



NSSE 2024

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 all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

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 Peers	compared with NSSE 2023 & 2024
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 Peers	compared with NSSE 2023 & 2024
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

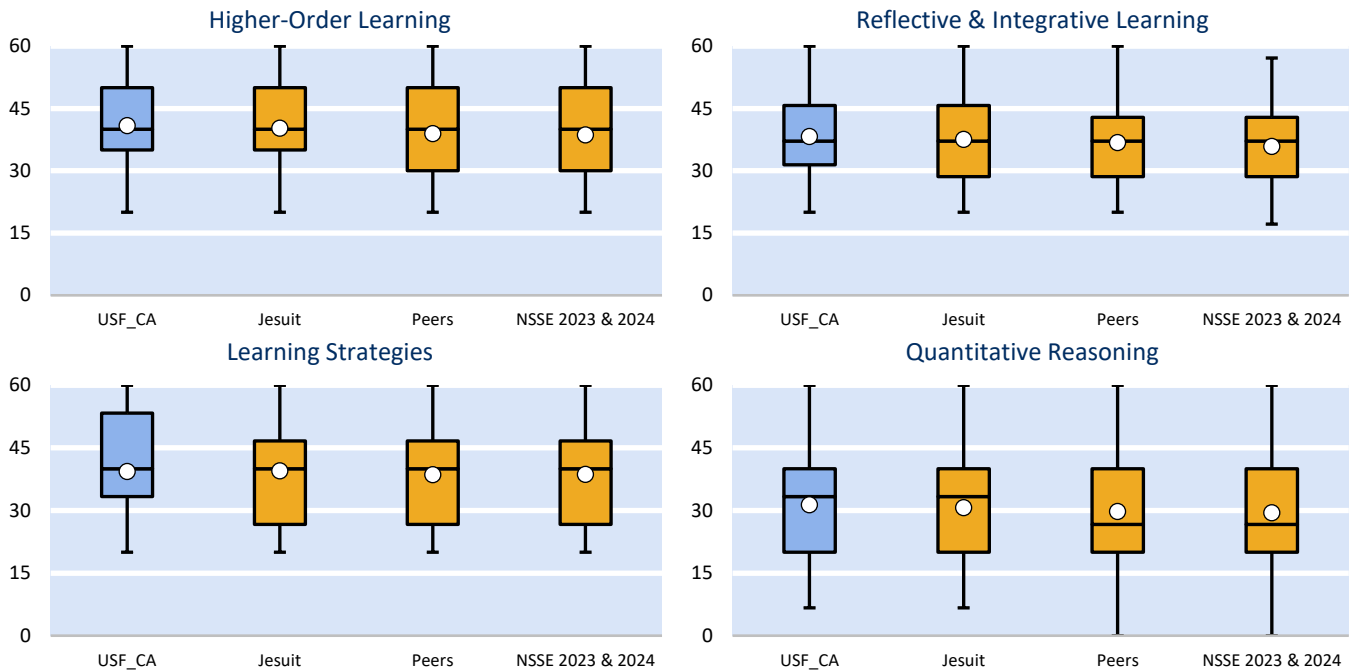
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Peers		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.9	40.3	.05	38.9 *	.15	38.6 **	.17
Reflective & Integrative Learning	38.2	37.5	.06	36.8	.12	35.8 **	.20
Learning Strategies	39.4	39.5	-.01	38.6	.06	38.6	.05
Quantitative Reasoning	31.3	30.7	.04	29.8	.10	29.5	.12

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	Peers	NSSE 2023 & 2024
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	77	-1	+4	+6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+1	+6	+8
4d. Evaluating a point of view, decision, or information source	79	+3	+6	+8
4e. Forming a new idea or understanding from various pieces of information	77	+4	+6	+5
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	59	+3	+4	+5
2b. Connected your learning to societal problems or issues	63	+3	+6	+11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68	+4	+5	+14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	77	+10	+11	+12
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	79	+5	+6	+8
2f. Learned something that changed the way you understand an issue or concept	71	-1	+2	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	+3	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	-2	+1	+3
9b. Reviewed your notes after class	66	-1	+1	-0
9c. Summarized what you learned in class or from course materials	71	+2	+6	+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.)	59	+2	+6	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+3	+4	+6
6c. Evaluated what others have concluded from numerical information	53	+5	+7	+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.

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

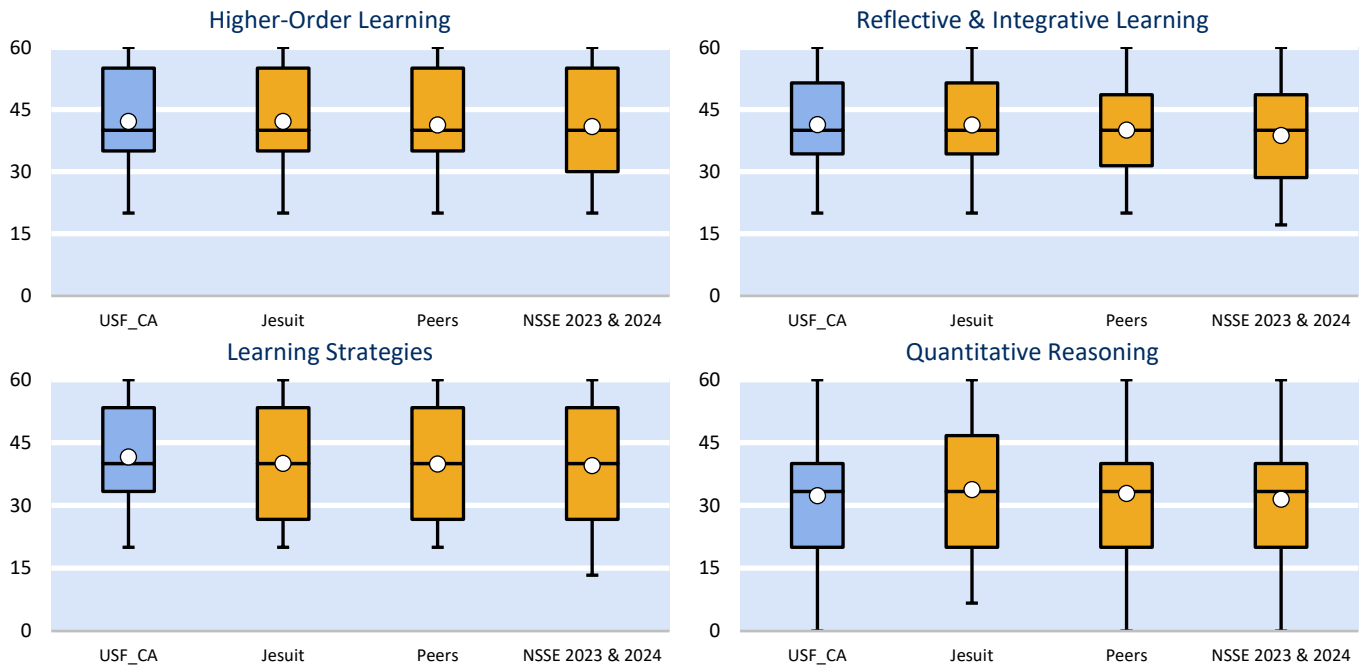
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Your seniors compared with					
		Jesuit		Peers		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.1	42.2	.00	41.3	.06	40.9	.09
Reflective & Integrative Learning	41.4	41.2	.01	40.1	.10	38.7 **	.21
Learning Strategies	41.5	40.0	.11	39.8	.12	39.5 *	.14
Quantitative Reasoning	32.3	33.8	-.09	32.8	-.03	31.4	.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.

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	Peers	NSSE 2023 & 2024
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	-2	+3	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	-4	-2	-0
4d. Evaluating a point of view, decision, or information source	77	+1	+2	+5
4e. Forming a new idea or understanding from various pieces of information	76	-1	+0	+1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71	-4	+2	+2
2b. Connected your learning to societal problems or issues	71	-1	+4	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68	-1	+4	+12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	74	-0	+3	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	79	+2	+4	+6
2f. Learned something that changed the way you understand an issue or concept	78	+1	+4	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	87	-2	+2	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	-5	-5	-1
9b. Reviewed your notes after class	73	+10	+8	+7
9c. Summarized what you learned in class or from course materials	72	+3	+5	+4
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.)	54	-6	-5	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	-4	-2	+2
6c. Evaluated what others have concluded from numerical information	51	-5	-2	+3

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

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

Learning with Peers: First-year students

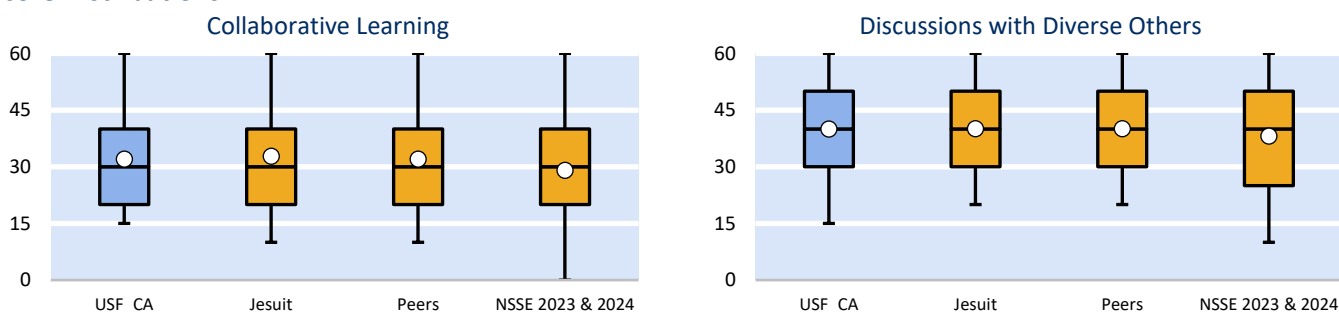
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		Peers		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.0	32.8	-.05	32.0	.00	29.1 ***	.19
Discussions with Diverse Others	39.9	40.0	-.01	40.0	-.01	38.1	.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.

Collaborative Learning	USF_CA	Percentage point difference ^a between your FY students and			
		Jesuit	Peers	NSSE 2023 & 2024	
Percentage of students who responded that they "Very often" or "Often"...					
1b. Asked another student to help you understand course material	52	+1	+3	+8	
1c. Explained course material to one or more students	51	-5	-3	+3	
1d. Prepared for exams by discussing or working through course material with other students	48	-2	+1	+7	
1e. Worked with other students on course projects or assignments	55	-3	-3	+4	
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	81	+6	+1	+12	
8b. People from economic backgrounds other than your own	76	+1	+0	+5	
8c. People with religious beliefs other than your own	71	-1	-0	+7	
8d. People with political views other than your own	47	-13	-5	-12	

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.

Learning with Peers: Seniors

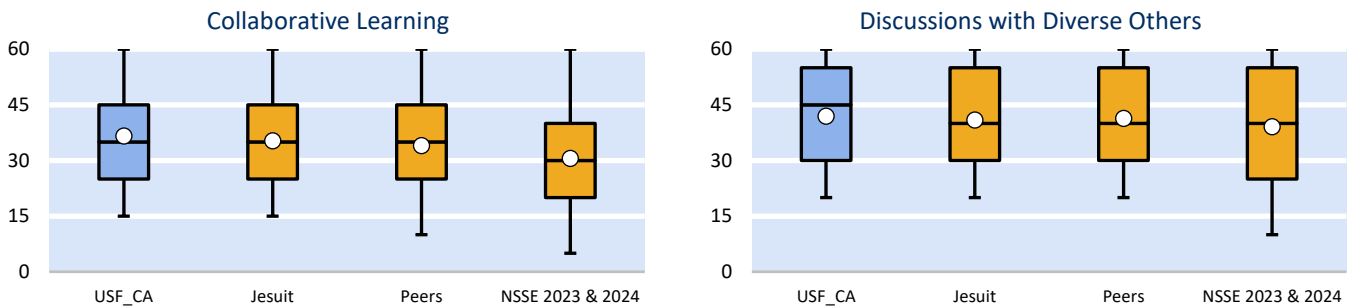
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your seniors compared with					
		Jesuit		Peers		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.6	35.3	.10	34.0 **	.18	30.6 ***	.38
Discussions with Diverse Others	41.9	41.0	.07	41.4	.04	39.1 *	.17

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

Score Distributions



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

Performance on Indicator Items

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

Collaborative Learning	USF_CA	Percentage point difference ^a between your seniors and		
		Jesuit	Peers	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	53	+3	+6	+12
1c. Explained course material to one or more students	63	+0	+8	+11
1d. Prepared for exams by discussing or working through course material with other students	56	+5	+9	+15
1e. Worked with other students on course projects or assignments	72	-0	+1	+12
<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 races or ethnicities other than your own	84	+8	+2	+13
8b. People from economic backgrounds other than your own	81	+5	+3	+9
8c. People with religious beliefs other than your own	72	+2	+1	+7
8d. People with political views other than your own	54	-6	+2	-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.

Experiences with Faculty: First-year students

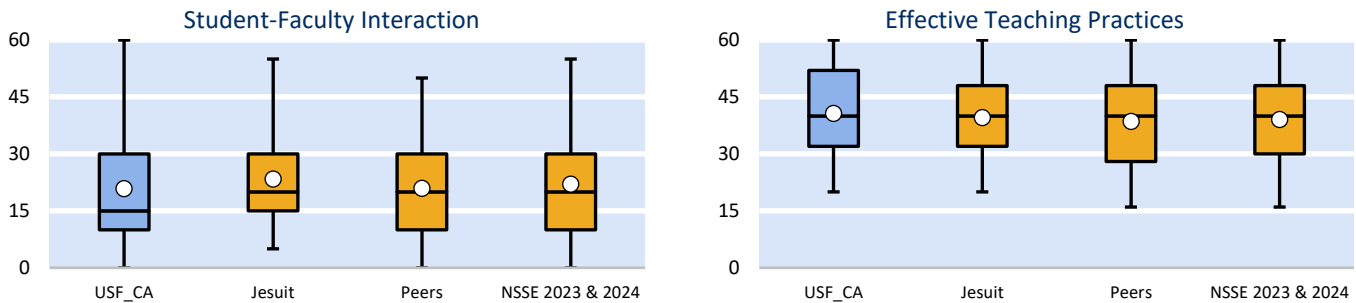
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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		Peers		NSSE 2023 & 2024	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.9	23.4 **	-.17	20.9	.00	22.0	-.07
Effective Teaching Practices	40.7	39.6	.09	38.5 *	.16	39.0 *	.12

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.

Student-Faculty Interaction	USF_CA	Percentage point difference ^a between your FY students and		
		Jesuit	Peers	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	29	-9	-3	-9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	+0	+4	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-4	+0	+1
3d. Discussed your academic performance with a faculty member	30	-4	+2	-2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	81	+1	+3	+3
5b. Taught course sessions in an organized way	75	-1	+3	+1
5c. Used examples or illustrations to explain difficult points	75	-1	+2	+1
5d. Provided feedback on a draft or work in progress	77	+11	+10	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+5	+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.

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.

Experiences with Faculty: Seniors

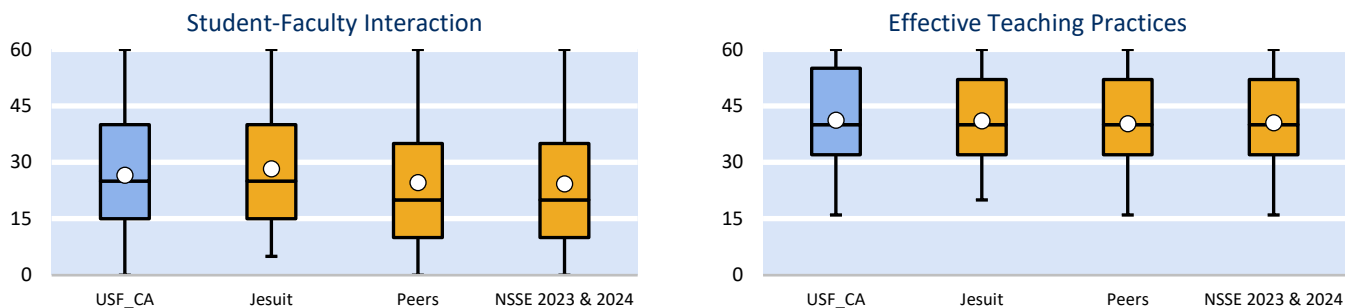
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your seniors compared with					
		Jesuit		Peers		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.6	28.2	-.10	24.5	.12	24.2 *	.14
Effective Teaching Practices	41.2	41.0	.02	40.2	.07	40.4	.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.

Student-Faculty Interaction	USF_CA	Percentage point difference ^a between your seniors and		
		Jesuit	Peers	NSSE 2023 & 2024
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	42	-10	-1	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	-6	+1	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	-2	+5	+7
3d. Discussed your academic performance with a faculty member	40	+2	+6	+7
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	82	-1	+1	+1
5b. Taught course sessions in an organized way	76	-6	-1	-1
5c. Used examples or illustrations to explain difficult points	77	-3	-1	-0
5d. Provided feedback on a draft or work in progress	66	+1	+2	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	69	-1	+5	+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.

Campus Environment: First-year students

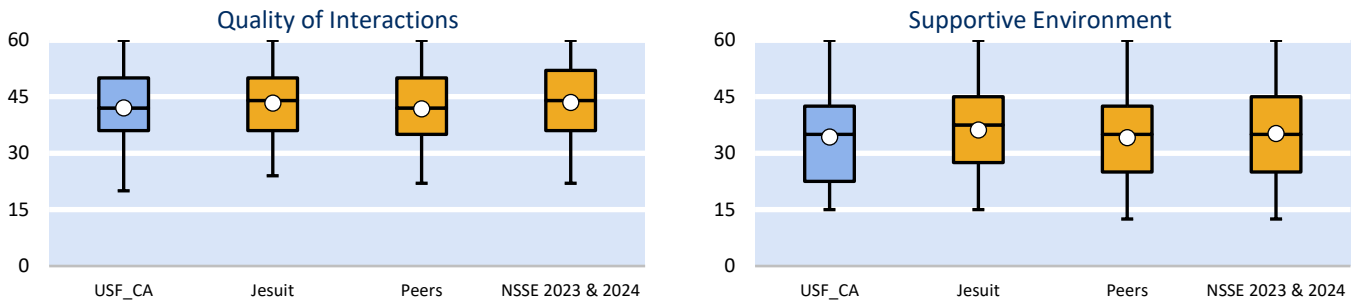
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your first-year students compared with					
		Jesuit		Peers		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.0	43.3	-.12	41.8	.02	43.5	-.13
Supportive Environment	34.4	36.2 *	-.14	34.1	.02	35.2	-.07

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

Score Distributions



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	Peers	NSSE 2023 & 2024
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	50	-4	-2	-2
13b. Academic advisors	45	-8	-2	-11
13c. Faculty	53	-2	+4	-1
13d. Student services staff (career services, student activities, housing, etc.)	42	-6	-1	-7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-4	+0	-8
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	70	-5	+1	-3
14c. Using learning support services (tutoring services, writing center, etc.)	70	-5	-0	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	68	+5	+5	+8
14e. Providing opportunities to be involved socially	65	-6	-1	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-16	-9	-12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-4	-3	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	-11	-1	-5
14i. Attending events that address important social, economic, or political issues	54	+3	+9	+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.

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

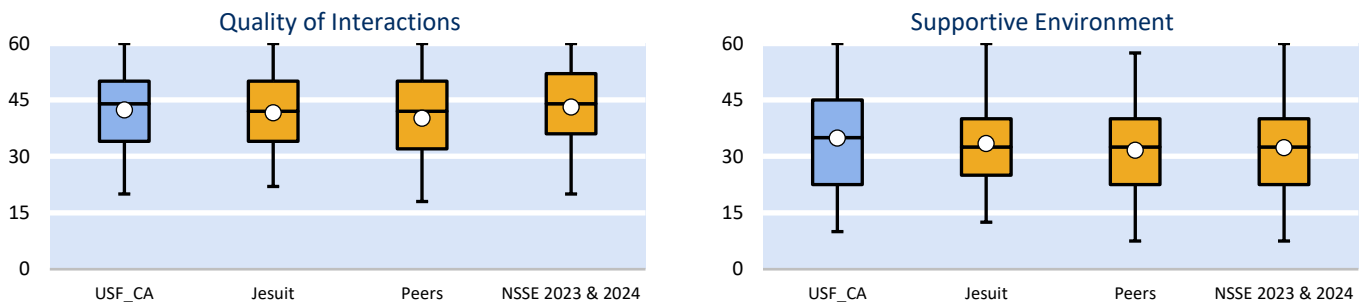
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your seniors compared with					
		Jesuit Mean	Jesuit Effect size	Peers Mean	Peers Effect size	NSSE 2023 & 2024 Mean	NSSE 2023 & 2024 Effect size
Quality of Interactions	42.4	41.6	.07	40.2 *	.18	43.1	-.06
Supportive Environment	34.9	33.4	.11	31.6 **	.24	32.4 *	.18

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	Peers	NSSE 2023 & 2024	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>					
13a. Students	59	-1	+4	+0	
13b. Academic advisors	53	+9	+12	+0	
13c. Faculty	54	-7	-0	-5	
13d. Student services staff (career services, student activities, housing, etc.)	44	+7	+7	-2	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	+4	+7	-4	
<i>Supportive Environment</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>					
14b. Providing support to help students succeed academically	70	+1	+5	+1	
14c. Using learning support services (tutoring services, writing center, etc.)	69	+3	+8	+3	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	69	+12	+8	+13	
14e. Providing opportunities to be involved socially	65	-4	+3	+1	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	57	-3	-0	-2	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	+6	+7	+4	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-6	+9	+5	
14i. Attending events that address important social, economic, or political issues	56	+9	+11	+16	

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.

This page intentionally left blank.

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 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 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	40.9	39.8	.08	✓	42.4 *	-.12	
Academic Challenge	Reflective and Integrative Learning	38.2	37.3	.08	✓	39.9 *	-.14	
	Learning Strategies	39.4	40.2	-.06	✓	43.1 ***	-.26	
	Quantitative Reasoning	31.3	30.8	.03	✓	33.3	-.13	
Learning with Peers	Collaborative Learning	32.0	33.4	-.10	✓	36.7 ***	-.34	
	Discussions with Diverse Others	39.9	40.7	-.05	✓	44.2 ***	-.31	
Experiences with Faculty	Student-Faculty Interaction	20.9	25.4 ***	-.29		29.9 ***	-.58	
	Effective Teaching Practices	40.7	40.8	-.01	✓	43.6 ***	-.20	
Campus Environment	Quality of Interactions	42.0	45.7 ***	-.32		48.7 ***	-.56	
	Supportive Environment	34.4	37.1 **	-.21		40.4 ***	-.48	

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	42.4	-.02	✓	44.9 **	-.21	
Academic Challenge	Reflective and Integrative Learning	41.4	40.6	.06	✓	43.2 *	-.15	
	Learning Strategies	41.5	41.2	.02	✓	44.1 **	-.18	
	Quantitative Reasoning	32.3	32.8	-.03	✓	36.2 ***	-.24	
Learning with Peers	Collaborative Learning	36.6	34.7 *	.13	✓	38.0	-.10	
	Discussions with Diverse Others	41.9	41.4	.04	✓	44.1 *	-.15	
Experiences with Faculty	Student-Faculty Interaction	26.6	29.9 **	-.21		34.9 ***	-.52	
	Effective Teaching Practices	41.2	42.5	-.09	✓	45.2 ***	-.31	
Campus Environment	Quality of Interactions	42.4	45.4 ***	-.25		48.1 ***	-.46	
	Supportive Environment	34.9	34.6	.02	✓	38.0 **	-.22	

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 = 253)	40.9	12.0	.76	20	35	40	50	60				
Jesuit	40.3	12.2	.19	20	35	40	50	60	4,183	.6	.431	.051
Peers	38.9	12.9	.22	20	30	40	50	60	3,645	2.0	.019	.153
NSSE 2023 & 2024	38.6	13.4	.03	20	30	40	50	60	253	2.3	.003	.170
Top 50%	39.8	13.2	.04	20	30	40	50	60	253	1.1	.159	.081
Top 10%	42.4	12.5	.10	20	35	40	55	60	262	-1.5	.050	-.120
Reflective & Integrative Learning												
USF_CA (N = 269)	38.2	11.6	.71	20	31	37	46	60				
Jesuit	37.5	11.3	.17	20	29	37	46	60	4,502	.7	.331	.061
Peers	36.8	11.7	.19	20	29	37	43	60	3,931	1.4	.052	.123
NSSE 2023 & 2024	35.8	12.2	.03	17	29	37	43	57	214,897	2.4	.001	.196
Top 50%	37.3	12.0	.04	17	29	37	46	60	114,884	.9	.200	.078
Top 10%	39.9	11.7	.10	20	31	40	49	60	13,726	-1.7	.020	-.143
Learning Strategies												
USF_CA (N = 244)	39.4	13.5	.87	20	33	40	53	60				
Jesuit	39.5	13.1	.22	20	27	40	47	60	3,857	-.1	.874	-.010
Peers	38.6	13.8	.24	20	27	40	47	60	3,422	.8	.371	.059
NSSE 2023 & 2024	38.6	13.9	.03	20	27	40	47	60	178,035	.7	.409	.053
Top 50%	40.2	13.9	.04	20	33	40	53	60	103,311	-.8	.359	-.059
Top 10%	43.1	14.5	.09	20	33	40	60	60	249	-3.8	.000	-.261
Quantitative Reasoning												
USF_CA (N = 241)	31.3	14.6	.94	7	20	33	40	60				
Jesuit	30.7	15.1	.25	7	20	33	40	60	3,911	.7	.501	.045
Peers	29.8	15.4	.27	0	20	27	40	60	3,461	1.6	.121	.103
NSSE 2023 & 2024	29.5	15.7	.04	0	20	27	40	60	182,046	1.9	.062	.120
Top 50%	30.8	15.5	.04	7	20	33	40	60	122,098	.5	.610	.033
Top 10%	33.3	15.4	.10	7	20	33	40	60	23,284	-1.9	.053	-.125
Learning with Peers												
Collaborative Learning												
USF_CA (N = 287)	32.0	13.0	.77	15	20	30	40	60				
Jesuit	32.8	13.9	.21	10	20	30	40	60	4,867	-.7	.379	-.054
Peers	32.0	13.8	.22	10	20	30	40	60	4,195	.0	.997	.000
NSSE 2023 & 2024	29.1	15.4	.03	0	20	30	40	60	287	3.0	.000	.193
Top 50%	33.4	13.9	.04	10	25	35	40	60	140,101	-1.4	.094	-.099
Top 10%	36.7	13.7	.08	15	25	35	45	60	26,447	-4.7	.000	-.342
Discussions with Diverse Others												
USF_CA (N = 246)	39.9	14.8	.94	15	30	40	50	60				
Jesuit	40.0	14.0	.23	20	30	40	50	60	3,882	-.1	.929	-.006
Peers	40.0	14.3	.25	20	30	40	50	60	3,430	-.1	.933	-.006
NSSE 2023 & 2024	38.1	16.1	.04	10	25	40	50	60	246	1.8	.052	.115
Top 50%	40.7	14.9	.04	20	30	40	55	60	114,993	-.7	.433	-.050
Top 10%	44.2	13.8	.12	20	35	45	60	60	12,467	-4.3	.000	-.310

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 = 257)	20.9	15.7	.98	0	10	15	30	60				
Jesuit	23.4	14.4	.23	5	15	20	30	55	4,299	-2.5	.007	-.174
Peers	20.9	14.5	.24	0	10	20	30	50	3,773	.0	.994	.000
NSSE 2023 & 2024	22.0	15.3	.03	0	10	20	30	55	204,367	-1.1	.230	-.075
Top 50%	25.4	15.3	.06	5	15	25	35	60	73,419	-4.5	.000	-.292
Top 10%	29.9	15.5	.16	5	20	30	40	60	9,193	-9.0	.000	-.579
Effective Teaching Practices												
USF_CA (N = 255)	40.7	12.8	.80	20	32	40	52	60				
Jesuit	39.6	12.2	.20	20	32	40	48	60	4,142	1.1	.161	.090
Peers	38.5	13.1	.22	16	28	40	48	60	3,632	2.1	.012	.163
NSSE 2023 & 2024	39.0	13.4	.03	16	30	40	48	60	194,059	1.6	.049	.123
Top 50%	40.8	13.5	.04	20	32	40	52	60	92,894	-1	.929	-.006
Top 10%	43.6	14.1	.11	20	36	44	56	60	264	-2.9	.000	-.204
Campus Environment												
Quality of Interactions												
USF_CA (N = 231)	42.0	11.5	.75	20	36	42	50	60				
Jesuit	43.3	10.9	.19	24	36	44	50	60	3,659	-1.3	.078	-.120
Peers	41.8	11.4	.21	22	35	42	50	60	3,131	.3	.722	.024
NSSE 2023 & 2024	43.5	11.7	.03	22	36	44	52	60	162,657	-1.5	.052	-.128
Top 50%	45.7	11.5	.04	24	40	48	54	60	69,569	-3.7	.000	-.320
Top 10%	48.7	11.9	.10	24	42	52	60	60	13,570	-6.7	.000	-.560
Supportive Environment												
USF_CA (N = 237)	34.4	12.8	.83	15	23	35	43	60				
Jesuit	36.2	12.9	.22	15	28	38	45	60	3,764	-1.8	.033	-.143
Peers	34.1	13.2	.24	13	25	35	43	60	3,285	.2	.783	.019
NSSE 2023 & 2024	35.2	13.6	.03	13	25	35	45	60	171,471	-9	.311	-.066
Top 50%	37.1	13.0	.04	17	28	38	45	60	83,984	-2.8	.001	-.212
Top 10%	40.4	12.6	.15	20	33	40	50	60	7,257	-6.1	.000	-.482

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 = 239)	42.1	13.8	.89	20	35	40	55	60				
Jesuit	42.2	13.1	.26	20	35	40	55	60	2,717	.0	.981	-.002
Peers	41.3	13.5	.25	20	35	40	55	60	3,149	.8	.360	.062
NSSE 2023 & 2024	40.9	13.8	.03	20	30	40	55	60	161,948	1.2	.176	.088
Top 50%	42.4	13.6	.05	20	35	40	55	60	68,247	-.3	.739	-.022
Top 10%	44.9	12.8	.15	20	40	45	60	60	7,368	-2.8	.001	-.215
Reflective & Integrative Learning												
USF_CA (N = 252)	41.4	13.2	.83	20	34	40	51	60				
Jesuit	41.2	11.8	.23	20	34	40	51	60	2,865	.1	.863	.011
Peers	40.1	12.6	.23	20	31	40	49	60	3,358	1.3	.116	.103
NSSE 2023 & 2024	38.7	12.9	.03	17	29	40	49	60	173,140	2.6	.001	.205
Top 50%	40.6	12.4	.05	20	31	40	51	60	68,329	.8	.330	.061
Top 10%	43.2	11.8	.15	23	34	43	54	60	6,842	-1.8	.017	-.153
Learning Strategies												
USF_CA (N = 213)	41.5	14.5	.99	20	33	40	53	60				
Jesuit	40.0	14.2	.29	20	27	40	53	60	2,565	1.5	.139	.106
Peers	39.8	14.2	.27	20	27	40	53	60	2,978	1.7	.099	.117
NSSE 2023 & 2024	39.5	14.6	.04	13	27	40	53	60	151,570	2.0	.047	.136
Top 50%	41.2	14.5	.05	20	33	40	53	60	83,039	.3	.737	.023
Top 10%	44.1	14.2	.14	20	33	47	60	60	10,460	-2.6	.009	-.182
Quantitative Reasoning												
USF_CA (N = 222)	32.3	16.8	1.12	0	20	33	40	60				
Jesuit	33.8	16.3	.33	7	20	33	47	60	2,598	-1.4	.211	-.088
Peers	32.8	16.6	.31	0	20	33	40	60	3,022	-.5	.676	-.029
NSSE 2023 & 2024	31.4	16.7	.04	0	20	33	40	60	154,060	.9	.422	.054
Top 50%	32.8	16.5	.06	7	20	33	40	60	89,557	-.5	.650	-.030
Top 10%	36.2	16.2	.17	7	20	40	47	60	9,157	-3.8	.000	-.238
Learning with Peers												
Collaborative Learning												
USF_CA (N = 265)	36.6	13.3	.82	15	25	35	45	60				
Jesuit	35.3	13.9	.26	15	25	35	45	60	2,997	1.3	.139	.095
Peers	34.0	14.3	.25	10	25	35	45	60	3,502	2.6	.004	.183
NSSE 2023 & 2024	30.6	16.0	.04	5	20	30	40	60	265	6.0	.000	.377
Top 50%	34.7	14.2	.05	10	25	35	45	60	82,912	1.9	.031	.133
Top 10%	38.0	13.6	.13	15	30	40	50	60	10,839	-1.4	.102	-.102
Discussions with Diverse Others												
USF_CA (N = 215)	41.9	15.0	1.02	20	30	45	55	60				
Jesuit	41.0	14.1	.29	20	30	40	55	60	2,587	1.0	.337	.068
Peers	41.4	14.8	.28	20	30	40	55	60	3,001	.6	.572	.040
NSSE 2023 & 2024	39.1	16.4	.04	10	25	40	55	60	152,501	2.8	.011	.173
Top 50%	41.4	15.6	.05	15	30	40	60	60	85,828	.6	.588	.037
Top 10%	44.1	14.5	.15	20	35	45	60	60	10,181	-2.2	.030	-.149

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 = 247)	26.6	16.9	1.07	0	15	25	40	60				
Jesuit	28.2	16.3	.32	5	15	25	40	60	2,777	-1.7	.124	-.103
Peers	24.5	16.2	.29	0	10	20	35	60	3,247	2.0	.062	.124
NSSE 2023 & 2024	24.2	16.5	.04	0	10	20	35	60	167,090	2.3	.026	.142
Top 50%	29.9	16.3	.08	5	20	30	40	60	37,663	-3.4	.001	-.207
Top 10%	34.9	16.1	.26	10	20	35	45	60	4,180	-8.3	.000	-.517
Effective Teaching Practices												
USF_CA (N = 239)	41.2	14.2	.92	16	32	40	55	60				
Jesuit	41.0	12.7	.26	20	32	40	52	60	276	.2	.827	.016
Peers	40.2	13.6	.25	16	32	40	52	60	3,149	1.0	.281	.073
NSSE 2023 & 2024	40.4	14.0	.03	16	32	40	52	60	161,423	.7	.415	.053
Top 50%	42.5	13.8	.06	20	32	44	56	60	61,601	-1.3	.145	-.095
Top 10%	45.2	13.1	.15	20	36	48	60	60	7,774	-4.1	.000	-.310
Campus Environment												
Quality of Interactions												
USF_CA (N = 200)	42.4	12.6	.89	20	34	44	50	60				
Jesuit	41.6	11.3	.24	22	34	42	50	60	228	.8	.365	.074
Peers	40.2	12.4	.24	18	32	42	50	60	2,797	2.2	.014	.180
NSSE 2023 & 2024	43.1	12.4	.03	20	36	44	52	60	137,643	-.7	.428	-.056
Top 50%	45.4	12.0	.05	22	38	48	55	60	60,347	-3.0	.000	-.248
Top 10%	48.1	12.3	.11	23	42	50	60	60	11,792	-5.7	.000	-.463
Supportive Environment												
USF_CA (N = 201)	34.9	15.2	1.07	10	23	35	45	60				
Jesuit	33.4	13.3	.27	13	25	33	40	60	227	1.5	.174	.112
Peers	31.6	13.8	.26	8	23	33	40	58	224	3.3	.003	.238
NSSE 2023 & 2024	32.4	14.4	.04	8	23	33	40	60	147,724	2.6	.012	.178
Top 50%	34.6	14.2	.06	10	25	35	45	60	62,826	.3	.777	.020
Top 10%	38.0	13.7	.18	15	28	40	48	60	211	-3.0	.006	-.221

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.