NSSE 2014
Engagement Indicators
Stony Brook University

About Your *Engagement Indicators* Report

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

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

Report sections

Overview (p. 3)
Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

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

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

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

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting comparisons

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

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

How Engagement Indicators are computed

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

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

Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher (p<.05) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher (p<.05) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower (p<.05) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower (p<.05) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with AAUDE	Your first-year students compared with SUNY	Your first-year students compared with 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 AAUDE	Your seniors compared with SUNY	Your seniors compared with 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

	Stony Brook	Your first-year students compared with					
		AAUDE		SUNY		RU/VH	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.7	38.4	-.06	38.4	-.05	38.5	-.06
Reflective & Integrative Learning	31.5	34.8 ***	-.28	34.9 ***	-.27	34.8 ***	-.27
Learning Strategies	36.0	37.9 *	-.14	38.9 **	-.20	38.5 **	-.18
Quantitative Reasoning	25.1	28.8 ***	-.24	26.4	-.08	28.6 ***	-.22

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

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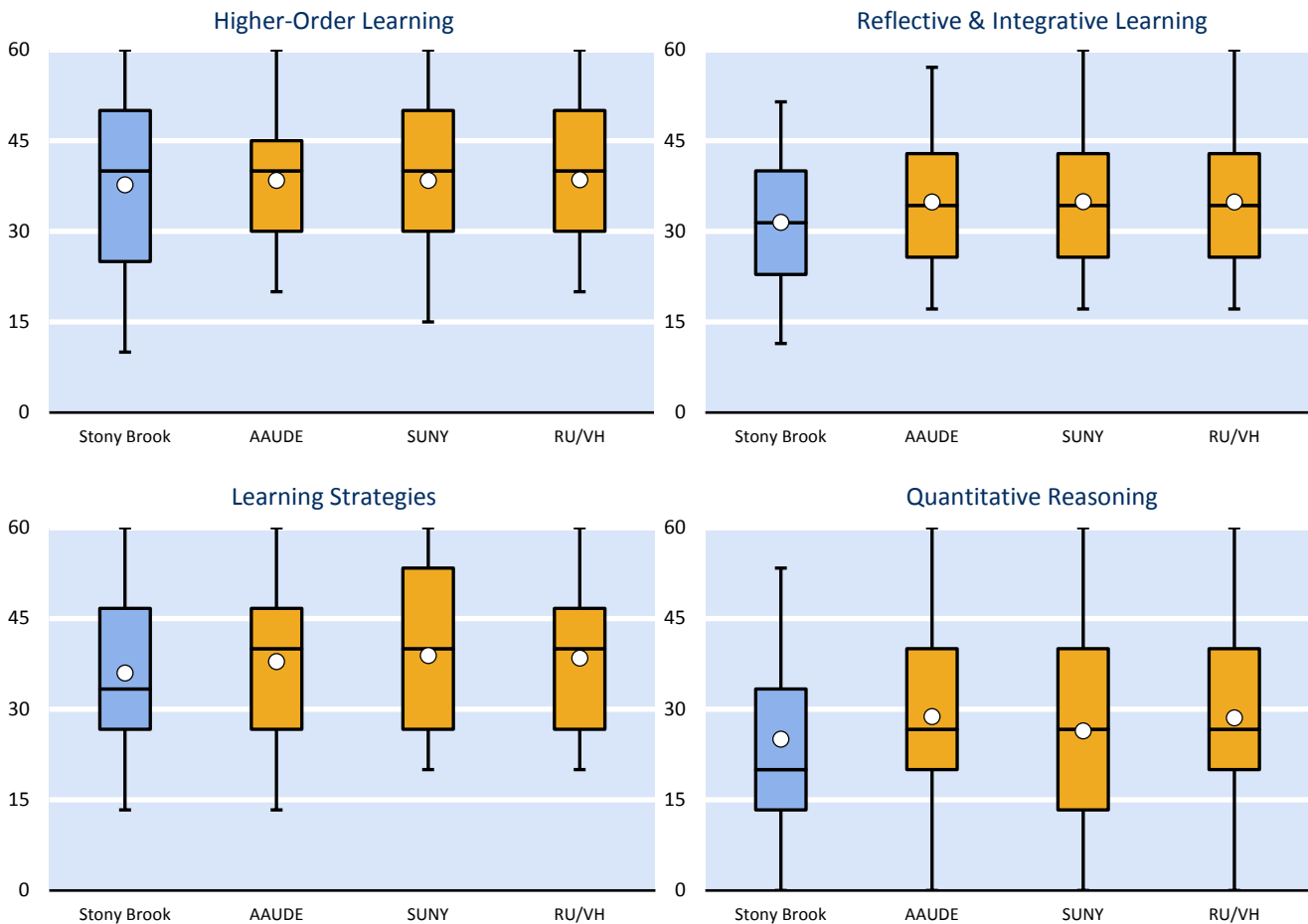
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning

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

	Stony Brook %	AAUDE %	SUNY %	RU/VH %
4b. Applying facts, theories, or methods to practical problems or new situations	73	78	72	76
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	73	71	72
4d. Evaluating a point of view, decision, or information source	68	63	68	65
4e. Forming a new idea or understanding from various pieces of information	60	65	66	66

Reflective & Integrative Learning

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

	Stony Brook	AAUDE	SUNY	RU/VH
2a. Combined ideas from different courses when completing assignments	40	56	56	55
2b. Connected your learning to societal problems or issues	39	51	51	50
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	37	46	48	47
2d. Examined the strengths and weaknesses of your own views on a topic or issue	54	59	60	60
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	62	65	63
2f. Learned something that changed the way you understand an issue or concept	56	65	63	64
2g. Connected ideas from your courses to your prior experiences and knowledge	68	78	75	77

Learning Strategies

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

	Stony Brook	AAUDE	SUNY	RU/VH
9a. Identified key information from reading assignments	73	79	78	79
9b. Reviewed your notes after class	54	61	64	62
9c. Summarized what you learned in class or from course materials	56	59	63	61

Quantitative Reasoning

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

	Stony Brook	AAUDE	SUNY	RU/VH
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	48	56	50	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	29	40	35	39
6c. Evaluated what others have concluded from numerical information	31	41	36	40

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

Academic Challenge: Seniors

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

Mean Comparisons

| | Stony Brook | *Your seniors compared with* | | | | | |
| | | AAUDE | | SUNY | | RU/VH | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	35.8	39.0 ***	-.24	40.6 ***	-.34	39.7 ***	-.28
Reflective & Integrative Learning	35.3	37.5 **	-.17	38.4 ***	-.23	37.7 **	-.18
Learning Strategies	35.7	37.0	-.09	39.2 ***	-.23	38.5 **	-.19
Quantitative Reasoning	27.1	31.5 ***	-.26	28.6	-.09	31.0 ***	-.23

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

Score Distributions
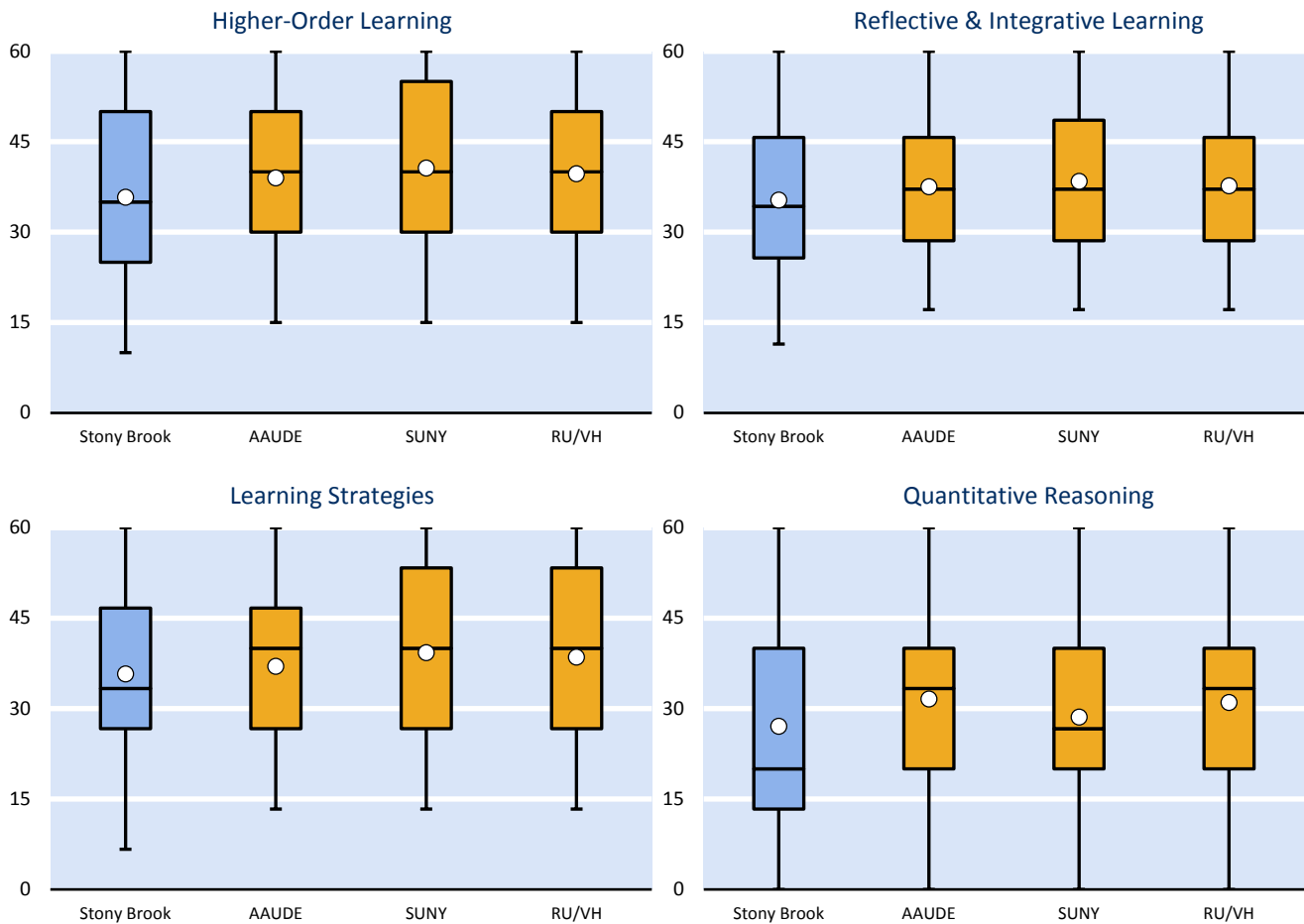
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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning

	Stony Brook	AAUDE	SUNY	RU/VH
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	69	79	78	79
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	74	77	75
4d. Evaluating a point of view, decision, or information source	54	62	70	65
4e. Forming a new idea or understanding from various pieces of information	57	66	71	68

Reflective & Integrative Learning

|	Stony Brook	AAUDE	SUNY	RU/VH
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	63	73	73	73
2b. Connected your learning to societal problems or issues	56	59	62	60
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	48	53	49
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	61	64	62
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	65	69	67
2f. Learned something that changed the way you understand an issue or concept	62	69	70	69
2g. Connected ideas from your courses to your prior experiences and knowledge	73	84	83	83

Learning Strategies

	Stony Brook	AAUDE	SUNY	RU/VH
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	79	81	80
9b. Reviewed your notes after class	51	53	60	58
9c. Summarized what you learned in class or from course materials	53	57	65	61

Quantitative Reasoning

	Stony Brook	AAUDE	SUNY	RU/VH
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	49	59	52	58
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	46	41	45
6c. Evaluated what others have concluded from numerical information	40	50	43	48

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

NSSE 2014 Engagement Indicators
Learning with Peers
Stony Brook University

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

	Stony Brook							
				Your first-year students compared with				
		AAUDE		SUNY		RU/VH		
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Collaborative Learning	30.6	34.5 ***	-.29	32.2	-.12	33.7 ***	-.23
Discussions with Diverse Others	42.1	41.9	.01	41.4	.04	42.3	-.02

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

Score Distributions

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

Summary of Indicator Items

Collaborative Learning	Stony Brook	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	49	58	50	55
1f. Explained course material to one or more students	57	64	58	61
1g. Prepared for exams by discussing or working through course material with other students	48	55	50	53
1h. Worked with other students on course projects or assignments	38	54	50	53

Discussions with Diverse Others	Stony Brook	AAUDE	SUNY	RU/VH
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	80	72	75	74
8b. People from an economic background other than your own	73	74	74	75
8c. People with religious beliefs other than your own	73	74	71	73
8d. People with political views other than your own	63	72	67	73

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

Learning with Peers: Seniors

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

Mean Comparisons

Engagement Indicator	Stony Brook Mean	AAUDE Mean	Effect size	SUNY Mean	Effect size	RU/VH Mean	Effect size
		Your seniors compared with					
Collaborative Learning	30.7	34.7 ***	-.29	32.5 *	-.12	33.7 ***	-.20
Discussions with Diverse Others	43.8	42.2	.11	41.5 *	.14	42.9	.06

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

Score Distributions

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

Summary of Indicator Items

Collaborative Learning

	Stony Brook	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	37	48	42	45
1f. Explained course material to one or more students	59	63	61	61
1g. Prepared for exams by discussing or working through course material with other students	38	50	46	49
1h. Worked with other students on course projects or assignments	52	68	61	65

Discussions with Diverse Others

	Stony Brook	AAUDE	SUNY	RU/VH
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	80	72	73	74
8b. People from an economic background other than your own	76	74	75	75
8c. People with religious beliefs other than your own	77	74	71	74
8d. People with political views other than your own	64	71	69	74

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

Experiences with Faculty: First-year students

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

Mean Comparisons

	Stony Brook	AAUDE		SUNY		RU/VH	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Student-Faculty Interaction	17.9	19.3	-.10	20.0 *	-.14	19.3	-.10
Effective Teaching Practices	35.6	38.2 **	-.22	38.8 ***	-.24	38.5 ***	-.24

Your first-year students compared with

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

Score Distributions

Student-Faculty Interaction

Effective Teaching Practices

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

Summary of Indicator Items

Student-Faculty Interaction

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

	Stony Brook %	AAUDE %	SUNY %	RU/VH %
3a. Talked about career plans with a faculty member	27	29	30	30
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	18	18	17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	23	25	23
3d. Discussed your academic performance with a faculty member	19	23	28	24

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Stony Brook	AAUDE	SUNY	RU/VH
5a. Clearly explained course goals and requirements	73	81	79	80
5b. Taught course sessions in an organized way	70	80	77	80
5c. Used examples or illustrations to explain difficult points	72	79	75	77
5d. Provided feedback on a draft or work in progress	56	55	62	57
5e. Provided prompt and detailed feedback on tests or completed assignments	45	56	58	56

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

Experiences with Faculty: Seniors

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

| | Stony Brook | | | | | | | |
| | | AAUDE | | SUNY | | RU/VH | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.6	22.7	-.07	25.2 ***	-.22	22.7	-.07
Effective Teaching Practices	35.1	38.6 ***	-.28	39.8 ***	-.35	39.3 ***	-.32

Your seniors compared with

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

Score Distributions

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

Summary of Indicator Items

Student-Faculty Interaction

	Stony Brook	AAUDE	SUNY	RU/VH
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	31	39	44	39
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	28	29	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	30	38	31
3d. Discussed your academic performance with a faculty member	29	25	35	28

Effective Teaching Practices

	Stony Brook	AAUDE	SUNY	RU/VH
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	75	82	81	82
5b. Taught course sessions in an organized way	76	81	79	80
5c. Used examples or illustrations to explain difficult points	70	81	77	80
5d. Provided feedback on a draft or work in progress	40	50	60	54
5e. Provided prompt and detailed feedback on tests or completed assignments	50	59	64	61

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

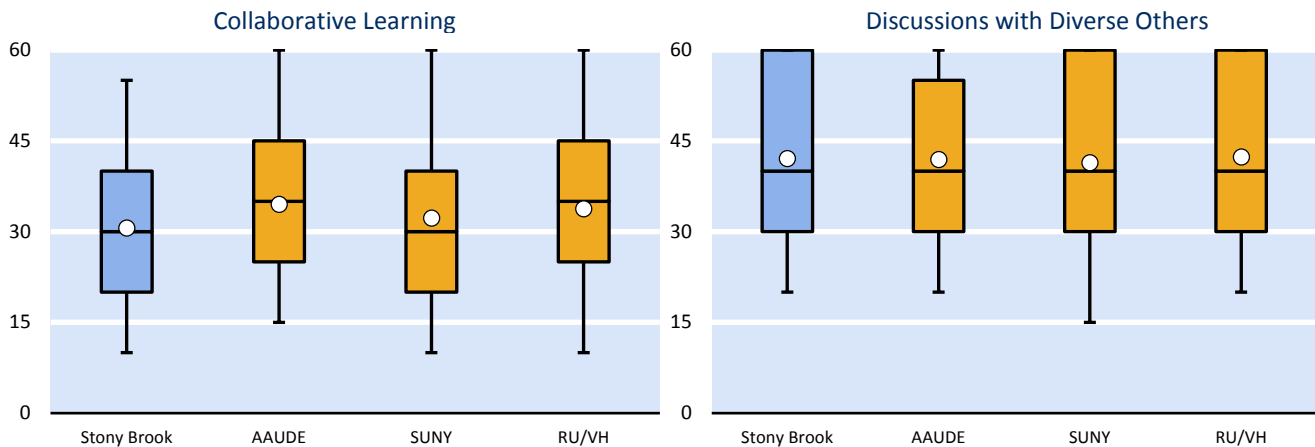## Campus Environment: First-year students

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

Mean Comparisons

	Stony Brook	Your first-year students compared with					
		AAUDE		SUNY		RU/VH	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	38.7	41.2 **	-.23	40.3	-.13	41.2 **	-.21
Supportive Environment	35.9	37.3	-.11	36.5	-.04	37.8 *	-.15

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

Score Distributions

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Summary of Indicator Items

Quality of Interactions

	Stony Brook	AAUDE	SUNY	RU/VH
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	56	61	56	61
13b. Academic advisors	34	46	45	47
13c. Faculty	36	44	44	45
13d. Student services staff (career services, student activities, housing, etc.)	35	41	41	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	31	37	37	37

Supportive Environment

	Stony Brook	AAUDE	SUNY	RU/VH
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	70	77	75	78
14c. Using learning support services (tutoring services, writing center, etc.)	78	76	73	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	59	59	59
14e. Providing opportunities to be involved socially	67	75	73	76
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	76	71	76
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	42	43	43
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	72	68	73
14i. Attending events that address important social, economic, or political issues	48	54	52	54

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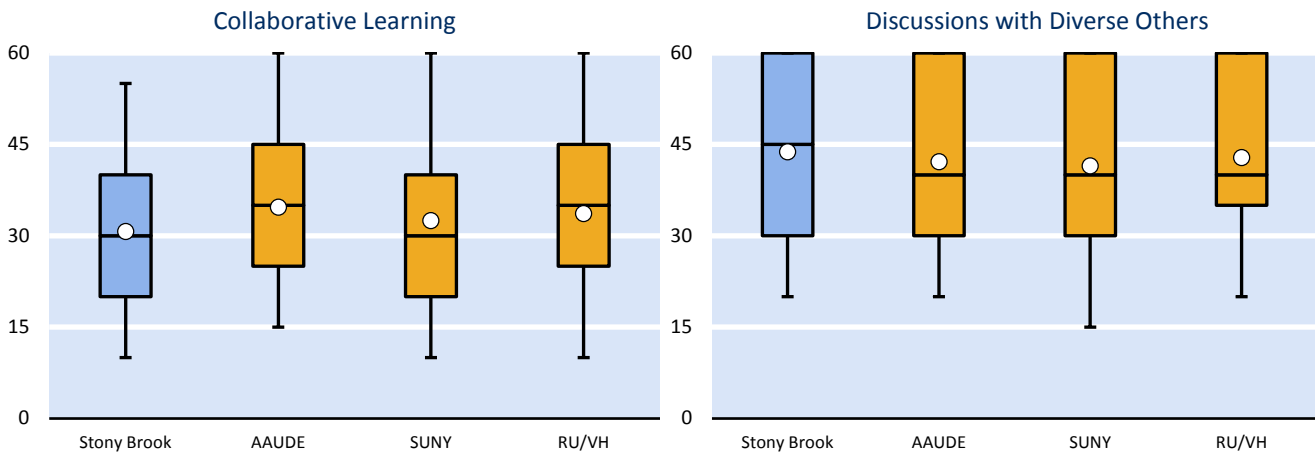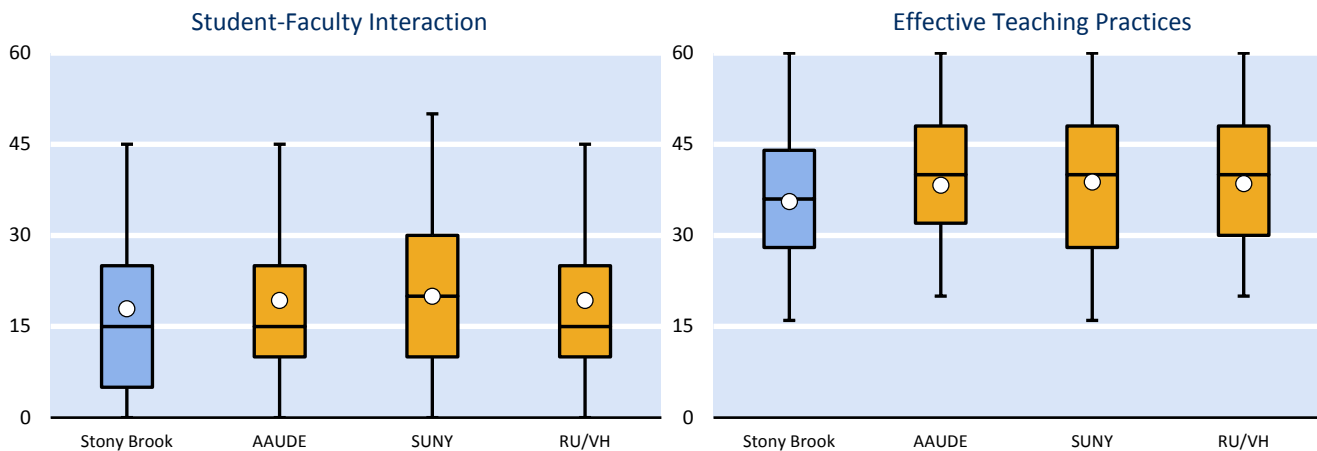
Campus Environment: Seniors

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

Mean Comparisons

| | Stony Brook | Your seniors compared with | | | | | |
| | | AAUDE | | SUNY | | RU/VH | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	37.2	41.0 ***	-.35	41.0 ***	-.31	41.2 ***	-.35
Supportive Environment	30.9	33.5 **	-.20	32.7	-.12	33.7 **	-.20

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

Score Distributions

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

Summary of Indicator Items

Quality of Interactions

	Stony Brook	AAUDE	SUNY	RU/VH
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	46	62	60	63
13b. Academic advisors	34	46	48	46
13c. Faculty	46	52	54	53
13d. Student services staff (career services, student activities, housing, etc.)	32	36	38	39
13e. Other administrative staff and offices (registrar, financial aid, etc.)	29	33	39	35

Supportive Environment

	Stony Brook	AAUDE	SUNY	RU/VH
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	58	69	69	70
14c. Using learning support services (tutoring services, writing center, etc.)	56	64	63	64
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	48	49	50
14e. Providing opportunities to be involved socially	60	70	68	70
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	70	63	68
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	23	28	31	30
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	65	60	65
14i. Attending events that address important social, economic, or political issues	42	48	46	47

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

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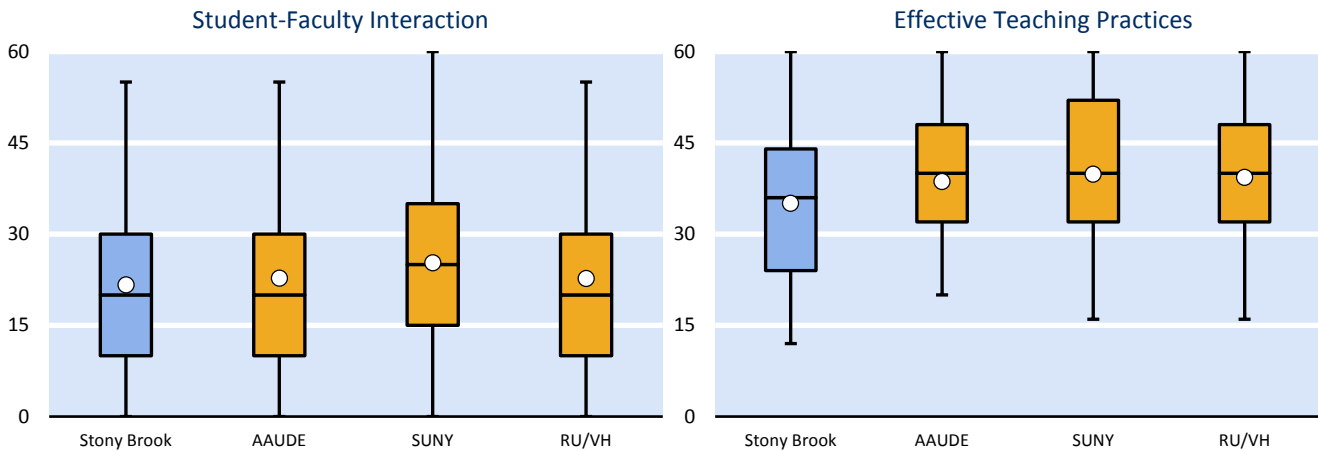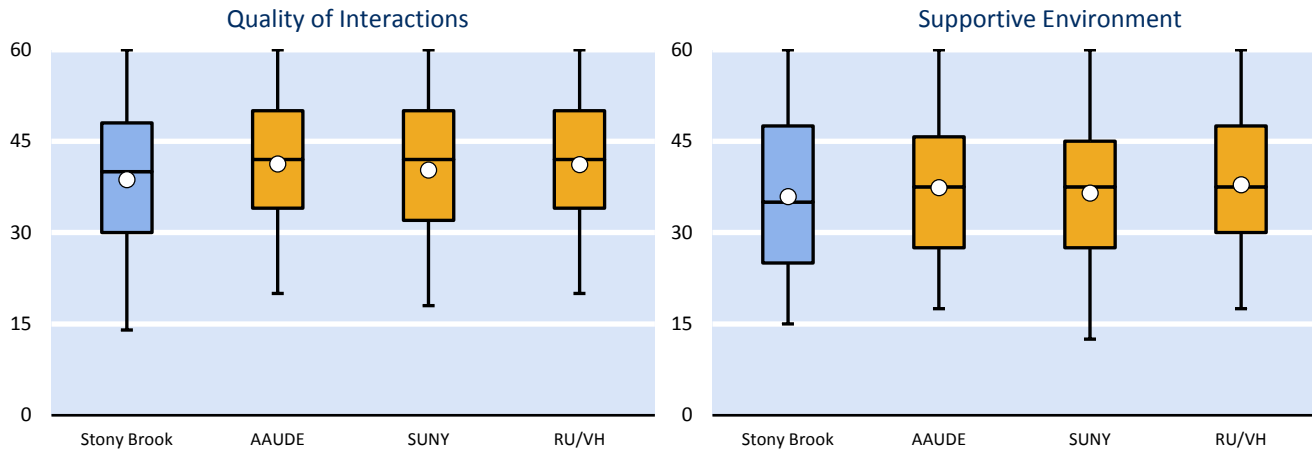
NSSE 2014 Engagement Indicators
Detailed Statistics[a]
Stony Brook University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Stony Brook (N = 257)	37.7	15.1	.94	10	25	40	50	60				
AAUDE	38.4	13.1	.16	20	30	40	45	60	272	-.8	.424	-.058
SUNY	38.4	14.2	.29	15	30	40	50	60	2,667	-.8	.419	-.053
RU/VH	38.5	13.5	.10	20	30	40	50	60	262	-.9	.360	-.064
Top 50%	40.6	13.6	.06	20	30	40	50	60	258	-2.9	.002	-.213
Top 10%	42.7	13.6	.13	20	35	40	55	60	267	-5.0	.000	-.367
Reflective & Integrative Learning												
Stony Brook (N = 271)	31.5	12.6	.76	11	23	31	40	51				
AAUDE	34.8	12.1	.15	17	26	34	43	57	7,174	-3.3	.000	-.276
SUNY	34.9	12.5	.25	17	26	34	43	60	2,796	-3.4	.000	-.273
RU/VH	34.8	12.5	.09	17	26	34	43	60	20,077	-3.4	.000	-.270
Top 50%	37.3	12.5	.05	17	29	37	46	60	56,319	-5.8	.000	-.465
Top 10%	39.3	12.6	.11	20	31	40	49	60	12,268	-7.8	.000	-.620
Learning Strategies												
Stony Brook (N = 227)	36.0	14.3	.95	13	27	33	47	60				
AAUDE	37.9	14.0	.18	13	27	40	47	60	6,426	-1.9	.045	-.136
SUNY	38.9	14.2	.30	20	27	40	53	60	2,446	-2.9	.004	-.202
RU/VH	38.5	14.1	.11	20	27	40	47	60	17,817	-2.5	.008	-.176
Top 50%	41.2	14.0	.06	20	33	40	53	60	49,401	-5.2	.000	-.372
Top 10%	43.4	14.0	.14	20	33	40	60	60	10,642	-7.4	.000	-.528
Quantitative Reasoning												
Stony Brook (N = 258)	25.1	14.9	.93	0	13	20	33	53				
AAUDE	28.8	15.4	.19	0	20	27	40	60	7,011	-3.7	.000	-.241
SUNY	26.4	16.6	.34	0	13	27	40	60	327	-1.3	.177	-.081
RU/VH	28.6	15.9	.11	0	20	27	40	60	19,555	-3.5	.000	-.219
Top 50%	28.8	16.3	.06	0	20	27	40	60	259	-3.7	.000	-.228
Top 10%	30.6	16.2	.13	0	20	27	40	60	266	-5.6	.000	-.343
Learning with Peers												
Collaborative Learning												
Stony Brook (N = 294)	30.6	14.1	.82	10	20	30	40	55				
AAUDE	34.5	13.6	.16	15	25	35	45	60	7,398	-3.9	.000	-.287
SUNY	32.2	13.8	.27	10	20	30	40	60	2,895	-1.6	.058	-.116
RU/VH	33.7	13.9	.10	10	25	35	45	60	20,708	-3.1	.000	-.226
Top 50%	34.7	13.7	.05	15	25	35	45	60	68,045	-4.1	.000	-.301
Top 10%	37.0	13.6	.11	15	25	35	45	60	15,731	-6.4	.000	-.473
Discussions with Diverse Others												
Stony Brook (N = 234)	42.1	15.9	1.04	20	30	40	60	60				
AAUDE	41.9	14.8	.19	20	30	40	55	60	248	.2	.859	.013
SUNY	41.4	16.0	.34	15	30	40	60	60	2,485	.7	.527	.043
RU/VH	42.3	15.3	.11	20	30	40	60	60	18,025	-.3	.800	-.017
Top 50%	43.2	15.4	.06	20	35	45	60	60	61,960	-1.2	.246	-.076
Top 10%	45.6	14.8	.13	20	40	50	60	60	241	-3.6	.001	-.239

NSSE 2014 Engagement Indicators

Detailed Statistics[a]

Stony Brook University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Stony Brook (N = 262)	17.9	13.8	.85	0	5	15	25	45				
AAUDE	19.3	13.9	.17	0	10	15	25	45	7,015	-1.4	.109	-.101
SUNY	20.0	14.7	.30	0	10	20	30	50	2,720	-2.1	.029	-.142
RU/VH	19.3	14.1	.10	0	10	15	25	45	19,618	-1.4	.118	-.097
Top 50%	23.3	15.0	.07	0	10	20	30	55	265	-5.4	.000	-.362
Top 10%	26.9	16.2	.20	5	15	25	40	60	290	-9.0	.000	-.561
Effective Teaching Practices												
Stony Brook (N = 262)	35.6	13.1	.81	16	28	36	44	60				
AAUDE	38.2	12.2	.15	20	32	40	48	60	278	-2.7	.001	-.220
SUNY	38.8	13.2	.27	16	28	40	48	60	2,740	-3.2	.000	-.245
RU/VH	38.5	12.6	.09	20	30	40	48	60	19,750	-3.0	.000	-.236
Top 50%	42.4	13.2	.06	20	32	44	52	60	45,327	-6.8	.000	-.516
Top 10%	44.6	13.3	.14	20	36	44	56	60	9,226	-9.1	.000	-.682
Campus Environment												
Quality of Interactions												
Stony Brook (N = 221)	38.7	13.0	.87	14	30	40	48	60				
AAUDE	41.2	11.3	.15	20	34	42	50	60	233	-2.6	.004	-.227
SUNY	40.3	12.3	.27	18	32	42	50	60	2,353	-1.6	.068	-.129
RU/VH	41.2	11.7	.09	20	34	42	50	60	225	-2.5	.005	-.212
Top 50%	44.0	11.4	.06	22	38	46	52	60	222	-5.3	.000	-.466
Top 10%	46.0	11.6	.13	24	40	48	55	60	230	-7.4	.000	-.632
Supportive Environment												
Stony Brook (N = 210)	35.9	13.6	.94	15	25	35	48	60				
AAUDE	37.3	12.8	.17	18	28	38	46	60	6,042	-1.4	.109	-.113
SUNY	36.5	13.8	.30	13	28	38	45	60	2,262	-.6	.560	-.042
RU/VH	37.8	13.1	.10	18	30	38	48	60	16,657	-1.9	.035	-.147
Top 50%	39.4	13.2	.06	18	30	40	50	60	50,061	-3.5	.000	-.264
Top 10%	41.4	12.8	.12	20	33	40	53	60	11,090	-5.5	.000	-.425

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

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

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

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

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

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

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

IPEDS: 196097

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD [b]	SEM [c]	5th	25th	50th	75th	95th	Deg. of freedom [e]	Mean diff.	Sig. [f]	Effect size [g]
Academic Challenge												
Higher-Order Learning												
Stony Brook (N = 308)	35.8	15.6	.89	10	25	35	50	60				
AAUDE	39.0	13.6	.19	15	30	40	50	60	335	-3.2	.000	-.236
SUNY	40.6	14.1	.29	15	30	40	55	60	373	-4.8	.000	-.339
RU/VH	39.7	14.0	.11	15	30	40	50	60	316	-3.9	.000	-.279
Top 50%	43.3	13.7	.07	20	35	40	55	60	310	-7.5	.000	-.544
Top 10%	45.3	13.6	.14	20	40	45	60	60	321	-9.5	.000	-.695
Reflective & Integrative Learning												
Stony Brook (N = 325)	35.3	14.1	.78	11	26	34	46	60				
AAUDE	37.5	12.7	.17	17	29	37	46	60	357	-2.2	.006	-.172
SUNY	38.4	13.1	.26	17	29	37	49	60	2,839	-3.1	.000	-.233
RU/VH	37.7	12.9	.10	17	29	37	46	60	18,067	-2.4	.001	-.182
Top 50%	41.1	12.6	.06	20	31	40	51	60	328	-5.7	.000	-.452
Top 10%	43.1	12.5	.13	20	34	43	54	60	343	-7.7	.000	-.614
Learning Strategies												
Stony Brook (N = 279)	35.7	15.9	.95	7	27	33	47	60				
AAUDE	37.0	14.6	.21	13	27	40	47	60	305	-1.3	.197	-.086
SUNY	39.2	14.9	.31	13	27	40	53	60	2,534	-3.5	.000	-.235
RU/VH	38.5	14.8	.12	13	27	40	53	60	16,370	-2.8	.002	-.190
Top 50%	42.5	14.5	.07	20	33	40	60	60	280	-6.8	.000	-.466
Top 10%	44.9	14.1	.13	20	33	47	60	60	288	-9.2	.000	-.646
Quantitative Reasoning												
Stony Brook (N = 316)	27.1	18.1	1.02	0	13	20	40	60				
AAUDE	31.5	16.9	.23	0	20	33	40	60	5,522	-4.5	.000	-.265
SUNY	28.6	17.7	.36	0	20	27	40	60	2,772	-1.5	.155	-.085
RU/VH	31.0	17.1	.13	0	20	33	40	60	17,665	-3.9	.000	-.229
Top 50%	31.3	17.2	.07	0	20	33	40	60	62,694	-4.3	.000	-.247
Top 10%	33.0	16.9	.14	0	20	33	47	60	15,884	-6.0	.000	-.353
Learning with Peers												
Collaborative Learning												
Stony Brook (N = 345)	30.7	13.7	.74	10	20	30	40	55				
AAUDE	34.7	14.0	.19	15	25	35	45	60	5,791	-4.0	.000	-.286
SUNY	32.5	14.5	.29	10	20	30	40	60	2,891	-1.8	.033	-.123
RU/VH	33.7	14.5	.11	10	25	35	45	60	18,455	-2.9	.000	-.202
Top 50%	35.4	13.8	.06	15	25	35	45	60	52,922	-4.6	.000	-.337
Top 10%	37.7	13.6	.13	15	30	40	50	60	10,849	-7.0	.000	-.513
Discussions with Diverse Others												
Stony Brook (N = 286)	43.8	15.6	.92	20	30	45	60	60				
AAUDE	42.2	15.0	.21	20	30	40	60	60	5,181	1.6	.076	.108
SUNY	41.5	16.0	.34	15	30	40	60	60	2,564	2.3	.023	.143
RU/VH	42.9	15.6	.12	20	35	40	60	60	16,530	.9	.316	.060
Top 50%	43.9	15.8	.06	20	35	45	60	60	60,603	-.1	.878	-.009
Top 10%	45.9	15.4	.12	20	40	50	60	60	15,644	-2.1	.023	-.136

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Stony Brook (N = 318)	21.6	16.3	.91	0	10	20	30	55				
AAUDE	22.7	15.1	.21	0	10	20	30	55	5,529	-1.1	.199	-.074
SUNY	25.2	16.4	.33	0	15	25	35	60	2,779	-3.6	.000	-.221
RU/VH	22.7	15.7	.12	0	10	20	30	55	17,696	-1.0	.242	-.066
Top 50%	29.5	16.1	.10	5	20	30	40	60	25,182	-7.9	.000	-.492
Top 10%	34.4	16.4	.28	10	20	35	45	60	3,689	-12.8	.000	-.781
Effective Teaching Practices												
Stony Brook (N = 320)	35.1	13.6	.76	12	24	36	44	60				
AAUDE	38.6	12.5	.17	20	32	40	48	60	5,574	-3.5	.000	-.281
SUNY	39.8	13.7	.27	16	32	40	52	60	2,805	-4.7	.000	-.347
RU/VH	39.3	13.2	.10	16	32	40	48	60	17,849	-4.2	.000	-.320
Top 50%	43.0	13.6	.07	20	36	44	56	60	37,575	-8.0	.000	-.587
Top 10%	45.1	13.4	.17	20	36	48	60	60	6,628	-10.1	.000	-.749
Campus Environment												
Quality of Interactions												
Stony Brook (N = 270)	37.2	12.5	.76	14	28	38	46	58				
AAUDE	41.0	10.9	.16	22	34	42	50	58	293	-3.8	.000	-.350
SUNY	41.0	12.2	.26	18	34	42	50	60	2,475	-3.8	.000	-.309
RU/VH	41.2	11.5	.09	20	34	42	50	60	277	-4.0	.000	-.346
Top 50%	45.3	11.3	.06	24	38	48	54	60	273	-8.1	.000	-.713
Top 10%	47.4	11.6	.13	24	40	50	58	60	284	-10.2	.000	-.874
Supportive Environment												
Stony Brook (N = 259)	30.9	14.6	.91	8	20	33	43	58				
AAUDE	33.5	13.1	.19	13	25	33	43	58	281	-2.6	.005	-.199
SUNY	32.7	14.0	.30	10	23	33	43	58	2,394	-1.7	.060	-.124
RU/VH	33.7	13.8	.11	10	25	34	43	60	15,541	-2.8	.001	-.203
Top 50%	36.1	13.8	.07	13	28	38	45	60	38,503	-5.2	.000	-.375
Top 10%	39.0	13.3	.17	17	30	40	50	60	275	-8.1	.000	-.601

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

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

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

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

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

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

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