NSSE 2018
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
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items
Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2017 and 2018 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 and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

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

NSSE 2018 Engagement Indicators

Overview
University of San Francisco

Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Jesuits	Your first-year students compared with USF Peers	Your first-year students compared with NSSE 2017 & 2018
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 Jesuits	Your seniors compared with USF Peers	Your seniors compared with NSSE 2017 & 2018
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

| | USF_CA | Your first-year students compared with | | | | | |
| | | Jesuits | | USF Peers | | NSSE 2017 & 2018 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.2	39.6	-.12	38.3	-.01	37.8	.03
Reflective & Integrative Learning	37.5	36.5	.08	36.0	.13	35.1 **	.21
Learning Strategies	37.3	38.5	-.09	36.8	.04	38.0	-.05
Quantitative Reasoning	27.9	28.5	-.04	27.9	.00	27.5	.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
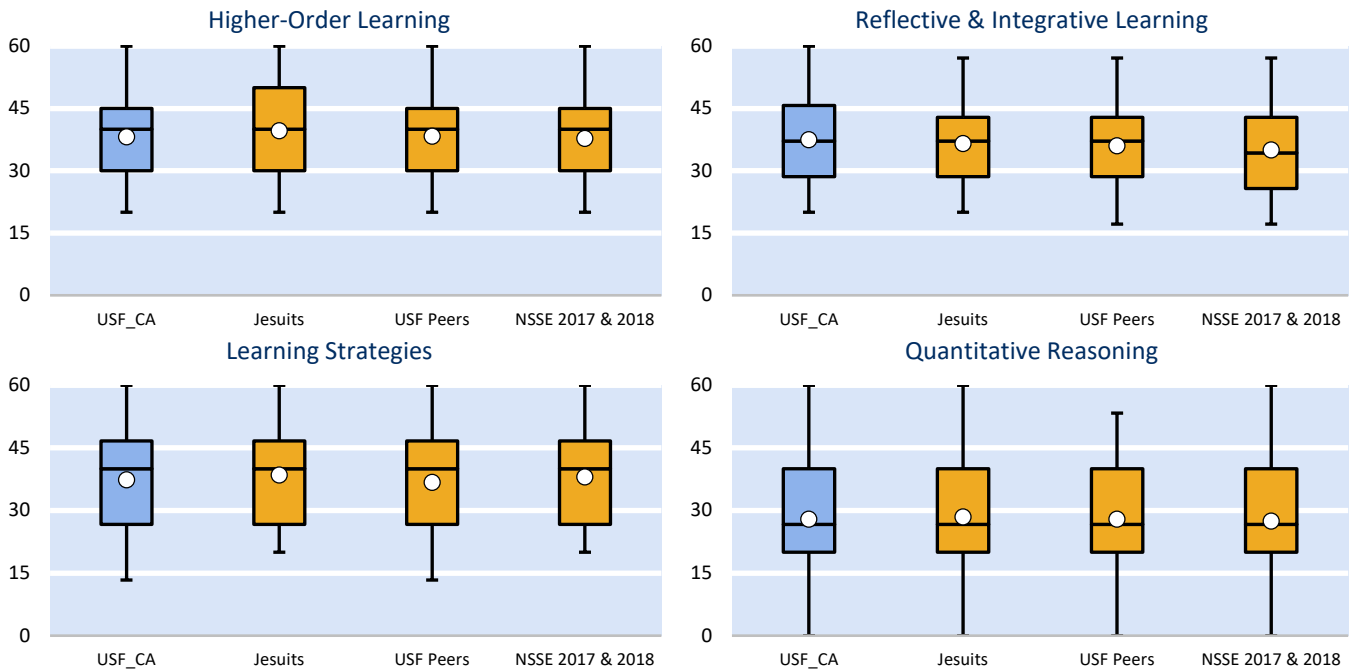
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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. Dark red 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		
Higher-Order Learning	USF_CA	Jesuits	USF Peers	NSSE 2017 & 2018
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	63	-13	-11	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-7	-3	-0
4d. Evaluating a point of view, decision, or information source	77	+3	+7	+8
4e. Forming a new idea or understanding from various pieces of information	74	+1	+4	+6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	55	+1	+0	+3
2b. Connected your learning to societal problems or issues	62	+3	+5	+10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68	+10	+12	+17
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	72	-0	+1	+3
2f. Learned something that changed the way you understand an issue or concept	72	+2	+3	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+1	+2	+4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	76	-5	+0	+1
9b. Reviewed your notes after class	64	+0	+4	-1
9c. Summarized what you learned in class or from course materials	61	-2	+3	-2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-0	-1	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-0	+2	+2
6c. Evaluated what others have concluded from numerical information	37	-5	-4	-2

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

	USF_CA	Your seniors compared with					
		Jesuits		USF Peers		NSSE 2017 & 2018	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Higher-Order Learning	39.7	41.0	-.10	39.9	-.01	39.8	-.01
Reflective & Integrative Learning	38.9	39.8	-.07	38.7	.02	37.8	.09
Learning Strategies	38.2	38.1	.01	36.8	.10	38.3	-.01
Quantitative Reasoning	29.1	31.8 *	-.17	30.5	-.09	29.6	-.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
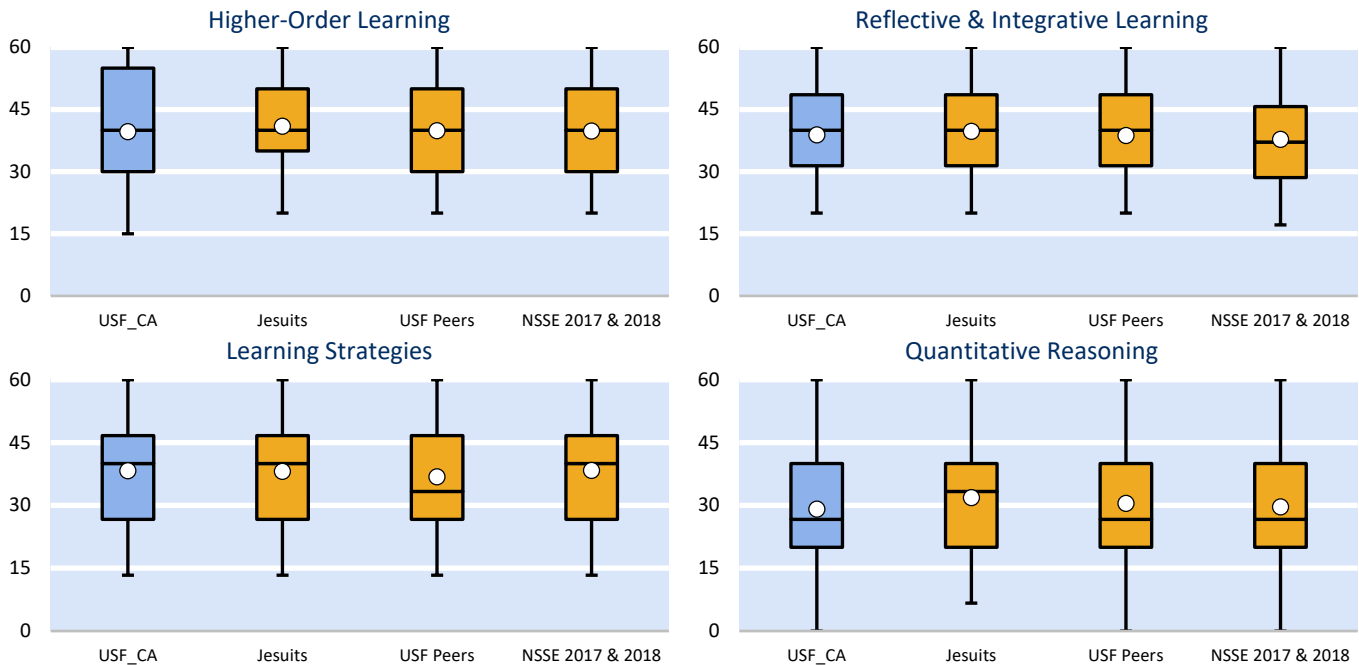
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Academic Challenge: Seniors (continued)

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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

| | USF_CA | Percentage point difference ^{a} between your seniors and | | |
		Jesuits	USF Peers	NSSE 2017 & 2018
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	74	-7	-4	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	-3	-0	+1
4d. Evaluating a point of view, decision, or information source	72	-3	+2	+2
4e. Forming a new idea or understanding from various pieces of information	68	-5	-2	-3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	66	-7	-5	-3
2b. Connected your learning to societal problems or issues	64	-3	+1	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66	+5	+11	+14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	-3	+1	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	-3	-1	+0
2f. Learned something that changed the way you understand an issue or concept	70	-5	-3	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-6	-4	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	-2	+2	+1
9b. Reviewed your notes after class	59	+2	+3	-2
9c. Summarized what you learned in class or from course materials	64	+1	+6	+1
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	49	-10	-8	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-5	-1	+1
6c. Evaluated what others have concluded from numerical information	44	-7	-4	+0

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.
a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

NSSE 2018 Engagement Indicators
Learning with Peers
University of San Francisco

Learning with Peers: First-year students

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

Mean Comparisons

	USF_CA	Jesuits		USF Peers		NSSE 2017 & 2018	
			Your first-year students compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.6	34.9	-.10	34.3	-.05	32.3	.09
Discussions with Diverse Others	39.0	40.8	-.12	40.2	-.08	39.4	-.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).

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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Collaborative Learning	USF_CA	Jesuits	USF Peers	NSSE 2017 & 2018
		Percentage point difference [a] between your FY students and		
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	55	-3	-3	+3
1f. Explained course material to one or more students	58	-5	-4	+1
1g. Prepared for exams by discussing or working through course material with other students	51	-8	-3	+1
1h. Worked with other students on course projects or assignments	54	-7	-4	-0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	80	+7	+6	+10
8b. People from an economic background other than your own	75	+1	+2	+4
8c. People with religious beliefs other than your own	71	+1	+1	+5
8d. People with political views other than your own	47	-20	-15	-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.
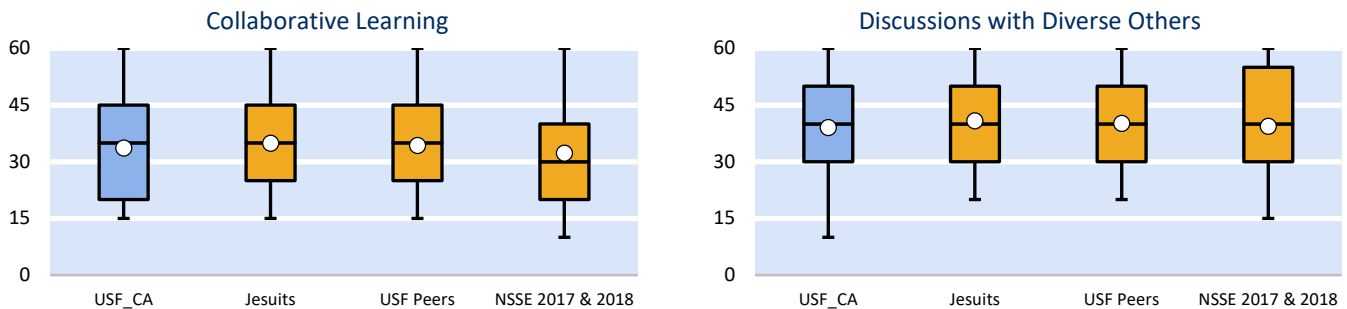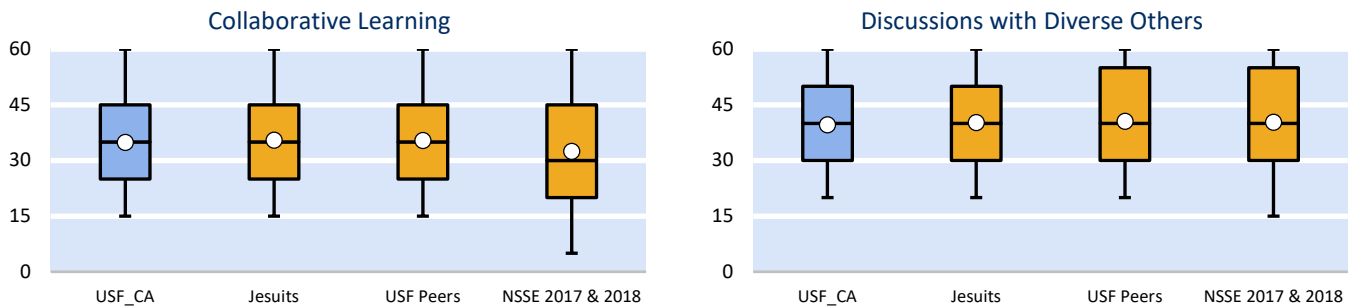
Learning with Peers: Seniors

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

Mean Comparisons

	USF_CA						
		Jesuits		USF Peers		NSSE 2017 & 2018	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.9	35.5	-.04	35.4	-.04	32.5 *	.16
Discussions with Diverse Others	39.6	40.2	-.04	40.6	-.07	40.3	-.04

Your seniors compared with

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

Collaborative Learning

Discussions with Diverse Others

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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Collaborative Learning	USF_CA	Jesuits	USF Peers	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	47	-4	-3	+4
1f. Explained course material to one or more students	67	+2	+3	+8
1g. Prepared for exams by discussing or working through course material with other students	54	-2	-0	+6
1h. Worked with other students on course projects or assignments	65	-7	-7	+1
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	81	+9	+5	+9
8b. People from an economic background other than your own	74	+2	-0	+1
8c. People with religious beliefs other than your own	68	-1	-3	-0
8d. People with political views other than your own	40	-25	-18	-26

Percentage point difference [a] between your seniors and

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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NSSE 2018 Engagement Indicators

Experiences with Faculty
University of San Francisco

Experiences with Faculty: First-year students

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

Mean Comparisons

	USF_CA	*Your first-year students compared with*					
		Jesuits		USF Peers		NSSE 2017 & 2018	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	19.7	22.8 **	-.22	19.5	.01	21.1	-.09
Effective Teaching Practices	39.4	39.2	.01	37.8	.13	38.5	.07

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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Performance on Indicator Items

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Student-Faculty Interaction	USF_CA	*Percentage point difference [a] between your FY students and*		
		Jesuits	USF Peers	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	26	-11	-5	-11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+1	+5	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-4	+2	+1
3d. Discussed your academic performance with a faculty member	28	-5	+2	-3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	77	-4	-2	-1
5b. Taught course sessions in an organized way	75	-4	-2	-0
5c. Used examples or illustrations to explain difficult points	73	-4	-3	-1
5d. Provided feedback on a draft or work in progress	74	+9	+14	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	63	-2	+5	+3

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

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

NSSE 2018 Engagement Indicators

Experiences with Faculty
University of San Francisco

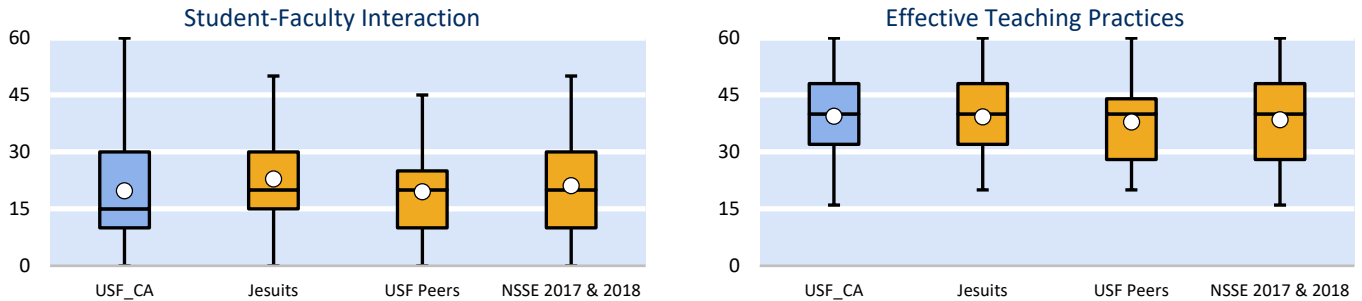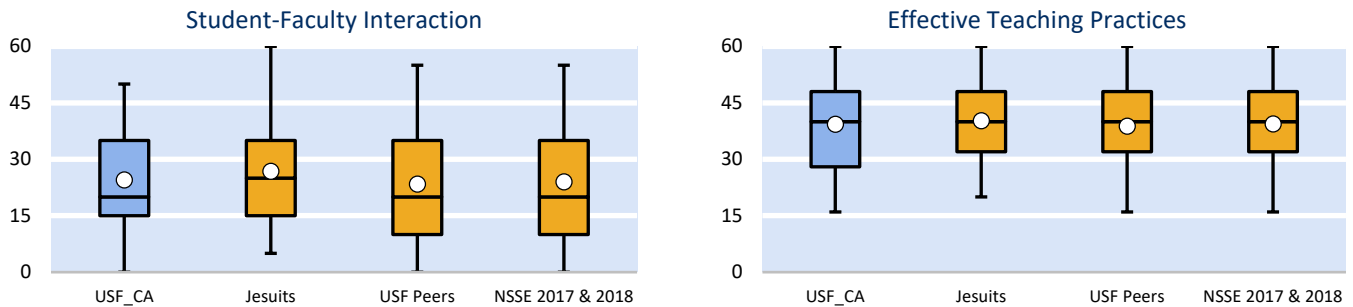## Experiences with Faculty: Seniors

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

Mean Comparisons

| | USF_CA | Your seniors compared with | | | | | |
| | | Jesuits | | USF Peers | | NSSE 2017 & 2018 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.5	26.7	-.15	23.4	.08	23.9	.04
Effective Teaching Practices	39.3	40.2	-.07	38.8	.04	39.4	-.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

Student-Faculty Interaction

Effective Teaching Practices

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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

| Student-Faculty Interaction | USF_CA | Percentage point difference [a] between your seniors and | | |
		Jesuits	USF Peers	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	45	-3	+6	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	-2	+4	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	-4	+3	+3
3d. Discussed your academic performance with a faculty member	31	-5	+2	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	77	-5	-3	-2
5b. Taught course sessions in an organized way	75	-6	-2	-3
5c. Used examples or illustrations to explain difficult points	78	-3	-1	+1
5d. Provided feedback on a draft or work in progress	61	-2	+3	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-4	+3	+0

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

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

NSSE 2018 Engagement Indicators

Campus Environment
University of San Francisco

Campus Environment: First-year students

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

Mean Comparisons

	USF_CA	Your first-year students compared with					
		Jesuits		USF Peers		NSSE 2017 & 2018	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	36.6	42.9 ***	-.56	41.5 ***	-.41	41.7 ***	-.41
Supportive Environment	34.4	37.9 ***	-.28	35.4	-.08	36.1	-.13

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. 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 [a] between your FY students and		
		Jesuits	USF Peers	NSSE 2017 & 2018
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	34	-22	-16	-16
13b. Academic advisors	30	-19	-18	-20
13c. Faculty	37	-17	-11	-12
13d. Student services staff (career services, student activities, housing, etc.)	32	-14	-11	-12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	30	-16	-11	-13
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	75	-6	-0	-1
14c. Using learning support services (tutoring services, writing center, etc.)	74	-7	+0	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+0	+5	+5
14e. Providing opportunities to be involved socially	64	-11	-5	-7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	-12	-9	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	-2	+5	-0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	-14	-7	-10
14i. Attending events that address important social, economic, or political issues	52	-9	+1	+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.

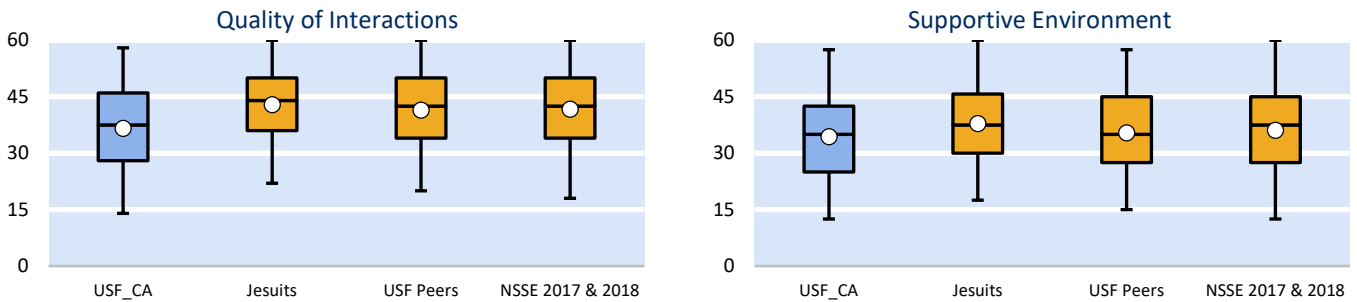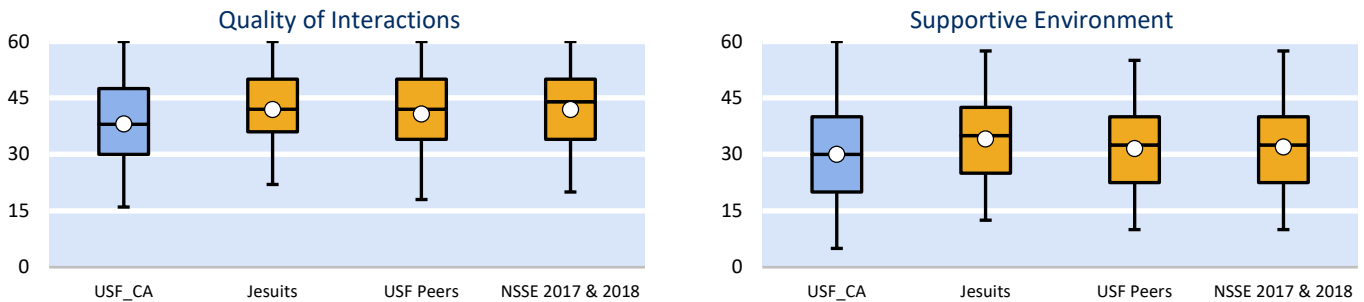## Campus Environment: Seniors

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

	USF_CA	Your seniors compared with					
		Jesuits		USF Peers		NSSE 2017 & 2018	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	38.1	41.9 ***	-.34	40.7 **	-.22	42.0 ***	-.32
Supportive Environment	30.0	34.1 ***	-.31	31.6	-.12	32.0	-.14

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

Score Distributions

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. 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 [a] between your seniors and		
		Jesuits	USF Peers	NSSE 2017 & 2018
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	43	-16	-12	-13
13b. Academic advisors	39	-8	-5	-12
13c. Faculty	56	-3	+3	+1
13d. Student services staff (career services, student activities, housing, etc.)	29	-9	-7	-12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	28	-11	-8	-13
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	66	-9	-2	-5
14c. Using learning support services (tutoring services, writing center, etc.)	64	-3	+4	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	-3	+0	+0
14e. Providing opportunities to be involved socially	51	-19	-11	-13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	-12	-10	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	-10	-5	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-12	-5	-7
14i. Attending events that address important social, economic, or political issues	49	-5	+5	+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.

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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 2017 and 2018 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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

| | | USF_CA | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.2	38.9	-.06	✓	40.5 *	-.17	
	Reflective and Integrative Learning	37.5	36.5	.09	✓	38.1	-.05	✓
	Learning Strategies	37.3	39.5 *	-.16		41.6 ***	-.30	
	Quantitative Reasoning	27.9	28.7	-.05	✓	30.4 *	-.16	
Learning with Peers	Collaborative Learning	33.6	35.1	-.11		37.2 ***	-.27	
	Discussions with Diverse Others	39.0	41.4 *	-.16		43.4 ***	-.30	
Experiences with Faculty	Student-Faculty Interaction	19.7	24.3 ***	-.31		27.2 ***	-.48	
	Effective Teaching Practices	39.4	40.3	-.07	✓	42.0 **	-.19	
Campus Environment	Quality of Interactions	36.6	43.9 ***	-.63		45.9 ***	-.76	
	Supportive Environment	34.4	37.9 ***	-.27		39.7 ***	-.40	

Seniors

| | | USF_CA | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.7	41.3	-.12		42.5 **	-.20	
	Reflective and Integrative Learning	38.9	39.6	-.05	✓	41.1 *	-.18	
	Learning Strategies	38.2	40.2	-.14		42.3 ***	-.29	
	Quantitative Reasoning	29.1	30.7	-.10	✓	32.7 **	-.23	
Learning with Peers	Collaborative Learning	34.9	35.7	-.05	✓	38.1 ***	-.23	
	Discussions with Diverse Others	39.6	41.9 *	-.15		43.8 ***	-.27	
Experiences with Faculty	Student-Faculty Interaction	24.5	29.2 ***	-.30		33.3 ***	-.55	
	Effective Teaching Practices	39.3	41.1	-.14		43.1 ***	-.28	
Campus Environment	Quality of Interactions	38.1	44.4 ***	-.53		46.5 ***	-.69	
	Supportive Environment	30.0	34.3 ***	-.31		36.4 ***	-.46	

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 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

![NSSE national survey of student engagement]

NSSE 2018 Engagement Indicators
Detailed Statistics[a]
University of San Francisco

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
USF_CA (N = 190)	38.2	12.4	.90	20	30	40	45	60				
Jesuits	39.6	12.3	.24	20	30	40	50	60	2,907	-1.4	.119	-.117
USF Peers	38.3	12.6	.16	20	30	40	45	60	6,475	-.1	.872	-.012
NSSE 2017 & 2018	37.8	13.2	.03	20	30	40	45	60	162,853	.4	.713	.027
Top 50%	38.9	13.1	.04	20	30	40	50	60	96,559	-.8	.421	-.058
Top 10%	40.5	13.3	.09	20	30	40	50	60	23,134	-2.3	.017	-.174
Reflective & Integrative Learning												
USF_CA (N = 216)	37.5	11.9	.81	20	29	37	46	60				
Jesuits	36.5	11.6	.22	20	29	37	43	57	3,087	1.0	.233	.084
USF Peers	36.0	11.5	.14	17	29	37	43	57	6,777	1.5	.057	.131
NSSE 2017 & 2018	35.1	11.9	.03	17	26	34	43	57	171,893	2.5	.002	.206
Top 50%	36.5	11.8	.04	17	29	37	43	57	90,624	1.1	.187	.090
Top 10%	38.1	12.0	.09	20	29	37	46	60	19,626	-.5	.506	-.045
Learning Strategies												
USF_CA (N = 180)	37.3	14.2	1.06	13	27	40	47	60				
Jesuits	38.5	13.4	.27	20	27	40	47	60	2,690	-1.1	.269	-.085
USF Peers	36.8	13.5	.18	13	27	40	47	60	5,812	.6	.591	.041
NSSE 2017 & 2018	38.0	13.7	.04	20	27	40	47	60	148,532	-.7	.484	-.052
Top 50%	39.5	13.7	.05	20	27	40	53	60	78,412	-2.2	.033	-.160
Top 10%	41.6	14.1	.10	20	33	40	53	60	19,053	-4.3	.000	-.305
Quantitative Reasoning												
USF_CA (N = 185)	27.9	15.7	1.16	0	20	27	40	60				
Jesuits	28.5	15.0	.29	0	20	27	40	60	2,831	-.6	.631	-.037
USF Peers	27.9	14.8	.19	0	20	27	40	53	6,350	.0	.994	-.001
NSSE 2017 & 2018	27.5	15.3	.04	0	20	27	40	60	159,036	.5	.680	.030
Top 50%	28.7	15.2	.05	0	20	27	40	60	102,121	-.7	.518	-.048
Top 10%	30.4	15.3	.10	7	20	27	40	60	25,146	-2.4	.030	-.160
Learning with Peers												
Collaborative Learning												
USF_CA (N = 243)	33.6	13.9	.89	15	20	35	45	60				
Jesuits	34.9	13.6	.25	15	25	35	45	60	3,253	-1.3	.148	-.097
USF Peers	34.3	13.6	.16	15	25	35	45	60	7,089	-.7	.441	-.050
NSSE 2017 & 2018	32.3	14.4	.03	10	20	30	40	60	180,596	1.3	.165	.089
Top 50%	35.1	13.6	.04	15	25	35	45	60	106,565	-1.6	.076	-.114
Top 10%	37.2	13.6	.09	15	25	40	45	60	24,040	-3.7	.000	-.269
Discussions with Diverse Others												
USF_CA (N = 184)	39.0	15.4	1.13	10	30	40	50	60				
Jesuits	40.8	14.1	.28	20	30	40	50	60	2,706	-1.7	.108	-.123
USF Peers	40.2	14.2	.19	20	30	40	50	60	5,853	-1.1	.296	-.078
NSSE 2017 & 2018	39.4	15.5	.04	15	30	40	55	60	149,803	-.3	.767	-.022
Top 50%	41.4	15.0	.05	15	30	40	55	60	97,748	-2.3	.033	-.157
Top 10%	43.4	14.8	.10	20	35	45	60	60	21,847	-4.4	.000	-.296
Experiences with Faculty												
Student-Faculty Interaction												
USF_CA (N = 201)	19.7	16.1	1.14	0	10	15	30	60				
Jesuits	22.8	14.1	.27	0	15	20	30	50	223	-3.1	.008	-.218
USF Peers	19.5	13.7	.17	0	10	20	25	45	210	.2	.865	.014

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]
NSSE 2017 & 2018	21.1	14.6	.04	0	10	20	30	50	166,421	-1.4	.179	-.095
Top 50%	24.3	14.8	.06	5	15	20	35	55	60,682	-4.5	.000	-.306
Top 10%	27.2	15.8	.16	5	15	25	40	60	10,320	-7.5	.000	-.476
Effective Teaching Practices												
USF_CA (N = 192)	39.4	13.7	.99	16	32	40	48	60				
Jesuits	39.2	12.0	.23	20	32	40	48	60	212	.2	.869	.014
USF Peers	37.8	12.0	.15	20	28	40	44	60	6,481	1.6	.075	.130
NSSE 2017 & 2018	38.5	13.1	.03	16	28	40	48	60	163,222	.9	.328	.071
Top 50%	40.3	13.1	.05	20	32	40	52	60	71,394	-.9	.347	-.068
Top 10%	42.0	13.7	.10	20	32	40	52	60	18,704	-2.6	.010	-.188
Campus Environment												
Quality of Interactions												
USF_CA (N = 166)	36.6	13.5	1.04	14	28	38	46	58				
Jesuits	42.9	11.1	.23	22	36	44	50	60	181	-6.3	.000	-.558
USF Peers	41.5	11.8	.16	20	34	43	50	60	173	-4.9	.000	-.411
NSSE 2017 & 2018	41.7	12.5	.03	18	34	43	50	60	139,990	-5.1	.000	-.406
Top 50%	43.9	11.6	.05	22	38	46	52	60	166	-7.3	.000	-.626
Top 10%	45.9	12.1	.11	22	40	48	56	60	168	-9.2	.000	-.763
Supportive Environment												
USF_CA (N = 174)	34.4	13.7	1.04	13	25	35	43	58				
Jesuits	37.9	12.6	.26	18	30	38	46	60	2,576	-3.5	.000	-.275
USF Peers	35.4	12.9	.18	15	28	35	45	58	5,458	-1.0	.304	-.079
NSSE 2017 & 2018	36.1	13.6	.04	13	28	38	45	60	141,146	-1.7	.098	-.126
Top 50%	37.9	13.2	.05	15	30	40	48	60	76,274	-3.6	.000	-.270
Top 10%	39.7	13.1	.10	18	30	40	50	60	18,445	-5.3	.000	-.403

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

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

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

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

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

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

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

NSSE 2018 Engagement Indicators
Detailed Statistics[a]
University of San Francisco

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
USF_CA (N = 183)	39.7	15.1	1.11	15	30	40	55	60				
Jesuits	41.0	12.6	.27	20	35	40	50	60	205	-1.3	.272	-.099
USF Peers	39.9	13.2	.18	20	30	40	50	60	192	-.2	.865	-.014
NSSE 2017 & 2018	39.8	13.7	.04	20	30	40	50	60	148,039	-.1	.896	-.010
Top 50%	41.3	13.5	.05	20	35	40	55	60	69,526	-1.6	.105	-.120
Top 10%	42.5	13.7	.09	20	35	40	55	60	21,011	-2.8	.007	-.201
Reflective & Integrative Learning												
USF_CA (N = 197)	38.9	13.4	.95	20	31	40	49	60				
Jesuits	39.8	11.8	.25	20	31	40	49	60	225	-.8	.397	-.070
USF Peers	38.7	12.1	.16	20	31	40	49	60	5,954	.2	.818	.017
NSSE 2017 & 2018	37.8	12.4	.03	17	29	37	46	60	154,236	1.1	.228	.086
Top 50%	39.6	12.2	.05	20	31	40	49	60	67,653	-.7	.451	-.054
Top 10%	41.1	12.2	.10	20	33	40	51	60	14,585	-2.2	.011	-.182
Learning Strategies												
USF_CA (N = 178)	38.2	13.8	1.03	13	27	40	47	60				
Jesuits	38.1	14.2	.32	13	27	40	47	60	2,176	.2	.888	.011
USF Peers	36.8	14.3	.20	13	27	33	47	60	5,216	1.4	.203	.097
NSSE 2017 & 2018	38.3	14.5	.04	13	27	40	47	60	137,153	-.1	.943	-.005
Top 50%	40.2	14.4	.05	20	33	40	53	60	73,355	-2.0	.069	-.136
Top 10%	42.3	14.2	.10	20	33	40	53	60	19,964	-4.1	.000	-.290
Quantitative Reasoning												
USF_CA (N = 183)	29.1	16.1	1.19	0	20	27	40	60				
Jesuits	31.8	15.7	.35	7	20	33	40	60	2,259	-2.8	.023	-.175
USF Peers	30.5	16.1	.22	0	20	27	40	60	5,655	-1.4	.246	-.087
NSSE 2017 & 2018	29.6	16.1	.04	0	20	27	40	60	145,298	-.5	.660	-.033
Top 50%	30.7	16.0	.05	0	20	33	40	60	95,025	-1.6	.179	-.100
Top 10%	32.7	15.7	.11	7	20	33	40	60	20,875	-3.6	.002	-.227
Learning with Peers												
Collaborative Learning												
USF_CA (N = 209)	34.9	13.7	.95	15	25	35	45	60				
Jesuits	35.5	13.9	.29	15	25	35	45	60	2,453	-.6	.549	-.043
USF Peers	35.4	13.7	.18	15	25	35	45	60	6,102	-.5	.608	-.036
NSSE 2017 & 2018	32.5	15.0	.04	5	20	30	45	60	158,683	2.4	.018	.163
Top 50%	35.7	13.9	.05	15	25	35	45	60	88,944	-.8	.429	-.055
Top 10%	38.1	13.5	.11	15	30	40	50	60	15,013	-3.2	.001	-.234
Discussions with Diverse Others												
USF_CA (N = 180)	39.6	15.2	1.13	20	30	40	50	60				
Jesuits	40.2	14.1	.31	20	30	40	50	60	2,186	-.6	.589	-.042
USF Peers	40.6	14.6	.20	20	30	40	55	60	5,249	-1.0	.361	-.069
NSSE 2017 & 2018	40.3	15.8	.04	15	30	40	55	60	137,893	-.7	.567	-.043
Top 50%	41.9	15.6	.05	15	30	40	60	60	96,359	-2.3	.047	-.148
Top 10%	43.8	15.5	.10	20	35	45	60	60	23,324	-4.2	.000	-.270
Experiences with Faculty												
Student-Faculty Interaction												
USF_CA (N = 192)	24.5	14.4	1.04	0	15	20	35	50				
Jesuits	26.7	15.4	.33	5	15	25	35	60	2,321	-2.2	.051	-.147
USF Peers	23.4	15.0	.20	0	10	20	35	55	5,817	1.1	.301	.076

NSSE 2018 Engagement Indicators

Detailed Statistics[a]
University of San Francisco

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
NSSE 2017 & 2018	23.9	15.9	.04	0	10	20	35	55	192	.6	.590	.035
Top 50%	29.2	15.8	.08	5	20	30	40	60	193	-4.7	.000	-.299
Top 10%	33.3	16.1	.23	10	20	35	45	60	210	-8.8	.000	-.547
Effective Teaching Practices												
USF_CA (N = 187)	39.3	14.3	1.05	16	28	40	48	60				
Jesuits	40.2	12.5	.27	20	32	40	48	60	211	-.9	.409	-.071
USF Peers	38.8	12.9	.17	16	32	40	48	60	5,768	.5	.622	.037
NSSE 2017 & 2018	39.4	13.7	.04	16	32	40	48	60	148,510	-.1	.939	-.006
Top 50%	41.1	13.6	.06	16	32	40	52	60	60,272	-1.9	.062	-.137
Top 10%	43.1	13.7	.12	20	36	44	56	60	12,484	-3.8	.000	-.278
Campus Environment												
Quality of Interactions												
USF_CA (N = 170)	38.1	12.9	.99	16	30	38	48	60				
Jesuits	41.9	11.3	.26	22	36	42	50	60	192	-3.9	.000	-.338
USF Peers	40.7	12.0	.17	18	34	42	50	60	4,910	-2.7	.004	-.222
NSSE 2017 & 2018	42.0	12.3	.03	20	34	44	50	60	128,354	-3.9	.000	-.316
Top 50%	44.4	11.9	.05	22	38	46	54	60	49,834	-6.3	.000	-.530
Top 10%	46.5	12.3	.11	22	40	50	58	60	13,374	-8.4	.000	-.686
Supportive Environment												
USF_CA (N = 176)	30.0	14.5	1.10	5	20	30	40	60				
Jesuits	34.1	13.3	.30	13	25	35	43	58	2,124	-4.1	.000	-.308
USF Peers	31.6	13.6	.20	10	23	33	40	55	5,002	-1.6	.125	-.118
NSSE 2017 & 2018	32.0	14.1	.04	10	23	33	40	58	132,174	-2.0	.057	-.143
Top 50%	34.3	13.7	.06	13	25	35	43	60	60,388	-4.3	.000	-.311
Top 10%	36.4	13.7	.12	13	28	38	45	60	12,472	-6.4	.000	-.463

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.