



NSSE 2022

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. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with Jesuit	compared with USF Peers	compared with NSSE 2021 & 2022
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	Your seniors	Your seniors
		compared with Jesuit	compared with USF Peers	compared with NSSE 2021 & 2022
Academic Challenge	Higher-Order Learning	--	△	△
	Reflective & Integrative Learning	--	--	△
	Learning Strategies	△	△	--
	Quantitative Reasoning	--	--	△
Learning with Peers	Collaborative Learning	△	▲	▲
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	--	△	△
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	▽
	Supportive Environment	--	△	--

Academic Challenge: First-year students

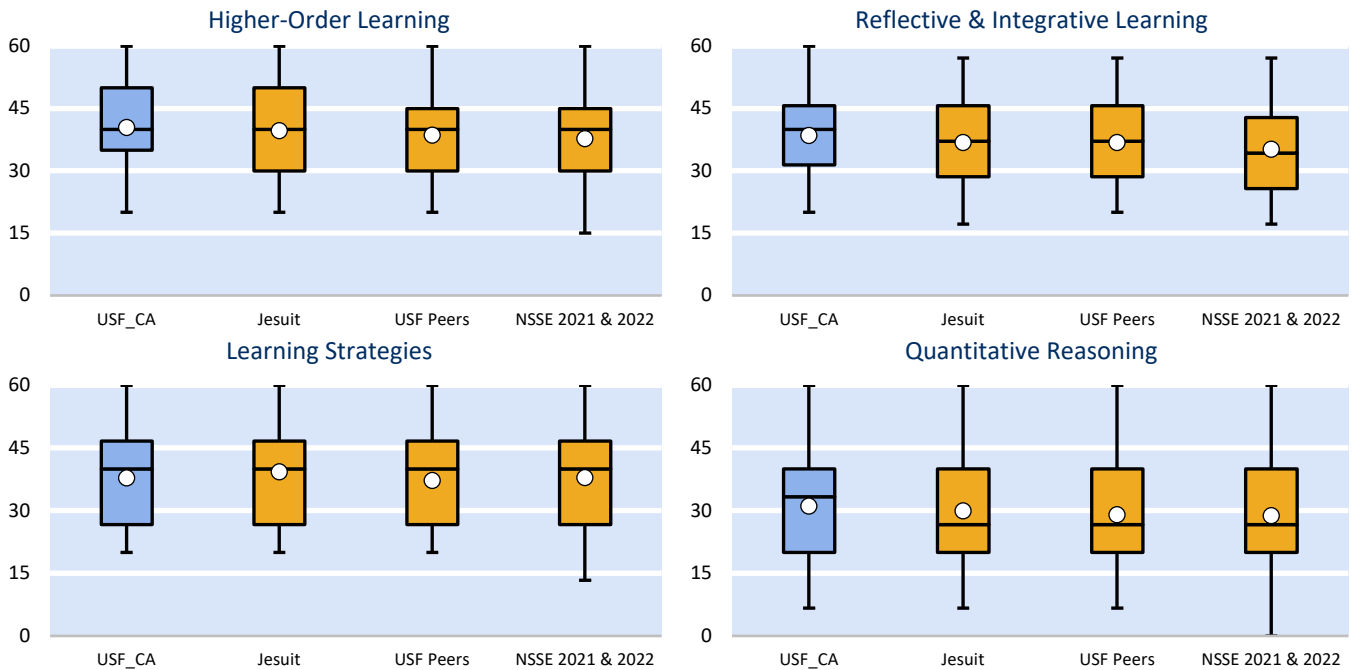
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your first-year students compared with					
		Jesuit		USF Peers		NSSE 2021 & 2022	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.5	39.7	.06	38.7 **	.14	37.8 ***	.20
Reflective & Integrative Learning	38.6	36.9 **	.15	36.9 **	.15	35.3 ***	.27
Learning Strategies	37.8	39.3 *	-.11	37.2	.05	37.9	-.01
Quantitative Reasoning	31.0	29.9	.07	29.0 *	.13	28.7 **	.15

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

Score Distributions



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

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		
		Jesuit	USF Peers	NSSE 2021 & 2022
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	73	-1	+4	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+3	+5	+9
4d. Evaluating a point of view, decision, or information source	77	+2	+2	+7
4e. Forming a new idea or understanding from various pieces of information	77	+4	+4	+8
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	56	+1	+4	+6
2b. Connected your learning to societal problems or issues	64	+5	+3	+12
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	71	+10	+7	+18
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+3	+3	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+5	+5	+7
2f. Learned something that changed the way you understand an issue or concept	71	+3	+4	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+1	+2	+4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	+2	+2	+6
9b. Reviewed your notes after class	61	-7	-0	-4
9c. Summarized what you learned in class or from course materials	63	-5	+0	-2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	-0	+5	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+5	+6	+8
6c. Evaluated what others have concluded from numerical information	48	+4	+6	+7

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.

Academic Challenge: Seniors

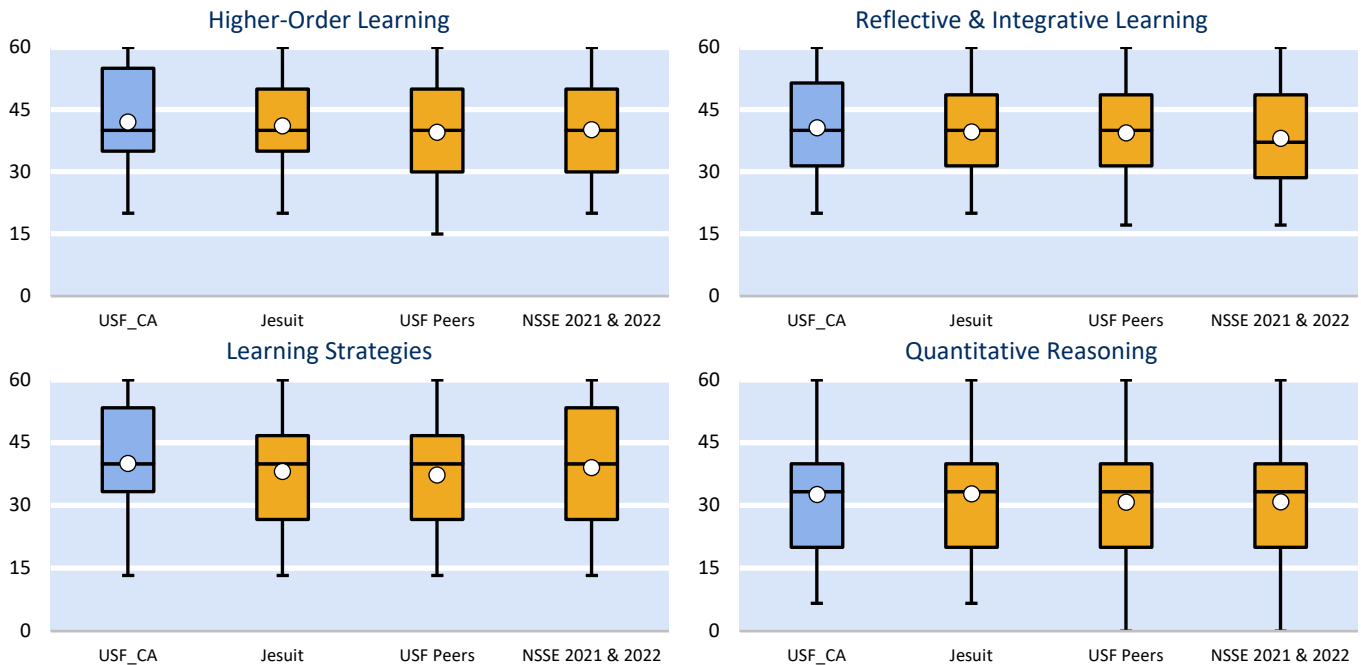
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your seniors compared with					
		Jesuit		USF Peers		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.1	41.2	.07	39.6 **	.18	40.2 *	.13
Reflective & Integrative Learning	40.7	39.7	.08	39.4	.10	38.1 ***	.20
Learning Strategies	40.0	38.1 *	.14	37.2 ***	.20	39.0	.07
Quantitative Reasoning	32.6	32.8	-.01	30.8	.11	30.9 *	.11

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

Score Distributions



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

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		
		Jesuit	USF Peers	NSSE 2021 & 2022
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	80	-0	+7	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	-0	+4	+4
4d. Evaluating a point of view, decision, or information source	75	+0	+4	+4
4e. Forming a new idea or understanding from various pieces of information	77	+1	+4	+4
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71	+1	+1	+5
2b. Connected your learning to societal problems or issues	70	+2	+3	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	69	+4	+7	+14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+3	+2	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	80	+5	+6	+7
2f. Learned something that changed the way you understand an issue or concept	77	+3	+5	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	84	-1	+1	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	-1	-2	+0
9b. Reviewed your notes after class	70	+11	+13	+5
9c. Summarized what you learned in class or from course materials	71	+5	+11	+5
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	-3	+3	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	55	+2	+9	+7
6c. Evaluated what others have concluded from numerical information	53	-2	+4	+6

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Learning with Peers: First-year students

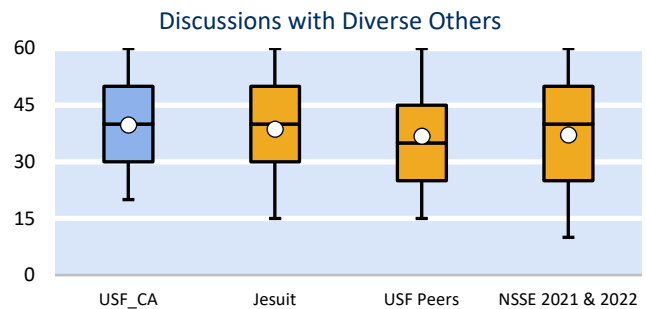
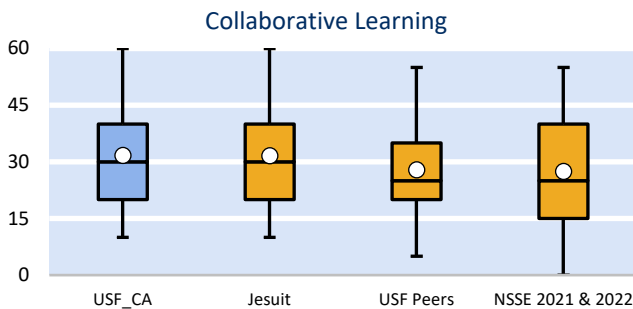
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your first-year students compared with					
		Jesuit		USF Peers		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.7	31.6	.00	27.9 ***	.28	27.5 ***	.28
Discussions with Diverse Others	39.7	38.6	.07	36.8 ***	.20	37.1 ***	.16

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

Score Distributions



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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	Percentage point difference ^a between your FY students and		
		Jesuit	USF Peers	NSSE 2021 & 2022
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	47	-1	+5	+6
1c. Explained course material to one or more students	50	-3	+7	+6
1d. Prepared for exams by discussing or working through course material with other students	46	-1	+9	+9
1e. Worked with other students on course projects or assignments	58	+4	+13	+14
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	83	+12	+12	+17
8b. People from an economic background other than your own	78	+9	+9	+11
8c. People with religious beliefs other than your own	71	+3	+10	+9
8d. People with political views other than your own	39	-20	-6	-20

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Learning with Peers: Seniors

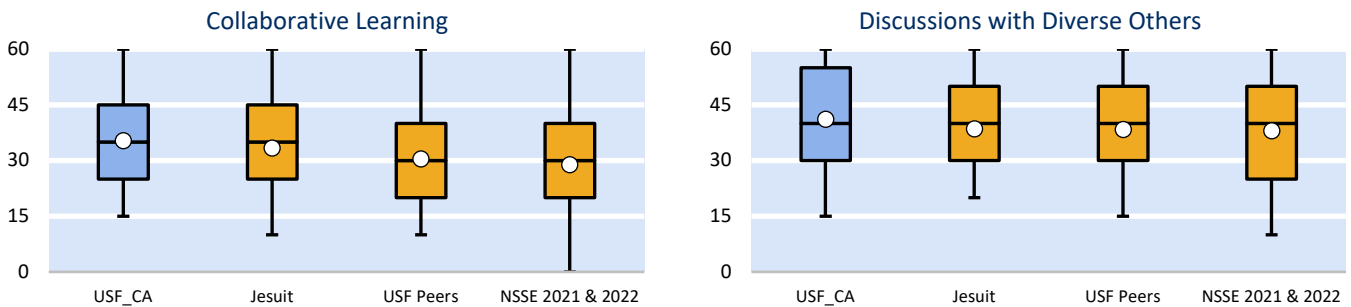
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Mean Comparisons

Engagement Indicator	USF_CA Mean	Your seniors compared with					
		Jesuit		USF Peers		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.4	33.5 **	.14	30.5 ***	.34	29.0 ***	.40
Discussions with Diverse Others	41.2	38.6 **	.18	38.5 **	.18	38.1 ***	.19

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

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Collaborative Learning	USF_CA	Percentage point difference ^a between your seniors and		
		Jesuit	USF Peers	NSSE 2021 & 2022
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	53	+8	+13	+14
1c. Explained course material to one or more students	63	+3	+12	+14
1d. Prepared for exams by discussing or working through course material with other students	50	+3	+11	+12
1e. Worked with other students on course projects or assignments	72	+5	+11	+15
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	81	+12	+7	+13
8b. People from an economic background other than your own	78	+9	+4	+9
8c. People with religious beliefs other than your own	71	+7	+8	+8
8d. People with political views other than your own	46	-12	-4	-14

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Experiences with Faculty: First-year students

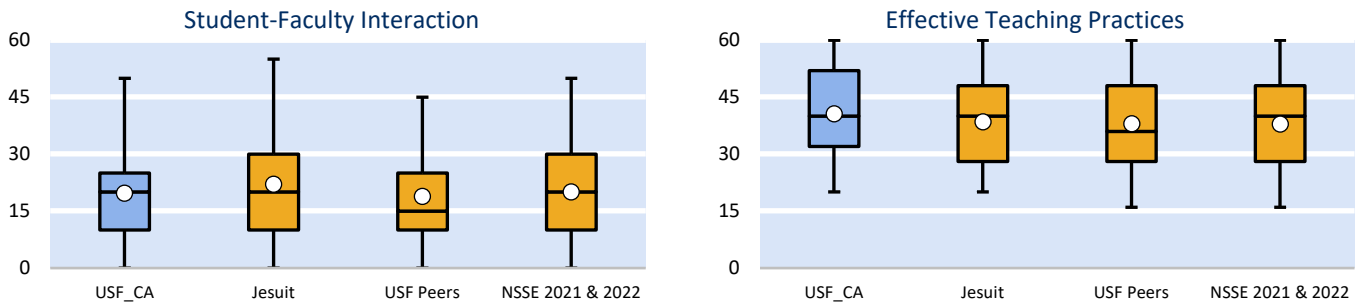
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your first-year students compared with					
		Jesuit		USF Peers		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.7	22.0 **	-.16	18.8	.06	20.0	-.02
Effective Teaching Practices	40.6	38.4 **	.17	38.0 ***	.20	37.9 ***	.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).

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Student-Faculty Interaction	USF_CA	Percentage point difference ^a between your FY students and		
		Jesuit	USF Peers	NSSE 2021 & 2022
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	25	-9	-4	-9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-4	+2	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-2	+4	+2
3d. Discussed your academic performance with a faculty member	29	-3	+3	+1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	+4	+4	+5
5b. Taught course sessions in an organized way	77	+3	+6	+6
5c. Used examples or illustrations to explain difficult points	77	+2	+5	+6
5d. Provided feedback on a draft or work in progress	72	+6	+8	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+7	+10	+9

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

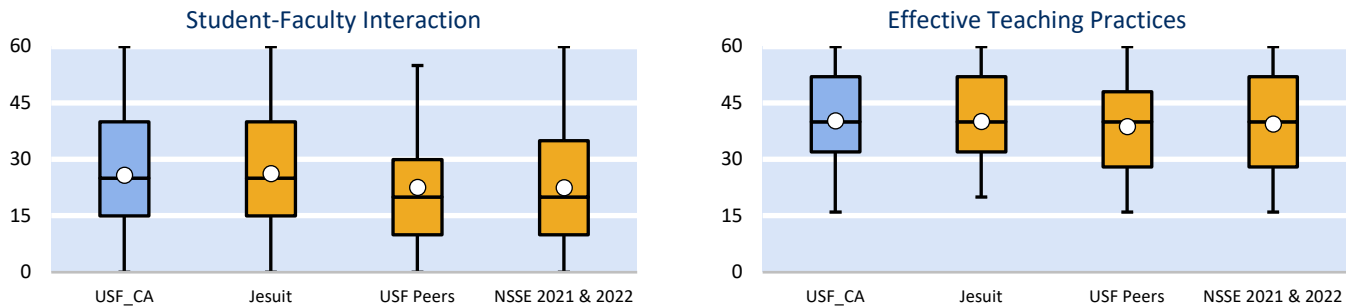
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.8	26.1	-.02	22.5 ***	.21	22.5 ***	.20
Effective Teaching Practices	40.2	40.0	.02	38.7	.11	39.4	.06

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).

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Student-Faculty Interaction	USF_CA	Percentage point difference ^a between your seniors and		
		Jesuit	USF Peers	NSSE 2021 & 2022
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	41	-5	+5	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	-0	+8	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+0	+8	+10
3d. Discussed your academic performance with a faculty member	38	+2	+9	+6
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	+0	+2	+2
5b. Taught course sessions in an organized way	76	-1	+3	+2
5c. Used examples or illustrations to explain difficult points	77	-1	+3	+3
5d. Provided feedback on a draft or work in progress	65	-1	+3	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+0	+6	+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.

Campus Environment: First-year students

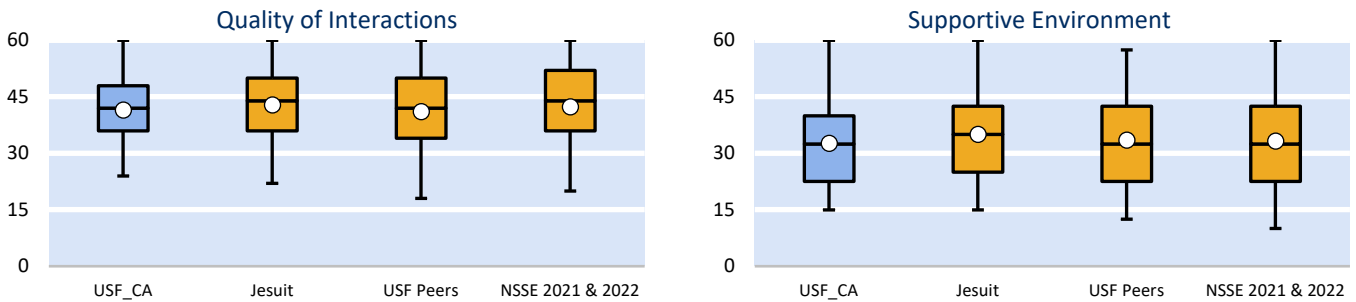
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your first-year students compared with					
		Jesuit		USF Peers		NSSE 2021 & 2022	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.6	42.9 *	-.12	41.1	.04	42.4	-.07
Supportive Environment	32.7	35.1 ***	-.19	33.5	-.07	33.3	-.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).

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		
		Jesuit	USF Peers	NSSE 2021 & 2022
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1= "Poor" to 7= "Excellent") with...</i>				
	%			
13a. Students	51	-2	+7	+2
13b. Academic advisors	46	-7	-2	-8
13c. Faculty	48	-4	+1	-3
13d. Student services staff (career services, student activities, housing, etc.)	34	-11	-7	-12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	31	-13	-8	-15
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	63	-9	-8	-7
14c. Using learning support services (tutoring services, writing center, etc.)	65	-7	-7	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+7	+7	+10
14e. Providing opportunities to be involved socially	61	-8	-5	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-8	-7	-7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	-3	-2	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-10	-1	-1
14i. Attending events that address important social, economic, or political issues	48	-3	+4	+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.

Campus Environment: Seniors

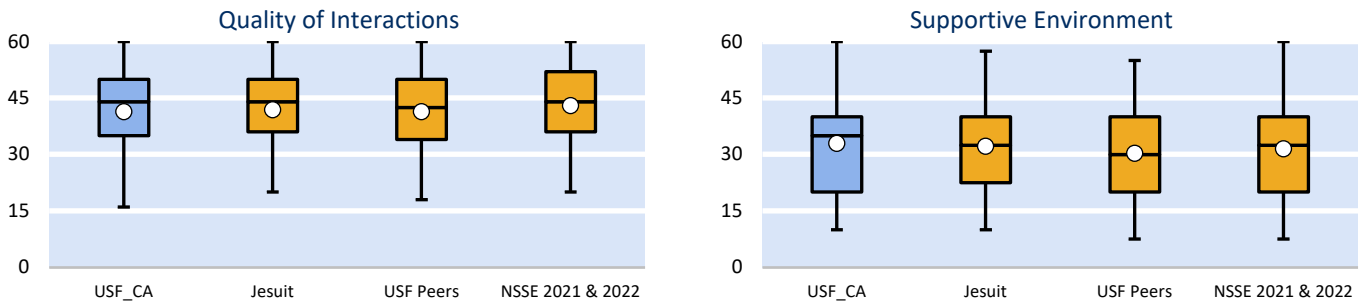
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your seniors compared with					
		Jesuit Mean	Jesuit Effect size	USF Peers Mean	USF Peers Effect size	NSSE 2021 & 2022 Mean	NSSE 2021 & 2022 Effect size
Quality of Interactions	41.5	41.9	-.04	41.4	.00	43.0 *	-.12
Supportive Environment	33.0	32.3	.06	30.4 ***	.19	31.6	.10

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

Score Distributions



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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. 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 2021 & 2022	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>					
	%				
13a. Students	62	+4	+8	+4	
13b. Academic advisors	47	-2	-1	-7	
13c. Faculty	59	+2	+4	+2	
13d. Student services staff (career services, student activities, housing, etc.)	41	-0	-3	-6	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-3	-2	-10	
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>					
14b. Providing support to help students succeed academically	66	-1	+2	-2	
14c. Using learning support services (tutoring services, writing center, etc.)	66	+1	+1	+2	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+16	+17	+14	
14e. Providing opportunities to be involved socially	62	-4	+3	+1	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	57	+1	+4	-1	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	+1	+5	-1	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	-3	+7	+6	
14i. Attending events that address important social, economic, or political issues	51	+4	+13	+11	

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 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	USF_CA Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.5	39.2 *	.10	✓	42.1 *	-.12	
Academic	Reflective and Integrative Learning	38.6	36.9 **	.14	✓	39.2	-.06	✓
Challenge	Learning Strategies	37.8	39.6 *	-.12		42.9 ***	-.36	
	Quantitative Reasoning	31.0	30.2	.06	✓	33.3 **	-.14	
Learning	Collaborative Learning	31.7	31.8	-.01	✓	35.4 ***	-.28	
with Peers	Discussions with Diverse Others	39.7	39.8	-.01	✓	42.6 ***	-.20	
Experiences	Student-Faculty Interaction	19.7	24.3 ***	-.31		27.8 ***	-.53	
with Faculty	Effective Teaching Practices	40.6	40.3	.02	✓	43.3 ***	-.20	
Campus	Quality of Interactions	41.6	45.1 ***	-.30		48.2 ***	-.53	
Environment	Supportive Environment	32.7	35.9 ***	-.24		39.1 ***	-.49	

Seniors

Theme	Engagement Indicator	USF_CA Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	42.1	41.9	.01	✓	44.2 **	-.17	
Academic	Reflective and Integrative Learning	40.7	40.3	.03	✓	42.7 ***	-.17	
Challenge	Learning Strategies	40.0	41.1	-.07	✓	43.4 ***	-.24	
	Quantitative Reasoning	32.6	32.4	.01	✓	35.3 **	-.17	
Learning	Collaborative Learning	35.4	34.0 *	.10	✓	37.9 ***	-.18	
with Peers	Discussions with Diverse Others	41.2	40.4	.05	✓	43.2 *	-.14	
Experiences	Student-Faculty Interaction	25.8	28.8 ***	-.18		33.2 ***	-.46	
with Faculty	Effective Teaching Practices	40.2	41.9 *	-.12		44.5 ***	-.31	
Campus	Quality of Interactions	41.5	45.6 ***	-.34		48.0 ***	-.52	
Environment	Supportive Environment	33.0	34.3	-.08	✓	37.4 ***	-.30	

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 2021 and 2022 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 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 = 436)	40.5	13.1	.63	20	35	40	50	60				
Jesuit	39.7	12.9	.24	20	30	40	50	60	3,411	.8	.225	.062
USF Peers	38.7	12.9	.20	20	30	40	45	60	4,767	1.9	.004	.144
NSSE 2021 & 2022	37.8	13.5	.03	15	30	40	45	60	224,497	2.8	.000	.204
Top 50%	39.2	13.3	.04	20	30	40	50	60	115,283	1.3	.045	.096
Top 10%	42.1	13.0	.12	20	35	40	55	60	13,120	-1.5	.016	-.117
Reflective & Integrative Learning												
USF_CA (N = 459)	38.6	11.6	.54	20	31	40	46	60				
Jesuit	36.9	11.8	.21	17	29	37	46	57	3,708	1.7	.004	.145
USF Peers	36.9	11.6	.17	20	29	37	46	57	5,118	1.7	.002	.149
NSSE 2021 & 2022	35.3	12.3	.02	17	26	34	43	57	460	3.3	.000	.271
Top 50%	36.9	12.1	.04	17	29	37	46	60	115,556	1.7	.003	.140
Top 10%	39.2	11.8	.10	20	31	40	49	60	15,725	-.7	.243	-.055
Learning Strategies												
USF_CA (N = 408)	37.8	13.1	.65	20	27	40	47	60				
Jesuit	39.3	13.5	.26	20	27	40	47	60	3,184	-1.5	.041	-.108
USF Peers	37.2	13.3	.21	20	27	40	47	60	4,411	.6	.381	.045
NSSE 2021 & 2022	37.9	14.0	.03	13	27	40	47	60	208,678	-.1	.885	-.007
Top 50%	39.6	14.1	.04	20	27	40	53	60	105,095	-1.7	.013	-.124
Top 10%	42.9	14.3	.10	20	33	40	60	60	428	-5.1	.000	-.357
Quantitative Reasoning												
USF_CA (N = 413)	31.0	15.1	.74	7	20	33	40	60				
Jesuit	29.9	14.8	.28	7	20	27	40	60	3,226	1.1	.156	.075
USF Peers	29.0	15.3	.24	7	20	27	40	60	4,478	2.0	.011	.131
NSSE 2021 & 2022	28.7	15.5	.03	0	20	27	40	60	211,652	2.3	.003	.149
Top 50%	30.2	15.3	.04	7	20	27	40	60	121,453	.9	.249	.057
Top 10%	33.3	15.5	.12	7	20	33	40	60	16,110	-2.2	.004	-.144
Learning with Peers												
Collaborative Learning												
USF_CA (N = 490)	31.7	13.5	.61	10	20	30	40	60				
Jesuit	31.6	14.1	.24	10	20	30	40	60	4,028	.0	.960	.002
USF Peers	27.9	13.7	.19	5	20	25	35	55	5,581	3.8	.000	.275
NSSE 2021 & 2022	27.5	15.0	.03	0	15	25	40	55	491	4.2	.000	.280
Top 50%	31.8	13.9	.04	10	20	30	40	60	106,836	-.2	.775	-.013
Top 10%	35.4	13.5	.10	15	25	35	45	60	20,020	-3.8	.000	-.280
Discussions with Diverse Others												
USF_CA (N = 405)	39.7	13.3	.66	20	30	40	50	60				
Jesuit	38.6	14.4	.27	15	30	40	50	60	550	1.1	.138	.075
USF Peers	36.8	14.8	.23	15	25	35	45	60	510	2.9	.000	.199
NSSE 2021 & 2022	37.1	16.1	.04	10	25	40	50	60	407	2.6	.000	.158
Top 50%	39.8	15.1	.05	15	30	40	55	60	409	-.1	.834	-.009
Top 10%	42.6	14.2	.13	20	35	40	55	60	435	-2.9	.000	-.203

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 = 444)	19.7	14.3	.68	0	10	20	25	50				
Jesuit	22.0	14.7	.26	0	10	20	30	55	3,541	-2.3	.002	-.157
USF Peers	18.8	14.1	.21	0	10	15	25	45	4,900	.9	.225	.060
NSSE 2021 & 2022	20.0	14.8	.03	0	10	20	30	50	233,128	-.3	.641	-.022
Top 50%	24.3	15.1	.06	5	15	20	35	55	451	-4.7	.000	-.308
Top 10%	27.8	15.3	.15	5	15	25	40	60	490	-8.2	.000	-.533
Effective Teaching Practices												
USF_CA (N = 432)	40.6	12.8	.61	20	32	40	52	60				
Jesuit	38.4	12.8	.23	20	28	40	48	60	3,403	2.2	.001	.169
USF Peers	38.0	13.2	.20	16	28	36	48	60	4,706	2.6	.000	.201
NSSE 2021 & 2022	37.9	13.7	.03	16	28	40	48	60	433	2.7	.000	.197
Top 50%	40.3	13.8	.05	16	32	40	52	60	436	.3	.633	.021
Top 10%	43.3	13.7	.12	20	36	44	56	60	465	-2.7	.000	-.199
Campus Environment												
Quality of Interactions												
USF_CA (N = 375)	41.6	10.2	.53	24	36	42	48	60				
Jesuit	42.9	11.2	.22	22	36	44	50	60	510	-1.4	.017	-.123
USF Peers	41.1	11.9	.20	18	34	42	50	60	487	.5	.376	.043
NSSE 2021 & 2022	42.4	12.4	.03	20	36	44	52	60	377	-.8	.110	-.068
Top 50%	45.1	11.9	.05	22	38	48	54	60	380	-3.6	.000	-.298
Top 10%	48.2	12.5	.11	23	42	50	60	60	409	-6.6	.000	-.534
Supportive Environment												
USF_CA (N = 394)	32.7	12.8	.64	15	23	33	40	60				
Jesuit	35.1	13.2	.25	15	25	35	43	60	3,115	-2.4	.001	-.186
USF Peers	33.5	13.3	.21	13	23	33	43	58	4,284	-.9	.204	-.067
NSSE 2021 & 2022	33.3	14.0	.03	10	23	33	43	60	395	-.7	.306	-.047
Top 50%	35.9	13.6	.05	13	26	38	45	60	73,553	-3.3	.000	-.242
Top 10%	39.1	13.3	.15	18	30	40	50	60	8,634	-6.5	.000	-.486

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.

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 = 355)	42.1	14.5	.77	20	35	40	55	60				
Jesuit	41.2	12.7	.28	20	35	40	50	60	453	.9	.265	.070
USF Peers	39.6	14.0	.26	15	30	40	50	60	3,231	2.5	.002	.176
NSSE 2021 & 2022	40.2	14.0	.03	20	30	40	50	60	201,824	1.9	.012	.133
Top 50%	41.9	13.7	.05	20	35	40	55	60	79,932	.2	.817	.012
Top 10%	44.2	13.1	.15	20	35	45	60	60	7,720	-2.2	.002	-.165
Reflective & Integrative Learning												
USF_CA (N = 384)	40.7	12.6	.64	20	31	40	51	60				
Jesuit	39.7	12.0	.25	20	31	40	49	60	2,585	1.0	.130	.084
USF Peers	39.4	12.7	.23	17	31	40	49	60	3,512	1.3	.063	.101
NSSE 2021 & 2022	38.1	13.0	.03	17	29	37	49	60	214,948	2.6	.000	.197
Top 50%	40.3	12.5	.05	20	31	40	50	60	72,542	.4	.513	.033
Top 10%	42.7	11.7	.14	23	34	43	51	60	7,284	-2.1	.001	-.174
Learning Strategies												
USF_CA (N = 344)	40.0	14.3	.77	13	33	40	53	60				
Jesuit	38.1	14.1	.32	13	27	40	47	60	2,251	2.0	.018	.139
USF Peers	37.2	14.3	.28	13	27	40	47	60	3,033	2.8	.001	.196
NSSE 2021 & 2022	39.0	14.8	.03	13	27	40	53	60	190,323	1.0	.197	.070
Top 50%	41.1	14.6	.05	20	33	40	53	60	87,130	-1.1	.179	-.073
Top 10%	43.4	14.2	.12	20	33	40	60	60	15,041	-3.4	.000	-.240
Quantitative Reasoning												
USF_CA (N = 343)	32.6	16.9	.91	7	20	33	40	60				
Jesuit	32.8	15.5	.35	7	20	33	40	60	450	-.2	.876	-.010
USF Peers	30.8	16.8	.32	0	20	33	40	60	3,044	1.8	.056	.110
NSSE 2021 & 2022	30.9	16.6	.04	0	20	33	40	60	192,686	1.8	.047	.108
Top 50%	32.4	16.5	.05	7	20	33	40	60	97,273	.2	.833	.011
Top 10%	35.3	16.0	.15	7	20	33	47	60	11,661	-2.7	.002	-.169
Learning with Peers												
Collaborative Learning												
USF_CA (N = 397)	35.4	13.4	.67	15	25	35	45	60				
Jesuit	33.5	14.2	.29	10	25	35	45	60	558	1.9	.009	.137
USF Peers	30.5	14.6	.25	10	20	30	40	60	514	4.9	.000	.338
NSSE 2021 & 2022	29.0	16.2	.03	0	20	30	40	60	398	6.4	.000	.396
Top 50%	34.0	14.6	.05	10	25	35	45	60	401	1.4	.039	.096
Top 10%	37.9	13.7	.14	15	30	40	50	60	10,231	-2.5	.000	-.179
Discussions with Diverse Others												
USF_CA (N = 341)	41.2	14.8	.80	15	30	40	55	60				
Jesuit	38.6	14.2	.32	20	30	40	50	60	2,269	2.6	.002	.181
USF Peers	38.5	15.0	.29	15	30	40	50	60	3,041	2.7	.002	.181
NSSE 2021 & 2022	38.1	16.5	.04	10	25	40	50	60	342	3.1	.000	.187
Top 50%	40.4	15.9	.05	15	30	40	55	60	87,228	.8	.366	.049
Top 10%	43.2	15.1	.16	20	35	45	60	60	9,002	-2.1	.013	-.137

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 = 374)	25.8	16.8	.87	0	15	25	40	60				
Jesuit	26.1	16.0	.35	0	15	25	40	60	2,490	-.4	.693	-.022
USF Peers	22.5	15.6	.28	0	10	20	30	55	457	3.3	.000	.209
NSSE 2021 & 2022	22.5	16.3	.04	0	10	20	35	60	207,809	3.3	.000	.204
Top 50%	28.8	16.2	.08	5	15	25	40	60	38,162	-3.0	.000	-.183
Top 10%	33.2	16.1	.23	10	20	35	45	60	5,186	-7.5	.000	-.461
Effective Teaching Practices												
USF_CA (N = 359)	40.2	14.8	.78	16	32	40	52	60				
Jesuit	40.0	13.1	.29	20	32	40	52	60	462	.2	.803	.016
USF Peers	38.7	13.4	.25	16	28	40	48	60	435	1.5	.063	.113
NSSE 2021 & 2022	39.4	14.5	.03	16	28	40	52	60	201,566	.9	.265	.059
Top 50%	41.9	14.1	.06	16	32	40	56	60	63,684	-1.7	.023	-.120
Top 10%	44.5	13.6	.13	20	36	44	56	60	10,505	-4.2	.000	-.310
Campus Environment												
Quality of Interactions												
USF_CA (N = 321)	41.5	12.9	.72	16	35	44	50	60				
Jesuit	41.9	11.8	.28	20	36	44	50	60	2,168	-.5	.527	-.038
USF Peers	41.4	12.1	.24	18	34	43	50	60	2,782	.1	.934	.005
NSSE 2021 & 2022	43.0	12.7	.03	20	36	44	52	60	171,917	-1.6	.027	-.124
Top 50%	45.6	12.3	.05	22	38	48	56	60	67,622	-4.2	.000	-.338
Top 10%	48.0	12.5	.09	22	40	50	60	60	20,403	-6.5	.000	-.520
Supportive Environment												
USF_CA (N = 337)	33.0	14.2	.78	10	20	35	40	60				
Jesuit	32.3	13.5	.31	10	23	33	40	58	2,204	.8	.346	.056
USF Peers	30.4	13.7	.27	8	20	30	40	55	2,957	2.7	.001	.195
NSSE 2021 & 2022	31.6	14.7	.03	8	20	33	40	60	185,782	1.5	.065	.101
Top 50%	34.3	14.7	.06	10	23	35	45	60	62,451	-1.2	.129	-.083
Top 10%	37.4	14.5	.18	13	28	38	48	60	6,545	-4.4	.000	-.302

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.