



NSSE 2025

Engagement Indicators

California State University, Chico

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 Far West Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2024 & 2025
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 Far West Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2024 & 2025
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

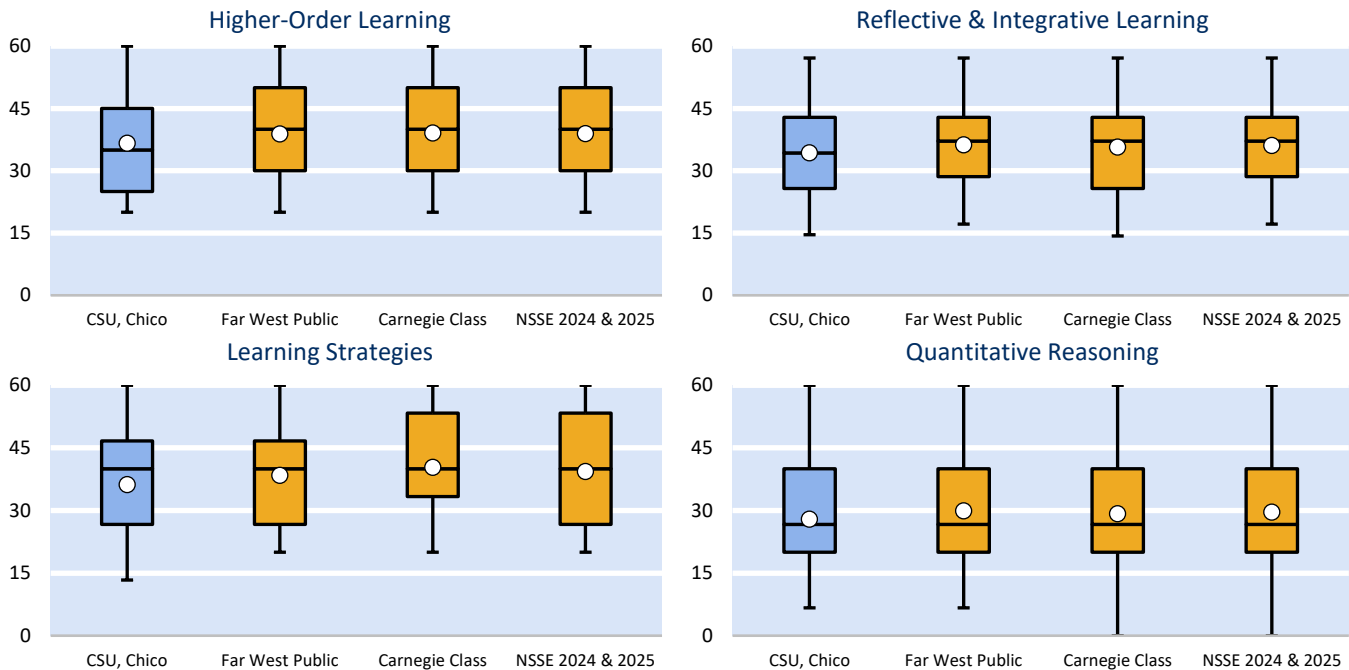
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CSU, Chico Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2024 & 2025	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.7	38.9 *	-.17	39.1 **	-.18	38.9 **	-.17
Reflective & Integrative Learning	34.4	36.3 **	-.16	35.7	-.11	36.1 *	-.14
Learning Strategies	36.2	38.4 *	-.16	40.4 ***	-.29	39.3 ***	-.22
Quantitative Reasoning	27.9	29.9	-.13	29.3	-.08	29.6	-.10

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.

	CSU, Chico	Percentage point difference ^a between your FY students and		
		Far West Public	Carnegie Class	NSSE 2024 & 2025
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	67	-5	-5	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-7	-7	-6
4d. Evaluating a point of view, decision, or information source	67	-5	-5	-4
4e. Forming a new idea or understanding from various pieces of information	64	-10	-9	-8
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	49	-6	-2	-5
2b. Connected your learning to societal problems or issues	42	-11	-11	-11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-8	-4	-5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-5	-5	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	67	-6	-4	-4
2f. Learned something that changed the way you understand an issue or concept	66	-4	-3	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	76	-3	-3	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	67	-8	-10	-8
9b. Reviewed your notes after class	62	-3	-8	-5
9c. Summarized what you learned in class or from course materials	61	-5	-10	-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.)	54	-2	-0	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-6	-6	-5
6c. Evaluated what others have concluded from numerical information	38	-6	-3	-5

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

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

Academic Challenge: Seniors

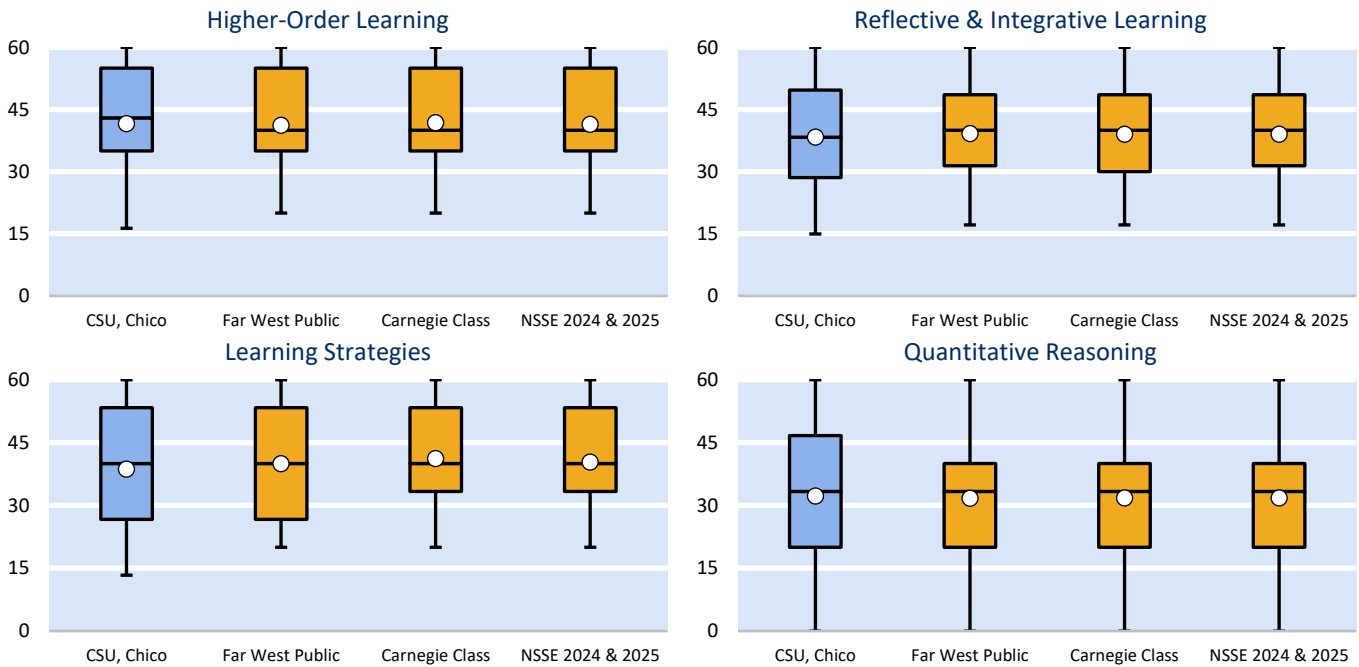
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your seniors compared with					
		Far West Public Mean	Far West Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2024 & 2025 Mean	NSSE 2024 & 2025 Effect size
Higher-Order Learning	41.6	41.2	.03	41.8	-.01	41.5	.01
Reflective & Integrative Learning	38.4	39.2	-.06	39.0	-.05	39.1	-.05
Learning Strategies	38.7	39.9	-.09	41.2	-.17	40.3	-.12
Quantitative Reasoning	32.2	31.7	.03	31.8	.03	31.8	.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).

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.

	CSU, Chico	Percentage point difference ^a between your seniors and		
		Far West Public	Carnegie Class	NSSE 2024 & 2025
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	79	+1	+0	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+0	-0	+0
4d. Evaluating a point of view, decision, or information source	70	-3	-5	-3
4e. Forming a new idea or understanding from various pieces of information	74	-1	-3	-1
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	68	-3	-0	-2
2b. Connected your learning to societal problems or issues	54	-9	-10	-9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-9	-7	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-1	-3	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	72	-2	-2	-2
2f. Learned something that changed the way you understand an issue or concept	73	-1	+0	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+1	+0	+0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	-3	-6	-4
9b. Reviewed your notes after class	63	-4	-7	-5
9c. Summarized what you learned in class or from course materials	63	-6	-9	-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.)	60	+2	+1	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+2	+1	+2
6c. Evaluated what others have concluded from numerical information	45	-4	-2	-3

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

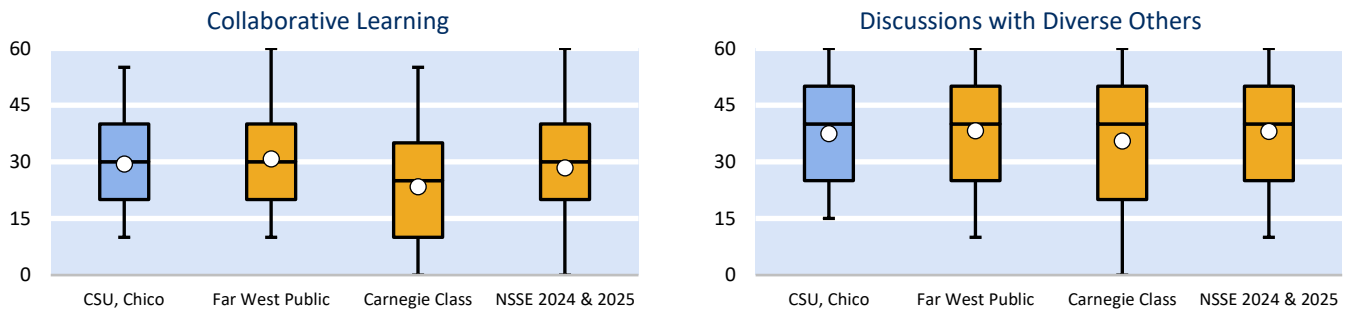
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your first-year students compared with					
		Far West Public Mean	Far West Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2024 & 2025 Mean	NSSE 2024 & 2025 Effect size
Collaborative Learning	29.4	30.7	-.09	23.4 ***	.36	28.4	.06
Discussions with Diverse Others	37.5	38.2	-.05	35.5 *	.11	38.0	-.03

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Engagement Indicator Item	CSU, Chico %	Percentage point difference ^a between your FY students and			
		Far West Public	Carnegie Class	NSSE 2024 & 2025	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
1b. Asked another student to help you understand course material	50	+1	+16	+7	
1c. Explained course material to one or more students	45	-4	+8	-1	
1d. Prepared for exams by discussing or working through course material with other students	36	-6	+4	-4	
1e. Worked with other students on course projects or assignments	53	-2	+13	+3	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	69	-4	+5	+0	
8b. People from economic backgrounds other than your own	68	-4	+4	-2	
8c. People with religious beliefs other than your own	59	-6	+0	-5	
8d. People with political views other than your own	55	+1	+1	-4	

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Learning with Peers: Seniors

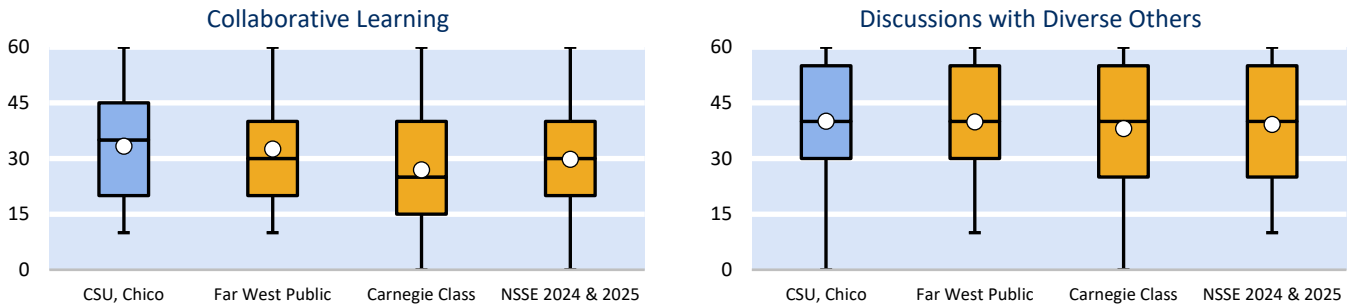
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your seniors compared with					
		Far West Public Mean	Far West Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2024 & 2025 Mean	NSSE 2024 & 2025 Effect size
Collaborative Learning	33.4	32.6	.06	26.9 ***	.37	29.8 **	.22
Discussions with Diverse Others	40.1	39.9	.01	38.1	.11	39.2	.05

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

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Collaborative Learning	CSU, Chico	Percentage point difference ^a between your seniors and		
		Far West Public	Carnegie Class	NSSE 2024 & 2025
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	50	+4	+14	+10
1c. Explained course material to one or more students	60	+6	+16	+10
1d. Prepared for exams by discussing or working through course material with other students	41	-2	+6	+1
1e. Worked with other students on course projects or assignments	68	+2	+16	+9
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	77	+1	+8	+7
8b. People from economic backgrounds other than your own	77	+2	+7	+4
8c. People with religious beliefs other than your own	66	-1	+2	+1
8d. People with political views other than your own	61	+5	+3	+0

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Experiences with Faculty: First-year students

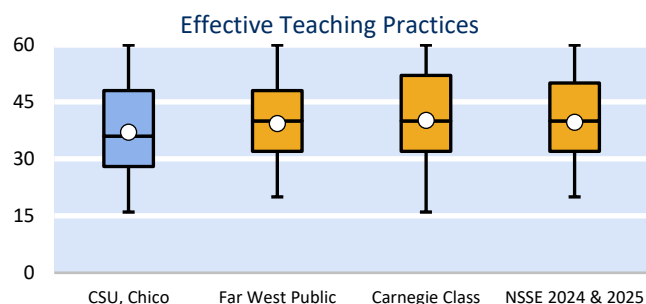
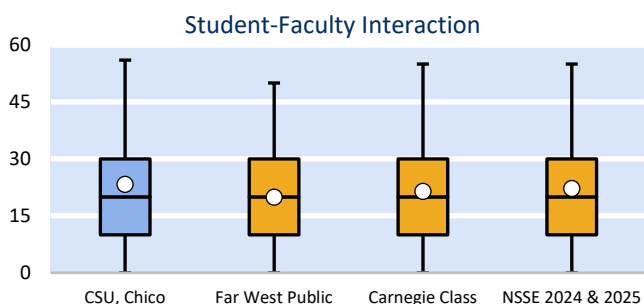
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	CSU, Chico Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2024 & 2025	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.3	19.9 ***	.23	21.4 *	.12	22.2	.08
Effective Teaching Practices	37.0	39.3 **	-.18	40.2 ***	-.22	39.7 **	-.20

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	CSU, Chico	Percentage point difference ^a between your FY students and		
		Far West Public	Carnegie Class	NSSE 2024 & 2025
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	37	+3	-1	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+6	+6	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+5	+4	+2
3d. Discussed your academic performance with a faculty member	35	+8	-0	+2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	72	-9	-8	-8
5b. Taught course sessions in an organized way	71	-5	-5	-5
5c. Used examples or illustrations to explain difficult points	70	-5	-4	-5
5d. Provided feedback on a draft or work in progress	58	-7	-8	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	52	-8	-14	-11

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Experiences with Faculty: Seniors

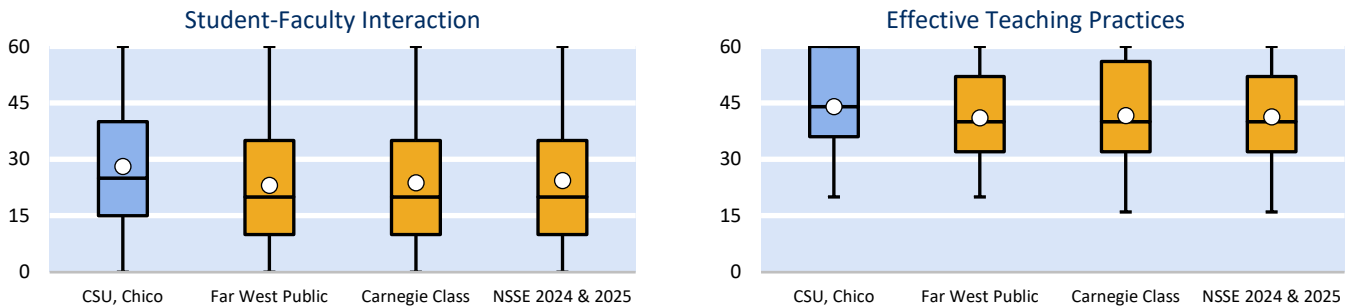
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Engagement Indicator	CSU, Chico Mean	Your seniors compared with			
		Far West Public Effect size	Carnegie Class Effect size	NSSE 2024 & 2025 Effect size	
Student-Faculty Interaction	28.1	23.0 *** .31	23.7 ** .26	24.3 **	.22
Effective Teaching Practices	44.0	41.0 ** .22	41.6 * .17	41.2 *	.20

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Student-Faculty Interaction	CSU, Chico	Percentage point difference ^a between your seniors and		
		Far West Public	Carnegie Class	NSSE 2024 & 2025
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	53	+12	+8	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	41	+14	+14	+11
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	+7	+7	+5
3d. Discussed your academic performance with a faculty member	35	+5	-0	+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	88	+6	+6	+6
5b. Taught course sessions in an organized way	88	+10	+9	+9
5c. Used examples or illustrations to explain difficult points	89	+9	+11	+11
5d. Provided feedback on a draft or work in progress	71	+5	+4	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+6	+2	+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

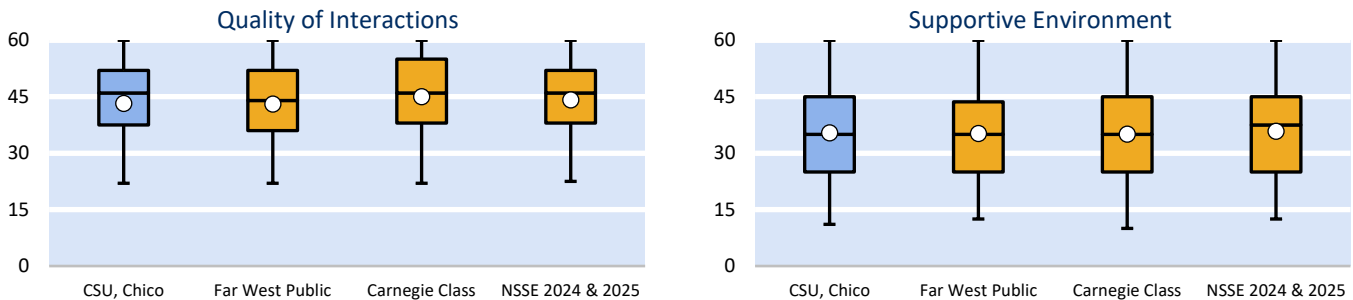
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2024 & 2025	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.3	43.0	.02	45.0 *	-.14	44.2	-.08
Supportive Environment	35.5	35.2	.02	35.1	.03	35.8	-.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).

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	CSU, Chico	Percentage point difference ^a between your FY students and		
		Far West Public	Carnegie Class	NSSE 2024 & 2025
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	43	-8	-9	-9
13b. Academic advisors	55	+2	-7	-3
13c. Faculty	55	+3	-5	-1
13d. Student services staff (career services, student activities, housing, etc.)	52	+5	-3	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+4	-6	-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	73	-1	-2	-2
14c. Using learning support services (tutoring services, writing center, etc.)	75	+2	+1	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	-2	-1	-1
14e. Providing opportunities to be involved socially	68	-1	+1	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+1	+2	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	+2	-2	+0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	-1	+6	-3
14i. Attending events that address important social, economic, or political issues	43	-2	-0	-3

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

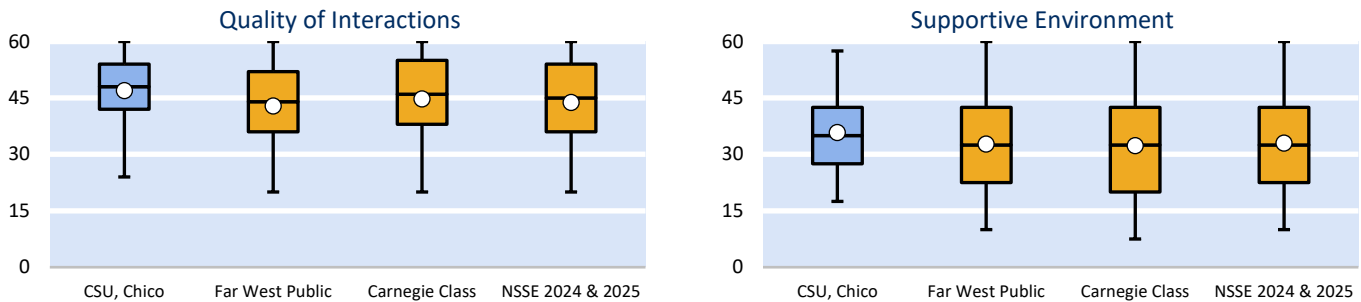
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2024 & 2025	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	47.0	42.9 ***	.33	44.8 *	.18	43.9 **	.26
Supportive Environment	35.9	32.7 **	.22	32.4 **	.23	33.0 *	.20

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	CSU, Chico	Percentage point difference ^a between your seniors and		
		Far West Public	Carnegie Class	NSSE 2024 & 2025
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	61	+4	+2	+2
13b. Academic advisors	69	+20	+11	+14
13c. Faculty	77	+20	+13	+16
13d. Student services staff (career services, student activities, housing, etc.)	59	+13	+7	+11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	56	+10	+3	+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	79	+9	+8	+8
14c. Using learning support services (tutoring services, writing center, etc.)	73	+8	+6	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-2	-0	-0
14e. Providing opportunities to be involved socially	78	+14	+16	+12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+11	+12	+11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	+4	+2	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	-1	+4	-4
14i. Attending events that address important social, economic, or political issues	39	-1	+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.

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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 2024 and 2025 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2024 and 2025 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	CSU, Chico Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.7	40.3 ***	-.27		42.9 ***	-.49	
	Reflective and Integrative Learning	34.4	37.6 ***	-.27		40.0 ***	-.47	
	Learning Strategies	36.2	40.9 ***	-.34		43.8 ***	-.53	
	Quantitative Reasoning	27.9	31.2 **	-.21		33.6 ***	-.36	
<i>Learning with Peers</i>	Collaborative Learning	29.4	33.0 ***	-.26		36.2 ***	-.50	
	Discussions with Diverse Others	37.5	40.9 ***	-.23		43.7 ***	-.45	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.3	25.7 *	-.16		29.6 ***	-.41	
	Effective Teaching Practices	37.0	41.7 ***	-.35		44.4 ***	-.53	
<i>Campus Environment</i>	Quality of Interactions	43.3	46.5 ***	-.28		49.1 ***	-.48	
	Supportive Environment	35.5	38.0 **	-.20		40.6 ***	-.41	

Seniors

Theme	Engagement Indicator	CSU, Chico Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.6	42.9	-.09	✓	45.5 **	-.30	
	Reflective and Integrative Learning	38.4	40.9 *	-.21		43.8 ***	-.45	
	Learning Strategies	38.7	42.2 **	-.24		44.6 ***	-.42	
	Quantitative Reasoning	32.2	33.6	-.08	✓	36.9 **	-.29	
<i>Learning with Peers</i>	Collaborative Learning	33.4	34.9	-.11		38.5 ***	-.37	
	Discussions with Diverse Others	40.1	41.8	-.11		44.8 **	-.32	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	28.1	30.7	-.16		34.8 ***	-.41	
	Effective Teaching Practices	44.0	43.4	.04	✓	46.2	-.17	
<i>Campus Environment</i>	Quality of Interactions	47.0	46.3	.05	✓	49.1 *	-.17	
	Supportive Environment	35.9	35.9	.00	✓	39.4 **	-.26	

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												
CSU, Chico (N = 257)	36.7	13.5	.84	20	25	35	45	60				
Far West Public	38.9	12.9	.16	20	30	40	50	60	275	-2.2	.011	-.171
Carnegie Class	39.1	13.7	.10	20	30	40	50	60	263	-2.5	.004	-.179
NSSE 2024 & 2025	38.9	13.3	.05	20	30	40	50	60	258	-2.3	.007	-.171
Top 50%	40.3	13.2	.06	20	30	40	50	60	259	-3.6	.000	-.273
Top 10%	42.9	12.7	.17	20	35	40	55	60	276	-6.2	.000	-.488
Reflective & Integrative Learning												
CSU, Chico (N = 294)	34.4	12.2	.71	15	26	34	43	57				
Far West Public	36.3	11.8	.14	17	29	37	43	57	316	-1.9	.008	-.163
Carnegie Class	35.7	12.7	.09	14	26	37	43	57	302	-1.4	.056	-.108
NSSE 2024 & 2025	36.1	12.3	.04	17	29	37	43	57	295	-1.7	.017	-.139
Top 50%	37.6	12.0	.06	20	29	37	46	60	297	-3.3	.000	-.273
Top 10%	40.0	12.1	.17	20	31	40	49	60	328	-5.7	.000	-.467
Learning Strategies												
CSU, Chico (N = 229)	36.2	13.9	.92	13	27	40	47	60				
Far West Public	38.4	13.5	.18	20	27	40	47	60	246	-2.2	.017	-.165
Carnegie Class	40.4	14.2	.11	20	33	40	53	60	235	-4.1	.000	-.293
NSSE 2024 & 2025	39.3	14.0	.05	20	27	40	53	60	230	-3.1	.001	-.223
Top 50%	40.9	13.9	.07	20	33	40	53	60	231	-4.7	.000	-.340
Top 10%	43.8	14.2	.15	20	33	40	60	60	241	-7.6	.000	-.533
Quantitative Reasoning												
CSU, Chico (N = 239)	27.9	15.3	.99	7	20	27	40	60				
Far West Public	29.9	15.1	.19	7	20	27	40	60	256	-1.9	.055	-.128
Carnegie Class	29.3	16.2	.12	0	20	27	40	60	245	-1.3	.190	-.081
NSSE 2024 & 2025	29.6	15.8	.06	0	20	27	40	60	240	-1.6	.097	-.104
Top 50%	31.2	15.5	.08	7	20	33	40	60	241	-3.2	.001	-.209
Top 10%	33.6	15.6	.18	7	20	33	40	60	253	-5.6	.000	-.360
Learning with Peers												
Collaborative Learning												
CSU, Chico (N = 329)	29.4	13.6	.75	10	20	30	40	55				
Far West Public	30.7	14.2	.16	10	20	30	40	60	360	-1.3	.088	-.093
Carnegie Class	23.4	16.9	.11	0	10	25	35	55	342	6.0	.000	.356
NSSE 2024 & 2025	28.4	15.6	.05	0	20	30	40	60	331	1.0	.186	.064
Top 50%	33.0	13.9	.07	10	25	30	40	60	333	-3.6	.000	-.261
Top 10%	36.2	13.6	.15	15	25	35	45	60	355	-6.8	.000	-.504
Discussions with Diverse Others												
CSU, Chico (N = 232)	37.5	15.0	.99	15	25	40	50	60				
Far West Public	38.2	15.7	.20	10	25	40	50	60	251	-.8	.446	-.049
Carnegie Class	35.5	18.0	.13	0	20	40	50	60	240	2.0	.045	.111
NSSE 2024 & 2025	38.0	16.3	.06	10	25	40	50	60	233	-.5	.590	-.033
Top 50%	40.9	14.9	.08	20	30	40	55	60	234	-3.4	.001	-.230
Top 10%	43.7	13.9	.21	20	35	45	60	60	252	-6.3	.000	-.452

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												
CSU, Chico (N = 276)	23.3	15.5	.93	0	10	20	30	56				
Far West Public	19.9	15.0	.18	0	10	20	30	50	296	3.4	.000	.226
Carnegie Class	21.4	15.3	.11	0	10	20	30	55	282	1.9	.042	.125
NSSE 2024 & 2025	22.2	15.3	.05	0	10	20	30	55	277	1.2	.218	.075
Top 50%	25.7	15.3	.10	5	15	25	35	60	281	-2.4	.011	-.157
Top 10%	29.6	15.6	.26	5	20	25	40	60	318	-6.3	.000	-.407
Effective Teaching Practices												
CSU, Chico (N = 255)	37.0	13.8	.86	16	28	36	48	60				
Far West Public	39.3	12.8	.16	20	32	40	48	60	272	-2.3	.008	-.183
Carnegie Class	40.2	14.2	.10	16	32	40	52	60	261	-3.2	.000	-.224
NSSE 2024 & 2025	39.7	13.5	.05	20	32	40	50	60	256	-2.7	.002	-.200
Top 50%	41.7	13.3	.08	20	32	40	52	60	258	-4.7	.000	-.355
Top 10%	44.4	14.2	.18	20	36	45	60	60	276	-7.5	.000	-.527
Campus Environment												
Quality of Interactions												
CSU, Chico (N = 204)	43.3	11.6	.81	22	38	46	52	60				
Far West Public	43.0	11.6	.16	22	36	44	52	60	219	.2	.781	.020
Carnegie Class	45.0	12.4	.10	22	38	46	55	60	209	-1.8	.031	-.144
NSSE 2024 & 2025	44.2	11.6	.05	23	38	46	52	60	204	-.9	.254	-.080
Top 50%	46.5	11.5	.07	25	40	48	56	60	206	-3.2	.000	-.279
Top 10%	49.1	12.0	.15	26	43	52	60	60	217	-5.8	.000	-.485
Supportive Environment												
CSU, Chico (N = 214)	35.5	13.9	.95	11	25	35	45	60				
Far West Public	35.2	13.5	.18	13	25	35	44	60	229	.2	.821	.016
Carnegie Class	35.1	14.3	.11	10	25	35	45	60	219	.4	.682	.027
NSSE 2024 & 2025	35.8	13.7	.05	13	25	38	45	60	215	-.4	.710	-.026
Top 50%	38.0	13.1	.08	18	30	40	48	60	217	-2.6	.007	-.196
Top 10%	40.6	12.5	.20	20	33	40	50	60	233	-5.1	.000	-.406

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												
CSU, Chico (N = 138)	41.6	14.4	1.23	16	35	43	55	60				
Far West Public	41.2	13.8	.13	20	35	40	55	60	140	.4	.729	.031
Carnegie Class	41.8	13.8	.09	20	35	40	55	60	139	-.2	.893	-.012
NSSE 2024 & 2025	41.5	13.7	.05	20	35	40	55	60	137	.2	.897	.012
Top 50%	42.9	13.6	.07	20	35	40	55	60	138	-1.3	.303	-.094
Top 10%	45.5	12.7	.20	20	40	45	60	60	144	-3.9	.002	-.305
Reflective & Integrative Learning												
CSU, Chico (N = 143)	38.4	13.8	1.15	15	29	38	50	60				
Far West Public	39.2	13.0	.12	17	31	40	49	60	145	-.8	.473	-.064
Carnegie Class	39.0	13.1	.08	17	30	40	49	60	143	-.7	.556	-.052
NSSE 2024 & 2025	39.1	12.9	.04	17	31	40	49	60	142	-.7	.549	-.054
Top 50%	40.9	12.4	.06	20	31	40	51	60	143	-2.6	.026	-.209
Top 10%	43.8	12.0	.20	23	34	43	54	60	151	-5.4	.000	-.447
Learning Strategies												
CSU, Chico (N = 133)	38.7	15.3	1.33	13	27	40	53	60				
Far West Public	39.9	14.3	.14	20	27	40	53	60	135	-1.2	.355	-.087
Carnegie Class	41.2	14.5	.10	20	33	40	53	60	133	-2.5	.065	-.171
NSSE 2024 & 2025	40.3	14.6	.05	20	33	40	53	60	132	-1.7	.209	-.116
Top 50%	42.2	14.4	.07	20	33	40	53	60	132	-3.5	.010	-.242
Top 10%	44.6	14.1	.16	20	33	47	60	60	136	-6.0	.000	-.424
Quantitative Reasoning												
CSU, Chico (N = 134)	32.2	16.7	1.45	0	20	33	47	60				
Far West Public	31.7	16.5	.16	0	20	33	40	60	136	.5	.723	.031
Carnegie Class	31.8	16.9	.11	0	20	33	40	60	134	.5	.757	.027
NSSE 2024 & 2025	31.8	16.7	.06	0	20	33	40	60	133	.5	.756	.027
Top 50%	33.6	16.5	.08	7	20	33	47	60	133	-1.4	.343	-.084
Top 10%	36.9	16.1	.21	7	27	40	47	60	138	-4.7	.002	-.294
Learning with Peers												
Collaborative Learning												
CSU, Chico (N = 159)	33.4	14.8	1.18	10	20	35	45	60				
Far West Public	32.6	14.8	.13	10	20	30	40	60	162	.8	.490	.055
Carnegie Class	26.9	17.4	.11	0	15	25	40	60	161	6.4	.000	.371
NSSE 2024 & 2025	29.8	16.5	.05	0	20	30	40	60	159	3.6	.003	.217
Top 50%	34.9	14.4	.07	10	25	35	45	60	159	-1.6	.189	-.108
Top 10%	38.5	13.6	.17	15	30	40	50	60	165	-5.1	.000	-.374
Discussions with Diverse Others												
CSU, Chico (N = 131)	40.1	17.0	1.48	0	30	40	55	60				
Far West Public	39.9	16.2	.16	10	30	40	55	60	133	.2	.900	.012
Carnegie Class	38.1	17.6	.12	0	25	40	55	60	132	2.0	.179	.114
NSSE 2024 & 2025	39.2	16.5	.06	10	25	40	55	60	131	.9	.555	.053
Top 50%	41.8	15.5	.08	15	30	40	60	60	131	-1.7	.245	-.112
Top 10%	44.8	14.5	.25	20	35	45	60	60	138	-4.7	.002	-.322

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												
CSU, Chico (N = 143)	28.1	16.8	1.40	0	15	25	40	60				
Far West Public	23.0	16.3	.15	0	10	20	35	60	145	5.0	.000	.310
Carnegie Class	23.7	16.7	.11	0	10	20	35	60	144	4.3	.002	.260
NSSE 2024 & 2025	24.3	16.7	.05	0	10	20	35	60	142	3.7	.009	.223
Top 50%	30.7	16.3	.12	5	20	30	40	60	144	-2.7	.059	-.163
Top 10%	34.8	16.3	.32	10	20	35	50	60	157	-6.8	.000	-.414
Effective Teaching Practices												
CSU, Chico (N = 136)	44.0	13.2	1.13	20	36	44	60	60				
Far West Public	41.0	13.7	.13	20	32	40	52	60	139	3.0	.010	.218
Carnegie Class	41.6	14.3	.09	16	32	40	56	60	137	2.4	.038	.166
NSSE 2024 & 2025	41.2	14.0	.05	16	32	40	52	60	136	2.8	.016	.197
Top 50%	43.4	13.6	.08	20	36	44	56	60	137	.6	.627	.041
Top 10%	46.2	13.2	.19	20	40	48	60	60	143	-2.2	.053	-.170
Campus Environment												
Quality of Interactions												
CSU, Chico (N = 114)	47.0	11.0	1.03	24	42	48	54	60				
Far West Public	42.9	12.5	.13	20	36	44	52	60	117	4.1	.000	.327
Carnegie Class	44.8	12.6	.09	20	38	46	55	60	115	2.2	.033	.177
NSSE 2024 & 2025	43.9	12.3	.04	20	36	45	54	60	114	3.1	.003	.255
Top 50%	46.3	12.0	.07	24	40	48	56	60	114	.7	.527	.054
Top 10%	49.1	12.1	.14	24	43	52	60	60	118	-2.1	.042	-.175
Supportive Environment												
CSU, Chico (N = 126)	35.9	12.4	1.11	18	28	35	43	58				
Far West Public	32.7	14.5	.14	10	23	33	43	60	129	3.1	.006	.216
Carnegie Class	32.4	15.0	.10	8	20	33	43	60	127	3.5	.002	.233
NSSE 2024 & 2025	33.0	14.6	.05	10	23	33	43	60	125	2.8	.011	.196
Top 50%	35.9	14.2	.08	13	25	38	45	60	126	.0	.992	-.001
Top 10%	39.4	13.5	.27	18	30	40	50	60	140	-3.5	.002	-.260

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.