



NSSE 2016

Engagement Indicators

University of San Francisco

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
<i>Learning with Peers</i>	Quantitative Reasoning
	Collaborative Learning
<i>Experiences with Faculty</i>	Discussions with Diverse Others
	Student-Faculty Interaction
<i>Campus Environment</i>	Effective Teaching Practices
	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.

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 2015 and 2016 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'.

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). 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

Theme	Engagement Indicator	Your first-year students compared with Jesuit	Your first-year students compared with Select Carnegie Cl.	Your first-year students compared with NSSE 2015 & 2016
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 Select Carnegie Cl.	Your seniors compared with NSSE 2015 & 2016
Academic Challenge	Higher-Order Learning			
	Reflective & Integrative Learning	--		--
	Learning Strategies			
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning		--	
	Discussions with Diverse Others	--		
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--		--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--		--

Academic Challenge: First-year students

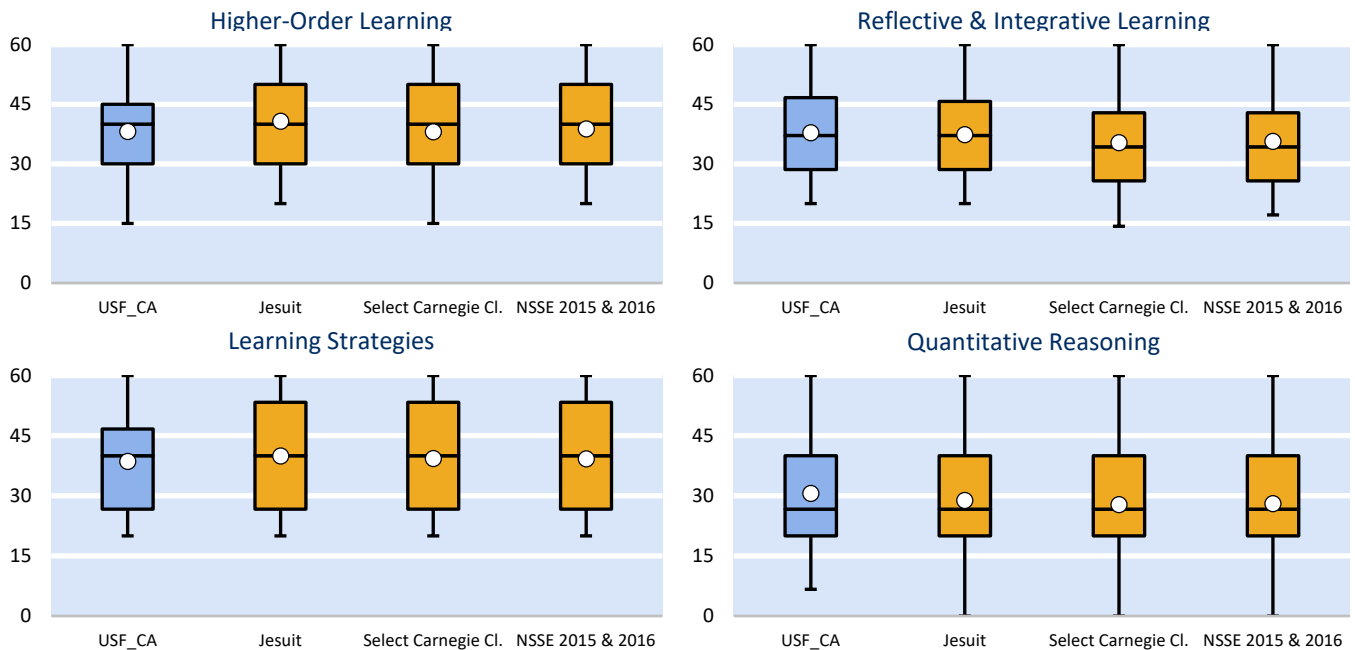
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your first-year students compared with					
		Jesuit Mean	Jesuit Effect size	Select Carnegie Cl. Mean	Select Carnegie Cl. Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Higher-Order Learning	38.1	40.7 ***	-.20	38.0	.01	38.8	-.05
Reflective & Integrative Learning	37.8	37.3	.04	35.3 **	.19	35.6 **	.17
Learning Strategies	38.5	39.9	-.10	39.3	-.05	39.2	-.05
Quantitative Reasoning	30.6	28.8	.11	27.8 **	.17	28.0 **	.16

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

Percentage point difference^a between your FY students and

	USF_CA	Jesuit	Select Carnegie Cl.	NSSE 2015 & 2016
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
4b. Applying facts, theories, or methods to practical problems or new situations	70	-10	+0	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-7	+3	-0
4d. Evaluating a point of view, decision, or information source	69	-5	-1	-1
4e. Forming a new idea or understanding from various pieces of information	68	-4	-0	-1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	56	+0	+5	+2
2b. Connected your learning to societal problems or issues	65	+5	+13	+11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+2	+9	+9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-1	+4	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-4	-0	+0
2f. Learned something that changed the way you understand an issue or concept	69	-2	+3	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-10	-3	-5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	-11	+1	-4
9b. Reviewed your notes after class	67	+3	-4	+1
9c. Summarized what you learned in class or from course materials	61	-3	-5	-2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	+0	+3	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+5	+7	+7
6c. Evaluated what others have concluded from numerical information	46	+3	+8	+7

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.

Academic Challenge: Seniors

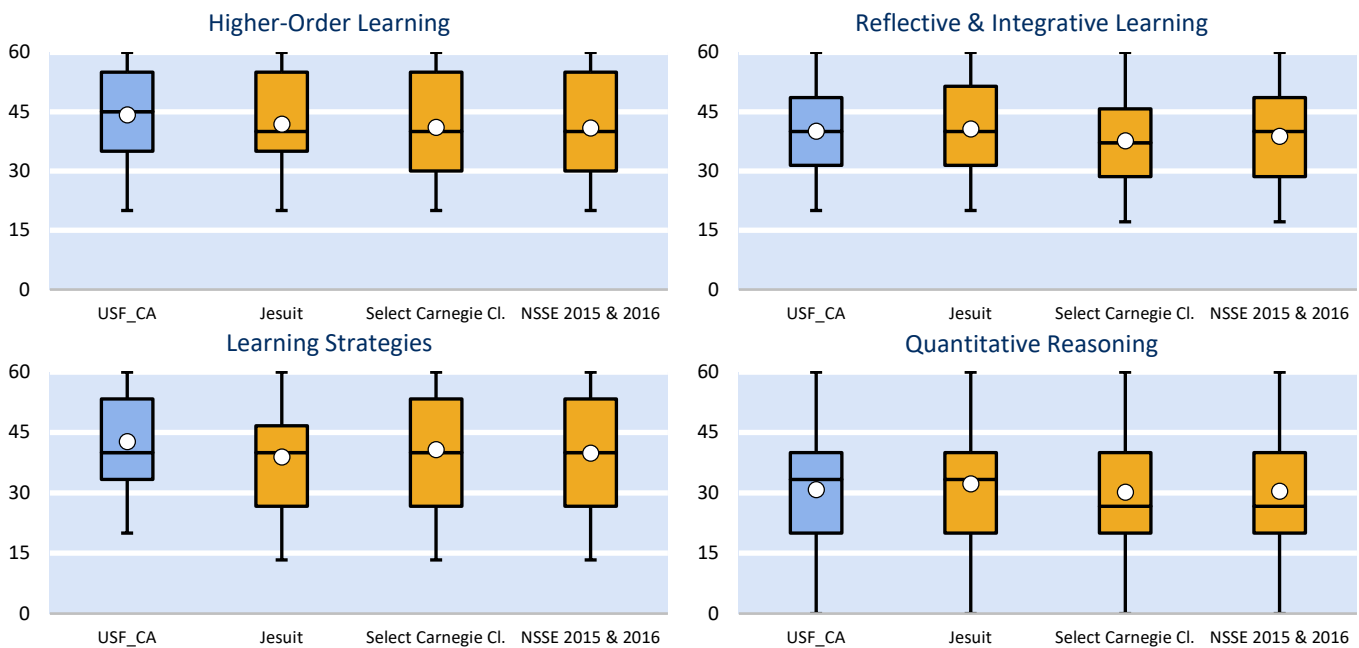
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Jesuit		Select Carnegie Cl.		NSSE 2015 & 2016	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	44.2	41.8 **	.18	41.0 ***	.22	40.8 ***	.24
Reflective & Integrative Learning	40.1	40.6	-.04	37.6 ***	.19	38.7	.11
Learning Strategies	42.7	38.8 ***	.27	40.7 *	.13	39.9 ***	.19
Quantitative Reasoning	30.8	32.2	-.09	30.1	.04	30.3	.03

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

Score Distributions



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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

Percentage point difference^a between your seniors and

	USF_CA	Jesuit	Select Carnegie Cl.	NSSE 2015 & 2016
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
4b. Applying facts, theories, or methods to practical problems or new situations	85	+4	+7	+7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	84	+4	+7	+7
4d. Evaluating a point of view, decision, or information source	80	+5	+7	+8
4e. Forming a new idea or understanding from various pieces of information	79	+6	+7	+7
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	72	-0	+5	+1
2b. Connected your learning to societal problems or issues	70	+1	+9	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	67	+3	+15	+12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	-1	+4	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	79	+6	+8	+9
2f. Learned something that changed the way you understand an issue or concept	73	-1	+3	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-4	+2	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	85	+1	+5	+3
9b. Reviewed your notes after class	71	+14	+2	+8
9c. Summarized what you learned in class or from course materials	74	+12	+6	+8
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	-2	-1	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	-1	+2	+1
6c. Evaluated what others have concluded from numerical information	48	-4	+5	+3

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Learning with Peers: First-year students

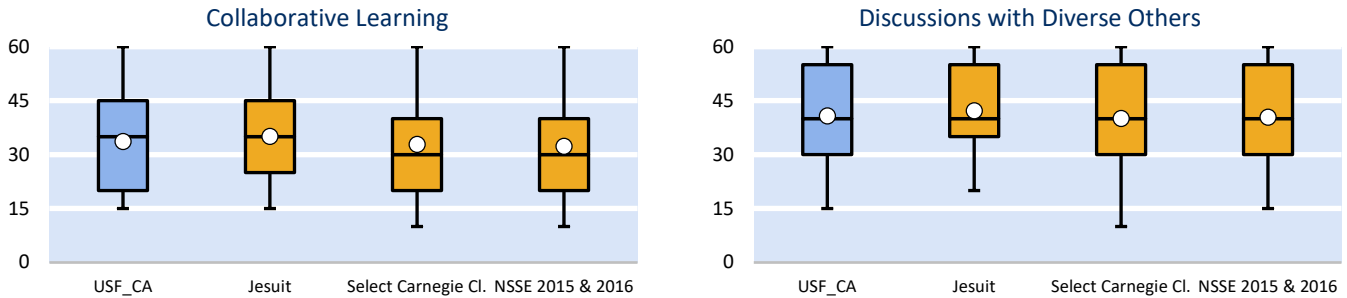
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Jesuit		Select Carnegie Cl.		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.6	35.1	-.10	32.8	.06	32.3	.09
Discussions with Diverse Others	40.7	42.1	-.10	40.0	.04	40.4	.02

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

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Performance on Indicator Items

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Collaborative Learning	USF_CA	Percentage point difference ^a between your FY students and			
		Jesuit	Select Carnegie Cl.	NSSE 2015 & 2016	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
1e. Asked another student to help you understand course material	54	-5	+4	+3	
1f. Explained course material to one or more students	62	-3	+4	+5	
1g. Prepared for exams by discussing or working through course material with other students	51	-9	-0	+1	
1h. Worked with other students on course projects or assignments	52	-5	-4	-1	
<i>Discussions with Diverse Others</i>					
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>					
8a. People from a race or ethnicity other than your own	78	+4	+6	+7	
8b. People from an economic background other than your own	75	+1	+2	+2	
8c. People with religious beliefs other than your own	70	-2	+5	+2	
8d. People with political views other than your own	55	-18	-11	-12	

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Learning with Peers: Seniors

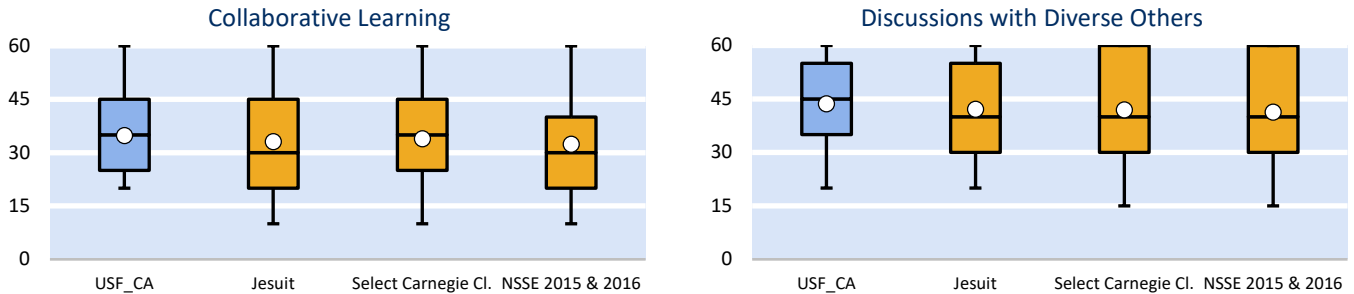
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Mean Comparisons

Engagement Indicator	USF_CA Mean	Your seniors compared with					
		Jesuit		Select Carnegie Cl.		NSSE 2015 & 2016	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.8	33.1 *	.12	34.0	.06	32.4 ***	.16
Discussions with Diverse Others	43.7	42.1	.11	41.9 *	.11	41.3 **	.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).

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Collaborative Learning	USF_CA	Percentage point difference ^a between your seniors and		
		Jesuit	Select Carnegie Cl.	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	45	+3	+0	+4
1f. Explained course material to one or more students	65	+6	+4	+6
1g. Prepared for exams by discussing or working through course material with other students	55	+5	+2	+8
1h. Worked with other students on course projects or assignments	67	+2	+4	+3
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	85	+12	+9	+13
8b. People from an economic background other than your own	82	+8	+6	+8
8c. People with religious beliefs other than your own	77	+6	+10	+8
8d. People with political views other than your own	65	-4	-6	-5

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Experiences with Faculty: First-year students

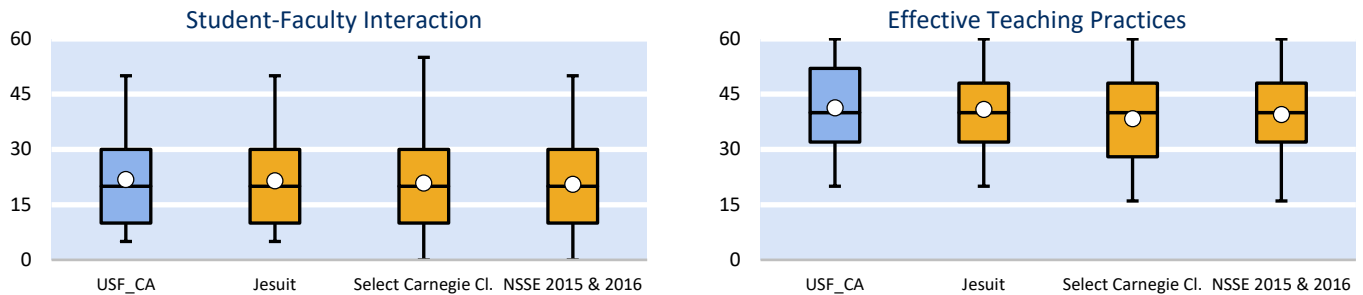
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your first-year students compared with					
		Jesuit		Select Carnegie Cl.		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.8	21.5	.02	20.9	.06	20.5	.09
Effective Teaching Practices	41.3	40.8	.04	38.3 ***	.21	39.4 *	.14

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Student-Faculty Interaction	USF_CA	Percentage point difference ^a between your FY students and		
		Jesuit	Select Carnegie Cl.	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	32	+1	-3	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+4	-1	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+2	+5	+5
3d. Discussed your academic performance with a faculty member	28	-2	-3	-2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	-5	+2	-0
5b. Taught course sessions in an organized way	79	-3	+8	+2
5c. Used examples or illustrations to explain difficult points	76	-4	+4	+1
5d. Provided feedback on a draft or work in progress	73	+6	+9	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+4	+11	+9

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Experiences with Faculty: Seniors

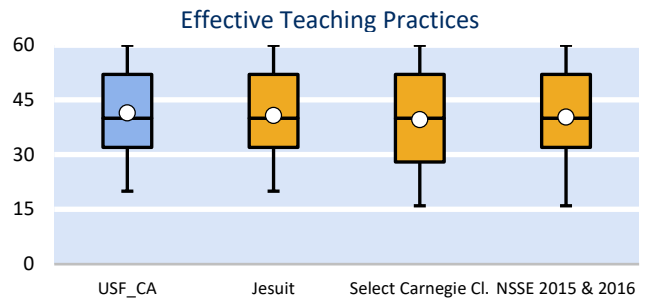
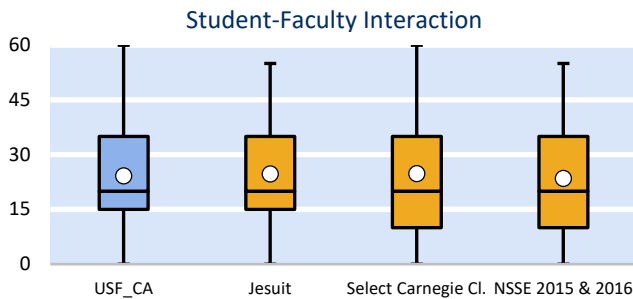
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.2	24.7	-.03	24.8	-.04	23.5	.04
Effective Teaching Practices	41.4	40.7	.06	39.6 *	.13	40.3	.08

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Item	USF_CA	Percentage point difference ^a between your seniors and		
		Jesuit	Select Carnegie Cl.	NSSE 2015 & 2016
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	38	-7	-7	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	-2	-2	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+0	+2	+3
3d. Discussed your academic performance with a faculty member	36	+6	-1	+4
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	-2	+2	+0
5b. Taught course sessions in an organized way	82	-0	+6	+3
5c. Used examples or illustrations to explain difficult points	84	+3	+9	+6
5d. Provided feedback on a draft or work in progress	67	+9	+6	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+0	+5	+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.

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

Campus Environment: First-year students

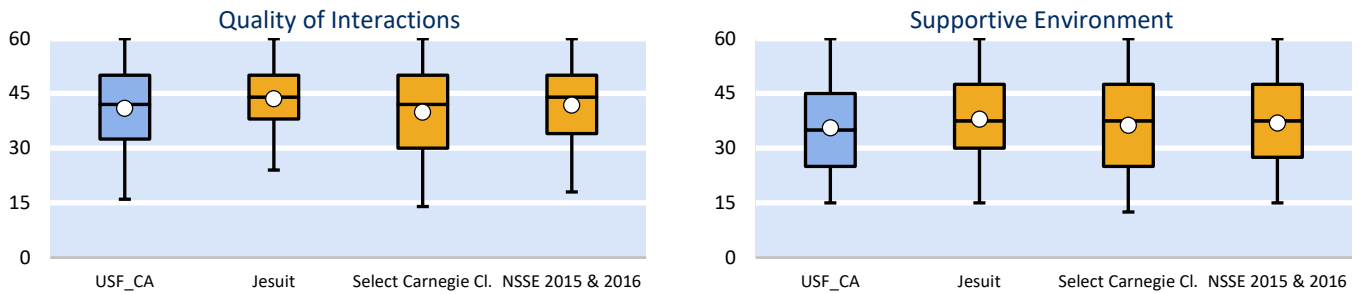
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your first-year students compared with					
		Jesuit		Select Carnegie Cl.		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.9	43.5 **	-.23	39.8	.08	41.8	-.07
Supportive Environment	35.5	37.9 **	-.18	36.2	-.05	36.8	-.09

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	USF_CA	Percentage point difference ^a between your FY students and			
		Jesuit	Select Carnegie Cl.	NSSE 2015 & 2016	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>					
13a. Students	52	-6	-2	-3	
13b. Academic advisors	46	-8	-1	-4	
13c. Faculty	47	-10	+2	-3	
13d. Student services staff (career services, student activities, housing, etc.)	43	-4	+3	-1	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	-5	+4	-2	
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>					
14b. Providing support to help students succeed academically	75	-4	+2	-2	
14c. Using learning support services (tutoring services, writing center, etc.)	73	-3	-1	-4	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+1	+2	+2	
14e. Providing opportunities to be involved socially	64	-11	-6	-7	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	-7	+0	-3	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	-1	-3	-2	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-12	-6	-6	
14i. Attending events that address important social, economic, or political issues	53	-4	+2	+1	

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.

Campus Environment: Seniors

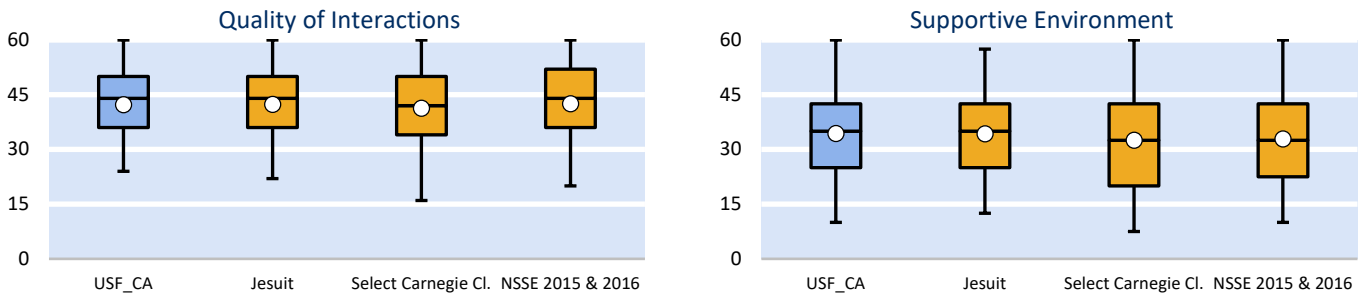
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your seniors compared with					
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.3	42.4	-.01	41.3	.08	42.6	-.02
Supportive Environment	34.4	34.3	.00	32.6 *	.12	32.9	.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.

Performance on Indicator Items

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

Quality of Interactions	USF_CA	Percentage point difference ^a between your seniors and		
		Jesuit	Select Carnegie Cl.	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	55	-8	-6	-7
13b. Academic advisors	50	+3	-3	-3
13c. Faculty	66	+4	+10	+7
13d. Student services staff (career services, student activities, housing, etc.)	39	-2	-1	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-2	+1	-3
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	74	-1	+5	+3
14c. Using learning support services (tutoring services, writing center, etc.)	69	+3	+3	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+14	+11	+13
14e. Providing opportunities to be involved socially	64	-8	-0	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-4	+3	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+4	+2	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	-11	+0	-2
14i. Attending events that address important social, economic, or political issues	59	+4	+18	+14

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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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 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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

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	38.1	40.5 **	-.18		42.7 ***	-.33	
	Reflective and Integrative Learning	37.8	37.4	.03	✓	39.5 *	-.14	
	Learning Strategies	38.5	41.2 **	-.19		43.7 ***	-.37	
	Quantitative Reasoning	30.6	29.4	.07	✓	31.3	-.04	✓
<i>Learning with Peers</i>	Collaborative Learning	33.6	35.2 *	-.12		37.3 ***	-.27	
	Discussions with Diverse Others	40.7	42.7 *	-.13		44.3 ***	-.24	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.8	23.8 *	-.13		26.9 ***	-.32	
	Effective Teaching Practices	41.3	41.6	-.02	✓	43.8 **	-.19	
<i>Campus Environment</i>	Quality of Interactions	40.9	44.1 ***	-.27		45.9 ***	-.41	
	Supportive Environment	35.5	39.2 ***	-.27		40.9 ***	-.40	

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	44.2	43.1	.08	✓	44.7	-.04	✓
	Reflective and Integrative Learning	40.1	41.0	-.07	✓	42.9 ***	-.22	
	Learning Strategies	42.7	42.2	.03	✓	44.5 *	-.13	
	Quantitative Reasoning	30.8	31.8	-.06	✓	33.2 **	-.15	
<i>Learning with Peers</i>	Collaborative Learning	34.8	35.8	-.07	✓	37.9 ***	-.22	
	Discussions with Diverse Others	43.7	43.3	.02	✓	45.1	-.09	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.2	29.6 ***	-.33		33.0 ***	-.54	
	Effective Teaching Practices	41.4	42.7	-.09	✓	44.5 ***	-.23	
<i>Campus Environment</i>	Quality of Interactions	42.3	45.3 ***	-.26		46.9 ***	-.39	
	Supportive Environment	34.4	35.7	-.09	✓	38.1 ***	-.26	

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 2015 and 2016 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 ^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 = 307)	38.1	13.6	.78	15	30	40	45	60				
Jesuit	40.7	12.6	.27	20	30	40	50	60	2,492	-2.6	.001	-.202
Select Carnegie Cl.	38.0	14.3	.25	15	30	40	50	60	3,695	.1	.910	.007
NSSE 2015 & 2016	38.8	13.7	.03	20	30	40	50	60	190,861	-.6	.419	-.046
Top 50%	40.5	13.6	.05	20	30	40	50	60	89,664	-2.4	.002	-.176
Top 10%	42.7	13.7	.10	20	35	40	55	60	19,329	-4.5	.000	-.332
Reflective & Integrative Learning												
USF_CA (N = 317)	37.8	13.2	.74	20	29	37	47	60				
Jesuit	37.3	12.1	.25	20	29	37	46	60	393	.4	.582	.035
Select Carnegie Cl.	35.3	12.8	.21	14	26	34	43	60	3,867	2.5	.001	.193
NSSE 2015 & 2016	35.6	12.5	.03	17	26	34	43	60	199,624	2.2	.002	.172
Top 50%	37.4	12.5	.04	17	29	37	46	60	318	.4	.612	.030
Top 10%	39.5	12.8	.10	20	31	40	49	60	18,189	-1.8	.016	-.137
Learning Strategies												
USF_CA (N = 285)	38.5	14.3	.84	20	27	40	47	60				
Jesuit	39.9	13.7	.31	20	27	40	53	60	2,289	-1.4	.104	-.103
Select Carnegie Cl.	39.3	14.2	.26	20	27	40	53	60	3,293	-.7	.398	-.052
NSSE 2015 & 2016	39.2	14.1	.03	20	27	40	53	60	174,656	-.7	.436	-.046
Top 50%	41.2	14.1	.05	20	33	40	53	60	78,718	-2.6	.002	-.187
Top 10%	43.7	14.3	.10	20	33	47	60	60	20,433	-5.2	.000	-.367
Quantitative Reasoning												
USF_CA (N = 310)	30.6	14.8	.84	7	20	27	40	60				
Jesuit	28.8	15.5	.33	0	20	27	40	60	2,492	1.8	.061	.114
Select Carnegie Cl.	27.8	16.4	.28	0	20	27	40	60	382	2.8	.002	.171
NSSE 2015 & 2016	28.0	16.2	.04	0	20	27	40	60	310	2.6	.002	.161
Top 50%	29.4	16.1	.05	0	20	27	40	60	311	1.2	.172	.072
Top 10%	31.3	16.2	.10	0	20	33	40	60	318	-.7	.419	-.042
Learning with Peers												
Collaborative Learning												
USF_CA (N = 333)	33.6	14.1	.77	15	20	35	45	60				
Jesuit	35.1	13.8	.28	15	25	35	45	60	2,705	-1.4	.078	-.103
Select Carnegie Cl.	32.8	14.5	.24	10	20	30	40	60	4,056	.8	.329	.056
NSSE 2015 & 2016	32.3	14.5	.03	10	20	30	40	60	206,635	1.3	.091	.093
Top 50%	35.2	13.8	.04	15	25	35	45	60	102,794	-1.6	.035	-.115
Top 10%	37.3	13.6	.09	15	25	40	45	60	21,988	-3.7	.000	-.270
Discussions with Diverse Others												
USF_CA (N = 282)	40.7	14.9	.89	15	30	40	55	60				
Jesuit	42.1	14.2	.32	20	35	40	55	60	2,294	-1.4	.116	-.100
Select Carnegie Cl.	40.0	16.4	.30	10	30	40	55	60	3,353	.7	.494	.042
NSSE 2015 & 2016	40.4	16.0	.04	15	30	40	55	60	176,880	.3	.720	.021
Top 50%	42.7	15.2	.05	20	35	40	60	60	91,624	-2.0	.031	-.128
Top 10%	44.3	15.1	.09	20	35	45	60	60	28,559	-3.6	.000	-.239
Experiences with Faculty												
Student-Faculty Interaction												
USF_CA (N = 309)	21.8	13.9	.79	5	10	20	30	50				
Jesuit	21.5	13.5	.29	5	10	20	30	50	2,520	.3	.717	.022

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
Select Carnegie Cl.	20.9	15.7	.27	0	10	20	30	55	381	.9	.259	.061
NSSE 2015 & 2016	20.5	14.7	.03	0	10	20	30	50	194,902	1.3	.112	.091
Top 50%	23.8	15.0	.06	0	15	20	35	55	311	-2.0	.012	-.133
Top 10%	26.9	16.0	.16	5	15	25	40	60	332	-5.1	.000	-.319
Effective Teaching Practices												
USF_CA (N = 310)	41.3	13.0	.74	20	32	40	52	60				
Jesuit	40.8	12.1	.26	20	32	40	48	60	388	.4	.583	.035
Select Carnegie Cl.	38.3	14.3	.24	16	28	40	48	60	3,754	2.9	.001	.206
NSSE 2015 & 2016	39.4	13.4	.03	16	32	40	48	60	195,339	1.8	.015	.138
Top 50%	41.6	13.4	.05	20	32	40	52	60	79,043	-.3	.707	-.021
Top 10%	43.8	13.5	.10	20	36	44	56	60	16,806	-2.5	.001	-.187
Campus Environment												
Quality of Interactions												
USF_CA (N = 269)	40.9	12.5	.76	16	33	42	50	60				
Jesuit	43.5	10.8	.25	24	38	44	50	60	326	-2.6	.001	-.235
Select Carnegie Cl.	39.8	13.4	.25	14	30	42	50	60	3,144	1.1	.199	.082
NSSE 2015 & 2016	41.8	12.5	.03	18	34	44	50	60	167,996	-.9	.260	-.069
Top 50%	44.1	11.8	.05	22	38	46	52	60	66,659	-3.2	.000	-.267
Top 10%	45.9	12.1	.10	22	40	48	56	60	14,396	-5.0	.000	-.408
Supportive Environment												
USF_CA (N = 273)	35.5	13.4	.81	15	25	35	45	60				
Jesuit	37.9	13.0	.30	15	30	38	48	60	2,179	-2.3	.006	-.178
Select Carnegie Cl.	36.2	14.5	.27	13	25	38	48	60	3,086	-.7	.455	-.047
NSSE 2015 & 2016	36.8	13.9	.03	15	28	38	48	60	162,989	-1.3	.127	-.092
Top 50%	39.2	13.3	.05	18	30	40	50	60	76,347	-3.6	.000	-.272
Top 10%	40.9	13.3	.10	20	33	40	53	60	19,218	-5.3	.000	-.400

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 ^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 = 330)	44.2	13.4	.74	20	35	45	55	60				
Jesuit	41.8	13.2	.30	20	35	40	55	60	2,305	2.4	.002	.181
Select Carnegie Cl.	41.0	14.2	.27	20	30	40	55	60	3,147	3.2	.000	.224
NSSE 2015 & 2016	40.8	14.1	.03	20	30	40	55	60	200,109	3.3	.000	.237
Top 50%	43.1	13.8	.05	20	35	40	55	60	71,810	1.0	.167	.076
Top 10%	44.7	13.7	.09	20	40	45	60	60	22,311	-.5	.507	-.037
Reflective & Integrative Learning												
USF_CA (N = 346)	40.1	12.7	.68	20	31	40	49	60				
Jesuit	40.6	12.7	.28	20	31	40	51	60	2,408	-.5	.505	-.039
Select Carnegie Cl.	37.6	12.9	.24	17	29	37	46	60	3,270	2.5	.001	.193
NSSE 2015 & 2016	38.7	13.0	.03	17	29	40	49	60	207,987	1.4	.051	.105
Top 50%	41.0	12.7	.05	20	31	40	51	60	75,099	-.9	.181	-.072
Top 10%	42.9	12.5	.09	20	34	43	54	60	19,161	-2.8	.000	-.225
Learning Strategies												
USF_CA (N = 301)	42.7	13.4	.77	20	33	40	53	60				
Jesuit	38.8	14.5	.34	13	27	40	47	60	2,150	3.8	.000	.267
Select Carnegie Cl.	40.7	14.8	.29	13	27	40	53	60	390	2.0	.017	.134
NSSE 2015 & 2016	39.9	14.8	.03	13	27	40	53	60	187,287	2.8	.001	.190
Top 50%	42.2	14.5	.05	20	33	40	60	60	302	.4	.574	.030
Top 10%	44.5	14.2	.09	20	33	47	60	60	23,784	-1.8	.029	-.126
Quantitative Reasoning												
USF_CA (N = 340)	30.8	16.5	.90	0	20	33	40	60				
Jesuit	32.2	16.5	.37	0	20	33	40	60	2,349	-1.5	.134	-.088
Select Carnegie Cl.	30.1	16.8	.32	0	20	27	40	60	3,186	.7	.491	.039
NSSE 2015 & 2016	30.3	17.0	.04	0	20	27	40	60	202,962	.4	.630	.026
Top 50%	31.8	16.9	.05	0	20	33	40	60	113,065	-1.0	.285	-.058
Top 10%	33.2	16.8	.10	0	20	33	47	60	31,496	-2.4	.008	-.145
Learning with Peers												
Collaborative Learning												
USF_CA (N = 350)	34.8	12.7	.68	20	25	35	45	60				
Jesuit	33.1	14.5	.31	10	20	30	45	60	511	1.7	.020	.122
Select Carnegie Cl.	34.0	15.0	.27	10	25	35	45	60	473	.9	.230	.059
NSSE 2015 & 2016	32.4	14.9	.03	10	20	30	40	60	351	2.4	.000	.161
Top 50%	35.8	13.9	.05	15	25	35	45	60	352	-1.0	.152	-.070
Top 10%	37.9	13.7	.09	15	30	40	50	60	363	-3.1	.000	-.224
Discussions with Diverse Others												
USF_CA (N = 305)	43.7	13.7	.79	20	35	45	55	60				
Jesuit	42.1	14.7	.34	20	30	40	55	60	425	1.6	.068	.107
Select Carnegie Cl.	41.9	16.4	.32	15	30	40	60	60	411	1.7	.043	.107
NSSE 2015 & 2016	41.3	16.1	.04	15	30	40	60	60	305	2.3	.003	.145
Top 50%	43.3	16.0	.05	15	35	45	60	60	306	.3	.658	.022
Top 10%	45.1	15.8	.09	20	35	50	60	60	312	-1.4	.073	-.090
Experiences with Faculty												
Student-Faculty Interaction												
USF_CA (N = 338)	24.2	15.6	.85	0	15	20	35	60				
Jesuit	24.7	15.7	.35	0	15	20	35	55	2,358	-.5	.617	-.029

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
Select Carnegie Cl.	24.8	16.7	.31	0	10	20	35	60	433	-.6	.513	-.036
NSSE 2015 & 2016	23.5	16.3	.04	0	10	20	35	55	203,417	.7	.410	.045
Top 50%	29.6	16.1	.08	5	20	30	40	60	43,680	-5.4	.000	-.332
Top 10%	33.0	16.3	.19	5	20	30	45	60	372	-8.8	.000	-.542
Effective Teaching Practices												
USF_CA (N = 343)	41.4	13.0	.70	20	32	40	52	60				
Jesuit	40.7	12.9	.29	20	32	40	52	60	2,366	.7	.326	.057
Select Carnegie Cl.	39.6	14.7	.27	16	28	40	52	60	451	1.8	.016	.126
NSSE 2015 & 2016	40.3	13.9	.03	16	32	40	52	60	204,929	1.1	.129	.082
Top 50%	42.7	13.7	.05	20	32	44	56	60	64,940	-1.3	.084	-.093
Top 10%	44.5	13.4	.11	20	36	44	56	60	15,189	-3.1	.000	-.228
Campus Environment												
Quality of Interactions												
USF_CA (N = 288)	42.3	11.4	.67	24	36	44	50	60				
Jesuit	42.4	11.2	.26	22	36	44	50	60	2,093	-.1	.913	-.007
Select Carnegie Cl.	41.3	12.9	.26	16	34	42	50	60	377	1.0	.153	.081
NSSE 2015 & 2016	42.6	12.0	.03	20	36	44	52	60	179,460	-.3	.717	-.021
Top 50%	45.3	11.5	.05	24	40	48	54	60	61,378	-3.0	.000	-.262
Top 10%	46.9	11.9	.09	24	40	50	56	60	19,647	-4.6	.000	-.385
Supportive Environment												
USF_CA (N = 281)	34.4	13.9	.83	10	25	35	43	60				
Jesuit	34.3	13.3	.31	13	25	35	43	58	2,082	.1	.943	.005
Select Carnegie Cl.	32.6	15.2	.30	8	20	33	43	60	360	1.8	.039	.121
NSSE 2015 & 2016	32.9	14.4	.03	10	23	33	43	60	178,409	1.5	.083	.103
Top 50%	35.7	13.9	.05	13	25	35	45	60	66,083	-1.3	.116	-.094
Top 10%	38.1	13.9	.12	15	28	40	48	60	13,406	-3.7	.000	-.264

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.