National Survey of Student Engagement
The College Student Report

2003 Institutional Benchmark Report
California State University,Stanislaus

Introduction

The National Survey of Student Engagement (NSSE) annually assesses the extent to which undergraduate students are involved in educational practices empirically linked to high levels of learning and development. In an effort to make it easier for people on and off campus to talk productively about student engagement and its importance to student learning, collegiate quality, and institutional improvement, NSSE created five clusters or benchmarks of effective educational practice:

(1) Level of academic challenge
(2) Active and collaborative learning
(3) Student-faculty interactions
(4) Enriching educational experiences
(5) Supportive campus environment.

The benchmarks are made up of groups of items on the survey and are expressed in 100-point scales. Each year, NSSE calculates benchmark scores to monitor performance at the institutional, sector, and national level. This year's analysis is based on approximately 185,000 randomly selected students at 649 four-year colleges and universities that participated in 2001, 2002, and 2003. The students represent a broad cross-section of first-year and senior students from every region of the country. The institutions are similar in most respects to the universe of four-year schools. More detailed information about the benchmarks can be found in the annual report that accompanies this mailing and on the NSSE website at www.iub.edu/~nsse.

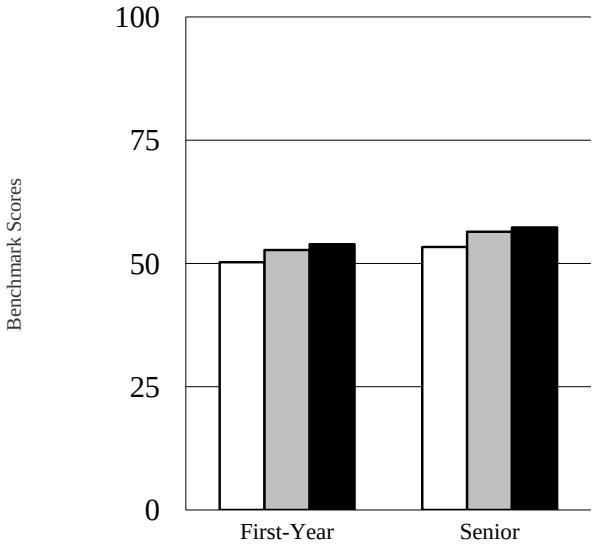
Benchmark Report

The Benchmark Report presents your institution's benchmark scores and compares them to schools in your Carnegie Classification, and the NSSE national norms. In addition, it provides summary statistics, a decile chart that gauges your institution's performance compared with other schools, and your Institutional Engagement Index. This index represents the degree to which your students do more or less than expected in terms of their engagement in the five areas of effective educational practice after adjusting for the types of students that attend your school and various institutional characteristics.

NSSE and the benchmarks of effective educational practice provide an instructive way to look at and talk about teaching and learning. Thus, they are intended to help stimulate conversations on campus and help determine whether student behavior and institutional practices are headed in the right direction.

Level of Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.



	First-Year	Senior
CSU Stanislaus	50.3	53.3
Master's	52.7	56.4
National	53.9	57.3

Level of Academic Challenge Survey Items:

Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)

Number of assigned textbooks, books, or book-length packs of course readings

Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages

Coursework emphasizing analysis of the basic elements of an idea, experience or theory

Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships

Coursework emphasizing the making of judgments about the value of information, arguments, or methods

Coursework emphasizing application of theories or concepts to practical problems or in new situations

Working harder than you thought you could to meet an instructor's standards or expectations

Campus environment emphasizing time studying and on academic work

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This report represents the degree to which your students engage more or less than *expected* in the five areas of effective educational practice described in the *NSSE 2003 Annual Report*. The scores are statistically adjusted for the types of students that attend your school and other institutional characteristics.[1] Thus, the Institutional Engagement Index provides an alternative way to view institutional performance.

The report answers three main questions:

1) If your actual benchmark scores were statistically adjusted for the types of students at your school and other institutional characteristics, what would happen to your benchmark scores?

2) Is your institution doing better or worse than expected given your student and institutional characteristics?

3) How does the difference between your actual and predicted benchmark scores compare to other NSSE colleges and universities?

	First-Year				Senior			
Benchmark	*Actual* [2]	*Predicted* [3]	*Residual*	*Standardized Residual* [4]	*Actual* [2]	*Predicted* [3]	*Residual*	*Standardized Residual* [4]
Level of Academic Challenge	50.2	50.4	-0.2	-0.1	51.9	53.4	-1.5	-0.5
Active and Collaborative Learning	40.5	39.8	0.7	0.2	45.8	46.9	-1.1	-0.4
Student-Faculty Interaction	30.3	32.6	-2.3	-0.6	32.6	37.1	-4.5	-1.1
Enriching Educational Experiences	51.8	53.8	-2.0	-0.5	40.5	43.7	-3.2	-0.7
Supportive Campus Environment	58.6	58.2	0.4	0.1	54.0	55.3	-1.3	-0.3

The first column "Actual" highlights your institution's first-year and senior actual benchmark scores, which correspond to the numbers reported in the Institutional Benchmark Report, with the exception of Level of Academic Challenge[2].

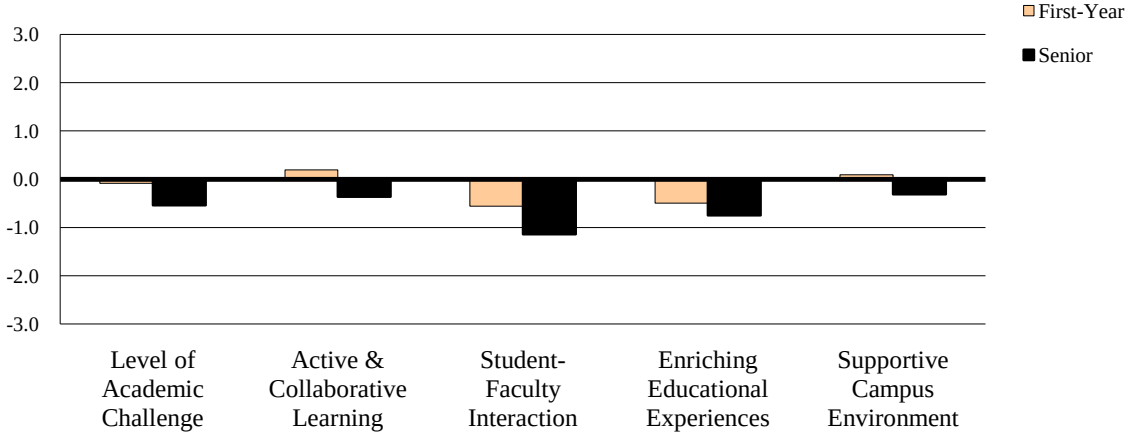
The second column "Predicted" represents what your students are predicted or expected to do across this range of important activities, given their background characteristics and selected institutional information.[3]

The third column "Residual" is the difference between the actual and predicted scores. A positive score indicates that students are more engaged in the respective educational practice (and likely benefiting more) *than expected*. A negative score indicates that students are doing less than expected in these areas of effective educational practice.

The last column is a standardized residual (SR), an estimate of the degree to which your institution exceeded or fell short of its predicted score on each benchmark relative to all other NSSE institutions. It expresses the residual score in standard deviation units. When your school's actual benchmark score is equal to the predicted score both the residual score and the SR are equal to zero. A large, positive SR indicates that your school exceeded its predicted score by a larger margin than most other schools.[4]

The chart below highlights the value of your institution's standardized residuals for each benchmark.

Standardized Residuals



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Notes to NSSE 2003 Institutional Engagement Index

The information in these notes will help in understanding the Institutional Engagement Index.

[1] Supporting materials related to the Institutional Engagement Index, including the adjusted R^2 and regression coefficients, are available on NSSE's website at www.iub.edu/~nsse.

[2] The actual score for Level of Academic Challenge reported here may differ somewhat from what is reported on previous pages in the Benchmark Report. The score in the Benchmark Report includes an enrollment status adjustment. This adjustment was not included here because enrollment status is included in the regression model to create the predicted scores for the Institutional Engagement Index.

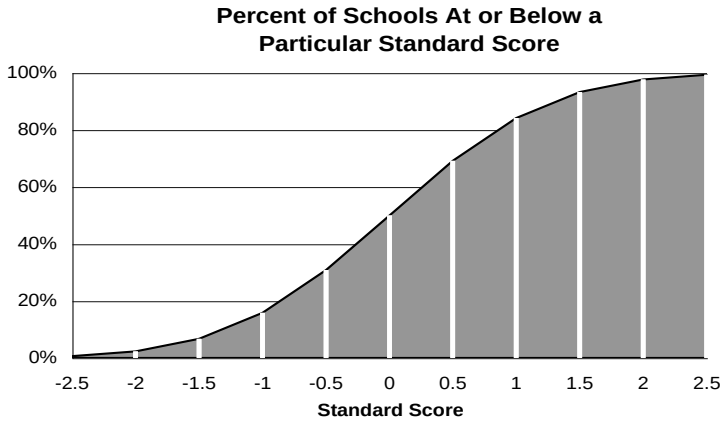
[3] The following student and institutional characteristics were included in an ordinary least squares regression model to produce the predicted benchmark scores: (a) public/private institutional control, (b) admissions selectivity rating from *Barron's Profiles of American Colleges*, (c) Carnegie Classification (d) undergraduate enrollment, (e) level of urbanization, (f) proportion full-time, (g) proportion female, (h) proportion of different races/ethnicities, (i) proportion of different student-reported major fields, (j) mean student-reported age and, (k) proportion of students reporting on-campus residence. Unless noted otherwise, institutional and student characteristics were obtained from IPEDS data, the most complete database available. These student and institutional characteristics were included in the regression model since they are not easily changed.

[4] Statistically speaking, the standardized residual is known as the studentized deleted residual or externally studentized residual. To understand how your institution's residuals compare to other NSSE institutions, refer to the table and chart below that applies to both the benchmark standard scores (page 5) and the standardized residual scores.

Understanding Standard Scores

A standard score of 1.0 indicates a score that is greater than approximately 84 percent of all institutions' scores; a standard score of .5 indicates the score is greater than about 69 percent of all institutions' scores. In contrast, a negative standard score of -.5 indicates the score exceeds about 31 percent of all NSSE institutions, and a standard score of -1.0 indicates the score is greater than only 16 percent of the scores of all other NSSE institutions.

A Standard Score of…	…indicates a score that is greater than approximately ____ % of NSSE schools
-2.5	1%
-2.0	2%
-1.5	7%
-1.0	16%
-0.5	31%
0.0	50%
0.5	69%
1.0	84%
1.5	93%
2.0	98%
2.5	99%



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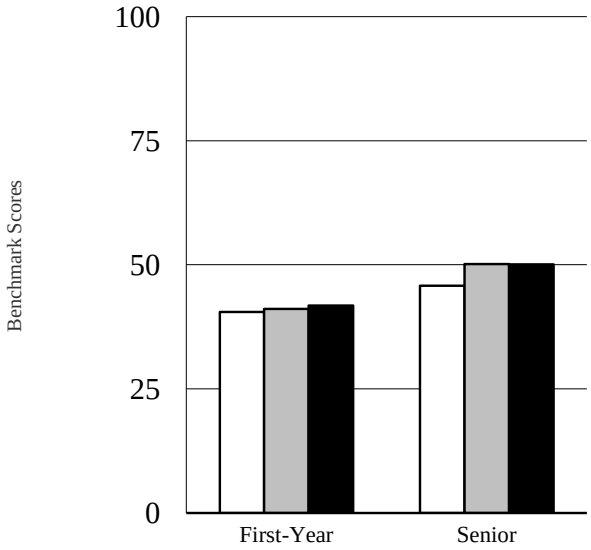
Active and Collaborative Learning

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.



	First-Year	Senior
CSU Stanislaus	40.5	45.8
Master's	41.1	50.2
National	41.8	50.1

Active and Collaborative Learning Survey Items:

Asked questions in class or contributed to class discussions

Made a class presentation

Worked with other students on projects during class

Worked with classmates outside of class to prepare class assignments

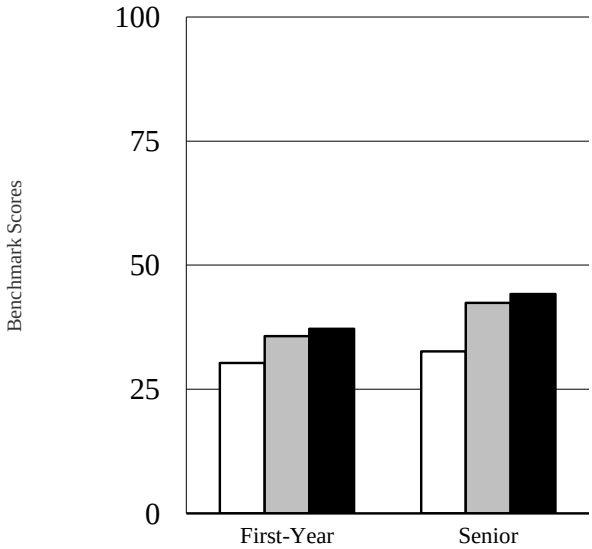
Tutored or taught other students

Participated in a community-based project as part of a regular course

Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student-Faculty Interaction

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.



	First-Year	Senior
CSU Stanislaus	30.3	32.6
Master's	35.7	42.4
National	37.2	44.2

Student-Faculty Interaction Survey Items:

Discussed grades or assignments with an instructor

Talked about career plans with a faculty member or advisor

Discussed ideas from your readings or classes with faculty members outside of class

Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)

Received prompt feedback from faculty on your academic performance (written or oral)

Worked or planned to work with a faculty member on a research project outside of course or program requirements

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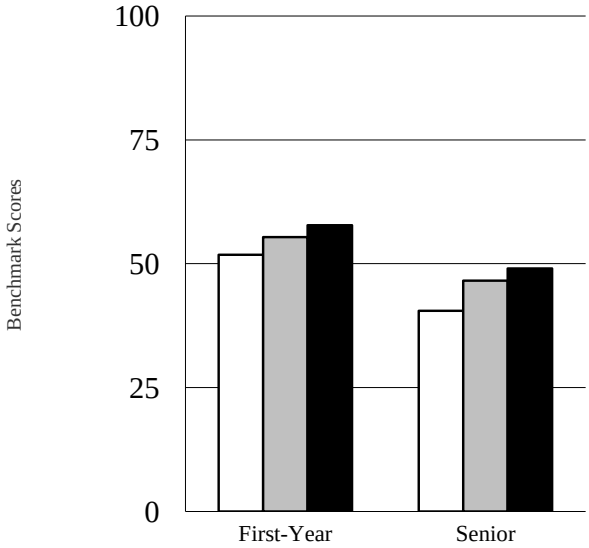
Enriching Educational Experiences

Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.



	First-Year	Senior
CSU Stanislaus	51.8	40.5
Master's	55.4	46.6
National	57.7	49.1

Enriching Educational Experiences Survey Items:

Participating in co-curricular activities (organizations, publications, student government, sports, etc.)

Practicum, internship, field experience, co-op experience, or clinical assignment

Community service or volunteer work

Foreign language coursework and study abroad

Independent study or self-designed major

Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)

Serious conversations with students of different religious beliefs, political opinions, or personal values

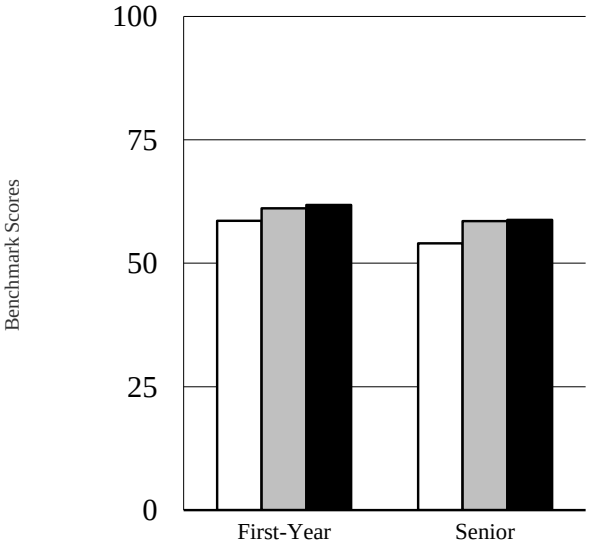
Serious conversations with students of a different race or ethnicity

Using electronic technology to discuss or complete an assignment

Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Supportive Campus Environment

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.



	First-Year	Senior
CSU Stanislaus	58.6	54.0
Master's	61.1	58.6
National	61.8	58.8

Supportive Campus Environment Survey Items:

Campus environment provides the support you need to help you succeed academically

Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)

Campus environment provides the support you need to thrive socially

Quality of relationships with other students

Quality of relationships with faculty members

Quality of relationships with administrative personnel and offices

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First-Year

Benchmark	CSU Stanislaus Benchmark Score	Comparison Group Statistics	Master's	National
Level of Academic Challenge	50.3	Benchmark Score	52.7	53.9
		Score Difference	-2.5	-3.6
		Standard Deviation	3.6	4.2
		Standard Score	-0.7	-0.9
Active and Collaborative Learning	40.5	Benchmark Score	41.1	41.8
		Score Difference	-0.6	-1.3
		Standard Deviation	4.2	4.8
		Standard Score	-0.1	-0.3
Student-Faculty Interaction	30.3	Benchmark Score	35.7	37.2
		Score Difference	-5.4	-6.9
		Standard Deviation	4.6	5.7
		Standard Score	-1.2	-1.2
Enriching Educational Experiences	51.8	Benchmark Score	55.4	57.7
		Score Difference	-3.5	-5.9
		Standard Deviation	6.1	7.3
		Standard Score	-0.6	-0.8
Supportive Campus Environment	58.6	Benchmark Score	61.1	61.8
		Score Difference	-2.5	-3.2
		Standard Deviation	4.8	5.3
		Standard Score	-0.5	-0.6
		Number of Institutions	273	646

Senior

Benchmark	CSU Stanislaus Benchmark Score	Comparison Group Statistics	Master's	National
Level of Academic Challenge	53.3	Benchmark Score	56.4	57.3
		Score Difference	-3.1	-4.0
		Standard Deviation	3.0	3.9
		Standard Score	-1.0	-1.0
Active and Collaborative Learning	45.8	Benchmark Score	50.2	50.1
		Score Difference	-4.4	-4.3
		Standard Deviation	3.6	4.3
		Standard Score	-1.2	-1.0
Student-Faculty Interaction	32.6	Benchmark Score	42.4	44.2
		Score Difference	-9.8	-11.5
		Standard Deviation	5.5	6.8
		Standard Score	-1.8	-1.7
Enriching Educational Experiences	40.5	Benchmark Score	46.6	49.1
		Score Difference	-6.0	-8.5
		Standard Deviation	5.7	7.3
		Standard Score	-1.0	-1.2
Supportive Campus Environment	54.0	Benchmark Score	58.6	58.8
		Score Difference	-4.5	-4.7
		Standard Deviation	4.8	5.7
		Standard Score	-0.9	-0.8
		Number of Institutions	274	648

Explanation of Statistics

Benchmark Score: The weighted arithmetic average (mean) of the corresponding survey items, calculated by dividing the sum of values for each item by the total number of students responding to that item. Each benchmark was put on a 100-point scale. Comparison group benchmark scores are the average of all institutional benchmark scores within the group.

Score Difference: The result of subtracting the comparison group score (Carnegie Classification or national) from your institution's score on each benchmark.

Standard Deviation: The average amount each institution's benchmark score deviates from the mean of all benchmark scores in the comparison group. The greater the dispersion of scores the larger the standard deviation.

Standard Score (SS): In statistical terms, this is a z score, the standardized magnitude of the difference between your school's benchmark score and the mean of the comparison group. It is calculated by dividing the score difference by the standard deviation of the distribution of scores for the comparison group.

Assuming the group means are normally distributed, a SS of 0.5 refers to a benchmark score that is greater than 69% of all comparison group schools, and 1.0 is greater than 84%. Likewise, a negative SS of -0.5 corresponds to a score that is better than 31% of the comparision group, and a -1.0 corresponds to an institution score better than only 16% of the comparison group. A SS of zero indicates that the institution and comparison group benchmark scores are equal, and that the institution's score is higher than roughly 50% of the other schools in the group. These values are illustrated in the table and chart at the bottom of page 8 of this report.

Also note the sign of the SS. A positive sign means that your institution's score was greater than the comparison group average, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind, suggesting that the student behavior or institutional practice represented by the benchmark may warrant attention.

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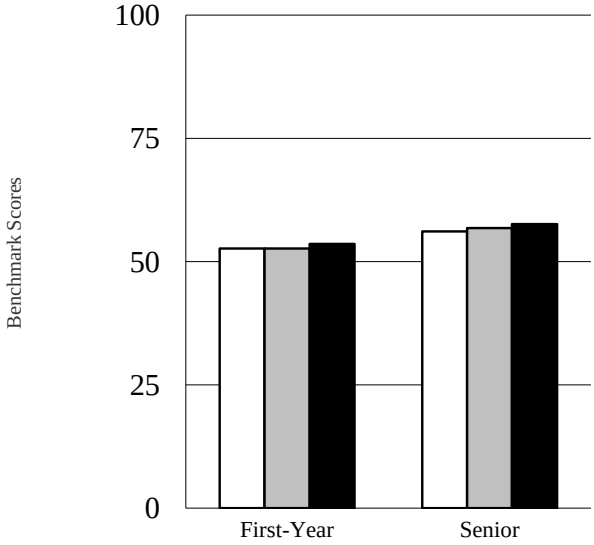

	First-Year	Senior
CSU Stanislaus	52.6	56.1
Master's	52.6	56.8
National	53.6	57.6

Level of Academic Challenge Survey Items:

Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)

Number of assigned textbooks, books, or book-length packs of course readings

Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages

Coursework emphasizing analysis of the basic elements of an idea, experience or theory

Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships

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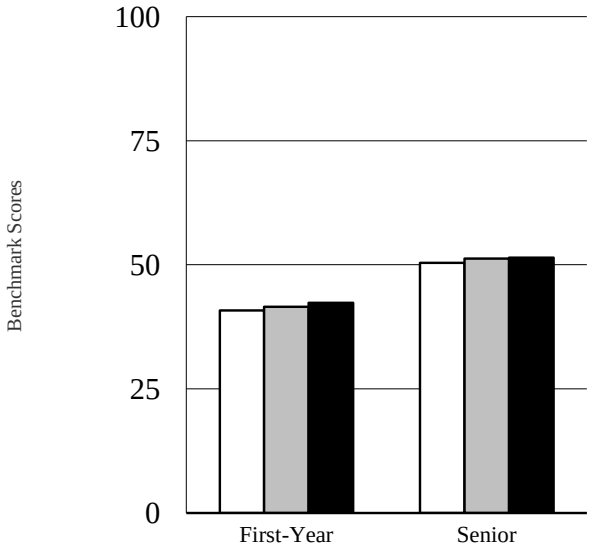

	First-Year	Senior
CSU Stanislaus	40.8	50.4
Master's	41.6	51.2
National	42.3	51.4

Active and Collaborative Learning Survey Items:

Asked questions in class or contributed to class discussions

Made a class presentation

Worked with other students on projects during class

Worked with classmates outside of class to prepare class assignments

Tutored or taught other students

Participated in a community-based project as part of a regular course

Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

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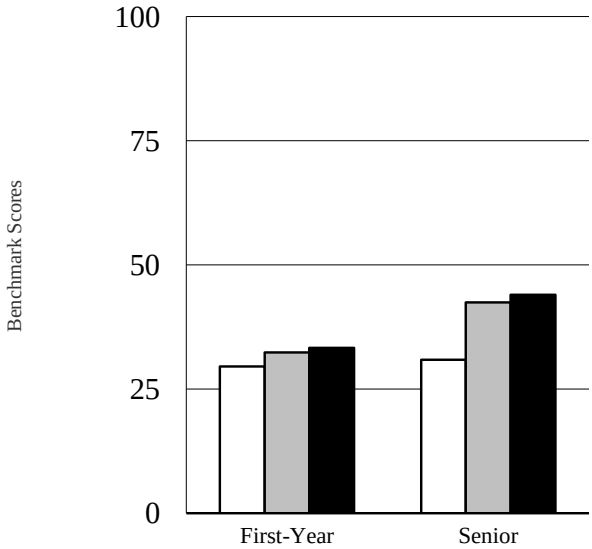

	First-Year	Senior
CSU Stanislaus	29.5	30.9
Master's	32.3	42.5
National	33.3	44.0

Student-Faculty Interaction Survey Items:

Discussed grades or assignments with an instructor

Talked about career plans with a faculty member or advisor

Discussed ideas from your readings or classes with faculty members outside of class

Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)

Received prompt feedback from faculty on your academic performance (written or oral)

Worked with a faculty member on a research project outside of course or program requirements

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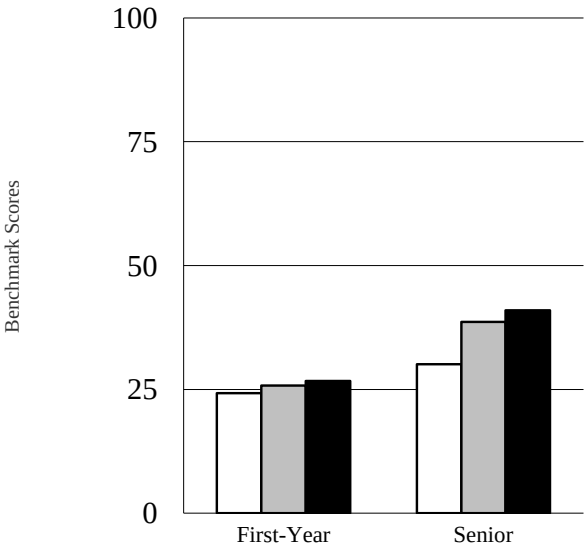


	First-Year	Senior
CSU Stanislaus	24.2	30.1
Master's	25.8	38.6
National	26.7	40.9

Enriching Educational Experiences Survey Items:

Participating in co-curricular activities (organizations, publications, student government, sports, etc.)

Practicum, internship, field experience, co-op experience, or clinical assignment

Community service or volunteer work

Foreign language coursework and study abroad

Independent study or self-designed major

Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)

Serious conversations with students of different religious beliefs, political opinions, or personal values

Serious conversations with students of a different race or ethnicity

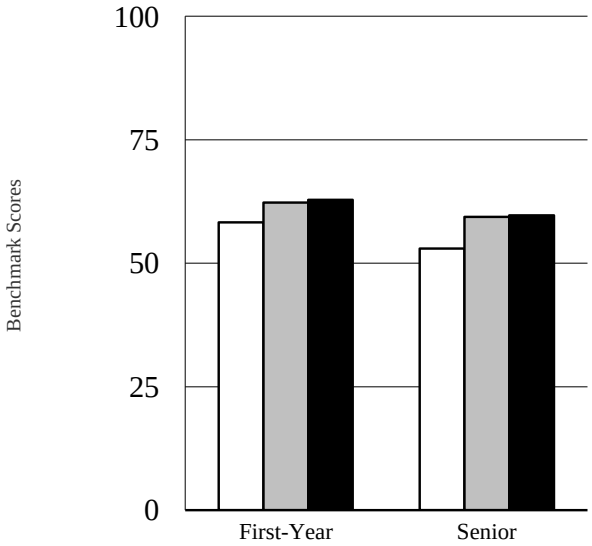
Using electronic technology to discuss or complete an assignment

Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Participate in a learning community or some other formal program where groups of students take two or more classes together

Supportive Campus Environment

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.



	First-Year	Senior
CSU Stanislaus	58.2	52.9
Master's	62.3	59.4
National	62.8	59.7

Supportive Campus Environment Survey Items:

Campus environment provides the support you need to help you succeed academically

Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)

Campus environment provides the support you need to thrive socially

Quality of relationships with other students

Quality of relationships with faculty members

Quality of relationships with administrative personnel and offices

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First-Year

Benchmark	CSU Stanislaus Benchmark Score	*Comparison Group Statistics*	Master's	National
Level of Academic Challenge	52.6	Benchmark Score	52.6	53.6
		Score Difference	0.0	-0.9
		Standard Deviation	3.5	4.0
		Standard Score	0.0	-0.2
Active and Collaborative Learning	40.8	Benchmark Score	41.6	42.3
		Score Difference	-0.7	-1.5
		Standard Deviation	4.2	4.8
		Standard Score	-0.2	-0.3
Student-Faculty Interaction	29.5	Benchmark Score	32.3	33.3
		Score Difference	-2.8	-3.8
		Standard Deviation	3.7	4.9
		Standard Score	-0.8	-0.8
Enriching Educational Experiences	24.2	Benchmark Score	25.8	26.7
		Score Difference	-1.5	-2.5
		Standard Deviation	3.5	4.1
		Standard Score	-0.4	-0.6
Supportive Campus Environment	58.2	Benchmark Score	62.3	62.8
		Score Difference	-4.0	-4.6
		Standard Deviation	4.7	5.2
		Standard Score	-0.9	-0.9
		Number of Institutions	201	458

Senior

Benchmark	CSU Stanislaus Benchmark Score	*Comparison Group Statistics*	Master's	National
Level of Academic Challenge	56.1	Benchmark Score	56.8	57.6
		Score Difference	-0.7	-1.5
		Standard Deviation	3.1	3.8
		Standard Score	-0.2	-0.4
Active and Collaborative Learning	50.4	Benchmark Score	51.2	51.4
		Score Difference	-0.8	-1.0
		Standard Deviation	3.7	4.3
		Standard Score	-0.2	-0.2
Student-Faculty Interaction	30.9	Benchmark Score	42.5	44.0
		Score Difference	-11.6	-13.1
		Standard Deviation	5.3	6.9
		Standard Score	-2.2	-1.9
Enriching Educational Experiences	30.1	Benchmark Score	38.6	40.9
		Score Difference	-8.5	-10.8
		Standard Deviation	6.4	7.9
		Standard Score	-1.3	-1.4
Supportive Campus Environment	52.9	Benchmark Score	59.4	59.7
		Score Difference	-6.4	-6.7
		Standard Deviation	4.4	5.5
		Standard Score	-1.5	-1.2
		Number of Institutions	202	459

Explanation of Statistics

Benchmark Score: The arithmetic average (mean) of the corresponding items is calculated for each student after each item is re-scaled to range from 0 to 100. Each benchmark is the weighted mean of students' scores at your institution. Each comparison group benchmark score is the mean of all institutional benchmark scores within the group.

Score Difference: The result of subtracting the comparison group score (Carnegie Classification or national) from your institution's score on each benchmark.

Standard Deviation: The average amount each institution's benchmark score deviates from the mean of all benchmark scores in the comparison group. The greater the dispersion of scores the larger the standard deviation.

Standard Score (SS): In statistical terms, this is a z score, the standardized magnitude of the difference between your school's benchmark score and the mean of the comparison group. It is calculated by dividing the score difference by the standard deviation of the distribution of scores for the comparison group.

Assuming the group means are normally distributed, a SS of 0.5 refers to a benchmark score that is greater than 69% of all comparison group schools, and 1.0 is greater than 84%. Likewise, a negative SS of -0.5 corresponds to a score that is better than 31% of the comparison group, and a -1.0 corresponds to an institution score better than only 16% of the comparison group. A SS of zero indicates that the institution and comparison group benchmark scores are equal, and that the institution's score is higher than roughly 50% of the other schools in the group. These values are illustrated in the table and chart at the bottom of page 8 of this report.

Also note the sign of the SS. A positive sign means that your institution's score was greater than the comparison group average, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind, suggesting that the student behavior or institutional practice represented by the benchmark may warrant attention.

National Survey of Student Engagement

2004 Institutional Engagement Index
California State University,Stanislaus

This report represents the degree to which your students engage more or less than *expected* in the five areas of effective educational practice described in the *NSSE 2004 Annual Report*. The scores are statistically adjusted for the types of students that attend your school and other institutional characteristics.[1] Thus, the Institutional Engagement Index provides an alternative way to view institutional performance.

The report answers three main questions:

1) If your actual benchmark scores were statistically adjusted for the types of students at your school and other institutional characteristics, what would happen to your benchmark scores?

2) Is your institution doing better or worse than expected given your student and institutional characteristics?

3) How does the difference between your actual and predicted benchmark scores compare to other NSSE colleges and universities?

	First-Year				Senior			
Benchmark	***Actual***	***Predicted*** [2]	***Residual***	***Standardized Residual*** [3]	***Actual***	***Predicted*** [2]	***Residual***	***Standardized Residual*** [3]
Level of Academic Challenge	52.6	50.9	1.7	0.7	56.1	56.5	-0.4	-0.1
Active and Collaborative Learning	40.8	38.6	2.2	0.6	50.4	48.5	1.9	0.6
Student-Faculty Interaction	29.5	29.2	0.3	0.1	30.9	38.8	-7.9	-2.2
Enriching Educational Experiences	24.2	23.9	0.4	0.1	30.1	33.8	-3.7	-0.9
Supportive Campus Environment	58.2	59.1	-0.9	-0.2	52.9	57.0	-4.0	-1.0

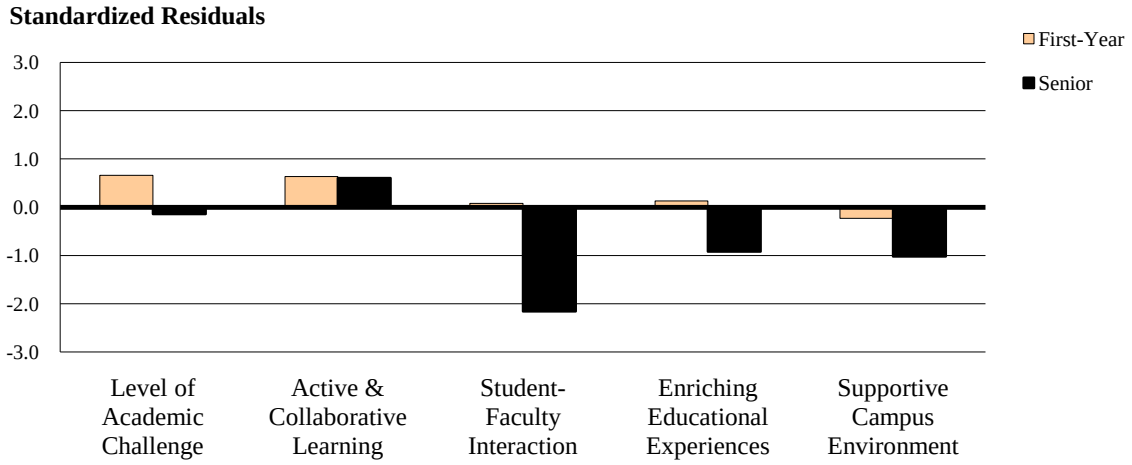
The first column "Actual" highlights your institution's first-year and senior actual benchmark scores, which correspond to the numbers reported in the Institutional Benchmark Report.

The second column "Predicted" represents what your students are predicted or expected to do across this range of important activities, given their background characteristics and selected institutional information.[2]

The third column "Residual" is the difference between the actual and predicted scores. A positive score indicates that students are more engaged in the respective educational practice (and likely benefiting more) *than expected*. A negative score indicates that students are doing less than expected in these areas of effective educational practice.

The last column is a standardized residual (SR), an estimate of the degree to which your institution exceeded or fell short of its predicted score on each benchmark relative to all other NSSE institutions. It expresses the residual score in standard deviation units. When your school's actual benchmark score is equal to the predicted score both the residual score and the SR are equal to zero. A large, positive SR indicates that your school exceeded its predicted score by a larger margin than most other schools.[3]

The chart below highlights the value of your institution's standardized residuals for each benchmark.



National Survey of Student Engagement

Notes to NSSE 2004 Institutional Engagement Index

The information in these notes will help in understanding the Institutional Engagement Index.

[1] Supporting materials related to the Institutional Engagement Index, including the adjusted R^2 and regression coefficients, are available on NSSE's website at www.iub.edu/~nsse.

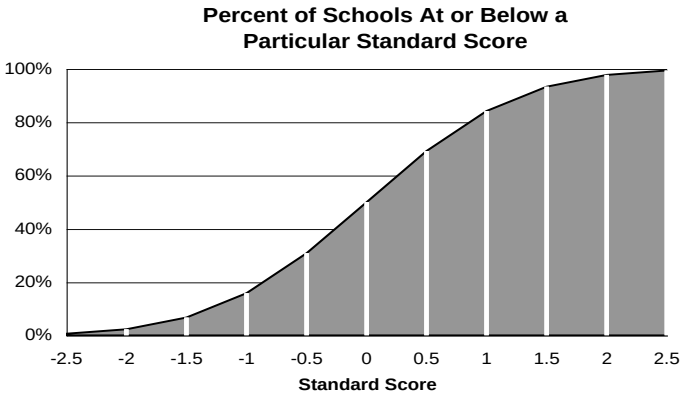
[2] The following student and institutional characteristics were included in an ordinary least squares regression model to produce the predicted benchmark scores: (a) public/private institutional control, (b) admissions selectivity rating from *Barron's Profiles of American Colleges*, (c) Carnegie Classification (d) undergraduate enrollment, (e) level of urbanization, (f) proportion full-time, (g) proportion female, (h) proportion of different races/ethnicities, (i) proportion of different student-reported major fields, (j) mean student-reported age and, (k) proportion of students reporting on-campus residence. Unless noted otherwise, institutional and student characteristics were obtained from IPEDS data, the most complete database available. These student and institutional characteristics were included in the regression model since they are not easily changed.

[3] Statistically speaking, the standardized residual is known as the studentized deleted residual or externally studentized residual. To understand how your institution's residuals compare to other NSSE institutions, refer to the table and chart below that applies to both the benchmark standard scores (page 5) and the standardized residual scores.

Understanding Standard Scores

A standard score of 1.0 indicates a score that is greater than approximately 84 percent of all institutions' scores; a standard score of .5 indicates the score is greater than about 69 percent of all institutions' scores. In contrast, a negative standard score of -.5 indicates the score exceeds about 31 percent of all NSSE institutions, and a standard score of -1.0 indicates the score is greater than only 16 percent of the scores of all other NSSE institutions.

A Standard Score of…	…indicates a score that is greater than approximately ____ % of NSSE schools
-2.5	1%
-2.0	2%
-1.5	7%
-1.0	16%
-0.5	31%
0.0	50%
0.5	69%
1.0	84%
1.5	93%
2.0	98%
2.5	99%



National Survey of Student Engagement

Interpreting the Benchmark Comparisons Report

To focus discussions about the importance of student engagement and guide institutional improvement efforts, NSSE created five clusters or "benchmarks" of effective educational practice: (1) Level of academic challenge, (2) Active and collaborative learning, (3) Student-faculty interaction, (4) Enriching educational experiences, and (5) Supportive campus environment. This Benchmark Comparisons Report compares the performance of your institution with your selected peers or consortium, selected Carnegie peers, and all 2006 NSSE institutions.[1] In addition, page 8 provides two other comparisons between your school and above-average U.S. institutions with benchmarks in the top 50% of all U.S. NSSE institutions and high-performing U.S. institutions with benchmarks in the top 10% of all U.S. NSSE institutions. These displays allow you to determine if the engagement of your typical student differs in a statistically significant, meaningful way from the average student in these comparison groups. More detailed information about how benchmarks are created can be found on the NSSE Web site at www.nsse.iub.edu/html/2006_inst_report.htm.

Statistical Significance
Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ($p<.05$, $p< .01$, and $p<.001$). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential.

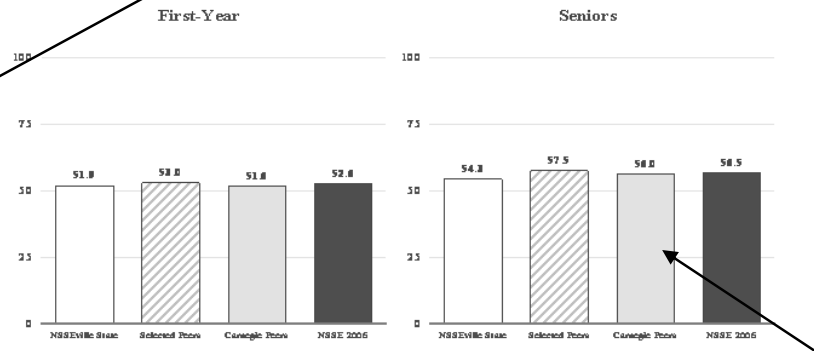
Class and Sample
Means are reported for first-year students and seniors (institution reported). All randomly selected students are included in these analyses. Students in targeted or locally administered oversamples are not included.

Effect Size
Effect size indicates the *practical significance* of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group to which the institution is being compared (selected peers, Carnegie peers, or all NSSE 2006 schools). In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group. Look for patterns of effect sizes that point to areas of student or institutional performance that warrant attention.

Level of Academic Challenge (LAC)

Benchmark Mean Comparisons

	NSSEville State	*NSSEville State compared with:* Selected Peers		Carnegie Peers		NSSE 2006	
Class	Mean	Mean	Sig.	Mean	Sig.	Mean	Sig.
First-Year	51.9	53.0		51.6		52.6	
Seniors	54.3	57.5		56.0		56.5	



Mean
The mean is the *weighted* arithmetic average of student level benchmark scores. Although institutional benchmark score calculations have not changed from prior years, reference group calculations were revised in 2005.

Bar Charts
A visual display of first-year and senior mean benchmark scores for your institution and three reference groups.

Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

Benchmark Description & Survey Items
A description of the benchmark and the individual items used in its creation are summarized.

[1] U.S. institution reports include U.S. schools only. Canadian institution reports include U.S. and Canadian institutions.

National Survey of Student Engagement

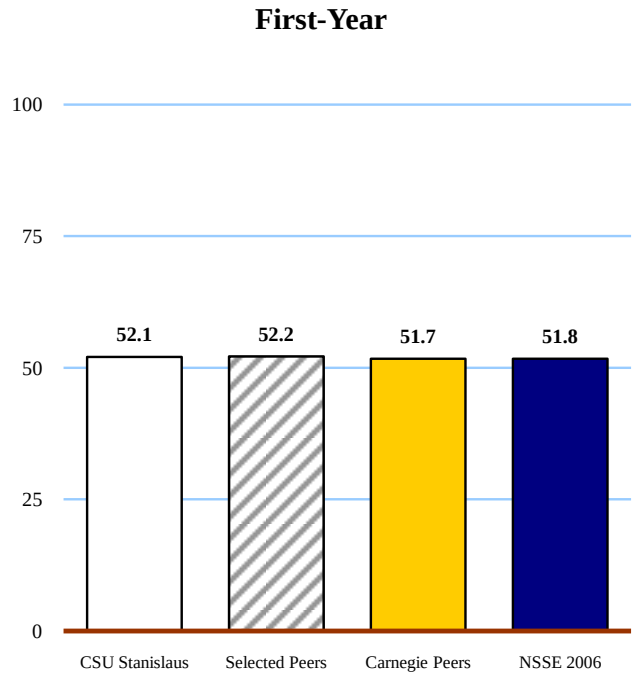
NSSE 2006 Benchmark Comparisons

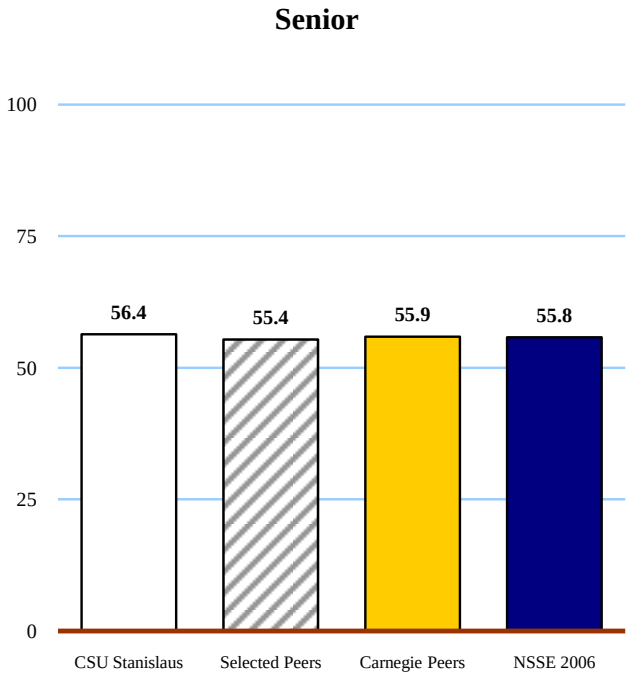
California State University-Stanislaus

Level of Academic Challenge (LAC)

Benchmark Comparisons

		CSU Stanislaus compared with:								
	CSU Stanislaus	**Selected Peers**			**Carnegie Peers**			**NSSE 2006**		
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]
First-Year	52.1	52.2			51.7			51.8		
Senior	56.4	55.4			55.9			55.8		





Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
Number of assigned textbooks, books, or book-length packs of course readings
Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
Coursework emphasizing analysis of the basic elements of an idea, experience or theory
Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
Coursework emphasizing the making of judgments about the value of information, arguments, or methods
Coursework emphasizing application of theories or concepts to practical problems or in new situations
Working harder than you thought you could to meet an instructor's standards or expectations
Campus environment emphasizing time studying and on academic work

[a] Weighted by gender, enrollment status, and institutional size.

[b] * p<.05 ** p<.01 ***p<.001 (2-tailed).

[c] Mean difference divided by comparison group standard deviation.

National Survey of Student Engagement

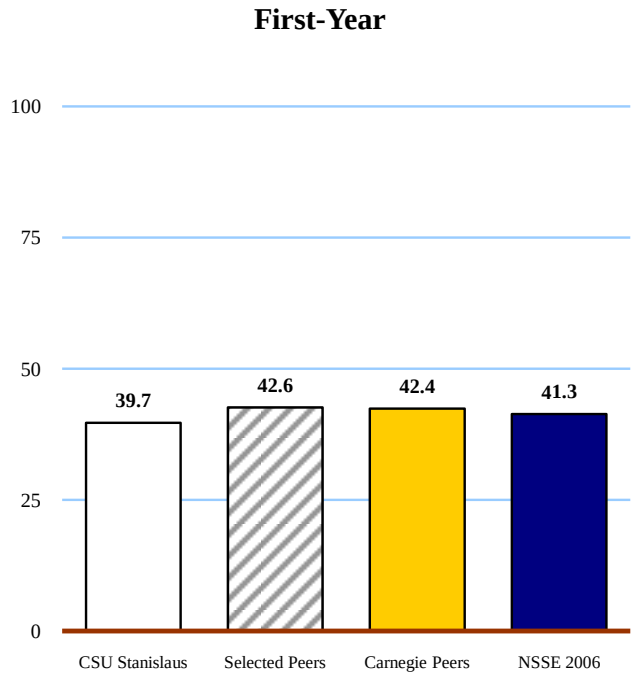
NSSE 2006 Benchmark Comparisons

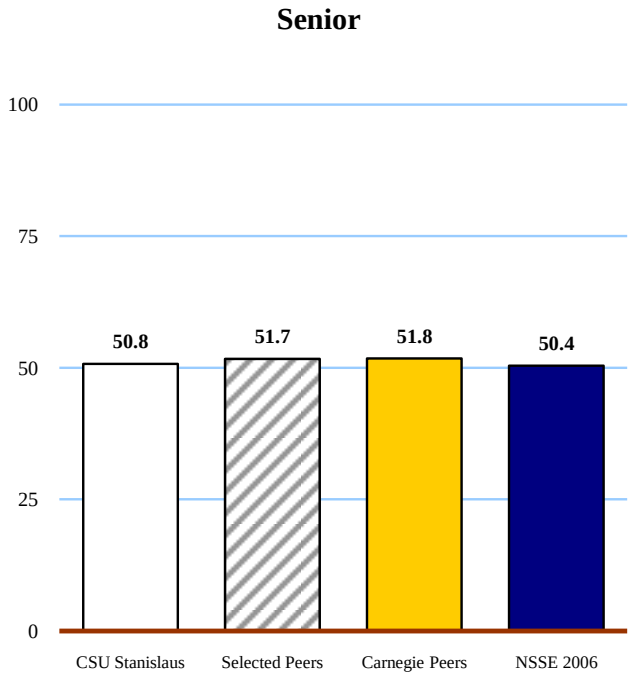
California State University-Stanislaus

Active and Collaborative Learning (ACL)

Benchmark Comparisons

		CSU Stanislaus compared with:								
	CSU Stanislaus	**Selected Peers**			**Carnegie Peers**			**NSSE 2006**		
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]
First-Year	39.7	42.6	**	-.19	42.4	**	-.17	41.3		
Senior	50.8	51.7			51.8			50.4		





Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

Asked questions in class or contributed to class discussions
Made a class presentation
Worked with other students on projects during class
Worked with classmates outside of class to prepare class assignments
Tutored or taught other students
Participated in a community-based project as part of a regular course
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

[a] Weighted by gender, enrollment status, and institutional size.

[b] * p<.05 ** p<.01 ***p<.001 (2-tailed).

[c] Mean difference divided by comparison group standard deviation.

National Survey of Student Engagement

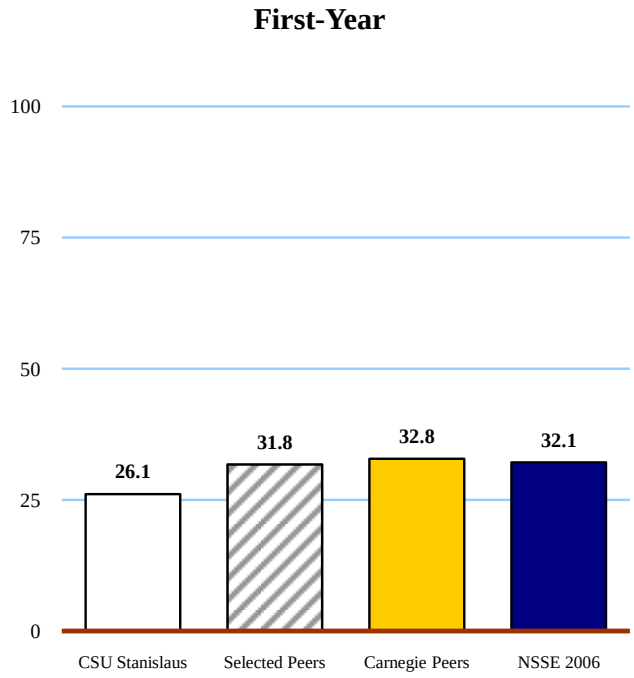
NSSE 2006 Benchmark Comparisons

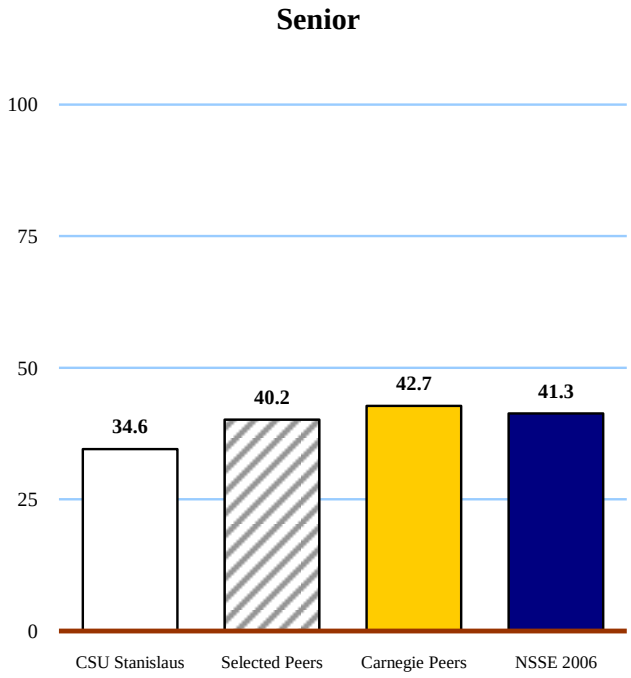
California State University-Stanislaus

Student-Faculty Interaction (SFI)

Benchmark Comparisons

		CSU Stanislaus compared with:								
	CSU Stanislaus	**Selected Peers**			**Carnegie Peers**			**NSSE 2006**		
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]
First-Year	26.1	31.8	***	-.32	32.8	***	-.38	32.1	***	-.34
Senior	34.6	40.2	***	-.27	42.7	***	-.40	41.3	***	-.32





Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

Discussed grades or assignments with an instructor
Talked about career plans with a faculty member or advisor
Discussed ideas from your readings or classes with faculty members outside of class
Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
Received prompt written or oral feedback from faculty on your academic performance
Worked with a faculty member on a research project outside of course or program requirements

[a] Weighted by gender, enrollment status, and institutional size.

[b] * p<.05 ** p<.01 ***p<.001 (2-tailed).

[c] Mean difference divided by comparison group standard deviation.

National Survey of Student Engagement

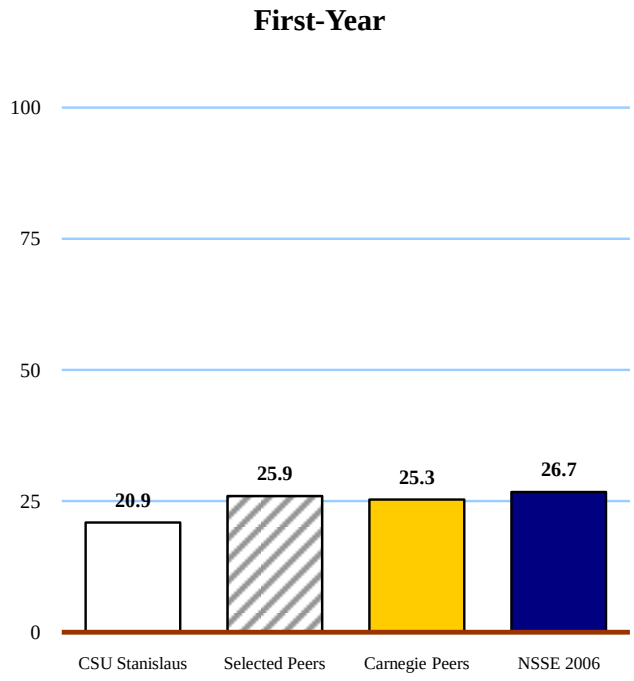
NSSE 2006 Benchmark Comparisons

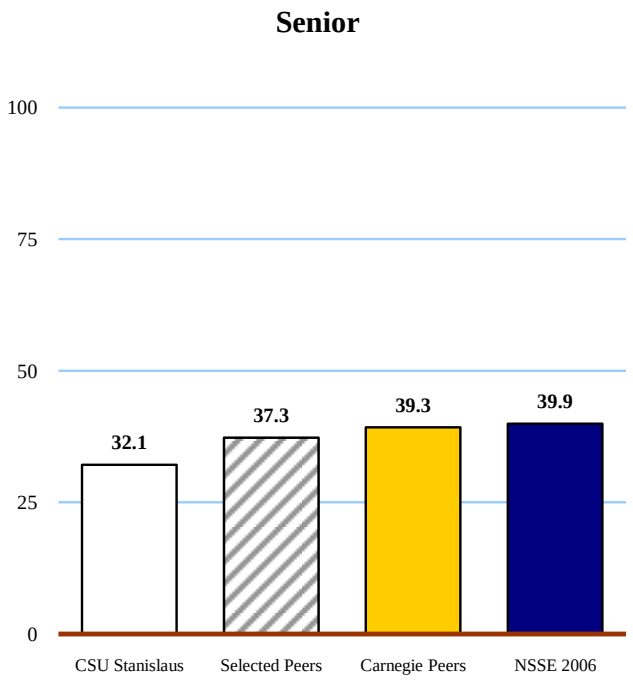
California State University-Stanislaus

Enriching Educational Experiences (EEE)

Benchmark Comparisons

		CSU Stanislaus compared with:								
	CSU Stanislaus	**Selected Peers**			**Carnegie Peers**			**NSSE 2006**		
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]
First-Year	20.9	25.9	***	-.38	25.3	***	-.35	26.7	***	-.45
Senior	32.1	37.3	***	-.29	39.3	***	-.41	39.9	***	-.44





Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
Practicum, internship, field experience, co-op experience, or clinical assignment
Community service or volunteer work
Foreign language coursework & study abroad
Independent study or self-designed major
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
Serious conversations with students of different religious beliefs, political opinions, or personal values
Serious conversations with students of a different race or ethnicity
Using electronic technology to discuss or complete an assignment
Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
Participate in a learning community or some other formal program where groups of students take two or more classes together

[a] Weighted by gender, enrollment status, and institutional size.

[b] * p<.05 ** p<.01 ***p<.001 (2-tailed).

[c] Mean difference divided by comparison group standard deviation.

National Survey of Student Engagement

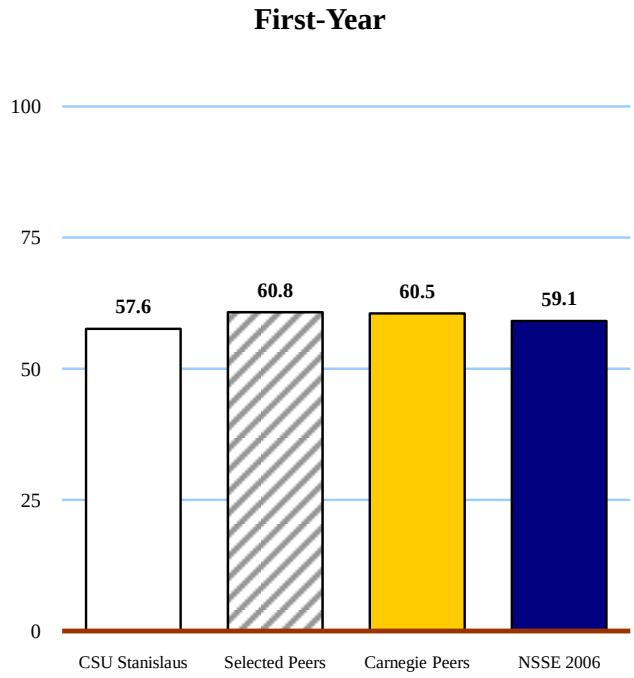
NSSE 2006 Benchmark Comparisons

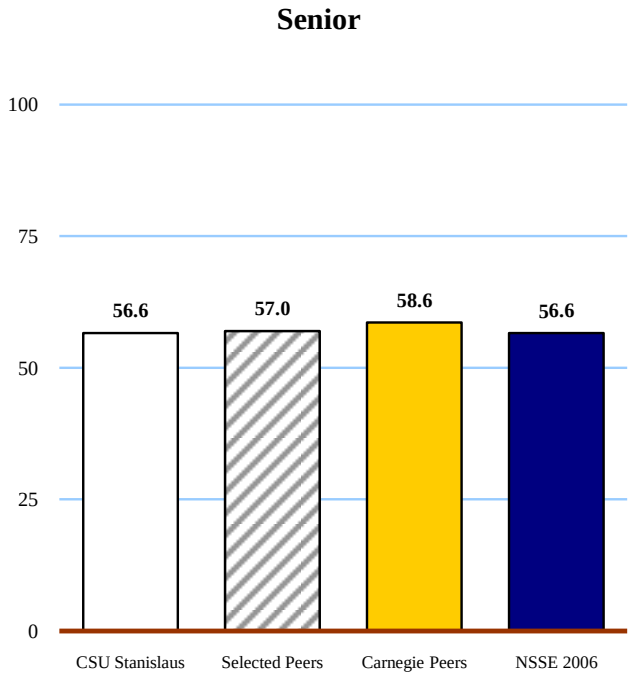
California State University-Stanislaus

Supportive Campus Environment (SCE)

Benchmark Comparisons

		CSU Stanislaus compared with:								
	CSU Stanislaus	**Selected Peers**			**Carnegie Peers**			**NSSE 2006**		
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]
First-Year	57.6	60.8	*	-.17	60.5	*	-.16	59.1		
Senior	56.6	57.0			58.6			56.6		





Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

Campus environment provides the support you need to help you succeed academically
Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
Campus environment provides the support you need to thrive socially
Quality of relationships with other students
Quality of relationships with faculty members
Quality of relationships with administrative personnel and offices

[a] Weighted by gender, enrollment status, and institutional size.

[b] * p<.05 ** p<.01 ***p<.001 (2-tailed).

[c] Mean difference divided by comparison group standard deviation.

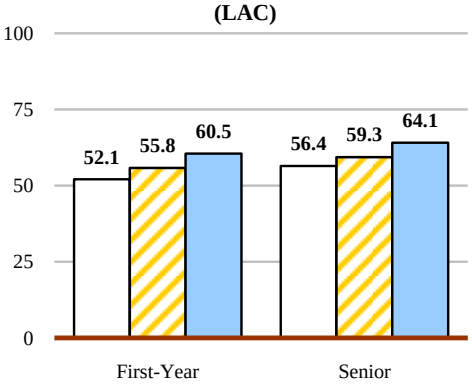
National Survey of Student Engagement

NSSE 2006 Benchmark Comparisons With Highly Engaging Institutions

California State University-Stanislaus

		CSU Stanislaus	CSU Stanislaus compared with: NSSE 2006 Top 50%			NSSE 2006 Top 10%		
		Mean [a]	*Mean* [a]	*Sig* [b]	*Effect size* [c]	*Mean* [a]	*Sig* [b]	*Effect size* [c]
First-Year	LAC	52.1	55.8	***	-.29	60.5	***	-.69
	ACL	39.7	45.8	***	-.38	50.7	***	-.69
	SFI	26.1	37.1	***	-.60	42.0	***	-.82
	EEE	20.9	30.0	***	-.70	34.4	***	-1.05
	SCE	57.6	64.7	***	-.40	69.7	***	-.68
Senior	LAC	56.4	59.3	***	-.21	64.1	***	-.61
	ACL	50.8	54.6	***	-.23	58.6	***	-.47
	SFI	34.6	48.2	***	-.64	56.9	***	-1.03
	EEE	32.1	46.6	***	-.82	57.9	***	-1.61
	SCE	56.6	62.8	***	-.34	67.7	***	-.61

Level of Academic Challenge (LAC)

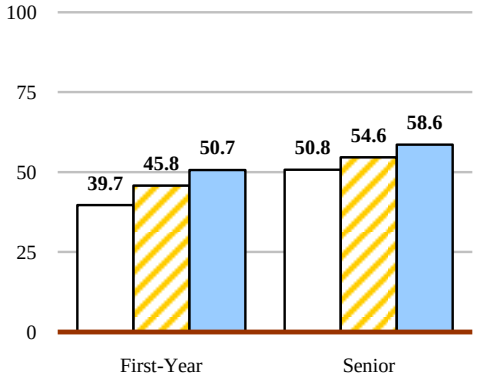


Legend

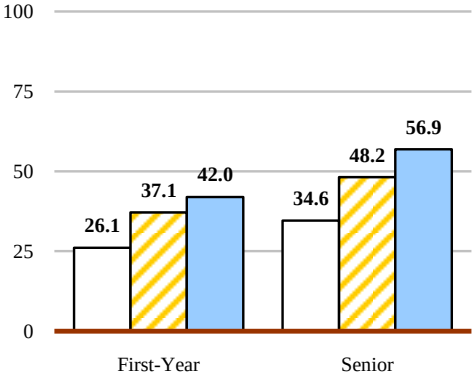
- CSU Stanislaus
- Top 50%
- Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2006 U.S. institutions on the benchmark.

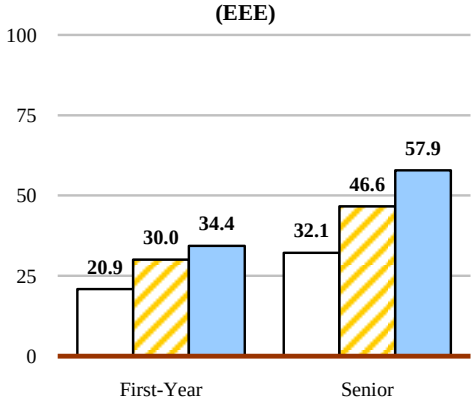
Active and Collaborative Learning (ACL)



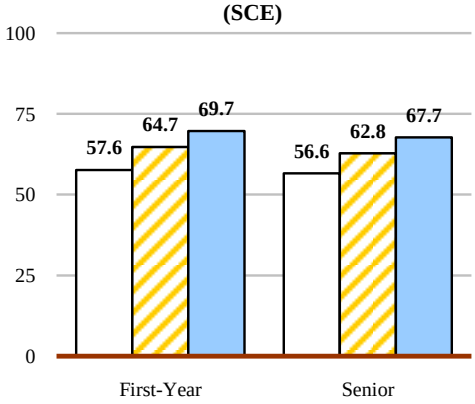
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



[a] Weighted by gender, enrollment status, and institutional size.

[b] * p<.05 ** p<.01 ***p<.001 (2-tailed).

[c] Mean difference divided by comparison group standard deviation.