

**Colorado State University – Pueblo Academic Program Assessment Report for AY 2014-2015**

**Due: June 1, 2015**

**Program:** \_\_\_\_\_ General Education \_\_\_\_\_

**Date:** June 1, 2015

**Completed by:** \_\_\_\_\_ Helen Caprioglio \_\_\_\_\_

**Assessment contributors (other faculty involved in this program’s assessment):** \_\_\_\_\_ General Education Board Members \_\_\_\_\_

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2015. You’ll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2013-2014. Thank you.

**I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.**

<p>A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b></p>	<p>B. When was this SLO last assessed? <b>Please indicate the semester and year.</b></p>	<p>C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b></p>	<p>D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.</p>	<p>E. What is the expected achievement level and how many or what proportion of students should be at it?</p>	<p>F. What were the results of the assessment?</p>	<p>G. What were the department's conclusions about student performance?</p>	<p>H. What changes/improvements to the <u>program</u> are planned based on this assessment?</p>
<p><b>Communication (Use the English language to communicate with clarity, coherence and persuasiveness, demonstrating critical analysis, logic, precision and rhetorical awareness.)</b></p> <p><b>Critical Thinking (Identify, analyze and evaluate arguments and sources of information to make informed and logical</b></p>	<p>Spring 2012</p>	<p>NSSE survey (Specific question numbers are listed for each SLO on the assessment plan, but NSSE numbering has changed.)</p>	<p>NSSE was administered to 189 First Year students and 196 Seniors. A random sample was contacted and response rates were 19% (Fr) and 23% (Sr).</p>	<p>Students are expected to on average have NSSE engagement levels at or above students at our peer institutions.</p>	<p>All NSSE survey engagement indicators reported at significantly higher or not significantly different compared to our peers, our IPEDS/ Carnegie class and all NSSE participants for both First year students and Seniors.</p>	<p>CSUP students are well engaged in all areas of the NSSE survey (Academic Challenge, Learning with Peers, Experiences with Faculty and Campus Environment)</p>	<p>A reevaluation and update of the assessment plan is planned as part of continual improvement.</p> <p>A more thorough analysis of data will be done with general education faculty. College faculty could be consulted concerning performance patterns of their majors.</p>

<p><b>judgments, to arrive at reasoned and meaningful arguments and positions, and to formulate and apply ideas to new contexts.)</b></p> <p><b>Diversity and Social Responsibility (Articulate the nature of a multicultural society and recognize the role of aesthetic awareness, foreign language skills, cultural and social perspectives or human and institutional systems of the past and present.)</b></p> <p><b>Personal Values and Ethics (Clarify and evaluate their own values and</b></p>							
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<b>ethical conduct and analyze the values and ethical conduct of others.)</b>							
<b>Quantitative Reasoning (Apply numeric, symbolic and geometric skills to formulate and solve quantitative problems.)</b>	Spring 2012	NSSE survey Quantitative Reasoning engagement factor	NSSE was administered to 189 First Year students and 196 Seniors. A random sample was contacted and response rates were 19% (Fr) and 23% (Sr).	Students are expected to on average have NSSE engagement levels at or above students at our peer institutions.	NSSE: CSUP Freshman engagement in this area was <u>significantly</u> higher than our peers, our IPEDS/ Carnegie class and overall. Senior engagement was <u>significantly</u> higher than our peers but similar to our IPEDS/ Carnegie class and overall.	CSUP students are highly engaged in quantitative reasoning. Current practices supporting this SLO should be continued and supported.	A reevaluation and update of the assessment plan is planned as part of continual improvement.  A more thorough analysis of data will be done with general education faculty. Perhaps to determine if similar successful strategies can be applied to other SLOs.
<b>Four of the SLOs: Communication, Critical Thinking, Quantitative Reasoning, &amp; Scientific Reasoning: (Apply the scientific</b>	Spring 2012	CAT 2013	CAT was administered to 200 mostly senior (97.5%) students who have completed Gen Ed	Students as a group are expected to perform at or above the peer mean CAT in normed assessments.	In CAT students scored higher overall and within each college than the previous CSUP 2009 CAT assessment. All individual	Our students are doing well and showing improvement on most CAT measured items.  The one area	Continual discussion regarding improvements to focus on GenEd SLOs will maintain our positive trend.  College discussions regarding progress of

method, laboratory techniques, mathematical principles and/or experimental design.)			coursework.		questions but 1 had a higher score than previous. Our mean overall score of 18.50 was near the national mean of 19.04. Nearly half (7/15) of the question means scored at or above the national means.	that might warrant attention since we did not show improvement over 2009 scores relates to students' ability to "Use and apply relevant information to evaluate a problem."	their majors and Gen ed outcomes taught in the college is suggested. There are differences between colleges.
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Comments: A major update to the General Education assessment plan will be necessary in 2015-16 due to changes in the format and content of the national survey instruments.

**II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.**

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?

Comments: Due to changes in personnel little general education assessment activity occurred in 2014-15.



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# NSSE 2014

## Engagement Indicators

Colorado State University-Pueblo

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### About Your Engagement Indicators Report

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

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

### Report sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

  - Mean Comparisons**  
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
  - Score Distributions**  
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
  - Summary of Indicator Items**  
Responses to each item in a given EI are displayed for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting comparisons

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

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

### How Engagement Indicators are computed

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

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

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Peers	Your first-year students compared with IPEDS/Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	△	--	--
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	▲	▲	▲
<i>Learning with Peers</i>	Collaborative Learning	△	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Peers	Your seniors compared with IPEDS/Carnegie Class	Your seniors compared with NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	△	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	--	△
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Academic Challenge: First-year students

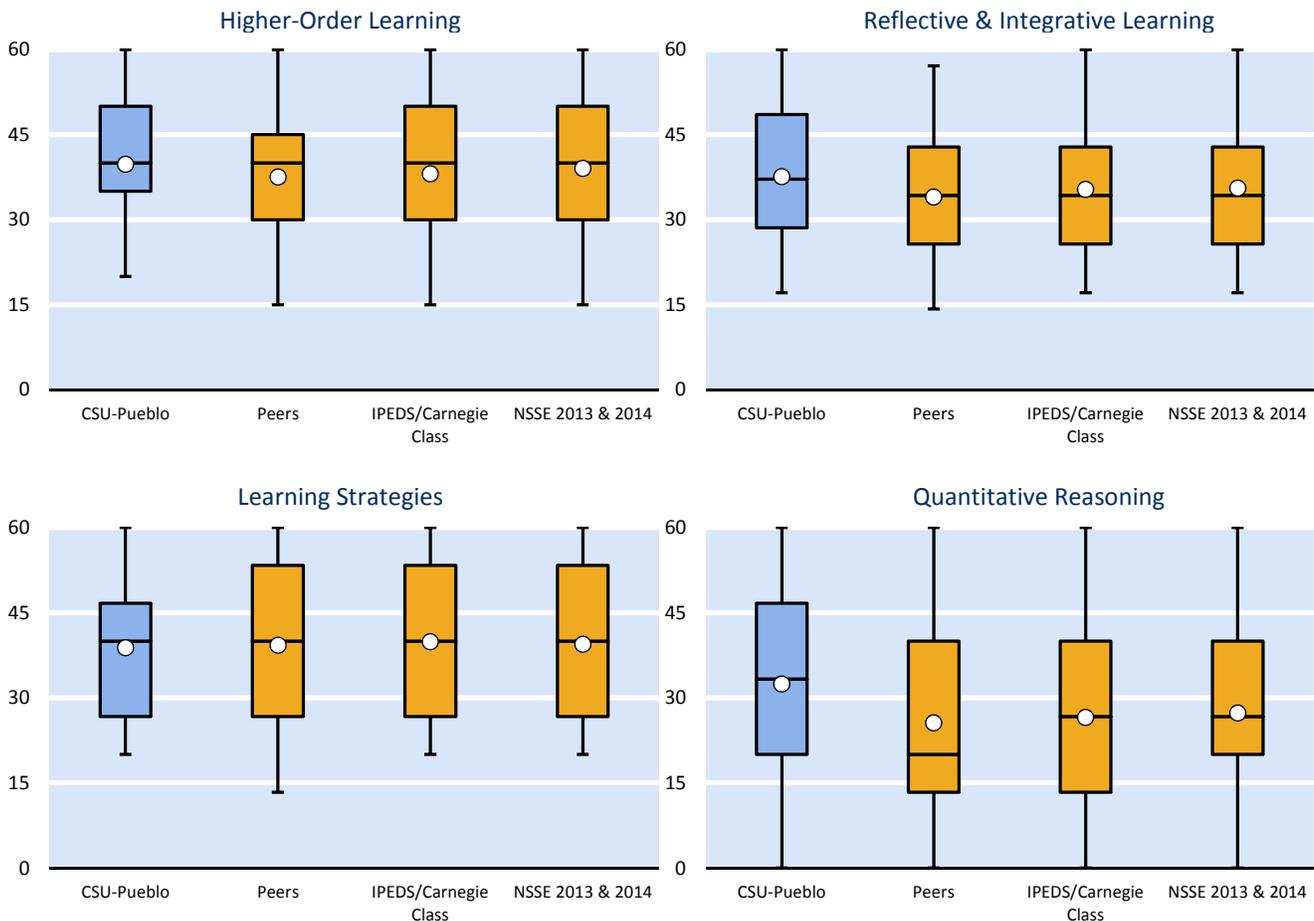
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	CSU-Pueblo Mean	Your first-year students compared with					
		Peers		IPEDS/Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.8	37.5 *	.16	38.1	.12	39.0	.05
Reflective & Integrative Learning	37.6	34.0 ***	.29	35.4 *	.18	35.6 *	.16
Learning Strategies	38.8	39.3	-.03	39.9	-.08	39.5	-.05
Quantitative Reasoning	32.5	25.6 ***	.41	26.6 ***	.36	27.3 ***	.31

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

#### Score Distributions



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

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

### Summary of Indicator Items

	CSU-Pueblo	Peers	IPEDS/Carnegie Class	NSSE 2013 & 2014
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	77 	70 	69 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76 	69 	68 	72 
4d. Evaluating a point of view, decision, or information source	76 	67 	69 	70 
4e. Forming a new idea or understanding from various pieces of information	73 	65 	68 	69 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	61 	53 	55 	56 
2b. Connected your learning to societal problems or issues	56 	48 	52 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53 	47 	49 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70 	60 	63 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69 	63 	67 	66 
2f. Learned something that changed the way you understand an issue or concept	76 	61 	64 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	80 	73 	77 	77 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76 	78 	79 	80 
9b. Reviewed your notes after class	68 	68 	69 	65 
9c. Summarized what you learned in class or from course materials	64 	60 	64 	63 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61 	47 	49 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50 	35 	37 	38 
6c. Evaluated what others have concluded from numerical information	47 	34 	35 	37 

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

### Academic Challenge: Seniors

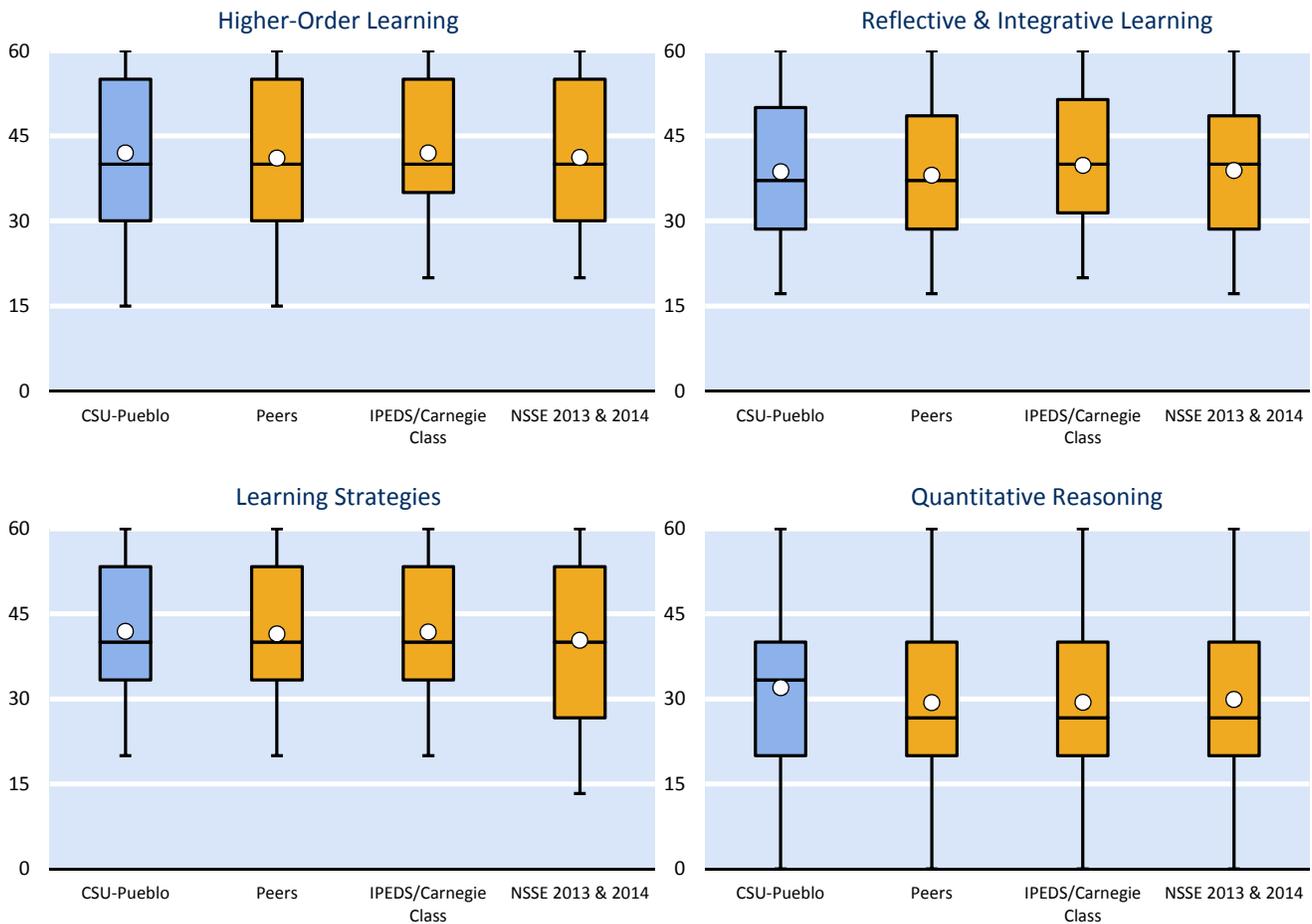
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 seniors compared with					
		Peers		IPEDS/Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.0	41.1	.06	42.0	.00	41.2	.06
Reflective & Integrative Learning	38.7	38.1	.05	39.8	-.08	38.9	-.02
Learning Strategies	41.9	41.5	.03	41.8	.01	40.3	.11
Quantitative Reasoning	32.0	29.4 *	.15	29.4	.15	29.9	.12

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

#### Score Distributions



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

## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	CSU-Pueblo	Peers	IPEDS/Carnegie Class	NSSE 2013 & 2014
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	77 	81 	79 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77 	76 	79 	78 
4d. Evaluating a point of view, decision, or information source	72 	72 	75 	72 
4e. Forming a new idea or understanding from various pieces of information	75 	72 	74 	72 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	79 	70 	72 	72 
2b. Connected your learning to societal problems or issues	59 	62 	66 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51 	54 	60 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	65 	69 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69 	69 	73 	70 
2f. Learned something that changed the way you understand an issue or concept	71 	67 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	80 	83 	85 	84 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	84 	85 	83 
9b. Reviewed your notes after class	70 	69 	68 	63 
9c. Summarized what you learned in class or from course materials	70 	68 	71 	66 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61 	53 	53 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45 	44 	44 	44 
6c. Evaluated what others have concluded from numerical information	51 	43 	42 	44 

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

### Learning with Peers: First-year students

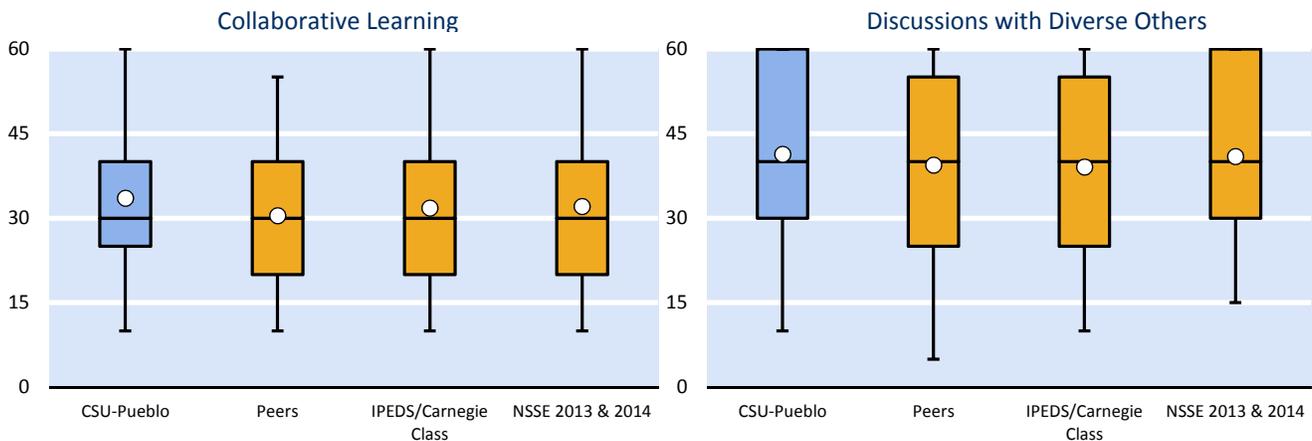
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	CSU-Pueblo Mean	Your first-year students compared with					
		Peers Mean	Effect size	IPEDS/Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Collaborative Learning	33.5	30.4 **	.23	31.7	.13	32.1	.10
Discussions with Diverse Others	41.3	39.4	.11	39.0	.14	40.9	.03

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

#### Score Distributions



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#### Summary of Indicator Items

##### Collaborative Learning

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

	CSU-Pueblo	Peers	IPEDS/Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	54	47	48	49
1f. Explained course material to one or more students	65	55	56	57
1g. Prepared for exams by discussing or working through course material with other students	50	43	47	49
1h. Worked with other students on course projects or assignments	53	49	52	52

##### Discussions with Diverse Others

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

	CSU-Pueblo	Peers	IPEDS/Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	79	68	67	71
8b. People from an economic background other than your own	76	70	70	73
8c. People with religious beliefs other than your own	67	67	65	69
8d. People with political views other than your own	67	67	65	69

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

### Learning with Peers: Seniors

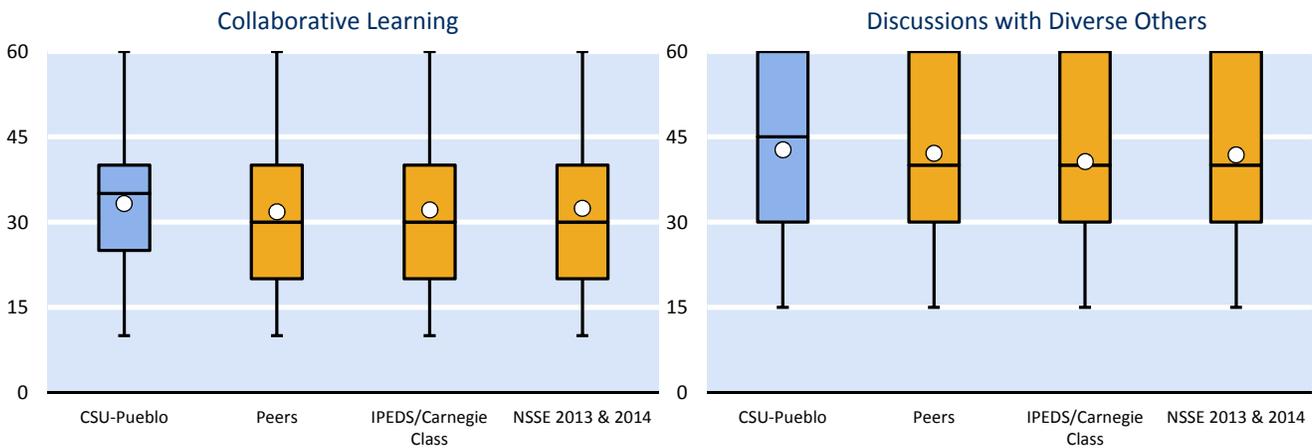
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	CSU-Pueblo Mean	Your seniors compared with					
		Peers Mean	Peers Effect size	IPEDS/Carnegie Class Mean	IPEDS/Carnegie Class Effect size	NSSE 2013 & 2014 Mean	NSSE 2013 & 2014 Effect size
Collaborative Learning	33.3	31.8	.10	32.1	.08	32.4	.06
Discussions with Diverse Others	42.8	42.1	.04	40.6	.13	41.8	.06

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Collaborative Learning

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

	CSU-Pueblo	Peers	IPEDS/Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	46	39	39	40
1f. Explained course material to one or more students	63	57	59	58
1g. Prepared for exams by discussing or working through course material with other students	50	43	46	46
1h. Worked with other students on course projects or assignments	64	62	60	64

##### Discussions with Diverse Others

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

	CSU-Pueblo	Peers	IPEDS/Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	75	74	68	73
8b. People from an economic background other than your own	67	75	72	75
8c. People with religious beliefs other than your own	73	71	67	70
8d. People with political views other than your own	72	74	70	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 Web site.

## Experiences with Faculty: First-year students

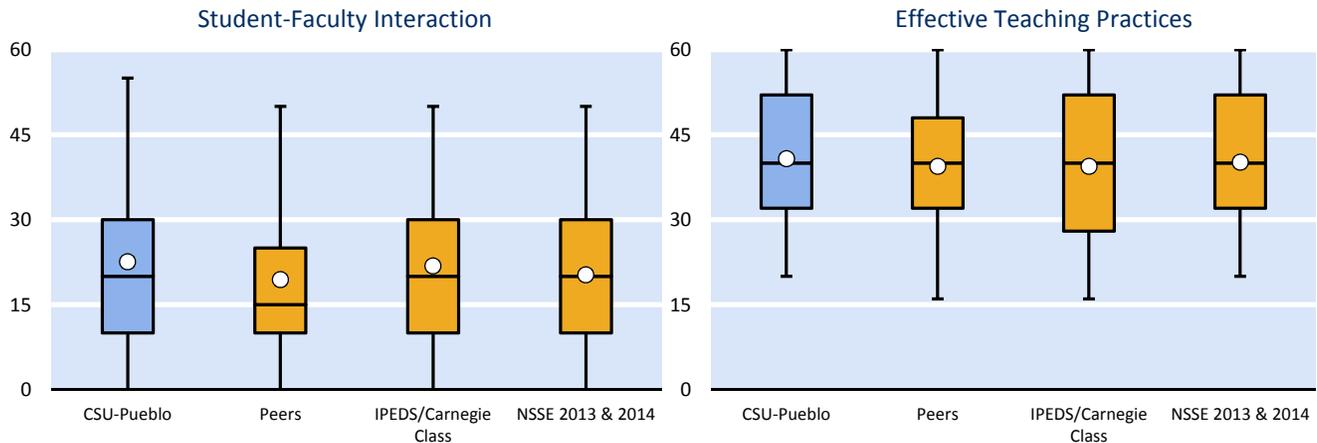
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

### Mean Comparisons

Engagement Indicator	CSU-Pueblo Mean	Your first-year students compared with					
		Peers Mean	Peers Effect size	IPEDS/Carnegie Class Mean	IPEDS/Carnegie Class Effect size	NSSE 2013 & 2014 Mean	NSSE 2013 & 2014 Effect size
Student-Faculty Interaction	22.6	19.4 *	.21	21.8	.05	20.3	.16
Effective Teaching Practices	40.8	39.4	.10	39.4	.10	40.2	.05

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

### Score Distributions



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

### Summary of Indicator Items

#### Student-Faculty Interaction

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

	CSU-Pueblo	Peers	IPEDS/Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	42	32	36	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	17	21	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	22	28	25
3d. Discussed your academic performance with a faculty member	37	27	34	29

#### Effective Teaching Practices

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

	CSU-Pueblo	Peers	IPEDS/Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	80	80	77	81
5b. Taught course sessions in an organized way	80	79	75	79
5c. Used examples or illustrations to explain difficult points	81	76	74	77
5d. Provided feedback on a draft or work in progress	70	64	64	65
5e. Provided prompt and detailed feedback on tests or completed assignments	66	63	62	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 Web site.

### Experiences with Faculty: Seniors

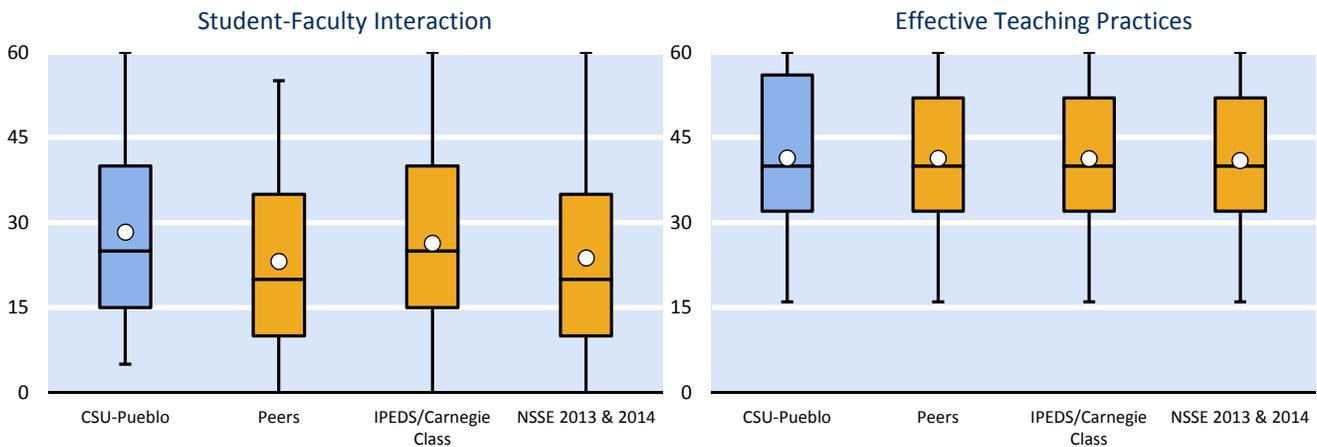
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	CSU-Pueblo Mean	Your seniors compared with					
		Peers		IPEDS/Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	28.3	23.1 ***	.32	26.3	.12	23.7 ***	.28
Effective Teaching Practices	41.4	41.3	.01	41.2	.01	40.9	.03

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Student-Faculty Interaction

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

	CSU-Pueblo	Peers	IPEDS/Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	55	41	48	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	23	29	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	44	32	38	33
3d. Discussed your academic performance with a faculty member	45	33	42	33

##### Effective Teaching Practices

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

	CSU-Pueblo	Peers	IPEDS/Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	80	82	81	83
5b. Taught course sessions in an organized way	84	80	80	81
5c. Used examples or illustrations to explain difficult points	78	80	77	79
5d. Provided feedback on a draft or work in progress	64	63	66	62
5e. Provided prompt and detailed feedback on tests or completed assignments	68	69	69	67

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

### Campus Environment: First-year students

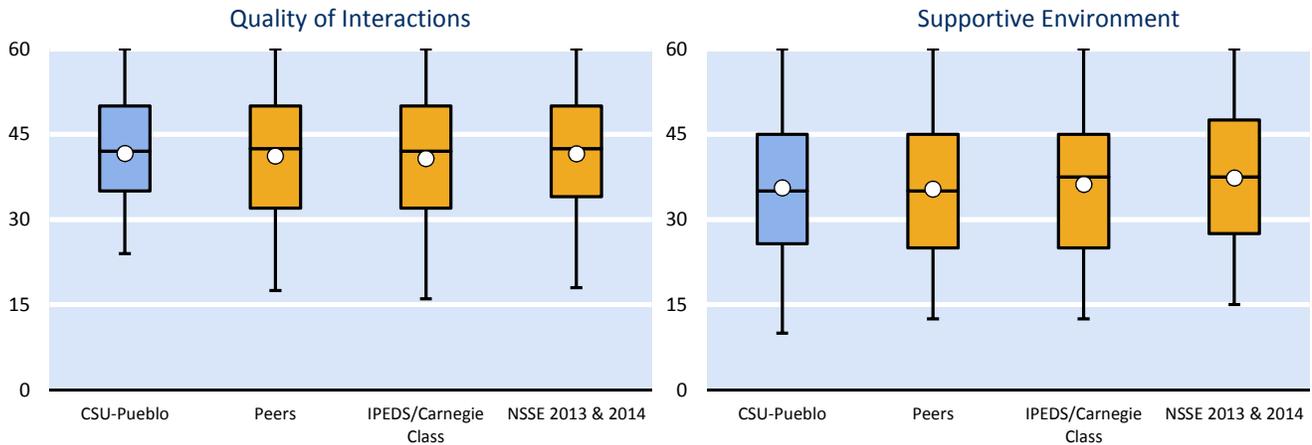
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	CSU-Pueblo Mean	Your first-year students compared with					
		Peers		IPEDS/Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.6	41.1	.04	40.7	.07	41.5	.01
Supportive Environment	35.6	35.3	.02	36.2	-.04	37.3	-.13

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	CSU-Pueblo	Peers	IPEDS/Carnegie Class	NSSE 2013 & 2014
13a. Students	52	56	54	59
13b. Academic advisors	56	50	48	48
13c. Faculty	44	49	48	50
13d. Student services staff (career services, student activities, housing, etc.)	42	44	43	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	43	42	41

##### Supportive Environment

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

	CSU-Pueblo	Peers	IPEDS/Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	76	76	76	78
14c. Using learning support services (tutoring services, writing center, etc.)	73	78	76	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	54	56	59
14e. Providing opportunities to be involved socially	72	68	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	66	67	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	38	42	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	63	66	68
14i. Attending events that address important social, economic, or political issues	48	46	50	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 Web site.

### Campus Environment: Seniors

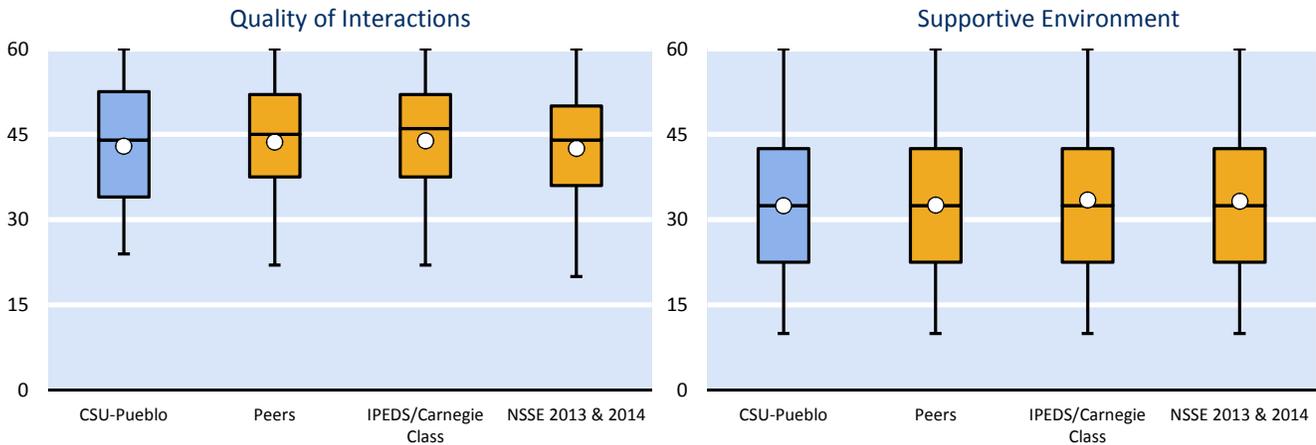
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	CSU-Pueblo Mean	Your seniors compared with					
		Peers		IPEDS/Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.9	43.6	-.06	43.8	-.08	42.5	.03
Supportive Environment	32.4	32.5	-.01	33.4	-.07	33.3	-.06

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	CSU-Pueblo	Peers	IPEDS/Carnegie Class	NSSE 2013 & 2014
13a. Students	61	64	64	64
13b. Academic advisors	63	56	61	52
13c. Faculty	58	63	63	60
13d. Student services staff (career services, student activities, housing, etc.)	43	45	46	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	48	47	42

##### Supportive Environment

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

	CSU-Pueblo	Peers	IPEDS/Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	69	72	75	72
14c. Using learning support services (tutoring services, writing center, etc.)	68	67	68	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	52	54	53
14e. Providing opportunities to be involved socially	65	64	66	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	61	62	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	28	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	53	56	57
14i. Attending events that address important social, economic, or political issues	45	45	47	46

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

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

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

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

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

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

First-Year Students		CSU-Pueblo Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.8	40.6	-.06	✓	42.7 **	-.22	
	Reflective and Integrative Learning	37.6	37.3	.02	✓	39.3	-.13	
	Learning Strategies	38.8	41.2 *	-.17		43.4 ***	-.33	
	Quantitative Reasoning	32.5	28.8 **	.23	✓	30.6	.11	✓
<i>Learning with Peers</i>	Collaborative Learning	33.5	34.7	-.09	✓	37.0 ***	-.26	
	Discussions with Diverse Others	41.3	43.2	-.12		45.6 ***	-.29	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.6	23.3	-.05	✓	26.9 ***	-.27	
	Effective Teaching Practices	40.8	42.4	-.12		44.6 ***	-.29	
<i>Campus Environment</i>	Quality of Interactions	41.6	44.0 **	-.21		46.0 ***	-.38	
	Supportive Environment	35.6	39.4 ***	-.29		41.4 ***	-.45	

Seniors		CSU-Pueblo Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	42.0	43.3	-.09	✓	45.3 **	-.24	
	Reflective and Integrative Learning	38.7	41.1 *	-.19		43.1 ***	-.35	
	Learning Strategies	41.9	42.5	-.04	✓	44.9 **	-.21	
	Quantitative Reasoning	32.0	31.3	.04	✓	33.0	-.06	✓
<i>Learning with Peers</i>	Collaborative Learning	33.3	35.4 *	-.15		37.7 ***	-.33	
	Discussions with Diverse Others	42.8	43.9	-.08	✓	45.8 *	-.20	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	28.3	29.5	-.08	✓	34.4 ***	-.37	
	Effective Teaching Practices	41.4	43.0	-.12		45.1 ***	-.28	
<i>Campus Environment</i>	Quality of Interactions	42.9	45.3 **	-.21		47.4 ***	-.38	
	Supportive Environment	32.4	36.1 ***	-.27		39.0 ***	-.49	

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

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

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
CSU-Pueblo (N = 174)	39.8	12.5	.95	20	35	40	50	60				
Peers	37.5	14.1	.32	15	30	40	45	60	215	2.2	.026	.160
IPEDS/Carnegie Class	38.1	14.3	.25	15	30	40	50	60	197	1.7	.092	.117
NSSE 2013 & 2014	39.0	13.8	.03	15	30	40	50	60	173	.7	.452	.051
Top 50%	40.6	13.6	.04	20	30	40	50	60	174	-.8	.382	-.061
Top 10%	42.7	13.6	.10	20	35	40	55	60	177	-2.9	.002	-.216
<b>Reflective &amp; Integrative Learning</b>												
CSU-Pueblo (N = 183)	37.6	12.4	.92	17	29	37	49	60				
Peers	34.0	12.5	.28	14	26	34	43	57	2,194	3.6	.000	.288
IPEDS/Carnegie Class	35.4	12.7	.21	17	26	34	43	60	3,704	2.2	.021	.175
NSSE 2013 & 2014	35.6	12.6	.03	17	26	34	43	60	196,072	2.0	.033	.158
Top 50%	37.3	12.5	.04	17	29	37	46	60	93,404	.3	.777	.021
Top 10%	39.3	12.6	.09	20	31	40	49	60	20,176	-1.7	.071	-.134
<b>Learning Strategies</b>												
CSU-Pueblo (N = 174)	38.8	13.5	1.02	20	27	40	47	60				
Peers	39.3	14.5	.35	13	27	40	53	60	1,914	-.5	.672	-.034
IPEDS/Carnegie Class	39.9	14.2	.25	20	27	40	53	60	3,289	-1.1	.331	-.076
NSSE 2013 & 2014	39.5	14.2	.03	20	27	40	53	60	174,095	-.7	.543	-.046
Top 50%	41.2	14.0	.05	20	33	40	53	60	82,125	-2.4	.023	-.172
Top 10%	43.4	14.0	.11	20	33	40	60	60	17,532	-4.6	.000	-.329
<b>Quantitative Reasoning</b>												
CSU-Pueblo (N = 183)	32.5	17.0	1.26	0	20	33	47	60				
Peers	25.6	16.7	.38	0	13	20	40	60	2,134	6.9	.000	.412
IPEDS/Carnegie Class	26.6	16.4	.28	0	13	27	40	60	3,599	5.9	.000	.359
NSSE 2013 & 2014	27.3	16.4	.04	0	20	27	40	60	190,912	5.1	.000	.311
Top 50%	28.8	16.3	.05	0	20	27	40	60	119,438	3.7	.002	.226
Top 10%	30.6	16.2	.10	0	20	27	40	60	27,232	1.8	.127	.113
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CSU-Pueblo (N = 181)	33.5	13.4	1.00	10	25	30	40	60				
Peers	30.4	13.7	.30	10	20	30	40	55	2,241	3.1	.003	.228
IPEDS/Carnegie Class	31.7	13.7	.23	10	20	30	40	60	3,814	1.8	.088	.130
NSSE 2013 & 2014	32.1	14.1	.03	10	20	30	40	60	200,869	1.5	.163	.104
Top 50%	34.7	13.7	.04	15	25	35	45	60	112,907	-1.2	.247	-.086
Top 10%	37.0	13.6	.08	15	25	35	45	60	25,907	-3.5	.001	-.258
<b>Discussions with Diverse Others</b>												
CSU-Pueblo (N = 176)	41.3	16.7	1.26	10	30	40	60	60				
Peers	39.4	17.2	.41	5	25	40	55	60	1,948	2.0	.149	.114
IPEDS/Carnegie Class	39.0	16.6	.30	10	25	40	55	60	3,326	2.3	.079	.136
NSSE 2013 & 2014	40.9	16.0	.04	15	30	40	60	60	176,254	.4	.729	.026
Top 50%	43.2	15.4	.05	20	35	45	60	60	103,257	-1.9	.098	-.125
Top 10%	45.6	14.8	.10	20	40	50	60	60	177	-4.3	.001	-.290

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
CSU-Pueblo (N = 177)	22.6	16.0	1.20	0	10	20	30	55				
Peers	19.4	14.5	.33	0	10	15	25	50	203	3.1	.012	.215
IPEDS/Carnegie Class	21.8	15.0	.26	0	10	20	30	50	3,603	.7	.529	.049
NSSE 2013 & 2014	20.3	14.6	.03	0	10	20	30	50	176	2.3	.059	.157
Top 50%	23.3	15.0	.06	0	10	20	30	55	67,695	-.8	.499	-.051
Top 10%	26.9	16.2	.15	5	15	25	40	60	11,218	-4.4	.000	-.270
<b>Effective Teaching Practices</b>												
CSU-Pueblo (N = 183)	40.8	13.3	.98	20	32	40	52	60				
Peers	39.4	13.4	.30	16	32	40	48	60	2,169	1.4	.185	.103
IPEDS/Carnegie Class	39.4	14.0	.24	16	28	40	52	60	3,639	1.4	.192	.099
NSSE 2013 & 2014	40.2	13.3	.03	20	32	40	52	60	193,165	.6	.519	.048
Top 50%	42.4	13.2	.05	20	32	44	52	60	75,103	-1.6	.107	-.119
Top 10%	44.6	13.3	.11	20	36	44	56	60	15,122	-3.8	.000	-.289
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CSU-Pueblo (N = 173)	41.6	11.0	.84	24	35	42	50	60				
Peers	41.1	13.1	.32	18	32	43	50	60	225	.5	.586	.038
IPEDS/Carnegie Class	40.7	13.0	.23	16	32	42	50	60	200	.9	.298	.071
NSSE 2013 & 2014	41.5	12.4	.03	18	34	43	50	60	173	.1	.916	.007
Top 50%	44.0	11.4	.05	22	38	46	52	60	63,626	-2.4	.006	-.207
Top 10%	46.0	11.6	.10	24	40	48	55	60	13,321	-4.4	.000	-.380
<b>Supportive Environment</b>												
CSU-Pueblo (N = 175)	35.6	14.0	1.06	10	26	35	45	60				
Peers	35.3	13.9	.35	13	25	35	45	60	1,762	.2	.844	.016
IPEDS/Carnegie Class	36.2	14.2	.26	13	25	38	45	60	3,094	-.6	.593	-.042
NSSE 2013 & 2014	37.3	13.8	.03	15	28	38	48	60	162,305	-1.7	.098	-.125
Top 50%	39.4	13.2	.05	18	30	40	50	60	83,253	-3.8	.000	-.289
Top 10%	41.4	12.8	.10	20	33	40	53	60	18,307	-5.8	.000	-.451

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
CSU-Pueblo (N = 183)	42.0	14.7	1.08	15	30	40	55	60				
Peers	41.1	14.6	.27	15	30	40	55	60	3,192	.9	.409	.063
IPEDS/Carnegie Class	42.0	14.3	.22	20	35	40	55	60	4,318	.0	.967	.003
NSSE 2013 & 2014	41.2	14.1	.03	20	30	40	55	60	273,001	.8	.437	.058
Top 50%	43.3	13.7	.04	20	35	40	55	60	108,520	-1.2	.223	-.090
Top 10%	45.3	13.6	.08	20	40	45	60	60	26,857	-3.2	.001	-.237
<b>Reflective &amp; Integrative Learning</b>												
CSU-Pueblo (N = 188)	38.7	14.0	1.02	17	29	37	50	60				
Peers	38.1	13.0	.23	17	29	37	49	60	3,316	.6	.519	.048
IPEDS/Carnegie Class	39.8	13.1	.20	20	31	40	51	60	4,485	-1.1	.260	-.084
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	283,964	-.2	.808	-.018
Top 50%	41.1	12.6	.04	20	31	40	51	60	188	-2.4	.022	-.187
Top 10%	43.1	12.5	.08	20	34	43	54	60	189	-4.4	.000	-.348
<b>Learning Strategies</b>												
CSU-Pueblo (N = 181)	41.9	14.4	1.07	20	33	40	53	60				
Peers	41.5	14.8	.28	20	33	40	53	60	3,001	.4	.707	.029
IPEDS/Carnegie Class	41.8	14.6	.23	20	33	40	53	60	4,046	.1	.946	.005
NSSE 2013 & 2014	40.3	14.8	.03	13	27	40	53	60	258,283	1.6	.155	.106
Top 50%	42.5	14.5	.04	20	33	40	60	60	133,192	-.6	.591	-.040
Top 10%	44.9	14.1	.08	20	33	47	60	60	34,179	-3.0	.005	-.211
<b>Quantitative Reasoning</b>												
CSU-Pueblo (N = 183)	32.0	18.0	1.33	0	20	33	40	60				
Peers	29.4	17.3	.31	0	20	27	40	60	3,259	2.6	.048	.151
IPEDS/Carnegie Class	29.4	17.5	.27	0	20	27	40	60	4,405	2.6	.051	.148
NSSE 2013 & 2014	29.9	17.4	.03	0	20	27	40	60	278,166	2.0	.110	.118
Top 50%	31.3	17.2	.04	0	20	33	40	60	168,560	.6	.612	.037
Top 10%	33.0	16.9	.08	0	20	33	47	60	42,254	-1.1	.392	-.063
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CSU-Pueblo (N = 190)	33.3	14.6	1.06	10	25	35	40	60				
Peers	31.8	14.0	.25	10	20	30	40	60	3,314	1.4	.175	.101
IPEDS/Carnegie Class	32.1	14.8	.23	10	20	30	40	60	4,512	1.1	.299	.077
NSSE 2013 & 2014	32.4	14.6	.03	10	20	30	40	60	287,496	.9	.418	.059
Top 50%	35.4	13.8	.04	15	25	35	45	60	142,265	-2.1	.034	-.154
Top 10%	37.7	13.6	.08	15	30	40	50	60	28,577	-4.5	.000	-.328
<b>Discussions with Diverse Others</b>												
CSU-Pueblo (N = 188)	42.8	17.4	1.27	15	30	45	60	60				
Peers	42.1	16.1	.30	15	30	40	60	60	209	.6	.628	.039
IPEDS/Carnegie Class	40.6	16.4	.26	15	30	40	60	60	4,120	2.1	.086	.128
NSSE 2013 & 2014	41.8	16.1	.03	15	30	40	60	60	187	.9	.474	.057
Top 50%	43.9	15.8	.04	20	35	45	60	60	187	-1.2	.351	-.075
Top 10%	45.8	15.4	.07	20	40	50	60	60	188	-3.1	.016	-.201

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
CSU-Pueblo (N = 179)	28.3	16.0	1.19	5	15	25	40	60				
Peers	23.1	16.2	.29	0	10	20	35	55	3,252	5.2	.000	.320
IPEDS/Carnegie Class	26.3	17.0	.26	0	15	25	40	60	4,398	2.0	.128	.116
NSSE 2013 & 2014	23.7	16.3	.03	0	10	20	35	60	278,101	4.5	.000	.278
Top 50%	29.5	16.1	.06	5	20	30	40	60	67,192	-1.3	.292	-.079
Top 10%	34.4	16.4	.17	10	20	35	45	60	9,292	-6.1	.000	-.374
<b>Effective Teaching Practices</b>												
CSU-Pueblo (N = 188)	41.4	14.3	1.04	16	32	40	56	60				
Peers	41.3	14.0	.25	16	32	40	52	60	3,293	.1	.939	.006
IPEDS/Carnegie Class	41.2	14.2	.22	16	32	40	52	60	4,451	.1	.898	.010
NSSE 2013 & 2014	40.9	13.7	.03	16	32	40	52	60	281,020	.4	.666	.032
Top 50%	43.0	13.6	.04	20	36	44	56	60	100,861	-1.7	.088	-.124
Top 10%	45.1	13.4	.10	20	36	48	60	60	17,237	-3.8	.000	-.281
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CSU-Pueblo (N = 184)	42.9	11.7	.86	24	34	44	53	60				
Peers	43.6	11.6	.22	22	38	45	52	60	2,894	-.7	.420	-.061
IPEDS/Carnegie Class	43.8	11.7	.19	22	38	46	52	60	3,953	-.9	.303	-.078
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	249,875	.4	.640	.035
Top 50%	45.3	11.3	.04	24	38	48	54	60	87,518	-2.3	.005	-.207
Top 10%	47.4	11.6	.08	24	40	50	58	60	23,535	-4.4	.000	-.381
<b>Supportive Environment</b>												
CSU-Pueblo (N = 186)	32.4	14.3	1.05	10	23	33	43	60				
Peers	32.5	14.5	.28	10	23	33	43	60	2,888	-.1	.912	-.008
IPEDS/Carnegie Class	33.4	14.5	.24	10	23	33	43	60	3,888	-1.0	.353	-.070
NSSE 2013 & 2014	33.3	14.4	.03	10	23	33	43	60	246,111	-.8	.428	-.058
Top 50%	36.1	13.8	.04	13	28	38	45	60	103,531	-3.7	.000	-.265
Top 10%	39.0	13.3	.10	17	30	40	50	60	17,538	-6.5	.000	-.490

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

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

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

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

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

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

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