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# NSSE 2017

## Engagement Indicators

Stony Brook University

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### About Your Engagement Indicators Report

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

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

### Report Sections

#### Overview (p. 3)

Displays how average EI scores for your 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](http://nsse.indiana.edu)

## Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four 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	Your first-year students compared with	Your first-year students compared with
		AAUDE	SUNY	RU/VH
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	Your seniors compared with	Your seniors compared with
		AAUDE	SUNY	RU/VH
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

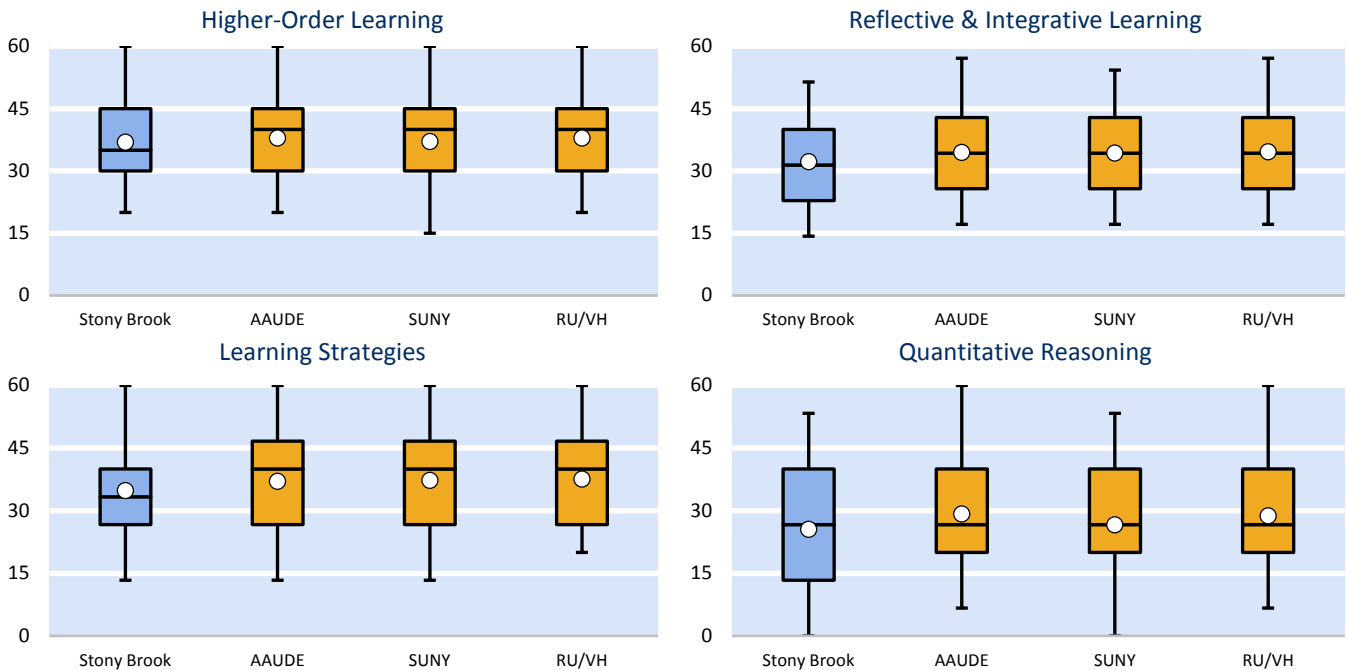
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Stony Brook Mean	Your first-year students compared with					
		AAUDE		SUNY		RU/VH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.9	37.9	-.08	37.1	-.01	37.9	-.08
Reflective & Integrative Learning	32.2	34.5 ***	-.19	34.3 **	-.18	34.6 ***	-.20
Learning Strategies	34.9	37.0 **	-.16	37.2 **	-.18	37.6 ***	-.20
Quantitative Reasoning	25.5	29.3 ***	-.26	26.7	-.08	28.8 ***	-.22

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<sup>a</sup> on Indicator Items

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

		Percentage point difference between your FY students and			
	Stony Brook	AAUDE	SUNY	RU/VH	
<b>Higher-Order Learning</b>					
<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	73	-5	+3	-3	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-2	+2	-2	
4d. Evaluating a point of view, decision, or information source	61	-2	-5	-4	
4e. Forming a new idea or understanding from various pieces of information	65	+0	+0	-1	
<b>Reflective &amp; Integrative Learning</b>					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
2a. Combined ideas from different courses when completing assignments	43	-11	-8	-9	
2b. Connected your learning to societal problems or issues	40	-11	-9	-11	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	-5	-6	-7	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-3	-3	-4	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-2	-3	-4	
2f. Learned something that changed the way you understand an issue or concept	62	-3	-3	-3	
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-5	-4	-5	
<b>Learning Strategies</b>					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
9a. Identified key information from reading assignments	70	-5	-2	-6	
9b. Reviewed your notes after class	56	-4	-8	-7	
9c. Summarized what you learned in class or from course materials	57	-2	-6	-4	
<b>Quantitative Reasoning</b>					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	48	-10	-3	-8	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	-8	-4	-7	
6c. Evaluated what others have concluded from numerical information	37	-5	+0	-4	

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

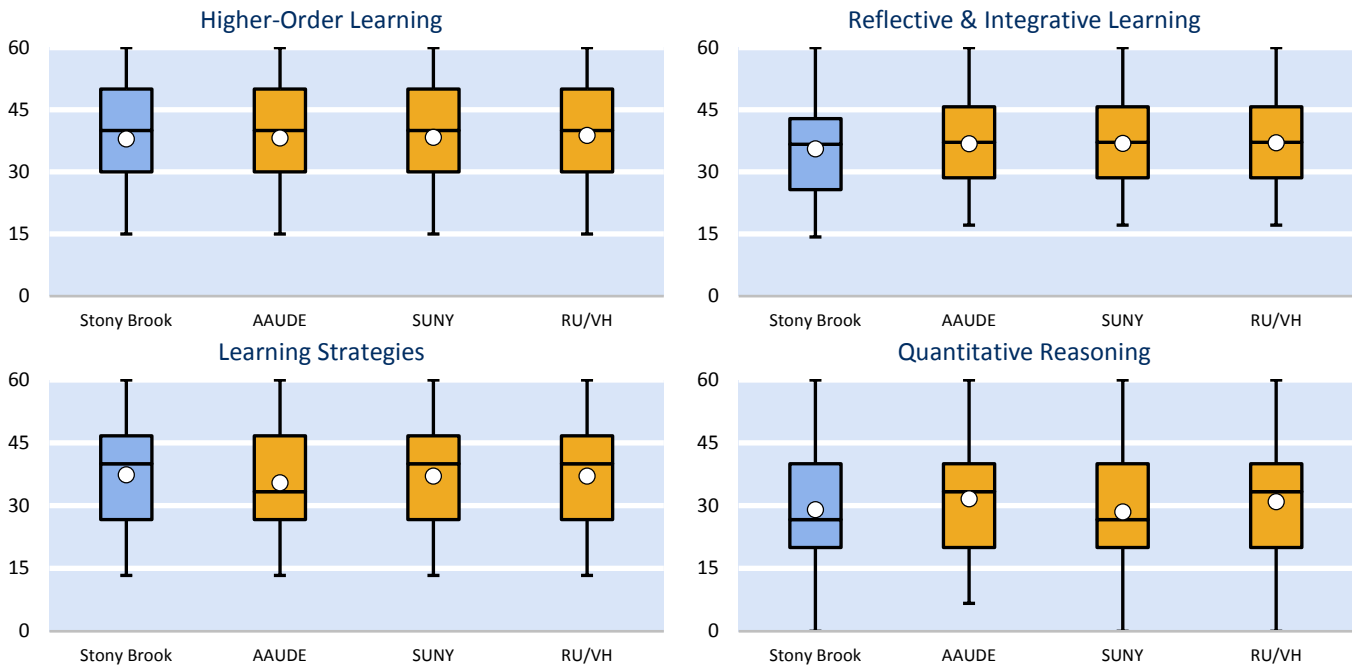
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Engagement Indicator	Stony Brook Mean	Your seniors compared with					
		AAUDE		SUNY		RU/VH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.9	38.2	-.02	38.4	-.03	38.8	-.06
Reflective & Integrative Learning	35.6	36.8 *	-.10	36.9 *	-.11	37.0 **	-.12
Learning Strategies	37.4	35.4 **	.13	37.1	.02	37.1	.02
Quantitative Reasoning	29.0	31.6 ***	-.16	28.4	.04	30.9 **	-.12

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<sup>a</sup> 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.

	Stony Brook	Percentage point difference between your seniors and		
		AAUDE	SUNY	RU/VH
<b>Higher-Order Learning</b>				
<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	-4	+0	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-2	-1	-3
4d. Evaluating a point of view, decision, or information source	65	+4	-1	+1
4e. Forming a new idea or understanding from various pieces of information	63	-2	-5	-4
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	60	-10	-8	-9
2b. Connected your learning to societal problems or issues	54	-3	-5	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	-6	-9	-7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-2	-3	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	+1	-2	-1
2f. Learned something that changed the way you understand an issue or concept	68	-1	-2	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-3	-2	-3
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	+0	-2	-1
9b. Reviewed your notes after class	59	+8	+1	+2
9c. Summarized what you learned in class or from course materials	60	+5	-1	+0
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51	-8	-1	-7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-1	+3	-1
6c. Evaluated what others have concluded from numerical information	43	-7	+1	-5

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### Learning with Peers: First-year students

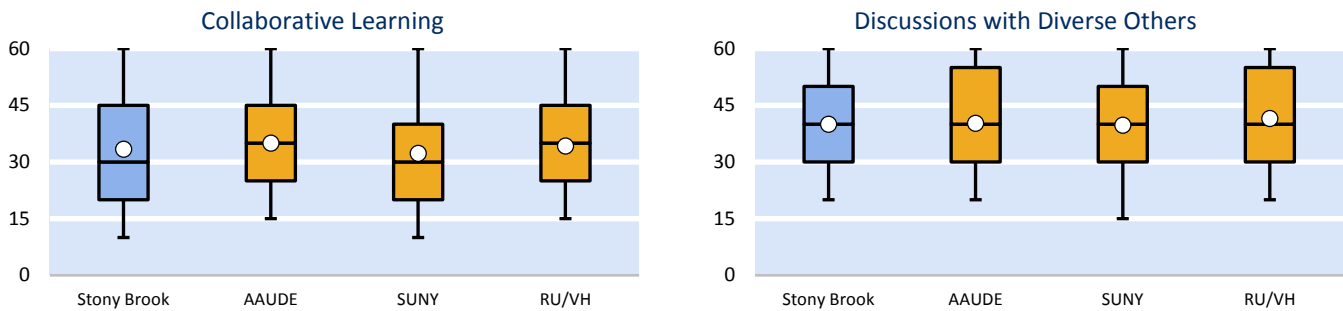
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Stony Brook Mean	Your first-year students compared with					
		AAUDE		SUNY		RU/VH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.4	35.0 *	-.12	32.3	.08	34.2	-.06
Discussions with Diverse Others	39.9	40.2	-.02	39.7	.02	41.5	-.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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#### Performance<sup>a</sup> on Indicator Items

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Collaborative Learning	Stony Brook %	Percentage point difference between your FY students and			
		AAUDE	SUNY	RU/VH	
Percentage of students who responded that they "Very often" or "Often"...					
1e. Asked another student to help you understand course material	57	-4	+4	-1	
1f. Explained course material to one or more students	57	-8	-1	-6	
1g. Prepared for exams by discussing or working through course material with other students	54	-2	+4	-1	
1h. Worked with other students on course projects or assignments	48	-9	-5	-8	
<b>Discussions with Diverse Others</b>					
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	73	+3	+1	-1	
8b. People from an economic background other than your own	69	-3	-3	-5	
8c. People with religious beliefs other than your own	74	+4	+7	+2	
8d. People with political views other than your own	56	-12	-8	-15	

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### Learning with Peers: Seniors

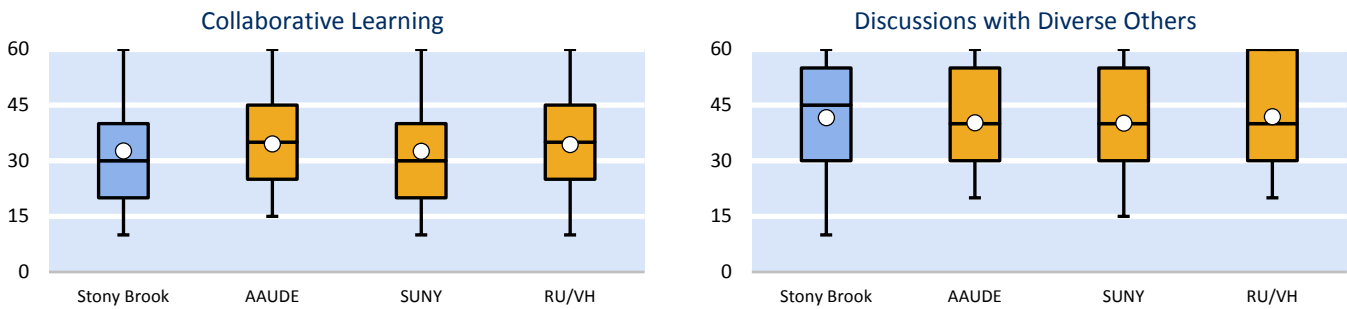
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Stony Brook Mean	Your seniors compared with					
		AAUDE		SUNY		RU/VH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.7	34.6 **	-.13	32.6	.01	34.4 **	-.12
Discussions with Diverse Others	41.6	40.2	.09	40.2	.10	41.9	-.02

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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Collaborative Learning	Stony Brook %	Percentage point difference between your seniors and		
		AAUDE	SUNY	RU/VH
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	46	-4	+2	-3
1f. Explained course material to one or more students	59	-5	-2	-4
1g. Prepared for exams by discussing or working through course material with other students	47	-2	-1	-4
1h. Worked with other students on course projects or assignments	60	-8	-0	-7
<b>Discussions with Diverse Others</b>				
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	77	+8	+5	+3
8b. People from an economic background other than your own	73	+2	+1	-1
8c. People with religious beliefs other than your own	75	+4	+5	+2
8d. People with political views other than your own	62	-5	-1	-7

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### Experiences with Faculty: First-year students

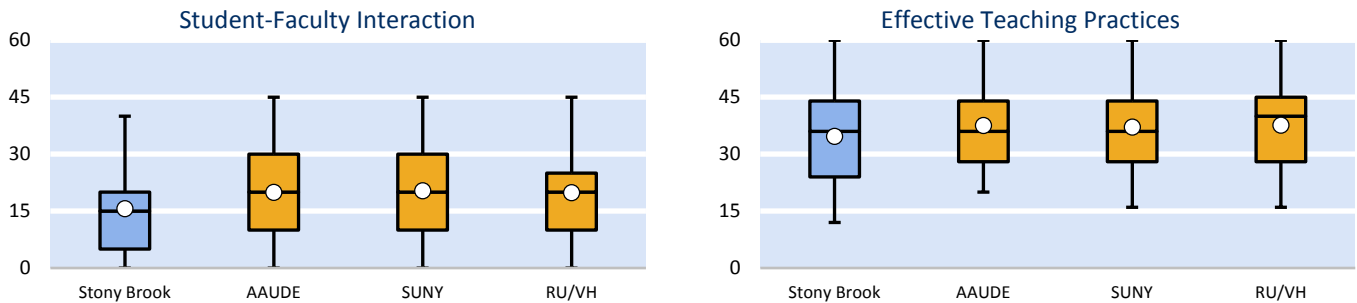
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Stony Brook Mean	Your first-year students compared with					
		AAUDE		SUNY		RU/VH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	15.6	19.9 ***	-.32	20.3 ***	-.33	19.8 ***	-.30
Effective Teaching Practices	34.6	37.5 ***	-.24	37.1 ***	-.19	37.6 ***	-.24

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Student-Faculty Interaction	Stony Brook %	Percentage point difference between your FY students and		
		AAUDE	SUNY	RU/VH
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	22	-10	-11	-11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-4	-6	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	17	-7	-9	-6
3d. Discussed your academic performance with a faculty member	18	-7	-10	-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	70	-8	-6	-7
5b. Taught course sessions in an organized way	71	-7	-2	-6
5c. Used examples or illustrations to explain difficult points	68	-9	-4	-8
5d. Provided feedback on a draft or work in progress	52	-3	-8	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	43	-12	-12	-11

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### Experiences with Faculty: Seniors

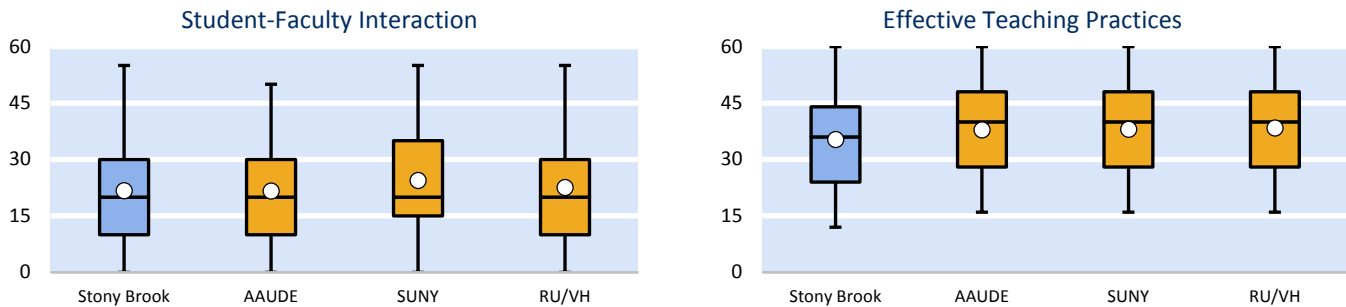
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.7	21.6	.01	24.4 ***	-.17	22.5	-.05
Effective Teaching Practices	35.3	37.9 ***	-.20	38.0 ***	-.20	38.3 ***	-.23

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Student-Faculty Interaction	Stony Brook	Percentage point difference between your seniors and		
		AAUDE	SUNY	RU/VH
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	31	-5	-11	-8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+2	-1	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-1	-6	-2
3d. Discussed your academic performance with a faculty member	29	+6	-5	+1
<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	77	-3	-1	-3
5b. Taught course sessions in an organized way	70	-10	-6	-8
5c. Used examples or illustrations to explain difficult points	71	-9	-3	-7
5d. Provided feedback on a draft or work in progress	47	-3	-10	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	47	-10	-12	-12

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: First-year students

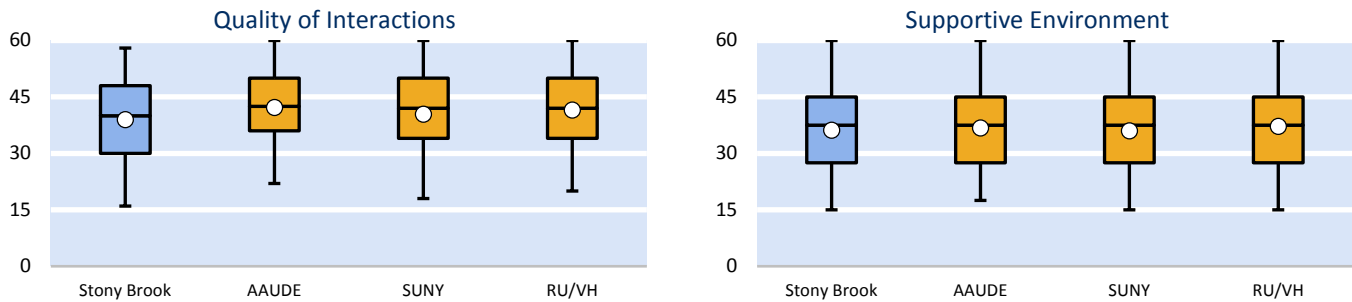
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Stony Brook Mean	Your first-year students compared with					
		AAUDE		SUNY		RU/VH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.0	42.2 ***	-.29	40.5	-.12	41.5 ***	-.22
Supportive Environment	36.2	36.8	-.05	36.0	.01	37.2	-.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<sup>a</sup> 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	Stony Brook	Percentage point difference between your FY students and		
		AAUDE	SUNY	RU/VH
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	45	-10	-2	-9
13b. Academic advisors	37	-13	-4	-11
13c. Faculty	38	-9	-4	-7
13d. Student services staff (career services, student activities, housing, etc.)	35	-8	-5	-8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-8	-6	-6
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	73	-4	+0	-4
14c. Using learning support services (tutoring services, writing center, etc.)	77	+3	+5	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+4	+2	+3
14e. Providing opportunities to be involved socially	66	-9	-7	-9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	-1	+6	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	-3	-3	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	-8	-5	-9
14i. Attending events that address important social, economic, or political issues	57	+4	+1	+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.

### Campus Environment: Seniors

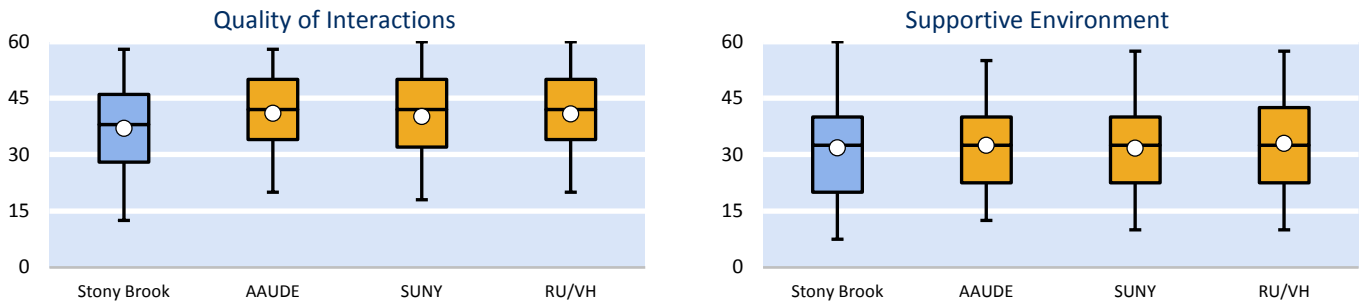
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Stony Brook Mean	Your seniors compared with					
		AAUDE		SUNY		RU/VH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	37.0	41.0 ***	-.36	40.2 ***	-.26	40.8 ***	-.32
Supportive Environment	31.8	32.5	-.05	31.7	.01	33.0	-.09

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<sup>a</sup> 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	Stony Brook %	Percentage point difference between your seniors and			
		AAUDE	SUNY	RU/VH	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>					
13a. Students	42	-14	-9	-15	
13b. Academic advisors	34	-13	-9	-11	
13c. Faculty	42	-9	-7	-9	
13d. Student services staff (career services, student activities, housing, etc.)	30	-8	-6	-9	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	33	-1	-5	-2	
<i>Supportive Environment</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>					
14b. Providing support to help students succeed academically	62	-5	-5	-6	
14c. Using learning support services (tutoring services, writing center, etc.)	59	-2	-1	-3	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+10	+3	+4	
14e. Providing opportunities to be involved socially	57	-11	-8	-11	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	-5	+2	-4	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	+3	+0	-0	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	-7	+2	-6	
14i. Attending events that address important social, economic, or political issues	49	+5	+3	+4	

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](http://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<sup>a</sup> 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<sup>b</sup> 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		Stony Brook Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.9	39.2 **	-.17		41.2 ***	-.32	
	Reflective and Integrative Learning	32.2	36.6 ***	-.36		38.3 ***	-.49	
	Learning Strategies	34.9	39.8 ***	-.36		41.9 ***	-.50	
	Quantitative Reasoning	25.5	28.8 ***	-.22		30.4 ***	-.32	
<i>Learning with Peers</i>	Collaborative Learning	33.4	35.2 *	-.13		37.1 ***	-.28	
	Discussions with Diverse Others	39.9	41.7 *	-.12		43.8 ***	-.27	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	15.6	23.8 ***	-.56		27.2 ***	-.75	
	Effective Teaching Practices	34.6	40.7 ***	-.47		42.6 ***	-.59	
<i>Campus Environment</i>	Quality of Interactions	39.0	43.8 ***	-.42		46.1 ***	-.60	
	Supportive Environment	36.2	38.2 *	-.16		40.0 ***	-.29	

Seniors		Stony Brook Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.9	41.8 ***	-.29		43.3 ***	-.39	
	Reflective and Integrative Learning	35.6	40.0 ***	-.36		42.0 ***	-.53	
	Learning Strategies	37.4	40.7 ***	-.23		42.9 ***	-.39	
	Quantitative Reasoning	29.0	31.1 **	-.13		33.0 ***	-.25	
<i>Learning with Peers</i>	Collaborative Learning	32.7	35.8 ***	-.23		37.9 ***	-.39	
	Discussions with Diverse Others	41.6	42.3	-.04	✓	44.3 ***	-.17	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.7	29.2 ***	-.48		33.0 ***	-.71	
	Effective Teaching Practices	35.3	41.8 ***	-.48		43.8 ***	-.63	
<i>Campus Environment</i>	Quality of Interactions	37.0	44.8 ***	-.67		46.9 ***	-.82	
	Supportive Environment	31.8	34.8 ***	-.21		37.2 ***	-.39	

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Stony Brook (N = 360)	36.9	12.6	.66	20	30	35	45	60				
AAUDE	37.9	12.7	.15	20	30	40	45	60	7,267	-1.0	.140	-.080
SUNY	37.1	13.2	.24	15	30	40	45	60	3,453	-.2	.831	-.012
RU/VH	37.9	12.9	.09	20	30	40	45	60	20,980	-1.0	.140	-.078
Top 50%	39.2	13.1	.05	20	30	40	50	60	81,223	-2.3	.001	-.172
Top 10%	41.2	13.3	.11	20	35	40	50	60	15,303	-4.3	.000	-.320
<b>Reflective &amp; Integrative Learning</b>												
Stony Brook (N = 375)	32.2	11.6	.60	14	23	31	40	51				
AAUDE	34.5	11.8	.14	17	26	34	43	57	7,572	-2.3	.000	-.191
SUNY	34.3	11.9	.21	17	26	34	43	54	3,605	-2.1	.001	-.176
RU/VH	34.6	11.9	.08	17	26	34	43	57	21,851	-2.4	.000	-.201
Top 50%	36.6	12.0	.04	17	29	37	46	57	75,602	-4.3	.000	-.363
Top 10%	38.3	12.3	.10	20	29	37	46	60	16,699	-6.0	.000	-.491
<b>Learning Strategies</b>												
Stony Brook (N = 300)	34.9	13.3	.77	13	27	33	40	60				
AAUDE	37.0	13.6	.17	13	27	40	47	60	6,458	-2.2	.007	-.160
SUNY	37.2	13.6	.26	13	27	40	47	60	2,990	-2.4	.004	-.176
RU/VH	37.6	13.6	.10	20	27	40	47	60	18,672	-2.7	.001	-.199
Top 50%	39.8	13.7	.05	20	27	40	53	60	62,786	-5.0	.000	-.363
Top 10%	41.9	14.1	.11	20	33	40	53	60	16,135	-7.1	.000	-.504
<b>Quantitative Reasoning</b>												
Stony Brook (N = 347)	25.5	14.8	.79	0	13	27	40	53				
AAUDE	29.3	14.7	.18	7	20	27	40	60	7,289	-3.7	.000	-.256
SUNY	26.7	15.0	.27	0	20	27	40	53	3,405	-1.1	.181	-.076
RU/VH	28.8	14.9	.10	7	20	27	40	60	20,919	-3.3	.000	-.219
Top 50%	28.8	15.2	.05	0	20	27	40	60	87,567	-3.3	.000	-.218
Top 10%	30.4	15.2	.10	7	20	27	40	60	21,574	-4.9	.000	-.322
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Stony Brook (N = 403)	33.4	14.2	.71	10	20	30	45	60				
AAUDE	35.0	13.6	.16	15	25	35	45	60	442	-1.6	.030	-.116
SUNY	32.3	13.9	.24	10	20	30	40	60	3,750	1.1	.131	.080
RU/VH	34.2	13.9	.09	15	25	35	45	60	22,749	-.8	.232	-.060
Top 50%	35.2	13.5	.05	15	25	35	45	60	405	-1.8	.011	-.134
Top 10%	37.1	13.4	.09	15	25	40	45	60	415	-3.7	.000	-.276
<b>Discussions with Diverse Others</b>												
Stony Brook (N = 303)	39.9	14.2	.81	20	30	40	50	60				
AAUDE	40.2	14.5	.18	20	30	40	55	60	6,526	-.3	.736	-.020
SUNY	39.7	15.0	.29	15	30	40	50	60	3,025	.2	.789	.016
RU/VH	41.5	14.7	.11	20	30	40	55	60	18,846	-1.5	.073	-.104
Top 50%	41.7	14.9	.05	20	30	40	55	60	79,849	-1.8	.036	-.120
Top 10%	43.8	14.5	.11	20	35	45	60	60	19,084	-3.9	.000	-.266



#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Stony Brook (N = 368)	15.6	13.0	.68	0	5	15	20	40				
AAUDE	19.9	13.5	.16	0	10	20	30	45	7,394	-4.4	.000	-.325
SUNY	20.3	14.4	.26	0	10	20	30	45	480	-4.7	.000	-.333
RU/VH	19.8	14.0	.10	0	10	20	25	45	21,312	-4.3	.000	-.305
Top 50%	23.8	14.7	.07	0	15	20	35	55	374	-8.2	.000	-.560
Top 10%	27.2	15.6	.17	5	15	25	40	60	416	-11.7	.000	-.754
<b>Effective Teaching Practices</b>												
Stony Brook (N = 360)	34.6	13.2	.69	12	24	36	44	60				
AAUDE	37.5	12.1	.14	20	28	36	44	60	391	-2.9	.000	-.236
SUNY	37.1	12.9	.23	16	28	36	44	60	3,470	-2.5	.001	-.192
RU/VH	37.6	12.5	.09	16	28	40	45	60	21,210	-3.0	.000	-.239
Top 50%	40.7	13.0	.05	20	32	40	52	60	57,122	-6.1	.000	-.466
Top 10%	42.6	13.6	.12	20	36	44	56	60	13,292	-8.0	.000	-.588
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Stony Brook (N = 274)	39.0	12.1	.73	16	30	40	48	58				
AAUDE	42.2	10.8	.14	22	36	43	50	60	294	-3.2	.000	-.292
SUNY	40.5	11.9	.24	18	34	42	50	60	2,817	-1.4	.058	-.121
RU/VH	41.5	11.6	.09	20	34	42	50	60	17,757	-2.5	.000	-.217
Top 50%	43.8	11.5	.05	22	38	46	52	60	52,661	-4.8	.000	-.418
Top 10%	46.1	11.7	.12	24	40	48	56	60	9,221	-7.1	.000	-.600
<b>Supportive Environment</b>												
Stony Brook (N = 270)	36.2	12.8	.78	15	28	38	45	60				
AAUDE	36.8	12.7	.17	18	28	38	45	60	6,040	-.6	.444	-.048
SUNY	36.0	13.3	.27	15	28	38	45	60	2,754	.2	.827	.014
RU/VH	37.2	12.9	.10	15	28	38	45	60	17,473	-1.0	.215	-.076
Top 50%	38.2	13.1	.05	18	30	40	48	60	64,382	-2.0	.010	-.156
Top 10%	40.0	13.0	.11	18	31	40	50	60	15,504	-3.8	.000	-.293

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Stony Brook (N = 506)	37.9	14.6	.65	15	30	40	50	60				
AAUDE	38.2	13.4	.17	15	30	40	50	60	573	-.3	.667	-.021
SUNY	38.4	13.8	.24	15	30	40	50	60	3,890	-.4	.534	-.030
RU/VH	38.8	13.6	.09	15	30	40	50	60	525	-.8	.201	-.062
Top 50%	41.8	13.5	.06	20	35	40	55	60	513	-3.9	.000	-.288
Top 10%	43.3	13.4	.11	20	35	40	55	60	16,620	-5.3	.000	-.394
<b>Reflective &amp; Integrative Learning</b>												
Stony Brook (N = 535)	35.6	13.1	.57	14	26	37	43	60				
AAUDE	36.8	12.5	.15	17	29	37	46	60	7,169	-1.2	.028	-.098
SUNY	36.9	12.5	.21	17	29	37	46	60	4,055	-1.4	.019	-.109
RU/VH	37.0	12.5	.08	17	29	37	46	60	22,807	-1.5	.006	-.119
Top 50%	40.0	12.3	.05	20	31	40	49	60	56,710	-4.4	.000	-.361
Top 10%	42.0	12.2	.11	20	34	43	51	60	12,224	-6.4	.000	-.525
<b>Learning Strategies</b>												
Stony Brook (N = 425)	37.4	14.3	.69	13	27	40	47	60				
AAUDE	35.4	14.4	.19	13	27	33	47	60	6,200	1.9	.007	.135
SUNY	37.1	14.3	.26	13	27	40	47	60	3,431	.3	.685	.021
RU/VH	37.1	14.6	.10	13	27	40	47	60	19,903	.3	.665	.021
Top 50%	40.7	14.4	.06	20	33	40	53	60	66,289	-3.4	.000	-.234
Top 10%	42.9	14.3	.10	20	33	40	60	60	19,600	-5.5	.000	-.386
<b>Quantitative Reasoning</b>												
Stony Brook (N = 495)	29.0	16.0	.72	0	20	27	40	60				
AAUDE	31.6	16.0	.20	7	20	33	40	60	6,914	-2.6	.000	-.164
SUNY	28.4	16.1	.28	0	20	27	40	60	3,845	.6	.467	.035
RU/VH	30.9	16.1	.11	0	20	33	40	60	21,983	-1.9	.009	-.120
Top 50%	31.1	16.2	.06	0	20	33	40	60	83,550	-2.1	.003	-.133
Top 10%	33.0	15.9	.12	7	20	33	40	60	18,833	-4.0	.000	-.251
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Stony Brook (N = 580)	32.7	14.2	.59	10	20	30	40	60				
AAUDE	34.6	14.1	.17	15	25	35	45	60	7,470	-1.9	.002	-.132
SUNY	32.6	14.5	.24	10	20	30	40	60	4,182	.1	.874	.007
RU/VH	34.4	14.4	.10	10	25	35	45	60	23,515	-1.7	.006	-.116
Top 50%	35.8	13.8	.05	15	25	35	45	60	77,681	-3.1	.000	-.227
Top 10%	37.9	13.4	.11	15	30	40	50	60	16,250	-5.2	.000	-.387
<b>Discussions with Diverse Others</b>												
Stony Brook (N = 430)	41.6	16.1	.78	10	30	45	55	60				
AAUDE	40.2	14.6	.19	20	30	40	55	60	482	1.4	.082	.095
SUNY	40.2	15.3	.28	15	30	40	55	60	3,468	1.5	.065	.095
RU/VH	41.9	15.1	.11	20	30	40	60	60	20,073	-.3	.690	-.019
Top 50%	42.3	15.6	.05	15	30	40	60	60	83,729	-.7	.362	-.044
Top 10%	44.3	15.3	.11	20	35	45	60	60	18,512	-2.6	.000	-.172

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Stony Brook (N = 511)	21.7	15.7	.70	0	10	20	30	55				
AAUDE	21.6	14.7	.18	0	10	20	30	50	6,981	.1	.909	.005
SUNY	24.4	15.6	.27	0	15	20	35	55	3,956	-2.7	.000	-.171
RU/VH	22.5	15.3	.10	0	10	20	30	55	22,293	-.8	.231	-.054
Top 50%	29.2	15.7	.09	5	20	30	40	60	33,939	-7.5	.000	-.480
Top 10%	33.0	16.0	.22	10	20	30	45	60	619	-11.3	.000	-.708
<b>Effective Teaching Practices</b>												
Stony Brook (N = 508)	35.3	14.0	.62	12	24	36	44	60				
AAUDE	37.9	12.5	.16	16	28	40	48	60	572	-2.5	.000	-.202
SUNY	38.0	13.5	.23	16	28	40	48	60	3,922	-2.7	.000	-.201
RU/VH	38.3	13.0	.09	16	28	40	48	60	528	-3.0	.000	-.230
Top 50%	41.8	13.5	.06	20	32	40	52	60	48,103	-6.5	.000	-.478
Top 10%	43.8	13.4	.14	20	36	44	56	60	9,971	-8.5	.000	-.634
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Stony Brook (N = 398)	37.0	13.0	.65	13	28	38	46	58				
AAUDE	41.0	11.1	.15	20	34	42	50	58	439	-4.0	.000	-.360
SUNY	40.2	12.2	.23	18	32	42	50	60	500	-3.1	.000	-.255
RU/VH	40.8	11.8	.09	20	34	42	50	60	411	-3.8	.000	-.320
Top 50%	44.8	11.6	.05	23	38	46	54	60	402	-7.8	.000	-.669
Top 10%	46.9	12.1	.11	23	40	50	58	60	419	-9.9	.000	-.815
<b>Supportive Environment</b>												
Stony Brook (N = 393)	31.8	14.8	.75	8	20	33	40	60				
AAUDE	32.5	13.1	.18	13	23	33	40	55	436	-.7	.343	-.055
SUNY	31.7	13.6	.25	10	23	33	40	58	487	.1	.890	.008
RU/VH	33.0	13.6	.10	10	23	33	43	58	406	-1.2	.119	-.086
Top 50%	34.8	13.7	.06	13	25	35	45	60	396	-2.9	.000	-.214
Top 10%	37.2	13.6	.14	13	28	38	48	60	419	-5.3	.000	-.391

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.