

Level of Academic Challenge (LAC)

Mean Comparisons

California State University, Fresno compared with:

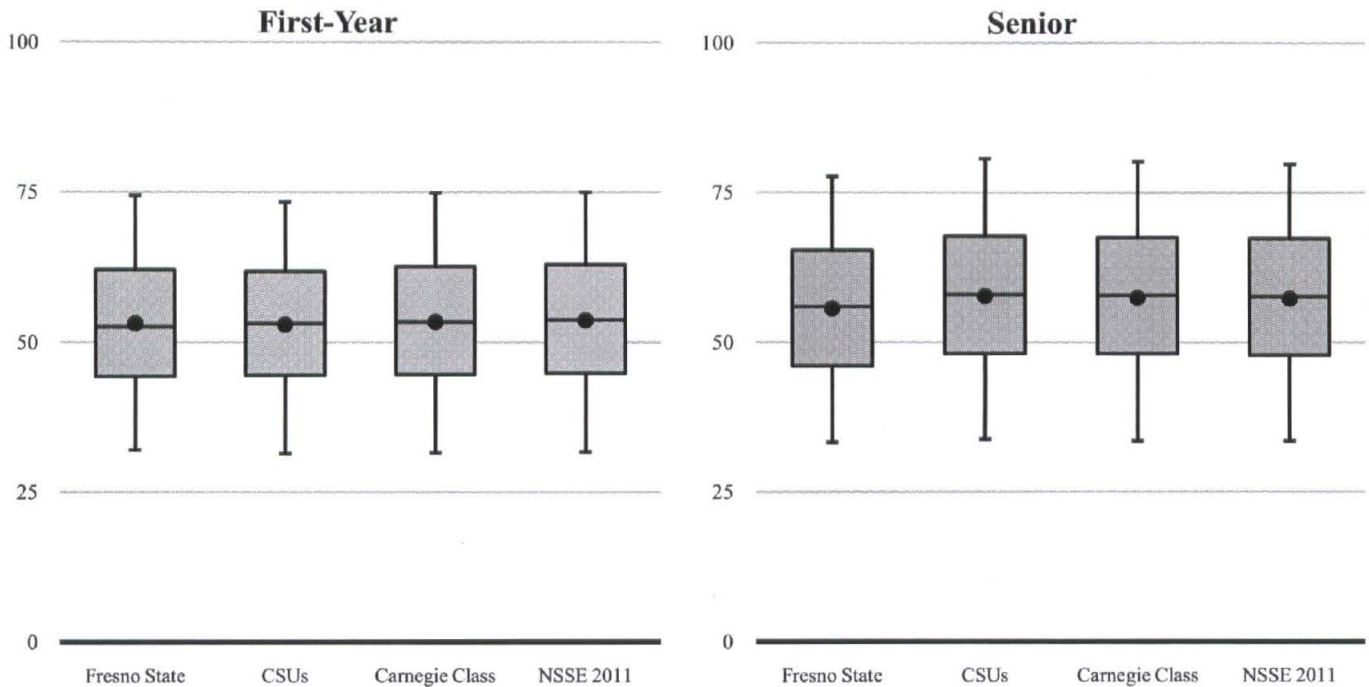
Class	Fresno State		CSUs		Effect Size ^c	Carnegie Class		NSSE 2011		Effect Size ^c
	Mean ^a	Sig ^b	Mean ^a	Sig ^b		Mean ^a	Sig ^b	Mean ^a	Sig ^b	
First-Year	53.2		53.0		.02	53.4		53.7		-.04
Senior	55.7		57.8	***	-.15	57.5	***	57.4	***	-.12

^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.

Distributions of Student Benchmark Scores



Note: 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 shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work

Student-Faculty Interaction (SFI)

Mean Comparisons

California State University, Fresno compared with:

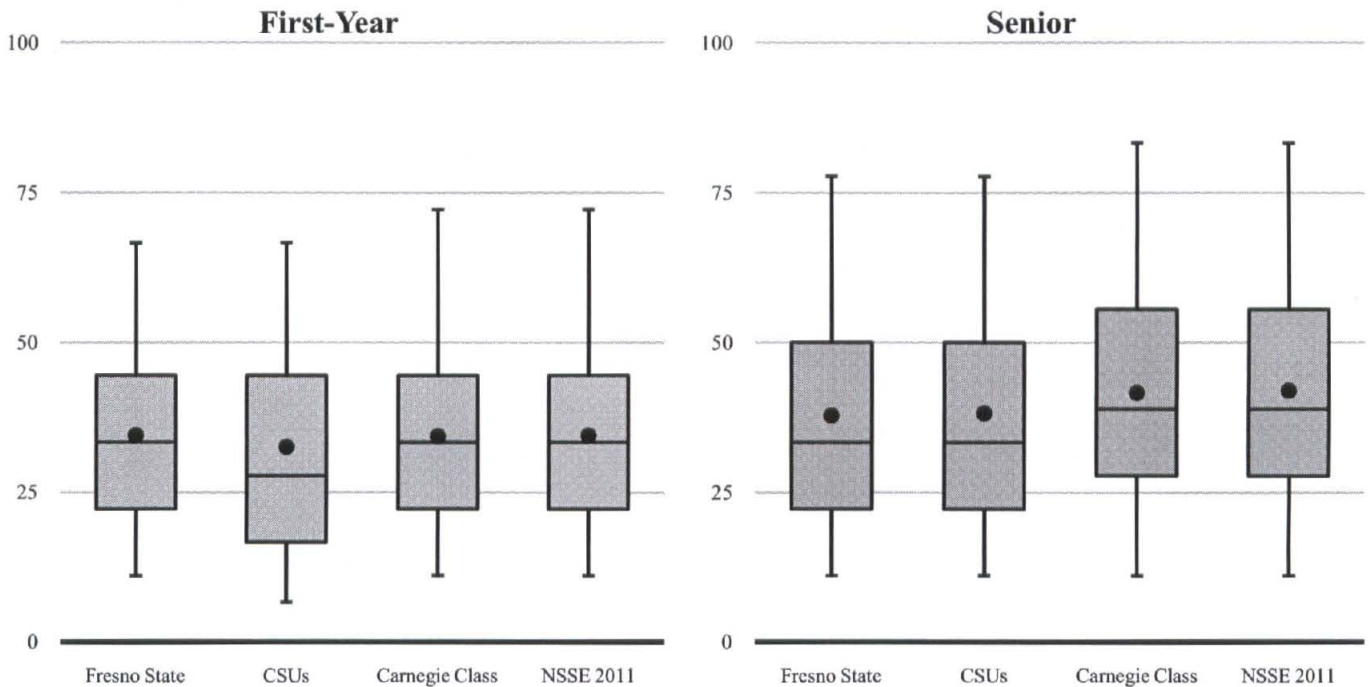
Class	Fresno State	CSUs		Effect Size ^c	Carnegie Class		Effect Size ^c	NSSE 2011		Effect Size ^c
	Mean ^a	Mean ^a	Sig ^b		Mean ^a	Sig ^b		Mean ^a	Sig ^b	
First-Year	34.5	32.6	**	.10	34.4		.01	34.4		.00
Senior	37.8	38.2		-.02	41.6	***	-.18	42.0	***	-.20

^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.

Distributions of Student Benchmark Scores



Note: 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 shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

Supportive Campus Environment (SCE)

Mean Comparisons

California State University, Fresno compared with:

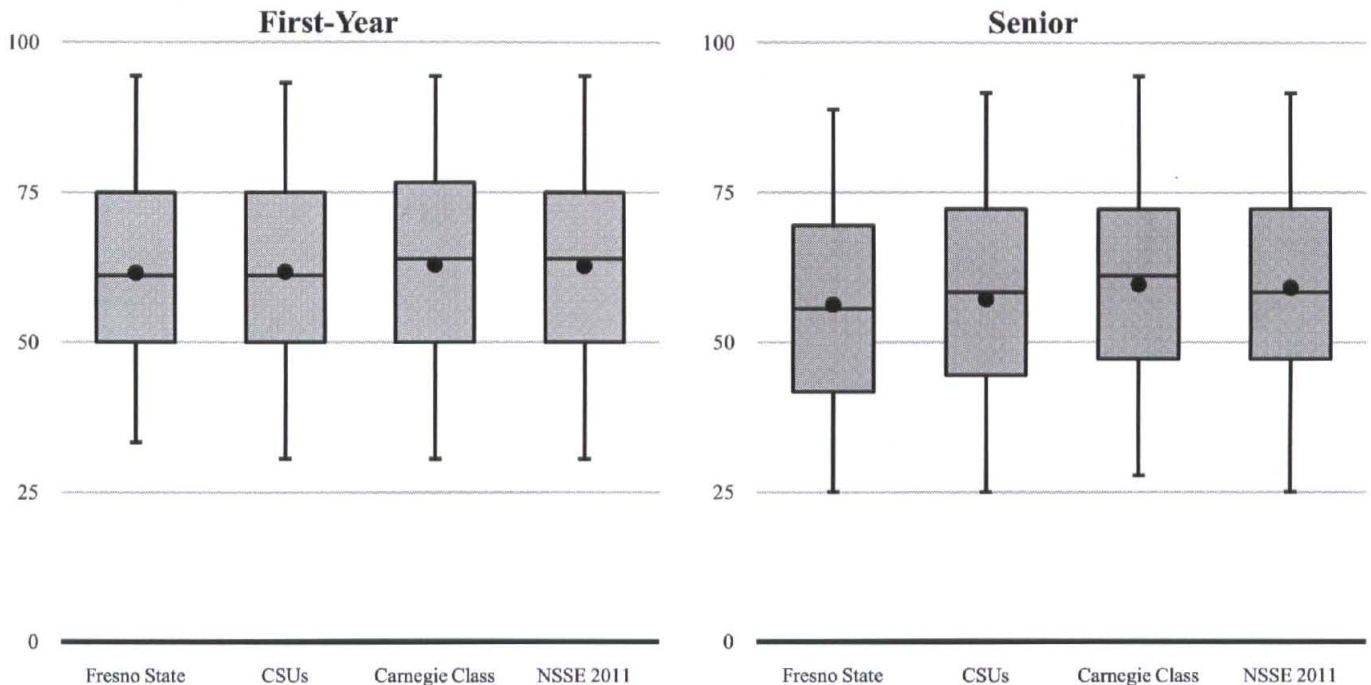
Class	Fresno State	CSUs		Effect Size ^c	Carnegie Class		Effect Size ^c	NSSE 2011		Effect Size ^c
	Mean ^a	Mean ^a	Sig ^b		Mean ^a	Sig ^b		Mean ^a	Sig ^b	
First-Year	61.6	61.7		-.01	62.9		-.07	62.7		-.06
Senior	56.3	57.2		-.04	59.6	***	-.17	59.1	***	-.14

^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.

Distributions of Student Benchmark Scores



Note: 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 shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices