NSSE national survey of student engagement

NSSE 2024
Engagement Indicators

San Jose State University

Prepared 2024-08-09

IPEDS: 122755

NSSE 2024 Engagement Indicators

About This Report

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*
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 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 all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)
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.

NSSE 2024 Engagement Indicators

Overview

San Jose State University

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 All CSUs	**Your first-year students** compared with Carnegie Class	**Your first-year students** compared with R2 Public University
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 All CSUs	**Your seniors** compared with Carnegie Class	**Your seniors** compared with R2 Public University
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	▽	--	--

NSSE 2024 Engagement Indicators

Academic Challenge

San Jose State University

Academic Challenge: First-year students

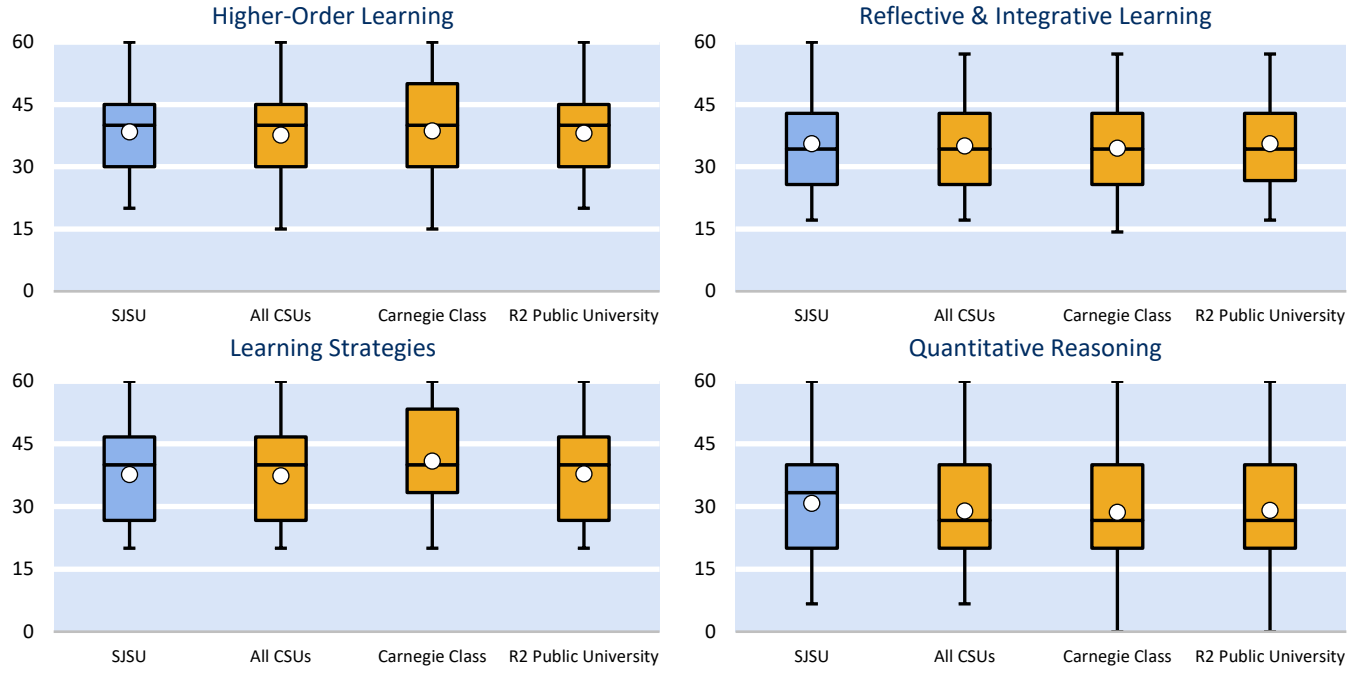
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning,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

	SJSU	Your first-year students compared with					
		All CSUs		Carnegie Class		R2 Public University	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	38.4	37.6	.06	38.6	-.02	38.1	.02
Reflective & Integrative Learning	35.5	35.0	.04	34.5 *	.08	35.6	.00
Learning Strategies	37.6	37.3	.02	40.9 ***	-.23	37.8	-.01
Quantitative Reasoning	30.8	29.0 **	.12	28.6 ***	.13	29.1 **	.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.

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.

		Percentage point difference [a] between your FY students and		
Higher-Order Learning	**SJSU**	**All CSUs**	**Carnegie Class**	**R2 Public University**
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	71	+5	+1	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+5	+3	+4
4d. Evaluating a point of view, decision, or information source	74	+4	+3	+4
4e. Forming a new idea or understanding from various pieces of information	73	+3	+2	+2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	55	+2	+8	+2
2b. Connected your learning to societal problems or issues	51	+2	+1	+0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+0	+8	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+3	+3	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	71	+0	+3	+0
2f. Learned something that changed the way you understand an issue or concept	69	+3	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+3	+0	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	74	+3	-3	+3
9b. Reviewed your notes after class	66	+2	-6	+1
9c. Summarized what you learned in class or from course materials	62	+0	-9	-1
Quantitative Reasoning				
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.)	58	+5	+5	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+5	+5	+5
6c. Evaluated what others have concluded from numerical information	47	+5	+7	+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.

NSSE 2024 Engagement Indicators

Academic Challenge

San Jose State University

Academic Challenge: Seniors

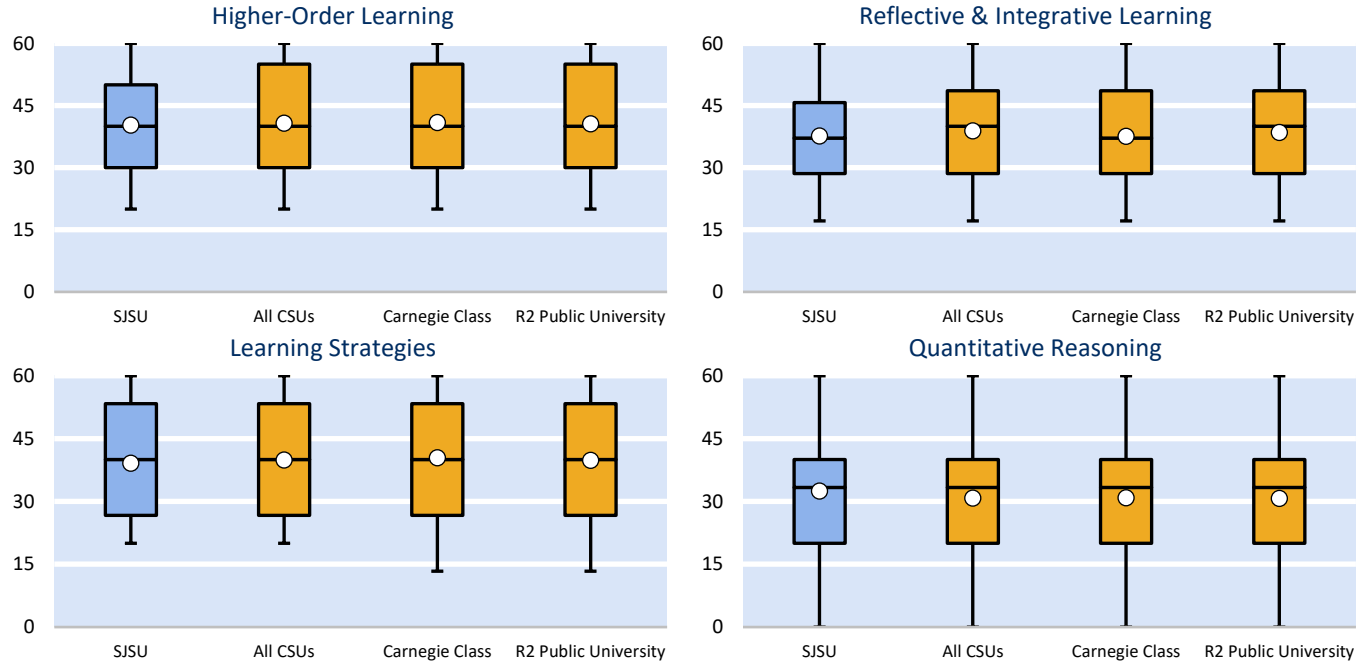
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning,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

	SJSU	Your seniors compared with					
		All CSUs		Carnegie Class		R2 Public University	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	40.3	40.8	-.03	40.9	-.04	40.6	-.02
Reflective & Integrative Learning	37.6	38.9 ***	-.09	37.6	.01	38.5 *	-.06
Learning Strategies	39.1	39.8	-.05	40.4 **	-.09	39.8	-.05
Quantitative Reasoning	32.5	30.7 ***	.10	30.8 ***	.10	30.7 ***	.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.

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.

		Percentage point difference[a] between your seniors and		
Higher-Order Learning	**SJSU**	**All CSUs**	**Carnegie Class**	**R2 Public University**
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	74	-1	-3	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-2	-3	-1
4d. Evaluating a point of view, decision, or information source	71	-3	-2	-1
4e. Forming a new idea or understanding from various pieces of information	74	-1	-0	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	67	-2	+2	-0
2b. Connected your learning to societal problems or issues	58	-4	-1	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	-4	+3	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	-1	-0	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	72	-2	+2	-2
2f. Learned something that changed the way you understand an issue or concept	72	-1	+1	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-4	-3	-4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	74	-3	-4	-2
9b. Reviewed your notes after class	66	-1	-2	-0
9c. Summarized what you learned in class or from course materials	69	+1	-0	+0
Quantitative Reasoning				
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.)	60	+5	+4	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	+5	+4	+5
6c. Evaluated what others have concluded from numerical information	50	+3	+4	+4

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.

NSSE 2024 Engagement Indicators

Learning with Peers

San Jose State University

Learning with Peers: First-year students

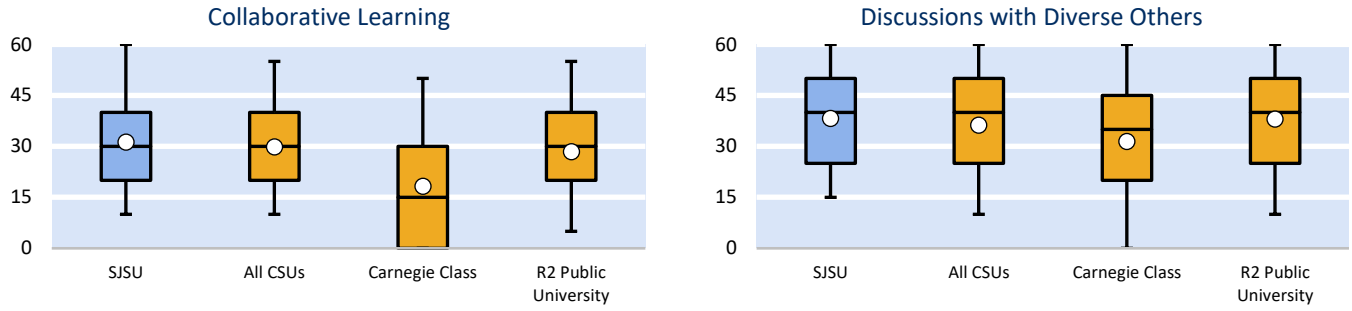
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

	SJSU	*Your first-year students compared with*					
		All CSUs		Carnegie Class		R2 Public University	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	31.2	29.8 **	.11	18.2 ***	.77	28.4 ***	.19
Discussions with Diverse Others	38.2	36.2 ***	.13	31.4 ***	.36	38.1	.01

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.

		Percentage point difference [a] between your FY students and		
Collaborative Learning	SJSU	All CSUs	Carnegie Class	R2 Public University
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	51	+4	+24	+8
1c. Explained course material to one or more students	46	+0	+19	+2
1d. Prepared for exams by discussing or working through course material with other students	44	+5	+21	+7
1e. Worked with other students on course projects or assignments	59	+5	+30	+8
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	76	+4	+20	+3
8b. People from economic backgrounds other than your own	72	+5	+17	+2
8c. People with religious beliefs other than your own	64	+6	+13	+0
8d. People with political views other than your own	53	+4	+5	-2

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.

NSSE 2024 Engagement Indicators

Learning with Peers

San Jose State University

Learning with Peers: Seniors

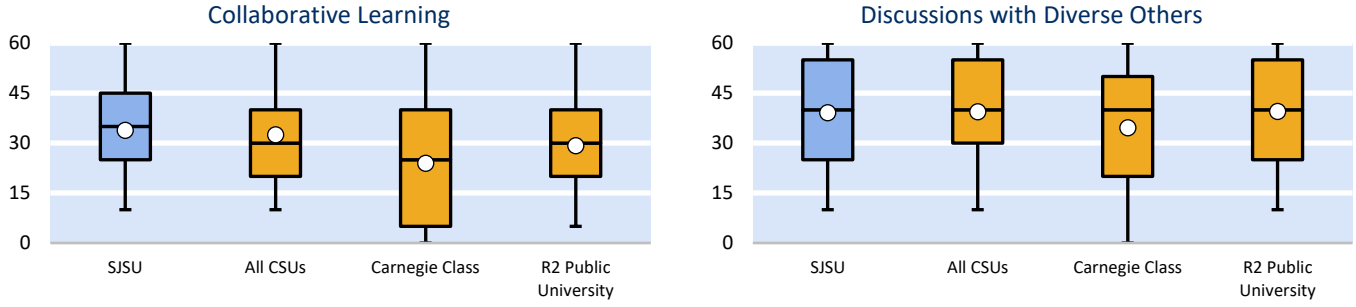
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

	SJSU	Your seniors compared with					
		All CSUs		Carnegie Class		R2 Public University	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	33.9	32.6 ***	.09	23.9 ***	.56	29.2 ***	.30
Discussions with Diverse Others	39.1	39.4	-.02	34.7 ***	.24	39.5	-.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.

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.

		Percentage point difference[a] between your seniors and		
Collaborative Learning	SJSU	All CSUs	Carnegie Class	R2 Public University
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	51	+6	+19	+12
1c. Explained course material to one or more students	52	-1	+14	+4
1d. Prepared for exams by discussing or working through course material with other students	46	+3	+15	+9
1e. Worked with other students on course projects or assignments	74	+7	+28	+16
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	76	-1	+13	+2
8b. People from economic backgrounds other than your own	73	+0	+12	+1
8c. People with religious beliefs other than your own	65	+0	+8	-1
8d. People with political views other than your own	54	-1	+3	-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.

Experiences with Faculty: First-year students

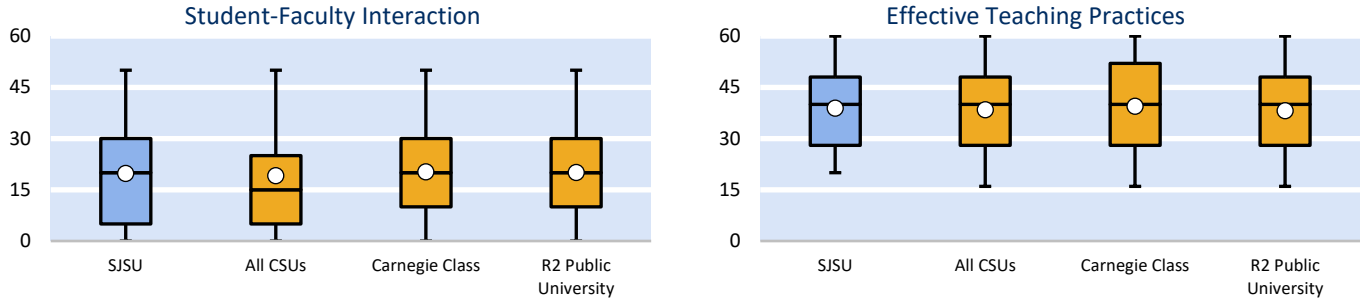
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

	SJSU	*Your first-year students compared with*					
		All CSUs		Carnegie Class		R2 Public University	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	19.8	19.1	.05	20.3	-.03	20.1	-.02
Effective Teaching Practices	38.9	38.4	.03	39.5	-.04	38.1	.05

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.

		Percentage point difference [a] between your FY students and		
Student-Faculty Interaction	SJSU	All CSUs	Carnegie Class	R2 Public University
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	33	+1	-4	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+6	+8	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	+2	+2	+0
3d. Discussed your academic performance with a faculty member	28	+1	-8	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	76	-1	-3	-0
5b. Taught course sessions in an organized way	71	+0	-1	+0
5c. Used examples or illustrations to explain difficult points	73	+0	+1	+2
5d. Provided feedback on a draft or work in progress	70	+4	+6	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+3	-3	+3

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.

NSSE 2024 Engagement Indicators

Experiences with Faculty

San Jose State University

Experiences with Faculty: Seniors

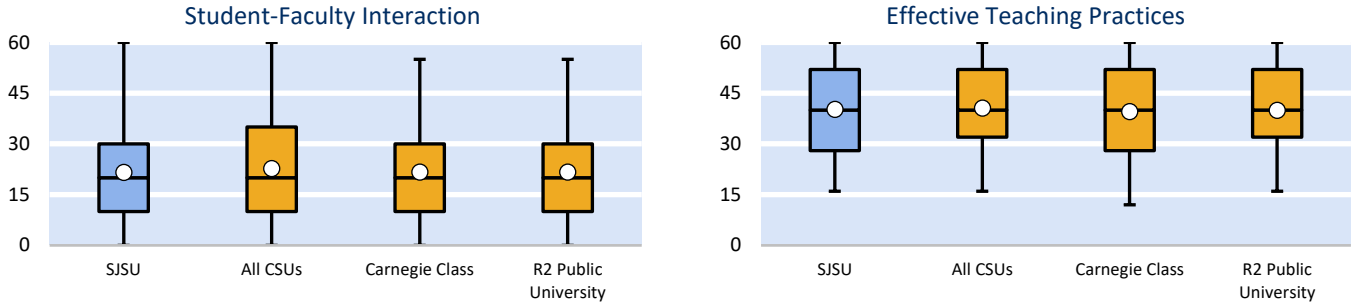
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

	SJSU	Your seniors compared with					
		All CSUs		Carnegie Class		R2 Public University	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	21.6	22.6 *	-.07	21.7	-.01	21.6	.00
Effective Teaching Practices	40.1	40.5	-.03	39.5	.04	39.9	.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.

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.

		Percentage point difference[a] between your seniors and		
Student-Faculty Interaction	SJSU	All CSUs	Carnegie Class	R2 Public University
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	35	-4	-4	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-2	+3	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-1	+2	+1
3d. Discussed your academic performance with a faculty member	28	-3	-7	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	78	-3	-1	-2
5b. Taught course sessions in an organized way	74	-2	-1	-1
5c. Used examples or illustrations to explain difficult points	77	-1	+3	+1
5d. Provided feedback on a draft or work in progress	66	+0	+4	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-0	-1	+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.

NSSE 2024 Engagement Indicators

Campus Environment

San Jose State University

Campus Environment: First-year students

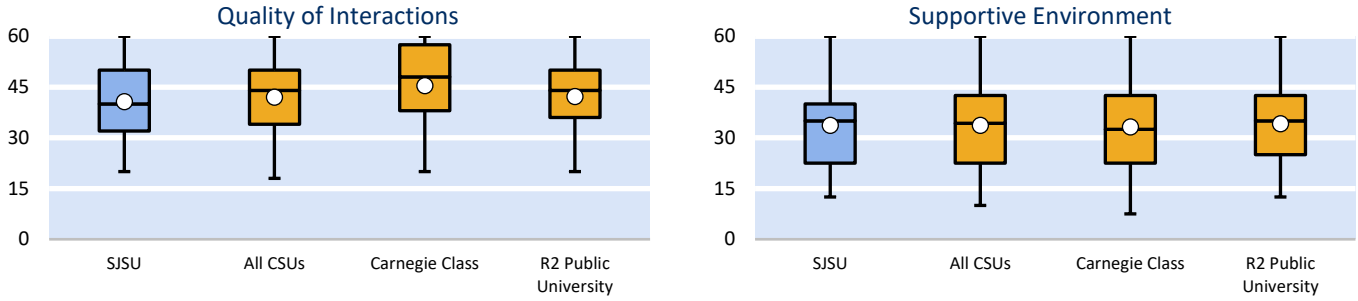
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	SJSU	Your first-year students compared with					
		All CSUs		Carnegie Class		R2 Public University	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	40.7	42.0 **	-.11	45.4 ***	-.37	42.2 ***	-.13
Supportive Environment	33.7	33.7	.00	33.3	.03	34.2	-.03

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.

		Percentage point difference [a] between your FY students and		
Quality of Interactions	SJSU	All CSUs	Carnegie Class	R2 Public University
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	48	+1	-1	+0
13b. Academic advisors	47	-5	-19	-6
13c. Faculty	39	-8	-23	-9
13d. Student services staff (career services, student activities, housing, etc.)	40	-6	-19	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-7	-22	-7
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	69	+1	-6	-0
14c. Using learning support services (tutoring services, writing center, etc.)	67	-3	-9	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+3	+7	+3
14e. Providing opportunities to be involved socially	64	+1	+5	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	-1	-1	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+2	-1	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	+6	+18	+2
14i. Attending events that address important social, economic, or political issues	48	+6	+12	+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.

NSSE 2024 Engagement Indicators

Campus Environment

San Jose State University

Campus Environment: Seniors

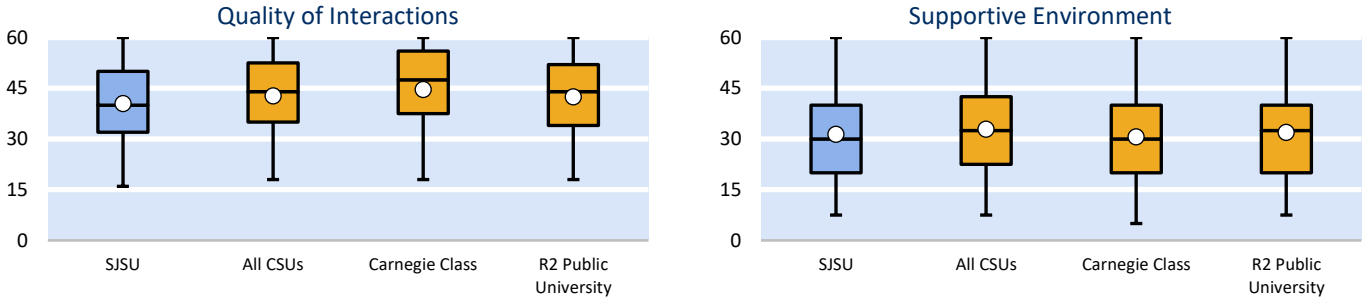
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	SJSU	Your seniors compared with					
		All CSUs		Carnegie Class		R2 Public University	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	40.5	42.8 ***	-.17	44.6 ***	-.32	42.5 ***	-.15
Supportive Environment	31.4	33.0 ***	-.10	30.6	.05	32.0	-.04

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.

		Percentage point difference [a] between your seniors and		
Quality of Interactions	SJSU	All CSUs	Carnegie Class	R2 Public University
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	54	-3	-4	-2
13b. Academic advisors	40	-9	-19	-10
13c. Faculty	48	-7	-14	-6
13d. Student services staff (career services, student activities, housing, etc.)	40	-7	-14	-6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-8	-16	-7
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	63	-5	-8	-4
14c. Using learning support services (tutoring services, writing center, etc.)	60	-5	-9	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+0	+8	+4
14e. Providing opportunities to be involved socially	60	-3	+6	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-5	+1	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-1	-0	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	47	-3	+9	-2
14i. Attending events that address important social, economic, or political issues	39	-4	+5	+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.

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.

This page intentionally left blank.

NSSE 2024 Engagement Indicators

Comparisons with High-Performing Institutions

San Jose State University

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 2023 and 2024 NSSE institutions, and
(b) institutions with average scores placing them in the top 10% of all 2023 and 2024 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

			Your first-year students compared with					
		SJSU	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	38.4	39.8 **	-.11		42.4 ***	-.32	
	Reflective and Integrative Learning	35.5	37.3 ***	-.15		39.9 ***	-.37	
	Learning Strategies	37.6	40.2 ***	-.18		43.1 ***	-.38	
	Quantitative Reasoning	30.8	30.8	.00	✓	33.3 ***	-.16	
Learning with Peers	Collaborative Learning	31.2	33.4 ***	-.16		36.7 ***	-.40	
	Discussions with Diverse Others	38.2	40.7 ***	-.17		44.2 ***	-.43	
Experiences with Faculty	Student-Faculty Interaction	19.8	25.4 ***	-.36		29.9 ***	-.65	
	Effective Teaching Practices	38.9	40.8 ***	-.14		43.6 ***	-.33	
Campus Environment	Quality of Interactions	40.7	45.7 ***	-.44		48.7 ***	-.67	
	Supportive Environment	33.7	37.1 ***	-.26		40.4 ***	-.53	

Seniors

			Your seniors compared with					
		SJSU	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	40.3	42.4 ***	-.15		44.9 ***	-.35	
	Reflective and Integrative Learning	37.6	40.6 ***	-.24		43.2 ***	-.46	
	Learning Strategies	39.1	41.2 ***	-.14		44.1 ***	-.35	
	Quantitative Reasoning	32.5	32.8	-.02	✓	36.2 ***	-.23	
Learning with Peers	Collaborative Learning	33.9	34.8 *	-.06		38.0 ***	-.30	
	Discussions with Diverse Others	39.1	41.4 ***	-.14		44.1 ***	-.34	
Experiences with Faculty	Student-Faculty Interaction	21.6	29.9 ***	-.51		34.9 ***	-.82	
	Effective Teaching Practices	40.1	42.5 ***	-.17		45.2 ***	-.38	
Campus Environment	Quality of Interactions	40.5	45.4 ***	-.41		48.1 ***	-.62	
	Supportive Environment	31.4	34.6 ***	-.23		38.0 ***	-.47	

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 current- and prior-year 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.

NSSE national survey of student engagement

NSSE 2024 Engagement Indicators

Detailed Statistics[a]

San Jose State University

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 = 871)	38.4	12.9	.44	20	30	40	45	60				
All CSUs	37.6	13.6	.16	15	30	40	45	60	1,106	.8	.098	.057
Carnegie Class	38.6	14.0	.12	15	30	40	50	60	1,016	-.3	.558	-.019
R2 Public University	38.1	13.4	.13	20	30	40	45	60	1,018	.3	.536	.021
Top 50%	39.8	13.2	.04	20	30	40	50	60	97,601	-1.4	.001	-.110
Top 10%	42.4	12.5	.12	20	35	40	55	60	12,097	-4.0	.000	-.319
Reflective & Integrative Learning												
SJSU (N = 937)	35.5	11.9	.39	17	26	34	43	60				
All CSUs	35.0	11.9	.13	17	26	34	43	57	9,182	.5	.224	.042
Carnegie Class	34.5	13.1	.11	14	26	34	43	57	1,091	1.0	.011	.079
R2 Public University	35.6	12.2	.11	17	27	34	43	57	13,484	.0	.964	-.002
Top 50%	37.3	12.0	.04	17	29	37	46	60	88,757	-1.8	.000	-.147
Top 10%	39.9	11.7	.12	20	31	40	49	60	11,224	-4.4	.000	-.374
Learning Strategies												
SJSU (N = 816)	37.6	13.5	.47	20	27	40	47	60				
All CSUs	37.3	13.7	.16	20	27	40	47	60	7,752	.3	.552	.022
Carnegie Class	40.9	14.6	.14	20	33	40	53	60	956	-3.3	.000	-.227
R2 Public University	37.8	13.9	.13	20	27	40	47	60	11,445	-.2	.721	-.013
Top 50%	40.2	13.9	.05	20	33	40	53	60	79,789	-2.6	.000	-.185
Top 10%	43.1	14.5	.11	20	33	40	60	60	904	-5.5	.000	-.383
Quantitative Reasoning												
SJSU (N = 829)	30.8	15.2	.53	7	20	33	40	60				
All CSUs	29.0	15.2	.18	7	20	27	40	60	7,907	1.8	.001	.119
Carnegie Class	28.6	16.4	.15	0	20	27	40	60	968	2.1	.000	.130
R2 Public University	29.1	15.7	.15	0	20	27	40	60	11,694	1.7	.003	.107
Top 50%	30.8	15.5	.05	7	20	33	40	60	93,334	-.1	.889	-.005
Top 10%	33.3	15.4	.12	7	20	33	40	60	18,443	-2.5	.000	-.163
Learning with Peers												
Collaborative Learning												
SJSU (N = 994)	31.2	13.6	.43	10	20	30	40	60				
All CSUs	29.8	13.5	.14	10	20	30	40	55	9,875	1.4	.001	.106
Carnegie Class	18.2	17.0	.14	0	0	15	30	50	1,203	13.0	.000	.772
R2 Public University	28.4	14.5	.12	5	20	30	40	55	1,165	2.8	.000	.193
Top 50%	33.4	13.9	.04	10	25	35	40	60	107,096	-2.2	.000	-.157
Top 10%	36.7	13.7	.10	15	25	35	45	60	20,991	-5.5	.000	-.400
Discussions with Diverse Others												
SJSU (N = 821)	38.2	15.3	.53	15	25	40	50	60				
All CSUs	36.2	16.0	.19	10	25	40	50	60	1,042	2.0	.000	.127
Carnegie Class	31.4	19.3	.18	0	20	35	45	60	1,014	6.8	.000	.357
R2 Public University	38.1	16.3	.16	10	25	40	50	60	968	.2	.775	.010
Top 50%	40.7	14.9	.05	20	30	40	55	60	88,724	-2.5	.000	-.166
Top 10%	44.2	13.8	.14	20	35	45	60	60	941	-6.0	.000	-.432

NSSE 2024 Engagement Indicators

Detailed Statistics[a]

San Jose State University

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 = 887)	19.8	15.7	.53	0	5	20	30	50				
All CSUs	19.1	15.0	.17	0	5	15	25	50	1,075	.7	.205	.047
Carnegie Class	20.3	15.1	.13	0	10	20	30	50	997	-.5	.374	-.032
R2 Public University	20.1	15.0	.14	0	10	20	30	50	1,009	-.3	.624	-.018
Top 50%	25.4	15.3	.06	5	15	25	35	60	56,812	-5.6	.000	-.363
Top 10%	29.9	15.5	.19	5	20	30	40	60	7,717	-10.1	.000	-.649
Effective Teaching Practices												
SJSU (N = 862)	38.9	13.2	.45	20	28	40	48	60				
All CSUs	38.4	13.3	.15	16	28	40	48	60	8,381	.4	.359	.033
Carnegie Class	39.5	14.5	.13	16	28	40	52	60	1,009	-.6	.198	-.042
R2 Public University	38.1	13.5	.13	16	28	40	48	60	12,332	.7	.120	.055
Top 50%	40.8	13.5	.05	20	32	40	52	60	71,872	-1.9	.000	-.141
Top 10%	43.6	14.1	.12	20	36	44	56	60	997	-4.7	.000	-.335
Campus Environment												
Quality of Interactions												
SJSU (N = 714)	40.7	12.1	.45	20	32	40	50	60				
All CSUs	42.0	12.4	.16	18	34	44	50	60	6,738	-1.4	.005	-.111
Carnegie Class	45.4	13.1	.14	20	38	48	58	60	852	-4.8	.000	-.366
R2 Public University	42.2	12.1	.12	20	36	44	50	60	10,182	-1.6	.001	-.129
Top 50%	45.7	11.5	.05	24	40	48	54	60	730	-5.0	.000	-.439
Top 10%	48.7	11.9	.12	24	42	52	60	60	10,910	-8.1	.000	-.674
Supportive Environment												
SJSU (N = 788)	33.7	13.7	.49	13	23	35	40	60				
All CSUs	33.7	14.0	.17	10	23	34	43	60	7,458	.0	.962	-.002
Carnegie Class	33.3	14.8	.14	8	23	33	43	60	925	.4	.397	.029
R2 Public University	34.2	13.8	.14	13	25	35	43	60	11,043	-.5	.357	-.034
Top 50%	37.1	13.0	.05	17	28	38	45	60	805	-3.4	.000	-.262
Top 10%	40.4	12.6	.17	20	33	40	50	60	994	-6.7	.000	-.528

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.

IPEDS: 122755

NSSE 2024 Engagement Indicators

Detailed Statistics[a]

San Jose State University

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 = 1514)	40.3	14.4	.37	20	30	40	50	60				
All CSUs	40.8	14.1	.14	20	30	40	55	60	12,138	-.5	.238	-.032
Carnegie Class	40.9	14.2	.13	20	30	40	55	60	13,877	-.6	.123	-.042
R2 Public University	40.6	14.2	.12	20	30	40	55	60	14,619	-.2	.532	-.017
Top 50%	42.4	13.6	.06	20	35	40	55	60	61,490	-2.1	.000	-.155
Top 10%	44.9	12.8	.16	20	40	45	60	60	2,123	-4.6	.000	-.348
Reflective & Integrative Learning												
SJSU (N = 1604)	37.6	13.3	.33	17	29	37	46	60				
All CSUs	38.9	13.1	.12	17	29	40	49	60	12,929	-1.2	.001	-.093
Carnegie Class	37.6	13.4	.12	17	29	37	49	60	14,786	.1	.804	.007
R2 Public University	38.5	13.2	.11	17	29	40	49	60	15,550	-.8	.018	-.063
Top 50%	40.6	12.4	.05	20	31	40	51	60	1,679	-3.0	.000	-.239
Top 10%	43.2	11.8	.16	23	34	43	54	60	2,353	-5.6	.000	-.456
Learning Strategies												
SJSU (N = 1412)	39.1	14.4	.38	20	27	40	53	60				
All CSUs	39.8	14.4	.14	20	27	40	53	60	11,391	-.7	.080	-.050
Carnegie Class	40.4	14.8	.14	13	27	40	53	60	12,893	-1.3	.002	-.088
R2 Public University	39.8	14.7	.13	13	27	40	53	60	13,760	-.7	.101	-.046
Top 50%	41.2	14.5	.05	20	33	40	53	60	74,388	-2.1	.000	-.142
Top 10%	44.1	14.2	.15	20	33	47	60	60	10,416	-5.0	.000	-.350
Quantitative Reasoning												
SJSU (N = 1436)	32.5	16.5	.43	0	20	33	40	60				
All CSUs	30.7	16.6	.16	0	20	33	40	60	11,597	1.7	.000	.103
Carnegie Class	30.8	16.7	.15	0	20	33	40	60	13,138	1.6	.000	.098
R2 Public University	30.7	16.5	.15	0	20	33	40	60	13,986	1.8	.000	.107
Top 50%	32.8	16.5	.06	7	20	33	40	60	78,704	-.4	.383	-.023
Top 10%	36.2	16.2	.18	7	20	40	47	60	9,288	-3.7	.000	-.230
Learning with Peers												
Collaborative Learning												
SJSU (N = 1681)	33.9	14.3	.35	10	25	35	45	60				
All CSUs	32.6	14.2	.13	10	20	30	40	60	13,434	1.3	.000	.094
Carnegie Class	23.9	18.1	.15	0	5	25	40	60	2,390	10.0	.000	.564
R2 Public University	29.2	15.7	.13	5	20	30	40	60	2,175	4.7	.000	.302
Top 50%	34.8	14.2	.05	10	25	35	45	60	72,865	-.9	.014	-.060
Top 10%	38.0	13.6	.14	15	30	40	50	60	10,974	-4.1	.000	-.299
Discussions with Diverse Others												
SJSU (N = 1412)	39.1	16.6	.44	10	25	40	55	60				
All CSUs	39.4	16.4	.16	10	30	40	55	60	11,464	-.3	.564	-.016
Carnegie Class	34.7	19.1	.18	0	20	40	50	60	1,901	4.5	.000	.237
R2 Public University	39.5	16.7	.15	10	25	40	55	60	13,844	-.4	.441	-.022
Top 50%	41.4	15.6	.06	15	30	40	60	60	1,458	-2.2	.000	-.143
Top 10%	44.1	14.5	.15	20	35	45	60	60	1,775	-5.0	.000	-.335

NSSE national survey of student engagement

NSSE 2024 Engagement Indicators

Detailed Statistics[a]

San Jose State University

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 = 1555)	21.6	16.5	.42	0	10	20	30	60				
All CSUs	22.6	16.4	.16	0	10	20	35	60	12,524	-1.1	.015	-.066
Carnegie Class	21.7	16.0	.14	0	10	20	30	55	14,287	-.1	.822	-.006
R2 Public University	21.6	16.3	.14	0	10	20	30	55	15,072	.0	.932	-.002
Top 50%	29.9	16.3	.09	5	20	30	40	60	34,437	-8.4	.000	-.513
Top 10%	34.9	16.1	.27	10	20	35	45	60	5,011	-13.3	.000	-.823
Effective Teaching Practices												
SJSU (N = 1515)	40.1	14.8	.38	16	28	40	52	60				
All CSUs	40.5	14.0	.14	16	32	40	52	60	1,926	-.4	.347	-.027
Carnegie Class	39.5	14.9	.13	12	28	40	52	60	13,784	.6	.148	.039
R2 Public University	39.9	14.3	.12	16	32	40	52	60	14,619	.2	.530	.017
Top 50%	42.5	13.8	.06	20	32	44	56	60	1,589	-2.3	.000	-.170
Top 10%	45.2	13.1	.16	20	36	48	60	60	2,094	-5.1	.000	-.381
Campus Environment												
Quality of Interactions												
SJSU (N = 1259)	40.5	13.1	.37	16	32	40	50	60				
All CSUs	42.8	13.2	.14	18	35	44	53	60	10,190	-2.3	.000	-.172
Carnegie Class	44.6	13.2	.13	18	38	48	56	60	10,817	-4.2	.000	-.315
R2 Public University	42.5	13.1	.13	18	34	44	52	60	12,115	-2.0	.000	-.154
Top 50%	45.4	12.0	.05	22	38	48	55	60	1,309	-4.9	.000	-.407
Top 10%	48.1	12.3	.12	23	42	50	60	60	1,543	-7.6	.000	-.615
Supportive Environment												
SJSU (N = 1372)	31.4	14.8	.40	8	20	30	40	60				
All CSUs	33.0	14.9	.15	8	23	33	43	60	11,112	-1.5	.000	-.103
Carnegie Class	30.6	15.2	.14	5	20	30	40	60	12,450	.8	.065	.053
R2 Public University	32.0	14.8	.13	8	20	33	40	60	13,416	-.6	.163	-.040
Top 50%	34.6	14.2	.06	10	25	35	45	60	1,435	-3.2	.000	-.226
Top 10%	38.0	13.7	.19	15	28	40	48	60	2,034	-6.5	.000	-.469

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.

IPEDS: 122755