



NSSE 2023

Engagement Indicators

State University of New York 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. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. Your NSSE Tableau dashboards and Report Builder (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.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students		Your first-year students compared with SUNY Peers	Your first-year students compared with Peer Institutions	Your first-year students compared with NSSE 2022 & 2023
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	--	--	--

Seniors		Your seniors compared with SUNY Peers	Your seniors compared with Peer Institutions	Your seniors compared with NSSE 2022 & 2023
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	--	--	--

Academic Challenge: First-year students

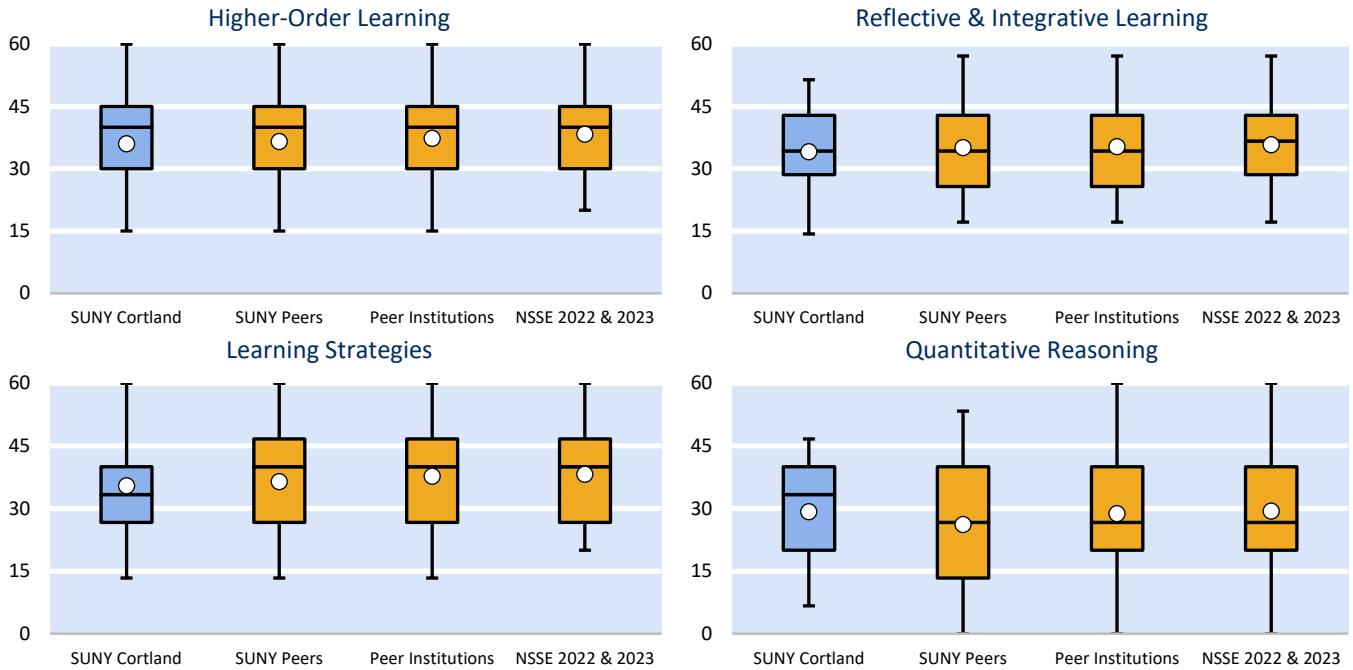
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Peers Mean	SUNY Peers Effect size	Peer Institutions Mean	Peer Institutions Effect size	NSSE 2022 & 2023 Mean	NSSE 2022 & 2023 Effect size
Higher-Order Learning	36.1	36.6	-.04	37.4	-.10	38.3 *	-.17
Reflective & Integrative Learning	34.1	35.1	-.08	35.4	-.10	35.8	-.14
Learning Strategies	35.5	36.4	-.07	37.7	-.16	38.2 *	-.19
Quantitative Reasoning	29.2	26.1 *	.20	28.8	.03	29.4	-.01

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	SUNY Cortland	Percentage point difference ^a between your FY students and		
		SUNY Peers	Peer Institutions	NSSE 2022 & 2023
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	69	+4	+2	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	+0	-1	-3
4d. Evaluating a point of view, decision, or information source	69	+1	-1	-1
4e. Forming a new idea or understanding from various pieces of information	66	-1	-3	-5
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	45	-5	-8	-8
2b. Connected your learning to societal problems or issues	48	-5	-4	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	-2	-1	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-3	-4	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	69	+1	-3	-3
2f. Learned something that changed the way you understand an issue or concept	71	+5	+6	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-3	-3	-5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	60	-9	-11	-13
9b. Reviewed your notes after class	63	+2	-3	-3
9c. Summarized what you learned in class or from course materials	68	+9	+3	+3
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.)	57	+9	+5	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	+16	+9	+8
6c. Evaluated what others have concluded from numerical information	41	+4	-0	-2

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

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

Academic Challenge: Seniors

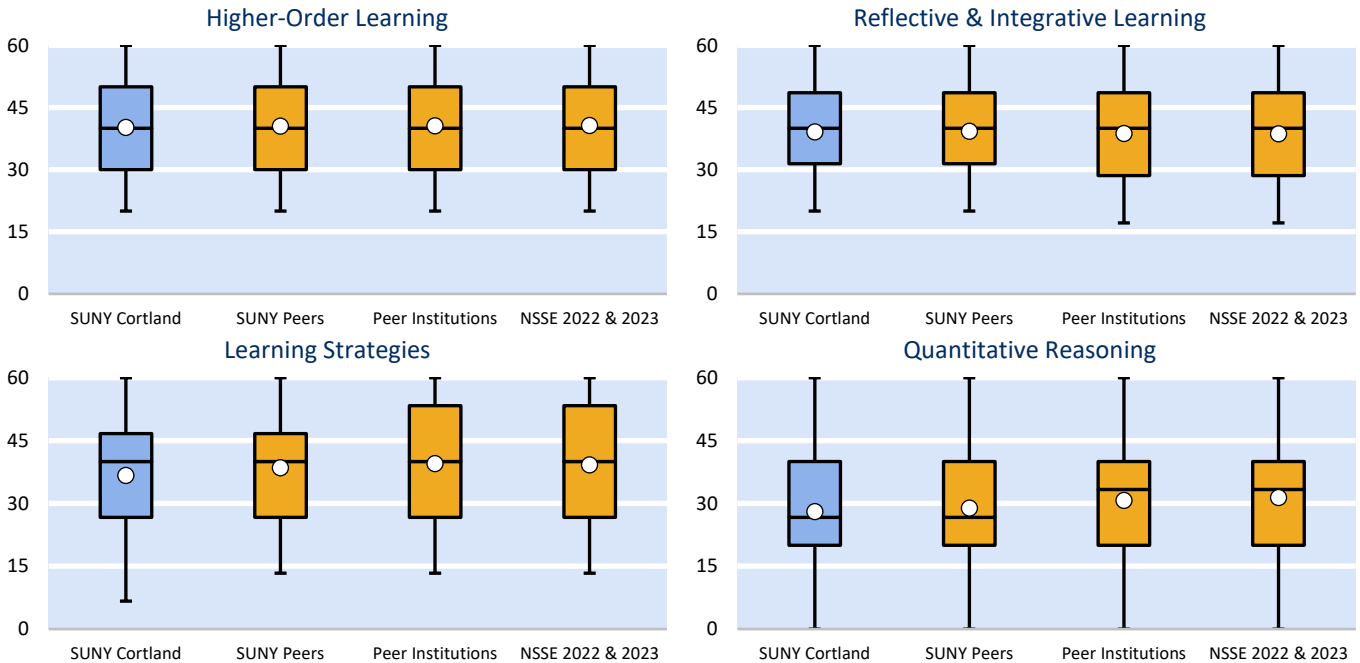
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your seniors compared with					
		SUNY Peers Mean	Effect size	Peer Institutions Mean	Effect size	NSSE 2022 & 2023 Mean	Effect size
Higher-Order Learning	40.2	40.5	-.02	40.6	-.02	40.7	-.03
Reflective & Integrative Learning	39.1	39.3	-.01	38.8	.03	38.7	.03
Learning Strategies	36.7	38.5	-.12	39.5 **	-.19	39.2 *	-.17
Quantitative Reasoning	28.0	28.9	-.05	30.7 **	-.16	31.4 ***	-.21

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

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)

Performance on Indicator Items

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

	SUNY Cortland	Percentage point difference ^a between your seniors and		
		SUNY Peers	Peer Institutions	NSSE 2022 & 2023
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	74	-1	-3	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+1	+0	-0
4d. Evaluating a point of view, decision, or information source	71	-2	-2	-2
4e. Forming a new idea or understanding from various pieces of information	76	+2	+2	+2
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	72	+2	+4	+4
2b. Connected your learning to societal problems or issues	68	+4	+4	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66	+6	+9	+10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+2	+2	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	74	-2	-0	+0
2f. Learned something that changed the way you understand an issue or concept	73	+1	+2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	-1	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	-3	-4	-4
9b. Reviewed your notes after class	55	-7	-11	-10
9c. Summarized what you learned in class or from course materials	64	+0	-5	-3
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.)	47	-3	-9	-10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-1	-6	-7
6c. Evaluated what others have concluded from numerical information	39	-3	-8	-10

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

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Learning with Peers: First-year students

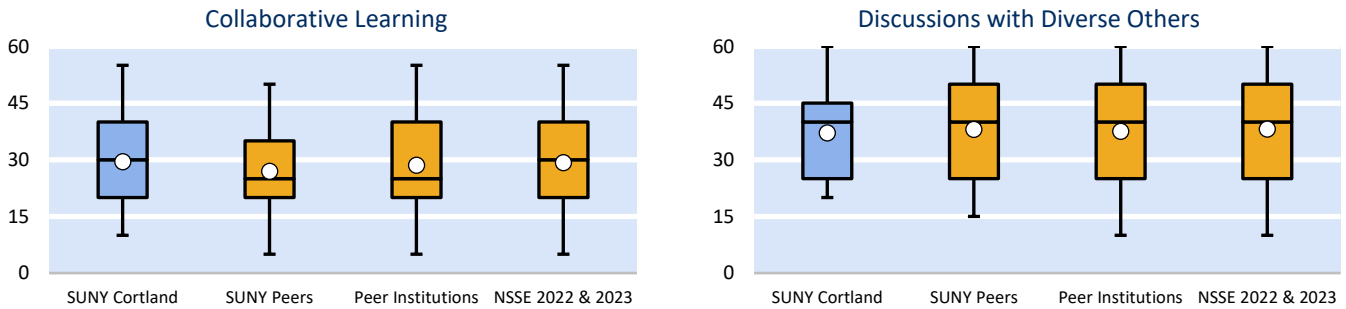
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 Peers		Peer Institutions		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.4	26.9 *	.19	28.5	.07	29.2	.02
Discussions with Diverse Others	37.1	38.0	-.06	37.5	-.02	38.1	-.06

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Performance on Indicator Items

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Collaborative Learning	SUNY Cortland %	Percentage point difference ^a between your FY students and		
		SUNY Peers	Peer Institutions	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	46	+8	+4	+2
1c. Explained course material to one or more students	48	+7	+1	+0
1d. Prepared for exams by discussing or working through course material with other students	37	+4	+0	-4
1e. Worked with other students on course projects or assignments	48	+5	+0	-2
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	67	-4	+4	-2
8b. People from economic backgrounds other than your own	70	-0	+3	+1
8c. People with religious beliefs other than your own	59	-3	-4	-5
8d. People with political views other than your own	63	+9	+1	+4

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Learning with Peers: Seniors

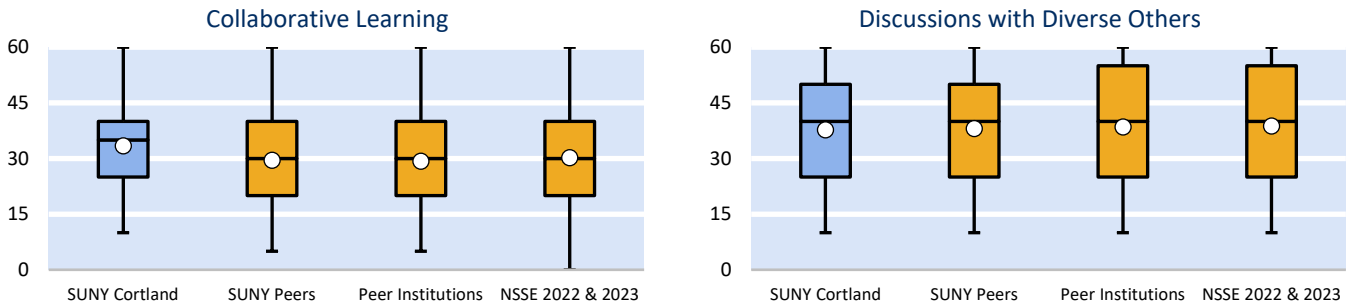
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 Peers		Peer Institutions		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.5	29.6 ***	.27	29.3 ***	.27	30.3 ***	.20
Discussions with Diverse Others	37.8	38.1	-.02	38.5	-.05	38.8	-.06

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

Score Distributions



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Performance on Indicator Items

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

Collaborative Learning	SUNY Cortland	Percentage point difference ^a between your seniors and		
		SUNY Peers	Peer Institutions	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	47	+11	+8	+6
1c. Explained course material to one or more students	66	+13	+15	+14
1d. Prepared for exams by discussing or working through course material with other students	47	+12	+10	+7
1e. Worked with other students on course projects or assignments	64	+6	+7	+5
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	64	-4	-2	-6
8b. People from economic backgrounds other than your own	68	-3	-3	-3
8c. People with religious beliefs other than your own	62	+1	-3	-3
8d. People with political views other than your own	63	+7	+1	+2

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Experiences with Faculty: First-year students

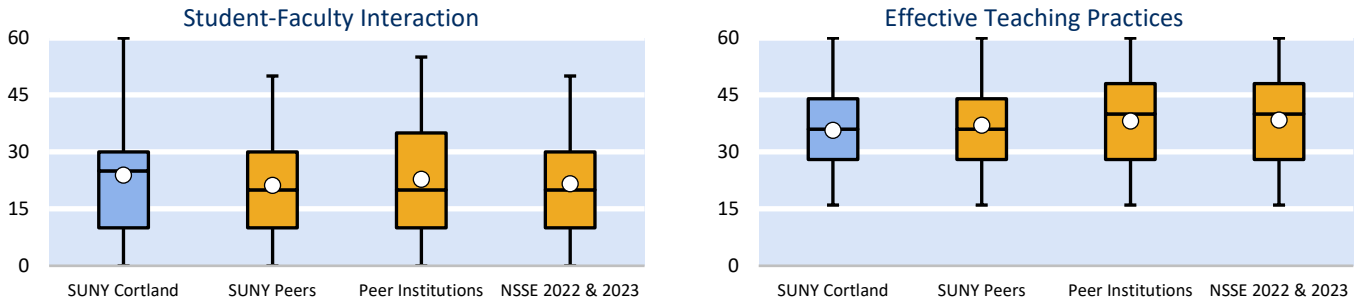
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your first-year students compared with					
		SUNY Peers Mean	Effect size	Peer Institutions Mean	Effect size	NSSE 2022 & 2023 Mean	Effect size
Student-Faculty Interaction	23.8	21.1 *	.18	22.8	.07	21.6	.15
Effective Teaching Practices	35.6	37.0	-.10	38.1 *	-.18	38.4 *	-.20

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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Student-Faculty Interaction	SUNY Cortland %	Percentage point difference ^a between your FY students and		
		SUNY Peers	Peer Institutions	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	39	+5	-1	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+8	+4	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+4	+2	+3
3d. Discussed your academic performance with a faculty member	38	+6	+4	+7
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	69	-6	-6	-7
5b. Taught course sessions in an organized way	61	-9	-10	-12
5c. Used examples or illustrations to explain difficult points	64	-8	-8	-9
5d. Provided feedback on a draft or work in progress	61	-0	-4	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	56	+0	-4	-4

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Experiences with Faculty: Seniors

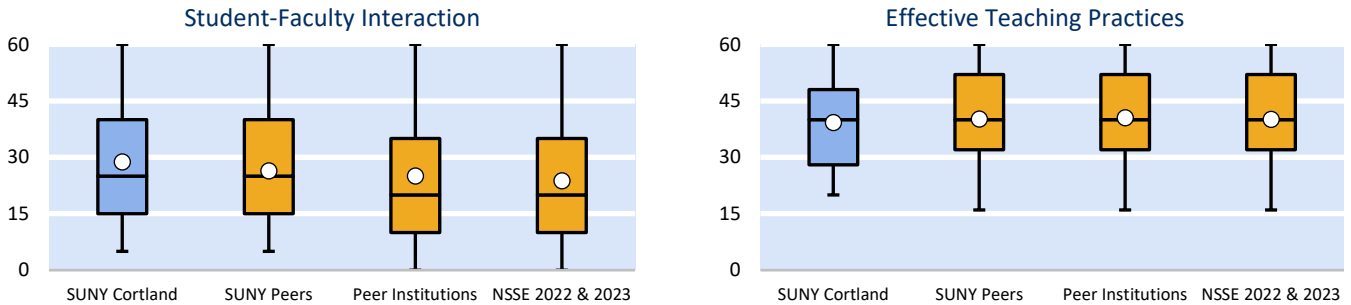
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Engagement Indicator	SUNY Cortland Mean	Your seniors compared with					
		SUNY Peers Mean	SUNY Peers Effect size	Peer Institutions Mean	Peer Institutions Effect size	NSSE 2022 & 2023 Mean	NSSE 2022 & 2023 Effect size
Student-Faculty Interaction	28.7	26.3 *	.14	25.0 ***	.22	23.7 ***	.30
Effective Teaching Practices	39.2	40.1	-.07	40.5	-.09	40.0	-.06

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 Peers	Peer Institutions	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	58	+11	+13	+15
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	38	+5	+8	+11
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+1	+5	+7
3d. Discussed your academic performance with a faculty member	46	+8	+9	+13
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	-2	-1	-0
5b. Taught course sessions in an organized way	74	-3	-3	-3
5c. Used examples or illustrations to explain difficult points	75	-1	-1	-1
5d. Provided feedback on a draft or work in progress	67	+3	+1	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	63	-1	-4	-2

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

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

Campus Environment: First-year students

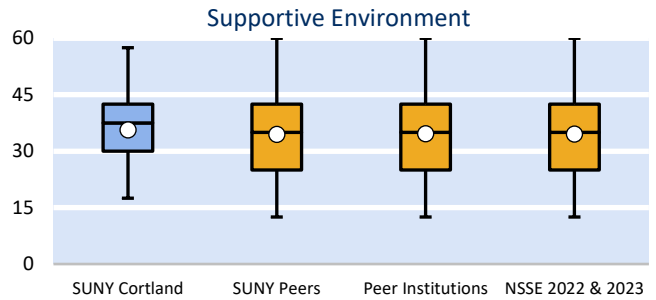
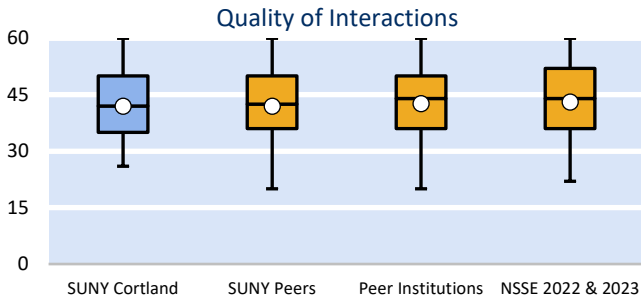
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your first-year students compared with					
		SUNY Peers Mean	SUNY Peers Effect size	Peer Institutions Mean	Peer Institutions Effect size	NSSE 2022 & 2023 Mean	NSSE 2022 & 2023 Effect size
Quality of Interactions	42.0	42.0	.00	42.6	-.05	43.0	-.09
Supportive Environment	35.6	34.5	.09	34.6	.08	34.6	.08

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	SUNY Cortland %	Percentage point difference ^a between your FY students and		
		SUNY Peers	Peer Institutions	NSSE 2022 & 2023
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	46	+2	-2	-5
13b. Academic advisors	43	-9	-12	-12
13c. Faculty	44	-6	-6	-8
13d. Student services staff (career services, student activities, housing, etc.)	48	+4	+2	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	-4	-8	-6
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	69	-0	+1	-2
14c. Using learning support services (tutoring services, writing center, etc.)	72	+1	-1	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+3	+4	+3
14e. Providing opportunities to be involved socially	76	+6	+7	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	+5	+3	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	+11	+7	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	+7	+9	+11
14i. Attending events that address important social, economic, or political issues	57	+11	+9	+12

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

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

Campus Environment: Seniors

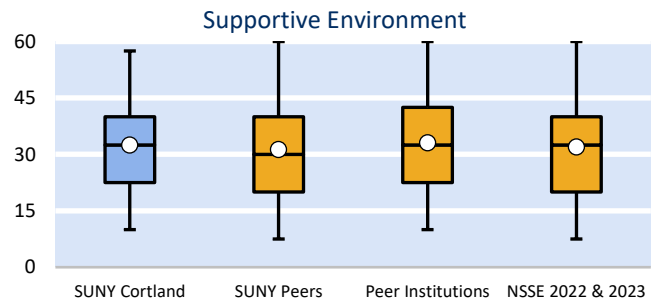
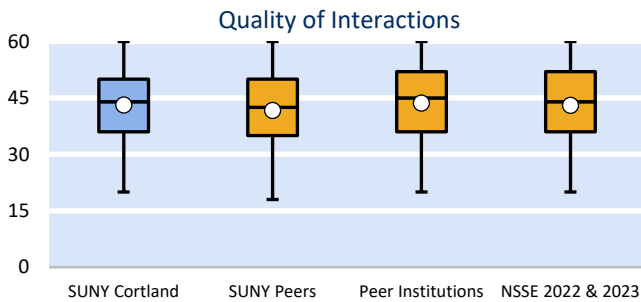
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your seniors compared with					
		SUNY Peers Mean	SUNY Peers Effect size	Peer Institutions Mean	Peer Institutions Effect size	NSSE 2022 & 2023 Mean	NSSE 2022 & 2023 Effect size
Quality of Interactions	43.1	41.7	.12	43.6	-.04	43.0	.00
Supportive Environment	32.5	31.3	.08	33.1	-.04	32.0	.04

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 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 ^a between your seniors and		
		SUNY Peers	Peer Institutions	NSSE 2022 & 2023
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	61	+9	+4	+2
13b. Academic advisors	51	-1	-5	-2
13c. Faculty	55	-2	-5	-2
13d. Student services staff (career services, student activities, housing, etc.)	47	+8	+0	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	+2	-5	-3
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	+4	-3	-1
14c. Using learning support services (tutoring services, writing center, etc.)	68	+7	+1	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-0	-2	-1
14e. Providing opportunities to be involved socially	72	+10	+6	+9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	+4	-4	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	+2	-3	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+7	+8	+11
14i. Attending events that address important social, economic, or political issues	49	+7	+4	+8

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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	36.1	39.5 ***	-.26		42.2 ***	-.48	
	Reflective and Integrative Learning	34.1	37.2 ***	-.26		39.8 ***	-.49	
	Learning Strategies	35.5	39.8 ***	-.31		42.8 ***	-.52	
	Quantitative Reasoning	29.2	30.7	-.09	✓	33.4 **	-.27	
Learning with Peers	Collaborative Learning	29.4	33.2 ***	-.27		36.5 ***	-.52	
	Discussions with Diverse Others	37.1	40.5 **	-.23		43.6 ***	-.47	
Experiences with Faculty	Student-Faculty Interaction	23.8	25.4	-.10		29.3 ***	-.35	
	Effective Teaching Practices	35.6	40.1 ***	-.33		43.3 ***	-.57	
Campus Environment	Quality of Interactions	42.0	45.2 **	-.28		48.1 ***	-.51	
	Supportive Environment	35.6	36.8	-.09	✓	39.6 ***	-.31	

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	40.2	42.1 *	-.13		44.7 ***	-.35	
	Reflective and Integrative Learning	39.1	40.6 *	-.12		43.1 ***	-.34	
	Learning Strategies	36.7	40.9 ***	-.30		43.6 ***	-.49	
	Quantitative Reasoning	28.0	32.7 ***	-.28		36.3 ***	-.51	
Learning with Peers	Collaborative Learning	33.5	34.7	-.09	✓	38.1 ***	-.34	
	Discussions with Diverse Others	37.8	41.1 ***	-.21		43.9 ***	-.42	
Experiences with Faculty	Student-Faculty Interaction	28.7	29.6	-.05	✓	34.3 ***	-.35	
	Effective Teaching Practices	39.2	42.1 ***	-.21		44.7 ***	-.41	
Campus Environment	Quality of Interactions	43.1	45.4 **	-.19		47.9 ***	-.38	
	Supportive Environment	32.5	34.5 *	-.14		37.7 ***	-.37	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year 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 positive or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SUNY Cortland (N = 156)	36.1	12.8	1.02	15	30	40	45	60				
SUNY Peers	36.6	13.3	.45	15	30	40	45	60	1,014	-.5	.649	-.040
Peer Institutions	37.4	13.3	.22	15	30	40	45	60	3,946	-1.3	.227	-.099
NSSE 2022 & 2023	38.3	13.3	.04	20	30	40	45	60	116,804	-2.2	.035	-.169
Top 50%	39.5	13.2	.05	20	30	40	50	60	75,183	-3.5	.001	-.264
Top 10%	42.2	12.8	.13	20	35	40	55	60	9,255	-6.2	.000	-.484
Reflective & Integrative Learning												
SUNY Cortland (N = 172)	34.1	11.8	.90	14	29	34	43	51				
SUNY Peers	35.1	12.3	.39	17	26	34	43	57	1,171	-1.0	.315	-.083
Peer Institutions	35.4	12.3	.19	17	26	34	43	57	4,391	-1.2	.192	-.101
NSSE 2022 & 2023	35.8	12.2	.03	17	29	37	43	57	127,760	-1.7	.069	-.139
Top 50%	37.2	12.0	.05	20	29	37	46	60	70,644	-3.1	.001	-.261
Top 10%	39.8	11.8	.12	20	31	40	49	60	9,335	-5.7	.000	-.486
Learning Strategies												
SUNY Cortland (N = 142)	35.5	13.6	1.15	13	27	33	40	60				
SUNY Peers	36.4	13.6	.50	13	27	40	47	60	886	-1.0	.447	-.070
Peer Institutions	37.7	14.0	.24	13	27	40	47	60	3,603	-2.3	.059	-.162
NSSE 2022 & 2023	38.2	13.9	.04	20	27	40	47	60	107,612	-2.7	.021	-.195
Top 50%	39.8	13.9	.06	20	27	40	53	60	60,432	-4.3	.000	-.310
Top 10%	42.8	14.0	.13	20	33	40	60	60	12,711	-7.3	.000	-.523
Quantitative Reasoning												
SUNY Cortland (N = 142)	29.2	13.9	1.17	7	20	33	40	47				
SUNY Peers	26.1	15.5	.56	0	13	27	40	53	909	3.1	.026	.204
Peer Institutions	28.8	15.4	.26	0	20	27	40	60	3,671	.4	.734	.029
NSSE 2022 & 2023	29.4	15.5	.05	0	20	27	40	60	109,505	-.2	.904	-.010
Top 50%	30.7	15.3	.06	7	20	27	40	60	73,367	-1.4	.270	-.093
Top 10%	33.4	15.4	.14	7	20	33	40	60	11,914	-4.2	.001	-.270
Learning with Peers												
Collaborative Learning												
SUNY Cortland (N = 195)	29.4	13.4	.96	10	20	30	40	55				
SUNY Peers	26.9	13.5	.40	5	20	25	35	50	1,330	2.5	.017	.185
Peer Institutions	28.5	14.1	.21	5	20	25	40	55	4,866	.9	.373	.065
NSSE 2022 & 2023	29.2	15.0	.04	5	20	30	40	55	195	.2	.808	.016
Top 50%	33.2	13.9	.05	10	25	35	40	60	82,344	-3.8	.000	-.272
Top 10%	36.5	13.7	.11	15	25	35	45	60	16,669	-7.1	.000	-.518
Discussions with Diverse Others												
SUNY Cortland (N = 143)	37.1	15.0	1.25	20	25	40	45	60				
SUNY Peers	38.0	15.1	.55	15	25	40	50	60	895	-.9	.507	-.060
Peer Institutions	37.5	15.7	.27	10	25	40	50	60	3,635	-.4	.770	-.025
NSSE 2022 & 2023	38.1	15.8	.05	10	25	40	50	60	108,406	-1.0	.439	-.065
Top 50%	40.5	14.8	.06	20	30	40	55	60	66,646	-3.4	.005	-.233
Top 10%	43.6	13.9	.16	20	35	40	60	60	7,940	-6.5	.000	-.472

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
SUNY Cortland (N = 166)	23.8	15.2	1.18	0	10	25	30	60				
SUNY Peers	21.1	15.1	.50	0	10	20	30	50	1,089	2.7	.035	.178
Peer Institutions	22.8	15.2	.24	0	10	20	35	55	4,163	1.1	.375	.070
NSSE 2022 & 2023	21.6	15.1	.04	0	10	20	30	50	121,816	2.3	.055	.149
Top 50%	25.4	15.3	.08	5	15	25	35	60	40,277	-1.5	.198	-.100
Top 10%	29.3	15.3	.20	5	20	25	40	60	5,881	-5.4	.000	-.355
Effective Teaching Practices												
SUNY Cortland (N = 157)	35.6	12.7	1.01	16	28	36	44	60				
SUNY Peers	37.0	13.3	.46	16	28	36	44	60	1,011	-1.4	.231	-.104
Peer Institutions	38.1	13.4	.22	16	28	40	48	60	3,929	-2.5	.024	-.184
NSSE 2022 & 2023	38.4	13.3	.04	16	28	40	48	60	116,310	-2.7	.010	-.204
Top 50%	40.1	13.5	.06	16	32	40	52	60	52,107	-4.5	.000	-.333
Top 10%	43.3	13.3	.16	20	36	44	56	60	6,917	-7.6	.000	-.573
Campus Environment												
Quality of Interactions												
SUNY Cortland (N = 128)	42.0	11.0	.97	26	35	42	50	60				
SUNY Peers	42.0	11.4	.44	20	36	43	50	60	811	.0	.996	.001
Peer Institutions	42.6	11.9	.21	20	36	44	50	60	3,355	-.6	.547	-.054
NSSE 2022 & 2023	43.0	11.8	.04	22	36	44	52	60	99,072	-1.0	.323	-.087
Top 50%	45.2	11.5	.06	24	38	46	54	60	41,593	-3.2	.001	-.284
Top 10%	48.1	12.1	.14	24	42	50	60	60	7,856	-6.1	.000	-.508
Supportive Environment												
SUNY Cortland (N = 133)	35.6	11.7	1.01	18	30	38	43	58				
SUNY Peers	34.5	13.0	.49	13	25	35	43	60	197	1.1	.319	.088
Peer Institutions	34.6	13.2	.23	13	25	35	43	60	145	1.0	.332	.077
NSSE 2022 & 2023	34.6	13.5	.04	13	25	35	43	60	132	1.1	.294	.079
Top 50%	36.8	13.1	.06	15	28	38	45	60	133	-1.1	.271	-.086
Top 10%	39.6	12.8	.17	20	30	40	50	60	140	-4.0	.000	-.314

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SUNY Cortland (N = 281)	40.2	13.2	.79	20	30	40	50	60				
SUNY Peers	40.5	13.8	.42	20	30	40	50	60	1,373	-.3	.742	-.022
Peer Institutions	40.6	13.9	.20	20	30	40	50	60	5,125	-.3	.701	-.024
NSSE 2022 & 2023	40.7	13.8	.04	20	30	40	50	60	140,588	-.4	.606	-.031
Top 50%	42.1	13.7	.05	20	35	40	55	60	65,579	-1.8	.026	-.133
Top 10%	44.7	12.8	.16	20	40	45	60	60	6,525	-4.5	.000	-.348
Reflective & Integrative Learning												
SUNY Cortland (N = 297)	39.1	12.1	.71	20	31	40	49	60				
SUNY Peers	39.3	12.6	.36	20	31	40	49	60	1,502	-.2	.842	-.013
Peer Institutions	38.8	13.1	.18	17	29	40	49	60	336	.3	.653	.025
NSSE 2022 & 2023	38.7	12.9	.03	17	29	40	49	60	150,071	.4	.571	.033
Top 50%	40.6	12.5	.05	20	31	40	51	60	59,459	-1.5	.039	-.120
Top 10%	43.1	11.8	.15	23	34	43	54	60	6,294	-4.0	.000	-.336
Learning Strategies												
SUNY Cortland (N = 264)	36.7	15.7	.97	7	27	40	47	60				
SUNY Peers	38.5	14.9	.47	13	27	40	47	60	1,259	-1.8	.081	-.121
Peer Institutions	39.5	14.6	.22	13	27	40	53	60	290	-2.8	.005	-.192
NSSE 2022 & 2023	39.2	14.6	.04	13	27	40	53	60	263	-2.5	.010	-.171
Top 50%	40.9	14.5	.05	20	33	40	53	60	264	-4.3	.000	-.295
Top 10%	43.6	14.1	.14	20	33	40	60	60	274	-6.9	.000	-.487
Quantitative Reasoning												
SUNY Cortland (N = 269)	28.0	16.6	1.01	0	20	27	40	60				
SUNY Peers	28.9	17.1	.54	0	20	27	40	60	1,286	-.9	.436	-.053
Peer Institutions	30.7	16.5	.24	0	20	33	40	60	4,870	-2.7	.009	-.165
NSSE 2022 & 2023	31.4	16.6	.05	0	20	33	40	60	134,021	-3.4	.001	-.206
Top 50%	32.7	16.5	.06	7	20	33	40	60	82,489	-4.7	.000	-.285
Top 10%	36.3	16.2	.20	7	20	40	47	60	6,860	-8.3	.000	-.511
Learning with Peers												
Collaborative Learning												
SUNY Cortland (N = 314)	33.5	13.9	.79	10	25	35	40	60				
SUNY Peers	29.6	14.9	.41	5	20	30	40	60	1,598	3.9	.000	.266
Peer Institutions	29.3	15.7	.21	5	20	30	40	60	360	4.2	.000	.266
NSSE 2022 & 2023	30.3	16.0	.04	0	20	30	40	60	314	3.2	.000	.201
Top 50%	34.7	14.2	.06	10	25	35	45	60	65,702	-1.3	.120	-.088
Top 10%	38.1	13.6	.14	15	30	40	50	60	9,207	-4.6	.000	-.341
Discussions with Diverse Others												
SUNY Cortland (N = 265)	37.8	16.3	1.00	10	25	40	50	60				
SUNY Peers	38.1	16.1	.51	10	25	40	50	60	1,271	-.3	.770	-.020
Peer Institutions	38.5	16.3	.24	10	25	40	55	60	4,828	-.7	.472	-.045
NSSE 2022 & 2023	38.8	16.2	.04	10	25	40	55	60	132,875	-1.0	.293	-.065
Top 50%	41.1	15.6	.06	15	30	40	55	60	72,516	-3.3	.001	-.212
Top 10%	43.9	14.8	.17	20	35	45	60	60	280	-6.2	.000	-.416

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
SUNY Cortland (N = 283)	28.7	16.6	.99	5	15	25	40	60				
SUNY Peers	26.3	16.4	.48	5	15	25	40	60	1,431	2.4	.029	.145
Peer Institutions	25.0	16.7	.24	0	10	20	35	60	5,285	3.7	.000	.224
NSSE 2022 & 2023	23.7	16.5	.04	0	10	20	35	60	144,913	5.0	.000	.301
Top 50%	29.6	16.2	.09	5	20	30	40	60	31,504	-.9	.367	-.054
Top 10%	34.3	15.8	.26	10	20	35	45	60	3,869	-5.5	.000	-.349
Effective Teaching Practices												
SUNY Cortland (N = 280)	39.2	13.0	.78	20	28	40	48	60				
SUNY Peers	40.1	13.8	.42	16	32	40	52	60	1,360	-.9	.323	-.066
Peer Institutions	40.5	14.3	.21	16	32	40	52	60	320	-1.2	.123	-.087
NSSE 2022 & 2023	40.0	14.1	.04	16	32	40	52	60	140,329	-.8	.339	-.057
Top 50%	42.1	13.8	.06	20	32	40	56	60	48,754	-2.9	.000	-.211
Top 10%	44.7	13.4	.15	20	36	44	56	60	7,858	-5.5	.000	-.409
Campus Environment												
Quality of Interactions												
SUNY Cortland (N = 247)	43.1	11.5	.73	20	36	44	50	60				
SUNY Peers	41.7	11.9	.40	18	35	43	50	60	1,153	1.4	.093	.121
Peer Institutions	43.6	12.1	.19	20	36	45	52	60	4,332	-.5	.504	-.044
NSSE 2022 & 2023	43.0	12.4	.04	20	36	44	52	60	247	.1	.937	.005
Top 50%	45.4	12.1	.05	22	38	48	55	60	52,346	-2.3	.003	-.188
Top 10%	47.9	12.5	.11	22	40	50	60	60	257	-4.8	.000	-.382
Supportive Environment												
SUNY Cortland (N = 261)	32.5	13.0	.80	10	23	33	40	58				
SUNY Peers	31.3	14.5	.47	8	20	30	40	60	452	1.2	.201	.084
Peer Institutions	33.1	14.4	.22	10	23	33	43	60	300	-.6	.443	-.044
NSSE 2022 & 2023	32.0	14.5	.04	8	20	33	40	60	262	.5	.525	.035
Top 50%	34.5	14.3	.07	10	25	35	45	60	264	-2.1	.011	-.144
Top 10%	37.7	13.9	.21	15	28	38	48	60	296	-5.2	.000	-.374

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

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

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

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

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

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

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