



NSSE 2018

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.

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 2017 and 2018 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed





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

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu



Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four 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.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Cal State System	Your first-year students compared with Far West Public	Your first-year students compared with Carnegie FT4/S/HTI P
<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	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Cal State System	Your seniors compared with Far West Public	Your seniors compared with Carnegie FT4/S/HTI P
<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			

Academic Challenge: First-year students

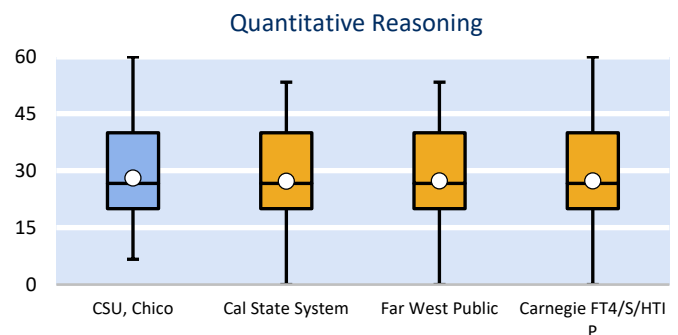
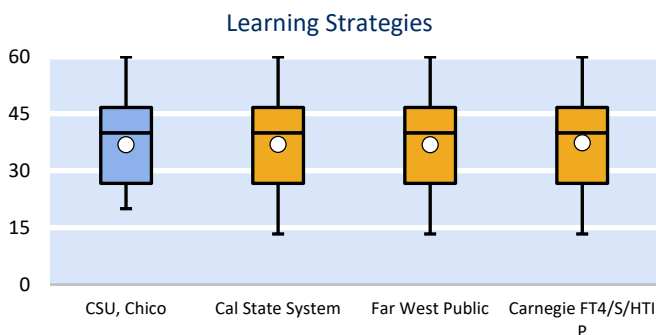
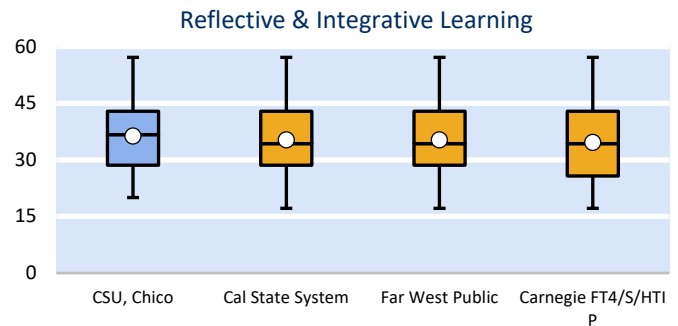
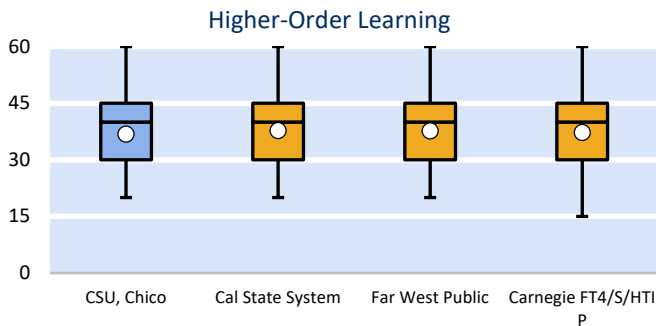
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Cal State System		Far West Public		Carnegie FT4/S/HTI P	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.8	37.8	-.07	37.7	-.07	37.2	-.03
Reflective & Integrative Learning	36.3	35.3 *	.09	35.3 *	.08	34.6 ***	.14
Learning Strategies	36.9	36.9	.00	36.8	.00	37.4	-.04
Quantitative Reasoning	28.1	27.3	.05	27.3	.05	27.3	.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).

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		
		Cal State System	Far West Public	Carnegie FT4/S/HTI P
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	-2	-2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-4	-4	-2
4d. Evaluating a point of view, decision, or information source	70	-2	-1	+1
4e. Forming a new idea or understanding from various pieces of information	67	-2	-2	-0
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	59	+6	+6	+8
2b. Connected your learning to societal problems or issues	56	+4	+3	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	+1	+1	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+4	+4	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+3	+3	+5
2f. Learned something that changed the way you understand an issue or concept	71	+3	+4	+7
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+4	+4	+6
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	-1	-1	+0
9b. Reviewed your notes after class	65	+2	+3	+1
9c. Summarized what you learned in class or from course materials	57	-1	-1	-4
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	+3	+3	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	+1	+1	+1
6c. Evaluated what others have concluded from numerical information	39	+1	+1	+2

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

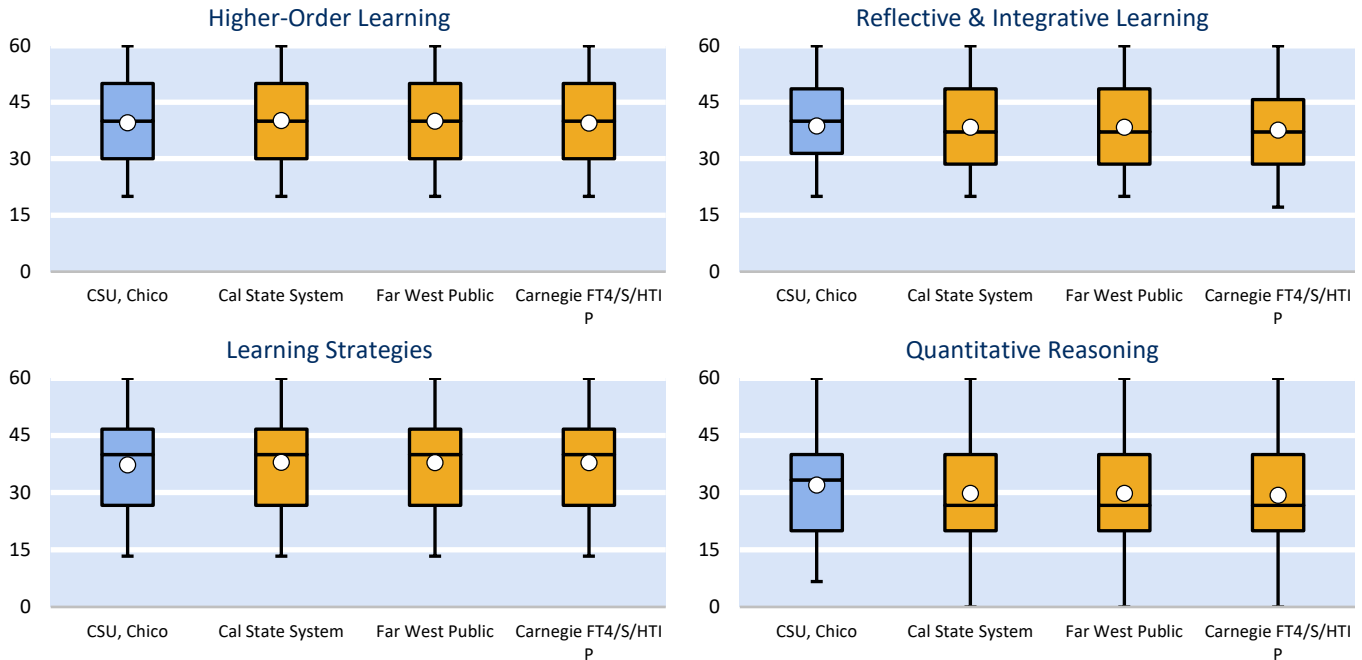
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Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your seniors compared with					
		Cal State System		Far West Public		Carnegie FT4/S/HTI P	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.6	40.2	-.04	40.0	-.03	39.5	.01
Reflective & Integrative Learning	38.7	38.4	.03	38.4	.03	37.6 **	.09
Learning Strategies	37.3	37.9	-.05	37.9	-.04	37.9	-.04
Quantitative Reasoning	32.0	29.8 ***	.14	29.8 ***	.14	29.3 ***	.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).

Score Distributions






















































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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		
		Cal State System	Far West Public	Carnegie FT4/S/HTI P
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	+1 	+1 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-1 	-1 	+0 
4d. Evaluating a point of view, decision, or information source	70	-2 	-1 	+1 
4e. Forming a new idea or understanding from various pieces of information	70	-1 	-1 	+0 
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	76	+5 	+5 	+6 
2b. Connected your learning to societal problems or issues	64	+2 	+1 	+4 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	-0 	+0 	+3 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+2 	+2 	+3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+3 	+3 	+5 
2f. Learned something that changed the way you understand an issue or concept	72	+0 	+0 	+3 
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+2 	+2 	+3 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	+0 	+0 	+1 
9b. Reviewed your notes after class	61	-0 	+0 	+0 
9c. Summarized what you learned in class or from course materials	60	-0 	-0 	-2 
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.)	59	+4 	+4 	+5 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	+8 	+8 	+9 
6c. Evaluated what others have concluded from numerical information	49	+4 	+4 	+6 

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Learning with Peers: First-year students

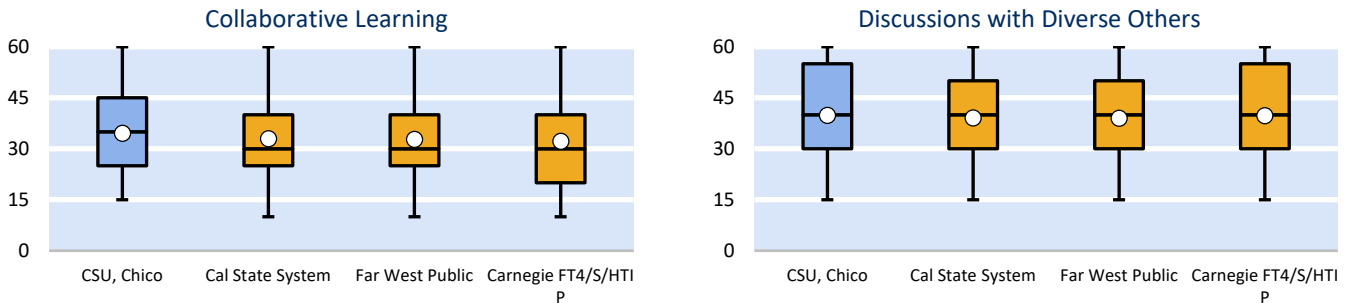
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your first-year students compared with					
		Cal State System		Far West Public		Carnegie FT4/S/HTI P	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.6	32.9 **	.12	32.8 ***	.14	32.2 ***	.18
Discussions with Diverse Others	39.8	39.1	.05	39.0	.06	39.7	.01

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	CSU, Chico %	Percentage point difference ^a between your FY students and		
		Cal State System	Far West Public	Carnegie FT4/S/HTI P
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	60	+3	+4	+7
1f. Explained course material to one or more students	63	+6	+5	+6
1g. Prepared for exams by discussing or working through course material with other students	54	+6	+5	+5
1h. Worked with other students on course projects or assignments	61	+5	+6	+8
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	73	-1	+0	+2
8b. People from an economic background other than your own	72	+2	+1	+0
8c. People with religious beliefs other than your own	67	+0	+0	-0
8d. People with political views other than your own	63	+4	+4	-3

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Learning with Peers: Seniors

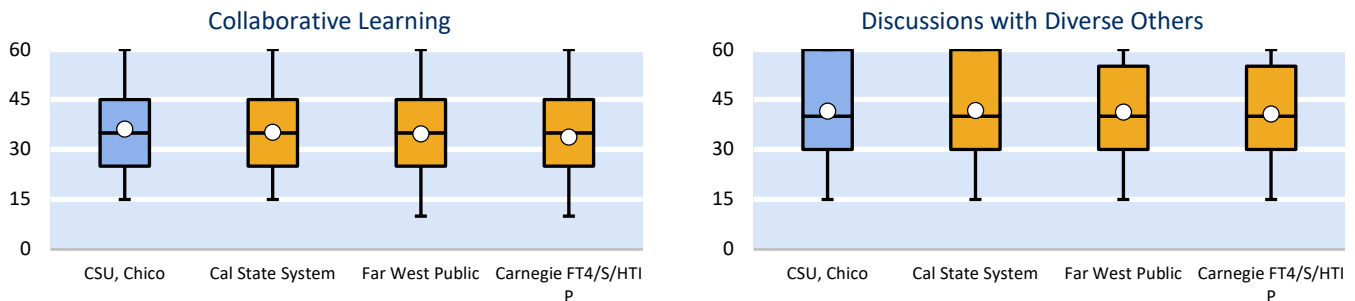
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Engagement Indicator	CSU, Chico Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.2	35.2 *	.07	34.8 ***	.10	33.8 ***	.17
Discussions with Diverse Others	41.5	41.7	-.01	41.3	.02	40.7	.06

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

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Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	53	+3	+4	+6
1f. Explained course material to one or more students	67	+4	+4	+5
1g. Prepared for exams by discussing or working through course material with other students	56	+4	+4	+6
1h. Worked with other students on course projects or assignments	75	+3	+5	+9
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	77	-2	-0	+4
8b. People from an economic background other than your own	79	+3	+4	+5
8c. People with religious beliefs other than your own	71	-0	+0	+2
8d. People with political views other than your own	69	+7	+7	+2

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Experiences with Faculty: First-year students

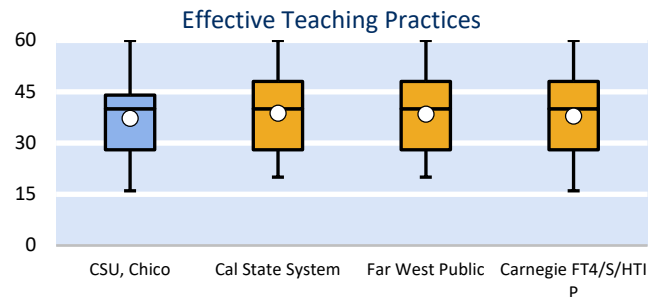
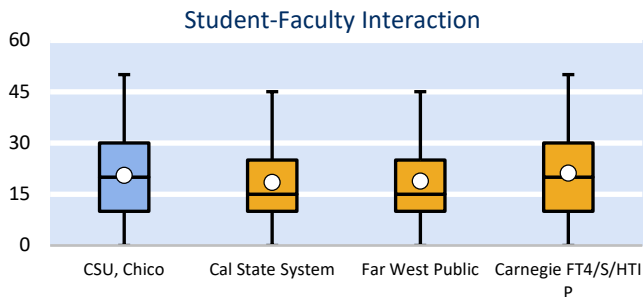
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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.

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Student-Faculty Interaction	20.5	18.4 **	.15	18.8 **	.12	21.2	-.04
Effective Teaching Practices	37.2	38.7 **	-.12	38.4 *	-.10	37.9	-.05

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Student-Faculty Interaction	CSU, Chico	Percentage point difference ^a between your FY students and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	33	+3	+2	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+6	+6	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	+4	+4	+1
3d. Discussed your academic performance with a faculty member	27	+2	+2	-3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	-1	-1	+1
5b. Taught course sessions in an organized way	74	+0	-0	+1
5c. Used examples or illustrations to explain difficult points	73	-2	-2	+0
5d. Provided feedback on a draft or work in progress	59	-7	-6	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	53	-7	-6	-5

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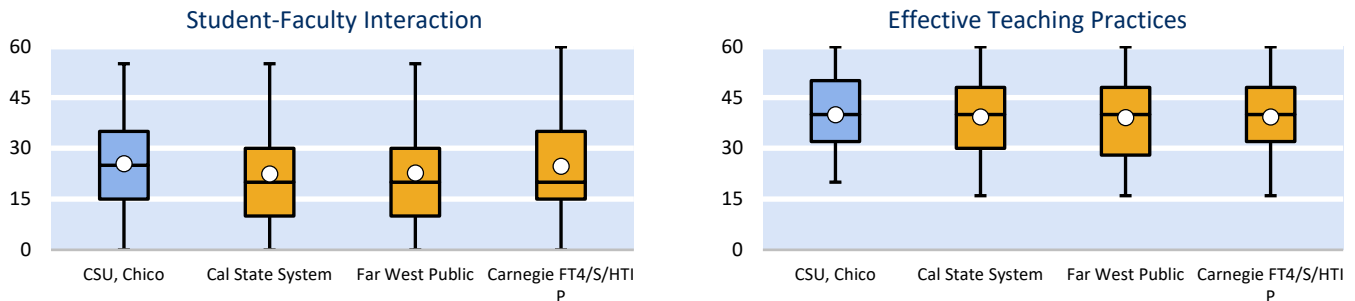
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Performance on Indicator Items

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.

Student-Faculty Interaction	CSU, Chico %	Percentage point difference ^a between your seniors and		
		Cal State System	Far West Public	Carnegie FT4/S/HTI P
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	46	+7	+6	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+7	+6	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+6	+5	+1
3d. Discussed your academic performance with a faculty member	35	+4	+4	-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	82	+2	+2	+3
5b. Taught course sessions in an organized way	77	+1	+1	+0
5c. Used examples or illustrations to explain difficult points	82	+4	+4	+5
5d. Provided feedback on a draft or work in progress	62	+2	+2	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-0	-0	-3

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

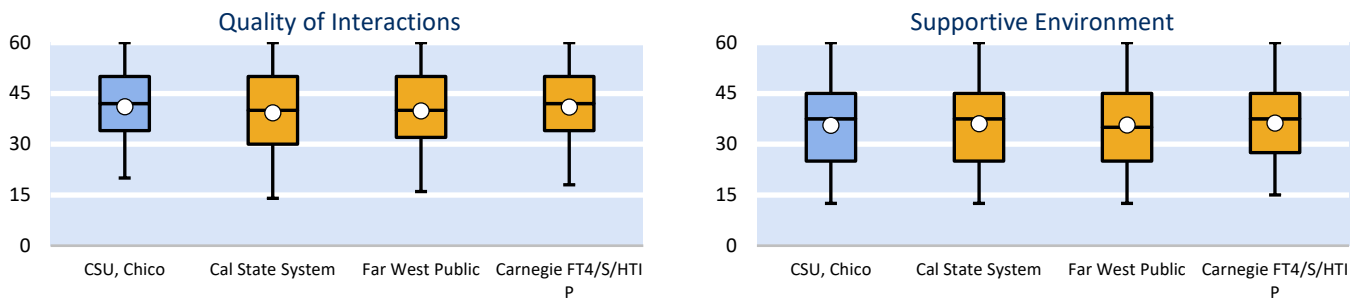
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your first-year students compared with					
		Cal State System Effect size		Far West Public Effect size		Carnegie FT4/S/HTI P Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.0	39.3 **	.13	39.8 *	.09	41.0	.01
Supportive Environment	35.6	36.1	-.03	35.7	-.01	36.2	-.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).

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		
		Cal State System	Far West Public	Carnegie FT4/S/HTI P
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	42	-5	-4	-4
13b. Academic advisors	45	+3	+1	-3
13c. Faculty	41	+1	-0	-4
13d. Student services staff (career services, student activities, housing, etc.)	43	+5	+4	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+7	+6	+3
<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	74	-0	-0	-1
14c. Using learning support services (tutoring services, writing center, etc.)	77	+1	+1	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	-2	-0	+1
14e. Providing opportunities to be involved socially	69	+1	+1	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+1	+1	+0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	-2	+0	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	-3	-4	-11
14i. Attending events that address important social, economic, or political issues	51	+2	+2	+0

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

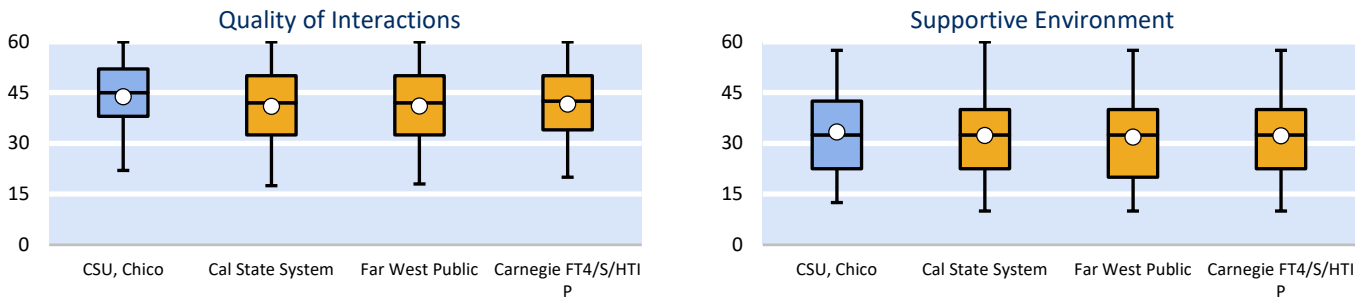
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your seniors compared with					
		Cal State System		Far West Public		Carnegie FT4/S/HTI P	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.8	40.9 ***	.22	41.1 ***	.22	41.6 ***	.18
Supportive Environment	33.4	32.4 *	.07	31.9 ***	.11	32.3 **	.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.

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		
		Cal State System	Far West Public	Carnegie FT4/S/HTI P
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	57	-0	+1	+3
13b. Academic advisors	54	+10	+9	+5
13c. Faculty	55	+3	+3	+2
13d. Student services staff (career services, student activities, housing, etc.)	48	+9	+9	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+10	+10	+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	74	+6	+6	+5
14c. Using learning support services (tutoring services, writing center, etc.)	70	+8	+8	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	-3	-1	+1
14e. Providing opportunities to be involved socially	69	+6	+7	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	+6	+7	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	+4	+6	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	+3	+4	-2
14i. Attending events that address important social, economic, or political issues	42	-1	-0	-1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE 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 nsse.indiana.edu/html/position_policies.cfm), 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 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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		CSU, Chico Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.8	38.9 ***	-.16		40.5 ***	-.28	
	Reflective and Integrative Learning	36.3	36.5	-.01	✓	38.1 ***	-.15	
	Learning Strategies	36.9	39.5 ***	-.19		41.6 ***	-.34	
	Quantitative Reasoning	28.1	28.7	-.04	✓	30.4 ***	-.15	
<i>Learning with Peers</i>	Collaborative Learning	34.6	35.1	-.04	✓	37.2 ***	-.20	
	Discussions with Diverse Others	39.8	41.4 *	-.10		43.4 ***	-.24	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.5	24.3 ***	-.25		27.2 ***	-.43	
	Effective Teaching Practices	37.2	40.3 ***	-.24		42.0 ***	-.35	
<i>Campus Environment</i>	Quality of Interactions	41.0	43.9 ***	-.25		45.9 ***	-.40	
	Supportive Environment	35.6	37.9 ***	-.18		39.7 ***	-.31	
Seniors		CSU, Chico Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.6	41.3 ***	-.13		42.5 ***	-.21	
	Reflective and Integrative Learning	38.7	39.6 *	-.07		41.1 ***	-.20	
	Learning Strategies	37.3	40.2 ***	-.20		42.3 ***	-.36	
	Quantitative Reasoning	32.0	30.7 **	.08	✓	32.7	-.04	✓
<i>Learning with Peers</i>	Collaborative Learning	36.2	35.7	.04	✓	38.1 ***	-.14	
	Discussions with Diverse Others	41.5	41.9	-.03	✓	43.8 ***	-.15	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.4	29.2 ***	-.24		33.3 ***	-.49	
	Effective Teaching Practices	39.9	41.2 **	-.09		43.1 ***	-.23	
<i>Campus Environment</i>	Quality of Interactions	43.8	44.4	-.05	✓	46.5 ***	-.22	
	Supportive Environment	33.4	34.3 *	-.06		36.4 ***	-.22	

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 (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2017 and 2018 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 significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CSU, Chico (N = 594)	36.8	12.6	.52	20	30	40	45	60				
Cal State System	37.8	13.0	.14	20	30	40	45	60	9,716	-1.0	.082	-.074
Far West Public	37.7	13.0	.11	20	30	40	45	60	13,750	-.9	.103	-.068
Carnegie FT4/S/HTI P	37.2	13.2	.08	15	30	40	45	60	30,081	-.4	.452	-.031
Top 50%	38.9	13.1	.04	20	30	40	50	60	95,950	-2.1	.000	-.163
Top 10%	40.5	13.3	.09	20	30	40	50	60	23,253	-3.7	.000	-.277
Reflective & Integrative Learning												
CSU, Chico (N = 635)	36.3	10.8	.43	20	29	37	43	57				
Cal State System	35.3	11.7	.12	17	29	34	43	57	738	1.0	.026	.085
Far West Public	35.3	11.7	.10	17	29	34	43	57	705	1.0	.030	.082
Carnegie FT4/S/HTI P	34.6	11.9	.07	17	26	34	43	57	666	1.7	.000	.141
Top 50%	36.5	11.9	.04	17	29	37	43	57	645	-.2	.726	-.013
Top 10%	38.1	12.0	.09	20	29	37	46	60	687	-1.8	.000	-.147
Learning Strategies												
CSU, Chico (N = 562)	36.9	13.7	.58	20	27	40	47	60				
Cal State System	36.9	13.6	.15	13	27	40	47	60	8,781	.0	.946	-.003
Far West Public	36.8	13.6	.12	13	27	40	47	60	12,521	.1	.922	.004
Carnegie FT4/S/HTI P	37.4	13.7	.08	13	27	40	47	60	27,497	-.5	.407	-.035
Top 50%	39.5	13.7	.05	20	27	40	53	60	77,819	-2.6	.000	-.191
Top 10%	41.6	14.1	.10	20	33	40	53	60	19,200	-4.7	.000	-.336
Quantitative Reasoning												
CSU, Chico (N = 576)	28.1	14.6	.61	7	20	27	40	60				
Cal State System	27.3	14.9	.16	0	20	27	40	53	9,552	.8	.211	.054
Far West Public	27.3	14.8	.13	0	20	27	40	53	13,510	.8	.223	.052
Carnegie FT4/S/HTI P	27.3	15.1	.09	0	20	27	40	60	29,314	.8	.226	.051
Top 50%	28.7	15.2	.05	0	20	27	40	60	100,848	-.6	.345	-.039
Top 10%	30.4	15.3	.10	7	20	27	40	60	605	-2.3	.000	-.152
Learning with Peers												
Collaborative Learning												
CSU, Chico (N = 661)	34.6	13.3	.52	15	25	35	45	60				
Cal State System	32.9	13.4	.14	10	25	30	40	60	10,397	1.7	.002	.124
Far West Public	32.8	13.5	.11	10	25	30	40	60	14,750	1.8	.001	.135
Carnegie FT4/S/HTI P	32.2	13.8	.08	10	20	30	40	60	33,424	2.4	.000	.176
Top 50%	35.1	13.6	.04	15	25	35	45	60	105,237	-.6	.298	-.041
Top 10%	37.2	13.6	.09	15	25	40	45	60	24,162	-2.7	.000	-.196
Discussions with Diverse Others												
CSU, Chico (N = 573)	39.8	15.2	.64	15	30	40	55	60				
Cal State System	39.1	15.5	.17	15	30	40	50	60	8,870	.8	.251	.050
Far West Public	39.0	15.4	.14	15	30	40	50	60	12,644	.9	.192	.056
Carnegie FT4/S/HTI P	39.7	15.4	.09	15	30	40	55	60	27,798	.2	.795	.011
Top 50%	41.4	15.0	.05	15	30	40	55	60	96,348	-1.5	.014	-.103
Top 10%	43.4	14.8	.10	20	35	45	60	60	21,966	-3.6	.000	-.242

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
CSU, Chico (N = 612)	20.5	15.5	.63	0	10	20	30	50				
Cal State System	18.4	14.2	.15	0	10	15	25	45	680	2.1	.001	.147
Far West Public	18.8	13.9	.12	0	10	15	25	45	657	1.7	.009	.120
Carnegie FT4/S/HTI P	21.2	14.5	.08	0	10	20	30	50	633	-.6	.318	-.044
Top 50%	24.3	14.8	.06	5	15	20	35	55	60,339	-3.7	.000	-.252
Top 10%	27.2	15.8	.16	5	15	25	40	60	10,605	-6.7	.000	-.426
Effective Teaching Practices												
CSU, Chico (N = 594)	37.2	12.4	.51	16	28	40	44	60				
Cal State System	38.7	12.9	.13	20	28	40	48	60	9,769	-1.5	.006	-.117
Far West Public	38.4	12.7	.11	20	28	40	48	60	13,811	-1.2	.020	-.097
Carnegie FT4/S/HTI P	37.9	12.9	.08	16	28	40	48	60	30,127	-.7	.207	-.052
Top 50%	40.3	13.1	.05	20	32	40	52	60	71,099	-3.1	.000	-.236
Top 10%	42.0	13.7	.10	20	32	40	52	60	642	-4.8	.000	-.350
Campus Environment												
Quality of Interactions												
CSU, Chico (N = 520)	41.0	12.3	.54	20	34	42	50	60				
Cal State System	39.3	13.5	.16	14	30	40	50	60	609	1.7	.002	.128
Far West Public	39.8	13.1	.12	16	32	40	50	60	576	1.2	.029	.093
Carnegie FT4/S/HTI P	41.0	12.3	.08	18	34	42	50	60	26,009	.1	.898	.006
Top 50%	43.9	11.6	.05	22	38	46	52	60	57,791	-2.9	.000	-.246
Top 10%	45.9	12.1	.11	22	40	48	56	60	12,929	-4.8	.000	-.400
Supportive Environment												
CSU, Chico (N = 545)	35.6	13.4	.57	13	25	38	45	60				
Cal State System	36.1	13.9	.16	13	25	38	45	60	8,237	-.4	.468	-.032
Far West Public	35.7	13.6	.13	13	25	35	45	60	11,799	-.1	.878	-.007
Carnegie FT4/S/HTI P	36.2	13.4	.08	15	28	38	45	60	26,151	-.6	.295	-.045
Top 50%	37.9	13.2	.05	15	30	40	48	60	75,696	-2.3	.000	-.175
Top 10%	39.7	13.1	.10	18	30	40	50	60	18,588	-4.0	.000	-.308

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 SEM) 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	SEM ^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 = 1141)	39.6	13.0	.38	20	30	40	50	60				
Cal State System	40.2	13.7	.10	20	30	40	50	60	1,302	-.6	.149	-.042
Far West Public	40.0	13.7	.09	20	30	40	50	60	26,683	-.4	.323	-.030
Carnegie FT4/S/HTI P	39.5	13.7	.06	20	30	40	50	60	1,199	.1	.703	.011
Top 50%	41.3	13.5	.04	20	35	40	55	60	1,164	-1.7	.000	-.127
Top 10%	42.5	13.7	.07	20	35	40	55	60	1,222	-2.8	.000	-.208
Reflective & Integrative Learning												
CSU, Chico (N = 1190)	38.7	11.7	.34	20	31	40	49	60				
Cal State System	38.4	12.4	.09	20	29	37	49	60	1,359	.3	.355	.026
Far West Public	38.4	12.4	.08	20	29	37	49	60	1,312	.3	.351	.026
Carnegie FT4/S/HTI P	37.6	12.4	.05	17	29	37	46	60	1,251	1.1	.001	.089
Top 50%	39.6	12.2	.04	20	31	40	49	60	1,216	-.9	.011	-.072
Top 10%	41.1	12.2	.08	20	33	40	51	60	1,316	-2.4	.000	-.200
Learning Strategies												
CSU, Chico (N = 1085)	37.3	14.0	.43	13	27	40	47	60				
Cal State System	37.9	14.3	.11	13	27	40	47	60	17,983	-.7	.143	-.046
Far West Public	37.9	14.3	.09	13	27	40	47	60	24,463	-.6	.190	-.041
Carnegie FT4/S/HTI P	37.9	14.4	.07	13	27	40	47	60	47,093	-.6	.195	-.040
Top 50%	40.2	14.4	.04	20	33	40	53	60	127,193	-2.9	.000	-.202
Top 10%	42.3	14.2	.08	20	33	40	53	60	35,102	-5.1	.000	-.357
Quantitative Reasoning												
CSU, Chico (N = 1093)	32.0	15.5	.47	7	20	33	40	60				
Cal State System	29.8	16.0	.12	0	20	27	40	60	1,235	2.2	.000	.138
Far West Public	29.8	16.0	.10	0	20	27	40	60	1,195	2.2	.000	.138
Carnegie FT4/S/HTI P	29.3	16.1	.07	0	20	27	40	60	1,146	2.7	.000	.167
Top 50%	30.7	16.0	.04	0	20	33	40	60	1,108	1.3	.005	.082
Top 10%	32.7	15.7	.08	7	20	33	40	60	35,575	-.7	.149	-.044
Learning with Peers												
Collaborative Learning												
CSU, Chico (N = 1216)	36.2	13.9	.40	15	25	35	45	60				
Cal State System	35.2	13.7	.10	15	25	35	45	60	20,743	.9	.020	.069
Far West Public	34.8	14.0	.09	10	25	35	45	60	28,035	1.4	.001	.101
Carnegie FT4/S/HTI P	33.8	14.3	.06	10	25	35	45	60	54,423	2.4	.000	.169
Top 50%	35.7	13.9	.04	15	25	35	45	60	152,908	.5	.206	.036
Top 10%	38.1	13.5	.08	15	30	40	50	60	26,668	-1.9	.000	-.141
Discussions with Diverse Others												
CSU, Chico (N = 1087)	41.5	15.2	.46	15	30	40	60	60				
Cal State System	41.7	15.8	.12	15	30	40	60	60	1,240	-.2	.690	-.012
Far West Public	41.3	15.7	.10	15	30	40	55	60	24,590	.3	.590	.017
Carnegie FT4/S/HTI P	40.7	15.7	.07	15	30	40	55	60	47,356	.9	.073	.055
Top 50%	41.9	15.6	.04	15	30	40	60	60	165,345	-.4	.404	-.025
Top 10%	43.8	15.5	.08	20	35	45	60	60	40,877	-2.3	.000	-.146

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
CSU, Chico (N = 1157)	25.4	15.3	.45	0	15	25	35	55				
Cal State System	22.4	15.5	.11	0	10	20	30	55	19,970	3.1	.000	.197
Far West Public	22.7	15.5	.10	0	10	20	30	55	26,986	2.8	.000	.178
Carnegie FT4/S/HTI P	24.6	16.0	.07	0	15	20	35	60	1,214	.8	.086	.049
Top 50%	29.2	15.8	.06	5	20	30	40	60	1,200	-3.8	.000	-.240
Top 10%	33.3	16.1	.18	10	20	35	45	60	1,531	-7.8	.000	-.490
Effective Teaching Practices												
CSU, Chico (N = 1129)	39.9	12.9	.38	20	32	40	50	60				
Cal State System	39.2	13.6	.10	16	30	40	48	60	1,284	.7	.084	.051
Far West Public	39.0	13.5	.08	16	28	40	48	60	1,239	.9	.022	.067
Carnegie FT4/S/HTI P	39.2	13.6	.06	16	32	40	48	60	1,186	.7	.081	.050
Top 50%	41.2	13.6	.04	16	32	40	52	60	1,156	-1.3	.001	-.093
Top 10%	43.1	13.7	.09	20	36	44	56	60	1,267	-3.2	.000	-.235
Campus Environment												
Quality of Interactions												
CSU, Chico (N = 1020)	43.8	11.6	.36	22	38	45	52	60				
Cal State System	40.9	12.8	.10	18	33	42	50	60	1,185	2.9	.000	.225
Far West Public	41.1	12.6	.09	18	33	42	50	60	1,134	2.7	.000	.218
Carnegie FT4/S/HTI P	41.6	12.2	.06	20	34	43	50	60	1,073	2.2	.000	.179
Top 50%	44.4	11.9	.04	22	38	46	54	60	85,380	-.6	.099	-.052
Top 10%	46.5	12.3	.08	22	40	50	58	60	1,125	-2.7	.000	-.223
Supportive Environment												
CSU, Chico (N = 1061)	33.4	13.6	.42	13	23	33	43	58				
Cal State System	32.4	14.4	.11	10	23	33	40	60	1,220	1.0	.019	.071
Far West Public	31.9	14.2	.09	10	20	33	40	58	1,172	1.5	.000	.109
Carnegie FT4/S/HTI P	32.3	13.9	.07	10	23	33	40	58	45,380	1.1	.010	.080
Top 50%	34.3	13.7	.04	13	25	35	43	60	103,514	-.9	.037	-.064
Top 10%	36.4	13.7	.09	13	28	38	45	60	22,201	-3.0	.000	-.215

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 SEM) 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.