NSSE 2017 Snapshot

Gordon State College

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

Comparator Peers

See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2017 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.

		Your students compared with Comparator Peers	
Theme	*Engagement Indicator*	*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

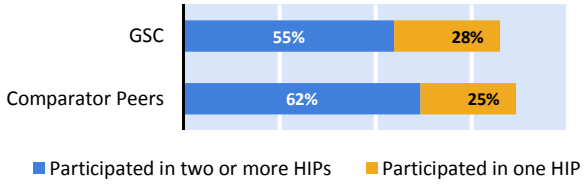
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year

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

Senior

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



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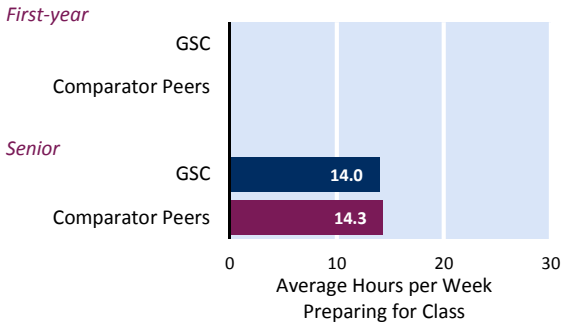
Academic Challenge: Additional Results

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—Institution Version.

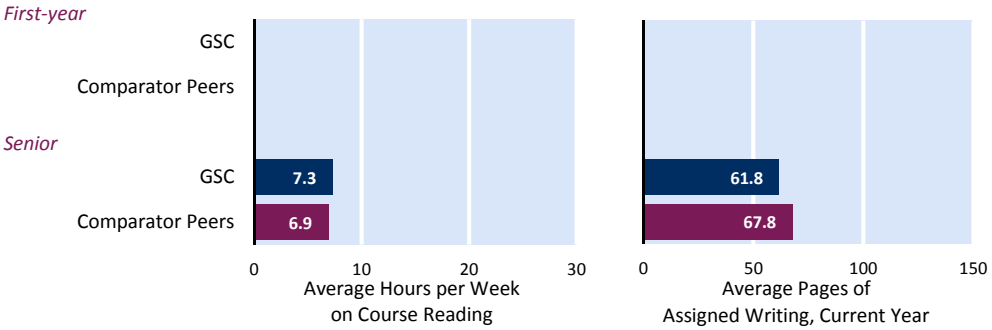
Time Spent Preparing for Class

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



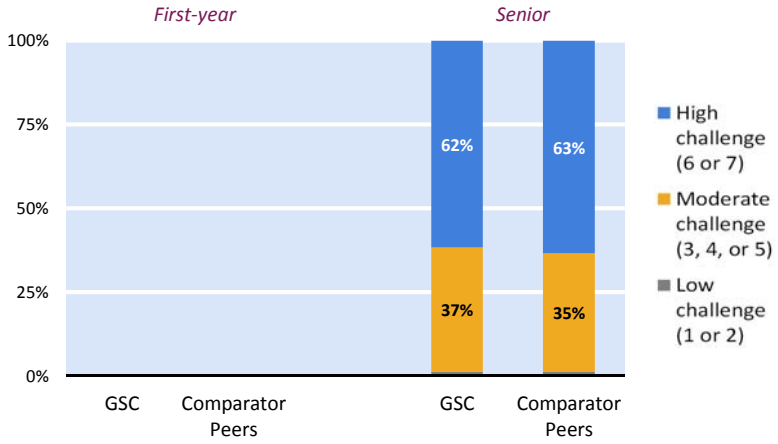
Reading and Writing

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.



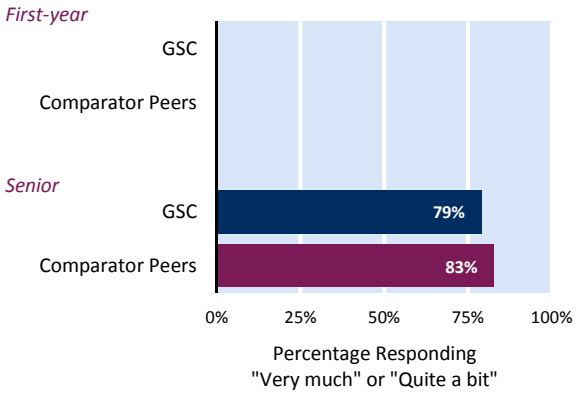
Challenging Students to Do Their Best Work

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."



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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

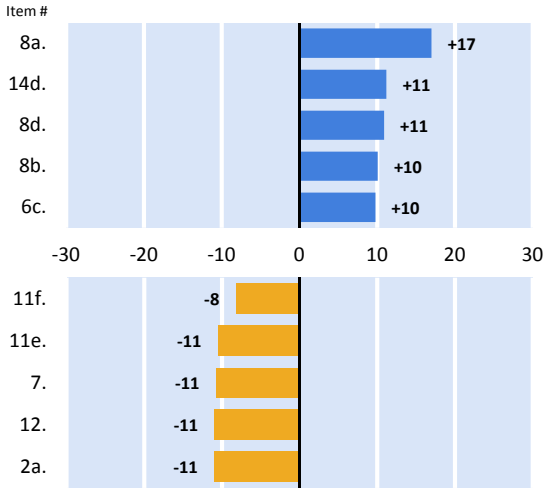
Highest Performing Relative to Comparator Peers

Lowest Performing Relative to Comparator Peers

Senior

Highest Performing Relative to Comparator Peers

Lowest Performing Relative to Comparator Peers



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 included in your *Institutional Report* and 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.

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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.

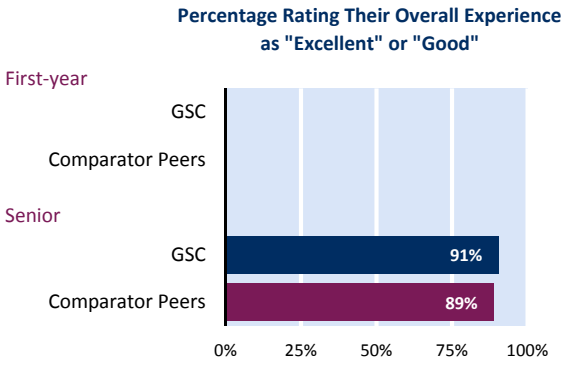
Perceived Gains Among Seniors

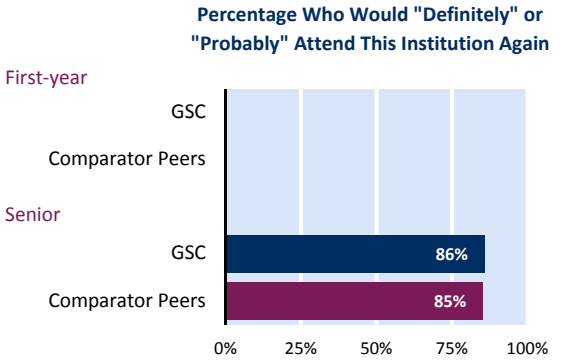
Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	82%
Writing clearly and effectively	75%
Working effectively with others	73%
Speaking clearly and effectively	70%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	67%
Acquiring job- or work-related knowledge and skills	67%
Developing or clarifying a personal code of values and ethics	66%
Solving complex real-world problems	63%
Analyzing numerical and statistical information	60%
Being an informed and active citizen	58%

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				
Senior	108	33%	79%	65%

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**

IPEDS: 139968

NSSE 2017
Administration Summary

Gordon State College

IPEDS: 139968

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NSSE 2017 Administration Summary

Gordon State College

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	151	462
Adjusted population[a]	109	329
Survey sample[b]	109	328
Total respondents[b]	11	108
Full completions[c]	7	84
Partial completions	4	24

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. Completed at least one demographic question after the core engagement items on the survey.

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: **nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf**

	First-year				*Senior*			
	GSC	Comparator Peers	Aspirants	USG SC and SU	GSC	Comparator Peers	Aspirants	USG SC and SU
Response rate					33%	28%	29%	21%
Sampling error[b]					+/- 7.7%	+/- 2.4%	+/- 1.7%	+/- 1.2%

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 **nsse.indiana.edu/html/weighting.cfm**

Representativeness	*First-year*		*Senior*	
	Respondent %	Population %	Respondent %	Population %
Female			79	78
Full-time			65	64
First-time, first-year			N/A	N/A
Race/ethnicity[a]				
Am. Indian or Alaska Native			0	0
Asian			1	1
Black or African American			30	27
Hispanic or Latino			5	5
Native Hawaiian/Other Pac. Isl.			1	0
White			61	63
Other			0	0
Foreign or nonresident alien			0	0
Two or more races/ethnicities			3	4
Unknown			0	0

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

Weighting	*First-year*		*Senior*	
	Respondent %	Population %	Respondent %	Population %
Full-time, female			51	50
Full-time, male			14	14
Part-time, female			28	28
Part-time, male			7	8

NSSE 2017 Administration Summary

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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]	Yes	Identified students who completed BCSSE 2016[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–Institution Version.
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. For details, visit: **nsse.indiana.edu/html/customization_options.cfm**

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	No
Survey version	U.S. English
Institution logo used in survey	Yes
Mobile respondents[b]	57, 48%

Additional question sets and companion surveys

Topical module(s)	None
Consortium	University System of Georgia
BCSSE 2016	No
FSSE 2017	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

		Cumulative response rate	
	Date	*First-year*	*Senior*
Invitation	02/07/2017		7%
Reminder 1	02/15/2017		15%
Reminder 2	02/23/2017		25%
Reminder 3	03/01/2017		30%
Final reminder	03/07/2017		33%

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

Group 1	Comparator Peers* (customized)
Group 2	Aspirants (customized)
Group 3	USG SC and SU (customized)

Comparison groups for additional question set report(s)

University System of Georgia	USG Institutions (customized)

NSSE 2017
Engagement Indicators

Gordon State College

IPEDS: 139968

NSSE 2017 Engagement Indicators

About This Report

About Your *Engagement Indicators* Report

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

Theme	*Engagement Indicator*
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

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 2016 and 2017 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

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

NSSE 2017 Engagement Indicators

Overview

Gordon State College

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four 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 Comparator Peers	Your first-year students compared with Aspirants	Your first-year students compared with USG SC and SU
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 Comparator Peers	Your seniors compared with Aspirants	Your seniors compared with USG SC and SU
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	--	--	--

NSSE 2017 Engagement Indicators

Academic Challenge

Gordon State College

Academic Challenge: Seniors

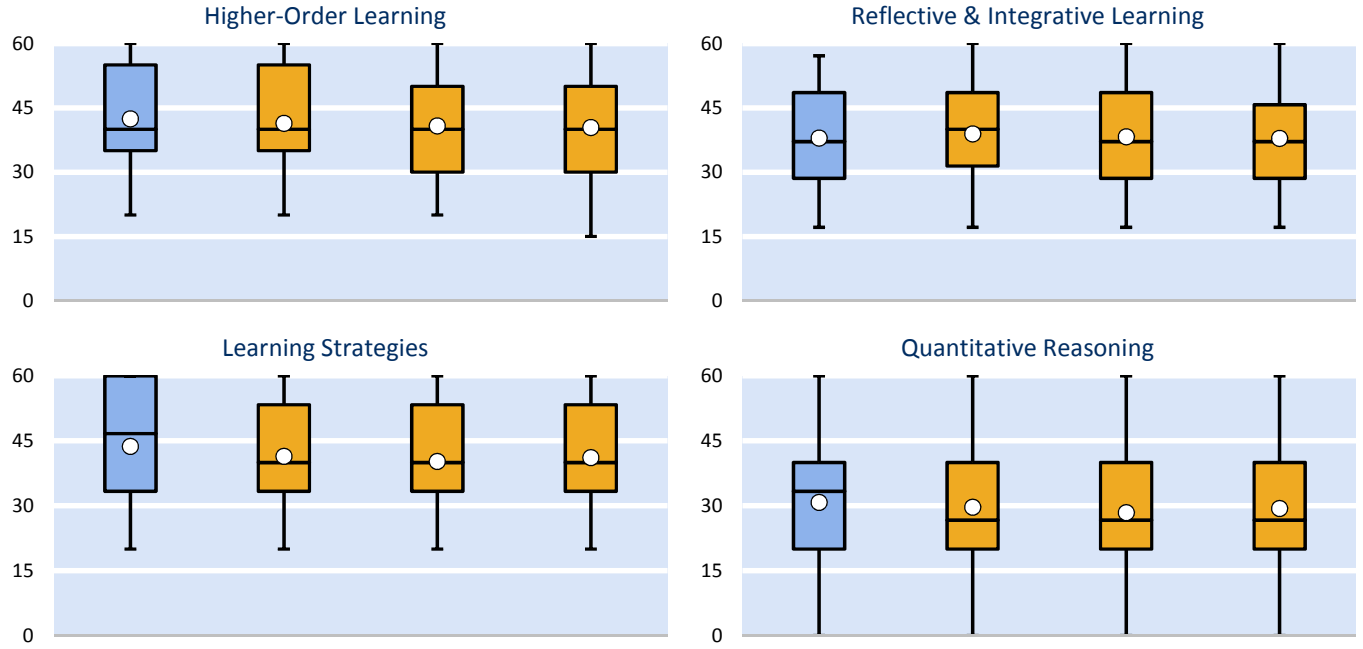
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

	GSC	*Your seniors compared with*					
		Comparator Peers		**Aspirants**		**USG SC and SU**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	42.5	41.4	.08	40.8	.12	40.4	.14
Reflective & Integrative Learning	38.0	38.9	-.07	38.3	-.02	37.9	.01
Learning Strategies	43.7	41.4	.16	40.2 *	.25	41.1	.18
Quantitative Reasoning	30.7	29.7	.06	28.4	.14	29.4	.08

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

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.

NSSE 2017 Engagement Indicators

Academic Challenge

Gordon State College

Academic Challenge: Seniors (continued)

Performance[a] 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 between your seniors and		
	GSC	Comparator Peers	Aspirants	USG SC and SU
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	79	-1	-0	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+2	+2	+2
4d. Evaluating a point of view, decision, or information source	77	+3	+3	+6
4e. Forming a new idea or understanding from various pieces of information	78	+4	+4	+6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	57	-11	-11	-10
2b. Connected your learning to societal problems or issues	60	-5	-3	+0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+3	+4	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+0	+1	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+3	+3	+3
2f. Learned something that changed the way you understand an issue or concept	70	-2	+1	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	83	-2	-0	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	86	+3	+4	+4
9b. Reviewed your notes after class	74	+2	+8	+3
9c. Summarized what you learned in class or from course materials	70	-1	+3	+1
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.)	58	+4	+6	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+5	+9	+7
6c. Evaluated what others have concluded from numerical information	52	+10	+12	+10

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

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.

NSSE 2017 Engagement Indicators

Learning with Peers

Gordon State College

Learning with Peers: Seniors

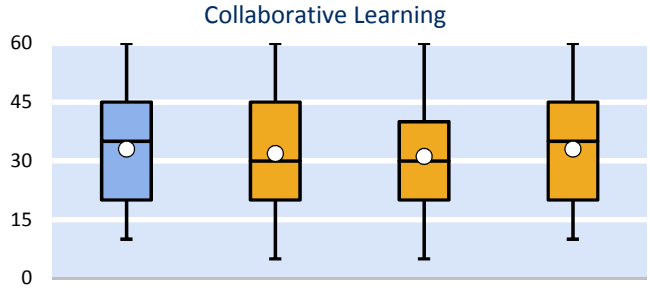
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

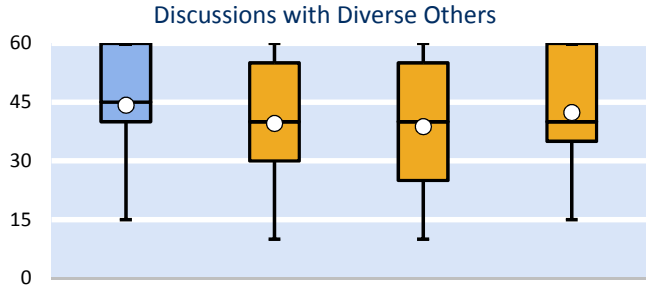
Mean Comparisons

	GSC	*Your seniors compared with*					
		Comparator Peers		Aspirants		USG SC and SU	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	33.1	31.9	.08	31.2	.12	33.0	.00
Discussions with Diverse Others	44.2	39.6 **	.29	38.7 **	.34	42.4	.11

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.

Performance[a] 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 between your seniors and		
Collaborative Learning	**GSC**	**Comparator Peers**	**Aspirants**	**USG SC and SU**
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	40	-4	-1	-3
1f. Explained course material to one or more students	66	+9	+8	+6
1g. Prepared for exams by discussing or working through course material with other students	48	+1	+2	-1
1h. Worked with other students on course projects or assignments	56	-2	-0	-9
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	83	+17	+18	+5
8b. People from an economic background other than your own	80	+10	+12	+5
8c. People with religious beliefs other than your own	75	+8	+12	+5
8d. People with political views other than your own	80	+11	+15	+8

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

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.

NSSE 2017 Engagement Indicators

Experiences with Faculty

Gordon State College

Experiences with Faculty: Seniors

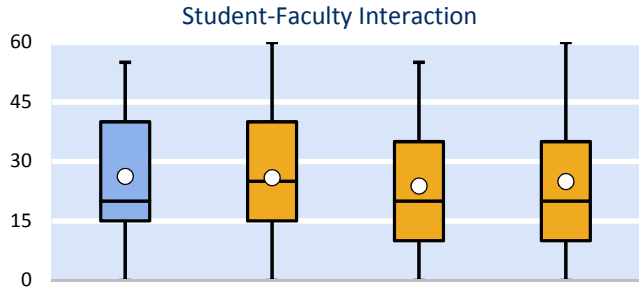
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

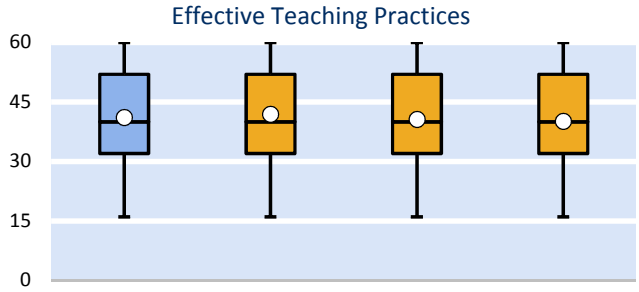
Mean Comparisons

	GSC	*Your seniors compared with*					
		Comparator Peers		**Aspirants**		**USG SC and SU**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	26.2	25.9	.02	23.8	.15	24.9	.08
Effective Teaching Practices	41.0	41.9	-.06	40.6	.03	40.1	.07

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.

Performance[a] on Indicator Items

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		Percentage point difference between your seniors and		
Student-Faculty Interaction	**GSC**	**Comparator Peers**	**Aspirants**	**USG SC and SU**
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	44	-5	+1	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-4	-2	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	-1	+1	+0
3d. Discussed your academic performance with a faculty member	39	-1	+6	+1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	85	+1	+3	+3
5b. Taught course sessions in an organized way	76	-5	-4	-0
5c. Used examples or illustrations to explain difficult points	75	-5	-5	-1
5d. Provided feedback on a draft or work in progress	65	-2	+3	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+1	+4	+6

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

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.

NSSE 2017 Engagement Indicators

Campus Environment

Gordon State College

Campus Environment: Seniors

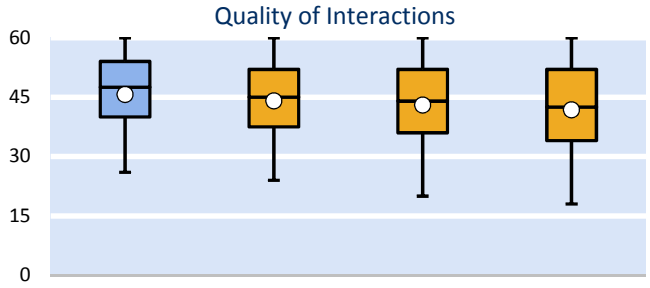
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

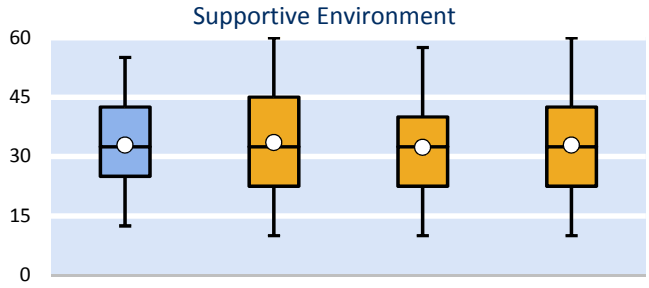
Mean Comparisons

	GSC	*Your seniors compared with*					
		Comparator Peers		Aspirants		USG SC and SU	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	45.7	44.0	.15	43.0 *	.22	41.8 **	.31
Supportive Environment	32.9	33.6	-.04	32.4	.04	32.9	.00

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.

Performance[a] 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 between your seniors and		
Quality of Interactions	GSC	Comparator Peers	Aspirants	USG SC and SU
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	58	-2	-1	+3
13b. Academic advisors	65	+4	+15	+14
13c. Faculty	70	+6	+9	+13
13d. Student services staff (career services, student activities, housing, etc.)	48	+7	+2	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+7	+6	+13
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	72	-4	-2	+1
14c. Using learning support services (tutoring services, writing center, etc.)	65	-5	-4	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+11	+10	+9
14e. Providing opportunities to be involved socially	67	-2	+1	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-4	+0	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	+3	+8	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-6	+2	-3
14i. Attending events that address important social, economic, or political issues	35	-7	-9	-8

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

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.

NSSE 2017 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 nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:

(a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
(b) institutions with average scores placing them in the top 10% of all 2016 and 2017 NSSE institutions.

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

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

First-Year Students

			Your first-year students compared with					
		GSC	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning							
	Reflective and Integrative Learning							
	Learning Strategies							
	Quantitative Reasoning							
Learning with Peers	Collaborative Learning							
	Discussions with Diverse Others							
Experiences with Faculty	Student-Faculty Interaction							
	Effective Teaching Practices							
Campus Environment	Quality of Interactions							
	Supportive Environment							

Seniors

			Your seniors compared with					
		GSC	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	42.5	41.8	.05	✓	43.3	-.06	✓
	Reflective and Integrative Learning	38.0	40.0	-.16		42.0 ***	-.33	
	Learning Strategies	43.7	40.7	.20	✓	42.9	.06	✓
	Quantitative Reasoning	30.7	31.1	-.03	✓	33.0	-.14	
Learning with Peers	Collaborative Learning	33.1	35.8 *	-.20		37.9 **	-.36	
	Discussions with Diverse Others	44.2	42.3	.12	✓	44.3	.00	✓
Experiences with Faculty	Student-Faculty Interaction	26.2	29.2	-.19		33.0 ***	-.43	
	Effective Teaching Practices	41.0	41.8	-.06	✓	43.8 *	-.21	
Campus Environment	Quality of Interactions	45.7	44.8	.07	✓	46.9	-.10	
	Supportive Environment	32.9	34.8	-.13		37.2 **	-.31	

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 2016 and 2017 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 2017 Engagement Indicators

Detailed Statistics[a]

Gordon State College

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
GSC (N = 97)	42.5	14.8	1.50	20	35	40	55	60				
Comparator Peers	41.4	13.9	.38	20	35	40	55	60	1,430	1.1	.471	.076
Aspirants	40.8	13.6	.27	20	30	40	50	60	2,619	1.6	.251	.119
USG SC and SU	40.4	14.2	.17	15	30	40	50	60	7,261	2.1	.157	.145
Top 50%	41.8	13.5	.03	20	35	40	55	60	159,135	.6	.652	.046
Top 10%	43.3	13.4	.06	20	35	40	55	60	47,142	-.8	.557	-.060
Reflective & Integrative Learning												
GSC (N = 101)	38.0	12.4	1.23	17	29	37	49	57				
Comparator Peers	38.9	12.7	.34	17	31	40	49	60	1,473	-.9	.476	-.073
Aspirants	38.3	12.7	.25	17	29	37	49	60	2,688	-.3	.814	-.024
USG SC and SU	37.9	12.9	.15	17	29	37	46	60	7,525	.1	.946	.007
Top 50%	40.0	12.3	.03	20	31	40	49	60	164,090	-2.0	.099	-.164
Top 10%	42.0	12.2	.07	20	34	43	51	60	34,225	-4.0	.001	-.328
Learning Strategies												
GSC (N = 88)	43.7	14.6	1.56	20	33	47	60	60				
Comparator Peers	41.4	14.1	.40	20	33	40	53	60	1,314	2.3	.142	.162
Aspirants	40.2	14.0	.29	20	33	40	53	60	2,374	3.5	.023	.247
USG SC and SU	41.1	14.4	.18	20	33	40	53	60	6,359	2.6	.094	.180
Top 50%	40.7	14.4	.03	20	33	40	53	60	192,274	2.9	.055	.204
Top 10%	42.9	14.3	.06	20	33	40	60	60	55,978	.8	.602	.056
Quantitative Reasoning												
GSC (N = 97)	30.7	15.9	1.61	0	20	33	40	60				
Comparator Peers	29.7	16.6	.45	0	20	27	40	60	1,431	1.1	.541	.064
Aspirants	28.4	16.3	.33	0	20	27	40	60	2,584	2.3	.164	.144
USG SC and SU	29.4	16.4	.19	0	20	27	40	60	7,231	1.3	.423	.082
Top 50%	31.1	16.2	.03	0	20	33	40	60	242,458	-.4	.798	-.026
Top 10%	33.0	15.9	.07	7	20	33	40	60	53,634	-2.3	.160	-.143
Learning with Peers												
Collaborative Learning												
GSC (N = 105)	33.1	15.2	1.49	10	20	35	45	60				
Comparator Peers	31.9	15.6	.42	5	20	30	45	60	1,492	1.2	.452	.076
Aspirants	31.2	15.3	.30	5	20	30	40	60	2,745	1.9	.216	.123
USG SC and SU	33.0	14.9	.17	10	20	35	45	60	7,674	.0	.977	.003
Top 50%	35.8	13.8	.03	15	25	35	45	60	225,182	-2.8	.040	-.201
Top 10%	37.9	13.4	.06	15	30	40	50	60	104	-4.9	.001	-.361
Discussions with Diverse Others												
GSC (N = 88)	44.2	15.0	1.60	15	40	45	60	60				
Comparator Peers	39.6	16.1	.46	10	30	40	55	60	1,318	4.7	.008	.292
Aspirants	38.7	16.2	.34	10	25	40	55	60	2,388	5.5	.002	.341
USG SC and SU	42.4	16.4	.21	15	35	40	60	60	6,406	1.8	.295	.112
Top 50%	42.3	15.6	.03	15	30	40	60	60	244,426	1.9	.244	.124
Top 10%	44.3	15.3	.07	20	35	45	60	60	52,879	.0	.990	-.001

NSSE 2017 Engagement Indicators

Detailed Statistics[a]

Gordon State College

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
GSC (N = 97)	26.2	16.4	1.66	0	15	20	40	55				
Comparator Peers	25.9	16.5	.45	0	15	25	40	60	1,453	.3	.847	.020
Aspirants	23.8	15.8	.31	0	10	20	35	55	2,639	2.4	.141	.152
USG SC and SU	24.9	16.5	.19	0	10	20	35	60	7,348	1.3	.432	.080
Top 50%	29.2	15.7	.05	5	20	30	40	60	97,685	-3.0	.057	-.193
Top 10%	33.0	16.0	.13	10	20	30	45	60	15,121	-6.8	.000	-.425
Effective Teaching Practices												
GSC (N = 97)	41.0	13.2	1.34	16	32	40	52	60				
Comparator Peers	41.9	13.8	.38	16	32	40	52	60	1,438	-.9	.553	-.062
Aspirants	40.6	13.6	.27	16	32	40	52	60	2,644	.5	.743	.034
USG SC and SU	40.1	14.4	.17	16	32	40	52	60	7,344	1.0	.518	.066
Top 50%	41.8	13.5	.04	20	32	40	52	60	138,942	-.8	.580	-.056
Top 10%	43.8	13.4	.08	20	36	44	56	60	27,726	-2.8	.040	-.209
Campus Environment												
Quality of Interactions												
GSC (N = 84)	45.7	11.1	1.22	26	40	48	54	60				
Comparator Peers	44.0	11.1	.33	24	38	45	52	60	1,225	1.6	.198	.145
Aspirants	43.0	12.0	.26	20	36	44	52	60	2,281	2.6	.049	.219
USG SC and SU	41.8	12.7	.16	18	34	43	52	60	6,019	3.9	.005	.306
Top 50%	44.8	11.6	.03	23	38	46	54	60	132,220	.9	.495	.075
Top 10%	46.9	12.1	.06	23	40	50	58	60	36,541	-1.2	.355	-.101
Supportive Environment												
GSC (N = 84)	32.9	14.2	1.55	13	25	33	43	55				
Comparator Peers	33.6	14.2	.41	10	23	33	45	60	1,252	-.6	.691	-.045
Aspirants	32.4	13.9	.30	10	23	33	40	58	2,299	.6	.709	.041
USG SC and SU	32.9	14.6	.19	10	23	33	43	60	6,042	.1	.973	.004
Top 50%	34.8	13.7	.03	13	25	35	45	60	157,949	-1.8	.227	-.132
Top 10%	37.2	13.6	.08	13	28	38	48	60	28,624	-4.2	.005	-.310

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the *t* -tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.

IPEDS: 139968

NSSE 2017
High-Impact Practices

Gordon State College

IPEDS: 139968

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's 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—Institution Version 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., & Gonyea, R. M. (2015, May). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

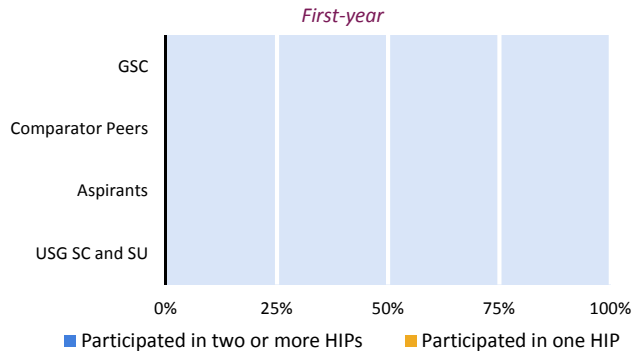
NSSE 2017 High-Impact Practices

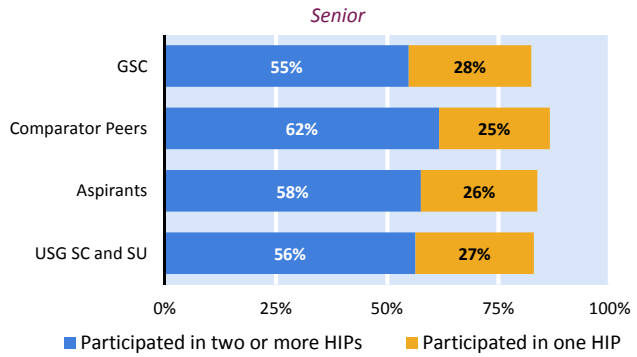
Participation Comparisons

Gordon State College

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 overall (at least one, two or more). 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	**Comparator Peers**			**Aspirants**			**USG SC and SU**	
First-year	*%*	*Difference* [a]		*ES* [b]	*Difference* [a]		*ES* [b]	*Difference* [a]	*ES* [b]
12. **Service-Learning**									
11c. **Learning Community**									
11e. **Research with Faculty**									
Participated in at least one									
Participated in two or more									
Senior									
12. **Service-Learning**	60	-11	*	-.23	-3		-.06	-1	-.01
11c. **Learning Community**	26	+2		.04	+2		.05	+2	.05
11e. **Research with Faculty**	13	-11	*	-.28	-10	*	-.26	-8	-.22
11a. **Internship or Field Exp.**	47	-4		-.07	+5		.10	+4	.09
11d. **Study Abroad**	5	-2		-.07	-11	**	-.38	-5	-.20
11f. **Culminating Senior Exp.**	39	-8		-.17	-3		-.07	-4	-.07
Participated in at least one	82	-4		-.12	-1		-.04	-1	-.02
Participated in two or more	55	-7		-.14	-3		-.06	-2	-.03

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, 2015).
*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).

NSSE 2017 High-Impact Practices

Response Detail

Gordon State College

Seniors

Service-Learning

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

	% Most or all	% Some	% None
GSC	22	38	40
Comparator Peers	16	55	29
Aspirants	14	49	37
USG SC and SU	13	48	39

Learning Community

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

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
GSC	26	12	21	42
Comparator Peers	24	11	17	48
Aspirants	24	9	16	52
USG SC and SU	24	11	16	49

Research with a Faculty Member

Work with a faculty member on a research project.

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
GSC	13	13	33	41
Comparator Peers	23	14	17	46
Aspirants	23	11	17	50
USG SC and SU	21	15	18	47

Internship or Field Experience

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

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
GSC	47	31	10	13
Comparator Peers	51	24	9	16
Aspirants	42	29	10	19
USG SC and SU	43	30	10	18

Study Abroad

Participate in a study abroad program.

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
GSC	5	11	20	64
Comparator Peers	6	6	15	72
Aspirants	15	7	13	65
USG SC and SU	10	10	14	67

Culminating Senior Experience

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

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
GSC	39	40	8	13
Comparator Peers	47	30	10	13
Aspirants	42	29	11	19
USG SC and SU	42	31	10	17

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

NSSE 2017 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				63	33	15	54	6	42
Male				50	0	6	22	0	28
Race/ethnicity or international[a]									
American Indian or Alaska Native				—	—	—	—	—	—
Asian				—	—	—	—	—	—
Black or African American				92	33	4	50	4	46
Hispanic or Latino				—	—	—	—	—	—
Native Hawaiian/Other Pac. Islander				—	—	—	—	—	—
White				51	28	17	50	6	41
Other				—	—	—	—	—	—
Foreign or nonresident alien				—	—	—	—	—	—
Two or more races/ethnicities				—	—	—	—	—	—
Age									
Traditional (FY < 21, Seniors < 25)				61	28	11	50	11	44
Nontraditional (FY 21+, Seniors 25+)				58	27	15	48	0	38
First-generation[b]									
Not first-generation				64	18	12	45	0	36
First-generation				57	33	14	51	8	43
Enrollment status[a]									
Not full-time				47	16	16	50	6	28
Full-time				69	33	11	45	4	45
Residence									
Not on campus				55	27	12	49	4	39
On campus				—	—	—	—	—	—
Major category[c]									
Arts & humanities				—	—	—	—	—	—
Biological sciences, agriculture, natural res.				42	17	25	50	0	33
Physical sciences, math, computer science				—	—	—	—	—	—
Social sciences				—	—	—	—	—	—
Business				50	14	14	21	0	36
Communications, media, public relations				—	—	—	—	—	—
Education				—	—	—	—	—	—
Engineering				—	—	—	—	—	—
Health professions				50	30	0	50	10	20
Social service professions				—	—	—	—	—	—
Undecided/undeclared				—	—	—	—	—	—
Overall				60	26	13	47	5	39

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.

b. Neither parent 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 2017
Frequencies and Statistical Comparisons

Gordon State College

Please note: The layout of this file is optimized for printing and PDF creation, not on-screen viewing. When the Excel version is viewed on screen, some cells appear to contain truncated text or misplaced line breaks. This is due to differences in Excel between on-screen display and what appears in print or PDF.

IPEDS: 139968

NSSE 2017 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 facsimile included in your *Institutional Report* and 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: **nsse.indiana.edu/html/weighting.cfm**

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 2017 Frequencies and Statistical Comparisons

NSSEville State University

Seniors (1)

Item wording or description (2)	Variable name[c]	Values[d]	Response options	Frequency Distributions[a]: NSSEville State Count	NSSEville State %	Private Doc-Granting Count	Private Doc-Granting %	Carnegie UG Program Count	Carnegie UG Program %	NSSE 2016 & 2017 Count	NSSE 2016 & 2017 %	Statistical Comparisons[b] (Your seniors compared with): NSSEville State Mean	Private Doc-Granting Mean	Private Doc-Granting Effect size[e]	Carnegie UG Program Mean	Carnegie UG Program Effect size[e]	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 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	0	244	2	54	2	6,952	3							
		2	Sometimes	135	20	4,397	27	845	29	75,222	33							
		3	Often	212	33	5,947	37	1,086	38	81,724	35	3.3	3.0 ***	.27	3.0 ***	.35	2.9 ***	.43
		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	28	438	1	47,348	29	2.5	2.5	-.04	2.6 *	-.09	2.6	-.05
		4	Very often	113	19	3,073	21	611	21	47,208	21				▽			
			Total	626	100	15,349	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	3.1	3.1	.02	3.1	-.04	3.0	.06
		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							

SAMPLE

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 2017 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	Frequency Distributions[a] GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	Statistical Comparisons[b] GSC Mean	Your seniors compared with: Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU 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	2	27	2	49	2	132	3	3.2	3.3	-.13	3.2	-.03	3.1	.03
		2	Sometimes	24	22	229	19	503	21	1,121	23							
		3	Often	36	34	341	29	739	32	1,520	31							
		4	Very often	46	43	629	51	1,102	45	2,215	43							
			Total	108	100	1,226	100	2,393	100	4,988	100							
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	22	20	200	17	468	21	967	20	2.4	2.6	-.19	2.4	-.02	2.5	-.09
		2	Sometimes	40	38	380	32	856	36	1,632	33							
		3	Often	26	24	352	29	603	25	1,314	27							
		4	Very often	19	18	280	23	457	18	1,047	21							
			Total	107	100	1,212	100	2,384	100	4,960	100							
c. Come to class without completing readings or assignments	unpreparedr *(Reverse-coded version of* unprepared *created by NSSE.)*	1	Very often	2	2	51	4	123	5	276	6	3.1	3.1	.08	3.0	.13	3.0	.15
		2	Often	19	17	151	12	303	13	652	13							
		3	Sometimes	49	46	668	55	1,301	55	2,736	55							
		4	Never	37	35	344	28	658	27	1,287	26							
			Total	107	100	1,214	100	2,385	100	4,951	100							
d. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	attendart	1	Never	50	46	568	47	1,163	50	2,506	51	1.7	1.8	-.04	1.7	-.02	1.7	.04
		2	Sometimes	44	41	426	35	793	33	1,701	35							
		3	Often	7	6	148	12	277	11	475	9							
		4	Very often	7	6	73	6	153	7	273	5							
			Total	108	100	1,215	100	2,386	100	4,955	100							
e. Asked another student to help you understand course material	CLaskhelp	1	Never	15	14	197	16	393	16	640	14	2.4	2.4	.01	2.4	.06	2.4	.00
		2	Sometimes	49	46	494	40	1,017	42	2,090	43							
		3	Often	23	21	330	28	645	28	1,371	27							
		4	Very often	20	19	191	16	328	14	840	16							
			Total	107	100	1,212	100	2,383	100	4,941	100							
f. Explained course material to one or more students	CLexplain	1	Never	6	6	91	7	168	7	249	5	2.9	2.7	.17	2.7 * △	.19	2.8	.11
		2	Sometimes	31	29	445	36	879	36	1,651	35							
		3	Often	42	39	417	35	864	38	1,840	37							
		4	Very often	29	27	259	22	473	20	1,207	23							
			Total	108	100	1,212	100	2,384	100	4,947	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 2017 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	GSC Mean	Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU Effect size[e]
				Frequency Distributions[a]								Statistical Comparisons[b]	Your seniors compared with					
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	15	14	240	19	490	20	808	17	2.6	2.5	.10	2.4	.14	2.5	.06
		2	Sometimes	41	38	409	34	823	35	1,633	34							
		3	Often	25	23	319	27	630	27	1,400	28							
		4	Very often	26	24	240	20	433	18	1,084	21							
			Total	107	100	1,208	100	2,376	100	4,925	100							
h. Worked with other students on course projects or assignments	CLproject	1	Never	10	9	107	8	231	9	333	7	2.7	2.8	-.04	2.7	.01	2.9	-.17
		2	Sometimes	37	35	412	34	842	35	1,372	28							
		3	Often	33	31	384	32	762	33	1,734	35							
		4	Very often	27	25	300	26	544	23	1,475	29							
			Total	107	100	1,203	100	2,379	100	4,914	100							
i. Given a course presentation	present	1	Never	12	11	118	10	302	12	549	12	2.7	2.8	-.09	2.7	.04	2.7	-.02
		2	Sometimes	35	33	363	30	769	32	1,422	30							
		3	Often	34	31	381	31	786	33	1,614	32							
		4	Very often	27	25	342	29	514	22	1,322	26							
			Total	108	100	1,204	100	2,371	100	4,907	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	14	13	55	5	100	4	229	5	2.7	2.9 ** ▽	-.29	2.9 * ▽	-.27	2.9 * ▽	-.27
		2	Sometimes	32	30	322	27	663	28	1,297	27							
		3	Often	37	34	468	39	981	42	1,938	39							
		4	Very often	25	23	349	29	614	26	1,423	28							
			Total	108	100	1,194	100	2,358	100	4,887	100							
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	7	7	90	8	146	6	400	9	2.8	2.8	-.10	2.8	-.08	2.8	-.01
		2	Sometimes	36	33	330	28	693	31	1,471	31							
		3	Often	41	38	452	37	882	37	1,699	35							
		4	Very often	24	22	324	27	636	26	1,310	25							
			Total	108	100	1,196	100	2,357	100	4,880	100							
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	12	11	133	11	234	10	590	13	2.6	2.7	-.03	2.7	-.04	2.6	.04
		2	Sometimes	32	30	390	33	794	34	1,638	35							
		3	Often	46	43	400	33	757	31	1,464	30							
		4	Very often	18	17	267	23	563	24	1,160	22							
			Total	108	100	1,190	100	2,348	100	4,852	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 2017 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	Frequency Distributions[a] GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	Statistical Comparisons[b] GSC Mean	Your seniors compared with: Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU Effect size[e]
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	4	4	50	4	90	4	225	5	2.9	2.9	-.02	2.9	.03	2.8	.05
		2	Sometimes	30	28	334	28	674	29	1,405	29							
		3	Often	47	44	496	42	1,022	43	2,005	42							
		4	Very often	26	24	307	26	557	24	1,193	24							
			Total	107	100	1,187	100	2,343	100	4,828	100							
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	RIperspect	1	Never	1	1	31	3	55	2	137	3	3.1	3.0	.05	3.0	.08	3.0	.07
		2	Sometimes	23	22	278	24	554	24	1,092	23							
		3	Often	49	47	517	43	1,067	45	2,111	44							
		4	Very often	31	30	361	31	662	28	1,470	30							
			Total	104	100	1,187	100	2,338	100	4,810	100							
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	2	2	26	2	49	2	129	3	2.9	3.0	-.09	2.9	.00	2.9	-.02
		2	Sometimes	28	28	293	25	642	28	1,249	27							
		3	Often	46	45	505	42	1,026	44	2,060	43							
		4	Very often	25	25	359	30	608	26	1,338	27							
			Total	101	100	1,183	100	2,325	100	4,776	100							
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	1	1	11	1	24	1	59	1	3.3	3.2	.03	3.2	.09	3.2	.11
		2	Sometimes	16	16	162	14	354	15	747	16							
		3	Often	39	39	536	46	1,072	46	2,174	46							
		4	Very often	44	44	469	39	870	37	1,769	36							
			Total	100	100	1,178	100	2,320	100	4,749	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	9	9	181	15	401	17	760	17	2.6	2.6	.02	2.4	.15	2.5	.09
		2	Sometimes	46	47	427	36	933	39	1,738	37							
		3	Often	20	20	305	26	579	25	1,190	24							
		4	Very often	24	24	269	23	412	18	1,067	21							
			Total	99	100	1,182	100	2,325	100	4,755	100							
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	39	39	517	43	1,011	43	1,971	43	2.0	2.0	-.01	1.9	.04	2.0	.01
		2	Sometimes	35	36	325	28	696	30	1,385	29							
		3	Often	12	12	183	15	372	16	770	15							
		4	Very often	13	13	155	13	241	11	625	12							
			Total	99	100	1,180	100	2,320	100	4,751	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 2017 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	GSC Mean	Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU Effect size[e]
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	17	17	268	22	669	28	1,234	27	2.3	2.3	.04	2.2	.14	2.2	.10
		2	Sometimes	48	49	502	43	897	39	1,813	39							
		3	Often	22	22	255	22	498	22	1,044	22							
		4	Very often	12	12	150	13	245	11	632	13							
			Total	99	100	1,175	100	2,309	100	4,723	100							
d. Discussed your academic performance with a faculty member	SFperform	1	Never	18	18	217	18	500	21	908	20	2.4	2.4	.01	2.2	.17	2.3	.06
		2	Sometimes	42	43	501	42	1,068	46	1,997	43							
		3	Often	21	21	287	25	505	22	1,129	23							
		4	Very often	17	17	170	15	244	11	700	14							
			Total	98	100	1,175	100	2,317	100	4,734	100							
4. During the current school year, how much has your coursework emphasized the following?																		
a. Memorizing course material	memorize	1	Very little	8	8	117	10	190	8	300	6	2.8	2.7	.07	2.7	.06	2.8	-.07
		2	Some	28	28	370	32	759	33	1,363	30							
		3	Quite a bit	41	42	441	38	925	40	1,911	40							
		4	Very much	21	21	242	21	438	19	1,148	24							
			Total	98	100	1,170	100	2,312	100	4,722	100							
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	7	7	31	3	64	3	158	4	3.1	3.1	-.04	3.1	.03	3.1	.03
		2	Some	14	14	210	18	424	18	872	19							
		3	Quite a bit	38	39	486	42	1,040	45	1,985	43							
		4	Very much	39	40	441	37	783	33	1,692	35							
			Total	98	100	1,168	100	2,311	100	4,707	100							
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	3	3	32	3	70	3	150	3	3.1	3.1	.06	3.1	.10	3.1	.09
		2	Some	18	18	247	21	456	20	927	20							
		3	Quite a bit	38	39	471	40	1,003	44	1,975	43							
		4	Very much	38	39	415	36	766	33	1,645	34							
			Total	97	100	1,165	100	2,295	100	4,697	100							
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	2	2	45	4	95	4	219	5	3.1	3.0	.14	3.0	.18	3.0 * △	.22
		2	Some	20	21	257	22	485	22	1,064	24							
		3	Quite a bit	37	38	486	42	1,021	44	1,958	42							
		4	Very much	38	39	370	32	692	30	1,441	29							
			Total	97	100	1,158	100	2,293	100	4,682	100							

Frequency Distributions[a] — Statistical Comparisons[b] (Your seniors compared with)

*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.

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Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	GSC Mean	Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU Effect size[e]
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	5	5	50	4	66	3	212	5	3.1	3.0	.10	3.0	.09	3.0	.14
		2	Some	16	17	248	21	504	22	1,038	23							
		3	Quite a bit	42	43	514	44	1,060	46	1,995	42							
		4	Very much	34	35	344	30	664	29	1,434	30							
			Total	97	100	1,156	100	2,294	100	4,679	100							
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	1	1	22	2	48	2	120	3	3.2	3.2	.01	3.2	.08	3.2	.07
		2	Some	14	14	173	15	382	16	715	15							
		3	Quite a bit	43	44	483	42	985	43	1,944	42							
		4	Very much	39	40	479	42	877	38	1,900	40							
			Total	97	100	1,157	100	2,292	100	4,679	100							
b. Taught course sessions in an organized way	ETorganize	1	Very little	1	1	35	3	70	3	183	4	3.1	3.2	-.12	3.1	-.06	3.1	.01
		2	Some	22	23	187	16	379	17	898	19							
		3	Quite a bit	42	43	470	41	995	43	1,904	41							
		4	Very much	32	33	463	40	847	37	1,694	36							
			Total	97	100	1,155	100	2,291	100	4,679	100							
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	0	0	45	4	67	3	189	4	3.1	3.2	-.12	3.2	-.09	3.1	-.03
		2	Some	24	25	178	15	384	17	891	19							
		3	Quite a bit	41	42	442	39	952	42	1,755	38							
		4	Very much	32	33	491	42	884	38	1,842	39							
			Total	97	100	1,156	100	2,287	100	4,677	100							
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	8	8	91	8	225	10	475	11	2.9	2.9	-.07	2.8	.06	2.8	.06
		2	Some	25	27	281	25	635	28	1,248	27							
		3	Quite a bit	35	36	411	35	789	35	1,560	33							
		4	Very much	27	29	375	32	636	27	1,390	28							
			Total	95	100	1,158	100	2,285	100	4,673	100							
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	5	5	76	7	152	7	363	8	3.0	3.0	.04	2.9	.14	2.8	.16
		2	Some	23	24	263	23	593	26	1,208	27							
		3	Quite a bit	36	37	437	38	913	40	1,745	38							
		4	Very much	33	34	371	32	621	27	1,340	28							
			Total	97	100	1,147	100	2,279	100	4,656	100							

Frequency Distributions[a] — Statistical Comparisons[b] (Your seniors compared with)

*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 2017 Frequencies and Statistical Comparisons

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Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	Frequency Distributions[a] GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	Statistical Comparisons[b] GSC Mean	Your seniors compared with: Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU 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	8	8	128	11	280	12	528	11	2.7	2.6	.03	2.6	.09	2.6	.00
		2	Sometimes	33	34	410	35	847	36	1,568	34							
		3	Often	41	42	404	35	777	35	1,637	35							
		4	Very often	15	15	214	19	376	17	927	20							
			Total	97	100	1,156	100	2,280	100	4,660	100							
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	16	16	211	18	448	20	922	20	2.5	2.4	.03	2.4	.11	2.4	.07
		2	Sometimes	33	34	432	37	911	40	1,736	37							
		3	Often	37	38	338	30	594	27	1,270	28							
		4	Very often	12	12	176	16	315	14	721	15							
			Total	98	100	1,157	100	2,268	100	4,649	100							
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	15	15	211	18	441	19	866	18	2.5	2.4	.13	2.3	.20	2.4	.15
		2	Sometimes	32	33	466	40	942	41	1,835	40							
		3	Often	37	38	318	28	622	28	1,335	29							
		4	Very often	14	14	163	15	273	12	632	13							
			Total	98	100	1,158	100	2,278	100	4,668	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	9	10	78	8	144	7	349	9	6.4	7.4	-.15	6.4	.00	6.4	.00
		1.5	1-2	20	22	204	19	456	22	917	22							
		4	3-5	24	26	299	27	660	31	1,281	31							
		8	6-10	22	24	231	21	457	21	814	19							
		13	11-15	6	7	105	10	183	8	382	9							
		18	16-20	5	6	71	7	82	4	196	5							
		23	More than 20	5	5	90	8	127	6	254	6							
			Total	91	100	1,078	100	2,109	100	4,193	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	33	36	279	27	591	29	1,249	30	2.5	3.1	-.17	2.8	-.10	3.0	-.14
		1.5	1-2	32	35	360	34	755	36	1,371	33							
		4	3-5	17	18	256	24	459	21	885	21							
		8	6-10	5	6	111	11	194	9	404	10							
		13	11-15	2	2	34	3	47	2	132	3							
		18	16-20	1	1	12	1	26	1	52	1							
		23	More than 20	1	1	11	1	19	1	53	1							
			Total	91	100	1,063	100	2,091	100	4,146	100							

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NSSE 2017 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Frequency Distributions[a]

Item wording or description	Variable name[c]	Values[d]	Response options	GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %
c. 11 pages or more	wrlongnum	0	None	64	70	564	53	1,115	54	2,360	57
	(Recoded version of wrlong *created by NSSE. Values are estimated number of papers, reports, etc.)*	1.5	1-2	17	19	337	32	673	31	1,130	27
		4	3-5	3	3	99	9	192	9	384	9
		8	6-10	3	3	29	3	75	3	147	4
		13	11-15	0	0	11	1	19	1	59	1
		18	16-20	3	3	0	0	10	0	29	1
		23	More than 20	1	1	9	1	14	1	42	1
			Total	91	100	1,049	100	2,098	100	4,151	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.)*										
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	3	3	72	7	152	7	201	5
		2	Sometimes	12	14	298	27	581	27	720	17
		3	Often	26	29	315	30	612	29	1,161	28
		4	Very often	48	54	394	36	764	36	2,086	49
			Total	89	100	1,079	100	2,109	100	4,168	100
b. People from an economic background other than your own	DDeconomic	1	Never	3	3	43	4	100	5	181	5
		2	Sometimes	14	16	275	25	555	27	789	20
		3	Often	32	36	376	35	732	34	1,346	32
		4	Very often	39	44	379	35	718	34	1,834	43
			Total	88	100	1,073	100	2,105	100	4,150	100
c. People with religious beliefs other than your own	DDreligion	1	Never	6	7	67	7	130	7	270	7
		2	Sometimes	16	18	273	26	638	31	968	23
		3	Often	34	38	352	33	647	30	1,229	30
		4	Very often	33	37	384	35	687	33	1,688	40
			Total	89	100	1,076	100	2,102	100	4,155	100
d. People with political views other than your own	DDpolitical	1	Never	3	4	62	6	129	6	228	6
		2	Sometimes	14	16	261	25	620	28	912	22
		3	Often	30	34	366	34	651	31	1,240	30
		4	Very often	41	47	382	35	702	34	1,773	42
			Total	88	100	1,071	100	2,102	100	4,153	100

Statistical Comparisons[b]

Item wording or description	GSC Mean	Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU Effect size[e]
		Your seniors compared with					
c. 11 pages or more	**1.5**	1.4	.03	1.5	.02	1.6	-.02
Estimated number of assigned pages of student writing.	**61.8**	67.8	-.08	63.0	-.02	66.3	-.05
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	**3.3**	3.0 *** ▲	.40	2.9 *** ▲	.41	3.2	.13
b. People from an economic background other than your own	**3.2**	3.0 * △	.23	3.0 * △	.26	3.1	.08
c. People with religious beliefs other than your own	**3.1**	3.0	.11	2.9	.18	3.0	.02
d. People with political views other than your own	**3.2**	3.0 * △	.27	2.9 ** ▲	.32	3.1	.17

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NSSE 2017 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	GSC Mean	Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU Effect size[e]
				Frequency Distributions[a]								Statistical Comparisons[b]	Your seniors compared with					
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	1	22	2	40	2	88	2	3.3	3.2	.16	3.2	.15	3.2	.14
		2	Sometimes	11	12	168	15	318	15	639	16							
		3	Often	36	41	475	45	914	44	1,723	42							
		4	Very often	40	45	407	38	821	38	1,674	40							
			Total	88	100	1,072	100	2,093	100	4,124	100							
b. Reviewed your notes after class	LSnotes	1	Never	4	4	53	5	109	5	212	5	3.2	3.0	.16	2.9 ** △	.28	3.0	.20
		2	Sometimes	19	21	245	22	586	28	993	24							
		3	Often	22	25	373	35	706	34	1,411	35							
		4	Very often	43	49	403	37	690	32	1,517	36							
			Total	88	100	1,074	100	2,091	100	4,133	100							
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	4	5	68	6	104	5	204	5	3.1	3.0	.09	2.9	.17	3.0	.12
		2	Sometimes	22	25	246	23	577	28	1,018	25							
		3	Often	27	31	408	39	800	39	1,555	38							
		4	Very often	35	40	345	32	598	29	1,338	31							
			Total	88	100	1,067	100	2,079	100	4,115	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	1	1	4	0	14	1	66	2	5.8	5.8	.00	5.7	.10	5.6	.14
		2		0	0	9	1	21	1	55	2							
		3		3	3	32	3	71	4	177	5							
		4		6	7	75	7	190	9	374	9							
		5		23	27	263	25	551	27	1,023	25							
		6		21	24	305	29	554	26	979	24							
		7	Very much	32	37	377	34	677	32	1,426	34							
			Total	86	100	1,065	100	2,078	100	4,100	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	8	10	98	9	215	10	418	10	47%	51%	-.07	42%	.10	43%	.09
	(Means indicate the percentage who responded "Done or in progress.")		Do not plan to do	11	13	174	16	372	19	693	18							
			Plan to do	27	31	261	24	605	29	1,188	30							
			Done or in progress	41	47	536	51	894	42	1,807	43							
			Total	87	100	1,069	100	2,086	100	4,106	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 2017 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	GSC Mean	Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU Effect size[e]
				Frequency Distributions[a]								Statistical Comparisons[b]	Your seniors compared with					
b. Hold a formal leadership role in a student organization or group	leader (Means indicate the percentage who responded "Done or in progress.")		Have not decided	21	24	133	12	240	12	571	14	18%	27%	-.22	35% ** ▼	-.38	29% * ▽	-.25
			Do not plan to do	45	52	551	52	976	47	1,920	48							
			Plan to do	5	6	91	8	144	7	375	9							
			Done or in progress	16	18	293	27	725	35	1,236	29							
			Total	87	100	1,068	100	2,085	100	4,102	100							
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom (Means indicate the percentage who responded "Done or in progress.")		Have not decided	18	21	186	17	325	16	619	16	26%	24%	.04	24%	.05	24%	.05
			Do not plan to do	36	42	506	48	1,089	52	1,960	49							
			Plan to do	10	12	113	11	182	9	446	11							
			Done or in progress	23	26	255	24	484	24	1,059	24							
			Total	87	100	1,060	100	2,080	100	4,084	100							
d. Participate in a study abroad program	abroad (Means indicate the percentage who responded "Done or in progress.")		Have not decided	17	20	169	15	266	13	565	14	5%	6%	-.07	15% ** ▼	-.38	10%	-.20
			Do not plan to do	56	64	758	72	1,323	65	2,716	67							
			Plan to do	10	11	69	6	143	7	392	10							
			Done or in progress	4	5	63	6	346	15	423	10							
			Total	87	100	1,059	100	2,078	100	4,096	100							
e. Work with a faculty member on a research project	research (Means indicate the percentage who responded "Done or in progress.")		Have not decided	29	33	190	17	337	17	709	18	13%	23% * ▽	-.28	23% * ▽	-.26	21%	-.22
			Do not plan to do	35	41	479	46	1,041	50	1,912	47							
			Plan to do	11	13	148	14	226	11	588	15							
			Done or in progress	11	13	244	23	470	23	876	21							
			Total	86	100	1,061	100	2,074	100	4,085	100							
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone (Means indicate the percentage who responded "Done or in progress.")		Have not decided	7	8	101	10	219	11	403	10	39%	47%	-.17	42%	-.07	42%	-.07
			Do not plan to do	11	13	130	13	390	19	687	17							
			Plan to do	35	40	327	30	582	29	1,225	31							
			Done or in progress	34	39	503	47	885	42	1,766	42							
			Total	87	100	1,061	100	2,076	100	4,081	100							
12. About how many of your courses at this institution have included a community-based project (service-learning)?																		
	servcourse	1	None	34	40	308	29	780	37	1,530	39	1.9	1.9	-.03	1.8	.12	1.8	.17
		2	Some	33	38	569	55	1,009	49	1,974	48							
		3	Most	14	16	146	13	232	11	456	10							
		4	All	5	6	35	3	49	2	113	2							
			Total	86	100	1,058	100	2,070	100	4,073	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 2017 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	Frequency Distributions[a] GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	Statistical Comparisons[b] GSC Mean	Your seniors compared with: Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU Effect size[e]
13. Indicate the quality of your interactions with the following people at your institution.																		
a. Students	QIstudent	1	Poor	0	0	10	1	26	1	61	2							
		2		1	1	14	1	32	2	72	2							
		3		2	2	41	4	74	4	172	4							
		4		12	14	89	9	251	12	486	12							
		5		21	25	261	24	469	22	987	24	**5.7**	5.7	.01	5.6	.09	5.5	.14
		6		19	22	262	25	592	28	1,026	25							
		7	Excellent	31	36	368	34	599	30	1,231	30							
		—	Not applicable	0	0	16	2	37	2	54	1							
			Total	86	100	1,061	100	2,080	100	4,089	100							
b. Academic advisors	QIadvisor	1	Poor	2	2	25	2	104	5	219	6							
		2		3	3	33	3	109	5	198	5							
		3		3	3	52	5	131	6	303	7							
		4		11	13	105	11	288	14	552	13							
		5		11	13	195	18	377	18	712	17	**5.6**	5.6	.02	5.1 *	.28	5.2 **	.25
		6		22	25	224	21	393	19	705	18				△		△	
		7	Excellent	33	38	410	38	634	30	1,330	32							
		—	Not applicable	1	1	16	1	38	2	57	2							
			Total	86	100	1,060	100	2,074	100	4,076	100							
c. Faculty	QIfaculty	1	Poor	0	0	13	1	33	2	85	3							
		2		1	1	22	2	51	2	111	3							
		3		2	2	39	4	85	4	181	4							
		4		7	8	87	9	226	11	510	12							
		5		16	19	219	20	428	20	861	22	**6.0**	5.7	.20	5.6 **	.27	5.5 ***	.33
		6		23	27	307	29	593	29	1,043	26				△		▲	
		7	Excellent	37	43	359	34	635	31	1,243	30							
		—	Not applicable	0	0	12	1	16	1	35	1							
			Total	86	100	1,058	100	2,067	100	4,069	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 2017 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	GSC Mean	Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU Effect size[e]
				Frequency Distributions[a]								Statistical Comparisons[b]	Your seniors compared with					
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	4	5	59	6	87	4	233	6							
		2		1	1	51	5	84	4	192	5							
		3		3	4	71	7	122	6	285	7							
		4		14	16	110	10	238	11	532	13							
		5		9	11	179	17	380	18	673	16	5.1	4.8	.14	5.1	.01	4.8	.17
		6		13	16	154	15	365	18	610	15							
		7	Excellent	16	19	179	17	396	20	714	17							
		—	Not applicable	25	29	254	23	399	19	832	21							
			Total	85	100	1,057	100	2,071	100	4,071	100							
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	4	5	47	4	104	5	280	7							
		2		1	1	35	3	101	5	238	6							
		3		7	8	81	8	155	7	380	9							
		4		11	13	127	13	282	13	618	15							
		5		16	19	248	23	443	21	816	20	5.3	5.1	.10	5.1	.14	4.8 * △	.27
		6		20	24	208	19	464	23	738	18							
		7	Excellent	24	28	250	24	460	22	825	20							
		—	Not applicable	2	2	62	6	69	3	186	5							
			Total	85	100	1,058	100	2,078	100	4,081	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	16	1	28	2	91	2							
		2	Some	18	21	163	16	325	16	631	16							
		3	Quite a bit	32	38	510	50	1,005	50	1,770	45	3.2	3.1	.08	3.1	.10	3.1	.07
		4	Very much	35	41	340	33	663	32	1,446	36							
			Total	85	100	1,029	100	2,021	100	3,938	100							
b. Providing support to help students succeed academically	SEacademic	1	Very little	3	3	35	3	96	5	226	6							
		2	Some	21	25	210	20	430	21	892	23							
		3	Quite a bit	29	34	457	45	886	45	1,626	42	3.1	3.0	.03	3.0	.10	2.9	.15
		4	Very much	32	38	319	31	596	29	1,164	29							
			Total	85	100	1,021	100	2,008	100	3,908	100							
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	11	13	85	9	151	8	358	10							
		2	Some	19	22	217	21	478	23	948	24							
		3	Quite a bit	29	34	393	38	773	39	1,338	34	2.8	2.9	-.11	2.9	-.09	2.9	-.06
		4	Very much	26	31	323	32	613	30	1,273	32							
			Total	85	100	1,018	100	2,015	100	3,917	100							

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NSSE 2017 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	GSC Mean	Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU Effect size[e]
				Frequency Distributions[a]								Statistical Comparisons[b]	Your seniors compared with					
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	9	11	150	15	295	15	551	15	2.8	2.6 * △	.23	2.6	.22	2.7	.18
		2	Some	20	24	315	31	620	30	1,124	29							
		3	Quite a bit	31	37	329	33	660	33	1,276	33							
		4	Very much	24	28	220	21	437	22	965	24							
			Total	84	100	1,014	100	2,012	100	3,916	100							
e. Providing opportunities to be involved socially	SEsocial	1	Very little	7	8	55	5	160	8	297	8	2.8	2.9	-.11	2.8	.01	2.9	-.02
		2	Some	21	25	254	25	529	26	984	25							
		3	Quite a bit	36	43	399	41	822	41	1,513	39							
		4	Very much	21	25	303	29	499	25	1,115	27							
			Total	85	100	1,011	100	2,010	100	3,909	100							
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	13	15	114	11	233	12	408	11	2.7	2.7	-.05	2.7	.00	2.8	-.08
		2	Some	22	26	268	27	613	30	1,026	26							
		3	Quite a bit	26	31	388	39	698	35	1,397	36							
		4	Very much	23	27	242	23	467	23	1,072	27							
			Total	84	100	1,012	100	2,011	100	3,903	100							
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	25	30	317	32	691	34	1,351	35	2.2	2.2	.07	2.1	.18	2.1	.15
		2	Some	27	32	345	34	727	36	1,274	33							
		3	Quite a bit	19	23	219	22	390	20	808	20							
		4	Very much	13	15	130	13	200	10	475	12							
			Total	84	100	1,011	100	2,008	100	3,908	100							
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	17	20	142	14	345	18	570	15	2.5	2.6	-.16	2.5	.01	2.6	-.11
		2	Some	24	29	296	30	665	34	1,172	30							
		3	Quite a bit	27	33	354	35	653	32	1,323	34							
		4	Very much	15	18	215	21	340	17	833	20							
			Total	83	100	1,007	100	2,003	100	3,898	100							
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	24	29	219	21	399	20	792	21	2.2	2.4	-.18	2.4	-.20	2.4	-.20
		2	Some	30	36	371	37	726	36	1,383	36							
		3	Quite a bit	19	23	272	28	596	30	1,109	28							
		4	Very much	10	12	146	15	286	14	610	15							
			Total	83	100	1,008	100	2,007	100	3,894	100							

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NSSE 2017 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Frequency Distributions[a]

Item wording or description	Variable name[c]	Values[d]	Response options	GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %
15. 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 *(Recoded version of* tmprep *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	0	0	2	0	6	0	21	1
		3	1-5 hrs	16	19	144	14	270	14	589	15
		8	6-10 hrs	22	27	252	25	440	23	920	24
		13	11-15 hrs	13	16	204	21	400	20	770	20
		18	16-20 hrs	10	12	183	18	335	17	672	17
		23	21-25 hrs	10	12	104	10	221	10	352	9
		28	26-30 hrs	4	5	54	5	147	7	219	6
		33	More than 30 hrs	7	8	67	7	181	8	354	9
			Total	82	100	1,010	100	2,000	100	3,897	100
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs *(Recoded version of* tmcocurr *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	55	66	534	53	960	47	1,954	52
		3	1-5 hrs	19	23	253	25	551	28	1,030	26
		8	6-10 hrs	4	5	84	8	203	10	368	9
		13	11-15 hrs	3	4	51	6	125	6	203	5
		18	16-20 hrs	0	0	44	4	81	4	168	4
		23	21-25 hrs	2	2	14	1	41	2	63	2
		28	26-30 hrs	0	0	7	1	16	1	31	1
		33	More than 30 hrs	0	0	17	2	29	1	55	1
			Total	83	100	1,004	100	2,006	100	3,872	100
c. Working for pay **on campus**	tmworkonhrs *(Recoded version of* tmworkon *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	68	81	800	79	1,522	77	3,112	81
		3	1-5 hrs	0	0	28	3	88	4	91	2
		8	6-10 hrs	2	2	42	4	183	8	144	3
		13	11-15 hrs	3	4	33	3	92	5	144	4
		18	16-20 hrs	8	9	60	6	76	4	248	6
		23	21-25 hrs	2	2	16	2	21	1	65	2
		28	26-30 hrs	0	0	12	1	8	0	16	0
		33	More than 30 hrs	1	1	15	2	18	1	56	1
			Total	84	100	1,006	100	2,008	100	3,876	100

Statistical Comparisons[b]

Item wording or description	GSC Mean	Your seniors compared with: Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU Effect size[e]
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	**14.0**	14.3	-.04	15.0	-.11	14.6	-.07
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	**2.1**	3.9 *** ▽	-.28	4.3 *** ▼	-.33	3.9 *** ▽	-.28
c. Working for pay **on campus**	**3.3**	3.1	.02	2.7	.08	2.9	.06

*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 2017 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	GSC Mean	Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU Effect size[e]
d. Working for pay **off campus**	tmworkoffhrs *(Recoded version of* tmworkoff *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	35	42	300	30	812	41	1,313	34	13.9	16.4	-.18	13.6	.03	15.7	-.13
		3	1-5 hrs	3	4	44	4	87	4	154	4							
		8	6-10 hrs	7	8	59	6	117	6	193	5							
		13	11-15 hrs	3	4	54	6	111	6	271	7							
		18	16-20 hrs	4	5	104	11	161	8	396	10							
		23	21-25 hrs	3	4	81	8	132	7	305	8							
		28	26-30 hrs	7	8	71	7	104	5	272	7							
		33	More than 30 hrs	22	26	290	29	472	24	975	27							
			Total	84	100	1,003	100	1,996	100	3,879	100							
Estimated number of hours working for pay	tmworkhrs *(Continuous variable created by NSSE)*											17.2	19.5	-.17	16.3	.07	18.6	-.10
e. Doing community service or volunteer work	tmservicehrs *(Recoded version of* tmservice *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	41	49	398	40	997	50	1,778	47	4.5	3.7	.14	3.2	.24	3.6	.14
		3	1-5 hrs	22	26	414	40	657	33	1,313	33							
		8	6-10 hrs	7	8	103	10	189	10	388	9							
		13	11-15 hrs	6	7	40	4	62	3	168	4							
		18	16-20 hrs	5	6	25	3	55	3	114	3							
		23	21-25 hrs	1	1	13	1	16	1	47	1							
		28	26-30 hrs	0	0	5	0	11	1	20	0							
		33	More than 30 hrs	2	2	8	1	12	1	46	1							
			Total	84	100	1,006	100	1,999	100	3,874	100							
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs *(Recoded version of* tmrelax *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	1	1	53	5	101	5	223	6	8.9	9.0	-.01	9.9	-.13	9.5	-.08
		3	1-5 hrs	43	51	353	34	625	31	1,344	34							
		8	6-10 hrs	16	19	291	29	543	27	1,003	26							
		13	11-15 hrs	8	10	147	15	339	17	598	16							
		18	16-20 hrs	5	6	97	10	207	10	351	9							
		23	21-25 hrs	6	7	26	3	73	4	134	3							
		28	26-30 hrs	2	2	13	2	39	2	53	1							
		33	More than 30 hrs	3	4	26	3	75	4	169	5							
			Total	84	100	1,006	100	2,002	100	3,875	100							

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NSSE 2017 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	GSC Mean	Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU Effect size[e]
				Frequency Distributions[a]								Statistical Comparisons[b]	Your seniors compared with					
g. Providing care for dependents (children, parents, etc.)	tmcarehrs *(Recoded version of* tmcare *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	40	47	455	45	1,154	59	2,088	54	11.6	10.1	.11	8.2 * △	.26	8.5	.24
		3	1-5 hrs	11	13	140	15	177	9	463	12							
		8	6-10 hrs	1	1	72	7	119	6	249	6							
		13	11-15 hrs	2	2	44	4	60	3	146	4							
		18	16-20 hrs	3	4	44	5	62	3	130	3							
		23	21-25 hrs	4	5	25	2	33	2	83	2							
		28	26-30 hrs	1	1	17	2	32	1	56	2							
		33	More than 30 hrs	22	26	205	20	364	17	654	17							
			Total	84	100	1,002	100	2,001	100	3,869	100							
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs *(Recoded version of* tmcommute *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	12	14	167	16	402	19	541	14	6.7	4.8 * ▲	.31	4.9 * ▲	.30	6.2	.07
		3	1-5 hrs	42	50	614	61	1,073	55	1,964	51							
		8	6-10 hrs	14	17	132	14	330	17	790	20							
		13	11-15 hrs	7	8	44	5	95	5	267	7							
		18	16-20 hrs	1	1	18	2	41	2	108	3							
		23	21-25 hrs	2	2	8	1	17	1	62	2							
		28	26-30 hrs	1	1	3	0	7	0	27	1							
		33	More than 30 hrs	4	5	20	2	41	2	122	3							
			Total	83	100	1,006	100	2,006	100	3,881	100							
16. 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	6	7	126	13	207	11	512	13	3.2	2.8 * △	.28	3.0	.16	2.9 * △	.26
		2	Some	20	24	275	28	493	25	1,043	27							
		3	About half	25	30	317	31	605	30	1,141	30							
		4	Most	21	25	218	22	477	23	818	21							
		5	Almost all	12	14	76	7	219	11	362	9							
			Total	84	100	1,012	100	2,001	100	3,876	100							
	tmreadinghrs *(Continuous variable created by NSSE. Calculated as a proportion of* tmprephrs *based on* reading, *where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)*											7.3	6.9	.06	7.7	-.05	7.2	.01

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NSSE 2017 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	GSC Mean	Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU Effect size[e]
	tmreadinghrscol (Collapsed version of tmreadinghrs created by NSSE.)	1	0 hrs	0	0	1	0	6	0	21	1							
		2	More than zero, up to 5 hrs	40	49	494	50	852	45	1,873	49							
		3	More than 5, up to 10 hrs	25	31	286	29	598	30	1,061	27							
		4	More than 10, up to 15 hrs	6	7	117	11	215	10	412	10							
		5	More than 15, up to 20 hrs	5	6	57	6	146	7	234	6							
		6	More than 20, up to 25 hrs	3	4	38	4	119	5	159	4							
		7	More than 25 hrs	3	4	13	1	51	3	103	3							
			Total	82	100	1,006	100	1,987	100	3,863	100							
17. 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	2	2	57	6	81	4	237	7							
		2	Some	19	23	208	20	428	22	809	21							
		3	Quite a bit	29	35	373	38	792	40	1,470	38	**3.1**	3.0	.09	3.0	.12	3.0	.15
		4	Very much	34	40	367	36	686	33	1,332	34							
			Total	84	100	1,005	100	1,987	100	3,848	100							
b. Speaking clearly and effectively	pgspeak	1	Very little	4	5	81	8	112	6	301	8							
		2	Some	21	25	241	24	492	24	870	23							
		3	Quite a bit	27	32	359	36	785	40	1,408	36	**3.0**	2.9	.10	2.9	.10	2.9	.12
		4	Very much	32	38	329	33	605	30	1,287	32							
			Total	84	100	1,010	100	1,994	100	3,866	100							
c. Thinking critically and analytically	pgthink	1	Very little	0	0	20	2	34	2	96	3							
		2	Some	15	18	137	13	257	13	570	15							
		3	Quite a bit	30	36	386	39	786	39	1,421	37	**3.3**	3.3	.00	3.3	.00	3.2	.05
		4	Very much	39	47	464	46	921	46	1,776	45							
			Total	84	100	1,007	100	1,998	100	3,863	100							
d. Analyzing numerical and statistical information	pganalyze	1	Very little	2	2	103	10	211	11	391	10							
		2	Some	32	38	299	29	566	28	966	24							
		3	Quite a bit	26	31	319	32	677	34	1,316	34	**2.9**	2.8	.07	2.8	.08	2.9	-.01
		4	Very much	24	29	288	29	542	27	1,197	32							
			Total	84	100	1,009	100	1,996	100	3,870	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 2017 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	Frequency Distributions[a]: GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	Statistical Comparisons[b]: GSC Mean	Your seniors compared with: Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU Effect size[e]
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	6	7	67	7	171	9	344	9	2.9	3.0	-.16	2.9	-.05	2.9	-.06
		2	Some	22	26	220	22	474	23	875	23							
		3	Quite a bit	32	38	336	33	682	34	1,268	32							
		4	Very much	24	28	385	38	669	34	1,377	35							
			Total	84	100	1,008	100	1,996	100	3,864	100							
f. Working effectively with others	pgothers	1	Very little	4	5	40	4	92	5	209	6	3.0	3.1	-.04	3.0	.03	3.0	.00
		2	Some	19	23	230	23	456	23	765	20							
		3	Quite a bit	31	37	357	36	791	39	1,442	37							
		4	Very much	30	36	381	38	652	33	1,444	36							
			Total	84	100	1,008	100	1,991	100	3,860	100							
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	11	13	107	10	203	10	440	13	2.9	2.8	.03	2.8	.01	2.8	.03
		2	Some	17	20	267	27	500	25	897	24							
		3	Quite a bit	28	34	322	32	698	34	1,278	33							
		4	Very much	27	32	311	30	593	30	1,252	31							
			Total	83	100	1,007	100	1,994	100	3,867	100							
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	8	10	101	10	189	10	393	11	2.9	2.8	.13	2.8	.13	2.8	.12
		2	Some	20	23	287	28	558	28	968	26							
		3	Quite a bit	25	30	321	32	657	33	1,251	32							
		4	Very much	31	37	299	30	590	29	1,248	31							
			Total	84	100	1,008	100	1,994	100	3,860	100							
i. Solving complex real-world problems	pgprobsolve	1	Very little	12	14	88	9	175	9	412	12	2.8	2.8	-.03	2.8	.00	2.8	.01
		2	Some	19	23	294	29	590	29	1,002	26							
		3	Quite a bit	27	32	320	32	689	34	1,300	34							
		4	Very much	26	31	307	30	541	27	1,142	29							
			Total	84	100	1,009	100	1,995	100	3,856	100							
j. Being an informed and active citizen	pgcitizen	1	Very little	11	13	114	11	228	12	523	15	2.8	2.7	.06	2.7	.03	2.7	.08
		2	Some	24	28	324	33	569	29	1,064	29							
		3	Quite a bit	23	27	313	31	661	33	1,207	31							
		4	Very much	26	31	253	25	520	26	1,047	26							
			Total	84	100	1,004	100	1,978	100	3,841	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 2017 Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	Frequency Distributions[a] GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	Statistical Comparisons[b] GSC Mean	Your seniors compared with: Comparator Peers Mean	Comparator Peers Effect size[e]	Aspirants Mean	Aspirants Effect size[e]	USG SC and SU Mean	USG SC and SU Effect size[e]
18. How would you evaluate your entire educational experience at this institution?																		
	evalexp	1	Poor	0	0	19	2	31	2	96	3							
		2	Fair	8	9	94	9	210	10	528	14							
		3	Good	34	40	432	43	887	44	1,762	45	**3.4**	3.3	.11	3.3	.15	3.2 ** △	.30
		4	Excellent	42	50	466	46	867	44	1,474	38							
			Total	84	100	1,011	100	1,995	100	3,860	100							
19. If you could start over again, would you go to the *same institution* you are now attending?																		
	sameinst	1	Definitely no	2	2	40	4	83	4	225	6							
		2	Probably no	10	12	107	11	230	11	586	16							
		3	Probably yes	31	37	386	38	735	37	1,466	38	**3.3**	3.3	.04	3.3	.05	3.1 * △	.23
		4	Definitely yes	41	49	479	47	947	48	1,589	40							
			Total	84	100	1,012	100	1,995	100	3,866	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 2017 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]		
														Comparisons with:			Comparisons with:			Comparisons with:		
	GSC	GSC	Comparator Peers	Aspirants	USG SC and SU	GSC	Comparator Peers	Aspirants	USG SC and SU	GSC	Comparator Peers	Aspirants	USG SC and SU	Comparator Peers	Aspirants	USG SC and SU	Comparator Peers	Aspirants	USG SC and SU	Comparator Peers	Aspirants	USG SC and SU
1 a. askquest	108	3.17	3.28	3.20	3.14	.080	.022	.016	.010	.84	.84	.84	.88	1,532	2,783	7,890	.190	.732	.777	-.13	-.03	.03
b. drafts	107	2.39	2.58	2.41	2.49	.097	.027	.020	.012	1.01	1.02	1.01	1.03	1,515	2,769	7,851	.063	.873	.345	-.19	-.02	-.09
c. unpreparedr	107	3.13	3.08	3.03	3.02	.074	.020	.015	.009	.76	.76	.78	.79	1,514	2,769	7,829	.445	.180	.133	.08	.13	.15
d. attendart	108	1.73	1.76	1.75	1.69	.081	.023	.017	.010	.85	.88	.90	.85	1,518	2,773	7,831	.678	.833	.671	-.04	-.02	.04
e. CLaskhelp	107	2.45	2.44	2.39	2.45	.092	.025	.018	.010	.95	.94	.92	.92	1,514	2,769	7,807	.899	.539	.975	.01	.06	.00
f. CLexplain	108	2.87	2.71	2.70	2.78	.084	.024	.017	.010	.88	.89	.86	.86	1,516	2,771	7,814	.083	.048	.275	.17	.19	.11
g. CLstudy	107	2.58	2.48	2.44	2.52	.098	.027	.019	.011	1.01	1.02	1.00	1.01	1,510	2,761	7,779	.341	.164	.549	.10	.14	.06
h. CLproject	107	2.71	2.75	2.70	2.86	.092	.025	.018	.010	.95	.93	.93	.92	1,503	2,764	7,751	.691	.922	.090	-.04	.01	-.17
i. present	108	2.70	2.78	2.65	2.72	.093	.026	.019	.011	.97	.97	.96	.98	1,505	2,754	7,741	.355	.654	.804	-.09	.04	-.02
2 a. RIintegrate	108	2.67	2.92	2.89	2.91	.094	.023	.016	.010	.97	.87	.83	.87	121	114	109	.009	.020	.013	-.29	-.27	-.27
b. RIsocietal	108	2.76	2.85	2.83	2.76	.084	.024	.017	.011	.87	.91	.89	.93	1,496	2,738	7,702	.318	.397	.923	-.10	-.08	-.01
c. RIdiverse	108	2.65	2.68	2.68	2.60	.086	.026	.019	.011	.89	.95	.95	.97	1,488	2,726	111	.773	.707	.614	-.03	-.04	.04
d. RIownview	107	2.89	2.90	2.86	2.84	.079	.022	.016	.010	.82	.83	.82	.85	1,486	2,719	7,614	.849	.764	.574	-.02	.03	.05
e. RIperspect	104	3.06	3.02	2.99	3.00	.073	.022	.015	.009	.75	.81	.79	.81	1,482	2,708	7,577	.652	.409	.500	.05	.08	.07
f. RInewview	101	2.93	3.01	2.93	2.95	.078	.022	.016	.009	.78	.80	.79	.81	1,473	2,685	7,510	.380	.962	.876	-.09	.00	-.02
g. RIconnect	100	3.26	3.24	3.19	3.18	.076	.019	.014	.009	.76	.72	.73	.74	1,464	2,680	7,462	.739	.353	.271	.03	.09	.11
3 a. SFcareer	99	2.59	2.57	2.44	2.50	.096	.027	.019	.012	.96	1.01	.98	1.01	1,469	2,684	7,469	.821	.136	.391	.02	.15	.09
b. SFotherwork	99	1.98	1.99	1.95	1.97	.103	.029	.020	.012	1.02	1.06	1.01	1.04	1,466	2,677	7,458	.961	.712	.896	-.01	.04	.01
c. SFdiscuss	99	2.29	2.26	2.15	2.20	.090	.026	.019	.011	.89	.95	.95	.97	1,461	2,667	7,415	.731	.164	.339	.04	.14	.10
d. SFperform	98	2.37	2.36	2.22	2.31	.099	.026	.018	.011	.98	.94	.90	.95	1,459	2,673	7,428	.913	.109	.527	.01	.17	.06
4 a. memorize	98	2.76	2.70	2.71	2.82	.089	.025	.017	.010	.88	.91	.87	.87	1,454	2,668	7,406	.504	.532	.520	.07	.06	-.07
b. HOapply	98	3.11	3.14	3.09	3.09	.091	.022	.016	.010	.91	.80	.79	.82	1,452	2,668	7,377	.727	.801	.734	-.04	.03	.03
c. HOanalyze	97	3.15	3.10	3.07	3.07	.084	.022	.016	.010	.83	.82	.80	.82	1,447	2,648	7,365	.593	.340	.381	.06	.10	.09
d. HOevaluate	97	3.14	3.03	3.00	2.95	.083	.023	.016	.010	.82	.83	.83	.86	1,440	2,646	7,342	.170	.084	.028	.14	.18	.22
e. HOform	97	3.08	3.00	3.01	2.97	.086	.023	.016	.010	.85	.83	.79	.85	1,436	2,644	7,337	.355	.360	.174	.10	.09	.14
5 a. ETgoals	97	3.24	3.23	3.17	3.19	.074	.021	.015	.009	.73	.77	.78	.79	1,437	2,642	7,338	.903	.413	.500	.01	.08	.07
b. ETorganize	97	3.09	3.18	3.14	3.08	.079	.022	.016	.010	.78	.81	.80	.84	1,435	2,643	7,341	.272	.554	.955	-.12	-.06	.01
c. ETexample	97	3.08	3.18	3.15	3.11	.077	.023	.016	.010	.76	.84	.80	.86	1,435	2,638	7,337	.253	.381	.782	-.12	-.09	-.03
d. ETdraftfb	95	2.85	2.91	2.80	2.80	.096	.026	.019	.011	.94	.94	.95	.97	1,436	2,631	7,329	.539	.576	.580	-.07	.06	.06
e. ETfeedback	97	3.00	2.96	2.88	2.85	.090	.025	.018	.011	.89	.90	.89	.92	1,427	2,629	7,310	.697	.183	.110	.04	.14	.16

See the endnotes on the last page of this report.

NSSE 2017 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]		
														Comparisons with:			Comparisons with:			Comparisons with:		
	GSC	GSC	Comparator Peers	Aspirants	USG SC and SU	GSC	Comparator Peers	Aspirants	USG SC and SU	GSC	Comparator Peers	Aspirants	USG SC and SU	Comparator Peers	Aspirants	USG SC and SU	Comparator Peers	Aspirants	USG SC and SU	Comparator Peers	Aspirants	USG SC and SU
6 a. QRconclude	97	2.65	2.62	2.57	2.65	.085	.025	.018	.011	.84	.91	.91	.92	1,436	2,628	7,314	.774	.396	.995	.03	.09	.00
b. QRproblem	98	2.46	2.43	2.35	2.39	.092	.026	.019	.011	.91	.96	.95	.97	1,438	2,613	7,296	.810	.287	.467	.03	.11	.07
c. QRevaluate	98	2.51	2.39	2.33	2.37	.093	.026	.018	.011	.92	.95	.92	.93	1,439	2,625	7,324	.226	.056	.138	.13	.20	.15
7 a. wrshortnum	91	6.41	7.42	6.44	6.42	.639	.189	.124	.076	6.10	6.66	5.98	6.09	1,334	2,423	6,531	.162	.965	.991	-.15	.00	.00
b. wrmednum	91	2.46	3.13	2.83	3.02	.402	.113	.079	.051	3.83	3.97	3.82	4.09	1,316	2,402	6,459	.120	.358	.194	-.17	-.10	-.14
c. wrlongnum	91	1.53	1.43	1.46	1.58	.438	.085	.062	.042	4.18	2.96	2.98	3.37	97	94	6,472	.835	.879	.885	.03	.02	-.02
— wrpages	91	61.82	67.84	63.01	66.32	10.472	2.257	1.621	1.084	99.88	78.00	77.61	86.19	1,283	2,382	6,407	.487	.887	.622	-.08	-.02	-.05
8 a. DDrace	89	3.33	2.95	2.94	3.22	.089	.027	.020	.011	.84	.96	.97	.91	1,336	2,416	6,489	.000	.000	.232	.40	.41	.13
b. DDeconomic	88	3.21	3.01	2.97	3.14	.089	.025	.019	.011	.84	.88	.90	.89	1,327	2,410	6,458	.041	.015	.468	.23	.26	.08
c. DDreligion	89	3.05	2.96	2.89	3.03	.097	.026	.020	.012	.91	.93	.94	.95	1,333	2,407	6,461	.336	.103	.822	.11	.18	.02
d. DDpolitical	88	3.23	2.99	2.94	3.08	.091	.026	.019	.012	.85	.91	.93	.93	1,327	2,408	6,461	.014	.003	.122	.27	.32	.17
9 a. LSreading	88	3.31	3.18	3.19	3.19	.078	.022	.016	.010	.73	.76	.77	.78	1,326	2,399	6,415	.147	.159	.181	.16	.15	.14
b. LSnotes	88	3.19	3.05	2.93	3.01	.099	.025	.019	.011	.93	.90	.90	.90	1,329	2,397	6,432	.153	.010	.066	.16	.28	.20
c. LSsummary	88	3.06	2.97	2.91	2.95	.097	.025	.018	.011	.91	.89	.87	.88	1,321	2,384	6,404	.390	.118	.277	.09	.17	.12
10. challenge	86	5.81	5.80	5.68	5.62	.132	.033	.026	.018	1.23	1.17	1.24	1.39	1,316	2,380	6,384	.968	.356	.203	.00	.10	.14
11 a. intern[l]	87	.470	.506	.419	.426	.0538	.0142	.0103	.0062	--	--	--	--	--	--	--	.517	.348	.409	-.07	.10	.09
b. leader[l]	87	.181	.272	.346	.285	.0416	.0127	.0099	.0057	--	--	--	--	--	--	--	.065	.001	.033	-.22	-.38	-.25
c. learncom[l]	87	.261	.242	.237	.240	.0474	.0122	.0089	.0054	--	--	--	--	--	--	--	.688	.613	.657	.04	.05	.05
d. abroad[l]	87	.046	.062	.154	.096	.0226	.0069	.0075	.0037	--	--	--	--	--	--	--	.554	.005	.112	-.07	-.38	-.20
e. research[l]	86	.128	.234	.226	.209	.0363	.0121	.0087	.0051	--	--	--	--	--	--	--	.024	.033	.068	-.28	-.26	-.22
f. capstone[l]	87	.388	.470	.420	.424	.0525	.0142	.0103	.0063	--	--	--	--	--	--	--	.136	.547	.499	-.17	-.07	-.07
12. servcourse	86	1.88	1.90	1.79	1.76	.096	.021	.015	.009	.89	.73	.73	.73	93	89	87	.817	.351	.210	-.03	.12	.17
13 a. QIstudent	86	5.72	5.70	5.60	5.53	.132	.037	.028	.018	1.22	1.29	1.32	1.38	1,293	2,343	6,269	.893	.411	.195	.01	.09	.14
b. QIadvisor	85	5.63	5.59	5.14	5.17	.168	.044	.038	.023	1.55	1.53	1.78	1.81	1,292	2,335	87	.827	.012	.008	.02	.28	.25
c. QIfaculty	86	5.97	5.70	5.59	5.47	.125	.039	.029	.019	1.16	1.34	1.40	1.48	1,294	95	89	.074	.004	.000	.20	.27	.33
d. QIstaff	60	5.10	4.84	5.08	4.80	.222	.060	.040	.026	1.72	1.83	1.70	1.82	995	1,909	4,998	.281	.914	.197	.14	.01	.17
e. QIadmin	83	5.29	5.12	5.06	4.79	.180	.049	.036	.023	1.64	1.65	1.70	1.81	1,236	2,296	6,044	.367	.223	.013	.10	.14	.27
14 a. empstudy	85	3.20	3.14	3.13	3.15	.083	.021	.015	.010	.77	.72	.72	.77	1,274	90	6,115	.453	.409	.527	.08	.10	.07
b. SEacademic	85	3.06	3.04	2.98	2.93	.095	.023	.018	.011	.88	.81	.83	.87	1,265	2,301	6,072	.822	.361	.174	.03	.10	.15
c. SElearnsup	85	2.83	2.93	2.91	2.88	.110	.027	.020	.012	1.01	.94	.92	.96	1,263	2,305	6,077	.319	.429	.594	-.11	-.09	-.06

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NSSE 2017 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]		
														Comparisons with:			Comparisons with:			Comparisons with:		
	GSC	GSC	Comparator Peers	Aspirants	USG SC and SU	GSC	Comparator Peers	Aspirants	USG SC and SU	GSC	Comparator Peers	Aspirants	USG SC and SU	Comparator Peers	Aspirants	USG SC and SU	Comparator Peers	Aspirants	USG SC and SU	Comparator Peers	Aspirants	USG SC and SU
d. SEdiverse	84	2.83	2.61	2.62	2.65	.105	.029	.021	.013	.96	.98	.98	1.00	1,258	2,302	6,077	.045	.052	.098	.23	.22	.18
e. SEsocial	85	2.84	2.93	2.83	2.85	.097	.025	.019	.012	.90	.87	.89	.92	1,255	2,299	6,069	.342	.931	.861	-.11	.01	-.02
f. SEwellness	84	2.70	2.75	2.70	2.78	.113	.027	.020	.012	1.03	.94	.95	.96	1,256	2,300	6,057	.670	.974	.454	-.05	.00	-.08
g. SEnonacad	84	2.24	2.16	2.06	2.08	.114	.030	.021	.013	1.05	1.01	.97	1.01	1,255	2,295	6,062	.526	.105	.171	.07	.18	.15
h. SEactivities	83	2.49	2.64	2.48	2.60	.111	.028	.021	.013	1.01	.97	.97	.98	1,248	2,290	6,053	.160	.910	.319	-.16	.01	-.11
i. SEevents	83	2.18	2.36	2.37	2.37	.108	.028	.020	.013	.99	.97	.96	.98	1,250	2,294	6,045	.117	.077	.078	-.18	-.20	-.20
15 a. tmprephrs	82	13.95	14.34	14.96	14.59	1.026	.248	.190	.117	9.28	8.49	8.95	9.01	1,252	2,288	6,048	.695	.316	.528	-.04	-.11	-.07
b. tmcocurrhrs	83	2.08	3.93	4.32	3.90	.486	.197	.144	.085	4.43	6.71	6.76	6.51	111	97	87	.001	.000	.000	-.28	-.33	-.28
c. tmworkonhrs	84	3.26	3.14	2.74	2.86	.795	.212	.131	.090	7.29	7.24	6.18	6.90	1,249	88	6,018	.883	.516	.596	.02	.08	.06
d. tmworkoffhrs	84	13.92	16.42	13.56	15.72	1.568	.399	.293	.178	14.37	13.61	13.77	13.70	1,246	2,285	6,019	.106	.811	.233	-.18	.03	-.13
— tmworkhrs	84	17.19	19.55	16.28	18.56	1.662	.397	.289	.178	15.23	13.49	13.53	13.66	1,238	2,278	5,988	.126	.551	.361	-.17	.07	-.10
e. tmservicehrs	84	4.48	3.70	3.18	3.62	.779	.162	.113	.078	7.14	5.55	5.32	5.97	90	86	85	.332	.104	.280	.14	.24	.14
f. tmrelaxhrs	84	8.86	8.96	9.93	9.49	.911	.215	.169	.105	8.35	7.34	7.94	8.10	1,247	2,290	6,008	.905	.226	.481	-.01	-.13	-.08
g. tmcarehrs	84	11.56	10.15	8.19	8.51	1.571	.385	.270	.164	14.40	13.12	12.70	12.61	93	88	85	.384	.037	.057	.11	.26	.24
h. tmcommutehrs	83	6.68	4.82	4.88	6.17	.885	.169	.125	.091	8.06	5.79	5.90	7.02	88	85	6,016	.041	.047	.505	.31	.30	.07
16. reading	84	3.16	2.84	2.98	2.85	.126	.033	.025	.015	1.15	1.12	1.16	1.16	1,255	2,290	6,008	.012	.159	.017	.28	.16	.26
— tmreadinghrs	82	7.32	6.93	7.68	7.22	.754	.176	.142	.086	6.83	6.00	6.65	6.63	1,247	2,274	5,987	.572	.627	.895	.06	-.05	.01
17 a. pgwrite	84	3.13	3.05	3.03	3.00	.092	.026	.018	.012	.85	.89	.85	.91	1,246	2,272	5,966	.401	.288	.181	.09	.12	.15
b. pgspeak	84	3.03	2.94	2.94	2.92	.099	.027	.019	.012	.91	.93	.88	.94	1,253	2,281	5,995	.370	.358	.285	.10	.10	.12
c. pgthink	84	3.29	3.29	3.29	3.24	.082	.022	.016	.011	.75	.77	.76	.81	1,249	2,285	5,985	.973	.984	.621	.00	.00	.05
d. pganalyze	84	2.86	2.79	2.78	2.87	.095	.028	.021	.013	.87	.97	.97	.97	1,252	2,284	6,001	.525	.450	.930	.07	.08	-.01
e. pgwork	84	2.88	3.03	2.93	2.94	.099	.027	.020	.013	.91	.93	.96	.98	1,250	2,284	5,992	.167	.638	.596	-.16	-.05	-.06
f. pgothers	84	3.04	3.07	3.01	3.04	.096	.025	.018	.012	.88	.87	.87	.90	1,250	2,277	5,984	.723	.778	.980	-.04	.03	.00
g. pgvalues	83	2.86	2.83	2.84	2.82	.113	.029	.021	.013	1.03	.98	.97	1.01	1,249	2,279	5,994	.817	.898	.787	.03	.01	.03
h. pgdiverse	84	2.94	2.81	2.81	2.82	.109	.028	.021	.013	1.00	.97	.97	.99	1,251	2,281	5,983	.240	.231	.268	.13	.13	.12
i. pgprobsolve	84	2.80	2.83	2.80	2.79	.113	.028	.020	.013	1.04	.96	.94	.98	1,252	2,282	5,979	.774	.997	.944	-.03	.00	.01
j. pgcitizen	84	2.76	2.71	2.73	2.68	.113	.028	.021	.013	1.04	.96	.98	1.02	1,247	2,264	5,956	.605	.774	.464	.06	.03	.08
18. evalexp	84	3.41	3.33	3.30	3.18	.072	.021	.015	.010	.66	.72	.72	.77	1,255	2,283	5,982	.342	.190	.007	.11	.15	.30
19. sameinst	84	3.32	3.29	3.28	3.12	.085	.024	.018	.012	.78	.81	.83	.90	1,255	2,282	5,991	.694	.664	.037	.04	.05	.23

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See the endnotes on the last page of this report.

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."

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 Ns 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.”

NSSE 2017
Selected Comparison Groups

Gordon State College

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NSSE 2017 Selected Comparison Groups

About This Report

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 2016 and 2017 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 2016 and 2017 institutions where the questions were administered. Please note: 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 "Private Doc-Granting," "Carnegie UG Program," and "NSSE 2016 & 2017."

Your Students' Responses | **Comparison Group 1** | **Comparison Group 2** | **Comparison Group 3**

First-Year Students

Frequency Distributions

Item wording or description	Variable name[c]	Values[d]	Response options	NSSEville State Count	NSSEville State %	Private Doc-Granting Count	Private Doc-Granting %	Carnegie UG Program Count	Carnegie UG Program %	NSSE 2016 & 2017 Count	NSSE 2016 & 2017 %
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	81[illegible]	5	3,978	3
		2	Sometimes	450	37	13,0[illegible]	39	6,[illegible]10	40	43,752	33
		3	Often	428	34	[illegible]	34	5,911	34	47,737	35
		4	Very often	307	25	7,173	22	3,759	21	39,041	28
			Total	1,230	100	33,087	100	17,396	100	134,508	100

SAMPLE

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 2016 participants are identified with an asterisk.

Comparison Group 1: Private Doc-Granting

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	5/2/17
How was this comparison group constructed?	Your institution customized this group by selecting institutional characteristics as follows: Basic Classification (All Doc); Sector (Priv)
Group description (as provided by your institution)	All other current- and prior-year participating private Doctoral Universities.

SAMPLE

Private Doc-Granting (N=51)

Adelphi University (Garden City, NY)	Suffolk University (Boston, MA)
American University (Washington, DC)*	Texas Christian University (Fort Worth, TX)*
Azusa Pacific University (Azusa, CA)	Trevecca Nazarene University (Nashville, TN)
Boston College (Chestnut Hill, MA)*	Trinity International University (Deerfield, IL)
Boston University (Boston, MA)*	Tulane University (New Orleans, LA)
Brigham Young University (Provo, UT)	Union University (Jackson, TN)
Capella University (Minneapolis, MN)	University of Dayton (Dayton, OH)*
Catholic University of America, The (Washington, DC)	University of Denver (Denver, CO)*

a. The default groups are:

Comparison Group 1: For institutions not in a NSSE consortium, this group contains 2016 and 2017 NSSE institutions in the same geographic region and sector (public/private). For consortium institutions, it contains results for the other 2016 (if applicable) and 2017 consortium members.

Comparison Group 2: All other 2016 and 2017 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 2016 and 2017 U.S. NSSE institutions (2016 and 2017 Canadian participants are also included in this group for Canadian institutions).

NSSE 2017 Selected Comparison Groups

Gordon State College

Comparison Group 1: Comparator Peers

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	5/18/17
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2016 and 2017 NSSE participants.
Group description (as provided by your institution)	2017 USG Comparator Peers

Comparator Peers (N=7)

Abraham Baldwin Agricultural College (Tifton, GA)
College of Coastal Georgia (Brunswick, GA)
Dalton State College (Dalton, GA)
Dixie State University (Saint George, UT)*
Morrisville State College (Morrisville, NY)
Ohio State University-Mansfield Campus (Mansfield, OH)*
SUNY College of Technology at Delhi (Delhi, NY)

*2016 participant

Comparison Group 2: Aspirants

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	5/17/17
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2016 and 2017 NSSE participants.
Group description (as provided by your institution)	USG aspirants

Aspirants (N=7)

Columbus State University (Columbus, GA)
Georgia College & State University (Milledgeville, GA)
Lewis & Clark College (Portland, OR)*
Nevada State College (Henderson, NV)
University of Maine at Augusta (Augusta, ME)
University of Minnesota, Morris (Morris, MN)
University of North Georgia (Dahlonega, GA)

*2016 participant

Comparison Group 3: USG SC and SU

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	5/18/17
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2016 and 2017 NSSE participants.
Group description (as provided by your institution)	USG State Colleges and State Universities

USG SC and SU (N=16)

Abraham Baldwin Agricultural College (Tifton, GA)
Albany State University (Albany, GA)
Armstrong State University (Savannah, 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 Gwinnett College (Lawrenceville, GA)
Georgia Southwestern State University (Americus, GA)
Kennesaw State University (Kennesaw, GA)
Middle Georgia State University (Macon, GA)
Savannah State University (Savannah, GA)
University of North Georgia (Dahlonega, GA)
University of West Georgia (Carrollton, GA)
Valdosta State University (Valdosta, GA)

*2016 participant

NSSE 2017 Consortium Report
University System of Georgia

Gordon State College

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NSSE 2017 University System of Georgia

Administration Summary

Gordon State College

About This Consortium Report

Consortium Coordinator

Tan Tran, Senior Research Associate, 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 'USG Institutions' column of this report.

Group label	USG Institutions
Date submitted	5/18/17
How was this comparison group constructed?	Your institution customized this comparison group by selecting institutions from all consortium participants.
Group description	Select USG Institutions

USG Institutions (N=16)

Abraham Baldwin Agricultural College (Tifton, GA)
Albany State University (Albany, GA)
Armstrong State University (Savannah, 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 Gwinnett College (Lawrenceville, GA)
Georgia Southwestern State University (Americus, GA)
Kennesaw State University (Kennesaw, GA)
Middle Georgia State University (Macon, GA)
Savannah State University (Savannah, GA)
University of North Georgia (Dahlonega, GA)
University of West Georgia (Carrollton, GA)
Valdosta State University (Valdosta, GA)

*2016 participant

NSSE 2017 University System of Georgia

Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] GSC Count	GSC %	USG Institutions Count	USG Institutions %	Statistical Comparisons[b] GSC Mean	USG Institutions 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	12	15	383	10	2.6	2.8 * ▽	-.27
		2	Rarely	19	23	714	19			
		3	Occasionally	24	29	1,412	37			
		4	Frequently	14	17	903	24			
		—	Not applicable	13	16	343	10			
			Total	82	100	3,755	100			
b. That your family responsibilities interfered with your coursework	USG01b	1	Not at all	14	17	627	17	2.6	2.6	-.04
		2	Rarely	25	30	957	25			
		3	Occasionally	26	32	1,290	34			
		4	Frequently	17	20	788	21			
		—	Not applicable	1	1	80	2			
			Total	83	100	3,742	100			
c. That your social life interfered with your coursework	USG01c	1	Not at all	25	31	1,047	28	2.1	2.2	-.09
		2	Rarely	29	36	1,330	35			
		3	Occasionally	15	19	994	26			
		4	Frequently	8	10	312	9			
		—	Not applicable	4	5	62	2			
			Total	81	100	3,745	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.)	9	11	544	15			
		—	Family (parents, relatives, spouse/significant other, etc.)	9	11	607	16			
		—	Aid which need not be repaid (grants, scholarships, military funding, etc.)	25	30	947	25			
		—	Aid which must be repaid (loans, etc.)	37	45	1,584	42			
		—	Other	3	4	74	2			
			Total	83	100	3,756	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	14	17	375	10	2.4	2.8 ** ▼	-.32
		2	Disagree	19	23	943	25			
		3	Agree	26	32	1,137	30			
		4	Strongly agree	9	11	877	23			
		—	Not applicable	15	18	409	12			
			Total	83	100	3,741	100			
4. How much student loan debt do you expect to have when you leave college?										
	USG04	$0	No debt expected	22	26	1,029	28	$ 18,112	$ 18,347	-.01
		$ 2,500	$1-$5,000	7	8	221	6			
		$10,000	$5,001-$15,000	12	14	553	14			
		$22,500	$15,001-$30,000	18	22	913	24			
		$40,000	More than $30,000	24	29	1,021	29			
			Total	83	100	3,737	100			

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

NSSE 2017 University System of Georgia

Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] GSC Count	GSC %	USG Institutions Count	USG Institutions %	Statistical Comparisons[b] GSC Mean	USG Institutions 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.	43	52	1,879	53			
		—	I was HOPE Award eligible, but I would have attended this college with or without the HOPE Award.	33	39	1,127	29			
		—	I could only attend this college with the HOPE Award, but could have attended elsewhere without the HOPE Award.	2	2	183	5			
		—	I could not have attended any college at all without the HOPE Award.	5	6	520	13			
			Total	83	100	3,709	100			
6. What was your primary reason for attending this college?										
	USG06	—	Complete a certificate program	0	0	52	1			
		—	Obtain an associate's degree	7	8	24	0			
		—	Transfer to another college or university	4	5	148	4			
		—	Obtain a bachelor's degree	60	72	3,178	85			
		—	Obtain or update job-related skills	0	0	50	2			
		—	Self-improvement/ personal growth	11	13	162	4			
		—	Change careers	1	1	125	4			
			Total	83	100	3,739	100			

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

NSSE 2017 University System of Georgia

Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] GSC Count	GSC %	USG Institutions Count	USG Institutions %	Statistical Comparisons[b] GSC Mean	USG Institutions 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	1	1	81	2	3.3	3.1	.18
		2	Disagree	3	4	152	4			
		3	Agree	38	46	1,789	48			
		4	Strongly agree	22	26	738	19			
		—	Not applicable	19	23	969	27			
			Total	83	100	3,729	100			
b. The library provides programs that strengthen learning at this college.	USG07b	1	Strongly disagree	1	1	84	2	3.1	3.1	.13
		2	Disagree	5	6	275	7			
		3	Agree	39	48	1,651	44			
		4	Strongly agree	16	19	624	16			
		—	Not applicable	21	26	1,090	30			
			Total	82	100	3,724	100			
c. The library collection includes adequate print resources for my academic needs.	USG07c	1	Strongly disagree	3	4	103	3	3.1	3.1	-.06
		2	Disagree	5	6	203	5			
		3	Agree	41	49	1,705	45			
		4	Strongly agree	15	18	738	19			
		—	Not applicable	19	23	977	27			
			Total	83	100	3,726	100			
d. The library collection includes adequate electronic resources for my academic needs.	USG07d	1	Strongly disagree	1	1	64	2	3.2	3.2	-.01
		2	Disagree	3	4	165	5			
		3	Agree	45	54	1,805	48			
		4	Strongly agree	19	23	974	26			
		—	Not applicable	15	18	718	20			
			Total	83	100	3,726	100			
e. The library facility offers comfortable spaces that meet my academic needs.	USG07e	1	Strongly disagree	1	1	90	3	3.3	3.2	.19
		2	Disagree	3	4	186	5			
		3	Agree	39	47	1,779	47			
		4	Strongly agree	28	34	1,016	27			
		—	Not applicable	12	14	654	18			
			Total	83	100	3,725	100			
8. How often did you visit the library building at this college this year?										
	USG08	1	Never	14	17	595	17	3.0	2.9	.05
		2	Rarely	18	22	893	24			
		3	Monthly	15	18	698	19			
		4	Weekly	27	33	1,132	29			
		5	Daily	9	11	418	11			
			Total	83	100	3,736	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	3	4	330	9	3.0	2.8 ** △	.27
		2	Disagree	11	13	803	22			
		3	Agree	52	63	1,912	51			
		4	Strongly agree	17	20	667	18			
			Total	83	100	3,712	100			

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

NSSE 2017 University System of Georgia

Frequencies and Statistical Comparisons

Gordon State College

Seniors

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] GSC Count	GSC %	USG Institutions Count	USG Institutions %	Statistical Comparisons[b] GSC Mean	USG Institutions 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	16	19	523	14			
		1	1	21	25	1,000	27			
		2	2	24	30	1,183	32	**1.7**	1.9	-.13
		3	3	11	13	393	11			
		4	4 or more times	10	12	622	17			
			Total	82	100	3,721	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	1	2	155	5			
		2	Disagree	4	6	258	8			
		3	Agree	37	55	1,608	51	**3.3**	3.1	.16
		4	Strongly agree	23	34	1,066	32			
		—	Not applicable	2	3	102	3			
			Total	67	100	3,189	100			
b. The academic advising I received on selecting, changing, or modifying my major field of study was helpful.	USG11b	1	Strongly disagree	2	3	159	6			
		2	Disagree	2	3	240	7			
		3	Agree	35	53	1,286	40	**3.2**	3.1	.11
		4	Strongly agree	17	25	877	27			
		—	Not applicable	11	16	636	20			
			Total	67	100	3,198	100			
c. The academic advising I received on my post-graduation plans was helpful.	USG11c	1	Strongly disagree	2	3	202	7			
		2	Disagree	3	4	280	8			
		3	Agree	29	44	1,040	32	**3.2**	3.0	.22
		4	Strongly agree	15	22	636	19			
		—	Not applicable	18	27	1,033	34			
			Total	67	100	3,191	100			
d. The academic advising I received helped me overcome academic difficulties.	USG11d	1	Strongly disagree	2	3	218	7			
		2	Disagree	4	6	377	11			
		3	Agree	31	47	1,209	38	**3.0**	2.9	.12
		4	Strongly agree	8	12	618	18			
		—	Not applicable	22	33	777	25			
			Total	67	100	3,199	100			

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

NSSE 2017 University System of Georgia

Detailed Statistics[e]

Gordon State College

Seniors

Variable name	N	Mean		Standard error[f]		Standard deviation[g]		DF[h]	Sig.[i]	Effect size[d]
	GSC	GSC	USG Institutions	GSC	USG Institutions	GSC	USG Institutions	*Comparisons with:* USG Institutions		
USG01a	69	2.58	2.83	.12	.01	1.00	0.95	5,251	.028	-.27
USG01b	82	2.56	2.60	.11	.01	1.01	1.01	5,649	.723	-.04
USG01c	77	2.08	2.16	.11	.01	0.97	0.94	5,686	.458	-.09
USG03	68	2.45	2.75	.12	.01	0.96	0.97	5,112	.009	-.32
USG04	83	18112	18347	1780	212	16205	15982	5,785	.894	-.01
USG07a	64	3.27	3.15	.08	.01	0.62	0.65	4,242	.150	.18
USG07b	61	3.15	3.06	.08	.01	0.63	0.68	4,026	.330	.13
USG07c	64	3.06	3.11	.09	.01	0.71	0.70	4,202	.641	-.06
USG07d	68	3.21	3.22	.07	.01	0.59	0.65	4,620	.903	-.01
USG07e	71	3.33	3.20	.07	.01	0.63	0.69	4,708	.119	.19
USG08	83	2.99	2.93	.14	.02	1.29	1.27	5,780	.666	.05
USG09	83	3.00	2.77	.08	.01	0.70	0.85	85	.004	.27
USG10	82	1.74	1.90	.14	.02	1.27	1.26	5,762	.252	-.13
USG11a	65	3.26	3.14	.08	.01	0.64	0.79	4,780	.208	.16
USG11b	56	3.19	3.10	.09	.01	0.67	0.83	3,958	.400	.11
USG11c	49	3.16	2.96	.10	.02	0.71	0.90	3,281	.121	.22
USG11d	45	3.00	2.90	.10	.01	0.67	0.88	46	.315	.12

See the endnotes on the last page of this report.

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 Ns 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
national survey of
student engagement

NSSE 2017
Multi-Year Report

Gordon State College

IPEDS: 139968

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, consult the *Multi-Year Data Analysis Guide* on the NSSE website. **nsse.indiana.edu/pdf/MYDAG.pdf**

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 a learning community, service-learning, and research with faculty, and who planned to do 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—Institution Version, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items. It also affords the analysis of results by subpopulation.

NSSE 2017 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										

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							

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* report(s).

NSSE 2017 Multi-Year Report

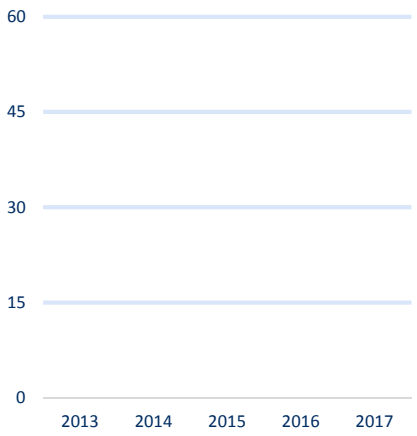
Engagement Results by Theme

Gordon State College

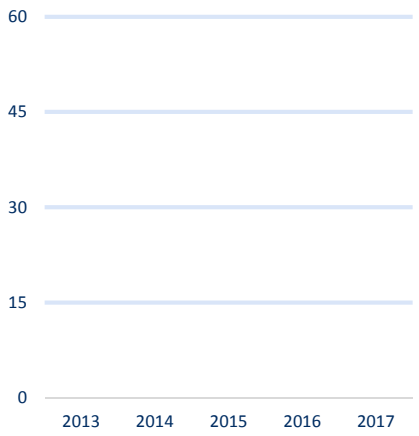
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

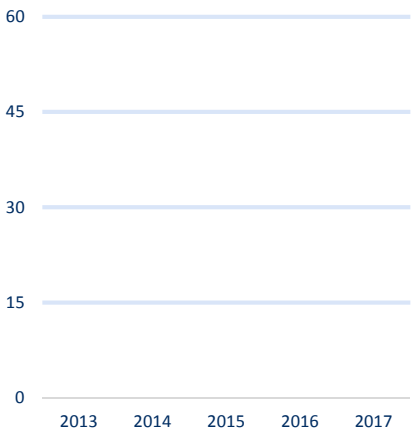
Higher-Order Learning



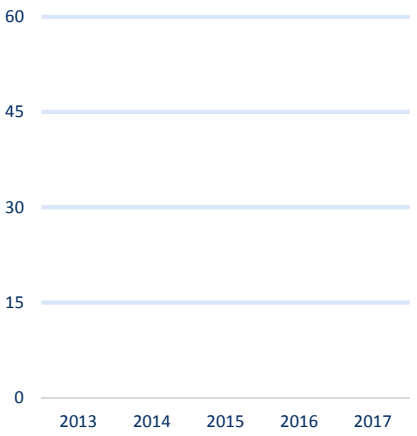
Reflective & Integrative Learning



Learning Strategies

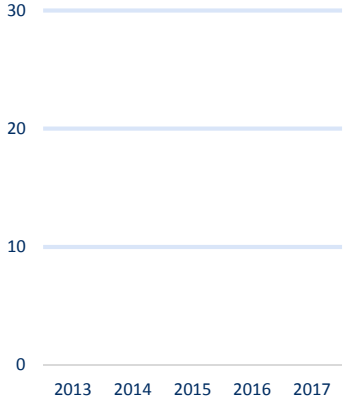


Quantitative Reasoning

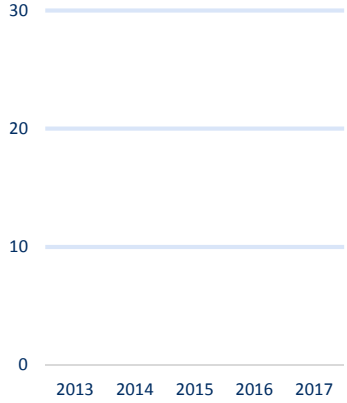


Academic Challenge (additional items): First-year students

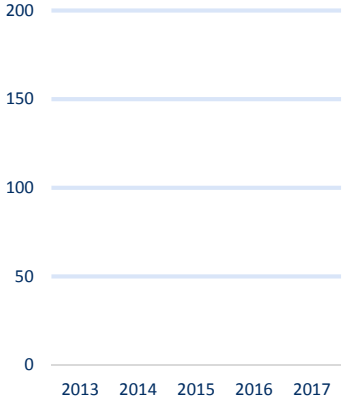
Preparing for Class (hrs/wk)



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").

NSSE 2017 Multi-Year Report

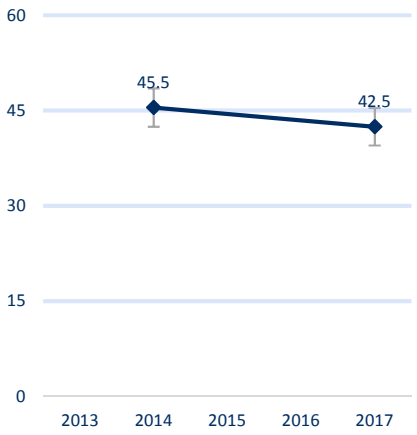
Engagement Results by Theme

Gordon State College

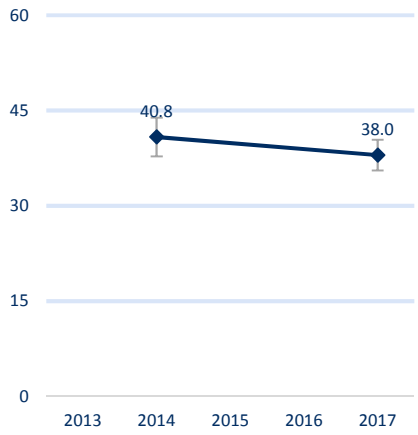
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

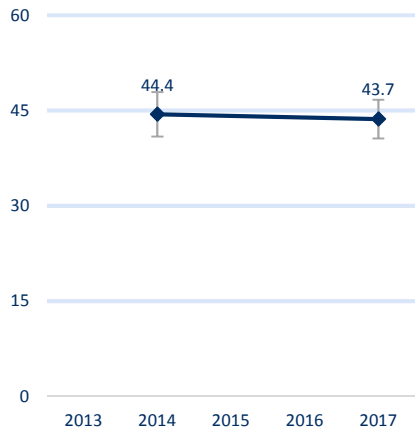
Higher-Order Learning



Reflective & Integrative Learning



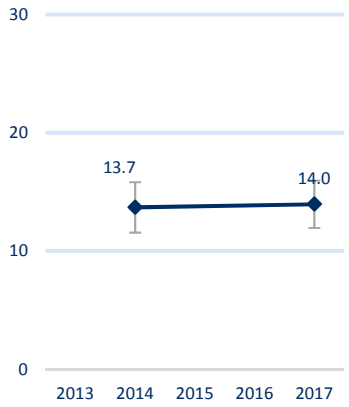
Learning Strategies



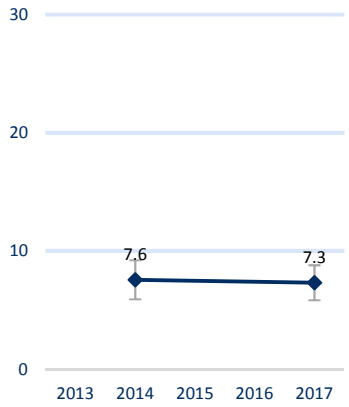
Quantitative Reasoning

Academic Challenge (additional items): Seniors

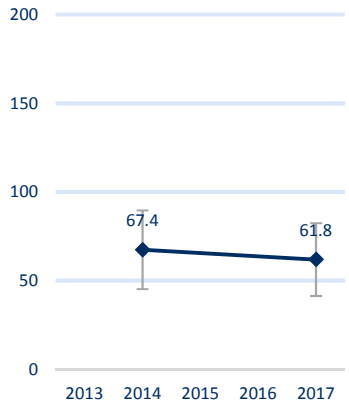
Preparing for Class (hrs/wk)



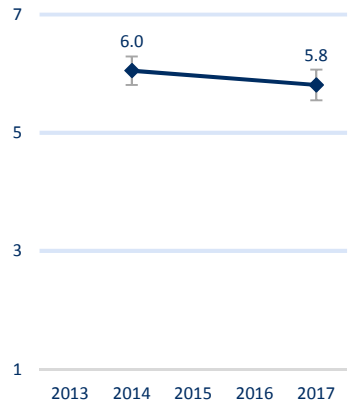
Course Reading (hrs/wk)[a]



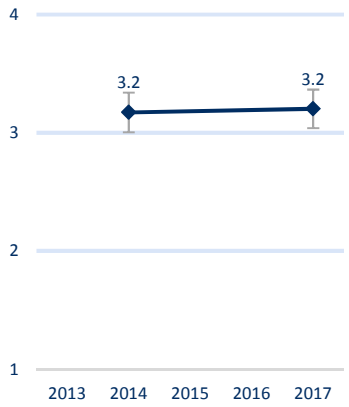
Assigned Writing (pages)[a]



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").

NSSE 2017 Multi-Year Report

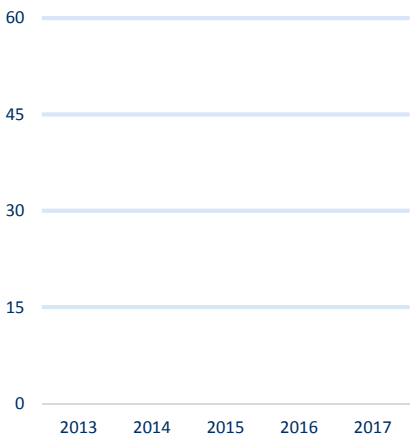
Engagement Results by Theme

Gordon State College

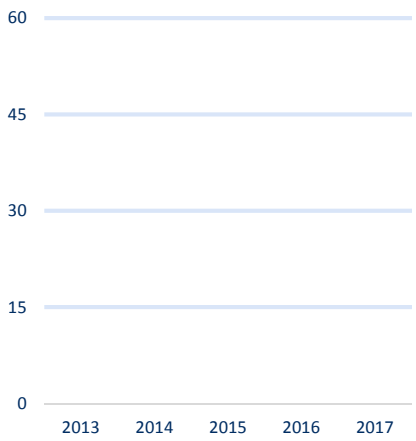
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

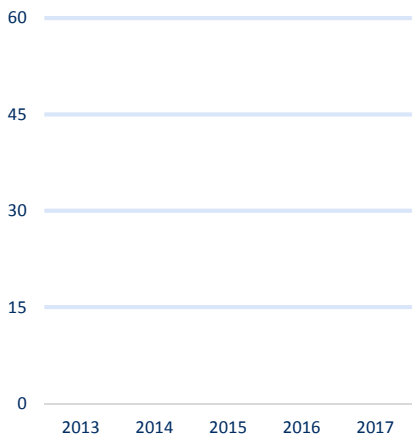


Discussions with Diverse Others

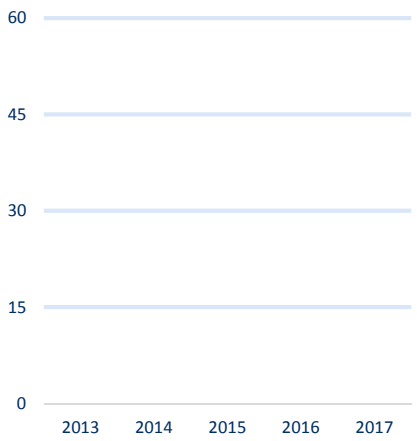


Experiences with Faculty: First-year students

Student-Faculty Interaction

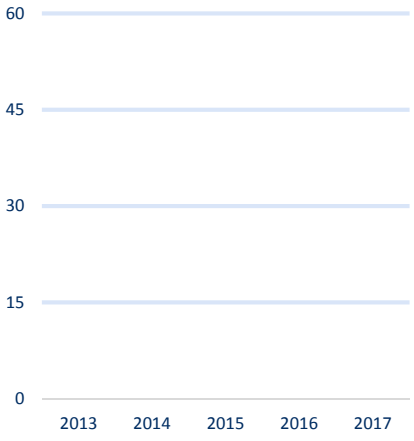


Effective Teaching Practices

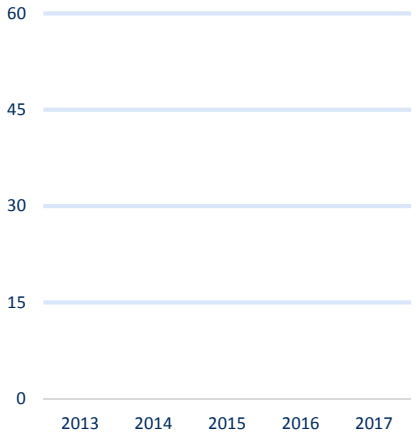


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



NSSE 2017 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.

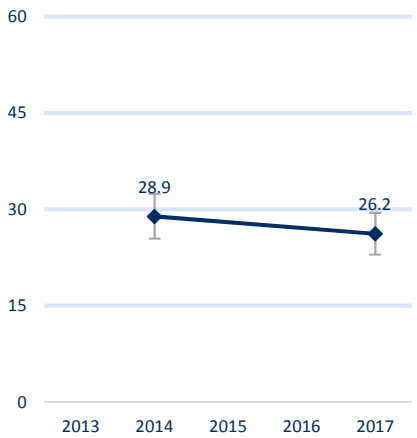
Learning with Peers: Seniors

Collaborative Learning

Discussions with Diverse Others

Experiences with Faculty: Seniors

Student-Faculty Interaction



Effective Teaching Practices

Campus Environment: Seniors

Quality of Interactions

Supportive Environment

NSSE 2017 Multi-Year Report

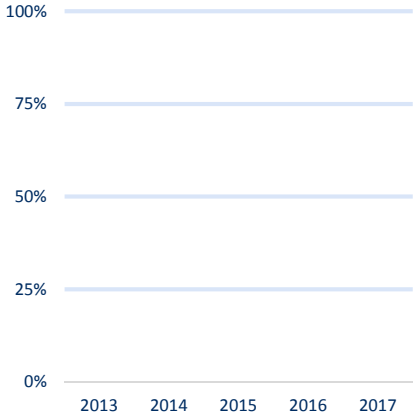
High-Impact Practices

Gordon State College

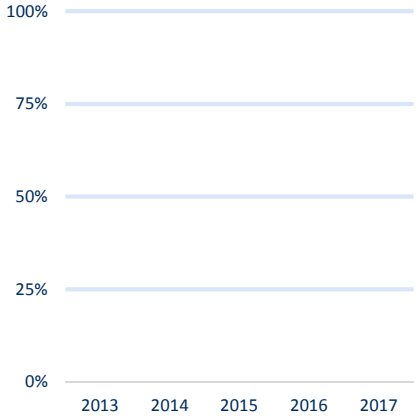
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

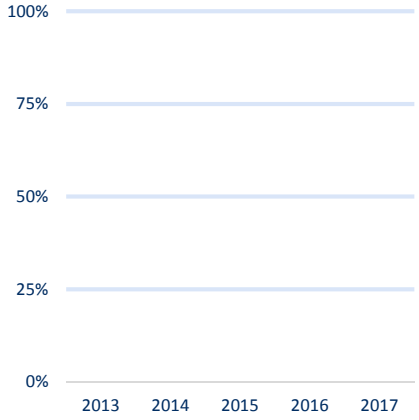
Learning Community
(Done or in progress)



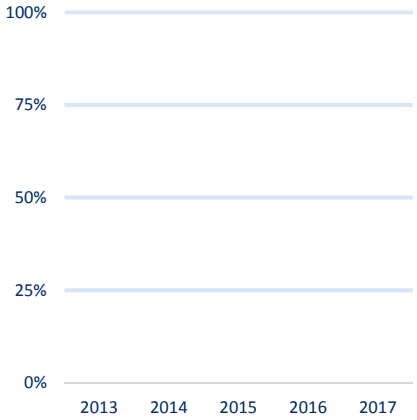
Service-Learning
(Some, most, or all courses)



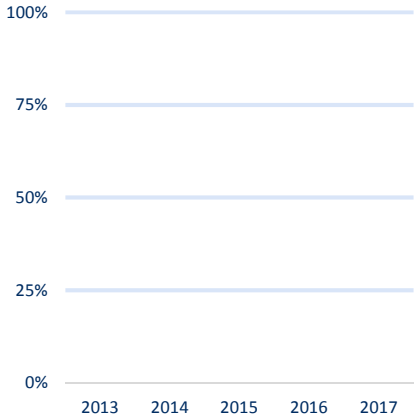
Research with Faculty
(Done or in progress)



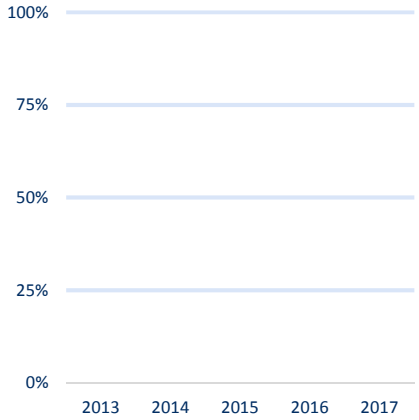
Internship/Field Experience
(Plan to do)



Study Abroad
(Plan to do)

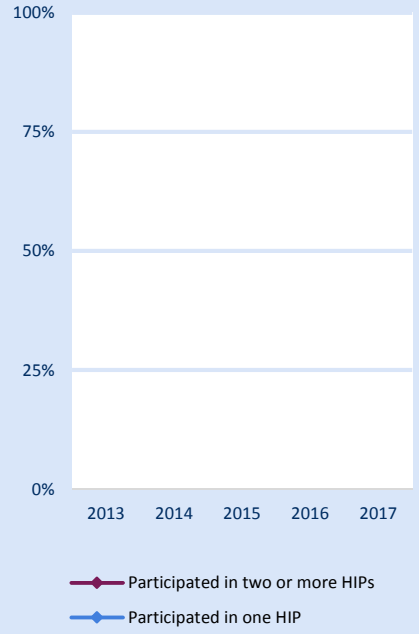


Culminating Senior Experience
(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.



NSSE 2017 Multi-Year Report

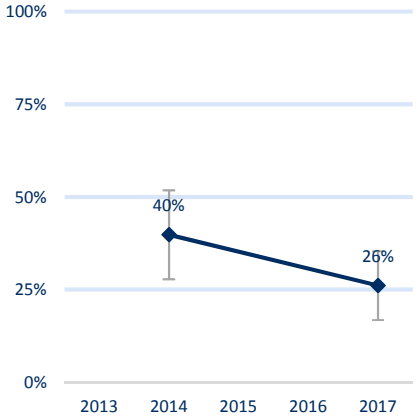
High-Impact Practices

Gordon State College

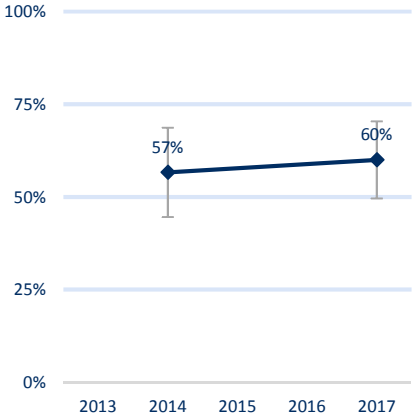
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

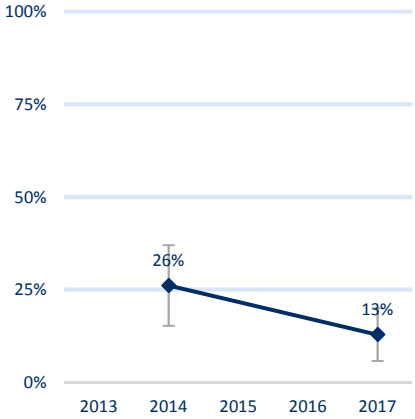
Learning Community
(Done or in progress)



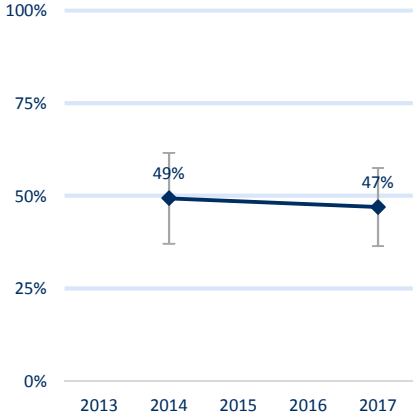
Service-Learning
(Some, most, or all courses)



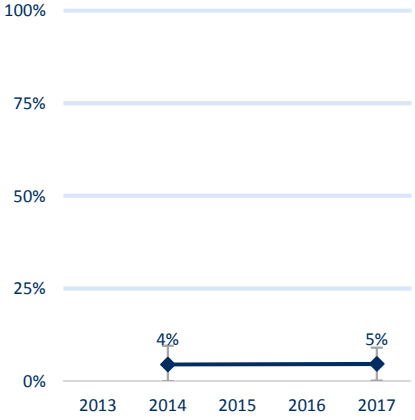
Research with Faculty
(Done or in progress)



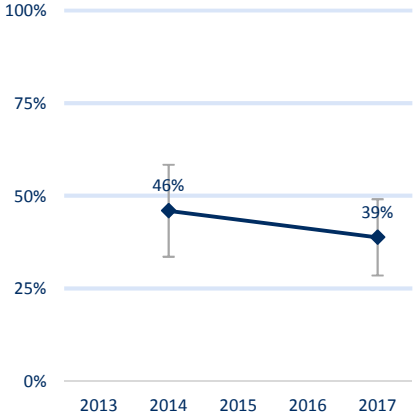
Internship/Field Experience
(Done or in progress)



Study Abroad
(Done or in progress)

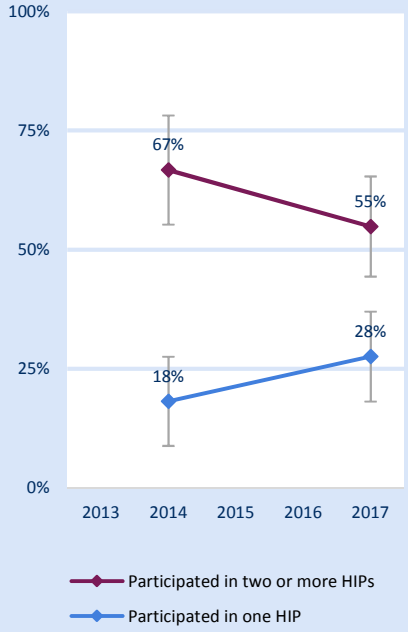


Culminating Senior Experience
(Done or in progress)



Overall senior HIP participation

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



NSSE 2017 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																	
Higher-Order Learning	*Mean*										**45.5**			**42.5**			
	n										69			97			
	SD										12.9			14.8			
	SE										1.54			1.50			
	CI upper bound										48.5			45.4			
	CI lower bound										42.4			39.5			
Reflective & Integrative Learning	*Mean*										**40.8**			**38.0**			
	n										74			101			
	SD										13.5			12.4			
	SE										1.56			1.23			
	CI upper bound										43.9			40.4			
	CI lower bound										37.8			35.6			
Learning Strategies	*Mean*										**44.4**			**43.7**			
	n										63			88			
	SD										14.1			14.6			
	SE										1.78			1.56			
	CI upper bound										47.9			46.7			
	CI lower bound										40.9			40.6			
Quantitative Reasoning	*Mean*										**30.5**			**30.7**			
	n										74			97			
	SD										17.8			15.9			
	SE										2.06			1.61			
	CI upper bound										34.6			33.9			
	CI lower bound										26.5			27.6			
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	*Mean*										**13.7**			**14.0**			
	n										63			82			
	SD										8.6			9.3			
	SE										1.09			1.03			
	CI upper bound										15.8			16.0			
	CI lower bound										11.6			11.9			
Course Reading Estimated hours per week calculated from two survey questions.	*Mean*										**7.6**			**7.3**			
	n										63			82			
	SD										6.7			6.8			
	SE										.84			.75			
	CI upper bound										9.2			8.8			
	CI lower bound										5.9			5.8			

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 2017 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 Estimated number of pages calculated from three survey questions.	*Mean*										**67.4**			**61.8**			
	n										55			91			
	SD										84.1			99.9			
	SE										11.29			10.47			
	CI upper bound										89.5			82.3			
	CI lower bound										45.2			41.3			
Course Challenge Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	*Mean*										**6.0**			**5.8**			
	n										64			86			
	SD										1.0			1.2			
	SE										.12			.13			
	CI upper bound										6.3			6.1			
	CI lower bound										5.8			5.5			
Academic Emphasis Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	*Mean*										**3.2**			**3.2**			
	n										63			85			
	SD										0.7			0.8			
	SE										.09			.08			
	CI upper bound										3.3			3.4			
	CI lower bound										3.0			3.0			
Learning with Peers																	
Collaborative Learning	*Mean*										**34.5**			**33.1**			
	n										73			105			
	SD										15.7			15.2			
	SE										1.84			1.49			
	CI upper bound										38.1			36.0			
	CI lower bound										30.9			30.1			
Discussions with Diverse Others	*Mean*										**43.8**			**44.2**			
	n										65			88			
	SD										17.1			15.0			
	SE										2.12			1.60			
	CI upper bound										48.0			47.4			
	CI lower bound										39.7			41.1			

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 2017 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
Experiences with Faculty																	
Student-Faculty Interaction	*Mean*										**28.9**			**26.2**			
	n										72			97			
	SD										15.1			16.4			
	SE										1.78			1.66			
	CI upper bound										32.4			29.5			
	CI lower bound										25.4			23.0			
Effective Teaching Practices	*Mean*										**43.5**			**41.0**			
	n										74			97			
	SD										14.4			13.2			
	SE										1.67			1.34			
	CI upper bound										46.8			43.6			
	CI lower bound										40.2			38.4			
Campus Environment																	
Quality of Interactions	*Mean*										**46.0**			**45.7**			
	n										63			84			
	SD										12.1			11.1			
	SE										1.53			1.22			
	CI upper bound										49.0			48.0			
	CI lower bound										43.0			43.3			
Supportive Environment	*Mean*										**34.8**			**32.9**			
	n										63			84			
	SD										14.7			14.2			
	SE										1.85			1.55			
	CI upper bound										38.4			36.0			
	CI lower bound										31.2			29.9			

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 2017 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
Learning Community[a]	*%*										**40**			**26**			
	n										65			87			
	SE										6.1			4.7			
	CI upper bound (%)										52			35			
	CI lower bound (%)										28			17			
Service-Learning[a]	*%*										**57**			**60**			
	n										66			86			
	SE										6.1			5.3			
	CI upper bound (%)										69			70			
	CI lower bound (%)										45			50			
Research with Faculty[a]	*%*										**26**			**13**			
	n										64			86			
	SE										5.5			3.6			
	CI upper bound (%)										37			20			
	CI lower bound (%)										15			6			
Internship or Field Experience (First-year results: Plan to do)	*%*										**49**			**47**			
	n										65			87			
	SE										6.3			5.4			
	CI upper bound (%)										62			58			
	CI lower bound (%)										37			36			
Study Abroad (First-year results: Plan to do)	*%*										**4**			**5**			
	n										65			87			
	SE										2.6			2.3			
	CI upper bound (%)										10			9			
	CI lower bound (%)										0			0			
Culminating Senior Experience (First-year results: Plan to do)	*%*										**46**			**39**			
	n										63			87			
	SE										6.3			5.3			
	CI upper bound (%)										58			49			
	CI lower bound (%)										34			28			
Overall HIP Participation[b]																	
Participated in one HIP	*%*										**18**			**28**			
	n										66			87			
	SE										4.8			4.8			
	CI upper bound (%)										28			37			
	CI lower bound (%)										9			18			
Participated in two or more HIPs	*%*										**67**			**55**			
	n										66			87			
	SE										5.8			5.4			
	CI upper bound (%)										78			65			
	CI lower bound (%)										55			44			

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 +/- 1.96 * SE).

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

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

IPEDS: 139968

NSSE
national survey of
student engagement

NSSE 2017
Respondent Profile

Gordon State College

UNITID: 139968

NSSE 2017 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 2017 Respondent Profile

NSSEville State University

				First-Year Students								Seniors							
				NSSEville State		Private Doc-Granting		Carnegie UG Program		NSSE 2016 & 2017		NSSEville State		Private Doc-Granting		Carnegie UG Program		NSSE 2016 & 2017	
	Item wording or description	*Variable name*	*Response options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
20a.	How many majors do you plan to complete? (Do not count minors.)	MAJnum	One	617	97	28,054	87	28,016	86	157,648	84	872	97	46,353	88	45,610	85	237,490	86
			More than one	27	3	4,012	13	4,760	14	30,978	16	31	3	6,700	12	8,037	15	40,302	14
			Total	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	59	9	2,450	7	2,351	7	18,775	9	75	8	5,187	10	4,938	9	30,787	10
			Biological Sci., Agriculture, & Natural Resources	78	12	3,087	9	3,789	11	21,430	11	135	15	3,932	7	5,134	9	24,972	9
			Physical Sci., Mathematics, & Computer Science	44	9	1,681	6	[illegible]	6	10,680	6	43	5	2,595	5	2,645	6	13,331	5
			Social Sciences	62	8	[illegible]	0	3,112	9	21,261	10	106	10	6,914	13	6,503	12	36,974	13
			Business	68	10	[illegible]	15	4,600	15	27,025	16	101	12	8,507	17	8,231	16	46,560	18
			Communications, Media, & Public Relations	26	3	1,280	4	1,176	4	7,670	4	43	4	2,328	4	2,066	4	11,461	4
			Education	17	2	3,504	10	2,709	8	15,175	7	16	2	6,459	11	5,401	10	23,822	8
			Engineering	154	31	1,767	7	3,379	11	14,439	9	199	25	2,350	5	4,837	9	18,046	8
			Health Professions	88	10	5,975	17	5,743	16	28,011	14	110	11	7,471	13	7,142	12	37,082	13
			Social Service Professions	6	1	1,943	6	1,465	5	8,021	5	9	1	3,283	6	2,676	5	13,881	5
			All Other	36	6	1,080	4	1,032	3	7,695	4	65	7	3,671	7	3,711	7	18,809	7
			Undecided, Undeclared	2	0	1,467	5	1,416	4	7,727	4	0	0	151	0	165	0	976	0
			Total	640	100	31,952	100	32,666	100	187,909	100	902	100	52,848	100	53,449	100	276,701	100

SAMPLE

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

2. ***Item numbers:*** Numbering corresponds to the survey facsimile included in your *Institutional Report* and 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. ***Response options:*** Response options are worded as they appear on the instrument (except where abbreviations are used for formatting purposes).

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 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: **nsse.indiana.edu/html/weighting.cfm**

NSSE 2017 Respondent Profile

Gordon State College

	Item wording or description	Variable name	Response options	First-Year Students: GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	Seniors: GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %
20a.	How many majors do you plan to complete? (Do not count minors.)	MAJnum	One									66	79	907	90	1,718	88	3,462	90
			More than one									17	21	100	10	265	12	388	10
			Total									83	100	1,007	100	1,983	100	3,850	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									8	10	79	8	205	10	305	8
			Biological Sci., Agriculture, & Natural Resources									12	14	112	11	177	8	340	8
			Physical Sci., Mathematics, & Computer Science									3	4	35	4	110	6	212	6
			Social Sciences									4	5	72	8	272	13	494	12
			Business									14	17	181	18	270	15	676	18
			Communications, Media, & Public Relations									1	1	56	5	53	3	137	4
			Education									5	6	89	9	186	9	379	9
			Engineering									0	0	5	1	3	0	160	6
			Health Professions									10	12	213	20	430	22	583	13
			Social Service Professions									1	1	49	6	91	5	214	6
			All Other									25	30	107	11	170	9	326	11
			Undecided, Undeclared									0	0	5	0	12	1	10	0
			Total									83	100	1,003	100	1,979	100	3,836	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									3	18	9	11	44	18	41	11
			Biological Sci., Agriculture, & Natural Resources									1	6	8	8	20	7	18	4
			Physical Sci., Mathematics, & Computer Science									0	0	6	7	18	7	28	8
			Social Sciences									2	12	12	11	42	15	50	12
			Business									0	0	21	24	20	10	79	22
			Communications, Media, & Public Relations									0	0	6	6	6	2	10	3
			Education									2	12	4	4	35	12	37	8
			Engineering									0	0	1	1	1	1	6	2
			Health Professions									4	24	20	18	31	13	60	13
			Social Service Professions									1	6	3	3	19	8	25	7
			All Other									3	17	6	6	12	4	17	6
			Undecided, Undeclared									1	6	3	3	11	4	13	3
			Total									17	100	99	100	259	100	384	100
21.	What is your class level?	class	Freshman/First-year									0	0	4	0	14	1	8	0
			Sophomore									1	1	61	6	27	1	16	1
			Junior									12	14	120	11	196	10	165	5
			Senior									68	81	789	79	1,687	85	3,586	93
			Unclassified									3	4	32	3	74	4	73	2
			Total									84	100	1,006	100	1,998	100	3,848	100

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

NSSE 2017 Respondent Profile

Gordon State College

	Item wording or description	Variable name	Response options	First-Year Students: GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %	Seniors: GSC Count	GSC %	Comparator Peers Count	Comparator Peers %	Aspirants Count	Aspirants %	USG SC and SU Count	USG SC and SU %
22.	Thinking about this current academic term, are you a full-time student?	fulltime	No									20	25	311	32	524	28	964	28
			Yes									63	75	690	68	1,460	72	2,854	72
			Total									83	100	1,001	100	1,984	100	3,818	100
23a.	How many courses are you taking for credit this current academic term?	coursenum	0									0	0	73	7	41	2	81	2
			1									3	4	57	6	105	5	164	4
			2									14	17	123	13	252	13	457	13
			3									13	15	107	11	332	16	596	16
			4									23	27	217	22	612	29	1,136	28
			5									18	21	176	17	370	19	714	17
			6									4	5	110	11	140	7	335	8
			7 or more									9	11	143	13	151	8	375	10
			Total									84	100	1,006	100	2,003	100	3,858	100
b.	Of these, how many are *entirely online*?	onlinenum	0									50	60	650	66	1,194	62	2,267	59
			1									16	19	190	18	335	16	696	18
			2									9	11	98	10	232	11	472	13
			3									2	2	21	2	105	5	182	5
			4									5	6	20	2	83	4	118	3
			5									1	1	7	1	16	1	42	1
			6									1	1	7	1	15	1	27	1
			7 or more									0	0	12	1	13	1	32	1
			Total									84	100	1,005	100	1,993	100	3,836	100
	Collapsed recode of courses taken online *(Based on responses to* coursenum *and* onlinenum.*)*	onlinecrscol	No courses taken online									50	60	650	66	1,194	62	2,267	59
			Some courses taken online									26	31	240	24	504	25	1,159	30
			All courses taken online									8	10	115	11	295	14	410	12
			Total									84	100	1,005	100	1,993	100	3,836	100
24.	What have most of your grades been up to now at this institution?	grades	C- or lower									0	0	6	0	5	0	14	0
			C									4	5	8	1	30	1	65	2
			C+									3	4	28	3	72	4	192	5
			B-									8	9	40	4	104	6	286	8
			B									15	18	137	14	342	17	702	18
			B+									17	20	162	17	415	20	757	20
			A-									10	12	226	22	426	21	650	17
			A									27	32	399	39	601	30	1,186	31
			Total									84	100	1,006	100	1,995	100	3,852	100
25.	Did you begin college at this institution or elsewhere?	begincol	Started here									52	62	499	50	987	49	1,734	42
			Started elsewhere									32	38	504	50	1,006	51	2,108	58
			Total									84	100	1,003	100	1,993	100	3,842	100

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26.	Since graduating from high school, which of the following types of schools have you attended *other than* the one you are now attending? (Select all that apply.)	attend_voc	Vocational or technical school									17	20	129	13	252	13	613	17
		attend_com	Community or junior college									20	24	338	34	661	34	1,207	34
		attend_col	4-year college or university other than this one									30	36	404	40	701	36	1,570	43
		attend_none	None									34	40	325	33	736	36	1,239	29
		attend_other	Other									2	2	44	5	106	5	172	5
27.	What is the highest level of education you ever expect to complete?	edaspire	Some college but less than a bachelor's degree									5	6	77	8	171	8	350	9
			Bachelor's degree (B.A., B.S., etc.)									30	36	370	37	615	31	1,118	30
			Master's degree (M.A., M.S., etc.)									32	38	379	37	813	41	1,531	40
			Doctoral or professional degree (Ph.D., J.D., M.D., etc.)									17	20	179	18	396	20	848	21
			Total									84	100	1,005	100	1,995	100	3,847	100
28.	What is the highest level of education completed by either of your parents (or those who raised you)?	parented	Did not finish high school									9	11	58	6	119	6	259	7
			High school diploma or G.E.D.									18	22	235	24	416	20	838	22
			Attended college, but did not complete degree									15	18	132	13	242	12	511	13
			Associate's degree (A.A., A.S., etc.)									9	11	138	14	231	11	483	13
			Bachelor's degree (B.A., B.S., etc.)									20	24	237	24	486	24	988	26
			Master's degree (M.A., M.S., etc.)									8	9	152	14	360	19	581	15
			Doctoral or professional degree (Ph.D., J.D., M.D., etc.)									5	6	50	5	134	7	171	5
			Total									84	100	1,002	100	1,988	100	3,831	100
	First-generation status *(Neither parent holds a bachelor's degree.)*	firstgen *(Recoded from* parented.*)*	Not first-generation									33	39	439	43	980	50	1,740	46
			First-generation									51	61	563	57	1,008	50	2,091	54
			Total									84	100	1,002	100	1,988	100	3,831	100
29.	What is your gender identity?	genderid	Man									16	19	365	41	512	32	1,158	39
			Woman									65	77	611	56	1,442	65	2,603	58
			Another gender identity									2	3	7	1	21	1	36	1
			I prefer not to respond									1	1	22	2	23	1	49	1
			Total									84	100	1,005	100	1,998	100	3,846	100
30.	Enter your year of birth (e.g., 1994):	agecat *(Recoded from the information entered in* birthyear.*)*	19 or younger									0	0	16	1	10	1	14	0
			20-23									31	37	395	39	1,003	51	1,780	43
			24-29									25	30	260	27	328	17	880	24
			30-39									13	16	170	17	302	15	539	15
			40-55									12	14	133	14	288	14	468	14
			Over 55									3	4	20	2	43	2	104	3
			Total									84	100	994	100	1,974	100	3,785	100

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31a.	Are you an international student?	internat	No									82	99	981	99	1,941	99	3,724	97
			Yes									1	1	13	1	27	1	86	3
			Total									83	100	994	100	1,968	100	3,810	100
	[If answered "yes"] Country of citizenship, collapsed into regions by NSSE. Responses to *country* are in the data file.	countrycol *(Recoded from* country.*)*	Africa Sub-Saharan									0	0	0	0	4	15	19	25
			Asia									0	0	6	48	8	32	21	31
			Canada									0	0	0	0	1	3	1	1
			Europe									0	0	4	37	7	27	18	23
			Latin America and Caribbean									1	100	2	15	6	23	15	17
			Middle East and North Africa									0	0	0	0	0	0	2	3
			Oceania									0	0	0	0	0	0	0	0
			Unknown region/uncoded									0	0	0	0	0	0	0	0
			Total									1	100	12	100	26	100	76	100
32.	What is your racial or ethnic identification? (Select all that apply.)	re_amind	American Indian or Alaska Native									2	2	18	2	58	3	78	2
		re_asian	Asian									3	4	29	3	94	5	190	5
		re_black	Black or African American									22	26	47	5	223	11	1,022	28
		re_latino	Hispanic or Latino									3	4	74	7	162	9	274	7
		re_pacific	Native Hawaiian or Other Pacific Islander									0	0	13	1	11	1	16	1
		re_white	White									52	63	802	80	1,467	74	2,269	58
		re_other	Other									2	3	14	1	45	2	109	3
		re_pnr	I prefer not to respond									3	4	46	5	77	4	173	5
	Racial or ethnic identification	re_all *(Recoded from* re_amind *to* re_pnr *where each student is represented only once.)*	American Indian or Alaska Native									0	0	9	1	17	1	7	0
			Asian									1	1	26	3	73	4	147	4
			Black or African American									21	25	35	4	192	10	928	25
			Hispanic or Latino									3	4	56	6	112	6	175	4
			Native Hawaiian/Other Pac. Islander									0	0	10	1	4	0	6	0
			White									49	59	774	77	1,347	68	2,082	53
			Other									2	3	10	1	24	1	70	2
			Multiracial									4	5	36	4	134	6	235	6
			I prefer not to respond									3	4	46	5	77	4	173	5
			Total									83	100	1,002	100	1,980	100	3,823	100
33.	Are you a member of a social fraternity or sorority?	greek	No									80	95	962	96	1,794	89	3,422	90
			Yes									4	5	41	4	200	11	416	10
			Total									84	100	1,003	100	1,994	100	3,838	100

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34.	Which of the following best describes where you are living while attending college?	living	Residence hall, dormitory or other campus housing (not fraternity or sorority house)									9	11	68	7	182	9	347	9
			Fraternity or sorority house									0	0	2	0	12	1	18	0
			Residence (house, apartment, etc.) *within walking distance* to the institution									9	11	134	13	349	18	411	9
			Residence (house, apartment, etc.) *farther than walking distance* to the institution									57	69	716	72	1,339	67	2,742	73
			None of the above									8	10	78	8	104	5	302	9
			Total									83	100	998	100	1,986	100	3,820	100
35.	Are you a student-athlete on a team sponsored by your institution's athletics department?	athlete	No									82	99	934	95	1,863	94	3,709	97
			Yes									1	1	58	5	121	6	107	3
			Total									83	100	992	100	1,984	100	3,816	100
36.	Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?	veteran	No									81	98	966	96	1,831	92	3,522	91
			Yes									2	2	36	4	150	8	287	9
			Total									83	100	1,002	100	1,981	100	3,809	100
37a.	Have you been diagnosed with any disability or impairment?	disability	No									74	89	858	85	1,627	81	3,200	83
			Yes									7	9	108	12	305	15	490	13
			I prefer not to respond									2	2	36	3	63	3	144	4
			Total									83	100	1,002	100	1,995	100	3,834	100
b.	[If answered "yes"] Which of the following has been diagnosed? (Select all that apply.)	dis_sense	A sensory impairment (vision or hearing)									2	30	17	15	31	10	61	13
		dis_mobility	A mobility impairment									2	30	10	11	29	9	57	12
		dis_learning	A learning disability (e.g., ADHD, dyslexia)									1	14	48	45	147	52	218	45
		dis_mental	A mental health disorder									2	30	31	25	130	41	160	31
		dis_other	A disability or impairment not listed above									3	43	22	20	58	18	111	23
	Disability or impairment	disability_all	A sensory impairment									0	0	14	1	17	1	38	1
		(Recoded from disability *and* dis_sense *to* dis_other *where each student is represented only once.)*	A mobility impairment									1	1	7	1	15	1	34	1
			A learning disability									1	1	39	4	95	5	151	4
			A mental health disorder									1	1	17	2	71	3	92	2
			A disability or impairment not listed									2	2	13	1	27	1	70	2
			More than one disability or impairment									2	3	18	2	77	4	99	3
			No disability or impairment									74	89	858	85	1,627	81	3,200	83
			Prefer not to respond									2	2	36	3	63	3	144	4
			Total									83	100	1,002	100	1,992	100	3,828	100

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38.	Which of the following best describes your sexual orientation?	sexorient17	Straight (heterosexual)									75	90	402	87	1,589	86	3,354	87
			Bisexual									2	2	11	2	80	4	123	3
			Gay									0	0	6	2	25	2	55	2
			Lesbian									0	0	0	0	25	1	48	1
			Queer									3	4	1	0	9	0	13	0
			Questioning or unsure									0	0	2	0	13	1	16	0
			Another sexual orientation									1	1	10	3	28	1	50	1
			I prefer not to respond									2	2	29	6	93	5	175	5
			Total									83	100	461	100	1,862	100	3,834	100
Institution-reported information (Variables provided by your institution in your NSSE population file.)																			
	Institution-reported: Sex	IRsex	Female									85	78	767	57	1,754	66	3,443	59
			Male									23	22	463	43	652	34	1,579	41
			Total									108	100	1,230	100	2,406	100	5,022	100
	Institution-reported: Race or ethnicity	IRrace	American Indian or Alaska Native									0	0	9	1	41	1	7	0
			Asian									1	1	25	2	93	4	186	4
			Black or African American									32	30	54	4	259	11	1,214	27
			Hispanic or Latino									5	5	105	8	186	8	357	7
			Native Hawaiian/Other Pac. Islander									1	1	12	1	6	0	10	0
			White									66	61	958	78	1,673	70	2,616	55
			Other									0	0	0	0	0	0	0	0
			Foreign or nonresident alien									0	0	15	1	18	1	66	2
			Two or more races/ethnicities									3	3	14	1	66	3	131	3
			Unknown									0	0	38	3	64	3	85	2
			Total									108	100	1,230	100	2,406	100	4,672	100
	Institution-reported: Class level	IRclass	Freshman/First-Year									0	0	0	0	0	0	0	0
			Sophomore									0	0	0	0	0	0	0	0
			Junior									0	0	0	0	0	0	0	0
			Senior									108	100	1,230	100	2,406	100	5,022	100
			Other									0	0	0	0	0	0	0	0
			Total									108	100	1,230	100	2,406	100	5,022	100
	Institution-reported: First-time first-year (FTFY) student	IRftfy	Not first-time first-year									108	100	1,228	100	2,406	100	4,996	99
			First-time first-year									0	0	2	0	0	0	26	1
			Total									108	100	1,230	100	2,406	100	5,022	100
	Institution-reported: Enrollment status	IRenrollment	Not full-time									38	36	370	33	780	34	1,410	31
			Full-time									70	64	860	67	1,626	66	3,612	69
			Total									108	100	1,230	100	2,406	100	5,022	100

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