



UNIVERSITY OF  
SAN FRANCISCO

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Office of Assessment  
and Accreditation Support

# NSSE 2022 Overview

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## Table of Contents

<b>ABOUT THE SURVEY &amp; REPORT</b> .....	<b>3</b>
<b>RESPONSE RATES</b> .....	<b>3</b>
<b>REPRESENTATIVENESS</b> .....	<b>4</b>
<b>KEY TAKEAWAYS</b> .....	<b>4</b>
ENGAGEMENT INDICATORS .....	4
HIGH IMPACT PRACTICES .....	4
<b>ENGAGEMENT INDICATORS</b> .....	<b>5</b>
SUMMARY OF 2021 COMPARISON TO JESUIT, PEER & NSSE 2021 & 2022 INSTITUTIONS .....	5
<b>HIGH-IMPACT PRACTICES</b> .....	<b>6</b>
SUMMARY OF 2022 COMPARISON TO JESUIT, PEER & NSSE 2020 & 2021 INSTITUTIONS.....	6
<b>ACADEMIC ADVISING MODULE</b> .....	<b>7</b>
COMPARISON TO OTHER INSTITUTIONS .....	7
<i>Discussion of Academic Interests, Course Selections or Academic Performance</i> .....	7
<i>Contacting an Advisor</i> .....	8
<i>Availability, Outreach, and Connection</i> .....	8
<i>Goals, Special Opportunities, Co-curricular Activities, and Well-being</i> .....	8
<i>Development of Academic Goals and Future Plans</i> .....	9
<b>CAREER &amp; WORKFORCE PREPARATION MODULE</b> .....	<b>10</b>
COMPARISON TO OTHER INSTITUTIONS .....	10
<i>Career Plans, Knowledge, &amp; Institutional Support</i> .....	10
<i>Influences on Career Plans</i> .....	10
<i>Confidence in Ability</i> .....	11
<i>Career &amp; Workforce Preparation in Courses</i> .....	12
<i>Participation in Career &amp; Workforce Focused Activities</i> .....	12
<i>Current Employment Related to Career Plans</i> .....	13

## About the Survey & Report

The National Survey of Student Engagement (NSSE) is a nationwide survey administered to first-year and senior students at four-year colleges and universities across the US and Canada about the extent to which students engage in educational practices associated with high levels of learning and development. NSSE examines two features: the amount of time and effort students put into their studies and other educational activities (**engagement indicators or EIs**) and how an institution uses its resources and curriculum to promote educationally-meaningful activities (**high-impact practices or HIPs**). The questionnaire collects information across five categories: (1) participation in dozens of educationally purposeful activities, (2) institutional requirements and the challenging nature of coursework, (3) perceptions of the college environment, (4) estimates of educational and personal growth since starting college, and (5) background and demographic information.

NSSE also offers institutions the opportunity to participate in Topical Modules, which are short sets of questions on designated topic areas. In 2022, USF chose to participate in the Academic Advising and Career & Workforce Preparation topical modules.

The survey was conducted between March 21, 2022 and May 15, 2022.

The results of the survey are compared to other Jesuit institutions, USF peer groups that participated in the 2022 survey, and all 2021/2022 NSSE participants. Results of topical modules are compared to all other institutions that participated in the module in 2022.

Please see the Appendix for figures detailing multi-year average frequency with which USF first-year and senior students reported participating in EIs and HIPs from 2014 to 2022. Also, included in the Appendix are multi-year comparisons to other institutions (Jesuit, Carnegie institutions with doctoral programs and moderate research activity, Far West private institutions in 2015, and in 2017 – 2022, peer institutions of our choosing) and detailed comparisons between USF first-year and seniors for the 2022 topical modules.

## Response Rates

USF Response Rates			
	USF First-year	USF Senior	Total USF First-Year & Senior
POPULATION SURVEYED	1440	1743	3183
TOTAL RESPONDENTS	508	411	919
RESPONSE RATE	35%	24%	29%

The 2022 USF total response rate of 29% was the same as the 2020 and 2021 response rates.

Response Rates for all other participating institutions					
Jesuit First-year	Jesuit Senior	Peer First-year	Peer Senior	NSSE 2021 & 2022 First-year	NSSE 2021 & 2022 Senior
27%	25%	19%	15%	29%	28%

## Representativeness

Demographic <sup>1</sup>	First-year % of respondents	First-year % of population	Senior % of respondents	Senior % of population
Female	72%	68%	72%	66%
Male	28%	32%	28%	34%
Asian	25%	25%	29%	29%
American Indian or Alaska Native	0%	0%	0%	0%
Black or African American	7%	8%	3%	4%
Hispanic or Latino	22%	22%	19%	20%
Native Hawaiian or Other Pacific Islander	1%	1%	0%	1%
White	27%	25%	27%	25%
Foreign or Nonresident Alien	9%	8%	9%	10%
Two or more races/ethnicities	9%	10%	10%	10%
Unknown	0%	0%	0%	1%

## Key Takeaways

### ENGAGEMENT INDICATORS

- USF first-year students’ average scores were significantly higher than their counterparts at peer institutions and all NSSE 2021 & 2022 participant institutions on six out of ten engagement indicators. There was no significant difference in the remaining four engagement indicators.
- USF seniors’ average scores were significantly higher than their counterparts at peer institutions on six out of ten of engagement indicators. There was no significant difference in the remaining four engagement indicators.
- USF seniors’ average scores were significantly higher than seniors at all NSSE 2021 & 2022 participant institutions on six out of ten engagement indicators and there was no significant difference in average scores on three engagement indicators. Only the *Quality of Interactions* engagement indicator was significantly lower than seniors at all NSSE 2021 & 2022 participant institutions.
- USF first-year students’ average scores were significantly lower than their counterparts at other Jesuit institutions on *Learning Strategies*; *Student-Faculty Interactions*; *Quality of Interactions*; and *Supportive Learning Environment*.
- USF seniors’ average scores were significantly higher or there was no significant difference from their counterparts at participating Jesuit institutions.

### HIGH IMPACT PRACTICES

- The percentage of USF seniors who indicated they participated in *Service-learning* was overwhelmingly greater than their counterparts at peer institutions, other Jesuit institutions, and all NSSE 2021 & 2022 institutions. While the percentage of USF first-year students who indicated they participated in *Service-learning* was lower than USF seniors, as expected, it was higher than first-year students at peer institutions and all NSSE 2021 & 2022 institutions.

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<sup>1</sup> Sex categories may not sum to 100% due to students whose sex was reported as “unknown” in the population file. For weighting, NSSE asks institutions to report students’ sex in the population file, with four options: female, male, another sex, and unknown (or missing). The NSSE questionnaire asks students to provide their gender identity as man, woman, another gender identity (with the option to specify), or prefer not to respond. Sex and gender are different variables and are not interchangeable.

- The percentage of USF seniors who indicated they participated in an HIP was higher for all HIPs than seniors at all NSSE 2021 & 2022 institutions.
- The percentage of USF seniors who indicated they participated in an HIP was higher for the majority of HIPs than seniors at peer institutions. Only participation in *Research with Faculty* and *Study Abroad* was lower than seniors at peer institutions.

## Engagement Indicators

NSSE included 47 survey questions related to ten engagement indicators (EIs), organized into four themes as follows:

Theme	Engagement Indicators
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 Interaction Effective Teaching
Campus Environment	Quality of Interactions Supportive Environment

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.

### SUMMARY OF 2021 COMPARISON TO JESUIT, PEER & NSSE 2021 & 2022 INSTITUTIONS

#### First-year students

- First-year students' average scores were significantly higher or there was no significant difference than first-year students at **peer institutions** and all **NSSE 2021 & 2022** institutions in all EIs.
- When compared to other **Jesuit institutions**, first-year students' average scores were significantly higher on the *Reflective & Integrative Learning* and *Effective Teaching Practices* EIs, and significantly lower on the *Learning Strategies*, *Student-Faculty Interactions*, *Quality of Interactions*, and *Supportive Environment* EIs. There was no significant difference with all other EIs.

#### Senior students

- USF seniors' average scores in the *Learning Strategies*, *Collaborative Learning*, and *Discussion with Diverse Others* EIs were significantly higher than seniors at other **Jesuit institutions**. There was no significant difference with all other EIs.
- USF seniors' average scores were significantly higher than seniors at **peer institutions** in the *Higher-Order Learning*, *Learning Strategies*, *Collaborative Learning*, *Discussions with Diverse Others*, *Student-Faculty Interactions*, and the *Supportive Environment* EIs. There was no significant difference with all other EIs.
- When compared to all **NSSE 2021 & 2022** institutions, USF seniors' average scores were significantly higher in the *Higher-Order Learning*, *Reflective & Integrative Learning*, *Quantitative Reasoning*, *Collaborative Learning*, *Discussions with Diverse Others*, and *Student-Faculty Interactions* EIs and significantly lower in the *Quality of Interactions* EI. There was no significant difference with all other EIs.

## High-Impact Practices

NSSE included questions related to six high-impact practices (HIPs). HIPs are opportunities that have a positive association with student learning and retention. These questions are not limited to the current year; therefore, senior responses include participation in prior years.

HIP	Engagement Indicators
Service Learning*	Courses that include a community-focused project
Learning Communities*	A formal program where a group of students take two or more classes together
Research with Faculty*	Work with a faculty member on a research project
Internship or Field Experience	Internship, co-op, field experience, student teaching or clinical placement
Study Abroad	Pursuing educational opportunities in a country other than one's own
Culminating Senior Experiences	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.

### SUMMARY OF 2022 COMPARISON TO JESUIT, PEER & NSSE 2020 & 2021 INSTITUTIONS

The below refers to the difference between USF students and comparison institutions in a given HIP.

#### Service Learning

- A slightly smaller percentage of USF first-year students reported participating in service learning than first-year students at **Jesuit** participant institutions; however, the percentage was slightly higher than first-year students at **peer** and **NSSE 2021 & 2022** participant institutions.
- A higher percentage of USF seniors reported participating in service learning than seniors at **Jesuit, peer institutions**, and **NSSE 2021 & 2022** participant institutions.

#### Learning Community

- A smaller percentage of first-year students at USF reported participating in learning communities than at **Jesuit** and **peer institutions**, but the percentage was slightly higher than students at **NSSE 2021 & 2022** participant institutions.
- A higher percentage of USF seniors reported participating in learning communities than seniors at other **Jesuit institutions, peer institutions**, and **NSSE 2021 & 2022** participant institutions.

#### Research with Faculty

- A smaller percentage of USF first-year students reported participating in research with faculty than first-year students at other **Jesuit, peer**, and **NSSE 2021 & 2022** participant institutions.
- A smaller percentage of USF senior students reported participating in research with faculty than senior students at other **Jesuit** and **peer** institutions, but the percentage was slightly higher than seniors at **NSSE 2021 & 2022** participant institutions.

Questions regarding the following HIPs were only asked of senior students.

#### Internship or Field Experience

- A smaller percentage of seniors at USF reported participating in internships or field experiences than seniors at other **Jesuit** institutions, but a higher percentage participated in these than seniors at **peer** and **NSSE 2021 & 2022** participant institutions.

#### Study Abroad

- A smaller percentage of seniors at USF reported participating in study abroad than seniors at other **Jesuit** and **peer institutions**, but a slightly higher percentage reported participating than seniors at **NSSE 2021 & 2022** participant institutions.

#### Culminating Senior Experience

- A smaller percentage of seniors at USF reported participating in a culminating senior experience than seniors at other **Jesuit** institutions, but the percentage was higher than seniors at **peer** and **NSSE 2021 & 2022** participant institutions.

Please see the Appendix for figures comparing overall USF first-year and senior participation in HIPs to Jesuit institutions for 2014 – 2022. USF was compared to 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 - 2022.

## Academic Advising Module

NSSE offers institutions the opportunity to participate in Topical Modules, which are short sets of questions on designated topic areas. In 2022, USF chose to participate in the Academic Advising Module which examines student experiences with academic advising, including frequency of interaction with advisors and advising practices that reflect NACADA core values. The module also asks students to identify who has been most helpful.

### COMPARISON TO OTHER INSTITUTIONS

#### Discussion of Academic Interests, Course Selections or Academic Performance

##### First-year Students

The frequency with which USF first-year students discussed their academic interests, course selections, or academic performance with their *success or academic coach* was **significantly higher** than first-year students at other participating institutions. The frequency with which they discussed these topics with their *academic advisor, faculty or staff assigned to advise them* was **significantly lower** than first-year students at other participating institutions.

There was **no significant difference** between USF first-year students and first-year students at other participating institutions in how frequently they discussed their academic interests, course selections, or academic performance with the following people:

- Academic advisor(s) available to any student
- Faculty or instructor(s) not assigned to advise them
- Student services staff (career services, academic support, Trio, etc.)
- Peer advisor or mentor

##### Senior Students

The frequency with which USF senior students discussed their academic interests, course selections, or academic performance with their *success or academic coach* and *peer advisor or mentor* was **significantly higher** than senior students at other participating institutions.

There was **no significant difference** between USF senior students and senior students at other participating institutions in how frequently they discussed their academic interests, course selections, or academic performance with the following people:

- Academic advisor, faculty or staff assigned to advise them
- Academic advisor(s) available to any student
- Faculty or instructor(s) not assigned to advise them
- Student services staff (career services, academic support, Trio, etc.)

### Contacting an Advisor

Participants who indicated they had no interaction with an *academic advisor, faculty or staff assigned to advise them, an Academic advisor(s) available to any student* or a faculty or instructor(s) not assigned to advise them were asked if they knew how to contact an advisor.

- **77%** of USF **first-year students knew how to contact an advisor** compared to 74% of first-year students at other participating institutions.
- **93%** of USF **seniors knew how to contact an advisor** compared to 86% of seniors at other participating institutions.

### Availability, Outreach, and Connection

#### **First-year Students**

The extent to which USF first-year students indicated that people and *resources were available when needed, provided prompt and accurate information, provided information about learning support services (tutoring, writing center, success skills, etc.), and notified them of important policies and deadlines*, was significantly **lower than first-year students** at other participating institutions.

There was **no significant difference** between the extent to which USF first-year students and first-year students at other participating institutions indicated people and resources did the following:

- 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
- Cared about your overall well-being

#### **Senior Students**

There was no significant difference between the extent to which USF senior students and senior students at other participating institutions indicated people and resources did any of the above.

### Goals, Special Opportunities, Co-curricular Activities, and Well-being

#### **First-year Students**

The extent to which USF first-year students indicated that someone at the institution discussed *their academic goals and future plans and how their major or expected major relates to their goals and future plans* with them was **significantly lower** than first-year students at other participating institutions.



There was **no significant difference** between the extent to which USF first-year students and first-year students at other participating institutions indicated someone at the institution discussed the following with them:

- Special opportunities (study abroad, internship, service learning, research, etc.)
- Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.)
- Resources for their well-being (health, counseling, financial guidance, etc.)

### Senior Students

The extent to which USF seniors indicated that someone at the institution discussed *participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.) and resources for their well-being (health, counseling, financial guidance, etc.)* with them was **significantly higher** than seniors at other participating institutions.

The extent to which USF seniors indicated that someone at the institution discussed their *academic goals and future plans* with them was **significantly lower** than seniors at other participating institutions.

There was **no significant difference** between the extent to which USF seniors and seniors at other participating institutions indicated someone at the institution discussed *how their major or expected major relates to their goals and future plans and special opportunities (study abroad, internship, service learning, research, etc.)*.

## Development of Academic Goals and Future Plans

### First-year Students

The extent to which USF first-year students indicated that an *online advising system (degree progress report, etc.)* and *their success or academic coach* helped them develop their academic goals and future plans was **significantly higher** than first-year students at other participating institutions.

The extent to which USF first-year students indicated that an *academic advisor, faculty, or staff assigned to advise them* and an *academic advisor(s) available to any student* helped them develop their academic goals and future plans was **significantly lower** than first-year students at other participating institutions.

There was **no significant difference** between the extent to which USF first-year students and first-year students at other participating institutions indicated that the following helped them develop their academic goals and future plans:

- Faculty or instructor(s) not assigned to advise them
- Website, catalog, or other published sources
- Student services staff (career services, academic support, Trio, etc.)
- Peer advisor or mentor
- Friends or other students
- Family members

### Senior Students

The extent to which USF seniors indicated that a *success or academic coach, peer advisor or mentor, and friends or other students* helped them develop their academic goals and future plans was **significantly higher** than seniors at other participating institutions.

The extent to which USF seniors indicated that an *academic advisor, faculty, or staff assigned to advise them* helped them develop their academic goals and future plans was **significantly lower** than seniors at other participating institutions.

There was **no significant difference** between the extent to which USF seniors and seniors at other participating institutions indicated that the following helped them develop their academic goals and future plans:

- Academic advisor(s) available to any student
- Faculty or instructor(s) not assigned to advise them
- Online advising system (degree progress report, etc.)
- Website, catalog, or other published sources
- Student services staff (career services, academic support, Trio, etc.)
- Family members

## Career & Workforce Preparation Module

This module assesses how the college experience prepares students for their future. Questions address institutional contributions to students' career plans, influences on their goals, confidence in work-related skills, career exploration in the curriculum, and use of career resources and services.

### COMPARISON TO OTHER INSTITUTIONS

#### Career Plans, Knowledge, & Institutional Support

##### First-year Students

The extent to which USF first-year students indicated that they *have a clear idea of their career plan; their experience at this institution has helped clarify their career plans; they know where to go with questions about their career plans or further education; they can describe the knowledge, skills, and experiences that are necessary for their career plans; and they have received feedback from faculty or other advisors about their career plans* was **significantly lower** than first-year students at other participating institutions.

There was **no significant difference** between the extent to which USF first-year students and first-year students at other participating institutions indicated that *what they are learning at this institution is relevant to their career plans*.

##### Senior Students

There was **no significant difference** between the extent to which USF seniors and seniors at other participating institutions indicated that:

- They have a clear idea of their career plan
- Their experience at this institution has helped clarify their career plans
- What they are learning at this institution is relevant to their career plans
- They know where to go with questions about their career plans or further education
- They can describe the knowledge, skills, and experiences that are necessary for their career plans
- They have received feedback from faculty or other advisors about their career plans

#### Influences on Career Plans

##### First-year Students

The extent to which *internship, co-op, field experience, student teaching, or clinical placement* influenced USF first-year students' career plans was **significantly higher** than first-year students at other participating institutions.

The extent to which *interest, or passion for the work; fit for their skills and abilities and work experience (on or off-campus job or prior employment)* influenced USF first-year students' career plans was **significantly lower** than first-year students at other participating institutions.

There was **no significant difference** between the extent to which the following influenced USF first-year students and first-year students at other participating institutions:

- 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 intramural sports, etc.)
- Career fairs, workshops, or course-based exploration of career options
- Expected availability of jobs in the field
- Potential salary or earnings

### Senior Students

The extent to which *advice from family or friends; co-curricular activities (student organizations or clubs, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.); and internship, co-op, field experience, student teaching, or clinical placement* influenced USF seniors was **significantly higher** than seniors at other participating institutions.

There was **no significant difference** between the extent to which the following influenced USF seniors and seniors at other participating institutions:

- Interest, or passion for the work
- Fit for their skills and abilities
- Advice from a high school teacher or counselor
- Interactions with a faculty member or academic advisor
- Interactions with career coach or career advisor
- 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
- Potential salary or earnings

### Confidence in Ability

#### First-year Students

The extent to which USF first-year students were confident in their ability to *communicate their knowledge, skills, and experience to potential employers and use career-specific technology (devices, programs, or tools used by those in the field)* was **significantly lower** than first-year students at other participating institutions.

There was **no significant difference** between USF first-year students and first-year students at other participating institutions in their level of confidence 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

- Work effectively with people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- Address ethical issues you might face in your career

### Senior Students

There was **no significant difference** between USF seniors and seniors at other participating institutions in their level of confidence 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 their knowledge, skills, and experience 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.)
- Address ethical issues you might face in your career

### Career & Workforce Preparation in Courses

#### First-year Students

The frequency by which USF first-year students *researched a career interest, a potential employer, or the job market* in their courses was **significantly lower** than first-year students at other participating institutions. There was **no significant difference** in the frequency by which USF first-year students and first-year students at other participating institutions *analyzed a case, scenario, or simulation of a real-life situation* and *learned about a career or industry from practicing professionals* in their courses.

#### Senior Students

The frequency by which USF seniors *analyzed a case, scenario, or simulation of a real-life situation* in a course was **significantly higher** than senior students at other participating institutions. There was **no significant difference** in the frequency by which USF seniors and seniors at other participating institutions *researched a career interest, a potential employer, or the job market* and *learned about a career or industry from practicing professionals* in their courses.

### Participation in Career & Workforce Focused Activities

#### First-year Students

The percentage of USF first-year students that *have gotten or plan to get help with their resume* before they graduate was **significantly higher** than first-year students at other participating institutions. The percentage of USF first-year students that *have completed or plan to complete a career profile or self-assessment to identify occupations that match their strengths and interests* was **significantly lower** than first-year students at other participating institutions.

There was **no significant difference** in the percentage of USF first-year students and first-year students at other participating institutions who have done or plan to do the following:

- Take a career exploration, planning, or development course
- Attend a talk, panel discussion, or workshop about careers
- Discuss their 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
- Participate in a mock or practice interview
- Participate in a career fair
- Network with alumni or professionals in a field related to your career interests

### Senior Students

The percentage of USF seniors that have done or plan to do the following was **significantly higher** than seniors at other participating institutions:

- Attend a talk, panel discussion, or workshop about careers
- Discuss their career interests with a faculty member
- 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
- Network with alumni or professionals in a field related to your career interests

There was **no significant difference** in the percentage of USF seniors and seniors at other participating institutions who have done or plan to do the following:

- Take a career exploration, planning, or development course
- Attend a talk, panel discussion, or workshop about careers
- Interview or shadow someone in a career that you are considering
- Get help with their resume
- Participate in a mock or practice interview
- Participate in a career fair

### Current Employment Related to Career Plans<sup>2</sup>

#### First-year Students

There was no significant difference between the extent to which USF first-year students and first-year students at other participating institutions current employment was related to their career plans.

#### Senior Students

There was no significant difference between the extent to which USF seniors and seniors at other participating institutions current employment was related to their career plans.

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<sup>2</sup> This includes only those students who indicated they are currently working for pay.