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# NSSE 2015

## Engagement Indicators

University of San Francisco

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

### Report Sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior 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.
  - Summary of 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 2014 and 2015 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

### 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](http://nsse.indiana.edu)

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

## 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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Far West Private	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2014 & 2015
<i>Academic Challenge</i>	Higher-Order Learning	--	--	△
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▽	▽	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	▽	--
	Effective Teaching Practices	--	△	△
<i>Campus Environment</i>	Quality of Interactions	▽	▽	▽
	Supportive Environment	▽	▽	--

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Far West Private	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2014 & 2015
<i>Academic Challenge</i>	Higher-Order Learning	--	△	△
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	△	▲	▲
	Discussions with Diverse Others	△	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	△
	Effective Teaching Practices	--	△	△
<i>Campus Environment</i>	Quality of Interactions	▽	--	--
	Supportive Environment	△	△	△

### Academic Challenge: First-year students

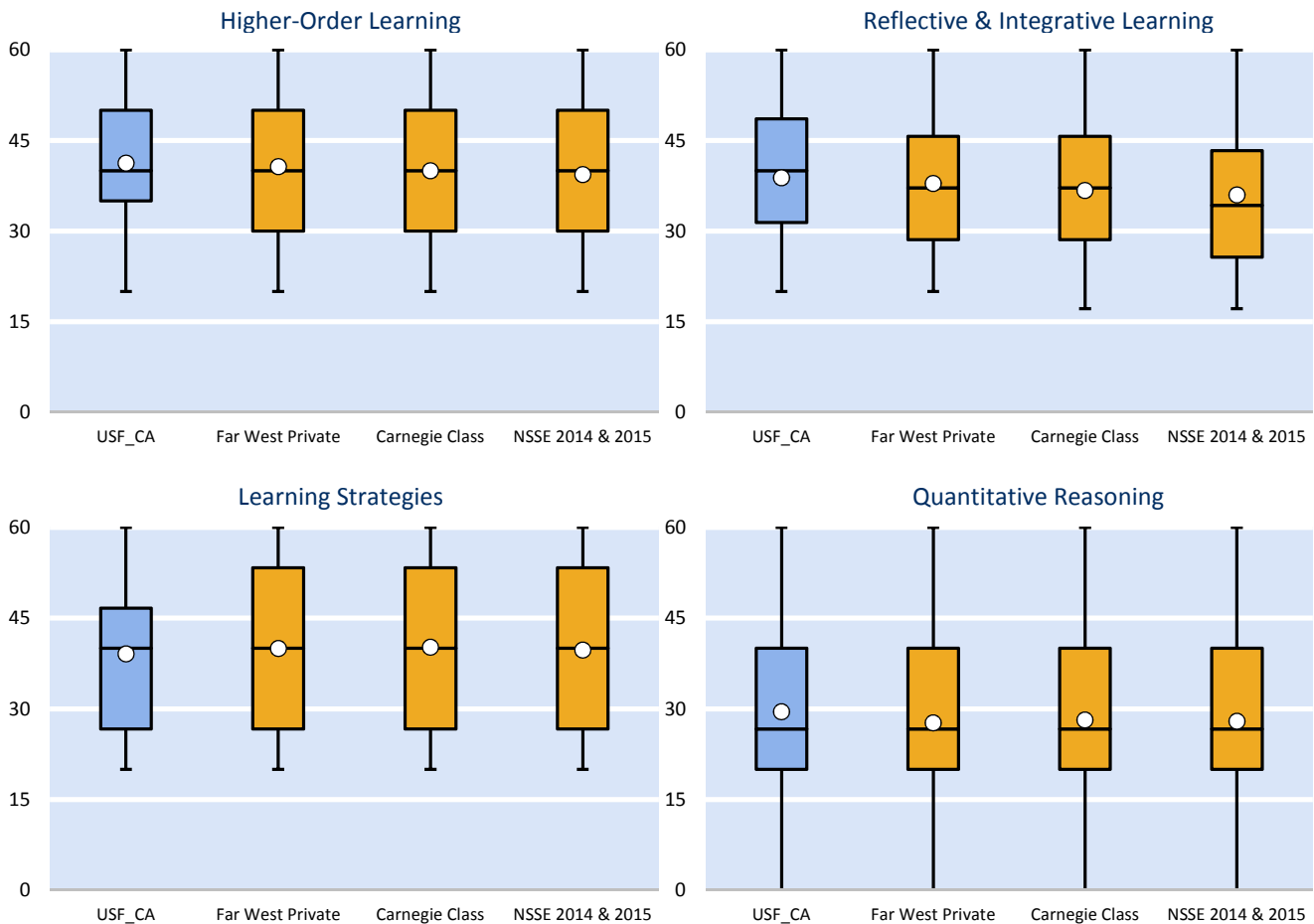
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	USF_CA Mean	Your first-year students compared with					
		Far West Private		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.2	40.7	.04	40.0	.09	39.3 *	.14
Reflective & Integrative Learning	38.8	37.9	.08	36.7 **	.17	36.0 ***	.23
Learning Strategies	39.1	40.0	-.07	40.2	-.08	39.7	-.04
Quantitative Reasoning	29.5	27.7	.11	28.2	.08	27.9	.10

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





































































#### Score Distributions



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

## Academic Challenge: First-year students (continued)

### Summary of Indicator Items

	USF_CA	Far West Private	Carnegie Class	NSSE 2014 & 2015
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	73 	76 	74 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79 	77 	74 	73 
4d. Evaluating a point of view, decision, or information source	79 	74 	73 	71 
4e. Forming a new idea or understanding from various pieces of information	74 	73 	70 	69 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	62 	59 	57 	56 
2b. Connected your learning to societal problems or issues	66 	61 	56 	54 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66 	60 	55 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70 	67 	64 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73 	73 	69 	68 
2f. Learned something that changed the way you understand an issue or concept	75 	71 	67 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	81 	81 	78 	77 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	84 	85 	81 	81 
9b. Reviewed your notes after class	66 	65 	67 	66 
9c. Summarized what you learned in class or from course materials	59 	63 	66 	64 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53 	51 	53 	53 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47 	38 	41 	39 
6c. Evaluated what others have concluded from numerical information	45 	39 	40 	39 

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.

## Academic Challenge: Seniors

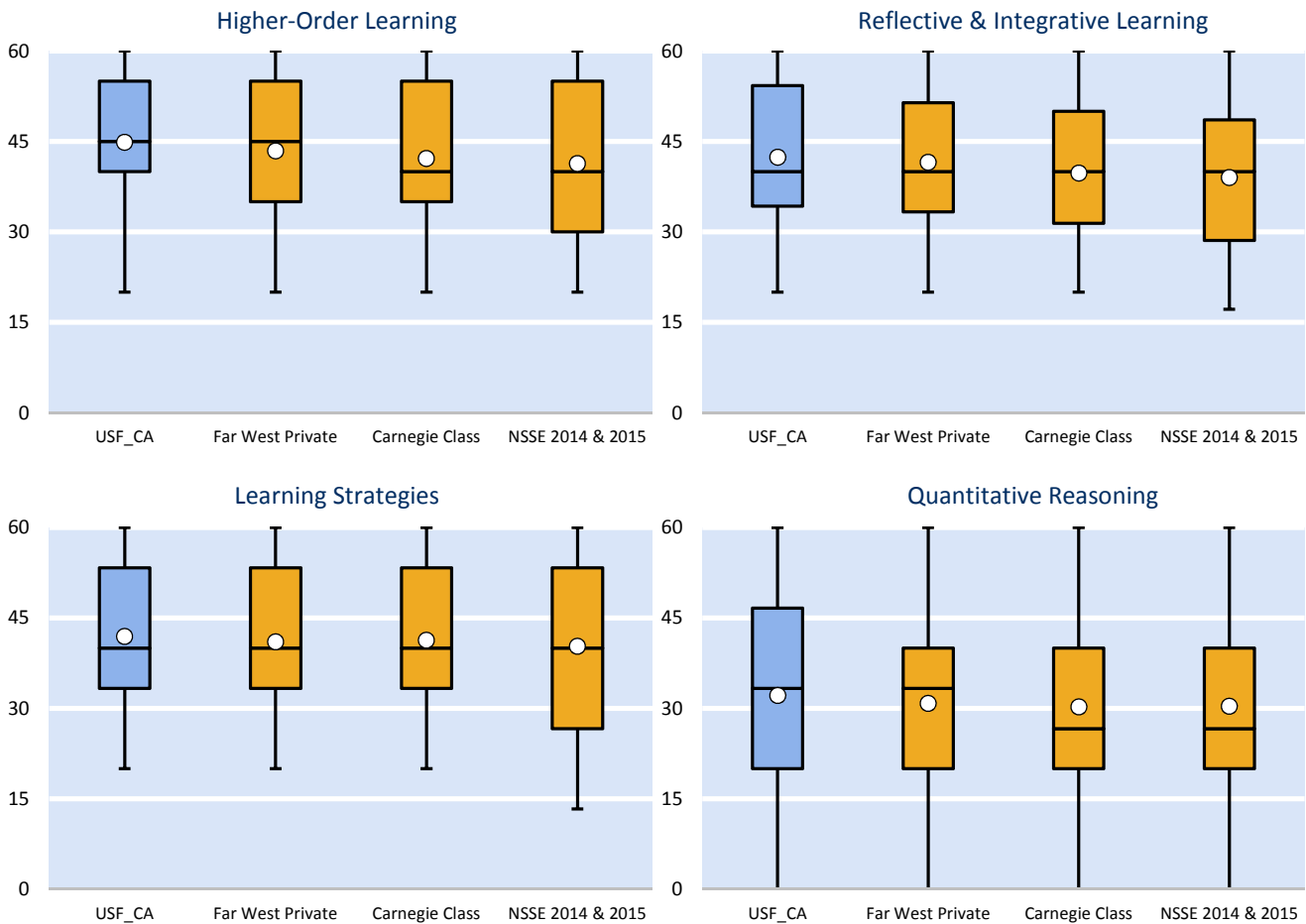
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

### Mean Comparisons

Engagement Indicator	USF_CA Mean	Your seniors compared with					
		Far West Private		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	44.9	43.5	.11	42.2 ***	.19	41.4 ***	.25
Reflective & Integrative Learning	42.4	41.5	.07	39.8 ***	.20	39.0 ***	.26
Learning Strategies	41.9	41.0	.06	41.3	.04	40.3	.11
Quantitative Reasoning	32.1	30.8	.08	30.2	.11	30.4	.10

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

































































### Score Distributions



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

## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	USF_CA	Far West Private	Carnegie Class	NSSE 2014 & 2015
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	82 	82 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	85 	83 	79 	78 
4d. Evaluating a point of view, decision, or information source	83 	79 	75 	72 
4e. Forming a new idea or understanding from various pieces of information	81 	78 	74 	73 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	77 	75 	73 	72 
2b. Connected your learning to societal problems or issues	81 	72 	67 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66 	66 	58 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	74 	73 	68 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77 	76 	73 	71 
2f. Learned something that changed the way you understand an issue or concept	81 	76 	71 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	86 	87 	85 	84 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	89 	87 	84 	83 
9b. Reviewed your notes after class	62 	63 	66 	64 
9c. Summarized what you learned in class or from course materials	66 	67 	69 	66 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60 	55 	55 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47 	47 	46 	46 
6c. Evaluated what others have concluded from numerical information	49 	47 	45 	46 

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

## Learning with Peers: First-year students

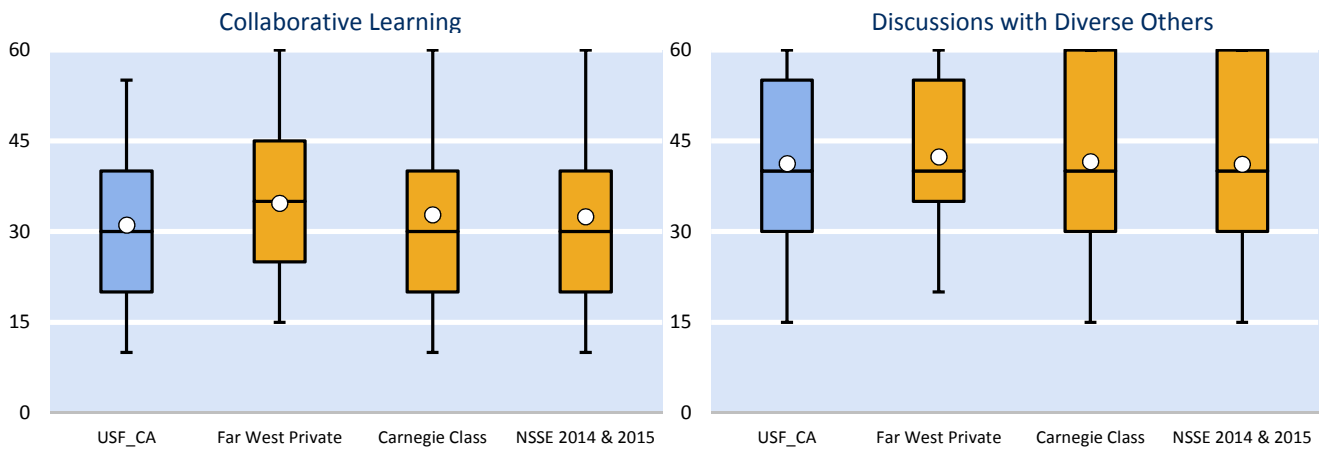
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	USF_CA Mean	Your first-year students compared with					
		Far West Private		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.0	34.7 ***	-.26	32.7 *	-.12	32.4	-.10
Discussions with Diverse Others	41.2	42.3	-.08	41.5	-.02	41.1	.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



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

### Summary of Indicator Items

#### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	USF_CA	Far West Private	Carnegie Class	NSSE 2014 & 2015
1e. Asked another student to help you understand course material	47	55	49	50
1f. Explained course material to one or more students	50	62	58	57
1g. Prepared for exams by discussing or working through course material with other students	46	56	51	50
1h. Worked with other students on course projects or assignments	53	59	55	53

#### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	USF_CA	Far West Private	Carnegie Class	NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	79	79	74	73
8b. People from an economic background other than your own	74	78	75	74
8c. People with religious beliefs other than your own	71	69	70	69
8d. People with political views other than your own	60	66	68	68

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.



### Learning with Peers: Seniors

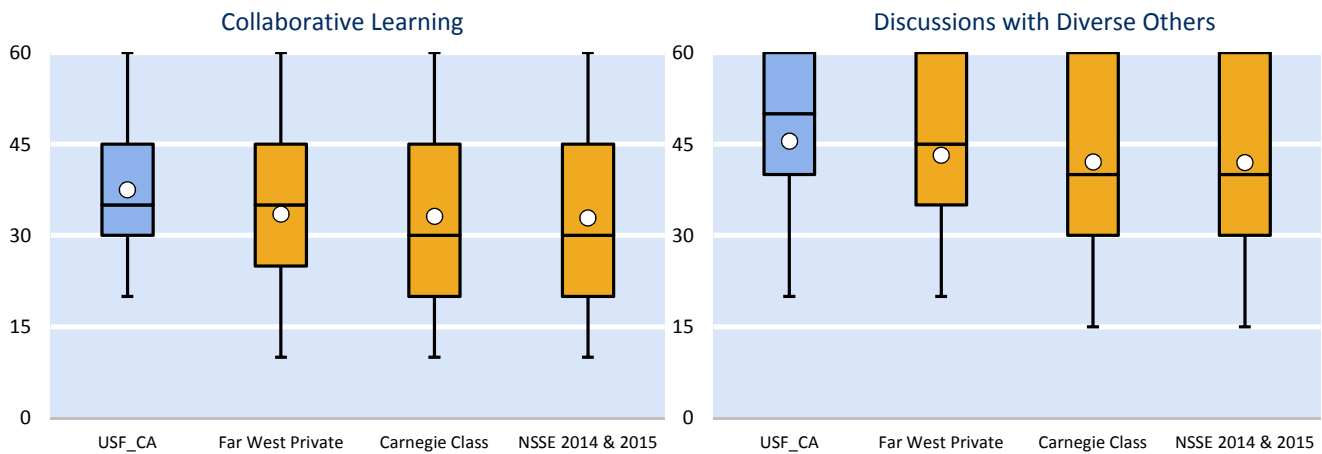
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	USF_CA Mean	Your seniors compared with					
		Far West Private		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.5	33.5 ***	.28	33.1 ***	.30	32.9 ***	.32
Discussions with Diverse Others	45.5	43.2 **	.15	42.1 ***	.21	42.0 ***	.22

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.

#### Summary of Indicator Items

##### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	USF_CA	Far West Private	Carnegie Class	NSSE 2014 & 2015
1e. Asked another student to help you understand course material	52	43	40	41
1f. Explained course material to one or more students	68	60	59	59
1g. Prepared for exams by discussing or working through course material with other students	58	51	48	47
1h. Worked with other students on course projects or assignments	76	65	67	65

##### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	USF_CA	Far West Private	Carnegie Class	NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	85	80	74	74
8b. People from an economic background other than your own	78	79	75	75
8c. People with religious beliefs other than your own	78	70	70	70
8d. People with political views other than your own	69	71	71	71

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

## Experiences with Faculty: First-year students

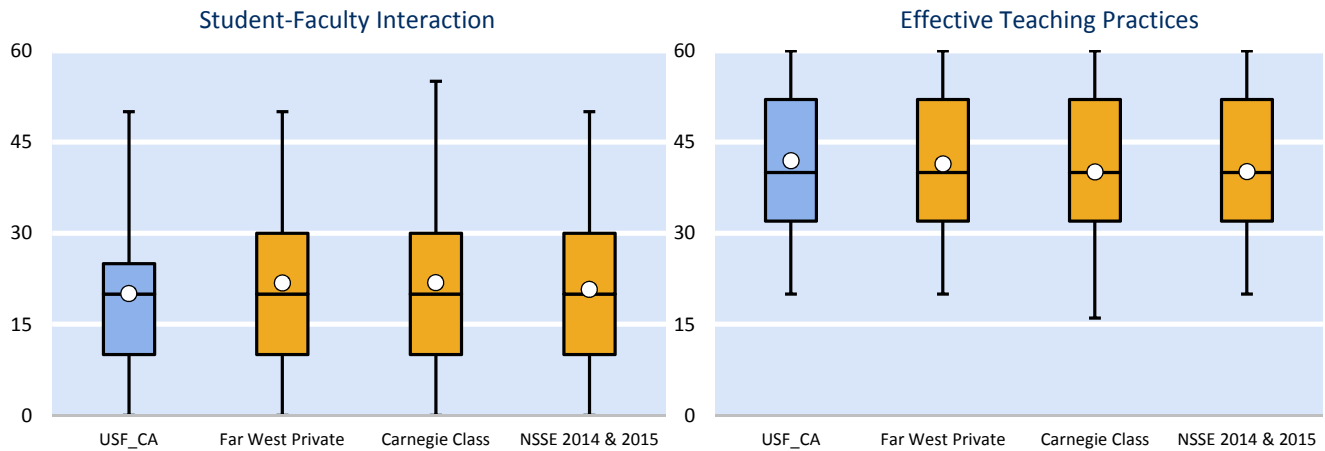
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

### Mean Comparisons

Engagement Indicator	USF_CA Mean	Your first-year students compared with					
		Far West Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2014 & 2015 Mean	Effect size
Student-Faculty Interaction	20.1	21.8	-.12	21.8 *	-.12	20.7	-.04
Effective Teaching Practices	41.9	41.4	.04	40.1 *	.14	40.1 *	.14

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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### Summary of Indicator Items

#### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	USF_CA	Far West Private	Carnegie Class	NSSE 2014 & 2015
3a. Talked about career plans with a faculty member	23	34	36	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	19	22	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	30	28	26
3d. Discussed your academic performance with a faculty member	26	31	33	30

#### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	USF_CA	Far West Private	Carnegie Class	NSSE 2014 & 2015
5a. Clearly explained course goals and requirements	82	82	80	80
5b. Taught course sessions in an organized way	81	82	77	79
5c. Used examples or illustrations to explain difficult points	80	80	74	77
5d. Provided feedback on a draft or work in progress	75	69	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	68	68	63	63

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

## Experiences with Faculty: Seniors

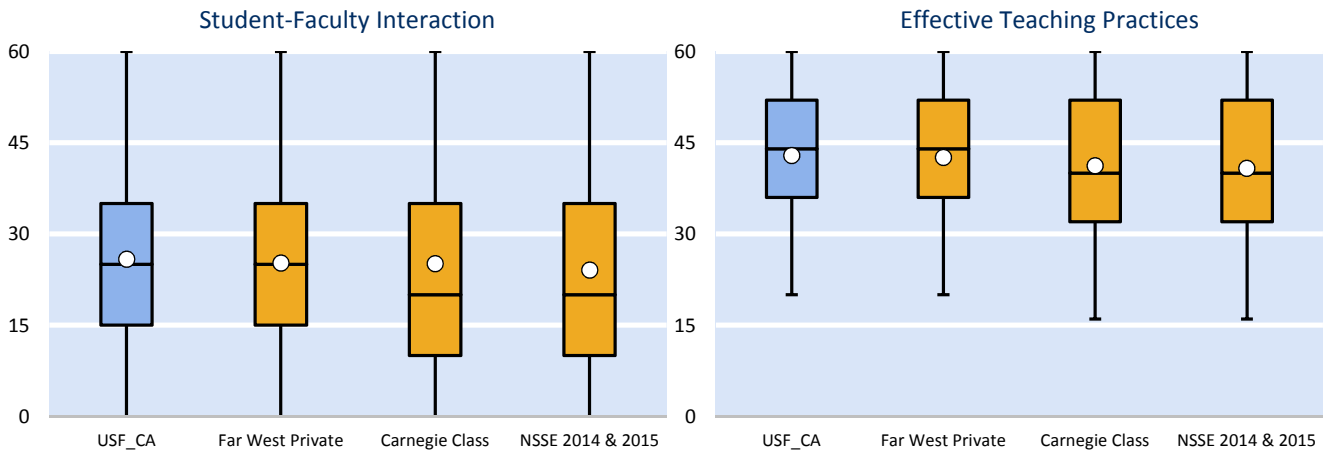
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

Engagement Indicator	USF_CA Mean	Your seniors compared with					
		Far West Private Mean	Far West Private Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2014 & 2015 Mean	NSSE 2014 & 2015 Effect size
Student-Faculty Interaction	25.8	25.2	.04	25.1	.04	24.0 *	.11
Effective Teaching Practices	42.9	42.6	.02	41.2 *	.12	40.8 **	.15

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.

### Summary of Indicator Items

#### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	USF_CA	Far West Private	Carnegie Class	NSSE 2014 & 2015
3a. Talked about career plans with a faculty member	48	46	46	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	29	29	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	38	37	34
3d. Discussed your academic performance with a faculty member	33	35	37	34

#### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	USF_CA	Far West Private	Carnegie Class	NSSE 2014 & 2015
5a. Clearly explained course goals and requirements	82	86	82	82
5b. Taught course sessions in an organized way	82	84	80	80
5c. Used examples or illustrations to explain difficult points	84	83	79	79
5d. Provided feedback on a draft or work in progress	68	68	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	75	72	68	67

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

### Campus Environment: First-year students

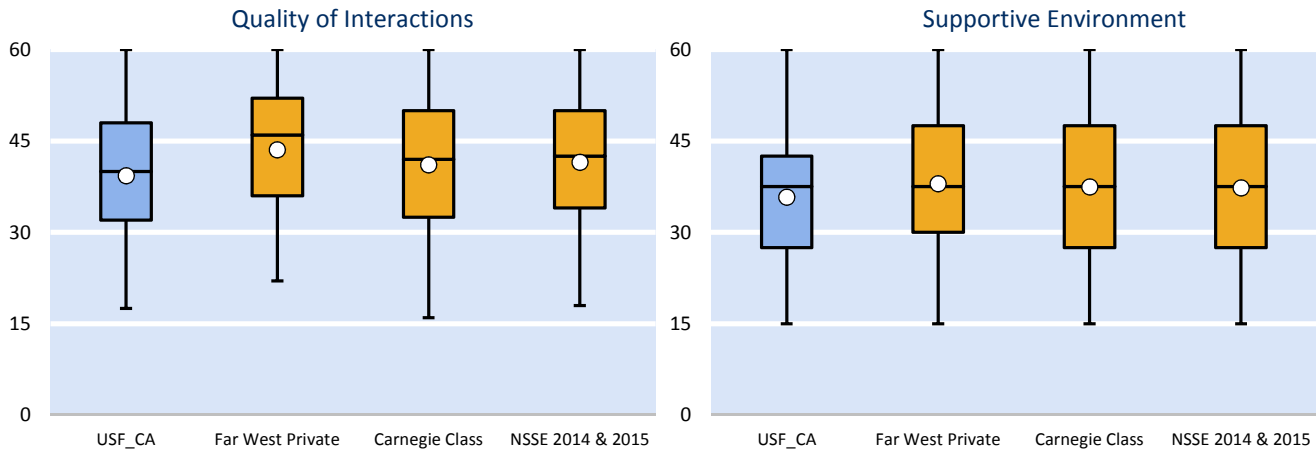
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	USF_CA Mean	Your first-year students compared with					
		Far West Private		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.3	43.6 ***	-.36	41.1 *	-.14	41.5 **	-.17
Supportive Environment	35.7	37.9 *	-.16	37.5 *	-.12	37.3	-.11

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.

#### Summary of Indicator Items

##### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	USF_CA	Far West Private	Carnegie Class	NSSE 2014 & 2015
13a. Students	52	65	57	58
13b. Academic advisors	38	52	50	49
13c. Faculty	44	60	49	50
13d. Student services staff (career services, student activities, housing, etc.)	32	49	43	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	29	47	39	41

##### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	USF_CA	Far West Private	Carnegie Class	NSSE 2014 & 2015
14b. Providing support to help students succeed academically	76	81	77	77
14c. Using learning support services (tutoring services, writing center, etc.)	75	78	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	65	60	60
14e. Providing opportunities to be involved socially	63	75	72	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	73	70	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	44	46	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	65	67	67
14i. Attending events that address important social, economic, or political issues	56	57	55	53

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

### Campus Environment: Seniors

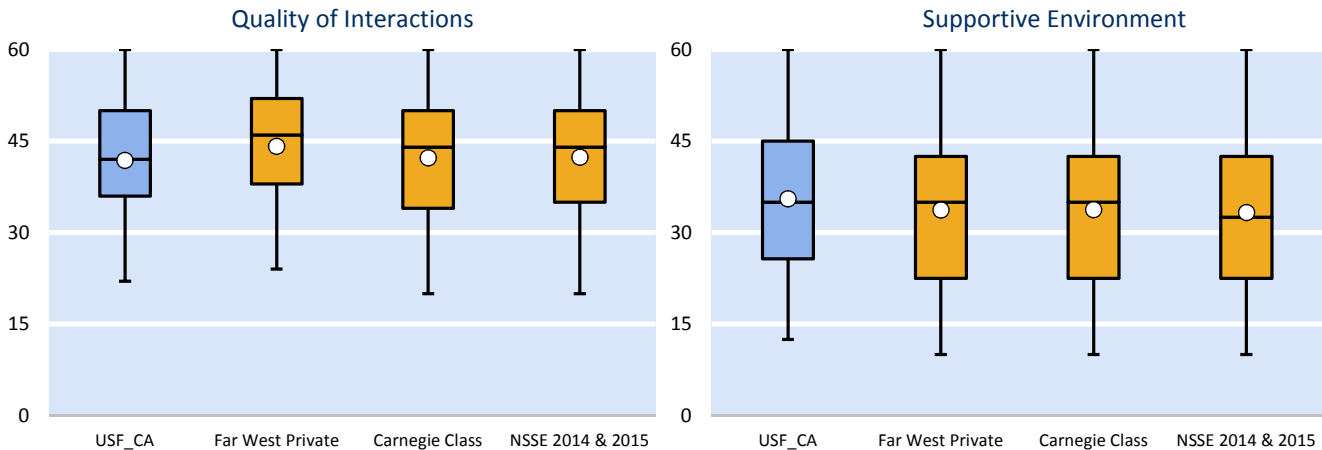
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	USF_CA Mean	Your seniors compared with					
		Far West Private		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.9	44.1 ***	-.20	42.2	-.03	42.4	-.04
Supportive Environment	35.5	33.7 *	.13	33.7 *	.12	33.3 **	.15

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.

#### Summary of Indicator Items

##### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	USF_CA	Far West Private	Carnegie Class	NSSE 2014 & 2015
13a. Students	57	67	63	63
13b. Academic advisors	52	55	51	52
13c. Faculty	62	68	60	59
13d. Student services staff (career services, student activities, housing, etc.)	40	46	42	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	45	40	41

##### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	USF_CA	Far West Private	Carnegie Class	NSSE 2014 & 2015
14b. Providing support to help students succeed academically	75	77	72	72
14c. Using learning support services (tutoring services, writing center, etc.)	70	69	68	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	58	55	53
14e. Providing opportunities to be involved socially	68	66	67	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	61	62	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	34	34	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	53	58	57
14i. Attending events that address important social, economic, or political issues	66	49	49	46

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

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### 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](http://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<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 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<sup>b</sup> 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

Theme	Engagement Indicator	USF_CA Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.2	41.0	.02	✓	43.0 *	-.13	
	Reflective and Integrative Learning	38.8	37.6	.10	✓	39.6	-.06	✓
	Learning Strategies	39.1	41.6 **	-.17		44.4 ***	-.38	
	Quantitative Reasoning	29.5	29.4	.01	✓	31.5	-.12	
<i>Learning with Peers</i>	Collaborative Learning	31.0	35.1 ***	-.30		37.3 ***	-.45	
	Discussions with Diverse Others	41.2	43.4 *	-.14		45.5 ***	-.29	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.1	24.0 ***	-.26		27.2 ***	-.45	
	Effective Teaching Practices	41.9	42.3	-.03	✓	44.6 ***	-.20	
<i>Campus Environment</i>	Quality of Interactions	39.3	44.0 ***	-.40		45.8 ***	-.55	
	Supportive Environment	35.7	39.4 ***	-.28		41.3 ***	-.43	

#### Seniors

Theme	Engagement Indicator	USF_CA Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	44.9	43.5	.10	✓	45.3	-.03	✓
	Reflective and Integrative Learning	42.4	41.3	.09	✓	43.1	-.06	✓
	Learning Strategies	41.9	42.5	-.04	✓	44.8 ***	-.21	
	Quantitative Reasoning	32.1	31.8	.02	✓	33.6	-.09	✓
<i>Learning with Peers</i>	Collaborative Learning	37.5	35.7 *	.13	✓	38.2	-.05	✓
	Discussions with Diverse Others	45.5	43.9	.10	✓	45.9	-.03	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.8	29.8 ***	-.24		34.1 ***	-.50	
	Effective Teaching Practices	42.9	43.1	-.02	✓	45.1 **	-.17	
<i>Campus Environment</i>	Quality of Interactions	41.9	45.0 ***	-.27		46.7 ***	-.41	
	Supportive Environment	35.5	36.1	-.04	✓	38.8 ***	-.23	

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 2014 and 2015 institutions, separately for first-year and senior students. 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  $> -.10$ .

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
USF_CA (N = 269)	41.2	12.9	.79	20	35	40	50	60				
Far West Private	40.7	13.2	.20	20	30	40	50	60	4,714	.6	.488	.044
Carnegie Class	40.0	14.0	.13	20	30	40	50	60	11,658	1.2	.149	.089
NSSE 2014 & 2015	39.3	13.9	.03	20	30	40	50	60	170,980	1.9	.026	.136
Top 50%	41.0	13.7	.05	20	30	40	55	60	84,048	.3	.743	.020
Top 10%	43.0	13.8	.11	20	35	40	55	60	278	-1.8	.024	-.131
<b>Reflective &amp; Integrative Learning</b>												
USF_CA (N = 279)	38.8	12.6	.75	20	31	40	49	60				
Far West Private	37.9	12.2	.18	20	29	37	46	60	4,930	1.0	.203	.078
Carnegie Class	36.7	12.7	.12	17	29	37	46	60	12,230	2.1	.006	.168
NSSE 2014 & 2015	36.0	12.7	.03	17	26	34	43	60	178,827	2.9	.000	.225
Top 50%	37.6	12.7	.04	17	29	37	46	60	89,953	1.2	.105	.097
Top 10%	39.6	12.8	.10	20	31	40	49	60	18,008	-.8	.325	-.059
<b>Learning Strategies</b>												
USF_CA (N = 249)	39.1	12.8	.81	20	27	40	47	60				
Far West Private	40.0	13.8	.21	20	27	40	53	60	4,469	-.9	.319	-.065
Carnegie Class	40.2	14.3	.14	20	27	40	53	60	263	-1.1	.192	-.076
NSSE 2014 & 2015	39.7	14.3	.04	20	27	40	53	60	249	-.6	.467	-.042
Top 50%	41.6	14.1	.05	20	33	40	53	60	250	-2.5	.003	-.175
Top 10%	44.4	14.0	.11	20	33	47	60	60	257	-5.3	.000	-.377
<b>Quantitative Reasoning</b>												
USF_CA (N = 273)	29.5	15.8	.95	0	20	27	40	60				
Far West Private	27.7	16.4	.24	0	20	27	40	60	4,821	1.9	.067	.114
Carnegie Class	28.2	16.8	.16	0	20	27	40	60	11,878	1.4	.186	.081
NSSE 2014 & 2015	27.9	16.6	.04	0	20	27	40	60	174,023	1.6	.110	.097
Top 50%	29.4	16.6	.05	0	20	27	40	60	110,526	.2	.874	.010
Top 10%	31.5	16.5	.11	0	20	33	40	60	22,157	-2.0	.050	-.119
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
USF_CA (N = 281)	31.0	12.7	.76	10	20	30	40	55				
Far West Private	34.7	13.9	.20	15	25	35	45	60	321	-3.6	.000	-.261
Carnegie Class	32.7	14.4	.13	10	20	30	40	60	297	-1.7	.027	-.119
NSSE 2014 & 2015	32.4	14.3	.03	10	20	30	40	60	281	-1.4	.064	-.099
Top 50%	35.1	13.8	.04	15	25	35	45	60	282	-4.1	.000	-.298
Top 10%	37.3	13.8	.09	15	25	35	50	60	288	-6.2	.000	-.452
<b>Discussions with Diverse Others</b>												
USF_CA (N = 251)	41.2	15.2	.96	15	30	40	55	60				
Far West Private	42.3	14.6	.22	20	35	40	55	60	4,502	-1.1	.245	-.076
Carnegie Class	41.5	16.1	.16	15	30	40	60	60	10,943	-.3	.755	-.020
NSSE 2014 & 2015	41.1	16.1	.04	15	30	40	60	60	160,712	.1	.908	.007
Top 50%	43.4	15.4	.05	20	35	45	60	60	93,373	-2.2	.025	-.141
Top 10%	45.5	14.8	.10	20	40	50	60	60	21,870	-4.4	.000	-.293



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
USF_CA (N = 274)	20.1	14.5	.88	0	10	20	25	50				
Far West Private	21.8	14.4	.21	0	10	20	30	50	4,844	-1.7	.054	-.120
Carnegie Class	21.8	15.4	.14	0	10	20	30	55	287	-1.8	.048	-.115
NSSE 2014 & 2015	20.7	14.9	.04	0	10	20	30	50	174,837	-.7	.464	-.044
Top 50%	24.0	15.2	.06	0	15	20	35	55	275	-4.0	.000	-.261
Top 10%	27.2	16.1	.16	5	15	25	40	60	291	-7.2	.000	-.445
<b>Effective Teaching Practices</b>												
USF_CA (N = 273)	41.9	12.7	.77	20	32	40	52	60				
Far West Private	41.4	12.6	.19	20	32	40	52	60	4,856	.5	.497	.042
Carnegie Class	40.1	13.7	.13	16	32	40	52	60	12,026	1.8	.027	.135
NSSE 2014 & 2015	40.1	13.4	.03	20	32	40	52	60	175,973	1.8	.025	.136
Top 50%	42.3	13.2	.05	20	32	40	52	60	66,905	-.4	.616	-.030
Top 10%	44.6	13.3	.12	20	36	44	56	60	13,603	-2.7	.001	-.204
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
USF_CA (N = 235)	39.3	12.0	.78	18	32	40	48	60				
Far West Private	43.6	11.7	.18	22	36	46	52	60	4,350	-4.3	.000	-.364
Carnegie Class	41.1	12.8	.13	16	33	42	50	60	10,425	-1.8	.035	-.139
NSSE 2014 & 2015	41.5	12.6	.03	18	34	43	50	60	153,746	-2.2	.008	-.173
Top 50%	44.0	11.7	.05	22	38	46	52	60	59,019	-4.7	.000	-.400
Top 10%	45.8	11.9	.11	23	40	48	55	60	12,662	-6.5	.000	-.551
<b>Supportive Environment</b>												
USF_CA (N = 226)	35.7	12.8	.85	15	28	38	43	60				
Far West Private	37.9	13.6	.21	15	30	38	48	60	4,243	-2.2	.017	-.163
Carnegie Class	37.5	14.1	.14	15	28	38	48	60	238	-1.7	.046	-.123
NSSE 2014 & 2015	37.3	13.9	.04	15	28	38	48	60	226	-1.6	.066	-.113
Top 50%	39.4	13.4	.05	18	30	40	50	60	74,710	-3.7	.000	-.276
Top 10%	41.3	13.0	.10	20	33	40	53	60	16,478	-5.6	.000	-.428

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.

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
USF_CA (N = 321)	44.9	12.7	.71	20	40	45	55	60				
Far West Private	43.5	13.4	.17	20	35	45	55	60	6,733	1.4	.065	.106
Carnegie Class	42.2	14.1	.12	20	35	40	55	60	338	2.7	.000	.190
NSSE 2014 & 2015	41.4	14.2	.03	20	30	40	55	60	321	3.5	.000	.249
Top 50%	43.5	13.8	.05	20	35	40	55	60	323	1.4	.053	.100
Top 10%	45.3	13.6	.09	20	40	45	60	60	330	-.4	.545	-.032
<b>Reflective &amp; Integrative Learning</b>												
USF_CA (N = 338)	42.4	12.2	.66	20	34	40	54	60				
Far West Private	41.5	12.6	.15	20	33	40	51	60	6,993	.9	.223	.068
Carnegie Class	39.8	13.1	.11	20	31	40	50	60	15,043	2.6	.000	.203
NSSE 2014 & 2015	39.0	13.1	.03	17	29	40	49	60	240,259	3.4	.000	.257
Top 50%	41.3	12.7	.04	20	31	40	51	60	86,614	1.1	.105	.088
Top 10%	43.1	12.5	.09	20	34	43	54	60	21,457	-.7	.288	-.058
<b>Learning Strategies</b>												
USF_CA (N = 303)	41.9	13.9	.80	20	33	40	53	60				
Far West Private	41.0	14.4	.18	20	33	40	53	60	6,447	.9	.294	.062
Carnegie Class	41.3	14.7	.13	20	33	40	53	60	13,676	.6	.460	.043
NSSE 2014 & 2015	40.3	14.8	.03	13	27	40	53	60	217,820	1.6	.062	.107
Top 50%	42.5	14.6	.04	20	33	40	60	60	109,823	-.6	.503	-.039
Top 10%	44.8	14.2	.08	20	33	47	60	60	29,056	-2.9	.000	-.206
<b>Quantitative Reasoning</b>												
USF_CA (N = 325)	32.1	17.3	.96	0	20	33	47	60				
Far West Private	30.8	17.5	.22	0	20	33	40	60	6,848	1.3	.185	.075
Carnegie Class	30.2	17.6	.15	0	20	27	40	60	14,713	1.9	.055	.108
NSSE 2014 & 2015	30.4	17.4	.04	0	20	27	40	60	235,209	1.7	.070	.100
Top 50%	31.8	17.3	.05	0	20	33	40	60	146,330	.4	.695	.022
Top 10%	33.6	16.9	.09	0	20	33	47	60	32,616	-1.5	.112	-.089
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
USF_CA (N = 342)	37.5	12.9	.70	20	30	35	45	60				
Far West Private	33.5	14.6	.18	10	25	35	45	60	386	4.0	.000	.277
Carnegie Class	33.1	14.6	.12	10	20	30	45	60	361	4.4	.000	.301
NSSE 2014 & 2015	32.9	14.6	.03	10	20	30	45	60	342	4.6	.000	.316
Top 50%	35.7	13.9	.04	15	25	35	45	60	122,471	1.8	.016	.131
Top 10%	38.2	13.7	.09	15	30	40	50	60	24,414	-.7	.363	-.050
<b>Discussions with Diverse Others</b>												
USF_CA (N = 307)	45.5	14.5	.83	20	40	50	60	60				
Far West Private	43.2	15.1	.19	20	35	45	60	60	6,525	2.3	.010	.151
Carnegie Class	42.1	16.1	.14	15	30	40	60	60	324	3.4	.000	.210
NSSE 2014 & 2015	42.0	16.1	.03	15	30	40	60	60	307	3.5	.000	.217
Top 50%	43.9	15.9	.04	20	35	45	60	60	308	1.5	.063	.097
Top 10%	45.9	15.4	.08	20	40	50	60	60	33,709	-.5	.596	-.030

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
USF_CA (N = 325)	25.8	15.8	.88	0	15	25	35	60				
Far West Private	25.2	16.2	.20	0	15	25	35	60	6,853	.6	.506	.038
Carnegie Class	25.1	16.8	.14	0	10	20	35	60	341	.7	.423	.043
NSSE 2014 & 2015	24.0	16.4	.03	0	10	20	35	60	235,204	1.8	.050	.109
Top 50%	29.8	16.2	.07	5	20	30	40	60	56,439	-3.9	.000	-.242
Top 10%	34.1	16.5	.18	5	20	35	45	60	352	-8.3	.000	-.501
<b>Effective Teaching Practices</b>												
USF_CA (N = 328)	42.9	12.8	.70	20	36	44	52	60				
Far West Private	42.6	13.1	.16	20	36	44	52	60	6,908	.3	.688	.023
Carnegie Class	41.2	14.2	.12	16	32	40	52	60	346	1.7	.019	.118
NSSE 2014 & 2015	40.8	13.9	.03	16	32	40	52	60	237,585	2.1	.007	.150
Top 50%	43.1	13.6	.05	20	36	44	56	60	80,261	-.2	.784	-.015
Top 10%	45.1	13.4	.11	20	36	48	60	60	15,275	-2.3	.002	-.169
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
USF_CA (N = 298)	41.9	11.3	.65	22	36	42	50	60				
Far West Private	44.1	11.2	.15	24	38	46	52	60	6,289	-2.3	.001	-.202
Carnegie Class	42.2	12.2	.11	20	34	44	50	60	313	-.4	.564	-.031
NSSE 2014 & 2015	42.4	12.0	.03	20	35	44	50	60	298	-.5	.429	-.043
Top 50%	45.0	11.4	.04	24	38	46	54	60	74,512	-3.1	.000	-.274
Top 10%	46.7	11.8	.09	24	40	50	56	60	19,044	-4.9	.000	-.413
<b>Supportive Environment</b>												
USF_CA (N = 287)	35.5	13.6	.80	13	26	35	45	60				
Far West Private	33.7	14.6	.19	10	23	35	43	60	6,207	1.8	.036	.127
Carnegie Class	33.7	14.6	.13	10	23	35	43	60	12,976	1.8	.039	.123
NSSE 2014 & 2015	33.3	14.5	.03	10	23	33	43	60	207,264	2.2	.009	.155
Top 50%	36.1	13.9	.05	13	26	38	45	60	83,456	-.5	.508	-.039
Top 10%	38.8	13.7	.11	15	30	40	50	60	15,844	-3.2	.000	-.235

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.