



NSSE 2017

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

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Performance on Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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 Jesuit	Your first-year students compared with USF Peers	Your first-year students compared with NSSE 2016 & 2017
<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 Jesuit	Your seniors compared with USF Peers	Your seniors compared with NSSE 2016 & 2017
<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

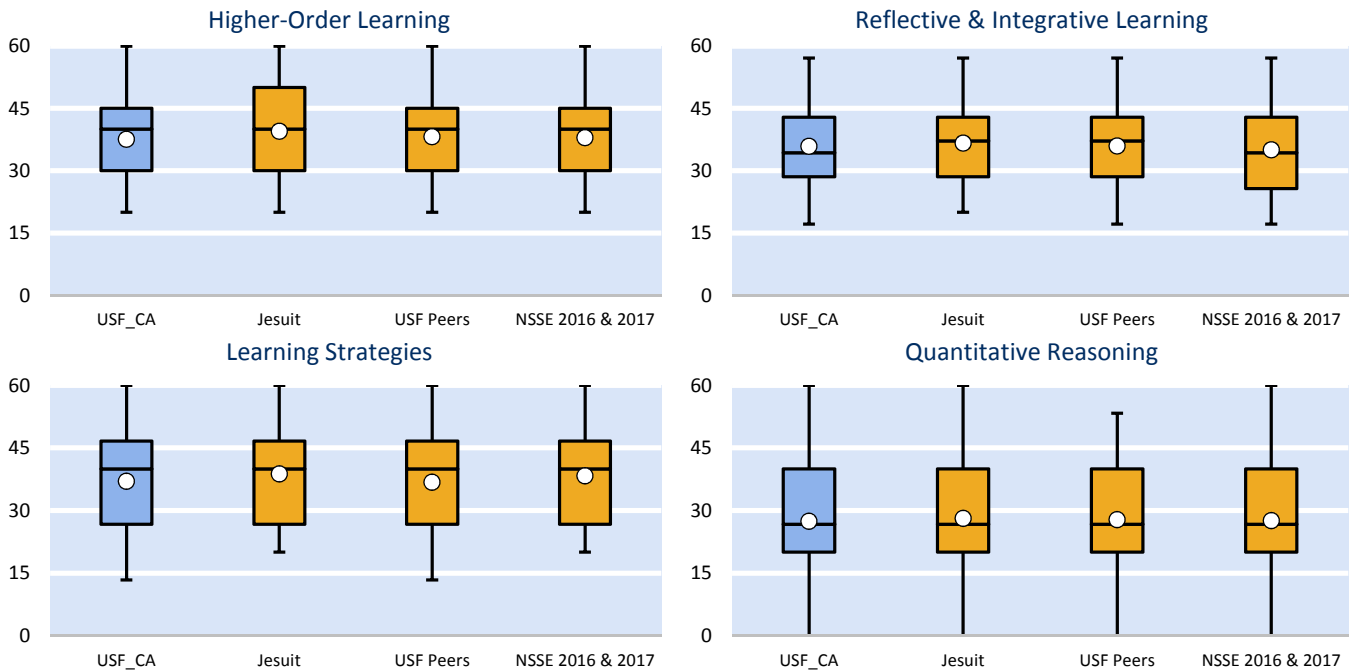
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Jesuit		USF Peers		NSSE 2016 & 2017	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.6	39.5 *	-.16	38.2	-.05	37.9	-.03
Reflective & Integrative Learning	35.9	36.7	-.07	36.0	-.01	35.0	.07
Learning Strategies	37.0	38.8	-.13	36.7	.02	38.3	-.09
Quantitative Reasoning	27.5	28.1	-.05	27.8	-.02	27.6	-.01

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

Score Distributions



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^a on Indicator Items

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

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

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

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

Academic Challenge: Seniors

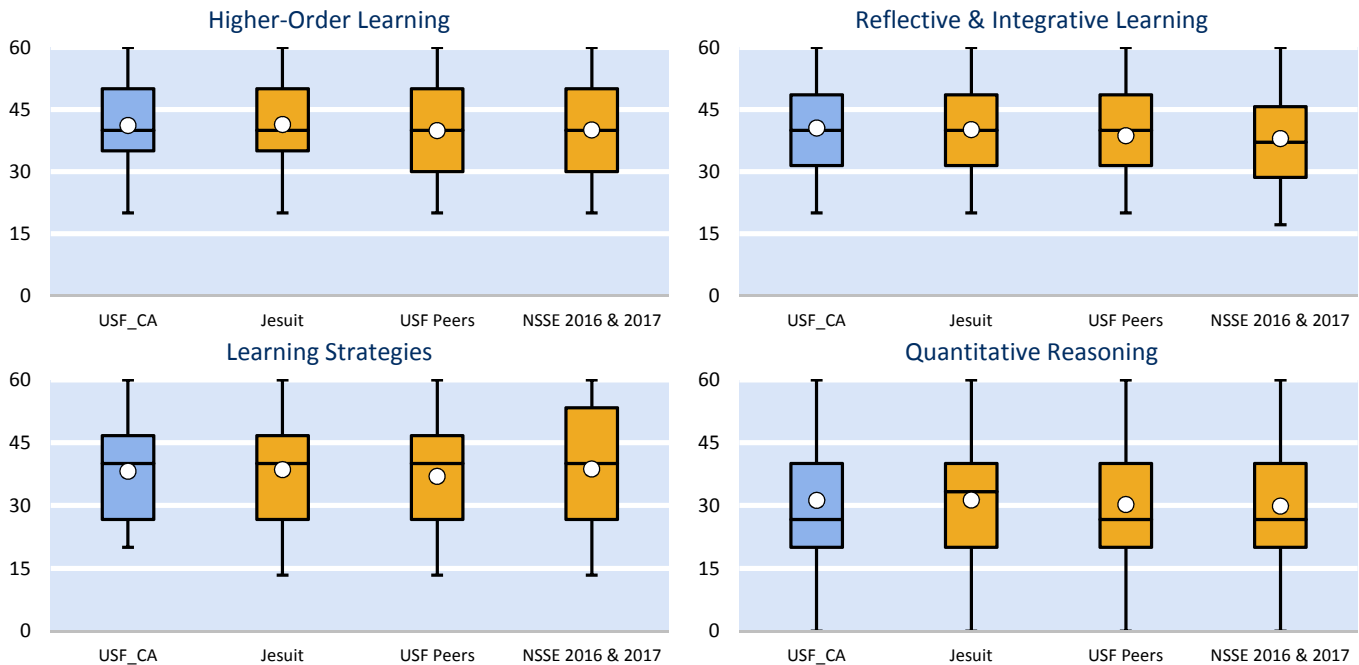
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Mean	Jesuit Effect size	USF Peers Mean	USF Peers Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Higher-Order Learning	41.1	41.4	-.02	39.9	.09	40.0	.08
Reflective & Integrative Learning	40.5	40.1	.03	38.7 *	.15	38.0 **	.20
Learning Strategies	38.2	38.5	-.03	36.9	.09	38.7	-.04
Quantitative Reasoning	31.2	31.3	.00	30.2	.06	29.9	.08

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

Score Distributions



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)

Performance^a on Indicator Items

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

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

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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Learning with Peers: First-year students

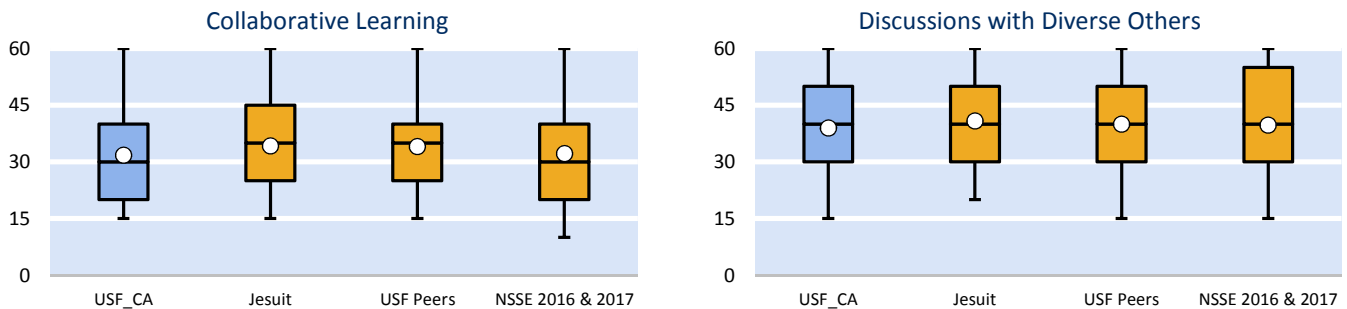
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		USF Peers		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.7	34.2 **	-.18	34.0 **	-.17	32.2	-.03
Discussions with Diverse Others	38.9	40.8	-.13	40.0	-.08	39.7	-.05

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

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Learning with Peers: Seniors

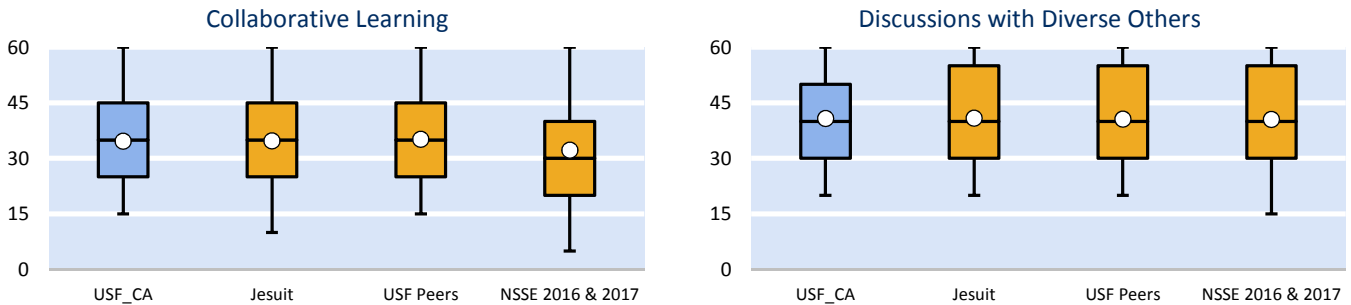
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Mean Comparisons

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

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

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Experiences with Faculty: First-year students

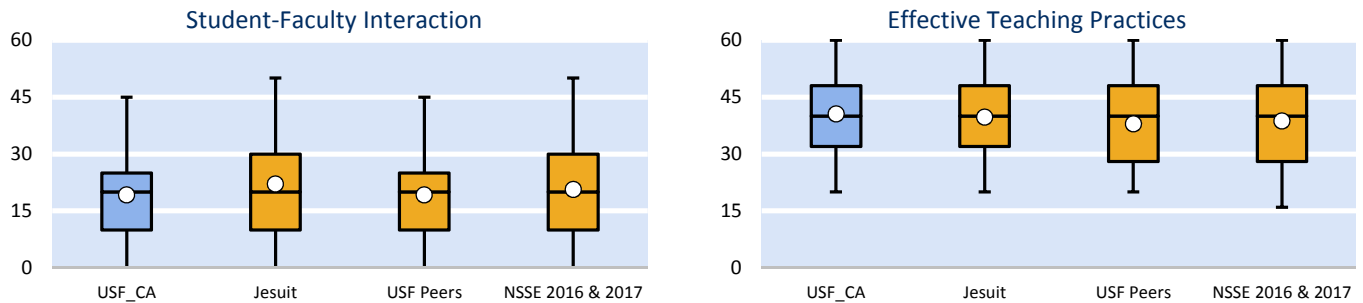
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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		USF Peers		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.2	22.0 **	-.21	19.2	.00	20.6	-.10
Effective Teaching Practices	40.5	39.7	.07	38.0 **	.21	38.7 *	.14

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

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Experiences with Faculty: Seniors

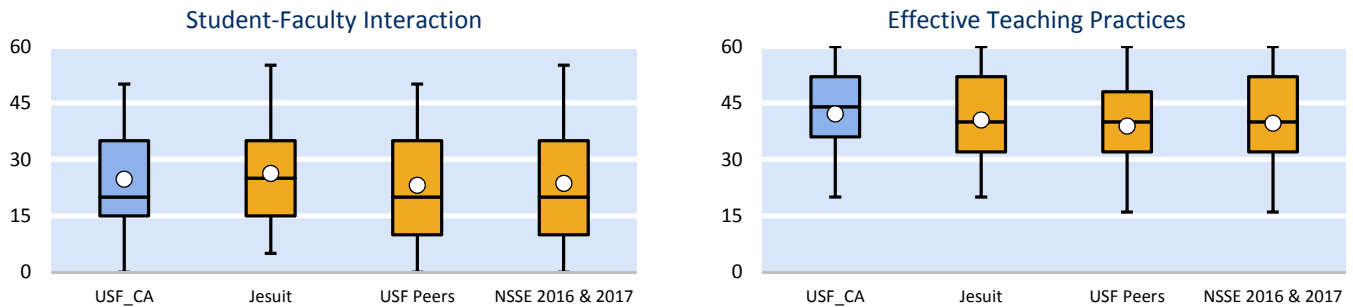
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.7	26.2	-.10	23.1	.11	23.6	.07
Effective Teaching Practices	42.1	40.4	.13	38.8 **	.25	39.6 **	.18

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

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

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

Campus Environment: First-year students

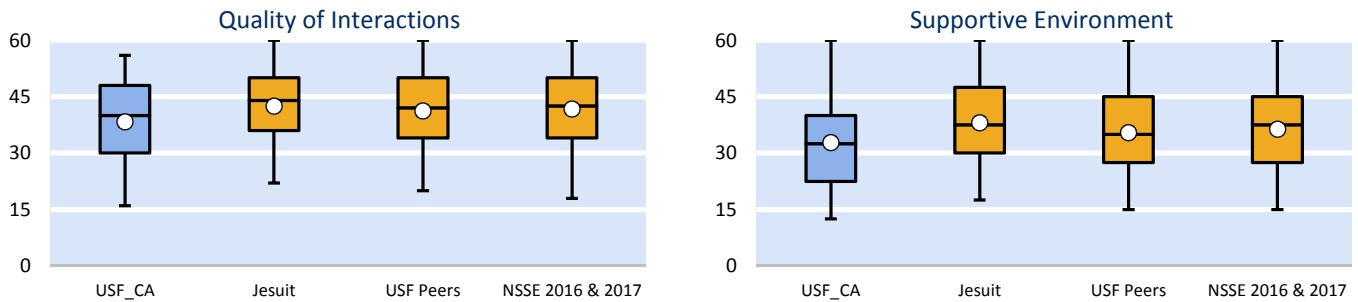
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

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

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

Score Distributions



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

Performance^a on Indicator Items

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

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

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

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

Campus Environment: Seniors

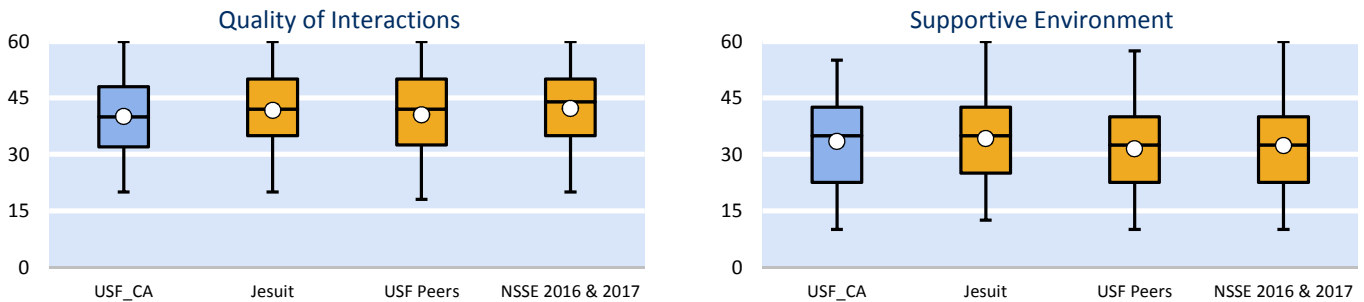
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

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

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

Score Distributions



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

Performance^a on Indicator Items

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

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

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

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

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

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

First-Year Students

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	37.6	39.2 *	-.12		41.2 ***	-.27	
	Reflective and Integrative Learning	35.9	36.6	-.06	✓	38.3 **	-.20	
	Learning Strategies	37.0	39.8 **	-.20		41.9 ***	-.35	
	Quantitative Reasoning	27.5	28.8	-.09	✓	30.4 **	-.19	
<i>Learning with Peers</i>	Collaborative Learning	31.7	35.2 ***	-.25		37.1 ***	-.40	
	Discussions with Diverse Others	38.9	41.7 **	-.19		43.8 ***	-.34	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.2	23.8 ***	-.31		27.2 ***	-.52	
	Effective Teaching Practices	40.5	40.7	-.01	✓	42.6 **	-.15	
<i>Campus Environment</i>	Quality of Interactions	38.3	43.8 ***	-.48		46.1 ***	-.66	
	Supportive Environment	32.8	38.2 ***	-.41		40.0 ***	-.55	

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	41.1	41.8	-.05	✓	43.3 *	-.16	
	Reflective and Integrative Learning	40.5	40.0	.04	✓	42.0	-.12	
	Learning Strategies	38.2	40.7 *	-.18		42.9 ***	-.33	
	Quantitative Reasoning	31.2	31.1	.00	✓	33.0	-.11	
<i>Learning with Peers</i>	Collaborative Learning	34.7	35.8	-.08	✓	37.9 ***	-.24	
	Discussions with Diverse Others	40.8	42.3	-.10	✓	44.3 **	-.23	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.7	29.2 ***	-.29		33.0 ***	-.52	
	Effective Teaching Practices	42.1	41.8	.02	✓	43.8	-.13	
<i>Campus Environment</i>	Quality of Interactions	40.1	44.8 ***	-.40		46.9 ***	-.56	
	Supportive Environment	33.4	34.8	-.10	✓	37.2 **	-.27	

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

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

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

Detailed Statistics: First-year students

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

Detailed Statistics: First-year students

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

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

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

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

Detailed Statistics: Seniors

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

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

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.