



NSSE 2018

Engagement Indicators

California State University, Fullerton

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

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Performance on Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2017 and 2018 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. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). 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 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 website: nsse.indiana.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 broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Large CSUs	Your first-year students compared with Large Non-CSUs	Your first-year students compared with Com. Engaged MSIs
<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 Large CSUs	Your seniors compared with Large Non-CSUs	Your seniors compared with Com. Engaged MSIs
<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

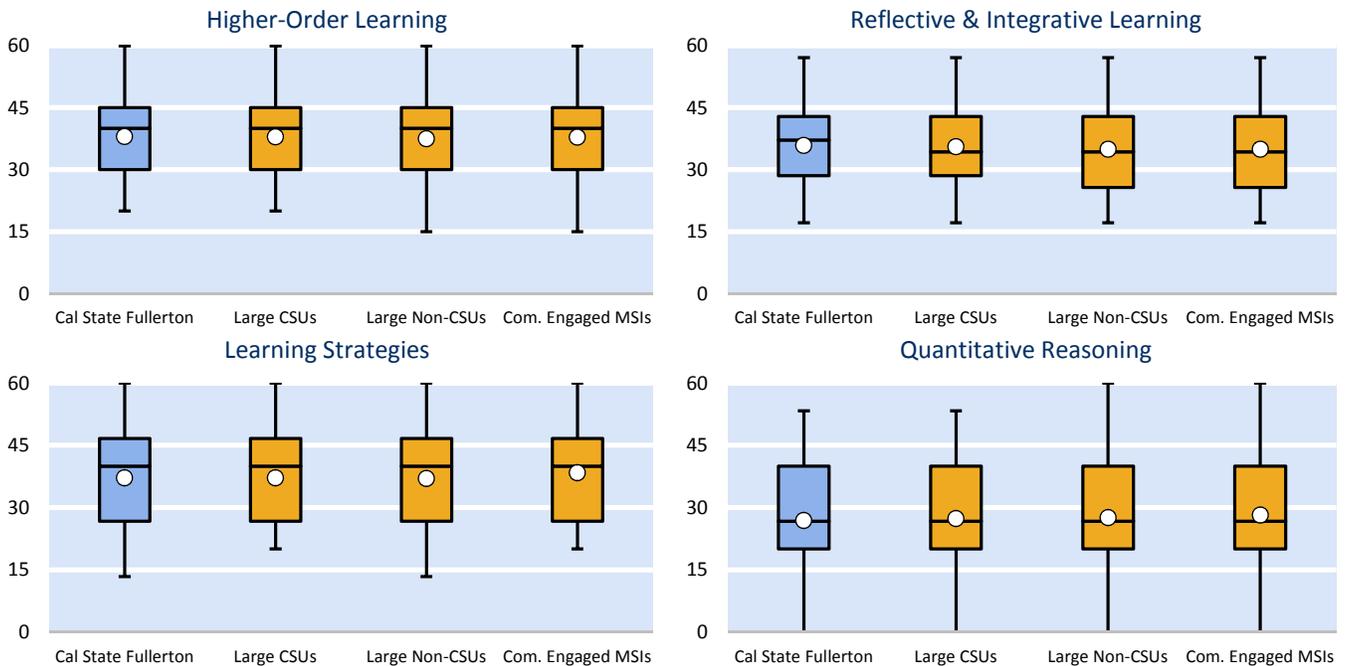
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Cal State Fullerton Mean	Your first-year students compared with					
		Large CSUs		Large Non-CSUs		Com. Engaged MSIs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.1	38.0	.01	37.5	.04	37.9	.01
Reflective & Integrative Learning	35.9	35.6	.02	35.0 **	.07	35.0 **	.07
Learning Strategies	37.2	37.2	.00	37.0	.01	38.4 ***	-.09
Quantitative Reasoning	26.9	27.3	-.03	27.5	-.04	28.2 ***	-.09

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	Cal State Fullerton	Percentage point difference ^a between your FY students and		
		Large CSUs	Large Non-CSUs	Com. Engaged MSIs
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	68	-1	+0	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-1	+2	+1
4d. Evaluating a point of view, decision, or information source	74	+1	+5	+5
4e. Forming a new idea or understanding from various pieces of information	69	-0	+2	+1
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	53	-0	+2	+2
2b. Connected your learning to societal problems or issues	54	+0	+3	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	-1	+2	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+1	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+1	+2	+3
2f. Learned something that changed the way you understand an issue or concept	70	+1	+5	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+2	+4	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	-1	+3	+0
9b. Reviewed your notes after class	65	+2	+3	-1
9c. Summarized what you learned in class or from course materials	58	-0	-1	-5
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.)	51	-0	-0	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-2	-3	-4
6c. Evaluated what others have concluded from numerical information	37	+0	-1	-2

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 website.

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

Academic Challenge: Seniors

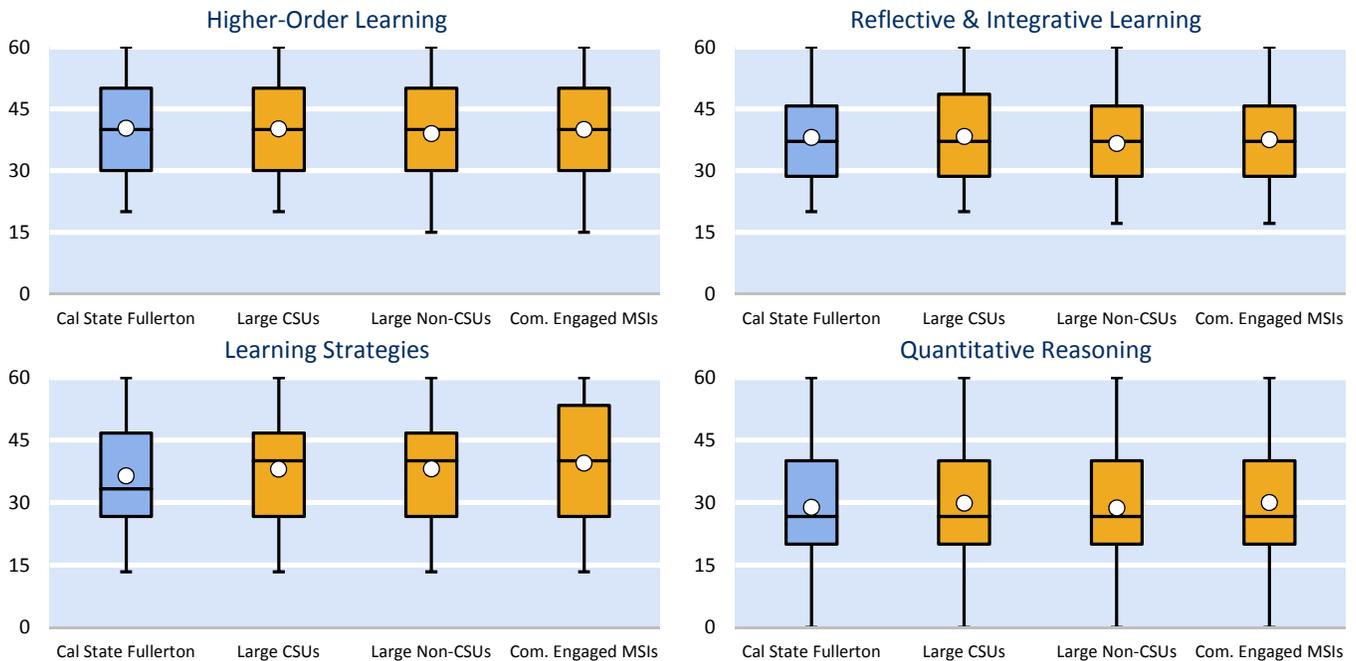
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Cal State Fullerton Mean	Your seniors compared with					
		Large CSUs		Large Non-CSUs		Com. Engaged MSIs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.3	40.2	.01	39.0 ***	.09	40.0	.02
Reflective & Integrative Learning	38.1	38.3	-.02	36.6 ***	.11	37.6 *	.04
Learning Strategies	36.4	38.0 ***	-.11	38.1 ***	-.11	39.5 ***	-.21
Quantitative Reasoning	28.9	29.8 ***	-.06	28.7	.01	30.0 ***	-.07

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	Cal State Fullerton	Percentage point difference ^a between your seniors and		
		Large CSUs	Large Non-CSUs	Com. Engaged MSIs
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	77	-1	+2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+0	+3	+1
4d. Evaluating a point of view, decision, or information source	72	+1	+5	+3
4e. Forming a new idea or understanding from various pieces of information	72	+1	+3	+1
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	71	+1	+4	+5
2b. Connected your learning to societal problems or issues	62	-0	+5	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-3	+4	-0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-1	+2	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+1	+4	+2
2f. Learned something that changed the way you understand an issue or concept	73	+0	+4	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+0	+3	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	-3	-2	-4
9b. Reviewed your notes after class	58	-4	-5	-8
9c. Summarized what you learned in class or from course materials	56	-4	-6	-10
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.)	54	-2	-0	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-2	+1	-2
6c. Evaluated what others have concluded from numerical information	43	-1	+2	-1

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 website.

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Learning with Peers: First-year students

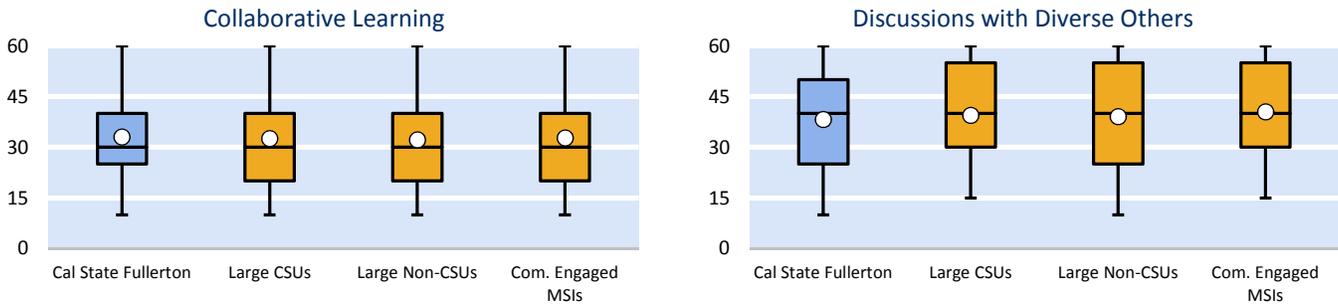
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Cal State Fullerton Mean	Your first-year students compared with					
		Large CSUs		Large Non-CSUs		Com. Engaged MSIs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.0	32.5	.04	32.1 **	.06	32.8	.02
Discussions with Diverse Others	38.2	39.4 **	-.08	39.0 *	-.05	40.4 ***	-.14

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

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Collaborative Learning	Cal State Fullerton	Percentage point difference ^a between your FY students and		
		Large CSUs	Large Non-CSUs	Com. Engaged MSIs
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	58	+3	+6	+5
1f. Explained course material to one or more students	58	+1	+1	-1
1g. Prepared for exams by discussing or working through course material with other students	49	+2	+0	-2
1h. Worked with other students on course projects or assignments	53	-4	-1	-2
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	75	-1	+5	+1
8b. People from an economic background other than your own	69	-2	+0	-3
8c. People with religious beliefs other than your own	66	-1	+0	-3
8d. People with political views other than your own	54	-6	-11	-13

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Learning with Peers: Seniors

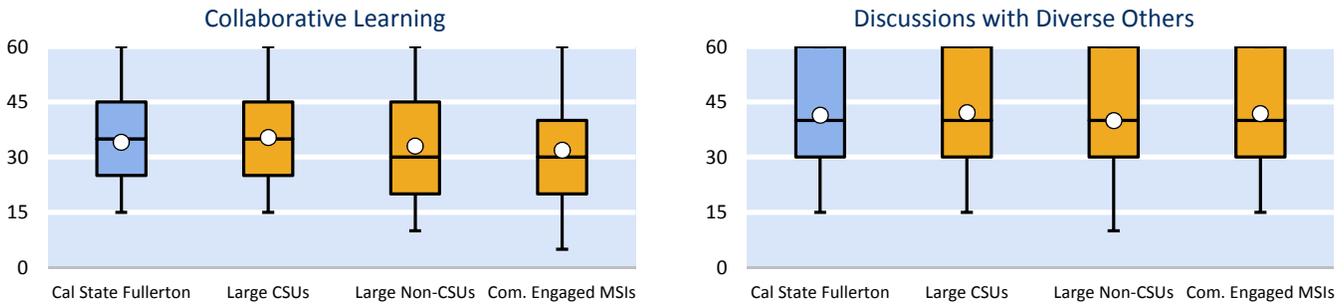
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Cal State Fullerton Mean	Your seniors compared with					
		Large CSUs		Large Non-CSUs		Com. Engaged MSIs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.1	35.4 ***	-.10	33.0 ***	.07	31.9 ***	.14
Discussions with Diverse Others	41.4	42.0 *	-.04	39.9 ***	.09	41.8	-.02

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

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Performance on Indicator Items

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

Collaborative Learning	Cal State Fullerton	Percentage point difference ^a between your seniors and		
		Large CSUs	Large Non-CSUs	Com. Engaged MSIs
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	50	-0	+5	+8
1f. Explained course material to one or more students	59	-3	-0	+2
1g. Prepared for exams by discussing or working through course material with other students	48	-5	+1	+1
1h. Worked with other students on course projects or assignments	70	-3	+6	+8
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	80	-0	+8	+4
8b. People from an economic background other than your own	76	-0	+5	+1
8c. People with religious beliefs other than your own	71	-1	+3	-1
8d. People with political views other than your own	61	-1	-5	-8

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Experiences with Faculty: First-year students

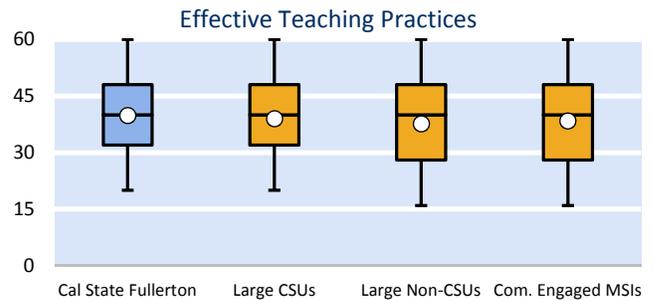
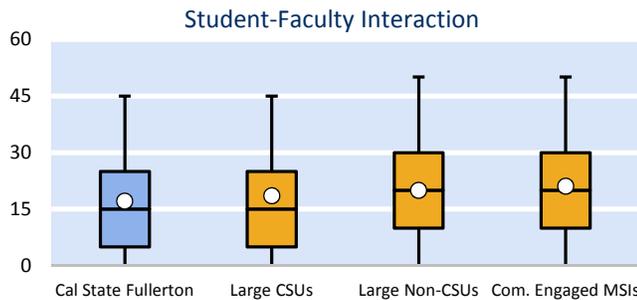
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Cal State Fullerton Mean	Your first-year students compared with					
		Large CSUs		Large Non-CSUs		Com. Engaged MSIs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	17.1	18.5 ***	-.10	20.0 ***	-.20	21.0 ***	-.26
Effective Teaching Practices	39.7	38.9 *	.06	37.6 ***	.16	38.3 ***	.11

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Student-Faculty Interaction	Cal State Fullerton %	Percentage point difference ^a between your FY students and		
		Large CSUs	Large Non-CSUs	Com. Engaged MSIs
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	27	-4	-9	-11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	-2	-5	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-0	-2	-4
3d. Discussed your academic performance with a faculty member	23	-2	-5	-7
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	+1	+4	+3
5b. Taught course sessions in an organized way	77	+4	+4	+3
5c. Used examples or illustrations to explain difficult points	78	+4	+6	+5
5d. Provided feedback on a draft or work in progress	66	-1	+6	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+2	+8	+4

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Experiences with Faculty: Seniors

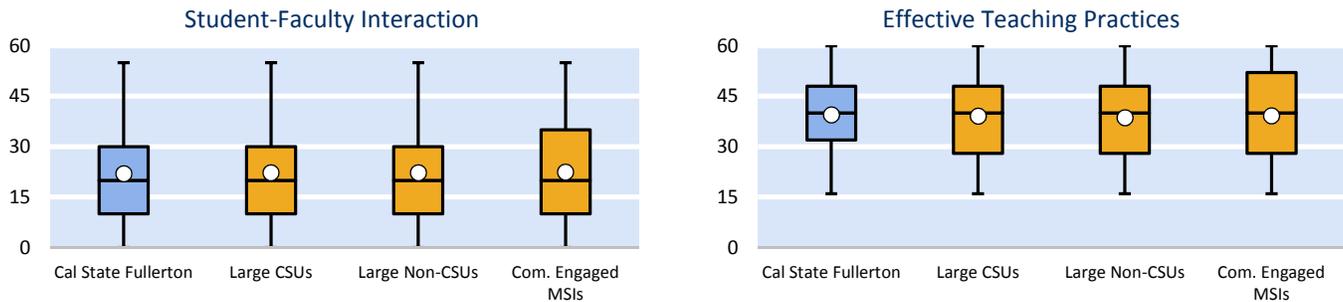
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%			
3a. Talked about career plans with a faculty member	39	+0	-0	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	-1	-1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-1	-1	-1
3d. Discussed your academic performance with a faculty member	29	-1	-1	-2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	81	+1	+2	+1
5b. Taught course sessions in an organized way	78	+3	+3	+2
5c. Used examples or illustrations to explain difficult points	79	+2	+4	+4
5d. Provided feedback on a draft or work in progress	61	+1	+3	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-1	+0	-3

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 website.

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

Campus Environment: First-year students

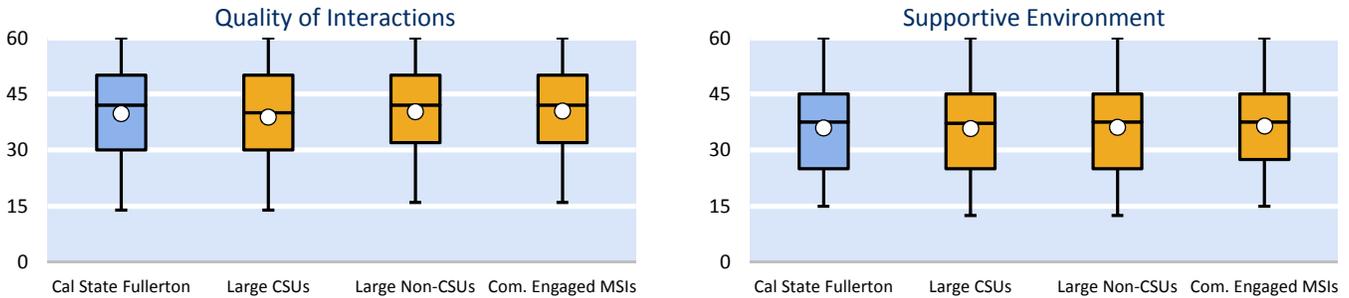
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Cal State Fullerton Mean	Your first-year students compared with					
		Large CSUs		Large Non-CSUs		Com. Engaged MSIs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.8	38.9 *	.07	40.3	-.04	40.5	-.05
Supportive Environment	36.0	35.8	.01	36.1	-.01	36.4	-.03

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Cal State Fullerton	Percentage point difference ^a between your FY students and		
		Large CSUs	Large Non-CSUs	Com. Engaged MSIs
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	48	+2	+3	+0
13b. Academic advisors	39	-1	-6	-8
13c. Faculty	42	+5	-0	-3
13d. Student services staff (career services, student activities, housing, etc.)	43	+6	+1	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	+3	-2	+1
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	78	+5	+4	+2
14c. Using learning support services (tutoring services, writing center, etc.)	78	+5	+0	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	-2	+2	+1
14e. Providing opportunities to be involved socially	71	+4	+1	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+3	+2	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+0	+4	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-2	-8	-9
14i. Attending events that address important social, economic, or political issues	42	-8	-7	-10

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 website.

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

Campus Environment: Seniors

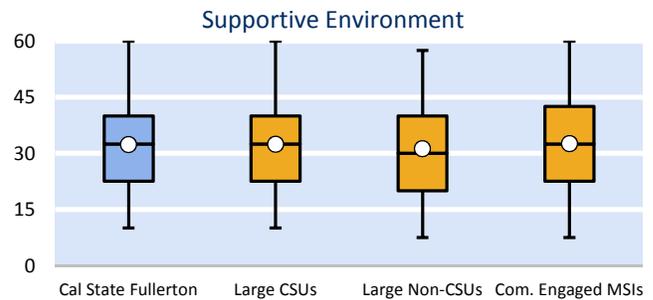
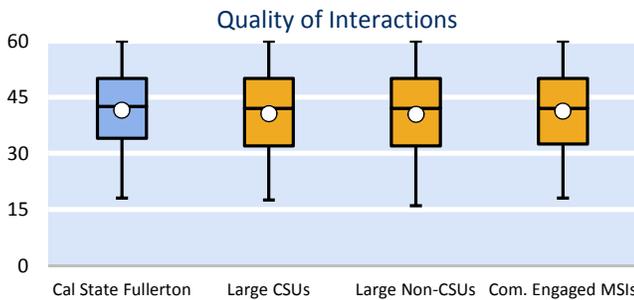
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Cal State Fullerton Mean	Your seniors compared with					
		Large CSUs		Large Non-CSUs		Com. Engaged MSIs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.6	40.6 ***	.08	40.5 ***	.09	41.3	.02
Supportive Environment	32.3	32.4	-.01	31.3 ***	.08	32.6	-.02

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Cal State Fullerton	Percentage point difference ^a between your seniors and		
		Large CSUs	Large Non-CSUs	Com. Engaged MSIs
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	56	-1	+3	-1
13b. Academic advisors	48	+5	+3	+0
13c. Faculty	50	+0	-1	-3
13d. Student services staff (career services, student activities, housing, etc.)	43	+5	+3	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	+3	+1	+1
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	72	+5	+6	+3
14c. Using learning support services (tutoring services, writing center, etc.)	65	+4	+1	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	-3	+6	+0
14e. Providing opportunities to be involved socially	65	+2	+3	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+2	+7	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	-0	+3	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	44	-3	-4	-8
14i. Attending events that address important social, economic, or political issues	38	-7	-2	-6

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 website.

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

First-Year Students		Cal State Fullerton 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	38.1	38.9 **	-.07		40.5 ***	-.18	
	Reflective and Integrative Learning	35.9	36.5 *	-.05		38.1 ***	-.18	
	Learning Strategies	37.2	39.5 ***	-.17		41.6 ***	-.32	
	Quantitative Reasoning	26.9	28.7 ***	-.12		30.4 ***	-.23	
<i>Learning with Peers</i>	Collaborative Learning	33.0	35.1 ***	-.16		37.2 ***	-.31	
	Discussions with Diverse Others	38.2	41.4 ***	-.21		43.4 ***	-.35	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	17.1	24.3 ***	-.48		27.2 ***	-.65	
	Effective Teaching Practices	39.7	40.3	-.04	✓	42.0 ***	-.16	
<i>Campus Environment</i>	Quality of Interactions	39.8	43.9 ***	-.35		45.9 ***	-.50	
	Supportive Environment	36.0	37.9 ***	-.15		39.7 ***	-.28	
Seniors		Cal State Fullerton Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.3	41.3 ***	-.08		42.5 ***	-.16	
	Reflective and Integrative Learning	38.1	39.6 ***	-.12		41.1 ***	-.25	
	Learning Strategies	36.4	40.2 ***	-.26		42.3 ***	-.42	
	Quantitative Reasoning	28.9	30.7 ***	-.11		32.7 ***	-.24	
<i>Learning with Peers</i>	Collaborative Learning	34.1	35.7 ***	-.12		38.1 ***	-.30	
	Discussions with Diverse Others	41.4	41.9 *	-.03		43.8 ***	-.15	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.9	29.2 ***	-.47		33.3 ***	-.71	
	Effective Teaching Practices	39.4	41.1 ***	-.13		43.1 ***	-.27	
<i>Campus Environment</i>	Quality of Interactions	41.6	44.4 ***	-.24		46.5 ***	-.40	
	Supportive Environment	32.3	34.3 ***	-.14		36.4 ***	-.29	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either 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												
Cal State Fullerton (N = 1734)	38.1	12.8	.31	20	30	40	45	60				
Large CSUs	38.0	13.0	.11	20	30	40	45	60	15,468	.1	.839	.005
Large Non-CSUs	37.5	13.8	.12	15	30	40	45	60	2,261	.6	.093	.040
Com. Engaged MSIs	37.9	13.3	.07	15	30	40	45	60	1,940	.2	.557	.014
Top 50%	38.9	13.1	.03	20	30	40	50	60	237,464	-.9	.005	-.068
Top 10%	40.5	13.3	.06	20	30	40	50	60	58,162	-2.4	.000	-.184
Reflective & Integrative Learning												
Cal State Fullerton (N = 1826)	35.9	11.4	.27	17	29	37	43	57				
Large CSUs	35.6	11.7	.10	17	29	34	43	57	15,980	.3	.327	.024
Large Non-CSUs	35.0	12.3	.10	17	26	34	43	57	2,360	.9	.003	.070
Com. Engaged MSIs	35.0	12.2	.07	17	26	34	43	57	2,052	.9	.002	.072
Top 50%	36.5	11.8	.03	17	29	37	43	57	1,857	-.6	.025	-.051
Top 10%	38.1	12.0	.06	20	29	37	46	60	1,983	-2.2	.000	-.183
Learning Strategies												
Cal State Fullerton (N = 1680)	37.2	13.2	.32	13	27	40	47	60				
Large CSUs	37.2	13.5	.12	20	27	40	47	60	14,038	.0	.944	-.002
Large Non-CSUs	37.0	14.2	.12	13	27	40	47	60	2,214	.1	.725	.009
Com. Engaged MSIs	38.4	13.7	.08	20	27	40	47	60	31,026	-1.2	.000	-.089
Top 50%	39.5	13.7	.03	20	27	40	53	60	194,074	-2.4	.000	-.172
Top 10%	41.6	14.1	.07	20	33	40	53	60	1,819	-4.5	.000	-.318
Quantitative Reasoning												
Cal State Fullerton (N = 1694)	26.9	15.0	.36	0	20	27	40	53				
Large CSUs	27.3	14.8	.13	0	20	27	40	53	15,216	-.4	.239	-.030
Large Non-CSUs	27.5	15.7	.13	0	20	27	40	60	2,174	-.7	.080	-.043
Com. Engaged MSIs	28.2	15.5	.09	0	20	27	40	60	1,889	-1.3	.000	-.087
Top 50%	28.7	15.2	.03	0	20	27	40	60	251,143	-1.8	.000	-.119
Top 10%	30.4	15.3	.06	7	20	27	40	60	1,791	-3.5	.000	-.230
Learning with Peers												
Collaborative Learning												
Cal State Fullerton (N = 1854)	33.0	13.4	.31	10	25	30	40	60				
Large CSUs	32.5	13.3	.11	10	20	30	40	60	16,307	.5	.115	.039
Large Non-CSUs	32.1	14.2	.11	10	20	30	40	60	2,352	.9	.009	.061
Com. Engaged MSIs	32.8	14.4	.08	10	20	30	40	60	2,078	.2	.449	.017
Top 50%	35.1	13.6	.03	15	25	35	45	60	263,927	-2.1	.000	-.157
Top 10%	37.2	13.6	.06	15	25	40	45	60	60,380	-4.2	.000	-.313
Discussions with Diverse Others												
Cal State Fullerton (N = 1698)	38.2	15.9	.39	10	25	40	50	60				
Large CSUs	39.4	15.4	.14	15	30	40	55	60	2,156	-1.3	.002	-.082
Large Non-CSUs	39.0	16.6	.14	10	25	40	55	60	2,199	-.8	.047	-.050
Com. Engaged MSIs	40.4	15.9	.09	15	30	40	55	60	31,322	-2.2	.000	-.140
Top 50%	41.4	15.0	.03	15	30	40	55	60	1,718	-3.2	.000	-.215
Top 10%	43.4	14.8	.06	20	35	45	60	60	1,791	-5.2	.000	-.354

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												
Cal State Fullerton (N = 1766)	17.1	14.1	.34	0	5	15	25	45				
Large CSUs	18.5	14.3	.12	0	5	15	25	45	15,593	-1.4	.000	-.100
Large Non-CSUs	20.0	14.7	.12	0	10	20	30	50	16,476	-2.9	.000	-.196
Com. Engaged MSIs	21.0	15.0	.08	0	10	20	30	50	1,983	-3.9	.000	-.263
Top 50%	24.3	14.8	.04	5	15	20	35	55	1,812	-7.2	.000	-.483
Top 10%	27.2	15.8	.10	5	15	25	40	60	2,090	-10.1	.000	-.647
Effective Teaching Practices												
Cal State Fullerton (N = 1749)	39.7	12.4	.30	20	32	40	48	60				
Large CSUs	38.9	12.9	.11	20	32	40	48	60	2,257	.8	.011	.062
Large Non-CSUs	37.6	13.4	.11	16	28	40	48	60	2,280	2.2	.000	.164
Com. Engaged MSIs	38.3	13.3	.07	16	28	40	48	60	1,970	1.4	.000	.107
Top 50%	40.3	13.1	.03	20	32	40	52	60	1,788	-.6	.064	-.042
Top 10%	42.0	13.7	.06	20	32	40	52	60	1,915	-2.2	.000	-.164
Campus Environment												
Quality of Interactions												
Cal State Fullerton (N = 1505)	39.8	13.6	.35	14	30	42	50	60				
Large CSUs	38.9	13.6	.13	14	30	40	50	60	12,850	1.0	.010	.071
Large Non-CSUs	40.3	13.1	.12	16	32	42	50	60	1,862	-.5	.194	-.036
Com. Engaged MSIs	40.5	12.9	.08	16	32	42	50	60	1,655	-.7	.067	-.051
Top 50%	43.9	11.6	.03	22	38	46	52	60	1,527	-4.1	.000	-.351
Top 10%	45.9	12.1	.07	22	40	48	56	60	1,622	-6.1	.000	-.498
Supportive Environment												
Cal State Fullerton (N = 1650)	36.0	13.5	.33	15	25	38	45	60				
Large CSUs	35.8	14.1	.13	13	25	37	45	60	2,197	.1	.679	.011
Large Non-CSUs	36.1	14.0	.12	13	25	38	45	60	2,143	-.2	.644	-.012
Com. Engaged MSIs	36.4	13.6	.08	15	28	38	45	60	29,360	-.5	.179	-.034
Top 50%	37.9	13.2	.03	15	30	40	48	60	188,801	-2.0	.000	-.150
Top 10%	39.7	13.1	.06	18	30	40	50	60	1,765	-3.7	.000	-.282

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

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

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

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

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting 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												
Cal State Fullerton (N = 3743)	40.3	13.5	.22	20	30	40	50	60				
Large CSUs	40.2	13.7	.09	20	30	40	50	60	26,103	.1	.672	.007
Large Non-CSUs	39.0	14.2	.10	15	30	40	50	60	5,497	1.3	.000	.094
Com. Engaged MSIs	40.0	14.0	.06	15	30	40	50	60	4,325	.3	.193	.021
Top 50%	41.3	13.5	.03	20	35	40	55	60	235,746	-1.0	.000	-.077
Top 10%	42.5	13.7	.05	20	35	40	55	60	4,159	-2.2	.000	-.158
Reflective & Integrative Learning												
Cal State Fullerton (N = 3917)	38.1	12.1	.19	20	29	37	46	60				
Large CSUs	38.3	12.4	.08	20	29	37	49	60	5,431	-.2	.301	-.018
Large Non-CSUs	36.6	12.9	.09	17	29	37	46	60	5,826	1.4	.000	.113
Com. Engaged MSIs	37.6	12.8	.05	17	29	37	46	60	4,556	.5	.012	.039
Top 50%	39.6	12.2	.03	20	31	40	49	60	233,917	-1.5	.000	-.124
Top 10%	41.1	12.2	.06	20	33	40	51	60	4,586	-3.1	.000	-.253
Learning Strategies												
Cal State Fullerton (N = 3634)	36.4	14.2	.24	13	27	33	47	60				
Large CSUs	38.0	14.1	.10	13	27	40	47	60	23,896	-1.6	.000	-.115
Large Non-CSUs	38.1	14.6	.11	13	27	40	47	60	21,259	-1.7	.000	-.115
Com. Engaged MSIs	39.5	14.7	.07	13	27	40	53	60	53,215	-3.1	.000	-.209
Top 50%	40.2	14.4	.03	20	33	40	53	60	253,020	-3.8	.000	-.264
Top 10%	42.3	14.2	.05	20	33	40	53	60	70,906	-6.0	.000	-.419
Quantitative Reasoning												
Cal State Fullerton (N = 3668)	28.9	16.1	.27	0	20	27	40	60				
Large CSUs	29.8	16.0	.11	0	20	27	40	60	25,768	-.9	.001	-.059
Large Non-CSUs	28.7	16.4	.12	0	20	27	40	60	22,213	.2	.491	.012
Com. Engaged MSIs	30.0	16.4	.07	0	20	27	40	60	4,214	-1.1	.000	-.069
Top 50%	30.7	16.0	.03	0	20	33	40	60	326,105	-1.8	.000	-.113
Top 10%	32.7	15.7	.06	7	20	33	40	60	4,042	-3.8	.000	-.241
Learning with Peers												
Collaborative Learning												
Cal State Fullerton (N = 4011)	34.1	13.8	.22	15	25	35	45	60				
Large CSUs	35.4	13.7	.09	15	25	35	45	60	27,272	-1.3	.000	-.097
Large Non-CSUs	33.0	14.5	.10	10	20	30	45	60	5,842	1.0	.000	.072
Com. Engaged MSIs	31.9	15.5	.06	5	20	30	40	60	4,739	2.2	.000	.141
Top 50%	35.7	13.9	.03	15	25	35	45	60	302,383	-1.7	.000	-.120
Top 10%	38.1	13.5	.06	15	30	40	50	60	54,344	-4.0	.000	-.299
Discussions with Diverse Others												
Cal State Fullerton (N = 3644)	41.4	15.8	.26	15	30	40	60	60				
Large CSUs	42.0	15.7	.11	15	30	40	60	60	23,994	-.6	.031	-.039
Large Non-CSUs	39.9	16.9	.13	10	30	40	60	60	5,490	1.5	.000	.089
Com. Engaged MSIs	41.8	16.3	.07	15	30	40	60	60	4,230	-.4	.138	-.025
Top 50%	41.9	15.6	.03	15	30	40	60	60	326,978	-.5	.047	-.033
Top 10%	43.8	15.5	.06	20	35	45	60	60	82,331	-2.4	.000	-.154

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												
Cal State Fullerton (N = 3818)	21.9	15.6	.25	0	10	20	30	55				
Large CSUs	22.2	15.5	.10	0	10	20	30	55	26,349	-.4	.193	-.023
Large Non-CSUs	22.1	15.8	.11	0	10	20	30	55	23,262	-.3	.311	-.018
Com. Engaged MSIs	22.4	16.1	.07	0	10	20	35	55	4,401	-.6	.035	-.034
Top 50%	29.2	15.8	.04	5	20	30	40	60	4,049	-7.3	.000	-.466
Top 10%	33.3	16.1	.13	10	20	35	45	60	5,840	-11.4	.000	-.713
Effective Teaching Practices												
Cal State Fullerton (N = 3758)	39.4	13.1	.21	16	32	40	48	60				
Large CSUs	39.0	13.6	.09	16	28	40	48	60	5,212	.4	.066	.031
Large Non-CSUs	38.5	14.3	.10	16	28	40	48	60	5,654	.9	.000	.062
Com. Engaged MSIs	39.1	14.2	.06	16	28	40	52	60	4,389	.3	.168	.022
Top 50%	41.1	13.6	.03	16	32	40	52	60	3,908	-1.7	.000	-.127
Top 10%	43.1	13.7	.07	20	36	44	56	60	4,524	-3.7	.000	-.270
Campus Environment												
Quality of Interactions												
Cal State Fullerton (N = 3381)	41.6	12.6	.22	18	34	43	50	60				
Large CSUs	40.6	12.7	.09	18	32	42	50	60	22,244	1.0	.000	.080
Large Non-CSUs	40.5	13.0	.10	16	32	42	50	60	19,840	1.1	.000	.086
Com. Engaged MSIs	41.3	12.9	.06	18	33	42	50	60	48,754	.3	.171	.024
Top 50%	44.4	11.9	.03	22	38	46	54	60	3,501	-2.8	.000	-.235
Top 10%	46.5	12.3	.06	22	40	50	58	60	3,878	-4.9	.000	-.400
Supportive Environment												
Cal State Fullerton (N = 3566)	32.3	14.2	.24	10	23	33	40	60				
Large CSUs	32.4	14.3	.10	10	23	33	40	60	22,848	-.1	.743	-.006
Large Non-CSUs	31.3	14.3	.11	8	20	30	40	58	20,582	1.1	.000	.076
Com. Engaged MSIs	32.6	14.7	.07	8	23	33	43	60	4,156	-.3	.267	-.019
Top 50%	34.3	13.7	.03	13	25	35	43	60	3,682	-1.9	.000	-.141
Top 10%	36.4	13.7	.07	13	28	38	45	60	4,152	-4.0	.000	-.292

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

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

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

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

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