



NSSE 2014

Engagement Indicators

SUNY College at Cortland

About Your Engagement Indicators Report

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

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

Report sections

Overview (p. 3)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Summary of Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

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

Detailed Statistics (pp. 16-19)

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

Interpreting comparisons

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

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

How Engagement Indicators are computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

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

Seniors

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

Academic Challenge: First-year students

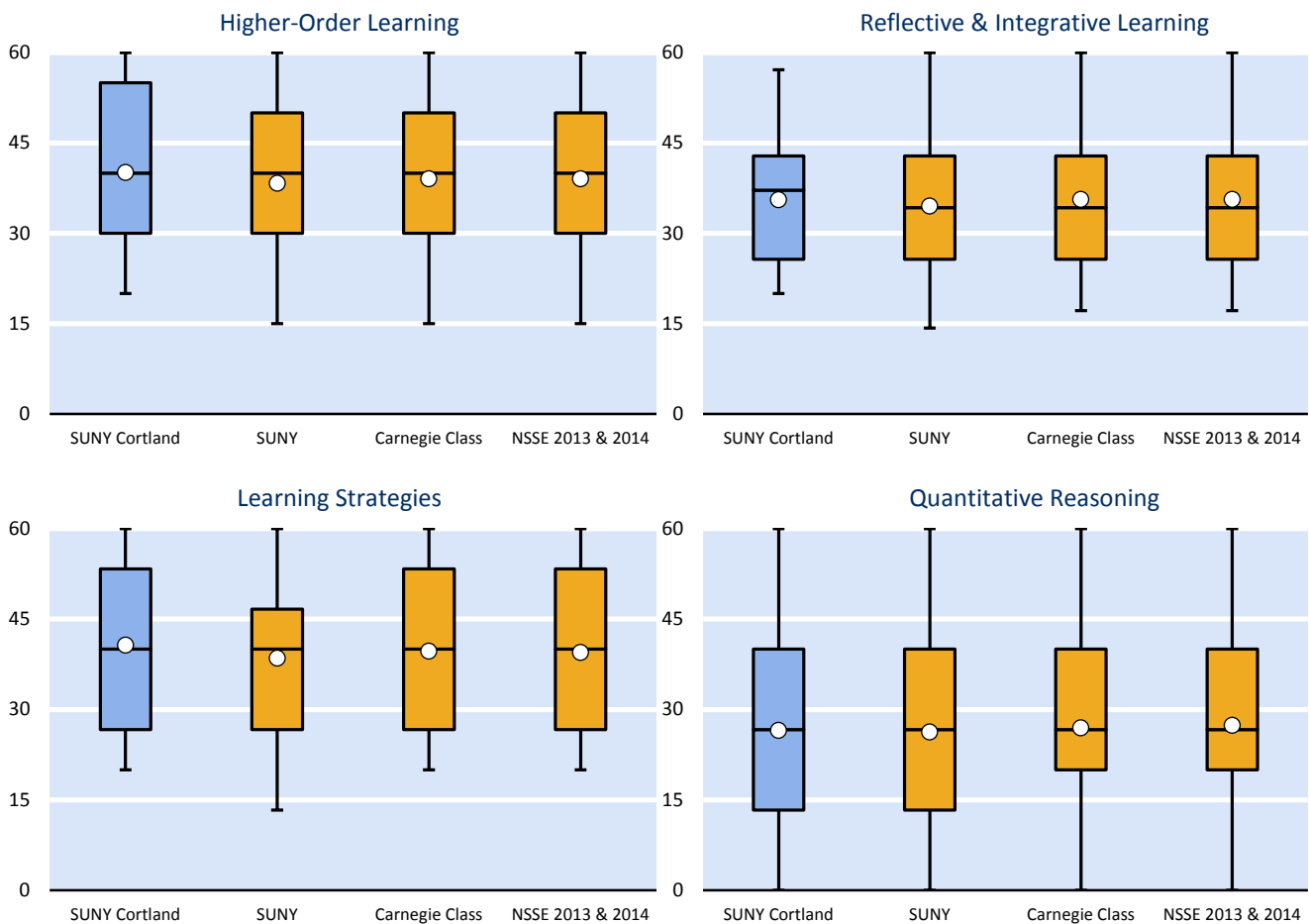
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your first-year students compared with					
		SUNY Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Higher-Order Learning	40.1	38.3	.13	39.1	.07	39.0	.08
Reflective & Integrative Learning	35.6	34.5	.09	35.6	.00	35.6	.00
Learning Strategies	40.7	38.5	.15	39.7	.07	39.5	.08
Quantitative Reasoning	26.5	26.3	.02	27.0	-.03	27.4	-.05

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





































































Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	SUNY Cortland	SUNY	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	71 	73 	72 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75 	71 	72 	72 
4d. Evaluating a point of view, decision, or information source	72 	68 	71 	70 
4e. Forming a new idea or understanding from various pieces of information	70 	66 	69 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	61 	54 	55 	56 
2b. Connected your learning to societal problems or issues	55 	50 	53 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57 	46 	51 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	54 	60 	63 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63 	64 	67 	66 
2f. Learned something that changed the way you understand an issue or concept	64 	63 	65 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	80 	74 	77 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	85 	78 	81 	80 
9b. Reviewed your notes after class	64 	63 	66 	65 
9c. Summarized what you learned in class or from course materials	58 	62 	64 	63 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51 	50 	50 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32 	35 	38 	38 
6c. Evaluated what others have concluded from numerical information	39 	35 	36 	37 

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

Academic Challenge: Seniors

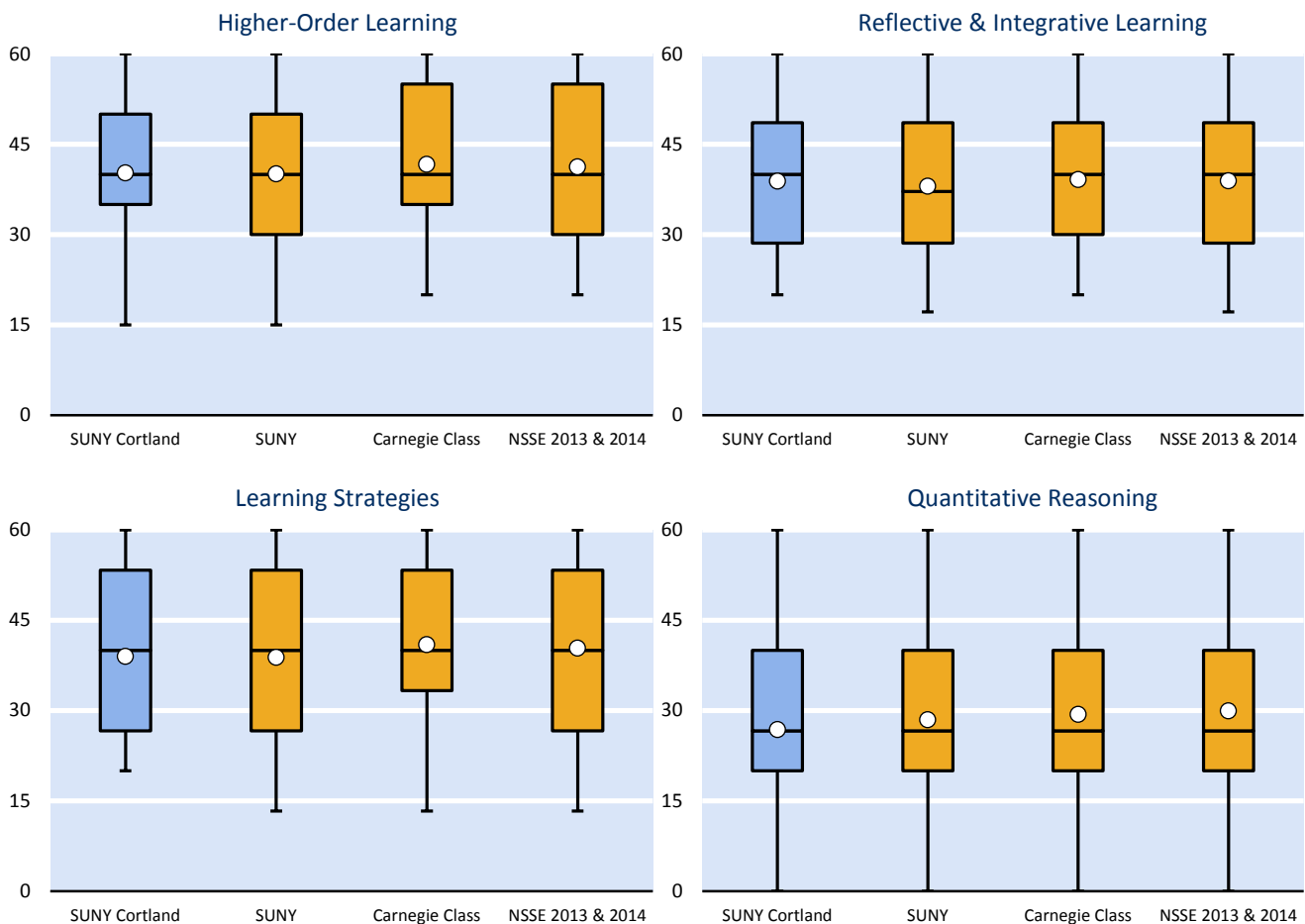
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your seniors compared with					
		SUNY Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Higher-Order Learning	40.2	40.1	.01	41.6 *	-.10	41.2	-.07
Reflective & Integrative Learning	38.9	38.0	.06	39.1	-.02	38.9	-.01
Learning Strategies	39.0	38.8	.01	40.9 *	-.13	40.3	-.09
Quantitative Reasoning	26.8	28.5	-.09	29.3 **	-.15	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

	SUNY Cortland	SUNY	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	78 	77 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78 	75 	78 	78 
4d. Evaluating a point of view, decision, or information source	71 	68 	74 	72 
4e. Forming a new idea or understanding from various pieces of information	73 	69 	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	75 	72 	71 	72 
2b. Connected your learning to societal problems or issues	65 	61 	65 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58 	51 	57 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	63 	67 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68 	69 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	71 	69 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	87 	82 	84 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80 	81 	84 	83 
9b. Reviewed your notes after class	62 	59 	66 	63 
9c. Summarized what you learned in class or from course materials	64 	63 	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.)	48 	52 	53 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37 	41 	44 	45 
6c. Evaluated what others have concluded from numerical information	35 	43 	43 	44 

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

Learning with Peers: First-year students

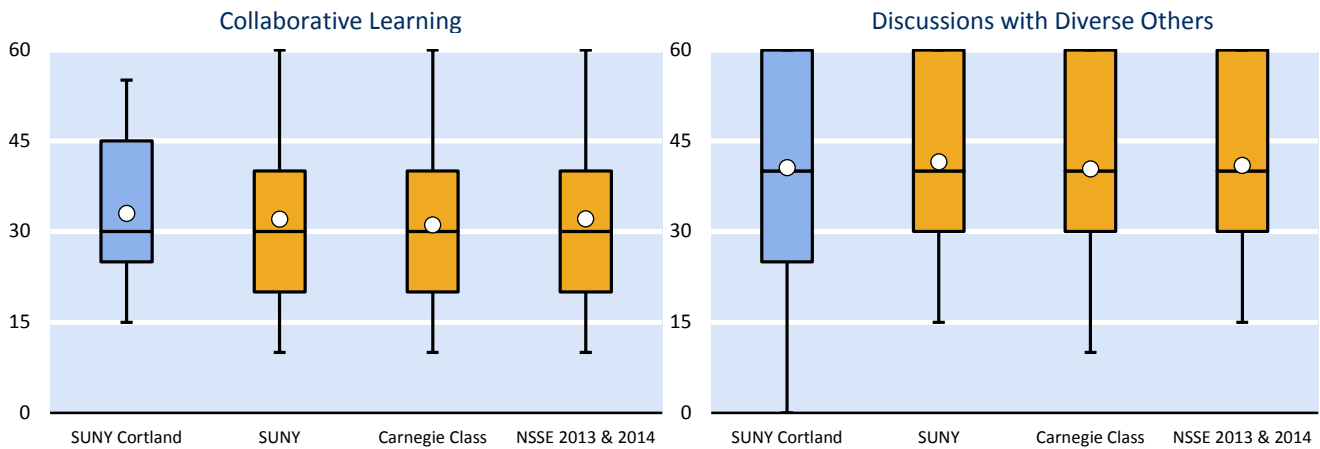
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your first-year students compared with					
		SUNY Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Collaborative Learning	32.9	32.0	.07	31.1	.13	32.1	.06
Discussions with Diverse Others	40.5	41.5	-.06	40.3	.01	40.9	-.03

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"...

	SUNY Cortland	SUNY	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	49	50	47	49
1f. Explained course material to one or more students	63	57	54	57
1g. Prepared for exams by discussing or working through course material with other students	56	49	46	49
1h. Worked with other students on course projects or assignments	50	49	51	52

Discussions with Diverse Others

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

	SUNY Cortland	SUNY	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	73	75	71	72
8b. People from an economic background other than your own	72	74	72	73
8c. People with religious beliefs other than your own	67	72	67	69
8d. People with political views other than your own	67	67	67	69

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

Learning with Peers: Seniors

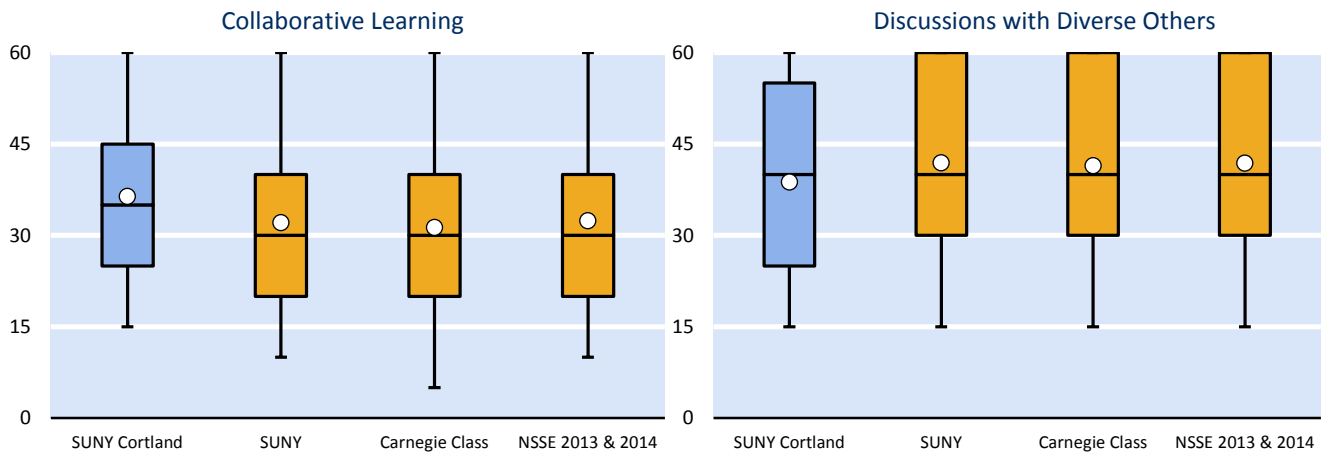
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your seniors compared with					
		SUNY		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.4	32.1 ***	.30	31.3 ***	.34	32.4 ***	.27
Discussions with Diverse Others	38.8	41.9 ***	-.20	41.5 **	-.16	41.8 ***	-.19

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"...

	SUNY Cortland	SUNY	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	57	40	38	40
1f. Explained course material to one or more students	70	60	56	58
1g. Prepared for exams by discussing or working through course material with other students	57	44	43	46
1h. Worked with other students on course projects or assignments	69	60	62	64

Discussions with Diverse Others

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

	SUNY Cortland	SUNY	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	62	74	73	73
8b. People from an economic background other than your own	74	75	74	75
8c. People with religious beliefs other than your own	63	72	69	70
8d. People with political views other than your own	66	69	70	71

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

Experiences with Faculty: First-year students

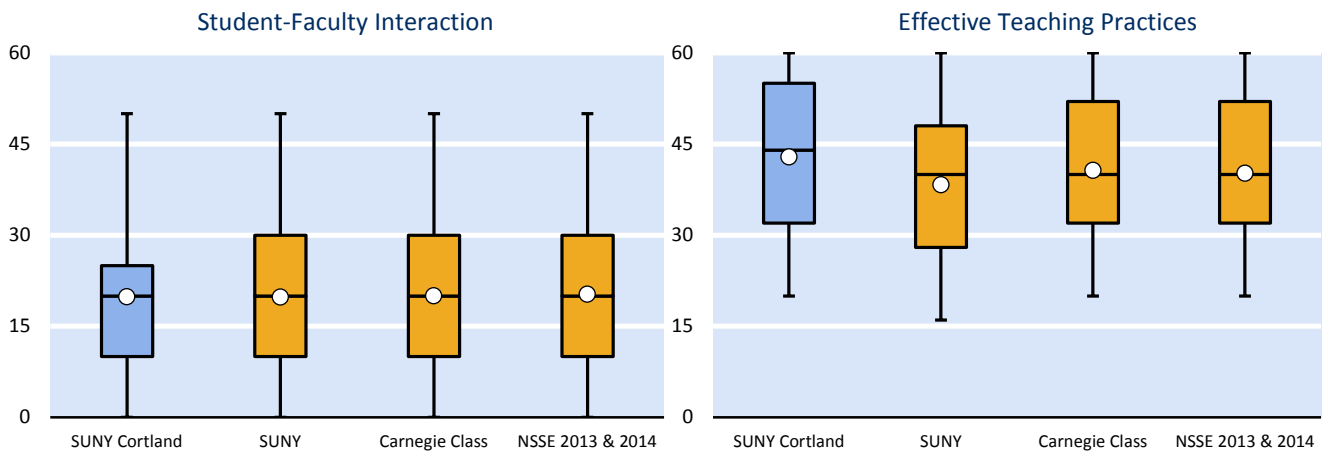
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your first-year students compared with					
		SUNY Mean	SUNY Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2013 & 2014 Mean	NSSE 2013 & 2014 Effect size
Student-Faculty Interaction	19.8	19.8	.00	20.0	-.01	20.3	-.03
Effective Teaching Practices	42.8	38.3 ***	.35	40.6	.16	40.1 *	.20

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

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction	SUNY Cortland	SUNY	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	34	30	32	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	12	18	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	25	25	25
3d. Discussed your academic performance with a faculty member	26	27	29	29
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	79	81	81
5b. Taught course sessions in an organized way	89	76	79	79
5c. Used examples or illustrations to explain difficult points	84	74	77	77
5d. Provided feedback on a draft or work in progress	77	61	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	65	57	64	63

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

Experiences with Faculty: Seniors

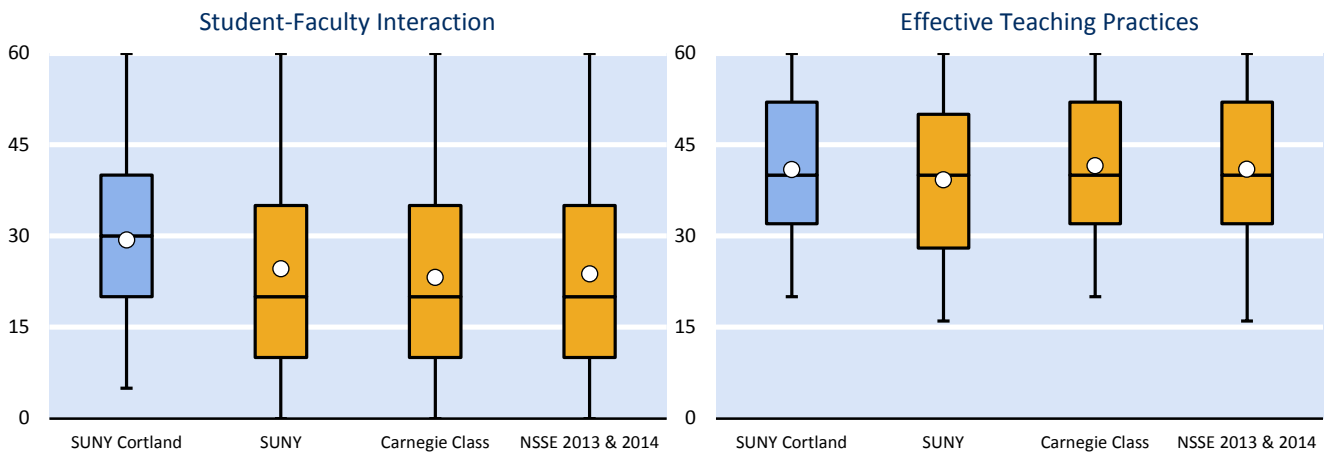
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Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your seniors compared with					
		SUNY Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Student-Faculty Interaction	29.3	24.6 ***	.29	23.1 ***	.37	23.7 ***	.34
Effective Teaching Practices	40.9	39.2 *	.12	41.5	-.04	40.9	.00

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

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	54	42	41	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	29	25	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	48	37	32	33
3d. Discussed your academic performance with a faculty member	44	34	33	33
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	84	80	83	83
5b. Taught course sessions in an organized way	83	78	81	81
5c. Used examples or illustrations to explain difficult points	79	76	79	79
5d. Provided feedback on a draft or work in progress	67	57	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	65	62	69	67

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

Campus Environment: First-year students

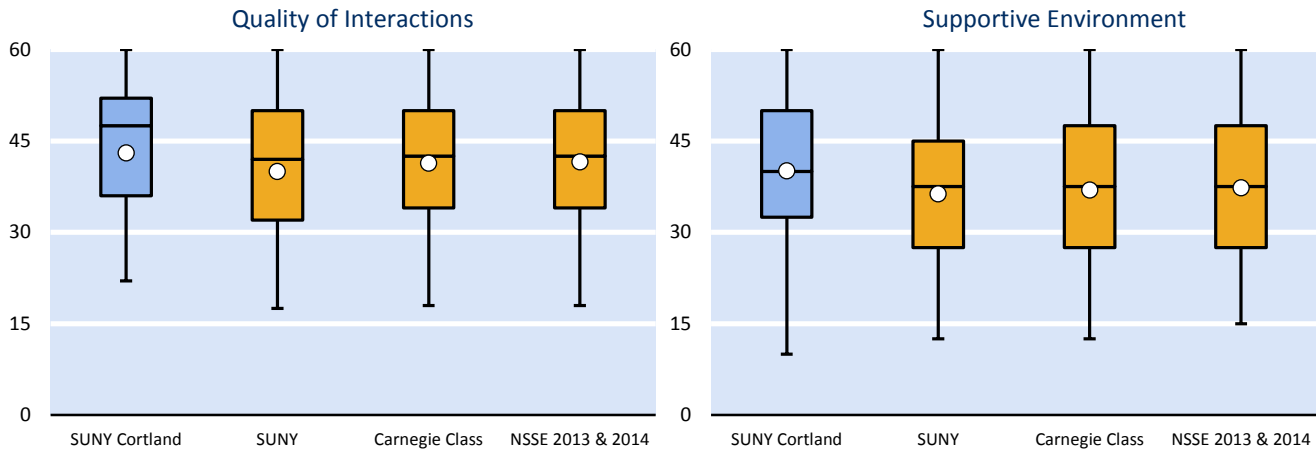
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your first-year students compared with					
		SUNY		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.0	40.0 *	.24	41.4	.13	41.5	.12
Supportive Environment	40.1	36.3 *	.28	36.9 *	.22	37.3	.20

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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

	SUNY Cortland	SUNY	Carnegie Class	NSSE 2013 & 2014
13a. Students	70	55	59	59
13b. Academic advisors	48	43	48	48
13c. Faculty	53	43	50	50
13d. Student services staff (career services, student activities, housing, etc.)	49	40	43	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	36	42	41

Supportive Environment

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

	SUNY Cortland	SUNY	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	77	74	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	75	74	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	71	59	59	59
14e. Providing opportunities to be involved socially	75	73	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	83	71	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	42	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	68	65	68
14i. Attending events that address important social, economic, or political issues	60	52	52	53

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

Campus Environment: Seniors

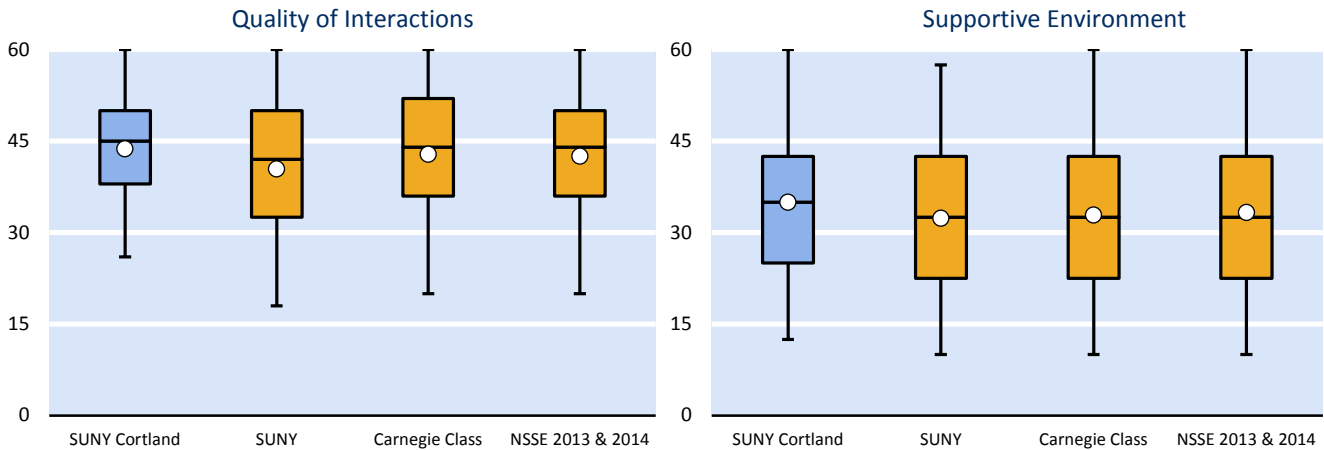
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your seniors compared with					
		SUNY		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.7	40.4 ***	.27	42.9	.07	42.5 *	.10
Supportive Environment	34.9	32.3 **	.18	32.9 **	.14	33.3 *	.12

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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

	SUNY Cortland	SUNY	Carnegie Class	NSSE 2013 & 2014
13a. Students	72	57	64	64
13b. Academic advisors	51	46	53	52
13c. Faculty	61	53	61	60
13d. Student services staff (career services, student activities, housing, etc.)	49	37	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	37	43	42

Supportive Environment

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

	SUNY Cortland	SUNY	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	79	67	72	72
14c. Using learning support services (tutoring services, writing center, etc.)	63	62	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	49	54	53
14e. Providing opportunities to be involved socially	77	66	64	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	62	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	30	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	60	53	57
14i. Attending events that address important social, economic, or political issues	54	45	45	46

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

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Comparisons with Top 50% and Top 10% Institutions

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

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

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

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

First-Year Students		SUNY Cortland Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.1	40.6	-.04	✓	42.7	-.19	
	Reflective and Integrative Learning	35.6	37.3	-.14		39.3 **	-.29	
	Learning Strategies	40.7	41.2	-.04	✓	43.4	-.20	
	Quantitative Reasoning	26.5	28.8	-.14		30.6 *	-.25	
<i>Learning with Peers</i>	Collaborative Learning	32.9	34.7	-.13		37.0 **	-.30	
	Discussions with Diverse Others	40.5	43.2	-.18		45.6 **	-.35	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.8	23.3 *	-.23		26.9 ***	-.44	
	Effective Teaching Practices	42.8	42.4	.04	✓	44.7	-.14	
<i>Campus Environment</i>	Quality of Interactions	43.0	44.0	-.09	✓	46.0 *	-.26	
	Supportive Environment	40.1	39.4	.05	✓	41.4	-.10	

Seniors		SUNY Cortland Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.2	43.3 ***	-.22		45.3 ***	-.37	
	Reflective and Integrative Learning	38.9	41.1 ***	-.17		43.1 ***	-.34	
	Learning Strategies	39.0	42.5 ***	-.24		44.9 ***	-.42	
	Quantitative Reasoning	26.8	31.3 ***	-.26		33.0 ***	-.37	
<i>Learning with Peers</i>	Collaborative Learning	36.4	35.4	.07	✓	37.8 *	-.10	
	Discussions with Diverse Others	38.8	43.9 ***	-.33		45.8 ***	-.46	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	29.3	29.5	-.01	✓	34.4 ***	-.31	
	Effective Teaching Practices	40.9	43.0 **	-.16		45.1 ***	-.32	
<i>Campus Environment</i>	Quality of Interactions	43.7	45.3 **	-.14		47.4 ***	-.31	
	Supportive Environment	34.9	36.1	-.08	✓	39.0 ***	-.30	

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

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SUNY Cortland (N = 104)	40.1	13.6	1.34	20	30	40	55	60				
SUNY	38.3	14.3	.30	15	30	40	50	60	2,428	1.8	.208	.126
Carnegie Class	39.1	14.0	.08	15	30	40	50	60	31,245	1.0	.453	.074
NSSE 2013 & 2014	39.0	13.8	.04	15	30	40	50	60	102,625	1.0	.442	.076
Top 50%	40.6	13.6	.06	20	30	40	50	60	50,666	-.5	.711	-.037
Top 10%	42.7	13.6	.14	20	35	40	55	60	9,472	-2.6	.053	-.191
Reflective & Integrative Learning												
SUNY Cortland (N = 110)	35.6	11.9	1.14	20	26	37	43	57				
SUNY	34.5	12.5	.25	14	26	34	43	60	2,545	1.1	.381	.086
Carnegie Class	35.6	12.7	.07	17	26	34	43	60	32,651	-.1	.966	-.004
NSSE 2013 & 2014	35.6	12.6	.04	17	26	34	43	60	107,109	.0	.989	-.001
Top 50%	37.3	12.5	.06	17	29	37	46	60	51,133	-1.7	.147	-.139
Top 10%	39.3	12.6	.12	20	31	40	49	60	11,031	-3.7	.002	-.294
Learning Strategies												
SUNY Cortland (N = 89)	40.7	14.1	1.50	20	27	40	53	60				
SUNY	38.5	14.2	.31	13	27	40	47	60	2,227	2.1	.167	.150
Carnegie Class	39.7	14.2	.08	20	27	40	53	60	28,990	1.0	.526	.068
NSSE 2013 & 2014	39.5	14.2	.05	20	27	40	53	60	95,103	1.2	.429	.084
Top 50%	41.2	14.0	.07	20	33	40	53	60	44,766	-.6	.703	-.041
Top 10%	43.4	14.0	.14	20	33	40	60	60	9,570	-2.8	.065	-.197
Quantitative Reasoning												
SUNY Cortland (N = 100)	26.5	17.5	1.75	0	13	27	40	60				
SUNY	26.3	16.4	.34	0	13	27	40	60	2,461	.3	.871	.017
Carnegie Class	27.0	16.6	.09	0	20	27	40	60	31,766	-.4	.792	-.026
NSSE 2013 & 2014	27.4	16.4	.05	0	20	27	40	60	104,290	-.8	.618	-.050
Top 50%	28.8	16.3	.06	0	20	27	40	60	65,346	-2.2	.167	-.138
Top 10%	30.6	16.2	.13	0	20	27	40	60	14,975	-4.1	.012	-.252
Learning with Peers												
Collaborative Learning												
SUNY Cortland (N = 116)	32.9	13.1	1.22	15	25	30	45	55				
SUNY	32.0	13.8	.28	10	20	30	40	60	2,635	1.0	.467	.069
Carnegie Class	31.1	14.3	.08	10	20	30	40	60	33,314	1.9	.158	.131
NSSE 2013 & 2014	32.1	14.1	.04	10	20	30	40	60	109,729	.9	.500	.063
Top 50%	34.7	13.7	.06	15	25	35	45	60	61,678	-1.8	.167	-.129
Top 10%	37.0	13.6	.11	15	25	35	45	60	14,169	-4.1	.001	-.301
Discussions with Diverse Others												
SUNY Cortland (N = 89)	40.5	16.8	1.77	0	25	40	60	60				
SUNY	41.5	16.0	.34	15	30	40	60	60	2,262	-1.0	.570	-.061
Carnegie Class	40.3	16.3	.10	10	30	40	60	60	29,343	.2	.915	.011
NSSE 2013 & 2014	40.9	16.0	.05	15	30	40	60	60	96,282	-.4	.811	-.025
Top 50%	43.2	15.4	.06	20	35	45	60	60	56,495	-2.7	.093	-.178
Top 10%	45.6	14.8	.14	20	40	50	60	60	11,877	-5.1	.001	-.345

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
SUNY Cortland (N = 106)	19.8	14.0	1.36	0	10	20	25	50				
SUNY	19.8	14.7	.30	0	10	20	30	50	2,476	.0	.977	.003
Carnegie Class	20.0	14.8	.08	0	10	20	30	50	31,915	-.2	.892	-.013
NSSE 2013 & 2014	20.3	14.6	.05	0	10	20	30	50	104,665	-.5	.748	-.031
Top 50%	23.3	15.0	.08	0	10	20	30	55	37,085	-3.5	.016	-.234
Top 10%	26.9	16.2	.21	5	15	25	40	60	110	-7.1	.000	-.440
Effective Teaching Practices												
SUNY Cortland (N = 106)	42.8	13.0	1.26	20	32	44	55	60				
SUNY	38.3	13.2	.27	16	28	40	48	60	2,495	4.6	.001	.345
Carnegie Class	40.6	13.4	.07	20	32	40	52	60	32,166	2.2	.092	.164
NSSE 2013 & 2014	40.1	13.3	.04	20	32	40	52	60	105,521	2.7	.037	.203
Top 50%	42.4	13.2	.07	20	32	44	52	60	41,026	.5	.703	.037
Top 10%	44.7	13.3	.15	20	36	44	56	60	8,160	-1.8	.164	-.136
Campus Environment												
Quality of Interactions												
SUNY Cortland (N = 88)	43.0	12.0	1.28	22	36	48	52	60				
SUNY	40.0	12.3	.27	18	32	42	50	60	2,142	3.0	.025	.245
Carnegie Class	41.4	12.8	.08	18	34	43	50	60	28,041	1.6	.227	.129
NSSE 2013 & 2014	41.5	12.4	.04	18	34	43	50	60	92,154	1.5	.268	.118
Top 50%	44.0	11.4	.06	22	38	46	52	60	34,662	-1.0	.417	-.087
Top 10%	46.0	11.6	.14	24	40	48	55	60	7,269	-3.0	.015	-.261
Supportive Environment												
SUNY Cortland (N = 83)	40.1	14.1	1.54	10	33	40	50	60				
SUNY	36.3	13.7	.31	13	28	38	45	60	2,059	3.8	.014	.277
Carnegie Class	36.9	14.1	.09	13	28	38	48	60	26,978	3.1	.043	.222
NSSE 2013 & 2014	37.3	13.8	.05	15	28	38	48	60	88,662	2.8	.067	.201
Top 50%	39.4	13.2	.06	18	30	40	50	60	45,382	.7	.639	.051
Top 10%	41.4	12.8	.13	20	33	40	53	60	9,904	-1.3	.360	-.101

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

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

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

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

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

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

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

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												
SUNY Cortland (N = 362)	40.2	13.4	.71	15	35	40	50	60				
SUNY	40.1	14.4	.17	15	30	40	50	60	406	.2	.805	.013
Carnegie Class	41.6	14.1	.05	20	35	40	55	60	365	-1.4	.049	-.100
NSSE 2013 & 2014	41.2	14.1	.03	20	30	40	55	60	362	-1.0	.164	-.070
Top 50%	43.3	13.7	.04	20	35	40	55	60	364	-3.0	.000	-.221
Top 10%	45.3	13.6	.08	20	40	45	60	60	371	-5.0	.000	-.370
Reflective & Integrative Learning												
SUNY Cortland (N = 393)	38.9	12.8	.65	20	29	40	49	60				
SUNY	38.0	13.2	.16	17	29	37	49	60	7,547	.8	.223	.063
Carnegie Class	39.1	13.0	.04	20	30	40	49	60	91,223	-.3	.661	-.022
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	279,267	-.1	.909	-.006
Top 50%	41.1	12.6	.04	20	31	40	51	60	104,934	-2.2	.001	-.175
Top 10%	43.1	12.5	.08	20	34	43	54	60	23,313	-4.2	.000	-.336
Learning Strategies												
SUNY Cortland (N = 338)	39.0	14.3	.78	20	27	40	53	60				
SUNY	38.8	15.1	.19	13	27	40	53	60	6,738	.2	.856	.010
Carnegie Class	40.9	14.8	.05	13	33	40	53	60	83,084	-1.9	.015	-.132
NSSE 2013 & 2014	40.3	14.8	.03	13	27	40	53	60	254,011	-1.3	.097	-.090
Top 50%	42.5	14.5	.04	20	33	40	60	60	131,327	-3.5	.000	-.240
Top 10%	44.9	14.1	.08	20	33	47	60	60	33,773	-5.9	.000	-.415
Quantitative Reasoning												
SUNY Cortland (N = 370)	26.8	16.3	.85	0	20	27	40	60				
SUNY	28.5	17.8	.21	0	20	27	40	60	417	-1.7	.057	-.094
Carnegie Class	29.3	17.4	.06	0	20	27	40	60	373	-2.5	.003	-.146
NSSE 2013 & 2014	29.9	17.4	.03	0	20	27	40	60	370	-3.1	.000	-.179
Top 50%	31.3	17.2	.04	0	20	33	40	60	371	-4.5	.000	-.262
Top 10%	33.0	16.9	.08	0	20	33	47	60	41,746	-6.2	.000	-.368
Learning with Peers												
Collaborative Learning												
SUNY Cortland (N = 402)	36.4	13.8	.69	15	25	35	45	60				
SUNY	32.1	14.4	.17	10	20	30	40	60	7,687	4.3	.000	.301
Carnegie Class	31.3	15.0	.05	5	20	30	40	60	405	5.1	.000	.339
NSSE 2013 & 2014	32.4	14.6	.03	10	20	30	40	60	282,741	4.0	.000	.275
Top 50%	35.4	13.8	.04	15	25	35	45	60	139,725	1.0	.140	.074
Top 10%	37.8	13.6	.08	15	30	40	50	60	27,918	-1.4	.047	-.100
Discussions with Diverse Others												
SUNY Cortland (N = 335)	38.8	16.1	.88	15	25	40	55	60				
SUNY	41.9	16.0	.20	15	30	40	60	60	6,817	-3.1	.000	-.196
Carnegie Class	41.5	16.4	.06	15	30	40	60	60	83,772	-2.7	.003	-.163
NSSE 2013 & 2014	41.8	16.1	.03	15	30	40	60	60	256,436	-3.1	.000	-.190
Top 50%	43.9	15.8	.04	20	35	45	60	60	161,390	-5.2	.000	-.327
Top 10%	45.8	15.4	.08	20	40	50	60	60	41,913	-7.1	.000	-.459

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												
SUNY Cortland (N = 380)	29.3	15.8	.81	5	20	30	40	60				
SUNY	24.6	16.4	.20	0	10	20	35	60	7,388	4.7	.000	.288
Carnegie Class	23.1	16.5	.06	0	10	20	35	60	89,295	6.2	.000	.374
NSSE 2013 & 2014	23.7	16.3	.03	0	10	20	35	60	273,500	5.6	.000	.342
Top 50%	29.5	16.1	.06	5	20	30	40	60	66,080	-.2	.774	-.015
Top 10%	34.4	16.4	.17	10	20	35	45	60	9,342	-5.1	.000	-.311
Effective Teaching Practices												
SUNY Cortland (N = 379)	40.9	12.8	.66	20	32	40	52	60				
SUNY	39.2	13.8	.16	16	28	40	50	60	426	1.7	.012	.124
Carnegie Class	41.5	13.8	.05	20	32	40	52	60	382	-.6	.360	-.044
NSSE 2013 & 2014	40.9	13.7	.03	16	32	40	52	60	379	.0	.960	-.002
Top 50%	43.0	13.6	.04	20	36	44	56	60	381	-2.2	.001	-.159
Top 10%	45.1	13.4	.10	20	36	48	60	60	397	-4.2	.000	-.316
Campus Environment												
Quality of Interactions												
SUNY Cortland (N = 342)	43.7	10.3	.56	26	38	45	50	60				
SUNY	40.4	12.4	.16	18	33	42	50	60	397	3.3	.000	.271
Carnegie Class	42.9	12.1	.04	20	36	44	52	60	345	.9	.122	.072
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	342	1.2	.033	.101
Top 50%	45.3	11.3	.04	24	38	48	54	60	344	-1.6	.005	-.138
Top 10%	47.4	11.6	.08	24	40	50	58	60	354	-3.6	.000	-.314
Supportive Environment												
SUNY Cortland (N = 315)	34.9	13.2	.75	13	25	35	43	60				
SUNY	32.3	14.1	.18	10	23	33	43	58	6,366	2.6	.001	.185
Carnegie Class	32.9	14.7	.05	10	23	33	43	60	317	2.1	.006	.142
NSSE 2013 & 2014	33.3	14.4	.03	10	23	33	43	60	315	1.7	.024	.117
Top 50%	36.1	13.8	.04	13	28	38	45	60	101,636	-1.1	.143	-.083
Top 10%	39.0	13.3	.10	17	30	40	50	60	17,380	-4.0	.000	-.302

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

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

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

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

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

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

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