

First-Year Students

Frequency Distributions^a

Item wording or description	Values ^d	Response options	Cal State East Bay		Far West Region Publ		Carnegie Class		NSSE 2016 & 2017	
			Count	%	Count	%	Count	%	Count	%
2. During the current school year, about how often have you done the following?										
d. Examined the strengths and weaknesses of your own views on a topic or issue	1	Never	15	6	767	5	3,133	5	11,317	5
	2	Sometimes	71	27	5,188	32	21,915	32	78,291	32
	3	Often	113	45	7,323	45	30,263	45	110,050	45
	4	Very often	52	22	2,868	18	12,089	18	44,567	19
		Total	251	100	16,146	100	67,400	100	244,225	100
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	1	Never	11	4	446	3	1,935	3	7,175	3
	2	Sometimes	63	26	4,195	26	18,465	28	66,780	28
	3	Often	105	42	7,546	46	31,038	46	111,744	45
	4	Very often	71	29	3,900	24	15,553	23	57,058	24
		Total	250	100	16,087	100	66,991	100	242,757	100

Statistical Comparisons^b

Your seniors compared with

Cal State East Bay	Far West Region Publ	Carnegie Class	NSSE 2016 & 2017
Mean	Mean	Effect size ^e	Effect size ^e
2.8	2.8	.08	.08
2.9	2.9	.03	.07

4. During the current school year, how much has your coursework emphasized the following?

c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	1	Very little	13	5	594	4	2,407	4	8,294	4
	2	Some	77	33	4,166	27	17,231	27	61,235	26
	3	Quite a bit	90	39	7,112	45	29,667	45	106,752	45
	4	Very much	53	23	3,779	24	15,806	24	59,871	25
		Total	233	100	15,651	100	65,111	100	236,152	100
d. Evaluating a point of view, decision, or information source	1	Very little	11	5	565	4	2,263	4	9,077	4
	2	Some	57	24	3,958	26	16,962	26	62,628	27
	3	Quite a bit	98	41	7,314	47	30,323	46	108,062	45
	4	Very much	70	30	3,796	24	15,473	24	56,087	24
		Total	236	100	15,633	100	65,021	100	235,854	100
e. Forming a new idea or understanding from various pieces of information	1	Very little	12	5	591	4	2,476	4	9,446	4
	2	Some	63	28	4,202	27	17,705	28	64,055	28
	3	Quite a bit	97	40	7,220	46	29,892	45	107,661	45
	4	Very much	62	27	3,604	23	14,876	23	54,346	23
		Total	234	100	15,617	100	64,949	100	235,508	100

2.8	2.9	-.11	-.12	2.9 *	-.14
3.0	2.9	.07	.07	2.9	.09
2.9	2.9	.02	.02	2.9	.02

17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

c. Thinking critically and analytically	1	Very little	9	6	379	3	1,644	3	6,109	4
	2	Some	26	15	2,577	20	10,243	19	37,117	19
	3	Quite a bit	76	47	5,933	45	24,368	45	87,375	44
	4	Very much	53	32	4,133	32	17,713	33	64,899	33
		Total	164	100	13,022	100	53,968	100	195,500	100

3.1	3.1	.01	-.01	3.1	-.01
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Seniors

Frequency Distributions^a

Item wording or description	Values ^d	Response options	Cal State East Bay		Far West Region Publ		Carnegie Class		NSSE 2016 & 2017	
			Count	%	Count	%	Count	%	Count	%
2. During the current school year, about how often have you done the following?										
d. Examined the strengths and weaknesses of your own views on a topic or issue	1	Never	33	3	1,282	5	3,756	4	13,133	5
	2	Sometimes	299	29	8,115	29	26,486	29	89,545	29
	3	Often	439	44	12,004	43	40,822	44	133,466	43
	4	Very often	243	24	6,230	23	21,878	23	71,035	23
		Total	1,014	100	27,631	100	92,942	100	307,179	100
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	1	Never	22	2	762	3	2,410	3	8,412	3
	2	Sometimes	232	23	6,387	23	22,174	25	75,486	25
	3	Often	452	45	12,268	44	41,649	45	136,143	44
	4	Very often	306	30	8,098	29	26,301	28	85,724	28
		Total	1,012	100	27,515	100	92,534	100	305,765	100

Statistical Comparisons^b

Your seniors compared with

Cal State East Bay	Far West Region Publ	Effect size ^e	Carnegie Class	Effect size ^e	NSSE 2016 & 2017	Effect size ^e
Mean	Mean		Mean		Mean	
2.9	2.8	.05	2.9	.02	2.8	.04
3.0	3.0	.03	3.0	.06	3.0 *	.07

4. During the current school year, how much has your coursework emphasized the following?

c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	1	Very little	30	3	916	4	2,883	3	9,911	4
	2	Some	232	24	5,517	21	18,364	20	62,608	21
	3	Quite a bit	402	41	11,633	43	39,280	43	128,802	43
	4	Very much	327	32	8,964	33	30,314	33	98,692	33
		Total	991	100	27,030	100	90,841	100	300,013	100
d. Evaluating a point of view, decision, or information source	1	Very little	44	4	1,456	6	3,924	5	15,295	6
	2	Some	216	22	6,252	24	20,360	23	71,393	24
	3	Quite a bit	409	42	11,488	42	39,440	43	127,252	42
	4	Very much	323	32	7,785	28	27,004	29	85,686	28
		Total	992	100	26,981	100	90,728	100	299,626	100
e. Forming a new idea or understanding from various pieces of information	1	Very little	38	4	1,150	5	3,404	4	12,263	5
	2	Some	235	25	6,364	24	20,752	23	71,118	24
	3	Quite a bit	435	44	11,760	43	40,107	44	131,249	44
	4	Very much	283	28	7,682	28	26,368	29	84,564	28
		Total	991	100	26,956	100	90,631	100	299,194	100

3.0	3.1	-.03	3.1	-.04	3.0	-.02
3.0	2.9 **	.09	3.0	.04	2.9 **	.10
3.0	3.0	.00	3.0	-.02	2.9	.01

17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

c. Thinking critically and analytically	1	Very little	31	4	594	3	1,776	3	5,919	3
	2	Some	102	13	3,083	14	9,711	13	31,908	13
	3	Quite a bit	302	39	8,855	38	29,580	38	96,164	37
	4	Very much	353	45	10,511	45	37,435	47	124,465	47
		Total	788	100	23,043	100	78,502	100	258,456	100

3.2	3.3	-.03	3.3	-.06	3.3	-.07
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NSSE 2017 Frequencies and Statistical Comparisons About This Report

The *Frequencies and Statistical Comparisons* report presents item-by-item student responses and statistical comparisons that allow you to examine patterns of similarity and difference between your students and those at your comparison group institutions. The report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website (nsse.indiana.edu) or contact a member of the NSSE team.

1. **Class level:** As reported by your institution.
2. **Item numbers:** Numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.
3. **Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
4. **Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.
5. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

Note: Column percentages and statistics are weighted by institution-reported sex and enrollment status. Comparison group statistics are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: nsse.indiana.edu/html/weighting.cfm
6. **Statistical comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #7) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Exceptions are items 11 a-f which are compared



NSSE 2017 Frequencies and Statistical Comparisons NSSEville State University

		Frequency Distributions ^a								Statistical Comparisons ^b						
		NSSEville State		Private Doc-Granting		Carnegie UG Program		NSSE 2016 & 2017		Your seniors compared with						
Item wording or description	Variable name ^c	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size*	Mean	Effect size*	Mean	Effect size*
6. During the current school year, about how often have you done the following?																
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	3	0	244	2	54	2	6,952	33	3.3	3.0 ***	.27	3.0 ***	.35	2.9 ***	.43
		135	20	4,397	27	845	29	75,222	33							
		212	33	5,947	37	1,086	38	81,724	35							
		280	46	5,440	34	889	31	66,983	29							
	Total	630	100	16,028	100	2,874	100	230,881	100							
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	82	13	2,369	14	401	14	35,490	16	2.5	2.5	-.04	2.6 *	-.09	2.6	-.05
		267	42	5,959	37	978	34	79,495	34							
		164	26	4,548	29	858	31	67,348	29							
		113	19	3,072	20	621	21	47,208	21							
	Total	626	100	15,948	100	2,858	100	229,541	100							
c. Evaluated what others have concluded from numerical information	QRevaluate	25	4	778	5	134	5	12,543	6	3.1	3.1	.02	3.1	-.04	3.0	.06
		56	9	1,666	11	262	10	28,134	13							
		384	63	9,147	57	1,586	57	128,802	56							
		150	24	4,267	27	851	29	58,873	26							
	Total	615	100	15,858	100	2,833	100	228,352	100							

7. **Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. A positive effect size indicates that your institution's mean was greater than that of the comparison group, thus showing a favorable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. Effect sizes for independent t -tests use Cohen's d ; z -tests use Cohen's h . Cohen's d is calculated by dividing the mean difference by the pooled standard deviation. Cohen's h is calculated by taking the difference in the proportion of students who responded "Done or in progress" after the
 8. **Key to symbols:**
 - ▲ **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.
 - ▲ **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 item wording and your institutional context.