



NSSE 2014

Engagement Indicators

California State University, San Bernardino

About Your Engagement Indicators Report

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

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

Report sections

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

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

Interpreting comparisons

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

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

How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: nsse.iub.edu

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Community Engaged	Your first-year students compared with Hispanic Serving	Your first-year students compared with Pell
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	▼	▼	▼
<i>Learning with Peers</i>	Collaborative Learning	--	▽	▽
	Discussions with Diverse Others	▽	▽	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	△	--	△
<i>Campus Environment</i>	Quality of Interactions	▽	▽	▼
	Supportive Environment	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Community Engaged	Your seniors compared with Hispanic Serving	Your seniors compared with Pell
<i>Academic Challenge</i>	Higher-Order Learning	--	--	△
	Reflective & Integrative Learning	--	△	--
	Learning Strategies	--	--	△
	Quantitative Reasoning	--	--	▽
<i>Learning with Peers</i>	Collaborative Learning	△	--	▽
	Discussions with Diverse Others	△	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	▽
	Effective Teaching Practices	△	△	△
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	△	△	△

Academic Challenge: First-year students

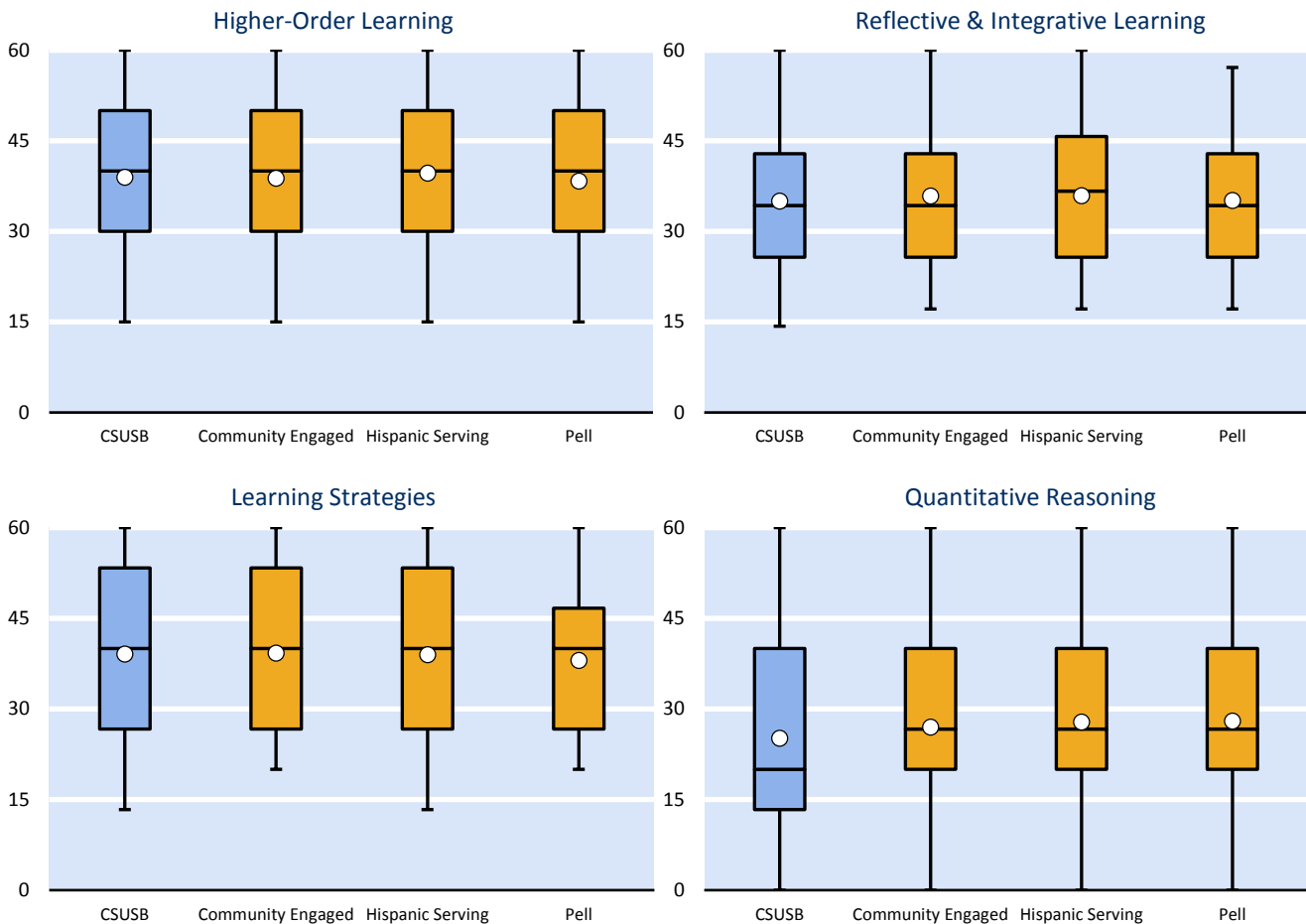
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	CSUSB Mean	Your first-year students compared with					
		Community Engaged		Hispanic Serving		Pell	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	38.8	.01	39.6	-.05	38.3	.05
Reflective & Integrative Learning	35.0	35.8	-.06	35.9	-.07	35.1	-.01
Learning Strategies	39.1	39.3	-.01	39.0	.01	38.0	.08
Quantitative Reasoning	25.2	27.0 *	-.11	27.8 **	-.16	28.0 **	-.17

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





































































Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	CSUSB	Community Engaged	Hispanic Serving	Pell
Higher-Order Learning				
<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	67 	72 	72 	74 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72 	72 	72 	71 
4d. Evaluating a point of view, decision, or information source	73 	71 	72 	67 
4e. Forming a new idea or understanding from various pieces of information	68 	68 	71 	66 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	51 	57 	56 	55 
2b. Connected your learning to societal problems or issues	51 	54 	53 	50 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48 	52 	51 	46 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62 	62 	64 	62 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68 	67 	68 	65 
2f. Learned something that changed the way you understand an issue or concept	65 	66 	66 	67 
2g. Connected ideas from your courses to your prior experiences and knowledge	73 	77 	76 	76 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79 	80 	79 	79 
9b. Reviewed your notes after class	65 	65 	66 	64 
9c. Summarized what you learned in class or from course materials	59 	62 	60 	59 
Quantitative Reasoning				
<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 	51 	53 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36 	37 	39 	38 
6c. Evaluated what others have concluded from numerical information	35 	36 	38 	38 

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

Academic Challenge: Seniors

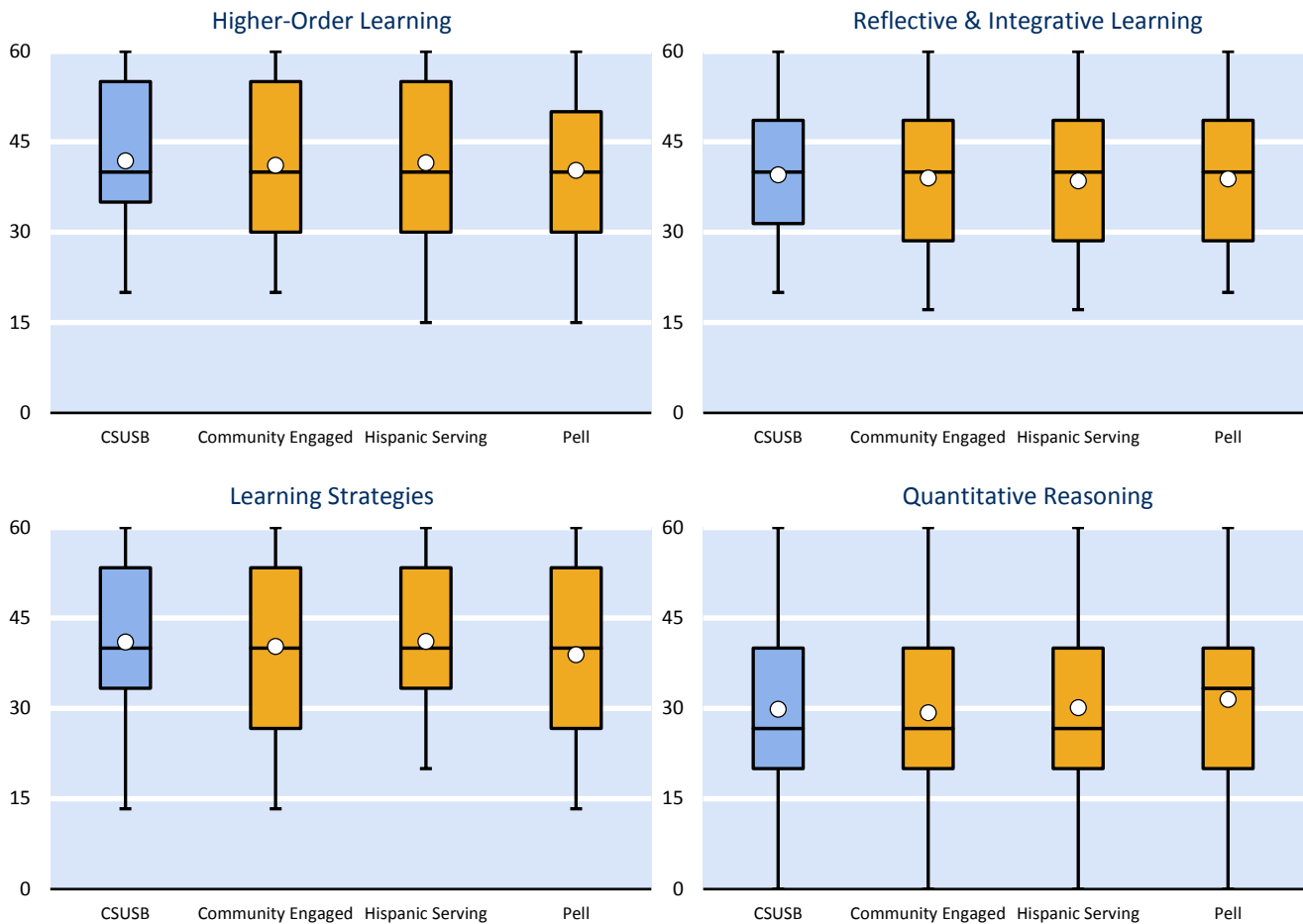
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	CSUSB Mean	Your seniors compared with						
		Community Engaged		Hispanic Serving		Pell		
		Mean	Effect size	Mean	Effect size	Mean	Effect size	
Higher-Order Learning	41.9	41.1	.05	41.5	.02	40.3	**	.11
Reflective & Integrative Learning	39.5	39.0	.04	38.5	*	38.8		.05
Learning Strategies	41.0	40.2	.05	41.1	-.01	38.9	***	.14
Quantitative Reasoning	29.8	29.3	.03	30.1	-.02	31.5	**	-.09

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





































































Score Distributions



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

Academic Challenge: Seniors (continued)

Summary of Indicator Items

	CSUSB	Community Engaged	Hispanic Serving	Pell
Higher-Order Learning				
<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	80 	79 	79 	79 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77 	77 	78 	77 
4d. Evaluating a point of view, decision, or information source	74 	72 	72 	67 
4e. Forming a new idea or understanding from various pieces of information	74 	72 	73 	70 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	74 	73 	72 	76 
2b. Connected your learning to societal problems or issues	65 	65 	64 	63 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59 	56 	52 	52 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66 	65 	65 	65 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73 	71 	70 	70 
2f. Learned something that changed the way you understand an issue or concept	71 	70 	70 	69 
2g. Connected ideas from your courses to your prior experiences and knowledge	86 	84 	83 	85 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	85 	83 	84 	81 
9b. Reviewed your notes after class	65 	64 	67 	60 
9c. Summarized what you learned in class or from course materials	64 	65 	66 	61 
Quantitative Reasoning				
<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.)	55 	52 	56 	57 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43 	44 	45 	46 
6c. Evaluated what others have concluded from numerical information	44 	43 	44 	49 

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

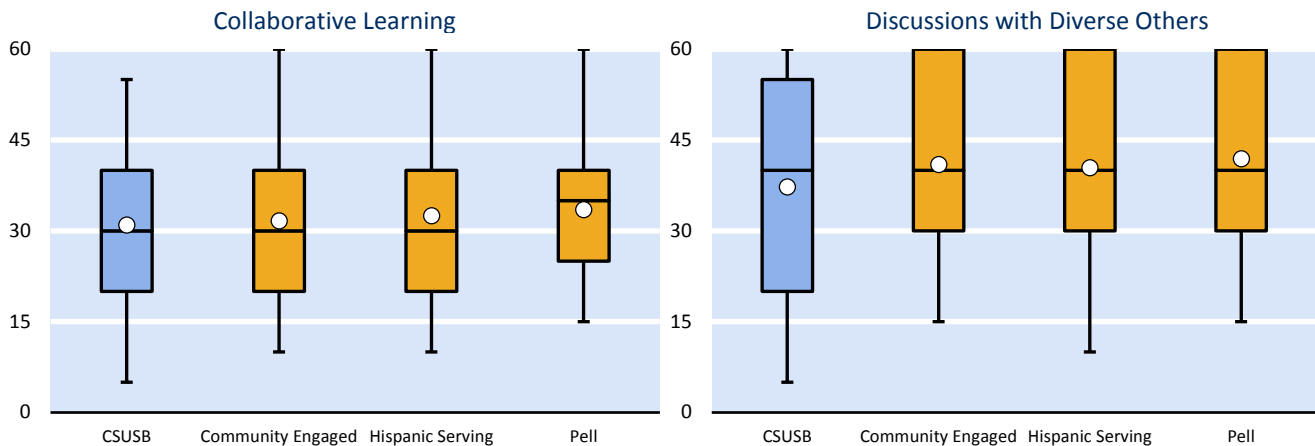
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Community Engaged		Hispanic Serving		Pell	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.9	31.6	-.05	32.5 *	-.11	33.5 ***	-.19
Discussions with Diverse Others	37.2	40.9 ***	-.23	40.4 ***	-.18	41.9 ***	-.29

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning

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

	CSUSB	Community Engaged	Hispanic Serving	Pell
1e. Asked another student to help you understand course material	49	49	50	56
1f. Explained course material to one or more students	55	57	58	59
1g. Prepared for exams by discussing or working through course material with other students	45	47	49	51
1h. Worked with other students on course projects or assignments	43	51	54	57

Discussions with Diverse Others

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

	CSUSB	Community Engaged	Hispanic Serving	Pell
8a. People from a race or ethnicity other than your own	69	72	74	73
8b. People from an economic background other than your own	64	73	71	76
8c. People with religious beliefs other than your own	59	70	68	73
8d. People with political views other than your own	57	68	66	71

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

Learning with Peers: Seniors

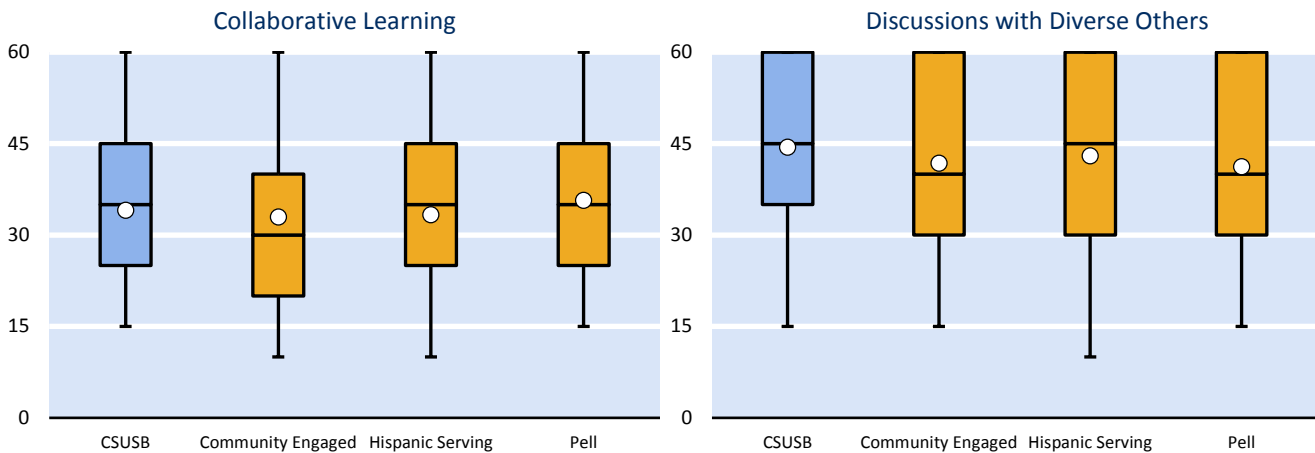
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.1	33.0 *	.08	33.3	.05	35.7 **	-.11
Discussions with Diverse Others	44.4	41.8 ***	.16	43.0 *	.08	41.2 ***	.20

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning

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

	CSUSB	Community Engaged	Hispanic Serving	Pell
1e. Asked another student to help you understand course material	44	42	42	49
1f. Explained course material to one or more students	65	60	60	67
1g. Prepared for exams by discussing or working through course material with other students	49	46	48	52
1h. Worked with other students on course projects or assignments	63	65	67	73

Discussions with Diverse Others

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

	CSUSB	Community Engaged	Hispanic Serving	Pell
8a. People from a race or ethnicity other than your own	84	74	79	70
8b. People from an economic background other than your own	79	75	76	74
8c. People with religious beliefs other than your own	74	71	72	71
8d. People with political views other than your own	72	70	71	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.

Experiences with Faculty: First-year students

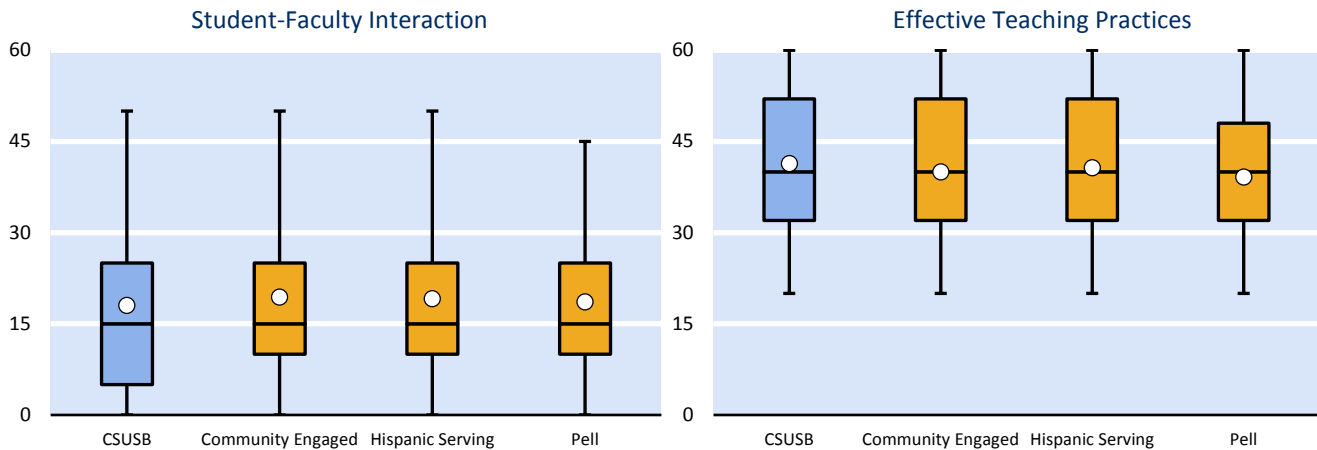
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Community Engaged Effect size		Hispanic Serving Effect size		Pell Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.0	19.4	-.09	19.1	-.07	18.6	-.04
Effective Teaching Practices	41.3	40.0 *	.10	40.7	.05	39.1 **	.17

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

Score Distributions



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

Summary of Indicator Items

Student-Faculty Interaction

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

	CSUSB	Community Engaged	Hispanic Serving	Pell
3a. Talked about career plans with a faculty member	32	31	31	27
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	16	18	17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	23	23	23
3d. Discussed your academic performance with a faculty member	27	27	27	25

Effective Teaching Practices

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

	CSUSB	Community Engaged	Hispanic Serving	Pell
5a. Clearly explained course goals and requirements	82	81	81	80
5b. Taught course sessions in an organized way	78	79	79	79
5c. Used examples or illustrations to explain difficult points	75	78	77	79
5d. Provided feedback on a draft or work in progress	71	65	65	61
5e. Provided prompt and detailed feedback on tests or completed assignments	65	62	62	59

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

Experiences with Faculty: Seniors

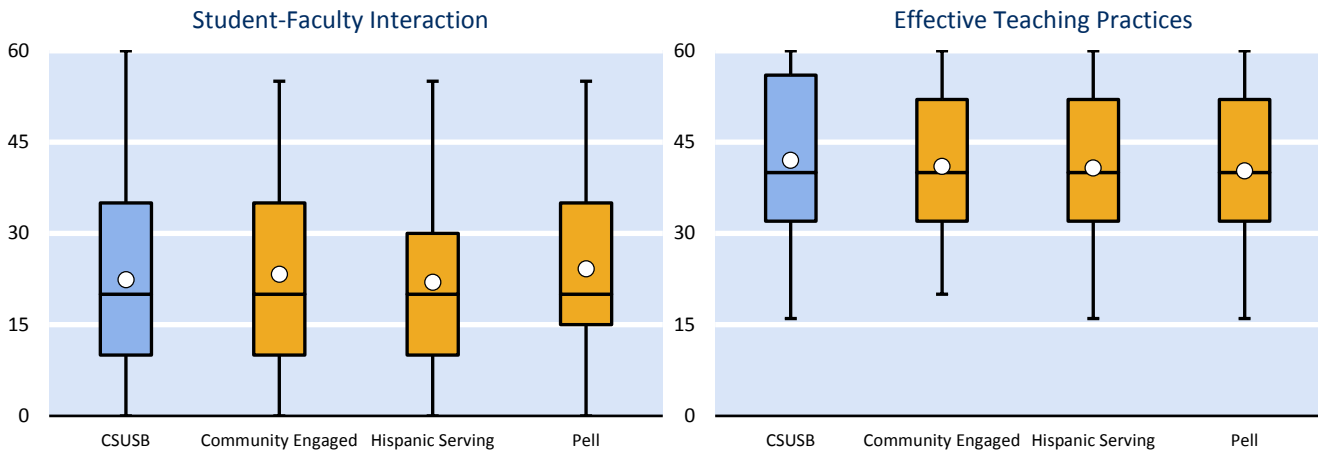
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	CSUSB Mean	Your seniors compared with					
		Community Engaged		Hispanic Serving		Pell	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.4	23.3	-.06	21.9	.03	24.2 **	-.11
Effective Teaching Practices	42.0	41.0 *	.08	40.7 **	.09	40.3 ***	.13

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

Score Distributions



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

Summary of Indicator Items

Student-Faculty Interaction

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

	CSUSB	Community Engaged	Hispanic Serving	Pell
3a. Talked about career plans with a faculty member	40	41	38	41
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	25	23	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	33	30	35
3d. Discussed your academic performance with a faculty member	31	32	31	31

Effective Teaching Practices

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

	CSUSB	Community Engaged	Hispanic Serving	Pell
5a. Clearly explained course goals and requirements	87	83	82	83
5b. Taught course sessions in an organized way	82	81	80	82
5c. Used examples or illustrations to explain difficult points	81	80	79	82
5d. Provided feedback on a draft or work in progress	64	63	61	59
5e. Provided prompt and detailed feedback on tests or completed assignments	66	67	65	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.

Campus Environment: First-year students

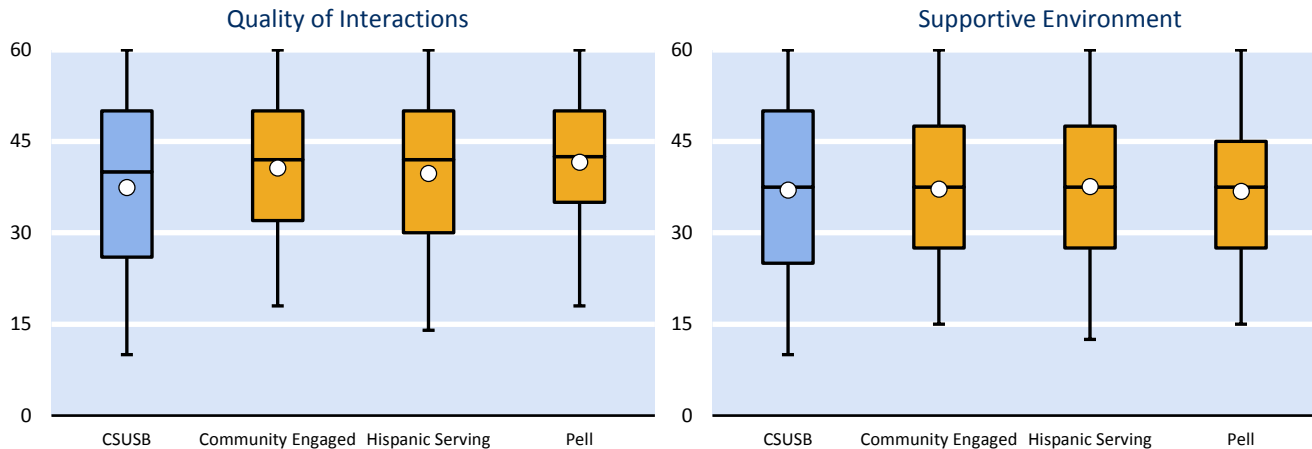
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CSUSB Mean	Your first-year students compared with					
		Community Engaged		Hispanic Serving		Pell	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	37.4	40.6 ***	-0.25	39.7 **	-0.17	41.6 ***	-0.33
Supportive Environment	37.0	37.2	-0.01	37.6	-0.04	36.8	.02

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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

	CSUSB	Community Engaged	Hispanic Serving	Pell
13a. Students	54	58	55	59
13b. Academic advisors	41	45	44	48
13c. Faculty	44	47	45	49
13d. Student services staff (career services, student activities, housing, etc.)	38	42	41	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	39	38	41

Supportive Environment

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

	CSUSB	Community Engaged	Hispanic Serving	Pell
14b. Providing support to help students succeed academically	76	76	77	79
14c. Using learning support services (tutoring services, writing center, etc.)	74	77	78	79
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	60	63	58
14e. Providing opportunities to be involved socially	67	73	71	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	74	72	77
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	54	45	49	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	66	65	64
14i. Attending events that address important social, economic, or political issues	51	52	51	47

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

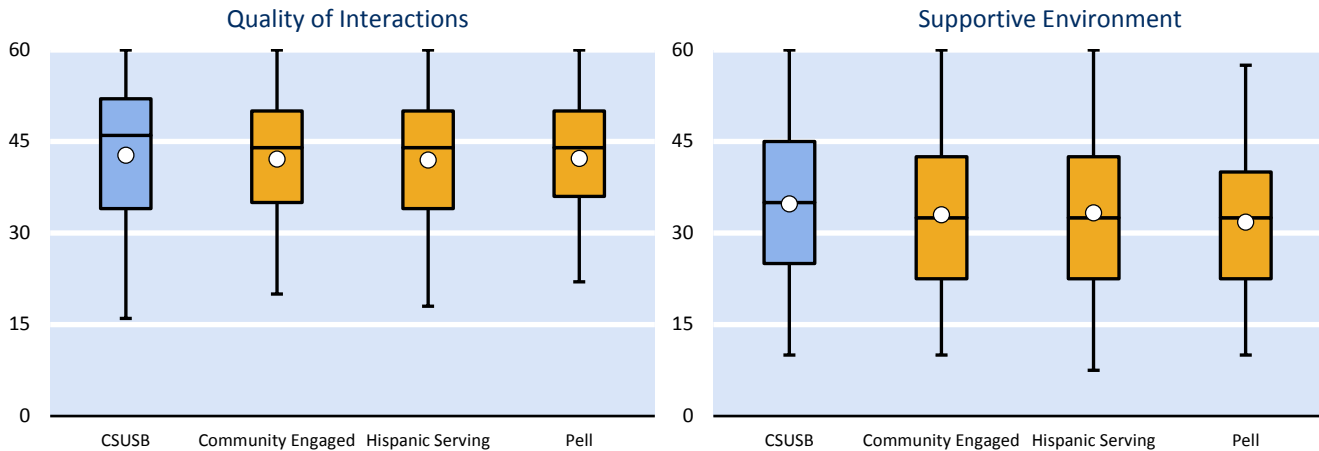
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CSUSB Mean	Your seniors compared with					
		Community Engaged Effect size		Hispanic Serving Effect size		Pell Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.8	42.1	.06	42.0	.06	42.2	.05
Supportive Environment	34.8	33.0 ***	.13	33.3 **	.10	31.8 ***	.22

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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

	CSUSB	Community Engaged	Hispanic Serving	Pell
13a. Students	68	63	64	62
13b. Academic advisors	50	49	49	47
13c. Faculty	62	59	57	61
13d. Student services staff (career services, student activities, housing, etc.)	47	41	42	41
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	41	41	40

Supportive Environment

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

	CSUSB	Community Engaged	Hispanic Serving	Pell
14b. Providing support to help students succeed academically	72	71	70	71
14c. Using learning support services (tutoring services, writing center, etc.)	71	65	66	66
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	52	56	46
14e. Providing opportunities to be involved socially	67	67	65	64
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	65	63	64
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	31	34	26
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	55	55	53
14i. Attending events that address important social, economic, or political issues	47	46	46	39

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^a for their high average levels of student engagement:

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

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b 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

Theme	Engagement Indicator	CSUSB Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.9	40.6 *	-.12		42.7 ***	-.28	
	Reflective and Integrative Learning	35.0	37.3 ***	-.18		39.3 ***	-.34	
	Learning Strategies	39.1	41.2 **	-.15		43.4 ***	-.31	
	Quantitative Reasoning	25.2	28.8 ***	-.22		30.6 ***	-.34	
<i>Learning with Peers</i>	Collaborative Learning	30.9	34.7 ***	-.27		37.0 ***	-.45	
	Discussions with Diverse Others	37.2	43.2 ***	-.39		45.6 ***	-.56	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.0	23.3 ***	-.35		26.9 ***	-.55	
	Effective Teaching Practices	41.3	42.4	-.08	✓	44.6 ***	-.25	
<i>Campus Environment</i>	Quality of Interactions	37.4	44.0 ***	-.57		46.0 ***	-.73	
	Supportive Environment	37.0	39.4 **	-.18		41.4 ***	-.34	

Seniors

Theme	Engagement Indicator	CSUSB Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.9	43.3 **	-.10		45.3 ***	-.25	
	Reflective and Integrative Learning	39.5	41.1 ***	-.12		43.1 ***	-.28	
	Learning Strategies	41.0	42.5 **	-.10		44.9 ***	-.27	
	Quantitative Reasoning	29.8	31.3 **	-.09		33.0 ***	-.19	
<i>Learning with Peers</i>	Collaborative Learning	34.1	35.4 **	-.09		37.7 ***	-.27	
	Discussions with Diverse Others	44.4	43.9	.03	✓	45.8 **	-.09	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.4	29.5 ***	-.44		34.4 ***	-.73	
	Effective Teaching Practices	42.0	43.1 *	-.08		45.1 ***	-.23	
<i>Campus Environment</i>	Quality of Interactions	42.8	45.3 ***	-.22		47.4 ***	-.39	
	Supportive Environment	34.8	36.1 *	-.10		39.0 ***	-.31	

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

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CSUSB (N = 433)	38.9	14.8	.71	15	30	40	50	60				
Community Engaged	38.8	13.8	.17	15	30	40	50	60	483	.1	.847	.010
Hispanic Serving	39.6	14.3	.17	15	30	40	50	60	7,136	-.7	.331	-.048
Pell	38.3	13.7	.30	15	30	40	50	60	593	.6	.418	.045
Top 50%	40.6	13.6	.06	20	30	40	50	60	438	-1.7	.020	-.123
Top 10%	42.7	13.6	.13	20	35	40	55	60	11,072	-3.8	.000	-.276
Reflective & Integrative Learning												
CSUSB (N = 454)	35.0	13.3	.63	14	26	34	43	60				
Community Engaged	35.8	12.6	.15	17	26	34	43	60	7,338	-.8	.184	-.064
Hispanic Serving	35.9	12.9	.15	17	26	37	46	60	7,459	-.9	.156	-.069
Pell	35.1	12.2	.26	17	26	34	43	57	619	-.1	.878	-.008
Top 50%	37.3	12.5	.05	17	29	37	46	60	58,396	-2.3	.000	-.184
Top 10%	39.3	12.6	.11	20	31	40	49	60	12,856	-4.3	.000	-.338
Learning Strategies												
CSUSB (N = 400)	39.1	14.8	.74	13	27	40	53	60				
Community Engaged	39.3	14.1	.18	20	27	40	53	60	6,442	-.2	.835	-.011
Hispanic Serving	39.0	14.3	.18	13	27	40	53	60	6,525	.1	.842	.010
Pell	38.0	14.1	.32	20	27	40	47	60	2,321	1.1	.170	.075
Top 50%	41.2	14.0	.06	20	33	40	53	60	51,237	-2.1	.003	-.150
Top 10%	43.4	14.0	.14	20	33	40	60	60	11,167	-4.3	.000	-.306
Quantitative Reasoning												
CSUSB (N = 444)	25.2	17.8	.84	0	13	20	40	60				
Community Engaged	27.0	16.3	.20	0	20	27	40	60	494	-1.9	.031	-.114
Hispanic Serving	27.8	16.9	.20	0	20	27	40	60	7,268	-2.7	.001	-.158
Pell	28.0	16.1	.35	0	20	27	40	60	605	-2.8	.002	-.173
Top 50%	28.8	16.3	.06	0	20	27	40	60	448	-3.6	.000	-.223
Top 10%	30.6	16.2	.12	0	20	27	40	60	463	-5.5	.000	-.337
Learning with Peers												
Collaborative Learning												
CSUSB (N = 462)	30.9	14.2	.66	5	20	30	40	55				
Community Engaged	31.6	13.7	.16	10	20	30	40	60	7,532	-.7	.301	-.050
Hispanic Serving	32.5	13.9	.16	10	20	30	40	60	7,623	-1.5	.021	-.111
Pell	33.5	13.4	.28	15	25	35	40	60	2,728	-2.6	.000	-.189
Top 50%	34.7	13.7	.05	15	25	35	45	60	70,502	-3.8	.000	-.275
Top 10%	37.0	13.6	.11	15	25	35	45	60	16,420	-6.1	.000	-.447
Discussions with Diverse Others												
CSUSB (N = 405)	37.2	18.6	.93	5	20	40	55	60				
Community Engaged	40.9	16.1	.21	15	30	40	60	60	445	-3.7	.000	-.229
Hispanic Serving	40.4	17.1	.22	10	30	40	60	60	449	-3.2	.001	-.185
Pell	41.9	15.6	.35	15	30	40	60	60	529	-4.7	.000	-.290
Top 50%	43.2	15.4	.06	20	35	45	60	60	407	-6.0	.000	-.390
Top 10%	45.6	14.8	.13	20	40	50	60	60	419	-8.4	.000	-.562

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
CSUSB (N = 439)	18.0	15.3	.73	0	5	15	25	50				
Community Engaged	19.4	14.4	.18	0	10	15	25	50	7,168	-1.4	.057	-.094
Hispanic Serving	19.1	15.2	.18	0	10	15	25	50	7,276	-1.1	.134	-.074
Pell	18.6	13.8	.30	0	10	15	25	45	592	-.6	.462	-.041
Top 50%	23.3	15.0	.07	0	10	20	30	55	42,432	-5.3	.000	-.354
Top 10%	26.9	16.2	.20	5	15	25	40	60	503	-8.9	.000	-.552
Effective Teaching Practices												
CSUSB (N = 453)	41.3	13.5	.63	20	32	40	52	60				
Community Engaged	40.0	13.1	.16	20	32	40	52	60	7,233	1.3	.037	.101
Hispanic Serving	40.7	13.8	.17	20	32	40	52	60	7,365	.6	.340	.046
Pell	39.1	12.7	.27	20	32	40	48	60	631	2.2	.001	.172
Top 50%	42.4	13.2	.06	20	32	44	52	60	46,589	-1.0	.097	-.078
Top 10%	44.6	13.3	.14	20	36	44	56	60	9,720	-3.3	.000	-.248
Campus Environment												
Quality of Interactions												
CSUSB (N = 383)	37.4	15.7	.80	10	26	40	50	60				
Community Engaged	40.6	12.6	.17	18	32	42	50	60	415	-3.2	.000	-.250
Hispanic Serving	39.7	13.6	.18	14	30	42	50	60	420	-2.3	.006	-.166
Pell	41.6	12.0	.28	18	35	43	50	60	480	-4.1	.000	-.325
Top 50%	44.0	11.4	.06	22	38	46	52	60	386	-6.6	.000	-.573
Top 10%	46.0	11.6	.13	24	40	48	55	60	401	-8.6	.000	-.728
Supportive Environment												
CSUSB (N = 367)	37.0	15.9	.83	10	25	38	50	60				
Community Engaged	37.2	14.0	.19	15	28	38	48	60	405	-.2	.834	-.013
Hispanic Serving	37.6	14.5	.19	13	28	38	48	60	408	-.6	.497	-.040
Pell	36.8	13.1	.31	15	28	38	45	60	477	.2	.793	.017
Top 50%	39.4	13.2	.06	18	30	40	50	60	370	-2.4	.004	-.181
Top 10%	41.4	12.8	.12	20	33	40	53	60	382	-4.4	.000	-.337

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CSUSB (N = 954)	41.9	14.3	.46	20	35	40	55	60				
Community Engaged	41.1	14.1	.11	20	30	40	55	60	16,081	.8	.103	.054
Hispanic Serving	41.5	14.6	.11	15	30	40	55	60	17,489	.3	.491	.023
Pell	40.3	13.8	.22	15	30	40	50	60	1,394	1.6	.002	.113
Top 50%	43.3	13.7	.05	20	35	40	55	60	90,525	-1.4	.001	-.104
Top 10%	45.3	13.6	.09	20	40	45	60	60	23,204	-3.4	.000	-.249
Reflective & Integrative Learning												
CSUSB (N = 990)	39.5	12.8	.41	20	31	40	49	60				
Community Engaged	39.0	13.1	.10	17	29	40	49	60	16,769	.5	.231	.039
Hispanic Serving	38.5	13.2	.10	17	29	40	49	60	18,172	1.0	.025	.073
Pell	38.8	12.9	.20	20	29	40	49	60	5,256	.7	.134	.053
Top 50%	41.1	12.6	.04	20	31	40	51	60	88,672	-1.6	.000	-.124
Top 10%	43.1	12.5	.09	20	34	43	54	60	20,430	-3.5	.000	-.283
Learning Strategies												
CSUSB (N = 906)	41.0	14.6	.49	13	33	40	53	60				
Community Engaged	40.2	14.7	.12	13	27	40	53	60	15,094	.8	.133	.052
Hispanic Serving	41.1	14.6	.12	20	33	40	53	60	16,352	-.1	.859	-.006
Pell	38.9	14.8	.24	13	27	40	53	60	4,720	2.1	.000	.141
Top 50%	42.5	14.5	.04	20	33	40	60	60	111,106	-1.5	.002	-.103
Top 10%	44.9	14.1	.08	20	33	47	60	60	29,266	-3.9	.000	-.274
Quantitative Reasoning												
CSUSB (N = 974)	29.8	17.3	.55	0	20	27	40	60				
Community Engaged	29.3	17.4	.14	0	20	27	40	60	16,390	.6	.320	.033
Hispanic Serving	30.1	17.6	.14	0	20	27	40	60	17,796	-.3	.644	-.015
Pell	31.5	17.4	.27	0	20	33	40	60	5,158	-1.6	.008	-.094
Top 50%	31.3	17.2	.05	0	20	33	40	60	140,609	-1.5	.007	-.087
Top 10%	33.0	16.9	.09	0	20	33	47	60	36,069	-3.2	.000	-.189
Learning with Peers												
Collaborative Learning												
CSUSB (N = 995)	34.1	13.6	.43	15	25	35	45	60				
Community Engaged	33.0	14.1	.11	10	20	30	40	60	16,999	1.1	.014	.080
Hispanic Serving	33.3	14.3	.11	10	25	35	45	60	18,391	.8	.104	.053
Pell	35.7	13.9	.21	15	25	35	45	60	5,325	-1.6	.001	-.115
Top 50%	35.4	13.8	.04	15	25	35	45	60	118,516	-1.3	.003	-.094
Top 10%	37.7	13.6	.09	15	30	40	50	60	24,675	-3.6	.000	-.267
Discussions with Diverse Others												
CSUSB (N = 914)	44.4	16.1	.53	15	35	45	60	60				
Community Engaged	41.8	16.2	.14	15	30	40	60	60	15,208	2.6	.000	.161
Hispanic Serving	43.0	16.9	.14	10	30	45	60	60	16,514	1.4	.013	.084
Pell	41.2	15.8	.25	15	30	40	60	60	4,773	3.2	.000	.202
Top 50%	43.9	15.8	.04	20	35	45	60	60	136,607	.5	.334	.032
Top 10%	45.8	15.4	.08	20	40	50	60	60	957	-1.4	.009	-.091

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
CSUSB (N = 971)	22.4	16.8	.54	0	10	20	35	60				
Community Engaged	23.3	16.1	.13	0	10	20	35	55	1,085	-.9	.109	-.055
Hispanic Serving	21.9	16.3	.13	0	10	20	30	55	17,792	.4	.428	.026
Pell	24.2	15.6	.24	0	15	20	35	55	1,384	-1.8	.002	-.114
Top 50%	29.5	16.1	.07	5	20	30	40	60	57,020	-7.2	.000	-.445
Top 10%	34.4	16.4	.19	10	20	35	45	60	8,572	-12.0	.000	-.733
Effective Teaching Practices												
CSUSB (N = 984)	42.0	13.9	.44	16	32	40	56	60				
Community Engaged	41.0	13.6	.11	20	32	40	52	60	16,570	1.0	.020	.076
Hispanic Serving	40.7	14.1	.11	16	32	40	52	60	17,983	1.3	.005	.091
Pell	40.3	13.3	.20	16	32	40	52	60	1,434	1.8	.000	.131
Top 50%	43.1	13.6	.05	20	36	44	56	60	83,979	-1.0	.016	-.077
Top 10%	45.1	13.4	.11	20	36	48	60	60	15,206	-3.1	.000	-.232
Campus Environment												
Quality of Interactions												
CSUSB (N = 852)	42.8	13.2	.45	16	34	46	52	60				
Community Engaged	42.1	11.9	.10	20	35	44	50	60	939	.7	.155	.055
Hispanic Serving	42.0	12.5	.10	18	34	44	50	60	941	.8	.085	.064
Pell	42.2	11.4	.19	22	36	44	50	60	1,162	.6	.260	.047
Top 50%	45.3	11.3	.04	24	38	48	54	60	866	-2.5	.000	-.222
Top 10%	47.4	11.6	.08	24	40	50	58	60	910	-4.6	.000	-.394
Supportive Environment												
CSUSB (N = 850)	34.8	14.8	.51	10	25	35	45	60				
Community Engaged	33.0	14.2	.12	10	23	33	43	60	14,294	1.8	.000	.125
Hispanic Serving	33.3	15.1	.12	8	23	33	43	60	15,433	1.5	.005	.099
Pell	31.8	13.7	.23	10	23	33	40	58	1,214	3.0	.000	.216
Top 50%	36.1	13.8	.05	13	28	38	45	60	863	-1.3	.010	-.095
Top 10%	39.0	13.3	.11	17	30	40	50	60	932	-4.2	.000	-.312

- a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
- b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
- c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean $\pm 1.96 * SEM$.
- d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
- e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
- f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
- g. Effect size is the mean difference divided by the pooled standard deviation.