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# NSSE 2022

## Engagement Indicators

California State University-Dominguez Hills

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### About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

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

### Report Sections

#### Overview (p. 3)

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

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

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

##### Mean Comparisons

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

##### Score Distributions

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

##### Performance on Indicator Items

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

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

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 participating institutions.

#### Detailed Statistics (pp. 16-19)

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

### Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://nsse.indiana.edu)

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

## Engagement Indicators: Overview

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

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

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

### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with WASC	Your first-year students compared with IPEDS+CARNEGIE	Your first-year students compared with The Education Trust
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	△	--
	Quantitative Reasoning	△	△	--
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	▽	▽	--
Experiences with Faculty	Student-Faculty Interaction	--	△	--
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	--	--	△
	Supportive Environment	--	△	--

### Seniors

Theme	Engagement Indicator	Your seniors compared with WASC	Your seniors compared with IPEDS+CARNEGIE	Your seniors compared with The Education Trust
Academic Challenge	Higher-Order Learning	--	△	--
	Reflective & Integrative Learning	△	△	--
	Learning Strategies	△	△	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	△	--
	Discussions with Diverse Others	▽	--	▽
Experiences with Faculty	Student-Faculty Interaction	--	△	--
	Effective Teaching Practices	--	△	△
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	△	△	--

#### Academic Challenge: First-year students

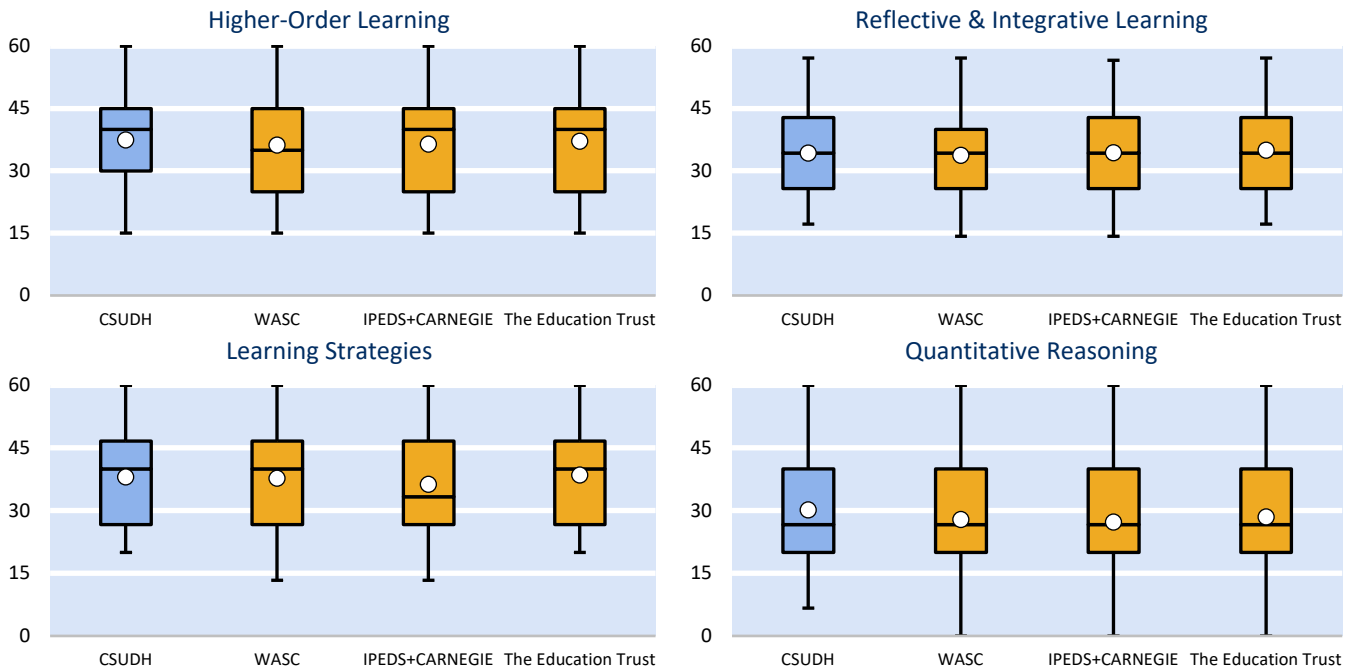
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	CSUDH Mean	Your first-year students compared with					
		WASC Mean	WASC Effect size	IPEDS+CARNEGIE Mean	IPEDS+CARNEGIE Effect size	The Education Trust Mean	The Education Trust Effect size
Higher-Order Learning	37.5	36.2	.09	36.5	.07	37.2	.02
Reflective & Integrative Learning	34.3	33.8	.04	34.4	-.01	35.0	-.06
Learning Strategies	38.1	37.8	.02	36.2 *	.13	38.5	-.03
Quantitative Reasoning	30.2	27.8 **	.15	27.3 ***	.19	28.4	.11

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

#### Score Distributions



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

#### Academic Challenge: First-year students (continued)

##### Performance on Indicator Items

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

	CSUDH	Percentage point difference <sup>a</sup> between your FY students and		
		WASC	IPEDS+CARNEGI E	The Education Trust
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	62	-2	-4	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	+3	-0	+2
4d. Evaluating a point of view, decision, or information source	70	+3	+7	-1
4e. Forming a new idea or understanding from various pieces of information	72	+7	+7	+4
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	47	+2	+2	+2
2b. Connected your learning to societal problems or issues	48	+1	-4	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+4	+2	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-4	-4	-9
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-2	-3	-6
2f. Learned something that changed the way you understand an issue or concept	71	+6	+8	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-0	-3	-1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	+1	+2	-0
9b. Reviewed your notes after class	69	+2	+9	+0
9c. Summarized what you learned in class or from course materials	64	+0	+6	-1
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	58	+7	+9	+7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+7	+10	+3
6c. Evaluated what others have concluded from numerical information	44	+6	+7	+5

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

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Academic Challenge: Seniors

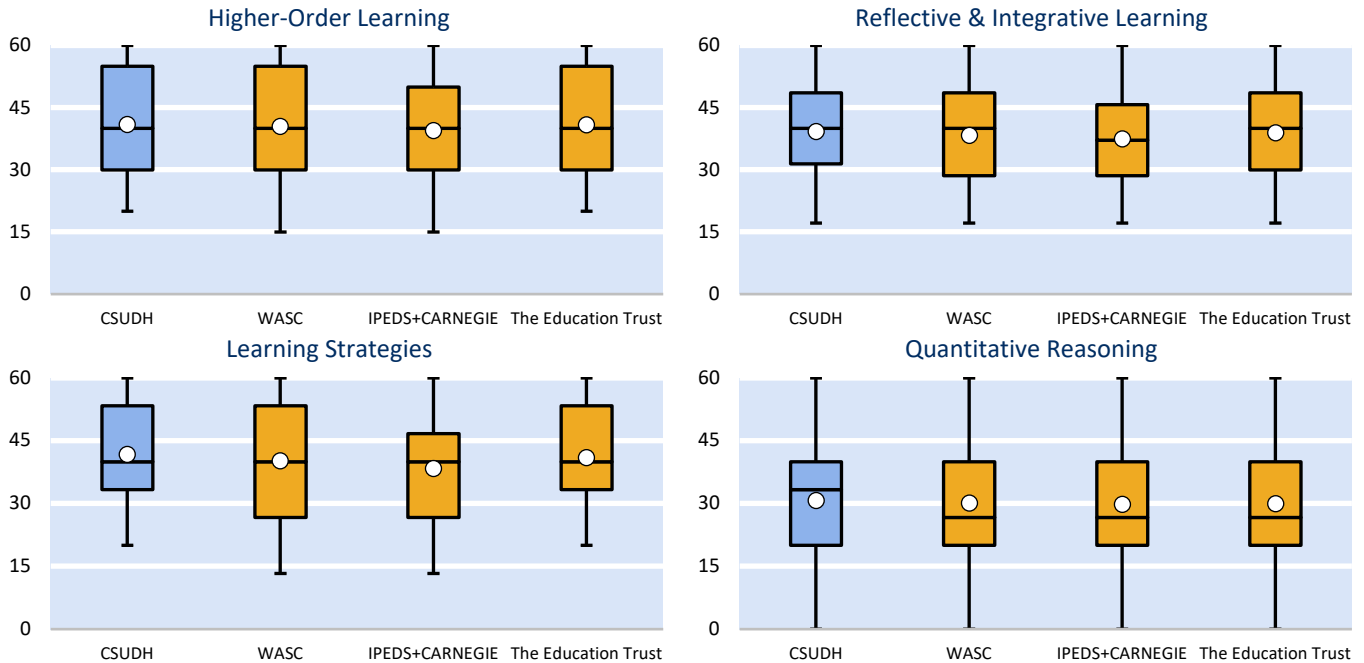
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CSUDH Mean	Your seniors compared with					
		WASC Mean	WASC Effect size	IPEDS+CARNEGIE Mean	IPEDS+CARNEGIE Effect size	The Education Trust Mean	The Education Trust Effect size
Higher-Order Learning	41.0	40.5	.04	39.5 **	.11	40.9	.01
Reflective & Integrative Learning	39.3	38.4 *	.07	37.5 ***	.14	39.0	.02
Learning Strategies	41.7	40.2 **	.11	38.3 ***	.23	40.9	.06
Quantitative Reasoning	30.7	30.1	.04	29.8	.05	29.9	.04

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

#### Score Distributions



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

#### Academic Challenge: Seniors (continued)

##### Performance on Indicator Items

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

	CSUDH	Percentage point difference <sup>a</sup> between your seniors and		
		WASC	IPEDS+CARNEGI E	The Education Trust
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	74	-1	-2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+1	+1	+0
4d. Evaluating a point of view, decision, or information source	77	+3	+9	+1
4e. Forming a new idea or understanding from various pieces of information	75	+1	+3	+1
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	68	+4	+2	+3
2b. Connected your learning to societal problems or issues	64	+2	+5	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+4	+8	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+0	+2	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+0	+2	-3
2f. Learned something that changed the way you understand an issue or concept	76	+4	+7	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-0	+0	-2
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	+2	+4	-0
9b. Reviewed your notes after class	75	+6	+12	+3
9c. Summarized what you learned in class or from course materials	73	+4	+9	+3
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-0	-0	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+1	+3	+1
6c. Evaluated what others have concluded from numerical information	46	+2	+1	+0

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

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### Learning with Peers: First-year students

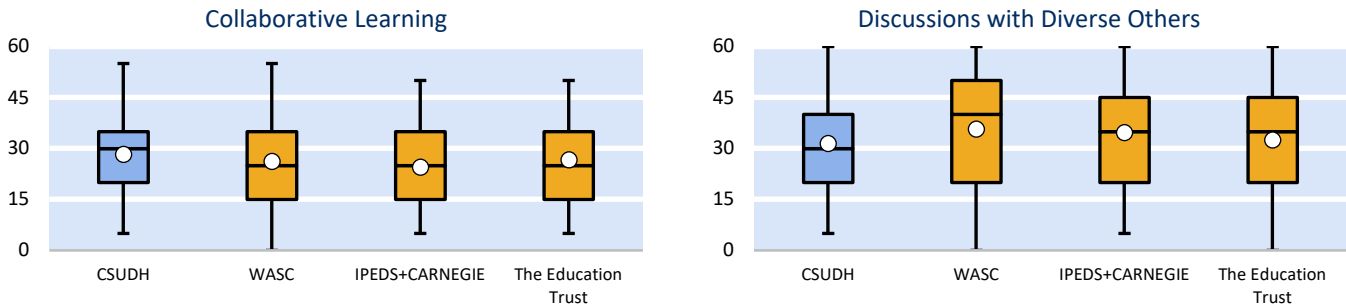
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	CSUDH Mean	Your first-year students compared with					
		WASC		IPEDS+CARNEGIE		The Education Trust	
	Mean	Effect size	Mean	Effect size	Mean	Effect size	
Collaborative Learning	28.3	26.1 *** .14	24.5 *** .27	26.6 * .12			
Discussions with Diverse Others	31.4	35.7 *** -.25	34.6 *** -.20	32.4 -.06			

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

#### Score Distributions



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#### Performance on Indicator Items

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

Collaborative Learning	CSUDH	Percentage point difference <sup>a</sup> between your FY students and		
		WASC	IPEDS+CARNEGIE	The Education Trust
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	47	+7	+13	+5
1c. Explained course material to one or more students	38	-2	+0	-0
1d. Prepared for exams by discussing or working through course material with other students	40	+7	+13	+3
1e. Worked with other students on course projects or assignments	49	+7	+12	+8
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	61	-5	+2	+4
8b. People from an economic background other than your own	56	-8	-5	+0
8c. People with religious beliefs other than your own	47	-8	-10	-3
8d. People with political views other than your own	39	-16	-12	-9

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

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### Learning with Peers: Seniors

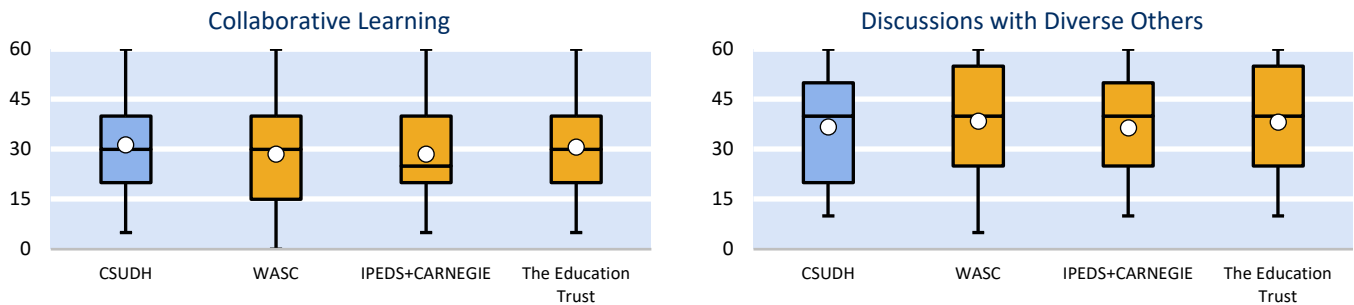
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#### Mean Comparisons

Engagement Indicator	CSUDH Mean	Your seniors compared with					
		WASC		IPEDS+CARNEGIE		The Education Trust	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.3	28.5 ***	.18	28.5 ***	.18	30.7	.04
Discussions with Diverse Others	36.7	38.5 **	-.10	36.4	.02	38.1 *	-.08

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

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	CSUDH	Percentage point difference <sup>a</sup> between your seniors and		
		WASC	IPEDS+CARNEGIE	The Education Trust
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1b. Asked another student to help you understand course material	44	+6	+7	+1
1c. Explained course material to one or more students	50	+3	+3	+1
1d. Prepared for exams by discussing or working through course material with other students	41	+4	+5	-0
1e. Worked with other students on course projects or assignments	64	+10	+9	+4
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	69	-3	+6	-2
8b. People from an economic background other than your own	64	-4	-2	-4
8c. People with religious beliefs other than your own	56	-6	-4	-6
8d. People with political views other than your own	51	-10	-4	-9

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### Experiences with Faculty: First-year students

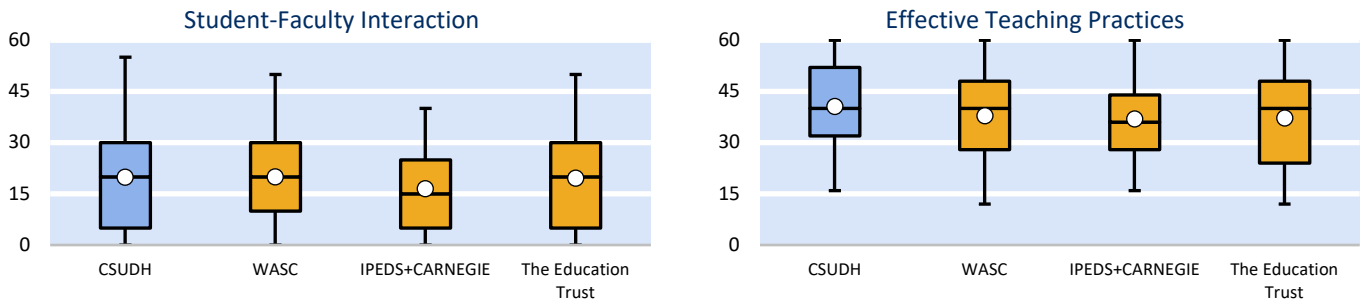
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	CSUDH Mean	Your first-year students compared with					
		WASC		IPEDS+CARNEGIE		The Education Trust	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.9	20.0	-.01	16.5 ***	.24	19.6	.02
Effective Teaching Practices	40.6	37.8 ***	.19	36.9 ***	.27	37.2 ***	.24

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Student-Faculty Interaction	CSUDH %	Percentage point difference <sup>a</sup> between your FY students and		
		WASC	IPEDS+CARNEGIE	The Education Trust
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	36	-1	+8	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	+0	+6	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	+1	+7	+0
3d. Discussed your academic performance with a faculty member	30	+1	+8	+0
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	+3	+2	+6
5b. Taught course sessions in an organized way	72	+2	+1	+7
5c. Used examples or illustrations to explain difficult points	76	+6	+5	+9
5d. Provided feedback on a draft or work in progress	72	+8	+13	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+7	+12	+10

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

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### Experiences with Faculty: Seniors

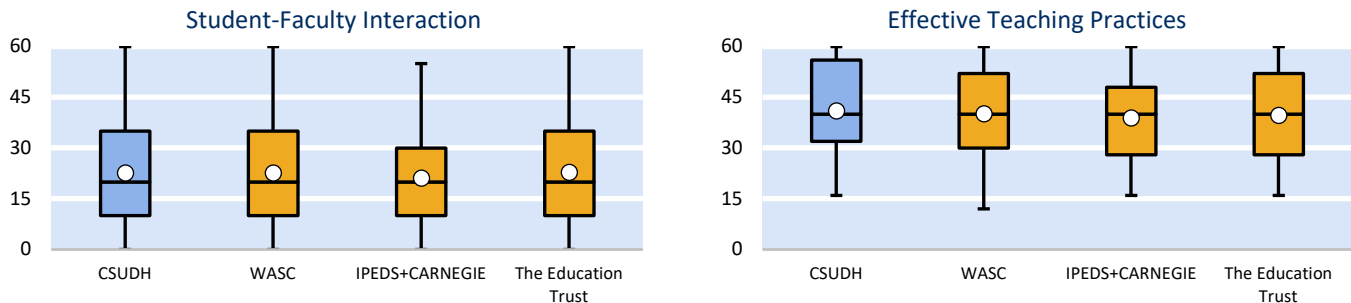
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Effective Teaching Practices	40.9	40.1	.05	38.8 ***	.14	39.6 *	.09

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Student-Faculty Interaction	CSUDH %	Percentage point difference <sup>a</sup> between your seniors and		
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3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	26	+1	+3	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+1	+3	+2
3d. Discussed your academic performance with a faculty member	37	+2	+9	+1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	-1	+0	+0
5b. Taught course sessions in an organized way	73	-1	-1	+1
5c. Used examples or illustrations to explain difficult points	76	+1	+1	+1
5d. Provided feedback on a draft or work in progress	69	+4	+7	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+1	+4	+4

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

a. Percentage point difference = Institution percentage– Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Campus Environment: First-year students

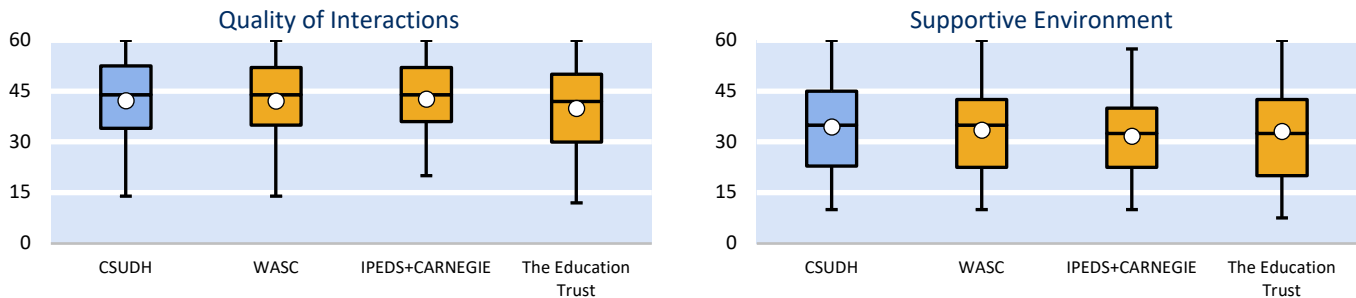
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	CSUDH Mean	Your first-year students compared with					
		WASC Mean	WASC Effect size	IPEDS+CARNEGIE Mean	IPEDS+CARNEGIE Effect size	The Education Trust Mean	The Education Trust Effect size
Quality of Interactions	42.2	42.1	.01	42.7	-.03	39.9 **	.16
Supportive Environment	34.5	33.5	.07	31.7 ***	.20	33.1	.09

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	CSUDH	Percentage point difference <sup>a</sup> between your FY students and		
		WASC	IPEDS+CARNEGIE	The Education Trust
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	49	+2	+3	+3
13b. Academic advisors	54	-0	-4	+4
13c. Faculty	50	-0	-3	+6
13d. Student services staff (career services, student activities, housing, etc.)	48	-1	+2	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	-0	+0	+5
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	69	-1	-1	+3
14c. Using learning support services (tutoring services, writing center, etc.)	68	-2	-5	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+5	+10	+8
14e. Providing opportunities to be involved socially	64	+0	+7	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	+0	+2	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	54	+12	+22	+9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	+7	+16	+12
14i. Attending events that address important social, economic, or political issues	49	+5	+8	+4

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

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Campus Environment: Seniors

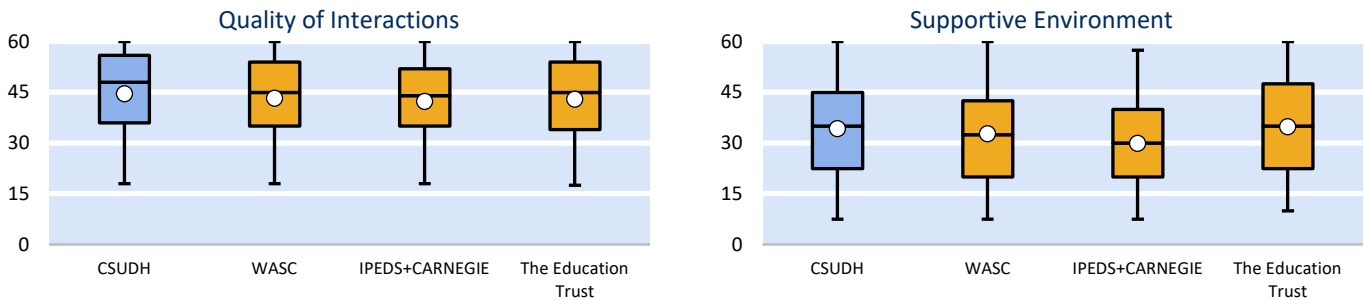
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	CSUDH Mean	Your seniors compared with					
		WASC Mean	Effect size	IPEDS+CARNEGIE Mean	Effect size	The Education Trust Mean	Effect size
Quality of Interactions	44.7	43.3 **	.10	42.4 ***	.18	43.0 **	.12
Supportive Environment	34.3	32.9 **	.09	30.0 ***	.29	34.9	-.04

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	CSUDH	Percentage point difference <sup>a</sup> between your seniors and		
		WASC	IPEDS+CARNEGIE	The Education Trust
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	62	+5	+8	+4
13b. Academic advisors	61	+5	+9	+6
13c. Faculty	60	+2	+5	+5
13d. Student services staff (career services, student activities, housing, etc.)	53	+4	+8	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+1	+4	+0
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	70	+2	+5	-0
14c. Using learning support services (tutoring services, writing center, etc.)	65	+1	+2	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+3	+11	-1
14e. Providing opportunities to be involved socially	66	+3	+10	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+4	+9	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+7	+19	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	-0	+7	-3
14i. Attending events that address important social, economic, or political issues	46	+1	+8	-6

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

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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

While NSSE’s policy is not to rank institutions (see [go.iu.edu/NSSE-PnP](https://go.iu.edu/NSSE-PnP)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 NSSE institutions.

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

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

#### First-Year Students

Theme	Engagement Indicator	CSUDH Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	37.5	39.2 **	-.13		42.1 ***	-.35	
Academic	Reflective and Integrative Learning	34.3	36.9 ***	-.22		39.2 ***	-.41	
Challenge	Learning Strategies	38.1	39.6 *	-.11		42.9 ***	-.34	
	Quantitative Reasoning	30.2	30.2	.00	✓	33.3 ***	-.20	
Learning	Collaborative Learning	28.3	31.8 ***	-.26		35.4 ***	-.53	
with Peers	Discussions with Diverse Others	31.4	39.8 ***	-.56		42.6 ***	-.78	
Experiences	Student-Faculty Interaction	19.9	24.3 ***	-.30		27.8 ***	-.52	
with Faculty	Effective Teaching Practices	40.6	40.3	.02	✓	43.3 ***	-.20	
Campus	Quality of Interactions	42.2	45.1 ***	-.24		48.2 ***	-.48	
Environment	Supportive Environment	34.5	36.0 *	-.11		39.1 ***	-.34	

#### Seniors

Theme	Engagement Indicator	CSUDH Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	41.0	41.9 *	-.07		44.2 ***	-.24	
Academic	Reflective and Integrative Learning	39.3	40.3 **	-.08		42.7 ***	-.29	
Challenge	Learning Strategies	41.7	41.1	.04	✓	43.4 ***	-.12	
	Quantitative Reasoning	30.7	32.4 ***	-.11		35.3 ***	-.29	
Learning	Collaborative Learning	31.3	34.0 ***	-.18		37.9 ***	-.47	
with Peers	Discussions with Diverse Others	36.7	40.4 ***	-.23		43.2 ***	-.42	
Experiences	Student-Faculty Interaction	22.6	28.8 ***	-.38		33.2 ***	-.65	
with Faculty	Effective Teaching Practices	40.9	41.9 *	-.08		44.5 ***	-.26	
Campus	Quality of Interactions	44.7	45.6 *	-.08		48.0 ***	-.27	
Environment	Supportive Environment	34.3	34.2	.00	✓	37.4 ***	-.21	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
CSUDH (N = 493)	37.5	13.6	.61	15	30	40	45	60				
WASC	36.2	13.9	.24	15	25	35	45	60	3,695	1.2	.065	.089
IPEDS+CARNEGIE	36.5	13.5	.35	15	25	40	45	60	1,979	1.0	.157	.073
The Education Trust	37.2	13.7	.43	15	25	40	45	60	1,498	.3	.693	.022
Top 50%	39.2	13.3	.05	20	30	40	50	60	62,975	-1.8	.003	-.133
Top 10%	42.1	13.0	.16	20	35	40	55	60	7,367	-4.6	.000	-.350
<b>Reflective &amp; Integrative Learning</b>												
CSUDH (N = 531)	34.3	12.3	.54	17	26	34	43	57				
WASC	33.8	12.3	.21	14	26	34	40	57	4,043	.5	.392	.040
IPEDS+CARNEGIE	34.4	12.2	.30	14	26	34	43	57	2,186	-.1	.845	-.010
The Education Trust	35.0	12.0	.36	17	26	34	43	57	1,624	-.7	.289	-.056
Top 50%	36.9	12.1	.05	17	29	37	46	60	63,161	-2.6	.000	-.215
Top 10%	39.2	11.8	.13	20	31	40	49	60	9,053	-4.9	.000	-.414
<b>Learning Strategies</b>												
CSUDH (N = 447)	38.1	13.7	.65	20	27	40	47	60				
WASC	37.8	14.3	.26	13	27	40	47	60	3,437	.3	.688	.020
IPEDS+CARNEGIE	36.2	14.2	.39	13	27	33	47	60	1,791	1.8	.018	.129
The Education Trust	38.5	14.0	.45	20	27	40	47	60	1,400	-.5	.565	-.033
Top 50%	39.6	14.1	.06	20	27	40	53	60	56,960	-1.5	.024	-.107
Top 10%	42.9	14.3	.14	20	33	40	60	60	10,839	-4.9	.000	-.340
<b>Quantitative Reasoning</b>												
CSUDH (N = 458)	30.2	15.1	.70	7	20	27	40	60				
WASC	27.8	15.5	.28	0	20	27	40	60	3,487	2.3	.002	.152
IPEDS+CARNEGIE	27.3	15.1	.41	0	20	27	40	60	1,827	2.9	.000	.193
The Education Trust	28.4	15.7	.51	0	20	27	40	60	1,423	1.7	.051	.111
Top 50%	30.2	15.3	.06	7	20	27	40	60	65,826	.0	1.000	.000
Top 10%	33.3	15.5	.17	7	20	33	40	60	8,964	-3.1	.000	-.200
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CSUDH (N = 569)	28.3	13.6	.57	5	20	30	35	55				
WASC	26.1	14.7	.24	0	15	25	35	55	783	2.1	.001	.145
IPEDS+CARNEGIE	24.5	13.9	.33	5	15	25	35	50	2,401	3.8	.000	.271
The Education Trust	26.6	14.1	.41	5	15	25	35	50	1,726	1.6	.023	.117
Top 50%	31.8	13.9	.06	10	20	30	40	60	58,473	-3.6	.000	-.259
Top 10%	35.4	13.5	.13	15	25	35	45	60	11,153	-7.2	.000	-.531
<b>Discussions with Diverse Others</b>												
CSUDH (N = 450)	31.4	16.5	.78	5	20	30	40	60				
WASC	35.7	17.4	.32	0	20	40	50	60	3,447	-4.3	.000	-.247
IPEDS+CARNEGIE	34.6	15.8	.43	5	20	35	45	60	1,811	-3.2	.000	-.201
The Education Trust	32.4	17.4	.56	0	20	35	45	60	1,409	-1.0	.302	-.059
Top 50%	39.8	15.1	.07	15	30	40	55	60	455	-8.4	.000	-.556
Top 10%	42.6	14.2	.17	20	35	40	55	60	494	-11.1	.000	-.776



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
CSUDH (N = 510)	19.9	16.0	.71	0	5	20	30	55				
WASC	20.0	15.1	.26	0	10	20	30	50	3,873	-.1	.875	-.007
IPEDS+CARNEGIE	16.5	13.4	.34	0	5	15	25	40	760	3.4	.000	.242
The Education Trust	19.6	15.7	.48	0	5	20	30	50	1,563	.3	.766	.016
Top 50%	24.3	15.1	.08	5	15	20	35	55	32,265	-4.5	.000	-.296
Top 10%	27.8	15.3	.21	5	15	25	40	60	5,891	-8.0	.000	-.518
<b>Effective Teaching Practices</b>												
CSUDH (N = 485)	40.6	14.1	.64	16	32	40	52	60				
WASC	37.8	14.3	.25	12	28	40	48	60	3,679	2.8	.000	.193
IPEDS+CARNEGIE	36.9	13.4	.35	16	28	36	44	60	1,957	3.7	.000	.272
The Education Trust	37.2	14.7	.46	12	24	40	48	60	1,500	3.4	.000	.236
Top 50%	40.3	13.8	.07	16	32	40	52	60	43,634	.3	.647	.021
Top 10%	43.3	13.7	.17	20	36	44	56	60	7,321	-2.7	.000	-.198
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CSUDH (N = 401)	42.2	13.7	.69	14	34	44	53	60				
WASC	42.1	13.5	.26	14	35	44	52	60	3,064	.1	.903	.007
IPEDS+CARNEGIE	42.7	12.5	.37	20	36	44	52	60	643	-.4	.578	-.034
The Education Trust	39.9	14.4	.50	12	30	42	50	60	1,241	2.3	.007	.163
Top 50%	45.1	11.9	.06	22	38	48	54	60	407	-2.9	.000	-.243
Top 10%	48.2	12.5	.15	23	42	50	60	60	441	-6.0	.000	-.476
<b>Supportive Environment</b>												
CSUDH (N = 443)	34.5	15.0	.71	10	23	35	45	60				
WASC	33.5	14.6	.27	10	23	35	43	60	3,323	1.0	.203	.065
IPEDS+CARNEGIE	31.7	13.6	.38	10	23	33	40	58	707	2.8	.001	.201
The Education Trust	33.1	15.4	.51	8	20	33	43	60	1,363	1.3	.128	.088
Top 50%	36.0	13.6	.07	13	28	38	45	60	450	-1.5	.039	-.109
Top 10%	39.1	13.3	.20	18	30	40	50	60	513	-4.6	.000	-.344

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

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
CSUDH (N = 1165)	41.0	14.4	.42	20	30	40	55	60				
WASC	40.5	14.4	.17	15	30	40	55	60	7,973	.5	.244	.037
IPEDS+CARNEGIE	39.5	13.9	.25	15	30	40	50	60	4,235	1.5	.002	.108
The Education Trust	40.9	14.1	.31	20	30	40	55	60	3,262	.1	.865	.006
Top 50%	41.9	13.7	.05	20	35	40	55	60	77,558	-.9	.026	-.066
Top 10%	44.2	13.1	.15	20	35	45	60	60	1,496	-3.2	.000	-.243
<b>Reflective &amp; Integrative Learning</b>												
CSUDH (N = 1233)	39.3	13.2	.37	17	31	40	49	60				
WASC	38.4	13.2	.15	17	29	40	49	60	8,458	.9	.027	.068
IPEDS+CARNEGIE	37.5	12.8	.22	17	29	37	46	60	4,504	1.8	.000	.137
The Education Trust	39.0	12.8	.27	17	30	40	49	60	3,418	.3	.545	.022
Top 50%	40.3	12.5	.05	20	31	40	50	60	1,272	-1.0	.006	-.083
Top 10%	42.7	11.7	.14	23	34	43	51	60	1,611	-3.5	.000	-.291
<b>Learning Strategies</b>												
CSUDH (N = 1096)	41.7	14.1	.43	20	33	40	53	60				
WASC	40.2	14.7	.18	13	27	40	53	60	7,534	1.5	.001	.105
IPEDS+CARNEGIE	38.3	14.6	.27	13	27	40	47	60	3,973	3.4	.000	.232
The Education Trust	40.9	14.2	.31	20	33	40	53	60	3,117	.8	.137	.056
Top 50%	41.1	14.6	.05	20	33	40	53	60	84,542	.6	.160	.043
Top 10%	43.4	14.2	.12	20	33	40	60	60	15,356	-1.7	.000	-.123
<b>Quantitative Reasoning</b>												
CSUDH (N = 1114)	30.7	17.1	.51	0	20	33	40	60				
WASC	30.1	16.6	.21	0	20	27	40	60	7,615	.6	.262	.036
IPEDS+CARNEGIE	29.8	16.5	.31	0	20	27	40	60	4,030	.9	.120	.055
The Education Trust	29.9	16.8	.37	0	20	27	40	60	3,142	.7	.250	.043
Top 50%	32.4	16.5	.05	7	20	33	40	60	1,137	-1.8	.001	-.108
Top 10%	35.3	16.0	.15	7	20	33	47	60	1,316	-4.7	.000	-.290
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CSUDH (N = 1283)	31.3	15.0	.42	5	20	30	40	60				
WASC	28.5	16.2	.19	0	15	30	40	60	1,831	2.8	.000	.175
IPEDS+CARNEGIE	28.5	15.6	.27	5	20	25	40	60	4,735	2.8	.000	.182
The Education Trust	30.7	15.3	.32	5	20	30	40	60	3,517	.6	.246	.041
Top 50%	34.0	14.6	.05	10	25	35	45	60	75,453	-2.7	.000	-.183
Top 10%	37.9	13.7	.14	15	30	40	50	60	1,581	-6.5	.000	-.471
<b>Discussions with Diverse Others</b>												
CSUDH (N = 1099)	36.7	17.3	.52	10	20	40	50	60				
WASC	38.5	17.3	.22	5	25	40	55	60	7,561	-1.7	.002	-.100
IPEDS+CARNEGIE	36.4	16.1	.30	10	25	40	50	60	1,864	.3	.598	.019
The Education Trust	38.1	16.9	.37	10	25	40	55	60	2,204	-1.4	.029	-.083
Top 50%	40.4	15.9	.05	15	30	40	55	60	1,122	-3.7	.000	-.229
Top 10%	43.2	15.1	.16	20	35	45	60	60	1,326	-6.5	.000	-.423

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
CSUDH (N = 1192)	22.6	17.0	.49	0	10	20	35	60				
WASC	22.6	16.8	.20	0	10	20	35	60	8,185	.0	.954	-.002
IPEDS+CARNEGIE	21.0	15.7	.28	0	10	20	30	55	1,995	1.5	.007	.096
The Education Trust	22.8	16.3	.35	0	10	20	35	60	2,373	-.2	.748	-.012
Top 50%	28.8	16.2	.08	5	15	25	40	60	1,262	-6.2	.000	-.381
Top 10%	33.2	16.1	.24	10	20	35	45	60	5,862	-10.7	.000	-.654
<b>Effective Teaching Practices</b>												
CSUDH (N = 1158)	40.9	15.1	.44	16	32	40	56	60				
WASC	40.1	15.0	.18	12	30	40	52	60	7,949	.8	.100	.052
IPEDS+CARNEGIE	38.8	13.9	.25	16	28	40	48	60	1,941	2.0	.000	.144
The Education Trust	39.6	14.8	.32	16	28	40	52	60	3,266	1.3	.018	.087
Top 50%	41.9	14.0	.06	16	32	40	56	60	1,196	-1.1	.017	-.076
Top 10%	44.5	13.6	.14	20	36	44	56	60	1,386	-3.6	.000	-.261
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CSUDH (N = 970)	44.7	13.3	.43	18	36	48	56	60				
WASC	43.3	13.3	.17	18	35	45	54	60	6,756	1.4	.003	.104
IPEDS+CARNEGIE	42.4	12.5	.25	18	35	44	52	60	1,653	2.3	.000	.178
The Education Trust	43.0	13.5	.32	18	34	45	54	60	2,805	1.6	.002	.122
Top 50%	45.6	12.3	.05	22	38	48	56	60	994	-1.0	.023	-.080
Top 10%	48.0	12.5	.09	22	40	50	60	60	1,057	-3.3	.000	-.265
<b>Supportive Environment</b>												
CSUDH (N = 1059)	34.3	15.7	.48	8	23	35	45	60				
WASC	32.9	15.5	.20	8	20	33	43	60	7,333	1.5	.005	.093
IPEDS+CARNEGIE	30.0	14.2	.27	8	20	30	40	58	1,744	4.3	.000	.294
The Education Trust	34.9	15.4	.35	10	23	35	48	60	3,042	-.6	.337	-.037
Top 50%	34.2	14.7	.06	10	23	35	45	60	1,091	.1	.902	.004
Top 10%	37.4	14.5	.19	13	28	38	48	60	1,393	-3.1	.000	-.212

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

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

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

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

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

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