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# NSSE 2014

## Engagement Indicators

Farmingdale State College

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### About Your Engagement Indicators Report

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

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

### Report sections

#### Overview (p. 3)

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

#### Theme Reports (pp. 4-13)

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

##### Mean Comparisons

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

##### Score Distributions

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

##### Summary of Indicator Items

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

#### Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.

#### Detailed Statistics (pp. 16-19)

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

### Interpreting comparisons

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

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

### How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: [nsse.iub.edu](http://nsse.iub.edu)

## Engagement Indicators: Overview

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

Use the following key:

- ▲ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your first-year students</b> compared with SUNY Techs	<b>Your first-year students</b> compared with Carnegie Class.	<b>Your first-year students</b> compared with SUNY Institutions
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	▽	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	▽	▽	--
<i>Learning with Peers</i>	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	--	▽	--
<i>Campus Environment</i>	Quality of Interactions	▽	▽	▽
	Supportive Environment	--	▽	▽

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your seniors</b> compared with SUNY Techs	<b>Your seniors</b> compared with Carnegie Class.	<b>Your seniors</b> compared with SUNY Institutions
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	▽	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	△	--	--
<i>Campus Environment</i>	Quality of Interactions	--	▽	--
	Supportive Environment	--	▽	--

### Academic Challenge: First-year students

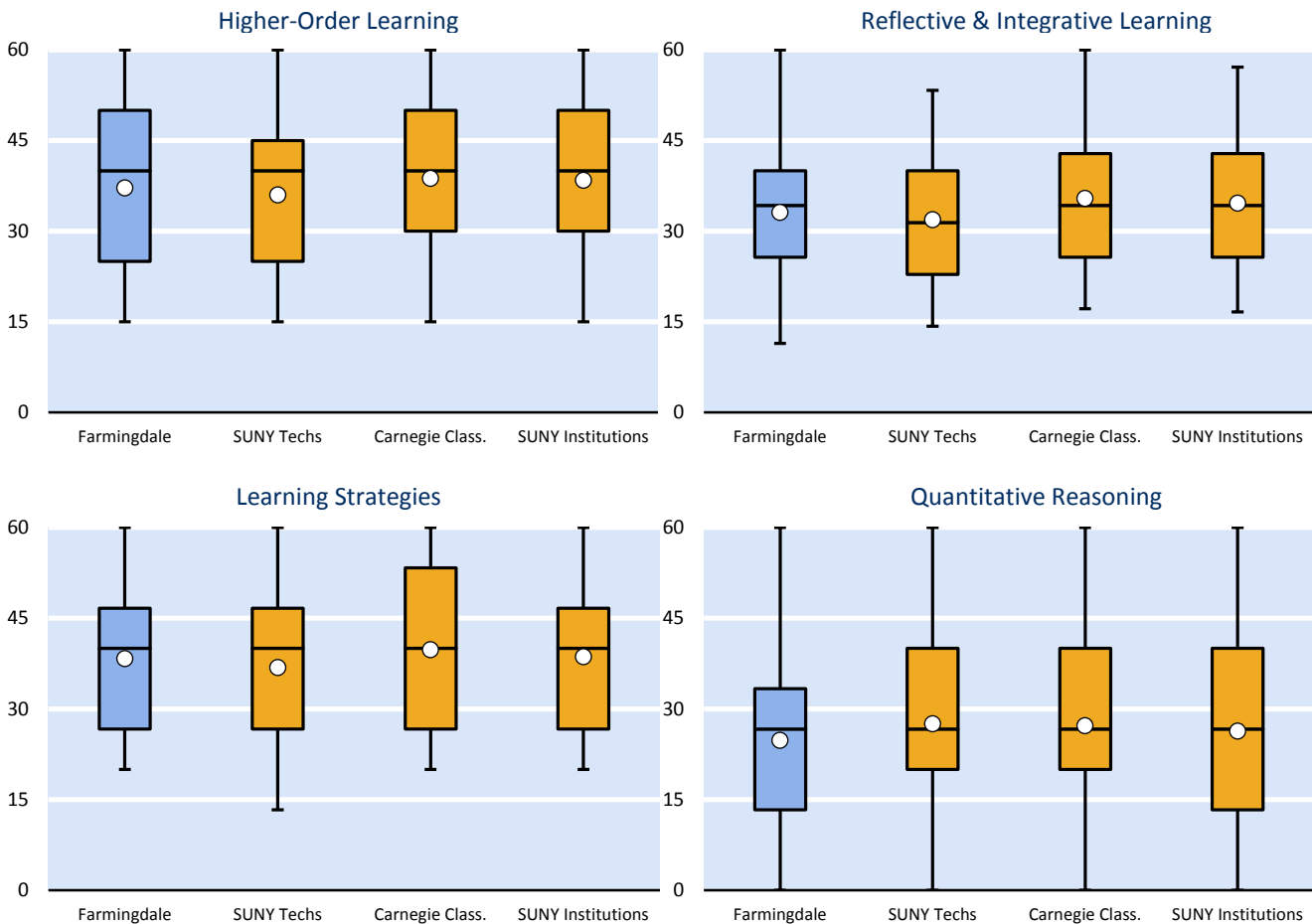
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	Farmingdale Mean	Your first-year students compared with					
		SUNY Techs		Carnegie Class.		SUNY Institutions	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.2	36.0	.08	38.7	-.11	38.4	-.09
Reflective & Integrative Learning	33.1	31.9	.10	35.4 **	-.18	34.6	-.12
Learning Strategies	38.3	36.9	.10	39.8	-.10	38.6	-.02
Quantitative Reasoning	24.8	27.5 *	-.17	27.2 *	-.14	26.3	-.09

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





































































#### Score Distributions



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

## Academic Challenge: First-year students (continued)

### Summary of Indicator Items

	Farmingdale	SUNY Techs	Carnegie Class.	SUNY Institutions
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	72 	69 	72 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65 	68 	70 	71 
4d. Evaluating a point of view, decision, or information source	60 	59 	71 	68 
4e. Forming a new idea or understanding from various pieces of information	62 	62 	69 	66 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	51 	51 	55 	54 
2b. Connected your learning to societal problems or issues	46 	43 	51 	50 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	40 	33 	51 	47 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57 	54 	63 	59 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63 	55 	66 	64 
2f. Learned something that changed the way you understand an issue or concept	57 	60 	65 	63 
2g. Connected ideas from your courses to your prior experiences and knowledge	76 	72 	76 	75 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75 	70 	81 	78 
9b. Reviewed your notes after class	68 	67 	67 	63 
9c. Summarized what you learned in class or from course materials	63 	59 	64 	62 
<b>Quantitative Reasoning</b>				
<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.)	51 	54 	51 	50 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31 	37 	39 	35 
6c. Evaluated what others have concluded from numerical information	32 	38 	36 	36 

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

### Academic Challenge: Seniors

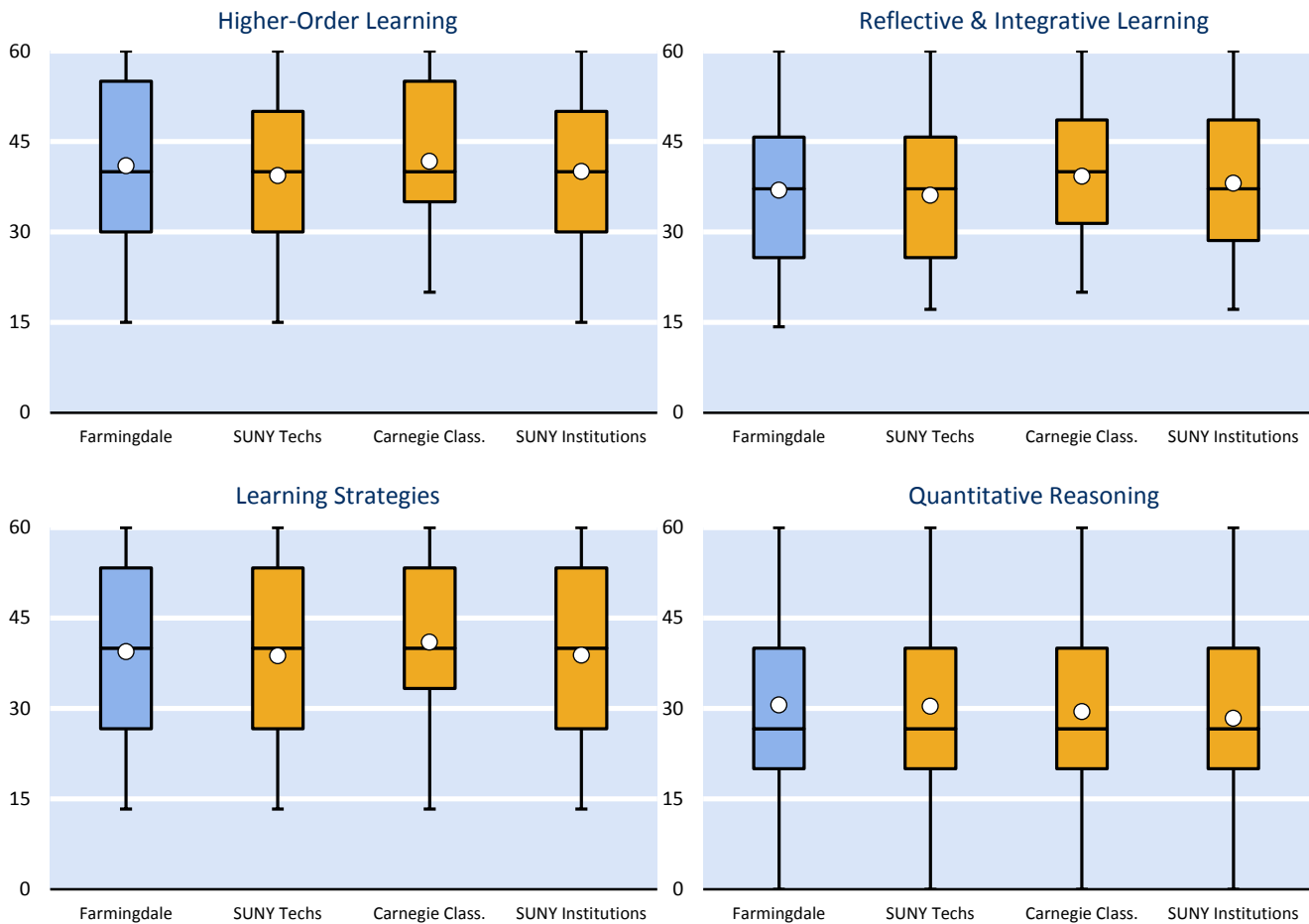
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#### Mean Comparisons

Engagement Indicator	Farmingdale Mean	Your seniors compared with					
		SUNY Techs		Carnegie Class.		SUNY Institutions	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.0	39.3	.12	41.7	-.05	40.0	.07
Reflective & Integrative Learning	36.9	36.1	.07	39.2 **	-.18	38.1	-.09
Learning Strategies	39.4	38.7	.04	41.0	-.11	38.8	.04
Quantitative Reasoning	30.5	30.4	.01	29.5	.06	28.3	.12

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





































































#### Score Distributions



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

## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	Farmingdale	SUNY Techs	Carnegie Class.	SUNY Institutions
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	76 	77 	81 	77 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76 	75 	78 	75 
4d. Evaluating a point of view, decision, or information source	73 	66 	75 	68 
4e. Forming a new idea or understanding from various pieces of information	70 	70 	74 	69 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	73 	71 	71 	72 
2b. Connected your learning to societal problems or issues	56 	54 	65 	62 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50 	39 	58 	52 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61 	60 	68 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66 	63 	71 	69 
2f. Learned something that changed the way you understand an issue or concept	67 	65 	70 	69 
2g. Connected ideas from your courses to your prior experiences and knowledge	80 	79 	84 	82 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79 	80 	84 	81 
9b. Reviewed your notes after class	70 	63 	66 	59 
9c. Summarized what you learned in class or from course materials	67 	64 	67 	63 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59 	61 	53 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46 	44 	44 	40 
6c. Evaluated what others have concluded from numerical information	44 	42 	43 	42 

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

### Learning with Peers: First-year students

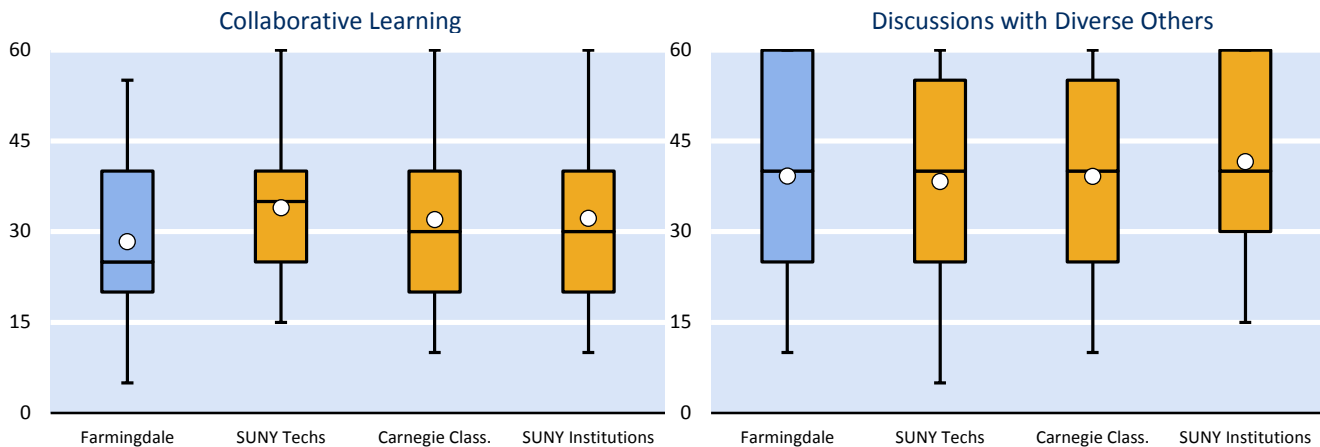
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Farmingdale Mean	Your first-year students compared with					
		SUNY Techs		Carnegie Class.		SUNY Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.3	33.9 ***	-.42	32.0 ***	-.26	32.2 ***	-.28
Discussions with Diverse Others	39.2	38.2	.05	39.1	.00	41.5	-.15

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Collaborative Learning

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

	Farmingdale	SUNY Techs	Carnegie Class.	SUNY Institutions
1e. Asked another student to help you understand course material	41	54	48	50
1f. Explained course material to one or more students	51	59	56	58
1g. Prepared for exams by discussing or working through course material with other students	40	54	48	50
1h. Worked with other students on course projects or assignments	39	59	53	49

##### Discussions with Diverse Others

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

	Farmingdale	SUNY Techs	Carnegie Class.	SUNY Institutions
8a. People from a race or ethnicity other than your own	71	66	69	75
8b. People from an economic background other than your own	67	69	72	74
8c. People with religious beliefs other than your own	62	61	61	72
8d. People with political views other than your own	60	63	65	67

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



## Learning with Peers: Seniors

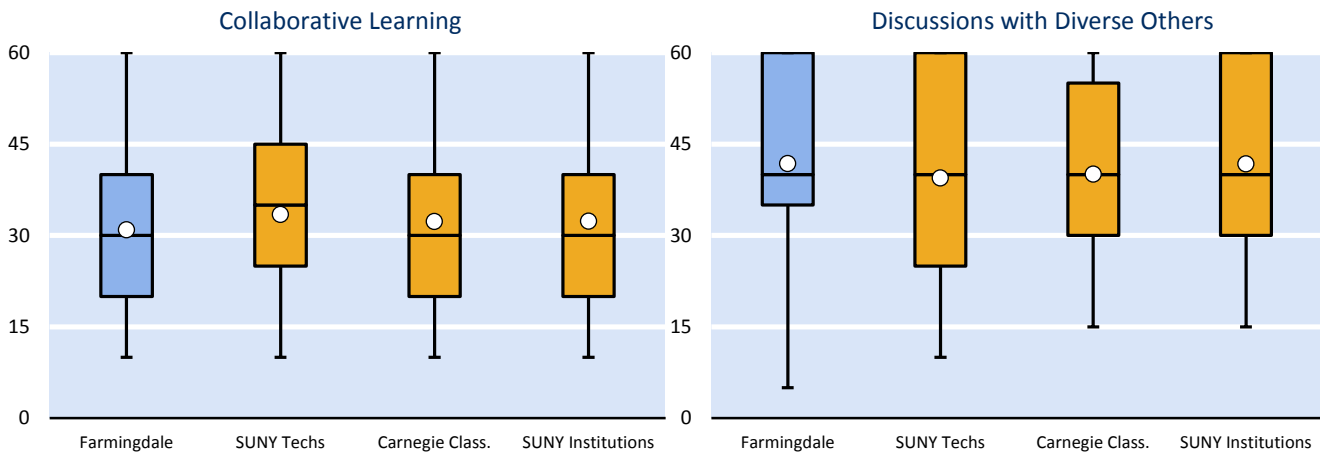
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### Mean Comparisons

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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.0	33.5 *	-.18	32.3	-.09	32.3	-.10
Discussions with Diverse Others	41.8	39.5	.14	40.1	.11	41.8	.00

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

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### Summary of Indicator Items

#### Collaborative Learning

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1f. Explained course material to one or more students	56	62	59	61
1g. Prepared for exams by discussing or working through course material with other students	43	48	46	45
1h. Worked with other students on course projects or assignments	55	65	62	60

#### Discussions with Diverse Others

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

	Farmingdale	SUNY Techs	Carnegie Class.	SUNY Institutions
8a. People from a race or ethnicity other than your own	77	68	68	73
8b. People from an economic background other than your own	74	71	73	75
8c. People with religious beliefs other than your own	72	65	62	71
8d. People with political views other than your own	74	69	68	69

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

## Experiences with Faculty: First-year students

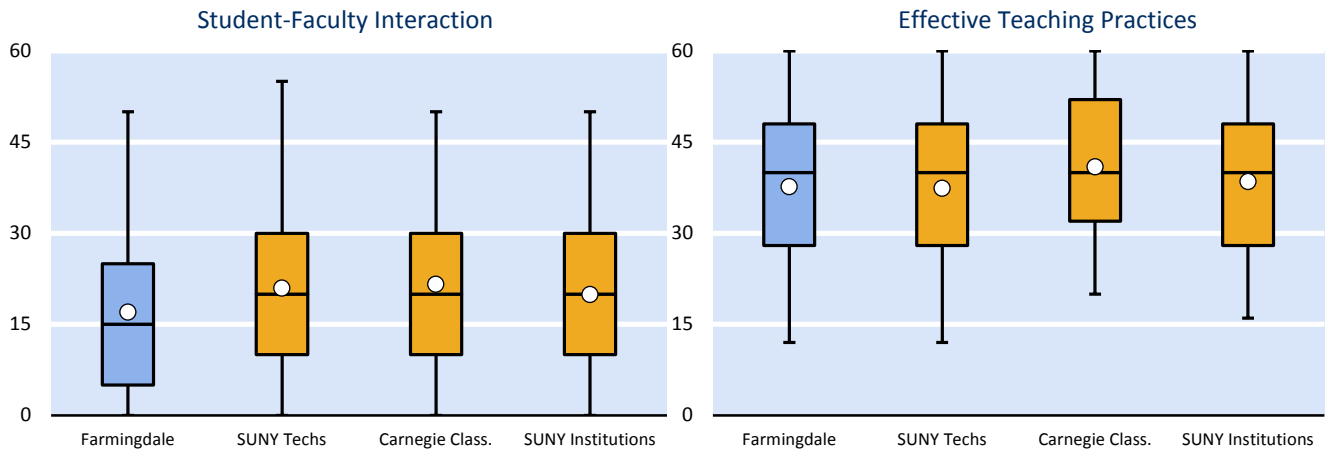
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Farmingdale Mean	Your first-year students compared with					
		SUNY Techs		Carnegie Class.		SUNY Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	17.0	21.0 **	-.26	21.6 ***	-.30	19.9 **	-.20
Effective Teaching Practices	37.6	37.4	.02	40.9 **	-.24	38.5	-.06

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### Summary of Indicator Items

Student-Faculty Interaction	Farmingdale	SUNY Techs	Carnegie Class.	SUNY Institutions
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	27	29	35	30
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	21	21	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	26	28	25
3d. Discussed your academic performance with a faculty member	26	33	33	27
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	75	74	80	79
5b. Taught course sessions in an organized way	69	72	79	77
5c. Used examples or illustrations to explain difficult points	66	72	77	75
5d. Provided feedback on a draft or work in progress	61	59	68	61
5e. Provided prompt and detailed feedback on tests or completed assignments	57	59	67	57

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

## Experiences with Faculty: Seniors

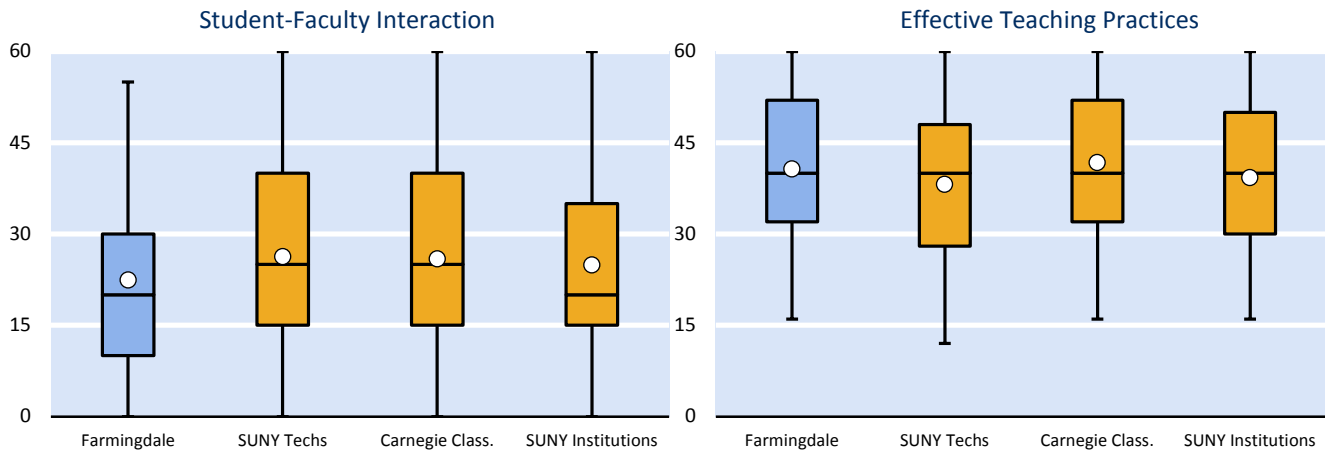
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

### Mean Comparisons

Engagement Indicator	Farmingdale Mean	Your seniors compared with					
		SUNY Techs		Carnegie Class.		SUNY Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.4	26.3 **	-.23	25.9 **	-.21	24.9 *	-.15
Effective Teaching Practices	40.7	38.1 *	.17	41.7	-.08	39.2	.10

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

### Score Distributions



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

### Summary of Indicator Items

#### Student-Faculty Interaction

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

	Farmingdale	SUNY Techs	Carnegie Class.	SUNY Institutions
3a. Talked about career plans with a faculty member	39	47	48	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	31	30	29
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	41	39	37
3d. Discussed your academic performance with a faculty member	34	40	38	35

#### Effective Teaching Practices

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

	Farmingdale	SUNY Techs	Carnegie Class.	SUNY Institutions
5a. Clearly explained course goals and requirements	81	74	83	81
5b. Taught course sessions in an organized way	76	73	81	78
5c. Used examples or illustrations to explain difficult points	78	75	80	77
5d. Provided feedback on a draft or work in progress	66	58	66	58
5e. Provided prompt and detailed feedback on tests or completed assignments	67	62	71	62

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

### Campus Environment: First-year students

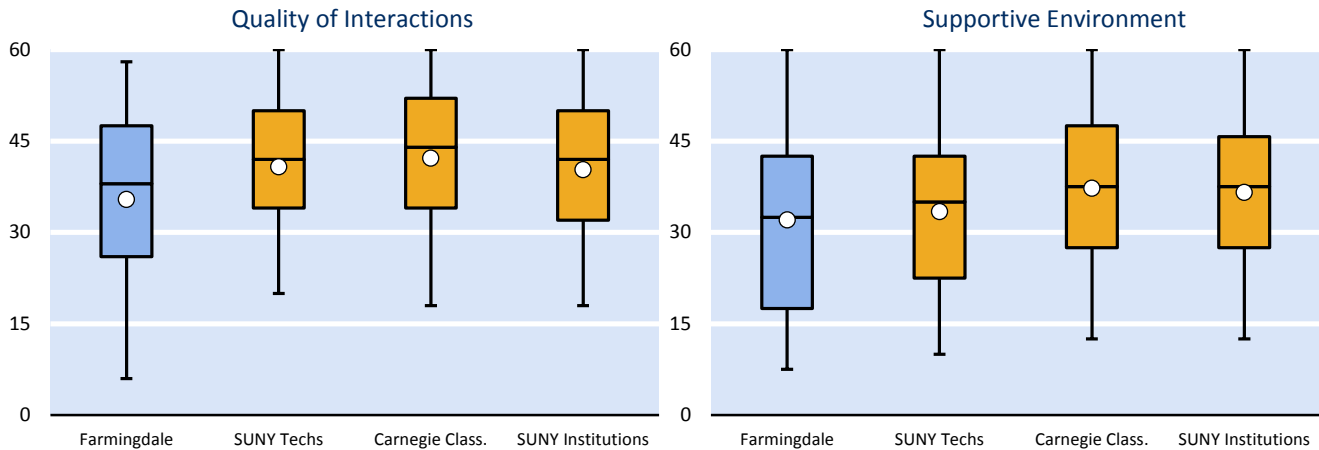
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Farmingdale Mean	Your first-year students compared with					
		SUNY Techs		Carnegie Class.		SUNY Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	35.4	40.8 ***	-.41	42.2 ***	-.53	40.3 ***	-.40
Supportive Environment	32.0	33.4	-.09	37.2 ***	-.37	36.6 ***	-.33

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	Farmingdale	SUNY Techs	Carnegie Class.	SUNY Institutions
13a. Students	44	55	61	56
13b. Academic advisors	37	48	51	44
13c. Faculty	36	44	54	43
13d. Student services staff (career services, student activities, housing, etc.)	29	42	45	41
13e. Other administrative staff and offices (registrar, financial aid, etc.)	30	38	45	37

##### Supportive Environment

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

	Farmingdale	SUNY Techs	Carnegie Class.	SUNY Institutions
14b. Providing support to help students succeed academically	66	73	77	74
14c. Using learning support services (tutoring services, writing center, etc.)	70	75	78	74
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	48	59	59
14e. Providing opportunities to be involved socially	56	63	72	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	62	69	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	36	46	42
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	62	68	69
14i. Attending events that address important social, economic, or political issues	45	42	54	52

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

### Campus Environment: Seniors

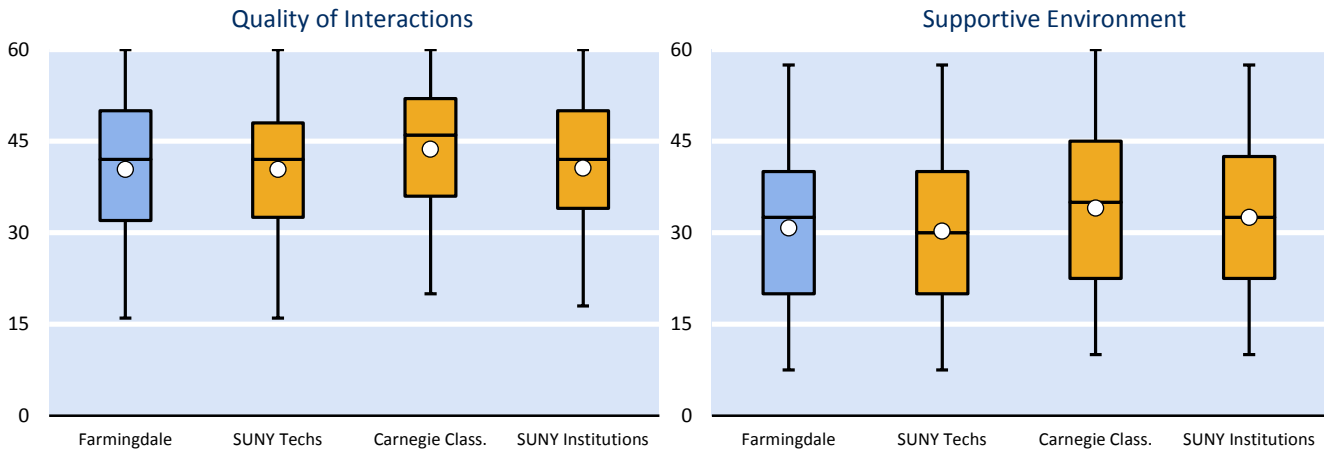
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Farmingdale Mean	Your seniors compared with					
		SUNY Techs		Carnegie Class.		SUNY Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.3	40.4	.00	43.7 ***	-.28	40.6	-.02
Supportive Environment	30.8	30.2	.04	34.0 **	-.22	32.5	-.12

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	Farmingdale	SUNY Techs	Carnegie Class.	SUNY Institutions
13a. Students	54	56	65	58
13b. Academic advisors	43	53	59	46
13c. Faculty	51	53	65	53
13d. Student services staff (career services, student activities, housing, etc.)	40	39	44	38
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	36	46	37

##### Supportive Environment

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

	Farmingdale	SUNY Techs	Carnegie Class.	SUNY Institutions
14b. Providing support to help students succeed academically	72	66	75	68
14c. Using learning support services (tutoring services, writing center, etc.)	70	62	70	62
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	49	53	49
14e. Providing opportunities to be involved socially	57	59	67	67
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	56	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	30	35	30
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	48	59	60
14i. Attending events that address important social, economic, or political issues	37	37	47	46

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

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### Comparisons with Top 50% and Top 10% Institutions

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

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

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

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

<b>First-Year Students</b>		<b>Farmingdale</b>	<b>Your first-year students compared with</b>					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.2	40.6 ***	-.25		42.7 ***	-.41	
	Reflective and Integrative Learning	33.1	37.3 ***	-.34		39.3 ***	-.49	
	Learning Strategies	38.3	41.2 **	-.21		43.4 ***	-.36	
	Quantitative Reasoning	24.8	28.8 ***	-.24		30.6 ***	-.36	
<i>Learning with Peers</i>	Collaborative Learning	28.3	34.7 ***	-.47		37.0 ***	-.64	
	Discussions with Diverse Others	39.2	43.2 **	-.26		45.6 ***	-.43	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	17.0	23.3 ***	-.42		26.9 ***	-.62	
	Effective Teaching Practices	37.6	42.4 ***	-.36		44.6 ***	-.52	
<i>Campus Environment</i>	Quality of Interactions	35.4	44.0 ***	-.75		46.0 ***	-.91	
	Supportive Environment	32.0	39.4 ***	-.56		41.4 ***	-.73	

<b>Seniors</b>		<b>Farmingdale</b>	<b>Your seniors compared with</b>					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.0	43.3 **	-.17		45.3 ***	-.31	
	Reflective and Integrative Learning	36.9	41.1 ***	-.33		43.1 ***	-.49	
	Learning Strategies	39.4	42.5 **	-.21		44.9 ***	-.39	
	Quantitative Reasoning	30.5	31.3	-.05	✓	33.0 *	-.15	
<i>Learning with Peers</i>	Collaborative Learning	31.0	35.4 ***	-.32		37.7 ***	-.50	
	Discussions with Diverse Others	41.8	43.9 *	-.14		45.8 ***	-.26	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.4	29.5 ***	-.44		34.4 ***	-.73	
	Effective Teaching Practices	40.7	43.0 **	-.18		45.1 ***	-.33	
<i>Campus Environment</i>	Quality of Interactions	40.3	45.3 ***	-.43		47.4 ***	-.60	
	Supportive Environment	30.8	36.1 ***	-.39		39.0 ***	-.61	

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

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

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Farmingdale (N = 219)	37.2	14.9	1.01	15	25	40	50	60				
SUNY Techs	36.0	13.6	.68	15	25	40	45	60	614	1.1	.333	.081
Carnegie Class.	38.7	13.9	.10	15	30	40	50	60	222	-1.6	.125	-.112
SUNY Institutions	38.4	14.2	.18	15	30	40	50	60	6,498	-1.2	.203	-.088
Top 50%	40.6	13.6	.04	20	30	40	50	60	219	-3.4	.001	-.252
Top 10%	42.7	13.6	.09	20	35	40	55	60	221	-5.5	.000	-.406
<b>Reflective &amp; Integrative Learning</b>												
Farmingdale (N = 234)	33.1	12.7	.83	11	26	34	40	60				
SUNY Techs	31.9	11.9	.58	14	23	31	40	53	646	1.2	.219	.101
Carnegie Class.	35.4	12.5	.09	17	26	34	43	60	20,200	-2.3	.005	-.185
SUNY Institutions	34.6	12.5	.15	17	26	34	43	57	6,812	-1.5	.071	-.120
Top 50%	37.3	12.5	.03	17	29	37	46	60	136,727	-4.2	.000	-.336
Top 10%	39.3	12.6	.07	20	31	40	49	60	29,452	-6.2	.000	-.491
<b>Learning Strategies</b>												
Farmingdale (N = 209)	38.3	14.1	.98	20	27	40	47	60				
SUNY Techs	36.9	14.1	.73	13	27	40	47	60	579	1.5	.236	.103
Carnegie Class.	39.8	14.1	.11	20	27	40	53	60	18,108	-1.4	.141	-.102
SUNY Institutions	38.6	14.2	.19	20	27	40	47	60	5,960	-.3	.764	-.021
Top 50%	41.2	14.0	.04	20	33	40	53	60	119,964	-2.9	.003	-.207
Top 10%	43.4	14.0	.09	20	33	40	60	60	25,575	-5.1	.000	-.364
<b>Quantitative Reasoning</b>												
Farmingdale (N = 232)	24.8	16.5	1.08	0	13	27	33	60				
SUNY Techs	27.5	15.6	.78	0	20	27	40	60	635	-2.7	.037	-.172
Carnegie Class.	27.2	16.5	.12	0	20	27	40	60	19,730	-2.4	.029	-.144
SUNY Institutions	26.3	16.4	.21	0	13	27	40	60	6,585	-1.5	.167	-.092
Top 50%	28.8	16.3	.04	0	20	27	40	60	174,769	-4.0	.000	-.244
Top 10%	30.6	16.2	.08	0	20	27	40	60	40,027	-5.8	.000	-.359
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Farmingdale (N = 236)	28.3	14.8	.96	5	20	25	40	55				
SUNY Techs	33.9	12.8	.62	15	25	35	40	60	434	-5.6	.000	-.415
Carnegie Class.	32.0	14.0	.10	10	20	30	40	60	20,559	-3.7	.000	-.263
SUNY Institutions	32.2	13.7	.17	10	20	30	40	60	7,052	-3.9	.000	-.281
Top 50%	34.7	13.7	.03	15	25	35	45	60	165,229	-6.4	.000	-.469
Top 10%	37.0	13.6	.07	15	25	35	45	60	37,832	-8.7	.000	-.642
<b>Discussions with Diverse Others</b>												
Farmingdale (N = 211)	39.2	18.2	1.25	10	25	40	60	60				
SUNY Techs	38.2	17.5	.90	5	25	40	55	60	588	.9	.554	.051
Carnegie Class.	39.1	16.3	.12	10	25	40	55	60	214	.1	.964	.004
SUNY Institutions	41.5	15.9	.21	15	30	40	60	60	222	-2.4	.065	-.147
Top 50%	43.2	15.4	.04	20	35	45	60	60	211	-4.1	.001	-.264
Top 10%	45.6	14.8	.08	20	40	50	60	60	212	-6.5	.000	-.435



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Farmingdale (N = 230)	17.0	14.8	.98	0	5	15	25	50				
SUNY Techs	21.0	15.2	.75	0	10	20	30	55	634	-4.0	.001	-.264
Carnegie Class.	21.6	15.1	.11	0	10	20	30	50	19,735	-4.6	.000	-.305
SUNY Institutions	19.9	14.7	.18	0	10	20	30	50	6,627	-2.9	.003	-.198
Top 50%	23.3	15.0	.05	0	10	20	30	55	99,153	-6.3	.000	-.424
Top 10%	26.9	16.2	.13	5	15	25	40	60	237	-10.0	.000	-.615
<b>Effective Teaching Practices</b>												
Farmingdale (N = 232)	37.6	15.2	1.00	12	28	40	48	60				
SUNY Techs	37.4	13.8	.68	12	28	40	48	60	444	.3	.833	.018
Carnegie Class.	40.9	13.5	.10	20	32	40	52	60	236	-3.2	.001	-.239
SUNY Institutions	38.5	13.1	.16	16	28	40	48	60	244	-.9	.399	-.065
Top 50%	42.4	13.2	.04	20	32	44	52	60	232	-4.7	.000	-.357
Top 10%	44.6	13.3	.09	20	36	44	56	60	235	-7.0	.000	-.523
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Farmingdale (N = 200)	35.4	15.0	1.06	6	26	38	48	58				
SUNY Techs	40.8	12.1	.62	20	34	42	50	60	340	-5.4	.000	-.408
Carnegie Class.	42.2	12.7	.10	18	34	44	52	60	203	-6.8	.000	-.534
SUNY Institutions	40.3	12.2	.16	18	32	42	50	60	209	-4.9	.000	-.396
Top 50%	44.0	11.4	.04	22	38	46	52	60	200	-8.6	.000	-.751
Top 10%	46.0	11.6	.08	24	40	48	55	60	202	-10.6	.000	-.912
<b>Supportive Environment</b>												
Farmingdale (N = 187)	32.0	16.1	1.18	8	18	33	43	60				
SUNY Techs	33.4	14.1	.75	10	23	35	43	60	337	-1.4	.327	-.093
Carnegie Class.	37.2	14.2	.11	13	28	38	48	60	189	-5.2	.000	-.366
SUNY Institutions	36.6	13.7	.19	13	28	38	46	60	195	-4.6	.000	-.332
Top 50%	39.4	13.2	.04	18	30	40	50	60	186	-7.4	.000	-.557
Top 10%	41.4	12.8	.08	20	33	40	53	60	187	-9.3	.000	-.726

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Farmingdale (N = 243)	41.0	14.7	.94	15	30	40	55	60				
SUNY Techs	39.3	14.1	.59	15	30	40	50	60	804	1.7	.130	.116
Carnegie Class.	41.7	13.9	.10	20	35	40	55	60	18,897	-.7	.411	-.053
SUNY Institutions	40.0	14.3	.15	15	30	40	50	60	8,901	1.0	.307	.066
Top 50%	43.3	13.7	.04	20	35	40	55	60	131,640	-2.3	.010	-.166
Top 10%	45.3	13.6	.08	20	40	45	60	60	32,540	-4.3	.000	-.314
<b>Reflective &amp; Integrative Learning</b>												
Farmingdale (N = 253)	36.9	13.0	.82	14	26	37	46	60				
SUNY Techs	36.1	12.9	.54	17	26	37	46	60	830	.9	.378	.067
Carnegie Class.	39.2	12.8	.09	20	31	40	49	60	19,625	-2.3	.005	-.178
SUNY Institutions	38.1	13.2	.14	17	29	37	49	60	9,292	-1.2	.171	-.087
Top 50%	41.1	12.6	.04	20	31	40	51	60	128,961	-4.1	.000	-.326
Top 10%	43.1	12.5	.07	20	34	43	54	60	28,471	-6.1	.000	-.489
<b>Learning Strategies</b>												
Farmingdale (N = 216)	39.4	15.2	1.04	13	27	40	53	60				
SUNY Techs	38.7	14.7	.64	13	27	40	53	60	747	.7	.579	.045
Carnegie Class.	41.0	14.6	.11	13	33	40	53	60	18,023	-1.6	.117	-.107
SUNY Institutions	38.8	15.0	.17	13	27	40	53	60	8,297	.6	.591	.037
Top 50%	42.5	14.5	.04	20	33	40	60	60	161,486	-3.1	.002	-.212
Top 10%	44.9	14.1	.07	20	33	47	60	60	41,381	-5.5	.000	-.387
<b>Quantitative Reasoning</b>												
Farmingdale (N = 246)	30.5	17.0	1.08	0	20	27	40	60				
SUNY Techs	30.4	16.5	.69	0	20	27	40	60	815	.2	.883	.011
Carnegie Class.	29.5	17.1	.12	0	20	27	40	60	19,265	1.1	.326	.063
SUNY Institutions	28.3	17.8	.19	0	20	27	40	60	9,075	2.2	.054	.125
Top 50%	31.3	17.2	.04	0	20	33	40	60	204,093	-.8	.480	-.045
Top 10%	33.0	16.9	.08	0	20	33	47	60	51,186	-2.5	.021	-.147
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Farmingdale (N = 259)	31.0	14.1	.88	10	20	30	40	60				
SUNY Techs	33.5	14.2	.59	10	25	35	45	60	838	-2.5	.017	-.178
Carnegie Class.	32.3	14.4	.10	10	20	30	40	60	19,744	-1.3	.140	-.092
SUNY Institutions	32.3	14.4	.15	10	20	30	40	60	9,464	-1.4	.130	-.095
Top 50%	35.4	13.8	.03	15	25	35	45	60	172,284	-4.4	.000	-.321
Top 10%	37.7	13.6	.07	15	30	40	50	60	34,631	-6.8	.000	-.497
<b>Discussions with Diverse Others</b>												
Farmingdale (N = 222)	41.8	17.2	1.15	5	35	40	60	60				
SUNY Techs	39.5	17.1	.74	10	25	40	60	60	756	2.3	.089	.136
Carnegie Class.	40.1	16.1	.12	15	30	40	55	60	18,192	1.7	.117	.106
SUNY Institutions	41.8	16.0	.18	15	30	40	60	60	8,393	.0	.980	.002
Top 50%	43.9	15.8	.04	20	35	45	60	60	198,285	-2.2	.042	-.136
Top 10%	45.8	15.4	.07	20	40	50	60	60	51,411	-4.1	.000	-.264

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Farmingdale (N = 247)	22.4	16.0	1.02	0	10	20	30	55				
SUNY Techs	26.3	16.7	.70	0	15	25	40	60	815	-3.8	.002	-.232
Carnegie Class.	25.9	16.7	.12	0	15	25	40	60	19,224	-3.5	.001	-.207
SUNY Institutions	24.9	16.4	.17	0	15	20	35	60	9,097	-2.5	.020	-.151
Top 50%	29.5	16.1	.06	5	20	30	40	60	81,603	-7.1	.000	-.442
Top 10%	34.4	16.4	.16	10	20	35	45	60	11,281	-12.0	.000	-.732
<b>Effective Teaching Practices</b>												
Farmingdale (N = 252)	40.7	14.2	.89	16	32	40	52	60				
SUNY Techs	38.1	14.9	.62	12	28	40	48	60	823	2.5	.023	.172
Carnegie Class.	41.7	13.9	.10	16	32	40	52	60	19,447	-1.1	.224	-.077
SUNY Institutions	39.2	13.7	.15	16	30	40	50	60	9,181	1.4	.106	.103
Top 50%	43.0	13.6	.04	20	36	44	56	60	122,147	-2.4	.005	-.176
Top 10%	45.1	13.4	.09	20	36	48	60	60	20,895	-4.5	.000	-.333
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Farmingdale (N = 218)	40.3	13.6	.92	16	32	42	50	60				
SUNY Techs	40.4	12.8	.56	16	33	42	48	60	742	.0	.973	-.003
Carnegie Class.	43.7	11.9	.09	20	36	46	52	60	222	-3.3	.000	-.278
SUNY Institutions	40.6	12.3	.14	18	34	42	50	60	227	-.2	.809	-.018
Top 50%	45.3	11.3	.03	24	38	48	54	60	218	-4.9	.000	-.435
Top 10%	47.4	11.6	.07	24	40	50	58	60	220	-7.0	.000	-.603
<b>Supportive Environment</b>												
Farmingdale (N = 196)	30.8	14.4	1.03	8	20	33	40	58				
SUNY Techs	30.2	14.6	.64	8	20	30	40	58	706	.5	.654	.038
Carnegie Class.	34.0	14.6	.11	10	23	35	45	60	17,303	-3.3	.002	-.224
SUNY Institutions	32.5	14.1	.16	10	23	33	43	58	7,838	-1.8	.086	-.124
Top 50%	36.1	13.8	.04	13	28	38	45	60	125,327	-5.3	.000	-.386
Top 10%	39.0	13.3	.09	17	30	40	50	60	198	-8.2	.000	-.615

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

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

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

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

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

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

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