

NSSE 2014

Engagement Indicators

University of South Carolina Columbia

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 first-year and senior 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.
 - Summary of Indicator Items**
Responses to each item in a given EI are displayed 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 2013 and 2014 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. 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—Institution Version 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 Web site: nsse.iub.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 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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with AAU Publics	Your first-year students compared with Carnegie Class RU/VH	Your first-year students compared with NSSE 2013 & 2014
<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	--	--	△

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with AAU Publics	Your seniors compared with Carnegie Class RU/VH	Your seniors compared with NSSE 2013 & 2014
<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	△	△	△

Academic Challenge: First-year students

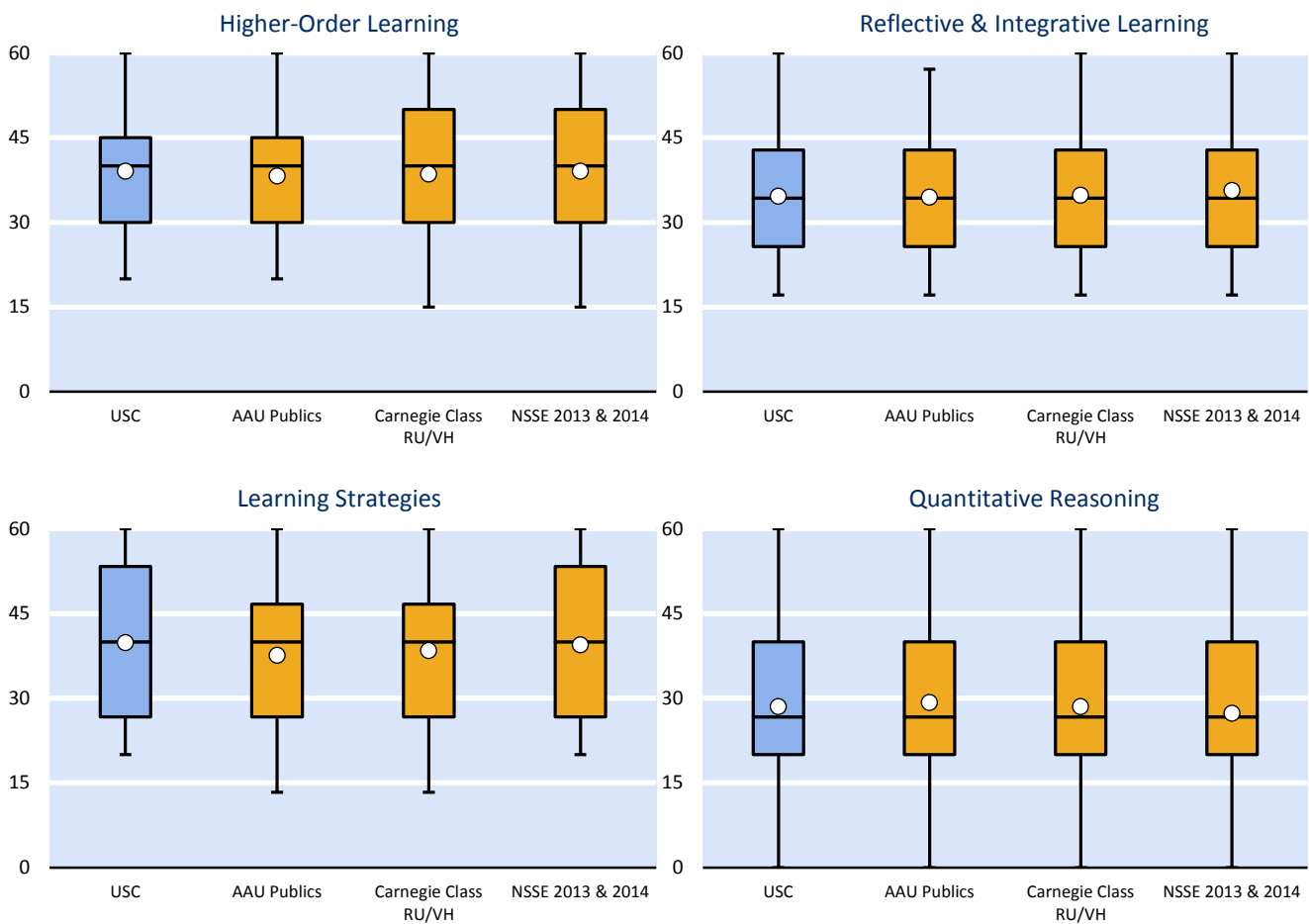
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		AAU Publics		Carnegie Class RU/VH		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.0	38.2	.06	38.5	.04	39.0	.00
Reflective & Integrative Learning	34.6	34.5	.01	34.8	-.02	35.6	-.08
Learning Strategies	39.9	37.6 *	.16	38.4	.10	39.5	.03
Quantitative Reasoning	28.5	29.2	-.05	28.5	.00	27.3	.07

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





































































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)

Summary of Indicator Items

	USC	AAU Publics	Carnegie Class RU/VH	NSSE 2013 & 2014
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	77 	78 	76 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78 	72 	72 	72 
4d. Evaluating a point of view, decision, or information source	69 	62 	65 	70 
4e. Forming a new idea or understanding from various pieces of information	67 	64 	66 	69 
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	52 	56 	55 	56 
2b. Connected your learning to societal problems or issues	48 	50 	50 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47 	45 	47 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62 	58 	60 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65 	62 	63 	66 
2f. Learned something that changed the way you understand an issue or concept	61 	64 	63 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	73 	78 	77 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79 	78 	79 	80 
9b. Reviewed your notes after class	66 	61 	62 	65 
9c. Summarized what you learned in class or from course materials	63 	58 	60 	63 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54 	58 	55 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41 	41 	39 	38 
6c. Evaluated what others have concluded from numerical information	39 	42 	40 	37 

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 Web site.

Academic Challenge: Seniors

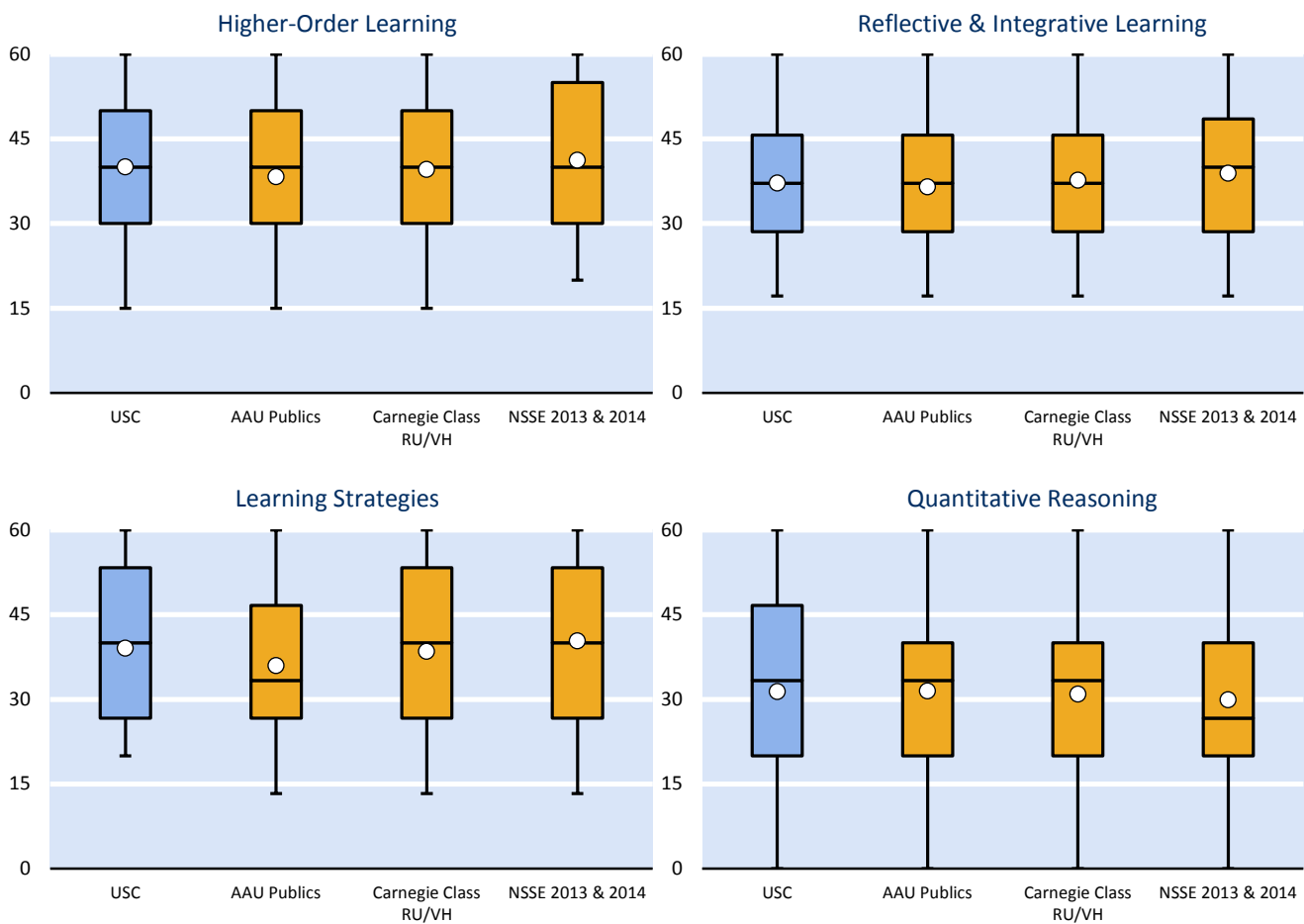
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	USC Mean	Your seniors compared with					
		AAU Publics		Carnegie Class RU/VH		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.1	38.3 **	.13	39.6	.03	41.2	-.08
Reflective & Integrative Learning	37.2	36.5	.05	37.7	-.04	38.9 **	-.14
Learning Strategies	39.0	35.9 ***	.21	38.5	.04	40.3	-.09
Quantitative Reasoning	31.3	31.5	-.01	30.9	.03	29.9	.08

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
































































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)

Summary of Indicator Items

	USC	AAU Publics	Carnegie Class RU/VH	NSSE 2013 & 2014
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 	78 	79 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74 	73 	75 	78 
4d. Evaluating a point of view, decision, or information source	66 	59 	65 	72 
4e. Forming a new idea or understanding from various pieces of information	70 	64 	68 	72 
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	72 	72 	72 	72 
2b. Connected your learning to societal problems or issues	60 	56 	60 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49 	44 	49 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58 	59 	62 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67 	63 	67 	70 
2f. Learned something that changed the way you understand an issue or concept	66 	67 	68 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	80 	82 	83 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79 	76 	80 	83 
9b. Reviewed your notes after class	60 	52 	58 	63 
9c. Summarized what you learned in class or from course materials	64 	54 	61 	66 
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.)	56 	59 	57 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49 	45 	45 	44 
6c. Evaluated what others have concluded from numerical information	48 	49 	48 	44 

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 Web site.

Learning with Peers: First-year students

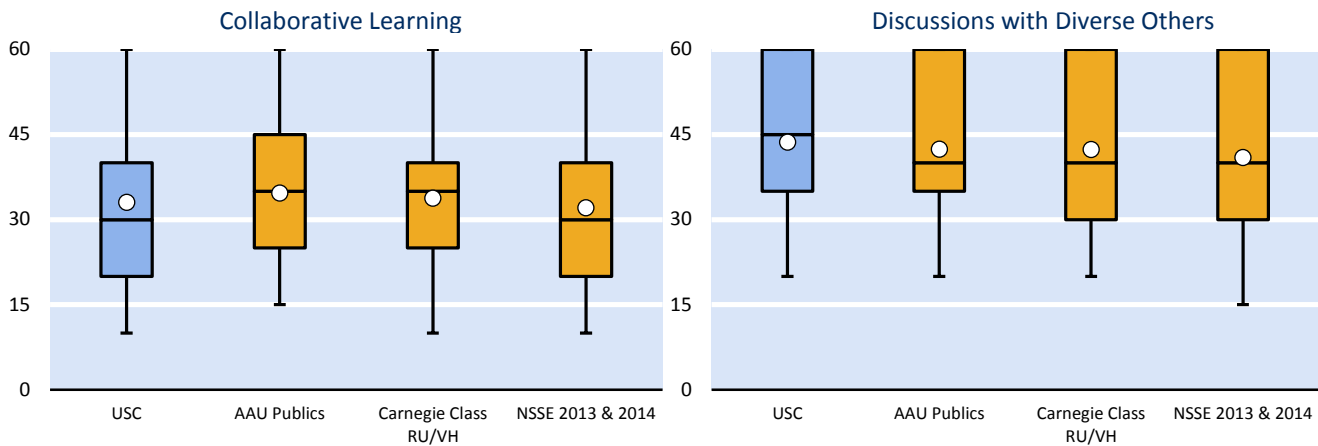
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		AAU Publics		Carnegie Class RU/VH		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.0	34.6 *	-.12	33.7	-.05	32.1	.07
Discussions with Diverse Others	43.6	42.4	.08	42.3	.08	40.9 **	.17

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

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.

Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	USC	AAU Publics	Carnegie Class RU/VH	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	57	59	55	49
1f. Explained course material to one or more students	59	64	61	57
1g. Prepared for exams by discussing or working through course material with other students	48	55	53	49
1h. Worked with other students on course projects or assignments	47	55	52	52

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	USC	AAU Publics	Carnegie Class RU/VH	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	75	74	74	71
8b. People from an economic background other than your own	80	74	75	73
8c. People with religious beliefs other than your own	77	74	73	69
8d. People with political views other than your own	77	73	72	69

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 Web site.

Learning with Peers: Seniors

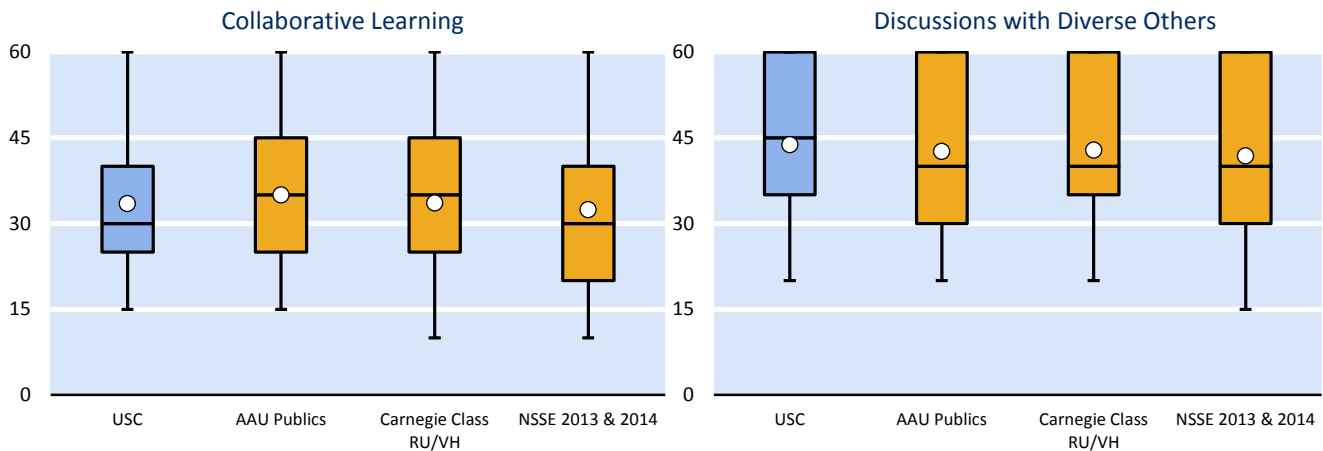
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		AAU Publics		Carnegie Class RU/VH		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.5	35.0 *	-.11	33.6	-.01	32.4	.07
Discussions with Diverse Others	43.8	42.6	.08	42.9	.06	41.8 **	.12

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

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.

Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	USC	AAU Publics	Carnegie Class RU/VH	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	43	48	45	40
1f. Explained course material to one or more students	61	64	61	58
1g. Prepared for exams by discussing or working through course material with other students	47	49	49	46
1h. Worked with other students on course projects or assignments	66	70	65	64

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	USC	AAU Publics	Carnegie Class RU/VH	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	78	73	74	73
8b. People from an economic background other than your own	82	73	75	75
8c. People with religious beliefs other than your own	75	74	74	70
8d. People with political views other than your own	79	72	74	71

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 Web site.

Experiences with Faculty: First-year students

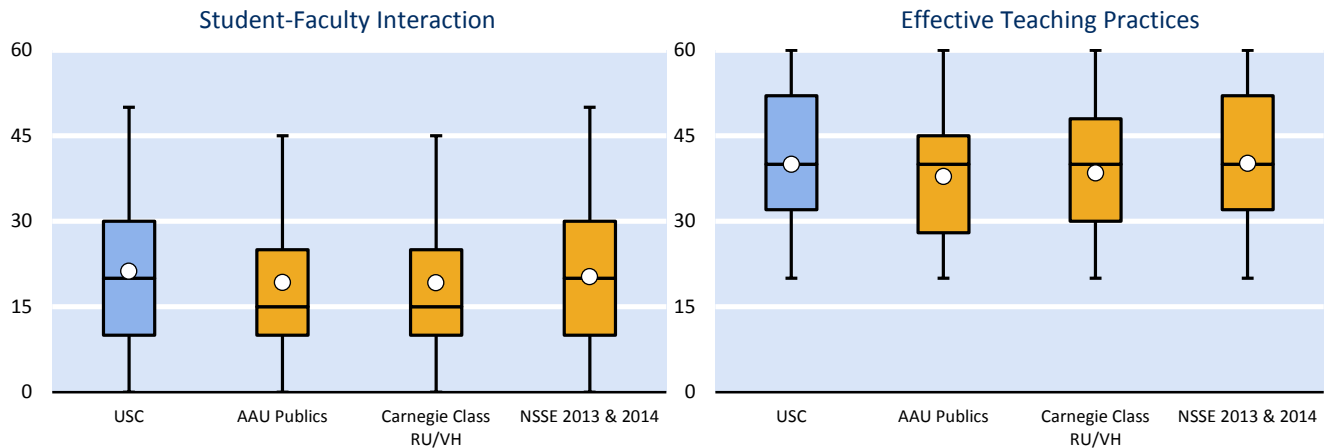
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	USC Mean	Your first-year students compared with					
		AAU Publics Mean	Effect size	Carnegie Class RU/VH Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Student-Faculty Interaction	21.2	19.3 *	.14	19.2 *	.14	20.3	.07
Effective Teaching Practices	40.0	37.8 **	.18	38.5 *	.12	40.2	-.01

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

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.

Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	USC	AAU Publics	Carnegie Class RU/VH	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	33	29	30	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	18	17	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	23	23	25
3d. Discussed your academic performance with a faculty member	29	23	24	29

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	USC	AAU Publics	Carnegie Class RU/VH	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	79	81	80	81
5b. Taught course sessions in an organized way	79	79	80	79
5c. Used examples or illustrations to explain difficult points	76	78	77	77
5d. Provided feedback on a draft or work in progress	66	53	57	65
5e. Provided prompt and detailed feedback on tests or completed assignments	62	55	56	63

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 Web site.

Experiences with Faculty: Seniors

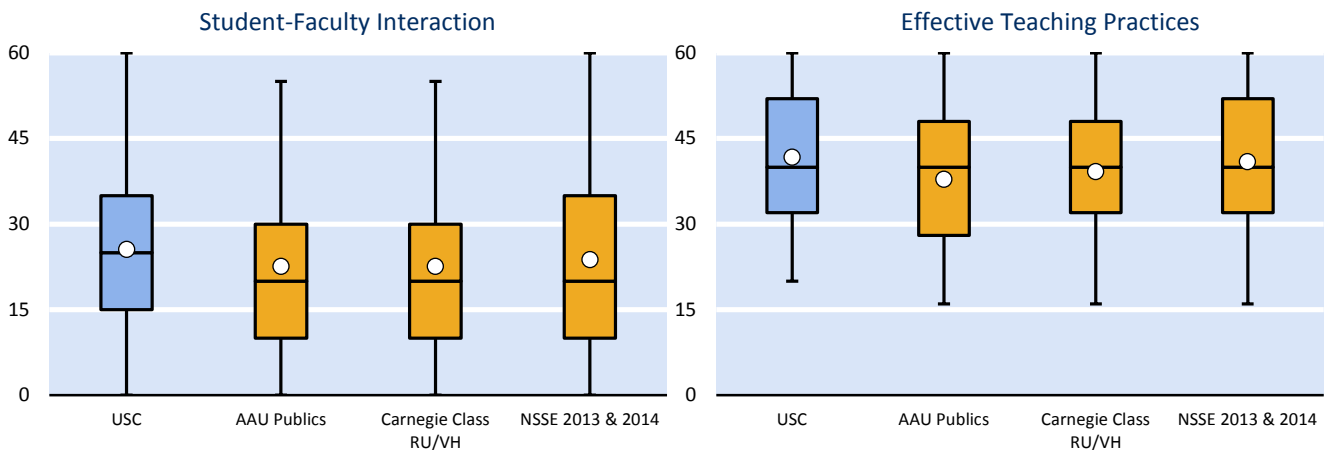
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	USC Mean	Your seniors compared with					
		AAU Publics		Carnegie Class RU/VH		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.5	22.6 ***	.19	22.6 ***	.19	23.7 *	.11
Effective Teaching Practices	41.7	37.8 ***	.30	39.1 ***	.19	40.9	.06

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

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.

Summary of Indicator Items

Student-Faculty Interaction	USC	AAU Publics	Carnegie Class RU/VH	NSSE 2013 & 2014
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	48	38	38	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	28	26	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	30	31	33
3d. Discussed your academic performance with a faculty member	34	25	27	33
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	84	81	81	83
5b. Taught course sessions in an organized way	83	80	80	81
5c. Used examples or illustrations to explain difficult points	80	79	79	79
5d. Provided feedback on a draft or work in progress	59	48	54	62
5e. Provided prompt and detailed feedback on tests or completed assignments	70	57	61	67

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 Web site.

Campus Environment: First-year students

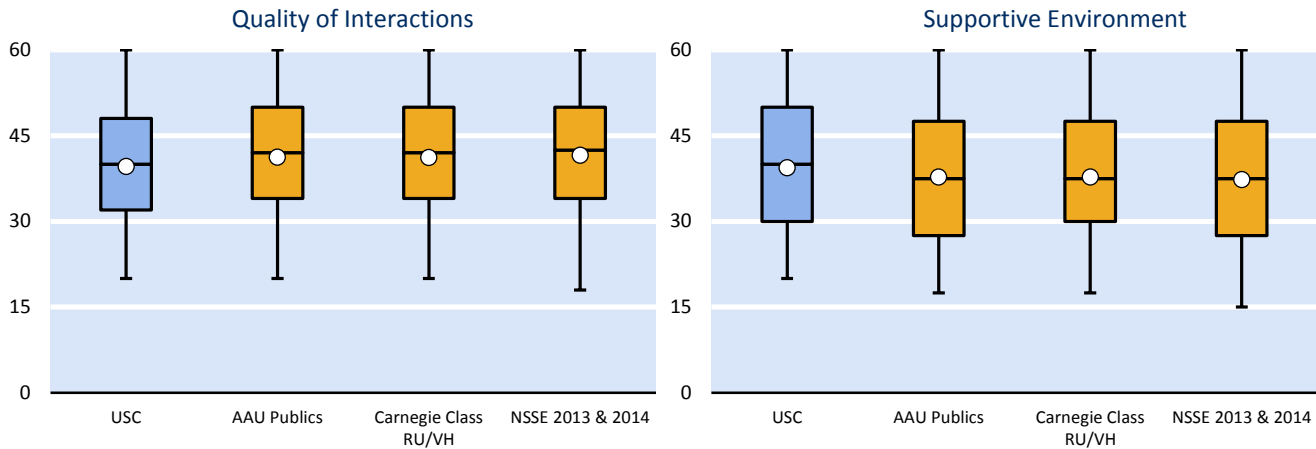
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	USC Mean	Your first-year students compared with					
		AAU Publics		Carnegie Class RU/VH		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.6	41.2 *	-.14	41.2 *	-.13	41.5 **	-.16
Supportive Environment	39.3	37.8	.12	37.8	.12	37.3 *	.15

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

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	USC	AAU Publics	Carnegie Class RU/VH	NSSE 2013 & 2014
13a. Students	61	61	60	59
13b. Academic advisors	39	46	47	48
13c. Faculty	41	44	45	50
13d. Student services staff (career services, student activities, housing, etc.)	36	42	42	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	29	36	37	41

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	USC	AAU Publics	Carnegie Class RU/VH	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	80	77	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	79	76	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	62	59	59
14e. Providing opportunities to be involved socially	77	76	76	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	83	77	76	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	52	43	42	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	80	72	73	68
14i. Attending events that address important social, economic, or political issues	56	54	54	53

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 Web site.

Campus Environment: Seniors

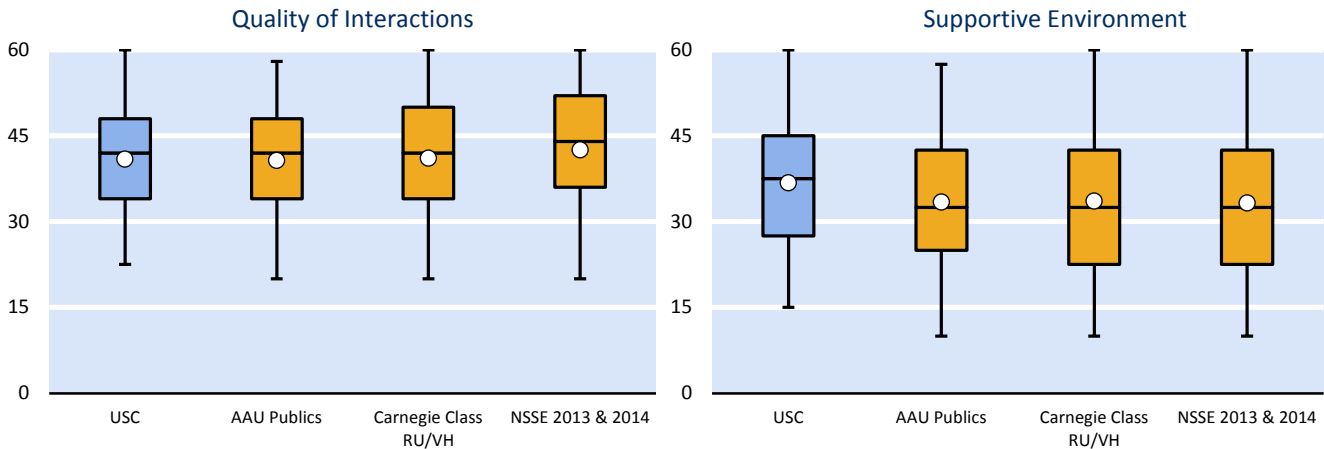
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	USC Mean	Your seniors compared with					
		AAU Publics		Carnegie Class RU/VH		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.9	40.7	.02	41.1	-.01	42.5 **	-.13
Supportive Environment	36.8	33.4 ***	.25	33.6 ***	.23	33.2 ***	.24

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

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	USC	AAU Publics	Carnegie Class RU/VH	NSSE 2013 & 2014
13a. Students	70	61	63	64
13b. Academic advisors	40	45	46	52
13c. Faculty	53	50	53	60
13d. Student services staff (career services, student activities, housing, etc.)	34	37	39	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	30	32	35	42

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	USC	AAU Publics	Carnegie Class RU/VH	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	77	67	69	72
14c. Using learning support services (tutoring services, writing center, etc.)	69	61	64	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	49	50	53
14e. Providing opportunities to be involved socially	75	69	69	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	76	71	68	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	29	30	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	75	65	65	57
14i. Attending events that address important social, economic, or political issues	48	46	47	46

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 Web site.

This page intentionally left blank.

Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- institutions with average scores placing them in the top 10% of all 2013 and 2014 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 absence of a significant difference between your score and that of the high-performing group does not 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 <i>Mean</i>	Your first-year students compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.0	40.6 *	-.12		42.7 ***	-.27	
	Reflective and Integrative Learning	34.6	37.3 ***	-.22		39.3 ***	-.37	
	Learning Strategies	39.9	41.2	-.10	✓	43.4 ***	-.25	
	Quantitative Reasoning	28.5	28.8	-.02	✓	30.6 *	-.13	
<i>Learning with Peers</i>	Collaborative Learning	33.0	34.7 *	-.13		37.0 ***	-.30	
	Discussions with Diverse Others	43.6	43.2	.02	✓	45.7 *	-.14	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.2	23.4 *	-.14		26.9 ***	-.35	
	Effective Teaching Practices	40.0	42.4 **	-.18		44.6 ***	-.35	
<i>Campus Environment</i>	Quality of Interactions	39.6	44.0 ***	-.39		46.0 ***	-.56	
	Supportive Environment	39.3	39.4	.00	✓	41.4 *	-.16	
Seniors		USC <i>Mean</i>	Your seniors compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.1	43.3 ***	-.23		45.3 ***	-.38	
	Reflective and Integrative Learning	37.2	41.1 ***	-.31		43.1 ***	-.47	
	Learning Strategies	39.0	42.5 ***	-.24		44.9 ***	-.41	
	Quantitative Reasoning	31.3	31.3	.00	✓	33.1 *	-.10	
<i>Learning with Peers</i>	Collaborative Learning	33.5	35.4 **	-.14		37.7 ***	-.31	
	Discussions with Diverse Others	43.8	43.9	-.01	✓	45.9 **	-.14	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.5	29.5 ***	-.25		34.4 ***	-.54	
	Effective Teaching Practices	41.7	43.1 *	-.10		45.1 ***	-.26	
<i>Campus Environment</i>	Quality of Interactions	40.9	45.3 ***	-.38		47.4 ***	-.56	
	Supportive Environment	36.8	36.1	.05	✓	39.1 ***	-.18	

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

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 2013 and 2014 institutions, separately for first-year and senior students. 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	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
USC (N = 305)	39.0	12.6	.72	20	30	40	45	60				
AAU Publics	38.2	13.2	.23	20	30	40	45	60	3,726	.8	.295	.063
Carnegie Class RU/VH	38.5	13.6	.11	15	30	40	50	60	319	.5	.492	.037
NSSE 2013 & 2014	39.0	13.8	.05	15	30	40	50	60	307	.0	.982	-.001
Top 50%	40.6	13.6	.07	20	30	40	50	60	309	-1.6	.031	-.115
Top 10%	42.7	13.6	.15	20	35	40	55	60	332	-3.7	.000	-.270
Reflective & Integrative Learning												
USC (N = 318)	34.6	12.4	.69	17	26	34	43	60				
AAU Publics	34.5	12.1	.20	17	26	34	43	57	3,874	.1	.851	.011
Carnegie Class RU/VH	34.8	12.5	.10	17	26	34	43	60	15,304	-.2	.780	-.016
NSSE 2013 & 2014	35.6	12.6	.04	17	26	34	43	60	89,687	-1.0	.161	-.079
Top 50%	37.3	12.5	.06	17	29	37	46	60	43,043	-2.7	.000	-.216
Top 10%	39.3	12.6	.13	20	31	40	49	60	9,463	-4.7	.000	-.372
Learning Strategies												
USC (N = 276)	39.9	14.5	.88	20	27	40	53	60				
AAU Publics	37.6	14.1	.25	13	27	40	47	60	3,434	2.2	.011	.159
Carnegie Class RU/VH	38.4	14.1	.12	13	27	40	47	60	13,581	1.4	.092	.102
NSSE 2013 & 2014	39.5	14.2	.05	20	27	40	53	60	79,634	.4	.633	.029
Top 50%	41.2	14.0	.07	20	33	40	53	60	37,485	-1.4	.108	-.097
Top 10%	43.4	14.0	.16	20	33	40	60	60	8,215	-3.6	.000	-.253
Quantitative Reasoning												
USC (N = 306)	28.5	15.8	.90	0	20	27	40	60				
AAU Publics	29.2	15.5	.26	0	20	27	40	60	3,777	-.7	.440	-.046
Carnegie Class RU/VH	28.5	15.9	.13	0	20	27	40	60	14,906	.0	.990	.001
NSSE 2013 & 2014	27.3	16.4	.06	0	20	27	40	60	87,327	1.2	.214	.071
Top 50%	28.8	16.3	.07	0	20	27	40	60	54,633	-.3	.773	-.017
Top 10%	30.6	16.2	.15	0	20	27	40	60	321	-2.1	.021	-.131
Learning with Peers												
Collaborative Learning												
USC (N = 327)	33.0	14.2	.79	10	20	30	40	60				
AAU Publics	34.6	13.7	.22	15	25	35	45	60	4,024	-1.6	.038	-.120
Carnegie Class RU/VH	33.7	13.9	.11	10	25	35	40	60	15,785	-.7	.361	-.051
NSSE 2013 & 2014	32.1	14.1	.05	10	20	30	40	60	91,881	.9	.230	.066
Top 50%	34.7	13.7	.06	15	25	35	45	60	51,646	-1.7	.024	-.125
Top 10%	37.0	13.6	.13	15	25	35	45	60	12,094	-4.0	.000	-.297
Discussions with Diverse Others												
USC (N = 279)	43.6	14.4	.86	20	35	45	60	60				
AAU Publics	42.4	14.9	.26	20	35	40	60	60	3,480	1.2	.186	.082
Carnegie Class RU/VH	42.3	15.4	.13	20	30	40	60	60	13,739	1.3	.162	.085
NSSE 2013 & 2014	40.9	16.0	.06	15	30	40	60	60	80,622	2.7	.005	.169
Top 50%	43.2	15.4	.07	20	35	45	60	60	47,231	.4	.695	.024
Top 10%	45.7	14.8	.15	20	40	50	60	60	9,870	-2.1	.020	-.141

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
USC (N = 309)	21.2	14.4	.82	0	10	20	30	50				
AAU Publics	19.3	13.9	.24	0	10	15	25	45	3,775	2.0	.017	.141
Carnegie Class RU/VH	19.2	14.0	.12	0	10	15	25	45	14,954	2.0	.013	.144
NSSE 2013 & 2014	20.3	14.6	.05	0	10	20	30	50	87,642	1.0	.253	.065
Top 50%	23.4	15.0	.09	0	10	20	30	55	30,964	-2.1	.013	-.142
Top 10%	26.9	16.2	.23	5	15	25	40	60	357	-5.7	.000	-.354
Effective Teaching Practices												
USC (N = 311)	40.0	12.6	.72	20	32	40	52	60				
AAU Publics	37.8	12.3	.21	20	28	40	45	60	3,814	2.2	.003	.177
Carnegie Class RU/VH	38.5	12.6	.10	20	30	40	48	60	15,055	1.5	.033	.122
NSSE 2013 & 2014	40.2	13.3	.04	20	32	40	52	60	88,358	-.2	.838	-.012
Top 50%	42.4	13.2	.07	20	32	44	52	60	34,664	-2.4	.002	-.179
Top 10%	44.6	13.3	.16	20	36	44	56	60	342	-4.6	.000	-.349
Campus Environment												
Quality of Interactions												
USC (N = 279)	39.6	11.6	.69	20	32	40	48	60				
AAU Publics	41.2	11.4	.21	20	34	42	50	60	3,300	-1.6	.023	-.143
Carnegie Class RU/VH	41.2	11.7	.10	20	34	42	50	60	13,106	-1.6	.027	-.134
NSSE 2013 & 2014	41.5	12.4	.04	18	34	43	50	60	77,165	-2.0	.009	-.158
Top 50%	44.0	11.4	.07	22	38	46	52	60	29,302	-4.4	.000	-.386
Top 10%	46.0	11.6	.15	24	40	48	55	60	6,291	-6.5	.000	-.555
Supportive Environment												
USC (N = 261)	39.3	13.2	.82	20	30	40	50	60				
AAU Publics	37.8	12.9	.24	18	28	38	48	60	3,215	1.6	.057	.123
Carnegie Class RU/VH	37.8	13.1	.12	18	30	38	48	60	12,697	1.6	.052	.122
NSSE 2013 & 2014	37.3	13.8	.05	15	28	38	48	60	74,241	2.1	.017	.148
Top 50%	39.4	13.2	.07	18	30	40	50	60	38,001	-.1	.951	-.004
Top 10%	41.4	12.8	.14	20	33	40	53	60	8,293	-2.1	.010	-.162

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

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	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
USC (N = 497)	40.1	14.0	.63	15	30	40	50	60				
AAU Publics	38.3	13.9	.23	15	30	40	50	60	4,034	1.8	.007	.129
Carnegie Class RU/VH	39.6	14.0	.10	15	30	40	50	60	18,581	.4	.481	.032
NSSE 2013 & 2014	41.2	14.1	.04	20	30	40	55	60	107,963	-1.2	.066	-.083
Top 50%	43.3	13.7	.07	20	35	40	55	60	43,413	-3.2	.000	-.233
Top 10%	45.3	13.6	.13	20	40	45	60	60	11,045	-5.2	.000	-.382
Reflective & Integrative Learning												
USC (N = 509)	37.2	13.0	.58	17	29	37	46	60				
AAU Publics	36.5	12.8	.21	17	29	37	46	60	4,175	.6	.296	.049
Carnegie Class RU/VH	37.7	13.0	.09	17	29	37	46	60	19,307	-.5	.377	-.040
NSSE 2013 & 2014	38.9	13.0	.04	17	29	40	49	60	112,298	-1.8	.002	-.137
Top 50%	41.1	12.6	.06	20	31	40	51	60	42,546	-3.9	.000	-.308
Top 10%	43.1	12.5	.13	20	34	43	54	60	9,724	-5.9	.000	-.471
Learning Strategies												
USC (N = 462)	39.0	14.4	.67	20	27	40	53	60				
AAU Publics	35.9	14.8	.26	13	27	33	47	60	3,786	3.1	.000	.210
Carnegie Class RU/VH	38.5	14.8	.11	13	27	40	53	60	17,493	.6	.409	.039
NSSE 2013 & 2014	40.3	14.8	.05	13	27	40	53	60	102,142	-1.3	.062	-.087
Top 50%	42.5	14.5	.06	20	33	40	60	60	53,135	-3.4	.000	-.236
Top 10%	44.9	14.1	.12	20	33	47	60	60	13,906	-5.8	.000	-.411
Quantitative Reasoning												
USC (N = 502)	31.3	17.3	.77	0	20	33	47	60				
AAU Publics	31.5	16.8	.28	0	20	33	40	60	4,099	-.2	.851	-.009
Carnegie Class RU/VH	30.9	17.1	.13	0	20	33	40	60	18,878	.4	.575	.025
NSSE 2013 & 2014	29.9	17.4	.05	0	20	27	40	60	110,005	1.4	.065	.083
Top 50%	31.3	17.2	.07	0	20	33	40	60	66,659	.0	.975	.001
Top 10%	33.1	16.9	.13	0	20	33	47	60	16,637	-1.7	.023	-.103
Learning with Peers												
Collaborative Learning												
USC (N = 525)	33.5	13.6	.59	15	25	30	40	60				
AAU Publics	35.0	13.9	.23	15	25	35	45	60	4,319	-1.5	.017	-.111
Carnegie Class RU/VH	33.6	14.5	.10	10	25	35	45	60	19,721	-.1	.826	-.010
NSSE 2013 & 2014	32.4	14.6	.04	10	20	30	40	60	113,695	1.1	.091	.074
Top 50%	35.4	13.8	.06	15	25	35	45	60	56,185	-1.9	.001	-.140
Top 10%	37.7	13.6	.13	15	30	40	50	60	11,750	-4.3	.000	-.312
Discussions with Diverse Others												
USC (N = 469)	43.8	15.1	.70	20	35	45	60	60				
AAU Publics	42.6	15.3	.26	20	30	40	60	60	3,832	1.2	.103	.080
Carnegie Class RU/VH	42.9	15.6	.12	20	35	40	60	60	17,664	1.0	.184	.062
NSSE 2013 & 2014	41.8	16.1	.05	15	30	40	60	60	473	2.0	.005	.124
Top 50%	43.9	15.8	.06	20	35	45	60	60	64,762	-.1	.874	-.007
Top 10%	45.9	15.4	.12	20	40	50	60	60	16,718	-2.1	.004	-.135

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
USC (N = 499)	25.5	15.9	.71	0	15	25	35	60				
AAU Publics	22.6	15.4	.26	0	10	20	30	55	4,100	2.9	.000	.191
Carnegie Class RU/VH	22.6	15.7	.12	0	10	20	30	55	18,910	2.9	.000	.188
NSSE 2013 & 2014	23.7	16.3	.05	0	10	20	35	60	109,979	1.8	.015	.109
Top 50%	29.5	16.1	.10	5	20	30	40	60	27,071	-4.0	.000	-.251
Top 10%	34.4	16.4	.27	10	20	35	45	60	654	-8.9	.000	-.545
Effective Teaching Practices												
USC (N = 509)	41.7	13.5	.60	20	32	40	52	60				
AAU Publics	37.8	12.7	.21	16	28	40	48	60	639	3.9	.000	.304
Carnegie Class RU/VH	39.1	13.2	.10	16	32	40	48	60	19,074	2.5	.000	.192
NSSE 2013 & 2014	40.9	13.7	.04	16	32	40	52	60	111,134	.8	.211	.056
Top 50%	43.1	13.6	.07	20	36	44	56	60	39,812	-1.4	.023	-.102
Top 10%	45.1	13.4	.16	20	36	48	60	60	7,250	-3.4	.000	-.257
Campus Environment												
Quality of Interactions												
USC (N = 463)	40.9	10.8	.50	23	34	42	48	60				
AAU Publics	40.7	11.1	.19	20	34	42	48	58	3,706	.2	.683	.020
Carnegie Class RU/VH	41.1	11.5	.09	20	34	42	50	60	492	-.2	.744	-.014
NSSE 2013 & 2014	42.5	11.9	.04	20	36	44	52	60	468	-1.6	.002	-.134
Top 50%	45.3	11.3	.06	24	38	48	54	60	35,000	-4.3	.000	-.384
Top 10%	47.4	11.6	.12	24	40	50	58	60	518	-6.4	.000	-.556
Supportive Environment												
USC (N = 437)	36.8	13.5	.65	15	28	38	45	60				
AAU Publics	33.4	13.4	.24	10	25	33	43	58	3,603	3.4	.000	.250
Carnegie Class RU/VH	33.6	13.8	.11	10	23	33	43	60	16,608	3.2	.000	.230
NSSE 2013 & 2014	33.2	14.4	.05	10	23	33	43	60	441	3.5	.000	.244
Top 50%	36.1	13.8	.07	13	28	38	45	60	40,869	.7	.311	.049
Top 10%	39.1	13.3	.17	18	30	40	50	60	6,861	-2.4	.000	-.178

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

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.