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# NSSE 2022

## Engagement Indicators

California State University, Fullerton

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### 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. The specific items within each EI are listed below, starting on page 5.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

### Report Sections

#### Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

#### Theme Reports (pp. 4-13)

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

##### Mean Comparisons

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

##### Score Distributions

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

##### Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

#### Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 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. Your NSSE Tableau dashboards and Report Builder (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](https://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.

## 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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

### First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with All CSUs	compared with Large Non-CSUs	compared with Large HSIs
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	Your seniors	Your seniors
		compared with All CSUs	compared with Large Non-CSUs	compared with Large HSIs
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	▽	--	▽

#### Academic Challenge: First-year students

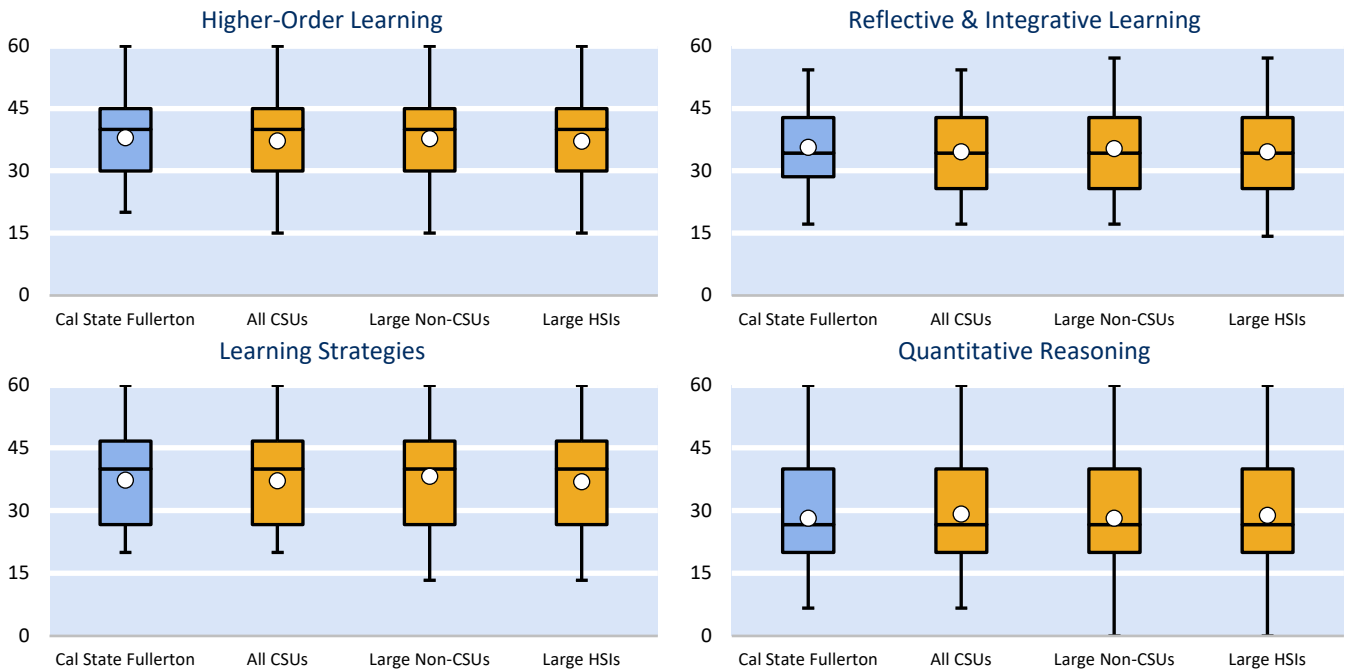
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		All CSUs		Large Non-CSUs		Large HSIs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.0	37.2 *	.06	37.8	.02	37.2 *	.06
Reflective & Integrative Learning	35.7	34.7 **	.09	35.4	.02	34.7 **	.09
Learning Strategies	37.3	37.2	.01	38.2 *	-.06	36.9	.03
Quantitative Reasoning	28.1	29.2 *	-.07	28.2	.00	28.9	-.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.

#### 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 <sup>a</sup> between your FY students and		
		All CSUs	Large Non-CSUs	Large HSIs
<b>Higher-Order Learning</b>				
<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	66	+0	-1	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	+3	+3	+4
4d. Evaluating a point of view, decision, or information source	71	+1	+1	+2
4e. Forming a new idea or understanding from various pieces of information	72	+2	+1	+3
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	49	+0	+0	+1
2b. Connected your learning to societal problems or issues	52	+1	+1	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+4	+4	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+3	-1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+6	+3	+6
2f. Learned something that changed the way you understand an issue or concept	69	+2	+3	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+4	+1	+4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	+0	+0	+2
9b. Reviewed your notes after class	66	+1	-0	+2
9c. Summarized what you learned in class or from course materials	62	+1	-2	+1
<b>Quantitative Reasoning</b>				
<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	-6	-2	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-4	-1	-3
6c. Evaluated what others have concluded from numerical information	40	-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.

### Academic Challenge: Seniors

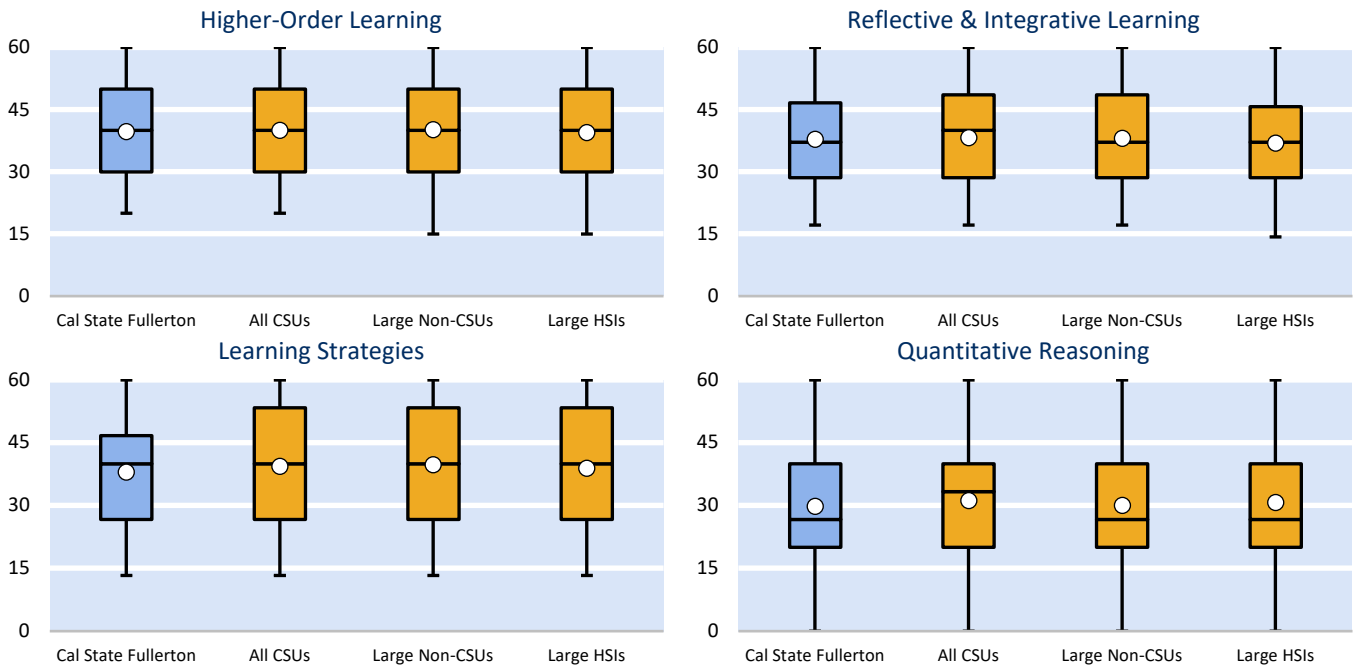
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		All CSUs		Large Non-CSUs		Large HSIs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.8	40.1	-.02	40.2	-.03	39.5	.02
Reflective & Integrative Learning	37.9	38.3	-.03	38.1	-.02	37.0 ***	.07
Learning Strategies	38.0	39.3 ***	-.09	39.7 ***	-.12	38.9 **	-.06
Quantitative Reasoning	29.8	31.1 ***	-.08	30.0	-.01	30.7 **	-.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.

#### 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 <sup>a</sup> between your seniors and		
		All CSUs	Large Non-CSUs	Large HSIs
<b>Higher-Order Learning</b>				
<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	74	-0	-2	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	-1	-2	-0
4d. Evaluating a point of view, decision, or information source	72	+1	+1	+3
4e. Forming a new idea or understanding from various pieces of information	72	-2	-2	+0
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	67	+1	+2	+4
2b. Connected your learning to societal problems or issues	60	-1	-1	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	-1	+1	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+1	-1	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+1	+1	+3
2f. Learned something that changed the way you understand an issue or concept	72	-0	+1	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	81	-1	-1	+1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	-3	-3	-1
9b. Reviewed your notes after class	65	-1	-2	-1
9c. Summarized what you learned in class or from course materials	63	-3	-5	-3
<b>Quantitative Reasoning</b>				
<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.)	52	-5	-5	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-3	-0	-2
6c. Evaluated what others have concluded from numerical information	47	-0	+3	+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

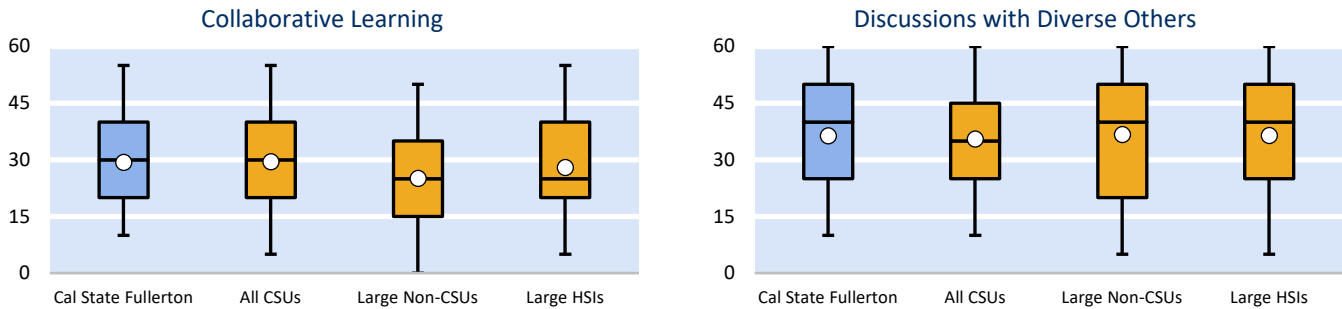
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		All CSUs		Large Non-CSUs		Large HSIs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.3	29.5	-.01	25.1 ***	.29	28.0 ***	.09
Discussions with Diverse Others	36.4	35.5	.05	36.6	-.02	36.4	.00

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

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#### Performance on Indicator Items

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

Collaborative Learning	Cal State Fullerton	Percentage point difference <sup>a</sup> between your FY students and		
		All CSUs	Large Non-CSUs	Large HSIs
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	50	+2	+13	+6
1c. Explained course material to one or more students	45	-0	+5	+1
1d. Prepared for exams by discussing or working through course material with other students	38	-2	+6	+1
1e. Worked with other students on course projects or assignments	51	-0	+12	+5
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	75	+5	+10	+8
8b. People from an economic background other than your own	66	+3	+2	+1
8c. People with religious beliefs other than your own	60	+1	-1	-2
8d. People with political views other than your own	51	+2	-9	-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.



### Learning with Peers: Seniors

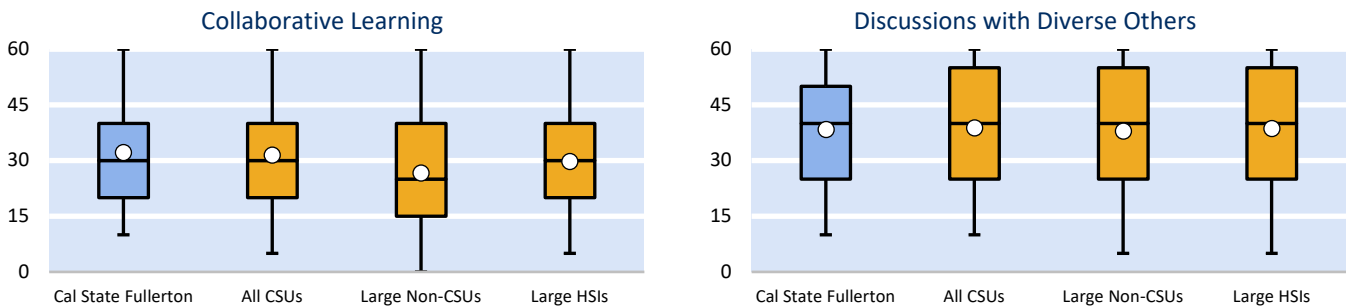
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Cal State Fullerton Mean	Your seniors compared with					
		All CSUs		Large Non-CSUs		Large HSIs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.2	31.6 *	.05	26.7 ***	.35	29.8 ***	.16
Discussions with Diverse Others	38.4	38.8	-.03	38.0	.02	38.7	-.02

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

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Collaborative Learning	Cal State Fullerton	Percentage point difference <sup>a</sup> between your seniors and		
		All CSUs	Large Non-CSUs	Large HSIs
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1b. Asked another student to help you understand course material	47	+3	+14	+6
1c. Explained course material to one or more students	50	-2	+7	+1
1d. Prepared for exams by discussing or working through course material with other students	43	+4	+12	+5
1e. Worked with other students on course projects or assignments	67	+3	+15	+9
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	75	+1	+9	+4
8b. People from an economic background other than your own	70	+1	+3	+2
8c. People with religious beliefs other than your own	63	-1	-0	-2
8d. People with political views other than your own	55	-1	-7	-5

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### Experiences with Faculty: First-year students

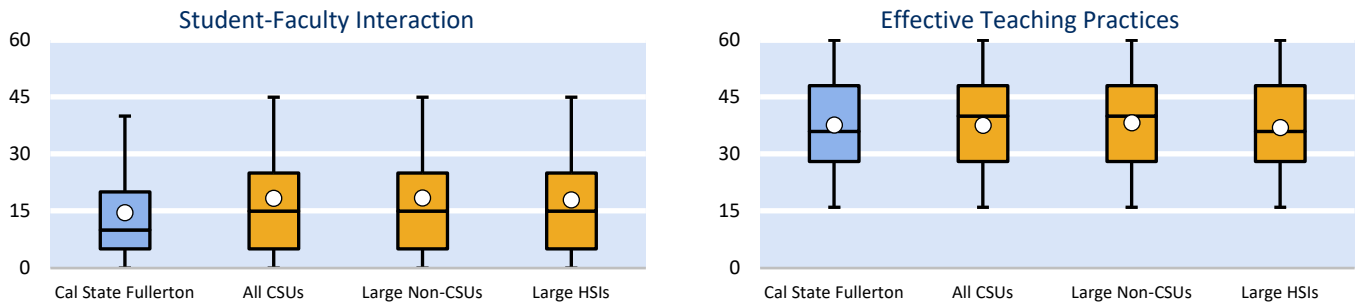
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		All CSUs		Large Non-CSUs		Large HSIs	
	Mean	Effect size	Mean	Effect size	Mean	Effect size	
Student-Faculty Interaction	14.5	18.3 *** -0.26	18.4 *** -0.27	17.9 *** -0.23			
Effective Teaching Practices	37.6	37.5 .01	38.2 -.04	36.9 .05			

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Student-Faculty Interaction	Cal State Fullerton	Percentage point difference <sup>a</sup> between your FY students and		
		All CSUs	Large Non-CSUs	Large HSIs
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	22	-8	-10	-8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	12	-5	-5	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	18	-4	-2	-3
3d. Discussed your academic performance with a faculty member	17	-7	-9	-6
<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	72	-3	-4	-1
5b. Taught course sessions in an organized way	68	-0	-3	-1
5c. Used examples or illustrations to explain difficult points	73	+3	+3	+4
5d. Provided feedback on a draft or work in progress	62	-1	-2	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	59	+3	+0	+4

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### Experiences with Faculty: Seniors

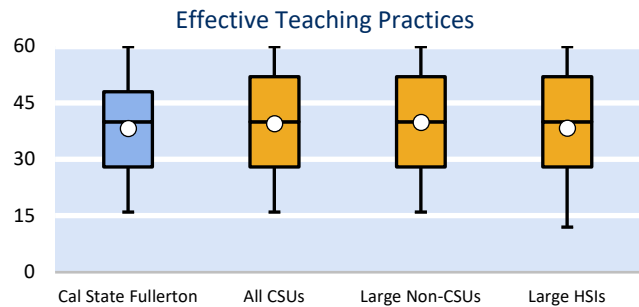
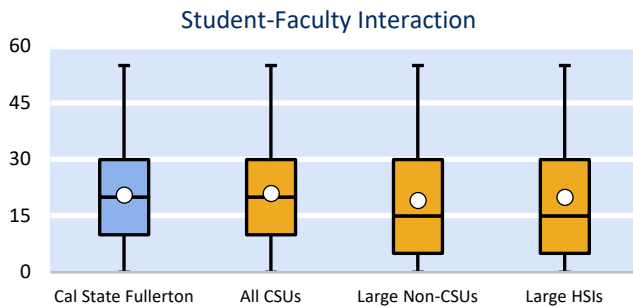
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.5	20.9	-.03	19.0 ***	.09	19.8	.04
Effective Teaching Practices	38.2	39.5 ***	-.09	39.8 ***	-.11	38.3	-.01

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Student-Faculty Interaction	Cal State Fullerton %	Percentage point difference <sup>a</sup> between your seniors and			
		All CSUs	Large Non-CSUs	Large HSIs	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	34	-1	+0	+1	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	-1	+3		-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-0	+4	+1	
3d. Discussed your academic performance with a faculty member	28	-1	+3	+1	
<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	77	-2	-4	+0	
5b. Taught course sessions in an organized way	71	-2	-4		-0
5c. Used examples or illustrations to explain difficult points	74	-1	-1	+2	
5d. Provided feedback on a draft or work in progress	60	-3	-0	+2	
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-3	-5		-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.

### Campus Environment: First-year students

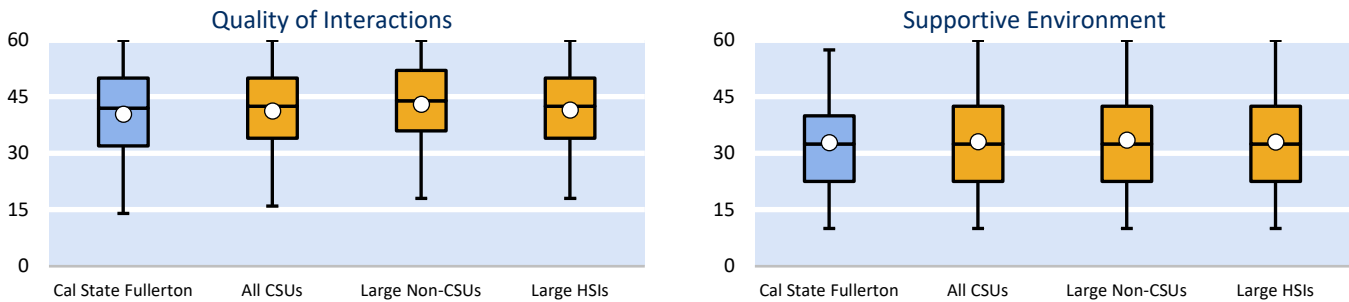
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Cal State Fullerton Mean	Your first-year students compared with					
		All CSUs		Large Non-CSUs		Large HSIs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.4	41.3 *	-.07	43.0 ***	-.20	41.5 *	-.08
Supportive Environment	32.8	33.1	-.02	33.5	-.04	33.0	-.01

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	Cal State Fullerton	Percentage point difference <sup>a</sup> between your FY students and		
		All CSUs	Large Non-CSUs	Large HSIs
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1= "Poor" to 7= "Excellent") with...</i>				
13a. Students	50	+3	+3	+4
13b. Academic advisors	42	-8	-16	-7
13c. Faculty	44	-3	-6	-4
13d. Student services staff (career services, student activities, housing, etc.)	41	-2	-8	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	-5	-12	-6
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	69	-0	-1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	69	-1	-3	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+0	+4	+2
14e. Providing opportunities to be involved socially	64	+1	+2	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	+3	+5	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	-2	-0	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	-0	-5	-5
14i. Attending events that address important social, economic, or political issues	38	-5	-3	-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.

### Campus Environment: Seniors

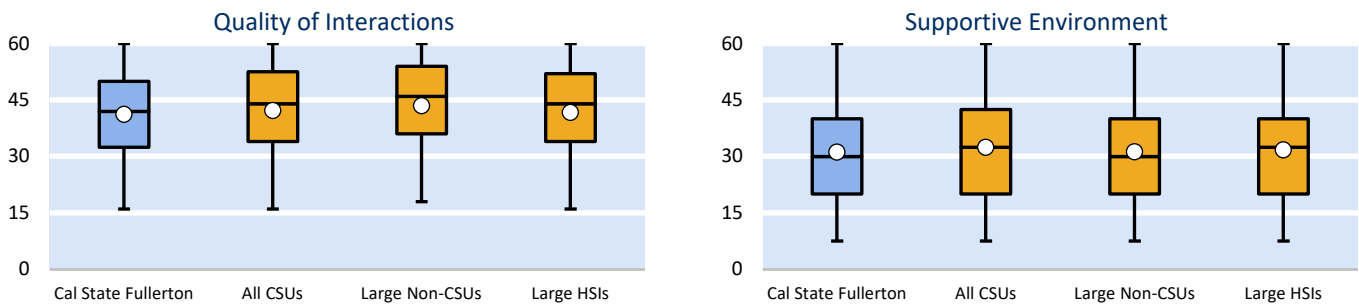
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Cal State Fullerton Mean	Your seniors compared with					
		All CSUs		Large Non-CSUs		Large HSIs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.3	42.3 ***	-.07	43.6 ***	-.17	41.8	-.04
Supportive Environment	31.2	32.5 ***	-.09	31.3	-.01	31.8 *	-.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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	Cal State Fullerton	Percentage point difference <sup>a</sup> between your seniors and		
		All CSUs	Large Non-CSUs	Large HSIs
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	57	+0	+0	+1
13b. Academic advisors	45	-5	-11	-4
13c. Faculty	49	-6	-9	-3
13d. Student services staff (career services, student activities, housing, etc.)	43	-3	-8	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	-7	-13	-6
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	-0	-3	+2
14c. Using learning support services (tutoring services, writing center, etc.)	59	-3	-9	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-1	+3	+1
14e. Providing opportunities to be involved socially	62	+0	+4	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-1	+3	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	-3	+1	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	43	-5	-4	-8
14i. Attending events that address important social, economic, or political issues	37	-7	-1	-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.

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### Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see [go.iu.edu/NSSE-PnP](https://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<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 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<sup>b</sup> to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

First-Year Students		Cal State Fullerton Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.0	39.3 **	-.09		42.1 ***	-.31	
	Reflective and Integrative Learning	35.7	36.9 ***	-.10		39.2 ***	-.30	
	Learning Strategies	37.3	39.6 ***	-.16		42.9 ***	-.39	
	Quantitative Reasoning	28.1	30.2 ***	-.13		33.3 ***	-.33	
<i>Learning with Peers</i>	Collaborative Learning	29.3	31.9 ***	-.19		35.4 ***	-.46	
	Discussions with Diverse Others	36.4	39.8 ***	-.23		42.6 ***	-.43	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	14.5	24.3 ***	-.65		27.8 ***	-.88	
	Effective Teaching Practices	37.6	40.3 ***	-.19		43.3 ***	-.42	
<i>Campus Environment</i>	Quality of Interactions	40.4	45.1 ***	-.39		48.2 ***	-.62	
	Supportive Environment	32.8	35.9 ***	-.23		39.1 ***	-.47	

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	39.8	41.9 ***	-.16		44.2 ***	-.34	
	Reflective and Integrative Learning	37.9	40.3 ***	-.19		42.7 ***	-.40	
	Learning Strategies	38.0	41.1 ***	-.21		43.4 ***	-.39	
	Quantitative Reasoning	29.8	32.4 ***	-.16		35.3 ***	-.35	
<i>Learning with Peers</i>	Collaborative Learning	32.2	34.1 ***	-.13		37.9 ***	-.41	
	Discussions with Diverse Others	38.4	40.4 ***	-.12		43.2 ***	-.32	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.5	28.8 ***	-.51		33.2 ***	-.79	
	Effective Teaching Practices	38.2	41.9 ***	-.27		44.5 ***	-.46	
<i>Campus Environment</i>	Quality of Interactions	41.3	45.6 ***	-.35		48.0 ***	-.53	
	Supportive Environment	31.2	34.3 ***	-.21		37.4 ***	-.43	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 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 positive or non-significant with an effect size > -.10.

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Cal State Fullerton (N = 1212)	38.0	12.8	.37	20	30	40	45	60				
All CSUs	37.2	13.3	.14	15	30	40	45	60	9,858	.8	.044	.062
Large Non-CSUs	37.8	13.5	.15	15	30	40	45	60	1,643	.3	.468	.021
Large HSIs	37.2	13.7	.10	15	30	40	45	60	1,408	.9	.022	.064
Top 50%	39.3	13.3	.04	20	30	40	50	60	107,249	-1.2	.002	-.091
Top 10%	42.1	13.0	.12	20	35	40	55	60	13,013	-4.0	.000	-.308
<b>Reflective &amp; Integrative Learning</b>												
Cal State Fullerton (N = 1258)	35.7	11.2	.32	17	29	34	43	54				
All CSUs	34.7	11.7	.12	17	26	34	43	54	10,537	1.1	.003	.091
Large Non-CSUs	35.4	12.3	.13	17	26	34	43	57	1,724	.3	.398	.024
Large HSIs	34.7	12.2	.09	14	26	34	43	57	1,457	1.0	.001	.086
Top 50%	36.9	12.1	.04	17	29	37	46	60	1,292	-1.2	.000	-.099
Top 10%	39.2	11.8	.10	20	31	40	49	60	1,508	-3.5	.000	-.297
<b>Learning Strategies</b>												
Cal State Fullerton (N = 1151)	37.3	13.1	.39	20	27	40	47	60				
All CSUs	37.2	13.6	.15	20	27	40	47	60	1,528	.2	.714	.011
Large Non-CSUs	38.2	14.2	.16	13	27	40	47	60	1,585	-.9	.036	-.062
Large HSIs	36.9	13.9	.11	13	27	40	47	60	1,338	.4	.324	.029
Top 50%	39.6	14.1	.04	20	27	40	53	60	1,181	-2.2	.000	-.160
Top 10%	42.9	14.3	.11	20	33	40	60	60	1,334	-5.6	.000	-.394
<b>Quantitative Reasoning</b>												
Cal State Fullerton (N = 1166)	28.1	14.9	.44	7	20	27	40	60				
All CSUs	29.2	14.7	.16	7	20	27	40	60	9,286	-1.0	.026	-.070
Large Non-CSUs	28.2	15.6	.18	0	20	27	40	60	1,573	.0	.935	-.002
Large HSIs	28.9	15.2	.12	0	20	27	40	60	17,828	-.8	.101	-.050
Top 50%	30.2	15.3	.05	7	20	27	40	60	1,190	-2.0	.000	-.133
Top 10%	33.3	15.5	.13	7	20	33	40	60	15,768	-5.2	.000	-.333
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Cal State Fullerton (N = 1306)	29.3	12.7	.35	10	20	30	40	55				
All CSUs	29.5	14.0	.14	5	20	30	40	55	1,751	-.2	.618	-.014
Large Non-CSUs	25.1	14.9	.15	0	15	25	35	50	1,847	4.2	.000	.288
Large HSIs	28.0	14.4	.10	5	20	25	40	55	1,523	1.3	.000	.092
Top 50%	31.9	13.9	.04	10	20	30	40	60	1,347	-2.6	.000	-.186
Top 10%	35.4	13.5	.10	15	25	35	45	60	1,525	-6.2	.000	-.456
<b>Discussions with Diverse Others</b>												
Cal State Fullerton (N = 1159)	36.4	15.9	.47	10	25	40	50	60				
All CSUs	35.5	15.9	.18	10	25	35	45	60	9,219	.9	.086	.054
Large Non-CSUs	36.6	16.8	.19	5	20	40	50	60	1,576	-.3	.580	-.017
Large HSIs	36.4	16.4	.13	5	25	40	50	60	17,636	-.1	.903	-.004
Top 50%	39.8	15.1	.05	15	30	40	55	60	1,185	-3.5	.000	-.229
Top 10%	42.6	14.2	.13	20	35	40	55	60	1,348	-6.2	.000	-.432



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Cal State Fullerton (N = 1222)	14.5	14.0	.40	0	5	10	20	40				
All CSUs	18.3	14.6	.15	0	5	15	25	45	1,605	-3.8	.000	-.262
Large Non-CSUs	18.4	14.6	.16	0	5	15	25	45	9,605	-3.9	.000	-.268
Large HSIs	17.9	14.6	.11	0	5	15	25	45	1,404	-3.4	.000	-.233
Top 50%	24.3	15.1	.06	5	15	20	35	55	1,286	-9.8	.000	-.651
Top 10%	27.8	15.3	.16	5	15	25	40	60	1,637	-13.3	.000	-.878
<b>Effective Teaching Practices</b>												
Cal State Fullerton (N = 1214)	37.6	12.9	.37	16	28	36	48	60				
All CSUs	37.5	13.9	.15	16	28	40	48	60	1,631	.1	.857	.005
Large Non-CSUs	38.2	13.8	.15	16	28	40	48	60	1,654	-.6	.155	-.042
Large HSIs	36.9	13.8	.10	16	28	36	48	60	1,411	.7	.082	.049
Top 50%	40.3	13.8	.05	16	32	40	52	60	1,259	-2.7	.000	-.194
Top 10%	43.3	13.7	.13	20	36	44	56	60	1,508	-5.7	.000	-.418
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Cal State Fullerton (N = 964)	40.4	13.2	.43	14	32	42	50	60				
All CSUs	41.3	13.0	.15	16	34	43	50	60	8,042	-.9	.049	-.068
Large Non-CSUs	43.0	12.7	.15	18	36	44	52	60	7,822	-2.6	.000	-.204
Large HSIs	41.5	12.8	.11	18	34	43	50	60	15,606	-1.1	.011	-.084
Top 50%	45.1	11.9	.05	22	38	48	54	60	989	-4.7	.000	-.393
Top 10%	48.2	12.5	.12	23	42	50	60	60	1,111	-7.8	.000	-.620
<b>Supportive Environment</b>												
Cal State Fullerton (N = 1134)	32.8	13.7	.41	10	23	33	40	58				
All CSUs	33.1	14.1	.16	10	23	33	43	60	8,969	-.3	.525	-.020
Large Non-CSUs	33.5	14.8	.17	10	23	33	43	60	1,567	-.7	.136	-.045
Large HSIs	33.0	14.3	.11	10	23	33	43	60	1,315	-.2	.666	-.013
Top 50%	35.9	13.6	.05	13	26	38	45	60	69,195	-3.1	.000	-.227
Top 10%	39.1	13.3	.15	18	30	40	50	60	8,800	-6.3	.000	-.469

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.

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Cal State Fullerton (N = 2668)	39.8	14.1	.27	20	30	40	50	60				
All CSUs	40.1	14.2	.11	20	30	40	50	60	20,093	-.3	.281	-.022
Large Non-CSUs	40.2	14.2	.13	15	30	40	50	60	14,464	-.4	.142	-.031
Large HSIs	39.5	14.4	.08	15	30	40	50	60	36,542	.2	.418	.016
Top 50%	41.9	13.7	.04	20	35	40	55	60	116,120	-2.1	.000	-.156
Top 10%	44.2	13.1	.13	20	35	45	60	60	13,123	-4.5	.000	-.337
<b>Reflective &amp; Integrative Learning</b>												
Cal State Fullerton (N = 2799)	37.9	12.9	.24	17	29	37	47	60				
All CSUs	38.3	13.2	.10	17	29	40	49	60	21,424	-.4	.148	-.029
Large Non-CSUs	38.1	13.4	.12	17	29	37	49	60	4,259	-.3	.349	-.019
Large HSIs	37.0	13.4	.07	14	29	37	46	60	3,282	.9	.000	.066
Top 50%	40.3	12.5	.04	20	31	40	50	60	2,942	-2.4	.000	-.191
Top 10%	42.7	11.7	.12	23	34	43	51	60	4,200	-4.9	.000	-.405
<b>Learning Strategies</b>												
Cal State Fullerton (N = 2568)	38.0	14.4	.28	13	27	40	47	60				
All CSUs	39.3	14.7	.11	13	27	40	53	60	19,034	-1.3	.000	-.091
Large Non-CSUs	39.7	14.9	.14	13	27	40	53	60	13,669	-1.8	.000	-.120
Large HSIs	38.9	14.9	.08	13	27	40	53	60	34,441	-.9	.002	-.062
Top 50%	41.1	14.6	.04	20	33	40	53	60	126,237	-3.1	.000	-.214
Top 10%	43.4	14.2	.10	20	33	40	60	60	23,429	-5.5	.000	-.385
<b>Quantitative Reasoning</b>												
Cal State Fullerton (N = 2594)	29.8	16.3	.32	0	20	27	40	60				
All CSUs	31.1	16.4	.13	0	20	33	40	60	19,282	-1.3	.000	-.082
Large Non-CSUs	30.0	16.4	.15	0	20	27	40	60	13,901	-.2	.586	-.012
Large HSIs	30.7	16.7	.09	0	20	27	40	60	34,962	-.9	.007	-.055
Top 50%	32.4	16.5	.04	7	20	33	40	60	140,660	-2.7	.000	-.162
Top 10%	35.3	16.0	.13	7	20	33	47	60	18,660	-5.6	.000	-.347
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Cal State Fullerton (N = 2887)	32.2	14.0	.26	10	20	30	40	60				
All CSUs	31.6	14.9	.11	5	20	30	40	60	3,907	.7	.017	.045
Large Non-CSUs	26.7	16.0	.14	0	15	25	40	60	4,692	5.5	.000	.354
Large HSIs	29.8	15.8	.08	5	20	30	40	60	3,457	2.4	.000	.156
Top 50%	34.1	14.6	.04	10	25	35	45	60	3,059	-1.8	.000	-.126
Top 10%	37.9	13.7	.12	15	30	40	50	60	16,845	-5.6	.000	-.410
<b>Discussions with Diverse Others</b>												
Cal State Fullerton (N = 2569)	38.4	16.2	.32	10	25	40	50	60				
All CSUs	38.8	16.6	.13	10	25	40	55	60	19,106	-.4	.215	-.026
Large Non-CSUs	38.0	17.3	.16	5	25	40	55	60	4,029	.4	.237	.025
Large HSIs	38.7	17.2	.10	5	25	40	55	60	3,049	-.3	.375	-.017
Top 50%	40.4	15.9	.05	15	30	40	55	60	2,672	-2.0	.000	-.124
Top 10%	43.2	15.1	.14	20	35	45	60	60	3,562	-4.8	.000	-.315

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Cal State Fullerton (N = 2718)	20.5	16.0	.31	0	10	20	30	55				
All CSUs	20.9	16.1	.12	0	10	20	30	55	20,700	-.5	.172	-.028
Large Non-CSUs	19.0	15.9	.14	0	5	15	30	55	14,828	1.5	.000	.091
Large HSIs	19.8	16.3	.09	0	5	15	30	55	37,773	.6	.054	.038
Top 50%	28.8	16.2	.07	5	15	25	40	60	3,007	-8.3	.000	-.511
Top 10%	33.2	16.1	.20	10	20	35	45	60	5,027	-12.8	.000	-.794
<b>Effective Teaching Practices</b>												
Cal State Fullerton (N = 2679)	38.2	14.1	.27	16	28	40	48	60				
All CSUs	39.5	14.6	.11	16	28	40	52	60	3,615	-1.3	.000	-.088
Large Non-CSUs	39.8	14.6	.13	16	28	40	52	60	14,474	-1.6	.000	-.109
Large HSIs	38.3	14.9	.08	12	28	40	52	60	3,170	-.1	.792	-.005
Top 50%	41.9	14.1	.05	16	32	40	56	60	92,560	-3.7	.000	-.266
Top 10%	44.5	13.6	.11	20	36	44	56	60	17,080	-6.3	.000	-.460
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Cal State Fullerton (N = 2269)	41.3	13.0	.27	16	33	42	50	60				
All CSUs	42.3	13.5	.11	16	34	44	53	60	3,081	-1.0	.001	-.073
Large Non-CSUs	43.6	13.1	.13	18	36	46	54	60	11,889	-2.3	.000	-.174
Large HSIs	41.8	13.4	.08	16	34	44	52	60	2,674	-.5	.091	-.036
Top 50%	45.6	12.3	.04	22	38	48	56	60	2,366	-4.3	.000	-.352
Top 10%	48.0	12.5	.07	22	40	50	60	60	2,618	-6.7	.000	-.533
<b>Supportive Environment</b>												
Cal State Fullerton (N = 2532)	31.2	14.4	.29	8	20	30	40	60				
All CSUs	32.5	15.3	.12	8	20	33	43	60	3,496	-1.3	.000	-.086
Large Non-CSUs	31.3	14.8	.14	8	20	30	40	60	13,335	-.1	.661	-.010
Large HSIs	31.8	15.1	.09	8	20	33	40	60	3,005	-.6	.045	-.040
Top 50%	34.3	14.7	.05	10	23	35	45	60	91,172	-3.0	.000	-.207
Top 10%	37.4	14.5	.15	13	28	38	48	60	11,344	-6.2	.000	-.429

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.