

2011 National Survey of Student Engagement (NSSE) – Executive Summary

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 12 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 2011 with WASC Standards* report available at oir.sjsu.edu/Assessment/projects/nsse.

Survey Sample and Demographics

In the 2011 spring semester, 2,748 first-year and 1,730 senior undergraduate students were selected through a random sampling process to receive the NSSE via electronic mail. The overall response rate for SJSU was 14%. Sixty-six percent of the first-year (freshmen) respondents were female and 34% were male. Senior respondents were similarly distributed in terms of gender, with 61% of respondents being female and 39% male. Ninety-nine percent of first-year students and 78% of seniors were enrolled full time in the Spring 2011 semester. First-year students and seniors had a similar race/ethnicity distribution (see table below). A total of 11% of respondents declined to respond to this item.

Ethnicity/Race	Freshmen	Seniors
American Indian/Native American	1%	0%
Asian/Asian American/Pacific Isl.	37%	29%
Black/African America	1%	3%
White (non-Hispanic)	29%	35%
Latino	20%	16%
Other*	7%	10%

*Other category includes multiracial and other

Summary of 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, Master's institutions (defined by Carnegie classifications), 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. Please visit the Office of Institutional Research's National Survey of Student Engagement page at <http://www.oir.sjsu.edu/Assessment/projects/nsse> to view NSSE results for the previous four administrations (2002, 2004, 2005, & 2008).

Academic and Intellectual Experiences

This section of the survey consists of 22 items that assess the frequency of student experiences within the current year. Items address issues such as class related participation and activities, working relationships and dialogue between students and faculty, course related use of technology, and paid or voluntary academically related services.

- The top three academic and intellectual experiences in which over 65% of SJSU freshmen and seniors experience most often are integration of ideas, inclusion of diverse perspectives, and use of e-mail.
- The top three academic and intellectual experiences in which less than 20% of SJSU freshmen and seniors experience least often are participation in a community project, working with faculty outside of course requirements, and tutoring other students.

SJSU: Activities Most Frequently Experienced	Freshmen	Seniors
Worked on a paper or project that required integrating ideas or information from various sources	81%	86%
Used e-mail to communicate with an instructor	69%	81%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	70%	70%

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

SJSU: Activities Least Frequently Experienced	Freshmen	Seniors
Participated in a community-based project (e.g. service learning) as part of a regular course	10%	18%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	12%	18%
Tutored or taught other students (paid or voluntary)	13%	15%

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

Freshmen Comparisons

- On average, SJSU freshmen have greater experience with in class activities presenting and including diverse perspectives in discussions and assignments.
- An exception to greater experience in class activities is contribution to class discussions where students at other Master's institutes report more participation.
- The academic experience SJSU freshmen participate in less often than their peers at comparison institutes are outside the classroom activities. The activities include having discussions about classroom assignments or readings, contacting faculty, and having discussions with faculty.
- Interestingly, the use of e-mail to contact faculty is one of the most frequently experienced activities by SJSU freshmen and seniors, yet they do so significantly less often than freshmen in other Master's institutes, and the national sample.

Freshmen: Significant Differences	SJSU	CSU	Master's	NSSE
Asked questions in class or contributed to class discussions	2.67	2.68	2.86*	2.82
Made a class presentation	2.49	2.43	2.33*	2.26*
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.96	2.90	2.81	2.78*
Used e-mail to communicate with an instructor	2.99	3.14	3.21*	3.21*
Discussed grades or assignments with an instructor	2.40	2.55	2.64*	2.63*
Talked about career plans with a faculty member or advisor	1.95	2.05	2.16*	2.18*
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.59	2.75	2.74	2.76*

1=never, 2=sometimes, 3=often, 4=very often

* indicates significant difference at $p < .001$

Senior Comparisons

- As with the freshmen comparisons, SJSU seniors were significantly less likely to experience academic activities outside the classroom and contribute to class discussions when compared to their peers in the comparison groups.
- Unlike the freshmen, SJSU seniors report significantly higher levels of showing up to class unprepared and less often worked harder than they expected to meet an instructor's standards/expectations.

Seniors: Significant Differences	SJSU	CSU	Master's	NSSE
Asked questions in class or contributed to class discussions	2.83	2.92	3.14*	3.10*
Come to class without completing readings or assignments	2.24	2.14	2.04*	2.08
Discussed ideas from your readings or classes with faculty members outside of class	1.84	2.01	2.09*	2.08*
Received prompt written or oral feedback from faculty on your academic performance	2.60	2.68	2.83*	2.80*
Worked harder than you thought you could to meet an instructor's standards or expectations	2.65	2.78	2.82*	2.78

1=never, 2=sometimes, 3=often, 4=very often

* indicates significant difference at $p < .001$

Mental Activities

In this section, frequency of activities such as memorization, analysis, synthesis, making judgments and application of concepts were assessed.

- The mental activity practiced by over three quarters of SJSU freshmen and seniors is *analyzing* of information.
- The mental activity practiced by less than three quarters of SJSU freshmen and seniors is *memorizing* of information.

SJSU: Activity Most Frequently Experienced	Freshmen	Seniors
Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	77%	88%

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

SJSU: Activity Least Frequently Experienced	Freshmen	Seniors
Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	67%	67%

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

Freshmen Comparisons

- Freshmen at SJSU feel memorization, synthesis, and making judgments is emphasized in their coursework as much as their peers in the comparison groups feel those mental activities are emphasized in their own coursework. Application of theories is perceived to be less emphasized at SJSU by freshmen, in comparison to the national sample.

Freshmen: Significant Differences	SJSU	CSU	Master's	NSSE
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	2.92	3.05	3.07	3.09*

1=very little, 2=some, 3=quite a bit, 4=very much

* indicates significant difference at $p < .001$

Senior Comparisons

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

Reading and Writing

This section asks students about the number of assigned books read as well as the number of written reports completed of various lengths during the current school year.

Freshmen Comparisons

- Based on NSSE responses, a typical writing workload for SJSU freshmen is between 5 and 10 papers (less than five pages in length).

- SJSU freshmen write more papers between five and ten pages in length than their peers at other CSUs.

Freshmen: Significant Differences	SJSU	CSU	Master's	NSSE
Number of written papers or reports of fewer than 5 pages	3.05	2.84*	2.97	2.97

1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11-20, 5=more than 20;

* indicates significant difference at $p < .001$

Senior Comparisons

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

Problem Sets

This section was made up of two questions assessing the amount of problem sets students completed per week. The first question asked for the number of problems that took an hour or more, and the second question asked for the number of problems that took less than an hour.

- There were no significant differences at the $p < .001$ level among freshmen comparison groups and among seniors comparison groups.

Challenge of Examinations

The only question in this section asks, "Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work?" (1=very little to 7 = very much)

- There were no significant differences at the $p < .001$ level among freshmen comparison groups and among seniors comparison groups.

Additional Collegiate Experiences

In this section, students are asked six questions pertaining to the frequency of their experience with college related activities. Items relate to artistic experiences, physical fitness, spiritual growth, and reflections of your own perspectives.

- More than half of SJSU's respondents reported learning something which affected the way they saw an issue.
- Less than 20% of SJSU respondents reported participating in spiritual activities.

SJSU: Activity Most Frequently Experienced	Freshmen	Seniors
Learned something that changed the way you understand an issue or concept	56%	68%

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

SJSU: Activity Least Frequently Experienced	Freshmen	Seniors
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	19%	17%

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

Freshman & Senior Comparisons

- Based on the percentage above, it is not surprising that both freshmen and seniors participated in spiritual activities significantly less than their peers in the Mater's and national comparison groups.
- In addition, SJSU freshmen reported examining their views on an issue less often than freshmen in the Mater's and national sample comparison groups.

Freshmen: Significant Differences	SJSU	CSU	Master's	NSSE
Exercised or participated in physical fitness activities	2.63	2.66	2.79	2.84*
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	1.69	1.76	2.02*	2.05*
Examined the strengths and weaknesses of your own views on a topic or issue	2.43	2.53	2.60*	2.62*

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

Seniors: Significant Differences	SJSU	CSU	Master's	NSSE
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	1.73	1.90	2.06*	2.10*

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

Enriching Educational Experiences

This section asks about student participation in various experiences including internships, volunteerism, learning communities, research, foreign language coursework, study abroad, independent study or self-designed major, and culminating experiences. The question, "Which of the following have you done, do you plan to do, do not plan to do, or have not decided before you graduate from your institution?" was asked and the tables below represent the proportion of freshmen and seniors responding "Done" among all valid respondents. Note: since the item does not distinguish between activities done during their education at the current institution versus those done prior to their enrollment to the current institution, it is difficult to determine where and at what point the students participated in these activities.

- Volunteer work is the enriching experience the greater number of SJSU freshmen and seniors experience.
- Study abroad is the enriching experience least participated at SJSU by freshmen and seniors.

SJSU: Activity Most Frequently Experienced	Freshmen	Seniors
Community service or volunteer work	27%	55%

Percentages based on "done" responses

SJSU: Activity Least Frequently Experienced	Freshmen	Seniors
Study abroad	2%	11%

Percentages based on "done" responses

Freshman Comparisons

- The proportion of SJSU freshmen participating in field work, research with faculty, study abroad, self-designed major, and culminating experience is about the same as those in other CSUs.
- Significantly fewer SJSU freshmen have participated in volunteer work, learning communities, and foreign language coursework than freshmen in the comparison groups.

Freshmen: Significant Differences	SJSU	CSU	Master's	NSSE
Community service or volunteer work	.27	.33	.36*	.39*
Participate in a learning community or some other formal program where groups of students take two or more classes together	.09	.17*	.16*	.18*
Foreign language coursework	.10	.15	.16	.20*

0 = have not decided, do not plan to do, plan to do; 1 = done * indicates significant difference at $p < .001$

Senior Comparisons

- By the end of their undergraduate education, the proportion of SJSU seniors that have participated in research with faculty, community service, study abroad, and independent study are about the same as seniors in other CSUs.

- Significantly fewer seniors have participated in field work, foreign language coursework, independent study, and culminating experiences than seniors in all three comparison groups.
- The one enriching activity SJSU freshmen and seniors participate less often in as compared to their peers is foreign language coursework, but it is not the least frequently experienced among SJSU freshmen and seniors.

Seniors: Significant Differences	SJSU	CSU	Master's	NSSE
Practicum, internship, field experience, co-op experience, or clinical assignment	.34	.42	.47*	.50*
Worked on a research project with faculty member outside of course or program requirements	.11	.14	.16	.20*
Foreign language coursework	.25	.33	.34	.40*
Independent study or self-designed major	.09	.12	.15*	.17*
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	.22	.29	.30	.32*

0 = have not decided, do not plan to do, plan to do; 1 = done

* indicates significant difference $p < .001$

Quality of Relationships

This section provides information about student relationships with other students, faculty members, and administrative personnel and offices. The question asks the student to “select the circle that best represents the quality of your relationships with people at your institution” on a continuous scale from 1 to 7. There are different scale value labels for each of the three questions and those are listed at the bottom of each table.

- There were no significant differences at the $p < .001$ level among freshmen comparison groups and among seniors comparison groups in regards to relationships with other students.
- Overall, freshmen and seniors at San Jose State feel their relationships with faculty and administrators to be less friendly, available, and helpful than do their peers at other Master institutes and the national sample.

Relationships: Significant Differences		SJSU	CSU	Master's	NSSE
Relationships with faculty members	Freshmen	5.18	5.23	5.34	5.29
	Seniors	5.07	5.35	5.52*	5.47*

1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic;

* indicates significant difference at $p < .001$

Relationships: Significant Differences		SJSU	CSU	Master's	NSSE
Relationships with administrative personnel and offices	Freshmen	4.53	4.71	4.90*	4.85*
	Seniors	3.88	4.48*	4.70*	4.66*

1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible;

* 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.

- A greater percent of freshmen spend more time relaxing and socializing while a greater percent of seniors spend their time preparing for class. This is an indication that there is a difference in perception and expectations of college between freshmen and seniors.
- Less than 20% of freshmen and seniors at San Jose State spend their time on working for pay on campus and commuting to campus.

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%	62%
Relaxing and socializing (watching TV, partying, etc.)	46%	38%

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

SJSU: Activities Least Frequently Experienced	Freshmen	Seniors
Working for pay on campus	4%	15%
Commuting to class (driving, walking, etc.)	11%	12%

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 spend less time on working for pay and co-curricular activities. There are many campus organizations, but it seems SJSU students do not care to be as involved in such activities.

Freshmen: Significant Differences	SJSU	CSU	Master's	NSSE
Working for pay on campus	1.21	1.26	1.42*	1.47*
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	1.89	1.93	2.11	2.25*

1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk
6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk;

* indicates significant difference at $p < .001$

Senior Comparisons

- San Jose State University seniors spent significantly less time caring for dependents and commuting to campus. Being a commuter campus, commuting was thought to influence a student's lack of outside the classroom interaction with community members and on co-curricular and enriching activities. Yet, we see here that SJSU freshmen and seniors do not spend a great deal of time on commuting.

Seniors: Significant Differences	SJSU	CSU	Master's	NSSE
Providing care for dependents living with you (parents, children, spouse etc.)	2.22	2.50	2.67*	2.44
Commuting to class (driving, walking, etc.)	2.44	2.67*	2.43	2.39

1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk
6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk;

* indicates significant difference at $p < .001$

Institutional Environment

The 7 questions in this section ask students about the extent to which their institution emphasizes certain resources and activities. The question is phrased, "To what extent does your institution emphasize each of the following?" in regard to various resources and activities.

- Based on the percentages below, SJSU emphasizes the need to spend time on academics and incorporation of technology in academic work.
- SJSU respondents feel their institution provides the least emphasis on non-academic activities. Future research should look into student awareness of resources and services for non-academic support. Plus, future surveys should also assess the extent to which students do use and are willing to use the resources available, such as Counseling Services.

SJSU: Most Emphasized	Freshmen	Seniors
Spending significant amounts of time studying and on academic work	81%	80%
Using computers in academic work	77%	85%

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

SJSU: Least Emphasized	Freshmen	Seniors
Helping you cope with your non-academic responsibilities (work, family, etc.)	38%	26%
Providing the support you need to thrive socially	46%	30%

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

Freshmen Comparison & Senior Comparison

- Support needed to succeed academically and the attendance of campus activities were rated as not highly emphasized at SJSU by freshmen in comparison to their peers' ratings. Furthermore, they remain statistically significantly lower among the senior groups.
- SJSU freshmen also feel there is less emphasize to use computers for their academic work than do freshmen in all three comparison groups. However, as the table above shows, use of computers in academic work is a most frequently emphasized activity with more than 75% of students perceiving this emphasize.

Freshmen: Significant Differences	SJSU	CSU	Master's	NSSE
Providing the support you need to help you succeed academically	2.95	3.08	3.11*	3.12*
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	2.60	2.69	2.78*	2.88*
Using computers in academic work	3.12	3.29*	3.32*	3.33*

1=very little, 2=some, 3=quite a bit, 4=very much

* indicates significant difference at $p < .001$

Seniors: Significant Differences	SJSU	CSU	Master's	NSSE
Providing the support you need to help you succeed academically	2.69	2.89*	2.97*	2.96*
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	2.44	2.49	2.56	2.66*

1=very little, 2=some, 3=quite a bit, 4=very much

* indicates significant difference at $p < .001$

Educational and Personal 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 sixteen items included touch on the following knowledge and skills: career, academic, technology, communication, voting, spiritual, community, and self.

- The top three experiences San Jose State contributed to respondent's growth are in relation to educational growth.
- The bottom three experiences San Jose State contributed to respondent's growth are in relation to personal growth.

SJSU: Most Contributed by Institution	Freshmen	Seniors
Thinking critically and analytically	79%	81%
Acquiring a broad general education	78%	81%
Writing clearly and effectively	74%	76%

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

SJSU: Least Contributed by Institution	Freshmen	Seniors
Developing a deepened sense of spirituality	27%	26%
Voting in local, state, or national elections	33%	39%
Contributing to the welfare of your community	45%	51%

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

Freshmen comparisons

- SJSU freshmen generally feel their campus contributed to their knowledge and skills "some" to "quite a bit." However, freshmen in the comparison groups reported feeling higher levels of contribution in four different areas of growth. Those areas are career, critical thinking, technology, and spirituality.

Freshmen: Significant Differences	SJSU	CSU	Master's	NSSE
Acquiring job or work-related knowledge and skills	2.53	2.70	2.82*	2.83*
Thinking critically and analytically	3.08	3.26*	3.24*	3.25*
Using computing and information technology	2.87	3.01	3.05*	3.05*
Developing a deepened sense of spirituality	1.93	2.07	2.15*	2.14*

1=very little, 2=some, 3=quite a bit, 4=very much

* indicates significant difference at $p < .001$

Senior Comparisons

- In general, SJSU seniors also report that their institution has contributed “some” to “quite a bit” towards their growth in the various areas listed earlier.
- There were no significant differences at the $p < .001$ level among senior comparison groups.

Quality of Advising

There was only one question pertaining to the quality of advising, which is reproduced in the table below.

- On average, SJSU respondents feel the quality of advising they receive on campus is between “fair” and “good.” There was a statistical difference among freshmen and seniors. Respondents in other institutions reported their academic advising to be of higher quality than did SJSU students.

Quality of Advising: Significant Differences		SJSU	CSU	Master's	NSSE
Overall, how would you evaluate the quality of academic advising you have received at your institution?	Freshmen	2.82	3.06*	3.10*	3.10*
	Seniors	2.62	2.87*	2.94*	2.94*

1=poor, 2=fair, 3=good, 4=excellent;

* indicates significant difference at $p < .001$

Satisfaction

The final two questions on the standard survey instrument relate to student satisfaction and are reproduced below.

- Freshmen and seniors at SJSU evaluated their experience at their institution statistically less positive than students in the comparison group.
- Also, compared to students in the comparison group, SJSU students are less likely to attend the same institution if given the choice to do so again.
- More interestingly is the trend seen for both items. The rating mean decreased from freshmen to seniors. Further surveys should look into factors that affect our students' perception of what makes for an excellent educational experience.

Satisfaction: Significant Differences		SJSU	CSU	Master's	NSSE
How would you evaluate your entire educational experience at this institution?	Freshmen	3.03	3.18*	3.23*	3.24*
	Seniors	2.87	3.13*	3.21*	3.23*

1=poor, 2=fair, 3=good, 4=excellent;

* indicates significant difference at $p < .001$

Satisfaction: Significant Differences		SJSU	CSU	Master's	NSSE
If you could start over again, would you go to the same institution you are now attending?	Freshmen	3.07	3.17	3.23*	3.26*
	Seniors	2.91	3.14*	3.18*	3.22*

1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes;

* indicates significant difference at $p < .001$

Consortium Questions

Consortium items are questions developed by California State University administrators of participating institutions. These ten items were included in the survey distributed only to students attending a CSU. The items refer to courses students have taken, learning contributed by the institution in various areas (such as professional and working with others effectively), and a student's connection to the institution. Although there were no significant differences at $p < .001$, for number of courses taken not required for the degree, these data have been included in the report because of its importance.

- Overall, it seems as though more courses not required for the degree being pursued are being taken by students at other CSU's.
- 67% of freshmen and 50% of seniors at SJSU, reported taking between 0 and 2 courses not required for their degree.
- SJSU students' top two reasons for taking courses not required are for personal interest or enrichment (freshmen 43% and seniors 63%) and belief that the course was required for General Education (freshmen 47% and seniors 33%).

Consortium: Significant Differences		SJSU	CSU
Please indicate how many courses you have taken at this institution that are not required for your degree.	Freshmen	2.15	2.38
	Seniors	2.59	2.70

1 = Zero; 2 = 1-2; 3 = 3-4; 4 = 5-10; 5 = More than 10

Freshmen comparisons

- The data below indicate that San Jose State students feel their institution does not contribute as much to their learning of career skills and knowledge as compared to their peers at other CSUs.
- Also, SJSU freshmen feel less connected to campus when compared to their peers.

Freshmen Significant Differences	SJSU	CSU
To what extent has your college education at this institution contributed to your learning in the following areas?		
Understanding how your future professional work might impact society	2.87	3.13*
Being able to recognize conflicts of interest that you might face in your profession	2.80	3.04*
Being an effective leader	2.74	3.01*

1 = Not at all; 2 = Very little; 3 = Some; 4 = Very much; 9 = Do not know

* indicates significant difference at $p < .001$

To what extent do you feel:	SJSU	CSU
Connected to this institution	2.85	3.05*

1 = Not at all; 2 = Very little; 3 = Some; 4 = Very much; 9 = Do not know

* indicates significant difference at $p < .001$

Seniors comparisons

- SJSU Seniors faired more similar to their peers at other CSU institutions. There were no significant differences in perceptions on how much the institution contributed to their learning of career skills and knowledge.
- There were differences in feelings of attachment to the institution. SJSU Seniors feel less connected and less of a sense of community to and less safe on campus.

Seniors Significant Differences	SJSU	CSU
To what extent do you feel:		
Connected to this institution	2.77	3.03*
A sense of community at this institution	2.63	2.89*

1 = Not at all; 2 = Very little; 3 = Some; 4 = Very much; 9 = Do not know

* indicates significant difference at $p < .001$

Safety	SJSU	CSU
How safe do you feel on campus?	3.27	3.50*

1 = Not at all safe; 2 = Not very safe; 3 = Somewhat safe; 4 = Very safe; 9 = Do not know

* indicates significant difference at $p < .001$

Discussion

The tables above provide a summary of significant results at $p < .001$ for each section of the NSSE. In this section, certain items and findings from above will be highlighted and discussed. In addition, some items that were not listed above will be discussed in this section due to the importance of highlighting the positive outcomes students at SJSU experience in comparison to their peers.

- Based on the results above, SJSU students have less of a positive perception of their institution.
- As illustrated by the data on Institutional Environment (p.8), students don't feel the institution provides them with the support necessary to succeed academically when compared to their peers. It is unclear why students would not feel supported academically since the university puts forth effort by providing academic support services for students. For example, computers are available for student use all over campus. Such places include the Learning Assistance Resource Center (LARC), Academic Success Center, Student Union, and in the Library. For students in need of wireless access, accounts are available via an SJSU One account. Mentoring is available to all SJSU students through a variety of mentoring programs including the Peer Mentor Program which is a part of the Academic Success Center. Tutoring is also available through various means including LARC and the Academic Success Center. In addition, LARC provides a Writing Skills Test (WST) workshop and tutoring. There are many academic services available for students on campus.
- Additional information needs to be collected and carefully examined about the specific types of academic supports our students are seeking.
- According to the data in the Academic & Intellectual Experience and Time Usage sections, Students at SJSU participate less in outside the classroom activities when compared to their peers at other institutions. These activities include discussions and contacting faculty, discussions with others about the material learned in class, and extracurricular activities. The reasons students don't participate are unknown. SJSU provides various opportunities for student involvement. As of fall 2011, there are 358 active student organizations available on campus ("Student Organization Directory," retrieved from <http://vpsaweb.sjsu.edu/greenlight/pages/public/directory.php>). One reason that may be used to explain lack of participation could be due to limited time of the student. Yet, SJSU respondents reported working less than their peers, spending less time on care for dependents, and spending less time on commuting to campus. Future research should examine the factors leading to non participation in activities outside the classroom.
- There are many positive feedbacks from the data collected. Yet, they are not noted on the tables above because there wasn't a statistical significance less than $p < .001$. SJSU students are more likely to make class presentations and, include diverse perspectives in their work and discussions. In addition, more than a quarter of students report feeling strong emphasize or contribution from the institution on spending time studying, use of technology, critical thinking, acquiring of a broad general knowledge, and writing clearly and effectively.
- The data also show within campus progression. Greater percentages of seniors are participating in many academic and non academic positive experiences, as assessed by the NSSE. For example, a larger percentage of seniors spend more time studying rather than socializing, more seniors participate in community service, and use computers in academic work.
- Another positive finding is that there tends to be more differences between freshmen than seniors. In other words, when compared to seniors at other institutions, SJSU seniors don't differ on as many factors as freshmen differ when compared to freshmen at other institutions. This indicates that the gap between SJSU students and students at other institutions decreases by the time students are prepared to graduate.

Reference

Student Organization Directory. (2011). Retrieved September 30, 2011, from

<http://vpsaweb.sjsu.edu/greenlight/pages/public/directory.php>.