
NSSE 2020

Engagement Indicators

Farmingdale State College

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

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.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with SUNY State-Ops	Your first-year students compared with Carnegie Class	Your first-year students compared with Lg Subrb, Pblc, 5-10K
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	▼	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▼	▼	▼
	Discussions with Diverse Others	▼	--	--
Experiences with Faculty	Student-Faculty Interaction	--	▼	▼
	Effective Teaching Practices	--	▼	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	▼	▼	▼

Seniors

Theme	Engagement Indicator	Your seniors compared with SUNY State-Ops	Your seniors compared with Carnegie Class	Your seniors compared with Lg Subrb, Pblc, 5-10K
Academic Challenge	Higher-Order Learning	--	▼	▼
	Reflective & Integrative Learning	▼	▼	▼
	Learning Strategies	--	▼	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▼	▼	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▼	▼	▼
	Effective Teaching Practices	--	▼	--
Campus Environment	Quality of Interactions	△	▼	--
	Supportive Environment	--	▼	▼

Academic Challenge: First-year students

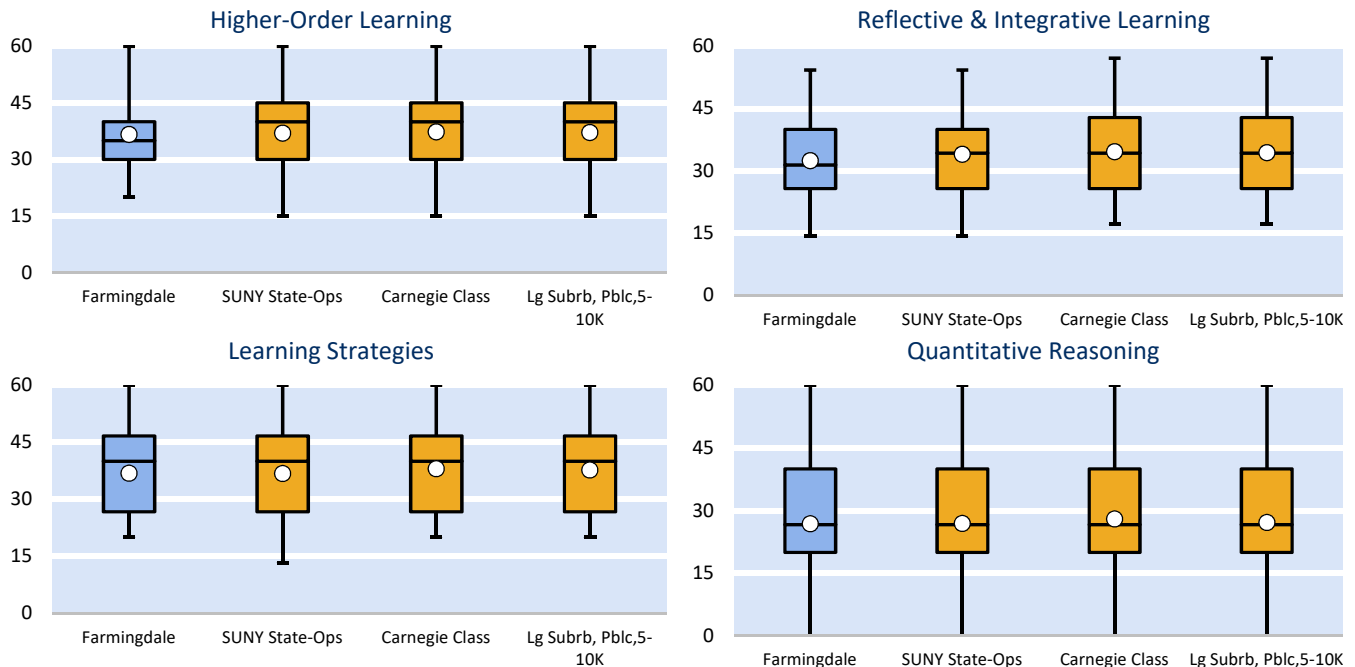
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Farmingdale Mean	Your first-year students compared with					
		SUNY State-Ops Mean	SUNY State-Ops Effect size	Carnegie Class Mean	Carnegie Class Effect size	Lg Subrb, Pblc,5-10K Mean	Lg Subrb, Pblc,5-10K Effect size
Higher-Order Learning	36.7	37.0	-.02	37.4	-.05	37.2	-.04
Reflective & Integrative Learning	32.5	34.0	-.13	34.7 *	-.18	34.4	-.16
Learning Strategies	36.9	36.7	.01	38.1	-.08	37.7	-.06
Quantitative Reasoning	26.8	26.9	-.01	28.0	-.07	27.2	-.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.

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.

		Percentage point difference ^a between your FY students and			
	Farmingdale	SUNY State-Ops	Carnegie Class	Lg Subrb, Pblc, 5-10K	
Higher-Order Learning					
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...					
	%				
4b. Applying facts, theories, or methods to practical problems or new situations	68	-0	+1	+1	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	+2	+1	+1	
4d. Evaluating a point of view, decision, or information source	68	+2	-1	-1	
4e. Forming a new idea or understanding from various pieces of information	64	-3	-4	-4	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	41	-7	-10	-12	
2b. Connected your learning to societal problems or issues	36	-13	-14	-15	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	-7	-9	-8	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	+1	-1	-0	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-4	-5	-4	
2f. Learned something that changed the way you understand an issue or concept	63	+0	-2	-3	
2g. Connected ideas from your courses to your prior experiences and knowledge	68	-5	-7	-6	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	69	-1	-4	-3	
9b. Reviewed your notes after class	67	+4	+1	+2	
9c. Summarized what you learned in class or from course materials	60	-0	-4	-4	
Quantitative Reasoning					
Percentage of students who responded that they "Very often" or "Often"...					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	+5	+2	+5	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	+1	-2	-1	
6c. Evaluated what others have concluded from numerical information	35	-2	-3	-2	

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

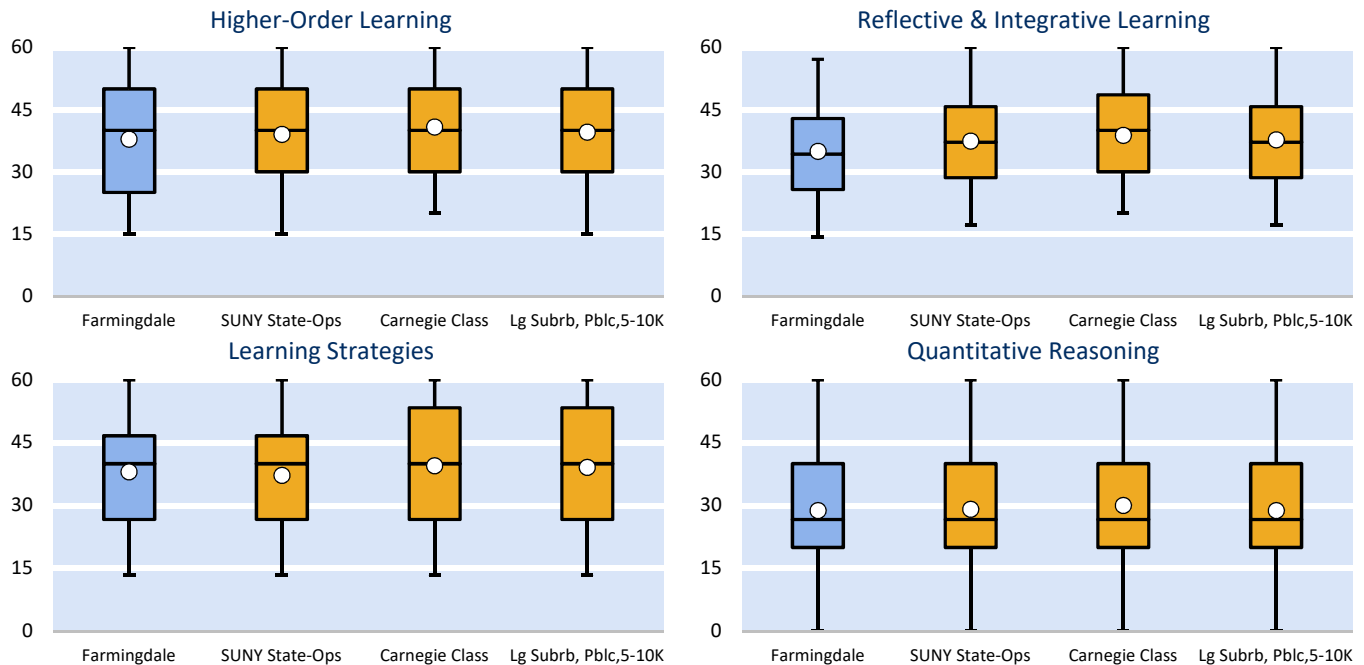
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Farmingdale Mean	Your seniors compared with					
		SUNY State-Ops Mean	Effect size	Carnegie Class Mean	Effect size	Lg Subrb, Pblc,5-10K Mean	Effect size
Higher-Order Learning	37.9	39.0	-.08	40.8 ***	-.21	39.6 *	-.12
Reflective & Integrative Learning	34.9	37.4 ***	-.20	38.8 ***	-.31	37.7 ***	-.22
Learning Strategies	38.0	37.2	.06	39.5 *	-.10	39.1	-.07
Quantitative Reasoning	28.8	29.1	-.02	30.0	-.08	28.8	.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).

Score Distributions



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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and			
	Farmingdale	SUNY State-Ops	Carnegie Class	Lg Subrb, Pblc, 5-10K	
Higher-Order Learning					
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...					
	%				
4b. Applying facts, theories, or methods to practical problems or new situations	71	-2	-7	-3	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-3	-7	-4	
4d. Evaluating a point of view, decision, or information source	64	-4	-11	-7	
4e. Forming a new idea or understanding from various pieces of information	69	-1	-5	-2	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	64	-4	-4	-3	
2b. Connected your learning to societal problems or issues	53	-6	-10	-8	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	-10	-15	-11	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-5	-11	-6	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-4	-6	-5	
2f. Learned something that changed the way you understand an issue or concept	67	-3	-5	-4	
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-6	-9	-8	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	72	-2	-7	-6	
9b. Reviewed your notes after class	64	+6	-0	-1	
9c. Summarized what you learned in class or from course materials	66	+4	-1	-2	
Quantitative Reasoning					
Percentage of students who responded that they "Very often" or "Often"...					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52	-0	-2	+1	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+1	-1	+2	
6c. Evaluated what others have concluded from numerical information	44	-0	-0	+2	

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Learning with Peers: First-year students

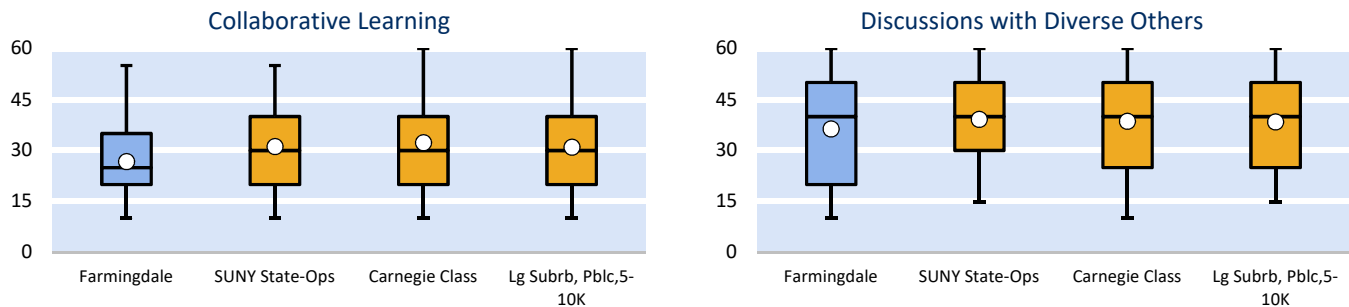
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Farmingdale Mean	Your first-year students compared with					
		SUNY State-Ops		Carnegie Class		Lg Subrb, Pblc,5-10K	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	26.8	31.1 ***	-.31	32.3 ***	-.39	31.0 ***	-.31
Discussions with Diverse Others	36.4	39.2 *	-.19	38.6	-.14	38.4	-.13

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

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		Percentage point difference ^a between your FY students and			
	Farmingdale	SUNY State-Ops	Carnegie Class	Lg Subrb, Pblc,5-10K	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1e. Asked another student to help you understand course material	32	-17	-19	-14	
1f. Explained course material to one or more students	37	-17	-19	-17	
1g. Prepared for exams by discussing or working through course material with other students	33	-14	-16	-12	
1h. Worked with other students on course projects or assignments	42	-9	-15	-10	
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	69	-3	-0	-1	
8b. People from an economic background other than your own	64	-7	-7	-5	
8c. People with religious beliefs other than your own	61	-7	-2	-4	
8d. People with political views other than your own	57	-3	-6	-3	

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Learning with Peers: Seniors

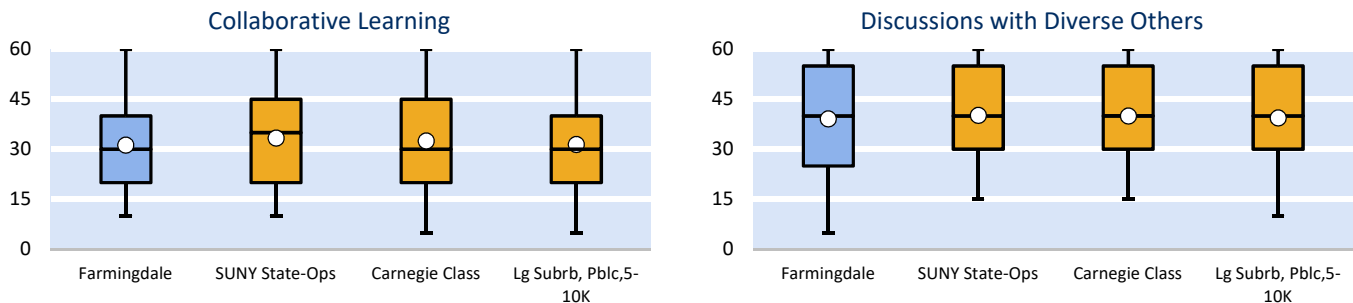
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Mean Comparisons

Engagement Indicator	Farmingdale Mean	Your seniors compared with					
		SUNY State-Ops Mean	Effect size	Carnegie Class Mean	Effect size	Lg Subrb, Pblc,5-10K Mean	Effect size
Collaborative Learning	31.3	33.4 ***	-.15	32.6 *	-.08	31.5	-.01
Discussions with Diverse Others	39.1	40.2	-.07	40.0	-.05	39.4	-.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).

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		Percentage point difference ^a between your seniors and			
	Farmingdale	SUNY State-Ops	Carnegie Class	Lg Subrb, Pblc,5-10K	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1e. Asked another student to help you understand course material	39	-6	-3		-1
1f. Explained course material to one or more students	57	-5	-3	+2	
1g. Prepared for exams by discussing or working through course material with other students	43	-7	-6		-2
1h. Worked with other students on course projects or assignments	59	-6	-4		-2
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	-0	+4		+1
8b. People from an economic background other than your own	68	-5	-5		-4
8c. People with religious beliefs other than your own	67	-2	+3	+1	
8d. People with political views other than your own	64	+2	-3	+3	

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Experiences with Faculty: First-year students

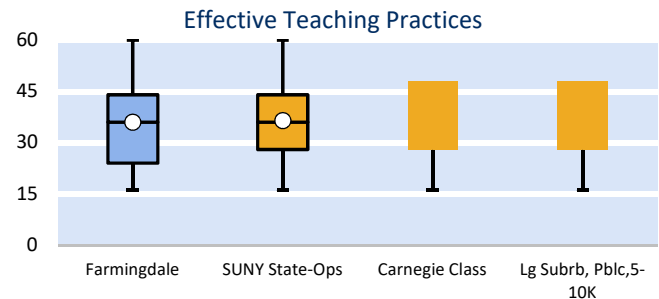
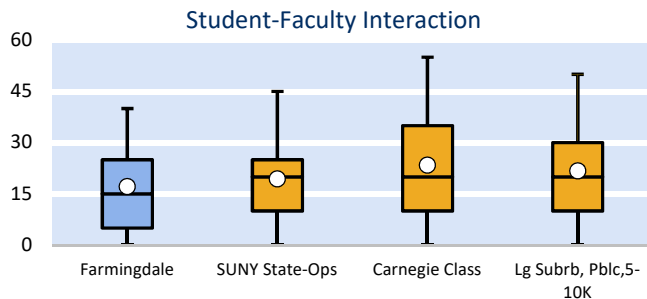
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Your first-year students compared with					
	SUNY State-Ops		Carnegie Class		Lg Subrb, Pblc,5-10K	
	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.4	-.16	23.4 ***	-.42	21.7 ***	-.32
Effective Teaching Practices	36.4	-.04	39.0 *	-.22	37.7	-.13

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

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Student-Faculty Interaction	Farmingdale	Percentage point difference ^a between your FY students and			
		SUNY State-Ops	Carnegie Class	Lg Subrb, Pblc,5-10K	
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	30	+0	-13	-8	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	-2	-8	-5	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-3	-9	-6	
3d. Discussed your academic performance with a faculty member	24	-2	-11	-9	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	72	-1	-4	-3	
5b. Taught course sessions in an organized way	61	-9	-11	-8	
5c. Used examples or illustrations to explain difficult points	67	-4	-6	-2	
5d. Provided feedback on a draft or work in progress	61	+4	-6	-4	
5e. Provided prompt and detailed feedback on tests or completed assignments	58	+5	-5	-1	

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Experiences with Faculty: Seniors

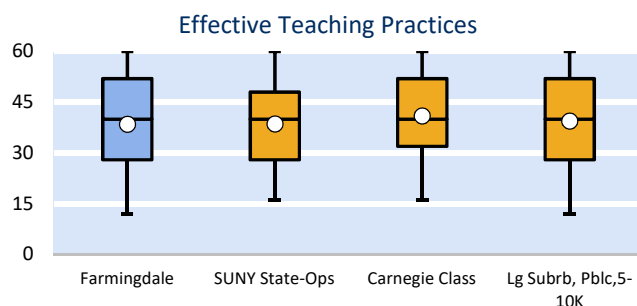
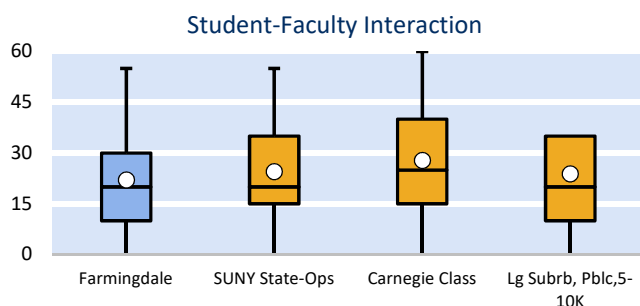
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	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.5 ***	-.15	27.8 ***	-.35	23.8 *	-.11
Effective Teaching Practices	38.6	-.01	41.0 ***	-.18	39.4	-.07

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	Farmingdale	SUNY State-Ops	Carnegie Class	Lg Subrb, Pblc,5-10K	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	42				

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

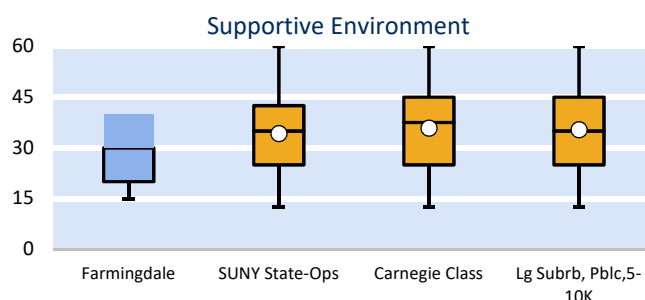
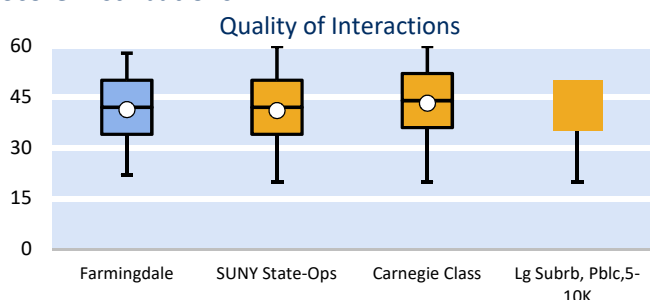
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Your first-year students compared with							
	SUNY State-Ops		Carnegie Class		Lg Subrb, Pblc,5-10K			
	Mean	Effect size	Mean	Effect size	Mean	Effect size		
Quality of Interactions	41.1	.02	43.2	-.15	42.0	-.05		
Supportive Environment	34.2 *	-.20	35.9 ***	-.32	35.4 **	-.28		

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.

		Percentage point difference ^a between your FY students and		
	Farmingdale	SUNY State-Ops	Carnegie Class	Lg Suburb, Pblc, 5-10K
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	44	<		

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

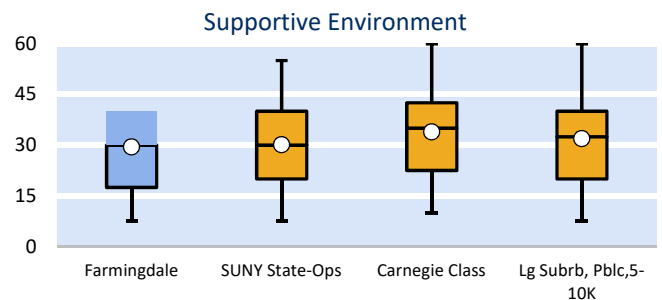
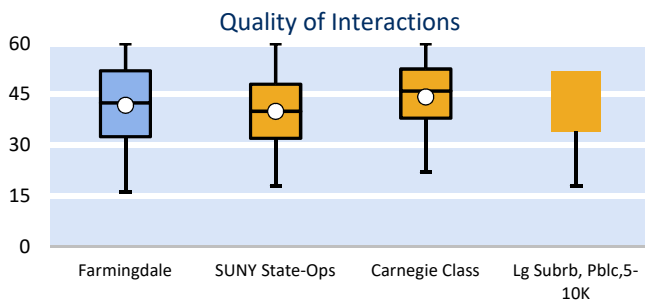
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Your seniors compared with							
	SUNY State-Ops		Carnegie Class		Lg Subrb, Pblc,5-10K			
	Mean	Effect size	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.0 *	.14	44.3 ***	-.21	42.3	-.04		
Supportive Environment	30.2	-.05	33.9 ***	-.31	31.9 ***	-.17		

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	Farmingdale	Percentage point difference ^a between your seniors and				
		SUNY State-Ops	Carnegie Class	Lg Subrb, Pblc, 5-10K		
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...		%				
13a. Students	54	+2		-5		-1
13b. Academic advisors	51	+8		-12	+2	
13c. Faculty	49	+1		-14		-6
13d. Student services staff (career services, student activities, housing, etc.)	40	+3		-6		-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+8		-4		-1
Supportive Environment						
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...						
14b. Providing support to help students succeed academically	64	+2		-9		-3
14c. Using learning support services (tutoring services, writing center, etc.)	61	+3		-9		-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	+1		-6		-5
14e. Providing opportunities to be involved socially	55		-9	-13		-9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	+4		-6		-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	+5		-4		-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46		-7	-12		-3
14i. Attending events that address important social, economic, or political issues	38		-2	-6		-6

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

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

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

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^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

Theme	Engagement Indicator	Farmingdale Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.7	39.3 *	-.20		41.4 ***	-.37	
	Reflective and Integrative Learning	32.5	36.7 ***	-.36		39.0 ***	-.55	
	Learning Strategies	36.9	39.9 *	-.22		42.3 ***	-.38	
	Quantitative Reasoning	26.8	29.4	-.17		31.4 **	-.30	
Learning with Peers	Collaborative Learning	26.8	35.2 ***	-.61		37.4 ***	-.79	
	Discussions with Diverse Others	36.4	41.5 ***	-.34		43.6 ***	-.50	
Experiences with Faculty	Student-Faculty Interaction	17.1	24.5 ***	-.50		28.1 ***	-.71	
	Effective Teaching Practices	35.9	40.5 ***	-.35		42.3 ***	-.45	
Campus Environment	Quality of Interactions	41.4	45.2 ***	-.34		47.2 ***	-.50	
	Supportive Environment	31.5	37.9 ***	-.49		40.0 ***	-.66	

Seniors

Theme	Engagement Indicator	Farmingdale Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.9	41.7 ***	-.28		43.2 ***	-.39	
	Reflective and Integrative Learning	34.9	39.8 ***	-.40		41.8 ***	-.57	
	Learning Strategies	38.0	40.7 ***	-.18		42.7 ***	-.32	
	Quantitative Reasoning	28.8	31.4 ***	-.16		33.4 ***	-.29	
Learning with Peers	Collaborative Learning	31.3	35.9 ***	-.33		38.4 ***	-.52	
	Discussions with Diverse Others	39.1	42.1 ***	-.19		43.8 ***	-.30	
Experiences with Faculty	Student-Faculty Interaction	22.0	29.7 ***	-.48		33.2 ***	-.70	
	Effective Teaching Practices	38.4	41.8 ***	-.24		43.7 ***	-.39	
Campus Environment	Quality of Interactions	41.8	45.2 ***	-.29		47.4 ***	-.46	
	Supportive Environment	29.5	34.6 ***	-.37		36.8 ***	-.52	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2020 Engagement Indicators

Detailed Statistics^a

Farmingdale State College

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												
Farmingdale (N = 124)	36.7	12.9	1.16	20	30	35	40	60				
SUNY State-Ops	37.0	13.2	.21	15	30	40	45	60	4,220	-.3	.789	-.024
Carnegie Class	37.4	13.6	.14	15	30	40	45	60	9,405	-.7	.584	-.050
Lg Subrb, Pblc,5-10K	37.2	13.3	.25	15	30	40	45	60	2,999	-.5	.690	-.037
Top 50%	39.3	13.1	.04	20	30	40	50	60	124,541	-2.6	.026	-.200
Top 10%	41.4	12.8	.08	20	35	40	50	60	23,967	-4.7	.000	-.365
Reflective & Integrative Learning												
Farmingdale (N = 136)	32.5	11.5	.99	14	26	31	40	54				
SUNY State-Ops	34.0	12.1	.18	14	26	34	40	54	4,713	-1.5	.150	-.125
Carnegie Class	34.7	12.1	.12	17	26	34	43	57	10,198	-2.2	.037	-.180
Lg Subrb, Pblc,5-10K	34.4	12.1	.22	17	26	34	43	57	3,207	-1.9	.071	-.159
Top 50%	36.7	11.8	.03	17	29	37	46	57	121,621	-4.2	.000	-.358
Top 10%	39.0	11.7	.09	20	31	40	49	60	19,212	-6.5	.000	-.553
Learning Strategies												
Farmingdale (N = 115)	36.9	13.8	1.29	20	27	40	47	60				
SUNY State-Ops	36.7	13.8	.22	13	27	40	47	60	3,884	.2	.904	.011
Carnegie Class	38.1	13.9	.15	20	27	40	47	60	8,834	-1.2	.373	-.083
Lg Subrb, Pblc,5-10K	37.7	13.8	.26	20	27	40	47	60	2,842	-.8	.560	-.055
Top 50%	39.9	13.7	.04	20	33	40	53	60	105,566	-3.0	.019	-.219
Top 10%	42.3	14.1	.09	20	33	40	53	60	23,348	-5.4	.000	-.383
Quantitative Reasoning												
Farmingdale (N = 117)	26.8	15.4	1.42	0	20	27	40	60				
SUNY State-Ops	26.9	15.1	.24	0	20	27	40	60	3,962	-.1	.949	-.006
Carnegie Class	28.0	15.4	.16	0	20	27	40	60	9,012	-1.2	.421	-.075
Lg Subrb, Pblc,5-10K	27.2	15.3	.29	0	20	27	40	60	2,881	-.3	.810	-.023
Top 50%	29.4	15.2	.04	7	20	27	40	60	137,264	-2.6	.064	-.171
Top 10%	31.4	15.3	.09	7	20	33	40	60	29,049	-4.6	.001	-.298
Learning with Peers												
Collaborative Learning												
Farmingdale (N = 148)	26.8	12.9	1.06	10	20	25	35	55				
SUNY State-Ops	31.1	13.9	.19	10	20	30	40	55	5,285	-4.3	.000	-.313
Carnegie Class	32.3	14.2	.14	10	20	30	40	60	152	-5.5	.000	-.389
Lg Subrb, Pblc,5-10K	31.0	13.9	.24	10	20	30	40	60	3,455	-4.2	.000	-.305
Top 50%	35.2	13.7	.03	15	25	35	45	60	158,298	-8.4	.000	-.613
Top 10%	37.4	13.5	.07	15	30	40	45	60	33,263	-10.6	.000	-.785
Discussions with Diverse Others												
Farmingdale (N = 116)	36.4	16.2	1.51	10	20	40	50	60				
SUNY State-Ops	39.2	15.1	.25	15	30	40	50	60	3,913	-2.8	.047	-.187
Carnegie Class	38.6	15.7	.17	10	25	40	50	60	8,900	-2.2	.126	-.143
Lg Subrb, Pblc,5-10K	38.4	15.7	.30	15	25	40	50	60	2,872	-2.0	.173	-.129
Top 50%	41.5	15.0	.04	20	30	40	55	60	140,570	-5.1	.000	-.340
Top 10%	43.6	14.5	.09	20	35	45	60	60	29,194	-7.2	.000	-.500

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												
Farmingdale (N = 127)	17.1	13.9	1.23	0	5	15	25	40				
SUNY State-Ops	19.4	14.2	.22	0	10	20	25	45	4,397	-2.3	.074	-.161
Carnegie Class	23.4	15.0	.15	0	10	20	35	55	9,749	-6.3	.000	-.418
Lg Subrb, Pblc,5-10K	21.7	14.6	.27	0	10	20	30	50	3,068	-4.6	.001	-.315
Top 50%	24.5	14.7	.05	5	15	20	35	55	80,459	-7.4	.000	-.501
Top 10%	28.1	15.5	.15	5	15	25	40	60	129	-11.0	.000	-.712
Effective Teaching Practices												
Farmingdale (N = 122)	35.9	13.3	1.20	16	24	36	44	60				
SUNY State-Ops	36.4	13.2	.21	16	28	36	44	60	4,176	-.5	.695	-.036
Carnegie Class	39.0	13.6	.14	16	28	40	48	60	9,376	-3.0	.015	-.222
Lg Subrb, Pblc,5-10K	37.7	13.3	.25	16	28	40	48	60	2,992	-1.7	.157	-.131
Top 50%	40.5	13.2	.04	20	32	40	52	60	91,181	-4.6	.000	-.347
Top 10%	42.3	14.1	.09	16	32	44	56	60	25,205	-6.3	.000	-.447
Campus Environment												
Quality of Interactions												
Farmingdale (N = 96)	41.4	11.1	1.13	22	34	42	50	58				
SUNY State-Ops	41.1	11.8	.20	20	34	42	50	60	3,580	.3	.815	.024
Carnegie Class	43.2	12.3	.14	20	36	44	52	60	8,366	-1.8	.144	-.150
Lg Subrb, Pblc,5-10K	42.0	12.0	.24	20	35	43	50	60	2,650	-.7	.600	-.055
Top 50%	45.2	11.2	.04	24	38	46	54	60	85,200	-3.8	.001	-.339
Top 10%	47.2	11.6	.08	25	40	50	58	60	20,576	-5.8	.000	-.500
Supportive Environment												
Farmingdale (N = 109)	31.5	12.1	1.16	15	20	30	40	53				
SUNY State-Ops	34.2	13.6	.23	13	25	35	43	60	3,703	-2.8	.037	-.204
Carnegie Class	35.9	13.8	.15	13	25	38	45	60	8,542	-4.4	.001	-.319
Lg Subrb, Pblc,5-10K	35.4	14.1	.28	13	25	35	45	60	2,729	-3.9	.005	-.277
Top 50%	37.9	13.1	.04	18	30	38	48	60	102,795	-6.4	.000	-.489
Top 10%	40.0	12.9	.10	18	33	40	50	60	18,221	-8.5	.000	-.664

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 $\pm$ 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.

NSSE 2020 Engagement Indicators

Detailed Statistics^a

Farmingdale State College

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												
Farmingdale (N = 512)	37.9	14.9	.66	15	25	40	50	60				
SUNY State-Ops	39.0	13.7	.19	15	30	40	50	60	600	-1.1	.111	-.079
Carnegie Class	40.8	13.4	.16	20	30	40	50	60	571	-2.9	.000	-.213
Lg Subrb, Pblc,5-10K	39.6	14.0	.23	15	30	40	50	60	639	-1.6	.018	-.117
Top 50%	41.7	13.4	.04	20	35	40	55	60	515	-3.8	.000	-.283
Top 10%	43.2	13.3	.08	20	35	40	55	60	526	-5.3	.000	-.394
Reflective & Integrative Learning												
Farmingdale (N = 545)	34.9	12.9	.55	14	26	34	43	57				
SUNY State-Ops	37.4	12.5	.17	17	29	37	46	60	6,148	-2.5	.000	-.199
Carnegie Class	38.8	12.5	.14	20	30	40	49	60	8,377	-3.9	.000	-.312
Lg Subrb, Pblc,5-10K	37.7	12.8	.20	17	29	37	46	60	4,567	-2.8	.000	-.218
Top 50%	39.8	12.2	.04	20	31	40	49	60	117,028	-4.9	.000	-.400
Top 10%	41.8	12.0	.09	20	34	40	51	60	19,331	-6.8	.000	-.566
Learning Strategies												
Farmingdale (N = 471)	38.0	15.1	.69	13	27	40	47	60				
SUNY State-Ops	37.2	14.5	.21	13	27	40	47	60	5,304	.8	.239	.057
Carnegie Class	39.5	14.5	.17	13	27	40	53	60	7,591	-1.5	.033	-.101
Lg Subrb, Pblc,5-10K	39.1	14.6	.24	13	27	40	53	60	4,114	-1.1	.134	-.073
Top 50%	40.7	14.5	.04	20	33	40	53	60	130,448	-2.6	.000	-.183
Top 10%	42.7	14.4	.07	20	33	40	60	60	42,304	-4.6	.000	-.322
Quantitative Reasoning												
Farmingdale (N = 490)	28.8	16.4	.74	0	20	27	40	60				
SUNY State-Ops	29.1	16.4	.23	0	20	27	40	60	5,419	-.3	.732	-.016
Carnegie Class	30.0	16.2	.19	0	20	27	40	60	7,638	-1.2	.100	-.077
Lg Subrb, Pblc,5-10K	28.8	16.6	.27	0	20	27	40	60	4,196	.0	.971	-.002
Top 50%	31.4	16.1	.04	0	20	33	40	60	166,702	-2.6	.000	-.164
Top 10%	33.4	15.9	.09	7	20	33	40	60	33,018	-4.6	.000	-.288
Learning with Peers												
Collaborative Learning												
Farmingdale (N = 595)	31.3	14.1	.58	10	20	30	40	60				
SUNY State-Ops	33.4	14.3	.18	10	20	35	45	60	6,621	-2.1	.001	-.148
Carnegie Class	32.6	15.3	.17	5	20	30	45	60	700	-1.3	.034	-.084
Lg Subrb, Pblc,5-10K	31.5	14.6	.22	5	20	30	40	60	4,807	-.2	.749	-.014
Top 50%	35.9	14.0	.04	15	25	35	45	60	154,809	-4.7	.000	-.334
Top 10%	38.4	13.6	.08	15	30	40	50	60	27,421	-7.1	.000	-.523
Discussions with Diverse Others												
Farmingdale (N = 477)	39.1	17.2	.79	5	25	40	55	60				
SUNY State-Ops	40.2	15.3	.22	15	30	40	55	60	552	-1.1	.197	-.068
Carnegie Class	40.0	15.8	.19	15	30	40	55	60	532	-.9	.279	-.055
Lg Subrb, Pblc,5-10K	39.4	16.2	.27	10	30	40	55	60	4,138	-.3	.730	-.017
Top 50%	42.1	15.5	.04	15	30	40	60	60	478	-2.9	.000	-.188
Top 10%	43.8	15.3	.07	20	35	45	60	60	485	-4.6	.000	-.303

NSSE 2020 Engagement Indicators

Detailed Statistics^a

Farmingdale State College

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												
Farmingdale (N = 532)	22.0	16.1	.70	0	10	20	30	55				
SUNY State-Ops	24.5	15.8	.22	0	15	20	35	55	5,911	-2.4	.001	-.154
Carnegie Class	27.8	16.4	.19	0	15	25	40	60	8,129	-5.7	.000	-.350
Lg Subrb, Pblc,5-10K	23.8	16.2	.26	0	10	20	35	60	4,405	-1.8	.019	-.109
Top 50%	29.7	15.9	.06	5	20	30	40	60	62,242	-7.6	.000	-.480
Top 10%	33.2	16.0	.16	10	20	35	45	60	11,141	-11.2	.000	-.701
Effective Teaching Practices												
Farmingdale (N = 508)	38.4	14.5	.64	12	28	40	52	60				
SUNY State-Ops	38.6	13.7	.19	16	28	40	48	60	5,635	-.2	.808	-.011
Carnegie Class	41.0	14.0	.16	16	32	40	52	60	7,876	-2.5	.000	-.180
Lg Subrb, Pblc,5-10K	39.4	14.6	.24	12	28	40	52	60	4,307	-1.0	.153	-.067
Top 50%	41.8	13.7	.04	20	32	40	52	60	100,607	-3.3	.000	-.243
Top 10%	43.7	13.4	.09	20	36	44	56	60	527	-5.3	.000	-.392
Campus Environment												
Quality of Interactions												
Farmingdale (N = 431)	41.8	13.7	.66	16	33	43	52	60				
SUNY State-Ops	40.0	12.0	.18	18	32	40	48	60	495	1.8	.010	.145
Carnegie Class	44.3	11.8	.14	22	38	46	53	60	472	-2.5	.000	-.211
Lg Subrb, Pblc,5-10K	42.3	12.6	.22	18	34	44	52	60	527	-.5	.509	-.036
Top 50%	45.2	11.7	.04	24	38	48	54	60	432	-3.4	.000	-.294
Top 10%	47.4	12.0	.07	24	40	50	58	60	438	-5.6	.000	-.464
Supportive Environment												
Farmingdale (N = 450)	29.5	14.5	.68	8	18	30	40	55				
SUNY State-Ops	30.2	13.8	.20	8	20	30	40	55	530	-.7	.353	-.048
Carnegie Class	33.9	14.3	.17	10	23	35	43	60	7,384	-4.4	.000	-.309
Lg Subrb, Pblc,5-10K	31.9	14.5	.24	8	20	33	40	60	3,985	-2.4	.001	-.169
Top 50%	34.6	14.0	.04	13	25	35	45	60	110,524	-5.1	.000	-.367
Top 10%	36.8	14.1	.10	13	28	38	48	60	20,156	-7.3	.000	-.520

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 $\pm$ 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.