
NSSE 2026

Engagement Indicators

CUNY Herbert H. Lehman College

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Mid East Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2025 & 2026
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	△	--	--
	Quantitative Reasoning	△	--	--
Learning with Peers	Collaborative Learning	--	▲	--
	Discussions with Diverse Others	--	△	--
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	--	--
Campus Environment	Quality of Interactions	--	▽	▽
	Supportive Environment	▲	▲	▲

Seniors

Theme	Engagement Indicator	Your seniors compared with Mid East Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2025 & 2026
Academic Challenge	Higher-Order Learning	△	--	△
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▲	▲	▲
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	▲	--
	Discussions with Diverse Others	--	△	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	△	△	--
Campus Environment	Quality of Interactions	△	--	--
	Supportive Environment	△	▲	△

Academic Challenge: First-year students

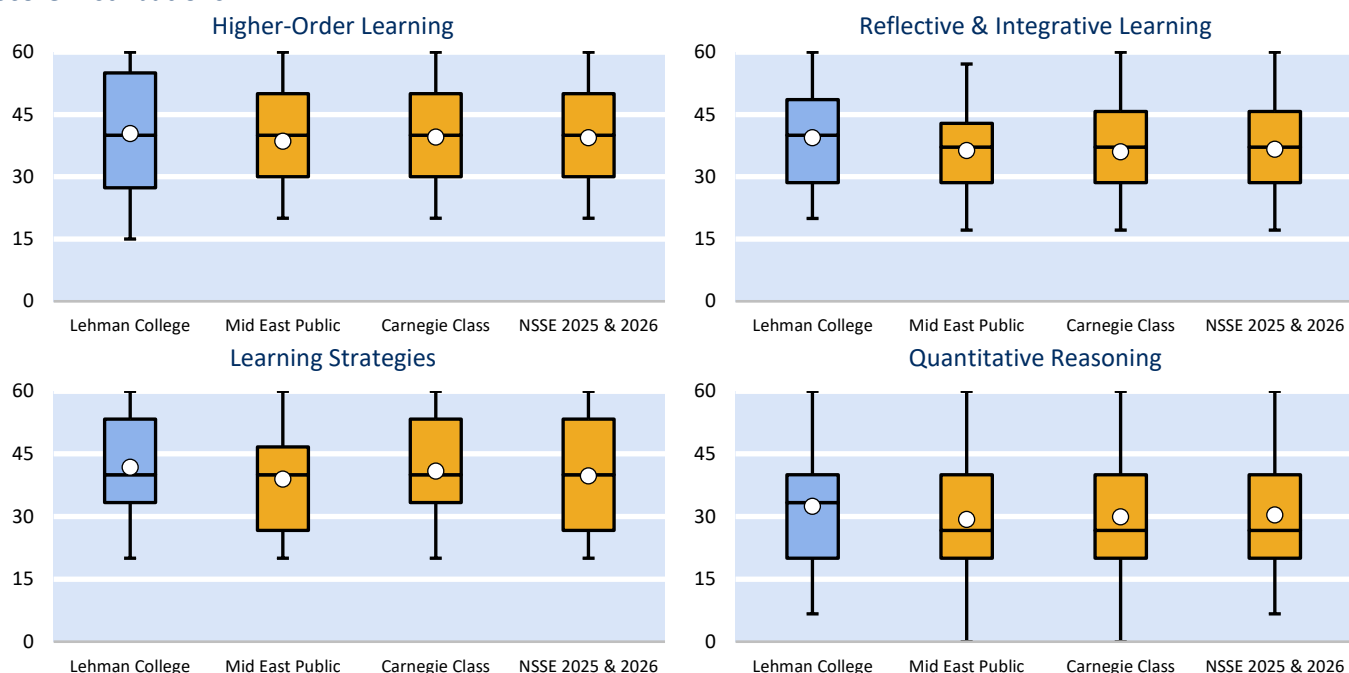
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Lehman College Mean	Your first-year students compared with					
		Mid East Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2025 & 2026 Mean	Effect size
Higher-Order Learning	40.4	38.6	.13	39.6	.06	39.4	.07
Reflective & Integrative Learning	39.4	36.3 **	.26	36.1 **	.26	36.7 *	.23
Learning Strategies	41.8	39.0 *	.20	40.9	.07	39.7	.15
Quantitative Reasoning	32.4	29.3 *	.20	29.9	.16	30.3	.13

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and		
	Lehman College	Mid East Public	Carnegie Class	NSSE 2025 & 2026
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	67	-3	-7	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+4	+1	+1
4d. Evaluating a point of view, decision, or information source	68	-2	-4	-3
4e. Forming a new idea or understanding from various pieces of information	82	+11	+9	+9
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	55	+0	+1	-1
2b. Connected your learning to societal problems or issues	60	+5	+4	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	65	+9	+14	+11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+3	+3	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	80	+9	+10	+8
2f. Learned something that changed the way you understand an issue or concept	75	+7	+6	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-0	-2	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	86	+11	+8	+9
9b. Reviewed your notes after class	65	-2	-7	-3
9c. Summarized what you learned in class or from course materials	71	+3	-1	+2
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.)	55	+2	-1	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	56	+12	+9	+10
6c. Evaluated what others have concluded from numerical information	48	+6	+6	+3

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

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

Academic Challenge: Seniors

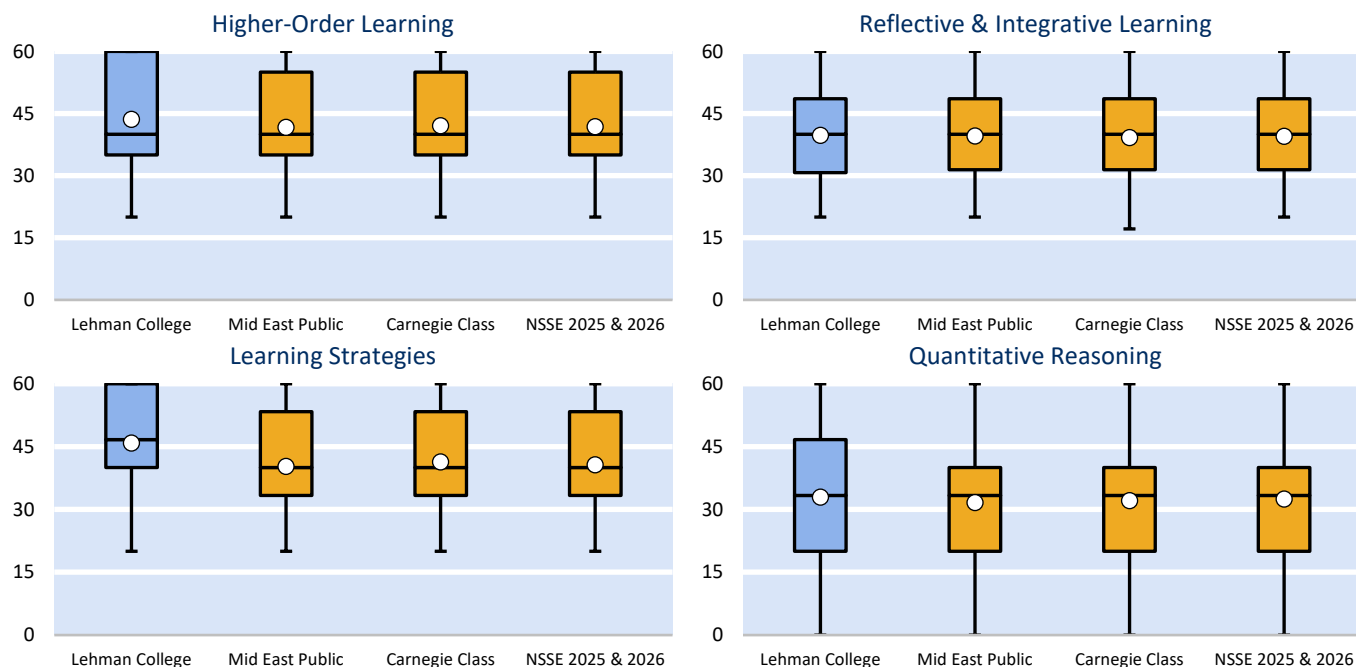
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Lehman College Mean	Your seniors compared with					
		Mid East Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2025 & 2026 Mean	Effect size
Higher-Order Learning	43.6	41.6 *	.15	42.0	.12	41.8 *	.13
Reflective & Integrative Learning	39.7	39.6	.01	39.2	.04	39.5	.02
Learning Strategies	45.8	40.3 ***	.39	41.3 ***	.31	40.6 ***	.36
Quantitative Reasoning	32.9	31.6	.07	32.1	.05	32.5	.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.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	Lehman College	Mid East Public	Carnegie Class	NSSE 2025 & 2026
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	83	+3	+2	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	82	+5	+3	+4
4d. Evaluating a point of view, decision, or information source	82	+8	+7	+9
4e. Forming a new idea or understanding from various pieces of information	77	+2	+0	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	58	-12	-11	-13
2b. Connected your learning to societal problems or issues	67	+3	+2	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	+5	+10	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	72	+3	+3	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	77	+3	+4	+3
2f. Learned something that changed the way you understand an issue or concept	75	+1	+2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	84	-1	-3	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	90	+12	+9	+11
9b. Reviewed your notes after class	83	+16	+13	+15
9c. Summarized what you learned in class or from course materials	82	+11	+9	+11
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.)	63	+6	+3	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	+2	+1	+1
6c. Evaluated what others have concluded from numerical information	46	-3	-2	-4

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

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Learning with Peers: First-year students

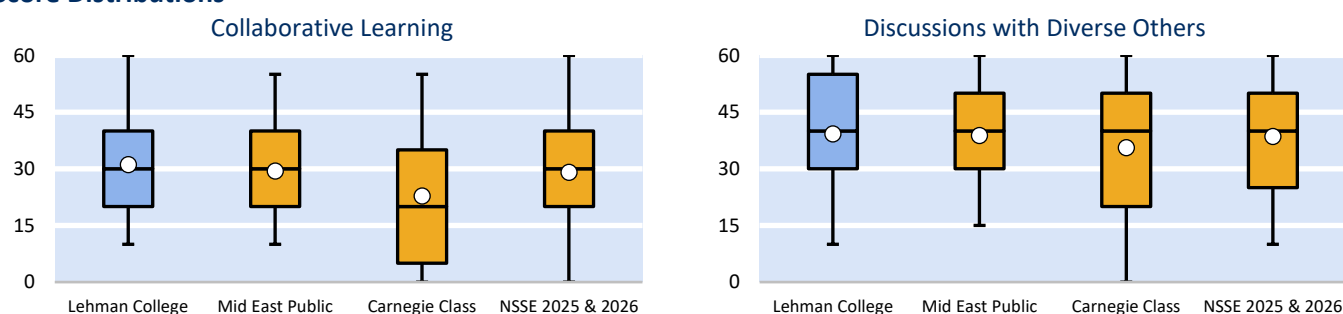
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Lehman College Mean	Your first-year students compared with					
		Mid East Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2025 & 2026 Mean	Effect size
Collaborative Learning	31.1	29.4	.12	22.8 ***	.49	29.0	.14
Discussions with Diverse Others	39.2	38.8	.03	35.6 *	.21	38.5	.04

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		Percentage point difference ^a between your FY students and			
	Lehman College	Mid East Public	Carnegie Class	NSSE 2025 & 2026	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	39				

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Learning with Peers: Seniors

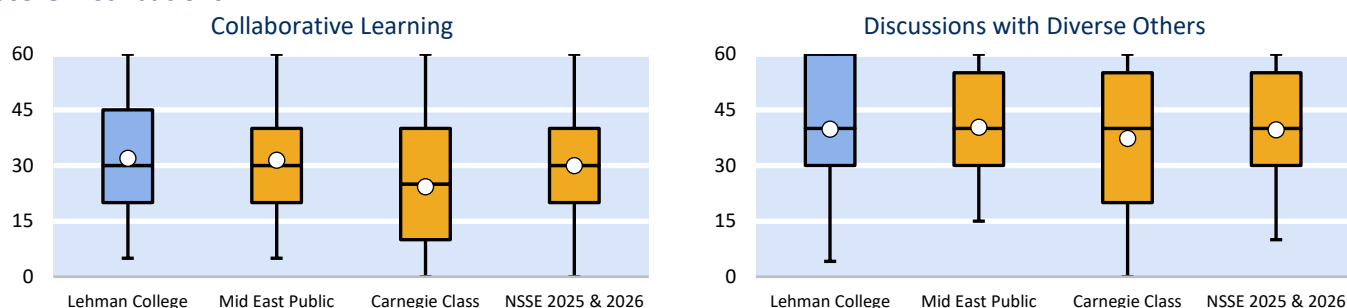
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Lehman College Mean	Your seniors compared with					
		Mid East Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2025 & 2026 Mean	Effect size
Collaborative Learning	32.0	31.5	.03	24.3 ***	.43	30.0	.12
Discussions with Diverse Others	39.8	40.4	-.04	37.3 *	.14	39.6	.01

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		Percentage point difference ^a between your seniors and			
	Lehman College	Mid East Public	Carnegie Class	NSSE 2025 & 2026	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	40	+0	+9	+1	
1c. Explained course material to one or more students	55	+2	+15	+5	
1d. Prepared for exams by discussing or working through course material with other students	52	+10	+21	+12	
1e. Worked with other students on course projects or assignments	59	-5	+12	-2	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	80	+5	+14	+8	
8b. People from economic backgrounds other than your own	69	-6	+1	-5	
8c. People with religious beliefs other than your own	70	-0	+8	+4	
8d. People with political views other than your own	55	-2	-5	-5	

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Experiences with Faculty: First-year students

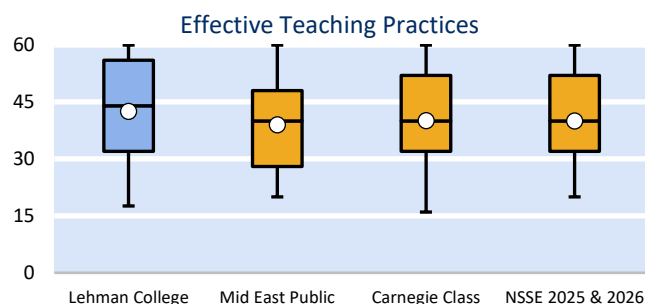
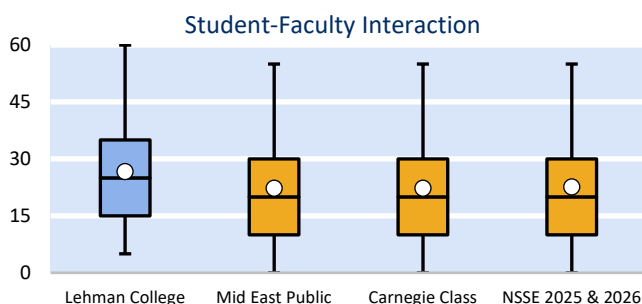
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Lehman College Mean	Your first-year students compared with					
		Mid East Public Effect size		Carnegie Class Effect size		NSSE 2025 & 2026 Effect size	
Student-Faculty Interaction	26.7	22.2 **	.29	22.3 **	.29	22.6 *	.26
Effective Teaching Practices	42.5	38.9 **	.27	40.0	.18	40.0	.19

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		Percentage point difference ^a between your FY students and			
	Lehman College	Mid East Public	Carnegie Class	NSSE 2025 & 2026	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
3a. Talked about career plans with a faculty member	41	+4	+1	+1	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+7	+9	+7	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+4	+6	+4	
3d. Discussed your academic performance with a faculty member	46	+13	+9	+13	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	84	+6	+4	+4	
5b. Taught course sessions in an organized way	75	+2	-1	-2	
5c. Used examples or illustrations to explain difficult points	75	+2	+0	-1	
5d. Provided feedback on a draft or work in progress	73	+9	+8	+7	
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+8	+4	+6	

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Experiences with Faculty: Seniors

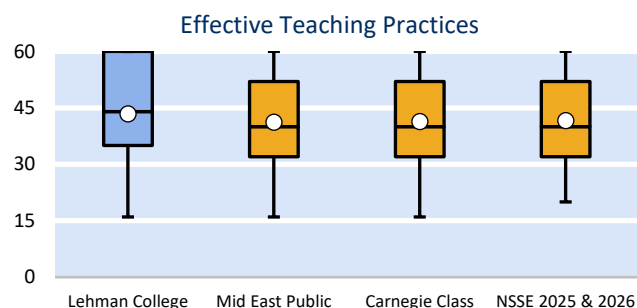
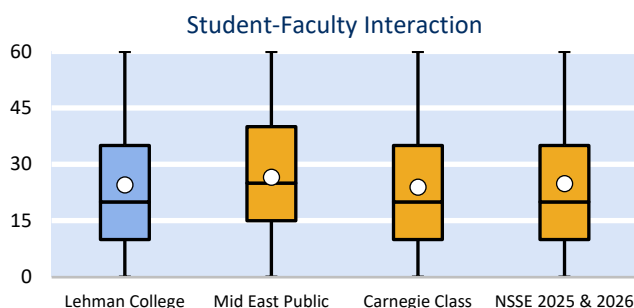
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Student-Faculty Interaction	24.5	26.5	-.12	23.9	.04	24.8	-.02
Effective Teaching Practices	43.3	41.2 *	.16	41.3 *	.14	41.6	.13

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Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
3a. Talked about career plans with a faculty member	45	-3	-1	-0	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	-4	+3	-1	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	-7	+0	-3	
3d. Discussed your academic performance with a faculty member	37	-0	+1	+3	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	84	+2	+2	+1	
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5c. Used examples or illustrations to explain difficult points	80	+2	+3	+1	
5d. Provided feedback on a draft or work in progress	70	+4	+4	+4	
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+5	+2	+4	

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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.

Campus Environment: First-year students

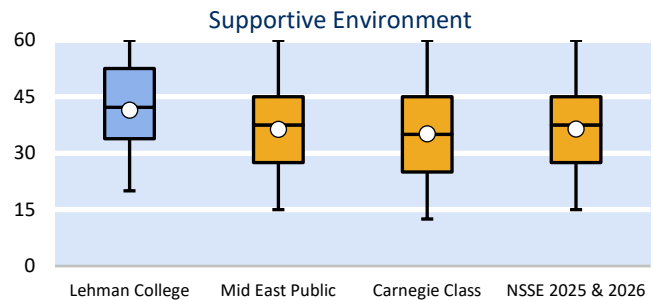
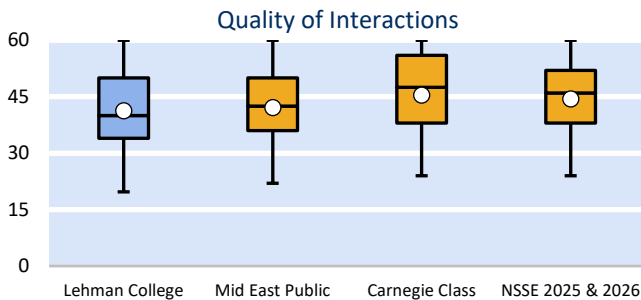
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Lehman College Mean	Your first-year students compared with					
		Mid East Public		Carnegie Class		NSSE 2025 & 2026	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.3	42.2	-.08	45.5 ***	-.35	44.5 **	-.28
Supportive Environment	41.5	36.4 ***	.38	35.1 ***	.46	36.4 ***	.37

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and			
	Lehman College	Mid East Public	Carnegie Class	NSSE 2025 & 2026	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	46				

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

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

Campus Environment: Seniors

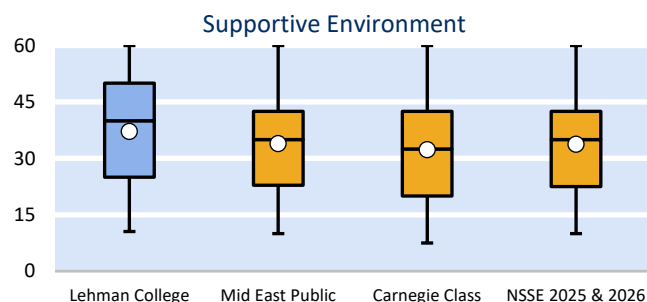
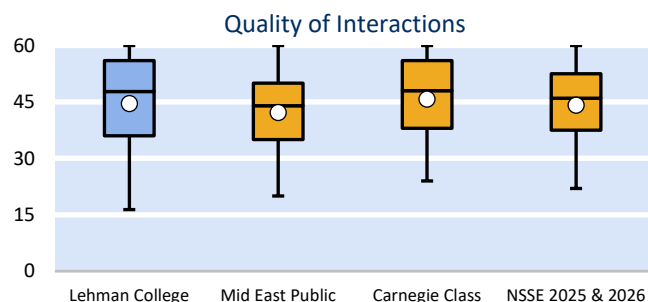
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Lehman College Mean	Your seniors compared with					
		Mid East Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2025 & 2026 Mean	Effect size
Quality of Interactions	44.6	42.2 *	.19	45.8	-.10	44.2	.03
Supportive Environment	37.2	34.0 **	.23	32.3 ***	.33	33.8 **	.24

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and			
	Lehman College	Mid East Public	Carnegie Class	NSSE 2025 & 2026	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	69	+15	+9	+9	
13b. Academic advisors	52	+3	-8	-2	
13c. Faculty	58	+1	-9	-4	
13d. Student services staff (career services, student activities, housing, etc.)	57	+12	+1	+8	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+10	-6	+3	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	71	+2	-2	-1	
14c. Using learning support services (tutoring services, writing center, etc.)	73	+5	+5	+5	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	70	+9	+16	+13	
14e. Providing opportunities to be involved socially	66	-3	+4	-1	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+7	+8	+5	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	50	+15	+12	+13	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	-2	+9	-1	
14i. Attending events that address important social, economic, or political issues	52	+8	+17	+12	

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

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

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NSSE 2026 Engagement Indicators

Comparisons with High-Performing Institutions

CUNY Herbert H. Lehman College

Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2025 and 2026 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2025 and 2026 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		Lehman College	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
		Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.4	40.5	-.01	✓	43.1	-.21	
	Reflective and Integrative Learning	39.4	38.0	.12	✓	40.6	-.10	✓
	Learning Strategies	41.8	41.2	.05	✓	44.0	-.16	
	Quantitative Reasoning	32.4	31.6	.06	✓	34.6	-.14	
Learning with Peers	Collaborative Learning	31.1	33.2	-.15		36.3 ***	-.38	
	Discussions with Diverse Others	39.2	41.1	-.13		43.8 **	-.33	
Experiences with Faculty	Student-Faculty Interaction	26.7	25.9	.05	✓	29.9 *	-.20	
	Effective Teaching Practices	42.5	41.7	.06	✓	45.0	-.18	
Campus Environment	Quality of Interactions	41.3	46.6 ***	-.48		49.2 ***	-.66	
	Supportive Environment	41.5	38.2 *	.25	✓	41.1	.03	✓
Seniors		Lehman College	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
		Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	43.6	43.1	.04	✓	45.8 *	-.17	
	Reflective and Integrative Learning	39.7	41.4 *	-.14		44.2 ***	-.38	
	Learning Strategies	45.8	42.3 ***	.25	✓	44.8	.07	✓
	Quantitative Reasoning	32.9	34.1	-.07	✓	37.1 **	-.26	
Learning with Peers	Collaborative Learning	32.0	34.8 **	-.20		38.7 ***	-.49	
	Discussions with Diverse Others	39.8	41.9	-.14		44.9 ***	-.35	
Experiences with Faculty	Student-Faculty Interaction	24.5	30.8 ***	-.38		35.1 ***	-.66	
	Effective Teaching Practices	43.3	43.6	-.02	✓	46.7 **	-.26	
Campus Environment	Quality of Interactions	44.6	46.6 *	-.17		49.3 ***	-.39	
	Supportive Environment	37.2	36.3	.07	✓	39.5 *	-.17	

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

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

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

NSSE 2026 Engagement Indicators

Detailed Statistics^a

CUNY Herbert H. Lehman College

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Lehman College (N = 116)	40.4	15.2	1.41	15	27	40	55	60				
Mid East Public	38.6	13.5	.25	20	30	40	50	60	122	1.8	.217	.131
Carnegie Class	39.6	13.4	.17	20	30	40	50	60	118	.8	.571	.060
NSSE 2025 & 2026	39.4	13.3	.07	20	30	40	50	60	115	1.0	.497	.073
Top 50%	40.5	13.1	.08	20	30	40	50	60	115	-.1	.933	-.009
Top 10%	43.1	12.7	.21	20	35	40	55	60	120	-2.7	.063	-.211
Reflective & Integrative Learning												
Lehman College (N = 132)	39.4	12.8	1.11	20	29	40	49	60				
Mid East Public	36.3	12.2	.21	17	29	37	43	57	140	3.1	.007	.255
Carnegie Class	36.1	12.7	.15	17	29	37	46	60	136	3.4	.003	.265
NSSE 2025 & 2026	36.7	12.3	.06	17	29	37	46	60	131	2.8	.015	.226
Top 50%	38.0	11.9	.08	20	29	37	46	60	132	1.4	.214	.117
Top 10%	40.6	11.8	.22	20	31	40	49	60	141	-1.2	.309	-.098
Learning Strategies												
Lehman College (N = 107)	41.8	14.2	1.37	20	33	40	53	60				
Mid East Public	39.0	13.8	.27	20	27	40	47	60	115	2.8	.046	.205
Carnegie Class	40.9	14.1	.19	20	33	40	53	60	110	1.0	.494	.068
NSSE 2025 & 2026	39.7	13.8	.07	20	27	40	53	60	107	2.1	.129	.152
Top 50%	41.2	13.8	.09	20	33	40	53	60	107	.6	.643	.046
Top 10%	44.0	14.1	.20	20	33	40	60	60	111	-2.2	.117	-.156
Quantitative Reasoning												
Lehman College (N = 113)	32.4	16.0	1.51	7	20	33	40	60				
Mid East Public	29.3	15.7	.30	0	20	27	40	60	121	3.1	.045	.199
Carnegie Class	29.9	16.2	.21	0	20	27	40	60	117	2.6	.097	.158
NSSE 2025 & 2026	30.3	15.7	.08	7	20	27	40	60	113	2.1	.169	.133
Top 50%	31.6	15.5	.10	7	20	33	40	60	113	.9	.570	.056
Top 10%	34.6	15.6	.25	7	20	33	40	60	118	-2.2	.158	-.139
Learning with Peers												
Collaborative Learning												
Lehman College (N = 139)	31.1	14.6	1.23	10	20	30	40	60				
Mid East Public	29.4	13.9	.23	10	20	30	40	55	148	1.7	.170	.124
Carnegie Class	22.8	17.0	.20	0	5	20	35	55	146	8.3	.000	.491
NSSE 2025 & 2026	29.0	15.3	.07	0	20	30	40	60	139	2.1	.094	.137
Top 50%	33.2	13.9	.08	10	25	35	40	60	140	-2.1	.096	-.149
Top 10%	36.3	13.6	.19	15	25	35	45	60	145	-5.2	.000	-.379
Discussions with Diverse Others												
Lehman College (N = 112)	39.2	16.1	1.52	10	30	40	55	60				
Mid East Public	38.8	15.5	.30	15	30	40	50	60	120	.4	.783	.028
Carnegie Class	35.6	17.9	.24	0	20	40	50	60	117	3.7	.018	.206
NSSE 2025 & 2026	38.5	15.9	.08	10	25	40	50	60	112	.7	.645	.044
Top 50%	41.1	14.6	.10	20	30	40	55	60	112	-1.9	.219	-.130
Top 10%	43.8	13.8	.26	20	35	45	60	60	118	-4.6	.004	-.332

NSSE 2026 Engagement Indicators

Detailed Statistics^a

CUNY Herbert H. Lehman College

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Lehman College (N = 123)	26.7	17.2	1.55	5	15	25	35	60				
Mid East Public	22.2	15.4	.28	0	10	20	30	55	130	4.5	.005	.288
Carnegie Class	22.3	15.3	.19	0	10	20	30	55	125	4.4	.006	.287
NSSE 2025 & 2026	22.6	15.4	.08	0	10	20	30	55	122	4.0	.010	.262
Top 50%	25.9	15.4	.12	5	15	25	35	60	123	.8	.619	.050
Top 10%	29.9	16.2	.32	5	20	26	40	60	132	-3.2	.046	-.196
Effective Teaching Practices												
Lehman College (N = 117)	42.5	14.5	1.34	18	32	44	56	60				
Mid East Public	38.9	13.3	.25	20	28	40	48	60	124	3.6	.010	.269
Carnegie Class	40.0	13.9	.18	16	32	40	52	60	120	2.5	.067	.179
NSSE 2025 & 2026	40.0	13.3	.07	20	32	40	52	60	117	2.6	.058	.194
Top 50%	41.7	13.4	.10	20	32	40	52	60	117	.9	.526	.064
Top 10%	45.0	13.9	.24	20	36	48	60	60	124	-2.5	.071	-.178
Campus Environment												
Quality of Interactions												
Lehman College (N = 101)	41.3	11.2	1.12	20	34	40	50	60				
Mid East Public	42.2	11.5	.24	22	36	43	50	60	110	-.9	.433	-.078
Carnegie Class	45.5	11.9	.17	24	38	48	56	60	105	-4.2	.000	-.354
NSSE 2025 & 2026	44.5	11.3	.06	24	38	46	52	60	101	-3.2	.005	-.282
Top 50%	46.6	11.1	.09	26	40	48	56	60	102	-5.4	.000	-.485
Top 10%	49.2	12.1	.20	25	43	52	60	60	107	-7.9	.000	-.657
Supportive Environment												
Lehman College (N = 105)	41.5	13.4	1.31	20	34	42	53	60				
Mid East Public	36.4	13.4	.27	15	28	38	45	60	113	5.1	.000	.379
Carnegie Class	35.1	13.9	.19	13	25	35	45	60	108	6.3	.000	.456
NSSE 2025 & 2026	36.4	13.5	.07	15	28	38	45	60	104	5.0	.000	.373
Top 50%	38.2	13.1	.10	18	30	40	48	60	105	3.2	.016	.247
Top 10%	41.1	12.8	.30	20	33	40	53	60	115	.4	.767	.031

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

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

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

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

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting.

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 2026 Engagement Indicators

Detailed Statistics^a

CUNY Herbert H. Lehman College

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Lehman College (N = 225)	43.6	13.8	.92	20	35	40	60	60				
Mid East Public	41.6	13.6	.22	20	35	40	55	60	249	2.0	.036	.147
Carnegie Class	42.0	13.7	.14	20	35	40	55	60	235	1.6	.087	.118
NSSE 2025 & 2026	41.8	13.6	.06	20	35	40	55	60	226	1.8	.049	.134
Top 50%	43.1	13.4	.08	20	35	40	55	60	227	.5	.568	.039
Top 10%	45.8	12.6	.23	20	40	45	60	60	251	-2.2	.024	-.171
Reflective & Integrative Learning												
Lehman College (N = 238)	39.7	13.0	.84	20	31	40	49	60				
Mid East Public	39.6	12.9	.20	20	31	40	49	60	264	.1	.882	.010
Carnegie Class	39.2	13.2	.13	17	31	40	49	60	249	.5	.528	.041
NSSE 2025 & 2026	39.5	12.9	.05	20	31	40	49	60	239	.2	.779	.018
Top 50%	41.4	12.3	.08	20	34	40	51	60	241	-1.7	.050	-.135
Top 10%	44.2	11.7	.23	23	37	46	54	60	273	-4.4	.000	-.375
Learning Strategies												
Lehman College (N = 207)	45.8	12.9	.89	20	40	47	60	60				
Mid East Public	40.3	14.3	.24	20	33	40	53	60	236	5.5	.000	.389
Carnegie Class	41.3	14.6	.16	20	33	40	53	60	219	4.5	.000	.309
NSSE 2025 & 2026	40.6	14.5	.06	20	33	40	53	60	207	5.2	.000	.357
Top 50%	42.3	14.3	.08	20	33	40	53	60	209	3.5	.000	.246
Top 10%	44.8	14.0	.20	20	40	47	60	60	226	1.0	.291	.070
Quantitative Reasoning												
Lehman College (N = 215)	32.9	18.4	1.26	0	20	33	47	60				
Mid East Public	31.6	17.0	.28	0	20	33	40	60	236	1.3	.321	.075
Carnegie Class	32.1	16.9	.18	0	20	33	40	60	224	.8	.507	.050
NSSE 2025 & 2026	32.5	16.7	.07	0	20	33	40	60	216	.4	.726	.026
Top 50%	34.1	16.5	.09	7	20	33	47	60	217	-1.2	.362	-.070
Top 10%	37.1	15.9	.23	13	27	40	47	60	229	-4.2	.001	-.260
Learning with Peers												
Collaborative Learning												
Lehman College (N = 238)	32.0	16.0	1.04	5	20	30	45	60				
Mid East Public	31.5	15.0	.22	5	20	30	40	60	259	.5	.636	.033
Carnegie Class	24.3	17.8	.18	0	10	25	40	60	251	7.7	.000	.434
NSSE 2025 & 2026	30.0	16.4	.06	0	20	30	40	60	239	2.0	.053	.123
Top 50%	34.8	14.3	.08	10	25	35	45	60	240	-2.8	.007	-.198
Top 10%	38.7	13.4	.22	15	30	40	50	60	259	-6.7	.000	-.494
Discussions with Diverse Others												
Lehman College (N = 212)	39.8	17.6	1.21	4	30	40	60	60				
Mid East Public	40.4	15.5	.26	15	30	40	55	60	230	-.6	.650	-.036
Carnegie Class	37.3	18.0	.20	0	20	40	55	60	222	2.5	.042	.139
NSSE 2025 & 2026	39.6	16.3	.07	10	30	40	55	60	212	.2	.865	.013
Top 50%	41.9	15.2	.08	20	30	40	60	60	213	-2.1	.085	-.138
Top 10%	44.9	14.3	.25	20	35	45	60	60	229	-5.1	.000	-.349

NSSE 2026 Engagement Indicators

Detailed Statistics^a

CUNY Herbert H. Lehman College

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Lehman College (N = 226)	24.5	17.8	1.18	0	10	20	35	60				
Mid East Public	26.5	16.8	.26	0	15	25	40	60	248	-2.0	.097	-.119
Carnegie Class	23.9	16.7	.17	0	10	20	35	60	235	.6	.623	.035
NSSE 2025 & 2026	24.8	16.9	.07	0	10	20	35	60	227	-.3	.810	-.017
Top 50%	30.8	16.3	.14	5	20	30	40	60	232	-6.3	.000	-.385
Top 10%	35.1	15.9	.37	10	20	35	45	60	270	-10.6	.000	-.659
Effective Teaching Practices												
Lehman College (N = 225)	43.3	14.9	.99	16	35	44	60	60				
Mid East Public	41.2	13.8	.22	16	32	40	52	60	247	2.2	.033	.157
Carnegie Class	41.3	14.6	.15	16	32	40	52	60	235	2.0	.047	.138
NSSE 2025 & 2026	41.6	13.8	.06	20	32	40	52	60	225	1.7	.083	.126
Top 50%	43.6	13.4	.09	20	36	44	56	60	228	-.3	.781	-.021
Top 10%	46.7	12.8	.23	20	40	48	60	60	248	-3.4	.001	-.262
Campus Environment												
Quality of Interactions												
Lehman College (N = 193)	44.6	13.6	.98	16	36	48	56	60				
Mid East Public	42.2	12.2	.21	20	35	44	50	60	211	2.3	.021	.189
Carnegie Class	45.8	12.0	.14	24	38	48	56	60	200	-1.2	.222	-.100
NSSE 2025 & 2026	44.2	11.9	.05	22	38	46	53	60	193	.4	.696	.032
Top 50%	46.6	11.7	.08	24	40	48	56	60	195	-2.0	.043	-.171
Top 10%	49.3	11.9	.16	25	43	52	60	60	203	-4.7	.000	-.392
Supportive Environment												
Lehman College (N = 206)	37.2	15.9	1.11	11	25	40	50	60				
Mid East Public	34.0	14.2	.24	10	23	35	43	60	224	3.3	.004	.229
Carnegie Class	32.3	14.8	.17	8	20	33	43	60	214	4.9	.000	.330
NSSE 2025 & 2026	33.8	14.4	.06	10	23	35	43	60	206	3.4	.002	.240
Top 50%	36.3	14.0	.09	13	28	38	45	60	207	1.0	.384	.069
Top 10%	39.5	13.4	.31	18	30	40	50	60	238	-2.3	.046	-.170

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

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

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

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

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting.

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.