NSSE 2021
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 2020 and 2021 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, 2018). 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. Your NSSE Tableau dashboards and Report Builder (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.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment, 13* (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

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

Use the following key:

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

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

-- No significant difference.

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Jesuit	Your first-year students compared with USF Peers	Your first-year students compared with NSSE 2020 & 2021
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	--	--	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	△	△
Learning with Peers	Collaborative Learning	▼	▽	▽
	Discussions with Diverse Others	▽	--	--
Experiences with Faculty	Student-Faculty Interaction	▽	--	--
	Effective Teaching Practices	△	△	▲
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	--	--	--

Seniors

| Theme	Engagement Indicator	Your seniors compared with Jesuit	Your seniors compared with USF Peers	Your seniors compared with NSSE 2020 & 2021
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	Jesuit		USF Peers		NSSE 2020 & 2021	
			Your first-year students compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.8	39.9 **	.15	39.4 ***	.19	37.8 ***	.30
Reflective & Integrative Learning	37.8	36.7	.10	37.0	.07	34.9 ***	.24
Learning Strategies	39.4	39.5	.00	38.5	.07	38.2	.09
Quantitative Reasoning	31.4	30.0	.09	29.5 *	.13	28.4 ***	.20

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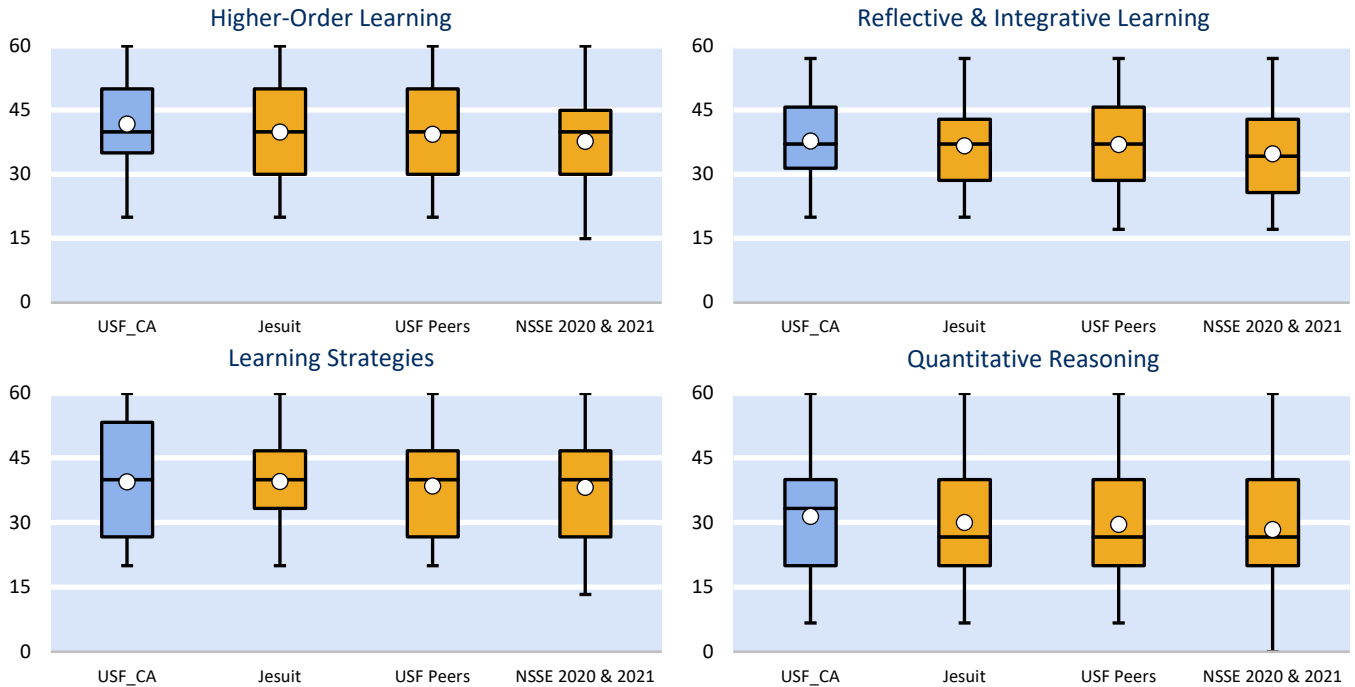
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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.

	USF_CA	Percentage point difference[a] between your FY students and		
Higher-Order Learning		Jesuit	USF Peers	NSSE 2020 & 2021
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	-2	+4	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+3	+5	+10
4d. Evaluating a point of view, decision, or information source	81	+6	+5	+12
4e. Forming a new idea or understanding from various pieces of information	82	+9	+7	+13
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	49	-3	-2	+0
2b. Connected your learning to societal problems or issues	66	+8	+6	+16
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68	+7	+4	+16
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+5	+4	+8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+3	+2	+6
2f. Learned something that changed the way you understand an issue or concept	72	+2	+3	+7
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+2	+2	+7
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	82	-0	+3	+7
9b. Reviewed your notes after class	64	-3	-1	-2
9c. Summarized what you learned in class or from course materials	64	-3	+0	+0
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.)	59	+2	+5	+6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+5	+5	+8
6c. Evaluated what others have concluded from numerical information	45	-1	+2	+5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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 2021 Engagement Indicators

Academic Challenge
University of San Francisco

Academic Challenge: Seniors

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

Mean Comparisons

| | USF_CA | Your seniors compared with | | | | | |
| | | Jesuit | | USF Peers | | NSSE 2020 & 2021 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.4	40.9	.12	40.1 *	.17	39.9 **	.18
Reflective & Integrative Learning	40.4	39.8	.05	39.4	.07	37.8 **	.20
Learning Strategies	39.2	38.1	.07	38.0	.08	38.6	.04
Quantitative Reasoning	31.5	32.0	-.04	31.2	.01	30.4	.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
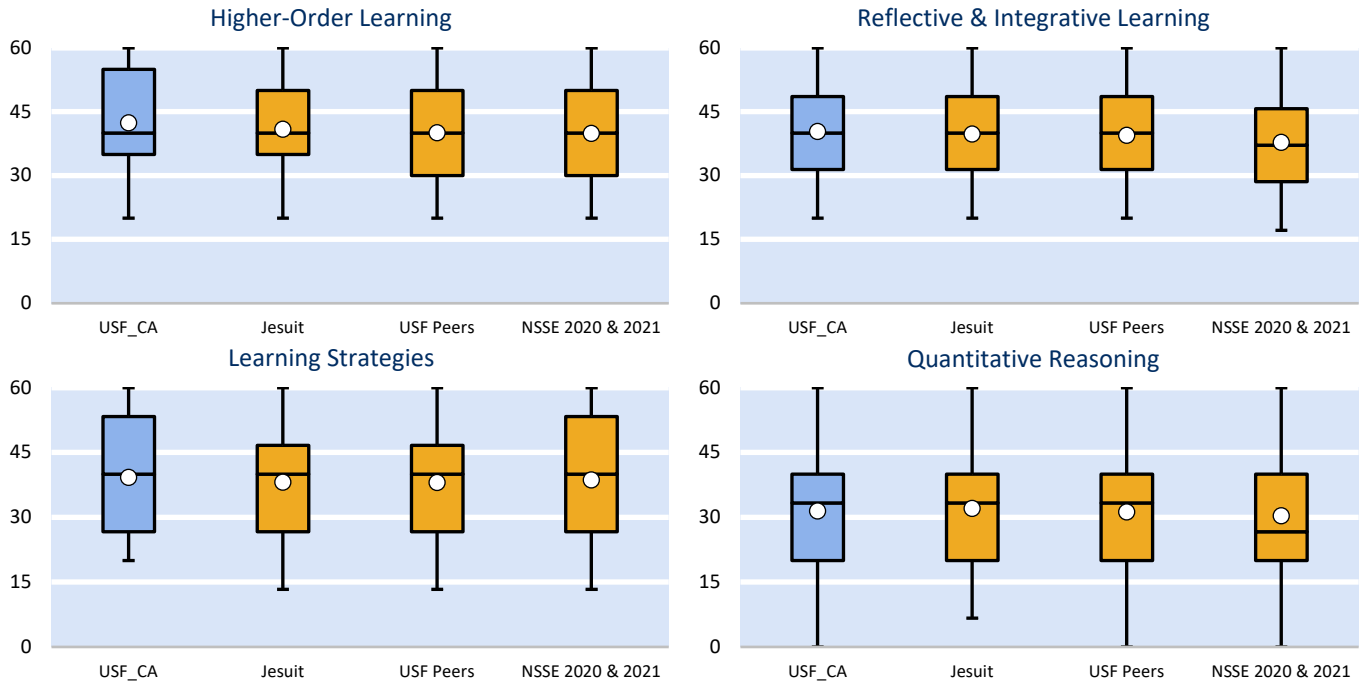
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Academic Challenge: Seniors (continued)

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.

Higher-Order Learning	USF_CA	Percentage point difference [a] between your seniors and		
		Jesuit	USF Peers	NSSE 2020 & 2021
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	79	-0	+5	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	+3	+6	+7
4d. Evaluating a point of view, decision, or information source	79	+3	+6	+8
4e. Forming a new idea or understanding from various pieces of information	80	+4	+6	+7

Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	68	-2	-1	+1
2b. Connected your learning to societal problems or issues	69	+0	+3	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	70	+6	+8	+17
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	-1	+0	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+0	+0	+4
2f. Learned something that changed the way you understand an issue or concept	74	-1	+1	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	85	-1	+2	+2

Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	79	-2	+1	+2
9b. Reviewed your notes after class	64	+7	+5	+1
9c. Summarized what you learned in class or from course materials	67	+3	+4	+2

Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	-0	+1	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	-2	+2	+3
6c. Evaluated what others have concluded from numerical information	51	-2	+2	+5

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

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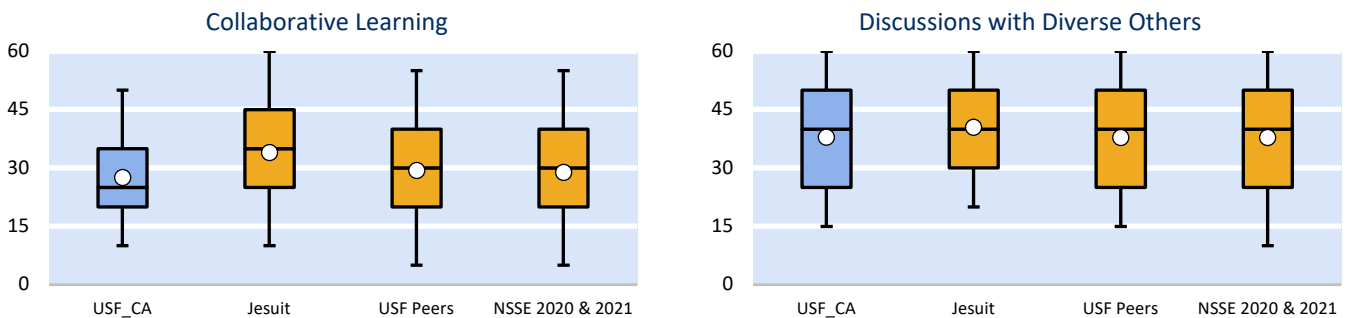
Learning with Peers: First-year students

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

	USF_CA	Jesuit		USF Peers		NSSE 2020 & 2021	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	27.6	34.0 ***	-.46	29.4 *	-.13	29.0 *	-.09
Discussions with Diverse Others	37.9	40.5 **	-.18	37.9	.01	37.9	.01

Your first-year students 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).

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Performance on Indicator Items

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Collaborative Learning	USF_CA	Jesuit	USF Peers	NSSE 2020 & 2021
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	37	-18	-8	-8
1c. Explained course material to one or more students	39	-21	-8	-10
1d. Prepared for exams by discussing or working through course material with other students	33	-22	-7	-8
1e. Worked with other students on course projects or assignments	51	-6	+0	+3
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	75	+1	+1	+8
8b. People from an economic background other than your own	69	-5	+0	+1
8c. People with religious beliefs other than your own	67	-3	+3	+4
8d. People with political views other than your own	42	-20	-5	-19

Percentage point difference [a] between your FY students and

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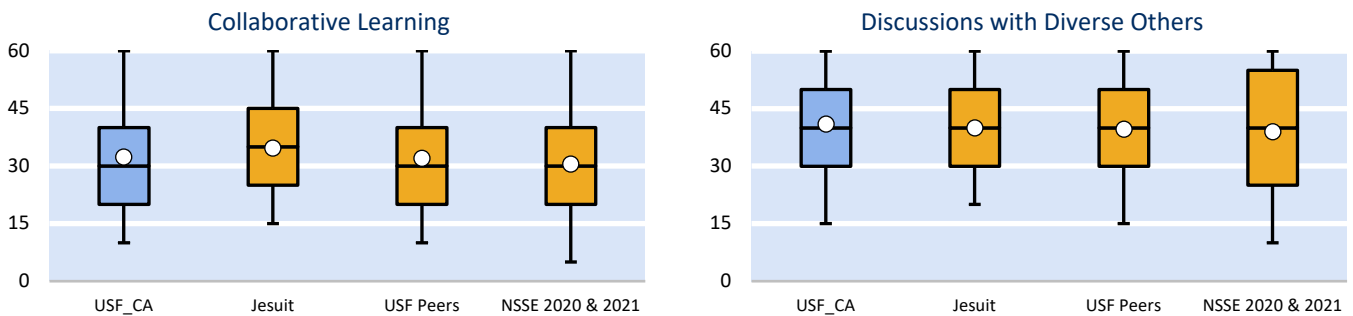
Learning with Peers: Seniors

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Mean Comparisons

| | USF_CA | *Your seniors compared with* | | | | | |
| | | Jesuit | | USF Peers | | NSSE 2020 & 2021 | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Collaborative Learning	32.4	34.8 **	-.17	32.0	.03	30.6 *	.12
Discussions with Diverse Others	41.1	40.0	.07	39.7	.09	39.0 *	.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).

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| | USF_CA | *Percentage point difference [a] between your seniors and* | | |
Collaborative Learning		Jesuit	USF Peers	NSSE 2020 & 2021
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	43	-6	+1	+1
1c. Explained course material to one or more students	58	-5	+3	+4
1d. Prepared for exams by discussing or working through course material with other students	42	-11	-2	-1
1e. Worked with other students on course projects or assignments	65	-4	+0	+5
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	82	+10	+4	+12
8b. People from an economic background other than your own	78	+4	+3	+7
8c. People with religious beliefs other than your own	74	+5	+6	+8
8d. People with political views other than your own	42	-20	-10	-21

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NSSE 2021 Engagement Indicators

Experiences with Faculty

University of San Francisco

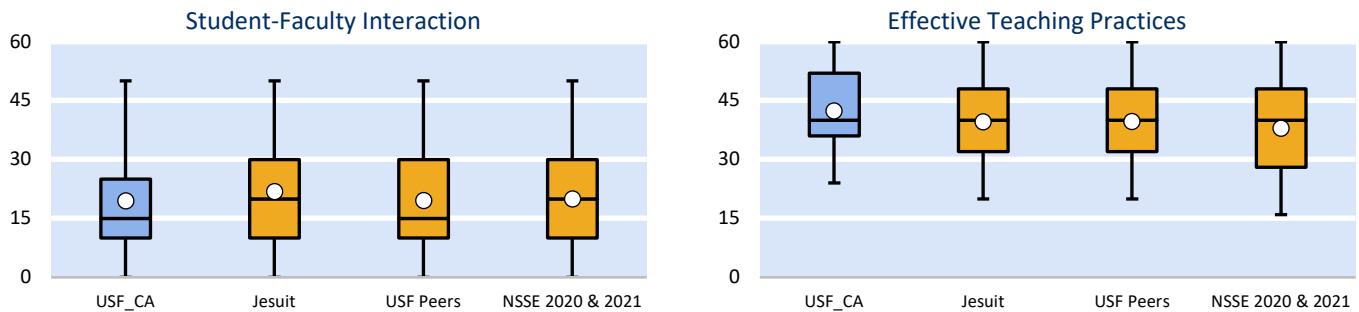### Experiences with Faculty: First-year students

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

Mean Comparisons

	USF_CA	Your first-year students compared with					
		Jesuit		USF Peers		NSSE 2020 & 2021	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.6	21.9 **	-.17	19.6	.00	20.0	-.03
Effective Teaching Practices	42.4	39.6 ***	.23	39.7 ***	.21	38.0 ***	.32

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

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Performance on Indicator Items

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Student-Faculty Interaction	USF_CA	Percentage point difference [a] between your FY students and		
		Jesuit	USF Peers	NSSE 2020 & 2021
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	28	-6	-3	-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-1	+2	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-3	+3	+3
3d. Discussed your academic performance with a faculty member	24	-6	-3	-4
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	87	+7	+8	+12
5b. Taught course sessions in an organized way	81	+2	+6	+9
5c. Used examples or illustrations to explain difficult points	80	+3	+6	+8
5d. Provided feedback on a draft or work in progress	75	+9	+6	+13
5e. Provided prompt and detailed feedback on tests or completed assignments	72	+7	+7	+13

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

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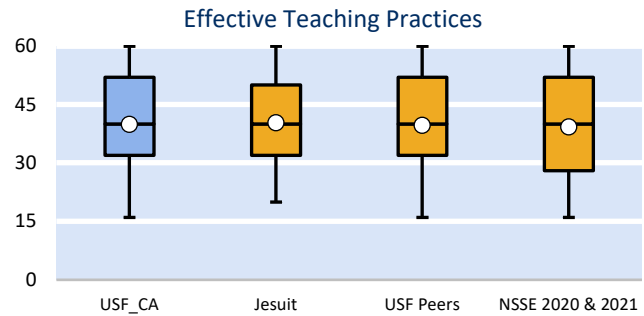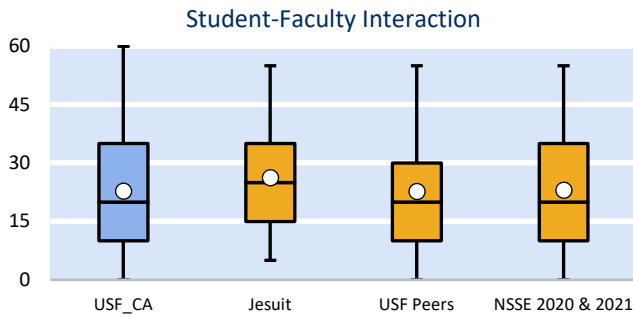
Experiences with Faculty: Seniors

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Mean Comparisons

	USF_CA	Your seniors compared with					
		Jesuit		USF Peers		NSSE 2020 & 2021	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.7	26.2 ***	-.23	22.7	.00	23.0	-.02
Effective Teaching Practices	39.9	40.3	-.03	39.7	.02	39.2	.05

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

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Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	39	-9	+1	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	-5	+3	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	-5	+4	+3
3d. Discussed your academic performance with a faculty member	29	-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	79	-4	-2	-0
5b. Taught course sessions in an organized way	72	-7	-2	-3
5c. Used examples or illustrations to explain difficult points	77	-4	+1	+1
5d. Provided feedback on a draft or work in progress	65	+0	+0	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	66	-1	+2	+3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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 2021 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

Engagement Indicator	USF_CA Mean	Jesuit Mean	Effect size	USF Peers Mean	Effect size	NSSE 2020 & 2021 Mean	Effect size
Quality of Interactions	45.0	43.5 *	.13	41.7 ***	.26	42.7 **	.19
Supportive Environment	35.1	36.6	-.12	34.2	.06	34.2	.06

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	Jesuit	USF Peers	NSSE 2020 & 2021
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	56	-1	+7	+5
13b. Academic advisors	61	+10	+12	+7
13c. Faculty	63	+7	+13	+11
13d. Student services staff (career services, student activities, housing, etc.)	50	+2	+7	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+4	+7	+3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	76	-1	+3	+4
14c. Using learning support services (tutoring services, writing center, etc.)	74	-4	-1	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	68	+4	+3	+8
14e. Providing opportunities to be involved socially	68	-2	+5	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-5	-0	+0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	+0	+2	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	48	-18	+0	-8
14i. Attending events that address important social, economic, or political issues	60	+8	+13	+15

The table header spans: *Percentage point difference [a] between your FY students and*

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

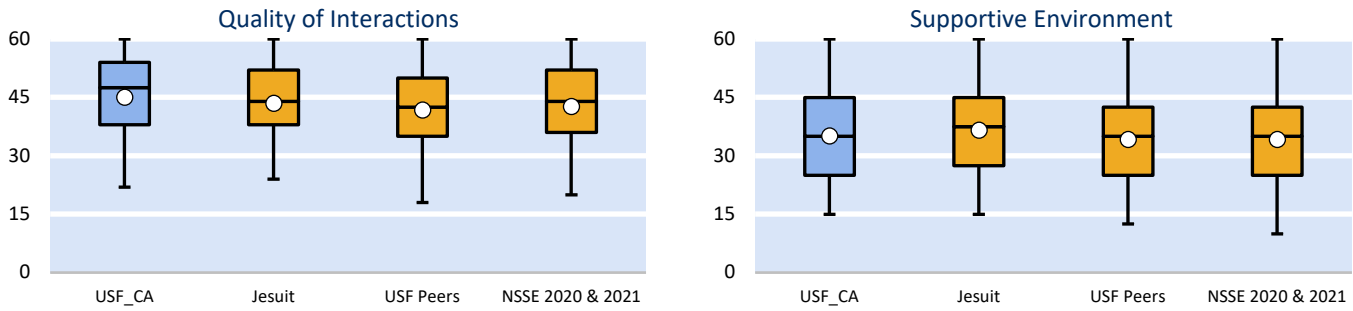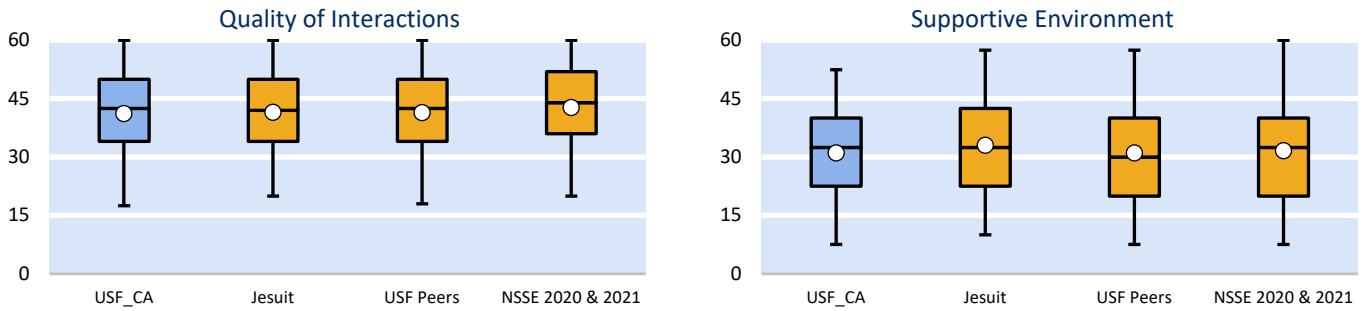## Campus Environment: Seniors

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					
		Jesuit		USF Peers		NSSE 2020 & 2021	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.2	41.5	-.03	41.5	-.02	42.8	-.13
Supportive Environment	31.1	33.1 *	-.14	31.1	.00	31.7	-.04

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		
		Jesuit	USF Peers	NSSE 2020 & 2021
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	62	+2	+6	+4
13b. Academic advisors	53	+8	+7	-1
13c. Faculty	58	-1	+3	+2
13d. Student services staff (career services, student activities, housing, etc.)	41	+4	-0	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	33	-4	-8	-11
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	61	-8	-4	-7
14c. Using learning support services (tutoring services, writing center, etc.)	59	-5	-4	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+9	+4	+8
14e. Providing opportunities to be involved socially	61	-7	+2	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	-8	-3	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-7	-5	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	-11	+6	-2
14i. Attending events that address important social, economic, or political issues	54	+4	+11	+14

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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 **go.iu.edu/NSSE-PnP**), 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 2020 and 2021 NSSE institutions, and

   (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 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	41.8	39.2 ***	.19	✓	41.9	-.01	✓
	Reflective and Integrative Learning	37.8	36.5 *	.11	✓	39.1 *	-.11	
	Learning Strategies	39.4	39.7	-.02	✓	43.0 ***	-.25	
	Quantitative Reasoning	31.4	29.7	.11	✓	32.5	-.07	✓
Learning with Peers	Collaborative Learning	27.6	33.9 ***	-.45		37.0 ***	-.69	
	Discussions with Diverse Others	37.9	40.6 **	-.18		43.8 ***	-.41	
Experiences with Faculty	Student-Faculty Interaction	19.6	23.2 ***	-.25		27.8 ***	-.54	
	Effective Teaching Practices	42.4	40.4 **	.15	✓	43.2	-.06	✓
Campus Environment	Quality of Interactions	45.0	45.1	-.01	✓	47.7 ***	-.22	
	Supportive Environment	35.1	36.8 *	-.13		39.9 ***	-.38	

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	42.4	41.6	.06	✓	43.9	-.12	
	Reflective and Integrative Learning	40.4	39.7	.05	✓	42.5 **	-.18	
	Learning Strategies	39.2	40.6	-.09	✓	43.5 ***	-.30	
	Quantitative Reasoning	31.5	31.6	-.01	✓	34.8 **	-.21	
Learning with Peers	Collaborative Learning	32.4	35.0 **	-.18		38.8 ***	-.48	
	Discussions with Diverse Others	41.1	41.2	-.01	✓	44.2 **	-.21	
Experiences with Faculty	Student-Faculty Interaction	22.7	28.5 ***	-.36		33.6 ***	-.69	
	Effective Teaching Practices	39.9	41.5	-.12		44.6 ***	-.35	
Campus Environment	Quality of Interactions	41.2	45.2 ***	-.33		48.2 ***	-.59	
	Supportive Environment	31.1	34.1 **	-.21		37.2 ***	-.42	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2020 and 2021 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]	SE[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 = 332)	41.8	12.2	.67	20	35	40	50	60				
Jesuit	39.9	12.5	.19	20	30	40	50	60	4,824	1.9	.008	.150
USF Peers	39.4	12.8	.20	20	30	40	50	60	4,462	2.4	.001	.189
NSSE 2020 & 2021	37.8	13.5	.03	15	30	40	45	60	332	4.0	.000	.297
Top 50%	39.2	13.2	.04	20	30	40	50	60	139,038	2.6	.000	.193
Top 10%	41.9	12.9	.10	20	35	40	55	60	16,893	-.1	.891	-.008
Reflective & Integrative Learning												
USF_CA (N = 353)	37.8	10.9	.58	20	31	37	46	57				
Jesuit	36.7	11.5	.17	20	29	37	43	57	5,223	1.1	.071	.100
USF Peers	37.0	11.7	.17	17	29	37	46	57	4,809	.8	.204	.070
NSSE 2020 & 2021	34.9	12.2	.02	17	26	34	43	57	353	3.0	.000	.244
Top 50%	36.5	12.0	.03	17	29	37	46	57	354	1.3	.021	.112
Top 10%	39.1	11.8	.10	20	31	40	49	60	371	-1.3	.028	-.110
Learning Strategies												
USF_CA (N = 315)	39.4	13.6	.77	20	27	40	53	60				
Jesuit	39.5	13.4	.20	20	33	40	47	60	4,580	-.1	.945	-.004
USF Peers	38.5	13.5	.22	20	27	40	47	60	4,220	1.0	.217	.072
NSSE 2020 & 2021	38.2	14.0	.03	13	27	40	47	60	235,674	1.3	.105	.091
Top 50%	39.7	14.0	.04	20	27	40	53	60	123,319	-.3	.703	-.022
Top 10%	43.0	14.3	.10	20	33	40	60	60	22,231	-3.5	.000	-.247
Quantitative Reasoning												
USF_CA (N = 315)	31.4	15.1	.85	7	20	33	40	60				
Jesuit	30.0	14.9	.23	7	20	27	40	60	4,635	1.4	.105	.095
USF Peers	29.5	14.9	.24	7	20	27	40	60	4,269	1.9	.032	.125
NSSE 2020 & 2021	28.4	15.4	.03	0	20	27	40	60	239,557	3.0	.001	.195
Top 50%	29.7	15.3	.04	7	20	27	40	60	151,642	1.7	.051	.110
Top 10%	32.5	15.5	.11	7	20	33	40	60	19,834	-1.1	.216	-.070
Learning with Peers												
Collaborative Learning												
USF_CA (N = 361)	27.6	13.0	.69	10	20	25	35	50				
Jesuit	34.0	14.0	.19	10	25	35	45	60	418	-6.5	.000	-.462
USF Peers	29.4	14.3	.21	5	20	30	40	55	427	-1.8	.011	-.128
NSSE 2020 & 2021	29.0	15.2	.03	5	20	30	40	55	361	-1.4	.044	-.091
Top 50%	33.9	13.9	.03	10	25	35	45	60	197,437	-6.3	.000	-.455
Top 10%	37.0	13.6	.07	15	25	40	45	60	39,268	-9.4	.000	-.692
Discussions with Diverse Others												
USF_CA (N = 314)	37.9	14.2	.80	15	25	40	50	60				
Jesuit	40.5	14.0	.21	20	30	40	50	60	4,602	-2.5	.002	-.182
USF Peers	37.9	15.1	.24	15	25	40	50	60	4,231	.1	.925	.005
NSSE 2020 & 2021	37.9	16.1	.03	10	25	40	50	60	314	.1	.907	.006
Top 50%	40.6	15.2	.04	15	30	40	55	60	157,012	-2.7	.002	-.176
Top 10%	43.8	14.4	.10	20	35	45	60	60	22,370	-5.9	.000	-.408

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[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 = 338)	19.6	14.7	.80	0	10	15	25	50				
Jesuit	21.9	14.2	.21	0	10	20	30	50	4,993	-2.4	.003	-.166
USF Peers	19.6	14.4	.22	0	10	15	30	50	4,613	.0	.966	-.002
NSSE 2020 & 2021	20.0	14.5	.03	0	10	20	30	50	262,536	-.5	.553	-.032
Top 50%	23.2	14.7	.05	0	10	20	30	50	95,274	-3.6	.000	-.246
Top 10%	27.8	15.2	.15	5	15	25	40	60	361	-8.2	.000	-.541
Effective Teaching Practices												
USF_CA (N = 330)	42.4	11.9	.65	24	36	40	52	60				
Jesuit	39.6	12.3	.18	20	32	40	48	60	4,802	2.8	.000	.226
USF Peers	39.7	12.8	.20	20	32	40	48	60	4,426	2.7	.000	.208
NSSE 2020 & 2021	38.0	13.6	.03	16	28	40	48	60	330	4.4	.000	.321
Top 50%	40.4	13.5	.04	20	32	40	52	60	332	2.0	.003	.147
Top 10%	43.2	13.5	.12	20	36	44	56	60	350	-.8	.203	-.063
Campus Environment												
Quality of Interactions												
USF_CA (N = 269)	45.0	11.9	.72	22	38	48	54	60				
Jesuit	43.5	11.2	.18	24	38	44	52	60	4,325	1.5	.032	.135
USF Peers	41.7	12.5	.21	18	35	43	50	60	3,782	3.3	.000	.262
NSSE 2020 & 2021	42.7	12.4	.03	20	36	44	52	60	215,448	2.3	.002	.188
Top 50%	45.1	11.5	.04	24	38	46	54	60	86,305	-.1	.891	-.008
Top 10%	47.7	12.3	.09	24	40	50	58	60	18,436	-2.7	.000	-.219
Supportive Environment												
USF_CA (N = 306)	35.1	13.9	.80	15	25	35	45	60				
Jesuit	36.6	13.0	.20	15	28	38	45	60	345	-1.5	.067	-.116
USF Peers	34.2	13.6	.22	13	25	35	43	60	4,123	.9	.279	.064
NSSE 2020 & 2021	34.2	14.0	.03	10	25	35	43	60	227,826	.9	.278	.062
Top 50%	36.8	13.5	.04	15	28	38	45	60	106,487	-1.8	.020	-.133
Top 10%	39.9	12.8	.11	18	33	40	50	60	317	-4.9	.000	-.378

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 SE)
   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 2021 Engagement Indicators

Detailed Statistics[a]
University of San Francisco

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[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 = 236)	42.4	13.6	.89	20	35	40	55	60				
Jesuit	40.9	12.5	.23	20	35	40	50	60	3,285	1.5	.087	.116
USF Peers	40.1	13.9	.23	20	30	40	50	60	4,013	2.3	.014	.166
NSSE 2020 & 2021	39.9	13.8	.03	20	30	40	50	60	220,595	2.4	.007	.176
Top 50%	41.6	13.6	.04	20	35	40	55	60	92,905	.8	.378	.058
Top 10%	43.9	13.0	.13	20	35	40	55	60	10,414	-1.5	.074	-.118
Reflective & Integrative Learning												
USF_CA (N = 254)	40.4	12.6	.79	20	31	40	49	60				
Jesuit	39.8	11.8	.21	20	31	40	49	60	3,503	.6	.431	.051
USF Peers	39.4	12.7	.20	20	31	40	49	60	4,286	.9	.257	.073
NSSE 2020 & 2021	37.8	12.8	.03	17	29	37	46	60	235,734	2.6	.001	.200
Top 50%	39.7	12.4	.04	20	31	40	49	60	90,155	.6	.428	.050
Top 10%	42.5	11.7	.14	23	34	43	51	60	7,683	-2.1	.005	-.181
Learning Strategies												
USF_CA (N = 220)	39.2	14.8	1.00	20	27	40	53	60				
Jesuit	38.1	14.3	.26	13	27	40	47	60	3,126	1.1	.294	.073
USF Peers	38.0	14.4	.24	13	27	40	47	60	3,793	1.2	.241	.081
NSSE 2020 & 2021	38.6	14.7	.03	13	27	40	53	60	208,958	.6	.577	.038
Top 50%	40.6	14.6	.04	20	33	40	53	60	106,086	-1.4	.165	-.094
Top 10%	43.5	14.2	.12	20	33	40	60	60	14,030	-4.3	.000	-.301
Quantitative Reasoning												
USF_CA (N = 224)	31.5	18.3	1.22	0	20	33	40	60				
Jesuit	32.0	15.9	.29	7	20	33	40	60	249	-.6	.649	-.036
USF Peers	31.2	16.6	.28	0	20	33	40	60	246	.2	.860	.013
NSSE 2020 & 2021	30.4	16.4	.04	0	20	27	40	60	223	1.1	.372	.067
Top 50%	31.6	16.3	.05	0	20	33	40	60	223	-.1	.903	-.009
Top 10%	34.8	15.8	.14	7	20	33	47	60	229	-3.4	.007	-.213
Learning with Peers												
Collaborative Learning												
USF_CA (N = 276)	32.4	13.9	.84	10	20	30	40	60				
Jesuit	34.8	13.8	.24	15	25	35	45	60	3,689	-2.3	.007	-.170
USF Peers	32.0	14.5	.22	10	20	30	40	60	4,518	.4	.669	.027
NSSE 2020 & 2021	30.6	15.9	.03	5	20	30	40	60	276	1.9	.028	.117
Top 50%	35.0	14.2	.04	10	25	35	45	60	135,713	-2.6	.002	-.184
Top 10%	38.8	13.4	.11	15	30	40	50	60	15,093	-6.4	.000	-.477
Discussions with Diverse Others												
USF_CA (N = 222)	41.1	14.4	.97	15	30	40	50	60				
Jesuit	40.0	13.8	.26	20	30	40	50	60	3,138	1.0	.292	.073
USF Peers	39.7	14.8	.25	15	30	40	50	60	3,821	1.3	.189	.091
NSSE 2020 & 2021	39.0	16.3	.04	10	25	40	55	60	221	2.0	.036	.125
Top 50%	41.2	15.6	.04	15	30	40	60	60	135,478	-.2	.861	-.012
Top 10%	44.2	15.0	.11	20	35	45	60	60	20,316	-3.1	.002	-.207

NSSE 2021 Engagement Indicators

Detailed Statistics[a]
University of San Francisco

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD* [b]	*SE* [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 = 246)	22.7	16.0	1.02	0	10	20	35	60				
Jesuit	26.2	15.3	.27	5	15	25	35	55	3,385	-3.5	.001	-.229
USF Peers	22.7	15.6	.25	0	10	20	30	55	4,125	.0	.971	.002
NSSE 2020 & 2021	23.0	16.0	.03	0	10	20	35	55	227,493	-.3	.793	-.017
Top 50%	28.5	16.0	.07	5	15	25	40	60	50,503	-5.8	.000	-.364
Top 10%	33.6	15.9	.20	10	20	35	45	60	6,441	-10.9	.000	-.686
Effective Teaching Practices												
USF_CA (N = 236)	39.9	14.1	.92	16	32	40	52	60				
Jesuit	40.3	12.8	.23	20	32	40	50	60	266	-.4	.675	-.031
USF Peers	39.7	13.6	.22	16	32	40	52	60	3,991	.2	.789	.018
NSSE 2020 & 2021	39.2	14.2	.03	16	28	40	52	60	220,030	.7	.465	.048
Top 50%	41.5	13.9	.05	16	32	40	52	60	78,949	-1.6	.075	-.116
Top 10%	44.6	13.3	.14	20	36	44	56	60	9,801	-4.7	.000	-.350
Campus Environment												
Quality of Interactions												
USF_CA (N = 205)	41.2	12.9	.90	18	34	43	50	60				
Jesuit	41.5	11.6	.22	20	34	42	50	60	229	-.3	.733	-.027
USF Peers	41.5	12.5	.22	18	34	43	50	60	3,544	-.3	.780	-.020
NSSE 2020 & 2021	42.8	12.5	.03	20	36	44	52	60	191,219	-1.6	.065	-.129
Top 50%	45.2	11.9	.04	22	38	48	54	60	75,441	-4.0	.000	-.334
Top 10%	48.2	11.9	.09	25	42	50	60	60	17,001	-7.0	.000	-.588
Supportive Environment												
USF_CA (N = 216)	31.1	13.7	.93	8	23	33	40	53				
Jesuit	33.1	13.7	.26	10	23	33	43	58	3,074	-1.9	.045	-.142
USF Peers	31.1	14.2	.24	8	20	30	40	58	3,719	.0	.981	.002
NSSE 2020 & 2021	31.7	14.4	.03	8	20	33	40	60	203,537	-.5	.595	-.036
Top 50%	34.1	14.2	.05	10	23	35	43	60	81,885	-3.0	.002	-.210
Top 10%	37.2	14.3	.14	13	28	38	48	60	10,698	-6.0	.000	-.423

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 SE)
    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.