



NSSE 2022

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. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 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. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Other CSUs	Your first-year students compared with Carnegie Class	Your first-year students compared with Fr wst, Pblc, noCSU
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 Other CSUs	Your seniors compared with Carnegie Class	Your seniors compared with Fr wst, Pblc, noCSU
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

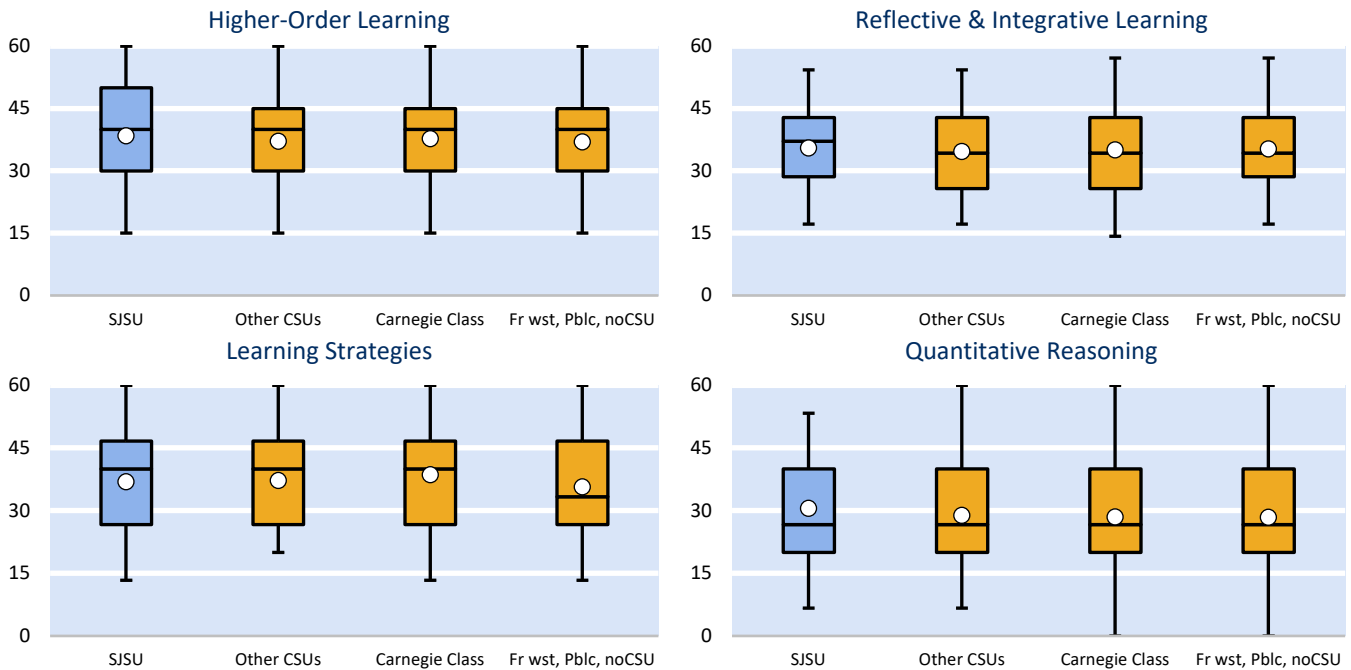
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

Engagement Indicator	SJSU Mean	Your first-year students compared with					
		Other CSUs Mean	Effect size	Carnegie Class Mean	Effect size	Fr wst, Pblc, noCSU Mean	Effect size
Higher-Order Learning	38.5	37.2	.10	37.8	.05	37.0 *	.11
Reflective & Integrative Learning	35.5	34.7	.07	35.1	.04	35.3	.02
Learning Strategies	36.9	37.2	-.02	38.5 *	-.12	35.7	.09
Quantitative Reasoning	30.5	28.8 *	.12	28.5 **	.13	28.4 *	.14

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

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)

Performance on Indicator Items

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

	SJSU	Percentage point difference ^a between your FY students and		
		Other CSUs	Carnegie Class	Fr wst, Pblc, noCSU
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	68	+2	-0	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+4	+4	+4
4d. Evaluating a point of view, decision, or information source	72	+3	+2	+5
4e. Forming a new idea or understanding from various pieces of information	73	+4	+3	+4
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	51	+2	+2	+1
2b. Connected your learning to societal problems or issues	55	+5	+2	+0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+4	+5	+0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+3	+1	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	-2	-1	+0
2f. Learned something that changed the way you understand an issue or concept	67	-0	+1	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	76	+1	-1	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	+2	+0	+1
9b. Reviewed your notes after class	64	-1	-2	+7
9c. Summarized what you learned in class or from course materials	62	-0	-4	+5
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59	+5	+7	+7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+5	+5	+7
6c. Evaluated what others have concluded from numerical information	45	+4	+5	+5

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

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

Academic Challenge: Seniors

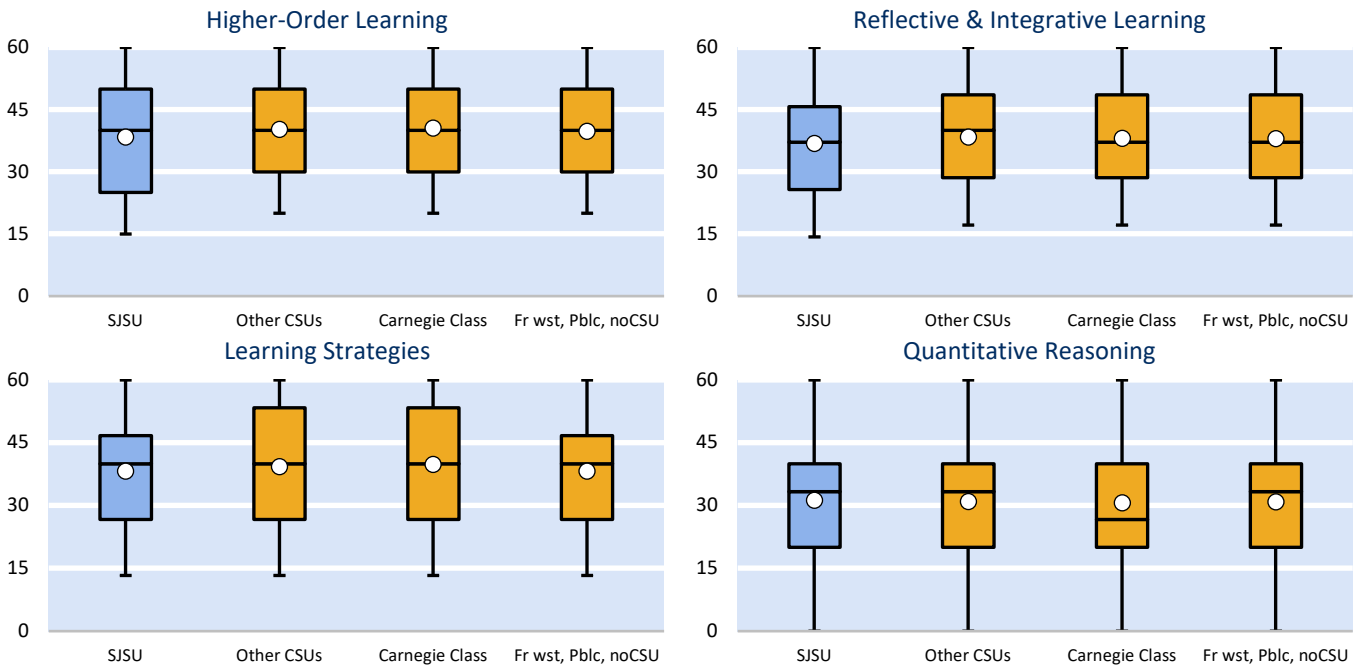
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SJSU Mean	Your seniors compared with					
		Other CSUs		Carnegie Class		Fr wst, Pblc, noCSU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.5	40.3 **	-.13	40.6 ***	-.15	39.8 *	-.10
Reflective & Integrative Learning	36.9	38.5 **	-.12	38.1 **	-.10	38.1 *	-.09
Learning Strategies	38.2	39.3	-.07	39.8 **	-.11	38.1	.00
Quantitative Reasoning	31.2	30.9	.02	30.6	.03	30.9	.02

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

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: Seniors (continued)

Performance on Indicator Items

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

	SJSU	Percentage point difference ^a between your seniors and		
		Other CSUs	Carnegie Class	Fr wst, Pblc, noCSU
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	69	-6	-8	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-7	-8	-7
4d. Evaluating a point of view, decision, or information source	66	-7	-7	-4
4e. Forming a new idea or understanding from various pieces of information	70	-4	-5	-3
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	61	-6	-4	-6
2b. Connected your learning to societal problems or issues	57	-4	-4	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-6	-4	-5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-4	-5	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-5	-4	-3
2f. Learned something that changed the way you understand an issue or concept	69	-3	-1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-3	-4	-4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	-3	-5	-5
9b. Reviewed your notes after class	63	-3	-4	+3
9c. Summarized what you learned in class or from course materials	63	-3	-5	+1
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	58	+2	+2	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+1	-0	+1
6c. Evaluated what others have concluded from numerical information	48	+0	+2	-0

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

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Learning with Peers: First-year students

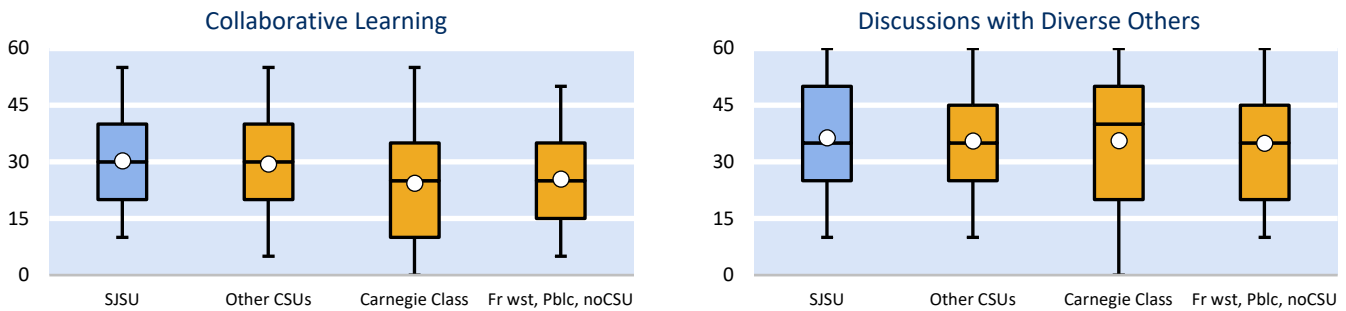
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	SJSU Mean	Your first-year students compared with					
		Other CSUs		Carnegie Class		Fr wst, Pblc, noCSU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.2	29.4	.06	24.3 ***	.37	25.4 ***	.35
Discussions with Diverse Others	36.3	35.5	.05	35.6	.04	34.9	.09

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

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Performance on Indicator Items

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Collaborative Learning	SJSU	Percentage point difference ^a between your FY students and		
		Other CSUs	Carnegie Class	Fr wst, Pblc, noCSU
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	47	-1	+12	+11
1c. Explained course material to one or more students	43	-2	+6	+4
1d. Prepared for exams by discussing or working through course material with other students	39	-1	+6	+9
1e. Worked with other students on course projects or assignments	59	+9	+20	+20
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	72	+3	+9	+10
8b. People from an economic background other than your own	66	+3	+3	+3
8c. People with religious beliefs other than your own	63	+5	+5	+6
8d. People with political views other than your own	41	-9	-15	-6

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Learning with Peers: Seniors

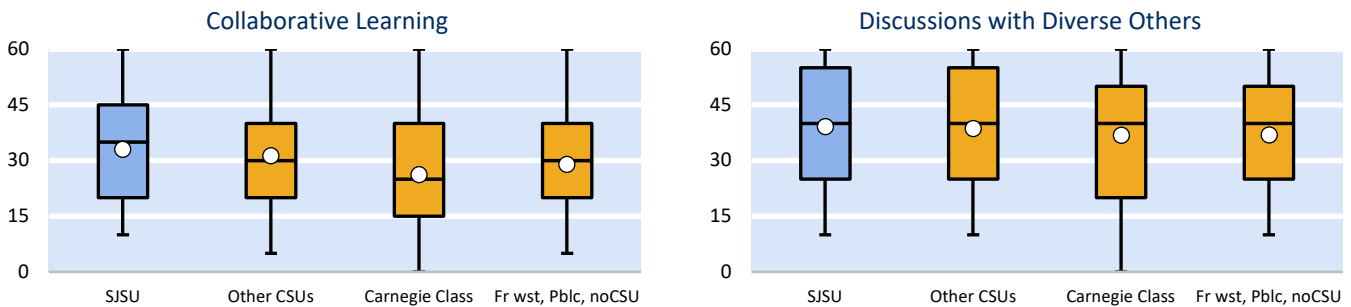
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	SJSU Mean	Your seniors compared with					
		Other CSUs		Carnegie Class		Fr wst, Pblc, noCSU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.1	31.4 **	.11	26.3 ***	.40	29.1 ***	.26
Discussions with Diverse Others	39.2	38.7	.03	36.9 ***	.13	37.0 **	.14

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

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Performance on Indicator Items

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Collaborative Learning	SJSU	Percentage point difference ^a between your seniors and		
		Other CSUs	Carnegie Class	Fr wst, Pblc, noCSU
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1b. Asked another student to help you understand course material	48	+5	+14	+10
1c. Explained course material to one or more students	53	+2	+9	+6
1d. Prepared for exams by discussing or working through course material with other students	42	+2	+8	+6
1e. Worked with other students on course projects or assignments	68	+5	+18	+12
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	76	+2	+11	+10
8b. People from an economic background other than your own	71	+2	+6	+4
8c. People with religious beliefs other than your own	68	+4	+7	+7
8d. People with political views other than your own	51	-5	-8	-1

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Experiences with Faculty: First-year students

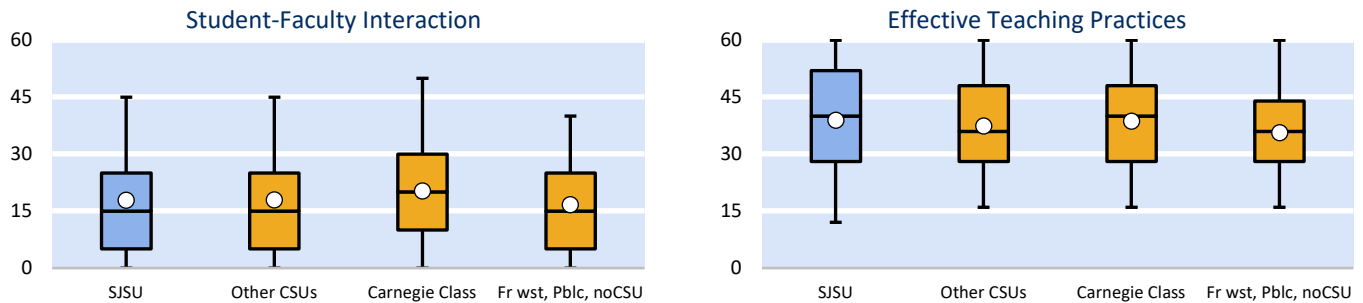
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	SJSU Mean	Your first-year students compared with					
		Other CSUs Mean	Other CSUs Effect size	Carnegie Class Mean	Carnegie Class Effect size	Fr wst, Pblc, noCSU Mean	Fr wst, Pblc, noCSU Effect size
Student-Faculty Interaction	17.8	17.8	.00	20.2 ***	-.16	16.6	.09
Effective Teaching Practices	38.8	37.4 *	.11	38.6	.02	35.6 ***	.24

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

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Student-Faculty Interaction	SJSU %	Percentage point difference ^a between your FY students and		
		Other CSUs	Carnegie Class	Fr wst, Pblc, noCSU
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	28	-2	-8	-0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	-1	-3	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-1	-3	+3
3d. Discussed your academic performance with a faculty member	25	+1	-7	+5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	+3	+2	+4
5b. Taught course sessions in an organized way	71	+2	-1	+2
5c. Used examples or illustrations to explain difficult points	73	+2	+2	+5
5d. Provided feedback on a draft or work in progress	67	+5	+2	+11
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+4	-2	+10

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Experiences with Faculty: Seniors

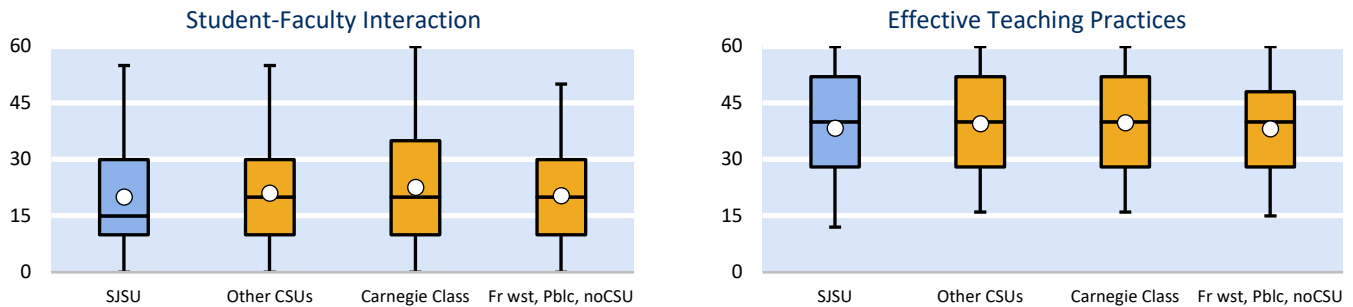
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		Other CSUs Effect size		Carnegie Class Effect size		Fr wst, Pblc, noCSU Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.0	21.0	-.06	22.5 ***	-.15	20.3	-.02
Effective Teaching Practices	38.2	39.5 *	-.09	39.7 *	-.10	38.1	.01

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Student-Faculty Interaction	SJSU	Percentage point difference ^a between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	30	-6	-10	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	-1	-1	+0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-2	-4	-0
3d. Discussed your academic performance with a faculty member	27	-2	-8	+1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	73	-6	-5	-4
5b. Taught course sessions in an organized way	71	-3	-4	-1
5c. Used examples or illustrations to explain difficult points	70	-6	-5	-5
5d. Provided feedback on a draft or work in progress	61	-2	-3	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-2	-7	-1

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

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

Campus Environment: First-year students

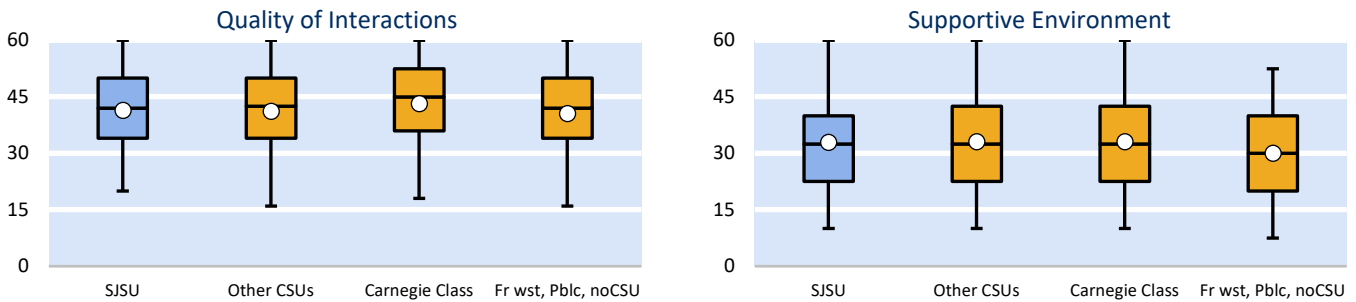
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SJSU Mean	Your first-year students compared with					
		Other CSUs Mean	Effect size	Carnegie Class Mean	Effect size	Fr wst, Pblc, noCSU Mean	Effect size
Quality of Interactions	41.4	41.2	.02	43.2 **	-.14	40.6	.07
Supportive Environment	33.0	33.1	-.01	33.1	-.01	30.1 ***	.21

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	SJSU %	Percentage point difference ^a between your FY students and		
		Other CSUs	Carnegie Class	Fr wst, Pblc, noCSU
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	47	-0	-2	+5
13b. Academic advisors	47	-2	-11	-6
13c. Faculty	46	-0	-8	+1
13d. Student services staff (career services, student activities, housing, etc.)	43	-1	-7	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-2	-9	+3
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	66	-4	-6	-2
14c. Using learning support services (tutoring services, writing center, etc.)	68	-2	-3	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+4	+7	+10
14e. Providing opportunities to be involved socially	66	+3	+4	+13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	-0	+2	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	-2	+1	+13
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	+6	+4	+12
14i. Attending events that address important social, economic, or political issues	43	+1	+1	+6

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

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

Campus Environment: Seniors

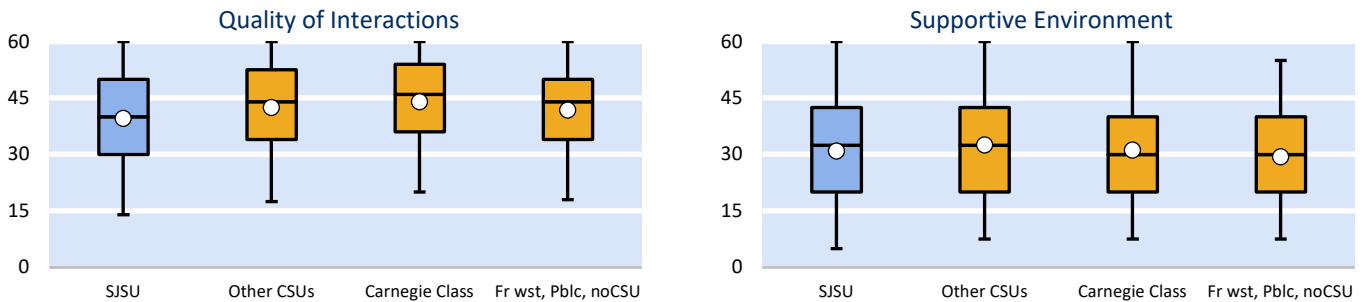
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SJSU Mean	Your seniors compared with					
		Other CSUs		Carnegie Class		Fr wst, Pblc, noCSU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.6	42.6 ***	-.22	44.1 ***	-.35	41.9 ***	-.17
Supportive Environment	31.0	32.6 *	-.11	31.2	-.02	29.4 *	.11

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	SJSU	Percentage point difference ^a between your seniors and		
		Other CSUs	Carnegie Class	Fr wst, Pblc, noCSU
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	56	-1	-2	+3
13b. Academic advisors	42	-9	-17	-11
13c. Faculty	47	-8	-13	-6
13d. Student services staff (career services, student activities, housing, etc.)	38	-8	-12	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	-8	-14	-5
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	59	-10	-11	-6
14c. Using learning support services (tutoring services, writing center, etc.)	57	-6	-9	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	-1	+4	+6
14e. Providing opportunities to be involved socially	59	-3	+2	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	57	-5	-0	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	-2	-1	+9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	+4	+6	+8
14i. Attending events that address important social, economic, or political issues	43	-0	+4	+6

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE’s policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	SJSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.5	39.3	-.06	✓	42.1 ***	-.27	
	Reflective and Integrative Learning	35.5	36.9 *	-.12		39.2 ***	-.31	
	Learning Strategies	36.9	39.6 ***	-.19		42.9 ***	-.42	
	Quantitative Reasoning	30.5	30.2	.02	✓	33.3 ***	-.18	
<i>Learning with Peers</i>	Collaborative Learning	30.2	31.9 *	-.12		35.4 ***	-.39	
	Discussions with Diverse Others	36.3	39.8 ***	-.23		42.6 ***	-.44	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	17.8	24.3 ***	-.43		27.8 ***	-.66	
	Effective Teaching Practices	38.8	40.3 *	-.11		43.3 ***	-.32	
<i>Campus Environment</i>	Quality of Interactions	41.4	45.1 ***	-.31		48.2 ***	-.55	
	Supportive Environment	33.0	35.9 ***	-.22		39.1 ***	-.46	

Seniors

Theme	Engagement Indicator	SJSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.5	41.9 ***	-.25		44.2 ***	-.43	
	Reflective and Integrative Learning	36.9	40.3 ***	-.27		42.7 ***	-.48	
	Learning Strategies	38.2	41.1 ***	-.20		43.4 ***	-.37	
	Quantitative Reasoning	31.2	32.5 *	-.08		35.3 ***	-.26	
<i>Learning with Peers</i>	Collaborative Learning	33.1	34.0	-.07	✓	37.9 ***	-.35	
	Discussions with Diverse Others	39.2	40.4	-.08	✓	43.2 ***	-.26	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.0	28.8 ***	-.54		33.2 ***	-.83	
	Effective Teaching Practices	38.2	41.9 ***	-.26		44.5 ***	-.45	
<i>Campus Environment</i>	Quality of Interactions	39.6	45.6 ***	-.49		48.0 ***	-.66	
	Supportive Environment	31.0	34.3 ***	-.22		37.4 ***	-.44	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SJSU (N = 404)	38.5	12.9	.64	15	30	40	50	60				
Other CSUs	37.2	13.3	.25	15	30	40	45	60	3,200	1.3	.063	.099
Carnegie Class	37.8	13.7	.11	15	30	40	45	60	15,566	.6	.353	.047
Fr wst, Pblc, noCSU	37.0	13.2	.28	15	30	40	45	60	2,566	1.4	.045	.109
Top 50%	39.3	13.3	.07	20	30	40	50	60	34,824	-.8	.239	-.059
Top 10%	42.1	13.0	.21	20	35	40	55	60	4,234	-3.6	.000	-.275
Reflective & Integrative Learning												
SJSU (N = 430)	35.5	11.6	.56	17	29	37	43	54				
Other CSUs	34.7	11.6	.21	17	26	34	43	54	3,420	.8	.157	.073
Carnegie Class	35.1	12.5	.10	14	26	34	43	57	456	.4	.433	.036
Fr wst, Pblc, noCSU	35.3	12.0	.25	17	29	34	43	57	2,773	.2	.731	.018
Top 50%	36.9	12.1	.07	17	29	37	46	60	34,906	-1.4	.018	-.115
Top 10%	39.2	11.8	.17	20	31	40	49	60	5,179	-3.7	.000	-.312
Learning Strategies												
SJSU (N = 362)	36.9	13.7	.72	13	27	40	47	60				
Other CSUs	37.2	13.6	.26	20	27	40	47	60	2,979	-.3	.664	-.024
Carnegie Class	38.5	14.3	.12	13	27	40	47	60	14,409	-1.7	.030	-.116
Fr wst, Pblc, noCSU	35.7	13.8	.31	13	27	33	47	60	2,361	1.2	.116	.090
Top 50%	39.6	14.1	.08	20	27	40	53	60	32,108	-2.7	.000	-.190
Top 10%	42.9	14.3	.19	20	33	40	60	60	6,153	-6.0	.000	-.422
Quantitative Reasoning												
SJSU (N = 368)	30.5	13.6	.71	7	20	27	40	53				
Other CSUs	28.8	14.8	.29	7	20	27	40	60	496	1.7	.027	.116
Carnegie Class	28.5	15.8	.13	0	20	27	40	60	393	2.1	.005	.130
Fr wst, Pblc, noCSU	28.4	14.9	.33	0	20	27	40	60	2,405	2.1	.011	.144
Top 50%	30.2	15.4	.08	7	20	27	40	60	377	.3	.627	.023
Top 10%	33.3	15.5	.23	7	20	33	40	60	444	-2.8	.000	-.179
Learning with Peers												
Collaborative Learning												
SJSU (N = 453)	30.2	13.2	.62	10	20	30	40	55				
Other CSUs	29.4	14.0	.25	5	20	30	40	55	3,642	.9	.205	.064
Carnegie Class	24.3	15.9	.12	0	10	25	35	55	486	5.9	.000	.375
Fr wst, Pblc, noCSU	25.4	14.0	.28	5	15	25	35	50	2,962	4.8	.000	.349
Top 50%	31.9	13.9	.08	10	20	30	40	60	32,272	-1.6	.013	-.117
Top 10%	35.4	13.5	.18	15	25	35	45	60	6,351	-5.2	.000	-.385
Discussions with Diverse Others												
SJSU (N = 362)	36.3	15.7	.82	10	25	35	50	60				
Other CSUs	35.5	16.0	.31	10	25	35	45	60	2,992	.8	.373	.050
Carnegie Class	35.6	17.3	.15	0	20	40	50	60	384	.7	.388	.042
Fr wst, Pblc, noCSU	34.9	15.4	.34	10	20	35	45	60	2,372	1.4	.116	.090
Top 50%	39.8	15.1	.09	15	30	40	55	60	29,631	-3.5	.000	-.233
Top 10%	42.6	14.2	.23	20	35	40	55	60	420	-6.3	.000	-.437

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
SJSU (N = 421)	17.8	14.4	.70	0	5	15	25	45				
Other CSUs	17.8	14.6	.27	0	5	15	25	45	3,305	-.1	.947	-.003
Carnegie Class	20.2	15.0	.12	0	10	20	30	50	16,194	-2.4	.001	-.163
Fr wst, Pblc, noCSU	16.6	13.3	.28	0	5	15	25	40	562	1.2	.124	.087
Top 50%	24.3	15.1	.11	5	15	20	35	55	18,119	-6.5	.000	-.433
Top 10%	27.8	15.3	.28	5	15	25	40	60	562	-10.0	.000	-.659
Effective Teaching Practices												
SJSU (N = 399)	38.8	14.2	.71	12	28	40	52	60				
Other CSUs	37.4	13.7	.26	16	28	36	48	60	3,192	1.5	.045	.107
Carnegie Class	38.6	14.2	.12	16	28	40	48	60	15,523	.2	.742	.017
Fr wst, Pblc, noCSU	35.6	13.2	.28	16	28	36	44	60	533	3.2	.000	.242
Top 50%	40.3	13.8	.09	16	32	40	52	60	24,319	-1.5	.034	-.107
Top 10%	43.3	13.7	.22	20	36	44	56	60	4,208	-4.5	.000	-.325
Campus Environment												
Quality of Interactions												
SJSU (N = 301)	41.4	11.4	.66	20	34	42	50	60				
Other CSUs	41.2	13.2	.27	16	34	43	50	60	412	.3	.722	.020
Carnegie Class	43.2	12.9	.12	18	36	45	53	60	319	-1.8	.008	-.139
Fr wst, Pblc, noCSU	40.6	12.6	.31	16	34	42	50	60	1,997	.8	.281	.067
Top 50%	45.1	11.9	.09	22	38	48	54	60	19,772	-3.7	.000	-.311
Top 10%	48.2	12.5	.20	23	42	50	60	60	4,044	-6.8	.000	-.546
Supportive Environment												
SJSU (N = 348)	33.0	13.8	.74	10	23	33	40	60				
Other CSUs	33.1	14.1	.28	10	23	33	43	60	2,911	-.2	.848	-.011
Carnegie Class	33.1	14.4	.12	10	23	33	43	60	13,952	-.2	.842	-.011
Fr wst, Pblc, noCSU	30.1	13.4	.30	8	20	30	40	53	2,290	2.9	.000	.214
Top 50%	35.9	13.6	.09	13	26	38	45	60	22,446	-3.0	.000	-.219
Top 10%	39.1	13.3	.27	18	30	40	50	60	2,835	-6.1	.000	-.460

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SJSU (N = 708)	38.5	15.0	.56	15	25	40	50	60				
Other CSUs	40.3	14.0	.22	20	30	40	50	60	931	-1.8	.002	-.131
Carnegie Class	40.6	14.0	.11	20	30	40	50	60	761	-2.1	.000	-.151
Fr wst, Pblc, noCSU	39.8	13.5	.29	20	30	40	50	60	1,118	-1.3	.034	-.097
Top 50%	41.9	13.7	.08	20	35	40	55	60	739	-3.4	.000	-.250
Top 10%	44.2	13.1	.26	20	35	45	60	60	1,031	-5.8	.000	-.427
Reflective & Integrative Learning												
SJSU (N = 779)	36.9	13.5	.48	14	26	37	46	60				
Other CSUs	38.5	13.1	.20	17	29	40	49	60	5,132	-1.6	.002	-.121
Carnegie Class	38.1	13.1	.10	17	29	37	49	60	18,144	-1.3	.009	-.095
Fr wst, Pblc, noCSU	38.1	12.7	.27	17	29	37	49	60	1,286	-1.2	.030	-.093
Top 50%	40.3	12.5	.08	20	31	40	50	60	821	-3.4	.000	-.272
Top 10%	42.7	11.7	.24	23	34	43	51	60	1,191	-5.9	.000	-.482
Learning Strategies												
SJSU (N = 664)	38.2	15.0	.58	13	27	40	47	60				
Other CSUs	39.3	14.6	.23	13	27	40	53	60	4,560	-1.1	.081	-.073
Carnegie Class	39.8	14.7	.12	13	27	40	53	60	16,039	-1.6	.006	-.108
Fr wst, Pblc, noCSU	38.1	14.5	.32	13	27	40	47	60	2,673	.1	.929	.004
Top 50%	41.1	14.6	.08	20	33	40	53	60	30,297	-2.9	.000	-.198
Top 10%	43.4	14.2	.20	20	33	40	60	60	5,661	-5.2	.000	-.367
Quantitative Reasoning												
SJSU (N = 673)	31.2	16.6	.64	0	20	33	40	60				
Other CSUs	30.9	16.4	.26	0	20	33	40	60	4,619	.3	.668	.018
Carnegie Class	30.6	16.6	.13	0	20	27	40	60	16,250	.5	.401	.033
Fr wst, Pblc, noCSU	30.9	16.2	.36	0	20	33	40	60	2,705	.3	.666	.019
Top 50%	32.5	16.5	.09	7	20	33	40	60	33,083	-1.3	.046	-.078
Top 10%	35.3	16.0	.26	7	20	33	47	60	4,522	-4.1	.000	-.258
Learning with Peers												
Collaborative Learning												
SJSU (N = 850)	33.1	14.4	.49	10	20	35	45	60				
Other CSUs	31.4	14.8	.22	5	20	30	40	60	5,384	1.7	.002	.114
Carnegie Class	26.3	16.9	.13	0	15	25	40	60	962	6.8	.000	.403
Fr wst, Pblc, noCSU	29.1	15.5	.32	5	20	30	40	60	1,600	4.0	.000	.263
Top 50%	34.0	14.6	.09	10	25	35	45	60	25,998	-1.0	.053	-.068
Top 10%	37.9	13.7	.24	15	30	40	50	60	1,264	-4.8	.000	-.346
Discussions with Diverse Others												
SJSU (N = 668)	39.2	16.9	.65	10	25	40	55	60				
Other CSUs	38.7	16.5	.26	10	25	40	55	60	4,577	.5	.497	.028
Carnegie Class	36.9	17.3	.14	0	20	40	50	60	16,082	2.3	.001	.132
Fr wst, Pblc, noCSU	37.0	16.0	.36	10	25	40	50	60	2,675	2.2	.002	.137
Top 50%	40.4	15.9	.09	15	30	40	55	60	695	-1.2	.063	-.077
Top 10%	43.2	15.1	.28	20	35	45	60	60	924	-4.0	.000	-.262

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
SJSU (N = 742)	20.0	15.9	.58	0	10	15	30	55				
Other CSUs	21.0	16.2	.25	0	10	20	30	55	4,959	-1.0	.104	-.065
Carnegie Class	22.5	16.3	.13	0	10	20	35	60	812	-2.5	.000	-.155
Fr wst, Pblc, noCSU	20.3	15.0	.32	0	10	20	30	50	2,922	-.4	.563	-.025
Top 50%	28.8	16.2	.14	5	15	25	40	60	834	-8.8	.000	-.542
Top 10%	33.2	16.1	.40	10	20	35	45	60	1,454	-13.3	.000	-.827
Effective Teaching Practices												
SJSU (N = 705)	38.2	15.5	.58	12	28	40	52	60				
Other CSUs	39.5	14.4	.22	16	28	40	52	60	923	-1.3	.046	-.086
Carnegie Class	39.7	14.7	.12	16	28	40	52	60	760	-1.5	.011	-.103
Fr wst, Pblc, noCSU	38.1	14.0	.30	15	28	40	48	60	1,110	.1	.891	.006
Top 50%	41.9	14.1	.10	16	32	40	56	60	742	-3.7	.000	-.263
Top 10%	44.5	13.6	.23	20	36	44	56	60	937	-6.2	.000	-.449
Campus Environment												
Quality of Interactions												
SJSU (N = 580)	39.6	13.9	.58	14	30	40	50	60				
Other CSUs	42.6	13.3	.23	18	34	44	53	60	4,048	-2.9	.000	-.219
Carnegie Class	44.1	12.9	.11	20	36	46	54	60	623	-4.5	.000	-.346
Fr wst, Pblc, noCSU	41.9	12.7	.30	18	34	44	50	60	913	-2.2	.001	-.172
Top 50%	45.6	12.3	.08	22	38	48	56	60	602	-6.0	.000	-.487
Top 10%	48.0	12.5	.15	22	40	50	60	60	662	-8.4	.000	-.662
Supportive Environment												
SJSU (N = 639)	31.0	15.8	.62	5	20	33	43	60				
Other CSUs	32.6	15.1	.24	8	20	33	43	60	846	-1.6	.016	-.106
Carnegie Class	31.2	15.0	.12	8	20	30	40	60	689	-.3	.662	-.018
Fr wst, Pblc, noCSU	29.4	14.2	.32	8	20	30	40	55	997	1.5	.029	.105
Top 50%	34.3	14.7	.10	10	23	35	45	60	672	-3.3	.000	-.223
Top 10%	37.4	14.5	.32	13	28	38	48	60	989	-6.5	.000	-.437

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.