

CSU's 2012 NSSE Results

The National Survey of Student Engagement (NSSE) collects information from first-year and senior undergraduates from hundreds of universities about their participation in programs and activities relevant to their learning and personal development. The results provide an estimate of how students spend their time (which we know influences their success) and can be used as an indirect measure of student learning and development. The survey includes 99 items; 42 of the most critical items are used to build five 'Benchmarks of Effective Educational Practice'. The benchmarks reflect student behaviors and institutional features that are powerful contributors to student learning and personal development (http://nsse.iub.edu/pdf/nsse_benchmarks.pdf). Benchmarks include:

- ✚ Level of Academic Challenge
- ✚ Active and Collaborative Learning
- ✚ Student-Faculty Interaction
- ✚ Enriching Educational Experiences
- ✚ Supportive Campus Environment

The purpose of this report is to summarize the NSSE 2012 results for each benchmark and select corresponding items.

Executive Summary

Trends over Time: The NSSE survey is administered to first-year and senior undergraduates during the first five weeks of the spring semester. While both first-year and senior students showed improved engagement and personal development over the last NSSE administration (2009), the more considerable findings are the even larger gains made since the formal design and implementation of the Student Success Initiatives (2007). These larger gains may indicate a cumulative impact of the initiatives even without their full execution due to budget constraints. The continuous improvement on each of the five benchmarks for first-year students and four of the five for senior students is encouraging to see.

Peer Comparisons: NSSE is administered nationally which allows participating institutions to compare their results to peer means. A peer group of other large research institutions was selected for comparison. It overlaps greatly with our BOG peer group but is not exactly the same because not all of those institutions participated in the 2012 administration of the NSSE. CSU first-year students have generally scored at or slightly below our peers but the 2012 results indicate a positive shift in this trend. Senior student mean scores also show improvement as compared to our selected peer group. Again, we may be seeing the cumulative impact of the SSIs on campus.

Student Satisfaction: Students at CSU self-report satisfaction with their educational experience. The 2012 scores are the highest they have ever been for both first-year and senior students. Although, the increase in satisfaction scores over time are relatively small since students have always reported reasonably high levels of satisfaction.

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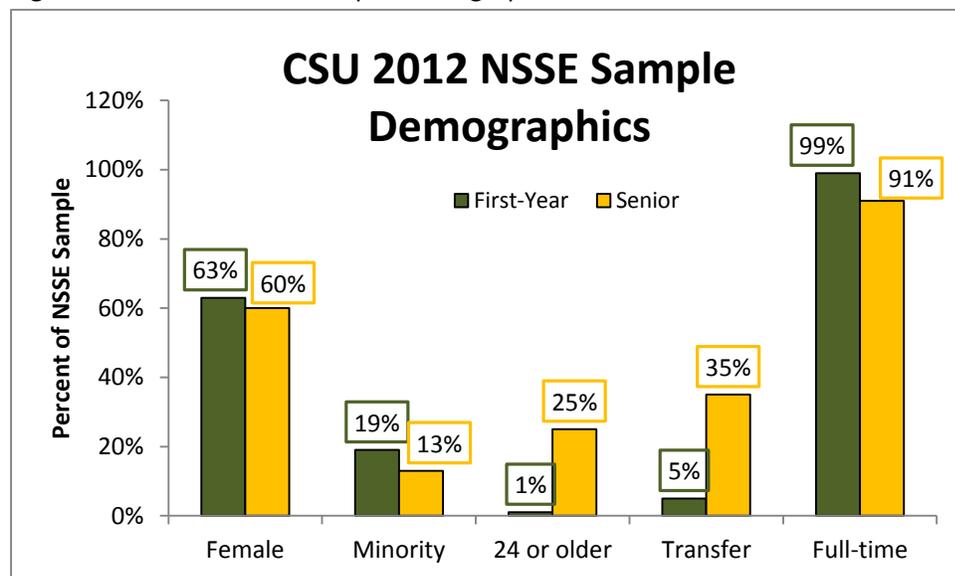
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2012 NSSE Sample Demographics

As a result of the comprehensive institutional effort regarding the NSSE administration, 2012 was our most successful administration to date. The sample (nearly 3,500 CSU students) has the largest number of respondents and the smallest sampling error of any CSU NSSE administration. The benefit of this extraordinary campus effort is that, not only can we have confidence the sample is representative, we can also explore subpopulations within the first-year and senior class; something that we were previously unable to do with any confidence. CSU's 2012 response rates are 38% for first-year students and 34% for seniors. These response rates are considerably higher than the average response rates (16%, 18%) for institutions included in our peer group.

Previous detailed analysis of prior NSSE data indicate that CSU's NSSE samples are representative of first-generation students, Pell Grant recipients, and minority students; however, the prior samples are not proportionally representative in some expected ways since female and full-time students are over represented. Figure 1 displays the self-reported demographics from the 2012 NSSE survey. These proportions are comparable with the previous NSSE self-reported demographic results.

Figure 1: CSU 2012 NSSE sample Demographics



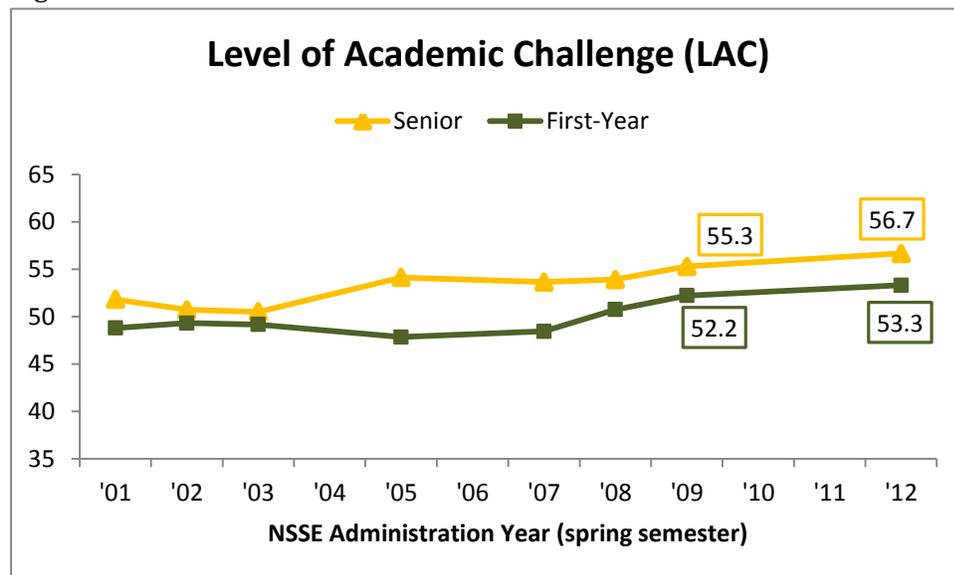
CSU's NSSE Scores over Time

CSU has participated in the NSSE survey eight times with the first administration taking place in 2001 and the most recent survey being completed this last spring (2012). The benefit of having multiple NSSE administrations is that longitudinal trends in NSSE responses at CSU can be explored. This first section of the report reviews CSU scores over time across each of the five NSSE benchmarks (Level of Academic Challenge, Active and Collaborative Learning, Student Faculty Interactions, Enriching Educational Experiences, and Supportive Campus Environment). This section also notes when a longitudinal trend varies by class level (first-year, senior).

Benchmark 1: Trends in Level of Academic Challenge (LAC)

Figure 2 displays CSU's LAC scores over the 8 different NSSE administrations. The central theme for this benchmark is to measure how much institutions are emphasizing the importance of academic effort and setting high expectations for student performance. CSU's scores for LAC have been increasing since the 2008 administration with relatively equal gains for both first-year and senior level students between the 2009 and 2012 survey.

Figure 2: LAC trends over time.



The increases in LAC were modest from 2009 to 2012 (not statistically significant for either student level); however, consistent gains can be seen on an important NSSE question which asks students to report how many hours a week they spend preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities). CSU's results for time spent on academic work for all 8 administrations can be seen in figure 3.

Figure 3: Trends in time spent preparing for class.

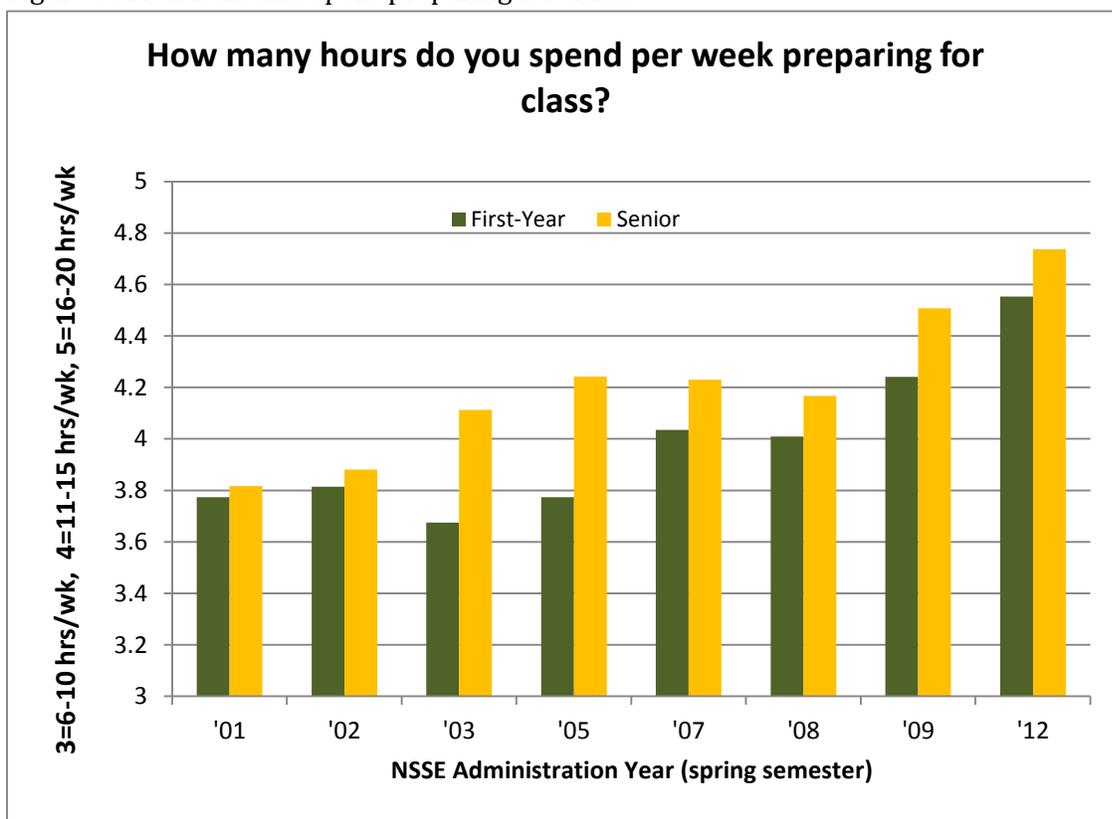


Table 1 shows the 2012 and 2009 mean responses to LAC questions that ask about students’ perceptions of the institutional emphasis on the importance of academics. For both questions there are bigger gains in the mean differences for senior students compared to first-year students.

Table 1: LAC item trends.

	2012 Mean Response	2009 Mean Response	Difference
To what extent does your institution emphasize spending significant amounts of time studying and on academic work?*			
First-Year	3.27	3.20	.07
Senior	3.16	3.04	.12
At your institution during the current school year, about how often have you worked harder than you thought you could to meet an instructor's standards or expectations?***			
First-Year	2.60	2.53	.07
Senior	2.70	2.58	.11

*Means are based on likert scale (1=Very little, 2=Some, 3=Quite a bit, 4=Very much) responses

***Means are based on likert scale (1=Never, 2=Sometimes, 3=Often, 4=Very often) responses

Benchmark 2: Trends in Active and Collaborative Learning (ACL)

The ACL benchmark measures how intensely involved students are in their education. These survey questions focus on how much students collaborate with each other and if they take the opportunity to apply classroom knowledge in other settings. First-year students display a statistically significant 3.1

point increase (with a corresponding small effect size) in the ACL benchmark and seniors have a non-significant 1.4 point increase from the 2009 survey which begins to close the long-standing gap between the two student levels. Figure 4 shows CSU’s scores in the ACL benchmark over the last 8 survey administrations.

Figure 4: ACL trends over time.

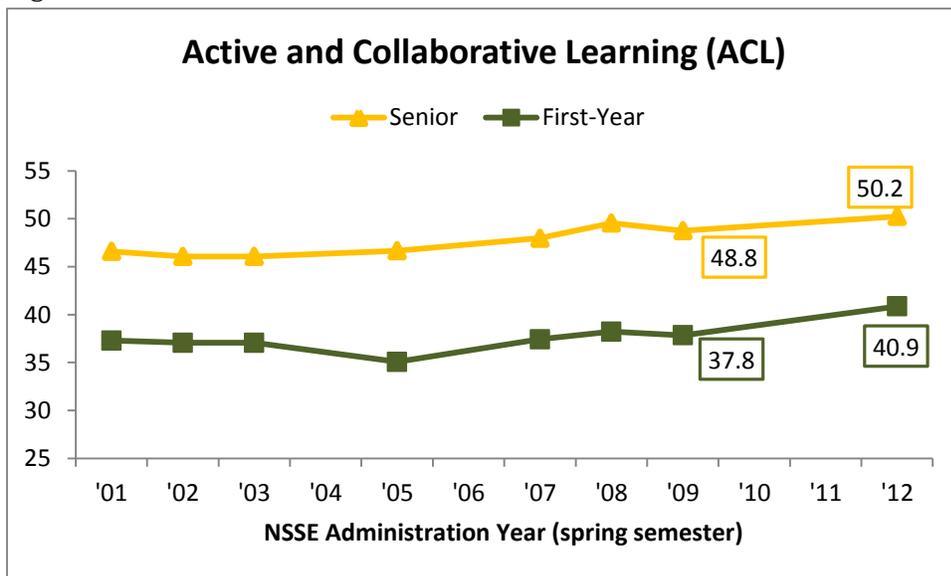


Table 2 displays the 2012 and 2009 mean responses for select questions that contribute to the ACL benchmark. Similar to the overall ACL benchmark trend first-year students have a slightly larger increase in their 2012 mean response compared to the 2009 mean response. The greater increase in first-year mean responses is a positive result from the 2012 survey.

Table 2: ACL item trends.

	2012 Mean Response	2009 Mean Response	Difference
During the current school year, about how often have you worked with other students on projects during class?			
First-Year	2.29	2.20	.09
Senior	2.50	2.43	.07
During the current school year, about how often have you participated in a community-based project (e.g., service learning) as part of a regular course?			
First-Year	1.56	1.46	.10
Senior	1.69	1.61	.08
During the current school year, about how often have you discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)?			
First-Year	2.80	2.72	.08
Senior	2.93	2.87	.06

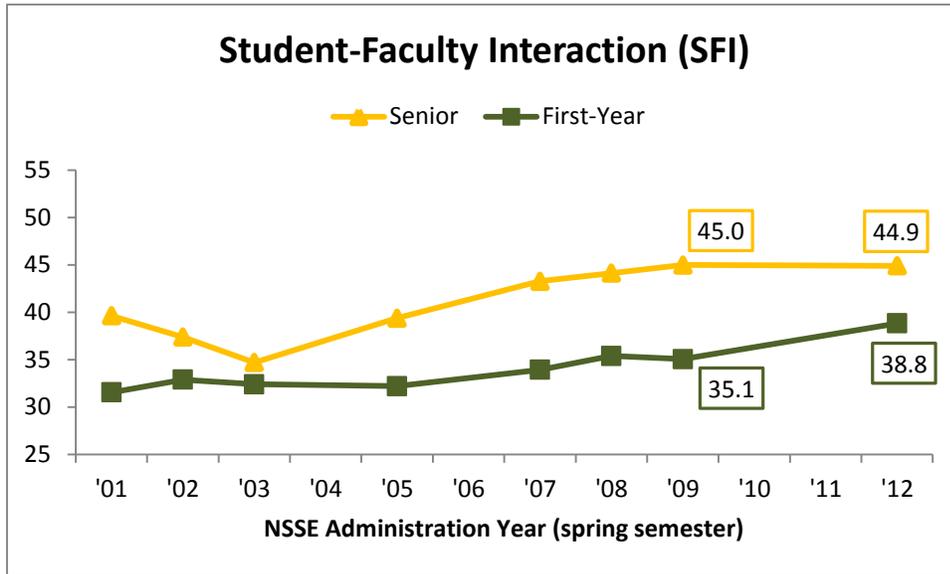
Means are taken from the likert scale (1=Never, 2=Sometimes, 3=Often, 4=Very often) responses.

Benchmark 3: Trends in Student-Faculty Interaction (SFI)

Faculty members have the opportunity to become role models and mentors for their students. The SFI benchmark measures quantity and quality of student/faculty interactions by asking questions about the frequency and types of discussions students have with their instructors. First-year students have a

considerable increase in their benchmark score (3.7 point increase; small effect size) compared to 2009 for SFI while senior students have a very slight, non-significant decrease (.1 point decrease) in their SFI benchmark score. The result is a net decrease in the gap between student levels. Figure 5 displays the SFI benchmark scores for first-year and senior students across all of CSU’s NSSE administrations.

Figure 5: SFI trends over time.



Changes for individual NSSE items follow the overall SFI benchmark trend since first-year CSU students have a higher mean response in 2012 compared to 2009 and senior students have small (sometimes negative) changes in their mean responses. Table 3 displays the 2012 and 2009 mean responses to select questions that contribute to the SFI benchmark.

Table 3: SFI item trends.

	2012 Mean Response	2009 Mean Response	Difference
During the current school year, about how often have you discussed grades or assignments with an instructor?			
First-Year	2.47	2.32	.15
Senior	2.71	2.75	-.04
During the current school year, about how often have you talked about career plans with a faculty member?			
First-Year	2.28	2.17	.10
Senior	2.44	2.45	-.01
During the current school year, about how often have you discussed ideas from your readings or classes with faculty members outside of class?			
First-Year	1.84	1.74	.10
Senior	2.04	2.02	.02
During the current school year, about how often have you received prompt written or oral feedback from faculty on your academic performance?			
First-Year	2.58	2.49	.09
Senior	2.65	2.64	.01
During the current school year, about how often have you worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)?			
First-Year	1.65	1.54	.11
Senior	1.88	1.87	.01

Means are taken from the likert scale (1=Never, 2=Sometimes, 3=Often, 4=Very often) responses

Benchmark 4: Trends in Enriching Educational Experiences (EEE)

The EEE benchmark measures student experience with diversity, technology, and non-traditional learning opportunities (e.g. internships, community service, etc.) that encourage students to synthesize, integrate, and apply their classroom knowledge. Similar to the SFI benchmark first-year students experience a greater gain in their EEE score compared to seniors (2 points and 0.2 points respectively; neither are statistically significant). Although decreasing since 2007, there is still a 13.1 point gap between CSU first-year and seniors in this benchmark. Figure 6 displays CSU’s EEE scores over the five NSSE administrations that include this benchmark.

Figure 6: EEE trends over time.

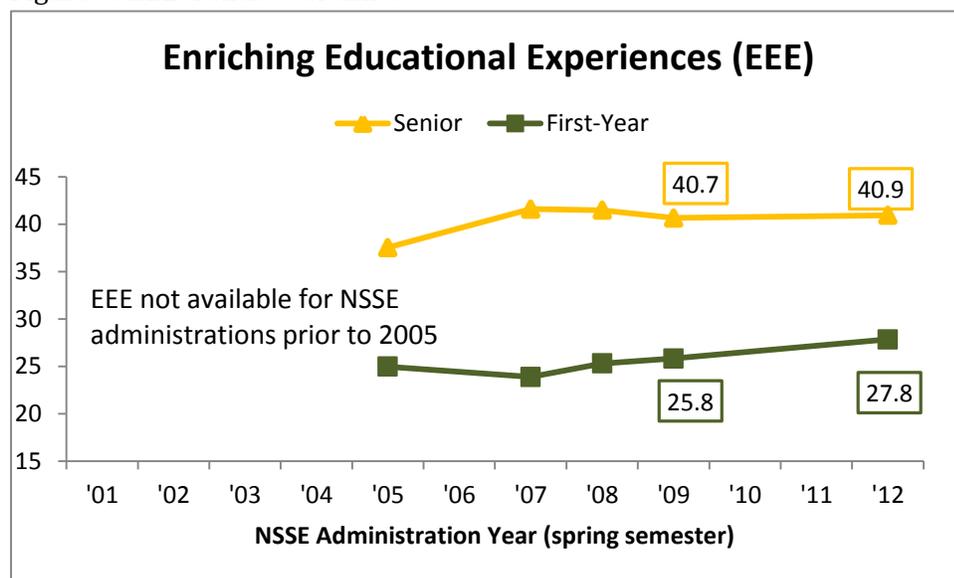


Table 4 displays 2012 and 2009 mean responses to select NSSE items that contribute to the EEE benchmark. Dissimilar to the overall benchmark trend, first-year and senior CSU students have nearly identical increases in their mean response regarding the institutional emphasis on diversity.

Table 4: EEE item trends.

	2012 Mean Response	2009 Mean Response	Difference
To what extent does your institution encourage contact among students from different economic, social, and racial or ethnic backgrounds?			
First-Year	2.82	2.67	.15
Senior	2.41	2.26	.15
How often have you used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment?			
First-Year	2.71	2.39	.32
Senior	2.76	2.65	.11
How often have you had serious conversations with students of a different race or ethnicity than your own?			
First-Year	2.59	2.52	.08
Senior	2.52	2.43	.09

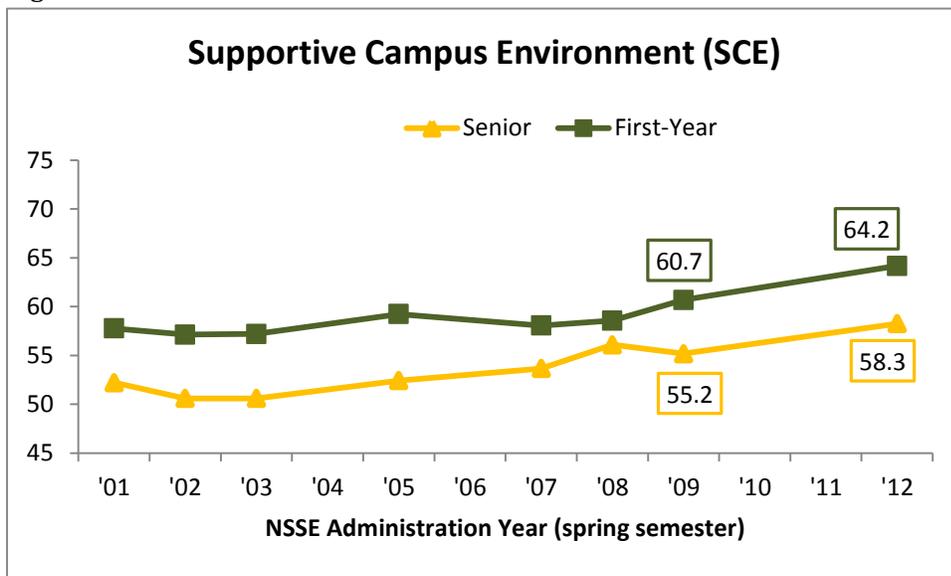
Means are taken from the likert scale (1=Never, 2=Sometimes, 3=Often, 4=Very often) responses

Benchmark 5: Trends in Supportive Campus Environment (SCE)

The SCE benchmark measures institutional commitment to student learning as well as the quality of social relations among different groups on campus. This is the one benchmark where first-year students have a higher score than seniors. This is most likely related to the majority of first-year students living on campus. Similar to the EEE, SFI, and ACL benchmarks, first-year students display a greater increase in their 2012 SCE benchmark score than do seniors. However, senior students have a 3.1 point increase in their SCE score, which is their largest benchmark increase. The mean differences for both student levels

are statistically significant with small effect sizes. Figure 7 shows the SCE benchmark scores for first-year and senior CSU students across all 8 NSSE administrations.

Figure 7: SCE trends over time.



Similar to the SCE benchmark trend, first-year students show larger increases in their mean responses to select NSSE items in 2012 compared to 2009. Table 5 displays first-year and senior mean responses for the two most recent NSSE administrations.

Table 5: SCE item trends.

	2012 Mean Response	2009 Mean Response	Difference
To what extent does your institution provide the support you need to help you succeed academically?			
First-Year	3.18	3.02	.16
Senior	2.95	2.83	.11
To what extent does your institution help you cope with your non-academic responsibilities (work, family, etc.)?			
First-Year	2.41	2.30	.12
Senior	1.98	1.88	.10
To what extent does your institution provide the support you need to thrive socially?			
First-Year	2.66	2.53	.12
Senior	2.23	2.14	.09

Means are taken from the likert scale (1=Very little, 2=Some, 3=Quite a bit, 4=Very much) responses

CSU’s NSSE Scores compared to Peers

A benefit of participating in NSSE is that CSU can compare our scores to the average score from a group of selected peer institutions. Over the previous NSSE administrations (2001-2009), CSU has typically had statistically significant lower mean scores for first-year students and statistically equivalent scores for seniors across benchmarks when compared to peers. The peer group presented in this report includes 12 large public research institutions. Peer institutions are chosen either because they are in CSU’s BOG peer group or are land grant universities. This peer group does not match the BOG peer group because not all of CSU’s BOG peers participate in the 2012 NSSE administration. Table 6 displays the benchmark scores from the 2012 administration for CSU and the selected peer group.

Table 6: Benchmark peer comparisons.

NSSE 2012 Benchmark Mean Comparisons

Class	CSU	Large Public Research Institutions ^d		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c
Level of Academic Challenge (LAC)				
First-Year	53.3	54.3	**	-.08
Senior	56.7	56.4		.02
Active and Collaborative Learning (ACL)				
First-Year	40.9	41.3		-.03
Senior	50.2	48.8	***	.08
Student-Faculty Interaction (SFI)				
First-Year	33.5	32.8		.04
Senior	41.3	41.2		.01
Enriching Educational Experiences (EEE)				
First-Year	27.8	30.0	***	-.16
Senior	40.9	43.0	***	-.11
Supportive Campus Environment (SCE)				
First-Year	64.2	61.0	***	.18
Senior	58.3	58.0		.01

^a Weighted by gender and enrollment status (and by institution size for comparison groups)

^b * p<.05 ** p<.01 ***p<.001 (2-tailed)

^c Mean difference divided by the pooled standard deviation. Cutoff points for small, medium, and large effects can be found in the appendix. Nearly all of the effect sizes reported for CSU compared to peer institutions are small.

^d The comparison group includes large public research institutions that participated in the 2012 NSSE. This group overlaps with CSU's BOG peer group but is not identical.

The following sections explore differences between CSU and peer institutions on individual NSSE items that fall into each of the five benchmarks.

Benchmark 1: Peer Comparisons in Level of Academic Challenge (LAC)

The 2012 NSSE data for the LAC benchmark mirrors the historical trend of CSU benchmark scores compared to peers. As displayed in table 6, CSU first-year students have a mean that is lower than the peer average by one point in this benchmark and CSU senior students have a statistically equivalent

score compared to peers. It should be noted that the negative effect size for CSU first-year students is very small.

Results indicate that first-year and senior students at peer institutions self-report slightly more assigned reading compared to CSU students. CSU first-year students report writing slightly fewer long papers (20 pages or more) compared to first-year students at peer institutions and CSU seniors report writing more long papers than students at peer institutions. The mean responses for the relevant questions are in table 7.

Table 7: LAC item peer comparison.

	CSU	Large Public Research Institutions		
	Mean	Mean	Sig ^a	Effect Size
During the current school year, about how many assigned textbooks, books, or book-length packs of course readings have you read?				
First-Year	3.12	3.21	***	-.09
Senior	2.99	3.04	*	-.05
During the current school year, about how many written papers or reports of 20 pages or more did you write?				
First-Year	1.21	1.26	**	-.07
Senior	1.60	1.56	*	.05

^a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Means are based on likert scale (1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20) responses

As seen in the first section, CSU students are increasing the amount of time they spend studying for classes. This trend is also apparent in the peer comparison. First-year CSU students spend an equivalent amount of time studying compared to first-year students at peer institutions and senior CSU students spend more time studying compared to seniors at peer institutions. The mean responses and statistical comparisons for time spent studying can be seen in table 8.

Table 8: Time spent studying peer comparison.

	CSU	Large Public Research Institutions		
	Mean	Mean	Sig ^a	Effect Size
About how many hours a week do you spend preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?				
First-Year	4.55	4.60		-.03
Senior	4.74	4.48	***	.14

^a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Means are based on likert scale (1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk) responses

CSU students report that CSU, as an institution, emphasizes spending significant amounts of time studying. As discussed in the first section the mean responses to this question have increased considerably from 2009 to 2012. Again this trend is apparent in the peer comparison. First-year CSU students have a statistically higher mean response to a question regarding institutional emphasis on

importance of spending time on academic work compared to first-year students at peer institutions. CSU senior students have an equivalent mean response to this questions compared to seniors at peer institutions.

Benchmark 2: Peer Comparisons in Active and Collaborative Learning (ACL)

In 2012, first-year and senior students have better ACL benchmark score peer comparisons than in 2009. For instance, in 2012 first-year students have an equivalent score on the ACL benchmark and senior students have a higher ACL benchmark score. In 2009 first-year students’ ACL score is below the average score for first-year students at peer institutions and senior students’ ACL score is equivalent to the average score for seniors at peer institutions.

There is some interesting variation in how CSU students respond to specific questions within this benchmark. First-year CSU students score lower than first-year students at peer institutions regarding questions about active learning in the classroom; however, CSU first-year students score higher than first-year students at peer institutions regarding questions about active learning outside the classroom. Senior CSU students have equivalent scores compared to senior students at peer institutions regarding questions about active learning in the classroom and higher scores regarding questions about active learning outside the classroom. The relevant questions, means, and statistical comparisons are in table 9.

Table 9: ACL item peer comparison.

	CSU		Large Public Research Institutions	
	Mean	Mean	Sig ^a	Effect Size
During the current school year, how often do you ask questions in class or contribute to class				
First-Year	2.53	2.66	***	-.16
Senior	2.87	2.90		-.04
During the current school year, how often do you make class presentations?				
First-Year	2.00	2.06	**	-.07
Senior	2.61	2.57		.04
During the current school year, how often do you work with classmates outside of class to prepare class assignments?				
First-Year	2.59	2.49	***	.11
Senior	2.96	2.83	***	.14
During the current school year, how often do you discuss ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)?				
First-Year	2.80	2.70	***	.12
Senior	2.93	2.84	***	.11

^a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Means are based on likert scale (1=Never, 2=Sometimes, 3=Often, 4=Very often) responses

Benchmark 3: Peer Comparisons in Student-Faculty Interaction (SFI)

First-year and senior students have an equivalent SFI benchmark score compared to first-year and senior students at peer institutions. This is an improvement over the 2009 SFI benchmark comparison because in 2009 first-year students score lower than first-year students at peer institutions and CSU seniors have an equivalent score compared to seniors at peer institutions. This improvement is mostly due to the dramatic increase in the CSU first-year SFI score discussed in the first section of this report.

Trends at the individual item level follow a similar pattern to the overall SFI score comparison. For most questions CSU first-year and senior students have equivalent mean responses compared to students at peer institutions. However, both first-year and senior CSU students report that they talk with faculty more often about their career plans compared to students at peer institutions. CSU first-year students discuss grades or assignments less often compared to first-year students at peer institutions and CSU first-year students work with faculty on activities other than course work more often than first-year students at peer institutions. Although, the effect sizes for these differences are very small. Mean responses to relevant questions are displayed in table 10.

Table 10: SFI item peer comparison.

	CSU	Large Public Research Institutions		
	Mean	Mean	Sig ^a	Effect Size
During the current school year, how often have you discussed grades or assignments with an instructor?				
First-Year	2.47	2.51	*	-.05
Senior	2.71	2.70		.01
During the current school year, how often have you talked about career plans with a faculty member or advisor?				
First-Year	2.28	2.14	***	.15
Senior	2.44	2.36	***	.09
During the current school year, how often have you discussed ideas from your readings or classes with faculty members outside of class?				
First-Year	1.84	1.83		.01
Senior	2.04	2.00		.05
During the current school year, how often do you receive prompt written or oral feedback from faculty on your academic performance?				
First-Year	2.58	2.58		.00
Senior	2.65	2.69		-.05
During the current school year, how often do you work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)?				
First-Year	1.65	1.60	*	.06
Senior	1.88	1.85		.03

^a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Means are based on likert scale (1=Never, 2=Sometimes, 3=Often, 4=Very often) responses

Benchmark 4: Peer Comparisons in Enriching Educational Experiences (EEE)

In 2012, first-year and senior CSU students have a lower EEE benchmark mean compared to students at peer institutions. In 2009, first-year and senior CSU students also have lower EEE scores compared to students at peer institutions. This is the only benchmark where CSU did not make gains in the peer comparisons despite making slight improvements between 2009 and 2012. For instance, regarding the question about whether students have serious conversations with students who are different from themselves in terms of ethnicity, CSU’s mean responses to these questions increased from 2009 to 2012; however, peer means indicate that their students have these conversations more often than students at CSU do. The mean responses and statistical comparisons are displayed in table 11.

Table 11: EEE item peer comparison.

	CSU	Large Public Research Institutions		
	Mean	Mean	Sig ^a	Effect Size
During the current school year, how often have you had serious conversations with students of a different race or ethnicity than your own?				
First-Year	2.59	2.72	***	-.12
Senior	2.52	2.79	***	-.27
During the current school year, how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?				
First-Year	2.79	2.74	*	.05
Senior	2.74	2.79	*	-.05

^a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Means are based on likert scale (1=Never, 2=Sometimes, 3=Often, 4=Very often) responses

CSU first-year students are less likely to do community service/volunteer work and foreign language coursework compared to first-year students at peer institutions. For instance, 35% of CSU first-year students plan to do community service/volunteer work compared to 41% of first-year students at peer institutions. However, an equivalent proportion of CSU seniors do community service/volunteer work compared to seniors at peer institutions. A larger proportion of CSU first-year students participate in learning communities compared to first-year students at peer institutions. However, a smaller proportion of CSU seniors participate in learning communities. CSU seniors do foreign language course work and study abroad at lower rates compared to seniors at peer institutions. The average proportions of students who participate in these activities are displayed in table 12.

Table 12: EEE participation peer comparison.

	CSU	Large Public Research Institutions		
	Mean	Mean	Sig ^a	Effect Size
Have you done community service or volunteer work or do you plan to do community service or volunteer work before you graduate from your institution?				
First-Year	.35	.41	***	-.13
Senior	.66	.65		.04
Have you participated in a learning community or some other formal program where groups of students take two or more classes together or do you plan to before you graduate from your				
First-Year	.22	.19	**	.08
Senior	.24	.27	*	-.06
Have you done foreign language coursework or do you plan to do foreign language coursework before you graduate from your institution?				
First Year	.16	.30	***	-.31
First-Year	.30	.48	***	-.37
Have you done study abroad or do you plan to do study abroad before you graduate from your institution?				
First-Year	.02	.03		-.04
Senior	.15	.18	***	-.08

^a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Yes/No questions so the mean is the proportion responding "Done" among all valid respondents.

In 2012, CSU students report spending less time on co-curricular activities compared to students at peer institutions. The mean responses regarding time spent in co-curricular activities are shown in table 13.

Table 13: EEE time on co-curricular activities peer comparison.

	CSU	Large Public Research Institutions		
	Mean	Mean	Sig ^a	Effect Size
How many hours do you spend in a typical 7-day week participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)?				
First-Year	2.24	2.50	***	-.17
Senior	2.19	2.38	***	-.12

^a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Means are taken from the likert scale (1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk) responses.

Benchmark 5: Peer Comparisons in Supportive Campus Environment (SCE)

CSU first-year students have a higher mean for the SCE benchmark compared to first-year students at peer institutions. CSU seniors have an equivalent mean for the SCE benchmark compared to seniors at peer institutions. Mean responses at the item level for questions that ask about the level of institutional support follow this trend. CSU first-year students have mean responses that are statistically higher than

the mean responses of first-year students at peer institutions and CSU seniors have mean responses that are equivalent to the mean responses of seniors at peer institutions. The relevant questions, mean responses, and statistical comparisons are in table 14.

Table 14: SCE item peer comparison.

	CSU		Large Public Research Institutions	
	Mean	Mean	Sig ^a	Effect Size
To what extent does your institution provide the support you need to help you succeed academically?				
First-Year	3.18	3.10	***	.10
Senior	2.95	2.92		.03
To what extent does your institution help you cope with your non-academic responsibilities (work, family, etc.)?				
First-Year	2.41	2.22	***	.20
Senior	1.98	1.96		.02
To what extent does your institution provide the support you need to thrive socially?				
First-Year	2.66	2.52	***	.14
Senior	2.23	2.29	*	-.06

^a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Means are based on likert scale (1=Very little, 2=Some, 3=Quite a bit, 4=Very much) responses.

CSU first-year students have higher mean responses regarding the quality of their relationships with other students and administrative personnel compared to first-year students at peer institutions. CSU seniors have a higher mean response regarding the quality of their relationships with faculty compared to seniors at peer institutions. The questions, means, and statistical comparisons are in table 15.

Table 15: SCE quality of relationships peer comparison.

	CSU		Large Public Research Institutions	
	Mean	Mean	Sig ^a	Effect Size
How would you rate the quality of your relationships with other students? ^b				
First-Year	5.68	5.49	***	.14
Senior	5.61	5.62		-.01
How would you rate the quality of your relationships with faculty members? ^c				
First-Year	5.10	5.10		.00
Senior	5.35	5.27	*	.06
How would you rate the quality of your relationships with administrative personnel and offices? ^c				
First-Year	4.80	4.66	***	.09
Senior	4.65	4.61		.03

^a * p<.05 ** p<.01 ***p<.001 (2-tailed)

^b Means are based on likert scale (1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging) responses.

^c Means are based on likert scale (1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible) responses.

CSU's Student Satisfaction

Although not part of any of the benchmarks NSSE asks three questions regarding students' satisfaction with their institution. Generally CSU students are satisfied with their experience and give CSU a satisfaction rating that falls between good and excellent.

CSU Student Satisfaction over Time

The 2012 average mean responses for CSU students (both first-year and seniors) for all of these questions increased compared to prior year CSU responses. These questions are graphed across all NSSE administrations in figures 8 through 10.

Figure 8: Satisfaction with advising trends over time.

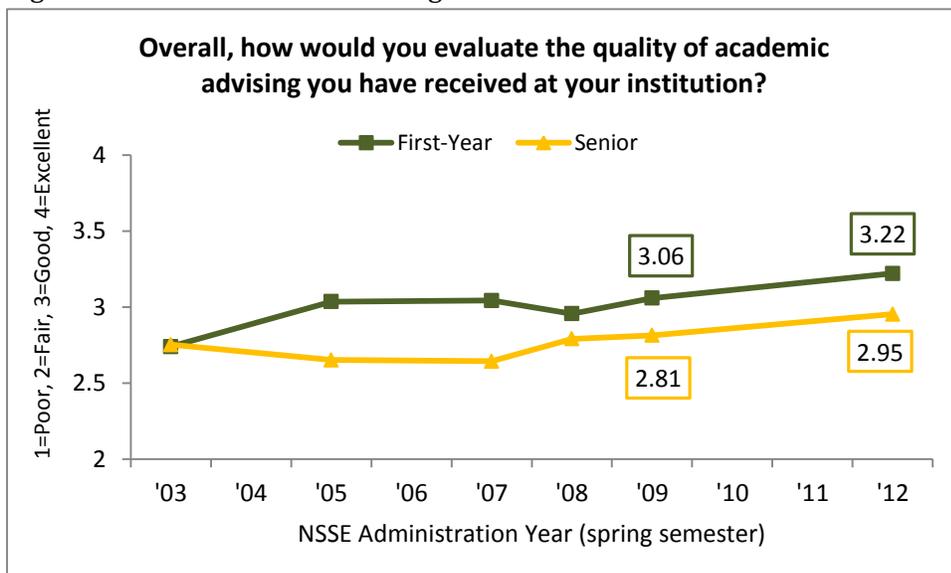


Figure 9: Overall satisfaction trends over time.

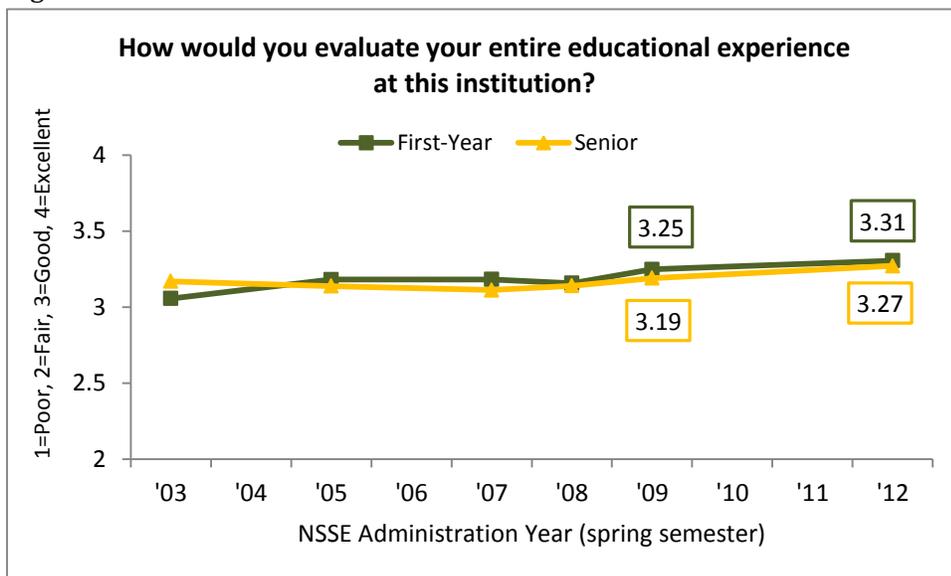
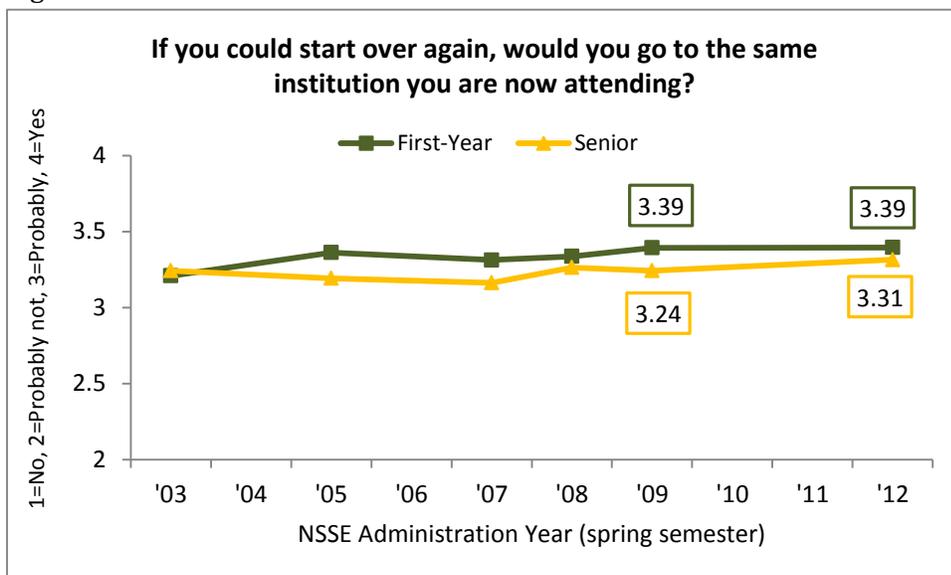


Figure 10: Choose CSU trends over time.



CSU Student Satisfaction Peer Comparisons

First-year students give CSU satisfaction ratings that are statistically higher than the satisfaction ratings of first-year students at peer institutions. Seniors give CSU satisfaction ratings that are equivalent to the satisfaction ratings of seniors at peer institutions. Table 16 displays the means and statistical comparisons for the satisfaction questions.

Table 16: Satisfaction peer comparisons.

	CSU	Large Public Research Institutions		
	Mean	Mean	Sig ^a	Effect Size
Overall, how would you evaluate the quality of academic advising you have received at your institution? ^b				
First-Year	3.22	3.03	***	.23
Senior	2.95	2.92		.03
How would you evaluate your entire educational experience at this institution? ^b				
First-Year	3.31	3.26	**	.07
Senior	3.27	3.27		.00
If you could start over again, would you go to the same institution you are now attending? ^c				
First-Year	3.39	3.35	*	.06
Senior	3.31	3.33		-.02

^a * p<.05 ** p<.01 ***p<.001 (2-tailed)

^b Means are based on likert scale (1=Poor, 2=Fair, 3=Good, 4=Excellent) responses.

^c Means are based on likert scale (1=No, 2=Probably not, 3=Probably, 4=Yes) responses.

Conclusions

Trends over Time

Across most benchmarks and items the mean responses increased in 2012 compared to 2009. This trend is more pronounced for first-year students compared to seniors. First-year students have statistically significant positive mean changes in the ACL, SCE, and SFI benchmarks. Seniors only have a statistically significant positive mean change for the SCE benchmark. There are even larger gains made since the formal design and implementation of the Student Success Initiatives (2007).

Peer Comparison

Generally, CSU seniors are more likely to report levels of engagement that are equivalent to or larger than the senior level of engagement at peer institutions. CSU seniors only score lower than seniors at peer institutions on the EEE benchmark. CSU first-year students score lower than first-year students at peer institutions on the LAC and the EEE benchmarks. Despite having two benchmarks that are statistically lower than benchmarks of students at peer institutions, CSU's first-year student peer comparisons show greater levels of student engagement for the 2012 first-year students than seen in prior NSSE administrations.

Future Research

The purpose of this report is to review CSU's NSSE scores as presented in the NSSE reports. Future work intends to explore the variation within CSU's scores to identify if certain sub groups of students have particularly high or low levels of engagement. Future work will also utilize the institutional databases along with the NSSE results to explore the relationships between student engagement and other measures of student success (GPA, credit completion, and persistence).

Individuals interested in researching specific CSU populations using the NSSE results are welcome to contact Institutional Research (491-2163).

Appendix

Proposed Reference Values for the Interpretation of Effect Sizes from NSSE Benchmark Comparisons^a

	Effect Size
Small	.1
Medium	.3
Large	.5
Very Large	.7

^a Taken from: http://nsse.iub.edu/pdf/effect_size_guide.pdf