



NSSE 2024

Engagement Indicators

California State University-Dominguez Hills

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 all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

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

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 Publics by size-US	Your first-year students compared with CSU Comp	Your first-year students compared with Comp Publics
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 Publics by size-US	Your seniors compared with CSU Comp	Your seniors compared with Comp Publics
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

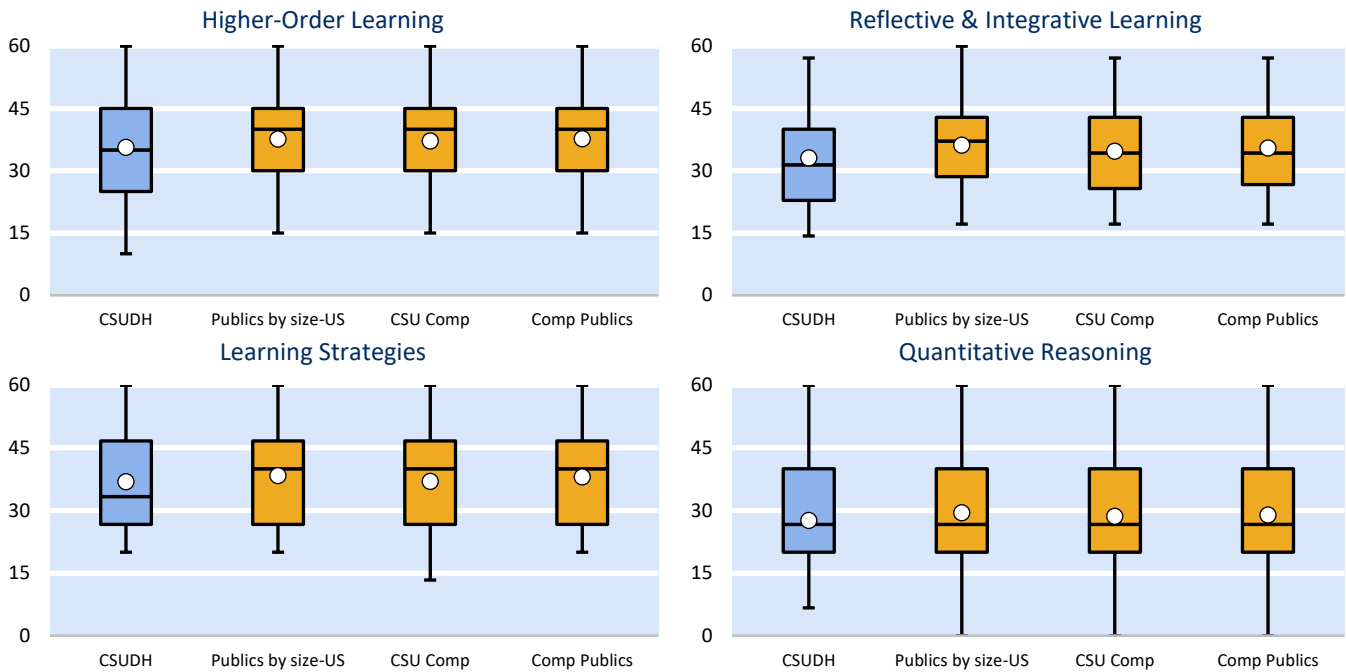
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Publics by size-US		CSU Comp		Comp Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.6	37.6	-.14	37.2	-.11	37.7 *	-.16
Reflective & Integrative Learning	33.1	36.2 ***	-.25	34.7	-.13	35.5 **	-.20
Learning Strategies	36.9	38.3	-.10	36.9	.00	38.0	-.08
Quantitative Reasoning	27.7	29.4	-.11	28.6	-.06	28.9	-.08

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	CSUDH	Percentage point difference ^a between your FY students and		
		Publics by size-		
		US	CSU Comp	Comp Publics
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	60	-7	-4	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	60	-6	-7	-8
4d. Evaluating a point of view, decision, or information source	66	-5	-3	-4
4e. Forming a new idea or understanding from various pieces of information	66	-4	-3	-4
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	44	-9	-10	-9
2b. Connected your learning to societal problems or issues	42	-10	-4	-9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	-5	+1	-0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-9	-3	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	65	-10	-5	-7
2f. Learned something that changed the way you understand an issue or concept	62	-6	-3	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	66	-9	-8	-11
Learning Strategies				
<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	61	-4	-2	-5
9c. Summarized what you learned in class or from course materials	63	-1	+3	-1
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.)	48	-7	-2	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-3	+1	-1
6c. Evaluated what others have concluded from numerical information	37	-3	-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.

Academic Challenge: Seniors

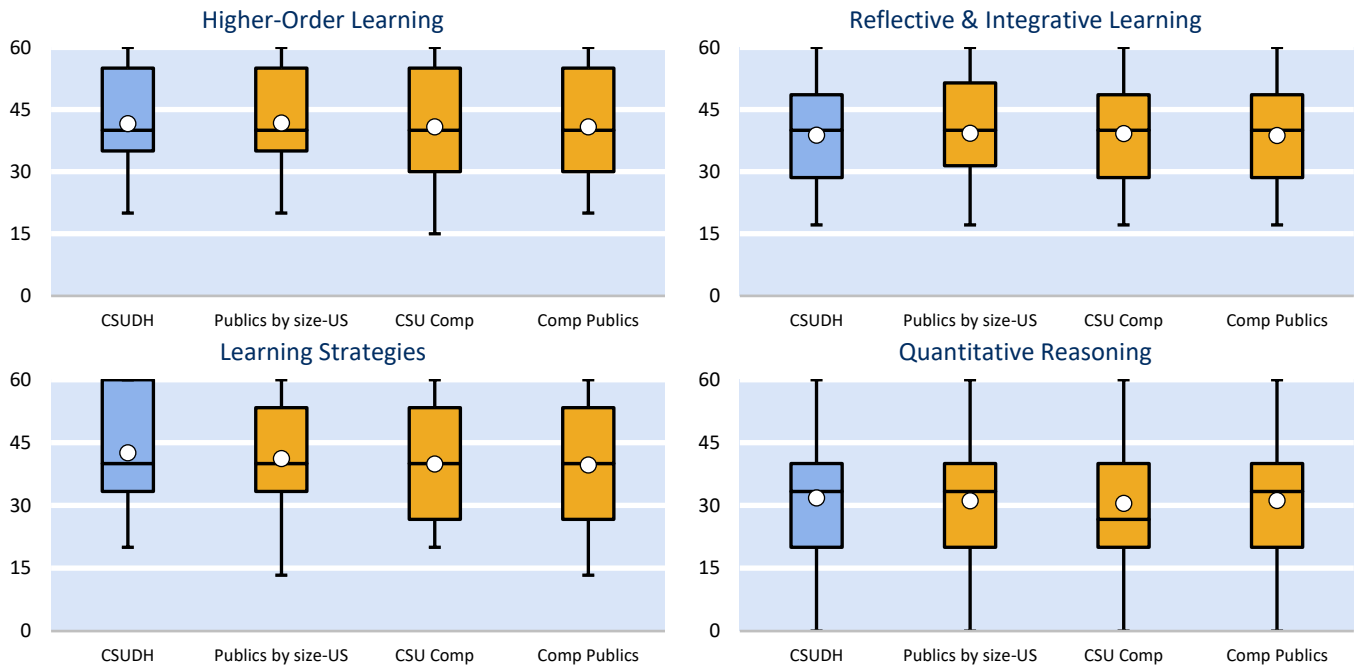
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Publics by size-US		CSU Comp		Comp Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.6	41.7	-.01	40.8	.06	40.9	.05
Reflective & Integrative Learning	38.8	39.3	-.04	39.2	-.03	38.7	.01
Learning Strategies	42.6	41.1	.10	39.9 ***	.19	39.6 ***	.20
Quantitative Reasoning	31.7	31.1	.04	30.5	.08	31.1	.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 ^a between your seniors and		
		Publics by size-		
		US	CSU Comp	Comp Publics
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	73	-5	-3	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+1	+2	+1
4d. Evaluating a point of view, decision, or information source	79	+5	+4	+6
4e. Forming a new idea or understanding from various pieces of information	80	+3	+5	+5
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	63	-4	-7	-6
2b. Connected your learning to societal problems or issues	62	-1	-1	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+1	-1	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	-2	+2	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	74	-0	+1	+1
2f. Learned something that changed the way you understand an issue or concept	72	-1	-1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	83	-3	-0	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	+1	+4	+6
9b. Reviewed your notes after class	75	+5	+8	+9
9c. Summarized what you learned in class or from course materials	74	+3	+7	+7
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.)	57	+0	+3	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+2	+3	+2
6c. Evaluated what others have concluded from numerical information	47	+2	+1	-1

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

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

Learning with Peers: First-year students

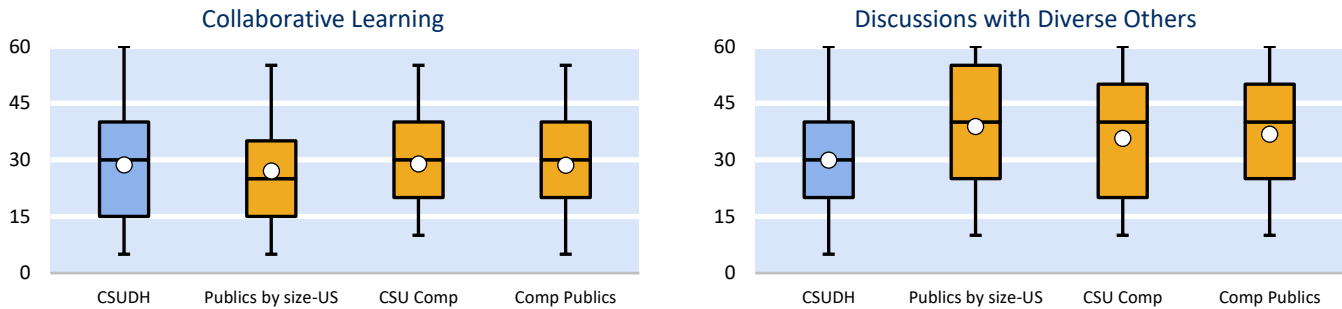
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Publics by size-US Mean Effect size		CSU Comp Mean Effect size		Comp Publics Mean Effect size	
Collaborative Learning	28.7	27.0	.11	28.9	-.02	28.5	.01
Discussions with Diverse Others	29.9	38.8 ***	-.54	35.6 ***	-.35	36.7 ***	-.43

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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 ^a between your FY students and		
		Publics by size-US	CSU Comp	Comp Publics
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	44	+6	+1	+1
1c. Explained course material to one or more students	42	-1	-1	-4
1d. Prepared for exams by discussing or working through course material with other students	41	+6	+5	+4
1e. Worked with other students on course projects or assignments	50	+5	-4	+0
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	59	-10	-9	-7
8b. People from economic backgrounds other than your own	52	-17	-14	-16
8c. People with religious beliefs other than your own	40	-26	-18	-22
8d. People with political views other than your own	40	-24	-8	-15

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Learning with Peers: Seniors

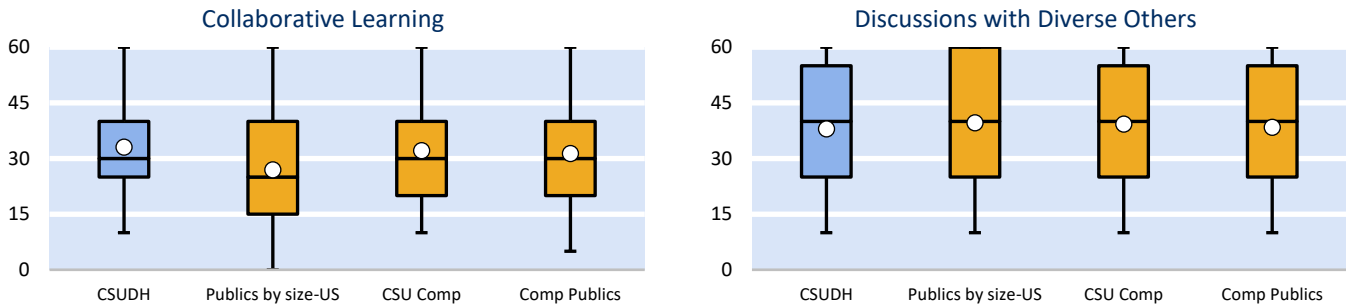
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Mean Comparisons

Engagement Indicator	CSUDH Mean	Your seniors compared with					
		Publics by size-US Mean Effect size		CSU Comp Mean Effect size		Comp Publics Mean Effect size	
Collaborative Learning	33.1	26.9 ***	.39	32.1	.07	31.3 **	.12
Discussions with Diverse Others	38.0	39.7	-.10	39.3	-.08	38.4	-.03

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

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Collaborative Learning	CSUDH	Percentage point difference ^a between your seniors and		
		Publics by size-US	CSU Comp	Comp Publics
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	46	+12	+2	+3
1c. Explained course material to one or more students	52	+8	-0	+1
1d. Prepared for exams by discussing or working through course material with other students	45	+12	+4	+4
1e. Worked with other students on course projects or assignments	69	+18	+4	+6
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	74	+5	-2	+4
8b. People from economic backgrounds other than your own	70	-2	-2	-1
8c. People with religious beliefs other than your own	63	-4	-1	-2
8d. People with political views other than your own	55	-10	-1	-2

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Experiences with Faculty: First-year students

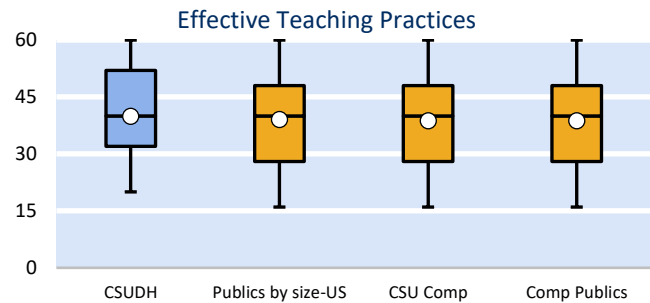
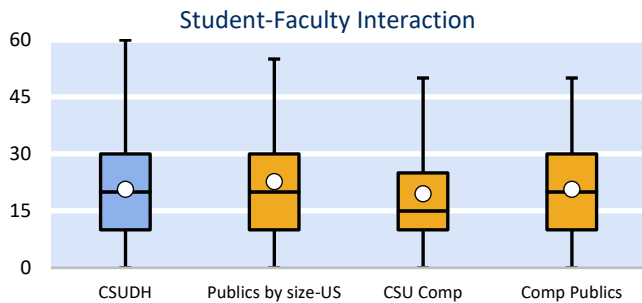
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Publics by size-US Effect size		CSU Comp Effect size		Comp Publics Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.6	22.7	-.13	19.5	.08	20.7	.00
Effective Teaching Practices	39.9	39.0	.06	38.7	.09	38.7	.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).

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Student-Faculty Interaction	CSUDH %	Percentage point difference ^a between your FY students and		
		Publics by size-US	CSU Comp	Comp Publics
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	38	-1	+6	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-3	+2	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-6	+0	-4
3d. Discussed your academic performance with a faculty member	29	-4	+1	-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	80	+5	+3	+2
5b. Taught course sessions in an organized way	69	-3	-3	-4
5c. Used examples or illustrations to explain difficult points	76	+4	+4	+3
5d. Provided feedback on a draft or work in progress	71	+4	+3	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+2	+5	+5

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Experiences with Faculty: Seniors

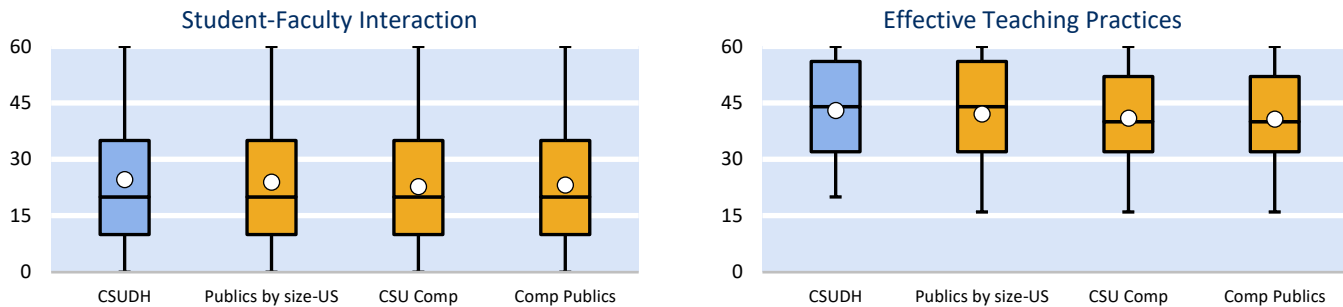
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Engagement Indicator	CSUDH Mean	Your seniors compared with					
		Publics by size-US Effect size		CSU Comp Effect size		Comp Publics Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.6	23.9	.04	22.7 **	.12	23.1 *	.09
Effective Teaching Practices	43.0	42.0	.07	40.9 ***	.15	40.6 ***	.17

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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Student-Faculty Interaction	CSUDH %	Percentage point difference ^a between your seniors and		
		Publics by size-US	CSU Comp	Comp Publics
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	45	+2	+5	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+3	+4	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	+0	+3	+1
3d. Discussed your academic performance with a faculty member	37	-0	+5	+4
<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	84	+1	+2	+3
5b. Taught course sessions in an organized way	79	-0	+2	+2
5c. Used examples or illustrations to explain difficult points	81	+4	+3	+4
5d. Provided feedback on a draft or work in progress	75	+8	+8	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	70	-0	+5	+5

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

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

Campus Environment: First-year students

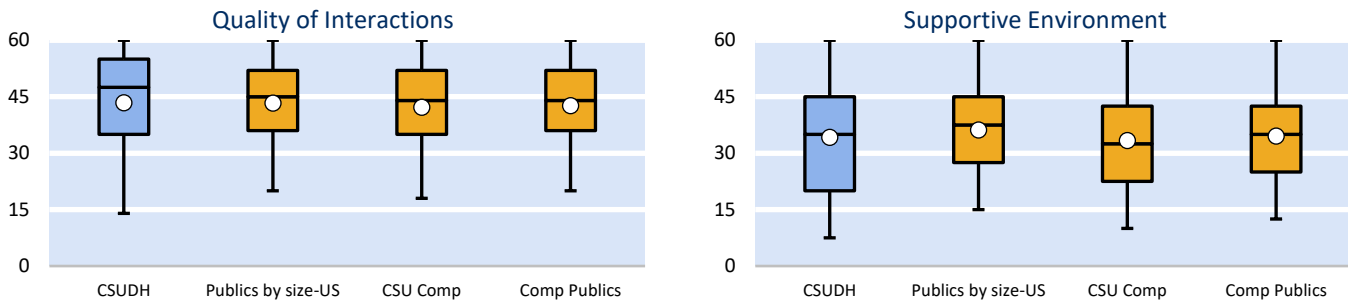
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CSUDH Mean	Your first-year students compared with					
		Publics by size-US Effect size		CSU Comp Effect size		Comp Publics Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.4	43.3	.01	42.2	.09	42.7	.06
Supportive Environment	34.2	36.2	-.14	33.4	.06	34.5	-.02

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

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 ^a between your FY students and		
		Publics by size-US	CSU Comp	Comp Publics
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	50	+4	+3	+2
13b. Academic advisors	60	+3	+6	+7
13c. Faculty	60	+7	+14	+11
13d. Student services staff (career services, student activities, housing, etc.)	50	+0	+2	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+4	+9	+8
<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	64	-9	-4	-6
14c. Using learning support services (tutoring services, writing center, etc.)	65	-9	-6	-8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-7	-1	-4
14e. Providing opportunities to be involved socially	63	-10	+1	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-7	-3	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	+1	+4	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-12	+3	-6
14i. Attending events that address important social, economic, or political issues	47	-2	+6	+1

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

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

Campus Environment: Seniors

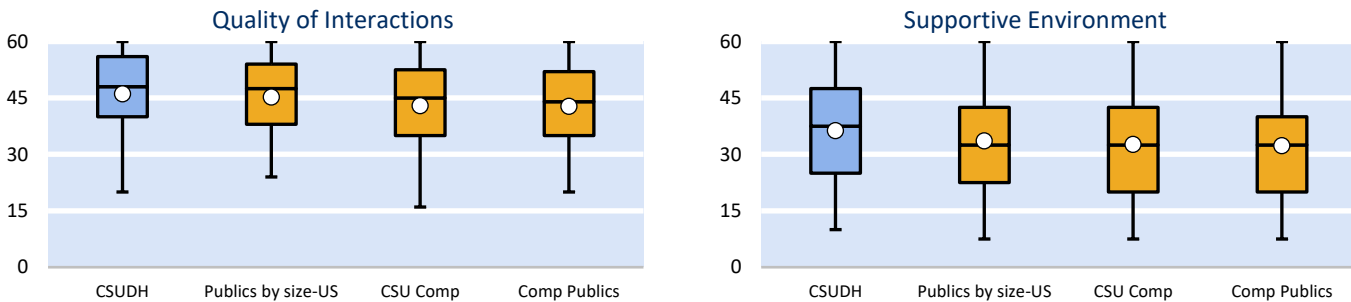
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CSUDH Mean	Your seniors compared with					
		Publics by size-US Effect size		CSU Comp Effect size		Comp Publics Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.1	45.3	.07	43.0 ***	.23	42.8 ***	.26
Supportive Environment	36.3	33.6 ***	.18	32.7 ***	.25	32.4 ***	.27

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 ^a between your seniors and		
		Publics by size-US	CSU Comp	Comp Publics
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	67	+9	+8	+10
13b. Academic advisors	65	+6	+14	+15
13c. Faculty	64	+2	+7	+7
13d. Student services staff (career services, student activities, housing, etc.)	59	+5	+13	+13
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+0	+6	+9
<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	76	+5	+7	+8
14c. Using learning support services (tutoring services, writing center, etc.)	70	+2	+5	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+9	+8	+10
14e. Providing opportunities to be involved socially	68	+3	+6	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	+5	+7	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	50	+13	+15	+16
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	+2	+9	+8
14i. Attending events that address important social, economic, or political issues	54	+10	+12	+12

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), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	CSUDH Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.6	39.8 ***	-.32		42.4 ***	-.53	
	Reflective and Integrative Learning	33.1	37.3 ***	-.35		39.9 ***	-.58	
	Learning Strategies	36.9	40.2 ***	-.24		43.1 ***	-.43	
	Quantitative Reasoning	27.7	30.8 **	-.21		33.3 ***	-.37	
Learning with Peers	Collaborative Learning	28.7	33.4 ***	-.34		36.7 ***	-.58	
	Discussions with Diverse Others	29.9	40.7 ***	-.73		44.2 ***	-1.03	
Experiences with Faculty	Student-Faculty Interaction	20.6	25.4 ***	-.31		29.9 ***	-.59	
	Effective Teaching Practices	39.9	40.8	-.06	✓	43.6 ***	-.26	
Campus Environment	Quality of Interactions	43.4	45.7 *	-.20		48.7 ***	-.44	
	Supportive Environment	34.2	37.1 **	-.22		40.4 ***	-.48	

Seniors

Theme	Engagement Indicator	CSUDH Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.6	42.4	-.06	✓	44.9 ***	-.25	
	Reflective and Integrative Learning	38.8	40.6 ***	-.15		43.2 ***	-.37	
	Learning Strategies	42.6	41.2 *	.10	✓	44.1 *	-.11	
	Quantitative Reasoning	31.7	32.8	-.07	✓	36.2 ***	-.27	
Learning with Peers	Collaborative Learning	33.1	34.8 **	-.12		38.0 ***	-.36	
	Discussions with Diverse Others	38.0	41.4 ***	-.22		44.1 ***	-.42	
Experiences with Faculty	Student-Faculty Interaction	24.6	29.9 ***	-.33		34.9 ***	-.63	
	Effective Teaching Practices	43.0	42.5	.04	✓	45.2 ***	-.17	
Campus Environment	Quality of Interactions	46.1	45.4	.06	✓	48.1 ***	-.17	
	Supportive Environment	36.3	34.6 **	.12	✓	38.0 *	-.12	

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 current- and prior-year 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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CSUDH (N = 252)	35.6	15.1	.95	10	25	35	45	60				
Publics by size-US	37.6	13.6	.58	15	30	40	45	60	806	-2.0	.062	-.142
CSU Comp	37.2	13.7	.40	15	30	40	45	60	1,401	-1.5	.114	-.110
Comp Publics	37.7	13.4	.17	15	30	40	45	60	267	-2.1	.031	-.156
Top 50%	39.8	13.2	.06	20	30	40	50	60	253	-4.2	.000	-.318
Top 10%	42.4	12.5	.17	20	35	40	55	60	267	-6.8	.000	-.534
Reflective & Integrative Learning												
CSUDH (N = 271)	33.1	12.8	.78	14	23	31	40	57				
Publics by size-US	36.2	12.3	.50	17	29	37	43	60	877	-3.1	.001	-.246
CSU Comp	34.7	12.0	.33	17	26	34	43	57	1,560	-1.6	.054	-.129
Comp Publics	35.5	12.1	.14	17	27	34	43	57	7,458	-2.4	.002	-.195
Top 50%	37.3	12.0	.06	17	29	37	46	60	43,717	-4.2	.000	-.348
Top 10%	39.9	11.7	.16	20	31	40	49	60	295	-6.8	.000	-.578
Learning Strategies												
CSUDH (N = 236)	36.9	13.7	.89	20	27	33	47	60				
Publics by size-US	38.3	14.0	.61	20	27	40	47	60	758	-1.5	.184	-.104
CSU Comp	36.9	13.8	.43	13	27	40	47	60	1,276	.0	.966	-.003
Comp Publics	38.0	13.8	.18	20	27	40	47	60	6,140	-1.1	.222	-.081
Top 50%	40.2	13.9	.07	20	33	40	53	60	39,305	-3.3	.000	-.237
Top 10%	43.1	14.5	.15	20	33	40	60	60	8,998	-6.3	.000	-.433
Quantitative Reasoning												
CSUDH (N = 237)	27.7	16.0	1.04	7	20	27	40	60				
Publics by size-US	29.4	15.5	.68	0	20	27	40	60	764	-1.8	.144	-.114
CSU Comp	28.6	15.3	.47	0	20	27	40	60	1,309	-1.0	.388	-.062
Comp Publics	28.9	15.3	.20	0	20	27	40	60	6,269	-1.3	.206	-.084
Top 50%	30.8	15.5	.07	7	20	33	40	60	46,411	-3.2	.002	-.206
Top 10%	33.3	15.4	.16	7	20	33	40	60	8,951	-5.6	.000	-.365
Learning with Peers												
Collaborative Learning												
CSUDH (N = 280)	28.7	15.5	.92	5	15	30	40	60				
Publics by size-US	27.0	14.9	.58	5	15	25	35	55	936	1.6	.131	.108
CSU Comp	28.9	13.4	.36	10	20	30	40	55	366	-.3	.800	-.018
Comp Publics	28.5	14.1	.16	5	20	30	40	55	295	.2	.862	.012
Top 50%	33.4	13.9	.06	10	25	35	40	60	281	-4.7	.000	-.339
Top 10%	36.7	13.7	.14	15	25	35	45	60	291	-8.0	.000	-.584
Discussions with Diverse Others												
CSUDH (N = 233)	29.9	16.9	1.11	5	20	30	40	60				
Publics by size-US	38.8	16.4	.71	10	25	40	55	60	757	-8.9	.000	-.538
CSU Comp	35.6	16.2	.50	10	20	40	50	60	1,287	-5.7	.000	-.351
Comp Publics	36.7	15.9	.21	10	25	40	50	60	6,207	-6.9	.000	-.430
Top 50%	40.7	14.9	.07	20	30	40	55	60	234	-10.8	.000	-.725
Top 10%	44.2	13.8	.20	20	35	45	60	60	248	-14.4	.000	-1.026

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
CSUDH (N = 263)	20.6	16.3	1.01	0	10	20	30	60				
Publics by size-US	22.7	15.4	.64	0	10	20	30	55	845	-2.1	.074	-.133
CSU Comp	19.5	14.7	.42	0	10	15	25	50	359	1.2	.288	.077
Comp Publics	20.7	15.2	.18	0	10	20	30	50	7,101	-.1	.958	-.003
Top 50%	25.4	15.3	.09	5	15	25	35	60	27,930	-4.7	.000	-.307
Top 10%	29.9	15.5	.27	5	20	30	40	60	3,641	-9.2	.000	-.592
Effective Teaching Practices												
CSUDH (N = 254)	39.9	14.0	.88	20	32	40	52	60				
Publics by size-US	39.0	13.8	.58	16	28	40	48	60	814	.9	.414	.062
CSU Comp	38.7	13.3	.39	16	28	40	48	60	1,405	1.2	.208	.087
Comp Publics	38.7	13.3	.17	16	28	40	48	60	6,709	1.2	.154	.091
Top 50%	40.8	13.5	.07	20	32	40	52	60	35,130	-.9	.310	-.064
Top 10%	43.6	14.1	.18	20	36	44	56	60	6,675	-3.7	.000	-.259
Campus Environment												
Quality of Interactions												
CSUDH (N = 196)	43.4	14.0	1.00	14	35	48	55	60				
Publics by size-US	43.3	12.2	.55	20	36	45	52	60	319	.1	.922	.009
CSU Comp	42.2	12.5	.41	18	35	44	52	60	264	1.2	.277	.092
Comp Publics	42.7	11.9	.16	20	36	44	52	60	206	.7	.465	.062
Top 50%	45.7	11.5	.07	24	40	48	54	60	197	-2.3	.024	-.199
Top 10%	48.7	11.9	.17	24	42	52	60	60	206	-5.3	.000	-.440
Supportive Environment												
CSUDH (N = 221)	34.2	15.9	1.07	8	20	35	45	60				
Publics by size-US	36.2	13.4	.59	15	28	38	45	60	363	-2.0	.104	-.140
CSU Comp	33.4	14.1	.44	10	23	33	43	60	301	.8	.482	.056
Comp Publics	34.5	13.6	.18	13	25	35	43	60	233	-.3	.767	-.023
Top 50%	37.1	13.0	.07	17	28	38	45	60	222	-2.9	.008	-.221
Top 10%	40.4	12.6	.25	20	33	40	50	60	244	-6.2	.000	-.481

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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CSUDH (N = 633)	41.6	13.6	.54	20	35	40	55	60				
Publics by size-US	41.7	13.8	.42	20	35	40	55	60	1,706	-.1	.868	-.008
CSU Comp	40.8	14.3	.25	15	30	40	55	60	3,937	.8	.192	.057
Comp Publics	40.9	14.0	.12	20	30	40	55	60	13,634	.8	.186	.054
Top 50%	42.4	13.6	.06	20	35	40	55	60	53,128	-.8	.127	-.061
Top 10%	44.9	12.8	.17	20	40	45	60	60	6,182	-3.3	.000	-.255
Reflective & Integrative Learning												
CSUDH (N = 681)	38.8	13.2	.51	17	29	40	49	60				
Publics by size-US	39.3	13.2	.39	17	31	40	51	60	1,815	-.5	.448	-.037
CSU Comp	39.2	13.2	.22	17	29	40	49	60	4,222	-.4	.509	-.028
Comp Publics	38.7	13.0	.11	17	29	40	49	60	14,575	.1	.886	.006
Top 50%	40.6	12.4	.05	20	31	40	51	60	696	-1.8	.000	-.146
Top 10%	43.2	11.8	.17	23	34	43	54	60	832	-4.4	.000	-.366
Learning Strategies												
CSUDH (N = 610)	42.6	13.9	.56	20	33	40	60	60				
Publics by size-US	41.1	14.8	.46	13	33	40	53	60	1,638	1.4	.055	.098
CSU Comp	39.9	14.5	.26	20	27	40	53	60	3,659	2.7	.000	.188
Comp Publics	39.6	14.5	.13	13	27	40	53	60	12,744	2.9	.000	.203
Top 50%	41.2	14.5	.06	20	33	40	53	60	64,643	1.4	.017	.097
Top 10%	44.1	14.2	.16	20	33	47	60	60	8,587	-1.5	.011	-.107
Quantitative Reasoning												
CSUDH (N = 611)	31.7	16.9	.69	0	20	33	40	60				
Publics by size-US	31.1	17.2	.53	0	20	33	40	60	1,645	.7	.437	.040
CSU Comp	30.5	16.6	.30	0	20	27	40	60	3,749	1.3	.089	.075
Comp Publics	31.1	16.6	.15	0	20	33	40	60	12,943	.6	.374	.037
Top 50%	32.8	16.5	.06	7	20	33	40	60	69,717	-1.1	.097	-.067
Top 10%	36.2	16.2	.19	7	20	40	47	60	710	-4.5	.000	-.274
Learning with Peers												
Collaborative Learning												
CSUDH (N = 707)	33.1	14.0	.53	10	25	30	40	60				
Publics by size-US	26.9	17.0	.49	0	15	25	40	60	1,703	6.2	.000	.386
CSU Comp	32.1	14.2	.23	10	20	30	40	60	4,413	1.0	.090	.070
Comp Publics	31.3	15.0	.12	5	20	30	40	60	787	1.7	.001	.116
Top 50%	34.8	14.2	.06	10	25	35	45	60	64,544	-1.7	.002	-.118
Top 10%	38.0	13.6	.15	15	30	40	50	60	8,938	-4.9	.000	-.361
Discussions with Diverse Others												
CSUDH (N = 603)	38.0	16.8	.69	10	25	40	55	60				
Publics by size-US	39.7	17.1	.53	10	25	40	60	60	1,629	-1.7	.056	-.098
CSU Comp	39.3	16.5	.30	10	25	40	55	60	3,686	-1.3	.084	-.077
Comp Publics	38.4	16.5	.15	10	25	40	55	60	12,799	-.5	.504	-.028
Top 50%	41.4	15.6	.06	15	30	40	60	60	611	-3.4	.000	-.217
Top 10%	44.1	14.5	.16	20	35	45	60	60	673	-6.1	.000	-.417

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
CSUDH (N = 665)	24.6	17.0	.66	0	10	20	35	60				
Publics by size-US	23.9	16.9	.51	0	10	20	35	60	1,769	.7	.376	.043
CSU Comp	22.7	16.3	.28	0	10	20	35	60	4,078	1.9	.006	.117
Comp Publics	23.1	16.5	.14	0	10	20	35	60	14,059	1.4	.028	.087
Top 50%	29.9	16.3	.10	5	20	30	40	60	29,791	-5.3	.000	-.327
Top 10%	34.9	16.1	.29	10	20	35	45	60	3,726	-10.3	.000	-.634
Effective Teaching Practices												
CSUDH (N = 634)	43.0	14.4	.57	20	32	44	56	60				
Publics by size-US	42.0	14.4	.44	16	32	44	56	60	1,712	1.0	.165	.070
CSU Comp	40.9	14.0	.25	16	32	40	52	60	3,909	2.1	.001	.150
Comp Publics	40.6	14.1	.12	16	32	40	52	60	13,571	2.3	.000	.166
Top 50%	42.5	13.8	.06	20	32	44	56	60	649	.5	.376	.037
Top 10%	45.2	13.1	.17	20	36	48	60	60	751	-2.3	.000	-.171
Campus Environment												
Quality of Interactions												
CSUDH (N = 540)	46.1	12.6	.54	20	40	48	56	60				
Publics by size-US	45.3	11.6	.38	24	38	48	54	60	1,455	.8	.228	.065
CSU Comp	43.0	13.3	.25	16	35	45	53	60	3,276	3.1	.000	.234
Comp Publics	42.8	12.6	.12	20	35	44	52	60	11,384	3.2	.000	.257
Top 50%	45.4	12.0	.06	22	38	48	55	60	46,822	.7	.189	.057
Top 10%	48.1	12.3	.13	23	42	50	60	60	9,563	-2.0	.000	-.165
Supportive Environment												
CSUDH (N = 589)	36.3	15.6	.64	10	25	38	48	60				
Publics by size-US	33.6	15.1	.48	8	23	33	43	60	1,584	2.8	.001	.180
CSU Comp	32.7	14.8	.27	8	20	33	43	60	3,545	3.7	.000	.246
Comp Publics	32.4	14.6	.13	8	20	33	40	60	640	4.0	.000	.272
Top 50%	34.6	14.2	.06	10	25	35	43	60	600	1.7	.008	.121
Top 10%	38.0	13.7	.20	15	28	40	48	60	709	-1.6	.016	-.117

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.