Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Engaging in discussions with people of different backgrounds while gaining skills in critical and analytical thinking skills while at SF State are areas in which the largest improvements were reported. Seniors reported a significantly higher mean score than First-Years: 38.7 vs. 36.7. Seniors received a significantly higher average hours reported spent preparing for class each week: 7.8 vs. 7.1. This EI captures how much coursework students find challenging, both for class and outside of class. Students are more likely to agree that coursework is challenging when they are making a lot of progress in their studies. Students are also more likely to agree that coursework is challenging when they think the coursework will be helpful in their future careers. Seniors reported a significantly higher agreement compared to First-Years: 8.4 vs. 7.2. The differences are also significantly higher than the Carnegie class comparison group: 27.7 vs. 6.0. Of reporting Seniors: 15.6% of Seniors indicated they have a lot of opportunities to work with faculty members inside and outside of instructional settings. Of reporting First-Years: 7% of First-Years had discussions with people of other backgrounds while gaining skills in critical and analytical thinking. Of responding Seniors: 68% of Seniors reported a lot of opportunities to work with faculty members inside and outside of instructional settings. Of responding First-Years: 54% of First-Years had discussions with people of other backgrounds while gaining skills in critical and analytical thinking. Institutions receive scores on the following Engagement Indicators (EI) with Faculty:

- Interdisciplinary & the NSSE
- Collaborative
- Reflective & Academic
- Institutional Research Office
- Engagement Indicators with Students:
  - Learning with Faculty
  - Learning with Peers
- Engagement Indicators with Students:
  - Learning with Faculty
  - Learning with Peers

Total Participation: 1,961
National Survey of Student Engagement (NSSE) is a national, voluntary, cohort-based, institutional research study designed to collect information about student engagement at the institutional level. NSSE provides valuable information about a student’s degree of student engagement, as well as insights into the institutional factors that influence student engagement.

NSSE aims to help institutions:

- Improve their student engagement
- Increase student success
- Enhance institutional climate
- Foster faculty and staff development

The NSSE survey instrument is designed to assess the impact of higher education on students' learning, development, and success. The survey is administered to a random sample of students at participating institutions and provides data on student engagement, institutional climate, and institutional practices. The survey includes questions about students' experiences with faculty, peers, and the institutional environment, as well as questions about their learning, development, and success.

In the NSSE, each EI has a corresponding Learner Profile. The Learner Profile is a set of questions included in the NSSE survey instrument. The Learner Profile provides insights into how students engage with their learning, how they interact with their peers and faculty, and how they perceive their experiences at the institutional level. The Learner Profile includes questions about students' experiences with faculty, peers, and the institutional environment, as well as questions about their learning, development, and success.