



**2005, 2008, 2011, and 2013**

**All Colleges Report**

\*Includes undeclared students



**National Survey  
of Student Engagement**

## About NSSE

### What is student engagement?

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.

### What does NSSE do?

Through its student survey, *The College Student Report*, NSSE annually collects information at hundreds of four-year colleges and universities about student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

NSSE provides participating institutions a **variety of reports** that compare their students' responses with those of students at self-selected groups of comparison institutions. Comparisons are available for individual survey questions and the five NSSE **Benchmarks of Effective Educational Practice**. Each November, NSSE also publishes its **Annual Results**, which reports topical research and trends in student engagement results. NSSE researchers also **present and publish research findings** throughout the year.

### What is the survey about?

Survey items on *The College Student Report* represent empirically confirmed "good practices" in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college. NSSE doesn't assess student learning directly, but survey results point to areas where colleges and universities are performing well and aspects of the undergraduate experience that could be improved.

### How are survey results used?

Institutions use their data to identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and practices more consistent with good practices in undergraduate education. This information is also used by prospective college students, their parents, college counselors, academic advisers, institutional research officers, and researchers in learning more about how students spend their time at different colleges and universities and what they gain from their experiences.

### Distribution of CSUSB NSSE Respondents by Class Level and Year (All Colleges)

Class Level and Year	Count
Freshman 2005	310
Freshman 2008	487
Freshman 2011	499
Freshman 2013	134
Senior 2005	371
Senior 2008	512
Senior 2011	1,131
Senior 2013	439
Transfer 2013	103
Master's/Ed.D 2013	172
Total	4,158

## NSSE 2013 Survey Items Mapped to WASC Core Commitments and Standards

### ACADEMIC & INTELLECTUAL EXPERIENCES (Page 7-12)

During the current school year, about how often have you done the following?

*1=Never, 2=Sometimes, 3=Often, 4=Very often*

	WASC Core	WASC Standards
a. Asked questions or contributed to course discussions in other ways	1	2.2a
b. Prepared two or more drafts of a paper or assignment before turning it in	1	2.2a, 2.5
c. Come to class without completing readings or assignments	2	
d. Asked another student to help you understand course material	1	
e. Explained course material to one or more students	1	2.13
f. Prepared for exams by discussing or working through course material with other students	1	2.2a
g. Worked with other students on course projects or assignments	1	2.2a
h. Gave a course presentation		2.2a
i. Combined ideas from different courses when completing assignments	2	2.2a, 2.5, 2.9
j. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	1	1.4, 2.2a
k. Connected ideas from your courses to your prior experiences and knowledge	1	2.2a
l. Talked about career plans with a faculty member	1	2.13
m. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	2	2.11
n. Discussed course topics, ideas, or concepts with a faculty member outside of class	1, 2	
o. Discussed your academic performance with a faculty member	1	2.5
p. Identified key information from reading assignments		
q. Reviewed your notes after class		
r. Summarized what you learned in class or from course materials		
s. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	1	2.2a, 2.5
t. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	1	2.2a, 2.5
u. Evaluated what others have concluded from numerical information	1	2.2a, 2.5

### MENTAL ACTIVITIES (Page 13-14)

During the current school year, how much has your coursework emphasized the following?

*1=Very little, 2=Some, 3=Quite a bit, 4=Very much*

	WASC Core	WASC Standards
a. Memorizing course material	1	
b. Applying facts, theories, or methods to practical problems or new situations	1	2.2a
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	1	2.2a
d. Evaluating a point of view, decision, or information source	1	2.2a
e. Forming a new idea or understanding from various pieces of information	1	2.2a

### EFFECTIVE TEACHING PRACTICES (Page 15-16)

During the current school year, to what extent have your instructors done the following?

*1=Very little, 2=Some, 3=Quite a bit, 4=Very much*

	WASC Core	WASC Standards
a. Clearly explained course goals and requirements	2	2.4, 2.5
b. Taught course sessions in an organized way		3.2
c. Used examples or illustrations to explain difficult points		3.2
d. Provided feedback on a draft or work in progress	1	2.5
e. Provided prompt and detailed feedback on tests or completed assignments	1	2.5

**WRITING (Page 17)**

During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.)

1=None, 2=1-2, 3=3-5, 4=6-10, 5=11-15, 6=16-20, 7=More than 20

	WASC Core	WASC Standards
a. Up to 5 pages		
b. Between 6 and 10 pages		
c. 11 pages or more		

**ENRICHING DISCUSSION (Page 18)**

During the current school year, about how often have you had discussions with people from the following groups?

1=Never, 2=Sometimes, 3=Often, 4=Very often

	WASC Core	WASC Standards
a. People of a race or ethnicity other than your own	1, 2	1.4, 2.2a
b. People from an economic background other than your own	1, 2	1.4, 2.2a
c. People with religious beliefs other than your own	1, 2	1.4, 2.2a
d. People with political views other than your own	1, 2	1.4, 2.2a

**ACADEMIC ADVISING (Page 19-21)**

How many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?

0=0, 1=1, 2=2, 3=3, 4=4, 5=5, 6=6 or more

WASC Core	WASC Standards

During the current school year, to what extent have your academic advisors done the following?

1=Very little, 2=Some, 3=Quite a bit, 4=Very much

	WASC Core	WASC Standards
a. Been available when needed		
b. Listened closely to your concerns and questions		
c. Informed you of important deadlines		
d. Helped you understand academic rules and policies		
e. Informed you of academic support options		
f. Provided useful information about courses		
g. Helped you when you had academic difficulties		
h. Helped you get information on special opportunities		
i. Discussed your career interests and post-graduation plans		

**CHALLENGING COURSEWORK (Page 22)**

During the current school year, to what extent have your courses challenged you to do your best work?

1=Not at all, 7 = Very much

WASC Core	WASC Standards
	2.5

**HIGH IMPACT PRACTICES (Page 22)**

Number of high-impact practices (learncom, servcourse, research, internship, and abroad) marked

'Done or in Progress'

0=0, 1=1, 2=2, 3=3, 4=4, 5=5

WASC Core	WASC Standards

**ENRICHING EDUCATIONAL EXPERIENCES (Page 23-24)**

Which of the following have you done or do you plan to do before you graduate?

(Recorded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)

	WASC Core	WASC Standards
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	1, 2	2.8
b. Hold a formal leadership role in a student organization or group		2.11
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	1, 2	2.11
d. Participate in a study abroad program	1, 2	2.2a, 2.8
e. Work with a faculty member on a research project	1	2.8
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	1	2.2a, 2.8

**SERVICE-LEARNING (Page 25)**

About how many of your courses at this institution have included a community-based project (service-learning)?

1=None, 2=Some, 3=Most, 4=All

WASC Core	WASC Standards
	2.8, 2.11

**ADDITIONAL COLLEGIATE EXPERIENCE (Page 26-27)**

During the current school year, about how often have you done the following?

1=Never, 2=Sometimes, 3=Often, 4=Very often

	WASC Core	WASC Standards
a. Attended an art exhibit, play, dance, music, theater, or other performance	2	2.2a
b. Connected your learning to societal problems or issues		2.2a, 2.5
c. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	1	1.4, 2.2a
d. Learned something that changed the way you understand an issue or concept	1	2.2a
e. Examined the strengths and weaknesses of your own views on a topic or issue	1	2.2a

**QUALITY OF RELATIONSHIPS (Page 28-29)**

Indicate the quality of your interactions with the following people at your institution.

1=Poor, 7=Excellent

	WASC Core	WASC Standards
a. Students	2	
b. Academic advisors	2	2.12
c. Faculty	2	2.5
d. Student services staff (career services, student activities, housing, etc.)	2	2.13
e. Other administrative staff and offices (registrar, financial aid, etc.)	2	2.13

**TIME USAGE (Page 30-32)**

About how many hours do you spend in a typical 7-day week doing the following?

1=0 Hours, 2=1-5, 3=6-10, 4=11-15, 5=16-20, 6=21-25, 7=26-30, 8=More than 30

	WASC Core	WASC Standards
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	1	
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)		2.11, 2.13
c. Working for pay on campus		
d. Working for pay off campus		
e. Doing community service or volunteer work		2.2a
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)		
g. Providing care for dependents (children, parents, etc.)		
h. Commuting to campus (driving, walking, etc.)		

	WASC Core	WASC Standards
Of the time you spend preparing for class in a typical 7-day week, about how many hours are on assigned reading? <i>1=0 Hours, 2=1-5, 3=6-10, 4=11-15, 5=16-20, 6=21-25, 7=26-30, 8=More than 30</i>		

### INSTITUTIONAL ENVIRONMENT (Page 33-35)

How much does your institution emphasize the following?

*1=Very little, 2=Some, 3=Quite a bit, 4=Very much*

	WASC Core	WASC Standards
a. Spending significant amounts of time studying and on academic work	1, 3	
b. Providing support to help students succeed academically	1, 3	2.5, 2.10, 2.12, 2.13
c. Using learning support services (tutoring services, writing center, etc.)	1	2.12, 2.13
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)		1.4, 2.2a
e. Providing opportunities to be involved socially		2.11
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	1	2.13
g. Helping you manage your non-academic responsibilities (work, family, etc.)	1, 2	2.13
h. Attending campus activities and events (performing arts, athletic events, etc.)		2.2a, 2.11
i. Attending events that address important social, economic, or political issues	2	1.4, 2.2a, 2.11

### EDUCATIONAL & PERSONAL GROWTH (Page 36-39)

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

*1=Very little, 2=Some, 3=Quite a bit, 4=Very much*

	WASC Core	WASC Standards
a. Writing clearly and effectively	1, 2	2.2a
b. Speaking clearly and effectively	1, 2	2.2a
c. Thinking critically and analytically	1, 2	2.2a
d. Analyzing numerical and statistical information	1, 2	2.2a
e. Acquiring job- or work-related knowledge and skills	1, 2	2.2a, 2.5
f. Working effectively with others	1	2.2a
g. Developing or clarifying a personal code of values and ethics	3	2.2a
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	1, 3	1.4, 2.2a
i. Solving complex real-world problems		2.2a, 2.5
j. Being an informed and active citizen		2.2a

### INSTITUTIONAL SATISFACTION (Page 40)

How would you evaluate your entire educational experience at this institution?

*1=Poor, 2=Fair, 3=Good, 4=Excellent*

WASC Core	WASC Standards

If you could start over again, would you go to the same institution you are now attending?

*1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes*

WASC Core	WASC Standards

**\* WASC Core Commitments:**

1=Student Learning and Success; 2=Quality and Improvement; 3=Institutional Integrity, Sustainability, and Accountability

## Academic & Intellectual Experiences (All Colleges)

(1=Never, 2=Sometimes, 3= Often, 4=Very Often)

Asked questions or contributed to course discussions in other ways



Prepared two or more drafts of a paper or assignment before turning it in

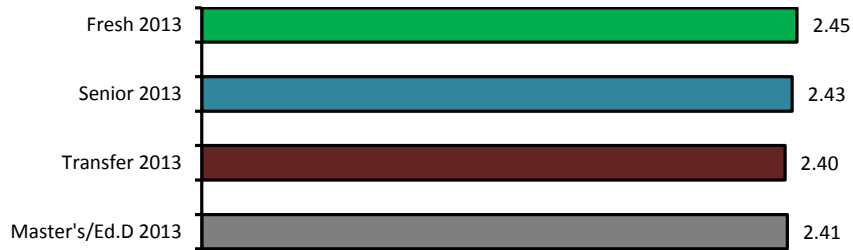


Come to class without completing readings or assignments

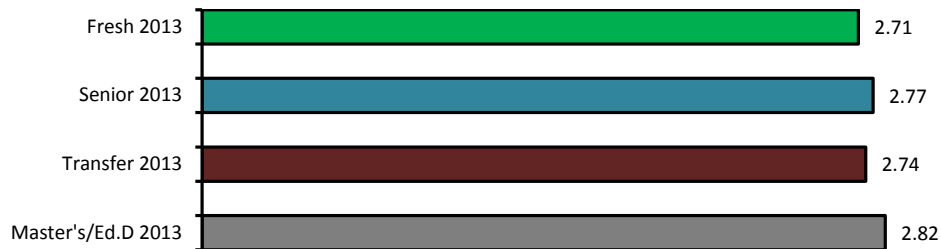


**Academic & Intellectual Experiences (All Colleges): continued**  
*(1=Never, 2=Sometimes, 3= Often, 4=Very Often)*

Asked another student to help you understand course material



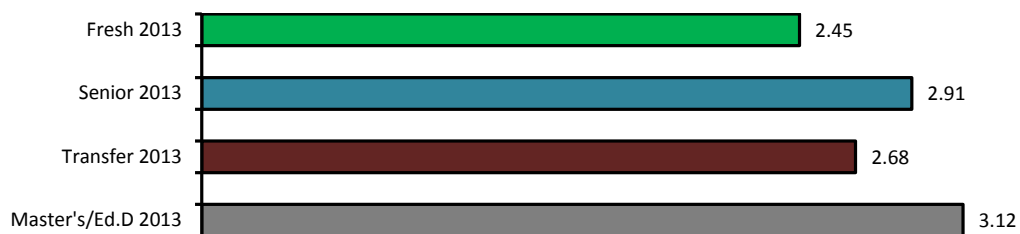
Explained course material to one or more students



Prepared for exams by discussing or working through course material with other students



Worked with other students on course projects or assignments



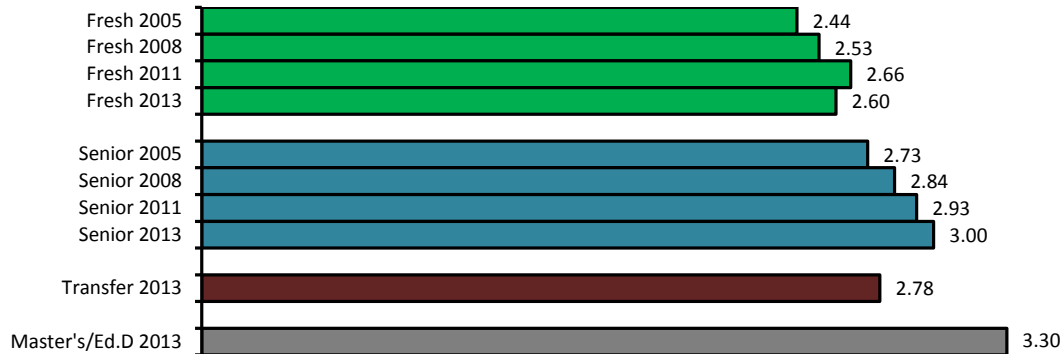


**Academic & Intellectual Experiences (All Colleges): continued**  
*(1=Never, 2=Sometimes, 3= Often, 4=Very Often)*

Gave a course presentation



Combined ideas from different courses when completing assignments



Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments



**Academic & Intellectual Experiences (All Colleges) :continued**  
*(1=Never, 2=Sometimes, 3= Often, 4=Very Often)*

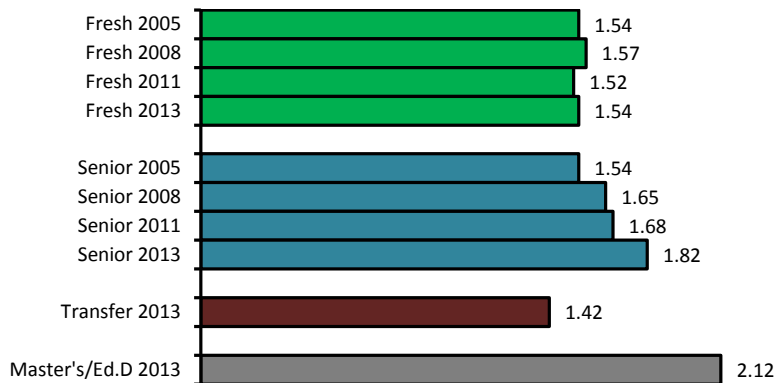
Connected ideas from your courses to your prior experiences and knowledge



Talked about career plans with a faculty member



Worked with a faculty member on activities other than coursework (committees, student groups, etc.)



**Academic & Intellectual Experiences (All Colleges): continued**  
*(1=Never, 2=Sometimes, 3= Often, 4=Very Often)*

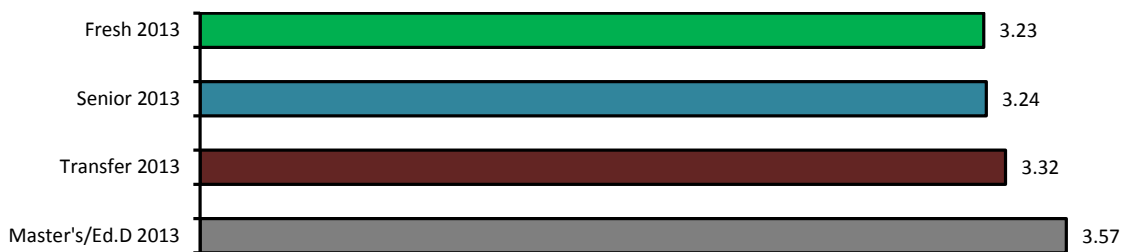
Discussed course topics, ideas, or concepts with a faculty member outside of class



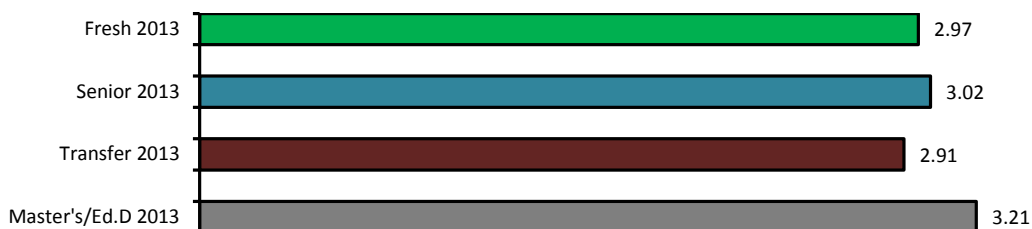
Discussed your academic performance with a faculty member



Identified key information from reading assignments

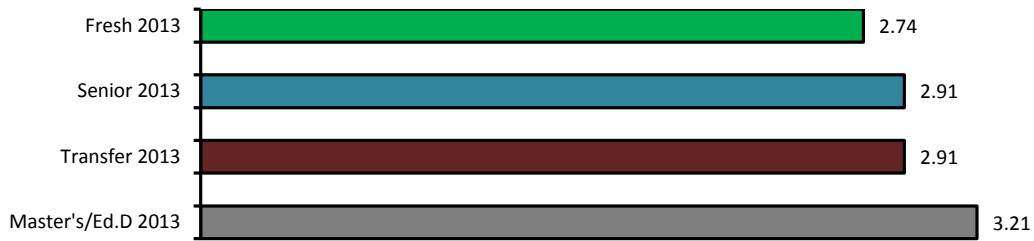


Reviewed your notes after class

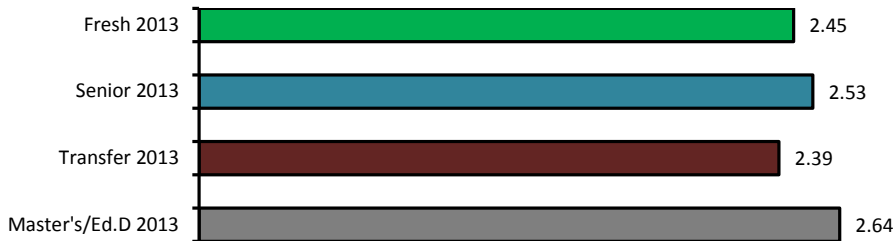


**Academic & Intellectual Experiences (All Colleges): continued**  
*(1=Never, 2=Sometimes, 3= Often, 4=Very Often)*

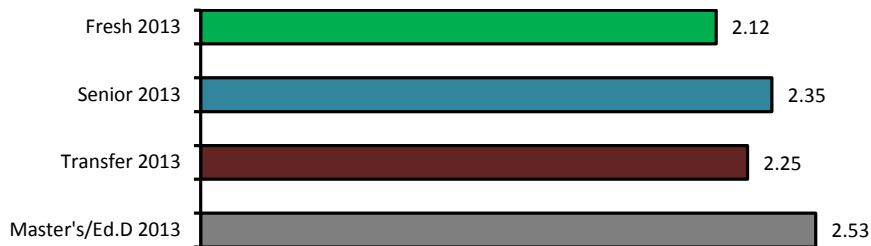
Summarized what you learned in class or from course materials



Reached conclusions based on your own analysis of numerical information  
 (numbers, graphs, statistics, etc.)



Used numerical information to examine a real-world problem or issue  
 (unemployment, climate change, public health, etc.)



Evaluated what others have concluded from numerical information



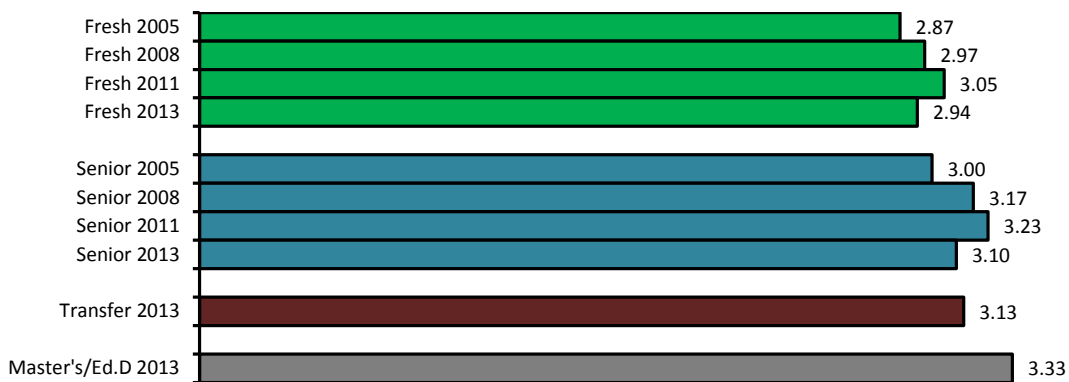
### Mental Activities (All Colleges)

*(1=Very little, 2=Sometimes, 3=Quite a bit, 4=Very much)*

Coursework emphasized: MEMORIZING course material



Coursework emphasized: APPLYING facts, theories, or methods to practical problems or new situations

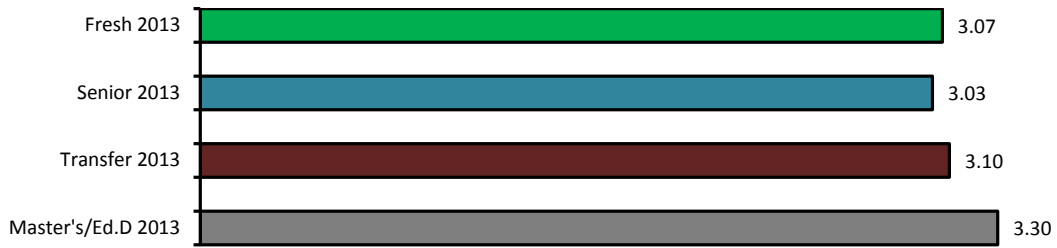


Coursework emphasized: ANALYZING an idea, experience, or line of reasoning in depth by examining its parts

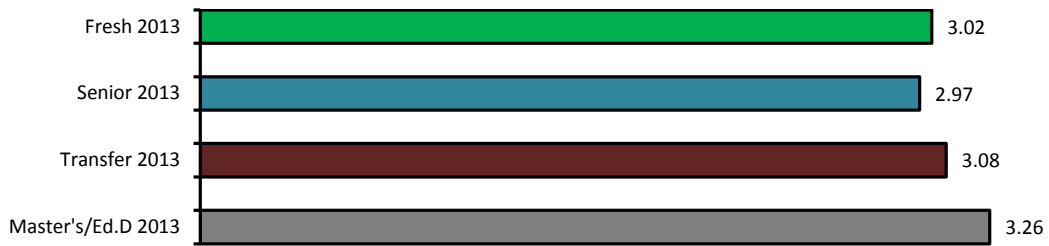


**Mental Activities (All Colleges): continued**  
*(1=Very little, 2=Sometimes, 3=Quite a bit, 4=Very much)*

Coursework emphasized: EVALUATING a point of view, decision, or information source

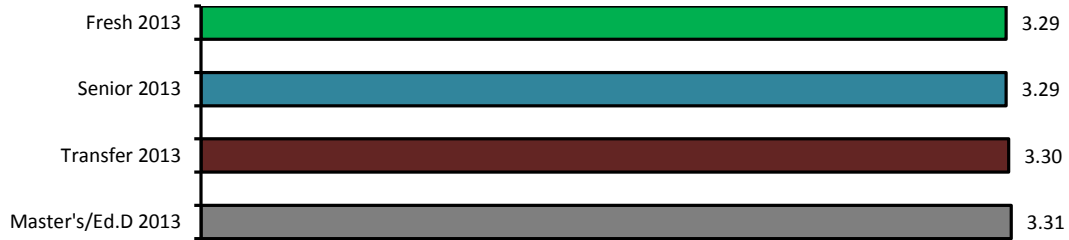


Coursework emphasized: FORMING a new idea or understanding from various pieces of information

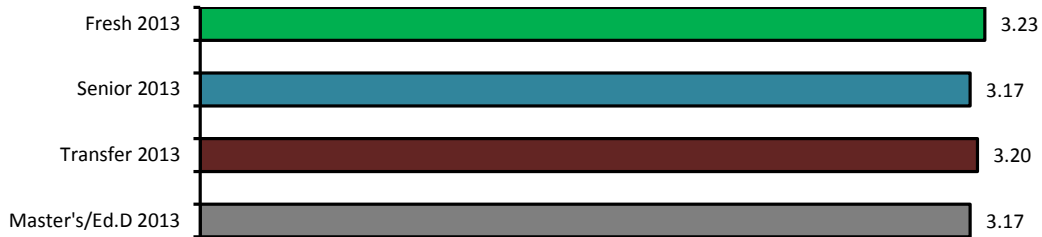


**Effective Teaching Practices (All Colleges)**  
*(1=Very little, 2=Sometimes, 3=Quite a bit, 4=Very much)*

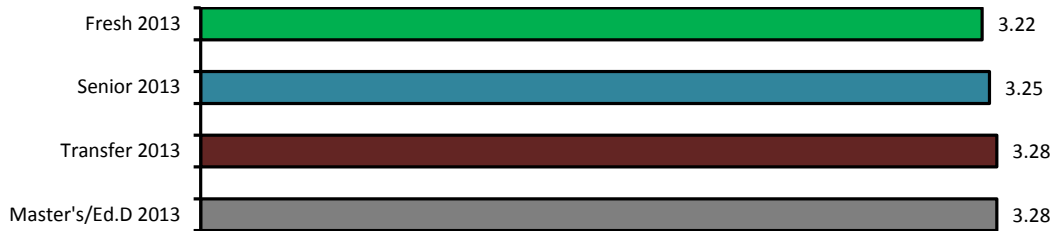
Instructors: Clearly explained course goals and requirements



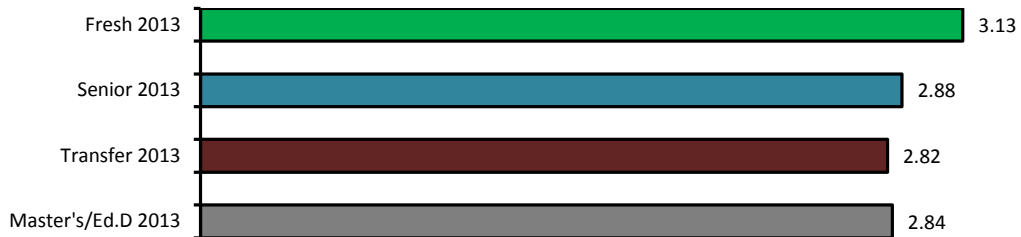
Instructors: Taught course sessions in an organized way



Instructors: Used examples or illustrations to explain difficult points

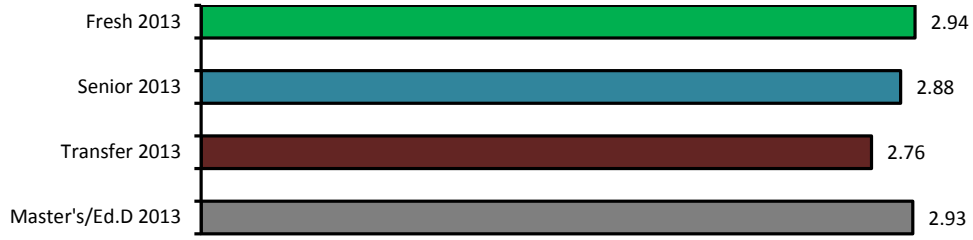


Instructors: Provided feedback on a draft or work in progress



**Effective Teaching Practices (All Colleges): continued**  
*(1=Very little, 2=Sometimes, 3=Quite a bit, 4=Very much)*

Instructors: Provided prompt and detailed feedback on tests or completed assignments

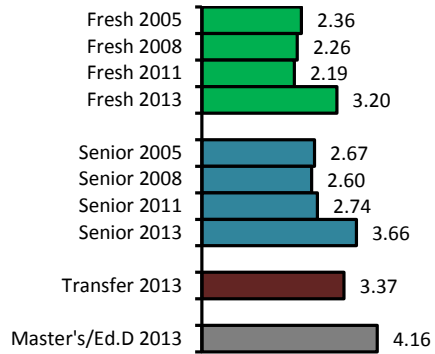




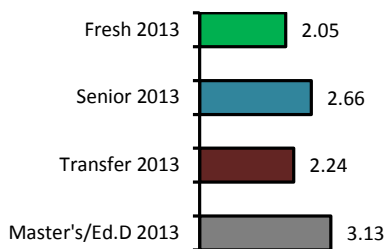
## Writing (All Colleges)

(0=None, 1.5=1-2, 4=3-5, 8=6-10, 13=11-15, 18=16-20, 23=More than 20 papers)

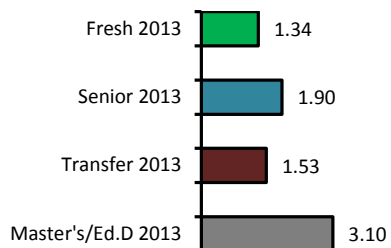
Estimated number of assigned papers, reports, etc., up to 5 pages



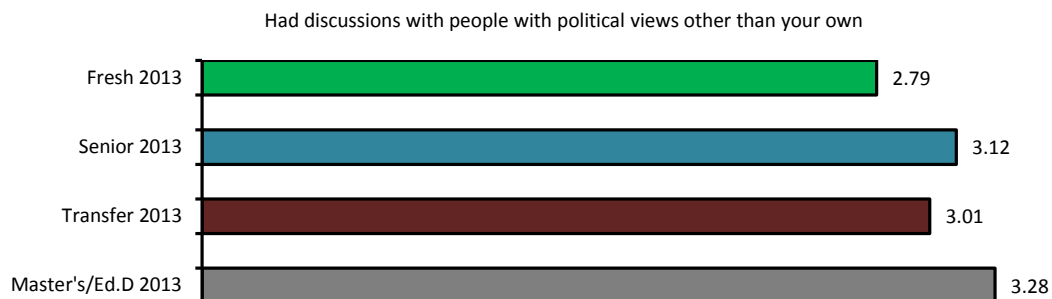
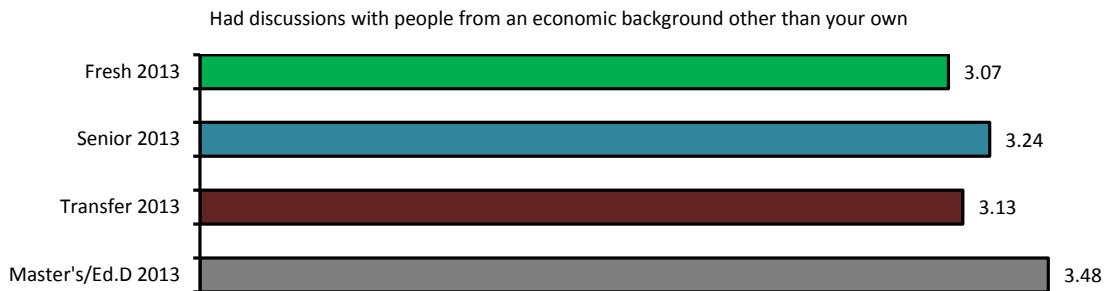
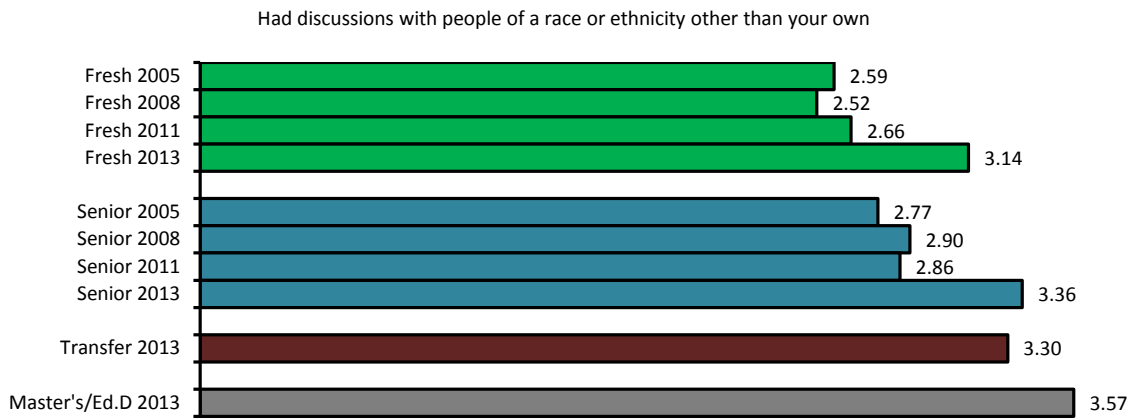
Estimated number of assigned papers, reports, etc., between 6 and 10 pages



Estimated number of assigned papers, reports, etc., 11 pages or more



**Enriching Discussion (All Colleges)**  
*(1=Never, 2=Sometimes, 3=Often, 4=Very Often)*



### Academic Advising (All Colleges)

How many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?

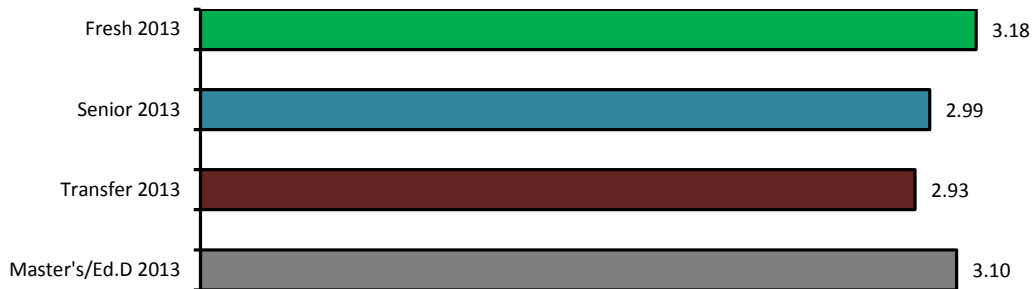
(0=0, 1=1, 2=2, 3=3, 4=4, 5=5, 6=6 or more)



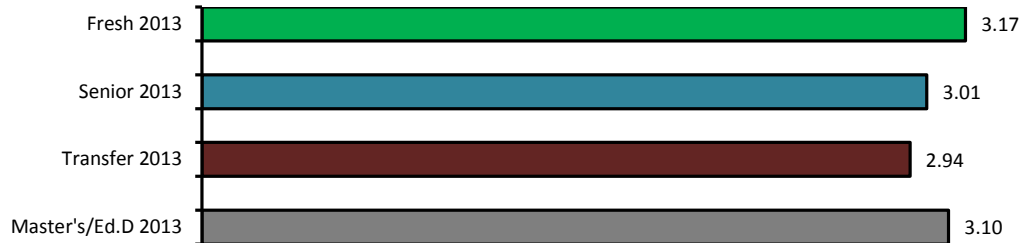
During the current school year, to what extent has your academic advisor done the following?

1=Very little, 2=Some, 3=Quite a bit, 4=Very much

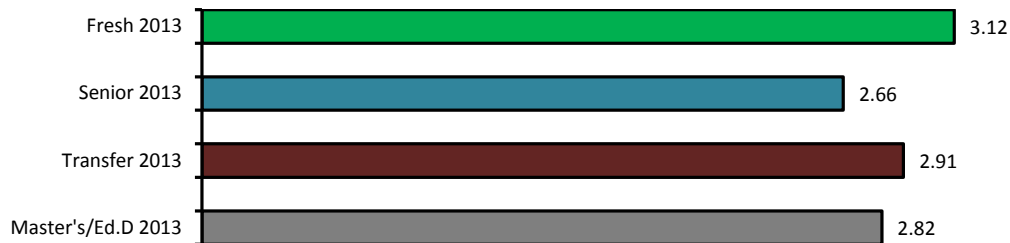
Academic advisors: Been available when needed



Academic advisors: Listened closely to your concerns and questions



Academic advisors: Informed you of important deadlines

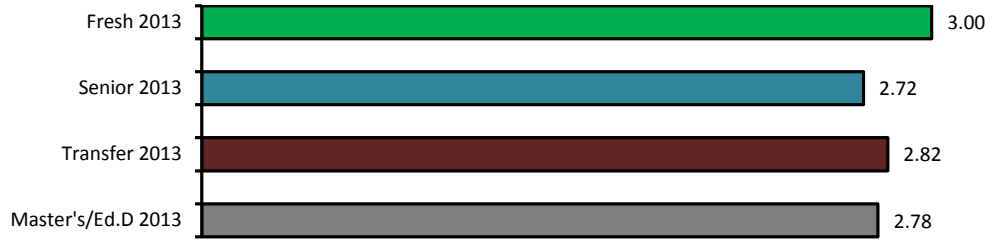


### Academic Advising (All Colleges): continued

During the current school year, to what extent has your academic advisor done the following?

*1=Very little, 2=Some, 3=Quite a bit, 4=Very much*

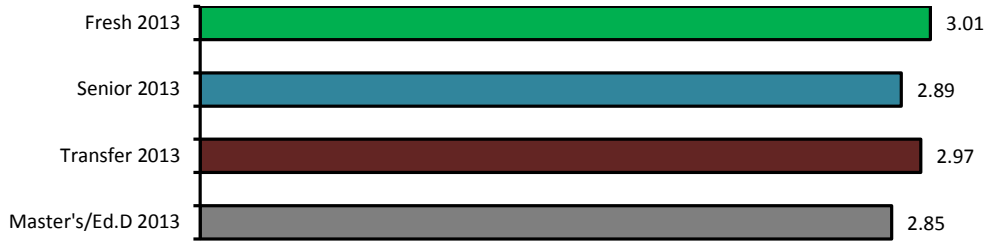
Academic advisors: Helped you understand academic rules and policies



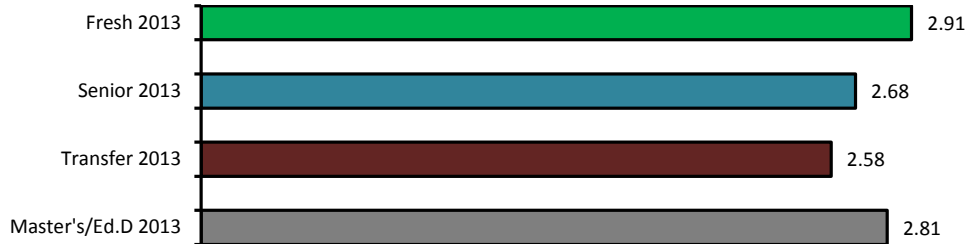
Academic advisors: Informed you of academic support options



Academic advisors: Provided useful information about courses

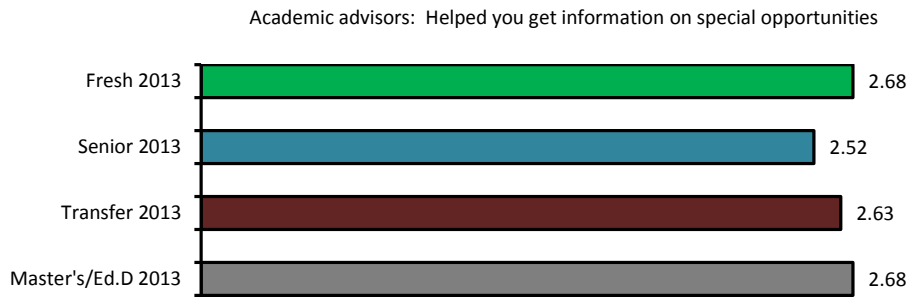


Academic advisors: Helped you when you had academic difficulties



### Academic Advising (All Colleges): continued

During the current school year, to what extent has your academic advisor done the following?  
*1=Very little, 2=Some, 3=Quite a bit, 4=Very much*



**Challenging Coursework (All Colleges)**  
*(1=Not at all, 2=2, 3=3, 4=4, 5=5, 6=6, 7=Very much)*

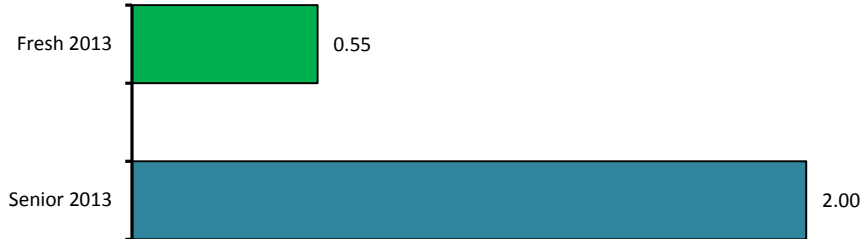
To what extent have your courses challenged you to do your best work?



### High Impact Practices (All Colleges)

*(0=None, 1=One, 2=Two, 3=Three)*

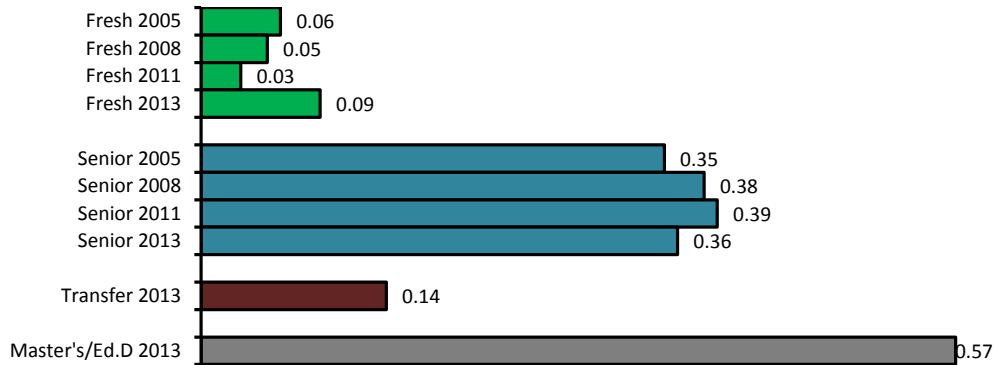
Number of high-impact practices for first-year students (learncom, servcourse, research, internship, and abroad) marked 'Done or In Progress'



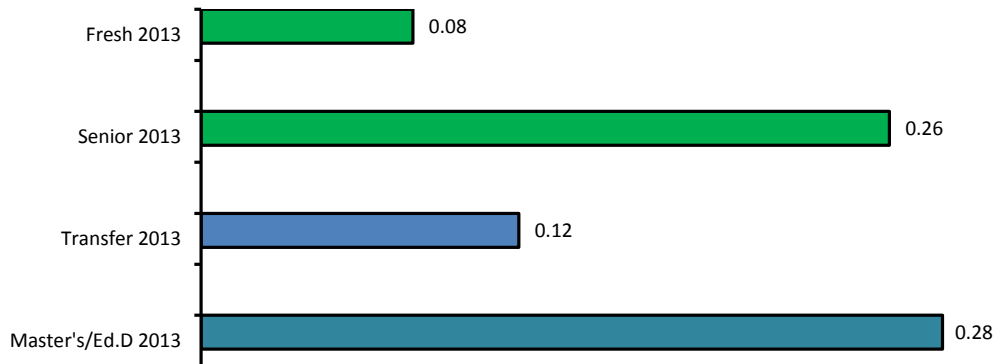
### Enriching Educational Experiences (All Colleges)

Which of the following have you done or do you plan to do before you graduate?  
**(0=Have not decided, Do not plan to do, Plan to do, 1=Done or in progress)**

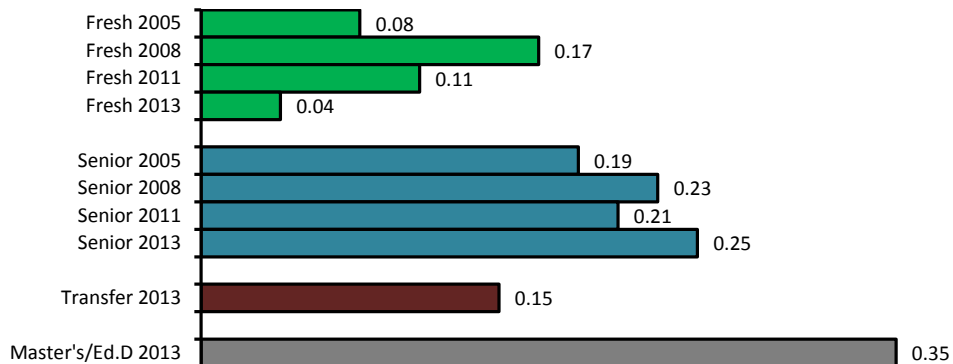
Participate in an Internship, co-op, field experiemnt, student teaching, or clinical placement



Hold a formal leadership role in a student organization or group



Participate in a learning community or some other formal program where groups of students take two or more classes together

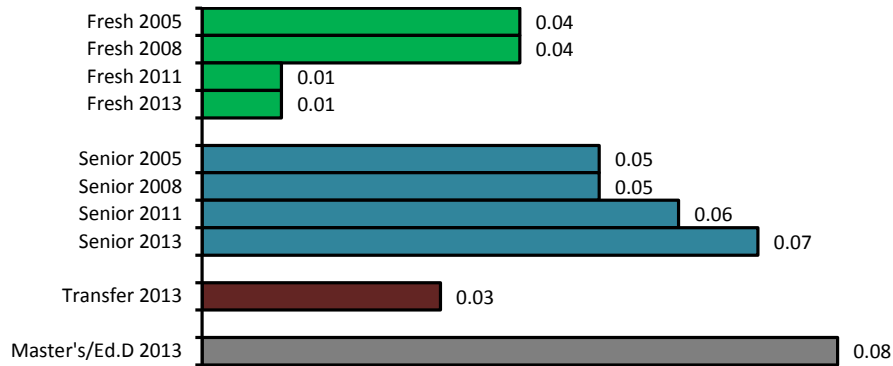




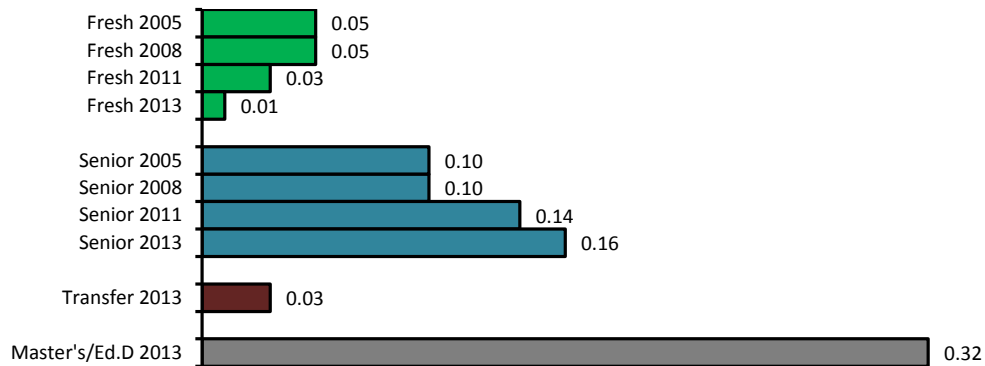
### Enriching Educational Experiences (All Colleges): continued

Which of the following have you done or do you plan to do before you graduate?  
*(0=Have not decided, Do not plan to do, Plan to do, 1=Done or in progress)*

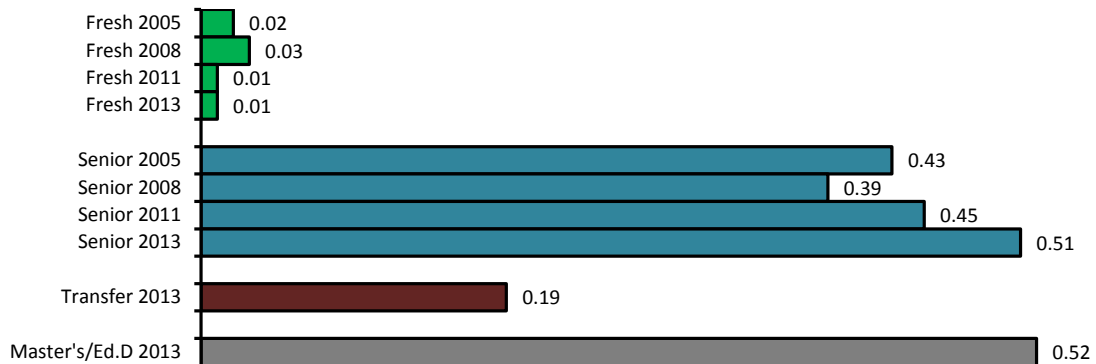
Participate in a study abroad program



Work with a faculty member on a research project

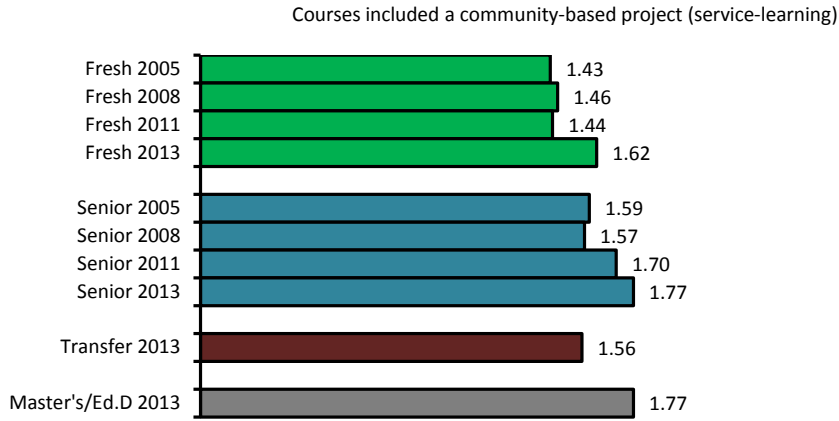


Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)



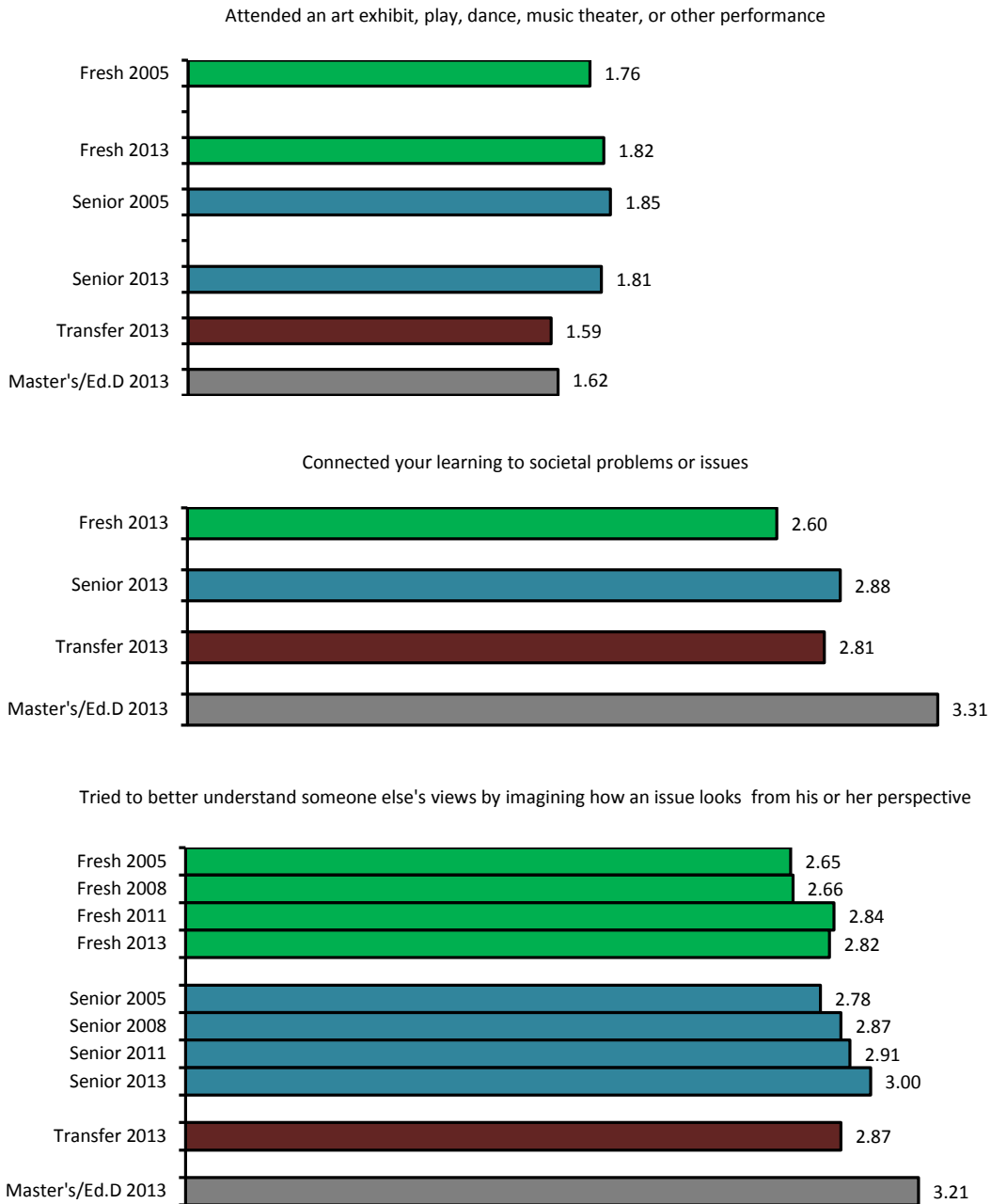
### Service-Learning (All Colleges)

*(1=None, 2=Some, 3=Most, 4=All)*



### Additional Collegiate Experience (All Colleges)

During the current school year, about how often have you done the following?  
*(1=Never, 2=Sometimes, 3=Often, 4=Very often)*



### Additional Collegiate Experience (All Colleges): continued

During the current school year, about how often have you done the following?

*(1=Never, 2=Sometimes, 3=Often, 4=Very often)*

Learned something that changed the way you understand an issue or concept



Examined the strengths and weaknesses of your own views on a topic or issue



**Quality of Relationships (All Colleges)**  
*(1=Poor, 2=2, 3=3, 4=4, 5=5, 6=6, 7=Excellent)*

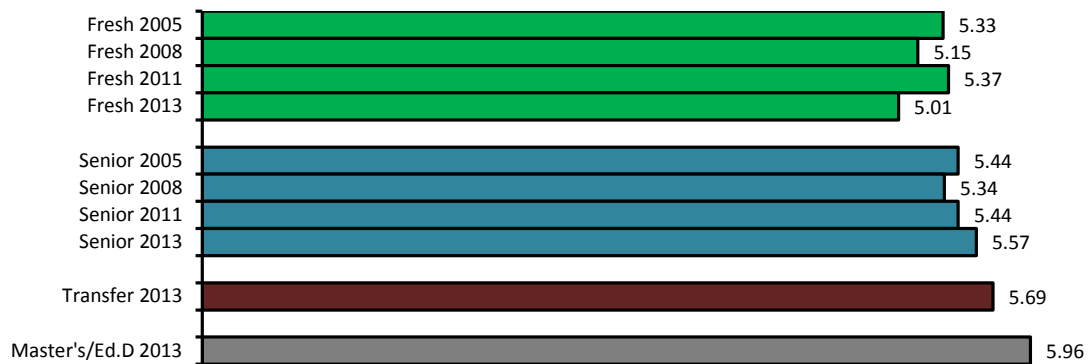
Quality of interactions with students



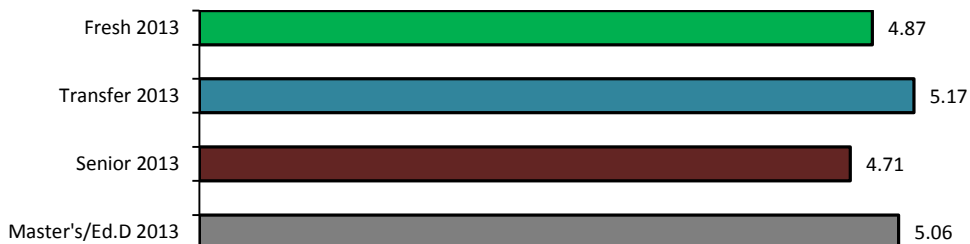
Quality of interactions with academic advisors



Quality of interactions with faculty



Quality of interactions with student services staff (career services, student activities, housing, etc.)



**Quality of Relationships (All Colleges): continued**  
*(1=Poor, 2=2, 3=3, 4=4, 5=5, 6=6, 7=Excellent)*

Quality of interactions with other administrative staff and offices (registrar, financial aid, etc.)



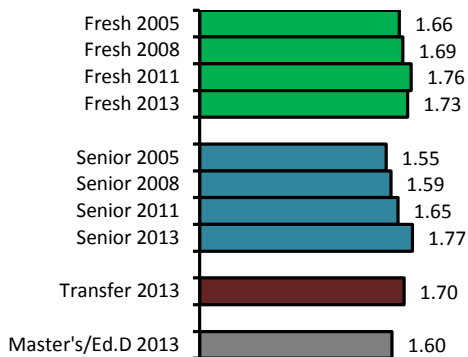
### Time Usage (All Colleges)

(1=0 hours, 2=1-5, 3=6-10, 4=11-15, 5=16-20, 6=21-25, 7=26-30, 8=More than 30)

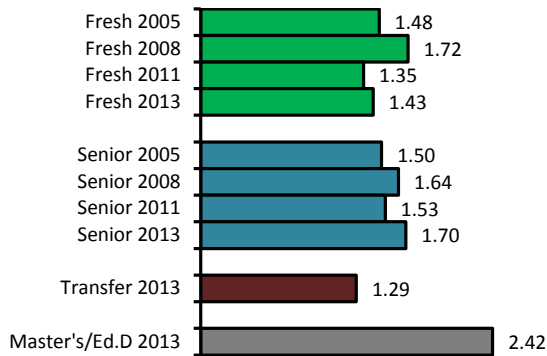
Hours per week: Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)



Hours per week: Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)



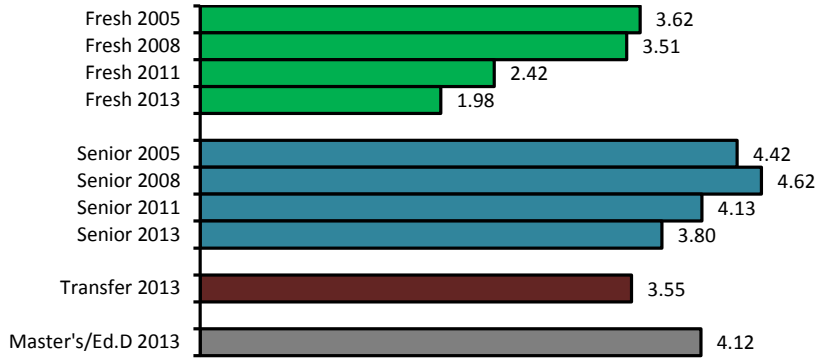
Hours per week: Working for pay ON CAMPUS



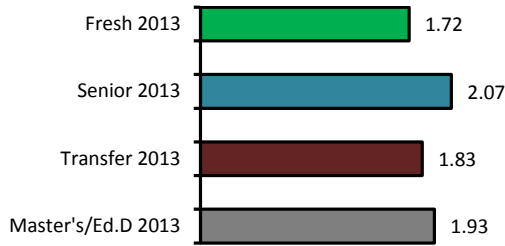
**Time Usage (All Colleges): continued**

*(1=0 hours, 2=1-5, 3=6-10, 4=11-15, 5=16-20, 6=21-25, 7=26-30, 8=More than 30)*

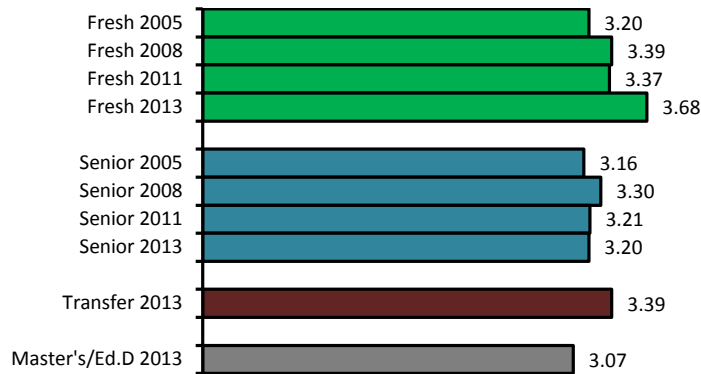
Hours per week: Working for pay OFF CAMPUS



Hours per week: Doing community service or volunteer work



Hours per week: Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)

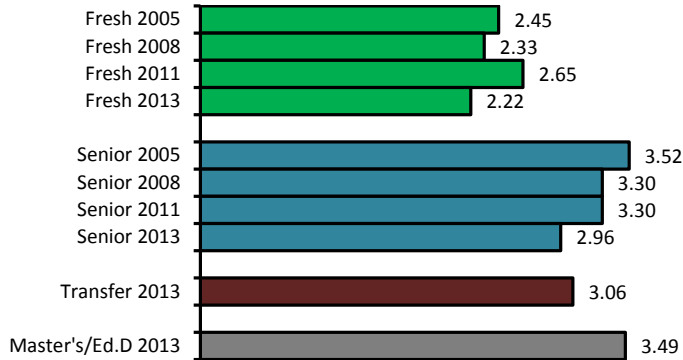




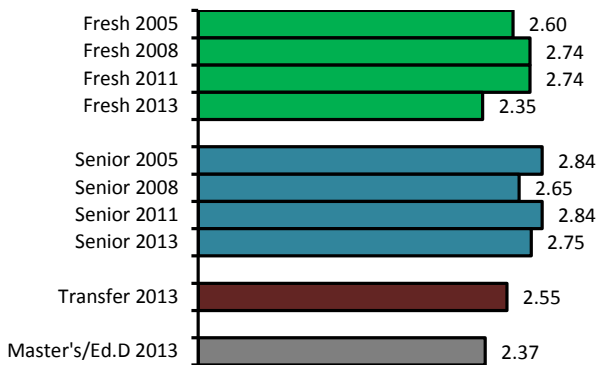
**Time Usage (All Colleges): continued**

*(1=0 hours, 2=1-5, 3=6-10, 4=11-15, 5=16-20, 6=21-25, 7=26-30, 8=More than 30)*

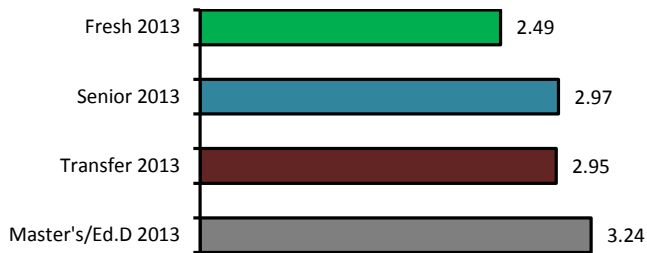
Hours per week: Providing care for dependents (children, parents, etc.)



Hours per week: Commuting to campus (driving, walking, etc.)



Hours per week: Spent on assigned reading



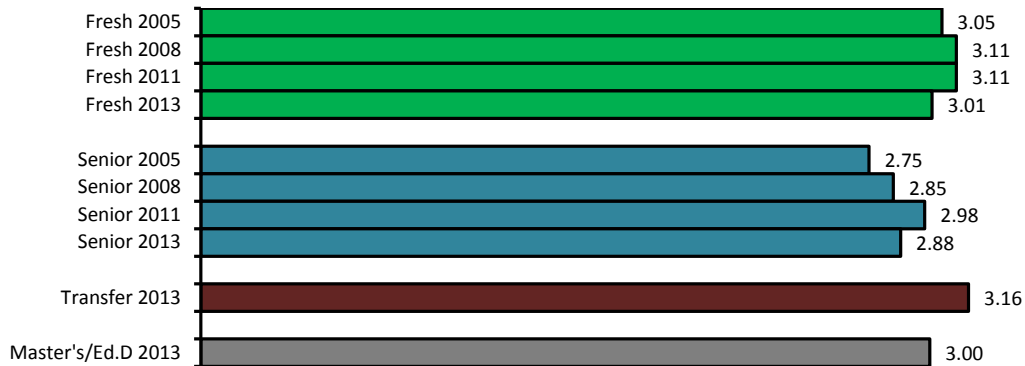
### Institutional Environment (All Colleges)

*(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)*

Institutional emphasis: Spending significant amounts of time studying and on academic work



Institutional emphasis: Providing support to help students succeed academically

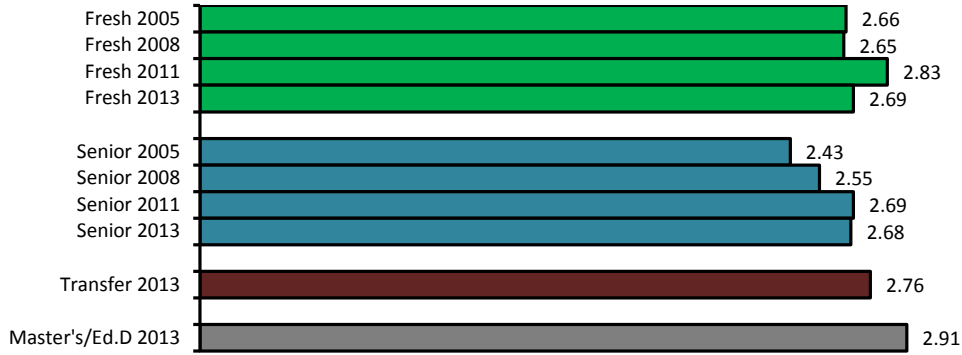


Institutional emphasis: Using learning support services (tutoring services, writing center, etc.)



**Institutional Environment (All Colleges): continued**  
*(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)*

Institutional emphasis: Encouraging contact among students from different backgrounds  
 (social, racial/ethnic, religious, etc.)



Institutional emphasis: Providing opportunities to be involved socially

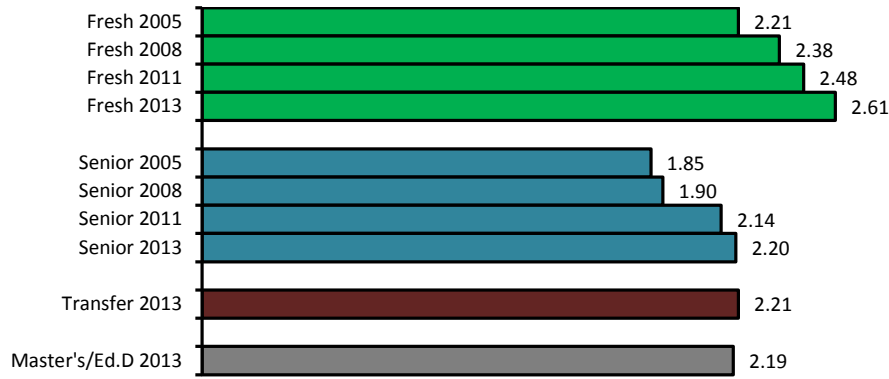


Institutional emphasis: Providing support for your overall well-being (recreation, health care, counseling, etc.)



**Institutional Environment (All Colleges): continued**  
*(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)*

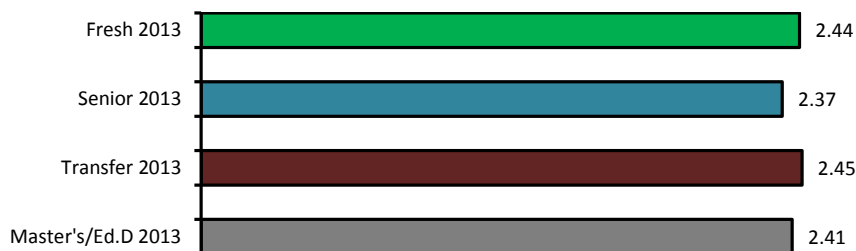
Institutional emphasis: Helping you manage your non-academic responsibilities (work, family, etc.)



Institutional emphasis: Attending campus activities and events (performing arts, athletic events, etc.)



Institutional emphasis: Attending events that address important social, economic, or political issues



## Educational & Personal Growth (All Colleges)

(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

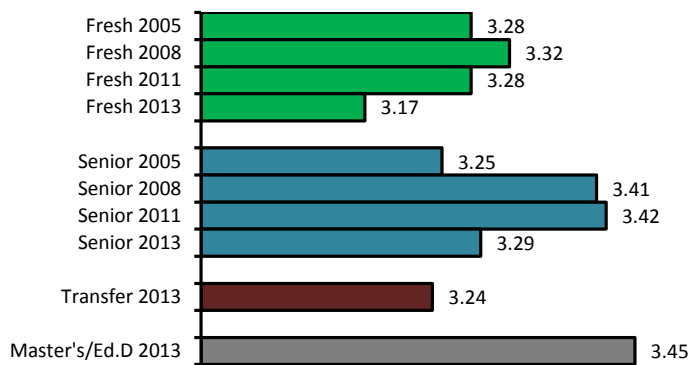
Perceived gains: Writing clearly and effectively



Perceived gains: Speaking clearly and effectively



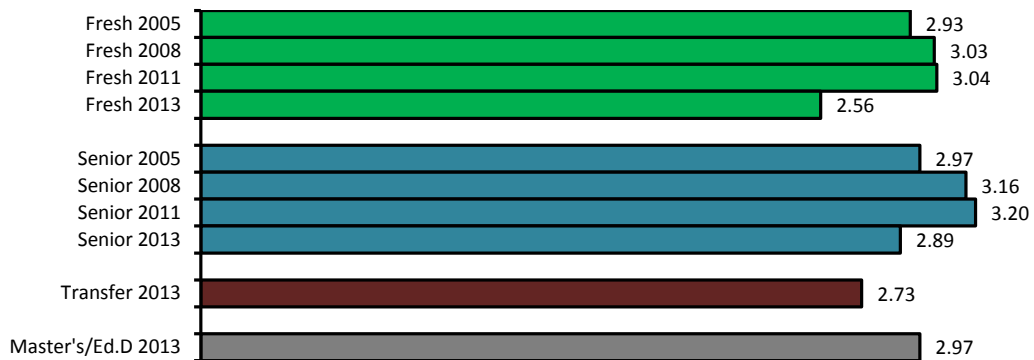
Perceived gains: Thinking critically and analytically



## Educational & Personal Growth (All Colleges): continued

(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

Perceived gains: Analyzing numerical and statistical information



Perceived gains: Acquiring job- or work-related knowledge and skills



Perceived gains: Working effectively with others



## Educational & Personal Growth (All Colleges)

(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

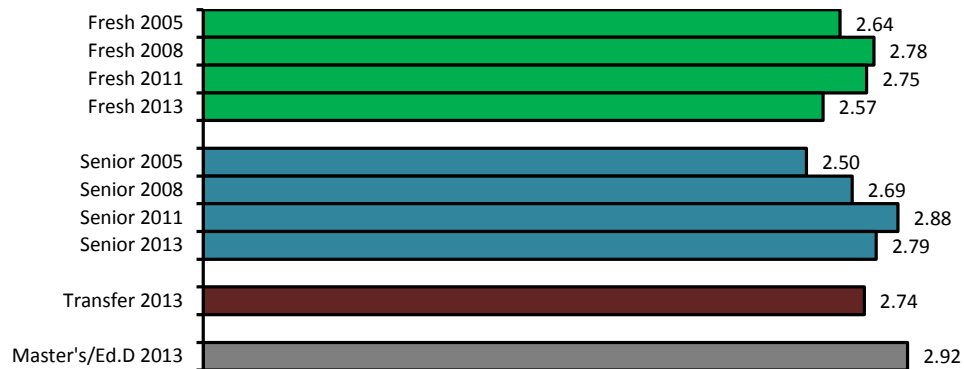
Perceived gains: Developing or clarifying a personal code of values and ethics



Perceived gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)

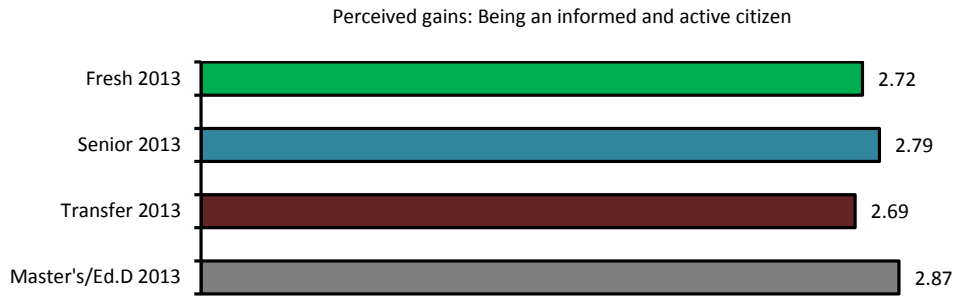


Perceived gains: Solving complex real-world problems



### Educational & Personal Growth (All Colleges)

*(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)*





### Institutional Satisfaction (All Colleges)

