



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

NSSE 2020 Appendix A

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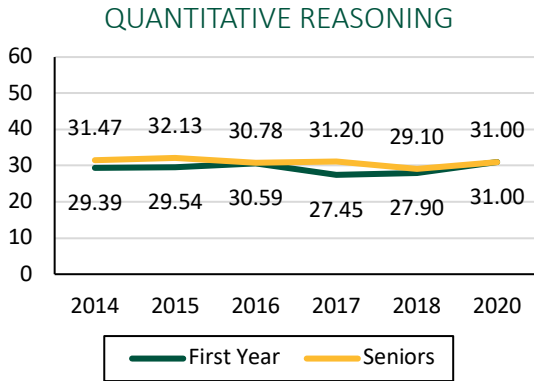
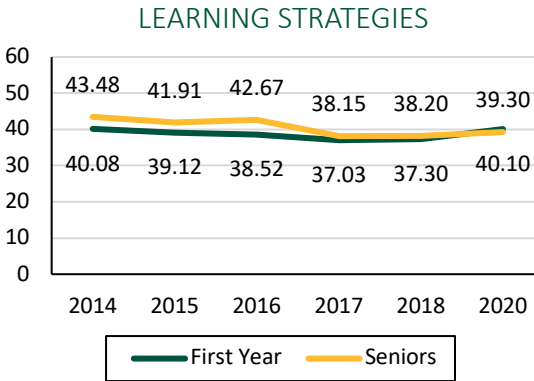
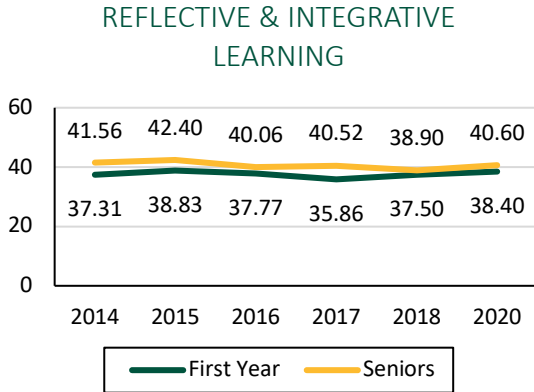
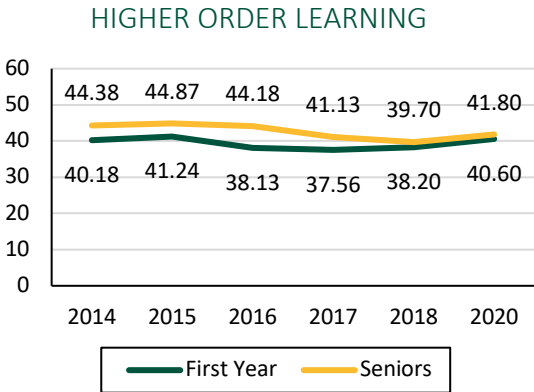
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Engagement Indicators

MULTI-YEAR FIGURES (2014-2020)

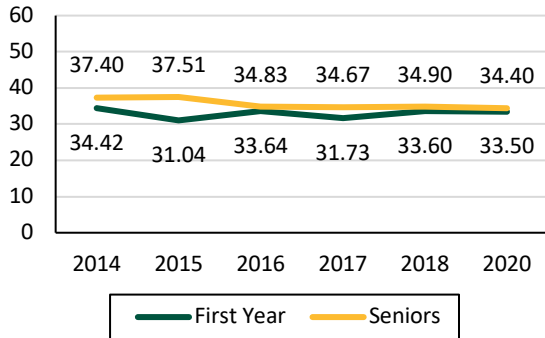
The following figures detail the average frequency with which USF first-year and senior students reported participating in engagement indicators (EIs) from 2014 to 2020. USF did not participate in NSSE in 2019.

ACADEMIC CHALLENGE

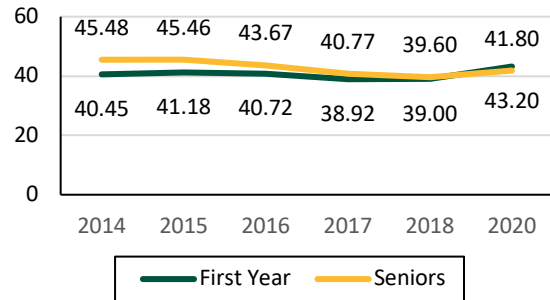


LEARNING WITH PEERS

COLLABORATIVE LEARNING

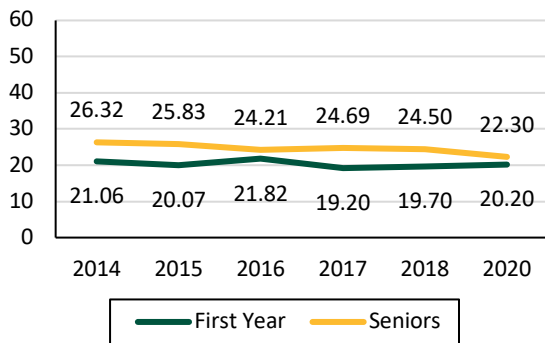


DISCUSSIONS WITH DIVERSE OTHERS

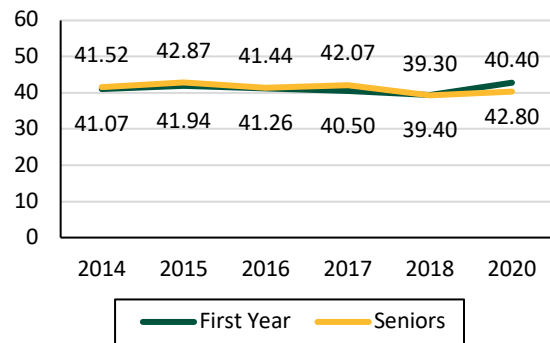


EXPERIENCES WITH FACULTY

STUDENT-FACULTY INTERACTIONS

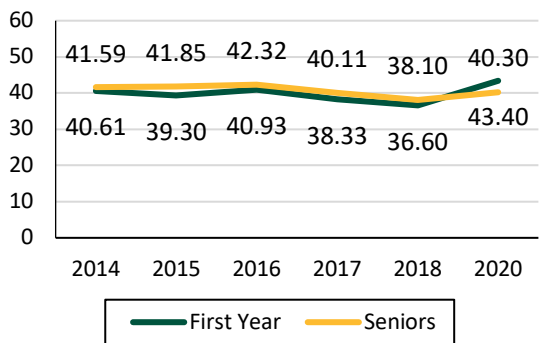


EFFECTIVE FACULTY PRACTICES

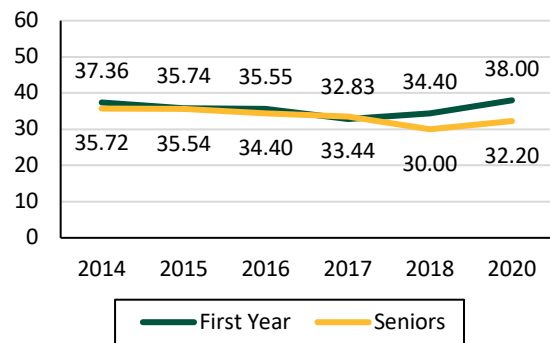


CAMPUS ENVIRONMENT

QUALITY OF INTERACTIONS



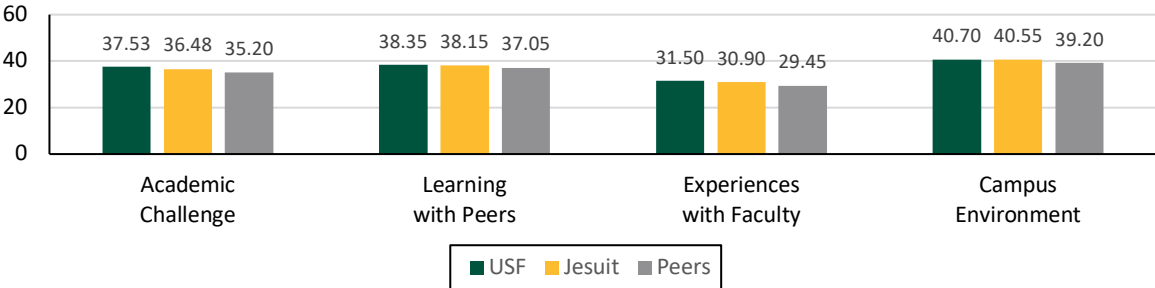
SUPPORTIVE ENVIRONMENT



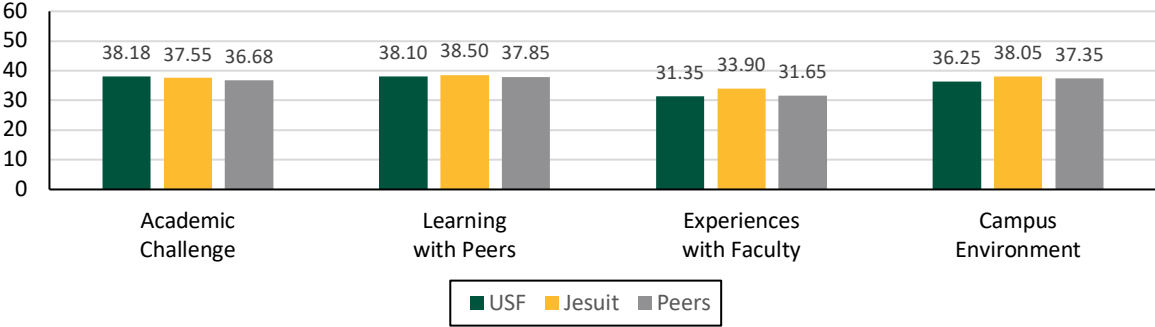
MULTI-YEAR COMPARISON TO OTHER INSTITUTIONS

The figures below depict how USF compares to other institutions on EIs from 2014 to 2020. USF did not participate in NSSE in 2019. USF is compared to Jesuit institutions for all years, institutions with a similar Carnegie classification in 2014 and 2016, private institutions in the far western U.S. in 2015, and institutions considered to be peer institutions in 2017, 2018, and 2020. The figures represent EIs at the thematic level.

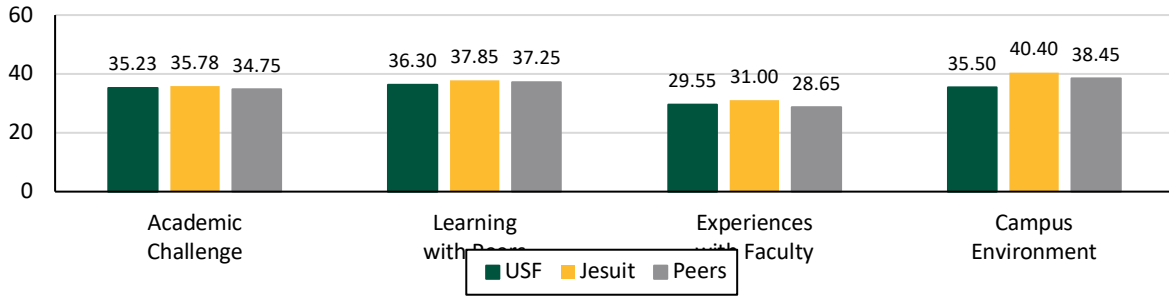
FIRST-YEAR 2020



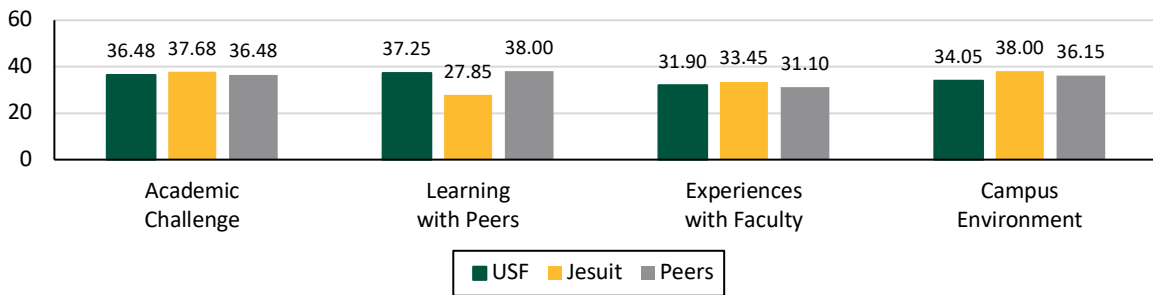
SENIORS 2020



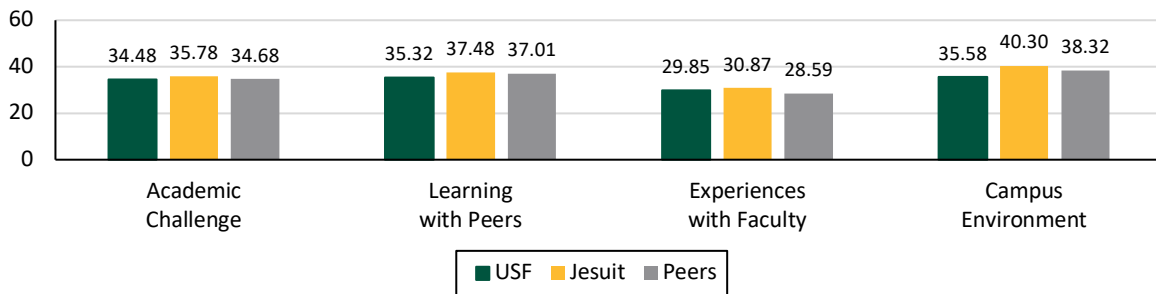
FIRST-YEAR 2018



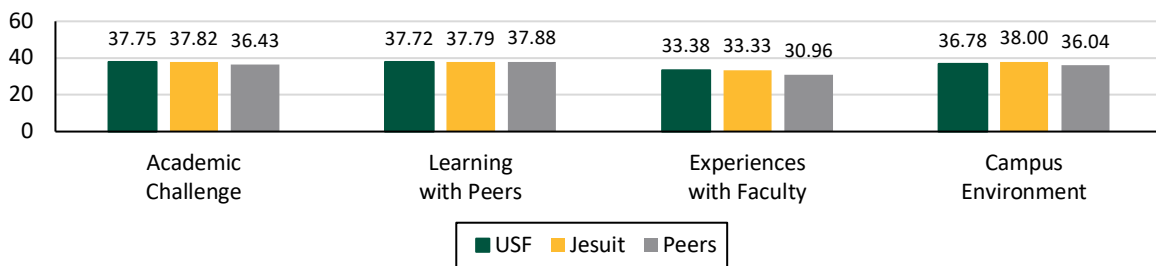
SENIORS 2018



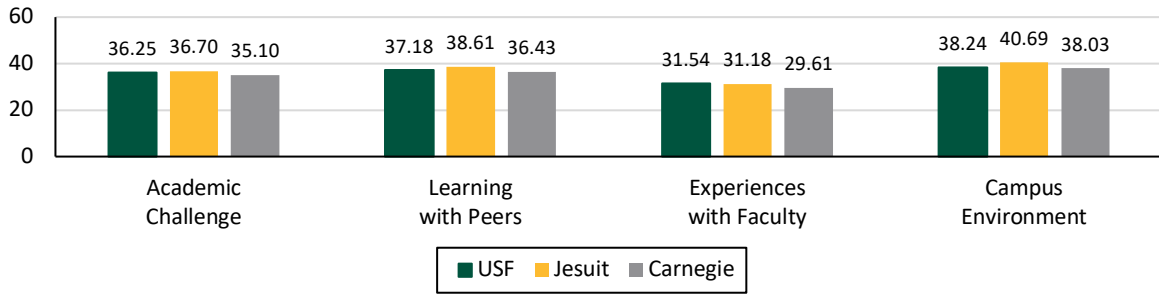
FIRST-YEAR 2017



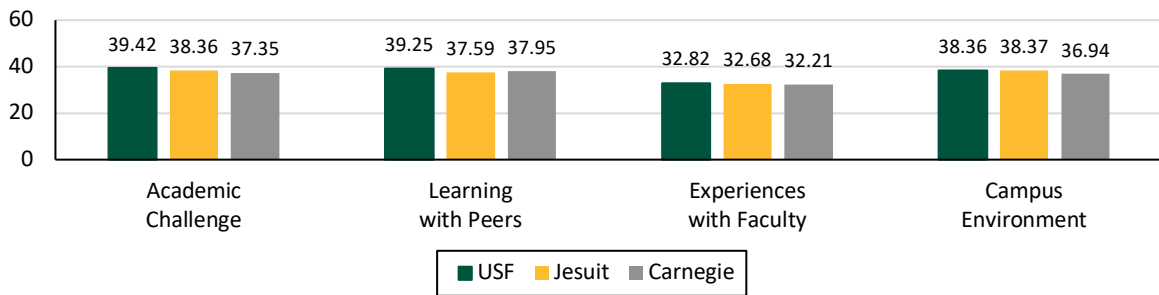
SENIORS 2017



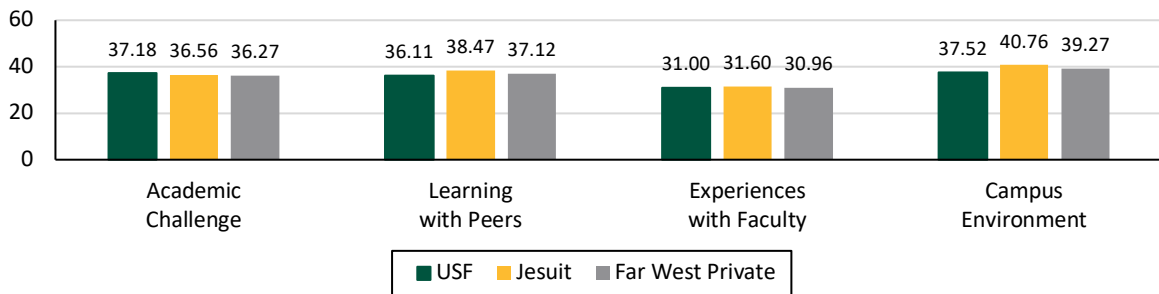
FIRST-YEAR 2016



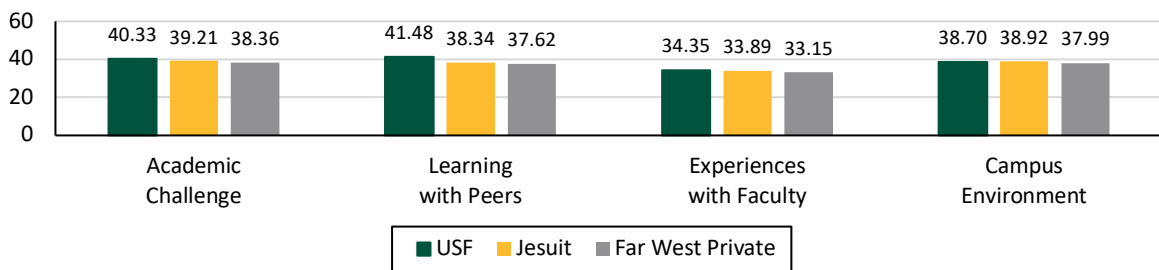
SENIORS 2016



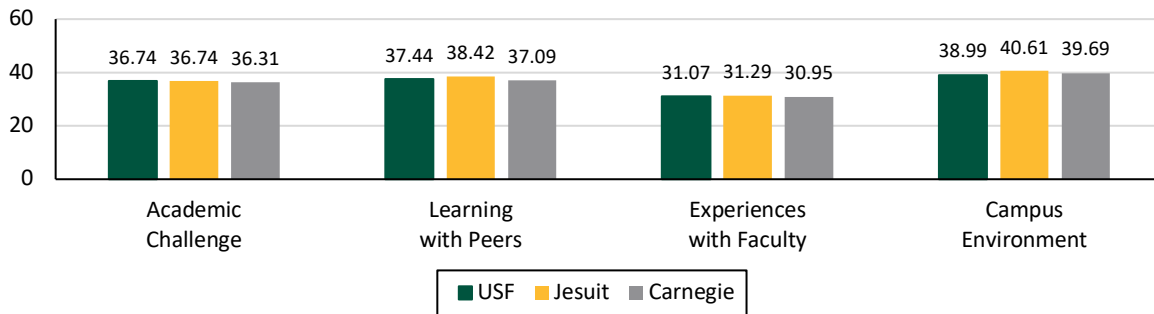
FIRST YEAR 2015



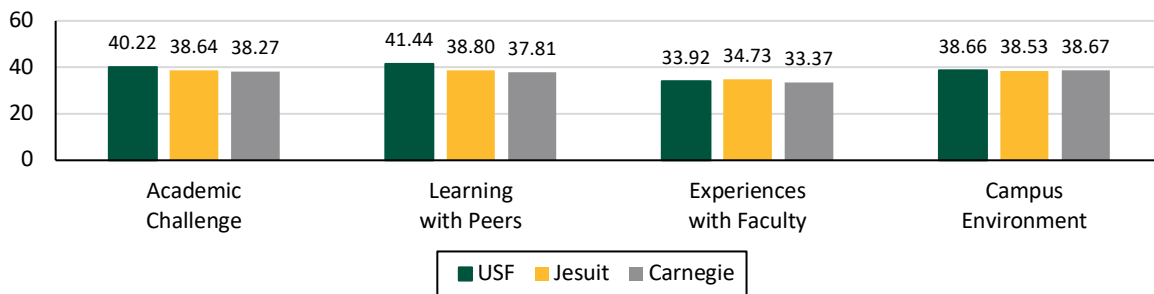
SENIORS 2015



FIRST-YEAR 2014



SENIORS 2014



ENGAGEMENT INDICATORS - COVID-19 ANALYSIS

The data below indicate the greatest differences between USF students who took the survey before the COVID-19 indicator date (pre-COVID) and those who took the survey after the COVID-19 indicator date (post-COVID) in each engagement indicator and is disaggregated by first-year and senior status.

ACADEMIC CHALLENGE

Reflective & Integrative Learning

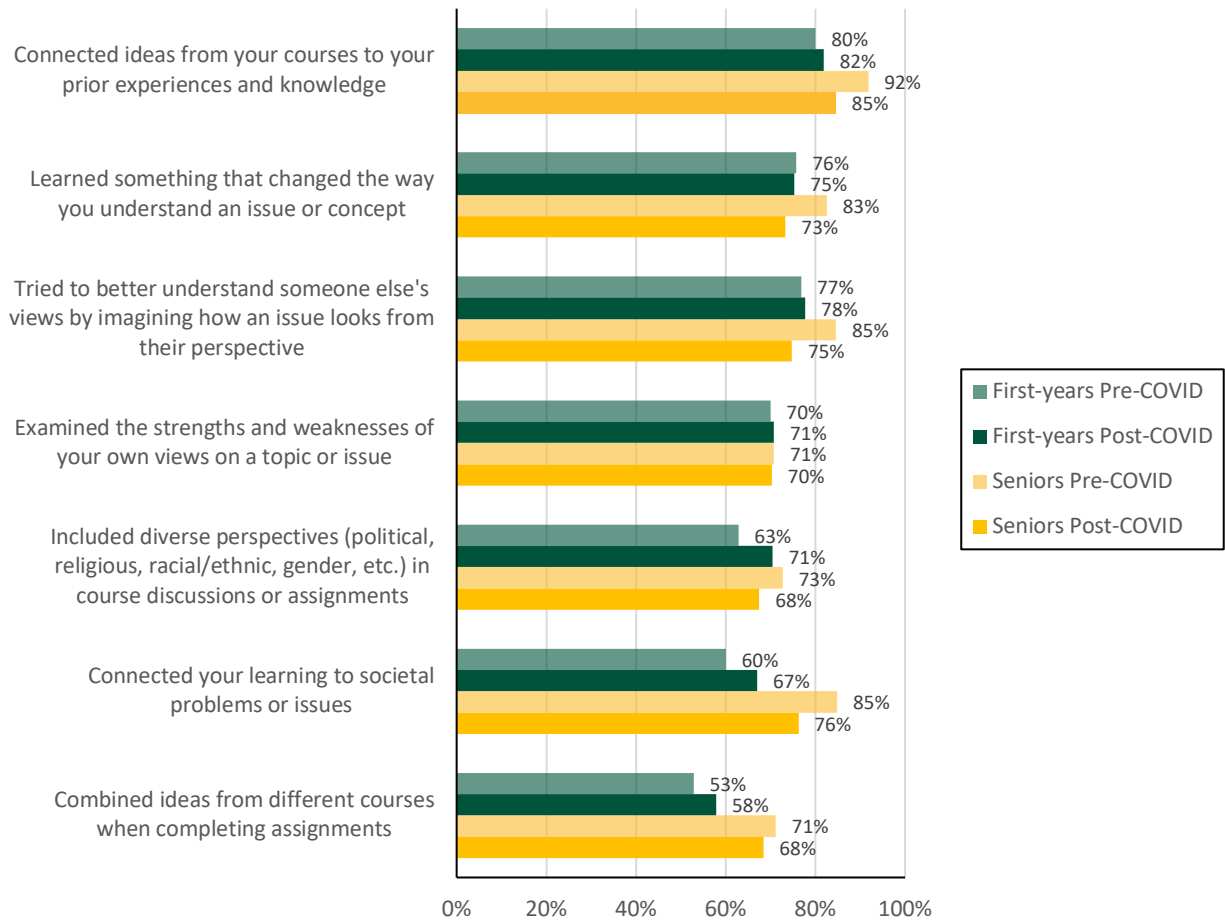
First-year students

- 63% of first-year students, pre-COVID, indicated during the current school year they *Very Often* or *Often* included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments, compared to 71% post-COVID, an 8% difference.

Seniors

- 83% of seniors, pre-COVID, indicated that during the current school year they *Very Often* or *Often* learned something that changed the way they understand an issue or concept, compared to 73% Post-COVID, a 10% difference.
- 85% of seniors, pre-COVID, indicated that during the current school year they *Very Often* or *Often* tried to better understand someone else's views by imagining how an issue looks from their perspective, compared to 75% Post-COVID, a 10% difference.

The figure below details the percentage of participants who responded *Very Often* or *Often* to each question.



Higher Order Learning

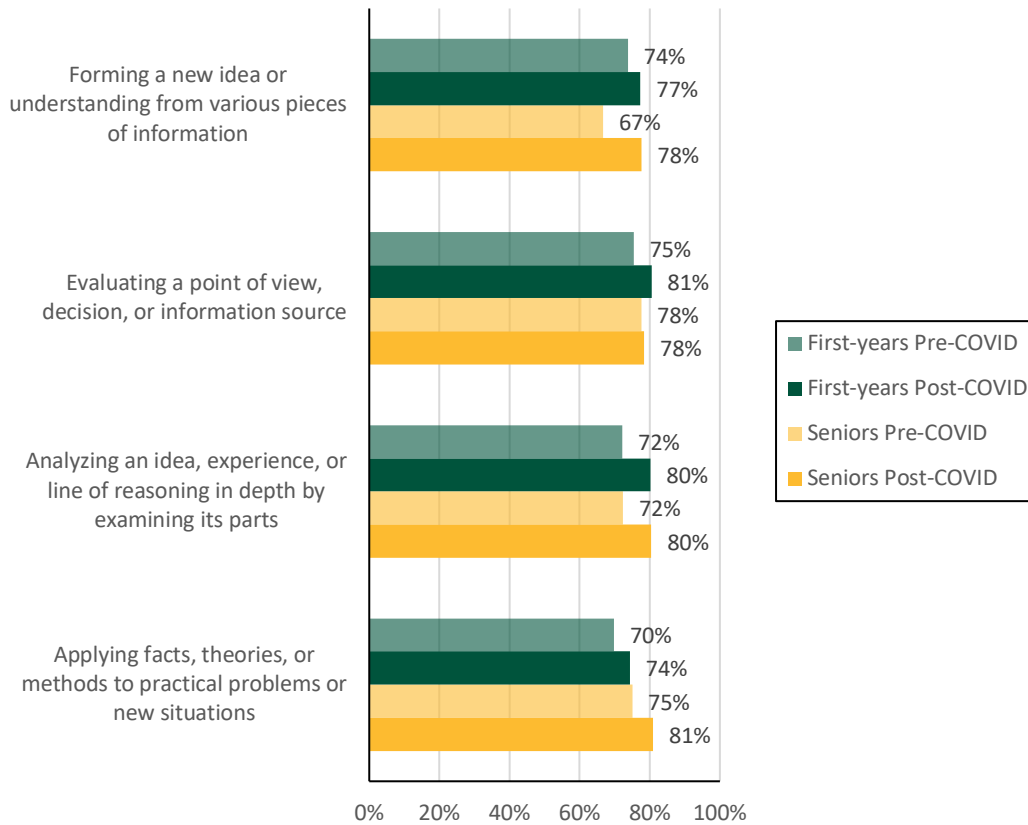
First-year students

- 72% of first-year students, pre-COVID, indicated that during the current school year their coursework emphasized analyzing an idea, experience, or line of reasoning in depth by examining its parts *Very much* or *Quite a bit*, compared to 80% Post-COVID, an 8% difference.

Seniors

- 67% of seniors, pre-COVID, indicated that during the current school year their coursework emphasized forming a new idea or understanding from various pieces of information compared to 78% *Very much* or *Quite a bit*, compared to 78% Post-COVID, a 12% difference.

The figure below details the percentage of participants who responded *Very Much* or *Quite a bit* to each question.



Learning Strategies

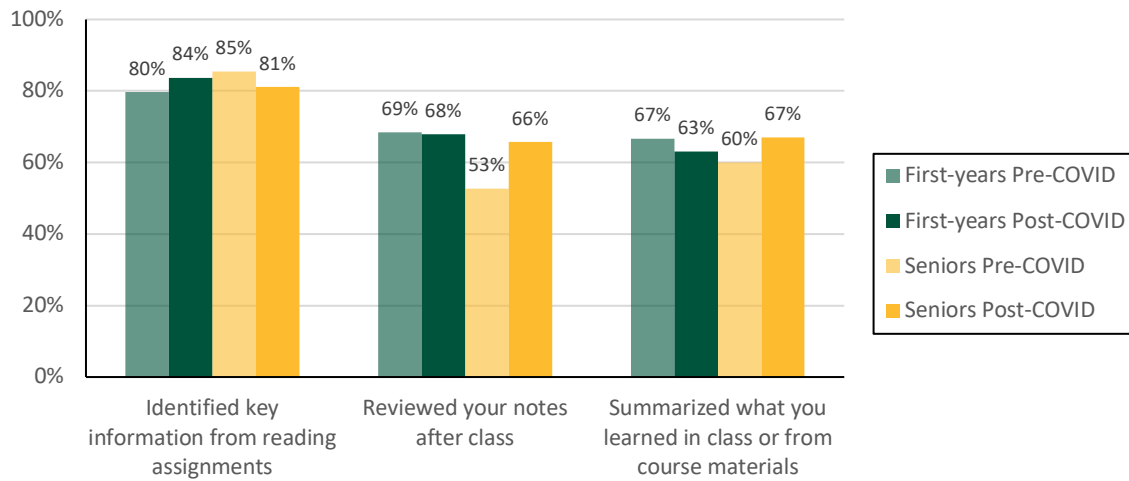
First-year students

- 60% of first-year students, pre-COVID, indicated that during the current school year they *Very often* or *Often* summarized what they learned in class or from course materials, compared to 63% post-COVID, a 4% difference.
- 80% of first-year students, pre-COVID, indicated that during the current school year they *Very often* or *Often* identified key information from reading assignments, compared to 81% post-COVID, a 4% difference.

Seniors

- 53% of seniors, pre-COVID, indicated that during the current school year they *Very often* or *Often* reviewed notes after class, compared to 66% post-COVID, a 13% difference.

The figure below details the percentage of participants who responded *Very Often* or *Often* to each question.



Quantitative Reasoning

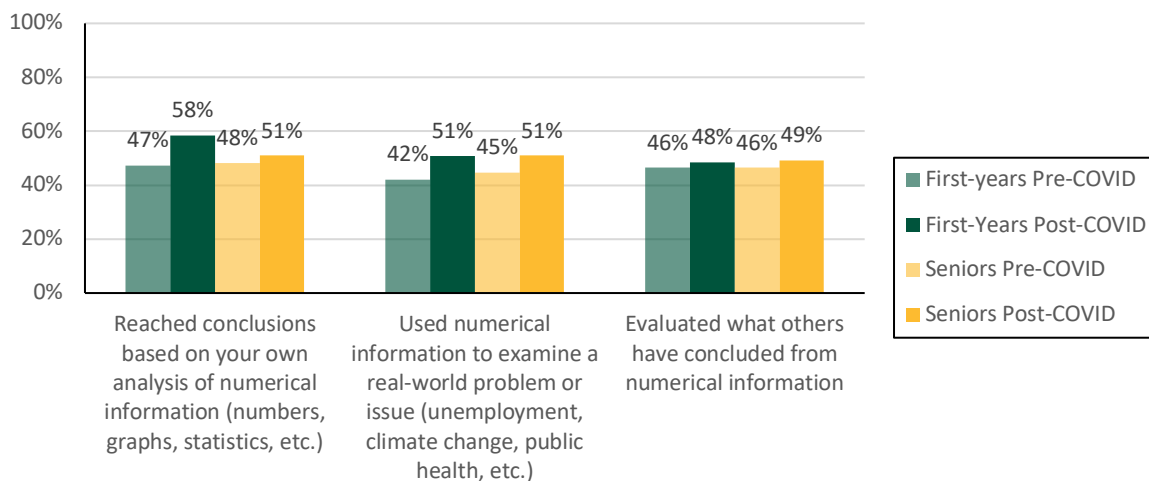
First-year students

- 47% of first-year students, pre-COVID, indicated that during the current school year they *Very often* or *Often* reached conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.), compared to 58% post-COVID, an 11% difference.

Seniors

- 45% of seniors, pre-COVID, indicated that during the current school year they *Very often* or *Often* used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.), compared to 51% post-COVID, a 6% difference.

The figure below details the percentage of participants who responded *Very Often* or *Often* to each question.



LEARNING WITH PEERS

Collaborative Learning

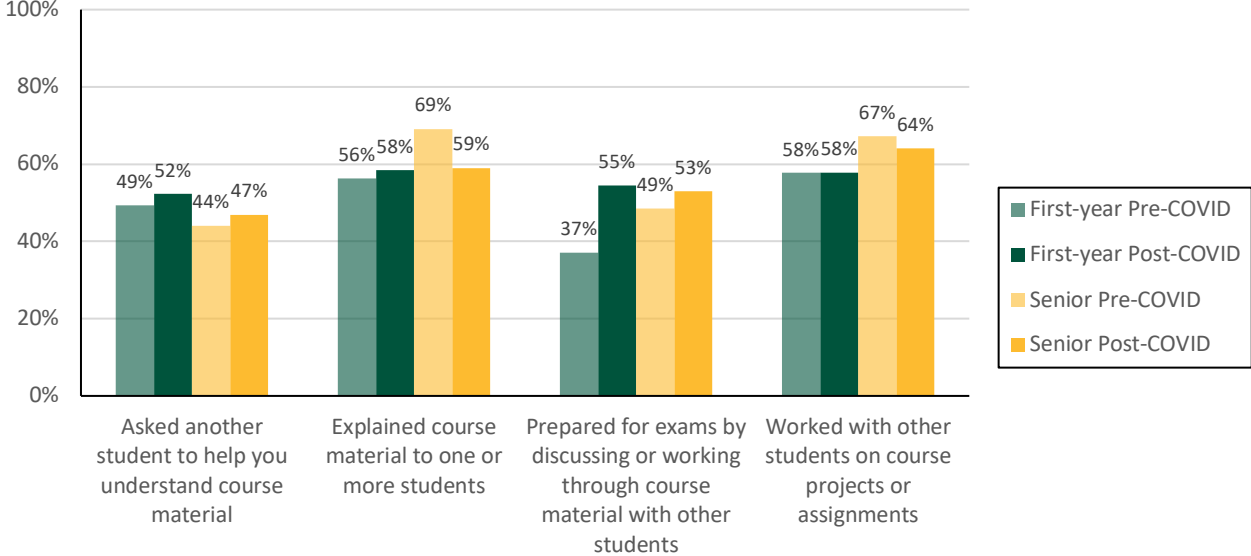
First-year students

- 37% of first-year students, pre-COVID, indicated that during the current school year they *Very often* or *Often* prepared for exams by discussing or working through course material with other students, compared to 55% post-COVID, an 18% difference.

Seniors

- 69% of seniors, pre-COVID, indicated that during the current school year they *Very often* or *Often* Explained course material to one or more students, compared to 59% post-COVID, a 10% difference.

The figure below details the percentage of participants who responded *Very Often* or *Often* to each question.



Discussions with Diverse Others

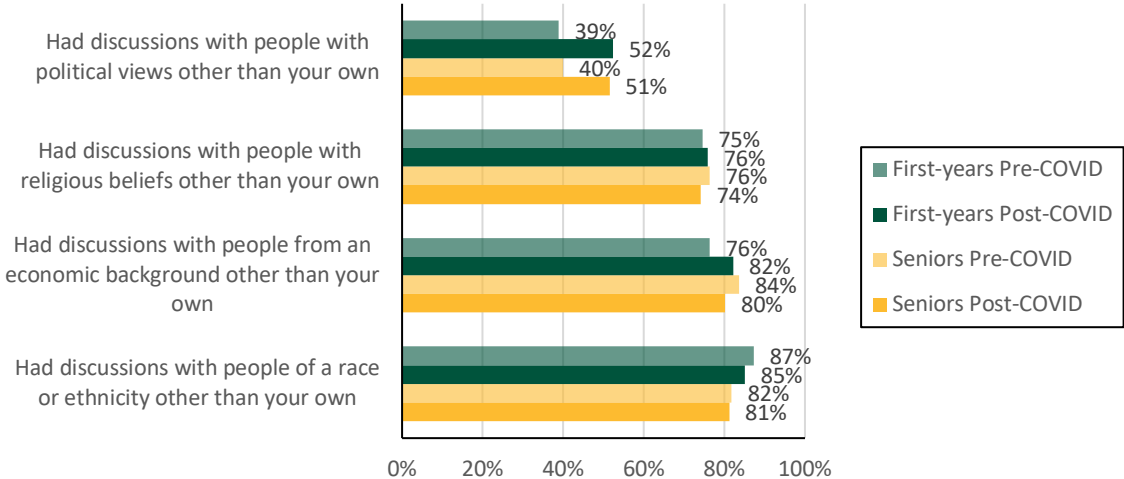
First-year students

- 39% of first-year students, pre-COVID, indicated that during the current school year they *Very often* or *Often* had discussions with people with political views other than their own, compared to 52% post-COVID, a 13% difference.

Seniors

- 40% of seniors, pre-COVID, indicated that during the current school year they *Very often* or *Often* had discussions with people with political views other than their own, compared to 51% post-COVID, an 11% difference.

The figure below details the percentage of participants who responded *Very Often* or *Often* to each question.



EXPERIENCES WITH FACULTY

Student-Faculty Interaction

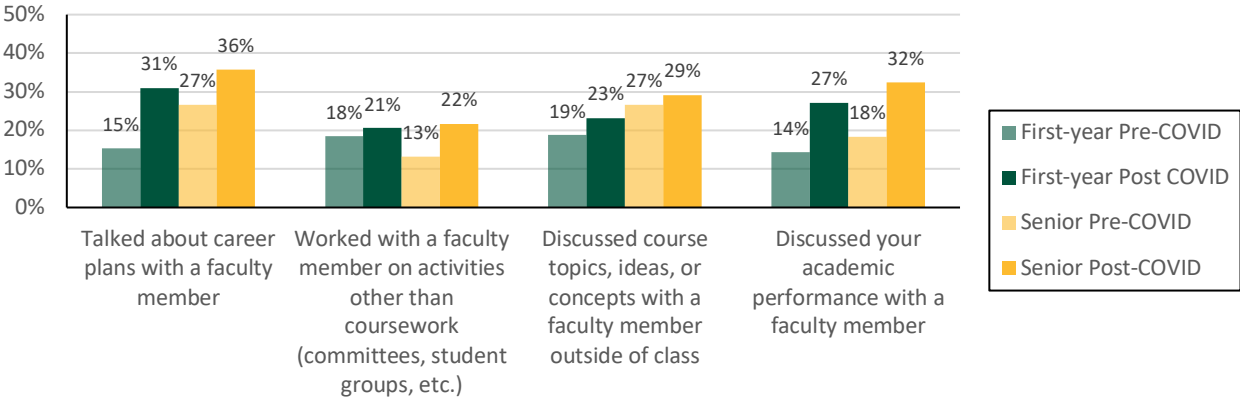
First-year students

- 15% of first-year students, pre-COVID, indicated that during the current school year they *Very often* or *Often* talked about career plans with a faculty member, compared to 31% post-COVID, a 16% difference.

Seniors

- 18% of seniors, pre-COVID, indicated that during the current school year they *Very often* or *Often* discussed their academic performance with a faculty member, compared to 32% post-COVID, a 14% difference.

The figure below details the percentage of participants who responded *Very Often* or *Often* to each response option.



Effective Teaching

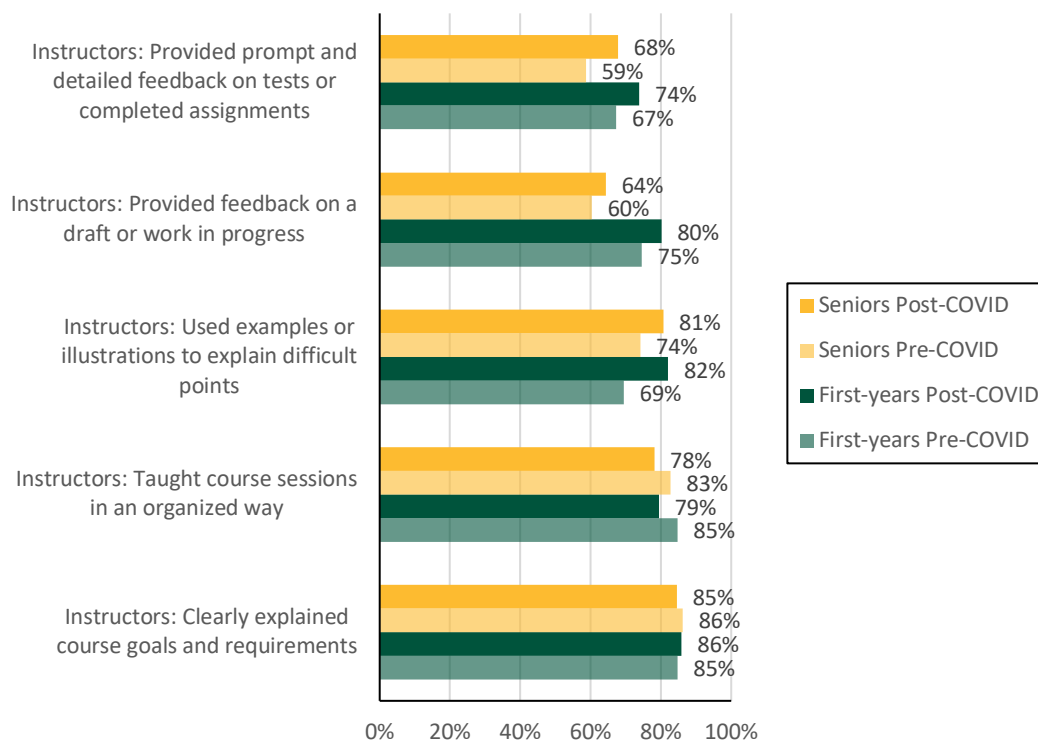
First-year students

- 69% of first-year students, pre-COVID, indicated that during the current school year the extent to which their instructors used examples or illustrations to explain difficult points was *Very much* or *Quite a bit*, compared to 82% post-COVID, a 13% difference.

Seniors

- 59% of seniors, pre-COVID, indicated that during the current school year the extent to which their instructors provided prompt and detailed feedback on tests or completed assignments was *Very much* or *Quite a bit*, compared to 68% post-COVID, a 9% difference.

The figure below details the percentage of participants who responded *Very much* or *Quite a bit* to each question.



CAMPUS ENVIRONMENT

Quality of Interactions

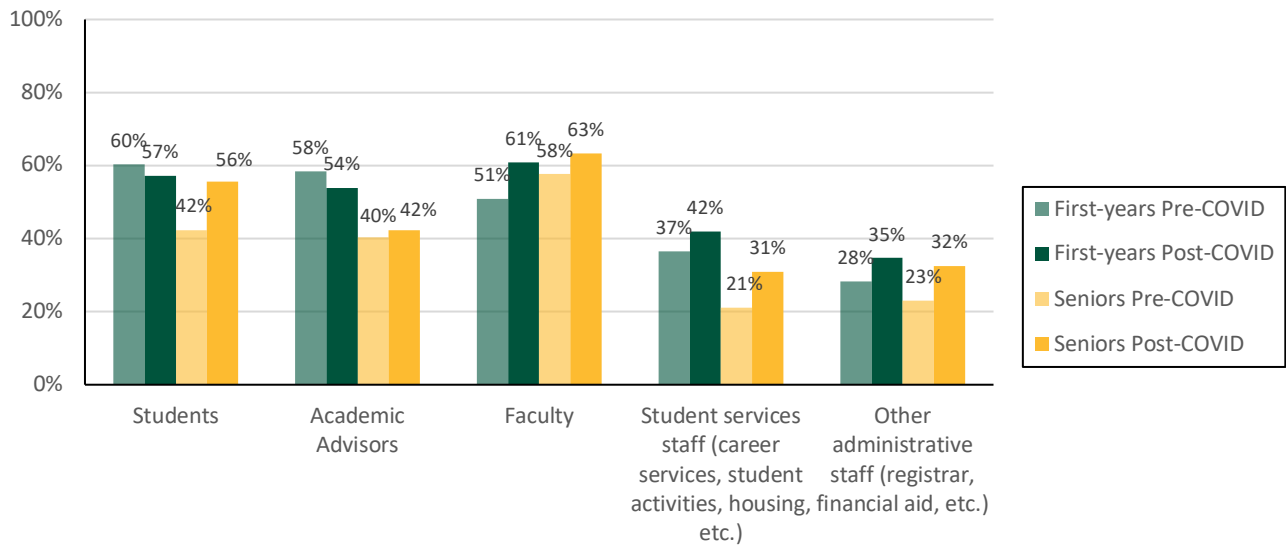
First-year students

- 51% of first-year students, pre-COVID, rated the quality of their interactions with faculty a 6 or 7 on a 7pt. scale (1 = *Poor*, 7 = *Excellent*), compared to 61% Post-COVID, a 10% difference.

Seniors

- 42% of seniors, pre-COVID, rated the quality of their interactions with other students a 6 or 7 on a 7pt. scale (1 = *Poor*, 7 = *Excellent*), compared to 56% Post-COVID, a 14% difference.

The figure below details the percentage of participants who rated their interactions with each group of people a 6 or 7 on a 7pt. scale (1 = Poor, 7 = Excellent).



Supportive Environment

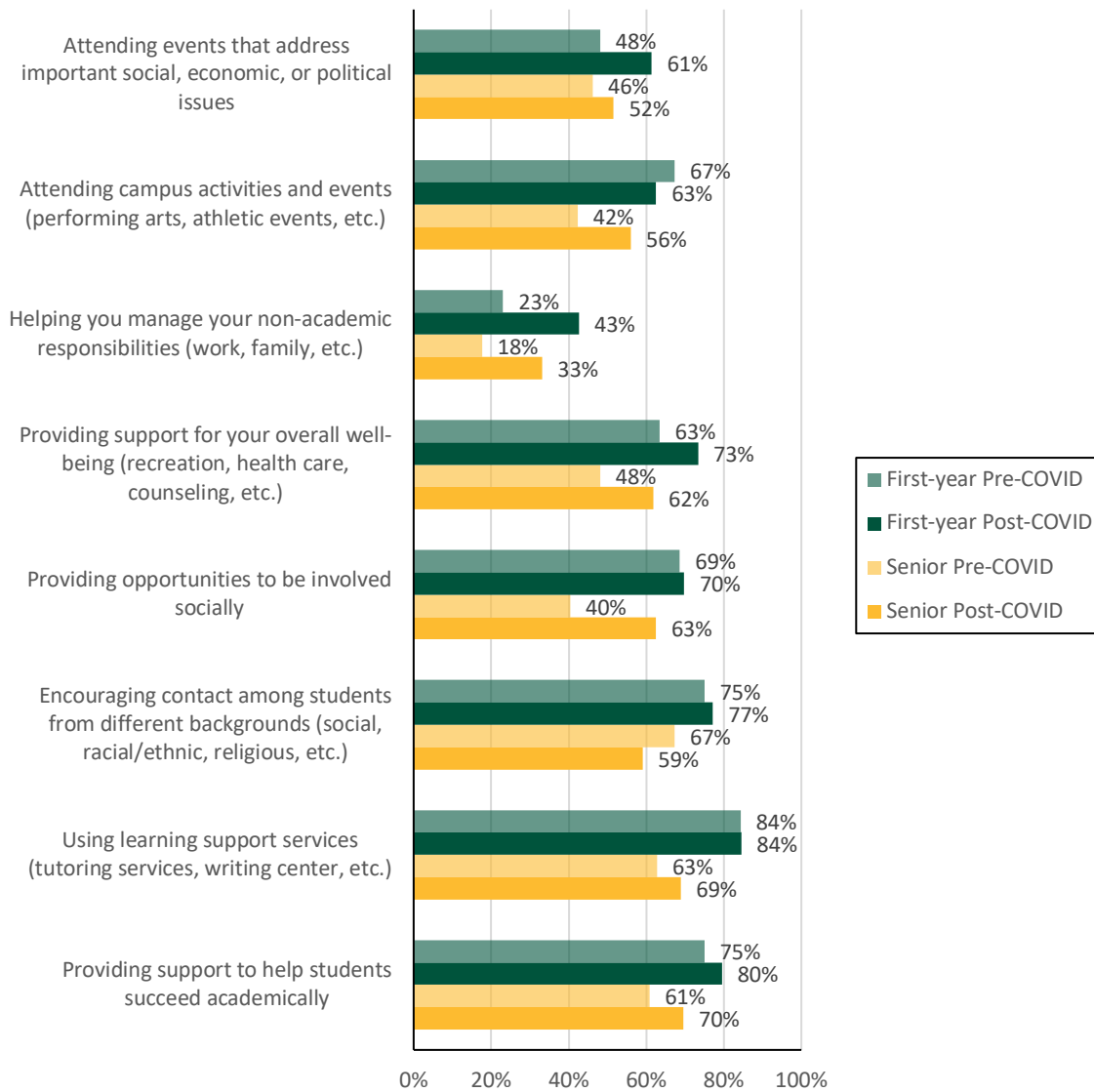
First-year students

- 23% of first-year students, pre-COVID, indicated that USF emphasizes helping them manage their non-academic responsibilities (work, family, etc.) *Very much or Quite a bit*, compared to 43% post-COVID, a 20% difference.

Seniors

- 40% of seniors, pre-COVID, indicated that USF emphasizes providing opportunities to be involved socially *Very much or Quite a bit*, compared to 63% post-COVID, a 23% difference.

The figure below details the percentage of participants who responded *Very much* or *Quite a bit* to each question.

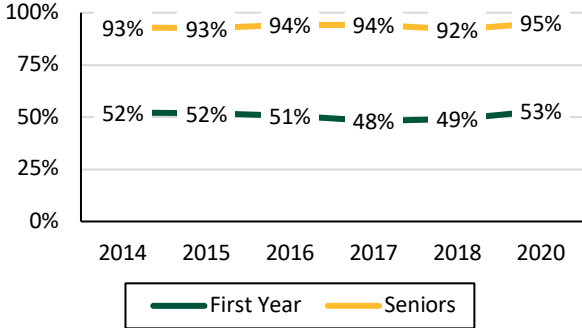


High Impact Practices

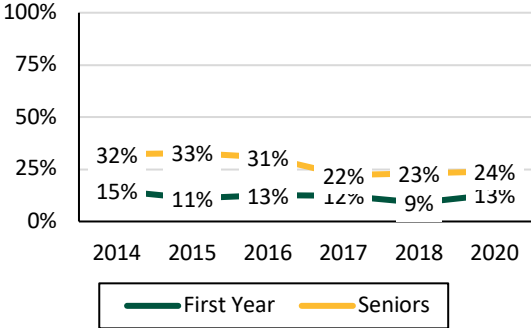
MULTI-YEAR FIGURES (2014-2020)

The following figures detail the average frequency with which USF first-year and senior students reported participating in high impact practices (HIPs) from 2014 to 2020. USF did not participate in NSSE in 2019.

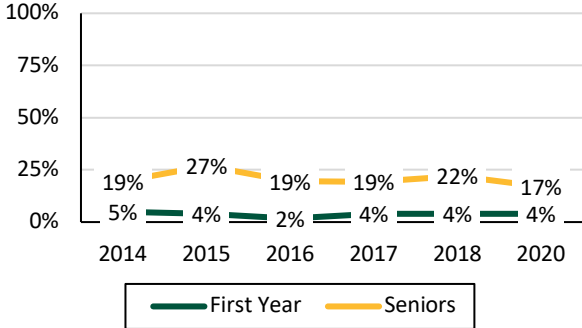
SERVICE LEARNING



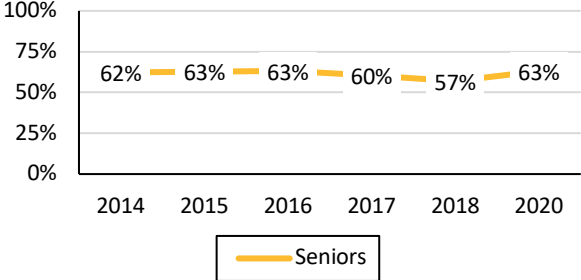
LEARNING COMMUNITY



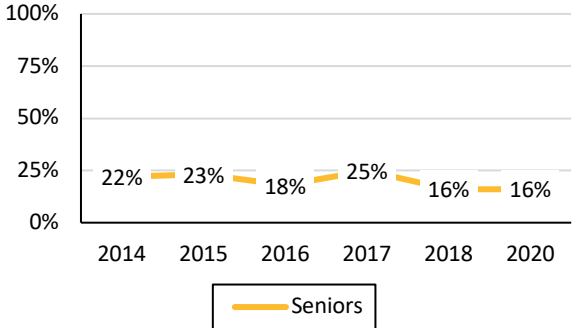
RESEARCH WITH FACULTY



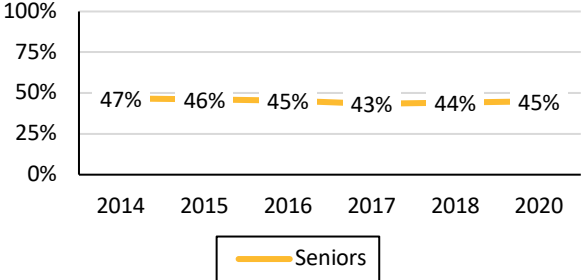
INTERNSHIP OR FIELD EXPERIENCE



STUDY ABROAD



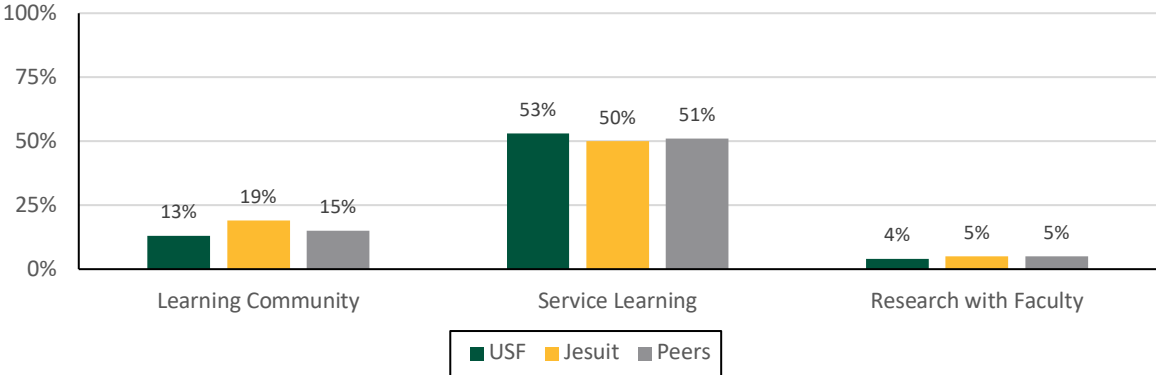
CULMINATING SENIOR EXPERIENCE



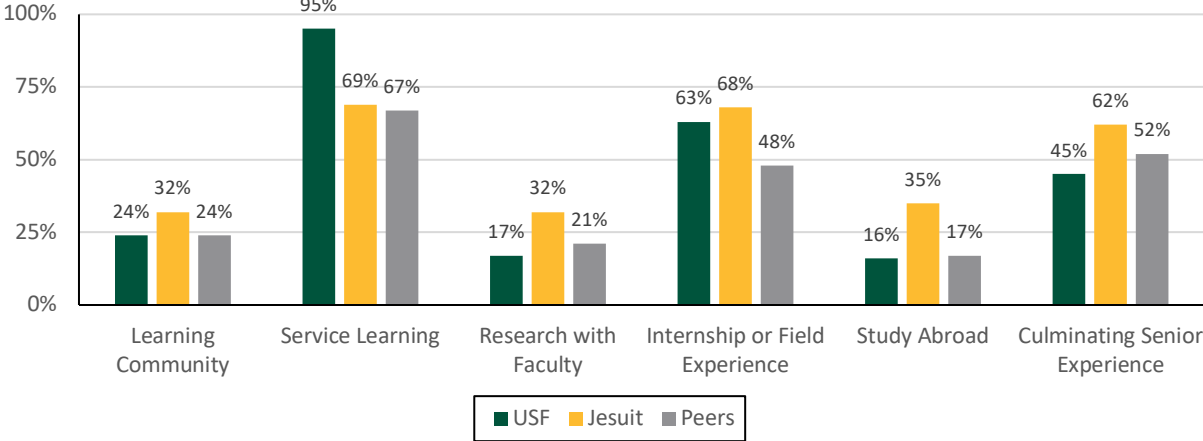
MULTI-YEAR COMPARISON TO OTHER INSTITUTIONS

The figures below depict how USF compares to other institutions on HIPs from 2014 to 2020. USF did not participate in NSSE in 2019. USF is compared to Jesuit institutions for all years, institutions with a similar Carnegie classification in 2014 and 2016, private institutions in the far western U.S. in 2015, and institutions considered to be peer institutions in 2017, 2018, and 2020.

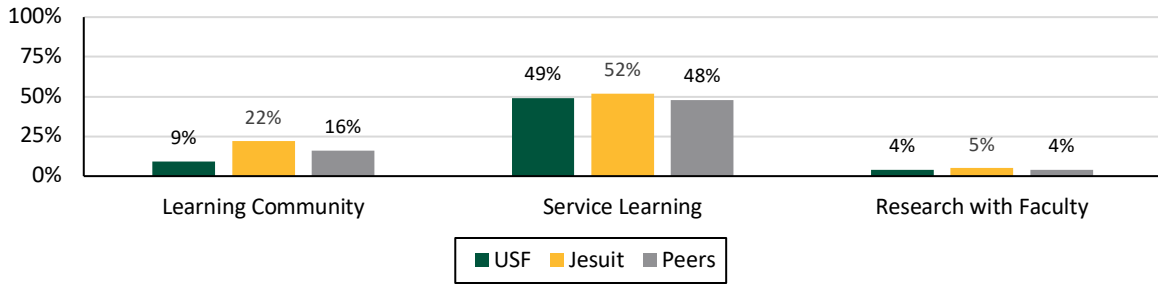
FIRST-YEAR 2020



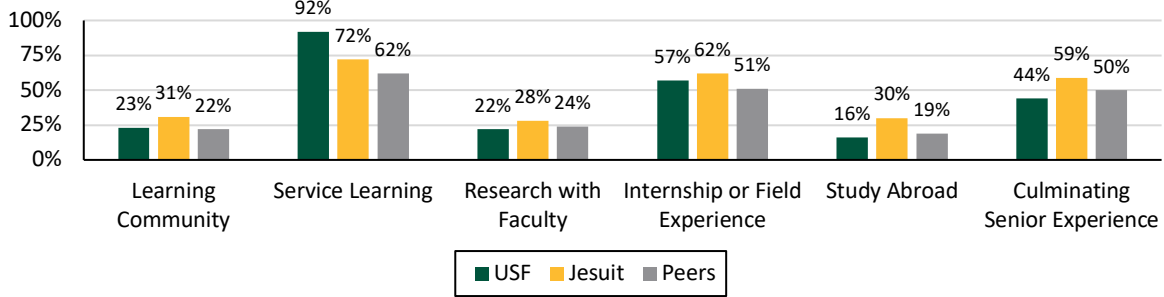
SENIORS 2020



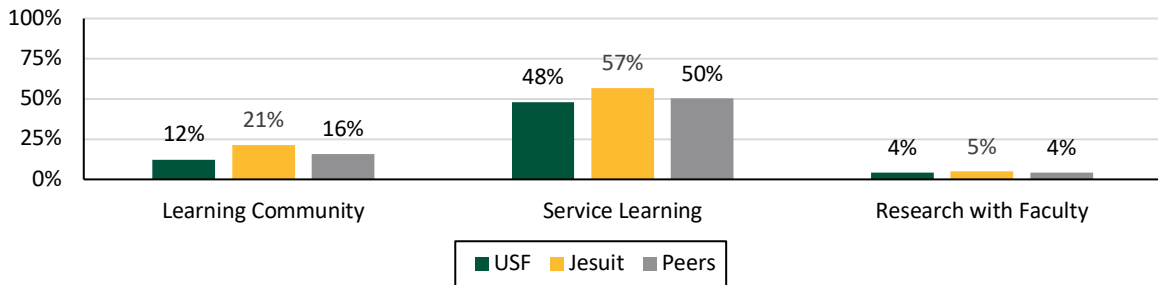
FIRST-YEAR 2018



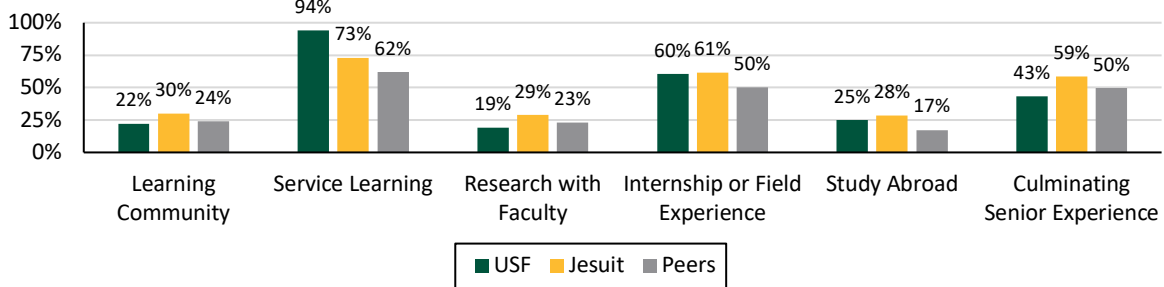
SENIORS 2018



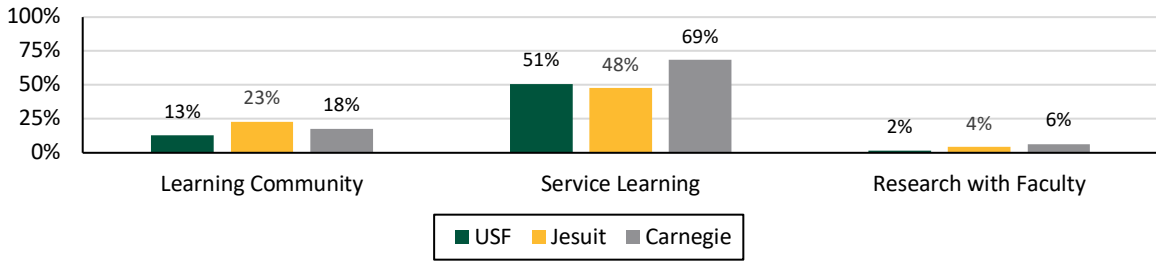
FIRST-YEAR 2017



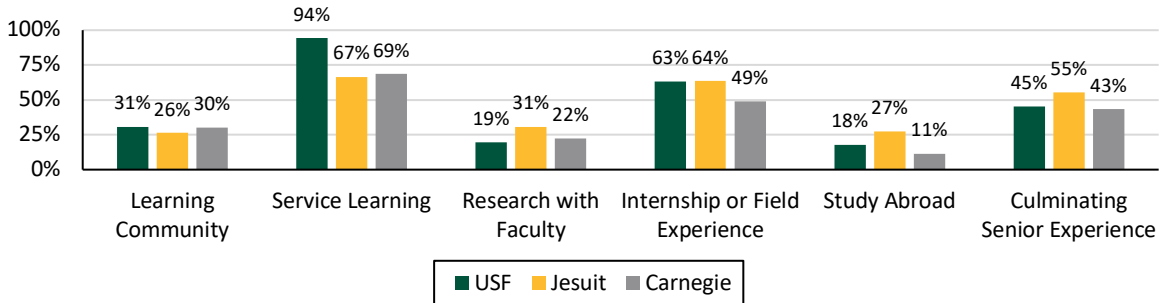
SENIORS 2017



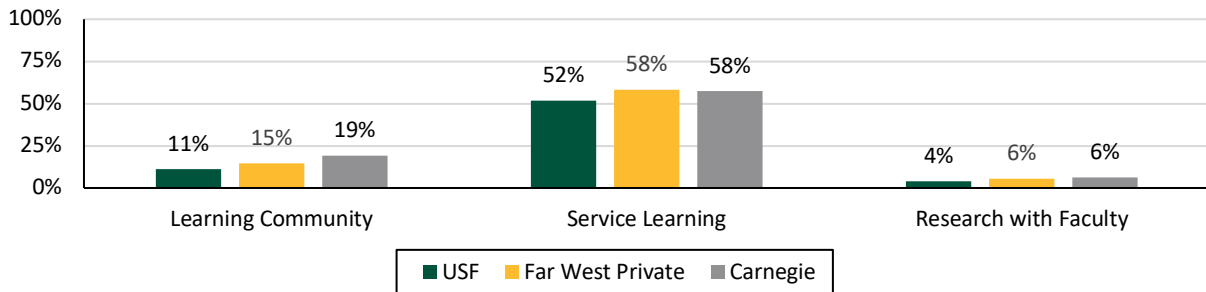
FIRST-YEAR 2016



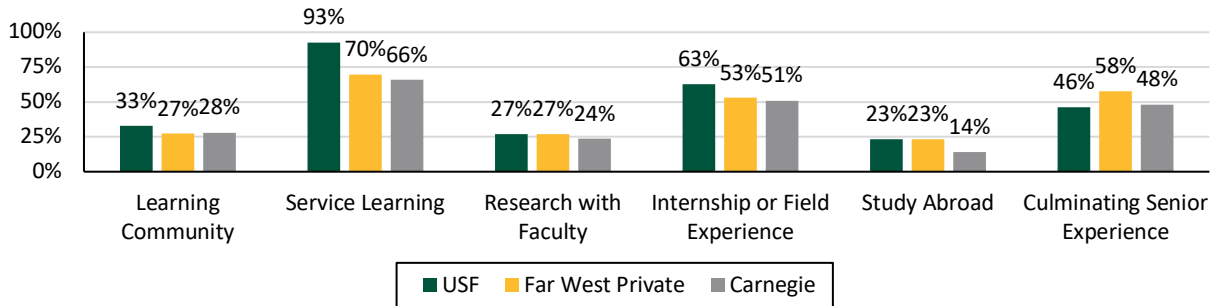
SENIORS 2016



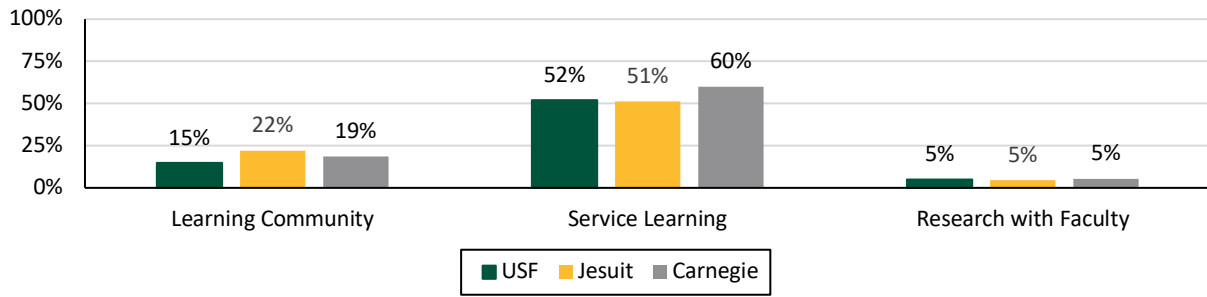
FIRST YEAR (2015)



SENIORS (2015)



FIRST YEAR (2014)



SENIORS (2014)

