

National Survey of Student Engagement (NSSE) 2017 University of San Francisco Summary of Results

National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE) collects information from first-year and senior students about the characteristics and quality of their undergraduate experience by measuring student engagement at participating institutions. Student engagement represents two critical features of collegiate quality. The first, measured by “Engagement Indicators,” is the amount of time and effort students put into their studies and other educationally purposeful activities. Survey items are grouped into ten indicators that are organized under four themes: Academic Challenge, Learning with Peers, Experiences with Faculty and Campus Environment. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities, known as “High Impact Practices,” that matter to student learning. USF student responses are compared to student responses in three comparison groups: 1) participating Jesuit schools, 2) participating USF Peer schools, and 3) all other 2016 and 2017 United States NSSE participants. Almost 518,000 students from 708 institutions in the US and Canada completed the survey in the 2017 administration.

Overview of 2017 Results

Engagement Indicators

Both first-year and seniors rated USF higher in Effective Teaching Practices on almost all of the five items within that indicator and as compared to all three comparison groups.

First-years rated USF lower in all aspects of Supportive Environment as against all comparison groups, but especially poorly as compared to other Jesuits. Seniors found the USF environment more supportive, except for providing opportunities to be involved socially, which they rated lower than all three comparison groups.

Seniors rated USF higher in the Quality of Interactions with academic advisors as compared to other Jesuits and USF Peers, and interactions with faculty slightly higher than USF Peers and all other NSSE institutions. Seniors rated USF lower in the quality of interactions with the remaining three groups (other students, student services staff, and other administrative staff and offices). First-years rated the quality of interactions with faculty slightly higher than USF peers and all NSSE institutions. First-years rated the quality of interactions lower with other students, academic advisors, student services staff, and other administrative staff and offices than the three comparison groups.

High-Impact Practices

Seniors reported much higher rates of service learning than students at the three comparison groups. First-years report lower rates of participation in High-Impact practices as compared to the three comparison groups and significantly as compared to other Jesuits.

USF Sample Characteristics:

<u>Institution Reported Sex</u>	<u>First-Years</u>	<u>Seniors</u>
Female	203	133
Male	66	61
Total	269	194

Race/Ethnicity

Institution Reported

<u>Race/Ethnicity</u>	<u>First Year</u>	<u>Seniors</u>
Asian	56	25
Black or African American	5	4
Hispanic or Latino	60	41
Native Hawaiian or Other	1	2
Pacific Islander		
White	97	66
Foreign or Non-resident Alien	28	39
Two or More Races/Ethnicities	18	13
Unknown	4	4
Total	269	194

Nativity

<u>Institution Reported Nativity</u>	<u>First Year</u>	<u>Seniors</u>
Citizen	241	155
International	28	39
Total	269	194

Response Rate:

First-Year Students: 18%

Senior Students: 15%

Note: The response rate of both groups is 4% lower than last year.

Summary of Results:

1. Engagement Indicators and High Impact Practices

First-Years

Highest Performing Items

- Effective Teaching Practices, EI¹ p. 10 – Scored higher on all 6 items, but especially on “provided feedback on drafts or works in progress,” as compared to other Jesuits and on all items as compared to USF Peers and all other institutions.
- Reflective & Integrative Learning, EI p. 5 – Scored USF higher on “included diverse perspectives in course discussions and assignments” as compared to all three groups.

¹ References to EI pages are found in the NSSE 2017 Engagement Indicators Report

Scores were generally higher on the 7 items within this indicator as compared to USF Peers and all NSSE participants.

- Discussions with Diverse Others, EI p. 8 – Scored higher in frequency of discussions with “people from a race or ethnicity other than student’s own” than all three groups. The flip side of this is that our students compared much lower than all groups on discussions with “people with different political views”.

Lowest Performing Items

- Supportive Environment, EI p. 12 – Significantly down on all 8 questions, and across the board of all 3 comparison groups, especially in “institution emphasis on attending campus activities and events.” Three of the five items where USF scored lowest are in this indicator.
- Quality of Interactions, EI p. 12 – Lower as compared to all groups, but especially on “interactions with students.” This is true almost across the board with all five items within this indicator and all comparison groups.
- Service-Learning and Learning Community, HIP² p. 3 – Lower on service learning and learning communities as against Jesuits and the other two comparison groups. Much lower than Jesuits in participation of 1 or 2 high impact practices.

Seniors

Highest Performing Items

- Service-Learning, HIP p. 3 – Significantly higher rates of service learning than Jesuits, and even more so against the other 2 comparison groups. Down as compared to Jesuits in the other 5 practices, especially culminating senior experience.
- Effective Teaching Practices, EI p. 11 – Significantly higher than all 3 groups in “provided feedback on drafts and work in progress.” Also higher on “provided prompt and detailed feedback on tests and completed assignments” as compared to all comparison groups.
- Discussions with Diverse Others, EI p. 9 – Higher in frequency of discussions with “people from a race or ethnicity other than student’s own.” As with first years, significantly lower on discussions with “people with different political views.”

Lowest Performing Items

- Research with Faculty and Culminating Senior Experience, HIP p. 3 – While participation in service learning was high, USF students reported significantly lower rates of participation on research with faculty and culminating senior experience.
- Supportive Environment, EI p. 13. – Lower on institution “providing opportunities to be involved socially” as compared to all groups.
- Quality of Interactions, EI p. 13 – Lower on “interactions with students,” as well as on “interactions with student services staff and administrative staff,” though to a lesser degree, as compared to all groups.

2. Academic Advising (Comparison N=335)

This module examines students’ experiences with academic advising, including frequency, accessibility, and types of information provided. The module complements a question on the core survey about the quality of students’ interactions with academic advisors. USF results are compared to all 2016 and 2017 institutions who participated in this module.

² References to HIP pages are found in the NSSE 2017 High-Impact Practices Report

First-years

- Scored lower than comparison institutions across most items
- 33% of USF first-years reported that the primary source of advice regarding their academic plans were academic advisors assigned to them. The next largest sources were family members (19%) and friends/other students (17%).

Seniors

- Scores showed no significant difference from comparison institutions across all items.
- 34% of USF seniors reported that the primary source of advice regarding their academic plans were academic advisors assigned to them. The next largest sources were friends/other students (20%) and faculty or staff not formally assigned as an advisor (18%).

3. Experiences with Writing (Comparison N=95)

The questions within this module touch on three aspects of good writing assignments – interactivity, meaning-making and clarity. The module complements questions on the core survey about how much writing students do, the nature of their course assignments, and perceived gains in written expression. USF results are compared to all 2016 and 2017 institutions who participated in this module.

First-years

- Scored significantly higher on 6 of the 13 items, with the largest positive difference being the frequency that students argued a position using evidence and reasoning.

Seniors

- Scores showed no significant difference from comparison institutions across all items.

Comparison Groups

The NSSE Institutional Report provides survey results for USF students alongside those of three comparison groups. USF had the opportunity to customize these groups by (a) identifying specific institutions from the list of all 2016 and 2017 NSSE participants, (b) composing the group by selecting institutional characteristics, or (c) a combination of these.

Comparison Group 1 (Jesuit): USF selected a comparison group that is representative of all Jesuit institutions that participated in the 2017 NSSE survey. Jesuit (N=12)

College of the Holy Cross (Worcester, MA)

Fairfield University (Fairfield, CT)

John Carroll University (Cleveland, OH)

Loyola Marymount University (Los Angeles, CA)

Loyola University Chicago (Chicago, IL)

Loyola University New Orleans (New Orleans, LA)

Regis University (Denver, CO)

Saint Louis University (Saint Louis, MO)

Seattle University (Seattle, WA)

Spring Hill College (Mobile, AL)

University of Scranton (Scranton, PA)

Xavier University (Cincinnati, OH)

Comparison Group 2 (USF Peers): USF selected a comparison group that represents all CIPE and SEM designated USF peer institutions that participated in the NSSE 2017. ($N=13$)

Adelphi University (Garden City, NY)

Azusa Pacific University (Azusa, CA)

California Polytechnic State University-San Luis Obispo (San Luis Obispo, CA)

California State University-Long Beach (Long Beach, CA)

Chapman University (Orange, CA)

Loyola Marymount University (Los Angeles, CA)

Loyola University Chicago (Chicago, IL)

Saint Mary's College of California (Moraga, CA)

San Francisco State University (San Francisco, CA)

Seattle University (Seattle, WA)

Seton Hall University (South Orange, NJ)

University of Colorado Boulder (Boulder, CO)

University of Oregon (Eugene, OR)

Comparison Group 3 (NSSE 2016 & 2017): USF retained the default comparison group of all 2016 and 2017 U.S. NSSE participating institutions ($N=961$).

Ideas for Possible Follow-Up:

- Disseminate reports and data to campus groups, including CASA, Leo T. McCarthy Center, USF 101 instructors, and Persistence & Retention Committee.
- Review the First-Year Experience courses and collect data to investigate whether these courses address campus environment issues.
- Match first-years' responses to retention data to check for correlation with persistence.
- Match international students' status to responses to inform interventions.
- Work with OMC to create a campaign to increase response rates.

Deborah Panter

Director of Educational Effectiveness and Assessment

Office of the Provost

415-422-4588

dpanter@usfca.edu