



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

NSSE 2021 Appendix A

October 2011

Table of Contents

ENGAGEMENT INDICATORS	3
MULTI-YEAR FIGURES (2014-2021)	3
<i>Academic Challenge</i>	3
<i>Learning with Peers</i>	4
<i>Experiences with Faculty</i>	4
<i>Campus Environment</i>	4
MULTI-YEAR COMPARSION TO OTHER INSTITUTIONS	5
HIGH IMPACT PRACTICES	10
MULTI-YEAR FIGURES (2014-2021)	10
MULTI-YEAR COMPARSION TO OTHER INSTITUTIONS	10
COPING WITH COVID MODULE	15
PERCEPTION OF FACULTY & INSTITUTIONAL RESPONSE	15
DISRUPTIONS TO EDUCATIONAL PLANS AND LIVING SITUATION	15
NEGATIVE EMOTIONAL EXPERIENCES.....	16
STRESSORS	16
CHANGES IN LEISURE ACTIVITIES AND TIME DEMANDS.....	17
EXPERIENCES WITH ONLINE LEARNING MODULE	17
COURSE OVERVIEW, LEARNING OBJECTIVES, ASSESSMENT, AND INSTRUCTIONAL MATERIALS.....	17
LEARNING ACTIVITIES.....	18
LEARNER INTERACTION	19
LEARNING SUPPORT	20
COURSE TECHNOLOGY	21
ONLINE COURSE EXPERIENCE.....	21

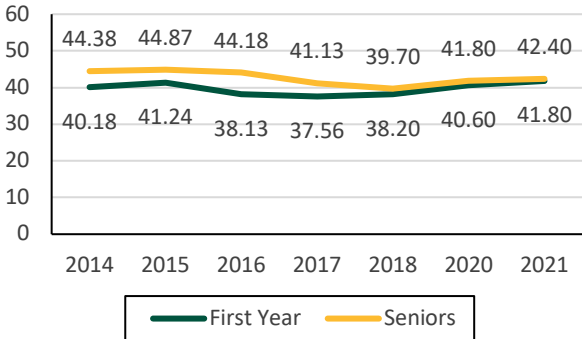
Engagement Indicators

MULTI-YEAR FIGURES (2014-2021)

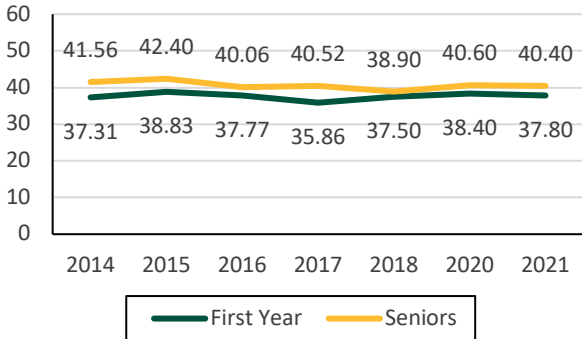
The following figures detail the average frequency with which USF first-year and senior students reported participating in engagement indicators (EIs) from 2014 to 2020. USF did not participate in NSSE in 2019. Engagement indicators are scored on a 60-pt. scale, with 0 = *Never*, 20 = *Sometimes*, 40 = *Often*, and 60 = *Very Often*. Institutional scores are weighted averages of the student-level scores for each class level.

Academic Challenge

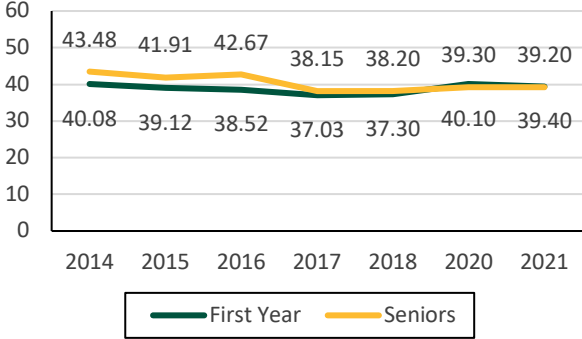
HIGHER ORDER LEARNING



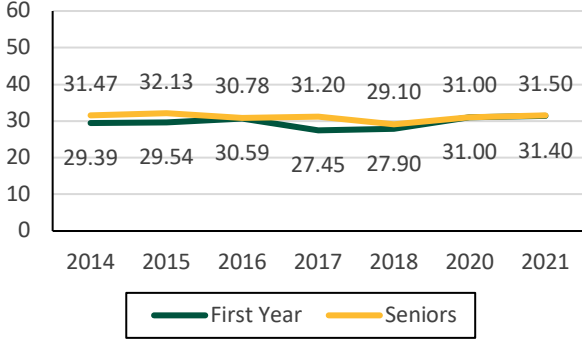
REFLECTIVE & INTEGRATIVE LEARNING



LEARNING STRATEGIES

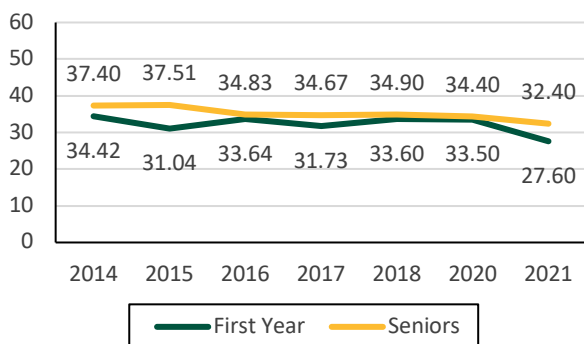


QUANTITATIVE REASONING

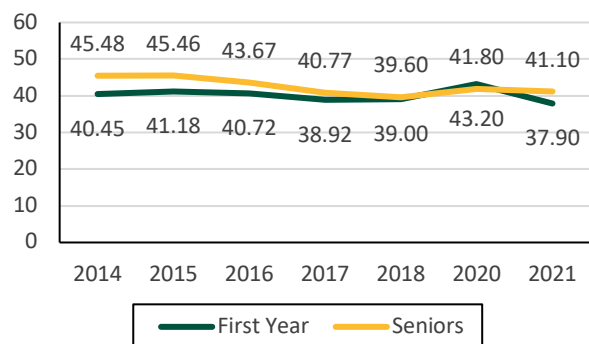


Learning with Peers

COLLABORATIVE LEARNING

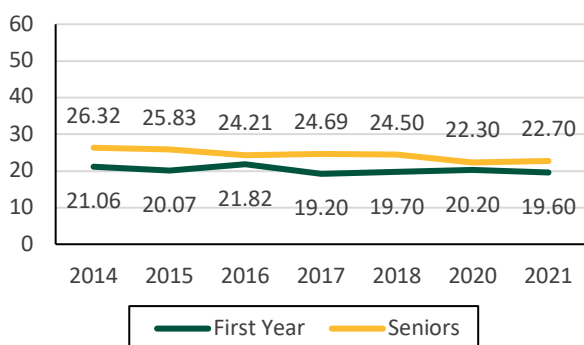


DISCUSSIONS WITH DIVERSE OTHERS

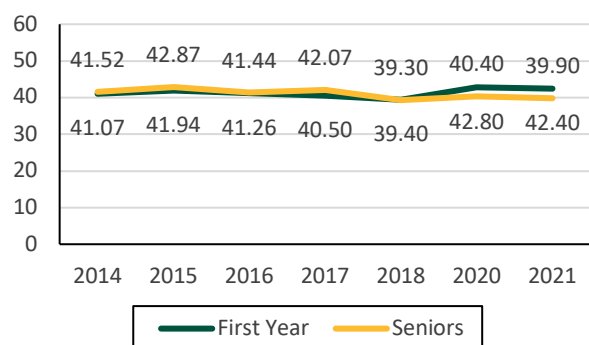


Experiences with Faculty

STUDENT-FACULTY INTERACTIONS

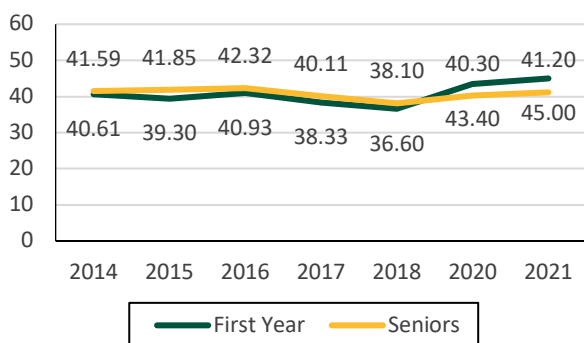


EFFECTIVE FACULTY PRACTICES

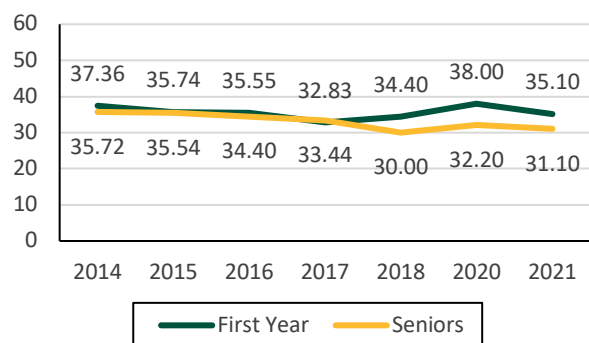


Campus Environment

QUALITY OF INTERACTIONS



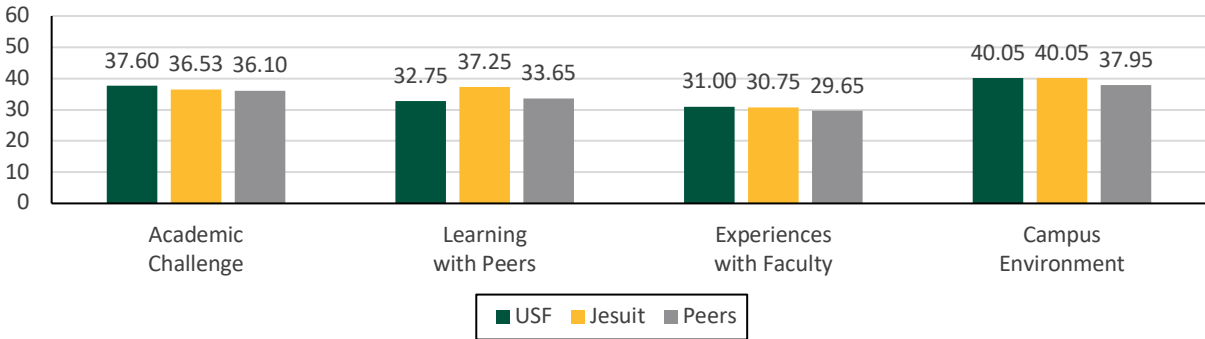
SUPPORTIVE ENVIRONMENT



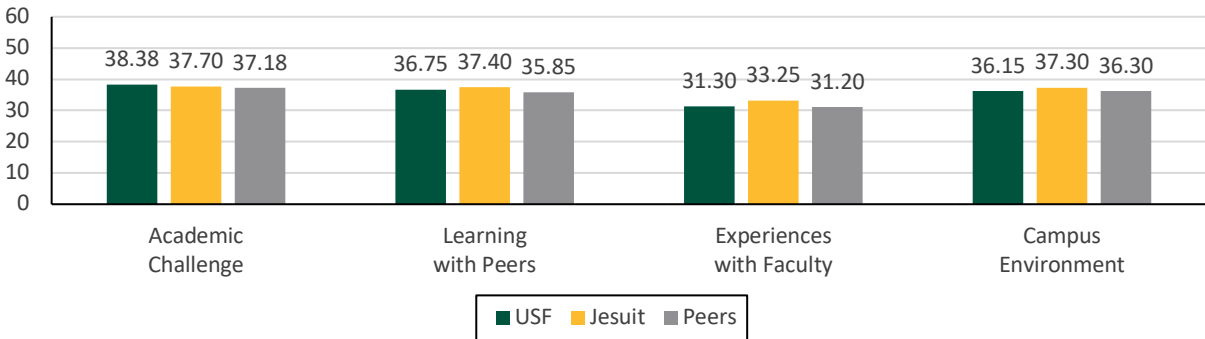
MULTI-YEAR COMPARISON TO OTHER INSTITUTIONS

The figures below depict how USF compares to other institutions on EIs from 2014 to 2021. 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.

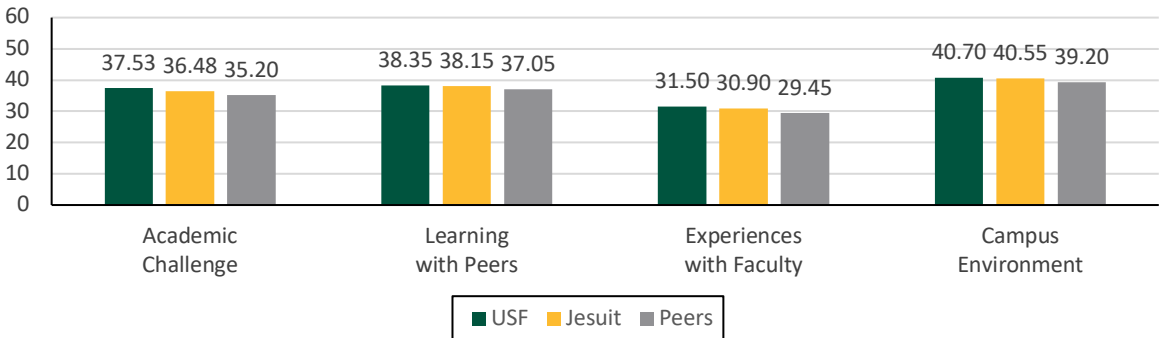
FIRST YEAR (2021)



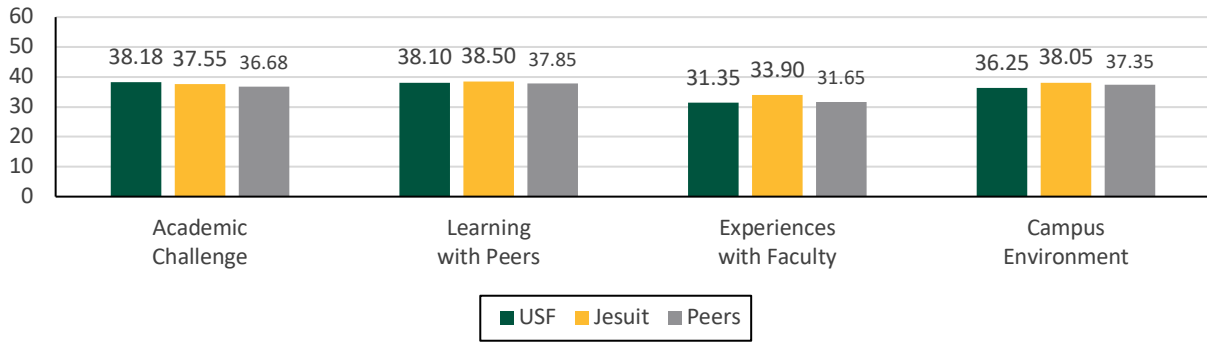
SENIORS (2021)



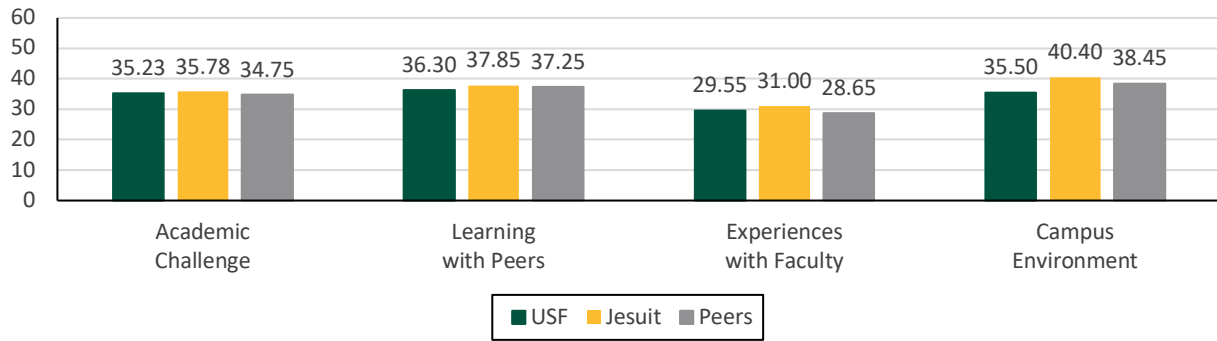
FIRST-YEAR 2020



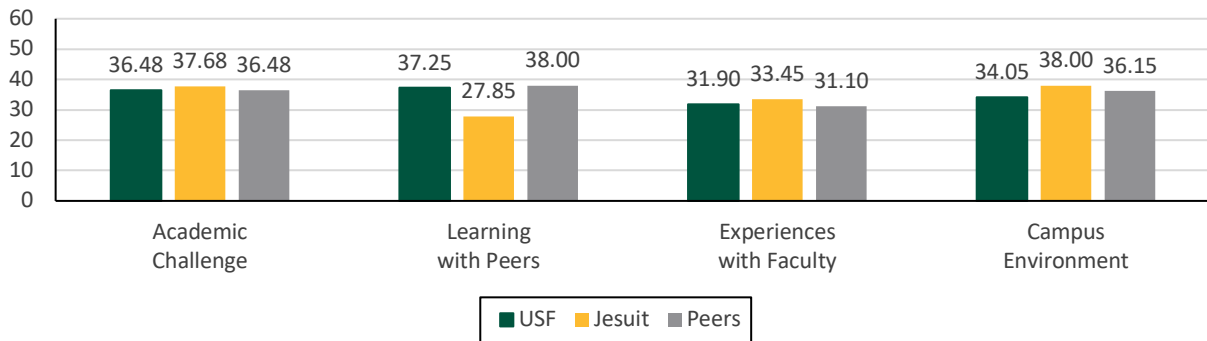
SENIORS 2020



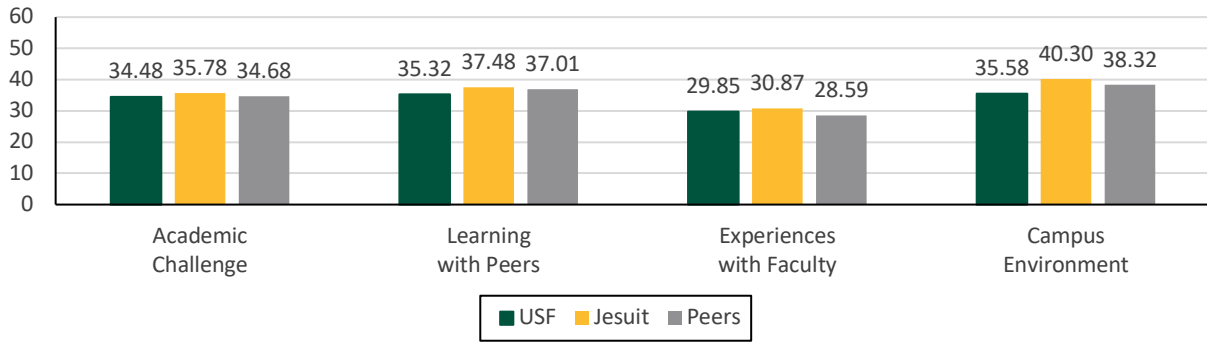
FIRST-YEAR 2018



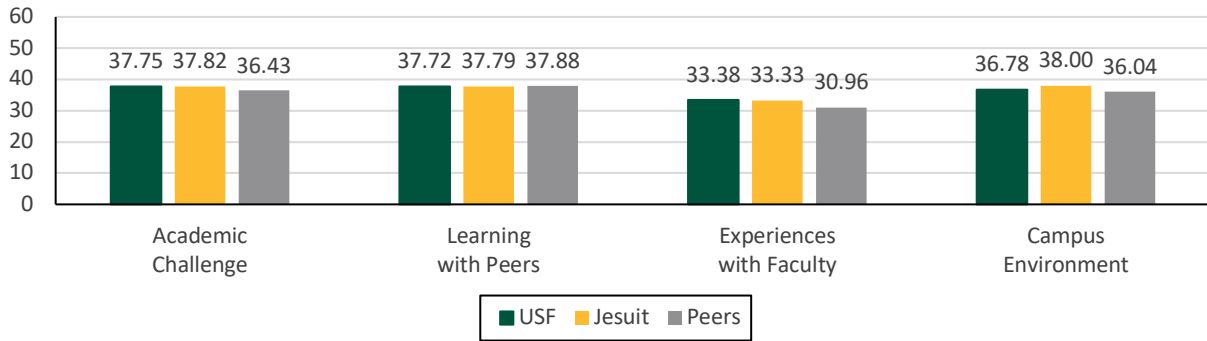
SENIORS 2018



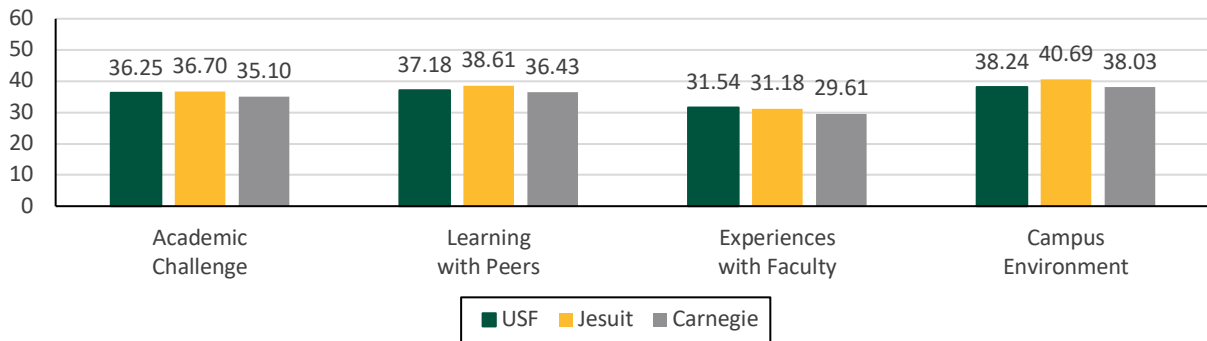
FIRST-YEAR 2017



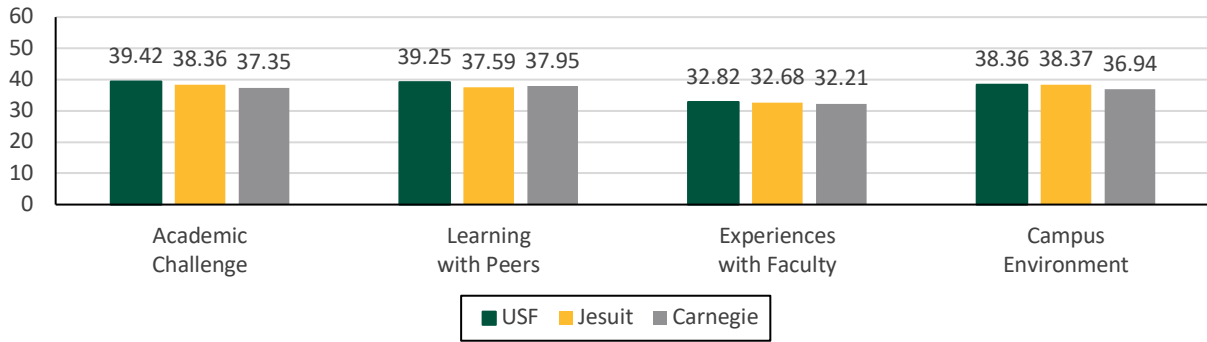
SENIORS 2017



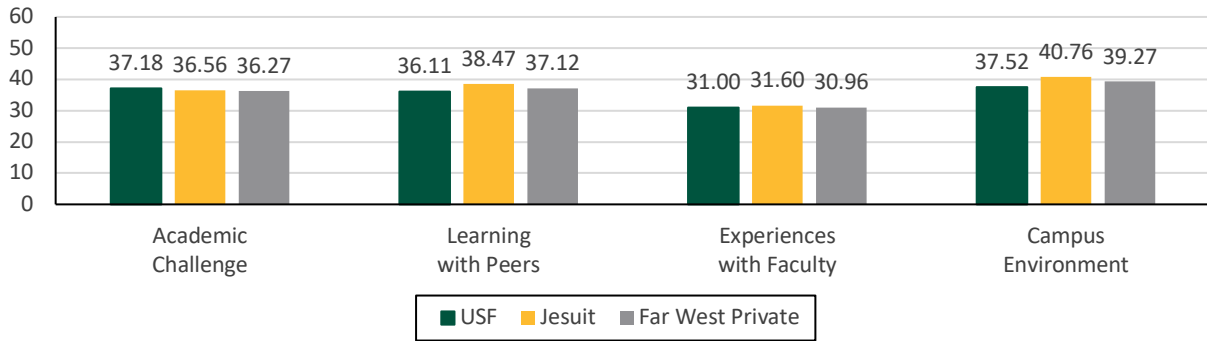
FIRST-YEAR 2016



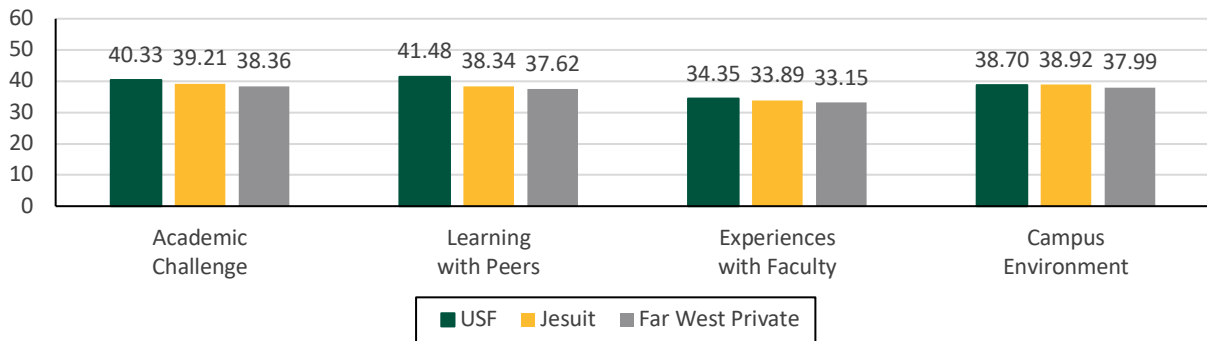
SENIORS 2016



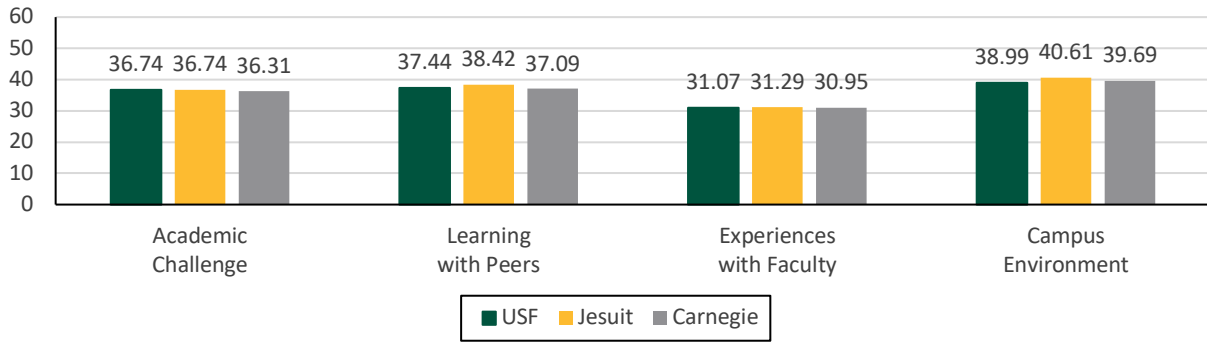
FIRST YEAR 2015



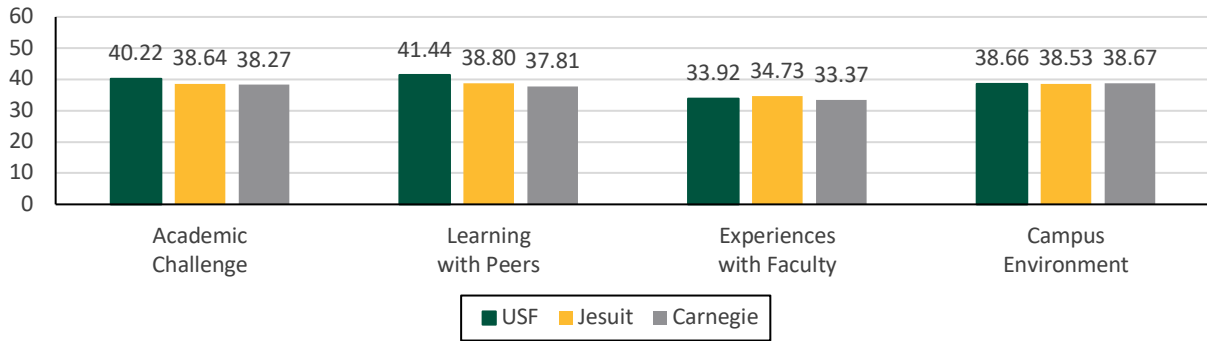
SENIORS 2015



FIRST-YEAR 2014



SENIORS 2014

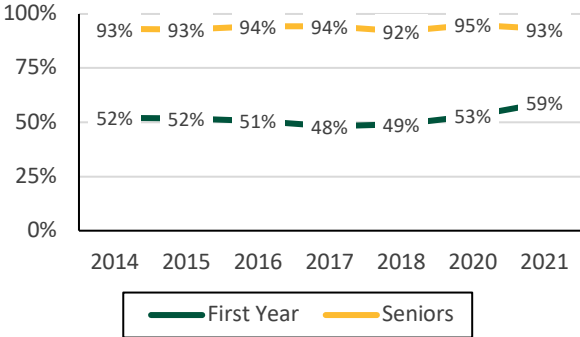


High Impact Practices

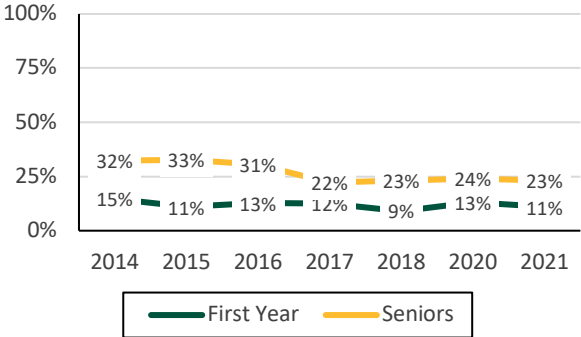
MULTI-YEAR FIGURES (2014-2021)

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 2021. USF did not participate in NSSE in 2019.

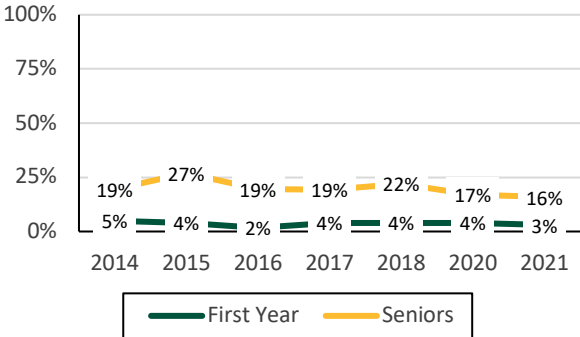
SERVICE LEARNING



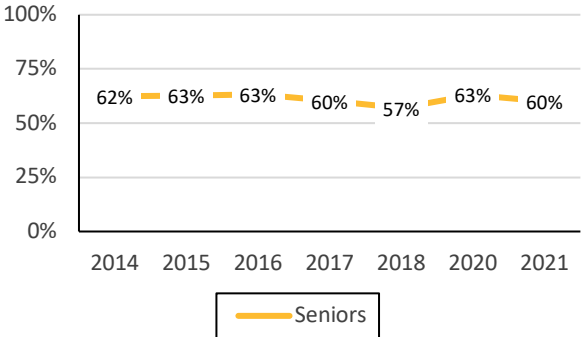
LEARNING COMMUNITY



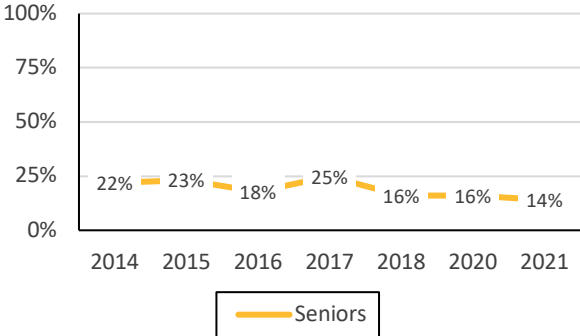
RESEARCH WITH FACULTY



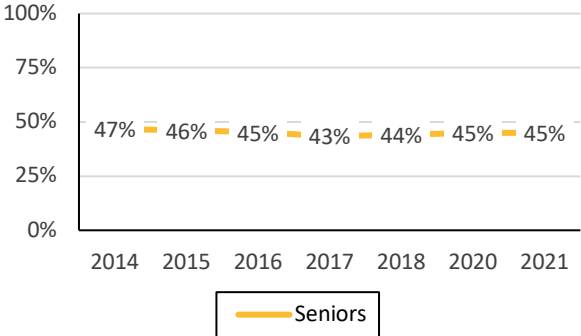
INTERNSHIP OR FIELD EXPERIENCE



STUDY ABROAD



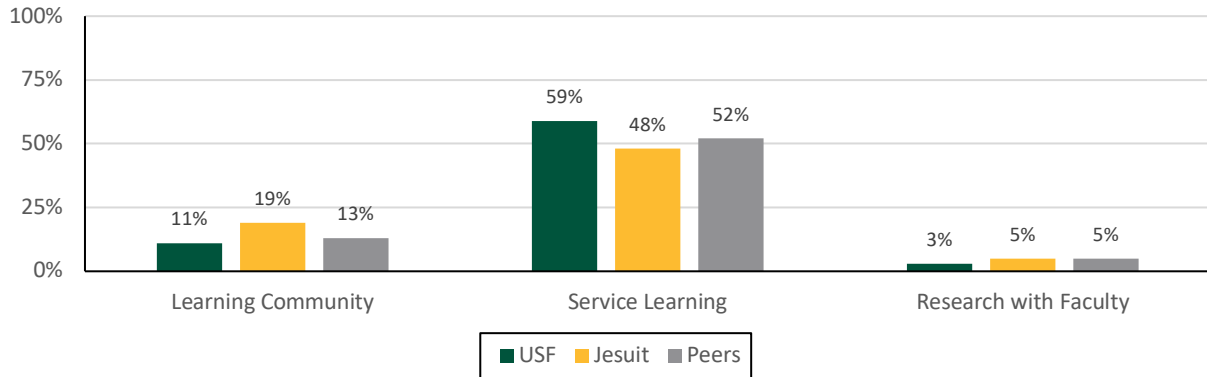
CULMINATING SENIOR EXPERIENCE



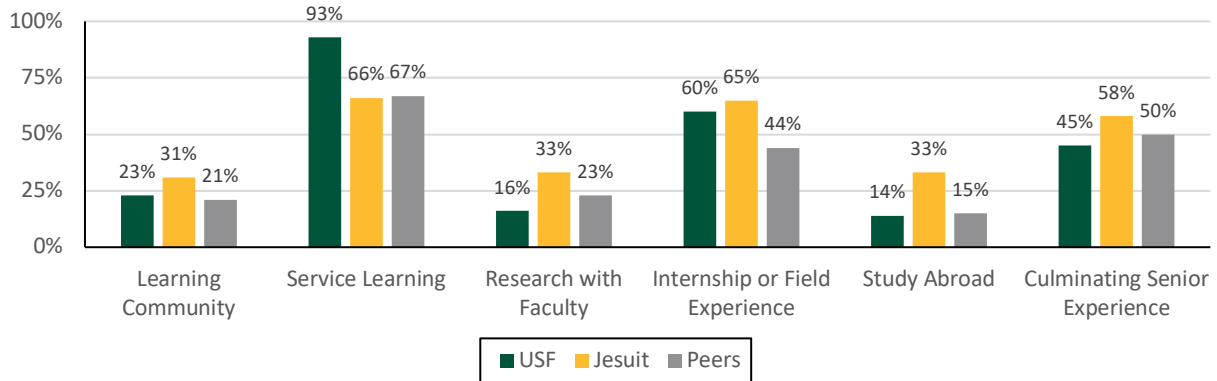
MULTI-YEAR COMPARISON TO OTHER INSTITUTIONS

The figures below depict how USF compares to other institutions on HIPs from 2014 to 2021. 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 2021.

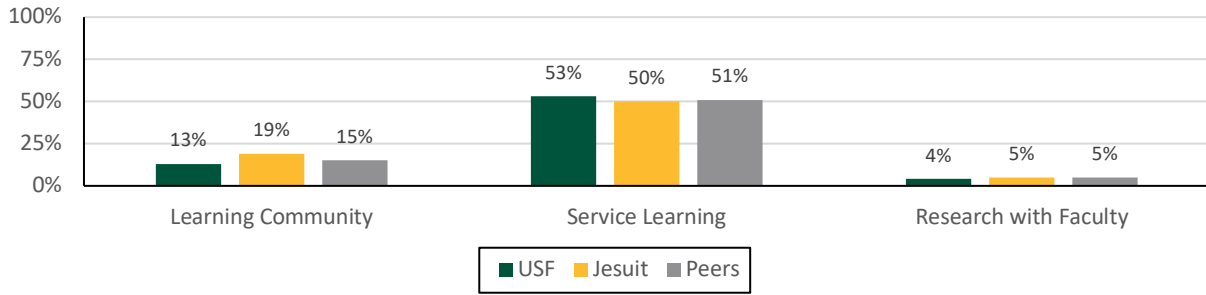
FIRST-YEAR 2021



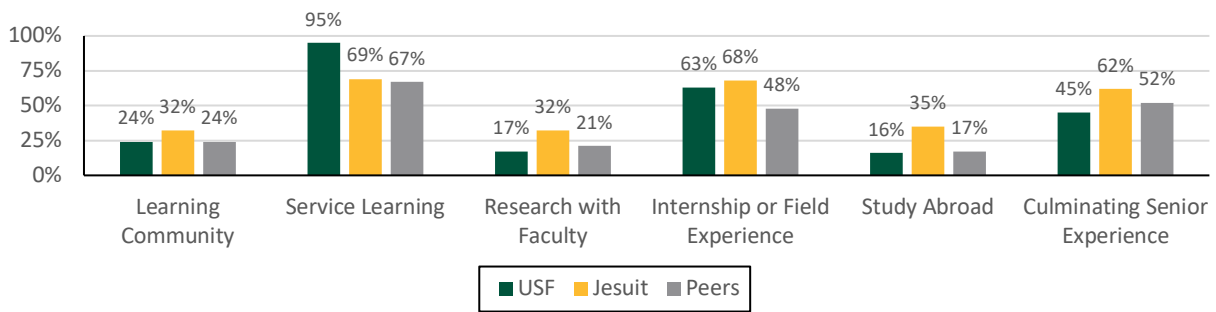
SENIORS 2021



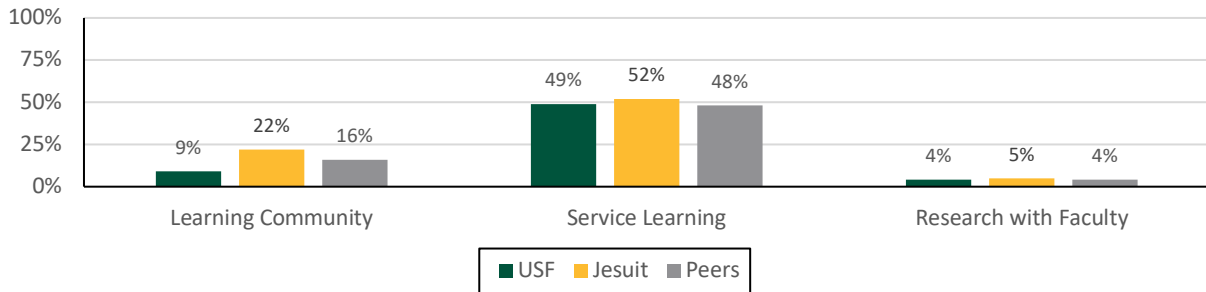
FIRST-YEAR 2020



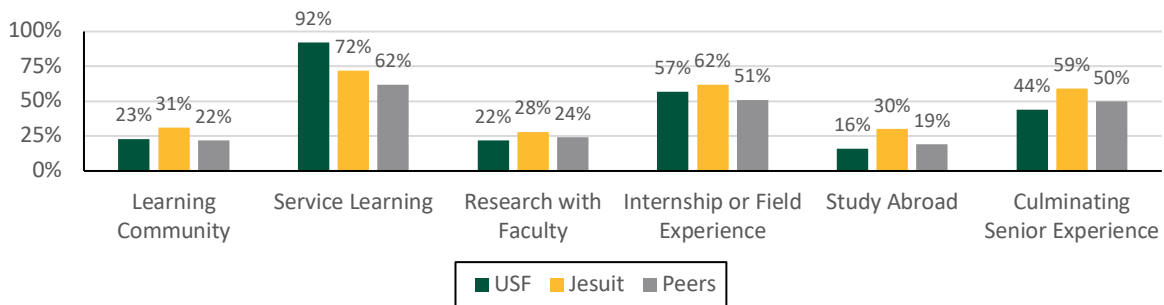
SENIORS 2020



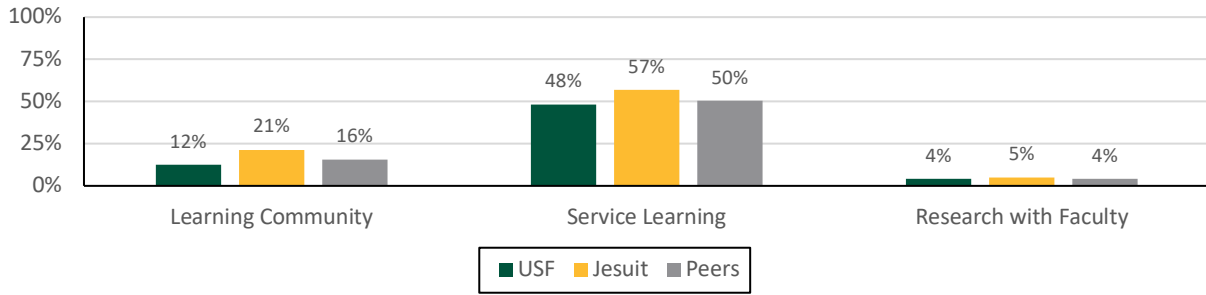
FIRST-YEAR 2018



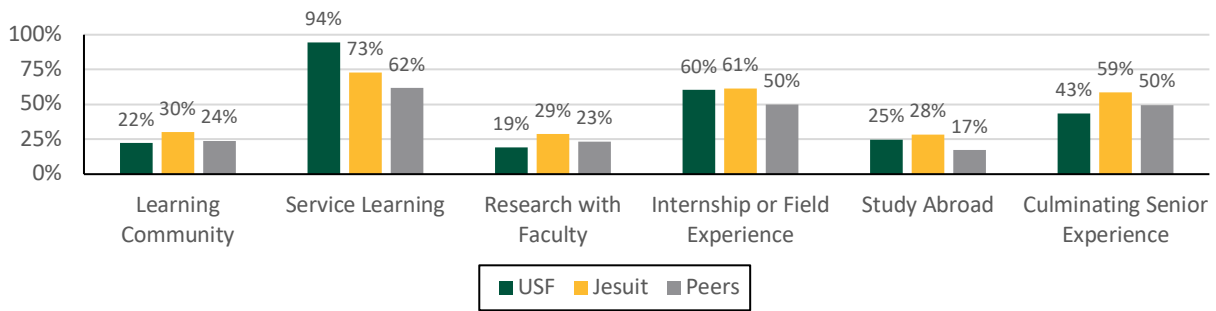
SENIORS 2018



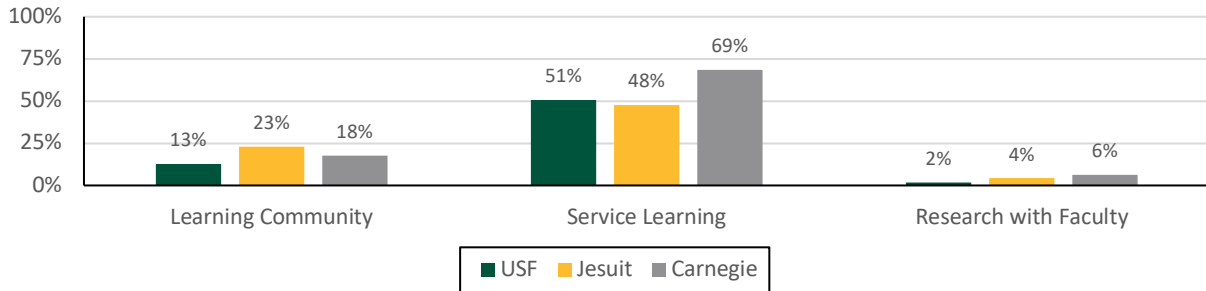
FIRST-YEAR 2017



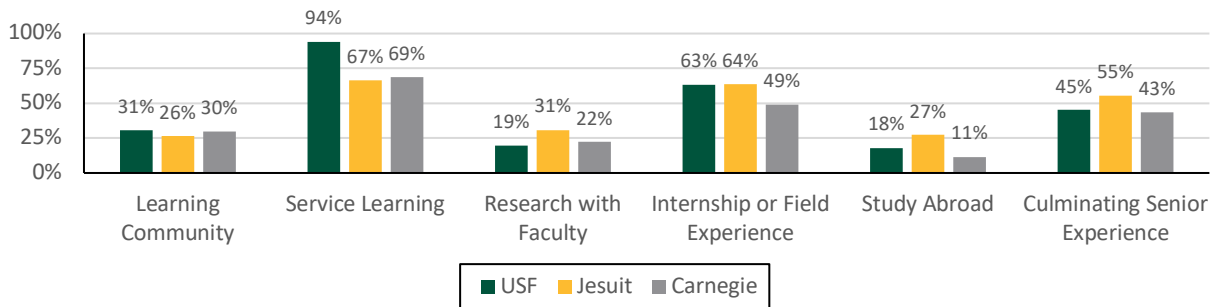
SENIORS 2017



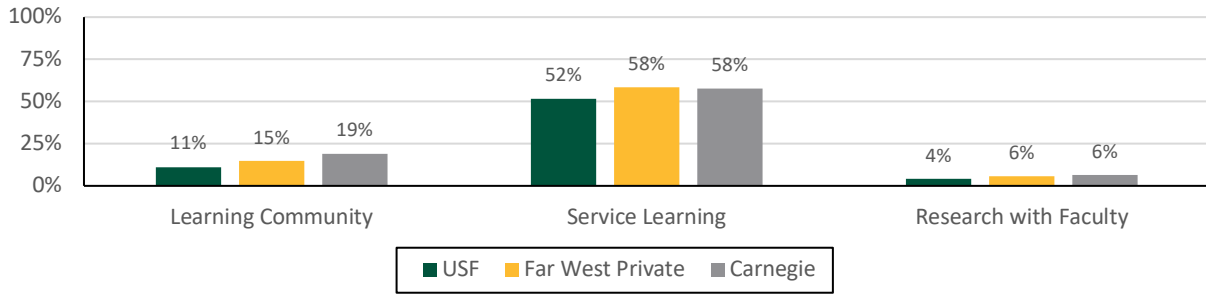
FIRST-YEAR 2016



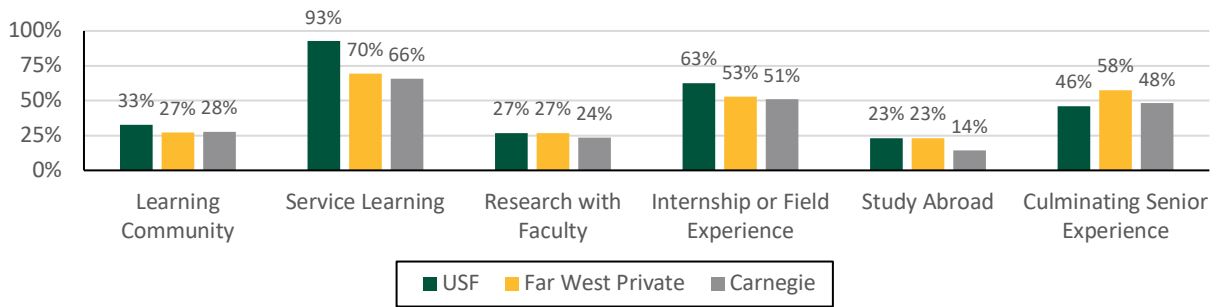
SENIORS 2016



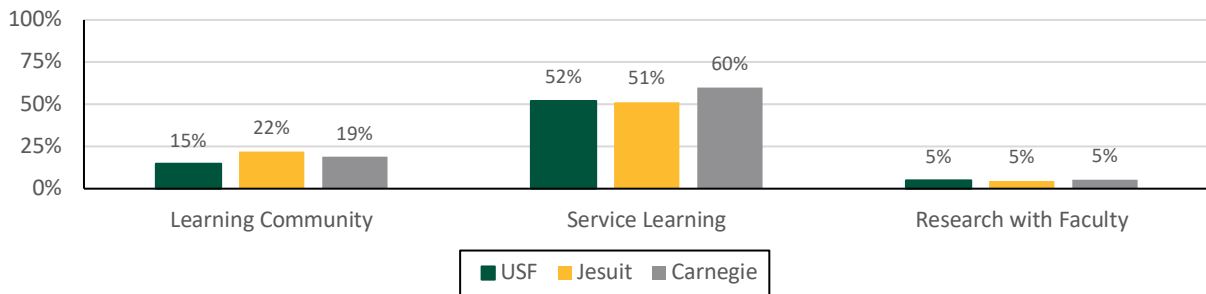
FIRST YEAR (2015)



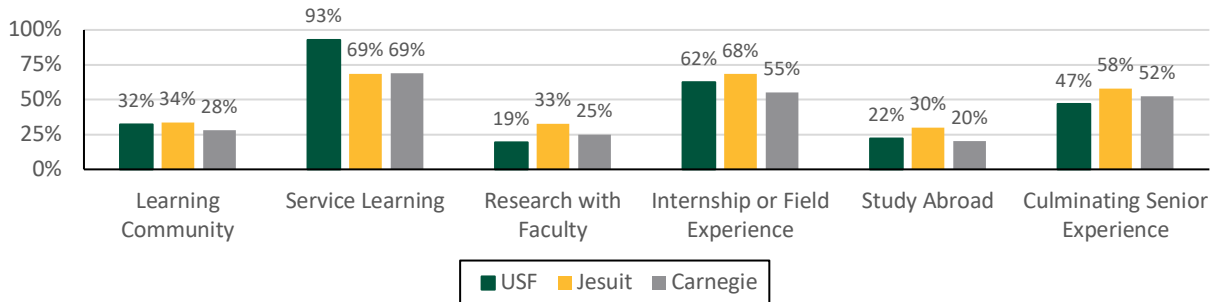
SENIORS (2015)



FIRST YEAR (2014)



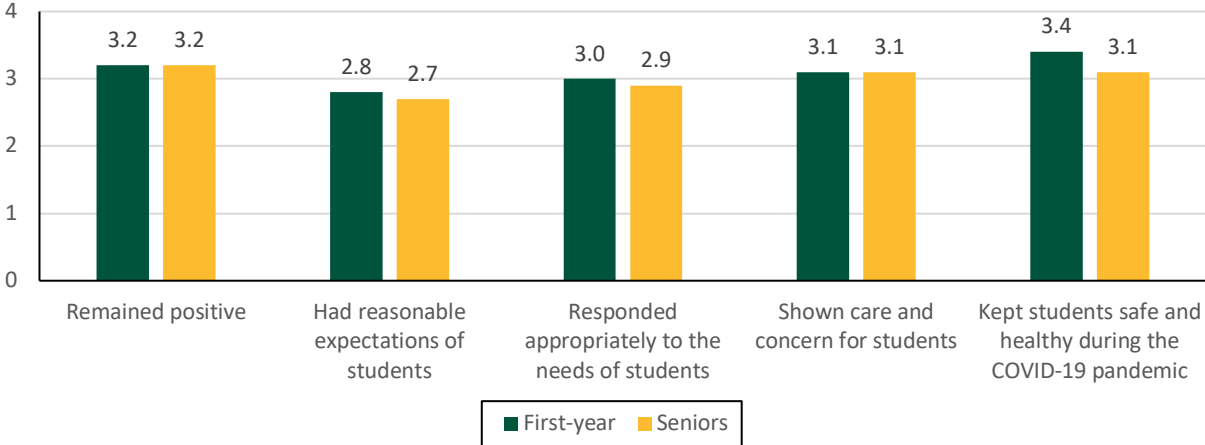
SENIORS (2014)



Coping with COVID Module

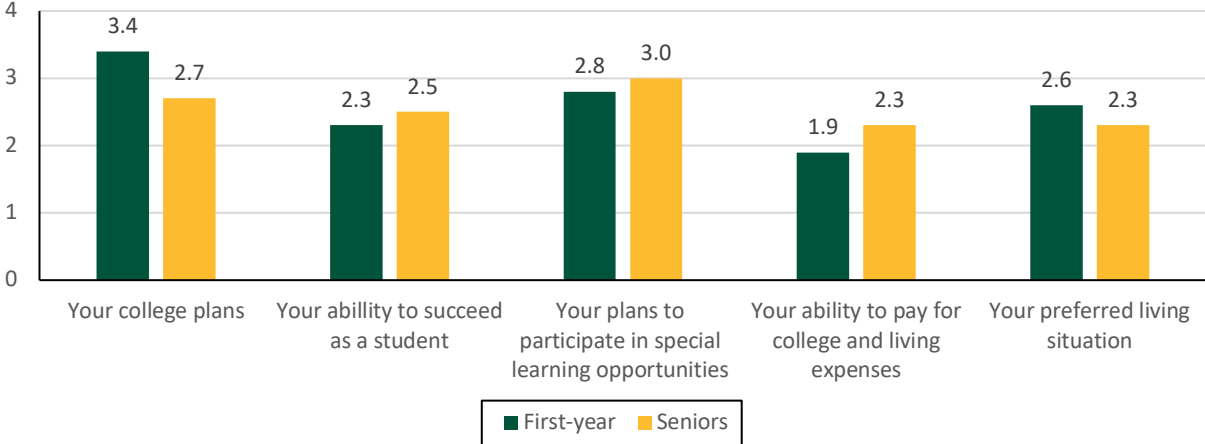
PERCEPTION OF FACULTY & INSTITUTIONAL RESPONSE

Students were asked to rate the extent to which their instructors remained positive; had reasonable expectations of students; showed care and concern for students; and the extent to which USF kept students safe and healthy during the COVID-19 pandemic on a 4pt. scale (0 = *Not at all*; 4 = *Very much*). The figure below compares the average rating of first-year and senior USF students.



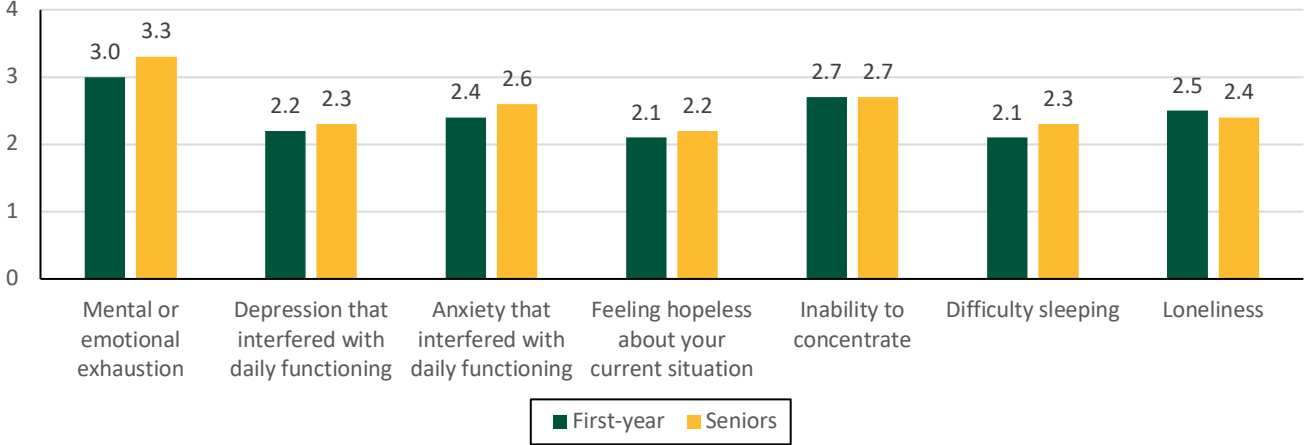
DISRUPTIONS TO EDUCATIONAL PLANS AND LIVING SITUATION

Students were asked to rate the extent to which the COVID-19 pandemic interfered with their college plans; their ability to succeed as a student; their plans to participate in special learning opportunities (internships, study abroad, field experiences, etc.); their ability to pay for college and living expenses; and their preferred living situation on a 4pt. scale (0 = *Not at all*; 4 = *Very much*). The figure below compares the average rating of first-year and senior USF students.



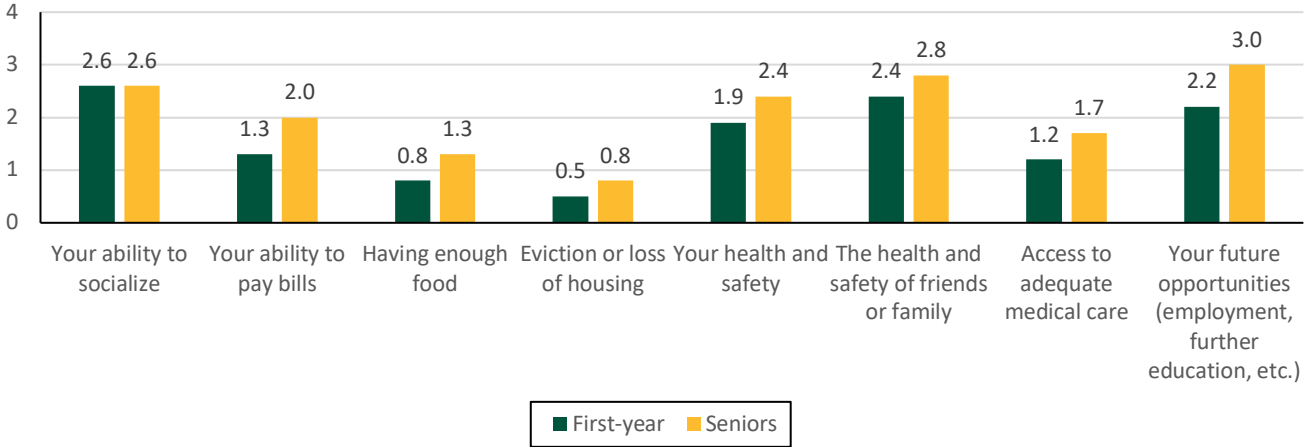
NEGATIVE EMOTIONAL EXPERIENCES

Students were asked to rate to what extent, as a result of the COVID-19 pandemic, they experienced an increase in mental or emotional exhaustion; depression that interfered with daily functioning; anxiety that interfered with daily functioning; feeling hopeless about their current situation; inability to concentrate; difficulty sleeping; and loneliness on a 4pt. scale (0 = *Not at all*; 4 = *Very much*). The figure below compares the average rating of first-year and senior USF students.



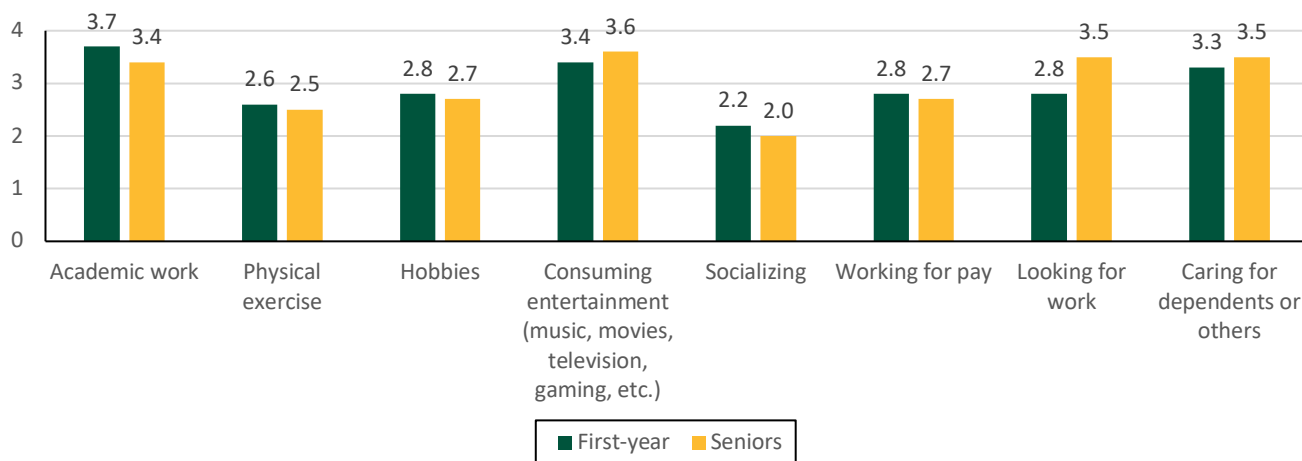
STRESSORS

Students were asked to rate to what extent, as a result of the COVID-19 pandemic, their concern about the following increased: their ability to socialize; their ability to pay bills; having enough food; eviction or loss of housing; their health and safety; the health and safety of friends or family; access to adequate medical care; and their future opportunities (employment; further education; etc.) on a 4pt. scale (0 = *Not at all*; 4 = *Very much*). The figure below compares the average rating of first-year and senior USF students.



CHANGES IN LEISURE ACTIVITIES AND TIME DEMANDS

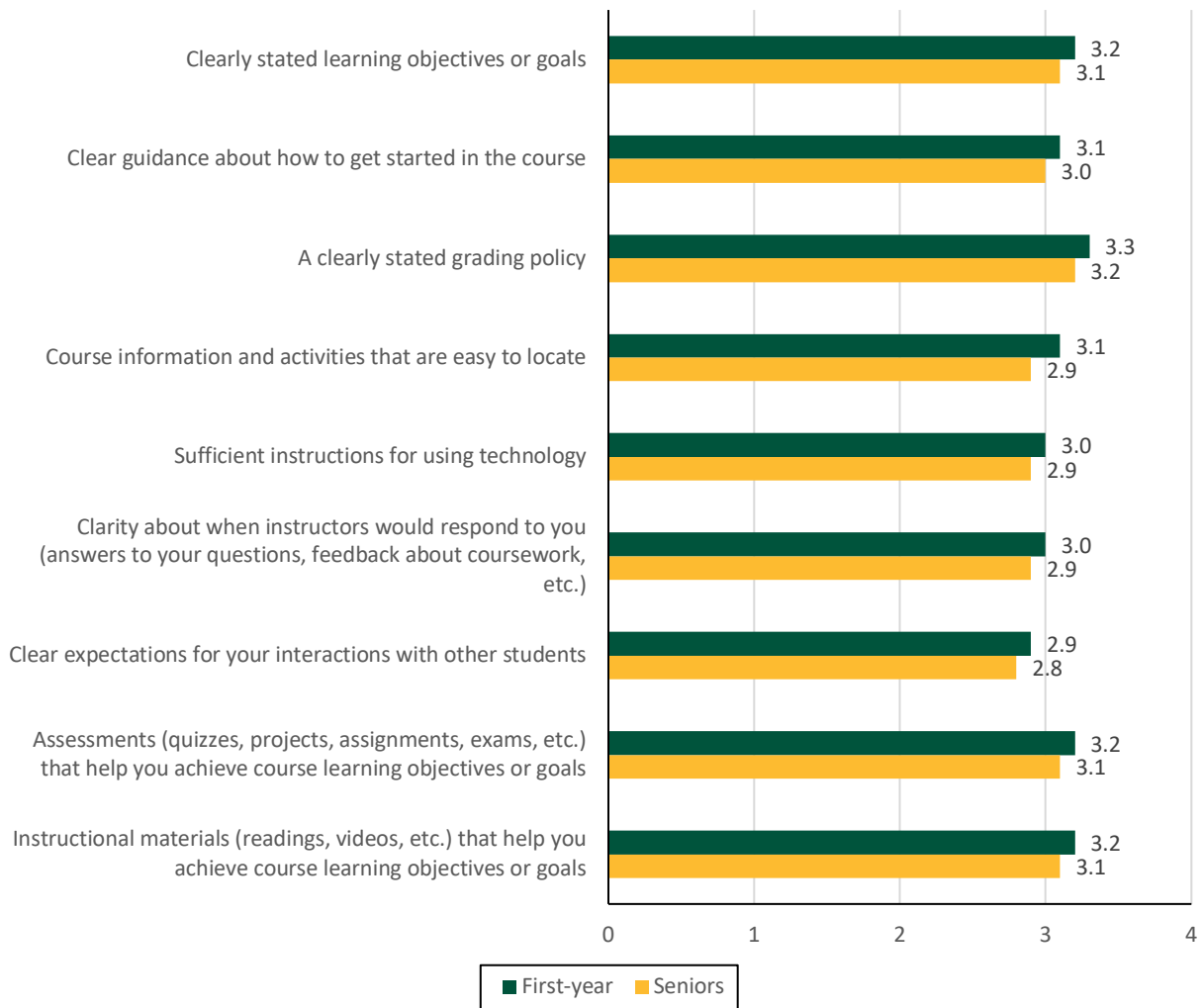
Using a 5pt. scale (1 = *Much less*, 5 = *Much more*) students were asked to rate how much time they spent on the following activities compared to their general habits before the COVID-19 pandemic: academic work; physical exercise; hobbies; consuming entertainment (music, movies, television, gaming, etc.); socializing; working for pay; looking for work; and caring for dependents or others. The figure below compares the average rating of first-year and senior USF students.



Experiences with Online Learning Module

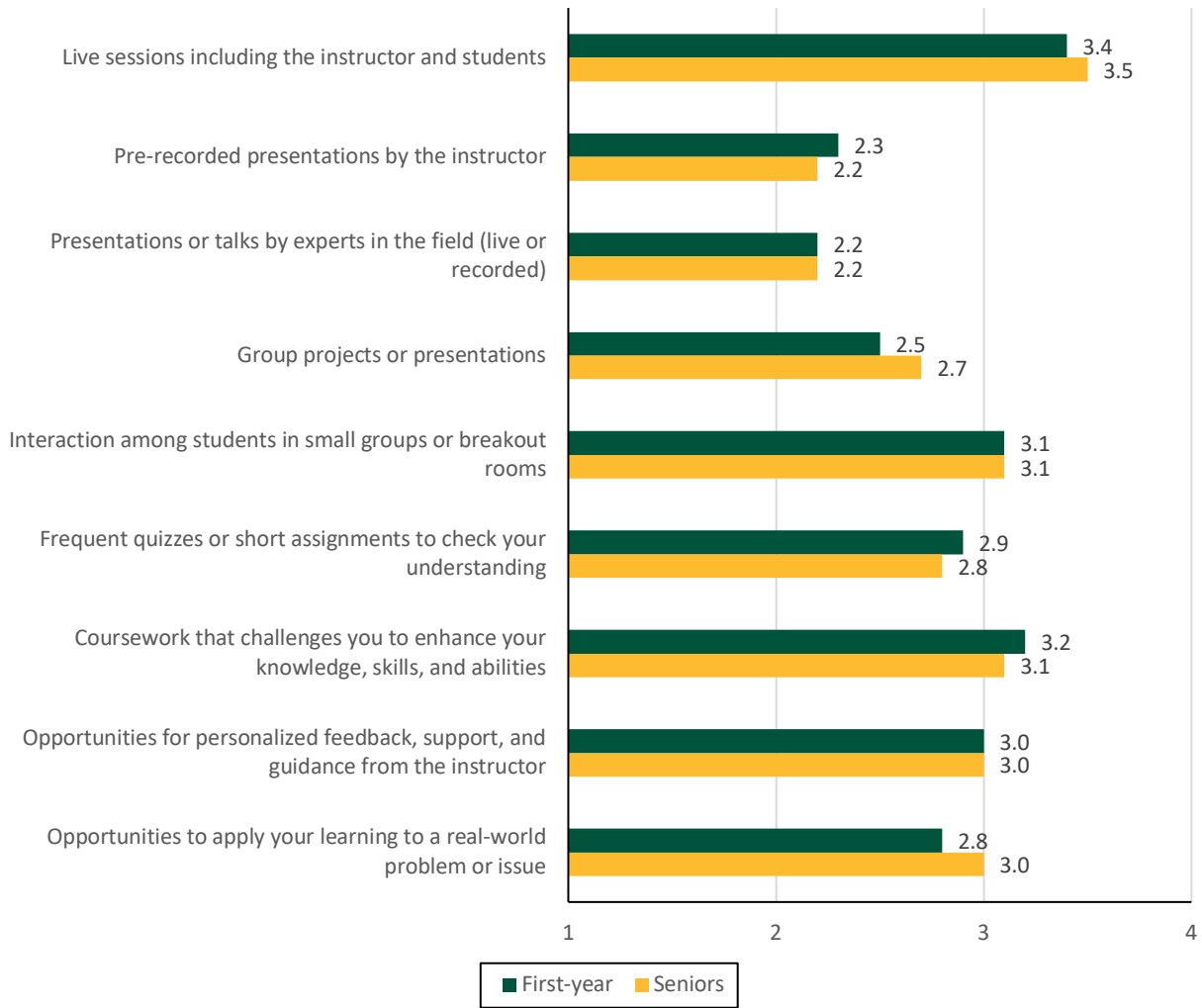
COURSE OVERVIEW, LEARNING OBJECTIVES, ASSESSMENT, AND INSTRUCTIONAL MATERIALS

Using a 4pt. scale (0 = Not at all; 4 = Very much), students were asked to what extent their entirely or partly online courses provided the following: clearly stated learning objectives or goals; clear guidance about how to get started in the course; a clearly stated grading policy; course information and activities that are easy to locate; sufficient instructions for using technology; clarity about when instructors would respond to them (answers to their questions, feedback about coursework, etc.); clear expectations for their interactions with other students; assessments (quizzes, projects, assignments, exams, etc.) that help them achieve course learning objectives or goals; and instructional materials (readings, videos, etc.) that help them achieve course learning objectives or goals. The figure on the following page compares the average rating of first-year and senior USF students.



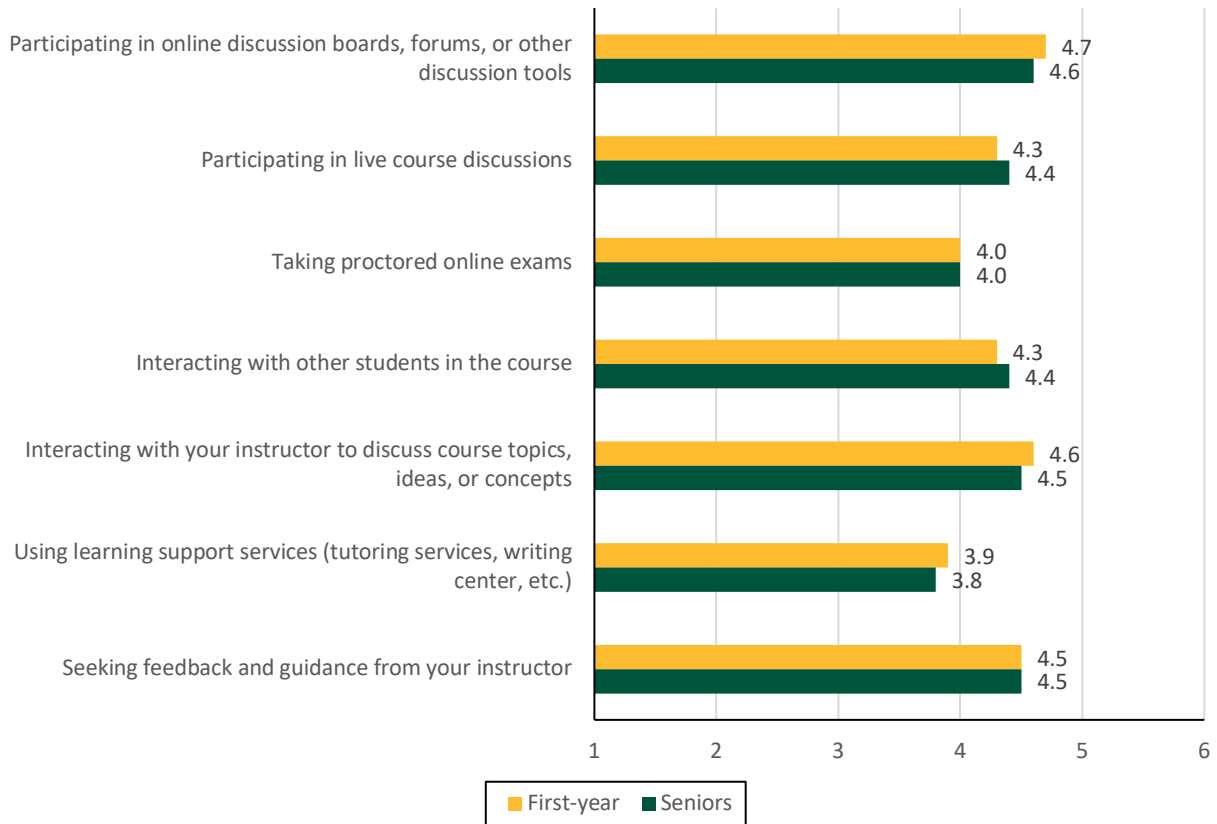
LEARNING ACTIVITIES

Using a 4pt. scale (0 = *None*; 4 = *All*), students were asked to indicate how many of their entirely or partly online courses included: Live sessions including the instructor and students; pre-recorded presentations by the instructor; presentations or talks by experts in the field (live or recorded); group projects or presentations; interaction among students in small groups or breakout rooms; frequent quizzes or short assignments to check their understanding; coursework that challenges them to enhance their knowledge, skills, and abilities; opportunities for personalized feedback, support, and guidance from the instructor; and opportunities to apply their learning to a real-world problem or issue. The figure on the following page compares the average rating of first-year and senior USF students.



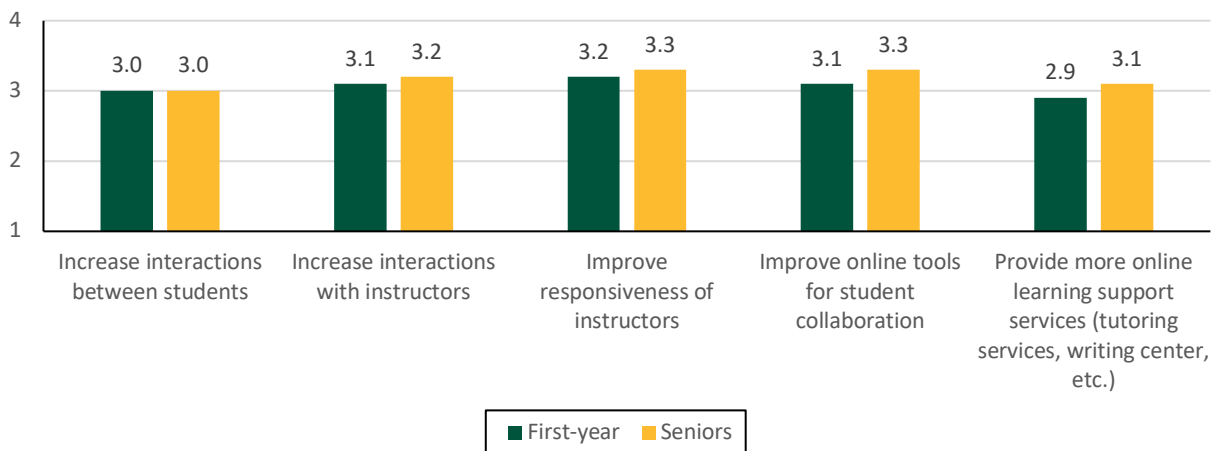
LEARNER INTERACTION

Using a 6pt. scale (1 = *Not at all comfortable*, 6 = *Very comfortable*), students were asked to rate how comfortable they were during the current school year doing the following in their entirely or partly online courses: participating in online discussion boards, forums, or other discussion tools; participating in live course discussions; taking proctored online exams; interacting with other students in the course; interacting with their instructor to discuss course topics, ideas, or concepts; using learning support services (tutoring services, writing center, etc.); and seeking feedback and guidance from their instructor. The figure on the following page compares the average rating of first-year and senior USF students.



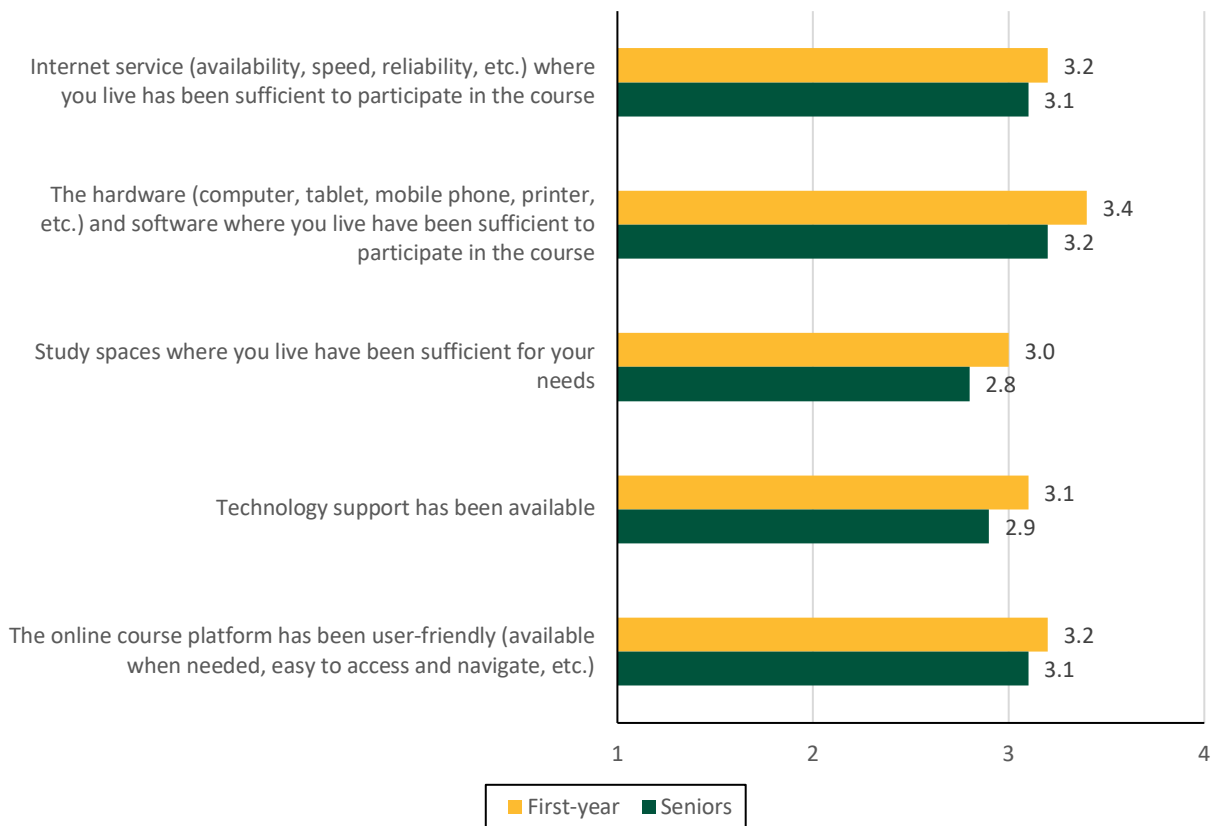
LEARNING SUPPORT

Students were asked to rate how important is it that their institution do the following to improve the online course-taking experience: increase interactions between students; increase with instructors; improve responsiveness of instructors; improve online tools for student collaboration; and provide more online learning support services (tutoring services, writing center, etc.). The figure below compares the average rating of first-year and senior USF students.



COURSE TECHNOLOGY

Using a 4 pt. scale (1 = *Strongly disagree*, 4 = *Strongly agree*), students were asked, when considering their experience taking partly or entirely online courses in the current school year, to what extent they agreed or disagreed with the following: internet service (availability, speed, reliability, etc.) where they live has been sufficient to participate in the course; the hardware (computer, tablet, mobile phone, printer, etc.) and software where they live have been sufficient to participate in the course; study spaces where they live have been sufficient for their needs; technology support has been available; and the online course platform has been user-friendly (available when needed, easy to access and navigate, etc.). The figure below compares the average rating of first-year and senior USF students.



ONLINE COURSE EXPERIENCE

Students were asked how they would evaluate their online learning experience during the current school year using a 4 pt. scale (1 = *Poor*, 4 = *Excellent*). USF first-year students' average rating was 2.8 and USF senior students' average rating was 2.6.