NSSE national survey of student engagement

NSSE 2014 Snapshot

San Jose State University

A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

Comparison Group

The comparison group featured in this report is

California State

See your Selected Comparison Groups report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2014 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

| Engagement Indicators Sets of items are grouped into ten | | | Your students compared with California State | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------------|-------------------------------------------------|----------|
| Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your <i>Engagement Indicators</i> report. <i>Key:</i> | Theme | Engagement Indicator | First-year | Senior |
| | Academic Challenge | Higher-Order Learning | | |
| | | Reflective & Integrative Learning | | ∇ |
| | | Learning Strategies | | ∇ |
| | | Quantitative Reasoning | Δ | |
| Your students' average was significantly higher (p < .05) with an effect size at least .3 in magnitude. | Learning with Peers | Collaborative Learning | Δ | |
| Your students' average was significantly ▲ higher (p < .05) with an effect size less than .3 in magnitude. | | Discussions with Diverse Others | | Δ |
| No significant difference. | Experiences with Faculty | Student-Faculty Interaction | | ∇ |
| Your students' average was significantly ▼ lower (p < .05) with an effect size less than .3 in magnitude. | | Effective Teaching Practices | ∇ | ∇ |
| Your students' average was significantly ↓ lower (p < .05) with an effect size at least .3 in magnitude. | Campus Environment | Quality of Interactions | ∇ | ∇ |
| | | Supportive Environment | ∇ | ∇ |

High-Impact Practices

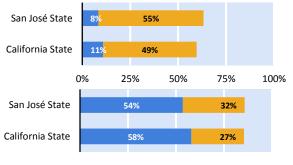
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "highimpact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year

Learning Community, Service-Learning, and Research w/Faculty

Senior

Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience



Participated in two or more HIPs

Participated in one HIP