



NSSE 2023

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

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with CSU Campuses	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2022 & 2023
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 Class	Your seniors compared with NSSE 2022 & 2023
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

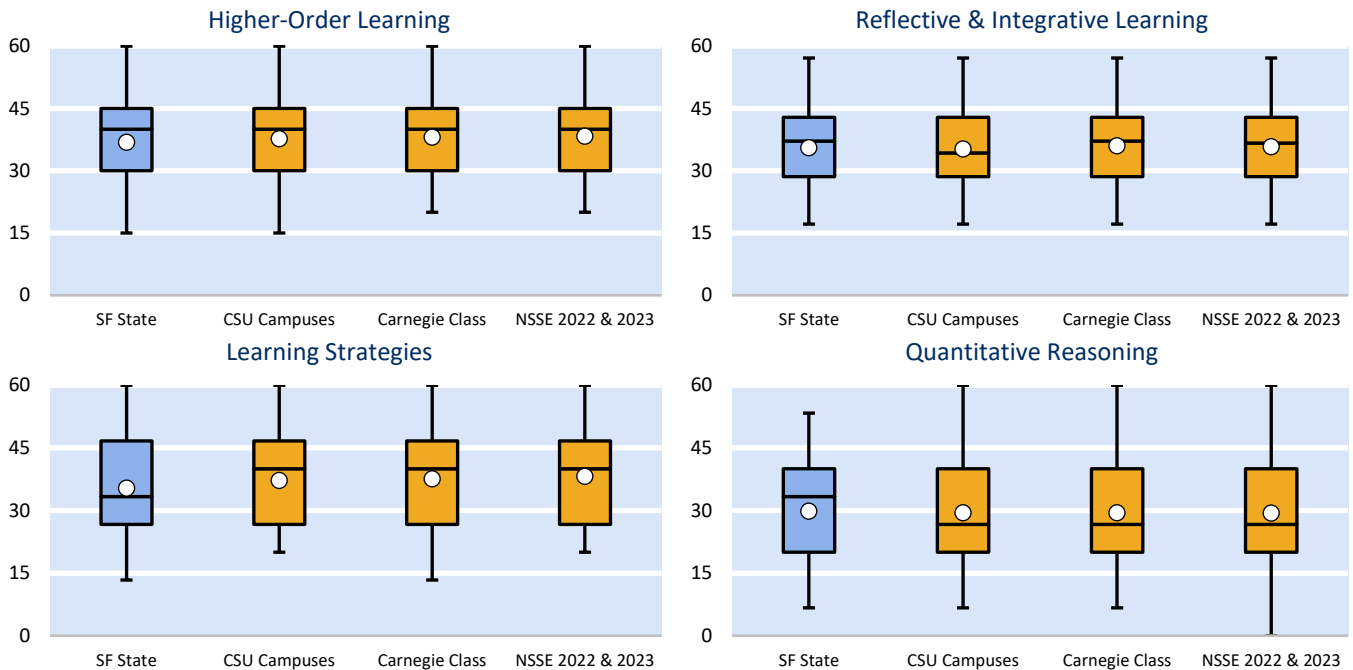
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Mean	CSU Campuses Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2022 & 2023 Mean	NSSE 2022 & 2023 Effect size
Higher-Order Learning	36.9	37.7	-.06	38.1	-.09	38.3 *	-.11
Reflective & Integrative Learning	35.6	35.3	.03	36.0	-.04	35.8	-.02
Learning Strategies	35.3	37.2 **	-.14	37.5 **	-.16	38.2 ***	-.20
Quantitative Reasoning	29.8	29.5	.02	29.4	.03	29.4	.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).

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	SF State	Percentage point difference ^a between your FY students and		
		CSU Campuses	Carnegie Class	NSSE 2022 & 2023
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	63	-4	-7	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-3	-4	-4
4d. Evaluating a point of view, decision, or information source	71	+1	+1	+1
4e. Forming a new idea or understanding from various pieces of information	69	-1	-2	-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	52	-1	-3	-2
2b. Connected your learning to societal problems or issues	57	+6	+3	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	+9	+7	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+2	-1	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	73	+2	+1	+2
2f. Learned something that changed the way you understand an issue or concept	62	-7	-6	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-5	-7	-7
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-2	-2	-4
9b. Reviewed your notes after class	59	-6	-6	-7
9c. Summarized what you learned in class or from course materials	55	-5	-8	-10
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.)	56	+1	+2	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+6	+6	+6
6c. Evaluated what others have concluded from numerical information	44	+0	+1	+1

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

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

Academic Challenge: Seniors

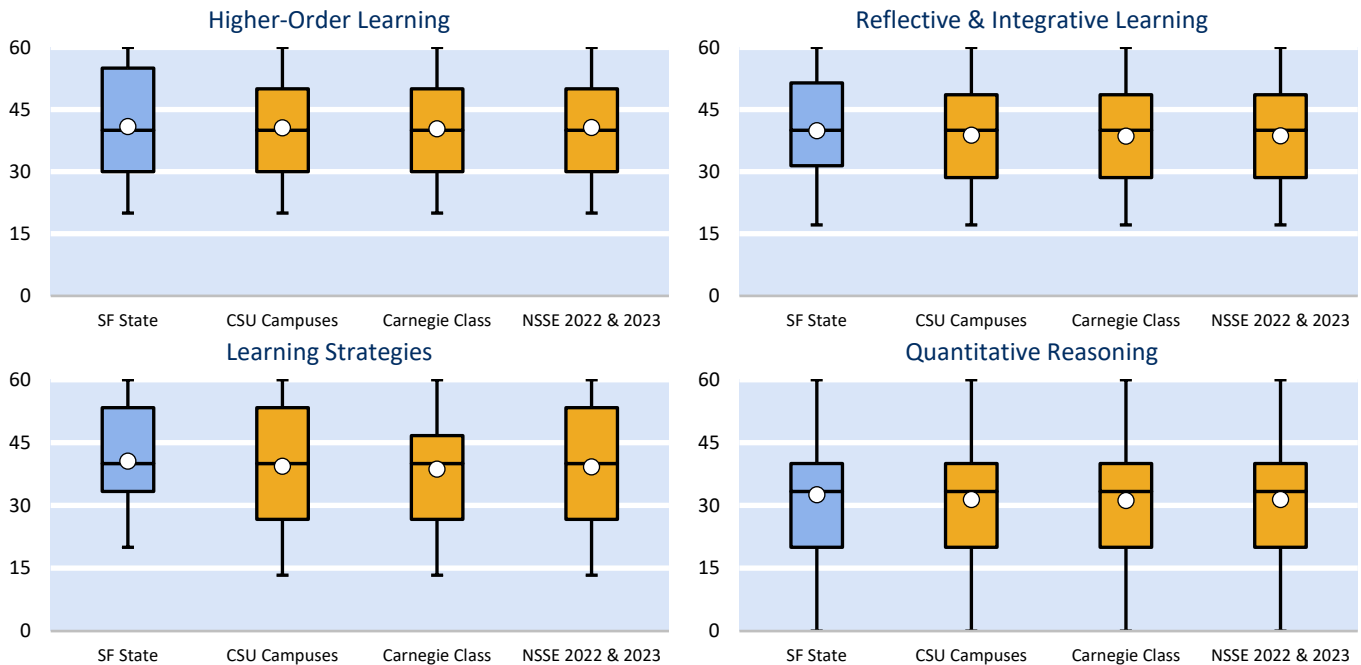
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	SF State Mean	Your seniors compared with					
		CSU Campuses		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.9	40.6	.02	40.4	.04	40.7	.02
Reflective & Integrative Learning	39.9	38.8 **	.09	38.6 **	.10	38.7 **	.10
Learning Strategies	40.6	39.3 **	.09	38.7 ***	.13	39.1 **	.10
Quantitative Reasoning	32.5	31.4 *	.07	31.1 *	.08	31.4 *	.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



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	SF State	Percentage point difference ^a between your seniors and		
		CSU Campuses	Carnegie Class	NSSE 2022 & 2023
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	74	-1	-3	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+1	+1	+0
4d. Evaluating a point of view, decision, or information source	75	+1	+3	+2
4e. Forming a new idea or understanding from various pieces of information	76	+1	+2	+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	69	+0	-1	+0
2b. Connected your learning to societal problems or issues	67	+4	+6	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	+7	+9	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+2	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	76	+2	+2	+2
2f. Learned something that changed the way you understand an issue or concept	75	+2	+3	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+1	-0	-0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+4	+4	+4
9b. Reviewed your notes after class	69	+2	+5	+4
9c. Summarized what you learned in class or from course materials	69	+2	+3	+2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	58	+1	+1	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	54	+6	+6	+5
6c. Evaluated what others have concluded from numerical information	53	+4	+4	+4

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

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Learning with Peers: First-year students

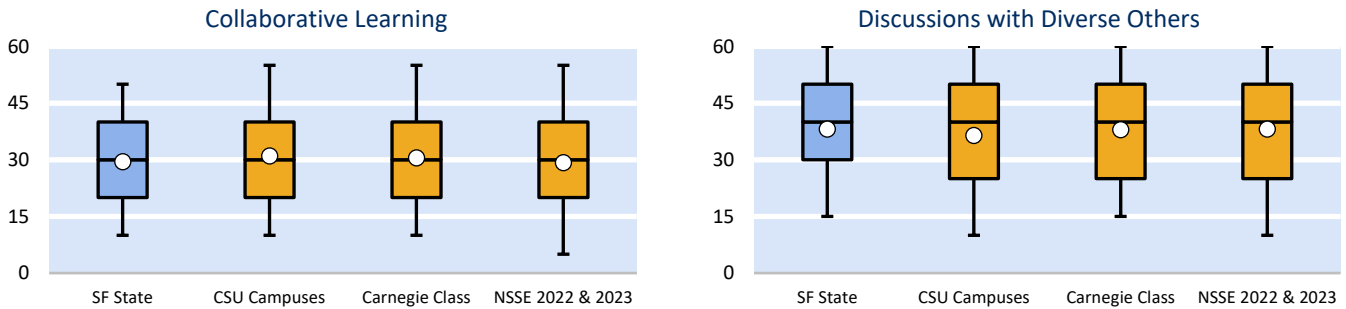
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	SF State Mean	Your first-year students compared with					
		CSU Campuses Effect size		Carnegie Class Effect size		NSSE 2022 & 2023 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.5	31.0 *	-.11	30.5	-.07	29.2	.02
Discussions with Diverse Others	38.1	36.4 *	.11	37.9	.01	38.1	.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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Performance on Indicator Items

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Collaborative Learning	SF State	Percentage point difference ^a between your FY students and		
		CSU Campuses	Carnegie Class	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	45	-6	-2	+1
1c. Explained course material to one or more students	47	-1	-3	-0
1d. Prepared for exams by discussing or working through course material with other students	41	-0	-1	+0
1e. Worked with other students on course projects or assignments	56	+1	+4	+6
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	81	+9	+13	+12
8b. People from economic backgrounds other than your own	73	+6	+3	+3
8c. People with religious beliefs other than your own	64	+4	+1	-0
8d. People with political views other than your own	49	-0	-10	-10

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

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Learning with Peers: Seniors

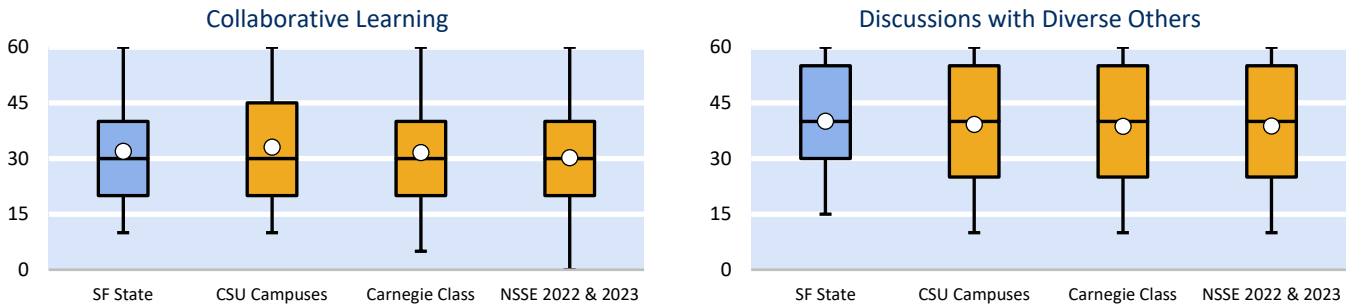
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Mean Comparisons

Engagement Indicator	SF State Mean	Your seniors compared with					
		CSU Campuses		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.0	33.1 *	-.08	31.6	.02	30.2 ***	.11
Discussions with Diverse Others	40.1	39.2	.06	38.7 **	.09	38.8 *	.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 ^a between your seniors and		
		CSU Campuses	Carnegie Class	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	44	-3	+0	+3
1c. Explained course material to one or more students	49	-5	-5	-2
1d. Prepared for exams by discussing or working through course material with other students	42	-2	-0	+2
1e. Worked with other students on course projects or assignments	66	-1	+3	+7
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	79	+3	+10	+9
8b. People from economic backgrounds other than your own	75	+3	+4	+4
8c. People with religious beliefs other than your own	68	+3	+4	+4
8d. People with political views other than your own	50	-6	-12	-11

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Experiences with Faculty: First-year students

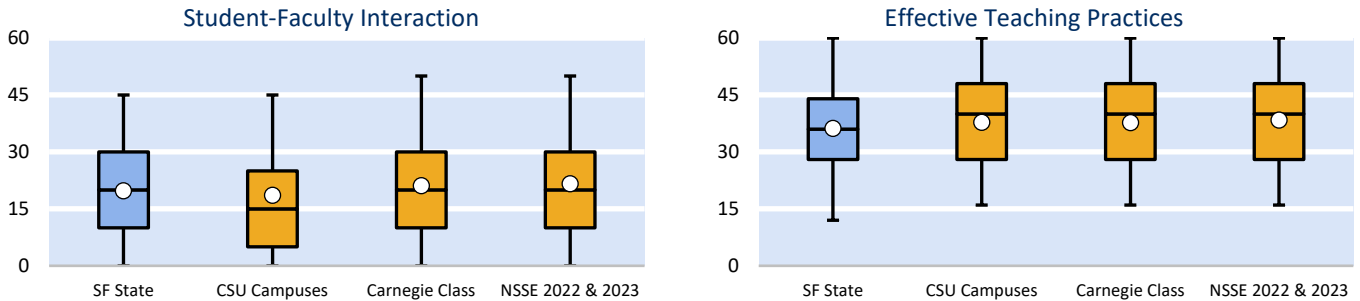
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Effect size		Carnegie Class Effect size		NSSE 2022 & 2023 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.8	18.6	.08	21.1	-.09	21.6 *	-.12
Effective Teaching Practices	36.2	37.8 *	-.12	37.7 *	-.12	38.4 ***	-.17

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Student-Faculty Interaction	SF State %	Percentage point difference ^a between your FY students and		
		CSU Campuses	Carnegie Class	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	32	+1	-4	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-0	-4	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	+1	-2	-3
3d. Discussed your academic performance with a faculty member	30	+5	-0	-1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	71	-4	-4	-6
5b. Taught course sessions in an organized way	66	-4	-6	-7
5c. Used examples or illustrations to explain difficult points	68	-4	-4	-5
5d. Provided feedback on a draft or work in progress	67	+4	+5	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-3	-3	-6

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Experiences with Faculty: Seniors

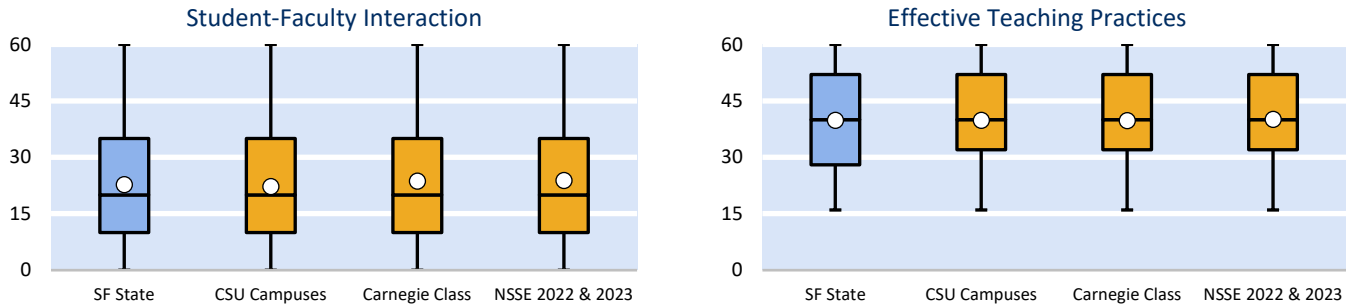
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
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Effective Teaching Practices	39.8	39.8	.00	39.7	.01	40.0	-.02

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		CSU Campuses	Carnegie Class	NSSE 2022 & 2023	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	38	+0	-4	-4	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-0	-3	-3	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-0	-3	-3	
3d. Discussed your academic performance with a faculty member	35	+5	+3	+2	
<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	79	-0	-1	-1	
5b. Taught course sessions in an organized way	74	+0	-1	-2	
5c. Used examples or illustrations to explain difficult points	76	+0	-0	-0	
5d. Provided feedback on a draft or work in progress	64	-0	+1	+0	
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-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 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

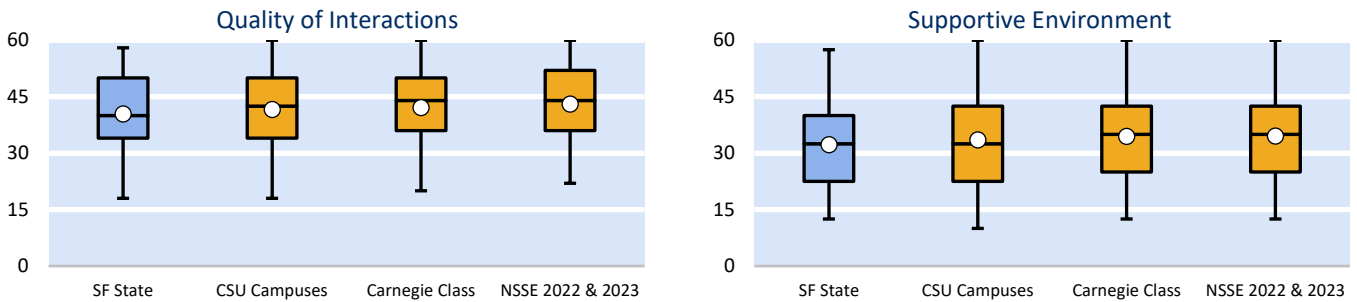
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SF State Mean	Your first-year students compared with					
		CSU Campuses		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.5	41.6	-.09	42.2 **	-.15	43.0 ***	-.22
Supportive Environment	32.2	33.5	-.09	34.4 **	-.16	34.6 ***	-.17

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	SF State	Percentage point difference ^a between your FY students and		
		CSU Campuses	Carnegie Class	NSSE 2022 & 2023
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	46	-3	-5	-5
13b. Academic advisors	47	-2	-5	-8
13c. Faculty	40	-7	-10	-13
13d. Student services staff (career services, student activities, housing, etc.)	36	-8	-9	-11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-4	-4	-8
<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	62	-7	-9	-9
14c. Using learning support services (tutoring services, writing center, etc.)	66	-3	-6	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+1	+2	+1
14e. Providing opportunities to be involved socially	58	-6	-10	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	57	-7	-7	-7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	+2	+6	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	47	-8	-17	-16
14i. Attending events that address important social, economic, or political issues	44	+3	-1	-1

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

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

Campus Environment: Seniors

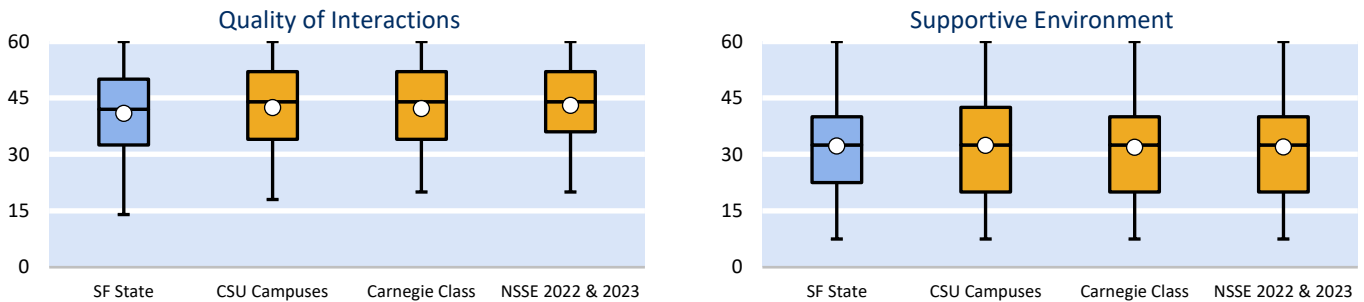
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SF State Mean	Your seniors compared with					
		CSU Campuses		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.9	42.4 ***	-.12	42.2 **	-.11	43.1 ***	-.18
Supportive Environment	32.3	32.4	-.01	31.9	.02	32.0	.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 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 ^a between your seniors and		
		CSU Campuses	Carnegie Class	NSSE 2022 & 2023
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	53	-6	-5	-6
13b. Academic advisors	44	-5	-5	-9
13c. Faculty	51	-3	-4	-6
13d. Student services staff (career services, student activities, housing, etc.)	43	-3	+0	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	-5	-3	-5
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	65	-2	-2	-2
14c. Using learning support services (tutoring services, writing center, etc.)	61	-1	-3	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+6	+12	+11
14e. Providing opportunities to be involved socially	61	-2	-3	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+2	+5	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+0	+5	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-4	-10	-9
14i. Attending events that address important social, economic, or political issues	47	+5	+7	+7

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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		SF State Mean	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	36.9	39.5 ***	-.20		42.2 ***	-.42	
	Reflective and Integrative Learning	35.6	37.2 **	-.14		39.8 ***	-.36	
	Learning Strategies	35.3	39.8 ***	-.32		42.8 ***	-.53	
	Quantitative Reasoning	29.8	30.7	-.05	✓	33.4 ***	-.23	
Learning with Peers	Collaborative Learning	29.5	33.2 ***	-.27		36.5 ***	-.52	
	Discussions with Diverse Others	38.1	40.5 ***	-.17		43.6 ***	-.40	
Experiences with Faculty	Student-Faculty Interaction	19.8	25.4 ***	-.37		29.3 ***	-.62	
	Effective Teaching Practices	36.2	40.1 ***	-.29		43.3 ***	-.53	
Campus Environment	Quality of Interactions	40.5	45.2 ***	-.42		48.1 ***	-.64	
	Supportive Environment	32.2	36.8 ***	-.35		39.6 ***	-.58	

Seniors		SF State Mean	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	40.9	42.1 **	-.09		44.7 ***	-.29	
	Reflective and Integrative Learning	39.9	40.6	-.06	✓	43.1 ***	-.26	
	Learning Strategies	40.6	41.0	-.03	✓	43.6 ***	-.21	
	Quantitative Reasoning	32.5	32.7	-.01	✓	36.3 ***	-.23	
Learning with Peers	Collaborative Learning	32.0	34.7 ***	-.19		38.1 ***	-.45	
	Discussions with Diverse Others	40.1	41.1 *	-.06		43.9 ***	-.26	
Experiences with Faculty	Student-Faculty Interaction	22.7	29.6 ***	-.42		34.3 ***	-.72	
	Effective Teaching Practices	39.8	42.1 ***	-.17		44.7 ***	-.37	
Campus Environment	Quality of Interactions	40.9	45.4 ***	-.37		47.9 ***	-.56	
	Supportive Environment	32.3	34.5 ***	-.16		37.7 ***	-.38	

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

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SF State (N = 430)	36.9	13.4	.65	15	30	40	45	60				
CSU Campuses	37.7	13.2	.20	15	30	40	45	60	4,869	-.8	.223	-.062
Carnegie Class	38.1	13.2	.10	20	30	40	45	60	17,638	-1.3	.052	-.095
NSSE 2022 & 2023	38.3	13.3	.04	20	30	40	45	60	97,868	-1.4	.026	-.107
Top 50%	39.5	13.2	.05	20	30	40	50	60	63,294	-2.7	.000	-.202
Top 10%	42.2	12.8	.15	20	35	40	55	60	8,053	-5.4	.000	-.419
Reflective & Integrative Learning												
SF State (N = 476)	35.6	12.2	.56	17	29	37	43	57				
CSU Campuses	35.3	11.6	.17	17	29	34	43	57	5,279	.3	.564	.028
Carnegie Class	36.0	12.0	.09	17	29	37	43	57	19,176	-.4	.431	-.037
NSSE 2022 & 2023	35.8	12.2	.04	17	29	37	43	57	107,048	-.2	.707	-.017
Top 50%	37.2	12.0	.05	20	29	37	46	60	59,523	-1.6	.003	-.138
Top 10%	39.8	11.8	.13	20	31	40	49	60	8,153	-4.2	.000	-.360
Learning Strategies												
SF State (N = 409)	35.3	13.9	.69	13	27	33	47	60				
CSU Campuses	37.2	13.5	.21	20	27	40	47	60	4,531	-1.9	.008	-.137
Carnegie Class	37.5	13.8	.11	13	27	40	47	60	16,351	-2.2	.001	-.160
NSSE 2022 & 2023	38.2	13.9	.05	20	27	40	47	60	90,166	-2.8	.000	-.204
Top 50%	39.8	13.9	.06	20	27	40	53	60	50,925	-4.4	.000	-.319
Top 10%	42.8	14.0	.14	20	33	40	60	60	10,940	-7.5	.000	-.532
Quantitative Reasoning												
SF State (N = 412)	29.8	14.1	.69	7	20	33	40	53				
CSU Campuses	29.5	14.7	.23	7	20	27	40	60	4,595	.3	.651	.023
Carnegie Class	29.4	15.4	.12	7	20	27	40	60	437	.4	.563	.026
NSSE 2022 & 2023	29.4	15.5	.05	0	20	27	40	60	416	.4	.537	.028
Top 50%	30.7	15.4	.06	7	20	27	40	60	418	-.8	.227	-.055
Top 10%	33.4	15.4	.16	7	20	33	40	60	454	-3.6	.000	-.233
Learning with Peers												
Collaborative Learning												
SF State (N = 502)	29.5	12.9	.58	10	20	30	40	50				
CSU Campuses	31.0	13.7	.19	10	20	30	40	55	617	-1.5	.014	-.110
Carnegie Class	30.5	14.1	.10	10	20	30	40	55	531	-1.0	.081	-.072
NSSE 2022 & 2023	29.2	15.1	.04	5	20	30	40	55	507	.3	.621	.019
Top 50%	33.2	13.9	.05	10	25	35	40	60	510	-3.7	.000	-.268
Top 10%	36.5	13.7	.12	15	25	35	45	60	543	-7.0	.000	-.515
Discussions with Diverse Others												
SF State (N = 411)	38.1	14.9	.74	15	30	40	50	60				
CSU Campuses	36.4	15.5	.24	10	25	40	50	60	4,554	1.7	.038	.107
Carnegie Class	37.9	15.4	.12	15	25	40	50	60	16,478	.2	.827	.011
NSSE 2022 & 2023	38.1	15.8	.05	10	25	40	50	60	414	.0	.967	-.002
Top 50%	40.5	14.8	.06	20	30	40	55	60	56,132	-2.4	.001	-.166
Top 10%	43.6	13.9	.17	20	35	40	60	60	6,943	-5.6	.000	-.399

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
SF State (N = 455)	19.8	14.7	.69	0	10	20	30	45				
CSU Campuses	18.6	14.8	.22	0	5	15	25	45	5,079	1.2	.094	.082
Carnegie Class	21.1	15.1	.11	0	10	20	30	50	18,320	-1.3	.070	-.086
NSSE 2022 & 2023	21.6	15.1	.05	0	10	20	30	50	102,067	-1.8	.010	-.121
Top 50%	25.4	15.3	.08	5	15	25	35	60	34,203	-5.6	.000	-.366
Top 10%	29.3	15.3	.22	5	20	25	40	60	553	-9.5	.000	-.622
Effective Teaching Practices												
SF State (N = 428)	36.2	13.6	.66	12	28	36	44	60				
CSU Campuses	37.8	13.3	.20	16	28	40	48	60	4,872	-1.6	.018	-.120
Carnegie Class	37.7	13.2	.10	16	28	40	48	60	17,593	-1.5	.018	-.115
NSSE 2022 & 2023	38.4	13.3	.04	16	28	40	48	60	97,454	-2.2	.001	-.166
Top 50%	40.1	13.5	.06	16	32	40	52	60	43,956	-4.0	.000	-.295
Top 10%	43.3	13.3	.18	20	36	44	56	60	6,092	-7.1	.000	-.533
Campus Environment												
Quality of Interactions												
SF State (N = 352)	40.5	11.4	.61	18	34	40	50	58				
CSU Campuses	41.6	12.4	.21	18	34	43	50	60	435	-1.2	.073	-.094
Carnegie Class	42.2	11.7	.10	20	36	44	50	60	15,158	-1.7	.006	-.147
NSSE 2022 & 2023	43.0	11.7	.04	22	36	44	52	60	83,011	-2.6	.000	-.220
Top 50%	45.2	11.5	.06	24	38	46	54	60	35,095	-4.8	.000	-.418
Top 10%	48.1	12.1	.15	24	42	50	60	60	6,826	-7.7	.000	-.637
Supportive Environment												
SF State (N = 385)	32.2	13.4	.68	13	23	33	40	58				
CSU Campuses	33.5	13.9	.22	10	23	33	43	60	4,388	-1.3	.084	-.092
Carnegie Class	34.4	13.4	.11	13	25	35	43	60	15,839	-2.2	.001	-.164
NSSE 2022 & 2023	34.6	13.5	.05	13	25	35	43	60	87,222	-2.3	.001	-.173
Top 50%	36.8	13.1	.07	15	28	38	45	60	38,366	-4.5	.000	-.346
Top 10%	39.6	12.8	.19	20	30	40	50	60	4,868	-7.4	.000	-.577

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SF State (N = 1005)	40.9	14.3	.45	20	30	40	55	60				
CSU Campuses	40.6	13.9	.14	20	30	40	50	60	10,742	.3	.477	.024
Carnegie Class	40.4	13.8	.09	20	30	40	50	60	1,081	.5	.254	.038
NSSE 2022 & 2023	40.7	13.8	.04	20	30	40	50	60	1,017	.3	.576	.018
Top 50%	42.1	13.6	.05	20	35	40	55	60	66,507	-1.2	.007	-.085
Top 10%	44.7	12.8	.16	20	40	45	60	60	1,273	-3.8	.000	-.291
Reflective & Integrative Learning												
SF State (N = 1070)	39.9	13.3	.41	17	31	40	51	60				
CSU Campuses	38.8	12.9	.13	17	29	40	49	60	11,470	1.1	.007	.086
Carnegie Class	38.6	12.9	.08	17	29	40	49	60	27,427	1.3	.001	.102
NSSE 2022 & 2023	38.7	12.9	.03	17	29	40	49	60	152,850	1.2	.002	.096
Top 50%	40.6	12.4	.05	20	31	40	51	60	1,104	-.7	.087	-.056
Top 10%	43.1	11.8	.15	23	34	43	54	60	1,385	-3.2	.000	-.263
Learning Strategies												
SF State (N = 956)	40.6	14.1	.46	20	33	40	53	60				
CSU Campuses	39.3	14.4	.15	13	27	40	53	60	10,179	1.3	.010	.088
Carnegie Class	38.7	14.5	.09	13	27	40	47	60	24,499	1.9	.000	.132
NSSE 2022 & 2023	39.1	14.6	.04	13	27	40	53	60	134,655	1.4	.003	.098
Top 50%	41.0	14.5	.05	20	33	40	53	60	71,242	-.4	.432	-.026
Top 10%	43.6	14.1	.14	20	33	40	60	60	11,308	-3.0	.000	-.212
Quantitative Reasoning												
SF State (N = 972)	32.5	16.2	.52	0	20	33	40	60				
CSU Campuses	31.4	16.5	.17	0	20	33	40	60	10,324	1.1	.048	.067
Carnegie Class	31.1	16.5	.11	0	20	33	40	60	24,745	1.4	.011	.083
NSSE 2022 & 2023	31.4	16.6	.05	0	20	33	40	60	136,503	1.1	.036	.067
Top 50%	32.7	16.5	.06	7	20	33	40	60	83,743	-.2	.746	-.010
Top 10%	36.3	16.2	.20	7	20	40	47	60	7,685	-3.8	.000	-.232
Learning with Peers												
Collaborative Learning												
SF State (N = 1097)	32.0	14.8	.45	10	20	30	40	60				
CSU Campuses	33.1	14.4	.14	10	20	30	45	60	11,963	-1.1	.018	-.075
Carnegie Class	31.6	15.3	.09	5	20	30	40	60	28,621	.3	.465	.022
NSSE 2022 & 2023	30.2	16.1	.04	0	20	30	40	60	1,114	1.7	.000	.108
Top 50%	34.7	14.2	.05	10	25	35	45	60	1,129	-2.7	.000	-.193
Top 10%	38.1	13.6	.14	15	30	40	50	60	1,330	-6.1	.000	-.446
Discussions with Diverse Others												
SF State (N = 966)	40.1	15.7	.51	15	30	40	55	60				
CSU Campuses	39.2	16.1	.17	10	25	40	55	60	10,221	.9	.104	.055
Carnegie Class	38.7	16.0	.10	10	25	40	55	60	24,611	1.4	.009	.086
NSSE 2022 & 2023	38.8	16.2	.04	10	25	40	55	60	135,336	1.3	.015	.079
Top 50%	41.1	15.6	.06	15	30	40	55	60	73,589	-1.0	.049	-.064
Top 10%	43.9	14.8	.17	20	35	45	60	60	8,797	-3.8	.000	-.259

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
SF State (N = 1038)	22.7	16.4	.51	0	10	20	35	60				
CSU Campuses	22.2	16.3	.16	0	10	20	35	60	11,071	.6	.300	.034
Carnegie Class	23.6	16.4	.10	0	10	20	35	60	26,561	-.9	.084	-.055
NSSE 2022 & 2023	23.8	16.5	.04	0	10	20	35	60	147,597	-1.0	.045	-.062
Top 50%	29.6	16.2	.09	5	20	30	40	60	33,125	-6.8	.000	-.423
Top 10%	34.3	15.8	.26	10	20	35	45	60	4,690	-11.5	.000	-.722
Effective Teaching Practices												
SF State (N = 1005)	39.8	14.4	.45	16	28	40	52	60				
CSU Campuses	39.8	14.3	.14	16	32	40	52	60	10,735	.0	.983	.001
Carnegie Class	39.7	14.0	.09	16	32	40	52	60	25,828	.1	.855	.006
NSSE 2022 & 2023	40.0	14.1	.04	16	32	40	52	60	142,928	-.3	.541	-.019
Top 50%	42.1	13.8	.06	20	32	40	56	60	50,376	-2.4	.000	-.172
Top 10%	44.7	13.4	.15	20	36	44	56	60	1,240	-4.9	.000	-.366
Campus Environment												
Quality of Interactions												
SF State (N = 872)	40.9	13.4	.45	14	33	42	50	60				
CSU Campuses	42.4	13.1	.14	18	34	44	52	60	9,119	-1.6	.001	-.118
Carnegie Class	42.2	12.4	.08	20	34	44	52	60	932	-1.3	.004	-.108
NSSE 2022 & 2023	43.1	12.4	.04	20	36	44	52	60	882	-2.2	.000	-.175
Top 50%	45.4	12.1	.05	22	38	48	55	60	895	-4.5	.000	-.370
Top 10%	47.9	12.5	.11	22	40	50	60	60	975	-7.0	.000	-.556
Supportive Environment												
SF State (N = 944)	32.3	14.7	.48	8	23	33	40	60				
CSU Campuses	32.4	15.0	.16	8	20	33	43	60	9,937	-.1	.818	-.008
Carnegie Class	31.9	14.3	.09	8	20	33	40	60	24,015	.3	.476	.024
NSSE 2022 & 2023	32.0	14.5	.04	8	20	33	40	60	131,482	.3	.512	.021
Top 50%	34.5	14.3	.07	10	25	35	45	60	49,542	-2.3	.000	-.158
Top 10%	37.7	13.9	.20	15	28	38	48	60	1,310	-5.4	.000	-.384

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

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

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

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

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

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

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