



NSSE 2017

Engagement Indicators

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

Report Sections

- Overview (p. 3)** Displays how average EI scores for your students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Performance on Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 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

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 CSU Campuses	Your first-year students compared with Carnegie 10k+ Public	Your first-year students compared with NSSE 2016 & 2017
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 CSU Campuses	Your seniors compared with Carnegie 10k+ Public	Your seniors compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning	--	△	--
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	--	▽	--
	Quantitative Reasoning	--	△	--
Learning with Peers	Collaborative Learning	▽	△	△
	Discussions with Diverse Others	▽	--	--
Experiences with Faculty	Student-Faculty Interaction	▽	--	▽
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▽	▽	▽
	Supportive Environment	▽	▽	▽

Academic Challenge: First-year students

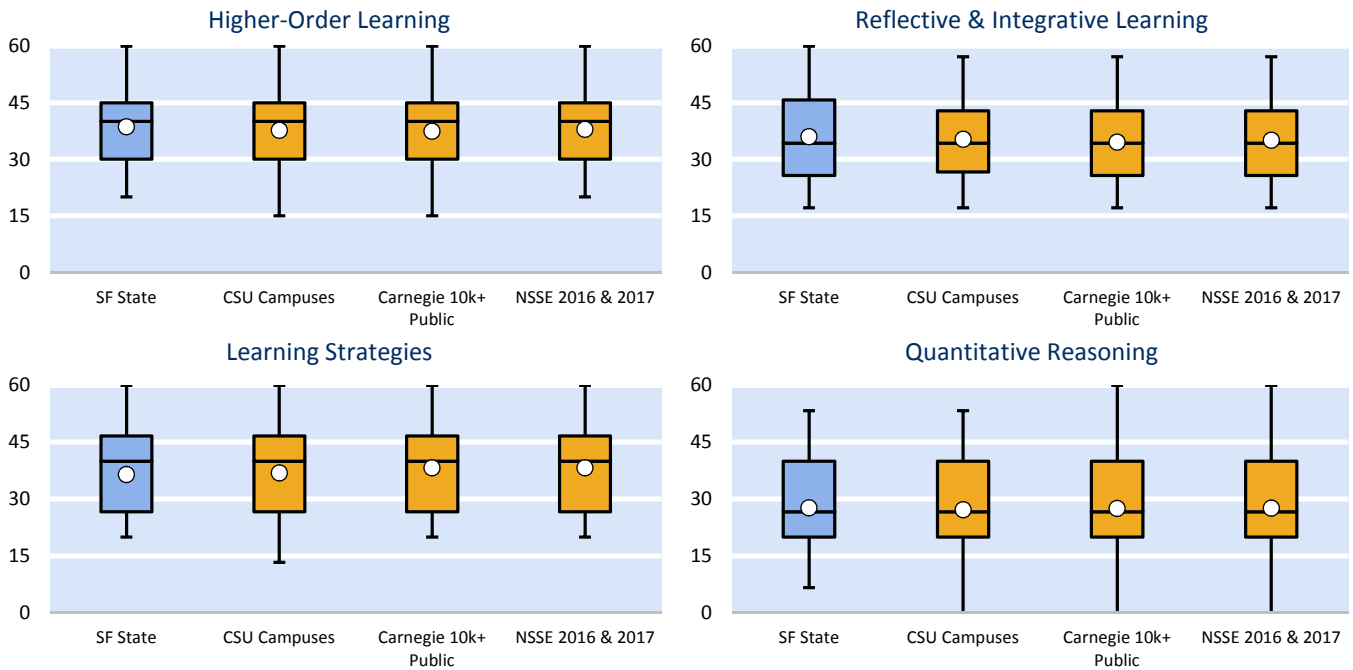
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	SF State Mean	Your first-year students compared with					
		CSU Campuses		Carnegie 10k+ Public		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.6	37.7	.07	37.5	.08	37.9	.05
Reflective & Integrative Learning	36.0	35.3	.06	34.6 *	.11	35.0	.08
Learning Strategies	36.5	36.9	-.03	38.3 *	-.13	38.3 *	-.13
Quantitative Reasoning	27.7	27.2	.03	27.6	.01	27.6	.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.

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.

	SF State	Percentage point difference between your FY students and		
		CSU Campuses	Carnegie 10k+ Public	NSSE 2016 & 2017
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	69	-0	-0	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+6	+7	+5
4d. Evaluating a point of view, decision, or information source	76	+5	+8	+7
4e. Forming a new idea or understanding from various pieces of information	69	+1	+3	+1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	49	-4	-1	-2
2b. Connected your learning to societal problems or issues	56	+3	+6	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+6	+8	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-1	+0	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+1	+3	+3
2f. Learned something that changed the way you understand an issue or concept	66	-2	+1	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-4	-2	-4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-3	-3	-5
9b. Reviewed your notes after class	61	-3	-5	-5
9c. Summarized what you learned in class or from course materials	58	+1	-4	-5
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	+3	+3	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-1	-1	-1
6c. Evaluated what others have concluded from numerical information	37	-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 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.

Academic Challenge: Seniors

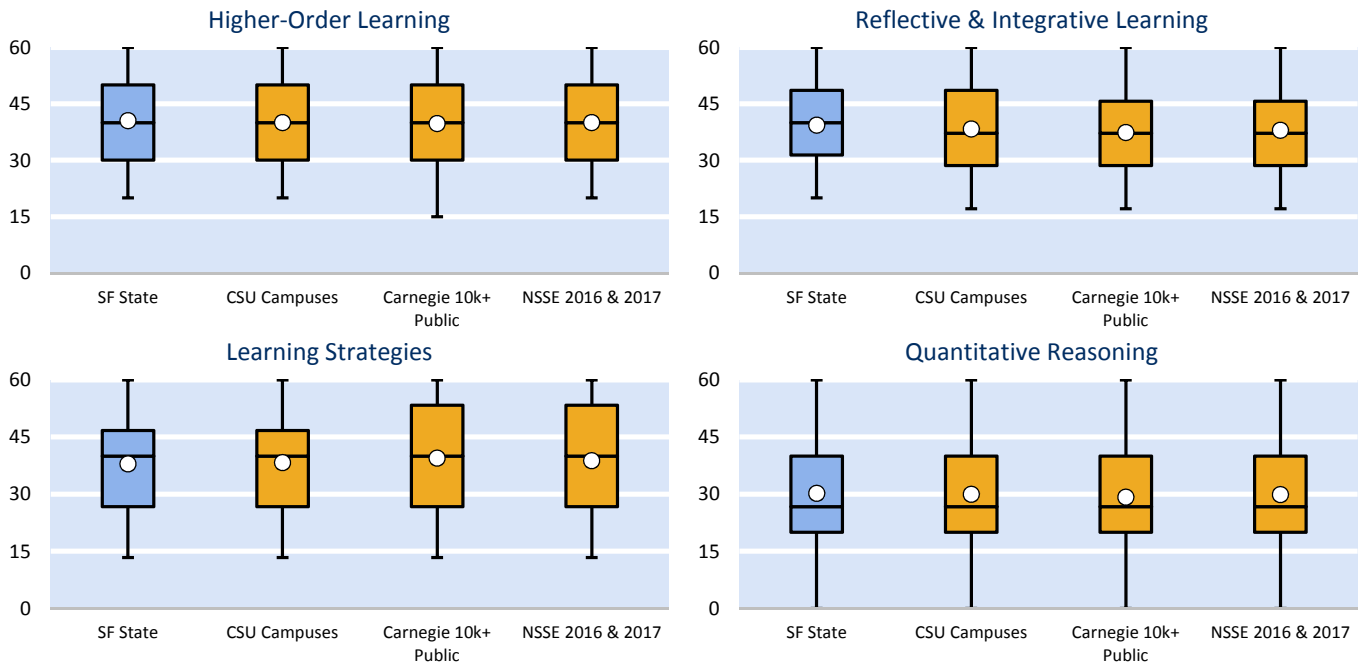
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Mean Comparisons

Engagement Indicator	SF State Mean	Your seniors compared with					
		CSU Campuses		Carnegie 10k+ Public		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.6	40.1	.04	39.8 *	.06	40.0	.04
Reflective & Integrative Learning	39.3	38.3 **	.08	37.4 ***	.15	38.0 ***	.10
Learning Strategies	37.9	38.3	-.03	39.4 ***	-.10	38.7	-.06
Quantitative Reasoning	30.2	29.9	.02	29.2 *	.06	29.9	.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



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Academic Challenge: Seniors (continued)

Performance^a on Indicator Items

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	SF State	Percentage point difference between your seniors and		
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Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	76	-1	-1	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+1	+1	+1
4d. Evaluating a point of view, decision, or information source	75	+4	+5	+5
4e. Forming a new idea or understanding from various pieces of information	73	+2	+3	+2
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	68	-3	+0	-1
2b. Connected your learning to societal problems or issues	65	+3	+5	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+7	+9	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+3	+4	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+3	+5	+4
2f. Learned something that changed the way you understand an issue or concept	73	+1	+5	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	+0	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	-0	-1	-2
9b. Reviewed your notes after class	61	-1	-5	-1
9c. Summarized what you learned in class or from course materials	61	-0	-5	-3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	+1	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+2	+4	+2
6c. Evaluated what others have concluded from numerical information	46	+1	+4	+2

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Learning with Peers: First-year students

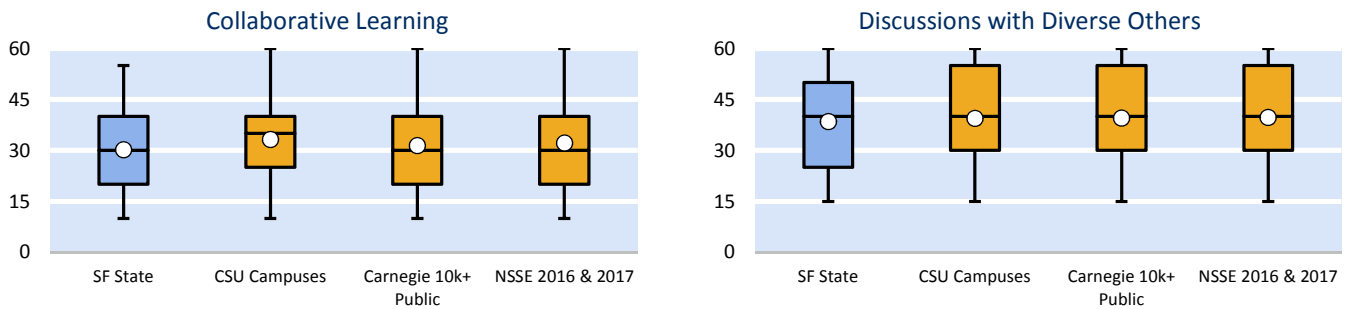
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	SF State Mean	Your first-year students compared with					
		CSU Campuses Effect size		Carnegie 10k+ Public Effect size		NSSE 2016 & 2017 Effect size	
		Mean		Mean		Mean	
Collaborative Learning	30.1	33.2 ***	-.23	31.4 *	-.09	32.2 ***	-.14
Discussions with Diverse Others	38.4	39.4	-.06	39.5	-.06	39.7	-.08

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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Collaborative Learning	SF State %	Percentage point difference between your FY students and		
		CSU Campuses	Carnegie 10k+ Public	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	49	-7	-1	-3
1f. Explained course material to one or more students	49	-10	-7	-8
1g. Prepared for exams by discussing or working through course material with other students	39	-10	-7	-11
1h. Worked with other students on course projects or assignments	49	-8	-3	-4
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	73	-2	+3	+3
8b. People from an economic background other than your own	68	-3	-2	-4
8c. People with religious beliefs other than your own	63	-5	-4	-4
8d. People with political views other than your own	52	-9	-16	-16

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Learning with Peers: Seniors

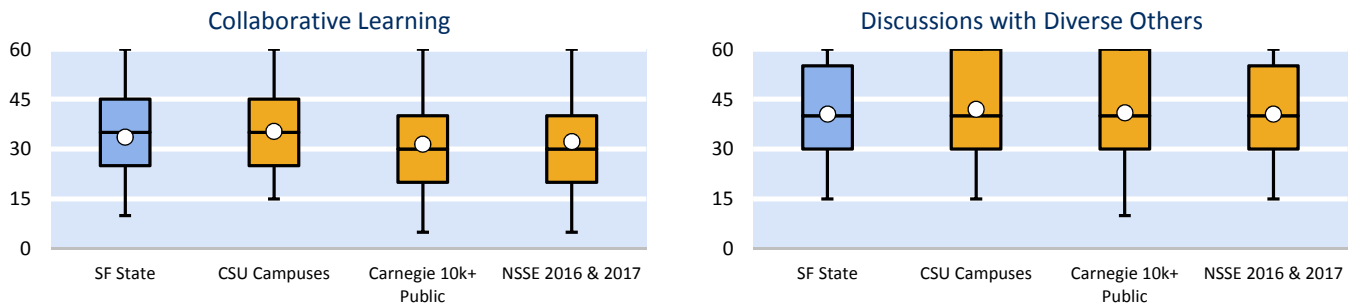
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Mean Comparisons

Engagement Indicator	SF State Mean	Your seniors compared with					
		CSU Campuses Effect size		Carnegie 10k+ Public Effect size		NSSE 2016 & 2017 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.6	35.3 ***	-.13	31.5 ***	.14	32.3 ***	.09
Discussions with Diverse Others	40.5	41.9 **	-.09	40.9	-.02	40.5	.00

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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Collaborative Learning	SF State	Percentage point difference between your seniors and		
		CSU Campuses	Carnegie 10k+ Public	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	45	-5	+4	+2
1f. Explained course material to one or more students	58	-5	+1	-1
1g. Prepared for exams by discussing or working through course material with other students	49	-4	+5	+2
1h. Worked with other students on course projects or assignments	68	-5	+6	+4
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	81	+1	+8	+9
8b. People from an economic background other than your own	74	-1	+2	+2
8c. People with religious beliefs other than your own	69	-2	-0	+1
8d. People with political views other than your own	50	-14	-20	-18

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Experiences with Faculty: First-year students

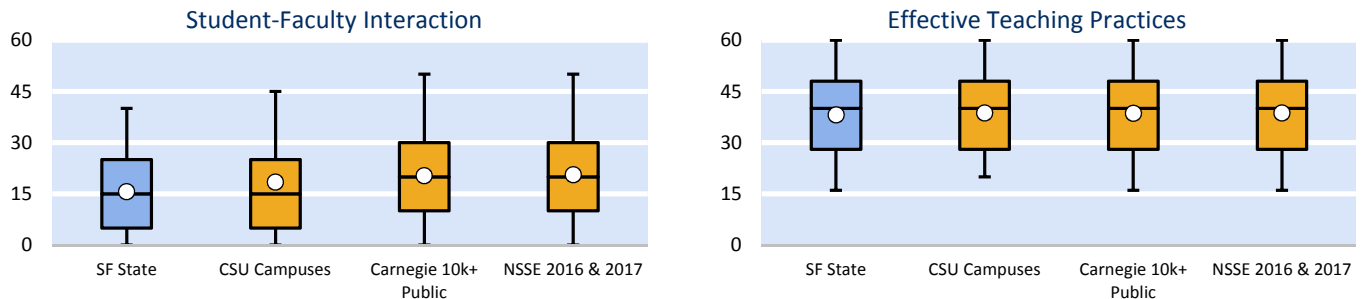
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	SF State Mean	Your first-year students compared with					
		CSU Campuses		Carnegie 10k+ Public		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	15.7	18.4 ***	-.20	20.3 ***	-.31	20.6 ***	-.34
Effective Teaching Practices	38.1	38.7	-.05	38.5	-.03	38.7	-.05

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Student-Faculty Interaction	SF State	Percentage point difference between your FY students and		
		CSU Campuses	Carnegie 10k+ Public	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	25	-4	-10	-9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	11	-7	-10	-9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	16	-6	-7	-9
3d. Discussed your academic performance with a faculty member	21	-4	-8	-8
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	-1	+0	-1
5b. Taught course sessions in an organized way	68	-7	-7	-8
5c. Used examples or illustrations to explain difficult points	69	-7	-5	-6
5d. Provided feedback on a draft or work in progress	69	+4	+4	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-0	+0	-1

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Experiences with Faculty: Seniors

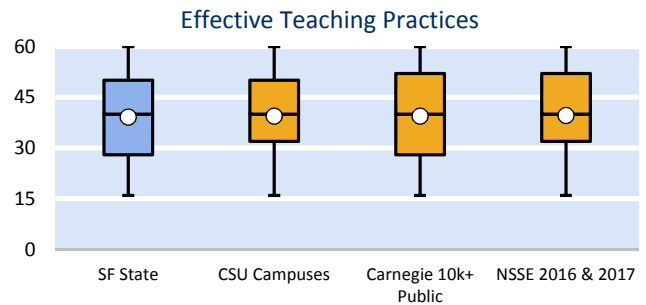
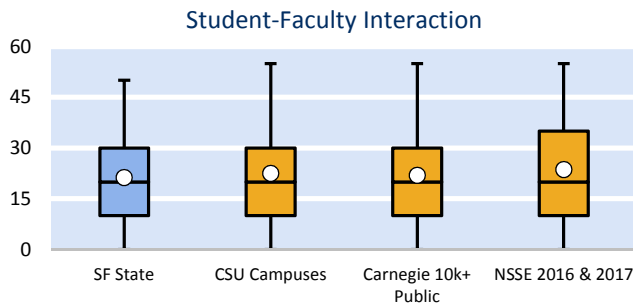
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3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-4	-4	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-2	-1	-4
3d. Discussed your academic performance with a faculty member	29	-1	-1	-3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	81	+0	+1	+0
5b. Taught course sessions in an organized way	74	-3	-3	-5
5c. Used examples or illustrations to explain difficult points	76	-2	-0	-1
5d. Provided feedback on a draft or work in progress	63	+3	+3	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+2	+0	-1

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: First-year students

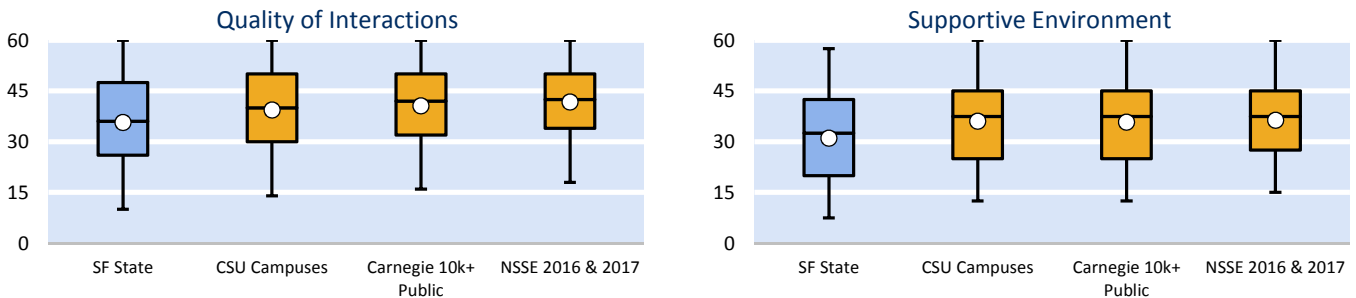
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SF State Mean	Your first-year students compared with					
		CSU Campuses		Carnegie 10k+ Public		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	35.7	39.4 ***	-.27	40.6 ***	-.37	41.8 ***	-.49
Supportive Environment	31.0	36.1 ***	-.37	35.8 ***	-.34	36.4 ***	-.39

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	SF State	Percentage point difference between your FY students and		
		CSU Campuses	Carnegie 10k+ Public	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	37	-12	-10	-15
13b. Academic advisors	34	-8	-14	-16
13c. Faculty	35	-6	-10	-15
13d. Student services staff (career services, student activities, housing, etc.)	30	-9	-12	-14
13e. Other administrative staff and offices (registrar, financial aid, etc.)	30	-7	-10	-13
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	64	-11	-10	-12
14c. Using learning support services (tutoring services, writing center, etc.)	65	-10	-10	-11
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	-5	-0	-2
14e. Providing opportunities to be involved socially	53	-16	-15	-18
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-15	-14	-15
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	-11	-10	-9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	37	-22	-26	-28
14i. Attending events that address important social, economic, or political issues	41	-8	-8	-11

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

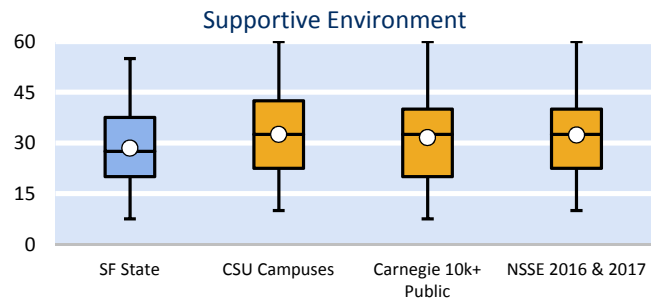
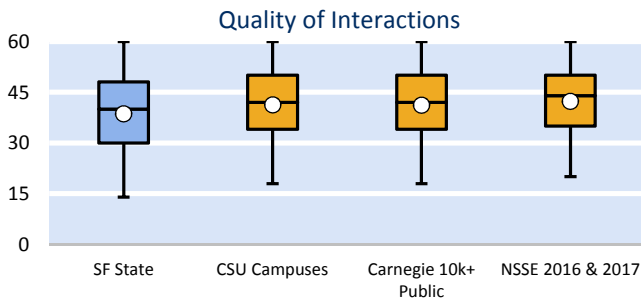
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SF State Mean	Your seniors compared with					
		CSU Campuses		Carnegie 10k+ Public		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	38.6	41.3 ***	-.21	41.2 ***	-.21	42.3 ***	-.30
Supportive Environment	28.5	32.6 ***	-.28	31.6 ***	-.22	32.4 ***	-.27

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	SF State	Percentage point difference between your seniors and		
		CSU Campuses	Carnegie 10k+ Public	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	53	-5	-2	-5
13b. Academic advisors	39	-6	-8	-12
13c. Faculty	48	-5	-6	-9
13d. Student services staff (career services, student activities, housing, etc.)	30	-10	-10	-12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-6	-6	-9
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	58	-11	-11	-13
14c. Using learning support services (tutoring services, writing center, etc.)	50	-13	-14	-15
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+1	+7	+6
14e. Providing opportunities to be involved socially	54	-9	-7	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	50	-15	-9	-11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-5	-3	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	33	-15	-17	-20
14i. Attending events that address important social, economic, or political issues	42	-1	+3	-0

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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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

Theme	Engagement Indicator	SF State Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.6	39.2	-.04	✓	41.2 ***	-.19	
	Reflective and Integrative Learning	36.0	36.6	-.05	✓	38.3 ***	-.18	
	Learning Strategies	36.5	39.8 ***	-.24		41.9 ***	-.39	
	Quantitative Reasoning	27.7	28.8	-.07	✓	30.4 ***	-.18	
<i>Learning with Peers</i>	Collaborative Learning	30.1	35.2 ***	-.37		37.1 ***	-.52	
	Discussions with Diverse Others	38.4	41.7 ***	-.22		43.8 ***	-.37	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	15.7	23.8 ***	-.55		27.2 ***	-.75	
	Effective Teaching Practices	38.1	40.7 ***	-.20		42.6 ***	-.33	
<i>Campus Environment</i>	Quality of Interactions	35.7	43.8 ***	-.70		46.1 ***	-.87	
	Supportive Environment	31.0	38.2 ***	-.55		40.0 ***	-.69	

Seniors

Theme	Engagement Indicator	SF State Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.6	41.9 ***	-.09		43.3 ***	-.20	
	Reflective and Integrative Learning	39.3	40.0 *	-.06		42.0 ***	-.22	
	Learning Strategies	37.9	40.7 ***	-.20		42.9 ***	-.35	
	Quantitative Reasoning	30.2	31.2 *	-.06		33.0 ***	-.17	
<i>Learning with Peers</i>	Collaborative Learning	33.6	35.8 ***	-.16		37.9 ***	-.32	
	Discussions with Diverse Others	40.5	42.3 ***	-.12		44.3 ***	-.25	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.2	29.2 ***	-.51		33.0 ***	-.75	
	Effective Teaching Practices	39.1	41.8 ***	-.20		43.8 ***	-.35	
<i>Campus Environment</i>	Quality of Interactions	38.6	44.8 ***	-.53		46.9 ***	-.68	
	Supportive Environment	28.5	34.8 ***	-.46		37.2 ***	-.64	

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.

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												
SF State (N = 404)	38.6	13.0	.64	20	30	40	45	60				
CSU Campuses	37.7	13.2	.16	15	30	40	45	60	7,153	1.0	.161	.072
Carnegie 10k+ Public	37.5	13.8	.17	15	30	40	45	60	459	1.2	.083	.084
NSSE 2016 & 2017	37.9	13.3	.04	20	30	40	45	60	125,795	.7	.289	.053
Top 50%	39.2	13.1	.05	20	30	40	50	60	71,640	-.5	.417	-.040
Top 10%	41.2	13.3	.12	20	35	40	50	60	13,642	-2.5	.000	-.190
Reflective & Integrative Learning												
SF State (N = 420)	36.0	12.6	.62	17	26	34	46	60				
CSU Campuses	35.3	11.8	.14	17	27	34	43	57	464	.7	.265	.060
Carnegie 10k+ Public	34.6	12.3	.15	17	26	34	43	57	7,549	1.4	.024	.114
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	421	1.0	.117	.081
Top 50%	36.6	12.0	.05	17	29	37	46	57	424	-.6	.359	-.048
Top 10%	38.3	12.3	.10	20	29	37	46	60	14,881	-2.2	.000	-.183
Learning Strategies												
SF State (N = 349)	36.5	13.4	.72	20	27	40	47	60				
CSU Campuses	36.9	13.6	.18	13	27	40	47	60	6,371	-.4	.583	-.030
Carnegie 10k+ Public	38.3	14.0	.18	20	27	40	47	60	6,425	-1.8	.022	-.126
NSSE 2016 & 2017	38.3	13.7	.04	20	27	40	47	60	112,014	-1.8	.016	-.129
Top 50%	39.8	13.7	.06	20	27	40	53	60	55,708	-3.3	.000	-.242
Top 10%	41.9	14.1	.12	20	33	40	53	60	14,378	-5.4	.000	-.387
Quantitative Reasoning												
SF State (N = 390)	27.7	14.0	.71	7	20	27	40	53				
CSU Campuses	27.2	15.1	.18	0	20	27	40	53	442	.5	.502	.033
Carnegie 10k+ Public	27.6	15.6	.19	0	20	27	40	60	446	.2	.831	.010
NSSE 2016 & 2017	27.6	15.4	.04	0	20	27	40	60	392	.1	.865	.008
Top 50%	28.8	15.3	.06	0	20	27	40	60	393	-1.1	.114	-.074
Top 10%	30.4	15.2	.11	7	20	27	40	60	408	-2.7	.000	-.178
Learning with Peers												
Collaborative Learning												
SF State (N = 446)	30.1	12.8	.61	10	20	30	40	55				
CSU Campuses	33.2	13.5	.16	10	25	35	40	60	508	-3.0	.000	-.225
Carnegie 10k+ Public	31.4	14.2	.17	10	20	30	40	60	515	-1.3	.042	-.091
NSSE 2016 & 2017	32.2	14.5	.04	10	20	30	40	60	449	-2.0	.001	-.140
Top 50%	35.2	13.6	.05	15	25	35	45	60	451	-5.0	.000	-.372
Top 10%	37.1	13.4	.10	15	25	40	45	60	469	-6.9	.000	-.517
Discussions with Diverse Others												
SF State (N = 352)	38.4	15.7	.84	15	25	40	50	60				
CSU Campuses	39.4	15.5	.20	15	30	40	55	60	6,424	-1.0	.251	-.063
Carnegie 10k+ Public	39.5	16.0	.20	15	30	40	55	60	6,483	-1.0	.241	-.064
NSSE 2016 & 2017	39.7	15.5	.05	15	30	40	55	60	113,035	-1.2	.138	-.079
Top 50%	41.7	14.9	.06	20	30	40	55	60	71,093	-3.3	.000	-.221
Top 10%	43.8	14.5	.11	20	35	45	60	60	363	-5.4	.000	-.369

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												
SF State (N = 407)	15.7	13.5	.67	0	5	15	25	40				
CSU Campuses	18.4	14.2	.17	0	5	15	25	45	7,253	-2.8	.000	-.195
Carnegie 10k+ Public	20.3	15.0	.18	0	10	20	30	50	467	-4.6	.000	-.310
NSSE 2016 & 2017	20.6	14.5	.04	0	10	20	30	50	127,780	-5.0	.000	-.343
Top 50%	23.8	14.7	.07	0	15	20	35	55	415	-8.2	.000	-.554
Top 10%	27.2	15.6	.18	5	15	25	40	60	469	-11.6	.000	-.749
Effective Teaching Practices												
SF State (N = 403)	38.1	13.4	.67	16	28	40	48	60				
CSU Campuses	38.7	12.9	.16	20	28	40	48	60	7,218	-.6	.359	-.047
Carnegie 10k+ Public	38.5	13.3	.16	16	28	40	48	60	7,325	-.4	.523	-.033
NSSE 2016 & 2017	38.7	13.1	.04	16	28	40	48	60	127,138	-.6	.358	-.046
Top 50%	40.7	13.0	.06	20	32	40	52	60	50,691	-2.6	.000	-.200
Top 10%	42.6	13.6	.13	20	36	44	56	60	11,860	-4.5	.000	-.332
Campus Environment												
Quality of Interactions												
SF State (N = 300)	35.7	14.5	.84	10	26	36	48	60				
CSU Campuses	39.4	13.5	.18	14	30	40	50	60	327	-3.7	.000	-.275
Carnegie 10k+ Public	40.6	13.0	.17	16	32	42	50	60	324	-4.9	.000	-.374
NSSE 2016 & 2017	41.8	12.4	.04	18	34	43	50	60	300	-6.1	.000	-.489
Top 50%	43.8	11.5	.05	22	38	46	52	60	301	-8.1	.000	-.703
Top 10%	46.1	11.7	.13	24	40	48	56	60	314	-10.4	.000	-.874
Supportive Environment												
SF State (N = 312)	31.0	14.9	.85	8	20	33	43	58				
CSU Campuses	36.1	13.8	.18	13	25	38	45	60	341	-5.1	.000	-.366
Carnegie 10k+ Public	35.8	13.8	.18	13	25	38	45	60	341	-4.7	.000	-.341
NSSE 2016 & 2017	36.4	13.6	.04	15	28	38	45	60	312	-5.3	.000	-.391
Top 50%	38.2	13.1	.06	18	30	40	48	60	314	-7.2	.000	-.548
Top 10%	40.0	13.0	.11	18	31	40	50	60	322	-8.9	.000	-.687

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: 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												
SF State (N = 1368)	40.6	13.7	.37	20	30	40	50	60				
CSU Campuses	40.1	13.9	.12	20	30	40	50	60	14,843	.5	.191	.037
Carnegie 10k+ Public	39.8	14.1	.13	15	30	40	50	60	14,102	.8	.043	.058
NSSE 2016 & 2017	40.0	13.7	.03	20	30	40	50	60	203,750	.5	.152	.039
Top 50%	41.9	13.5	.05	20	35	40	55	60	80,830	-1.3	.001	-.095
Top 10%	43.3	13.4	.09	20	35	40	55	60	25,263	-2.7	.000	-.199
Reflective & Integrative Learning												
SF State (N = 1409)	39.3	12.6	.34	20	31	40	49	60				
CSU Campuses	38.3	12.5	.11	17	29	37	49	60	15,317	1.0	.004	.081
Carnegie 10k+ Public	37.4	12.8	.11	17	29	37	46	60	14,576	1.9	.000	.147
NSSE 2016 & 2017	38.0	12.6	.03	17	29	37	46	60	210,460	1.3	.000	.103
Top 50%	40.0	12.3	.04	20	31	40	49	60	83,296	-.7	.034	-.057
Top 10%	42.0	12.2	.09	20	34	43	51	60	18,742	-2.7	.000	-.219
Learning Strategies												
SF State (N = 1176)	37.9	14.2	.41	13	27	40	47	60				
CSU Campuses	38.3	14.3	.13	13	27	40	47	60	13,374	-.4	.393	-.026
Carnegie 10k+ Public	39.4	14.5	.14	13	27	40	53	60	12,710	-1.5	.001	-.103
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	185,429	-.8	.053	-.057
Top 50%	40.7	14.4	.05	20	33	40	53	60	98,839	-2.8	.000	-.196
Top 10%	42.9	14.3	.08	20	33	40	60	60	29,608	-5.0	.000	-.348
Quantitative Reasoning												
SF State (N = 1344)	30.2	16.1	.44	0	20	27	40	60				
CSU Campuses	29.9	16.1	.14	0	20	27	40	60	14,744	.3	.563	.017
Carnegie 10k+ Public	29.2	16.4	.15	0	20	27	40	60	14,081	1.0	.031	.062
NSSE 2016 & 2017	29.9	16.3	.04	0	20	27	40	60	203,299	.3	.440	.021
Top 50%	31.2	16.2	.05	0	20	33	40	60	123,154	-.9	.032	-.059
Top 10%	33.0	15.9	.10	7	20	33	40	60	28,537	-2.8	.000	-.175
Learning with Peers												
Collaborative Learning												
SF State (N = 1453)	33.6	13.7	.36	10	25	35	45	60				
CSU Campuses	35.3	13.7	.11	15	25	35	45	60	15,630	-1.8	.000	-.129
Carnegie 10k+ Public	31.5	15.0	.13	5	20	30	40	60	1,843	2.1	.000	.139
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	1,476	1.3	.000	.088
Top 50%	35.8	13.8	.04	15	25	35	45	60	115,778	-2.2	.000	-.162
Top 10%	37.9	13.4	.09	15	30	40	50	60	24,689	-4.3	.000	-.321
Discussions with Diverse Others												
SF State (N = 1185)	40.5	15.3	.44	15	30	40	55	60				
CSU Campuses	41.9	15.8	.14	15	30	40	60	60	1,442	-1.5	.002	-.092
Carnegie 10k+ Public	40.9	16.5	.15	10	30	40	60	60	1,484	-.4	.397	-.024
NSSE 2016 & 2017	40.5	15.9	.04	15	30	40	55	60	186,584	.0	.988	.000
Top 50%	42.3	15.6	.04	15	30	40	60	60	1,208	-1.8	.000	-.118
Top 10%	44.3	15.3	.09	20	35	45	60	60	27,999	-3.8	.000	-.247

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												
SF State (N = 1376)	21.2	14.6	.39	0	10	20	30	50				
CSU Campuses	22.5	15.6	.13	0	10	20	30	55	1,707	-1.3	.002	-.083
Carnegie 10k+ Public	21.9	16.1	.14	0	10	20	30	55	1,753	-.7	.090	-.044
NSSE 2016 & 2017	23.6	16.0	.04	0	10	20	35	55	1,398	-2.4	.000	-.150
Top 50%	29.2	15.7	.07	5	20	30	40	60	1,465	-8.0	.000	-.512
Top 10%	33.0	16.0	.18	10	20	30	45	60	2,018	-11.8	.000	-.747
Effective Teaching Practices												
SF State (N = 1373)	39.1	13.6	.37	16	28	40	50	60				
CSU Campuses	39.4	13.7	.12	16	32	40	50	60	14,965	-.3	.487	-.020
Carnegie 10k+ Public	39.4	14.1	.12	16	28	40	52	60	1,700	-.3	.493	-.019
NSSE 2016 & 2017	39.6	13.7	.03	16	32	40	52	60	206,066	-.5	.159	-.038
Top 50%	41.8	13.5	.05	20	32	40	52	60	71,947	-2.7	.000	-.198
Top 10%	43.8	13.4	.11	20	36	44	56	60	15,406	-4.7	.000	-.351
Campus Environment												
Quality of Interactions												
SF State (N = 1117)	38.6	13.1	.39	14	30	40	48	60				
CSU Campuses	41.3	12.6	.12	18	34	42	50	60	1,327	-2.7	.000	-.212
Carnegie 10k+ Public	41.2	12.6	.12	18	34	42	50	60	1,340	-2.6	.000	-.207
NSSE 2016 & 2017	42.3	12.1	.03	20	35	44	50	60	1,128	-3.7	.000	-.304
Top 50%	44.8	11.6	.04	23	38	46	54	60	1,145	-6.2	.000	-.533
Top 10%	46.9	12.1	.09	23	40	50	58	60	1,233	-8.3	.000	-.683
Supportive Environment												
SF State (N = 1113)	28.5	13.7	.41	8	20	28	38	55				
CSU Campuses	32.6	14.4	.13	10	23	33	43	60	1,360	-4.1	.000	-.284
Carnegie 10k+ Public	31.6	14.5	.14	8	20	33	40	60	1,379	-3.2	.000	-.219
NSSE 2016 & 2017	32.4	14.2	.03	10	23	33	40	60	176,409	-3.9	.000	-.274
Top 50%	34.8	13.7	.05	13	25	35	45	60	81,299	-6.3	.000	-.458
Top 10%	37.2	13.6	.11	13	28	38	48	60	15,609	-8.7	.000	-.638

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.