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# NSSE 2020

## Engagement Indicators

SUNY Cortland

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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 2019 and 2020 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, 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. The Report Builder 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](https://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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with SUNY Peers	Your first-year students compared with Peer Colleges	Your first-year students compared with NSSE 2019 & 2020
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	△	--	--
<i>Learning with Peers</i>	Collaborative Learning	▲	--	--
	Discussions with Diverse Others	△	△	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	△	--	--
	Supportive Environment	△	△	△

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with SUNY Peers	Your seniors compared with Peer Colleges	Your seniors compared with NSSE 2019 & 2020
<i>Academic Challenge</i>	Higher-Order Learning	△	--	--
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	△	--	--
<i>Learning with Peers</i>	Collaborative Learning	△	△	△
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	▲
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	△	--	--
	Supportive Environment	△	△	△

### Academic Challenge: First-year students

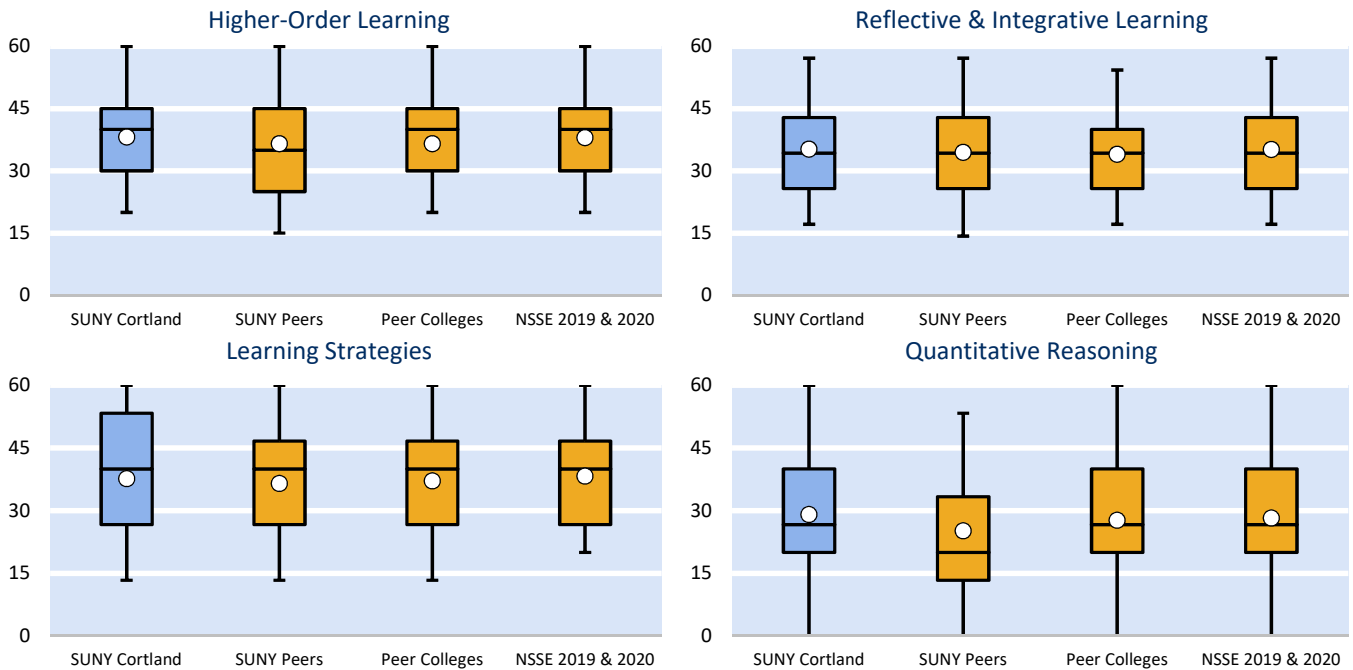
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your first-year students compared with					
		SUNY Peers		Peer Colleges		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.1	36.6	.12	36.6	.12	38.1	.01
Reflective & Integrative Learning	35.3	34.5	.06	34.0	.11	35.2	.01
Learning Strategies	37.7	36.5	.08	37.2	.04	38.3	-.04
Quantitative Reasoning	29.1	25.2 ***	.26	27.7	.09	28.2	.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






















































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 <sup>a</sup> between your FY students and		
		SUNY Peers	Peer Colleges	NSSE 2019 & 2020
<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	+10 	+6 	+4 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	+8 	+6 	+2 
4d. Evaluating a point of view, decision, or information source	71	+5 	+5 	+2 
4e. Forming a new idea or understanding from various pieces of information	71	+4 	+5 	+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	56	+9 	+5 	+4 
2b. Connected your learning to societal problems or issues	52	+2 	+4 	+1 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+5 	+9 	+5 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-1 	+0 	-3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+2 	+2 	+0 
2f. Learned something that changed the way you understand an issue or concept	65	+1 	+2 	-2 
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-1 	-2 	-4 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-0 	-1 	-4 
9b. Reviewed your notes after class	66	+5 	+1 	+0 
9c. Summarized what you learned in class or from course materials	63	+5 	+2 	-1 
<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.)	56	+12 	+5 	+3 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+12 	+6 	+5 
6c. Evaluated what others have concluded from numerical information	41	+9 	+2 	+1 

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

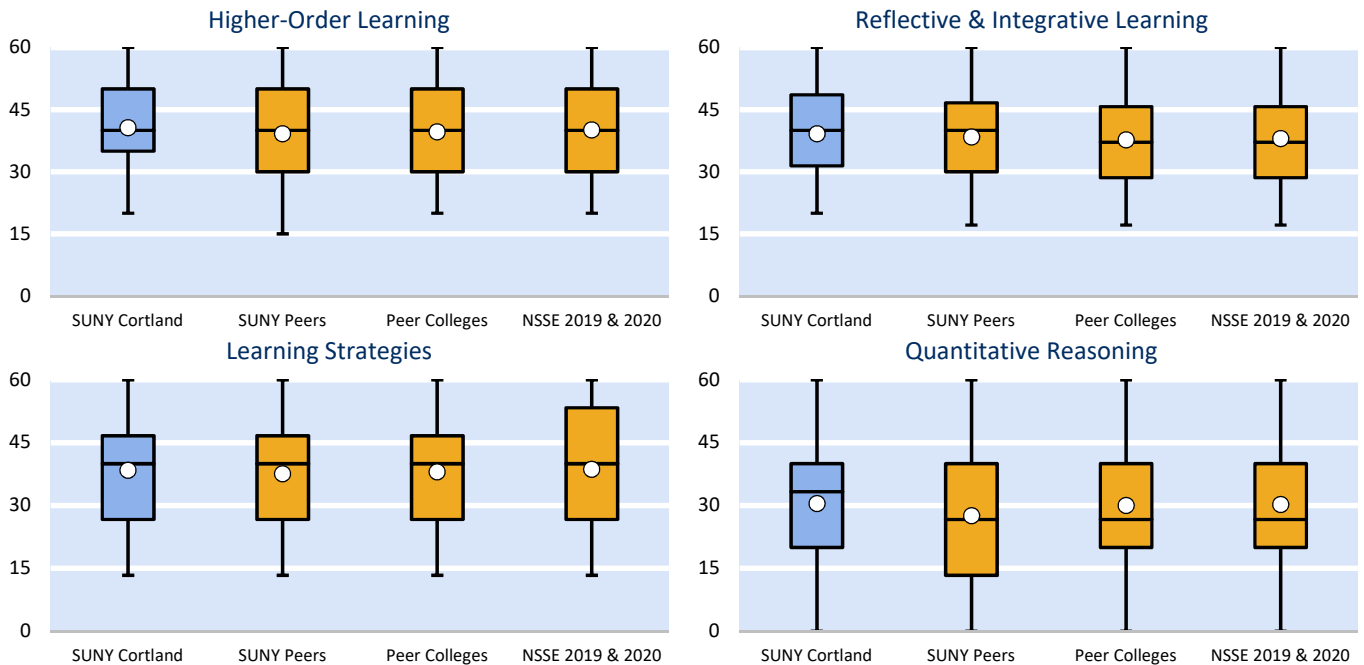
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Peer Colleges		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.6	39.2 *	.11	39.6	.07	40.1	.04
Reflective & Integrative Learning	39.2	38.4	.07	37.7 **	.12	38.1 *	.09
Learning Strategies	38.4	37.6	.06	38.0	.03	38.6	-.02
Quantitative Reasoning	30.5	27.5 ***	.18	30.0	.03	30.2	.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






















































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## 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 <sup>a</sup> between your seniors and		
		SUNY Peers	Peer Colleges	NSSE 2019 & 2020
<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	77	+5 	-1 	-1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+2 	-1 	-2 
4d. Evaluating a point of view, decision, or information source	76	+6 	+6 	+5 
4e. Forming a new idea or understanding from various pieces of information	74	+4 	+2 	+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	75	+6 	+4 	+7 
2b. Connected your learning to societal problems or issues	65	+4 	+6 	+5 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+1 	+8 	+6 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+1 	+2 	+1 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+2 	+4 	+3 
2f. Learned something that changed the way you understand an issue or concept	75	+4 	+4 	+3 
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+2 	+1 	+1 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	-1 	-0 	-2 
9b. Reviewed your notes after class	58	-1 	-3 	-4 
9c. Summarized what you learned in class or from course materials	69	+7 	+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.)	56	+8 	+0 	+0 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+7 	+1 	+1 
6c. Evaluated what others have concluded from numerical information	49	+8 	+4 	+3 

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.

### Learning with Peers: First-year students

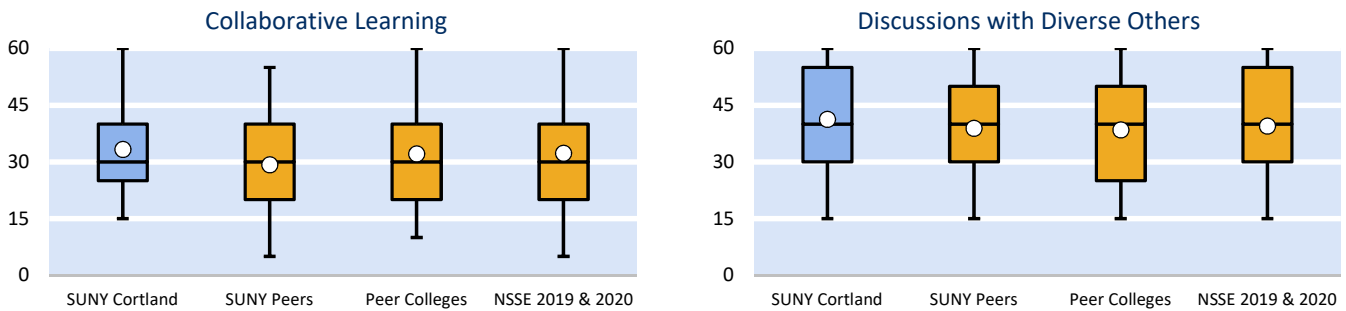
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your first-year students compared with					
		SUNY Peers Mean	SUNY Peers Effect size	Peer Colleges Mean	Peer Colleges Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Collaborative Learning	33.3	29.2 ***	.30	32.1	.09	32.3	.07
Discussions with Diverse Others	41.2	38.9 *	.15	38.5 **	.18	39.5	.11

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.

Collaborative Learning	SUNY Cortland %	Percentage point difference <sup>a</sup> between your FY students and		
		SUNY Peers	Peer Colleges	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	51	+7	-2	-1
1f. Explained course material to one or more students	59	+9	+2	+2
1g. Prepared for exams by discussing or working through course material with other students	57	+15	+9	+7
1h. Worked with other students on course projects or assignments	59	+11	+5	+5
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	75	+2	+11	+4
8b. People from an economic background other than your own	76	+4	+6	+4
8c. People with religious beliefs other than your own	71	+6	+7	+5
8d. People with political views other than your own	72	+14	+5	+7

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.



### Learning with Peers: Seniors

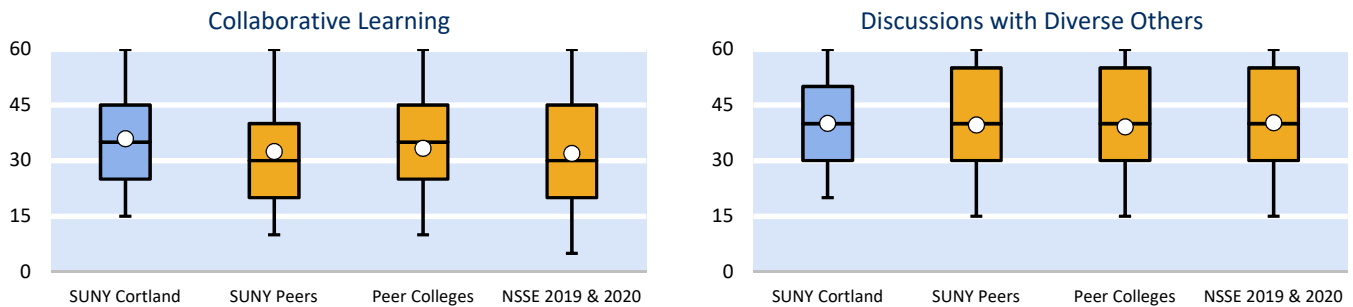
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Discussions with Diverse Others	40.1	39.7	.03	39.1	.06	40.2	-.01

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Collaborative Learning	SUNY Cortland %	Percentage point difference <sup>a</sup> between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	51	+8	+5	+8
1f. Explained course material to one or more students	68	+8	+7	+11
1g. Prepared for exams by discussing or working through course material with other students	59	+12	+11	+12
1h. Worked with other students on course projects or assignments	71	+9	+4	+9
<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 a race or ethnicity other than your own	74	-0	+8	+2
8b. People from an economic background other than your own	73	-0	+2	+0
8c. People with religious beliefs other than your own	67	-0	+0	-1
8d. People with political views other than your own	67	+7	-0	+1

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### Experiences with Faculty: First-year students

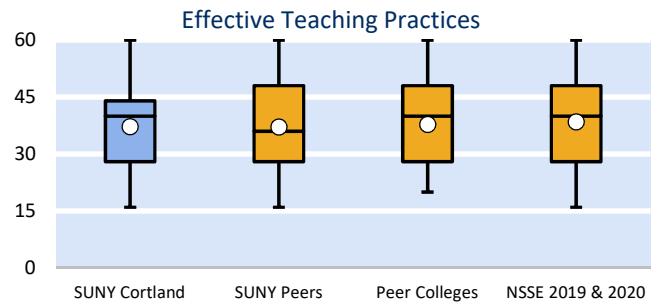
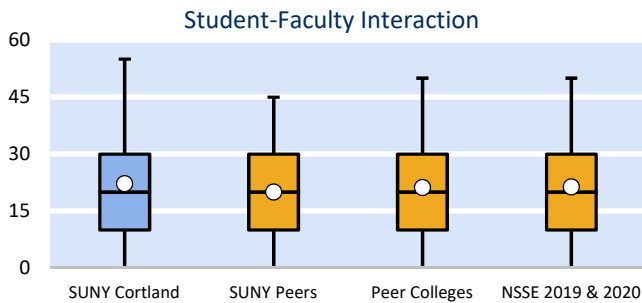
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	SUNY Peers Effect size	Peer Colleges Mean	Peer Colleges Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
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Effective Teaching Practices	37.2	37.1	.01	37.8	-.05	38.4	-.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).

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Student-Faculty Interaction	SUNY Cortland %	Percentage point difference <sup>a</sup> between your FY students and			
		SUNY Peers	Peer Colleges	NSSE 2019 & 2020	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	36	+5	-1	-2	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	+6	+3	+3	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+7	+6	+5	
3d. Discussed your academic performance with a faculty member	33	+6	+5	+3	
<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	73	+1	-3	-4	
5b. Taught course sessions in an organized way	68	-1	-5	-6	
5c. Used examples or illustrations to explain difficult points	78	+9	+5	+4	
5d. Provided feedback on a draft or work in progress	62	+0	+0	-2	
5e. Provided prompt and detailed feedback on tests or completed assignments	57	+0	-2	-3	

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### Experiences with Faculty: Seniors

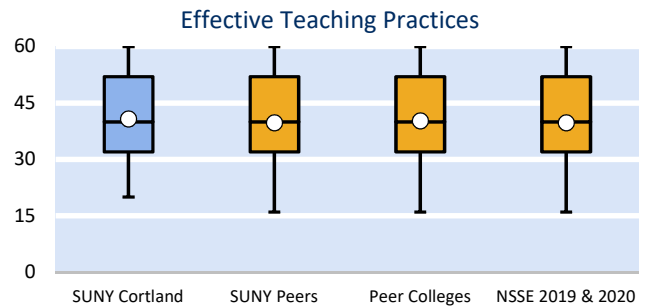
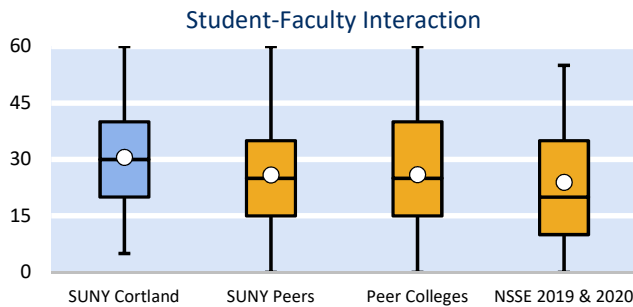
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your seniors compared with					
		SUNY Peers		Peer Colleges		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	30.5	25.8 ***	.30	25.9 ***	.28	23.9 ***	.41
Effective Teaching Practices	40.7	39.7	.07	40.2	.04	39.7	.07

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.

Student-Faculty Interaction	SUNY Cortland	Percentage point difference <sup>a</sup> between your seniors and		
		SUNY Peers	Peer Colleges	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	56	+10	+8	+12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	37	+8	+6	+10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	50	+12	+13	+17
3d. Discussed your academic performance with a faculty member	50	+13	+14	+17
<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	82	+1	+2	+2
5b. Taught course sessions in an organized way	80	+3	+2	+3
5c. Used examples or illustrations to explain difficult points	79	+2	+0	+2
5d. Provided feedback on a draft or work in progress	72	+10	+7	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+7	+4	+6

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

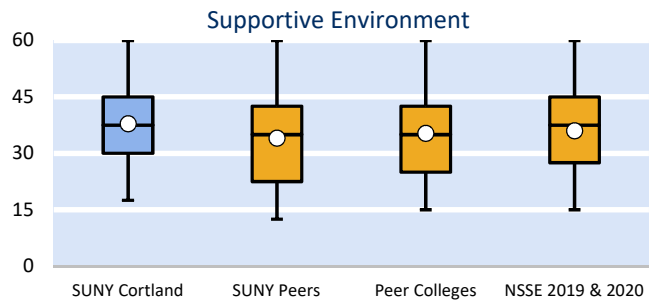
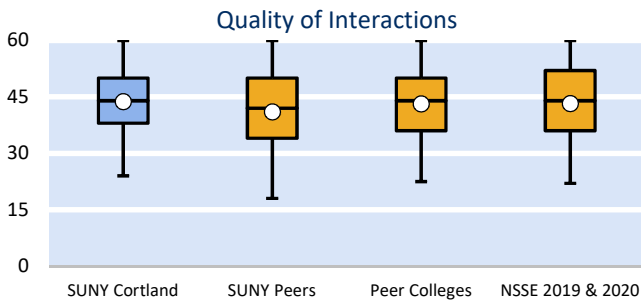
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your first-year students compared with					
		SUNY Peers Mean	SUNY Peers Effect size	Peer Colleges Mean	Peer Colleges Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Quality of Interactions	43.8	41.0 **	.23	43.1	.06	43.2	.05
Supportive Environment	37.9	34.0 ***	.28	35.4 **	.19	36.0 *	.14

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

#### Score Distributions



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

#### 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 <sup>a</sup> between your FY students and		
		SUNY Peers	Peer Colleges	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	60	+15	+9	+8
13b. Academic advisors	51	+7	-1	-3
13c. Faculty	61	+15	+9	+8
13d. Student services staff (career services, student activities, housing, etc.)	55	+10	+6	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+8	+1	+1
<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	72	+5	-2	-3
14c. Using learning support services (tutoring services, writing center, etc.)	74	+3	-3	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	69	+11	+12	+8
14e. Providing opportunities to be involved socially	76	+9	+5	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+12	+4	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	49	+11	+8	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	75	+15	+13	+12
14i. Attending events that address important social, economic, or political issues	64	+15	+19	+16

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

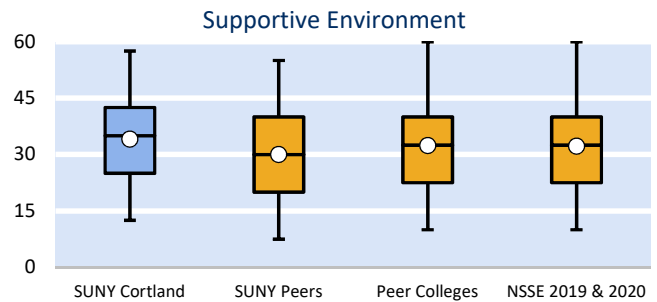
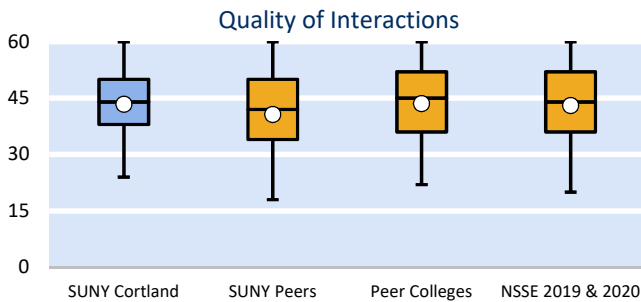
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	SUNY Cortland Mean	Your seniors compared with					
		SUNY Peers Mean	Effect size	Peer Colleges Mean	Effect size	NSSE 2019 & 2020 Mean	Effect size
Quality of Interactions	43.4	40.7 ***	.22	43.6	-.02	43.0	.03
Supportive Environment	34.1	30.1 ***	.29	32.5 *	.12	32.2 **	.13

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 <sup>a</sup> between your seniors and		
		SUNY Peers	Peer Colleges	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1= "Poor" to 7= "Excellent") with...</i>				
13a. Students	58	+5	+1	-1
13b. Academic advisors	49	+0	-6	-5
13c. Faculty	57	+4	-3	-1
13d. Student services staff (career services, student activities, housing, etc.)	48	+11	+2	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+15	+4	+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	68	+5	-3	-2
14c. Using learning support services (tutoring services, writing center, etc.)	63	+4	-5	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	+4	+2	-1
14e. Providing opportunities to be involved socially	73	+10	+7	+9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	+15	+4	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+11	+3	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+20	+17	+18
14i. Attending events that address important social, economic, or political issues	54	+13	+13	+14

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](http://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<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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.

<b>First-Year Students</b>		SUNY Cortland	Your first-year students compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		<i>Mean</i>	NSSE Top 50%			NSSE Top 10%	
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
	Higher-Order Learning	38.1	39.3	-.09	✓	41.4 ***	-.25	
<i>Academic Challenge</i>	Reflective and Integrative Learning	35.3	36.7 *	-.12		39.0 ***	-.32	
	Learning Strategies	37.7	39.9 *	-.16		42.3 ***	-.33	
	Quantitative Reasoning	29.1	29.4	-.02	✓	31.4 *	-.15	
<i>Learning with Peers</i>	Collaborative Learning	33.3	35.2 *	-.14		37.4 ***	-.30	
	Discussions with Diverse Others	41.2	41.5	-.02	✓	43.6 *	-.17	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.2	24.5 *	-.16		28.1 ***	-.38	
	Effective Teaching Practices	37.2	40.5 ***	-.25		42.3 ***	-.36	
<i>Campus Environment</i>	Quality of Interactions	43.8	45.2	-.12		47.2 ***	-.29	
	Supportive Environment	37.9	37.9	.00	✓	40.0 *	-.17	

<b>Seniors</b>		SUNY Cortland	Your seniors compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		<i>Mean</i>	NSSE Top 50%			NSSE Top 10%	
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
	Higher-Order Learning	40.6	41.7	-.08	✓	43.2 ***	-.19	
<i>Academic Challenge</i>	Reflective and Integrative Learning	39.2	39.8	-.05	✓	41.8 ***	-.21	
	Learning Strategies	38.4	40.7 ***	-.16		42.7 ***	-.30	
	Quantitative Reasoning	30.5	31.4	-.06	✓	33.4 ***	-.18	
<i>Learning with Peers</i>	Collaborative Learning	36.0	35.9	.00	✓	38.4 ***	-.18	
	Discussions with Diverse Others	40.1	42.1 **	-.13		43.8 ***	-.24	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	30.5	29.7	.05	✓	33.2 ***	-.17	
	Effective Teaching Practices	40.7	41.8	-.08	✓	43.7 ***	-.22	
<i>Campus Environment</i>	Quality of Interactions	43.4	45.2 ***	-.16		47.4 ***	-.33	
	Supportive Environment	34.1	34.6	-.04	✓	36.8 ***	-.19	

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 2019 and 2020 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>	SE <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>												
SUNY Cortland (N = 252)	38.1	12.4	.78	20	30	40	45	60				
SUNY Peers	36.6	13.5	.30	15	25	35	45	60	328	1.6	.060	.118
Peer Colleges	36.6	12.7	.14	20	30	40	45	60	8,714	1.5	.057	.122
NSSE 2019 & 2020	38.1	13.2	.03	20	30	40	45	60	232,942	.1	.913	.007
Top 50%	39.3	13.1	.04	20	30	40	50	60	131,826	-1.2	.152	-.090
Top 10%	41.4	12.8	.08	20	35	40	50	60	25,516	-3.2	.000	-.253
<b>Reflective &amp; Integrative Learning</b>												
SUNY Cortland (N = 278)	35.3	11.8	.71	17	26	34	43	57				
SUNY Peers	34.5	12.5	.26	14	26	34	43	57	2,605	.8	.306	.065
Peer Colleges	34.0	11.7	.12	17	26	34	40	54	9,403	1.3	.076	.108
NSSE 2019 & 2020	35.2	12.0	.02	17	26	34	43	57	252,098	.1	.886	.009
Top 50%	36.7	11.8	.03	17	29	37	46	57	128,720	-1.4	.044	-.121
Top 10%	39.0	11.7	.08	20	31	40	49	60	20,490	-3.7	.000	-.315
<b>Learning Strategies</b>												
SUNY Cortland (N = 236)	37.7	14.6	.95	13	27	40	53	60				
SUNY Peers	36.5	13.9	.32	13	27	40	47	60	2,106	1.2	.232	.083
Peer Colleges	37.2	13.5	.15	13	27	40	47	60	8,241	.5	.571	.037
NSSE 2019 & 2020	38.3	13.8	.03	20	27	40	47	60	220,199	-.6	.499	-.044
Top 50%	39.9	13.7	.04	20	33	40	53	60	236	-2.2	.019	-.163
Top 10%	42.3	14.1	.09	20	33	40	53	60	24,852	-4.6	.000	-.329
<b>Quantitative Reasoning</b>												
SUNY Cortland (N = 237)	29.1	15.6	1.02	0	20	27	40	60				
SUNY Peers	25.2	15.1	.34	0	13	20	33	53	2,149	3.9	.000	.257
Peer Colleges	27.7	14.9	.17	0	20	27	40	60	8,371	1.4	.164	.092
NSSE 2019 & 2020	28.2	15.3	.03	0	20	27	40	60	223,926	.9	.390	.056
Top 50%	29.4	15.2	.04	7	20	27	40	60	145,314	-.4	.710	-.024
Top 10%	31.4	15.3	.09	7	20	33	40	60	30,891	-2.3	.020	-.152
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
SUNY Cortland (N = 305)	33.3	13.2	.75	15	25	30	40	60				
SUNY Peers	29.2	13.7	.27	5	20	30	40	55	2,964	4.1	.000	.301
Peer Colleges	32.1	13.7	.14	10	20	30	40	60	10,151	1.2	.116	.091
NSSE 2019 & 2020	32.3	14.7	.03	5	20	30	40	60	305	1.1	.157	.073
Top 50%	35.2	13.7	.03	15	25	35	45	60	167,567	-1.9	.018	-.135
Top 10%	37.4	13.5	.07	15	30	40	45	60	35,391	-4.1	.000	-.301
<b>Discussions with Diverse Others</b>												
SUNY Cortland (N = 238)	41.2	15.0	.97	15	30	40	55	60				
SUNY Peers	38.9	15.2	.35	15	30	40	50	60	2,113	2.3	.026	.153
Peer Colleges	38.5	15.2	.17	15	25	40	50	60	8,290	2.7	.006	.180
NSSE 2019 & 2020	39.5	15.6	.03	15	30	40	55	60	221,812	1.7	.091	.110
Top 50%	41.5	15.0	.04	20	30	40	55	60	148,818	-.2	.805	-.016
Top 10%	43.6	14.5	.08	20	35	45	60	60	31,048	-2.4	.011	-.165



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
SUNY Cortland (N = 257)	22.2	14.9	.93	0	10	20	30	55				
SUNY Peers	20.0	14.3	.31	0	10	20	30	45	2,417	2.2	.021	.152
Peer Colleges	21.2	14.1	.15	0	10	20	30	50	9,033	1.0	.277	.069
NSSE 2019 & 2020	21.4	14.6	.03	0	10	20	30	50	241,240	.8	.381	.055
Top 50%	24.5	14.7	.05	5	15	20	35	55	85,374	-2.3	.012	-.157
Top 10%	28.1	15.5	.15	5	15	25	40	60	11,509	-5.9	.000	-.384
<b>Effective Teaching Practices</b>												
SUNY Cortland (N = 251)	37.2	12.7	.80	16	28	40	44	60				
SUNY Peers	37.1	13.6	.30	16	28	36	48	60	2,281	.1	.873	.011
Peer Colleges	37.8	12.6	.14	20	28	40	48	60	8,674	-.6	.468	-.046
NSSE 2019 & 2020	38.4	13.2	.03	16	28	40	48	60	232,062	-1.2	.139	-.093
Top 50%	40.5	13.2	.04	20	32	40	52	60	96,732	-3.3	.000	-.251
Top 10%	42.3	14.1	.09	16	32	44	56	60	256	-5.1	.000	-.358
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
SUNY Cortland (N = 223)	43.8	10.9	.73	24	38	44	50	60				
SUNY Peers	41.0	12.0	.29	18	34	42	50	60	1,953	2.8	.001	.234
Peer Colleges	43.1	11.1	.13	23	36	44	50	60	7,870	.7	.372	.061
NSSE 2019 & 2020	43.2	11.8	.03	22	36	44	52	60	205,995	.6	.481	.047
Top 50%	45.2	11.2	.04	24	38	46	54	60	90,171	-1.4	.065	-.124
Top 10%	47.2	11.6	.08	25	40	50	58	60	21,922	-3.4	.000	-.294
<b>Supportive Environment</b>												
SUNY Cortland (N = 218)	37.9	12.5	.85	18	30	38	45	60				
SUNY Peers	34.0	13.8	.33	13	23	35	43	60	285	3.8	.000	.280
Peer Colleges	35.4	13.0	.15	15	25	35	43	60	8,008	2.5	.005	.192
NSSE 2019 & 2020	36.0	13.5	.03	15	28	38	45	60	213,083	1.9	.041	.139
Top 50%	37.9	13.1	.04	18	30	38	48	60	108,801	.0	.980	-.002
Top 10%	40.0	12.9	.09	18	33	40	50	60	19,410	-2.2	.014	-.168

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
SUNY Cortland (N = 477)	40.6	12.8	.59	20	35	40	50	60				
SUNY Peers	39.2	14.0	.26	15	30	40	50	60	679	1.5	.024	.105
Peer Colleges	39.6	13.5	.13	20	30	40	50	60	11,826	1.0	.113	.074
NSSE 2019 & 2020	40.1	13.5	.02	20	30	40	50	60	325,759	.5	.379	.040
Top 50%	41.7	13.4	.04	20	35	40	55	60	143,599	-1.1	.080	-.080
Top 10%	43.2	13.3	.07	20	35	40	55	60	35,394	-2.5	.000	-.191
<b>Reflective &amp; Integrative Learning</b>												
SUNY Cortland (N = 518)	39.2	11.9	.52	20	31	40	49	60				
SUNY Peers	38.4	12.4	.22	17	30	40	47	60	717	.8	.138	.068
Peer Colleges	37.7	12.4	.11	17	29	37	46	60	567	1.5	.004	.123
NSSE 2019 & 2020	38.1	12.5	.02	17	29	37	46	60	519	1.2	.024	.095
Top 50%	39.8	12.2	.03	20	31	40	49	60	142,589	-.6	.283	-.047
Top 10%	41.8	12.0	.08	20	34	40	51	60	541	-2.5	.000	-.210
<b>Learning Strategies</b>												
SUNY Cortland (N = 440)	38.4	14.5	.69	13	27	40	47	60				
SUNY Peers	37.6	14.6	.28	13	27	40	47	60	3,128	.8	.273	.056
Peer Colleges	38.0	14.5	.14	13	27	40	47	60	11,289	.4	.571	.028
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	311,931	-.2	.747	-.015
Top 50%	40.7	14.5	.04	20	33	40	53	60	159,107	-2.3	.001	-.158
Top 10%	42.7	14.4	.06	20	33	40	60	60	51,648	-4.3	.000	-.296
<b>Quantitative Reasoning</b>												
SUNY Cortland (N = 457)	30.5	15.8	.74	0	20	33	40	60				
SUNY Peers	27.5	16.8	.32	0	13	27	40	60	3,187	3.0	.000	.177
Peer Colleges	30.0	16.2	.15	0	20	27	40	60	11,450	.5	.540	.029
NSSE 2019 & 2020	30.2	16.2	.03	0	20	27	40	60	315,860	.2	.757	.014
Top 50%	31.4	16.1	.04	0	20	33	40	60	203,463	-.9	.212	-.058
Top 10%	33.4	15.9	.08	7	20	33	40	60	40,275	-2.9	.000	-.182
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
SUNY Cortland (N = 554)	36.0	13.3	.57	15	25	35	45	60				
SUNY Peers	32.5	14.2	.24	10	20	30	40	60	769	3.5	.000	.247
Peer Colleges	33.3	14.9	.13	10	25	35	45	60	615	2.7	.000	.179
NSSE 2019 & 2020	32.0	15.6	.03	5	20	30	45	60	555	4.0	.000	.255
Top 50%	35.9	14.0	.03	15	25	35	45	60	188,776	.0	.954	.002
Top 10%	38.4	13.6	.07	15	30	40	50	60	33,392	-2.4	.000	-.178
<b>Discussions with Diverse Others</b>												
SUNY Cortland (N = 451)	40.1	14.4	.68	20	30	40	50	60				
SUNY Peers	39.7	15.2	.29	15	30	40	55	60	3,160	.4	.583	.028
Peer Colleges	39.1	15.5	.15	15	30	40	55	60	494	1.0	.162	.063
NSSE 2019 & 2020	40.2	15.9	.03	15	30	40	55	60	451	-.1	.861	-.007
Top 50%	42.1	15.5	.03	15	30	40	60	60	452	-2.0	.004	-.127
Top 10%	43.8	15.3	.07	20	35	45	60	60	459	-3.7	.000	-.241

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
SUNY Cortland (N = 504)	30.5	15.3	.68	5	20	30	40	60				
SUNY Peers	25.8	15.8	.29	0	15	25	35	60	3,510	4.7	.000	.297
Peer Colleges	25.9	16.2	.15	0	15	25	40	60	553	4.6	.000	.284
NSSE 2019 & 2020	23.9	16.1	.03	0	10	20	35	55	334,453	6.6	.000	.409
Top 50%	29.7	15.9	.06	5	20	30	40	60	75,540	.8	.242	.052
Top 10%	33.2	16.0	.14	10	20	35	45	60	546	-2.7	.000	-.172
<b>Effective Teaching Practices</b>												
SUNY Cortland (N = 478)	40.7	12.6	.58	20	32	40	52	60				
SUNY Peers	39.7	14.0	.26	16	32	40	52	60	689	1.0	.116	.072
Peer Colleges	40.2	13.5	.13	16	32	40	52	60	524	.5	.359	.040
NSSE 2019 & 2020	39.7	13.8	.02	16	32	40	52	60	479	1.0	.085	.072
Top 50%	41.8	13.7	.04	20	32	40	52	60	482	-1.1	.069	-.077
Top 10%	43.7	13.4	.08	20	36	44	56	60	497	-3.0	.000	-.223
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
SUNY Cortland (N = 422)	43.4	10.6	.52	24	38	44	50	60				
SUNY Peers	40.7	12.3	.24	18	34	42	50	60	625	2.7	.000	.223
Peer Colleges	43.6	11.5	.11	22	36	45	52	60	463	-.2	.705	-.017
NSSE 2019 & 2020	43.0	12.1	.02	20	36	44	52	60	423	.3	.504	.028
Top 50%	45.2	11.7	.03	24	38	48	54	60	425	-1.8	.000	-.158
Top 10%	47.4	12.0	.06	24	40	50	58	60	432	-4.0	.000	-.333
<b>Supportive Environment</b>												
SUNY Cortland (N = 422)	34.1	12.9	.63	13	25	35	43	58				
SUNY Peers	30.1	13.8	.27	8	20	30	40	55	3,023	4.0	.000	.294
Peer Colleges	32.5	13.9	.14	10	23	33	40	60	461	1.6	.012	.117
NSSE 2019 & 2020	32.2	14.2	.03	10	23	33	40	60	423	1.9	.003	.131
Top 50%	34.6	14.0	.04	13	25	35	45	60	424	-.5	.396	-.038
Top 10%	36.8	14.1	.09	13	28	38	48	60	439	-2.7	.000	-.194

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.