NSSE 2023
Engagement Indicators

California State University-Long Beach

About Your *Engagement Indicators* Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

Theme	Engagement Indicator
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 all current- and prior-year 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. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups. Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with CSU (14 campuses)	Your first-year students compared with Doc/High, Public	Your first-year students compared with NSSE 2022 & 2023
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 CSU (14 campuses)	Your seniors compared with Doc/High, Public	Your seniors compared with NSSE 2022 & 2023
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

| | The Beach | Your first-year students compared with | | | | | |
| | | CSU (14 campuses) | | Doc/High, Public | | NSSE 2022 & 2023 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.6	37.5 **	.08	37.6 *	.08	38.3	.02
Reflective & Integrative Learning	35.8	35.2	.05	35.6	.01	35.8	.00
Learning Strategies	37.1	37.0	.01	37.1	.00	38.2 *	-.08
Quantitative Reasoning	29.3	29.6	-.02	29.5	-.01	29.4	-.01

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
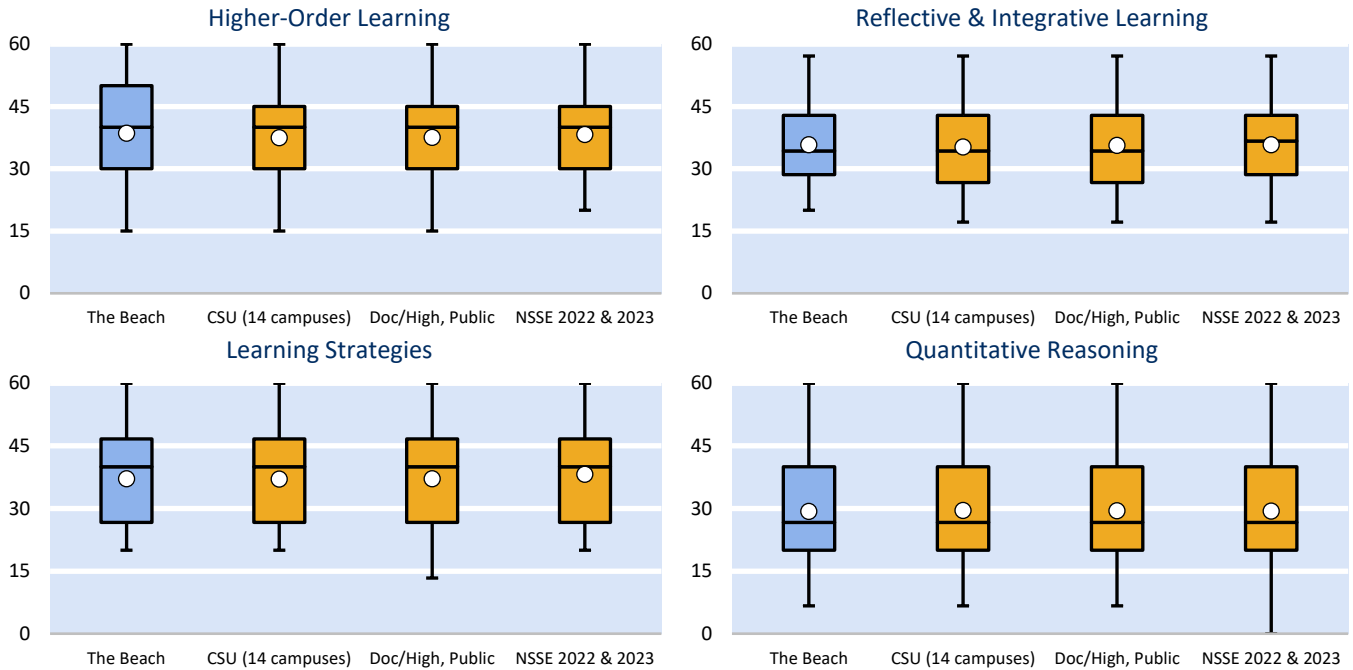
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Academic Challenge: First-year students (continued)

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.

	The Beach	Percentage point difference [a] between your FY students and		
Higher-Order Learning		**CSU (14 campuses)**	**Doc/High, Public**	**NSSE 2022 & 2023**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	68	+1	-1	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	+2	+2	+0
4d. Evaluating a point of view, decision, or information source	71	+1	+3	+1
4e. Forming a new idea or understanding from various pieces of information	70	+0	+1	-0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	53	+0	-1	-0
2b. Connected your learning to societal problems or issues	49	-2	-3	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+4	+4	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-0	-2	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	71	+0	+0	+0
2f. Learned something that changed the way you understand an issue or concept	69	+1	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+3	+2	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	70	-1	-0	-3
9b. Reviewed your notes after class	65	-0	+1	-1
9c. Summarized what you learned in class or from course materials	59	-2	-4	-7
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-1	+0	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-1	-1	-1
6c. Evaluated what others have concluded from numerical information	42	-2	-1	-1

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

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

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

| | The Beach | Your seniors compared with | | | | | |
| | | CSU (14 campuses) | | Doc/High, Public | | NSSE 2022 & 2023 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.1	40.6	.03	40.2	.06	40.7	.03
Reflective & Integrative Learning	39.6	38.8	.06	38.3 **	.10	38.7 *	.07
Learning Strategies	39.3	39.4	-.01	38.7	.04	39.2	.01
Quantitative Reasoning	31.0	31.5	-.03	31.2	-.01	31.4	-.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).

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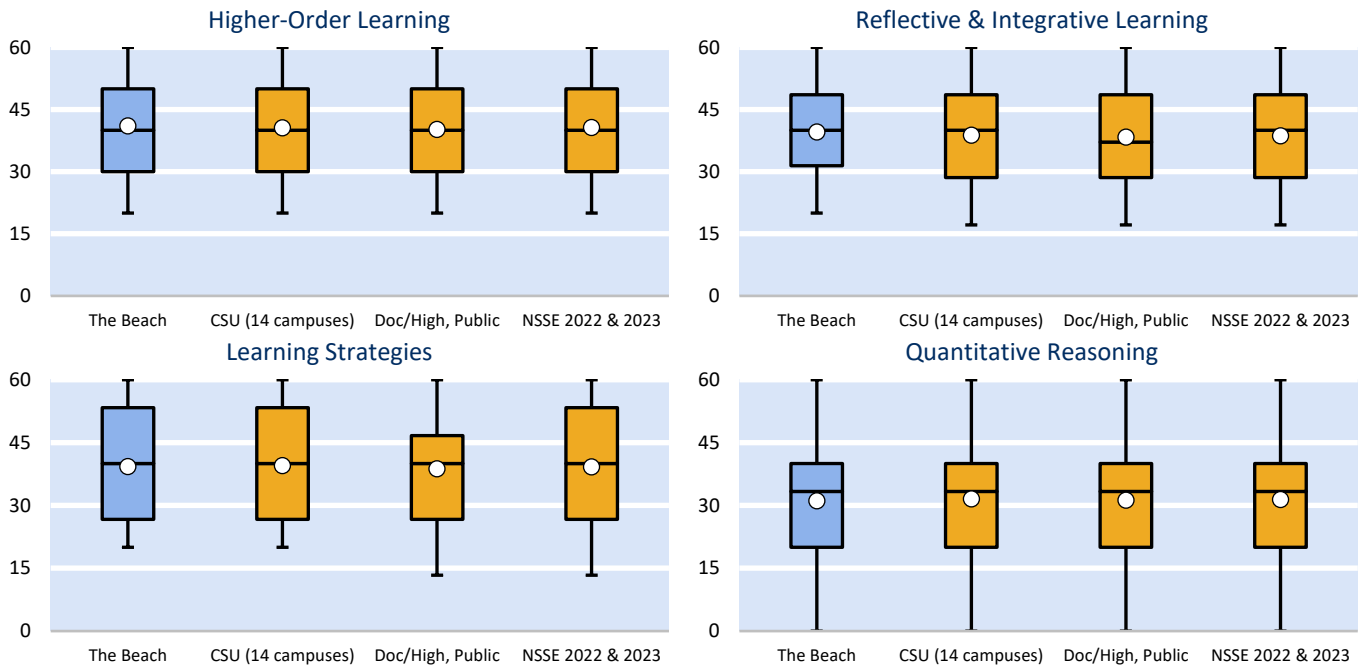
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Academic Challenge: Seniors (continued)

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.

Higher-Order Learning	The Beach	Percentage point difference [a] between your seniors and		
		CSU (14 campuses)	Doc/High, Public	NSSE 2022 & 2023
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	76	+1	-1	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+1	+2	+1
4d. Evaluating a point of view, decision, or information source	76	+3	+5	+4
4e. Forming a new idea or understanding from various pieces of information	75	+0	+2	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	71	+3	+2	+3
2b. Connected your learning to societal problems or issues	65	+3	+5	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+3	+7	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+3	+3	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	76	+1	+2	+2
2f. Learned something that changed the way you understand an issue or concept	75	+2	+4	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+2	+1	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	79	+3	+4	+3
9b. Reviewed your notes after class	63	-4	-1	-1
9c. Summarized what you learned in class or from course materials	68	+1	+1	+0
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-3	-3	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	-0	+0	-0
6c. Evaluated what others have concluded from numerical information	49	-0	+1	+1

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

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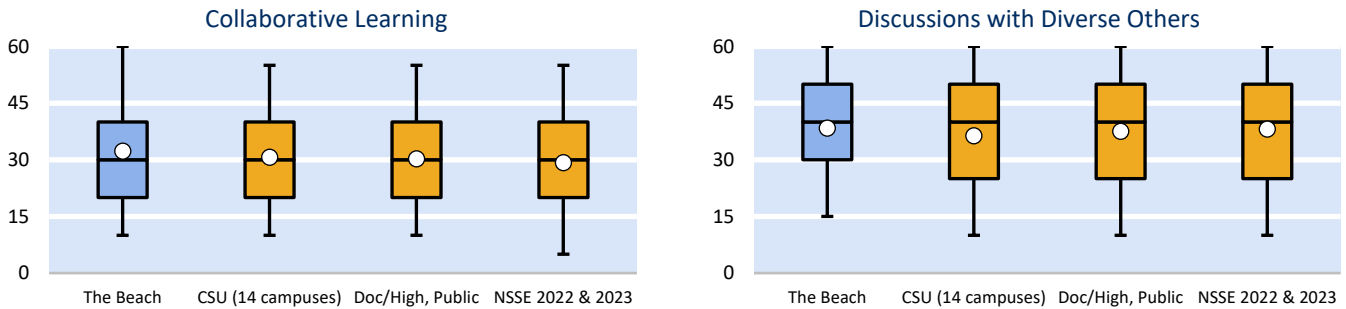
Learning with Peers: First-year students

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

Mean Comparisons

| | The Beach | Your first-year students compared with | | | | | |
| | | CSU (14 campuses) | | Doc/High, Public | | NSSE 2022 & 2023 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.2	30.7 ***	.11	30.3 ***	.14	29.2 ***	.20
Discussions with Diverse Others	38.3	36.3 ***	.13	37.6	.05	38.1	.01

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 | The Beach | Percentage point difference [a] between your FY students and | | |
		CSU (14 campuses)	Doc/High, Public	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	55	+5	+9	+11
1c. Explained course material to one or more students	52	+4	+2	+4
1d. Prepared for exams by discussing or working through course material with other students	41	-1	-1	-0
1e. Worked with other students on course projects or assignments	56	+0	+4	+6

Discussions with Diverse Others	The Beach	CSU (14 campuses)	Doc/High, Public	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	79	+8	+14	+11
8b. People from economic backgrounds other than your own	73	+6	+4	+3
8c. People with religious beliefs other than your own	63	+3	-0	-2
8d. People with political views other than your own	48	-1	-11	-11

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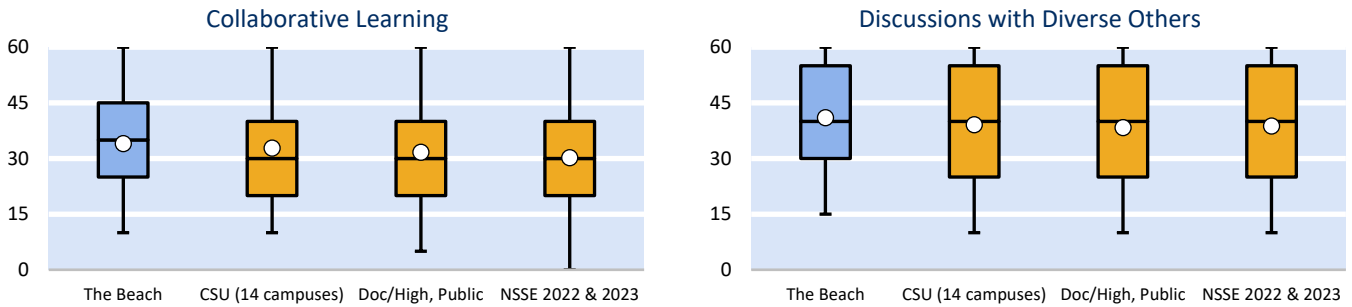
Learning with Peers: Seniors

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

Mean Comparisons

	The Beach	*Your seniors compared with*					
		CSU (14 campuses)		Doc/High, Public		NSSE 2022 & 2023	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	34.0	32.9 **	.08	31.8 ***	.15	30.2 ***	.24
Discussions with Diverse Others	41.0	39.1 ***	.12	38.4 ***	.16	38.8 ***	.14

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	The Beach	*Percentage point difference [a] between your seniors and*		
		CSU (14 campuses)	Doc/High, Public	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	50	+4	+7	+9
1c. Explained course material to one or more students	56	+2	+2	+4
1d. Prepared for exams by discussing or working through course material with other students	45	+2	+3	+5
1e. Worked with other students on course projects or assignments	69	+1	+6	+9

Discussions with Diverse Others	The Beach	CSU (14 campuses)	Doc/High, Public	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	81	+6	+14	+12
8b. People from economic backgrounds other than your own	76	+4	+6	+5
8c. People with religious beliefs other than your own	68	+3	+3	+3
8d. People with political views other than your own	59	+5	-3	-2

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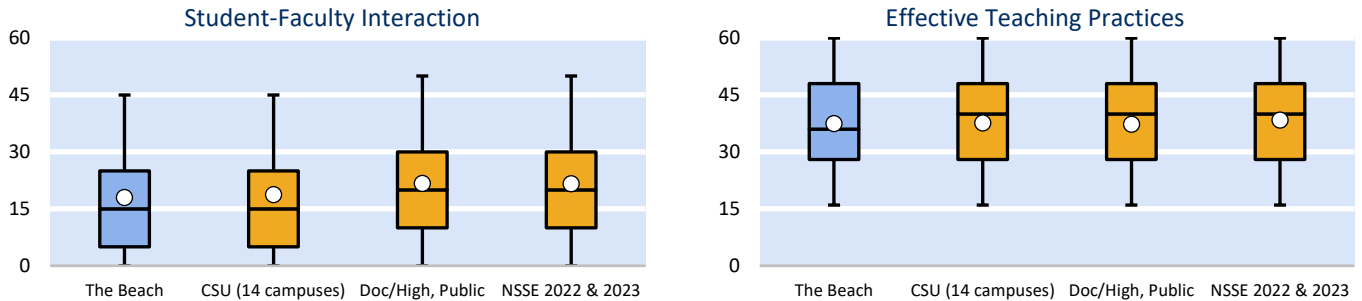
Experiences with Faculty: First-year students

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	The Beach	*Your first-year students compared with*					
		CSU (14 campuses)		Doc/High, Public		NSSE 2022 & 2023	
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Student-Faculty Interaction	18.0	18.8	-.05	21.7 ***	-.25	21.6 ***	-.24
Effective Teaching Practices	37.5	37.6	-.01	37.3	.01	38.4 *	-.07

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	The Beach	*Percentage point difference [a] between your FY students and*		
Student-Faculty Interaction		CSU (14 campuses)	Doc/High, Public	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	30	-1	-8	-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-1	-6	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-1	-5	-5
3d. Discussed your academic performance with a faculty member	23	-3	-9	-8
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	75	-0	+0	-2
5b. Taught course sessions in an organized way	70	+1	-0	-3
5c. Used examples or illustrations to explain difficult points	74	+2	+3	+1
5d. Provided feedback on a draft or work in progress	60	-5	-3	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-2	-1	-4

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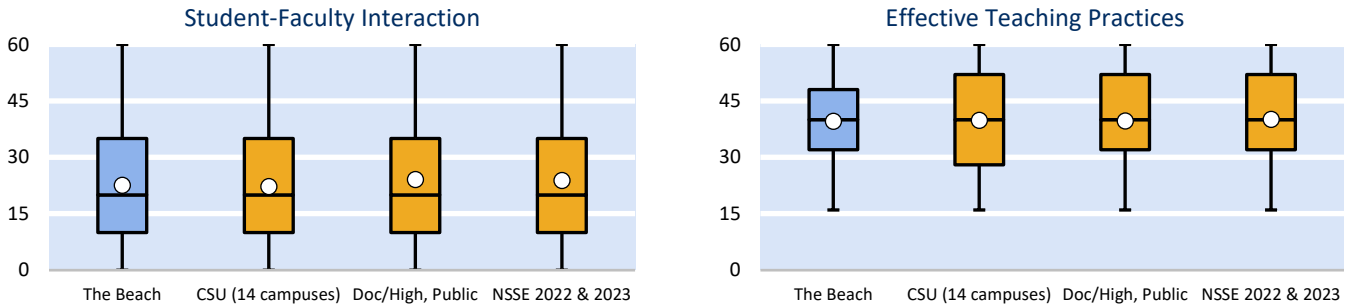
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Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.5	22.2	.02	24.1 **	-.10	23.8 *	-.07
Effective Teaching Practices	39.6	39.8	-.01	39.6	.00	40.0	-.03

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| | The Beach | Percentage point difference [a] between your seniors and | | |
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3a. Talked about career plans with a faculty member	39	+1	-4	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+2	-1	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+2	-1	-1
3d. Discussed your academic performance with a faculty member	31	-1	-3	-3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	79	-0	+0	-1
5b. Taught course sessions in an organized way	74	+0	-0	-2
5c. Used examples or illustrations to explain difficult points	76	-0	-0	-1
5d. Provided feedback on a draft or work in progress	65	+0	+1	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+1	+0	-1

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

| | The Beach | Your first-year students compared with | | | | | |
| | | CSU (14 campuses) | | Doc/High, Public | | NSSE 2022 & 2023 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.0	41.3 ***	.14	41.9 **	.09	43.0	.00
Supportive Environment	35.3	33.1 ***	.16	34.3 *	.08	34.6	.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

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.

| | The Beach | Percentage point difference [a] between your FY students and | | |
| | | CSU (14 campuses) | Doc/High, Public | NSSE 2022 & 2023 |
Quality of Interactions	%			
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	53	+6	+5	+3
13b. Academic advisors	54	+7	+2	-1
13c. Faculty	49	+4	+1	-3
13d. Student services staff (career services, student activities, housing, etc.)	48	+5	+4	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+3	+3	-1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	71	+4	+2	+0
14c. Using learning support services (tutoring services, writing center, etc.)	73	+5	+2	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+1	+3	+1
14e. Providing opportunities to be involved socially	67	+4	-1	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	+5	+3	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+1	+5	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	+7	-4	-2
14i. Attending events that address important social, economic, or political issues	42	+1	-2	-3

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

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.

NSSE
national survey of
student engagement
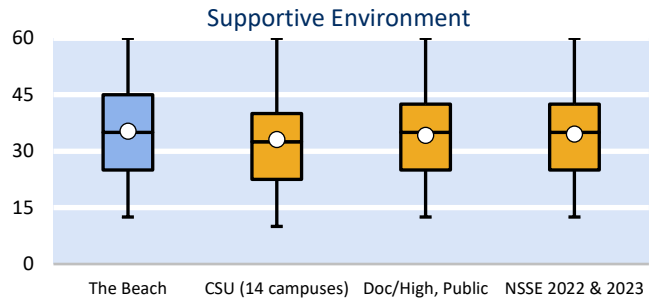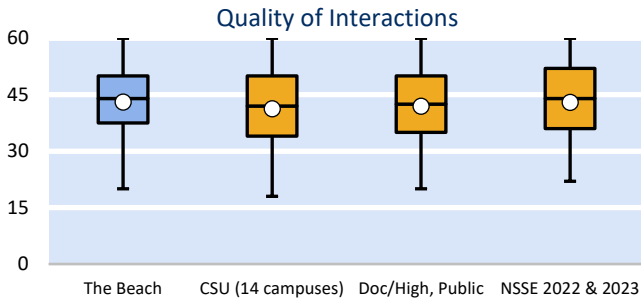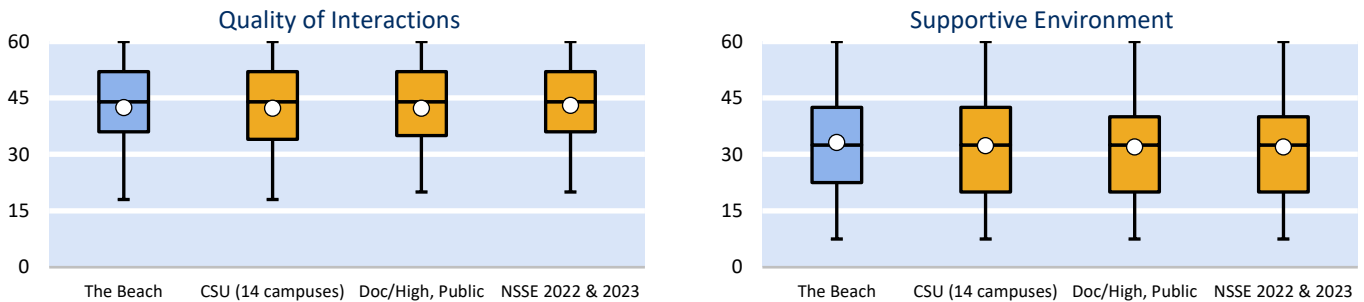
Campus Environment: Seniors

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

	The Beach	CSU (14 campuses)		Doc/High, Public		NSSE 2022 & 2023	
			Your seniors compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.5	42.3	.02	42.3	.01	43.1	-.05
Supportive Environment	33.2	32.3	.06	32.0 *	.08	32.0 **	.08

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

Score Distributions

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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	The Beach	Percentage point difference [a] between your seniors and		
		CSU (14 campuses)	Doc/High, Public	NSSE 2022 & 2023
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	61	+3	+4	+3
13b. Academic advisors	47	-1	-2	-6
13c. Faculty	52	-2	-2	-5
13d. Student services staff (career services, student activities, housing, etc.)	47	+2	+3	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+2	+2	+0
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	67	+1	+1	-0
14c. Using learning support services (tutoring services, writing center, etc.)	62	+0	-2	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+2	+9	+7
14e. Providing opportunities to be involved socially	64	+2	+0	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+3	+5	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-0	+4	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	+8	+1	+2
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.

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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 2022 and 2023 NSSE institutions, and
   (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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	The Beach Mean	NSSE Top 50% Mean	Effect size	✓	NSSE Top 10% Mean	Effect size	✓
			Your first-year students compared with					
Academic Challenge	Higher-Order Learning	38.6	39.5 *	-.07		42.2 ***	-.29	
	Reflective and Integrative Learning	35.8	37.3 ***	-.12		39.8 ***	-.35	
	Learning Strategies	37.1	39.8 ***	-.19		42.8 ***	-.40	
	Quantitative Reasoning	29.3	30.7 **	-.09		33.4 ***	-.27	
Learning with Peers	Collaborative Learning	32.2	33.2 *	-.07		36.5 ***	-.31	
	Discussions with Diverse Others	38.3	40.5 ***	-.15		43.6 ***	-.38	
Experiences with Faculty	Student-Faculty Interaction	18.0	25.4 ***	-.49		29.3 ***	-.74	
	Effective Teaching Practices	37.5	40.1 ***	-.20		43.3 ***	-.44	
Campus Environment	Quality of Interactions	43.0	45.2 ***	-.19		48.1 ***	-.42	
	Supportive Environment	35.3	36.8 ***	-.11		39.6 ***	-.33	

Seniors

Theme	Engagement Indicator	The Beach Mean	NSSE Top 50% Mean	Effect size	✓	NSSE Top 10% Mean	Effect size	✓
			Your seniors compared with					
Academic Challenge	Higher-Order Learning	41.1	42.1 *	-.07		44.7 ***	-.28	
	Reflective and Integrative Learning	39.6	40.6 **	-.08		43.1 ***	-.30	
	Learning Strategies	39.3	41.0 ***	-.12		43.6 ***	-.30	
	Quantitative Reasoning	31.0	32.7 **	-.10		36.3 ***	-.32	
Learning with Peers	Collaborative Learning	34.0	34.7	-.05	✓	38.1 ***	-.30	
	Discussions with Diverse Others	41.0	41.1	.00	✓	43.9 ***	-.19	
Experiences with Faculty	Student-Faculty Interaction	22.5	29.6 ***	-.44		34.3 ***	-.73	
	Effective Teaching Practices	39.6	42.1 ***	-.19		44.7 ***	-.38	
Campus Environment	Quality of Interactions	42.5	45.4 ***	-.24		47.9 ***	-.43	
	Supportive Environment	33.2	34.6 **	-.10		37.7 ***	-.32	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either positive or non-significant with an effect size > -.10.

NSSE 2023 Engagement Indicators

Detailed Statistics[a]
California State University-Long Beach

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												
The Beach (N = 1102)	38.6	13.5	.41	15	30	40	50	60				
CSU (14 campuses)	37.5	13.1	.15	15	30	40	45	60	8,686	1.1	.009	.084
Doc/High, Public	37.6	13.2	.09	15	30	40	45	60	22,066	1.0	.014	.076
NSSE 2022 & 2023	38.3	13.3	.03	20	30	40	45	60	174,546	.3	.486	.021
Top 50%	39.5	13.2	.04	20	30	40	50	60	112,116	-1.0	.016	-.073
Top 10%	42.2	12.8	.11	20	35	40	55	60	14,699	-3.7	.000	-.285
Reflective & Integrative Learning												
The Beach (N = 1188)	35.8	11.2	.33	20	29	34	43	57				
CSU (14 campuses)	35.2	11.7	.13	17	27	34	43	57	9,416	.5	.133	.047
Doc/High, Public	35.6	12.1	.08	17	27	34	43	57	1,335	.2	.590	.015
NSSE 2022 & 2023	35.8	12.2	.03	17	29	37	43	57	1,204	.0	.931	-.002
Top 50%	37.3	12.0	.04	20	29	37	46	60	1,218	-1.5	.000	-.124
Top 10%	39.8	11.8	.10	20	31	40	49	60	14,882	-4.1	.000	-.347
Learning Strategies												
The Beach (N = 1041)	37.1	13.7	.42	20	27	40	47	60				
CSU (14 campuses)	37.0	13.6	.16	20	27	40	47	60	8,082	.1	.805	.008
Doc/High, Public	37.1	13.8	.10	13	27	40	47	60	20,467	.0	.990	.000
NSSE 2022 & 2023	38.2	13.9	.03	20	27	40	47	60	160,809	-1.0	.015	-.075
Top 50%	39.8	13.9	.05	20	27	40	53	60	91,136	-2.6	.000	-.190
Top 10%	42.8	14.0	.10	20	33	40	60	60	19,824	-5.7	.000	-.405
Quantitative Reasoning												
The Beach (N = 1050)	29.3	15.1	.46	7	20	27	40	60				
CSU (14 campuses)	29.6	14.5	.17	7	20	27	40	60	8,197	-.2	.626	-.016
Doc/High, Public	29.5	15.3	.11	7	20	27	40	60	20,834	-.2	.739	-.011
NSSE 2022 & 2023	29.4	15.5	.04	0	20	27	40	60	163,639	-.1	.854	-.006
Top 50%	30.7	15.3	.05	7	20	27	40	60	109,637	-1.4	.004	-.089
Top 10%	33.4	15.4	.12	7	20	33	40	60	18,643	-4.1	.000	-.266
Learning with Peers												
Collaborative Learning												
The Beach (N = 1236)	32.2	13.7	.39	10	20	30	40	60				
CSU (14 campuses)	30.7	13.6	.14	10	20	30	40	55	10,055	1.6	.000	.115
Doc/High, Public	30.3	14.0	.09	10	20	30	40	55	25,965	2.0	.000	.142
NSSE 2022 & 2023	29.2	15.0	.03	5	20	30	40	55	1,253	3.0	.000	.202
Top 50%	33.2	13.9	.04	10	25	35	40	60	122,759	-1.0	.011	-.073
Top 10%	36.5	13.7	.09	15	25	35	45	60	25,854	-4.3	.000	-.315
Discussions with Diverse Others												
The Beach (N = 1046)	38.3	14.9	.46	15	30	40	50	60				
CSU (14 campuses)	36.3	15.6	.18	10	25	40	50	60	1,405	2.0	.000	.131
Doc/High, Public	37.6	15.7	.11	10	25	40	50	60	1,172	.8	.101	.050
NSSE 2022 & 2023	38.1	15.8	.04	10	25	40	50	60	1,060	.2	.626	.014
Top 50%	40.5	14.8	.05	20	30	40	55	60	100,425	-2.2	.000	-.148
Top 10%	43.6	13.9	.13	20	35	40	60	60	1,214	-5.3	.000	-.380

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												
The Beach (N = 1143)	18.0	14.4	.43	0	5	15	25	45				
CSU (14 campuses)	18.8	14.9	.17	0	5	15	25	45	9,059	-.8	.086	-.054
Doc/High, Public	21.7	15.2	.10	0	10	20	30	50	1,279	-3.7	.000	-.246
NSSE 2022 & 2023	21.6	15.1	.04	0	10	20	30	50	1,158	-3.7	.000	-.242
Top 50%	25.4	15.3	.06	5	15	25	35	60	1,191	-7.4	.000	-.485
Top 10%	29.3	15.3	.17	5	20	25	40	60	1,512	-11.3	.000	-.743
Effective Teaching Practices												
The Beach (N = 1113)	37.5	13.0	.39	16	28	36	48	60				
CSU (14 campuses)	37.6	13.4	.15	16	28	40	48	60	8,691	-.2	.694	-.013
Doc/High, Public	37.3	13.3	.09	16	28	40	48	60	22,028	.2	.626	.015
NSSE 2022 & 2023	38.4	13.3	.03	16	28	40	48	60	173,808	-.9	.024	-.068
Top 50%	40.1	13.5	.05	16	32	40	52	60	78,744	-2.7	.000	-.198
Top 10%	43.3	13.3	.13	20	36	44	56	60	11,215	-5.8	.000	-.437
Campus Environment												
Quality of Interactions												
The Beach (N = 915)	43.0	11.8	.39	20	38	44	50	60				
CSU (14 campuses)	41.3	12.4	.16	18	34	42	50	60	1,236	1.8	.000	.142
Doc/High, Public	41.9	11.7	.09	20	35	43	50	60	19,117	1.1	.006	.093
NSSE 2022 & 2023	43.0	11.7	.03	22	36	44	52	60	148,048	.0	.972	.001
Top 50%	45.2	11.5	.05	24	38	46	54	60	62,879	-2.2	.000	-.193
Top 10%	48.1	12.1	.11	24	42	50	60	60	12,464	-5.1	.000	-.422
Supportive Environment												
The Beach (N = 1009)	35.3	13.5	.43	13	25	35	45	60				
CSU (14 campuses)	33.1	13.8	.17	10	23	33	40	60	7,827	2.2	.000	.162
Doc/High, Public	34.3	13.5	.10	13	25	35	43	60	19,823	1.1	.013	.080
NSSE 2022 & 2023	34.6	13.5	.03	13	25	35	43	60	155,559	.8	.068	.058
Top 50%	36.8	13.0	.05	15	28	38	45	60	1,036	-1.4	.001	-.110
Top 10%	39.6	12.8	.14	20	30	40	50	60	1,245	-4.3	.000	-.334

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.

NSSE 2023 Engagement Indicators

Detailed Statistics[a]
California State University-Long Beach

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												
The Beach (N = 1071)	41.1	13.7	.42	20	30	40	50	60				
CSU (14 campuses)	40.6	14.0	.12	20	30	40	50	60	14,590	.5	.293	.033
Doc/High, Public	40.2	13.9	.09	20	30	40	50	60	23,859	.8	.061	.059
NSSE 2022 & 2023	40.7	13.8	.03	20	30	40	50	60	194,477	.4	.361	.028
Top 50%	42.1	13.7	.05	20	35	40	55	60	90,328	-1.0	.015	-.075
Top 10%	44.7	12.8	.14	20	40	45	60	60	9,709	-3.7	.000	-.283
Reflective & Integrative Learning												
The Beach (N = 1134)	39.6	12.5	.37	20	31	40	49	60				
CSU (14 campuses)	38.8	13.0	.11	17	29	40	49	60	1,333	.7	.062	.056
Doc/High, Public	38.3	13.0	.08	17	29	37	49	60	1,252	1.2	.001	.096
NSSE 2022 & 2023	38.7	12.9	.03	17	29	40	49	60	1,146	.9	.016	.069
Top 50%	40.6	12.5	.04	20	31	40	51	60	81,841	-1.0	.005	-.084
Top 10%	43.1	11.8	.13	23	34	43	54	60	9,431	-3.5	.000	-.295
Learning Strategies												
The Beach (N = 1026)	39.3	14.2	.44	20	27	40	53	60				
CSU (14 campuses)	39.4	14.4	.13	20	27	40	53	60	13,826	-.2	.724	-.011
Doc/High, Public	38.7	14.6	.10	13	27	40	47	60	22,665	.6	.216	.040
NSSE 2022 & 2023	39.2	14.6	.03	13	27	40	53	60	182,884	.1	.789	.008
Top 50%	41.0	14.5	.05	20	33	40	53	60	96,759	-1.7	.000	-.116
Top 10%	43.6	14.1	.12	20	33	40	60	60	15,087	-4.3	.000	-.304
Quantitative Reasoning												
The Beach (N = 1036)	31.0	16.5	.51	0	20	33	40	60				
CSU (14 campuses)	31.5	16.4	.14	0	20	33	40	60	14,023	-.5	.348	-.030
Doc/High, Public	31.2	16.5	.11	0	20	33	40	60	22,878	-.2	.735	-.011
NSSE 2022 & 2023	31.4	16.6	.04	0	20	33	40	60	185,394	-.3	.501	-.021
Top 50%	32.7	16.5	.05	7	20	33	40	60	113,737	-1.6	.001	-.100
Top 10%	36.3	16.2	.17	7	20	40	47	60	10,154	-5.2	.000	-.322
Learning with Peers												
Collaborative Learning												
The Beach (N = 1160)	34.0	14.0	.41	10	25	35	45	60				
CSU (14 campuses)	32.9	14.4	.12	10	20	30	40	60	16,248	1.2	.008	.081
Doc/High, Public	31.8	15.3	.10	5	20	30	40	60	1,289	2.3	.000	.150
NSSE 2022 & 2023	30.2	16.1	.03	0	20	30	40	60	1,176	3.8	.000	.237
Top 50%	34.7	14.2	.05	10	25	35	45	60	90,887	-.7	.103	-.048
Top 10%	38.1	13.6	.12	15	30	40	50	60	13,464	-4.1	.000	-.298
Discussions with Diverse Others												
The Beach (N = 1033)	41.0	15.7	.49	15	30	40	55	60				
CSU (14 campuses)	39.1	16.1	.14	10	25	40	55	60	13,883	1.9	.000	.119
Doc/High, Public	38.4	16.3	.11	10	25	40	55	60	22,756	2.7	.000	.164
NSSE 2022 & 2023	38.8	16.2	.04	10	25	40	55	60	183,809	2.2	.000	.139
Top 50%	41.1	15.6	.05	15	30	40	55	60	99,946	.0	.978	-.001
Top 10%	43.9	14.8	.14	20	35	45	60	60	1,214	-2.9	.000	-.194

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												
The Beach (N = 1097)	22.5	16.8	.51	0	10	20	35	60				
CSU (14 campuses)	22.2	16.3	.14	0	10	20	35	60	15,037	.3	.536	.019
Doc/High, Public	24.1	16.5	.11	0	10	20	35	60	24,464	-1.6	.002	-.095
NSSE 2022 & 2023	23.8	16.5	.04	0	10	20	35	60	200,461	-1.2	.013	-.075
Top 50%	29.6	16.2	.08	5	20	30	40	60	44,678	-7.1	.000	-.435
Top 10%	34.3	15.8	.22	10	20	35	45	60	6,059	-11.7	.000	-.733
Effective Teaching Practices												
The Beach (N = 1071)	39.6	13.5	.41	16	32	40	48	60				
CSU (14 campuses)	39.8	14.3	.12	16	28	40	52	60	1,268	-.2	.621	-.015
Doc/High, Public	39.6	14.1	.09	16	32	40	52	60	23,890	.0	.918	-.003
NSSE 2022 & 2023	40.0	14.1	.03	16	32	40	52	60	194,120	-.5	.266	-.034
Top 50%	42.1	13.8	.05	20	32	40	56	60	68,126	-2.6	.000	-.188
Top 10%	44.7	13.4	.13	20	36	44	56	60	11,554	-5.1	.000	-.384
Campus Environment												
Quality of Interactions												
The Beach (N = 885)	42.5	12.7	.43	18	36	44	52	60				
CSU (14 campuses)	42.3	13.2	.12	18	34	44	52	60	12,385	.2	.656	.016
Doc/High, Public	42.3	12.4	.09	20	35	44	52	60	20,725	.2	.722	.012
NSSE 2022 & 2023	43.1	12.4	.03	20	36	44	52	60	166,533	-.6	.174	-.046
Top 50%	45.4	12.1	.05	22	38	48	55	60	904	-2.9	.000	-.239
Top 10%	47.9	12.5	.09	22	40	50	60	60	18,740	-5.4	.000	-.431
Supportive Environment												
The Beach (N = 999)	33.2	14.7	.47	8	23	33	43	60				
CSU (14 campuses)	32.3	15.0	.13	8	20	33	43	60	13,497	.8	.092	.055
Doc/High, Public	32.0	14.4	.10	8	20	33	40	60	22,204	1.1	.014	.079
NSSE 2022 & 2023	32.0	14.5	.03	8	20	33	40	60	178,575	1.2	.010	.082
Top 50%	34.6	14.3	.06	10	25	35	45	60	66,004	-1.4	.002	-.099
Top 10%	37.7	13.9	.17	15	28	38	48	60	1,296	-4.5	.000	-.322

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.