



NSSE 2023

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. The specific items within each EI are listed below, starting on page 5.

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 all current- and prior-year 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. Your NSSE Tableau dashboards and Report Builder (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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with New England Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2022 & 2023
	Higher-Order Learning	--	--	▽
<i>Academic Challenge</i>	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 New England Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2022 & 2023
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	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

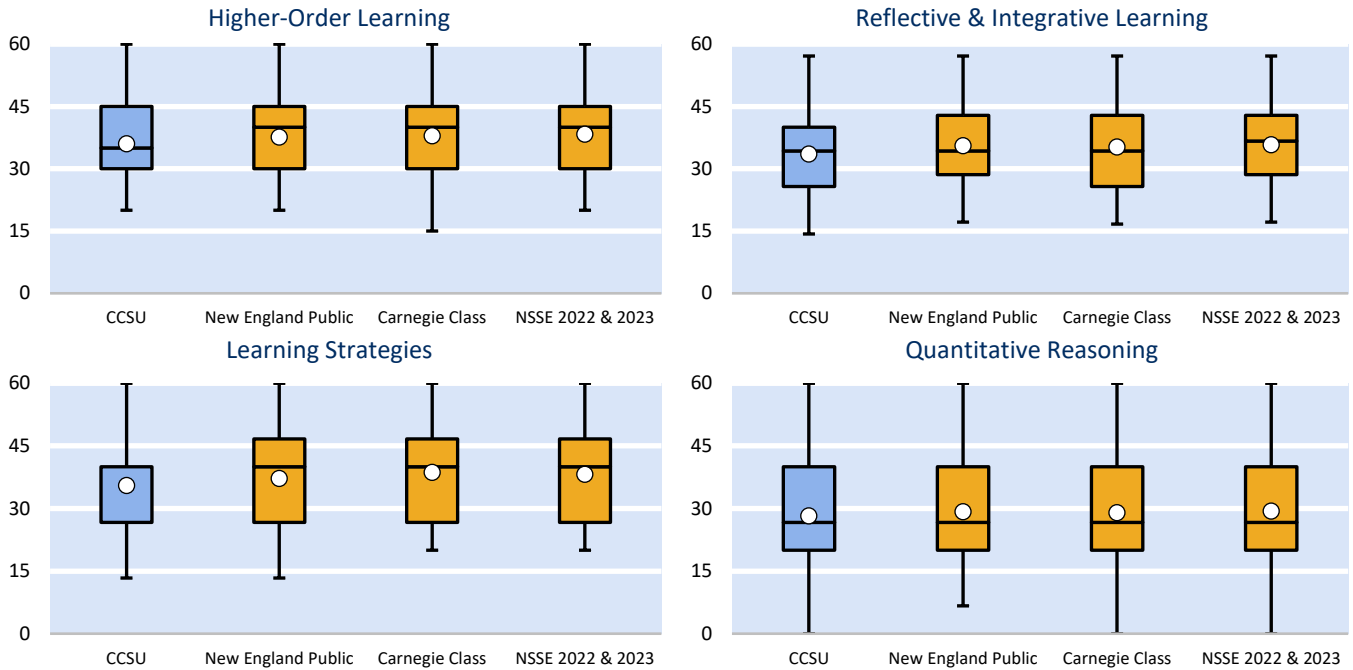
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		New England Public Mean	New England Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2022 & 2023 Mean	NSSE 2022 & 2023 Effect size
Higher-Order Learning	36.1	37.6	-.12	38.0	-.14	38.3 *	-.17
Reflective & Integrative Learning	33.6	35.6 *	-.17	35.3 *	-.14	35.8 **	-.19
Learning Strategies	35.5	37.2	-.13	38.7 ***	-.22	38.2 **	-.19
Quantitative Reasoning	28.2	29.2	-.07	29.0	-.05	29.4	-.08

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

Score Distributions



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

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		
		New England Public	Carnegie Class	NSSE 2022 & 2023
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	63	-5	-5	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-5	-4	-6
4d. Evaluating a point of view, decision, or information source	70	+1	-1	-0
4e. Forming a new idea or understanding from various pieces of information	69	-0	-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	48	-6	-3	-6
2b. Connected your learning to societal problems or issues	48	-7	-4	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-8	-5	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-1	-1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	71	+1	+1	-0
2f. Learned something that changed the way you understand an issue or concept	63	-3	-4	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-6	-5	-5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+1	+2	+3
9b. Reviewed your notes after class	59	-5	-8	-7
9c. Summarized what you learned in class or from course materials	64	+1	-2	-1
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.)	56	+4	+2	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-2	-2	-2
6c. Evaluated what others have concluded from numerical information	39	-5	-3	-4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

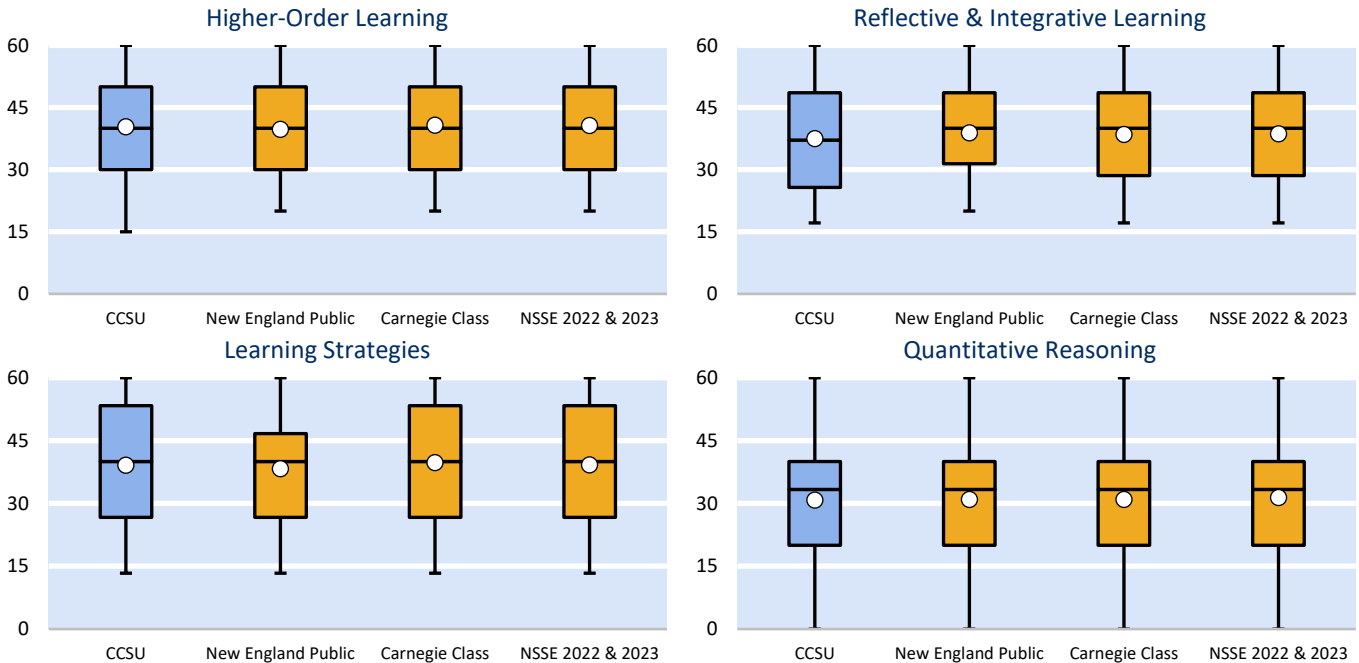
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		New England Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.4	39.8	.05	40.7	-.03	40.7	-.02
Reflective & Integrative Learning	37.5	38.9	-.11	38.5	-.07	38.7	-.09
Learning Strategies	39.1	38.3	.05	39.7	-.04	39.2	-.01
Quantitative Reasoning	30.7	30.9	-.01	31.0	-.01	31.4	-.04

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		
		New England Public	Carnegie Class	NSSE 2022 & 2023
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	75	+1	-2	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+3	+1	+0
4d. Evaluating a point of view, decision, or information source	70	-2	-4	-3
4e. Forming a new idea or understanding from various pieces of information	73	-0	-2	-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	66	-3	-1	-2
2b. Connected your learning to societal problems or issues	55	-10	-7	-7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-9	-6	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-1	-1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	69	-4	-4	-4
2f. Learned something that changed the way you understand an issue or concept	67	-6	-5	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-2	-2	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	-2	-3	-2
9b. Reviewed your notes after class	68	+7	+1	+3
9c. Summarized what you learned in class or from course materials	66	+1	-2	-1
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.)	54	-1	-2	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+2	+1	+1
6c. Evaluated what others have concluded from numerical information	44	-3	-2	-4

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

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

Learning with Peers: First-year students

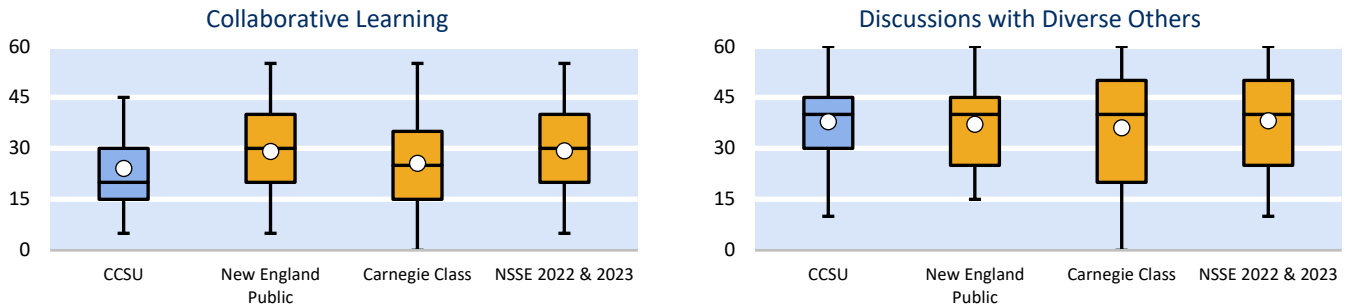
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		New England Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	24.1	29.1 ***	-.35	25.6	-.09	29.2 ***	-.34
Discussions with Diverse Others	37.9	37.1	.05	36.0	.11	38.1	-.02

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Performance on Indicator Items

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	CCSU	Percentage point difference ^a between your FY students and		
		New England Public	Carnegie Class	NSSE 2022 & 2023
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	31	-11	-7	-13
1c. Explained course material to one or more students	32	-16	-8	-16
1d. Prepared for exams by discussing or working through course material with other students	29	-11	-5	-12
1e. Worked with other students on course projects or assignments	34	-14	-9	-16
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	76	+10	+12	+7
8b. People from economic backgrounds other than your own	72	+3	+7	+2
8c. People with religious beliefs other than your own	70	+7	+10	+5
8d. People with political views other than your own	61	+8	+4	+2

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Learning with Peers: Seniors

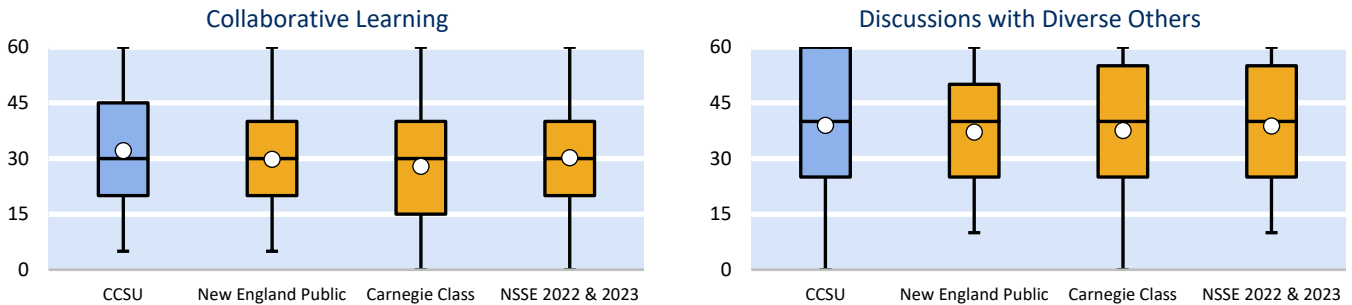
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Mean Comparisons

Engagement Indicator	CCSU Mean	Your seniors compared with					
		New England Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.2	29.8 *	.15	28.0 ***	.25	30.3	.12
Discussions with Diverse Others	39.0	37.2	.11	37.6	.08	38.8	.01

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	CCSU	Percentage point difference ^a between your seniors and		
		New England Public	Carnegie Class	NSSE 2022 & 2023
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	48	+9	+11	+7
1c. Explained course material to one or more students	55	+3	+8	+3
1d. Prepared for exams by discussing or working through course material with other students	47	+10	+10	+7
1e. Worked with other students on course projects or assignments	60	+1	+6	+0
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	74	+9	+7	+4
8b. People from economic backgrounds other than your own	71	+2	+4	+0
8c. People with religious beliefs other than your own	65	+3	+3	+0
8d. People with political views other than your own	55	+1	-5	-6

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Experiences with Faculty: First-year students

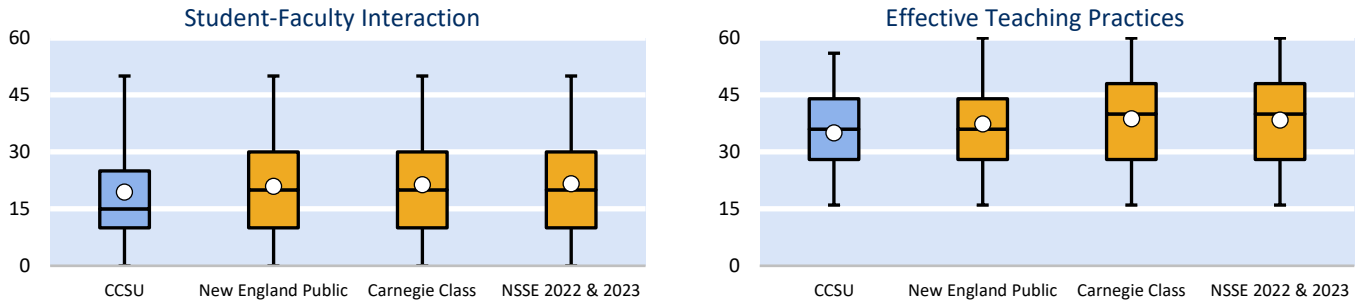
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		New England Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.4	20.9	-.10	21.3	-.13	21.6 *	-.15
Effective Teaching Practices	35.0	37.3 *	-.18	38.7 ***	-.27	38.4 ***	-.25

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

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Student-Faculty Interaction	CCSU %	Percentage point difference ^a between your FY students and		
		New England Public	Carnegie Class	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	25	-9	-13	-12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-1	-1	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-7	-7	-8
3d. Discussed your academic performance with a faculty member	28	-2	-5	-3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	75	-1	-1	-1
5b. Taught course sessions in an organized way	66	-6	-6	-7
5c. Used examples or illustrations to explain difficult points	62	-10	-10	-11
5d. Provided feedback on a draft or work in progress	56	-5	-9	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-2	-8	-6

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Experiences with Faculty: Seniors

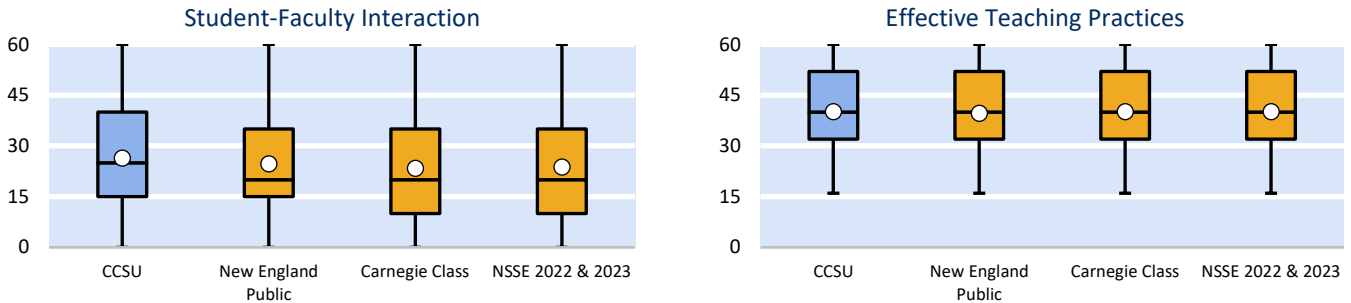
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Mean Comparisons

Engagement Indicator	CCSU Mean	Your seniors compared with					
		New England Public		Carnegie Class		NSSE 2022 & 2023	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.3	24.6	.10	23.3 **	.18	23.7 *	.16
Effective Teaching Practices	40.1	39.6	.04	40.1	.00	40.0	.00

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

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Student-Faculty Interaction	CCSU	Percentage point difference ^a between your seniors and		
		New England Public	Carnegie Class	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	46	+1	+3	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+1	+4	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+3	+5	+3
3d. Discussed your academic performance with a faculty member	39	+4	+3	+5
<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	80	-1	+1	+0
5b. Taught course sessions in an organized way	75	-2	-0	-1
5c. Used examples or illustrations to explain difficult points	74	-2	-1	-2
5d. Provided feedback on a draft or work in progress	66	+5	+2	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+3	-0	+1

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

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

Campus Environment: First-year students

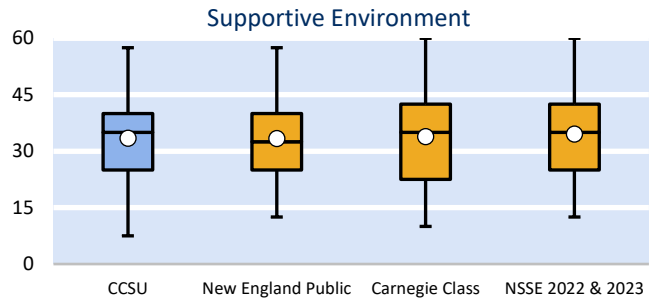
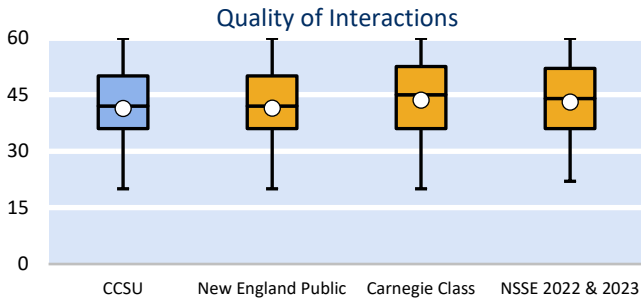
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CCSU Mean	Your first-year students compared with					
		New England Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.4	41.5	-.01	43.6 *	-.18	43.0	-.14
Supportive Environment	33.5	33.4	.01	33.9	-.03	34.6	-.08

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

Score Distributions



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

Performance 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		
		New England Public	Carnegie Class	NSSE 2022 & 2023
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	43	-3	-6	-7
13b. Academic advisors	48	-2	-9	-6
13c. Faculty	43	-3	-12	-9
13d. Student services staff (career services, student activities, housing, etc.)	45	+4	-5	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	+4	-9	-4
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	-1	-4	-4
14c. Using learning support services (tutoring services, writing center, etc.)	67	-4	-6	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+2	+0	-1
14e. Providing opportunities to be involved socially	65	-2	+1	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+9	+7	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+5	-2	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	+1	+6	-1
14i. Attending events that address important social, economic, or political issues	47	+1	+4	+1

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

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

Campus Environment: Seniors

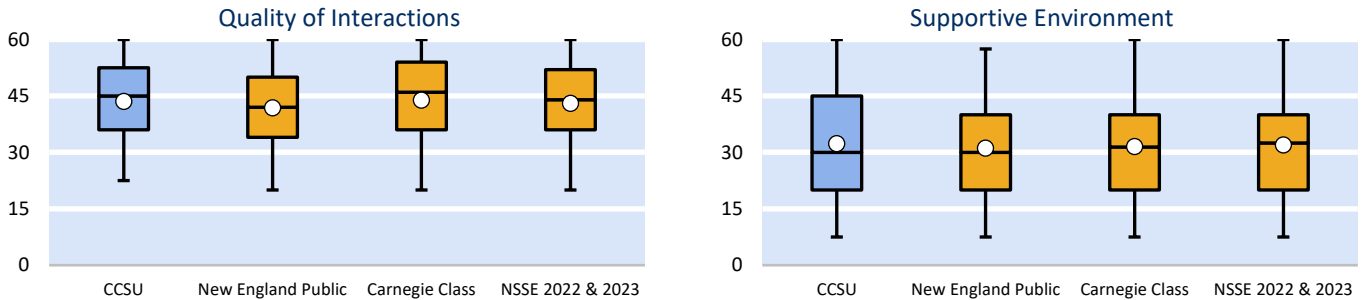
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CCSU Mean	Your seniors compared with					
		New England Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	41.9 *	.14	43.9	-.02	43.0	.04
Supportive Environment	32.3	31.1	.09	31.6	.05	32.0	.02

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

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		
		New England Public	Carnegie Class	NSSE 2022 & 2023
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	53	+0	-7	-6
13b. Academic advisors	55	+4	-2	+2
13c. Faculty	55	+1	-5	-3
13d. Student services staff (career services, student activities, housing, etc.)	45	+2	-5	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+15	+5	+9
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	62	-2	-7	-6
14c. Using learning support services (tutoring services, writing center, etc.)	59	-2	-5	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	+2	-0	-0
14e. Providing opportunities to be involved socially	58	-4	-2	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	57	+2	-0	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+6	+1	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	+1	+6	+0
14i. Attending events that address important social, economic, or political issues	46	+4	+6	+5

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), 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 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Theme	Engagement Indicator								
Academic Challenge	Higher-Order Learning	36.1	39.5 ***	-.26		42.2 ***	-.48		
	Reflective and Integrative Learning	33.6	37.2 ***	-.31		39.8 ***	-.53		
	Learning Strategies	35.5	39.8 ***	-.31		42.8 ***	-.52		
	Quantitative Reasoning	28.2	30.7 *	-.16		33.4 ***	-.34		
Learning with Peers	Collaborative Learning	24.1	33.2 ***	-.66		36.5 ***	-.91		
	Discussions with Diverse Others	37.9	40.5 *	-.18		43.6 ***	-.42		
Experiences with Faculty	Student-Faculty Interaction	19.4	25.4 ***	-.39		29.3 ***	-.65		
	Effective Teaching Practices	35.0	40.1 ***	-.38		43.3 ***	-.62		
Campus Environment	Quality of Interactions	41.4	45.2 ***	-.34		48.1 ***	-.56		
	Supportive Environment	33.5	36.8 ***	-.25		39.6 ***	-.48		
Seniors		CCSU Mean	Your seniors compared with						
Theme			Engagement Indicator	NSSE Top 50%			NSSE Top 10%		
				Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.4	42.1	-.12		44.7 ***	-.34		
	Reflective and Integrative Learning	37.5	40.6 ***	-.25		43.1 ***	-.47		
	Learning Strategies	39.1	40.9 *	-.13		43.6 ***	-.32		
	Quantitative Reasoning	30.7	32.7	-.12		36.3 ***	-.34		
Learning with Peers	Collaborative Learning	32.2	34.7 *	-.18		38.1 ***	-.43		
	Discussions with Diverse Others	39.0	41.1	-.14		43.9 ***	-.34		
Experiences with Faculty	Student-Faculty Interaction	26.3	29.6 **	-.20		34.3 ***	-.50		
	Effective Teaching Practices	40.1	42.1 *	-.15		44.7 ***	-.34		
Campus Environment	Quality of Interactions	43.6	45.4 *	-.15		47.9 ***	-.35		
	Supportive Environment	32.3	34.5 *	-.16		37.7 ***	-.38		

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year 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 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 = 189)	36.1	12.9	.94	20	30	35	45	60				
New England Public	37.6	12.9	.19	20	30	40	45	60	4,734	-1.6	.100	-.122
Carnegie Class	38.0	13.6	.07	15	30	40	45	60	39,557	-1.9	.051	-.143
NSSE 2022 & 2023	38.3	13.3	.03	20	30	40	45	60	156,282	-2.2	.021	-.169
Top 50%	39.5	13.2	.04	20	30	40	50	60	100,573	-3.5	.000	-.264
Top 10%	42.2	12.8	.12	20	35	40	55	60	12,363	-6.2	.000	-.484
Reflective & Integrative Learning												
CCSU (N = 212)	33.6	12.0	.82	14	26	34	40	57				
New England Public	35.6	12.0	.17	17	29	34	43	57	5,209	-2.0	.018	-.167
Carnegie Class	35.3	12.4	.06	17	26	34	43	57	43,375	-1.7	.043	-.140
NSSE 2022 & 2023	35.8	12.2	.03	17	29	37	43	57	170,940	-2.3	.007	-.186
Top 50%	37.2	12.0	.04	20	29	37	46	60	94,502	-3.7	.000	-.308
Top 10%	39.8	11.8	.11	20	31	40	49	60	12,472	-6.3	.000	-.535
Learning Strategies												
CCSU (N = 178)	35.5	12.5	.94	13	27	40	40	60				
New England Public	37.2	13.5	.21	13	27	40	47	60	4,327	-1.7	.100	-.126
Carnegie Class	38.7	14.2	.07	20	27	40	47	60	179	-3.2	.001	-.224
NSSE 2022 & 2023	38.2	13.9	.04	20	27	40	47	60	177	-2.7	.005	-.192
Top 50%	39.8	13.9	.05	20	27	40	53	60	80,845	-4.3	.000	-.308
Top 10%	42.8	14.0	.11	20	33	40	60	60	182	-7.3	.000	-.521
Quantitative Reasoning												
CCSU (N = 180)	28.2	14.7	1.10	0	20	27	40	60				
New England Public	29.2	15.0	.23	7	20	27	40	60	4,421	-1.0	.365	-.069
Carnegie Class	29.0	15.7	.08	0	20	27	40	60	36,968	-.8	.514	-.049
NSSE 2022 & 2023	29.4	15.5	.04	0	20	27	40	60	146,516	-1.2	.298	-.078
Top 50%	30.7	15.3	.05	7	20	27	40	60	98,344	-2.5	.031	-.161
Top 10%	33.4	15.4	.12	7	20	33	40	60	15,931	-5.2	.000	-.338
Learning with Peers												
Collaborative Learning												
CCSU (N = 223)	24.1	12.3	.82	5	15	20	30	45				
New England Public	29.1	14.2	.19	5	20	30	40	55	246	-5.0	.000	-.353
Carnegie Class	25.6	16.1	.07	0	15	25	35	55	225	-1.5	.066	-.095
NSSE 2022 & 2023	29.2	15.0	.03	5	20	30	40	55	222	-5.1	.000	-.341
Top 50%	33.2	13.9	.04	10	25	35	40	60	223	-9.1	.000	-.656
Top 10%	36.5	13.7	.09	15	25	35	45	60	227	-12.4	.000	-.910
Discussions with Diverse Others												
CCSU (N = 181)	37.9	15.1	1.13	10	30	40	45	60				
New England Public	37.1	14.8	.23	15	25	40	45	60	4,390	.8	.471	.055
Carnegie Class	36.0	17.0	.09	0	20	40	50	60	182	1.8	.106	.108
NSSE 2022 & 2023	38.1	15.8	.04	10	25	40	50	60	145,046	-.2	.835	-.015
Top 50%	40.5	14.8	.05	20	30	40	55	60	89,161	-2.7	.016	-.180
Top 10%	43.6	13.9	.14	20	35	40	60	60	10,613	-5.8	.000	-.415

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 = 198)	19.4	14.2	1.01	0	10	15	25	50				
New England Public	20.9	14.7	.21	0	10	20	30	50	4,931	-1.5	.154	-.104
Carnegie Class	21.3	15.2	.07	0	10	20	30	50	199	-1.9	.056	-.128
NSSE 2022 & 2023	21.6	15.1	.04	0	10	20	30	50	197	-2.2	.030	-.147
Top 50%	25.4	15.3	.07	5	15	25	35	60	198	-6.0	.000	-.392
Top 10%	29.3	15.3	.18	5	20	25	40	60	209	-9.9	.000	-.647
Effective Teaching Practices												
CCSU (N = 189)	35.0	12.4	.90	16	28	36	44	56				
New England Public	37.3	12.7	.19	16	28	36	44	60	4,696	-2.3	.014	-.183
Carnegie Class	38.7	13.9	.07	16	28	40	48	60	190	-3.7	.000	-.266
NSSE 2022 & 2023	38.4	13.3	.03	16	28	40	48	60	155,621	-3.3	.001	-.250
Top 50%	40.1	13.5	.05	16	32	40	52	60	69,697	-5.1	.000	-.378
Top 10%	43.3	13.3	.14	20	36	44	56	60	197	-8.2	.000	-.620
Campus Environment												
Quality of Interactions												
CCSU (N = 165)	41.4	11.6	.90	20	36	42	50	60				
New England Public	41.5	11.1	.18	20	36	42	50	60	4,033	-.1	.923	-.008
Carnegie Class	43.6	12.4	.07	20	36	45	53	60	32,194	-2.2	.024	-.176
NSSE 2022 & 2023	43.0	11.7	.03	22	36	44	52	60	132,557	-1.6	.075	-.139
Top 50%	45.2	11.5	.05	24	38	46	54	60	55,646	-3.8	.000	-.336
Top 10%	48.1	12.1	.12	24	42	50	60	60	10,506	-6.7	.000	-.558
Supportive Environment												
CCSU (N = 173)	33.5	13.3	1.01	8	25	35	40	58				
New England Public	33.4	12.9	.20	13	25	33	40	58	4,203	.1	.923	.007
Carnegie Class	33.9	14.1	.08	10	23	35	43	60	34,983	-.4	.699	-.030
NSSE 2022 & 2023	34.6	13.5	.04	13	25	35	43	60	139,282	-1.1	.278	-.083
Top 50%	36.8	13.1	.05	15	28	38	45	60	60,825	-3.3	.001	-.253
Top 10%	39.6	12.8	.15	20	30	40	50	60	7,333	-6.2	.000	-.484

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 = 238)	40.4	13.7	.89	15	30	40	50	60				
New England Public	39.8	13.4	.18	20	30	40	50	60	5,931	.6	.490	.046
Carnegie Class	40.7	13.9	.06	20	30	40	50	60	54,936	-.4	.692	-.026
NSSE 2022 & 2023	40.7	13.8	.03	20	30	40	50	60	210,335	-.3	.752	-.020
Top 50%	42.1	13.7	.04	20	35	40	55	60	97,932	-1.7	.058	-.123
Top 10%	44.7	12.8	.13	20	40	45	60	60	9,581	-4.3	.000	-.337
Reflective & Integrative Learning												
CCSU (N = 252)	37.5	13.9	.88	17	26	37	49	60				
New England Public	38.9	12.5	.16	20	31	40	49	60	268	-1.4	.126	-.109
Carnegie Class	38.5	13.0	.05	17	29	40	49	60	252	-1.0	.277	-.074
NSSE 2022 & 2023	38.7	12.9	.03	17	29	40	49	60	251	-1.1	.192	-.089
Top 50%	40.6	12.5	.04	20	31	40	51	60	252	-3.1	.001	-.246
Top 10%	43.1	11.8	.13	23	34	43	54	60	261	-5.6	.000	-.466
Learning Strategies												
CCSU (N = 237)	39.1	15.4	1.00	13	27	40	53	60				
New England Public	38.3	14.6	.20	13	27	40	47	60	5,576	.8	.412	.054
Carnegie Class	39.7	14.7	.06	13	27	40	53	60	51,666	-.6	.499	-.044
NSSE 2022 & 2023	39.2	14.6	.03	13	27	40	53	60	197,796	-.1	.928	-.006
Top 50%	40.9	14.5	.04	20	33	40	53	60	104,648	-1.9	.046	-.130
Top 10%	43.6	14.1	.11	20	33	40	60	60	15,445	-4.5	.000	-.318
Quantitative Reasoning												
CCSU (N = 235)	30.7	16.5	1.08	0	20	33	40	60				
New England Public	30.9	16.5	.22	0	20	33	40	60	5,624	-.2	.847	-.013
Carnegie Class	31.0	16.6	.07	0	20	33	40	60	52,417	-.2	.837	-.013
NSSE 2022 & 2023	31.4	16.6	.04	0	20	33	40	60	200,510	-.7	.541	-.040
Top 50%	32.7	16.5	.05	7	20	33	40	60	123,246	-1.9	.071	-.118
Top 10%	36.3	16.2	.16	7	20	40	47	60	10,097	-5.5	.000	-.342
Learning with Peers												
Collaborative Learning												
CCSU (N = 259)	32.2	16.0	.99	5	20	30	45	60				
New England Public	29.8	15.1	.19	5	20	30	40	60	6,635	2.3	.015	.155
Carnegie Class	28.0	16.8	.07	0	15	30	40	60	61,642	4.2	.000	.251
NSSE 2022 & 2023	30.3	16.0	.03	0	20	30	40	60	236,013	1.9	.054	.120
Top 50%	34.7	14.2	.05	10	25	35	45	60	259	-2.5	.011	-.178
Top 10%	38.1	13.6	.12	15	30	40	50	60	265	-5.9	.000	-.434
Discussions with Diverse Others												
CCSU (N = 235)	39.0	17.9	1.17	0	25	40	60	60				
New England Public	37.2	15.7	.22	10	25	40	50	60	251	1.8	.138	.111
Carnegie Class	37.6	17.1	.08	0	25	40	55	60	51,907	1.4	.215	.081
NSSE 2022 & 2023	38.8	16.2	.04	10	25	40	55	60	235	.1	.904	.009
Top 50%	41.1	15.6	.05	15	30	40	55	60	235	-2.1	.072	-.135
Top 10%	43.9	14.8	.14	20	35	45	60	60	241	-5.0	.000	-.336

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 = 242)	26.3	17.7	1.13	0	15	25	40	60				
New England Public	24.6	16.0	.21	0	15	20	35	60	258	1.7	.145	.105
Carnegie Class	23.3	16.5	.07	0	10	20	35	60	56,658	3.0	.005	.180
NSSE 2022 & 2023	23.7	16.5	.04	0	10	20	35	60	216,806	2.6	.015	.156
Top 50%	29.6	16.2	.07	5	20	30	40	60	47,376	-3.2	.002	-.201
Top 10%	34.3	15.8	.22	10	20	35	45	60	259	-7.9	.000	-.498
Effective Teaching Practices												
CCSU (N = 245)	40.1	14.2	.91	16	32	40	52	60				
New England Public	39.6	13.7	.18	16	32	40	52	60	5,910	.5	.577	.036
Carnegie Class	40.1	14.6	.06	16	32	40	52	60	54,838	.0	.982	.001
NSSE 2022 & 2023	40.0	14.1	.03	16	32	40	52	60	209,948	.1	.941	.005
Top 50%	42.1	13.8	.05	20	32	40	56	60	72,768	-2.0	.021	-.148
Top 10%	44.7	13.4	.13	20	36	44	56	60	11,583	-4.6	.000	-.343
Campus Environment												
Quality of Interactions												
CCSU (N = 221)	43.6	11.7	.79	23	36	45	53	60				
New England Public	41.9	12.2	.17	20	34	42	50	60	5,198	1.7	.044	.139
Carnegie Class	43.9	12.8	.06	20	36	46	54	60	45,888	-.3	.711	-.025
NSSE 2022 & 2023	43.0	12.4	.03	20	36	44	52	60	180,112	.5	.545	.041
Top 50%	45.4	12.1	.04	22	38	48	55	60	77,947	-1.8	.025	-.151
Top 10%	47.9	12.5	.09	22	40	50	60	60	19,532	-4.3	.000	-.346
Supportive Environment												
CCSU (N = 228)	32.3	15.8	1.05	8	20	30	45	60				
New England Public	31.1	13.9	.19	8	20	30	40	58	243	1.2	.255	.087
Carnegie Class	31.6	14.9	.07	8	20	31	40	60	50,267	.8	.446	.051
NSSE 2022 & 2023	32.0	14.5	.03	8	20	33	40	60	228	.3	.741	.024
Top 50%	34.5	14.3	.05	10	25	35	45	60	228	-2.2	.035	-.155
Top 10%	37.7	13.9	.17	15	28	38	48	60	239	-5.4	.000	-.383

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.