
NSSE 2025

Engagement Indicators

Colorado State University Pueblo

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 all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

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 Rocky Mntn Public	Your first-year students compared with Carnegie M/M	Your first-year students compared with Peers
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 Rocky Mntn Public	Your seniors compared with Carnegie M/M	Your seniors compared with Peers
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

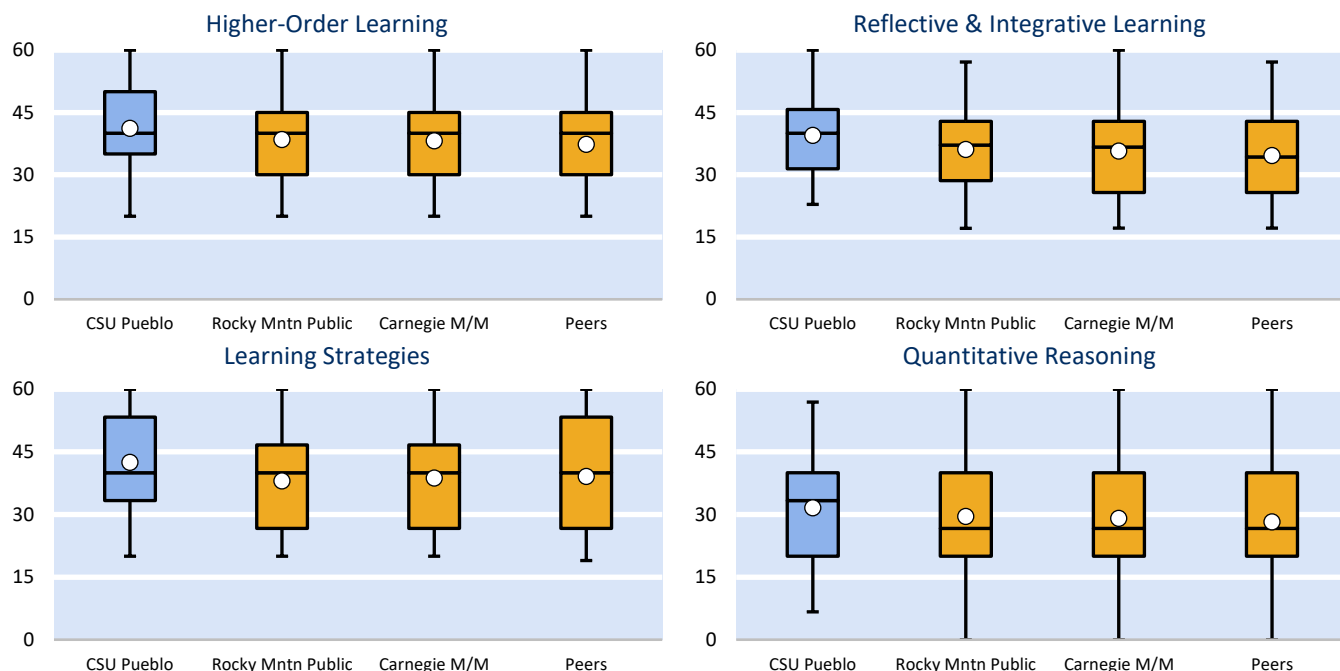
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CSU Pueblo Mean	Your first-year students compared with					
		Rocky Mntn Public		Carnegie M/M		Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.2	38.5 *	.21	38.2 *	.23	37.4 **	.29
Reflective & Integrative Learning	39.5	36.1 **	.28	35.7 ***	.30	34.7 ***	.40
Learning Strategies	42.5	38.1 **	.32	38.7 **	.27	39.1 *	.24
Quantitative Reasoning	31.6	29.5	.13	29.1	.16	28.3	.21

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and			
	CSU Pueblo	Rocky Mntn Public	Carnegie M/M	Peers	
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	76	+4	+6	+10	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+6	+7	+11	
4d. Evaluating a point of view, decision, or information source	80	+12	+10	+10	
4e. Forming a new idea or understanding from various pieces of information	79	+9	+9	+10	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	55	-3	+2	+5	
2b. Connected your learning to societal problems or issues	55	+1	+2	+10	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+8	+5	+7	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	76	+10	+11	+15	
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	82	+11	+11	+10	
2f. Learned something that changed the way you understand an issue or concept	78	+9	+11	+14	
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+7	+9	+13	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	85	+10	+12	+12	
9b. Reviewed your notes after class	76	+12	+10	+4	
9c. Summarized what you learned in class or from course materials	74	+12	+9	+8	
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.)	64	+8	+10	+13	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+4	+4	+6	
6c. Evaluated what others have concluded from numerical information	50	+6	+7	+11	

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

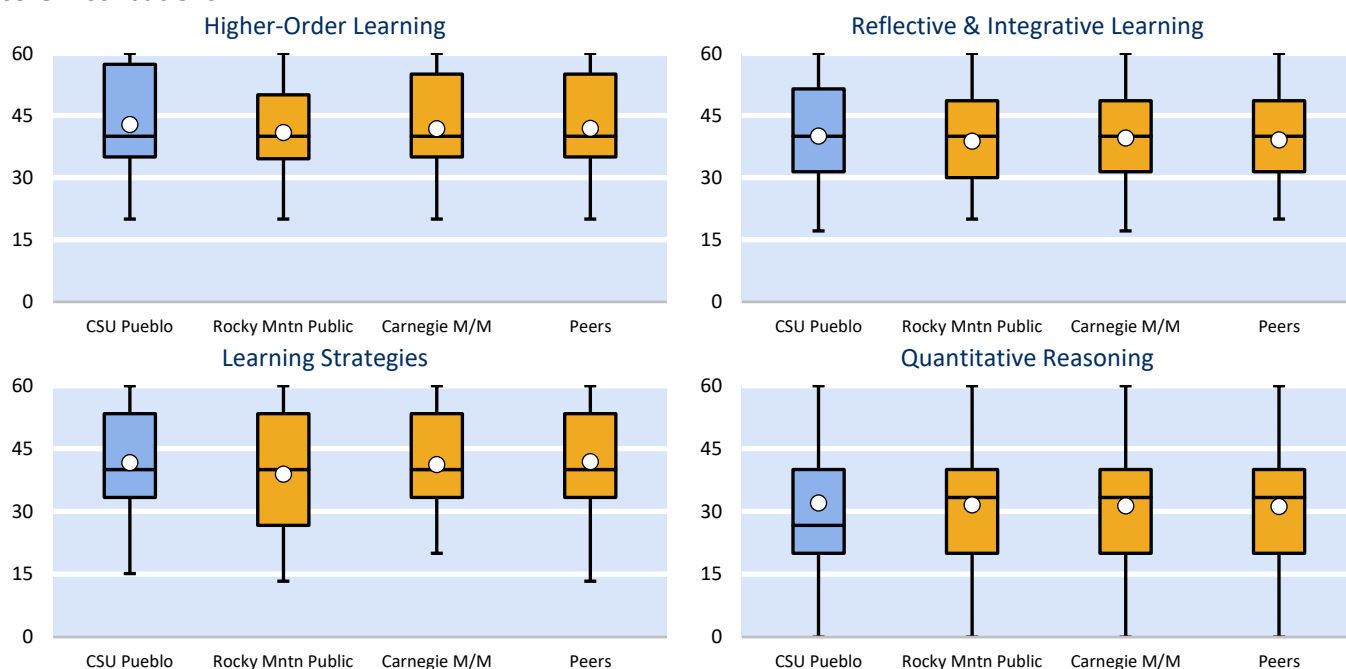
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CSU Pueblo	Your seniors compared with					
		Rocky Mntn Public		Carnegie M/M		Peers	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.8	40.9	.15	41.9	.07	41.9	.07
Reflective & Integrative Learning	40.0	38.8	.10	39.6	.03	39.1	.07
Learning Strategies	41.6	38.9 *	.19	41.1	.03	41.8	-.01
Quantitative Reasoning	32.0	31.5	.03	31.3	.04	31.1	.05

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.

		Percentage point difference ^a between your seniors and			
	CSU Pueblo	Rocky Mntn Public	Carnegie M/M	Peers	
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	80	+0	+1	-1	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	+3	+3	+4	
4d. Evaluating a point of view, decision, or information source	74	+4	-2	-1	
4e. Forming a new idea or understanding from various pieces of information	80	+6	+4	+3	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	70	-2	+0	-1	
2b. Connected your learning to societal problems or issues	63	+1	-2	+2	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-4	-10	-5	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	74	+5	+5	+3	
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	79	+6	+5	+2	
2f. Learned something that changed the way you understand an issue or concept	74	+2	+1	+0	
2g. Connected ideas from your courses to your prior experiences and knowledge	86	-0	+0	-0	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	82	+5	+2	+2	
9b. Reviewed your notes after class	70	+6	+0	-4	
9c. Summarized what you learned in class or from course materials	67	+3	-6	-7	
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.)	60	+1	+3	+2	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+2	+1	+2	
6c. Evaluated what others have concluded from numerical information	46	-4	-1	+0	

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.

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Learning with Peers: First-year students

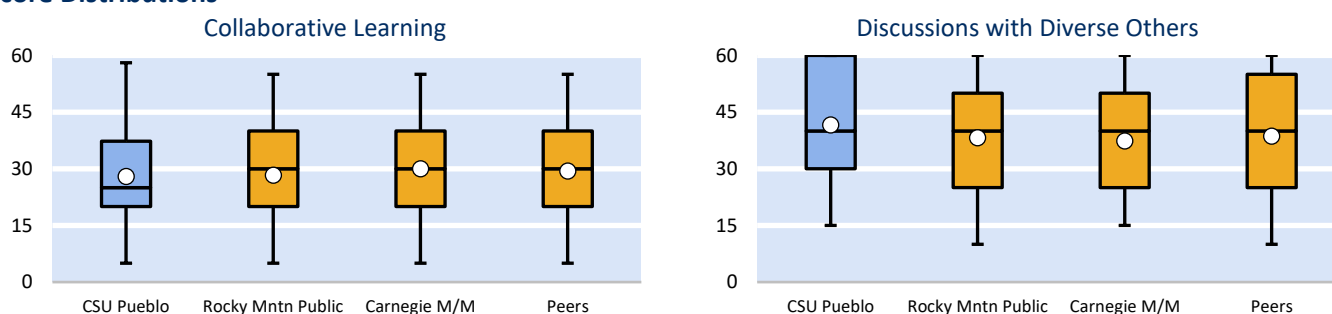
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CSU Pueblo	Your first-year students compared with					
		Rocky Mntn Public		Carnegie M/M		Peers	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.9	28.2	-.02	29.9	-.14	29.4	-.10
Discussions with Diverse Others	41.5	38.2 *	.22	37.4 *	.27	38.6	.18

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		Percentage point difference ^a between your FY students and			
	CSU Pueblo	Rocky Mntn Public	Carnegie M/M	Peers	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	37	-6	-7	-8	
1c. Explained course material to one or more students	44	-3	-4	-3	
1d. Prepared for exams by discussing or working through course material with other students	38	-0	-3	-5	
1e. Worked with other students on course projects or assignments	51	+3	-2	-1	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	85	+21	+19	+11	
8b. People from economic backgrounds other than your own	79	+10	+10	+9	
8c. People with religious beliefs other than your own	73	+4	+12	+9	
8d. People with political views other than your own	67	+4	+10	+5	

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Learning with Peers: Seniors

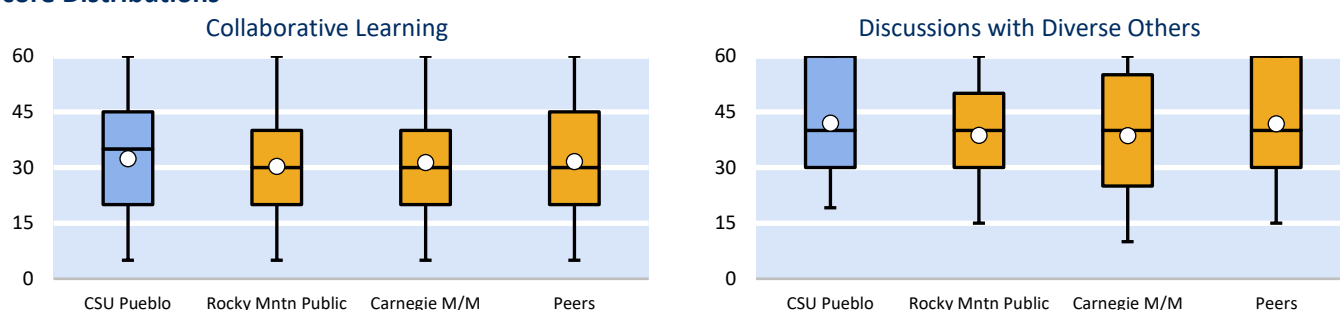
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CSU Pueblo	Your seniors compared with					
		Rocky Mntn Public		Carnegie M/M		Peers	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.4	30.3	.13	31.4	.06	31.7	.04
Discussions with Diverse Others	42.0	38.7 **	.21	38.6 **	.21	41.8	.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).

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		Percentage point difference ^a between your seniors and			
	CSU Pueblo	Rocky Mntn Public	Carnegie M/M	Peers	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	48	+6	+5	+3	
1c. Explained course material to one or more students	56	+5	+2	+2	
1d. Prepared for exams by discussing or working through course material with other students	45	+8	+2	+0	
1e. Worked with other students on course projects or assignments	66	+6	+5	+7	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	79	+15	+10	+2	
8b. People from economic backgrounds other than your own	74	+4	+2	-3	
8c. People with religious beliefs other than your own	68	-2	+7	-2	
8d. People with political views other than your own	66	+2	+4	-6	

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Experiences with Faculty: First-year students

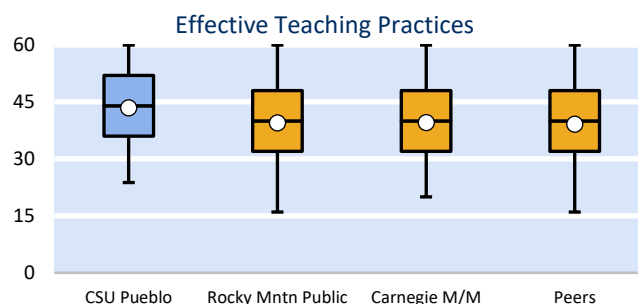
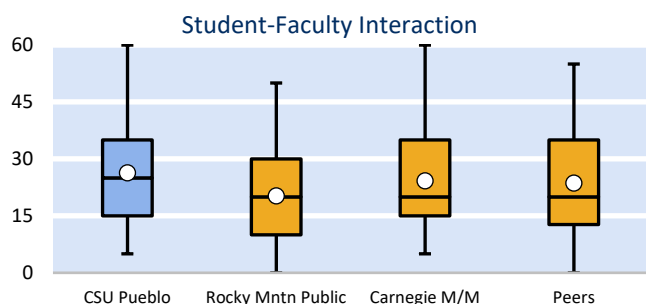
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	CSU Pueblo Mean	Your first-year students compared with					
		Rocky Mntn Public		Carnegie M/M		Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.3	20.3 ***	.41	24.2	.14	23.6	.18
Effective Teaching Practices	43.5	39.4 **	.31	39.6 **	.30	39.1 **	.33

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

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		Percentage point difference ^a between your FY students and			
	CSU Pueblo	Rocky Mntn Public	Carnegie M/M	Peers	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...		%			
3a. Talked about career plans with a faculty member	54	+19	+11	+12	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+11	+4	+5	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	+13	+5	+8	
3d. Discussed your academic performance with a faculty member	46	+19	+10	+9	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	86	+7	+7	+11	
5b. Taught course sessions in an organized way	79	+2	+4	+6	
5c. Used examples or illustrations to explain difficult points	87	+12	+12	+12	
5d. Provided feedback on a draft or work in progress	79	+16	+12	+11	
5e. Provided prompt and detailed feedback on tests or completed assignments	73	+11	+9	+11	

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Experiences with Faculty: Seniors

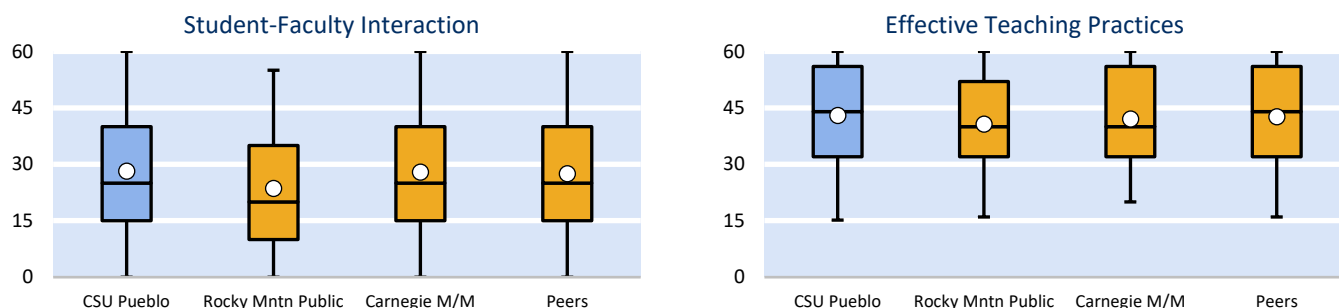
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Mean Comparisons

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		Rocky Mntn Public Mean	Effect size	Carnegie M/M Mean	Effect size	Peers Mean	Effect size
Student-Faculty Interaction	28.1	23.6 ***	.29	27.9	.02	27.4	.04
Effective Teaching Practices	43.0	40.6 *	.17	42.0	.07	42.6	.02

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

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		Percentage point difference ^a between your seniors and			
	CSU Pueblo	Rocky Mntn Public	Carnegie M/M	Peers	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	49	+6	-4	-3	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	+9	+1	+3	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	+7	-0	+0	
3d. Discussed your academic performance with a faculty member	42	+12	+0	-1	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	85	+3	+3	-0	
5b. Taught course sessions in an organized way	82	+2	+3	+1	
5c. Used examples or illustrations to explain difficult points	80	+1	+2	+2	
5d. Provided feedback on a draft or work in progress	70	+6	-0	-0	
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+6	+0	-1	

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

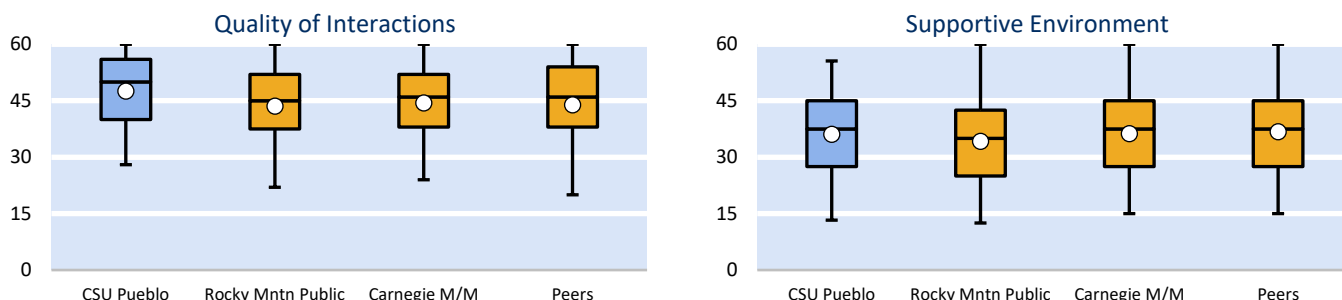
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CSU Pueblo Mean	Your first-year students compared with					
		Rocky Mntn Public Mean	Effect size	Carnegie M/M Mean	Effect size	Peers Mean	Effect size
Quality of Interactions	47.6	43.6 ***	.35	44.4 **	.28	43.9 **	.30
Supportive Environment	36.1	34.2	.14	36.3	-.01	36.8	-.05

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and			
	CSU Pueblo	Rocky Mntn Public	Carnegie M/M	Peers	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	57	+8	+8	+8	
13b. Academic advisors	61	+6	+2	+4	
13c. Faculty	64	+8	+5	+9	
13d. Student services staff (career services, student activities, housing, etc.)	60	+11	+8	+7	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	69	+22	+18	+16	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	71	-0	-3	-5	
14c. Using learning support services (tutoring services, writing center, etc.)	79	+4	+4	+3	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	68	+14	+8	+4	
14e. Providing opportunities to be involved socially	66	-2	-6	-7	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	78	+11	+10	+10	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+4	-5	-5	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	+9	+4	+5	
14i. Attending events that address important social, economic, or political issues	45	+6	-4	-2	

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

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

Campus Environment: Seniors

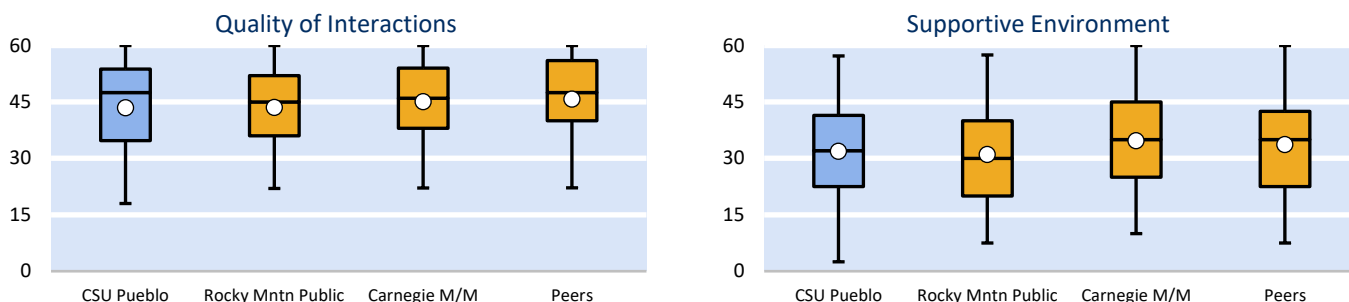
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CSU Pueblo	Your seniors compared with					
		Rocky Mntn Public	Effect size	Carnegie M/M	Effect size	Peers	Effect size
Quality of Interactions	43.5	43.5	-.01	45.1	-.14	45.7 *	-.19
Supportive Environment	31.9	31.1	.06	34.7 *	-.19	33.7	-.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).

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	CSU Pueblo	Percentage point difference ^a between your seniors and			
		Rocky Mntn Public	Carnegie M/M	Peers	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	62	+3	+1	+1	
13b. Academic advisors	53	-1	-7	-7	
13c. Faculty	72	+9	+8	+7	
13d. Student services staff (career services, student activities, housing, etc.)	54	+7	+3	-0	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+5	+0	-3	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	67	-1	-6	-7	
14c. Using learning support services (tutoring services, writing center, etc.)	67	+3	-4	-2	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	+4	-3	-5	
14e. Providing opportunities to be involved socially	64	+3	-6	-2	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+4	-3	-1	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	+10	+0	+2	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	-1	-9	-4	
14i. Attending events that address important social, economic, or political issues	34	-1	-11	-6	

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

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

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NSSE 2025 Engagement Indicators

Comparisons with High-Performing Institutions

Colorado State University Pueblo

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 2024 and 2025 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2024 and 2025 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	CSU Pueblo Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.2	40.3	.07	✓	42.9	-.13	
	Reflective and Integrative Learning	39.5	37.6	.15	✓	40.0	-.05	✓
	Learning Strategies	42.5	40.9	.11	✓	43.8	-.09	✓
	Quantitative Reasoning	31.6	31.2	.03	✓	33.6	-.13	
Learning with Peers	Collaborative Learning	27.9	33.0 ***	-.37		36.2 ***	-.61	
	Discussions with Diverse Others	41.5	40.9	.04	✓	43.7	-.16	
Experiences with Faculty	Student-Faculty Interaction	26.3	25.7	.04	✓	29.6 *	-.21	
	Effective Teaching Practices	43.5	41.7	.13	✓	44.4	-.07	✓
Campus Environment	Quality of Interactions	47.6	46.5	.10	✓	49.1	-.12	
	Supportive Environment	36.1	38.0	-.15		40.6 **	-.36	

Seniors

Theme	Engagement Indicator	CSU Pueblo Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.8	42.9	.00	✓	45.5 *	-.21	
	Reflective and Integrative Learning	40.0	40.9	-.08	✓	43.8 ***	-.31	
	Learning Strategies	41.6	42.2	-.04	✓	44.6 **	-.21	
	Quantitative Reasoning	32.0	33.6	-.10	✓	36.9 ***	-.31	
Learning with Peers	Collaborative Learning	32.4	34.9 *	-.18		38.5 ***	-.45	
	Discussions with Diverse Others	42.0	41.8	.01	✓	44.8 *	-.19	
Experiences with Faculty	Student-Faculty Interaction	28.1	30.7	-.16		34.8 ***	-.41	
	Effective Teaching Practices	43.0	43.4	-.03	✓	46.2 **	-.25	
Campus Environment	Quality of Interactions	43.5	46.3 **	-.24		49.1 ***	-.46	
	Supportive Environment	31.9	35.9 ***	-.28		39.4 ***	-.55	

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 current- and prior-year 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.

NSSE 2025 Engagement Indicators

Detailed Statistics^a

Colorado State University Pueblo

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												
CSU Pueblo (N = 91)	41.2	12.5	1.31	20	35	40	50	60				
Rocky Mntn Public	38.5	13.1	.19	20	30	40	45	60	94	2.7	.042	.209
Carnegie M/M	38.2	13.3	.16	20	30	40	45	60	93	3.0	.026	.225
Peers	37.4	13.4	.52	20	30	40	45	60	120	3.8	.008	.287
Top 50%	40.3	13.2	.04	20	30	40	50	60	90	.9	.478	.071
Top 10%	42.9	12.7	.12	20	35	40	55	60	92	-1.7	.210	-.131
Reflective & Integrative Learning												
CSU Pueblo (N = 103)	39.5	10.1	1.00	23	31	40	46	60				
Rocky Mntn Public	36.1	12.3	.17	17	29	37	43	57	108	3.4	.001	.277
Carnegie M/M	35.7	12.4	.14	17	26	37	43	60	106	3.7	.000	.300
Peers	34.7	12.3	.45	17	26	34	43	57	146	4.8	.000	.399
Top 50%	37.6	12.0	.04	20	29	37	46	60	102	1.8	.072	.152
Top 10%	40.0	12.1	.12	20	31	40	49	60	105	-.6	.574	-.047
Learning Strategies												
CSU Pueblo (N = 86)	42.5	13.0	1.40	20	33	40	53	60				
Rocky Mntn Public	38.1	13.9	.21	20	27	40	47	60	89	4.4	.003	.318
Carnegie M/M	38.7	14.0	.17	20	27	40	47	60	88	3.8	.009	.270
Peers	39.1	13.8	.55	19	27	40	53	60	113	3.3	.030	.243
Top 50%	40.9	13.9	.05	20	33	40	53	60	85	1.6	.273	.112
Top 10%	43.8	14.2	.10	20	33	40	60	60	86	-1.3	.354	-.092
Quantitative Reasoning												
CSU Pueblo (N = 86)	31.6	14.9	1.61	7	20	33	40	57				
Rocky Mntn Public	29.5	15.6	.24	0	20	27	40	60	89	2.1	.205	.133
Carnegie M/M	29.1	15.6	.19	0	20	27	40	60	88	2.5	.127	.160
Peers	28.3	15.7	.62	0	20	27	40	60	112	3.3	.055	.214
Top 50%	31.2	15.5	.05	7	20	33	40	60	85	.4	.803	.026
Top 10%	33.6	15.6	.12	7	20	33	40	60	86	-2.0	.227	-.126
Learning with Peers												
Collaborative Learning												
CSU Pueblo (N = 108)	27.9	14.2	1.37	5	20	25	37	58				
Rocky Mntn Public	28.2	14.9	.20	5	20	30	40	55	112	-.3	.820	-.021
Carnegie M/M	29.9	14.1	.15	5	20	30	40	55	110	-2.0	.146	-.143
Peers	29.4	14.6	.52	5	20	30	40	55	140	-1.5	.313	-.102
Top 50%	33.0	13.9	.05	10	25	30	40	60	107	-5.1	.000	-.367
Top 10%	36.2	13.6	.11	15	25	35	45	60	108	-8.3	.000	-.613
Discussions with Diverse Others												
CSU Pueblo (N = 89)	41.5	15.3	1.62	15	30	40	60	60				
Rocky Mntn Public	38.2	15.6	.24	10	25	40	50	60	92	3.4	.043	.215
Carnegie M/M	37.4	15.4	.19	15	25	40	50	60	90	4.2	.012	.271
Peers	38.6	16.3	.65	10	25	40	55	60	118	2.9	.095	.182
Top 50%	40.9	14.9	.05	20	30	40	55	60	88	.7	.682	.045
Top 10%	43.7	13.9	.15	20	35	45	60	60	89	-2.2	.179	-.159

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												
CSU Pueblo (N = 99)	26.3	14.1	1.42	5	15	25	35	60				
Rocky Mntn Public	20.3	14.9	.21	0	10	20	30	50	102	6.1	.000	.408
Carnegie M/M	24.2	15.3	.18	5	15	20	35	60	101	2.2	.135	.141
Peers	23.6	15.1	.57	0	13	20	35	55	131	2.7	.081	.180
Top 50%	25.7	15.3	.07	5	15	25	35	60	98	.6	.657	.041
Top 10%	29.6	15.6	.18	5	20	25	40	60	101	-3.3	.023	-.213
Effective Teaching Practices												
CSU Pueblo (N = 92)	43.5	11.8	1.23	24	36	44	52	60				
Rocky Mntn Public	39.4	13.2	.19	16	32	40	48	60	96	4.0	.002	.306
Carnegie M/M	39.6	13.2	.15	20	32	40	48	60	94	3.9	.002	.296
Peers	39.1	13.4	.51	16	32	40	48	60	125	4.3	.001	.328
Top 50%	41.7	13.3	.05	20	32	40	52	60	91	1.8	.155	.132
Top 10%	44.4	14.2	.12	20	36	48	60	60	93	-1.0	.429	-.069
Campus Environment												
Quality of Interactions												
CSU Pueblo (N = 87)	47.6	9.8	1.05	28	40	50	56	60				
Rocky Mntn Public	43.6	11.5	.19	22	38	45	52	60	91	4.0	.000	.352
Carnegie M/M	44.4	11.3	.14	24	38	46	52	60	89	3.2	.004	.282
Peers	43.9	12.5	.52	20	38	46	54	60	131	3.7	.002	.303
Top 50%	46.5	11.5	.05	25	40	48	56	60	86	1.1	.286	.098
Top 10%	49.1	12.0	.10	26	43	52	60	60	87	-1.5	.170	-.122
Supportive Environment												
CSU Pueblo (N = 86)	36.1	12.6	1.36	13	28	38	45	56				
Rocky Mntn Public	34.2	13.5	.21	13	25	35	43	60	90	1.9	.180	.137
Carnegie M/M	36.3	13.6	.17	15	28	38	45	60	88	-.2	.891	-.014
Peers	36.8	13.6	.55	15	28	38	45	60	116	-.7	.632	-.052
Top 50%	38.0	13.1	.06	18	30	40	48	60	86	-1.9	.157	-.148
Top 10%	40.6	12.5	.14	20	33	40	50	60	87	-4.5	.001	-.358

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.

NSSE 2025 Engagement Indicators

Detailed Statistics^a

Colorado State University Pueblo

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												
CSU Pueblo (N = 164)	42.8	14.3	1.12	20	35	40	57	60				
Rocky Mntn Public	40.9	13.5	.16	20	35	40	50	60	169	2.0	.083	.145
Carnegie M/M	41.9	13.9	.14	20	35	40	55	60	168	1.0	.383	.071
Peers	41.9	14.1	.38	20	35	40	55	60	203	.9	.434	.066
Top 50%	42.9	13.6	.04	20	35	40	55	60	163	.0	.968	-.003
Top 10%	45.5	12.7	.13	20	40	45	60	60	167	-2.7	.018	-.210
Reflective & Integrative Learning												
CSU Pueblo (N = 175)	40.0	13.0	.99	17	31	40	51	60				
Rocky Mntn Public	38.8	12.5	.14	20	30	40	49	60	181	1.2	.214	.099
Carnegie M/M	39.6	13.0	.12	17	31	40	49	60	179	.4	.684	.031
Peers	39.1	12.6	.33	20	31	40	49	60	215	.9	.375	.073
Top 50%	40.9	12.4	.04	20	31	40	51	60	174	-.9	.349	-.075
Top 10%	43.8	12.0	.13	23	34	43	54	60	179	-3.8	.000	-.311
Learning Strategies												
CSU Pueblo (N = 164)	41.6	14.5	1.14	15	33	40	53	60				
Rocky Mntn Public	38.9	14.4	.17	13	27	40	53	60	171	2.7	.018	.189
Carnegie M/M	41.1	14.6	.15	20	33	40	53	60	169	.5	.663	.034
Peers	41.8	14.6	.41	13	33	40	53	60	207	-.2	.861	-.014
Top 50%	42.2	14.4	.04	20	33	40	53	60	163	-.5	.639	-.037
Top 10%	44.6	14.1	.11	20	33	47	60	60	166	-3.0	.009	-.215
Quantitative Reasoning												
CSU Pueblo (N = 162)	32.0	16.5	1.29	0	20	27	40	60				
Rocky Mntn Public	31.5	16.0	.19	0	20	33	40	60	169	.5	.723	.029
Carnegie M/M	31.3	17.0	.17	0	20	33	40	60	167	.7	.599	.041
Peers	31.1	17.0	.47	0	20	33	40	60	206	.9	.518	.053
Top 50%	33.6	16.5	.05	7	20	33	47	60	162	-1.6	.226	-.095
Top 10%	36.9	16.1	.13	7	27	40	47	60	165	-4.9	.000	-.307
Learning with Peers												
Collaborative Learning												
CSU Pueblo (N = 179)	32.4	16.3	1.22	5	20	35	45	60				
Rocky Mntn Public	30.3	15.6	.17	5	20	30	40	60	186	2.0	.102	.129
Carnegie M/M	31.4	15.9	.15	5	20	30	40	60	184	1.0	.424	.062
Peers	31.7	16.7	.43	5	20	30	45	60	226	.7	.582	.043
Top 50%	34.9	14.4	.04	10	25	35	45	60	179	-2.6	.037	-.178
Top 10%	38.5	13.6	.11	15	30	40	50	60	181	-6.1	.000	-.449
Discussions with Diverse Others												
CSU Pueblo (N = 165)	42.0	15.5	1.21	19	30	40	60	60				
Rocky Mntn Public	38.7	15.4	.19	15	30	40	50	60	171	3.3	.008	.215
Carnegie M/M	38.6	16.4	.17	10	25	40	55	60	170	3.4	.006	.207
Peers	41.8	16.3	.45	15	30	40	60	60	212	.2	.872	.013
Top 50%	41.8	15.5	.05	15	30	40	60	60	164	.2	.872	.013
Top 10%	44.8	14.5	.16	20	35	45	60	60	170	-2.8	.024	-.191

NSSE 2025 Engagement Indicators

Detailed Statistics^a

Colorado State University Pueblo

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												
CSU Pueblo (N = 170)	28.1	17.2	1.32	0	15	25	40	60				
Rocky Mtn Public	23.6	16.0	.18	0	10	20	35	55	176	4.6	.001	.286
Carnegie M/M	27.9	16.9	.16	0	15	25	40	60	174	.3	.838	.016
Peers	27.4	17.0	.45	0	15	25	40	60	211	.7	.607	.042
Top 50%	30.7	16.3	.08	5	20	30	40	60	170	-2.6	.052	-.158
Top 10%	34.8	16.3	.21	10	20	35	50	60	177	-6.7	.000	-.409
Effective Teaching Practices												
CSU Pueblo (N = 165)	43.0	14.5	1.12	15	32	44	56	60				
Rocky Mtn Public	40.6	13.8	.16	16	32	40	52	60	171	2.3	.041	.170
Carnegie M/M	42.0	14.0	.14	20	32	40	56	60	169	.9	.413	.066
Peers	42.6	14.2	.39	16	32	44	56	60	205	.4	.767	.025
Top 50%	43.4	13.6	.05	20	36	44	56	60	165	-.5	.680	-.034
Top 10%	46.2	13.2	.12	20	40	48	60	60	168	-3.3	.004	-.247
Campus Environment												
Quality of Interactions												
CSU Pueblo (N = 157)	43.5	13.0	1.03	18	35	48	54	60				
Rocky Mtn Public	43.5	12.1	.15	22	36	45	52	60	163	-.1	.949	-.006
Carnegie M/M	45.1	11.8	.12	22	38	46	54	60	161	-1.6	.118	-.139
Peers	45.7	12.0	.35	22	40	48	56	60	194	-2.3	.038	-.189
Top 50%	46.3	12.0	.04	24	40	48	56	60	157	-2.9	.006	-.240
Top 10%	49.1	12.1	.09	24	43	52	60	60	159	-5.6	.000	-.465
Supportive Environment												
CSU Pueblo (N = 162)	31.9	14.9	1.17	3	23	32	41	57				
Rocky Mtn Public	31.1	14.0	.17	8	20	30	40	58	168	.8	.481	.059
Carnegie M/M	34.7	14.6	.15	10	25	35	45	60	167	-2.8	.017	-.194
Peers	33.7	15.2	.43	8	23	35	43	60	207	-1.8	.141	-.121
Top 50%	35.9	14.2	.05	13	25	38	45	60	162	-4.0	.001	-.280
Top 10%	39.4	13.5	.17	18	30	40	50	60	168	-7.5	.000	-.551

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.