San José State University
WASC Accreditation Visit

Supplemental Materials
Component 4 Lines of Inquiry

April 13-16, 2015

Contact:

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Responses to Component 4 Lines of Inquiry

San Jose State University, April 2015

Assessment of core competencies

- LOI 4.1 How is the institution using the assessment results in Information Literacy to specifically improve identified areas of weakness?
- LOI 4.2 How is the institution using the assessment results in communication to specifically improve identified areas of weakness?
- LOI 4.3 Please update the team on what is being done to address the 100W assessment results.
- LOI 4.4 How is the institution planning to coordinate and sustain the assessment efforts for all the core competencies?

National Survey on Student Engagement (NSSE)

- LOI 4.5 How is SJSU planning to increase the participation rate in NSSE?
- LOI 4.6 What are the results of the 2014 NSSE?
- LOI 4.7 What is SJSU doing to act upon the NSSE results?

The following documents have been assembled to supplement discussion of these lines of inquiry with the Writing Requirements Committee, Writing Across the Curriculum Director, Library Assessment Team, and the Dean of the MLK Library

LOI 4.1 Responses to Assessment Findings

LOI 4.1 Academic Integrity Seminar Marketing

LOI 4.1 Integrity Week Flyer

LOI 4.2 and 4.3 Responses to Communication

LOI 3.6 and 4.4 Session Description SJSU Core Competencies Oct 2014

LOI 4.5 Increasing NSSE responses

LOI 4.5 Do the NSSE sample flyer

LOI 4.6 NSSE2014 and WASC CFRs

LOI 4.6 NSSE14 Engagement Indicators

LOI 4.5 NSSE SJSU Exec Summary

LOI 4.6 NSSE14 Experiences with Information Literacy

LOI 4.6 NSSE SJSU Summary Info Lit Module

LOI 4.7 Example Response to NSSE: Notice of General Education Advising Pathways

To: WASC Campus Visit Team

From: Diana Wu and Ann Agee, Librarians
SJSU University Library WASC Accreditation Task Force

Date: April 6, 2015

Re: Response to WASC Component 4 Lines of Inquiry/Information Literacy

Thank you for this opportunity to address the WASC Accreditation team's questions about the Information Literacy core competency. While the instruction of information literacy is well developed, the systematic campus-wide assessment of this core competency is emerging (see pages 16 and 17 of the SJSU Institutional Report). The Library's involvement in the direct assessment of students in this area is through the online tutorials InfoPower and Plagiarism and an online survey of 100W students. Other direct assessment includes an analysis of sample student assignments from 100W classes. The indirect assessment of students was done through the optional NSSE information literacy module, which was administered in 2014. (The results from this survey have just been received and are currently being analyzed.)

The Library's InfoPower tutorial focuses on the skills of selecting information sources; searching within databases; and evaluating information (Dimensions 1, 2, and 3 of the AAC&U VALUE rubric for information literacy). Plagiarism teaches the importance of using information ethically and legally (Dimension 5) and emphasizes paraphrasing and the proper citation of sources. The 100W online survey, like InfoPower, assesses students on Dimensions 1, 2, and 3.

Results from the InfoPower and Plagiarism tutorials as well as the assessment of sample student assignments from 100W reveal that students have two areas of weakness: an inability to search the library databases effectively and to paraphrase correctly. To address the first weakness, the library plans to update InfoPower by Fall 2015, adding additional hands-on exercises that allow students to create and execute an effective search query.

The inability to paraphrase will be addressed on several fronts. A segment introducing the concept will be added to InfoPower, the existing paraphrasing segment of Plagiarism will be strengthened, and a standalone interactive tutorial on Paraphrasing will be created for release in the 2015-2016 academic year. Emphasizing this skill in three tutorials will work to support and reinforce the efforts of 100W instructors as they promote this important aspect of academic writing. All of the tutorials will be constructed to closely map to the information literacy learning objectives of 100W. In addition, we plan to move links to the tutorials into the Canvas learning management system so students and instructors can access them more easily.

The University Library's online assessment survey was administered to 100W students in late Spring 2014. Twenty-seven percent of students enrolled in 100W (763 out of 2,838 enrolled) completed the survey. The Library collected and analyzed the results, discovering that students achieved a mean score of 7.33 out of a possible score of 0 to 11, with a standard deviation of 3.11. In alignment with other assessments, the survey revealed a weakness in students' ability to search databases effectively. This survey can serve as a starting point as 100W coordinators reexamine their assessment tools and processes for this class. The Library will offer its information literacy expertise to the coordinators as they work through this process.

The assessment of student writing samples from 100W courses, in addition to revealing a weakness in students' paraphrasing skills, brought to light a too common tendency to plagiarize. In response to this finding, the campus's Student Conduct and Ethical Development office hosted an Integrity Week on March 9-12, 2015. (This event was co-sponsored by the Division of Student Affairs, the University Library, MOSAIC Cross-Cultural Center, the Center for Faculty Development, University Housing Services, and the Career Center.) Integrity Week offered sessions that explored academic, professional, and personal integrity—some specifically focused on the Academic Integrity Policy. Over 250 students and faculty participated. The Student Conduct and Ethical Development office plans to continue offering Integrity Week in future years in order to promote campus awareness of the importance of integrity and strengthen students' understanding of how to avoid plagiarism.

Students' mastery of information literacy concepts is increasingly important in both academia and the work world. The University Library will continue to support and advance students' abilities in this competency by providing in-person instruction in research skills, creating effective online learning objects, and working with instructors to strengthen and assess the information literacy components of their courses.

What does it mean to have INTEGRITY ?

Attend the Academic Integrity Seminar

Presented by the Office of Student Conduct & Ethical Development

Academic Integrity Seminar Dates:

Thursday	Thursday	Friday
9/18	**9/25**	**10/3**
3pm	10am	2 pm
Clark Hall 412	Engineering 285/287	Engineering 285/287

Sign up at http://bit.ly/SJSU_Integrity

SAN JOSÉ STATE UNIVERSITY

INTEGRITY WEEK

Student Conduct & Ethical Development
Division of Student Affairs

MARCH 9-12, 2015

MONDAY, MARCH 9

Tips for Avoiding Plagiarism
10-12pm • CLK 412

Student Academic Integrity: What Every Professor Needs to Know
12-1pm • IRC 210

Academic Integrity Seminar
3-4pm • ADM 250

Sponsored by:
MLK Library, Center for Faculty Development

TUESDAY, MARCH 10

Integrity in Your Job & Internship Search
10-12pm • CLK 412

Student Academic Integrity: What Every Professor Needs to Know
12-1pm • CLK 412

Sampling: Art or Infringement?
3-5pm • CVB RAC

Sponsored by:
MOSAIC Crosscultural Center, Career Center, Center for Faculty Development, University Housing Services

WEDNESDAY, MARCH 11

Academic Integrity Seminar
10-11am • CLK 412

Academic Integrity Seminar
12-1pm • CLK 412

Sponsored by:
Student Conduct & Ethical Development

THURSDAY, MARCH 12

DONUT Cheat (Do-Not Cheat)
Resource Fair &
Sign the Pledge
10-12pm • SU Ballroom C

Sponsored by:
Student Conduct & Ethical Development

* These events are wheelchair accessible. Individuals requesting other accommodations should contact Student Conduct & Ethical Development at 408-924-5958 by March 2, 2015.

* For more information, please email alicia.samis@sjsu.edu.

SJSU | WRITING ACROSS THE CURRICULUM

To: WASC Campus Visit Team
From: Tom Moriarty, Professor of Writing and Rhetoric
Director of Writing Across the Curriculum
Date: March 1, 2015

Response to WASC Line of Inquiry 4.3: Please update the team on what is being done to address the 100W assessment results.

Thank you very much for the opportunity to update the WASC Accreditation team on what is being done to address the 100W assessment results. An accreditation visit is a unique opportunity for a university to reflect on its past and make plans for the future, and I appreciate the opportunity to be a part of this process.

As stated in our Institutional Report Submitted to the WASC Senior College and University Commission on August 20, 2014, "the infrastructure for assessing written communication skills within the 100W courses is robust and sustainable." To achieve "highly developed" status, however, we need to improve our assessment system so that it produces data that is more uniform across departments and programs.

In order to develop this uniformity, and to support the teaching of writing all across campus more broadly, we are developing a comprehensive Writing Across the Curriculum program. This program will support the teaching of writing through faculty development seminars, a Writing Fellows program, and a robust information system that will inform and guide our practice by collecting, interpreting, and disseminating assessment data to instructors and program coordinators on a regular, ongoing basis.

Results of Our Recent 100W Assessments
According to our Institutional Report, as part of General Education assessment, "100W instructors submit yearly assessment reports describing student performance relevant to one of three written communication SLOs. Typically, one outcome is assessed each year based on a department schedule. These assessment reports are available online and generally show that students are performing at adequate levels."

Additionally, "the spring 2014 assessment of assignments across 100W sections included two rubric items pertaining to the organization/clarity of the assignments and the mechanics of writing (see Appendix 4.6). While most students scored 2 or above on the rubric, very few achieved mastery ("4" on the rubric). Particularly in the area of mechanics and usage, student performance was poor."

The Writing Across the Curriculum Program at San José State University
The Writing Across the Curriculum program will include faculty seminars, a Writing Fellows program, and a robust information system that will inform the teaching of writing all across campus, and especially in 100W courses, by collecting, interpreting, and disseminating assessment data to instructors and program coordinators on a regular, ongoing basis.

Faculty Seminars

This semester (Spring 2015), faculty seminars are being developed in direct response to the 100W assessment and the needs of 100W coordinators to develop their assessment systems. The work of the seminar will include strategies for closing the loop with the recent 100W assessment and using the results to inform and improve instruction. Strategies include sharing results in a meaningful and impactful way, and brainstorming with instructors on how to improve teaching practices in response to specific results regarding plagiarism, organization, clarity, and mechanics. It will also include work on improving and standardizing our assessment systems, while at the same time making them more responsive to the specific information needs of individual departments and programs.

Future faculty seminars will be offered to 100W instructors, as well as faculty who teach other writing-intensive courses, and will focus on designing effective writing assignments and writing-intensive courses; how to teach and respond to student writing; and other topics of interest to faculty.

Writing Fellows Program

The Writing Across the Curriculum program is also developing a Writing Fellows program that will support the teaching of writing in courses all across campus. Using a model of embedded supplemental instruction, the Writing Fellows program trains undergraduate and graduate students to work with their peers in writing-intensive classes. Fellows are matched with instructors, who receive training in the Writing Across the Curriculum seminars, and work as the Writing Fellow for a class for the entire semester.

The Writing Fellows program combines the expertise of the Writing Center – and its knowledge of tutor training – with the expertise of the field of Writing in the Disciplines – and its knowledge of disciplinary writing practices. The result is a dynamic, flexible model of writing support, one that has the potential to serve all students, in every department across campus.

This semester, we are piloting the Writing Fellows program in nine sections of Stretch English and plan on expanding the pilot to include 100W courses in the fall (Fall 2015).

100W Assessment System

Finally, we are improving our assessment systems by developing the assessment tools and processes of the 100W coordinators. The plan is to simultaneously customize and standardize our assessments so they speak to both the particular needs of different disciplines and the broader needs of the institution to make comparisons across programs and departments.

100W coordinators are being invited to participate in our inaugural Faculty Seminar this semester and, as a team, will develop the prototypes of these new systems and prepare them for initial implementation next year. These systems will include direct assessment of student performance; reporting of results to coordinators and instructors; workshops and seminars to discuss results and develop new methods to improve practice; and ongoing assessment of new practices and student performance in order to continuously inform and improve our teaching and learning.

Program Development Timeline

Below is a timeline of Writing Across the Curriculum program development activities.

Semester	Development Phase	Specific Activities
Fall 2014	*Listening Tour, Needs Assessment*	Interviews and discussions with 100W coordinators and instructors all across campus.
Spring 2015	*Building WAC Program Infrastructure, Offering First Faculty Seminars, Piloting Writing Fellows Program*	Offer first WAC seminars for 100W coordinators only. Work of seminars will be to document best practices in 100W programs and develop information systems to support them. Secure campus-wide budgets and funding for WAC program. Pilot Writing Fellows program in Stretch courses.
Fall 2015	*Officially Launch WAC Program*	Offer first WAC seminars for 100W instructors. Announce and offer WAC consulting services to departments looking to improve writing in their curriculum and/or to assess writing in their courses (100W and other courses) and curriculum. Implement WAC visibility project. Officially "launch" the program, roll out website, get some coverage in the student paper, invite administrators and other important people. And students. Also announce student writing contest and faculty innovative writing curriculum contest. Expand pilot of Writing Fellows program to include 100W courses.
Spring 2016	*Revise and Fine Tune WAC Program and Writing Fellows program*	Offer WAC I seminars for all faculty and/or 100W faculty, based on demand. Offer WAC consulting services. Continue expansion of Writing Fellows program.
Fall 2016 and after	*Fully Functioning WAC Program*	Regularly offer WAC I and II seminars, both 100W and other versions, based on demand. Offer WAC consulting services. Writing and innovative curriculum contests. Other WAC visibility projects like newsletters, etc. Ongoing assessment and improvements of WAC programming. Support and expand Writing Fellows program.

The Current Budget for the Writing Across the Curriculum Program

The Writing Across the Curriculum program is in the process of securing its budgetary position on campus. Currently, Faculty Seminars and portions of the Writing Fellows program are being funded directly by the Dean of the College of Humanities and the Arts, Lisa Vollendorf. In addition, the salaries of the Writing Fellows working in our pilot are being paid for through SSETF (student success fee) base funding secured by Dean Vollendorf. Unfortunately that budget is not sufficient to cover the full expenses of the proposed program. It is, however,

sufficient to establish the initial pilot program this semester to determine projected costs for the future.

Dean Vollendorf also is funding Assigned Time for the Writing Across the Curriculum director (WAC) in spring 2015 for the Writing Fellows Pilot and $7,000 in professional development support because she believes this program has the potential to significantly improve writing instruction throughout the curriculum.

Moving Forward: Securing a Broad Funding Base on Campus

Fully developed, the Writing Across the Curriculum program will require between $100,000 to $200,000 a year in annual support, depending on the size of the Writing Fellows program. Moving forward, we are working to secure funding for the Writing Across the Curriculum program from a broader funding base, one that reflects the cross-campus nature of the program and the students it serves.

Capturing the Core Competencies of Information Literacy and Critical Thinking in Undergraduates' Writing Assignments

San Jose State University
October 24, 2014

Session Description

One of the most effective and efficient strategies for assessing core competencies such as information literacy, critical thinking, and written communication across the undergraduate curriculum is the evaluation of written assignments from both general education and students' culminating experiences within the major. Documenting essential learning outcomes demands the review of varied performances -- in a way that is meaningful and manageable. But, assessing core competencies across diverse courses and learning experiences raises interesting challenges. Participants in this interactive session will explore strategies for creating effective CT-IL-WC rubrics and setting appropriate performance standards that can be applied to diverse assignments but yet yield generalizable results. Participants will also examine the features of writing assignments that facilitate the assessment of essential learning outcomes.

Carol Ann Gittens, is an Associate Dean in the College of Arts & Sciences at Assessment at Santa Clara University and Associate Professor in the Education Department and Liberal Studies Program. As the founding Director of Santa Clara University's Office of Assessment from 2007 to 2012, she performed key activities related to student learning outcomes assessment and institutional re-accreditation; was a consultant to academic and co-curricular programs on the assessment of student learning; and designed and oversaw the campus's innovative multi-year, assessment plan for the core curriculum. She has served as a mentor at WSCUC assessment workshops and as an evaluator on WSCUC accreditation teams. Carol's consulting activities include working with college administrators, faculty and staff and K-12 educators, as well as business executives, managers and employees. Her areas of expertise include integrating critical thinking across the curriculum and co-curriculum, critical thinking pedagogy and assessment, and designing sustainable assessment systems. The central focus of her research is the interface of critical thinking, motivation, mathematical reasoning, and academic achievement of adolescents and young adults from diverse cultural and ethnic backgrounds. Carol has authored or co-authored numerous articles, measurement instruments, and a college text book on critical thinking skills and dispositions. She earned her BA from the University of California at Davis and received her Ph.D. in Social and Personality Psychology from the University of California at Riverside.

Gail Gradowski is the coordinator of instructional services in the library at Santa Clara University with primary responsibility for overseeing and delivering library instruction to the 1st year writing program. She has conducted a wide variety of information literacy workshops for faculty through the library, campus faculty development and the English Department writing program, taught a credit-bearing course in information literacy through the Liberal Studies Department, served on the Faculty Area Committee on the writing requirements for the new Core Curriculum. From 2006/07 through 2010/11, during Santa Clara's University's recent accreditation process, she served on one of the three university WASC Subcommittees, the Subcommittee on Educating for Competence, Conscience, and Compassion. Gail has served on and chaired a number of committees in the Association of College & Research Libraries Instruction Section and Education & Behavioral Sciences Section as well as the Library Instruction Round Table in the American Library Association. With English Department faculty, Gail has presented at regional, national and international library, composition, Holocaust, and oral history conferences. With SCU colleagues, she presented at the 2014 WASC Academic Resource Conference (ARC) and the 2013 WASC Retreat on Core Competencies: Information Literacy and Critical Thinking. She was a participant in the Association of College & Research Libraries 2011 Immersion Program on assessment.

Christa Bailey is the Research Librarian at International Technological University, the first librarian to serve at ITU. She supports graduate programs in business, digital arts, and engineering. She is currently working with faculty to purchase and integrate scholarly resources into the curriculum. This process is paving the way to discussions about information literacy and assessment. Prior to her current position, Christa worked for 10 years at the Santa Clara University Library providing research assistance and supporting library instruction.

Responses to LOI 4.5

San Jose State University, April 2015

LOI 4.5 How is SJSU planning to increase the participation rate in NSSE?

In the 2011 NSSE administration, the response rate was 14% and 626 students completed the survey. In 2014, the response rate was 19% and 2538 students completed the survey. Two main strategies were implemented to increase the response rate and increase the number of respondents.

Sampling

In 2011, only a sample of students were recruited to complete the survey. In years prior, only native seniors were recruited to complete the survey. In 2014, all first-time freshmen and all seniors were recruited to complete the survey.

Recruiting

Students received the standard recruiting emails from NSSE. There was also campus-wide publication of the NSSE survey. Faculty teaching senior capstones were asked to email their students to let them know the importance and purpose of the survey. Similarly, faculty teaching first year experience courses also emailed their students to let them know the importance and purpose of the survey. Student Involvement also messaged students to respond to the survey.

Presentations were also made at college faculty meetings and to the Academic Senate to encourage all faculty to encourage their students to complete the survey.

Publicity

Reminders to "Do the NSSE" were also placed in public places, including the electronic message board in the entrance to Clark Hall. Clark Hall houses Student Involvement, classrooms, and some student services. Flyers were also placed in the Library on the tables where students congregate and study.

In addition, a text-to-speech animated video was created, emailed to faculty, and placed on the SJSU WASC webpage (www.sjsu.edu/wasc) to explain the purpose and importance of the survey.

Show Spartan Pride!

DO THE NSSE!

If you are a Freshman or Senior, take the NATIONAL SURVEY OF STUDENT ENGAGEMENT and tell SJSU about your university experience. Your answers help improve SJSU and help with accreditation.

Look for an email from nsse@nssesurvey.org between now and March 18 and take the survey.

Everyone who completes the survey is automatically entered into a drawing for a $250 Gold Points!*

*Five at $250 and Seventy-five at $50

Mapping NSSE 2014 with WASC Standards

Question	WASC Core	WASC Standards	SJSU		California State		Carnegie Peer Group		NSSE 2013 & 2014	
			1st Yr	Srs	1st Yr	Srs	1st Yr	Srs	1st Yr	Srs
1. During the current school year, about how often have you done the following? [Never=1;Sometimes=2;Often=3;Very Often=4]										
a. Asked questions or contributed to course discussions in other ways	1	2.2a	2.67	2.96	2.70	2.99	2.88	3.20	2.87	3.17
b. Prepared two or more drafts of a paper or assignment before turning it in	1	2.2a, 2.5	2.57	2.43	2.60	2.46	2.58	2.50	2.54	2.45
c. Come to class without completing readings or assignments	2		2.92	2.81	3.00	2.89	3.07	3.05	3.03	3.00
d. Attended an art exhibit, play, dance, music, theater, or other performance	2	2.2a	1.95	1.82	1.86	1.82	1.98	1.81	1.99	1.87
e. Asked another student to help you understand course material	1		2.74	2.55	2.63	2.53	2.51	2.35	2.57	2.40
f. Explained course material to one or more students	1	2.13	2.69	2.81	2.73	2.84	2.66	2.69	2.71	2.74
g. Prepared for exams by discussing or working through course material with other students	1	2.2a	2.57	2.59	2.53	2.59	2.47	2.41	2.53	2.47
h. Worked with other students on course projects or assignments	1	2.2a	2.80	3.13	2.70	3.02	2.57	2.81	2.60	2.87
i. Gave a course presentation		2.2a	2.46	2.91	2.45	2.82	2.28	2.66	2.23	2.68
2. During the current school year, about how often have you done the following? [Never=1;Sometimes=2;Often=3;Very Often=4]										
a. Combined ideas from different courses when completing assignments	2	2.2a, 2.5, 2.9	2.66	3.01	2.70	3.05	2.67	3.00	2.68	3.02
b. Connected your learning to societal problems or issues		2.2a, 2.5	2.61	2.82	2.64	2.87	2.62	2.89	2.61	2.87
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	1	1.4, 2.2a	2.62	2.63	2.58	2.65	2.58	2.72	2.58	2.68
d. Examined the strengths and weaknesses of your own views on a topic or issue	1	2.2a	2.77	2.81	2.79	2.84	2.79	2.89	2.78	2.88
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	1	1.4, 2.2a	2.90	2.94	2.92	2.97	2.88	2.97	2.87	2.96
f. Learned something that changed the way you understand an issue or concept	1	2.2a	2.84	2.97	2.89	2.99	2.86	2.97	2.86	2.97

Mapping NSSE 2014 with WASC Standards

Question	WASC Core	WASC Standards	SJSU		California State		Carnegie Peer Group		NSSE 2013 & 2014	
			1st Yr	Srs	1st Yr	Srs	1st Yr	Srs	1st Yr	Srs
g. Connected ideas from your courses to your prior experiences and knowledge	1	2.2a	3.07	3.21	3.08	3.24	3.07	3.26	3.08	3.25
3. During the current school year, about how often have you done the following? [Never=1;Sometimes=2;Often=3;Very Often=4]										
a. Talked about career plans with a faculty member	1	2.13	2.03	2.19	2.09	2.31	2.20	2.39	2.21	2.42
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	2	2.11	1.65	1.80	1.65	1.86	1.71	1.88	1.73	1.93
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	1, 2		1.88	2.08	1.94	2.15	1.98	2.16	2.00	2.19
d. Discussed your academic performance with a faculty member	1	2.5	1.97	2.11	2.04	2.16	2.12	2.22	2.13	2.22
4.During the current school year, how much has your coursework emphasized the following? [Very little=1;Some=2;Quite a bit=3;Very much=4]										
a. Memorizing course material	1		3.03	2.80	2.99	2.86	2.97	2.74	2.95	2.74
b. Applying facts, theories, or methods to practical problems or new situations	1	2.2a	2.94	3.13	2.96	3.14	2.96	3.15	2.99	3.15
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	1	2.2a	3.01	3.13	3.00	3.12	2.98	3.13	2.98	3.12
d. Evaluating a point of view, decision, or information source	1	2.2a	3.01	2.99	2.96	2.98	2.95	3.02	2.92	2.98
e. Forming a new idea or understanding from various pieces of information	1	2.2a	2.96	3.00	2.92	2.99	2.92	3.02	2.90	3.00

Mapping NSSE 2014 with WASC Standards

Question	WASC Core	WASC Standards	SJSU		California State		Carnegie Peer Group		NSSE 2013 & 2014	
			1st Yr	Srs	1st Yr	Srs	1st Yr	Srs	1st Yr	Srs
5.During the current school year, to what extent have your instructors done the following? [Very little=1;Some=2;Quite a bit=3;Very much=4]										
a. Clearly explained course goals and requirements	2	2.4. 2.5	3.08	3.15	3.19	3.22	3.18	3.24	3.16	3.21
b. Taught course sessions in an organized way		3.2	3.01	3.04	3.09	3.13	3.11	3.18	3.11	3.15
c. Used examples or illustrations to explain difficult points		3.2	2.99	3.13	3.13	3.19	3.11	3.17	3.11	3.16
d. Provided feedback on a draft or work in progress	1	2.5	2.90	2.77	2.92	2.79	2.92	2.86	2.86	2.80
e. Provided prompt and detailed feedback on tests or completed assignments	1	2.5	2.78	2.80	2.81	2.84	2.84	2.94	2.80	2.90
6. During the current school year, about how often have you done the following? [Never=1;Sometimes=2;Often=3;Very Often=4]										
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	1	2.2a, 2.5	2.63	2.69	2.55	2.67	2.53	2.60	2.55	2.63
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	1	2.2a, 2.5	2.35	2.49	2.28	2.45	2.27	2.41	2.28	2.43
c. Evaluated what others have concluded from numerical information	1	2.2a, 2.5	2.38	2.49	2.26	2.47	2.24	2.38	2.27	2.42
7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.)										
a. Up to 5 pages			6.46	7.29	6.17	7.46	6.74	7.84	6.83	7.82
b. Between 6 and 10 pages			2.09	3.82	2.07	3.72	2.01	3.65	2.11	3.59
c. 11 pages or more			0.98	2.41	0.90	2.19	0.76	1.99	0.80	2.00

Mapping NSSE 2014 with WASC Standards

Question	WASC Core	WASC Standards	SJSU		California State		Carnegie Peer Group		NSSE 2013 & 2014	
			1st Yr	Srs	1st Yr	Srs	1st Yr	Srs	1st Yr	Srs
8. During the current school year, about how often have you had discussions with people from the following groups? [Never=1;Sometimes=2;Often=3;Very Often=4]										
a. People of a race or ethnicity other than your own	1, 2	1.4, 2.2a	3.24	3.38	3.18	3.31	3.07	3.12	3.09	3.12
b. People from an economic background other than your own	1, 2	1.4, 2.2a	3.12	3.22	3.07	3.19	3.05	3.11	3.08	3.13
c. People with religious beliefs other than your own	1, 2	1.4, 2.2a	3.04	3.16	2.99	3.11	2.97	3.02	3.01	3.05
d. People with political views other than your own	1, 2	1.4, 2.2a	2.89	3.03	2.89	3.03	2.95	3.03	2.99	3.06
9. During the current school year, about how often have you done the following? [Never=1;Sometimes=2;Often=3;Very Often=4]										
a. Identified key information from reading assignments			3.10	3.21	3.12	3.26	3.16	3.28	3.16	3.26
b. Reviewed your notes after class			2.86	2.83	2.90	2.90	2.94	2.93	2.92	2.89
c. Summarized what you learned in class or from course materials			2.77	2.81	2.73	2.84	2.85	2.93	2.84	2.90
10. During the current school year, to what extent have your courses challenged you to do your best work? [Not at all=1;2;3;4;5;6;Very Much=7]]										
		2.5	5.46	5.59	5.45	5.66	5.55	5.74	5.55	5.68

Mapping NSSE 2014 with WASC Standards

Question	WASC Core	WASC Standards	SJSU		California State		Carnegie Peer Group		NSSE 2013 & 2014	
			1st Yr	Srs	1st Yr	Srs	1st Yr	Srs	1st Yr	Srs
11. Which of the following have you done or do you plan to do before you graduate? [% who responded "Done or in progress"]										
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	1, 2	2.8	10%	41%	9%	45%	8%	47%	9%	50%
b. Hold a formal leadership role in a student organization or group		2.11	11%	27%	9%	28%	11%	31%	12%	36%
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	1, 2	2.11	10%	20%	13%	22%	14%	23%	15%	24%
d. Participate in a study abroad program	1, 2	2.2a, 2.8	5%	7%	3%	8%	3%	10%	4%	14%
e. Work with a faculty member on a research project	1	2.8	3%	15%	4%	20%	5%	20%	5%	24%
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	1	2.2a, 2.8	4%	36%	3%	42%	3%	43%	3%	46%
12. About how many of your courses at this institution have included a community-based project (service-learning)? [None=1;Some=2;Most=3;All=4]										
		2.8, 2.11	1.73	1.86	1.66	1.78	1.63	1.77	1.60	1.73
13. Indicate the quality of your interactions with the following people at your institution. [Poor=1;2;3;4;5;6;Excellent=7]										
a. Students	2		5.55	5.69	5.47	5.70	5.56	5.73	5.58	5.72
b. Academic advisors	2	2.12	4.48	5.01	4.85	5.05	5.07	5.23	5.11	5.19
c. Faculty	2	2.5	4.75	5.31	4.98	5.46	5.27	5.62	5.27	5.58
d. Student services staff (career services, student activities, housing, etc.)	2	2.13	4.65	4.63	4.66	4.75	4.91	4.88	4.94	4.85
e. Other administrative staff and offices (registrar, financial aid, etc.)	2	2.13	4.37	4.51	4.64	4.74	4.85	4.91	4.84	4.84

Mapping NSSE 2014 with WASC Standards

Question	WASC Core	WASC Standards	SJSU		California State		Carnegie Peer Group		NSSE 2013 & 2014	
			1st Yr	Srs	1st Yr	Srs	1st Yr	Srs	1st Yr	Srs
14. How much does your institution emphasize the following? [Very little=1;Some=2;Quite a bit=3;Very much=4]										
a. Spending significant amounts of time studying and on academic work	1, 3		3.21	3.20	3.24	3.23	3.19	3.17	3.21	3.18
b. Providing support to help students succeed academically	1, 3	2.5, 2.10, 2.12, 2.13	3.00	2.88	3.08	2.92	3.11	2.99	3.12	2.98
c. Using learning support services (tutoring services, writing center, etc.)	1	2.12, 2.13	2.99	2.82	3.10	2.79	3.14	2.89	3.14	2.89
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)		1.4, 2.2a	2.77	2.65	2.81	2.62	2.74	2.61	2.74	2.59
e. Providing opportunities to be involved socially		2.11	2.87	2.73	2.94	2.80	2.99	2.83	3.02	2.86
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	1	2.13	2.85	2.61	3.03	2.83	2.98	2.75	3.00	2.79
g. Helping you manage your non-academic responsibilities (work, family, etc.)	1, 2	2.13	2.38	2.04	2.47	2.07	2.41	2.11	2.40	2.10
h. Attending campus activities and events (performing arts, athletic events, etc.)		2.2a, 2.11	2.74	2.42	2.72	2.51	2.84	2.57	2.91	2.66
i. Attending events that address important social, economic, or political issues	2	1.4, 2.2a, 2.11	2.47	2.31	2.49	2.37	2.56	2.41	2.60	2.44

Mapping NSSE 2014 with WASC Standards

Question	WASC Core	WASC Standards	SJSU		California State		Carnegie Peer Group		NSSE 2013 & 2014	
			1st Yr	Srs	1st Yr	Srs	1st Yr	Srs	1st Yr	Srs
15. About how many hours do you spend in a typical 7-day week doing the following?										
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	1		13.49	15.38	13.22	15.01	13.48	14.46	14.30	14.95
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)		2.11, 2.13	4.43	4.21	4.11	3.85	4.91	3.98	5.36	4.53
c. Working for pay on campus			2.81	2.66	1.67	2.96	2.17	3.13	2.37	3.69
d. Working for pay off campus			4.17	13.13	4.51	12.08	5.76	13.59	5.02	11.95
e. Doing community service or volunteer work		2.2a	2.27	3.31	2.37	3.26	2.40	3.25	2.36	3.08
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friend			13.37	11.28	11.96	10.51	12.35	10.17	12.59	10.74
g. Providing care for dependents (children, parents, etc.)			2.72	5.68	3.20	5.47	3.70	7.84	3.01	6.51
h. Commuting to campus (driving, walking, etc.)			4.30	5.94	5.15	6.04	3.71	4.70	3.66	4.56
16. Of the time you spend preparing for class in a typical 7-day week, about how many hours are on assigned reading? [Very little=1;Some=2;About half=3;Most=4,Almost all=5]										
			2.90	2.88	2.99	3.04	2.89	2.99	2.85	2.94

Mapping NSSE 2014 with WASC Standards

Question	WASC Core	WASC Standards	SJSU		California State		Carnegie Peer Group		NSSE 2013 & 2014	
			1st Yr	Srs	1st Yr	Srs	1st Yr	Srs	1st Yr	Srs
17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? [Very little=1;Some=2;Quite a bit=3;Very much=4]										
a. Writing clearly and effectively	1, 2	2.2a	2.90	3.04	2.94	3.03	2.92	3.09	2.87	3.05
b. Speaking clearly and effectively	1, 2	2.2a	2.79	2.93	2.91	2.97	2.76	2.96	2.68	2.94
c. Thinking critically and analytically	1, 2	2.2a	2.99	3.23	3.12	3.29	3.09	3.31	3.09	3.32
d. Analyzing numerical and statistical information	1, 2	2.2a	2.72	2.86	2.70	2.88	2.60	2.79	2.61	2.82
e. Acquiring job- or work-related knowledge and skills	1, 2	2.2a, 2.5	2.49	2.86	2.52	2.88	2.62	2.98	2.62	2.96
f. Working effectively with others	1	2.2a	2.91	3.07	2.92	3.09	2.86	3.05	2.83	3.05
g. Developing or clarifying a personal code of values and ethics	3	2.2a	2.71	2.78	2.71	2.79	2.73	2.86	2.70	2.82
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	1, 3	1.4, 2.2a	2.85	2.88	2.85	2.88	2.76	2.84	2.73	2.81
i. Solving complex real-world problems		2.2a, 2.5	2.60	2.80	2.63	2.81	2.62	2.82	2.61	2.82
j. Being an informed and active ci ti zen		2.2a	2.56	2.62	2.60	2.69	2.64	2.74	2.63	2.71
18. How would you evaluate your entire educational experience at this institution? [Poor=1;Fair=2;Good=3;Excellent=4]										
			2.95	3.02	3.13	3.20	3.21	3.28	3.23	3.28
19. If you could start over again, would you go to the same institution you are now attending? [Definitely no=1;Probably no=2;Probably yes=3;Definitely yes=4]										
			2.92	3.05	3.12	3.16	3.21	3.23	3.24	3.23

NSSE 2014 Engagement Indicators

Academic Challenge

San Jose State University

Academic Challenge: First-year students

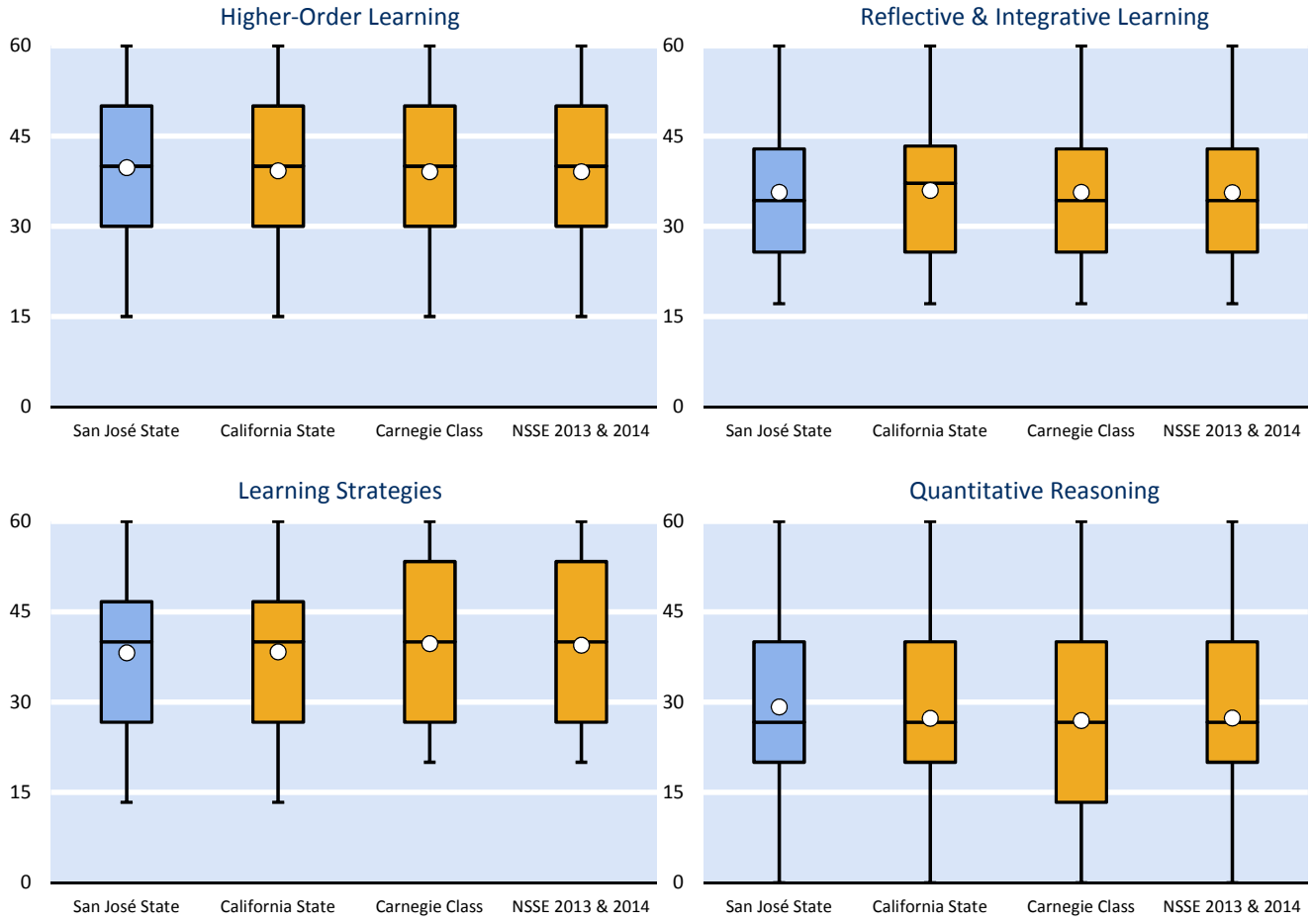
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning,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

Mean Comparisons

	San José State	*Your first-year students compared with*					
		California State		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	39.8	39.2	.04	39.0	.05	39.0	.05
Reflective & Integrative Learning	35.6	36.0	-.03	35.6	.00	35.6	.00
Learning Strategies	38.2	38.4	-.01	39.7 *	-.11	39.5 *	-.09
Quantitative Reasoning	29.2	27.3 **	.11	26.9 ***	.13	27.3 **	.11

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

Score Distributions



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Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	72	72	72	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	73	72	72
4d. Evaluating a point of view, decision, or information source	75	72	71	70
4e. Forming a new idea or understanding from various pieces of information	72	69	69	69
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	54	57	55	56
2b. Connected your learning to societal problems or issues	53	53	53	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	51	51	50
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	63	63	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	69	67	66
2f. Learned something that changed the way you understand an issue or concept	66	67	65	65
2g. Connected ideas from your courses to your prior experiences and knowledge	76	77	77	77
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	78	79	81	80
9b. Reviewed your notes after class	63	64	66	65
9c. Summarized what you learned in class or from course materials	60	58	64	63
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	51	50	52
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	38	38	38
6c. Evaluated what others have concluded from numerical information	42	37	36	37

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 Web site.

NSSE 2014 Engagement Indicators

Academic Challenge

San Jose State University

Academic Challenge: Seniors

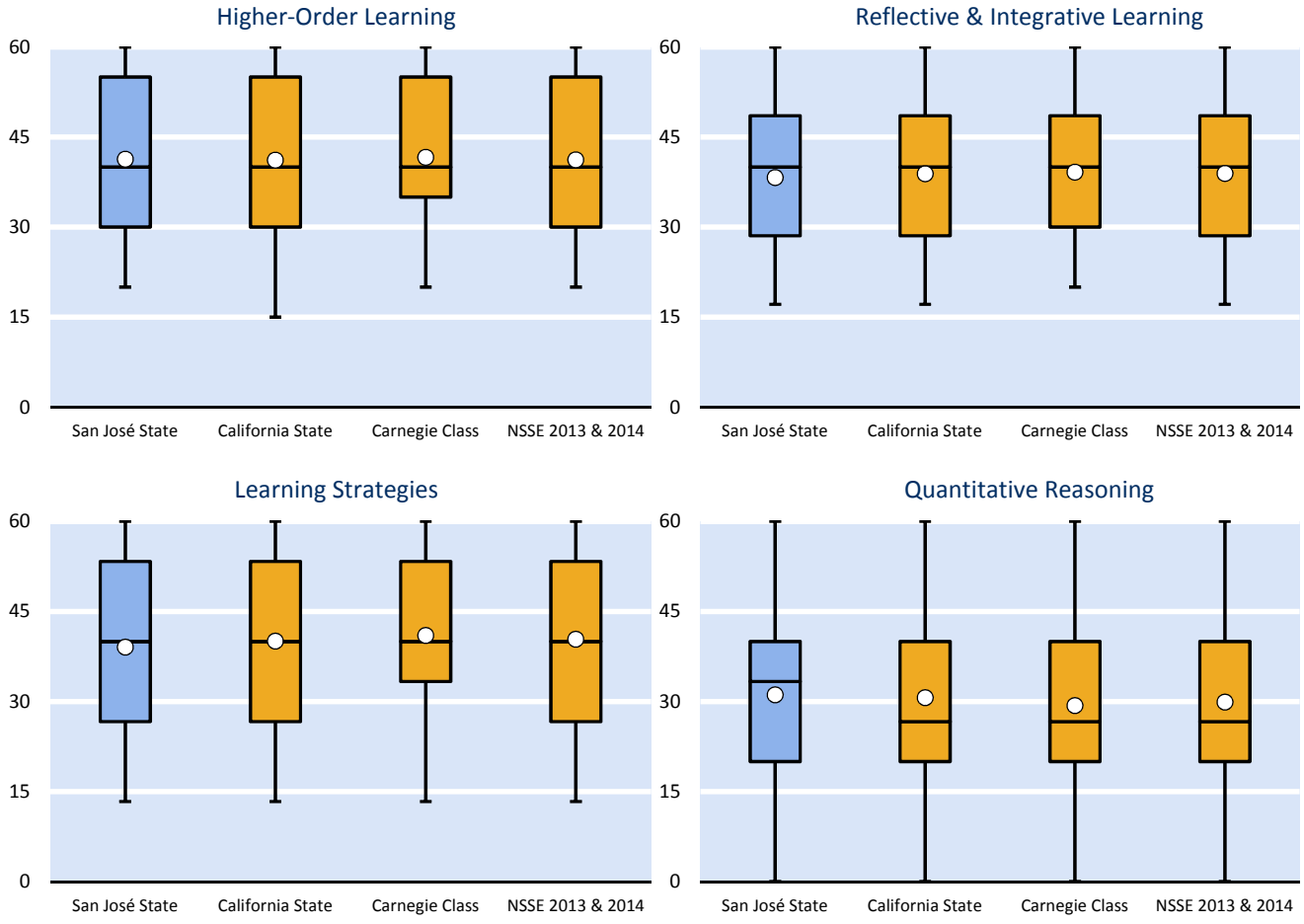
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning,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

Mean Comparisons

	San José State	Your seniors compared with					
		California State		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	41.3	41.2	.01	41.6	-.02	41.2	.01
Reflective & Integrative Learning	38.2	38.9 *	-.05	39.2 **	-.07	38.9 *	-.05
Learning Strategies	39.1	40.1 *	-.07	41.0 ***	-.13	40.3 ***	-.09
Quantitative Reasoning	31.1	30.6	.03	29.3 ***	.10	29.9 **	.07

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

Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	79	79	80	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	78	78	78
4d. Evaluating a point of view, decision, or information source	72	71	74	72
4e. Forming a new idea or understanding from various pieces of information	72	72	74	72
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	72	74	71	72
2b. Connected your learning to societal problems or issues	63	65	65	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	53	57	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	65	67	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	71	71	70
2f. Learned something that changed the way you understand an issue or concept	71	71	70	70
2g. Connected ideas from your courses to your prior experiences and knowledge	81	84	84	84
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	82	83	84	83
9b. Reviewed your notes after class	61	64	66	63
9c. Summarized what you learned in class or from course materials	62	62	67	66
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	56	53	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	46	44	44
6c. Evaluated what others have concluded from numerical information	47	46	43	44

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 Web site.

NSSE 2014 Engagement Indicators

Learning with Peers

San Jose State University

Learning with Peers: First-year students

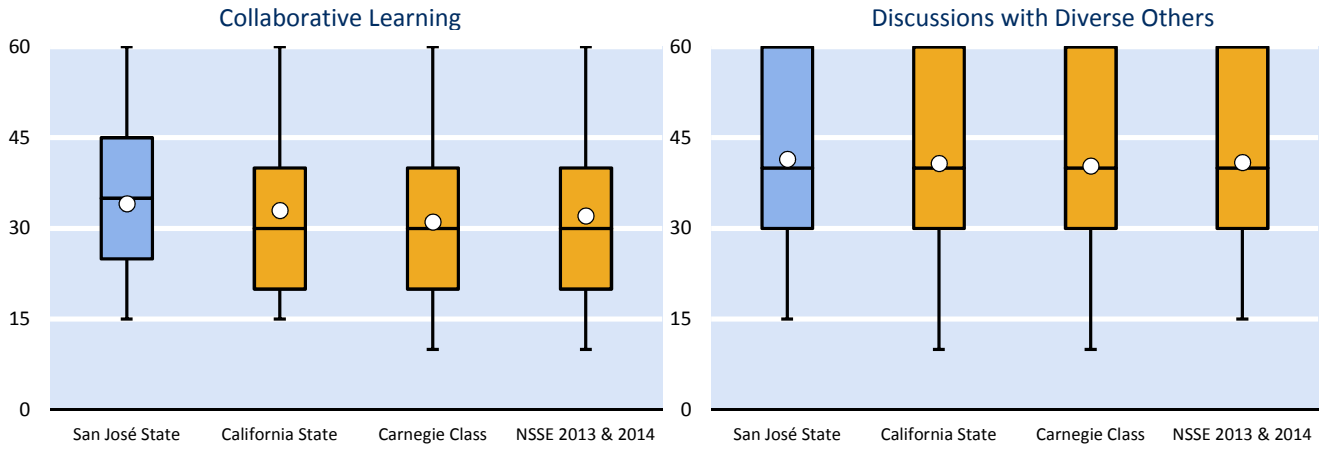
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

	San José State	Your first-year students compared with					
		California State		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	34.1	33.0 *	.08	31.0 ***	.21	32.0 ***	.14
Discussions with Diverse Others	41.4	40.7	.04	40.3	.07	40.9	.03

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	59	53	47	49
1f. Explained course material to one or more students	56	58	54	57
1g. Prepared for exams by discussing or working through course material with other students	51	49	46	49
1h. Worked with other students on course projects or assignments	64	57	50	52
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	79	76	71	71
8b. People from an economic background other than your own	75	73	72	73
8c. People with religious beliefs other than your own	70	68	67	69
8d. People with political views other than your own	64	64	67	69

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 Web site.

NSSE 2014 Engagement Indicators

Learning with Peers

San Jose State University

Learning with Peers: Seniors

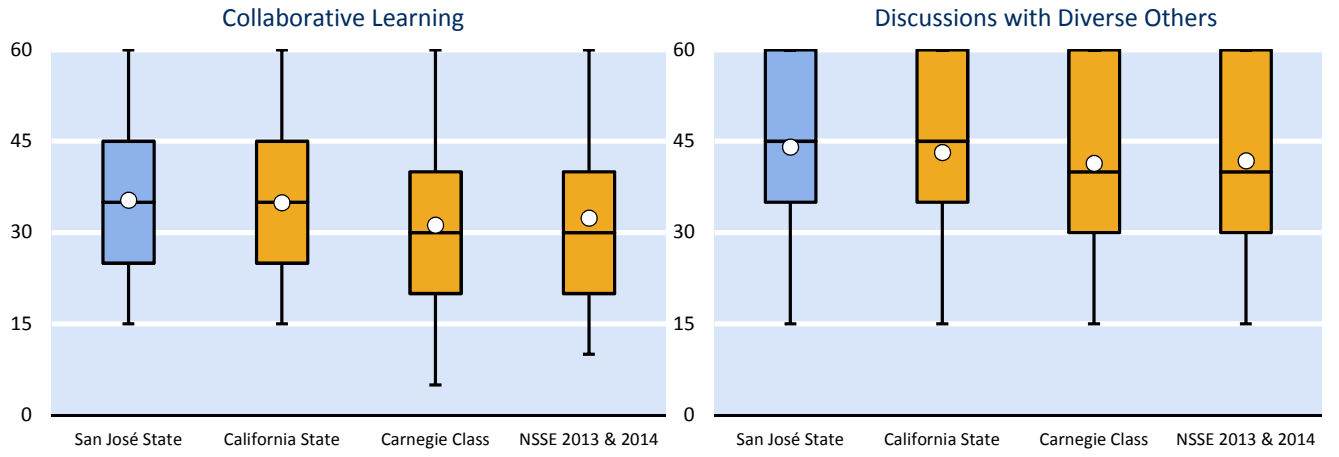
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

	San José State	Your seniors compared with					
		California State		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	35.4	34.9	.03	31.3 ***	.27	32.4 ***	.20
Discussions with Diverse Others	44.1	43.2 *	.05	41.4 ***	.16	41.8 ***	.14

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	48	46	38	40
1f. Explained course material to one or more students	61	63	56	58
1g. Prepared for exams by discussing or working through course material with other students	50	50	43	46
1h. Worked with other students on course projects or assignments	76	71	62	64
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	84	81	73	73
8b. People from an economic background other than your own	79	77	74	75
8c. People with religious beliefs other than your own	76	72	69	70
8d. People with political views other than your own	70	69	70	71

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 Web site.

NSSE 2014 Engagement Indicators

Experiences with Faculty

San Jose State University

Experiences with Faculty: First-year students

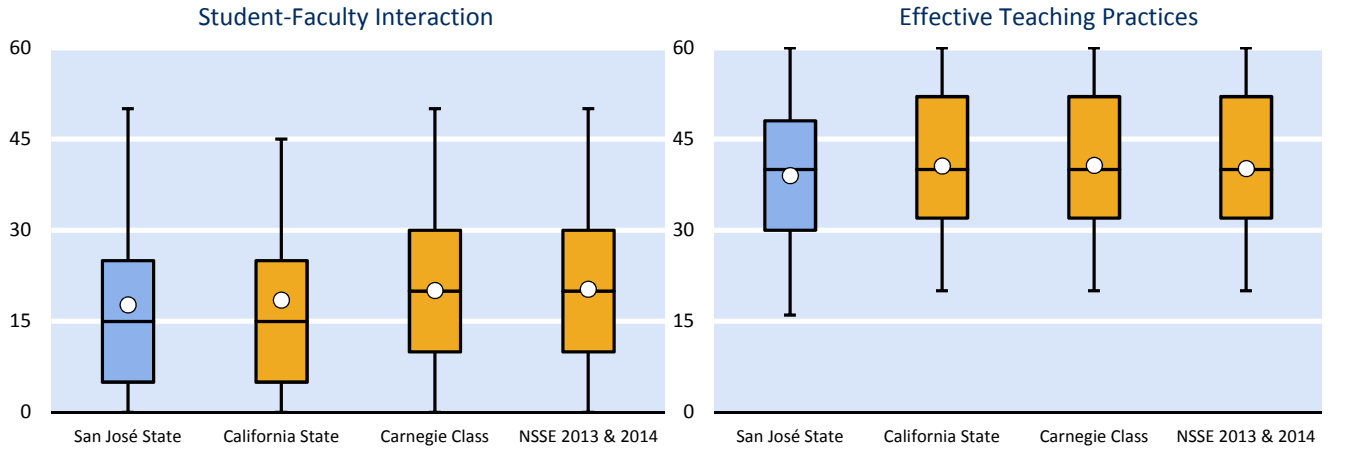
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

	San José State	*Your first-year students compared with*					
		California State		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	17.7	18.5	-.05	20.1 ***	-.16	20.3 ***	-.18
Effective Teaching Practices	39.0	40.6 **	-.12	40.7 **	-.12	40.2 *	-.09

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

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	24	28	32	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	16	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	23	25	25
3d. Discussed your academic performance with a faculty member	22	26	29	29
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	78	82	81	81
5b. Taught course sessions in an organized way	77	78	79	79
5c. Used examples or illustrations to explain difficult points	73	78	77	77
5d. Provided feedback on a draft or work in progress	68	67	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	63	64	64	63

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 Web site.

NSSE 2014 Engagement Indicators

Experiences with Faculty

San Jose State University

Experiences with Faculty: Seniors

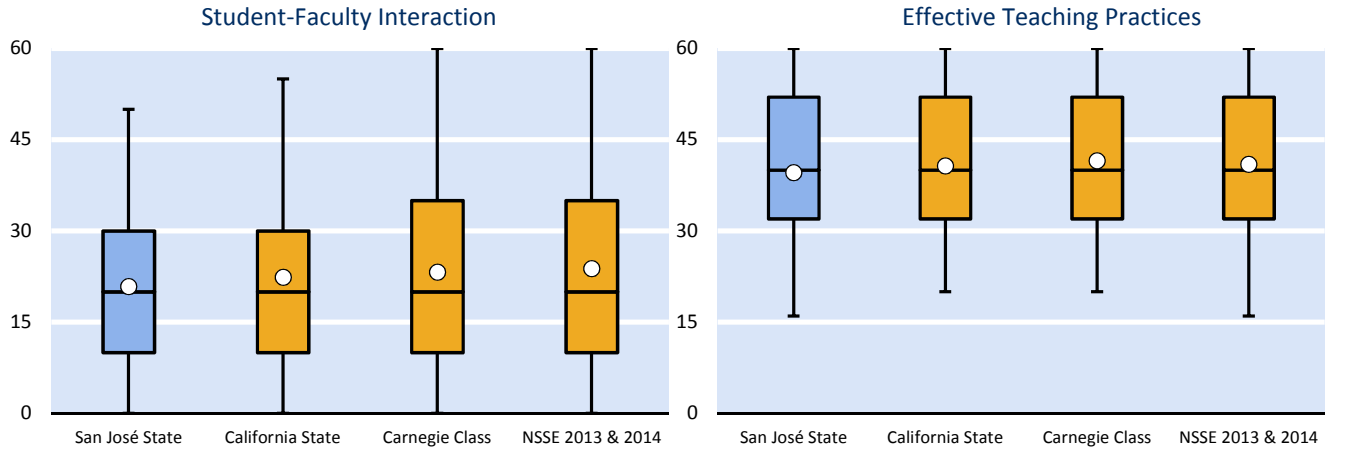
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

	San José State	*Your seniors compared with*					
		California State		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	20.8	22.3 ***	-.10	23.2 ***	-.15	23.8 ***	-.18
Effective Teaching Practices	39.6	40.7 **	-.08	41.5 ***	-.14	40.9 ***	-.10

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

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.

Summary of Indicator Items

Student-Faculty Interaction	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	32	37	42	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	24	25	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	31	32	34
3d. Discussed your academic performance with a faculty member	29	30	33	33
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	80	83	83	83
5b. Taught course sessions in an organized way	76	80	81	81
5c. Used examples or illustrations to explain difficult points	78	80	79	79
5d. Provided feedback on a draft or work in progress	59	61	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	63	64	69	67

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 Web site.

NSSE 2014 Engagement Indicators

Campus Environment

San Jose State University

Campus Environment: First-year students

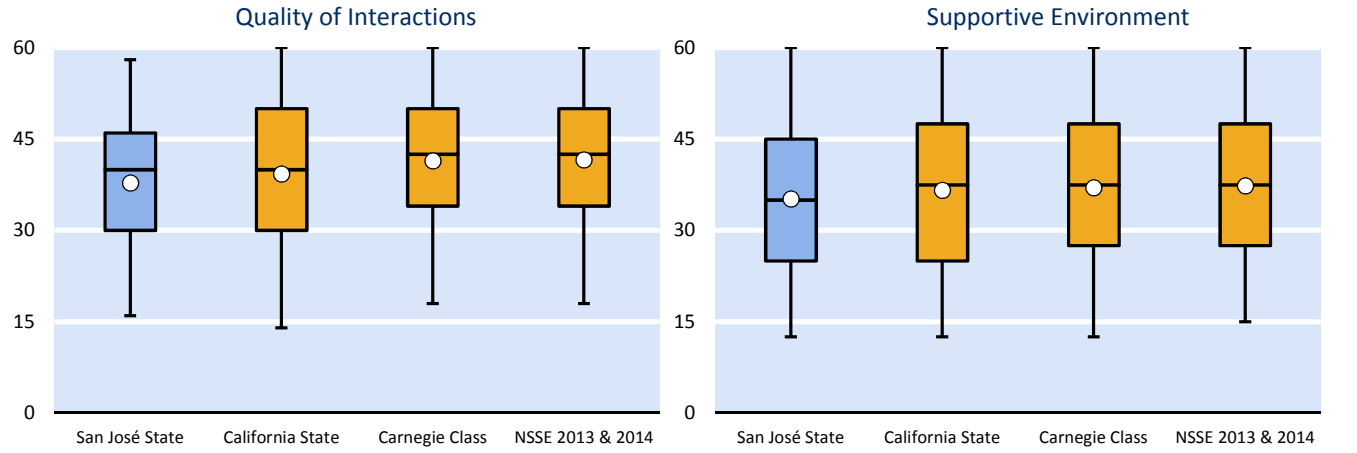
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	San José State	*Your first-year students compared with*					
		California State		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	37.8	39.3 **	-.11	41.4 ***	-.29	41.6 ***	-.30
Supportive Environment	35.2	36.6 *	-.10	37.0 **	-.13	37.3 ***	-.16

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

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.

Summary of Indicator Items

Quality of Interactions	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	59	56	59	59
13b. Academic advisors	29	43	48	48
13c. Faculty	34	43	50	50
13d. Student services staff (career services, student activities, housing, etc.)	35	39	43	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	28	37	42	41
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	74	76	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	74	76	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	62	59	59
14e. Providing opportunities to be involved socially	66	69	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	73	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	47	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	59	65	68
14i. Attending events that address important social, economic, or political issues	48	48	52	53

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 Web site.

NSSE 2014 Engagement Indicators

Campus Environment

San Jose State University

Campus Environment: Seniors

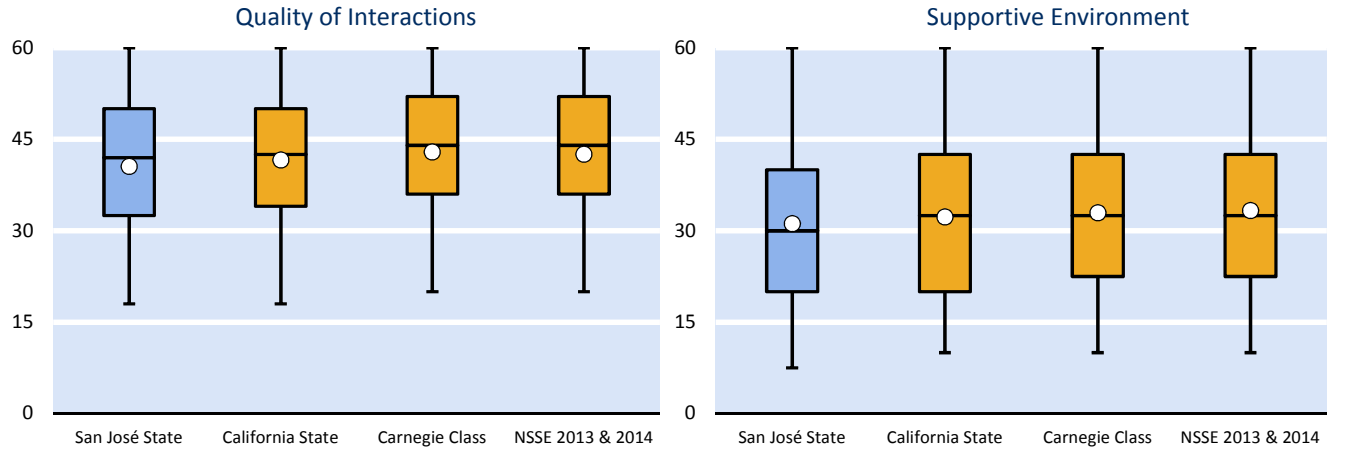
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	San José State	Your seniors compared with					
		California State		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	40.5	41.6 **	-.09	42.9 ***	-.20	42.5 ***	-.17
Supportive Environment	31.2	32.3 **	-.08	32.9 ***	-.12	33.3 ***	-.15

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

Score Distributions



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Summary of Indicator Items

Quality of Interactions	San José State	California State	Carnegie Class	NSSE 2013 & 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	63	63	64	64
13b. Academic advisors	46	47	53	52
13c. Faculty	52	57	62	60
13d. Student services staff (career services, student activities, housing, etc.)	37	40	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	38	44	42
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	68	69	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	63	63	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	54	54	53
14e. Providing opportunities to be involved socially	59	63	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	64	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	31	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	50	53	57
14i. Attending events that address important social, economic, or political issues	41	43	45	46

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 Web site.

National Survey of Student Engagement
Results for San Jose State University
From Spring 2014

Office of Institutional Effectiveness & Analytics
San Jose State University

Summary of Results

The following is a summary of results for SJSU for the National Survey of Student Engagement (NSSE) given in the spring 2014.

Reflective and Integrated Leaning
Although there is an emphasis on diversity in its mission, SJSU seniors are less likely to include diverse perspective in their work. Also, they are less likely to critically examine their own views on a topic.

Cognitive Skills
Memorization of course material is the cognitive skill most practiced by freshmen. Although this is the same for their peers in other institution, SJSU should examine ways to have freshmen practice intellectual abilities in a higher domain in their courses.

Learning Strategies
SJSU freshmen use the same learning strategies that enhance learning and retention as their peers in other institutions. However, by the time SJSU students are seniors, they are practicing three of these strategies (Identifying key information from reading assignments, reviewing notes, and summarizing what they learned in class and from course materials) at a significantly lower level.

Quantitative Reasoning
This is an area where SJSU is doing well. SJSU freshmen start out at essentially the same level of quantitative reasoning as their peers. But, by the time they are seniors, they are applying these skills at a significantly higher level than their peers. Particularly in reaching a conclusion based on their own analysis, using numerical information to examine a real-world problem, and evaluate what others have concluded from numerical information.

Academic and Intellectual Experiences
This is another area where SJSU is doing well. Four of the questions in this section are part of the engagement indicator, collaborative learning. SJSU seniors practice these activities at a significantly higher level than their peers in CPG institutions.

Discussion with Diverse Others
In a previous section, reflective and integrated learning, SJSU seniors do not include diverse perspectives in their work. In this section, SJSU seniors seem to be aligning their actions with the SJSU's emphasis on diversity. Indeed, SJSU seniors are significantly more likely to have discussion with people of different ethnicities, economic backgrounds, and religious beliefs than their peers.

Student-Faculty Interaction
Both SJSU freshmen and seniors have significantly less interaction with the faculty then their peers. They are less likely to talk to a faculty member about their career, discussed activities other than coursework, and discussed their academic performance.

Effective Teaching Practices
SJSU freshmen and seniors state that their teachers are significantly less likely to practice good teaching methods than the faculty of their peers. Both groups state faculty are significantly less likely to clearly explain course goals, and teach the sessions in an organized way as compared to peer institutions. Additionally, seniors said their faculty were less likely to give feedback about work-in-progress or finished assignments than faculty in other peer institutions.

Quality of Interaction
Both SJSU freshmen and seniors rated their interactions with academic advisors, faculty, student services staff, and other administrative staff significantly lower than CPG institutions and NSSE nationwide. Overall SJSU students rated these groups as less helpful, considerate, and flexible.

Institutional Emphasis
Both SJSU freshmen and seniors feel there is less institutional emphasis on student success, student well-being, and attending campus events then their peers at other institutions. Perhaps it is a consequence of SJSU being a commuter campus with about 90% of its students commuting to and from the university, that students feel that their well-being and campus events are not emphasized.

High impact Practices
SJSU seniors are less likely to participate in high-impact practices than their peers at other institutions. These practices include: internships or coop programs, leadership in student organizations, learning communities, study abroad programs, research projects with faculty, and capstone courses. The one high impact practice that SJSU exceeds its peer institutions is community based projects.

Introduction

The NSSE is an annual survey that assesses the extent to which first-year and senior undergraduates engage in educational practices associated with high levels of learning and development. The survey is based on the premise that the frequency with which students engage in effective educational practices indicates the quality of the educational experience.

NSSE is supported by grants from the Carnegie Foundation for the Advancement of Teaching and the Pew Charitable Trusts. It is also co-sponsored by the Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning.

In addition to allowing for national comparison of NSSE data, San Jose State University (SJSU) is also included in a consortium that is comprised of 17 additional California State Universities (CSU) campuses as a further comparative source for planning and benchmarking. For more detailed information about the NSSE and SJSU/CSU results, please refer to the *Mapping NSSE 2014 with WASC Standards* report available at iea.sjsu.edu/Assessment/projects/nsse.

Survey Sample and Demographics

In the 2014 spring semester, 3,990 first-year and 9,368 senior undergraduate students were selected through a sampling process to receive the NSSE via electronic mail. The overall response rate for SJSU was 19%. Fifty-three percent of the first-year (freshmen) respondents were female and 47% were male. Senior respondents were similarly distributed in terms of gender, with 56% of respondents being female and 44% male. Ninety-six percent of first-year students and 75% of seniors were enrolled full time in the Spring 2014 semester. First-year students and seniors had a similar race/ethnicity distribution (see table below). A total of 23% of respondents declined to respond to this item.

Ethnicity/Race	Freshmen	Seniors
American Indian/Native American	0%	0%
Asian/Asian American/Pacific Isl.	34%	28%
Black/African American	3%	2%
White (non-Hispanic)	14%	22%
Latino	17%	13%
Other*	10%	11%

*Other category includes multiracial and other

Findings

The following presents a summary of findings for each section of the NSSE. It describes items within each section of the survey and presents SJSU findings and comparisons to the CSU Consortium, Carnegie Peer Group (CPG), and the NSSE national group in text and tables. The tables contain mean scale scores and, in some cases, frequency distributions. Only items where SJSU significantly differed from at least one of the comparison groups were included in the mean comparison tables below. Significance was measured at the $p<.001$ level using t tests and are noted with an asterisk.

In 2013 NSSE released an updated survey. The changes are significant. Twenty-seven percent of the questions asked in the new survey have major changes and 23% are new questions. The rest of the questions, 50%, have had minor or no changes. Direct comparison to prior years is difficult due to the expansion and modification of the survey.

With this in mind, please visit the Office of Institutional Effectiveness & Analytics National Survey of Student Engagement page at http://www.iea.sjsu.edu/Assessment/projects/nsse to view NSSE results for the previous five administrations (2002, 2004, 2005, 2008, & 2011).

Reflective and Integrated Learning

This section measures how students connect with the course material and how they relate their understandings and experiences to this material. It also measures how instructors facilitate students making connection between what they are learning and the world around them. Reflective and integrated learning is a NSSE engagement indicator. The seven questions in this section each contribute to the total score.

- The top reflective and integrated learning activity for students is connecting ideas from their prior experience and knowledge
- One reflective and integrated learning activity, combining ideas from different courses, was very low for freshmen. Seniors, however, said that this was one of their top activities. This perhaps is due to the fact that seniors have taken more courses than freshmen.
- SJSU students are least likely to include diverse perspectives in course discussions or assignments.

SJSU: Activities Most Frequently Experienced	Freshmen	Seniors
Connected ideas from your courses to your prior experiences and knowledge	76%	81%
Combined ideas from different courses when completing assignments	54%	72%

Percentages are based on 'often' and 'very often' responses

SJSU: Activities Least Frequently Experienced	Freshmen	Seniors
Connected your learning to societal problems or issues	53%	63%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53%	53%

Percentages are based on 'often' and 'very often' responses

Freshmen Comparisons

- There were no significant differences at the p<.001 level among freshmen.

Senior Comparisons

- Seniors are less likely to include diverse perspectives in their course discussions or assignments than their peers in the comparison group. This is also the least frequented experience among freshmen and seniors.
- Seniors are less likely to examine the strengths and weaknesses of their own view on a topic or an issue.

Seniors: Significant Differences	SJSU	CSU	CPG	NSSE
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	2.63	2.65	2.72*	2.68
Examined the strengths and weaknesses of your own views on a topic or issue	2.81	2.84	2.89*	2.88

1=never, 2=sometimes, 3=often, 4=very often; ** indicates significant difference at p<.001*

Cognitive Skills

These are skills that revolve around knowledge, comprehension, and critical thinking. The questions asked in this section are derived from the cognitive domain of Bloom's Taxonomy. All skills, with the exception of memorization, are part of the engagement indicator: high-order learning.

- The cognitive skill practiced by over three quarters of SJSU freshmen and seniors is *analyzing* of information.
- The cognitive skill most practiced by freshmen is memorization, but it is the least practiced by seniors.

SJSU: Activity Most Frequently Experienced	Freshmen	Seniors
Applying facts, theories, or methods to practical problems or new situations	72%	79%
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75%	79%

Percentages are based on "Quite a bit" and "Very much" responses

SJSU: Activity Least Frequently Experienced	Freshmen	Seniors
Memorizing course material	76%	63%

Percentages are based on "Quite a bit" and "Very much" responses

Freshmen Comparisons

- There were no significant differences at the p<.001 level among freshmen.

Senior Comparisons

- There were no significant differences at the p<.001 level among seniors.

Learning Strategies

College students enhance their learning and retention by actively engaging with and analyzing course material. These sections measures how often students use some of the most common learning strategies. Learning strategies is a NSSE engagement indicator. All three question in this section are part of the learning strategy engagement indicator.

- The learning strategy most often practiced by SJSU students is identifying key information from reading assignments.
- The learning strategy least often practiced by SJSU students is summarizing what they have learned in class or from course material.

SJSU: Activity Most Frequently Experienced	Freshmen	Seniors
Identified key information from reading assignments	78%	82%

Percentages are based on 'often' and 'very often' responses

SJSU: Activity Least Frequently Experienced	Freshmen	Seniors
Summarized what you learned in class or from course materials	60%	62%

Percentages are based on 'often' and 'very often' responses

Freshmen Comparisons

- There were no significant differences at the p<.001 level among freshmen.

Senior Comparisons

- SJSU seniors practice learning strategies significantly less often than their peers in the CPG.
- As a whole, SJSU seniors are significant less likely to summarize what they learned in class or from course material than their counterparts nationally.

Seniors: Significant Differences	SJSU	CSU	CPG	NSSE
Identified key information from reading assignments	3.21	3.26	3.28*	3.26
Reviewed your notes after class	2.83	2.90	2.93*	2.89
Summarized what you learned in class or from course materials	2.81	2.84	2.93*	2.90*

1=never, 2=sometimes, 3=often, 4=very often; ** indicates significant difference at p<.001*

Quantitative Reasoning

Quantitative literacy, the ability to use and understand numerical and statistical information in everyday life, is an increasingly important outcome of higher education. These skills enable students to evaluate, support, and critique an argument using numerical and statistical information. Quantitative reasoning is a NSSE engagement indicator. The three questions in this section each contribute to the total score.

- When using quantitative reasoning, SJSU students are most likely to reach a conclusion based upon their own analysis of numerical information
- SJSU students are least likely to use numerical information to examine a real-world problem or issue.

SJSU: Activity Most Frequently Experienced	Freshmen	Seniors
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55%	57%

Percentages are based on 'often' and 'very often' responses

SJSU: Activity Least Frequently Experienced	Freshmen	Seniors
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40%	46%

Percentages are based on 'often' and 'very often' responses

Freshmen Comparisons

- SJSU freshmen are significantly more likely to evaluate what others have concluded from numerical information than their peers in the CPG.

Freshmen: Significant Differences	SJSU	CSU	CPG	NSSE
Evaluated what others have concluded from numerical information	2.38	2.26	2.24*	2.27

1=never, 2=sometimes, 3=often, 4=very often; ** indicates significant difference at p<.001*

Senior Comparisons

- SJSU seniors are significantly more likely to practice quantitative reasoning in all three types of situations than peers in the CPG.

Seniors: Significant Differences	SJSU	CSU	CPG	NSSE
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	2.69	2.67	2.60*	2.63
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	2.49	2.45	2.41*	2.43
Evaluated what others have concluded from numerical information	2.49	2.47	2.38*	2.42

1=never, 2=sometimes, 3=often, 4=very often; ** indicates significant difference at p<.001*

Academic and Intellectual Experiences

This section of the survey consists of 9 items that assess the frequency of student experiences within the current year. Items address issues such as class participation and preparation, reflective writing, extra-course activities, and presentation skills.

Also included in this section are four questions measuring the engagement indicator, collaborative learning. Collaborative learning involves working in groups to solve problems and master skills. It is in preparation for students when they have to work outside the college environment.

- The top two academic and intellectual experiences in which over 64% of SJSU freshmen and seniors experience most often coming to class without completing readings or assignments and working with other students on course projects or assignments. Please note that working with other students is an item in the collaborative learning engagement indicator.
- The bottom two academic and intellectual experiences for freshmen were attending an art exhibit, play, or other arts performance and giving a course presentation. However, seniors reported that giving a course presentation was their third most frequent activity at 66%.

SJSU: Activities Most Frequently Experienced	Freshmen	Seniors
Come to class without completing readings or assignments	76%	73%
Worked with other students on course projects or assignments	64%	76%

Percentages are based on 'often' and 'very often' responses

SJSU: Activities Least Frequently Experienced	Freshmen	Seniors
Attended an art exhibit, play or other arts performance (dance, music, etc.)	24%	19%
Gave a course presentation	45%	66%

Percentages are based on 'often' and 'very often' responses

Freshmen Comparisons

- SJSU freshmen were significantly more likely to ask question or contribute in class, and give a course presentation than their peers in the CPG or NSSE as a whole.
- SJSU freshmen were least likely to come to class unprepared than their peers in the CPG or NSSE nationally.
- SJSU freshmen were significant more likely to ask another student for help to understand course material and work with other students on a project. These two items are part of the collaborative learning engagement indicator.

Freshmen: Significant Differences	SJSU	CSU	CPG	NSSE
Asked questions or contributed to course discussions in other ways	2.67	2.70	2.88*	2.87*
Come to class without completing readings or assignments	2.92	3.00	3.07*	3.03*
Asked another student to help you understand course material[1]	2.74	2.63	2.51*	2.57*
Worked with other students on course projects or assignments[1]	2.80	2.70	2.57*	2.60*
Gave a course presentation	2.46	2.45	2.28*	2.23*

1=never, 2=sometimes, 3=often, 4=very often; ** indicates significant difference at p<.001*

[1] Item in Collaborative Learning engagement indicator

Senior Comparisons

- SJSU seniors were significantly more likely to ask another student for help to understand course material, explain course material to another student, prepare for exams by discussing or working through problems with other students, and work with other students on a project. All four of these items are the collaborative learning engagement indicator.
- SJSU seniors were significantly less likely to ask question or contribute in class than their peers in the CPG or NSSE as a whole.

Seniors: Significant Differences	SJSU	CSU	CPG	NSSE
Asked questions or contributed to course discussions in other ways	2.96	2.99	3.20*	3.17*
Come to class without completing readings or assignments	2.81	2.89	3.05*	3.00*
Asked another student to help you understand course material[1]	2.55	2.53	2.35*	2.40*
Explained course material to one or more students[1]	2.81	2.84	2.69*	2.74*
Prepared for exams by discussing or working through course material with other students[1]	2.59	2.59	2.41*	2.47*
Worked with other students on course projects or assignments[1]	3.13	3.02	2.81*	2.87*
Gave a course presentation	2.91	2.82*	2.66*	2.68*

1=never, 2=sometimes, 3=often, 4=very often; ** indicates significant difference at p<.001*

[1] Item in Collaborative Learning engagement indicator

Discussion with Diverse Others

Affording student opportunities to interact with and learn from others with different backgrounds and experiences prepares student for personal and civic participation in a diverse and interdependent world. Discussion with diverse others is an engagement indicator. The four questions in this section each contribute to the total score.

- Nearly one in five freshmen and seniors have had discussions with a person of a different race or ethnicity other than their own.
- The least frequent type of person the SJSU student has a discussion with is someone with political point of view different from their own.

SJSU: Activity Most Frequently Experienced	Freshmen	Seniors
During the current school year, about how often have you had discussions with: People of a race or ethnicity other than your own	79%	84%

Percentages are based on 'often' and 'very often' responses

SJSU: Activity Least Frequently Experienced	Freshmen	Seniors
During the current school year, about how often have you had discussions with: People with political views other than your own	64%	70%

Percentages are based on 'often' and 'very often' responses

Freshmen Comparisons

- SJSU freshmen are significantly more likely to have a discussion with persons of a race or ethnicity other than their own than their peers in the CPG.

Freshmen: Significant Differences	SJSU	CSU	CPG	NSSE
During the current school year, about how often have you had discussions with: People of a race or ethnicity other than your own	3.24	3.18	3.07*	3.09*

1=never, 2=sometimes, 3=often, 4=very often; ** indicates significant difference at p<.001*

Senior Comparisons

- SJSU seniors are significantly more likely than their peers in the CPG and NSSE overall to have discussion with people of different races or ethnicities, different economic backgrounds, and different religious beliefs.

Seniors: Significant Differences	SJSU	CSU	CPG	NSSE
During the current school year, about how often have you had discussions with: People of a race or ethnicity other than your own	3.38	3.31*	3.12*	3.12*
During the current school year, about how often have you had discussions with: People from an economic background other than your own	3.22	3.19	3.11*	3.13*
During the current school year, about how often have you had discussions with: People with religious beliefs other than your own	3.16	3.11	3.02*	3.05*

1=never, 2=sometimes, 3=often, 4=very often; ** indicates significant difference at p<.001*

Student-Faculty Interaction

Interactions with faculty can positively influence the cognitive growth, development, and persistence of college students. They do this through their formal and informal roles as teachers, advisors, and mentors. Student-faculty interactions are an engagement indicator. The four questions in this section each contribute to the total score.

- A little over a quarter of students at SJSU have talked to faculty members about their career plans during the current school year.
- Less than one in five freshmen and one in four seniors have worked with faculty members on activities other than coursework in the past school year.

SJSU: Activity Most Frequently Experienced	Freshmen	Seniors
During the current school year, how often have you: Talked about career plans with a faculty member	24%	32%

Percentages are based on 'often' and 'very often' responses

SJSU: Activity Least Frequently Experienced	Freshmen	Seniors
During the current school year, how often have you: Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	17%	22%

Percentages are based on 'often' and 'very often' responses

Freshmen Comparisons

- SJSU freshmen have significantly less interaction with faculty in the current school year than their peers in the CPG and NSSE overall in the following areas: talking about career plans. discussing course topics, ideas or concepts, and discussing their academic performance

Freshmen: Significant Differences	SJSU	CSU	CPG	NSSE
During the current school year, how often have you: Talked about career plans with a faculty member	2.03	2.09	2.20*	2.21*
During the current school year, how often have you: Discussed course topics, ideas, or concepts with a faculty member outside of class	1.88	1.94	1.98	2.00*
During the current school year, how often have you: Discussed your academic performance with a faculty member	1.97	2.04	2.12*	2.13*

1=never, 2=sometimes, 3=often, 4=very often; ** indicates significant difference at p<.001*

Senior Comparisons

- SJSU seniors have significantly less interaction with faculty in the current school year than their peers in the CPG and NSSE overall in the following areas: talking about career plans. discussing course topics, ideas or concepts, and discussing their academic performance.
- SJSU seniors have significantly less interaction with faculty in the current school year than their peers in NSSE overall in the following area: working with faculty on activities other than coursework.

Seniors: Significant Differences	SJSU	CSU	CPG	NSSE
During the current school year, how often have you: Talked about career plans with a faculty member	2.19	2.31*	2.39*	2.42*
During the current school year, how often have you: Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	1.80	1.86	1.88	1.93*
During the current school year, how often have you: Discussed course topics, ideas, or concepts with a faculty member outside of class	2.08	2.15	2.16*	2.19*
During the current school year, how often have you: Discussed your academic performance with a faculty member	2.11	2.16	2.22*	2.22*

1=never, 2=sometimes, 3=often, 4=very often; ** indicates significant difference at p<.001*

Effective Teaching Practices

Student learning is heavily dependent on effective teaching. Organized instruction, clear explanations, illustrative examples, and effective feedback on student work all represent aspects of teaching effectiveness that promote student comprehension and learning. Effective Teaching Practices are an engagement indicator. The five questions in this section each contribute to the total score.

- Nearly four out of five SJSU freshmen and seniors agree that their instructors have clearly explained course goals and requirements.
- About two thirds of SJSU freshmen and seniors agree that their instructors provide prompt and detailed feedback on tests and completed assignments.

SJSU: Activity Most Frequently Experienced	Freshmen	Seniors
During the current school year, to what extent have your instructors: Clearly explained course goals and requirements	78%	80%

Percentages are based on “Quite a bit” and “Very much” responses

SJSU: Activity Least Frequently Experienced	Freshmen	Seniors
During the current school year, to what extent have your instructors: Provided prompt and detailed feedback on tests or completed assignments	63%	63%

Percentages are based on “Quite a bit” and “Very much” responses

Freshmen Comparisons

- Significantly fewer SJSU freshmen say that their instructor clearly explained course goals and requirements than their peers in the CSU system.
- Significantly fewer SJSU freshmen say their instructors teach their courses in an organized way and their instructors use examples or illustration to explain difficult points than their counterparts in the CPG.

Freshmen: Significant Differences	SJSU	CSU	CPG	NSSE
During the current school year, to what extent have your instructors: Clearly explained course goals and requirements	3.08	3.19*	2.18	3.16
During the current school year, to what extent have your instructors: Taught course sessions in an organized way	3.01	3.09	3.11*	3.11
During the current school year, to what extent have your instructors: Used examples or illustrations to explain difficult points	2.99	3.13	3.11*	3.11*

1=very little, 2=some, 3=quite a bit, 4=very much ** indicates significant difference at p<.001*

Senior Comparisons

- Significantly fewer SJSU seniors say their instructors practice four out of the five effective teaching practices listed in the NSSE than their peers at the CPG.

Seniors: Significant Differences	SJSU	CSU	CPG	NSSE
During the current school year, to what extent have your instructors: Clearly explained course goals and requirements	3.15	3.22*	3.24*	3.21
During the current school year, to what extent have your instructors: Taught course sessions in an organized way	3.04	3.13*	3.18*	3.15*
During the current school year, to what extent have your instructors: Provided feedback on a draft or work in progress	2.77	2.79	2.86*	2.80
During the current school year, to what extent have your instructors: Provided prompt and detailed feedback on tests or completed assignments	2.80	2.84	2.94*	2.90*

1=very little, 2=some, 3=quite a bit, 4=very much ** indicates significant difference at p<.001*

Quality of Interactions

Student learning and success is enhanced by positive personal relationships. By having supportive relationships with peers, advisors, faculty, and staff, students are better able to find assistance and to learn from those around them. Quality of interactions is an engagement indicator. The five questions in this section each contribute to the total score.

In the NSSE students were asked to rate their relationships with various groups on a seven point scale. This continuum scale listed "1" as unhelpful, inconsiderate, rigid and "7" as helpful, considerate, flexible.

- SJSU freshmen and seniors said the best relationship they had with any group was with their fellow students.
- SJSU freshmen and seniors said the worst relationship they had with any group was with student support services staff.
- SJSU freshmen rated the relationship with faculty and advisors very low, with a little more than 50% giving good marks. SJSU seniors rated their relationship with faculty and advisors at a much higher level, nearly 7 out of 10 said they had good relations.

SJSU: Best Relationship	Freshmen	Seniors
Indicate the quality of your interactions with: Students	81%	84%

Percentage based upon responses 5, 6, 7

SJSU: Least Relationship	Freshmen	Seniors
Indicate the quality of your interactions with: Student services staff (career services, student activities, housing, etc.)	52%	47%

Percentage based upon responses 5, 6, 7

Freshmen Comparisons

- SJSU freshmen rated the quality of their relationship with faculty, advisors, staff, and administrators significantly poorer than their counterparts in the CSU system, at the CPG, and at NSSE as a whole.

Freshmen: Significant Differences	SJSU	CSU	CPG	NSSE
Indicate the quality of your interactions with: Academic advisors	4.48	4.85*	5.07*	5.11*
Indicate the quality of your interactions with: Faculty	4.75	4.98*	5.27*	5.27*
Indicate the quality of your interactions with: Student services staff (career services, student activities, housing, etc.)	4.65	4.66	4.91*	4.94*
Indicate the quality of your interactions with: Other administrative staff and offices (registrar, financial aid, etc.)	4.37	4.64*	4.85*	4.84*

1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible; ** indicates significant difference at p<.001*

Senior Comparisons

- SJSU seniors rated the quality of their relationship with faculty, advisors, staff, and administrators significantly poorer than their counterparts in the CSU system, at the CPG, and at NSSE as a whole.

- Relationship between SJSU students and these groups have improved as the SJSU students move from freshmen to senior level. But, this can be said for CSU student, CPG students, and all of NSSE.

Seniors: Significant Differences	SJSU	CSU	CPG	NSSE
Indicate the quality of your interactions with: Academic advisors	5.01	5.05	5.23*	5.19*
Indicate the quality of your interactions with: Faculty	5.31	5.46*	5.62*	5.58*
Indicate the quality of your interactions with: Student services staff (career services, student activities, housing, etc.)	4.63	4.75	4.88*	4.85*
Indicate the quality of your interactions with: Other administrative staff and offices (registrar, financial aid, etc.)	4.51	4.74*	4.91*	4.84*

1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible; ** indicates significant difference at p<.001*

Institutional Emphasis

An institution that provides support to its students sees a higher degree of student success and satisfaction. Support of the student and involvement in their lives can come in many types including cognitive, social, and physical. The following questions are designed to get student perception of how much the institution emphasizes services and activities that support their learning and development. . All institutional emphasis items, with the exception of 'spending significant amounts of time studying and on academic work', are part of the engagement indicator: supportive environment.

- SJSU freshmen and seniors agree that SJSU emphasizes spending significant amounts of time studying and on academic work. Please note that this is not part of the engagement indicator, supportive environment.
- SJSU students perceive that SJSU does not emphasize helping students manage their non-academic responsibilities in their programs and services.

SJSU: Most Emphasized	Freshmen	Seniors
Spending significant amounts of time studying and on academic work	84%	83%

Percentages are based on "quite a bit" and "very much" responses

SJSU: Least Emphasized	Freshmen	Seniors
Helping you manage your non-academic responsibilities (work, family, etc.)	44%	30%

Percentages are based on "quite a bit" and "very much" responses

Freshmen Comparisons

- On a nationwide basis SJSU freshmen feel less supported by SJSU than their peers feel supported by their institutions. In five of the eight items in the supportive environment engagement indicator there is a significant negative difference between SJSU students and NSSE nationwide.

Freshmen: Significant Differences	SJSU	CSU	CPG	NSSE
SJSU emphasizes: Providing support to help students succeed academically	3.00	3.08	3.11	3.12*
SJSU emphasizes: Using learning support services (tutoring services, writing center, etc.)	2.99	3.10	3.14*	3.14*
SJSU emphasizes: Providing opportunities to be involved socially	2.87	2.94	2.99	3.02*
SJSU emphasizes: Providing support for your overall well-being (recreation, health care, counseling, etc.)	2.85	3.03*	2.98*	3.00*
SJSU emphasizes: Attending campus activities and events (performing arts, athletic events, etc.)	2.74	2.72	2.84	2.91*

1=very little, 2=some, 3=quite a bit, 4=very much ** indicates significant difference at p<.001*

Senior Comparisons

- SJSU seniors show significant differences in the perception of support by SJSU than student in either NSSE overall or students in the CPG.
- SJSU students perceive SJSU providing less support to help students succeed academically, fewer opportunities to be involved socially, less support for your overall well-being, less emphasis on attending campus activities and events, and less emphasis on attending events that address important social, economic, or political issues.

Seniors: Significant Differences	SJSU	CSU	CPG	NSSE
SJSU emphasizes: Providing support to help students succeed academically	2.88	2.82	2.99*	2.98*
SJSU emphasizes: Providing opportunities to be involved socially	2.73	2.80	2.83*	2.86*
SJSU emphasizes: Providing support for your overall well-being (recreation, health care, counseling, etc.)	2.61	2.83*	2.75*	2.79*
SJSU emphasizes: Attending campus activities and events (performing arts, athletic events, etc.)	2.42	2.51	2.57*	2.66*
SJSU emphasizes: Attending events that address important social, economic, or political issues	2.31	2.37	2.41*	2.44*

1=very little, 2=some, 3=quite a bit, 4=very much ** indicates significant difference at p<.001*

High-Impact Practices

High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. HIP have a positive association with student learning and retentions.

In order to compare HIP within SJSU and with other institutions, only percentages of seniors that completed a HIP or are planning to complete a HIP were considered.

- SJSU seniors were more likely to participate in an internship, co-op, field experience, student teaching, or clinical placement than any other HIP.
- SJSU seniors were least likely to study abroad than any other HIP.

SJSU: HIP most likely done or completed	Seniors
Participate in an internship, co-op, field experience, student teaching, or clinical placement	40.9%

Percentages are based on "done or in progress" responses ** indicates significant difference at p<.001*

SJSU: HIP least likely done or completed	Seniors
Participate in a study abroad program	6.7%

Percentages are based on "done or in progress" responses ** indicates significant difference at p<.001*

Senior Comparisons

- SJSU seniors show significant differences in participation in high-impact practices than student in either NSSE overall or students in the CPG.
- SJSU students are less likely to have participated in an internship, co-op, field experience, student teaching, or clinical placement, hold a formal leadership role in a student organization or group, participate in a learning community or some other formal program where groups of students take two or more classes together, study abroad, work with a faculty member on a research project, or complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).
- SJSU seniors are more likely to take courses that include community-based or service learning than their counterpart in the CSU system, the CPG, or NSSE nationally.

Seniors: Significant Differences	SJSU	CSU	CPG	NSSE
HIP: Participate in an internship, co-op, field experience, student teaching, or clinical placement	40.9%	45.3%*	46.5%*	50.1%*
HIP: Hold a formal leadership role in a student organization or group	26.9%	28.4%	31.4%*	36.0%*
HIP: Participate in a learning community or some other formal program where groups of students take two or more classes together	20.4%	21.9%	22.9%	24.5%*
HIP: Participate in a study abroad program	6.7%	7.7%	10.3%*	14.1%*
HIP: Work with a faculty member on a research project	14.7%	19.8%*	20.3%*	24.4%*
HIP: Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	36.4%	42.3%*	43.2%*	46.1%*

Percentages are based on "done or in progress" responses ** indicates significant difference at p<.001*

Seniors: Significant Differences	SJSU	CSU	CPG	NSSE
HIP: About how many of your courses at this institution have included a community-based project (service-learning)?	1.86	1.78*	1.77*	1.73*

1=none, 2=some, 3=most, 4=all ** indicates significant difference at p<.001*

Educational Growth

Items in this section ask students about "the extent to which this institution contributed to your knowledge, skills, and personal development" in various areas. The ten items included touch on the following knowledge and skills: career, academic, communication, community, and self.

- SJSU freshmen and seniors felt that SJSU most contributed to their critical thinking and analytical skills, and working effectively with others.
- SJSU freshmen and seniors felt that SJSU did little to develop themselves as informed and active citizen, and develop a personal code of values and ethics.

SJSU: Most Contributed to Knowledge, Skills, and Personal Development	Freshmen	Seniors
How much has your experience at this institution contributed to your knowledge, skills, and personal development : Thinking critically and analytically	74%	82%
How much has your experience at this institution contributed to your knowledge, skills, and personal development: Working effectively with others	67%	75%

Percentages are based on "quite a bit" and "very much" responses

SJSU: Least Contributed to Knowledge, Skills, and Personal Development	Freshmen	Seniors
How much has your experience at this institution contributed to your knowledge, skills, and personal development : Being an informed and active citizen	51%	54%
How much has your experience at this institution contributed to your knowledge, skills, and personal development : Developing or clarifying a personal code of values and ethics	58%	61%

Percentages are based on "quite a bit" and "very much" responses

Freshmen Comparisons

- SJSU freshmen were less likely than their peers in the CSU to say their institution contributed to their development of critical thinking and analysis skills.
- SJSU freshmen were less likely than their peers in the CPG to say their institution contributed to their numerical analysis skills.

Freshmen: Significant Differences	SJSU	CSU	CPG	NSSE
How much has your experience at this institution contributed to your knowledge, skills, and personal development : Thinking critically and analytically	2.99	3.12*	3.09	3.09
How much has your experience at this institution contributed to your knowledge, skills, and personal development : Analyzing numerical and statistical information	2.72	2.70	2.60*	2.61
How much has your experience at this institution contributed to your knowledge, skills, and personal development : Acquiring job- or work-related knowledge and skills	2.49	2.52	2.62	2.62*

1=very little, 2=some, 3=quite a bit, 4=very much ** indicates significant difference at p<.001*

Senior Comparisons

- SJSU seniors were less likely than their peers in the CPG and at the national level to say their institution contributed to their critical thinking skills, work related knowledge, development of personal ethics, and being an informed citizen.

Seniors: Significant Differences	SJSU	CSU	CPG	NSSE
How much has your experience at this institution contributed to your knowledge, skills, and personal development : Thinking critically and analytically	3.23	3.29	3.31*	3.32*
How much has your experience at this institution contributed to your knowledge, skills, and personal development : Acquiring job- or work-related knowledge and skills	2.86	2.88	2.98*	2.96*
How much has your experience at this institution contributed to your knowledge, skills, and personal development : Developing or clarifying a personal code of values and ethics	2.78	2.79	2.86*	2.82
How much has your experience at this institution contributed to your knowledge, skills, and personal development : Being an informed and active citizen	2.62	2.69	2.74*	2.71*

1=very little, 2=some, 3=quite a bit, 4=very much ** indicates significant difference at p<.001*

Reading and Writing

This section concerns reading and writing activities of students. NSSE combined questions in order to get the number of pages students are assigned to write in a school year and the hours per week they are reading assigned text.

- The number of pages assigned to seniors in a school year is nearly double that assigned to freshmen.
- The number of hours per week spent reading assigned text increases by one hour from freshmen to senior year.

SJSU: Writing and Reading	Freshmen	Seniors
Estimated number of assigned pages per school year	48.77	84.56
Numbers of hours per week reading assigned text	6.58	7.49

The following compares SJSU to CSU, CPG, and NSSE nationwide for individual questions.

Freshmen Comparisons

- There were no significant differences at the p<.001 level among freshmen.

Senior Comparisons

- Compared to their peers in the CPG, SJSU seniors have significantly less short papers (5 pages or less) assigned during the school year.
- Compared to their peers in the CPG and nationwide, SJSU seniors have significantly more long papers (11 pages of more) assigned during the school year.
- Compared to their peers at the CSU, SJSU seniors spend less preparation time reading.

Seniors: Significant Differences	SJSU	CSU	CPG	NSSE
During the school year, how many papers up to 5 pages in length are you assigned?	7.29	7.46	7.84*	7.82
During the school year, how many papers that are more than 11 pages in length are you assigned?	2.41	2.19	1.99*	2.00*

** indicates significant difference at p<.001*

Seniors: Significant Differences	SJSU	CSU	CPG	NSSE
Of the time you spent preparing for class in a week, how much is on reading?	2.88	3.04*	2.99	2.94

1=very little, 2=some, 3=about half, 4=most, 5=almost all

** indicates significant difference at p<.001*

Time Usage

This section contains seven items that provide information about how students spend their time by asking, "About how many hours do you spend in a typical 7-day week doing each of the following?" in regards to various activities. Those activities are preparing for class, working for pay on campus and off campus, co-curricular activities, relaxing/socializing, caring for dependents, and commuting.

- What is most remarkable about the most frequently experienced activities and the least frequently experienced activities is the shift between the freshmen and senior year. Although preparing for class is the most frequent activity among both groups, there was a profound shift between two important activities. Freshmen were more likely to relax and socialize with friends, but by the senior year this had shifted to working for pay.
- Doing community service work and providing care of dependents was the least frequent activity for freshmen. However, the number of seniors providing 10 hours or more of care to dependents doubled from the freshmen year.

SJSU: Activities Most Frequently Experienced	Freshmen	Seniors
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	59%	65%
Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	54%	43%
Working for pay	18%	53%

Percent based on responses of spending more than 10 hours per week on the activity

SJSU: Activities Least Frequently Experienced	Freshmen	Seniors
Doing community service or volunteer work	5%	10%
Providing care for dependents (children, parents, etc.)	10%	20%

Percent based on responses of spending more than 10 hours per week on the activity

Freshmen Comparisons

- Compared to some of their peers, SJSU freshmen participating in co-curricular activities and providing dependent care. They also spent less time working for pay off-campus. However, when NSSE compared the total time spent working for pay, both on and off-campus, their was no significant difference.

Freshmen: Significant Differences	SJSU	CSU	CPG	NSSE
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	4.43	4.11	4.91	5.36*
Working for pay on campus	2.81	1.67*	2.17	2.37
Working for pay off campus	4.17	4.51	5.76*	5.02
Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	13.37	11.97*	12.35	12.59
Providing care for dependents (children, parents, etc.)	2.72	3.20	3.70*	3.01

Values are NSSE estimated hours per week ** indicates significant difference at p<.001*

Senior Comparisons

- SJSU seniors spent significantly more time preparing for class, relaxing with friends, and commuting to campus. As with freshmen, although there are significant differences in on and off-campus work, the total number of hours work did not differ significantly with their peers.

Seniors: Significant Differences	SJSU	CSU	CPG	NSSE
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	15.38	15.01	14.46*	14.95
Working for pay on campus	2.66	2.96	3.13	3.69*
Working for pay off campus	13.13	12.08	13.59	11.95*
Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	11.28	10.51*	10.17*	10.74
Providing care for dependents (children, parents, etc.)	5.68	5.47	7.84*	6.51
Commuting to campus (driving, walking, etc.)	5.94	6.04	4.70*	4.56*

Values are NSSE estimated hours per week ** indicates significant difference at p<.001*

Intellectual Challenge

Both freshmen and seniors were asked to what extent they had been challenged to do their best work.

Freshmen Comparisons

- There were no significant differences at the p<.001 level among freshmen.

Senior Comparisons

- SJSU seniors felt they had been challenged significantly less than their peers in the CPG.

Intellectual Challenge: Significant Differences	SJSU	CSU	CPG	NSSE
Freshmen	5.46	5.46	5.55	5.55
Seniors	5.59	5.66	5.74*	5.68

1=not at all, 2, 3, 4, 5, 6, 7=very much ** indicates significant difference at p<.001*

Satisfaction with Institution

Both freshmen and seniors were asked about their satisfaction with SJSU using two questions. The first question asked about the entire educational experience, the second question asked whether the students would, given a chance, attend SJSU again.

SJSU: Institutional Satisfaction	Freshmen	Seniors
How would you evaluate your entire educational experience at this institution?	78%	80%

Percentages are based on 'good' and 'excellent' responses

SJSU: Institutional Satisfaction	Freshmen	Seniors
If you could start over again, would you go to the same institution you are now attending?	74%	79%

Percentages are based on 'good' and 'excellent' responses

Freshmen and Senior Comparisons

- Both SJSU freshmen and seniors said they had a significantly poorer educational experience than their peers in the CSU, the CPG, and nationwide.
- Both SJSU freshmen and seniors say they would be significantly less likely to attend the same institution than their peers in the CSU, the CPG, and nationwide.

Institutional Satisfaction: How would you evaluate your entire educational experience at this institution?	SJSU	CSU	CPG	NSSE
Freshmen	2.95	3.13*	3.21*	3.23*
Seniors	3.02	3.20*	3.23*	3.23*

1=poor, 2=fair, 3=good, 4=excellent * indicates significant difference at p<.001

Institutional Satisfaction: If you could start over again, would you go to the same institution you are now attending?	SJSU	CSU	CPG	NSSE
Freshmen	2.92	3.12*	3.21*	3.24*
Seniors	3.05	3.16*	3.23*	3.23*

1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes ** indicates significant difference at p<.001*

NSSE
national survey of
student engagement

NSSE 2014 Topical Module
Experiences with Information Literacy

San Jose State University

IPEDS: 122755

NSSE 2014 Experiences with Information Literacy

Administration Summary

San Jose State University

About This Topical Module

Developed in collaboration with college and university librarians, this module asks students about their use of information and how much their instructors emphasized the proper use of information sources. This module complements questions on the core survey about higher-order learning and how much writing students do.

Comparison Group

This section summarizes how this module's comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the 'Information Literacy' column of this report.

Group label	Information Literacy
Date submitted	Not applicable; comparison group not customized.
How was this comparison group constructed?	Your institution did not customize this comparison group; the default group (all module participants) was used.
Group description	Default comparison group

'Information Literacy' institutions (N=81)

Abilene Christian University (Abilene, TX)
Albright College (Reading, PA)
Beloit College (Beloit, WI)
Bethany College (Bethany, WV)
Brigham Young University (Provo, UT)
Bryant University (Smithfield, RI)
California Institute of the Arts (Valencia, CA)
California Lutheran University (Thousand Oaks, CA)
California State Polytechnic University-Pomona (Pomona, CA)
California State University, San Bernardino (San Bernardino, CA)
Carlow University (Pittsburgh, PA)
Central Penn College (Summerdale, PA)
Claremont McKenna College (Claremont, CA)
Clark University (Worcester, MA)
Clarke University (Dubuque, IA)
Converse College (Spartanburg, SC)
DePaul University (Chicago, IL)
Eastern Connecticut State University (Willimantic, CT)
Elizabethtown College (Elizabethtown, PA)
Georgian Court University (Lakewood, NJ)
Goucher College (Baltimore, MD)
Guilford College (Greensboro, NC)
Hawaii Pacific University (Honolulu, HI)
Howard University (Washington, DC)
Illinois College (Jacksonville, IL)
Juniata College (Huntingdon, PA)
Kentucky Wesleyan College (Owensboro, KY)
Lakehead University (Thunder Bay, ON)
Lenoir-Rhyne University (Hickory, NC)
Lincoln Memorial University (Harrogate, TN)
Longwood University (Farmville, VA)
Mary Baldwin College (Staunton, VA)
Maryland Institute College of Art (Baltimore, MD)
Memorial University of Newfoundland (St. John's, NL)
Mercy College (Dobbs Ferry, NY)
Mississippi University for Women (Columbus, MS)
Newbury College-Brookline (Brookline, MA)
North Park University (Chicago, IL)
Northwestern Oklahoma State University (Alva, OK)
Ohio University (Athens, OH)
Peru State College (Peru, NE)
Pfeiffer University (Misenheimer, NC)
Roanoke College (Salem, VA)
Simon Fraser University (Burnaby, BC)
Southwestern Adventist University (Keene, TX)
St. Catherine University (Saint Paul, MN)
St. Thomas University (Fredericton, NB)
SUNY Empire State College (Saratoga Springs, NY)
Susquehanna University (Selinsgrove, PA)
The State University of New York at Potsdam (Potsdam, NY)
The University of New Orleans (New Orleans, LA)
The University of Tennessee Martin (Martin, TN)
Towson University (Towson, MD)
United States Air Force Academy (USAFA, CO)
United States Naval Academy (Annapolis, MD)
Université de Montréal (Montreal, QC)
Université de Sherbrooke (Sherbrooke, QC)
University of Baltimore (Baltimore, MD)
University of Central Florida (Orlando, FL)
University of Charleston (Charleston, WV)

'Information Literacy' institutions (N=81), continued

University of Evansville (Evansville, IN)
University of Louisiana at Lafayette (Lafayette, LA)
University of Maine at Machias (Machias, ME)
University of Massachusetts Amherst (Amherst, MA)
University of Massachusetts Boston (Boston, MA)
University of Montevallo (Montevallo, AL)
University of Northern Iowa (Cedar Falls, IA)
University of Puerto Rico in Ponce (Ponce, PR)
University of San Francisco (San Francisco, CA)
Vanguard University of Southern California (Costa Mesa, CA)
Viterbo University (La Crosse, WI)
Wabash College (Crawfordsville, IN)
Washington State University (Pullman, WA)
West Texas A&M University (Canyon, TX)
West Virginia Wesleyan College (Buckhannon, WV)
Westmont College (Santa Barbara, CA)
Whitman College (Walla Walla, WA)
William Paterson University of New Jersey (Wayne, NJ)
Wilson College (Chambersburg, PA)
Wingate University (Wingate, NC)
Worcester State University (Worcester, MA)

* 2013 participant

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

San Jose State University

First-Year Students

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a]: San José State Count	San José State %	Information Literacy Count	Information Literacy %	Statistical Comparisons[b]: San José State Mean	Information Literacy Mean	Effect size[d]
1. During the current school year, about how often have you done the following?										
a. Completed an assignment that used an information source (book, article, Web site, etc.) other than required course readings	INL01a	1	Never	6	1	468	2			
		2	Sometimes	90	16	4,010	19			
		3	Often	201	37	7,453	35	**3.3**	3.2	.08
		4	Very often	254	46	9,679	44			
			Total	551	100	21,610	100			
b. Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.	INL01b	1	Never	19	4	1,830	8			
		2	Sometimes	104	19	6,021	27			
		3	Often	228	42	7,588	35	**3.1**	2.9 *** ▲	.26
		4	Very often	200	36	6,141	29			
			Total	551	100	21,580	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	21	4	1,869	8			
		2	Sometimes	145	27	6,625	30			
		3	Often	216	39	7,808	37	**3.0**	2.8 *** ▲	.18
		4	Very often	166	30	5,239	25			
			Total	548	100	21,541	100			
d. Completed an assignment that used the library's electronic collection of articles, books, and journals (JSTOR, EBSCO, LexisNexis, ProQuest, etc.)	INL01d	1	Never	87	16	3,587	17			
		2	Sometimes	194	35	7,108	33			
		3	Often	165	30	5,960	28	**2.5**	2.6	-.06
		4	Very often	103	18	4,899	23			
			Total	549	100	21,554	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	138	24	4,961	24			
		2	Sometimes	211	39	8,436	39			
		3	Often	134	25	5,439	25	**2.2**	2.3	-.01
		4	Very often	67	12	2,699	12			
			Total	550	100	21,535	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	83	15	3,601	17			
		2	Sometimes	220	40	9,073	42			
		3	Often	175	32	6,027	27	**2.4**	2.4	.07
		4	Very often	70	13	2,806	13			
			Total	548	100	21,507	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	80	14	3,809	17			
		2	Sometimes	197	36	8,153	38			
		3	Often	172	32	6,183	29	**2.5**	2.4 * ▲	.09
		4	Very often	97	18	3,370	16			
			Total	546	100	21,515	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	110	20	4,308	20			
		2	Sometimes	207	38	8,106	37			
		3	Often	138	26	5,910	28	**2.4**	2.4	.02
		4	Very often	93	17	3,120	15			
			Total	548	100	21,444	100			

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

San Jose State University

First-Year Students

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a]: San José State Count	San José State %	Information Literacy Count	Information Literacy %	Statistical Comparisons[b]: San José State Mean	Information Literacy Mean	Effect size[d]
2. During the current school year, how much have your instructors emphasized the following?										
a. Not plagiarizing another author's work	INL02a	1	Very little	11	2	367	2			
		2	Some	31	6	1,590	8			
		3	Quite a bit	101	19	4,588	21	**3.6**	3.6	.07
		4	Very much	409	73	15,060	70			
			Total	552	100	21,605	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	9	2	521	2			
		2	Some	44	8	2,127	10			
		3	Quite a bit	165	31	5,798	27	**3.5**	3.5	.04
		4	Very much	331	60	13,099	60			
			Total	549	100	21,545	100			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	1	Very little	27	5	1,108	5			
		2	Some	96	18	3,272	16			
		3	Quite a bit	173	32	6,290	29	**3.2**	3.2	-.05
		4	Very much	253	46	10,811	50			
			Total	549	100	21,481	100			
d. Questioning the quality of information sources	INL02d	1	Very little	36	6	1,362	7			
		2	Some	128	23	4,309	20			
		3	Quite a bit	154	29	6,635	31	**3.1**	3.1	-.03
		4	Very much	228	41	9,139	42			
			Total	546	100	21,445	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	55	10	1,816	9			
		2	Some	130	24	5,108	24			
		3	Quite a bit	160	30	6,283	29	**2.9**	3.0	-.04
		4	Very much	196	36	8,140	38			
			Total	541	100	21,347	100			
3. How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?										
	INL03	1	Very little	13	2	591	3			
		2	Some	117	22	3,940	19			
		3	Quite a bit	267	49	9,960	46	**3.0**	3.1	-.08
		4	Very much	151	27	7,009	32			
			Total	548	100	21,500	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the Endnotes page for a key to the triangle symbols.

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

San Jose State University

Seniors

Frequency Distributions[a]

Statistical Comparisons[b]

Item wording or description	Variable name	Values[c]	Response options	San José State Count	San José State %	Information Literacy Count	Information Literacy %	San José State Mean	Information Literacy Mean	Effect size[d]
1. During the current school year, about how often have you done the following?										
a. Completed an assignment that used an information source (book, article, Web site, etc.) other than required course readings	INL01a	1	Never	33	2	456	2	3.4	3.4	-.01
		2	Sometimes	188	13	3,810	14			
		3	Often	405	28	7,778	28			
		4	Very often	865	57	16,121	57			
			Total	1,491	100	28,165	100			
b. Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.	INL01b	1	Never	72	5	2,239	8	3.1	2.9 *** ▲	.16
		2	Sometimes	322	22	7,562	27			
		3	Often	522	36	8,873	32			
		4	Very often	574	37	9,470	33			
			Total	1,490	100	28,144	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	115	8	2,607	9	2.8	2.8 * ▲	.05
		2	Sometimes	426	29	8,554	31			
		3	Often	529	36	9,352	33			
		4	Very often	416	27	7,557	27			
			Total	1,486	100	28,070	100			
d. Completed an assignment that used the library's electronic collection of articles, books, and journals (JSTOR, EBSCO, LexisNexis, ProQuest, etc.)	INL01d	1	Never	120	8	3,142	12	2.9	2.9 * ▲	.06
		2	Sometimes	376	26	6,901	25			
		3	Often	400	27	7,338	26			
		4	Very often	592	38	10,708	37			
			Total	1,488	100	28,089	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	351	23	6,719	25	2.3	2.3 * ▲	.06
		2	Sometimes	565	38	10,951	39			
		3	Often	327	22	6,334	22			
		4	Very often	247	16	4,089	14			
			Total	1,490	100	28,093	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	207	14	4,391	16	2.4	2.4 * ▲	.06
		2	Sometimes	632	43	11,940	43			
		3	Often	414	28	7,487	26			
		4	Very often	238	15	4,236	15			
			Total	1,491	100	28,054	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	176	12	3,465	12	2.6	2.6	.02
		2	Sometimes	503	34	9,688	35			
		3	Often	469	32	8,540	31			
		4	Very often	341	22	6,367	22			
			Total	1,489	100	28,060	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	260	18	4,711	17	2.5	2.5	.02
		2	Sometimes	486	33	10,128	36			
		3	Often	442	30	7,763	28			
		4	Very often	298	19	5,413	19			
			Total	1,486	100	28,015	100			

NSSE 2014 Experiences with Information Literacy

Frequencies and Statistical Comparisons

San Jose State University

Seniors

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a]				Statistical Comparisons[b]			
				San José State		Information Literacy		San José State	Information Literacy		
				Count	%	Count	%	Mean	Mean		Effect size[d]
2. During the current school year, how much have your instructors emphasized the following?											
a. Not plagiarizing another author's work	INL02a	1	Very little	34	2	1,039	4				
		2	Some	103	7	2,902	10				
		3	Quite a bit	270	19	6,216	22	**3.6**	3.5	***	.15
		4	Very much	1,088	72	18,011	65		△		
			Total	1,495	100	28,168	100				
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	42	3	1,109	4				
		2	Some	143	10	3,321	12				
		3	Quite a bit	324	23	7,227	26	**3.5**	3.4	***	.13
		4	Very much	981	65	16,397	58		△		
			Total	1,490	100	28,054	100				
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	1	Very little	61	4	1,736	7				
		2	Some	162	11	3,761	14				
		3	Quite a bit	342	24	7,189	26	**3.4**	3.3	***	.15
		4	Very much	920	60	15,346	54		△		
			Total	1,485	100	28,032	100				
d. Questioning the quality of information sources	INL02d	1	Very little	115	8	2,504	10				
		2	Some	300	21	6,097	22				
		3	Quite a bit	421	29	8,036	29	**3.1**	3.0	**	.08
		4	Very much	651	43	11,331	40		△		
			Total	1,487	100	27,968	100				
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	62	4	1,808	7				
		2	Some	269	19	5,140	19				
		3	Quite a bit	404	28	8,150	29	**3.2**	3.1	***	.10
		4	Very much	744	49	12,725	45		△		
			Total	1,479	100	27,823	100				
3. How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?											
	INL03	1	Very little	29	2	460	2				
		2	Some	202	14	3,288	12				
		3	Quite a bit	646	44	10,992	39	**3.2**	3.3	***	-.10
		4	Very much	606	40	13,374	46		▽		
			Total	1,483	100	28,114	100				

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the Endnotes page for a key to the triangle symbols.

NSSE 2014 Experiences with Information Literacy

Detailed Statistics[e]

San Jose State University

First-Year Students

Variable name	N	Mean		Standard error[f]		Standard deviation[g]		DF[h]	Sig.[i]	Effect size[d]
	San José State	San José State	Information Literacy	San José State	Information Literacy	San José State	Information Literacy	*Comparisons with:* Information Literacy		
INL01a	553	3.27	3.21	.03	.01	0.77	0.82	12,972	.075	.08
INL01b	553	3.10	2.86	.03	.01	0.82	0.93	617	.000	.26
INL01c	550	2.95	2.79	.04	.01	0.85	0.91	606	.000	.18
INL01d	551	2.51	2.57	.04	.01	0.97	1.02	605	.156	-.06
INL01e	552	2.25	2.26	.04	.01	0.96	0.96	12,922	.794	-.01
INL01f	550	2.43	2.36	.04	.01	0.89	0.92	12,908	.118	.07
INL01g	548	2.53	2.44	.04	.01	0.94	0.96	12,906	.038	.09
INL01h	549	2.39	2.37	.04	.01	0.99	0.97	12,866	.655	.02
INL021	554	3.63	3.58	.03	.01	0.69	0.71	607	.087	.07
INL02b	551	3.48	3.45	.03	.01	0.71	0.78	609	.287	.04
INL02c	550	3.19	3.24	.04	.01	0.89	0.90	12,889	.234	-.05
INL02d	548	3.05	3.08	.04	.01	0.95	0.94	12,874	.465	-.03
INL02e	543	2.92	2.96	.04	.01	1.00	0.98	12,809	.354	-.04
INL03	550	3.00	3.07	.03	.01	0.77	0.79	601	.053	-.08

NSSE 2014 Experiences with Information Literacy

Detailed Statistics[e]

San Jose State University

Seniors

Variable name	N	Mean		Standard error[f]		Standard deviation[g]		DF[h]	Sig.[i]	Effect size[d]
	San José State	San José State	Information Literacy	San José State	Information Literacy	San José State	Information Literacy	*Comparisons with:* Information Literacy		
INL01a	1,498	3.39	3.40	.02	.01	0.80	0.78	20,361	.745	-.01
INL01b	1,496	3.06	2.90	.02	.01	0.88	0.96	1,785	.000	.16
INL01c	1,493	2.82	2.77	.02	.01	0.92	0.95	1,751	.046	.05
INL01d	1,495	2.95	2.88	.03	.01	0.99	1.04	1,766	.016	.06
INL01e	1,497	2.32	2.26	.03	.01	1.01	0.98	1,732	.039	.06
INL01f	1,498	2.45	2.39	.02	.01	0.91	0.93	20,287	.016	.06
INL01g	1,497	2.64	2.63	.02	.01	0.96	0.96	20,279	.455	.02
INL01h	1,494	2.51	2.49	.03	.01	1.00	0.99	20,251	.368	.02
INL021	1,502	3.60	3.48	.02	.01	0.72	0.81	1,815	.000	.15
INL02b	1,497	3.49	3.38	.02	.01	0.79	0.85	1,782	.000	.13
INL02c	1,492	3.40	3.26	.02	.01	0.85	0.93	1,786	.000	.15
INL02d	1,495	3.06	2.99	.03	.01	0.98	1.00	20,222	.005	.08
INL02e	1,486	3.21	3.12	.02	.01	0.90	0.95	20,115	.000	.10
INL03	1,490	3.22	3.30	.02	.01	0.76	0.76	1,735	.000	-.10

NSSE 2014 Experiences with Information Literacy

Endnotes

San Jose State University

Endnotes

a. Column percentages are weighted by gender and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.

b. All statistics are weighted by gender and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent t-tests. Items with categorical response sets are left blank.

c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.

d. Effect size for independent t-tests uses Cohen's *d*.

e. Statistics are weighted by gender and enrollment status (and institution size for comparison groups). Categorical items are not listed.

f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.

g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

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

i. Statistical comparisons are two-tailed independent t-tests. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.

Key to symbols:

▲ **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.

▽ **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.

Report on the

Experiences with Information Literacy Module

National Survey of Student Engagement (NSSE)

John Briggs, EdD

Office of Institutional Effectiveness & Analytics

San Jose State University

Spring 2015

Introduction

Development of Information Literacy Module in NSSE

"Information Literacy is the ability to identify what information is needed, understand how the information is organized, identify the best sources of information for a given need, locate those sources, evaluate the sources critically, and share that information." (University of Idaho, 2015)

The National Survey of Student Engagement Institute (NSSEI) collects information about the time and effort students put into their education, and how institutions of higher learning are aiding student learning through its eponymous survey, the National Survey of Student Engagement (NSSE).

Information literacy was identified by NSSEI as an important ability for student to acquire. Therefore an effort was made to have NSSE measure this skill. However, although earlier version of the survey tried to capture information literacy in students, lack of time and space limited the measurement to five questions.

In 2011, the NSSEI decided to revamp the NSSE. It was determined that information literacy would be measured in a separate module. In developing this module NSSE decided to ask the following questions of librarians, teacher, administrators, and other professionals interested in information literacy among students…

1. What are the key activities or behaviors that students must engage in order to achieve information literacy?
2. What does it "look like" to practice information literacy in action?
3. What should instructors ask students to do to become information literate?
4. What should others expect of students outside the classroom to practice information literacy?
5. What can the institution do to create a climate that values, supports, and expects students to practice and achieve information literacy?
6. How do class level, general education, and the major disciplines affect the practice and achievement of information literacy? (NSSE, 2015)

The result was the identification of a number of information literacy outcomes which led to the drafting of questions related to these outcomes (Fosnatch, 2014). These questions are divided into three sections. The first group of questions asks if the student or their instructors engage in behaviors which lead to information literacy skills among students. The second group of questions asks if teachers emphasize the proper use of information. The final section is one question which asks how much the institution they are attending contributes to their information literacy development.

San Jose State's 2014 Administration

In 2014 spring semester San José State University (SJSU) administered the NSSE along with the topical module 'Experiences with Information Literacy'. Of the 688 first-year students who took the NSSE, 554 completed the information literacy module; and of the 1,868 seniors who took the NSSE, 1,497 completed the information literacy module.

Summary of Findings

The following presents a summary of findings for each section of the information literacy module. It describes items within each section of the survey and presents SJSU findings and comparisons to other institution which used this module in 2014 in text and tables. The tables contain mean scale scores and, in some cases, frequency distributions. Only items where SJSU significantly differed from the comparison groups were included in the mean comparison tables below. Significance was measured at the $p<.001$ level using t tests and are noted with an asterisk.

Activities Which Develop Information Literacy

This section asks questions regarding how student gather information so they can complete an assignment, if feedback was given from the instructor about the information, if the student did any quality control on the information, and the use of citations.

- The top activity experienced by students which develops information literacy is using information sources other than require reading.
- The activity least experienced by both seniors and first-year students is not using an information source due to its questionable quality

SJSU: Activities Most Frequently Experienced	First-year	Seniors
Completed an assignment that used an information source (book, article, Web site, etc.) other than required course readings	83%	84%
Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.	78%	73%

Percentages are based on 'often' and 'very often' responses

SJSU: Activities Least Frequently Experienced	First-year	Seniors
Decided not to use an information source in a course assignment due to its questionable quality	37%	38%
Changed the focus of a paper or project based on information you found while researching the topic	45%	43%

Percentages are based on 'often' and 'very often' responses

First-year Comparison

- SJSU first-year students were significantly more likely to have worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, or rough draft than their peers at other institutions

- SJSU first-year students were significantly more likely to have received feedback from an instructor that improved their use of information resources compared to their peers at other institutions

First-year: Significant Differences	SJSU	All Others
Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, or rough draft	3.10	2.86*
Received feedback from an instructor that improved your use of information resources	2.95	2.79*

1=never, 2=sometimes, 3=often, 4=very often; * indicates significant difference at p<.001

Senior Comparison

- SJSU seniors were significantly more likely to have worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, or rough draft than their peers at other institutions

Senior: Significant Differences	SJSU	All Others
Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, or rough draft	3.06	2.90*

1=never, 2=sometimes, 3=often, 4=very often; * indicates significant difference at p<.001

Instructor Emphasis on Information Literacy

This section asks how often instructors emphasize information literacy practices in their assignments and coursework.

- SJSU instructors emphasize not plagiarizing other people's work more frequently than any other information literacy practice.
- SJSU instructors place the least amount of emphasis on using common terminology, methods and writing style.

Most Frequently Emphasized	First-year	Seniors
Instructor Emphasis: Not plagiarizing another author's work	92%	91%

Percentages are based on 'quite a bit and 'very much' responses

Least Frequently Emphasized	First-year	Seniors
Instructor Emphasis: Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	66%	77%

Percentages are based on 'quite a bit and 'very much' responses

First-year Comparison

- There were no significant differences at the $p<.001$ level among first-year students

Senior Comparison

- SJSU instructors place significantly more emphasis on four out of the five subject areas compared to instructors at other institutions. The one practice that SJSU instructors did not significantly emphasize was questioning the quality of information sources

Seniors: Significant Differences	SJSU	All Others
Instructor Emphasis: Not plagiarizing another author's work	3.60	3.48*
Instructor Emphasis: Appropriately citing the sources used in a paper or project	3.49	3.38*
Instructor Emphasis: Using scholarly or peer-reviewed sources in your course assignments	3.40	3.26*
Instructor Emphasis: Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	3.21	3.12*

1=very little, 2=some, 3=quite a bit, 4=very much * indicates significant difference at p<.001

College Experience and Information Literacy

The final question asks whether their college experience has improved their ability to use information effectively.

- The percentage of students that say their college experience increased their information literacy increased between their first-year and senior year.

College Experience	First-year	Seniors
How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?	76%	84%

Percentages are based on 'quite a bit and 'very much' responses

First-year Comparison

- There were no significant differences at the $p<.001$ level among first-year students

Senior Comparison

- Seniors find that SJSU contributes significantly less to their information literacy than their peers at other institutions

Seniors: Significant Differences	SJSU	All Others
How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?	3.22	3.30*

1=very little, 2=some, 3=quite a bit, 4=very much * indicates significant difference at p<.001

Comparison between Colleges and Class-level

The purpose of the NSSE is to provide benchmarks in order to compare groups to each other (Mark and Boruff-Jones, 2003). The information literacy modules enables SJSU to identify which groups of students may need extra help in attaining this ability.

It was decided to divide student by their class level, either first-year or senior, and then by their college. This would allow us to see if entering students from a college need more help than their peers at another college. It would also allow us to see the effect of 4+ years at a college has on information literacy compared to another.

In the NSSE, students were identified by class level through school records. Students were designated as belonging to a college through their self-selected major. See Appendix A for majors and college designations. Students with interdisciplinary, professional, and general studies, and undeclared were grouped in a Miscellaneous category.

Major was not considered as a grouping because the number of majors, 104, made analysis difficult to ascertain significance.

The students were separated into class level and one-way ANOVA was performed on each question by college. One-way ANOVA was used because it was designed to test the difference between three or more groups. In order to find any pattern in information literacy ability, only questions with significant differences were considered when identifying differences in colleges. However, to give a feel of the differences between colleges, the means of all colleges for all questions are shown.

These are the findings from the analysis…

- Among first-year student, there was no question that had significant differences among colleges. Therefore, it can be surmised that, on average, students at one college start at the same level of information literacy as another.
- Among seniors, there were significant differences between colleges in twelve out of fourteen questions.
- Seniors in the College of Applied Science and Arts (CASA), and Social Sciences (Soc Sci) had the highest means among questions with significant differences.
- Seniors in and Humanities and the Arts (H&A), and Engineering (Eng) had the lowest mean averages among questions with significant differences.

First-year: Activities Which Develop Information Literacy (Means and ANOVA (F-value))

Question	CASA	Bus	Edu	Eng	H&A	Sci	Soc Sci	Misc	F
Completed an assignment that used an information source (book, article, Web site, etc.) other than required course readings	3.34	3.36	3.50	3.20	3.10	3.13	3.53	3.13	2.297
Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.	3.23	3.14	3.25	3.01	2.90	3.03	3.29	3.03	1.535
Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	3.05	2.93	2.88	2.91	2.79	2.92	3.24	2.80	1.524
Completed an assignment that used the library's electronic collection of articles, books, and journals (JSTOR, EBSCO, LexisNexis, ProQuest, etc.)	2.70	2.38	2.88	2.40	2.27	2.60	2.76	2.30	2.396
Decided not to use an information source in a course assignment due to its questionable quality	2.29	2.35	3.13	2.18	2.10	1.99	2.41	2.03	2.568
Changed the focus of a paper or project based on information you found while researching the topic	2.53	2.53	3.00	2.36	2.17	2.13	2.62	2.41	2.948
Looked for a reference that was cited in something you read	2.74	2.49	2.88	2.47	2.48	2.29	2.57	2.50	1.716
Identified how a book, article, or creative work has contributed to a field of study	2.63	2.31	2.50	2.41	2.48	2.17	2.40	2.00	2.287

1=never, 2=sometimes, 3=often, 4=very often; * indicates significant difference at p<.001

For significantly different questions: Two highest means Two lowest means

First-year: Instructor Emphasis on Information Literacy (Means and ANOVA (F-value))

Question	CASA	Bus	Edu	Eng	H&A	Sci	Soc Sci	Misc	F
Instructors emphasized: Not plagiarizing another author's work	3.72	3.57	3.88	3.57	3.73	3.63	3.74	3.63	1.015
Instructors emphasized: Appropriately citing the sources used in a paper or project	3.67	3.36	4.00	3.41	3.50	3.46	3.59	3.37	2.657
Instructors emphasized: Using scholarly or peer-reviewed sources in your course assignments	3.44	2.95	3.75	3.07	2.97	3.18	3.36	3.17	3.789
Instructors emphasized: Questioning the quality of information sources	3.17	2.91	3.88	2.99	3.00	2.96	3.12	3.17	1.684
Instructors emphasized: Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	3.05	2.70	2.63	2.95	2.77	2.93	3.11	2.77	1.522

1=very little, 2=some, 3=quite a bit, 4=very much * indicates significant difference at p<.001

For significantly different questions: Two highest means Two lowest means

First-year: College Experience and Information Literacy (Means and ANOVA (F-value))

Question	CASA	Bus	Edu	Eng	H&A	Sci	Soc Sci	Misc	F
How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?	3.09	2.89	3.63	2.98	3.07	2.97	3.28	2.83	2.600

1=very little, 2=some, 3=quite a bit, 4=very much * indicates significant difference at p<.001

For significantly different questions: Two highest means Two lowest means

Seniors: Activities Which Develop Information Literacy (Means and ANOVA (F-value))

Question	CASA	Bus	Edu	Eng	H&A	Sci	Soc Sci	Misc	F
Completed an assignment that used an information source (book, article, Web site, etc.) other than required course readings	3.59	3.36	3.55	3.14	3.25	3.40	3.58	3.43	8.729*
Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.	3.16	3.07	3.17	2.87	2.96	2.95	3.33	3.05	5.743*
Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	3.00	2.78	2.79	2.56	2.87	2.75	3.03	2.79	5.921*
Completed an assignment that used the library's electronic collection of articles, books, and journals (JSTOR, EBSCO, LexisNexis, ProQuest, etc.)	3.37	2.82	3.28	2.51	2.71	2.73	3.46	3.10	30.128*
Decided not to use an information source in a course assignment due to its questionable quality	2.49	2.24	2.28	2.28	2.31	2.20	2.31	2.33	1.961
Changed the focus of a paper or project based on information you found while researching the topic	2.68	2.33	2.28	2.37	2.39	2.34	2.58	2.50	5.025*
Looked for a reference that was cited in something you read	2.88	2.52	2.93	2.46	2.36	2.59	2.91	2.81	10.123*
Identified how a book, article, or creative work has contributed to a field of study	2.78	2.37	2.59	2.21	2.29	2.49	2.80	2.73	11.423*

1=never, 2=sometimes, 3=often, 4=very often; * indicates significant difference at p<.001

For significantly different questions: Two highest means Two lowest means

Seniors: Instructor Emphasis on Information Literacy (Means and ANOVA (F-value))

Question	CASA	Bus	Edu	Eng	H&A	Sci	Soc Sci	Misc	F
Instructors emphasized: Not plagiarizing another author's work	3.65	3.60	3.69	3.51	3.49	3.64	3.73	3.55	2.492
Instructors emphasized: Appropriately citing the sources used in a paper or project	3.63	3.50	3.48	3.29	3.31	3.46	3.75	3.33	8.923*
Instructors emphasized: Using scholarly or peer-reviewed sources in your course assignments	3.70	3.26	3.66	3.15	3.21	3.34	3.75	3.39	17.733*
Instructors emphasized: Questioning the quality of information sources	3.27	2.99	2.97	2.80	2.91	3.11	3.31	3.05	7.529*
Instructors emphasized: Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	3.47	3.00	3.31	3.07	3.11	3.25	3.48	3.12	10.634*

1=very little, 2=some, 3=quite a bit, 4=very much * indicates significant difference at p<.001

For significantly different questions: Two highest means Two lowest means

Seniors: College Experience and Information Literacy (Means and ANOVA (F-value))

Question	CASA	Bus	Edu	Eng	H&A	Sci	Soc Sci	Misc	F
How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?	3.38	3.20	3.21	3.14	3.09	3.10	3.40	3.07	5.989*

1=very little, 2=some, 3=quite a bit, 4=very much * indicates significant difference at p<.001

For significantly different questions: Two highest means Two lowest means

Conclusion

There are many aspects to information literacy. Some, such as using information sources other than course readings or working on a paper with multiple smaller assignments, are practiced with great frequency by student at SJSU. Others, such as instructors emphasizing using practices of a specific field of study, are not experienced by SJSU students with great frequency.

It should be remembered that the NSSE was given in the spring of 2014. Therefore, first-year students had experienced one semester at SJSU. For the most part there is very little difference between information literacy practices between SJSU and the other institutions that gave this module to their first-year students. Also, there is no significant difference between what first-year students are practicing and experiencing in the various colleges at SJSU.

There are significant differences between SJSU seniors and seniors at other institutions. This is particularly true in the area of instructor emphasis. Instructors at SJSU seem to emphasize not plagiarizing, citing sources appropriately, using scholarly source materials, and using practices specific to their field of study.

This makes the results of the last portion of the module intriguing. Although, both SJSU senior students are at par or exceed students at other institutions in terms of information literacy, they give SJSU significantly less credit in developing these skills.

On average, first-year students start out at the same level of information literacy in each of the colleges at SJSU. However, by the time these students are seniors, there are significant differences between colleges. There are two things to keep in mind when assessing this fact. First, SJSU seniors have significantly higher ability in some aspects of information literacy. Therefore, students from colleges that are ranked lower may not be low when compared to the general population. Second, certain majors do not have the opportunity to practice information literacy as others. If these majors are clustered in one college, that college will be ranked lower.

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SJSU

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[Permanent Faculty List] General Education Advising Pathway Working Group

Melanie Schlitzkus <melanie.schlitzkus@sjsu.edu> Fri, Mar 13, 2015 at 7:20 AM
Reply-To: melanie.schlitzkus@sjsu.edu
Bcc: permanent-faculty-list-group@sjsu.edu

Dear colleagues,

We are writing to request faculty participation in a **General Education Advising Pathway Working Group**. One pillar of Provost Feinstein's Academic Plan relates to "Educational Excellence and Student Experience." As previewed at the Academic Senate Retreat in January and at various committees since that time, the committee seeks input and broad participation in the possible creation of optional advising pathways for General Education at SJSU.

While some campuses have created mandatory GE pathways, we are only exploring optional pathways based on existing curriculum that could help create more integrated teaching and learning opportunities for faculty and students.

Optional GE advising pathways have the potential to:

*Provide an organizing framework for students to progress through GE if they choose to do so;

*Lay the groundwork for possible thematic certificates to encourage students to follow themes of interest to them in the GE curriculum;

*Create exciting opportunities for faculty to come together across the disciplines to discuss pedagogy and explore co-teaching and co-curricular possibilities;

*Create opportunities for faculty to develop new ideas for integrated teaching and learning organized around themes that already are expressed throughout the SJSU GE curriculum.

Pilot pathways under consideration: The optional advising pathways under preliminary consideration based on existing GE curriculum are:

*Creativity
*Global Engagement
*Sustainability

Request for participants: If you are interested in participating in a Working Group to discuss how SJSU might further develop ideas around optional GE advising pathways, **please provide your contact information via this link no later than March 30, 2015 at 9 a.m.** If you have questions before that time, please do not hesitate to contact any members of the group listed below.

Thank you for your consideration,

Academic Affairs Working Plan Priority Two Sub-Group:

Jan English-Lueck, Interim Dean, College of Social Sciences

Ruth Huard, Dean, College of International and Extended Studies

Joyce Lum, Student

Alison McKee, Associate Professor, TV, Radio, Film, and Theatre

Richard McNabb, Professor and Writing Programs Administrator, English and Comparative Literature

Lisa Vollendorf, Dean, College of Humanities and the Arts

Call for Participation Pilot GE Pathways 15.03.02.docx
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