



NSSE 2019

Engagement Indicators

Central Connecticut State 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
<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 2018 and 2019 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

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 CSUs	Your first-year students compared with Peer Benchmark	Your first-year students compared with Aspirational BM
<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 CSUs	Your seniors compared with Peer Benchmark	Your seniors compared with Aspirational BM
<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

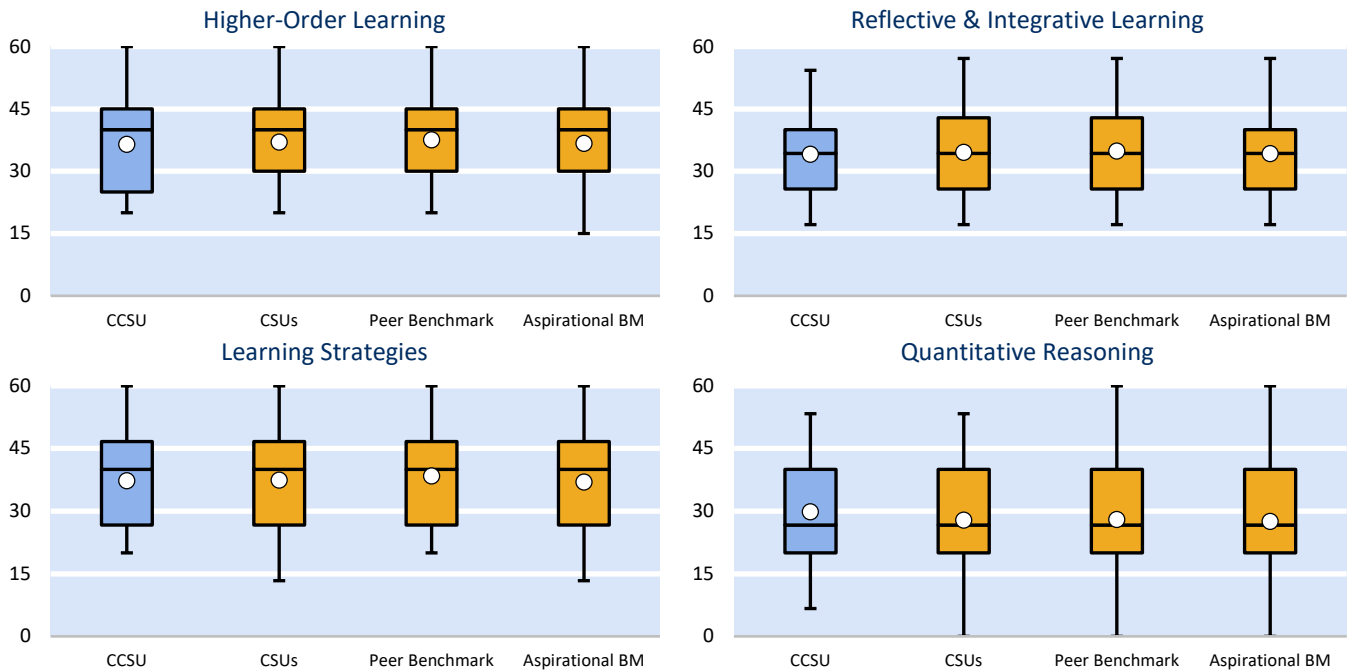
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CCSU Mean	Your first-year students compared with					
		CSUs Mean	CSUs Effect size	Peer Benchmark Mean	Peer Benchmark Effect size	Aspirational BM Mean	Aspirational BM Effect size
Higher-Order Learning	36.5	37.0	-.04	37.5	-.08	36.7	-.02
Reflective & Integrative Learning	34.1	34.6	-.04	34.9	-.06	34.2	-.01
Learning Strategies	37.3	37.4	-.01	38.4	-.08	37.0	.02
Quantitative Reasoning	29.8	27.9	.13	28.0	.12	27.6 *	.15

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.

	CCSU	Percentage point difference ^a between your FY students and		
		CSUs	Peer Benchmark	Aspirational BM
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	69	+5 	-0 	+0 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-3 	-3 	-2 
4d. Evaluating a point of view, decision, or information source	67	-1 	-1 	+0 
4e. Forming a new idea or understanding from various pieces of information	67	-3 	+1 	+2 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	54	+5 	+1 	+3 
2b. Connected your learning to societal problems or issues	50	-2 	-0 	+1 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	-3 	-3 	-1 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+0 	+3 	+2 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-3 	-1 	-2 
2f. Learned something that changed the way you understand an issue or concept	62	-3 	-3 	-0 
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-2 	-3 	-1 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	67	-9 	-6 	-5 
9b. Reviewed your notes after class	66	+4 	-3 	+2 
9c. Summarized what you learned in class or from course materials	67	+7 	+3 	+6 
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.)	50	-1 	-2 	-2 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+4 	+3 	+6 
6c. Evaluated what others have concluded from numerical information	45	+6 	+6 	+7 

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

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

Academic Challenge: Seniors

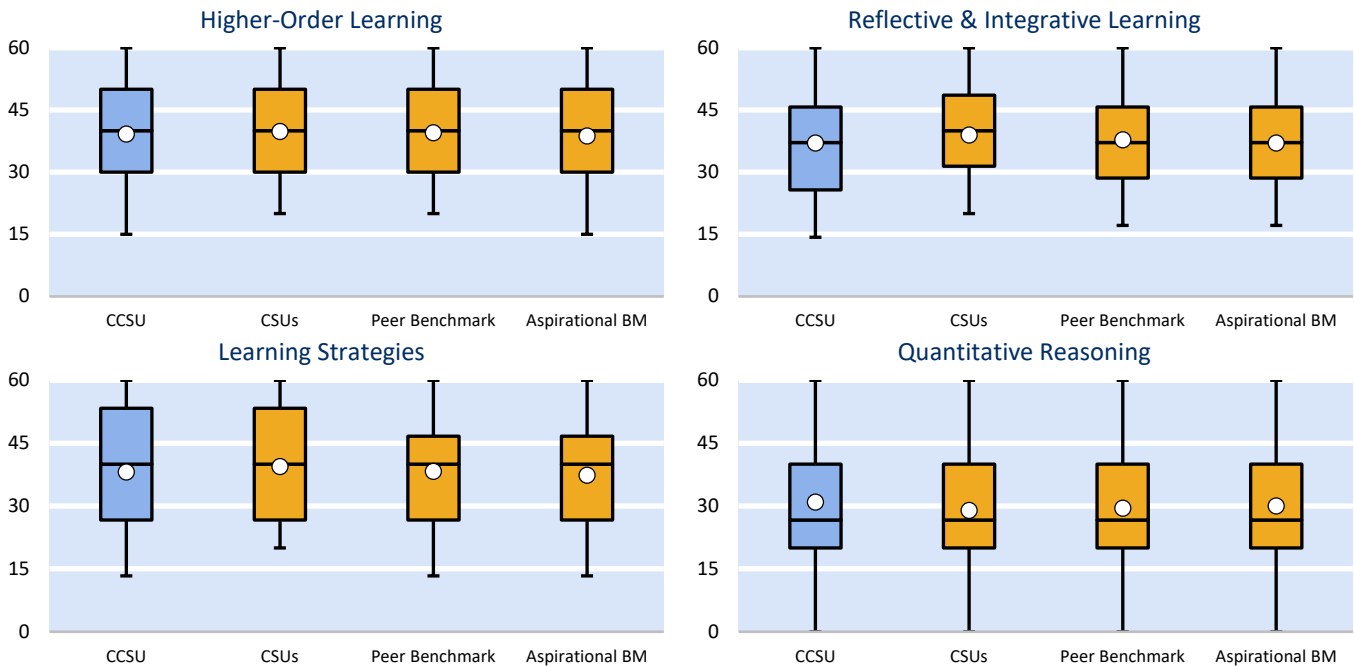
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	CCSU Mean	Your seniors compared with					
		CSUs Mean	CSUs Effect size	Peer Benchmark Mean	Peer Benchmark Effect size	Aspirational BM Mean	Aspirational BM Effect size
Higher-Order Learning	39.2	39.9	-.05	39.5	-.02	38.8	.03
Reflective & Integrative Learning	37.0	39.0 *	-.15	37.8	-.06	37.0	.00
Learning Strategies	38.1	39.4	-.09	38.3	-.01	37.3	.06
Quantitative Reasoning	30.9	28.9	.12	29.5	.09	30.0	.06

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	CCSU	Percentage point difference ^a between your seniors and		
		CSUs	Peer Benchmark	Aspirational BM
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	76	-1	-2	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	-0	-2	+0
4d. Evaluating a point of view, decision, or information source	63	-9	-7	-3
4e. Forming a new idea or understanding from various pieces of information	67	-5	-5	-1
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	69	-3	-2	-0
2b. Connected your learning to societal problems or issues	52	-12	-10	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	-10	-5	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-4	-2	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	-3	-1	+1
2f. Learned something that changed the way you understand an issue or concept	71	-2	+1	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	84	-0	+2	+2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	-7	-6	-5
9b. Reviewed your notes after class	62	-4	-1	+1
9c. Summarized what you learned in class or from course materials	63	-4	-2	+2
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.)	59	+4	+6	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-0	-1	-1
6c. Evaluated what others have concluded from numerical information	46	+4	+2	+1

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

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Learning with Peers: First-year students

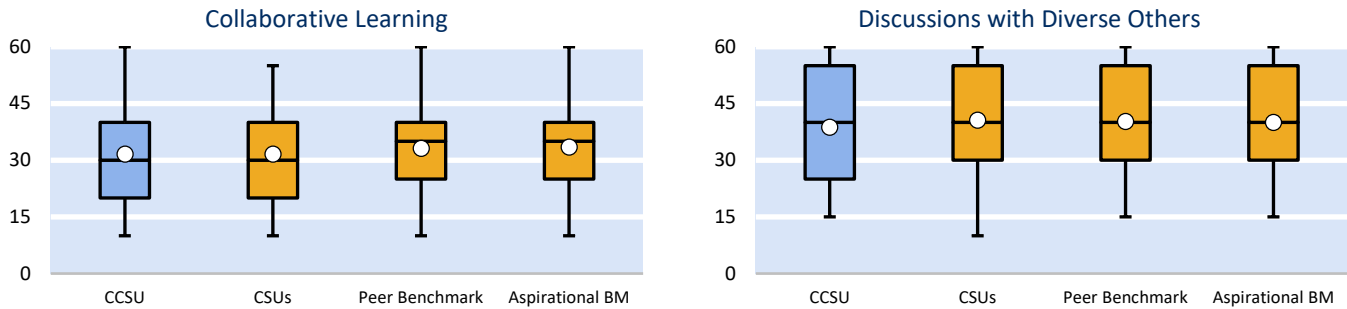
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CCSU Mean	Your first-year students compared with					
		CSUs Mean	CSUs Effect size	Peer Benchmark Mean	Peer Benchmark Effect size	Aspirational BM Mean	Aspirational BM Effect size
Collaborative Learning	31.6	31.6	.00	33.1	-.11	33.5	-.14
Discussions with Diverse Others	38.7	40.5	-.12	40.2	-.10	40.0	-.09

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Collaborative Learning	CCSU %	Percentage point difference ^a between your FY students and		
		CSUs	Peer Benchmark	Aspirational BM
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	48	-3	-7	-8
1f. Explained course material to one or more students	55	-3	-4	-5
1g. Prepared for exams by discussing or working through course material with other students	47	+3	-4	-6
1h. Worked with other students on course projects or assignments	52	-4	-3	-4
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	74	-2	+3	+4
8b. People from an economic background other than your own	70	-5	-3	-2
8c. People with religious beliefs other than your own	61	-6	-6	-7
8d. People with political views other than your own	64	-2	-9	-4

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Learning with Peers: Seniors

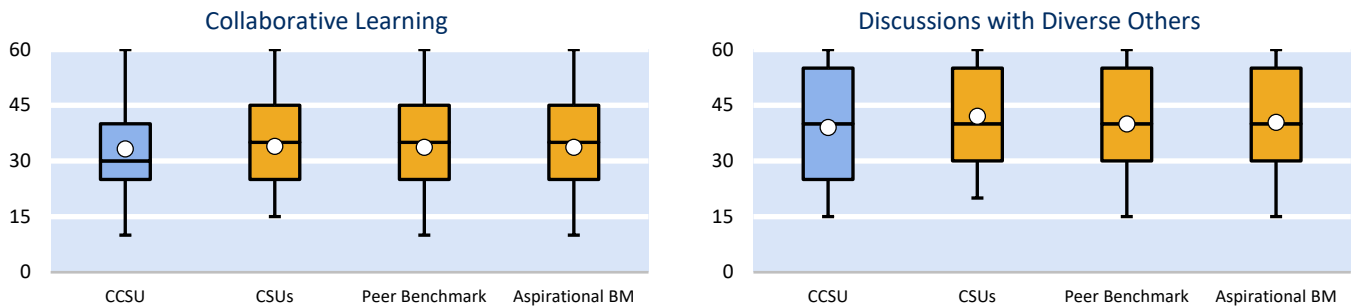
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Mean Comparisons

Engagement Indicator	CCSU Mean	Your seniors compared with					
		CSUs Mean	Effect size	Peer Benchmark Mean	Effect size	Aspirational BM Mean	Effect size
Collaborative Learning	33.2	34.0	-.05	33.7	-.03	33.7	-.03
Discussions with Diverse Others	39.1	42.1 **	-.20	40.0	-.06	40.4	-.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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Collaborative Learning	CCSU %	Percentage point difference ^a between your seniors and			
		CSUs	Peer Benchmark	Aspirational BM	
Percentage of students who responded that they "Very often" or "Often"...					
1e. Asked another student to help you understand course material	46	+1	-0	-1	
1f. Explained course material to one or more students	64	+1	+2	+2	
1g. Prepared for exams by discussing or working through course material with other students	44	-4	-7	-6	
1h. Worked with other students on course projects or assignments	62	-4	-5	-5	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of a race or ethnicity other than your own	73	-4	+4	+2	
8b. People from an economic background other than your own	70	-7	-3	-4	
8c. People with religious beliefs other than your own	65	-5	-2	-2	
8d. People with political views other than your own	62	-4	-8	-6	

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Experiences with Faculty: First-year students

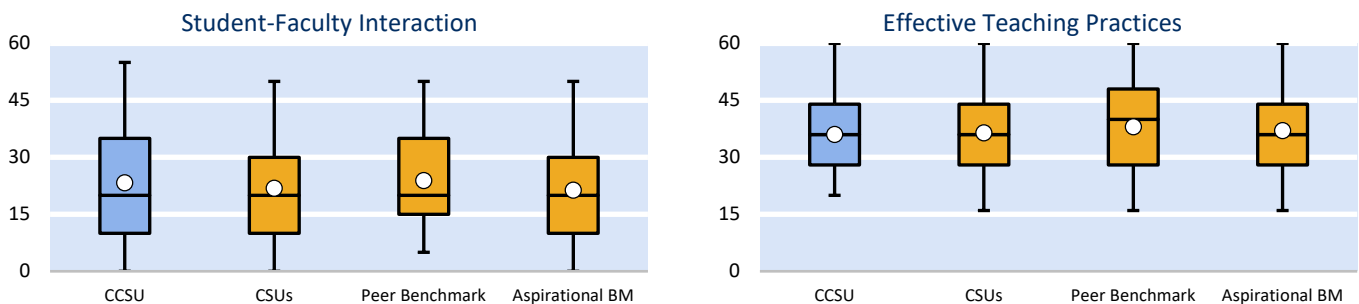
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	CCSU Mean	Your first-year students compared with					
		CSUs Mean	Effect size	Peer Benchmark Mean	Effect size	Aspirational BM Mean	Effect size
Student-Faculty Interaction	23.3	21.8	.10	23.9	-.04	21.4	.13
Effective Teaching Practices	36.0	36.5	-.04	38.1 *	-.16	37.0	-.08

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Student-Faculty Interaction	CCSU %	Percentage point difference ^a between your FY students and		
		CSUs	Peer Benchmark	Aspirational BM
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	43	+5	-2	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+5	+2	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+10	+6	+10
3d. Discussed your academic performance with a faculty member	42	+9	+4	+12
<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	75	-0	-1	+1
5b. Taught course sessions in an organized way	65	-7	-7	-7
5c. Used examples or illustrations to explain difficult points	64	-5	-10	-8
5d. Provided feedback on a draft or work in progress	64	+3	+1	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	57	+1	-1	+3

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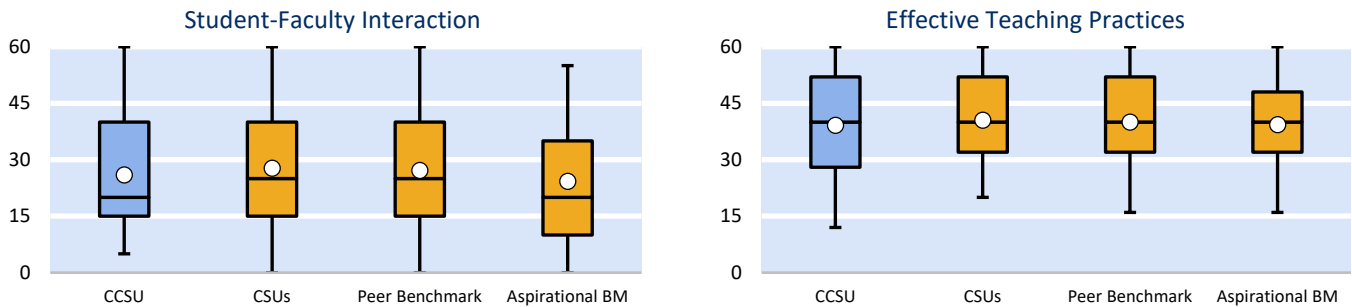
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
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Effective Teaching Practices	39.1	40.5	-.10	39.9	-.06	39.3	-.01

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	50	-2	-2	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	-8	-7	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	-1	+0	+6
3d. Discussed your academic performance with a faculty member	42	-3	+4	+9
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	-6	-4	-3
5b. Taught course sessions in an organized way	69	-9	-10	-8
5c. Used examples or illustrations to explain difficult points	76	-1	-2	-1
5d. Provided feedback on a draft or work in progress	53	-11	-10	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-4	-5	-1

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

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

Campus Environment: First-year students

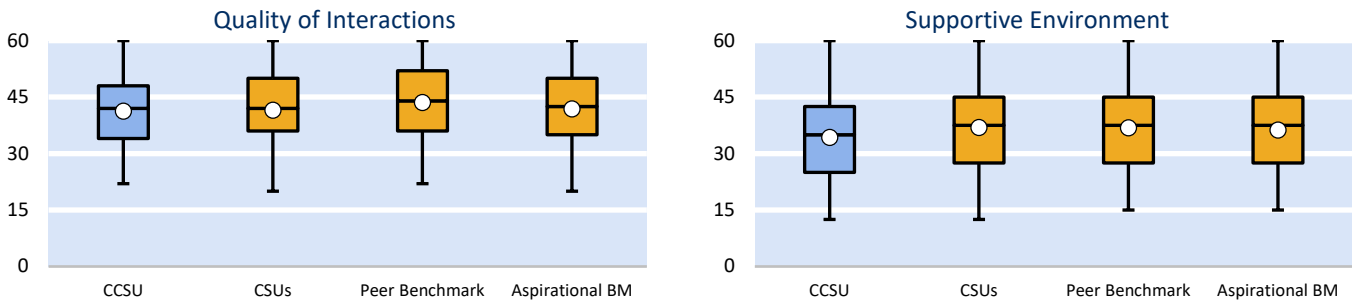
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CCSU Mean	Your first-year students compared with					
		CSUs Mean	Effect size	Peer Benchmark Mean	Effect size	Aspirational BM Mean	Effect size
Quality of Interactions	41.2	41.6	-.03	43.6 *	-.20	41.9	-.06
Supportive Environment	34.3	37.0 *	-.20	36.9 *	-.19	36.3	-.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	CCSU	Percentage point difference ^a between your FY students and		
		CSUs	Peer Benchmark	Aspirational BM
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	41	-6	-10	-9
13b. Academic advisors	48	+4	-9	-2
13c. Faculty	37	-8	-16	-9
13d. Student services staff (career services, student activities, housing, etc.)	45	+0	-6	-0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+5	-1	+4
<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	75	-1	-1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	76	-4	-2	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	-4	-0	+2
14e. Providing opportunities to be involved socially	63	-8	-12	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	-4	-11	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	-0	-3	-0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	-14	-11	-11
14i. Attending events that address important social, economic, or political issues	47	-8	-3	-1

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

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

Campus Environment: Seniors

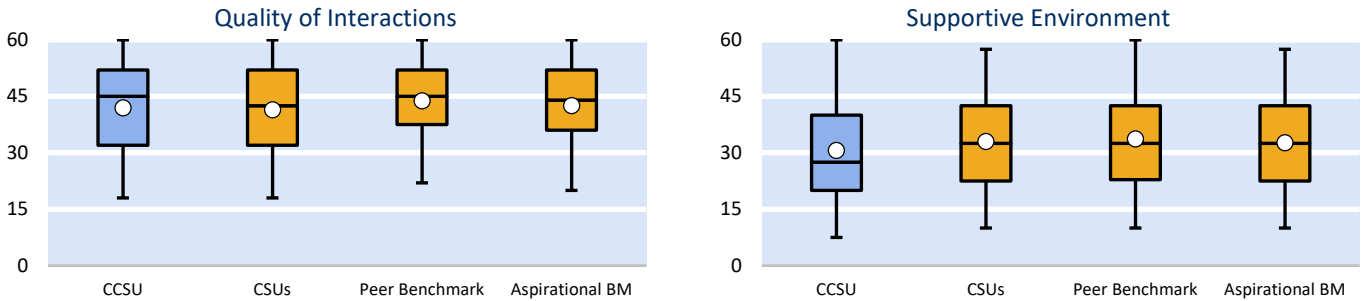
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CCSU Mean	Your seniors compared with					
		CSUs Mean	Effect size	Peer Benchmark Mean	Effect size	Aspirational BM Mean	Effect size
Quality of Interactions	41.9	41.4	.04	43.8 *	-.16	42.6	-.05
Supportive Environment	30.7	33.0 *	-.17	33.7 **	-.22	32.6 *	-.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	CCSU	Percentage point difference ^a between your seniors and		
		CSUs	Peer Benchmark	Aspirational BM
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	51	-1	-6	-7
13b. Academic advisors	52	+1	-4	+0
13c. Faculty	50	-5	-11	-4
13d. Student services staff (career services, student activities, housing, etc.)	49	+5	+1	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+3	-2	+2
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	68	-1	-5	-3
14c. Using learning support services (tutoring services, writing center, etc.)	60	-4	-7	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-5	-3	-1
14e. Providing opportunities to be involved socially	57	-10	-12	-9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	52	-9	-14	-12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-3	-6	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-10	-12	-11
14i. Attending events that address important social, economic, or political issues	38	-11	-7	-3

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 NSSE institutions.

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

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

First-Year Students		CCSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.5	39.3 **	-.22		41.0 ***	-.35	
	Reflective and Integrative Learning	34.1	36.8 **	-.22		38.8 ***	-.39	
	Learning Strategies	37.3	39.9 *	-.19		42.5 ***	-.37	
	Quantitative Reasoning	29.8	29.3	.04	✓	30.8	-.06	✓
<i>Learning with Peers</i>	Collaborative Learning	31.6	35.4 ***	-.28		37.7 ***	-.45	
	Discussions with Diverse Others	38.7	41.3 *	-.18		43.2 ***	-.32	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.3	24.9	-.11		28.0 ***	-.30	
	Effective Teaching Practices	36.0	40.6 ***	-.35		42.7 ***	-.48	
<i>Campus Environment</i>	Quality of Interactions	41.2	44.9 ***	-.32		47.1 ***	-.50	
	Supportive Environment	34.3	38.1 ***	-.29		40.1 ***	-.43	
Seniors		CCSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.2	41.8 **	-.19		43.0 ***	-.28	
	Reflective and Integrative Learning	37.0	39.9 ***	-.23		41.6 ***	-.37	
	Learning Strategies	38.1	40.8 **	-.19		42.6 ***	-.31	
	Quantitative Reasoning	30.9	31.3	-.02	✓	32.7	-.11	
<i>Learning with Peers</i>	Collaborative Learning	33.2	36.1 ***	-.21		38.6 ***	-.40	
	Discussions with Diverse Others	39.1	42.0 **	-.19		43.5 ***	-.29	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.9	29.9 ***	-.25		33.9 ***	-.50	
	Effective Teaching Practices	39.1	41.8 **	-.19		43.5 ***	-.33	
<i>Campus Environment</i>	Quality of Interactions	41.9	45.2 ***	-.27		47.4 ***	-.45	
	Supportive Environment	30.7	34.8 ***	-.29		37.0 ***	-.45	

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 2018 and 2019 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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CCSU (N = 180)	36.5	11.8	.88	20	25	40	45	60				
CSUs	37.0	13.2	.58	20	30	40	45	60	690	-.5	.667	-.037
Peer Benchmark	37.5	13.4	.27	20	30	40	45	60	2,628	-1.0	.318	-.077
Aspirational BM	36.7	13.1	.18	15	30	40	45	60	5,710	-.2	.815	-.018
Top 50%	39.3	13.0	.05	20	30	40	50	60	82,878	-2.8	.004	-.218
Top 10%	41.0	13.0	.09	20	35	40	50	60	21,513	-4.5	.000	-.347
Reflective & Integrative Learning												
CCSU (N = 192)	34.1	11.1	.80	17	26	34	40	54				
CSUs	34.6	12.0	.50	17	26	34	43	57	757	-.5	.646	-.038
Peer Benchmark	34.9	12.0	.23	17	26	34	43	57	2,818	-.7	.413	-.061
Aspirational BM	34.2	11.7	.15	17	26	34	40	57	6,174	-.1	.906	-.009
Top 50%	36.8	11.8	.04	17	29	37	46	57	83,471	-2.7	.002	-.225
Top 10%	38.8	11.8	.09	20	31	40	46	60	17,436	-4.6	.000	-.394
Learning Strategies												
CCSU (N = 180)	37.3	13.4	1.00	20	27	40	47	60				
CSUs	37.4	13.9	.63	13	27	40	47	60	668	-.1	.914	-.009
Peer Benchmark	38.4	13.6	.28	20	27	40	47	60	2,540	-1.1	.297	-.081
Aspirational BM	37.0	13.7	.19	13	27	40	47	60	5,374	.3	.759	.023
Top 50%	39.9	13.7	.05	20	33	40	53	60	71,665	-2.6	.012	-.188
Top 10%	42.5	14.0	.11	20	33	40	53	60	16,770	-5.2	.000	-.368
Quantitative Reasoning												
CCSU (N = 180)	29.8	14.0	1.04	7	20	27	40	53				
CSUs	27.9	15.0	.68	0	20	27	40	53	670	2.0	.128	.133
Peer Benchmark	28.0	15.4	.31	0	20	27	40	60	2,568	1.8	.121	.120
Aspirational BM	27.6	15.0	.21	0	20	27	40	60	5,470	2.2	.047	.150
Top 50%	29.3	15.2	.05	7	20	27	40	60	86,695	.6	.628	.036
Top 10%	30.8	15.2	.10	7	20	33	40	60	23,390	-1.0	.400	-.063
Learning with Peers												
Collaborative Learning												
CCSU (N = 198)	31.6	15.0	1.07	10	20	30	40	60				
CSUs	31.6	13.2	.53	10	20	30	40	55	303	-.1	.966	-.004
Peer Benchmark	33.1	13.8	.26	10	25	35	40	60	2,949	-1.6	.127	-.112
Aspirational BM	33.5	13.9	.17	10	25	35	40	60	6,660	-1.9	.058	-.137
Top 50%	35.4	13.7	.05	15	25	35	45	60	198	-3.8	.000	-.281
Top 10%	37.7	13.6	.10	15	30	40	50	60	201	-6.1	.000	-.447
Discussions with Diverse Others												
CCSU (N = 180)	38.7	15.5	1.16	15	25	40	55	60				
CSUs	40.5	16.2	.74	10	30	40	55	60	664	-1.9	.179	-.117
Peer Benchmark	40.2	15.1	.31	15	30	40	55	60	2,549	-1.6	.186	-.102
Aspirational BM	40.0	15.3	.21	15	30	40	55	60	5,458	-1.3	.258	-.086
Top 50%	41.3	14.9	.05	20	30	40	55	60	85,997	-2.7	.017	-.178
Top 10%	43.2	14.4	.10	20	35	40	60	60	19,429	-4.6	.000	-.317

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
CCSU (N = 182)	23.3	15.8	1.17	0	10	20	35	55				
CSUs	21.8	14.5	.63	0	10	20	30	50	718	1.4	.263	.096
Peer Benchmark	23.9	14.5	.29	5	15	20	35	50	203	-.6	.624	-.041
Aspirational BM	21.4	14.7	.19	0	10	20	30	50	191	1.9	.110	.130
Top 50%	24.9	14.8	.06	5	15	20	35	55	56,246	-1.7	.129	-.113
Top 10%	28.0	15.5	.17	5	15	25	40	60	8,977	-4.7	.000	-.303
Effective Teaching Practices												
CCSU (N = 181)	36.0	12.1	.90	20	28	36	44	60				
CSUs	36.5	12.9	.57	16	28	36	44	60	690	-.5	.666	-.037
Peer Benchmark	38.1	13.3	.27	16	28	40	48	60	214	-2.1	.028	-.157
Aspirational BM	37.0	12.6	.17	16	28	36	44	60	5,698	-1.0	.276	-.082
Top 50%	40.6	13.2	.05	20	32	40	52	60	181	-4.6	.000	-.350
Top 10%	42.7	14.0	.11	20	32	44	56	60	186	-6.7	.000	-.479
Campus Environment												
Quality of Interactions												
CCSU (N = 170)	41.2	11.0	.84	22	34	42	48	60				
CSUs	41.6	11.5	.53	20	36	42	50	60	627	-.3	.762	-.027
Peer Benchmark	43.6	11.6	.24	22	36	44	52	60	2,435	-2.3	.011	-.202
Aspirational BM	41.9	11.5	.16	20	35	43	50	60	5,082	-.7	.465	-.057
Top 50%	44.9	11.4	.05	24	38	46	54	60	57,860	-3.6	.000	-.316
Top 10%	47.1	11.8	.10	24	40	50	58	60	14,620	-5.8	.000	-.496
Supportive Environment												
CCSU (N = 173)	34.3	13.5	1.02	13	25	35	43	60				
CSUs	37.0	13.3	.61	13	28	38	45	60	642	-2.6	.027	-.197
Peer Benchmark	36.9	13.0	.27	15	28	38	45	60	2,464	-2.5	.014	-.195
Aspirational BM	36.3	13.2	.19	15	28	38	45	60	5,213	-1.9	.062	-.144
Top 50%	38.1	13.2	.05	18	30	40	48	60	68,995	-3.8	.000	-.286
Top 10%	40.1	13.2	.11	18	30	40	50	60	14,405	-5.7	.000	-.434

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CCSU (N = 292)	39.2	14.8	.86	15	30	40	50	60				
CSUs	39.9	13.6	.55	20	30	40	50	60	532	-.7	.515	-.048
Peer Benchmark	39.5	13.6	.24	20	30	40	50	60	338	-.3	.712	-.024
Aspirational BM	38.8	13.8	.14	15	30	40	50	60	307	.4	.640	.030
Top 50%	41.8	13.5	.04	20	35	40	55	60	292	-2.6	.003	-.192
Top 10%	43.0	13.5	.08	20	35	40	55	60	26,291	-3.9	.000	-.284
Reflective & Integrative Learning												
CCSU (N = 302)	37.0	14.0	.81	14	26	37	46	60				
CSUs	39.0	12.3	.48	20	31	40	49	60	524	-1.9	.042	-.149
Peer Benchmark	37.8	12.5	.22	17	29	37	46	60	346	-.8	.367	-.060
Aspirational BM	37.0	12.4	.13	17	29	37	46	60	315	.0	.968	.003
Top 50%	39.9	12.2	.04	20	31	40	49	60	302	-2.9	.000	-.234
Top 10%	41.6	12.2	.09	20	34	40	51	60	308	-4.5	.000	-.372
Learning Strategies												
CCSU (N = 283)	38.1	15.0	.89	13	27	40	53	60				
CSUs	39.4	13.9	.57	20	27	40	53	60	519	-1.2	.241	-.087
Peer Benchmark	38.3	14.6	.26	13	27	40	47	60	3,355	-.2	.856	-.011
Aspirational BM	37.3	14.5	.15	13	27	40	47	60	9,195	.8	.362	.055
Top 50%	40.8	14.4	.05	20	33	40	53	60	100,017	-2.7	.002	-.186
Top 10%	42.6	14.3	.08	20	33	40	60	60	32,083	-4.5	.000	-.312
Quantitative Reasoning												
CCSU (N = 285)	30.9	17.5	1.03	0	20	27	40	60				
CSUs	28.9	16.7	.69	0	20	27	40	60	874	2.0	.100	.119
Peer Benchmark	29.5	16.4	.29	0	20	27	40	60	3,385	1.5	.150	.089
Aspirational BM	30.0	15.9	.17	0	20	27	40	60	299	1.0	.361	.060
Top 50%	31.3	16.0	.05	7	20	33	40	60	285	-.3	.741	-.021
Top 10%	32.7	15.8	.09	7	20	33	40	60	288	-1.8	.083	-.114
Learning with Peers												
Collaborative Learning												
CCSU (N = 313)	33.2	14.7	.83	10	25	30	40	60				
CSUs	34.0	14.1	.53	15	25	35	45	60	1,019	-.7	.467	-.049
Peer Benchmark	33.7	14.5	.25	10	25	35	45	60	3,737	-.5	.581	-.033
Aspirational BM	33.7	15.0	.15	10	25	35	45	60	10,547	-.5	.581	-.032
Top 50%	36.1	14.0	.04	15	25	35	45	60	106,930	-2.9	.000	-.205
Top 10%	38.6	13.5	.10	15	30	40	50	60	322	-5.4	.000	-.397
Discussions with Diverse Others												
CCSU (N = 284)	39.1	16.4	.97	15	25	40	55	60				
CSUs	42.1	14.8	.61	20	30	40	55	60	872	-3.0	.006	-.198
Peer Benchmark	40.0	15.7	.28	15	30	40	55	60	3,373	-.9	.357	-.057
Aspirational BM	40.4	15.8	.17	15	30	40	55	60	9,246	-1.3	.158	-.085
Top 50%	42.0	15.6	.04	15	30	40	60	60	121,962	-3.0	.001	-.191
Top 10%	43.5	15.4	.09	20	35	45	60	60	32,675	-4.5	.000	-.291

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
CCSU (N = 289)	25.9	16.6	.98	5	15	20	40	60				
CSUs	27.7	16.4	.66	0	15	25	40	60	914	-1.8	.130	-.108
Peer Benchmark	27.1	16.3	.29	0	15	25	40	60	3,519	-1.1	.253	-.070
Aspirational BM	24.2	15.8	.16	0	10	20	35	55	9,846	1.7	.074	.107
Top 50%	29.9	15.9	.07	5	20	30	40	60	49,712	-3.9	.000	-.247
Top 10%	33.9	15.8	.18	10	20	35	45	60	7,780	-8.0	.000	-.505
Effective Teaching Practices												
CCSU (N = 294)	39.1	15.0	.87	12	28	40	52	60				
CSUs	40.5	13.3	.54	20	32	40	52	60	523	-1.4	.182	-.099
Peer Benchmark	39.9	13.4	.24	16	32	40	52	60	338	-.8	.373	-.059
Aspirational BM	39.3	13.6	.14	16	32	40	48	60	308	-.1	.868	-.011
Top 50%	41.8	13.6	.05	20	32	40	52	60	295	-2.7	.003	-.195
Top 10%	43.5	13.5	.09	20	36	44	56	60	300	-4.4	.000	-.326
Campus Environment												
Quality of Interactions												
CCSU (N = 267)	41.9	13.3	.82	18	32	45	52	60				
CSUs	41.4	12.9	.54	18	32	43	52	60	833	.5	.613	.038
Peer Benchmark	43.8	11.7	.22	22	38	45	52	60	306	-1.9	.028	-.157
Aspirational BM	42.6	12.0	.13	20	36	44	52	60	280	-.6	.447	-.052
Top 50%	45.2	11.8	.04	23	38	48	54	60	268	-3.2	.000	-.273
Top 10%	47.4	12.0	.07	24	40	50	58	60	270	-5.4	.000	-.454
Supportive Environment												
CCSU (N = 280)	30.7	14.9	.89	8	20	28	40	60				
CSUs	33.0	13.7	.57	10	23	33	43	58	868	-2.3	.022	-.166
Peer Benchmark	33.7	13.8	.25	10	23	33	43	60	326	-3.0	.001	-.218
Aspirational BM	32.6	14.0	.15	10	23	33	43	58	9,025	-2.0	.020	-.141
Top 50%	34.8	13.9	.05	13	25	35	45	60	86,224	-4.1	.000	-.294
Top 10%	37.0	14.0	.11	13	28	38	48	60	16,558	-6.3	.000	-.449

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.