

**ENGAGEMENT INDICATORS & HIGH-IMPACT PRACTICES:  
THE NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)  
University of San Francisco**

### About NSSE

The National Survey of Student Engagement (NSSE) is a survey of first-year and senior students about the characteristics and quality of their undergraduate education. NSSE examines two features: the amount of time and effort students put into their studies and other educational activities (**engagement indicators**) and how an institution uses its resources and curriculum to promote educationally-meaningful activities (**high-impact practices**). While NSSE does not directly assess student learning, the survey does reflect self-reported behaviors associated with desired outcomes of an undergraduate education. 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 2017 and 2018 United States NSSE participants. Almost 290,000 students from 491 institutions in the US and Canada completed the survey in the 2018 administration.

### Engagement Indicators

Engagement indicators detail the amount of time and effort students put into their studies and other educational purposeful activities. The results of this topic are discussed from pages 3-15. Survey items are grouped into 10 indicators that are organized under four themes.

Theme	Engagement Indicators
<b>Academic Challenge</b>	Higher-order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<b>Learning with Peers</b>	Collaborative Learning Discussions with Diverse Others
<b>Experiences with Faculty</b>	Student-faculty Interaction Effective Teaching Practices
<b>Campus Environment</b>	Quality of Interactions Supportive Environment

### Scoring

Engagement indicators are scored on a 60-pt. scale, with 0 = *Never*, 20 = *Sometimes*, 40 = *Often*, and 60 = *Very Often*. Institutional scores are weighted based on the number of students from each class level that participate.

**Sample and Response Rate**

	<b>First Year</b>	<b>Seniors</b>	<b>Jesuit</b>	<b>Peer</b>
Contacted:	1,466	1,752	---	---
Responded:	257	221	---	---
<b>Response Rate:</b>	<b>18%</b>	<b>13%</b>	<b>29%</b>	<b>21%</b>

## OVERVIEW OF 2018 RESULTS

Overall, USF first years and seniors largely scored about the same as other participating Jesuit and peer institutions on the four engagement indicators. However, some notable exceptions emerged. In particular, first year students scored lower than Jesuit institutions on student-faculty interactions and seniors scored lower on quantitative reasoning. Of particular note, both first year students and seniors scored lower than Jesuit institutions on both campus and environment indicators: quality of interactions and supportive environments. Both USF first year students and seniors scored lower on quality of interactions, but about the same on supportive environments, as peer institutions.

## SUMMARY OF 2018 RESULTS

### Academic Challenge

- USF first years scored about the same as both Jesuit and peer institutions on higher-order learning, reflective and integrative learning, learning strategies, and quantitative reasoning.
- USF seniors scored about the same as Jesuit institutions on higher-order learning, reflective and integrative learning, and learning strategies. USF seniors scored significantly lower than Jesuit institutions on quantitative reasoning. USF seniors scored about the same as peer institutions on higher-order learning, reflecting and integrative learning, learning strategies, and quantitative reasoning.

### Learning with Peers

- USF first years scored about the same as both Jesuit and peer institutions on collaborative learning and discussions with others.
- USF seniors scored about the same as both Jesuit and peer institutions on collaborative learning and discussions with diverse others.

### Experiences with Faculty

- USF first years scored lower on student-faculty interactions, but about the same on effective teaching practices, as Jesuit institutions.
- USF seniors scored about the same as peer institutions on both student-faculty interactions and effective teaching practices.

### Campus Environment

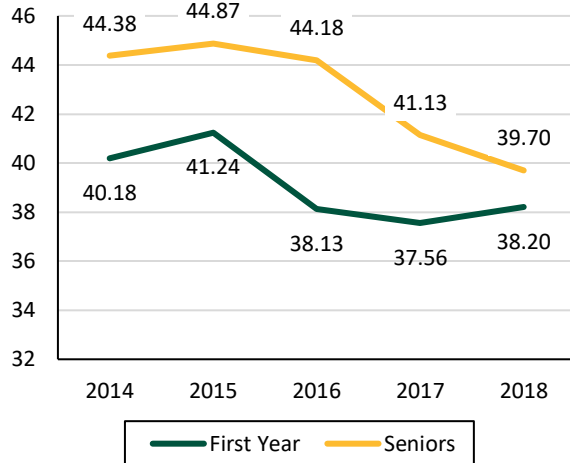
- USF first years scored lower on both quality of interactions and supportive environment than Jesuit institutions and lower than peer institutions on quality of interactions. USF first years scored about the same as peer institutions on supportive environment.
- USF seniors scored lower on both quality of interactions and supportive environment than Jesuit institutions and lower than peer institutions on quality of interactions. USF seniors scored about the same as peer institutions on supportive environment.

**MULTI-YEAR FIGURES (2014-2018)**

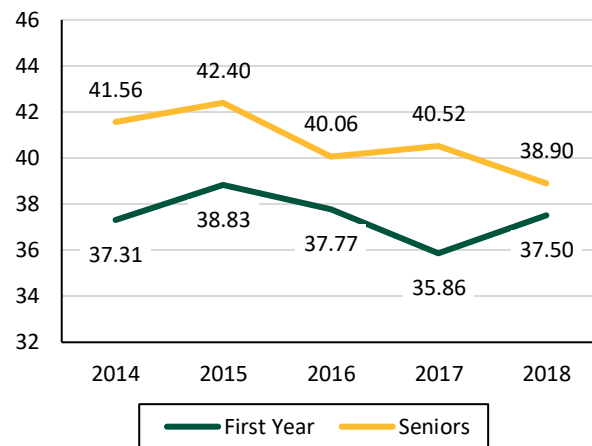
The figures on the following pages detail the average frequency with which first-year and seniors' reported participating in engagement indicators from 2014 to 2018.

**ACADEMIC CHALLENGE**

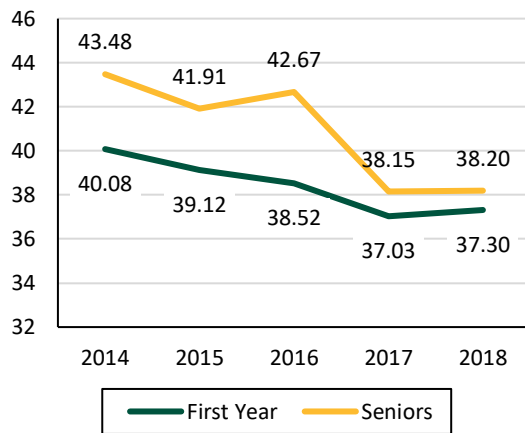
**Higher-order Learning**



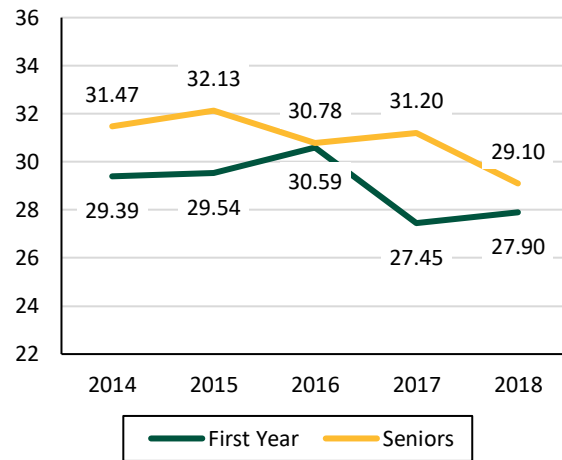
**Reflective & Integrative Learning**



**Learning Strategies**

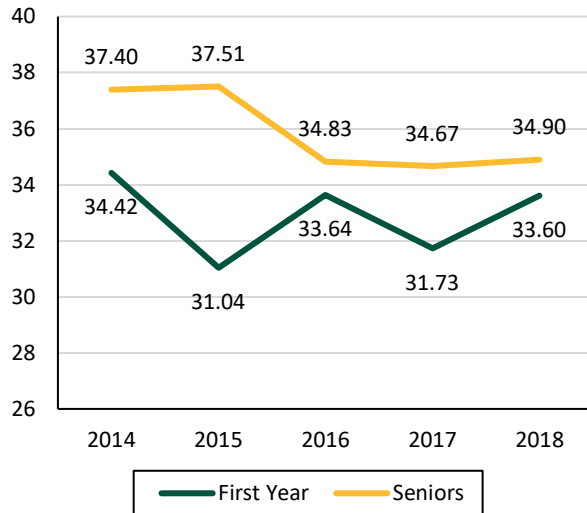


**Quantitative Reasoning**

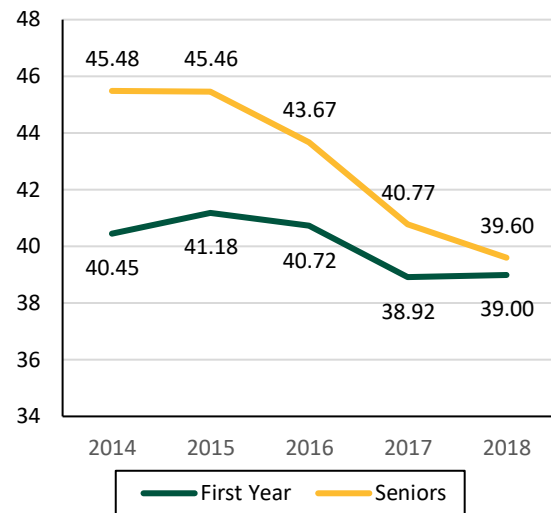


**LEARNING WITH PEERS**

**Collaborative Learning**

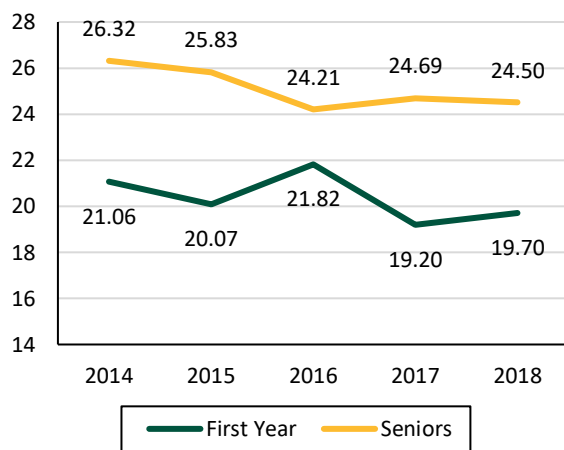


**Discussions with Diverse Others**

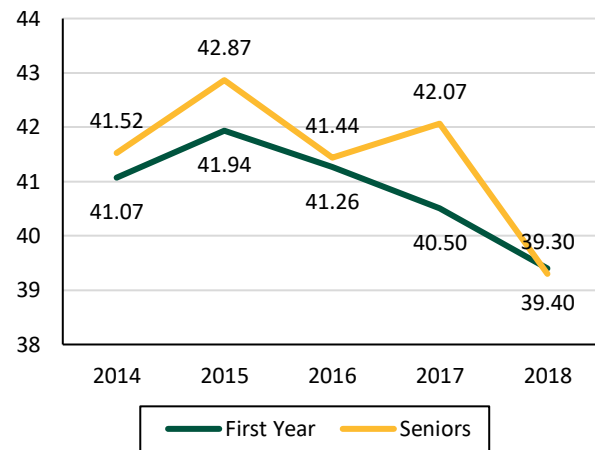


**EXPERIENCES WITH FACULTY**

**Student-faculty Interactions**

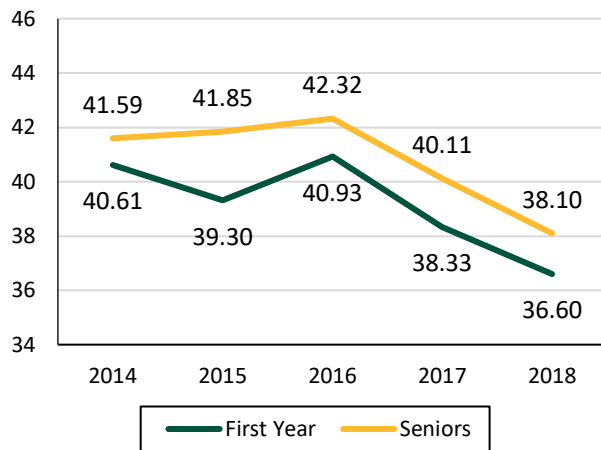


**Effective Teaching Practices**

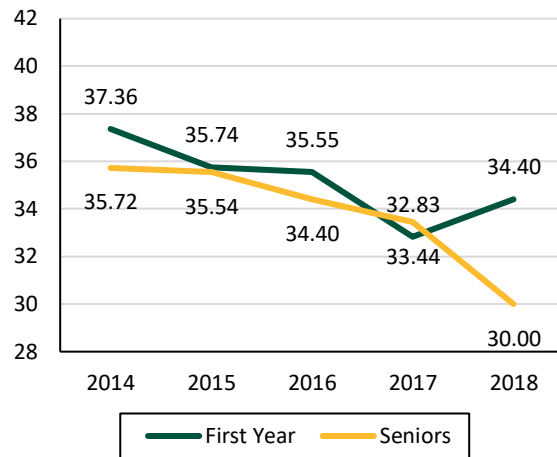


**CAMPUS ENVIRONMENT**

**Quality of Interactions**

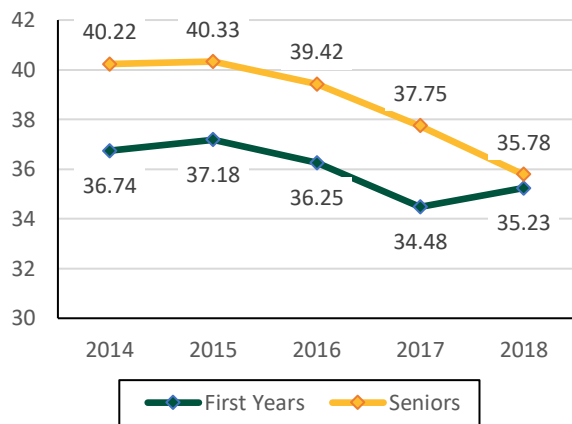


**Supportive Environment**

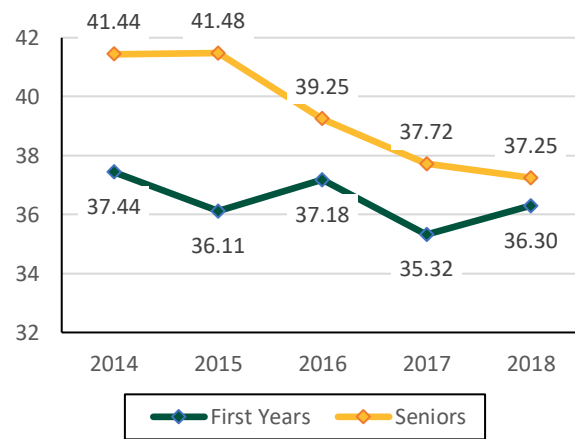


**OVERALL SCORE GRAPHS**

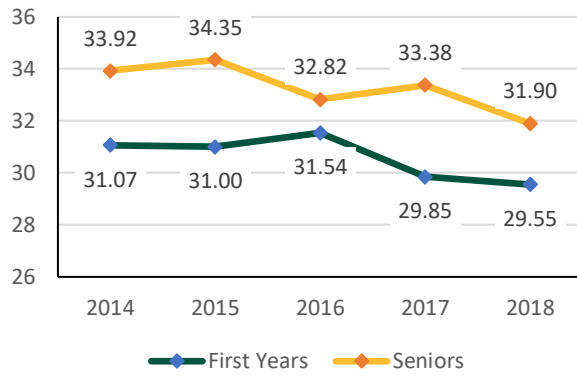
**ACADEMIC CHALLENGES**



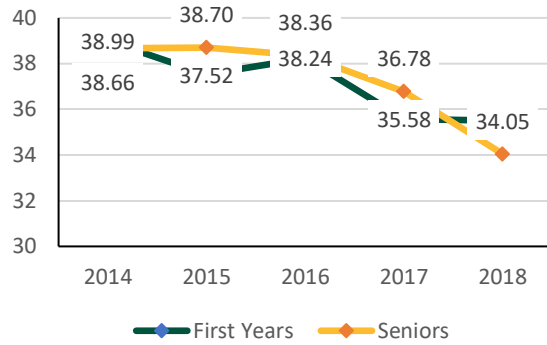
**LEARNING WITH PEERS**



### EXPERIENCES WITH FACULTY



### CAMPUS ENVIRONMENT

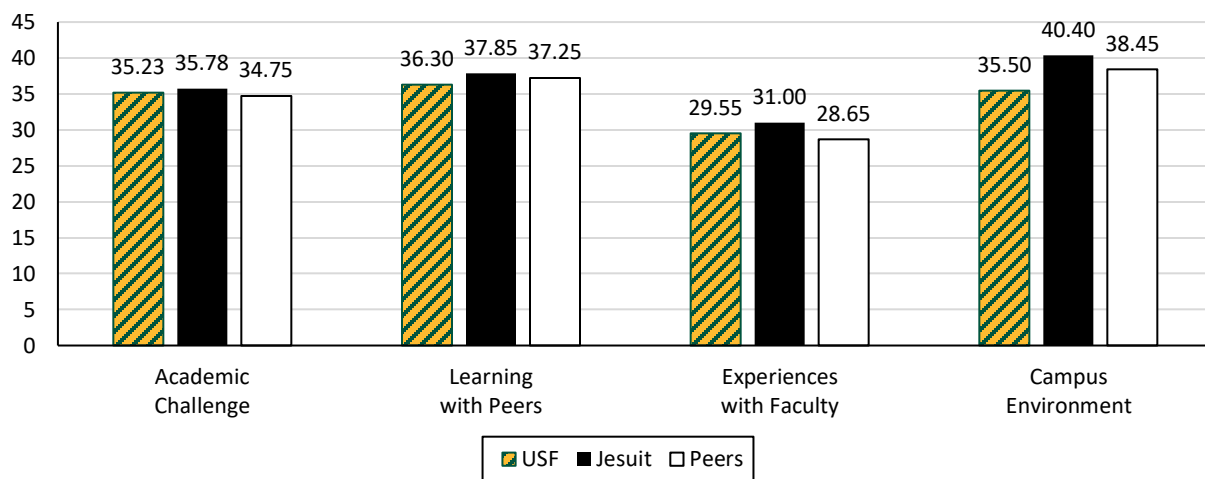


### COMPARISONS TO OTHER INSTITUTIONS

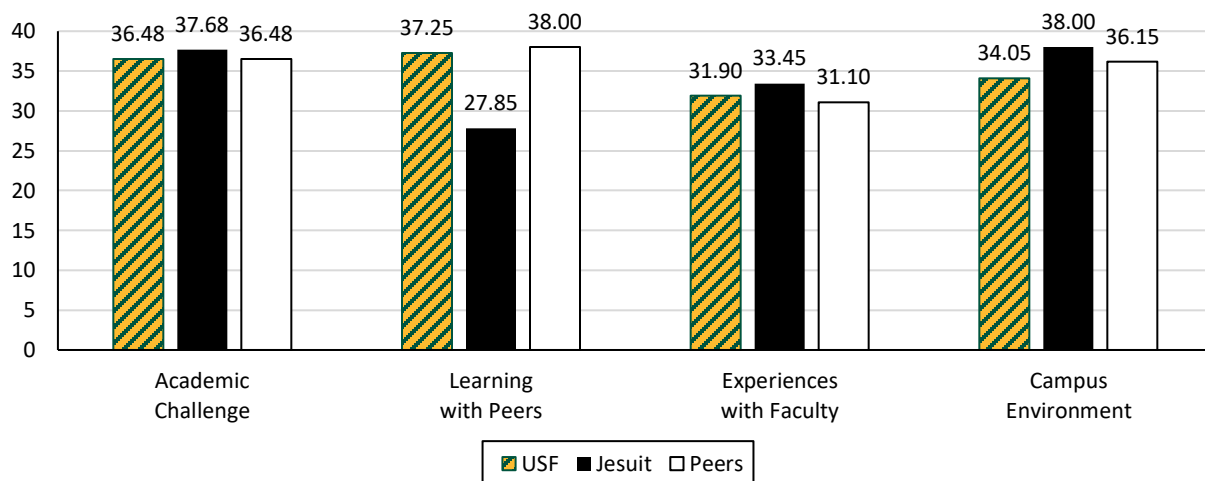
The figures below depict how USF’s engagement indicators compare to other institutions from 2014 to 2017. USF is compared to Jesuit institutions for all four years, institutions with a similar Carnegie classification (doctorate granting with moderate research activity) in 2014 and 2016, private institutions in the far western U.S. in 2015, and institutions we consider our peers in 2017. These figures consider the engagement indicators at the thematic level.

#### 2018

##### First Year



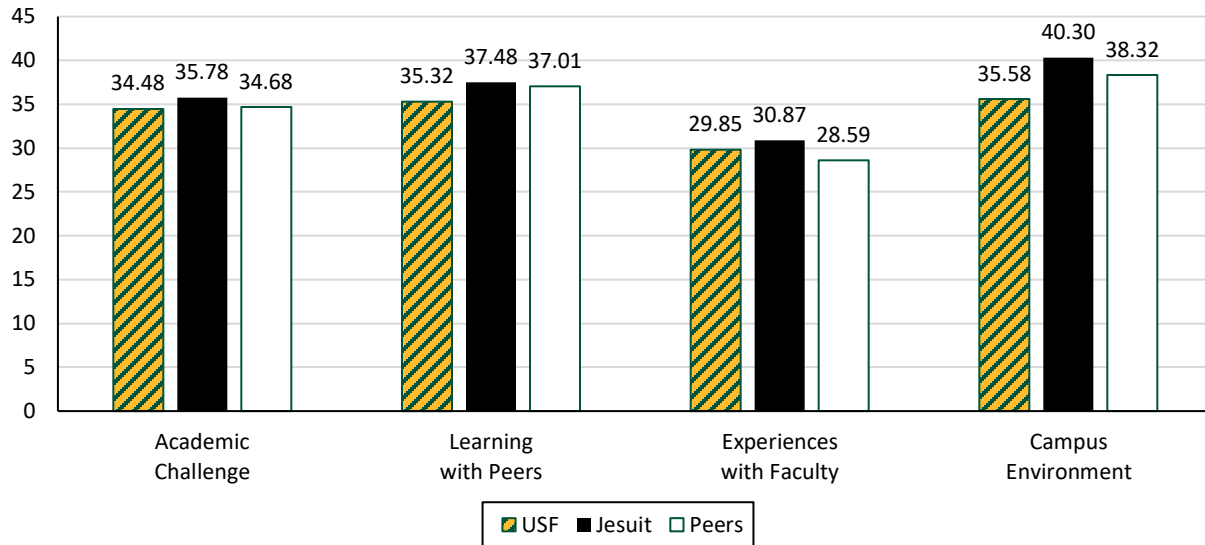
##### Seniors



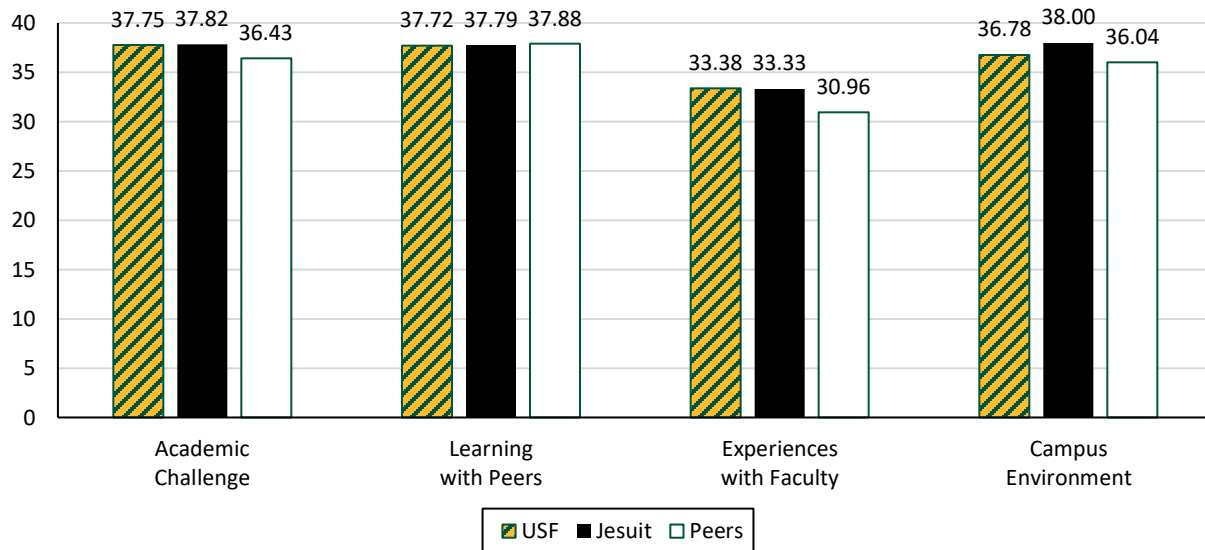


2017

First Year

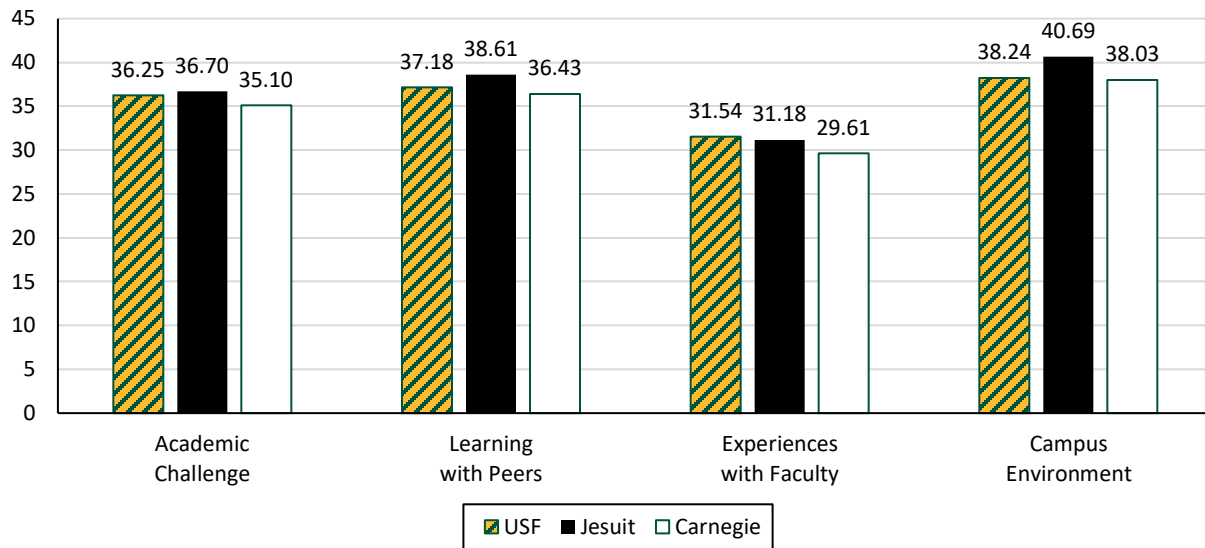


Seniors

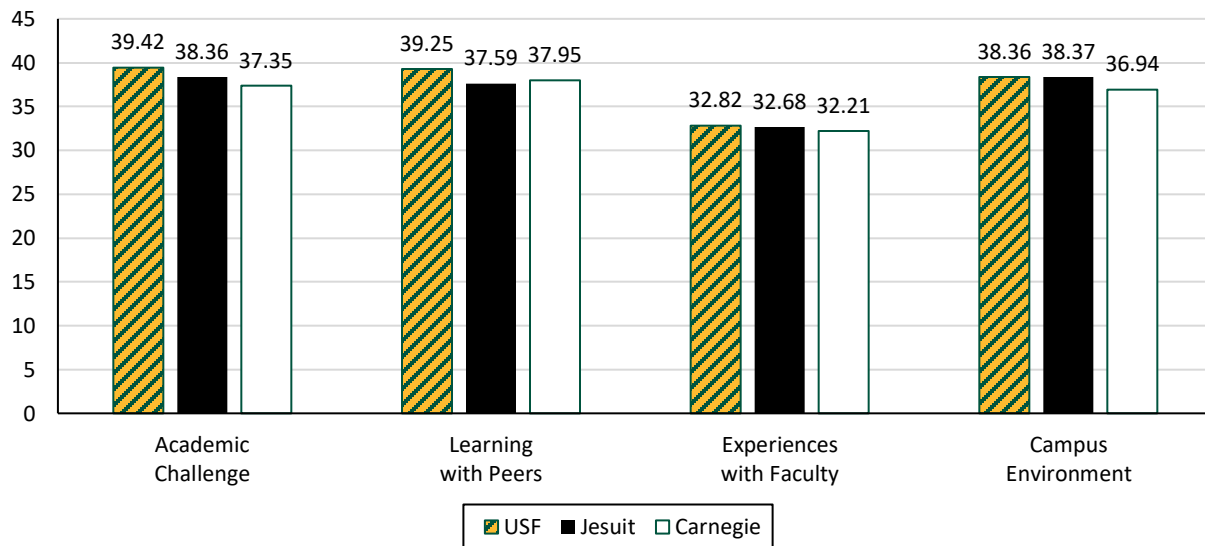


2016

First Year

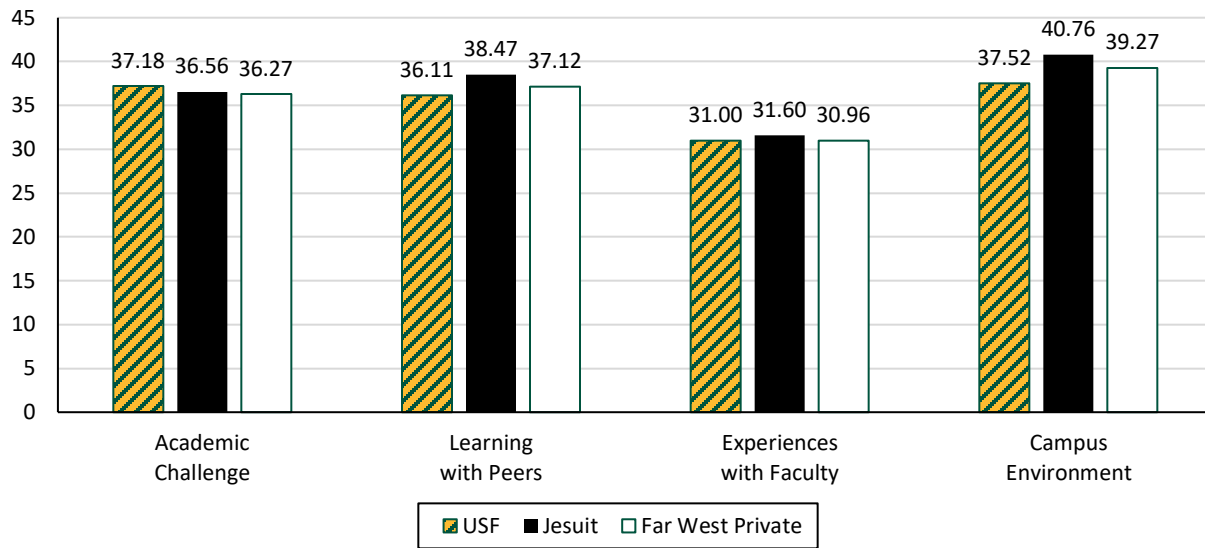


Seniors

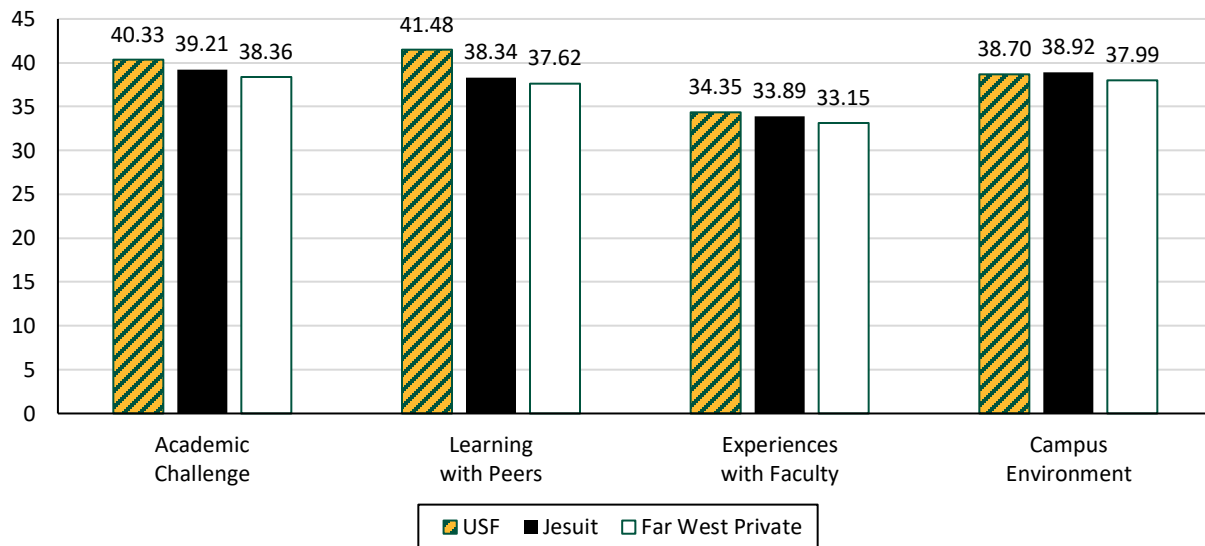


2015

First year

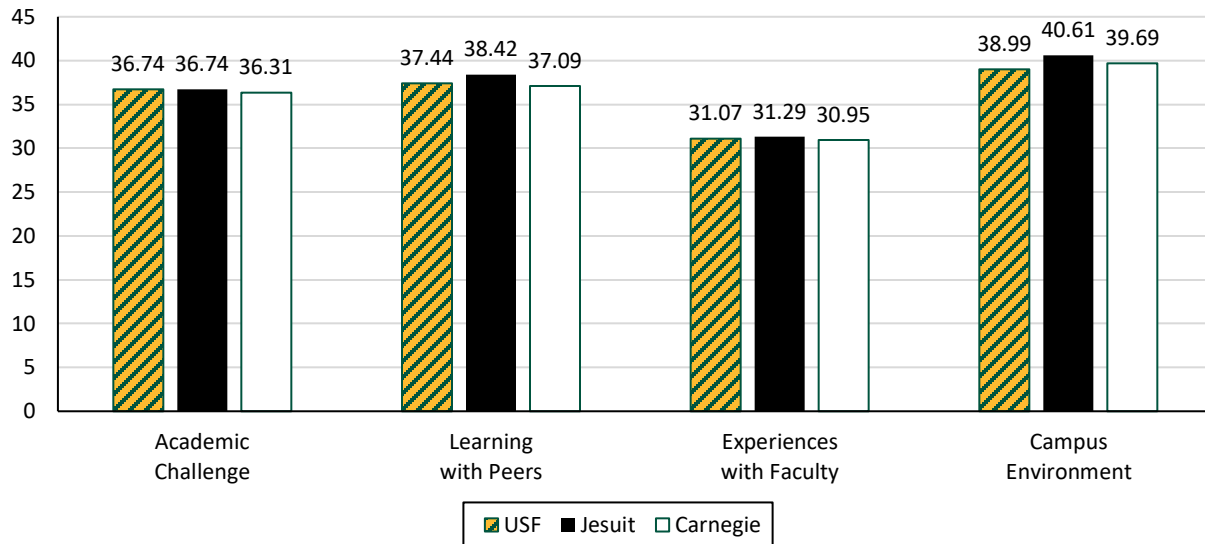


Seniors

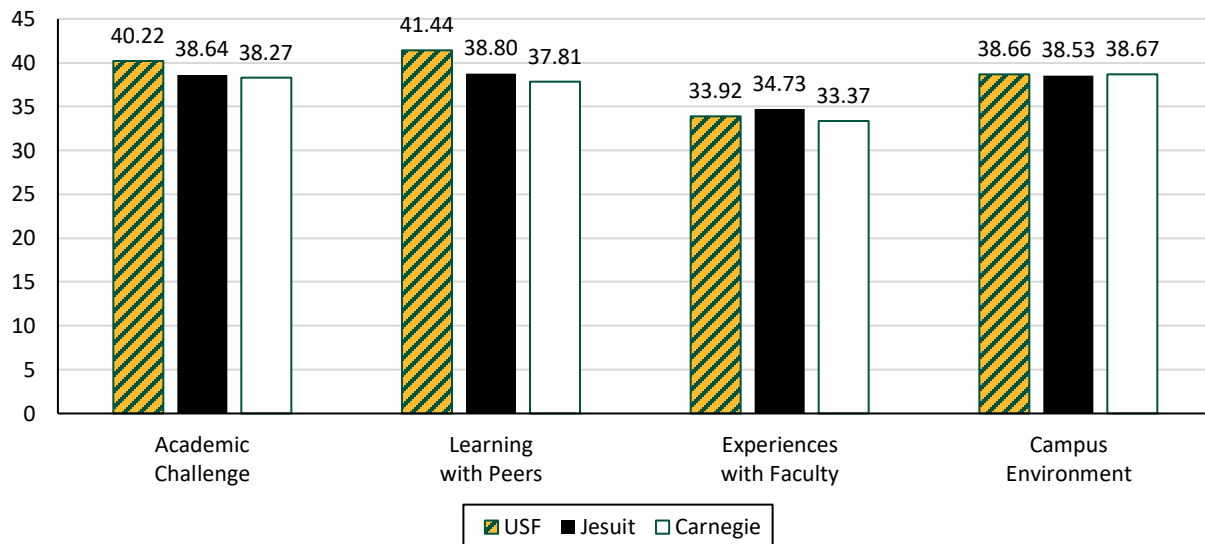


2014

First Year



Seniors



### High-Impact Practices

High-impact practices are opportunities that have a positive association with student learning and retention. These practices demand considerable time and effort, facilitate learning outside of the classroom, generate meaningful interactions and between students and faculty, encourages diverse collaboration, and provides frequent and useful feedback. The results of this topic are discussed from pages 16-24. The six high-impact practices measured by NSSE are as follows:

HIP	Definition
<b>Service Learning*</b>	Courses that include a community-focused project
<b>Learning Communities*</b>	A formal program where a group of students take two or more classes together
<b>Research with Faculty*</b>	Work with a faculty member on a research project
<b>Internship or Field Experience</b>	Internship, co-op, field experience, student teaching or clinical placement
<b>Study Abroad</b>	Pursuing educational opportunities in a country other than one's own
<b>Culminating Senior Experience</b>	Engaging in a senior capstone course, senior project or thesis, comprehensive exam, or portfolio

\*First year students are only asked to report their participation in these HIPs.

### OVERVIEW OF 2018 RESULTS

Overall, USF first years and seniors engage in HIPs with about the same degree of frequency as students from other participating Jesuit and peer institutions. However, a smaller percentage of USF first years reported participating in learning communities than first year students from both Jesuit and peer institutions. A higher percentage of USF seniors reported participating in service learning than seniors from other Jesuit and peer institutions. In addition, a smaller percentage of seniors reported participating in study abroad and a culminating senior experience than seniors from Jesuit institutions, but about the same percentage as seniors from peer institutions.

### SUMMARY OF 2018 RESULTS

#### Service Learning

- About the same proportion of USF first years participated in service learning as first years from both Jesuit and peer institutions.

- A higher proportion of USF seniors participated in service learning than seniors from either Jesuit or peer institutions.

### **Learning Communities**

- A smaller proportion of USF first years participated in learning communities than first years from both Jesuit and peer institutions.
- A smaller proportion of USF seniors participated in learning communities than seniors from Jesuit schools, but about the same as seniors from peer institutions.

### **Research with Faculty**

- About the same proportion of USF first years participated in research with faculty as students from both Jesuit and peer institutions.
- About the same proportion of USF seniors participated in research with faculty as students from both Jesuit and peer institutions.

### **Internship or Field Experience**

- About the same number of USF seniors participated in an internship or field experience as seniors from both Jesuit and peer institutions.

### **Study Abroad**

- A smaller proportion of USF seniors participated in study abroad than seniors from other Jesuit institutions, but about the same as seniors from peer institutions.

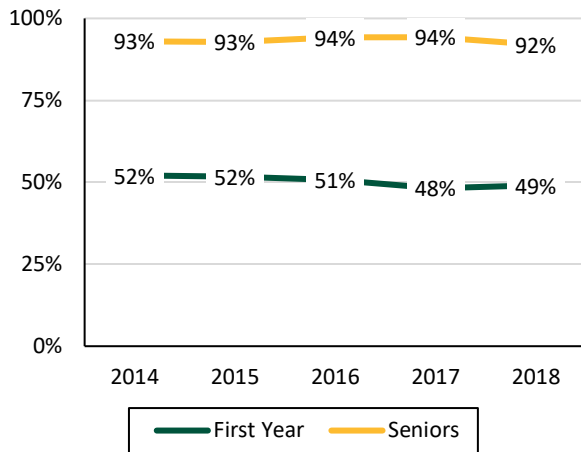
### **Culminating Senior Experience**

- A smaller proportion of USF seniors engaged in a culminating senior experience than seniors from Jesuit institutions, but about the same as seniors from peer institutions.

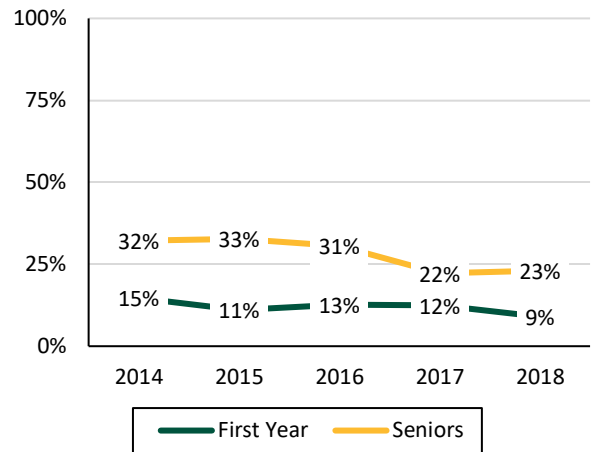
## **MULTI-YEAR FIGURES (2014 – 2018)**

The following figures depict the percentage of USF students that reported participating in each HIP from 2014 to 2018. First year students are only asked to report their participation in learning communities, service learning, and research with a faculty member. Seniors are asked to report their participation in all six HIPs.

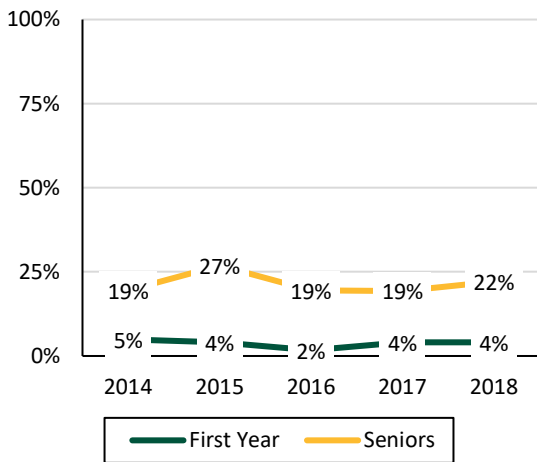
**Service Learning**



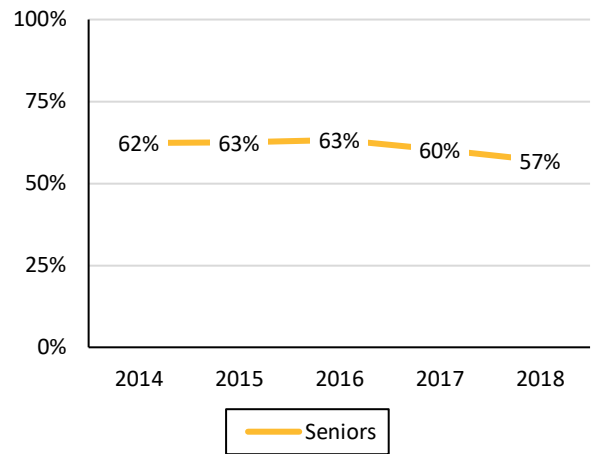
**Learning Community**



**Research with Faculty**

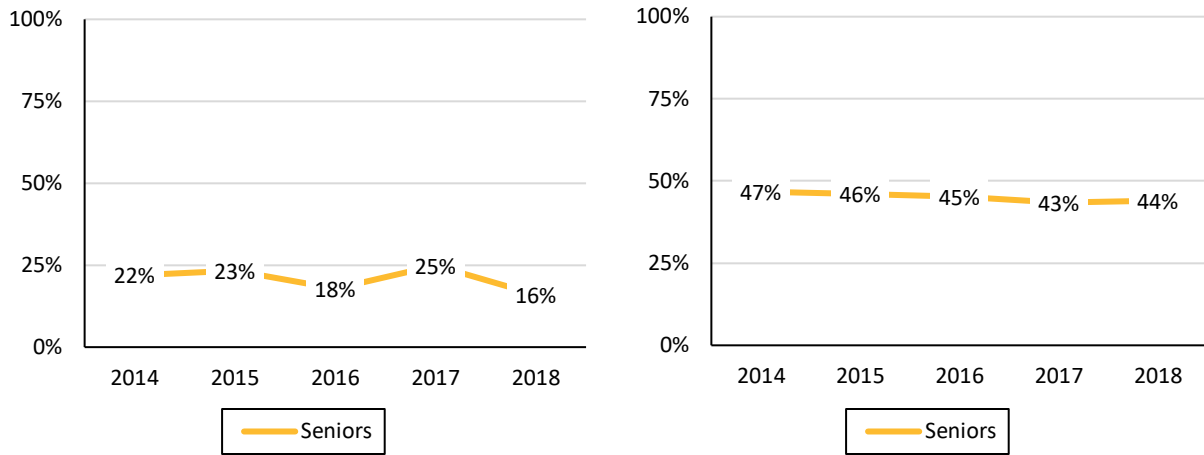


**Internship / Field Experience**



**Study Abroad**

**Culminating Senior Experience**



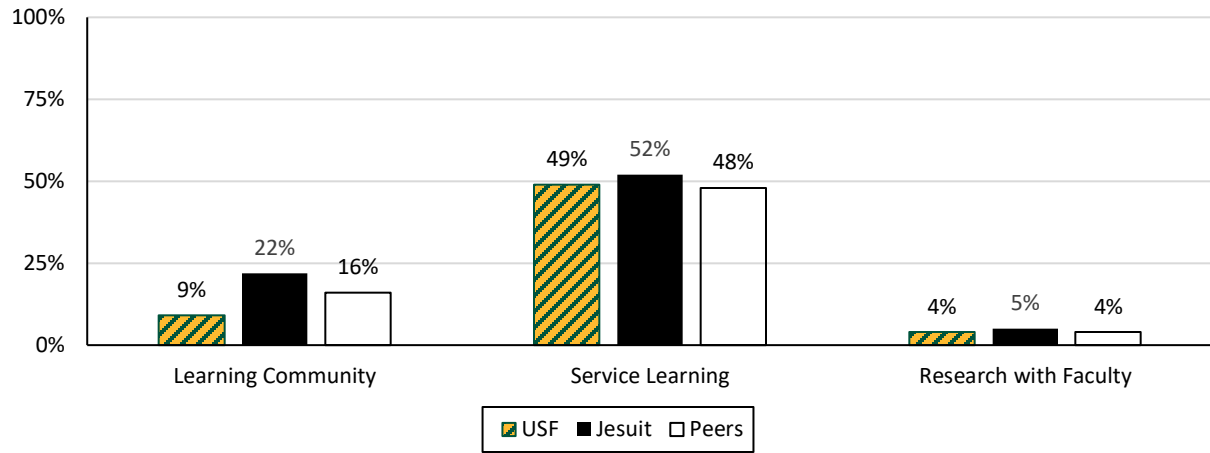
**COMPARISONS TO OTHER INSTITUTIONS (2014 – 2018)**

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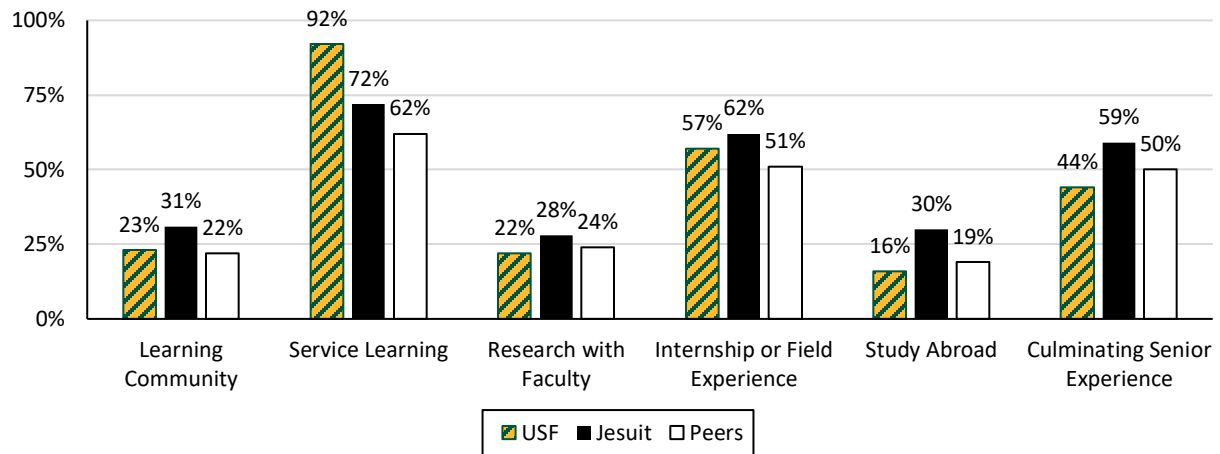
**2018**

**First Year**



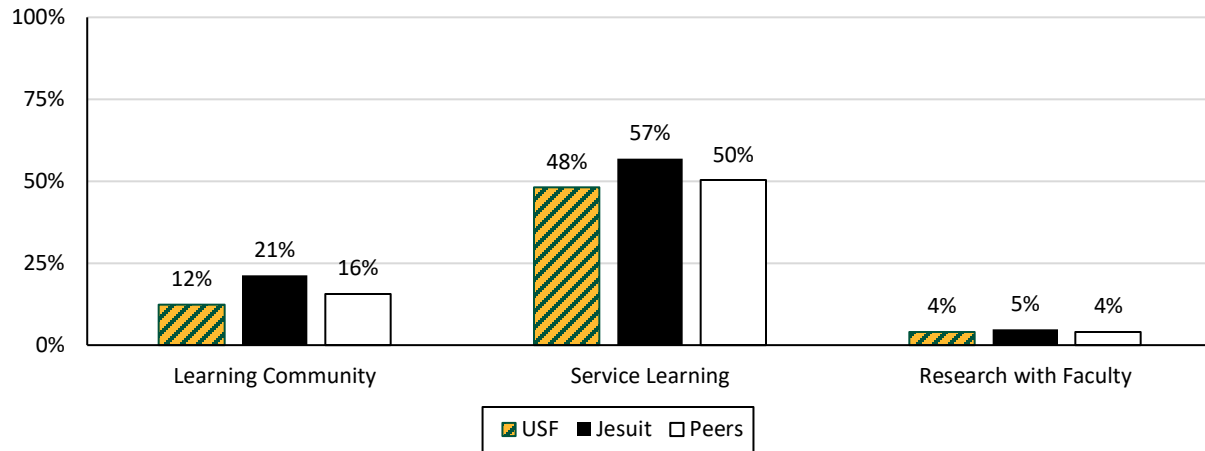


**Seniors**

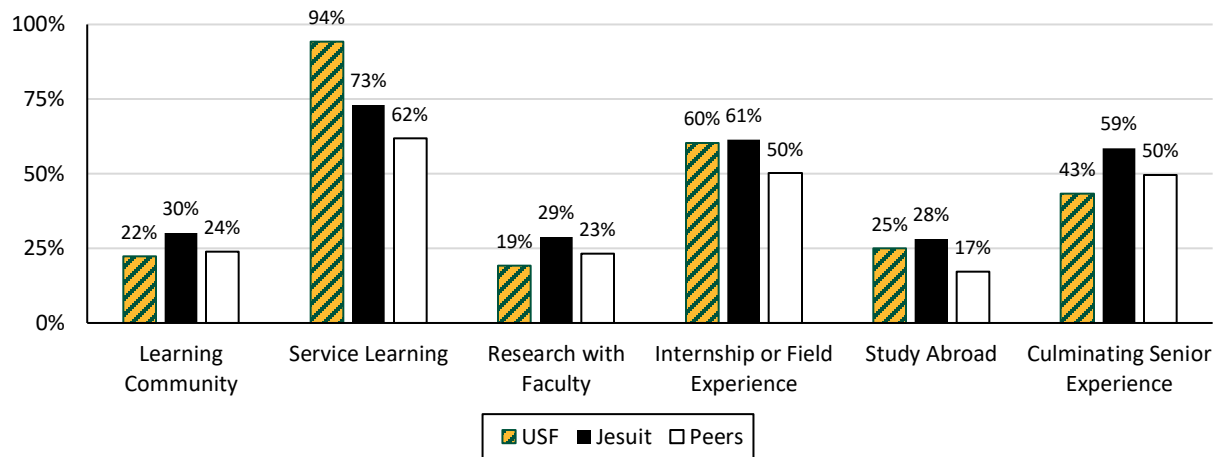


**2017**

**First Year**

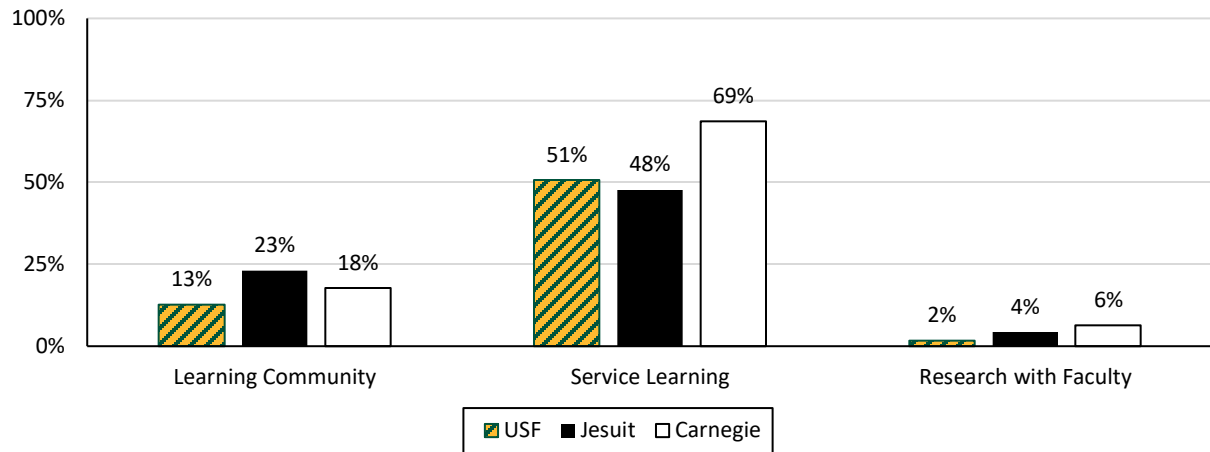


**Seniors**

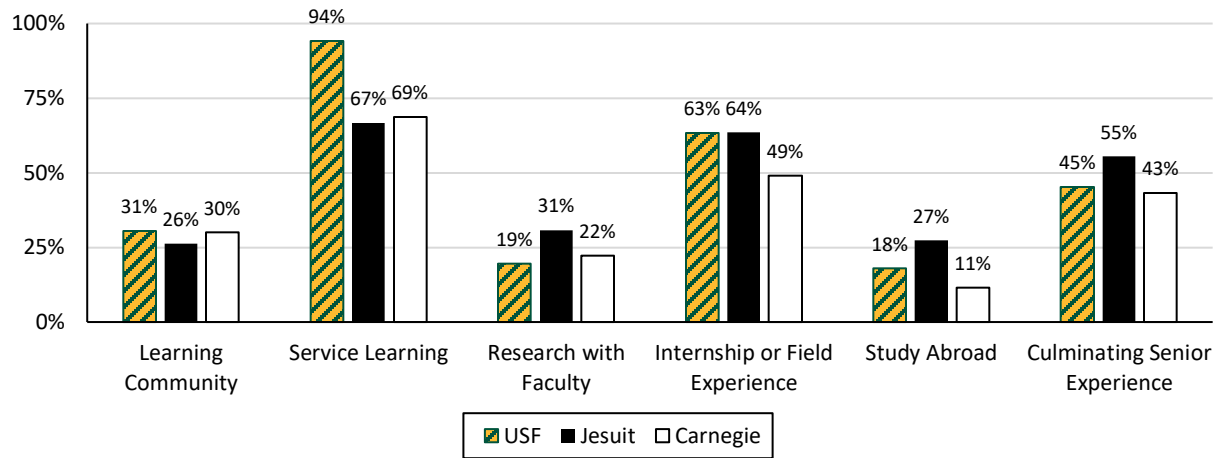


2016

**First Year**

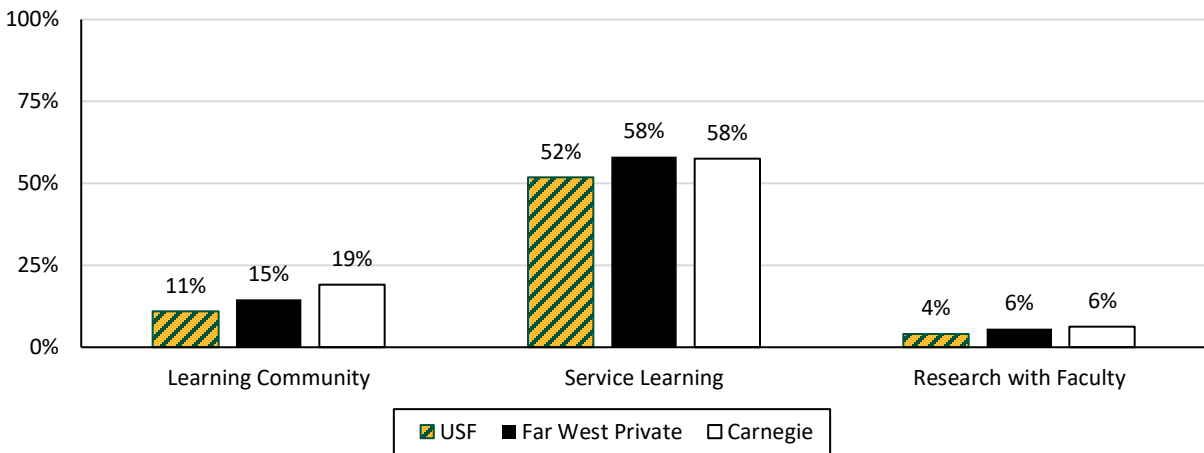


**Seniors**

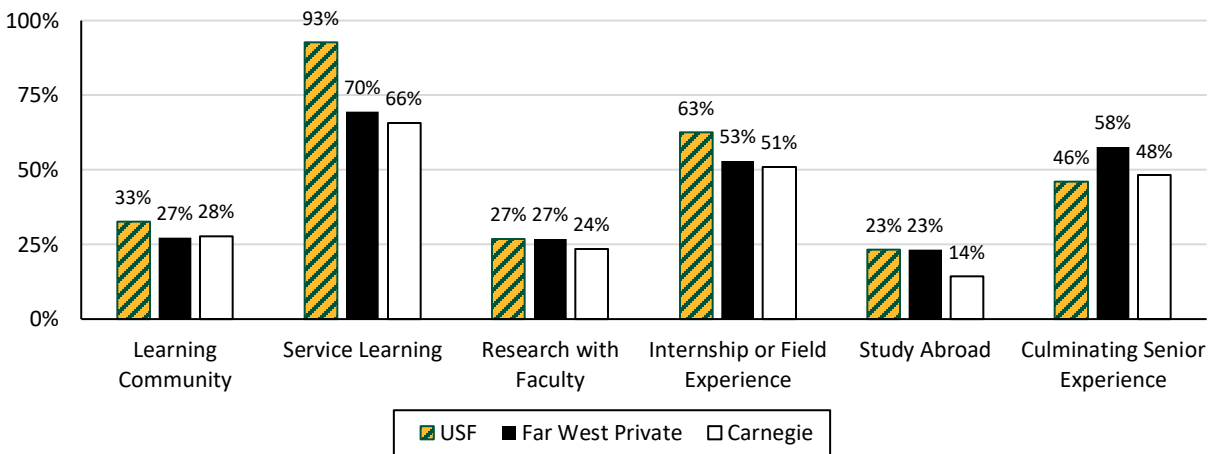


2015

**First Year**

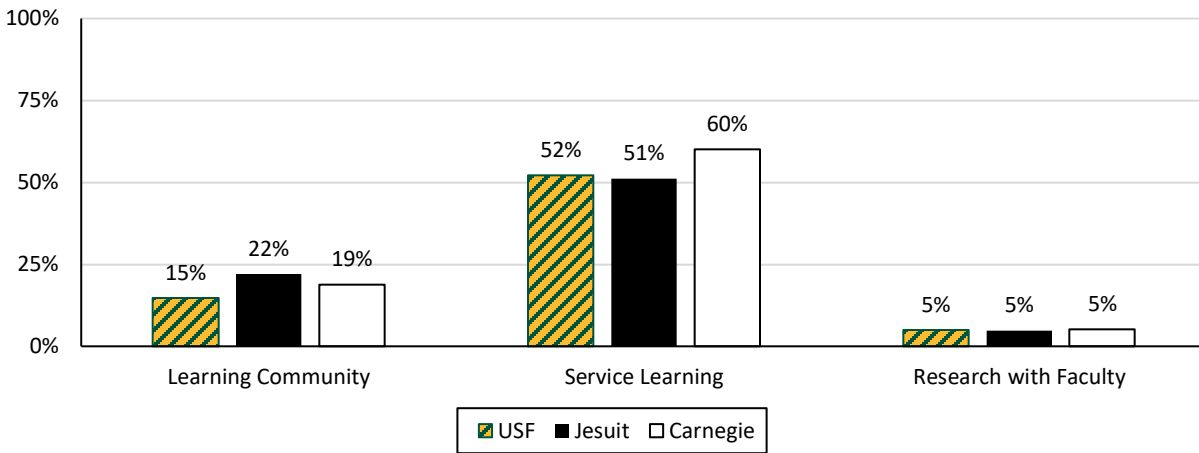


**Seniors**



2014

First Year



Seniors

