NSSE 2017
Engagement Indicators
SUNY 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
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
SUNY Cortland

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 SUNY	Your first-year students compared with Peer Colleges	Your first-year students compared with NSSE 2016 & 2017
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 SUNY	Your seniors compared with Peer Colleges	Your seniors compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning	--	▽	▽
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	--	▽	▽
Learning with Peers	Collaborative Learning	▲	△	▲
	Discussions with Diverse Others	--	▽	--
Experiences with Faculty	Student-Faculty Interaction	△	△	▲
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	△	△	△

Academic Challenge: First-year students

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

Mean Comparisons

	SUNY Cortland	Your first-year students compared with					
		SUNY		Peer Colleges		NSSE 2016 & 2017	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.5	36.9	-.03	37.4	-.07	37.9	-.11
Reflective & Integrative Learning	34.4	34.7	-.03	34.8	-.03	35.0	-.06
Learning Strategies	36.4	36.9	-.04	37.9	-.12	38.3 *	-.14
Quantitative Reasoning	25.4	25.5	-.01	26.8	-.09	27.6 *	-.14

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

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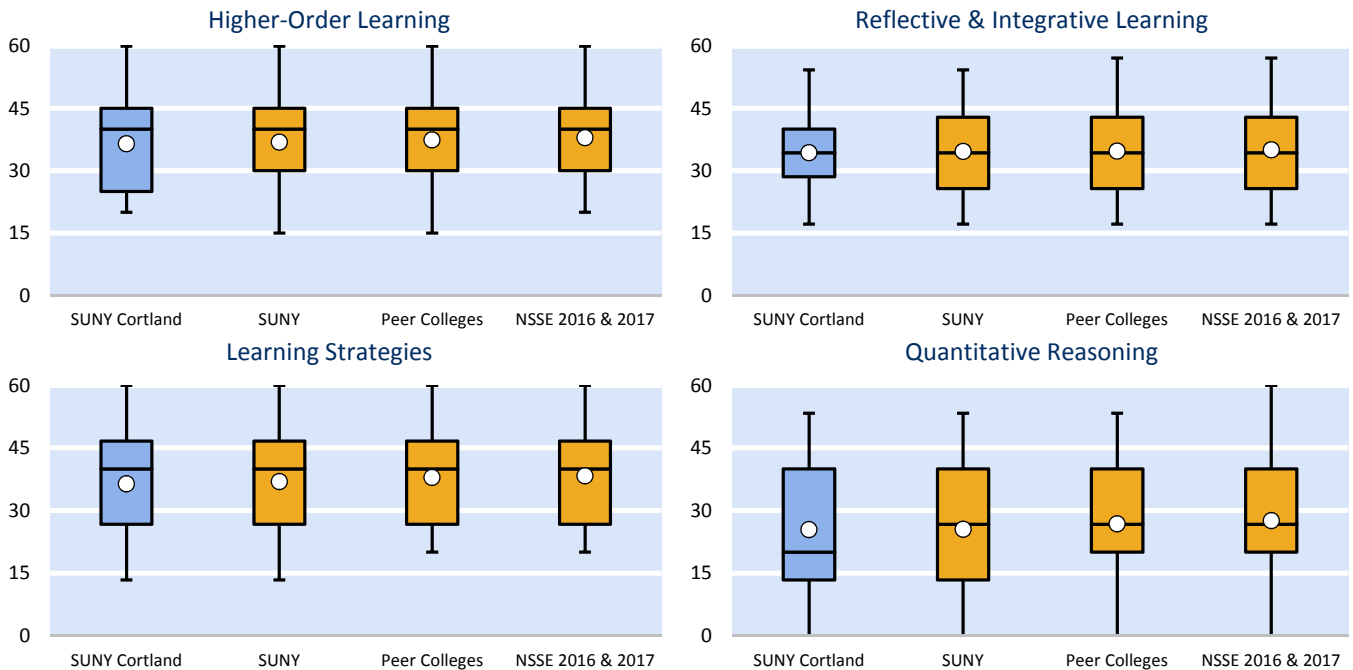
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance[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.

	SUNY Cortland	Percentage point difference between your FY students and		
Higher-Order Learning		**SUNY**	**Peer Colleges**	**NSSE 2016 & 2017**
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	65	-2	-4	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-1	-0	-3
4d. Evaluating a point of view, decision, or information source	68	+1	-1	-1
4e. Forming a new idea or understanding from various pieces of information	63	-2	-4	-5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	50	+1	-0	-1
2b. Connected your learning to societal problems or issues	49	-3	-1	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	-1	+0	+0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-4	-3	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-1	+1	+0
2f. Learned something that changed the way you understand an issue or concept	69	+2	+3	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-1	-1	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	70	-4	-6	-7
9b. Reviewed your notes after class	64	+1	-2	-2
9c. Summarized what you learned in class or from course materials	63	+1	+0	+0
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.)	44	-3	-6	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	+2	-0	-2
6c. Evaluated what others have concluded from numerical information	35	+0	-2	-3

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.

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

	SUNY Cortland	*Your seniors compared with*					
		SUNY		Peer Colleges		NSSE 2016 & 2017	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Higher-Order Learning	38.1	39.5	-.10	40.3 **	-.16	40.0 **	-.14
Reflective & Integrative Learning	38.6	38.6	.00	38.3	.02	38.0	.04
Learning Strategies	35.2	37.9 ***	-.19	39.2 ***	-.27	38.7 ***	-.24
Quantitative Reasoning	26.2	27.6	-.09	28.9 **	-.17	29.9 ***	-.23

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

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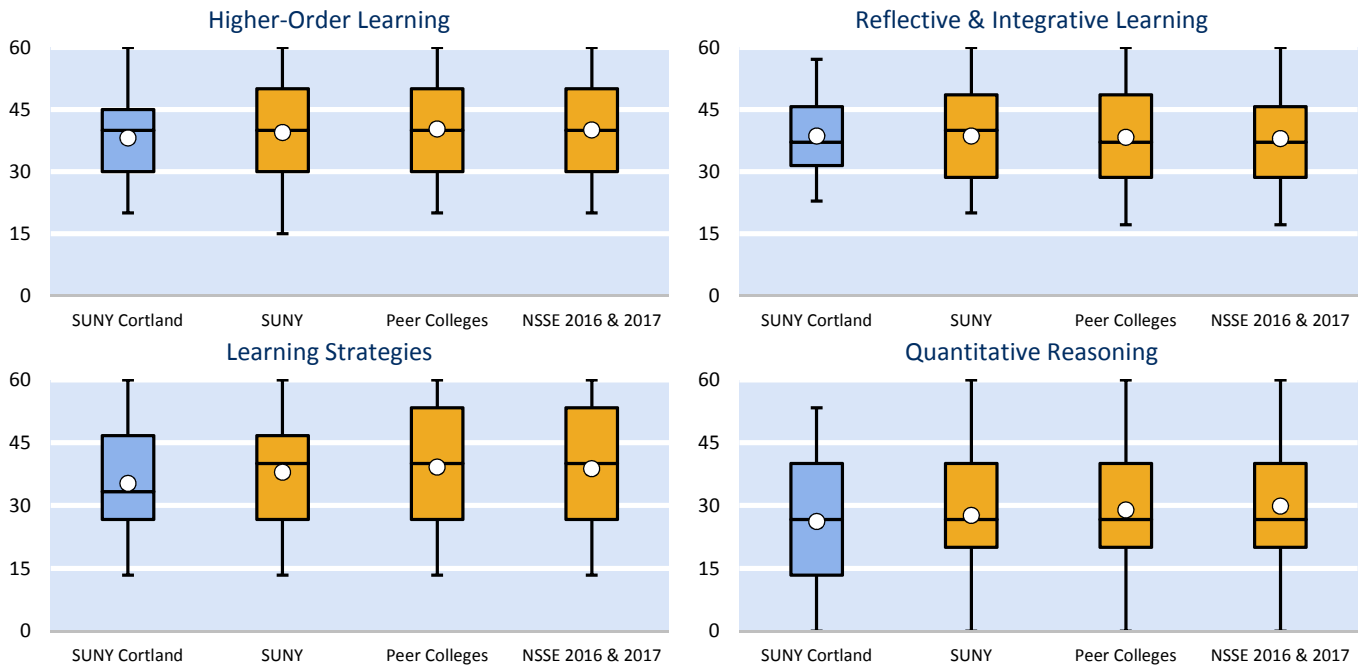
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Academic Challenge: Seniors (continued)

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.

	SUNY Cortland	Percentage point difference between your seniors and		
Higher-Order Learning		SUNY	Peer Colleges	NSSE 2016 & 2017
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	74	-1	-4	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-2	-3	-4
4d. Evaluating a point of view, decision, or information source	72	+1	+0	+2
4e. Forming a new idea or understanding from various pieces of information	67	-4	-5	-4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	77	+6	+7	+8
2b. Connected your learning to societal problems or issues	67	+3	+4	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+3	+5	+6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+0	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	-2	-2	-1
2f. Learned something that changed the way you understand an issue or concept	73	+1	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+0	+1	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	73	-7	-7	-7
9b. Reviewed your notes after class	53	-7	-11	-9
9c. Summarized what you learned in class or from course materials	56	-6	-9	-8
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.)	45	-5	-7	-10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	-6	-9	-10
6c. Evaluated what others have concluded from numerical information	41	+2	-0	-3

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NSSE
national survey of
student engagement

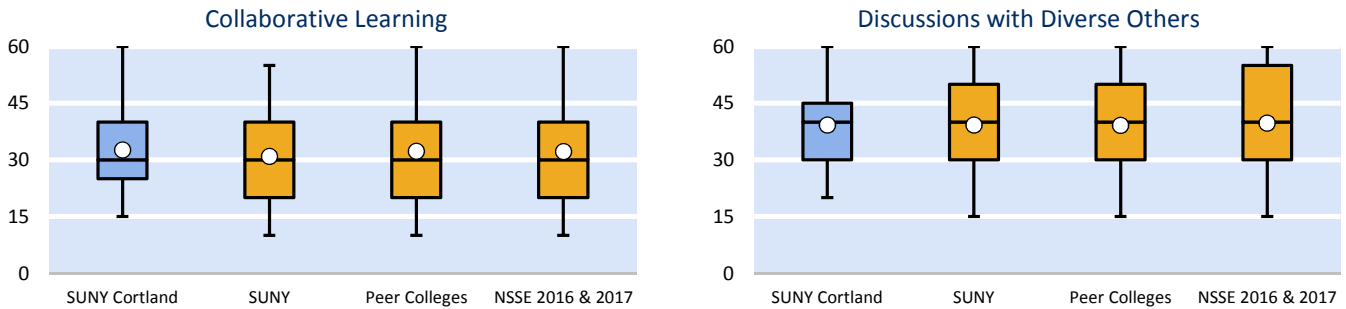## Learning with Peers: First-year students

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

	SUNY Cortland						
		Your first-year students compared with					
		SUNY		**Peer Colleges**		**NSSE 2016 & 2017**	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Collaborative Learning	32.6	30.9	.12	32.2	.03	32.2	.03
Discussions with Diverse Others	39.2	39.1	.00	39.1	.01	39.7	-.03

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			Percentage point difference between your FY students and		
Collaborative Learning	**SUNY Cortland**	**SUNY**	**Peer Colleges**	**NSSE 2016 & 2017**	
Percentage of students who responded that they "Very often" or "Often"...	%				
1e. Asked another student to help you understand course material	52	+2	+0	-0	
1f. Explained course material to one or more students	57	+3	+0	-0	
1g. Prepared for exams by discussing or working through course material with other students	52	+6	+3	+2	
1h. Worked with other students on course projects or assignments	58	+8	+4	+4	
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	70	-1	+2	-0	
8b. People from an economic background other than your own	73	+1	+3	+1	
8c. People with religious beliefs other than your own	63	-3	-3	-4	
8d. People with political views other than your own	74	+11	+7	+7	

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NSSE
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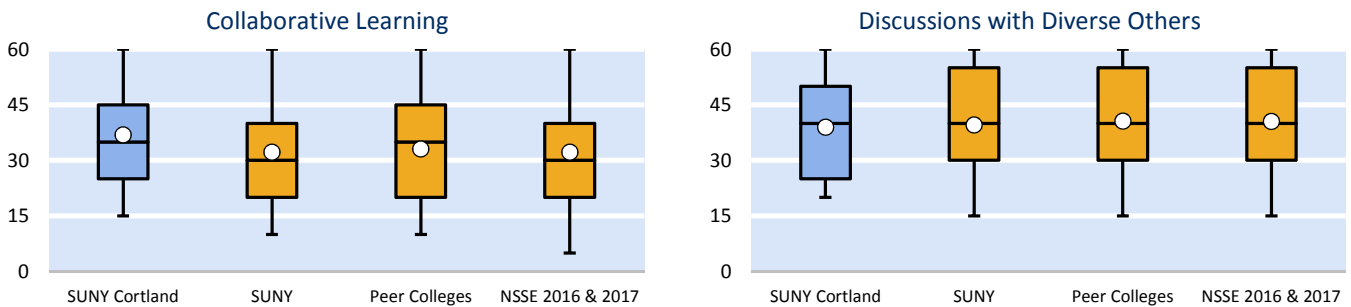student engagement

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

	SUNY Cortland	Your seniors compared with					
		SUNY		Peer Colleges		NSSE 2016 & 2017	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.9	32.3 ***	.32	33.1 ***	.26	32.3 ***	.31
Discussions with Diverse Others	39.0	39.6	-.04	40.6 *	-.11	40.5	-.10

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

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	SUNY Cortland	Percentage point difference between your seniors and		
Collaborative Learning		SUNY	Peer Colleges	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	56	+12	+12	+13
1f. Explained course material to one or more students	73	+13	+13	+15
1g. Prepared for exams by discussing or working through course material with other students	57	+10	+9	+10
1h. Worked with other students on course projects or assignments	66	+6	+2	+3
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	64	-7	-8	-8
8b. People from an economic background other than your own	68	-4	-4	-4
8c. People with religious beliefs other than your own	65	-3	-5	-3
8d. People with political views other than your own	70	+7	+1	+3

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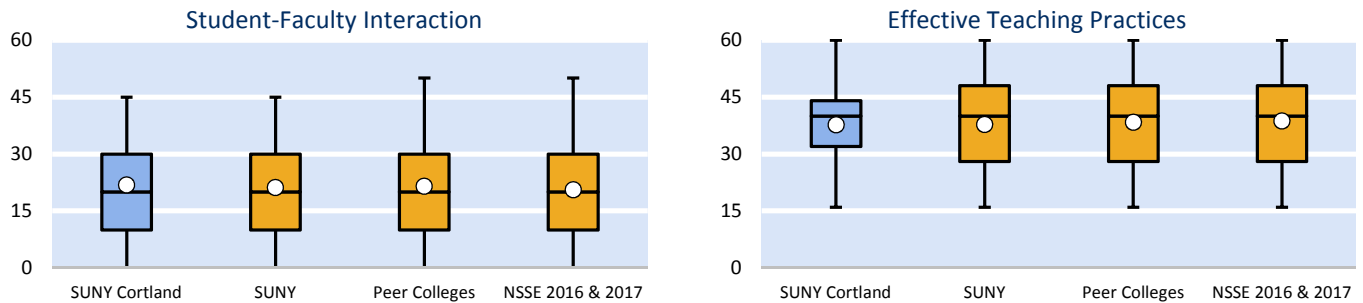
Experiences with Faculty: First-year students

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

Mean Comparisons

	SUNY Cortland	*Your first-year students compared with*					
		SUNY		Peer Colleges		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	21.8	21.1	.05	21.5	.02	20.6	.08
Effective Teaching Practices	37.7	37.8	.00	38.4	-.05	38.7	-.08

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	SUNY Cortland	*Percentage point difference between your FY students and*		
Student-Faculty Interaction		SUNY	Peer Colleges	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	40	+4	+3	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	+0	-0	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+3	+3	+4
3d. Discussed your academic performance with a faculty member	34	+3	+3	+5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	74	-4	-3	-4
5b. Taught course sessions in an organized way	77	+2	+3	+1
5c. Used examples or illustrations to explain difficult points	74	+2	+0	-1
5d. Provided feedback on a draft or work in progress	71	+7	+7	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+5	+4	+3

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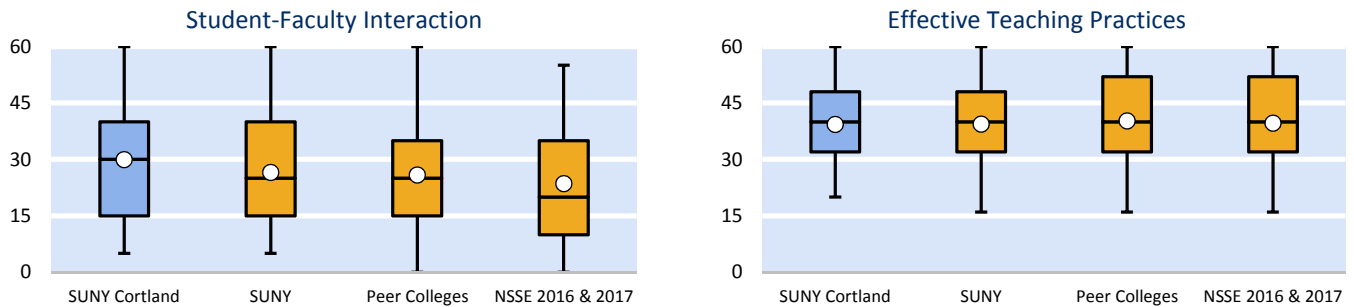
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Mean Comparisons

	SUNY Cortland	Your seniors compared with					
		SUNY		Peer Colleges		NSSE 2016 & 2017	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	29.9	26.5 ***	.22	25.8 ***	.25	23.6 ***	.40
Effective Teaching Practices	39.3	39.3	.00	40.2	-.06	39.6	-.02

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Student-Faculty Interaction		SUNY	Peer Colleges	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	58	+11	+10	+15
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	37	+5	+7	+10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	42	+3	+6	+10
3d. Discussed your academic performance with a faculty member	48	+8	+9	+15
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	+1	+0	+1
5b. Taught course sessions in an organized way	77	-1	-1	-1
5c. Used examples or illustrations to explain difficult points	77	+3	-1	-0
5d. Provided feedback on a draft or work in progress	66	+3	+3	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+0	-3	-1

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

SUNY Cortland

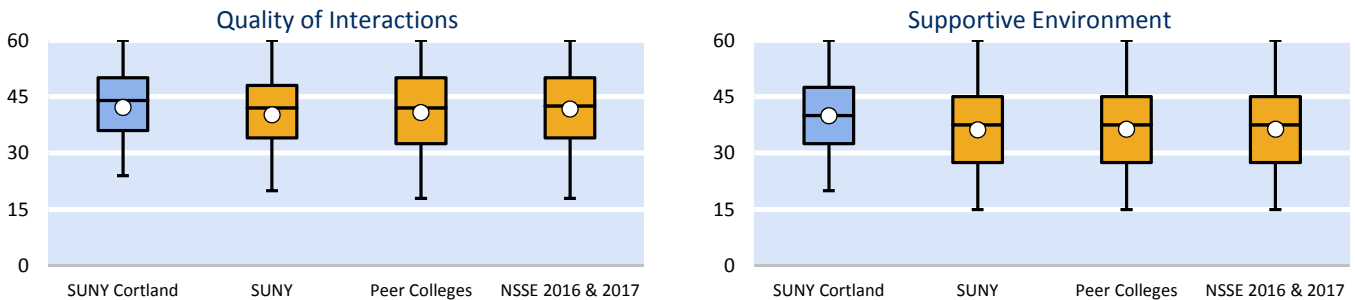## Campus Environment: First-year students

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

	SUNY Cortland	Your first-year students compared with					
		SUNY		Peer Colleges		NSSE 2016 & 2017	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.1	40.2 *	.16	40.8	.11	41.7	.03
Supportive Environment	39.9	36.2 ***	.29	36.4 ***	.26	36.3 ***	.26

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.

Quality of Interactions	SUNY Cortland	Percentage point difference between your FY students and		
		SUNY	Peer Colleges	NSSE 2016 & 2017
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	54	+8	+7	+2
13b. Academic advisors	43	+4	-3	-6
13c. Faculty	50	+8	+4	+1
13d. Student services staff (career services, student activities, housing, etc.)	49	+11	+7	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	+1	-1	-3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	81	+8	+6	+5
14c. Using learning support services (tutoring services, writing center, etc.)	79	+6	+3	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+3	+4	+4
14e. Providing opportunities to be involved socially	82	+10	+11	+11
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	81	+13	+12	+11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	52	+12	+10	+9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	83	+18	+17	+19
14i. Attending events that address important social, economic, or political issues	69	+11	+15	+17

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.
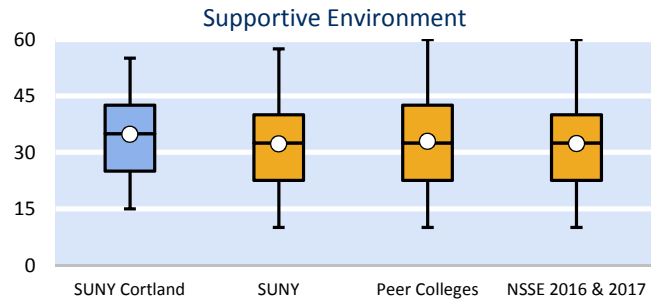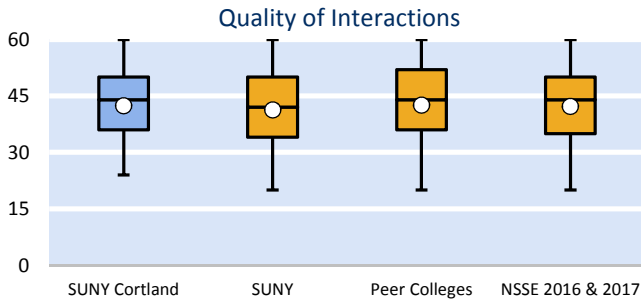
Campus Environment: Seniors

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

	SUNY Cortland	Your seniors compared with					
		SUNY		Peer Colleges		NSSE 2016 & 2017	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	41.3	.09	42.5	-.01	42.3	.01
Supportive Environment	34.8	32.3 ***	.19	32.9 **	.13	32.3 ***	.18

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.

Quality of Interactions	SUNY Cortland	Percentage point difference between your seniors and		
		SUNY	Peer Colleges	NSSE 2016 & 2017
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	54	+2	-3	-3
13b. Academic advisors	47	+0	-5	-4
13c. Faculty	53	+1	-5	-4
13d. Student services staff (career services, student activities, housing, etc.)	42	+4	-1	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+2	+1	+2
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	+3	+1	+2
14c. Using learning support services (tutoring services, writing center, etc.)	62	-1	-5	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-4	-6	-3
14e. Providing opportunities to be involved socially	73	+6	+7	+9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+13	+12	+13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+6	+3	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+15	+17	+17
14i. Attending events that address important social, economic, or political issues	58	+8	+11	+15

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.

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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

| | | SUNY Cortland | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.5	39.2 **	-.20		41.2 ***	-.35	
	Reflective and Integrative Learning	34.4	36.6 **	-.19		38.3 ***	-.32	
	Learning Strategies	36.4	39.8 ***	-.25		41.9 ***	-.40	
	Quantitative Reasoning	25.4	28.8 ***	-.22		30.4 ***	-.33	
Learning with Peers	Collaborative Learning	32.6	35.2 **	-.19		37.1 ***	-.33	
	Discussions with Diverse Others	39.2	41.7 **	-.17		43.8 ***	-.32	
Experiences with Faculty	Student-Faculty Interaction	21.8	23.8 *	-.14		27.2 ***	-.35	
	Effective Teaching Practices	37.7	40.7 ***	-.23		42.6 ***	-.36	
Campus Environment	Quality of Interactions	42.1	43.8 *	-.15		46.1 ***	-.34	
	Supportive Environment	39.9	38.2 *	.13	✓	40.0	-.01	✓

Seniors

| | | SUNY Cortland | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.1	41.8 ***	-.27		43.3 ***	-.38	
	Reflective and Integrative Learning	38.6	40.0 **	-.12		42.0 ***	-.28	
	Learning Strategies	35.2	40.7 ***	-.38		42.9 ***	-.54	
	Quantitative Reasoning	26.2	31.1 ***	-.31		33.0 ***	-.43	
Learning with Peers	Collaborative Learning	36.9	35.8	.08	✓	37.9	-.08	✓
	Discussions with Diverse Others	39.0	42.3 ***	-.22		44.3 ***	-.35	
Experiences with Faculty	Student-Faculty Interaction	29.9	29.2	.04	✓	33.0 ***	-.19	
	Effective Teaching Practices	39.3	41.8 ***	-.18		43.8 ***	-.34	
Campus Environment	Quality of Interactions	42.4	44.8 ***	-.21		46.9 ***	-.37	
	Supportive Environment	34.8	34.8	.01	✓	37.2 ***	-.17	

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.

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 = 251)	36.5	12.6	.80	20	25	40	45	60				
SUNY	36.9	13.4	.30	15	30	40	45	60	2,203	-.4	.648	-.031
Peer Colleges	37.4	13.3	.15	15	30	40	45	60	8,525	-.9	.279	-.069
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	180,268	-1.4	.083	-.109
Top 50%	39.2	13.1	.04	20	30	40	50	60	102,914	-2.7	.001	-.204
Top 10%	41.2	13.3	.10	20	35	40	50	60	19,223	-4.7	.000	-.351
Reflective & Integrative Learning												
SUNY Cortland (N = 260)	34.4	11.1	.69	17	29	34	40	54				
SUNY	34.7	11.8	.26	17	26	34	43	54	2,304	-.3	.665	-.029
Peer Colleges	34.8	12.1	.13	17	26	34	43	57	8,858	-.4	.593	-.034
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	187,748	-.7	.355	-.058
Top 50%	36.6	12.0	.04	17	29	37	46	57	95,767	-2.2	.003	-.186
Top 10%	38.3	12.3	.09	20	29	37	46	60	266	-3.9	.000	-.319
Learning Strategies												
SUNY Cortland (N = 225)	36.4	13.6	.91	13	27	40	47	60				
SUNY	36.9	13.3	.33	13	27	40	47	60	1,884	-.6	.541	-.043
Peer Colleges	37.9	13.7	.16	20	27	40	47	60	7,567	-1.6	.087	-.116
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	160,519	-1.9	.037	-.139
Top 50%	39.8	13.7	.05	20	27	40	53	60	79,556	-3.5	.000	-.253
Top 10%	41.9	14.1	.10	20	33	40	53	60	20,330	-5.6	.000	-.397
Quantitative Reasoning												
SUNY Cortland (N = 249)	25.4	14.6	.92	0	13	20	40	53				
SUNY	25.5	15.1	.34	0	13	27	40	53	2,173	-.1	.912	-.007
Peer Colleges	26.8	15.2	.17	0	20	27	40	53	8,460	-1.4	.148	-.093
NSSE 2016 & 2017	27.6	15.4	.04	0	20	27	40	60	179,594	-2.2	.025	-.142
Top 50%	28.8	15.2	.05	0	20	27	40	60	110,983	-3.4	.000	-.225
Top 10%	30.4	15.2	.09	7	20	27	40	60	27,198	-5.0	.000	-.329
Learning with Peers												
Collaborative Learning												
SUNY Cortland (N = 267)	32.6	12.8	.78	15	25	30	40	60				
SUNY	30.9	13.8	.30	10	20	30	40	55	2,385	1.7	.058	.123
Peer Colleges	32.2	13.7	.15	10	20	30	40	60	9,183	.4	.654	.028
NSSE 2016 & 2017	32.2	14.5	.03	10	20	30	40	60	267	.4	.574	.030
Top 50%	35.2	13.6	.04	15	25	35	45	60	111,381	-2.6	.002	-.190
Top 10%	37.1	13.4	.08	15	25	40	45	60	27,480	-4.5	.000	-.334
Discussions with Diverse Others												
SUNY Cortland (N = 229)	39.2	13.3	.88	20	30	40	45	60				
SUNY	39.1	15.0	.37	15	30	40	50	60	312	.1	.942	.005
Peer Colleges	39.1	15.5	.18	15	30	40	50	60	247	.2	.863	.010
NSSE 2016 & 2017	39.7	15.5	.04	15	30	40	55	60	228	-.4	.616	-.029
Top 50%	41.7	14.9	.05	20	30	40	55	60	229	-2.5	.005	-.168
Top 10%	43.8	14.5	.09	20	35	45	60	60	233	-4.6	.000	-.316

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 = 251)	21.8	14.9	.94	0	10	20	30	45				
SUNY	21.1	14.2	.32	0	10	20	30	45	2,240	.7	.463	.049
Peer Colleges	21.5	14.6	.16	0	10	20	30	50	8,642	.3	.714	.023
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	183,112	1.2	.182	.084
Top 50%	23.8	14.7	.06	0	15	20	35	55	64,210	-2.0	.032	-.135
Top 10%	27.2	15.6	.15	5	15	25	40	60	10,638	-5.4	.000	-.348
Effective Teaching Practices												
SUNY Cortland (N = 250)	37.7	11.7	.74	16	32	40	44	60				
SUNY	37.8	12.7	.29	16	28	40	48	60	2,214	-.1	.945	-.005
Peer Colleges	38.4	13.1	.14	16	28	40	48	60	269	-.7	.359	-.053
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	250	-1.0	.179	-.076
Top 50%	40.7	13.0	.05	20	32	40	52	60	252	-3.0	.000	-.231
Top 10%	42.6	13.6	.11	20	36	44	56	60	260	-4.9	.000	-.362
Campus Environment												
Quality of Interactions												
SUNY Cortland (N = 222)	42.1	11.1	.74	24	36	44	50	60				
SUNY	40.2	11.7	.30	20	34	42	48	60	1,791	1.9	.023	.162
Peer Colleges	40.8	12.6	.15	18	33	42	50	60	240	1.4	.076	.108
NSSE 2016 & 2017	41.7	12.4	.03	18	34	43	50	60	222	.4	.622	.030
Top 50%	43.8	11.5	.04	22	38	46	52	60	66,733	-1.7	.027	-.148
Top 10%	46.1	11.7	.11	24	40	48	56	60	11,582	-3.9	.000	-.336
Supportive Environment												
SUNY Cortland (N = 216)	39.9	12.0	.82	20	33	40	48	60				
SUNY	36.2	13.2	.34	15	28	38	45	60	294	3.8	.000	.288
Peer Colleges	36.4	13.5	.16	15	28	38	45	60	232	3.6	.000	.265
NSSE 2016 & 2017	36.3	13.6	.04	15	28	38	45	60	215	3.6	.000	.263
Top 50%	38.2	13.1	.05	18	30	40	48	60	216	1.7	.040	.128
Top 10%	40.0	13.0	.09	18	31	40	50	60	220	-.1	.931	-.005

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.

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 = 409)	38.1	12.9	.64	20	30	40	45	60				
SUNY	39.5	13.8	.24	15	30	40	50	60	3,868	-1.3	.064	-.097
Peer Colleges	40.3	13.7	.11	20	30	40	50	60	14,826	-2.2	.002	-.157
NSSE 2016 & 2017	40.0	13.7	.03	20	30	40	50	60	297,890	-1.9	.005	-.140
Top 50%	41.8	13.5	.04	20	35	40	55	60	118,586	-3.7	.000	-.275
Top 10%	43.3	13.4	.07	20	35	40	55	60	418	-5.1	.000	-.381
Reflective & Integrative Learning												
SUNY Cortland (N = 420)	38.6	10.6	.52	23	31	37	46	57				
SUNY	38.6	12.4	.21	20	29	40	49	60	561	.0	.996	.000
Peer Colleges	38.3	12.5	.10	17	29	37	49	60	453	.3	.596	.022
NSSE 2016 & 2017	38.0	12.6	.02	17	29	37	46	60	421	.6	.276	.045
Top 50%	40.0	12.3	.04	20	31	40	49	60	423	-1.4	.006	-.115
Top 10%	42.0	12.2	.08	20	34	43	51	60	438	-3.4	.000	-.279
Learning Strategies												
SUNY Cortland (N = 368)	35.2	14.2	.74	13	27	33	47	60				
SUNY	37.9	14.4	.26	13	27	40	47	60	3,440	-2.7	.001	-.190
Peer Colleges	39.2	14.6	.13	13	27	40	53	60	13,429	-4.0	.000	-.271
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	271,103	-3.5	.000	-.242
Top 50%	40.7	14.4	.04	20	33	40	53	60	143,156	-5.5	.000	-.383
Top 10%	42.9	14.3	.07	20	33	40	60	60	41,939	-7.7	.000	-.537
Quantitative Reasoning												
SUNY Cortland (N = 404)	26.2	15.8	.79	0	13	27	40	53				
SUNY	27.6	16.6	.28	0	20	27	40	60	3,833	-1.4	.097	-.087
Peer Colleges	28.9	16.3	.14	0	20	27	40	60	14,691	-2.7	.001	-.165
NSSE 2016 & 2017	29.9	16.3	.03	0	20	27	40	60	297,230	-3.7	.000	-.226
Top 50%	31.1	16.2	.04	0	20	33	40	60	180,460	-4.9	.000	-.306
Top 10%	33.0	15.9	.08	7	20	33	40	60	40,161	-6.8	.000	-.427
Learning with Peers												
Collaborative Learning												
SUNY Cortland (N = 429)	36.9	13.0	.63	15	25	35	45	60				
SUNY	32.3	14.7	.24	10	20	30	40	60	562	4.6	.000	.321
Peer Colleges	33.1	14.3	.12	10	20	35	45	60	458	3.8	.000	.265
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	429	4.6	.000	.307
Top 50%	35.8	13.8	.03	15	25	35	45	60	167,148	1.1	.103	.079
Top 10%	37.9	13.4	.07	15	30	40	50	60	34,402	-1.0	.123	-.075
Discussions with Diverse Others												
SUNY Cortland (N = 373)	39.0	14.7	.76	20	25	40	50	60				
SUNY	39.6	15.3	.27	15	30	40	55	60	3,478	-.6	.471	-.040
Peer Colleges	40.6	15.8	.14	15	30	40	55	60	13,519	-1.7	.043	-.106
NSSE 2016 & 2017	40.5	15.9	.03	15	30	40	55	60	272,793	-1.5	.060	-.097
Top 50%	42.3	15.6	.04	15	30	40	60	60	181,890	-3.4	.000	-.216
Top 10%	44.3	15.3	.08	20	35	45	60	60	39,576	-5.3	.000	-.347

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 = 413)	29.9	16.2	.80	5	15	30	40	60				
SUNY	26.5	15.8	.27	5	15	25	40	60	3,935	3.4	.000	.216
Peer Colleges	25.8	16.2	.13	0	15	25	35	60	14,953	4.1	.000	.250
NSSE 2016 & 2017	23.6	15.9	.03	0	10	20	35	55	301,405	6.3	.000	.396
Top 50%	29.2	15.7	.06	5	20	30	40	60	72,471	.7	.394	.042
Top 10%	33.0	16.0	.15	10	20	30	45	60	11,570	-3.1	.000	-.195
Effective Teaching Practices												
SUNY Cortland (N = 410)	39.3	12.6	.62	20	32	40	48	60				
SUNY	39.3	13.7	.23	16	32	40	48	60	529	.0	.979	-.001
Peer Colleges	40.2	13.8	.11	16	32	40	52	60	438	-.9	.160	-.065
NSSE 2016 & 2017	39.6	13.7	.02	16	32	40	52	60	411	-.3	.597	-.024
Top 50%	41.8	13.5	.04	20	32	40	52	60	413	-2.5	.000	-.184
Top 10%	43.8	13.4	.09	20	36	44	56	60	428	-4.5	.000	-.338
Campus Environment												
Quality of Interactions												
SUNY Cortland (N = 359)	42.4	10.3	.54	24	36	44	50	60				
SUNY	41.3	11.9	.22	20	34	42	50	60	483	1.1	.064	.093
Peer Colleges	42.5	12.1	.11	20	36	44	52	60	387	-.2	.757	-.014
NSSE 2016 & 2017	42.3	12.1	.02	20	35	44	50	60	359	.1	.824	.010
Top 50%	44.8	11.6	.04	23	38	46	54	60	361	-2.4	.000	-.209
Top 10%	46.9	12.1	.07	23	40	50	58	60	371	-4.5	.000	-.374
Supportive Environment												
SUNY Cortland (N = 355)	34.8	12.4	.66	15	25	35	43	55				
SUNY	32.3	13.5	.25	10	23	33	40	58	462	2.6	.000	.193
Peer Colleges	32.9	14.1	.13	10	23	33	43	60	381	1.9	.005	.135
NSSE 2016 & 2017	32.3	14.2	.03	10	23	33	40	60	355	2.5	.000	.178
Top 50%	34.8	13.7	.04	13	25	35	45	60	356	.1	.885	.007
Top 10%	37.2	13.6	.09	13	28	38	48	60	368	-2.3	.001	-.170

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.