
NSSE 2020
Engagement Indicators
California State University-Long Beach

NSSE 2020 Engagement Indicators

About This Report

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
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

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

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Overview

California State University-Long Beach

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:

- X 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.
- Z 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 Far West Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2019 & 2020
Academic Challenge	Higher-Order Learning	↔	↔	↔
	Reflective & Integrative Learning	↔	--	↔
	Learning Strategies	--	↔	↔
	Quantitative Reasoning	↔	↔	↔
Learning with Peers	Collaborative Learning			-
	Discussions with Diverse Others	-		
	Student-Faculty Interaction			
	Effective Teaching Practices			
	Quality of Interactions			
	Supportive Environment			

Seniors

Theme	Engagement Indicator	Your first-year students compared with Far West Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2019 & 2020
Academic Challenge	Higher-Order Learning			
	Reflective & Integrative Learning			
	Learning Strategies			
	Quantitative Reasoning			
	Collaborative Learning			
	Discussions with Diverse Others			-
	Student-Faculty Interaction		↔	
	Effective Teaching Practices			
	Quality of Interactions			
	Supportive Environment			

Academic Challenge: First-year students

Mean Comparisons

Engagement Indicator				
Higher-Order Learning	**	***	***	
Reflective & Integrative Learning	**		**	
Learning Strategies		***	***	
Quantitative Reasoning	***	**	***	-.11

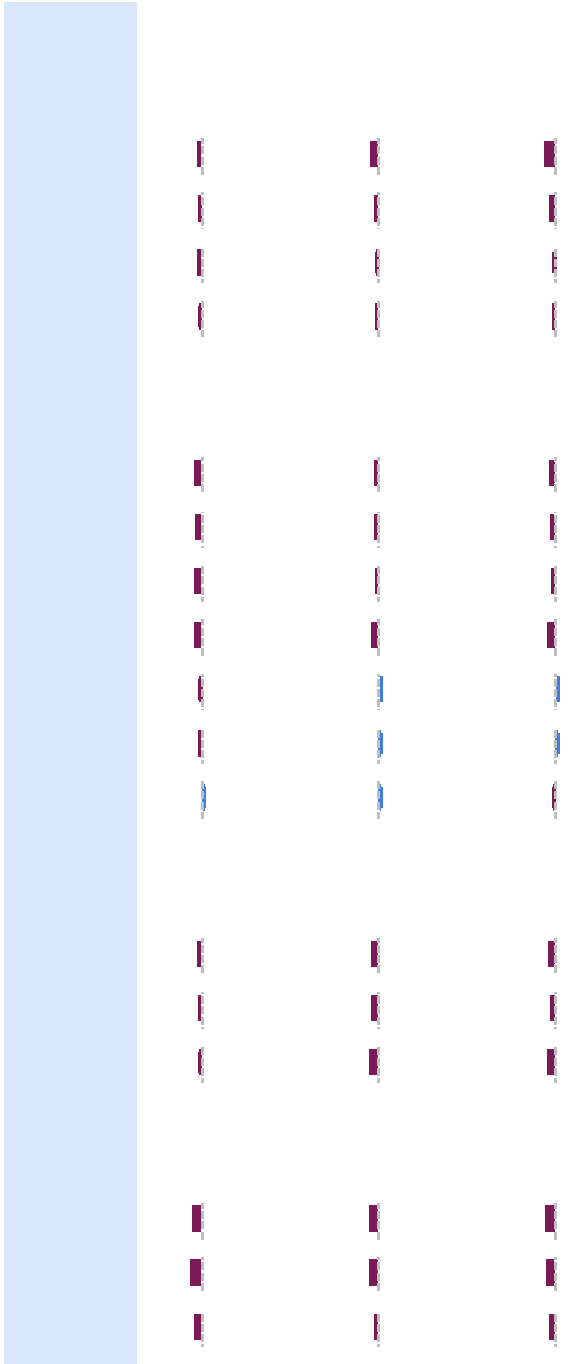
Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * p

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



NSSE 2020 Engagement Indicators

Academic Challenge

California State University-Long Beach

Academic Challenge: Seniors

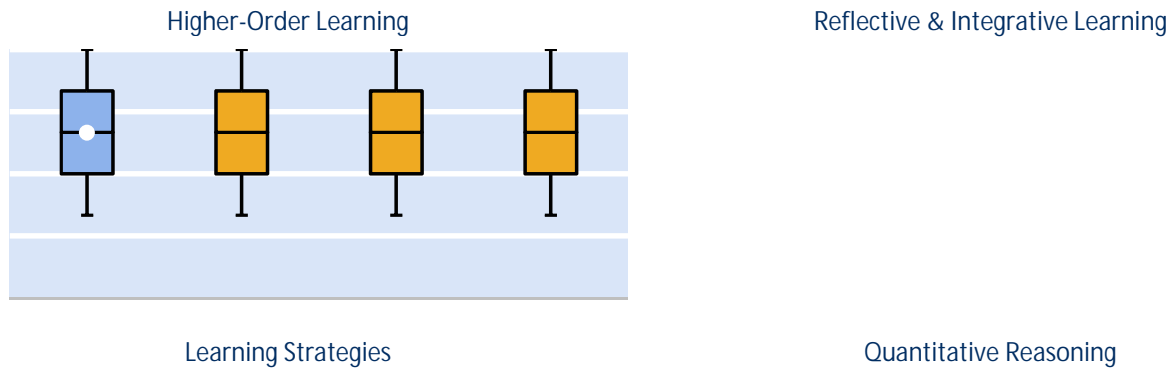
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	The Beach 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	40.0	40.4	-.03	40.5	-.03	40.1	-.01
Reflective & Integrative Learning	38.3	38.8	-.04	38.2	.01	38.1	.02
Learning Strategies	38.0	38.2	-.01	39.4 ***	-.10	38.6	-.04
Quantitative Reasoning	28.4	30.5 ***	-.13	30.0 ***	-.10	30.3 ***	-.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).

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.

NSSE 2020 Engagement Indicators

Learning with Peers

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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	The Beach 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		35.2	-.03	29.7 ***	.31	32.0 ***	.18
Discussions with Diverse Others		40.6	.03	39.3 ***	.11	40.2 *	.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

Collaborative Learning

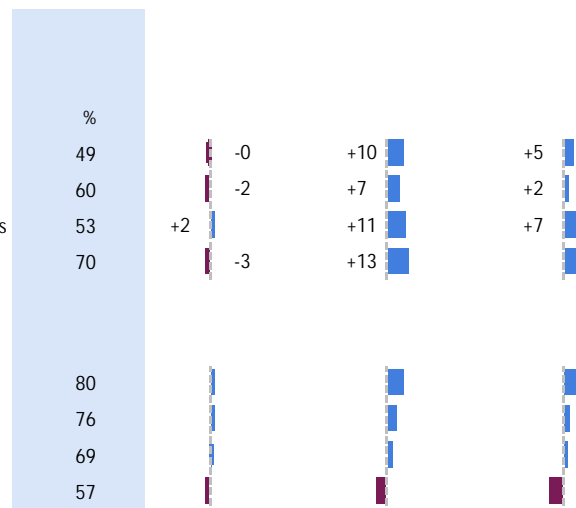
Discussions with Diverse Others

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

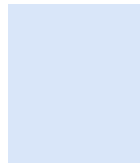
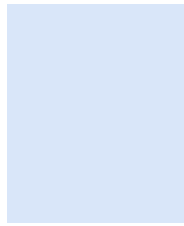
Collaborative Learning

- 1e. Asked another student to help you understand course material
- 1f. Explained course material to one or more students
- 1g. Prepared for exams by discussing or working through course material with other students
- 1h. Worked with other students on course projects or assignments



Discussions with Diverse Others

- 8a. People of a race or ethnicity other than your own
- 8b. People from an economic background other than your own
- 8c. People with religious beliefs other than your own
- 8d. People with political views other than your own



Campus Environment: First-year students

Mean Comparisons

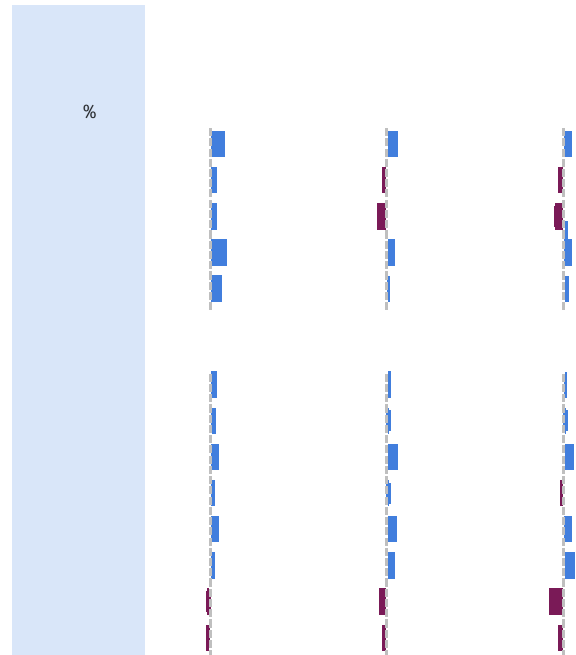
Engagement Indicator	***
Quality of Interactions	***
Supportive Environment	*

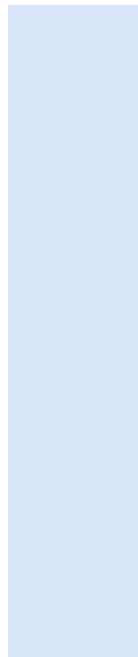
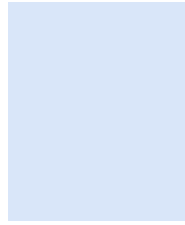
Score Distributions

Performance on Indicator Items

Quality of Interactions

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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-PnF), 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

Higher-Order Learning	***	***	6
Reflective and Integrative Learning	***	***	
Learning Strategies	***	***	
Quantitative Reasoning	***	***	
Collaborative Learning	***	***	
Discussions with Diverse Others	***	***	
Student-Faculty Interaction	***	***	
Effective Teaching Practices	***	***	
Quality of Interactions	***	***	
Supportive Environment	***	***	

Seniors

Higher-Order Learning	***	***	6
Reflective and Integrative Learning	***	***	
Learning Strategies	***	***	
Quantitative Reasoning	***	***	
Collaborative Learning	**	***	
Discussions with Diverse Others	*	***	
Student-Faculty Interaction	***	***	
Effective Teaching Practices	***	***	
Quality of Interactions	**	***	
Supportive Environment		***	

NSSE 2020 Engagement Indicators

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Detailed Statistics: First-Year Students

Mean statistics

Mean	SD ^p	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
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NSSE 2020 Engagement Indicators

Detailed Statistics^a

California State University-Long Beach

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^p	SE ^e	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
The Beach (N = 1269)	40.0	13.7	.38	20	30	40	50	60				
Far West Public	40.4	13.7	.13	20	30	40	50	60	12,486	-.4	.316	-.030
Carnegie Class	40.5	13.6	.06	20	30	40	50	60	51,964	-.5	.230	-.034
NSSE 2019 & 2020	40.1	13.5	.03	20	30	40	50	60	197,050	-.1	.811	-.007
Top 50%	41.7	13.4	.05	20	35	40	55	60	88,131	-1.7	.000	-.127
Top 10%	43.2	13.3	.09	20	35	40	55	60	22,389	-3.2	.000	-.238
Reflective & Integrative Learning												
The Beach (N = 1324)	38.3	12.3	.34	20	30	37	49	60				
Far West Public	38.8	12.5	.11	20	31	40	49	60	13,210	-.5	.170	-.040
Carnegie Class	38.2	12.6	.05	17	29	37	49	60	55,084	.2	.608	.014
NSSE 2019 & 2020	38.1	12.5	.03	17	29	37	46	60	208,888	.3	.417	.022
Top 50%	39.8	12.2	.04	20	31	40	49	60	87,575	-1.5	.000	-.121
Top 10%	41.8	12.0	.10	20	34	40	51	60	15,234	-3.4	.000	-.284
Learning Strategies												
The Beach (N = 1218)	38.0	14.5	.42	13	27	40	47	60				
Far West Public	38.2	14.4	.14	13	27	40	47	60	12,002	-.2	.713	-.011
Carnegie Class	39.4	14.5	.07	13	27	40	53	60	49,850	-1.4	.001	-.096
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	188,686	-.6	.148	-.042
Top 50%	40.7	14.5	.05	20	33	40	53	60	97,461	-2.7	.000	-.184
Top 10%	42.7	14.4	.08	20	33	40	60	60	32,194	-4.6	.000	-.322
Quantitative Reasoning												
The Beach (N = 1222)	28.4	15.8	.45	0	20	27	40	60				
Far West Public	30.5	16.2	.16	0	20	27	40	60	12,148	-2.1	.000	-.131
Carnegie Class	30.0	16.3	.07	0	20	27	40	60	1,286	-1.7	.000	-.103
NSSE 2019 & 2020	30.3	16.2	.04	0	20	27	40	60	191,063	-1.9	.000	-.117
Top 50%	31.4	16.1	.05	0	20	33	40	60	124,296	-3.1	.000	-.190
Top 10%	33.4	15.9	.10	7	20	33	40	60	25,307	-5.0	.000	-.315
Learning with Peers												
Collaborative Learning												
The Beach (N = 1382)	34.8	13.8	.37	15	25	35	45	60				
Far West Public	35.2	13.7	.12	15	25	35	45	60	13,696	-.5	.225	-.034
Carnegie Class	29.7	16.2	.07	0	20	30	40	60	1,476	5.0	.000	.312
NSSE 2019 & 2020	32.0	15.6	.03	5	20	30	45	60	1,403	2.8	.000	.178
Top 50%	36.0	14.0	.04	15	25	35	45	60	114,190	-1.2	.002	-.085
Top 10%	38.4	13.6	.10	15	30	40	50	60	21,245	-3.6	.000	-.267
Discussions with Diverse Others												
The Beach (N = 1222)	41.1	15.4	.44	15	30	40	55	60				
Far West Public	40.6	16.0	.15	15	30	40	55	60	12,058	.5	.298	.031
Carnegie Class	39.3	16.6	.08	10	25	40	55	60	1,293	1.9	.000	.112
NSSE 2019 & 2020	40.2	15.9	.04	15	30	40	55	60	189,503	.9	.044	.058
Top 50%	42.1	15.5	.04	15	30	40	60	60	122,343	-.9	.035	-.061
Top 10%	43.8	15.3	.09	20	35	45	60	60	31,932	-2.6	.000	-.173

NSSE 2020 Engagement Indicators

Detailed Statistics^a

California State University-Long Beach

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^p	SE ^e	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
The Beach (N = 1293)	21.9	15.0	.42	0	10	20	30	50				
Far West Public	23.3	16.1	.15	0	10	20	35	60	1,646	-1.4	.001	-.090
Carnegie Class	23.9	16.2	.07	0	10	20	35	60	1,368	-2.0	.000	-.123