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# **NSSE 2013**

## **Engagement Indicators**

California State University, San Bernardino

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### About Your Engagement Indicators Report

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

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

### Report sections

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

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

### Interpreting comparisons

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

*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 Institutional 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 Web site: [nsse.iub.edu](http://nsse.iub.edu)

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year (FY) Students

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your FY students</b> compared with Far West Public	<b>Your FY students</b> compared with Carnegie Class	<b>Your FY students</b> compared with NSSE 2013
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective and Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▼	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	▽	▽
	Effective Teaching Practices	▲	--	▲
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Seniors

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

### Academic Challenge: First-year students

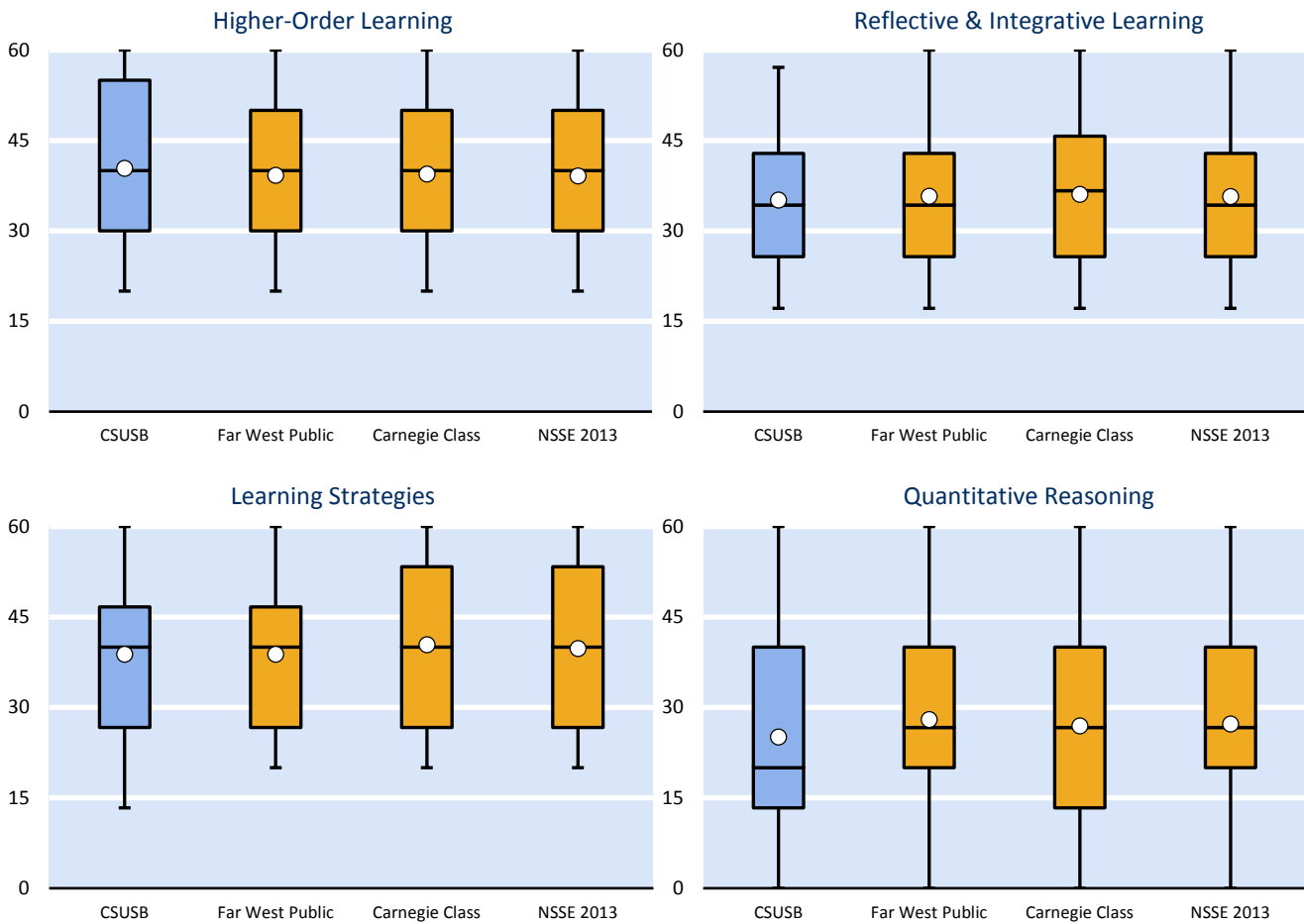
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	CSUSB Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2013	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.4	39.2	.09	39.4	.07	39.1	.09
Reflective & Integrative Learning	35.1	35.7	-.05	36.1	-.08	35.7	-.05
Learning Strategies	38.8	38.8	.00	40.4	-.11	39.8	-.07
Quantitative Reasoning	25.1	28.0	-.18	27.0	-.11	27.3	-.13

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





































































#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

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

### Summary of Indicator Items

Higher-Order Learning	CSUSB	Far West Public	Carnegie Class	NSSE 2013
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	70 	75 	73 	74 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76 	74 	73 	73 
4d. Evaluating a point of view, decision, or information source	69 	70 	72 	70 
4e. Forming a new idea or understanding from various pieces of information	69 	69 	70 	69 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	53 	56 	56 	56 
2b. Connected your learning to societal problems or issues	46 	54 	54 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50 	50 	52 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60 	63 	64 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66 	67 	68 	66 
2f. Learned something that changed the way you understand an issue or concept	65 	67 	67 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	78 	78 	78 	78 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83 	80 	82 	81 
9b. Reviewed your notes after class	65 	66 	68 	66 
9c. Summarized what you learned in class or from course materials	56 	62 	66 	64 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	47 	53 	50 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32 	40 	38 	38 
6c. Evaluated what others have concluded from numerical information	35 	39 	36 	37 

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

### Academic Challenge: Seniors

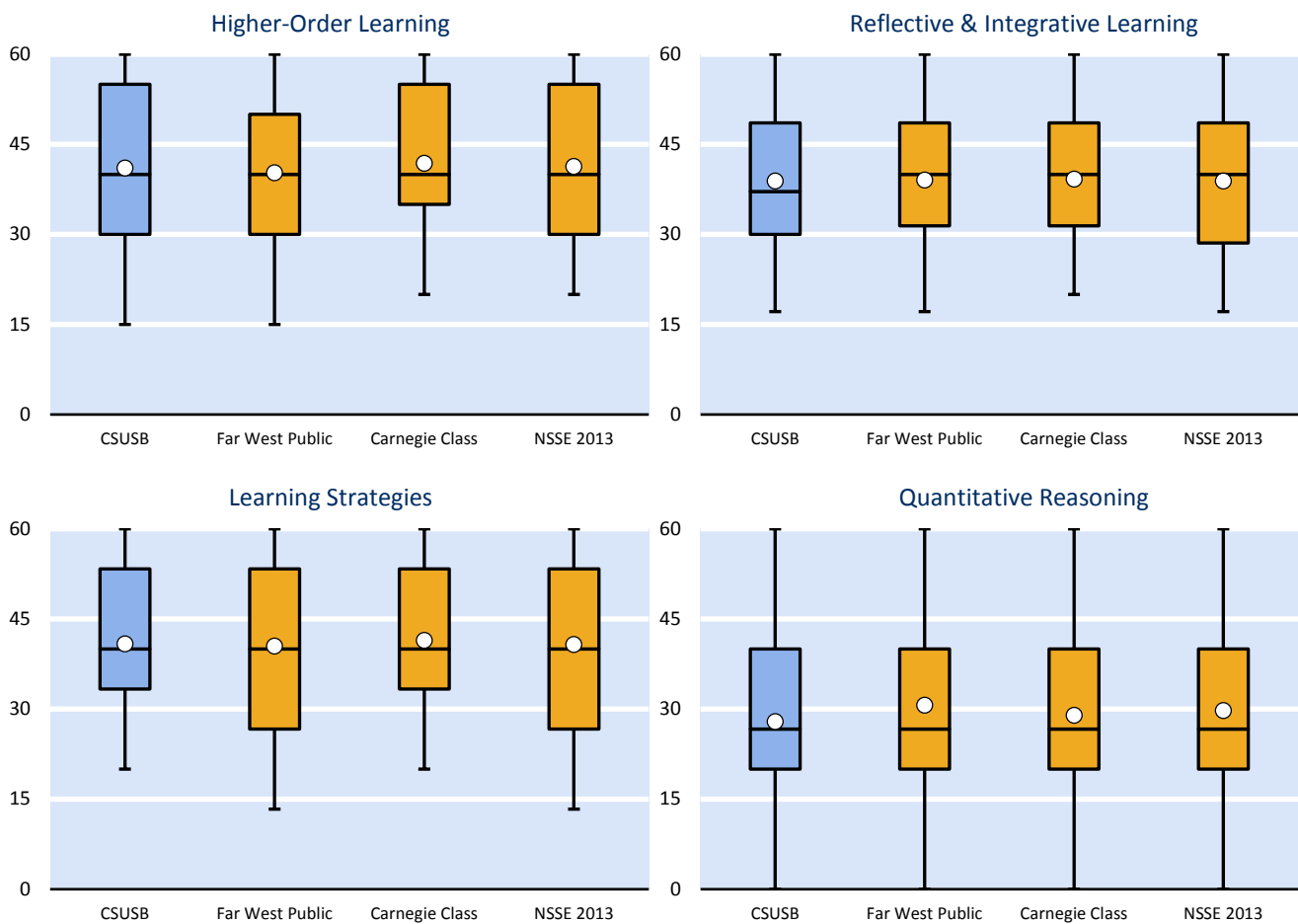
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#### Mean Comparisons

Engagement Indicator	CSUSB Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2013	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.1	40.3	.06	41.8	-.05	41.3	-.02
Reflective & Integrative Learning	38.9	39.1	-.01	39.2	-.03	38.9	.00
Learning Strategies	40.8	40.4	.03	41.4	-.04	40.7	.01
Quantitative Reasoning	27.9	30.6 **	-.16	28.9	-.06	29.7 *	-.11

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





































































#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

Higher-Order Learning	CSUSB	Far West Public	Carnegie Class	NSSE 2013
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	76 	78 	81 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77 	76 	78 	78 
4d. Evaluating a point of view, decision, or information source	73 	69 	75 	72 
4e. Forming a new idea or understanding from various pieces of information	70 	70 	74 	73 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	70 	72 	71 	71 
2b. Connected your learning to societal problems or issues	65 	65 	66 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58 	55 	58 	56 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	66 	68 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71 	71 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	70 	71 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	82 	85 	85 	84 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83 	84 	85 	84 
9b. Reviewed your notes after class	68 	63 	67 	65 
9c. Summarized what you learned in class or from course materials	64 	63 	69 	66 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52 	55 	52 	54 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43 	45 	43 	44 
6c. Evaluated what others have concluded from numerical information	40 	46 	41 	44 

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

### Learning with Peers: First-year students

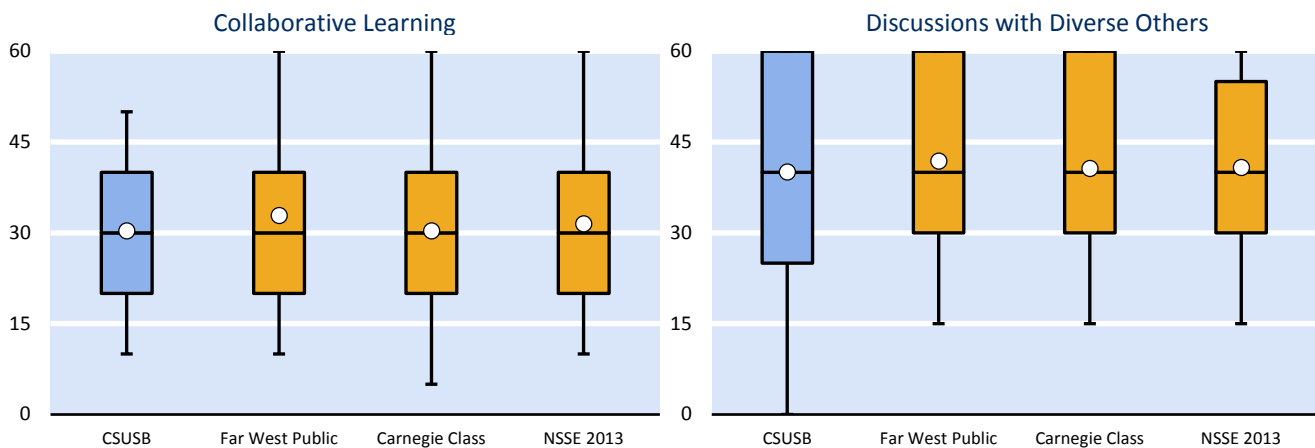
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	CSUSB Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.3	32.8 *	-.19	30.3	.00	31.5	-.08
Discussions with Diverse Others	40.0	41.8	-.11	40.6	-.04	40.8	-.04

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

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

#### Summary of Indicator Items

##### Collaborative Learning

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

	CSUSB	Far West Public	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	45	54	44	48
1f. Explained course material to one or more students	57	59	53	56
1g. Prepared for exams by discussing or working through course material with other students	40	50	45	48
1h. Worked with other students on course projects or assignments	46	53	49	50

##### Discussions with Diverse Others

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

	CSUSB	Far West Public	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	75	77	71	71
8b. People from an economic background other than your own	77	75	73	73
8c. People with religious beliefs other than your own	69	73	67	68
8d. People with political views other than your own	62	68	69	70

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



### Learning with Peers: Seniors

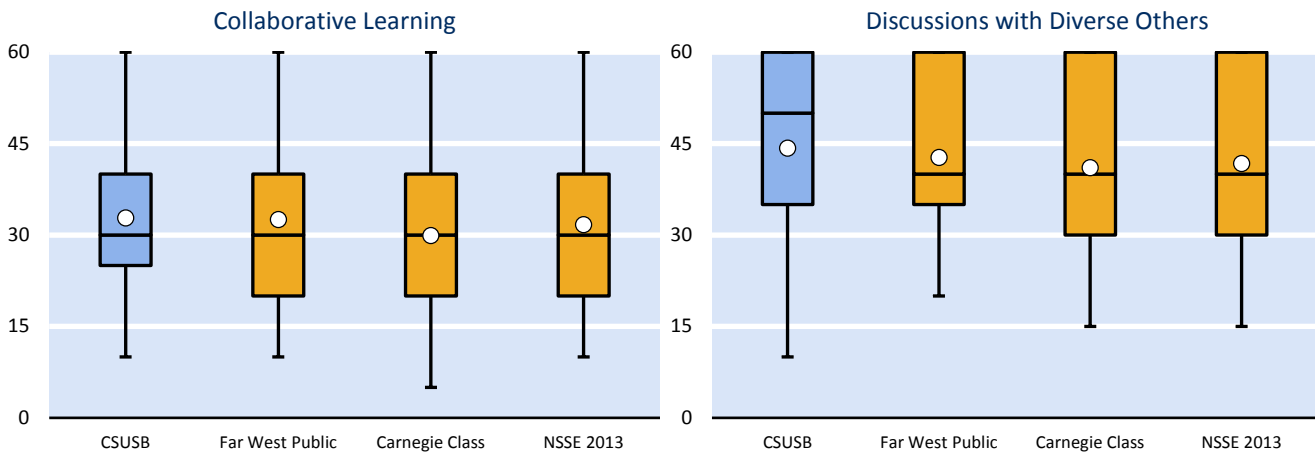
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	CSUSB Mean	Your seniors compared with					
		Far West Public Mean	Far West Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2013 Mean	NSSE 2013 Effect size
Collaborative Learning	32.8	32.5	.02	29.9 ***	.19	31.7	.08
Discussions with Diverse Others	44.3	42.7	.10	41.1 ***	.19	41.8 **	.16

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

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

#### Summary of Indicator Items

##### Collaborative Learning

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

	CSUSB	Far West Public	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	39	41	35	38
1f. Explained course material to one or more students	56	59	53	57
1g. Prepared for exams by discussing or working through course material with other students	45	45	41	44
1h. Worked with other students on course projects or assignments	65	63	58	63

##### Discussions with Diverse Others

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

	CSUSB	Far West Public	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	80	77	71	72
8b. People from an economic background other than your own	78	76	74	74
8c. People with religious beliefs other than your own	74	72	67	70
8d. People with political views other than your own	73	69	71	72

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

## Experiences with Faculty: First-year students

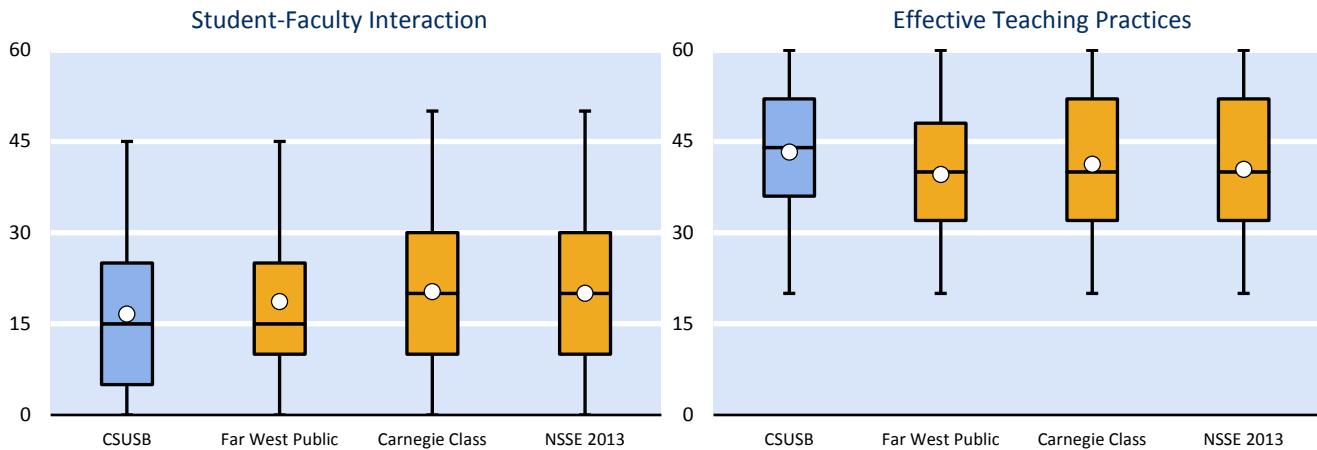
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

### Mean Comparisons

Engagement Indicator	CSUSB Mean	Your first-year students compared with					
		Far West Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Student-Faculty Interaction	16.6	18.6	-.14	20.3 **	-.25	20.0 **	-.24
Effective Teaching Practices	43.2	39.6 **	.28	41.2	.15	40.4 *	.21

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

### Score Distributions



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### Summary of Indicator Items

#### Student-Faculty Interaction

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

	CSUSB	Far West Public	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	26	29	34	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	12	16	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	23	25	24
3d. Discussed your academic performance with a faculty member	27	25	29	28

#### Effective Teaching Practices

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

	CSUSB	Far West Public	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	82	81	82	82
5b. Taught course sessions in an organized way	82	78	80	80
5c. Used examples or illustrations to explain difficult points	77	79	78	78
5d. Provided feedback on a draft or work in progress	73	62	68	65
5e. Provided prompt and detailed feedback on tests or completed assignments	66	60	66	63

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

## Experiences with Faculty: Seniors

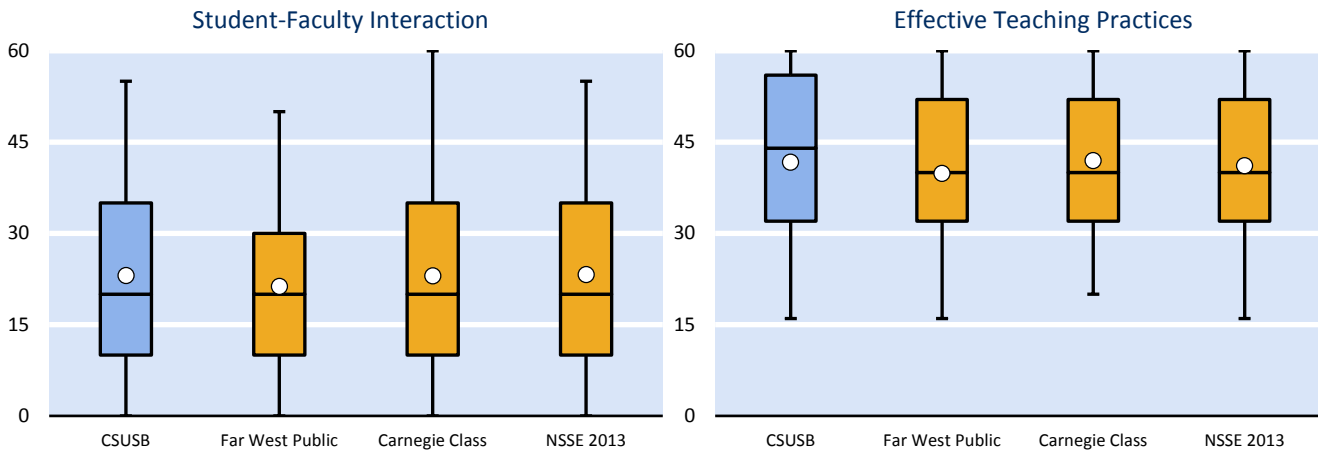
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### Mean Comparisons

Engagement Indicator	CSUSB Mean	Your seniors compared with					
		Far West Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Student-Faculty Interaction	23.1	21.2 *	.12	23.0	.00	23.2	-.01
Effective Teaching Practices	41.7	39.9 *	.14	41.9	-.02	41.1	.04

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

### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

### Summary of Indicator Items

#### Student-Faculty Interaction

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

	CSUSB	Far West Public	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	41	34	42	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	22	24	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	28	32	32
3d. Discussed your academic performance with a faculty member	33	26	33	32

#### Effective Teaching Practices

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

	CSUSB	Far West Public	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	84	83	84	83
5b. Taught course sessions in an organized way	81	81	82	82
5c. Used examples or illustrations to explain difficult points	82	81	80	79
5d. Provided feedback on a draft or work in progress	64	56	65	62
5e. Provided prompt and detailed feedback on tests or completed assignments	64	63	70	68

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

## Campus Environment: First-year students

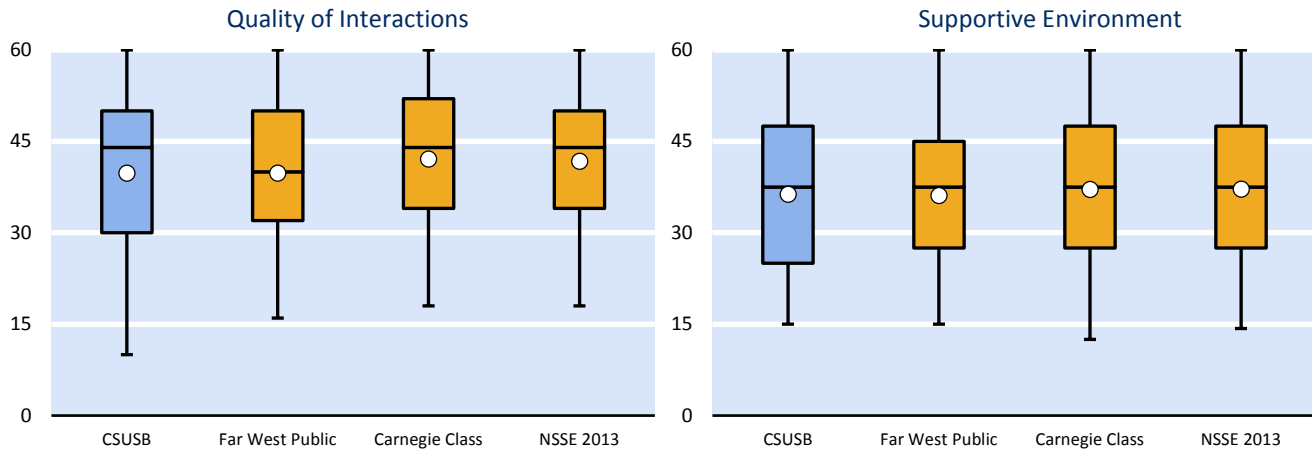
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	CSUSB Mean	Your first-year students compared with					
		Far West Public Mean	Far West Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2013 Mean	NSSE 2013 Effect size
Quality of Interactions	39.8	39.8	.00	42.1	-.18	41.7	-.16
Supportive Environment	36.3	36.1	.01	37.1	-.06	37.2	-.06

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

### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

### Summary of Indicator Items

#### Quality of Interactions

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

	CSUSB	Far West Public	Carnegie Class	NSSE 2013
13a. Students	54	54	60	60
13b. Academic advisors	47	44	50	49
13c. Faculty	50	43	53	51
13d. Student services staff (career services, student activities, housing, etc.)	50	38	45	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	36	44	42

#### Supportive Environment

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

	CSUSB	Far West Public	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	72	78	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	76	80	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	61	60	58
14e. Providing opportunities to be involved socially	61	68	71	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	72	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	56	42	46	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	61	66	68
14i. Attending events that address important social, economic, or political issues	47	50	53	53

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

### Campus Environment: Seniors

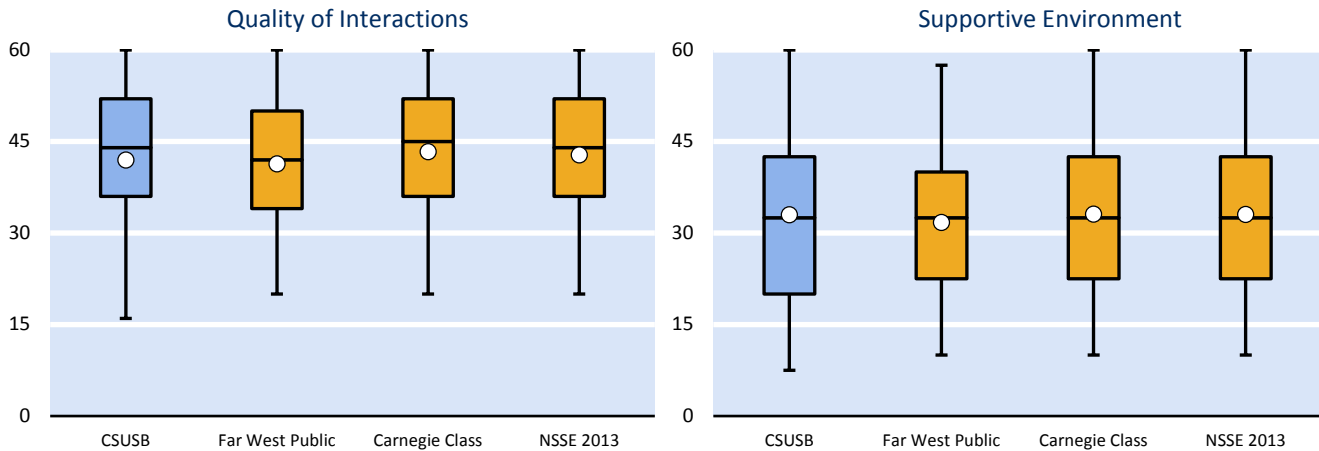
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	CSUSB Mean	Your seniors compared with					
		Far West Public Mean	Far West Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2013 Mean	NSSE 2013 Effect size
Quality of Interactions	42.0	41.3	.05	43.3 *	-.11	42.8	-.07
Supportive Environment	33.0	31.7	.09	33.1	-.01	33.1	-.01

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

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

#### Summary of Indicator Items

##### Quality of Interactions

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

	CSUSB	Far West Public	Carnegie Class	NSSE 2013
13a. Students	66	58	64	65
13b. Academic advisors	46	49	55	53
13c. Faculty	62	56	63	61
13d. Student services staff (career services, student activities, housing, etc.)	42	37	44	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	37	46	43

##### Supportive Environment

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

	CSUSB	Far West Public	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	67	68	74	72
14c. Using learning support services (tutoring services, writing center, etc.)	62	65	68	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	51	53	52
14e. Providing opportunities to be involved socially	61	62	64	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	62	61	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	27	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	51	54	56
14i. Attending events that address important social, economic, or political issues	42	44	46	45

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

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

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

- (a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all current-year 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 to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

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

First-Year Students		CSUSB Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.4	40.9	-.04	✓	42.7	-.17	✓
	Reflective and Integrative Learning	35.1	37.6 *	-.20		39.4 ***	-.34	
	Learning Strategies	38.8	41.8 *	-.21		44.3 ***	-.39	
	Quantitative Reasoning	25.1	28.8 *	-.23		30.5 ***	-.33	
Learning with Peers	Collaborative Learning	30.3	34.5 ***	-.30		37.1 ***	-.50	
	Discussions with Diverse Others	40.0	43.2 *	-.20		45.7 **	-.37	
Experiences with Faculty	Student-Faculty Interaction	16.6	23.4 ***	-.45		26.7 ***	-.62	
	Effective Teaching Practices	43.2	42.8	.03	✓	44.7	-.11	✓
Campus Environment	Quality of Interactions	39.8	44.3 **	-.39		46.3 ***	-.53	
	Supportive Environment	36.3	39.5 *	-.25		41.4 **	-.39	

Seniors		CSUSB Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.1	43.5 ***	-.18		45.3 ***	-.31	
	Reflective and Integrative Learning	38.9	41.1 ***	-.17		43.1 ***	-.33	
	Learning Strategies	40.8	43.2 **	-.16		45.4 ***	-.32	
	Quantitative Reasoning	27.9	31.1 ***	-.19		32.5 ***	-.27	
Learning with Peers	Collaborative Learning	32.8	35.0 **	-.16		37.5 ***	-.34	
	Discussions with Diverse Others	44.3	44.1	.01	✓	45.9	-.10	✓
Experiences with Faculty	Student-Faculty Interaction	23.1	29.7 ***	-.41		34.6 ***	-.72	
	Effective Teaching Practices	41.7	43.3 *	-.12		45.3 ***	-.27	
Campus Environment	Quality of Interactions	42.0	45.8 ***	-.33		47.6 ***	-.49	
	Supportive Environment	33.0	36.2 ***	-.23		39.1 ***	-.46	

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

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

#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
CSUSB (N = 121)	40.4	14.3	1.30	20	30	40	55	60				
Far West Public	39.2	13.7	.39	20	30	40	50	60	1,361	1.2	.368	.086
Carnegie Class	39.4	13.9	.14	20	30	40	50	60	9,412	.9	.459	.068
NSSE 2013	39.1	13.8	.08	20	30	40	50	60	31,610	1.2	.324	.090
Top 50%	40.9	13.6	.11	20	30	40	50	60	14,280	-.5	.693	-.036
Top 10%	42.7	13.7	.24	20	35	40	55	60	3,416	-2.4	.062	-.173
<b>Reflective and Integrative Learning</b>												
CSUSB (N = 124)	35.1	13.2	1.18	17	26	34	43	57				
Far West Public	35.7	12.4	.35	17	26	34	43	60	1,409	-.6	.596	-.050
Carnegie Class	36.1	12.6	.13	17	26	37	46	60	9,784	-1.0	.403	-.076
NSSE 2013	35.7	12.6	.07	17	26	34	43	60	32,914	-.6	.611	-.046
Top 50%	37.6	12.5	.10	17	29	37	46	60	14,272	-2.5	.027	-.199
Top 10%	39.4	12.5	.21	20	31	40	49	60	3,640	-4.3	.000	-.343
<b>Learning Strategies</b>												
CSUSB (N = 108)	38.8	14.3	1.37	13	27	40	47	60				
Far West Public	38.8	13.9	.41	20	27	40	47	60	1,252	.0	.992	-.001
Carnegie Class	40.4	14.2	.15	20	27	40	53	60	8,803	-1.6	.252	-.111
NSSE 2013	39.8	14.2	.08	20	27	40	53	60	29,434	-.9	.491	-.066
Top 50%	41.8	14.1	.13	20	33	40	53	60	12,634	-3.0	.027	-.213
Top 10%	44.3	14.2	.27	20	33	47	60	60	2,919	-5.5	.000	-.387
<b>Quantitative Reasoning</b>												
CSUSB (N = 122)	25.1	17.2	1.55	0	13	20	40	60				
Far West Public	28.0	15.9	.45	0	20	27	40	60	1,370	-2.9	.056	-.181
Carnegie Class	27.0	16.7	.17	0	13	27	40	60	9,571	-1.9	.220	-.112
NSSE 2013	27.3	16.4	.09	0	20	27	40	60	32,129	-2.2	.141	-.133
Top 50%	28.8	16.3	.12	0	20	27	40	60	18,194	-3.7	.012	-.228
Top 10%	30.5	16.2	.26	0	20	27	40	60	3,964	-5.4	.000	-.333
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CSUSB (N = 120)	30.3	12.9	1.18	10	20	30	40	50				
Far West Public	32.8	13.6	.37	10	20	30	40	60	1,433	-2.5	.050	-.188
Carnegie Class	30.3	14.6	.15	5	20	30	40	60	9,956	.0	.989	.001
NSSE 2013	31.5	14.2	.08	10	20	30	40	60	33,678	-1.1	.381	-.080
Top 50%	34.5	13.7	.11	15	25	35	45	60	14,989	-4.1	.001	-.302
Top 10%	37.1	13.6	.25	15	25	35	45	60	3,124	-6.8	.000	-.499
<b>Discussions with Diverse Others</b>												
CSUSB (N = 113)	40.0	18.0	1.69	0	25	40	60	60				
Far West Public	41.8	15.7	.46	15	30	40	60	60	1,268	-1.8	.260	-.111
Carnegie Class	40.6	16.2	.17	15	30	40	60	60	8,904	-.6	.711	-.035
NSSE 2013	40.8	16.0	.09	15	30	40	55	60	29,781	-.7	.640	-.044
Top 50%	43.2	15.4	.13	20	35	45	60	60	14,642	-3.2	.030	-.205
Top 10%	45.7	15.0	.28	20	40	50	60	60	118	-5.6	.001	-.374



#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
CSUSB (N = 124)	16.6	14.5	1.30	0	5	15	25	45				
Far West Public	18.6	14.1	.40	0	10	15	25	45	1,378	-2.0	.128	-.144
Carnegie Class	20.3	14.8	.15	0	10	20	30	50	9,605	-3.7	.006	-.248
NSSE 2013	20.0	14.5	.08	0	10	20	30	50	32,238	-3.4	.009	-.235
Top 50%	23.4	15.0	.15	0	10	20	35	55	10,311	-6.8	.000	-.451
Top 10%	26.7	16.4	.42	0	15	25	40	60	149	-10.0	.000	-.617
<b>Effective Teaching Practices</b>												
CSUSB (N = 124)	43.2	12.9	1.16	20	36	44	52	60				
Far West Public	39.6	13.2	.37	20	32	40	48	60	1,391	3.7	.003	.279
Carnegie Class	41.2	13.5	.14	20	32	40	52	60	9,670	2.0	.102	.148
NSSE 2013	40.4	13.3	.07	20	32	40	52	60	32,464	2.8	.018	.212
Top 50%	42.8	13.3	.13	20	35	44	56	60	11,413	.5	.707	.034
Top 10%	44.7	13.9	.26	20	36	48	60	60	2,944	-1.5	.243	-.107
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CSUSB (N = 103)	39.8	15.2	1.49	10	30	44	50	60				
Far West Public	39.8	12.7	.38	16	32	40	50	60	116	.0	.983	-.003
Carnegie Class	42.1	12.6	.14	18	34	44	52	60	104	-2.3	.123	-.185
NSSE 2013	41.7	12.5	.07	18	34	44	50	60	103	-1.9	.196	-.155
Top 50%	44.3	11.6	.12	22	38	46	53	60	104	-4.6	.003	-.391
Top 10%	46.3	12.0	.23	23	40	48	56	60	107	-6.5	.000	-.535
<b>Supportive Environment</b>												
CSUSB (N = 97)	36.3	15.0	1.52	15	25	38	48	60				
Far West Public	36.1	13.3	.41	15	28	38	45	60	110	.2	.909	.013
Carnegie Class	37.1	14.2	.16	13	28	38	48	60	8,257	-.8	.566	-.059
NSSE 2013	37.2	13.9	.08	14	28	38	48	60	27,457	-.9	.535	-.063
Top 50%	39.5	13.2	.12	18	30	40	50	60	97	-3.3	.036	-.246
Top 10%	41.4	12.9	.26	20	33	43	53	60	101	-5.1	.001	-.395

a. Results weighted by gender and enrollment status (and institutional size for comparison groups).

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
CSUSB (N = 389)	41.1	14.5	.74	15	30	40	55	60				
Far West Public	40.3	14.1	.26	15	30	40	50	60	3,419	.8	.286	.057
Carnegie Class	41.8	13.9	.10	20	35	40	55	60	18,176	-.8	.285	-.055
NSSE 2013	41.3	14.0	.06	20	30	40	55	60	59,610	-.2	.731	-.018
Top 50%	43.5	13.7	.09	20	35	40	55	60	23,322	-2.4	.001	-.177
Top 10%	45.3	13.6	.17	20	40	45	60	60	7,091	-4.2	.000	-.307
<b>Reflective and Integrative Learning</b>												
CSUSB (N = 405)	38.9	13.4	.66	17	30	37	49	60				
Far West Public	39.1	12.9	.23	17	31	40	49	60	3,545	-.2	.812	-.013
Carnegie Class	39.2	12.9	.09	20	31	40	49	60	18,844	-.3	.612	-.026
NSSE 2013	38.9	13.0	.05	17	29	40	49	60	61,898	.0	.997	.000
Top 50%	41.1	12.6	.08	20	31	40	51	60	23,101	-2.2	.001	-.174
Top 10%	43.1	12.6	.16	20	34	43	54	60	6,510	-4.1	.000	-.329
<b>Learning Strategies</b>												
CSUSB (N = 366)	40.8	13.9	.73	20	33	40	53	60				
Far West Public	40.4	14.6	.27	13	27	40	53	60	3,237	.4	.625	.027
Carnegie Class	41.4	14.7	.11	20	33	40	53	60	17,398	-.6	.457	-.039
NSSE 2013	40.7	14.7	.06	13	27	40	53	60	56,680	.1	.865	.009
Top 50%	43.2	14.4	.09	20	33	40	60	60	376	-2.3	.001	-.163
Top 10%	45.4	14.0	.16	20	40	47	60	60	8,291	-4.6	.000	-.325
<b>Quantitative Reasoning</b>												
CSUSB (N = 389)	27.9	17.1	.87	0	20	27	40	60				
Far West Public	30.6	17.0	.31	0	20	27	40	60	3,462	-2.7	.003	-.161
Carnegie Class	28.9	17.4	.13	0	20	27	40	60	18,528	-1.1	.231	-.061
NSSE 2013	29.7	17.3	.07	0	20	27	40	60	60,688	-1.8	.036	-.107
Top 50%	31.1	17.2	.09	0	20	33	40	60	34,127	-3.3	.000	-.191
Top 10%	32.5	17.0	.18	0	20	33	40	60	9,562	-4.7	.000	-.274
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CSUSB (N = 414)	32.8	14.4	.71	10	25	30	40	60				
Far West Public	32.5	14.2	.25	10	20	30	40	60	3,614	.3	.692	.021
Carnegie Class	29.9	15.3	.11	5	20	30	40	60	19,004	2.9	.000	.192
NSSE 2013	31.7	14.6	.06	10	20	30	40	60	62,622	1.1	.115	.078
Top 50%	35.0	13.8	.09	15	25	35	45	60	26,027	-2.2	.002	-.156
Top 10%	37.5	13.5	.22	15	25	40	50	60	4,236	-4.7	.000	-.344
<b>Discussions with Diverse Others</b>												
CSUSB (N = 366)	44.3	17.3	.91	10	35	50	60	60				
Far West Public	42.7	15.6	.29	20	35	40	60	60	443	1.5	.106	.097
Carnegie Class	41.1	16.4	.13	15	30	40	60	60	379	3.2	.001	.194
NSSE 2013	41.8	16.1	.07	15	30	40	60	60	369	2.5	.006	.156
Top 50%	44.1	15.8	.09	20	35	45	60	60	372	.2	.843	.011
Top 10%	45.9	15.6	.16	20	40	50	60	60	389	-1.6	.079	-.104

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
CSUSB (N = 395)	23.1	16.2	.82	0	10	20	35	55				
Far West Public	21.2	15.2	.27	0	10	20	30	50	486	1.8	.036	.118
Carnegie Class	23.0	16.6	.12	0	10	20	35	60	18,487	.1	.937	.004
NSSE 2013	23.2	16.3	.07	0	10	20	35	55	60,725	-.1	.872	-.008
Top 50%	29.7	16.1	.14	5	20	30	40	60	13,100	-6.6	.000	-.411
Top 10%	34.6	16.0	.41	10	20	35	45	60	1,927	-11.5	.000	-.718
<b>Effective Teaching Practices</b>												
CSUSB (N = 396)	41.7	14.6	.73	16	32	44	56	60				
Far West Public	39.9	13.2	.24	16	32	40	52	60	481	1.8	.019	.136
Carnegie Class	41.9	13.8	.10	20	32	40	52	60	18,693	-.3	.720	-.018
NSSE 2013	41.1	13.8	.06	16	32	40	52	60	61,270	.6	.401	.042
Top 50%	43.3	13.7	.09	20	36	44	56	60	21,995	-1.6	.020	-.118
Top 10%	45.3	13.5	.22	20	36	48	60	60	466	-3.6	.000	-.267
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CSUSB (N = 352)	42.0	12.8	.68	16	36	44	52	60				
Far West Public	41.3	11.8	.22	20	34	42	50	60	3,102	.6	.344	.054
Carnegie Class	43.3	12.1	.09	20	36	45	52	60	16,711	-1.3	.042	-.110
NSSE 2013	42.8	11.9	.05	20	36	44	52	60	54,654	-.8	.199	-.069
Top 50%	45.8	11.5	.09	24	40	48	55	60	360	-3.8	.000	-.329
Top 10%	47.6	11.6	.16	24	42	50	58	60	388	-5.7	.000	-.486
<b>Supportive Environment</b>												
CSUSB (N = 352)	33.0	15.1	.80	8	20	33	43	60				
Far West Public	31.7	13.9	.27	10	23	33	40	58	432	1.2	.141	.089
Carnegie Class	33.1	14.7	.11	10	23	33	43	60	16,653	-.1	.884	-.008
NSSE 2013	33.1	14.4	.06	10	23	33	43	60	54,135	-.1	.898	-.007
Top 50%	36.2	13.7	.10	13	28	38	45	60	361	-3.2	.000	-.233
Top 10%	39.1	13.1	.23	18	30	40	50	60	413	-6.2	.000	-.464

a. Results weighted by gender and enrollment status (and institutional size for comparison groups).

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

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

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

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

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

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