NSSE 2014
Engagement Indicators
San Jose State University

About Your *Engagement Indicators* Report

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

Theme	Engagement Indicator
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report sections

Overview (p. 3)
Displays how average EI scores for your first-year and senior 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.

Summary of Indicator Items
Responses to each item in a given EI are displayed 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 2013 and 2014 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: **nsse.iub.edu**

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 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.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with California State	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
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 California State	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
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

| | San José State | Your first-year students compared with | | | | | |
| | | California State | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.8	39.2	.04	39.0	.05	39.0	.05
Reflective & Integrative Learning	35.6	36.0	-.03	35.6	.00	35.6	.00
Learning Strategies	38.2	38.4	-.01	39.7 *	-.11	39.5 *	-.09
Quantitative Reasoning	29.2	27.3 **	.11	26.9 ***	.13	27.3 **	.11

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

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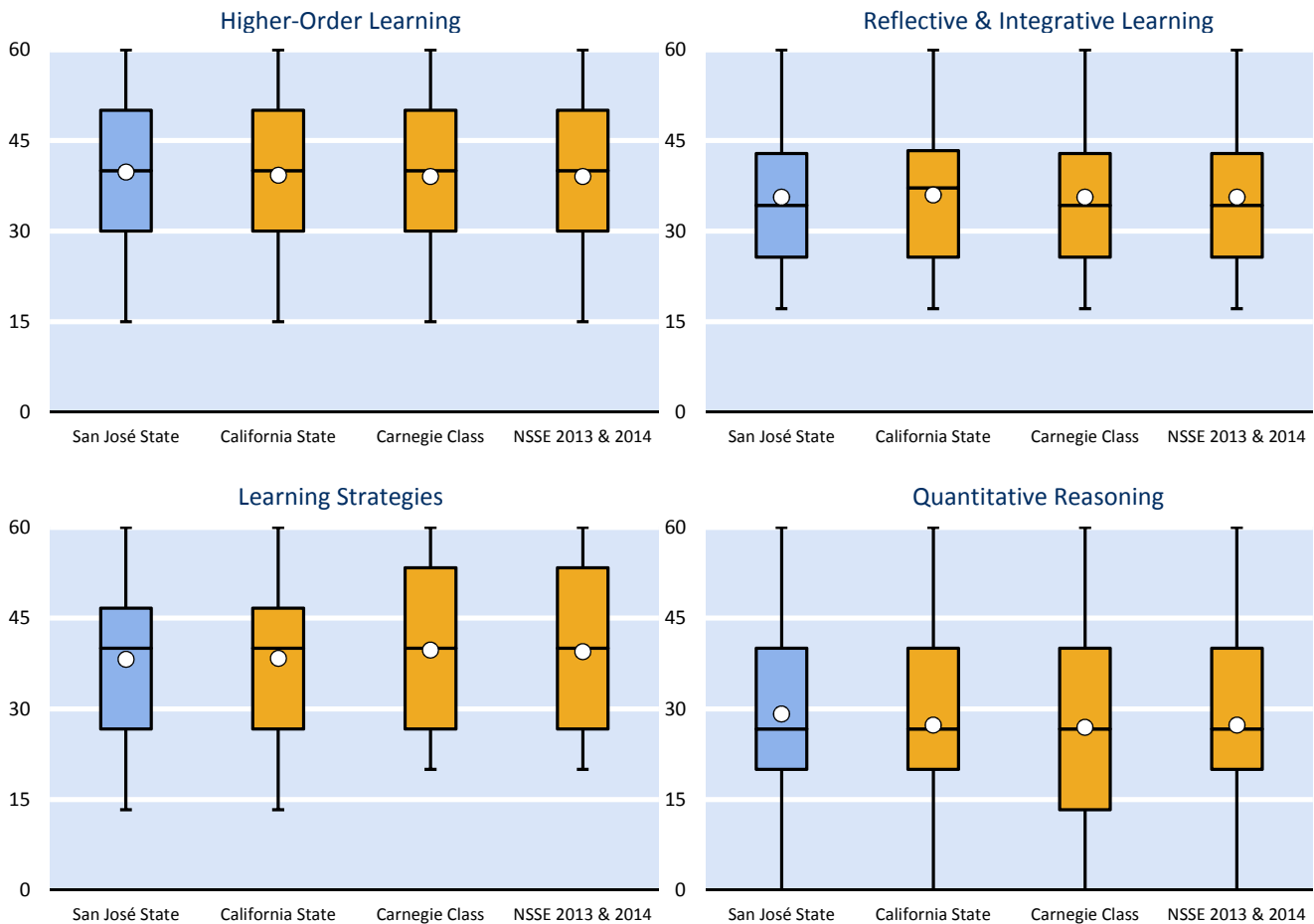
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	San José State	California State	Carnegie Class	NSSE 2013 & 2014
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	72	72	72	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	73	72	72
4d. Evaluating a point of view, decision, or information source	75	72	71	70
4e. Forming a new idea or understanding from various pieces of information	72	69	69	69

Reflective & Integrative Learning	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	54	57	55	56
2b. Connected your learning to societal problems or issues	53	53	53	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	51	51	50
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	63	63	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	69	67	66
2f. Learned something that changed the way you understand an issue or concept	66	67	65	65
2g. Connected ideas from your courses to your prior experiences and knowledge	76	77	77	77

Learning Strategies	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	79	81	80
9b. Reviewed your notes after class	63	64	66	65
9c. Summarized what you learned in class or from course materials	60	58	64	63

Quantitative Reasoning	San José State	California State	Carnegie Class	NSSE 2013 & 2014
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.)	55	51	50	52
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	38	38	38
6c. Evaluated what others have concluded from numerical information	42	37	36	37

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

NSSE
national survey of
student engagement

NSSE 2014 Engagement Indicators
Academic Challenge
San Jose State University

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

| | San José State | Your seniors compared with | | | | | |
| | | California State | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.3	41.2	.01	41.6	-.02	41.2	.01
Reflective & Integrative Learning	38.2	38.9 *	-.05	39.2 **	-.07	38.9 *	-.05
Learning Strategies	39.1	40.1 *	-.07	41.0 ***	-.13	40.3 ***	-.09
Quantitative Reasoning	31.1	30.6	.03	29.3 ***	.10	29.9 **	.07

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

Score Distributions
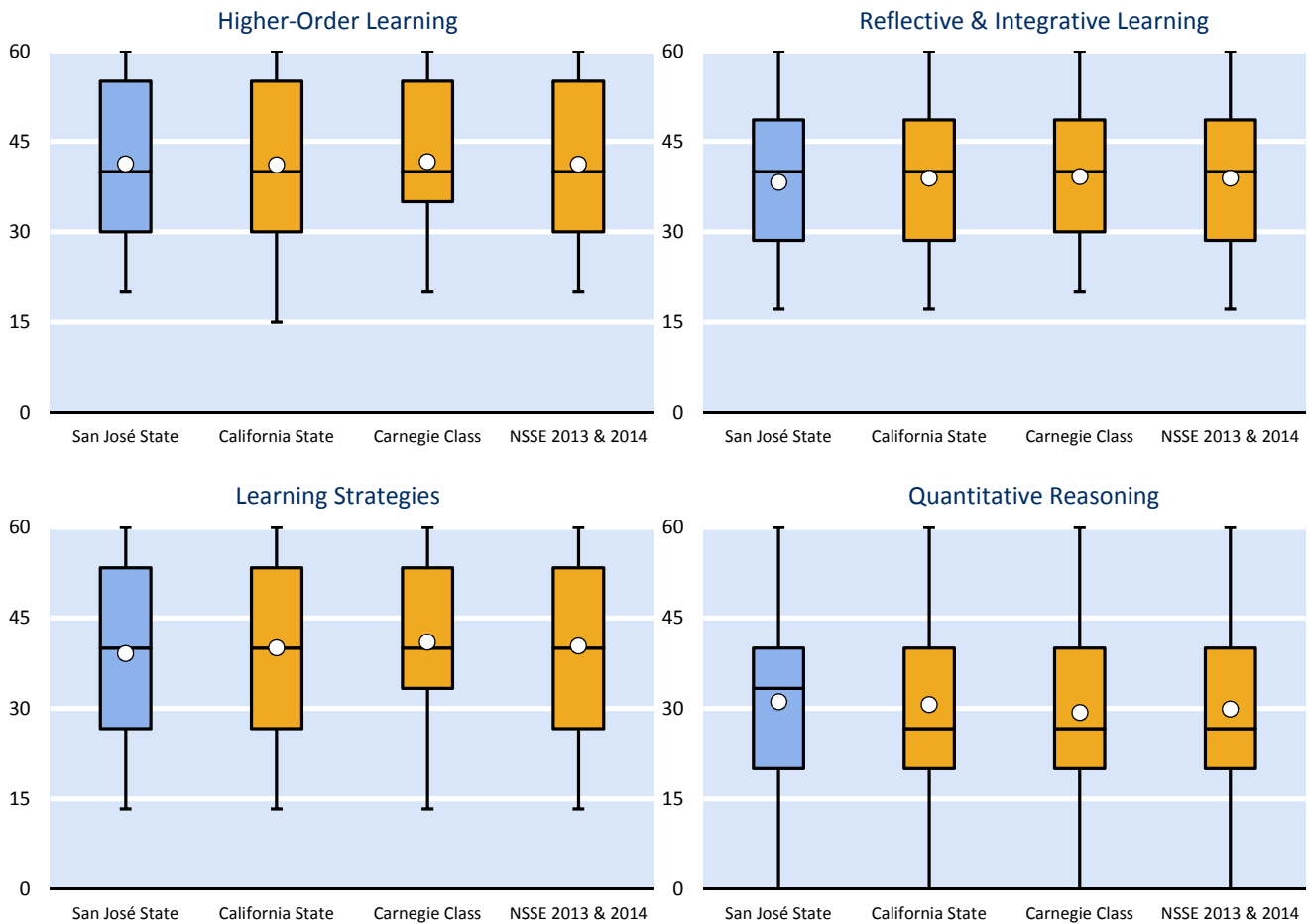
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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	San José State	California State	Carnegie Class	NSSE 2013 & 2014
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	79	79	80	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	78	78	78
4d. Evaluating a point of view, decision, or information source	72	71	74	72
4e. Forming a new idea or understanding from various pieces of information	72	72	74	72

| Reflective & Integrative Learning	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	72	74	71	72
2b. Connected your learning to societal problems or issues	63	65	65	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	53	57	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	65	67	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	71	71	70
2f. Learned something that changed the way you understand an issue or concept	71	71	70	70
2g. Connected ideas from your courses to your prior experiences and knowledge	81	84	84	84

Learning Strategies	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	82	83	84	83
9b. Reviewed your notes after class	61	64	66	63
9c. Summarized what you learned in class or from course materials	62	62	67	66

Quantitative Reasoning	San José State	California State	Carnegie Class	NSSE 2013 & 2014
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.)	57	56	53	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	46	44	44
6c. Evaluated what others have concluded from numerical information	47	46	43	44

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers: First-year students

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

Mean Comparisons

	San José State	California State		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	34.1	33.0 *	.08	31.0 ***	.21	32.0 ***	.14
Discussions with Diverse Others	41.4	40.7	.04	40.3	.07	40.9	.03

Your first-year students compared with

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

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.

Summary of Indicator Items

Collaborative Learning	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	59	53	47	49
1f. Explained course material to one or more students	56	58	54	57
1g. Prepared for exams by discussing or working through course material with other students	51	49	46	49
1h. Worked with other students on course projects or assignments	64	57	50	52

Discussions with Diverse Others	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	79	76	71	71
8b. People from an economic background other than your own	75	73	72	73
8c. People with religious beliefs other than your own	70	68	67	69
8d. People with political views other than your own	64	64	67	69

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers: Seniors

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

Mean Comparisons

	San José State	California State		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	35.4	34.9	.03	31.3 ***	.27	32.4 ***	.20
Discussions with Diverse Others	44.1	43.2 *	.05	41.4 ***	.16	41.8 ***	.14

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

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.

Summary of Indicator Items

Collaborative Learning	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	48	46	38	40
1f. Explained course material to one or more students	61	63	56	58
1g. Prepared for exams by discussing or working through course material with other students	50	50	43	46
1h. Worked with other students on course projects or assignments	76	71	62	64

Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	84	81	73	73
8b. People from an economic background other than your own	79	77	74	75
8c. People with religious beliefs other than your own	76	72	69	70
8d. People with political views other than your own	70	69	70	71

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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

| | San José State | Your first-year students compared with | | | | | |
| | | California State | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	17.7	18.5	-.05	20.1 ***	-.16	20.3 ***	-.18
Effective Teaching Practices	39.0	40.6 **	-.12	40.7 **	-.12	40.2 *	-.09

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

Score Distributions

Student-Faculty Interaction

Effective Teaching Practices

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Summary of Indicator Items

Student-Faculty Interaction

	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	24	28	32	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	16	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	23	25	25
3d. Discussed your academic performance with a faculty member	22	26	29	29

Effective Teaching Practices

	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	78	82	81	81
5b. Taught course sessions in an organized way	77	78	79	79
5c. Used examples or illustrations to explain difficult points	73	78	77	77
5d. Provided feedback on a draft or work in progress	68	67	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	63	64	64	63

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Experiences with Faculty: Seniors

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

	San José State							
		Your seniors compared with						
		California State		Carnegie Class		NSSE 2013 & 2014		
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size	
Student-Faculty Interaction	20.8	22.3 ***	-.10	23.2 ***	-.15	23.8 ***	-.18	
Effective Teaching Practices	39.6	40.7 **	-.08	41.5 ***	-.14	40.9 ***	-.10	

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

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.

Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...	San José State %	California State %	Carnegie Class %	NSSE 2013 & 2014 %
3a. Talked about career plans with a faculty member	32	37	42	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	24	25	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	31	32	34
3d. Discussed your academic performance with a faculty member	29	30	33	33

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...	San José State	California State	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	80	83	83	83
5b. Taught course sessions in an organized way	76	80	81	81
5c. Used examples or illustrations to explain difficult points	78	80	79	79
5d. Provided feedback on a draft or work in progress	59	61	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	63	64	69	67

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.
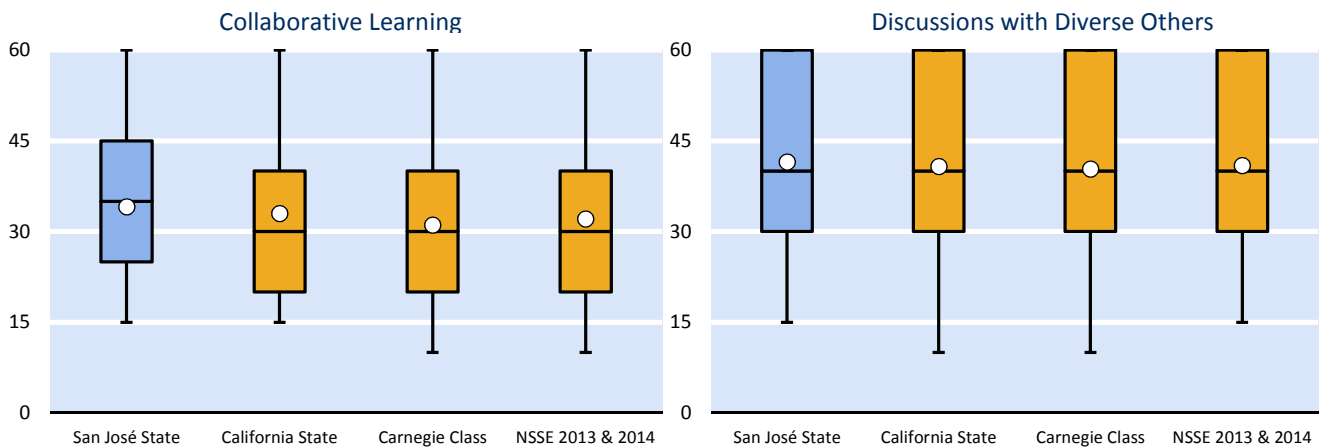
Campus Environment: First-year students

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

| | San José State | Your first-year students compared with | | | | | |
| | | California State | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	37.8	39.3 **	-.11	41.4 ***	-.29	41.6 ***	-.30
Supportive Environment	35.2	36.6 *	-.10	37.0 **	-.13	37.3 ***	-.16

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

Score Distributions

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Summary of Indicator Items

Quality of Interactions

	San José State %	California State %	Carnegie Class %	NSSE 2013 & 2014 %
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...				
13a. Students	59	56	59	59
13b. Academic advisors	29	43	48	48
13c. Faculty	34	43	50	50
13d. Student services staff (career services, student activities, housing, etc.)	35	39	43	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	28	37	42	41

Supportive Environment

	San José State %	California State %	Carnegie Class %	NSSE 2013 & 2014 %
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	74	76	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	74	76	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	62	59	59
14e. Providing opportunities to be involved socially	66	69	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	73	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	47	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	59	65	68
14i. Attending events that address important social, economic, or political issues	48	48	52	53

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.
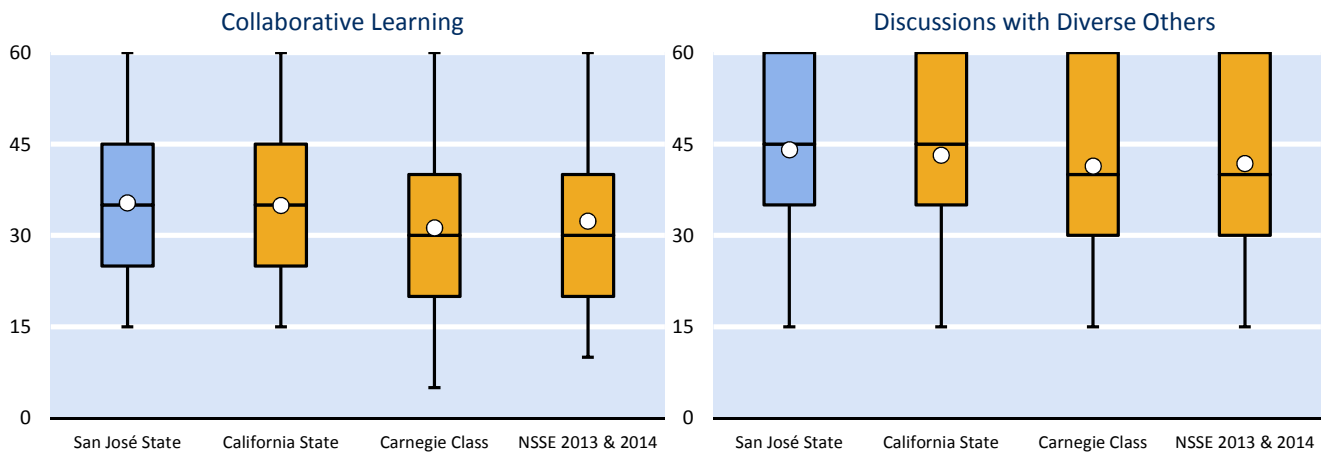
NSSE
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student engagement

NSSE 2014 Engagement Indicators
Campus Environment
San Jose State University

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

| | San José State | | *Your seniors compared with* | | | | |
| | | California State | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.5	41.6 **	-.09	42.9 ***	-.20	42.5 ***	-.17
Supportive Environment	31.2	32.3 **	-.08	32.9 ***	-.12	33.3 ***	-.15

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

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.

Summary of Indicator Items

Quality of Interactions

	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	63	63	64	64
13b. Academic advisors	46	47	53	52
13c. Faculty	52	57	62	60
13d. Student services staff (career services, student activities, housing, etc.)	37	40	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	38	44	42

Supportive Environment

	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	68	69	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	63	63	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	54	54	53
14e. Providing opportunities to be involved socially	59	63	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	64	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	31	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	50	53	57
14i. Attending events that address important social, economic, or political issues	41	43	45	46

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.
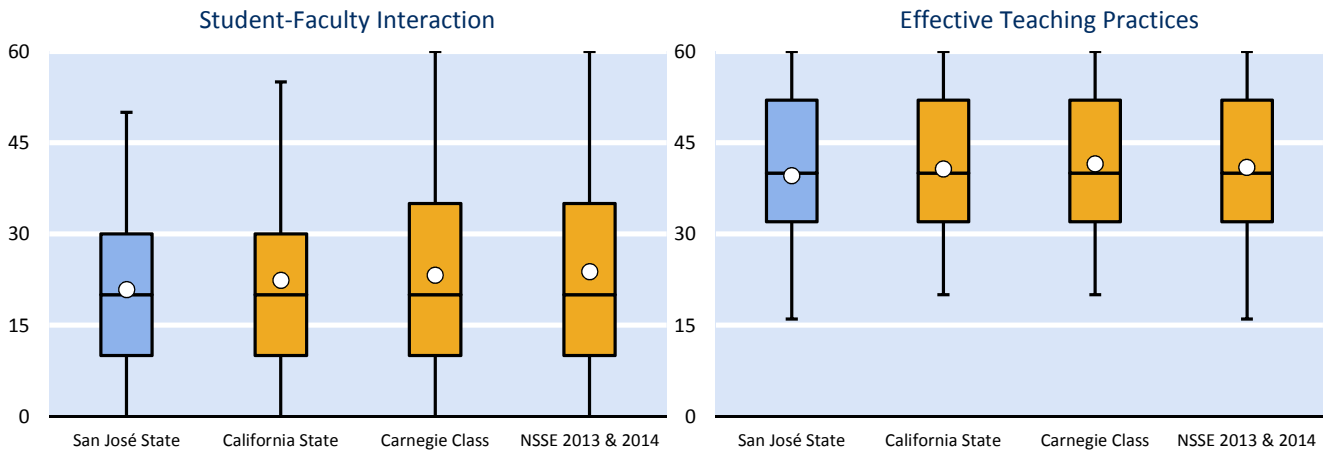
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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior 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 2013 and 2014 NSSE institutions, and
   (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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 absence of a significant difference between your score and that of the high-performing group does not 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

| | | San José State | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.8	40.6	-.06	✓	42.7 ***	-.21	
	Reflective and Integrative Learning	35.6	37.3 ***	-.13		39.3 ***	-.29	
	Learning Strategies	38.2	41.2 ***	-.21		43.4 ***	-.37	
	Quantitative Reasoning	29.2	28.8	.02	✓	30.6 *	-.09	
Learning with Peers	Collaborative Learning	34.1	34.7	-.05	✓	37.0 ***	-.22	
	Discussions with Diverse Others	41.4	43.2 **	-.12		45.6 ***	-.28	
Experiences with Faculty	Student-Faculty Interaction	17.7	23.3 ***	-.37		26.9 ***	-.57	
	Effective Teaching Practices	39.0	42.4 ***	-.25		44.6 ***	-.42	
Campus Environment	Quality of Interactions	37.8	44.0 ***	-.54		46.0 ***	-.71	
	Supportive Environment	35.2	39.4 ***	-.32		41.4 ***	-.48	

Seniors

| | | San José State | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.3	43.3 ***	-.14		45.3 ***	-.29	
	Reflective and Integrative Learning	38.2	41.1 ***	-.22		43.1 ***	-.38	
	Learning Strategies	39.1	42.5 ***	-.23		44.9 ***	-.41	
	Quantitative Reasoning	31.1	31.3	-.01	✓	33.0 ***	-.11	
Learning with Peers	Collaborative Learning	35.4	35.4	.00	✓	37.7 ***	-.17	
	Discussions with Diverse Others	44.1	43.9	.01	✓	45.8 ***	-.11	
Experiences with Faculty	Student-Faculty Interaction	20.8	29.5 ***	-.54		34.4 ***	-.84	
	Effective Teaching Practices	39.6	43.0 ***	-.25		45.1 ***	-.41	
Campus Environment	Quality of Interactions	40.5	45.3 ***	-.42		47.4 ***	-.59	
	Supportive Environment	31.2	36.1 ***	-.36		39.0 ***	-.58	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. 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 significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
San José State (N = 603)	39.8	14.0	.57	15	30	40	50	60				
California State	39.2	14.0	.16	15	30	40	50	60	7,838	.5	.377	.037
Carnegie Class	39.0	14.0	.06	15	30	40	50	60	50,157	.7	.214	.051
NSSE 2013 & 2014	39.0	13.8	.03	15	30	40	50	60	164,740	.7	.201	.052
Top 50%	40.6	13.6	.05	20	30	40	50	60	81,333	-.8	.137	-.061
Top 10%	42.7	13.6	.11	20	35	40	55	60	15,643	-2.9	.000	-.215
Reflective & Integrative Learning												
San José State (N = 644)	35.6	12.5	.49	17	26	34	43	60				
California State	36.0	12.7	.15	17	26	37	43	60	8,216	-.3	.516	-.027
Carnegie Class	35.6	12.7	.06	17	26	34	43	60	52,414	.0	.996	.000
NSSE 2013 & 2014	35.6	12.6	.03	17	26	34	43	60	171,937	.0	.949	.003
Top 50%	37.3	12.5	.04	17	29	37	46	60	82,551	-1.7	.001	-.135
Top 10%	39.3	12.6	.09	20	31	40	49	60	18,177	-3.6	.000	-.290
Learning Strategies												
San José State (N = 594)	38.2	14.1	.58	13	27	40	47	60				
California State	38.4	14.4	.18	13	27	40	47	60	7,240	-.1	.824	-.010
Carnegie Class	39.7	14.2	.07	20	27	40	53	60	46,537	-1.5	.011	-.105
NSSE 2013 & 2014	39.5	14.2	.04	20	27	40	53	60	152,665	-1.3	.032	-.088
Top 50%	41.2	14.0	.05	20	33	40	53	60	72,456	-3.0	.000	-.214
Top 10%	43.4	14.0	.11	20	33	40	60	60	15,815	-5.2	.000	-.371
Quantitative Reasoning												
San José State (N = 619)	29.2	15.9	.64	0	20	27	40	60				
California State	27.3	16.4	.19	0	20	27	40	60	7,993	1.9	.007	.114
Carnegie Class	26.9	16.6	.07	0	13	27	40	60	50,994	2.2	.001	.135
NSSE 2013 & 2014	27.3	16.4	.04	0	20	27	40	60	167,412	1.8	.005	.112
Top 50%	28.8	16.3	.05	0	20	27	40	60	104,736	.4	.540	.025
Top 10%	30.6	16.2	.11	0	20	27	40	60	24,499	-1.4	.028	-.089
Learning with Peers												
Collaborative Learning												
San José State (N = 653)	34.1	13.4	.53	15	25	35	45	60				
California State	33.0	13.4	.15	15	20	30	40	60	8,413	1.1	.043	.083
Carnegie Class	31.0	14.3	.06	10	20	30	40	60	53,478	3.0	.000	.212
NSSE 2013 & 2014	32.0	14.1	.03	10	20	30	40	60	176,143	2.0	.000	.142
Top 50%	34.7	13.7	.04	15	25	35	45	60	99,009	-.6	.233	-.047
Top 10%	37.0	13.6	.09	15	25	35	45	60	23,213	-3.0	.000	-.219
Discussions with Diverse Others												
San José State (N = 600)	41.4	16.2	.66	15	30	40	60	60				
California State	40.7	16.7	.20	10	30	40	60	60	7,303	.7	.304	.044
Carnegie Class	40.3	16.3	.08	10	30	40	60	60	47,105	1.1	.086	.071
NSSE 2013 & 2014	40.9	16.0	.04	15	30	40	60	60	154,558	.5	.402	.034
Top 50%	43.2	15.4	.05	20	35	45	60	60	606	-1.8	.007	-.117
Top 10%	45.6	14.8	.11	20	40	50	60	60	631	-4.2	.000	-.281

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
San José State (N = 626)	17.7	14.8	.59	0	5	15	25	50				
California State	18.5	14.6	.17	0	5	15	25	45	8,022	-.8	.207	-.053
Carnegie Class	20.1	14.8	.07	0	10	20	30	50	51,233	-2.3	.000	-.157
NSSE 2013 & 2014	20.3	14.6	.04	0	10	20	30	50	168,016	-2.6	.000	-.176
Top 50%	23.3	15.0	.06	0	10	20	30	55	59,988	-5.6	.000	-.374
Top 10%	26.9	16.2	.16	5	15	25	40	60	725	-9.2	.000	-.571
Effective Teaching Practices												
San José State (N = 633)	39.0	13.2	.53	16	30	40	48	60				
California State	40.6	13.3	.15	20	32	40	52	60	8,121	-1.6	.005	-.117
Carnegie Class	40.7	13.4	.06	20	32	40	52	60	51,635	-1.7	.002	-.124
NSSE 2013 & 2014	40.2	13.3	.03	20	32	40	52	60	169,388	-1.2	.029	-.087
Top 50%	42.4	13.2	.05	20	32	44	52	60	66,490	-3.4	.000	-.254
Top 10%	44.6	13.3	.12	20	36	44	56	60	13,733	-5.6	.000	-.423
Campus Environment												
Quality of Interactions												
San José State (N = 563)	37.8	12.5	.52	16	30	40	46	58				
California State	39.3	13.7	.17	14	30	40	50	60	691	-1.5	.007	-.111
Carnegie Class	41.4	12.7	.06	18	34	43	50	60	45,014	-3.6	.000	-.286
NSSE 2013 & 2014	41.6	12.4	.03	18	34	43	50	60	147,932	-3.8	.000	-.305
Top 50%	44.0	11.4	.05	22	38	46	52	60	572	-6.2	.000	-.544
Top 10%	46.0	11.6	.11	24	40	48	55	60	611	-8.3	.000	-.709
Supportive Environment												
San José State (N = 563)	35.2	14.1	.60	13	25	35	45	60				
California State	36.6	14.6	.19	13	25	38	48	60	6,628	-1.4	.026	-.098
Carnegie Class	37.0	14.1	.07	13	28	38	48	60	43,307	-1.8	.002	-.129
NSSE 2013 & 2014	37.3	13.8	.04	15	28	38	48	60	142,327	-2.2	.000	-.156
Top 50%	39.4	13.2	.05	18	30	40	50	60	569	-4.2	.000	-.320
Top 10%	41.4	12.8	.10	20	33	40	53	60	595	-6.2	.000	-.482

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

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.

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
San José State (N = 1690)	41.3	14.2	.34	20	30	40	55	60				
California State	41.2	14.3	.13	15	30	40	55	60	14,718	.2	.671	.011
Carnegie Class	41.6	14.1	.05	20	35	40	55	60	76,473	-.3	.344	-.023
NSSE 2013 & 2014	41.2	14.1	.03	20	30	40	55	60	234,126	.1	.790	.006
Top 50%	43.3	13.7	.05	20	35	40	55	60	94,757	-2.0	.000	-.142
Top 10%	45.3	13.6	.09	20	40	45	60	60	24,565	-3.9	.000	-.289
Reflective & Integrative Learning												
San José State (N = 1746)	38.2	13.1	.31	17	29	40	49	60				
California State	38.9	13.0	.11	17	29	40	49	60	15,314	-.7	.043	-.051
Carnegie Class	39.2	13.0	.05	20	30	40	49	60	79,549	-.9	.004	-.070
NSSE 2013 & 2014	38.9	13.0	.03	17	29	40	49	60	243,528	-.7	.028	-.053
Top 50%	41.1	12.6	.04	20	31	40	51	60	92,908	-2.8	.000	-.222
Top 10%	43.1	12.5	.09	20	34	43	54	60	21,732	-4.8	.000	-.383
Learning Strategies												
San José State (N = 1586)	39.1	14.8	.37	13	27	40	53	60				
California State	40.1	14.6	.13	13	27	40	53	60	13,682	-1.0	.011	-.068
Carnegie Class	41.0	14.8	.06	13	33	40	53	60	72,451	-1.9	.000	-.130
NSSE 2013 & 2014	40.3	14.8	.03	13	27	40	53	60	221,504	-1.3	.001	-.086
Top 50%	42.5	14.5	.04	20	33	40	60	60	115,811	-3.4	.000	-.235
Top 10%	44.9	14.1	.08	20	33	47	60	60	30,742	-5.8	.000	-.409
Quantitative Reasoning												
San José State (N = 1703)	31.1	17.3	.42	0	20	33	40	60				
California State	30.6	17.3	.15	0	20	27	40	60	14,977	.5	.287	.027
Carnegie Class	29.3	17.4	.06	0	20	27	40	60	77,958	1.8	.000	.104
NSSE 2013 & 2014	29.9	17.4	.04	0	20	27	40	60	238,555	1.2	.004	.069
Top 50%	31.3	17.2	.05	0	20	33	40	60	144,557	-.2	.615	-.012
Top 10%	33.0	16.9	.09	0	20	33	47	60	37,783	-1.9	.000	-.114
Learning with Peers												
Collaborative Learning												
San José State (N = 1769)	35.4	13.7	.32	15	25	35	45	60				
California State	34.9	13.6	.12	15	25	35	45	60	15,548	.4	.220	.031
Carnegie Class	31.3	15.0	.05	5	20	30	40	60	1,865	4.1	.000	.275
NSSE 2013 & 2014	32.4	14.6	.03	10	20	30	40	60	1,797	3.0	.000	.205
Top 50%	35.4	13.8	.04	15	25	35	45	60	121,844	.0	.948	-.002
Top 10%	37.7	13.6	.09	15	30	40	50	60	26,114	-2.4	.000	-.174
Discussions with Diverse Others												
San José State (N = 1603)	44.1	15.9	.40	15	35	45	60	60				
California State	43.2	16.1	.15	15	35	45	60	60	13,799	.9	.039	.055
Carnegie Class	41.4	16.5	.06	15	30	40	60	60	73,051	2.7	.000	.163
NSSE 2013 & 2014	41.8	16.1	.03	15	30	40	60	60	223,619	2.2	.000	.140
Top 50%	43.9	15.8	.04	20	35	45	60	60	140,443	.1	.726	.009
Top 10%	45.8	15.4	.08	20	40	50	60	60	37,860	-1.8	.000	-.115

NSSE 2014 Engagement Indicators

Detailed Statistics[a]
San Jose State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
San José State (N = 1708)	20.8	15.2	.37	0	10	20	30	50				
California State	22.3	15.8	.14	0	10	20	30	55	2,211	-1.5	.000	-.097
Carnegie Class	23.2	16.5	.06	0	10	20	35	60	1,799	-2.4	.000	-.146
NSSE 2013 & 2014	23.8	16.3	.03	0	10	20	35	60	1,735	-2.9	.000	-.180
Top 50%	29.5	16.1	.07	5	20	30	40	60	1,823	-8.7	.000	-.542
Top 10%	34.4	16.4	.19	10	20	35	45	60	2,648	-13.6	.000	-.840
Effective Teaching Practices												
San José State (N = 1734)	39.6	13.7	.33	16	32	40	52	60				
California State	40.7	13.7	.12	20	32	40	52	60	15,153	-1.1	.002	-.078
Carnegie Class	41.5	13.8	.05	20	32	40	52	60	78,808	-1.9	.000	-.140
NSSE 2013 & 2014	40.9	13.7	.03	16	32	40	52	60	241,003	-1.3	.000	-.097
Top 50%	43.0	13.6	.05	20	36	44	56	60	88,071	-3.5	.000	-.254
Top 10%	45.1	13.4	.11	20	36	48	60	60	16,355	-5.5	.000	-.411
Campus Environment												
Quality of Interactions												
San José State (N = 1519)	40.5	12.3	.31	18	33	42	50	60				
California State	41.6	12.3	.11	18	34	43	50	60	13,143	-1.1	.002	-.086
Carnegie Class	42.9	12.1	.05	20	36	44	52	60	69,692	-2.4	.000	-.196
NSSE 2013 & 2014	42.5	11.9	.03	20	36	44	52	60	214,293	-2.0	.000	-.168
Top 50%	45.3	11.3	.04	24	38	48	54	60	1,571	-4.7	.000	-.418
Top 10%	47.4	11.6	.08	24	40	50	58	60	1,732	-6.8	.000	-.586
Supportive Environment												
San José State (N = 1519)	31.2	14.6	.37	8	20	30	40	60				
California State	32.3	14.5	.14	10	20	33	43	60	12,879	-1.1	.006	-.076
Carnegie Class	32.9	14.6	.06	10	23	33	43	60	68,940	-1.7	.000	-.119
NSSE 2013 & 2014	33.3	14.4	.03	10	23	33	43	60	211,065	-2.1	.000	-.147
Top 50%	36.1	13.8	.05	13	28	38	45	60	1,565	-4.9	.000	-.356
Top 10%	39.0	13.3	.11	17	30	40	50	60	1,787	-7.8	.000	-.580

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

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.