NSSE 2023
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
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 all current- and prior-year 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.

NSSE 2023 Engagement Indicators

Overview

University of San Francisco

Engagement Indicators: Overview

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

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

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

-- No significant difference.

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

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

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 compared with Jesuit	Your first-year students compared with USF Peers	Your first-year students compared with NSSE 2022 & 2023
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 2022 & 2023
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	--	--	--

NSSE 2023 Engagement Indicators

Academic Challenge
University of San Francisco

Academic Challenge: First-year students

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

Mean Comparisons

| | USF_CA | | Your first-year students compared with | | | | |
| | | Jesuit | | USF Peers | | NSSE 2022 & 2023 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.7	40.6	-.07	39.0	.05	38.3 *	.10
Reflective & Integrative Learning	37.2	38.1	-.08	37.5	-.02	35.8 *	.12
Learning Strategies	39.2	39.8	-.04	38.3	.07	38.2	.08
Quantitative Reasoning	30.9	31.1	-.02	30.0	.06	29.4	.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
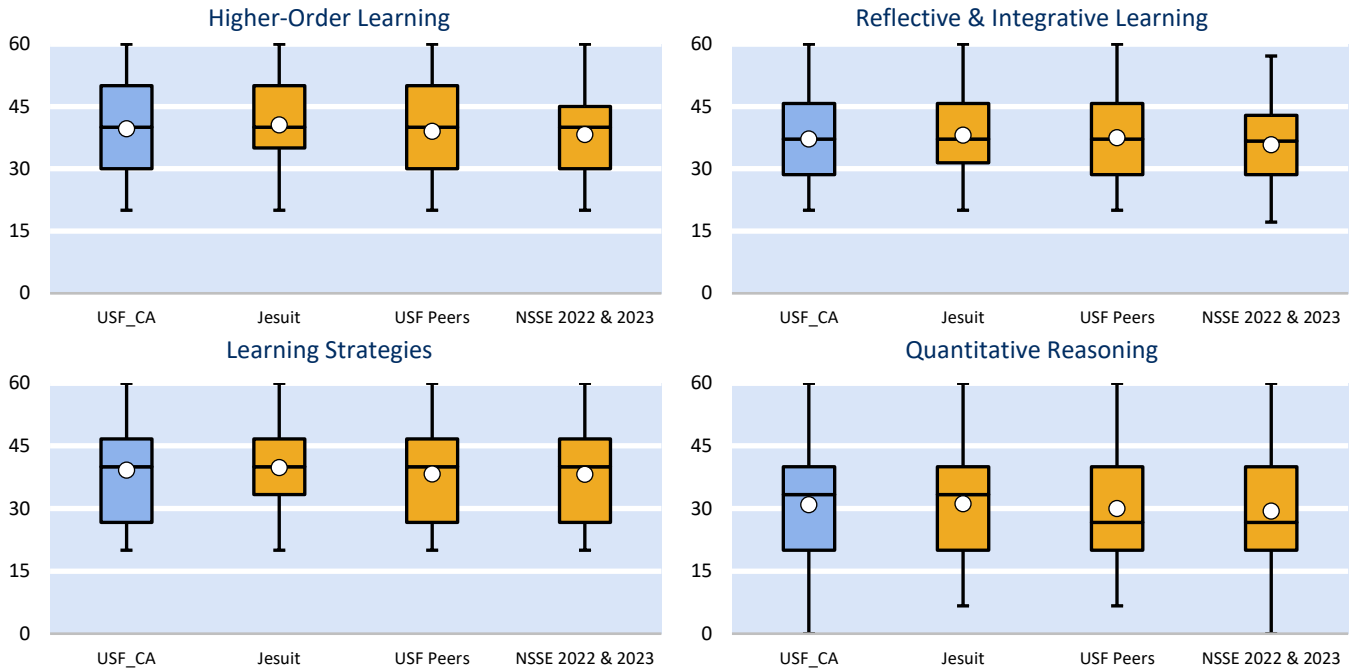
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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 2022 & 2023
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	-7	-1	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	-1	+4	+6
4d. Evaluating a point of view, decision, or information source	74	-3	-1	+4
4e. Forming a new idea or understanding from various pieces of information	74	-1	+1	+4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	56	-3	-1	+3
2b. Connected your learning to societal problems or issues	62	-1	-0	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	65	+0	-1	+11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	-1	+1	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	72	-3	-2	+1
2f. Learned something that changed the way you understand an issue or concept	67	-4	-0	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-4	-0	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	80	+0	+4	+7
9b. Reviewed your notes after class	64	-4	-1	-2
9c. Summarized what you learned in class or from course materials	69	-1	+4	+4
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.)	56	-1	+2	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+0	+1	+5
6c. Evaluated what others have concluded from numerical information	48	-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.

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 2022 & 2023 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.8	41.8	.08	41.0 *	.13	40.7 **	.16
Reflective & Integrative Learning	40.2	40.9	-.06	40.1	.00	38.7 *	.12
Learning Strategies	42.0	39.3 **	.19	39.4 **	.19	39.2 ***	.20
Quantitative Reasoning	32.5	33.7	-.07	32.6	-.01	31.4	.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).

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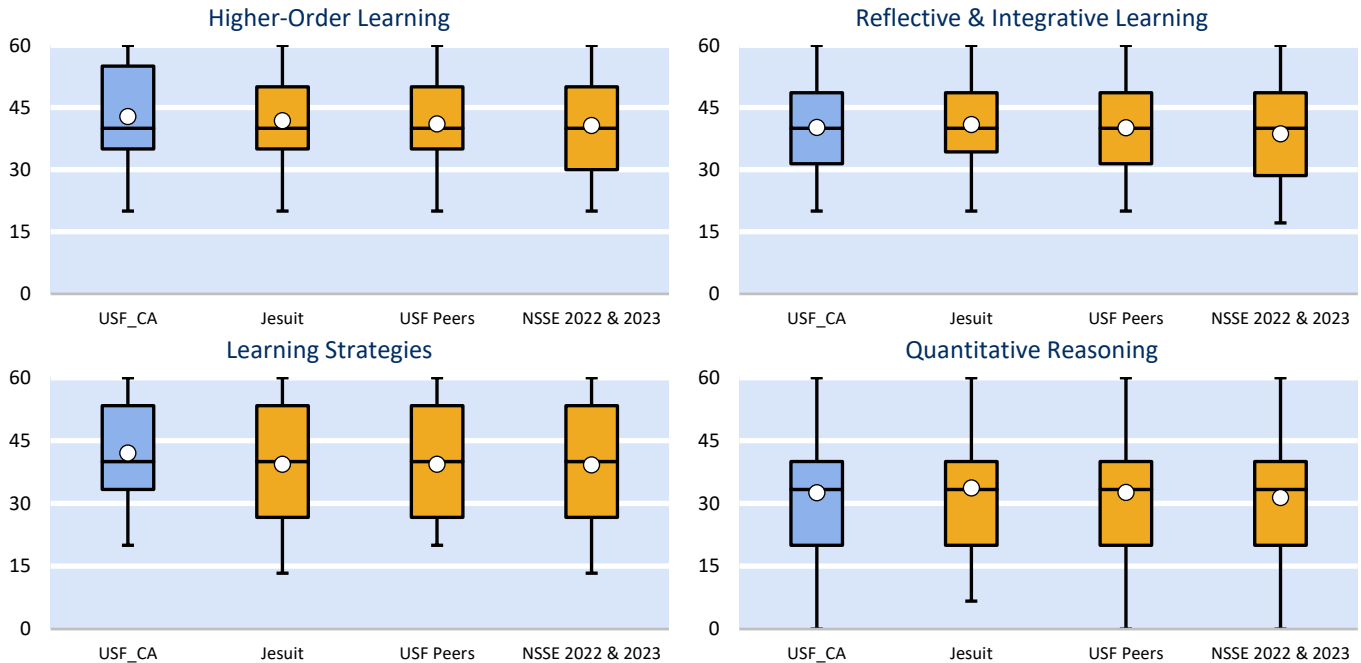
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Academic Challenge: Seniors (continued)

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 2022 & 2023
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	80	-1	+2	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	-1	+1	+3
4d. Evaluating a point of view, decision, or information source	75	-1	+1	+3
4e. Forming a new idea or understanding from various pieces of information	80	+2	+3	+5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	72	-2	+1	+3
2b. Connected your learning to societal problems or issues	69	-2	+0	+7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66	-2	+1	+10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	73	+1	+4	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	77	+0	+2	+3
2f. Learned something that changed the way you understand an issue or concept	76	-1	+0	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	83	-6	-3	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	82	+2	+2	+5
9b. Reviewed your notes after class	74	+12	+11	+10
9c. Summarized what you learned in class or from course materials	71	+3	+4	+4
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.)	55	-5	-3	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	-5	-2	+2
6c. Evaluated what others have concluded from numerical information	52	-5	-2	+4

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 2023 Engagement Indicators

Learning with Peers
University of San Francisco
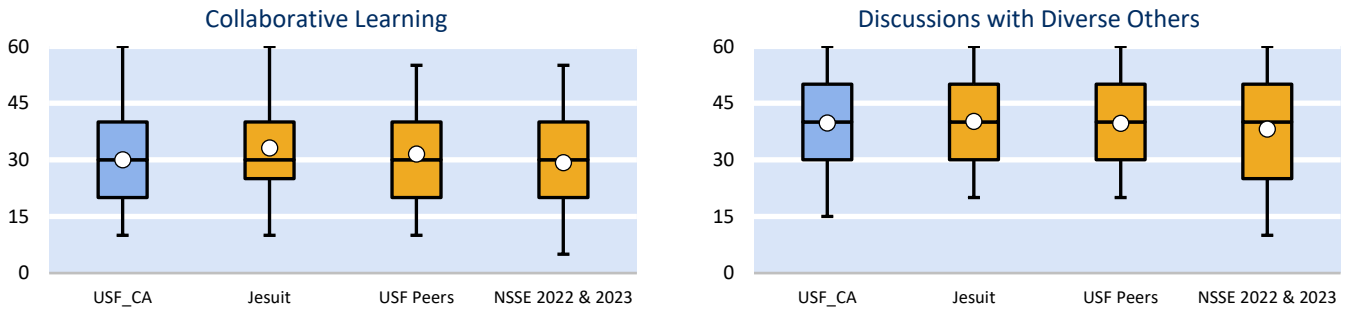
Learning with Peers: First-year students

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

| | USF_CA | Your first-year students compared with | | | | | |
| | | Jesuit | | USF Peers | | NSSE 2022 & 2023 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.0	33.1 ***	-.23	31.5 *	-.11	29.2	.05
Discussions with Diverse Others	39.7	40.1	-.03	39.7	.00	38.1 *	.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

Collaborative Learning

Discussions with Diverse Others

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

Performance on Indicator Items

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

| Collaborative Learning | USF_CA | Percentage point difference [a] between your FY students and | | |
		Jesuit	USF Peers	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	42	-10	-6	-2
1c. Explained course material to one or more students	47	-9	-4	-1
1d. Prepared for exams by discussing or working through course material with other students	41	-10	-5	-0
1e. Worked with other students on course projects or assignments	53	-7	-5	+3

Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	82	+7	+3	+13
8b. People from economic backgrounds other than your own	77	+3	+2	+7
8c. People with religious beliefs other than your own	70	-3	-2	+6
8d. People with political views other than your own	42	-17	-11	-17

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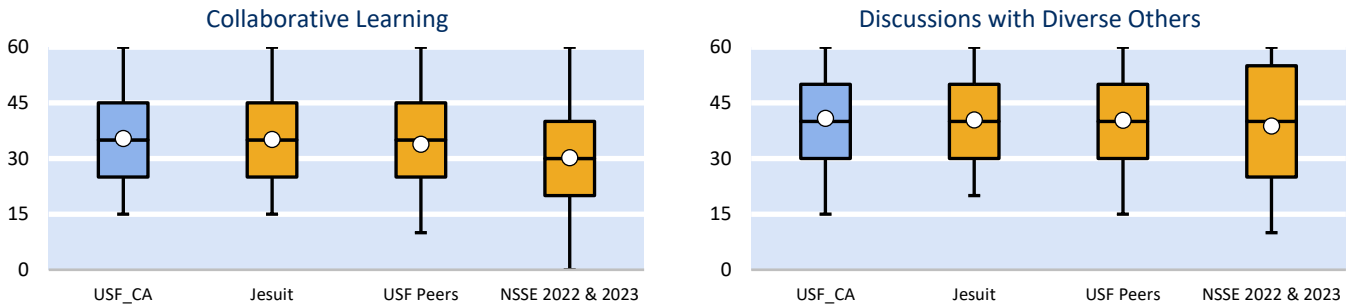
Learning with Peers: Seniors

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

| | USF_CA | | *Your seniors compared with* | | | | |
| | | Jesuit | | USF Peers | | NSSE 2022 & 2023 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.4	35.2	.02	33.9 *	.11	30.2 ***	.32
Discussions with Diverse Others	40.9	40.4	.03	40.3	.04	38.8 *	.13

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

Score Distributions

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Performance on Indicator Items

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| | USF_CA | *Percentage point difference [a] between your seniors and* | | |
Collaborative Learning		Jesuit	USF Peers	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	49	-1	+2	+8
1c. Explained course material to one or more students	65	+2	+9	+13
1d. Prepared for exams by discussing or working through course material with other students	52	+2	+6	+12
1e. Worked with other students on course projects or assignments	72	-0	+2	+12

Discussions with Diverse Others		Jesuit	USF Peers	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	82	+7	+4	+13
8b. People from economic backgrounds other than your own	80	+5	+5	+9
8c. People with religious beliefs other than your own	70	-0	-1	+5
8d. People with political views other than your own	48	-9	-3	-12

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NSSE 2023 Engagement Indicators

Experiences with Faculty
University of San Francisco

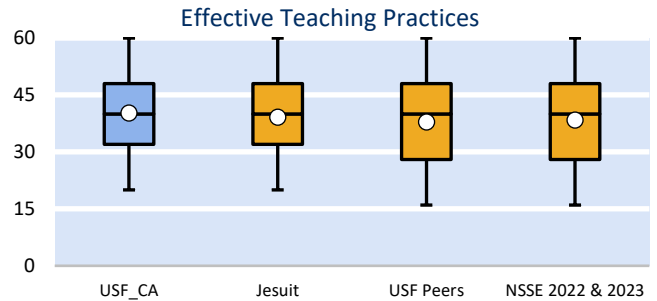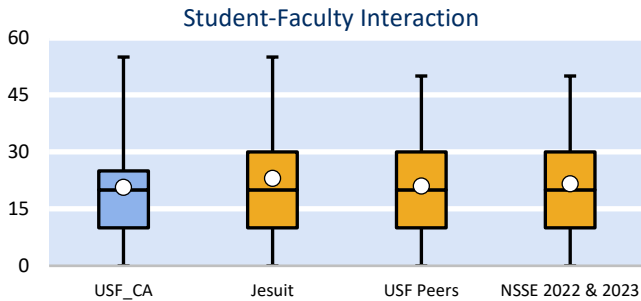## Experiences with Faculty: First-year students

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 2022 & 2023	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	20.7	23.0 **	-.16	21.0	-.02	21.6	-.06
Effective Teaching Practices	40.2	39.1	.09	37.9 ***	.18	38.4 **	.14

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

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Performance on Indicator Items

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	USF_CA	*Percentage point difference* [a] *between your FY students and*		
Student-Faculty Interaction		Jesuit	USF Peers	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	28	-8	-3	-9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-3	+0	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-5	-0	+0
3d. Discussed your academic performance with a faculty member	28	-6	-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	-1	+3	+2
5b. Taught course sessions in an organized way	77	-0	+3	+4
5c. Used examples or illustrations to explain difficult points	77	+1	+5	+4
5d. Provided feedback on a draft or work in progress	72	+6	+6	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+3	+7	+7

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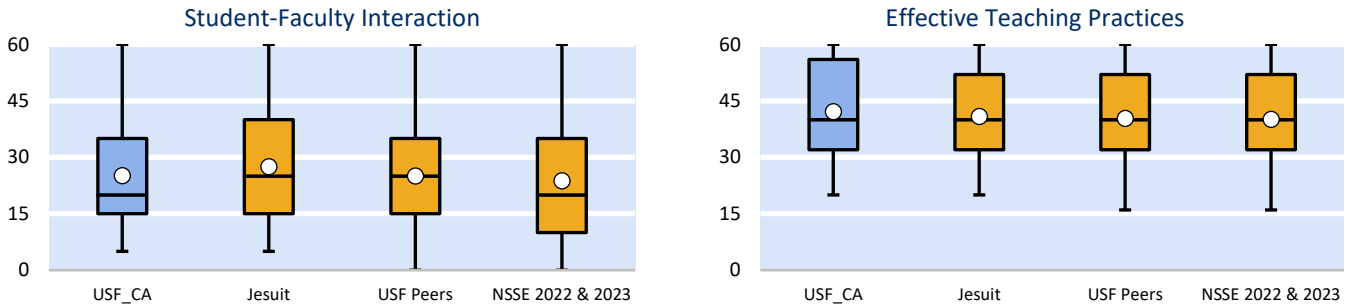
Experiences with Faculty: Seniors

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Mean Comparisons

	USF_CA	Jesuit		USF Peers		NSSE 2022 & 2023	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.1	27.4 *	-.14	25.0	.01	23.7	.08
Effective Teaching Practices	42.1	40.8	.10	40.3 *	.13	40.0 **	.14

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

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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.

Student-Faculty Interaction	USF_CA	Jesuit	USF Peers	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	40	-10	-3	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	-8	-3	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	-4	+1	+5
3d. Discussed your academic performance with a faculty member	32	-4	-3	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	83	+0	+3	+3
5b. Taught course sessions in an organized way	81	+1	+4	+4
5c. Used examples or illustrations to explain difficult points	81	+2	+3	+5
5d. Provided feedback on a draft or work in progress	69	+4	+3	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+2	+6	+6

Percentage point difference [a] between your seniors and

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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 2023 Engagement Indicators
Campus Environment
University of San Francisco

Campus Environment: First-year students

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

Mean Comparisons

| | USF_CA | Your first-year students compared with | | | | | |
| | | Jesuit | | USF Peers | | NSSE 2022 & 2023 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.8	42.8 ***	-.18	41.6	-.08	43.0 ***	-.19
Supportive Environment	32.8	35.7 ***	-.23	33.7	-.07	34.6 **	-.13

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

Score Distributions

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

Performance on Indicator Items

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

| Quality of Interactions | USF_CA | Percentage point difference [a] between your FY students and | | |
		Jesuit	USF Peers	NSSE 2022 & 2023
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	44	-10	-6	-6
13b. Academic advisors	48	-3	-1	-6
13c. Faculty	50	-3	+2	-2
13d. Student services staff (career services, student activities, housing, etc.)	38	-7	-3	-10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	-8	-6	-12
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	64	-9	-3	-7
14c. Using learning support services (tutoring services, writing center, etc.)	68	-5	-3	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+5	+7	+8
14e. Providing opportunities to be involved socially	62	-10	-5	-7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-12	-5	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-7	-5	-8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	-13	-2	-6
14i. Attending events that address important social, economic, or political issues	53	+1	+5	+8

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 2023 Engagement Indicators
Campus Environment
University of San Francisco
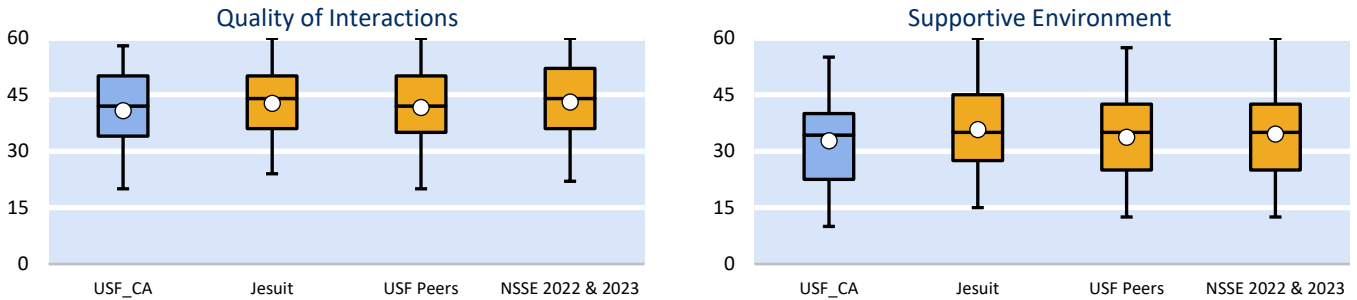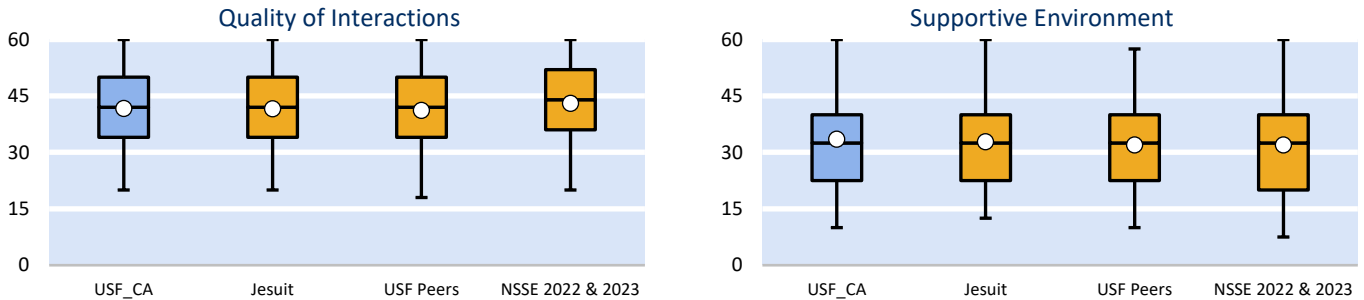
Campus Environment: Seniors

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 2022 & 2023 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.7	41.6	.01	41.2	.04	43.0	-.11
Supportive Environment	33.5	32.9	.05	32.0	.11	32.0	.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.

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* | | |
Quality of Interactions	%	Jesuit	USF Peers	NSSE 2022 & 2023
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…				
13a. Students	59	-1	+4	+1
13b. Academic advisors	49	+5	+4	-4
13c. Faculty	57	-3	-0	-1
13d. Student services staff (career services, student activities, housing, etc.)	39	+1	-2	-6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	-2	-2	-9
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	68	+0	+2	+0
14c. Using learning support services (tutoring services, writing center, etc.)	65	+1	+2	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	68	+12	+9	+13
14e. Providing opportunities to be involved socially	62	-6	-2	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-0	-1	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	+2	+1	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-12	-1	-3
14i. Attending events that address important social, economic, or political issues	48	+2	+3	+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.

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NSSE 2023 Engagement Indicators
Comparisons with High-Performing Institutions
University of San Francisco

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 2022 and 2023 NSSE institutions, and
(b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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	39.7	39.5	.01	✓	42.2 ***	-.20	
	Reflective and Integrative Learning	37.2	37.2	.00	✓	39.8 ***	-.22	
	Learning Strategies	39.2	39.8	-.04	✓	42.8 ***	-.26	
	Quantitative Reasoning	30.9	30.7	.01	✓	33.4 ***	-.16	
Learning with Peers	Collaborative Learning	30.0	33.2 ***	-.23		36.5 ***	-.48	
	Discussions with Diverse Others	39.7	40.5	-.05	✓	43.6 ***	-.28	
Experiences with Faculty	Student-Faculty Interaction	20.7	25.4 ***	-.30		29.3 ***	-.56	
	Effective Teaching Practices	40.2	40.1	.01	✓	43.3 ***	-.23	
Campus Environment	Quality of Interactions	40.8	45.2 ***	-.39		48.1 ***	-.61	
	Supportive Environment	32.8	36.8 ***	-.30		39.6 ***	-.54	

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	42.8	42.1	.05	✓	44.7 **	-.15	
	Reflective and Integrative Learning	40.2	40.6	-.03	✓	43.1 ***	-.24	
	Learning Strategies	42.0	40.9	.07	✓	43.6	-.11	
	Quantitative Reasoning	32.5	32.7	-.01	✓	36.3 ***	-.23	
Learning with Peers	Collaborative Learning	35.4	34.7	.05	✓	38.1 ***	-.20	
	Discussions with Diverse Others	40.9	41.1	-.01	✓	43.9 ***	-.21	
Experiences with Faculty	Student-Faculty Interaction	25.1	29.6 ***	-.28		34.3 ***	-.58	
	Effective Teaching Practices	42.1	42.1	-.01	✓	44.7 ***	-.20	
Campus Environment	Quality of Interactions	41.7	45.4 ***	-.30		47.9 ***	-.49	
	Supportive Environment	33.5	34.6	-.07	✓	37.7 ***	-.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 current- and prior-year 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 = 448)	39.7	13.1	.62	20	30	40	50	60				
Jesuit	40.6	12.2	.16	20	35	40	50	60	508	-.9	.162	-.074
USF Peers	39.0	12.7	.19	20	30	40	50	60	5,034	.6	.312	.050
NSSE 2022 & 2023	38.3	13.3	.03	20	30	40	45	60	249,533	1.4	.031	.102
Top 50%	39.5	13.2	.03	20	30	40	50	60	160,283	.1	.846	.009
Top 10%	42.2	12.8	.09	20	35	40	55	60	19,888	-2.6	.000	-.202
Reflective & Integrative Learning												
USF_CA (N = 472)	37.2	12.3	.57	20	29	37	46	60				
Jesuit	38.1	11.4	.14	20	31	37	46	60	533	-.9	.135	-.076
USF Peers	37.5	11.6	.16	20	29	37	46	60	5,487	-.3	.608	-.025
NSSE 2022 & 2023	35.8	12.2	.02	17	29	37	43	57	272,938	1.4	.012	.116
Top 50%	37.2	12.0	.03	20	29	37	46	60	150,553	.0	.947	-.003
Top 10%	39.8	11.8	.08	20	31	40	49	60	20,049	-2.6	.000	-.224
Learning Strategies												
USF_CA (N = 415)	39.2	13.4	.66	20	27	40	47	60				
Jesuit	39.8	13.1	.18	20	33	40	47	60	5,693	-.5	.416	-.041
USF Peers	38.3	13.4	.20	20	27	40	47	60	4,686	.9	.170	.071
NSSE 2022 & 2023	38.2	13.9	.03	20	27	40	47	60	229,895	1.1	.119	.077
Top 50%	39.8	13.9	.04	20	27	40	53	60	128,801	-.5	.426	-.039
Top 10%	42.8	14.0	.09	20	33	40	60	60	428	-3.6	.000	-.255
Quantitative Reasoning												
USF_CA (N = 425)	30.9	15.6	.76	0	20	33	40	60				
Jesuit	31.1	15.0	.20	7	20	33	40	60	5,796	-.2	.753	-.016
USF Peers	30.0	15.0	.23	7	20	27	40	60	4,751	.9	.260	.057
NSSE 2022 & 2023	29.4	15.5	.03	0	20	27	40	60	233,940	1.5	.050	.095
Top 50%	30.7	15.3	.04	7	20	27	40	60	156,738	.2	.780	.014
Top 10%	33.4	15.4	.10	7	20	33	40	60	25,577	-2.5	.001	-.164
Learning with Peers												
Collaborative Learning												
USF_CA (N = 501)	30.0	13.4	.60	10	20	30	40	60				
Jesuit	33.1	13.7	.17	10	25	30	40	60	579	-3.1	.000	-.227
USF Peers	31.5	13.1	.18	10	20	30	40	55	5,956	-1.5	.015	-.114
NSSE 2022 & 2023	29.2	15.0	.03	5	20	30	40	55	502	.8	.200	.051
Top 50%	33.2	13.9	.03	10	25	35	40	60	503	-3.3	.000	-.233
Top 10%	36.5	13.7	.07	15	25	35	45	60	35,696	-6.6	.000	-.479
Discussions with Diverse Others												
USF_CA (N = 422)	39.7	14.4	.70	15	30	40	50	60				
Jesuit	40.1	13.9	.19	20	30	40	50	60	5,743	-.4	.575	-.028
USF Peers	39.7	14.0	.21	20	30	40	50	60	4,723	.0	.953	.003
NSSE 2022 & 2023	38.1	15.8	.03	10	25	40	50	60	423	1.6	.022	.102
Top 50%	40.5	14.8	.04	20	30	40	55	60	142,074	-.8	.260	-.055
Top 10%	43.6	13.9	.11	20	35	40	60	60	17,080	-3.9	.000	-.282

NSSE 2023 Engagement Indicators

Detailed Statistics[a]
University of San Francisco

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 = 453)	20.7	14.9	.70	0	10	20	25	55				
Jesuit	23.0	14.7	.19	0	10	20	30	55	6,437	-2.3	.001	-.156
USF Peers	21.0	14.6	.21	0	10	20	30	50	5,239	-.3	.700	-.019
NSSE 2022 & 2023	21.6	15.1	.03	0	10	20	30	50	260,239	-.9	.214	-.058
Top 50%	25.4	15.3	.05	5	15	25	35	60	457	-4.7	.000	-.305
Top 10%	29.3	15.3	.14	5	20	25	40	60	488	-8.6	.000	-.559
Effective Teaching Practices												
USF_CA (N = 444)	40.2	12.7	.60	20	32	40	48	60				
Jesuit	39.1	12.2	.16	20	32	40	48	60	6,149	1.1	.079	.087
USF Peers	37.9	12.7	.19	16	28	40	48	60	4,991	2.3	.000	.183
NSSE 2022 & 2023	38.4	13.3	.03	16	28	40	48	60	445	1.8	.002	.138
Top 50%	40.1	13.5	.04	16	32	40	52	60	447	.1	.907	.005
Top 10%	43.3	13.3	.11	20	36	44	56	60	473	-3.1	.000	-.230
Campus Environment												
Quality of Interactions												
USF_CA (N = 381)	40.8	11.5	.59	20	34	42	50	58				
Jesuit	42.8	10.9	.15	24	36	44	50	60	5,406	-2.0	.001	-.181
USF Peers	41.6	11.3	.18	20	35	42	50	60	4,326	-.9	.159	-.076
NSSE 2022 & 2023	43.0	11.7	.03	22	36	44	52	60	211,652	-2.3	.000	-.192
Top 50%	45.2	11.5	.04	24	38	46	54	60	88,966	-4.5	.000	-.391
Top 10%	48.1	12.1	.09	24	42	50	60	60	16,892	-7.4	.000	-.610
Supportive Environment												
USF_CA (N = 410)	32.8	13.1	.65	10	23	34	40	55				
Jesuit	35.7	12.9	.18	15	28	35	45	60	5,546	-3.0	.000	-.229
USF Peers	33.7	13.1	.21	13	25	35	43	58	4,507	-1.0	.161	-.073
NSSE 2022 & 2023	34.6	13.5	.03	13	25	35	43	60	222,389	-1.8	.008	-.132
Top 50%	36.8	13.1	.04	15	28	38	45	60	97,252	-4.0	.000	-.304
Top 10%	39.6	12.8	.12	20	30	40	50	60	11,843	-6.9	.000	-.536

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.

IPEDS: 122612

NSSE 2023 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 = 327)	42.8	13.5	.75	20	35	40	55	60				
Jesuit	41.8	12.8	.20	20	35	40	50	60	372	1.0	.207	.076
USF Peers	41.0	13.6	.21	20	35	40	50	60	4,404	1.8	.024	.130
NSSE 2022 & 2023	40.7	13.8	.03	20	30	40	50	60	237,111	2.1	.005	.155
Top 50%	42.1	13.7	.04	20	35	40	55	60	110,131	.7	.323	.055
Top 10%	44.7	12.8	.12	20	40	45	60	60	10,859	-1.9	.008	-.148
Reflective & Integrative Learning												
USF_CA (N = 353)	40.2	12.8	.68	20	31	40	49	60				
Jesuit	40.9	11.8	.18	20	34	40	49	60	4,817	-.7	.273	-.061
USF Peers	40.1	12.6	.19	20	31	40	49	60	4,721	.1	.932	.005
NSSE 2022 & 2023	38.7	12.9	.03	17	29	40	49	60	253,105	1.5	.025	.119
Top 50%	40.6	12.5	.04	20	31	40	51	60	99,783	-.4	.558	-.031
Top 10%	43.1	11.8	.12	23	34	43	54	60	10,469	-2.9	.000	-.242
Learning Strategies												
USF_CA (N = 304)	42.0	13.6	.78	20	33	40	53	60				
Jesuit	39.3	14.2	.23	13	27	40	53	60	4,259	2.7	.001	.191
USF Peers	39.4	14.2	.23	20	27	40	53	60	4,171	2.7	.002	.187
NSSE 2022 & 2023	39.2	14.6	.03	13	27	40	53	60	222,976	2.9	.001	.196
Top 50%	40.9	14.5	.04	20	33	40	53	60	117,970	1.1	.196	.074
Top 10%	43.6	14.1	.11	20	33	40	60	60	17,448	-1.6	.057	-.110
Quantitative Reasoning												
USF_CA (N = 308)	32.5	17.2	.98	0	20	33	40	60				
Jesuit	33.7	16.1	.25	7	20	33	40	60	350	-1.2	.245	-.073
USF Peers	32.6	16.4	.26	0	20	33	40	60	4,219	-.1	.908	-.007
NSSE 2022 & 2023	31.4	16.6	.03	0	20	33	40	60	226,036	1.1	.233	.068
Top 50%	32.7	16.5	.04	7	20	33	40	60	138,671	-.2	.869	-.009
Top 10%	36.3	16.2	.15	7	20	40	47	60	11,426	-3.7	.000	-.231
Learning with Peers												
Collaborative Learning												
USF_CA (N = 373)	35.4	14.3	.74	15	25	35	45	60				
Jesuit	35.2	13.9	.20	15	25	35	45	60	5,070	.2	.766	.016
USF Peers	33.9	14.4	.21	10	25	35	45	60	4,942	1.5	.048	.106
NSSE 2022 & 2023	30.2	16.0	.03	0	20	30	40	60	373	5.2	.000	.322
Top 50%	34.7	14.2	.04	10	25	35	45	60	110,811	.7	.339	.050
Top 10%	38.1	13.6	.11	15	30	40	50	60	15,373	-2.7	.000	-.198
Discussions with Diverse Others												
USF_CA (N = 304)	40.9	14.7	.84	15	30	40	50	60				
Jesuit	40.4	14.1	.22	20	30	40	50	60	4,296	.5	.569	.034
USF Peers	40.3	14.8	.24	15	30	40	50	60	4,203	.5	.553	.035
NSSE 2022 & 2023	38.8	16.2	.03	10	25	40	55	60	304	2.1	.015	.127
Top 50%	41.1	15.6	.04	15	30	40	55	60	305	-.2	.813	-.013
Top 10%	43.9	14.8	.13	20	35	45	60	60	13,273	-3.1	.000	-.208

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 = 339)	25.1	16.0	.87	5	15	20	35	60				
Jesuit	27.4	16.2	.25	5	15	25	40	60	4,649	-2.3	.011	-.144
USF Peers	25.0	16.2	.25	0	15	25	35	60	4,559	.2	.868	.009
NSSE 2022 & 2023	23.7	16.5	.03	0	10	20	35	60	244,406	1.4	.128	.083
Top 50%	29.6	16.2	.07	5	20	30	40	60	53,474	-4.5	.000	-.276
Top 10%	34.3	15.8	.20	10	20	35	45	60	6,389	-9.1	.000	-.577
Effective Teaching Practices												
USF_CA (N = 328)	42.1	13.5	.75	20	32	40	56	60				
Jesuit	40.8	12.9	.20	20	32	40	52	60	4,513	1.3	.081	.100
USF Peers	40.3	13.7	.21	16	32	40	52	60	4,402	1.8	.024	.129
NSSE 2022 & 2023	40.0	14.1	.03	16	32	40	52	60	236,675	2.0	.009	.144
Top 50%	42.1	13.8	.05	20	32	40	56	60	81,755	-.1	.921	-.005
Top 10%	44.7	13.4	.12	20	36	44	56	60	13,110	-2.6	.000	-.197
Campus Environment												
Quality of Interactions												
USF_CA (N = 279)	41.7	11.9	.71	20	34	42	50	60				
Jesuit	41.6	11.6	.19	20	34	42	50	60	4,074	.1	.864	.011
USF Peers	41.2	12.4	.21	18	34	42	50	60	3,914	.5	.503	.042
NSSE 2022 & 2023	43.0	12.4	.03	20	36	44	52	60	203,040	-1.4	.068	-.109
Top 50%	45.4	12.1	.04	22	38	48	55	60	88,149	-3.7	.000	-.304
Top 10%	47.9	12.5	.08	22	40	50	60	60	22,049	-6.2	.000	-.494
Supportive Environment												
USF_CA (N = 294)	33.5	14.1	.82	10	23	33	40	60				
Jesuit	32.9	13.3	.21	13	23	33	40	60	4,178	.6	.427	.048
USF Peers	32.0	13.9	.23	10	23	33	40	58	4,107	1.5	.079	.106
NSSE 2022 & 2023	32.0	14.5	.03	8	20	33	40	60	217,722	1.5	.069	.106
Top 50%	34.6	14.3	.05	10	25	35	45	60	80,473	-1.0	.213	-.073
Top 10%	37.7	13.9	.16	15	28	38	48	60	8,023	-4.2	.000	-.299

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.