



NSSE 2020

Engagement Indicators

University of San Francisco

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<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 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with Jesuit	compared with USF Peers	compared with NSSE 2019 & 2020
Academic Challenge	Higher-Order Learning	--	△	△
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	--	△	△
	Quantitative Reasoning	--	△	△
Learning with Peers	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	▽	--	--
	Effective Teaching Practices	△	▲	▲
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	△	△

Seniors

Theme	Engagement Indicator	Your seniors	Your seniors	Your seniors
		compared with Jesuit	compared with USF Peers	compared with NSSE 2019 & 2020
Academic Challenge	Higher-Order Learning	--	△	△
	Reflective & Integrative Learning	--	--	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	--	△
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▼	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▽	▽	▽
	Supportive Environment	▽	--	--

Academic Challenge: First-year students

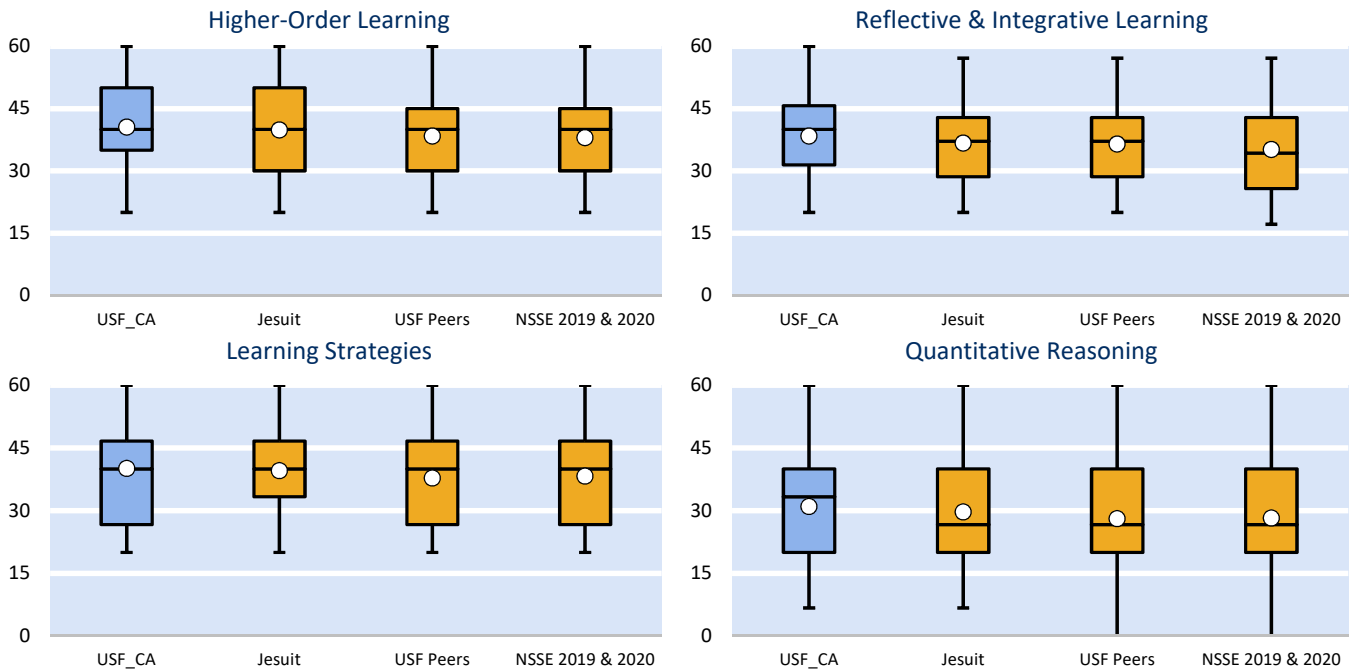
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your first-year students compared with					
		Jesuit		USF Peers		NSSE 2019 & 2020	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.6	39.9	.06	38.4 **	.17	38.1 ***	.19
Reflective & Integrative Learning	38.4	36.7 **	.15	36.5 **	.17	35.2 ***	.27
Learning Strategies	40.1	39.6	.04	37.8 **	.17	38.3 *	.13
Quantitative Reasoning	31.0	29.7	.09	28.1 **	.19	28.2 **	.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.

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 2019 & 2020
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	73	-3	+4	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+3	+6	+8
4d. Evaluating a point of view, decision, or information source	79	+5	+6	+10
4e. Forming a new idea or understanding from various pieces of information	76	+4	+5	+7
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	57	+3	+3	+5
2b. Connected your learning to societal problems or issues	64	+6	+6	+13
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68	+9	+9	+17
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+4	+5	+7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+4	+3	+6
2f. Learned something that changed the way you understand an issue or concept	75	+5	+7	+9
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+1	+2	+4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83	+2	+6	+9
9b. Reviewed your notes after class	68	+1	+4	+2
9c. Summarized what you learned in class or from course materials	64	-2	+3	+1
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.)	58	+1	+7	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+6	+10	+10
6c. Evaluated what others have concluded from numerical information	49	+4	+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

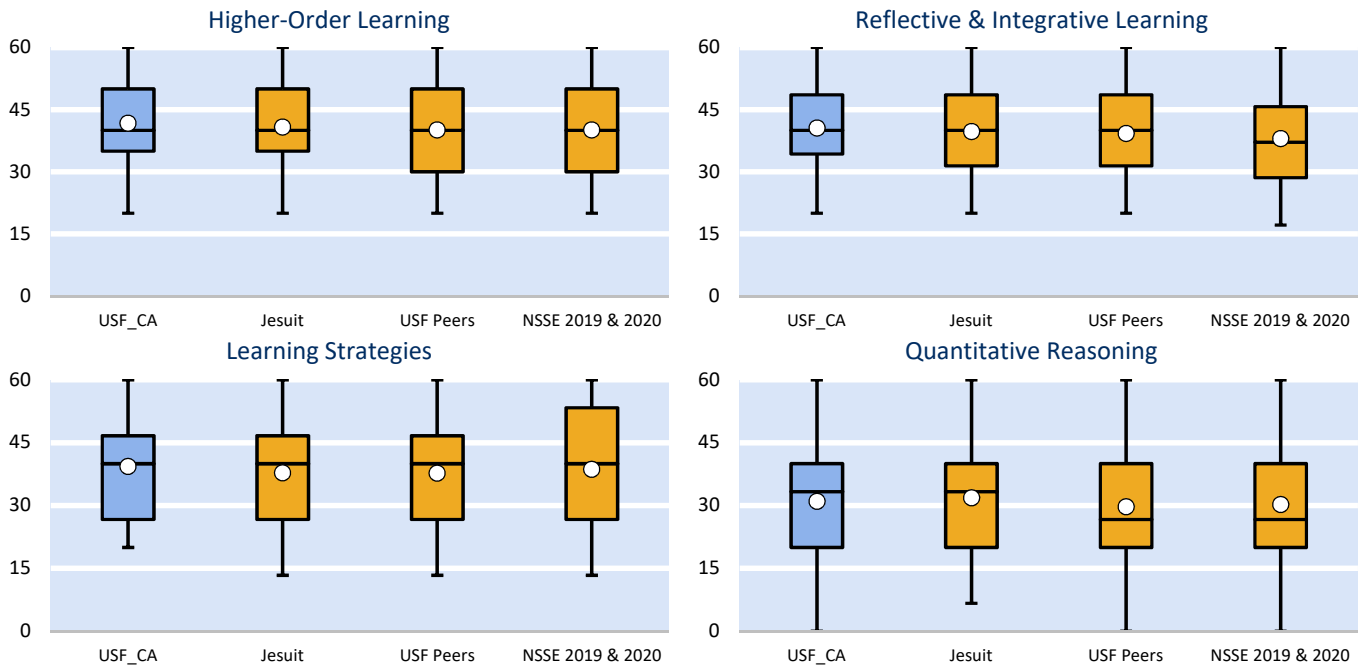
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Mean	Your seniors compared with					
		Jesuit Mean	Jesuit Effect size	USF Peers Mean	USF Peers Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Higher-Order Learning	41.8	40.9	.07	40.1 *	.12	40.1 *	.12
Reflective & Integrative Learning	40.6	39.7	.07	39.2	.11	38.1 ***	.20
Learning Strategies	39.3	37.8	.11	37.7	.11	38.6	.05
Quantitative Reasoning	31.0	31.8	-.05	29.7	.08	30.2	.05

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	USF_CA	Percentage point difference ^a between your seniors and		
		Jesuit	USF Peers	NSSE 2019 & 2020
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	-1	+5	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+1	+4	+4
4d. Evaluating a point of view, decision, or information source	78	+4	+5	+7
4e. Forming a new idea or understanding from various pieces of information	76	+1	+2	+3
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	69	-2	-1	+1
2b. Connected your learning to societal problems or issues	78	+10	+12	+17
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	69	+7	+9	+16
2d. Examined the strengths and weaknesses of your own views on a topic or issue	72	+2	+4	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+2	+2	+4
2f. Learned something that changed the way you understand an issue or concept	76	+1	+2	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+0	+3	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	+2	+4	+4
9b. Reviewed your notes after class	63	+6	+4	+0
9c. Summarized what you learned in class or from course materials	65	+3	+4	+1
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.)	52	-6	-0	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+1	+6	+5
6c. Evaluated what others have concluded from numerical information	50	-3	+3	+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.

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Learning with Peers: First-year students

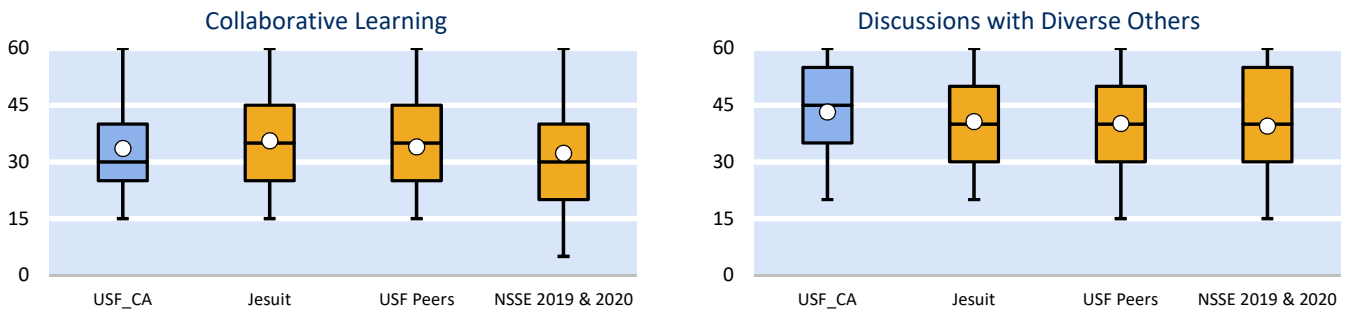
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your first-year students compared with					
		Jesuit		USF Peers		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.5	35.6 **	-.15	34.0	-.03	32.3	.08
Discussions with Diverse Others	43.2	40.7 **	.19	40.1 ***	.21	39.5 ***	.24

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Collaborative Learning	USF_CA	Percentage point difference ^a between your FY students and		
		Jesuit	USF Peers	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	51	-8	-4	-1
1f. Explained course material to one or more students	58	-6	-2	+1
1g. Prepared for exams by discussing or working through course material with other students	52	-7	-1	+2
1h. Worked with other students on course projects or assignments	57	-3	-1	+3
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	86	+12	+8	+15
8b. People from an economic background other than your own	82	+8	+8	+10
8c. People with religious beliefs other than your own	76	+6	+7	+10
8d. People with political views other than your own	52	-12	-3	-12

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Learning with Peers: Seniors

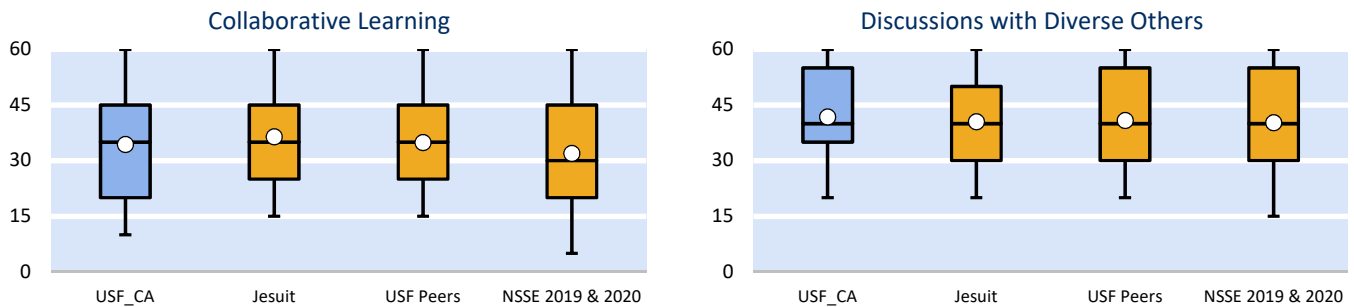
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Mean Comparisons

Engagement Indicator	USF_CA Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.4	36.5 **	-.16	34.9	-.04	32.0 **	.15
Discussions with Diverse Others	41.8	40.5	.10	40.8	.07	40.2	.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).

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Collaborative Learning	USF_CA	Percentage point difference ^a between your seniors and		
		Jesuit	USF Peers	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	46	-7	-3	+3
1f. Explained course material to one or more students	62	-6	-1	+5
1g. Prepared for exams by discussing or working through course material with other students	52	-5	-1	+6
1h. Worked with other students on course projects or assignments	65	-7	-5	+2
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	81	+9	+1	+9
8b. People from an economic background other than your own	81	+7	+4	+8
8c. People with religious beliefs other than your own	75	+5	+5	+7
8d. People with political views other than your own	50	-14	-5	-15

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Experiences with Faculty: First-year students

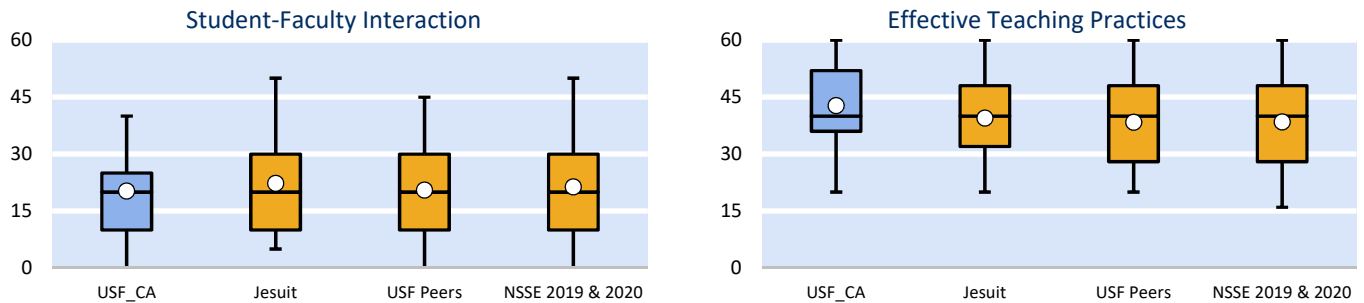
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your first-year students compared with					
		Jesuit		USF Peers		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.2	22.3 **	-.15	20.5	-.02	21.4	-.08
Effective Teaching Practices	42.8	39.5 ***	.27	38.4 ***	.35	38.4 ***	.33

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

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Student-Faculty Interaction	USF_CA	Percentage point difference ^a between your FY students and		
		Jesuit	USF Peers	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	29	-7	-4	-9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-1	+1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-7	-2	-2
3d. Discussed your academic performance with a faculty member	25	-5	-3	-5
<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	86	+5	+7	+9
5b. Taught course sessions in an organized way	81	+2	+7	+7
5c. Used examples or illustrations to explain difficult points	80	+2	+5	+6
5d. Provided feedback on a draft or work in progress	80	+16	+16	+17
5e. Provided prompt and detailed feedback on tests or completed assignments	73	+9	+14	+13

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Experiences with Faculty: Seniors

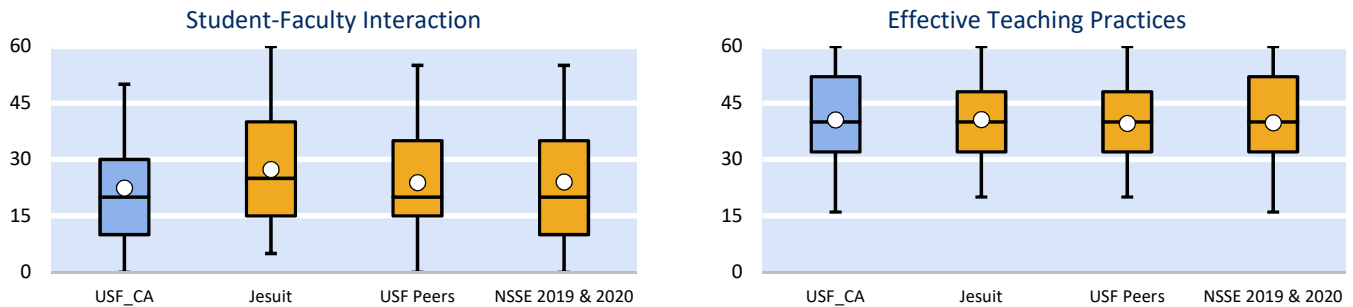
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Mean Comparisons

Engagement Indicator	USF_CA Mean	Your seniors compared with					
		Jesuit Mean	Jesuit Effect size	USF Peers Mean	USF Peers Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Student-Faculty Interaction	22.3	27.3 ***	-.33	23.8	-.10	23.9	-.10
Effective Teaching Practices	40.4	40.5	-.01	39.5	.07	39.7	.05

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		Jesuit	USF Peers	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	34	-17	-7	-9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-14	-7	-8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-11	-2	-3
3d. Discussed your academic performance with a faculty member	30	-5	-2	-3
<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	85	+2	+4	+5
5b. Taught course sessions in an organized way	80	-1	+4	+3
5c. Used examples or illustrations to explain difficult points	80	-2	+2	+3
5d. Provided feedback on a draft or work in progress	64	+1	+2	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	66	-0	+4	+2

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

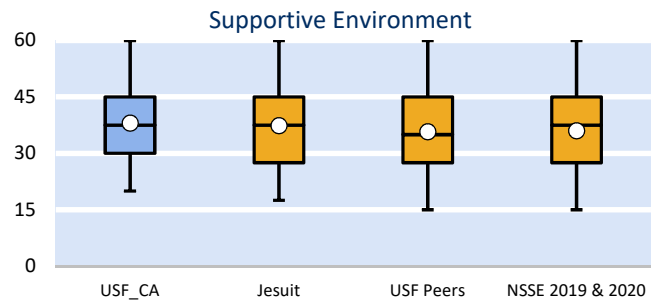
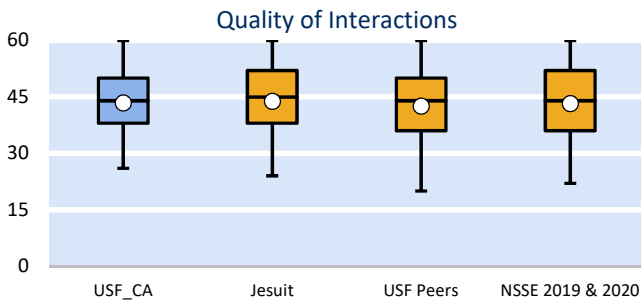
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your first-year students compared with					
		Jesuit Mean	Jesuit Effect size	USF Peers Mean	USF Peers Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Quality of Interactions	43.4	43.8	-.04	42.6	.07	43.2	.02
Supportive Environment	38.0	37.3	.06	35.8 **	.17	36.0 **	.15

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

Score Distributions



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

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 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	59	+1	+7	+6
13b. Academic advisors	57	+5	+7	+3
13c. Faculty	60	+3	+11	+7
13d. Student services staff (career services, student activities, housing, etc.)	45	-3	-1	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	-8	-6	-9
<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	79	+0	+4	+4
14c. Using learning support services (tutoring services, writing center, etc.)	84	+6	+8	+8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	78	+15	+14	+17
14e. Providing opportunities to be involved socially	71	-2	+2	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+0	+2	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	-2	-0	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	-4	+5	+1
14i. Attending events that address important social, economic, or political issues	60	+8	+12	+13

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

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

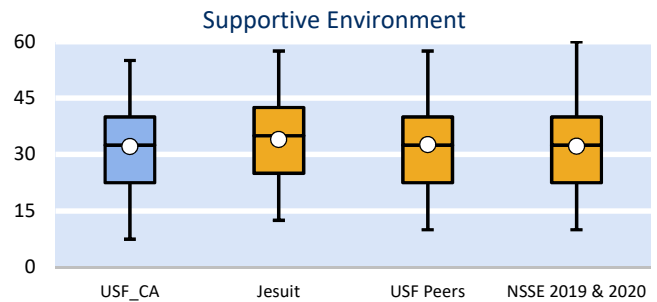
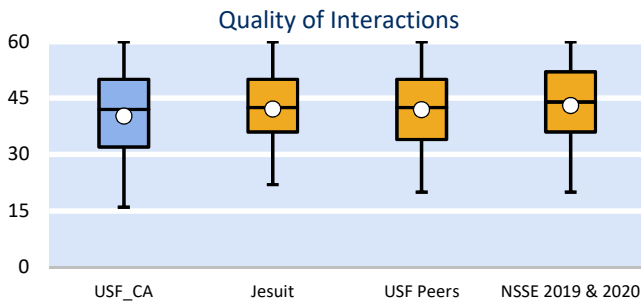
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	USF_CA Mean	Your seniors compared with					
		Jesuit		USF Peers		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.3	42.1 *	-.17	42.0 *	-.14	43.0 ***	-.23
Supportive Environment	32.2	34.0 *	-.14	32.7	-.04	32.2	.00

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	USF_CA	Percentage point difference ^a between your seniors and		
		Jesuit	USF Peers	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	54	-7	-2	-4
13b. Academic advisors	44	-3	-3	-10
13c. Faculty	63	+3	+7	+6
13d. Student services staff (career services, student activities, housing, etc.)	33	-5	-9	-12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	33	-5	-6	-11
<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	69	-4	+0	-1
14c. Using learning support services (tutoring services, writing center, etc.)	68	+1	+5	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+8	+1	+6
14e. Providing opportunities to be involved socially	58	-13	-6	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-6	-5	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-3	-2	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	-10	+3	+1
14i. Attending events that address important social, economic, or political issues	51	+0	+8	+11

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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	40.6	39.3	.10	✓	41.4	-.06	✓
Academic	Reflective and Integrative Learning	38.4	36.7 **	.15	✓	39.0	-.05	✓
Challenge	Learning Strategies	40.1	39.9	.02	✓	42.3 **	-.15	
	Quantitative Reasoning	31.0	29.4	.10	✓	31.4	-.03	✓
Learning	Collaborative Learning	33.5	35.2 *	-.12		37.4 ***	-.29	
with Peers	Discussions with Diverse Others	43.2	41.4 *	.12	✓	43.6	-.03	✓
Experiences	Student-Faculty Interaction	20.2	24.5 ***	-.29		28.1 ***	-.51	
with Faculty	Effective Teaching Practices	42.8	40.5 **	.17	✓	42.3	.03	✓
Campus	Quality of Interactions	43.4	45.2 **	-.16		47.2 ***	-.33	
Environment	Supportive Environment	38.0	37.9	.01	✓	40.0 **	-.15	

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	41.8	41.7	.00	✓	43.2	-.11	
Academic	Reflective and Integrative Learning	40.6	39.8	.06	✓	41.8	-.10	✓
Challenge	Learning Strategies	39.3	40.7	-.09	✓	42.7 ***	-.23	
	Quantitative Reasoning	31.0	31.4	-.03	✓	33.4 *	-.15	
Learning	Collaborative Learning	34.4	35.9 *	-.11		38.4 ***	-.30	
with Peers	Discussions with Diverse Others	41.8	42.1	-.02	✓	43.8 *	-.13	
Experiences	Student-Faculty Interaction	22.3	29.7 ***	-.46		33.2 ***	-.68	
with Faculty	Effective Teaching Practices	40.4	41.8	-.10	✓	43.7 ***	-.24	
Campus	Quality of Interactions	40.3	45.2 ***	-.43		47.4 ***	-.59	
Environment	Supportive Environment	32.2	34.6 **	-.18		36.8 ***	-.33	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
USF_CA (N = 322)	40.6	13.0	.72	20	35	40	50	60				
Jesuit	39.9	12.4	.17	20	30	40	50	60	5,553	.7	.321	.057
USF Peers	38.4	12.7	.16	20	30	40	45	60	6,633	2.1	.003	.167
NSSE 2019 & 2020	38.1	13.2	.03	20	30	40	45	60	269,704	2.5	.001	.191
Top 50%	39.3	13.1	.03	20	30	40	50	60	152,631	1.2	.088	.095
Top 10%	41.4	12.8	.08	20	35	40	50	60	29,251	-.8	.246	-.065
Reflective & Integrative Learning												
USF_CA (N = 344)	38.4	12.0	.65	20	31	40	46	60				
Jesuit	36.7	11.5	.15	20	29	37	43	57	5,962	1.7	.008	.147
USF Peers	36.5	11.6	.14	20	29	37	43	57	7,058	2.0	.002	.169
NSSE 2019 & 2020	35.2	12.0	.02	17	26	34	43	57	291,883	3.3	.000	.272
Top 50%	36.7	11.8	.03	17	29	37	46	57	149,034	1.7	.006	.147
Top 10%	39.0	11.7	.08	20	31	40	49	60	23,402	-.6	.378	-.048
Learning Strategies												
USF_CA (N = 300)	40.1	13.2	.76	20	27	40	47	60				
Jesuit	39.6	13.2	.19	20	33	40	47	60	5,276	.5	.486	.041
USF Peers	37.8	13.4	.17	20	27	40	47	60	6,351	2.3	.003	.174
NSSE 2019 & 2020	38.3	13.8	.03	20	27	40	47	60	254,951	1.9	.020	.135
Top 50%	39.9	13.7	.04	20	33	40	53	60	129,363	.2	.781	.016
Top 10%	42.3	14.1	.08	20	33	40	53	60	307	-2.2	.005	-.155
Quantitative Reasoning												
USF_CA (N = 306)	31.0	14.8	.85	7	20	33	40	60				
Jesuit	29.7	14.9	.21	7	20	27	40	60	5,350	1.3	.147	.085
USF Peers	28.1	15.1	.19	0	20	27	40	60	6,424	2.9	.001	.191
NSSE 2019 & 2020	28.2	15.3	.03	0	20	27	40	60	259,266	2.8	.002	.180
Top 50%	29.4	15.2	.04	7	20	27	40	60	168,247	1.5	.079	.100
Top 10%	31.4	15.3	.08	7	20	33	40	60	35,493	-.4	.621	-.028
Learning with Peers												
Collaborative Learning												
USF_CA (N = 376)	33.5	13.5	.70	15	25	30	40	60				
Jesuit	35.6	13.7	.18	15	25	35	45	60	6,482	-2.1	.005	-.150
USF Peers	34.0	13.6	.16	15	25	35	45	60	7,614	-.5	.509	-.035
NSSE 2019 & 2020	32.3	14.7	.03	5	20	30	40	60	376	1.2	.075	.085
Top 50%	35.2	13.7	.03	15	25	35	45	60	194,012	-1.7	.018	-.122
Top 10%	37.4	13.5	.07	15	30	40	45	60	41,000	-3.9	.000	-.288
Discussions with Diverse Others												
USF_CA (N = 301)	43.2	13.9	.80	20	35	45	55	60				
Jesuit	40.7	13.8	.19	20	30	40	50	60	5,320	2.6	.002	.186
USF Peers	40.1	14.6	.19	15	30	40	50	60	6,384	3.1	.000	.212
NSSE 2019 & 2020	39.5	15.6	.03	15	30	40	55	60	256,818	3.7	.000	.239
Top 50%	41.4	15.0	.04	20	30	40	55	60	172,304	1.8	.038	.119
Top 10%	43.6	14.5	.08	20	35	45	60	60	35,672	-.4	.650	-.026

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 = 331)	20.2	13.3	.73	0	10	20	25	40				
Jesuit	22.3	14.0	.19	5	10	20	30	50	376	-2.0	.007	-.147
USF Peers	20.5	14.1	.18	0	10	20	30	45	6,794	-.3	.715	-.021
NSSE 2019 & 2020	21.4	14.6	.03	0	10	20	30	50	331	-1.1	.117	-.078
Top 50%	24.5	14.7	.05	5	15	20	35	55	333	-4.2	.000	-.289
Top 10%	28.1	15.5	.14	5	15	25	40	60	353	-7.9	.000	-.511
Effective Teaching Practices												
USF_CA (N = 317)	42.8	12.3	.69	20	36	40	52	60				
Jesuit	39.5	12.2	.17	20	32	40	48	60	5,530	3.3	.000	.270
USF Peers	38.4	12.5	.16	20	28	40	48	60	6,608	4.4	.000	.350
NSSE 2019 & 2020	38.4	13.2	.03	16	28	40	48	60	268,685	4.3	.000	.328
Top 50%	40.5	13.2	.04	20	32	40	52	60	111,708	2.2	.003	.170
Top 10%	42.3	14.2	.08	16	32	44	56	60	325	.5	.480	.035
Campus Environment												
Quality of Interactions												
USF_CA (N = 279)	43.4	10.8	.64	26	38	44	50	60				
Jesuit	43.8	10.9	.16	24	38	45	52	60	5,049	-.4	.556	-.036
USF Peers	42.6	11.5	.15	20	36	44	50	60	5,903	.9	.226	.074
NSSE 2019 & 2020	43.2	11.8	.02	22	36	44	52	60	279	.2	.768	.016
Top 50%	45.2	11.2	.03	24	38	46	54	60	104,681	-1.7	.009	-.156
Top 10%	47.2	11.6	.07	25	40	50	58	60	25,404	-3.8	.000	-.325
Supportive Environment												
USF_CA (N = 290)	38.0	11.4	.67	20	30	38	45	60				
Jesuit	37.3	12.7	.18	18	28	38	45	60	333	.7	.314	.055
USF Peers	35.8	13.0	.17	15	28	35	45	60	327	2.2	.001	.173
NSSE 2019 & 2020	36.0	13.5	.03	15	28	38	45	60	290	2.0	.002	.152
Top 50%	37.9	13.1	.04	18	30	38	48	60	291	.2	.812	.012
Top 10%	40.0	12.9	.09	18	33	40	50	60	299	-2.0	.004	-.154

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 = 272)	41.8	13.2	.80	20	35	40	50	60				
Jesuit	40.9	12.5	.20	20	35	40	50	60	4,333	.9	.246	.073
USF Peers	40.1	13.3	.17	20	30	40	50	60	6,591	1.6	.047	.123
NSSE 2019 & 2020	40.1	13.5	.02	20	30	40	50	60	295,949	1.7	.042	.123
Top 50%	41.7	13.4	.04	20	35	40	55	60	130,458	.1	.949	.004
Top 10%	43.2	13.3	.07	20	35	40	55	60	31,993	-1.4	.082	-.106
Reflective & Integrative Learning												
USF_CA (N = 293)	40.6	11.8	.69	20	34	40	49	60				
Jesuit	39.7	11.7	.18	20	31	40	49	60	4,580	.9	.229	.073
USF Peers	39.2	12.1	.15	20	31	40	49	60	6,954	1.3	.063	.111
NSSE 2019 & 2020	38.1	12.5	.02	17	29	37	46	60	313,728	2.5	.001	.203
Top 50%	39.8	12.2	.03	20	31	40	49	60	129,541	.8	.275	.064
Top 10%	41.8	12.0	.08	20	34	40	51	60	21,184	-1.2	.096	-.098
Learning Strategies												
USF_CA (N = 256)	39.3	13.9	.87	20	27	40	47	60				
Jesuit	37.8	14.3	.23	13	27	40	47	60	4,169	1.6	.091	.109
USF Peers	37.7	14.3	.18	13	27	40	47	60	6,301	1.6	.073	.115
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	283,387	.7	.442	.048
Top 50%	40.7	14.5	.04	20	33	40	53	60	144,547	-1.4	.134	-.094
Top 10%	42.7	14.4	.07	20	33	40	60	60	46,779	-3.3	.000	-.232
Quantitative Reasoning												
USF_CA (N = 260)	31.0	16.4	1.02	0	20	33	40	60				
Jesuit	31.8	15.8	.25	7	20	33	40	60	4,213	-.8	.406	-.053
USF Peers	29.7	16.1	.21	0	20	27	40	60	6,385	1.3	.202	.081
NSSE 2019 & 2020	30.2	16.2	.03	0	20	27	40	60	286,956	.7	.463	.046
Top 50%	31.4	16.1	.04	0	20	33	40	60	184,845	-.4	.663	-.027
Top 10%	33.4	15.9	.08	7	20	33	40	60	36,434	-2.4	.016	-.150
Learning with Peers												
Collaborative Learning												
USF_CA (N = 316)	34.4	14.3	.81	10	20	35	45	60				
Jesuit	36.5	13.7	.21	15	25	35	45	60	4,765	-2.1	.008	-.155
USF Peers	34.9	13.7	.17	15	25	35	45	60	7,204	-.6	.483	-.040
NSSE 2019 & 2020	32.0	15.6	.03	5	20	30	45	60	316	2.3	.004	.150
Top 50%	35.9	14.0	.03	15	25	35	45	60	171,502	-1.6	.043	-.114
Top 10%	38.4	13.6	.08	15	30	40	50	60	30,149	-4.0	.000	-.297
Discussions with Diverse Others												
USF_CA (N = 257)	41.8	14.4	.90	20	35	40	55	60				
Jesuit	40.5	13.7	.22	20	30	40	50	60	4,182	1.3	.140	.095
USF Peers	40.8	14.5	.19	20	30	40	55	60	6,357	1.0	.290	.067
NSSE 2019 & 2020	40.2	15.9	.03	15	30	40	55	60	284,614	1.6	.110	.100
Top 50%	42.1	15.5	.04	15	30	40	60	60	257	-.3	.774	-.017
Top 10%	43.8	15.3	.07	20	35	45	60	60	260	-2.0	.029	-.129

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 = 282)	22.3	14.2	.85	0	10	20	30	50				
Jesuit	27.3	15.2	.24	5	15	25	40	60	326	-5.0	.000	-.329
USF Peers	23.8	15.3	.19	0	15	20	35	55	310	-1.5	.088	-.097
NSSE 2019 & 2020	23.9	16.1	.03	0	10	20	35	55	282	-1.6	.060	-.099
Top 50%	29.7	15.9	.06	5	20	30	40	60	284	-7.3	.000	-.461
Top 10%	33.2	16.0	.15	10	20	35	45	60	298	-10.9	.000	-.684
Effective Teaching Practices												
USF_CA (N = 271)	40.4	13.5	.82	16	32	40	52	60				
Jesuit	40.5	12.4	.20	20	32	40	48	60	4,322	-.1	.891	-.009
USF Peers	39.5	13.1	.17	20	32	40	48	60	6,578	.9	.258	.070
NSSE 2019 & 2020	39.7	13.8	.03	16	32	40	52	60	295,608	.7	.396	.052
Top 50%	41.8	13.7	.04	20	32	40	52	60	111,321	-1.3	.108	-.098
Top 10%	43.7	13.4	.09	20	36	44	56	60	24,705	-3.3	.000	-.244
Campus Environment												
Quality of Interactions												
USF_CA (N = 235)	40.3	12.3	.80	16	32	42	50	60				
Jesuit	42.1	11.1	.18	22	36	43	50	60	258	-1.8	.025	-.166
USF Peers	42.0	11.7	.16	20	34	43	50	60	5,962	-1.7	.030	-.145
NSSE 2019 & 2020	43.0	12.1	.02	20	36	44	52	60	262,358	-2.8	.000	-.230
Top 50%	45.2	11.7	.03	24	38	48	54	60	117,718	-5.0	.000	-.426
Top 10%	47.4	12.0	.06	24	40	50	58	60	37,812	-7.1	.000	-.592
Supportive Environment												
USF_CA (N = 246)	32.2	13.8	.88	8	23	33	40	55				
Jesuit	34.0	13.1	.21	13	25	35	43	58	4,109	-1.9	.032	-.141
USF Peers	32.7	13.6	.18	10	23	33	40	58	6,179	-.5	.567	-.037
NSSE 2019 & 2020	32.2	14.2	.03	10	23	33	40	60	276,684	-.1	.948	-.004
Top 50%	34.6	14.0	.04	13	25	35	45	60	122,660	-2.4	.006	-.175
Top 10%	36.8	14.1	.10	13	28	38	48	60	22,162	-4.6	.000	-.330

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.