NSSE
national survey of
student engagement

NSSE 2015
Engagement Indicators

CUNY New York City College of Technology

IPEDS: 190655

NSSE 2015 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 first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

- **Mean Comparisons**
  Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
- **Score Distributions**
  Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
- **Summary of Indicator Items**
  Responses to each item in a given EI are 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 2014 and 2015 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

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). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2015 Engagement Indicators

Overview

CUNY New York City College of Technology

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 Mid East Public	**Your first-year students** compared with Carnegie Class	**Your first-year students** compared with NSSE 2014 & 2015
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 Mid East Public	**Your seniors** compared with Carnegie Class	**Your seniors** compared with NSSE 2014 & 2015
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 2015 Engagement Indicators

Academic Challenge

CUNY New York City College of Technology

Academic Challenge: First-year students

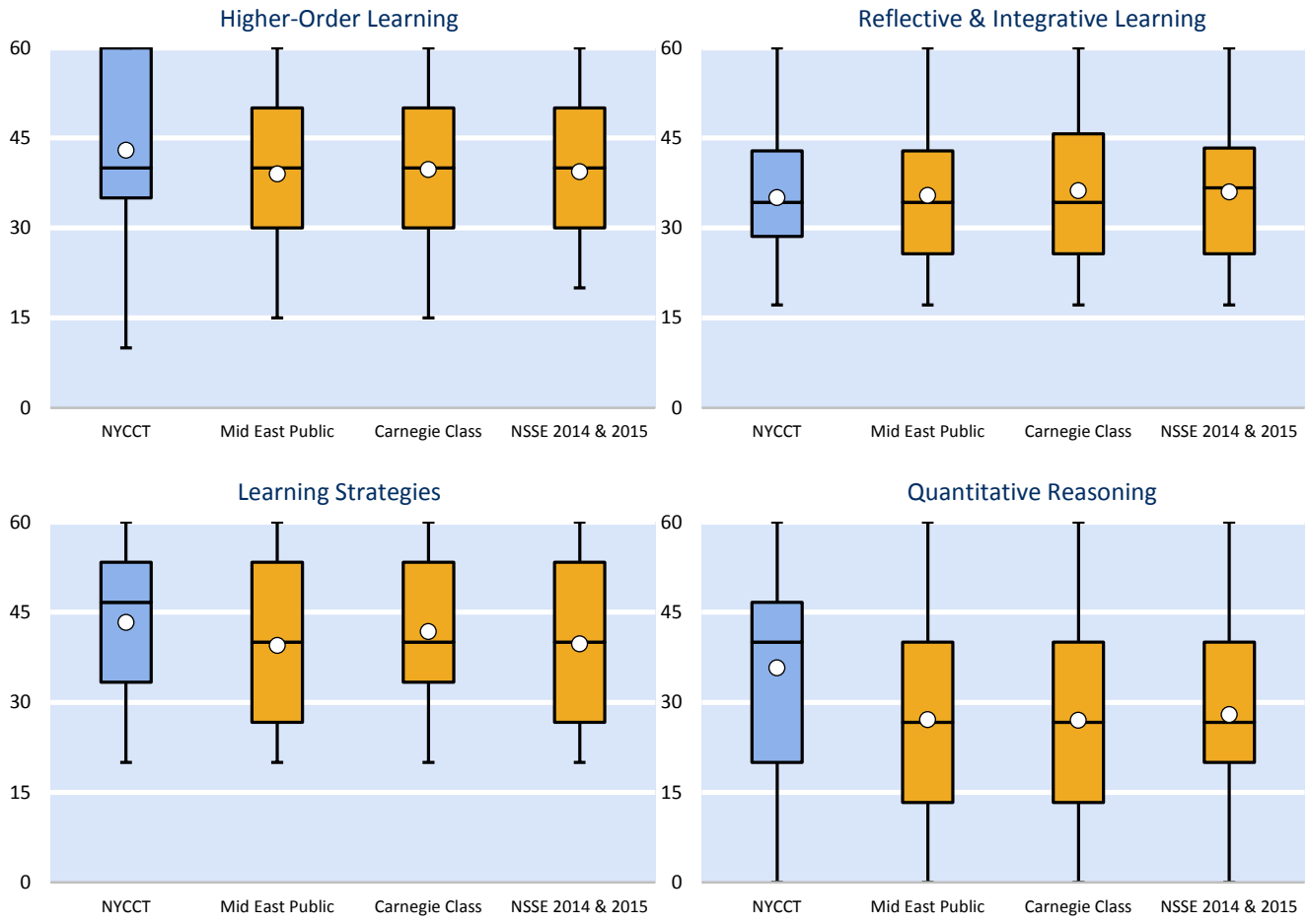
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

	NYCCT	Your first-year students compared with					
		Mid East Public		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	42.9	39.0	.28	39.7	.22	39.3	.26
Reflective & Integrative Learning	35.0	35.4	-.03	36.2	-.09	36.0	-.07
Learning Strategies	43.3	39.5	.27	41.8	.11	39.7	.25
Quantitative Reasoning	35.7	27.1 **	.51	27.0 **	.52	27.9 **	.47

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)

Summary of Indicator Items

	NYCCT	Mid East Public	Carnegie Class	NSSE 2014 & 2015
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	81	73	72	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	72	74	73
4d. Evaluating a point of view, decision, or information source	78	69	72	71
4e. Forming a new idea or understanding from various pieces of information	77	68	67	69
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	54	55	55	56
2b. Connected your learning to societal problems or issues	53	53	53	54
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	50	49	52
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	61	63	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	66	68	68
2f. Learned something that changed the way you understand an issue or concept	79	64	69	66
2g. Connected ideas from your courses to your prior experiences and knowledge	89	76	77	77
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	80	80	81	81
9b. Reviewed your notes after class	86	65	75	66
9c. Summarized what you learned in class or from course materials	81	64	69	64
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.)	74	51	51	53
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	63	37	37	39
6c. Evaluated what others have concluded from numerical information	52	37	33	39

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.

NSSE 2015 Engagement Indicators

Academic Challenge

CUNY New York City College of Technology

Academic Challenge: Seniors

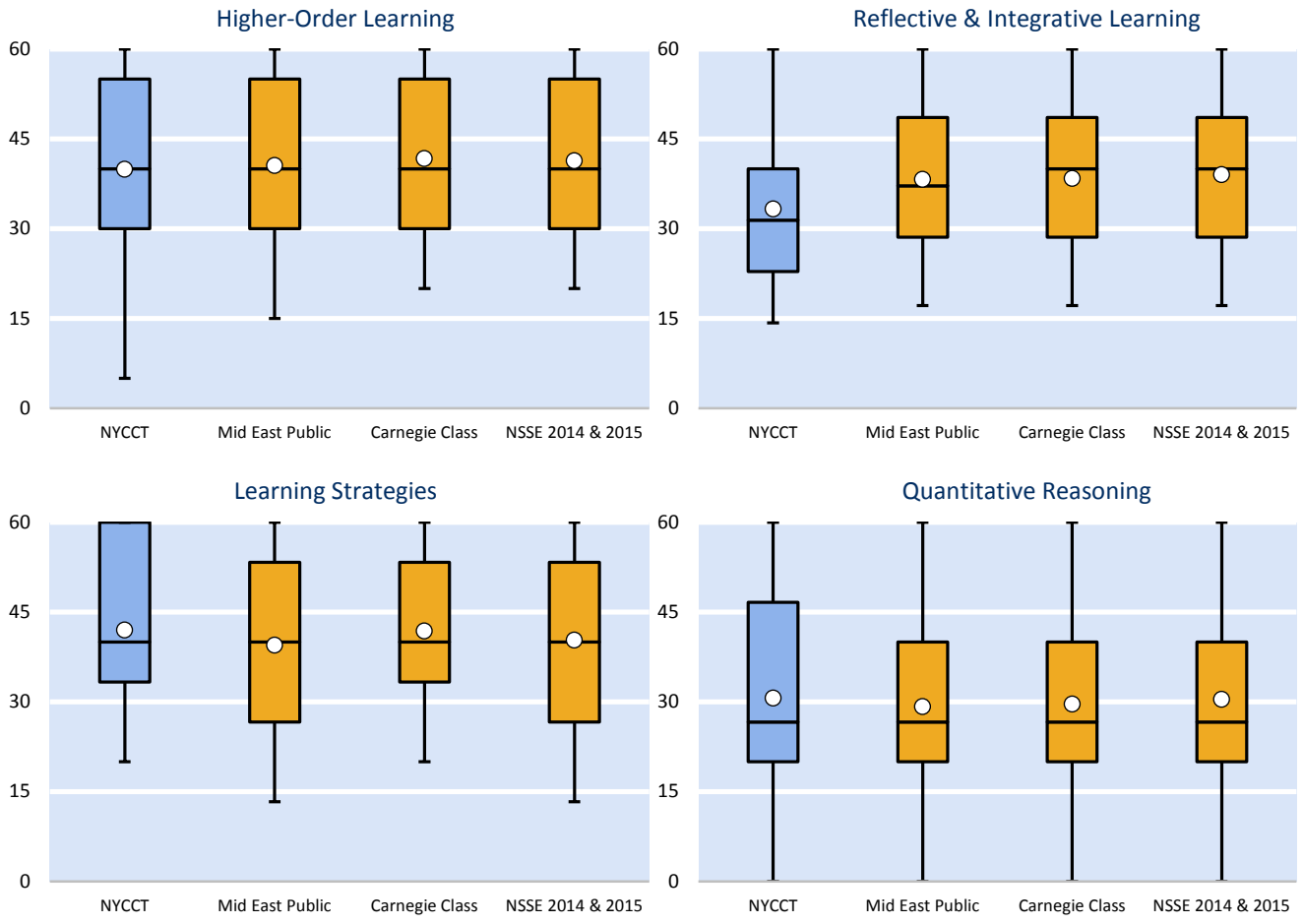
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

	NYCCT	Your seniors compared with					
		Mid East Public		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	39.9	40.5	-.04	41.7	-.12	41.4	-.10
Reflective & Integrative Learning	33.3	38.3 ***	-.38	38.4 **	-.39	39.1 ***	-.44
Learning Strategies	42.0	39.5	.17	41.8	.01	40.3	.11
Quantitative Reasoning	30.6	29.2	.08	29.6	.06	30.4	.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: Seniors (continued)

Summary of Indicator Items

	NYCCT	Mid East Public	Carnegie Class	NSSE 2014 & 2015
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	82	77	79	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	76	76	78
4d. Evaluating a point of view, decision, or information source	65	70	75	72
4e. Forming a new idea or understanding from various pieces of information	69	70	74	73
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	61	71	71	72
2b. Connected your learning to societal problems or issues	54	62	61	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	31	54	53	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	64	67	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	53	69	70	71
2f. Learned something that changed the way you understand an issue or concept	60	70	68	71
2g. Connected ideas from your courses to your prior experiences and knowledge	72	82	82	84
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	85	82	84	83
9b. Reviewed your notes after class	73	62	69	63
9c. Summarized what you learned in class or from course materials	69	64	68	66
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.)	58	54	57	56
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	43	44	46
6c. Evaluated what others have concluded from numerical information	42	43	41	46

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

NSSE 2015 Engagement Indicators

Learning with Peers

CUNY New York City College of Technology

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

	NYCCT	Your first-year students compared with					
		Mid East Public		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	32.4	32.3	.00	31.0	.09	32.4	-.01
Discussions with Diverse Others	42.5	41.7	.05	37.9	.27	41.1	.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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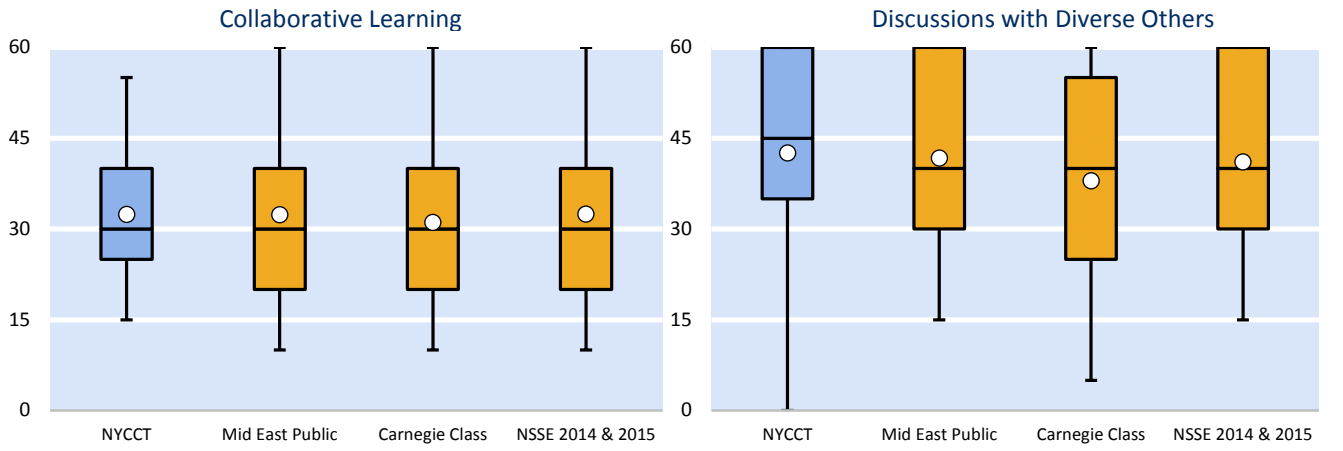

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Summary of Indicator Items

Collaborative Learning	NYCCT	Mid East Public	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	35	49	42	50
1f. Explained course material to one or more students	63	58	57	57
1g. Prepared for exams by discussing or working through course material with other students	54	49	46	50
1h. Worked with other students on course projects or assignments	65	51	50	53
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	80	75	66	73
8b. People from an economic background other than your own	71	74	68	74
8c. People with religious beliefs other than your own	80	72	62	69
8d. People with political views other than your own	61	67	61	68

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.

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

	NYCCT	Your seniors compared with					
		Mid East Public		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	32.3	32.4	.00	31.3	.08	32.9	-.04
Discussions with Diverse Others	39.4	42.2	-.17	40.6	-.06	42.0	-.16

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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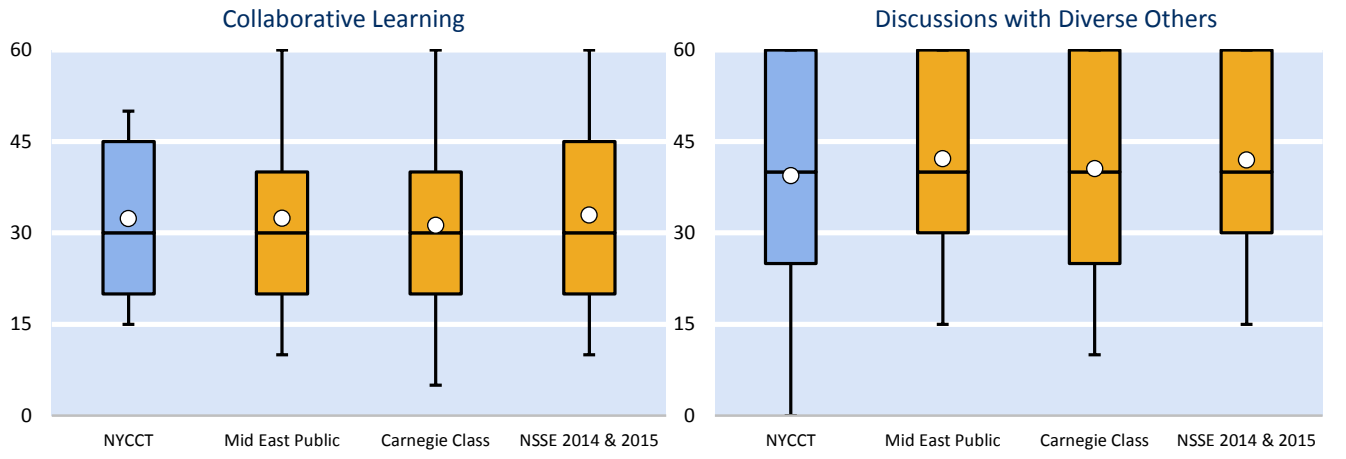

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Summary of Indicator Items

Collaborative Learning	NYCCT	Mid East Public	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	35	40	36	41
1f. Explained course material to one or more students	51	59	56	59
1g. Prepared for exams by discussing or working through course material with other students	41	46	44	47
1h. Worked with other students on course projects or assignments	70	62	59	65
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	76	68	74
8b. People from an economic background other than your own	63	75	71	75
8c. People with religious beliefs other than your own	69	72	67	71
8d. People with political views other than your own	66	69	69	71

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.

NSSE 2015 Engagement Indicators

Experiences with Faculty

CUNY New York City College of Technology

Experiences with Faculty: First-year students

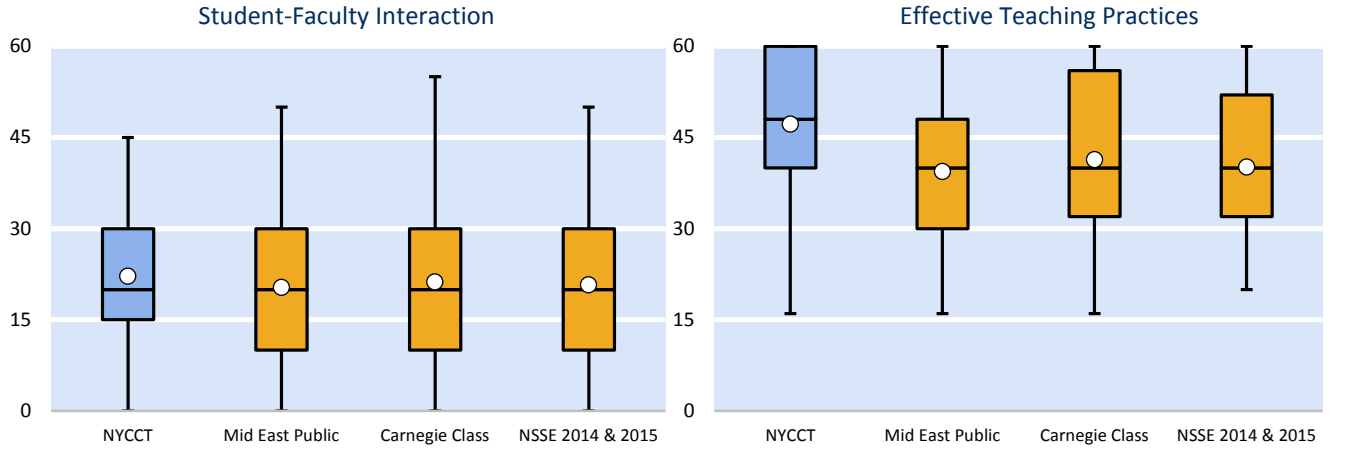
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

	NYCCT	Your first-year students compared with					
		Mid East Public		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	22.2	20.3	.12	21.2	.06	20.7	.10
Effective Teaching Practices	47.2	39.4 ***	.58	41.3 *	.41	40.1 **	.53

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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Summary of Indicator Items

Student-Faculty Interaction	NYCCT	Mid East Public	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	41	31	33	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	19	20	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	26	27	26
3d. Discussed your academic performance with a faculty member	40	30	34	30
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	94	80	82	80
5b. Taught course sessions in an organized way	82	77	78	79
5c. Used examples or illustrations to explain difficult points	88	75	77	77
5d. Provided feedback on a draft or work in progress	80	63	65	65
5e. Provided prompt and detailed feedback on tests or completed assignments	83	60	67	63

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.

Experiences with Faculty: Seniors

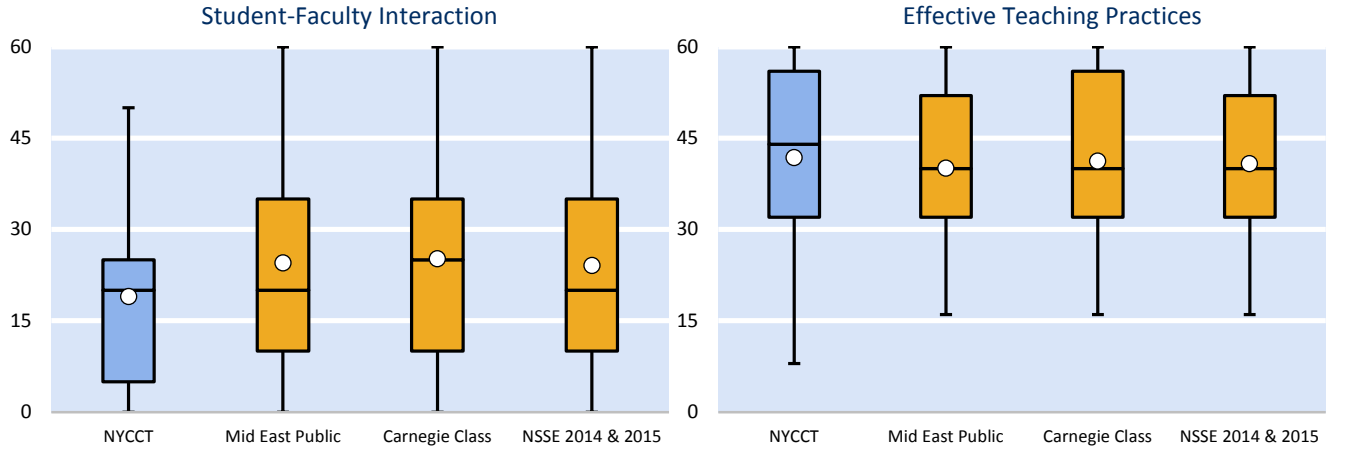
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

	NYCCT	Your seniors compared with					
		Mid East Public		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	18.9	24.5 **	-.33	25.1 **	-.38	24.1 **	-.31
Effective Teaching Practices	41.8	40.1	.12	41.2	.04	40.8	.07

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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Summary of Indicator Items

Student-Faculty Interaction	NYCCT	Mid East Public	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	34	43	46	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	13	27	27	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	35	38	34
3d. Discussed your academic performance with a faculty member	21	35	38	34
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	86	81	80	82
5b. Taught course sessions in an organized way	78	79	79	80
5c. Used examples or illustrations to explain difficult points	75	78	79	79
5d. Provided feedback on a draft or work in progress	62	60	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	63	64	68	67

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

NSSE 2015 Engagement Indicators

Campus Environment

CUNY New York City College of Technology

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

	NYCCT	Your first-year students compared with					
		Mid East Public		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	40.3	39.6	.05	41.6	-.10	41.5	-.09
Supportive Environment	38.7	36.6	.15	36.7	.14	37.3	.10

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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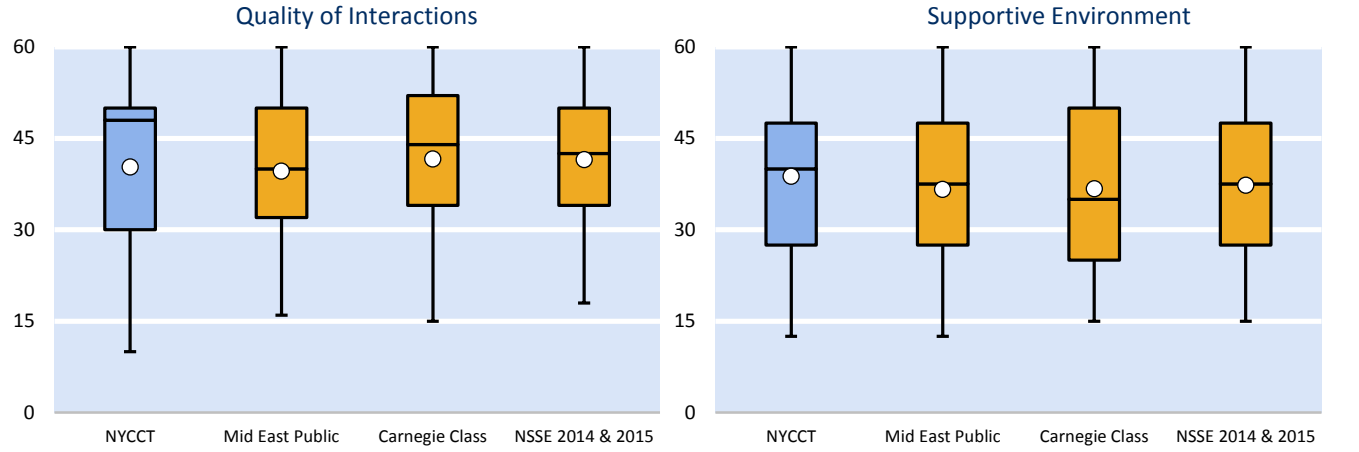


Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions	NYCCT	Mid East Public	Carnegie Class	NSSE 2014 & 2015
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	71	55	49	58
13b. Academic advisors	54	44	55	49
13c. Faculty	52	44	51	50
13d. Student services staff (career services, student activities, housing, etc.)	46	39	44	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	35	48	41
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	85	75	78	77
14c. Using learning support services (tutoring services, writing center, etc.)	84	76	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	83	60	55	60
14e. Providing opportunities to be involved socially	82	72	68	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	82	70	62	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	57	43	39	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	67	63	67
14i. Attending events that address important social, economic, or political issues	60	53	55	53

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.

Campus Environment: Seniors

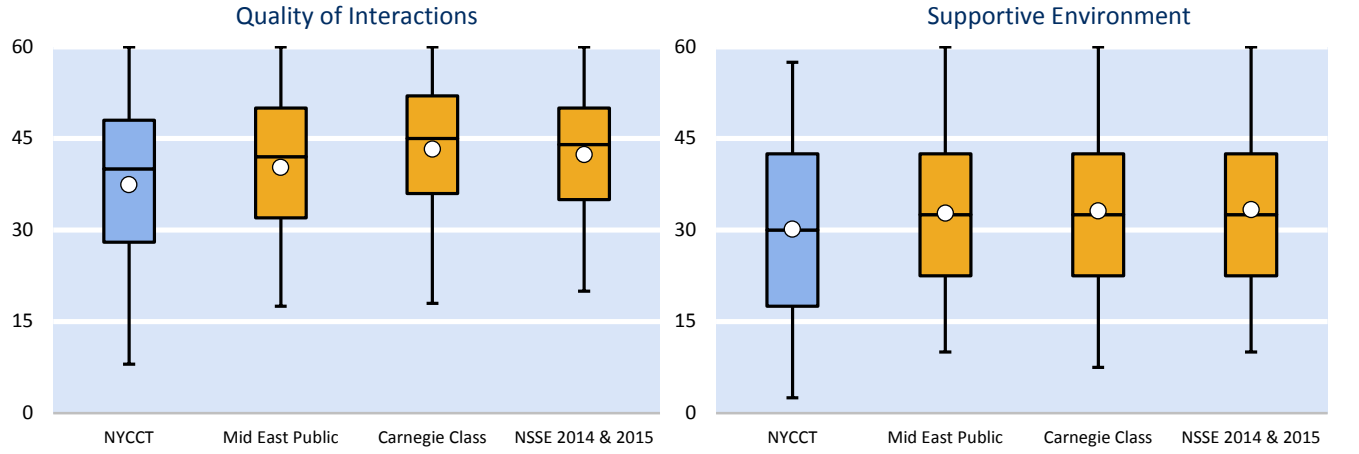
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	NYCCT	Your seniors compared with					
		Mid East Public		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	37.4	40.2	-.23	43.3 **	-.44	42.4 **	-.41
Supportive Environment	30.1	32.8	-.18	33.1	-.20	33.3	-.22

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.

Summary of Indicator Items

Quality of Interactions	NYCCT	Mid East Public	Carnegie Class	NSSE 2014 & 2015
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	66	59	66	63
13b. Academic advisors	45	46	58	52
13c. Faculty	51	54	62	59
13d. Student services staff (career services, student activities, housing, etc.)	25	37	46	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	30	34	45	41
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	67	72	72
14c. Using learning support services (tutoring services, writing center, etc.)	58	63	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	52	55	53
14e. Providing opportunities to be involved socially	63	66	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	48	63	59	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	32	34	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	48	58	56	58
14i. Attending events that address important social, economic, or political issues	44	47	45	46

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

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NSSE 2015 Engagement Indicators

Comparisons with High-Performing Institutions

CUNY New York City College of Technology

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 2014 and 2015 NSSE institutions, and
(b) institutions with average scores placing them in the top 10% of all 2014 and 2015 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					
		NYCCT	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	42.9	41.0	.14	✓	43.0	-.01	✓
	Reflective and Integrative Learning	35.0	37.6	-.20		39.6 *	-.36	
	Learning Strategies	43.3	41.6	.12	✓	44.4	-.08	✓
	Quantitative Reasoning	35.7	29.4 *	.38	✓	31.5	.26	✓
Learning with Peers	Collaborative Learning	32.4	35.1	-.20		37.3 *	-.36	
	Discussions with Diverse Others	42.5	43.4	-.05	✓	45.5	-.20	
Experiences with Faculty	Student-Faculty Interaction	22.2	24.1	-.12		27.2	-.31	
	Effective Teaching Practices	47.2	42.3 *	.37	✓	44.6	.19	✓
Campus Environment	Quality of Interactions	40.3	44.0	-.32		45.8	-.47	
	Supportive Environment	38.7	39.4	-.05	✓	41.3	-.20	

Seniors

			Your seniors compared with					
		NYCCT	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	39.9	43.5 *	-.26		45.3 ***	-.40	
	Reflective and Integrative Learning	33.3	41.3 ***	-.63		43.1 ***	-.78	
	Learning Strategies	42.0	42.5	-.03	✓	44.8	-.20	
	Quantitative Reasoning	30.6	31.8	-.07	✓	33.6	-.18	
Learning with Peers	Collaborative Learning	32.3	35.7 *	-.24		38.2 ***	-.43	
	Discussions with Diverse Others	39.4	43.9 *	-.28		45.9 **	-.42	
Experiences with Faculty	Student-Faculty Interaction	18.9	29.8 ***	-.67		34.1 ***	-.92	
	Effective Teaching Practices	41.8	43.1	-.10	✓	45.1	-.25	
Campus Environment	Quality of Interactions	37.4	45.0 ***	-.66		46.7 ***	-.79	
	Supportive Environment	30.1	36.1 **	-.43		38.8 ***	-.63	

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 2014 and 2015 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2015 Engagement Indicators

Detailed Statistics[a]

CUNY New York City College of Technology

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												
NYCCT (N = 32)	42.9	14.8	2.62	10	35	40	60	60				
Mid East Public	39.0	14.3	.25	15	30	40	50	60	3,195	4.0	.119	.278
Carnegie Class	39.7	14.6	1.13	15	30	40	50	60	197	3.2	.257	.220
NSSE 2014 & 2015	39.3	13.9	.08	20	30	40	50	60	33,120	3.6	.144	.258
Top 50%	41.0	13.7	.11	20	30	40	50	60	16,280	2.0	.416	.144
Top 10%	43.0	13.8	.24	20	35	40	55	60	3,268	-.1	.968	-.007
Reflective & Integrative Learning												
NYCCT (N = 33)	35.0	12.3	2.13	17	29	34	43	60				
Mid East Public	35.4	12.7	.22	17	26	34	43	60	3,357	-.4	.873	-.028
Carnegie Class	36.2	13.4	.99	17	26	34	46	60	215	-1.2	.636	-.089
NSSE 2014 & 2015	36.0	12.7	.07	17	26	37	43	60	34,640	-.9	.668	-.074
Top 50%	37.6	12.7	.10	17	29	37	46	60	17,457	-2.6	.241	-.203
Top 10%	39.6	12.8	.22	20	31	40	49	60	3,520	-4.6	.040	-.356
Learning Strategies												
NYCCT (N = 33)	43.3	14.1	2.45	20	33	47	53	60				
Mid East Public	39.5	14.3	.26	20	27	40	53	60	2,946	3.8	.124	.268
Carnegie Class	41.8	14.1	1.09	20	33	40	53	60	198	1.5	.577	.106
NSSE 2014 & 2015	39.7	14.3	.08	20	27	40	53	60	30,757	3.6	.148	.252
Top 50%	41.6	14.1	.12	20	33	40	53	60	14,635	1.7	.485	.121
Top 10%	44.4	14.0	.24	20	33	47	60	60	3,312	-1.1	.653	-.079
Quantitative Reasoning												
NYCCT (N = 35)	35.7	17.6	2.99	0	20	40	47	60				
Mid East Public	27.1	16.8	.30	0	13	27	40	60	3,253	8.6	.003	.511
Carnegie Class	27.0	16.5	1.24	0	13	27	40	60	211	8.7	.005	.522
NSSE 2014 & 2015	27.9	16.6	.09	0	20	27	40	60	33,709	7.8	.006	.468
Top 50%	29.4	16.6	.11	0	20	27	40	60	21,409	6.3	.025	.382
Top 10%	31.5	16.5	.25	0	20	33	40	60	4,238	4.2	.133	.256
Learning with Peers												
Collaborative Learning												
NYCCT (N = 37)	32.4	11.9	1.96	15	25	30	40	55				
Mid East Public	32.3	14.1	.24	10	20	30	40	60	3,474	.0	.988	.003
Carnegie Class	31.0	14.6	1.06	10	20	30	40	60	223	1.3	.609	.092
NSSE 2014 & 2015	32.4	14.3	.08	10	20	30	40	60	35,672	-.1	.971	-.006
Top 50%	35.1	13.8	.10	15	25	35	45	60	19,655	-2.8	.220	-.202
Top 10%	37.3	13.8	.21	15	25	35	50	60	4,354	-4.9	.031	-.356
Discussions with Diverse Others												
NYCCT (N = 34)	42.5	18.4	3.17	0	35	45	60	60				
Mid East Public	41.7	16.3	.30	15	30	40	60	60	2,990	.8	.771	.050
Carnegie Class	37.9	17.2	1.32	5	25	40	55	60	201	4.6	.161	.266
NSSE 2014 & 2015	41.1	16.1	.09	15	30	40	60	60	31,131	1.5	.601	.090
Top 50%	43.4	15.4	.11	20	35	45	60	60	18,086	-.8	.753	-.054
Top 10%	45.5	14.8	.23	20	40	50	60	60	4,220	-3.0	.242	-.203

NSSE 2015 Engagement Indicators

Detailed Statistics[a]

CUNY New York City College of Technology

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												
NYCCT (N = 35)	22.2	14.9	2.53	0	15	20	30	45				
Mid East Public	20.3	15.1	.26	0	10	20	30	50	3,276	1.9	.464	.125
Carnegie Class	21.2	15.8	1.18	0	10	20	30	55	213	1.0	.739	.062
NSSE 2014 & 2015	20.7	14.9	.08	0	10	20	30	50	33,867	1.4	.565	.097
Top 50%	24.1	15.2	.14	0	15	20	35	55	11,300	-1.9	.467	-.123
Top 10%	27.2	16.1	.37	5	15	25	40	60	1,955	-5.0	.066	-.314
Effective Teaching Practices												
NYCCT (N = 35)	47.2	13.5	2.29	16	40	48	60	60				
Mid East Public	39.4	13.6	.24	16	30	40	48	60	3,296	7.8	.001	.578
Carnegie Class	41.3	14.4	1.07	16	32	40	56	60	213	5.9	.027	.412
NSSE 2014 & 2015	40.1	13.4	.07	20	32	40	52	60	34,087	7.1	.002	.530
Top 50%	42.3	13.2	.12	20	32	40	52	60	12,959	4.9	.030	.370
Top 10%	44.6	13.3	.26	20	36	44	56	60	2,581	2.6	.255	.195
Campus Environment												
Quality of Interactions												
NYCCT (N = 31)	40.3	15.2	2.73	10	30	48	50	60				
Mid East Public	39.6	12.8	.24	16	32	40	50	60	2,824	.7	.762	.055
Carnegie Class	41.6	13.7	1.07	15	34	44	52	60	192	-1.3	.628	-.095
NSSE 2014 & 2015	41.5	12.6	.07	18	34	43	50	60	29,781	-1.2	.600	-.094
Top 50%	44.0	11.7	.11	22	38	46	52	60	30	-3.7	.187	-.316
Top 10%	45.8	11.9	.24	23	40	48	55	60	30	-5.6	.052	-.466
Supportive Environment												
NYCCT (N = 31)	38.7	13.4	2.42	13	28	40	48	60				
Mid East Public	36.6	14.1	.27	13	28	38	48	60	2,731	2.1	.403	.152
Carnegie Class	36.7	15.0	1.21	15	25	35	50	60	181	2.1	.482	.140
NSSE 2014 & 2015	37.3	13.9	.08	15	28	38	48	60	28,644	1.4	.569	.103
Top 50%	39.4	13.4	.11	18	30	40	50	60	14,427	-.7	.776	-.052
Top 10%	41.3	13.0	.23	20	33	40	53	60	3,177	-2.6	.278	-.197

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 2015 Engagement Indicators

Detailed Statistics[a]

CUNY New York City College of Technology

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												
NYCCT (N = 80)	39.9	15.9	1.77	5	30	40	55	60				
Mid East Public	40.5	14.4	.22	15	30	40	55	60	4,511	-.6	.699	-.044
Carnegie Class	41.7	14.2	1.02	20	30	40	55	60	274	-1.8	.350	-.124
NSSE 2014 & 2015	41.4	14.1	.07	20	30	40	55	60	44,505	-1.5	.357	-.103
Top 50%	43.5	13.8	.11	20	35	40	55	60	16,816	-3.6	.021	-.259
Top 10%	45.3	13.6	.20	20	40	45	60	60	4,575	-5.4	.000	-.396
Reflective & Integrative Learning												
NYCCT (N = 83)	33.3	13.3	1.46	14	23	31	40	60				
Mid East Public	38.3	13.2	.19	17	29	37	49	60	4,711	-5.0	.001	-.378
Carnegie Class	38.4	13.0	.91	17	29	40	49	60	285	-5.1	.003	-.393
NSSE 2014 & 2015	39.1	13.1	.06	17	29	40	49	60	46,319	-5.8	.000	-.440
Top 50%	41.3	12.7	.10	20	31	40	51	60	16,780	-8.0	.000	-.629
Top 10%	43.1	12.5	.19	20	34	43	54	60	4,218	-9.8	.000	-.784
Learning Strategies												
NYCCT (N = 78)	42.0	14.3	1.62	20	33	40	60	60				
Mid East Public	39.5	14.9	.23	13	27	40	53	60	4,224	2.5	.140	.169
Carnegie Class	41.8	14.6	1.08	20	33	40	53	60	260	.2	.933	.011
NSSE 2014 & 2015	40.3	14.8	.07	13	27	40	53	60	41,993	1.7	.321	.113
Top 50%	42.5	14.6	.10	20	33	40	60	60	21,172	-.5	.770	-.033
Top 10%	44.8	14.2	.19	20	33	47	60	60	5,620	-2.9	.078	-.201
Quantitative Reasoning												
NYCCT (N = 84)	30.6	17.9	1.95	0	20	27	47	60				
Mid East Public	29.2	17.6	.26	0	20	27	40	60	4,590	1.4	.469	.080
Carnegie Class	29.6	17.5	1.24	0	20	27	40	60	282	1.0	.659	.057
NSSE 2014 & 2015	30.4	17.4	.08	0	20	27	40	60	45,346	.2	.903	.013
Top 50%	31.8	17.3	.10	0	20	33	40	60	28,210	-1.1	.546	-.066
Top 10%	33.6	16.9	.21	0	20	33	47	60	6,308	-3.0	.106	-.178
Learning with Peers												
Collaborative Learning												
NYCCT (N = 79)	32.3	12.5	1.40	15	20	30	45	50				
Mid East Public	32.4	14.3	.21	10	20	30	40	60	4,820	-.1	.970	-.004
Carnegie Class	31.3	14.9	1.04	5	20	30	40	60	282	1.1	.566	.076
NSSE 2014 & 2015	32.9	14.6	.07	10	20	30	45	60	47,218	-.6	.727	-.039
Top 50%	35.7	13.9	.09	15	25	35	45	60	23,689	-3.3	.033	-.241
Top 10%	38.2	13.7	.20	15	30	40	50	60	4,784	-5.8	.000	-.427
Discussions with Diverse Others												
NYCCT (N = 78)	39.4	18.6	2.10	0	25	40	60	60				
Mid East Public	42.2	16.2	.25	15	30	40	60	60	4,270	-2.8	.137	-.170
Carnegie Class	40.6	17.2	1.26	10	25	40	60	60	263	-1.1	.632	-.065
NSSE 2014 & 2015	42.0	16.1	.08	15	30	40	60	60	42,441	-2.6	.162	-.158
Top 50%	43.9	15.9	.10	20	35	45	60	60	27,186	-4.5	.012	-.283
Top 10%	45.9	15.4	.19	20	40	50	60	60	79	-6.5	.003	-.421

NSSE 2015 Engagement Indicators

Detailed Statistics[a]

CUNY New York City College of Technology

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												
NYCCT (N = 81)	18.9	14.9	1.66	0	5	20	25	50				
Mid East Public	24.5	16.6	.25	0	10	20	35	60	4,600	-5.5	.003	-.334
Carnegie Class	25.1	17.1	1.21	0	10	25	35	60	279	-6.2	.005	-.376
NSSE 2014 & 2015	24.1	16.4	.08	0	10	20	35	60	45,345	-5.1	.005	-.313
Top 50%	29.8	16.2	.16	5	20	30	40	60	10,898	-10.8	.000	-.668
Top 10%	34.1	16.6	.41	5	20	35	45	60	91	-15.2	.000	-.921
Effective Teaching Practices												
NYCCT (N = 84)	41.8	15.8	1.72	8	32	44	56	60				
Mid East Public	40.1	13.9	.21	16	32	40	52	60	85	1.7	.324	.123
Carnegie Class	41.2	14.9	1.05	16	32	40	56	60	284	.6	.774	.037
NSSE 2014 & 2015	40.8	13.9	.06	16	32	40	52	60	83	1.0	.564	.072
Top 50%	43.1	13.6	.11	20	36	44	56	60	84	-1.3	.453	-.095
Top 10%	45.1	13.4	.25	20	36	48	60	60	86	-3.4	.057	-.249
Campus Environment												
Quality of Interactions												
NYCCT (N = 77)	37.4	14.9	1.70	8	28	40	48	60				
Mid East Public	40.2	12.4	.20	18	32	42	50	60	78	-2.8	.104	-.226
Carnegie Class	43.3	12.5	.93	18	36	45	52	60	124	-5.8	.003	-.440
NSSE 2014 & 2015	42.4	12.0	.06	20	35	44	50	60	76	-5.0	.005	-.412
Top 50%	45.0	11.4	.10	24	38	46	54	60	76	-7.6	.000	-.662
Top 10%	46.7	11.8	.20	24	40	50	56	60	78	-9.3	.000	-.785
Supportive Environment												
NYCCT (N = 74)	30.1	15.8	1.84	3	18	30	43	58				
Mid East Public	32.8	14.4	.23	10	23	33	43	60	3,988	-2.7	.115	-.185
Carnegie Class	33.1	15.2	1.14	8	23	33	43	60	249	-3.0	.159	-.196
NSSE 2014 & 2015	33.3	14.5	.07	10	23	33	43	60	39,958	-3.2	.058	-.221
Top 50%	36.1	13.9	.11	13	26	38	45	60	73	-6.0	.002	-.430
Top 10%	38.8	13.7	.25	15	30	40	50	60	76	-8.7	.000	-.629

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.