



NSSE 2014

Engagement Indicators

California State University-Stanislaus

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

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

Report sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Summary of Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

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

Detailed Statistics (pp. 16-19)

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

Interpreting comparisons

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

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

How Engagement Indicators are computed

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

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

Engagement Indicators: Overview

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

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with California State	Your first-year students compared with Carnegie Class	Your first-year students compared with Comparison Group 3
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▽	--	▽
	Discussions with Diverse Others	▽	--	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	--	▽	--
<i>Campus Environment</i>	Quality of Interactions	--	▽	--
	Supportive Environment	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with California State	Your seniors compared with Carnegie Class	Your seniors compared with Comparison Group 3
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▽	△	--
	Discussions with Diverse Others	--	△	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	▽	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	▽	--

Academic Challenge: First-year students

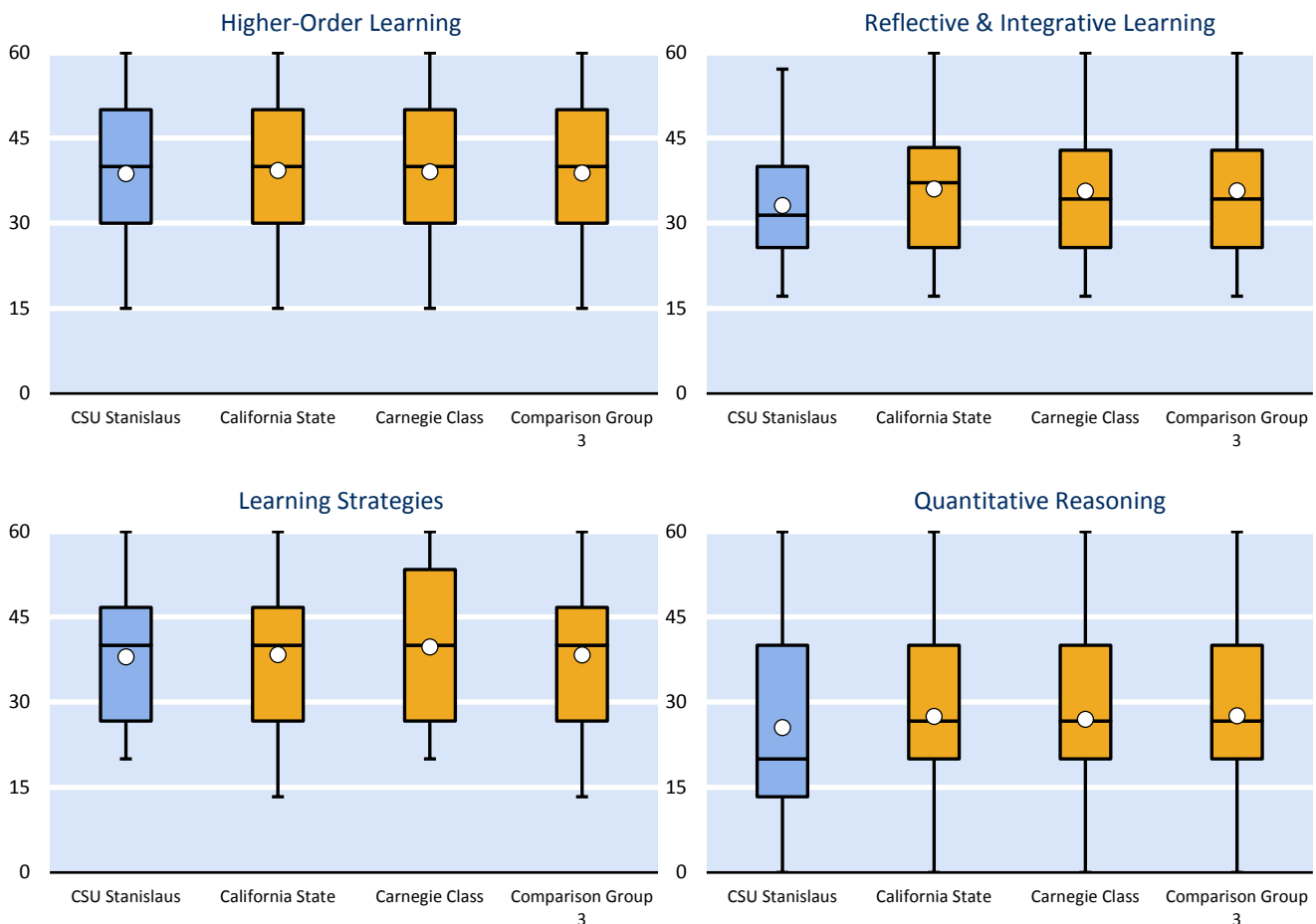
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	CSU Stanislaus Mean	Your first-year students compared with					
		California State		Carnegie Class		Comparison Group 3	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.7	39.3	-.04	39.1	-.03	38.8	-.01
Reflective & Integrative Learning	33.1	36.0 **	-.23	35.6 **	-.20	35.7 **	-.21
Learning Strategies	38.0	38.4	-.03	39.7	-.12	38.3	-.02
Quantitative Reasoning	25.5	27.5	-.12	27.0	-.09	27.6	-.13

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





































































Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	CSU Stanislaus	California State	Carnegie Class	Comparison Group 3
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	65 	72 	72 	72 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70 	73 	72 	72 
4d. Evaluating a point of view, decision, or information source	73 	72 	71 	70 
4e. Forming a new idea or understanding from various pieces of information	67 	70 	69 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	50 	57 	55 	55 
2b. Connected your learning to societal problems or issues	51 	53 	53 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39 	52 	51 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56 	63 	63 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62 	69 	67 	67 
2f. Learned something that changed the way you understand an issue or concept	59 	67 	65 	67 
2g. Connected ideas from your courses to your prior experiences and knowledge	72 	77 	77 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79 	79 	81 	79 
9b. Reviewed your notes after class	62 	64 	66 	64 
9c. Summarized what you learned in class or from course materials	53 	58 	64 	59 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	44 	51 	50 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35 	38 	38 	39 
6c. Evaluated what others have concluded from numerical information	33 	37 	36 	38 

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

Academic Challenge: Seniors

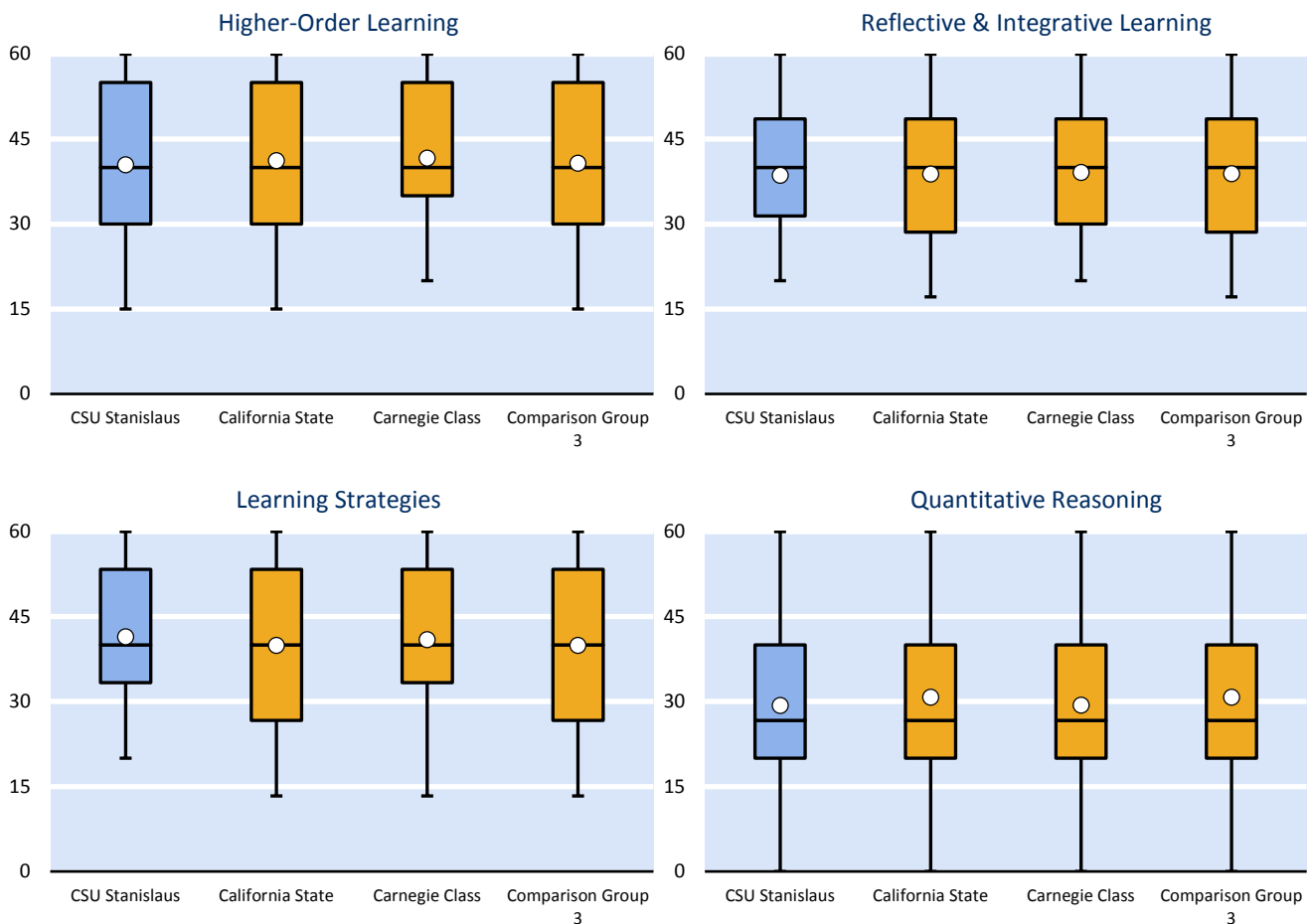
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	CSU Stanislaus Mean	Your seniors compared with					
		California State		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.5	41.2	-.05	41.6	-.08	40.7	-.02
Reflective & Integrative Learning	38.6	38.8	-.02	39.1	-.04	38.9	-.02
Learning Strategies	41.4	39.9	.10	40.9	.03	39.9	.11
Quantitative Reasoning	29.3	30.7	-.08	29.3	.00	30.7	-.08

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





































































Score Distributions



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)

Summary of Indicator Items

	CSU Stanislaus	California State	Carnegie Class	Comparison Group 3
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	78 	79 	80 	78 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75 	78 	78 	77 
4d. Evaluating a point of view, decision, or information source	71 	71 	74 	70 
4e. Forming a new idea or understanding from various pieces of information	68 	72 	74 	71 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71 	74 	71 	73 
2b. Connected your learning to societal problems or issues	68 	64 	65 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52 	53 	57 	54 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65 	65 	67 	65 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72 	71 	71 	71 
2f. Learned something that changed the way you understand an issue or concept	68 	71 	70 	71 
2g. Connected ideas from your courses to your prior experiences and knowledge	86 	83 	84 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	87 	83 	84 	83 
9b. Reviewed your notes after class	67 	63 	66 	63 
9c. Summarized what you learned in class or from course materials	64 	62 	67 	62 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55 	56 	53 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44 	46 	44 	46 
6c. Evaluated what others have concluded from numerical information	43 	46 	43 	47 

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

Learning with Peers: First-year students

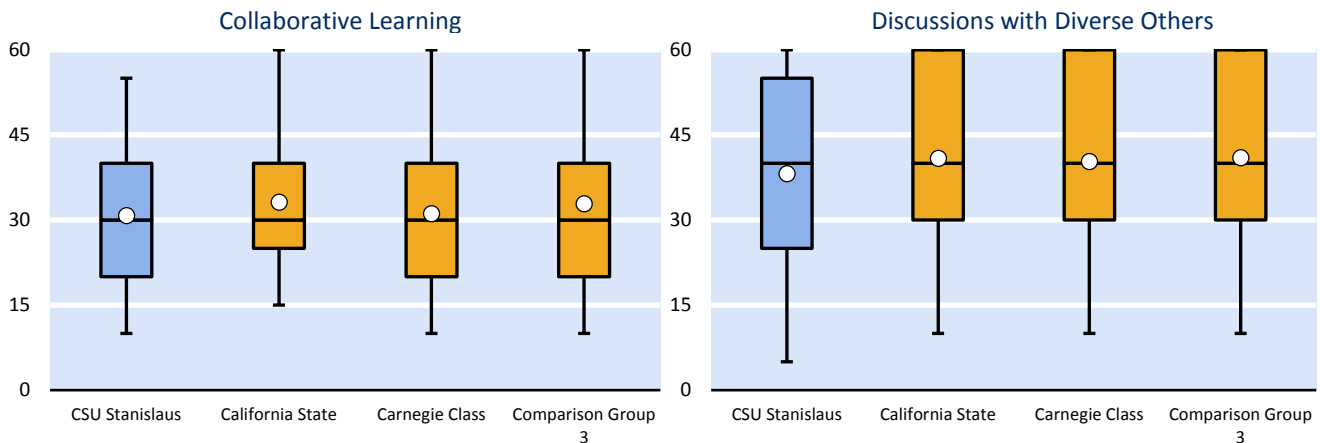
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CSU Stanislaus Mean	Your first-year students compared with					
		California State		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.7	33.1 *	-.18	31.1	-.02	32.8 *	-.15
Discussions with Diverse Others	38.2	40.8 *	-.16	40.3	-.13	41.0 *	-.17

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	CSU Stanislaus	California State	Carnegie Class	Comparison Group 3
1e. Asked another student to help you understand course material	53	53	47	53
1f. Explained course material to one or more students	50	58	55	58
1g. Prepared for exams by discussing or working through course material with other students	41	50	46	49
1h. Worked with other students on course projects or assignments	51	57	51	55

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	CSU Stanislaus	California State	Carnegie Class	Comparison Group 3
8a. People from a race or ethnicity other than your own	74	76	71	75
8b. People from an economic background other than your own	72	73	72	74
8c. People with religious beliefs other than your own	62	69	67	70
8d. People with political views other than your own	60	64	67	65

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

Learning with Peers: Seniors

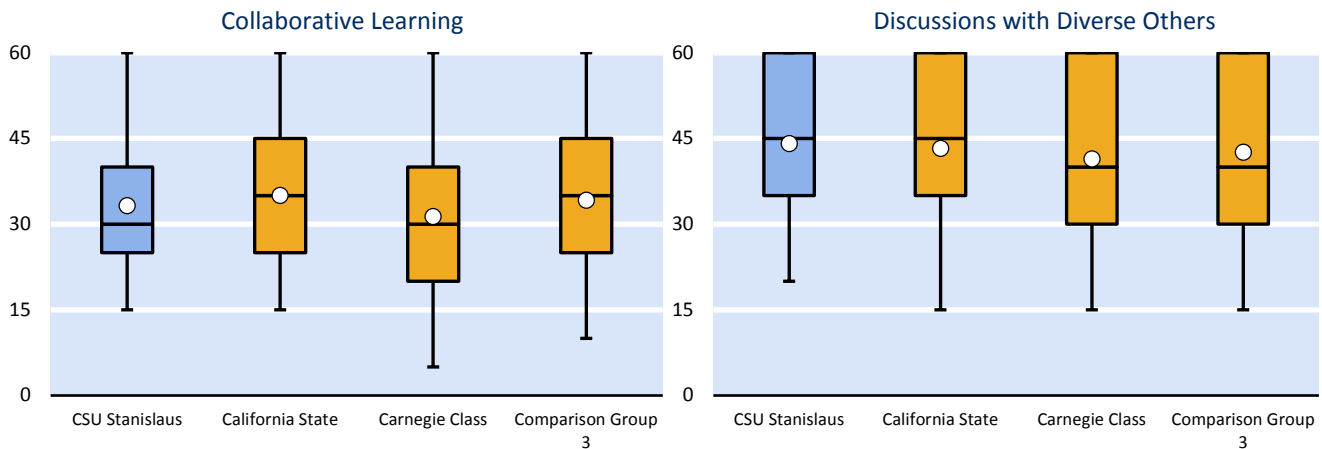
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CSU Stanislaus Mean	Your seniors compared with					
		California State		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.3	35.0 *	-.13	31.3 **	.13	34.2	-.07
Discussions with Diverse Others	44.1	43.3	.05	41.4 **	.16	42.6	.09

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	CSU Stanislaus	California State	Carnegie Class	Comparison Group 3
1e. Asked another student to help you understand course material	38	47	38	45
1f. Explained course material to one or more students	59	63	56	62
1g. Prepared for exams by discussing or working through course material with other students	43	50	44	48
1h. Worked with other students on course projects or assignments	72	71	62	68

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	CSU Stanislaus	California State	Carnegie Class	Comparison Group 3
8a. People from a race or ethnicity other than your own	83	81	73	77
8b. People from an economic background other than your own	76	77	74	76
8c. People with religious beliefs other than your own	74	73	69	72
8d. People with political views other than your own	75	69	70	69

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

Experiences with Faculty: First-year students

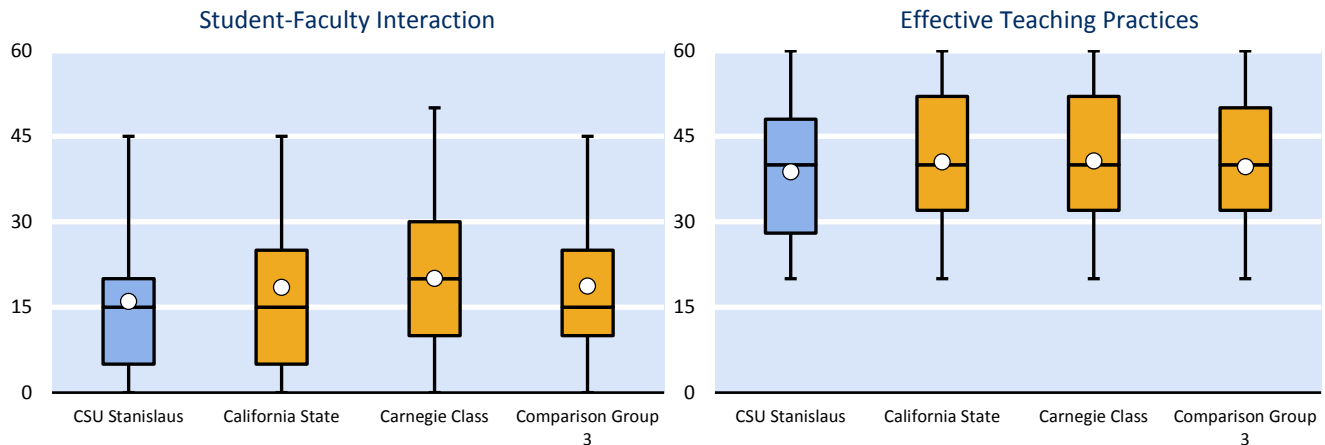
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	CSU Stanislaus Mean	Your first-year students compared with					
		California State Mean	Effect size	Carnegie Class Mean	Effect size	Comparison Group 3 Mean	Effect size
Student-Faculty Interaction	16.0	18.5 *	-.17	20.0 ***	-.27	18.7 **	-.19
Effective Teaching Practices	38.7	40.5	-.13	40.7 *	-.14	39.7	-.07

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

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction	CSU Stanislaus	California State	Carnegie Class	Comparison Group 3
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	24	28	32	29
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	13	17	18	17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	14	24	25	23
3d. Discussed your academic performance with a faculty member	20	26	29	26
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	78	81	81	80
5b. Taught course sessions in an organized way	77	78	79	78
5c. Used examples or illustrations to explain difficult points	76	78	77	77
5d. Provided feedback on a draft or work in progress	67	67	67	64
5e. Provided prompt and detailed feedback on tests or completed assignments	54	64	64	61

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

Experiences with Faculty: Seniors

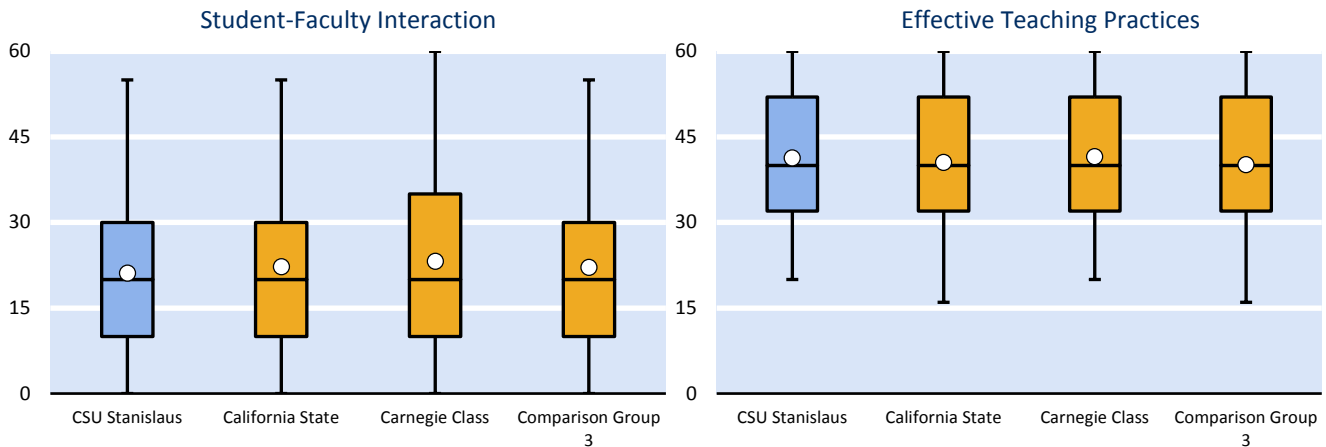
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	CSU Stanislaus Mean	Your seniors compared with					
		California State Mean	California State Effect size	Carnegie Class Mean	Carnegie Class Effect size	Comparison Group 3 Mean	Comparison Group 3 Effect size
Student-Faculty Interaction	21.1	22.2	-.07	23.2 *	-.13	22.1	-.07
Effective Teaching Practices	41.3	40.5	.06	41.5	-.01	40.1	.09

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

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Summary of Indicator Items

Student-Faculty Interaction	CSU Stanislaus	California State	Carnegie Class	Comparison Group 3
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	36	36	41	36
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	23	25	23
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	31	32	30
3d. Discussed your academic performance with a faculty member	26	30	33	29
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	83	83	82
5b. Taught course sessions in an organized way	81	79	81	80
5c. Used examples or illustrations to explain difficult points	79	80	79	80
5d. Provided feedback on a draft or work in progress	65	61	64	59
5e. Provided prompt and detailed feedback on tests or completed assignments	64	64	69	64

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

Campus Environment: First-year students

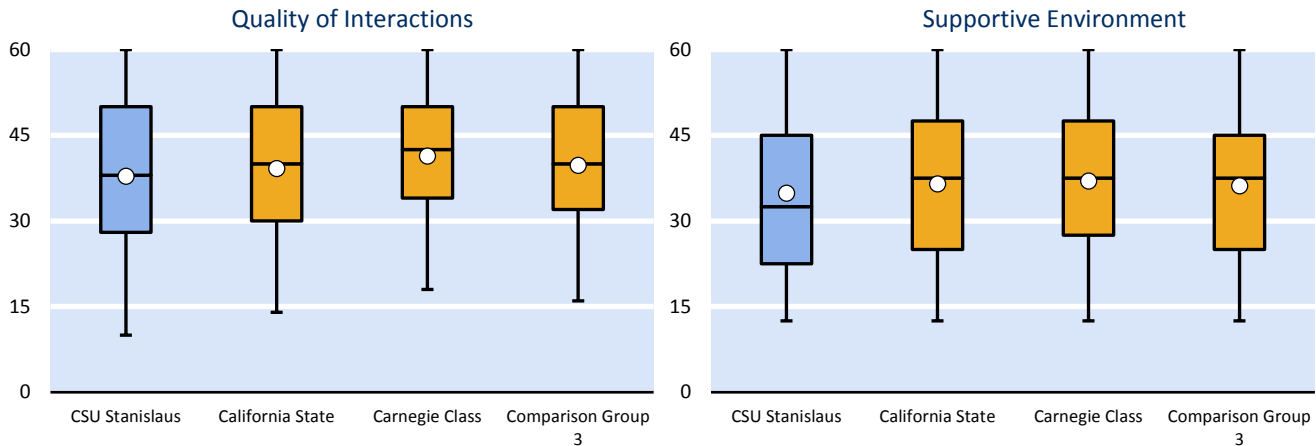
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CSU Stanislaus Mean	Your first-year students compared with					
		California State		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	37.8	39.2	-.10	41.4 **	-.28	39.7	-.15
Supportive Environment	34.9	36.5	-.11	37.0	-.15	36.2	-.09

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	CSU Stanislaus	California State	Carnegie Class	Comparison Group 3
13a. Students	52	56	59	56
13b. Academic advisors	38	42	48	44
13c. Faculty	35	43	50	44
13d. Student services staff (career services, student activities, housing, etc.)	36	39	43	39
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	36	42	36

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	CSU Stanislaus	California State	Carnegie Class	Comparison Group 3
14b. Providing support to help students succeed academically	73	76	77	76
14c. Using learning support services (tutoring services, writing center, etc.)	76	76	78	77
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	62	59	61
14e. Providing opportunities to be involved socially	63	69	71	69
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	73	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	47	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	59	65	60
14i. Attending events that address important social, economic, or political issues	45	48	52	49

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

Campus Environment: Seniors

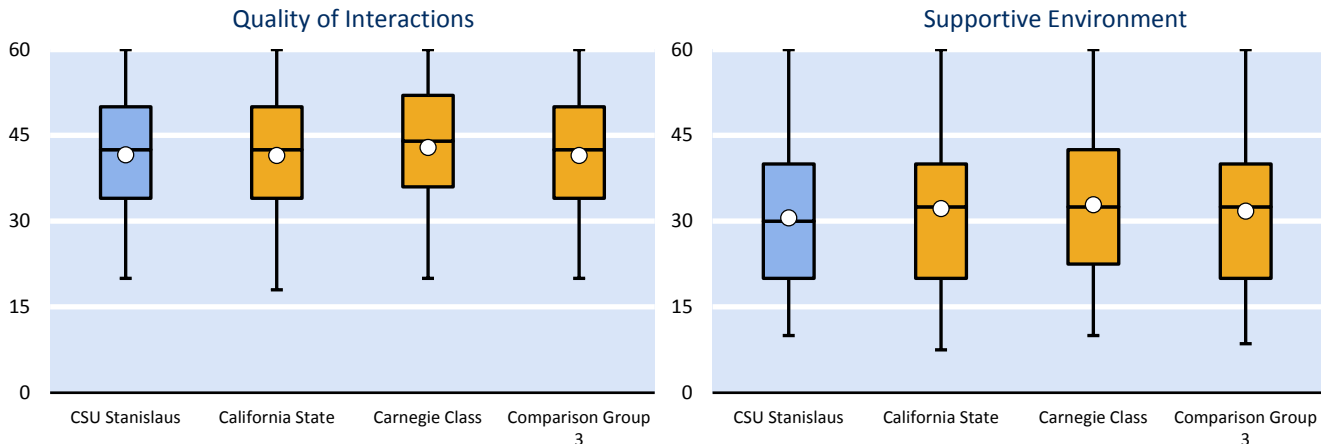
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CSU Stanislaus Mean	Your seniors compared with					
		California State		Carnegie Class		Comparison Group 3	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.6	41.5	.01	42.9	-.10	41.5	.01
Supportive Environment	30.6	32.2	-.11	32.9 **	-.16	31.7	-.08

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	CSU Stanislaus	California State	Carnegie Class	Comparison Group 3
13a. Students	66	63	64	61
13b. Academic advisors	46	47	53	48
13c. Faculty	59	56	61	56
13d. Student services staff (career services, student activities, housing, etc.)	34	39	43	39
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	38	43	38

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	CSU Stanislaus	California State	Carnegie Class	Comparison Group 3
14b. Providing support to help students succeed academically	64	69	73	68
14c. Using learning support services (tutoring services, writing center, etc.)	59	63	67	63
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	55	54	52
14e. Providing opportunities to be involved socially	59	62	65	62
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	63	61	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	31	33	28
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	49	53	50
14i. Attending events that address important social, economic, or political issues	38	43	45	43

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

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Comparisons with Top 50% and Top 10% Institutions

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

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

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

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

First-Year Students		CSU Stanislaus Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.7	40.6	-.14		42.7 ***	-.29	
	Reflective and Integrative Learning	33.1	37.3 ***	-.34		39.3 ***	-.49	
	Learning Strategies	38.0	41.2 **	-.23		43.4 ***	-.39	
	Quantitative Reasoning	25.5	28.8 **	-.20		30.6 ***	-.31	
<i>Learning with Peers</i>	Collaborative Learning	30.7	34.7 ***	-.29		37.0 ***	-.46	
	Discussions with Diverse Others	38.2	43.2 ***	-.33		45.6 ***	-.50	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	16.0	23.3 ***	-.49		26.9 ***	-.68	
	Effective Teaching Practices	38.7	42.4 ***	-.27		44.6 ***	-.44	
<i>Campus Environment</i>	Quality of Interactions	37.8	44.0 ***	-.54		46.0 ***	-.71	
	Supportive Environment	34.9	39.4 ***	-.34		41.4 ***	-.51	

Seniors		CSU Stanislaus Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.5	43.3 ***	-.21		45.3 ***	-.35	
	Reflective and Integrative Learning	38.6	41.1 ***	-.19		43.1 ***	-.35	
	Learning Strategies	41.4	42.5	-.07	✓	44.9 ***	-.24	
	Quantitative Reasoning	29.3	31.3 *	-.12		33.0 ***	-.22	
<i>Learning with Peers</i>	Collaborative Learning	33.3	35.4 **	-.15		37.7 ***	-.33	
	Discussions with Diverse Others	44.1	43.9	.01	✓	45.8	-.11	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.1	29.5 ***	-.53		34.4 ***	-.81	
	Effective Teaching Practices	41.3	43.0 *	-.13		45.1 ***	-.28	
<i>Campus Environment</i>	Quality of Interactions	41.6	45.3 ***	-.32		47.4 ***	-.49	
	Supportive Environment	30.6	36.1 ***	-.40		39.0 ***	-.63	

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

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CSU Stanislaus (N = 194)	38.7	13.9	1.00	15	30	40	50	60				
California State	39.3	14.0	.16	15	30	40	50	60	8,162	-.6	.569	-.041
Carnegie Class	39.1	14.0	.06	15	30	40	50	60	52,228	-.3	.728	-.025
Comparison Group 3	38.8	13.8	.12	15	30	40	50	60	12,890	-.1	.890	-.010
Top 50%	40.6	13.6	.05	20	30	40	50	60	84,884	-1.9	.056	-.138
Top 10%	42.7	13.6	.11	20	35	40	55	60	15,854	-4.0	.000	-.292
Reflective & Integrative Learning												
CSU Stanislaus (N = 204)	33.1	11.8	.82	17	26	31	40	57				
California State	36.0	12.7	.14	17	26	37	43	60	8,556	-2.9	.001	-.228
Carnegie Class	35.6	12.7	.05	17	26	34	43	60	54,578	-2.5	.004	-.199
Comparison Group 3	35.7	12.6	.11	17	26	34	43	60	13,446	-2.6	.004	-.205
Top 50%	37.3	12.5	.04	17	29	37	46	60	85,492	-4.2	.000	-.335
Top 10%	39.3	12.6	.09	20	31	40	49	60	18,461	-6.2	.000	-.491
Learning Strategies												
CSU Stanislaus (N = 179)	38.0	14.1	1.05	20	27	40	47	60				
California State	38.4	14.4	.17	13	27	40	47	60	7,539	-.4	.729	-.026
Carnegie Class	39.7	14.2	.06	20	27	40	53	60	48,458	-1.7	.105	-.121
Comparison Group 3	38.3	14.2	.13	13	27	40	47	60	11,918	-.3	.762	-.023
Top 50%	41.2	14.0	.05	20	33	40	53	60	75,008	-3.2	.002	-.231
Top 10%	43.4	14.0	.11	20	33	40	60	60	16,028	-5.4	.000	-.388
Quantitative Reasoning												
CSU Stanislaus (N = 197)	25.5	16.5	1.18	0	13	20	40	60				
California State	27.5	16.4	.18	0	20	27	40	60	8,323	-2.0	.096	-.120
Carnegie Class	27.0	16.6	.07	0	20	27	40	60	53,099	-1.4	.227	-.086
Comparison Group 3	27.6	16.2	.14	0	20	27	40	60	13,075	-2.1	.074	-.128
Top 50%	28.8	16.3	.05	0	20	27	40	60	109,257	-3.2	.005	-.199
Top 10%	30.6	16.2	.10	0	20	27	40	60	25,062	-5.1	.000	-.314
Learning with Peers												
Collaborative Learning												
CSU Stanislaus (N = 211)	30.7	13.2	.91	10	20	30	40	55				
California State	33.1	13.4	.14	15	25	30	40	60	8,760	-2.3	.012	-.175
Carnegie Class	31.1	14.3	.06	10	20	30	40	60	55,686	-.3	.744	-.023
Comparison Group 3	32.8	13.5	.12	10	20	30	40	60	13,777	-2.1	.026	-.155
Top 50%	34.7	13.7	.04	15	25	35	45	60	103,307	-3.9	.000	-.289
Top 10%	37.0	13.6	.09	15	25	35	45	60	23,702	-6.3	.000	-.462
Discussions with Diverse Others												
CSU Stanislaus (N = 177)	38.2	17.1	1.29	5	25	40	55	60				
California State	40.8	16.6	.19	10	30	40	60	60	7,604	-2.7	.035	-.160
Carnegie Class	40.3	16.3	.07	10	30	40	60	60	49,049	-2.1	.080	-.132
Comparison Group 3	41.0	16.3	.15	10	30	40	60	60	12,029	-2.8	.023	-.172
Top 50%	43.2	15.4	.05	20	35	45	60	60	94,461	-5.1	.000	-.329
Top 10%	45.6	14.8	.11	20	40	50	60	60	178	-7.4	.000	-.502

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
CSU Stanislaus (N = 200)	16.0	13.5	.95	0	5	15	20	45				
California State	18.5	14.7	.16	0	5	15	25	45	8,354	-2.5	.017	-.172
Carnegie Class	20.0	14.8	.06	0	10	20	30	50	53,348	-4.0	.000	-.274
Comparison Group 3	18.7	14.4	.13	0	10	15	25	45	13,135	-2.7	.008	-.188
Top 50%	23.3	15.0	.06	0	10	20	30	55	201	-7.3	.000	-.490
Top 10%	26.9	16.2	.16	5	15	25	40	60	211	-10.9	.000	-.678
Effective Teaching Practices												
CSU Stanislaus (N = 200)	38.7	13.1	.92	20	28	40	48	60				
California State	40.5	13.3	.15	20	32	40	52	60	8,457	-1.7	.069	-.130
Carnegie Class	40.7	13.4	.06	20	32	40	52	60	53,767	-1.9	.045	-.142
Comparison Group 3	39.7	13.2	.12	20	32	40	50	60	13,282	-.9	.331	-.069
Top 50%	42.4	13.2	.05	20	32	44	52	60	68,777	-3.6	.000	-.274
Top 10%	44.6	13.3	.11	20	36	44	56	60	13,842	-5.9	.000	-.442
Campus Environment												
Quality of Interactions												
CSU Stanislaus (N = 166)	37.8	15.0	1.16	10	28	38	50	60				
California State	39.2	13.5	.16	14	30	40	50	60	171	-1.4	.244	-.101
Carnegie Class	41.4	12.7	.06	18	34	43	50	60	166	-3.6	.003	-.280
Comparison Group 3	39.7	12.9	.12	16	32	40	50	60	168	-1.9	.100	-.149
Top 50%	44.0	11.4	.05	22	38	46	52	60	165	-6.2	.000	-.541
Top 10%	46.0	11.6	.11	24	40	48	55	60	167	-8.2	.000	-.705
Supportive Environment												
CSU Stanislaus (N = 162)	34.9	14.5	1.14	13	23	33	45	60				
California State	36.5	14.5	.18	13	25	38	48	60	6,902	-1.6	.154	-.113
Carnegie Class	37.0	14.1	.07	13	28	38	48	60	45,095	-2.1	.059	-.149
Comparison Group 3	36.2	14.0	.13	13	25	38	45	60	10,954	-1.3	.238	-.093
Top 50%	39.4	13.2	.05	18	30	40	50	60	161	-4.5	.000	-.343
Top 10%	41.4	12.8	.10	20	33	40	53	60	163	-6.5	.000	-.506

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CSU Stanislaus (N = 344)	40.5	15.1	.81	15	30	40	55	60				
California State	41.2	14.3	.12	15	30	40	55	60	14,845	-.7	.341	-.052
Carnegie Class	41.6	14.1	.05	20	35	40	55	60	77,134	-1.2	.117	-.085
Comparison Group 3	40.7	14.2	.09	15	30	40	55	60	23,299	-.3	.721	-.019
Top 50%	43.3	13.7	.04	20	35	40	55	60	94,214	-2.8	.000	-.205
Top 10%	45.3	13.6	.09	20	40	45	60	60	23,416	-4.8	.000	-.354
Reflective & Integrative Learning												
CSU Stanislaus (N = 361)	38.6	12.2	.64	20	31	40	49	60				
California State	38.8	13.1	.11	17	29	40	49	60	15,447	-.2	.769	-.016
Carnegie Class	39.1	13.0	.05	20	30	40	49	60	80,236	-.5	.465	-.039
Comparison Group 3	38.9	13.0	.08	17	29	40	49	60	24,215	-.2	.725	-.019
Top 50%	41.1	12.6	.04	20	31	40	51	60	92,310	-2.4	.000	-.191
Top 10%	43.1	12.5	.09	20	34	43	54	60	20,520	-4.4	.000	-.353
Learning Strategies												
CSU Stanislaus (N = 304)	41.4	14.4	.82	20	33	40	53	60				
California State	39.9	14.6	.13	13	27	40	53	60	13,800	1.5	.074	.103
Carnegie Class	40.9	14.8	.05	13	33	40	53	60	73,077	.5	.567	.033
Comparison Group 3	39.9	14.6	.10	13	27	40	53	60	21,833	1.6	.066	.106
Top 50%	42.5	14.5	.04	20	33	40	60	60	115,212	-1.0	.207	-.072
Top 10%	44.9	14.1	.08	20	33	47	60	60	29,712	-3.4	.000	-.244
Quantitative Reasoning												
CSU Stanislaus (N = 355)	29.3	17.4	.93	0	20	27	40	60				
California State	30.7	17.3	.14	0	20	27	40	60	15,106	-1.4	.122	-.083
Carnegie Class	29.3	17.4	.06	0	20	27	40	60	78,631	.0	.958	-.003
Comparison Group 3	30.7	17.2	.11	0	20	27	40	60	23,699	-1.4	.115	-.084
Top 50%	31.3	17.2	.05	0	20	33	40	60	146,160	-2.0	.027	-.118
Top 10%	33.0	16.9	.09	0	20	33	47	60	36,746	-3.7	.000	-.221
Learning with Peers												
Collaborative Learning												
CSU Stanislaus (N = 360)	33.3	13.1	.69	15	25	30	40	60				
California State	35.0	13.6	.11	15	25	35	45	60	15,682	-1.8	.016	-.129
Carnegie Class	31.3	15.0	.05	5	20	30	40	60	364	1.9	.005	.129
Comparison Group 3	34.2	14.0	.09	10	25	35	45	60	24,571	-.9	.215	-.066
Top 50%	35.4	13.8	.04	15	25	35	45	60	123,256	-2.1	.004	-.153
Top 10%	37.7	13.6	.09	15	30	40	50	60	24,915	-4.5	.000	-.328
Discussions with Diverse Others												
CSU Stanislaus (N = 304)	44.1	15.9	.91	20	35	45	60	60				
California State	43.3	16.1	.14	15	35	45	60	60	13,919	.9	.361	.053
Carnegie Class	41.4	16.4	.06	15	30	40	60	60	73,682	2.7	.004	.163
Comparison Group 3	42.6	15.9	.11	15	30	40	60	60	22,016	1.5	.103	.094
Top 50%	43.9	15.8	.04	20	35	45	60	60	141,656	.2	.835	.012
Top 10%	45.8	15.4	.08	20	40	50	60	60	36,874	-1.7	.052	-.112

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
CSU Stanislaus (N = 351)	21.1	16.1	.86	0	10	20	30	55				
California State	22.2	15.7	.13	0	10	20	30	55	15,121	-1.1	.191	-.071
Carnegie Class	23.2	16.5	.06	0	10	20	35	60	78,539	-2.1	.017	-.127
Comparison Group 3	22.1	15.5	.10	0	10	20	30	55	23,713	-1.0	.222	-.066
Top 50%	29.5	16.1	.07	5	20	30	40	60	58,472	-8.5	.000	-.525
Top 10%	34.4	16.4	.18	10	20	35	45	60	8,233	-13.3	.000	-.814
Effective Teaching Practices												
CSU Stanislaus (N = 359)	41.3	13.4	.71	20	32	40	52	60				
California State	40.5	13.7	.11	16	32	40	52	60	15,284	.8	.278	.058
Carnegie Class	41.5	13.8	.05	20	32	40	52	60	79,488	-.2	.800	-.013
Comparison Group 3	40.1	13.5	.09	16	32	40	52	60	23,952	1.2	.090	.090
Top 50%	43.0	13.6	.05	20	36	44	56	60	87,441	-1.7	.016	-.128
Top 10%	45.1	13.4	.11	20	36	48	60	60	15,106	-3.8	.000	-.285
Campus Environment												
Quality of Interactions												
CSU Stanislaus (N = 283)	41.6	12.0	.71	20	34	43	50	60				
California State	41.5	12.3	.11	18	34	43	50	60	13,257	.1	.841	.012
Carnegie Class	42.9	12.1	.05	20	36	44	52	60	70,294	-1.2	.084	-.103
Comparison Group 3	41.5	12.0	.08	20	34	43	50	60	20,984	.1	.859	.011
Top 50%	45.3	11.3	.04	24	38	48	54	60	75,828	-3.7	.000	-.323
Top 10%	47.4	11.6	.08	24	40	50	58	60	20,482	-5.8	.000	-.495
Supportive Environment												
CSU Stanislaus (N = 286)	30.6	13.9	.82	10	20	30	40	60				
California State	32.2	14.5	.13	8	20	33	40	60	12,990	-1.6	.068	-.109
Carnegie Class	32.9	14.7	.06	10	23	33	43	60	69,536	-2.3	.008	-.157
Comparison Group 3	31.7	14.2	.10	9	20	33	40	60	20,662	-1.1	.173	-.081
Top 50%	36.1	13.8	.05	13	28	38	45	60	89,680	-5.5	.000	-.398
Top 10%	39.0	13.3	.11	17	30	40	50	60	15,296	-8.4	.000	-.628

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

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

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

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

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

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

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