NSSE 2018
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.

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

Report Sections

Overview (p. 3)
Displays how average EI scores for your students compare with those of students at your comparison group institutions.

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

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

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

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

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2017 and 2018 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

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

NSSE 2018 Engagement Indicators

Overview

Colorado State University-Pueblo

Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Peer Institutions	Your first-year students compared with IPEDS-Carnegie	Your first-year students compared with NSSE 2017 & 2018
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 Peer Institutions	Your seniors compared with IPEDS-Carnegie	Your seniors compared with NSSE 2017 & 2018
Academic Challenge	Higher-Order Learning	△	--	△
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	--	▽	--
	Quantitative Reasoning	△	△	--
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	▲	△	▲
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	△
	Supportive Environment	--	--	--

NSSE 2018 Engagement Indicators

Academic Challenge

Colorado State University-Pueblo

## 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

| | CSU-Pueblo | Your first-year students compared with | | | | | |
| | | Peer Institutions | | IPEDS-Carnegie | | NSSE 2017 & 2018 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.0	37.0 *	.15	36.9 *	.15	37.8	.09
Reflective & Integrative Learning	37.4	34.0 ***	.28	34.5 ***	.24	35.1 **	.20
Learning Strategies	39.1	37.8	.09	37.8	.09	38.0	.07
Quantitative Reasoning	30.9	26.3 ***	.30	27.2 ***	.25	27.5 ***	.23

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

Score Distributions
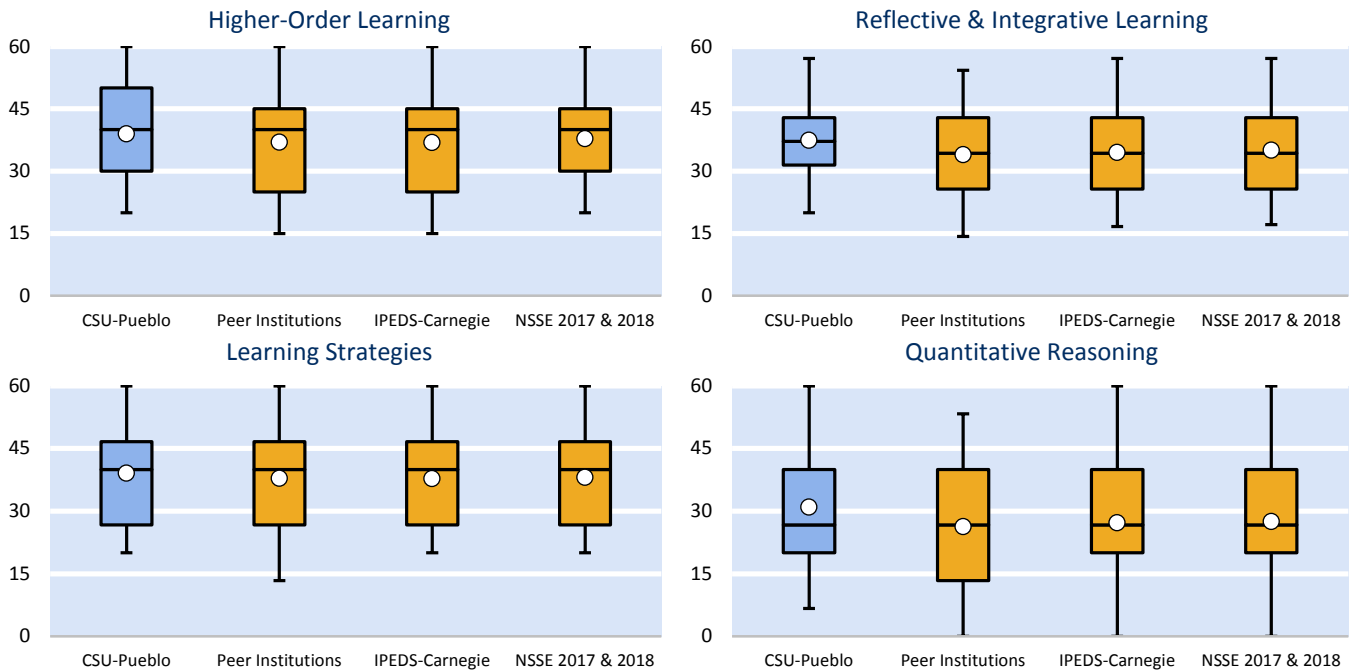
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Academic Challenge: First-year students (continued)

Performance 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.

	CSU-Pueblo	Percentage point difference [a] between your FY students and		
Higher-Order Learning		Peer Institutions	IPEDS-Carnegie	NSSE 2017 & 2018
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	74	+6	+8	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	+4	+5	+1
4d. Evaluating a point of view, decision, or information source	69	+4	-0	-1
4e. Forming a new idea or understanding from various pieces of information	73	+8	+6	+5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	60	+11	+12	+9
2b. Connected your learning to societal problems or issues	61	+15	+12	+10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+11	+8	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	73	+13	+10	+9
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+8	+8	+7
2f. Learned something that changed the way you understand an issue or concept	70	+6	+4	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+5	+6	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	83	+12	+11	+7
9b. Reviewed your notes after class	69	+1	+3	+4
9c. Summarized what you learned in class or from course materials	68	+7	+5	+5
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.)	56	+5	+5	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+15	+11	+12
6c. Evaluated what others have concluded from numerical information	48	+14	+13	+10

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

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

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

	CSU-Pueblo	Your seniors compared with					
		Peer Institutions		IPEDS-Carnegie		NSSE 2017 & 2018	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.6	39.6 *	.14	40.4	.08	39.8 *	.13
Reflective & Integrative Learning	40.2	36.9 ***	.26	38.4 *	.13	37.8 **	.19
Learning Strategies	37.5	39.2	-.11	39.9 **	-.17	38.3	-.05
Quantitative Reasoning	31.4	28.8 **	.16	29.3 *	.13	29.6	.11

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

Score Distributions
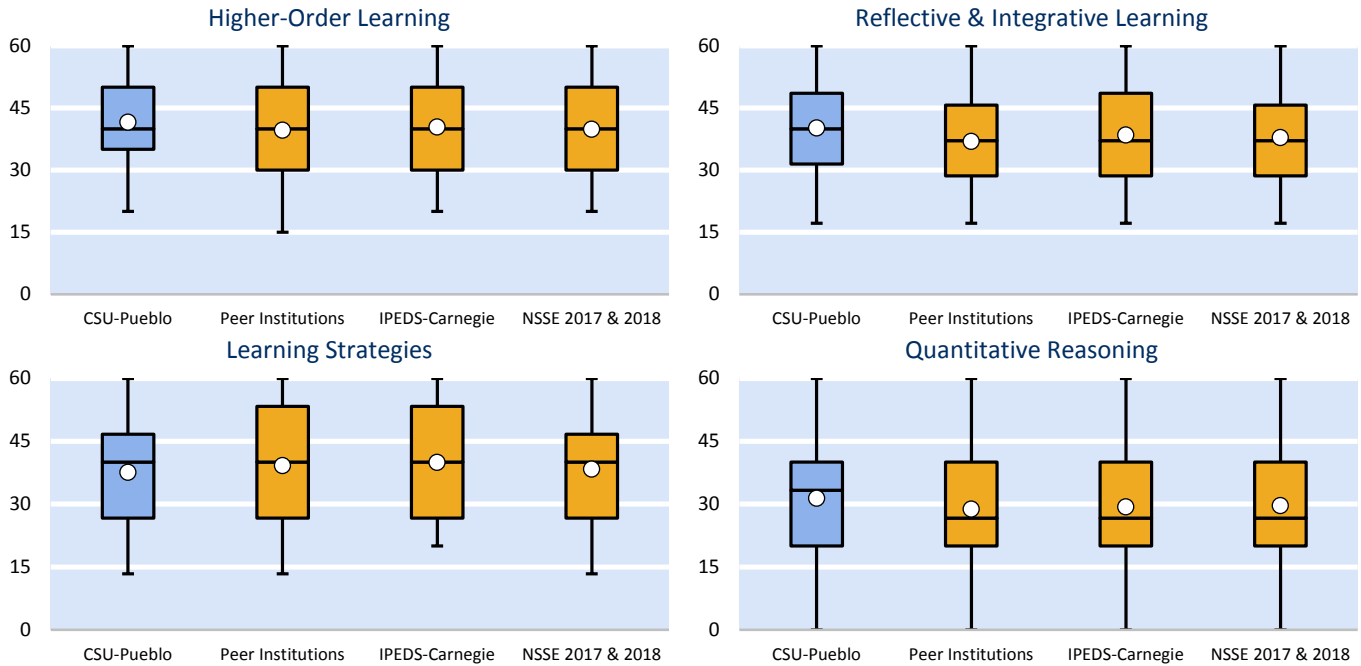
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Academic Challenge: Seniors (continued)

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.

	CSU-Pueblo	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Peer Institutions	IPEDS-Carnegie	NSSE 2017 & 2018
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	82	+4	+5	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	+8	+6	+6
4d. Evaluating a point of view, decision, or information source	72	+3	-1	+2
4e. Forming a new idea or understanding from various pieces of information	77	+7	+4	+6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	77	+10	+9	+9
2b. Connected your learning to societal problems or issues	67	+10	+4	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+10	+4	+6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	73	+10	+6	+7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+6	+2	+3
2f. Learned something that changed the way you understand an issue or concept	75	+6	+4	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	88	+7	+5	+5
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	75	-2	-5	-4
9b. Reviewed your notes after class	58	-10	-8	-3
9c. Summarized what you learned in class or from course materials	64	-1	-4	+0
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.)	61	+7	+7	+6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+11	+7	+7
6c. Evaluated what others have concluded from numerical information	51	+10	+9	+7

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

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

national survey of
student engagement

NSSE 2018 Engagement Indicators
Learning with Peers
Colorado State University-Pueblo

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

	CSU-Pueblo	Your first-year students compared with					
		Peer Institutions		IPEDS-Carnegie		NSSE 2017 & 2018	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.6	31.9 **	.19	32.9	.12	32.3 *	.16
Discussions with Diverse Others	42.1	39.0 **	.19	37.0 ***	.31	39.4 **	.18

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

Collaborative Learning

Discussions with Diverse Others

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Performance on Indicator Items

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	CSU-Pueblo	Percentage point difference[a] between your FY students and		
Collaborative Learning		Peer Institutions	IPEDS-Carnegie	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	59	+6	+6	+7
1f. Explained course material to one or more students	65	+9	+7	+7
1g. Prepared for exams by discussing or working through course material with other students	54	+7	+5	+4
1h. Worked with other students on course projects or assignments	61	+10	+5	+7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	81	+11	+16	+11
8b. People from an economic background other than your own	80	+11	+12	+8
8c. People with religious beliefs other than your own	71	+5	+11	+4
8d. People with political views other than your own	72	+6	+13	+7

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

Learning with Peers: 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

	CSU-Pueblo	*Your seniors compared with*					
		Peer Institutions		IPEDS-Carnegie		NSSE 2017 & 2018	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Collaborative Learning	35.8	33.1 ***	.19	33.1 ***	.19	32.5 ***	.22
Discussions with Diverse Others	44.3	41.0 ***	.21	39.8 ***	.28	40.3 ***	.26

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

Collaborative Learning / Discussions with Diverse Others box-and-whisker charts: CSU-Pueblo, Peer Institutions, IPEDS-Carnegie, NSSE 2017 & 2018

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	CSU-Pueblo	*Percentage point difference [a] between your seniors and*		
		Peer Institutions	IPEDS-Carnegie	NSSE 2017 & 2018
Collaborative Learning	%			
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	51	+6	+7	+7
1f. Explained course material to one or more students	71	+12	+10	+12
1g. Prepared for exams by discussing or working through course material with other students	55	+6	+5	+7
1h. Worked with other students on course projects or assignments	73	+10	+10	+10
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	83	+9	+13	+11
8b. People from an economic background other than your own	84	+11	+12	+11
8c. People with religious beliefs other than your own	75	+6	+9	+7
8d. People with political views other than your own	76	+7	+10	+10

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NSSE 2018 Engagement Indicators

Experiences with Faculty

Colorado State University-Pueblo

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

| | CSU-Pueblo | Your first-year students compared with | | | | | |
| | | Peer Institutions | | IPEDS-Carnegie | | NSSE 2017 & 2018 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	26.9	21.3 ***	.38	23.0 ***	.26	21.1 ***	.40
Effective Teaching Practices	40.3	39.2	.09	37.3 **	.22	38.5 *	.14

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| | CSU-Pueblo | Percentage point difference [a] between your FY students and | | |
Student-Faculty Interaction		Peer Institutions	IPEDS-Carnegie	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	56	+17	+16	+19
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+9	+5	+9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	+10	+9	+11
3d. Discussed your academic performance with a faculty member	49	+17	+13	+19
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	78	+0	+4	+1
5b. Taught course sessions in an organized way	78	+3	+10	+3
5c. Used examples or illustrations to explain difficult points	74	+0	+5	+0
5d. Provided feedback on a draft or work in progress	73	+8	+11	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+3	+4	+4

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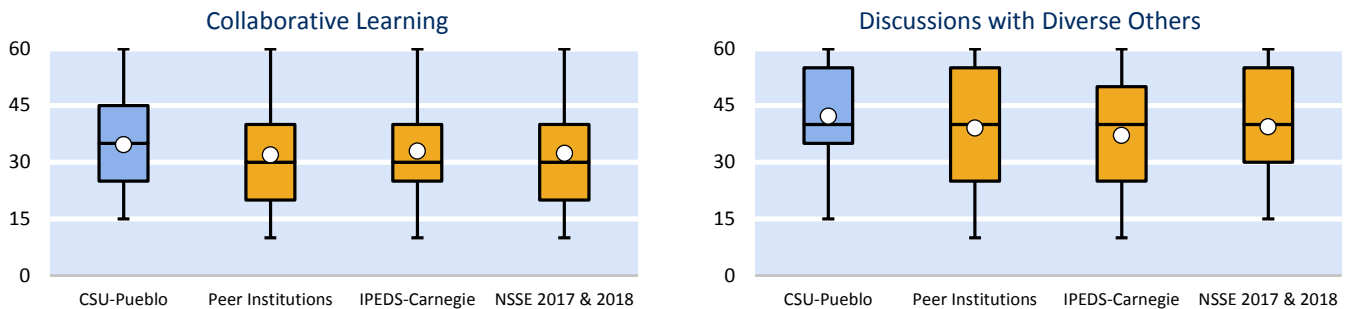
Experiences with Faculty: Seniors

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Mean Comparisons

	CSU-Pueblo	*Your seniors compared with*					
		Peer Institutions		IPEDS-Carnegie		NSSE 2017 & 2018	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	30.0	24.7 ***	.34	27.7 *	.14	23.9 ***	.38
Effective Teaching Practices	40.1	40.0	.01	40.0	.01	39.4	.06

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	CSU-Pueblo	*Percentage point difference [a] between your seniors and*		
Student-Faculty Interaction		Peer Institutions	IPEDS-Carnegie	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	59	+13	+6	+15
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	40	+13	+7	+13
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	41	+7	+3	+9
3d. Discussed your academic performance with a faculty member	45	+8	+1	+11
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	76	-4	-4	-3
5b. Taught course sessions in an organized way	75	-2	-0	-2
5c. Used examples or illustrations to explain difficult points	78	+0	+2	+1
5d. Provided feedback on a draft or work in progress	63	+1	-2	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	66	-0	+0	+3

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

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

NSSE 2018 Engagement Indicators
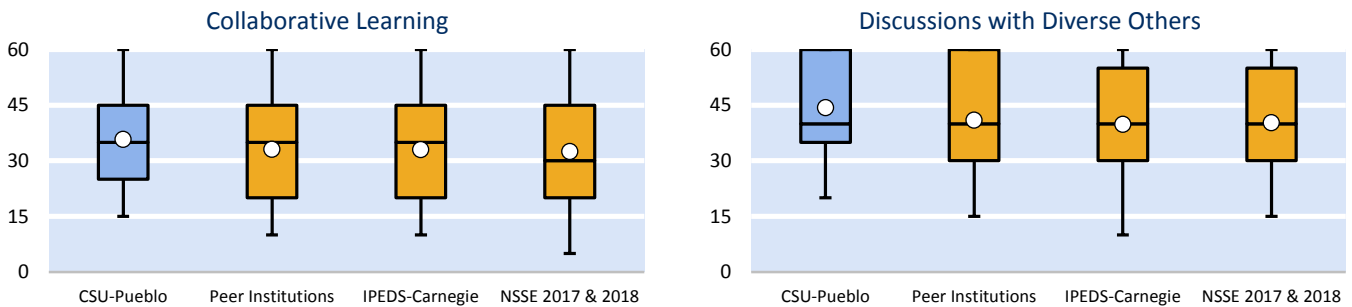
Campus Environment
Colorado State University-Pueblo

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

	CSU-Pueblo	Your first-year students compared with					
		Peer Institutions		IPEDS-Carnegie		NSSE 2017 & 2018	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.0	42.6	.03	40.2 ***	.21	41.7	.10
Supportive Environment	35.7	35.8	.00	35.6	.01	36.1	-.03

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

Score Distributions

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

Performance 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 FY students and		
		Peer Institutions	IPEDS-Carnegie	NSSE 2017 & 2018
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	56	+5	+10	+6
13b. Academic advisors	66	+11	+20	+17
13c. Faculty	51	+0	+6	+3
13d. Student services staff (career services, student activities, housing, etc.)	41	-6	-0	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	-1	+7	+4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	80	+2	+8	+4
14c. Using learning support services (tutoring services, writing center, etc.)	78	+1	+4	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+5	+5	+2
14e. Providing opportunities to be involved socially	69	+1	+0	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+3	+7	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+1	+1	+0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	+3	-3	-1
14i. Attending events that address important social, economic, or political issues	43	-4	-9	-8

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

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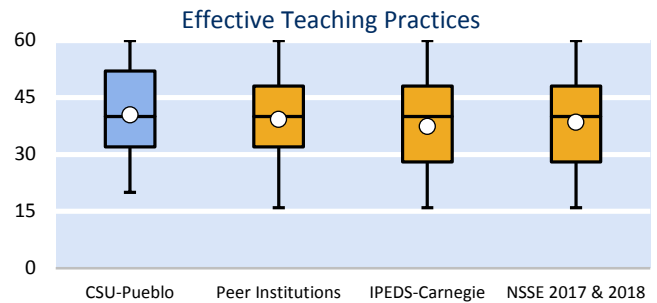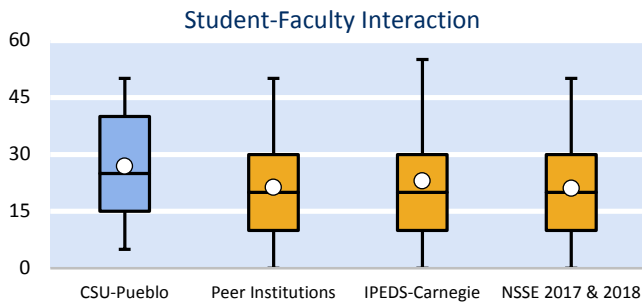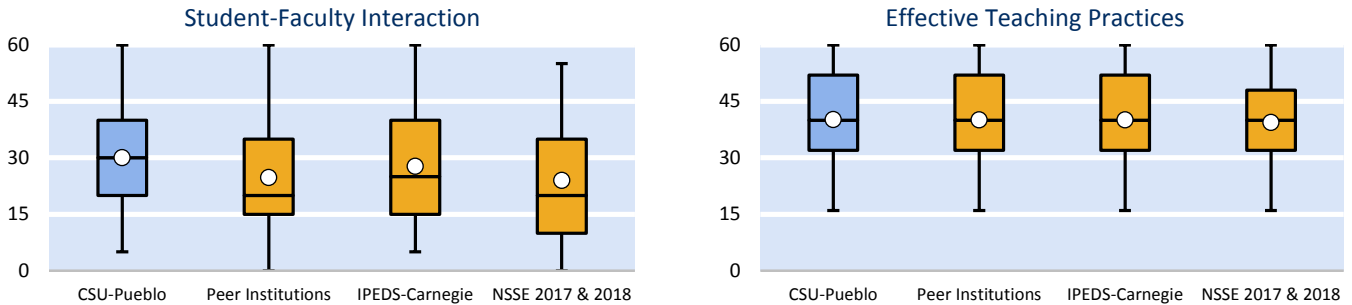
Campus Environment: Seniors

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

| | CSU-Pueblo | Your seniors compared with | | | | | |
| | | Peer Institutions | | IPEDS-Carnegie | | NSSE 2017 & 2018 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	43.0	.04	42.3	.10	42.0 *	.13
Supportive Environment	31.7	31.6	.01	32.9	-.09	32.0	-.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).

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.

| | CSU-Pueblo | Percentage point difference [a] between your seniors and | | |
Quality of Interactions		Peer Institutions	IPEDS-Carnegie	NSSE 2017 & 2018
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	58	+1	+2	+3
13b. Academic advisors	59	+6	+4	+9
13c. Faculty	57	-2	+1	+1
13d. Student services staff (career services, student activities, housing, etc.)	47	+2	+6	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-6	-1	-0
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	+1	+0	+1
14c. Using learning support services (tutoring services, writing center, etc.)	64	+0	-2	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	+5	+4	+5
14e. Providing opportunities to be involved socially	60	-1	-5	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-3	-2	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	-0	-1	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	+7	-1	+1
14i. Attending events that address important social, economic, or political issues	39	+0	-7	-3

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

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.
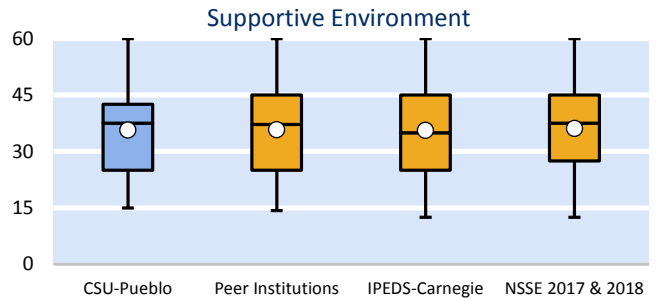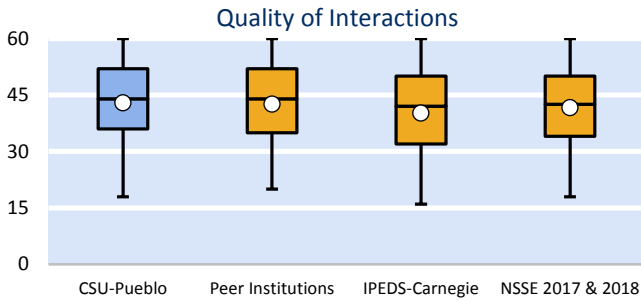
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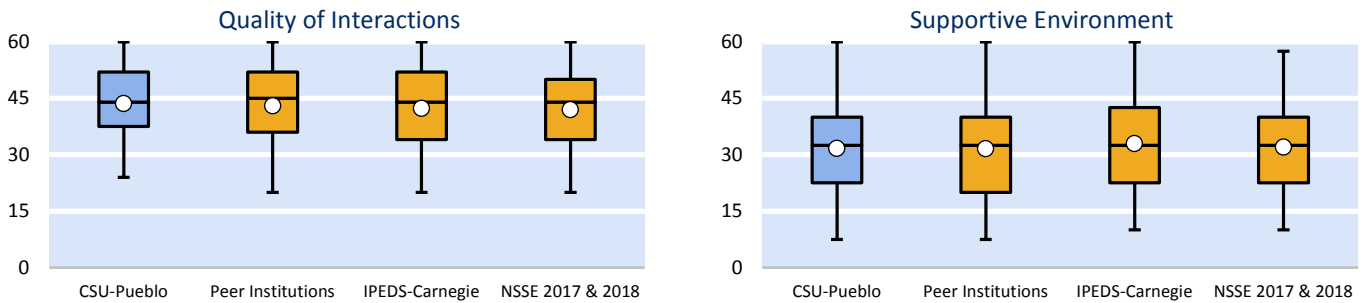
NSSE 2018 Engagement Indicators
Comparisons with High-Performing Institutions
Colorado State University-Pueblo

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/html/position_policies.cfm**), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:

    (a) institutions with average scores placing them in the top 50% of all 2017 and 2018 NSSE institutions, and

    (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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

| | | CSU-Pueblo | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.0	38.9	.00	✓	40.5	-.11	
	Reflective and Integrative Learning	37.4	36.5	.08	✓	38.1	-.06	✓
	Learning Strategies	39.1	39.5	-.03	✓	41.6 **	-.18	
	Quantitative Reasoning	30.9	28.7 *	.15	✓	30.4	.04	✓
Learning with Peers	Collaborative Learning	34.6	35.1	-.04	✓	37.2 **	-.19	
	Discussions with Diverse Others	42.1	41.4	.05	✓	43.4	-.09	✓
Experiences with Faculty	Student-Faculty Interaction	26.9	24.3 **	.18	✓	27.2	-.02	✓
	Effective Teaching Practices	40.3	40.3	.00	✓	42.0	-.12	
Campus Environment	Quality of Interactions	43.0	43.9	-.08	✓	45.9 ***	-.24	
	Supportive Environment	35.7	37.9 *	-.17		39.7 ***	-.30	

Seniors

| | | CSU-Pueblo | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.6	41.3	.02	✓	42.5	-.06	✓
	Reflective and Integrative Learning	40.2	39.6	.05	✓	41.1	-.08	✓
	Learning Strategies	37.5	40.2 **	-.19		42.3 ***	-.34	
	Quantitative Reasoning	31.4	30.7	.04	✓	32.7	-.08	✓
Learning with Peers	Collaborative Learning	35.8	35.7	.01	✓	38.1 **	-.17	
	Discussions with Diverse Others	44.3	41.9 **	.15	✓	43.8	.03	✓
Experiences with Faculty	Student-Faculty Interaction	30.0	29.2	.05	✓	33.3 ***	-.20	
	Effective Teaching Practices	40.1	41.1	-.08	✓	43.1 ***	-.22	
Campus Environment	Quality of Interactions	43.6	44.4	-.07	✓	46.5 ***	-.24	
	Supportive Environment	31.7	34.3 **	-.19		36.4 ***	-.34	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2018 Engagement Indicators
Detailed Statistics[a]
Colorado State University-Pueblo

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
CSU-Pueblo (N = 229)	39.0	13.2	.87	20	30	40	50	60				
Peer Institutions	37.0	13.8	.25	15	25	40	45	60	3,304	2.0	.031	.148
IPEDS-Carnegie	36.9	13.7	.14	15	25	40	45	60	10,332	2.1	.025	.150
NSSE 2017 & 2018	37.8	13.2	.02	20	30	40	45	60	352,504	1.2	.185	.088
Top 50%	38.9	13.1	.03	20	30	40	50	60	209,008	.0	.961	.003
Top 10%	40.5	13.3	.06	20	30	40	50	60	49,895	-1.5	.085	-.114
Reflective & Integrative Learning												
CSU-Pueblo (N = 235)	37.4	10.9	.71	20	31	37	43	57				
Peer Institutions	34.0	12.3	.21	14	26	34	43	54	279	3.4	.000	.281
IPEDS-Carnegie	34.5	12.2	.12	17	26	34	43	57	247	2.9	.000	.238
NSSE 2017 & 2018	35.1	11.9	.02	17	26	34	43	57	372,071	2.3	.003	.196
Top 50%	36.5	11.8	.03	17	29	37	43	57	196,161	.9	.223	.079
Top 10%	38.1	12.0	.06	20	29	37	46	60	238	-.7	.347	-.056
Learning Strategies												
CSU-Pueblo (N = 224)	39.1	13.1	.87	20	27	40	47	60				
Peer Institutions	37.8	14.2	.26	13	27	40	47	60	266	1.2	.183	.086
IPEDS-Carnegie	37.8	14.0	.15	20	27	40	47	60	236	1.3	.141	.094
NSSE 2017 & 2018	38.0	13.7	.02	20	27	40	47	60	321,506	1.0	.270	.074
Top 50%	39.5	13.7	.03	20	27	40	53	60	169,338	-.5	.617	-.033
Top 10%	41.6	14.1	.07	20	33	40	53	60	226	-2.6	.004	-.182
Quantitative Reasoning												
CSU-Pueblo (N = 226)	30.9	15.4	1.03	7	20	27	40	60				
Peer Institutions	26.3	15.3	.28	0	13	27	40	53	3,207	4.6	.000	.304
IPEDS-Carnegie	27.2	15.4	.16	0	20	27	40	60	9,986	3.8	.000	.245
NSSE 2017 & 2018	27.5	15.3	.03	0	20	27	40	60	344,241	3.5	.001	.226
Top 50%	28.7	15.2	.03	0	20	27	40	60	221,047	2.3	.024	.150
Top 10%	30.4	15.3	.07	7	20	27	40	60	54,257	.6	.580	.037
Learning with Peers												
Collaborative Learning												
CSU-Pueblo (N = 240)	34.6	13.4	.87	15	25	35	45	60				
Peer Institutions	31.9	14.2	.24	10	20	30	40	60	3,780	2.7	.004	.192
IPEDS-Carnegie	32.9	13.7	.13	10	25	30	40	60	11,980	1.7	.056	.125
NSSE 2017 & 2018	32.3	14.4	.02	10	20	30	40	60	390,909	2.3	.014	.159
Top 50%	35.1	13.6	.03	15	25	35	45	60	230,667	-.5	.544	-.039
Top 10%	37.2	13.6	.06	15	25	40	45	60	51,752	-2.6	.003	-.195
Discussions with Diverse Others												
CSU-Pueblo (N = 227)	42.1	15.1	1.00	15	35	40	55	60				
Peer Institutions	39.0	16.2	.30	10	25	40	55	60	3,147	3.1	.005	.192
IPEDS-Carnegie	37.0	16.4	.17	10	25	40	50	60	239	5.1	.000	.311
NSSE 2017 & 2018	39.4	15.5	.03	15	30	40	55	60	324,257	2.7	.008	.177
Top 50%	41.4	15.0	.03	15	30	40	55	60	211,183	.7	.457	.049
Top 10%	43.4	14.8	.07	20	35	45	60	60	47,119	-1.3	.187	-.088

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
CSU-Pueblo (N = 232)	26.9	14.2	.93	5	15	25	40	50				
Peer Institutions	21.3	14.8	.26	0	10	20	30	50	3,430	5.6	.000	.381
IPEDS-Carnegie	23.0	15.1	.15	0	10	20	30	55	10,705	3.9	.000	.261
NSSE 2017 & 2018	21.1	14.6	.02	0	10	20	30	50	360,227	5.8	.000	.399
Top 50%	24.3	14.8	.04	5	15	20	35	55	130,916	2.7	.006	.179
Top 10%	27.2	15.8	.11	5	15	25	40	60	22,136	-.3	.757	-.020
Effective Teaching Practices												
CSU-Pueblo (N = 232)	40.3	13.2	.87	20	32	40	52	60				
Peer Institutions	39.2	13.5	.24	16	32	40	48	60	3,316	1.2	.206	.086
IPEDS-Carnegie	37.3	14.0	.14	16	28	40	48	60	10,365	3.0	.001	.216
NSSE 2017 & 2018	38.5	13.1	.02	16	28	40	48	60	353,302	1.9	.030	.143
Top 50%	40.3	13.1	.03	20	32	40	52	60	154,538	.1	.952	.004
Top 10%	42.0	13.7	.07	20	32	40	52	60	40,305	-1.6	.070	-.119
Campus Environment												
Quality of Interactions												
CSU-Pueblo (N = 219)	43.0	11.6	.79	18	36	44	52	60				
Peer Institutions	42.6	12.2	.24	20	35	44	52	60	2,923	.3	.687	.028
IPEDS-Carnegie	40.2	13.0	.14	16	32	42	50	60	231	2.8	.001	.212
NSSE 2017 & 2018	41.7	12.5	.02	18	34	43	50	60	303,016	1.3	.128	.103
Top 50%	43.9	11.6	.03	22	38	46	52	60	125,531	-.9	.235	-.080
Top 10%	45.9	12.1	.07	22	40	48	56	60	27,418	-2.9	.000	-.241
Supportive Environment												
CSU-Pueblo (N = 219)	35.7	12.5	.85	15	25	38	43	60				
Peer Institutions	35.8	13.7	.26	14	25	37	45	60	2,959	.0	.966	-.003
IPEDS-Carnegie	35.6	13.8	.15	13	25	35	45	60	232	.1	.904	.008
NSSE 2017 & 2018	36.1	13.6	.02	13	28	38	45	60	305,518	-.4	.694	-.027
Top 50%	37.9	13.2	.03	15	30	40	48	60	164,943	-2.2	.013	-.169
Top 10%	39.7	13.1	.07	18	30	40	50	60	39,770	-4.0	.000	-.301

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

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

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

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

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

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

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

NSSE 2018 Engagement Indicators

Detailed Statistics[a]
Colorado State University-Pueblo

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
CSU-Pueblo (N = 292)	41.6	13.1	.77	20	35	40	50	60				
Peer Institutions	39.6	14.2	.20	15	30	40	50	60	5,346	2.0	.020	.140
IPEDS-Carnegie	40.4	14.0	.13	20	30	40	50	60	11,846	1.2	.158	.084
NSSE 2017 & 2018	39.8	13.7	.02	20	30	40	50	60	490,941	1.7	.030	.127
Top 50%	41.3	13.5	.03	20	35	40	55	60	229,964	.2	.760	.018
Top 10%	42.5	13.7	.05	20	35	40	55	60	69,367	-.9	.268	-.065
Reflective & Integrative Learning												
CSU-Pueblo (N = 303)	40.2	12.2	.70	17	31	40	49	60				
Peer Institutions	36.9	12.8	.18	17	29	37	46	60	5,532	3.3	.000	.257
IPEDS-Carnegie	38.4	12.8	.12	17	29	37	49	60	12,482	1.7	.020	.135
NSSE 2017 & 2018	37.8	12.4	.02	17	29	37	46	60	511,491	2.3	.001	.186
Top 50%	39.6	12.2	.03	20	31	40	49	60	224,359	.6	.401	.048
Top 10%	41.1	12.2	.06	20	33	40	51	60	48,021	-1.0	.162	-.081
Learning Strategies												
CSU-Pueblo (N = 290)	37.5	14.8	.87	13	27	40	47	60				
Peer Institutions	39.2	14.5	.21	13	27	40	53	60	5,071	-1.6	.063	-.113
IPEDS-Carnegie	39.9	14.3	.14	20	27	40	53	60	11,133	-2.4	.005	-.167
NSSE 2017 & 2018	38.3	14.5	.02	13	27	40	47	60	454,839	-.8	.353	-.055
Top 50%	40.2	14.4	.03	20	33	40	53	60	243,559	-2.7	.002	-.186
Top 10%	42.3	14.2	.06	20	33	40	53	60	65,912	-4.8	.000	-.340
Quantitative Reasoning												
CSU-Pueblo (N = 288)	31.4	16.5	.97	0	20	33	40	60				
Peer Institutions	28.8	15.9	.23	0	20	27	40	60	5,212	2.6	.007	.163
IPEDS-Carnegie	29.3	16.5	.16	0	20	27	40	60	11,574	2.1	.035	.126
NSSE 2017 & 2018	29.6	16.1	.02	0	20	27	40	60	481,851	1.7	.066	.108
Top 50%	30.7	16.0	.03	0	20	33	40	60	314,527	.7	.474	.042
Top 10%	32.7	15.7	.06	7	20	33	40	60	68,915	-1.3	.159	-.083
Learning with Peers												
Collaborative Learning												
CSU-Pueblo (N = 307)	35.8	13.3	.76	15	25	35	45	60				
Peer Institutions	33.1	14.6	.20	10	20	35	45	60	349	2.7	.001	.185
IPEDS-Carnegie	33.1	14.6	.13	10	20	35	45	60	324	2.7	.001	.186
NSSE 2017 & 2018	32.5	15.0	.02	5	20	30	45	60	306	3.3	.000	.218
Top 50%	35.7	13.9	.03	15	25	35	45	60	294,966	.1	.922	.006
Top 10%	38.1	13.5	.06	15	30	40	50	60	49,406	-2.3	.003	-.172
Discussions with Diverse Others												
CSU-Pueblo (N = 291)	44.3	14.7	.86	20	35	40	60	60				
Peer Institutions	41.0	16.2	.23	15	30	40	60	60	5,091	3.4	.001	.209
IPEDS-Carnegie	39.8	16.2	.16	10	30	40	55	60	11,170	4.5	.000	.278
NSSE 2017 & 2018	40.3	15.8	.02	15	30	40	55	60	457,292	4.0	.000	.256
Top 50%	41.9	15.6	.03	15	30	40	60	60	318,958	2.4	.008	.155
Top 10%	43.8	15.5	.06	20	35	45	60	60	77,048	.5	.552	.035

NSSE 2018 Engagement Indicators
Detailed Statistics[a]
Colorado State University-Pueblo

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
CSU-Pueblo (N = 295)	30.0	15.3	.89	5	20	30	40	60				
Peer Institutions	24.7	15.9	.22	0	15	20	35	60	5,419	5.3	.000	.335
IPEDS-Carnegie	27.7	16.5	.15	5	15	25	40	60	312	2.3	.011	.140
NSSE 2017 & 2018	23.9	15.9	.02	0	10	20	35	55	498,808	6.1	.000	.382
Top 50%	29.2	15.8	.04	5	20	30	40	60	127,047	.8	.387	.050
Top 10%	33.3	16.1	.13	10	20	35	45	60	307	-3.3	.000	-.203
Effective Teaching Practices												
CSU-Pueblo (N = 294)	40.1	13.9	.81	16	32	40	52	60				
Peer Institutions	40.0	14.0	.20	16	32	40	52	60	5,323	.1	.879	.009
IPEDS-Carnegie	40.0	14.2	.13	16	32	40	52	60	11,872	.1	.899	.007
NSSE 2017 & 2018	39.4	13.7	.02	16	32	40	48	60	492,502	.8	.341	.056
Top 50%	41.1	13.6	.03	16	32	40	52	60	199,558	-1.0	.197	-.075
Top 10%	43.1	13.7	.07	20	36	44	56	60	41,080	-3.0	.000	-.217
Campus Environment												
Quality of Interactions												
CSU-Pueblo (N = 285)	43.6	11.3	.67	24	38	44	52	60				
Peer Institutions	43.0	12.7	.19	20	36	45	52	60	330	.5	.432	.043
IPEDS-Carnegie	42.3	12.7	.13	20	34	44	52	60	304	1.3	.060	.101
NSSE 2017 & 2018	42.0	12.3	.02	20	34	44	50	60	284	1.6	.016	.131
Top 50%	44.4	11.9	.03	22	38	46	54	60	164,703	-.8	.247	-.069
Top 10%	46.5	12.3	.06	22	40	50	58	60	44,080	-2.9	.000	-.239
Supportive Environment												
CSU-Pueblo (N = 287)	31.7	13.9	.82	8	23	33	40	60				
Peer Institutions	31.6	14.6	.21	8	20	33	40	60	4,966	.1	.917	.006
IPEDS-Carnegie	32.9	14.4	.14	10	23	33	43	60	10,797	-1.2	.152	-.086
NSSE 2017 & 2018	32.0	14.1	.02	10	23	33	40	58	438,327	-.3	.717	-.021
Top 50%	34.3	13.7	.03	13	25	35	43	60	199,970	-2.6	.002	-.187
Top 10%	36.4	13.7	.07	13	28	38	45	60	41,068	-4.6	.000	-.338

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

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

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

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

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

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

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