
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

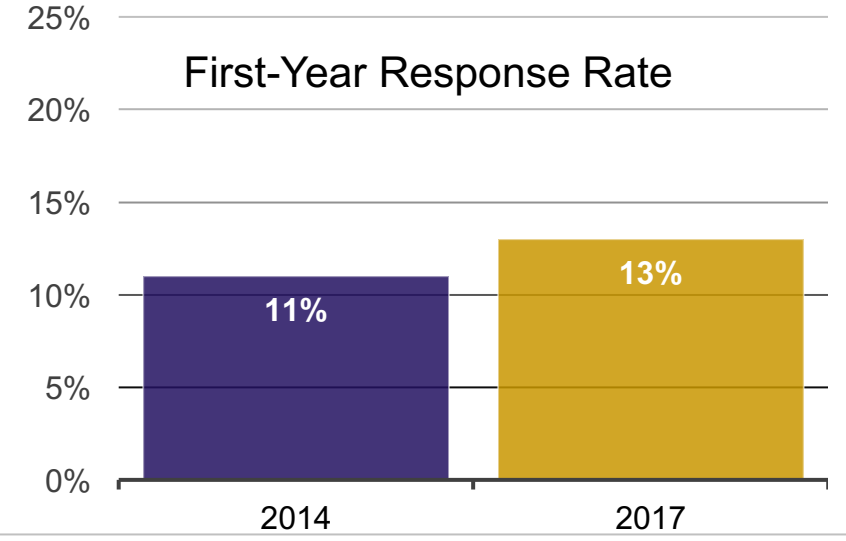
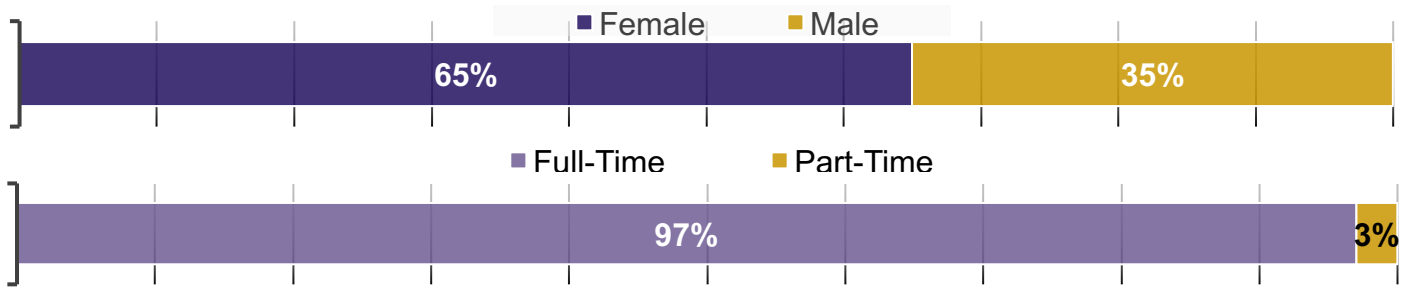
Graduation Initiative 2025

- Engagement and Well-Being

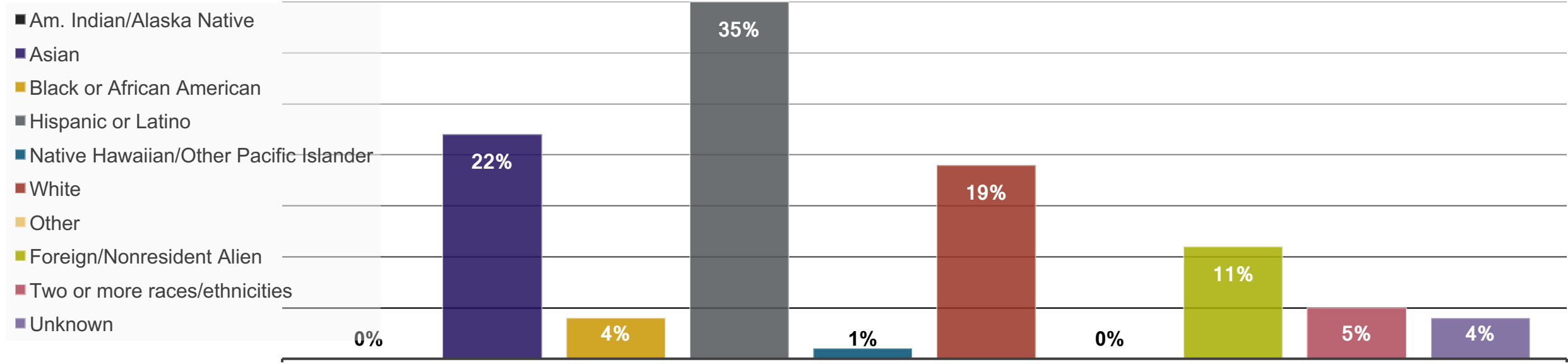
NSSE Student Sample

First-Year Respondent Profile (2017)*

First-Year (n = 471)



Ethnicity of NSSE 2017 First-Years

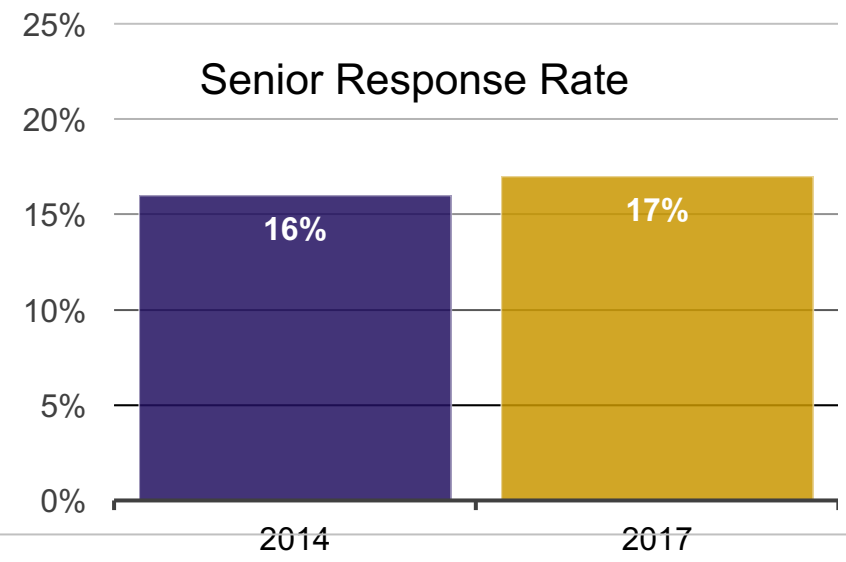
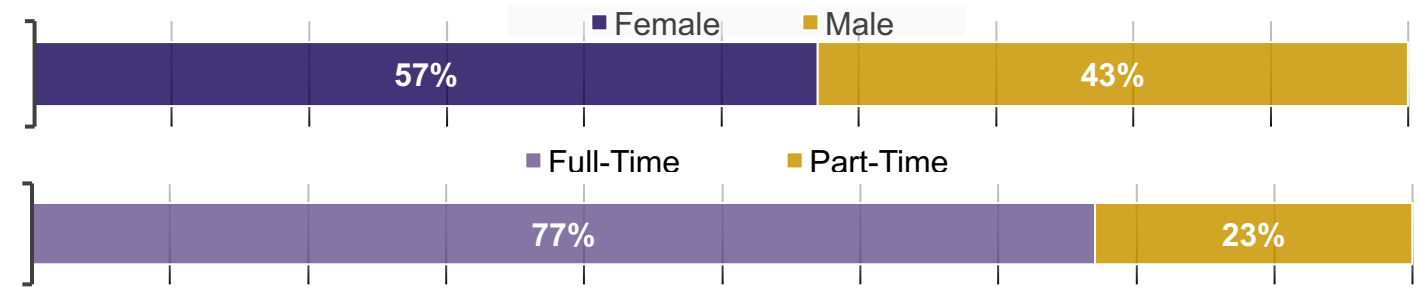


*Sample was representative of the population at SF State

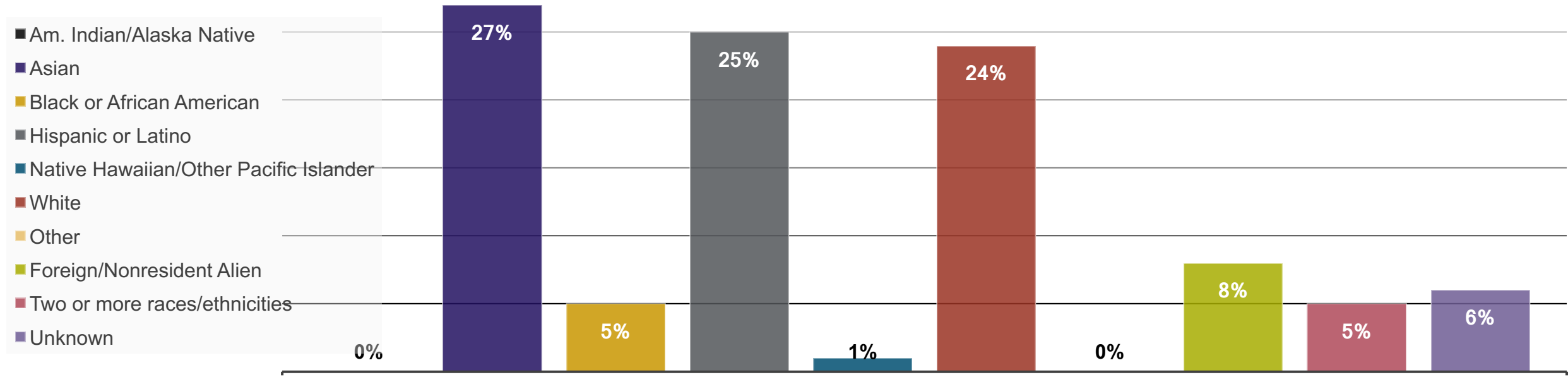
NSSE Student Sample

Senior Respondent Profile (2017)*

Senior (n = 1,490)



Ethnicity of NSSE 2017 Seniors



*Sample was representative of the population at SF State

Engagement Indicators

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

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

High-Impact Practices (HIPs)

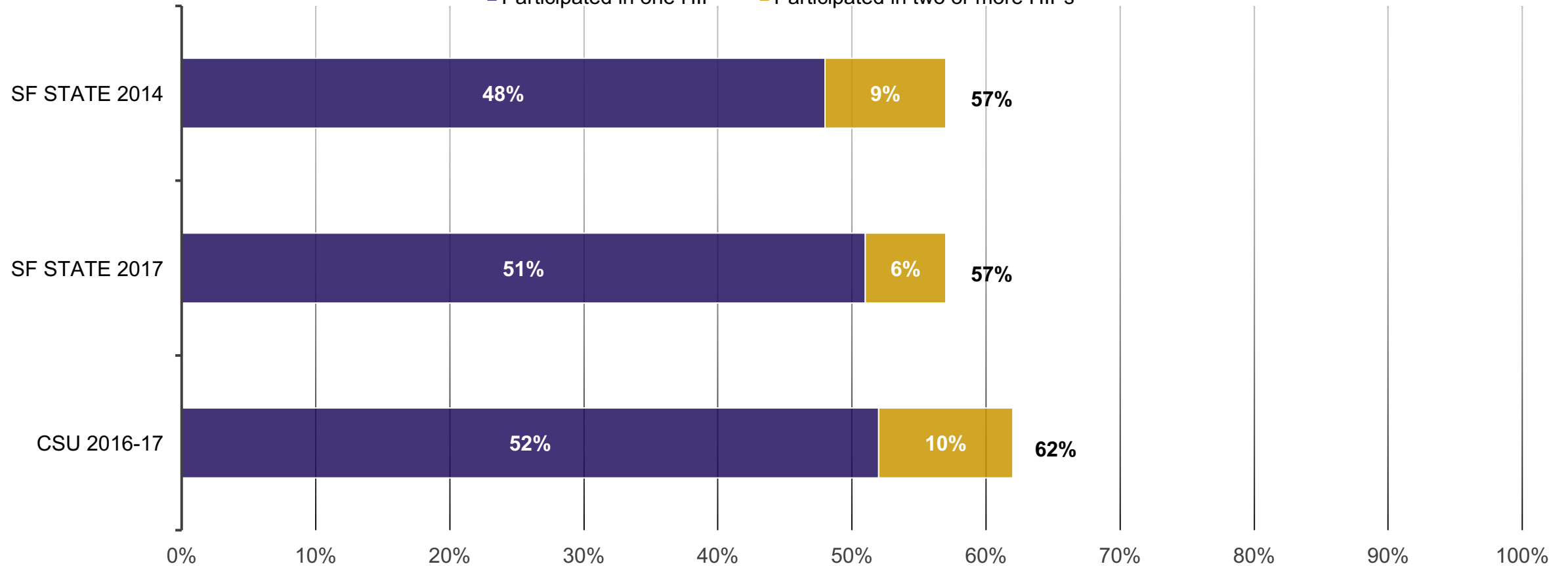
- Undergraduate opportunities which have positive associations with student learning and retention
- Service-Learning
 - *Courses that included a community-based project*
- Learning Community
 - *Formal program where groups of students take two or more classes together*
- Research with Faculty
 - *Work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



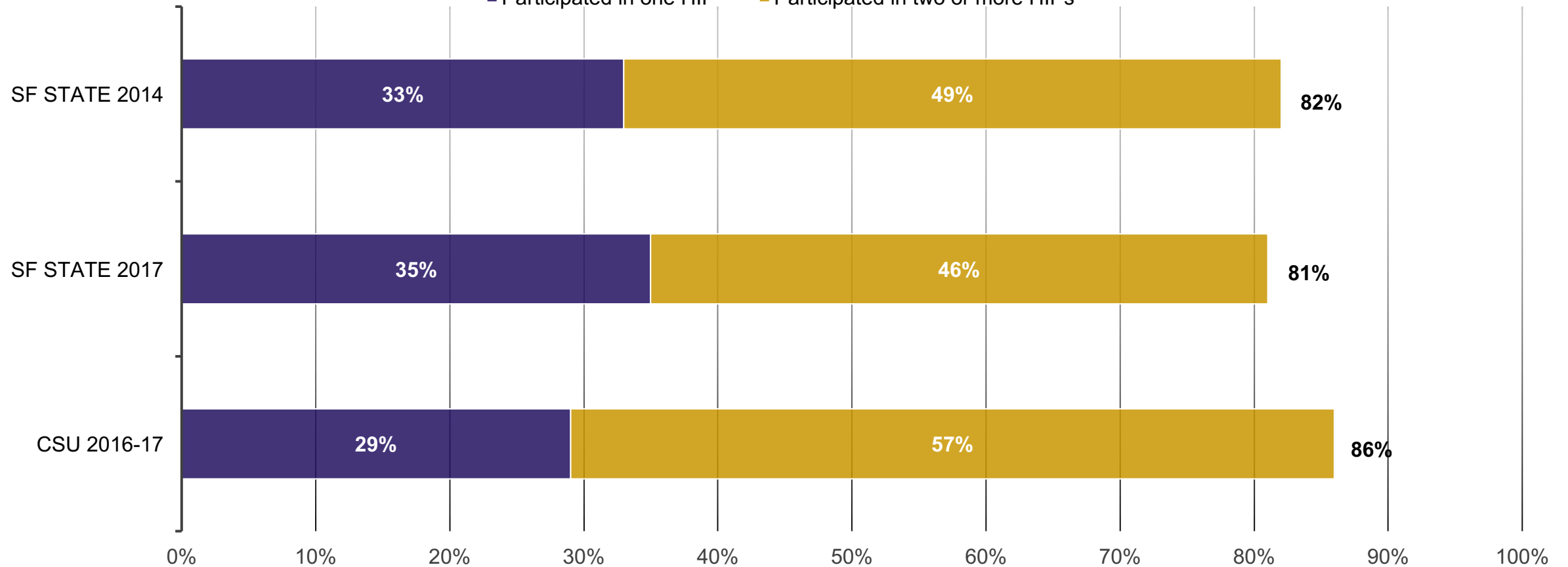
Key Finding: Participation in one HIP increased from 2014 to 2017

High-Impact Practices

Senior Students

Senior Student HIP Participation

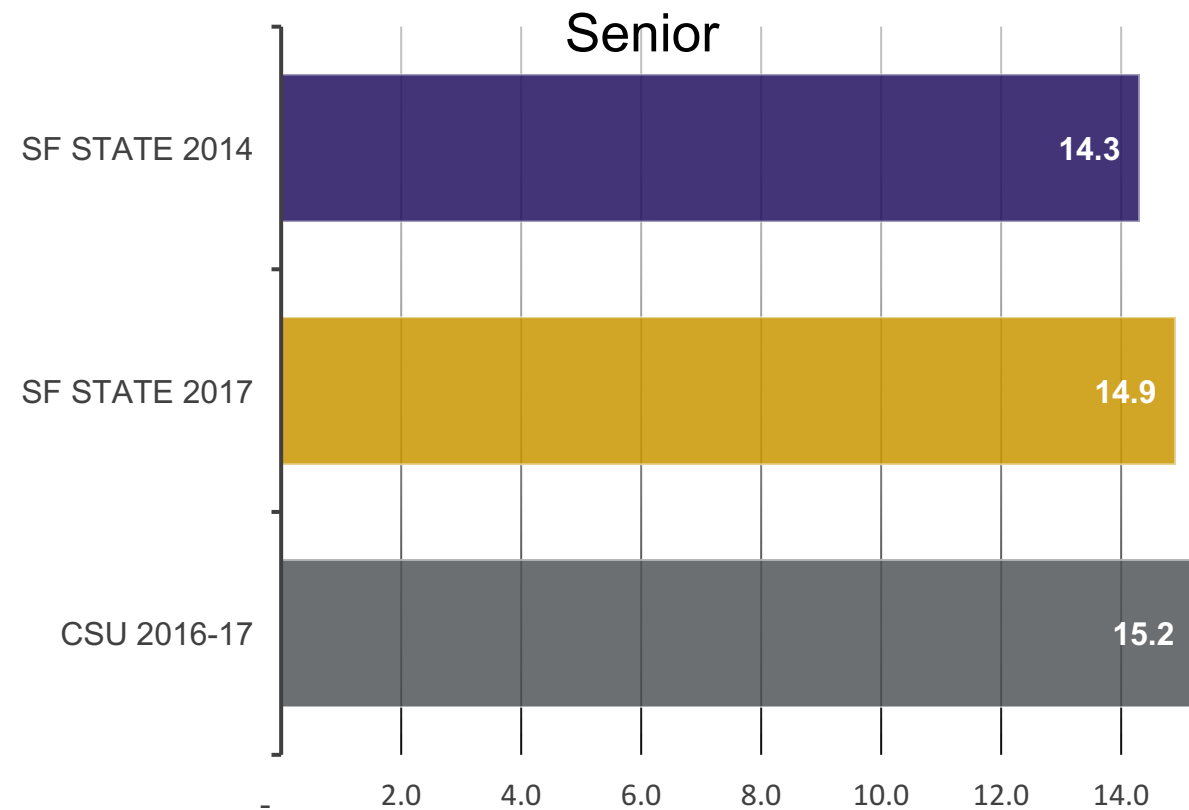
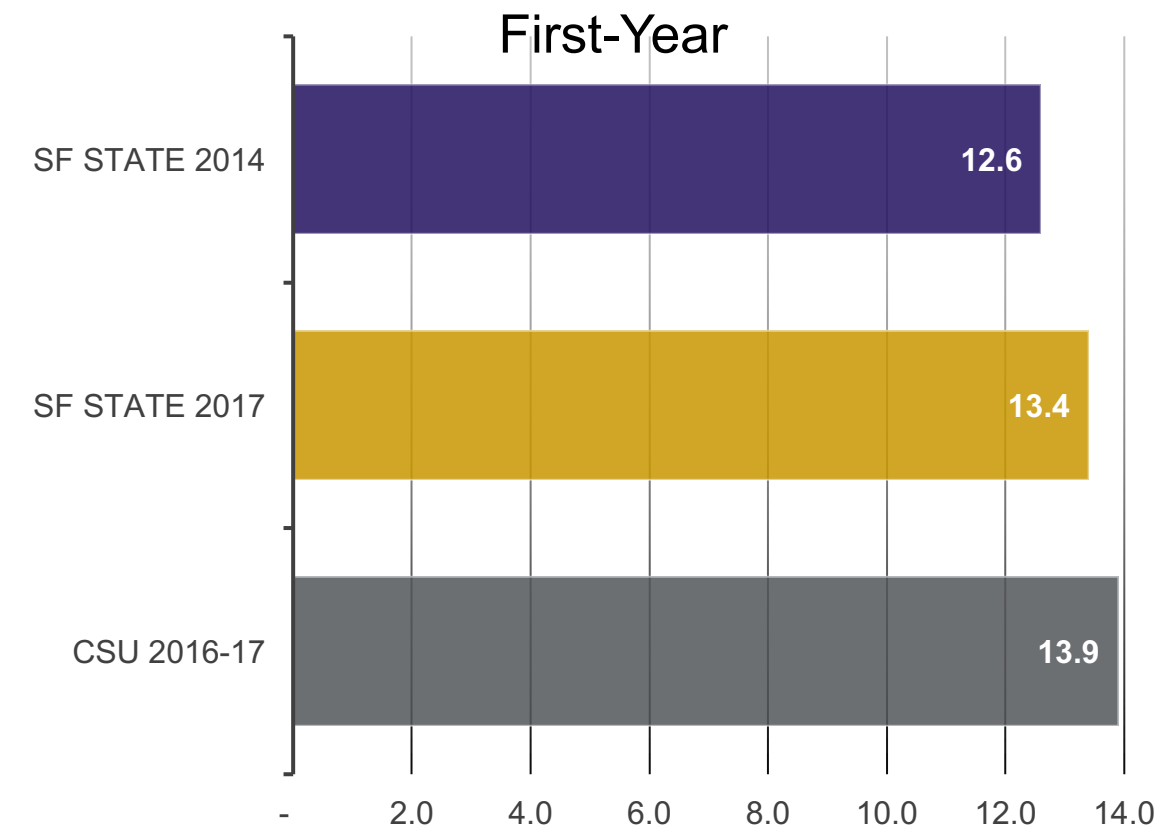
■ Participated in one HIP ■ Participated in two or more HIPs



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

Preparing for Class

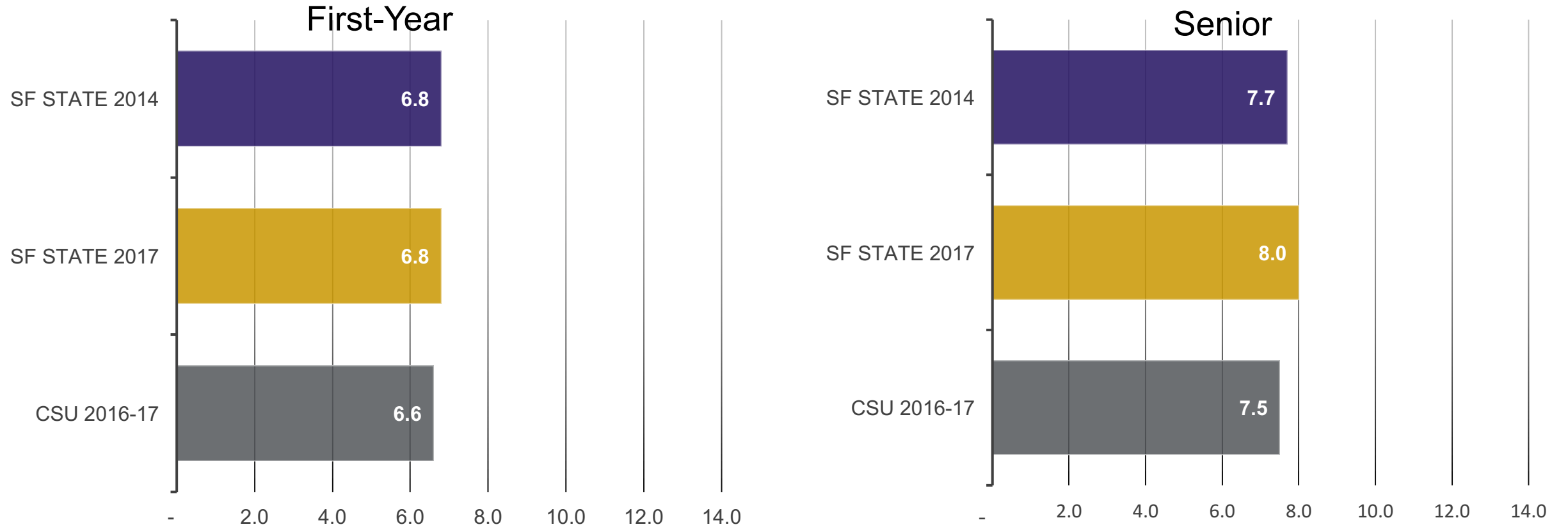
Average Hours per Week Spent Preparing for Class



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

Assigned Reading

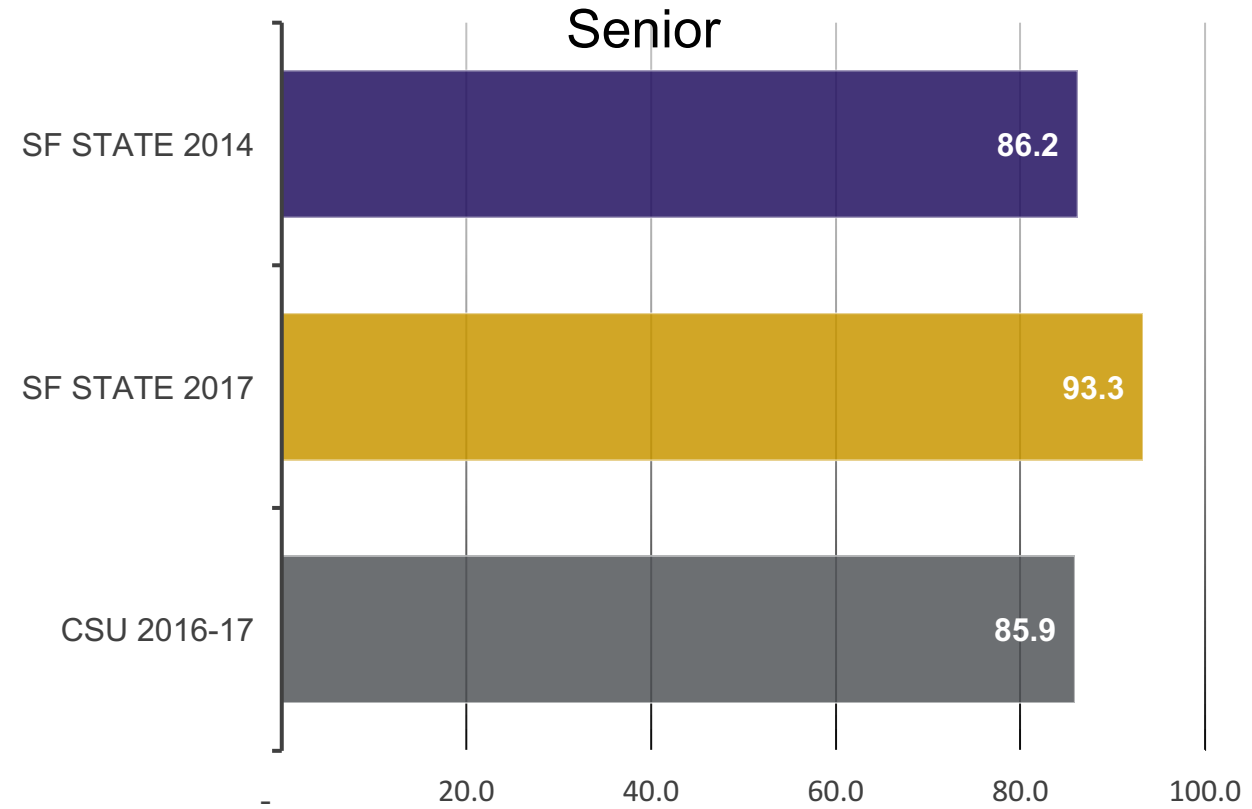
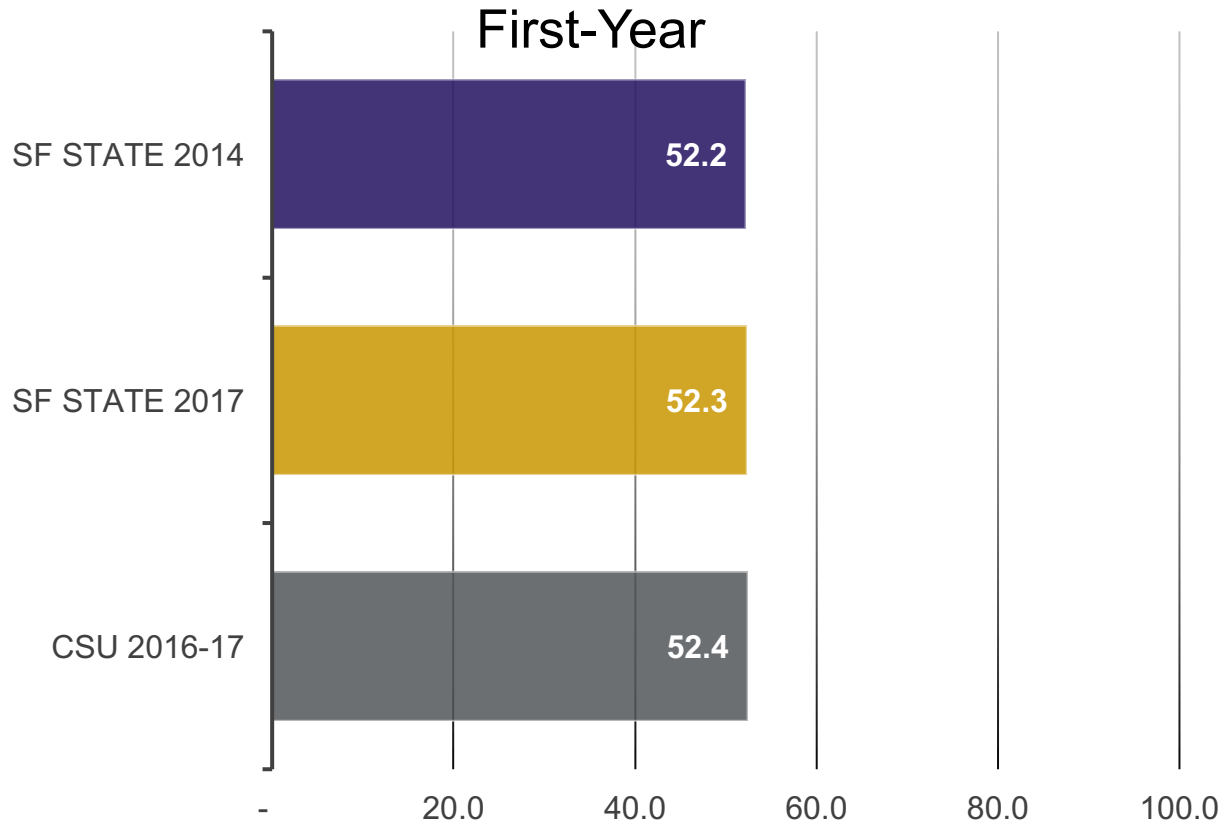
Average Hours per Week on Course Readings



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

Assigned Writing

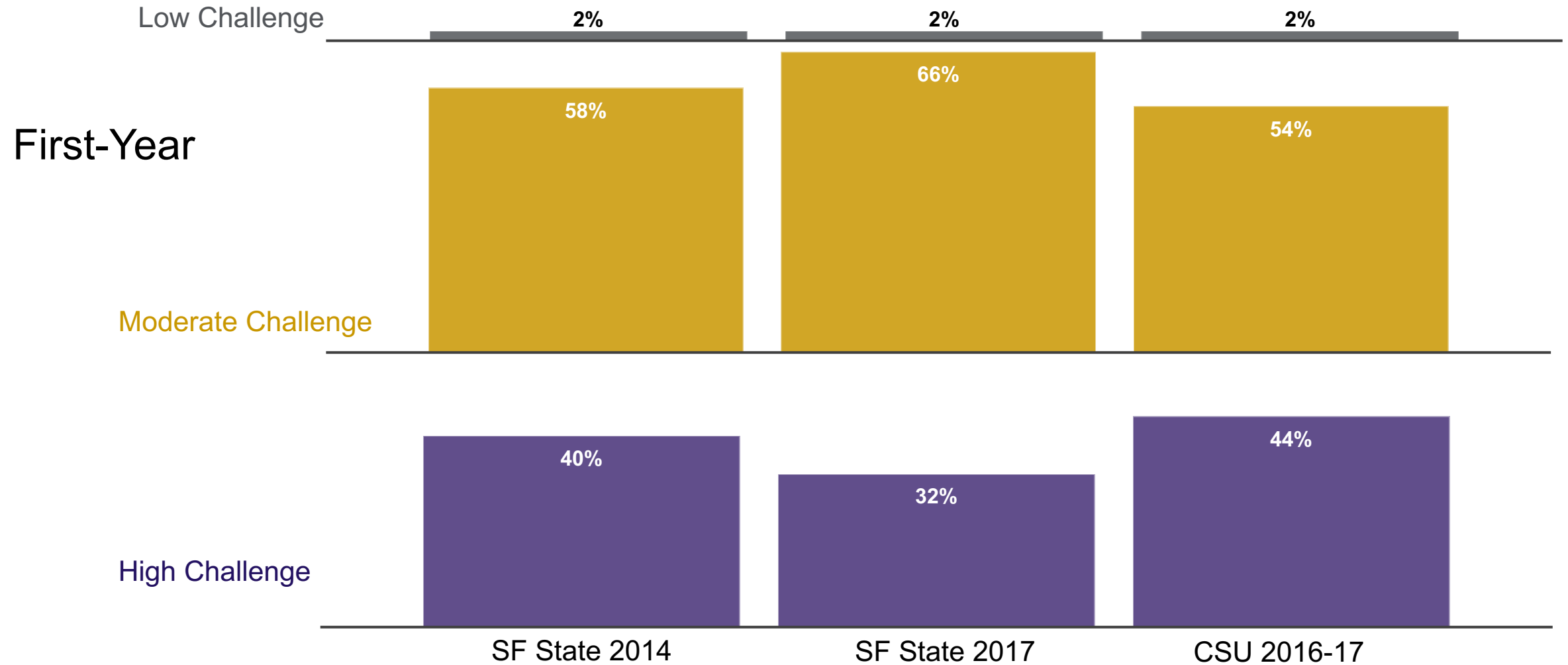
Average Pages of Assigned Writing



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

Challenging Students

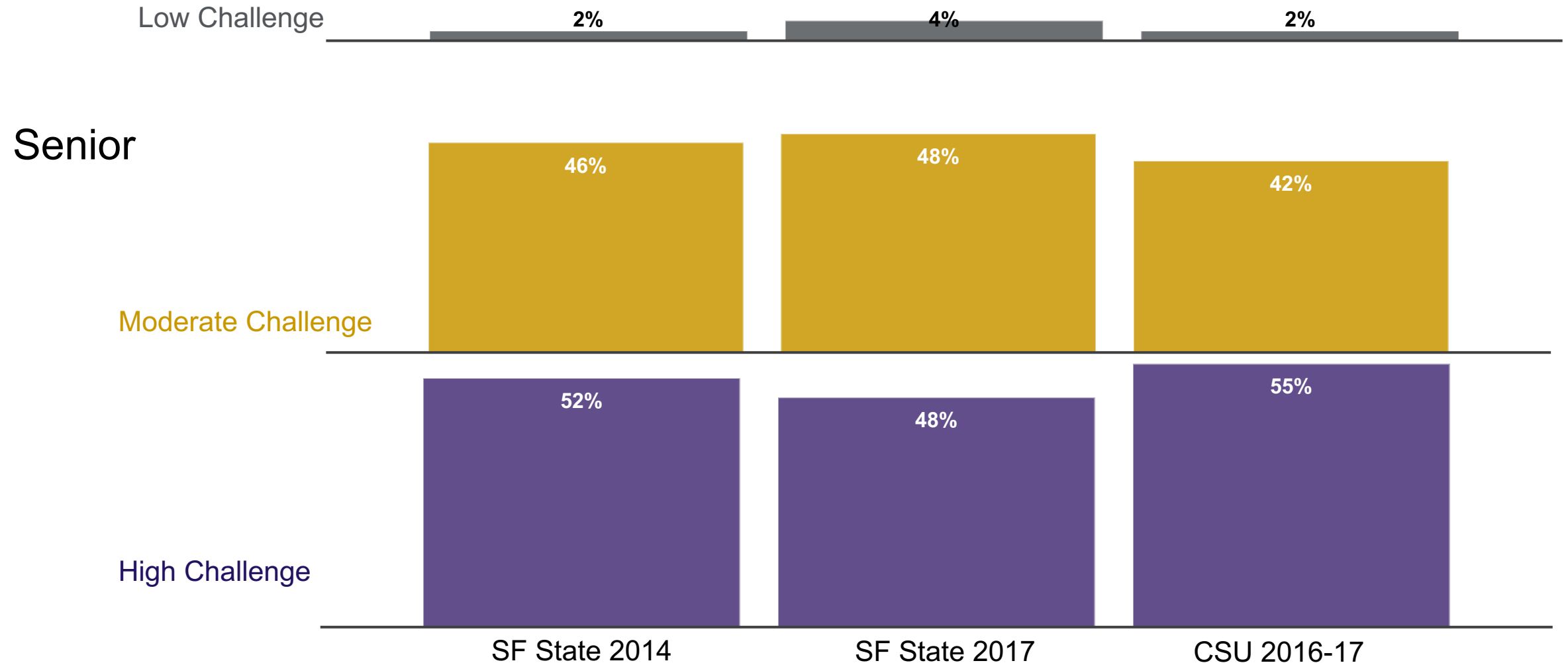
Extent to which courses challenge students to do their best.



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

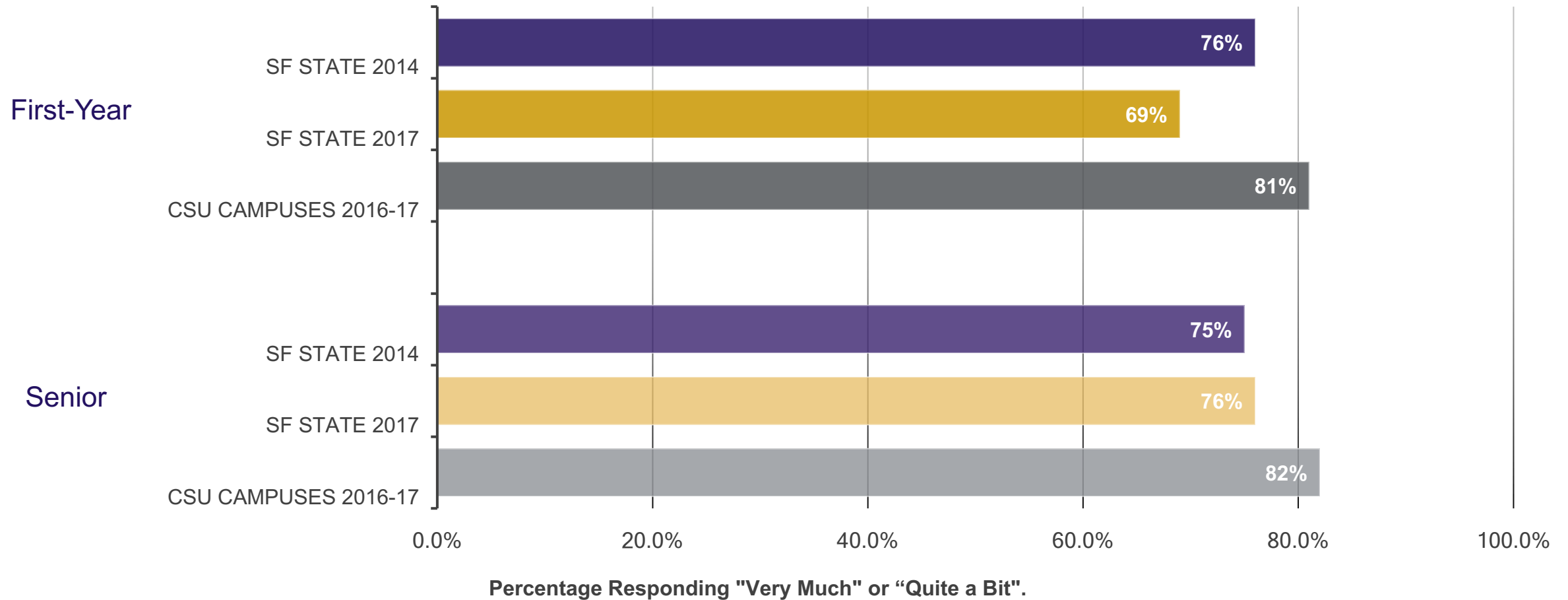
Extent to which courses challenge students to do their best.



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

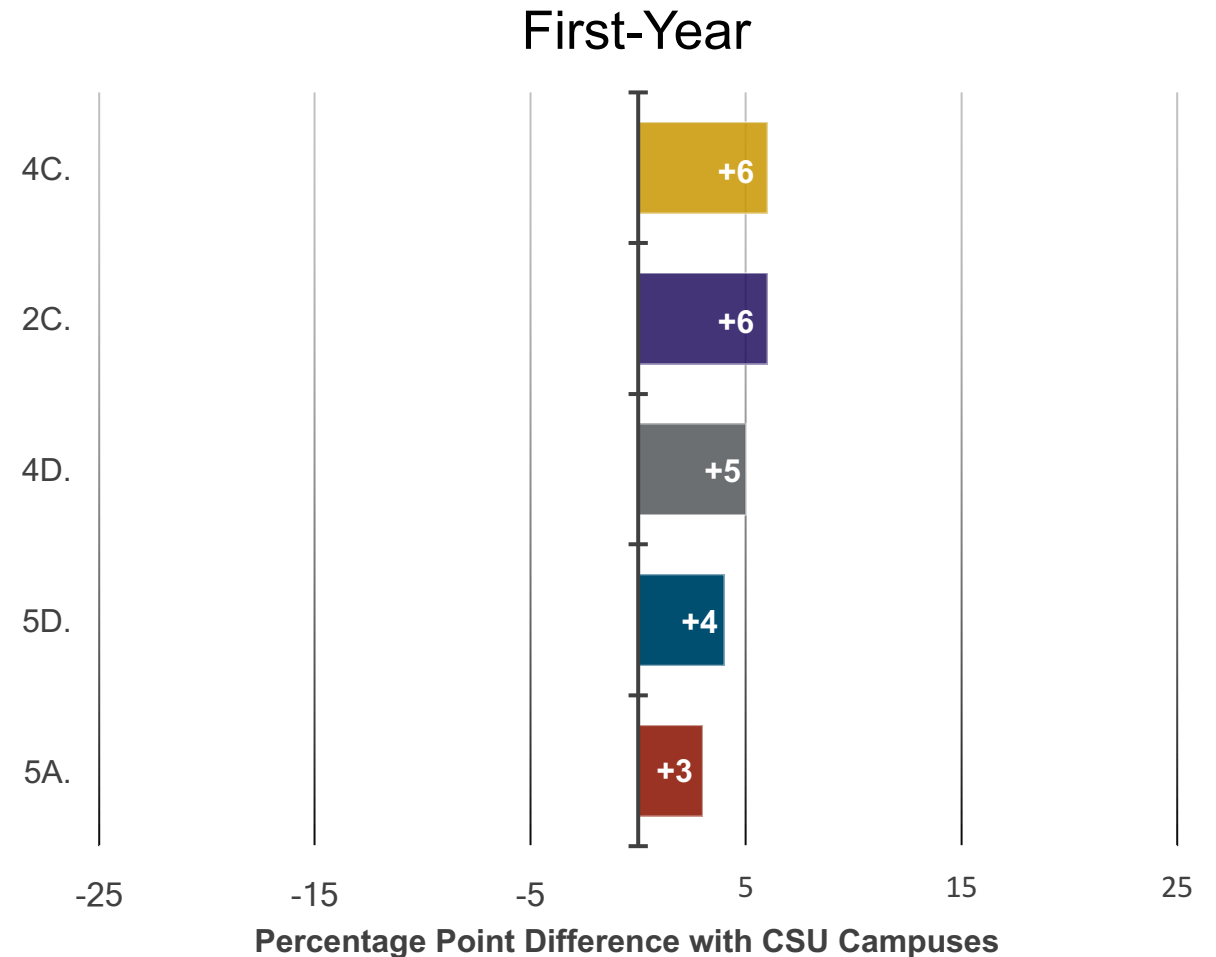
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts.

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

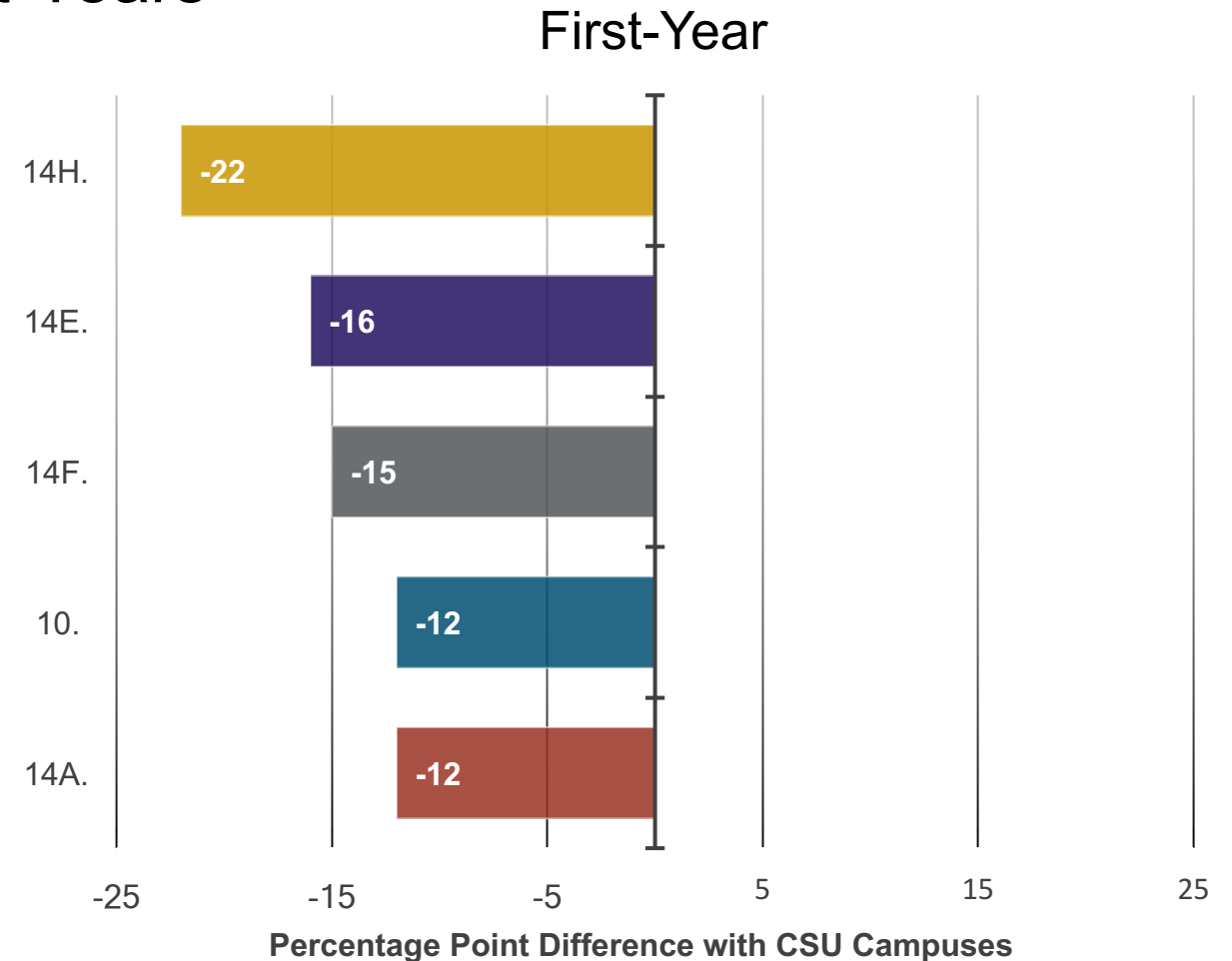
14h. Institution emphasis on attending campus activities and events (...)*

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

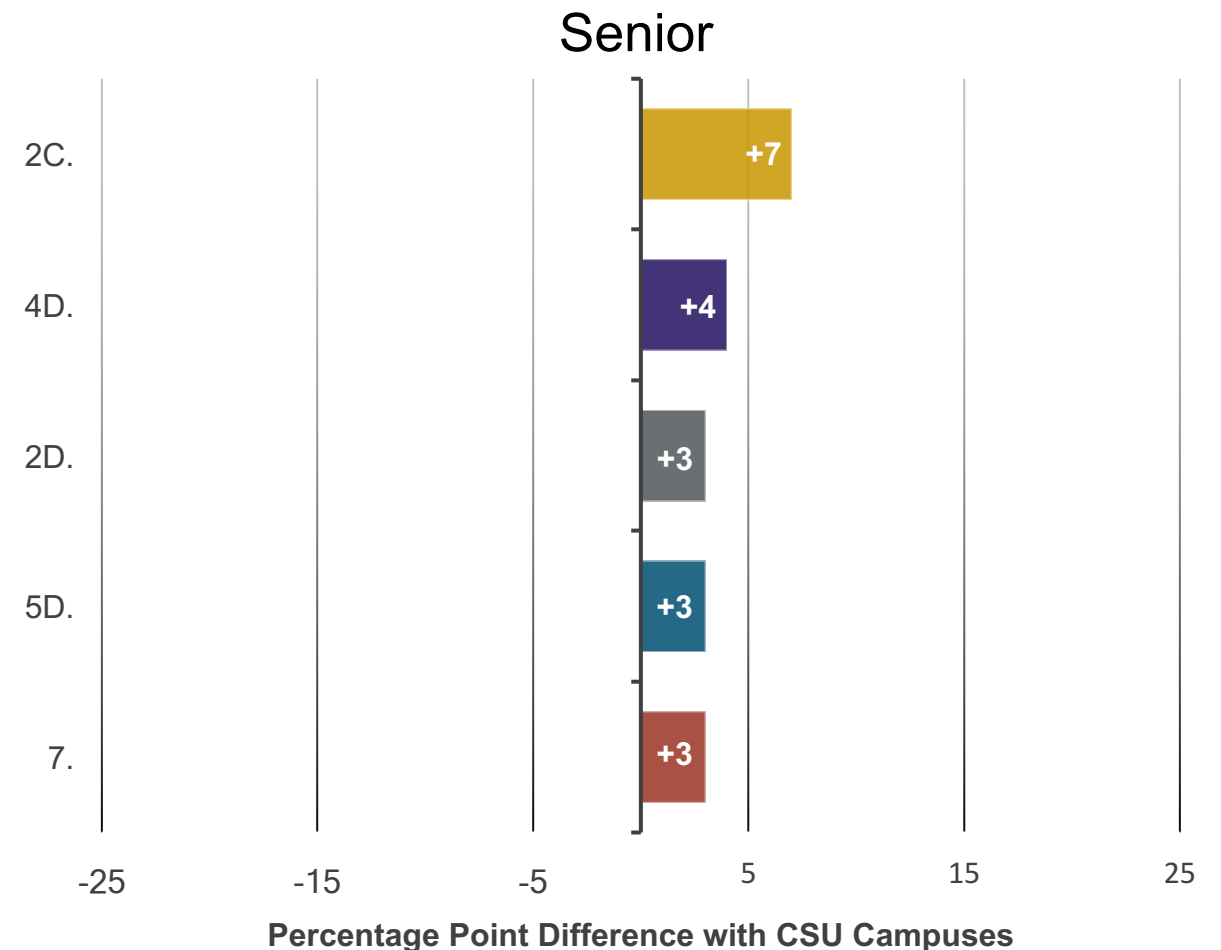
2c. Included diverse perspectives (...) in course discussions or assignments*

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

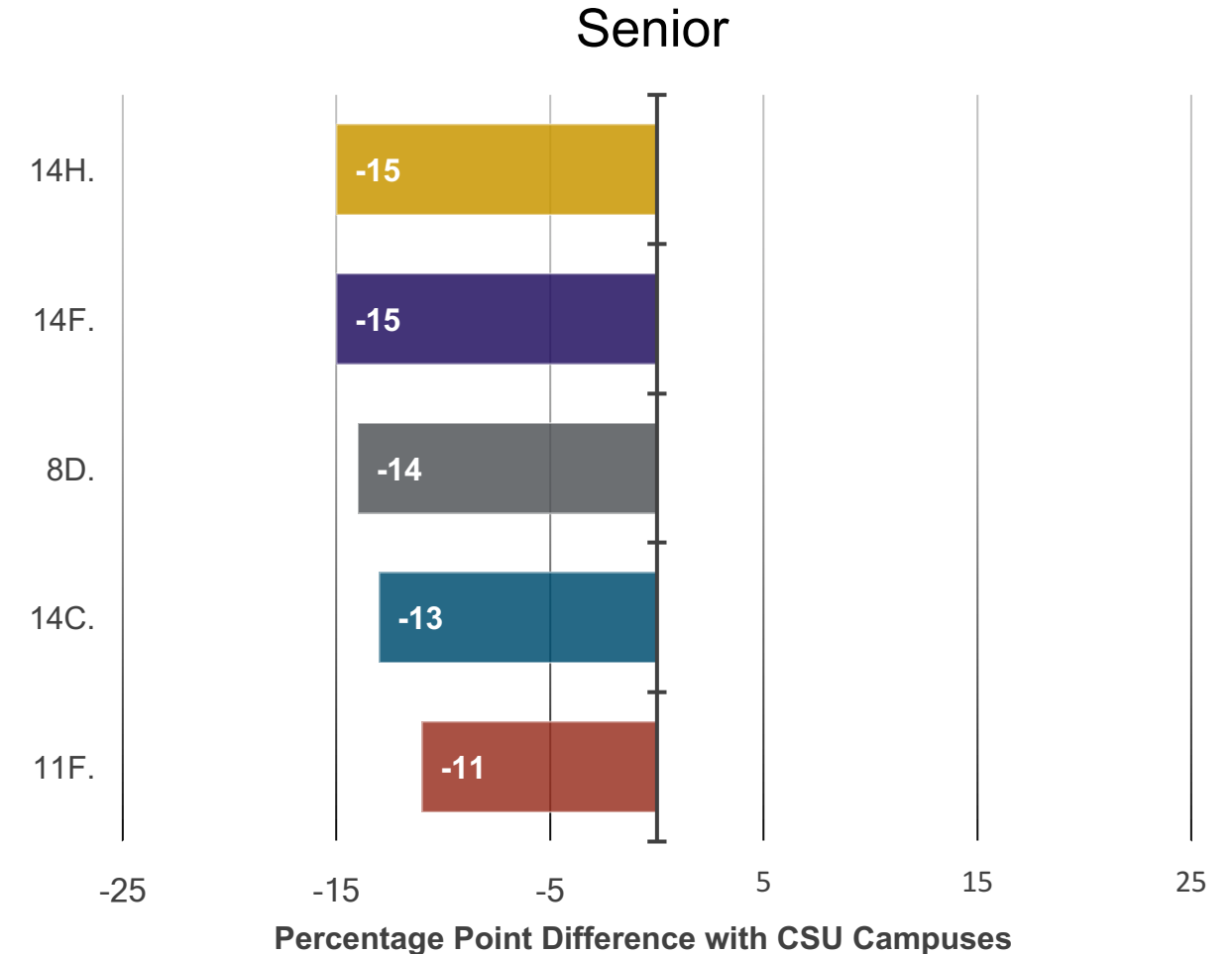
14h. Institution emphasis on attending campus activities and events (...)*

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)*



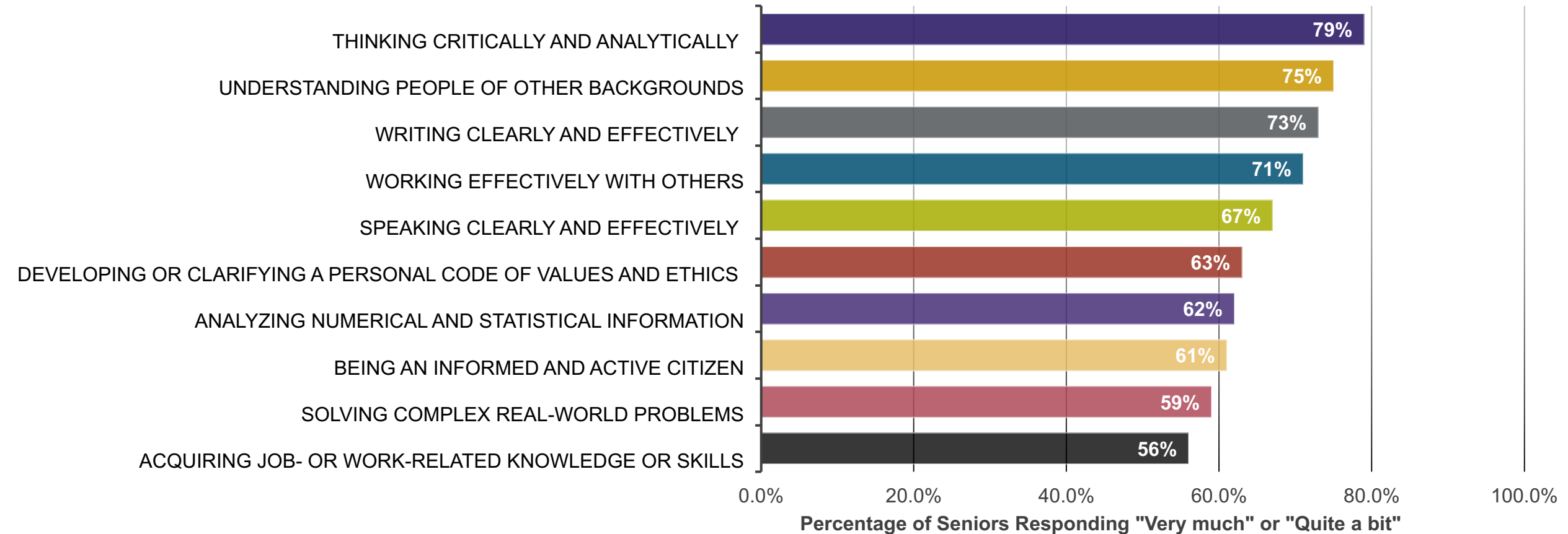
Key Finding: Lowest performing items for Seniors were the same as in 2014.

* - Also in 2014

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

Perceived Gains

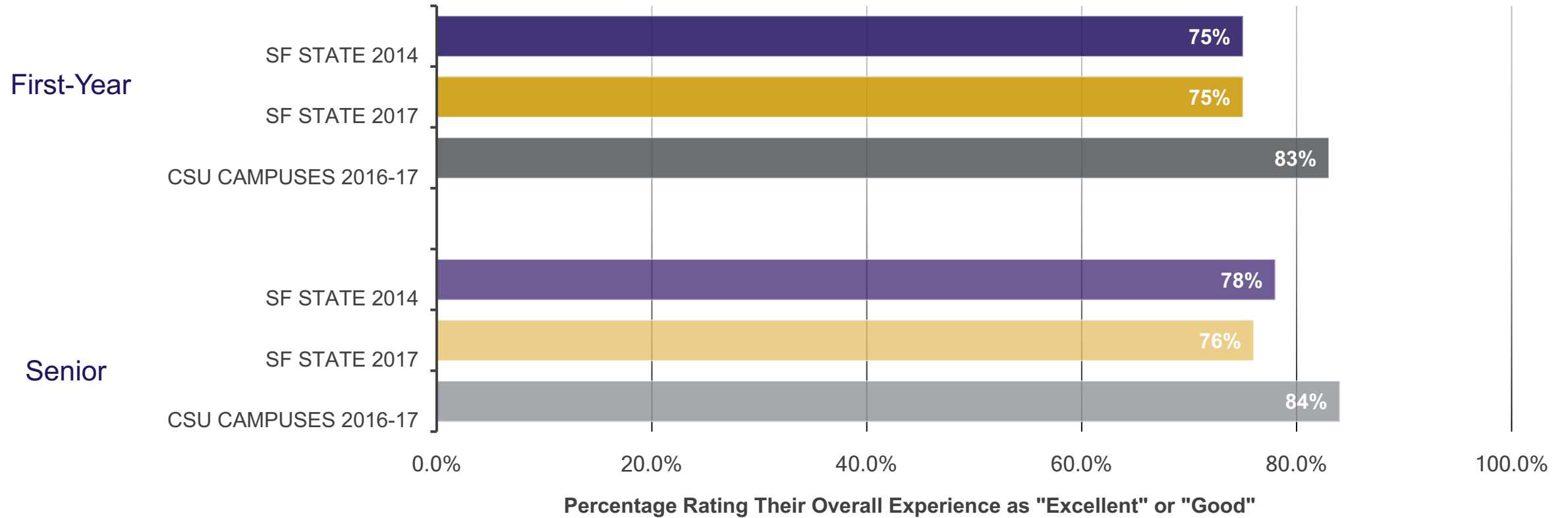
Skills and Knowledge Acquired by Seniors



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

Satisfaction with SFSU

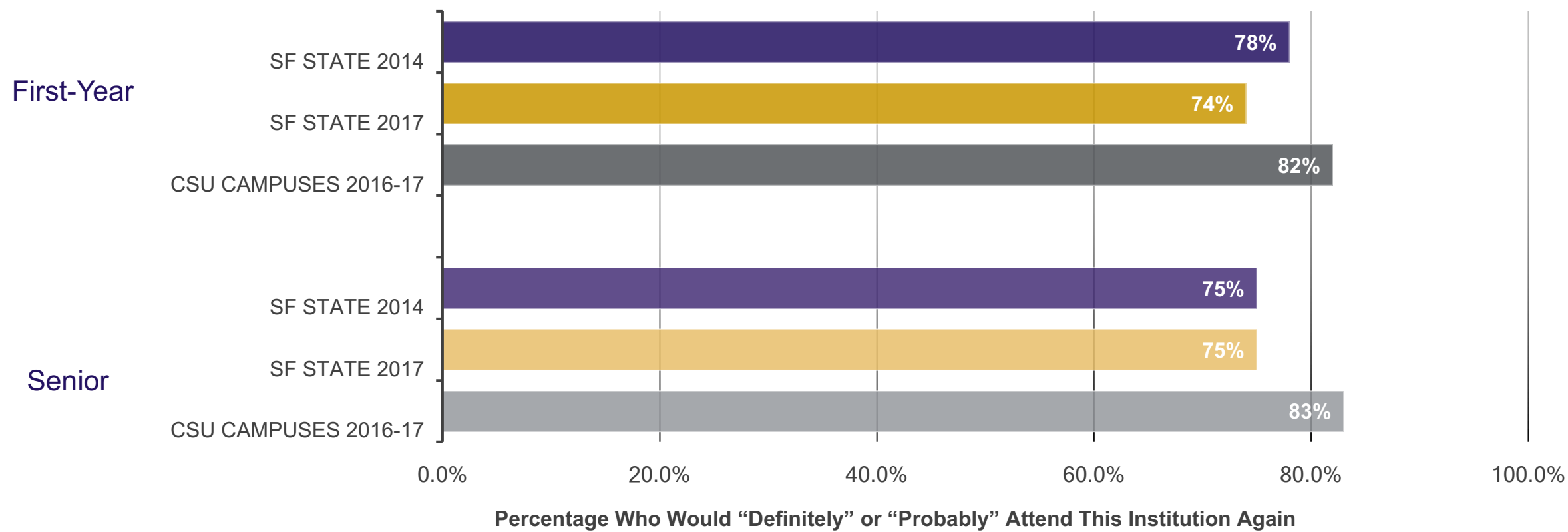
Overall Experience



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

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”