



NSSE 2017

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 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 2016 and 2017 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, 2015). 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 website: nsse.indiana.edu

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with SEC	Your first-year students compared with Doc Rsh / Highest	Your first-year students compared with NSSE 2016 & 2017
<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 SEC	Your seniors compared with Doc Rsh / Highest	Your seniors compared with NSSE 2016 & 2017
<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

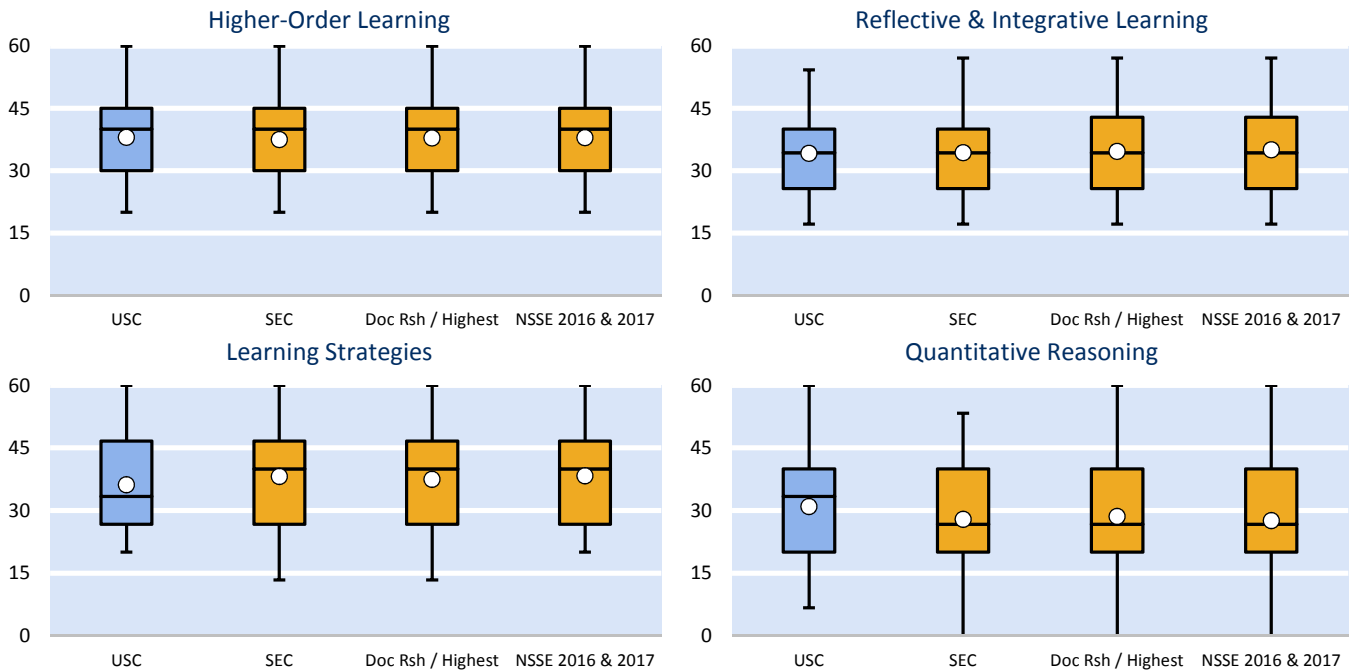
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		SEC Mean	SEC Effect size	Doc Rsh / Highest Mean	Doc Rsh / Highest Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Higher-Order Learning	38.1	37.5	.04	37.9	.02	37.9	.01
Reflective & Integrative Learning	34.2	34.4	-.01	34.7	-.04	35.0	-.07
Learning Strategies	36.2	38.2 *	-.15	37.5	-.10	38.3 **	-.15
Quantitative Reasoning	30.9	27.9 ***	.20	28.6 **	.15	27.6 ***	.22

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: First-year students (continued)

Performance^a 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 between your FY students and		
		SEC	Doc Rsh / Highest	NSSE 2016 & 2017
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	75	+1 	+0 	+4 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-4 	-4 	-2 
4d. Evaluating a point of view, decision, or information source	66	-1 	+0 	-3 
4e. Forming a new idea or understanding from various pieces of information	65	+1 	-1 	-3 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	50	+2 	-2 	-1 
2b. Connected your learning to societal problems or issues	53	+4 	+3 	+2 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-2 	-3 	-5 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-5 	-4 	-6 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	-2 	-2 	-3 
2f. Learned something that changed the way you understand an issue or concept	62	-1 	-3 	-4 
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+0 	+0 	+0 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-4 	-3 	-4 
9b. Reviewed your notes after class	59	-7 	-4 	-6 
9c. Summarized what you learned in class or from course materials	54	-8 	-6 	-8 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59	+7 	+3 	+6 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+8 	+6 	+7 
6c. Evaluated what others have concluded from numerical information	47	+7 	+6 	+8 

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

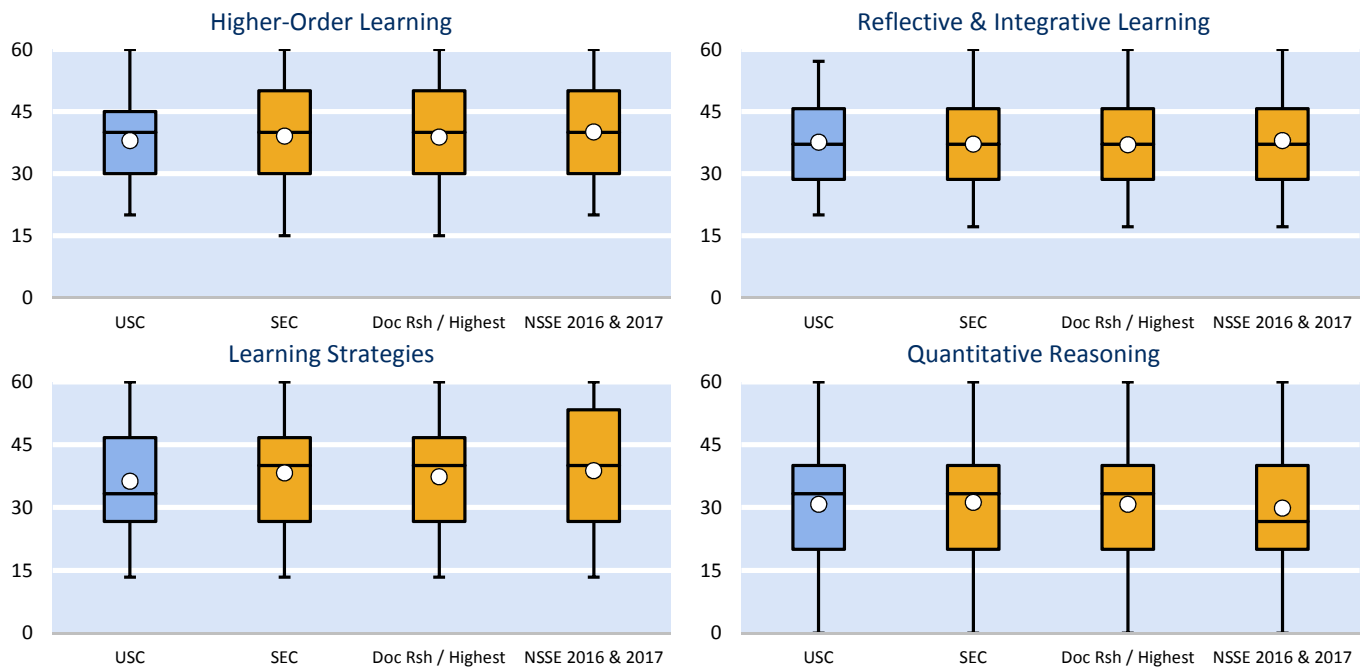
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		SEC Mean	SEC Effect size	Doc Rsh / Highest Mean	Doc Rsh / Highest Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Higher-Order Learning	38.0	39.1	-.08	38.8	-.06	40.1 ***	-.15
Reflective & Integrative Learning	37.6	37.2	.04	37.0	.05	38.0	-.03
Learning Strategies	36.2	38.2 **	-.14	37.3	-.07	38.7 ***	-.17
Quantitative Reasoning	30.8	31.2	-.03	30.7	.00	29.9	.06

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance^a 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 between your seniors and		
		SEC	Doc Rsh / Highest	NSSE 2016 & 2017
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	76	-4	-2	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-1	+0	-2
4d. Evaluating a point of view, decision, or information source	61	-1	-2	-9
4e. Forming a new idea or understanding from various pieces of information	64	-2	-4	-8
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	68	-4	-2	-1
2b. Connected your learning to societal problems or issues	58	-0	+1	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	+5	+4	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+3	+3	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+4	+5	+3
2f. Learned something that changed the way you understand an issue or concept	73	+5	+4	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+2	+3	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	-1	-0	-4
9b. Reviewed your notes after class	56	-4	-2	-6
9c. Summarized what you learned in class or from course materials	58	-3	-3	-6
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	-3	-2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-2	+0	+0
6c. Evaluated what others have concluded from numerical information	49	+1	+2	+5

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

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Learning with Peers: First-year students

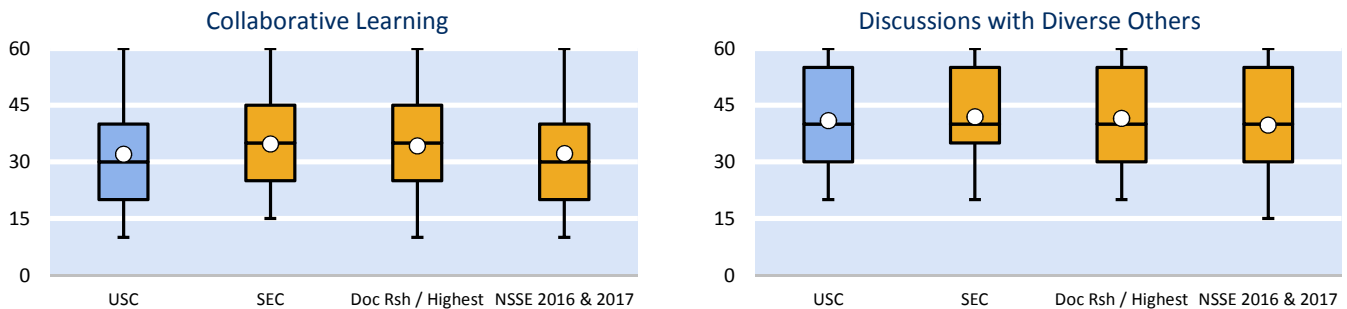
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	USC Mean	Your first-year students compared with					
		SEC Mean	Effect size	Doc Rsh / Highest Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Collaborative Learning	32.0	34.7 ***	-.20	34.1 **	-.15	32.2	-.01
Discussions with Diverse Others	40.9	41.8	-.07	41.5	-.04	39.7	.08

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Collaborative Learning	USC %	Percentage point difference between your FY students and			
		SEC	Doc Rsh / Highest	NSSE 2016 & 2017	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
1e. Asked another student to help you understand course material	48	-12	-9	-4	
1f. Explained course material to one or more students	59	-6	-3	+1	
1g. Prepared for exams by discussing or working through course material with other students	50	-9	-4	+0	
1h. Worked with other students on course projects or assignments	47	-6	-9	-6	
Discussions with Diverse Others					
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>					
8a. People from a race or ethnicity other than your own	66	-9	-9	-5	
8b. People from an economic background other than your own	72	-4	-2	+1	
8c. People with religious beliefs other than your own	68	-1	-4	+2	
8d. People with political views other than your own	76	+1	+6	+9	

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Learning with Peers: Seniors

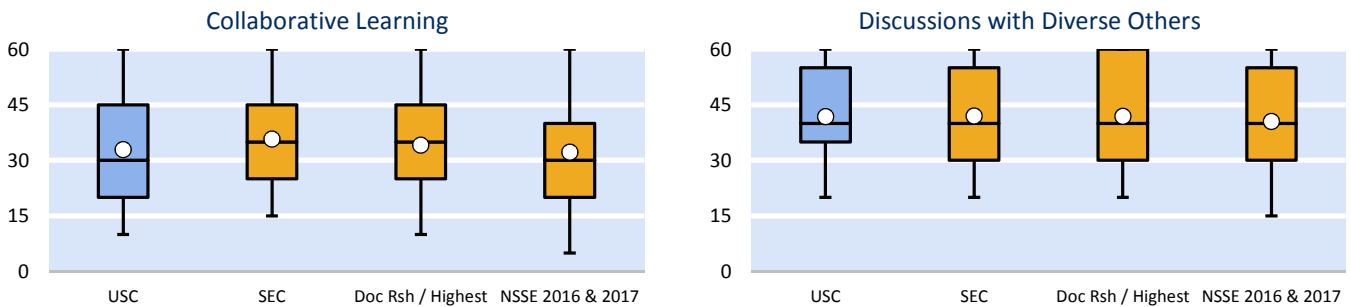
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Mean Comparisons

Engagement Indicator	USC Mean	Your seniors compared with					
		SEC Mean	Effect size	Doc Rsh / Highest Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Collaborative Learning	33.0	35.8 ***	-.20	34.2 *	-.08	32.3	.05
Discussions with Diverse Others	41.8	42.0	-.01	41.9	.00	40.5 *	.08

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

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Collaborative Learning	USC %	Percentage point difference between your seniors and			
		SEC	Doc Rsh / Highest	NSSE 2016 & 2017	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
1e. Asked another student to help you understand course material	42	-10	-6	-1	
1f. Explained course material to one or more students	60	-6	-2	+2	
1g. Prepared for exams by discussing or working through course material with other students	48	-8	-2	+1	
1h. Worked with other students on course projects or assignments	62	-7	-5	-2	
Discussions with Diverse Others					
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>					
8a. People from a race or ethnicity other than your own	73	-1	-2	+1	
8b. People from an economic background other than your own	75	+0	+1	+3	
8c. People with religious beliefs other than your own	69	+1	-3	+2	
8d. People with political views other than your own	77	+1	+7	+9	

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Experiences with Faculty: First-year students

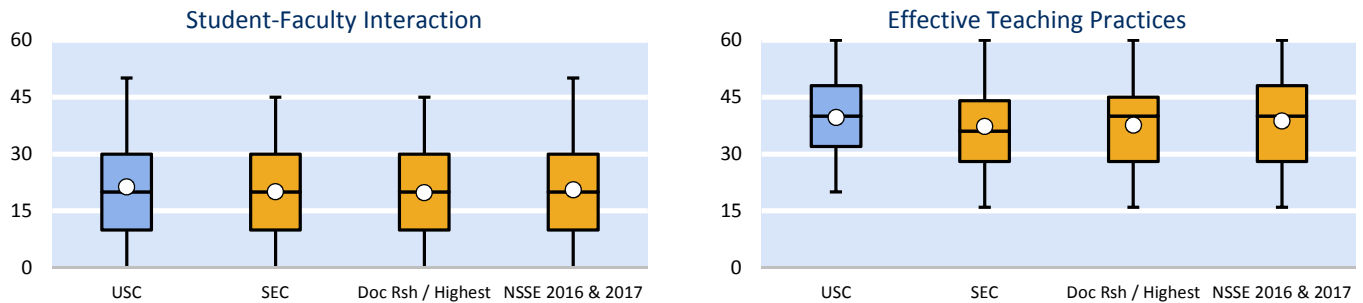
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	USC Mean	Your first-year students compared with					
		SEC Mean	Effect size	Doc Rsh / Highest Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Student-Faculty Interaction	21.3	20.0	.09	19.8 *	.11	20.6	.05
Effective Teaching Practices	39.6	37.3 **	.18	37.6 **	.16	38.7	.07

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Student-Faculty Interaction	USC %	Percentage point difference between your FY students and		
		SEC	Doc Rsh / Highest	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	39	+6	+7	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	+1	+0	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-2	-2	-4
3d. Discussed your academic performance with a faculty member	30	+4	+5	+1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	81	+5	+4	+4
5b. Taught course sessions in an organized way	81	+5	+5	+5
5c. Used examples or illustrations to explain difficult points	73	-2	-3	-2
5d. Provided feedback on a draft or work in progress	64	+7	+7	+0
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+8	+7	+2

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Experiences with Faculty: Seniors

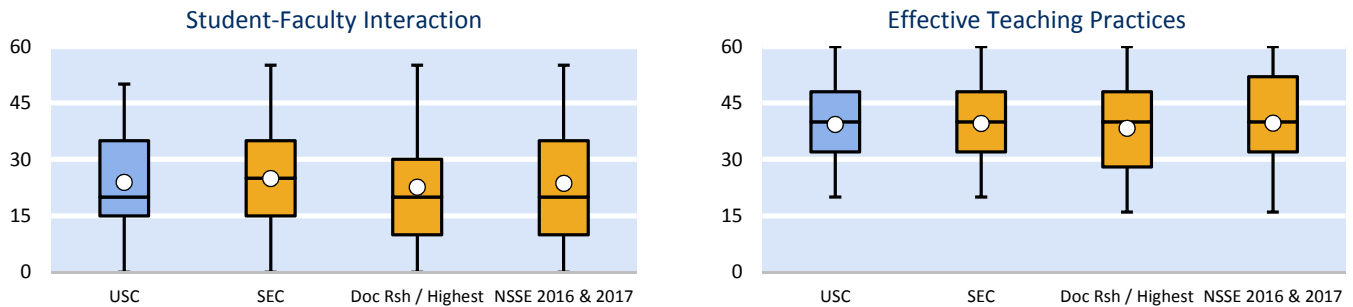
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Student-Faculty Interaction	USC %	Percentage point difference between your seniors and			
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	46	-1	+7	+4	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-6	-2	-2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-7	-2	-4	
3d. Discussed your academic performance with a faculty member	29	-3	+1	-4	
<i>Effective Teaching Practices</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	81	-1	+1	+1	
5b. Taught course sessions in an organized way	80	-0	+3	+2	
5c. Used examples or illustrations to explain difficult points	82	+1	+4	+4	
5d. Provided feedback on a draft or work in progress	56	+0	+3	-4	
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+2	+7	+1	

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

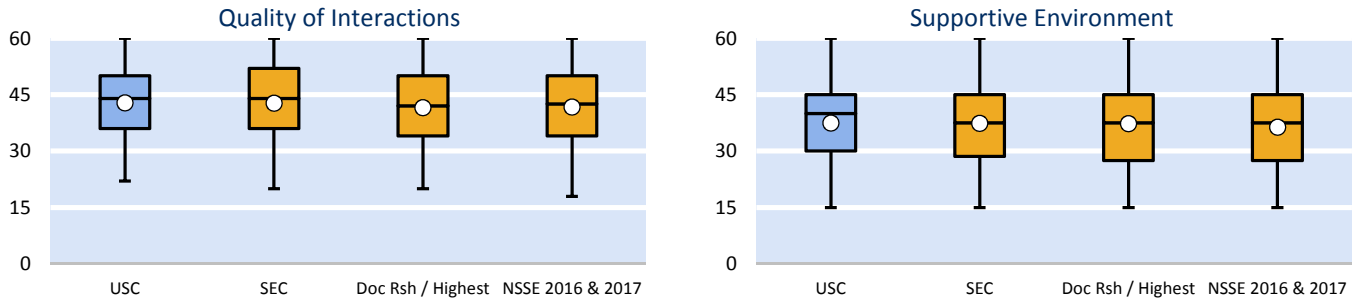
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	USC Mean	Your first-year students compared with					
		SEC Mean	Effect size	Doc Rsh / Highest Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Quality of Interactions	42.9	42.7	.01	41.5	.11	41.7	.09
Supportive Environment	37.5	37.4	.01	37.3	.02	36.3	.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^a 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 between your FY students and		
		SEC	Doc Rsh / Highest	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	49	-8	-4	-2
13b. Academic advisors	53	-1	+5	+4
13c. Faculty	47	-0	+2	-2
13d. Student services staff (career services, student activities, housing, etc.)	47	+1	+4	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+4	+8	+4
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	78	+0	+1	+2
14c. Using learning support services (tutoring services, writing center, etc.)	79	+2	+3	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-4	-10	-9
14e. Providing opportunities to be involved socially	76	-2	+1	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	76	+1	+2	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	+2	-1	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	78	+3	+8	+14
14i. Attending events that address important social, economic, or political issues	50	-1	-4	-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.

Campus Environment: Seniors

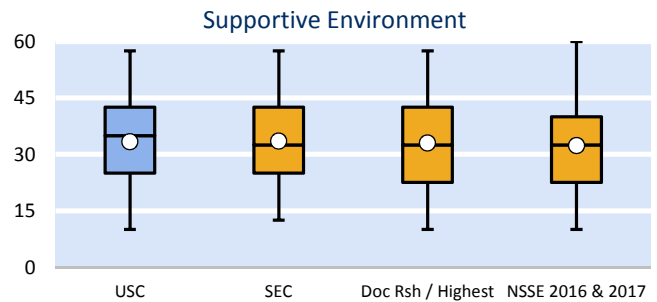
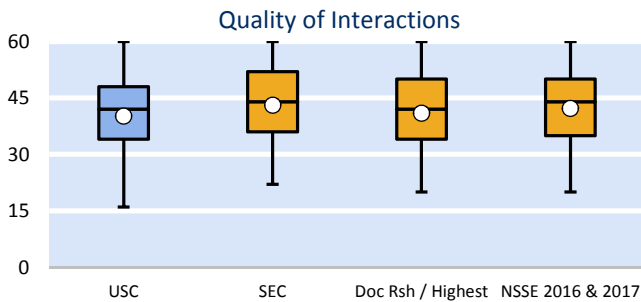
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	USC Mean	Your seniors compared with					
		SEC Mean	Effect size	Doc Rsh / Highest Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Quality of Interactions	40.2	43.1 ***	-.25	40.9	-.06	42.3 ***	-.17
Supportive Environment	33.4	33.5	-.01	33.0	.02	32.3	.07

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

Score Distributions



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

Performance^a 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 between your seniors and		
		SEC	Doc Rsh / Highest	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	52	-10	-5	-6
13b. Academic advisors	46	-8	+0	-6
13c. Faculty	54	-3	+4	-3
13d. Student services staff (career services, student activities, housing, etc.)	40	-3	+1	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	28	-14	-7	-13
<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	74	+3	+5	+3
14c. Using learning support services (tutoring services, writing center, etc.)	67	+3	+4	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	+3	-3	-4
14e. Providing opportunities to be involved socially	67	-5	-1	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	-1	+1	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	+2	+0	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	+3	+10	+18
14i. Attending events that address important social, economic, or political issues	40	-1	-4	-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.

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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/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students		USC Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.1	39.2	-.09	✓	41.2 ***	-.23	
	Reflective and Integrative Learning	34.2	36.6 ***	-.20		38.3 ***	-.33	
	Learning Strategies	36.2	39.8 ***	-.27		41.9 ***	-.41	
	Quantitative Reasoning	30.9	28.8 **	.14	✓	30.4	.03	✓
<i>Learning with Peers</i>	Collaborative Learning	32.0	35.2 ***	-.24		37.1 ***	-.38	
	Discussions with Diverse Others	40.9	41.7	-.06	✓	43.8 ***	-.20	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.3	23.8 **	-.17		27.2 ***	-.38	
	Effective Teaching Practices	39.6	40.7	-.09	✓	42.6 ***	-.22	
<i>Campus Environment</i>	Quality of Interactions	42.9	43.8	-.08	✓	46.1 ***	-.27	
	Supportive Environment	37.5	38.2	-.06	✓	40.0 **	-.19	
Seniors		USC Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.0	41.8 ***	-.28		43.3 ***	-.39	
	Reflective and Integrative Learning	37.6	40.0 ***	-.19		42.0 ***	-.36	
	Learning Strategies	36.2	40.7 ***	-.31		42.9 ***	-.47	
	Quantitative Reasoning	30.8	31.1	-.02	✓	33.0 **	-.14	
<i>Learning with Peers</i>	Collaborative Learning	33.0	35.8 ***	-.21		37.9 ***	-.37	
	Discussions with Diverse Others	41.8	42.3	-.03	✓	44.3 ***	-.16	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.8	29.2 ***	-.34		33.0 ***	-.58	
	Effective Teaching Practices	39.3	41.8 ***	-.18		43.8 ***	-.34	
<i>Campus Environment</i>	Quality of Interactions	40.2	44.8 ***	-.39		46.9 ***	-.55	
	Supportive Environment	33.4	34.8 *	-.10		37.2 ***	-.28	

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 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	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 = 362)	38.1	13.1	.69	20	30	40	45	60				
SEC	37.5	12.6	.33	20	30	40	45	60	1,820	.5	.465	.043
Doc Rsh / Highest	37.9	13.0	.10	20	30	40	45	60	16,121	.2	.772	.015
NSSE 2016 & 2017	37.9	13.3	.05	20	30	40	45	60	83,081	.1	.867	.009
Top 50%	39.2	13.1	.06	20	30	40	50	60	47,314	-1.1	.106	-.085
Top 10%	41.2	13.3	.14	20	35	40	50	60	9,105	-3.1	.000	-.234
Reflective & Integrative Learning												
USC (N = 386)	34.2	11.0	.56	17	26	34	40	54				
SEC	34.4	11.7	.30	17	26	34	40	57	1,915	-.2	.814	-.013
Doc Rsh / Highest	34.7	12.0	.09	17	26	34	43	57	406	-.4	.437	-.037
NSSE 2016 & 2017	35.0	12.0	.04	17	26	34	43	57	389	-.8	.137	-.069
Top 50%	36.6	12.0	.06	17	29	37	46	57	393	-2.4	.000	-.198
Top 10%	38.3	12.3	.13	20	29	37	46	60	424	-4.0	.000	-.331
Learning Strategies												
USC (N = 314)	36.2	13.6	.77	20	27	33	47	60				
SEC	38.2	13.4	.37	13	27	40	47	60	1,587	-2.0	.018	-.149
Doc Rsh / Highest	37.5	13.7	.12	13	27	40	47	60	14,354	-1.3	.088	-.097
NSSE 2016 & 2017	38.3	13.7	.05	20	27	40	47	60	73,979	-2.1	.006	-.154
Top 50%	39.8	13.7	.07	20	27	40	53	60	36,875	-3.7	.000	-.267
Top 10%	41.9	14.1	.15	20	33	40	53	60	9,579	-5.8	.000	-.411
Quantitative Reasoning												
USC (N = 354)	30.9	15.2	.81	7	20	33	40	60				
SEC	27.9	15.0	.39	0	20	27	40	53	1,794	3.0	.001	.203
Doc Rsh / Highest	28.6	15.0	.12	0	20	27	40	60	16,081	2.3	.004	.155
NSSE 2016 & 2017	27.6	15.4	.05	0	20	27	40	60	82,770	3.4	.000	.218
Top 50%	28.8	15.2	.07	0	20	27	40	60	51,034	2.1	.010	.138
Top 10%	30.4	15.2	.14	7	20	27	40	60	12,419	.5	.523	.034
Learning with Peers												
Collaborative Learning												
USC (N = 411)	32.0	13.8	.68	10	20	30	40	60				
SEC	34.7	13.6	.34	15	25	35	45	60	2,037	-2.7	.000	-.200
Doc Rsh / Highest	34.1	13.9	.11	10	25	35	45	60	17,487	-2.2	.002	-.154
NSSE 2016 & 2017	32.2	14.5	.05	10	20	30	40	60	89,699	-.2	.810	-.012
Top 50%	35.2	13.6	.06	15	25	35	45	60	51,620	-3.2	.000	-.235
Top 10%	37.1	13.4	.12	15	25	40	45	60	12,952	-5.1	.000	-.379
Discussions with Diverse Others												
USC (N = 317)	40.9	14.4	.81	20	30	40	55	60				
SEC	41.8	14.2	.40	20	35	40	55	60	1,598	-1.0	.271	-.069
Doc Rsh / Highest	41.5	14.8	.12	20	30	40	55	60	14,485	-.6	.473	-.041
NSSE 2016 & 2017	39.7	15.5	.06	15	30	40	55	60	74,653	1.2	.166	.078
Top 50%	41.7	14.9	.07	20	30	40	55	60	46,721	-.9	.302	-.058
Top 10%	43.8	14.5	.14	20	35	45	60	60	11,305	-2.9	.000	-.202

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 = 369)	21.3	14.2	.74	0	10	20	30	50				
SEC	20.0	13.7	.36	0	10	20	30	45	1,847	1.3	.109	.093
Doc Rsh / Highest	19.8	14.1	.11	0	10	20	30	45	16,370	1.5	.040	.108
NSSE 2016 & 2017	20.6	14.5	.05	0	10	20	30	50	84,392	.7	.347	.049
Top 50%	23.8	14.7	.09	0	15	20	35	55	29,961	-2.5	.001	-.169
Top 10%	27.2	15.6	.23	5	15	25	40	60	439	-5.9	.000	-.383
Effective Teaching Practices												
USC (N = 359)	39.6	12.1	.64	20	32	40	48	60				
SEC	37.3	12.7	.33	16	28	36	44	60	1,825	2.3	.002	.185
Doc Rsh / Highest	37.6	12.5	.10	16	28	40	45	60	16,302	2.0	.002	.162
NSSE 2016 & 2017	38.7	13.1	.05	16	28	40	48	60	362	.9	.156	.070
Top 50%	40.7	13.0	.07	20	32	40	52	60	367	-1.1	.087	-.085
Top 10%	42.6	13.6	.16	20	36	44	56	60	402	-3.0	.000	-.222
Campus Environment												
Quality of Interactions												
USC (N = 299)	42.9	11.2	.65	22	36	44	50	60				
SEC	42.7	11.7	.33	20	36	44	52	60	1,535	.2	.835	.013
Doc Rsh / Highest	41.5	11.7	.10	20	34	42	50	60	13,660	1.3	.053	.113
NSSE 2016 & 2017	41.7	12.4	.05	18	34	43	50	60	301	1.1	.082	.091
Top 50%	43.8	11.5	.07	22	38	46	52	60	30,652	-1.0	.152	-.083
Top 10%	46.1	11.7	.16	24	40	48	56	60	5,533	-3.2	.000	-.272
Supportive Environment												
USC (N = 290)	37.5	12.7	.74	15	30	40	45	60				
SEC	37.4	12.7	.37	15	29	38	45	60	1,487	.1	.893	.009
Doc Rsh / Highest	37.3	13.0	.11	15	28	38	45	60	13,446	.2	.799	.015
NSSE 2016 & 2017	36.3	13.6	.05	15	28	38	45	60	292	1.2	.116	.086
Top 50%	38.2	13.1	.07	18	30	40	48	60	37,512	-.7	.345	-.056
Top 10%	40.0	13.0	.14	18	31	40	50	60	9,203	-2.5	.001	-.191

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 SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	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 = 567)	38.0	13.6	.57	20	30	40	45	60				
SEC	39.1	13.6	.29	15	30	40	50	60	2,778	-1.1	.096	-.078
Doc Rsh / Highest	38.8	13.8	.09	15	30	40	50	60	24,812	-.9	.145	-.062
NSSE 2016 & 2017	40.1	13.7	.04	20	30	40	50	60	113,331	-2.1	.000	-.151
Top 50%	41.8	13.5	.06	20	35	40	55	60	45,526	-3.8	.000	-.285
Top 10%	43.3	13.4	.12	20	35	40	55	60	13,857	-5.3	.000	-.392
Reflective & Integrative Learning												
USC (N = 590)	37.6	11.9	.49	20	29	37	46	57				
SEC	37.2	12.4	.26	17	29	37	46	60	2,897	.5	.420	.037
Doc Rsh / Highest	37.0	12.6	.08	17	29	37	46	60	25,671	.6	.229	.050
NSSE 2016 & 2017	38.0	12.6	.04	17	29	37	46	60	596	-.4	.423	-.031
Top 50%	40.0	12.3	.06	20	31	40	49	60	46,921	-2.4	.000	-.193
Top 10%	42.0	12.2	.12	20	34	43	51	60	10,230	-4.4	.000	-.358
Learning Strategies												
USC (N = 506)	36.2	14.1	.63	13	27	33	47	60				
SEC	38.2	14.2	.32	13	27	40	47	60	2,427	-2.0	.005	-.140
Doc Rsh / Highest	37.3	14.6	.10	13	27	40	47	60	22,330	-1.1	.096	-.075
NSSE 2016 & 2017	38.7	14.5	.05	13	27	40	53	60	103,140	-2.5	.000	-.174
Top 50%	40.7	14.4	.06	20	33	40	53	60	54,828	-4.5	.000	-.314
Top 10%	42.9	14.3	.11	20	33	40	60	60	16,320	-6.7	.000	-.467
Quantitative Reasoning												
USC (N = 561)	30.8	16.2	.68	0	20	33	40	60				
SEC	31.2	16.1	.34	0	20	33	40	60	2,761	-.5	.534	-.029
Doc Rsh / Highest	30.7	16.2	.10	0	20	33	40	60	24,736	.0	.972	.002
NSSE 2016 & 2017	29.9	16.3	.05	0	20	27	40	60	113,079	.9	.194	.055
Top 50%	31.1	16.2	.06	0	20	33	40	60	68,501	-.4	.568	-.024
Top 10%	33.0	15.9	.13	7	20	33	40	60	15,685	-2.2	.001	-.140
Learning with Peers												
Collaborative Learning												
USC (N = 617)	33.0	14.8	.59	10	20	30	45	60				
SEC	35.8	14.2	.29	15	25	35	45	60	3,026	-2.8	.000	-.196
Doc Rsh / Highest	34.2	14.5	.09	10	25	35	45	60	26,472	-1.2	.044	-.082
NSSE 2016 & 2017	32.3	15.1	.04	5	20	30	40	60	119,652	.7	.258	.046
Top 50%	35.8	13.8	.05	15	25	35	45	60	627	-2.9	.000	-.208
Top 10%	37.9	13.4	.12	15	30	40	50	60	666	-4.9	.000	-.367
Discussions with Diverse Others												
USC (N = 512)	41.8	14.4	.64	20	35	40	55	60				
SEC	42.0	14.7	.33	20	30	40	55	60	2,456	-.2	.834	-.010
Doc Rsh / Highest	41.9	15.3	.10	20	30	40	60	60	538	-.1	.925	-.004
NSSE 2016 & 2017	40.5	15.9	.05	15	30	40	55	60	517	1.3	.039	.083
Top 50%	42.3	15.6	.06	15	30	40	60	60	520	-.5	.436	-.032
Top 10%	44.3	15.3	.13	20	35	45	60	60	551	-2.4	.000	-.161

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 = 576)	23.8	14.8	.62	0	15	20	35	50				
SEC	24.9	15.7	.33	0	15	25	35	55	2,819	-1.1	.133	-.070
Doc Rsh / Highest	22.6	15.4	.10	0	10	20	30	55	25,085	1.3	.051	.082
NSSE 2016 & 2017	23.6	16.0	.05	0	10	20	35	55	581	.3	.680	.016
Top 50%	29.2	15.7	.09	5	20	30	40	60	602	-5.4	.000	-.344
Top 10%	33.0	16.0	.25	10	20	30	45	60	769	-9.2	.000	-.578
Effective Teaching Practices												
USC (N = 568)	39.3	12.7	.53	20	32	40	48	60				
SEC	39.5	12.8	.27	20	32	40	48	60	2,800	-.2	.684	-.019
Doc Rsh / Highest	38.2	13.2	.08	16	28	40	48	60	596	1.0	.054	.079
NSSE 2016 & 2017	39.6	13.7	.04	16	32	40	52	60	574	-.3	.534	-.024
Top 50%	41.8	13.5	.07	20	32	40	52	60	586	-2.5	.000	-.184
Top 10%	43.8	13.4	.15	20	36	44	56	60	663	-4.5	.000	-.339
Campus Environment												
Quality of Interactions												
USC (N = 485)	40.2	12.3	.56	16	34	42	48	60				
SEC	43.1	11.3	.26	22	36	44	52	60	2,339	-2.9	.000	-.248
Doc Rsh / Highest	40.9	11.9	.08	20	34	42	50	60	21,228	-.7	.197	-.059
NSSE 2016 & 2017	42.3	12.1	.04	20	35	44	50	60	97,186	-2.0	.000	-.167
Top 50%	44.8	11.6	.06	23	38	46	54	60	37,840	-4.6	.000	-.392
Top 10%	46.9	12.1	.12	23	40	50	58	60	10,784	-6.6	.000	-.550
Supportive Environment												
USC (N = 483)	33.4	13.8	.63	10	25	35	43	58				
SEC	33.5	13.2	.31	13	25	33	43	58	2,289	-.2	.811	-.012
Doc Rsh / Highest	33.0	13.7	.10	10	23	33	43	58	21,263	.3	.589	.025
NSSE 2016 & 2017	32.3	14.2	.05	10	23	33	40	60	98,122	1.0	.111	.073
Top 50%	34.8	13.7	.07	13	25	35	45	60	44,600	-1.4	.024	-.103
Top 10%	37.2	13.6	.15	13	28	38	48	60	8,545	-3.8	.000	-.280

- 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 SEM) 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.