



NSSE 2017

Engagement Indicators

California State University-Los Angeles

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 2016 and 2017 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—Institution Version 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

Theme	Engagement Indicator	Your first-year students compared with California State	Your first-year students compared with Public Hispanic	Your first-year students compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning		--	--
	Reflective & Integrative Learning		--	
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others			
Experiences with Faculty	Student-Faculty Interaction	--	--	
	Effective Teaching Practices			
Campus Environment	Quality of Interactions			
	Supportive Environment			

Seniors

Theme	Engagement Indicator	Your seniors compared with California State	Your seniors compared with Public Hispanic	Your seniors compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning			
	Reflective & Integrative Learning			
	Learning Strategies		--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning			
	Discussions with Diverse Others	--		--
Experiences with Faculty	Student-Faculty Interaction			--
	Effective Teaching Practices			--
Campus Environment	Quality of Interactions	--	--	
	Supportive Environment			

Academic Challenge: First-year students

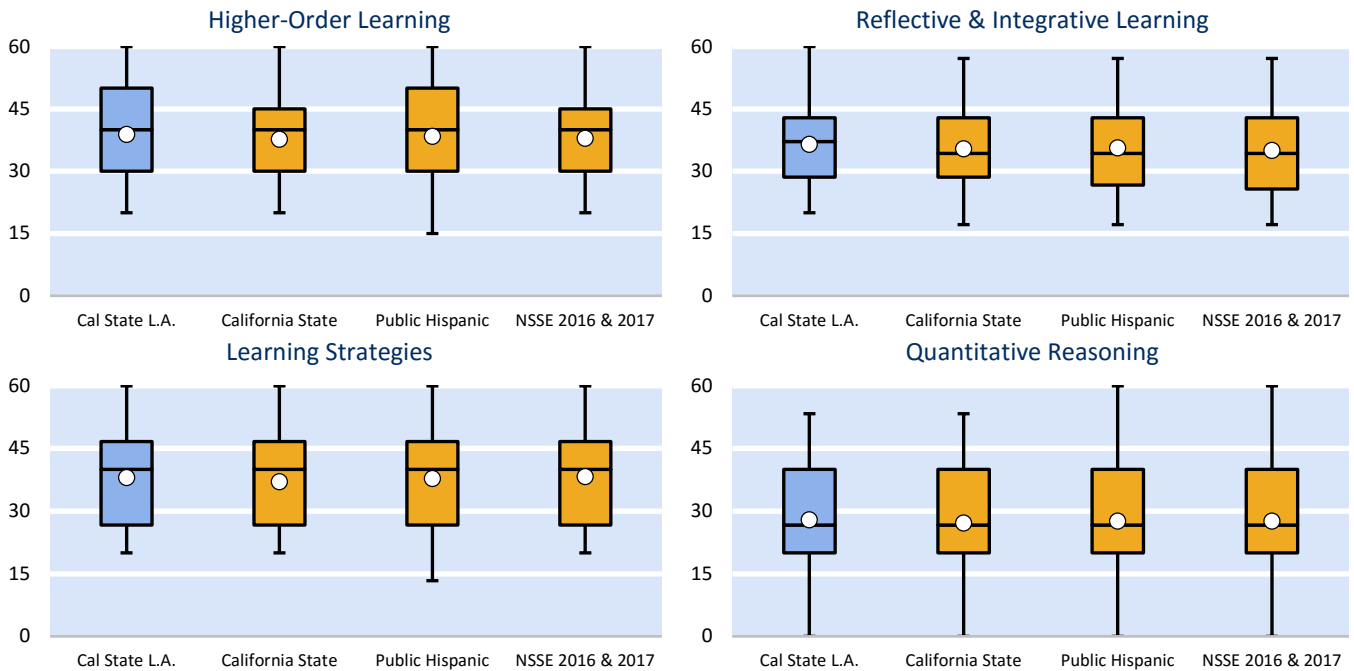
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Cal State L.A. Mean	Your first-year students compared with					
		California State Effect size		Public Hispanic Effect size		NSSE 2016 & 2017 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	37.8 *	.08	38.4	.03	37.9	.07
Reflective & Integrative Learning	36.5	35.4 *	.09	35.6	.07	35.0 **	.12
Learning Strategies	38.0	37.1	.07	37.8	.01	38.3	-.02
Quantitative Reasoning	27.9	27.2	.05	27.6	.02	27.6	.02

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance^a 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.

	Cal State L.A.	Percentage point difference between your FY students and		
		California State	Public Hispanic	NSSE 2016 & 2017
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	-5	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-0	-2	-1
4d. Evaluating a point of view, decision, or information source	76	+4	+6	+7
4e. Forming a new idea or understanding from various pieces of information	73	+4	+2	+5
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	52	-1	-2	+1
2b. Connected your learning to societal problems or issues	55	+2	+4	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	+8	+10	+11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+1	+1	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	-1	-0	+1
2f. Learned something that changed the way you understand an issue or concept	72	+3	+5	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+1	+1	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+4	+5	+3
9b. Reviewed your notes after class	65	+2	+2	-0
9c. Summarized what you learned in class or from course materials	59	+1	-2	-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.)	53	+2	-1	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	+3	+4	+3
6c. Evaluated what others have concluded from numerical information	35	-2	-3	-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.

Academic Challenge: Seniors

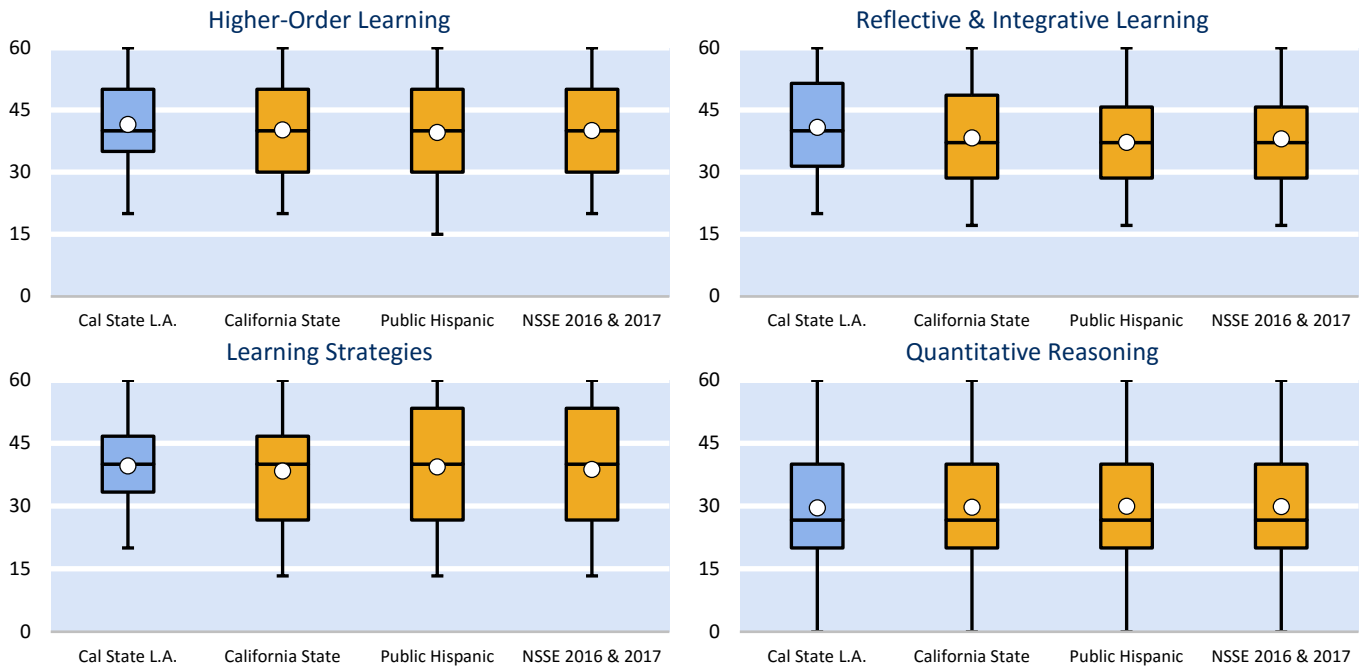
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Cal State L.A. Mean	Your seniors compared with					
		California State		Public Hispanic		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.5	40.2 *	.10	39.6 ***	.14	40.0 **	.11
Reflective & Integrative Learning	40.8	38.3 ***	.21	37.2 ***	.28	38.0 ***	.22
Learning Strategies	39.5	38.3 *	.09	39.3	.01	38.7	.06
Quantitative Reasoning	29.5	29.7	-.01	30.0	-.03	29.9	-.02

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

Score Distributions





















































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Academic Challenge: Seniors (continued)

Performance^a 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.

	Cal State L.A.	Percentage point difference between your seniors and		
		California State	Public Hispanic	NSSE 2016 & 2017
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	81	+4 	+5 	+3 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	+5 	+6 	+5 
4d. Evaluating a point of view, decision, or information source	75	+4 	+7 	+5 
4e. Forming a new idea or understanding from various pieces of information	73	+1 	+1 	+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	76	+6 	+8 	+8 
2b. Connected your learning to societal problems or issues	72	+10 	+15 	+11 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	65	+11 	+19 	+13 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+5 	+7 	+4 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+3 	+5 	+5 
2f. Learned something that changed the way you understand an issue or concept	75	+2 	+5 	+4 
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+2 	+4 	+2 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	+3 	+3 	+2 
9b. Reviewed your notes after class	65	+2 	-0 	+3 
9c. Summarized what you learned in class or from course materials	66	+5 	+1 	+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.)	53	-3 	-5 	-3 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+1 	+1 	+1 
6c. Evaluated what others have concluded from numerical information	46	+2 	+2 	+2 

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Learning with Peers: First-year students

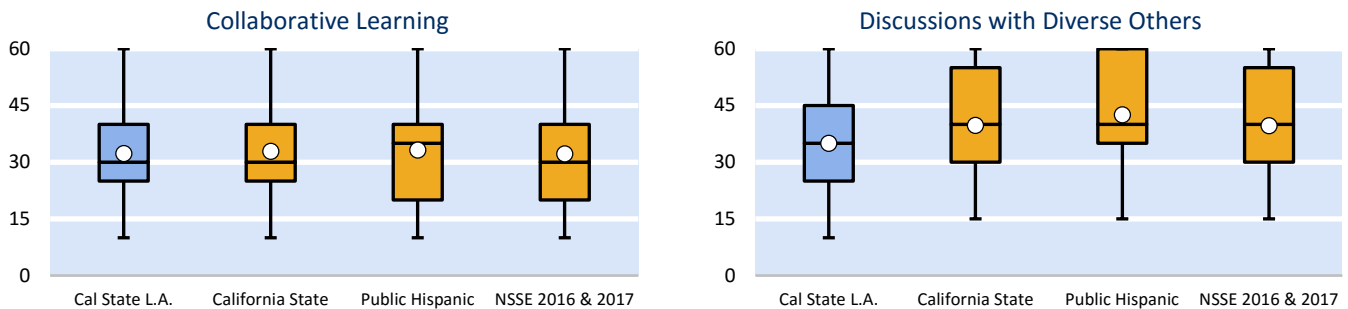
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Cal State L.A. Mean	Your first-year students compared with					
		California State Effect size		Public Hispanic Effect size		NSSE 2016 & 2017 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.2	32.8	-.05	33.2	-.07	32.2	.00
Discussions with Diverse Others	35.0	39.8 ***	-.31	42.5 ***	-.48	39.7 ***	-.30

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Score Distributions



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Collaborative Learning	Cal State L.A. %	Percentage point difference between your FY students and		
		California State	Public Hispanic	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	52	-4	-1	-0
1f. Explained course material to one or more students	52	-5	-7	-5
1g. Prepared for exams by discussing or working through course material with other students	45	-3	-7	-5
1h. Worked with other students on course projects or assignments	60	+4	+5	+7
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	69	-7	-9	-2
8b. People from an economic background other than your own	61	-11	-14	-11
8c. People with religious beliefs other than your own	56	-12	-19	-11
8d. People with political views other than your own	53	-8	-17	-15

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Learning with Peers: Seniors

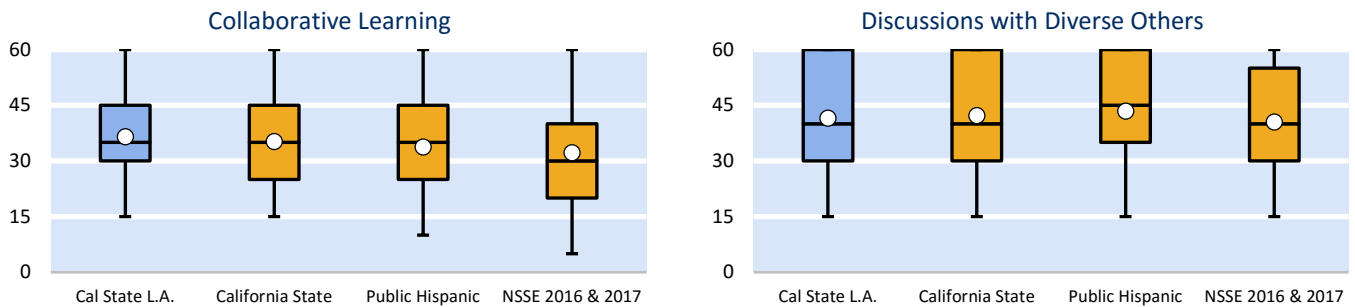
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Collaborative Learning	36.5	35.3 *	.09	33.8 ***	.19	32.3 ***	.28
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Collaborative Learning	Cal State L.A. %	Percentage point difference between your seniors and		
		California State	Public Hispanic	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	49	-1	+3	+6
1f. Explained course material to one or more students	66	+4	+5	+8
1g. Prepared for exams by discussing or working through course material with other students	58	+6	+8	+11
1h. Worked with other students on course projects or assignments	79	+6	+13	+15
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	80	-1	-0	+8
8b. People from an economic background other than your own	74	-2	-3	+1
8c. People with religious beliefs other than your own	71	-2	-5	+3
8d. People with political views other than your own	60	-4	-12	-8

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Experiences with Faculty: First-year students

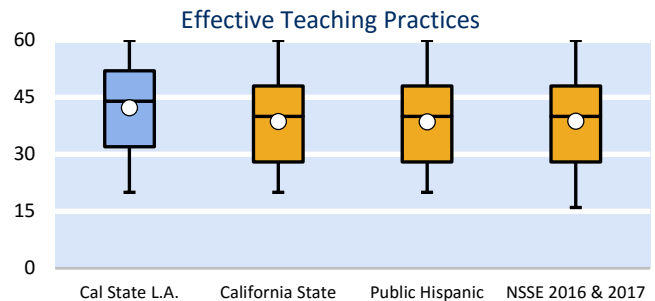
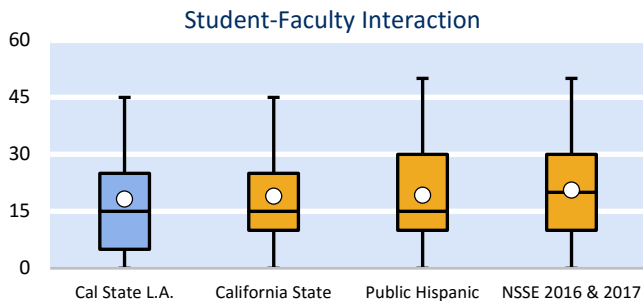
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Cal State L.A. Mean	Your first-year students compared with			
		California State Mean Effect size	Public Hispanic Mean Effect size	NSSE 2016 & 2017 Mean Effect size	
Student-Faculty Interaction	18.2	19.0 -0.06	19.3 -0.07	20.6 *** -0.17	
Effective Teaching Practices	42.2	38.6 *** .28	38.6 *** .28	38.7 *** .27	

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Student-Faculty Interaction	Cal State L.A. %	Percentage point difference between your FY students and		
		California State	Public Hispanic	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	32	-0	-1	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	+1	-1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-2	-4	-5
3d. Discussed your academic performance with a faculty member	25	-1	-1	-4
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	+3	+1	+3
5b. Taught course sessions in an organized way	78	+4	+1	+2
5c. Used examples or illustrations to explain difficult points	77	+2	+3	+3
5d. Provided feedback on a draft or work in progress	80	+15	+20	+17
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+10	+13	+10

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Experiences with Faculty: Seniors

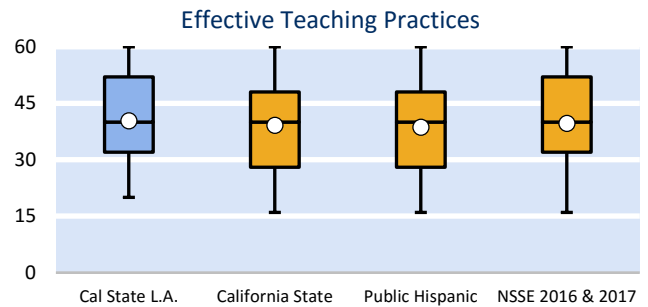
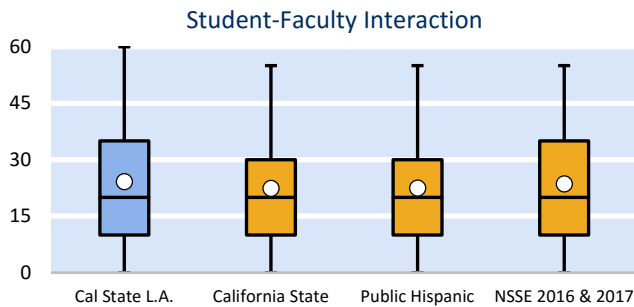
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Engagement Indicator	Cal State L.A. Mean	Your seniors compared with			
		California State Mean Effect size	Public Hispanic Mean Effect size	NSSE 2016 & 2017 Mean Effect size	
Student-Faculty Interaction	24.1	22.4 ** .11	22.4 ** .11	23.6 .03	
Effective Teaching Practices	40.3	39.1 * .09	38.6 ** .12	39.6 .05	

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		California State	Public Hispanic	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	44	+5	+6	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+3	+1	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-0	-0	-3
3d. Discussed your academic performance with a faculty member	34	+3	+4	+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	81	+1	+1	+0
5b. Taught course sessions in an organized way	76	+1	-0	-2
5c. Used examples or illustrations to explain difficult points	78	+1	+3	+1
5d. Provided feedback on a draft or work in progress	64	+4	+9	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+2	+3	-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.

Campus Environment: First-year students

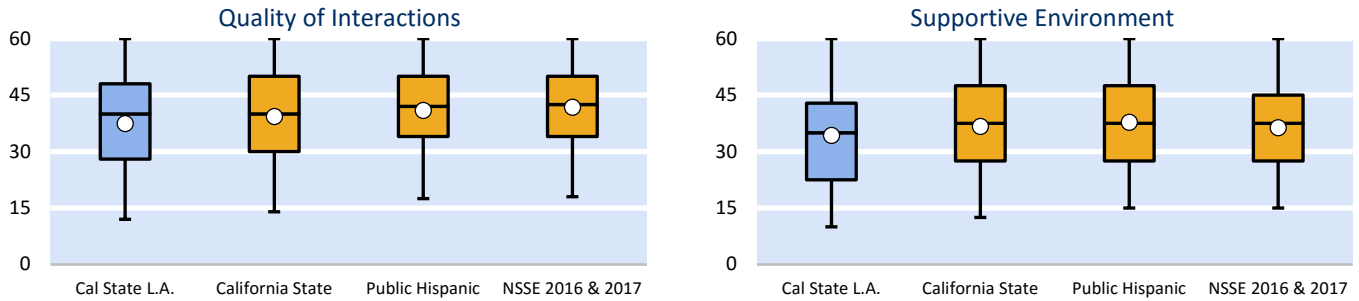
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Cal State L.A. Mean	Your first-year students compared with					
		California State		Public Hispanic		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	37.5	39.3 **	-.14	40.9 ***	-.27	41.8 ***	-.35
Supportive Environment	34.3	36.7 ***	-.17	37.8 ***	-.26	36.4 ***	-.15

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^a 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	Cal State L.A.	Percentage point difference between your FY students and		
		California State	Public Hispanic	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	41	-6	-12	-11
13b. Academic advisors	38	-5	-6	-12
13c. Faculty	35	-4	-10	-14
13d. Student services staff (career services, student activities, housing, etc.)	32	-6	-12	-13
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	-2	-6	-8
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	69	-6	-8	-7
14c. Using learning support services (tutoring services, writing center, etc.)	70	-6	-6	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	-3	-2	+3
14e. Providing opportunities to be involved socially	64	-5	-11	-7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-7	-9	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	-3	-2	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	48	-12	-20	-17
14i. Attending events that address important social, economic, or political issues	49	-3	-5	-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: Seniors

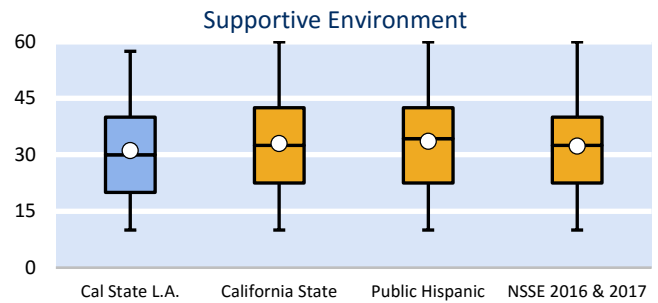
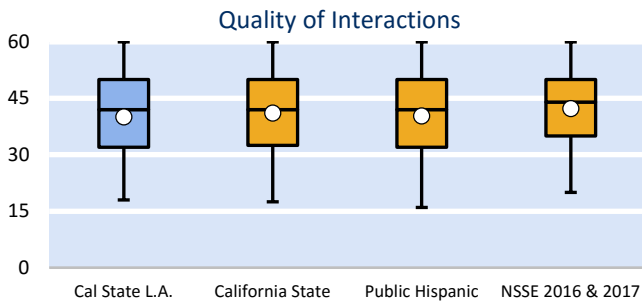
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Cal State L.A. Mean	Your seniors compared with					
		California State		Public Hispanic		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.1	41.1	-.08	40.3	-.01	42.3 ***	-.18
Supportive Environment	31.1	33.1 **	-.13	33.6 ***	-.17	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^a 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	Cal State L.A.	Percentage point difference between your seniors and		
		California State	Public Hispanic	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	58	+0	+1	-0
13b. Academic advisors	41	-4	-3	-11
13c. Faculty	51	+0	+0	-5
13d. Student services staff (career services, student activities, housing, etc.)	34	-6	-4	-8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-7	-3	-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	65	-4	-4	-6
14c. Using learning support services (tutoring services, writing center, etc.)	57	-7	-9	-9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+1	+4	+9
14e. Providing opportunities to be involved socially	58	-5	-10	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-10	-8	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-4	-4	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	42	-8	-17	-11
14i. Attending events that address important social, economic, or political issues	46	+1	-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.

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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 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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		Cal State L.A. Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.9	39.2	-.02	✓	41.2 ***	-.17	
	Reflective and Integrative Learning	36.5	36.6	-.01	✓	38.3 ***	-.15	
	Learning Strategies	38.0	39.8 ***	-.13		41.9 ***	-.28	
	Quantitative Reasoning	27.9	28.8	-.06	✓	30.4 ***	-.17	
<i>Learning with Peers</i>	Collaborative Learning	32.2	35.2 ***	-.22		37.1 ***	-.36	
	Discussions with Diverse Others	35.0	41.7 ***	-.45		43.8 ***	-.60	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.2	23.8 ***	-.38		27.2 ***	-.58	
	Effective Teaching Practices	42.2	40.7 **	.12	✓	42.6	-.03	✓
<i>Campus Environment</i>	Quality of Interactions	37.5	43.8 ***	-.55		46.1 ***	-.72	
	Supportive Environment	34.3	38.2 ***	-.30		40.0 ***	-.44	

Seniors		Cal State L.A. Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.5	41.8	-.02	✓	43.3 ***	-.13	
	Reflective and Integrative Learning	40.8	40.0	.07	✓	42.0 *	-.10	
	Learning Strategies	39.5	40.7 *	-.08		42.9 ***	-.24	
	Quantitative Reasoning	29.5	31.1 **	-.10		33.0 ***	-.22	
<i>Learning with Peers</i>	Collaborative Learning	36.5	35.8	.05	✓	37.9 **	-.10	
	Discussions with Diverse Others	41.5	42.3	-.05	✓	44.3 ***	-.18	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.1	29.2 ***	-.33		33.0 ***	-.56	
	Effective Teaching Practices	40.3	41.8 **	-.11		43.8 ***	-.26	
<i>Campus Environment</i>	Quality of Interactions	40.1	44.8 ***	-.40		46.9 ***	-.56	
	Supportive Environment	31.1	34.8 ***	-.26		37.2 ***	-.44	

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 2016 and 2017 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												
Cal State L.A. (N = 684)	38.9	12.8	.49	20	30	40	50	60				
California State	37.8	13.1	.16	20	30	40	45	60	7,427	1.1	.036	.084
Public Hispanic	38.4	13.3	.24	15	30	40	50	60	3,819	.4	.436	.033
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	201,770	.9	.070	.069
Top 50%	39.2	13.1	.04	20	30	40	50	60	114,908	-.3	.536	-.024
Top 10%	41.2	13.3	.09	20	35	40	50	60	21,919	-2.3	.000	-.174
Reflective & Integrative Learning												
Cal State L.A. (N = 704)	36.5	11.6	.44	20	29	37	43	60				
California State	35.4	11.7	.14	17	29	34	43	57	7,673	1.1	.018	.093
Public Hispanic	35.6	12.1	.21	17	27	34	43	57	3,963	.9	.087	.071
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	210,143	1.4	.002	.119
Top 50%	36.6	12.0	.04	17	29	37	46	57	106,899	-.1	.817	-.009
Top 10%	38.3	12.3	.08	20	29	37	46	60	23,900	-1.8	.000	-.146
Learning Strategies												
Cal State L.A. (N = 617)	38.0	13.1	.53	20	27	40	47	60				
California State	37.1	13.6	.18	20	27	40	47	60	6,642	.9	.099	.070
Public Hispanic	37.8	14.1	.26	13	27	40	47	60	950	.2	.754	.013
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	179,666	-.3	.628	-.020
Top 50%	39.8	13.7	.05	20	27	40	53	60	89,411	-1.8	.001	-.133
Top 10%	41.9	14.1	.09	20	33	40	53	60	655	-3.9	.000	-.280
Quantitative Reasoning												
Cal State L.A. (N = 673)	27.9	14.8	.57	0	20	27	40	53				
California State	27.2	15.0	.18	0	20	27	40	53	7,339	.7	.236	.048
Public Hispanic	27.6	15.4	.27	0	20	27	40	60	3,826	.3	.670	.018
NSSE 2016 & 2017	27.6	15.4	.03	0	20	27	40	60	201,016	.3	.604	.020
Top 50%	28.8	15.2	.04	0	20	27	40	60	123,942	-.9	.109	-.062
Top 10%	30.4	15.2	.09	7	20	27	40	60	30,837	-2.5	.000	-.165
Learning with Peers												
Collaborative Learning												
Cal State L.A. (N = 719)	32.2	13.4	.50	10	25	30	40	60				
California State	32.8	13.4	.16	10	25	30	40	60	7,821	-.6	.249	-.045
Public Hispanic	33.2	14.2	.25	10	20	35	40	60	1,093	-1.0	.085	-.068
NSSE 2016 & 2017	32.2	14.5	.03	10	20	30	40	60	724	.1	.889	.005
Top 50%	35.2	13.6	.04	15	25	35	45	60	125,087	-3.0	.000	-.218
Top 10%	37.1	13.4	.08	15	25	40	45	60	31,178	-4.9	.000	-.361
Discussions with Diverse Others												
Cal State L.A. (N = 619)	35.0	15.4	.62	10	25	35	45	60				
California State	39.8	15.4	.20	15	30	40	55	60	6,690	-4.7	.000	-.307
Public Hispanic	42.5	15.6	.29	15	35	40	60	60	3,511	-7.5	.000	-.480
NSSE 2016 & 2017	39.7	15.5	.04	15	30	40	55	60	181,304	-4.7	.000	-.301
Top 50%	41.7	14.9	.04	20	30	40	55	60	114,087	-6.7	.000	-.451
Top 10%	43.8	14.5	.09	20	35	45	60	60	27,308	-8.8	.000	-.604

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												
Cal State L.A. (N = 681)	18.2	14.3	.55	0	5	15	25	45				
California State	19.0	14.3	.17	0	10	15	25	45	7,503	-.8	.161	-.056
Public Hispanic	19.3	15.0	.27	0	10	15	30	50	3,869	-1.1	.087	-.072
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	204,954	-2.4	.000	-.167
Top 50%	23.8	14.7	.05	0	15	20	35	55	72,550	-5.6	.000	-.381
Top 10%	27.2	15.6	.14	5	15	25	40	60	778	-9.0	.000	-.583
Effective Teaching Practices												
Cal State L.A. (N = 684)	42.2	13.0	.50	20	32	44	52	60				
California State	38.6	12.9	.16	20	28	40	48	60	7,480	3.6	.000	.279
Public Hispanic	38.6	13.0	.23	20	28	40	48	60	3,881	3.7	.000	.284
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	203,924	3.6	.000	.272
Top 50%	40.7	13.0	.05	20	32	40	52	60	80,660	1.6	.002	.120
Top 10%	42.6	13.6	.10	20	36	44	56	60	18,376	-.4	.490	-.027
Campus Environment												
Quality of Interactions												
Cal State L.A. (N = 573)	37.5	14.3	.60	12	28	40	48	60				
California State	39.3	13.5	.18	14	30	40	50	60	6,142	-1.9	.002	-.137
Public Hispanic	40.9	12.7	.24	18	34	42	50	60	773	-3.5	.000	-.265
NSSE 2016 & 2017	41.8	12.4	.03	18	34	43	50	60	575	-4.3	.000	-.345
Top 50%	43.8	11.5	.04	22	38	46	52	60	577	-6.3	.000	-.549
Top 10%	46.1	11.7	.10	24	40	48	56	60	607	-8.6	.000	-.723
Supportive Environment												
Cal State L.A. (N = 575)	34.3	14.1	.59	10	23	35	43	60				
California State	36.7	14.0	.19	13	28	38	48	60	6,182	-2.4	.000	-.169
Public Hispanic	37.8	13.5	.26	15	28	38	48	60	3,268	-3.5	.000	-.258
NSSE 2016 & 2017	36.4	13.6	.03	15	28	38	45	60	167,501	-2.0	.000	-.150
Top 50%	38.2	13.1	.04	18	30	40	48	60	580	-3.9	.000	-.299
Top 10%	40.0	13.0	.09	18	31	40	50	60	600	-5.7	.000	-.437

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												
Cal State L.A. (N = 701)	41.5	13.3	.50	20	35	40	50	60				
California State	40.2	13.8	.11	20	30	40	50	60	15,923	1.3	.013	.096
Public Hispanic	39.6	14.0	.16	15	30	40	50	60	8,710	1.9	.001	.136
NSSE 2016 & 2017	40.0	13.7	.02	20	30	40	50	60	342,167	1.5	.005	.107
Top 50%	41.8	13.5	.04	20	35	40	55	60	135,743	-.3	.520	-.024
Top 10%	43.3	13.4	.07	20	35	40	55	60	40,830	-1.7	.001	-.130
Reflective & Integrative Learning												
Cal State L.A. (N = 722)	40.8	12.2	.45	20	31	40	51	60				
California State	38.3	12.4	.10	17	29	37	49	60	16,351	2.5	.000	.205
Public Hispanic	37.2	12.7	.14	17	29	37	46	60	8,964	3.6	.000	.284
NSSE 2016 & 2017	38.0	12.6	.02	17	29	37	46	60	353,436	2.8	.000	.222
Top 50%	40.0	12.3	.03	20	31	40	49	60	139,884	.8	.077	.066
Top 10%	42.0	12.2	.07	20	34	43	51	60	29,830	-1.2	.011	-.096
Learning Strategies												
Cal State L.A. (N = 638)	39.5	13.7	.54	20	33	40	47	60				
California State	38.3	14.2	.12	13	27	40	47	60	702	1.2	.026	.087
Public Hispanic	39.3	14.6	.17	13	27	40	53	60	767	.2	.718	.014
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	640	.8	.141	.055
Top 50%	40.7	14.4	.04	20	33	40	53	60	642	-1.2	.026	-.084
Top 10%	42.9	14.3	.07	20	33	40	60	60	655	-3.4	.000	-.235
Quantitative Reasoning												
Cal State L.A. (N = 697)	29.5	16.4	.62	0	20	27	40	60				
California State	29.7	16.0	.13	0	20	27	40	60	15,770	-.2	.732	-.013
Public Hispanic	30.0	16.6	.19	0	20	27	40	60	8,697	-.4	.493	-.027
NSSE 2016 & 2017	29.9	16.3	.03	0	20	27	40	60	341,408	-.4	.567	-.022
Top 50%	31.1	16.2	.04	0	20	33	40	60	206,819	-1.6	.008	-.101
Top 10%	33.0	15.9	.07	7	20	33	40	60	716	-3.5	.000	-.219
Learning with Peers												
Collaborative Learning												
Cal State L.A. (N = 727)	36.5	12.9	.48	15	30	35	45	60				
California State	35.3	13.7	.11	15	25	35	45	60	803	1.3	.010	.092
Public Hispanic	33.8	14.7	.16	10	25	35	45	60	898	2.7	.000	.185
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	730	4.3	.000	.282
Top 50%	35.8	13.8	.03	15	25	35	45	60	732	.7	.141	.051
Top 10%	37.9	13.4	.07	15	30	40	50	60	755	-1.4	.004	-.103
Discussions with Diverse Others												
Cal State L.A. (N = 641)	41.5	15.6	.61	15	30	40	60	60				
California State	42.2	15.8	.13	15	30	40	60	60	14,449	-.7	.272	-.044
Public Hispanic	43.4	16.3	.19	15	35	45	60	60	8,042	-1.9	.004	-.117
NSSE 2016 & 2017	40.5	15.9	.03	15	30	40	55	60	313,339	1.0	.097	.066
Top 50%	42.3	15.6	.03	15	30	40	60	60	208,497	-.8	.209	-.050
Top 10%	44.3	15.3	.07	20	35	45	60	60	45,672	-2.7	.000	-.178

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												
Cal State L.A. (N = 710)	24.1	16.0	.60	0	10	20	35	60				
California State	22.4	15.6	.13	0	10	20	30	55	16,081	1.8	.004	.112
Public Hispanic	22.4	16.1	.18	0	10	20	30	55	8,773	1.7	.006	.107
NSSE 2016 & 2017	23.6	16.0	.03	0	10	20	35	55	346,205	.5	.364	.034
Top 50%	29.2	15.7	.05	5	20	30	40	60	83,953	-5.1	.000	-.325
Top 10%	33.0	16.0	.14	10	20	30	45	60	13,525	-8.9	.000	-.555
Effective Teaching Practices												
Cal State L.A. (N = 703)	40.3	13.5	.51	20	32	40	52	60				
California State	39.1	13.7	.11	16	28	40	48	60	16,000	1.2	.026	.086
Public Hispanic	38.6	13.8	.15	16	28	40	48	60	8,810	1.7	.002	.122
NSSE 2016 & 2017	39.6	13.7	.02	16	32	40	52	60	346,056	.7	.206	.048
Top 50%	41.8	13.5	.04	20	32	40	52	60	118,519	-1.5	.003	-.112
Top 10%	43.8	13.4	.09	20	36	44	56	60	24,270	-3.5	.000	-.265
Campus Environment												
Quality of Interactions												
Cal State L.A. (N = 618)	40.1	12.2	.49	18	32	42	50	60				
California State	41.1	12.9	.11	18	33	42	50	60	13,394	-1.0	.054	-.080
Public Hispanic	40.3	13.0	.16	16	32	42	50	60	7,570	-.2	.742	-.014
NSSE 2016 & 2017	42.3	12.1	.02	20	35	44	50	60	293,424	-2.1	.000	-.176
Top 50%	44.8	11.6	.03	23	38	46	54	60	623	-4.7	.000	-.403
Top 10%	46.9	12.1	.07	23	40	50	58	60	31,716	-6.8	.000	-.560
Supportive Environment												
Cal State L.A. (N = 611)	31.1	13.6	.55	10	20	30	40	58				
California State	33.1	14.4	.13	10	23	33	43	60	13,625	-1.9	.001	-.134
Public Hispanic	33.6	14.4	.17	10	23	34	43	60	7,661	-2.4	.000	-.171
NSSE 2016 & 2017	32.3	14.2	.03	10	23	33	40	60	296,251	-1.2	.036	-.085
Top 50%	34.8	13.7	.04	13	25	35	45	60	135,271	-3.6	.000	-.264
Top 10%	37.2	13.6	.09	13	28	38	48	60	24,955	-6.0	.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 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.