NSSE

**national survey of
student engagement**

NSSE 2017
Engagement Indicators

San Jose State University

About Your *Engagement Indicators* Report

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

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

Report Sections

Overview (p. 3)
Displays how average EI scores for your 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 2016 and 2017 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, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis.* Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2017 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.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with High Grad Rate CSUs	Your first-year students compared with All CSUs	Your first-year students compared with Carnegie Class
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 High Grad Rate CSUs	Your seniors compared with All CSUs	Your seniors compared with Carnegie Class
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 2017 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 | | | | | |
| | | High Grad Rate CSUs | | All CSUs | | Carnegie Class | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.1	37.0 *	.08	37.7	.03	37.5	.04
Reflective & Integrative Learning	35.6	34.6 **	.08	35.3	.02	35.2	.03
Learning Strategies	37.2	36.2 *	.07	36.9	.03	37.8	-.04
Quantitative Reasoning	28.2	26.8 **	.10	27.2 *	.07	27.2 *	.07

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
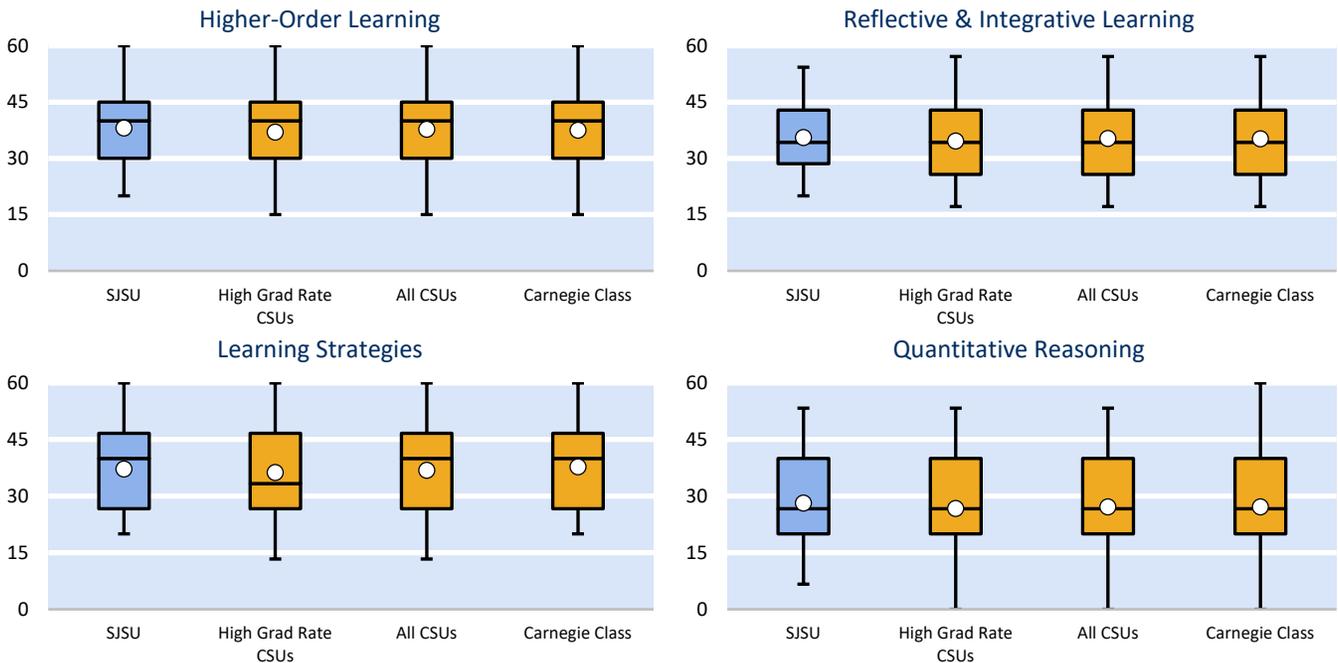
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Academic Challenge: First-year students (continued)

Performance[a] 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 between your FY students and		
Higher-Order Learning		**High Grad Rate CSUs**	**All CSUs**	**Carnegie Class**
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	68	-3	-1	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	+1	-1	-0
4d. Evaluating a point of view, decision, or information source	73	+6	+2	+3
4e. Forming a new idea or understanding from various pieces of information	71	+6	+3	+4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	54	+2	+1	+1
2b. Connected your learning to societal problems or issues	57	+7	+5	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+8	+4	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+4	+2	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+3	+3	+3
2f. Learned something that changed the way you understand an issue or concept	68	+2	-0	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+0	-0	-0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	79	+7	+4	+3
9b. Reviewed your notes after class	65	+3	+2	-0
9c. Summarized what you learned in class or from course materials	60	+5	+3	-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.)	52	-0	+0	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	+7	+4	+5
6c. Evaluated what others have concluded from numerical information	41	+4	+3	+4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE 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 2017 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*					
		High Grad Rate CSUs		All CSUs		Carnegie Class	
			Effect		Effect		Effect
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Higher-Order Learning	39.9	39.8	.01	40.1	-.02	39.9	.00
Reflective & Integrative Learning	37.6	38.0	-.03	38.5 **	-.06	38.2 *	-.04
Learning Strategies	37.8	37.7	.01	38.3	-.04	38.5 *	-.05
Quantitative Reasoning	30.5	30.2	.02	29.9	.04	29.7 *	.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
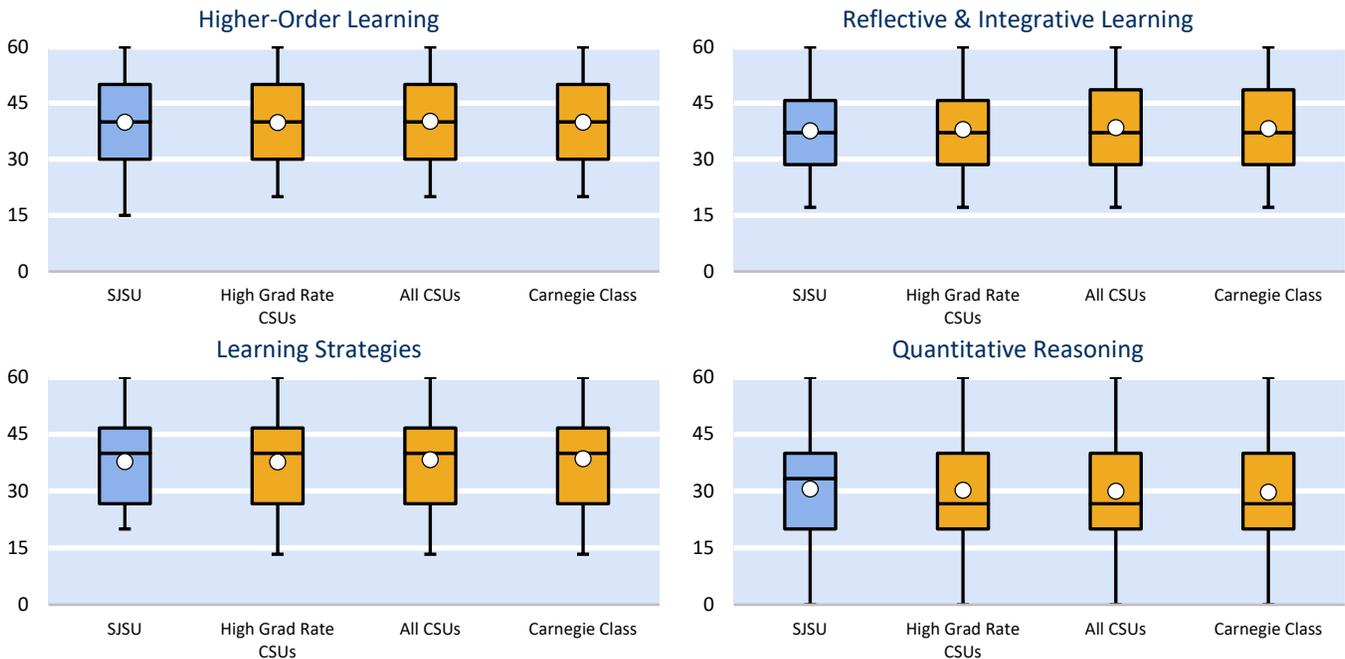
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Academic Challenge: Seniors (continued)

Performance[a] 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 between your seniors and		
		High Grad Rate CSUs	**All CSUs**	**Carnegie Class**
Higher-Order Learning				
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	76	-1	-1	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+0	+0	+1
4d. Evaluating a point of view, decision, or information source	71	+3	+0	+2
4e. Forming a new idea or understanding from various pieces of information	72	+2	+1	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	69	-3	-2	-2
2b. Connected your learning to societal problems or issues	60	-1	-3	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	+2	-3	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+3	+0	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+1	-0	+1
2f. Learned something that changed the way you understand an issue or concept	71	-0	-1	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	81	-3	-3	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	79	+2	+0	+0
9b. Reviewed your notes after class	60	-0	-2	-2
9c. Summarized what you learned in class or from course materials	61	+2	+0	-2
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.)	57	-0	+1	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+2	+2	+3
6c. Evaluated what others have concluded from numerical information	46	+0	+1	+2

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

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NSSE 2017 Engagement Indicators

Learning with Peers

San Jose State University
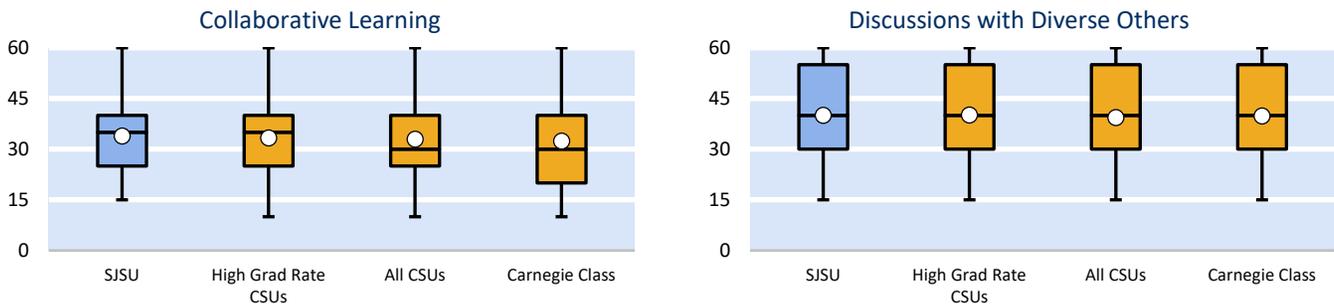
Learning with Peers: First-year students

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

Mean Comparisons

	SJSU	High Grad Rate CSUs		All CSUs		Carnegie Class	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Collaborative Learning	33.9	33.3	.04	32.9 *	.07	32.3 ***	.12
Discussions with Diverse Others	40.0	40.1	.00	39.3	.05	39.8	.02

Your first-year students compared with

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

Collaborative Learning — Discussions with Diverse Others
(box-and-whiskers charts for SJSU, High Grad Rate CSUs, All CSUs, Carnegie Class)

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[a] on Indicator Items

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Percentage point difference between your FY students and

Collaborative Learning	SJSU	High Grad Rate CSUs	All CSUs	Carnegie Class
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	61	+5	+6	+8
1f. Explained course material to one or more students	57	-4	-1	-1
1g. Prepared for exams by discussing or working through course material with other students	53	+4	+5	+5
1h. Worked with other students on course projects or assignments	63	+7	+6	+9

Discussions with Diverse Others	SJSU	High Grad Rate CSUs	All CSUs	Carnegie Class
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	78	+4	+4	+6
8b. People from an economic background other than your own	71	-0	+1	+1
8c. People with religious beliefs other than your own	69	-0	+2	+0
8d. People with political views other than your own	59	-4	-2	-7

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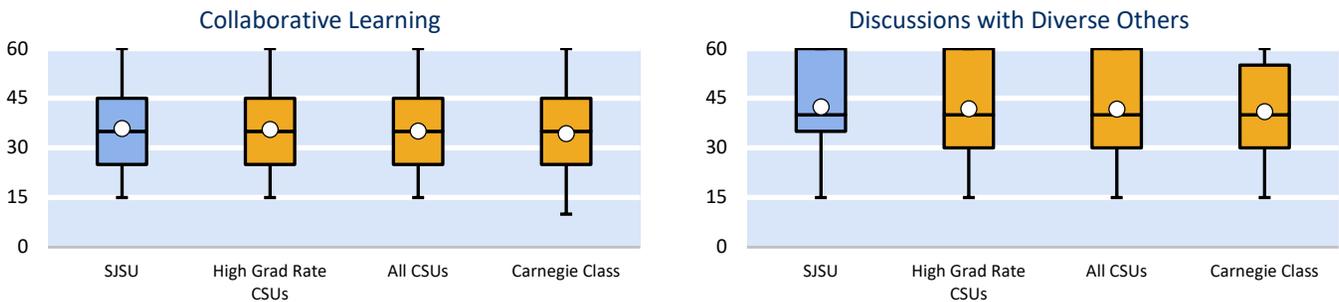
Learning with Peers: Seniors

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Mean Comparisons

| | SJSU | Your seniors compared with | | | | | |
| | | High Grad Rate CSUs | | All CSUs | | Carnegie Class | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.9	35.6	.02	35.1 **	.06	34.4 ***	.11
Discussions with Diverse Others	42.4	41.8	.04	41.8	.04	41.0 ***	.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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| | SJSU | Percentage point difference between your seniors and | | |
		High Grad Rate CSUs	All CSUs	Carnegie Class
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	52	+2	+3	+6
1f. Explained course material to one or more students	61	-2	-1	-1
1g. Prepared for exams by discussing or working through course material with other students	53	+0	+1	+2
1h. Worked with other students on course projects or assignments	77	+4	+6	+8
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	83	+5	+4	+9
8b. People from an economic background other than your own	78	+2	+2	+4
8c. People with religious beliefs other than your own	74	+2	+2	+3
8d. People with political views other than your own	62	-2	-1	-4

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NSSE 2017 Engagement Indicators

Experiences with Faculty
San Jose State University

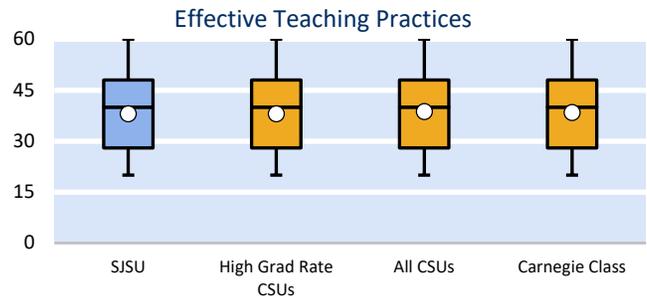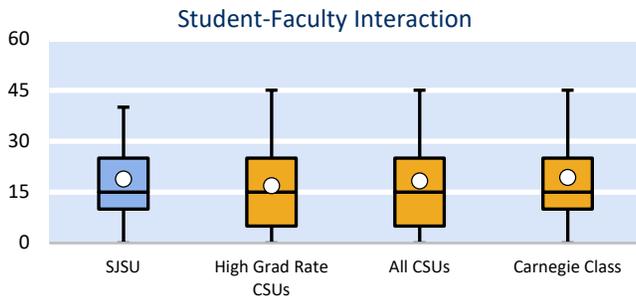## Experiences with Faculty: First-year students

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*					
		High Grad Rate CSUs		**All CSUs**		**Carnegie Class**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	18.8	16.8 ***	.15	18.2	.04	19.3	-.04
Effective Teaching Practices	38.1	38.0	.00	38.7	-.05	38.4	-.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).

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	SJSU	*Percentage point difference between your FY students and*		
Student-Faculty Interaction		**High Grad Rate CSUs**	**All CSUs**	**Carnegie Class**
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	32	+7	+3	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	+4	+2	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	+4	+2	+1
3d. Discussed your academic performance with a faculty member	25	+5	+1	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	74	-3	-3	-3
5b. Taught course sessions in an organized way	70	-5	-4	-6
5c. Used examples or illustrations to explain difficult points	73	-4	-2	-2
5d. Provided feedback on a draft or work in progress	68	+10	+4	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	59	+3	-1	-0

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NSSE 2017 Engagement Indicators

Experiences with Faculty
San Jose State University
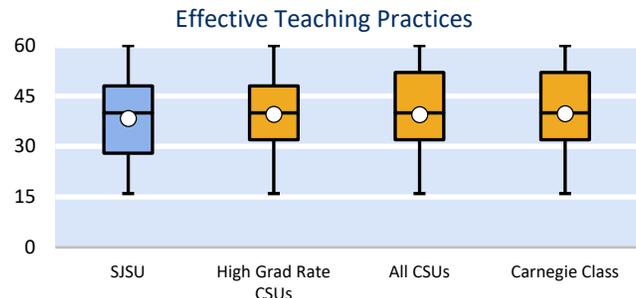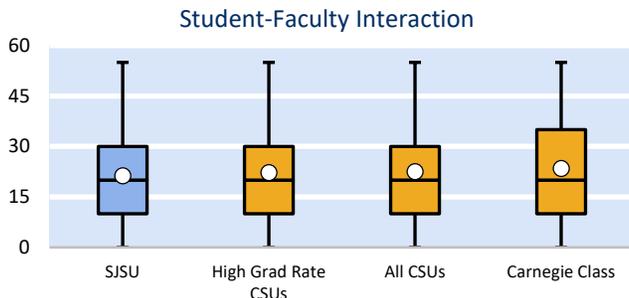
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			Effect		Effect		Effect
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Student-Faculty Interaction	21.3	22.2 **	-.06	22.5 ***	-.08	23.4 ***	-.13
Effective Teaching Practices	38.3	39.5 ***	-.09	39.4 ***	-.08	39.7 ***	-.11

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).

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	SJSU	*Percentage point difference between your seniors and*		
Student-Faculty Interaction		High Grad Rate CSUs	All CSUs	Carnegie Class
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	34	-2	-4	-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	-0	-0	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-2	-1	-3
3d. Discussed your academic performance with a faculty member	28	-1	-2	-3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	77	-5	-4	-4
5b. Taught course sessions in an organized way	72	-6	-5	-6
5c. Used examples or illustrations to explain difficult points	75	-5	-3	-4
5d. Provided feedback on a draft or work in progress	60	+1	-0	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-1	-1	-3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE 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 2017 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 | | | | | |
| | | High Grad Rate CSUs | | All CSUs | | Carnegie Class | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	38.6	40.3 ***	-.13	39.3	-.05	40.5 ***	-.15
Supportive Environment	35.8	35.3	.04	35.9	.00	36.0	-.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[a] 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 between your FY students and | | |
Quality of Interactions		High Grad Rate CSUs	All CSUs	Carnegie Class
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	47	-5	-2	-3
13b. Academic advisors	33	-11	-9	-13
13c. Faculty	34	-8	-6	-9
13d. Student services staff (career services, student activities, housing, etc.)	33	-8	-5	-8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-5	-4	-6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	71	-4	-3	-4
14c. Using learning support services (tutoring services, writing center, etc.)	70	-5	-5	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	70	+8	+5	+7
14e. Providing opportunities to be involved socially	69	-0	+1	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	-1	+0	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	49	+8	+4	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	+2	-0	-4
14i. Attending events that address important social, economic, or political issues	51	+8	+3	+2

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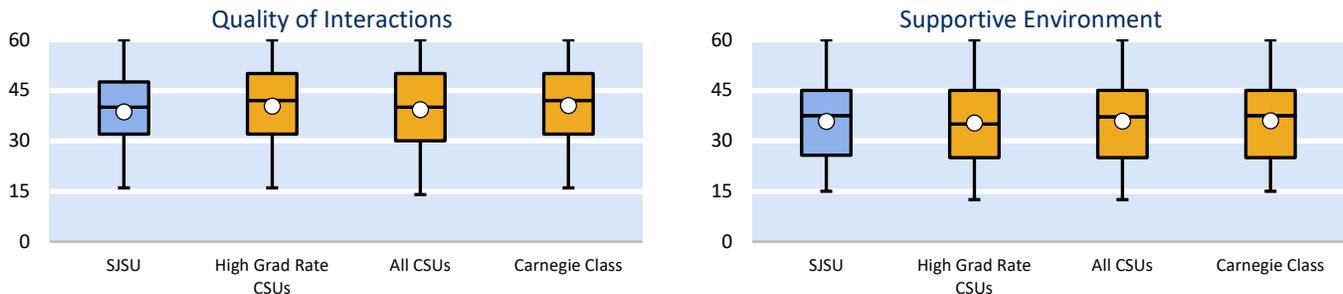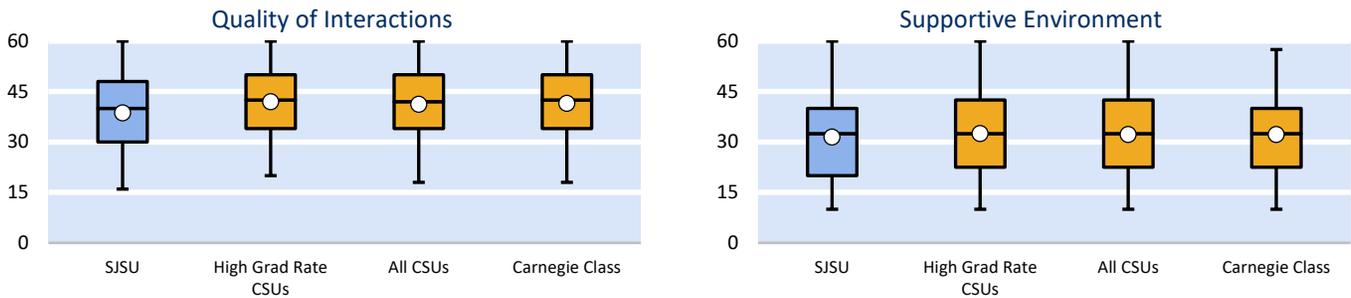
Campus Environment: Seniors

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

	SJSU	High Grad Rate CSUs		All CSUs		Carnegie Class	
			Your seniors compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	38.7	42.0 ***	-.27	41.2 ***	-.20	41.5 ***	-.23
Supportive Environment	31.5	32.5 **	-.07	32.3 *	-.05	32.2 *	-.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[a] 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 between your seniors and		
		High Grad Rate CSUs	All CSUs	Carnegie Class
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…				
13a. Students	55	-5	-3	-2
13b. Academic advisors	34	-14	-11	-12
13c. Faculty	44	-11	-9	-10
13d. Student services staff (career services, student activities, housing, etc.)	33	-8	-6	-8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-7	-6	-8
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	67	-3	-1	-2
14c. Using learning support services (tutoring services, writing center, etc.)	59	-3	-3	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+4	+1	+5
14e. Providing opportunities to be involved socially	60	-4	-3	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-9	-5	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+2	+3	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	43	-6	-4	-7
14i. Attending events that address important social, economic, or political issues	40	-1	-3	-3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE 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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NSSE 2017 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 **nsse.indiana.edu/html/position_policies.cfm**), 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 2016 and 2017 NSSE institutions, and

    (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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

| | | SJSU | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.1	39.2 **	-.08		41.2 ***	-.23	
	Reflective and Integrative Learning	35.6	36.6 **	-.08		38.3 ***	-.22	
	Learning Strategies	37.2	39.8 ***	-.19		41.9 ***	-.34	
	Quantitative Reasoning	28.2	28.8	-.04	✓	30.4 ***	-.15	
Learning with Peers	Collaborative Learning	33.9	35.2 ***	-.09		37.1 ***	-.24	
	Discussions with Diverse Others	40.0	41.7 ***	-.11		43.8 ***	-.26	
Experiences with Faculty	Student-Faculty Interaction	18.8	23.8 ***	-.34		27.2 ***	-.54	
	Effective Teaching Practices	38.1	40.7 ***	-.20		42.6 ***	-.33	
Campus Environment	Quality of Interactions	38.6	43.8 ***	-.45		46.1 ***	-.63	
	Supportive Environment	35.8	38.2 ***	-.19		40.0 ***	-.32	

Seniors

| | | SJSU | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.9	41.8 ***	-.14		43.3 ***	-.25	
	Reflective and Integrative Learning	37.6	40.0 ***	-.19		42.0 ***	-.36	
	Learning Strategies	37.8	40.7 ***	-.21		42.9 ***	-.36	
	Quantitative Reasoning	30.5	31.1	-.04	✓	33.0 ***	-.15	
Learning with Peers	Collaborative Learning	35.9	35.8	.01	✓	37.9 ***	-.15	
	Discussions with Diverse Others	42.4	42.3	.00	✓	44.3 ***	-.12	
Experiences with Faculty	Student-Faculty Interaction	21.3	29.2 ***	-.51		33.0 ***	-.74	
	Effective Teaching Practices	38.3	41.8 ***	-.26		43.8 ***	-.41	
Campus Environment	Quality of Interactions	38.7	44.8 ***	-.52		46.9 ***	-.68	
	Supportive Environment	31.5	34.8 ***	-.24		37.2 ***	-.41	

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 (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2016 and 2017 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 significant and positive, or non-significant with an effect size > -.10.

NSSE 2017 Engagement Indicators

Detailed Statistics[a]

San Jose State University

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
SJSU (N = 1110)	38.1	12.9	.39	20	30	40	45	60				
High Grad Rate CSUs	37.0	13.2	.14	15	30	40	45	60	10,095	1.1	.011	.081
All CSUs	37.7	13.2	.09	15	30	40	45	60	23,419	.4	.367	.028
Carnegie Class	37.5	13.3	.07	15	30	40	45	60	36,097	.6	.161	.043
Top 50%	39.2	13.1	.03	20	30	40	50	60	234,516	-1.1	.006	-.082
Top 10%	41.2	13.3	.06	20	35	40	50	60	44,451	-3.1	.000	-.231
Reflective & Integrative Learning												
SJSU (N = 1139)	35.6	11.0	.33	20	29	34	43	54				
High Grad Rate CSUs	34.6	11.7	.12	17	26	34	43	57	1,468	1.0	.005	.085
All CSUs	35.3	11.9	.08	17	26	34	43	57	1,272	.2	.461	.021
Carnegie Class	35.2	11.9	.06	17	26	34	43	57	1,222	.4	.243	.033
Top 50%	36.6	12.0	.03	17	29	37	46	57	1,152	-1.0	.002	-.084
Top 10%	38.3	12.3	.06	20	29	37	46	60	1,207	-2.7	.000	-.219
Learning Strategies												
SJSU (N = 1019)	37.2	12.7	.40	20	27	40	47	60				
High Grad Rate CSUs	36.2	13.8	.15	13	27	33	47	60	1,342	1.0	.021	.072
All CSUs	36.9	13.7	.10	13	27	40	47	60	1,142	.3	.406	.025
Carnegie Class	37.8	13.6	.08	20	27	40	47	60	1,096	-.6	.163	-.042
Top 50%	39.8	13.7	.03	20	27	40	53	60	1,032	-2.6	.000	-.190
Top 10%	41.9	14.1	.07	20	33	40	53	60	1,074	-4.7	.000	-.336
Quantitative Reasoning												
SJSU (N = 1100)	28.2	14.5	.44	7	20	27	40	53				
High Grad Rate CSUs	26.8	14.8	.16	0	20	27	40	53	10,042	1.4	.002	.097
All CSUs	27.2	15.0	.10	0	20	27	40	53	23,225	1.0	.030	.067
Carnegie Class	27.2	15.2	.08	0	20	27	40	60	35,837	1.0	.027	.068
Top 50%	28.8	15.2	.03	0	20	27	40	60	1,110	-.6	.146	-.042
Top 10%	30.4	15.2	.06	7	20	27	40	60	1,143	-2.2	.000	-.145
Learning with Peers												
Collaborative Learning												
SJSU (N = 1152)	33.9	12.9	.38	15	25	35	40	60				
High Grad Rate CSUs	33.3	13.6	.14	10	25	35	40	60	1,474	.6	.157	.042
All CSUs	32.9	13.5	.09	10	25	30	40	60	1,275	1.0	.013	.072
Carnegie Class	32.3	13.6	.07	10	20	30	40	60	1,231	1.6	.000	.115
Top 50%	35.2	13.6	.03	15	25	35	45	60	1,162	-1.3	.001	-.094
Top 10%	37.1	13.4	.05	15	25	40	45	60	1,198	-3.2	.000	-.236
Discussions with Diverse Others												
SJSU (N = 1030)	40.0	15.1	.47	15	30	40	55	60				
High Grad Rate CSUs	40.1	15.4	.17	15	30	40	55	60	9,046	.0	.923	-.003
All CSUs	39.3	15.6	.11	15	30	40	55	60	21,034	.7	.155	.045
Carnegie Class	39.8	15.2	.09	15	30	40	55	60	32,405	.3	.602	.017
Top 50%	41.7	14.9	.03	20	30	40	55	60	231,575	-1.7	.000	-.114
Top 10%	43.8	14.5	.06	20	35	45	60	60	55,501	-3.8	.000	-.259

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
SJSU (N = 1118)	18.8	13.9	.42	0	10	15	25	40				
High Grad Rate CSUs	16.8	13.7	.14	0	5	15	25	45	10,234	2.0	.000	.146
All CSUs	18.2	14.2	.09	0	5	15	25	45	23,746	.6	.184	.041
Carnegie Class	19.3	14.2	.08	0	10	15	25	45	36,675	-.5	.242	-.036
Top 50%	23.8	14.7	.04	0	15	20	35	55	1,136	-5.0	.000	-.338
Top 10%	27.2	15.6	.10	5	15	25	40	60	1,253	-8.4	.000	-.543
Effective Teaching Practices												
SJSU (N = 1122)	38.1	12.4	.37	20	28	40	48	60				
High Grad Rate CSUs	38.0	12.6	.13	20	28	40	48	60	10,180	.0	.935	.003
All CSUs	38.7	13.0	.09	20	28	40	48	60	1,248	-.6	.093	-.049
Carnegie Class	38.4	12.8	.07	20	28	40	48	60	36,435	-.3	.387	-.026
Top 50%	40.7	13.0	.03	20	32	40	52	60	1,138	-2.6	.000	-.202
Top 10%	42.6	13.6	.07	20	36	44	56	60	1,204	-4.5	.000	-.335
Campus Environment												
Quality of Interactions												
SJSU (N = 950)	38.6	12.3	.40	16	32	40	48	60				
High Grad Rate CSUs	40.3	12.9	.15	16	32	42	50	60	1,242	-1.7	.000	-.133
All CSUs	39.3	13.6	.10	14	30	40	50	60	1,073	-.6	.129	-.046
Carnegie Class	40.5	12.6	.07	16	32	42	50	60	30,018	-1.9	.000	-.149
Top 50%	43.8	11.5	.03	22	38	46	52	60	959	-5.2	.000	-.450
Top 10%	46.1	11.7	.07	24	40	48	56	60	26,901	-7.4	.000	-.632
Supportive Environment												
SJSU (N = 985)	35.8	13.3	.42	15	26	38	45	60				
High Grad Rate CSUs	35.3	13.5	.16	13	25	35	45	60	8,354	.5	.287	.036
All CSUs	35.9	13.9	.10	13	25	37	45	60	1,103	-.1	.894	-.004
Carnegie Class	36.0	13.6	.08	15	25	38	45	60	30,009	-.2	.643	-.015
Top 50%	38.2	13.1	.03	18	30	40	48	60	186,919	-2.4	.000	-.186
Top 10%	40.0	13.0	.06	18	31	40	50	60	45,169	-4.2	.000	-.323

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 SEM) 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[a]
San Jose State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
SJSU (N = 2687)	39.9	13.9	.27	15	30	40	50	60				
High Grad Rate CSUs	39.8	13.7	.12	20	30	40	50	60	15,945	.1	.708	.008
All CSUs	40.1	13.8	.08	20	30	40	50	60	36,021	-.2	.445	-.015
Carnegie Class	39.9	13.8	.06	20	30	40	50	60	49,247	.0	.907	-.002
Top 50%	41.8	13.5	.03	20	35	40	55	60	198,834	-1.9	.000	-.142
Top 10%	43.3	13.4	.06	20	35	40	55	60	60,674	-3.3	.000	-.248
Reflective & Integrative Learning												
SJSU (N = 2735)	37.6	12.4	.24	17	29	37	46	60				
High Grad Rate CSUs	38.0	12.5	.11	17	29	37	46	60	16,499	-.3	.216	-.026
All CSUs	38.5	12.5	.07	17	29	37	49	60	37,170	-.8	.001	-.065
Carnegie Class	38.2	12.5	.06	17	29	37	49	60	50,845	-.6	.023	-.045
Top 50%	40.0	12.3	.03	20	31	40	49	60	204,864	-2.4	.000	-.191
Top 10%	42.0	12.2	.06	20	34	43	51	60	44,796	-4.3	.000	-.355
Learning Strategies												
SJSU (N = 2482)	37.8	14.0	.28	20	27	40	47	60				
High Grad Rate CSUs	37.7	14.5	.13	13	27	40	47	60	3,673	.1	.793	.006
All CSUs	38.3	14.3	.08	13	27	40	47	60	2,931	-.5	.080	-.036
Carnegie Class	38.5	14.4	.07	13	27	40	47	60	2,800	-.7	.011	-.051
Top 50%	40.7	14.4	.03	20	33	40	53	60	239,475	-3.0	.000	-.205
Top 10%	42.9	14.3	.05	20	33	40	60	60	2,671	-5.1	.000	-.357
Quantitative Reasoning												
SJSU (N = 2661)	30.5	15.8	.31	0	20	33	40	60				
High Grad Rate CSUs	30.2	16.2	.14	0	20	27	40	60	15,828	.3	.407	.018
All CSUs	29.9	16.1	.09	0	20	27	40	60	35,781	.6	.058	.038
Carnegie Class	29.7	16.3	.08	0	20	27	40	60	2,992	.8	.012	.049
Top 50%	31.1	16.2	.03	0	20	33	40	60	298,849	-.6	.051	-.038
Top 10%	33.0	15.9	.06	7	20	33	40	60	68,649	-2.5	.000	-.155
Learning with Peers												
Collaborative Learning												
SJSU (N = 2756)	35.9	13.6	.26	15	25	35	45	60				
High Grad Rate CSUs	35.6	13.8	.12	15	25	35	45	60	16,862	.3	.323	.021
All CSUs	35.1	13.7	.07	15	25	35	45	60	37,930	.8	.005	.056
Carnegie Class	34.4	14.1	.06	10	25	35	45	60	3,095	1.5	.000	.108
Top 50%	35.8	13.8	.03	15	25	35	45	60	277,425	.1	.792	.005
Top 10%	37.9	13.4	.06	15	30	40	50	60	59,144	-2.0	.000	-.150
Discussions with Diverse Others												
SJSU (N = 2488)	42.4	15.5	.31	15	35	40	60	60				
High Grad Rate CSUs	41.8	15.7	.14	15	30	40	60	60	14,528	.6	.095	.037
All CSUs	41.8	15.8	.09	15	30	40	60	60	32,617	.6	.071	.038
Carnegie Class	41.0	15.6	.08	15	30	40	55	60	44,792	1.4	.000	.090
Top 50%	42.3	15.6	.03	15	30	40	60	60	301,274	.1	.840	.004
Top 10%	44.3	15.3	.06	20	35	45	60	60	67,557	-1.9	.000	-.124

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
SJSU (N = 2693)	21.3	15.4	.30	0	10	20	30	55				
High Grad Rate CSUs	22.2	15.6	.13	0	10	20	30	55	16,136	-.9	.006	-.059
All CSUs	22.5	15.5	.08	0	10	20	30	55	36,475	-1.2	.000	-.076
Carnegie Class	23.4	15.8	.07	0	10	20	35	55	3,023	-2.1	.000	-.134
Top 50%	29.2	15.7	.05	5	20	30	40	60	2,819	-8.0	.000	-.507
Top 10%	33.0	16.0	.12	10	20	30	45	60	3,592	-11.7	.000	-.736
Effective Teaching Practices												
SJSU (N = 2699)	38.3	13.9	.27	16	28	40	48	60				
High Grad Rate CSUs	39.5	13.3	.12	16	32	40	48	60	3,764	-1.2	.000	-.093
All CSUs	39.4	13.6	.07	16	32	40	52	60	36,317	-1.2	.000	-.085
Carnegie Class	39.7	13.5	.06	16	32	40	52	60	2,995	-1.4	.000	-.106
Top 50%	41.8	13.5	.03	20	32	40	52	60	173,956	-3.5	.000	-.259
Top 10%	43.8	13.4	.07	20	36	44	56	60	36,754	-5.5	.000	-.412
Campus Environment												
Quality of Interactions												
SJSU (N = 2335)	38.7	12.9	.27	16	30	40	48	60				
High Grad Rate CSUs	42.0	12.1	.12	20	34	43	50	60	3,261	-3.3	.000	-.267
All CSUs	41.2	12.6	.08	18	34	42	50	60	30,321	-2.5	.000	-.200
Carnegie Class	41.5	12.3	.06	18	34	43	50	60	2,591	-2.8	.000	-.231
Top 50%	44.8	11.6	.03	23	38	46	54	60	2,389	-6.1	.000	-.524
Top 10%	46.9	12.1	.06	23	40	50	58	60	2,551	-8.2	.000	-.676
Supportive Environment												
SJSU (N = 2386)	31.5	14.4	.29	10	20	33	40	60				
High Grad Rate CSUs	32.5	14.4	.14	10	23	33	43	60	13,710	-1.0	.002	-.069
All CSUs	32.3	14.4	.09	10	23	33	43	60	30,710	-.7	.015	-.052
Carnegie Class	32.2	14.1	.07	10	23	33	40	58	2,665	-.7	.016	-.052
Top 50%	34.8	13.7	.03	13	25	35	45	60	2,439	-3.2	.000	-.236
Top 10%	37.2	13.6	.07	13	28	38	48	60	2,683	-5.6	.000	-.413

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 SEM) 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.