NSSE 2020
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 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 2019 and 2020 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, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: **nsse.indiana.edu**

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment, 13* (Summer/Fall), pp. 22-38.

NSSE 2020 Engagement Indicators
Overview
California State University, Fullerton

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

Theme	Engagement Indicator	Your first-year students compared with Large CSUs	Your first-year students compared with Large Non-CSUs	Your first-year students compared with Com. Engaged MSIs
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 Large CSUs	Your seniors compared with Large Non-CSUs	Your seniors compared with Com. Engaged MSIs
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 2020 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 | | | | | |
| | | Large CSUs | | Large Non-CSUs | | Com. Engaged MSIs | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.5	37.3 ***	.09	37.6 **	.07	38.2	.02
Reflective & Integrative Learning	36.1	35.1 ***	.08	34.7 ***	.11	35.1 ***	.08
Learning Strategies	37.8	36.9 **	.06	37.5	.02	38.4 *	-.05
Quantitative Reasoning	28.3	28.2	.00	27.6 *	.05	29.6 ***	-.08

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

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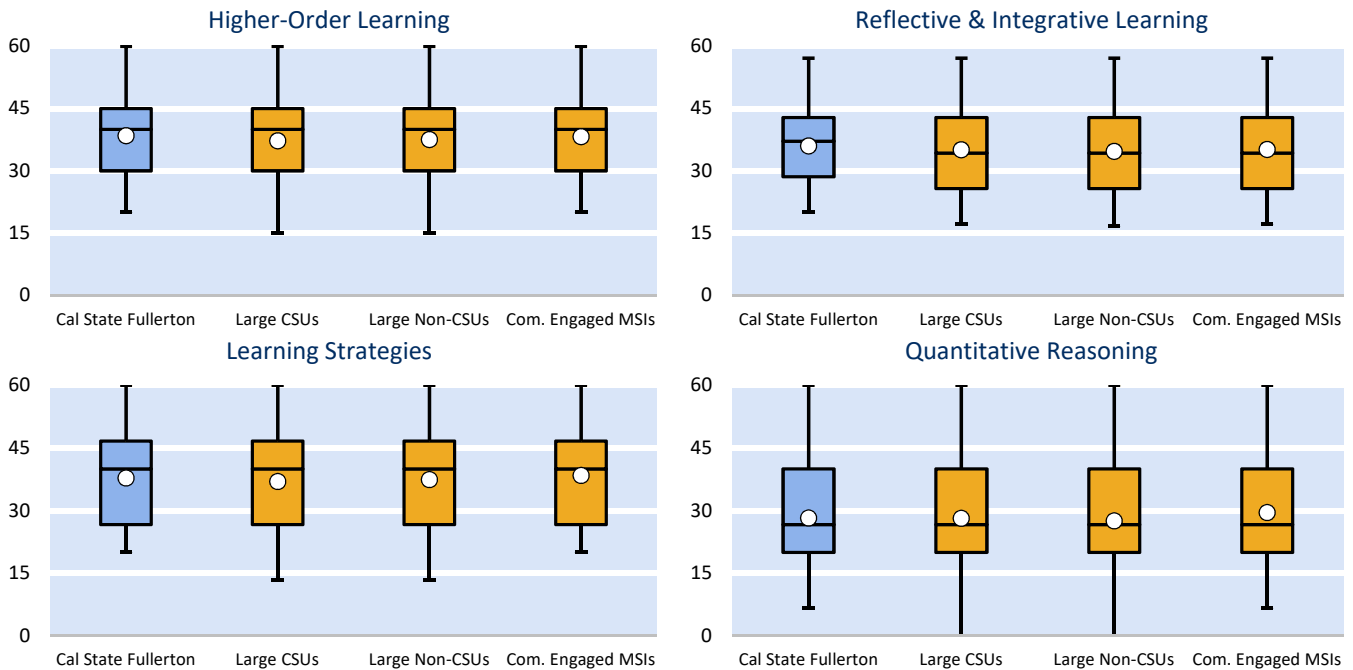
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	Cal State Fullerton	Percentage point difference [a] between your FY students and		
Higher-Order Learning		Large CSUs	Large Non-CSUs	Com. Engaged MSIs
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	+5	+1	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	+4	+4	+2
4d. Evaluating a point of view, decision, or information source	73	+2	+4	+4
4e. Forming a new idea or understanding from various pieces of information	71	+1	+3	+2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	55	+4	+6	+3
2b. Connected your learning to societal problems or issues	54	+2	+5	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	+1	+3	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+4	+2	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+3	+4	+4
2f. Learned something that changed the way you understand an issue or concept	72	+4	+7	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+2	+4	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	73	+0	+1	-1
9b. Reviewed your notes after class	68	+3	+3	+1
9c. Summarized what you learned in class or from course materials	61	+1	-1	-4
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	+0	+0	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-1	+2	-3
6c. Evaluated what others have concluded from numerical information	41	+1	+3	-2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

NSSE 2020 Engagement Indicators

Academic Challenge
California State University, Fullerton

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					
		Large CSUs		Large Non-CSUs		Com. Engaged MSIs	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.3	40.2	.00	39.6 **	.05	40.2	.01
Reflective & Integrative Learning	38.4	38.6	-.02	37.3 ***	.09	37.6 ***	.06
Learning Strategies	37.4	38.2 **	-.05	38.2 **	-.06	39.7 ***	-.16
Quantitative Reasoning	29.3	30.2 **	-.05	29.6	-.02	30.6 ***	-.08

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

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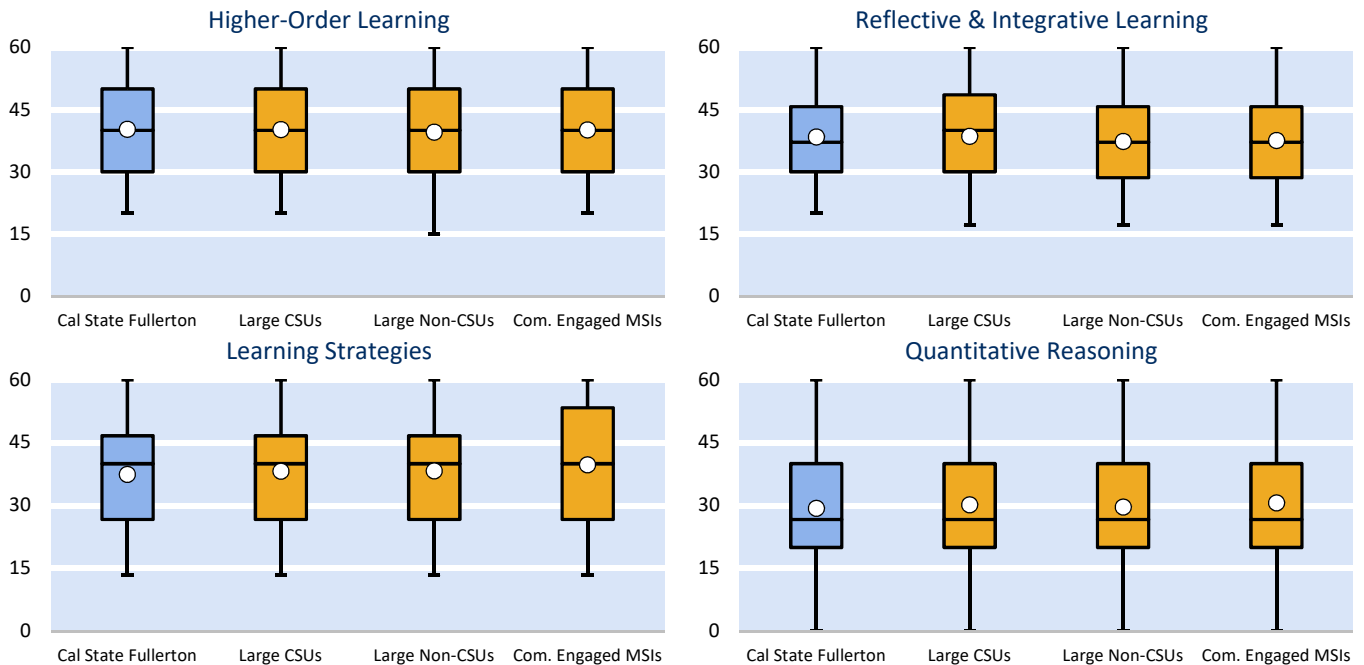
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	Cal State Fullerton	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Large CSUs	Large Non-CSUs	Com. Engaged MSIs
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	75	-1	-0	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+0	+2	+0
4d. Evaluating a point of view, decision, or information source	72	-1	+3	+1
4e. Forming a new idea or understanding from various pieces of information	72	-1	+1	-0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	72	+1	+3	+5
2b. Connected your learning to societal problems or issues	62	-0	+4	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	-3	+5	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+0	+1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+1	+5	+3
2f. Learned something that changed the way you understand an issue or concept	73	-0	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+0	+1	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	74	-2	-1	-3
9b. Reviewed your notes after class	61	-3	-3	-6
9c. Summarized what you learned in class or from course materials	60	-1	-2	-7
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.)	53	-2	-2	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-3	-2	-4
6c. Evaluated what others have concluded from numerical information	45	-2	+1	-1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.
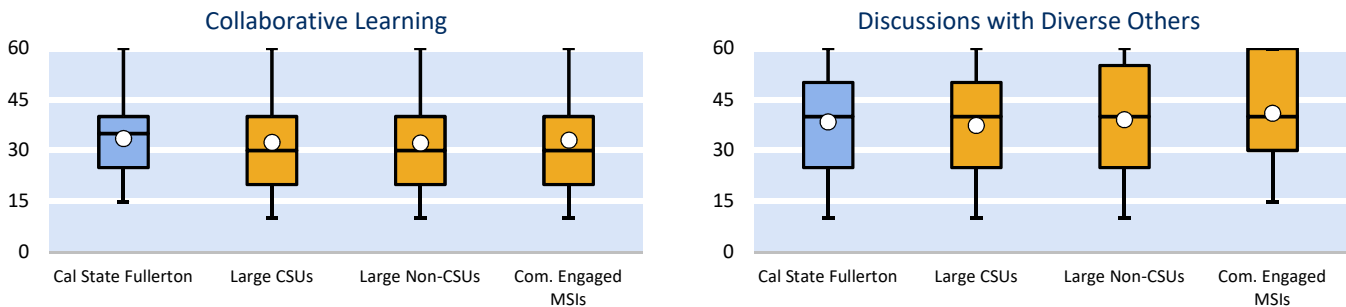
Learning with Peers: First-year students

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	Large CSUs Mean	Effect size	Large Non-CSUs Mean	Effect size	Com. Engaged MSIs Mean	Effect size
Collaborative Learning	33.5	32.4 ***	.08	32.2 ***	.09	33.0	.04
Discussions with Diverse Others	38.4	37.4 **	.06	39.0	-.04	40.9 ***	-.16

Your first-year students compared with

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

Score Distributions

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

Performance on Indicator Items

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

Percentage point difference [a] between your FY students and

Collaborative Learning	Cal State Fullerton %	Large CSUs	Large Non-CSUs	Com. Engaged MSIs
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	60	+6	+8	+7
1f. Explained course material to one or more students	60	+6	+3	+1
1g. Prepared for exams by discussing or working through course material with other students	50	+3	+2	-2
1h. Worked with other students on course projects or assignments	57	-2	+2	+2

Discussions with Diverse Others	Cal State Fullerton %	Large CSUs	Large Non-CSUs	Com. Engaged MSIs
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	74	+2	+5	-0
8b. People from an economic background other than your own	70	+3	+1	-3
8c. People with religious beliefs other than your own	65	+4	-1	-5
8d. People with political views other than your own	56	+3	-9	-10

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.
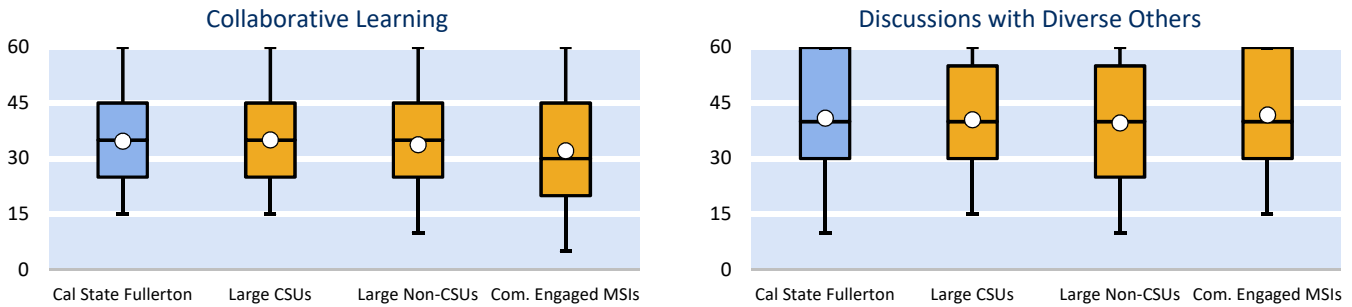
Learning with Peers: Seniors

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 | | | | | |
| | | Large CSUs | | Large Non-CSUs | | Com. Engaged MSIs | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.8	35.1	-.02	33.8 ***	.07	32.1 ***	.17
Discussions with Diverse Others	41.0	40.5	.03	39.7 ***	.08	41.8 **	-.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).

Score Distributions

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

Performance on Indicator Items

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

| | Cal State Fullerton | Percentage point difference [a] between your seniors and | | |
Collaborative Learning		Large CSUs	Large Non-CSUs	Com. Engaged MSIs
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	51	+2	+4	+8
1f. Explained course material to one or more students	61	+1	+1	+4
1g. Prepared for exams by discussing or working through course material with other students	48	-4	-0	+1
1h. Worked with other students on course projects or assignments	71	-1	+5	+9

Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	79	+1	+10	+2
8b. People from an economic background other than your own	75	+1	+5	-0
8c. People with religious beliefs other than your own	70	+1	+3	-2
8d. People with political views other than your own	60	+2	-6	-8

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

NSSE 2020 Engagement Indicators

Experiences with Faculty
California State University, Fullerton

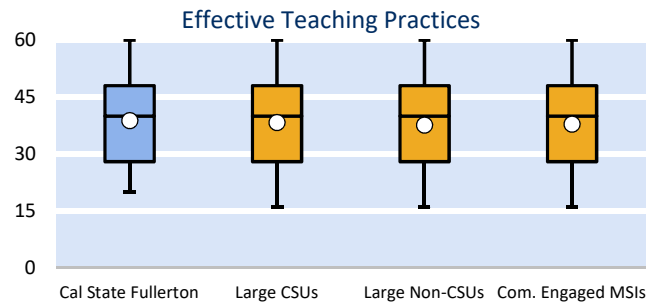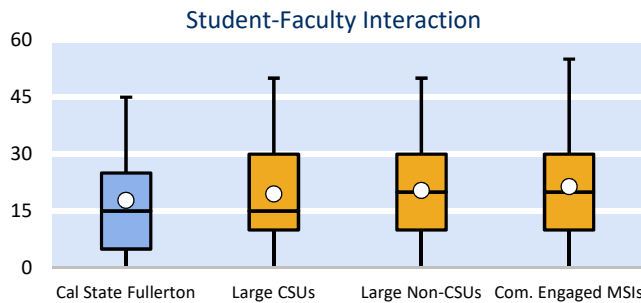## Experiences with Faculty: First-year students

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*					
		Large CSUs		Large Non-CSUs		Com. Engaged MSIs	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	17.8	19.5 ***	-.11	20.4 ***	-.18	21.4 ***	-.24
Effective Teaching Practices	38.8	38.3	.04	37.6 ***	.09	37.8 ***	.07

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

Score Distributions

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

Performance on Indicator Items

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

	Cal State Fullerton	*Percentage point difference [a] between your FY students and*		
Student-Faculty Interaction	%	Large CSUs	Large Non-CSUs	Com. Engaged MSIs
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	28	-6	-11	-12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	-3	-4	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-1	-2	-4
3d. Discussed your academic performance with a faculty member	25	-3	-3	-5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	78	+3	+2	+2
5b. Taught course sessions in an organized way	72	+1	+1	-0
5c. Used examples or illustrations to explain difficult points	76	+5	+4	+3
5d. Provided feedback on a draft or work in progress	64	-3	+4	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-0	+5	+3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

NSSE 2020 Engagement Indicators

Experiences with Faculty

California State University, Fullerton

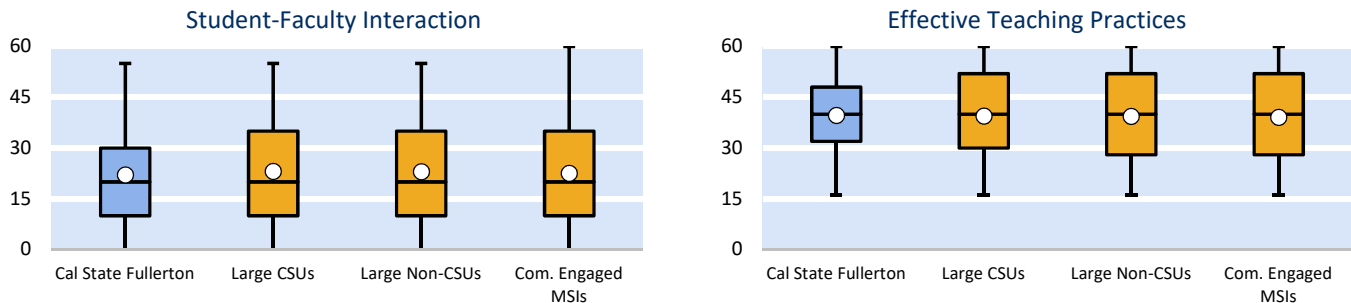## Experiences with Faculty: Seniors

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

Engagement Indicator	Cal State Fullerton Mean	Large CSUs Mean	Effect size	Large Non-CSUs Mean	Effect size	Com. Engaged MSIs Mean	Effect size
Student-Faculty Interaction	22.0	23.0 ***	-.07	22.9 ***	-.06	22.5 *	-.03
Effective Teaching Practices	39.6	39.4	.02	39.3	.02	39.0 **	.04

Your seniors compared with

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

Score Distributions

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

Performance on Indicator Items

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

Student-Faculty Interaction	Cal State Fullerton %	Large CSUs	Large Non-CSUs	Com. Engaged MSIs
Percentage of students who responded that they "Very often" or "Often"…				
3a. Talked about career plans with a faculty member	37	-2	-3	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	-1	-1	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-3	-4	-2
3d. Discussed your academic performance with a faculty member	31	-2	-1	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	80	+0	+1	+2
5b. Taught course sessions in an organized way	76	+2	+1	+2
5c. Used examples or illustrations to explain difficult points	78	+1	+2	+2
5d. Provided feedback on a draft or work in progress	64	+2	+4	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-0	-0	-0

Percentage point difference [a] between your seniors and

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

NSSE 2020 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

| | Cal State Fullerton | Your first-year students compared with | | | | | |
| | | Large CSUs | | Large Non-CSUs | | Com. Engaged MSIs | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.0	41.3	-.02	42.8 ***	-.14	42.4 ***	-.12
Supportive Environment	35.6	35.4	.02	36.0	-.03	36.5 **	-.06

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

Score Distributions

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

Performance on Indicator Items

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

| | Cal State Fullerton | Percentage point difference [a] between your FY students and | | |
| Quality of Interactions | | Large CSUs | Large Non-CSUs | Com. Engaged MSIs |
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	50	-0	-0	-2
13b. Academic advisors	46	-2	-9	-7
13c. Faculty	44	-0	-5	-5
13d. Student services staff (career services, student activities, housing, etc.)	44	+1	-3	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-2	-6	-2
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	76	+3	+4	+1
14c. Using learning support services (tutoring services, writing center, etc.)	75	+1	-2	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	-0	+2	+1
14e. Providing opportunities to be involved socially	67	+1	-2	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+2	+3	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	-2	+4	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	-1	-9	-12
14i. Attending events that address important social, economic, or political issues	43	-4	-4	-5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

NSSE 2020 Engagement Indicators

Campus Environment

California State University, Fullerton
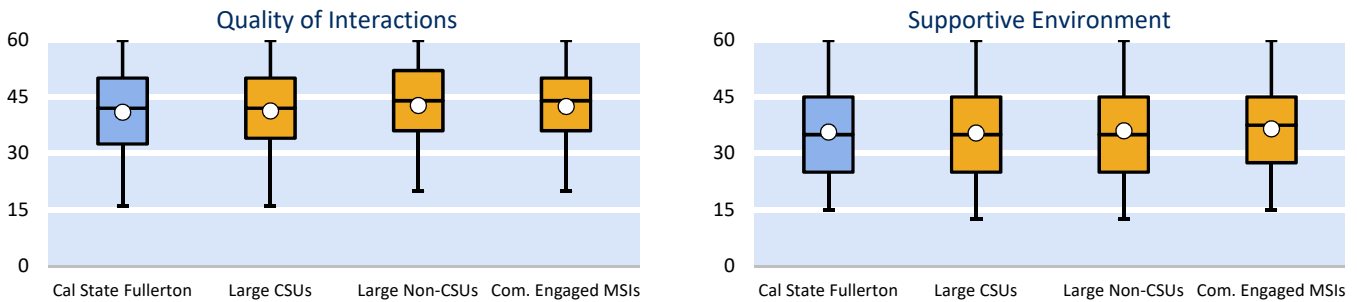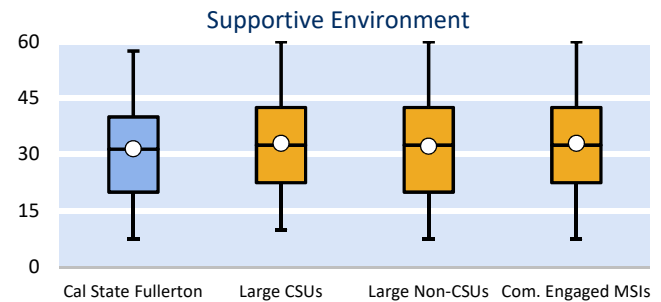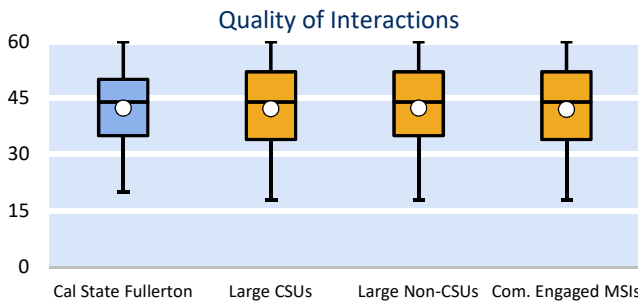
Campus Environment: Seniors

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	Large CSUs Mean	Effect size	Large Non-CSUs Mean	Effect size	Com. Engaged MSIs Mean	Effect size
		Your seniors compared with					
Quality of Interactions	42.4	42.2	.02	42.4	.00	42.0 *	.03
Supportive Environment	31.6	33.0 ***	-.10	32.2 *	-.04	33.0 ***	-.10

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

Score Distributions

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

Performance on Indicator Items

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

	Cal State Fullerton %	Large CSUs	Large Non-CSUs	Com. Engaged MSIs
Quality of Interactions		*Percentage point difference* [a] *between your seniors and*		
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	57	-1	+2	+0
13b. Academic advisors	48	+1	-1	-1
13c. Faculty	53	-1	-3	-1
13d. Student services staff (career services, student activities, housing, etc.)	45	+2	+1	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-1	-4	-2
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	70	+1	+1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	62	-2	-3	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-3	+4	-1
14e. Providing opportunities to be involved socially	63	+0	-0	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	-3	+2	+0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-7	-1	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-3	-7	-9
14i. Attending events that address important social, economic, or political issues	35	-7	-4	-7

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

This page intentionally left blank.

NSSE 2020 Engagement Indicators
Comparisons with High-Performing Institutions
California State University, Fullerton

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **go.iu.edu/NSSE-PnP**), 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 2019 and 2020 NSSE institutions, and
   (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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 | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.5	39.3 **	-.06		41.4 ***	-.23	
	Reflective and Integrative Learning	36.1	36.7 **	-.05		39.0 ***	-.25	
	Learning Strategies	37.8	39.9 ***	-.15		42.3 ***	-.32	
	Quantitative Reasoning	28.3	29.4 ***	-.08		31.4 ***	-.20	
Learning with Peers	Collaborative Learning	33.5	35.2 ***	-.12		37.4 ***	-.29	
	Discussions with Diverse Others	38.4	41.5 ***	-.20		43.6 ***	-.36	
Experiences with Faculty	Student-Faculty Interaction	17.8	24.5 ***	-.46		28.1 ***	-.67	
	Effective Teaching Practices	38.8	40.5 ***	-.13		42.3 ***	-.25	
Campus Environment	Quality of Interactions	41.0	45.2 ***	-.38		47.2 ***	-.53	
	Supportive Environment	35.6	37.9 ***	-.17		40.0 ***	-.34	

Seniors

| | | Cal State Fullerton | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.3	41.7 ***	-.11		43.2 ***	-.22	
	Reflective and Integrative Learning	38.4	39.8 ***	-.11		41.8 ***	-.28	
	Learning Strategies	37.4	40.7 ***	-.23		42.7 ***	-.37	
	Quantitative Reasoning	29.3	31.4 ***	-.13		33.4 ***	-.25	
Learning with Peers	Collaborative Learning	34.8	36.0 ***	-.08		38.4 ***	-.27	
	Discussions with Diverse Others	41.0	42.1 ***	-.07		43.8 ***	-.18	
Experiences with Faculty	Student-Faculty Interaction	22.0	29.7 ***	-.48		33.2 ***	-.71	
	Effective Teaching Practices	39.6	41.8 ***	-.16		43.7 ***	-.30	
Campus Environment	Quality of Interactions	42.4	45.2 ***	-.24		47.4 ***	-.41	
	Supportive Environment	31.6	34.6 ***	-.22		36.8 ***	-.37	

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 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2020 Engagement Indicators

Detailed Statistics[a]

California State University, Fullerton

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[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 = 2295)	38.5	12.8	.27	20	30	40	45	60				
Large CSUs	37.3	13.5	.12	15	30	40	45	60	3,256	1.2	.000	.090
Large Non-CSUs	37.6	13.5	.11	15	30	40	45	60	3,175	.9	.002	.068
Com. Engaged MSIs	38.2	13.5	.07	20	30	40	45	60	2,638	.2	.399	.017
Top 50%	39.3	13.1	.03	20	30	40	50	60	266,444	-.8	.002	-.065
Top 10%	41.4	12.8	.06	20	35	40	50	60	53,359	-2.9	.000	-.227
Reflective & Integrative Learning												
Cal State Fullerton (N = 2425)	36.1	11.2	.23	20	29	37	43	57				
Large CSUs	35.1	12.0	.10	17	26	34	43	57	3,463	.9	.000	.078
Large Non-CSUs	34.7	12.4	.10	17	26	34	43	57	3,409	1.4	.000	.112
Com. Engaged MSIs	35.1	12.2	.06	17	26	34	43	57	2,800	.9	.000	.076
Top 50%	36.7	11.8	.02	17	29	37	46	57	2,475	-.6	.005	-.055
Top 10%	39.0	11.7	.06	20	31	40	49	60	2,750	-2.9	.000	-.249
Learning Strategies												
Cal State Fullerton (N = 2202)	37.8	13.5	.29	20	27	40	47	60				
Large CSUs	36.9	13.7	.12	13	27	40	47	60	14,452	.9	.007	.063
Large Non-CSUs	37.5	13.9	.12	13	27	40	47	60	15,524	.3	.292	.024
Com. Engaged MSIs	38.4	13.9	.08	20	27	40	47	60	35,392	-.6	.036	-.046
Top 50%	39.9	13.7	.03	20	33	40	53	60	228,029	-2.1	.000	-.153
Top 10%	42.3	14.1	.06	20	33	40	53	60	2,418	-4.5	.000	-.320
Quantitative Reasoning												
Cal State Fullerton (N = 2239)	28.3	15.1	.32	7	20	27	40	60				
Large CSUs	28.2	15.3	.14	0	20	27	40	60	14,707	.1	.834	.005
Large Non-CSUs	27.6	15.6	.13	0	20	27	40	60	15,853	.7	.047	.045
Com. Engaged MSIs	29.6	15.7	.09	7	20	27	40	60	2,567	-1.3	.000	-.082
Top 50%	29.4	15.2	.03	7	20	27	40	60	293,705	-1.2	.000	-.077
Top 10%	31.4	15.3	.06	7	20	33	40	60	64,199	-3.1	.000	-.204
Learning with Peers												
Collaborative Learning												
Cal State Fullerton (N = 2510)	33.5	13.2	.26	15	25	35	40	60				
Large CSUs	32.4	13.6	.11	10	20	30	40	60	3,466	1.1	.000	.080
Large Non-CSUs	32.2	13.9	.11	10	20	30	40	60	3,379	1.3	.000	.093
Com. Engaged MSIs	33.0	14.4	.07	10	20	30	40	60	2,888	.5	.062	.035
Top 50%	35.2	13.7	.02	15	25	35	45	60	2,550	-1.7	.000	-.122
Top 10%	37.4	13.5	.05	15	30	40	45	60	73,427	-3.9	.000	-.288
Discussions with Diverse Others												
Cal State Fullerton (N = 2214)	38.4	15.9	.34	10	25	40	50	60				
Large CSUs	37.4	16.0	.14	10	25	40	50	60	14,549	1.0	.006	.063
Large Non-CSUs	39.0	16.3	.14	10	25	40	55	60	15,735	-.6	.086	-.039
Com. Engaged MSIs	40.9	15.8	.09	15	30	40	60	60	35,668	-2.5	.000	-.161
Top 50%	41.5	15.0	.03	20	30	40	55	60	2,242	-3.1	.000	-.204
Top 10%	43.6	14.5	.06	20	35	45	60	60	2,345	-5.2	.000	-.359

NSSE 2020 Engagement Indicators

Detailed Statistics[a]

California State University, Fullerton

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[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 = 2357)	17.8	14.3	.29	0	5	15	25	45				
Large CSUs	19.5	14.7	.13	0	10	15	30	50	15,841	-1.7	.000	-.115
Large Non-CSUs	20.4	14.6	.12	0	10	20	30	50	17,230	-2.6	.000	-.181
Com. Engaged MSIs	21.4	15.2	.08	0	10	20	30	55	2,715	-3.7	.000	-.241
Top 50%	24.5	14.7	.04	5	15	20	35	55	2,425	-6.7	.000	-.455
Top 10%	28.1	15.5	.10	5	15	25	40	60	2,959	-10.3	.000	-.673
Effective Teaching Practices												
Cal State Fullerton (N = 2296)	38.8	12.8	.27	20	28	40	48	60				
Large CSUs	38.3	13.5	.12	16	28	40	48	60	3,271	.6	.055	.042
Large Non-CSUs	37.6	13.8	.12	16	28	40	48	60	3,222	1.2	.000	.091
Com. Engaged MSIs	37.8	13.5	.07	16	28	40	48	60	2,643	1.0	.000	.073
Top 50%	40.5	13.2	.03	20	32	40	52	60	195,006	-1.7	.000	-.131
Top 10%	42.3	14.1	.06	16	32	44	56	60	2,540	-3.5	.000	-.245
Campus Environment												
Quality of Interactions												
Cal State Fullerton (N = 1961)	41.0	12.8	.29	16	33	42	50	60				
Large CSUs	41.3	13.0	.12	16	34	42	50	60	13,002	-.3	.342	-.023
Large Non-CSUs	42.8	12.5	.11	20	36	44	52	60	14,403	-1.8	.000	-.144
Com. Engaged MSIs	42.4	11.9	.07	20	36	44	50	60	2,180	-1.5	.000	-.123
Top 50%	45.2	11.2	.03	24	38	46	54	60	1,992	-4.2	.000	-.376
Top 10%	47.2	11.6	.06	25	40	50	58	60	2,107	-6.2	.000	-.534
Supportive Environment												
Cal State Fullerton (N = 2143)	35.6	13.6	.29	15	25	35	45	60				
Large CSUs	35.4	14.2	.13	13	25	35	45	60	3,044	.3	.417	.019
Large Non-CSUs	36.0	14.0	.12	13	25	35	45	60	14,997	-.4	.235	-.028
Com. Engaged MSIs	36.5	13.6	.08	15	28	38	45	60	34,412	-.9	.004	-.065
Top 50%	37.9	13.1	.03	18	30	38	48	60	2,181	-2.2	.000	-.171
Top 10%	40.0	12.9	.07	18	33	40	50	60	2,359	-4.4	.000	-.339

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 SE) 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.

NSSE 2020 Engagement Indicators

Detailed Statistics[a]
California State University, Fullerton

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[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 = 4003)	40.3	13.6	.22	20	30	40	50	60				
Large CSUs	40.2	13.9	.10	20	30	40	50	60	24,321	.0	.898	.002
Large Non-CSUs	39.6	14.0	.11	15	30	40	50	60	6,087	.7	.004	.049
Com. Engaged MSIs	40.2	14.0	.06	20	30	40	50	60	59,265	.1	.661	.007
Top 50%	41.7	13.4	.03	20	35	40	55	60	255,526	-1.5	.000	-.108
Top 10%	43.2	13.3	.05	20	35	40	55	60	65,163	-2.9	.000	-.219
Reflective & Integrative Learning												
Cal State Fullerton (N = 4191)	38.4	12.2	.19	20	30	37	46	60				
Large CSUs	38.6	12.5	.09	17	30	40	49	60	6,020	-.2	.364	-.015
Large Non-CSUs	37.3	12.8	.09	17	29	37	46	60	6,390	1.1	.000	.086
Com. Engaged MSIs	37.6	12.8	.05	17	29	37	46	60	4,872	.8	.000	.065
Top 50%	39.8	12.2	.02	20	31	40	49	60	253,946	-1.4	.000	-.114
Top 10%	41.8	12.0	.06	20	34	40	51	60	44,472	-3.3	.000	-.277
Learning Strategies												
Cal State Fullerton (N = 3878)	37.4	14.3	.23	13	27	40	47	60				
Large CSUs	38.2	14.4	.10	13	27	40	47	60	23,366	-.8	.003	-.053
Large Non-CSUs	38.2	14.7	.11	13	27	40	47	60	20,541	-.8	.001	-.058
Com. Engaged MSIs	39.7	14.8	.06	13	27	40	53	60	56,642	-2.3	.000	-.156
Top 50%	40.7	14.5	.03	20	33	40	53	60	282,565	-3.3	.000	-.227
Top 10%	42.7	14.4	.05	20	33	40	60	60	93,575	-5.3	.000	-.366
Quantitative Reasoning												
Cal State Fullerton (N = 3934)	29.3	16.4	.26	0	20	27	40	60				
Large CSUs	30.2	16.1	.11	0	20	27	40	60	23,659	-.8	.003	-.052
Large Non-CSUs	29.6	16.5	.13	0	20	27	40	60	20,912	-.3	.320	-.018
Com. Engaged MSIs	30.6	16.5	.07	0	20	27	40	60	57,336	-1.3	.000	-.077
Top 50%	31.4	16.1	.03	0	20	33	40	60	360,314	-2.1	.000	-.131
Top 10%	33.4	15.9	.06	7	20	33	40	60	4,360	-4.0	.000	-.255
Learning with Peers												
Collaborative Learning												
Cal State Fullerton (N = 4338)	34.8	13.8	.21	15	25	35	45	60				
Large CSUs	35.1	13.6	.09	15	25	35	45	60	26,741	-.3	.166	-.023
Large Non-CSUs	33.8	14.5	.10	10	25	35	45	60	6,548	1.0	.000	.069
Com. Engaged MSIs	32.1	15.6	.06	5	20	30	45	60	5,143	2.7	.000	.172
Top 50%	36.0	14.0	.02	15	25	35	45	60	4,456	-1.2	.000	-.085
Top 10%	38.4	13.6	.06	15	30	40	50	60	61,857	-3.6	.000	-.266
Discussions with Diverse Others												
Cal State Fullerton (N = 3901)	41.0	16.1	.26	10	30	40	60	60				
Large CSUs	40.5	16.0	.11	15	30	40	55	60	23,492	.5	.066	.032
Large Non-CSUs	39.7	16.5	.13	10	25	40	55	60	20,620	1.3	.000	.079
Com. Engaged MSIs	41.8	16.3	.07	15	30	40	60	60	56,879	-.8	.004	-.048
Top 50%	42.1	15.5	.03	15	30	40	60	60	3,981	-1.1	.000	-.070
Top 10%	43.8	15.3	.05	20	35	45	60	60	4,212	-2.8	.000	-.182

NSSE 2020 Engagement Indicators

Detailed Statistics[a]

California State University, Fullerton

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[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 = 4095)	22.0	15.7	.25	0	10	20	30	55				
Large CSUs	23.0	16.0	.11	0	10	20	35	55	25,032	-1.1	.000	-.066
Large Non-CSUs	22.9	16.0	.12	0	10	20	35	55	6,158	-.9	.001	-.058
Com. Engaged MSIs	22.5	16.3	.07	0	10	20	35	60	4,748	-.5	.035	-.033
Top 50%	29.7	15.9	.04	5	20	30	40	60	4,357	-7.7	.000	-.483
Top 10%	33.2	16.0	.11	10	20	35	45	60	5,721	-11.3	.000	-.706
Effective Teaching Practices												
Cal State Fullerton (N = 4024)	39.6	13.5	.21	16	32	40	48	60				
Large CSUs	39.4	13.9	.10	16	30	40	52	60	5,822	.2	.320	.017
Large Non-CSUs	39.3	14.3	.11	16	28	40	52	60	6,246	.3	.159	.024
Com. Engaged MSIs	39.0	14.5	.06	16	28	40	52	60	4,724	.6	.008	.041
Top 50%	41.8	13.7	.03	20	32	40	52	60	4,179	-2.2	.000	-.158
Top 10%	43.7	13.4	.06	20	36	44	56	60	51,135	-4.1	.000	-.305
Campus Environment												
Quality of Interactions												
Cal State Fullerton (N = 3579)	42.4	12.0	.20	20	35	44	50	60				
Large CSUs	42.2	12.4	.09	18	34	44	52	60	5,209	.2	.394	.015
Large Non-CSUs	42.4	12.7	.10	18	35	44	52	60	5,577	.0	.902	.002
Com. Engaged MSIs	42.0	12.9	.06	18	34	44	52	60	4,220	.4	.047	.032
Top 50%	45.2	11.7	.02	24	38	48	54	60	3,685	-2.8	.000	-.241
Top 10%	47.4	12.0	.04	24	40	50	58	60	76,028	-5.0	.000	-.413
Supportive Environment												
Cal State Fullerton (N = 3809)	31.6	14.2	.23	8	20	31	40	58				
Large CSUs	33.0	14.5	.11	10	23	33	43	60	5,537	-1.4	.000	-.099
Large Non-CSUs	32.2	14.6	.11	8	20	33	43	60	5,853	-.6	.017	-.042
Com. Engaged MSIs	33.0	14.8	.07	8	23	33	43	60	4,445	-1.4	.000	-.096
Top 50%	34.6	14.0	.03	13	25	35	45	60	239,823	-3.0	.000	-.216
Top 10%	36.8	14.1	.07	13	28	38	48	60	46,064	-5.2	.000	-.370

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 SE) 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.