NSSE Benchmark Report November 2005

University of San Francisco





NSSE 2005 Benchmark Report

University of San Francisco

To focus discussions about the importance of student engagement and guide institutional improvement efforts, NSSE created five clusters or benchmarks of effective educational practice: (1) Level of academic challenge, (2) Active and collaborative learning, (3) Student-faculty interaction, (4) Enriching educational experiences, and (5) Supportive campus environment. Using approximately 225,000 randomly selected students from 518 institutions that participated in NSSE 2005, this Benchmark Report compares the performance of your institution with its selected peer group, Carnegie group, and the 2005 national norms. In addition, page 8 provides two other comparisons between your school and above-average institutions with benchmarks in the top 50% nationally and high-performing institutions with benchmarks in the top 10% nationally. These displays allow you to determine if the engagement of your typical student differs in a statistically significant, meaningful way from the average student in these comparison groups. More detailed information about how benchmarks are created can be found in the 2005 annual report and on the NSSE website at nsse.iub.edu.

Guide to Your Benchmark Report

Class

Means are reported for first-year students and seniors. Only students who were part of the base random sample or random oversample are included in these analyses. Students in targeted oversamples are not included.

Mean

The mean is the weighted arithmetic average of student level benchmark scores. Although institutional benchmark score calculations have not changed from prior years, reference group calculations were revised in 2005.

Benchmark Description & Survey Items

A theoretical rationale for measuring the benchmark and the individual items used in its creation are summarized.

Statistical Significance

Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels (p<.05, p<.01, and p<.001). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (like those seen with NSSE data) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential.

Level of Academic Challenge Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and
- number of written papers or reports of fewer than 5 pages
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretable.
- and relationships
 Coursework emphasizing the making of judgments about the value of information, arguments, or meth
- Coursework emphasizing application of theories or concepts to practical problems or in new situation.
- Working harder than you thought you could to meet an instructor's stands
 Campus environment emphasizing time studying and on academic work

Effect Size

Effect size indicates the "practical significance" of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group with which the institution is being compared (selected peers, Carnegie type, or 2005 national norm). In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large, A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group. Look for patterns of effect sizes that point to areas of student or institutional performance that warrant attention.

Bar Charts

A visual display of first-year and senior mean benchmark scores for your institution and three reference groups.

Level of Academic Challenge

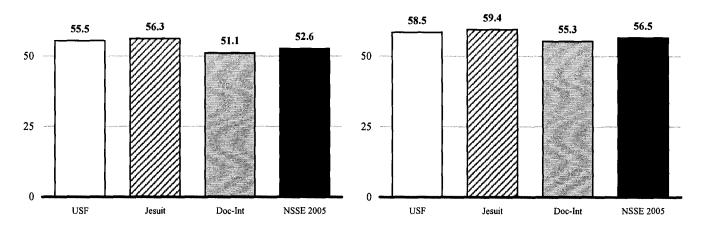
Benchmark Mean Comparisons

		USF compared with:											
	USF		Jesuit			Doc-Int	;	N	NSSE 200				
		Ì		Effect			Effect			Effect			
Class	Mean	Mean	Sig "	Size b	Mean	Sig "	Size b	Mean	Sig "	Size b			
First-Year	55.5	56.3		06	51.1	***	.33	52.6	***	.21			
Seniors	58.5	59.4		07	55.3	***	.22	56.5	*	.14			

First-Year Seniors

100

75



Level of Academic Challenge Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

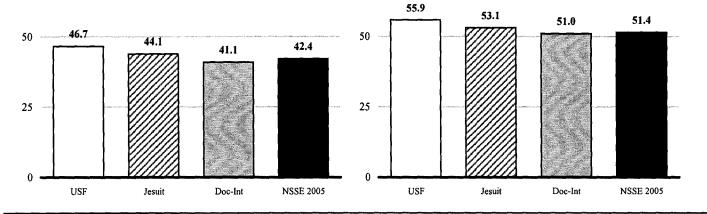
Active and Collaborative Learning

Benchmark Mean Comparisons

					USF	compared	with:			
	USF		Jesuit			Doc-Int	t	N	ISSE 20	05
				Effect	1		Effect			Effect
Class	Mean	Mean	Sig "	Size b	Mean	Sig "	Size b	Mean	Sig "	Size b
First-Year	46.7	44.1	*	.17	41.1	***	.36	42.4	***	.28
Seniors	55.9	53.1	**	.17	51.0	***	.28	51.4	***	.26

First-Year Seniors

100

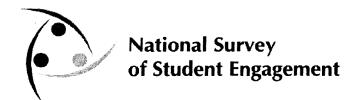


Active and Collaborative Learning Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Page 4



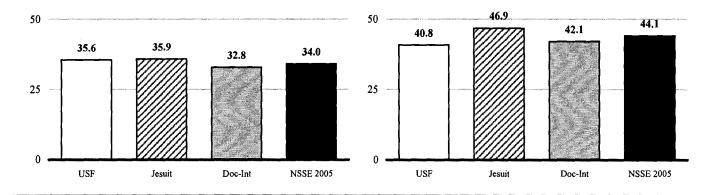
Student-Faculty Interaction

Benchmark Mean Comparisons

					USF	compared	with:				
	USF		Jesuit			Doc-Int	t	N	SSE 20	005	
				Effect			Effect			Effect	
Class	Mean	Mean	Sig "	Size b	Mean	Sig °	Size b	Mean	Sig "	Size b	
First-Year	35.6	35.9		01	32.8	*	.16	34.0		.09	
Seniors	40.8	46.9	***	29	42.1		06	44.1	**	16	

First-Year Seniors





Student-Faculty Interaction Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

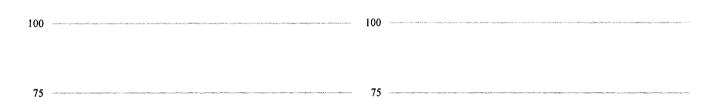
- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt feedback from faculty on your academic performance (written or oral)
- Worked with a faculty member on a research project outside of course or program requirements

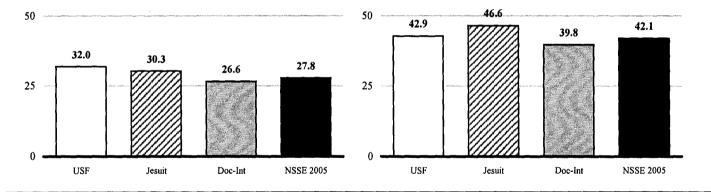
Enriching Educational Experiences

Benchmark Mean Comparisons

					USF o	compared	with:											
	USF Jesuit Doc-Int								SSE 200)5								
				Effect			Effect			Effect								
Class	Mean	Mean	Sig "	Size b	Mean	Sig "	Size b	Mean	Sig "	Size b								
First-Year	32.0	30.3	*	.13	26.6	***	.41	27.8	***	.33								
Seniors	42.9	46.6	***	21	39.8	**	.17	42.1		.04								

First-Year Seniors





Enriching Educational Experiences Items

Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & study abroad
- Independent study or self-designed major
- Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

Supportive Campus Environment

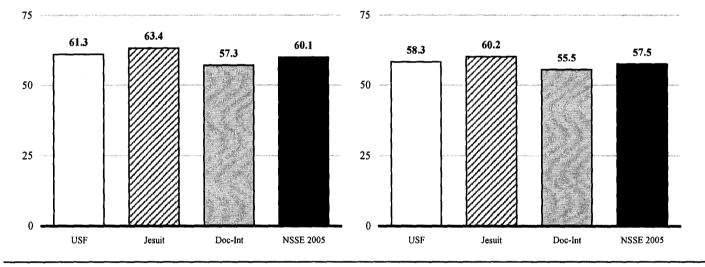
Benchmark Mean Comparisons

			USF	compared	with:			
	Jesuit	•		Doc-Int		N	SSE 20	05
Mean	Sig a	Effect Size ^b	Mean	Sig "	Effect Size ^b	Mean	Sig a	Effect Size ^b

	USF		Jesuit	•		Doc-Int		N	05	
				Effect			Effect			Effect
Class	Mean	Mean	Sig "	Size b	Mean	Sig "	Size b	Mean	Sig "	Size b
First-Year	61.3	63.4		12	57.3	***	.22	60.1		.06
Seniors	58.3	60.2		11	55.5	*	.15	57.5		.05

First-Year **Seniors**





Supportive Campus Environment Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

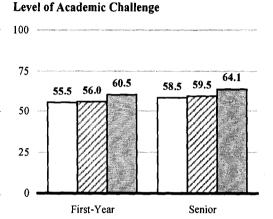
- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices



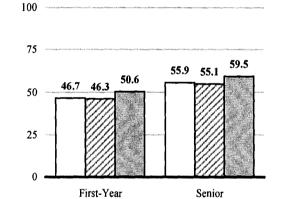
NSSE 2005 Benchmark Report Comparisons with Highly Engaging Institutions University of San Francisco

USF compared with

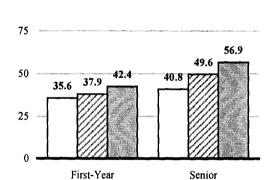
t size ^b
42
24
37
16
50
44
22
75
80
50



Active and Collaborative Learning



Student-Faculty Interaction



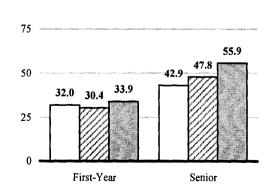
Top 10% This display

Legend

☐ USF **Top 50%**

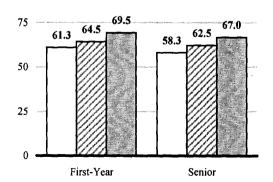
compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2005 institutions on the benchmark.

Enriching Educational Experiences



Supportive Campus Environment

100 -





NSSE 2005 Benchmark Report Detailed Benchmark Statistics and Effect Sizes University of San Francisco

First-Year Students

			Mea	n Sta	tistics		Distribution Statistics			Reference Group Comparison Statistics									
					Conf. I	nterval	P	ercenti	le Dist	ributio	n	Mean		Conf. In	nterval		Effect	Conf. 1	nterval
_	N	Mean	SD	SE	Lower	Upper	5	25	50	75	95	Diff.	SE	Lower		Sig.	size	Lower	Upper
			_																
LEVEL OF ACADE				•		0	2.4	4-											
USF	250	55.5	12.1	.8	54.0	57.0	34	47	55	64	74	0		2.4		245	0.6	10	0.7
Jesuit Doc-Int	3,514 10,620	56.3 51.1	12.8 13.3	.2 .1	55.8 50.9	56.7 51.4	35 30	48 42	56 51	65 60	77 73	8 4.3	.8 .8	-2.4 2.7	.8 6.0	.345	06 .33	19 .20	.07 .45
NSSE 2005	106,157	52.6	13.4	.0	52.5	52.7	31	44	53	62	75	2.9	.8	1.4	4.4	.000	.21	.10	.33
Top 50%	51,804	56.0	12.8	.1	55.9	56.2	35	47	56	65	77	- .6	.8	-2.2	1.0	.479	04	17	.08
Top 10%	12,161	60.5	12.0	.1	60.3	60.7	40	52	61	69	80	-5.1	.8	-6.6	-3.6	.000	42	55	30
10p 1070	12,101	00.0		••	00.0	0017	,,	•••	٠.	0,5	00	···	.0	0.0	2.0				
ACTIVE AND COLI	ABORAT	IVE LE	CARNI	NG															
USF	276	46.7	17.7	1.1	44.6	48.8	24	33	43	57	81								
Jesuit	3,764	44.1	15.4	.3	43.6	44.6	19	33	43	52	71	2.7	1.1	.5	4.8	.016	.17	.03	.31
Doc-Int	11,545	41.1	15.6	.1	40.8	41.4	19	29	38	52	67	5.6	1.1	3.5	7.7	.000	.36	.22	.49
NSSE 2005	114,146	42.4	15.8	.0	42.3	42.5	19	33	43	52	71	4.4	1.1	2.3	6.5	.000	.28	.14	.41
Top 50%	49,256	46.3	15.6	. 1	46.1	46.4	24	33	43	57	75	.5	1.1	-1.6	2.5	.672	.03	11	.16
Top 10%	10,896	50.6	15.9	.2	50.3	50.9	29	38	48	62	76	-3.9	1.1	-6.0	-1.8	.000	24	38	11
STUDENT-FACULTY INTERACTION																			
USF	256	35.6	19.1	1.2	33.3	37.9	11	22	33	44	78								
Jesuit	3,543	35.9	17.3	.3	35.3	36.4	11	22	33	44	67	2	1.2	-2.7	2.2	.839	01	15	.13
Doc-Int	10,731	32.8	17.3	.2	32.5	33.2	11	22	28	44	67	2.8	1.2	.4	5.1	.022	.16	.02	.30
NSSE 2005	107,277	34.0	17.6	.1	33.9	34.1	11	22	33	44	67	1.6	1.2	8	3.9	.186	.09	04	.22
Top 50%	44,701	37.9	18.2	.1	37.7	38.0	11	22	33	50	72	-2.3	1.1	-4.5	.0	.048	-,12	25	.00
Top 10%	8,844	42.4	18.5	.2	42.0	42.8	17	28	39	56	78	-6.8	1.2	-9.1	-4.5	.000	37	49	24
ENRICHING EDUC	ATIONAI	. EXPEI	RIENC	ES															
USF	242	32.0	13.6	.9	30.3	33.7	14	22	31	40	56								
Jesuit	3,442	30.3	12.5	.2	29.9	30.7	11	22	30	38	51	1.7	.8	.0	3.3	.044	.13	.00	.27
Doc-Int	10,313	26.6	13.1	.1	26.4	26.9	8	17	25	35	50	5.4	.9	3.7	7.0	.000	.41	.28	.54
NSSE 2005	103,575	27.8	12.8	.0	27.7	27.9	8	19	26	36	50	4.2	.8	2.6	5.8	.000	.33	.20	.45
Top 50%	55,291	30.4	12.7	.1	30.3	30.5	11	22	29	38	52	1.6	.8	.0	3.2	.054	.12	.00	.25
Top 10%	10,423	33.9	12.4	.1	33.7	34.2	15	25	33	42	55	-2.0	.8	-3.5	4	.016	16	29	03
SUPPORTIVE CAM					50.0	(2.5	22	50		7.5	00								
USF	237	61.3	17.5	1.1	59.0	63.5	33	50	64	75	89	2.2	1.2	15	,	067	12	26	01
Jesuit Doc-Int	3,385 10,138	63.4 57.3	17.6 18.4	.3 .2	62.9 56.9	64.0 57.6	33 28	53 44	64 58	75 69	92 89	-2.2 4.0	1.2	-4.5 1.6	.1 6.4	.067 .001	12 .22	26 .09	.01 .35
NSSE 2005	10,138	60.1	18.1	.1	60.0	60.2	31	44	61	72	89	1.1	1.2	-1.2	3.4	.333	.06	06	.33 .19
Top 50%	46,373	64.5	17.3	.1	64.3	64.7	36	53	64	78	93	-3.2	1.1	-1.2 -5.4	-1.0	.004	.00 19	00 31	06
Top 10%	8,245	69.5	16.5	.2	69.1	69.8	42	58	69	81	97	-8.2	1.1	-10.4	-6.1	.000	50	63	37
10p 1070			. 0.5										• • • •	10.1					



NSSE 2005 Benchmark Report Detailed Benchmark Statistics and Effect Sizes University of San Francisco

Senior Students

		Mean Statistics			Di	istribu	tion S	tatisti	cs	Reference Group Comparison Statistics									
					Conf. I	nterval	P	ercenti	le Dist	ributio	n	Mean		Conf. I	nterval		Effect	Conf. 1	nterval
_	N	Mean	SD	SE		Upper	5	25	50	75	95	Diff.	SE	Lower		Sig.	size	Lower	Upper
LEVEL OF ACADEM	иіс сна	LLENG	E																
USF	293	58.5	13.3	.8	56.9	60.0	37	49	58	68	80								
Jesuit	3,693	59.4	13.4	.2	59.0	59.9	37	50	60	69	80	-1.0	.8	- 2.6	.6	.229	07	19	.05
Doc-Int	10,691	55.3	14.3	. 1	55.0	55.5	32	46	55	65	78	3.2	.8	1.5	4.8	.000	.22	.11	.34
NSSE 2005	104,803	56.5	14.1	.0	56.4	56.6	33	47	57	67	79	1.9	.8	.3	3.6	.019	.14	.02	.25
Top 50%	45,950	59.5	13.6	.1	59.3	59.6	37	50	60	69	81	-1.0	.8	-2.6	.5	.201	07	19	.04
Top 10%	9,096	64.1	12.7	.1	63.8	64.3	42	56	65	73	84	-5.6	.8	-7.1	-4.1	.000	44	56	32
ACTIVE AND COLL	.ABORAT	IVE LE	ARNI	NG															
USF	310	55.9	16.2	.9	54.1	57.7	29	48	57	67	86								
Jesuit	3,816	53.1	16.2	.3	52.6	53.6	29	43	52	62	81	2.8	1.0	.9	4.7	.004	.17	.06	.29
Doc-Int	11,150	51.0	17.2	.2	50.7	51.4	24	38	50	62	81	4.9	1.0	2.9	6.8	.000	.28	.17	.39
NSSE 2005	108,826	51.4	16.9	.1	51.3	51.5	24	38	52	62	81	4.4	1.0	2.6	6.3	.000	.26	.15	.37
Top 50%	45,319	55.1	16.5	.1	55.0	55.3	29	43	52	67	86	.8	.9	-1.1	2.6	.411	.05	06	.16
Top 10%	9,597	59.5	16.6	.2	59.2	59.8	33	48	57	71	86	-3.6	1.0	-5.5	-1.7	.000	22	33	10
STUDENT-FACULT	Y INTER.	ACTIO	N																
USF	296	40.8	20.7	1.2	38.4	43.1	17	22	39	53	83								
Jesuit	3,719	46.9	20.9	.3	46.2	47.5	17	33	44	61	83	-6.1	1.3	-8.5	-3.6	.000	29	41	17
Doc-Int	10,770	42.1	20.7	.2	41.7	42.5	11	28	39	56	83	-1.3	1.2	-3.7	1.1	.275	06	18	.05
NSSE 2005	105,579	44.1	21.0	.1	44.0	44.2	17	28	39	56	83	-3.3	1.2	-5.7	9	.007	- 16	27	04
Top 50%	42,492	49.6	21.1	.1	49.4	49.8	17	33	50	67	89	-8.8	1.2	-11.2	-6.4	.000	42	53	30
Top 10%	7,126	56.9	21.4	.3	56.4	57.4	22	39	56	72	94	-16.1	1.3	-18.6	-13.6	.000	75	87	64
ENRICHING EDUC	ATIONAI	FYDFI	RIFNO	'FC															
USF	285	42.9	18.6	1.1	40.8	45.1	15	28	43	56	74								
Jesuit	3,653	46.6	17.5	.3	46.0	47.2	17	35	47	59	76	-3.7	1.1	-5.8	-1.6	.001	21	33	09
Doc-Int	10,486	39.8	17.8	.2	39.5	40.2	12	26	39	52	71	3.1	1.1	1.0	5.2	.004	.17	.05	.29
NSSE 2005	103,266	42.1	18.1	.1	42.0	42.2	14	28	42	55	73	.8	1.1	-1.3	2.9	.458	.04	07	.16
Top 50%	49,650	47.8	17.5	.1	47.7	48.0	18	36	48	60	76	-4.9	1.0	-7.0	-2.9	.000	28	40	16
Top 10%	9,212	55.9	16.3	.2	55.6	56.3	28	46	57	67	82	-13.0	1.1	-15.2	-10.8	.000	80	93	66
CUBBOD'THE CAM	DUC ENV	IDONIN	ENT																
SUPPORTIVE CAM						60.5	21	4.4	5 0	.	00								
USF	281	58.3	18.8	1.1	56.1 59.7	60.5	31	44	58	69	90 89	1.0		4.1	2	000	1.1	22	02
Jesuit Dec Int	3,615	60.2	18.2	.3 .2		60.8	31	47	61 54	72 47		-1.9	1.1	-4.1	.3	.090	11	23	.02
Doc-Int	10,353	55.5	18.4		55.2	55.9	25	42	56	67	86 80	2.8	1.1	.6	5.0	.011	.15	.03	.27
NSSE 2005	102,081	57.5	18.5	.1	57.4	57.6	28	44	58	69	89 92	.9	1.1	-1.3	3.0	.435	.05	07	.16
Top 50%	39,784	62.5 67.0	17.6 17.1	.1 .2	62.3 66.6	62.7 67.4	33 36	50 56	64 67	75 78	92 94	-4.2 -8.6	1.1	-6.2 -10.9	-2.1 -6.4	.000	24 50	35 63	12 37
Top 10%	7,281	07.0	17.1	.4	00.0	07.4	30	20	0/	/0	74	-0.0	1,1	-10.9	-0.4	.000	30	03	3/

University of San Francisco IPEDS: 122612



NSSE 2005 Selected Peer Institutions University of San Francisco

This report displays the 2005 comparison institutions for University of San Francisco. The institutions listed below are represented in the 'Jesuit' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark reports.

Institution Name	City	State
College of the Holy Cross	Worcester	MA
Fairfield University	Fairfield	CT
John Carroll University	Cleveland	ОН
Le Moyne College	Syracuse	NY
Loyola University Chicago	Chicago	IL
Loyola University New Orleans	New Orleans	LA
Regis University	Denver	CO
Rockhurst University	Kansas City	MO
Saint Louis University	St. Louis	MO
Seattle University	Seattle	WA
University of Detroit Mercy	Detroit	MI
University of Scranton	Scranton	PA
Wheeling Jesuit University	Wheeling	WV
Xavier University	Cincinnati	ОН