NSSE 2014
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
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report sections

Overview (p. 3)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Summary of Indicator Items
Responses to each item in a given EI are displayed for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting comparisons

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

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

How Engagement Indicators are computed

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

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

Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher (p<.05) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher (p<.05) with an effect size less than .3 in magnitude.

−− No significant difference.

▽ **Your students' average** was significantly lower (p<.05) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower (p<.05) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with CSU Campuses	Your first-year students compared with L4/NR Public	Your first-year students compared with NSSE 2013 and 2014
Academic Challenge	Higher-Order Learning	▽	−−	−−
	Reflective & Integrative Learning	▽	▽	−−
	Learning Strategies	−−	▽	▽
	Quantitative Reasoning	▽	▽	▽
Learning with Peers	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	−−	▽	−−
Experiences with Faculty	Student-Faculty Interaction	▽	▽	▼
	Effective Teaching Practices	−−	−−	−−
Campus Environment	Quality of Interactions	▽	▽	▼
	Supportive Environment	▽	▽	▽

Seniors

Theme	Engagement Indicator	Your seniors compared with CSU Campuses	Your seniors compared with L4/NR Public	Your seniors compared with NSSE 2013 and 2014
Academic Challenge	Higher-Order Learning	−−	−−	−−
	Reflective & Integrative Learning	▽	−−	▽
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	▽	▽	▽
Learning with Peers	Collaborative Learning	▽	△	△
	Discussions with Diverse Others	−−	−−	△
Experiences with Faculty	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	−−	−−	▽
Campus Environment	Quality of Interactions	▽	▽	▽
	Supportive Environment	▽	▽	▽

NSSE 2014 Engagement Indicators

Academic Challenge

California State University, Fullerton

## 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

| | Cal State Fullerton | *Your first-year students compared with* | | | | | |
| | | CSU Campuses | | L4/NR Public | | NSSE 2013 and 2014 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	38.1	39.4 *	-.09	39.1	-.07	39.0	-.07
Reflective & Integrative Learning	34.9	36.0 *	-.09	36.1 *	-.09	35.6	-.06
Learning Strategies	37.9	38.4	-.03	39.5 **	-.11	39.5 **	-.11
Quantitative Reasoning	25.3	27.7 ***	-.14	27.8 ***	-.15	27.4 **	-.13

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

Score Distributions

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

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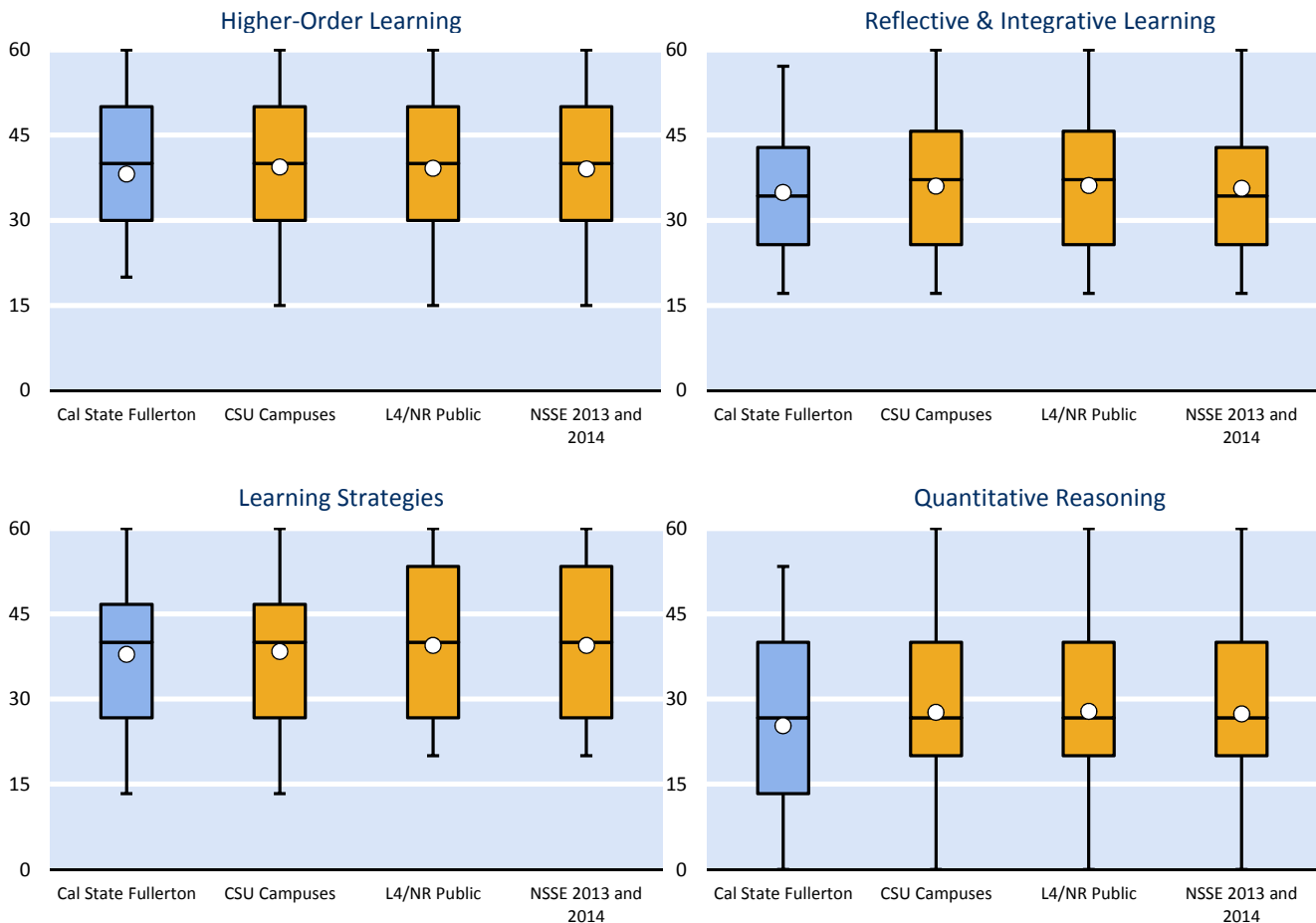
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	Cal State Fullerton	CSU Campuses	L4/NR Public	NSSE 2013 and 2014
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	69	72	73	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	73	73	72
4d. Evaluating a point of view, decision, or information source	71	72	70	70
4e. Forming a new idea or understanding from various pieces of information	65	70	69	69

Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	54	57	57	56
2b. Connected your learning to societal problems or issues	52	54	54	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	52	52	50
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	64	63	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	69	68	66
2f. Learned something that changed the way you understand an issue or concept	68	67	66	65
2g. Connected ideas from your courses to your prior experiences and knowledge	78	77	78	77

Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	77	79	80	80
9b. Reviewed your notes after class	63	64	66	65
9c. Summarized what you learned in class or from course materials	57	58	62	63

Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	51	53	52
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	39	39	38
6c. Evaluated what others have concluded from numerical information	33	38	38	37

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

Academic Challenge: Seniors

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

| | Cal State Fullerton | Your seniors compared with | | | | | |
| | | CSU Campuses | | L4/NR Public | | NSSE 2013 and 2014 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	40.7	41.2	-.04	40.6	.01	41.2	-.04
Reflective & Integrative Learning	37.7	39.0 ***	-.10	38.4	-.06	38.9 ***	-.10
Learning Strategies	38.8	40.1 **	-.08	40.5 ***	-.11	40.3 **	-.10
Quantitative Reasoning	28.5	30.9 ***	-.14	30.2 **	-.10	29.9 **	-.08

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

Score Distributions
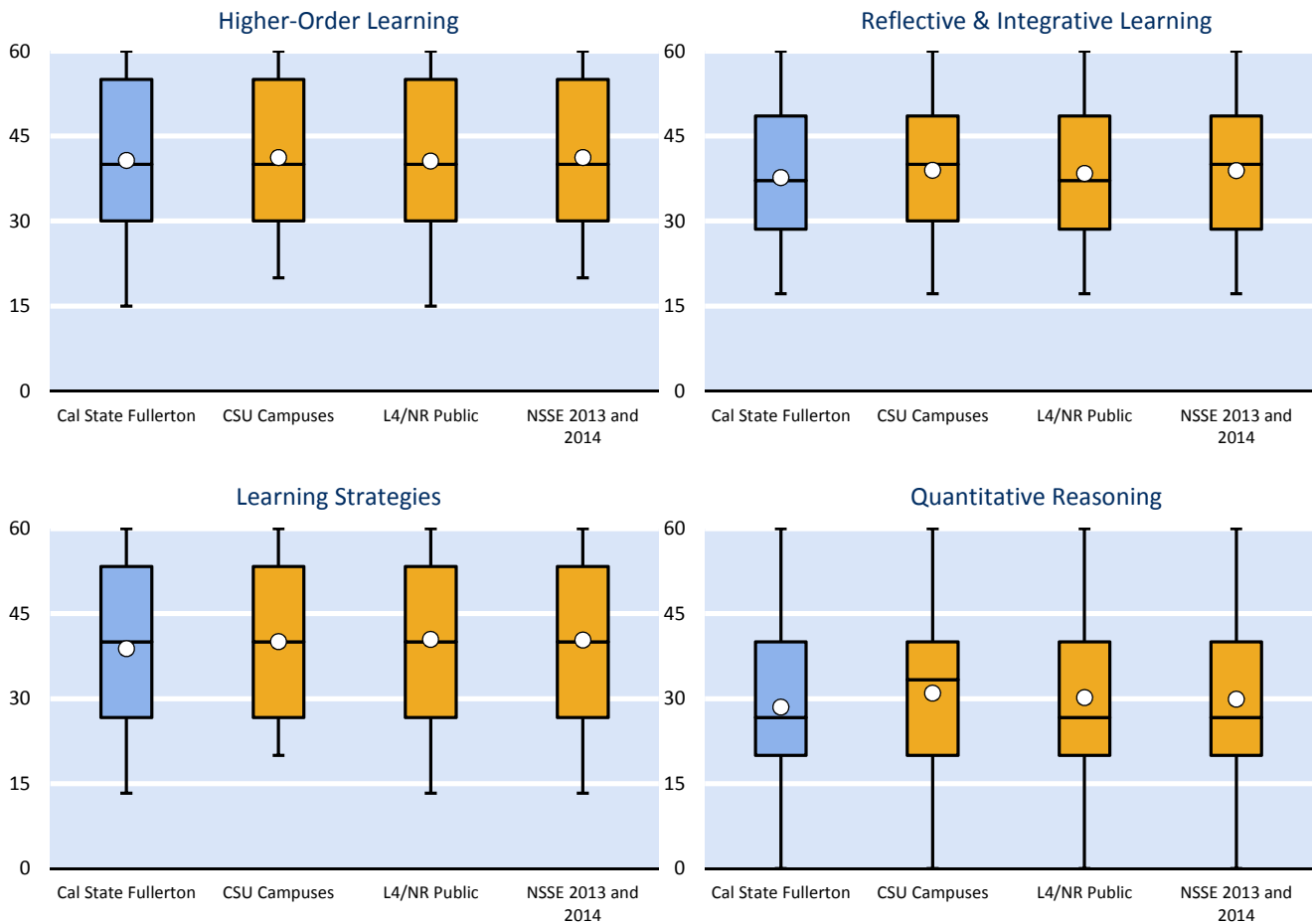
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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	Cal State Fullerton	CSU Campuses	L4/NR Public	NSSE 2013 and 2014
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	78	79	78	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	78	76	78
4d. Evaluating a point of view, decision, or information source	69	71	69	72
4e. Forming a new idea or understanding from various pieces of information	71	72	71	72

Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	73	74	72	72
2b. Connected your learning to societal problems or issues	61	65	62	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	54	52	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	65	64	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	71	69	70
2f. Learned something that changed the way you understand an issue or concept	69	71	70	70
2g. Connected ideas from your courses to your prior experiences and knowledge	82	83	83	84

Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	81	83	83	83
9b. Reviewed your notes after class	62	64	65	63
9c. Summarized what you learned in class or from course materials	60	63	65	66

Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52	57	56	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	46	44	45
6c. Evaluated what others have concluded from numerical information	42	47	45	44

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

Learning with Peers: First-year students

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

Mean Comparisons

| | Cal State Fullerton | Your first-year students compared with | | | | | |
| | | CSU Campuses | | L4/NR Public | | NSSE 2013 and 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.2	33.3 ***	-.23	31.6 *	-.10	32.1 ***	-.13
Discussions with Diverse Others	39.5	40.9	-.08	42.2 ***	-.17	40.9	-.09

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

Score Distributions

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Summary of Indicator Items

Collaborative Learning	Cal State Fullerton	CSU Campuses	L4/NR Public	NSSE 2013 and 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	51	54	48	50
1f. Explained course material to one or more students	56	58	57	57
1g. Prepared for exams by discussing or working through course material with other students	44	50	47	49
1h. Worked with other students on course projects or assignments	46	58	50	52

Discussions with Diverse Others	Cal State Fullerton	CSU Campuses	L4/NR Public	NSSE 2013 and 2014
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	74	76	75	71
8b. People from an economic background other than your own	70	73	75	73
8c. People with religious beliefs other than your own	64	69	73	69
8d. People with political views other than your own	58	65	70	69

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

Learning with Peers: Seniors

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

Mean Comparisons

	Cal State Fullerton	Your seniors compared with					
		CSU Campuses		L4/NR Public		NSSE 2013 and 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.4	35.2 ***	-.13	32.6 *	.06	32.4 **	.07
Discussions with Diverse Others	43.5	43.3	.01	43.1	.02	41.8 ***	.10

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

Score Distributions

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

Summary of Indicator Items

Collaborative Learning	Cal State Fullerton	CSU Campuses	L4/NR Public	NSSE 2013 and 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	45	47	41	40
1f. Explained course material to one or more students	59	63	59	58
1g. Prepared for exams by discussing or working through course material with other students	45	51	46	46
1h. Worked with other students on course projects or assignments	67	72	63	64

Discussions with Diverse Others	Cal State Fullerton	CSU Campuses	L4/NR Public	NSSE 2013 and 2014
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	82	81	77	73
8b. People from an economic background other than your own	78	77	76	75
8c. People with religious beliefs other than your own	74	73	73	70
8d. People with political views other than your own	69	69	72	71

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

![NSSE national survey of student engagement]

NSSE 2014 Engagement Indicators
Experiences with Faculty
California State University, Fullerton

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

	Cal State Fullerton	Your first-year students compared with					
		CSU Campuses		L4/NR Public		NSSE 2013 and 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	15.7	18.7 ***	-.21	18.6 ***	-.20	20.3 ***	-.32
Effective Teaching Practices	40.1	40.5	-.03	39.5	.04	40.1	-.01

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

Score Distributions

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Summary of Indicator Items

Student-Faculty Interaction	Cal State Fullerton	CSU Campuses	L4/NR Public	NSSE 2013 and 2014
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	20	28	29	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	12	17	17	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	24	22	25
3d. Discussed your academic performance with a faculty member	22	26	25	29

Effective Teaching Practices	Cal State Fullerton	CSU Campuses	L4/NR Public	NSSE 2013 and 2014
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	79	81	81	81
5b. Taught course sessions in an organized way	78	78	79	79
5c. Used examples or illustrations to explain difficult points	78	78	77	77
5d. Provided feedback on a draft or work in progress	67	67	61	65
5e. Provided prompt and detailed feedback on tests or completed assignments	61	64	59	63

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

Experiences with Faculty: Seniors

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

	Cal State Fullerton	Your seniors compared with					
		CSU Campuses		L4/NR Public		NSSE 2013 and 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.5	22.4 ***	-.12	21.5 *	-.06	23.8 ***	-.20
Effective Teaching Practices	40.1	40.6	-.03	40.0	.01	40.9 *	-.06

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

Score Distributions

Student-Faculty Interaction / Effective Teaching Practices

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

Summary of Indicator Items

Student-Faculty Interaction	Cal State Fullerton	CSU Campuses	L4/NR Public	NSSE 2013 and 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	35	36	36	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	24	22	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	31	29	34
3d. Discussed your academic performance with a faculty member	28	30	29	33

Effective Teaching Practices	Cal State Fullerton	CSU Campuses	L4/NR Public	NSSE 2013 and 2014
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	83	83	82	83
5b. Taught course sessions in an organized way	80	79	80	81
5c. Used examples or illustrations to explain difficult points	80	80	79	79
5d. Provided feedback on a draft or work in progress	60	61	58	62
5e. Provided prompt and detailed feedback on tests or completed assignments	62	64	64	67

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.
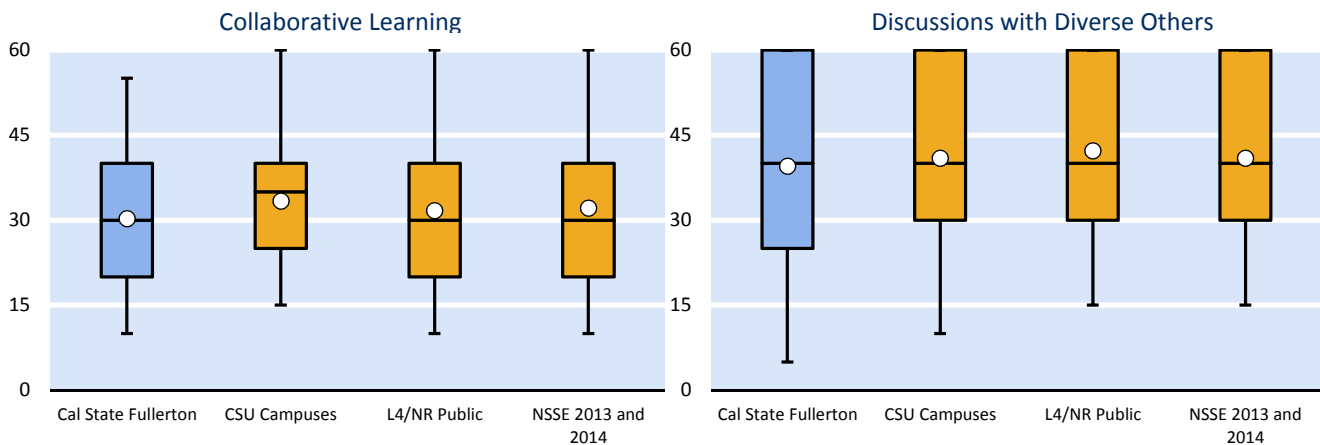
NSSE 2014 Engagement Indicators
Campus Environment
California State University, Fullerton

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	CSU Campuses Mean	CSU Campuses Effect size	L4/NR Public Mean	L4/NR Public Effect size	NSSE 2013 and 2014 Mean	NSSE 2013 and 2014 Effect size
		Your first-year students compared with					
Quality of Interactions	36.6	39.4 ***	-.20	40.0 ***	-.26	41.6 ***	-.40
Supportive Environment	34.4	36.6 **	-.15	37.0 ***	-.18	37.3 ***	-.21

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

Score Distributions

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Summary of Indicator Items

Quality of Interactions

	Cal State Fullerton %	CSU Campuses %	L4/NR Public %	NSSE 2013 and 2014 %
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...				
13a. Students	49	57	56	59
13b. Academic advisors	38	42	44	48
13c. Faculty	42	43	46	50
13d. Student services staff (career services, student activities, housing, etc.)	36	39	40	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	28	37	36	41

Supportive Environment

	Cal State Fullerton	CSU Campuses	L4/NR Public	NSSE 2013 and 2014
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	72	76	76	78
14c. Using learning support services (tutoring services, writing center, etc.)	74	76	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	63	61	59
14e. Providing opportunities to be involved socially	65	69	72	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	73	73	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	47	43	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	60	67	68
14i. Attending events that address important social, economic, or political issues	40	49	51	53

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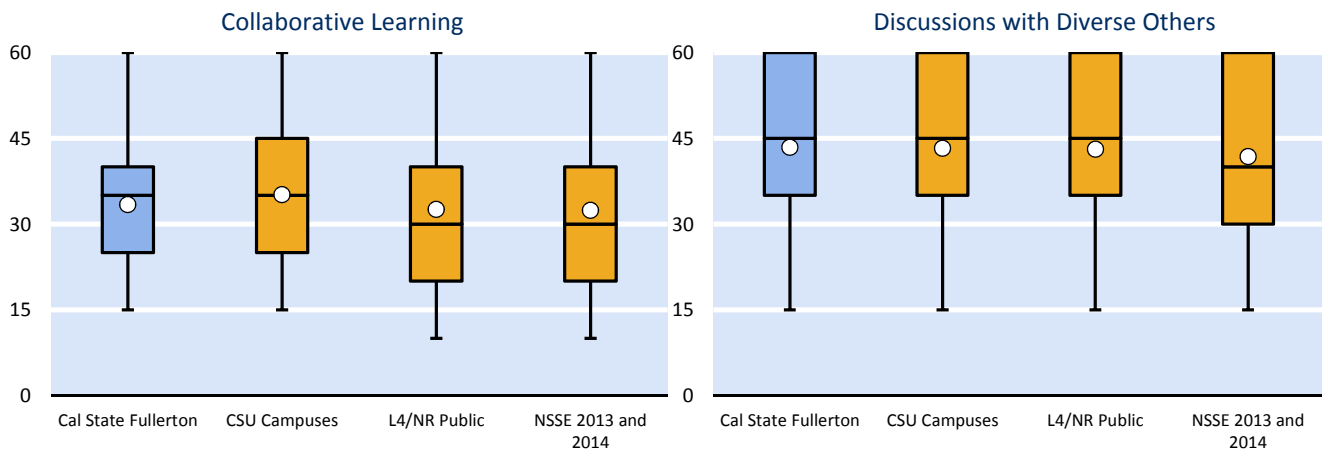
Campus Environment: Seniors

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Mean Comparisons

	Cal State Fullerton	Your seniors compared with					
		CSU Campuses		L4/NR Public		NSSE 2013 and 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.0	41.6 ***	-.13	41.1 **	-.09	42.5 ***	-.21
Supportive Environment	30.7	32.3 **	-.11	32.9 ***	-.15	33.3 ***	-.18

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

Score Distributions

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

Summary of Indicator Items

Quality of Interactions

	Cal State Fullerton	CSU Campuses	L4/NR Public	NSSE 2013 and 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	60	64	62	64
13b. Academic advisors	42	48	46	52
13c. Faculty	50	57	55	60
13d. Student services staff (career services, student activities, housing, etc.)	36	40	39	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	33	38	37	42

Supportive Environment

	Cal State Fullerton	CSU Campuses	L4/NR Public	NSSE 2013 and 2014
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	68	69	69	72
14c. Using learning support services (tutoring services, writing center, etc.)	63	63	64	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	55	54	53
14e. Providing opportunities to be involved socially	59	63	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	63	63	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	31	31	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	43	50	56	57
14i. Attending events that address important social, economic, or political issues	38	43	46	46

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

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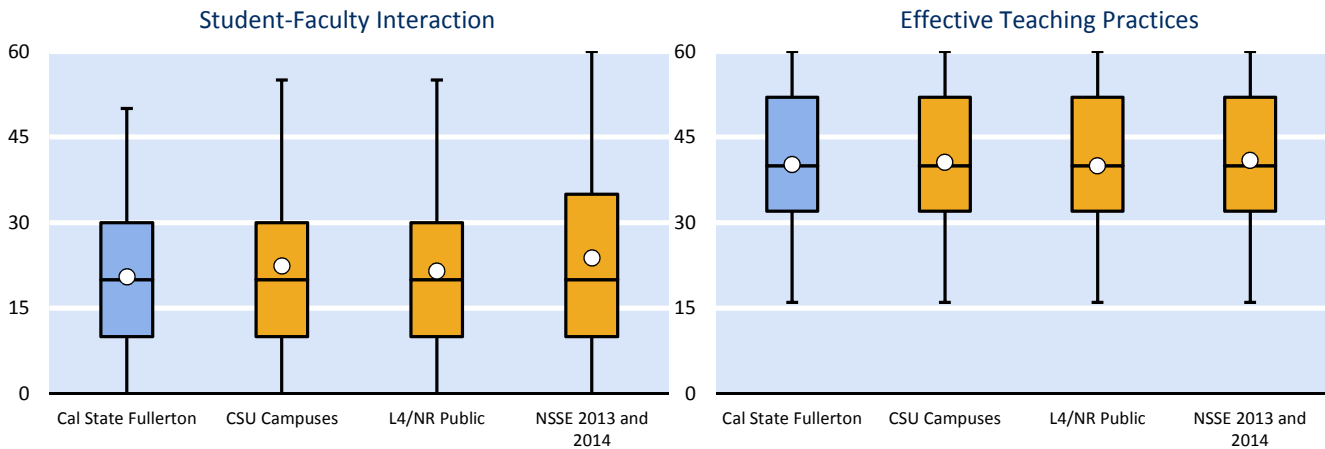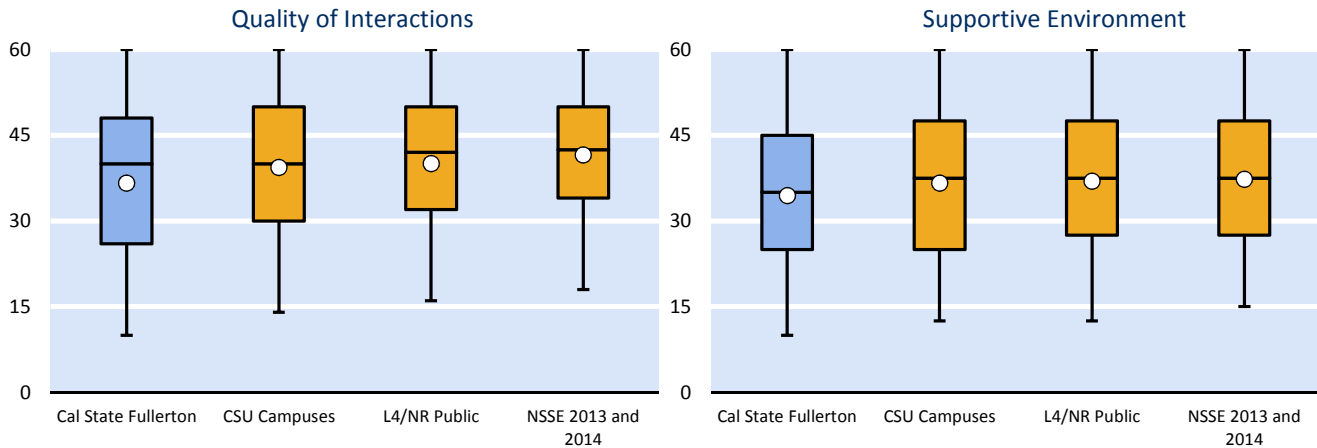NSSE — national survey of student engagement

Comparisons with Top 50% and Top 10% Institutions

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

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

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

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

First-Year Students

Theme	Engagement Indicator	Cal State Fullerton Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.1	40.6 ***	-.18		42.7 ***	-.34	
	Reflective and Integrative Learning	34.9	37.3 ***	-.19		39.3 ***	-.35	
	Learning Strategies	37.9	41.2 ***	-.24		43.4 ***	-.39	
	Quantitative Reasoning	25.3	28.8 ***	-.21		30.6 ***	-.33	
Learning with Peers	Collaborative Learning	30.2	34.7 ***	-.33		37.0 ***	-.50	
	Discussions with Diverse Others	39.5	43.2 ***	-.24		45.6 ***	-.41	
Experiences with Faculty	Student-Faculty Interaction	15.7	23.3 ***	-.51		26.9 ***	-.70	
	Effective Teaching Practices	40.1	42.4 ***	-.17		44.6 ***	-.34	
Campus Environment	Quality of Interactions	36.6	44.0 ***	-.64		46.0 ***	-.80	
	Supportive Environment	34.4	39.4 ***	-.37		41.4 ***	-.54	

Seniors

Theme	Engagement Indicator	Cal State Fullerton Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.7	43.3 ***	-.19		45.3 ***	-.33	
	Reflective and Integrative Learning	37.7	41.1 ***	-.27		43.1 ***	-.43	
	Learning Strategies	38.8	42.5 ***	-.25		44.9 ***	-.43	
	Quantitative Reasoning	28.5	31.3 ***	-.16		33.0 ***	-.27	
Learning with Peers	Collaborative Learning	33.4	35.4 ***	-.14		37.7 ***	-.32	
	Discussions with Diverse Others	43.5	43.9	-.03	✓	45.8 ***	-.15	
Experiences with Faculty	Student-Faculty Interaction	20.5	29.5 ***	-.56		34.4 ***	-.86	
	Effective Teaching Practices	40.1	43.0 ***	-.21		45.1 ***	-.37	
Campus Environment	Quality of Interactions	40.0	45.3 ***	-.47		47.4 ***	-.63	
	Supportive Environment	30.7	36.1 ***	-.39		39.0 ***	-.62	

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

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

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

NSSE 2014 Engagement Indicators
Detailed Statistics[a]
California State University, Fullerton

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 = 621)	38.1	13.8	.55	20	30	40	50	60				
CSU Campuses	39.4	14.0	.18	15	30	40	50	60	7,040	-1.3	.032	-.090
L4/NR Public	39.1	14.0	.10	15	30	40	50	60	21,472	-1.0	.073	-.073
NSSE 2013 and 2014	39.0	13.8	.04	15	30	40	50	60	147,656	-.9	.099	-.066
Top 50%	40.6	13.6	.05	20	30	40	50	60	73,670	-2.5	.000	-.180
Top 10%	42.7	13.6	.12	20	35	40	55	60	14,129	-4.6	.000	-.335
Reflective & Integrative Learning												
Cal State Fullerton (N = 648)	34.9	12.5	.49	17	26	34	43	57				
CSU Campuses	36.0	12.7	.16	17	26	37	46	60	7,379	-1.1	.029	-.090
L4/NR Public	36.1	12.7	.09	17	26	37	46	60	22,334	-1.2	.018	-.095
NSSE 2013 and 2014	35.6	12.6	.03	17	26	34	43	60	154,105	-.7	.159	-.056
Top 50%	37.3	12.5	.05	17	29	37	46	60	74,212	-2.4	.000	-.193
Top 10%	39.3	12.6	.10	20	31	40	49	60	16,394	-4.4	.000	-.348
Learning Strategies												
Cal State Fullerton (N = 562)	37.9	14.4	.61	13	27	40	47	60				
CSU Campuses	38.4	14.3	.19	13	27	40	47	60	6,502	-.5	.433	-.035
L4/NR Public	39.5	14.2	.10	20	27	40	53	60	19,776	-1.6	.009	-.112
NSSE 2013 and 2014	39.5	14.2	.04	20	27	40	53	60	136,844	-1.6	.009	-.111
Top 50%	41.2	14.0	.06	20	33	40	53	60	65,105	-3.3	.000	-.237
Top 10%	43.4	14.0	.12	20	33	40	60	60	14,233	-5.5	.000	-.394
Quantitative Reasoning												
Cal State Fullerton (N = 633)	25.3	16.4	.65	0	13	27	40	53				
CSU Campuses	27.7	16.4	.20	0	20	27	40	60	7,179	-2.4	.001	-.145
L4/NR Public	27.8	16.4	.11	0	20	27	40	60	21,751	-2.5	.000	-.153
NSSE 2013 and 2014	27.4	16.4	.04	0	20	27	40	60	150,052	-2.1	.002	-.125
Top 50%	28.8	16.3	.05	0	20	27	40	60	94,702	-3.5	.000	-.214
Top 10%	30.6	16.2	.11	0	20	27	40	60	22,080	-5.3	.000	-.328
Learning with Peers												
Collaborative Learning												
Cal State Fullerton (N = 673)	30.2	13.5	.52	10	20	30	40	55				
CSU Campuses	33.3	13.3	.16	15	25	35	40	60	7,556	-3.1	.000	-.230
L4/NR Public	31.6	14.1	.09	10	20	30	40	60	22,854	-1.4	.012	-.099
NSSE 2013 and 2014	32.1	14.1	.04	10	20	30	40	60	157,869	-1.8	.001	-.130
Top 50%	34.7	13.7	.05	15	25	35	45	60	89,598	-4.5	.000	-.326
Top 10%	37.0	13.6	.10	15	25	35	45	60	20,935	-6.8	.000	-.499
Discussions with Diverse Others												
Cal State Fullerton (N = 568)	39.5	17.8	.75	5	25	40	60	60				
CSU Campuses	40.9	16.5	.21	10	30	40	60	60	663	-1.4	.070	-.085
L4/NR Public	42.2	16.0	.11	15	30	40	60	60	594	-2.7	.000	-.169
NSSE 2013 and 2014	40.9	16.0	.04	15	30	40	60	60	571	-1.4	.060	-.088
Top 50%	43.2	15.4	.05	20	35	45	60	60	573	-3.7	.000	-.243
Top 10%	45.6	14.8	.11	20	40	50	60	60	594	-6.1	.000	-.411

NSSE 2014 Engagement Indicators

Detailed Statistics[a]
California State University, Fullerton

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 = 635)	15.7	14.1	.56	0	5	15	20	45				
CSU Campuses	18.7	14.6	.18	0	10	15	25	50	7,205	-3.0	.000	-.205
L4/NR Public	18.6	14.5	.10	0	10	15	25	50	21,858	-2.9	.000	-.201
NSSE 2013 and 2014	20.3	14.6	.04	0	10	20	30	50	150,602	-4.6	.000	-.315
Top 50%	23.3	15.0	.06	0	10	20	30	55	651	-7.6	.000	-.510
Top 10%	26.9	16.2	.17	5	15	25	40	60	760	-11.2	.000	-.700
Effective Teaching Practices												
Cal State Fullerton (N = 636)	40.1	13.1	.52	20	32	40	52	60				
CSU Campuses	40.5	13.4	.16	20	32	40	52	60	7,294	-.4	.450	-.031
L4/NR Public	39.5	13.2	.09	20	32	40	48	60	22,018	.6	.299	.042
NSSE 2013 and 2014	40.1	13.3	.03	20	32	40	52	60	151,824	-.1	.863	-.007
Top 50%	42.4	13.2	.05	20	32	44	52	60	59,786	-2.3	.000	-.174
Top 10%	44.6	13.3	.12	20	36	44	56	60	12,402	-4.6	.000	-.344
Campus Environment												
Quality of Interactions												
Cal State Fullerton (N = 484)	36.6	14.5	.66	10	26	40	48	60				
CSU Campuses	39.4	13.5	.18	14	30	40	50	60	557	-2.7	.000	-.202
L4/NR Public	40.0	12.8	.09	16	32	42	50	60	503	-3.4	.000	-.265
NSSE 2013 and 2014	41.6	12.4	.03	18	34	43	50	60	486	-4.9	.000	-.397
Top 50%	44.0	11.4	.05	22	38	46	52	60	489	-7.4	.000	-.643
Top 10%	46.0	11.6	.11	24	40	48	55	60	513	-9.4	.000	-.800
Supportive Environment												
Cal State Fullerton (N = 502)	34.4	14.3	.64	10	25	35	45	60				
CSU Campuses	36.6	14.5	.20	13	25	38	48	60	5,953	-2.2	.001	-.152
L4/NR Public	37.0	14.0	.11	13	28	38	48	60	18,257	-2.5	.000	-.181
NSSE 2013 and 2014	37.3	13.8	.04	15	28	38	48	60	127,575	-2.9	.000	-.208
Top 50%	39.4	13.2	.05	18	30	40	50	60	508	-5.0	.000	-.374
Top 10%	41.4	12.8	.11	20	33	40	53	60	530	-6.9	.000	-.537

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

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

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

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

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

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

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

NSSE 2014 Engagement Indicators

Detailed Statistics[a]
California State University, Fullerton

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 = 1175)	40.7	14.6	.43	15	30	40	55	60				
CSU Campuses	41.2	14.3	.14	20	30	40	55	60	11,552	-.5	.229	-.037
L4/NR Public	40.6	14.4	.08	15	30	40	55	60	32,469	.1	.809	.007
NSSE 2013 and 2014	41.2	14.1	.03	20	30	40	55	60	183,396	-.5	.199	-.038
Top 50%	43.3	13.7	.05	20	35	40	55	60	74,227	-2.6	.000	-.187
Top 10%	45.3	13.6	.10	20	40	45	60	60	19,130	-4.5	.000	-.334
Reflective & Integrative Learning												
Cal State Fullerton (N = 1237)	37.7	13.3	.38	17	29	37	49	60				
CSU Campuses	39.0	13.0	.13	17	30	40	49	60	12,021	-1.3	.001	-.100
L4/NR Public	38.4	13.1	.07	17	29	37	49	60	33,792	-.7	.057	-.055
NSSE 2013 and 2014	38.9	13.0	.03	17	29	40	49	60	190,762	-1.3	.001	-.097
Top 50%	41.1	12.6	.05	20	31	40	51	60	72,794	-3.4	.000	-.268
Top 10%	43.1	12.5	.10	20	34	43	54	60	16,924	-5.4	.000	-.429
Learning Strategies												
Cal State Fullerton (N = 1067)	38.8	14.7	.45	13	27	40	53	60				
CSU Campuses	40.1	14.6	.15	20	27	40	53	60	10,739	-1.2	.009	-.084
L4/NR Public	40.5	14.7	.09	13	27	40	53	60	30,491	-1.6	.000	-.110
NSSE 2013 and 2014	40.3	14.8	.04	13	27	40	53	60	173,507	-1.5	.001	-.101
Top 50%	42.5	14.5	.05	20	33	40	60	60	90,728	-3.6	.000	-.250
Top 10%	44.9	14.1	.09	20	33	47	60	60	23,952	-6.0	.000	-.426
Quantitative Reasoning												
Cal State Fullerton (N = 1210)	28.5	17.3	.50	0	20	27	40	60				
CSU Campuses	30.9	17.2	.17	0	20	33	40	60	11,756	-2.4	.000	-.140
L4/NR Public	30.2	17.4	.10	0	20	27	40	60	33,056	-1.7	.001	-.096
NSSE 2013 and 2014	29.9	17.4	.04	0	20	27	40	60	186,862	-1.4	.005	-.081
Top 50%	31.3	17.2	.05	0	20	33	40	60	114,679	-2.8	.000	-.163
Top 10%	33.0	16.9	.10	0	20	33	47	60	29,531	-4.5	.000	-.267
Learning with Peers												
Collaborative Learning												
Cal State Fullerton (N = 1268)	33.4	13.2	.37	15	25	35	40	60				
CSU Campuses	35.2	13.7	.13	15	25	35	45	60	12,204	-1.7	.000	-.126
L4/NR Public	32.6	14.5	.08	10	20	30	40	60	1,388	.8	.025	.059
NSSE 2013 and 2014	32.4	14.6	.03	10	20	30	40	60	1,288	1.0	.005	.072
Top 50%	35.4	13.8	.04	15	25	35	45	60	1,305	-2.0	.000	-.142
Top 10%	37.7	13.6	.10	15	30	40	50	60	1,454	-4.3	.000	-.315
Discussions with Diverse Others												
Cal State Fullerton (N = 1081)	43.5	16.5	.50	15	35	45	60	60				
CSU Campuses	43.3	16.0	.16	15	35	45	60	60	10,831	.2	.714	.012
L4/NR Public	43.1	16.2	.09	15	35	45	60	60	30,796	.3	.495	.021
NSSE 2013 and 2014	41.8	16.1	.04	15	30	40	60	60	175,176	1.6	.001	.102
Top 50%	43.9	15.8	.05	20	35	45	60	60	1,100	-.5	.345	-.030
Top 10%	45.8	15.4	.09	20	40	50	60	60	1,152	-2.4	.000	-.154

NSSE 2014 Engagement Indicators
Detailed Statistics[a]
California State University, Fullerton

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 = 1210)	20.5	15.1	.43	0	10	20	30	50				
CSU Campuses	22.4	15.8	.15	0	10	20	30	55	1,528	-1.9	.000	-.119
L4/NR Public	21.5	15.8	.09	0	10	20	30	55	1,312	-1.0	.027	-.062
NSSE 2013 and 2014	23.8	16.3	.04	0	10	20	35	60	1,228	-3.3	.000	-.200
Top 50%	29.5	16.1	.08	5	20	30	40	60	1,284	-9.1	.000	-.563
Top 10%	34.4	16.4	.21	10	20	35	45	60	1,814	-13.9	.000	-.860
Effective Teaching Practices												
Cal State Fullerton (N = 1219)	40.1	13.7	.39	16	32	40	52	60				
CSU Campuses	40.6	13.7	.13	16	32	40	52	60	11,894	-.4	.294	-.032
L4/NR Public	40.0	13.8	.08	16	32	40	52	60	33,394	.2	.662	.013
NSSE 2013 and 2014	40.9	13.7	.03	16	32	40	52	60	188,780	-.8	.047	-.057
Top 50%	43.0	13.6	.05	20	36	44	56	60	68,989	-2.9	.000	-.213
Top 10%	45.1	13.4	.13	20	36	48	60	60	12,695	-5.0	.000	-.371
Campus Environment												
Quality of Interactions												
Cal State Fullerton (N = 1006)	40.0	12.3	.39	18	32	40	50	60				
CSU Campuses	41.6	12.3	.13	18	34	43	50	60	10,317	-1.6	.000	-.134
L4/NR Public	41.1	12.2	.07	18	34	42	50	60	29,107	-1.1	.006	-.089
NSSE 2013 and 2014	42.5	11.9	.03	20	36	44	52	60	1,016	-2.6	.000	-.215
Top 50%	45.3	11.3	.05	24	38	48	54	60	1,034	-5.3	.000	-.466
Top 10%	47.4	11.6	.09	24	40	50	58	60	1,122	-7.4	.000	-.633
Supportive Environment												
Cal State Fullerton (N = 979)	30.7	14.0	.45	10	20	30	40	60				
CSU Campuses	32.3	14.6	.15	8	20	33	43	60	10,109	-1.6	.001	-.108
L4/NR Public	32.9	14.6	.09	10	23	33	43	60	1,054	-2.2	.000	-.151
NSSE 2013 and 2014	33.3	14.4	.04	10	23	33	43	60	165,339	-2.6	.000	-.178
Top 50%	36.1	13.8	.05	13	28	38	45	60	70,548	-5.4	.000	-.389
Top 10%	39.0	13.3	.12	17	30	40	50	60	1,131	-8.2	.000	-.616

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

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

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

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

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

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

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