



NSSE 2022

Engagement Indicators

Stony Brook University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Public AAU 2022	Your first-year students compared with Public Doc/VH 2022	Your first-year students compared with Northeast Doc/VH+H
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 Public AAU 2022	Your seniors compared with Public Doc/VH 2022	Your seniors compared with Northeast Doc/VH+H
Academic Challenge	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	▽
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	▽
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	▼	▼	▽
	Supportive Environment	--	--	--

Academic Challenge: First-year students

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

Mean Comparisons

Engagement Indicator	Stony Brook Mean	Your first-year students compared with					
		Public AAU 2022 Mean	Public AAU 2022 Effect size	Public Doc/VH 2022 Mean	Public Doc/VH 2022 Effect size	Northeast Doc/VH+H Mean	Northeast Doc/VH+H Effect size
Higher-Order Learning	37.0	38.2 *	-.09	37.5	-.04	38.2 *	-.09
Reflective & Integrative Learning	33.2	36.3 ***	-.27	35.0 ***	-.15	35.4 ***	-.18
Learning Strategies	36.1	36.8	-.05	37.1	-.07	37.9 **	-.13
Quantitative Reasoning	27.2	29.5 ***	-.16	29.3 **	-.14	28.4	-.08

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	Stony Brook	Percentage point difference ^a between your FY students and		
		Public AAU 2022	Public Doc/VH 2022	Northeast Doc/VH+H
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	72	-2	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-2	+1	-0
4d. Evaluating a point of view, decision, or information source	62	-4	-3	-6
4e. Forming a new idea or understanding from various pieces of information	62	-7	-6	-9
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	43	-12	-9	-10
2b. Connected your learning to societal problems or issues	44	-11	-6	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-8	-2	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-6	-4	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-7	-5	-5
2f. Learned something that changed the way you understand an issue or concept	61	-8	-5	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-6	-2	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	68	-4	-1	-3
9b. Reviewed your notes after class	62	-1	-3	-4
9c. Summarized what you learned in class or from course materials	63	+2	+1	-1
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51	-3	-4	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-9	-8	-6
6c. Evaluated what others have concluded from numerical information	35	-9	-7	-6

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

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

Academic Challenge: Seniors

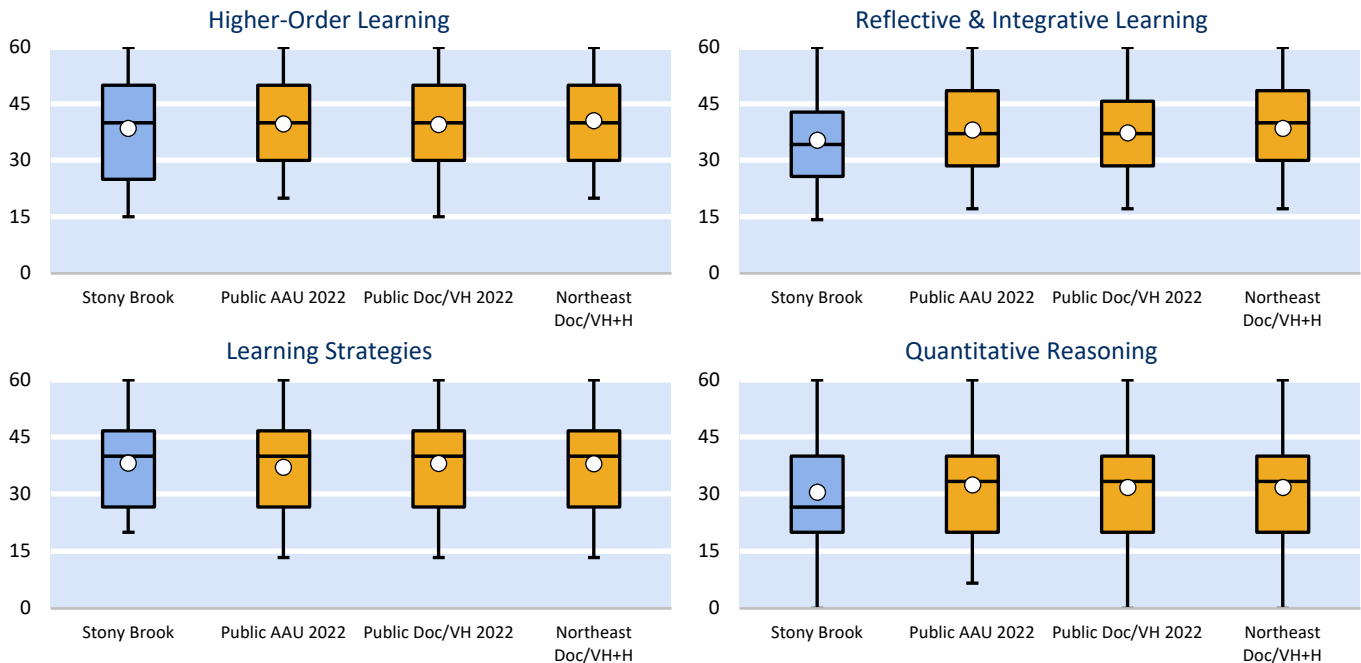
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Stony Brook Mean	Your seniors compared with					
		Public AAU 2022 Mean	Public AAU 2022 Effect size	Public Doc/VH 2022 Mean	Public Doc/VH 2022 Effect size	Northeast Doc/VH+H Mean	Northeast Doc/VH+H Effect size
Higher-Order Learning	38.5	39.8	-.09	39.6	-.07	40.6 *	-.15
Reflective & Integrative Learning	35.4	38.2 ***	-.22	37.3 *	-.15	38.6 ***	-.25
Learning Strategies	38.1	37.0	.08	38.0	.01	37.9	.01
Quantitative Reasoning	30.4	32.4	-.12	31.7	-.08	31.7	-.08

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	Stony Brook	Percentage point difference ^a between your seniors and		
		Public AAU 2022	Public Doc/VH 2022	Northeast Doc/VH+H
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	-7	-5	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-6	-5	-7
4d. Evaluating a point of view, decision, or information source	65	-2	-3	-6
4e. Forming a new idea or understanding from various pieces of information	66	-6	-5	-8
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	60	-10	-7	-11
2b. Connected your learning to societal problems or issues	49	-12	-8	-13
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-10	-5	-9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	-10	-10	-13
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-4	-4	-7
2f. Learned something that changed the way you understand an issue or concept	66	-6	-4	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-10	-8	-10
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-1	-0	-3
9b. Reviewed your notes after class	65	+6	+2	+4
9c. Summarized what you learned in class or from course materials	61	-0	-3	-4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51	-8	-7	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-6	-5	-6
6c. Evaluated what others have concluded from numerical information	44	-8	-5	-6

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

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

Learning with Peers: First-year students

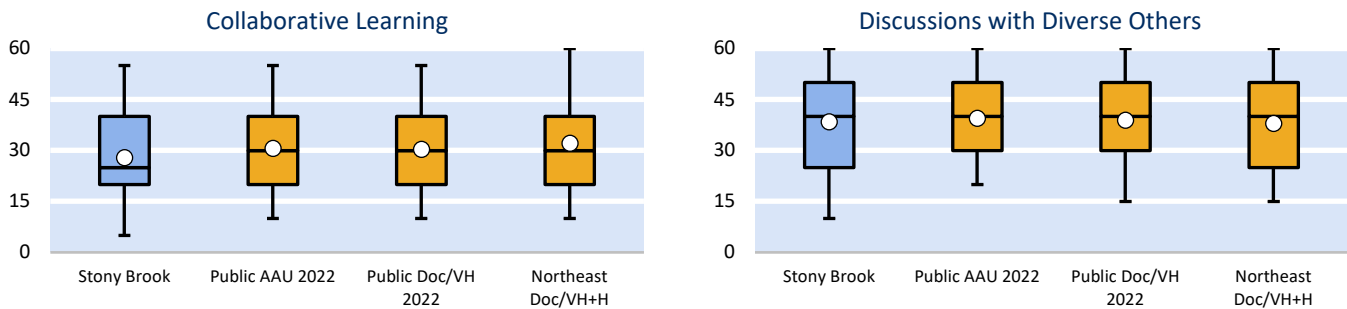
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Stony Brook Mean	Your first-year students compared with					
		Public AAU 2022		Public Doc/VH 2022		Northeast Doc/VH+H	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.8	30.6 ***	-.19	30.3 ***	-.18	32.0 ***	-.31
Discussions with Diverse Others	38.4	39.4	-.07	38.9	-.03	38.0	.03

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	Stony Brook	Percentage point difference ^a between your FY students and		
		Public AAU 2022	Public Doc/VH 2022	Northeast Doc/VH+H
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	42	-6	-6	-9
1c. Explained course material to one or more students	41	-11	-9	-11
1d. Prepared for exams by discussing or working through course material with other students	38	-4	-5	-10
1e. Worked with other students on course projects or assignments	44	-8	-6	-13
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	71	-0	+1	+1
8b. People from an economic background other than your own	68	-4	-3	-1
8c. People with religious beliefs other than your own	69	-1	+1	+4
8d. People with political views other than your own	53	-7	-9	+1

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Learning with Peers: Seniors

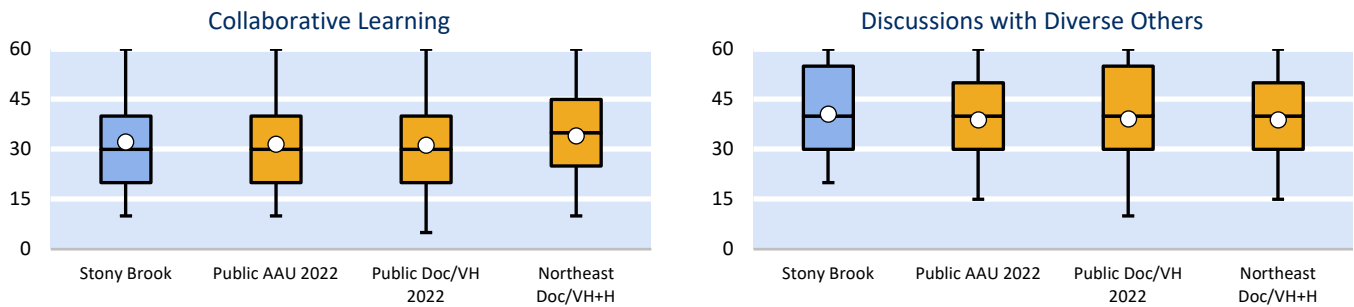
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Mean Comparisons

Engagement Indicator	Stony Brook Mean	Your seniors compared with					
		Public AAU 2022		Public Doc/VH 2022		Northeast Doc/VH+H	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.3	31.6	.05	31.2	.07	34.0 *	-.12
Discussions with Diverse Others	40.6	38.8	.12	39.2	.09	38.9	.11

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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	Stony Brook	Percentage point difference ^a between your seniors and		
		Public AAU 2022	Public Doc/VH 2022	Northeast Doc/VH+H
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	45	+0	+2	-3
1c. Explained course material to one or more students	55	+1	+2	-4
1d. Prepared for exams by discussing or working through course material with other students	43	+5	+3	-4
1e. Worked with other students on course projects or assignments	62	-2	-1	-8
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	77	+8	+8	+5
8b. People from an economic background other than your own	72	+2	+2	+2
8c. People with religious beliefs other than your own	69	+3	+3	+4
8d. People with political views other than your own	49	-10	-14	-7

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Experiences with Faculty: First-year students

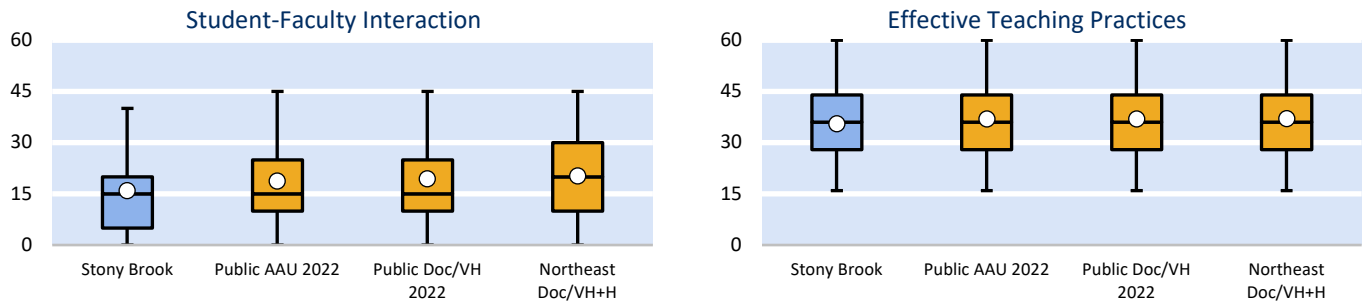
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Stony Brook Mean	Your first-year students compared with					
		Public AAU 2022 Effect size		Public Doc/VH 2022 Effect size		Northeast Doc/VH+H Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	15.9	18.7 ***	-.20	19.4 ***	-.24	20.3 ***	-.31
Effective Teaching Practices	35.5	36.9 **	-.12	36.9 *	-.11	37.0 **	-.12

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

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Student-Faculty Interaction	Stony Brook %	Percentage point difference ^a between your FY students and		
		Public AAU 2022	Public Doc/VH 2022	Northeast Doc/VH+H
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	20	-10	-13	-12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	-4	-5	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	-4	-5	-7
3d. Discussed your academic performance with a faculty member	17	-5	-8	-12
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	75	-1	-1	+1
5b. Taught course sessions in an organized way	70	-4	-3	+1
5c. Used examples or illustrations to explain difficult points	69	-5	-3	-1
5d. Provided feedback on a draft or work in progress	49	-8	-9	-13
5e. Provided prompt and detailed feedback on tests or completed assignments	46	-6	-7	-10

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Experiences with Faculty: Seniors

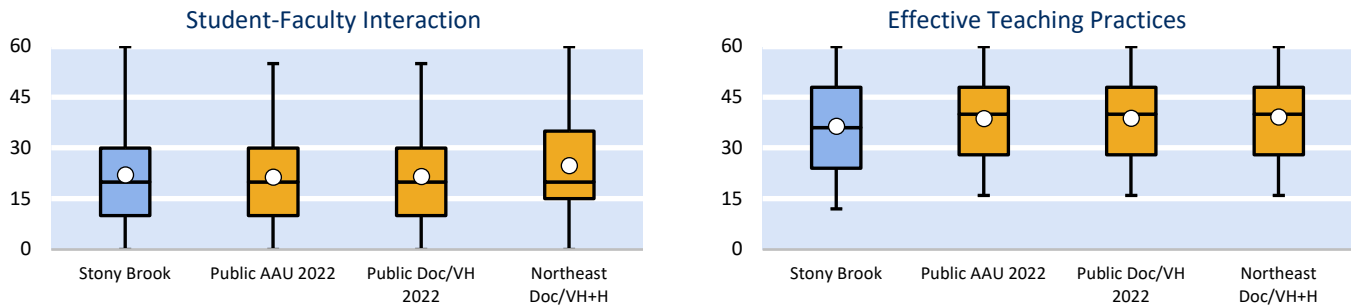
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.0	21.4	.04	21.5	.03	24.8 **	-.18
Effective Teaching Practices	36.4	38.6 *	-.17	38.8 **	-.17	39.1 **	-.20

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	31	-4	-6	-12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+4	+5	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-4	-3	-8
3d. Discussed your academic performance with a faculty member	22	-3	-5	-11
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	73	-6	-5	-5
5b. Taught course sessions in an organized way	69	-9	-6	-6
5c. Used examples or illustrations to explain difficult points	72	-6	-4	-4
5d. Provided feedback on a draft or work in progress	51	-6	-8	-12
5e. Provided prompt and detailed feedback on tests or completed assignments	47	-10	-12	-15

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

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

Campus Environment: First-year students

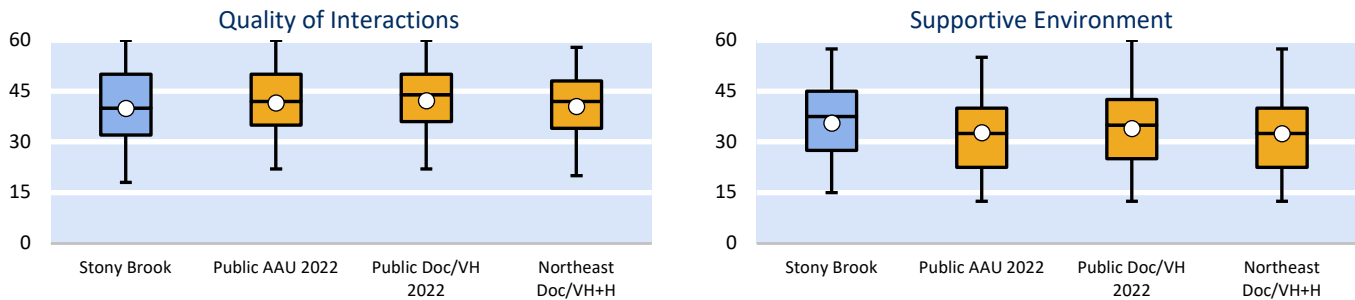
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Stony Brook Mean	Your first-year students compared with					
		Public AAU 2022		Public Doc/VH 2022		Northeast Doc/VH+H	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.0	41.5 *	-.14	42.2 ***	-.19	40.5	-.05
Supportive Environment	35.6	32.7 ***	.23	33.9 **	.13	32.5 ***	.24

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Stony Brook	Percentage point difference ^a between your FY students and		
		Public AAU 2022	Public Doc/VH 2022	Northeast Doc/VH+H
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	44	-6	-7	-5
13b. Academic advisors	44	-5	-7	-3
13c. Faculty	39	-7	-8	-4
13d. Student services staff (career services, student activities, housing, etc.)	41	-1	-4	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	-3	-6	+1
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	71	+4	+2	+6
14c. Using learning support services (tutoring services, writing center, etc.)	77	+11	+6	+10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+9	+8	+7
14e. Providing opportunities to be involved socially	70	+3	+2	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+8	+5	+14
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	+3	-1	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	+7	+6	+14
14i. Attending events that address important social, economic, or political issues	48	+8	+6	+3

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

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

Campus Environment: Seniors

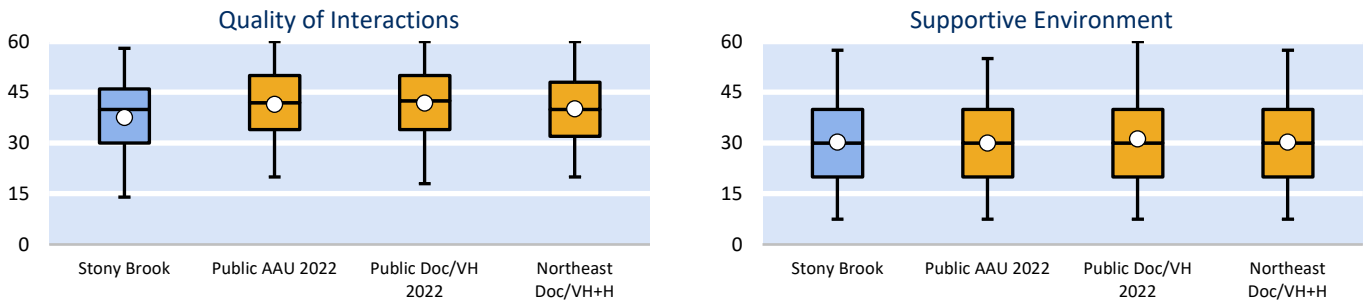
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Stony Brook Mean	Your seniors compared with					
		Public AAU 2022		Public Doc/VH 2022		Northeast Doc/VH+H	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	37.6	41.5 ***	-.33	41.9 ***	-.34	40.2 **	-.21
Supportive Environment	30.4	30.1	.02	31.3	-.06	30.4	.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 on Indicator Items

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

Quality of Interactions	Stony Brook	Percentage point difference ^a between your seniors and		
		Public AAU 2022	Public Doc/VH 2022	Northeast Doc/VH+H
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	52	-2	-4	-4
13b. Academic advisors	34	-17	-16	-10
13c. Faculty	41	-11	-11	-9
13d. Student services staff (career services, student activities, housing, etc.)	32	-9	-12	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	27	-11	-15	-6
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	57	-5	-8	-4
14c. Using learning support services (tutoring services, writing center, etc.)	63	+7	+2	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	+6	+3	+3
14e. Providing opportunities to be involved socially	56	-5	-7	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	-1	-3	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	21	-3	-8	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	-2	-1	+4
14i. Attending events that address important social, economic, or political issues	37	+2	-1	-5

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	Stony Brook Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	37.0	39.2 ***	-.17		42.1 ***	-.39	
Academic	Reflective and Integrative Learning	33.2	36.9 ***	-.31		39.2 ***	-.51	
Challenge	Learning Strategies	36.1	39.6 ***	-.24		42.9 ***	-.47	
	Quantitative Reasoning	27.2	30.2 ***	-.19		33.3 ***	-.39	
Learning with Peers	Collaborative Learning	27.8	31.8 ***	-.29		35.4 ***	-.56	
	Discussions with Diverse Others	38.4	39.8 *	-.10		42.6 ***	-.29	
Experiences with Faculty	Student-Faculty Interaction	15.9	24.3 ***	-.56		27.8 ***	-.79	
	Effective Teaching Practices	35.5	40.3 ***	-.35		43.3 ***	-.57	
Campus Environment	Quality of Interactions	40.0	45.1 ***	-.43		48.2 ***	-.66	
	Supportive Environment	35.6	35.9	-.03	✓	39.1 ***	-.26	

Seniors

Theme	Engagement Indicator	Stony Brook Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	38.5	41.9 ***	-.24		44.2 ***	-.43	
Academic	Reflective and Integrative Learning	35.4	40.3 ***	-.39		42.7 ***	-.62	
Challenge	Learning Strategies	38.1	41.1 **	-.20		43.4 ***	-.37	
	Quantitative Reasoning	30.4	32.4	-.12		35.3 ***	-.31	
Learning with Peers	Collaborative Learning	32.3	34.0 *	-.12		37.9 ***	-.41	
	Discussions with Diverse Others	40.6	40.4	.01	✓	43.2 **	-.18	
Experiences with Faculty	Student-Faculty Interaction	22.0	28.8 ***	-.42		33.2 ***	-.70	
	Effective Teaching Practices	36.4	41.9 ***	-.39		44.5 ***	-.59	
Campus Environment	Quality of Interactions	37.6	45.6 ***	-.65		48.0 ***	-.83	
	Supportive Environment	30.4	34.3 ***	-.26		37.4 ***	-.49	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Stony Brook (N = 563)	37.0	13.5	.57	15	30	40	45	60				
Public AAU 2022	38.2	12.6	.16	20	30	40	45	60	658	-1.2	.045	-.094
Public Doc/VH 2022	37.5	13.2	.10	15	30	40	45	60	17,981	-.5	.344	-.041
Northeast Doc/VH+H	38.2	13.1	.19	20	30	40	45	60	5,186	-1.2	.037	-.093
Top 50%	39.2	13.3	.05	20	30	40	50	60	72,419	-2.3	.000	-.171
Top 10%	42.1	13.0	.15	20	35	40	55	60	8,468	-5.1	.000	-.389
Reflective & Integrative Learning												
Stony Brook (N = 622)	33.2	12.4	.50	14	26	34	40	57				
Public AAU 2022	36.3	11.6	.14	17	29	37	43	57	7,053	-3.1	.000	-.265
Public Doc/VH 2022	35.0	12.0	.09	17	26	34	43	57	19,550	-1.8	.000	-.146
Northeast Doc/VH+H	35.4	11.9	.17	17	27	34	43	57	5,673	-2.2	.000	-.182
Top 50%	36.9	12.1	.04	17	29	37	46	60	72,648	-3.7	.000	-.306
Top 10%	39.2	11.8	.12	20	31	40	49	60	10,423	-6.0	.000	-.507
Learning Strategies												
Stony Brook (N = 500)	36.1	13.5	.61	20	27	33	47	60				
Public AAU 2022	36.8	13.4	.18	13	27	40	47	60	6,076	-.7	.277	-.051
Public Doc/VH 2022	37.1	13.7	.11	13	27	40	47	60	16,640	-.9	.143	-.066
Northeast Doc/VH+H	37.9	13.6	.21	20	27	40	47	60	4,763	-1.7	.007	-.127
Top 50%	39.6	14.1	.05	20	27	40	53	60	66,006	-3.4	.000	-.243
Top 10%	42.9	14.3	.13	20	33	40	60	60	547	-6.8	.000	-.474
Quantitative Reasoning												
Stony Brook (N = 517)	27.2	14.8	.65	0	20	27	40	60				
Public AAU 2022	29.5	14.7	.20	7	20	27	40	60	6,164	-2.3	.001	-.159
Public Doc/VH 2022	29.3	15.0	.12	7	20	27	40	60	16,905	-2.1	.002	-.140
Northeast Doc/VH+H	28.4	15.3	.23	0	20	27	40	60	654	-1.2	.088	-.077
Top 50%	30.2	15.3	.06	7	20	27	40	60	523	-3.0	.000	-.194
Top 10%	33.3	15.5	.16	7	20	33	40	60	577	-6.1	.000	-.392
Learning with Peers												
Collaborative Learning												
Stony Brook (N = 683)	27.8	14.3	.55	5	20	25	40	55				
Public AAU 2022	30.6	14.2	.17	10	20	30	40	55	7,647	-2.8	.000	-.194
Public Doc/VH 2022	30.3	14.2	.10	10	20	30	40	55	21,491	-2.5	.000	-.176
Northeast Doc/VH+H	32.0	13.8	.19	10	20	30	40	60	6,226	-4.2	.000	-.306
Top 50%	31.8	13.9	.05	10	20	30	40	60	67,274	-4.0	.000	-.291
Top 10%	35.4	13.5	.12	15	25	35	45	60	12,855	-7.6	.000	-.562
Discussions with Diverse Others												
Stony Brook (N = 506)	38.4	15.9	.71	10	25	40	50	60				
Public AAU 2022	39.4	14.3	.19	20	30	40	50	60	581	-1.1	.146	-.074
Public Doc/VH 2022	38.9	15.2	.12	15	30	40	50	60	16,731	-.5	.449	-.034
Northeast Doc/VH+H	38.0	14.9	.23	15	25	40	50	60	4,813	.4	.563	.027
Top 50%	39.8	15.1	.06	15	30	40	55	60	512	-1.5	.038	-.098
Top 10%	42.6	14.2	.16	20	35	40	55	60	558	-4.2	.000	-.294

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Stony Brook (N = 594)	15.9	13.8	.57	0	5	15	20	40				
Public AAU 2022	18.7	14.1	.18	0	10	15	25	45	6,764	-2.8	.000	-.203
Public Doc/VH 2022	19.4	14.5	.11	0	10	15	25	45	637	-3.5	.000	-.243
Northeast Doc/VH+H	20.3	14.3	.21	0	10	20	30	45	5,416	-4.4	.000	-.307
Top 50%	24.3	15.1	.08	5	15	20	35	55	616	-8.5	.000	-.560
Top 10%	27.8	15.3	.19	5	15	25	40	60	741	-12.0	.000	-.786
Effective Teaching Practices												
Stony Brook (N = 555)	35.5	13.1	.56	16	28	36	44	60				
Public AAU 2022	36.9	12.5	.16	16	28	36	44	60	6,493	-1.5	.008	-.117
Public Doc/VH 2022	36.9	13.0	.10	16	28	36	44	60	17,919	-1.4	.010	-.110
Northeast Doc/VH+H	37.0	12.9	.19	16	28	36	44	60	5,178	-1.5	.009	-.118
Top 50%	40.3	13.8	.06	16	32	40	52	60	567	-4.8	.000	-.350
Top 10%	43.3	13.7	.15	20	36	44	56	60	641	-7.8	.000	-.575
Campus Environment												
Quality of Interactions												
Stony Brook (N = 431)	40.0	12.2	.59	18	32	40	50	60				
Public AAU 2022	41.5	11.1	.15	22	35	42	50	60	492	-1.6	.011	-.139
Public Doc/VH 2022	42.2	11.4	.09	22	36	44	50	60	15,376	-2.2	.000	-.193
Northeast Doc/VH+H	40.5	11.3	.18	20	34	42	48	58	513	-.5	.388	-.047
Top 50%	45.1	11.9	.06	22	38	48	54	60	40,608	-5.2	.000	-.433
Top 10%	48.2	12.5	.14	23	42	50	60	60	8,155	-8.2	.000	-.662
Supportive Environment												
Stony Brook (N = 482)	35.6	13.1	.60	15	28	38	45	58				
Public AAU 2022	32.7	12.6	.17	13	23	33	40	55	5,887	2.9	.000	.225
Public Doc/VH 2022	33.9	13.1	.10	13	25	35	43	60	16,171	1.7	.006	.126
Northeast Doc/VH+H	32.5	13.1	.20	13	23	33	40	58	4,633	3.1	.000	.236
Top 50%	35.9	13.6	.06	13	26	38	45	60	45,600	-.3	.575	-.026
Top 10%	39.1	13.3	.19	18	30	40	50	60	5,617	-3.5	.000	-.265

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Stony Brook (N = 251)	38.5	14.6	.92	15	25	40	50	60				
Public AAU 2022	39.8	13.4	.21	20	30	40	50	60	276	-1.2	.196	-.091
Public Doc/VH 2022	39.6	14.1	.12	15	30	40	50	60	13,401	-1.0	.259	-.072
Northeast Doc/VH+H	40.6	13.4	.27	20	30	40	50	60	296	-2.0	.036	-.149
Top 50%	41.9	13.7	.07	20	35	40	55	60	253	-3.4	.000	-.244
Top 10%	44.2	13.1	.22	20	35	45	60	60	279	-5.7	.000	-.432
Reflective & Integrative Learning												
Stony Brook (N = 272)	35.4	13.2	.80	14	26	34	43	60				
Public AAU 2022	38.2	12.7	.19	17	29	37	49	60	4,785	-2.8	.000	-.219
Public Doc/VH 2022	37.3	13.1	.11	17	29	37	46	60	14,354	-2.0	.015	-.149
Northeast Doc/VH+H	38.6	12.6	.25	17	30	40	49	60	2,831	-3.2	.000	-.253
Top 50%	40.3	12.5	.07	20	31	40	50	60	35,982	-4.9	.000	-.392
Top 10%	42.7	11.7	.20	23	34	43	51	60	306	-7.4	.000	-.622
Learning Strategies												
Stony Brook (N = 227)	38.1	14.8	.98	20	27	40	47	60				
Public AAU 2022	37.0	14.6	.23	13	27	40	47	60	4,187	1.2	.245	.079
Public Doc/VH 2022	38.0	14.8	.13	13	27	40	47	60	12,515	.1	.883	.010
Northeast Doc/VH+H	37.9	14.6	.31	13	27	40	47	60	2,490	.2	.842	.014
Top 50%	41.1	14.6	.07	20	33	40	53	60	43,119	-2.9	.002	-.202
Top 10%	43.4	14.2	.17	20	33	40	60	60	7,461	-5.3	.000	-.374
Quantitative Reasoning												
Stony Brook (N = 229)	30.4	15.9	1.05	0	20	27	40	60				
Public AAU 2022	32.4	16.2	.26	7	20	33	40	60	4,243	-1.9	.079	-.119
Public Doc/VH 2022	31.7	16.5	.15	0	20	33	40	60	12,710	-1.3	.253	-.076
Northeast Doc/VH+H	31.7	16.4	.34	0	20	33	40	60	2,514	-1.3	.247	-.080
Top 50%	32.4	16.5	.08	7	20	33	40	60	48,115	-2.0	.066	-.122
Top 10%	35.3	16.0	.21	7	20	33	47	60	5,800	-4.9	.000	-.307
Learning with Peers												
Collaborative Learning												
Stony Brook (N = 290)	32.3	15.3	.90	10	20	30	40	60				
Public AAU 2022	31.6	14.9	.21	10	20	30	40	60	5,101	.7	.439	.047
Public Doc/VH 2022	31.2	15.6	.13	5	20	30	40	60	15,260	1.0	.266	.066
Northeast Doc/VH+H	34.0	14.4	.28	10	25	35	45	60	2,969	-1.8	.047	-.123
Top 50%	34.0	14.6	.08	10	25	35	45	60	37,630	-1.8	.039	-.122
Top 10%	37.9	13.7	.20	15	30	40	50	60	317	-5.6	.000	-.407
Discussions with Diverse Others												
Stony Brook (N = 230)	40.6	15.5	1.02	20	30	40	55	60				
Public AAU 2022	38.8	14.9	.24	15	30	40	50	60	254	1.7	.100	.116
Public Doc/VH 2022	39.2	16.0	.14	10	30	40	55	60	12,598	1.4	.192	.087
Northeast Doc/VH+H	38.9	15.1	.32	15	30	40	50	60	2,503	1.7	.103	.113
Top 50%	40.4	15.9	.08	15	30	40	55	60	42,940	.2	.860	.012
Top 10%	43.2	15.1	.23	20	35	45	60	60	4,493	-2.7	.010	-.176

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Stony Brook (N = 261)	22.0	15.5	.96	0	10	20	30	60				
Public AAU 2022	21.4	15.5	.24	0	10	20	30	55	4,610	.6	.533	.040
Public Doc/VH 2022	21.5	16.2	.14	0	10	20	30	55	13,854	.5	.623	.031
Northeast Doc/VH+H	24.8	15.9	.32	0	15	20	35	60	2,739	-2.8	.007	-.176
Top 50%	28.8	16.2	.12	5	15	25	40	60	269	-6.8	.000	-.418
Top 10%	33.2	16.1	.33	10	20	35	45	60	326	-11.3	.000	-.701
Effective Teaching Practices												
Stony Brook (N = 246)	36.4	14.6	.93	12	24	36	48	60				
Public AAU 2022	38.6	13.3	.21	16	28	40	48	60	270	-2.2	.020	-.166
Public Doc/VH 2022	38.8	14.2	.12	16	28	40	48	60	13,368	-2.4	.009	-.168
Northeast Doc/VH+H	39.1	13.5	.28	16	28	40	48	60	290	-2.7	.006	-.199
Top 50%	41.9	14.1	.08	16	32	40	56	60	31,419	-5.6	.000	-.395
Top 10%	44.5	13.6	.19	20	36	44	56	60	5,240	-8.1	.000	-.594
Campus Environment												
Quality of Interactions												
Stony Brook (N = 211)	37.6	13.3	.92	14	30	40	46	58				
Public AAU 2022	41.5	11.7	.19	20	34	42	50	60	229	-3.9	.000	-.332
Public Doc/VH 2022	41.9	12.5	.12	18	34	43	50	60	11,353	-4.3	.000	-.344
Northeast Doc/VH+H	40.2	11.8	.26	20	32	40	48	60	244	-2.6	.007	-.215
Top 50%	45.6	12.3	.07	22	38	48	56	60	33,342	-8.0	.000	-.653
Top 10%	48.0	12.5	.13	22	40	50	60	60	10,097	-10.4	.000	-.828
Supportive Environment												
Stony Brook (N = 218)	30.4	13.7	.93	8	20	30	40	58				
Public AAU 2022	30.1	13.4	.21	8	20	30	40	55	4,098	.3	.753	.022
Public Doc/VH 2022	31.3	14.3	.13	8	20	30	40	60	12,228	-.9	.354	-.063
Northeast Doc/VH+H	30.4	13.8	.29	8	20	30	40	58	2,450	.0	.978	.002
Top 50%	34.3	14.7	.08	10	23	35	45	60	221	-3.9	.000	-.262
Top 10%	37.4	14.5	.26	13	28	38	48	60	3,273	-7.0	.000	-.486

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

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

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

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

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

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

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