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# **NSSE 2019**

## **Engagement Indicators**

University of South Carolina Columbia

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### 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 2018 and 2019 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](http://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 compared with Southeast Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2018 & 2019
Academic Challenge	Higher-Order Learning	--	▼	▼
	Reflective & Integrative Learning	--	▼	▼
	Learning Strategies	▼	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▼	▼	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Seniors

Theme	Engagement Indicator	Your seniors compared with Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2018 & 2019
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

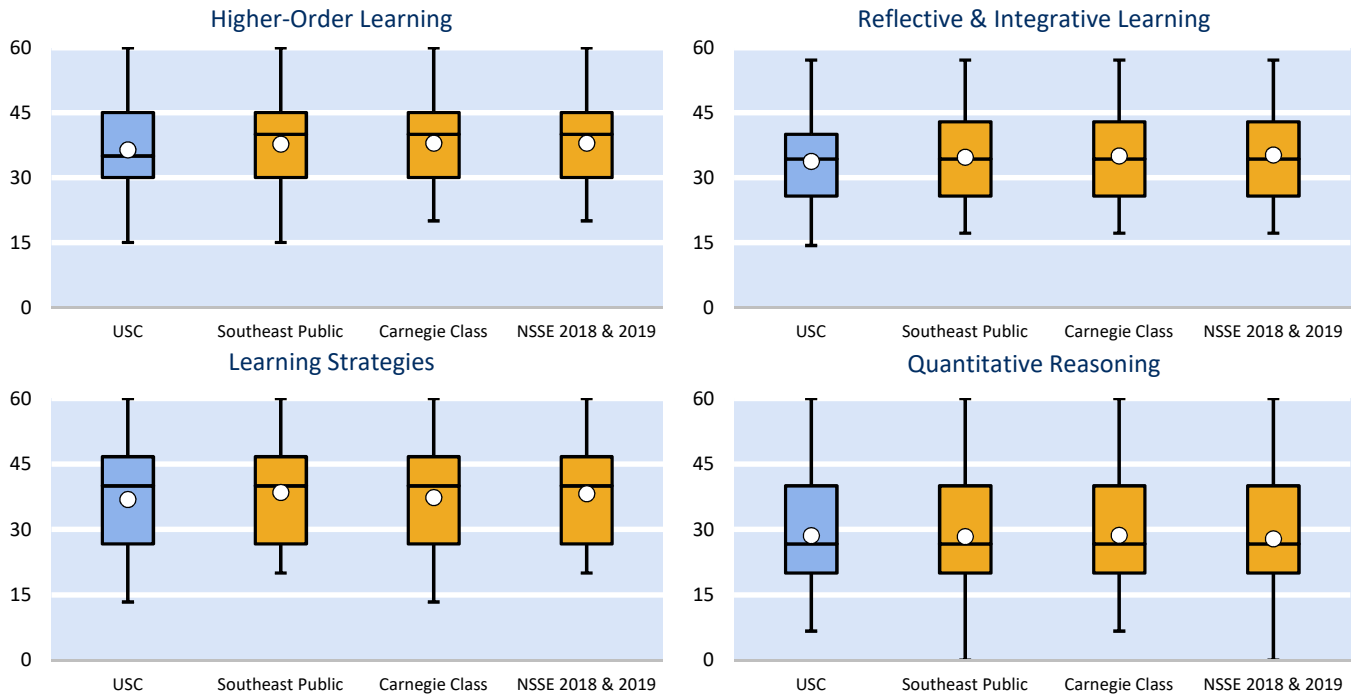
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	USC Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.4	37.7	-.10	38.0 *	-.13	38.0 *	-.12
Reflective & Integrative Learning	33.7	34.7	-.08	35.0 *	-.11	35.3 *	-.13
Learning Strategies	36.9	38.4 *	-.11	37.3	-.03	38.1	-.09
Quantitative Reasoning	28.6	28.3	.02	28.6	.00	27.8	.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: 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.

	USC	Percentage point difference <sup>a</sup> between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2018 & 2019
<b>Higher-Order Learning</b>				
<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	69	-1	-5	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-2	-4	-3
4d. Evaluating a point of view, decision, or information source	68	-0	+1	-2
4e. Forming a new idea or understanding from various pieces of information	63	-4	-4	-6
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	46	-4	-6	-6
2b. Connected your learning to societal problems or issues	44	-4	-6	-7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	+1	+0	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	+0	+1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-2	-3	-3
2f. Learned something that changed the way you understand an issue or concept	58	-6	-8	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	71	-5	-7	-6
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-5	-5	-6
9b. Reviewed your notes after class	66	-1	+3	+0
9c. Summarized what you learned in class or from course materials	60	-4	-1	-3
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	+1	+0	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-1	-1	-1
6c. Evaluated what others have concluded from numerical information	41	+1	-0	+2

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

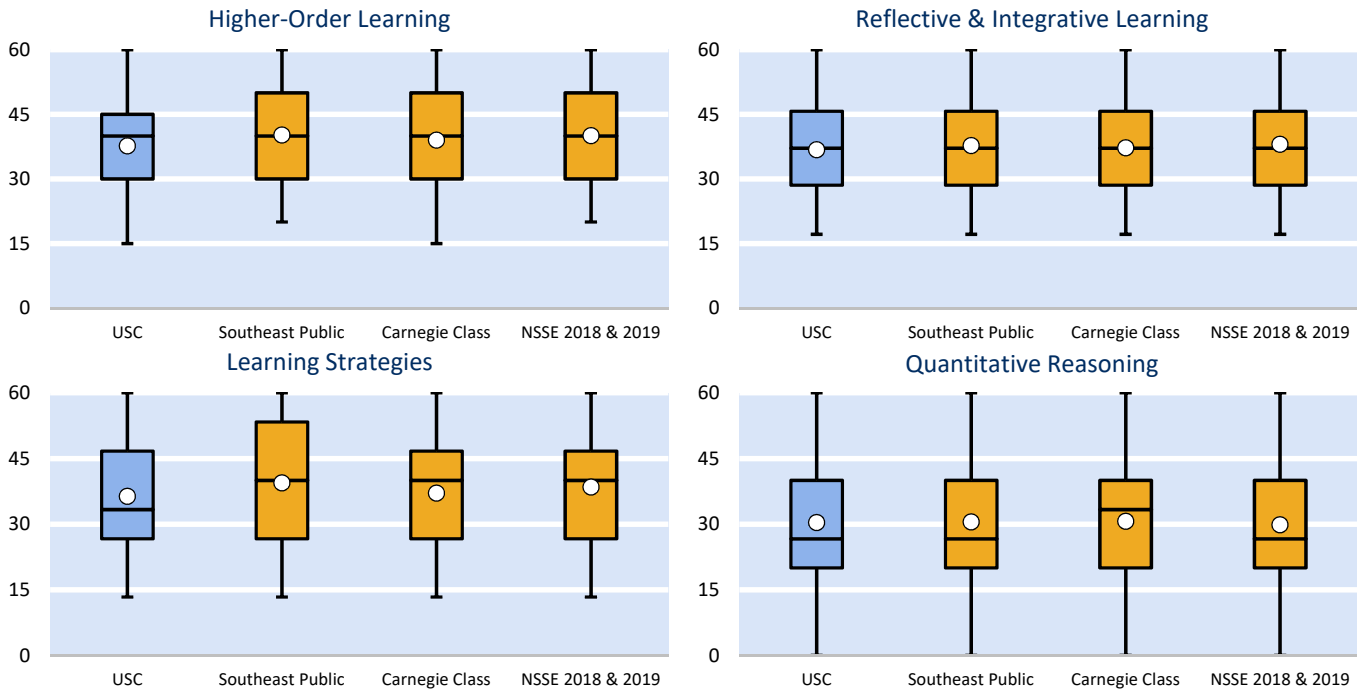
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#### Mean Comparisons

Engagement Indicator	USC Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.6	40.2 ***	-.19	39.0 *	-.10	40.0 ***	-.18
Reflective & Integrative Learning	36.8	37.8	-.08	37.2	-.04	38.0 *	-.10
Learning Strategies	36.3	39.4 ***	-.21	37.0	-.05	38.5 **	-.15
Quantitative Reasoning	30.4	30.5	-.01	30.7	-.02	29.8	.03

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

#### Score Distributions



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## Academic Challenge: Seniors (continued)

### Performance on Indicator Items

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

Higher-Order Learning	USC	Percentage point difference <sup>a</sup> between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2018 & 2019
<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	74	-4	-2	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-5	-3	-4
4d. Evaluating a point of view, decision, or information source	61	-9	-5	-10
4e. Forming a new idea or understanding from various pieces of information	63	-8	-5	-9
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	67	-2	-2	-1
2b. Connected your learning to societal problems or issues	58	-2	+0	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-2	-0	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-3	-2	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	-2	-1	-2
2f. Learned something that changed the way you understand an issue or concept	66	-4	-4	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-3	-2	-4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	-3	-1	-4
9b. Reviewed your notes after class	54	-11	-4	-8
9c. Summarized what you learned in class or from course materials	60	-7	-0	-4
<b>Quantitative Reasoning</b>				
<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.)	56	-1	-2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-3	-3	-2
6c. Evaluated what others have concluded from numerical information	47	+2	-0	+3

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

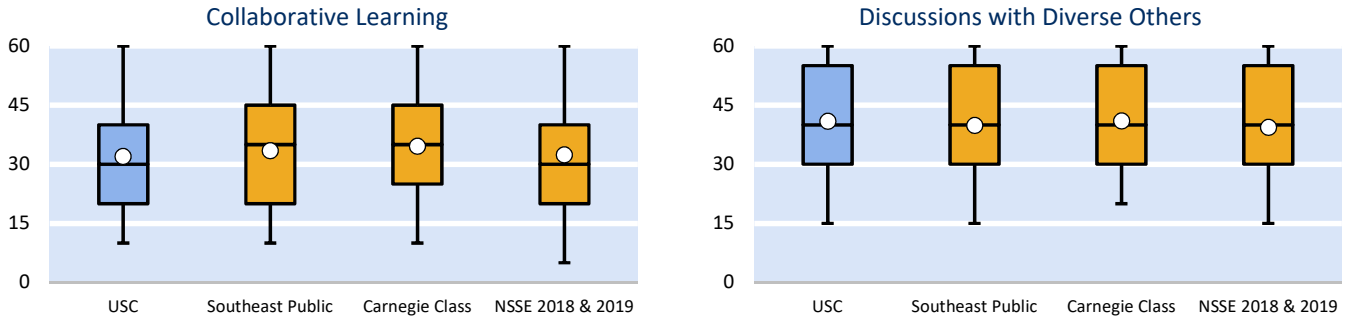
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	USC Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.0	33.5 *	-.10	34.6 ***	-.19	32.4	-.03
Discussions with Diverse Others	40.9	39.9	.07	41.0	-.01	39.4	.10

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

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#### Performance on Indicator Items

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Collaborative Learning	USC	Percentage point difference <sup>a</sup> between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	51	-5	-7	-2
1f. Explained course material to one or more students	59	-1	-5	+1
1g. Prepared for exams by discussing or working through course material with other students	49	-3	-6	-1
1h. Worked with other students on course projects or assignments	48	-8	-10	-7
<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	72	+1	-2	+1
8b. People from an economic background other than your own	72	-1	-3	+0
8c. People with religious beliefs other than your own	69	+3	-2	+3
8d. People with political views other than your own	71	+4	+5	+7

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

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### Learning with Peers: Seniors

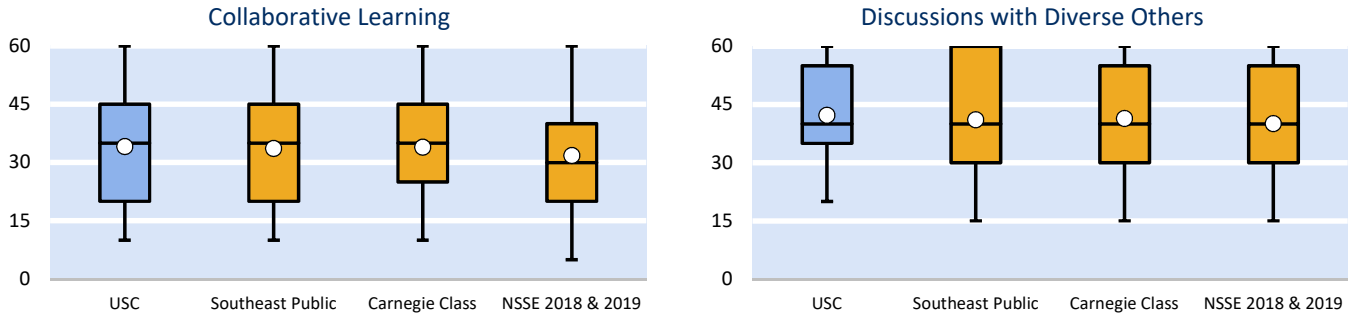
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	USC Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.1	33.7	.03	34.0	.01	31.8 ***	.15
Discussions with Diverse Others	42.2	41.0	.07	41.4	.05	40.1 **	.13

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

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#### Performance on Indicator Items

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	USC	Percentage point difference <sup>a</sup> between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2018 & 2019
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	45	-1	-3	+3
1f. Explained course material to one or more students	61	-1	-1	+4
1g. Prepared for exams by discussing or working through course material with other students	47	-4	-4	+0
1h. Worked with other students on course projects or assignments	65	-0	-1	+3
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	76	+3	+1	+4
8b. People from an economic background other than your own	76	+1	+1	+3
8c. People with religious beliefs other than your own	72	+3	-0	+5
8d. People with political views other than your own	75	+5	+9	+10

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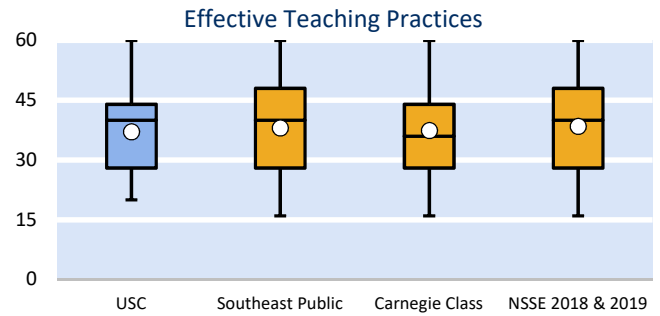
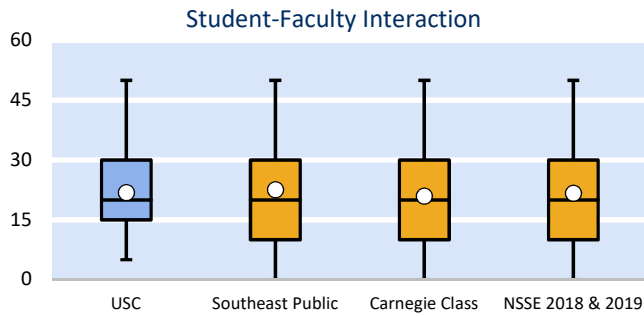
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	USC Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.8	22.5	-.05	20.9	.06	21.7	.01
Effective Teaching Practices	37.1	38.1	-.07	37.4	-.02	38.5	-.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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Student-Faculty Interaction	USC	Percentage point difference <sup>a</sup> between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	45	+3	+9	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-4	-1	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-5	-2	-4
3d. Discussed your academic performance with a faculty member	28	-5	+1	-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	78	+3	+2	+1
5b. Taught course sessions in an organized way	74	+1	-0	-0
5c. Used examples or illustrations to explain difficult points	71	-2	-3	-3
5d. Provided feedback on a draft or work in progress	58	-5	-1	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	51	-7	-4	-9

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## Experiences with Faculty: Seniors

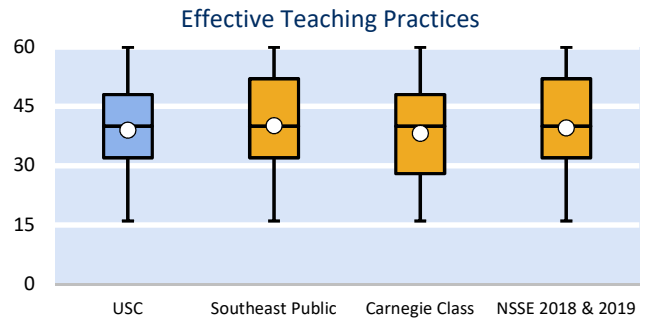
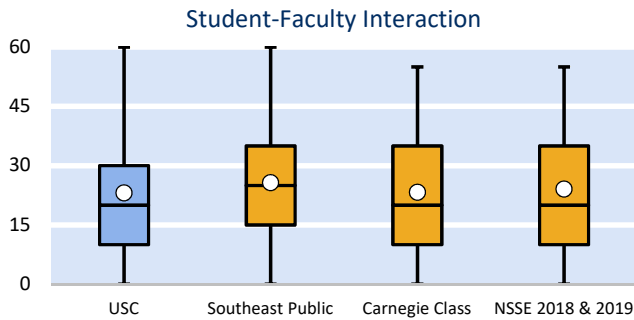
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	%			
3a. Talked about career plans with a faculty member	37	-10	-4	-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	-3	-0	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-7	-3	-5
3d. Discussed your academic performance with a faculty member	29	-8	+0	-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	83	+2	+4	+3
5b. Taught course sessions in an organized way	77	+0	+1	+0
5c. Used examples or illustrations to explain difficult points	76	-1	-0	-1
5d. Provided feedback on a draft or work in progress	54	-9	-1	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-4	+3	-3

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

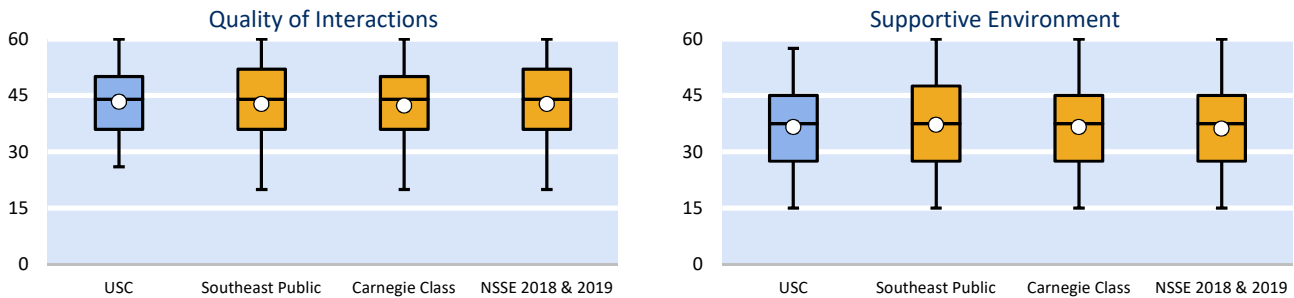
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	USC Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.3	42.6	.05	42.2	.09	42.6	.05
Supportive Environment	36.5	37.2	-.05	36.5	.00	36.1	.03

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	USC	Percentage point difference <sup>a</sup> between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	49	-2	-2	-2
13b. Academic advisors	56	+2	+5	+3
13c. Faculty	48	-1	+1	-3
13d. Student services staff (career services, student activities, housing, etc.)	47	-0	+2	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-0	+4	-1
<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	81	+5	+6	+6
14c. Using learning support services (tutoring services, writing center, etc.)	80	+1	+3	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-8	-9	-8
14e. Providing opportunities to be involved socially	75	+2	+2	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	78	+5	+6	+9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	-3	+0	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	+2	+4	+8
14i. Attending events that address important social, economic, or political issues	42	-8	-7	-7

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

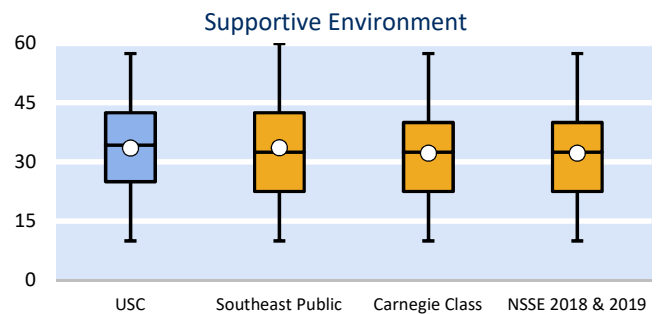
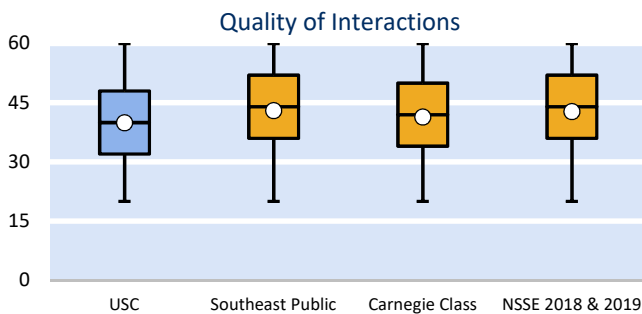
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	USC Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.9	43.0 ***	-.25	41.4 **	-.13	42.8 ***	-.24
Supportive Environment	33.5	33.6	-.01	32.2 *	.09	32.2 *	.09

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	USC	Percentage point difference <sup>a</sup> between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	52	-6	-3	-4
13b. Academic advisors	38	-16	-10	-15
13c. Faculty	48	-9	-2	-8
13d. Student services staff (career services, student activities, housing, etc.)	39	-5	-1	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-11	-6	-12
Supportive Environment	USC	Percentage point difference <sup>a</sup> between your seniors and		
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	71	-1	+3	+0
14c. Using learning support services (tutoring services, writing center, etc.)	72	+4	+9	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-5	-3	-4
14e. Providing opportunities to be involved socially	68	+0	+3	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	+5	+8	+10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-4	-0	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+9	+10	+16
14i. Attending events that address important social, economic, or political issues	36	-7	-5	-5

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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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 [nsse.indiana.edu/links/PNP](https://nsse.indiana.edu/links/PNP)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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<sup>b</sup> 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		USC Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.4	39.3 ***	-.23		41.0 ***	-.36	
	Reflective and Integrative Learning	33.7	36.8 ***	-.26		38.8 ***	-.43	
	Learning Strategies	36.9	39.9 ***	-.22		42.5 ***	-.40	
	Quantitative Reasoning	28.6	29.3	-.05	✓	30.8 **	-.14	
Learning with Peers	Collaborative Learning	32.0	35.4 ***	-.25		37.7 ***	-.42	
	Discussions with Diverse Others	40.9	41.3	-.03	✓	43.2 **	-.16	
Experiences with Faculty	Student-Faculty Interaction	21.8	24.9 ***	-.21		28.0 ***	-.40	
	Effective Teaching Practices	37.1	40.6 ***	-.27		42.7 ***	-.40	
Campus Environment	Quality of Interactions	43.3	44.9 *	-.14		47.1 ***	-.33	
	Supportive Environment	36.5	38.1 *	-.12		40.1 ***	-.27	
Seniors		USC Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.6	41.8 ***	-.31		43.0 ***	-.40	
	Reflective and Integrative Learning	36.8	39.9 ***	-.26		41.6 ***	-.39	
	Learning Strategies	36.3	40.8 ***	-.31		42.6 ***	-.44	
	Quantitative Reasoning	30.4	31.3	-.06	✓	32.7 ***	-.15	
Learning with Peers	Collaborative Learning	34.1	36.2 ***	-.14		38.6 ***	-.33	
	Discussions with Diverse Others	42.2	42.0	.01	✓	43.6 *	-.09	
Experiences with Faculty	Student-Faculty Interaction	23.1	29.9 ***	-.43		33.9 ***	-.68	
	Effective Teaching Practices	38.9	41.8 ***	-.21		43.5 ***	-.34	
Campus Environment	Quality of Interactions	39.9	45.2 ***	-.45		47.4 ***	-.62	
	Supportive Environment	33.5	34.8 *	-.09		37.0 ***	-.25	



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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 2018 and 2019 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.

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#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
USC (N = 350)	36.4	12.6	.68	15	30	35	45	60				
Southeast Public	37.7	13.5	.13	15	30	40	45	60	11,420	-1.4	.065	-.100
Carnegie Class	38.0	13.0	.11	20	30	40	45	60	13,665	-1.6	.021	-.125
NSSE 2018 & 2019	38.0	13.2	.05	20	30	40	45	60	60,650	-1.6	.022	-.123
Top 50%	39.3	13.0	.07	20	30	40	50	60	32,798	-3.0	.000	-.228
Top 10%	41.0	13.0	.14	20	35	40	50	60	8,719	-4.6	.000	-.357
<b>Reflective &amp; Integrative Learning</b>												
USC (N = 400)	33.7	12.2	.61	14	26	34	40	57				
Southeast Public	34.7	12.2	.11	17	26	34	43	57	12,407	-1.0	.110	-.081
Carnegie Class	35.0	11.8	.10	17	26	34	43	57	14,640	-1.3	.035	-.107
NSSE 2018 & 2019	35.3	12.0	.05	17	26	34	43	57	65,036	-1.5	.011	-.127
Top 50%	36.8	11.8	.07	17	29	37	46	57	33,076	-3.1	.000	-.259
Top 10%	38.8	11.8	.14	20	31	40	46	60	7,165	-5.0	.000	-.426
<b>Learning Strategies</b>												
USC (N = 331)	36.9	13.6	.75	13	27	40	47	60				
Southeast Public	38.4	13.8	.14	20	27	40	47	60	10,781	-1.6	.044	-.113
Carnegie Class	37.3	13.7	.12	13	27	40	47	60	12,983	-.5	.551	-.033
NSSE 2018 & 2019	38.1	13.8	.06	20	27	40	47	60	57,662	-1.3	.092	-.093
Top 50%	39.9	13.7	.08	20	33	40	53	60	28,380	-3.0	.000	-.220
Top 10%	42.5	14.0	.17	20	33	40	53	60	6,840	-5.6	.000	-.400
<b>Quantitative Reasoning</b>												
USC (N = 339)	28.6	14.6	.79	7	20	27	40	60				
Southeast Public	28.3	15.6	.15	0	20	27	40	60	10,988	.2	.774	.016
Carnegie Class	28.6	15.1	.13	7	20	27	40	60	13,208	-.1	.945	-.004
NSSE 2018 & 2019	27.8	15.3	.06	0	20	27	40	60	58,556	.7	.371	.049
Top 50%	29.3	15.2	.08	7	20	27	40	60	34,017	-.7	.402	-.046
Top 10%	30.8	15.2	.16	7	20	33	40	60	9,445	-2.2	.009	-.145
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
USC (N = 449)	32.0	13.8	.65	10	20	30	40	60				
Southeast Public	33.5	14.4	.13	10	20	35	45	60	13,374	-1.5	.031	-.103
Carnegie Class	34.6	14.1	.11	10	25	35	45	60	15,707	-2.6	.000	-.185
NSSE 2018 & 2019	32.4	14.8	.06	5	20	30	40	60	69,073	-.4	.563	-.027
Top 50%	35.4	13.7	.07	15	25	35	45	60	35,899	-3.4	.000	-.249
Top 10%	37.7	13.6	.16	15	30	40	50	60	8,073	-5.7	.000	-.416
<b>Discussions with Diverse Others</b>												
USC (N = 336)	40.9	15.5	.84	15	30	40	55	60				
Southeast Public	39.9	15.7	.15	15	30	40	55	60	10,895	1.1	.223	.068
Carnegie Class	41.0	14.9	.13	20	30	40	55	60	13,088	-.1	.902	-.007
NSSE 2018 & 2019	39.4	15.6	.07	15	30	40	55	60	58,090	1.6	.070	.099
Top 50%	41.3	14.9	.08	20	30	40	55	60	33,672	-.4	.621	-.027

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
Top 10%	43.2	14.4	.17	20	35	40	60	60	7,888	-2.3	.004	-.160
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
USC (N = 370)	21.8	13.2	.68	5	15	20	30	50				
Southeast Public	22.5	15.0	.14	0	10	20	30	50	400	-.7	.302	-.048
Carnegie Class	20.9	14.4	.12	0	10	20	30	50	393	.9	.210	.061
NSSE 2018 & 2019	21.7	14.7	.06	0	10	20	30	50	374	.1	.831	.010
Top 50%	24.9	14.8	.10	5	15	20	35	55	385	-3.1	.000	-.211
Top 10%	28.0	15.5	.26	5	15	25	40	60	485	-6.1	.000	-.402
<b>Effective Teaching Practices</b>												
USC (N = 345)	37.1	12.5	.67	20	28	40	44	60				
Southeast Public	38.1	13.5	.13	16	28	40	48	60	11,395	-1.0	.195	-.071
Carnegie Class	37.4	12.7	.11	16	28	36	44	60	13,636	-.3	.654	-.024
NSSE 2018 & 2019	38.5	13.2	.05	16	28	40	48	60	60,590	-1.4	.053	-.105
Top 50%	40.6	13.2	.08	20	32	40	52	60	24,955	-3.5	.000	-.266
Top 10%	42.7	14.0	.17	20	32	44	56	60	391	-5.6	.000	-.401
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
USC (N = 311)	43.3	10.5	.59	26	36	44	50	60				
Southeast Public	42.6	12.2	.12	20	36	44	52	60	337	.6	.297	.052
Carnegie Class	42.2	11.7	.11	20	36	44	50	60	12,252	1.0	.125	.088
NSSE 2018 & 2019	42.6	12.1	.05	20	36	44	52	60	315	.6	.309	.050
Top 50%	44.9	11.5	.08	24	38	46	54	60	22,636	-1.6	.013	-.142
Top 10%	47.1	11.8	.16	24	40	50	58	60	355	-3.8	.000	-.327
<b>Supportive Environment</b>												
USC (N = 318)	36.5	12.6	.71	15	28	38	45	58				
Southeast Public	37.2	13.5	.13	15	28	38	48	60	341	-.6	.375	-.047
Carnegie Class	36.5	13.0	.12	15	28	38	45	60	12,599	.0	.984	.001
NSSE 2018 & 2019	36.1	13.5	.06	15	28	38	45	60	321	.4	.545	.032
Top 50%	38.1	13.2	.08	18	30	40	48	60	27,004	-1.6	.029	-.123
Top 10%	40.1	13.2	.18	18	30	40	50	60	5,901	-3.5	.000	-.270

#### Detailed Statistics: First-Year Students

Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
<i>Mean</i>	<i>SD<sup>b</sup></i>	<i>SE<sup>c</sup></i>	<i>5th</i>	<i>25th</i>	<i>50th</i>	<i>75th</i>	<i>95th</i>	<i>Deg. of freedom<sup>e</sup></i>	<i>Mean diff.</i>	<i>Sig.<sup>f</sup></i>	<i>Effect size<sup>g</sup></i>

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
USC (N = 519)	37.6	13.6	.60	15	30	40	45	60				
Southeast Public	40.2	13.9	.12	20	30	40	50	60	13,931	-2.6	.000	-.185
Carnegie Class	39.0	13.6	.10	15	30	40	50	60	20,047	-1.4	.021	-.103
NSSE 2018 & 2019	40.0	13.6	.05	20	30	40	50	60	79,707	-2.4	.000	-.176
Top 50%	41.8	13.5	.07	20	35	40	55	60	33,820	-4.1	.000	-.307
Top 10%	43.0	13.5	.14	20	35	40	55	60	9,595	-5.4	.000	-.399
<b>Reflective &amp; Integrative Learning</b>												
USC (N = 558)	36.8	12.8	.54	17	29	37	46	60				
Southeast Public	37.8	12.7	.11	17	29	37	46	60	14,768	-1.0	.068	-.079
Carnegie Class	37.2	12.4	.09	17	29	37	46	60	21,181	-.5	.392	-.037
NSSE 2018 & 2019	38.0	12.4	.04	17	29	37	46	60	83,899	-1.3	.018	-.101
Top 50%	39.9	12.2	.07	20	31	40	49	60	32,362	-3.1	.000	-.257
Top 10%	41.6	12.2	.15	20	34	40	51	60	6,768	-4.8	.000	-.394
<b>Learning Strategies</b>												
USC (N = 483)	36.3	14.5	.66	13	27	33	47	60				
Southeast Public	39.4	14.6	.13	13	27	40	53	60	13,315	-3.1	.000	-.211
Carnegie Class	37.0	14.5	.11	13	27	40	47	60	19,143	-.7	.267	-.051
NSSE 2018 & 2019	38.5	14.5	.05	13	27	40	47	60	76,606	-2.2	.001	-.149
Top 50%	40.8	14.4	.08	20	33	40	53	60	35,303	-4.5	.000	-.312
Top 10%	42.6	14.3	.14	20	33	40	60	60	11,584	-6.3	.000	-.439
<b>Quantitative Reasoning</b>												
USC (N = 497)	30.4	16.2	.73	0	20	27	40	60				
Southeast Public	30.5	16.3	.14	0	20	27	40	60	13,505	-.1	.851	-.009
Carnegie Class	30.7	15.9	.12	0	20	33	40	60	19,428	-.3	.682	-.019
NSSE 2018 & 2019	29.8	16.1	.06	0	20	27	40	60	77,555	.5	.477	.032
Top 50%	31.3	16.0	.08	7	20	33	40	60	42,834	-.9	.193	-.059
Top 10%	32.7	15.8	.15	7	20	33	40	60	12,373	-2.4	.001	-.151
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
USC (N = 603)	34.1	14.6	.60	10	20	35	45	60				
Southeast Public	33.7	15.2	.12	10	20	35	45	60	15,436	.5	.460	.031
Carnegie Class	34.0	15.0	.10	10	25	35	45	60	22,142	.1	.838	.008
NSSE 2018 & 2019	31.8	15.7	.05	5	20	30	40	60	86,960	2.3	.000	.148
Top 50%	36.2	14.0	.07	15	25	35	45	60	620	-2.0	.001	-.144
Top 10%	38.6	13.5	.18	15	30	40	50	60	711	-4.5	.000	-.329
<b>Discussions with Diverse Others</b>												
USC (N = 491)	42.2	14.7	.66	20	35	40	55	60				
Southeast Public	41.0	16.0	.14	15	30	40	60	60	536	1.1	.092	.072
Carnegie Class	41.4	15.4	.11	15	30	40	55	60	19,261	.8	.236	.054
NSSE 2018 & 2019	40.1	16.0	.06	15	30	40	55	60	76,897	2.1	.004	.131
Top 50%	42.0	15.6	.08	15	30	40	60	60	503	.1	.827	.009

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
Top 10%	43.6	15.4	.15	20	35	45	60	60	540	-1.4	.039	-.092
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
USC (N = 543)	23.1	16.1	.69	0	10	20	30	60				
Southeast Public	25.7	16.4	.14	0	15	25	35	60	14,278	-2.6	.000	-.157
Carnegie Class	23.2	15.6	.11	0	10	20	35	55	20,524	-.1	.841	-.009
NSSE 2018 & 2019	24.1	16.1	.06	0	10	20	35	55	81,450	-1.0	.153	-.062
Top 50%	29.9	15.9	.12	5	20	30	40	60	17,797	-6.8	.000	-.425
Top 10%	33.9	15.8	.31	10	20	35	45	60	3,157	-10.8	.000	-.683
<b>Effective Teaching Practices</b>												
USC (N = 513)	38.9	13.5	.60	16	32	40	48	60				
Southeast Public	40.1	14.0	.12	16	32	40	52	60	13,933	-1.1	.070	-.082
Carnegie Class	38.2	13.4	.10	16	28	40	48	60	19,997	.8	.193	.058
NSSE 2018 & 2019	39.6	13.8	.05	16	32	40	52	60	79,713	-.6	.308	-.045
Top 50%	41.8	13.6	.08	20	32	40	52	60	28,322	-2.8	.000	-.207
Top 10%	43.5	13.5	.16	20	36	44	56	60	8,101	-4.6	.000	-.338
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
USC (N = 469)	39.9	12.2	.56	20	32	40	48	60				
Southeast Public	43.0	12.2	.11	20	36	44	52	60	12,426	-3.1	.000	-.255
Carnegie Class	41.4	12.0	.09	20	34	42	50	60	17,919	-1.5	.007	-.126
NSSE 2018 & 2019	42.8	12.2	.05	20	36	44	52	60	71,261	-2.9	.000	-.236
Top 50%	45.2	11.8	.07	23	38	48	54	60	31,392	-5.3	.000	-.446
Top 10%	47.4	12.0	.12	24	40	50	58	60	10,562	-7.5	.000	-.624
<b>Supportive Environment</b>												
USC (N = 471)	33.5	13.9	.64	10	25	34	43	58				
Southeast Public	33.6	14.2	.13	10	23	33	43	60	12,981	-.1	.888	-.007
Carnegie Class	32.2	13.8	.10	10	23	33	40	58	18,757	1.3	.046	.093
NSSE 2018 & 2019	32.2	14.1	.05	10	23	33	40	58	75,059	1.3	.044	.093
Top 50%	34.8	13.9	.08	13	25	35	45	60	30,005	-1.3	.047	-.092
Top 10%	37.0	14.0	.19	13	28	38	48	60	6,153	-3.5	.000	-.247

#### Detailed Statistics: Seniors

Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
<i>Mean</i>	<i>SD<sup>b</sup></i>	<i>SE<sup>c</sup></i>	<i>5th</i>	<i>25th</i>	<i>50th</i>	<i>75th</i>	<i>95th</i>	<i>Deg. of freedom<sup>e</sup></i>	<i>Mean diff.</i>	<i>Sig.<sup>f</sup></i>	<i>Effect size<sup>g</sup></i>

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.