NSSE
national survey of
student engagement

NSSE 2017
Engagement Indicators

Farmingdale State College

IPEDS: 196042

NSSE 2017 Engagement Indicators

About This Report

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*
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

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 2016 and 2017 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, 2015). 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 website: **nsse.indiana.edu**

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis.* Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2017 Engagement Indicators

Overview

Farmingdale State College

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 Techs	Your first-year students compared with Carnegie Class	Your first-year students compared with SUNYs
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 Techs	Your seniors compared with Carnegie Class	Your seniors compared with SUNYs
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	▽	▼	▽

NSSE 2017 Engagement Indicators

Academic Challenge

Farmingdale State College

Academic Challenge: First-year students

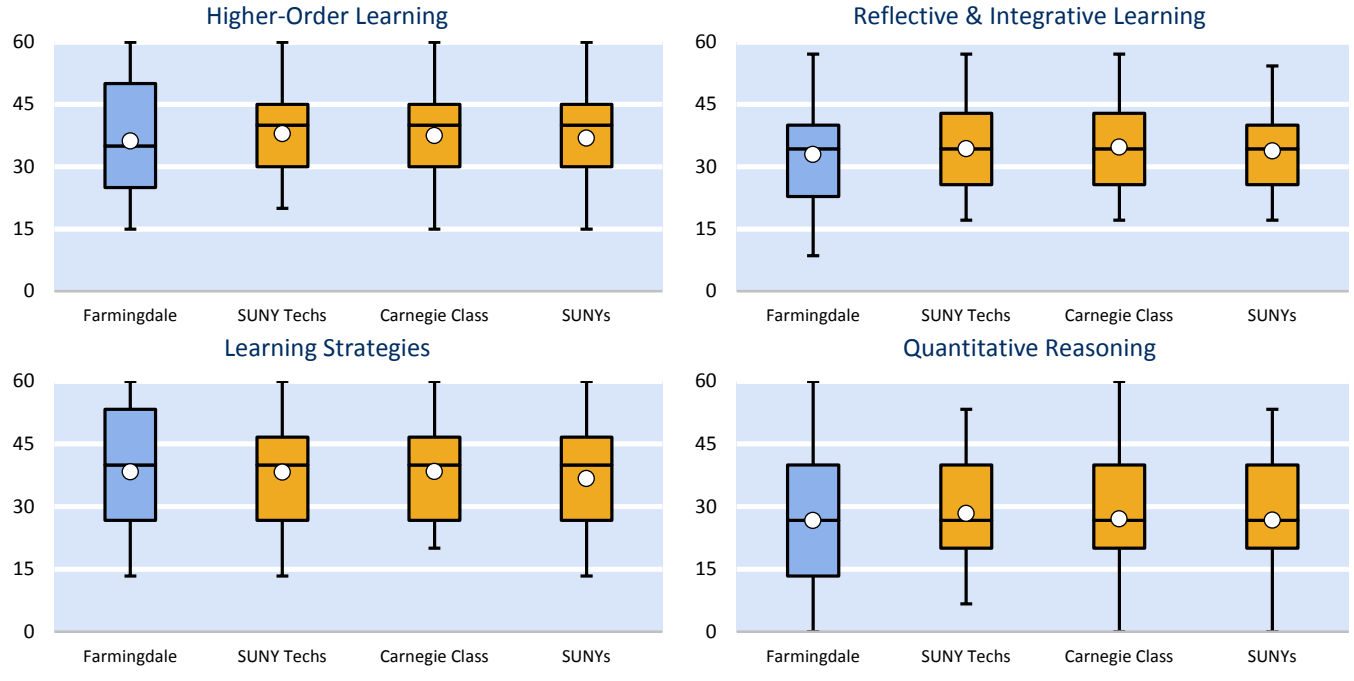
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

	Farmingdale	*Your first-year students compared with*					
		SUNY Techs		Carnegie Class		SUNYs	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	36.2	38.0	-.14	37.5	-.10	36.9	-.05
Reflective & Integrative Learning	32.9	34.4	-.12	34.7	-.15	33.8	-.08
Learning Strategies	38.3	38.2	.01	38.4	.00	36.7	.12
Quantitative Reasoning	26.7	28.3	-.11	27.0	-.02	26.7	-.01

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: First-year students (continued)

Performance[a] 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 between your FY students and		
Higher-Order Learning	**Farmingdale**	**SUNY Techs**	**Carnegie Class**	**SUNYs**
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	64	-8	-4	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63	-4	-5	-5
4d. Evaluating a point of view, decision, or information source	62	-5	-7	-3
4e. Forming a new idea or understanding from various pieces of information	63	-5	-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	47	-7	-3	-2
2b. Connected your learning to societal problems or issues	49	+6	-1	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	36	-5	-14	-11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-0	-1	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	60	-6	-8	-7
2f. Learned something that changed the way you understand an issue or concept	63	-1	-3	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	74	+0	-1	-0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	73	+2	-4	+0
9b. Reviewed your notes after class	61	-6	-4	-2
9c. Summarized what you learned in class or from course materials	63	-3	-1	+1
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	-5	+1	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	+1	-0	+1
6c. Evaluated what others have concluded from numerical information	37	+2	+1	+0

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

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

NSSE 2017 Engagement Indicators

Academic Challenge

Farmingdale State College

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

	Farmingdale	Your seniors compared with					
		SUNY Techs		Carnegie Class		SUNYs	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	36.9	39.8 ***	-.21	40.6 ***	-.28	38.5 **	-.12
Reflective & Integrative Learning	34.0	37.1 ***	-.25	38.4 ***	-.35	36.9 ***	-.24
Learning Strategies	39.0	38.1	.06	39.7	-.05	37.2 **	.13
Quantitative Reasoning	27.2	31.5 ***	-.27	28.9 *	-.11	28.6 *	-.09

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

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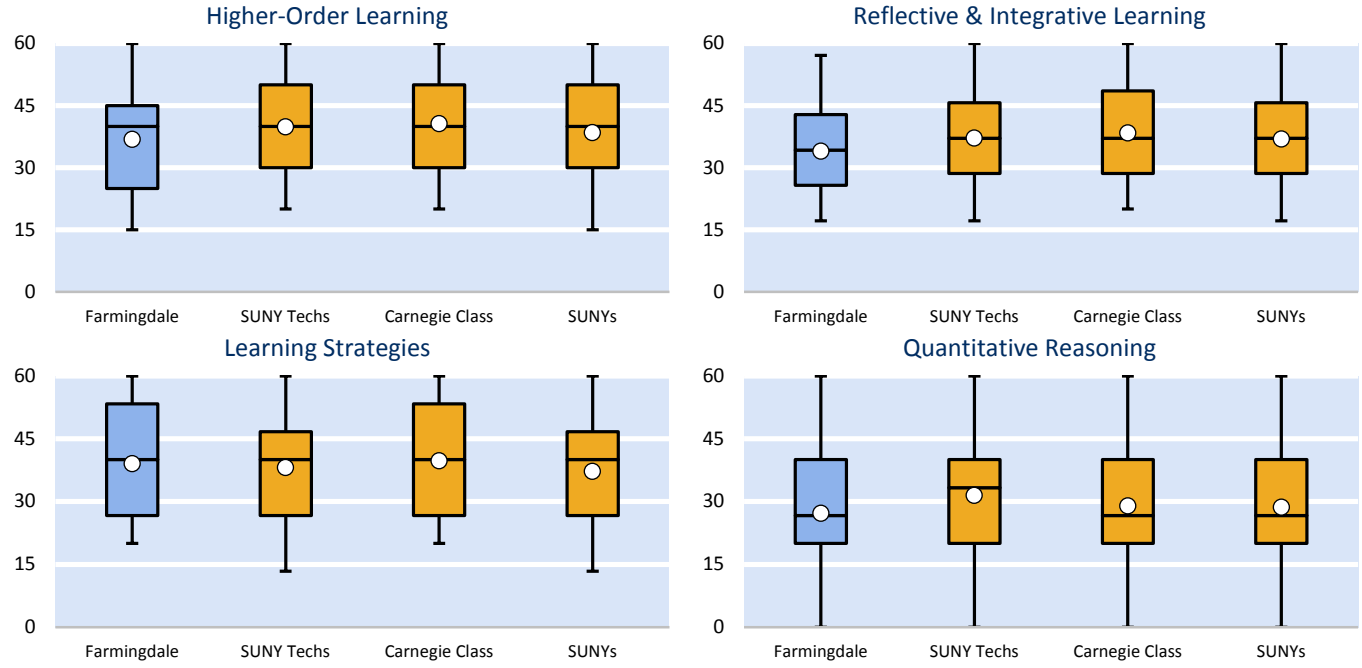

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Academic Challenge: Seniors (continued)

Performance[a] 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 between your seniors and		
Higher-Order Learning	**Farmingdale**	**SUNY Techs**	**Carnegie Class**	**SUNYs**
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	-5	-8	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-6	-8	-4
4d. Evaluating a point of view, decision, or information source	65	-6	-9	-2
4e. Forming a new idea or understanding from various pieces of information	66	-3	-7	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	62	-5	-6	-5
2b. Connected your learning to societal problems or issues	49	-10	-14	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38	-11	-18	-11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	54	-12	-14	-9
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-6	-9	-6
2f. Learned something that changed the way you understand an issue or concept	61	-8	-10	-9
2g. Connected ideas from your courses to your prior experiences and knowledge	76	-7	-8	-5
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	78	+3	-3	+1
9b. Reviewed your notes after class	66	+2	+1	+8
9c. Summarized what you learned in class or from course materials	65	-1	-2	+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.)	50	-10	-4	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-13	-6	-5
6c. Evaluated what others have concluded from numerical information	36	-11	-5	-6

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

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NSSE 2017 Engagement Indicators

Learning with Peers

Farmingdale State College

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

	Farmingdale	*Your first-year students compared with*					
		SUNY Techs		Carnegie Class		SUNYs	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	28.8	35.4 ***	-.47	32.1 **	-.24	32.2 **	-.24
Discussions with Diverse Others	38.5	39.3	-.05	37.9	.04	39.5	-.06

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

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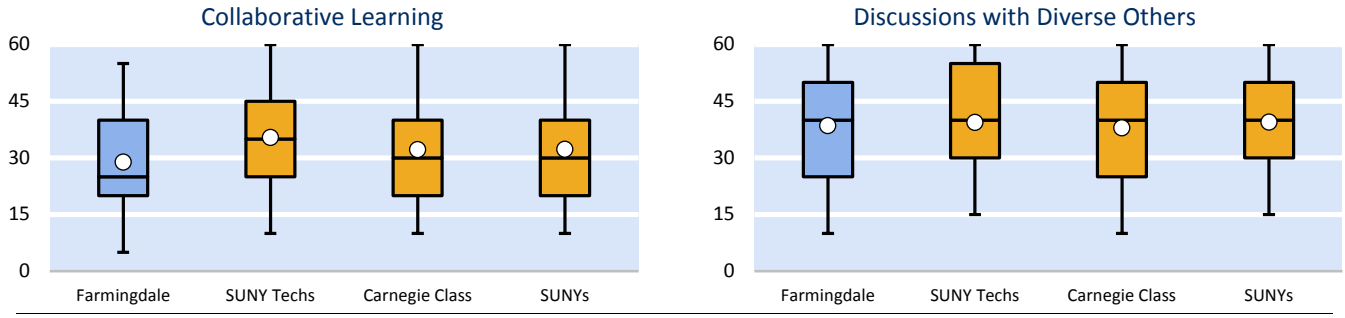

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		Percentage point difference between your FY students and		
Collaborative Learning	Farmingdale	SUNY Techs	Carnegie Class	SUNYs
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	42	-15	-8	-10
1f. Explained course material to one or more students	46	-21	-10	-10
1g. Prepared for exams by discussing or working through course material with other students	40	-17	-10	-10
1h. Worked with other students on course projects or assignments	42	-21	-13	-10
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	70	+5	+2	-1
8b. People from an economic background other than your own	66	-7	-4	-5
8c. People with religious beliefs other than your own	66	+5	+10	-1
8d. People with political views other than your own	69	+0	+5	+6

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NSSE 2017 Engagement Indicators

Learning with Peers

Farmingdale State College

Learning with Peers: Seniors

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

Mean Comparisons

	Farmingdale	Your seniors compared with					
		SUNY Techs		Carnegie Class		SUNYs	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	30.7	30.8	-.01	32.0 *	-.09	32.7 **	-.13
Discussions with Diverse Others	39.5	38.7	.05	38.3	.08	40.1	-.04

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

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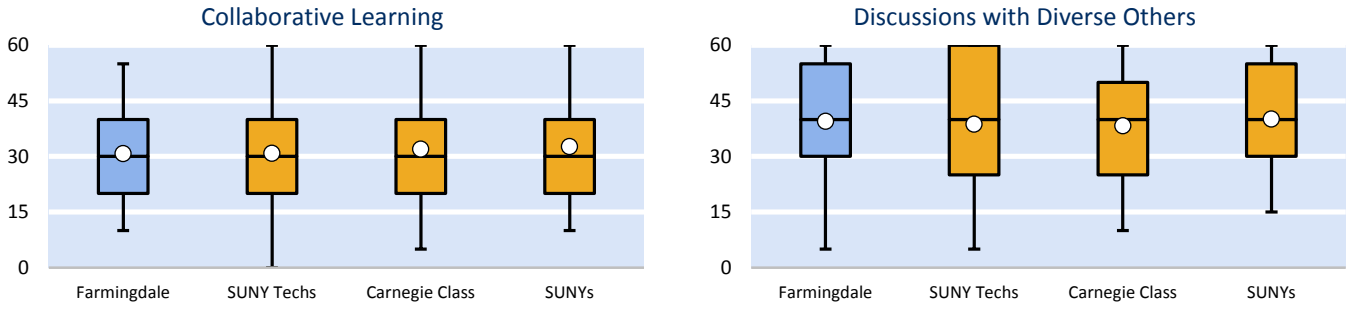

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		Percentage point difference between your seniors and		
Collaborative Learning	Farmingdale	SUNY Techs	Carnegie Class	SUNYs
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	35	-7	-6	-10
1f. Explained course material to one or more students	56	-2	-3	-5
1g. Prepared for exams by discussing or working through course material with other students	41	-5	-5	-7
1h. Worked with other students on course projects or assignments	57	-2	-5	-4
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	75	+10	+8	+2
8b. People from an economic background other than your own	71	+2	+0	-1
8c. People with religious beliefs other than your own	70	+6	+13	+0
8d. People with political views other than your own	67	+0	+1	+4

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NSSE 2017 Engagement Indicators

Experiences with Faculty

Farmingdale State College

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

	Farmingdale	*Your first-year students compared with*					
		SUNY Techs		Carnegie Class		SUNYs	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	20.2	25.6 **	-.35	21.6	-.10	20.0	.01
Effective Teaching Practices	38.7	38.5	.01	39.5	-.06	36.7	.15

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

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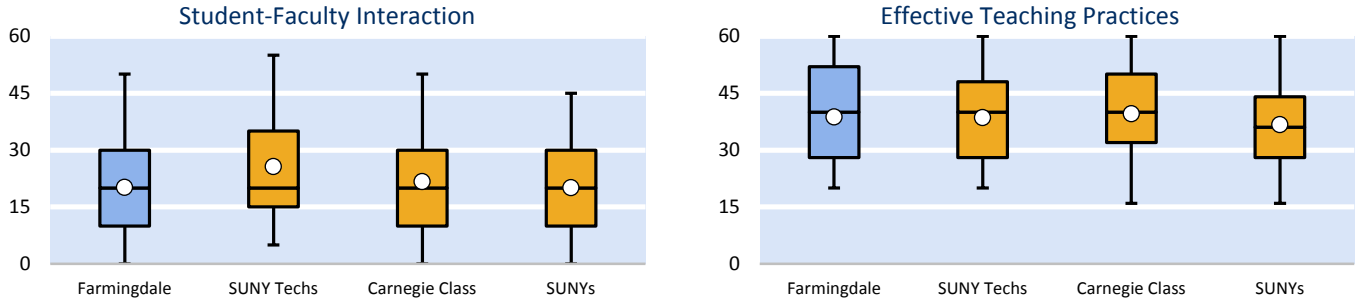

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		Percentage point difference between your FY students and		
Student-Faculty Interaction	Farmingdale	SUNY Techs	Carnegie Class	SUNYs
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	37	-7	-0	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	-5	+1	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-9	-2	+1
3d. Discussed your academic performance with a faculty member	33	-6	+1	+5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	79	+4	+1	+4
5b. Taught course sessions in an organized way	74	+2	-2	+1
5c. Used examples or illustrations to explain difficult points	69	-5	-6	-2
5d. Provided feedback on a draft or work in progress	61	-2	-6	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-7	-8	+2

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

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Experiences with Faculty: Seniors

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	Farmingdale	Your seniors compared with					
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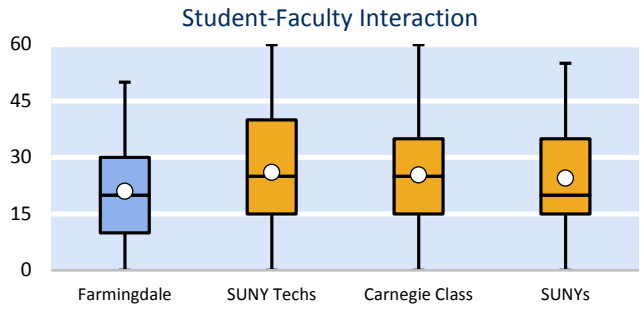
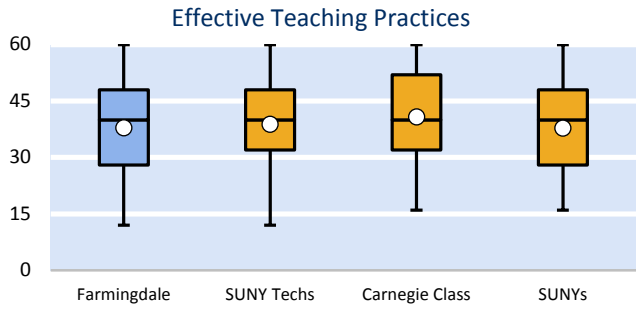
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	20.9	26.0 ***	-.32	25.3 ***	-.27	24.4 ***	-.22
Effective Teaching Practices	37.8	38.7	-.06	40.7 ***	-.21	37.7	.00

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





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[a] 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 between your seniors and		
Student-Faculty Interaction	Farmingdale	SUNY Techs	Carnegie Class	SUNYs
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	39	-10	-8	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-15	-12	-12
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-5	-9	-6
3d. Discussed your academic performance with a faculty member	32	-9	-5	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	75	-1	-6	-4
5b. Taught course sessions in an organized way	74	+0	-5	-1
5c. Used examples or illustrations to explain difficult points	73	-2	-4	-0
5d. Provided feedback on a draft or work in progress	56	-5	-10	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-5	-7	+3

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

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

NSSE 2017 Engagement Indicators

Campus Environment

Farmingdale State College

Campus Environment: First-year students

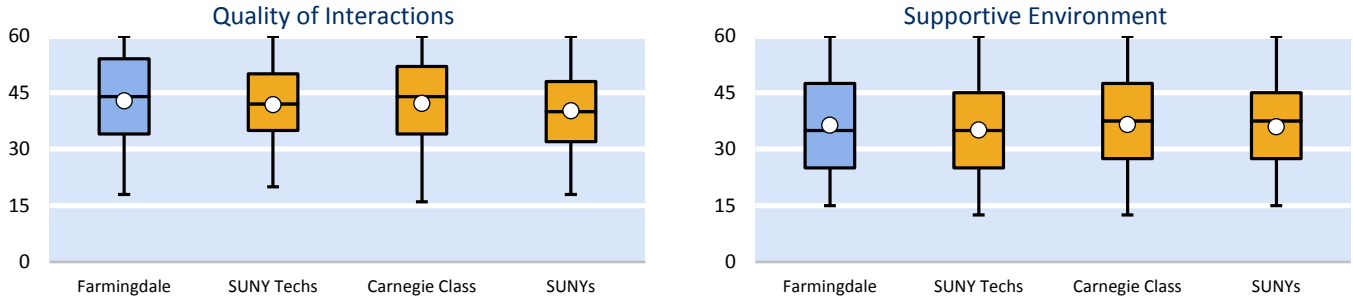
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Farmingdale	Your first-year students compared with					
		SUNY Techs		Carnegie Class		SUNYs	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	42.9	41.8	.08	42.2	.05	40.2 *	.23
Supportive Environment	36.4	35.1	.09	36.6	-.01	36.0	.03

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[a] 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 between your FY students and		
Quality of Interactions	Farmingdale	SUNY Techs	Carnegie Class	SUNYs
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	47	+1	-6	+0
13b. Academic advisors	61	+12	+10	+21
13c. Faculty	46	-2	-7	+5
13d. Student services staff (career services, student activities, housing, etc.)	46	+1	+1	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	-0	+1	+9
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	78	+6	+2	+6
14c. Using learning support services (tutoring services, writing center, etc.)	77	+3	+1	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+7	+2	+2
14e. Providing opportunities to be involved socially	70	+3	-0	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-5	-7	-8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+2	-1	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	-6	-8	-9
14i. Attending events that address important social, economic, or political issues	43	-6	-7	-12

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

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

NSSE 2017 Engagement Indicators

Campus Environment

Farmingdale State College

Campus Environment: Seniors

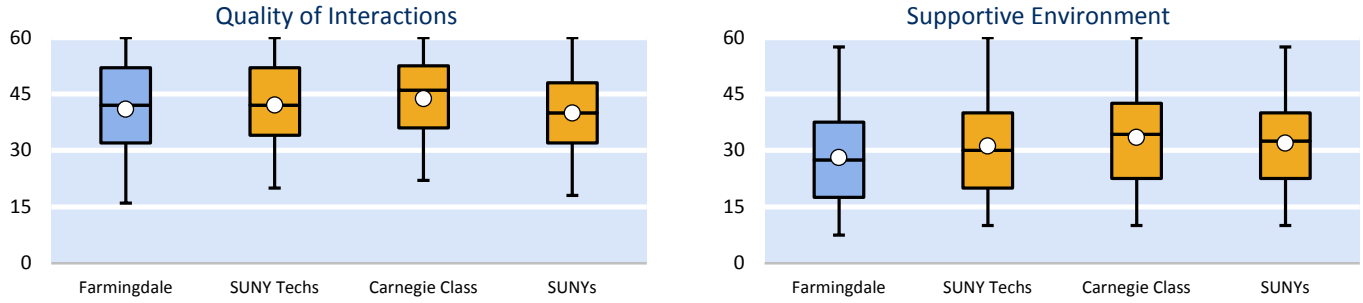
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Farmingdale	Your seniors compared with					
		SUNY Techs		Carnegie Class		SUNYs	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	40.9	42.1	-.09	43.8 ***	-.24	39.9	.08
Supportive Environment	28.1	31.2 **	-.22	33.5 ***	-.38	32.0 ***	-.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[a] 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 between your seniors and		
Quality of Interactions	Farmingdale	SUNY Techs	Carnegie Class	SUNYs
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	50	-2	-10	-0
13b. Academic advisors	48	-6	-11	+6
13c. Faculty	51	-3	-11	+4
13d. Student services staff (career services, student activities, housing, etc.)	38	-4	-6	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-3	-7	+2
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	65	-7	-11	-2
14c. Using learning support services (tutoring services, writing center, etc.)	59	-9	-11	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	-6	-8	-6
14e. Providing opportunities to be involved socially	52	-8	-15	-13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	49	-7	-10	-11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-8	-9	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	37	-11	-19	-19
14i. Attending events that address important social, economic, or political issues	31	-5	-12	-16

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/html/position_policies.cfm**), 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 2016 and 2017 NSSE institutions, and
(b) institutions with average scores placing them in the top 50% of all 2016 and 2017 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

			Your first-year students compared with					
		Farmingdale	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	36.2	39.2 *	-.23		41.2 ***	-.37	
	Reflective and Integrative Learning	32.9	36.6 ***	-.30		38.3 ***	-.43	
	Learning Strategies	38.3	39.8	-.11		41.9 *	-.26	
	Quantitative Reasoning	26.7	28.8	-.14		30.4 **	-.25	
Learning with Peers	Collaborative Learning	28.8	35.2 ***	-.47		37.1 ***	-.61	
	Discussions with Diverse Others	38.5	41.7 *	-.22		43.8 ***	-.36	
Experiences with Faculty	Student-Faculty Interaction	20.2	23.8 **	-.25		27.2 ***	-.45	
	Effective Teaching Practices	38.7	40.7	-.16		42.6 **	-.29	
Campus Environment	Quality of Interactions	42.9	43.8	-.08	✓	46.1 *	-.27	
	Supportive Environment	36.4	38.2	-.14		40.0 *	-.28	

Seniors

			Your seniors compared with					
		Farmingdale	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	36.9	41.8 ***	-.37		43.3 ***	-.48	
	Reflective and Integrative Learning	34.0	40.0 ***	-.49		42.0 ***	-.66	
	Learning Strategies	39.0	40.7 **	-.12		42.9 ***	-.27	
	Quantitative Reasoning	27.2	31.1 ***	-.25		33.0 ***	-.37	
Learning with Peers	Collaborative Learning	30.7	35.8 ***	-.37		37.9 ***	-.53	
	Discussions with Diverse Others	39.5	42.3 ***	-.18		44.3 ***	-.31	
Experiences with Faculty	Student-Faculty Interaction	20.9	29.2 ***	-.53		33.0 ***	-.76	
	Effective Teaching Practices	37.8	41.8 ***	-.29		43.8 ***	-.45	
Campus Environment	Quality of Interactions	40.9	44.8 ***	-.33		46.9 ***	-.49	
	Supportive Environment	28.1	34.8 ***	-.49		37.2 ***	-.67	

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 2016 and 2017 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 2017 Engagement Indicators

Detailed Statistics[a]

Farmingdale State College

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
Farmingdale (N = 123)	36.2	14.7	1.33	15	25	35	50	60				
SUNY Techs	38.0	12.3	.74	20	30	40	45	60	202	-1.8	.245	-.135
Carnegie Class	37.5	13.5	.12	15	30	40	45	60	12,221	-1.3	.274	-.099
SUNYs	36.9	13.2	.18	15	30	40	45	60	5,345	-.7	.568	-.052
Top 50%	39.2	13.1	.04	20	30	40	50	60	122	-3.0	.026	-.228
Top 10%	41.2	13.3	.09	20	35	40	50	60	21,906	-5.0	.000	-.375
Reflective & Integrative Learning												
Farmingdale (N = 128)	32.9	13.1	1.16	9	23	34	40	57				
SUNY Techs	34.4	11.9	.70	17	26	34	43	57	412	-1.4	.271	-.117
Carnegie Class	34.7	12.1	.11	17	26	34	43	57	12,709	-1.8	.098	-.147
SUNYs	33.8	11.8	.16	17	26	34	40	54	5,586	-.9	.388	-.077
Top 50%	36.6	12.0	.04	17	29	37	46	57	109,785	-3.6	.001	-.304
Top 10%	38.3	12.3	.08	20	29	37	46	60	23,924	-5.3	.000	-.434
Learning Strategies												
Farmingdale (N = 101)	38.3	16.0	1.60	13	27	40	53	60				
SUNY Techs	38.2	13.6	.87	13	27	40	47	60	161	.1	.967	.005
Carnegie Class	38.4	13.8	.13	20	27	40	47	60	101	.0	.977	-.003
SUNYs	36.7	13.5	.20	13	27	40	47	60	103	1.6	.327	.117
Top 50%	39.8	13.7	.05	20	27	40	53	60	100	-1.5	.343	-.111
Top 10%	41.9	14.1	.09	20	33	40	53	60	101	-3.6	.026	-.258
Quantitative Reasoning												
Farmingdale (N = 116)	26.7	17.1	1.59	0	13	27	40	60				
SUNY Techs	28.3	14.3	.86	7	20	27	40	53	186	-1.7	.355	-.110
Carnegie Class	27.0	15.5	.14	0	20	27	40	60	12,193	-.4	.792	-.025
SUNYs	26.7	14.8	.21	0	20	27	40	53	119	-.1	.963	-.005
Top 50%	28.8	15.2	.04	0	20	27	40	60	127,255	-2.2	.123	-.143
Top 10%	30.4	15.2	.09	7	20	27	40	60	31,058	-3.8	.008	-.247
Learning with Peers												
Collaborative Learning												
Farmingdale (N = 133)	28.8	14.3	1.24	5	20	25	40	55				
SUNY Techs	35.4	13.8	.81	10	25	35	45	60	419	-6.5	.000	-.468
Carnegie Class	32.1	14.0	.12	10	20	30	40	60	13,102	-3.3	.007	-.237
SUNYs	32.2	14.0	.19	10	20	30	40	60	5,809	-3.4	.006	-.240
Top 50%	35.2	13.6	.04	15	25	35	45	60	127,708	-6.4	.000	-.469
Top 10%	37.1	13.4	.08	15	25	40	45	60	31,378	-8.3	.000	-.614
Discussions with Diverse Others												
Farmingdale (N = 102)	38.5	15.8	1.56	10	25	40	50	60				
SUNY Techs	39.3	15.4	.98	15	30	40	55	60	350	-.8	.663	-.051
Carnegie Class	37.9	15.8	.15	10	25	40	50	60	10,968	.6	.708	.037
SUNYs	39.5	14.9	.22	15	30	40	50	60	4,672	-.9	.528	-.063
Top 50%	41.7	14.9	.04	20	30	40	55	60	116,496	-3.2	.030	-.215
Top 10%	43.8	14.5	.09	20	35	45	60	60	27,479	-5.3	.000	-.364

NSSE national survey of student engagement

NSSE 2017 Engagement Indicators

Detailed Statistics[a]

Farmingdale State College

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
Farmingdale (N = 125)	20.2	15.4	1.38	0	10	20	30	50				
SUNY Techs	25.6	15.5	.93	5	15	20	35	55	402	-5.5	.001	-.352
Carnegie Class	21.6	15.1	.14	0	10	20	30	50	12,426	-1.5	.286	-.096
SUNYs	20.0	14.3	.20	0	10	20	30	45	5,442	.2	.905	.011
Top 50%	23.8	14.7	.05	0	15	20	35	55	73,847	-3.6	.006	-.246
Top 10%	27.2	15.6	.14	5	15	25	40	60	12,050	-7.1	.000	-.453
Effective Teaching Practices												
Farmingdale (N = 120)	38.7	14.2	1.29	20	28	40	52	60				
SUNY Techs	38.5	12.9	.77	20	28	40	48	60	395	.1	.919	.011
Carnegie Class	39.5	13.6	.12	16	32	40	50	60	12,355	-.8	.499	-.062
SUNYs	36.7	12.9	.18	16	28	36	44	60	124	2.0	.128	.155
Top 50%	40.7	13.0	.05	20	32	40	52	60	82,861	-2.0	.088	-.156
Top 10%	42.6	13.6	.10	20	36	44	56	60	18,971	-3.9	.002	-.289
Campus Environment												
Quality of Interactions												
Farmingdale (N = 91)	42.9	13.1	1.37	18	34	44	54	60				
SUNY Techs	41.8	11.8	.76	20	35	42	50	60	330	1.0	.497	.084
Carnegie Class	42.2	13.1	.13	16	34	44	52	60	10,223	.7	.612	.054
SUNYs	40.2	11.9	.18	18	32	40	48	60	4,361	2.7	.032	.228
Top 50%	43.8	11.5	.04	22	38	46	52	60	90	-1.0	.487	-.083
Top 10%	46.1	11.7	.10	24	40	48	56	60	91	-3.2	.023	-.272
Supportive Environment												
Farmingdale (N = 88)	36.4	14.7	1.57	15	25	35	48	60				
SUNY Techs	35.1	14.0	.93	13	25	35	45	60	316	1.3	.476	.089
Carnegie Class	36.6	14.1	.14	13	28	38	48	60	10,066	-.2	.896	-.014
SUNYs	36.0	13.3	.21	15	28	38	45	60	90	.4	.799	.030
Top 50%	38.2	13.1	.04	18	30	40	48	60	87	-1.9	.234	-.143
Top 10%	40.0	13.0	.09	18	31	40	50	60	88	-3.6	.023	-.279

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) 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 2017 Engagement Indicators

Detailed Statistics[a]

Farmingdale State College

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
Farmingdale (N = 541)	36.9	13.6	.58	15	25	40	45	60				
SUNY Techs	39.8	14.3	.65	20	30	40	50	60	1,026	-3.0	.001	-.214
Carnegie Class	40.6	13.5	.12	20	30	40	50	60	12,944	-3.7	.000	-.276
SUNYs	38.5	14.0	.15	15	30	40	50	60	8,979	-1.6	.009	-.116
Top 50%	41.8	13.5	.04	20	35	40	55	60	118,061	-5.0	.000	-.368
Top 10%	43.3	13.4	.07	20	35	40	55	60	35,283	-6.4	.000	-.475
Reflective & Integrative Learning												
Farmingdale (N = 561)	34.0	12.3	.52	17	26	34	43	57				
SUNY Techs	37.1	12.8	.57	17	29	37	46	60	1,061	-3.2	.000	-.251
Carnegie Class	38.4	12.4	.11	20	29	37	49	60	13,341	-4.4	.000	-.354
SUNYs	36.9	12.6	.13	17	29	37	46	60	9,354	-3.0	.000	-.235
Top 50%	40.0	12.3	.04	20	31	40	49	60	121,665	-6.0	.000	-.488
Top 10%	42.0	12.2	.08	20	34	43	51	60	25,761	-8.0	.000	-.655
Learning Strategies												
Farmingdale (N = 469)	39.0	14.2	.66	20	27	40	53	60				
SUNY Techs	38.1	14.8	.70	13	27	40	47	60	912	.9	.355	.061
Carnegie Class	39.7	14.3	.13	20	27	40	53	60	11,910	-.7	.268	-.052
SUNYs	37.2	14.4	.17	13	27	40	47	60	7,925	1.8	.008	.125
Top 50%	40.7	14.4	.04	20	33	40	53	60	141,993	-1.8	.008	-.123
Top 10%	42.9	14.3	.07	20	33	40	60	60	41,807	-3.9	.000	-.273
Quantitative Reasoning												
Farmingdale (N = 532)	27.2	15.6	.67	0	20	27	40	60				
SUNY Techs	31.5	15.9	.72	0	20	33	40	60	1,017	-4.3	.000	-.273
Carnegie Class	28.9	16.1	.14	0	20	27	40	60	12,953	-1.8	.013	-.110
SUNYs	28.6	16.1	.18	0	20	27	40	60	8,870	-1.5	.043	-.090
Top 50%	31.1	16.2	.04	0	20	33	40	60	179,586	-4.0	.000	-.246
Top 10%	33.0	15.9	.08	7	20	33	40	60	40,068	-5.8	.000	-.366
Learning with Peers												
Collaborative Learning												
Farmingdale (N = 571)	30.7	13.6	.57	10	20	30	40	55				
SUNY Techs	30.8	16.7	.74	0	20	30	40	60	984	-.1	.911	-.007
Carnegie Class	32.0	14.8	.13	5	20	30	40	60	630	-1.3	.031	-.086
SUNYs	32.7	14.5	.15	10	20	30	40	60	654	-1.9	.001	-.133
Top 50%	35.8	13.8	.03	15	25	35	45	60	166,789	-5.1	.000	-.369
Top 10%	37.9	13.4	.07	15	30	40	50	60	34,355	-7.2	.000	-.533
Discussions with Diverse Others												
Farmingdale (N = 475)	39.5	16.5	.76	5	30	40	55	60				
SUNY Techs	38.7	17.4	.82	5	25	40	60	60	915	.8	.463	.048
Carnegie Class	38.3	16.1	.15	10	25	40	50	60	11,942	1.3	.094	.078
SUNYs	40.1	15.4	.18	15	30	40	55	60	8,006	-.6	.425	-.038
Top 50%	42.3	15.6	.04	15	30	40	60	60	180,981	-2.8	.000	-.179
Top 10%	44.3	15.3	.08	20	35	45	60	60	39,460	-4.7	.000	-.309

NSSE 2017 Engagement Indicators

Detailed Statistics[a]

Farmingdale State College

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
Farmingdale (N = 545)	20.9	15.4	.66	0	10	20	30	50				
SUNY Techs	26.0	16.2	.73	0	15	25	40	60	1,036	-5.1	.000	-.321
Carnegie Class	25.3	16.4	.15	0	15	25	35	60	599	-4.4	.000	-.268
SUNYs	24.4	15.7	.17	0	15	20	35	55	9,124	-3.5	.000	-.223
Top 50%	29.2	15.7	.06	5	20	30	40	60	72,613	-8.3	.000	-.528
Top 10%	33.0	16.0	.15	10	20	30	45	60	603	-12.1	.000	-.755
Effective Teaching Practices												
Farmingdale (N = 546)	37.8	14.7	.63	12	28	40	48	60				
SUNY Techs	38.7	14.4	.65	12	32	40	48	60	1,037	-.9	.312	-.063
Carnegie Class	40.7	13.9	.12	16	32	40	52	60	13,121	-2.9	.000	-.206
SUNYs	37.7	13.6	.15	16	28	40	48	60	607	.1	.927	.004
Top 50%	41.8	13.5	.04	20	32	40	52	60	550	-4.0	.000	-.294
Top 10%	43.8	13.4	.09	20	36	44	56	60	570	-6.0	.000	-.448
Campus Environment												
Quality of Interactions												
Farmingdale (N = 422)	40.9	13.5	.66	16	32	42	52	60				
SUNY Techs	42.1	12.1	.59	20	34	42	52	60	828	-1.1	.202	-.088
Carnegie Class	43.8	12.0	.12	22	36	46	53	60	447	-2.8	.000	-.237
SUNYs	39.9	12.2	.14	18	32	40	48	60	462	1.0	.141	.081
Top 50%	44.8	11.6	.04	23	38	46	54	60	423	-3.9	.000	-.332
Top 10%	46.9	12.1	.07	23	40	50	58	60	431	-5.9	.000	-.491
Supportive Environment												
Farmingdale (N = 422)	28.1	14.4	.70	8	18	28	38	58				
SUNY Techs	31.2	14.4	.70	10	20	30	40	60	846	-3.1	.002	-.215
Carnegie Class	33.5	14.2	.14	10	23	34	43	60	11,322	-5.4	.000	-.381
SUNYs	32.0	13.7	.16	10	23	33	40	58	7,458	-3.9	.000	-.285
Top 50%	34.8	13.7	.04	13	25	35	45	60	117,005	-6.7	.000	-.488
Top 10%	37.2	13.6	.09	13	28	38	48	60	21,499	-9.1	.000	-.667

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) 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.