NSSE
national survey of
student engagement

NSSE 2017
Engagement Indicators

University of San Francisco

IPEDS: 122612

NSSE 2017 Engagement Indicators

About This Report

About Your *Engagement Indicators* Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

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

Report Sections

Overview (p. 3)
Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

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

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis.* Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2017 Engagement Indicators

Overview

University of San Francisco

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	*Engagement Indicator*	Your first-year students compared with Jesuit	Your first-year students compared with USF Peers	Your first-year students compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning	▽	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	▽	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▽	--	--
	Effective Teaching Practices	--	△	△
Campus Environment	Quality of Interactions	▼	▽	▽
	Supportive Environment	▼	▽	▽

Seniors

Theme	*Engagement Indicator*	Your seniors compared with Jesuit	Your seniors compared with USF Peers	Your seniors compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	△
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	△	△
Campus Environment	Quality of Interactions	--	--	▽
	Supportive Environment	--	--	--

NSSE 2017 Engagement Indicators

Academic Challenge

University of San Francisco

Academic Challenge: First-year students

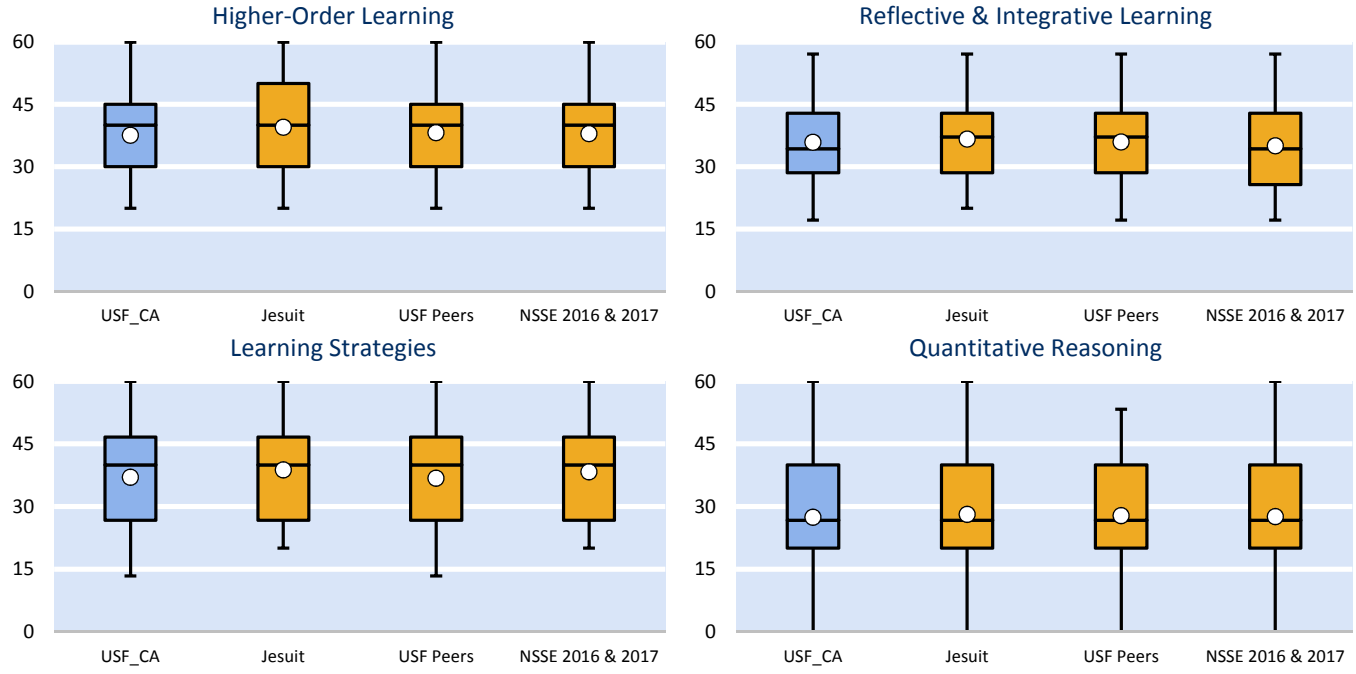
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

	USF_CA	*Your first-year students compared with*					
		Jesuit		**USF Peers**		**NSSE 2016 & 2017**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	37.6	39.5 *	-.16	38.2	-.05	37.9	-.03
Reflective & Integrative Learning	35.9	36.7	-.07	36.0	-.01	35.0	.07
Learning Strategies	37.0	38.8	-.13	36.7	.02	38.3	-.09
Quantitative Reasoning	27.5	28.1	-.05	27.8	-.02	27.6	-.01

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

Score Distributions



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Academic Challenge: First-year students (continued)

Performance[a] on Indicator Items

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

		Percentage point difference between your FY students and		
Higher-Order Learning	**USF_CA**	**Jesuit**	**USF Peers**	**NSSE 2016 & 2017**
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	64	-12	-9	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-5	-1	+1
4d. Evaluating a point of view, decision, or information source	73	-1	+3	+4
4e. Forming a new idea or understanding from various pieces of information	73	+2	+5	+5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	54	-1	-1	+2
2b. Connected your learning to societal problems or issues	57	-2	+1	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	+5	+8	+14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-1	+1	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+1	+2	+5
2f. Learned something that changed the way you understand an issue or concept	65	-4	-3	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	76	-4	-3	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	77	-4	+2	+1
9b. Reviewed your notes after class	58	-6	-2	-8
9c. Summarized what you learned in class or from course materials	62	-2	+4	-1
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.)	45	-8	-8	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	+1	+2	+2
6c. Evaluated what others have concluded from numerical information	38	-2	-2	+0

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

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

NSSE 2017 Engagement Indicators

Academic Challenge

University of San Francisco

Academic Challenge: Seniors

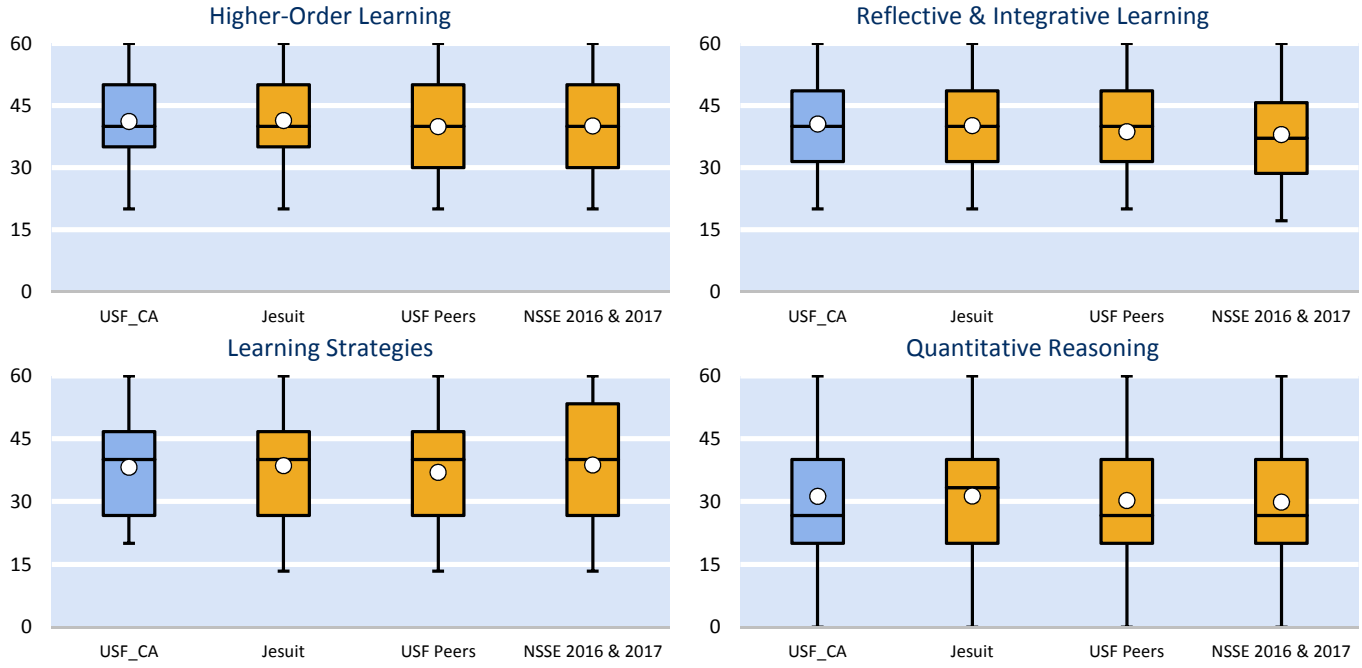
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

	USF_CA	Your seniors compared with					
		Jesuit		USF Peers		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	41.1	41.4	-.02	39.9	.09	40.0	.08
Reflective & Integrative Learning	40.5	40.1	.03	38.7 *	.15	38.0 **	.20
Learning Strategies	38.2	38.5	-.03	36.9	.09	38.7	-.04
Quantitative Reasoning	31.2	31.3	.00	30.2	.06	29.9	.08

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

Score Distributions



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Academic Challenge: Seniors (continued)

Performance[a] on Indicator Items

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

		Percentage point difference between your seniors and		
Higher-Order Learning	**USF_CA**	**Jesuit**	**USF Peers**	**NSSE 2016 & 2017**
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	81	-0	+4	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+0	+3	+4
4d. Evaluating a point of view, decision, or information source	72	-2	+2	+2
4e. Forming a new idea or understanding from various pieces of information	72	-2	+2	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	76	+4	+6	+8
2b. Connected your learning to societal problems or issues	73	+4	+10	+11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68	+6	+13	+16
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-5	-0	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	-1	+1	+3
2f. Learned something that changed the way you understand an issue or concept	73	-2	+0	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	83	-3	-1	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	88	+5	+11	+8
9b. Reviewed your notes after class	59	-0	+2	-3
9c. Summarized what you learned in class or from course materials	62	-2	+4	-2
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.)	53	-5	-4	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+1	+5	+5
6c. Evaluated what others have concluded from numerical information	50	+0	+3	+5

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NSSE 2017 Engagement Indicators

Learning with Peers

University of San Francisco

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

	USF_CA	Your first-year students compared with					
		Jesuit		USF Peers		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	31.7	34.2 **	-.18	34.0 **	-.17	32.2	-.03
Discussions with Diverse Others	38.9	40.8	-.13	40.0	-.08	39.7	-.05

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

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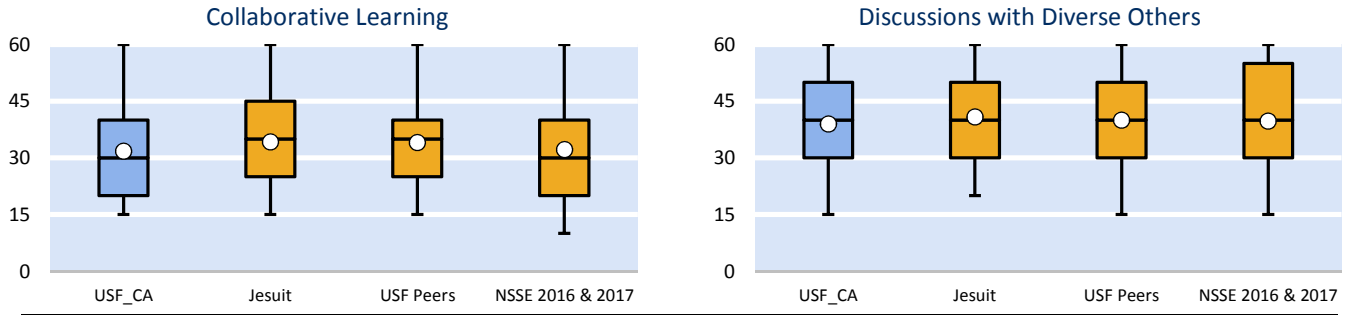

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		Percentage point difference between your FY students and		
Collaborative Learning	USF_CA	Jesuit	USF Peers	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	54	-3	-4	+2
1f. Explained course material to one or more students	55	-7	-6	-2
1g. Prepared for exams by discussing or working through course material with other students	49	-7	-4	-1
1h. Worked with other students on course projects or assignments	46	-11	-11	-8
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	77	+3	+3	+7
8b. People from an economic background other than your own	68	-6	-5	-3
8c. People with religious beliefs other than your own	67	-3	-3	+1
8d. People with political views other than your own	48	-20	-14	-19

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NSSE 2017 Engagement Indicators

Learning with Peers

University of San Francisco

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

	USF_CA	Your seniors compared with					
		Jesuit		USF Peers		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	34.7	34.7	-.01	35.1	-.04	32.3 *	.16
Discussions with Diverse Others	40.8	40.8	.00	40.6	.01	40.5	.02

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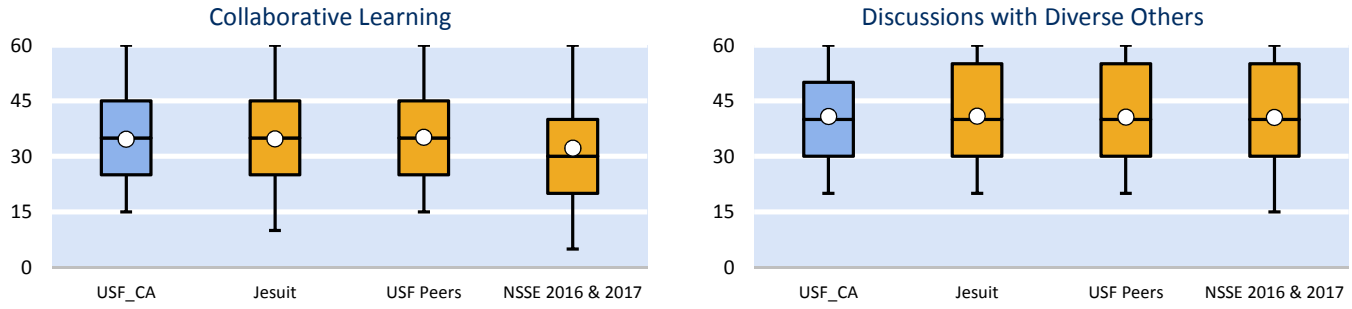

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		Percentage point difference between your seniors and		
Collaborative Learning	USF_CA	Jesuit	USF Peers	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	48	-2	-2	+5
1f. Explained course material to one or more students	64	+0	+1	+5
1g. Prepared for exams by discussing or working through course material with other students	53	+0	+1	+7
1h. Worked with other students on course projects or assignments	68	-2	-3	+4
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	82	+7	+6	+10
8b. People from an economic background other than your own	73	-1	-2	-0
8c. People with religious beliefs other than your own	71	+0	+1	+3
8d. People with political views other than your own	43	-23	-15	-25

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NSSE 2017 Engagement Indicators

Experiences with Faculty

University of San Francisco

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

	USF_CA	*Your first-year students compared with*					
		Jesuit		USF Peers		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	19.2	22.0 **	-.21	19.2	.00	20.6	-.10
Effective Teaching Practices	40.5	39.7	.07	38.0 **	.21	38.7 *	.14

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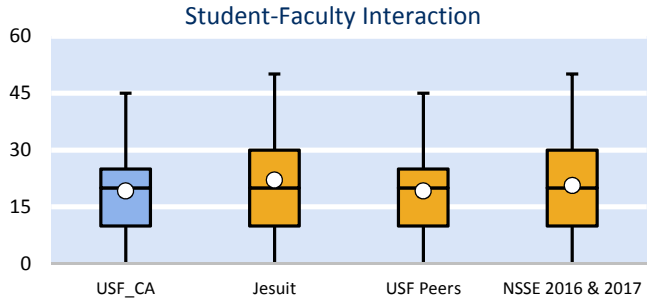

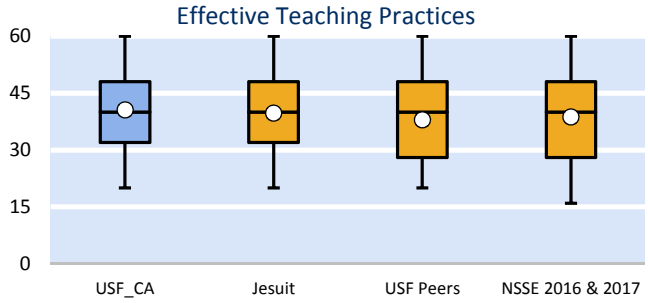

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		Percentage point difference between your FY students and		
Student-Faculty Interaction	USF_CA	Jesuit	USF Peers	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	29	-5	-1	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-2	+1	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-6	-0	-1
3d. Discussed your academic performance with a faculty member	24	-7	-1	-5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	81	-1	+1	+3
5b. Taught course sessions in an organized way	82	+3	+5	+6
5c. Used examples or illustrations to explain difficult points	77	+0	+1	+3
5d. Provided feedback on a draft or work in progress	82	+16	+22	+19
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-1	+7	+4

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

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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

	USF_CA	Your seniors compared with					
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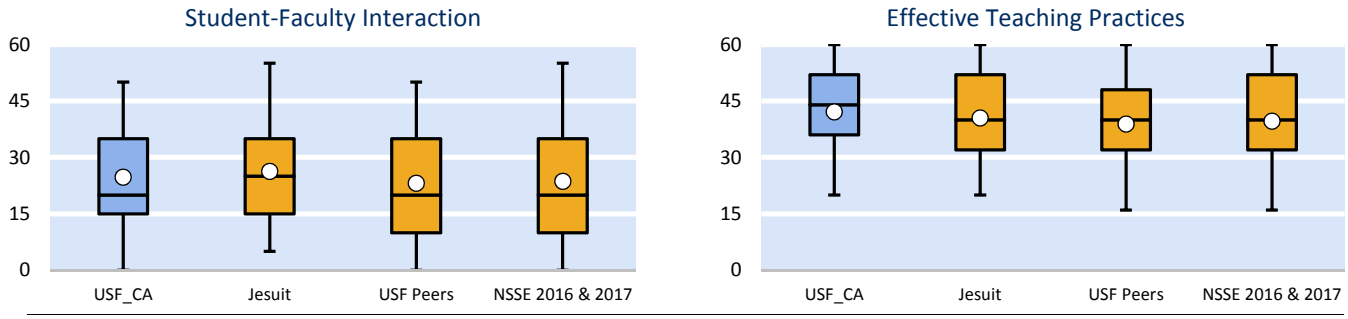
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	24.7	26.2	-.10	23.1	.11	23.6	.07
Effective Teaching Practices	42.1	40.4	.13	38.8 **	.25	39.6 **	.18

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

Score Distributions



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

Performance[a] on Indicator Items

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

		Percentage point difference between your seniors and		
Student-Faculty Interaction	USF_CA	Jesuit	USF Peers	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	40	-8	+1	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	-3	+3	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	-3	+3	+3
3d. Discussed your academic performance with a faculty member	38	+3	+9	+5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	81	-0	+1	+1
5b. Taught course sessions in an organized way	79	-1	+3	+1
5c. Used examples or illustrations to explain difficult points	86	+6	+7	+9
5d. Provided feedback on a draft or work in progress	72	+10	+14	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	78	+8	+17	+13

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

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

NSSE 2017 Engagement Indicators

Campus Environment

University of San Francisco

Campus Environment: First-year students

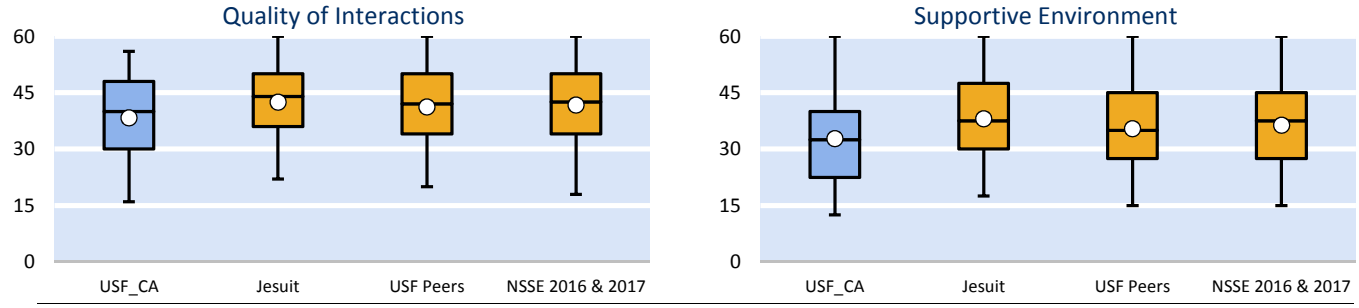
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	USF_CA	Your first-year students compared with					
		Jesuit		USF Peers		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	38.3	42.5 ***	-.37	41.2 **	-.24	41.8 ***	-.28
Supportive Environment	32.8	38.1 ***	-.41	35.4 *	-.20	36.4 ***	-.26

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

Score Distributions



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

Performance[a] on Indicator Items

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

		Percentage point difference between your FY students and		
Quality of Interactions	USF_CA	Jesuit	USF Peers	NSSE 2016 & 2017
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	37	-17	-12	-15
13b. Academic advisors	41	-7	-6	-8
13c. Faculty	50	-4	+2	+1
13d. Student services staff (career services, student activities, housing, etc.)	32	-13	-10	-12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	31	-12	-7	-11
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	69	-12	-6	-7
14c. Using learning support services (tutoring services, writing center, etc.)	67	-11	-5	-9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	-10	-3	-3
14e. Providing opportunities to be involved socially	58	-16	-11	-13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-14	-11	-9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-9	-2	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-21	-15	-20
14i. Attending events that address important social, economic, or political issues	49	-16	-2	-3

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

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

NSSE 2017 Engagement Indicators

Campus Environment

University of San Francisco

Campus Environment: Seniors

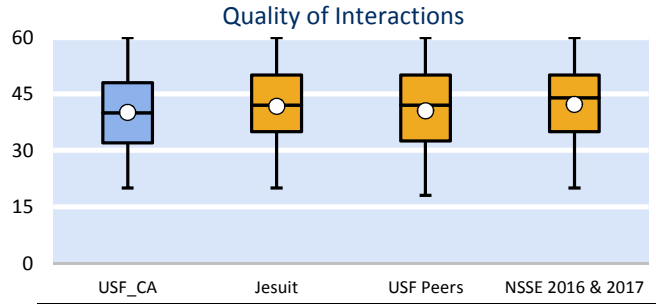
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

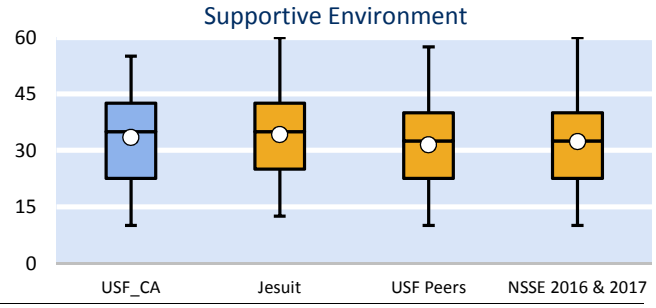
Mean Comparisons

	USF_CA	Your seniors compared with					
		Jesuit		USF Peers		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	40.1	41.8	-.14	40.5	-.04	42.3 *	-.18
Supportive Environment	33.4	34.2	-.06	31.5	.14	32.3	.08

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

Score Distributions





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

Performance[a] on Indicator Items

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

		Percentage point difference between your seniors and		
Quality of Interactions	**USF_CA**	**Jesuit**	**USF Peers**	**NSSE 2016 & 2017**
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	48	-12	-7	-10
13b. Academic advisors	48	+2	+5	-4
13c. Faculty	59	-1	+6	+2
13d. Student services staff (career services, student activities, housing, etc.)	30	-8	-6	-12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	33	-4	-2	-9
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	71	-3	+4	-0
14c. Using learning support services (tutoring services, writing center, etc.)	71	+4	+11	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+4	+10	+11
14e. Providing opportunities to be involved socially	55	-14	-6	-9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-1	+1	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	+0	+4	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	-4	+0	-3
14i. Attending events that address important social, economic, or political issues	61	+5	+16	+18

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

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

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NSSE 2017 Engagement Indicators

Comparisons with High-Performing Institutions

University of San Francisco

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/html/position_policies.cfm**), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:

(a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
(b) institutions with average scores placing them in the top 10% of all 2016 and 2017 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

			Your first-year students compared with					
		USF_CA	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	37.6	39.2 *	-.12		41.2 ***	-.27	
	Reflective and Integrative Learning	35.9	36.6	-.06	✓	38.3 **	-.20	
	Learning Strategies	37.0	39.8 **	-.20		41.9 ***	-.35	
	Quantitative Reasoning	27.5	28.8	-.09	✓	30.4 **	-.19	
Learning with Peers	Collaborative Learning	31.7	35.2 ***	-.25		37.1 ***	-.40	
	Discussions with Diverse Others	38.9	41.7 **	-.19		43.8 ***	-.34	
Experiences with Faculty	Student-Faculty Interaction	19.2	23.8 ***	-.31		27.2 ***	-.52	
	Effective Teaching Practices	40.5	40.7	-.01	✓	42.6 **	-.15	
Campus Environment	Quality of Interactions	38.3	43.8 ***	-.48		46.1 ***	-.66	
	Supportive Environment	32.8	38.2 ***	-.41		40.0 ***	-.55	

Seniors

			Your seniors compared with					
		USF_CA	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	41.1	41.8	-.05	✓	43.3 *	-.16	
	Reflective and Integrative Learning	40.5	40.0	.04	✓	42.0	-.12	
	Learning Strategies	38.2	40.7 *	-.18		42.9 ***	-.33	
	Quantitative Reasoning	31.2	31.1	.00	✓	33.0	-.11	
Learning with Peers	Collaborative Learning	34.7	35.8	-.08	✓	37.9 ***	-.24	
	Discussions with Diverse Others	40.8	42.3	-.10	✓	44.3 **	-.23	
Experiences with Faculty	Student-Faculty Interaction	24.7	29.2 ***	-.29		33.0 ***	-.52	
	Effective Teaching Practices	42.1	41.8	.02	✓	43.8	-.13	
Campus Environment	Quality of Interactions	40.1	44.8 ***	-.40		46.9 ***	-.56	
	Supportive Environment	33.4	34.8	-.10	✓	37.2 **	-.27	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2017 Engagement Indicators

Detailed Statistics[a]

University of San Francisco

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
USF_CA (N = 221)	37.6	11.7	.79	20	30	40	45	60				
Jesuit	39.5	12.4	.27	20	30	40	50	60	2,390	-2.0	.025	-.158
USF Peers	38.2	12.6	.16	20	30	40	45	60	6,268	-.7	.451	-.052
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	221	-.4	.623	-.029
Top 50%	39.2	13.1	.04	20	30	40	50	60	221	-1.6	.042	-.123
Top 10%	41.2	13.3	.10	20	35	40	50	60	227	-3.6	.000	-.272
Reflective & Integrative Learning												
USF_CA (N = 241)	35.9	11.6	.75	17	29	34	43	57				
Jesuit	36.7	11.6	.24	20	29	37	43	57	2,491	-.8	.315	-.068
USF Peers	36.0	11.5	.15	17	29	37	43	57	6,502	-.1	.895	-.009
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	182,139	.8	.291	.068
Top 50%	36.6	12.0	.04	17	29	37	46	57	92,654	-.7	.355	-.060
Top 10%	38.3	12.3	.09	20	29	37	46	60	20,346	-2.4	.003	-.195
Learning Strategies												
USF_CA (N = 184)	37.0	14.0	1.03	13	27	40	47	60				
Jesuit	38.8	13.3	.30	20	27	40	47	60	2,118	-1.8	.085	-.133
USF Peers	36.7	13.5	.18	13	27	40	47	60	5,536	.3	.782	.021
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	155,723	-1.2	.219	-.091
Top 50%	39.8	13.7	.05	20	27	40	53	60	77,145	-2.8	.006	-.204
Top 10%	41.9	14.1	.10	20	33	40	53	60	19,688	-4.9	.000	-.349
Quantitative Reasoning												
USF_CA (N = 221)	27.5	15.1	1.02	0	20	27	40	60				
Jesuit	28.1	15.0	.32	0	20	27	40	60	2,355	-.7	.514	-.046
USF Peers	27.8	14.8	.19	0	20	27	40	53	6,174	-.4	.726	-.024
NSSE 2016 & 2017	27.6	15.4	.04	0	20	27	40	60	174,228	-.1	.891	-.009
Top 50%	28.8	15.2	.05	0	20	27	40	60	107,425	-1.4	.175	-.091
Top 10%	30.4	15.2	.09	7	20	27	40	60	26,365	-3.0	.004	-.195
Learning with Peers												
Collaborative Learning												
USF_CA (N = 260)	31.7	13.3	.83	15	20	30	40	60				
Jesuit	34.2	13.7	.28	15	25	35	45	60	2,609	-2.5	.006	-.180
USF Peers	34.0	13.6	.17	15	25	35	40	60	6,774	-2.3	.007	-.170
NSSE 2016 & 2017	32.2	14.5	.03	10	20	30	40	60	188,813	-.4	.634	-.030
Top 50%	35.2	13.6	.04	15	25	35	45	60	108,054	-3.4	.000	-.254
Top 10%	37.1	13.4	.08	15	25	40	45	60	26,660	-5.3	.000	-.398
Discussions with Diverse Others												
USF_CA (N = 187)	38.9	14.2	1.04	15	30	40	50	60				
Jesuit	40.8	14.0	.32	20	30	40	50	60	2,140	-1.8	.085	-.132
USF Peers	40.0	14.2	.19	15	30	40	50	60	5,582	-1.1	.311	-.075
NSSE 2016 & 2017	39.7	15.5	.04	15	30	40	55	60	157,143	-.7	.511	-.048
Top 50%	41.7	14.9	.05	20	30	40	55	60	98,534	-2.8	.010	-.189
Top 10%	43.8	14.5	.10	20	35	45	60	60	23,319	-4.9	.000	-.336

NSSE 2017 Engagement Indicators

Detailed Statistics[a]

University of San Francisco

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
USF_CA (N = 229)	19.2	12.9	.85	0	10	20	25	45				
Jesuit	22.0	13.8	.29	0	10	20	30	50	2,432	-2.9	.003	-.208
USF Peers	19.2	13.5	.17	0	10	20	25	45	6,323	.0	.977	-.002
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	229	-1.4	.100	-.097
Top 50%	23.8	14.7	.06	0	15	20	35	55	230	-4.6	.000	-.313
Top 10%	27.2	15.6	.16	5	15	25	40	60	243	-8.0	.000	-.518
Effective Teaching Practices												
USF_CA (N = 222)	40.5	11.3	.76	20	32	40	48	60				
Jesuit	39.7	12.1	.26	20	32	40	48	60	2,391	.8	.334	.068
USF Peers	38.0	12.1	.16	20	28	40	48	60	6,275	2.5	.002	.211
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	222	1.8	.017	.138
Top 50%	40.7	13.0	.05	20	32	40	52	60	223	-.2	.798	-.015
Top 10%	42.6	13.6	.11	20	36	44	56	60	230	-2.1	.007	-.155
Campus Environment												
Quality of Interactions												
USF_CA (N = 173)	38.3	12.9	.98	16	30	40	48	56				
Jesuit	42.5	11.2	.26	22	36	44	50	60	197	-4.2	.000	-.365
USF Peers	41.2	11.9	.17	20	34	42	50	60	5,136	-2.9	.002	-.240
NSSE 2016 & 2017	41.8	12.4	.03	18	34	43	50	60	147,485	-3.4	.000	-.276
Top 50%	43.8	11.5	.05	22	38	46	52	60	173	-5.5	.000	-.477
Top 10%	46.1	11.7	.11	24	40	48	56	60	11,194	-7.7	.000	-.657
Supportive Environment												
USF_CA (N = 171)	32.8	13.9	1.06	13	23	33	40	60				
Jesuit	38.1	12.7	.30	18	30	38	48	60	198	-5.3	.000	-.412
USF Peers	35.4	13.0	.18	15	28	35	45	60	5,150	-2.6	.010	-.200
NSSE 2016 & 2017	36.4	13.6	.04	15	28	38	45	60	145,180	-3.5	.001	-.259
Top 50%	38.2	13.1	.05	18	30	40	48	60	79,134	-5.4	.000	-.412
Top 10%	40.0	13.0	.09	18	31	40	50	60	18,934	-7.2	.000	-.552

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2017 Engagement Indicators

Detailed Statistics[a]

University of San Francisco

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
USF_CA (N = 176)	41.1	12.9	.97	20	35	40	50	60				
Jesuit	41.4	12.6	.29	20	35	40	50	60	2,060	-.2	.820	-.018
USF Peers	39.9	13.2	.17	20	30	40	50	60	6,377	1.2	.231	.091
NSSE 2016 & 2017	40.0	13.7	.03	20	30	40	50	60	177,739	1.1	.293	.079
Top 50%	41.8	13.5	.05	20	35	40	55	60	70,511	-.7	.488	-.052
Top 10%	43.3	13.4	.09	20	35	40	55	60	21,021	-2.1	.037	-.158
Reflective & Integrative Learning												
USF_CA (N = 184)	40.5	12.1	.89	20	31	40	49	60				
Jesuit	40.1	11.9	.27	20	31	40	49	60	2,127	.4	.666	.033
USF Peers	38.7	12.1	.15	20	31	40	49	60	6,566	1.8	.041	.152
NSSE 2016 & 2017	38.0	12.6	.03	17	29	37	46	60	183,592	2.5	.007	.199
Top 50%	40.0	12.3	.05	20	31	40	49	60	72,662	.5	.569	.042
Top 10%	42.0	12.2	.10	20	34	43	51	60	15,119	-1.5	.101	-.122
Learning Strategies												
USF_CA (N = 152)	38.2	12.8	1.04	20	27	40	47	60				
Jesuit	38.5	14.0	.34	13	27	40	47	60	1,872	-.4	.740	-.028
USF Peers	36.9	14.3	.19	13	27	40	47	60	162	1.2	.244	.086
NSSE 2016 & 2017	38.7	14.5	.04	13	27	40	53	60	152	-.6	.577	-.040
Top 50%	40.7	14.4	.05	20	33	40	53	60	85,347	-2.6	.027	-.179
Top 10%	42.9	14.3	.09	20	33	40	60	60	154	-4.7	.000	-.332
Quantitative Reasoning												
USF_CA (N = 174)	31.2	16.7	1.26	0	20	27	40	60				
Jesuit	31.3	15.7	.36	0	20	33	40	60	2,045	-.1	.960	-.004
USF Peers	30.2	16.1	.21	0	20	27	40	60	6,284	1.0	.427	.061
NSSE 2016 & 2017	29.9	16.3	.04	0	20	27	40	60	177,345	1.3	.280	.082
Top 50%	31.1	16.2	.05	0	20	33	40	60	107,432	.1	.964	.003
Top 10%	33.0	15.9	.10	7	20	33	40	60	23,895	-1.8	.139	-.113
Learning with Peers												
Collaborative Learning												
USF_CA (N = 190)	34.7	13.4	.98	15	25	35	45	60				
Jesuit	34.7	14.1	.32	10	25	35	45	60	2,179	-.1	.943	-.005
USF Peers	35.1	13.7	.17	15	25	35	45	60	6,724	-.5	.632	-.035
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	189	2.4	.015	.159
Top 50%	35.8	13.8	.04	15	25	35	45	60	99,730	-1.2	.248	-.084
Top 10%	37.9	13.4	.09	15	30	40	50	60	20,459	-3.2	.001	-.241
Discussions with Diverse Others												
USF_CA (N = 154)	40.8	13.9	1.12	20	30	40	50	60				
Jesuit	40.8	14.3	.34	20	30	40	55	60	1,886	-.1	.958	-.004
USF Peers	40.6	14.7	.20	20	30	40	55	60	5,736	.2	.898	.011
NSSE 2016 & 2017	40.5	15.9	.04	15	30	40	55	60	153	.3	.811	.017
Top 50%	42.3	15.6	.05	15	30	40	60	60	153	-1.5	.170	-.099
Top 10%	44.3	15.3	.10	20	35	45	60	60	155	-3.5	.002	-.229

NSSE 2017 Engagement Indicators

Detailed Statistics[a]

University of San Francisco

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
USF_CA (N = 178)	24.7	14.9	1.12	0	15	20	35	50				
Jesuit	26.2	15.4	.35	5	15	25	35	55	2,075	-1.5	.200	-.100
USF Peers	23.1	14.9	.19	0	10	20	35	50	6,432	1.6	.160	.107
NSSE 2016 & 2017	23.6	16.0	.04	0	10	20	35	55	179,836	1.1	.351	.070
Top 50%	29.2	15.7	.08	5	20	30	40	60	43,418	-4.5	.000	-.289
Top 10%	33.0	16.0	.20	10	20	30	45	60	188	-8.3	.000	-.520
Effective Teaching Practices												
USF_CA (N = 176)	42.1	12.1	.91	20	36	44	52	60				
Jesuit	40.4	12.9	.30	20	32	40	52	60	2,073	1.6	.106	.127
USF Peers	38.8	13.0	.17	16	32	40	48	60	6,392	3.3	.001	.250
NSSE 2016 & 2017	39.6	13.7	.03	16	32	40	52	60	175	2.4	.008	.179
Top 50%	41.8	13.5	.05	20	32	40	52	60	176	.3	.753	.021
Top 10%	43.8	13.4	.12	20	36	44	56	60	181	-1.7	.058	-.131
Campus Environment												
Quality of Interactions												
USF_CA (N = 147)	40.1	11.5	.95	20	32	40	48	60				
Jesuit	41.8	11.4	.28	20	35	42	50	60	1,814	-1.6	.095	-.144
USF Peers	40.5	12.0	.17	18	33	42	50	60	5,385	-.4	.673	-.035
NSSE 2016 & 2017	42.3	12.1	.03	20	35	44	50	60	152,419	-2.1	.033	-.176
Top 50%	44.8	11.6	.05	23	38	46	54	60	58,733	-4.7	.000	-.403
Top 10%	46.9	12.1	.09	23	40	50	58	60	16,300	-6.8	.000	-.561
Supportive Environment												
USF_CA (N = 146)	33.4	13.3	1.10	10	23	35	43	55				
Jesuit	34.2	13.3	.33	13	25	35	43	60	1,808	-.8	.490	-.060
USF Peers	31.5	13.5	.19	10	23	33	40	58	5,434	1.9	.093	.141
NSSE 2016 & 2017	32.3	14.2	.04	10	23	33	40	60	153,888	1.1	.341	.079
Top 50%	34.8	13.7	.05	13	25	35	45	60	69,949	-1.3	.246	-.096
Top 10%	37.2	13.6	.12	13	28	38	48	60	12,791	-3.7	.001	-.273

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE
national survey of
student engagement

NSSE 2017
High-Impact Practices

University of San Francisco

IPEDS: 122612

NSSE 2017 High-Impact Practices

About This Report

About Your *High-Impact Practices* Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." 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. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

High-Impact Practices in NSSE

Service-Learning
Courses that included a community-based project

Learning Community
Formal program where groups of students take two or more classes together

Research with Faculty
Work with a faculty member on a research project

Internship or Field Experience
Internship, co-op, field experience, student teaching, or clinical placement

Study Abroad

Culminating Senior Experience
Capstone course, senior project or thesis, comprehensive exam, portfolio, etc.

Report Sections

Participation Comparisons (p. 3)
Displays HIP participation for your students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

- **Overall HIP Participation**
  Displays the percentage of students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.
- **Statistical Comparisons**
  Comparisons of participation in each HIP and overall for your students relative to those at comparison group institutions, with tests of significance and effect sizes.

Response Detail (pp. 4-5)
Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions. First-year results include a summary of their expectations for future HIP participation.

Participation by Student Characteristics (p. 6)
Displays your students' participation in each HIP by selected student characteristics.

Interpreting Comparisons

HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 6 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.

National Survey of Student Engagement (2007). Experiences that matter: Enhancing student learning and success—Annual Report 2007. Bloomington, IN: Indiana University Center for Postsecondary Research.

Rocconi, L., & Gonyea, R. M. (2015, May). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

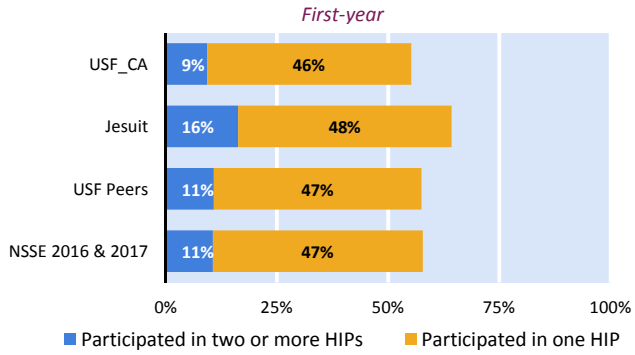
NSSE 2017 High-Impact Practices

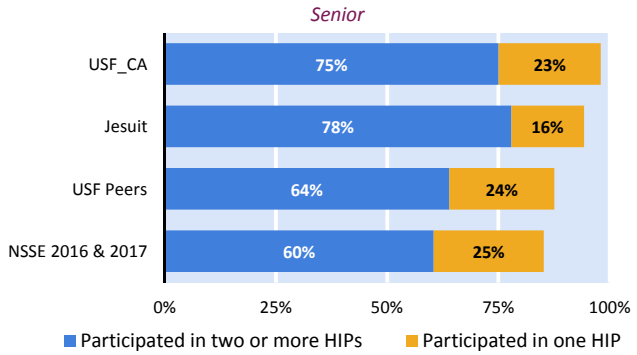
Participation Comparisons

University of San Francisco

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.





Statistical Comparisons

The table below displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated overall (at least one, two or more). It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

		Your students' participation compared with:							
	USF_CA	**Jesuit**			**USF Peers**			**NSSE 2016 & 2017**		
First-year	*%*	*Difference* [a]		*ES* [b]	*Difference* [a]		*ES* [b]	*Difference* [a]		*ES* [b]
12. **Service-Learning**	48	-9	*	-.17	-2		-.04	-4		-.08
11c. **Learning Community**	12	-9	**	-.24	-3		-.09	-1		-.03
11e. **Research with Faculty**	4	-1		-.04	-0		.00	-1		-.03
Participated in at least one	55	-9	*	-.19	-2		-.05	-3		-.05
Participated in two or more	9	-7	*	-.21	-2		-.05	-1		-.04
Senior										
12. **Service-Learning**	94	+21	***	.61	+32	***	.85	+34	***	.88
11c. **Learning Community**	22	-8	*	-.18	-1		-.02	-1		-.02
11e. **Research with Faculty**	19	-9	*	-.22	-4		-.10	-4		-.10
11a. **Internship or Field Exp.**	60	-1		-.02	+10	*	.20	+11	**	.23
11d. **Study Abroad**	25	-3		-.07	+8	*	.19	+11	***	.29
11f. **Culminating Senior Exp.**	43	-15	***	-.30	-6		-.12	-2		-.03
Participated in at least one	98	+4	*	.20	+10	***	.44	+13	***	.51
Participated in two or more	75	-3		-.07	+11	**	.24	+15	***	.31

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

*p < .05, **p < .01, ***p < .001 (z-test comparing participation rates).

Note: Participation includes the percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

NSSE 2017 High-Impact Practices

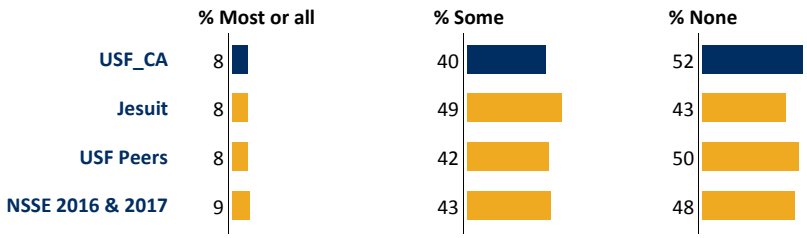
Response Detail

University of San Francisco

First-Year Students

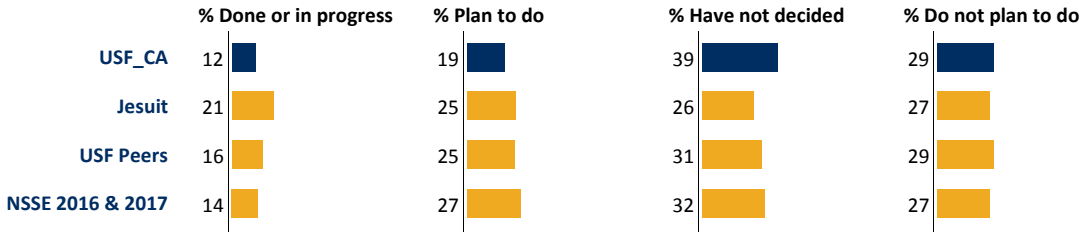
Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



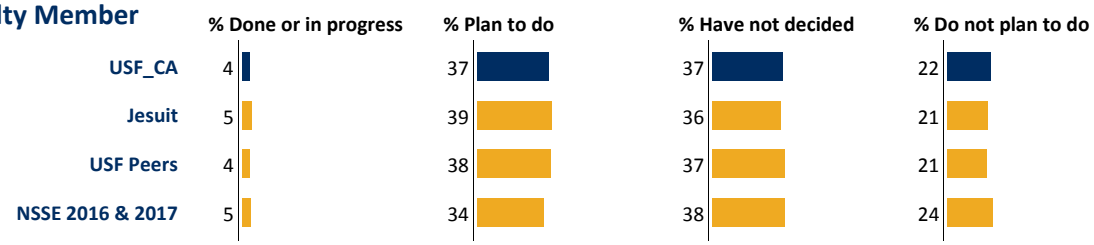
Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Research with a Faculty Member

Work with a faculty member on a research project.



Plans to Participate[a]

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

Percentage responding "Plan to do"

Internship or Field Experience

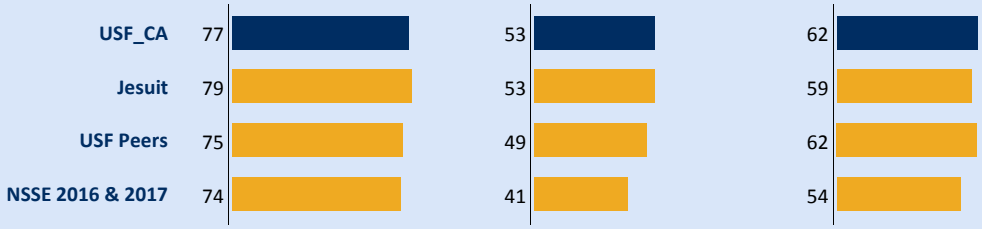
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

Study Abroad

Participate in a study abroad program.

Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

NSSE 2017 High-Impact Practices

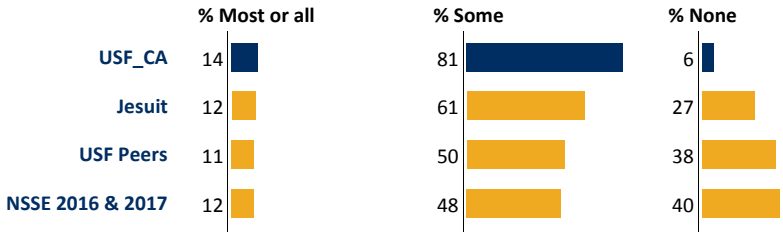
Response Detail

University of San Francisco

Seniors

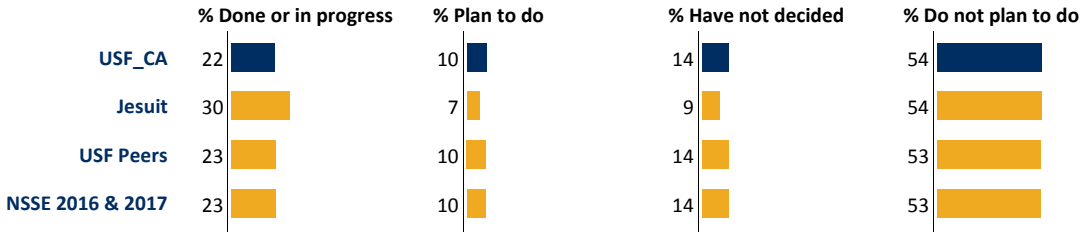
Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



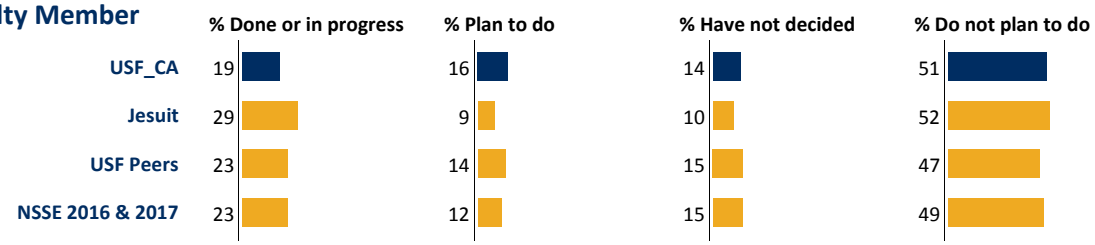
Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



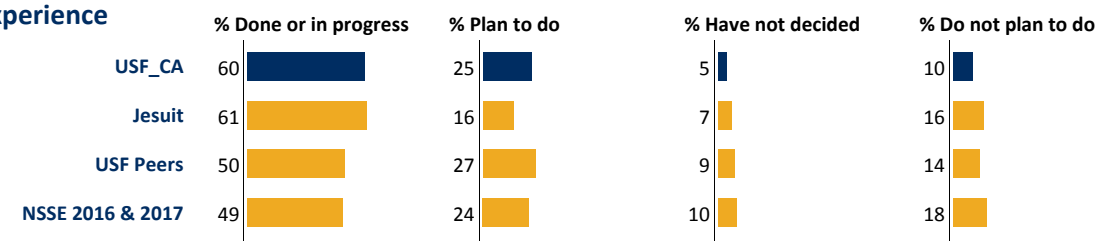
Research with a Faculty Member

Work with a faculty member on a research project.



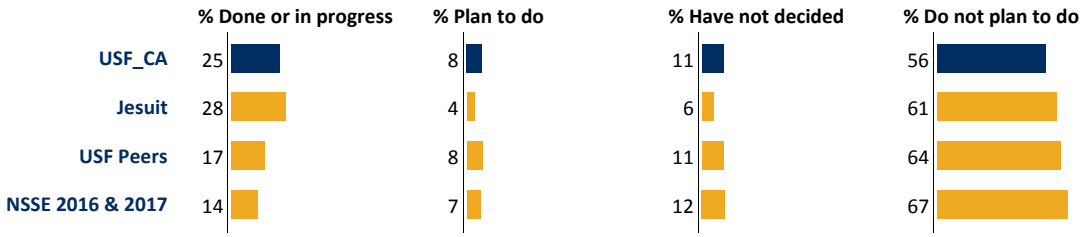
Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



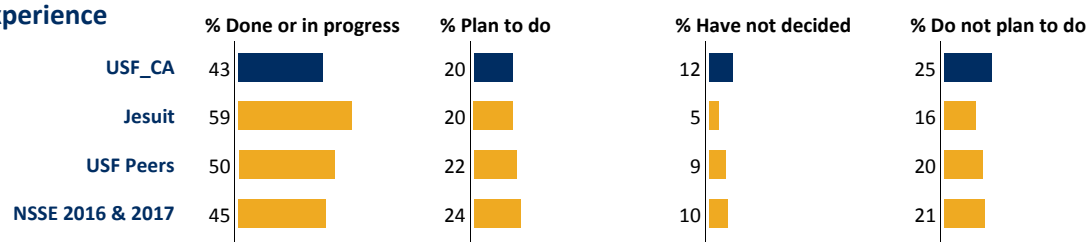
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



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

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-year			*Senior*					
	Service-Learning	Learning Community	Research with Faculty	Service-Learning	Learning Community	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex[a]	%	%	%	%	%	%	%	%	%
Female	47	13	5	94	26	17	66	30	47
Male	50	11	2	96	14	23	49	16	36
Race/ethnicity or international[a]									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	50	7	5	95	30	10	60	15	50
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	43	13	7	97	21	15	61	24	48
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	40	16	4	91	26	19	77	34	49
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident alien	89	6	0	94	16	28	33	18	27
Two or more races/ethnicities	46	17	0	—	—	—	—	—	—
Age									
Traditional (FY < 21, Seniors < 25)	45	13	5	94	24	20	64	29	48
Nontraditional (FY 21+, Seniors 25+)	—	—	—	—	—	—	—	—	—
First-generation[b]									
Not first-generation	43	15	6	93	25	23	67	28	48
First-generation	50	10	2	95	22	11	54	30	41
Enrollment status[a]									
Not full-time	—	—	—	—	—	—	—	—	—
Full-time	48	13	4	94	23	19	61	25	44
Residence									
Not on campus	62	7	0	93	22	17	62	26	42
On campus	42	15	6	100	33	39	72	44	78
Major category[c]									
Arts & humanities	25	6	0	94	25	25	88	38	94
Biological sciences, agriculture, natural res.	41	5	0	100	30	40	70	30	60
Physical sciences, math, computer science	55	10	9	—	—	—	—	—	—
Social sciences	38	31	3	86	31	25	67	47	20
Business	55	5	3	100	15	17	49	12	56
Communications, media, public relations	64	9	27	100	14	7	71	36	38
Education	—	—	—	—	—	—	—	—	—
Engineering	—	—	—	—	—	—	—	—	—
Health professions	48	13	6	100	47	13	80	20	40
Social service professions	—	—	—	—	—	—	—	—	—
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	48	12	4	94	22	19	60	25	43

Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable.

b. Neither parent holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as "all other."

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NSSE 2017 Topical Module Report
Experiences with Writing

University of San Francisco

IPEDS: 122612

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NSSE 2017 Experiences with Writing

Administration Summary

University of San Francisco

About This Topical Module

This module is the result of an ongoing collaboration between NSSE and the Council of Writing Program Administrators. The questions touch on three aspects of good writing assignments—interactivity, meaning-making, and clarity. It complements questions on the core survey about how much writing students do, the nature of their course assignments, and perceived gains in written expression. Complementary FSSE set available.

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 'Writing Experiences' column of this report.

Group label	Writing Experiences
Date submitted	5/17/17
How was this comparison group constructed?	Your institution retained the default comparison group (all module participants).
Group description	All other current- and prior-year NSSE institutions who administered module "Experiences with Writing"

Writing Experiences (N=95)

Adams State University (Alamosa, CO)*
Adventist University of Health Sciences (Orlando, FL)
Ashford University (San Diego, CA)*
Baldwin Wallace University (Berea, OH)
Bennett College (Greensboro, NC)
Bluefield College (Bluefield, VA)*
Bryant University (Smithfield, RI)*
Bryn Athyn College of the New Church (Bryn Athyn, PA)
Buena Vista University (Storm Lake, IA)*
California Lutheran University (Thousand Oaks, CA)
Capella University (Minneapolis, MN)
Central Methodist University (Fayette, MO)
Central Michigan University (Mount Pleasant, MI)
Colby College (Waterville, ME)
College of Idaho, The (Caldwell, ID)
Culver-Stockton College (Canton, MO)
Dakota Wesleyan University (Mitchell, SD)
Denison University (Granville, OH)
Doane University (Crete, NE)*
Elon University (Elon, NC)*
Fairfield University (Fairfield, CT)
Florida International University (Miami, FL)*
Fontbonne University (Saint Louis, MO)*
Fort Lewis College (Durango, CO)*
Georgia Southern University (Statesboro, GA)
Harvey Mudd College (Claremont, CA)
Henderson State University (Arkadelphia, AR)
Holy Cross College (Notre Dame, IN)
Illinois Institute of Technology (Chicago, IL)*
Johnson University (Knoxville, TN)
La Roche College (Pittsburgh, PA)*
Lees-McRae College (Banner Elk, NC)*
Lindsey Wilson College (Columbia, KY)
Longwood University (Farmville, VA)
Lynchburg College (Lynchburg, VA)*
Mayville State University (Mayville, ND)
McGill University (Montreal, QC)
Metropolitan State University of Denver (Denver, CO)
Mississippi State University (Mississippi State, MS)*
Missouri State University (Springfield, MO)*
Mount St. Mary's University (Emmitsburg, MD)*
Nova Southeastern University (Fort Lauderdale, FL)
Old Dominion University (Norfolk, VA)
Radford University (Radford, VA)
Reinhardt University (Waleska, GA)*
Rocky Mountain College (Billings, MT)
Sage Colleges, The (Troy, NY)*
Saint Anselm College (Manchester, NH)
Saint Mary's University of Minnesota (Winona, MN)*
Simon Fraser University (Burnaby, BC)
Southeastern University (Lakeland, FL)
Southern Utah University (Cedar City, UT)*
Spalding University (Louisville, KY)
Stonehill College (Easton, MA)
SUNY College at Old Westbury (Old Westbury, NY)
Tarleton State University (Stephenville, TX)
Taylor University (Upland, IN)
Texas A&M University - Texarkana (Texarkana, TX)
Texas A&M University-Central Texas (Killeen, TX)
Texas A&M University-Kingsville (Kingsville, TX)

*2016 participant

Writing Experiences (N=95), continued

Texas College (Tyler, TX)
Union University (Jackson, TN)
University at Albany, SUNY, The (Albany, NY)
University at Buffalo, State University of New York (Buffalo, NY)
University of Arkansas - Fort Smith (Fort Smith, AR)
University of Colorado Boulder (Boulder, CO)
University of Colorado Denver (Denver, CO)*
University of Dubuque (Dubuque, IA)*
University of Illinois at Urbana-Champaign (Urbana, IL)*
University of Missouri-Kansas City (Kansas City, MO)*
University of Mobile (Mobile, AL)*
University of Mount Union (Alliance, OH)*
University of North Carolina at Pembroke (Pembroke, NC)
University of North Florida (Jacksonville, FL)
University of Northern British Columbia (Prince George, BC)*
University of Phoenix - Colorado (Lone Tree, CO)
University of Phoenix - Florida (Orlando, FL)
University of Phoenix - Hawaii (Honolulu, HI)
University of South Alabama (Mobile, AL)*
University of St. Francis (Joliet, IL)*
University of St. Thomas (Houston, TX)
University of Tampa, The (Tampa, FL)
University of the Cumberlands (Williamsburg, KY)
University of the Incarnate Word (San Antonio, TX)*
University of Toledo (Toledo, OH)
University of Waterloo (Waterloo, ON)
University of West Florida, The (Pensacola, FL)
University of West Georgia (Carrollton, GA)
Utah Valley University (Orem, UT)
Vassar College (Poughkeepsie, NY)
Virginia Wesleyan College (Norfolk, VA)*
Western Oregon University (Monmouth, OR)
Western Washington University (Bellingham, WA)
Westminster College (Fulton, MO)
Young Harris College (Young Harris, GA)*

*2016 participant

NSSE 2017 Experiences with Writing

Frequencies and Statistical Comparisons

University of San Francisco

First-Year Students

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] USF_CA Count	USF_CA %	Writing Experiences Count	Writing Experiences %	Statistical Comparisons[b] USF_CA Mean	Writing Experiences Mean	Effect size[d]
1. During the current school year, for how many *writing assignments* have you done the following?										
a. Talked with a classmate, friend, or family member to develop your ideas before starting your assignment	WRI01a	1	No writing assignments	18	11	2,196	10	**3.0**	3.0	-.01
		2	Few writing assignments	31	18	5,364	22			
		3	Some writing assignments	61	38	8,760	35			
		4	Most writing assignments	42	26	6,578	26			
		5	All writing assignments	11	6	1,887	7			
			Total	163	100	24,785	100			
b. Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment	WRI01b	1	No writing assignments	10	6	2,342	10	**3.2**	3.1	.12
		2	Few writing assignments	30	19	4,994	20			
		3	Some writing assignments	54	33	7,776	31			
		4	Most writing assignments	48	32	7,143	28			
		5	All writing assignments	16	10	2,369	10			
			Total	158	100	24,624	100			
c. Given feedback to a classmate about a draft or outline	WRI01c	1	No writing assignments	6	4	2,602	12	**3.2**	2.9 ** ▽	.22
		2	Few writing assignments	34	21	5,362	22			
		3	Some writing assignments	63	39	9,073	36			
		4	Most writing assignments	48	30	6,143	24			
		5	All writing assignments	10	6	1,524	6			
			Total	161	100	24,704	100			
d. Summarized material you read such as articles, books, or online publications	WRI01d	1	No writing assignments	4	2	1,464	6	**3.5**	3.2 ** ▽	.22
		2	Few writing assignments	18	10	4,035	17			
		3	Some writing assignments	64	41	8,717	35			
		4	Most writing assignments	55	34	8,125	32			
		5	All writing assignments	20	13	2,350	10			
			Total	161	100	24,691	100			
e. Analyzed or evaluated something you read, researched, or observed	WRI01e	1	No writing assignments	2	1	875	4	**3.7**	3.5 ** ▽	.21
		2	Few writing assignments	12	7	2,551	11			
		3	Some writing assignments	43	27	7,198	29			
		4	Most writing assignments	75	46	10,248	41			
		5	All writing assignments	30	19	3,801	16			
			Total	162	100	24,673	100			
f. Described your methods or findings related to data you collected in lab or field work, a survey project, etc.	WRI01f	1	No writing assignments	26	15	4,040	17	**2.7**	2.8	-.08
		2	Few writing assignments	45	27	4,976	20			
		3	Some writing assignments	53	33	7,766	31			
		4	Most writing assignments	26	16	6,059	24			
		5	All writing assignments	12	9	1,814	7			
			Total	162	100	24,655	100			
g. Argued a position using evidence and reasoning	WRI01g	1	No writing assignments	2	1	1,760	8	**3.7**	3.3 *** ▲	.33
		2	Few writing assignments	13	8	3,333	14			
		3	Some writing assignments	55	34	7,466	30			
		4	Most writing assignments	54	33	8,830	35			
		5	All writing assignments	38	23	3,274	13			
			Total	162	100	24,663	100			

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

NSSE 2017 Experiences with Writing

Frequencies and Statistical Comparisons

University of San Francisco

First-Year Students

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] USF_CA Count	USF_CA %	Writing Experiences Count	Writing Experiences %	Statistical Comparisons[b] USF_CA Mean	Writing Experiences Mean	Effect size[d]
h. Explained in writing the meaning of numerical or statistical data	WRI01h	1	No writing assignments	35	19	5,609	23			
		2	Few writing assignments	46	28	5,931	24			
		3	Some writing assignments	53	33	6,929	28	**2.6**	2.6	.01
		4	Most writing assignments	19	12	4,688	19			
		5	All writing assignments	9	7	1,416	6			
			Total	162	100	24,573	100			
i. Written in the style and format of a specific field (engineering, history, psychology, etc.)	WRI01i	1	No writing assignments	25	15	4,049	17			
		2	Few writing assignments	43	26	4,533	19			
		3	Some writing assignments	51	33	6,895	28	**2.8**	2.9	-.10
		4	Most writing assignments	26	15	6,197	24			
		5	All writing assignments	16	11	2,953	12			
			Total	161	100	24,627	100			
j. Addressed a real or imagined audience such as your classmates, a politician, non-experts, etc.	WRI01j	1	No writing assignments	17	10	4,242	18			
		2	Few writing assignments	33	20	5,204	21			
		3	Some writing assignments	59	36	7,497	30	**3.1**	2.8 ** △	.22
		4	Most writing assignments	30	19	5,537	22			
		5	All writing assignments	23	15	2,114	9			
			Total	162	100	24,594	100			
2. During the current school year, for how many of your *writing assignments* have your *instructors* done the following?										
a. Provided clear instructions describing what they wanted you to do	WRI02a	1	No writing assignments	0	0	575	2			
		2	Few writing assignments	8	5	1,686	7			
		3	Some writing assignments	34	20	5,345	21	**3.9**	3.8	.11
		4	Most writing assignments	78	49	11,133	44			
		5	All writing assignments	42	26	5,904	26			
			Total	162	100	24,643	100			
b. Explained in advance what they wanted you to learn	WRI02b	1	No writing assignments	1	1	1,033	4			
		2	Few writing assignments	12	7	3,060	12			
		3	Some writing assignments	41	26	6,904	27	**3.8**	3.6 ** △	.21
		4	Most writing assignments	74	46	8,636	35			
		5	All writing assignments	34	21	4,982	22			
			Total	162	100	24,615	100			
c. Explained in advance the criteria they would use to grade your assignment	WRI02c	1	No writing assignments	0	0	721	3			
		2	Few writing assignments	12	7	2,013	8			
		3	Some writing assignments	34	24	5,406	21	**3.9**	3.8	.06
		4	Most writing assignments	68	41	9,197	37			
		5	All writing assignments	48	28	7,288	31			
			Total	162	100	24,625	100			

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

NSSE 2017 Experiences with Writing

Frequencies and Statistical Comparisons

University of San Francisco

Seniors

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] USF_CA Count	USF_CA %	Writing Experiences Count	Writing Experiences %	Statistical Comparisons[b] USF_CA Mean	Writing Experiences Mean	Effect size[d]
1. During the current school year, for how many *writing assignments* have you done the following?										
a. Talked with a classmate, friend, or family member to develop your ideas before starting your assignment	WRI01a	1	No writing assignments	13	10	3,248	12	**2.9**	2.9	.01
		2	Few writing assignments	31	22	6,750	23			
		3	Some writing assignments	52	39	10,351	34			
		4	Most writing assignments	32	24	7,446	24			
		5	All writing assignments	7	5	2,334	8			
			Total	135	100	30,129	100			
b. Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment	WRI01b	1	No writing assignments	30	22	4,490	16	**2.6**	2.8	-.12
		2	Few writing assignments	31	23	7,463	25			
		3	Some writing assignments	40	29	9,350	31			
		4	Most writing assignments	28	22	6,507	21			
		5	All writing assignments	6	5	2,166	7			
			Total	135	100	29,976	100			
c. Given feedback to a classmate about a draft or outline	WRI01c	1	No writing assignments	29	21	5,253	19	**2.5**	2.6	-.09
		2	Few writing assignments	37	27	7,848	26			
		3	Some writing assignments	48	35	10,589	34			
		4	Most writing assignments	19	15	5,059	17			
		5	All writing assignments	3	2	1,295	4			
			Total	136	100	30,044	100			
d. Summarized material you read such as articles, books, or online publications	WRI01d	1	No writing assignments	10	7	1,878	7	**3.2**	3.3	-.06
		2	Few writing assignments	22	16	4,254	14			
		3	Some writing assignments	44	32	9,921	33			
		4	Most writing assignments	48	36	10,266	34			
		5	All writing assignments	12	9	3,723	12			
			Total	136	100	30,042	100			
e. Analyzed or evaluated something you read, researched, or observed	WRI01e	1	No writing assignments	3	2	1,131	4	**3.7**	3.6	.10
		2	Few writing assignments	10	7	2,663	9			
		3	Some writing assignments	34	25	7,593	25			
		4	Most writing assignments	62	45	12,710	42			
		5	All writing assignments	27	20	5,942	20			
			Total	136	100	30,039	100			
f. Described your methods or findings related to data you collected in lab or field work, a survey project, etc.	WRI01f	1	No writing assignments	18	12	4,088	14	**3.0**	3.0	.01
		2	Few writing assignments	26	19	5,526	18			
		3	Some writing assignments	43	32	8,948	30			
		4	Most writing assignments	34	25	8,389	28			
		5	All writing assignments	15	12	3,083	11			
			Total	136	100	30,034	100			
g. Argued a position using evidence and reasoning	WRI01g	1	No writing assignments	9	6	2,604	9	**3.5**	3.3 * △	.19
		2	Few writing assignments	19	13	4,383	15			
		3	Some writing assignments	38	28	8,964	30			
		4	Most writing assignments	40	30	9,544	31			
		5	All writing assignments	30	22	4,537	15			
			Total	136	100	30,032	100			

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

NSSE 2017 Experiences with Writing

Frequencies and Statistical Comparisons

University of San Francisco

Seniors

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] USF_CA Count	USF_CA %	Writing Experiences Count	Writing Experiences %	Statistical Comparisons[b] USF_CA Mean	Writing Experiences Mean	Effect size[d]
h. Explained in writing the meaning of numerical or statistical data	WRI01h	1	No writing assignments	24	16	5,113	17			
		2	Few writing assignments	36	26	6,775	22			
		3	Some writing assignments	41	30	8,867	30	**2.8**	2.8	-.07
		4	Most writing assignments	26	20	6,781	23			
		5	All writing assignments	9	7	2,376	8			
			Total	136	100	29,912	100			
i. Written in the style and format of a specific field (engineering, history, psychology, etc.)	WRI01i	1	No writing assignments	21	15	3,204	11			
		2	Few writing assignments	22	16	3,892	13			
		3	Some writing assignments	33	25	6,580	22	**3.2**	3.4	-.16
		4	Most writing assignments	30	23	9,112	30			
		5	All writing assignments	30	22	7,201	24			
			Total	136	100	29,989	100			
j. Addressed a real or imagined audience such as your classmates, a politician, non-experts, etc.	WRI01j	1	No writing assignments	23	16	4,906	17			
		2	Few writing assignments	29	20	6,214	21			
		3	Some writing assignments	40	29	9,076	30	**2.9**	2.9	.03
		4	Most writing assignments	30	24	6,587	22			
		5	All writing assignments	13	10	3,130	10			
			Total	135	100	29,913	100			
2. During the current school year, for how many of your *writing assignments* have your *instructors* done the following?										
a. Provided clear instructions describing what they wanted you to do	WRI02a	1	No writing assignments	2	1	798	3			
		2	Few writing assignments	9	6	1,717	6			
		3	Some writing assignments	17	13	5,900	19	**4.0**	3.9	.14
		4	Most writing assignments	68	50	13,945	45			
		5	All writing assignments	38	29	7,641	26			
			Total	134	100	30,001	100			
b. Explained in advance what they wanted you to learn	WRI02b	1	No writing assignments	4	3	1,320	5			
		2	Few writing assignments	17	13	3,562	12			
		3	Some writing assignments	24	19	7,854	26	**3.7**	3.6	.12
		4	Most writing assignments	55	41	10,505	34			
		5	All writing assignments	33	25	6,728	23			
			Total	133	100	29,969	100			
c. Explained in advance the criteria they would use to grade your assignment	WRI02c	1	No writing assignments	2	1	941	4			
		2	Few writing assignments	12	9	2,085	7			
		3	Some writing assignments	24	18	5,629	19	**3.9**	3.9	.00
		4	Most writing assignments	55	41	11,393	37			
		5	All writing assignments	42	31	9,945	34			
			Total	135	100	29,993	100			

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

NSSE national survey of student engagement

NSSE 2017 Experiences with Writing

Detailed Statistics[e]

University of San Francisco

First-Year Students

Variable name	N	Mean		Standard error[f]		Standard deviation[g]		DF[h]	Sig.[i]	Effect size[d]
	USF_CA	USF_CA	Writing Experiences	USF_CA	Writing Experiences	USF_CA	Writing Experiences	*Comparisons with:* Writing Experiences		
WRI01a	164	2.98	2.98	.08	.01	1.07	1.08	16,569	.930	-.01
WRI01b	159	3.20	3.07	.08	.01	1.05	1.13	16,457	.137	.12
WRI01c	161	3.15	2.92	.07	.01	0.94	1.08	16,512	.006	.22
WRI01d	162	3.45	3.22	.07	.01	0.91	1.04	16,505	.004	.22
WRI01e	163	3.75	3.53	.07	.01	0.88	1.00	166	.002	.21
WRI01f	163	2.75	2.84	.09	.01	1.16	1.18	16,477	.339	-.08
WRI01g	163	3.69	3.33	.07	.01	0.95	1.10	166	.000	.33
WRI01h	163	2.60	2.59	.09	.01	1.14	1.19	16,424	.943	.01
WRI01i	162	2.81	2.94	.09	.01	1.18	1.26	16,454	.207	-.10
WRI01j	163	3.09	2.83	.09	.01	1.17	1.21	16,441	.006	.22
WRI02a	163	3.95	3.84	.06	.01	0.82	0.96	166	.094	.11
WRI02b	163	3.80	3.58	.07	.01	0.86	1.08	167	.001	.21
WRI02c	163	3.91	3.85	.07	.01	0.89	1.05	166	.381	.06

See the endnotes on the last page of this report.

NSSE 2017 Experiences with Writing

Detailed Statistics[e]

University of San Francisco

Seniors

Variable name	N	Mean		Standard error[f]		Standard deviation[g]		DF[h]	Sig.[i]	Effect size[d]
	USF_CA	USF_CA	Writing Experiences	USF_CA	Writing Experiences	USF_CA	Writing Experiences	*Comparisons with:* Writing Experiences		
WRI01a	133	2.94	2.93	.09	.01	1.03	1.12	17,099	.936	.01
WRI01b	133	2.65	2.79	.10	.01	1.17	1.16	17,018	.162	-.12
WRI01c	134	2.52	2.62	.09	.01	1.06	1.10	17,058	.282	-.09
WRI01d	134	3.24	3.30	.09	.01	1.06	1.08	17,055	.524	-.06
WRI01e	134	3.74	3.63	.08	.01	0.93	1.03	136	.197	.10
WRI01f	134	3.04	3.03	.10	.01	1.19	1.20	17,050	.868	.01
WRI01g	134	3.49	3.27	.10	.01	1.16	1.16	17,046	.032	.19
WRI01h	134	2.75	2.84	.10	.01	1.16	1.20	16,976	.439	-.07
WRI01i	134	3.22	3.42	.12	.01	1.35	1.29	17,020	.071	-.16
WRI01j	133	2.91	2.88	.11	.01	1.22	1.23	16,975	.757	.03
WRI02a	132	3.99	3.86	.08	.01	0.90	0.97	134	.088	.14
WRI02b	131	3.73	3.59	.09	.01	1.06	1.11	17,002	.170	.12
WRI02c	133	3.91	3.91	.09	.01	0.98	1.05	17,019	.989	.00

See the endnotes on the last page of this report.

Endnotes

a. Column percentages are weighted by institution-reported sex 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 institution-reported sex 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* ; *z*- tests use Cohen's *h* .

e. Statistics are weighted by institution-reported sex 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 or *z* -tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.

j. Statistical comparison uses *z*- test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.

k. Mean represents the proportion who responded (depending on the item) “Done or in progress” or "Yes."

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.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.