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# 2017 National Survey of Student Engagement (NSSE)

# What is the NSSE?

And why is it important?

National Survey of Student  
Engagement:

- Student Engagement Survey
  - 10 Engagement Indicators
  - 6 High-Impact Practices
- Administered every 3 years
- 20 CSU Campuses (2016-2017)

Engagement is linked to:

- Retention
- Satisfaction

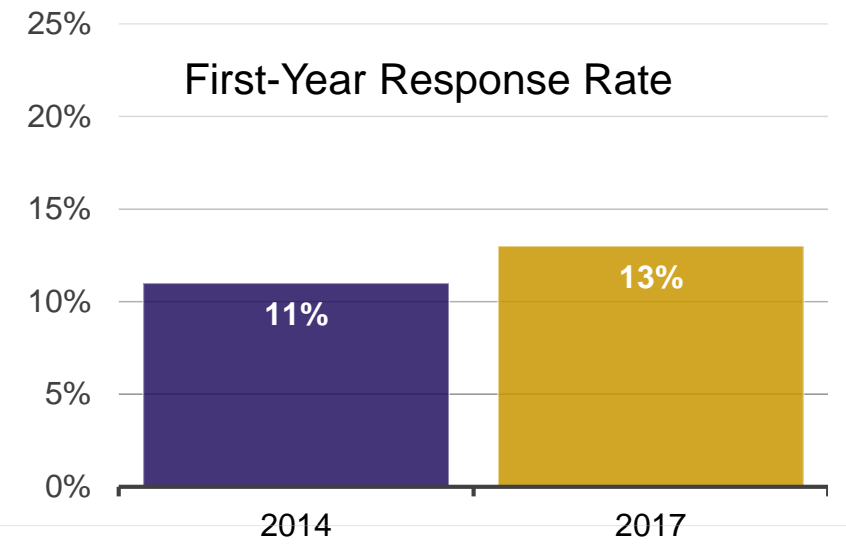
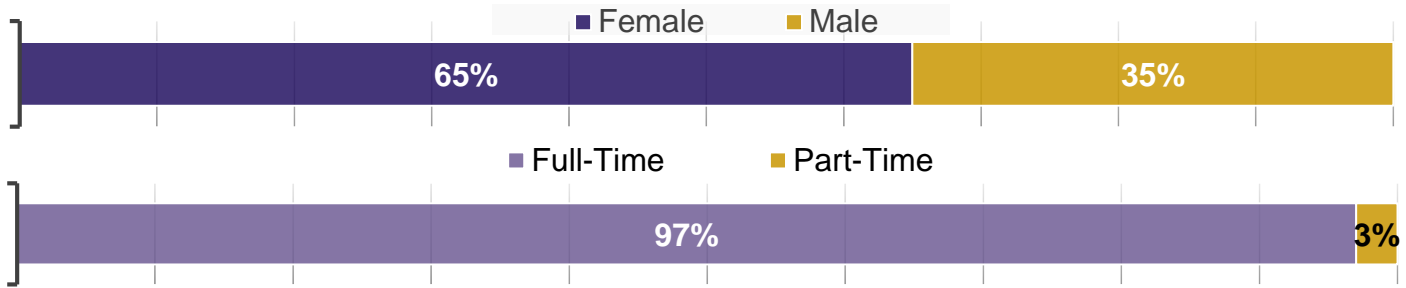
Graduation Initiative 2025

- Engagement and Well-Being

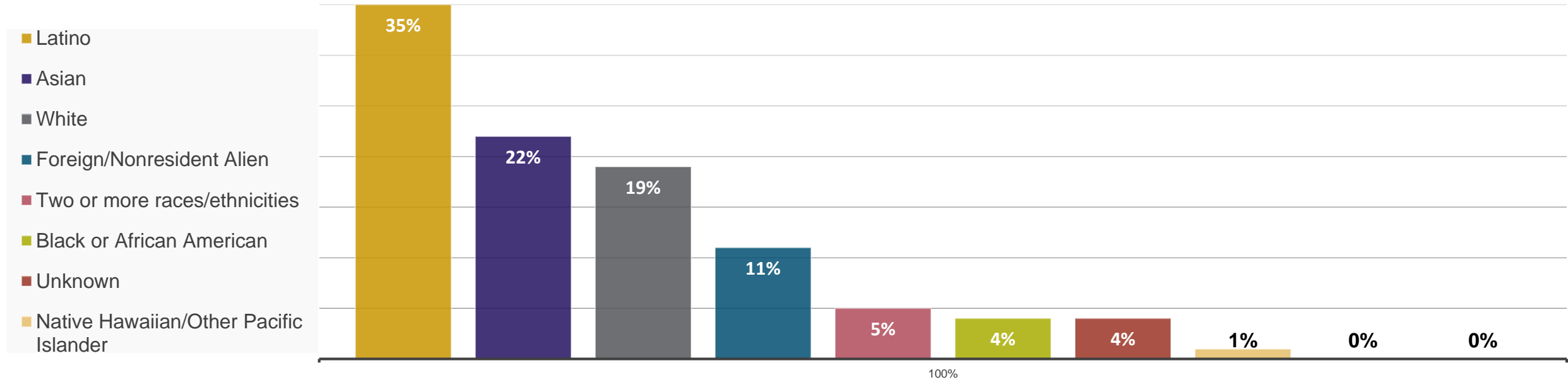
# NSSE Student Sample

## First-Year Respondent Profile (2017)\*

First-Year (n = 471)



Ethnicity of NSSE 2017 First-Years

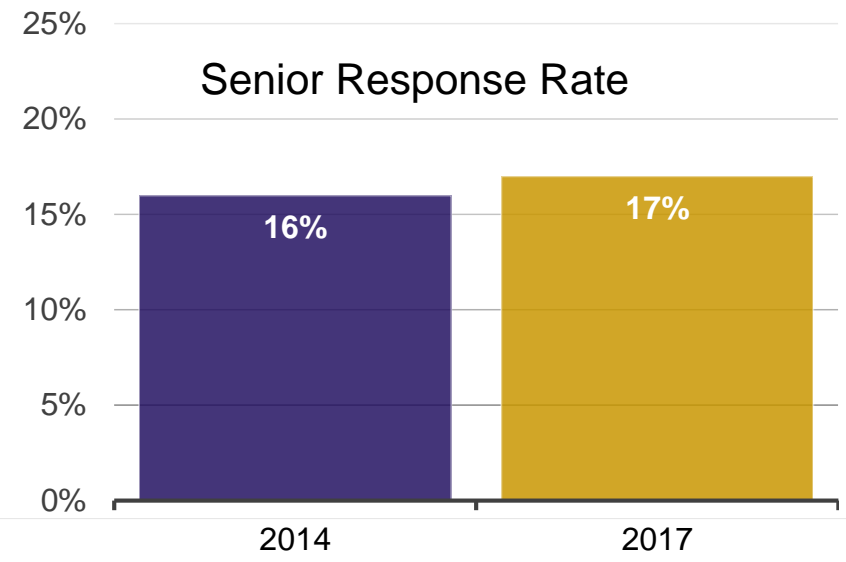
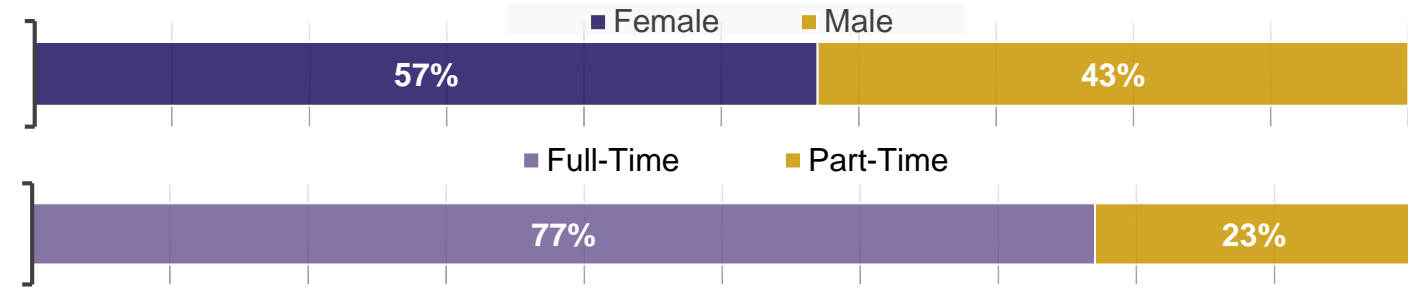


\*Sample was representative of the population at SF State

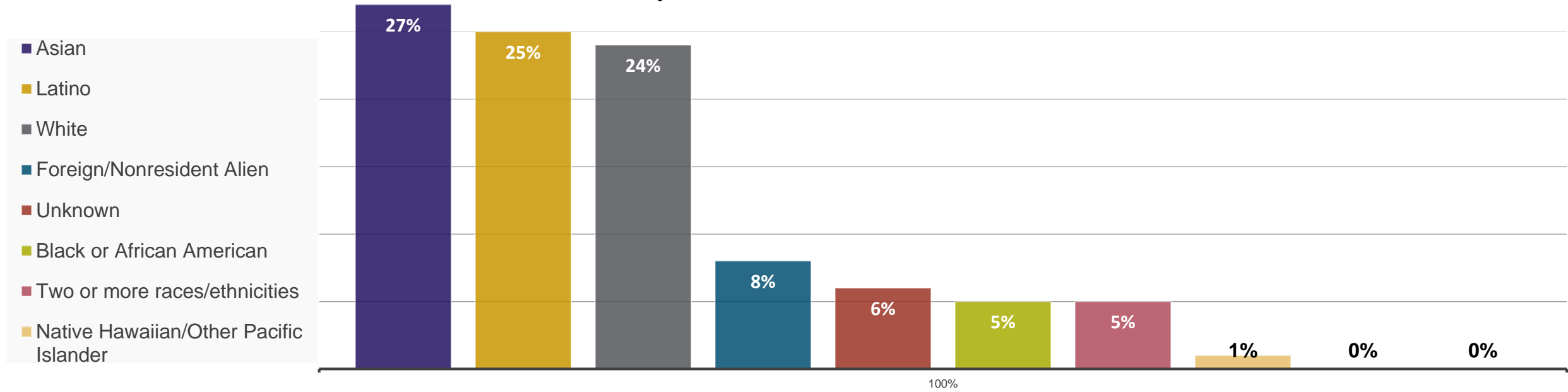
# NSSE Student Sample

## Senior Respondent Profile (2017)\*

Senior (n = 1,490)



Ethnicity of NSSE 2017 First-Years



\*Sample was representative of the population at SF State

# Engagement Indicators

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## Theme 1 - Academic Challenge:

### 1. Higher-Order Learning

*(How much has your coursework emphasized evaluating a point of view, decision or information source?)*

### 2. Reflective and Integrative Learning

*(How often have you connected your learning to societal problems or issues?)*

### 3. Learning Strategies

*(How often have you reviewed your notes after class?)*

### 4. Quantitative Reasoning

*(How often have you used numerical information to examine a real-world problem or issue?)*

## Theme 2 - Learning With Peers:

### 5. Collaborative Learning

*(How often have you asked another student to help you understand course material?)*

### 6. Discussions with Diverse Others

*(How often have you had discussions with people from a race or ethnicity other than your own?)*

# Engagement Indicators

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## **Theme 3 - Experiences with Faculty:**

### **7. Student-Faculty Interaction**

*(How often have you talked about career plans with a faculty member?)*

### **8. Effective Teaching Practices**

*(To what extent have your instructors clearly explained course goals and requirements?)*

## **Theme 4 - Campus Environment:**

### **9. Quality of Interactions**

*(Indicate the quality of your interactions with academic advisors)*

### **10. Supportive Environment**

*(How much does your institution emphasize providing support to help students succeed academically?)*

# Engagement Indicators

## Academic Challenge (2014 to 2017)

Key Finding:

There were no significant differences between first-year SF State students and CSU students in academic challenge indicators.

### First-Year

Academic Challenge Indicators	SF State 2014	SF State 2017	CSU 2016-17	Difference w/ CSU	Significant Difference	Effect Size
Higher-Order Learning	38.6	38.6	37.7	+0.9	non-significant	--
Reflective & Integrative Learning	36.8	36.0	35.3	+0.7	non-significant	--
Learning Strategies	36.1	36.5	36.9	-0.4	non-significant	--
Quantitative Reasoning	27.0	27.7	27.2	+0.5	non-significant	--

# Engagement Indicators

## Academic Challenge (2014 to 2017)

Key Finding:

Senior SF State students scored significantly higher than CSU students in reflective and integrative learning indicator.

### Senior

Academic Challenge Indicators	SF State 2014	SF State 2017	CSU 2016-17	Difference w/ CSU	Significant Difference	Effect Size
Higher-Order Learning	40.0	40.6	40.1	+0.5	non-significant	--
Reflective & Integrative Learning	38.9	39.3	38.3	+1.0	significant ( $p < .05$ )	.08 (small)
Learning Strategies	39.7	37.9	38.3	-0.4	non-significant	--
Quantitative Reasoning	28.7	30.2	29.9	+0.3	non-significant	--



# Engagement Indicators

## Learning with Peers (2014 to 2017)

Key Finding:

There was a significant difference between first-year SF State students and CSU students in the collaborative learning indicator.

### First-Year

Learning with Peers Indicators	SF State 2014	SF State 2017	CSU 2016-17	Difference w/ CSU	Significant Difference	Effect Size
Collaborative Learning	31.6	30.1	33.2	-3.1	significant ( $p < .05$ )	-.23 (small)
Discussions with Diverse Others	40.3	38.4	39.4	-1.0	non-significant	--

# Engagement Indicators

## Learning with Peers (2014 to 2017)

Key Finding:

There were significant differences between senior SF State students and CSU students in both learning with peers indicators.

### Senior

Learning with Peers Indicators	SF State 2014	SF State 2017	CSU 2016-17	Difference w/ CSU	Significant Difference	Effect Size
Collaborative Learning	32.6	33.6	35.3	-1.7	significant ( $p < .05$ )	-.13 (small)
Discussions with Diverse Others	41.3	40.5	41.9	-1.4	significant ( $p < .05$ )	-.09 (small)

# Engagement Indicators

## Experiences with Faculty (2014 to 2017)

Key Finding:

There was a significant difference between first-year SF State students and CSU students in the student-faculty interaction indicator.

### First-Year

Experiences with Faculty Indicators	SF State 2014	SF State 2017	CSU 2016-17	Difference w/ CSU	Significant Difference	Effect Size
Student-Faculty Interaction	17.5	15.7	18.4	-2.7	significant ( $p < .05$ )	-.20 (small)
Effective Teaching Practices	39.0	38.1	38.7	-0.6	non-significant	--

# Engagement Indicators

## Experiences with Faculty (2014 to 2017)

Key Finding:

There was a significant difference between senior SF State students and CSU students in the student-faculty interaction indicator.

### Senior

Experiences with Faculty Indicators	SF State 2014	SF State 2017	CSU 2016-17	Difference w/ CSU	Significant Difference	Effect Size
Student-Faculty Interaction	20.0	21.2	22.5	-1.3	significant ( $p < .05$ )	-.08 (small)
Effective Teaching Practices	39.7	39.1	39.4	-0.3	non-significant	--

# Engagement Indicators

## Campus Environment (2014 to 2017)

### Key Finding:

There were significant differences between first-year SF State students and CSU students in campus environment indicators.

### First-Year

Campus Environment Indicators	SF State 2014	SF State 2017	CSU 2016-17	Difference w/ CSU	Significant Difference	Effect Size
Quality of Interactions	36.6	35.7	39.4	-3.7	significant ( $p < .05$ )	-.27 (small)
Supportive Environment	33.1	31.0	36.1	-5.1	significant ( $p < .05$ )	-.37 (medium)

# Engagement Indicators

## Campus Environment (2014 to 2017)

### Key Finding:

There were significant differences between senior SF State students and CSU students in campus environment indicators.

### Senior

Campus Environment Indicators	SF State 2014	SF State 2017	CSU 2016-17	Difference w/ CSU	Significant Difference	Effect Size
Quality of Interactions	39.8	38.6	41.3	-2.7	significant ( $p < .05$ )	-.21 (small)
Supportive Environment	29.3	28.5	32.6	-4.1	significant ( $p < .05$ )	-.28 (small)

# High-Impact Practices

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## High-Impact Practices (HIPs)

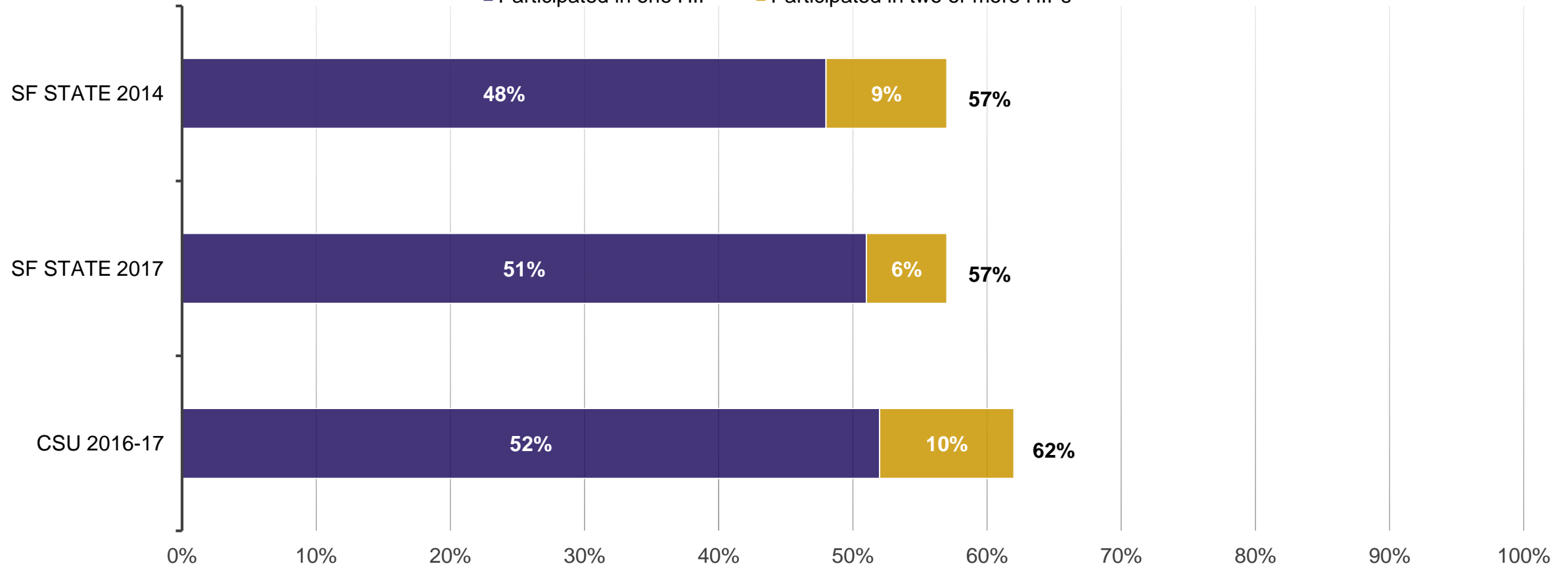
- Undergraduate opportunities which have positive associations with student learning and retention
- Service-Learning
  - *Courses that included a community-based project*
- Learning Community
  - *Formal program where groups of students take two or more classes together*
- Research with Faculty
  - *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
- Culminating Senior Experience

# High-Impact Practices

## First-Year Students

### First-Year Student HIP Participation

■ Participated in one HIP   ■ Participated in two or more HIPs



Key Finding: Participation in one HIP increased from 2014 to 2017

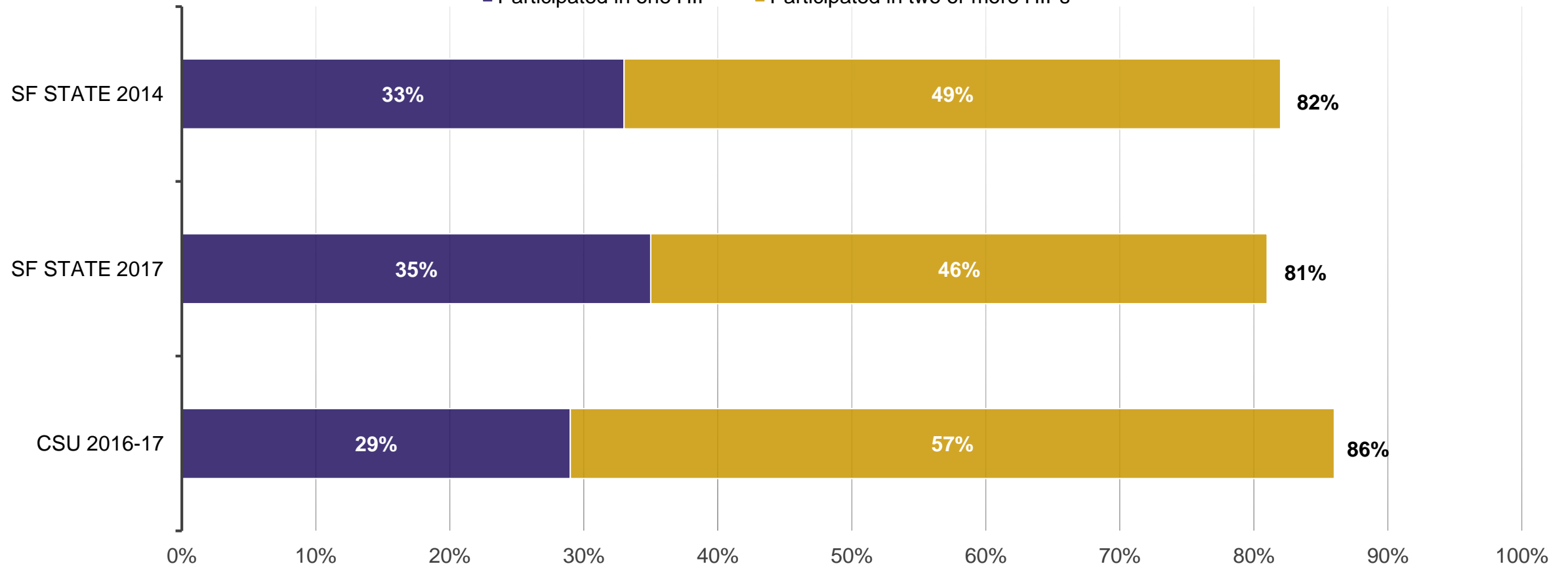


# High-Impact Practices

## Senior Students

### Senior Student HIP Participation

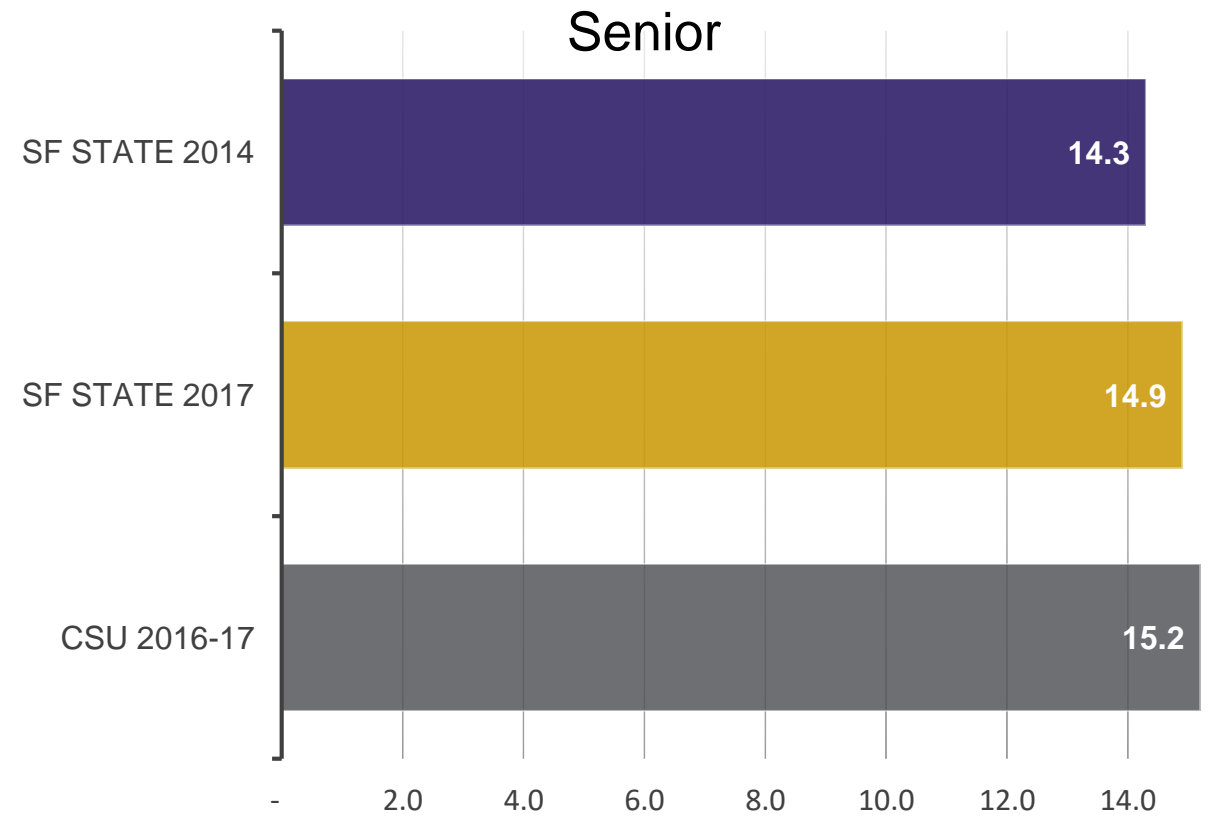
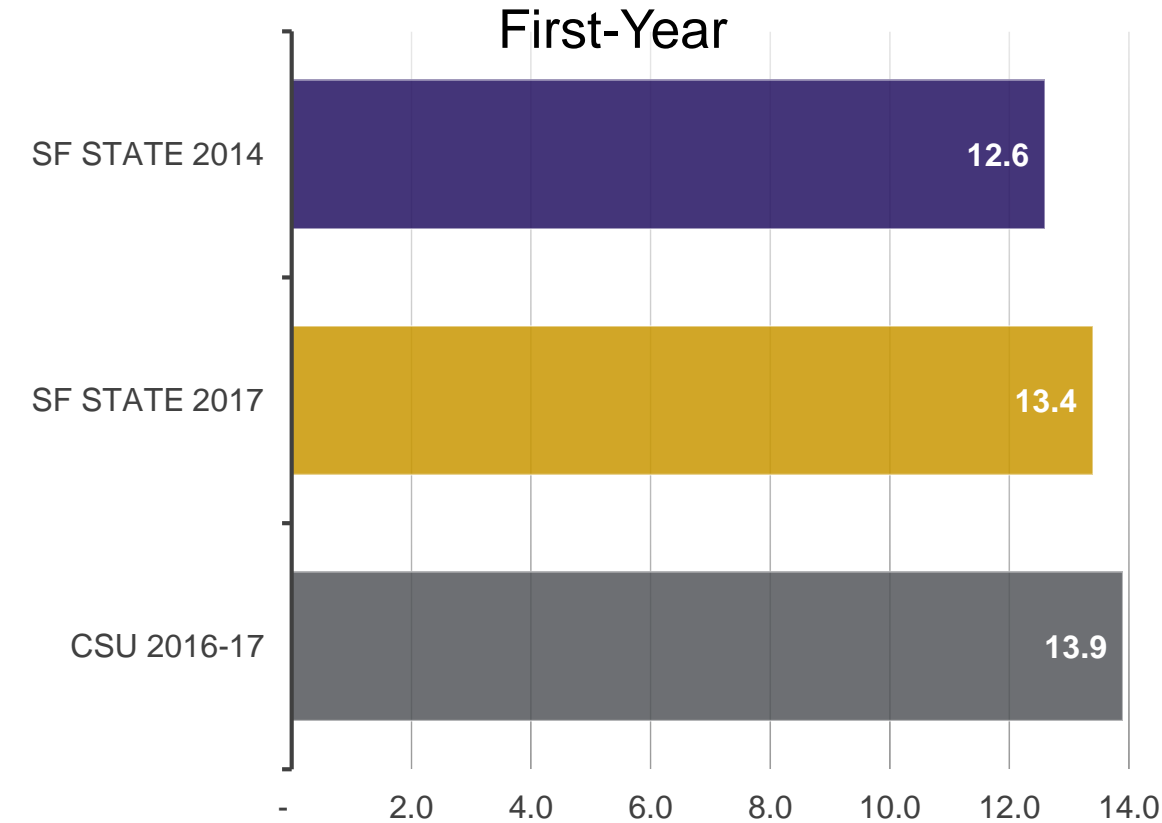
■ Participated in one HIP   ■ Participated in two or more HIPs



Key Finding: Participation in one HIP increased from 2014 to 2017.

# Preparing for Class

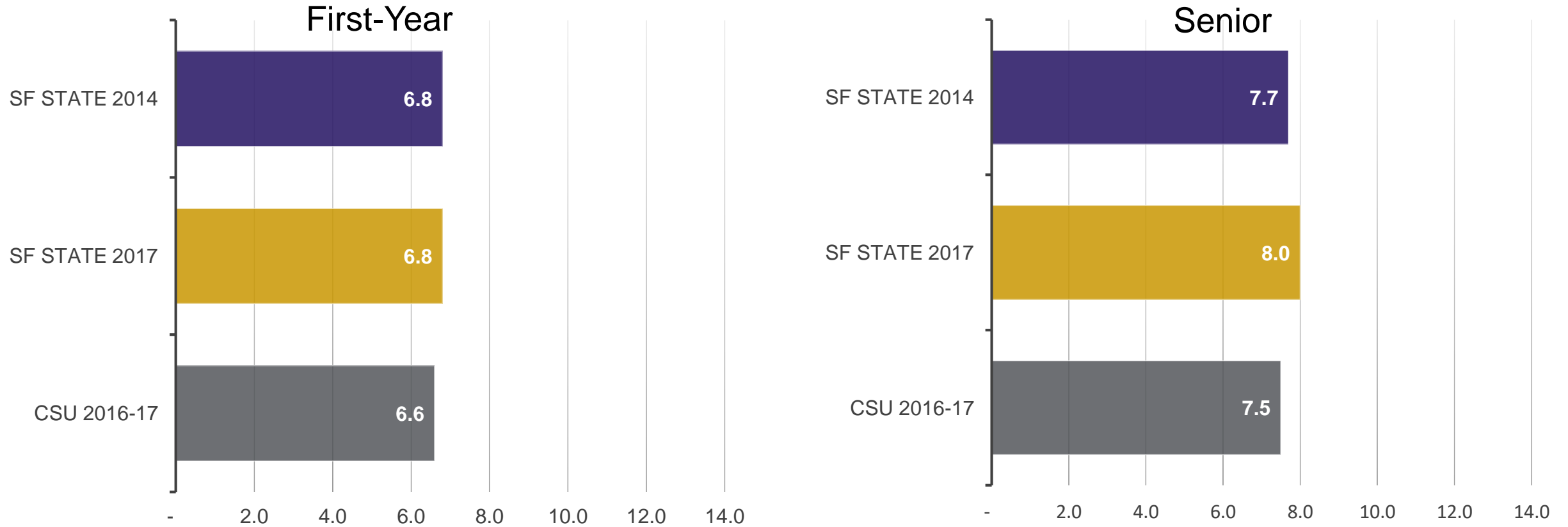
## Average Hours per Week Spent Preparing for Class



Key Finding: Average hours spent preparing for class increased from 2014 to 2017 for first-year and senior students.

# Assigned Reading

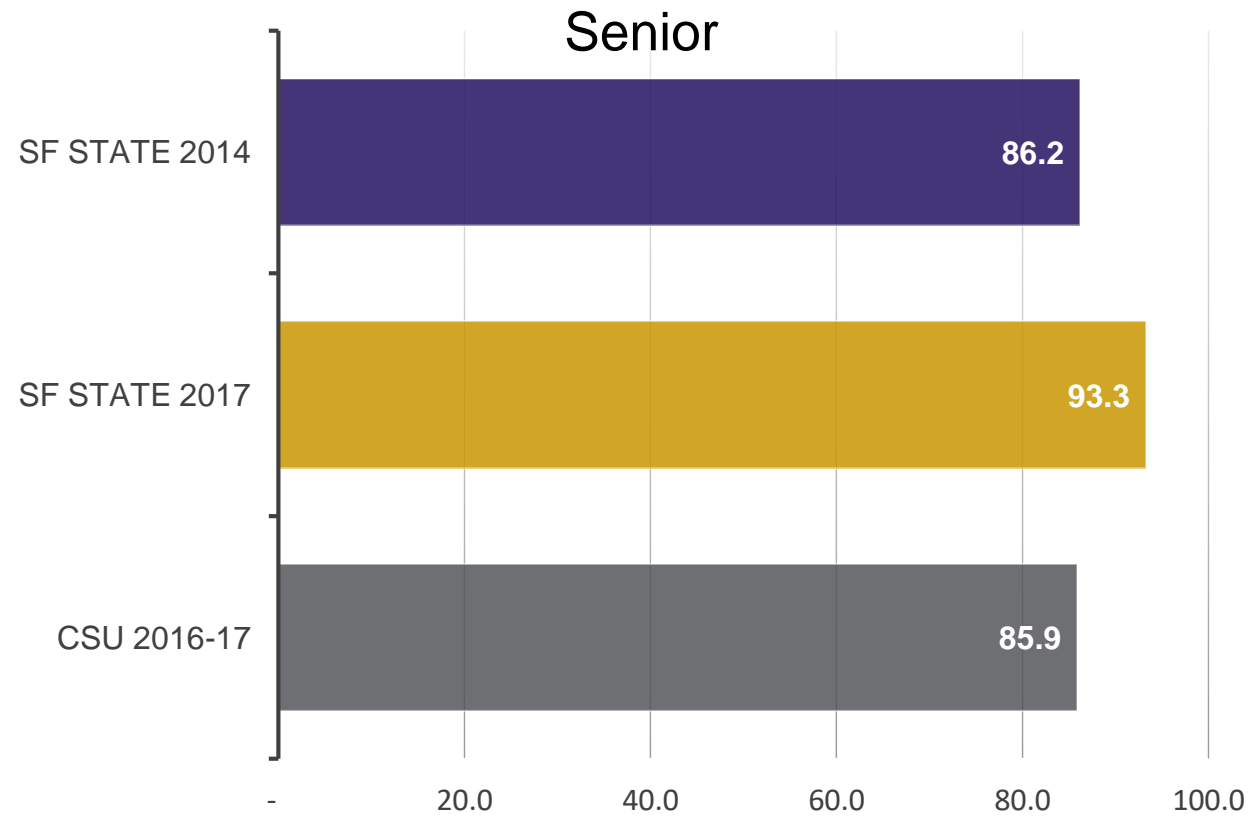
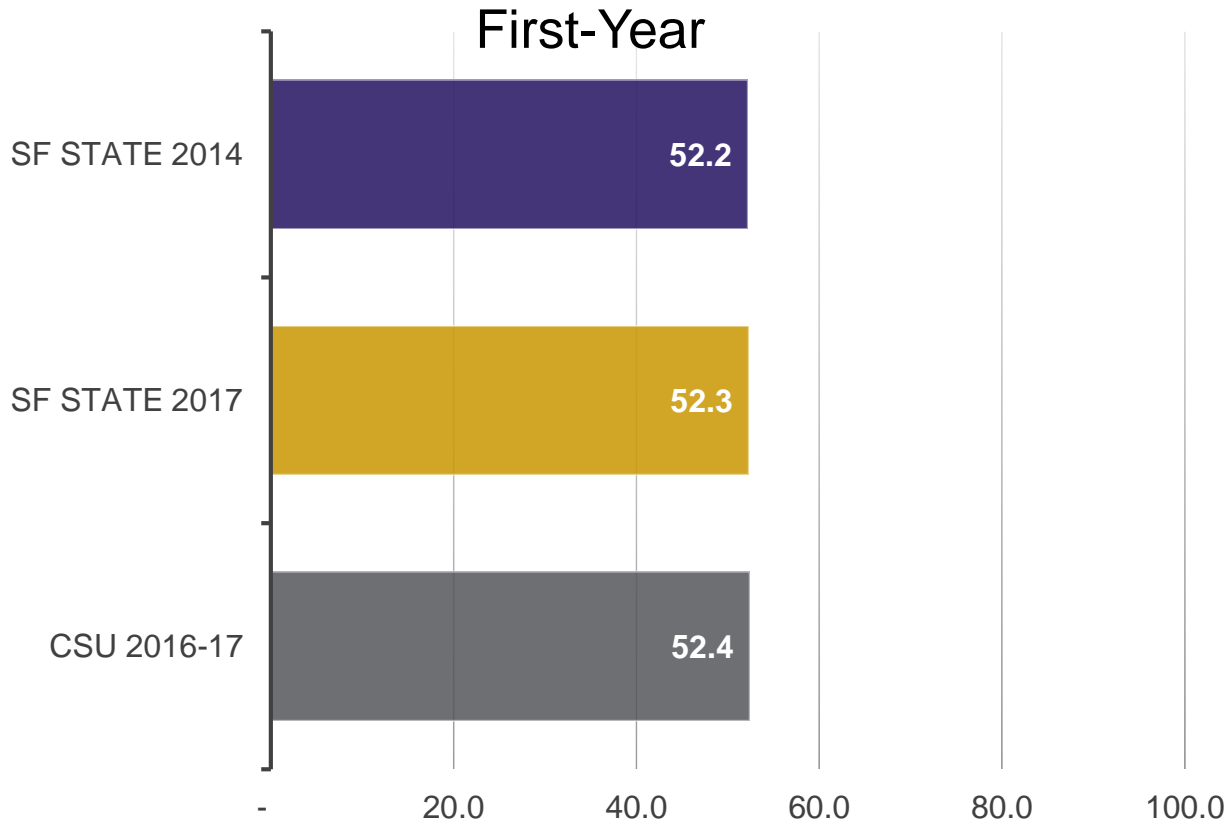
## Average Hours per Week on Course Readings



Key Finding: Hours of Assigned reading remained relatively stable from 2014 to 2017

# Assigned Writing

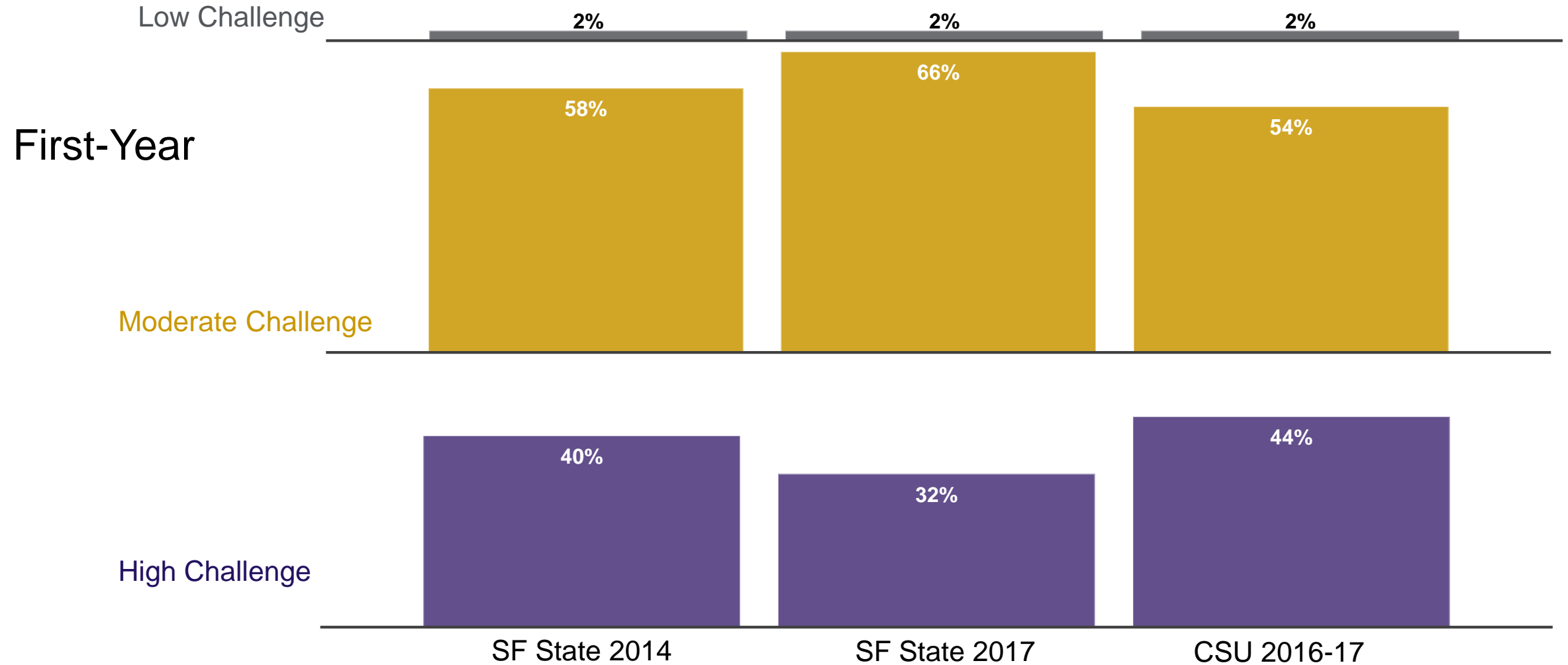
## Average Pages of Assigned Writing



Key Finding: Senior commitment to developing writing skills higher than the CSU average.

# Challenging Students

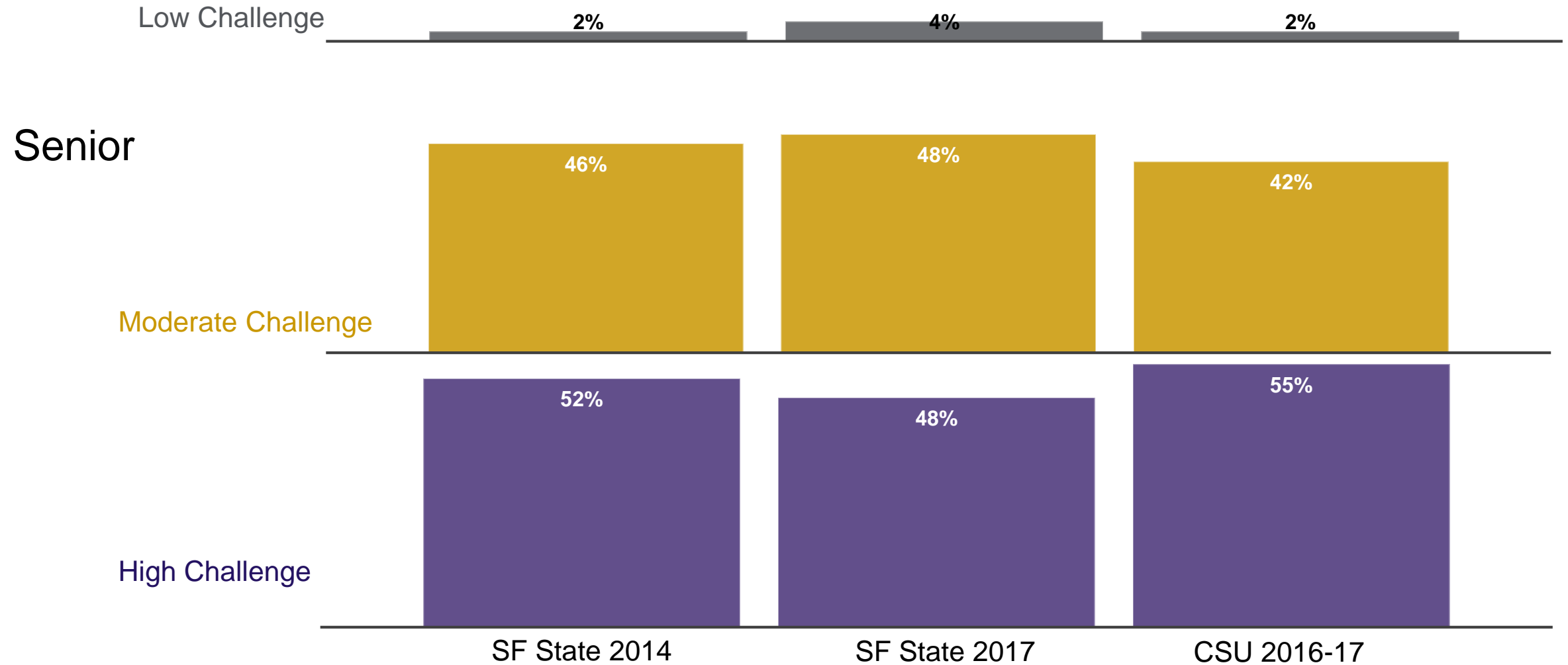
Extent to which courses challenge students to do their best.



Key Finding: Majority of courses moderately challenging for students. The amount first-year students reported being highly challenged by their courses decreased from 2014 to 2017.

# Challenging Students

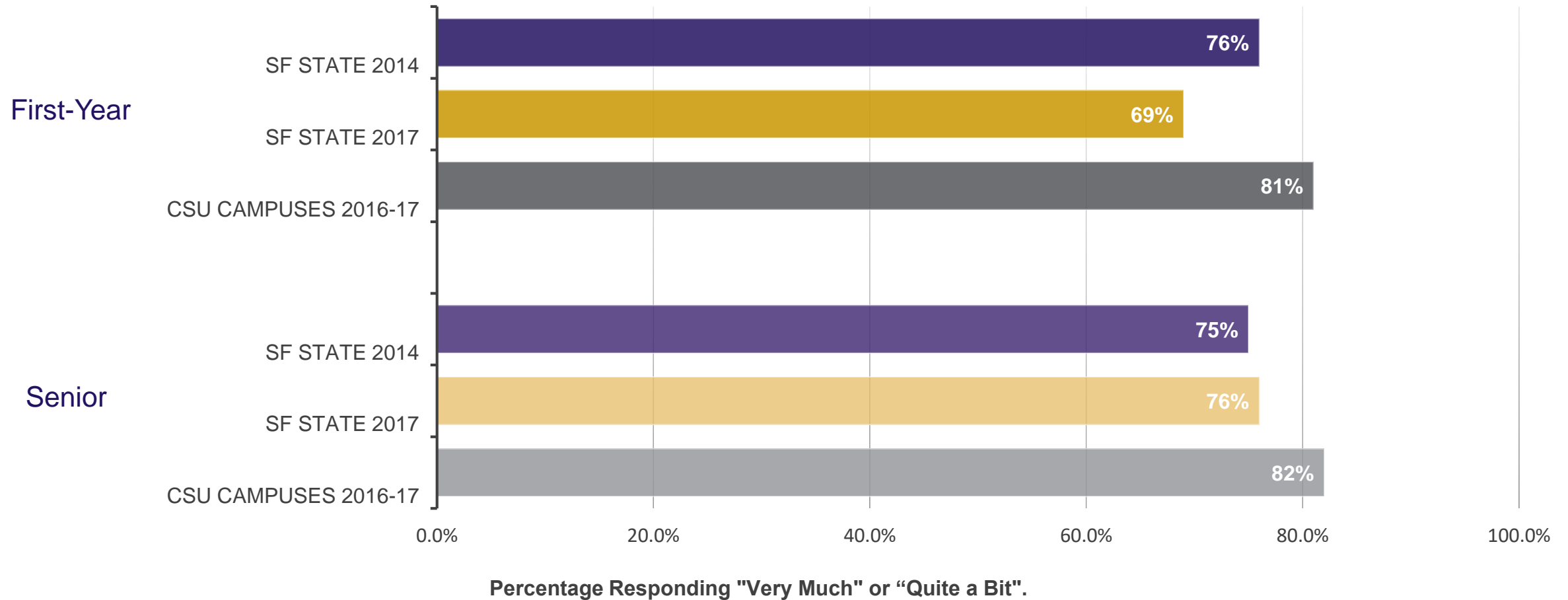
Extent to which courses challenge students to do their best.



Key Finding: Seniors reported equal amounts of high and moderately challenging courses. Seniors reporting low challenge from courses doubled from 2014 to 2017.

# Academic Emphasis

## Institution Emphasis on Studying and Academic Work



Key Finding: Students at SF State reported lower academic emphasis by the university than at other CSUs.

# Item Comparisons

## Top 5 Scoring Items for 2017 First-Years

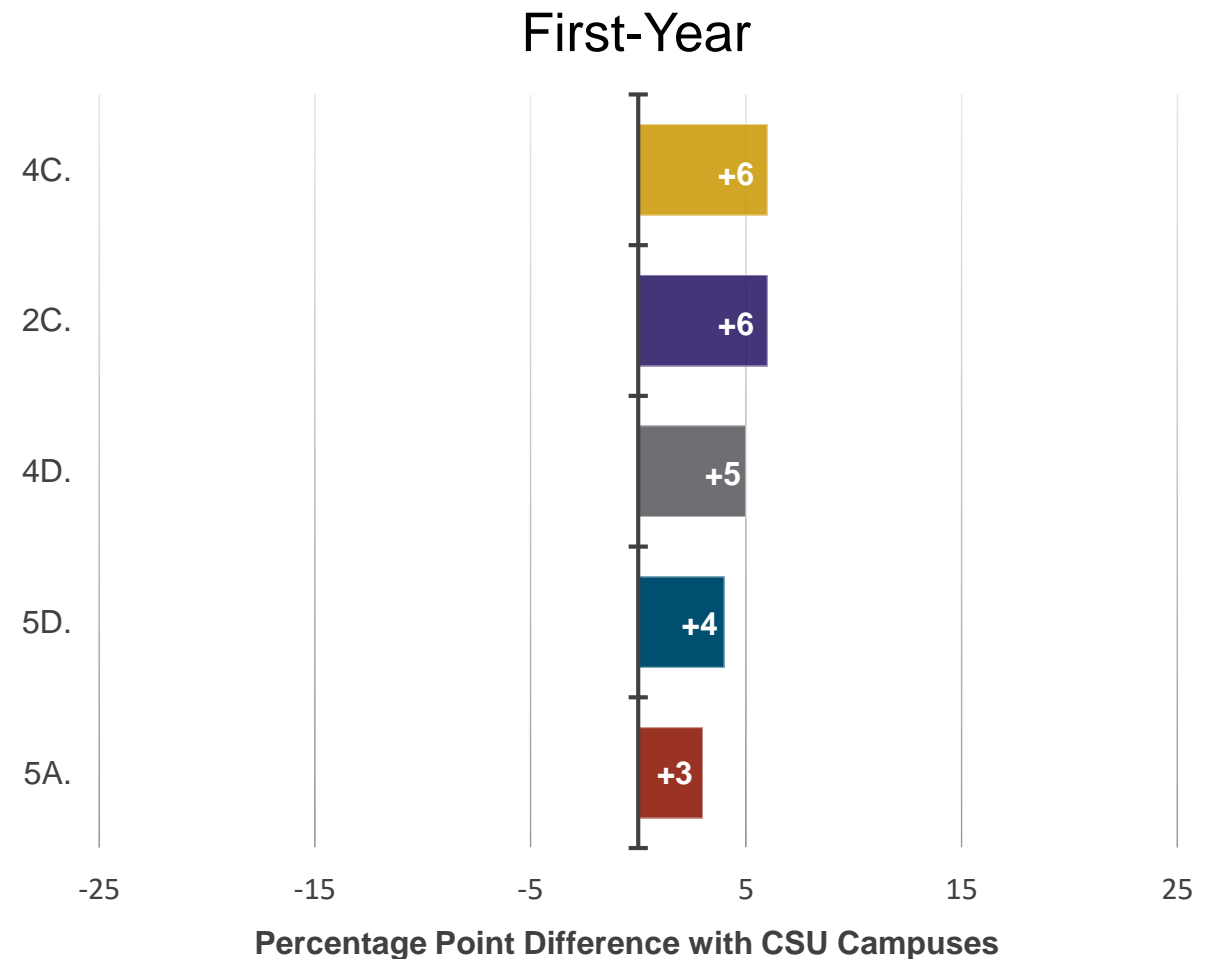
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts.

2c. Included diverse perspectives (...) in course discussions or assignments.\*

4d. Evaluating a point of view, decision, or information sources.

5d. Instructors provide feedback on a draft or work in progress.

6a. Reached conclusions based on your own analysis of numerical information (...)



Key Finding: SF State students spent more time analyzing ideas, experiences, and reasoning than other CSU Students.

\* - Also in 2014

Item - in top 5 for both First-Years and Seniors at SF State in 2017



# Item Comparisons

## 5 Lowest Performing Items for 2017 First-Years

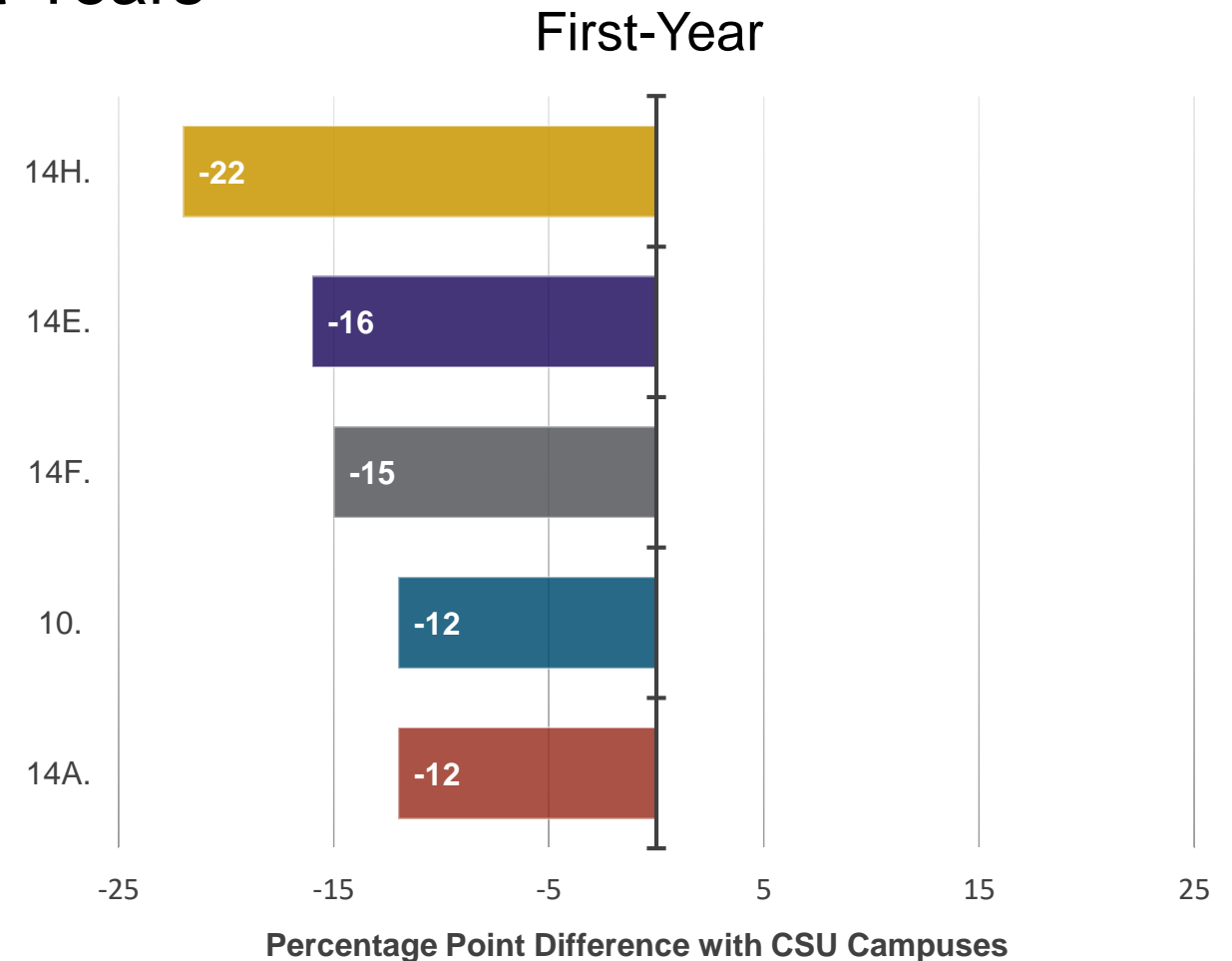
**14h.** Institution emphasis on attending campus activities and events (...)\*

14e. Institution emphasis on providing opportunities to be involved socially

**14f.** Institution emphasis on providing support for your overall well-being

10. Extent to which courses challenged you to do your best work\*

14a. Institution emphasis on studying and academic work



Key Finding: SF State is believed to emphasize campus activities less than other CSU campuses.

\* - Also in 2014

Item - in bottom 5 for both First-Years and Seniors at SF State in 2017

# Item Comparisons

## Top 5 Scoring Items for 2017 Seniors

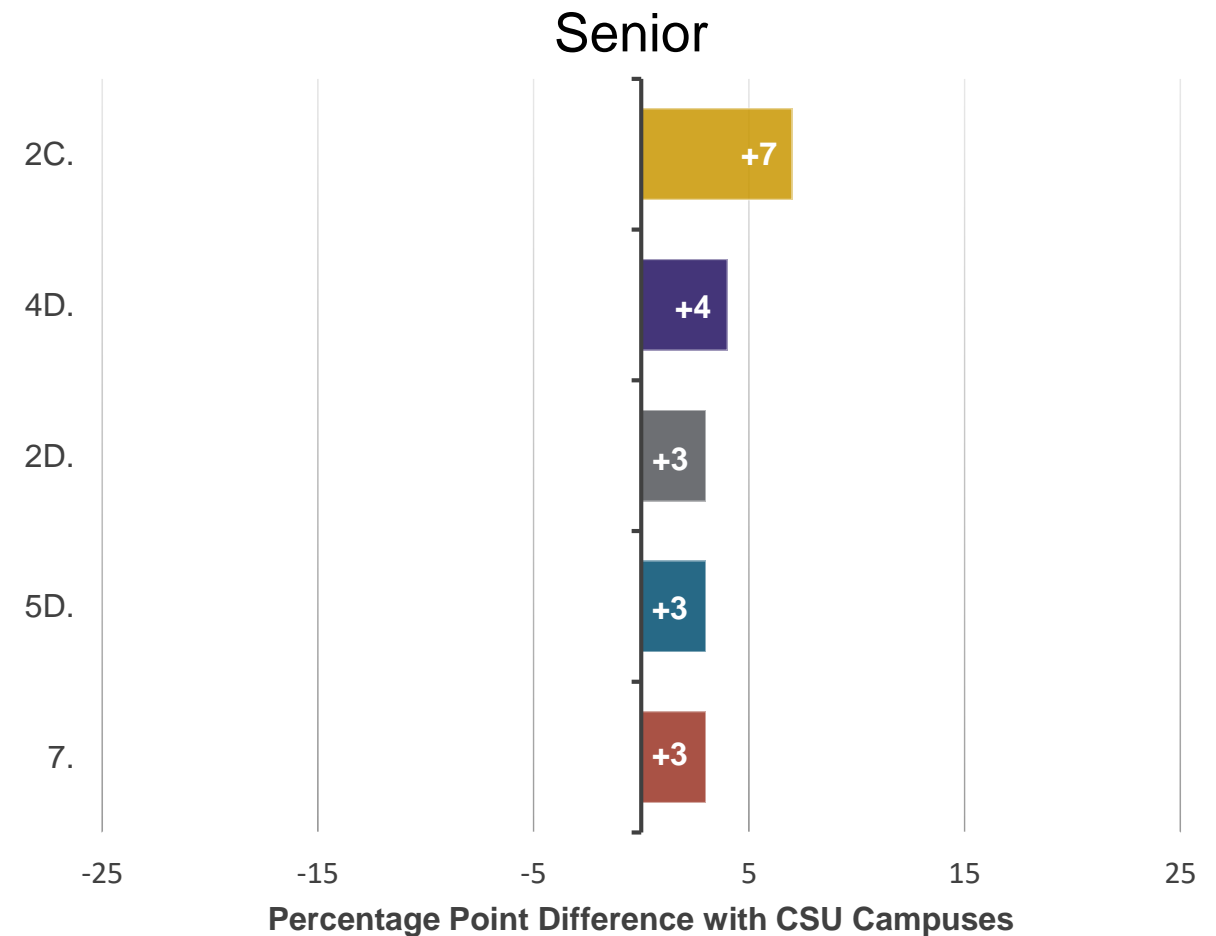
**2c.** Included diverse perspectives (...) in course discussions or assignments\*

**4d.** Evaluating a point of view, decision, or information sources

**2d.** Examined the strengths and weaknesses of your own views on a topic or issue

**5d.** Instructors provided feedback on a draft or work in progress

**7.** Assigned more than 50 pages of writing\*



Key Finding: On average, SF State course discussions included more diverse perspectives than other CSU Campuses.

\* - Also in 2014

Item - in top 5 for both First-Years and Seniors at SF State in 2017

# Item Comparisons

## 5 Lowest Performing Items for 2017 Seniors

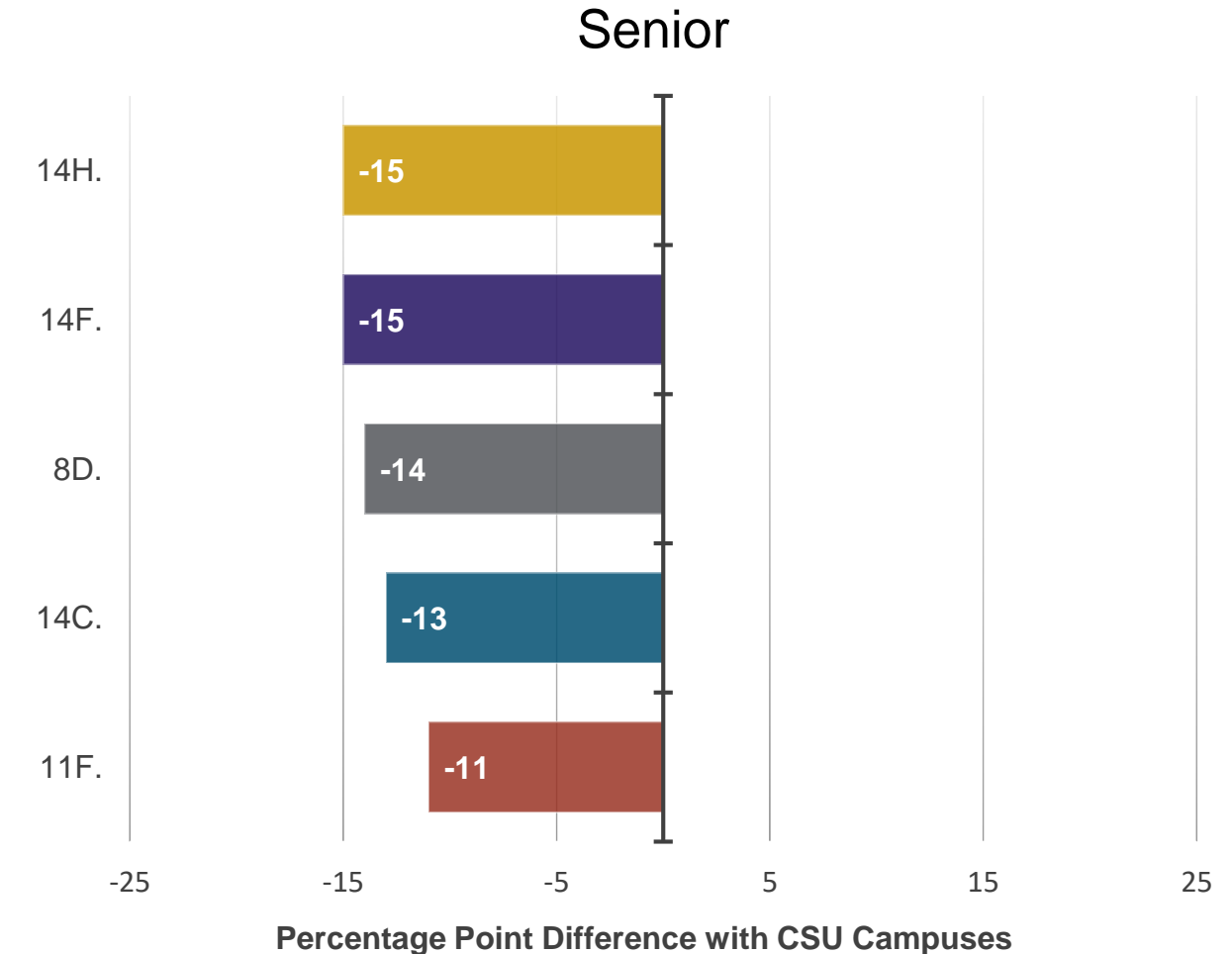
**14h.** Institution emphasis on attending campus activities and events (...)\*

**14f.** Institution emphasis on providing support for your overall well-being...\*

**8d.** Discussions with... people with political views different than your own.\*

**14c.** Institution emphasis on learning support services (...)\*

**11f.** Completed a culminating senior experience (...) (HIP)\*



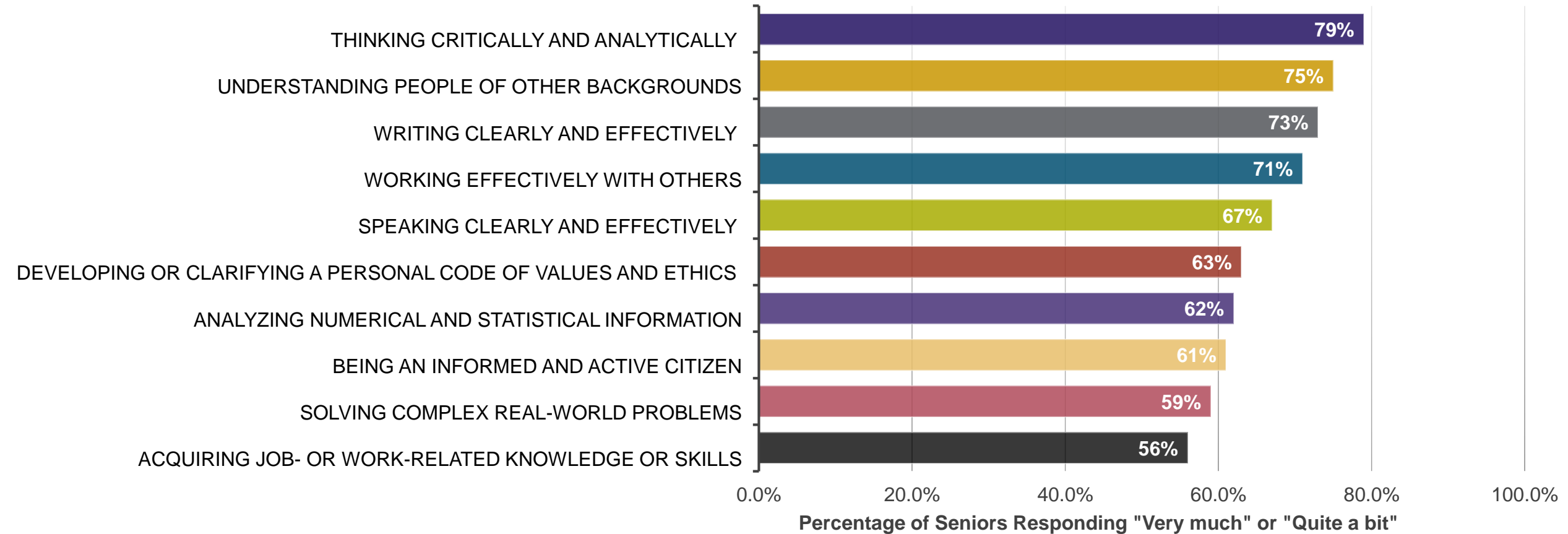
Key Finding: Lowest performing items for Seniors were the same as in 2014.

\* - Also in 2014

Item - in bottom 5 for both First-Years and Seniors at SF State in 2017

# Perceived Gains

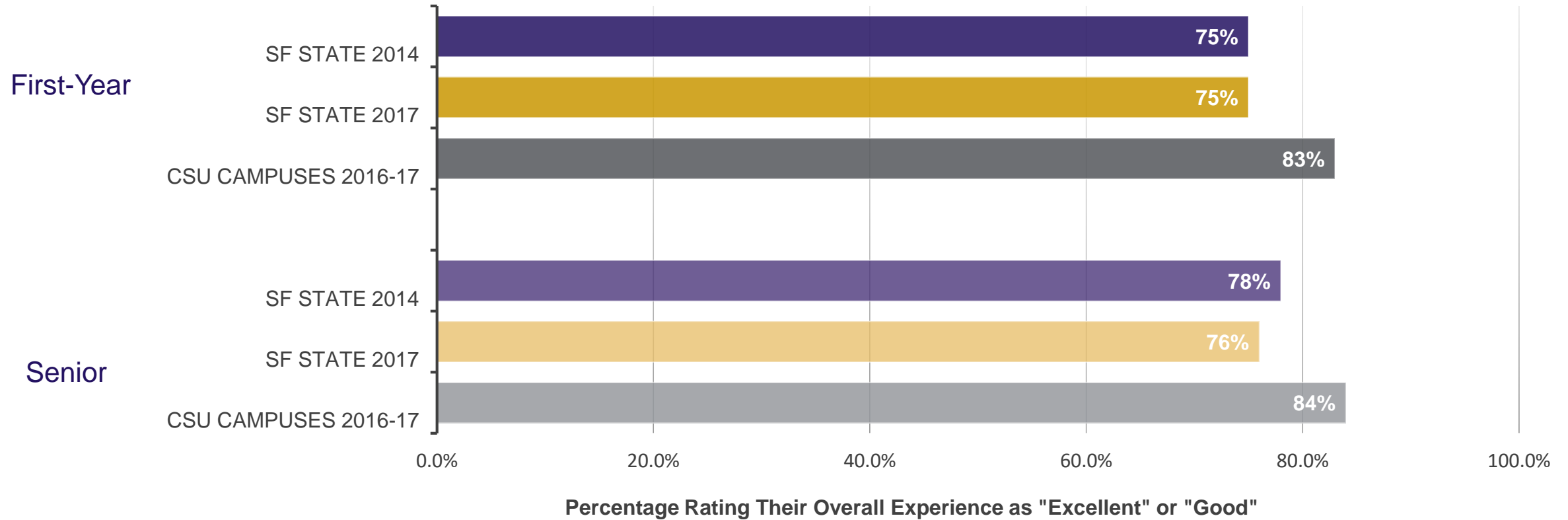
## Skills and Knowledge Acquired by Seniors



Key Finding: Seniors rated their ability to think critically and analytically was improved by attending SF State.

# Satisfaction with SFSU

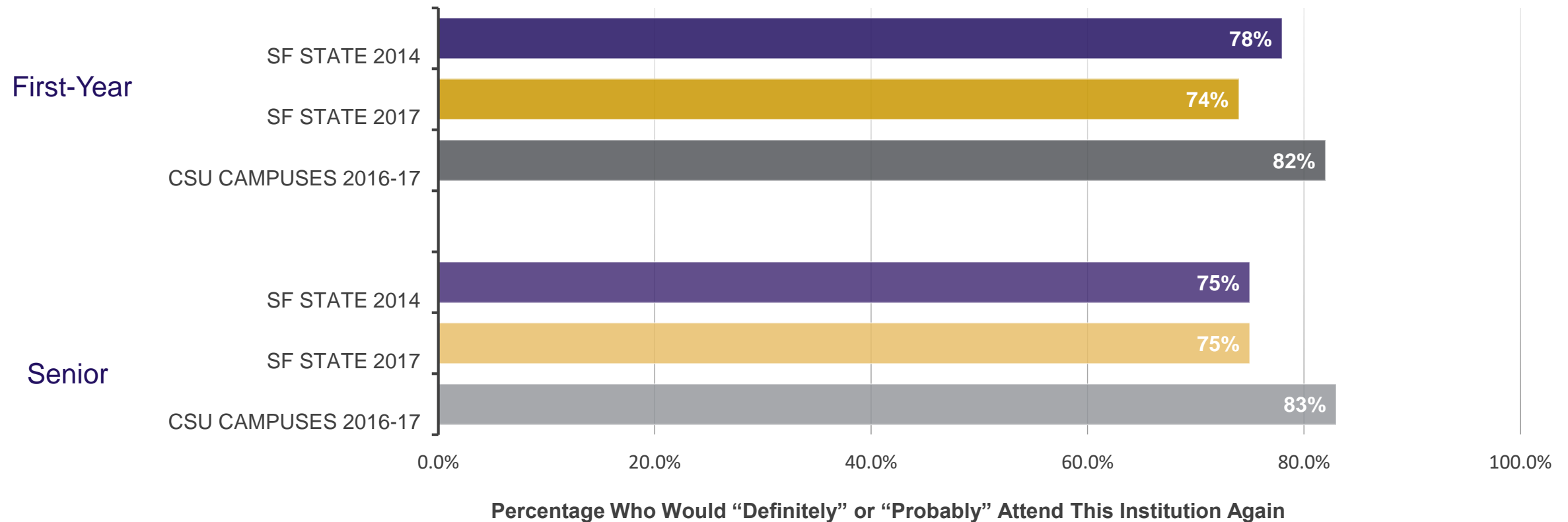
## Overall Experience



Key Finding: 75% of First-Years and 76% of Seniors rated SF State "Excellent" or "Good"

# Satisfaction with SFSU

## Likelihood to Attend Again



Key Finding: 75% of Seniors and 74% of First-Year students would attend again.

# Summary of NSSE

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## The State of SF State

### Need for Improvement

- Below CSU peers
- Campus Environment
- Decrements from 2014
- Recurring Items

### Positive Growth

- Improvements from 2014
- Reflective and Integrative Learning
- Recurrent theme of diverse perspectives
- “Good” or “Excellent”