NSSE 2020 Appendix A
# Table of Contents

## ENGAGEMENT INDICATORS

- **MULTI-YEAR FIGURES (2014-2020)** ................................................................. 3
  - Academic Challenge .................................................................................. 3
  - Learning with Peers .................................................................................. 4
  - Experiences with Faculty ......................................................................... 4
  - Campus Environment .............................................................................. 4

- **MULTI-YEAR COMPARISON TO OTHER INSTITUTIONS** ........................................... 5

- **ENGAGEMENT INDICATORS - COVID-19 ANALYSIS** .................................................. 8
  - Academic Challenge .................................................................................. 8
  - Learning with Peers .................................................................................. 12
  - Experiences with Faculty ......................................................................... 13
  - Campus Environment .............................................................................. 14

## HIGH IMPACT PRACTICES

- **MULTI-YEAR FIGURES (2014-2020)** .................................................................... 17
  - **MULTI-YEAR COMPARISON TO OTHER INSTITUTIONS** ....................................... 18
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.
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
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.
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.

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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.

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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 ($1 = \text{Poor}, 7 = \text{Excellent}$).

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.

- **Attending events that address important social, economic, or political issues**
  - First-year Pre-COVID: 48%
  - First-year Post-COVID: 61%
  - Senior Pre-COVID: 46%
  - Senior Post-COVID: 52%

- **Attending campus activities and events (performing arts, athletic events, etc.)**
  - First-year Pre-COVID: 67%
  - First-year Post-COVID: 63%
  - Senior Pre-COVID: 42%
  - Senior Post-COVID: 56%

- **Helping you manage your non-academic responsibilities (work, family, etc.)**
  - First-year Pre-COVID: 23%
  - First-year Post-COVID: 43%
  - Senior Pre-COVID: 18%
  - Senior Post-COVID: 33%

- **Providing support for your overall well-being (recreation, health care, counseling, etc.)**
  - First-year Pre-COVID: 63%
  - First-year Post-COVID: 73%
  - Senior Pre-COVID: 48%
  - Senior Post-COVID: 62%

- **Providing opportunities to be involved socially**
  - First-year Pre-COVID: 69%
  - First-year Post-COVID: 70%
  - Senior Pre-COVID: 40%
  - Senior Post-COVID: 63%

- **Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)**
  - First-year Pre-COVID: 75%
  - First-year Post-COVID: 77%
  - Senior Pre-COVID: 67%
  - Senior Post-COVID: 59%

- **Using learning support services (tutoring services, writing center, etc.)**
  - First-year Pre-COVID: 84%
  - First-year Post-COVID: 84%
  - Senior Pre-COVID: 63%
  - Senior Post-COVID: 69%

- **Providing support to help students succeed academically**
  - First-year Pre-COVID: 75%
  - First-year Post-COVID: 80%
  - Senior Pre-COVID: 61%
  - Senior Post-COVID: 70%
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**

<table>
<thead>
<tr>
<th>Year</th>
<th>First Year</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>93%</td>
<td>52%</td>
</tr>
<tr>
<td>2015</td>
<td>93%</td>
<td>52%</td>
</tr>
<tr>
<td>2016</td>
<td>94%</td>
<td>51%</td>
</tr>
<tr>
<td>2017</td>
<td>94%</td>
<td>48%</td>
</tr>
<tr>
<td>2018</td>
<td>92%</td>
<td>49%</td>
</tr>
<tr>
<td>2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>95%</td>
<td>53%</td>
</tr>
</tbody>
</table>

**LEARNING COMMUNITY**

<table>
<thead>
<tr>
<th>Year</th>
<th>First Year</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>32%</td>
<td>15%</td>
</tr>
<tr>
<td>2015</td>
<td>33%</td>
<td>11%</td>
</tr>
<tr>
<td>2016</td>
<td>31%</td>
<td>13%</td>
</tr>
<tr>
<td>2017</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>2018</td>
<td>23%</td>
<td>11%</td>
</tr>
<tr>
<td>2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>24%</td>
<td>13%</td>
</tr>
</tbody>
</table>

**RESEARCH WITH FACULTY**

<table>
<thead>
<tr>
<th>Year</th>
<th>First Year</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>19%</td>
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<tr>
<td>2015</td>
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<tr>
<td>2016</td>
<td>19%</td>
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<tr>
<td>2017</td>
<td>19%</td>
<td>4%</td>
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<td>2018</td>
<td>22%</td>
<td>4%</td>
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<td>2019</td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>2020</td>
<td>17%</td>
<td>4%</td>
</tr>
</tbody>
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**INTERNSHIP OR FIELD EXPERIENCE**

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<thead>
<tr>
<th>Year</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>62%</td>
</tr>
<tr>
<td>2015</td>
<td>63%</td>
</tr>
<tr>
<td>2016</td>
<td>63%</td>
</tr>
<tr>
<td>2017</td>
<td>60%</td>
</tr>
<tr>
<td>2018</td>
<td>57%</td>
</tr>
<tr>
<td>2019</td>
<td>63%</td>
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**STUDY ABROAD**

<table>
<thead>
<tr>
<th>Year</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>22%</td>
</tr>
<tr>
<td>2015</td>
<td>23%</td>
</tr>
<tr>
<td>2016</td>
<td>18%</td>
</tr>
<tr>
<td>2017</td>
<td>25%</td>
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<tr>
<td>2018</td>
<td>16%</td>
</tr>
<tr>
<td>2019</td>
<td>16%</td>
</tr>
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</table>

**CULMINATING SENIOR EXPERIENCE**

<table>
<thead>
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<th>Year</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
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<td>2014</td>
<td>47%</td>
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<tr>
<td>2015</td>
<td>46%</td>
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<td>2016</td>
<td>45%</td>
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<td>2017</td>
<td>45%</td>
</tr>
<tr>
<td>2018</td>
<td>43%</td>
</tr>
<tr>
<td>2019</td>
<td>44%</td>
</tr>
<tr>
<td>2020</td>
<td>45%</td>
</tr>
</tbody>
</table>
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

UNIVERSITY OF SAN FRANCISCO | NSSE 2020 Appendix A

- 19 -
FIRST-YEAR 2016

SENIORS 2016

FIRST YEAR (2015)

SENIORS (2015)