



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

NSSE 2022 Appendix

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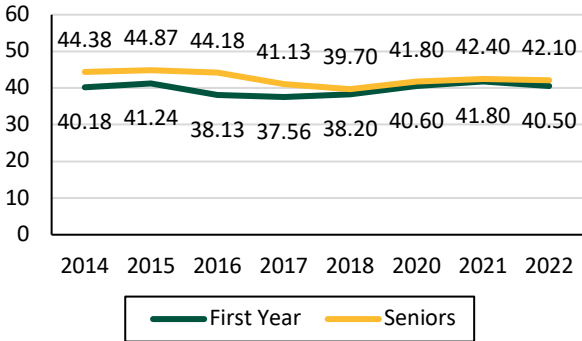
Engagement Indicators

MULTI-YEAR FIGURES (2014-2022)

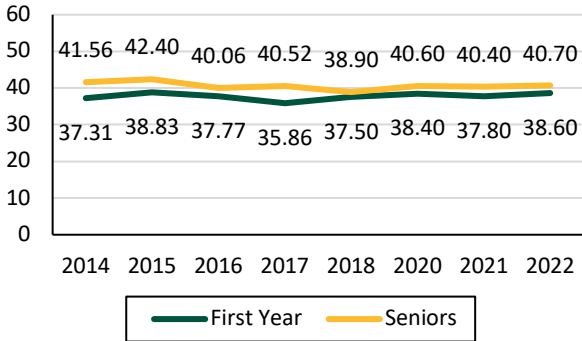
The following figures detail the average frequency with which USF first-year and senior students reported participating in engagement indicators (EIs) from 2014 to 2022. USF did not participate in NSSE in 2019. Engagement indicators are scored on a 60-pt. scale, with 0 = *Never*, 20 = *Sometimes*, 40 = *Often*, and 60 = *Very Often*. Institutional scores are weighted averages of the student-level scores for each class level.

Academic Challenge

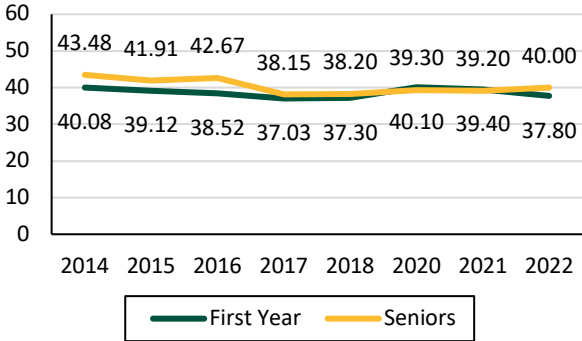
HIGHER ORDER LEARNING



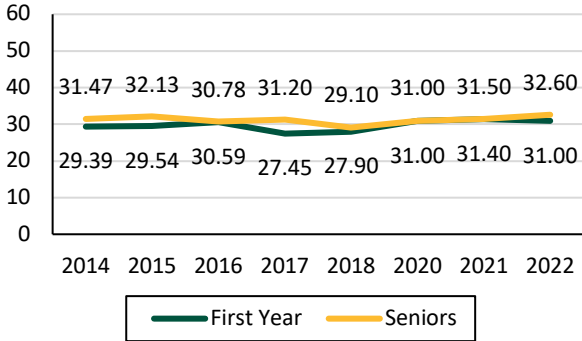
REFLECTIVE & INTEGRATIVE LEARNING



LEARNING STRATEGIES

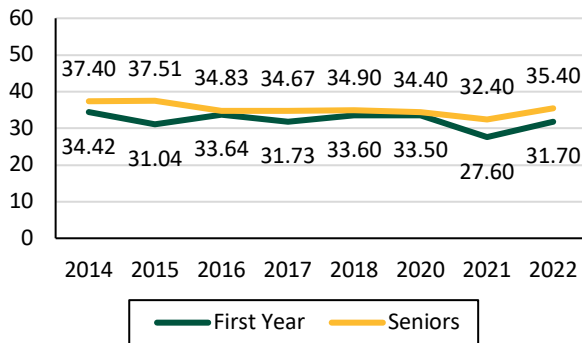


QUANTITATIVE REASONING

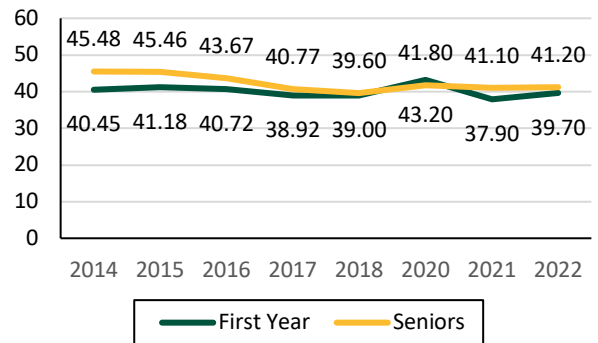


Learning with Peers

COLLABORATIVE LEARNING

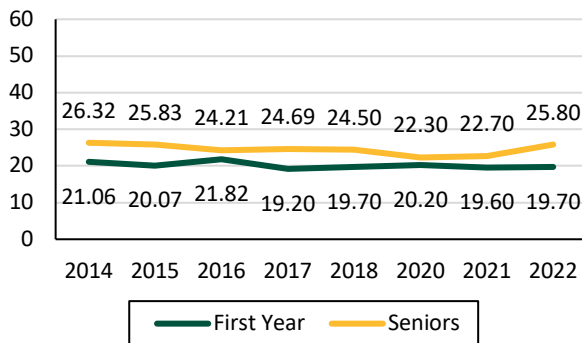


DISCUSSIONS WITH DIVERSE OTHERS

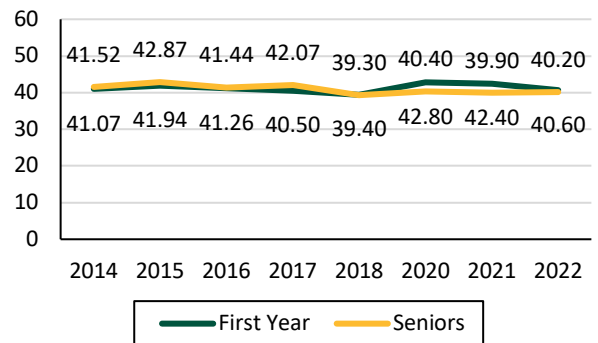


Experiences with Faculty

STUDENT-FACULTY INTERACTIONS

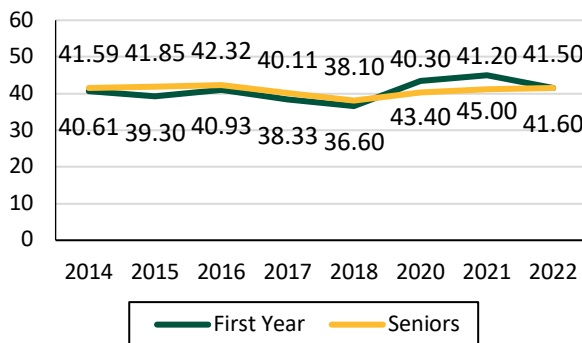


EFFECTIVE FACULTY PRACTICES

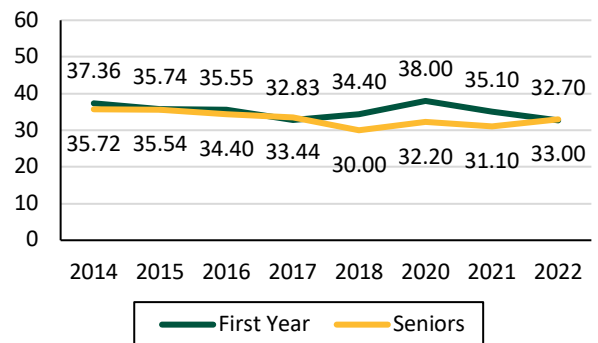


Campus Environment

QUALITY OF INTERACTIONS



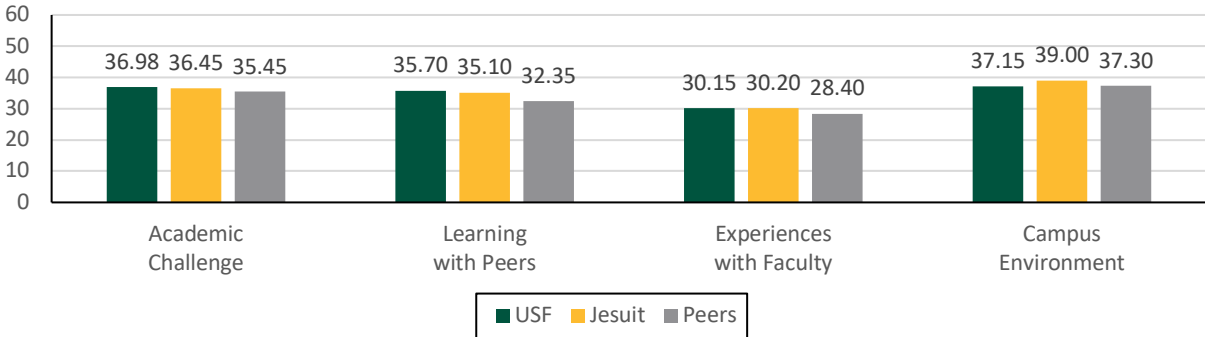
SUPPORTIVE ENVIRONMENT



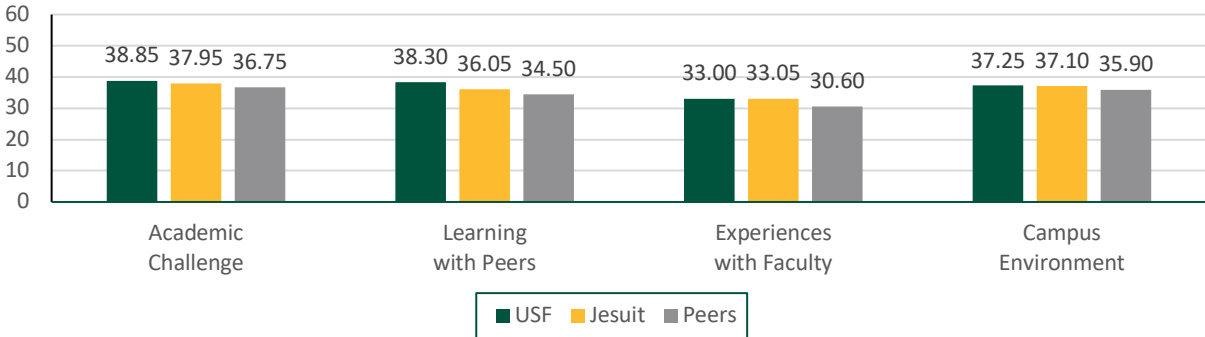
MULTI-YEAR COMPARISON TO OTHER INSTITUTIONS

The figures below depict how USF compares to other institutions on EIs from 2014 to 2022. 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 from 2017 to 2022, with the exception of 2019, when USF did not participate in NSSE. The figures represent EIs at the thematic level.

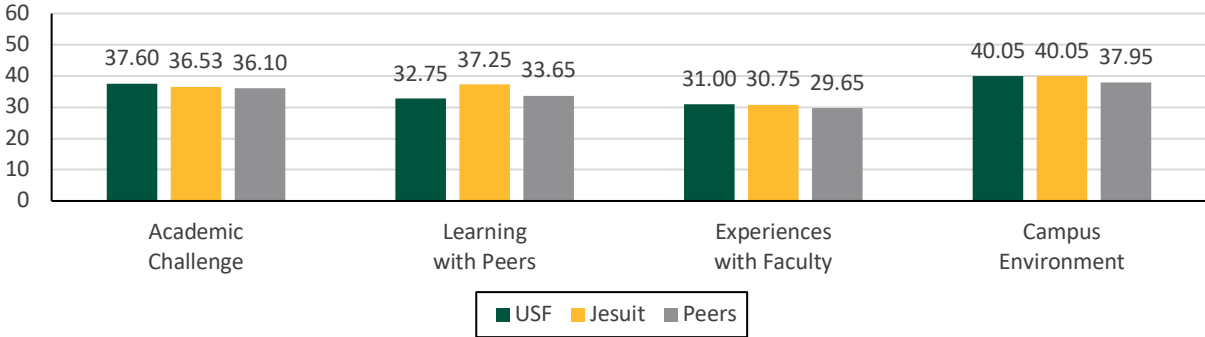
FIRST YEAR (2022)



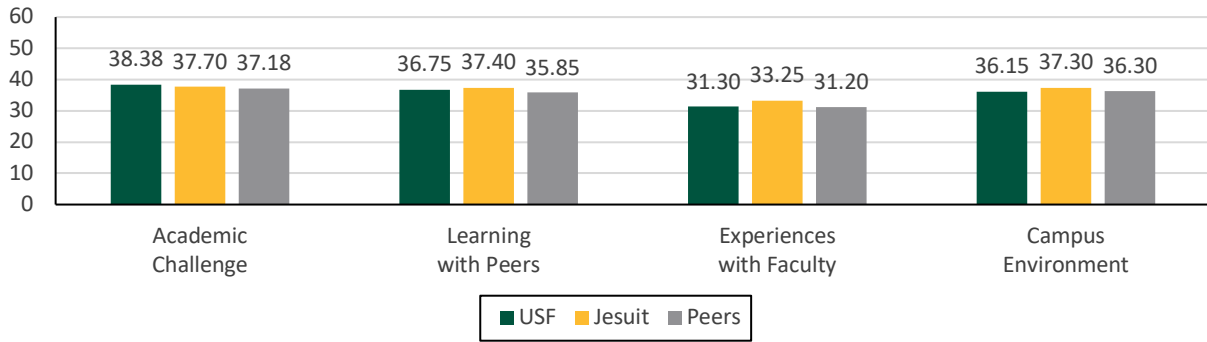
SENIORS (2022)



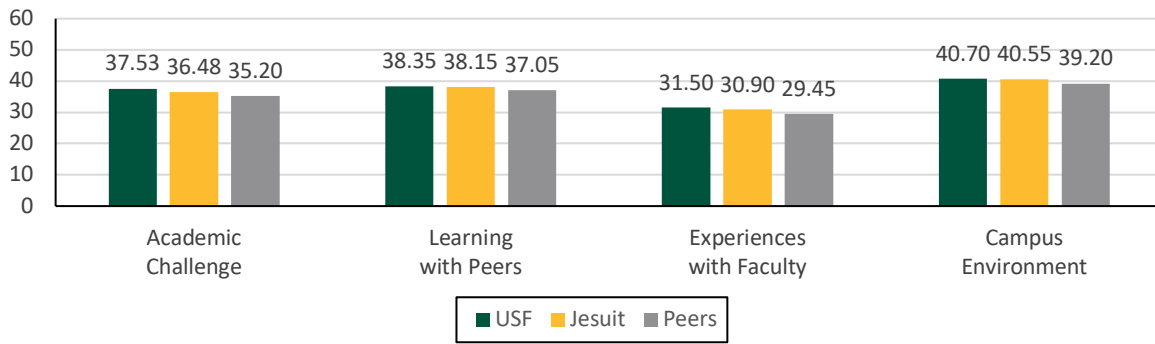
FIRST YEAR (2021)



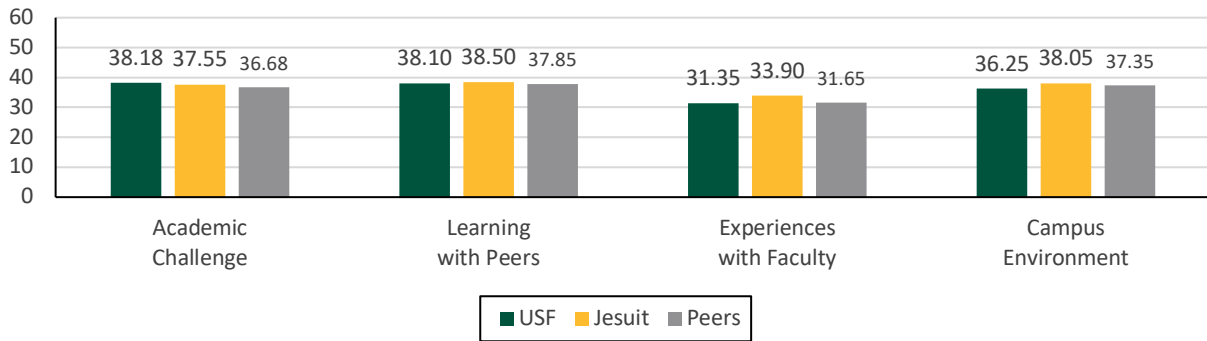
SENIORS (2021)



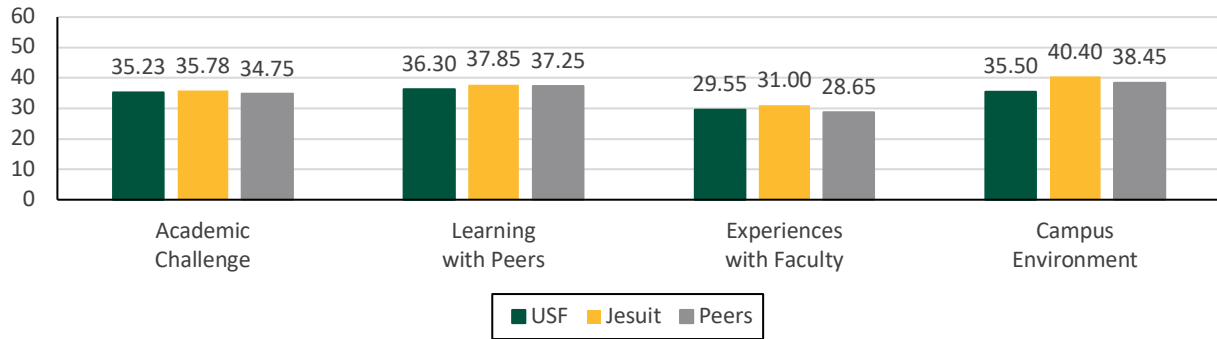
FIRST-YEAR 2020



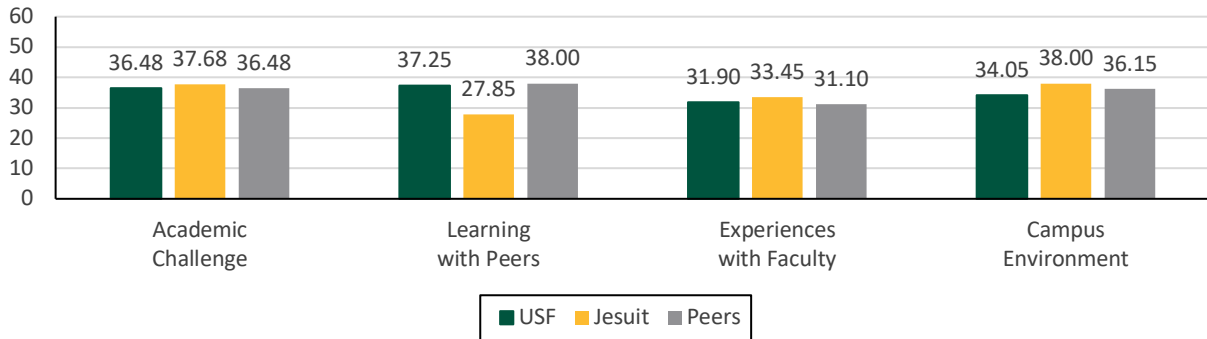
SENIORS 2020



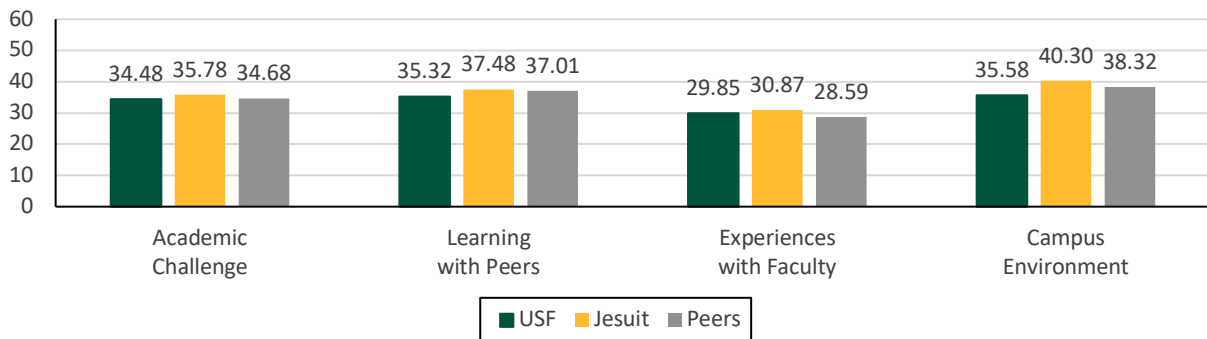
FIRST-YEAR 2018



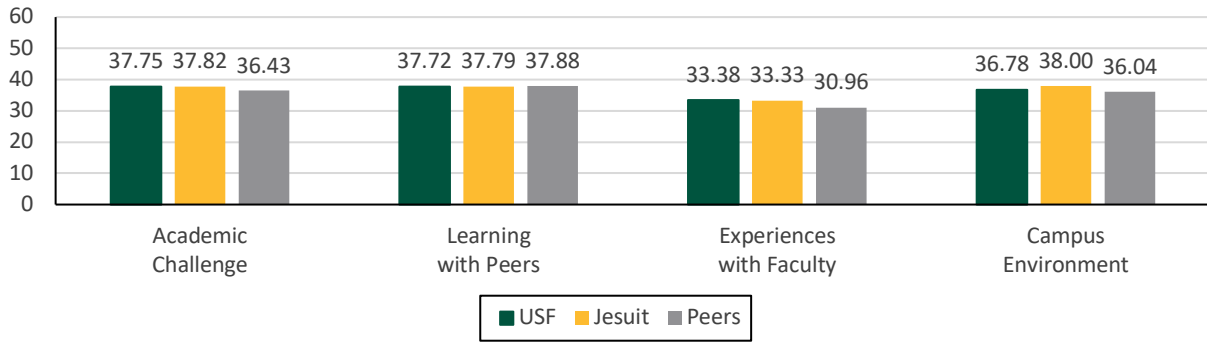
SENIORS 2018



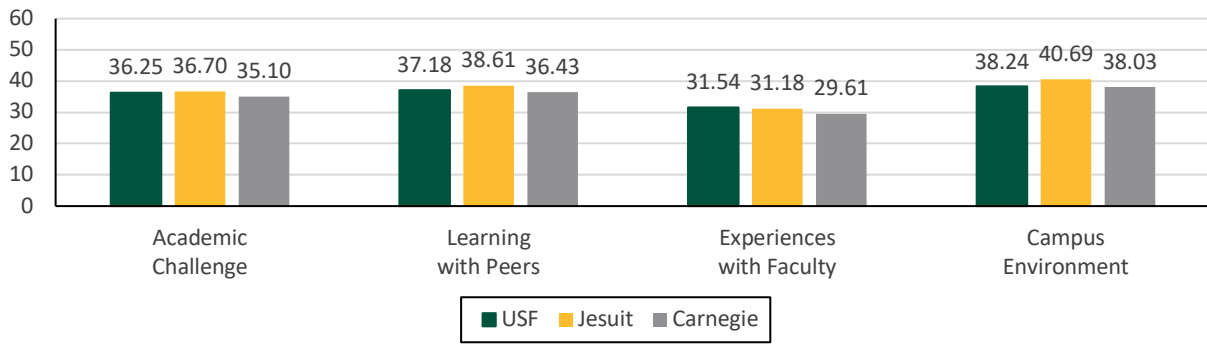
FIRST-YEAR 2017



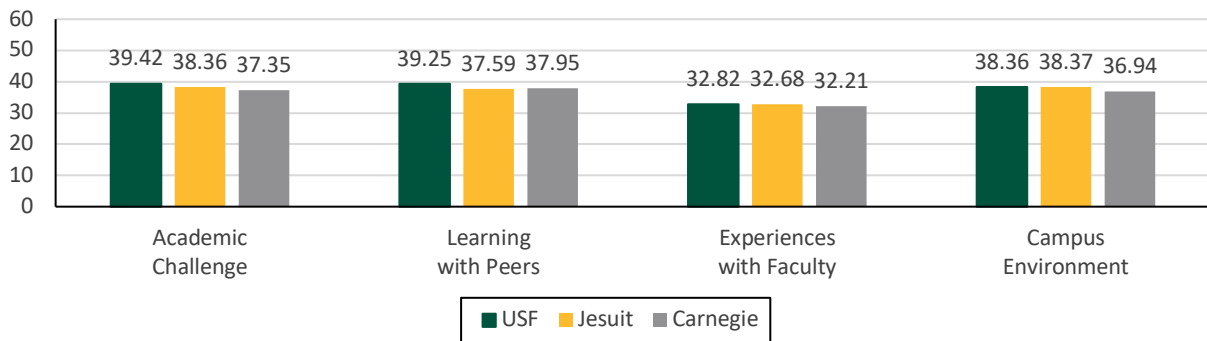
SENIORS 2017



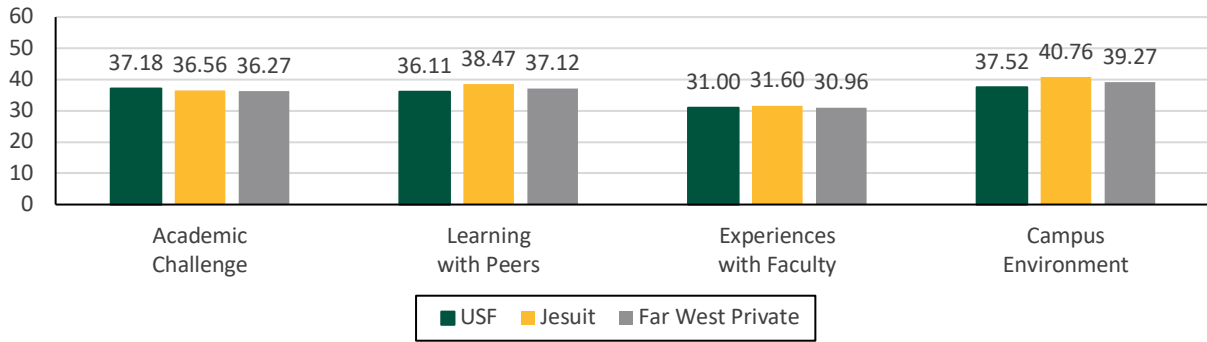
FIRST-YEAR 2016



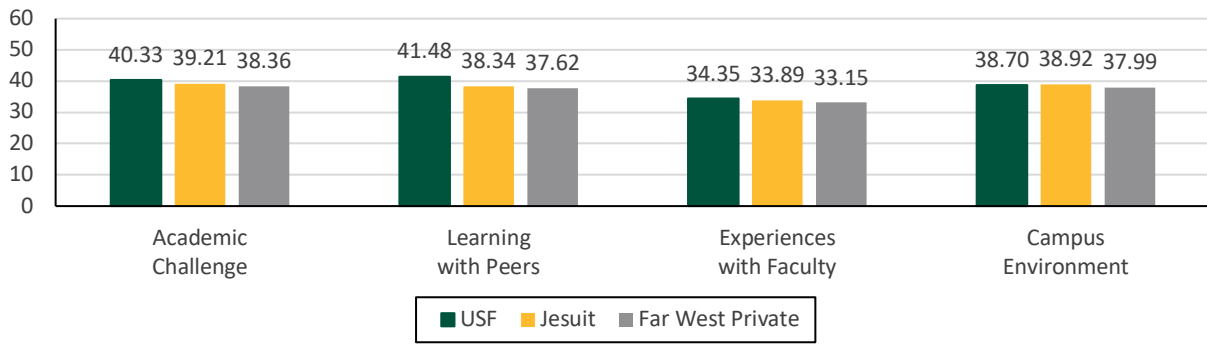
SENIORS 2016



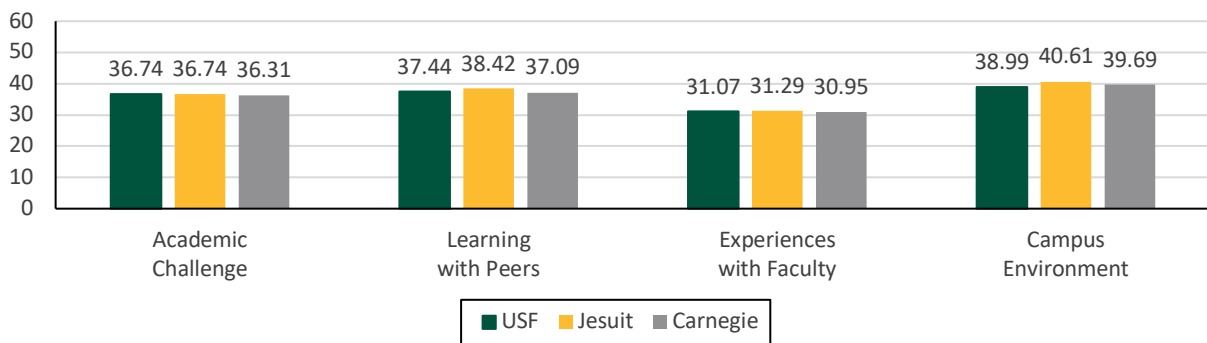
FIRST YEAR 2015



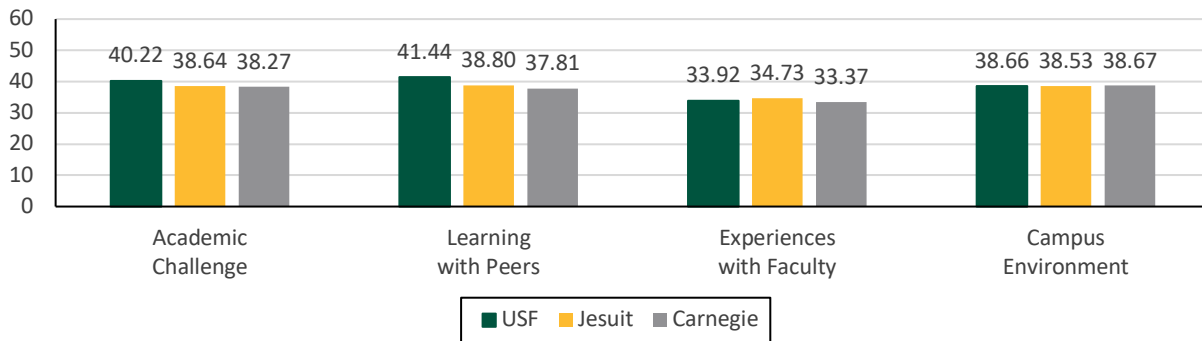
SENIORS 2015



FIRST-YEAR 2014



SENIORS 2014

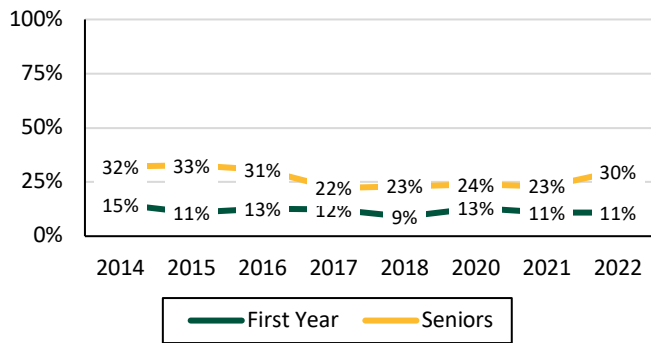


High Impact Practices

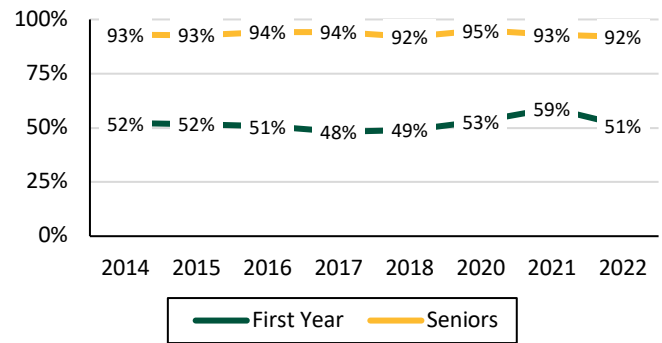
MULTI-YEAR FIGURES (2014-2022)

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 2022. USF did not participate in NSSE in 2019.

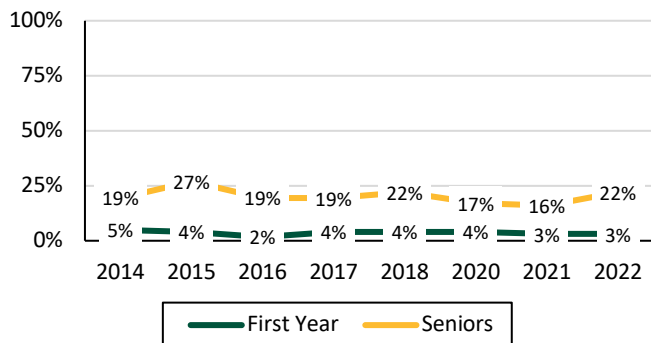
LEARNING COMMUNITY



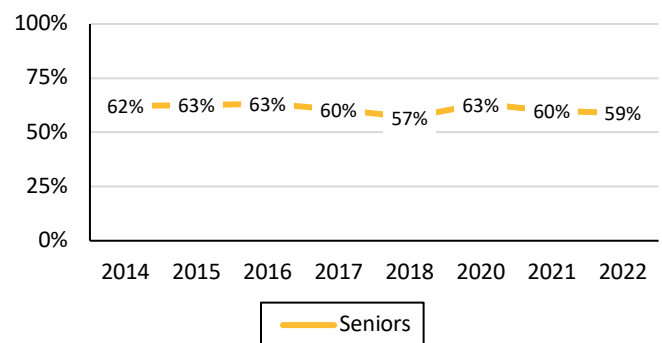
SERVICE LEARNING



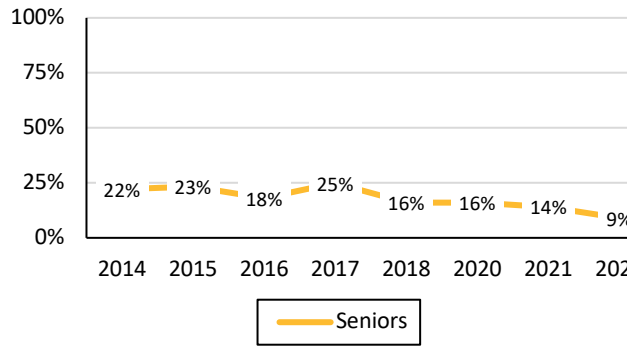
RESEARCH WITH FACULTY



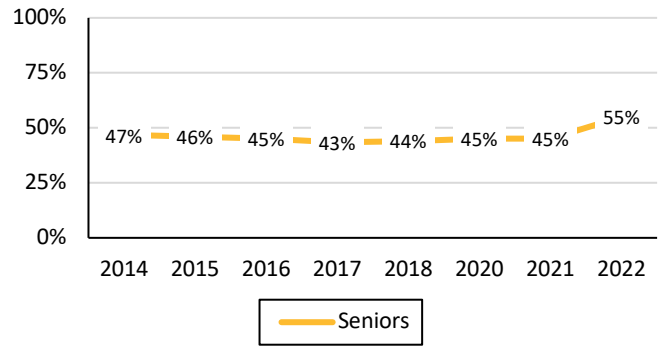
INTERNSHIP OR FIELD EXPERIENCE



STUDY ABROAD



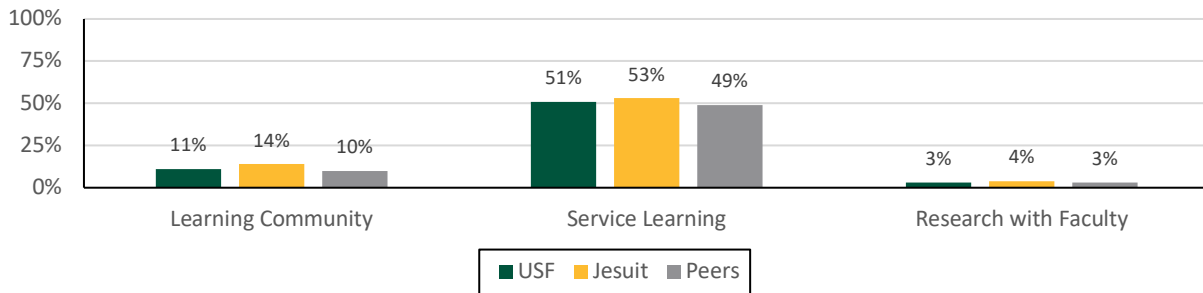
CULMINATING SENIOR EXPERIENCE



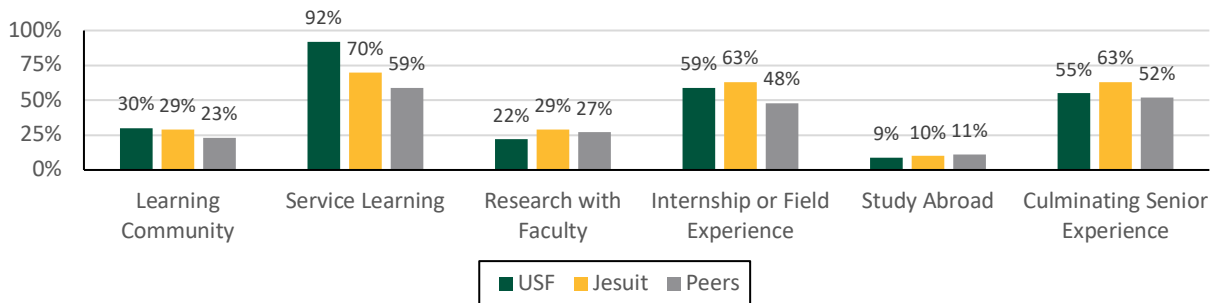
MULTI-YEAR COMPARISON TO OTHER INSTITUTIONS

The figures below depict how USF compares to other institutions on HIPs from 2014 to 2022. 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 from 2017 to 2022, with the exception of 2019, when USF did not participate in NSSE.

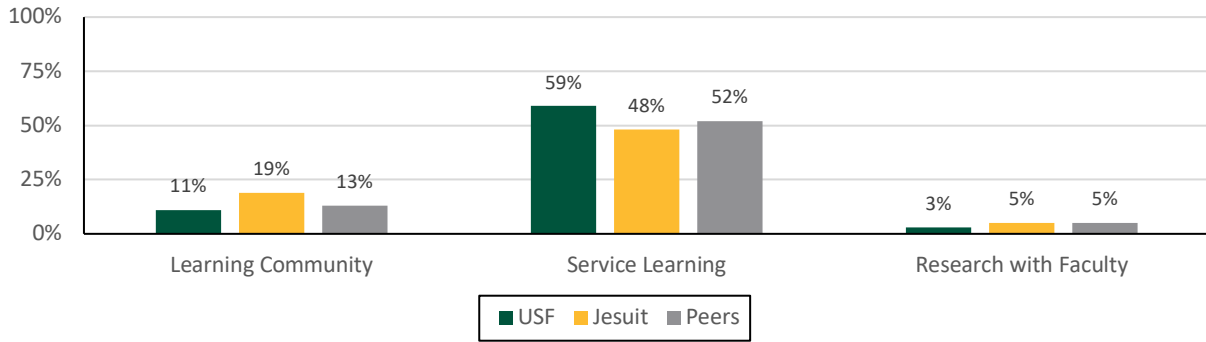
FIRST-YEAR 2022



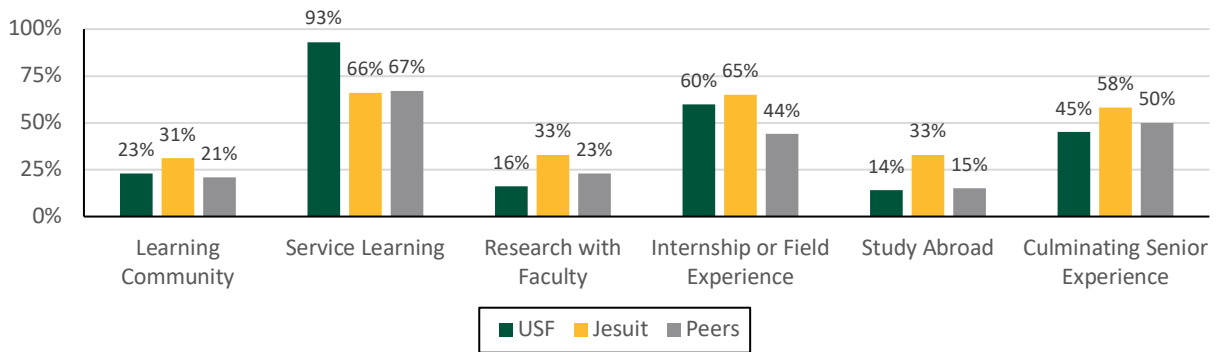
SENIORS 2022



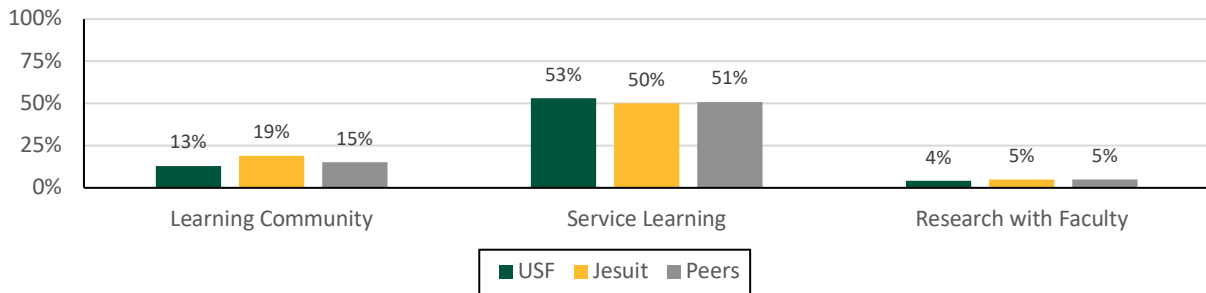
FIRST-YEAR 2021



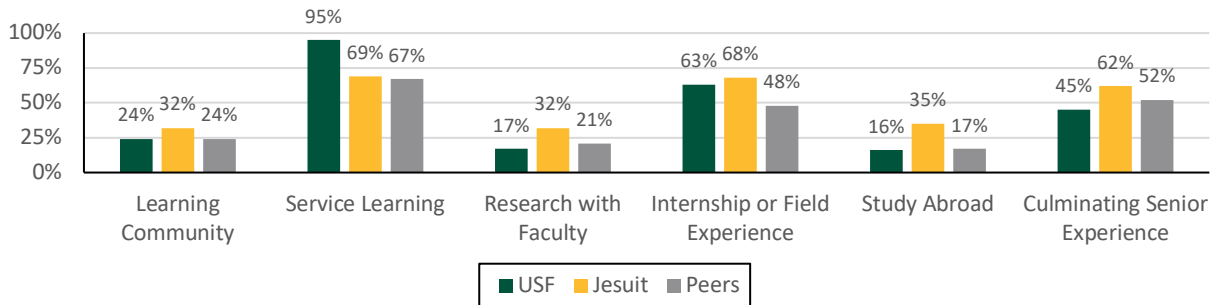
SENIORS 2021



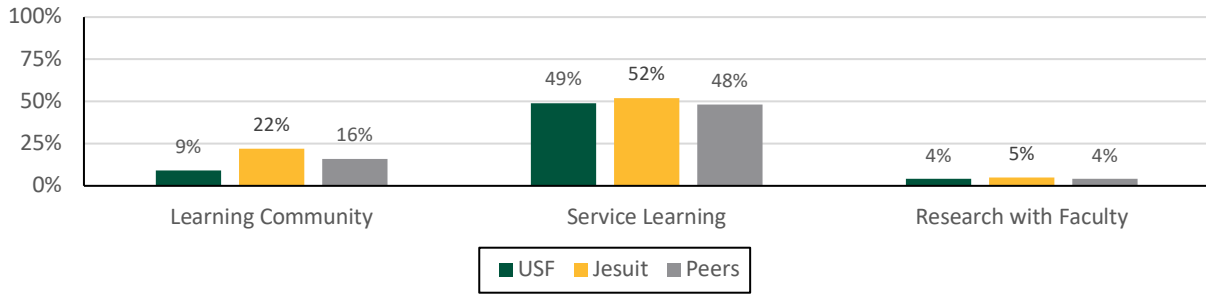
FIRST-YEAR 2020



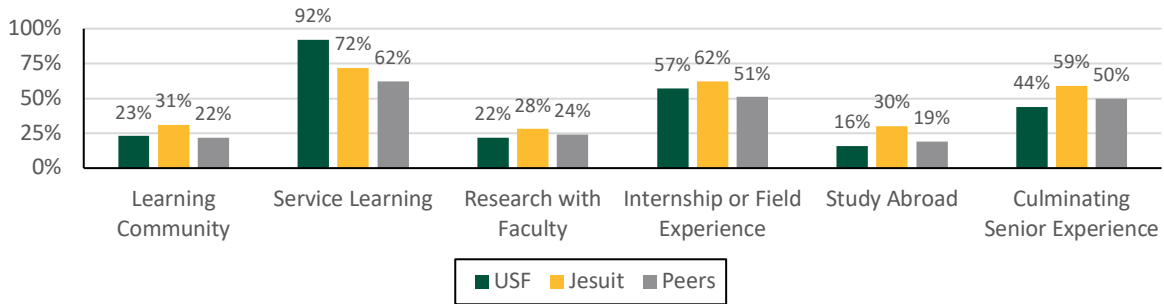
SENIORS 2020



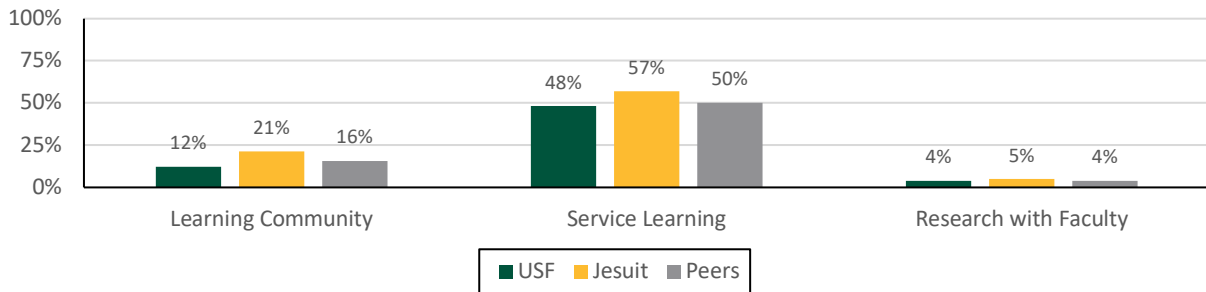
FIRST-YEAR 2018



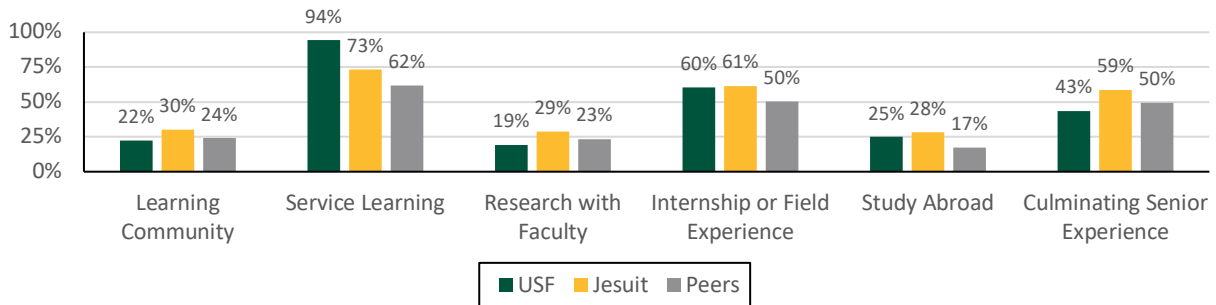
SENIORS 2018



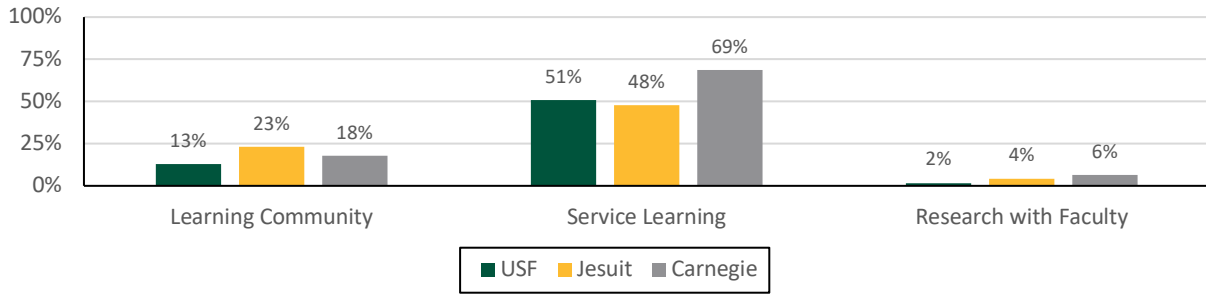
FIRST-YEAR 2017



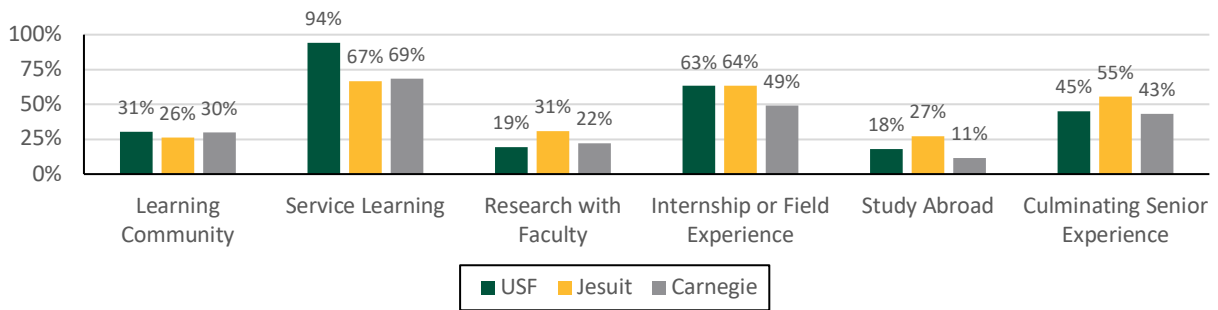
SENIORS 2017



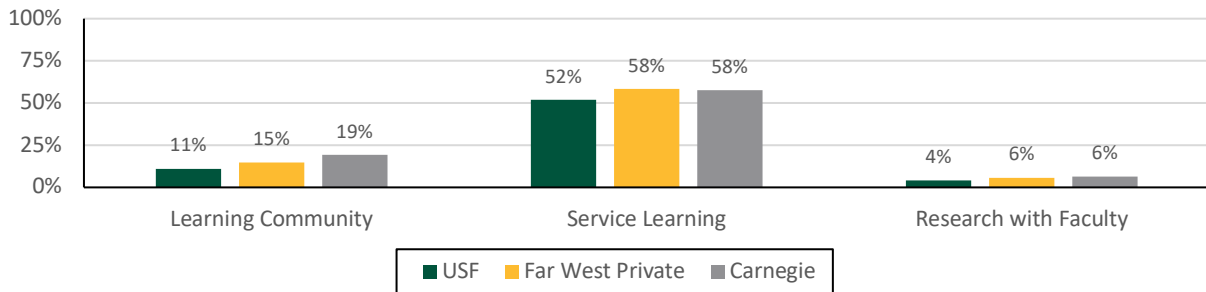
FIRST-YEAR 2016



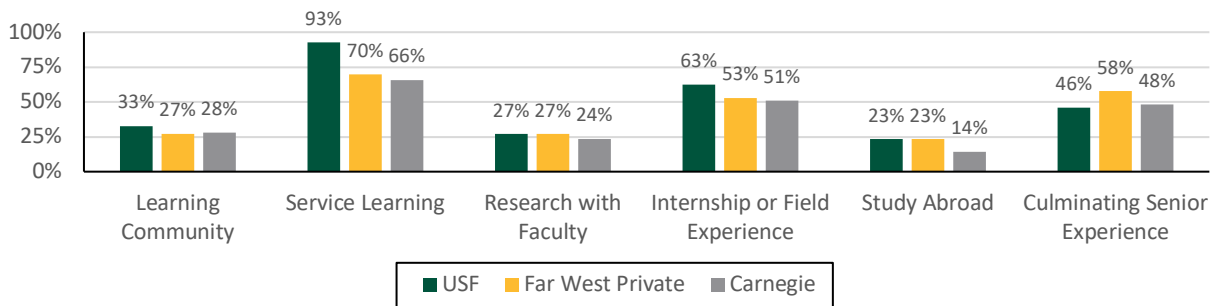
SENIORS 2016



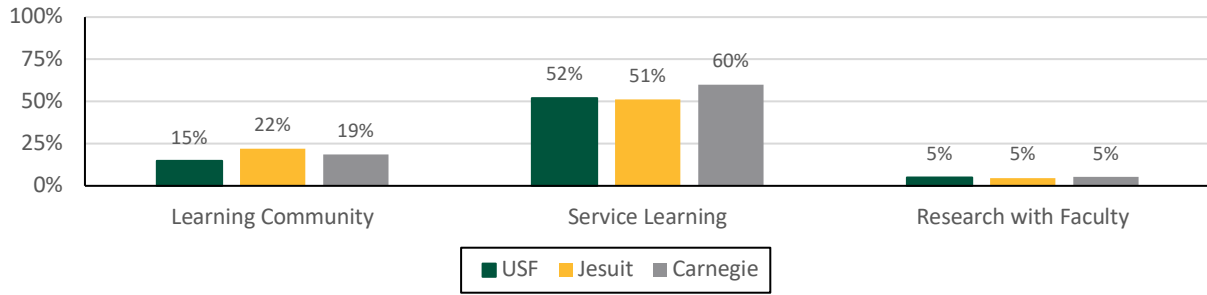
FIRST YEAR (2015)



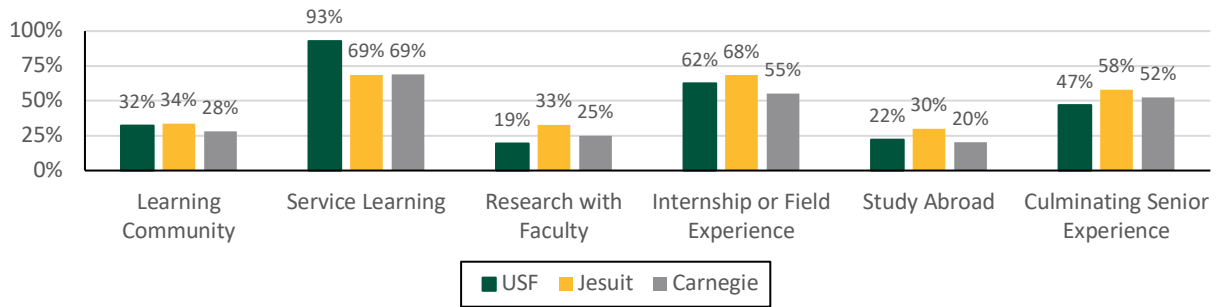
SENIORS (2015)



FIRST YEAR (2014)



SENIORS (2014)

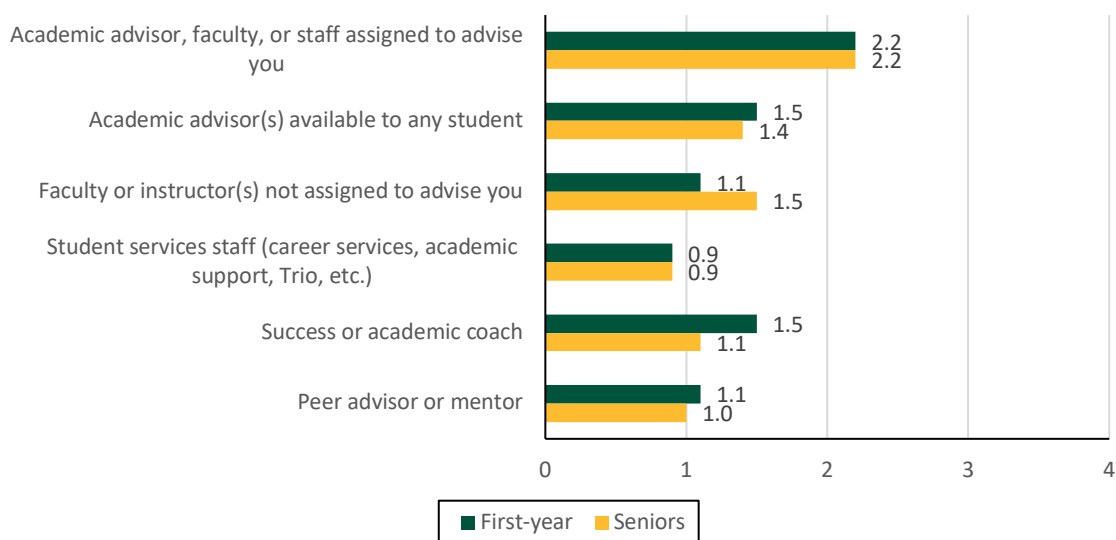


Academic Advising Module

DISCUSSION OF ACADEMIC INTERESTS, COURSE SELECTIONS, OR ACADEMIC PERFORMANCE

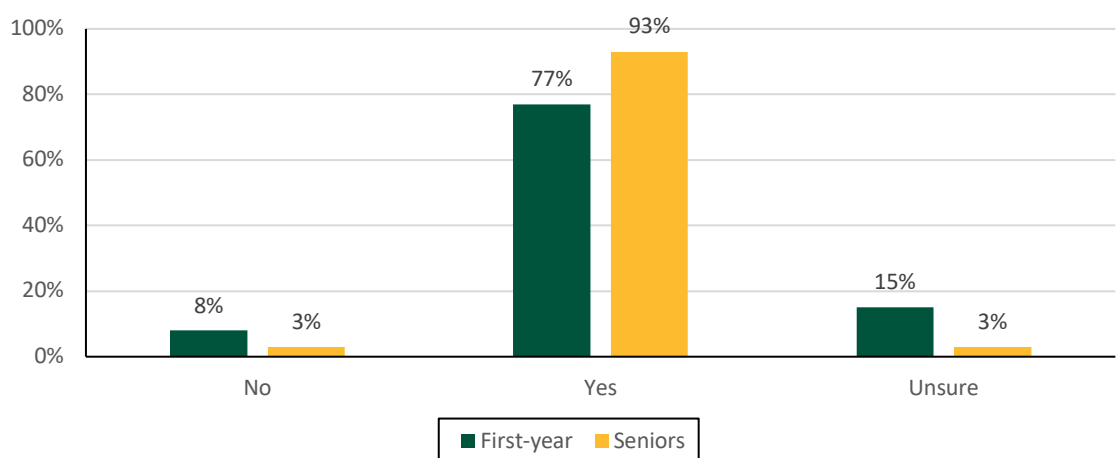
Students indicated, during the current school year, how many times they discussed their academic interests, course selections, or academic performance with the following individuals using a 4pt. scale (0 = 0; 4 = 4 or more):

Academic advisor, faculty, or staff assigned to advise you; Academic advisor(s) available to any student; Faculty or instructor(s) not assigned to advise you; Student services staff (career services, academic support, Trio, etc.); Success or academic coach; Peer advisor or mentor; and other. The figure below compares the average responses of first-year and senior USF students.



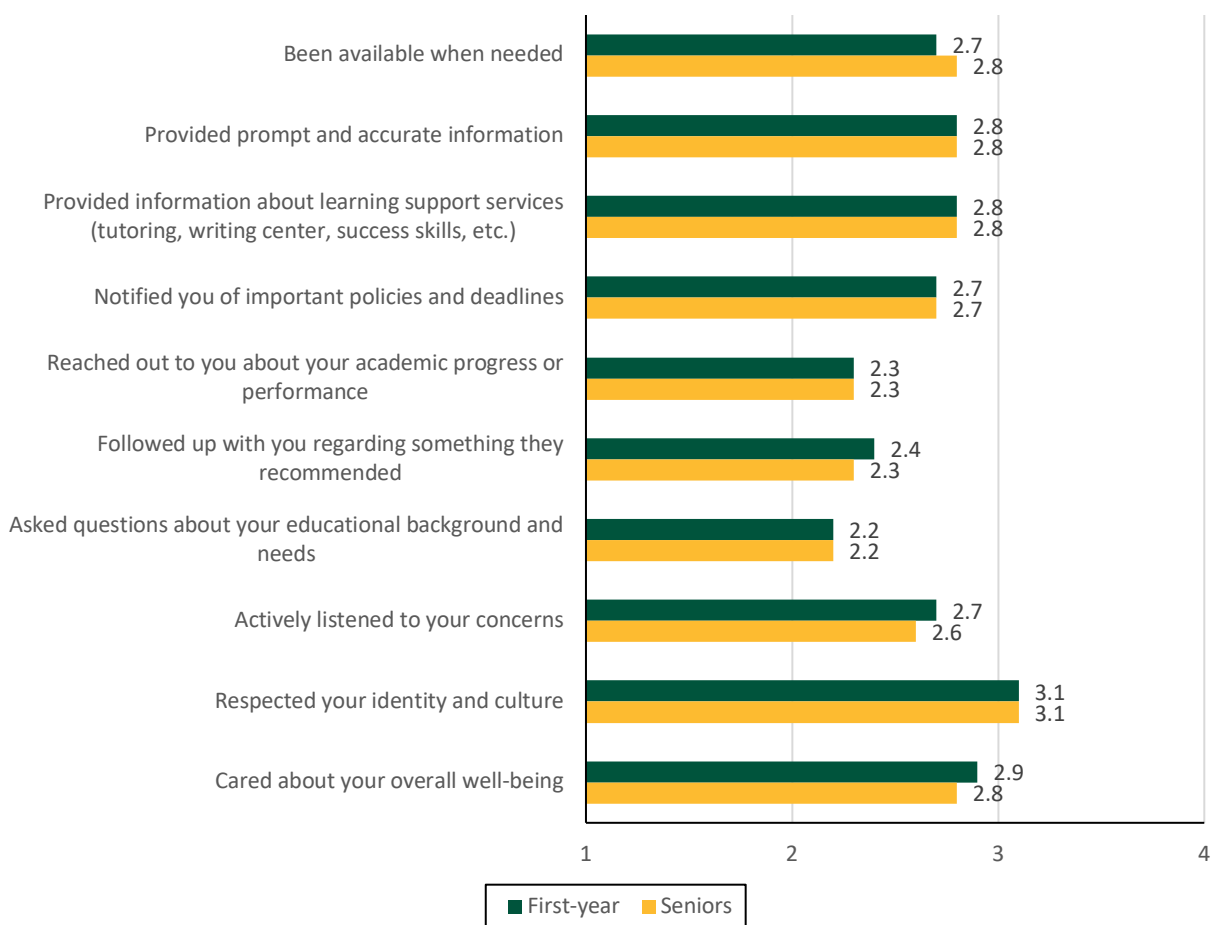
CONTACTING ADVISOR

Participants who indicated they had not discussed their academic interests, course selections, or academic performance with an academic advisor, faculty, or staff assigned to advise them, an academic advisor(s) available to any student; and/or a faculty or instructor(s) not assigned to advise them were asked if they knew how to contact an advisor at USF. The figure below compares the responses of first-year and senior students.



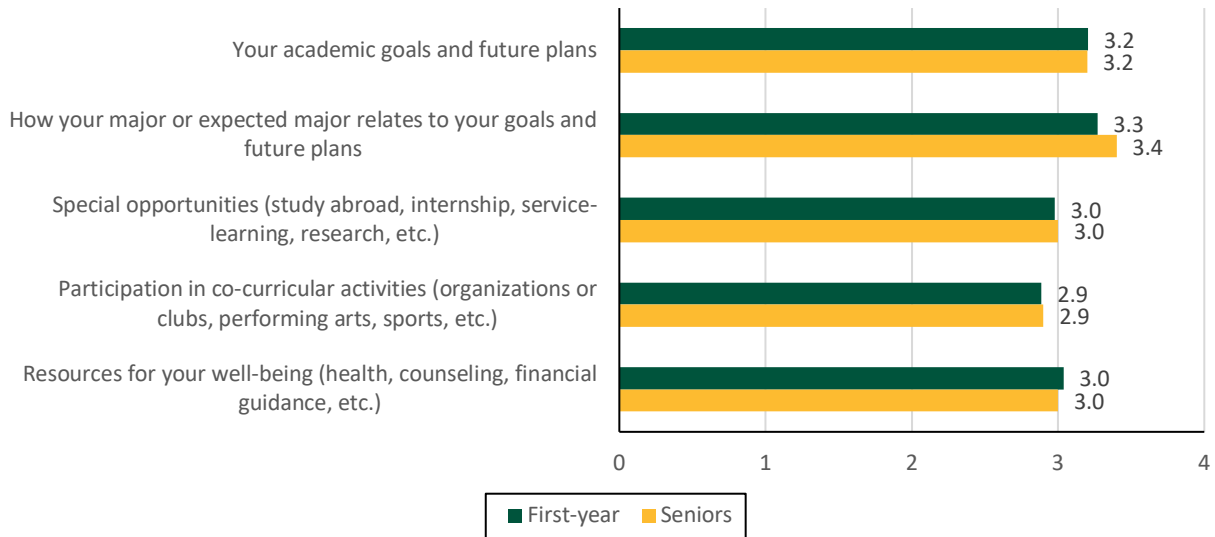
AVAILABILITY, OUTREACH, AND CONNECTION

Using a 4pt. scale (1 = *Very little*; 4 = *Very Much*), participants indicated, when thinking about academic advising, how much people and resources at USF have done the following: *been available when needed*; *provided prompt and accurate information*; *provided information about learning support services (tutoring, writing center, success skills, etc.)*; *notified you of important policies and deadlines*; *reached out to you about your academic progress or performance*; *followed up with you regarding something they recommended*; *asked questions about your educational background and needs*; *actively listened to your concerns*; *respected your identity and culture*; and *cared about your overall well-being*. The following figure compares the average responses of first-year and senior students.



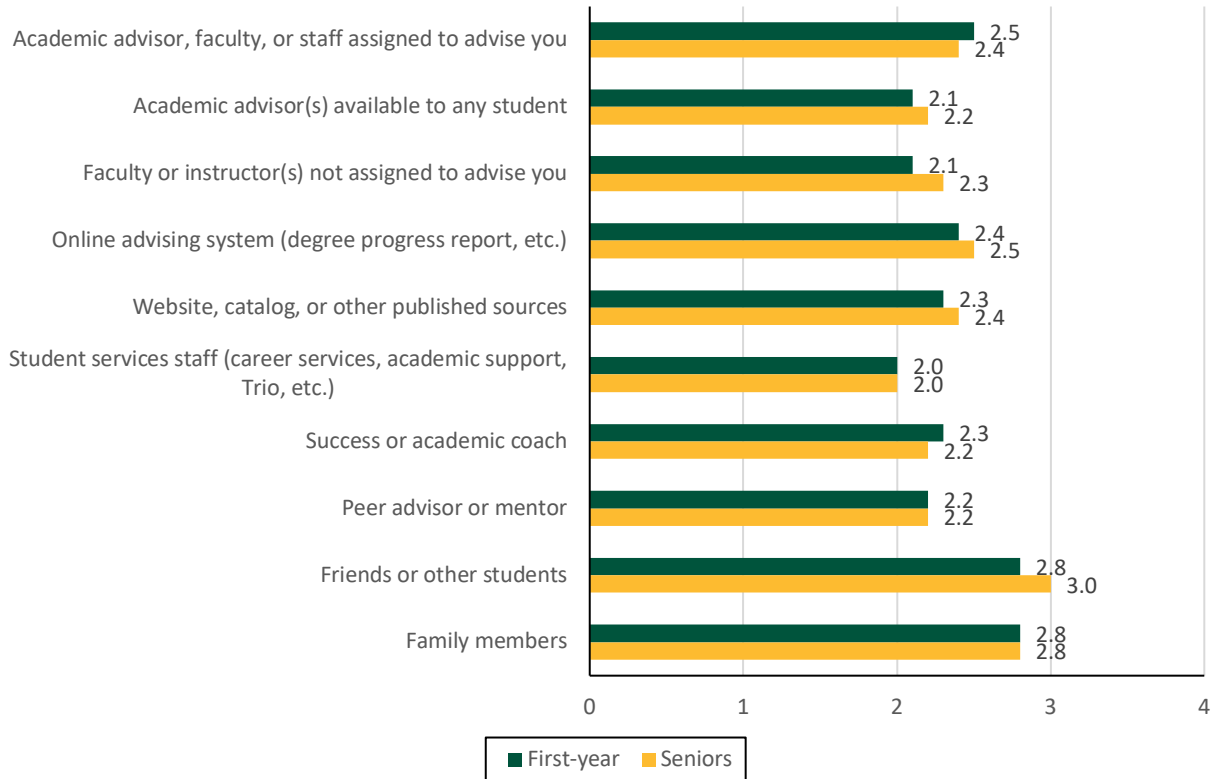
GOALS, SPECIAL OPPORTUNITIES, CO-CURRICULAR ACTIVITIES, AND WELL-BEING

Thinking about academic advising, participants, using a 5pt. scale (1 = *Never*; 5 = *Very often*), indicated how often someone at USF discussed the following with them: *your academic goals and future plans*; *how your major or expected major relates to your goals and future plans*; *special opportunities (study abroad, internship, service-learning, research, etc.)*; *participating in co-curricular activities (organizations or clubs, performing arts, sports, etc.)*; and *resources for your well-being (health, counseling, financial guidance, etc.)*. The following figure compares the average responses of first-year and senior students.



DEVELOPMENT OF ACADEMIC GOALS AND FUTURE PLANS

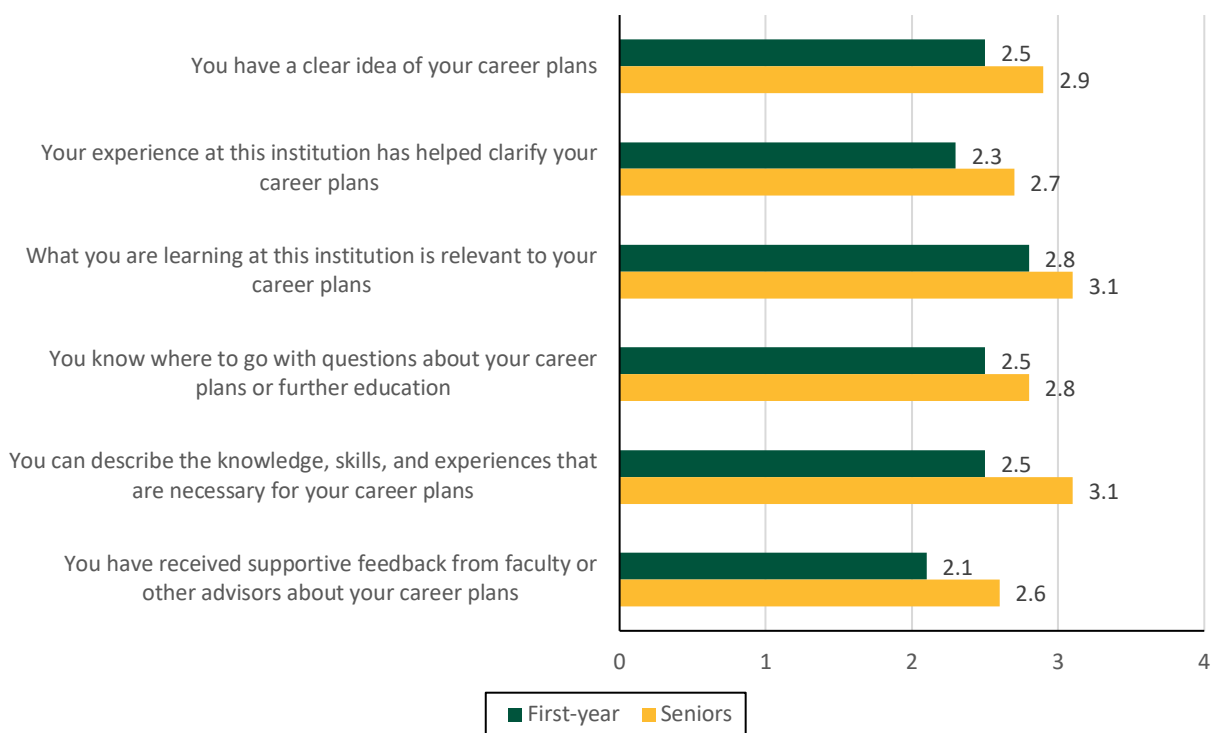
Participants indicated how much each of the following helped them develop their academic goals and future plans using a 4pt. scale (1= *Very little*; 4 = *Very much*): *academic advisor, faculty, or staff assigned to advise you; academic advisor(s) available to any student; faculty or instructor(s) not assigned to advise you; online advising system (degree progress report, etc.); website, catalog, or other published sources; student services staff (career services, academic support, Trio, etc.); success or academic coach; peer advisor or mentor; friends or other students; and family members*. The following figure compares the average responses of first-year and senior students.



Career & Workforce Preparation Module

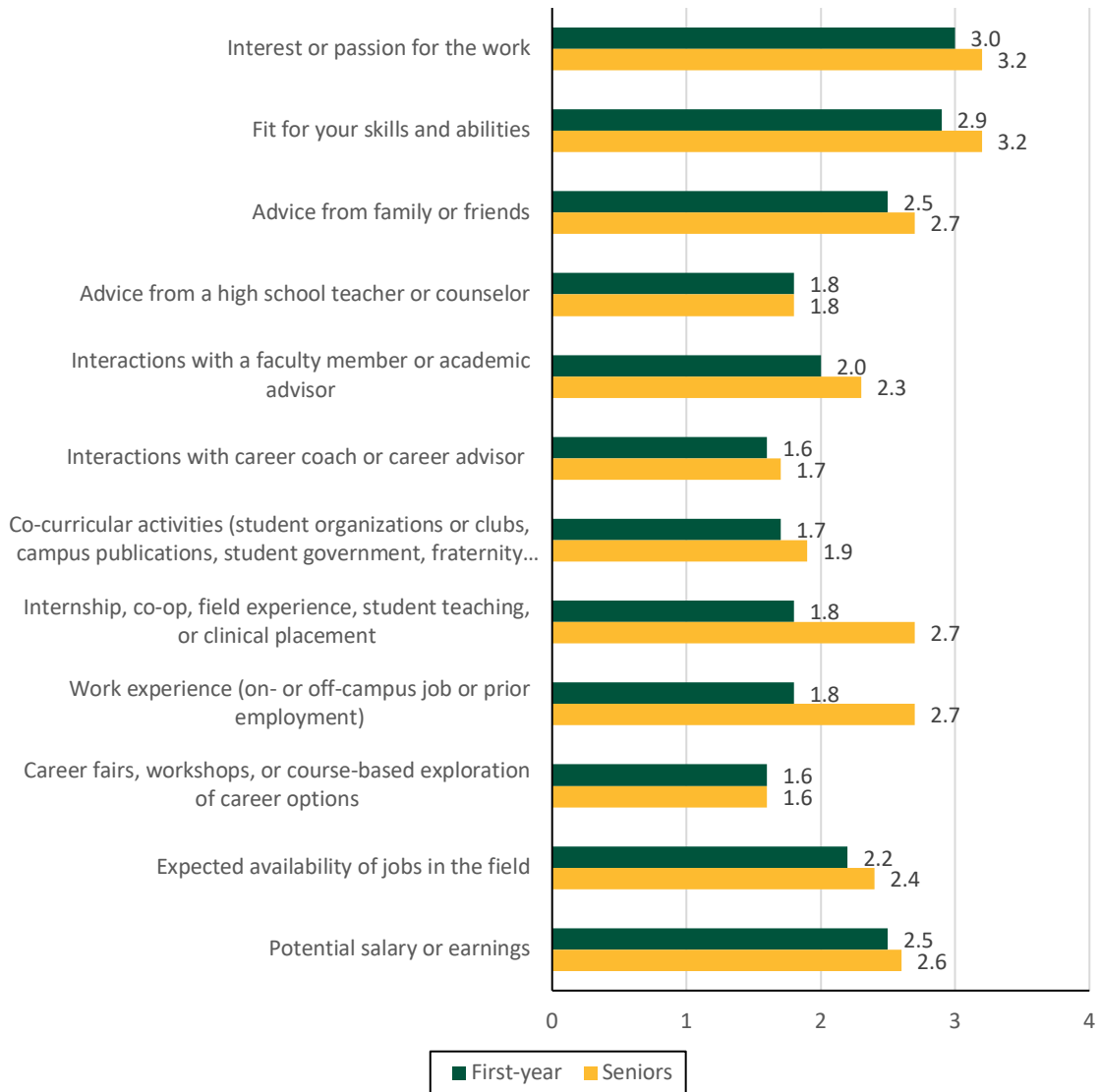
CAREER PLANS, KNOWLEDGE, & INSTITUTIONAL SUPPORT

Participants indicated the extent to which the following applied to them, using a 4pt. scale (0 = *Not at all*; 4 = *Very much*): *you have a clear idea of your career plans; your experience at this institution has helped clarify your career plans; what you are learning at this institution is relevant to your career plans; you know where to go with questions about your career plans or further education; you can describe the knowledge, skills, and experiences that are necessary for your career plans; and you have received supportive feedback from faculty or other advisors about your career plans.* The following figure compares the average responses of first-year and senior students.



INFLUENCES ON CAREER PLANS

Participants indicated the extent to which the following influenced their career plans using a 4pt. scale (0 = *Not at all*; 4 = *Very much*): *interest or passion for the work; fit for your skills and abilities; advice from family or friends; advice from a high school teacher or counselor; interactions with a faculty member or academic advisor; interactions with career coach or career advisor; co-curricular activities (student organizations or clubs, campus publications, student government, fraternity or sorority, intercollegiate or intermural sports, etc.); internship, co-op, field experience, student teaching, or clinical placement; work experience (on- or off-campus job or prior employment; career fairs, workshops or course-based exploration of career options; expected availability of jobs in the field; and potential salary or earnings.* The following figure compares the average responses of first-year and senior students.



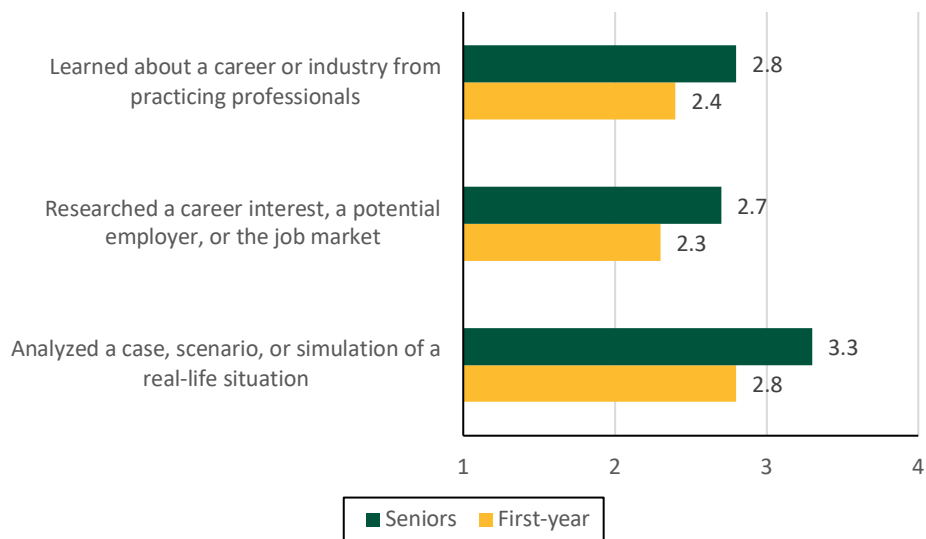
CONFIDENCE IN ABILITY

Using a 4pt. scale (0 = *Not at all*; 4 = *Very much*), participants indicated how confident they were in their ability to do the following: *demonstrate effective work habits (punctuality, working productively with others, time and workload management, etc.); network with alumni or professionals to make potential career connections; communicate your knowledge, skills, and experiences to potential employers; Use career-specific technology (devices, programs, or tools used by those in the field); work effectively with people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.); and address ethical issues you might face in your career.* The following figure compares the average responses of first-year and senior students.



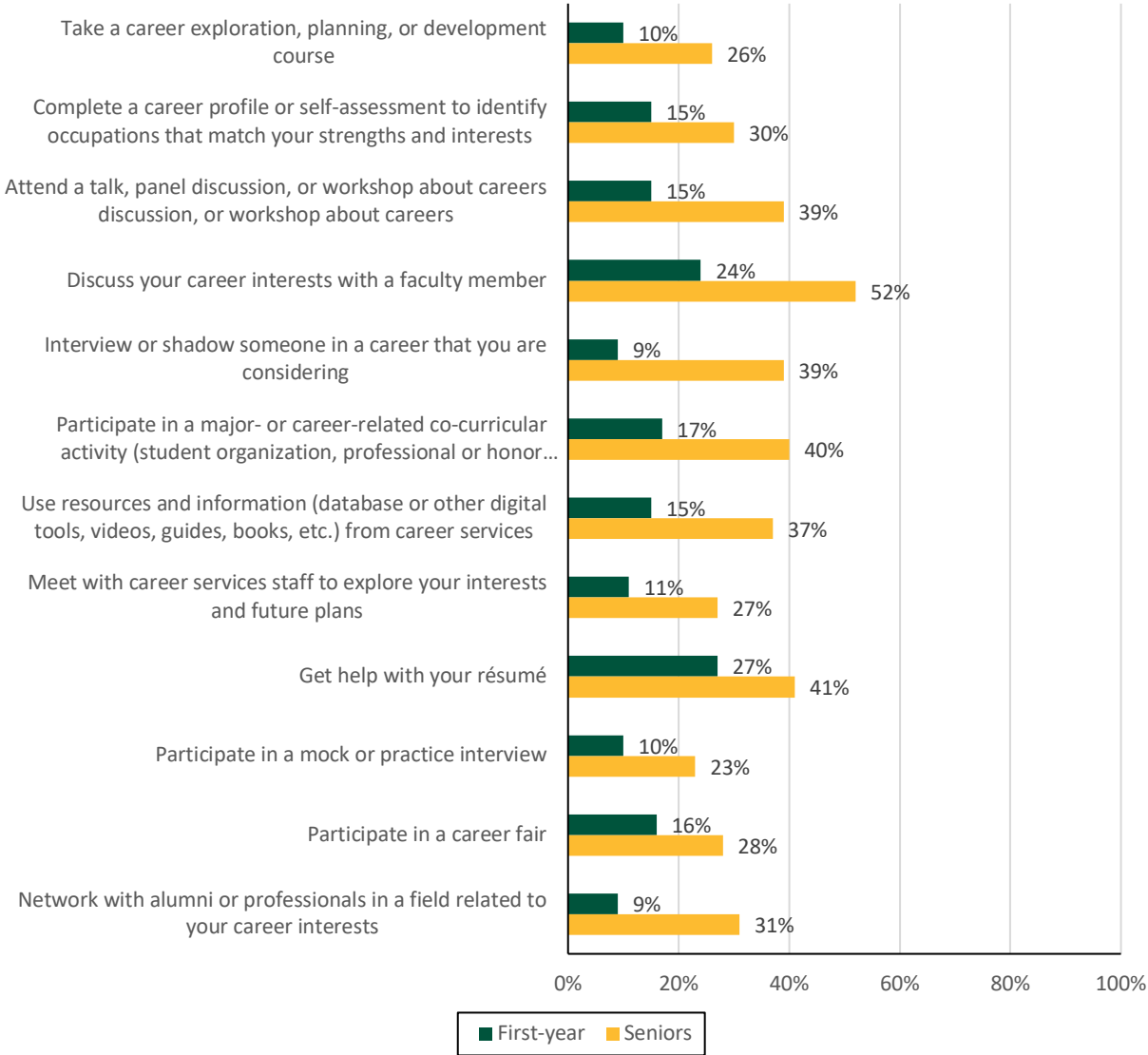
CAREER & WORKFORCE PREPARATION IN COURSES

Using a 4pt. scale (1 = *Never*; 4 = *Very Often*), participants indicated how often they had done the following in their courses: *analyzed a case, scenario, or simulation of a real-life situation*; *researched a career interest, a potential employer, or the job market*; and *learned about a career or industry from practicing professionals*. The following figure compares the average responses of first-year and senior students.



PARTICIPATION IN CAREER & WORKFORCE FOCUSED ACTIVITIES

Participants indicated which of the following they had done or plan to do at USF before they graduate (whether in person or online): *take a career exploration, planning, or development course; complete a career profile or self-assessment to identify occupations that match your strengths and interests; attend a talk, panel discussion, or workshop about careers discussion, or workshop about careers; discuss your career interests with a faculty member; Interview or shadow someone in a career that you are considering; participate in a major- or career-related co-curricular activity (student organization, professional or honor society, etc.); use resources and information (database or other digital tools, videos, guides, books, etc.) from career services; meet with career services staff to explore your interests and future plans; get help with your résumé; participate in a mock or practice interview; participate in a career fair; and network with alumni or professionals in a field related to your career interests.* The following figure compares the percentage of first-year and senior students who indicated they had done or planned to do each of above.



CURRENT EMPLOYMENT RELATED TO CAREER PLANS

Participants indicated to what extent their current work was related to their career plans using a 4pt. scale (0 = *Not at all*; 4 = *Very much*). The following figure compares the average responses of first-year and senior students.

