

CSU Fullerton NSSE 2011 Results



National Survey of Student Engagement

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NSSE 2011

- About
 - The National Survey of Student Engagement (NSSE) obtains, on an annual basis, information from hundreds of four-year colleges and universities nationwide 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. Survey items on The National Survey of Student Engagement 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 2011

- 11,094 CSUF students invited to participate in a web based survey administered in spring 2011
 - 3,714 Freshmen
 - 7,380 Seniors
- 4,383 responses (39.5% response rate)
 - 1,264 Freshmen (34%)
 - 3,119 Seniors (42%)



NSSE 2011 Respondent Characteristics
California State University, Fullerton

	Cal State Fullerton		Writing Consortium		Carnegie Class L4/NR		CSU 2011 NSSE	
	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate^a								
Overall	40%		26%		25%		25%	
By class	34%	42%	24%	27%	22%	27%	21%	27%
NSSE sample size ^b	3,714	7,380	84,332	90,934	53,496	70,332	32,596	52,674
Sampling Error^c								
Overall	1.2%		0.4%		0.5%		0.6%	
By class	2.2%	1.3%	0.6%	0.5%	0.8%	0.6%	1.0%	0.7%
Number of respondents ^b	1,264	3,119	19,988	24,802	11,890	18,983	6,985	14,199
Total population	3,714	7,380	86,924	93,753	57,458	77,872	32,596	52,674
Student Characteristics^d								
<i>Mode of Completion</i>								
Paper	0%	0%	0%	0%	1%	1%	0%	0%
Web	100%	100%	100%	100%	99%	99%	100%	100%
<i>Enrollment Status^e</i>								
Full-time	97%	78%	97%	88%	96%	82%	98%	83%
Less than full-time	3%	22%	3%	12%	4%	18%	2%	17%
<i>Gender^e</i>								
Female	62%	63%	65%	61%	64%	60%	66%	61%
Male	38%	37%	35%	39%	36%	40%	34%	39%

NSSE 2011 Respondent Characteristics
California State University, Fullerton

	Cal State Fullerton		Writing Consortium		Carnegie Class L4/NR		CSU 2011 NSSE	
<i>Race/Ethnicity</i>								
Am. Indian/Native American	0%	0%	1%	1%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	24%	23%	6%	5%	12%	11%	21%	18%
Black/African American	2%	2%	5%	4%	7%	6%	4%	4%
White (non-Hispanic)	26%	33%	74%	75%	56%	60%	29%	39%
Mexican/Mexican American	26%	19%	2%	2%	9%	6%	23%	16%
Puerto Rican	0%	0%	1%	1%	1%	0%	0%	0%
Other Hispanic or Latino	7%	7%	3%	3%	5%	4%	8%	5%
Multiracial	6%	5%	3%	3%	4%	4%	5%	6%
Other	3%	3%	1%	1%	2%	2%	3%	3%
I prefer not to respond	4%	7%	5%	6%	5%	6%	5%	8%
<i>International Student</i>	4%	6%	5%	4%	5%	7%	4%	7%
<i>Place of Residence</i>								
On-campus ^f	13%	1%	76%	14%	46%	3%	36%	4%
<i>Transfer Status</i>								
Transfer students	1%	64%	6%	35%	6%	54%	2%	61%
<i>Age</i>								
Non-traditional (24 or older)	0%	46%	2%	28%	5%	47%	0%	48%
Traditional (less than 24)	100%	54%	98%	72%	95%	53%	100%	52%

Three Comparison Groups

(760 colleges and universities plus CSU Fullerton participated in NSSE 2011)

- Writing Consortium participants (45 colleges and universities)
 - Students in this group answered additional questions on student writing.
 - Group includes institutions of various sizes and types
 - Recommend comparison on Writing Consortium questions only
- Large Public Non-Residential Universities (14 universities including 4 large CSUs)
 - Similar to primary comparison group used for NSSE 2009
 - Recommended as primary comparison group
- CSU Comparison group (12 universities shown below)
 - 4 large, 4 medium, and 4 small CSU campuses
 - Recommended for comparison of items from a CSU perspective

Institution Name	City	State
California Polytechnic State University-San Luis Obispo	San Luis Obispo	CA
California State Polytechnic University-Pomona	Pomona	CA
California State University-Bakersfield	Bakersfield	CA
California State University-Channel Islands	Camarillo	CA
California State University-Stanislaus	Turlock	CA
California State University, Fresno	Fresno	CA
California State University, Monterey Bay	Seaside	CA
California State University, Northridge	Northridge	CA
California State University, Sacramento	Sacramento	CA
California State University, San Bernardino	San Bernardino	CA
San Francisco State University	San Francisco	CA
San Jose State University	San Jose	CA

Understanding the Scores on the Reports

Class and Sample

Means are reported for first-year students and seniors. Institution-reported class levels are used. All randomly selected or census-administered students are included in these analyses. Students in targeted or locally administered oversamples are not included.

Mean

The mean is the *weighted* arithmetic average of the student level benchmark scores.

Benchmark Description & Survey Items

A description of the benchmark and the individual items used in its creation is provided.

Statistical Significance

Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ($p < .05$, $p < .01$, and $p < .001$). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes to judge the practical meaning of the results.

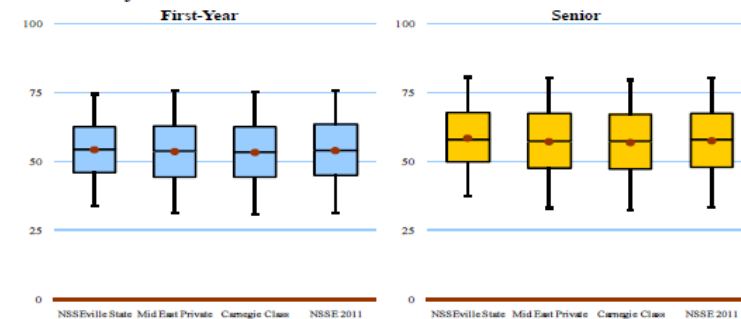
Level of Academic Challenge (LAC)

Mean Comparisons

Class	NSSEville State		Mid East Private		Carnegie Class		NSSE 2011	
	Mean *	Effect Size **	Mean *	Effect Size **	Mean *	Effect Size **	Mean *	Effect Size **
First-Year	54.4		53.7	.05	53.3	* .08	54.1	.02
Senior	58.6		57.3	** .09	56.9	*** .11	57.5	* .07

* Weighted by gender and enrollment status (and by institution size for comparison groups).
 ** $p < .05$ * $p < .01$ *** $p < .001$ (2-tailed).
 * Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: 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 shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc. related to a academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages
- Coursework emphasizes: Analysis of the basic elements of an idea, experience or theory
- Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: Making of judgments about the value of information, arguments, or methods
- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Coursework emphasizes: Spending significant amount of time studying and on academic work

Effect Size^a

Effect size indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

Box and Whiskers Charts

A visual display of first-year and senior benchmark score dispersion for your institution and your selected comparison or consortium groups.

NSSE 2011 Scaled Items



NSSE 2011 Benchmark Comparisons California State University, Fullerton

Level of Academic Challenge (LAC)

Mean Comparisons

California State University, Fullerton compared with:

Class	Cal State Fullerton Mean ^a	Writing Consortium			Carnegie Class L4/NR			CSU 2011 NSSE		
		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	52.4	53.9	***	-.12	52.9		-.04	53.1		-.05
Senior	57.6	57.1	*	.04	56.5	***	.08	57.6		.00

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

^b * $p < .05$ ** $p < .01$ *** $p < .001$ (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

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Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages

Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory

Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships

Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods

Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations

Working harder than you thought you could to meet an instructor's standards or expectations

Campus environment emphasizes: Spending significant amount of time studying and on academic work

NSSE 2011 Scaled Items



NSSE 2011 Benchmark Comparisons
California State University, Fullerton

Active and Collaborative Learning (ACL)

Mean Comparisons

California State University, Fullerton compared with:

Class	Cal State Fullerton Mean ^a	Writing Consortium			Carnegie Class L4/NR			CSU 2011 NSSE		
		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	42.4	42.0		.02	42.1		.02	43.9	**	-.09
Senior	51.3	50.7		.03	50.3	**	.06	51.8		-.03

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

Asked questions in class or contributed to class discussions

Made a class presentation

Worked with other students on projects during class

Worked with classmates outside of class to prepare class assignments

Tutored or taught other students (paid or voluntary)

Participated in a community-based project (e.g., service learning) as part of a regular course

Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

NSSE 2011 Scaled Items



NSSE 2011 Benchmark Comparisons
California State University, Fullerton

Student-Faculty Interaction (SFI)

Mean Comparisons

California State University, Fullerton compared with:

Class	Cal State Fullerton Mean ^a	Writing Consortium			Carnegie Class L4/NR			CSU 2011 NSSE		
		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	31.4	33.2	***	-.10	32.6	*	-.07	32.9	**	-.08
Senior	37.1	41.9	***	-.22	38.2	**	-.05	38.3	**	-.06

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

Discussed grades or assignments with an instructor

Talked about career plans with a faculty member or advisor

Discussed ideas from your readings or classes with faculty members outside of class

Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)

Received prompt written or oral feedback from faculty on your academic performance

Worked on a research project with a faculty member outside of course or program requirements

NSSE 2011 Mean Comparisons
California State University, Fullerton

				<i>Cal State Fullerton compared with:</i>								
				Cal State Fullerton	Writing Consortium		Carnegie Class L4/NR		CSU 2011 NSSE			
<i>Variable</i>	<i>Benchmark</i>	<i>Class</i>	<i>Mean *</i>	<i>Mean *</i>	<i>Sig. †</i>	<i>Effect Size *</i>	<i>Mean *</i>	<i>Sig. †</i>	<i>Effect Size *</i>	<i>Mean *</i>	<i>Sig. †</i>	<i>Effect Size *</i>
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>												
1. Academic and Intellectual Experiences												
n. Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.55	2.57	-.02	2.55	.00		2.54	.02	
			SR	2.71	2.77 ***	-.07	2.73	-.02		2.73	-.02	
o. Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	1.90	2.14 ***	-.27	2.09 ***	-.22		2.06 ***	-.18	
			SR	2.26	2.39 ***	-.13	2.25	.01		2.26	.00	
p. Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.83	1.82	.01	1.82	.02		1.84	.00	
			SR	1.98	2.06 ***	-.09	1.99	-.01		2.01 *	-.04	
q. Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.73	2.66 **	.08	2.68 *	.06		2.72	.00	
			SR	2.71	2.80 ***	-.11	2.71	.00		2.68 *	.04	
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.47	1.61 ***	-.16	1.55 **	-.09		1.58 ***	-.12	
			SR	1.66	1.86 ***	-.20	1.70 *	-.04		1.75 ***	-.09	
<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 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.)</i>												
7. Enriching Educational Experiences												
d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.04	.04	-.01	.05	-.01		.04	-.01	
			SR	.11	.21 ***	-.26	.15 ***	-.12		.15 ***	-.11	

NSSE 2011 Scaled Items



NSSE 2011 Benchmark Comparisons
California State University, Fullerton

Enriching Educational Experiences (EEE)

Mean Comparisons

California State University, Fullerton compared with:

Class	Cal State Fullerton Mean ^a	Writing Consortium			Carnegie Class L4/NR			CSU 2011 NSSE		
		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	24.1	28.4	***	-.33	27.2	***	-.25	26.5	***	-.19
Senior	35.0	42.0	***	-.39	37.4	***	-.14	37.2	***	-.13

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

Hours spent participating in co-curricular activities (organizations, campus publications, student gov., social fraternity or sorority, etc.)

Practicum, internship, field experience, co-op experience, or clinical assignment

Community service or volunteer work

Foreign language coursework and study abroad

Independent study or self-designed major

Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)

Serious conversations with students of different religious beliefs, political opinions, or personal values

Serious conversations with students of a different race or ethnicity than your own

Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment

Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds

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

NSSE 2011 Mean Comparisons California State University, Fullerton

Cal State Fullerton compared with:

Variable	Bench- mark	Class	Cal State Fullerton	Writing Consortium			Carnegie Class L4/NR			CSU 2011 NSSE			
			Mean *	Mean *	Sig [†]	Effect Size *	Mean *	Sig [†]	Effect Size *	Mean *	Sig [†]	Effect Size *	
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>													
1. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.59	2.72 ***		-.13	2.70 ***		-.11	2.67 *		-.08
			SR	2.91	2.92		-.02	2.92		-.02	2.90		.00
ii. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.66	2.61		.04	2.66		.00	2.70		-.04
			SR	2.84	2.67 ***		.18	2.74 ***		.10	2.82		.02
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.58	2.67 **		-.10	2.62		-.04	2.65 *		-.07
			SR	2.73	2.70		.02	2.66 ***		.07	2.72		.01

Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 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.)

7. Enriching Educational Experiences

a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.06	.06		-.04	.05		.02	.06		-.01
			SR	.43	.52 ***		-.18	.42		.02	.42		.04
b. Community service or volunteer work	VOLNTR04	EEE	FY	.26	.39 ***		-.28	.36 ***		-.23	.34 ***		-.17
			SR	.47	.64 ***		-.36	.53 ***		-.13	.51 ***		-.10
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.12	.19 ***		-.18	.23 ***		-.26	.17 ***		-.12
			SR	.19	.27 ***		-.19	.23 ***		-.11	.23 ***		-.09

NSSE 2011 Mean Comparisons
California State University, Fullerton
Cal State Fullerton compared with:

Variable	Benchmark	Class	Cal State Fullerton	Writing Consortium			Carnegie Class L4/NR			CSU 2011 NSSE		
			Mean *	Mean *	Sig [†]	Effect Size *	Mean *	Sig [†]	Effect Size *	Mean *	Sig [†]	Effect Size *

Which of the following have you done or do you plan to do before you graduate from your institution? (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.)

7. Enriching Educational Experiences

e. Foreign language coursework	FORLNG04	EEE	FY	.11	.25 ***	-.33	.17 ***	-.18	.15 ***	-.12
			SR	.22	.48 ***	-.52	.38 ***	-.32	.34 ***	-.25
f. Study abroad	STDABR04	EEE	FY	.02	.02 *	-.05	.02	-.04	.02	-.03
			SR	.06	.18 ***	-.32	.11 ***	-.17	.09 ***	-.11
g. Independent study or self-designed major	INDSTD04	EEE	FY	.03	.03	-.03	.03	-.03	.03	-.03
			SR	.10	.17 ***	-.21	.12 ***	-.08	.12 ***	-.07
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.01	.02	-.03	.02	-.04	.02	-.04
			SR	.24	.34 ***	-.20	.28 ***	-.08	.29 ***	-.10

*About how many hours do you spend in a typical 7-day week doing each of the following?
 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk*

9. Time Usage

d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	1.79	2.34 ***	-.37	1.97 ***	-.13	1.94 ***	-.11
			SR	1.81	2.19 ***	-.25	1.84	-.02	1.90 **	-.06

*To what extent does your institution emphasize each of the following?
 1=Very little, 2=Some, 3=Quite a bit, 4=Very much*

10. Institutional Environment

c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.71	2.74	-.04	2.75	-.04	2.80 **	-.09
			SR	2.64	2.51 ***	.13	2.53 ***	.12	2.58 **	.06

NSSE 2011 Scaled Items



NSSE 2011 Benchmark Comparisons California State University, Fullerton

Supportive Campus Environment (SCE)

Mean Comparisons

California State University, Fullerton compared with:

Class	Cal State Fullerton Mean ^a	Writing Consortium			Carnegie Class L4/NR			CSU 2011 NSSE		
		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	60.6	63.1	***	-.13	61.2		-.03	61.9	*	-.07
Senior	58.4	59.0		-.03	56.2	***	.11	56.9	***	.07

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

Writing Consortium Items



NSSE 2011 Mean Comparisons^a
Consortium for the Study of Writing in College
California State University, Fullerton

			Cal State Fullerton	Cal State Fullerton compared with CSWC		
Consortium for the Study of Writing in College Questions						
<i>Refer to the CSWC consortium codebook for response option values.</i>						
	Variable	Class	Mean	Mean	Sig. ^b	Effect size ^c
During the current school year, for how many of your writing assignments						
1. have you done each of the following?						
1a.	Brainstormed (listed ideas, mapped concepts, prepared an outline, etc.) to develop your ideas before you started drafting your assignment	SWC1101A	FY	3.69	3.48 ***	.20
			SR	3.58	3.37 ***	.19
1b.	Talked with your instructor to develop your ideas before you started drafting your assignment	SWC1101B	FY	3.05	2.89 ***	.15
			SR	2.99	2.80 ***	.18
1c.	Talked with a classmate, friend, or family member to develop your ideas before you started drafting your assignment	SWC1101C	FY	3.47	3.30 ***	.16
			SR	3.38	3.19 ***	.18
1d.	Received feedback from your instructor about a draft before turning in your final assignment	SWC1101D	FY	3.42	3.21 ***	.18
			SR	3.02	2.84 ***	.15
1e.	Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment	SWC1101E	FY	3.43	3.22 ***	.18
			SR	3.05	2.89 ***	.13
1f.	Visited a campus-based writing or tutoring center to get help with your writing assignment before turning it in	SWC1101F	FY	2.48	1.97 ***	.41
			SR	1.78	1.68 ***	.09
1g.	Used an online tutoring service to get help with your writing assignment before turning it in	SWC1101G	FY	1.80	1.61 ***	.17
			SR	1.58	1.44 ***	.14
1h.	Proofread your final draft for errors before turning it in	SWC1101H	FY	4.34	4.31	.03
			SR	4.37	4.34	.03

Writing Consortium Items



NSSE 2011 Mean Comparisons^a
 Consortium for the Study of Writing in College
 California State University, Fullerton

			Cal State Fullerton	Cal State Fullerton compared with CSWC		
Consortium for the Study of Writing in College Questions						
<i>Refer to the CSWC consortium codebook for response option values.</i>						
	Variable	Class	Mean	Mean	Sig. ^b	Effect size ^c
2. During the current school year, in how many of your writing assignments did you:						
2a. Narrate or describe one of your own experiences	SWC1102A	FY	2.94	2.68	***	.26
		SR	2.65	2.48	***	.16
2b. Summarize something you read, such as articles, books, or on-line publications	SWC1102B	FY	3.19	3.19		-.01
		SR	3.28	3.18	***	.09
2c. Analyze or evaluate something you read, researched, or observed	SWC1102C	FY	3.59	3.60		-.01
		SR	3.77	3.65	***	.14
2d. Describe your methods or findings related to data you collected in lab or field work, a survey project, etc.	SWC1102D	FY	2.84	2.74	*	.08
		SR	3.08	2.92	***	.13
2e. Argue a position using evidence and reasoning	SWC1102E	FY	3.37	3.30	*	.07
		SR	3.33	3.17	***	.14
2f. Explain in writing the meaning of numerical or statistical data	SWC1102F	FY	2.41	2.36		.04
		SR	2.70	2.59	***	.09
2g. Write in the style and format of a specific field (engineering, history, psychology, etc.)	SWC1102G	FY	2.68	2.73		-.04
		SR	3.35	3.29	*	.05
2h. Include drawings, tables, photos, screen shots, or other visual content into your written assignment	SWC1102H	FY	2.33	2.37		-.03
		SR	2.90	2.82	**	.06
2i. Create the project with multimedia (web page, poster, slide presentation such as PowerPoint, etc.)	SWC1102I	FY	2.43	2.42		.00
		SR	3.06	2.91	***	.14

Writing Consortium Items



NSSE 2011 Mean Comparisons^a Consortium for the Study of Writing in College California State University, Fullerton

			Cal State Fullerton	Cal State Fullerton compared with CSWC		
Consortium for the Study of Writing in College Questions						
<i>Refer to the CSWC consortium codebook for response option values.</i>						
	Variable	Class	Mean	Mean	Sig. ^b	Effect size ^c
During the current school year, for how many of your writing assignments						
3. has your <u>instructor</u> done each of the following?						
3a. Provided clear instructions describing what he or she wanted you to do	SWC1103A	FY	4.03	3.96 *		.08
		SR	3.99	3.91 ***		.10
3b. Explained in advance what he or she wanted you to learn	SWC1103B	FY	3.85	3.72 ***		.14
		SR	3.82	3.66 ***		.16
3c. Explained in advance the criteria he or she would use to grade your assignment	SWC1103C	FY	3.99	3.93 *		.07
		SR	4.00	3.87 ***		.13
3d. Provided a sample of a completed assignment written by the instructor or a student	SWC1103D	FY	3.16	2.95 ***		.19
		SR	2.98	2.71 ***		.23
3e. Asked you to do short pieces of writing that he or she did not grade	SWC1103E	FY	2.75	2.62 **		.11
		SR	2.34	2.18 ***		.14
3f. Asked you to give feedback to a classmate about a draft or outline the classmate had written	SWC1103F	FY	3.20	2.99 ***		.18
		SR	2.46	2.30 ***		.14
3g. Asked you to write with classmates to complete a group project	SWC1103G	FY	2.74	2.57 ***		.16
		SR	2.96	2.71 ***		.23
3h. Asked you to address a real or imagined audience such as your classmates, a politician, non-experts, etc.	SWC1103H	FY	2.98	2.83 ***		.12
		SR	2.68	2.56 ***		.09

Writing Consortium Items



NSSE 2011 Mean Comparisons^a Consortium for the Study of Writing in College California State University, Fullerton

Cal State
Fullerton

Cal State Fullerton compared with
CSWC

Consortium for the Study of Writing in College Questions

Refer to the CSWC consortium codebook for response option values.

	Variable	Class	Mean	Mean	Sig. ^b	Effect size ^c
4. Which of the following have you done or do you plan to do before you graduate from your institution?						
4a. Prepare a portfolio that collects written work from more than one class	SWC1104A	FY	.10	.10		-.01
		SR	.13	.17 ***	-.10	
4b. Submit work you wrote or co-wrote to a student or professional publication (magazine, journal, newspaper, collection of student work, etc.)	SWC1104B	FY	.03	.05 ***	-.09	
		SR	.06	.10 ***	-.14	

CSUF NSSE Outcomes Over Time



NSSE 2011 Multi-Year Benchmark Report Data Quality Indicators

California State University, Fullerton

An important early step in conducting a multi-year analysis is to review the quality of your data in each year for both first-year and senior respondents. The precision of an institution's population estimates can vary from one year to the next. The values in this table were drawn from the *Respondent Characteristics* reports from each NSSE administration.

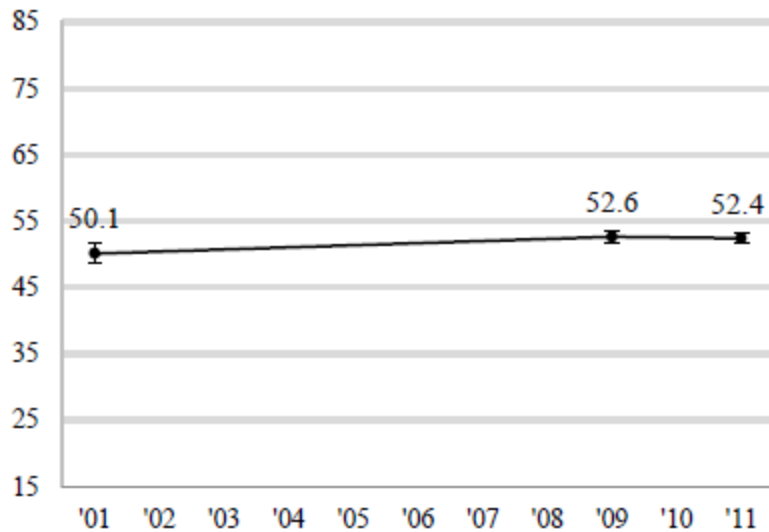
Data Quality Indicators for Each NSSE Participation Year

Year ^a	Mode ^b	Response Rate ^c		Sampling Error ^d		Number of Respondents ^e	
		FY	SR	FY	SR	FY	SR
2001	Paper	46%		6.1%	6.5%	234	216
2002							
2003							
2004							
2005							
2006							
2007							
2008							
2009	Web-only	34%	41%	3.1%	2.8%	842	1025
2010							
2011	Web-only	34%	42%	2.2%	1.3%	1264	3119

CSUF NSSE Outcomes Over Time

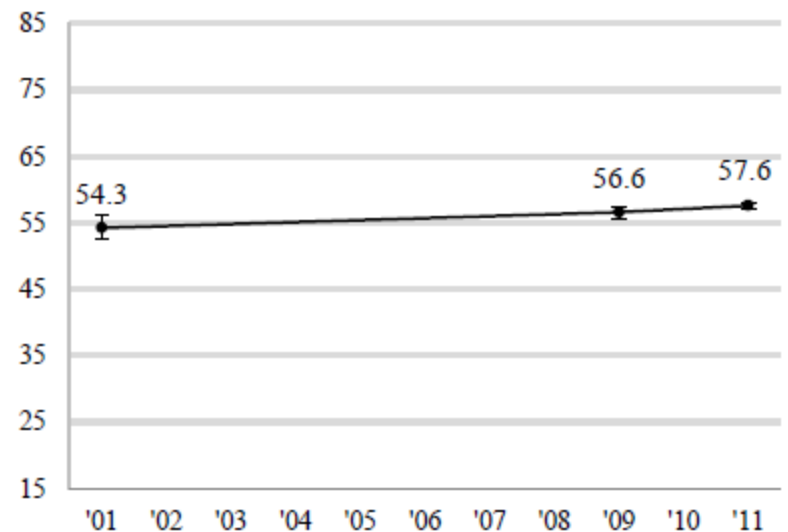
Freshman

Level of Academic Challenge (LAC)



Seniors

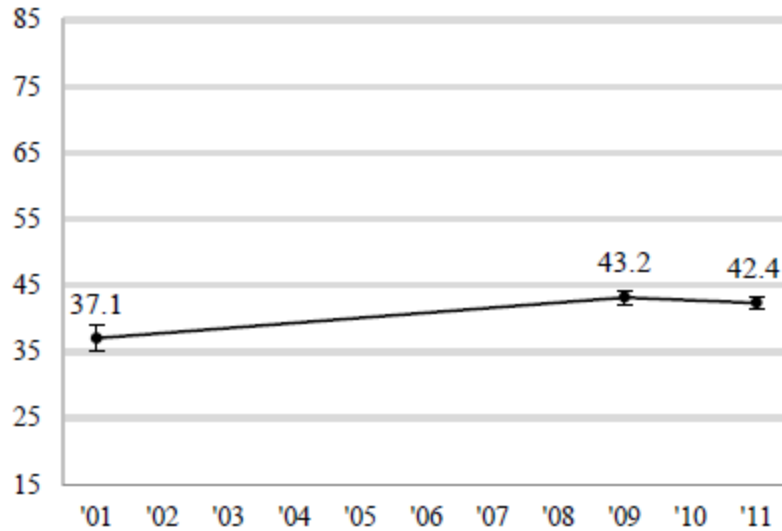
Level of Academic Challenge (LAC)



CSUF NSSE Outcomes Over Time

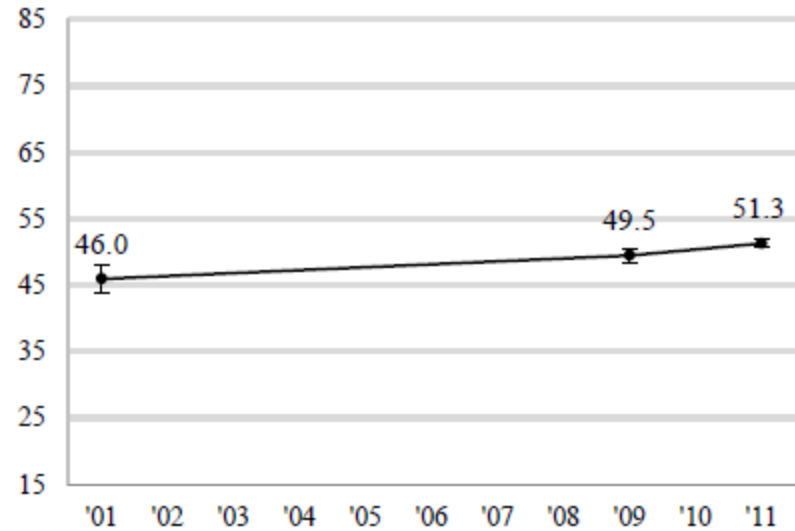
Freshman

Active and Collaborative Learning (ACL)



Seniors

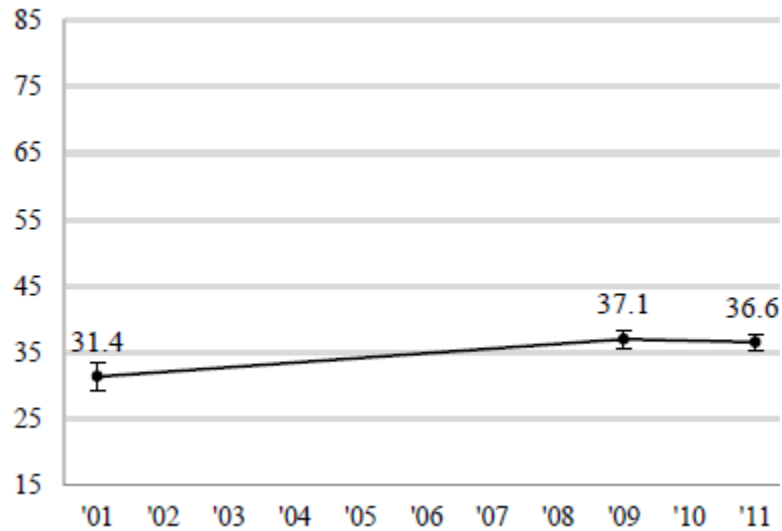
Active and Collaborative Learning (ACL)



CSUF NSSE Outcomes Over Time

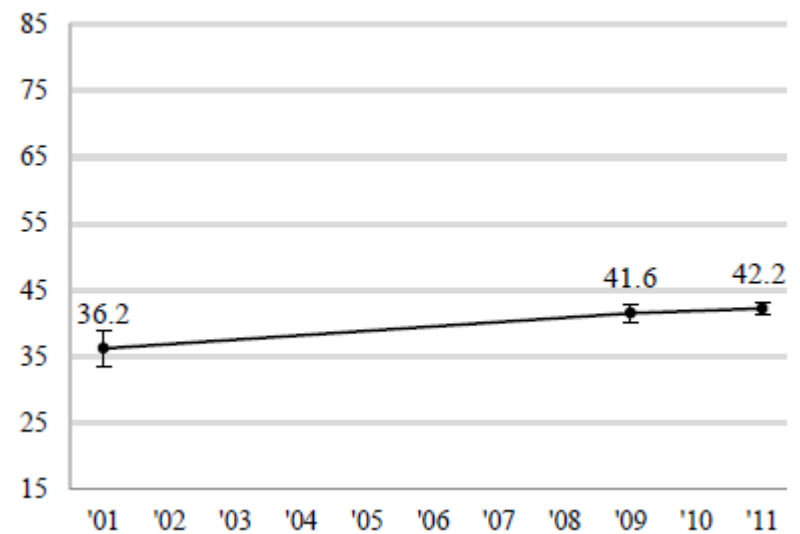
Freshman

Student-Faculty Interaction (SFC)^b



Seniors

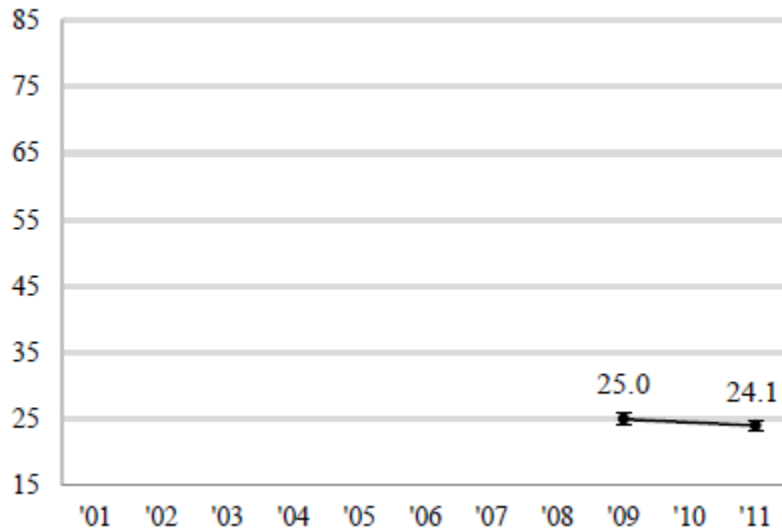
Student-Faculty Interaction (SFC)^b



CSUF NSSE Outcomes Over Time

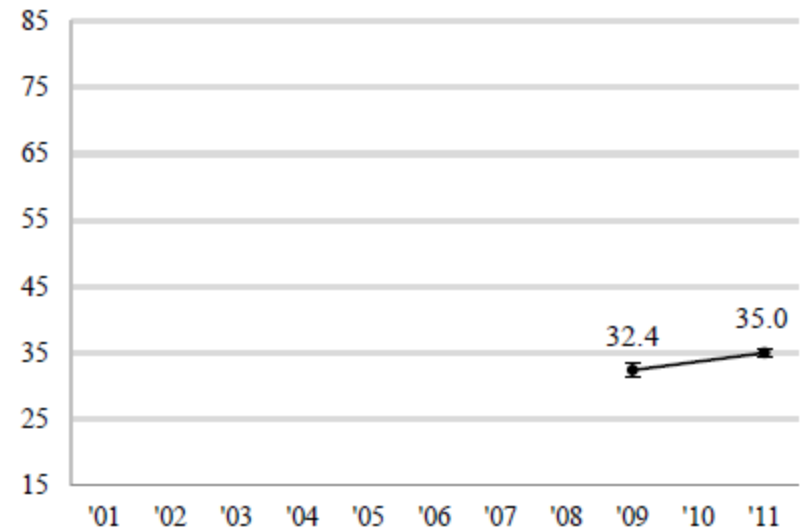
Freshman

Enriching Educational Experiences (EEE)^c



Seniors

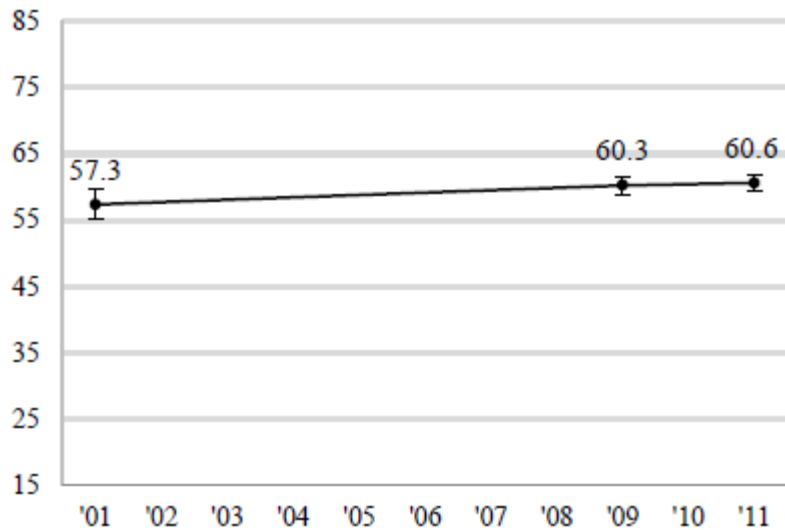
Enriching Educational Experiences (EEE)^c



CSUF NSSE Outcomes Over Time

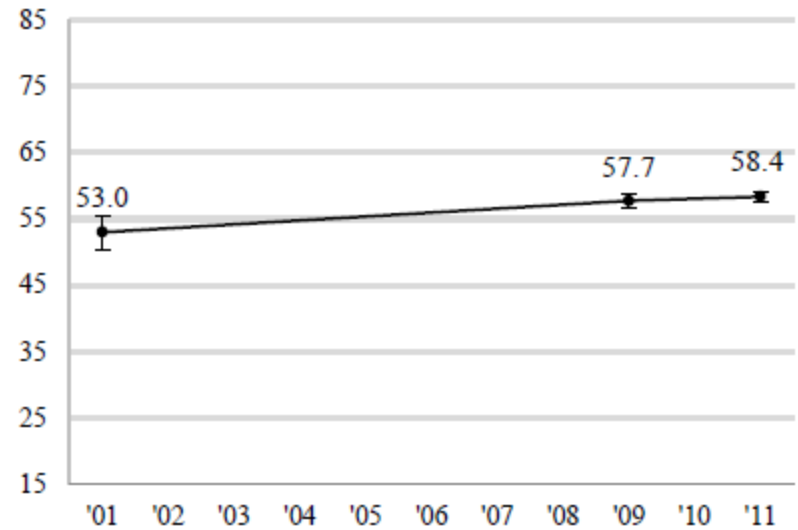
Freshman

Supportive Campus Environment (SCE)



Seniors

Supportive Campus Environment (SCE)



Progress has been made

- Between 2009 and 2011 administrations of NSSE gains on benchmark items have occurred
 - Effect size for significant difference relative to Large Public Non-Residential Universities on the SFI benchmark has improved in the area of prior concern (seniors)
 - $-.16$ (2009) to $-.05$ (2011) for seniors
 - Effect size for significant difference relative to Large Public Non-Residential Universities on the EEE benchmark has improved in the area of prior concern (seniors)
 - $-.37$ (2009) to $-.14$ (2011) for seniors
 - Effect size for significant difference relative to Large Public Non-Residential Universities on the EEE benchmark has declined/not improved in an area of lower prior concern (freshmen)
 - $-.16$ (2009) to $-.25$ (2011) for freshmen
- Opportunities for continued improvement on all benchmark categories exist
 - Significant improvement in all five benchmark areas would be necessary to get into the top 50% of NSSE 2011 participants
 - Initial goal should be to significantly surpass benchmarks for Large Public Non-Residential Universities

Change is in the air

- New Version of NSSE (NSSE 2.0) to be released in 2012-2013 (spring 2013) cycle
 - Trend and multi-year results beginning 2013 will be less comparable
- CSU Fullerton was asked if it would like to participate in the second field pilot of NSSE 2.0
 - We have notified them that we are interested and are awaiting their response
 - If we are accepted, our students would participate in the second field pilot in spring 2012
 - Results can be shared internally with campus committees, but will not be published on the university website.
 - Survey may allow us a preliminary lens on freshman engagement resulting from the addition of residential experiences