had the option to customize message content and timing.

Message schedule

	Date	Cumulative response rate	
		First-year	Senior
Invitation	02/13/2020	7%	6%
Reminder 1	02/19/2020	10%	9%
Reminder 2	02/27/2020	13%	12%
Reminder 3	03/04/2020	16%	15%
Final reminder	03/12/2020	17%	19%

Report Customization

Your institution had the option to customize the comparison groups used in reports. The group selected for the *Snapshot* comparisons is identified with an asterisk.

Comparison groups for NSSE core survey reports

Comparison Group 1	Georgia System* (default, N=21)
Comparison Group 2	Carnegie Class (default, N=16)
Comparison Group 3	NSSE 2019 & 2020 (default, N=881)

Comparison groups for additional question set report(s)

University System of Georgia	Georgia System (default, N=21)
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NSSE 2020 Consortium Report

University System of Georgia

Gordon State College

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About This Consortium Report

Consortium Coordinator

Tan Tran, Sr. Research Associate of Research and Policy Analysis, Board of Regents of the University System of Georgia, tan.tran@usg.edu

Comparison Group

This section summarizes how your consortium comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the 'Georgia System' column of this report.

Group label	Georgia System
Date submitted	Not applicable; comparison group not customized.
How was this comparison group constructed?	Your institution did not customize this comparison group; the default group (all consortium participants) was used.
Group description	Default comparison group

Georgia System (N=21)

Abraham Baldwin Agricultural College (Tifton, GA)
 Albany State University (Albany, GA)
 Augusta University (Augusta, GA)
 Clayton State University (Morrow, GA)
 College of Coastal Georgia (Brunswick, GA)
 Columbus State University (Columbus, GA)
 Dalton State College (Dalton, GA)
 Fort Valley State University (Fort Valley, GA)
 Georgia College & State University (Milledgeville, GA)
 Georgia Gwinnett College (Lawrenceville, GA)
 Georgia Institute of Technology (Atlanta, GA)
 Georgia Southern University (Statesboro, GA)
 Georgia Southwestern State University (Americus, GA)
 Georgia State University (Atlanta, GA)
 Kennesaw State University (Kennesaw, GA)
 Middle Georgia State University (Macon, GA)
 Savannah State University (Savannah, GA)
 University of Georgia (Athens, GA)
 University of North Georgia (Dahlonega, GA)
 University of West Georgia (Carrollton, GA)
 Valdosta State University (Valdosta, GA)

NSSE 2020 University System of Georgia

Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				GSC		Georgia System		GSC	Georgia System	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
1. Since entering this college, how often have you felt:										
a. That your job responsibilities interfered with your coursework	USG01a	1	Not at all	4	20	742	17	2.5	2.3	.16
		2	Rarely	3	19	829	19			
		3	Occasionally	4	22	959	22			
		4	Frequently	4	19	410	9			
		—	Not applicable	4	20	1,509	34			
		Total		19	100	4,449	100			
b. That your family responsibilities interfered with your coursework	USG01b	1	Not at all	5	28	1,302	29	2.2	2.1	.06
		2	Rarely	6	37	1,228	28			
		3	Occasionally	2	11	1,020	23			
		4	Frequently	3	17	387	8			
		—	Not applicable	1	7	498	11			
		Total		17	100	4,435	100			
c. That your social life interfered with your coursework	USG01c	1	Not at all	6	31	1,096	25	2.1	2.2	-.12
		2	Rarely	6	36	1,413	32			
		3	Occasionally	4	23	1,369	30			
		4	Frequently	2	10	382	8			
		—	Not applicable	0	0	182	4			
		Total		18	100	4,442	100			
2. What is the primary source you use to pay for your educational expenses (tuition, fees, room, and board)?										
	USG02	—	My own resources (saving from work, work-study income, etc.)	1	5	362	9			
		—	Family (parents, relatives, spouse/significant other, etc.)	2	14	1,485	34			
		—	Aid which need not be repaid (grants, scholarships, military funding, etc.)	7	36	1,564	35			
		—	Aid which must be repaid (loans, etc.)	7	38	935	20			
		—	Other	1	7	88	2			
		Total		18	100	4,434	100			
3. After all financial aid is taken into consideration, I still have unmet financial needs that make pursuing a degree difficult.										
	USG03	1	Strongly disagree	2	9	547	13	2.7	2.6	.12
		2	Disagree	4	21	1,307	30			
		3	Agree	8	45	1,256	28			
		4	Strongly agree	2	11	757	16			
		—	Not applicable	2	14	545	13			
		Total		18	100	4,412	100			
4. How much student loan debt do you expect to have when you leave college?										
	USG04	\$0	No debt expected	6	33	1,640	39	\$ 11,379	\$ 10,814	.04
		\$ 2,500	\$1-\$5,000	3	16	524	12			
		\$10,000	\$5,001-\$15,000	3	17	925	21			
		\$22,500	\$15,001-\$30,000	4	23	796	17			
		\$40,000	More than \$30,000	2	10	523	11			
		Total		18	100	4,408	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

NSSE 2020 University System of Georgia

Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				GSC		Georgia System		GSC	Georgia System	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
5. Which one of the following statements best describes the influence of the HOPE Award on your decision to attend this college?										
	USG05	—	I was not HOPE Award eligible when admitted to this college.	7	40	1,314	32			
		—	I was HOPE Award eligible, but I would have attended this college with or without the HOPE Award.	6	31	1,658	37			
		—	I could only attend this college with the HOPE Award, but could have attended elsewhere without the HOPE Award.	1	5	575	13			
		—	I could not have attended any college at all without the HOPE Award.	4	24	838	18			
			Total	18	100	4,385	100			
6. What was your primary reason for attending this college?										
	USG06	—	Complete a certificate program	0	0	125	3			
		—	Obtain an associate's degree	2	9	147	3			
		—	Transfer to another college or university	4	22	384	10			
		—	Obtain a bachelor's degree	8	43	3,249	73			
		—	Obtain or update job-related skills	1	7	103	3			
		—	Self-improvement/ personal adjustment and growth	3	18	359	8			
		—	Change careers	0	0	35	1			
			Total	18	100	4,402	100			

NSSE 2020 University System of Georgia

Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				GSC		Georgia System		GSC	Georgia System	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
7. Respond to the following statements based on the services you have received from the library at this college this year.										
a. The reference help available in the library is adequate for my information needs.	USG07a	1	Strongly disagree	2	12	99	2	2.8	3.1	-.42
		2	Disagree	1	7	231	5			
		3	Agree	10	55	2,206	51			
		4	Strongly agree	3	16	736	17			
		—	Not applicable	2	9	1,081	24			
		Total	18	100	4,353	100				
b. The library provides programs that strengthen learning at this college.	USG07b	1	Strongly disagree	1	6	82	2	3.1	3.1	-.04
		2	Disagree	1	7	272	6			
		3	Agree	8	46	2,192	51			
		4	Strongly agree	4	25	751	17			
		—	Not applicable	3	16	1,055	24			
		Total	17	100	4,352	100				
c. The library collection includes adequate print resources for my academic needs.	USG07c	1	Strongly disagree	2	13	98	2	2.9	3.1	-.42
		2	Disagree	1	7	234	5			
		3	Agree	10	59	2,129	49			
		4	Strongly agree	4	20	941	21			
		—	Not applicable	0	0	952	21			
		Total	17	100	4,354	100				
d. The library collection includes adequate electronic resources for my academic needs.	USG07d	1	Strongly disagree	1	6	68	2	2.9	3.2	-.47
		2	Disagree	2	15	152	4			
		3	Agree	10	59	2,235	52			
		4	Strongly agree	4	20	1,113	26			
		—	Not applicable	0	0	779	17			
		Total	17	100	4,347	100				
e. The library facility offers comfortable spaces that meet my academic needs.	USG07e	1	Strongly disagree	1	6	63	1	3.2	3.3	-.12
		2	Disagree	0	0	167	4			
		3	Agree	10	61	2,132	50			
		4	Strongly agree	6	33	1,347	31			
		—	Not applicable	0	0	639	14			
		Total	17	100	4,348	100				
8. How often did you visit the library building at this college this year?										
	USG08	1	Never	0	0	495	11	3.2	3.3	-.04
		2	Rarely	7	40	923	21			
		3	Monthly	3	22	696	16			
		4	Weekly	3	15	1,555	35			
		5	Daily	4	23	698	17			
		Total		17	100	4,367	100			
9. Courses at this college are offered in such a way that I can take them in the recommended sequence and still complete my degree in a timely manner.										
	USG09	1	Strongly disagree	0	0	112	2	3.0	3.1	-.16
		2	Disagree	2	13	486	11			
		3	Agree	13	77	2,706	63			
		4	Strongly agree	2	10	1,035	23			
		Total		17	100	4,339	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

NSSE 2020 University System of Georgia

Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				GSC		Georgia System		GSC	Georgia System	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
10. During this academic year, how many times have you participated in academic advising offered by staff and/or faculty at this college?										
	USG10	0	0	5	27	504	13	1.2	1.9 *	-0.56
		1	1	8	46	986	23			
		2	2	2	12	1,614	36			
		3	3	1	7	701	16			
		4	4 or more times	1	7	542	12			
		Total		17	100	4,347	100			
11. Respond to the following four statements based on the academic advising offered by staff and/or faculty at this college that you have participated in this year. (Note: items were only given if respondents selected '1,' '2,' '3,' or '4 or more times' to item 10, or left it blank.)										
a. The academic advising I received related to my course-work was helpful.	USG11a	1	Strongly disagree	0	0	98	3	3.2	3.2	.10
		2	Disagree	0	0	287	8			
		3	Agree	9	76	2,133	56			
		4	Strongly agree	3	24	1,136	29			
		—	Not applicable	0	0	180	5			
		Total		12	100	3,834	100			
b. The academic advising I received on selecting, changing, or modifying my major field of study was helpful.	USG11b	1	Strongly disagree	0	0	113	3	3.1	3.2	-0.02
		2	Disagree	0	0	270	8			
		3	Agree	10	86	1,747	46			
		4	Strongly agree	2	14	1,016	26			
		—	Not applicable	0	0	675	18			
		Total		12	100	3,821	100			
c. The academic advising I received on my post-graduation plans was helpful.	USG11c	1	Strongly disagree	0	0	99	3	3.0	3.0	-0.09
		2	Disagree	1	10	251	7			
		3	Agree	7	59	1,169	31			
		4	Strongly agree	1	7	545	14			
		—	Not applicable	3	24	1,757	46			
		Total		12	100	3,821	100			
d. The academic advising I received helped me overcome academic difficulties.	USG11d	1	Strongly disagree	0	0	158	4	3.0	3.0	.11
		2	Disagree	1	10	408	11			
		3	Agree	8	69	1,638	43			
		4	Strongly agree	2	14	657	16			
		—	Not applicable	1	7	960	25			
		Total		12	100	3,821	100			
12. Have you ever taken a course where the instructional materials were free (i.e. did you use open education resources)?^j										
	USG12_20	No		7	42	1,411	32	36%	47%	-0.24
	(Means indicate the percentage who responded "Yes.")	Yes		6	36	2,010	47			
		Unsure		4	23	905	20			
		Total		17	100	4,326	100			

NSSE 2020 University System of Georgia

Frequencies and Statistical Comparisons

Gordon State College

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				GSC		Georgia System		GSC	Georgia System	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
1. Since entering this college, how often have you felt:										
a. That your job responsibilities interfered with your coursework	USG01a	1	Not at all	7	16	610	12	2.6	2.7	-.15
		2	Rarely	9	20	1,099	22			
		3	Occasionally	15	39	1,902	36			
		4	Frequently	6	13	1,015	18			
		—	Not applicable	5	11	573	11			
		Total	42	100	5,199	100				
b. That your family responsibilities interfered with your coursework	USG01b	1	Not at all	7	19	1,003	21	2.6	2.4	.18
		2	Rarely	10	23	1,471	29			
		3	Occasionally	15	36	1,636	31			
		4	Frequently	8	21	855	15			
		—	Not applicable	1	2	229	4			
		Total	41	100	5,194	100				
c. That your social life interfered with your coursework	USG01c	1	Not at all	20	48	1,200	22	1.9	2.3 **	- .47
		2	Rarely	8	19	1,763	33			
		3	Occasionally	11	25	1,615	32			
		4	Frequently	1	5	486	10			
		—	Not applicable	2	4	143	3			
		Total	42	100	5,207	100				
2. What is the primary source you use to pay for your educational expenses (tuition, fees, room, and board)?										
USG02	—	My own resources (saving from work, work-study income, etc.)	6	16	693	13				
	—	Family (parents, relatives, spouse/significant other, etc.)	8	18	1,341	28				
	—	Aid which need not be repaid (grants, scholarships, military funding, etc.)	14	32	1,408	27				
	—	Aid which must be repaid (loans, etc.)	13	31	1,641	30				
	—	Other	1	2	111	2				
	Total	42	100	5,194	100					
	3. After all financial aid is taken into consideration, I still have unmet financial needs that make pursuing a degree difficult.									
USG03	1	Strongly disagree	5	11	683	15	2.7	2.6	.16	
	2	Disagree	7	16	1,401	28				
	3	Agree	12	31	1,492	28				
	4	Strongly agree	8	18	1,009	19				
	—	Not applicable	9	24	589	11				
	Total	41	100	5,174	100					
4. How much student loan debt do you expect to have when you leave college?										
USG04	\$0	No debt expected	13	32	1,848	38	\$ 14,046	\$ 14,714	-.04	
	\$ 2,500	\$1-\$5,000	3	7	330	7				
	\$10,000	\$5,001-\$15,000	9	23	680	13				
	\$22,500	\$15,001-\$30,000	9	20	1,130	21				
	\$40,000	More than \$30,000	8	18	1,184	21				
	Total	42	100	5,172	100					

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

NSSE 2020 University System of Georgia

Frequencies and Statistical Comparisons

Gordon State College

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				GSC		Georgia System		GSC	Georgia System	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
5. Which one of the following statements best describes the influence of the HOPE Award on your decision to attend this college?										
	USG05	—	I was not HOPE Award eligible when admitted to this college.	15	36	2,201	41			
		—	I was HOPE Award eligible, but I would have attended this college with or without the HOPE Award.	22	52	1,686	33			
		—	I could only attend this college with the HOPE Award, but could have attended elsewhere without the HOPE Award.	1	2	428	11			
		—	I could not have attended any college at all without the HOPE Award.	4	9	837	16			
			Total	42	100	5,152	100			
6. What was your primary reason for attending this college?										
	USG06	—	Complete a certificate program	1	2	70	1			
		—	Obtain an associate's degree	6	13	43	1			
		—	Transfer to another college or university	2	4	145	3			
		—	Obtain a bachelor's degree	30	73	4,440	86			
		—	Obtain or update job-related skills	0	0	70	2			
		—	Self-improvement/ personal adjustment and growth	2	4	270	5			
		—	Change careers	1	2	135	2			
			Total	42	100	5,173	100			

NSSE 2020 University System of Georgia

Frequencies and Statistical Comparisons

Gordon State College

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				GSC		Georgia System		GSC	Georgia System	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
7. Respond to the following statements based on the services you have received from the library at this college this year.										
a. The reference help available in the library is adequate for my information needs.	USG07a	1	Strongly disagree	2	7	157	3	3.0	3.1	-.11
		2	Disagree	4	9	308	6			
		3	Agree	19	43	2,338	45			
		4	Strongly agree	10	25	971	19			
		—	Not applicable	7	16	1,351	27			
		Total	42	100	5,125	100				
b. The library provides programs that strengthen learning at this college.	USG07b	1	Strongly disagree	3	9	172	3	2.9	3.0	-.11
		2	Disagree	3	7	420	8			
		3	Agree	23	52	2,243	43			
		4	Strongly agree	8	20	849	17			
		—	Not applicable	5	11	1,438	28			
		Total	42	100	5,122	100				
c. The library collection includes adequate print resources for my academic needs.	USG07c	1	Strongly disagree	2	7	176	3	2.8	3.1 *	- .35
		2	Disagree	4	12	352	7			
		3	Agree	23	52	2,204	42			
		4	Strongly agree	6	13	1,074	21			
		—	Not applicable	7	16	1,322	26			
		Total	42	100	5,128	100				
d. The library collection includes adequate electronic resources for my academic needs.	USG07d	1	Strongly disagree	2	7	117	2	3.0	3.2	-.33
		2	Disagree	2	7	200	4			
		3	Agree	21	47	2,425	46			
		4	Strongly agree	10	22	1,395	28			
		—	Not applicable	7	16	987	20			
		Total	42	100	5,124	100				
e. The library facility offers comfortable spaces that meet my academic needs.	USG07e	1	Strongly disagree	3	10	152	3	3.1	3.2	-.15
		2	Disagree	0	0	270	5			
		3	Agree	22	50	2,414	46			
		4	Strongly agree	12	29	1,479	30			
		—	Not applicable	5	11	808	16			
		Total	42	100	5,123	100				
8. How often did you visit the library building at this college this year?										
	USG08	1	Never	7	19	733	15	2.8	3.0	-.20
		2	Rarely	12	30	1,180	22			
		3	Monthly	6	13	1,003	20			
		4	Weekly	14	32	1,587	31			
		5	Daily	3	7	633	12			
		Total		42	100	5,136	100			
9. Courses at this college are offered in such a way that I can take them in the recommended sequence and still complete my degree in a timely manner.										
	USG09	1	Strongly disagree	2	5	349	7	2.9	2.9	.05
		2	Disagree	9	23	968	19			
		3	Agree	20	48	2,743	54			
		4	Strongly agree	11	25	1,053	21			
		Total		42	100	5,113	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

NSSE 2020 University System of Georgia

Frequencies and Statistical Comparisons

Gordon State College

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				GSC		Georgia System		GSC	Georgia System	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
10. During this academic year, how many times have you participated in academic advising offered by staff and/or faculty at this college?										
	USG10	0	0	6	14	704	13	1.6	1.9	-.21
		1	1	15	37	1,464	29			
		2	2	11	27	1,513	30			
		3	3	8	18	579	11			
		4	4 or more times	2	5	863	17			
		Total		42	100	5,123	100			
11. Respond to the following four statements based on the academic advising offered by staff and/or faculty at this college that you have participated in this year. (Note: items were only given if respondents selected '1,' '2,' '3,' or '4 or more times' to item 10, or left it blank.)										
a. The academic advising I received related to my course-work was helpful.	USG11a	1	Strongly disagree	0	0	258	6	3.3	3.1	.25
		2	Disagree	3	8	416	9			
		3	Agree	18	50	2,271	51			
		4	Strongly agree	13	37	1,349	32			
		—	Not applicable	2	5	124	3			
		Total		36	100	4,418	100			
b. The academic advising I received on selecting, changing, or modifying my major field of study was helpful.	USG11b	1	Strongly disagree	1	3	256	6	3.0	3.1	-.11
		2	Disagree	4	10	381	9			
		3	Agree	15	45	1,734	38			
		4	Strongly agree	6	16	1,157	27			
		—	Not applicable	10	26	890	20			
		Total		36	100	4,418	100			
c. The academic advising I received on my post-graduation plans was helpful.	USG11c	1	Strongly disagree	1	3	370	8	3.1	2.9	.29
		2	Disagree	4	10	496	12			
		3	Agree	14	39	1,392	31			
		4	Strongly agree	9	26	802	19			
		—	Not applicable	8	21	1,347	30			
		Total		36	100	4,407	100			
d. The academic advising I received helped me overcome academic difficulties.	USG11d	1	Strongly disagree	1	3	398	9	2.9	2.8	.11
		2	Disagree	6	16	605	14			
		3	Agree	13	39	1,569	34			
		4	Strongly agree	6	17	815	19			
		—	Not applicable	9	25	1,028	24			
		Total		35	100	4,415	100			
12. Have you ever taken a course where the instructional materials were free (i.e. did you use open education resources)?^j										
	USG12_20	No		19	42	1,563	30	49%	55%	-.12
	(Means indicate the percentage who responded "Yes.")	Yes		19	49	2,759	55			
		Unsure		4	9	786	15			
		Total		42	100	5,108	100			

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	GSC	GSC	Georgia System	GSC	Georgia System	GSC	Georgia System	Comparisons with:		
								Georgia System		
USG01a	16	2.50	2.35	.285	.017	1.14	0.99	3,540	.524	.16
USG01b	16	2.18	2.12	.272	.014	1.09	0.98	4,689	.815	.06
USG01c	19	2.12	2.24	.231	.013	0.99	0.93	5,093	.605	-.12
USG03	16	2.66	2.55	.215	.014	0.86	0.96	4,586	.643	.12
USG04	19	11379	10814	3095	182	13324	13190	5,269	.854	.04
USG07a	17	2.83	3.10	.221	.010	0.91	0.63	3,951	.085	-.42
USG07b	15	3.07	3.10	.220	.010	0.84	0.63	3,975	.875	-.04
USG07c	17	2.86	3.14	.220	.010	0.91	0.66	4,092	.080	-.42
USG07d	17	2.94	3.23	.189	.009	0.78	0.62	4,299	.053	-.47
USG07e	17	3.21	3.29	.178	.009	0.74	0.62	4,453	.616	-.12
USG08	17	3.20	3.25	.295	.018	1.23	1.27	5,226	.878	-.04
USG09	17	2.97	3.07	.120	.009	0.50	0.66	5,182	.513	-.16
USG10	17	1.23	1.89	.283	.016	1.18	1.17	5,197	.019	-.56
USG11a	13	3.24	3.17	.125	.010	0.44	0.68	4,282	.712	.10
USG11b	13	3.14	3.15	.101	.012	0.36	0.73	12	.907	-.02
USG11c	10	2.96	3.03	.161	.015	0.50	0.76	2,427	.778	-.09
USG11d	12	3.04	2.96	.154	.013	0.53	0.76	3,344	.715	.11
USG12_20 ^k	17	.358	.474	.1189	.0070	--	--	--	.336	-.24

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	GSC	GSC	Georgia System	GSC	Georgia System	GSC	Georgia System	Comparisons with:		
								Georgia System		
USG01a	35	2.56	2.69	.163	.012	0.97	0.95	6,161	.391	-.15
USG01b	38	2.60	2.42	.168	.012	1.03	1.00	6,627	.278	.18
USG01c	38	1.86	2.30	.160	.011	0.98	0.93	6,773	.004	-.47
USG03	29	2.73	2.57	.185	.013	1.00	1.00	6,128	.379	.16
USG04	39	14046	14714	2337	189	14678	15634	6,907	.789	-.04
USG07a	33	3.02	3.09	.152	.010	0.88	0.71	5,026	.535	-.11
USG07b	35	2.94	3.02	.146	.010	0.87	0.73	4,913	.506	-.11
USG07c	33	2.84	3.11	.138	.010	0.80	0.74	5,075	.042	-.35
USG07d	33	3.01	3.23	.147	.009	0.85	0.67	5,507	.055	-.33
USG07e	35	3.12	3.22	.148	.009	0.88	0.71	5,755	.375	-.15
USG08	39	2.79	3.04	.203	.015	1.27	1.27	6,861	.211	-.20
USG09	39	2.92	2.89	.131	.010	0.82	0.81	6,832	.776	.05
USG10	39	1.63	1.89	.173	.015	1.08	1.25	6,848	.193	-.21
USG11a	32	3.31	3.11	.110	.011	0.62	0.80	5,802	.160	.25
USG11b	25	3.00	3.09	.144	.012	0.72	0.85	4,751	.581	-.11
USG11c	27	3.13	2.87	.150	.015	0.78	0.94	4,162	.140	.29
USG11d	24	2.93	2.83	.160	.014	0.78	0.93	4,540	.594	.11
USG12_20 ^k	39	.489	.550	.0806	.0060	--	--	--	.442	-.12

Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent *t*-tests. Items with categorical response sets are left blank.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.
- d. Effect size for independent *t*-tests uses Cohen's *d*; *z*-tests use Cohen's *h*.
- e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.
- f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- h. Degrees of freedom used to compute the *t*-tests. Values differ from *N*s due to weighting and whether equal variances were assumed.
- i. Statistical comparisons are two-tailed independent *t*-tests or *z*-tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.
- j. Statistical comparison uses *z*-test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.
- k. Mean represents the proportion who responded (depending on the item) "Done or in progress" or "Yes."

Key to symbols:

- ▲ **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.
- ▽ **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.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.

NSSE 2020

Engagement Indicators

Gordon State College

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

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

Seniors

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

Academic Challenge: First-year students

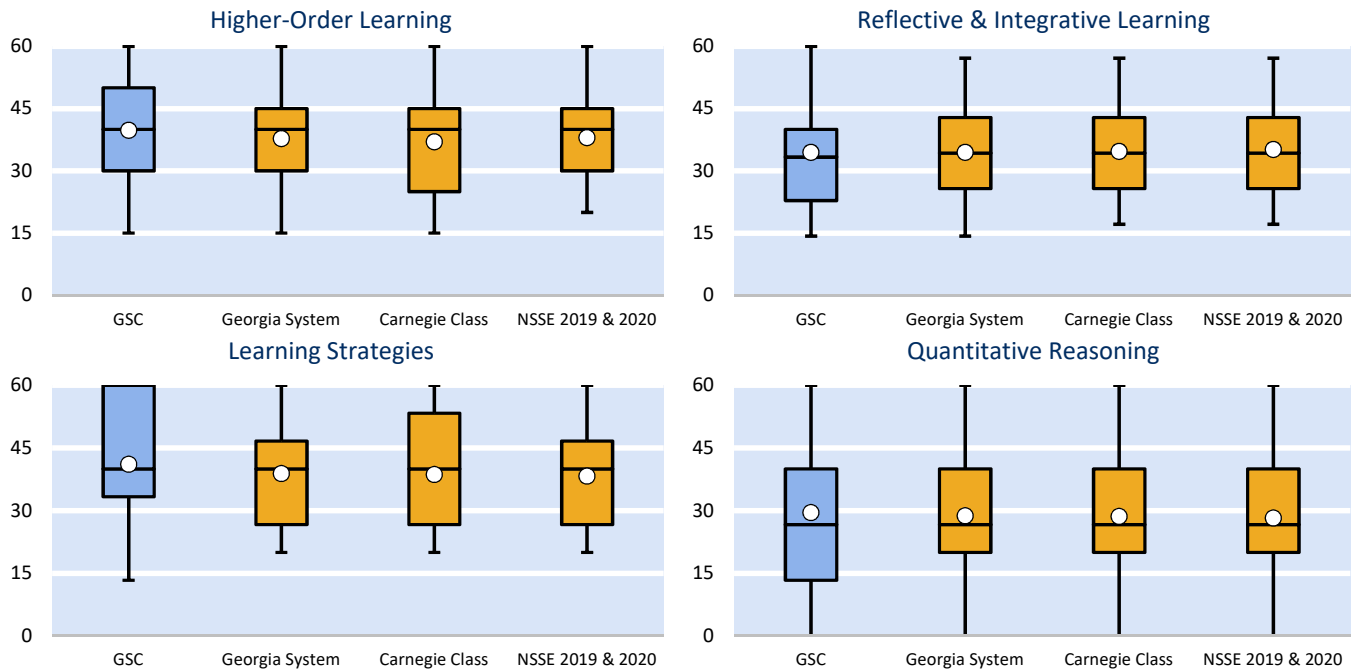
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	GSC Mean	Your first-year students compared with					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.8	37.8	.14	37.0	.20	38.1	.13
Reflective & Integrative Learning	34.5	34.5	.00	34.7	-.02	35.2	-.06
Learning Strategies	41.1	38.9	.16	38.7	.17	38.3	.21
Quantitative Reasoning	29.6	28.8	.05	28.6	.06	28.2	.09

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and		
	GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	66	</		

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

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

Academic Challenge: Seniors

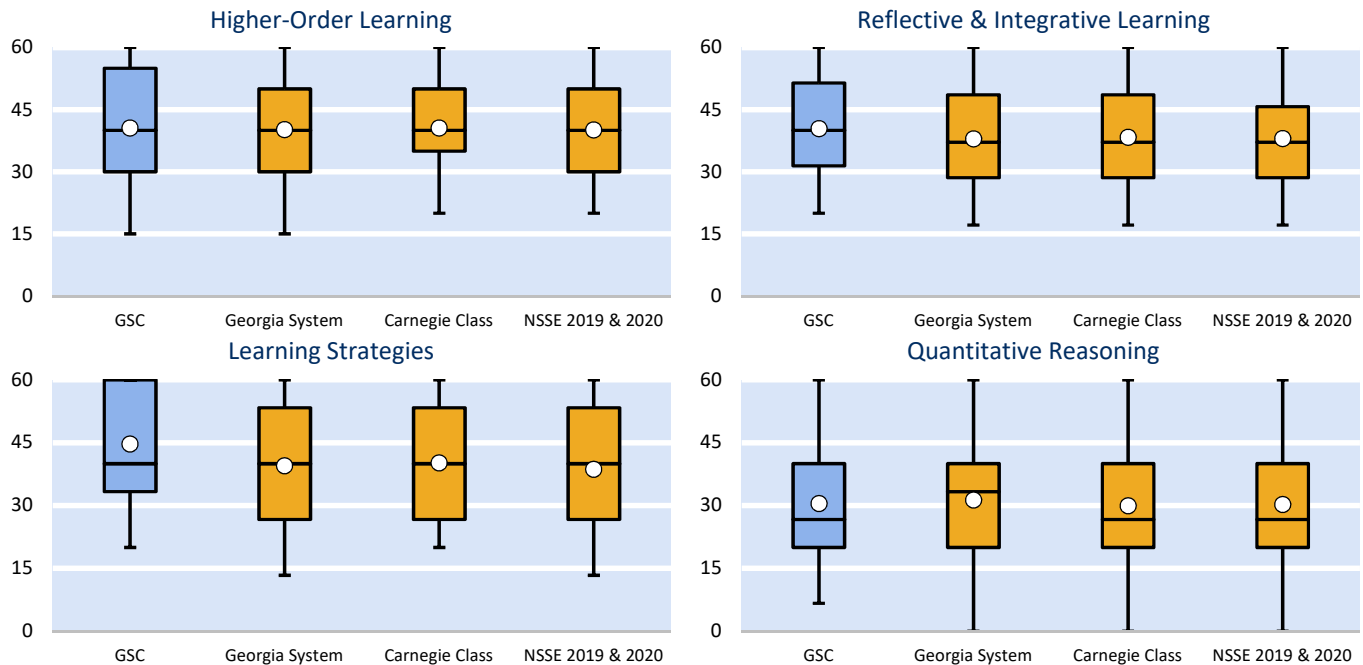
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	GSC Mean	Your seniors compared with					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.6	40.2	.03	40.6	.00	40.1	.03
Reflective & Integrative Learning	40.4	38.0	.20	38.4	.16	38.1	.19
Learning Strategies	44.6	39.5 *	.35	40.2 *	.31	38.6 **	.41
Quantitative Reasoning	30.5	31.3	-.05	30.0	.03	30.2	.02

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

Score Distributions



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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	-0	-1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80	+5	+5	+5
4d. Evaluating a point of view, decision, or information source	67	-3	-5	-4
4e. Forming a new idea or understanding from various pieces of information	75	+2	+1	+2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	63	-4	-4	-5
2b. Connected your learning to societal problems or issues	61	+2	+0	+0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	+11	+9	+9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	74	+8	+7	+8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	80	+6	+6	+7
2f. Learned something that changed the way you understand an issue or concept	64	-8	-10	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	89	+6	+6	+6
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	83	+5	+5	+5
9b. Reviewed your notes after class	80	+15	+14	+18
9c. Summarized what you learned in class or from course materials	87	+21	+18	+22
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	-4	-0	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+3	+3	+4
6c. Evaluated what others have concluded from numerical information	40	-9	-4	-6

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

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Learning with Peers: First-year students

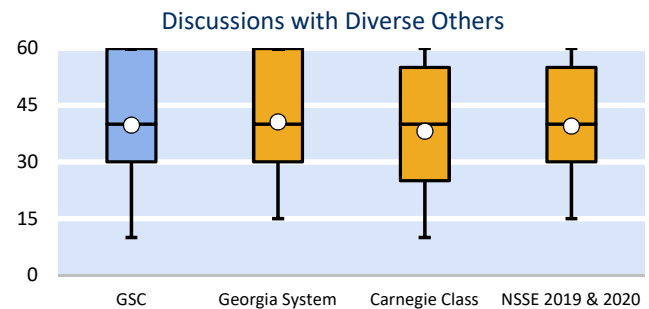
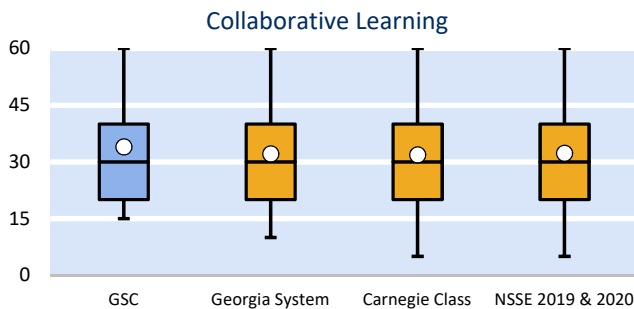
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	GSC Mean	Your first-year students compared with					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.0	32.1	.13	31.8	.15	32.3	.12
Discussions with Diverse Others	39.8	40.6	-.05	38.1	.10	39.5	.02

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

Score Distributions



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Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and			
	GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
1e. Asked another student to help you understand course material	63	+12	+13	+10	
1f. Explained course material to one or more students	52	-5	-4	-5	
1g. Prepared for exams by discussing or working through course material with other students	47	-2	-2	-3	
1h. Worked with other students on course projects or assignments	58	+4	+6	+3	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of a race or ethnicity other than your own	81	+6	+14	+10	
8b. People from an economic background other than your own	70	-3	+5	-2	
8c. People with religious beliefs other than your own	68	-0	+5	+1	
8d. People with political views other than your own	57	-9	-6	-7	

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

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Learning with Peers: Seniors

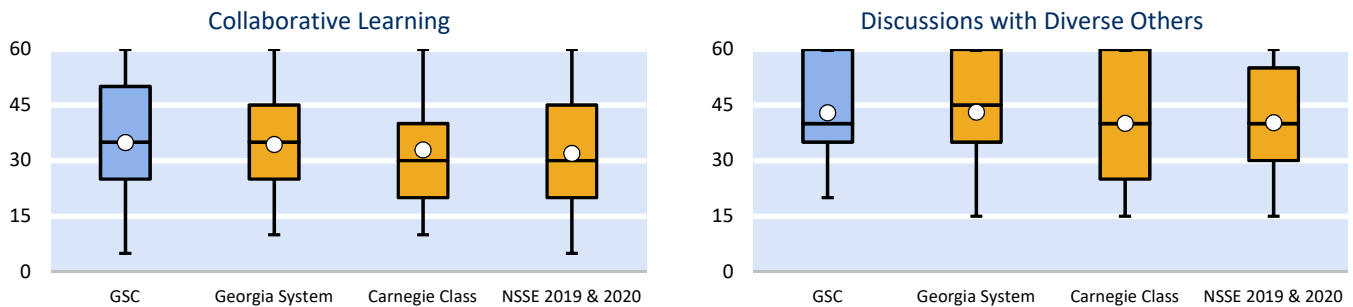
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Mean Comparisons

Engagement Indicator	GSC Mean	Your seniors compared with					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.9	34.4	.03	32.9	.14	32.0	.18
Discussions with Diverse Others	42.9	43.1	-.01	40.1	.17	40.2	.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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Performance on Indicator Items

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		Percentage point difference ^a between your seniors and		
	GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	50	+2	+9	+6
1f. Explained course material to one or more students	70	+8	+11	+13
1g. Prepared for exams by discussing or working through course material with other students	54	+4	+4	+8
1h. Worked with other students on course projects or assignments	62	-7	-1	-1
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	79	-1	+12	+7
8b. People from an economic background other than your own	85	+8	+15	+12
8c. People with religious beliefs other than your own	76	+4	+8	+9
8d. People with political views other than your own	74	+5	+7	+9

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

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Experiences with Faculty: First-year students

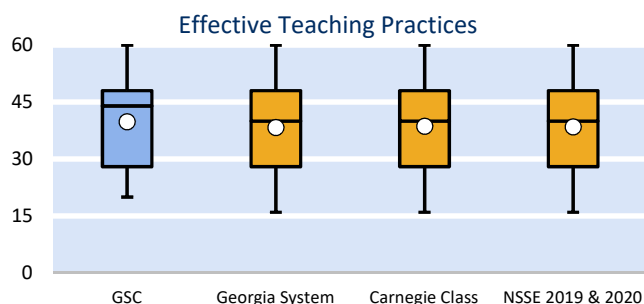
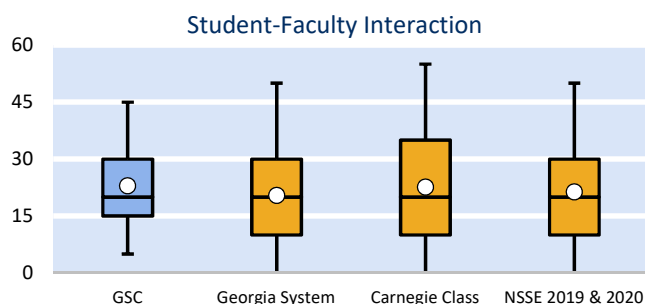
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	GSC Mean	Your first-year students compared with					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.0	20.4	.17	22.6	.02	21.4	.11
Effective Teaching Practices	39.8	38.3	.11	38.7	.08	38.4	.10

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

Score Distributions



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Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and			
	GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	38	+1	-3	-1	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	38	+18	+13	+17	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+3	-0	+2	
3d. Discussed your academic performance with a faculty member	20	-9	-15	-10	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	73	-2	-1	-4	
5b. Taught course sessions in an organized way	74	+1	+4	-0	
5c. Used examples or illustrations to explain difficult points	70	-3	-2	-4	
5d. Provided feedback on a draft or work in progress	62	+0	-4	-1	
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+8	+5	+7	

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

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Experiences with Faculty: Seniors

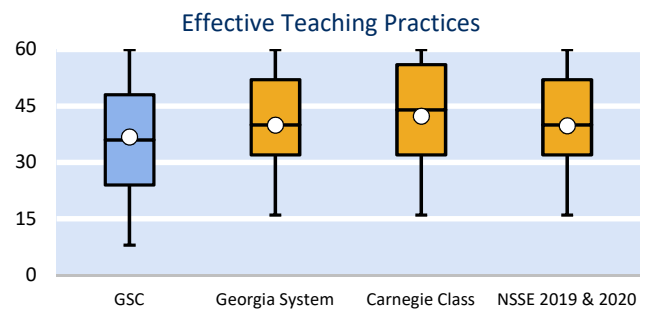
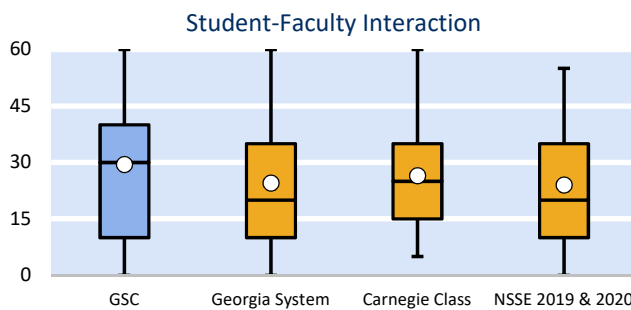
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	GSC Mean	Your seniors compared with					
		Georgia System Effect size		Carnegie Class Effect size		NSSE 2019 & 2020 Effect size	
Student-Faculty Interaction	29.4	24.4 *	.30	26.5	.19	23.9 *	.34
Effective Teaching Practices	36.7	39.9	-.23	42.3 **	-.39	39.7	-.22

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

Score Distributions



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Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	62	+19	+11	+18
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	+4	+1	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	47	+12	+12	+14
3d. Discussed your academic performance with a faculty member	55	+22	+17	+22
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	73	-6	-8	-7
5b. Taught course sessions in an organized way	67	-9	-11	-10
5c. Used examples or illustrations to explain difficult points	73	-5	-8	-4
5d. Provided feedback on a draft or work in progress	63	+1	-5	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-5	-11	-5

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

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Campus Environment: First-year students

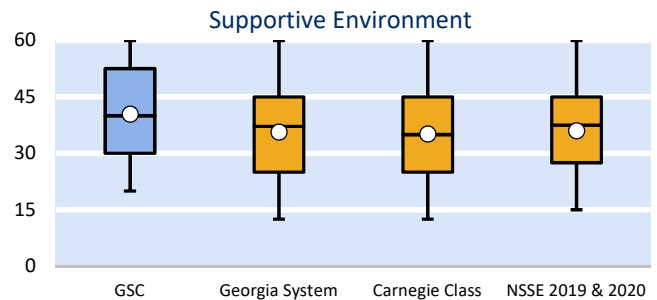
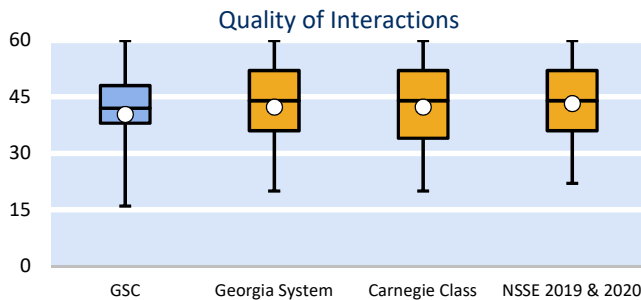
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	GSC Mean	Your first-year students compared with					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.3	42.3	-.16	42.3	-.15	43.2	-.25
Supportive Environment	40.4	35.7	.34	35.1	.36	36.0	.33

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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Performance on Indicator Items

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

Quality of Interactions	GSC	Percentage point difference ^a between your FY students and		
		Georgia System	Carnegie Class	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	29	-21	-18	-24
13b. Academic advisors	30	-23	-23	-24
13c. Faculty	31	-19	-20	-22
13d. Student services staff (career services, student activities, housing, etc.)	56	+10	+8	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+3	-0	+0
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	79	+6	+6	+4
14c. Using learning support services (tutoring services, writing center, etc.)	79	+3	+2	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	-11	-8	-11
14e. Providing opportunities to be involved socially	92	+23	+26	+21
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	81	+15	+18	+13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	68	+28	+25	+26
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	+3	+8	+3
14i. Attending events that address important social, economic, or political issues	61	+14	+15	+13

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

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

Campus Environment: Seniors

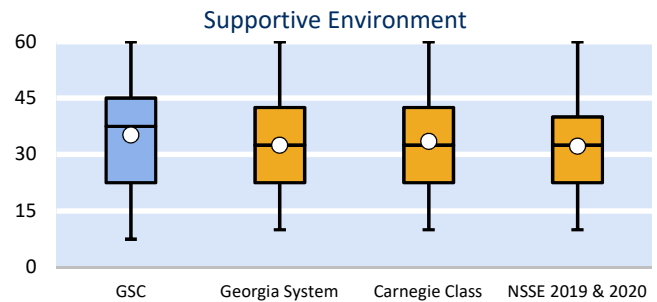
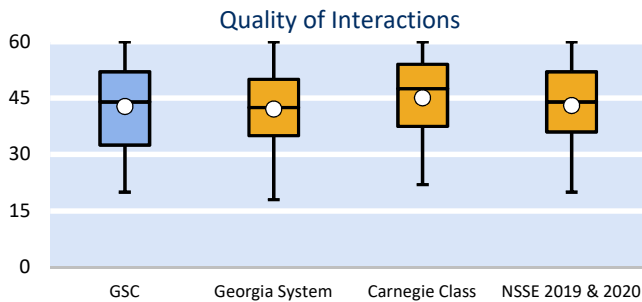
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Mean Comparisons

Engagement Indicator	GSC Mean	Your seniors compared with					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.8	42.1	.06	45.1	-.19	43.0	-.02
Supportive Environment	35.2	32.5	.19	33.5	.12	32.2	.21

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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		Percentage point difference ^a between your seniors and		
	GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	57	-0	-5	-1
13b. Academic advisors	43	-7	-17	-11
13c. Faculty	65	+8	-0	+7
13d. Student services staff (career services, student activities, housing, etc.)	58	+16	+8	+14
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+5	-8	-0
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	76	+6	+2	+6
14c. Using learning support services (tutoring services, writing center, etc.)	81	+16	+11	+14
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	72	+18	+18	+18
14e. Providing opportunities to be involved socially	70	+3	+5	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+13	+10	+13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	+10	+3	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	+2	+7	+7
14i. Attending events that address important social, economic, or political issues	49	+8	+5	+8

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

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

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NSSE 2020 Engagement Indicators

Comparisons with High-Performing Institutions

Gordon State College

Comparisons with Top 50% and Top 10% Institutions

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

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

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

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

First-Year Students

Theme	Engagement Indicator	GSC Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.8	39.3	.03	✓	41.4	-.13	
	Reflective and Integrative Learning	34.5	36.7	-.19		39.0 *	-.38	
	Learning Strategies	41.1	39.9	.09	✓	42.3	-.08	✓
	Quantitative Reasoning	29.6	29.4	.01	✓	31.4	-.12	
Learning with Peers	Collaborative Learning	34.0	35.2	-.09	✓	37.4	-.25	
	Discussions with Diverse Others	39.8	41.5	-.11		43.6	-.27	
Experiences with Faculty	Student-Faculty Interaction	23.0	24.5	-.10		28.1	-.33	
	Effective Teaching Practices	39.8	40.5	-.06	✓	42.3	-.18	
Campus Environment	Quality of Interactions	40.3	45.2	-.43		47.2 **	-.59	
	Supportive Environment	40.4	37.9	.19	✓	40.0	.03	✓

Seniors

Theme	Engagement Indicator	GSC Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.6	41.7	-.09	✓	43.2	-.20	
	Reflective and Integrative Learning	40.4	39.8	.05	✓	41.8	-.11	
	Learning Strategies	44.6	40.7	.27	✓	42.7	.14	✓
	Quantitative Reasoning	30.5	31.4	-.06	✓	33.4	-.18	
Learning with Peers	Collaborative Learning	34.9	35.9	-.08	✓	38.4	-.26	
	Discussions with Diverse Others	42.9	42.1	.05	✓	43.8	-.06	✓
Experiences with Faculty	Student-Faculty Interaction	29.4	29.7	-.02	✓	33.2	-.24	
	Effective Teaching Practices	36.7	41.8 **	-.37		43.7 ***	-.52	
Campus Environment	Quality of Interactions	42.8	45.2	-.21		47.4 *	-.38	
	Supportive Environment	35.2	34.6	.04	✓	36.8	-.11	

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

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

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

NSSE 2020 Engagement Indicators

Detailed Statistics^a

Gordon State College

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
GSC (N = 28)	39.8	13.7	2.60	15	30	40	50	60				
Georgia System	37.8	14.2	.18	15	30	40	45	60	6,527	2.0	.463	.140
Carnegie Class	37.0	14.1	.39	15	25	40	45	60	1,335	2.8	.305	.197
NSSE 2019 & 2020	38.1	13.2	.03	20	30	40	45	60	145,213	1.7	.495	.130
Top 50%	39.3	13.1	.05	20	30	40	50	60	82,178	.4	.859	.034
Top 10%	41.4	12.8	.10	20	35	40	50	60	15,776	-1.6	.507	-.126
Reflective & Integrative Learning												
GSC (N = 29)	34.5	12.8	2.38	14	23	33	40	60				
Georgia System	34.5	12.7	.15	14	26	34	43	57	7,213	.0	1.000	.000
Carnegie Class	34.7	12.5	.33	17	26	34	43	57	1,453	-.2	.921	-.019
NSSE 2019 & 2020	35.2	12.0	.03	17	26	34	43	57	157,155	-.7	.751	-.059
Top 50%	36.7	11.8	.04	17	29	37	46	57	80,271	-2.2	.308	-.189
Top 10%	39.0	11.7	.10	20	31	40	49	60	12,628	-4.5	.039	-.384
Learning Strategies												
GSC (N = 25)	41.1	16.5	3.30	13	33	40	60	60				
Georgia System	38.9	14.1	.18	20	27	40	47	60	6,020	2.3	.422	.161
Carnegie Class	38.7	14.3	.41	20	27	40	53	60	1,251	2.5	.390	.174
NSSE 2019 & 2020	38.3	13.8	.04	20	27	40	47	60	137,270	2.9	.298	.208
Top 50%	39.9	13.7	.05	20	33	40	53	60	69,651	1.2	.654	.090
Top 10%	42.3	14.1	.11	20	33	40	53	60	15,370	-1.2	.680	-.083
Quantitative Reasoning												
GSC (N = 26)	29.6	19.5	3.83	0	13	27	40	60				
Georgia System	28.8	16.0	.20	0	20	27	40	60	6,157	.8	.797	.051
Carnegie Class	28.6	15.8	.45	0	20	27	40	60	1,270	1.0	.757	.061
NSSE 2019 & 2020	28.2	15.3	.04	0	20	27	40	60	25	1.4	.726	.089
Top 50%	29.4	15.2	.05	7	20	27	40	60	25	.1	.972	.009
Top 10%	31.4	15.3	.11	7	20	33	40	60	25	-1.8	.639	-.119
Learning with Peers												
Collaborative Learning												
GSC (N = 33)	34.0	13.9	2.42	15	20	30	40	60				
Georgia System	32.1	14.7	.16	10	20	30	40	60	8,067	1.9	.456	.130
Carnegie Class	31.8	15.1	.39	5	20	30	40	60	1,536	2.2	.409	.146
NSSE 2019 & 2020	32.3	14.7	.04	5	20	30	40	60	169,263	1.7	.497	.119
Top 50%	35.2	13.7	.04	15	25	35	45	60	104,459	-1.2	.624	-.086
Top 10%	37.4	13.5	.09	15	30	40	45	60	21,905	-3.4	.151	-.251
Discussions with Diverse Others												
GSC (N = 26)	39.8	16.5	3.25	10	30	40	60	60				
Georgia System	40.6	16.2	.21	15	30	40	60	60	6,078	-.8	.795	-.051
Carnegie Class	38.1	16.3	.47	10	25	40	55	60	1,254	1.7	.603	.103
NSSE 2019 & 2020	39.5	15.6	.04	15	30	40	55	60	138,275	.3	.934	.016
Top 50%	41.5	15.0	.05	20	30	40	55	60	92,771	-1.7	.565	-.113
Top 10%	43.6	14.5	.10	20	35	45	60	60	19,232	-3.9	.177	-.266

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
GSC (N = 28)	23.0	14.1	2.64	5	15	20	30	45				
Georgia System	20.4	15.1	.18	0	10	20	30	50	6,825	2.5	.373	.167
Carnegie Class	22.6	15.8	.43	0	10	20	35	55	1,392	.4	.896	.025
NSSE 2019 & 2020	21.4	14.6	.04	0	10	20	30	50	150,386	1.6	.559	.110
Top 50%	24.5	14.7	.06	5	15	20	35	55	53,060	-1.5	.586	-.102
Top 10%	28.1	15.5	.18	5	15	25	40	60	7,042	-5.1	.077	-.332
Effective Teaching Practices												
GSC (N = 27)	39.8	15.1	2.91	20	28	44	48	60				
Georgia System	38.3	13.8	.17	16	28	40	48	60	6,478	1.5	.581	.107
Carnegie Class	38.7	14.0	.39	16	28	40	48	60	1,325	1.1	.681	.080
NSSE 2019 & 2020	38.4	13.2	.03	16	28	40	48	60	144,664	1.3	.599	.102
Top 50%	40.5	13.2	.05	20	32	40	52	60	60,145	-.7	.772	-.056
Top 10%	42.3	14.1	.11	16	32	44	56	60	16,594	-2.5	.364	-.176
Campus Environment												
Quality of Interactions												
GSC (N = 20)	40.3	14.5	3.22	16	38	42	48	60				
Georgia System	42.3	12.4	.17	20	36	44	52	60	5,634	-2.0	.479	-.158
Carnegie Class	42.3	13.1	.39	20	34	44	52	60	1,156	-2.0	.506	-.149
NSSE 2019 & 2020	43.2	11.8	.03	22	36	44	52	60	128,415	-2.9	.265	-.248
Top 50%	45.2	11.2	.05	24	38	46	54	60	56,232	-4.9	.050	-.435
Top 10%	47.2	11.6	.10	25	40	50	58	60	13,547	-6.9	.008	-.592
Supportive Environment												
GSC (N = 22)	40.4	14.1	2.99	20	30	40	53	60				
Georgia System	35.7	14.2	.19	13	25	37	45	60	5,833	4.7	.113	.335
Carnegie Class	35.1	14.5	.42	13	25	35	45	60	1,222	5.3	.087	.365
NSSE 2019 & 2020	36.0	13.5	.04	15	28	38	45	60	132,833	4.4	.119	.330
Top 50%	37.9	13.1	.05	18	30	38	48	60	67,825	2.6	.357	.195
Top 10%	40.0	12.9	.12	18	33	40	50	60	11,963	.4	.879	.032

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

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

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

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

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

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

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

NSSE 2020 Engagement Indicators

Detailed Statistics^a Gordon State College

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
GSC (N = 50)	40.6	14.3	2.02	15	30	40	55	60				
Georgia System	40.2	13.8	.15	15	30	40	50	60	8,210	.4	.852	.027
Carnegie Class	40.6	13.7	.50	20	35	40	50	60	788	.0	.989	-.002
NSSE 2019 & 2020	40.1	13.5	.03	20	30	40	50	60	214,521	.5	.806	.035
Top 50%	41.7	13.4	.04	20	35	40	55	60	94,563	-1.1	.547	-.085
Top 10%	43.2	13.3	.09	20	35	40	55	60	23,043	-2.6	.168	-.196
Reflective & Integrative Learning												
GSC (N = 53)	40.4	12.7	1.73	20	31	40	51	60				
Georgia System	38.0	12.6	.13	17	29	37	49	60	8,953	2.5	.154	.195
Carnegie Class	38.4	12.7	.45	17	29	37	49	60	857	2.0	.257	.160
NSSE 2019 & 2020	38.1	12.5	.03	17	29	37	46	60	227,408	2.3	.168	.189
Top 50%	39.8	12.2	.04	20	31	40	49	60	93,898	.6	.719	.049
Top 10%	41.8	12.0	.10	20	34	40	51	60	15,196	-1.4	.411	-.113
Learning Strategies												
GSC (N = 46)	44.6	13.0	1.92	20	33	40	60	60				
Georgia System	39.5	14.7	.17	13	27	40	53	60	7,711	5.2	.017	.352
Carnegie Class	40.2	14.5	.54	20	27	40	53	60	769	4.5	.042	.310
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	205,415	6.0	.005	.412
Top 50%	40.7	14.5	.04	20	33	40	53	60	104,776	4.0	.063	.274
Top 10%	42.7	14.4	.08	20	33	40	60	60	33,722	2.0	.353	.137
Quantitative Reasoning												
GSC (N = 47)	30.5	16.2	2.37	7	20	27	40	60				
Georgia System	31.3	16.4	.19	0	20	33	40	60	7,826	-.8	.727	-.051
Carnegie Class	30.0	15.7	.58	0	20	27	40	60	782	.5	.820	.034
NSSE 2019 & 2020	30.2	16.2	.04	0	20	27	40	60	208,002	.2	.918	.015
Top 50%	31.4	16.1	.04	0	20	33	40	60	133,986	-.9	.693	-.058
Top 10%	33.4	15.9	.10	7	20	33	40	60	26,267	-2.9	.216	-.181
Learning with Peers												
Collaborative Learning												
GSC (N = 54)	34.9	15.3	2.08	5	25	35	50	60				
Georgia System	34.4	14.5	.15	10	25	35	45	60	9,623	.5	.810	.033
Carnegie Class	32.9	14.4	.50	10	20	30	40	60	879	2.0	.330	.136
NSSE 2019 & 2020	32.0	15.6	.03	5	20	30	45	60	237,862	2.9	.173	.184
Top 50%	35.9	14.0	.04	15	25	35	45	60	124,314	-1.1	.577	-.076
Top 10%	38.4	13.6	.09	15	30	40	50	60	21,679	-3.5	.057	-.258
Discussions with Diverse Others												
GSC (N = 44)	42.9	15.5	2.34	20	35	40	60	60				
Georgia System	43.1	15.3	.17	15	35	45	60	60	7,753	-.2	.932	-.013
Carnegie Class	40.1	16.1	.60	15	25	40	60	60	759	2.8	.265	.173
NSSE 2019 & 2020	40.2	15.9	.04	15	30	40	55	60	206,304	2.7	.262	.169
Top 50%	42.1	15.5	.04	15	30	40	60	60	133,190	.8	.717	.055
Top 10%	43.8	15.3	.08	20	35	45	60	60	33,477	-.9	.707	-.057

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
GSC (N = 49)	29.4	18.4	2.63	0	10	30	40	60				
Georgia System	24.4	16.4	.18	0	10	20	35	60	8,587	5.0	.034	.304
Carnegie Class	26.5	15.7	.56	5	15	25	35	60	52	3.0	.278	.186
NSSE 2019 & 2020	23.9	16.1	.03	0	10	20	35	55	48	5.5	.042	.342
Top 50%	29.7	15.9	.07	5	20	30	40	60	48	-.2	.925	-.016
Top 10%	33.2	16.0	.17	10	20	35	45	60	48	-3.8	.153	-.239
Effective Teaching Practices												
GSC (N = 51)	36.7	15.9	2.23	8	24	36	48	60				
Georgia System	39.9	14.0	.15	16	32	40	52	60	8,156	-3.2	.105	-.229
Carnegie Class	42.3	14.3	.52	16	32	44	56	60	803	-5.6	.008	-.385
NSSE 2019 & 2020	39.7	13.8	.03	16	32	40	52	60	214,274	-3.0	.120	-.218
Top 50%	41.8	13.7	.05	20	32	40	52	60	80,742	-5.1	.008	-.370
Top 10%	43.7	13.4	.10	20	36	44	56	60	17,761	-7.0	.000	-.521
Campus Environment												
Quality of Interactions												
GSC (N = 40)	42.8	13.1	2.06	20	33	44	52	60				
Georgia System	42.1	12.3	.14	18	35	43	50	60	7,240	.7	.702	.060
Carnegie Class	45.1	12.0	.46	22	38	48	54	60	720	-2.3	.251	-.186
NSSE 2019 & 2020	43.0	12.1	.03	20	36	44	52	60	190,172	-.2	.907	-.018
Top 50%	45.2	11.7	.04	24	38	48	54	60	85,198	-2.4	.191	-.206
Top 10%	47.4	12.0	.07	24	40	50	58	60	27,278	-4.6	.016	-.379
Supportive Environment												
GSC (N = 41)	35.2	15.8	2.47	8	23	38	45	60				
Georgia System	32.5	14.1	.16	10	23	33	43	60	7,499	2.7	.225	.190
Carnegie Class	33.5	14.4	.54	10	23	33	43	60	752	1.7	.468	.116
NSSE 2019 & 2020	32.2	14.2	.03	10	23	33	40	60	200,557	3.0	.174	.212
Top 50%	34.6	14.0	.05	13	25	35	45	60	88,732	.6	.779	.044
Top 10%	36.8	14.1	.11	13	28	38	48	60	15,926	-1.6	.469	-.113

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 $\pm$ 1.96 x SE) is the range that is 95% likely to contain the true population mean.

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

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

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

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

NSSE 2020

Frequencies and Statistical Comparisons

Gordon State College

NSSE 2020 Frequencies and Statistical Comparisons

About This Report

The *Frequencies and Statistical Comparisons* report presents item-by-item student responses and statistical comparisons that allow you to examine patterns of similarity and difference between your students and those at your comparison group institutions. The report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website (nsse.indiana.edu) or contact a member of the NSSE team.

1. **Class level:** As reported by your institution.

2. **Item numbers:** Numbering corresponds to the survey available on the NSSE website.

3. **Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

4. **Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.

5. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

Note: Column percentages and statistics are weighted by institution-reported sex and enrollment status. Comparison group statistics are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: go.iu.edu/NSSE-weights

6. **Statistical comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #7) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Exceptions are items 11 a-f which are compared using a z -test.

NSSE Frequencies and Statistical Comparisons

NSSEville State University

Seniors ← 1

		Frequency Distributions ^a								Statistical Comparisons ^b						
		NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort		Your seniors compared with						
		Count	%	Count	%	Count	%	Count	%	NSSEville State	Admissions Overlap	Effect size ^c	Carnegie UG Program	Effect size ^c	NSSE Cohort	Effect size ^c
Item wording or description	Variable name ^d	Values ^e		Response options						Mean	Mean		Mean		Mean	
6. During the current school year, about how often have you done the following?																
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	3	0	244	2	54	2	6,952	3					
		2	Sometimes	19	20	4,397	27	845	29	75,222	33					
		3	Often	112	33	5,947	37	1,086	38	81,724	35					
		4	Very often	280	46	5,440	34	889	31	66,983	29					
		Total	630	100	16,028	100	2,874	100	230,881	100						
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	82	13	2,369	14	401	14	35,490	16					
		2	Sometimes	267	42	5,959	37	978	34	79,495	34					
		3	Often	164	26	4,548	29	888	31	67,348	29					
		4	Very often	113	19	2,072	20	52	21	47,208	21					
		Total	626	100	15,148	100	2,858	100	229,541	100						
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	25	4	778	5	134	5	12,543	6					
		2	Sometimes	56	9	1,666	11	262	10	28,134	13					
		3	Often	384	63	9,147	57	1,586	57	128,802	56					
		4	Very often	150	24	4,267	27	851	29	58,873	26					
		Total	615	100	15,858	100	2,833	100	228,352	100						

7. **Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. A positive effect size indicates that your institution's mean was greater than that of the comparison group, thus showing a favorable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. Effect sizes for independent t -tests use Cohen's d ; z -tests use Cohen's h . Cohen's d is calculated by dividing the mean difference by the pooled standard deviation. Cohen's h is calculated by taking the difference in the proportion of students who responded "Done or in progress" after the proportion has been transformed using a non-linear (arcsine) transformation. See: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd edition)*. New York: Psychology Press.

8. **Key to symbols:**

- ▲ 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.
- ▽ 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.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.

NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
1. During the current school year, about how often have you done the following?																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	1	3	342	5	48	3	9,217	4	2.9	2.8	.19	2.9	.07	2.8	.15	
		2	Sometimes	10	33	2,655	38	563	34	94,453	37								
		3	Often	12	34	2,257	33	620	36	90,245	35								
		4	Very often	11	30	1,648	24	455	27	62,444	24								
		Total		34	100	6,902	100	1,686	100	256,359	100								
b. Come to class without completing readings or assignments	unpreparedr (Reverse-coded version of unprepared created by NSSE.)	1	Very often	3	8	335	5	88	5	12,215	5	2.9	3.0	-.13	3.1	-.18	3.1	-.16	
		2	Often	4	11	837	12	190	11	29,317	12								
		3	Sometimes	20	60	3,774	55	882	53	140,618	55								
		4	Never	8	21	1,919	28	510	30	73,300	29								
		Total		35	100	6,865	100	1,670	100	255,450	100								
c. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	attendart	1	Never	18	51	3,293	49	816	49	105,274	43	1.8	1.8	.01	1.8	.00	1.8	-.09	
		2	Sometimes	10	28	2,327	34	509	31	94,434	36								
		3	Often	4	12	774	11	201	12	35,388	13								
		4	Very often	3	8	453	7	139	7	19,783	7								
		Total		35	100	6,847	100	1,665	100	254,879	100								
d. Asked another student to help you understand course material	CLaskhelp	1	Never	2	5	731	11	173	12	23,305	11	2.8	2.6	.22	2.6	.24	2.6	.20	
		2	Sometimes	11	32	2,517	38	635	39	93,218	37								
		3	Often	14	42	2,233	33	521	30	90,763	34								
		4	Very often	8	20	1,349	18	333	19	47,215	18								
		Total		35	100	6,830	100	1,662	100	254,501	100								
e. Explained course material to one or more students	CLexplain	1	Never	1	4	430	7	117	8	15,433	7	2.7	2.7	.03	2.7	.03	2.7	.04	
		2	Sometimes	14	44	2,507	37	597	36	90,995	36								
		3	Often	9	28	2,541	37	601	35	99,957	38								
		4	Very often	9	24	1,326	20	346	21	47,413	19								
		Total		33	100	6,804	100	1,661	100	253,798	100								
f. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	5	16	1,055	16	271	17	37,122	16	2.5	2.5	.00	2.5	.00	2.5	-.01	
		2	Sometimes	12	38	2,357	35	553	34	85,261	34								
		3	Often	9	26	1,964	29	489	29	80,340	31								
		4	Very often	8	21	1,377	20	335	20	49,706	19								
		Total		34	100	6,753	100	1,648	100	252,429	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

Frequency Distributions^a

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				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
g. Worked with other students on course projects or assignments	CLproject	1	Never	3	9	650	10	174	11	21,033	9	2.8	2.6	.15	2.6	.18	2.6	.14	
		2	Sometimes	10	33	2,433	37	601	37	89,158	36								
		3	Often	11	31	2,338	35	542	33	93,109	36								
		4	Very often	9	27	1,257	18	317	19	47,600	18								
		Total	33	100	6,678	100	1,634	100	250,900	100									
h. Given a course presentation	present	1	Never	10	30	1,760	26	356	23	47,594	20	2.2	2.2	.02	2.2	-.07	2.3	-.12	
		2	Sometimes	12	36	2,830	43	683	43	109,493	43								
		3	Often	7	22	1,436	22	389	22	65,244	25								
		4	Very often	4	12	639	9	208	12	28,213	11								
		Total	33	100	6,665	100	1,636	100	250,544	100									
2. During the current school year, about how often have you done the following?																			
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	6	18	806	12	163	11	20,454	9	2.4	2.5	-.05	2.5	-.09	2.6	-.16	
		2	Sometimes	10	35	2,619	41	640	40	97,184	40								
		3	Often	10	31	2,177	33	572	35	92,098	37								
		4	Very often	5	16	908	14	238	14	37,080	15								
		Total	31	100	6,510	100	1,613	100	246,816	100									
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	6	22	828	14	174	12	22,678	10	2.4	2.5	-.13	2.5	-.16	2.6	-.19	
		2	Sometimes	10	34	2,422	37	643	40	94,425	39								
		3	Often	9	28	2,146	33	502	31	88,129	35								
		4	Very often	5	16	1,051	16	284	18	39,653	16								
		Total	30	100	6,447	100	1,603	100	244,885	100									
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	5	17	750	13	204	13	25,277	12	2.6	2.6	.01	2.6	.00	2.6	.02	
		2	Sometimes	7	24	2,238	36	581	36	90,800	38								
		3	Often	14	43	2,179	33	492	31	84,422	34								
		4	Very often	5	16	1,185	18	312	20	42,185	17								
		Total	31	100	6,352	100	1,589	100	242,684	100									
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	1	4	388	7	94	6	10,899	5	2.9	2.7	.13	2.8	.12	2.8	.10	
		2	Sometimes	10	33	1,986	33	503	32	76,273	32								
		3	Often	10	35	2,630	41	661	42	108,187	44								
		4	Very often	8	27	1,233	20	320	20	44,697	19								
		Total	29	100	6,237	100	1,578	100	240,056	100									

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NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

Frequency Distributions^a

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				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	RIperspect	1	Never	0	0	231	4	49	4	6,296	3	3.0	2.9	.11	2.9	.11	2.9	.11	
		2	Sometimes	9	30	1,586	27	411	27	61,456	26								
		3	Often	11	38	2,665	43	688	44	110,791	46								
		4	Very often	10	31	1,605	26	396	26	58,118	24								
		Total	30	100	6,087	100	1,544	100	236,661	100									
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	0	0	212	4	56	4	6,273	3	2.9	2.8	.04	2.8	.05	2.9	.00	
		2	Sometimes	11	39	1,879	32	489	33	68,853	30								
		3	Often	10	36	2,522	41	638	41	106,526	45								
		4	Very often	8	25	1,352	22	342	22	51,645	22								
		Total	29	100	5,965	100	1,525	100	233,297	100									
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	0	0	118	2	32	3	3,000	2	2.9	3.0	-.06	3.0	-.04	3.0	-.11	
		2	Sometimes	10	35	1,369	24	359	24	47,560	21								
		3	Often	9	34	2,769	47	717	46	115,608	50								
		4	Very often	9	30	1,622	28	404	27	64,357	28								
		Total	28	100	5,878	100	1,512	100	230,525	100									
3. During the current school year, about how often have you done the following?																			
a. Talked about career plans with a faculty member	SFCareer	1	Never	4	12	1,257	22	281	20	42,046	19	2.4	2.3	.08	2.4	.00	2.3	.04	
		2	Sometimes	15	50	2,395	41	581	39	98,707	43								
		3	Often	8	27	1,394	24	389	25	57,894	25								
		4	Very often	3	10	819	13	260	16	31,777	14								
		Total	30	100	5,865	100	1,511	100	230,424	100									
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFOtherwork	1	Never	12	38	3,045	53	701	48	107,645	48	2.1	1.7 * ▲	.37	1.9	.24	1.8	.32	
		2	Sometimes	7	24	1,589	27	421	27	72,786	31								
		3	Often	8	29	739	12	240	16	33,194	14								
		4	Very often	3	9	437	8	145	9	15,621	7								
		Total	30	100	5,810	100	1,507	100	229,246	100									
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFDiscuss	1	Never	7	23	2,126	38	492	34	70,230	32	2.1	2.0	.17	2.0	.08	2.0	.12	
		2	Sometimes	14	49	2,145	37	544	38	96,393	42								
		3	Often	6	22	978	17	298	19	43,136	19								
		4	Very often	2	6	477	8	157	10	17,367	8								
		Total	29	100	5,726	100	1,491	100	227,126	100									

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Discussed your academic performance with a faculty member	SFperform	1	Never	8	28	1,553	28	332	23	54,769	25	2.0	2.1	-.13	2.2	-.27	2.1	-.17	
		2	Sometimes	14	52	2,449	43	618	42	102,761	45								
		3	Often	4	14	1,193	21	357	23	49,500	22								
		4	Very often	2	7	532	9	185	12	19,950	9								
		Total	28	100	5,727	100	1,492	100	226,980	100									
4. During the current school year, how much has your coursework emphasized the following?																			
a. Memorizing course material	memorize	1	Very little	1	5	171	3	51	4	8,031	4	2.9	3.0	-.06	2.9	.03	2.9	.03	
		2	Some	6	25	1,303	23	383	27	57,970	26								
		3	Quite a bit	12	43	2,590	46	642	42	103,030	46								
		4	Very much	8	27	1,606	28	401	26	56,447	25								
		Total	27	100	5,670	100	1,477	100	225,478	100									
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	0	0	228	4	58	5	7,554	4	3.0	2.9	.09	2.9	.15	2.9	.09	
		2	Some	9	34	1,456	26	415	28	57,096	26								
		3	Quite a bit	9	33	2,494	44	660	45	105,244	46								
		4	Very much	9	32	1,460	25	333	23	54,288	24								
		Total	27	100	5,638	100	1,466	100	224,182	100									
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	2	9	247	5	71	5	7,775	4	3.0	2.9	.11	2.8	.18	2.9	.10	
		2	Some	6	19	1,514	27	434	30	58,629	27								
		3	Quite a bit	9	35	2,336	42	593	41	100,136	45								
		4	Very much	10	37	1,451	26	345	24	55,376	25								
		Total	27	100	5,548	100	1,443	100	221,916	100									
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	0	0	248	5	57	4	8,038	4	3.0	2.9	.16	2.9	.20	2.9	.15	
		2	Some	7	27	1,475	28	413	29	57,783	27								
		3	Quite a bit	12	44	2,381	43	626	43	101,223	45								
		4	Very much	8	29	1,402	25	344	23	53,643	24								
		Total	27	100	5,506	100	1,440	100	220,687	100									
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	0	0	267	5	64	5	7,757	4	3.0	2.9	.12	2.8	.15	2.9	.10	
		2	Some	7	27	1,467	28	399	28	57,765	27								
		3	Quite a bit	13	49	2,360	43	629	44	102,098	46								
		4	Very much	7	24	1,388	25	340	23	52,110	23								
		Total	27	100	5,482	100	1,432	100	219,730	100									

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Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
5. During the current school year, to what extent have your instructors done the following?																			
a. Clearly explained course goals and requirements	ETgoals	1	Very little	0	0	141	3	42	3	4,399	2	3.1	3.0	.09	3.0	.12	3.1	.07	
		2	Some	7	27	1,199	22	307	22	44,656	21								
		3	Quite a bit	9	35	2,339	43	606	43	101,288	46								
		4	Very much	11	38	1,752	32	459	31	67,801	31								
		Total	27	100	5,431	100	1,414	100	218,144	100									
b. Taught course sessions in an organized way	ETorganize	1	Very little	0	0	265	5	82	6	8,575	4	3.1	3.0	.17	2.9	.22	3.0	.16	
		2	Some	7	26	1,217	22	335	24	47,019	22								
		3	Quite a bit	8	35	2,316	43	577	41	99,802	45								
		4	Very much	11	38	1,612	30	419	29	62,081	29								
		Total	26	100	5,410	100	1,413	100	217,477	100									
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	1	3	211	4	59	5	7,118	4	3.0	3.0	.01	3.0	.05	3.0	.02	
		2	Some	7	26	1,234	23	313	23	47,481	22								
		3	Quite a bit	8	34	2,151	40	585	41	94,498	43								
		4	Very much	10	36	1,797	33	450	31	67,984	31								
		Total	26	100	5,393	100	1,407	100	217,081	100									
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	1	3	422	8	78	6	15,633	8	2.9	2.8	.07	2.9	-.05	2.8	.06	
		2	Some	9	34	1,579	30	385	28	63,164	29								
		3	Quite a bit	8	34	1,899	36	498	35	81,676	37								
		4	Very much	8	28	1,479	27	437	31	56,203	26								
		Total	26	100	5,379	100	1,398	100	216,676	100									
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	3	10	524	10	112	8	18,123	9	2.8	2.7	.09	2.8	.01	2.7	.08	
		2	Some	6	23	1,690	31	401	30	68,852	32								
		3	Quite a bit	10	44	1,859	35	527	37	82,113	38								
		4	Very much	7	23	1,299	23	360	25	46,950	22								
		Total	26	100	5,372	100	1,400	100	216,038	100									

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Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
6. During the current school year, about how often have you done the following?																			
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	3	12	556	10	149	10	23,410	10	2.7	2.6	.09	2.6	.14	2.6	.15	
		2	Sometimes	8	33	1,880	35	540	39	79,905	37								
		3	Often	7	28	1,882	37	463	34	78,247	37								
		4	Very often	7	27	943	18	238	17	31,804	16								
		Total	25	100	5,261	100	1,390	100	213,366	100									
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	6	26	1,084	21	242	17	41,808	19	2.4	2.3	.01	2.4	-.04	2.3	.03	
		2	Sometimes	8	30	1,968	38	560	40	85,472	40								
		3	Often	6	27	1,447	28	378	28	60,968	29								
		4	Very often	5	17	720	14	195	14	23,894	12								
		Total	25	100	5,219	100	1,375	100	212,142	100									
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	5	19	979	18	263	19	38,563	18	2.4	2.3	.03	2.3	.05	2.3	.05	
		2	Sometimes	11	47	2,094	41	565	41	88,979	42								
		3	Often	3	12	1,464	29	373	27	62,605	30								
		4	Very often	6	22	649	12	160	12	21,224	10								
		Total	25	100	5,186	100	1,361	100	211,371	100									
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																			
a. Up to 5 pages	wrshortnum (Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)	0	None	7	29	491	10	77	5	12,566	6	4.7	5.6	-.16	6.7	-.37	6.5	-.31	
		1.5	1-2	5	22	1,210	23	263	18	41,295	20								
		4	3-5	5	21	1,718	33	442	32	68,314	33								
		8	6-10	5	18	1,055	21	321	24	48,351	23								
		13	11-15	1	3	392	8	162	14	21,516	10								
		18	16-20	0	0	153	3	51	4	8,945	4								
		23	More than 20	2	7	160	3	51	4	9,962	5								
		Total	25	100	5,179	100	1,367	100	210,949	100									
b. Between 6 and 10 pages	wrmednum (Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	0	None	12	47	2,479	48	454	32	74,643	37	3.4	1.9	.45	2.8	.16	2.3	.33	
		1.5	1-2	5	21	1,580	30	495	35	77,326	36								
		4	3-5	4	15	634	12	216	17	37,195	17								
		8	6-10	1	5	320	7	143	12	14,483	7								
		13	11-15	1	5	89	2	35	3	4,314	2								
		18	16-20	1	3	23	0	7	0	1,066	1								
		23	More than 20	1	4	32	1	11	1	1,282	1								
		Total	25	100	5,157	100	1,361	100	210,309	100									

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
c. 11 pages or more	wrlongnum	0	None	17	65	4,209	81	1,037	74	159,816	76	2.3	1.0	.39	1.4	.26	1.0	.44	
	(Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	3	15	507	10	157	11	33,256	15								
	4	3-5	2	8	178	3	70	6	7,887	4									
	8	6-10	1	5	118	3	51	4	4,406	2									
	13	11-15	1	3	97	2	31	3	3,219	2									
	18	16-20	0	0	26	0	5	0	725	0									
	23	More than 20	1	4	34	1	13	1	1,149	1									
	Total	25	100	5,169	100	1,364	100	210,458	100										
Estimated number of assigned pages of student writing.	wrpages (Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)											75.9	47.2	.37	62.5	.16	52.5	.32	
8. During the current school year, about how often have you had discussions with people from the following groups?																			
a. People of a race or ethnicity other than your own	DDrace	1	Never	1	3	244	5	80	6	9,710	5	3.2	3.1	.05	3.0	.23	3.0	.16	
		2	Sometimes	4	16	1,040	20	354	27	51,355	24								
		3	Often	9	40	1,547	31	429	31	67,800	32								
		4	Very often	11	41	2,324	45	494	36	81,255	38								
		Total	25	100	5,155	100	1,357	100	210,120	100									
b. People from an economic background other than your own	DDeconomic	1	Never	1	5	238	5	74	6	9,183	5	3.0	3.1	-.01	2.9	.14	3.0	.02	
		2	Sometimes	6	25	1,191	23	384	29	49,026	24								
		3	Often	8	30	1,721	34	440	33	76,567	36								
		4	Very often	10	39	1,989	38	450	32	74,832	35								
		Total	25	100	5,139	100	1,348	100	209,608	100									
c. People with religious beliefs other than your own	DDreligion	1	Never	3	12	381	7	119	9	14,182	7	2.9	3.0	-.05	2.9	.09	2.9	.00	
		2	Sometimes	5	21	1,286	25	369	28	56,384	27								
		3	Often	7	30	1,489	30	431	32	67,889	32								
		4	Very often	10	38	1,974	38	432	31	71,202	34								
		Total	25	100	5,130	100	1,351	100	209,657	100									
d. People with political views other than your own	DDpolitical	1	Never	2	8	389	8	100	7	14,611	7	2.8	2.9	-.16	2.9	-.10	2.9	-.12	
		2	Sometimes	8	35	1,393	27	398	30	60,813	29								
		3	Often	7	27	1,542	30	441	32	68,112	32								
		4	Very often	8	30	1,813	35	416	31	66,202	32								
		Total	25	100	5,137	100	1,355	100	209,738	100									

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NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

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				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
9. During the current school year, about how often have you done the following?																			
a. Identified key information from reading assignments	LSreading	1	Never	1	5	137	3	39	3	3,888	2	3.1	3.0	.09	3.0	.11	3.0	.08	
		2	Sometimes	4	18	1,177	24	335	24	46,812	23								
		3	Often	10	44	2,287	45	587	45	99,707	47								
		4	Very often	9	34	1,493	28	380	27	57,964	27								
		Total	24	100	5,094	100	1,341	100	208,371	100									
b. Reviewed your notes after class	LSnotes	1	Never	1	5	189	4	50	4	9,077	5	3.1	3.0	.10	3.0	.09	2.9	.17	
		2	Sometimes	6	29	1,312	27	349	27	59,902	29								
		3	Often	5	21	1,847	37	480	36	75,608	36								
		4	Very often	12	45	1,727	32	460	33	63,563	30								
		Total	24	100	5,075	100	1,339	100	208,150	100									
c. Summarized what you learned in class or from course materials	LSSummary	1	Never	0	0	274	5	76	6	11,567	6	3.1	2.9	.21	2.8	.24	2.8	.26	
		2	Sometimes	7	33	1,434	29	399	31	63,289	31								
		3	Often	7	29	1,932	38	486	36	80,775	39								
		4	Very often	10	38	1,453	27	378	27	52,537	25								
		Total	24	100	5,093	100	1,339	100	208,168	100									
10. During the current school year, to what extent have your courses challenged you to do your best work?																			
challenge		1	Not at all	0	0	60	1	18	1	1,605	1	5.3	5.4	-.07	5.4	-.06	5.4	-.09	
		2		1	5	56	1	21	2	2,120	1								
		3		2	10	232	5	61	5	8,881	5								
		4		2	7	639	13	174	13	24,217	12								
		5		6	26	1,632	32	400	31	69,959	33								
		6		7	30	1,139	22	286	22	53,281	25								
		7	Very much	6	22	1,294	25	369	26	46,861	23								
		Total	24	100	5,052	100	1,329	100	206,924	100									
11. Which of the following have you done or do you plan to do before you graduate? ^f																			
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	7	30	730	15	239	19	26,628	14	4%	7%	-.10	7%	-.13	7%	-.13		
		Do not plan to do	3	14	278	6	85	7	10,802	6									
		Plan to do	12	52	3,691	73	903	67	154,148	73									
		Done or in progress	1	4	330	7	97	7	14,812	7									
		Total	23	100	5,029	100	1,324	100	206,390	100									

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NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

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				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Hold a formal leadership role in a student organization or group	leader		Have not decided	5	22	1,414	28	405	31	57,339	28	8%	9%	-.04	9%	-.05	10%	-.08	
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	9	39	1,295	27	403	31	47,650	24									
	Plan to do	7	31	1,835	36	386	29	79,501	38										
	Done or in progress	2	8	473	9	123	9	21,356	10										
	Total	23	100	5,017	100	1,317	100	205,846	100										
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom		Have not decided	6	24	1,583	32	490	37	68,483	33	10%	11%	-.06	11%	-.04	13%	-.10	
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	8	37	1,410	29	334	25	54,680	27									
	Plan to do	7	29	1,418	28	352	26	56,286	27										
	Done or in progress	2	10	593	11	137	11	25,696	13										
	Total	23	100	5,004	100	1,313	100	205,145	100										
d. Participate in a study abroad program	abroad		Have not decided	9	40	1,419	29	437	33	57,202	28	4%	2%	.08	3%	.07	3%	.06	
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	6	29	1,304	27	420	32	55,776	29									
	Plan to do	6	27	2,153	42	424	32	86,550	40										
	Done or in progress	1	4	125	2	36	3	5,639	3										
	Total	22	100	5,001	100	1,317	100	205,167	100										
e. Work with a faculty member on a research project	research		Have not decided	9	40	1,823	36	528	41	77,983	38	0%	5%	-.44	5%	-.47	5%	-.44	
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	5	22	1,285	26	332	25	48,061	24									
	Plan to do	8	38	1,648	33	383	29	69,751	33										
	Done or in progress	0	0	241	5	75	5	9,321	5										
	Total	22	100	4,997	100	1,318	100	205,116	100										
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone		Have not decided	5	23	1,801	36	530	41	67,570	34	10%	2% * ▲	.35	3%	.29	2% ** ▲	.36	
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	3	13	649	14	194	16	21,929	12									
	Plan to do	12	53	2,432	48	554	40	111,665	53										
	Done or in progress	2	10	117	2	39	3	3,782	2										
	Total	22	100	4,999	100	1,317	100	204,946	100										
12. About how many of your courses at this institution have included a community-based project (service-learning)?																			
	servcourse	1	None	11	50	2,561	51	646	50	96,144	48	1.7	1.6	.20	1.6	.11	1.6	.13	
		2	Some	7	31	2,004	41	520	39	88,811	43								
		3	Most	3	15	305	6	106	8	15,621	8								
		4	All	1	4	90	2	39	3	3,446	2								
			Total	22	100	4,960	100	1,311	100	204,022	100								

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NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b					
				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020	Effect size ^e	Effect size ^e
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean	Mean	Mean
13. Indicate the quality of your interactions with the following people at your institution.																	
a. Students	QIstudent	1	Poor	1	4	116	2	25	2	2,880	2	4.7	5.4 *	-.43	5.3	-.35	5.4 *
		2		1	6	104	2	35	3	3,761	2						
		3		2	10	263	5	88	7	9,217	5						
		4		4	20	588	12	200	16	23,617	12						
		5		7	31	1,351	27	327	25	54,387	27						
		6		2	10	1,239	25	292	22	55,154	26						
		7	Excellent	5	19	1,238	25	330	24	51,840	25						
		—	Not applicable	0	0	73	1	13	1	2,943	2						
		Total		22	100	4,972	100	1,310	100	203,799	100						
b. Academic advisors	QIadvisor	1	Poor	2	8	138	3	44	4	5,158	3	5.1	5.3	-.15	5.3	-.15	5.4
		2		0	0	188	4	48	3	7,194	4						
		3		1	4	350	7	82	6	13,191	6						
		4		1	6	602	12	157	12	25,335	12						
		5		11	52	998	20	257	20	41,271	20						
		6		1	4	1,068	21	251	19	44,431	22						
		7	Excellent	6	26	1,535	31	439	33	62,764	31						
		—	Not applicable	0	0	85	2	31	3	4,195	2						
		Total		22	100	4,964	100	1,309	100	203,539	100						
c. Faculty	QIfaculty	1	Poor	1	5	98	2	24	2	2,757	2	5.0	5.3	-.19	5.3	-.19	5.4
		2		0	0	131	3	41	3	4,338	2						
		3		2	10	269	6	78	6	9,978	5						
		4		2	9	687	14	175	14	25,261	13						
		5		9	45	1,263	25	298	22	52,389	26						
		6		2	10	1,333	27	324	25	57,882	28						
		7	Excellent	5	21	1,109	22	352	25	48,671	24						
		—	Not applicable	0	0	73	1	18	2	2,185	1						
		Total		21	100	4,963	100	1,310	100	203,461	100						

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				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Student services staff (career services, student activities, housing, etc.)	Qlstaff	1	Poor	1	4	211	4	56	5	5,932	3	5.1	5.1	.04	5.0	.06	5.2	-.03	
		2		1	4	192	4	55	4	6,632	3								
		3		1	6	314	6	91	7	12,629	6								
		4		1	4	646	13	163	13	26,378	13								
		5		3	16	1,041	21	193	15	44,338	21								
		6		6	29	951	19	249	17	44,212	21								
		7	Excellent	3	13	1,063	21	311	23	44,658	22								
		—	Not applicable	6	24	542	12	192	16	18,655	10								
	Total	22	100	4,960	100	1,310	100	203,434	100										
e. Other administrative staff and offices (registrar, financial aid, etc.)	Qladmin	1	Poor	1	5	213	4	48	4	6,140	3	4.9	5.0	-.04	5.1	-.11	5.2	-.13	
		2		1	4	250	5	61	4	7,523	4								
		3		2	11	346	7	88	7	13,654	7								
		4		2	10	694	14	182	14	28,078	14								
		5		4	21	1,105	22	249	19	44,999	22								
		6		7	33	977	20	241	17	43,898	21								
		7	Excellent	3	12	1,033	21	362	27	44,556	22								
		—	Not applicable	1	4	347	7	79	7	14,648	8								
	Total	21	100	4,965	100	1,310	100	203,496	100										
14. How much does your institution emphasize the following?																			
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	0	0	96	2	23	2	3,048	2	2.9	3.1	-.28	3.1	-.34	3.1	-.30	
		2	Some	8	38	978	20	223	18	37,349	19								
		3	Quite a bit	8	37	2,231	46	595	46	97,521	48								
		4	Very much	6	25	1,637	32	463	34	64,724	31								
			Total	22	100	4,942	100	1,304	100	202,642	100								
b. Providing support to help students succeed academically	SEacademic	1	Very little	0	0	228	5	56	5	6,552	4	3.2	3.0	.29	3.0	.27	3.0	.24	
		2	Some	4	21	1,087	22	272	22	41,256	21								
		3	Quite a bit	8	34	1,963	41	503	39	86,563	42								
		4	Very much	10	45	1,647	32	466	34	67,716	33								
			Total	22	100	4,925	100	1,297	100	202,087	100								
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	1	4	258	6	73	6	10,215	5	3.3	3.1	.21	3.1	.17	3.1	.21	
		2	Some	3	17	847	18	211	17	35,195	18								
		3	Quite a bit	6	26	1,786	36	453	34	76,471	38								
		4	Very much	12	53	2,039	40	563	42	80,098	39								
			Total	22	100	4,930	100	1,300	100	201,979	100								

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Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	2	10	527	11	142	11	20,729	11	2.6	2.8	-.18	2.7	-.12	2.8	-.17	
		2	Some	8	41	1,378	28	379	31	56,746	28								
		3	Quite a bit	7	30	1,622	33	421	31	71,483	35								
		4	Very much	5	20	1,400	28	355	26	52,755	26								
		Total	22	100	4,927	100	1,297	100	201,713	100									
e. Providing opportunities to be involved socially	SEsocial	1	Very little	0	0	327	7	97	8	10,942	6	3.4	2.9 *	.49	2.9 **	.56	3.0 *	.48	
		2	Some	2	8	1,134	24	315	26	45,533	23								
		3	Quite a bit	10	45	1,847	37	475	37	81,426	40								
		4	Very much	10	47	1,590	32	404	29	63,438	31								
		Total	22	100	4,898	100	1,291	100	201,339	100									
f. Providing support for your overall well- being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	2	8	374	8	109	9	13,275	7	3.0	2.9	.19	2.8	.24	2.9	.14	
		2	Some	2	10	1,240	26	331	27	47,321	24								
		3	Quite a bit	11	50	1,820	37	469	36	79,218	39								
		4	Very much	7	31	1,466	29	386	28	61,249	30								
		Total	22	100	4,900	100	1,295	100	201,063	100									
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	4	17	1,198	25	288	23	42,556	22	2.8	2.3 *	.45	2.4	.38	2.3 *	.42	
		2	Some	3	15	1,710	35	424	33	73,687	36								
		3	Quite a bit	9	44	1,243	25	359	27	55,785	27								
		4	Very much	6	24	755	15	225	16	28,924	14								
		Total	22	100	4,906	100	1,296	100	200,952	100									
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	1	4	471	10	155	13	18,594	10	3.1	2.8	.33	2.7	.40	2.8	.34	
		2	Some	6	30	1,272	27	355	29	51,577	26								
		3	Quite a bit	4	17	1,793	36	421	32	76,747	38								
		4	Very much	11	49	1,356	27	361	26	53,801	26								
		Total	22	100	4,892	100	1,292	100	200,719	100									
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	2	10	837	17	237	18	32,488	17	2.7	2.5	.28	2.5	.30	2.5	.30	
		2	Some	6	30	1,752	37	450	36	70,611	35								
		3	Quite a bit	8	37	1,407	28	359	28	63,689	31								
		4	Very much	6	24	902	18	247	18	33,916	16								
		Total	22	100	4,898	100	1,293	100	200,704	100									

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
15. To what extent do you agree or disagree with the following statements?																			
a. I feel comfortable being myself at this institution.	SBmyself (Comparison data are limited to NSSE 2020.)	1	Strongly disagree	0	0	125	3	22	4	2,365	2	3.4	3.2	.20	3.2	.26	3.3	.16	
		2	Disagree	2	11	392	9	57	9	9,509	8								
		3	Agree	9	40	2,543	52	318	51	63,509	52								
		4	Strongly agree	11	49	1,818	37	241	36	46,229	38								
		Total	22	100	4,878	100	638	100	121,612	100									
b. I feel valued by this institution.	SBvalued (Comparison data are limited to NSSE 2020.)	1	Strongly disagree	0	0	239	5	28	5	3,998	4	3.2	2.9	.38	3.0	.31	3.0	.30	
		2	Disagree	2	8	896	19	92	16	19,452	16								
		3	Agree	12	60	2,653	54	346	54	68,130	56								
		4	Strongly agree	7	31	1,079	22	169	25	29,897	24								
		Total	21	100	4,867	100	635	100	121,477	100									
c. I feel like part of the community at this institution.	SBcommunity (Comparison data are limited to NSSE 2020.)	1	Strongly disagree	0	0	284	6	33	6	4,380	4	3.3	2.9 * ▲	.45	3.0	.40	3.0	.35	
		2	Disagree	4	18	976	20	108	19	20,148	17								
		3	Agree	8	35	2,454	50	323	49	64,529	53								
		4	Strongly agree	10	47	1,166	24	176	26	32,558	26								
		Total	22	100	4,880	100	640	100	121,615	100									
16. About how many hours do you spend in a typical 7-day week doing the following?																			
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs (Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)	0	0 hrs	0	0	27	1	7	1	759	0	12.5	13.4	-.11	13.0	-.07	14.4	-.24	
		3	1-5 hrs	5	24	822	18	216	18	24,321	13								
		8	6-10 hrs	7	31	1,210	25	353	28	45,103	23								
		13	11-15 hrs	3	15	1,047	22	267	20	45,566	23								
		18	16-20 hrs	2	10	814	17	216	17	39,553	19								
		23	21-25 hrs	3	12	458	9	124	9	23,085	11								
		28	26-30 hrs	0	0	218	4	45	3	10,901	5								
		33	More than 30 hrs	2	8	262	5	62	5	10,604	5								
		Total	22	100	4,858	100	1,290	100	199,892	100									
b. Participating in co- curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs (Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)	0	0 hrs	11	46	2,007	42	607	48	63,884	34	7.5	4.8	.41	4.6	.42	5.6	.28	
		3	1-5 hrs	2	8	1,401	28	347	27	65,159	31								
		8	6-10 hrs	2	11	675	14	110	8	31,760	16								
		13	11-15 hrs	4	21	381	8	101	8	18,156	9								
		18	16-20 hrs	0	0	217	4	61	4	10,619	5								
		23	21-25 hrs	2	10	80	2	33	2	5,213	3								
		28	26-30 hrs	0	0	26	1	7	1	1,894	1								
		33	More than 30 hrs	1	4	61	1	19	2	2,666	1								
		Total	22	100	4,848	100	1,285	100	199,351	100									

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
c. Working for pay on campus	tmworkonhrs	0	0 hrs	15	65	4,114	85	1,029	80	155,461	80	5.8	1.9	.72	2.4	.57	2.4	.59	
	(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	1	4	119	2	50	4	8,910	4								
	8	6-10 hrs	2	11	173	3	68	5	14,414	6									
	13	11-15 hrs	0	0	192	4	64	5	10,040	5									
	18	16-20 hrs	2	11	161	3	37	3	6,572	3									
	23	21-25 hrs	0	0	50	1	18	1	2,289	1									
	28	26-30 hrs	0	0	15	0	8	1	648	0									
	33	More than 30 hrs	2	8	23	0	6	0	1,095	1									
	Total		22	100	4,847	100	1,280	100	199,429	100									
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	9	40	3,032	62	548	43	134,567	66	12.4	6.9	.52	10.8	.13	5.9 *	.64	
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	2	10	231	4	63	5	9,434	5								
	8	6-10 hrs	2	10	258	5	103	8	10,761	5									
	13	11-15 hrs	0	0	272	6	105	8	11,185	6									
	18	16-20 hrs	0	0	358	7	159	13	11,605	6									
	23	21-25 hrs	4	18	253	6	107	8	8,215	4									
	28	26-30 hrs	1	4	176	4	64	5	4,524	2									
	33	More than 30 hrs	4	19	264	6	134	10	9,355	6									
	Total		22	100	4,844	100	1,283	100	199,646	100									
Estimated number of hours working for pay	tmworkhrs (Continuous variable created by NSSE)											18.2	8.7 *	.80	13.1	.40	8.3 *	.85	
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	12	53	2,905	61	777	61	117,005	59	5.8	2.5	.65	2.9	.52	2.5	.67	
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	4	17	1,319	26	322	24	58,899	29								
	8	6-10 hrs	1	4	314	6	78	6	11,822	6									
	13	11-15 hrs	2	11	146	3	48	4	5,675	3									
	18	16-20 hrs	1	4	79	2	34	3	3,069	2									
	23	21-25 hrs	1	6	43	1	15	1	1,561	1									
	28	26-30 hrs	0	0	15	0	4	0	521	0									
	33	More than 30 hrs	1	4	31	1	10	1	994	1									
	Total		22	100	4,852	100	1,288	100	199,546	100									

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	0	0	118	3	38	3	3,744	2	12.3	12.4	-.01	12.1	.02	12.6	-.03	
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	7	32	1,041	21	318	25	40,376	20								
	8	6-10 hrs	5	23	1,327	27	304	23	53,636	26									
	13	11-15 hrs	3	12	1,003	21	258	19	42,411	21									
	18	16-20 hrs	2	8	624	13	149	13	28,308	14									
	23	21-25 hrs	3	15	281	6	85	6	12,988	7									
	28	26-30 hrs	1	6	106	2	40	3	5,531	3									
	33	More than 30 hrs	1	4	359	8	94	7	12,525	7									
	Total	22	100	4,859	100	1,286	100	199,519	100										
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	10	46	3,646	75	832	64	152,891	75	9.1	3.1 *	.79	4.2	.58	3.1 *	.80	
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	3	13	484	10	180	14	19,532	10								
	8	6-10 hrs	2	10	220	5	80	6	8,422	5									
	13	11-15 hrs	1	4	153	3	57	5	5,871	3									
	18	16-20 hrs	2	10	99	2	35	3	3,555	2									
	23	21-25 hrs	0	0	47	1	29	2	2,020	1									
	28	26-30 hrs	0	0	27	1	10	1	849	1									
	33	More than 30 hrs	4	17	167	4	60	4	6,054	4									
	Total	22	100	4,843	100	1,283	100	199,194	100										
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	9	43	1,480	29	271	18	89,902	43	6.3	5.3	.14	6.9	-.08	4.1	.34	
	(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	4	16	1,928	40	558	44	66,376	34								
	8	6-10 hrs	4	18	753	16	216	18	22,619	12									
	13	11-15 hrs	2	11	314	7	91	8	9,659	5									
	18	16-20 hrs	2	8	144	3	55	5	4,572	2									
	23	21-25 hrs	0	0	83	2	32	3	2,379	1									
	28	26-30 hrs	0	0	38	1	13	1	990	1									
	33	More than 30 hrs	1	4	114	2	51	4	3,074	2									
	Total	22	100	4,854	100	1,287	100	199,571	100										

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020							
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e							
17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																									
	reading	1	Very little	3	12	652	13	149	11	22,789	12	3.2	2.6 *	.50	2.7 *	.45	2.7 *	.43							
		2	Some	3	15	1,776	37	461	35	67,931	35														
		3	About half	8	37	1,358	29	386	31	57,837	29														
		4	Most	3	14	758	15	209	17	37,305	18														
		5	Almost all	5	22	297	6	73	6	13,343	6														
			Total	22	100	4,841	100	1,278	100	199,205	100														
tmreadinghrs																									
(Continuous variable created by NSSE. Calculated as a proportion of tmprphrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)												7.3								5.8	.27	5.9	.25	6.5	.15
	tmreadinghrscol	1	0 hrs	0	0	26	1	7	1	736	0														
	(Collapsed version of tmreadinghrs created by NSSE.)	2	More than zero, up to 5 hrs	11	52	2,763	58	719	57	100,018	52														
		3	More than 5, up to 10 hrs	4	16	1,284	26	335	26	58,474	29														
		4	More than 10, up to 15 hrs	4	19	381	8	119	9	20,372	10														
		5	More than 15, up to 20 hrs	2	8	184	4	49	4	10,149	5														
		6	More than 20, up to 25 hrs	0	0	133	3	30	2	6,216	3														
		7	More than 25 hrs	1	4	50	1	13	1	2,434	1														
			Total	22	100	4,821	100	1,272	100	198,399	100														
18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																									
a. Writing clearly and effectively	pgwrite	1	Very little	0	0	390	8	74	6	13,519	7	3.1	2.8 *	.34	2.9	.26	2.8 *	.35							
		2	Some	3	15	1,281	27	318	26	55,495	28														
		3	Quite a bit	13	59	1,987	41	535	42	85,095	42														
		4	Very much	6	26	1,167	24	346	26	44,222	22														
			Total	22	100	4,825	100	1,273	100	198,331	100														

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Speaking clearly and effectively	pgspeak	1	Very little	1	6	608	13	111	9	20,473	11	3.0	2.7 * ▲	.42	2.7	.33	2.7	.39	
		2	Some	3	13	1,395	29	367	31	61,600	31								
		3	Quite a bit	11	51	1,776	36	477	37	75,596	38								
		4	Very much	7	30	1,039	21	317	23	40,628	21								
		Total	22	100	4,818	100	1,272	100	198,297	100									
c. Thinking critically and analytically	pgthink	1	Very little	0	0	177	4	37	3	5,730	3	3.3	3.0	.33	3.1	.30	3.1	.31	
		2	Some	3	15	940	21	243	20	37,339	19								
		3	Quite a bit	8	37	2,066	42	545	42	89,574	44								
		4	Very much	11	48	1,637	33	442	35	65,714	33								
		Total	22	100	4,820	100	1,267	100	198,357	100									
d. Analyzing numerical and statistical information	pganalyze	1	Very little	0	0	505	10	126	9	24,770	12	2.9	2.8	.19	2.7	.22	2.7	.27	
		2	Some	8	41	1,355	28	402	32	61,198	30								
		3	Quite a bit	6	26	1,791	37	442	35	70,836	36								
		4	Very much	8	34	1,168	24	304	24	41,495	22								
		Total	22	100	4,819	100	1,274	100	198,299	100									
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	0	0	711	15	183	16	25,123	13	3.1	2.6 * ▲	.53	2.6 ** ▲	.56	2.6 * ▲	.50	
		2	Some	6	28	1,497	31	395	33	63,489	32								
		3	Quite a bit	7	34	1,628	33	407	31	69,304	35								
		4	Very much	9	38	987	20	286	20	40,431	21								
		Total	22	100	4,823	100	1,271	100	198,347	100									
f. Working effectively with others	pgothers	1	Very little	0	0	377	8	82	7	11,942	7	3.1	2.8	.33	2.8	.29	2.9	.28	
		2	Some	5	24	1,279	27	342	29	52,267	27								
		3	Quite a bit	9	42	1,938	40	468	37	82,783	41								
		4	Very much	8	34	1,218	24	380	27	51,265	26								
		Total	22	100	4,812	100	1,272	100	198,257	100									
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	1	6	615	13	168	14	20,299	11	3.0	2.7	.35	2.7	.34	2.7	.28	
		2	Some	5	20	1,378	30	354	29	56,049	28								
		3	Quite a bit	9	44	1,732	35	439	34	75,761	37								
		4	Very much	7	30	1,093	22	306	23	46,095	23								
		Total	22	100	4,818	100	1,267	100	198,204	100									

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	1	4	471	10	125	10	17,084	9	2.8	2.8	.01	2.8	.02	2.8	.01	
		2	Some	9	45	1,264	27	344	28	53,483	27								
		3	Quite a bit	4	17	1,726	35	450	36	74,939	37								
		4	Very much	8	34	1,363	28	354	27	52,755	27								
		Total	22	100	4,824	100	1,273	100	198,261	100									
i. Solving complex real- world problems	pgprobsolve	1	Very little	1	6	608	13	161	13	21,059	11	2.9	2.7	.29	2.6	.35	2.7	.29	
		2	Some	5	24	1,440	30	413	34	64,434	32								
		3	Quite a bit	9	43	1,687	35	424	33	71,986	36								
		4	Very much	7	28	1,087	22	275	20	40,842	21								
		Total	22	100	4,822	100	1,273	100	198,321	100									
j. Being an informed and active citizen	pgcitizen	1	Very little	4	22	602	13	170	14	22,436	12	2.6	2.7	-.05	2.6	-.03	2.7	-.05	
		2	Some	5	24	1,464	31	390	31	63,022	32								
		3	Quite a bit	6	27	1,633	33	413	32	70,649	35								
		4	Very much	7	28	1,119	23	299	23	42,444	21								
		Total	22	100	4,818	100	1,272	100	198,551	100									
19. How would you evaluate your entire educational experience at this institution?																			
	evalexp	1	Poor	1	4	113	3	31	3	3,581	2	2.9	3.1	-.31	3.1	-.26	3.2 *	▼	
		2	Fair	5	25	799	16	220	18	25,609	13								
		3	Good	11	51	2,417	50	635	50	98,617	49								
		4	Excellent	5	19	1,534	31	402	29	71,558	35								
		Total		22	100	4,863	100	1,288	100	199,365	100								
20. If you could start over again, would you go to the same institution you are now attending?																			
	sameinst	1	Definitely no	3	14	231	5	63	5	6,923	4	2.8	3.1	-.37	3.1	-.35	3.2 *	▼	
		2	Probably no	3	15	744	15	188	15	25,084	13								
		3	Probably yes	10	47	2,133	44	548	44	84,645	42								
		4	Definitely yes	6	24	1,779	36	489	36	83,533	41								
		Total		22	100	4,887	100	1,288	100	200,185	100								
21. Do you intend to return to this institution next year? ^f																			
	returnexp	No		4	18	296	6	204	17	8,035	4	63%	84% **	▼	71%	-.18	88% ***	▼	
(Means indicate the percentage who responded "Yes.")		Yes		14	63	4,131	84	945	71	177,341	88								
		Not sure		4	19	443	10	151	12	15,172	8								
		Total		22	100	4,870	100	1,300	100	200,548	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
1. During the current school year, about how often have you done the following?																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	2	3	221	4	17	2	8,266	3	3.2	3.0	.17	3.3	-.13	3.1	.11	
		2	Sometimes	11	20	2,021	29	196	19	78,027	27								
		3	Often	20	35	2,203	30	325	31	93,832	31								
		4	Very often	26	41	2,854	37	565	49	116,633	39								
		Total	59	100	7,299	100	1,103	100	296,758	100									
b. Come to class without completing readings or assignments	unpreparedr (Reverse-coded version of unprepared created by NSSE.)	1	Very often	6	13	542	8	82	8	18,711	6	3.0	2.9	.08	3.0	-.05	3.0	-.02	
		2	Often	5	8	993	15	120	11	39,722	14								
		3	Sometimes	28	46	3,843	53	567	51	155,160	52								
		4	Never	20	34	1,882	24	333	31	82,098	28								
		Total	59	100	7,260	100	1,102	100	295,691	100									
c. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	attendart	1	Never	37	61	3,740	51	545	50	139,566	49	1.5	1.7	-.18	1.7	-.19	1.7	-.23	
		2	Sometimes	15	26	2,427	34	372	35	102,774	34								
		3	Often	5	9	667	9	111	9	32,256	10								
		4	Very often	2	3	409	6	73	6	20,604	7								
		Total	59	100	7,243	100	1,101	100	295,200	100									
d. Asked another student to help you understand course material	CLaskhelp	1	Never	6	9	846	12	143	13	44,150	16	2.6	2.5	.05	2.4	.20	2.4	.16	
		2	Sometimes	24	41	2,942	41	488	46	119,023	41								
		3	Often	17	32	2,149	30	312	27	85,235	28								
		4	Very often	10	17	1,292	17	155	13	46,545	15								
		Total	57	100	7,229	100	1,098	100	294,953	100									
e. Explained course material to one or more students	CLexplain	1	Never	4	6	362	5	50	5	23,762	8	2.9	2.8	.09	2.8	.13	2.7	.22	
		2	Sometimes	14	24	2,391	33	379	36	99,845	34								
		3	Often	24	45	2,667	38	404	36	107,608	36								
		4	Very often	15	25	1,803	24	269	23	63,356	21								
		Total	57	100	7,223	100	1,102	100	294,571	100									
f. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	7	11	1,113	15	160	15	56,175	20	2.8	2.6	.18	2.6	.20	2.5 *	.29	
		2	Sometimes	20	35	2,421	34	389	35	96,804	33								
		3	Often	12	22	2,059	29	327	30	82,370	27								
		4	Very often	18	32	1,582	22	221	20	57,942	19								
		Total	57	100	7,175	100	1,097	100	293,291	100									

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NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
g. Worked with other students on course projects or assignments	CLproject	1	Never	5	8	422	5	61	6	25,968	9	2.8	3.0	-.17	2.9	-.05	2.8	.00	
		2	Sometimes	17	30	1,868	26	341	31	80,945	28								
		3	Often	18	35	2,522	36	381	35	103,408	35								
		4	Very often	14	27	2,326	33	309	28	81,908	28								
		Total	54	100	7,138	100	1,092	100	292,229	100									
h. Given a course presentation	present	1	Never	5	8	797	11	98	9	34,534	13	2.7	2.7	-.02	2.8	-.11	2.7	.02	
		2	Sometimes	20	34	2,264	32	332	31	89,566	32								
		3	Often	21	39	2,235	31	339	31	93,987	31								
		4	Very often	9	19	1,837	25	317	28	73,867	24								
		Total	55	100	7,133	100	1,086	100	291,954	100									
2. During the current school year, about how often have you done the following?																			
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	2	3	321	5	41	5	11,431	4	2.9	2.9	-.06	2.9	-.03	2.9	-.06	
		2	Sometimes	19	34	1,931	28	283	28	78,468	28								
		3	Often	20	37	2,736	40	455	41	118,738	41								
		4	Very often	15	26	2,040	28	304	26	80,797	27								
		Total	56	100	7,028	100	1,083	100	289,434	100									
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	5	8	537	9	71	7	19,265	8	2.9	2.7	.13	2.8	.08	2.8	.09	
		2	Sometimes	16	31	2,237	33	331	32	88,823	32								
		3	Often	17	28	2,424	34	394	35	106,163	36								
		4	Very often	17	33	1,785	24	282	25	73,950	25								
		Total	55	100	6,983	100	1,078	100	288,201	100									
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	3	7	930	14	127	12	32,477	13	2.9	2.6 *	.30	2.6	.24	2.6 *	.27	
		2	Sometimes	17	31	2,367	35	355	34	97,107	34								
		3	Often	17	30	2,001	29	338	31	92,013	31								
		4	Very often	17	32	1,604	22	250	23	64,892	22								
		Total	54	100	6,902	100	1,070	100	286,489	100									
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	1	2	318	5	41	4	12,096	5	3.1	2.8 *	.30	2.9 *	.28	2.8 *	.31	
		2	Sometimes	13	24	1,990	29	312	29	81,957	29								
		3	Often	21	36	2,851	43	454	43	124,525	43								
		4	Very often	20	38	1,679	24	259	24	65,990	23								
		Total	55	100	6,838	100	1,066	100	284,568	100									

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Gordon State College

Seniors

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Statistical Comparisons^b

Your seniors compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	RIperspect	1	Never	0	0	190	3	21	2	7,289	3	3.2	3.0	.23	3.0	.23	3.0	.26	
		2	Sometimes	10	20	1,516	23	239	24	66,062	24								
		3	Often	22	40	2,955	44	477	44	127,749	45								
		4	Very often	22	40	2,057	30	318	30	80,638	28								
		Total	54	100	6,718	100	1,055	100	281,738	100									
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	0	0	164	3	22	2	5,373	2	2.9	3.0	-.10	3.0	-.15	3.0	-.10	
		2	Sometimes	17	36	1,670	25	238	24	70,568	26								
		3	Often	22	39	2,906	44	481	45	125,720	45								
		4	Very often	14	25	1,867	28	307	29	77,376	27								
		Total	53	100	6,607	100	1,048	100	279,037	100									
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	3	5	73	1	6	1	2,468	1	3.3	3.2	.15	3.2	.12	3.2	.16	
		2	Sometimes	3	5	1,028	16	147	16	41,107	15								
		3	Often	22	43	2,975	46	472	44	130,029	47								
		4	Very often	23	46	2,460	37	416	39	103,210	37								
		Total	51	100	6,536	100	1,041	100	276,814	100									
3. During the current school year, about how often have you done the following?																			
a. Talked about career plans with a faculty member	SFCareer	1	Never	3	5	1,132	18	115	12	44,920	18	3.0	2.5 *** ▲	.50	2.6 * ▲	.34	2.5 *** ▲	.52	
		2	Sometimes	19	33	2,515	39	373	37	106,048	39								
		3	Often	9	22	1,500	23	285	27	70,089	24								
		4	Very often	20	40	1,384	20	264	24	55,697	19								
		Total	51	100	6,531	100	1,037	100	276,754	100									
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFOtherwork	1	Never	21	41	2,712	42	359	35	113,109	43	2.1	2.0	.06	2.1	-.04	2.0	.10	
		2	Sometimes	14	27	1,885	30	336	33	83,539	30								
		3	Often	8	18	1,008	15	182	17	45,941	16								
		4	Very often	8	14	892	13	155	14	33,237	12								
		Total	51	100	6,497	100	1,032	100	275,826	100									
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFDiscuss	1	Never	18	37	1,696	26	233	24	72,691	28	2.3	2.2	.08	2.2	.07	2.2	.15	
		2	Sometimes	9	17	2,475	39	424	42	109,779	40								
		3	Often	12	26	1,361	21	232	22	59,128	21								
		4	Very often	10	20	897	13	135	13	32,330	11								
		Total	49	100	6,429	100	1,024	100	273,928	100									

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NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Discussed your academic performance with a faculty member	SFperform	1	Never	8	16	1,489	24	165	17	60,507	23	2.7	2.2 *** ▲	.47	2.3 * ▲	.34	2.2 ** ▲	.48	
		2	Sometimes	15	28	2,718	42	460	45	118,974	43								
		3	Often	14	29	1,361	21	255	25	62,408	22								
		4	Very often	14	27	869	12	144	13	32,085	11								
		Total	51	100	6,437	100	1,024	100	273,974	100									
4. During the current school year, how much has your coursework emphasized the following?																			
a. Memorizing course material	memorize	1	Very little	0	0	403	6	87	8	20,844	8	2.9	2.8	.07	2.8	.16	2.8	.17	
		2	Some	16	31	1,794	28	302	29	83,611	31								
		3	Quite a bit	23	47	2,585	40	413	41	107,681	39								
		4	Very much	11	22	1,596	25	219	22	60,372	22								
		Total	50	100	6,378	100	1,021	100	272,508	100									
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	1	2	174	3	21	2	7,255	3	3.1	3.1	.06	3.1	.05	3.1	.09	
		2	Some	9	20	1,157	18	182	19	53,199	20								
		3	Quite a bit	21	41	2,851	45	467	46	123,075	45								
		4	Very much	20	37	2,146	33	341	33	87,934	32								
		Total	51	100	6,328	100	1,011	100	271,463	100									
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	0	0	240	4	31	3	8,336	3	3.1	3.0	.09	3.0	.11	3.0	.11	
		2	Some	9	20	1,256	20	211	22	57,602	22								
		3	Quite a bit	24	49	2,643	43	438	44	118,013	44								
		4	Very much	18	32	2,117	33	316	32	85,392	31								
		Total	51	100	6,256	100	996	100	269,343	100									
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	1	2	382	7	39	4	12,260	5	2.9	2.9	.00	3.0	-.06	2.9	-.02	
		2	Some	14	31	1,379	23	233	24	62,500	24								
		3	Quite a bit	21	40	2,564	41	420	42	115,951	43								
		4	Very much	14	27	1,888	29	298	29	77,513	28								
		Total	50	100	6,213	100	990	100	268,224	100									
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	2	5	295	5	26	3	9,634	4	3.0	3.0	.01	3.0	-.01	3.0	.02	
		2	Some	9	20	1,352	22	223	23	61,593	24								
		3	Quite a bit	25	46	2,654	43	465	47	120,580	45								
		4	Very much	15	29	1,865	29	274	27	75,533	28								
		Total	51	100	6,166	100	988	100	267,340	100									

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NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Frequency Distributions ^a												Statistical Comparisons ^b						
												Your seniors compared with						
Item wording or description	Variable name ^c	Values ^d	Response options	GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC	Georgia System	Carnegie Class		NSSE 2019 & 2020		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
5. During the current school year, to what extent have your instructors done the following?																		
a. Clearly explained course goals and requirements	ETgoals	1	Very little	3	7	156	3	26	3	5,543	2	3.0	3.1	-.23	3.2 *	-.35	3.1	-.24
		2	Some	10	19	1,069	18	146	16	45,450	17							
		3	Quite a bit	21	44	2,550	42	358	36	116,084	43							
		4	Very much	17	30	2,361	38	457	45	98,776	37							
		Total	51	100	6,136	100	987	100	265,853	100								
b. Taught course sessions in an organized way	ETorganize	1	Very little	6	12	254	4	35	4	10,297	4	2.9	3.1	-.24	3.2 *	-.33	3.1	-.23
		2	Some	9	20	1,197	19	161	17	49,179	19							
		3	Quite a bit	17	35	2,540	42	373	36	116,525	43							
		4	Very much	18	32	2,114	34	417	42	89,246	34							
		Total	50	100	6,105	100	986	100	265,247	100								
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	2	6	201	3	26	3	8,664	4	3.0	3.1	-.19	3.2 *	-.31	3.1	-.15
		2	Some	12	21	1,124	19	146	16	49,841	19							
		3	Quite a bit	20	43	2,392	40	367	37	109,370	41							
		4	Very much	17	30	2,371	38	448	44	97,029	36							
		Total	51	100	6,088	100	987	100	264,904	100								
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	7	14	609	11	68	7	24,858	10	2.7	2.8	-.09	3.0	-.26	2.8	-.08
		2	Some	12	23	1,620	27	239	26	73,267	28							
		3	Quite a bit	19	40	2,029	34	325	32	91,919	34							
		4	Very much	13	23	1,815	28	351	35	74,447	27							
		Total	51	100	6,073	100	983	100	264,491	100								
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	5	13	456	8	59	6	19,308	8	2.6	2.8	-.21	3.0 **	-.38	2.8	-.21
		2	Some	15	28	1,667	28	235	24	73,003	28							
		3	Quite a bit	21	41	2,222	37	342	35	101,321	38							
		4	Very much	10	18	1,697	27	343	35	70,297	26							
		Total	51	100	6,042	100	979	100	263,929	100								

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Gordon State College

Seniors

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Statistical Comparisons^b

Your seniors compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
6. During the current school year, about how often have you done the following?																				
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	2	4			579	9	92	9	28,221	2.7	2.7	-.02	2.6	.07	2.7	.06	
		2	Sometimes	21	41			1,918	31	333	36	90,267								34
		3	Often	18	37			2,188	37	372	38	93,196								36
		4	Very often	9	19			1,275	22	178	18	49,619								20
		Total	50	100			5,960	100	975	100	261,303	100								
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	8	17			1,034	17	161	16	45,990	2.5	2.5	.07	2.5	.09	2.4	.10	
		2	Sometimes	17	34			2,149	36	355	38	96,550								37
		3	Often	14	30			1,719	29	308	32	76,932								30
		4	Very often	11	20			1,003	18	147	15	40,810								16
		Total	50	100			5,905	100	971	100	260,282	100								
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	10	22			893	15	153	16	41,913	2.3	2.5	-.20	2.4	-.08	2.4	-.13	
		2	Sometimes	19	38			2,213	36	375	40	100,317								38
		3	Often	13	27			1,854	33	320	32	80,751								31
		4	Very often	7	13			927	16	118	11	36,571								14
		Total	49	100			5,887	100	966	100	259,552	100								
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																				
a. Up to 5 pages	wrshortnum (Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)	0	None	2	4			514	9	69	7	14,895	6.3	6.5	-.03	7.8	-.22	7.7	-.21	
		1.5	1-2	13	24			1,239	21	158	16	43,837								17
		4	3-5	19	38			1,775	30	272	29	74,118								29
		8	6-10	7	15			1,214	21	206	21	58,013								22
		13	11-15	4	10			521	9	101	11	28,851								11
		18	16-20	3	5			254	4	60	6	15,312								6
		23	More than 20	1	4			357	6	96	10	23,736								9
		Total	49	100			5,874	100	962	100	258,762	100								
b. Between 6 and 10 pages	wrmednum (Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	0	None	18	35			1,777	31	248	26	58,818	3.8	3.1	.17	3.9	-.02	3.7	.02	
		1.5	1-2	10	19			1,933	33	307	30	84,463								32
		4	3-5	10	19			1,225	21	225	24	63,803								24
		8	6-10	8	17			553	9	104	12	31,227								12
		13	11-15	2	8			201	3	41	4	11,016								4
		18	16-20	1	2			82	1	20	3	4,084								2
		23	More than 20	0	0			75	1	16	2	4,528								2
		Total	49	100			5,846	100	961	100	257,939	100								

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Gordon State College

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b						
				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		Your seniors compared with						
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020			
												Mean	Mean	Effect size ^e	Mean	Effect size ^e		
c. 11 pages or more	wrlongnum	0	None	29	58	3,222	54	476	48	121,708	48	2.1	1.8	.09	2.2	-.02	2.0	.03
	(Recoded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	12	23	1,637	28	313	32	86,947	32							
		4	3-5	3	8	543	9	92	10	28,072	11							
		8	6-10	2	4	232	4	34	4	10,590	4							
		13	11-15	2	6	116	2	22	3	5,730	2							
		18	16-20	0	0	55	1	8	1	2,138	1							
		23	More than 20	1	2	64	1	14	2	3,295	1							
		Total		49	100	5,869	100	959	100	258,480	100							
Estimated number of assigned pages of student writing.	wrpages		(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)									81.1	70.1	.12	87.6	-.06	82.3	-.01
8. During the current school year, about how often have you had discussions with people from the following groups?																		
a. People of a race or ethnicity other than your own	DDrace	1	Never	2	4	186	3	42	5	12,599	5	3.2	3.3	-.07	3.0	.24	3.1	.16
		2	Sometimes	6	17	975	17	257	28	60,075	23							
		3	Often	15	32	1,652	29	288	29	80,058	31							
		4	Very often	23	47	3,043	51	364	38	105,536	41							
		Total	46	100	5,856	100	951	100	258,268	100								
b. People from an economic background other than your own	DDeconomic	1	Never	1	2	192	3	32	4	10,869	5	3.2	3.2	.06	3.0	.22	3.1	.18
		2	Sometimes	7	13	1,148	19	228	26	58,022	22							
		3	Often	21	45	1,896	33	334	33	91,922	35							
		4	Very often	19	40	2,613	44	356	37	96,855	38							
		Total	48	100	5,849	100	950	100	257,668	100								
c. People with religious beliefs other than your own	DDreligion	1	Never	4	10	270	5	38	4	16,596	6	3.0	3.1	-.15	3.0	-.02	3.0	.01
		2	Sometimes	7	14	1,314	23	241	27	67,862	26							
		3	Often	21	45	1,676	29	318	33	82,339	32							
		4	Very often	16	32	2,575	44	352	35	90,924	36							
		Total	48	100	5,835	100	949	100	257,721	100								
d. People with political views other than your own	DDpolitical	1	Never	4	10	331	6	37	4	16,908	7	3.0	3.0	.00	3.0	.05	2.9	.12
		2	Sometimes	8	15	1,463	25	244	28	73,401	28							
		3	Often	16	35	1,717	30	312	32	82,270	32							
		4	Very often	20	39	2,326	40	357	36	85,257	34							
		Total	48	100	5,837	100	950	100	257,836	100								

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NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Frequency Distributions ^a												Statistical Comparisons ^b						
												Your seniors compared with						
Item wording or description	Variable name ^c	Values ^d	Response options	GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
9. During the current school year, about how often have you done the following?																		
a. Identified key information from reading assignments	LSreading	1	Never	0	0	146	3	21	2	5,957	3	3.1	3.1	.04	3.1	.04	3.1	.06
		2	Sometimes	9	17	1,086	19	186	20	49,645	20							
		3	Often	24	51	2,410	42	409	43	112,076	43							
		4	Very often	15	32	2,169	36	335	35	89,004	34							
		Total	48	100	5,811	100	951	100	256,682	100								
b. Reviewed your notes after class	LSnotes	1	Never	0	0	360	7	51	5	18,606	7	3.3	2.9 *	.37	3.0 *	.33	2.8 **	.43
		2	Sometimes	9	20	1,574	28	264	28	76,748	30							
		3	Often	17	35	1,882	32	319	33	85,278	33							
		4	Very often	22	45	1,986	33	317	34	75,832	30							
		Total	48	100	5,802	100	951	100	256,464	100								
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	0	0	343	6	38	4	16,720	7	3.3	2.9 **	.45	3.0 **	.40	2.8 ***	.50
		2	Sometimes	7	13	1,593	28	255	27	74,314	29							
		3	Often	20	43	2,049	35	364	38	95,743	37							
		4	Very often	21	43	1,816	30	290	31	69,658	27							
		Total	48	100	5,801	100	947	100	256,435	100								
10. During the current school year, to what extent have your courses challenged you to do your best work?																		
challenge		1	Not at all	0	0	62	1	4	1	2,459	1	5.9	5.6	.23	5.7	.12	5.6	.24
		2		0	0	82	2	10	1	3,348	1							
		3		4	10	220	4	33	4	10,585	4							
		4		2	4	591	11	98	10	25,651	10							
		5		11	24	1,537	27	234	25	72,757	28							
		6		5	10	1,419	25	214	22	65,800	25							
		7	Very much	24	51	1,854	30	352	37	74,398	29							
		Total	46	100	5,765	100	945	100	254,998	100								
11. Which of the following have you done or do you plan to do before you graduate? ^f																		
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	Have not decided		5	10	559	9	101	12	25,336	10	37%	49%	-.25	48%	-.21	48%	-.22
		Do not plan to do		5	12	806	14	138	15	41,048	17							
		Plan to do		19	41	1,576	27	234	26	60,667	24							
		Done or in progress		17	37	2,804	49	468	48	127,711	48							
		Total		46	100	5,745	100	941	100	254,762	100							
		(Means indicate the percentage who responded "Done or in progress.")																

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NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Hold a formal leadership role in a student organization or group	leader		Have not decided	5	10	711	12	120	15	30,522	12	15%	35% **	-0.47	29% *	-0.35	34% **	-0.46	
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	28	59	2,560	44	438	45	110,518	44									
	Plan to do	7	16	513	9	92	11	21,640	9										
	Done or in progress	6	15	1,947	35	293	29	91,605	34										
	Total	46	100	5,731	100	943	100	254,285	100										
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom		Have not decided	9	18	842	14	172	20	37,242	15	19%	25%	-0.14	25%	-0.16	22%	-0.09	
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	19	41	2,821	51	408	41	130,831	52									
	Plan to do	10	22	594	10	113	13	26,001	10										
	Done or in progress	8	19	1,459	25	244	25	59,384	22										
	Total	46	100	5,716	100	937	100	253,458	100										
d. Participate in a study abroad program	abroad		Have not decided	8	16	724	12	144	18	29,793	12	2%	18% **	-0.61	5%	-0.17	14% *	-0.49	
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	29	63	3,543	62	656	68	167,038	67									
	Plan to do	8	19	503	8	85	10	17,477	7										
	Done or in progress	1	2	951	18	57	5	39,273	14										
	Total	46	100	5,721	100	942	100	253,581	100										
e. Work with a faculty member on a research project	research		Have not decided	9	18	959	16	163	18	39,032	16	19%	27%	-0.18	22%	-0.08	23%	-0.09	
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	21	48	2,513	44	415	44	124,510	49									
	Plan to do	6	14	773	13	138	16	29,708	12										
	Done or in progress	9	19	1,480	27	226	22	60,290	23										
	Total	45	100	5,725	100	942	100	253,540	100										
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone		Have not decided	4	8	599	10	118	15	24,383	10	25%	42% *	-0.36	38%	-0.29	44% *	-0.41	
	(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	8	19	1,080	21	159	18	49,821	21									
	Plan to do	21	48	1,607	28	274	29	60,826	25										
	Done or in progress	12	25	2,433	42	387	38	118,395	44										
	Total	45	100	5,719	100	938	100	253,425	100										

12. About how many of your courses at this institution have included a community-based project (service-learning)?

servcourse	1	None	16	32	2,354	42	297	33	93,932	39	2.0 ▲	1.7 * ▲	.39	1.8	.17	1.8 * ▲	.30
	2	Some	19	43	2,719	48	507	53	126,655	49							
	3	Most	9	21	483	8	111	11	25,974	10							
	4	All	2	4	137	2	26	3	6,098	2							
	Total		46	100	5,693	100	941	100	252,659	100							

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NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
13. Indicate the quality of your interactions with the following people at your institution.																			
a. Students	Q1student	1	Poor	0	0	69	1	12	2	2,975	1	5.5	5.6	-.04	5.7	-.14	5.6	-.04	
		2	3	6	88	2	9	1	3,855	2									
		3	1	2	217	4	35	3	9,629	4									
		4	6	12	541	9	88	9	24,575	10									
		5	10	22	1,451	26	204	22	61,290	24									
		6	13	26	1,577	28	222	23	69,107	27									
		7	Excellent	13	31	1,671	29	353	38	75,030	30								
		—	Not applicable	0	0	68	1	15	2	6,182	3								
		Total	46	100	5,682	100	938	100	252,643	100									
b. Academic advisors	Q1advisor	1	Poor	0	0	303	5	32	4	10,536	4	5.2	5.1	.01	5.5	-.22	5.3	-.08	
		2	4	8	335	6	38	4	11,223	5									
		3	3	6	459	8	54	5	17,611	7									
		4	10	23	757	13	94	9	29,881	12									
		5	8	19	1,059	18	156	18	45,994	18									
		6	4	8	1,002	18	175	19	49,622	19									
		7	Excellent	15	33	1,695	31	378	40	83,797	33								
		—	Not applicable	2	4	68	1	11	1	3,789	2								
		Total	46	100	5,678	100	938	100	252,453	100									
c. Faculty	Q1faculty	1	Poor	1	2	106	2	12	2	3,600	2	5.6	5.5	.06	5.8	-.13	5.5	.04	
		2	1	2	122	2	11	1	4,858	2									
		3	1	2	277	5	34	4	11,015	5									
		4	9	19	596	10	72	8	27,110	11									
		5	5	10	1,306	23	174	20	58,358	23									
		6	14	32	1,563	28	257	27	71,316	28									
		7	Excellent	13	32	1,669	29	365	37	73,734	29								
		—	Not applicable	1	2	38	1	10	1	2,391	1								
		Total	45	100	5,677	100	935	100	252,382	100									

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NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Seniors				Frequency Distributions ^a								Statistical Comparisons ^b																					
				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		Your seniors compared with																					
Item wording or description		Variable name ^c		Values ^d		Response options		Count		%		Count		%		Count		%		Count		%		Mean		Mean		Effect size ^e		Mean		Effect size ^e	
d. Student services staff (career services, student activities, housing, etc.)		Qlstaff		1	Poor	2	4	305	5	45	5	10,266	4	5.3	4.9	.22	5.1	.08	5.0	.16													
		2		2	4	249	4	32	3	10,258	4																						
		3		0	0	416	7	54	6	17,017	7																						
		4		9	18	762	13	94	10	31,968	12																						
		5		3	6	1,010	18	132	15	46,784	18																						
		6		9	21	926	16	146	16	43,855	17																						
		7	Excellent	11	24	1,037	19	232	24	48,547	19																						
		—	Not applicable	10	23	972	17	201	21	43,557	19																						
			Total	46	100	5,677	100	936	100	252,252	100																						
e. Other administrative staff and offices (registrar, financial aid, etc.)		Qladmin		1	Poor	2	4	370	6	30	4	11,269	5	5.0	4.8	.10	5.3	-.19	5.0	-.01													
		2		3	6	328	6	32	3	11,837	5																						
		3		3	6	507	8	68	7	19,226	8																						
		4		8	16	814	14	109	12	36,168	14																						
		5		9	21	1,207	22	175	19	52,481	20																						
		6		11	23	1,033	18	201	22	50,340	20																						
		7	Excellent	9	20	1,094	20	275	28	55,104	22																						
		—	Not applicable	1	4	319	6	48	5	15,925	7																						
			Total	46	100	5,672	100	938	100	252,350	100																						
14. How much does your institution emphasize the following?																																	
a. Spending significant amounts of time studying and on academic work		empstudy		1	Very little	1	2	101	2	20	2	4,768	2	3.2	3.2	.05	3.1	.16	3.1	.14													
		2	Some	7	14	968	17	183	20	45,844	19																						
		3	Quite a bit	19	44	2,354	42	420	43	114,697	46																						
		4	Very much	19	40	2,220	39	314	34	86,240	34																						
			Total	46	100	5,643	100	937	100	251,549	100																						
b. Providing support to help students succeed academically		SEacademic		1	Very little	2	4	323	6	34	4	12,889	6	3.0	2.9	.10	3.0	-.03	2.9	.09													
		2	Some	10	20	1,385	24	185	22	59,749	24																						
		3	Quite a bit	21	47	2,365	42	404	42	105,967	42																						
		4	Very much	13	29	1,569	28	315	33	72,458	28																						
			Total	46	100	5,642	100	938	100	251,063	100																						
c. Using learning support services (tutoring services, writing center, etc.)		SElearnsup		1	Very little	2	4	517	9	70	8	22,196	9	3.1	2.8	.28	3.0	.16	2.9	.27													
		2	Some	7	15	1,403	26	203	23	60,723	25																						
		3	Quite a bit	20	46	2,029	36	337	35	94,335	37																						
		4	Very much	15	35	1,679	29	322	35	73,600	29																						
			Total	44	100	5,628	100	932	100	250,854	100																						

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NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	5	11	867	15	133	14	36,739	15	2.9	2.6	.28	2.6	.28	2.6	.28	
		2	Some	8	17	1,670	30	288	31	76,160	30								
		3	Quite a bit	19	44	1,780	31	307	33	80,469	32								
		4	Very much	12	29	1,308	23	206	22	57,103	23								
		Total	44	100	5,625	100	934	100	250,471	100									
e. Providing opportunities to be involved socially	SEsocial	1	Very little	6	12	440	8	74	9	22,035	9	2.8	2.9	-.05	2.9	-.03	2.8	.03	
		2	Some	8	17	1,452	26	231	26	65,545	27								
		3	Quite a bit	18	44	2,169	38	347	36	96,049	38								
		4	Very much	12	26	1,553	29	277	29	66,614	26								
		Total	44	100	5,614	100	929	100	250,243	100									
f. Providing support for your overall well- being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	6	12	671	12	85	9	29,648	12	2.9	2.7	.18	2.8	.12	2.7	.19	
		2	Some	7	15	1,585	28	248	28	69,671	28								
		3	Quite a bit	18	42	1,963	35	346	36	89,174	35								
		4	Very much	13	30	1,395	25	249	26	61,456	24								
		Total	44	100	5,614	100	928	100	249,949	100									
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	12	26	2,054	36	266	28	81,750	33	2.2	2.0	.21	2.2	.03	2.1	.13	
		2	Some	16	36	1,919	35	329	36	87,422	35								
		3	Quite a bit	10	27	1,047	19	214	23	52,394	21								
		4	Very much	5	11	576	10	115	13	28,157	11								
		Total	43	100	5,596	100	924	100	249,723	100									
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	9	19	765	13	138	17	42,931	18	2.7	2.7	-.02	2.5	.12	2.5	.13	
		2	Some	10	21	1,689	29	282	31	74,482	30								
		3	Quite a bit	14	33	1,902	35	318	33	82,459	32								
		4	Very much	11	26	1,240	23	188	19	49,561	20								
		Total	44	100	5,596	100	926	100	249,433	100									
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	14	30	1,283	23	184	20	55,340	23	2.4	2.3	.08	2.4	.00	2.3	.09	
		2	Some	10	22	2,066	37	343	36	91,346	37								
		3	Quite a bit	11	29	1,477	26	264	28	68,992	27								
		4	Very much	9	20	772	14	134	15	33,818	13								
		Total	44	100	5,598	100	925	100	249,496	100									

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Gordon State College

Seniors

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Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
15. To what extent do you agree or disagree with the following statements?																			
a. I feel comfortable being myself at this institution.	SBmyself (Comparison data are limited to NSSE 2020.)	1	Strongly disagree	0	0	130	2	10	2	3,710	3	3.4	3.3	.11	3.4	-.01	3.3	.11	
		2	Disagree	2	4	371	7	20	6	10,198	7								
		3	Agree	23	51	2,645	47	181	42	70,380	46								
		4	Strongly agree	18	45	2,449	44	238	51	64,715	44								
		Total	43	100	5,595	100	449	100	149,003	100									
b. I feel valued by this institution.	SBvalued (Comparison data are limited to NSSE 2020.)	1	Strongly disagree	2	4	457	9	22	5	9,623	7	3.0	2.8	.13	3.1	-.14	2.9	.03	
		2	Disagree	10	22	1,158	20	54	14	27,424	18								
		3	Agree	20	47	2,707	49	224	50	73,796	49								
		4	Strongly agree	11	27	1,263	22	146	31	38,021	26								
		Total	43	100	5,585	100	446	100	148,864	100									
c. I feel like part of the community at this institution.	SBcommunity (Comparison data are limited to NSSE 2020.)	1	Strongly disagree	1	2	386	7	16	4	8,373	6	3.0	2.9	.07	3.1	-.13	3.0	.02	
		2	Disagree	12	26	1,093	19	63	16	26,999	18								
		3	Agree	19	44	2,697	49	215	49	73,642	49								
		4	Strongly agree	12	28	1,407	25	154	32	39,949	27								
		Total	44	100	5,583	100	448	100	148,963	100									
16. About how many hours do you spend in a typical 7-day week doing the following?																			
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs (Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)	0	0 hrs	0	0	24	0	1	0	971	0	16.6	14.4	.24	13.6 *	.34	14.9	.19	
		3	1-5 hrs	5	11	831	15	164	19	32,130	13								
		8	6-10 hrs	9	19	1,307	24	226	25	57,253	23								
		13	11-15 hrs	7	15	1,126	20	176	17	51,447	21								
		18	16-20 hrs	7	15	976	17	161	18	45,149	18								
		23	21-25 hrs	10	22	534	9	86	9	26,902	11								
		28	26-30 hrs	3	12	324	6	55	6	15,344	6								
		33	More than 30 hrs	2	5	455	8	53	6	19,739	8								
		Total	43	100	5,577	100	922	100	248,935	100									
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs (Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)	0	0 hrs	30	71	2,437	41	486	54	105,110	44	2.7	4.9 *	-.32	4.1	-.20	5.0 *	-.31	
		3	1-5 hrs	5	11	1,518	28	230	24	67,830	26								
		8	6-10 hrs	4	9	716	14	77	8	32,016	13								
		13	11-15 hrs	2	4	434	8	44	4	18,828	7								
		18	16-20 hrs	0	0	206	4	36	4	11,762	5								
		23	21-25 hrs	1	2	126	2	17	2	6,280	2								
		28	26-30 hrs	1	2	43	1	14	1	2,607	1								
		33	More than 30 hrs	0	0	81	1	13	2	4,080	2								
Total	43	100	5,561	100	917	100	248,513	100											

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
c. Working for pay on campus	tmworkonhrs	0	0 hrs	40	96	4,160	74	685	76	174,568	72	.8	3.6 *** ▼	-.39	3.6 *** ▼	-.37	3.6 *** ▼	-.40	
	(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	0	0	166	3	30	3	12,367	4								
		8	6-10 hrs	0	0	349	7	52	5	20,929	7								
		13	11-15 hrs	1	2	335	6	51	6	16,267	6								
		18	16-20 hrs	0	0	377	7	51	5	15,203	6								
		23	21-25 hrs	1	2	82	2	19	2	4,610	2								
		28	26-30 hrs	0	0	28	1	15	1	1,701	1								
		33	More than 30 hrs	0	0	66	1	18	2	2,864	1								
		Total			42	100	5,563	100	921	100	248,509								100
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	12	29	2,383	45	297	33	101,932	41	16.5	11.7 * ▲	.37	16.0	.04	13.0	.26	
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	0	0	248	5	37	4	12,256	5								
		8	6-10 hrs	2	5	344	6	49	5	15,960	6								
		13	11-15 hrs	8	18	364	6	55	5	17,359	7								
		18	16-20 hrs	3	6	442	8	82	9	22,917	9								
		23	21-25 hrs	4	9	431	7	76	8	17,815	7								
		28	26-30 hrs	3	7	331	6	92	9	13,082	5								
		33	More than 30 hrs	11	27	1,023	17	231	26	47,407	21								
		Total			43	100	5,566	100	919	100	248,728								100
Estimated number of hours working for pay	tmworkhrs (Continuous variable created by NSSE)											17.0	15.3	.12	19.6	-.19	16.6	.02	
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	20	47	2,736	50	388	44	123,936	51								
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	10	22	1,823	32	353	36	82,566	32								
		8	6-10 hrs	6	16	504	9	96	11	20,673	8								
		13	11-15 hrs	4	9	225	4	35	4	9,390	4								
		18	16-20 hrs	2	4	132	2	21	3	5,561	2								
		23	21-25 hrs	0	0	60	1	6	1	2,570	1								
		28	26-30 hrs	1	2	21	0	6	1	1,156	0								
		33	More than 30 hrs	0	0	75	1	14	1	2,709	1								
		Total			43	100	5,576	100	919	100	248,561	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	2	5	185	3	32	5	7,470	3	8.8	11.0	-.26	9.3	-.06	10.9	-.26	
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	12	33	1,611	27	328	37	66,847	27								
	8	6-10 hrs	13	29	1,495	27	257	26	70,334	28									
	13	11-15 hrs	9	20	994	19	134	13	46,327	18									
	18	16-20 hrs	4	9	632	12	79	8	28,737	12									
	23	21-25 hrs	1	2	263	5	40	4	11,976	5									
	28	26-30 hrs	0	0	114	2	19	2	5,398	2									
	33	More than 30 hrs	1	2	269	5	32	4	11,439	5									
	Total		42	100	5,563	100	921	100	248,528	100									
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	14	36	3,557	66	472	48	160,558	63	12.3	5.5 ** ▲	.64	9.6	.21	6.3 * ▲	.54	
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	11	24	606	10	119	13	25,924	10								
	8	6-10 hrs	1	2	274	4	62	7	12,652	5									
	13	11-15 hrs	2	4	180	3	39	4	8,397	4									
	18	16-20 hrs	0	0	169	3	37	4	6,682	3									
	23	21-25 hrs	0	0	95	2	12	2	3,798	2									
	28	26-30 hrs	1	2	57	1	10	1	2,628	1									
	33	More than 30 hrs	14	31	624	10	168	20	27,575	12									
	Total		43	100	5,562	100	919	100	248,214	100									
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	8	17	872	14	116	12	63,830	25	6.7	6.0	.10	6.2	.07	5.0	.26	
	(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	19	45	2,717	51	517	54	116,644	47								
	8	6-10 hrs	9	19	1,073	19	161	19	38,496	16									
	13	11-15 hrs	2	7	425	7	55	6	14,122	6									
	18	16-20 hrs	2	4	178	3	29	3	5,942	3									
	23	21-25 hrs	0	0	80	1	10	1	2,948	1									
	28	26-30 hrs	1	2	42	1	7	1	1,427	1									
	33	More than 30 hrs	2	4	179	3	25	3	5,213	2									
	Total		43	100	5,566	100	920	100	248,622	100									

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020						
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e						
17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																								
	reading	1	Very little	1	2	873	17	104	10	33,700	14	2.9	2.7	.16	2.9	-.03	2.8	.08						
		2	Some	16	41	1,660	31	257	28	71,310	29													
		3	About half	13	28	1,404	25	260	29	67,860	27													
		4	Most	10	22	1,125	19	221	24	52,718	21													
		5	Almost all	3	7	501	8	78	9	22,654	9													
			Total	43	100	5,563	100	920	100	248,242	100													
tmreadinghrs																								
(Continuous variable created by NSSE. Calculated as a proportion of tmprphrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)												7.6							6.5	.18	6.9	.10	7.1	.08
	tmreadinghrscol	1	0 hrs	0	0	24	0	1	0	952	0													
	(Collapsed version of tmreadinghrs created by NSSE.)	2	More than zero, up to 5 hrs	17	38	2,855	53	457	49	118,157	49													
		3	More than 5, up to 10 hrs	15	38	1,485	27	260	28	71,986	29													
		4	More than 10, up to 15 hrs	6	13	533	9	97	11	25,984	10													
		5	More than 15, up to 20 hrs	3	7	313	5	41	5	14,861	6													
		6	More than 20, up to 25 hrs	2	5	207	3	43	5	10,422	4													
		7	More than 25 hrs	0	0	120	2	17	2	4,957	2													
			Total	43	100	5,537	100	916	100	247,319	100													
18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																								
a. Writing clearly and effectively	pgwrite	1	Very little	1	2	377	7	44	5	12,620	6	3.1	2.9	.12	3.1	-.01	3.0	.04						
		2	Some	10	21	1,298	23	181	20	51,929	21													
		3	Quite a bit	21	46	2,077	38	354	39	97,282	39													
		4	Very much	12	31	1,797	32	335	36	85,855	34													
			Total	44	100	5,549	100	914	100	247,686	100													

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Speaking clearly and effectively	pgspeak	1	Very little	2	4	446	8	48	5	17,309	8	3.0	2.9	.12	3.0	-.04	2.9	.08	
		2	Some	12	26	1,354	24	202	21	56,881	23								
		3	Quite a bit	16	35	2,012	36	341	38	93,028	37								
		4	Very much	14	35	1,735	31	328	36	80,454	32								
		Total	44	100	5,547	100	919	100	247,672	100									
c. Thinking critically and analytically	pgthink	1	Very little	0	0	126	2	15	2	5,153	2	3.5	3.3	.27	3.4	.22	3.3	.27	
		2	Some	5	11	729	13	102	12	29,919	13								
		3	Quite a bit	12	27	2,019	36	341	37	92,941	37								
		4	Very much	26	63	2,675	48	459	50	119,770	48								
		Total	43	100	5,549	100	917	100	247,783	100									
d. Analyzing numerical and statistical information	pganalyze	1	Very little	1	2	422	7	85	9	23,855	9	3.1	3.0	.13	2.9	.28	2.9	.24	
		2	Some	10	21	1,287	22	235	25	62,477	24								
		3	Quite a bit	17	37	1,860	34	314	35	82,429	33								
		4	Very much	16	39	1,972	37	284	30	78,955	33								
		Total	44	100	5,541	100	918	100	247,716	100									
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	1	2	502	9	67	7	19,664	9	3.3	3.0 *	.37	3.0 *	.34	3.0 *	.38	
		2	Some	7	15	1,250	23	185	22	56,200	23								
		3	Quite a bit	15	32	1,826	33	313	35	85,196	34								
		4	Very much	21	50	1,974	36	352	36	86,680	35								
		Total	44	100	5,552	100	917	100	247,740	100									
f. Working effectively with others	pgothers	1	Very little	0	0	245	4	38	4	11,838	5	3.3	3.1	.27	3.1	.20	3.1	.29	
		2	Some	8	17	1,144	21	173	19	48,684	20								
		3	Quite a bit	16	35	2,062	37	322	36	94,898	38								
		4	Very much	20	48	2,094	38	382	41	92,261	37								
		Total	44	100	5,545	100	915	100	247,681	100									
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	3	6	734	14	103	11	23,556	11	3.1	2.7 **	.38	2.9	.21	2.9	.28	
		2	Some	7	14	1,392	26	186	20	57,814	24								
		3	Quite a bit	18	39	1,776	32	293	33	86,079	34								
		4	Very much	17	40	1,638	29	330	36	80,071	31								
		Total	45	100	5,540	100	912	100	247,520	100									

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

				GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	2	4	556	11	76	8	21,668	10	3.1	2.8	.23	3.0	.13	2.9	.20	
		2	Some	10	21	1,353	25	216	23	60,906	25								
		3	Quite a bit	18	39	1,866	33	312	35	85,146	34								
		4	Very much	15	36	1,771	31	311	34	79,922	32								
		Total	45	100	5,546	100	915	100	247,642	100									
i. Solving complex real-world problems	pgprobsolve	1	Very little	3	6	549	10	79	9	20,538	9	3.1	2.8	.25	2.9	.23	2.9	.25	
		2	Some	9	21	1,387	25	245	26	64,680	26								
		3	Quite a bit	15	31	1,953	36	308	35	88,744	35								
		4	Very much	18	42	1,652	30	283	31	73,686	30								
		Total	45	100	5,541	100	915	100	247,648	100									
j. Being an informed and active citizen	pgcitizen	1	Very little	5	10	844	16	96	10	29,441	13	3.0	2.6 * ▲	.36	2.8	.18	2.7	.29	
		2	Some	6	15	1,588	29	264	28	70,910	29								
		3	Quite a bit	19	39	1,683	30	281	32	80,689	32								
		4	Very much	15	36	1,438	25	277	31	66,839	27								
		Total	45	100	5,553	100	918	100	247,879	100									
19. How would you evaluate your entire educational experience at this institution?																			
	evalexp	1	Poor	2	4	175	3	12	2	5,956	3	3.2	3.2	.05	3.3	-.09	3.2	-.01	
		2	Fair	4	8	751	13	99	11	29,282	12								
		3	Good	22	48	2,535	44	382	43	108,021	43								
		4	Excellent	17	40	2,140	40	430	44	105,500	42								
		Total	45	100	5,601	100	923	100	248,759	100									
20. If you could start over again, would you go to the same institution you are now attending?																			
	sameinst	1	Definitely no	2	4	341	6	25	3	11,522	5	3.1	3.2	-.08	3.3	-.25	3.2	-.12	
		2	Probably no	6	15	726	12	98	11	30,853	12								
		3	Probably yes	21	46	2,218	39	339	37	95,556	38								
		4	Definitely yes	16	36	2,346	43	462	49	111,539	45								
		Total	45	100	5,631	100	924	100	249,470	100									

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Detailed Statistics^g Gordon State College

First-Year Students

Variable Name	N	Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	GSC	GSC	Georgia System		NSSE 2019 & 2020	GSC	Georgia System		NSSE 2019 & 2020	GSC	Georgia System		NSSE 2019 & 2020	Comparisons with:			Comparisons with:			Comparisons with:		
				Carnegie Class				Carnegie Class				Carnegie Class			Carnegie Class	Georgia System	Carnegie Class	NSSE 2019 & 2020	Georgia System	Carnegie Class	NSSE 2019 & 2020	
1 a. askquest	34	2.92	2.75	2.86	2.80	.150	.010	.021	.002	.87	.87	.85	.85	8,423	1,605	174,839	.263	.697	.392	.19	.07	.15
b. unpreparedr	35	2.95	3.05	3.09	3.07	.137	.009	.020	.002	.81	.78	.78	.77	8,376	1,590	174,069	.447	.285	.336	-.13	-.18	-.16
c. attendart	35	1.77	1.75	1.77	1.85	.162	.010	.023	.002	.96	.90	.92	.91	8,356	1,588	173,567	.943	.977	.604	.01	.00	-.09
d. CLaskhelp	35	2.78	2.58	2.56	2.60	.141	.010	.024	.002	.84	.92	.92	.90	8,331	1,581	173,275	.195	.168	.229	.22	.24	.20
e. CLexplain	33	2.72	2.70	2.70	2.69	.155	.009	.023	.002	.89	.86	.89	.85	8,281	1,576	172,665	.864	.873	.809	.03	.03	.04
f. CLstudy	34	2.52	2.52	2.51	2.53	.172	.011	.025	.002	1.00	.98	1.00	.98	8,218	1,566	171,648	.996	.978	.956	.00	.00	-.01
g. CLproject	33	2.76	2.62	2.59	2.64	.168	.010	.024	.002	.97	.89	.92	.89	8,118	1,548	170,470	.389	.300	.436	.15	.18	.14
h. present	33	2.17	2.15	2.23	2.27	.174	.010	.024	.002	1.01	.91	.94	.91	8,103	1,552	170,161	.921	.693	.499	.02	-.07	-.12
2 a. RIintegrate	31	2.44	2.49	2.52	2.57	.175	.010	.022	.002	.98	.88	.86	.85	7,895	1,534	167,362	.770	.615	.382	-.05	-.09	-.16
b. RISocietal	30	2.39	2.51	2.54	2.56	.186	.010	.024	.002	1.02	.92	.91	.88	7,809	1,523	165,877	.491	.384	.290	-.13	-.16	-.19
c. RIDiverse	31	2.58	2.56	2.57	2.56	.173	.011	.025	.002	.96	.93	.95	.90	7,679	1,510	164,171	.935	.988	.921	.01	.00	.02
d. RIownview	29	2.85	2.74	2.75	2.77	.165	.010	.022	.002	.89	.85	.84	.81	7,540	1,497	162,153	.472	.525	.608	.13	.12	.10
e. RIPerspect	30	3.01	2.91	2.92	2.92	.145	.010	.021	.002	.80	.82	.81	.79	7,362	1,466	159,523	.536	.563	.552	.11	.11	.11
f. RInewview	29	2.86	2.82	2.81	2.86	.149	.010	.022	.002	.80	.82	.82	.79	7,190	1,448	157,010	.821	.774	.984	.04	.05	.00
g. RIconnect	28	2.95	2.99	2.98	3.03	.156	.009	.021	.002	.82	.77	.79	.74	7,075	1,430	154,885	.754	.820	.548	-.06	-.04	-.11
3 a. SFCareer	30	2.36	2.29	2.36	2.33	.152	.011	.026	.002	.84	.95	.98	.93	7,066	1,432	154,798	.666	.988	.839	.08	.00	.04
b. SFotherwork	30	2.09	1.75	1.86	1.80	.187	.011	.026	.002	1.03	.94	.99	.92	6,998	1,428	153,888	.045	.201	.083	.37	.24	.32
c. SFdiscuss	29	2.12	1.96	2.05	2.02	.156	.011	.026	.002	.84	.93	.96	.90	6,904	1,415	152,305	.348	.679	.526	.17	.08	.12
d. SFperform	28	1.99	2.11	2.24	2.14	.157	.011	.025	.002	.84	.91	.94	.89	6,898	29	152,152	.481	.125	.361	-.13	-.27	-.17
4 a. memorize	28	2.93	2.98	2.91	2.91	.162	.010	.023	.002	.85	.80	.83	.80	6,829	1,395	150,996	.744	.876	.894	-.06	.03	.03
b. HOapply	28	2.98	2.90	2.86	2.91	.158	.010	.022	.002	.83	.83	.82	.80	6,795	1,385	150,065	.629	.433	.651	.09	.15	.09
c. HOanalyze	28	2.99	2.89	2.83	2.90	.187	.010	.023	.002	.98	.84	.85	.81	6,689	1,364	148,392	.548	.347	.595	.11	.18	.10
d. HOevaluate	28	3.02	2.88	2.86	2.89	.145	.010	.023	.002	.76	.83	.82	.81	6,641	1,361	147,474	.390	.306	.425	.16	.20	.15
e. HOform	28	2.97	2.87	2.85	2.89	.138	.010	.023	.002	.73	.84	.83	.80	6,600	1,356	146,725	.521	.445	.588	.12	.15	.10
5 a. ETgoals	28	3.12	3.05	3.02	3.06	.154	.010	.023	.002	.81	.80	.82	.78	6,537	1,338	145,548	.648	.545	.703	.09	.12	.07
b. ETorganize	27	3.12	2.98	2.93	2.99	.157	.011	.024	.002	.81	.85	.88	.82	6,507	1,341	145,068	.390	.264	.397	.17	.22	.16
c. ETexample	27	3.03	3.02	2.99	3.02	.171	.011	.024	.002	.89	.85	.85	.82	6,476	1,331	144,739	.945	.786	.925	.01	.05	.02
d. ETdraftfb	27	2.87	2.80	2.92	2.81	.170	.011	.025	.002	.88	.92	.90	.91	6,470	1,323	144,478	.709	.797	.740	.07	-.05	.06
e. ETfeedback	27	2.80	2.72	2.79	2.73	.180	.012	.025	.002	.93	.93	.91	.90	6,461	1,325	143,998	.657	.952	.682	.09	.01	.08
6 a. QRconclude	26	2.71	2.63	2.59	2.58	.199	.011	.025	.002	1.01	.89	.89	.87	6,308	1,315	142,095	.633	.477	.438	.09	.14	.15
b. QRproblem	26	2.35	2.34	2.39	2.33	.210	.012	.026	.002	1.07	.96	.94	.92	6,256	1,301	141,211	.944	.839	.890	.01	-.04	.03
c. QRevaluate	26	2.37	2.35	2.32	2.33	.207	.012	.026	.002	1.05	.92	.92	.89	6,214	1,284	140,648	.898	.804	.802	.03	.05	.05

NSSE 2020 Frequencies and Statistical Comparisons

Detailed Statistics^g Gordon State College

First-Year Students

Variable Name	N	Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	GSC	GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020	GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020	GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020	Comparisons with:			Comparisons with:			Comparisons with:		
														Georgia System	Carnegie Class	NSSE 2019 & 2020	Georgia System	Carnegie Class	NSSE 2019 & 2020	Georgia System	Carnegie Class	NSSE 2019 & 2020
7 a. wrshortnum	26	4.73	5.57	6.73	6.49	1.225	.066	.153	.015	6.23	5.22	5.45	5.69	6,199	1,292	140,337	.416	.066	.116	-.16	-.37	-.31
b. wrmednum	26	3.45	1.95	2.83	2.31	1.168	.042	.105	.009	5.94	3.31	3.73	3.40	25	25	25	.212	.603	.342	.45	.16	.33
c. wrlongnum	26	2.28	1.03	1.36	1.00	1.019	.041	.099	.008	5.18	3.21	3.52	2.95	25	25	25	.231	.380	.220	.39	.26	.44
— wrpages	26	75.94	47.22	62.47	52.46	26.910	.988	2.348	.198	136.83	77.34	83.12	73.72	25	25	25	.296	.622	.391	.37	.16	.32
8 a. DDrace	26	3.19	3.15	2.97	3.04	.164	.012	.026	.002	.83	.91	.93	.91	6,165	1,286	139,717	.819	.238	.409	.05	.23	.16
b. DDeconomic	26	3.04	3.05	2.92	3.03	.184	.011	.026	.002	.94	.90	.92	.88	6,136	1,269	139,328	.949	.496	.925	-.01	.14	.02
c. DDreligion	26	2.94	2.99	2.86	2.94	.205	.012	.027	.003	1.04	.96	.96	.94	6,133	1,278	139,338	.800	.666	.985	-.05	.09	.00
d. DDpolitical	26	2.78	2.93	2.87	2.89	.193	.012	.026	.003	.98	.96	.93	.94	6,144	1,283	139,399	.426	.631	.551	-.16	-.10	-.12
9 a. LSreading	25	3.06	2.99	2.97	3.00	.173	.010	.023	.002	.86	.79	.80	.77	6,091	1,267	138,394	.653	.578	.703	.09	.11	.08
b. LSnotes	25	3.06	2.97	2.98	2.91	.198	.011	.025	.002	.99	.87	.87	.88	6,062	1,263	138,211	.620	.661	.404	.10	.09	.17
c. LSsummary	25	3.06	2.87	2.85	2.83	.171	.011	.025	.002	.86	.87	.89	.87	6,093	1,263	138,226	.292	.242	.190	.21	.24	.26
10. challenge	25	5.31	5.40	5.40	5.42	.290	.017	.039	.003	1.45	1.31	1.35	1.24	6,043	1,255	137,336	.743	.751	.653	-.07	-.06	-.09
11 a. intern ^l	24	.042	.066	.073	.073	.0422	.0032	.0074	.0007	--	--	--	--	--	--	--	.645	.571	.561	-.10	-.13	-.13
b. leader ^l	24	.079	.091	.093	.103	.0566	.0037	.0083	.0008	--	--	--	--	--	--	--	.836	.811	.706	-.04	-.05	-.08
c. learncom ^l	24	.096	.114	.109	.127	.0618	.0041	.0089	.0009	--	--	--	--	--	--	--	.787	.843	.651	-.06	-.04	-.10
d. abroad ^l	22	.039	.025	.027	.028	.0418	.0020	.0046	.0004	--	--	--	--	--	--	--	.667	.732	.754	.08	.07	.06
e. research ^l	22	.000	.047	.053	.047	.0000	.0027	.0064	.0006	--	--	--	--	--	--	--	.293	.261	.295	-.44	-.47	-.44
f. capstone ^l	22	.102	.022	.031	.020	.0652	.0019	.0050	.0004	--	--	--	--	--	--	--	.012	.061	.006	.35	.29	.36
12. servcourse	22	1.73	1.59	1.65	1.64	.185	.009	.022	.002	.88	.69	.76	.71	5,925	1,239	135,296	.341	.597	.523	.20	.11	.13
13 a. QIstudent	22	4.75	5.36	5.26	5.45	.350	.019	.042	.004	1.66	1.43	1.46	1.36	5,847	1,224	132,943	.042	.102	.014	-.43	-.35	-.52
b. QIadvisor	22	5.08	5.33	5.34	5.38	.349	.021	.049	.004	1.65	1.62	1.68	1.58	5,819	1,203	132,029	.468	.480	.372	-.15	-.15	-.19
c. QIfaculty	21	5.03	5.30	5.32	5.41	.329	.019	.043	.004	1.51	1.42	1.49	1.37	5,837	1,216	133,196	.384	.389	.204	-.19	-.19	-.28
d. QIstaff	17	5.14	5.08	5.03	5.19	.419	.023	.056	.005	1.73	1.66	1.79	1.58	5,205	1,040	120,787	.878	.797	.900	.04	.06	-.03
e. QIadmin	20	4.94	5.02	5.14	5.15	.366	.023	.051	.005	1.65	1.66	1.72	1.59	5,491	1,152	124,611	.841	.614	.548	-.04	-.11	-.13
14 a. empstudy	22	2.86	3.08	3.12	3.08	.169	.010	.022	.002	.80	.77	.77	.75	5,902	1,229	134,263	.185	.113	.161	-.28	-.34	-.30
b. SEacademic	22	3.25	3.00	3.01	3.04	.168	.011	.025	.002	.80	.86	.87	.83	5,872	1,223	133,862	.177	.211	.248	.29	.27	.24
c. SElearnsup	22	3.28	3.10	3.13	3.10	.191	.012	.026	.002	.90	.90	.91	.88	5,886	1,225	133,785	.326	.412	.319	.21	.17	.21
d. SEdiverse	22	2.60	2.78	2.72	2.77	.197	.013	.028	.003	.93	.98	.98	.95	5,882	1,222	133,586	.398	.575	.416	-.18	-.12	-.17
e. SESocial	22	3.38	2.94	2.87	2.96	.137	.012	.027	.002	.65	.91	.93	.88	5,838	1,220	133,298	.021	.009	.022	.49	.56	.48
f. SEwellness	22	3.05	2.87	2.82	2.92	.187	.012	.027	.002	.88	.92	.94	.90	5,848	1,222	133,056	.377	.256	.494	.19	.24	.14

NSSE 2020 Frequencies and Statistical Comparisons

Detailed Statistics^g Gordon State College

First-Year Students

Variable Name	N	Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	GSC	GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020	GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020	GSC	Georgia System	Carnegie Class	NSSE 2019 & 2020	Comparisons with:			Comparisons with:			Comparisons with:		
														Georgia System	Carnegie Class	NSSE 2019 & 2020	Georgia System	Carnegie Class	NSSE 2019 & 2020	Georgia System	Carnegie Class	NSSE 2019 & 2020
g. SEnonacad	22	2.75	2.30	2.36	2.35	.216	.013	.029	.003	1.02	1.00	1.01	.97	5,860	1,224	133,031	.034	.072	.049	.45	.38	.42
h. SEactivities	22	3.11	2.80	2.72	2.79	.208	.013	.029	.003	.99	.95	.99	.94	5,838	1,220	132,823	.121	.062	.111	.33	.40	.34
i. SEevents	22	2.75	2.47	2.45	2.47	.200	.013	.028	.003	.95	.98	.98	.96	5,844	1,218	132,834	.180	.153	.162	.28	.30	.30
15 a. SBmyself	22	3.37	3.23	3.18	3.26	.147	.009	.032	.003	.70	.71	.76	.69	5,827	602	75,003	.349	.235	.435	.20	.26	.16
b. SBvalued	21	3.23	2.93	2.99	3.01	.131	.010	.032	.003	.60	.78	.78	.74	5,810	597	74,907	.080	.155	.164	.38	.31	.30
c. SBcommunity	22	3.29	2.91	2.96	3.02	.162	.011	.034	.003	.77	.83	.82	.77	5,827	604	75,001	.032	.062	.094	.45	.40	.35
16 a. tmprephrs	22	12.47	13.36	13.00	14.41	1.922	.109	.235	.022	9.10	8.29	8.12	8.15	5,800	1,216	132,293	.613	.757	.259	-.11	-.07	-.24
b. tmcocurrhrs	22	7.55	4.79	4.59	5.61	2.000	.088	.205	.019	9.47	6.67	7.07	7.04	22	22	21	.183	.156	.342	.41	.42	.28
c. tmworkonhrs	22	5.83	1.92	2.42	2.42	2.176	.071	.172	.016	10.31	5.37	5.92	5.76	21	22	21	.086	.133	.132	.72	.57	.59
d. tmworkoffhrs	22	12.38	6.85	10.82	5.92	2.904	.140	.341	.028	13.75	10.60	11.76	10.11	22	1,207	21	.071	.533	.037	.52	.13	.64
— tmworkhrs	22	18.22	8.71	13.13	8.30	3.824	.158	.369	.032	18.11	11.93	12.65	11.68	22	22	21	.021	.199	.017	.80	.40	.85
e. tmservehrs	22	5.80	2.52	2.86	2.52	1.944	.066	.162	.013	9.21	5.03	5.60	4.90	21	22	21	.106	.147	.106	.65	.52	.67
f. tmrelaxhrs	22	12.31	12.37	12.13	12.55	1.994	.116	.262	.024	9.44	8.78	9.04	8.61	5,800	1,211	132,015	.976	.928	.894	-.01	.02	-.03
g. tmcarehrs	22	9.11	3.11	4.24	3.07	2.648	.100	.242	.021	12.54	7.55	8.33	7.55	21	22	21	.034	.081	.033	.79	.58	.80
h. tmcommutehrs	22	6.26	5.30	6.87	4.10	1.765	.090	.231	.017	8.36	6.86	7.97	6.34	5,796	1,213	21	.510	.721	.234	.14	-.08	.34
17. reading	22	3.18	2.64	2.71	2.71	.275	.014	.031	.003	1.30	1.08	1.06	1.09	5,781	1,204	131,801	.018	.037	.043	.50	.45	.43
— tmreadinghrs	22	7.31	5.81	5.92	6.46	1.514	.073	.161	.016	7.17	5.50	5.53	5.70	5,759	1,197	131,234	.199	.241	.483	.27	.25	.15
18 a. pgwrite	22	3.10	2.80	2.88	2.80	.137	.012	.025	.002	.65	.90	.86	.87	22	23	21	.035	.119	.036	.34	.26	.35
b. pgspeak	22	3.05	2.65	2.74	2.68	.175	.013	.027	.003	.83	.95	.91	.92	22	22	21	.034	.099	.050	.42	.33	.39
c. pgthink	22	3.32	3.05	3.08	3.08	.156	.011	.024	.002	.74	.83	.81	.80	5,754	1,196	131,193	.116	.166	.146	.33	.30	.31
d. pganalyze	22	2.93	2.75	2.73	2.68	.186	.012	.027	.003	.88	.94	.93	.94	5,755	1,202	131,159	.373	.311	.206	.19	.22	.27
e. pgwork	22	3.10	2.59	2.55	2.63	.173	.013	.029	.003	.82	.97	.98	.95	5,755	1,199	131,190	.012	.009	.018	.53	.56	.50
f. pgothers	22	3.10	2.81	2.84	2.86	.163	.012	.026	.002	.77	.90	.90	.88	5,733	1,199	131,109	.120	.174	.180	.33	.29	.28
g. pgvalues	22	2.99	2.66	2.65	2.72	.185	.013	.029	.003	.87	.96	.99	.94	22	22	131,106	.087	.088	.180	.35	.34	.28
h. pgdiverse	22	2.82	2.80	2.79	2.81	.206	.013	.027	.003	.98	.95	.94	.93	5,759	1,198	131,125	.945	.907	.977	.01	.02	.01
i. pgprobsolve	22	2.93	2.65	2.60	2.66	.186	.013	.028	.003	.88	.96	.95	.93	5,754	1,199	131,168	.173	.104	.174	.29	.35	.29
j. pgcitizen	22	2.61	2.66	2.64	2.66	.239	.013	.029	.003	1.13	.97	.98	.94	5,745	1,200	131,309	.817	.906	.807	-.05	-.03	-.05
19. evalexp	22	2.86	3.09	3.06	3.18	.168	.010	.022	.002	.79	.76	.77	.74	5,800	1,213	131,989	.139	.225	.039	-.31	-.26	-.44
20. sameinst	22	2.81	3.12	3.11	3.21	.207	.011	.024	.002	.98	.83	.85	.80	5,832	1,216	132,586	.077	.097	.016	-.37	-.35	-.51
21. returnexp ^l	22	.629	.844	.715	.879	.1044	.0048	.0130	.0009	--	--	--	--	--	--	--	.005	.372	.000	-.50	-.18	-.60

NSSE 2020 Frequencies and Statistical Comparisons

Detailed Statistics^g Gordon State College

Seniors

Variable Name	N	Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	GSC	GSC	Georgia System		NSSE 2019 & 2020	GSC	Georgia System		NSSE 2019 & 2020	GSC	Georgia System		NSSE 2019 & 2020	Comparisons with:			Comparisons with:			Comparisons with:		
				Carnegie Class				Carnegie Class				Carnegie Class		Georgia System	Carnegie Class	NSSE 2019 & 2020	Georgia System	Carnegie Class	NSSE 2019 & 2020	Georgia System	Carnegie Class	NSSE 2019 & 2020
1 a. askquest	59	3.15	3.00	3.26	3.05	.111	.009	.029	.002	.85	.90	.83	.88	9,928	900	243,867	.206	.345	.393	.17	-.13	.11
b. unpreparedr	59	3.00	2.94	3.05	3.02	.126	.008	.029	.002	.97	.84	.85	.82	9,870	901	242,817	.560	.703	.879	.08	-.05	-.02
c. attendart	59	1.54	1.70	1.71	1.75	.103	.009	.030	.002	.79	.86	.86	.89	9,837	900	242,292	.162	.154	.077	-.18	-.19	-.23
d. CLaskhelp	57	2.58	2.53	2.40	2.43	.118	.009	.030	.002	.89	.91	.88	.93	9,819	894	242,093	.711	.143	.220	.05	.20	.16
e. CLexplain	57	2.89	2.81	2.78	2.70	.114	.009	.029	.002	.86	.86	.86	.90	9,807	898	241,734	.486	.325	.102	.09	.13	.22
f. CLstudy	57	2.75	2.57	2.55	2.46	.136	.010	.033	.002	1.03	.99	.97	1.02	9,739	895	240,503	.164	.134	.030	.18	.20	.29
g. CLproject	54	2.81	2.96	2.85	2.81	.126	.009	.031	.002	.93	.89	.89	.95	9,688	888	239,547	.213	.734	.972	-.17	-.05	.00
h. present	55	2.69	2.70	2.79	2.67	.117	.010	.033	.002	.87	.97	.96	.98	9,673	884	239,241	.909	.449	.891	-.02	-.11	.02
2 a. RIintegrate	56	2.86	2.91	2.89	2.91	.112	.009	.029	.002	.84	.86	.85	.85	9,523	885	236,937	.654	.802	.669	-.06	-.03	-.06
b. RISocietal	55	2.86	2.74	2.79	2.78	.132	.009	.032	.002	.98	.92	.91	.91	9,456	881	235,787	.334	.553	.495	.13	.08	.09
c. RIDiverse	54	2.87	2.58	2.64	2.62	.129	.010	.034	.002	.95	.99	.97	.96	9,332	873	234,122	.029	.083	.050	.30	.24	.27
d. RIownview	55	3.10	2.85	2.87	2.85	.111	.009	.029	.002	.83	.84	.82	.83	9,253	872	232,388	.024	.041	.022	.30	.28	.31
e. RIPerspect	54	3.20	3.01	3.02	2.98	.102	.008	.028	.002	.76	.81	.79	.80	9,097	864	229,726	.089	.105	.052	.23	.23	.26
f. RInewview	53	2.89	2.97	3.01	2.97	.107	.008	.027	.002	.78	.80	.78	.79	8,927	857	227,218	.460	.278	.461	-.10	-.15	-.10
g. RIconnect	51	3.31	3.19	3.22	3.19	.113	.008	.026	.002	.80	.74	.73	.73	8,831	850	225,159	.272	.396	.265	.15	.12	.16
3 a. SFCareer	51	2.97	2.46	2.63	2.45	.137	.011	.034	.002	.98	1.01	.97	.99	8,814	847	225,088	.000	.018	.000	.50	.34	.52
b. SFOtherwork	51	2.06	2.00	2.10	1.96	.153	.011	.037	.002	1.09	1.05	1.04	1.02	8,753	842	224,196	.668	.787	.499	.06	-.04	.10
c. SFDiscuss	49	2.30	2.22	2.24	2.16	.168	.011	.034	.002	1.17	.98	.96	.96	48	52	48	.625	.704	.393	.08	.07	.15
d. SFperform	51	2.66	2.21	2.35	2.22	.148	.010	.032	.002	1.05	.95	.91	.93	8,675	55	50	.001	.043	.004	.47	.34	.48
4 a. memorize	50	2.91	2.85	2.77	2.76	.103	.009	.031	.002	.73	.87	.88	.88	49	58	49	.550	.194	.145	.07	.16	.17
b. HOApply	51	3.14	3.09	3.10	3.07	.112	.009	.027	.002	.80	.79	.76	.79	8,518	824	220,242	.660	.730	.517	.06	.05	.09
c. HOAnalyze	51	3.12	3.05	3.04	3.03	.100	.009	.029	.002	.71	.83	.81	.81	8,425	812	218,374	.531	.462	.433	.09	.11	.11
d. HOEvaluate	50	2.93	2.93	2.97	2.94	.115	.010	.030	.002	.81	.89	.83	.85	8,364	808	217,360	.988	.689	.878	.00	-.06	-.02
e. HOForm	51	2.98	2.97	2.98	2.96	.119	.009	.029	.002	.85	.85	.79	.82	8,288	808	216,532	.921	.965	.910	.01	-.01	.02
5 a. ETgoals	51	2.96	3.15	3.24	3.15	.125	.009	.030	.002	.89	.80	.81	.78	8,238	805	215,178	.103	.017	.088	-.23	-.35	-.24
b. ETorganize	50	2.87	3.07	3.16	3.06	.143	.009	.031	.002	1.01	.83	.86	.83	49	803	49	.174	.026	.182	-.24	-.33	-.23
c. ETexample	51	2.98	3.13	3.23	3.10	.122	.009	.029	.002	.87	.83	.81	.83	8,174	809	214,332	.187	.033	.297	-.19	-.31	-.15
d. ETdraftfb	51	2.71	2.80	2.95	2.79	.138	.011	.034	.002	.98	.97	.95	.96	8,143	803	213,940	.531	.076	.562	-.09	-.26	-.08
e. ETfeedback	51	2.64	2.83	2.98	2.83	.130	.010	.034	.002	.92	.92	.92	.91	8,104	802	213,395	.146	.010	.138	-.21	-.38	-.21
6 a. QRconclude	49	2.71	2.72	2.65	2.65	.117	.010	.032	.002	.82	.91	.87	.91	7,972	797	211,081	.908	.638	.673	-.02	.07	.06
b. QRproblem	49	2.54	2.47	2.45	2.44	.144	.011	.034	.002	1.00	.98	.93	.96	7,902	794	210,140	.636	.558	.497	.07	.09	.10
c. QRevaluate	47	2.32	2.51	2.39	2.44	.141	.011	.033	.002	.97	.93	.89	.92	7,874	787	209,507	.171	.592	.363	-.20	-.08	-.13

NSSE 2020 Frequencies and Statistical Comparisons

Detailed Statistics^g Gordon State College

Seniors

Variable Name	N	Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	GSC	GSC	Georgia System		NSSE 2019 & 2020	GSC	Georgia System		NSSE 2019 & 2020	GSC	Georgia System		NSSE 2019 & 2020	Comparisons with:			Comparisons with:			Comparisons with:		
			Georgia System	Carnegie Class	NSSE 2019 & 2020		Georgia System	Carnegie Class	NSSE 2019 & 2020		Georgia System	Carnegie Class	NSSE 2019 & 2020	Georgia System	Carnegie Class	NSSE 2019 & 2020	Georgia System	Carnegie Class	NSSE 2019 & 2020			
7 a. wrshortnum	48	6.28	6.45	7.77	7.69	.834	.069	.251	.015	5.76	6.09	6.82	6.69	7,852	783	208,738	.845	.140	.145	-.03	-.22	-.21
b. wrmednum	48	3.77	3.05	3.86	3.67	.645	.047	.181	.010	4.46	4.18	4.90	4.58	7,812	781	208,019	.234	.910	.875	.17	-.02	.02
c. wrlongnum	48	2.14	1.81	2.23	2.02	.646	.042	.160	.008	4.46	3.71	4.34	3.88	7,842	779	208,479	.545	.889	.834	.09	-.02	.03
— wrpages	48	81.15	70.14	87.62	82.34	14.857	1.044	4.066	.218	102.66	91.77	110.00	98.93	7,774	778	206,791	.409	.692	.934	.12	-.06	-.01
8 a. DDrace	44	3.22	3.28	3.00	3.08	.132	.010	.034	.002	.87	.85	.93	.92	7,828	771	208,302	.644	.119	.300	-.07	.24	.16
b. DDeconomic	46	3.22	3.18	3.03	3.06	.111	.010	.033	.002	.75	.86	.88	.88	7,811	772	207,770	.698	.140	.211	.06	.22	.18
c. DDreligion	46	2.98	3.12	2.99	2.97	.138	.010	.033	.002	.93	.91	.89	.94	7,794	772	207,800	.298	.920	.953	-.15	-.02	.01
d. DDpolitical	46	3.04	3.03	2.99	2.92	.146	.011	.033	.002	.99	.93	.90	.94	7,798	772	207,917	.985	.728	.407	.00	.05	.12
9 a. LSreading	46	3.14	3.11	3.11	3.09	.102	.009	.029	.002	.69	.81	.79	.80	7,767	774	206,895	.797	.783	.661	.04	.04	.06
b. LSnotes	46	3.25	2.91	2.95	2.85	.114	.011	.034	.002	.77	.93	.91	.93	7,753	773	206,688	.013	.028	.003	.37	.33	.43
c. LSsummary	46	3.30	2.89	2.96	2.85	.103	.010	.032	.002	.70	.91	.86	.90	7,753	771	206,667	.003	.009	.001	.45	.40	.50
10. challenge	44	5.87	5.57	5.72	5.56	.206	.015	.047	.003	1.37	1.32	1.27	1.30	7,705	769	205,453	.128	.458	.107	.23	.12	.24
11 a. intern ^l	44	.372	.495	.476	.481	.0737	.0057	.0186	.0011	--	--	--	--	--	--	--	.104	.180	.148	-.25	-.21	-.22
b. leader ^l	44	.147	.346	.291	.343	.0539	.0055	.0169	.0010	--	--	--	--	--	--	--	.005	.038	.006	-.47	-.35	-.46
c. learncom ^l	44	.187	.245	.253	.224	.0594	.0049	.0162	.0009	--	--	--	--	--	--	--	.367	.325	.551	-.14	-.16	-.09
d. abroad ^l	44	.019	.182	.049	.139	.0208	.0044	.0080	.0008	--	--	--	--	--	--	--	.005	.362	.021	-.61	-.17	-.49
e. research ^l	43	.189	.267	.220	.227	.0604	.0051	.0154	.0009	--	--	--	--	--	--	--	.253	.633	.550	-.18	-.08	-.09
f. capstone ^l	43	.250	.417	.383	.444	.0667	.0057	.0181	.0011	--	--	--	--	--	--	--	.026	.078	.010	-.36	-.29	-.41
12. servcourse	44	1.97	1.69	1.84	1.75	.127	.008	.027	.002	.84	.70	.72	.72	7,610	766	203,400	.011	.274	.050	.39	.17	.30
13 a. QIstudent	44	5.55	5.60	5.74	5.60	.212	.015	.052	.003	1.41	1.31	1.38	1.33	7,516	753	197,866	.785	.371	.783	-.04	-.14	-.04
b. QIadvisor	42	5.15	5.14	5.53	5.29	.254	.021	.063	.004	1.65	1.79	1.67	1.74	7,502	752	200,122	.962	.158	.615	.01	-.22	-.08
c. QIfaculty	42	5.59	5.51	5.77	5.54	.223	.016	.050	.003	1.45	1.42	1.34	1.38	7,538	750	201,078	.704	.415	.802	.06	-.13	.04
d. QIstaff	34	5.29	4.91	5.15	5.02	.301	.022	.075	.004	1.76	1.75	1.80	1.70	6,322	604	165,454	.205	.639	.340	.22	.08	.16
e. QIadmin	42	5.00	4.83	5.30	5.02	.260	.021	.062	.004	1.69	1.77	1.63	1.70	7,125	727	188,930	.534	.238	.943	.10	-.19	-.01
14 a. empstudy	44	3.22	3.19	3.10	3.11	.116	.009	.030	.002	.77	.77	.79	.77	7,550	762	202,412	.757	.310	.342	.05	.16	.14
b. SEacademic	44	3.00	2.92	3.03	2.93	.123	.010	.031	.002	.81	.86	.84	.86	7,547	765	202,005	.492	.867	.572	.10	-.03	.09
c. SElearnsup	41	3.11	2.85	2.96	2.86	.129	.011	.035	.002	.83	.94	.95	.94	7,527	755	201,807	.075	.315	.087	.28	.16	.27
d. SEdiverse	41	2.91	2.63	2.63	2.63	.148	.012	.037	.002	.95	1.00	.98	1.00	41	758	40	.064	.082	.065	.28	.28	.28
e. SEsocial	41	2.84	2.88	2.86	2.81	.150	.011	.035	.002	.96	.91	.94	.93	7,504	754	201,251	.757	.872	.840	-.05	-.03	.03
f. SEwellness	41	2.90	2.73	2.79	2.72	.153	.011	.035	.002	.98	.97	.94	.97	7,510	752	200,997	.255	.462	.221	.18	.12	.19

NSSE 2020 Frequencies and Statistical Comparisons

Detailed Statistics^g Gordon State College

Seniors

Variable Name	N	Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	GSC	GSC	Georgia System		NSSE 2019 & 2020	GSC	Georgia System		NSSE 2019 & 2020	GSC	Georgia System		NSSE 2019 & 2020	Comparisons with:			Comparisons with:			Comparisons with:		
			Georgia System	Carnegie Class			Georgia System	Carnegie Class			Georgia System	Carnegie Class		Georgia System	Carnegie Class	NSSE 2019 & 2020	Georgia System	Carnegie Class	NSSE 2019 & 2020	Georgia System	Carnegie Class	NSSE 2019 & 2020
g. SEnonacad	40	2.24	2.03	2.21	2.11	.153	.011	.037	.002	.97	.98	1.00	.99	7,484	750	200,783	.178	.849	.405	.21	.03	.13
h. SEactivities	41	2.67	2.69	2.55	2.54	.168	.011	.037	.002	1.08	.97	.99	1.00	7,481	751	200,506	.908	.451	.400	-.02	.12	.13
i. SEevents	41	2.38	2.30	2.38	2.30	.174	.011	.037	.002	1.12	.97	.98	.97	41	753	40	.651	.990	.635	.08	.00	.09
15 a. SBmyself	40	3.40	3.32	3.40	3.32	.091	.008	.035	.002	.58	.70	.70	.71	7,475	432	117,775	.487	.972	.472	.11	-.01	.11
b. SBvalued	40	2.96	2.84	3.07	2.93	.130	.010	.041	.002	.82	.87	.81	.85	7,455	427	117,658	.393	.415	.833	.13	-.14	.03
c. SBcommunity	41	2.98	2.92	3.09	2.96	.124	.010	.040	.002	.80	.85	.79	.83	7,459	432	117,711	.645	.420	.894	.07	-.13	.02
16 a. tmprephrs	40	16.57	14.43	13.62	14.95	1.376	.103	.325	.020	8.73	8.85	8.66	8.76	7,442	749	200,100	.126	.036	.240	.24	.34	.19
b. tmcocurrhrs	40	2.71	4.91	4.10	4.96	.942	.080	.267	.016	5.98	6.89	7.09	7.18	7,421	745	39	.043	.221	.022	-.32	-.20	-.31
c. tmworkonhrs	39	.82	3.60	3.60	3.64	.632	.082	.286	.016	3.97	7.09	7.62	7.13	40	56	38	.000	.000	.000	-.39	-.37	-.40
d. tmworkoffhrs	40	16.52	11.74	16.03	13.03	2.077	.152	.517	.030	13.18	13.04	13.74	13.39	7,427	745	199,918	.020	.824	.098	.37	.04	.26
— tmworkhrs	39	16.98	15.33	19.61	16.65	2.260	.156	.513	.030	14.19	13.41	13.64	13.47	7,391	743	199,094	.441	.240	.878	.12	-.19	.02
e. tmervicehrs	40	4.52	3.36	3.69	3.27	.996	.067	.221	.013	6.32	5.78	5.88	5.72	7,445	744	199,775	.205	.387	.167	.20	.14	.22
f. tmrelaxhrs	39	8.81	10.95	9.28	10.93	1.062	.095	.301	.018	6.66	8.19	8.03	8.22	7,425	747	199,757	.101	.716	.105	-.26	-.06	-.26
g. tmcarehrs	40	12.27	5.51	9.55	6.26	2.335	.123	.491	.025	14.82	10.58	13.06	11.19	40	43	39	.006	.260	.014	.64	.21	.54
h. tmcommutehrs	40	6.71	6.02	6.21	5.01	1.273	.079	.268	.014	8.08	6.83	7.12	6.42	7,424	745	199,821	.519	.667	.093	.10	.07	.26
17. reading	40	2.90	2.71	2.93	2.81	.158	.014	.043	.003	1.00	1.19	1.13	1.18	7,424	746	199,509	.312	.858	.608	.16	-.03	.08
— tmreadinghrs	40	7.58	6.48	6.94	7.06	.880	.071	.237	.014	5.59	6.09	6.29	6.31	7,391	743	198,722	.255	.526	.603	.18	.10	.08
18 a. pgwrite	41	3.05	2.94	3.06	3.01	.122	.011	.033	.002	.78	.91	.87	.88	7,408	742	199,037	.428	.940	.791	.12	-.01	.04
b. pgspeak	41	3.00	2.89	3.04	2.93	.139	.011	.033	.002	.89	.94	.89	.93	7,407	748	199,008	.455	.804	.611	.12	-.04	.08
c. pgthink	40	3.52	3.31	3.35	3.31	.109	.009	.028	.002	.69	.79	.75	.78	7,409	744	199,109	.087	.165	.085	.27	.22	.27
d. pganalyze	41	3.13	3.01	2.86	2.90	.130	.011	.036	.002	.83	.93	.95	.97	7,392	747	199,039	.415	.078	.127	.13	.28	.24
e. pgwork	41	3.31	2.95	3.00	2.95	.126	.011	.035	.002	.81	.97	.94	.96	7,407	746	199,058	.018	.035	.016	.37	.34	.38
f. pgothers	41	3.31	3.08	3.14	3.05	.117	.010	.032	.002	.75	.87	.86	.89	7,400	745	199,001	.088	.217	.061	.27	.20	.29
g. pgvalues	43	3.13	2.75	2.93	2.86	.136	.012	.038	.002	.89	1.02	1.00	.98	43	744	198,885	.007	.189	.068	.38	.21	.28
h. pgdiverse	43	3.08	2.85	2.96	2.88	.131	.011	.035	.002	.86	.98	.94	.97	7,401	747	198,975	.124	.420	.179	.23	.13	.20
i. pgprobsolve	43	3.09	2.85	2.87	2.86	.143	.011	.036	.002	.94	.96	.95	.95	7,391	746	198,999	.097	.143	.107	.25	.23	.25
j. pgcitizen	43	3.01	2.65	2.84	2.73	.147	.012	.037	.002	.96	1.03	.97	.99	43	750	199,204	.016	.245	.059	.36	.18	.29
19. evalexp	43	3.24	3.20	3.30	3.24	.117	.009	.027	.002	.77	.79	.72	.77	7,474	754	200,005	.754	.573	.962	.05	-.09	-.01
20. sameinst	43	3.13	3.20	3.32	3.23	.124	.010	.029	.002	.82	.86	.78	.85	7,513	752	200,627	.602	.118	.443	-.08	-.25	-.12

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Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Means calculated from ordered response options (e.g., Very often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Exceptions are the dichotomous High-Impact Practice items (11a to 11f) which are compared using a z -test.
- c. Items which make up the Engagement Indicators include the following two-letter prefixes: CL = Collaborative Learning, DD = Discussions with Diverse Others, ET = Effective Teaching Practices, HO = Higher-Order Learning, LS = Learning Strategies, QI = Quality of Interactions, QR = Quantitative Reasoning, RI = Reflective & Integrative Learning, SE = Supportive Environment, and SF = Student-Faculty Interaction.
- d. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook. For items estimating number of papers and hours per week, the values represent actual units using the midpoints of response option ranges and an estimate for unbounded options.
- e. Effect size for independent t -tests uses Cohen's d ; z -tests use Cohen's h . See page 2 for more details.
- f. Statistical comparison uses z -test to compare the percentage who responded "Done or in progress" or "Yes."
- g. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups).
- h. Standard error of the mean for ordered and continuous variables; standard error of the proportion for items indicating "Done or in progress" (High-Impact Practices). The 95% confidence interval is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- i. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- j. Degrees of freedom used to compute the t -tests. Values differ from N s due to weighting and whether equal variances were assumed.
- k. Statistical comparisons are two-tailed independent t -tests or z -tests. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.
- l. Mean represents the proportion who responded "Done or in progress" or "Yes."

NSSE 2020
High-Impact Practices
Gordon State College

About Your High-Impact Practices Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

High-Impact Practices in NSSE

Service-Learning

Courses that included a community-based project

Learning Community

Formal program where groups of students take two or more classes together

Research with Faculty

Work with a faculty member on a research project

Internship or Field Experience

Internship, co-op, field experience, student teaching, or clinical placement

Study Abroad

Culminating Senior Experience

Capstone course, senior project or thesis, comprehensive exam, portfolio, etc.

Report Sections

Participation Comparisons (p. 3)

Displays HIP participation for your students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

Overall HIP Participation

Displays the percentage of students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons

Comparisons of participation in each HIP and overall for your students relative to those at comparison group institutions, with tests of significance and effect sizes.

Response Detail (pp. 4-5)

Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions. First-year results include a summary of their expectations for future HIP participation.

Participation by Student Characteristics (p. 6)

Displays your students' participation in each HIP by selected student characteristics.

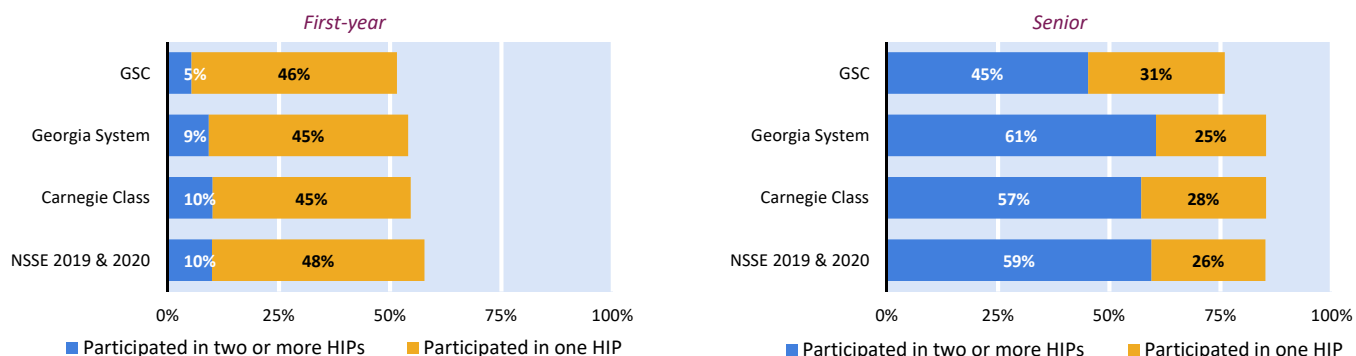
Interpreting Comparisons

HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It is equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 6 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.
National Survey of Student Engagement (2007). Experiences that matter: Enhancing student learning and success—Annual Report 2007. Bloomington, IN: Indiana University Center for Postsecondary Research.
Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



Statistical Comparisons

The table below displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

	Your students' participation compared with:						
	GSC	Georgia System		Carnegie Class		NSSE 2019 & 2020	
<i>First-year</i>	%	<i>Difference^a</i>	<i>ES^b</i>	<i>Difference^a</i>	<i>ES^b</i>	<i>Difference^a</i>	<i>ES^b</i>
Service-Learning	50	+1	.02	-0	-.01	-2	-.04
Learning Community	10	-2	-.06	-1	-.04	-3	-.10
Research with Faculty	0	-5	-.44	-5	-.47	-5	-.44
<i>Participated in at least one</i>	52	-3	-.05	-3	-.06	-6	-.12
<i>Participated in two or more</i>	5	-4	-.15	-5	-.18	-5	-.17
<i>Senior</i>							
Service-Learning	68	+10	.21	+0	.01	+7	.15
Learning Community	19	-6	-.14	-7	-.16	-4	-.09
Research with Faculty	19	-8	-.18	-3	-.08	-4	-.09
Internship or Field Exp.	37	-12	-.25	-10	-.21	-11	-.22
Study Abroad	2	-16	** -.61	-3	-.17	-12	* -.49
Culminating Senior Exp.	25	-17	* -.36	-13	-.29	-19	* -.41
<i>Participated in at least one</i>	76	-9	-.24	-9	-.24	-9	-.23
<i>Participated in two or more</i>	45	-15	* -.31	-12	-.24	-14	-.29

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018).

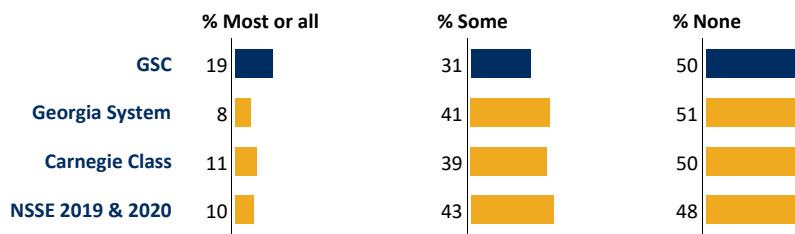
p* < .05, *p* < .01, ****p* < .001 (z- test comparing participation rates).

Note: Participation includes the percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

First-Year Students

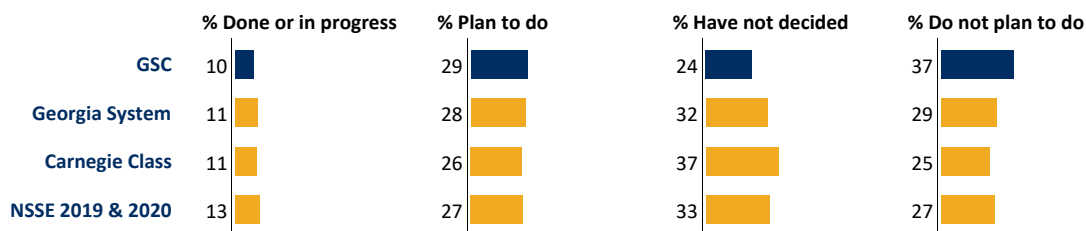
Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



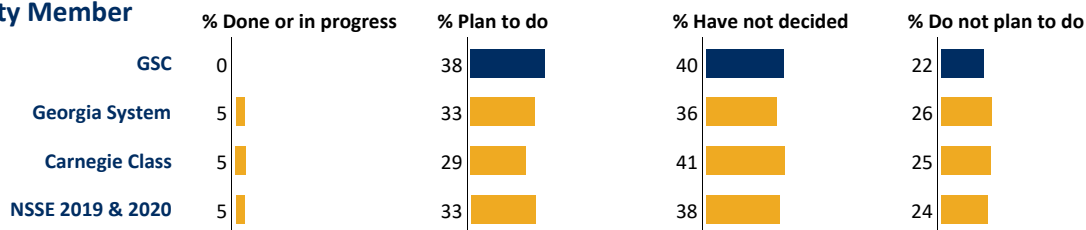
Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Research with a Faculty Member

Work with a faculty member on a research project.



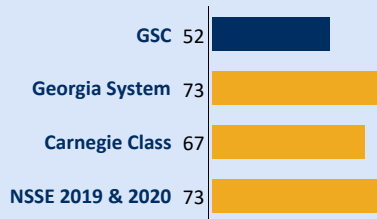
Plans to Participate^a

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

Percentage responding "Plan to do"

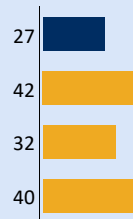
Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



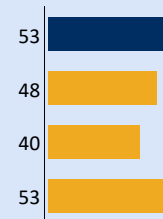
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



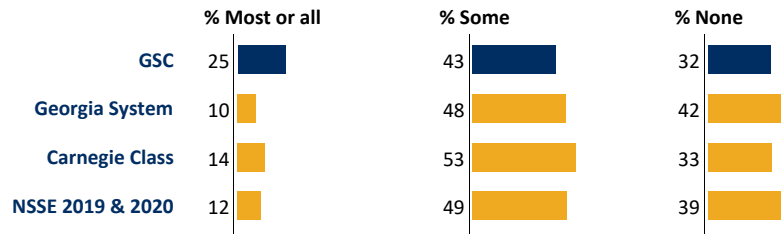
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

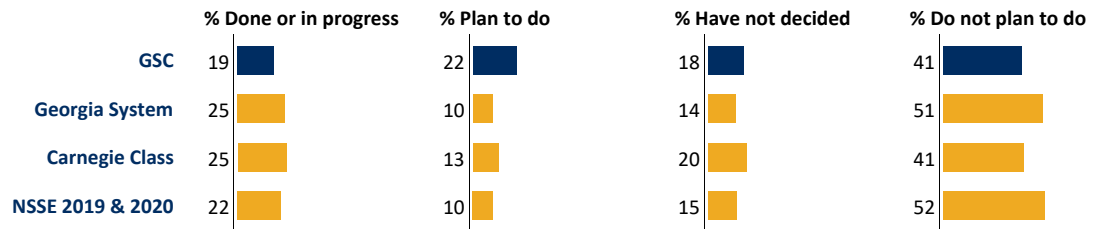
Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



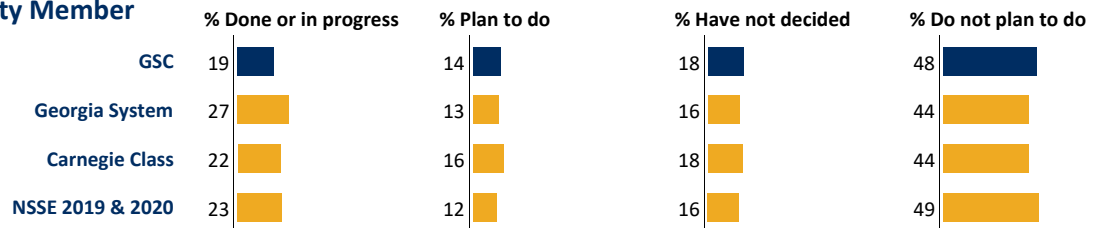
Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



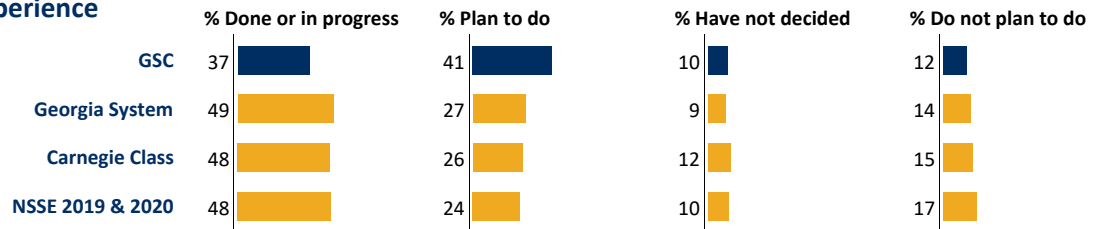
Research with a Faculty Member

Work with a faculty member on a research project.



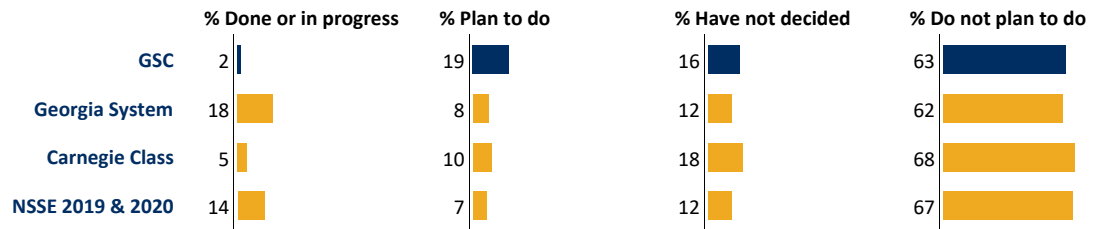
Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



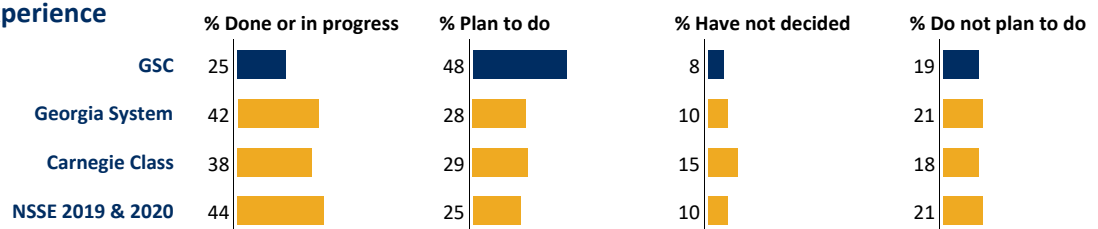
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



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

NSSE 2020 High-Impact Practices

Participation by Student Characteristics

Gordon State College

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-year			Senior					
	Service-Learning	Learning Community	Research with Faculty	Service-Learning	Learning Community	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex^a	%	%	%	%	%	%	%	%	%
Female	47	7	0	63	18	22	39	3	30
Male	—	—	—	—	—	—	—	—	—
Race/ethnicity or international^a									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	69	8	0	63	25	20	19	6	27
Hispanic or Latino	—	—	—	—	—	—	—	—	—
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	—	—	—	64	14	21	46	0	25
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident	—	—	—	—	—	—	—	—	—
Two or more races/ethnicities	—	—	—	—	—	—	—	—	—
Age									
Traditional (FY < 21, Seniors < 25)	59	12	0	70	13	22	43	0	26
Nontraditional (FY 21+, Seniors 25+)	—	—	—	61	22	22	33	6	28
First-generation^b									
Not first-generation	—	—	—	59	24	41	41	6	35
First-generation	50	17	0	75	13	8	38	0	21
Enrollment status^a									
Not full-time	—	—	—	61	11	11	22	6	22
Full-time	58	5	0	68	21	26	46	0	30
Residence									
Not on campus	—	—	—	67	13	18	36	0	23
On campus	64	0	0	—	—	—	—	—	—
Major category^c									
Arts & humanities	—	—	—	—	—	—	—	—	—
Biological sciences, agriculture, natural res.	—	—	—	—	—	—	—	—	—
Physical sciences, math, computer science	—	—	—	—	—	—	—	—	—
Social sciences	—	—	—	—	—	—	—	—	—
Business	—	—	—	—	—	—	—	—	—
Communications, media, public relations	—	—	—	—	—	—	—	—	—
Education	—	—	—	—	—	—	—	—	—
Engineering	—	—	—	—	—	—	—	—	—
Health professions	—	—	—	87	20	13	47	7	27
Social service professions	—	—	—	—	—	—	—	—	—
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	50	10	0	68	19	19	37	2	25

Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable. If provided, "Another" and "Unknown" categories for sex are not displayed due to low Ns, but do appear in the data file.

b. Neither parent (or guardian) holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the Major Field Report, to be released in the fall. Excludes majors categorized as "all other."

NSSE 2020
Multi-Year Report
Gordon State College

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: <http://go.iu.edu/2R1r>

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who <i>planned to do</i> an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation.

NSSE 2020 Multi-Year Report

Administration Summaries

Gordon State College

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

First-year students						Seniors				
Year	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013										
2014						39%	+/- 8.7%	78	65	13
2015										
2016										
2017						33%	+/- 7.7%	108	84	24
2018										
2019										
2020	17%	+/- 15.2%	35	21	14	19%	+/- 11.5%	59	43	16

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014	Email	Census	No	University System of Georgia	No	No	No
2015							
2016							
2017	Email	Census	No	University System of Georgia	No	No	No
2018							
2019							
2020	Email	Census	Yes	University System of Georgia	No	No	No

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

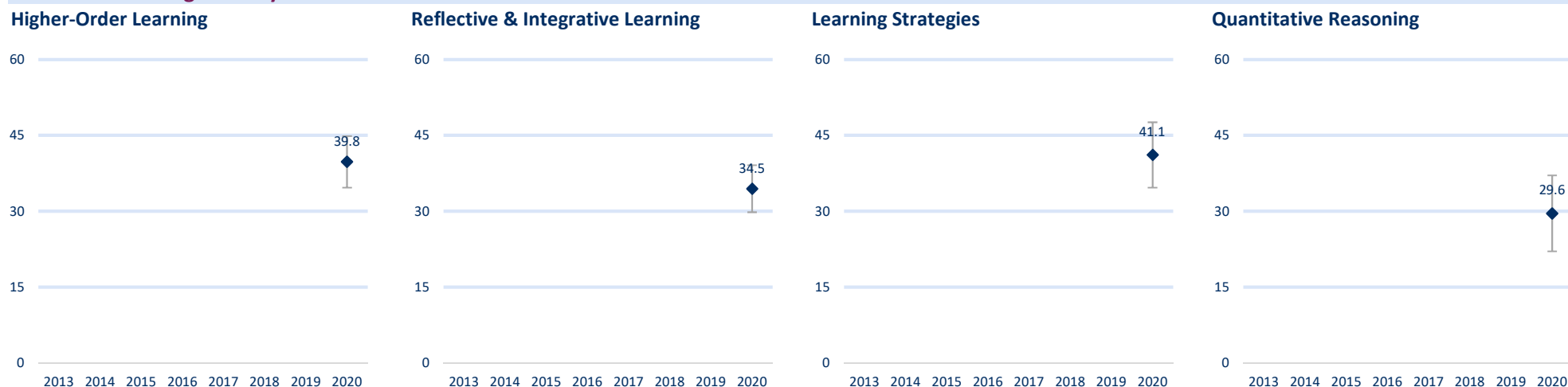
NSSE 2020 Multi-Year Report

Engagement Results by Theme

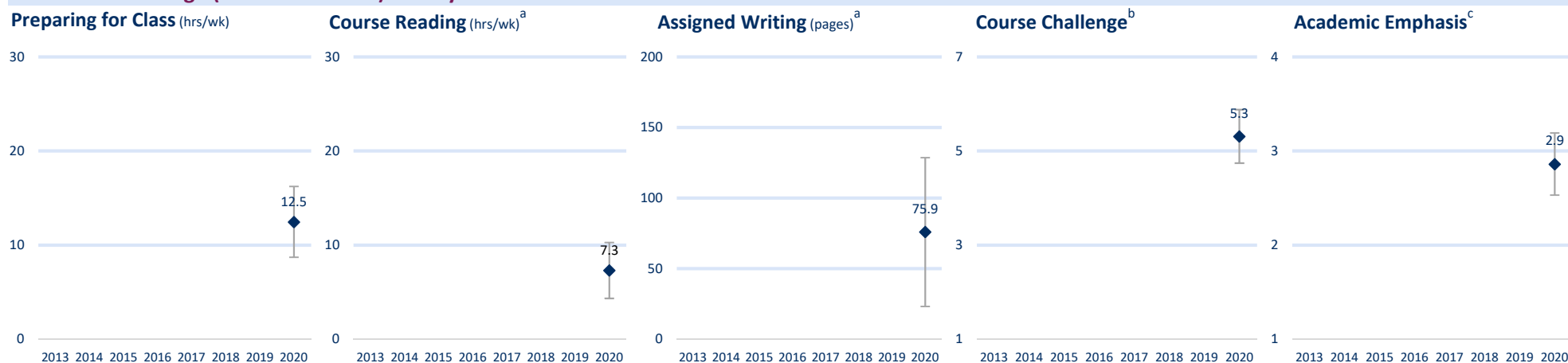
Gordon State College

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students



Academic Challenge (additional items): First-year students



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

NSSE 2020 Multi-Year Report

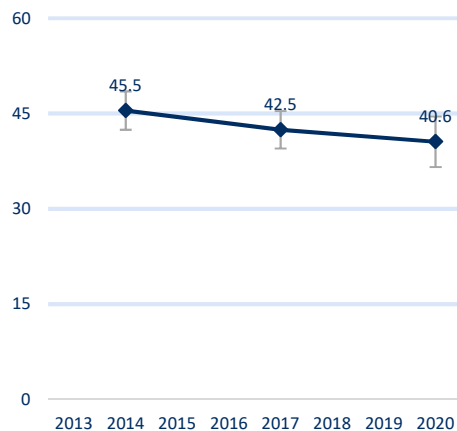
Engagement Results by Theme

Gordon State College

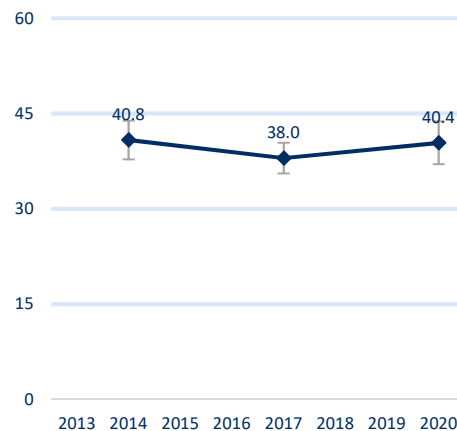
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: Seniors

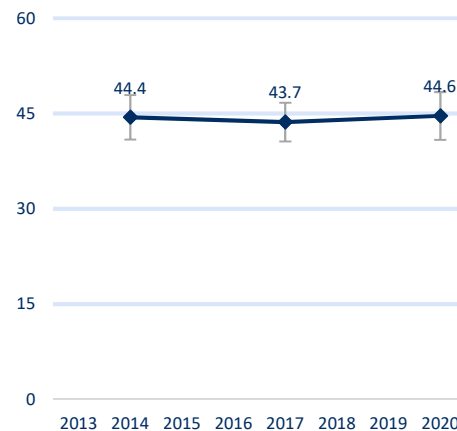
Higher-Order Learning



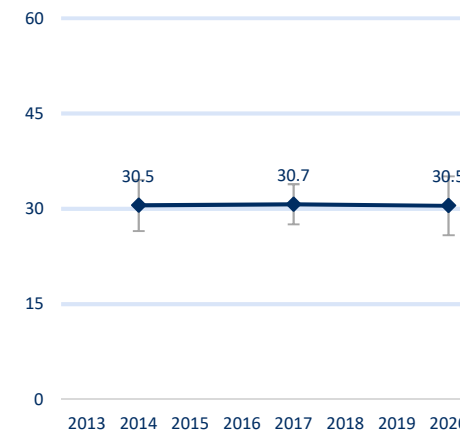
Reflective & Integrative Learning



Learning Strategies

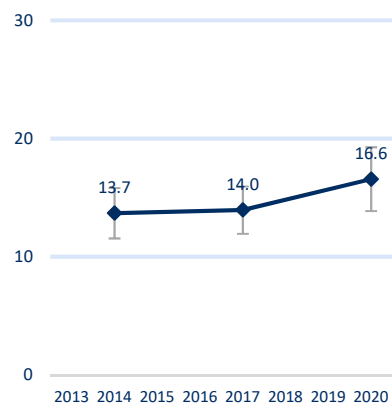


Quantitative Reasoning

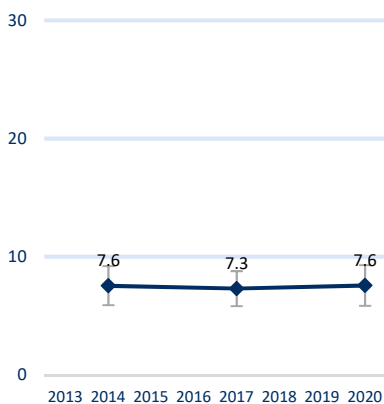


Academic Challenge (additional items): Seniors

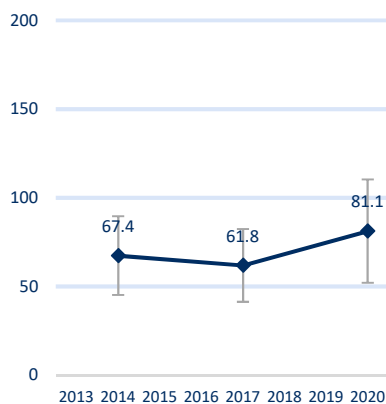
Preparing for Class (hrs/wk)



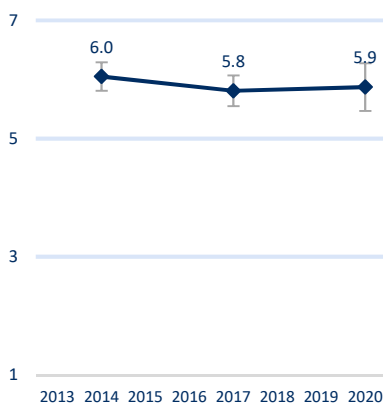
Course Reading (hrs/wk)^a



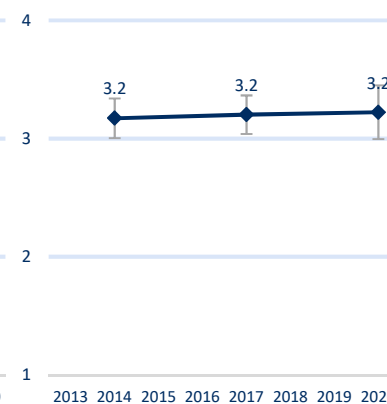
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

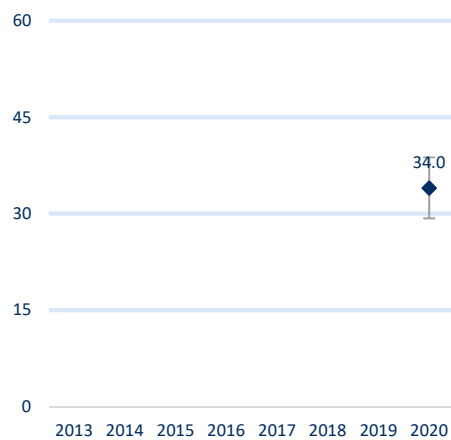
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

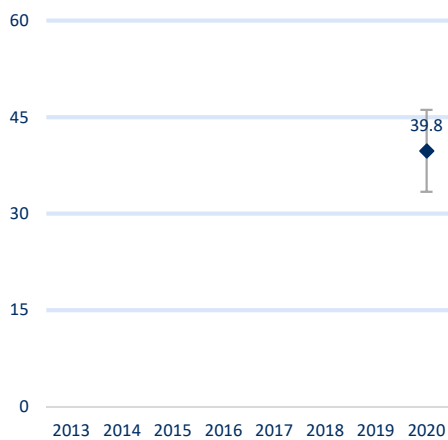
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

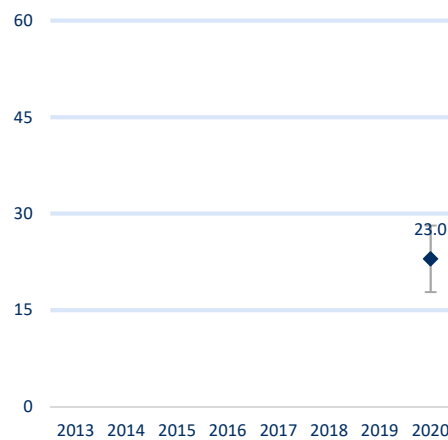


Discussions with Diverse Others

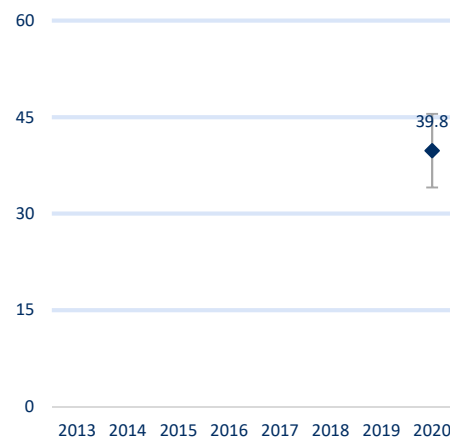


Experiences with Faculty: First-year students

Student-Faculty Interaction

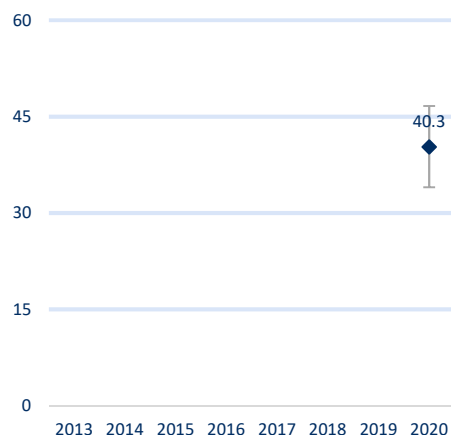


Effective Teaching Practices

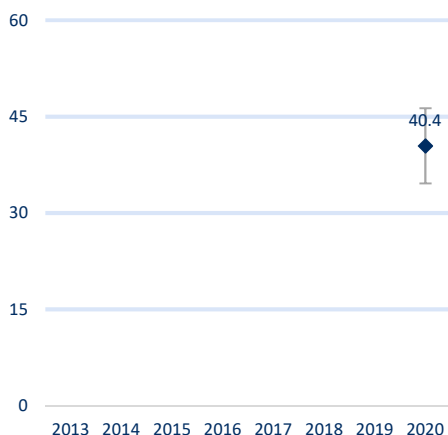


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



NSSE 2020 Multi-Year Report

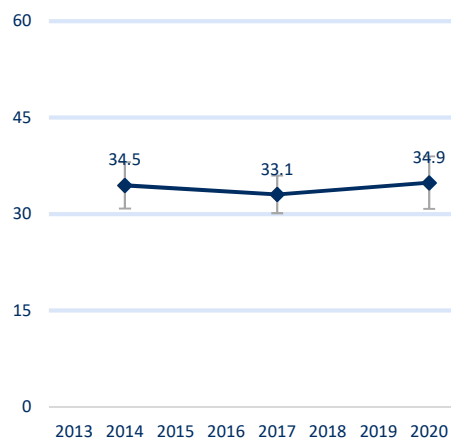
Engagement Results by Theme

Gordon State College

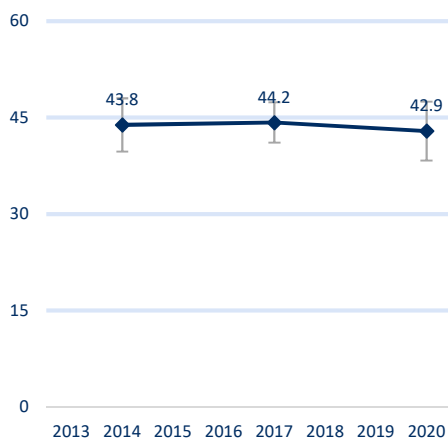
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

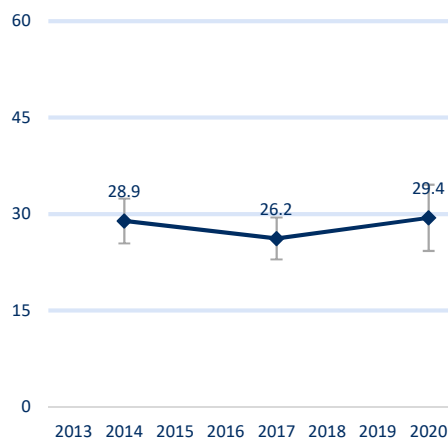


Discussions with Diverse Others

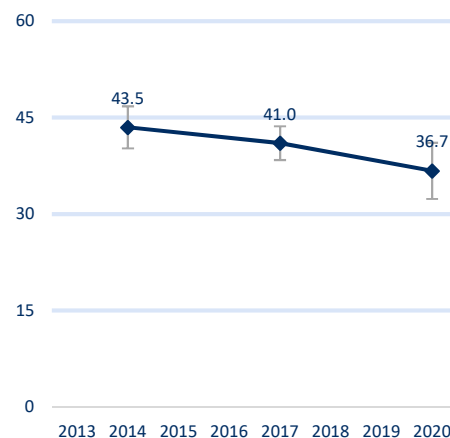


Experiences with Faculty: Seniors

Student-Faculty Interaction

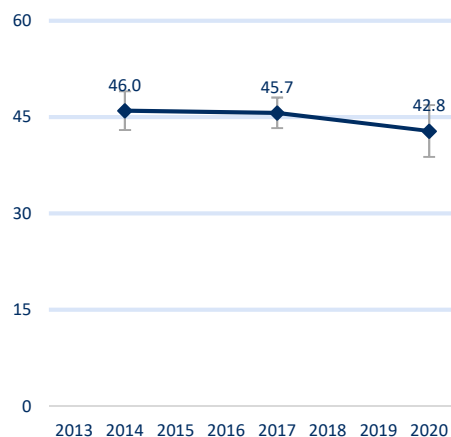


Effective Teaching Practices

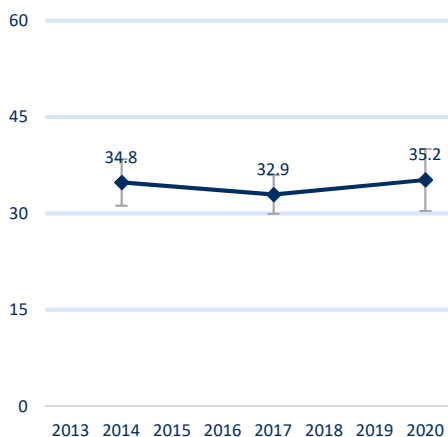


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

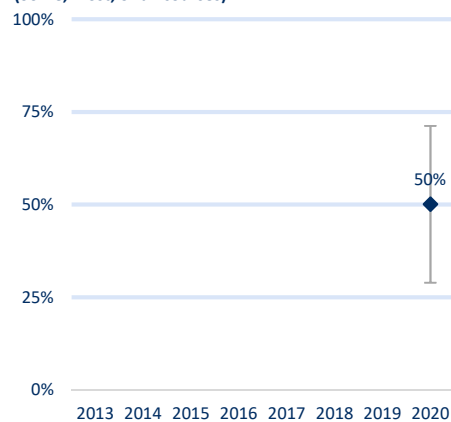


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

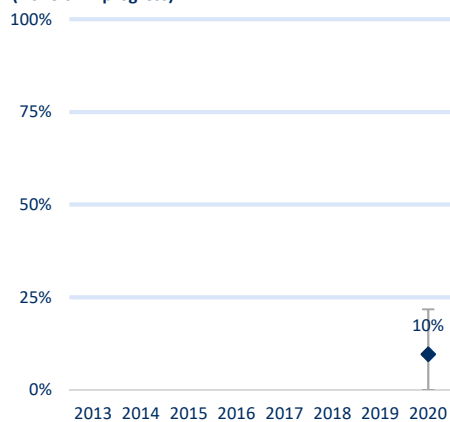
Service-Learning

(Some, most, or all courses)



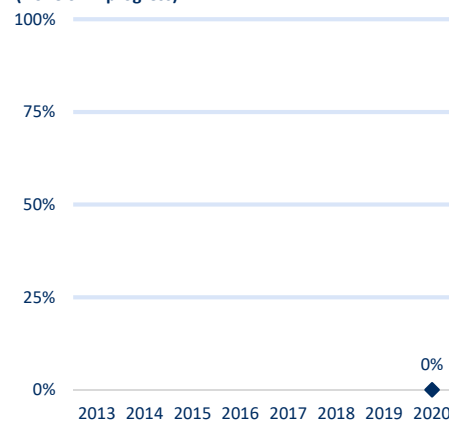
Learning Community

(Done or in progress)



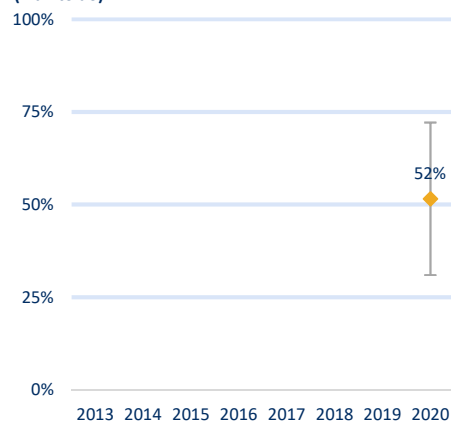
Research with Faculty

(Done or in progress)



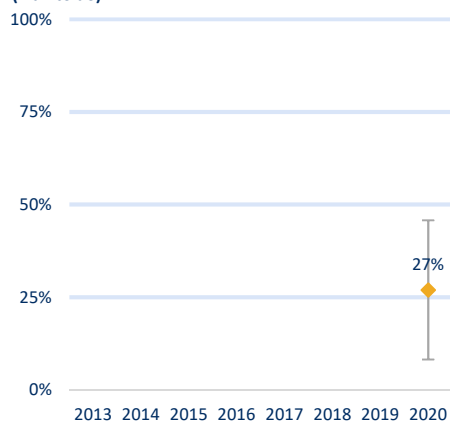
Internship/Field Experience

(Plan to do)



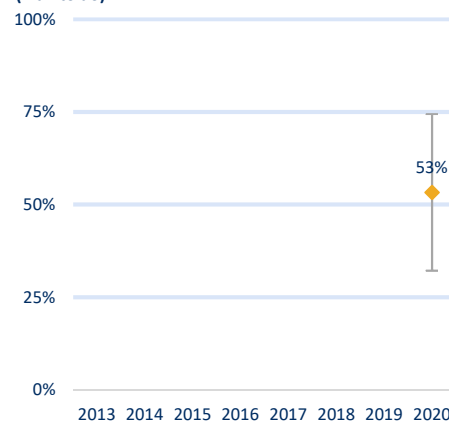
Study Abroad

(Plan to do)



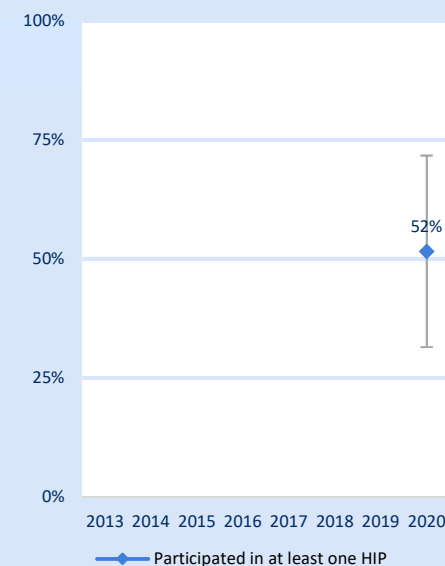
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.



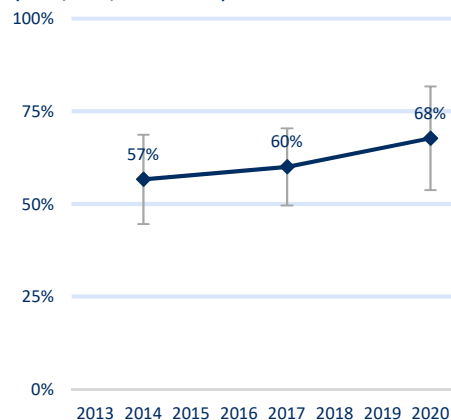
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

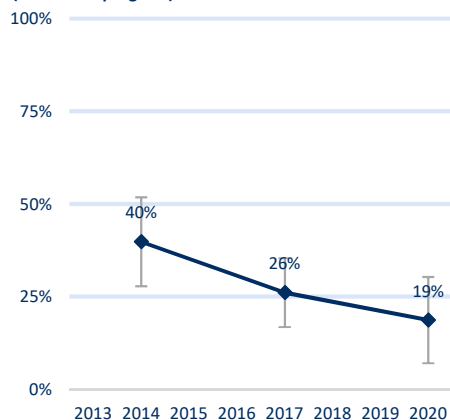
Service-Learning

(Some, most, or all courses)



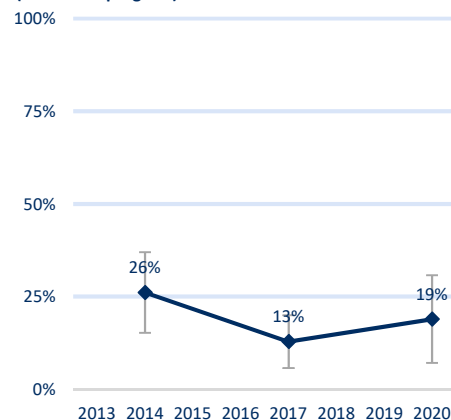
Learning Community

(Done or in progress)



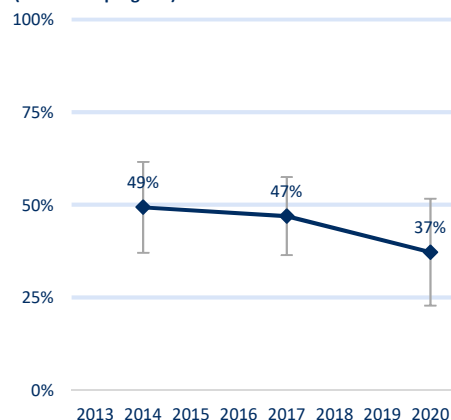
Research with Faculty

(Done or in progress)



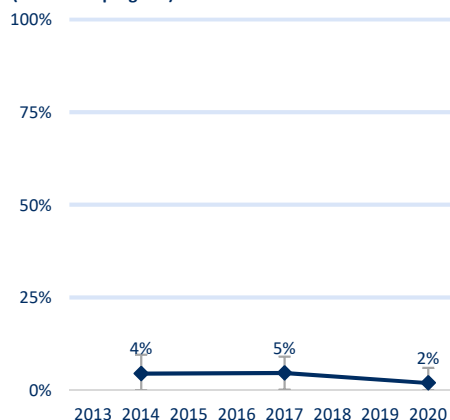
Internship/Field Experience

(Done or in progress)



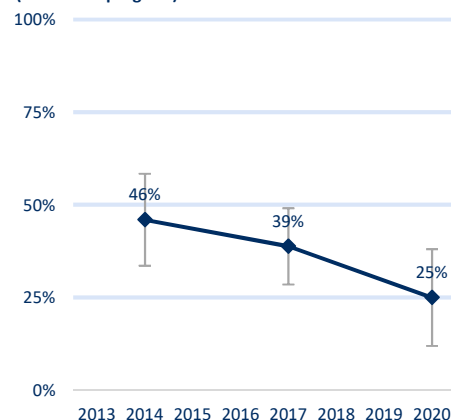
Study Abroad

(Done or in progress)



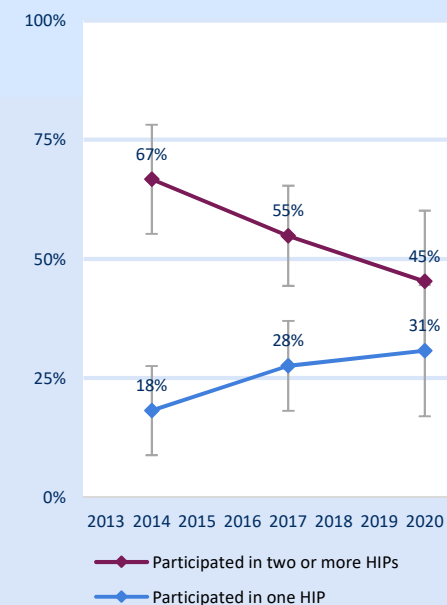
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

NSSE 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Gordon State College

		First-year students								Seniors											
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020				
<i>Academic Challenge</i>																					
Higher-Order Learning	<i>Mean</i>	39.8								45.5								42.5		40.6	
	<i>n</i>	28								69								97		50	
	<i>SD</i>	13.7								12.9								14.8		14.3	
	<i>SE</i>	2.60								1.54								1.50		2.02	
	<i>CI upper bound</i>	44.9								48.5								45.4		44.5	
	<i>CI lower bound</i>	34.7								42.4								39.5		36.6	
Reflective & Integrative Learning	<i>Mean</i>	34.5								40.8								38.0		40.4	
	<i>n</i>	29								74								101		53	
	<i>SD</i>	12.8								13.5								12.4		12.7	
	<i>SE</i>	2.38								1.56								1.23		1.73	
	<i>CI upper bound</i>	39.1								43.9								40.4		43.8	
	<i>CI lower bound</i>	29.8								37.8								35.6		37.0	
Learning Strategies	<i>Mean</i>	41.1								44.4								43.7		44.6	
	<i>n</i>	25								63								88		46	
	<i>SD</i>	16.5								14.1								14.6		13.0	
	<i>SE</i>	3.30								1.78								1.56		1.92	
	<i>CI upper bound</i>	47.6								47.9								46.7		48.4	
	<i>CI lower bound</i>	34.7								40.9								40.6		40.9	
Quantitative Reasoning	<i>Mean</i>	29.6								30.5								30.7		30.5	
	<i>n</i>	26								74								97		47	
	<i>SD</i>	19.5								17.8								15.9		16.2	
	<i>SE</i>	3.83								2.06								1.61		2.37	
	<i>CI upper bound</i>	37.1								34.6								33.9		35.1	
	<i>CI lower bound</i>	22.1								26.5								27.6		25.8	
<i>Academic Challenge (additional items)</i>																					
Preparing for Class (hours/week)	<i>Mean</i>	12.5								13.7								14.0		16.6	
	<i>n</i>	22								63								82		40	
	<i>SD</i>	9.1								8.6								9.3		8.7	
	<i>SE</i>	1.92								1.09								1.03		1.38	
	<i>CI upper bound</i>	16.2								15.8								16.0		19.3	
	<i>CI lower bound</i>	8.7								11.6								11.9		13.9	
Course Reading Estimated hours per week calculated from two survey questions.	<i>Mean</i>	7.3								7.6								7.3		7.6	
	<i>n</i>	22								63								82		40	
	<i>SD</i>	7.2								6.7								6.8		5.6	
	<i>SE</i>	1.51								.84								.75		.88	
	<i>CI upper bound</i>	10.3								9.2								8.8		9.3	
	<i>CI lower bound</i>	4.3								5.9								5.8		5.9	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Gordon State College

First-year students										Seniors							
	2013	2014	2015	2016	2017	2018	2019	2020		2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge (additional items, continued)																	
Assigned Writing	Mean							75.9			67.4			61.8			81.1
Estimated number of pages	n							26			55			91			48
calculated from three survey	SD							136.8			84.1			99.9			102.7
questions.	SE							26.91			11.29			10.47			14.86
	CI upper bound							128.7			89.5			82.3			110.3
	CI lower bound							23.2			45.2			41.3			52.0
Course Challenge	Mean							5.3			6.0			5.8			5.9
Extent to which courses challenged	n							25			64			86			44
students to do their best work (1 =	SD							1.5			1.0			1.2			1.4
"Not at all" to 7 = "Very much").	SE							.29			.12			.13			.21
	CI upper bound							5.9			6.3			6.1			6.3
	CI lower bound							4.7			5.8			5.5			5.5
Academic Emphasis	Mean							2.9			3.2			3.2			3.2
Perceived institutional emphasis on	n							22			63			85			44
spending significant time studying	SD							0.8			0.7			0.8			0.8
and on academic work (1 = "Very	SE							.17			.09			.08			.12
little," 2 = "Some," 3 = "Quite a bit,"	CI upper bound							3.2			3.3			3.4			3.4
and 4 = "Very much").	CI lower bound							2.5			3.0			3.0			3.0
Learning with Peers																	
Collaborative Learning	Mean							34.0			34.5			33.1			34.9
	n							33			73			105			54
	SD							13.9			15.7			15.2			15.3
	SE							2.42			1.84			1.49			2.08
	CI upper bound							38.7			38.1			36.0			39.0
	CI lower bound							29.3			30.9			30.1			30.8
Discussions with Diverse	Mean							39.8			43.8			44.2			42.9
Others	n							26			65			88			44
	SD							16.5			17.1			15.0			15.5
	SE							3.25			2.12			1.60			2.34
	CI upper bound							46.1			48.0			47.4			47.5
	CI lower bound							33.4			39.7			41.1			38.3

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Gordon State College

		First-year students								Seniors															
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020								
<i>Experiences with Faculty</i>																									
Student-Faculty Interaction	Mean									23.0									28.9			26.2			29.4
	n									28									72			97			49
	SD									14.1									15.1			16.4			18.4
	SE									2.64									1.78			1.66			2.63
	CI upper bound									28.1									32.4			29.5			34.6
	CI lower bound									17.8									25.4			23.0			24.3
Effective Teaching Practices	Mean									39.8									43.5			41.0			36.7
	n									27									74			97			51
	SD									15.1									14.4			13.2			15.9
	SE									2.91									1.67			1.34			2.23
	CI upper bound									45.5									46.8			43.6			41.1
	CI lower bound									34.1									40.2			38.4			32.3
<i>Campus Environment</i>																									
Quality of Interactions	Mean									40.3									46.0			45.7			42.8
	n									20									63			84			40
	SD									14.5									12.1			11.1			13.1
	SE									3.22									1.53			1.22			2.06
	CI upper bound									46.6									49.0			48.0			46.9
	CI lower bound									34.0									43.0			43.3			38.8
Supportive Environment	Mean									40.4									34.8			32.9			35.2
	n									22									63			84			41
	SD									14.1									14.7			14.2			15.8
	SE									2.99									1.85			1.55			2.47
	CI upper bound									46.3									38.4			36.0			40.1
	CI lower bound									34.6									31.2			29.9			30.4

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2020 Multi-Year Report

Detailed Statistics: High-Impact Practices

Gordon State College

First-year students										Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning ^a	%								50		57			60			68
	<i>n</i>								22		66			86			44
	<i>SE</i>								10.8		6.1			5.3			7.1
	<i>CI upper bound (%)</i>								71		69			70			82
	<i>CI lower bound (%)</i>								29		45			50			54
Learning Community ^a	%								10		40			26			19
	<i>n</i>								24		65			87			44
	<i>SE</i>								6.2		6.1			4.7			5.9
	<i>CI upper bound (%)</i>								22		52			35			30
	<i>CI lower bound (%)</i>								0		28			17			7
Research with Faculty ^a	%								0		26			13			19
	<i>n</i>								22		64			86			43
	<i>SE</i>								0.0		5.5			3.6			6.0
	<i>CI upper bound (%)</i>								0		37			20			31
	<i>CI lower bound (%)</i>								0		15			6			7
Internship or Field Experience ^b	%								52		49			47			37
	<i>n</i>								24		65			87			44
	<i>SE</i>								10.5		6.3			5.4			7.4
(First-year results: Plan to do)	<i>CI upper bound (%)</i>								72		62			58			52
	<i>CI lower bound (%)</i>								31		37			36			23
Study Abroad ^b	%								27		4			5			2
	<i>n</i>								22		65			87			44
	(First-year results: Plan to do)	<i>SE</i>							9.6		2.6			2.3			2.1
		<i>CI upper bound (%)</i>							46		10			9			6
		<i>CI lower bound (%)</i>							8		0			0			0
Culminating Senior Experience ^b	%								53		46			39			25
	<i>n</i>								22		63			87			43
	<i>SE</i>								10.8		6.3			5.3			6.7
	(First-year results: Plan to do)	<i>CI upper bound (%)</i>							74		58			49			38
		<i>CI lower bound (%)</i>							32		34			28			12
Overall HIP Participation ^c																	
Participated in one HIP	%								46		18			28			31
	<i>n</i>								24		66			87			44
	<i>SE</i>								10.5		4.8			4.8			7.0
	<i>CI upper bound (%)</i>								67		28			37			44
	<i>CI lower bound (%)</i>								26		9			18			17
Participated in two or more HIPs	%								5		67			55			45
	<i>n</i>								24		66			87			44
	<i>SE</i>								4.7		5.8			5.4			7.6
	<i>CI upper bound (%)</i>								15		78			65			60
	<i>CI lower bound (%)</i>								0		55			44			30

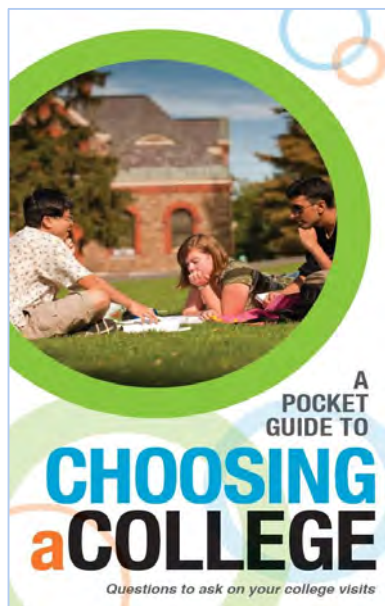
Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p * (1 - p) / (n - 1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 * SE$).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.

A Pocket Guide to Choosing a College: NSSE 2020 Answers from Students Using the Report



To focus public awareness on what constitutes quality in the college experience, NSSE developed *A Pocket Guide to Choosing a College*. This helpful brochure gives prospective students and their families key questions to ask during their campus visits or virtual tours, allowing them to actively consider student engagement during the college choice process.

Student responses to selected questions from the NSSE pocket guide are presented in a report entitled *A Pocket Guide to Choosing a College: NSSE 2020 Answers from Students*, part of your NSSE *Institutional Report 2020*.

Who can use this report?

A Pocket Guide to Choosing a College: NSSE 2020 Answers from Students is a summary of student engagement on your campus. It may be of special interest to admissions professionals, particularly those distributing the NSSE pocket guide to visiting students. The results can also be used as a resource for orientation staff, advisors, faculty, and others who work regularly with first-year students.

How can an institution customize and distribute results?

A Pocket Guide to Choosing a College: NSSE 2020 Answers from Students is designed for sharing NSSE results. The report is delivered in both PDF and Excel formats so that institutions can easily insert logos, campus photos, or additional information. Institutions are encouraged to post copies of the report and other results from their NSSE *Institutional Report 2020* on their websites.

How can I get a copy of this report for my institution?

Each participating institution designates a staff member to serve as the primary liaison for NSSE correspondence and reports. Known as the Campus Project Manager (CPM), the primary liaison may assist you in obtaining a copy. Contact NSSE for help identifying your CPM.

How can I get copies of the NSSE pocket guide?

College and university admissions officers may request up to 300 free NSSE pocket guides per year. Additional quantities are available for a small fee. A Spanish version of the NSSE pocket guide, *Una Guía de Bolsillo Para Escoger una Universidad: Preguntas a Hacer en Tus Visitas Universitarias*, is also available.



The QR code at left can be used to access a mobile version of the NSSE pocket guide. It is available on the NSSE website for institutions to include in their recruitment, college fair, and campus tour materials.

go.iu.edu/NSSE-pocketguide

If you have questions about these resources, contact the NSSE Institute at nsse@indiana.edu or toll-free at 866-435-6773.

A Pocket Guide to Choosing a College: **NSSE 2020 Answers from Students** Gordon State College

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to give students and their families key questions to ask during campus visits or virtual tours.

The following responses were provided by 94 GSC students on the 2020 survey.



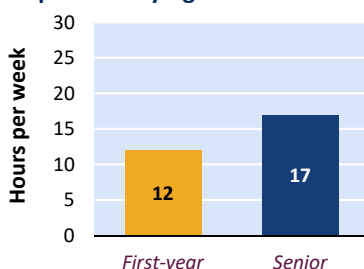
A Pocket Guide to Choosing a College is available at go.iu.edu/NSSE-pocketguide



Academics

How much time do students spend studying each week?

First-year (FY) students spent an average of 12 hours per week preparing for class while seniors spent an average of 17 hours per week.



Do courses challenge students to do their best?^a

52% of FY students reported that their courses highly challenged them to do their best work.

How much writing is expected?

In an academic year, FY students estimated they were assigned an average of 76 pages of writing and seniors estimated an average of 81 pages.

How much reading is expected?

FY students estimated they spent an average of 7 hours per week on assigned reading, and seniors read 8 hours per week.

How often do students make course presentations?^b

35% of FY students and 58% of seniors frequently gave course presentations.

Do class discussions and assignments include the perspectives of diverse groups of people?^b

59% of FY students frequently included diverse perspectives in course discussions or assignments.

Are students expected to use numbers or statistics throughout their coursework?^b

44% of FY students frequently used numerical information to examine a real-world problem or issue; 56% of seniors frequently reached conclusions based on their own analysis of numerical information.

Experiences with Faculty

How do students rate their interactions with faculty?^c

31% of FY students rated the quality of their interactions with faculty as high.

How often do students talk with faculty members or advisors about their career plans?^b

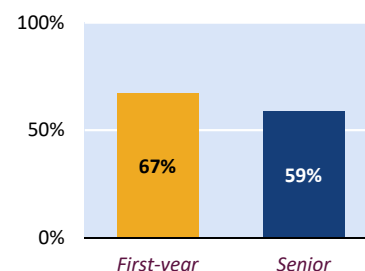
38% of FY and 62% of seniors frequently discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?

73% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

Do students receive prompt and detailed feedback?^d

67% of FY students and 59% of seniors said instructors substantially gave prompt and detailed feedback on tests or completed assignments.



How often do students talk with faculty members outside class about what they are learning?^b

28% of FY students frequently discussed course topics, ideas, or concepts with a faculty member outside of class.

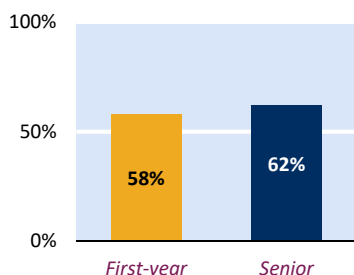
How many students work on research projects with faculty?

0% of FY students and 19% of seniors worked on a research project with a faculty member.

Learning with Peers

How often do students work together on course projects and assignments?^b

58% of FY students and 62% of seniors frequently worked with their peers on course projects and assignments.



Do students help each other learn?^b

70% of seniors frequently explained course material to one or more students.

How often do students work together to prepare for exams?^b

47% of FY students frequently prepared for exams by discussing or working through course material with other students.

How often do students interact with others who have different viewpoints or who come from different backgrounds?^b

Among FY students, 57% frequently had discussions with people with different political views, 70% frequently had discussions with people from a different economic background, and 81% frequently had discussions with people from a different race or ethnicity.

Campus Environment

Are students encouraged to use learning support services (tutors, writing center)?^d

79% of FY students said the institution substantially emphasized the use of learning support services.

How do students rate their interactions with academic advisors?^c

30% of FY students and 43% of seniors gave the quality of their interactions with academic advisors a high rating.

How well do students get along with each other?^c

29% of FY students gave the quality of their interactions with their peers a high rating.

How satisfied are students with their educational experience?

71% of FY and 88% of seniors rated their entire educational experience at this institution as "excellent" or "good."

Rich Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 10% of students participated in a learning community. By spring of their senior year, 25% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?

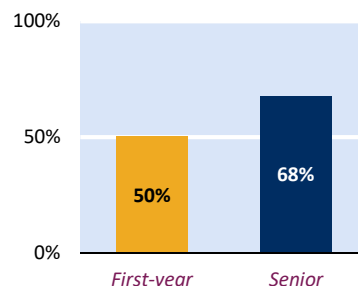
By their senior year, 2% of students had studied abroad.

How many students get practical, real-world experience through internships or field experiences?

By spring of their senior year, 37% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

How many courses include community-based service-learning projects?^e

50% of FY students and 68% of seniors said at least some of their courses included a community-based service-learning project.



Notes

- a. "Highly" is a 6 or 7 on a seven-point scale where 1 is "Not at all" and 7 is "Very much."
- b. "Frequently" is "Often" or "Very often."
- c. A "High" rating is a 6 or 7 on a seven-point scale where 1 is "Poor" and 7 is "Excellent."
- d. "Substantially" is "Quite a bit" or "Very much."
- e. "At least some" is defined by combining responses of "Some," "Most," and "All."



Center for Postsecondary Research
Indiana University School of Education
201 North Rose Avenue
Bloomington, IN 47405-1006
Phone: 812-856-5824
Email: nsse@indiana.edu
Web: nsse.indiana.edu
Twitter: @NSSEsurvey, @NSSEinstitute
Facebook: @NSSEsurvey
Blog: NSSEsightings.indiana.edu

NSSE 2020

Respondent Profile

Gordon State College

NSSE 2020 Respondent Profile

About This Report

The *Respondent Profile* presents both student- and institution-reported demographic information, allowing you to examine similarities and differences between your students and those at your comparison group institutions. This report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website (nsse.indiana.edu) or contact your NSSE Project Services team.

NSSE

national survey of student engagement

NSSE Respondent Profile

NSSEville State University

2

3

4

5

Item wording or description	Variable name	Response options	First-Year Students						Seniors									
			NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort		NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
22a. How many majors do you plan to complete? (Do not count minors.)	MAJnum	One More than one Total	617	97	28,054	87	28,016	86	157,648	84	872	97	46,353	88	45,610	85	237,490	86
			27	3	4,012	13	4,760	14	30,978	16	31	3	6,700	12	8,037	15	40,302	14
			644	100	32,066	100	32,776	100	188,626	100	903	100	53,053	100	53,647	100	277,792	100
First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJfirstcol (Recoded from MAJfirst)	Arts & Humanities Biological Sci., Agriculture, & Natural Resources Physical Sci., Mathematics, & Computer Science Social Sciences Business Communications, Media, & Public Relations Education Engineering Health Professions Social Service Professions All Other Undecided, Undeclared Total	59	9	2,450	7	2,351	7	18,775	9	75	8	5,187	10	4,938	9	30,787	10
			78	12	3,087	9	3,789	11	21,430	11	135	15	3,932	7	5,134	9	24,972	9
			44	9	1,681	6	1,844	5	10,680	6	43	5	2,595	5	2,645	6	13,331	5
			62	8	3,252	10	3,112	9	21,261	10	106	10	6,914	13	6,503	12	36,974	13
			68	10	4,561	15	4,600	15	27,025	16	101	12	8,507	17	8,231	16	46,560	18
			26	3	1,280	4	1,176	4	7,670	4	43	4	2,328	4	2,066	4	11,461	4
			17	2	3,504	10	2,709	8	15,175	7	16	2	6,459	11	5,401	10	23,822	8
			154	31	1,767	7	3,379	11	14,439	9	199	25	2,350	5	4,837	9	18,046	8
			88	10	5,975	17	5,743	16	28,011	14	110	11	7,471	13	7,142	12	37,082	13
			6	1	1,943	6	1,465	5	8,021	5	9	1	3,283	6	2,676	5	13,881	5
			36	6	1,080	4	1,032	3	7,695	4	65	7	3,671	7	3,711	7	18,809	7
			2	0	1,467	5	1,416	4	7,727	4	0	0	151	0	165	0	976	0
			640	100	31,952	100	32,666	100	187,909	100	902	100	52,848	100	53,449	100	276,701	100

- Class level:** As reported by your institution.
- Item numbers:** Numbering corresponds to the survey facsimile available on the NSSE website.
- Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
- Response options:** Response options are worded as they appear on the instrument (except where abbreviations are used for formatting purposes).
- Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

Note: Column percentages are weighted by institution-reported sex and enrollment status. Comparison group percentages are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: go.iu.edu/NSSE-weights

NSSE 2020 Respondent Profile

Gordon State College

			First-Year Students								Seniors							
Item wording or description	Variable name	Response options	GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
22a. How many majors do you plan to complete? (Do not count minors.)	MAJnum	One	20	90	4,382	88	1,132	87	170,528	85	33	70	5,005	88	809	87	213,167	86
		More than one	2	10	540	12	157	13	30,263	15	12	30	626	12	113	13	36,156	14
		Total	22	100	4,922	100	1,289	100	200,791	100	45	100	5,631	100	922	100	249,323	100
First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJfirstcol (Recoded from MAJfirst.)	Arts & Humanities	0	0	369	8	88	5	19,077	9	3	6	467	8	80	7	22,637	8
		Biological Sci., Agriculture, & Natural Resources	7	29	632	13	139	13	23,916	11	3	9	523	10	118	14	23,269	9
		Physical Sci., Mathematics, & Computer Science	0	0	375	9	45	5	12,428	7	0	0	443	9	20	2	13,261	6
		Social Sciences	0	0	515	10	90	6	22,198	10	0	0	658	11	88	10	29,689	11
		Business	6	34	620	14	182	15	28,019	15	9	19	852	16	149	16	42,228	18
		Communications, Media, & Public Relations	0	0	157	4	36	3	6,986	3	0	0	177	3	29	3	9,168	3
		Education	0	0	374	7	107	7	14,956	7	4	9	344	5	98	10	17,538	7
		Engineering	0	0	400	9	73	7	14,801	9	0	0	577	12	19	2	19,210	9
		Health Professions	4	17	803	15	263	20	31,936	15	15	35	769	12	134	13	39,148	15
		Social Service Professions	0	0	244	5	99	7	9,846	5	0	0	244	4	79	11	13,134	5
		All Other	4	21	259	6	102	9	8,763	5	10	22	468	9	95	11	17,607	8
		Undecided, Undeclared	0	0	57	1	37	3	5,181	3	0	0	7	0	3	0	530	0
		Total	21	100	4,805	100	1,261	100	198,107	100	44	100	5,529	100	912	100	247,419	100
Second major or expected second major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJsecondcol (Recoded from MAJsecond.)	Arts & Humanities	0	0	70	13	18	13	5,937	19	1	8	90	15	6	5	6,239	16
		Biological Sci., Agriculture, & Natural Resources	0	0	31	7	9	9	1,657	5	1	16	23	4	6	7	1,777	5
		Physical Sci., Mathematics, & Computer Science	0	0	29	6	5	4	2,195	8	0	0	48	10	4	3	2,290	7
		Social Sciences	0	0	85	19	17	11	5,177	17	0	0	73	15	15	14	5,923	16
		Business	1	44	96	21	33	23	4,555	17	2	23	121	22	22	20	6,313	20
		Communications, Media, & Public Relations	0	0	15	3	5	3	1,124	4	0	0	8	1	5	5	1,086	3
		Education	1	56	23	4	5	3	1,903	6	3	23	39	6	9	9	2,660	7
		Engineering	0	0	19	4	5	5	848	4	0	0	22	4	1	1	984	3
		Health Professions	0	0	35	6	19	11	1,676	6	2	15	83	12	21	21	2,917	8
		Social Service Professions	0	0	40	8	12	7	1,558	6	1	8	25	3	9	7	1,774	5
		All Other	0	0	28	6	10	8	1,264	5	1	7	42	7	7	6	2,040	6
		Undecided, Undeclared	0	0	11	2	6	4	870	3	0	0	3	1	2	2	626	2
		Total	2	100	482	100	144	100	28,764	100	11	100	577	100	107	100	34,629	100
23. What is your class level?	class	Freshman/First-year	16	83	3,909	79	1,068	83	173,959	86	0	0	7	0	2	1	899	0
		Sophomore	0	0	795	18	169	15	18,884	11	2	4	41	1	16	2	2,330	1
		Junior	2	12	65	2	7	1	3,125	2	6	13	319	7	63	7	20,020	8
		Senior	1	5	7	0	4	0	550	0	35	83	5,028	90	808	88	217,943	87
		Unclassified	0	0	37	1	18	2	1,148	1	0	0	132	3	20	3	6,096	3
		Total	19	100	4,813	100	1,266	100	197,666	100	43	100	5,527	100	909	100	247,288	100

NSSE 2020 Respondent Profile

Gordon State College

			First-Year Students								Seniors							
Item wording or description	Variable name	Response options	GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
24a. How many courses are you taking for credit this current academic term?	coursenum	0	0	0	20	0	11	1	775	1	0	0	187	4	21	3	6,025	3
		1	0	0	24	1	12	1	1,604	1	0	0	201	3	59	8	11,060	5
		2	1	5	113	3	50	5	3,370	2	11	23	516	9	96	11	22,689	9
		3	2	9	250	6	82	7	6,486	4	10	25	807	15	125	14	29,524	12
		4	3	17	1,323	28	342	28	47,244	24	8	18	1,624	29	177	20	69,311	27
		5	11	54	1,903	38	437	35	79,236	40	5	14	1,210	23	196	20	58,614	23
		6	3	15	733	14	178	12	35,760	17	3	7	486	9	112	11	26,381	10
		7 or more	0	0	471	10	155	11	23,711	12	6	14	504	8	124	13	24,209	10
		Total	20	100	4,837	100	1,267	100	198,186	100	43	100	5,535	100	910	100	247,813	100
b. Of these, how many are taught mostly or entirely online (most or all interactions with instructors and students take place online)?	onlinenum20	0	9	46	2,693	59	351	54	72,514	59	18	45	2,891	58	192	46	72,619	48
		1	3	15	1,161	23	123	20	22,894	20	2	4	1,120	19	97	22	30,513	21
		2	3	15	508	10	65	12	9,263	8	8	17	649	10	60	13	16,478	11
		3	3	13	188	4	35	6	3,875	4	8	18	352	5	31	7	9,507	7
		4	2	10	128	2	16	3	4,798	4	4	9	254	4	20	5	8,510	6
		5	0	0	80	2	14	3	3,016	3	2	5	115	2	12	3	3,596	3
		6	0	0	23	0	5	1	1,278	1	0	0	59	1	7	2	2,037	2
		7 or more	0	0	23	0	8	1	1,671	2	1	2	57	1	9	2	3,731	3
		Total	20	100	4,804	100	617	100	119,309	100	43	100	5,497	100	428	100	146,991	100
Collapsed recode of courses taken online (Based on responses to coursenum and onlinenum20.)	onlinecscol20	No courses taken online	9	46	2,692	59	351	54	72,493	59	18	45	2,887	58	192	46	72,582	48
		Some courses taken online	9	44	1,828	35	211	34	34,865	30	14	31	1,841	30	155	34	46,175	31
		All courses taken online	2	9	283	6	55	12	11,917	11	11	24	764	12	81	21	28,168	21
		Total	20	100	4,803	100	617	100	119,275	100	43	100	5,492	100	428	100	146,925	100
25. What have most of your grades been up to now at this institution?	grades	C- or lower	2	10	91	2	30	2	3,270	2	0	0	31	1	4	0	904	0
		C	1	6	122	3	34	3	4,209	2	1	2	100	2	12	1	3,647	2
		C+	0	0	195	4	78	7	7,301	4	2	7	231	4	21	2	8,034	3
		B-	3	17	295	6	68	6	11,141	6	4	9	334	6	39	4	13,029	5
		B	6	29	731	15	201	16	30,201	15	9	20	901	16	115	14	39,146	16
		B+	1	4	827	18	260	21	35,573	18	12	27	1,039	19	153	18	44,760	18
		A-	3	15	1,020	21	265	20	44,590	22	3	7	1,051	20	177	19	52,949	21
		A	4	18	1,537	32	326	26	61,306	31	11	28	1,836	33	389	41	84,554	34
		Total	20	100	4,818	100	1,262	100	197,591	100	42	100	5,523	100	910	100	247,023	100
26. Did you begin college at this institution or elsewhere?	begincol	Started here	15	74	4,222	88	1,117	89	178,793	90	24	58	2,875	53	514	56	132,314	51
		Started elsewhere	5	26	567	12	139	11	18,127	10	19	42	2,630	47	391	44	113,953	49
		Total	20	100	4,789	100	1,256	100	196,920	100	43	100	5,505	100	905	100	246,267	100

NSSE 2020 Respondent Profile

Gordon State College

			First-Year Students								Seniors							
Item wording or description	Variable name	Response options	GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
27. Since graduating from high school, which of the following types of schools have you attended <i>other than</i> the one you are now attending? (Select all that apply.)	attend_voc	Vocational or technical school	3	15	341	8	91	7	6,546	4	9	20	644	11	120	13	18,269	8
	attend_com	Community or junior college	1	6	266	6	103	9	18,547	10	4	9	1,458	25	277	32	102,982	44
	attend_col	4-year college or university other than this one	6	30	559	12	137	11	17,879	10	19	45	2,117	38	296	33	65,184	28
	attend_none	None	12	59	3,612	74	901	71	153,316	76	16	38	2,187	41	360	39	98,181	37
	attend_other	Other	0	0	139	3	62	6	5,844	3	2	4	169	3	29	3	8,837	4
28. What is the highest level of education you ever expect to complete?	edaspire	Some college but less than a bachelor's degree	3	17	369	8	160	12	15,241	8	6	13	418	7	85	9	18,691	8
		Bachelor's degree (B.A., B.S., etc.)	8	44	1,823	39	562	45	69,482	36	14	30	1,726	32	312	35	82,963	34
		Master's degree (M.A., M.S., etc.)	6	30	1,523	31	349	27	69,792	35	12	30	2,081	37	335	37	96,622	39
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	2	9	1,076	23	181	15	42,201	21	11	27	1,297	24	174	18	48,488	19
		Total	19	100	4,791	100	1,252	100	196,716	100	43	100	5,522	100	906	100	246,764	100
29. What is the highest level of education completed by either of your parents (or those who raised you)?	parented	Did not finish high school	0	0	274	6	66	7	10,848	6	2	5	301	5	59	8	16,632	7
		High school diploma or G.E.D.	5	28	787	17	285	24	32,762	17	6	14	1,010	17	210	25	46,681	19
		Attended college, but did not complete degree	4	18	550	11	184	14	19,380	10	9	24	576	10	122	12	24,878	10
		Associate's degree (A.A., A.S., etc.)	3	13	466	10	175	13	17,352	9	7	16	513	9	116	13	24,705	10
		Bachelor's degree (B.A., B.S., etc.)	5	27	1,329	28	321	24	57,998	29	11	28	1,520	29	212	23	69,835	28
		Master's degree (M.A., M.S., etc.)	0	0	1,047	22	177	14	42,986	21	3	7	1,120	21	148	15	46,130	18
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	3	15	315	7	45	4	14,933	7	3	7	459	9	38	4	17,194	7
		Total	20	100	4,768	100	1,253	100	196,259	100	41	100	5,499	100	905	100	246,055	100
	First-generation status (Neither parent holds a bachelor's degree.)	firstgen	8	42	2,691	56	543	42	115,917	58	17	42	3,099	59	398	42	133,159	54
		(Recoded from parented.) First-generation Total	12	58	2,077	44	710	58	80,342	42	24	58	2,400	41	507	58	112,896	46
30. What is your gender identity?	genderid	Man	7	43	1,444	41	395	42	63,430	42	6	18	1,788	41	270	35	81,517	42
		Woman	13	57	3,251	57	839	56	129,398	56	37	82	3,554	56	617	63	159,200	56
		Another gender identity	0	0	48	1	7	1	1,848	1	0	0	77	1	4	0	2,331	1
		I prefer not to respond	0	0	50	1	15	1	2,116	1	0	0	92	2	15	2	3,445	1
		Total	20	100	4,793	100	1,256	100	196,792	100	43	100	5,511	100	906	100	246,493	100
31. Enter your year of birth (e.g., 1994):	agecat	19 or younger	12	63	4,070	83	999	78	173,870	86	1	2	65	1	8	1	1,786	1
	(Recoded from the information entered in birthyear.)	20-23	6	32	404	11	133	12	11,426	7	21	53	3,248	62	410	42	155,224	60
		24-29	0	0	104	3	42	4	3,319	2	11	28	949	17	204	23	38,516	16
		30-39	0	0	77	2	35	3	3,560	2	1	2	612	11	129	16	25,464	12
		40-55	1	5	61	1	28	3	2,649	2	5	12	414	7	124	16	19,406	9
		Over 55	0	0	13	0	8	1	398	0	1	2	118	2	22	3	3,257	2
		Total	19	100	4,729	100	1,245	100	195,222	100	40	100	5,406	100	897	100	243,653	100

NSSE 2020 Respondent Profile

Gordon State College

			First-Year Students								Seniors							
Item wording or description	Variable name	Response options	GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
32a. Are you an international student? [If answered "yes"] Country of citizenship, collapsed into regions by NSSE. Responses to country are in the data file.	internat	No	20	100	4,580	95	1,206	96	187,613	95	43	100	5,279	96	881	97	236,587	96
		Yes	0	0	201	5	45	4	8,713	5	0	0	220	4	24	3	9,241	4
		Total	20	100	4,781	100	1,251	100	196,326	100	43	100	5,499	100	905	100	245,828	100
	countrycol (Recoded from country.)	Africa Sub-Saharan	0	0	18	9	3	10	624	9	0	0	35	18	6	23	610	8
		Asia	0	0	56	39	11	20	3,564	48	0	0	87	47	6	32	3,820	48
		Canada	0	0	3	2	1	2	324	4	0	0	3	1	0	0	328	3
		Europe	0	0	35	21	3	16	1,170	15	0	0	20	10	2	8	955	11
		Latin America and Caribbean	0	0	42	26	12	51	1,271	18	0	0	46	22	4	28	1,493	19
		Middle East and North Africa	0	0	4	2	0	0	335	5	0	0	3	2	0	0	607	9
		Oceania	0	0	4	1	1	2	116	1	0	0	0	0	2	8	120	1
		Unknown region/uncoded	0	0	0	0	0	0	5	0	0	0	0	0	0	0	2	0
		Total	0	0	162	100	31	100	7,409	100	0	0	194	100	20	100	7,935	100
33. How would you describe yourself? (Select all that apply.)	re_amind	American Indian or Alaska Native	0	0	102	2	30	2	4,350	2	1	2	94	2	15	2	4,873	2
	re_asian	Asian	1	6	522	12	84	7	20,578	10	0	0	554	11	35	5	22,930	9
	re_black	Black or African American	13	67	1,327	26	238	23	21,911	12	14	30	1,456	23	128	21	24,313	11
	re_latino	Hispanic or Latina/o	1	4	563	13	116	10	30,732	16	0	0	467	8	63	7	36,593	15
	re_mena	Middle Eastern or N. African	0	0	53	1	10	1	2,672	1	0	0	59	1	5	1	3,186	1
	re_pacific	Native Hawaiian/Other Pac. Islander	1	6	39	1	18	1	2,392	1	0	0	27	0	15	1	2,659	1
	re_white	White	8	38	2,579	53	858	64	131,400	65	28	67	3,050	58	652	64	164,672	66
	re_another	Another race or ethnicity	0	0	74	1	20	2	2,426	1	0	0	99	2	11	1	3,461	1
	re_pnr	I prefer not to respond	0	0	111	2	27	2	4,097	2	1	2	215	4	37	5	7,612	3
	Racial or ethnic identification (Items re_amind to re_pnr recoded where each student is represented only once)	American Indian or Alaska Native	0	0	16	0	7	1	991	1	1	2	16	0	6	1	1,308	1
		Asian	0	0	397	10	62	5	15,486	8	0	0	453	9	24	4	17,691	7
		Black or African American	11	56	1,121	22	186	18	16,452	10	13	28	1,289	21	116	19	19,597	9
		Hispanic or Latina/o	0	0	351	9	64	6	20,342	11	0	0	283	5	42	5	26,314	11
		Middle Eastern or N. African	0	0	21	1	6	1	1,379	1	0	0	35	1	3	0	1,887	1
		Native Hawaiian/Other Pac. Islander	0	0	6	0	6	0	607	0	0	0	2	0	6	0	786	0
		White	6	29	2,215	45	767	57	114,349	56	27	65	2,707	51	618	61	147,566	59
		Another race or ethnicity	0	0	28	1	7	1	1,053	1	0	0	43	1	4	0	1,723	1
		Multiracial	3	15	496	10	118	9	21,157	11	1	2	448	8	43	4	21,077	9
		I prefer not to respond	0	0	111	2	27	2	4,097	2	1	2	215	4	37	5	7,612	3
		Total	20	100	4,762	100	1,250	100	195,913	100	43	100	5,491	100	899	100	245,561	100
34. Are you a member of a social fraternity or sorority?	greek	No	20	100	4,360	92	1,213	97	179,065	91	41	96	4,841	88	868	95	219,605	89
		Yes	0	0	406	8	34	3	17,250	9	2	4	650	12	36	5	26,448	11
		Total	20	100	4,766	100	1,247	100	196,315	100	43	100	5,491	100	904	100	246,053	100

NSSE 2020 Respondent Profile

Gordon State College

			First-Year Students								Seniors							
Item wording or description	Variable name	Response options	GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
35. Which of the following best describes where you are living while attending college?	living18	Campus housing (other than a fraternity or sorority house)	11	56	2,632	53	384	26	130,117	63	3	7	714	12	94	9	38,468	13
		Fraternity or sorority house	0	0	24	1	4	0	1,212	1	0	0	81	2	1	0	2,837	1
		House, apartment, or other residence within walking distance to campus	0	0	271	6	131	11	11,183	6	1	2	921	19	94	10	53,625	22
		House, apartment, or other residence farther than walk. dist. to campus	8	40	1,696	38	694	60	45,300	26	36	86	3,468	63	662	76	123,159	51
		Not applicable: No campus, entirely online program, etc.	1	4	103	2	18	2	7,134	5	2	5	256	4	42	4	26,225	12
		Not applicable: Homeless or in transition	0	0	17	0	5	0	573	0	0	0	25	0	3	0	851	0
		Total	20	100	4,743	100	1,236	100	195,519	100	42	100	5,465	100	896	100	245,165	100
36. Are you a student-athlete on a team sponsored by your institution's athletics department?	athlete	No	17	87	4,577	97	1,154	92	176,899	92	42	98	5,346	98	853	96	231,861	95
		Yes	2	13	165	3	95	8	18,780	8	1	2	125	2	44	4	13,406	5
		Total	19	100	4,742	100	1,249	100	195,679	100	43	100	5,471	100	897	100	245,267	100
37. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?	veteran	No	20	100	4,667	98	1,227	99	191,972	98	41	98	5,167	95	852	94	231,156	93
		Yes	0	0	86	2	18	1	3,730	2	1	2	307	5	46	6	14,162	7
		Total	20	100	4,753	100	1,245	100	195,702	100	42	100	5,474	100	898	100	245,318	100
38a. Have you been diagnosed with any disability or impairment?	disability	No	18	92	3,985	84	1,018	83	162,758	83	34	80	4,516	82	754	84	202,579	82
		Yes	2	8	548	11	177	13	25,918	13	5	11	733	13	110	12	34,080	14
		I prefer not to respond	0	0	225	5	51	4	7,441	4	4	9	238	4	39	4	9,286	4
		Total	20	100	4,758	100	1,246	100	196,117	100	43	100	5,487	100	903	100	245,945	100
b. [If answered "yes"] Which of the following has been diagnosed? (Select all that apply.)	dis_sense	A sensory impairment (vision or hearing)	0	0	84	15	23	15	3,272	14	0	0	96	13	14	13	3,946	12
	dis_mobility	A mobility impairment	0	0	32	6	9	5	1,386	6	1	20	78	10	16	17	3,128	10
	dis_learning	A learning disability (e.g., ADHD, dyslexia)	1	50	253	49	93	53	10,763	43	3	60	309	41	43	42	13,301	39
	dis_mental	A mental health disorder	1	50	258	46	83	46	13,604	49	2	40	371	50	56	44	17,535	49
	dis_other	A disability or impairment not listed above	1	50	100	18	36	19	4,243	17	1	20	153	21	26	24	6,928	22
Disability or impairment	disability_all	A sensory impairment	0	0	50	1	10	1	1,919	1	0	0	37	1	3	0	1,879	1
	(Items	A mobility impairment	0	0	10	0	1	0	598	0	0	0	34	1	6	1	1,334	1
	dis_sense to	A learning disability	0	0	142	3	52	4	6,219	3	3	7	162	3	23	3	7,539	3
	dis_other	A mental health disorder	0	0	138	3	41	3	8,331	4	1	2	190	4	30	3	10,424	4
	recoded where	A disability or impairment not listed	1	4	59	1	24	2	2,437	1	0	0	75	1	13	1	3,867	2
	each student is	More than one disability or impairment	1	4	146	3	49	4	6,293	3	1	2	229	4	35	4	8,844	4
	represented	No disability or impairment	18	92	3,985	84	1,018	83	162,758	83	34	80	4,516	82	754	84	202,579	82
	only once.)	Prefer not to respond	0	0	225	5	51	4	7,441	4	4	9	238	4	39	4	9,286	4
		Total	20	100	4,755	100	1,246	100	195,996	100	43	100	5,481	100	903	100	245,752	100

NSSE 2020 Respondent Profile

Gordon State College

First-Year Students											Seniors							
Item wording or description	Variable name	Response options	GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020		GSC		Georgia System		Carnegie Class		NSSE 2019 & 2020	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
39. Which of the following best describes your sexual orientation?	sexorient17	Straight (heterosexual)	14	78	3,782	80	1,021	83	160,042	82	40	91	4,434	81	782	88	203,800	83
		Bisexual	2	12	406	8	86	6	15,153	7	0	0	368	6	39	4	15,152	6
		Gay	0	0	55	2	22	2	2,766	2	1	5	111	2	12	2	4,090	2
		Lesbian	2	10	78	1	16	1	2,486	1	2	5	77	1	10	1	2,935	1
		Queer	0	0	46	1	5	0	1,865	1	0	0	65	1	3	0	2,776	1
		Questioning or unsure	0	0	108	2	22	2	3,250	2	0	0	51	1	5	0	2,492	1
		Another sexual orientation	0	0	72	2	20	1	2,831	1	0	0	84	1	7	1	2,968	1
		I prefer not to respond	0	0	212	5	54	5	7,712	4	0	0	298	5	43	5	11,596	5
		Total	18	100	4,759	100	1,246	100	196,105	100	43	100	5,488	100	901	100	245,809	100
Institution-reported information (Variables provided by your institution in your NSSE population file.)																		
Institution-reported: Sex	IRsex19	Female	25	64	4,727	56	1,106	53	171,528	56	48	73	4,831	56	772	65	195,651	56
		Male	10	36	2,240	44	592	47	86,098	44	11	27	2,521	44	337	35	102,333	43
		Another	0	0	0	0	0	0	39	0	0	0	0	0	0	0	20	0
		Unknown	0	0	1	0	1	0	672	0	0	0	0	0	0	0	679	0
		Total	35	100	6,968	100	1,699	100	258,337	100	59	100	7,352	100	1,109	100	298,683	100
Institution-reported: Race or ethnicity	IRrace	American Indian or Alaska Native	0	0	11	0	7	0	1,284	0	0	0	15	0	7	0	1,736	1
		Asian	1	2	451	9	76	5	14,809	6	1	2	496	9	26	3	16,411	6
		Black or African American	15	44	1,552	26	299	22	22,744	11	21	35	1,707	23	161	22	23,558	9
		Hispanic or Latino	2	5	581	11	157	10	34,960	16	0	0	481	7	87	8	39,002	15
		Native Hawaiian/Other Pac. Islander	0	0	5	0	9	0	1,049	0	0	0	6	0	7	0	1,235	0
		White	16	46	2,733	46	1,018	56	133,316	55	36	62	3,092	52	757	60	159,849	58
		Other	0	0	0	0	0	0	76	0	0	0	0	0	0	0	89	0
		Foreign or nonresident	0	0	137	3	15	1	8,687	4	0	0	170	2	17	1	9,348	4
		Two or more races/ethnicities	1	2	267	4	73	4	9,891	4	1	2	234	4	26	2	9,657	3
		Unknown	0	0	67	1	45	2	7,441	3	0	0	91	1	21	2	10,301	4
Total	35	100	5,804	100	1,699	100	234,257	100	59	100	6,292	100	1,109	100	271,186	100		
Institution-reported: Class level	IRclass	Freshman/First-year	35	100	6,968	100	1,699	100	258,337	100	0	0	0	0	0	0	0	0
		Sophomore	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Junior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Senior	0	0	0	0	0	0	0	0	59	100	7,352	100	1,109	100	298,683	100
		Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	35	100	6,968	100	1,699	100	258,337	100	59	100	7,352	100	1,109	100	298,683	100
Institution-reported: First-time first-year (FTFY) student	IRftfy	Not first-time first-year	6	18	1,184	19	293	20	32,552	15	58	98	7,351	100	1,097	99	295,332	99
		First-time first-year	29	82	5,784	81	1,406	80	225,785	85	1	2	1	0	12	1	3,351	1
		Total	35	100	6,968	100	1,699	100	258,337	100	59	100	7,352	100	1,109	100	298,683	100
Institution-reported: Enrollment status	IREnrollment	Not full-time	3	9	619	12	170	14	9,385	6	19	27	1,544	22	255	27	48,779	19
		Full-time	32	91	6,349	88	1,529	86	248,952	94	40	73	5,808	78	854	73	249,904	81
		Total	35	100	6,968	100	1,699	100	258,337	100	59	100	7,352	100	1,109	100	298,683	100

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

NSSE 2020
Selected Comparison Groups
Gordon State College

Comparison Groups

The NSSE *Institutional Report* displays core survey results for your students alongside those of three comparison groups. In May, your institution was invited to customize these groups via a form on the Institution Interface. This report summarizes how your comparison groups were constructed and lists the institutions within them.

NSSE comparison groups may be customized by (a) identifying specific institutions from the list of all 2019 and 2020 NSSE participants, (b) composing the group by selecting institutional characteristics, or (c) a combination of these. Institutions that chose not to customize received default groups^a that provide relevant comparisons for most institutions.

Institutions that appended additional question sets in the form of Topical Modules or through consortium participation were also invited to customize comparison groups for those reports. The default for those groups was all other 2019 and 2020 institutions where the questions were administered. Comparison group details for Topical Module and consortium reports are documented separately in those reports.

Report Comparisons

Comparison groups are located in the institutional reports as illustrated in the mock report at right. In this example, the three groups are "Admissions Overlap," "Carnegie UG Program," and "NSSE Cohort."

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Your Students' Responses

Comparison Group 1

Comparison Group 2

Comparison Group 3

First-Year Students

Frequency Distributions

			NSSEville State	Admissions Overlap	Carnegie UG Program	NSSE Cohort			
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%
1. During the current school year, about how often have you done the following?									
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	45	4	1,462	5	16	5
		2	Sometimes	450	37	15,003	35	6,910	40
		3	Often	428	34	11,351	34	5,911	34
		4	Very often	307	25	7,173	22	3,759	21
			Total	1,230	100	33,087	100	17,396	100
								134,508	100

Reading This Report

This report consists of three sections that provide details for each of your comparison groups, illustrated at right.

Comparison Group Name

The name assigned to the comparison group is listed here.

How Group was Constructed

Indicates whether your group was drawn from a list, built based on criteria, or is the default group. If institutional characteristics were used to build your comparison group, they are listed here.

Institution List

The names, cities and states or provinces of the comparison institutions are listed for your reference. NSSE 2019 participants are identified with an asterisk.

Comparison Group 1: Admissions Overlap

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/29/2020
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all NSSE participants.
Group description (as provided by your institution)	All other current- and prior-year participants with the same Carnegie Classification and sector in our region.
Admissions Overlap (N=20)	
Albertus Magnus College (New Haven, CT)*	
American International College (Springfield, MA)	
Anna Maria College (Paxton, MA)	
Bryant University (Smithfield, RI)	
Chaplain College (Burlington, VT)*	
College of Our Lady of the Elms (Chicopee, MA)	
Curry College (Milton, MA)*	
Franklin Pierce University (Rindge, NH)	

a. The default groups are:

Comparison Group 1: For institutions not in a NSSE consortium, this group contains 2019 and 2020 NSSE institutions in the same geographic region and sector (public/private). For consortium institutions, it contains results for the other 2019 (if applicable) and 2020 consortium members.

Comparison Group 2: All other 2019 and 2020 U.S. NSSE institutions sharing your institution's Basic Carnegie Classification. (Canadian institutions are not classified by the Carnegie Foundation, and must identify a comparison group.)

Comparison Group 3: All other 2019 and 2020 U.S. NSSE institutions (2019 and 2020 Canadian participants are also included in this group for Canadian institutions).

Comparison Group 1: Georgia System

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	Not applicable; comparison group not customized.
How was this comparison group constructed?	Your institution did not customize this comparison group; the default group (NSSE consortium) was used. Your default group is: University System of Georgia
Group description (as provided by your institution)	Default comparison group

Georgia System (N=21)

Abraham Baldwin Agricultural College (Tifton, GA)
 Albany State University (Albany, GA)
 Augusta University (Augusta, GA)
 Clayton State University (Morrow, GA)
 College of Coastal Georgia (Brunswick, GA)
 Columbus State University (Columbus, GA)
 Dalton State College (Dalton, GA)
 Fort Valley State University (Fort Valley, GA)
 Georgia College & State University (Milledgeville, GA)
 Georgia Gwinnett College (Lawrenceville, GA)
 Georgia Institute of Technology (Atlanta, GA)
 Georgia Southern University (Statesboro, GA)
 Georgia Southwestern State University (Americus, GA)
 Georgia State University (Atlanta, GA)
 Kennesaw State University (Kennesaw, GA)
 Middle Georgia State University (Macon, GA)
 Savannah State University (Savannah, GA)
 University of Georgia (Athens, GA)
 University of North Georgia (Dahlonega, GA)
 University of West Georgia (Carrollton, GA)
 Valdosta State University (Valdosta, GA)

Comparison Group 2: Carnegie Class

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	Not applicable; comparison group not customized.
How was this comparison group constructed?	Your institution did not customize this comparison group; the default group (Carnegie Classification) was used. Your default group is: Basic Classification (Bac/Assoc)
Group description (as provided by your institution)	Default comparison group

Carnegie Class (N=16)

Abraham Baldwin Agricultural College (Tifton, GA)
 Arkansas Baptist College (Little Rock, AR)
 College of Coastal Georgia (Brunswick, GA)
 CUNY Medgar Evers College (Brooklyn, NY)
 Dean College (Franklin, MA)
 Dixie State University (Saint George, UT)*
 Johnson & Wales University-Charlotte (Charlotte, NC)*
 Kent State University at Salem (Salem, OH)
 Kent State University at Trumbull (Warren, OH)
 Kent State University at Tuscarawas (New Philadelphia, OH)
 Lincoln College (Lincoln, IL)
 Ohio State University at Newark, The (Newark, OH)*
 Ohio State University-Lima Campus (Lima, OH)*
 Ohio State University-Mansfield Campus (Mansfield, OH)*
 Ohio State University-Marion Campus (Marion, OH)*
 Vaughn College of Aeronautics and Technology (Flushing, NY)

*2019 participant

Comparison Group 3: NSSE 2019 & 2020

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	Not applicable; comparison group not customized.
How was this comparison group constructed?	Your institution did not customize this comparison group; the default group (NSSE 2019 and 2020 U.S. institutions) was used.
Group description (as provided by your institution)	Default comparison group

NSSE 2019 & 2020 (N=881)

All other NSSE 2019 and 2020 U.S. participants

View list at <https://nsse.indiana.edu/doc/nsse2019and2020.docx>