



NSSE 2016

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 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.
 - 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 2015 and 2016 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—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 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 CSU Peers 2016	Your first-year students compared with L4/NR Public	Your first-year students compared with NSSE 2015 & 2016
<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 CSU Peers 2016	Your seniors compared with L4/NR Public	Your seniors compared with NSSE 2015 & 2016
<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

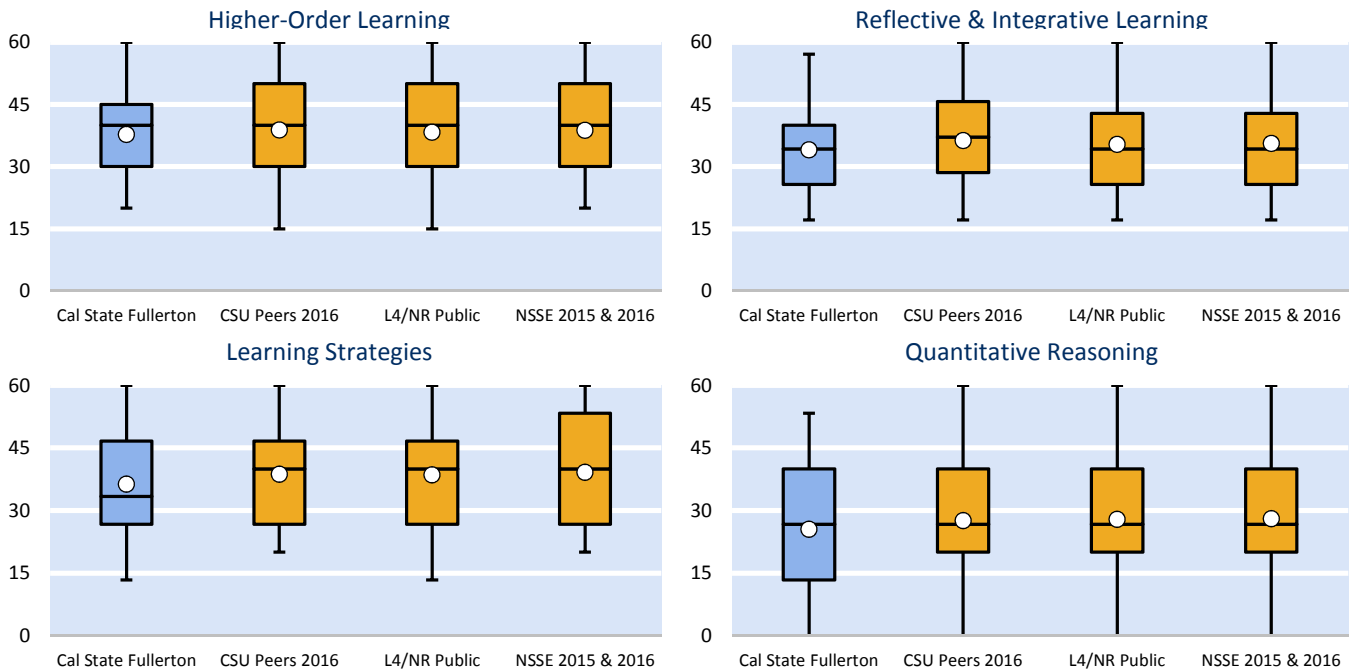
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		CSU Peers 2016		L4/NR Public		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.8	38.9 *	-.08	38.3	-.04	38.8 *	-.07
Reflective & Integrative Learning	34.1	36.3 ***	-.18	35.4 ***	-.10	35.6 ***	-.12
Learning Strategies	36.3	38.7 ***	-.17	38.6 ***	-.16	39.2 ***	-.20
Quantitative Reasoning	25.5	27.6 ***	-.13	27.9 ***	-.15	28.0 ***	-.16

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





















































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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. Orange 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		
		CSU Peers 2016	L4/NR Public	NSSE 2015 & 2016
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	69	 -1	 -2	 -4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	 -2	 -2	 -3
4d. Evaluating a point of view, decision, or information source	69	 -4	 -0	 -1
4e. Forming a new idea or understanding from various pieces of information	65	 -4	 -2	 -3
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	49	 -7	 -5	 -5
2b. Connected your learning to societal problems or issues	50	 -6	 -3	 -4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	 -4	 -2	 -2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	 -5	 -4	 -4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	 -4	 -1	 -1
2f. Learned something that changed the way you understand an issue or concept	66	 -3	+0	 0
2g. Connected ideas from your courses to your prior experiences and knowledge	73	 -4	 -3	 -4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	 -6	 -5	 -6
9b. Reviewed your notes after class	63	 -3	 -2	 -3
9c. Summarized what you learned in class or from course materials	56	 -4	 -5	 -8
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.)	50	 -2	 -3	 -3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	 -5	 -5	 -5
6c. Evaluated what others have concluded from numerical information	32	 -6	 -6	 -7

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

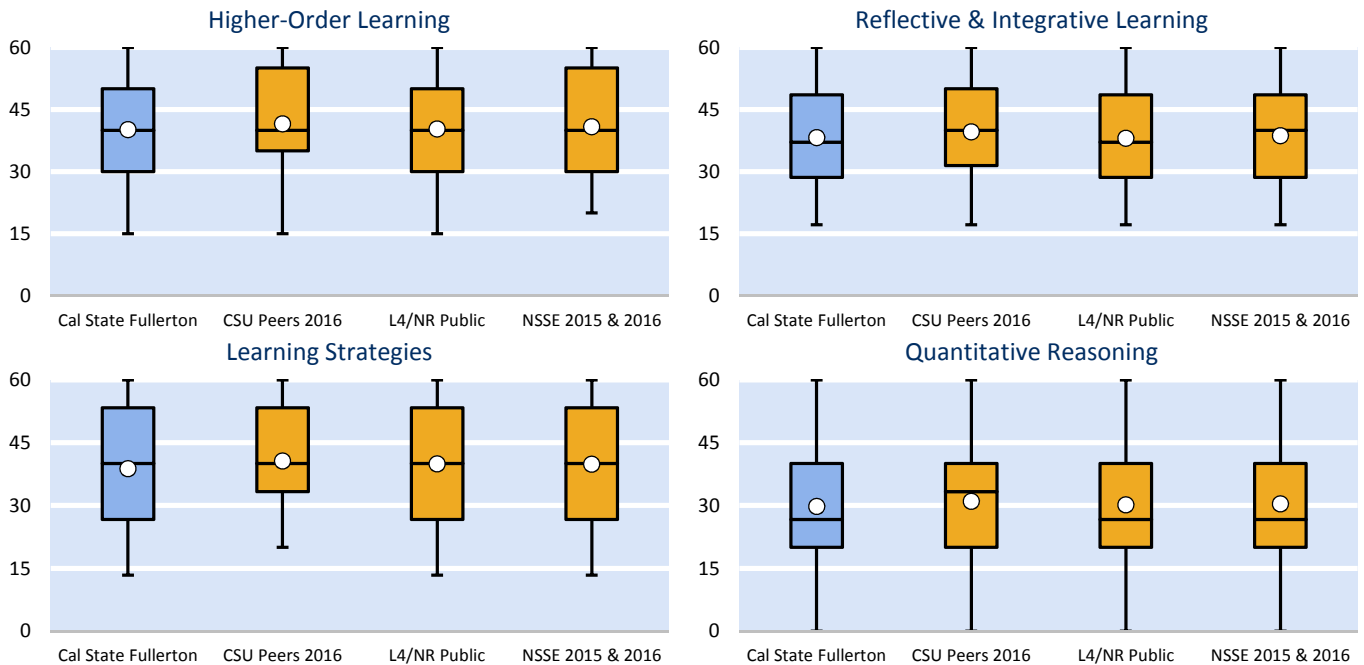
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		CSU Peers 2016		L4/NR Public		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.2	41.5 ***	-.09	40.3	-.01	40.9 *	-.05
Reflective & Integrative Learning	38.3	39.6 ***	-.10	38.0	.02	38.7	-.03
Learning Strategies	38.8	40.6 ***	-.13	39.9 **	-.08	39.9 **	-.07
Quantitative Reasoning	29.8	31.0 **	-.07	30.1	-.02	30.3	-.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



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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. Orange 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		
		CSU Peers 2016	L4/NR Public	NSSE 2015 & 2016
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	78	-0	+0	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	-2	+1	-0
4d. Evaluating a point of view, decision, or information source	71	-3	+1	-1
4e. Forming a new idea or understanding from various pieces of information	70	-4	-1	-3
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	+1	+1
2b. Connected your learning to societal problems or issues	63	-4	+1	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	-5	+0	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-3	-1	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	-1	+3	+2
2f. Learned something that changed the way you understand an issue or concept	72	-1	+3	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-2	+0	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	-4	-2	-3
9b. Reviewed your notes after class	63	-4	-2	-0
9c. Summarized what you learned in class or from course materials	60	-5	-5	-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.)	56	-2	-0	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-2	-0	-1
6c. Evaluated what others have concluded from numerical information	46	-1	+1	+1

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Learning with Peers: First-year students

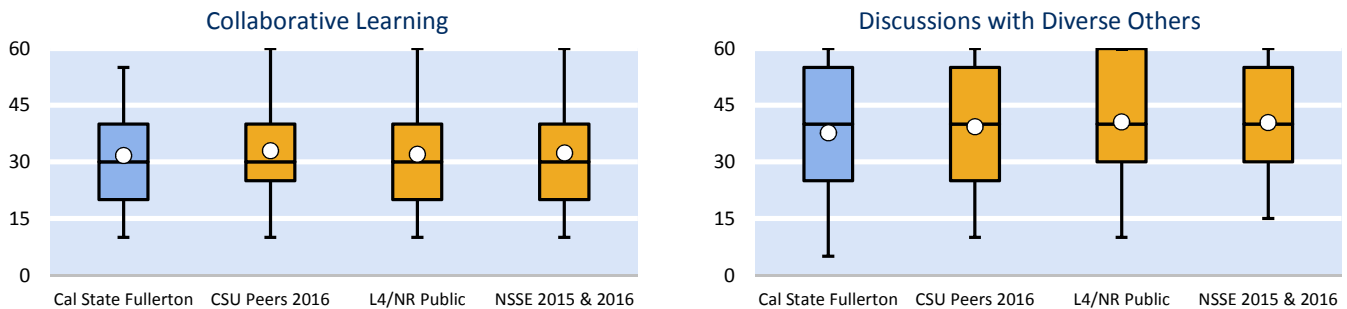
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		CSU Peers 2016		L4/NR Public		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.7	32.9 **	-.09	32.0	-.02	32.3	-.04
Discussions with Diverse Others	37.6	39.3 **	-.10	40.6 ***	-.18	40.4 ***	-.17

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



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Performance on Indicator Items

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	Cal State Fullerton	Percentage point difference ^a between your FY students and		
		CSU Peers 2016	L4/NR Public	NSSE 2015 & 2016
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	55	+0	+5	+4
1f. Explained course material to one or more students	55	-3	-2	-2
1g. Prepared for exams by discussing or working through course material with other students	45	-3	-2	-4
1h. Worked with other students on course projects or assignments	50	-6	-2	-4
Discussions with Diverse Others				
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	71	-4	-1	-1
8b. People from an economic background other than your own	66	-4	-6	-7
8c. People with religious beliefs other than your own	62	-4	-7	-6
8d. People with political views other than your own	56	-5	-12	-12

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Learning with Peers: Seniors

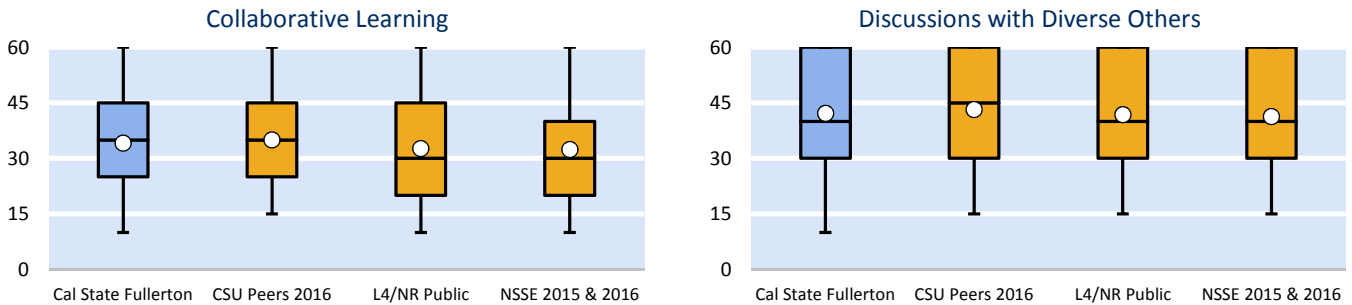
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Engagement Indicator	Cal State Fullerton Mean	Your seniors compared with					
		CSU Peers 2016		L4/NR Public		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.2	35.0 *	-.06	32.6 ***	.10	32.4 ***	.12
Discussions with Diverse Others	42.2	43.2 *	-.06	41.8	.02	41.3 *	.05

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 seniors and		
		CSU Peers 2016	L4/NR Public	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	48	+2	+6	+7
1f. Explained course material to one or more students	60	-4	+1	+1
1g. Prepared for exams by discussing or working through course material with other students	47	-4	+1	+1
1h. Worked with other students on course projects or assignments	70	-2	+7	+6
<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	+1	+6	+8
8b. People from an economic background other than your own	76	-1	+2	+2
8c. People with religious beliefs other than your own	71	-2	-0	+2
8d. People with political views other than your own	67	-2	-4	-3

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Experiences with Faculty: First-year students

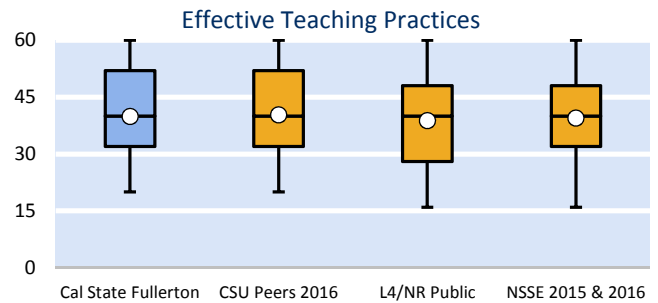
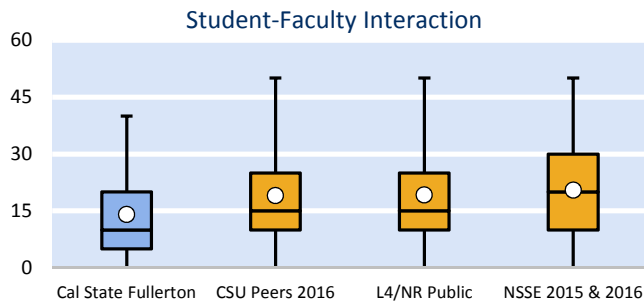
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		CSU Peers 2016		L4/NR Public		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	14.1	19.1 ***	-.34	19.2 ***	-.35	20.5 ***	-.44
Effective Teaching Practices	39.9	40.3	-.03	38.7 **	.09	39.4	.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).

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Student-Faculty Interaction	Cal State Fullerton	Percentage point difference ^a between your FY students and		
		CSU Peers 2016	L4/NR Public	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	18	-12	-13	-15
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	13	-6	-6	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	15	-8	-9	-11
3d. Discussed your academic performance with a faculty member	17	-10	-10	-13
<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	+1	-0
5b. Taught course sessions in an organized way	76	+1	+0	-1
5c. Used examples or illustrations to explain difficult points	79	+5	+5	+3
5d. Provided feedback on a draft or work in progress	65	-2	+3	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-0	+4	+1

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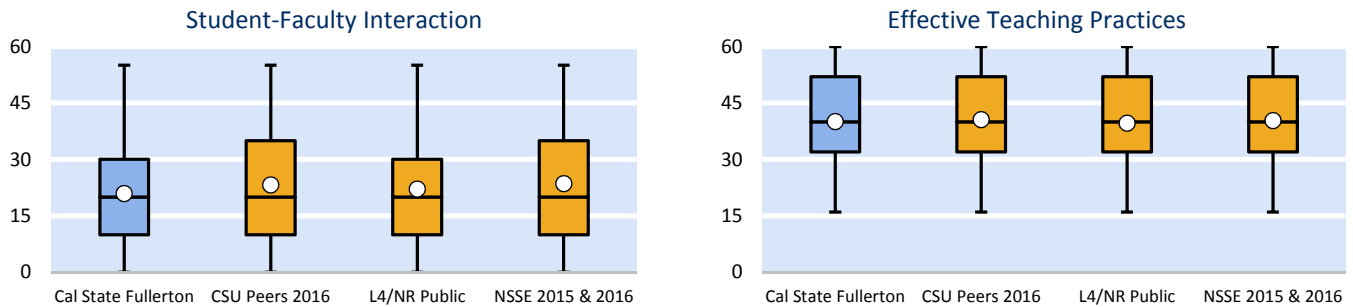
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Effective Teaching Practices	40.1	40.5	-.03	39.6	.03	40.3	-.02

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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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	Cal State Fullerton	Percentage point difference ^a between your seniors and		
		CSU Peers 2016	L4/NR Public	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	33	-7	-5	-9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-5	-4	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-4	-2	-5
3d. Discussed your academic performance with a faculty member	28	-5	-2	-5
<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	82	-1	+1	+1
5b. Taught course sessions in an organized way	78	+1	+0	-1
5c. Used examples or illustrations to explain difficult points	79	-1	+1	+1
5d. Provided feedback on a draft or work in progress	61	-2	+2	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	63	-1	-1	-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

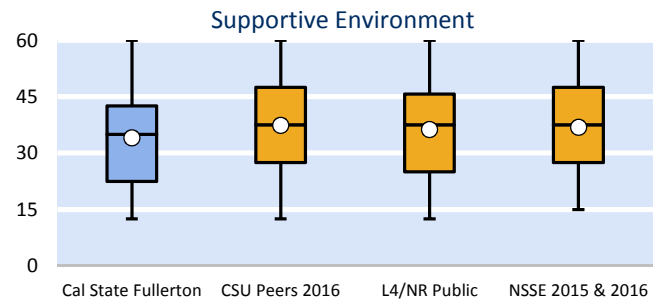
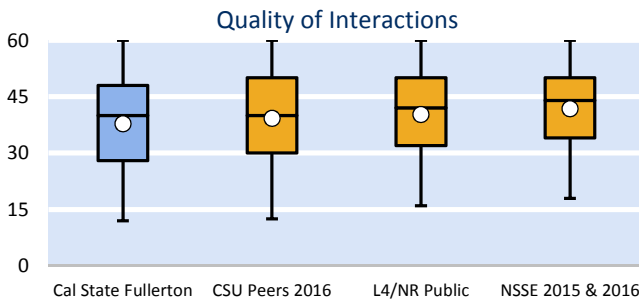
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Cal State Fullerton Mean	Your first-year students compared with					
		CSU Peers 2016		L4/NR Public		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	37.8	39.2 *	-.10	40.3 ***	-.19	41.8 ***	-.32
Supportive Environment	34.1	37.4 ***	-.23	36.3 ***	-.16	36.8 ***	-.20

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. Orange 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		
		CSU Peers 2016	L4/NR Public	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	51	+0	-1	-4
13b. Academic advisors	37	-5	-9	-13
13c. Faculty	38	-4	-6	-12
13d. Student services staff (career services, student activities, housing, etc.)	35	-6	-6	-9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	33	-6	-6	-10
Supportive Environment				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	74	-1	+0	-2
14c. Using learning support services (tutoring services, writing center, etc.)	74	-3	-2	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	-7	-1	-2
14e. Providing opportunities to be involved socially	67	-2	-3	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	-5	-3	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	-13	-5	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-11	-14	-15
14i. Attending events that address important social, economic, or political issues	39	-11	-11	-13

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

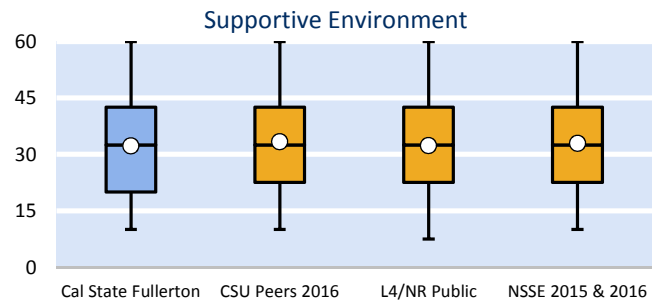
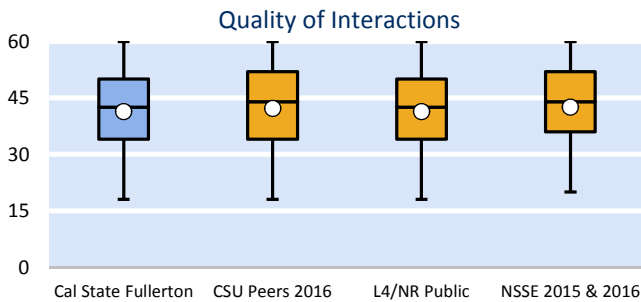
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Cal State Fullerton Mean	Your seniors compared with					
		CSU Peers 2016		L4/NR Public		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.4	42.2 *	-.07	41.3	.00	42.6 ***	-.10
Supportive Environment	32.3	33.4 **	-.07	32.4	.00	32.9	-.04

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. Orange 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		
		CSU Peers 2016	L4/NR Public	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	60	-4	-0	-1
13b. Academic advisors	48	-1	-0	-5
13c. Faculty	54	-4	-1	-5
13d. Student services staff (career services, student activities, housing, etc.)	41	-4	-0	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-5	-2	-5
<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	71	+0	+3	+0
14c. Using learning support services (tutoring services, writing center, etc.)	65	-2	-0	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	-4	+1	+1
14e. Providing opportunities to be involved socially	63	-1	-1	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	-2	+2	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	-1	+4	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	48	-4	-7	-8
14i. Attending events that address important social, economic, or political issues	40	-4	-3	-4

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 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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	37.8	40.5 ***	-.20		42.7 ***	-.36	
	Reflective and Integrative Learning	34.1	37.4 ***	-.27		39.5 ***	-.43	
	Learning Strategies	36.3	41.2 ***	-.34		43.7 ***	-.52	
	Quantitative Reasoning	25.5	29.4 ***	-.24		31.3 ***	-.36	
<i>Learning with Peers</i>	Collaborative Learning	31.7	35.2 ***	-.26		37.3 ***	-.42	
	Discussions with Diverse Others	37.6	42.7 ***	-.33		44.3 ***	-.44	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	14.1	23.8 ***	-.65		26.9 ***	-.81	
	Effective Teaching Practices	39.9	41.6 ***	-.12		43.8 ***	-.29	
<i>Campus Environment</i>	Quality of Interactions	37.8	44.1 ***	-.53		45.9 ***	-.66	
	Supportive Environment	34.1	39.2 ***	-.38		40.9 ***	-.51	

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	40.2	43.1 ***	-.21		44.7 ***	-.33	
	Reflective and Integrative Learning	38.3	41.0 ***	-.21		42.9 ***	-.37	
	Learning Strategies	38.8	42.2 ***	-.24		44.5 ***	-.40	
	Quantitative Reasoning	29.8	31.8 ***	-.12		33.2 ***	-.21	
<i>Learning with Peers</i>	Collaborative Learning	34.2	35.8 ***	-.12		37.9 ***	-.27	
	Discussions with Diverse Others	42.2	43.3 **	-.07		45.1 ***	-.18	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.9	29.6 ***	-.54		33.0 ***	-.75	
	Effective Teaching Practices	40.1	42.7 ***	-.19		44.5 ***	-.33	
<i>Campus Environment</i>	Quality of Interactions	41.4	45.3 ***	-.35		46.9 ***	-.46	
	Supportive Environment	32.3	35.7 ***	-.24		38.1 ***	-.41	

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 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Cal State Fullerton (N = 922)	37.8	13.5	.45	20	30	40	45	60				
CSU Peers 2016	38.9	14.0	.20	15	30	40	50	60	5,987	-1.1	.029	-.078
L4/NR Public	38.3	13.8	.07	15	30	40	50	60	45,015	-.5	.244	-.039
NSSE 2015 & 2016	38.8	13.7	.03	20	30	40	50	60	196,875	-1.0	.028	-.072
Top 50%	40.5	13.6	.04	20	30	40	50	60	93,096	-2.7	.000	-.202
Top 10%	42.7	13.7	.10	20	35	40	55	60	20,544	-4.9	.000	-.358
Reflective & Integrative Learning												
Cal State Fullerton (N = 970)	34.1	11.8	.38	17	26	34	40	57				
CSU Peers 2016	36.3	12.7	.17	17	29	37	46	60	1,400	-2.3	.000	-.181
L4/NR Public	35.4	12.6	.06	17	26	34	43	60	1,016	-1.3	.001	-.105
NSSE 2015 & 2016	35.6	12.5	.03	17	26	34	43	60	979	-1.6	.000	-.124
Top 50%	37.4	12.5	.04	17	29	37	46	60	991	-3.3	.000	-.266
Top 10%	39.5	12.8	.09	20	31	40	49	60	1,091	-5.5	.000	-.429
Learning Strategies												
Cal State Fullerton (N = 861)	36.3	13.8	.47	13	27	33	47	60				
CSU Peers 2016	38.7	13.8	.20	20	27	40	47	60	5,465	-2.4	.000	-.173
L4/NR Public	38.6	14.2	.07	13	27	40	47	60	41,137	-2.2	.000	-.158
NSSE 2015 & 2016	39.2	14.1	.03	20	27	40	53	60	180,160	-2.9	.000	-.203
Top 50%	41.2	14.1	.05	20	33	40	53	60	81,766	-4.8	.000	-.343
Top 10%	43.7	14.3	.10	20	33	47	60	60	938	-7.4	.000	-.521
Quantitative Reasoning												
Cal State Fullerton (N = 931)	25.5	15.3	.50	0	13	27	40	53				
CSU Peers 2016	27.6	15.9	.22	0	20	27	40	60	6,087	-2.1	.000	-.133
L4/NR Public	27.9	16.2	.08	0	20	27	40	60	974	-2.4	.000	-.146
NSSE 2015 & 2016	28.0	16.2	.04	0	20	27	40	60	939	-2.5	.000	-.155
Top 50%	29.4	16.1	.05	0	20	27	40	60	947	-3.9	.000	-.245
Top 10%	31.3	16.2	.10	0	20	33	40	60	1,002	-5.8	.000	-.358
Learning with Peers												
Collaborative Learning												
Cal State Fullerton (N = 987)	31.7	13.4	.43	10	20	30	40	55				
CSU Peers 2016	32.9	13.7	.18	10	25	30	40	60	6,475	-1.2	.009	-.090
L4/NR Public	32.0	14.2	.07	10	20	30	40	60	1,033	-.3	.449	-.023
NSSE 2015 & 2016	32.3	14.5	.03	10	20	30	40	60	997	-.6	.137	-.044
Top 50%	35.2	13.8	.04	15	25	35	45	60	107,021	-3.6	.000	-.258
Top 10%	37.3	13.6	.09	15	25	40	45	60	23,324	-5.7	.000	-.416
Discussions with Diverse Others												
Cal State Fullerton (N = 861)	37.6	17.2	.59	5	25	40	55	60				
CSU Peers 2016	39.3	16.8	.25	10	25	40	55	60	5,544	-1.7	.008	-.098
L4/NR Public	40.6	16.2	.08	10	30	40	60	60	893	-2.9	.000	-.181
NSSE 2015 & 2016	40.4	16.0	.04	15	30	40	55	60	867	-2.8	.000	-.174
Top 50%	42.7	15.2	.05	20	35	40	60	60	872	-5.1	.000	-.332
Top 10%	44.3	15.1	.09	20	35	45	60	60	899	-6.7	.000	-.442

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 = 947)	14.1	13.0	.42	0	5	10	20	40				
CSU Peers 2016	19.1	15.0	.21	0	10	15	25	50	1,441	-5.0	.000	-.339
L4/NR Public	19.2	14.8	.07	0	10	15	25	50	998	-5.2	.000	-.350
NSSE 2015 & 2016	20.5	14.7	.03	0	10	20	30	50	958	-6.4	.000	-.437
Top 50%	23.8	15.0	.06	0	15	20	35	55	983	-9.7	.000	-.649
Top 10%	26.9	16.0	.15	5	15	25	40	60	1,208	-12.8	.000	-.811
Effective Teaching Practices												
Cal State Fullerton (N = 944)	39.9	12.9	.42	20	32	40	52	60				
CSU Peers 2016	40.3	13.9	.19	20	32	40	52	60	1,367	-.4	.379	-.030
L4/NR Public	38.7	13.4	.06	16	28	40	48	60	46,151	1.2	.008	.087
NSSE 2015 & 2016	39.4	13.4	.03	16	32	40	48	60	201,495	.5	.283	.035
Top 50%	41.6	13.4	.05	20	32	40	52	60	81,533	-1.7	.000	-.125
Top 10%	43.8	13.5	.10	20	36	44	56	60	1,060	-3.9	.000	-.289
Campus Environment												
Quality of Interactions												
Cal State Fullerton (N = 741)	37.8	14.2	.52	12	28	40	48	60				
CSU Peers 2016	39.2	14.1	.21	13	30	40	50	60	5,134	-1.4	.010	-.102
L4/NR Public	40.3	13.0	.07	16	32	42	50	60	764	-2.5	.000	-.191
NSSE 2015 & 2016	41.8	12.5	.03	18	34	44	50	60	745	-4.0	.000	-.322
Top 50%	44.1	11.8	.05	22	38	46	52	60	751	-6.3	.000	-.531
Top 10%	45.9	12.1	.10	22	40	48	56	60	796	-8.1	.000	-.661
Supportive Environment												
Cal State Fullerton (N = 825)	34.1	14.3	.50	13	23	35	43	60				
CSU Peers 2016	37.4	14.5	.22	13	28	38	48	60	5,112	-3.3	.000	-.229
L4/NR Public	36.3	14.1	.07	13	25	38	46	60	38,214	-2.2	.000	-.156
NSSE 2015 & 2016	36.8	13.9	.03	15	28	38	48	60	831	-2.7	.000	-.197
Top 50%	39.2	13.3	.05	18	30	40	50	60	839	-5.1	.000	-.380
Top 10%	40.9	13.3	.09	20	33	40	53	60	884	-6.7	.000	-.507

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 = 1922)	40.2	14.3	.33	15	30	40	50	60				
CSU Peers 2016	41.5	14.4	.18	15	35	40	55	60	8,037	-1.3	.000	-.093
L4/NR Public	40.3	14.4	.06	15	30	40	50	60	54,701	-.1	.750	-.007
NSSE 2015 & 2016	40.9	14.1	.03	20	30	40	55	60	202,289	-.7	.036	-.048
Top 50%	43.1	13.8	.05	20	35	40	55	60	74,514	-3.0	.000	-.214
Top 10%	44.7	13.7	.09	20	40	45	60	60	24,476	-4.5	.000	-.327
Reflective & Integrative Learning												
Cal State Fullerton (N = 2011)	38.3	12.9	.29	17	29	37	49	60				
CSU Peers 2016	39.6	13.1	.16	17	31	40	50	60	8,379	-1.3	.000	-.102
L4/NR Public	38.0	13.2	.06	17	29	37	49	60	56,815	.2	.462	.017
NSSE 2015 & 2016	38.7	13.0	.03	17	29	40	49	60	210,252	-.4	.128	-.034
Top 50%	41.0	12.7	.05	20	31	40	51	60	77,928	-2.7	.000	-.214
Top 10%	42.9	12.5	.09	20	34	43	54	60	21,031	-4.6	.000	-.368
Learning Strategies												
Cal State Fullerton (N = 1767)	38.8	14.6	.35	13	27	40	53	60				
CSU Peers 2016	40.6	14.5	.19	20	33	40	53	60	7,469	-1.8	.000	-.127
L4/NR Public	39.9	14.7	.07	13	27	40	53	60	50,776	-1.1	.001	-.077
NSSE 2015 & 2016	39.9	14.8	.03	13	27	40	53	60	189,327	-1.1	.002	-.074
Top 50%	42.2	14.5	.05	20	33	40	60	60	89,874	-3.5	.000	-.238
Top 10%	44.5	14.2	.09	20	33	47	60	60	25,505	-5.7	.000	-.400
Quantitative Reasoning												
Cal State Fullerton (N = 1941)	29.8	16.5	.38	0	20	27	40	60				
CSU Peers 2016	31.0	17.0	.22	0	20	33	40	60	8,151	-1.2	.006	-.072
L4/NR Public	30.1	17.1	.07	0	20	27	40	60	2,092	-.4	.339	-.021
NSSE 2015 & 2016	30.3	17.0	.04	0	20	27	40	60	1,979	-.6	.128	-.034
Top 50%	31.8	16.9	.05	0	20	33	40	60	116,237	-2.0	.000	-.118
Top 10%	33.2	16.8	.09	0	20	33	47	60	33,436	-3.4	.000	-.206
Learning with Peers												
Collaborative Learning												
Cal State Fullerton (N = 2070)	34.2	14.0	.31	10	25	35	45	60				
CSU Peers 2016	35.0	13.6	.17	15	25	35	45	60	3,394	-.9	.014	-.063
L4/NR Public	32.6	14.7	.06	10	20	30	45	60	2,239	1.5	.000	.104
NSSE 2015 & 2016	32.4	14.9	.03	10	20	30	40	60	2,114	1.7	.000	.117
Top 50%	35.8	13.9	.05	15	25	35	45	60	97,201	-1.7	.000	-.120
Top 10%	37.9	13.7	.09	15	30	40	50	60	23,774	-3.7	.000	-.271
Discussions with Diverse Others												
Cal State Fullerton (N = 1783)	42.2	16.6	.39	10	30	40	60	60				
CSU Peers 2016	43.2	16.4	.22	15	30	45	60	60	7,533	-1.0	.028	-.060
L4/NR Public	41.8	16.6	.07	15	30	40	60	60	51,238	.4	.352	.022
NSSE 2015 & 2016	41.3	16.1	.04	15	30	40	60	60	191,033	.9	.024	.054
Top 50%	43.3	15.9	.05	15	35	45	60	60	107,489	-1.1	.003	-.072
Top 10%	45.1	15.8	.09	20	35	50	60	60	1,972	-2.9	.000	-.182

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 = 1956)	20.9	15.7	.35	0	10	20	30	55				
CSU Peers 2016	23.1	16.3	.21	0	10	20	35	55	3,382	-2.3	.000	-.142
L4/NR Public	22.1	16.0	.07	0	10	20	30	55	2,107	-1.2	.001	-.077
NSSE 2015 & 2016	23.5	16.3	.04	0	10	20	35	55	1,996	-2.6	.000	-.162
Top 50%	29.6	16.1	.08	5	20	30	40	60	2,145	-8.7	.000	-.540
Top 10%	33.0	16.3	.19	5	20	30	45	60	3,194	-12.1	.000	-.752
Effective Teaching Practices												
Cal State Fullerton (N = 1963)	40.1	13.7	.31	16	32	40	52	60				
CSU Peers 2016	40.5	14.2	.18	16	32	40	52	60	3,368	-.5	.188	-.034
L4/NR Public	39.6	14.0	.06	16	32	40	52	60	56,017	.5	.144	.034
NSSE 2015 & 2016	40.3	13.9	.03	16	32	40	52	60	207,161	-.2	.456	-.017
Top 50%	42.7	13.7	.05	20	32	44	56	60	67,610	-2.6	.000	-.193
Top 10%	44.5	13.4	.11	20	36	44	56	60	16,971	-4.4	.000	-.330
Campus Environment												
Quality of Interactions												
Cal State Fullerton (N = 1647)	41.4	12.5	.31	18	34	43	50	60				
CSU Peers 2016	42.2	12.7	.17	18	34	44	52	60	7,124	-.9	.015	-.068
L4/NR Public	41.3	12.5	.06	18	34	43	50	60	48,190	.0	.983	.001
NSSE 2015 & 2016	42.6	12.0	.03	20	36	44	52	60	1,674	-1.2	.000	-.103
Top 50%	45.3	11.5	.05	24	40	48	54	60	1,721	-4.0	.000	-.345
Top 10%	46.9	11.9	.08	24	40	50	56	60	1,906	-5.5	.000	-.465
Supportive Environment												
Cal State Fullerton (N = 1681)	32.3	15.0	.37	10	20	33	43	60				
CSU Peers 2016	33.4	14.9	.20	10	23	33	43	60	7,035	-1.1	.007	-.075
L4/NR Public	32.4	14.5	.07	8	23	33	43	60	1,795	-.1	.861	-.005
NSSE 2015 & 2016	32.9	14.4	.03	10	23	33	43	60	1,709	-.6	.090	-.043
Top 50%	35.7	13.9	.05	13	25	35	45	60	1,754	-3.4	.000	-.245
Top 10%	38.1	13.9	.12	15	28	40	48	60	2,062	-5.8	.000	-.412

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.