



NSSE 2014

Engagement Indicators

State University of New York at New Paltz

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 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 Cross-admits	Your first-year students compared with Masters Large	Your first-year students compared with All NSSE
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 Cross-admits	Your seniors compared with Masters Large	Your seniors compared with All NSSE
Academic Challenge	Higher-Order Learning	△	--	--
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	△	--	--
	Quantitative Reasoning	--	▼	▼
Learning with Peers	Collaborative Learning	--	△	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	△	△
	Effective Teaching Practices	△	--	--
Campus Environment	Quality of Interactions	△	▼	▼
	Supportive Environment	--	--	--

Academic Challenge: First-year students

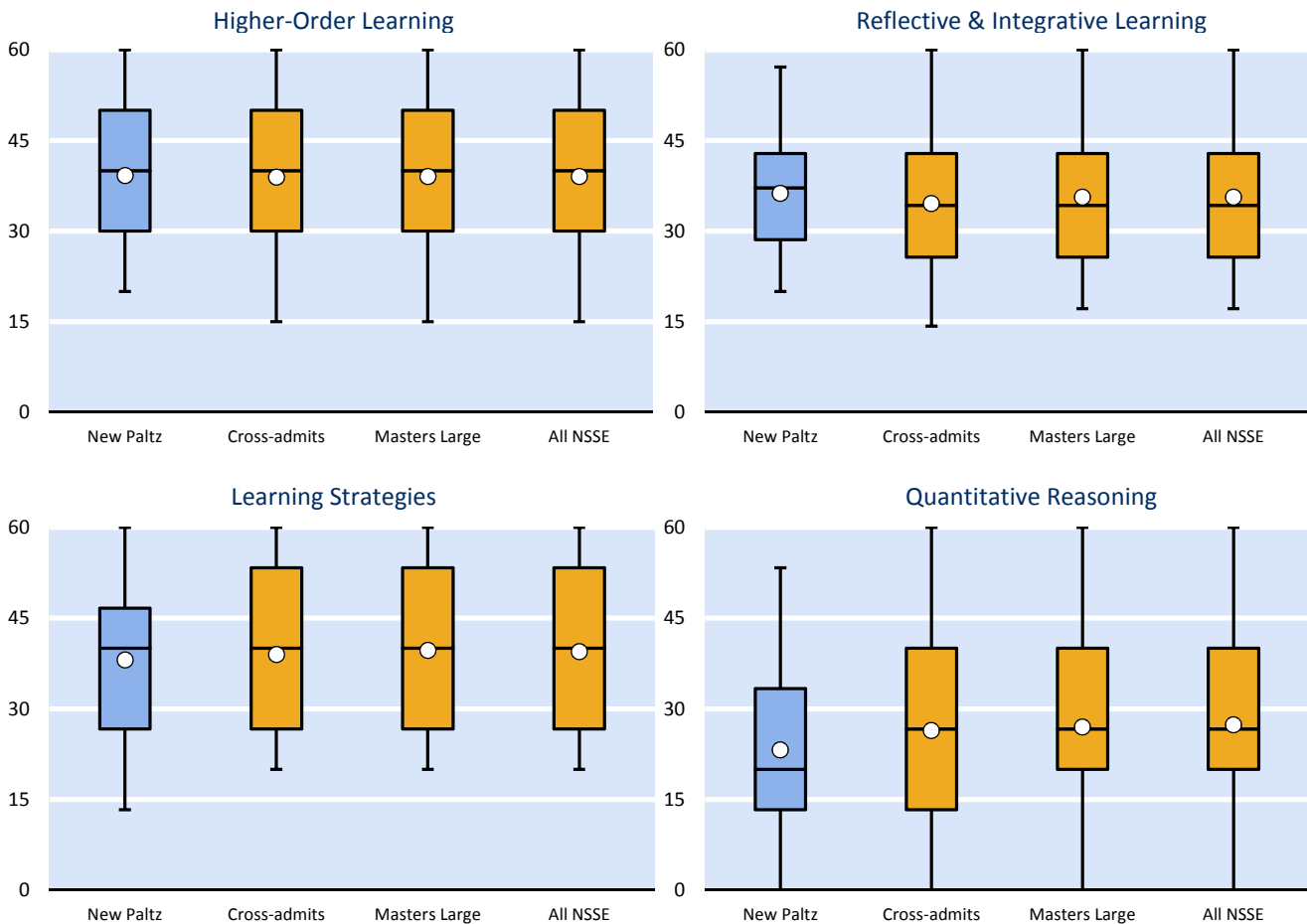
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	New Paltz Mean	Your first-year students compared with					
		Cross-admits		Masters Large		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	38.9	.02	39.1	.01	39.0	.01
Reflective & Integrative Learning	36.2	34.6 *	.13	35.6	.05	35.6	.05
Learning Strategies	38.1	39.0	-.06	39.7	-.11	39.5	-.10
Quantitative Reasoning	23.2	26.4 **	-.20	27.0 ***	-.23	27.4 ***	-.25

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

	New Paltz	Cross-admits	Masters Large	All NSSE
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	72 	73 	72 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74 	73 	72 	72 
4d. Evaluating a point of view, decision, or information source	74 	70 	71 	70 
4e. Forming a new idea or understanding from various pieces of information	69 	66 	69 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	54 	53 	55 	56 
2b. Connected your learning to societal problems or issues	56 	50 	53 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56 	50 	51 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64 	60 	63 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67 	65 	67 	66 
2f. Learned something that changed the way you understand an issue or concept	70 	62 	65 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	80 	74 	77 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	80 	81 	80 
9b. Reviewed your notes after class	56 	62 	66 	65 
9c. Summarized what you learned in class or from course materials	62 	63 	64 	63 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	41 	50 	50 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	30 	35 	38 	38 
6c. Evaluated what others have concluded from numerical information	29 	37 	36 	37 

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

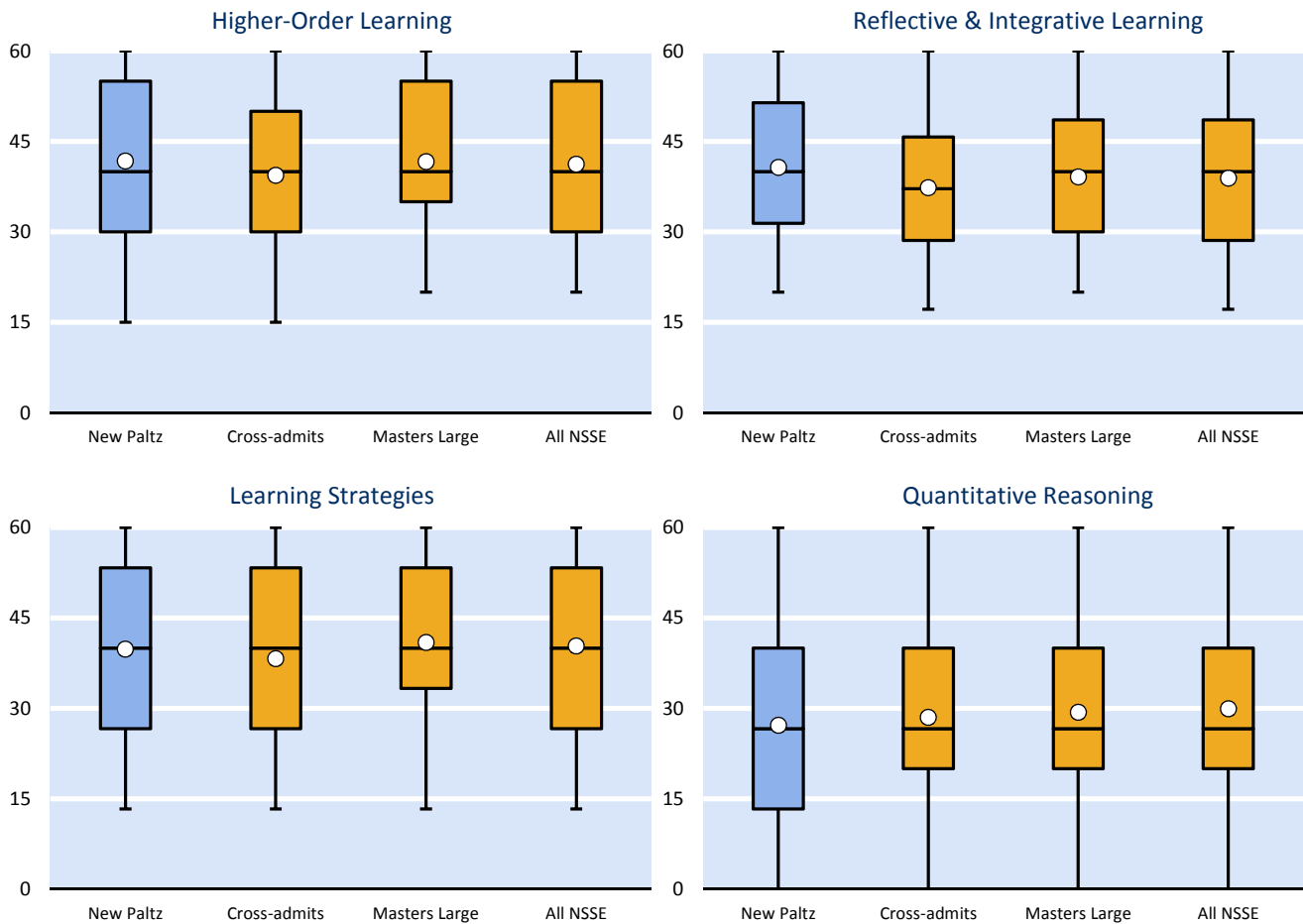
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Engagement Indicator	New Paltz Mean	Your seniors compared with					
		Cross-admits		Masters Large		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.8	39.4 ***	.17	41.6	.01	41.2	.04
Reflective & Integrative Learning	40.7	37.3 ***	.25	39.1 **	.12	38.9 **	.14
Learning Strategies	39.8	38.3 *	.10	40.9	-.08	40.3	-.03
Quantitative Reasoning	27.2	28.5	-.07	29.3 *	-.12	29.9 **	-.16

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: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	New Paltz	Cross-admits	Masters Large	All NSSE
<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	75 	75 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78 	74 	78 	78 
4d. Evaluating a point of view, decision, or information source	71 	67 	74 	72 
4e. Forming a new idea or understanding from various pieces of information	73 	68 	74 	72 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	78 	69 	71 	72 
2b. Connected your learning to societal problems or issues	66 	61 	65 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61 	51 	57 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70 	61 	67 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75 	67 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	75 	67 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	86 	80 	84 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82 	80 	84 	83 
9b. Reviewed your notes after class	60 	57 	66 	63 
9c. Summarized what you learned in class or from course materials	66 	61 	67 	66 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	48 	52 	53 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37 	40 	44 	45 
6c. Evaluated what others have concluded from numerical information	41 	43 	43 	44 

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: First-year students

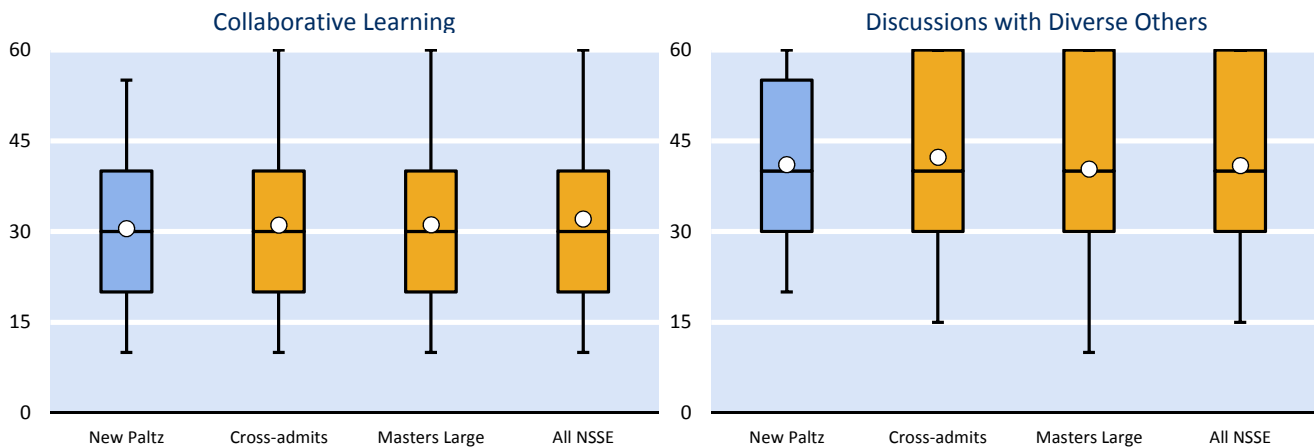
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	New Paltz Mean	Your first-year students compared with					
		Cross-admits		Masters Large		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.5	31.0	-.04	31.1	-.04	32.1 *	-.11
Discussions with Diverse Others	41.0	42.3	-.08	40.3	.04	40.9	.01

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

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

	New Paltz	Cross-admits	Masters Large	All NSSE
1e. Asked another student to help you understand course material	44	46	47	50
1f. Explained course material to one or more students	51	55	55	57
1g. Prepared for exams by discussing or working through course material with other students	45	47	46	49
1h. Worked with other students on course projects or assignments	48	45	51	52

Discussions with Diverse Others

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

	New Paltz	Cross-admits	Masters Large	All NSSE
8a. People from a race or ethnicity other than your own	80	77	71	71
8b. People from an economic background other than your own	75	74	72	73
8c. People with religious beliefs other than your own	73	74	67	69
8d. People with political views other than your own	62	66	67	69

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

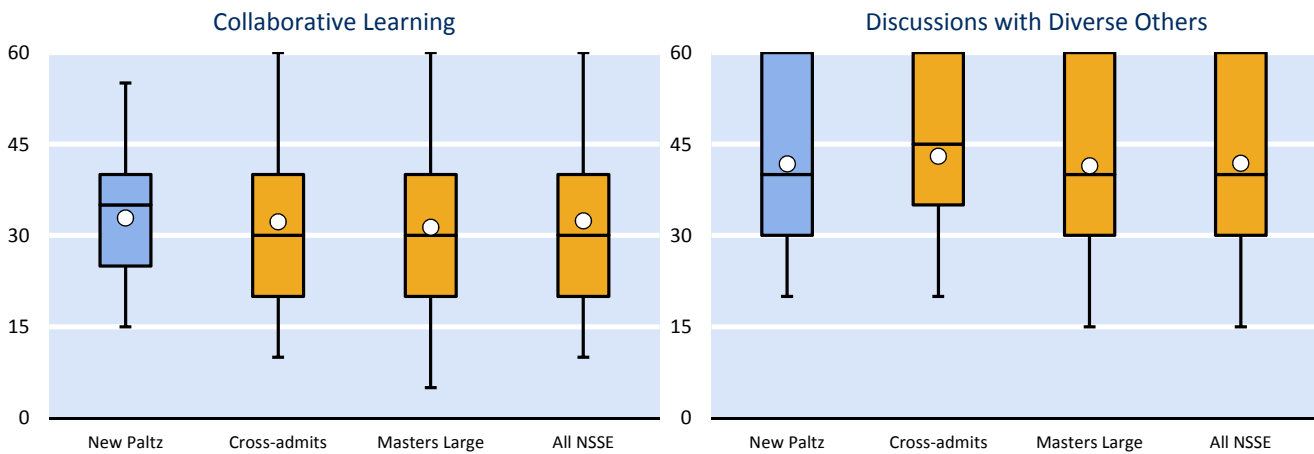
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	New Paltz Mean	Your seniors compared with					
		Cross-admits		Masters Large		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.9	32.3	.04	31.3 *	.10	32.4	.03
Discussions with Diverse Others	41.8	43.0	-.08	41.5	.02	41.8	.00

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

Collaborative Learning

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

	New Paltz	Cross-admits	Masters Large	All NSSE
1e. Asked another student to help you understand course material	39	41	38	40
1f. Explained course material to one or more students	63	60	56	58
1g. Prepared for exams by discussing or working through course material with other students	49	46	44	46
1h. Worked with other students on course projects or assignments	66	58	62	64

Discussions with Diverse Others

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

	New Paltz	Cross-admits	Masters Large	All NSSE
8a. People from a race or ethnicity other than your own	75	76	73	73
8b. People from an economic background other than your own	77	77	74	75
8c. People with religious beliefs other than your own	72	75	69	70
8d. People with political views other than your own	65	70	70	71

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

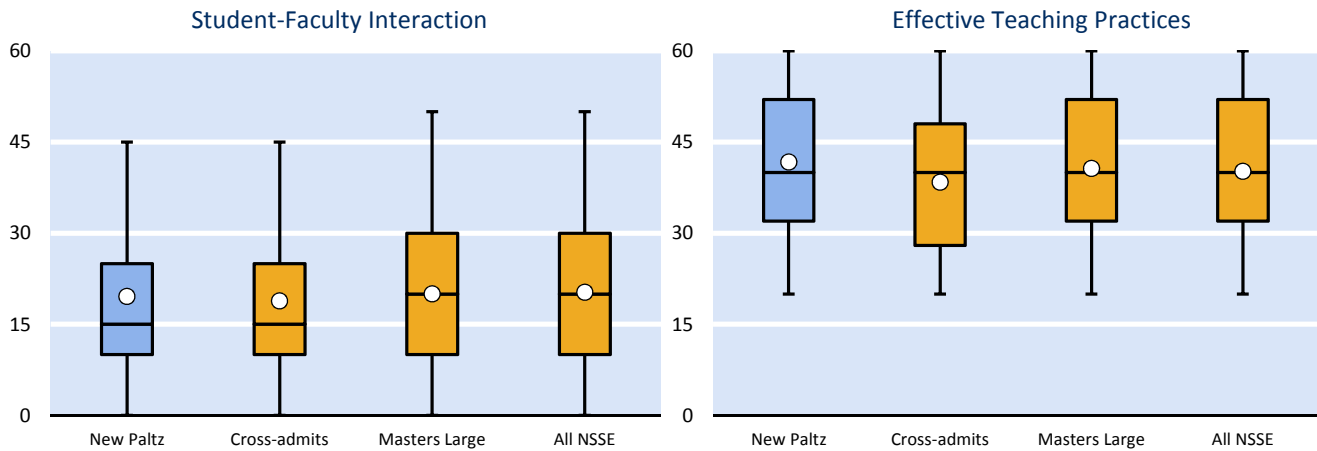
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

Engagement Indicator	New Paltz Mean	Your first-year students compared with					
		Cross-admits		Masters Large		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.6	18.8	.05	20.0	-.03	20.3	-.05
Effective Teaching Practices	41.7	38.4 ***	.26	40.6	.08	40.2 *	.12

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	New Paltz	Cross-admits	Masters Large	All NSSE
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	29	28	32	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	16	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	23	25	25
3d. Discussed your academic performance with a faculty member	31	25	29	29
Effective Teaching Practices	New Paltz	Cross-admits	Masters Large	All NSSE
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	82	79	81	81
5b. Taught course sessions in an organized way	79	77	79	79
5c. Used examples or illustrations to explain difficult points	82	74	77	77
5d. Provided feedback on a draft or work in progress	73	60	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	67	56	64	63

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

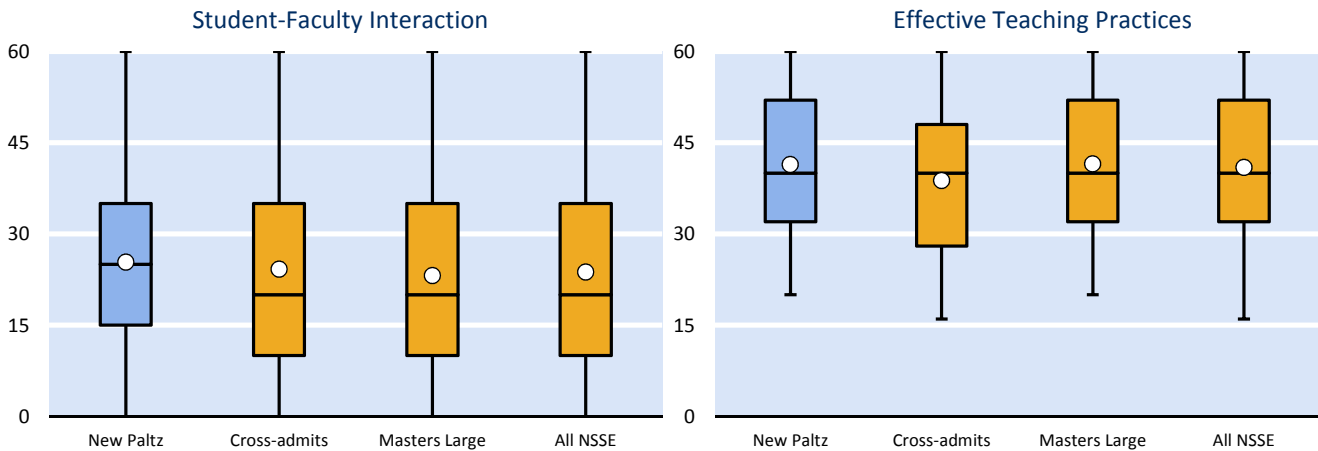
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

Engagement Indicator	New Paltz Mean	Your seniors compared with					
		Cross-admits		Masters Large		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.4	24.2	.07	23.2 **	.13	23.7 *	.10
Effective Teaching Practices	41.4	38.8 ***	.19	41.5	-.01	40.9	.03

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

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

	New Paltz	Cross-admits	Masters Large	All NSSE
3a. Talked about career plans with a faculty member	42	40	41	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	29	25	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	42	36	32	33
3d. Discussed your academic performance with a faculty member	38	33	33	33

Effective Teaching Practices

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

	New Paltz	Cross-admits	Masters Large	All NSSE
5a. Clearly explained course goals and requirements	87	81	83	83
5b. Taught course sessions in an organized way	81	78	81	81
5c. Used examples or illustrations to explain difficult points	83	77	79	79
5d. Provided feedback on a draft or work in progress	62	55	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	67	60	69	67

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

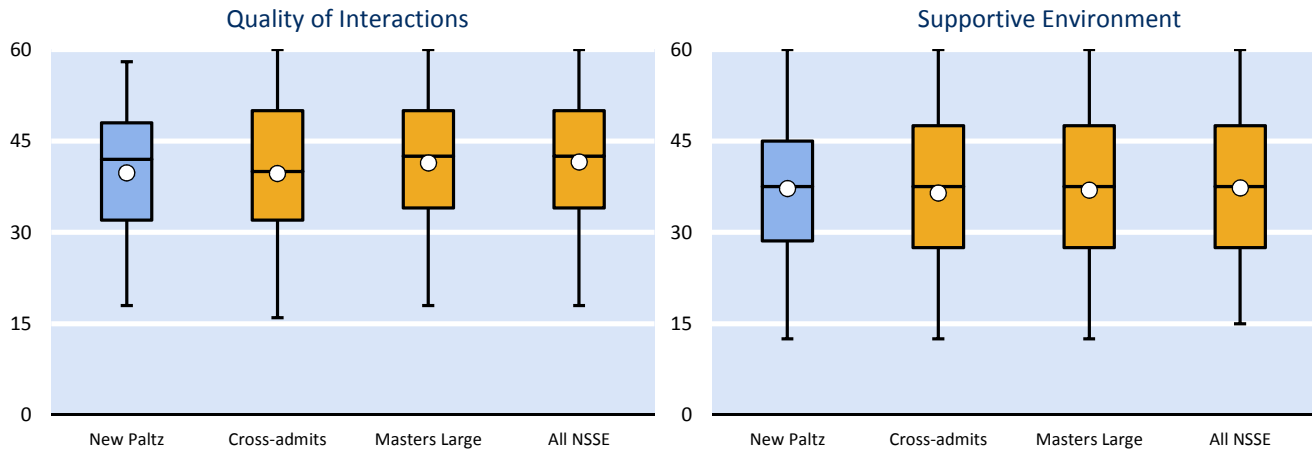
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	New Paltz Mean	Your first-year students compared with					
		Cross-admits		Masters Large		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.7	39.7	.01	41.4 *	-.13	41.5 *	-.14
Supportive Environment	37.2	36.5	.05	36.9	.02	37.3	-.01

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

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	New Paltz	Cross-admits	Masters Large	All NSSE
13a. Students	62	55	59	59
13b. Academic advisors	35	44	48	48
13c. Faculty	48	42	50	50
13d. Student services staff (career services, student activities, housing, etc.)	36	38	43	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	34	42	41

Supportive Environment

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

	New Paltz	Cross-admits	Masters Large	All NSSE
14b. Providing support to help students succeed academically	81	73	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	76	74	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	61	59	59
14e. Providing opportunities to be involved socially	75	73	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	71	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	41	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	67	65	68
14i. Attending events that address important social, economic, or political issues	57	55	52	53

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

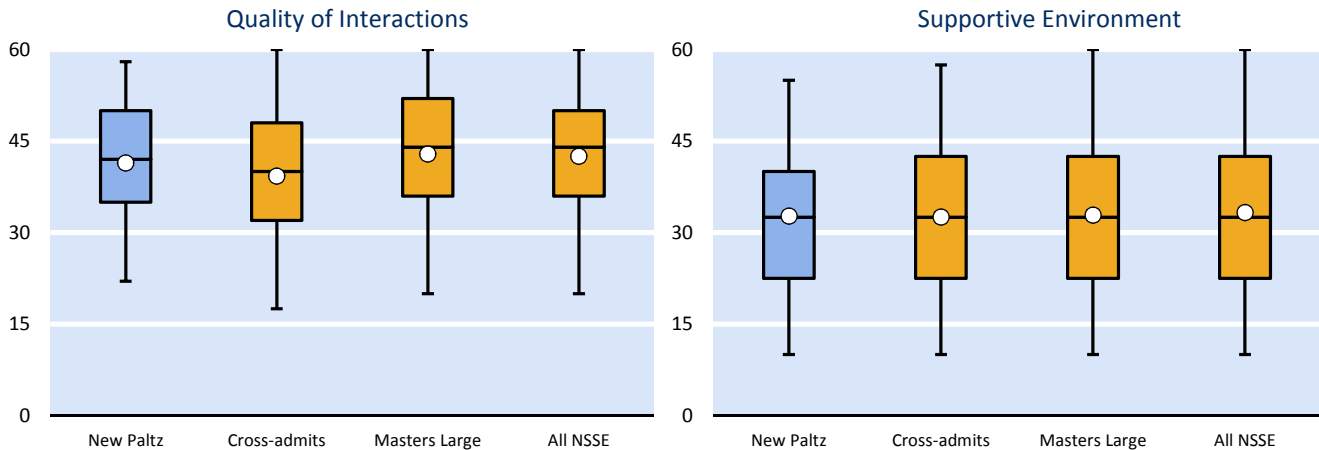
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	New Paltz Mean	Your seniors compared with					
		Cross-admits		Masters Large		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.4	39.3 ***	.18	42.9 **	-.12	42.5 *	-.09
Supportive Environment	32.7	32.6	.01	32.9	-.01	33.3	-.04

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

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	New Paltz	Cross-admits	Masters Large	All NSSE
13a. Students	62	56	64	64
13b. Academic advisors	43	40	53	52
13c. Faculty	53	50	62	60
13d. Student services staff (career services, student activities, housing, etc.)	34	34	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	32	43	42

Supportive Environment

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

	New Paltz	Cross-admits	Masters Large	All NSSE
14b. Providing support to help students succeed academically	68	65	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	56	59	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	50	54	53
14e. Providing opportunities to be involved socially	71	67	64	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	63	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	31	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	62	53	57
14i. Attending events that address important social, economic, or political issues	55	49	45	46

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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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	New Paltz Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.2	40.6	-.10		42.7 ***	-.26	
	Reflective and Integrative Learning	36.2	37.3	-.09	✓	39.3 ***	-.24	
	Learning Strategies	38.1	41.2 ***	-.22		43.4 ***	-.38	
	Quantitative Reasoning	23.2	28.8 ***	-.34		30.6 ***	-.46	
Learning with Peers	Collaborative Learning	30.5	34.7 ***	-.31		37.0 ***	-.48	
	Discussions with Diverse Others	41.0	43.2 *	-.14		45.6 ***	-.31	
Experiences with Faculty	Student-Faculty Interaction	19.6	23.3 ***	-.25		26.9 ***	-.46	
	Effective Teaching Practices	41.7	42.4	-.05	✓	44.6 ***	-.22	
Campus Environment	Quality of Interactions	39.7	44.0 ***	-.37		46.0 ***	-.54	
	Supportive Environment	37.2	39.4 *	-.17		41.4 ***	-.33	

Seniors

Theme	Engagement Indicator	New Paltz Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.8	43.3 *	-.11		45.3 ***	-.26	
	Reflective and Integrative Learning	40.7	41.1	-.03	✓	43.1 ***	-.19	
	Learning Strategies	39.8	42.5 ***	-.18		44.9 ***	-.36	
	Quantitative Reasoning	27.2	31.3 ***	-.24		33.0 ***	-.34	
Learning with Peers	Collaborative Learning	32.9	35.4 ***	-.18		37.7 ***	-.36	
	Discussions with Diverse Others	41.8	43.9 **	-.14		45.8 ***	-.26	
Experiences with Faculty	Student-Faculty Interaction	25.4	29.5 ***	-.26		34.4 ***	-.55	
	Effective Teaching Practices	41.4	43.0 **	-.12		45.1 ***	-.28	
Campus Environment	Quality of Interactions	41.4	45.3 ***	-.34		47.4 ***	-.51	
	Supportive Environment	32.7	36.1 ***	-.24		39.0 ***	-.47	

Note: 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 the pooled standard deviation.

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 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
New Paltz (N = 276)	39.2	13.6	.82	20	30	40	50	60				
Cross-admits	38.9	14.2	.18	15	30	40	50	60	6,342	.3	.772	.018
Masters Large	39.1	14.0	.05	15	30	40	50	60	86,881	.1	.870	.010
All NSSE	39.0	13.8	.03	15	30	40	50	60	285,356	.2	.854	.011
Top 50%	40.6	13.6	.04	20	30	40	50	60	140,883	-1.4	.090	-.102
Top 10%	42.7	13.6	.08	20	35	40	55	60	26,328	-3.5	.000	-.257
Reflective & Integrative Learning												
New Paltz (N = 292)	36.2	11.7	.69	20	29	37	43	57				
Cross-admits	34.6	12.6	.16	14	26	34	43	60	323	1.6	.020	.131
Masters Large	35.6	12.7	.04	17	26	34	43	60	293	.6	.384	.047
All NSSE	35.6	12.6	.02	17	26	34	43	60	292	.6	.357	.050
Top 50%	37.3	12.5	.03	17	29	37	46	60	293	-1.1	.112	-.087
Top 10%	39.3	12.6	.07	20	31	40	49	60	298	-3.0	.000	-.242
Learning Strategies												
New Paltz (N = 249)	38.1	13.9	.88	13	27	40	47	60				
Cross-admits	39.0	14.3	.19	20	27	40	53	60	5,806	-.9	.324	-.064
Masters Large	39.7	14.2	.05	20	27	40	53	60	80,611	-1.6	.078	-.112
All NSSE	39.5	14.2	.03	20	27	40	53	60	264,441	-1.4	.131	-.096
Top 50%	41.2	14.0	.04	20	33	40	53	60	124,728	-3.1	.000	-.222
Top 10%	43.4	14.0	.09	20	33	40	60	60	26,616	-5.3	.000	-.379
Quantitative Reasoning												
New Paltz (N = 279)	23.2	16.5	.99	0	13	20	33	53				
Cross-admits	26.4	16.4	.21	0	13	27	40	60	6,396	-3.2	.001	-.195
Masters Large	27.0	16.6	.06	0	20	27	40	60	88,330	-3.8	.000	-.227
All NSSE	27.4	16.4	.03	0	20	27	40	60	289,985	-4.1	.000	-.252
Top 50%	28.8	16.3	.04	0	20	27	40	60	181,699	-5.6	.000	-.342
Top 10%	30.6	16.2	.08	0	20	27	40	60	41,643	-7.4	.000	-.457
Learning with Peers												
Collaborative Learning												
New Paltz (N = 298)	30.5	13.0	.75	10	20	30	40	55				
Cross-admits	31.0	13.9	.17	10	20	30	40	60	329	-.6	.446	-.042
Masters Large	31.1	14.3	.05	10	20	30	40	60	299	-.6	.416	-.043
All NSSE	32.1	14.1	.03	10	20	30	40	60	297	-1.6	.034	-.113
Top 50%	34.7	13.7	.03	15	25	35	45	60	171,798	-4.2	.000	-.310
Top 10%	37.0	13.6	.07	15	25	35	45	60	39,376	-6.6	.000	-.483
Discussions with Diverse Others												
New Paltz (N = 252)	41.0	14.0	.88	20	30	40	55	60				
Cross-admits	42.3	15.9	.21	15	30	40	60	60	280	-1.2	.172	-.078
Masters Large	40.3	16.3	.06	10	30	40	60	60	253	.7	.418	.044
All NSSE	40.9	16.0	.03	15	30	40	60	60	251	.1	.885	.008
Top 50%	43.2	15.4	.04	20	35	45	60	60	252	-2.2	.013	-.144
Top 10%	45.6	14.8	.08	20	40	50	60	60	33,032	-4.6	.000	-.310

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												
New Paltz (N = 280)	19.6	14.1	.84	0	10	15	25	45				
Cross-admits	18.8	14.3	.18	0	10	15	25	45	6,459	.7	.395	.052
Masters Large	20.0	14.8	.05	0	10	20	30	50	88,744	-.4	.619	-.030
All NSSE	20.3	14.6	.03	0	10	20	30	50	291,030	-.7	.423	-.048
Top 50%	23.3	15.0	.05	0	10	20	30	55	103,106	-3.7	.000	-.250
Top 10%	26.9	16.2	.12	5	15	25	40	60	292	-7.4	.000	-.455
Effective Teaching Practices												
New Paltz (N = 286)	41.7	11.9	.70	20	32	40	52	60				
Cross-admits	38.4	12.9	.16	20	28	40	48	60	6,500	3.3	.000	.260
Masters Large	40.6	13.4	.04	20	32	40	52	60	288	1.1	.126	.081
All NSSE	40.2	13.3	.02	20	32	40	52	60	286	1.6	.026	.119
Top 50%	42.4	13.2	.04	20	32	44	52	60	287	-.6	.374	-.048
Top 10%	44.6	13.3	.09	20	36	44	56	60	295	-2.9	.000	-.218
Campus Environment												
Quality of Interactions												
New Paltz (N = 241)	39.7	11.4	.73	18	32	42	48	58				
Cross-admits	39.7	12.7	.17	16	32	40	50	60	267	.1	.925	.006
Masters Large	41.4	12.8	.05	18	34	43	50	60	241	-1.6	.028	-.127
All NSSE	41.5	12.4	.02	18	34	43	50	60	240	-1.8	.015	-.145
Top 50%	44.0	11.4	.04	22	38	46	52	60	96,622	-4.2	.000	-.372
Top 10%	46.0	11.6	.08	24	40	48	55	60	20,211	-6.3	.000	-.542
Supportive Environment												
New Paltz (N = 228)	37.2	12.7	.84	13	29	38	45	60				
Cross-admits	36.5	13.7	.19	13	28	38	48	60	251	.7	.426	.050
Masters Large	36.9	14.1	.05	13	28	38	48	60	229	.2	.799	.015
All NSSE	37.3	13.8	.03	15	28	38	48	60	228	-.1	.874	-.010
Top 50%	39.4	13.2	.04	18	30	40	50	60	126,419	-2.2	.011	-.169
Top 10%	41.4	12.8	.08	20	33	40	53	60	27,771	-4.2	.000	-.327

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 \pm 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.

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												
New Paltz (N = 435)	41.8	14.4	.69	15	30	40	55	60				
Cross-admits	39.4	14.3	.17	15	30	40	50	60	7,267	2.4	.001	.167
Masters Large	41.6	14.1	.04	20	35	40	55	60	116,676	.1	.845	.009
All NSSE	41.2	14.1	.02	20	30	40	55	60	357,205	.5	.421	.039
Top 50%	43.3	13.7	.04	20	35	40	55	60	141,992	-1.5	.022	-.110
Top 10%	45.3	13.6	.07	20	40	45	60	60	35,337	-3.5	.000	-.257
Reflective & Integrative Learning												
New Paltz (N = 458)	40.7	12.7	.59	20	31	40	51	60				
Cross-admits	37.3	13.3	.16	17	29	37	46	60	7,611	3.4	.000	.254
Masters Large	39.1	13.0	.04	20	30	40	49	60	121,368	1.6	.009	.122
All NSSE	38.9	13.0	.02	17	29	40	49	60	371,549	1.8	.003	.138
Top 50%	41.1	12.6	.03	20	31	40	51	60	139,086	-.3	.558	-.027
Top 10%	43.1	12.5	.07	20	34	43	54	60	30,952	-2.3	.000	-.187
Learning Strategies												
New Paltz (N = 409)	39.8	14.8	.73	13	27	40	53	60				
Cross-admits	38.3	15.0	.19	13	27	40	53	60	6,797	1.6	.040	.105
Masters Large	40.9	14.8	.04	13	33	40	53	60	110,539	-1.1	.127	-.076
All NSSE	40.3	14.8	.03	13	27	40	53	60	337,947	-.5	.491	-.034
Top 50%	42.5	14.5	.03	20	33	40	60	60	174,683	-2.6	.000	-.182
Top 10%	44.9	14.1	.07	20	33	47	60	60	44,893	-5.0	.000	-.357
Quantitative Reasoning												
New Paltz (N = 450)	27.2	19.0	.90	0	13	27	40	60				
Cross-admits	28.5	17.6	.21	0	20	27	40	60	501	-1.3	.153	-.074
Masters Large	29.3	17.4	.05	0	20	27	40	60	452	-2.1	.017	-.123
All NSSE	29.9	17.4	.03	0	20	27	40	60	450	-2.7	.003	-.156
Top 50%	31.3	17.2	.04	0	20	33	40	60	451	-4.1	.000	-.239
Top 10%	33.0	16.9	.07	0	20	33	47	60	455	-5.8	.000	-.344
Learning with Peers												
Collaborative Learning												
New Paltz (N = 461)	32.9	13.1	.61	15	25	35	40	55				
Cross-admits	32.3	14.2	.17	10	20	30	40	60	530	.6	.342	.043
Masters Large	31.3	15.0	.04	5	20	30	40	60	464	1.5	.013	.102
All NSSE	32.4	14.6	.02	10	20	30	40	60	461	.5	.438	.033
Top 50%	35.4	13.8	.03	15	25	35	45	60	186,358	-2.5	.000	-.182
Top 10%	37.7	13.6	.07	15	30	40	50	60	37,604	-4.9	.000	-.357
Discussions with Diverse Others												
New Paltz (N = 418)	41.8	15.7	.77	20	30	40	60	60				
Cross-admits	43.0	15.6	.19	20	35	45	60	60	6,884	-1.2	.112	-.080
Masters Large	41.5	16.4	.05	15	30	40	60	60	111,454	.3	.687	.020
All NSSE	41.8	16.1	.03	15	30	40	60	60	341,175	-.1	.932	-.004
Top 50%	43.9	15.8	.03	20	35	45	60	60	214,274	-2.2	.005	-.137
Top 10%	45.8	15.4	.07	20	40	50	60	60	55,735	-4.1	.000	-.265

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												
New Paltz (N = 442)	25.4	16.1	.76	0	15	25	35	60				
Cross-admits	24.2	16.4	.20	0	10	20	35	60	7,422	1.2	.150	.071
Masters Large	23.2	16.5	.05	0	10	20	35	60	118,802	2.2	.005	.133
All NSSE	23.7	16.3	.03	0	10	20	35	60	363,877	1.6	.037	.099
Top 50%	29.5	16.1	.05	5	20	30	40	60	88,359	-4.2	.000	-.260
Top 10%	34.4	16.4	.15	10	20	35	45	60	12,365	-9.0	.000	-.553
Effective Teaching Practices												
New Paltz (N = 449)	41.4	13.2	.62	20	32	40	52	60				
Cross-admits	38.8	13.5	.16	16	28	40	48	60	7,495	2.6	.000	.193
Masters Large	41.5	13.8	.04	20	32	40	52	60	120,237	-.1	.874	-.008
All NSSE	40.9	13.7	.02	16	32	40	52	60	367,698	.5	.472	.034
Top 50%	43.0	13.6	.04	20	36	44	56	60	132,174	-1.7	.010	-.122
Top 10%	45.1	13.4	.09	20	36	48	60	60	22,757	-3.7	.000	-.279
Campus Environment												
Quality of Interactions												
New Paltz (N = 403)	41.4	11.0	.55	22	35	42	50	58				
Cross-admits	39.3	12.1	.15	18	32	40	48	60	466	2.2	.000	.180
Masters Large	42.9	12.1	.04	20	36	44	52	60	406	-1.4	.009	-.119
All NSSE	42.5	11.9	.02	20	36	44	50	60	403	-1.1	.045	-.093
Top 50%	45.3	11.3	.03	24	38	48	54	60	114,674	-3.9	.000	-.341
Top 10%	47.4	11.6	.07	24	40	50	58	60	30,957	-6.0	.000	-.512
Supportive Environment												
New Paltz (N = 382)	32.7	13.4	.68	10	23	33	40	55				
Cross-admits	32.6	14.0	.18	10	23	33	43	58	6,440	.2	.822	.012
Masters Large	32.9	14.7	.05	10	23	33	43	60	384	-.2	.822	-.011
All NSSE	33.3	14.4	.03	10	23	33	43	60	382	-.5	.433	-.037
Top 50%	36.1	13.8	.04	13	28	38	45	60	135,603	-3.4	.000	-.244
Top 10%	39.0	13.3	.09	17	30	40	50	60	23,087	-6.2	.000	-.468

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 \pm 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.