



NSSE 2020

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 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. 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 Far West Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2019 & 2020
<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 Far West Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2019 & 2020
<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

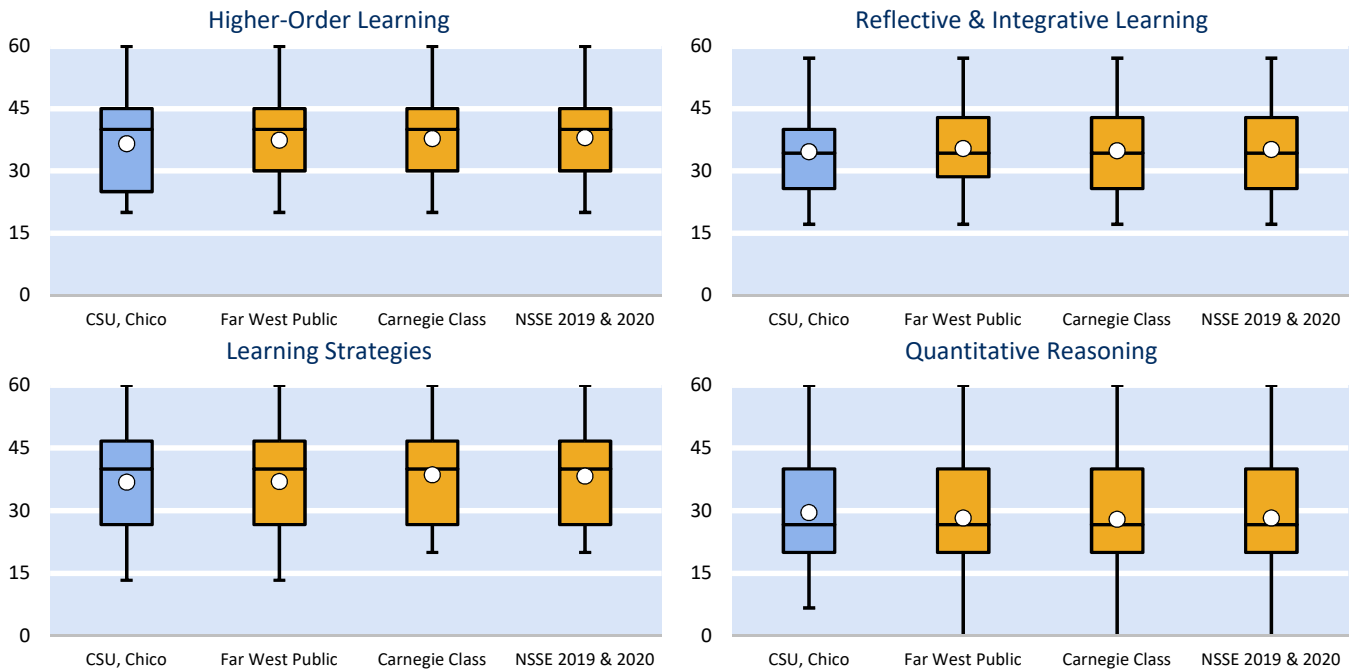
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Far West Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.5	37.4	-.07	37.8	-.09	38.1	-.12
Reflective & Integrative Learning	34.7	35.4	-.07	34.9	-.02	35.2	-.04
Learning Strategies	36.8	37.0	-.01	38.5	-.13	38.3	-.11
Quantitative Reasoning	29.5	28.2	.09	27.9	.10	28.2	.09

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

Score Distributions



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

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 2019 & 2020
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	-0	-2	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-1	-1	-3
4d. Evaluating a point of view, decision, or information source	68	-3	-3	-2
4e. Forming a new idea or understanding from various pieces of information	64	-5	-6	-6
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	55	+2	+4	+3
2b. Connected your learning to societal problems or issues	48	-5	-3	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-4	-1	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-5	-4	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+2	+4	+4
2f. Learned something that changed the way you understand an issue or concept	69	+0	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-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	76	+2	+1	+1
9b. Reviewed your notes after class	62	-1	-5	-4
9c. Summarized what you learned in class or from course materials	58	-1	-6	-6
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.)	53	+1	+1	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+4	+5	+5
6c. Evaluated what others have concluded from numerical information	44	+3	+5	+4

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

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

Academic Challenge: Seniors

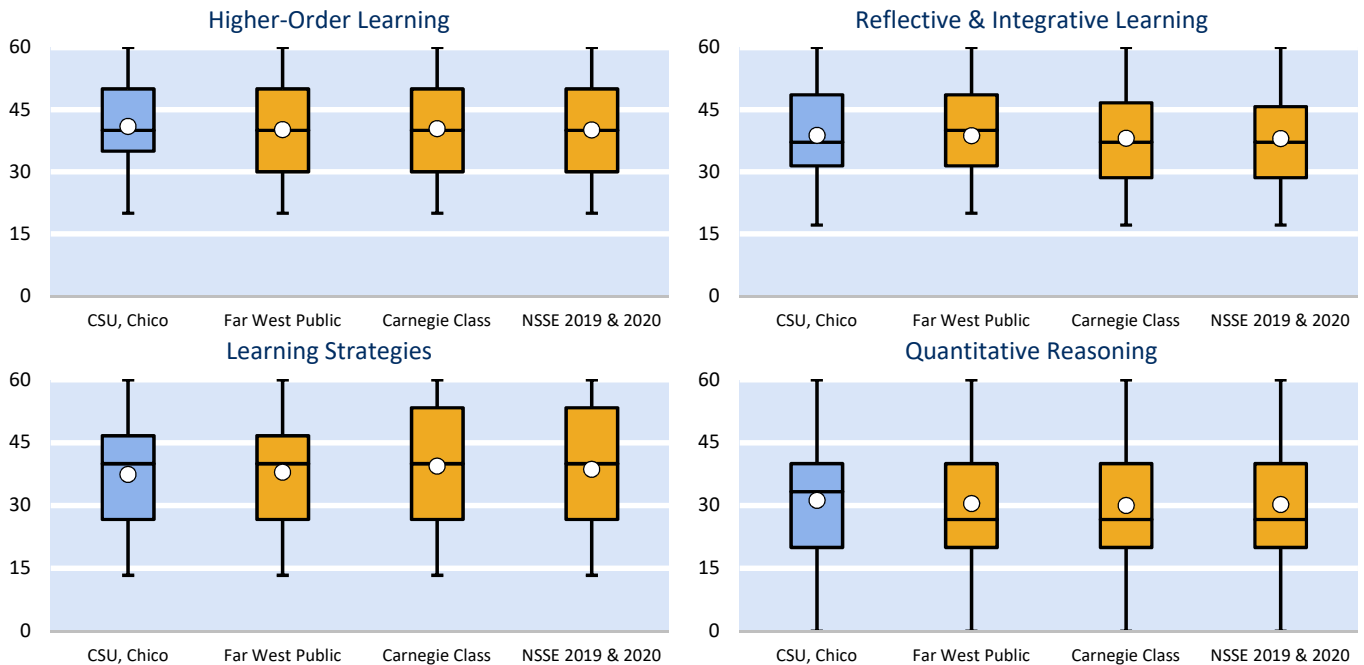
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Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.0	40.2	.05	40.4	.04	40.1	.07
Reflective & Integrative Learning	38.8	38.7	.01	38.2	.06	38.1	.06
Learning Strategies	37.4	38.0	-.04	39.4 **	-.14	38.6 *	-.08
Quantitative Reasoning	31.2	30.4	.05	30.0	.08	30.2	.06

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

Score Distributions






















































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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 2019 & 2020
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	+2 	+1 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+2 	+2 	+3 
4d. Evaluating a point of view, decision, or information source	71	-1 	-2 	+0 
4e. Forming a new idea or understanding from various pieces of information	74	+1 	-0 	+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	73	+2 	+6 	+5 
2b. Connected your learning to societal problems or issues	62	-1 	+0 	+2 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	-3 	-2 	-1 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	-1 	-2 	-2 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	-0 	+1 	+1 
2f. Learned something that changed the way you understand an issue or concept	72	-1 	+0 	+0 
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+3 	+2 	+3 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	-1 	-4 	-2 
9b. Reviewed your notes after class	59	-2 	-6 	-3 
9c. Summarized what you learned in class or from course materials	61	-0 	-6 	-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.)	57	+2 	+2 	+1 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+2 	+2 	+3 
6c. Evaluated what others have concluded from numerical information	48	+0 	+3 	+2 

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Learning with Peers: First-year students

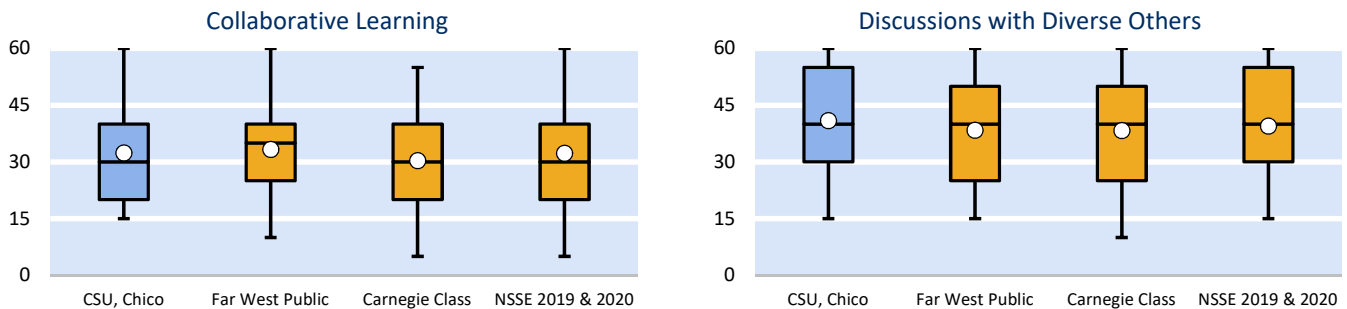
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Far West Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.3	33.3	-.07	30.3 **	.13	32.3	.00
Discussions with Diverse Others	40.9	38.4 *	.16	38.3 *	.16	39.5	.09

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

Score Distributions



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Performance on Indicator Items

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Collaborative Learning	CSU, Chico	Percentage point difference ^a between your FY students and		
		Far West Public	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	53	-3	+5	+1
1f. Explained course material to one or more students	61	+3	+8	+3
1g. Prepared for exams by discussing or working through course material with other students	42	-7	-3	-8
1h. Worked with other students on course projects or assignments	59	+1	+7	+4
Discussions with Diverse Others		Percentage of students who responded that they "Very often" or "Often" had discussions with...		
8a. People of a race or ethnicity other than your own	78	+5	+10	+8
8b. People from an economic background other than your own	75	+5	+6	+3
8c. People with religious beliefs other than your own	68	+4	+4	+2
8d. People with political views other than your own	65	+8	+2	+0

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Learning with Peers: Seniors

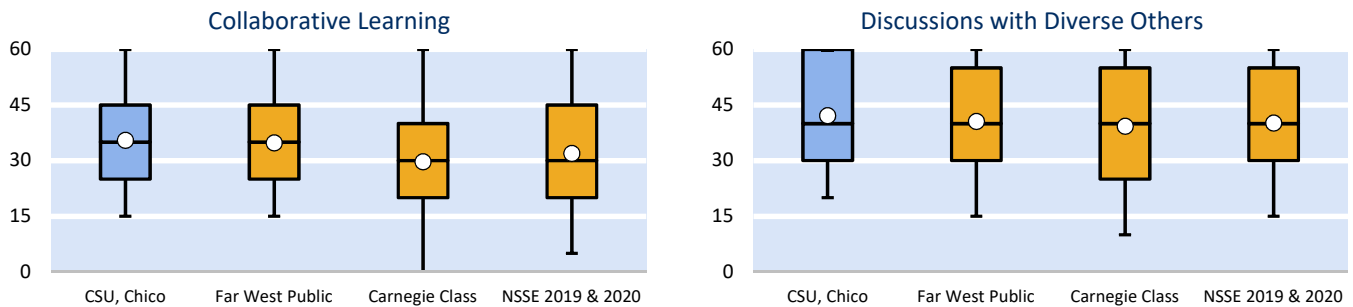
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your seniors compared with					
		Far West Public Mean	Far West Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Collaborative Learning	35.5	34.8	.05	29.7 ***	.36	32.0 ***	.23
Discussions with Diverse Others	42.1	40.6 *	.10	39.3 ***	.17	40.2 **	.12

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 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	49	+0	+10	+5
1f. Explained course material to one or more students	68	+7	+16	+11
1g. Prepared for exams by discussing or working through course material with other students	49	-2	+6	+2
1h. Worked with other students on course projects or assignments	71	-0	+13	+8
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	79	+2	+9	+8
8b. People from an economic background other than your own	79	+4	+8	+6
8c. People with religious beliefs other than your own	71	+2	+5	+3
8d. People with political views other than your own	66	+6	+2	+1

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Experiences with Faculty: First-year students

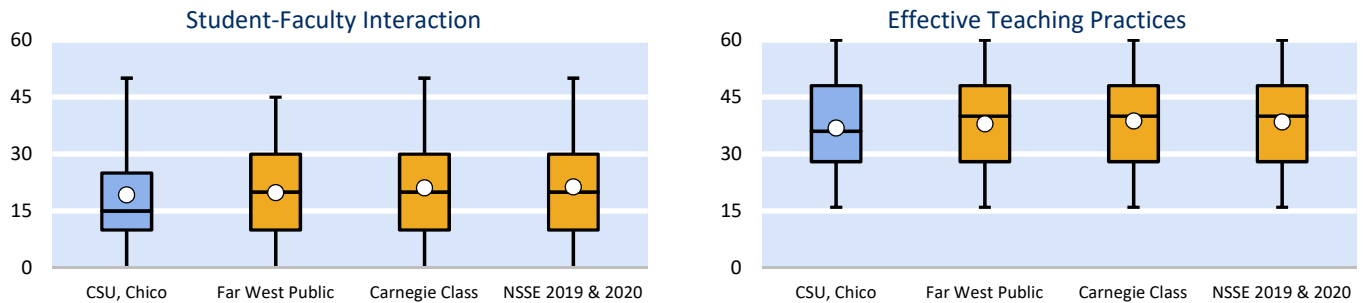
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Effect size		Carnegie Class Effect size		NSSE 2019 & 2020 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.2	19.8	-.04	21.1 *	-.13	21.4 *	-.15
Effective Teaching Practices	36.9	38.0	-.08	38.7 *	-.13	38.5	-.12

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 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	31	-4	-7	-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	+2	-0	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-2	-5	-5
3d. Discussed your academic performance with a faculty member	25	-3	-6	-5
<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	75	-1	-2	-2
5b. Taught course sessions in an organized way	69	-2	-4	-5
5c. Used examples or illustrations to explain difficult points	72	-0	-1	-2
5d. Provided feedback on a draft or work in progress	58	-6	-7	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	55	-3	-7	-5

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Experiences with Faculty: Seniors

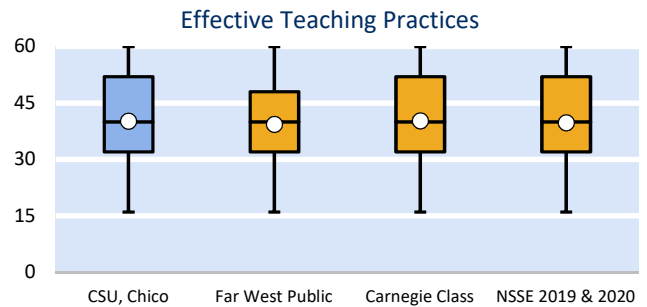
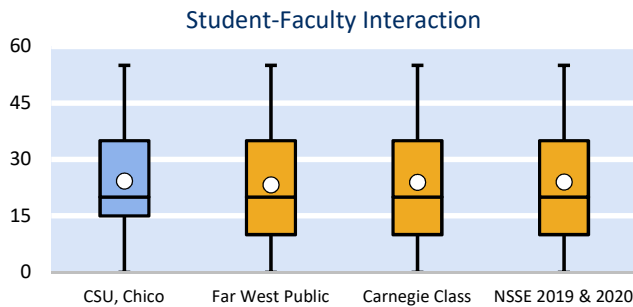
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Engagement Indicator	CSU, Chico Mean	Your seniors compared with					
		Far West Public Mean	Far West Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Student-Faculty Interaction	24.2	23.2	.06	23.8	.02	23.9	.02
Effective Teaching Practices	40.1	39.3	.06	40.2	-.01	39.7	.03

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

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	44	+3	-0	+0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-2	-2	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+1	-1	-1
3d. Discussed your academic performance with a faculty member	35	+3	-2	+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	82	+1	+1	+1
5b. Taught course sessions in an organized way	79	+4	+2	+2
5c. Used examples or illustrations to explain difficult points	80	+2	+3	+3
5d. Provided feedback on a draft or work in progress	64	+2	-0	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-1	-6	-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

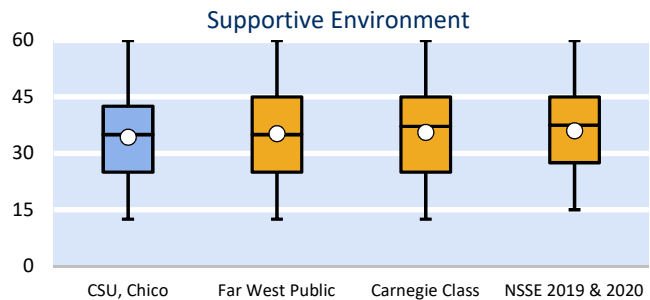
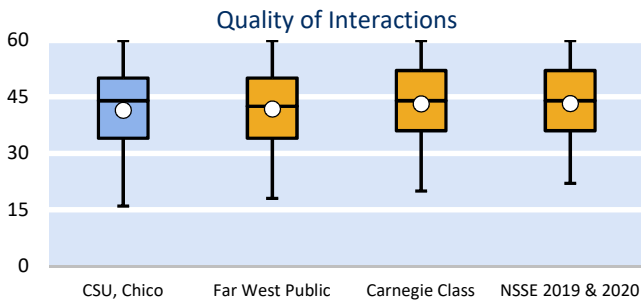
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.5	41.8	-.03	43.2	-.14	43.2 *	-.15
Supportive Environment	34.3	35.2	-.07	35.6	-.09	36.0	-.13

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 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	49	-0	-2	-4
13b. Academic advisors	51	+1	-2	-3
13c. Faculty	52	+6	-1	-1
13d. Student services staff (career services, student activities, housing, etc.)	53	+9	+4	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+6	+1	+2
<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	-3
14c. Using learning support services (tutoring services, writing center, etc.)	78	+3	+2	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+1	+1	+1
14e. Providing opportunities to be involved socially	75	+8	+6	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	-2	-1	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	-0	-1	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-7	-8	-12
14i. Attending events that address important social, economic, or political issues	44	-1	-3	-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

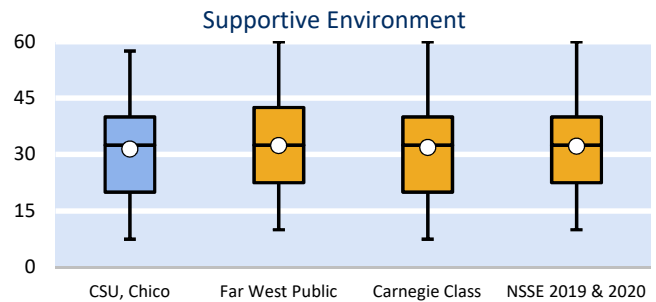
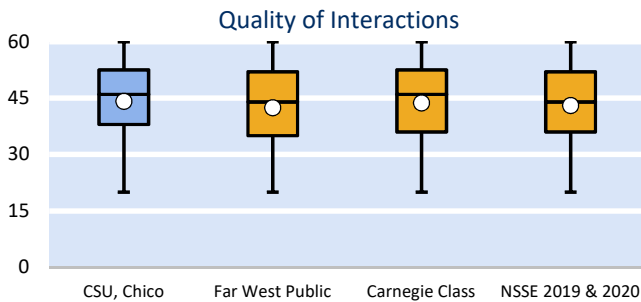
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.1	42.4 **	.14	43.8	.03	43.0 *	.09
Supportive Environment	31.5	32.4	-.07	32.0	-.03	32.2	-.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 seniors and		
		Far West Public	Carnegie Class	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	59	+2	+1	+1
13b. Academic advisors	60	+10	+4	+7
13c. Faculty	61	+7	+1	+3
13d. Student services staff (career services, student activities, housing, etc.)	50	+6	+2	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+8	+3	+6
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	70	+1	-1	-0
14c. Using learning support services (tutoring services, writing center, etc.)	66	+1	-1	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+0	+2	+3
14e. Providing opportunities to be involved socially	66	+3	+4	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-3	+1	+0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-3	-4	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	41	-8	-5	-11
14i. Attending events that address important social, economic, or political issues	35	-6	-4	-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.

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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 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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	36.5	39.3 ***	-.21		41.4 ***	-.38	
	Reflective and Integrative Learning	34.7	36.7 **	-.17		39.0 ***	-.37	
	Learning Strategies	36.8	39.9 ***	-.23		42.3 ***	-.39	
	Quantitative Reasoning	29.5	29.4	.01	✓	31.4	-.12	
<i>Learning with Peers</i>	Collaborative Learning	32.3	35.2 ***	-.21		37.4 ***	-.37	
	Discussions with Diverse Others	40.9	41.5	-.04	✓	43.6 **	-.19	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.2	24.5 ***	-.36		28.1 ***	-.58	
	Effective Teaching Practices	36.9	40.5 ***	-.28		42.3 ***	-.38	
<i>Campus Environment</i>	Quality of Interactions	41.5	45.2 ***	-.33		47.2 ***	-.49	
	Supportive Environment	34.3	37.9 ***	-.27		40.0 ***	-.44	

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	41.0	41.7	-.05	✓	43.2 ***	-.16	
	Reflective and Integrative Learning	38.8	39.8 *	-.08		41.8 ***	-.24	
	Learning Strategies	37.4	40.7 ***	-.23		42.7 ***	-.37	
	Quantitative Reasoning	31.2	31.4	-.01	✓	33.4 **	-.14	
<i>Learning with Peers</i>	Collaborative Learning	35.5	35.9	-.03	✓	38.4 ***	-.21	
	Discussions with Diverse Others	42.1	42.1	.01	✓	43.8 *	-.11	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.2	29.7 ***	-.34		33.2 ***	-.57	
	Effective Teaching Practices	40.1	41.8 **	-.12		43.7 ***	-.27	
<i>Campus Environment</i>	Quality of Interactions	44.1	45.2 *	-.09		47.4 ***	-.27	
	Supportive Environment	31.5	34.6 ***	-.22		36.8 ***	-.38	

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 2019 and 2020 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	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 = 261)	36.5	13.5	.83	20	25	40	45	60				
Far West Public	37.4	13.0	.16	20	30	40	45	60	6,693	-.9	.270	-.070
Carnegie Class	37.8	13.3	.09	20	30	40	45	60	23,002	-1.3	.129	-.094
NSSE 2019 & 2020	38.1	13.2	.04	20	30	40	45	60	91,434	-1.5	.061	-.116
Top 50%	39.3	13.1	.06	20	30	40	50	60	52,004	-2.8	.001	-.214
Top 10%	41.4	12.8	.13	20	35	40	50	60	10,176	-4.9	.000	-.379
Reflective & Integrative Learning												
CSU, Chico (N = 306)	34.7	11.9	.68	17	26	34	40	57				
Far West Public	35.4	11.7	.14	17	29	34	43	57	7,149	-.8	.253	-.067
Carnegie Class	34.9	12.0	.08	17	26	34	43	57	24,911	-.2	.736	-.019
NSSE 2019 & 2020	35.2	12.0	.04	17	26	34	43	57	98,953	-.5	.451	-.043
Top 50%	36.7	11.8	.05	17	29	37	46	57	50,830	-2.0	.003	-.173
Top 10%	39.0	11.7	.13	20	31	40	49	60	8,239	-4.3	.000	-.368
Learning Strategies												
CSU, Chico (N = 229)	36.8	13.5	.89	13	27	40	47	60				
Far West Public	37.0	13.6	.17	13	27	40	47	60	6,341	-.2	.847	-.013
Carnegie Class	38.5	13.8	.09	20	27	40	47	60	21,637	-1.7	.057	-.126
NSSE 2019 & 2020	38.3	13.8	.05	20	27	40	47	60	86,432	-1.5	.106	-.107
Top 50%	39.9	13.7	.07	20	33	40	53	60	44,084	-3.1	.001	-.226
Top 10%	42.3	14.1	.14	20	33	40	53	60	9,890	-5.5	.000	-.391
Quantitative Reasoning												
CSU, Chico (N = 237)	29.5	15.0	.98	7	20	27	40	60				
Far West Public	28.2	15.0	.19	0	20	27	40	60	6,443	1.3	.185	.088
Carnegie Class	27.9	15.4	.10	0	20	27	40	60	22,058	1.6	.113	.104
NSSE 2019 & 2020	28.2	15.3	.05	0	20	27	40	60	87,895	1.3	.188	.086
Top 50%	29.4	15.2	.06	7	20	27	40	60	57,038	.1	.931	.006
Top 10%	31.4	15.3	.14	7	20	33	40	60	12,031	-1.9	.058	-.125
Learning with Peers												
Collaborative Learning												
CSU, Chico (N = 335)	32.3	13.6	.74	15	20	30	40	60				
Far West Public	33.3	13.7	.16	10	25	35	40	60	7,578	-1.0	.206	-.071
Carnegie Class	30.3	15.1	.09	5	20	30	40	55	345	2.0	.007	.134
NSSE 2019 & 2020	32.3	14.7	.05	5	20	30	40	60	106,577	.1	.933	.005
Top 50%	35.2	13.7	.05	15	25	35	45	60	66,107	-2.9	.000	-.208
Top 10%	37.4	13.5	.12	15	30	40	45	60	14,106	-5.1	.000	-.375
Discussions with Diverse Others												
CSU, Chico (N = 229)	40.9	14.9	.99	15	30	40	55	60				
Far West Public	38.4	15.6	.20	15	25	40	50	60	6,375	2.5	.017	.161
Carnegie Class	38.3	16.2	.11	10	25	40	50	60	21,815	2.6	.016	.160
NSSE 2019 & 2020	39.5	15.6	.05	15	30	40	55	60	87,065	1.4	.186	.088
Top 50%	41.5	15.0	.06	20	30	40	55	60	58,413	-.6	.555	-.039
Top 10%	43.6	14.5	.13	20	35	45	60	60	12,321	-2.7	.005	-.189

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 = 282)	19.2	15.2	.90	0	10	15	25	50				
Far West Public	19.8	14.4	.18	0	10	20	30	45	6,889	-.6	.466	-.044
Carnegie Class	21.1	14.7	.10	0	10	20	30	50	23,811	-1.9	.029	-.131
NSSE 2019 & 2020	21.4	14.6	.05	0	10	20	30	50	94,691	-2.2	.012	-.150
Top 50%	24.5	14.7	.08	5	15	20	35	55	33,691	-5.3	.000	-.359
Top 10%	28.1	15.5	.23	5	15	25	40	60	4,697	-8.9	.000	-.578
Effective Teaching Practices												
CSU, Chico (N = 258)	36.9	13.1	.82	16	28	36	48	60				
Far West Public	38.0	13.0	.16	16	28	40	48	60	6,652	-1.1	.188	-.084
Carnegie Class	38.7	13.5	.09	16	28	40	48	60	22,898	-1.8	.034	-.133
NSSE 2019 & 2020	38.5	13.2	.04	16	28	40	48	60	91,088	-1.6	.058	-.118
Top 50%	40.5	13.2	.07	20	32	40	52	60	38,128	-3.6	.000	-.276
Top 10%	42.3	14.1	.14	16	32	44	56	60	272	-5.4	.000	-.381
Campus Environment												
Quality of Interactions												
CSU, Chico (N = 203)	41.5	12.7	.89	16	34	44	50	60				
Far West Public	41.8	12.3	.16	18	34	43	50	60	5,840	-.3	.705	-.027
Carnegie Class	43.2	12.3	.09	20	36	44	52	60	19,908	-1.7	.051	-.138
NSSE 2019 & 2020	43.2	11.8	.04	22	36	44	52	60	80,856	-1.8	.032	-.151
Top 50%	45.2	11.2	.06	24	38	46	54	60	204	-3.7	.000	-.332
Top 10%	47.2	11.6	.13	25	40	50	58	60	8,719	-5.8	.000	-.493
Supportive Environment												
CSU, Chico (N = 210)	34.3	13.1	.91	13	25	35	43	60				
Far West Public	35.2	13.6	.18	13	25	35	45	60	6,161	-.9	.329	-.069
Carnegie Class	35.6	13.9	.10	13	25	37	45	60	20,872	-1.3	.172	-.095
NSSE 2019 & 2020	36.0	13.5	.05	15	28	38	45	60	83,639	-1.7	.070	-.125
Top 50%	37.9	13.1	.06	18	30	38	48	60	42,915	-3.6	.000	-.272
Top 10%	40.0	12.9	.15	18	33	40	50	60	7,742	-5.7	.000	-.443

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 = 601)	41.0	13.4	.55	20	35	40	50	60				
Far West Public	40.2	13.6	.12	20	30	40	50	60	13,374	.7	.190	.055
Carnegie Class	40.4	13.6	.07	20	30	40	50	60	39,117	.5	.339	.039
NSSE 2019 & 2020	40.1	13.5	.04	20	30	40	50	60	148,335	.9	.106	.066
Top 50%	41.7	13.4	.05	20	35	40	55	60	65,387	-.7	.183	-.055
Top 10%	43.2	13.3	.11	20	35	40	55	60	16,500	-2.2	.000	-.164
Reflective & Integrative Learning												
CSU, Chico (N = 657)	38.8	12.5	.49	17	31	37	49	60				
Far West Public	38.7	12.4	.11	20	31	40	49	60	14,073	.1	.787	.011
Carnegie Class	38.2	12.6	.06	17	29	37	47	60	41,465	.7	.159	.055
NSSE 2019 & 2020	38.1	12.5	.03	17	29	37	46	60	157,246	.8	.105	.063
Top 50%	39.8	12.2	.05	20	31	40	49	60	64,927	-1.0	.042	-.080
Top 10%	41.8	12.0	.12	20	34	40	51	60	11,127	-2.9	.000	-.242
Learning Strategies												
CSU, Chico (N = 554)	37.4	15.0	.64	13	27	40	47	60				
Far West Public	38.0	14.3	.13	13	27	40	47	60	12,885	-.6	.357	-.040
Carnegie Class	39.4	14.5	.08	13	27	40	53	60	37,525	-2.0	.001	-.139
NSSE 2019 & 2020	38.6	14.6	.04	13	27	40	53	60	142,038	-1.2	.048	-.084
Top 50%	40.7	14.5	.05	20	33	40	53	60	73,003	-3.3	.000	-.227
Top 10%	42.7	14.4	.09	20	33	40	60	60	23,871	-5.3	.000	-.365
Quantitative Reasoning												
CSU, Chico (N = 575)	31.2	16.5	.69	0	20	33	40	60				
Far West Public	30.4	16.0	.14	0	20	27	40	60	13,031	.8	.265	.048
Carnegie Class	30.0	16.2	.08	0	20	27	40	60	37,977	1.2	.070	.076
NSSE 2019 & 2020	30.2	16.2	.04	0	20	27	40	60	143,828	1.0	.152	.060
Top 50%	31.4	16.1	.05	7	20	33	40	60	92,647	-.2	.757	-.013
Top 10%	33.4	15.9	.12	7	20	33	40	60	18,706	-2.1	.001	-.135
Learning with Peers												
Collaborative Learning												
CSU, Chico (N = 699)	35.5	14.4	.54	15	25	35	45	60				
Far West Public	34.8	14.0	.12	15	25	35	45	60	14,533	.7	.172	.053
Carnegie Class	29.7	16.2	.08	0	20	30	40	60	728	5.8	.000	.357
NSSE 2019 & 2020	32.0	15.6	.04	5	20	30	45	60	705	3.5	.000	.226
Top 50%	35.9	14.0	.05	15	25	35	45	60	85,959	-.4	.422	-.031
Top 10%	38.4	13.6	.11	15	30	40	50	60	758	-2.9	.000	-.211
Discussions with Diverse Others												
CSU, Chico (N = 564)	42.1	15.5	.65	20	30	40	60	60				
Far West Public	40.6	15.7	.14	15	30	40	55	60	12,942	1.6	.019	.101
Carnegie Class	39.3	16.6	.09	10	25	40	55	60	37,660	2.9	.000	.174
NSSE 2019 & 2020	40.2	15.9	.04	15	30	40	55	60	142,653	1.9	.004	.122
Top 50%	42.1	15.5	.05	15	30	40	60	60	92,097	.1	.890	.006
Top 10%	43.8	15.3	.10	20	35	45	60	60	23,682	-1.6	.013	-.106

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 = 629)	24.2	15.5	.62	0	15	20	35	55				
Far West Public	23.2	15.8	.14	0	10	20	35	55	13,696	1.0	.120	.063
Carnegie Class	23.8	16.2	.08	0	10	20	35	55	650	.4	.529	.024
NSSE 2019 & 2020	23.9	16.1	.04	0	10	20	35	55	152,294	.3	.637	.019
Top 50%	29.7	15.9	.09	5	20	30	40	60	35,026	-5.4	.000	-.342
Top 10%	33.2	16.0	.21	10	20	35	45	60	778	-9.0	.000	-.566
Effective Teaching Practices												
CSU, Chico (N = 593)	40.1	13.8	.57	16	32	40	52	60				
Far West Public	39.3	13.6	.12	16	32	40	48	60	13,373	.9	.136	.063
Carnegie Class	40.2	14.1	.07	16	32	40	52	60	39,124	-.1	.884	-.006
NSSE 2019 & 2020	39.7	13.8	.04	16	32	40	52	60	148,164	.4	.455	.031
Top 50%	41.8	13.7	.06	20	32	40	52	60	55,795	-1.6	.004	-.120
Top 10%	43.7	13.4	.12	20	36	44	56	60	12,839	-3.6	.000	-.265
Campus Environment												
Quality of Interactions												
CSU, Chico (N = 500)	44.1	12.2	.55	20	38	46	53	60				
Far West Public	42.4	12.2	.11	20	35	44	52	60	11,990	1.7	.002	.140
Carnegie Class	43.8	12.3	.07	20	36	46	53	60	34,181	.4	.497	.031
NSSE 2019 & 2020	43.0	12.1	.03	20	36	44	52	60	131,498	1.1	.042	.091
Top 50%	45.2	11.7	.05	24	38	48	54	60	58,884	-1.1	.036	-.094
Top 10%	47.4	12.0	.09	24	40	50	58	60	19,334	-3.2	.000	-.270
Supportive Environment												
CSU, Chico (N = 524)	31.5	14.4	.63	8	20	33	40	58				
Far West Public	32.4	14.3	.13	10	23	33	43	60	12,562	-.9	.139	-.066
Carnegie Class	32.0	14.5	.08	8	20	33	40	60	36,522	-.5	.462	-.032
NSSE 2019 & 2020	32.2	14.2	.04	10	23	33	40	60	138,679	-.7	.230	-.053
Top 50%	34.6	14.0	.06	13	25	35	45	60	61,880	-3.1	.000	-.224
Top 10%	36.8	14.1	.13	13	28	38	48	60	11,508	-5.3	.000	-.378

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.