

Academic Challenge: Seniors

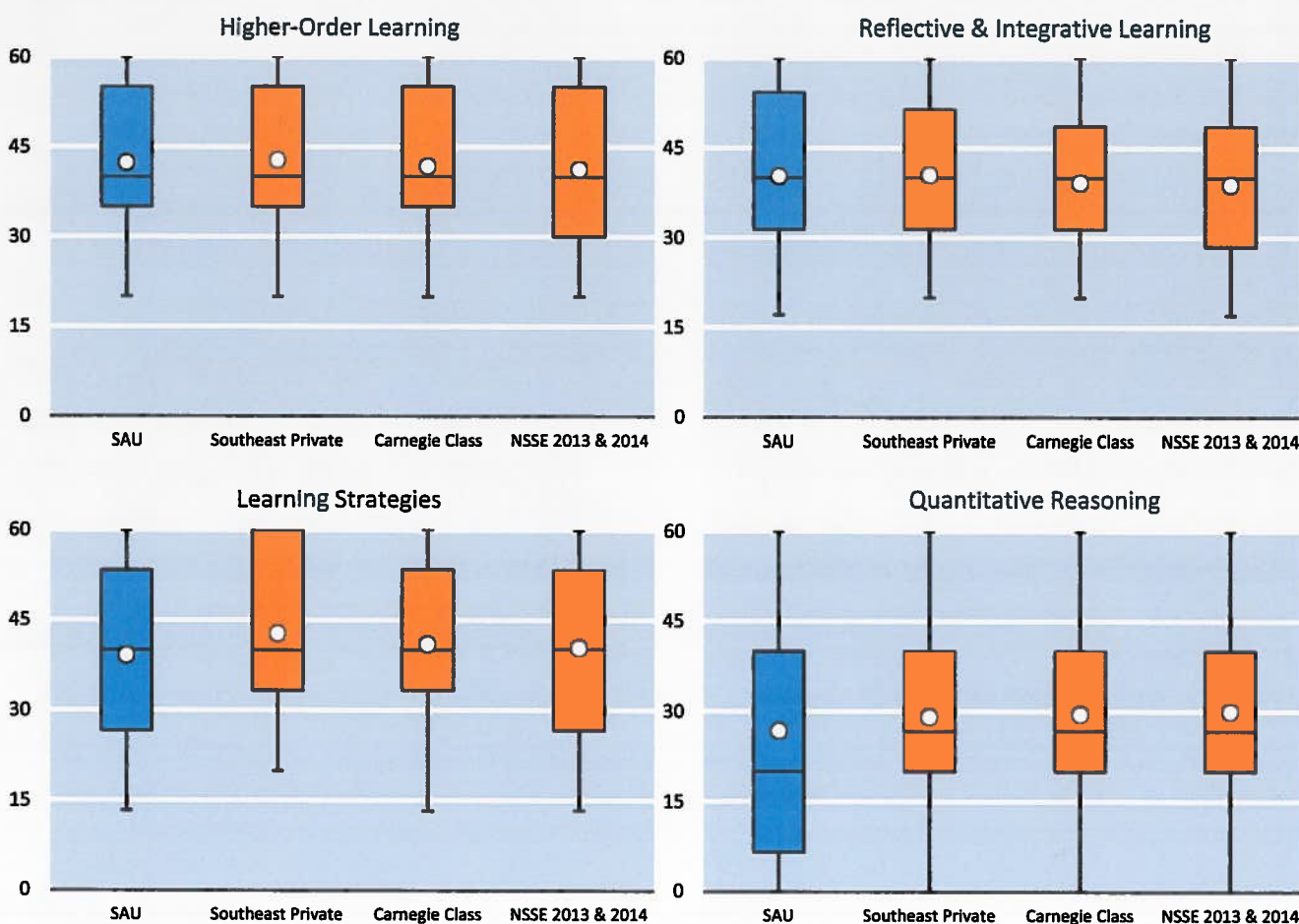
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	SAU Mean	Your seniors compared with					
		Southeast Private		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.4	42.8	-.03	41.7	.05	41.2	.08
Reflective & Integrative Learning	40.3	40.5	-.02	39.2	.08	38.9	.10
Learning Strategies	39.2	42.8	-.25	40.9	-.12	40.3	-.08
Quantitative Reasoning	26.8	29.1	-.13	29.5	-.16	29.9	-.18

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Summary of Indicator Items

	SAU	Southeast Private	Carnegie Class	NSSE 2013 & 2014
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	79	82	81	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	81	78	78
4d. Evaluating a point of view, decision, or information source	85	79	75	72
4e. Forming a new idea or understanding from various pieces of information	83	77	74	72
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	57	69	71	72
2b. Connected your learning to societal problems or issues	68	69	65	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	64	58	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	73	68	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	74	71	70
2f. Learned something that changed the way you understand an issue or concept	76	73	70	70
2g. Connected ideas from your courses to your prior experiences and knowledge	87	86	84	84
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	86	88	84	83
9b. Reviewed your notes after class	58	69	66	63
9c. Summarized what you learned in class or from course materials	68	71	67	66
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	49	52	53	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	44	45	44
6c. Evaluated what others have concluded from numerical information	31	42	43	44

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

Learning with Peers: Seniors

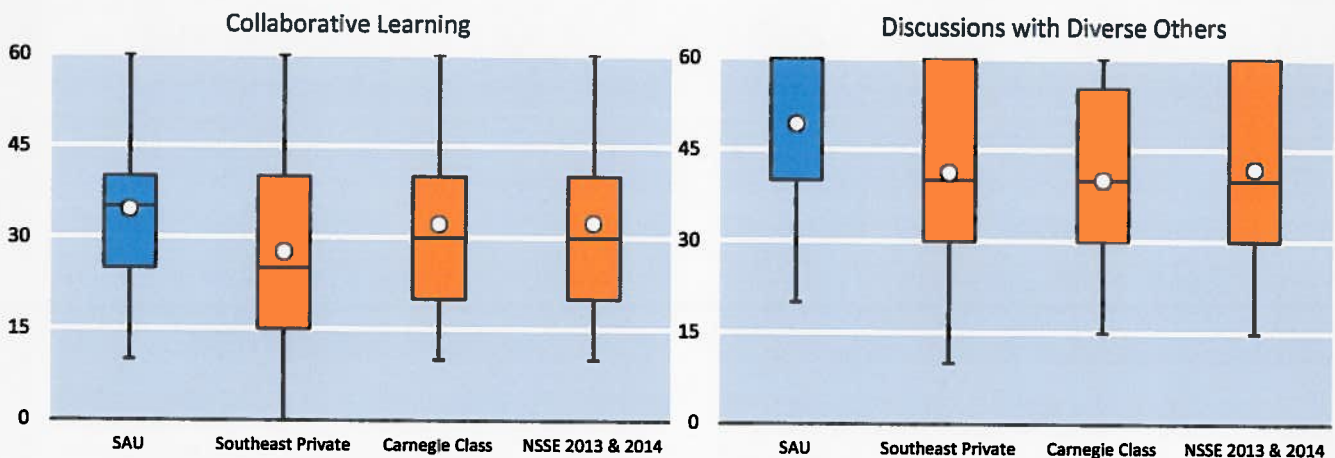
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	SAU Mean	Your seniors compared with					
		Southeast Private		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.6	27.6 **	.41	32.3	.16	32.4	.15
Discussions with Diverse Others	49.2	41.2 **	.49	40.1 ***	.57	41.8 **	.46

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning

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

	SAU	Southeast Private	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	46	32	40	40
1f. Explained course material to one or more students	68	49	59	58
1g. Prepared for exams by discussing or working through course material with other students	58	40	46	46
1h. Worked with other students on course projects or assignments	58	52	61	64

Discussions with Diverse Others

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

	SAU	Southeast Private	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	80	74	68	73
8b. People from an economic background other than your own	88	75	73	75
8c. People with religious beliefs other than your own	91	64	62	70
8d. People with political views other than your own	88	70	69	71

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Experiences with Faculty: Seniors

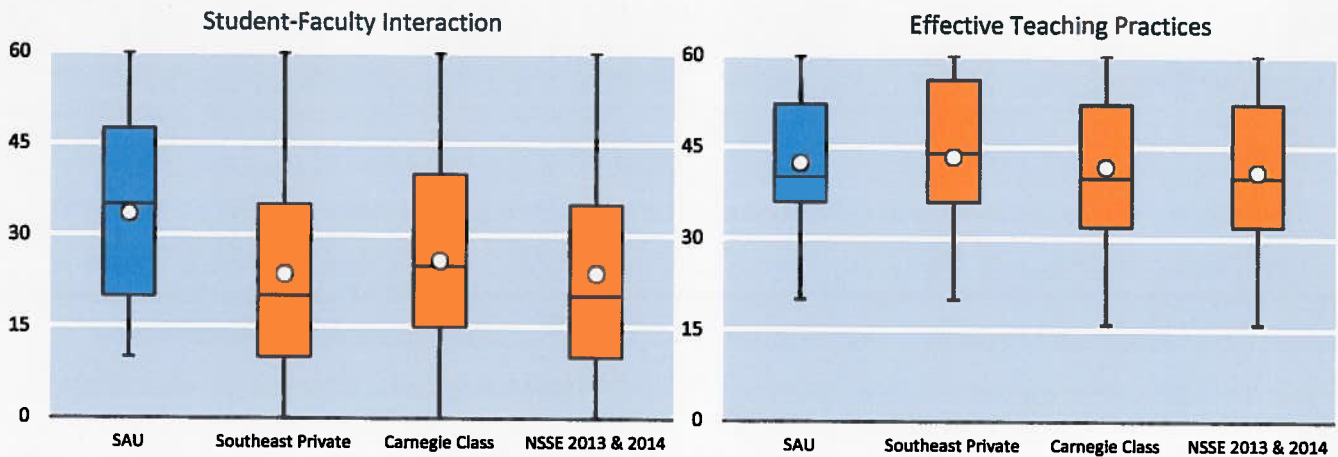
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SAU Mean	Your seniors compared with					
		Southeast Private		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	33.5	23.6 ***	.57	25.8 **	.46	23.7 ***	.60
Effective Teaching Practices	42.3	43.3	-.07	41.7	.04	40.9	.10

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

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Summary of Indicator Items

Student-Faculty Interaction	SAU	Southeast Private	Carnegie Class	NSSE 2013 & 2014
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%	%
3a. Talked about career plans with a faculty member	51	43	48	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	53	26	29	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	51	34	38	33
3d. Discussed your academic performance with a faculty member	48	35	38	33
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	84	86	83	83
5b. Taught course sessions in an organized way	76	85	81	81
5c. Used examples or illustrations to explain difficult points	76	79	80	79
5d. Provided feedback on a draft or work in progress	75	70	66	62
5e. Provided prompt and detailed feedback on tests or completed assignments	77	75	70	67

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

Campus Environment: Seniors

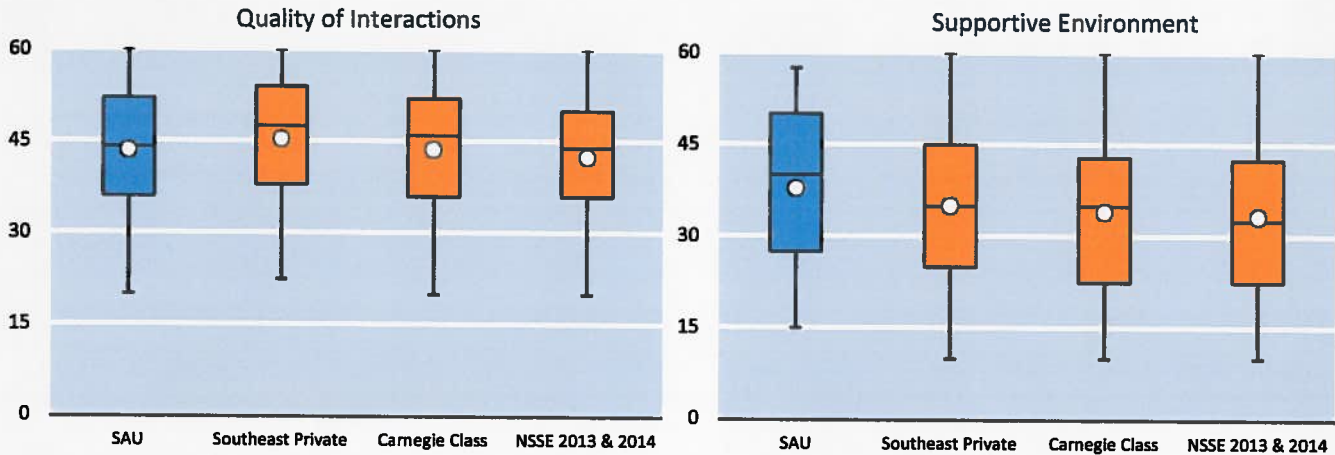
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SAU Mean	Your seniors compared with					
		Southeast Private		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.4	45.4	-.17	43.6	-.02	42.5	.08
Supportive Environment	37.8	35.0	.19	34.0	.26	33.3	.32

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

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Summary of Indicator Items

Quality of Interactions

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

	SAU	Southeast Private	Carnegie Class	NSSE 2013 & 2014
13a. Students	67	66	65	64
13b. Academic advisors	70	63	58	52
13c. Faculty	75	70	65	60
13d. Student services staff (career services, student activities, housing, etc.)	45	50	44	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	53	45	42

Supportive Environment

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

	SAU	Southeast Private	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	84	79	75	72
14c. Using learning support services (tutoring services, writing center, etc.)	86	73	70	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	57	53	53
14e. Providing opportunities to be involved socially	75	67	67	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	62	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	38	35	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	59	59	57
14i. Attending events that address important social, economic, or political issues	49	51	47	46

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