Webinar will begin at 11:00am PT (2:00pm ET)

Before we begin, please review the Zoom controls below. Leave your audio and video off, unless prompted by a host. You can post any questions in the chat box.

- Visit https://kb.iu.edu/d/aods#hearth-talk for a comprehensive set of tests and troubleshooting solutions if you have issues with the Zoom software.
- To check your audio connection, click the arrow next to the microphone on the left hand side of the in meeting toolbar.
- Click “Test Computer Audio” and audio preferences will open.
- You can test the volume and output of your speaker device be selecting “Test Speaker.” If you cannot hear, change the output source by selecting a different speaker device.
Supporting CSU GradInitiative 2025: NSSE-BCSSE Follow-up

Jillian Kinzie
NSSE Institute
Indiana University
Bloomington, Indiana

James Cole
Beginning College Survey of Student Engagement
Indiana University
Bloomington, Indiana

THE 23 OUTSTANDING CAMPUSES OF THE CSU

- Humboldt
- Chico
- Sonoma
- Maritime
- San Francisco
- East Bay
- San José
- Monterey Bay
- San Luis Obispo
- Channel Islands
- Los Angeles
- Dominguez Hills
- Long Beach
- Pomona
- San Marcos
- San Diego
- Bakersfield
- Northridge
- San Bernardino
- Fullerton
- Sacramento
- Fresno
During the webinar we will . . .

- Revisit campus plans to use NSSE data in support Graduation Initiative 2025
- Learn how to connect BCSSE and NSSE data, especially if you are administering both surveys in the 2019-20 academic year
- Discuss NSSE 2020 modules
- Explore and ask questions about your recent BCSSE report
Graduation Initiative 2025: Reminder about the Connections

Roadmap to Success

• Academic Preparation: Provide CSU students the opportunity and support needed to complete 30 college-level semester units, 45 quarter units, before beginning their second academic year.
• Enrollment Management: Ensure students are able to enroll in the courses they need, when they need them.

• Student Engagement and Well-Being: Continue to address the well-being of all CSU students while fostering a strong sense of belongingness on campus.

• Financial Aid: Ensure that financial need does not impede student success.

• Data-Driven Decision Making: Use evidence and data to identify and advance the most successful academic support programs.

• Administrative Barriers: Identify and remove unnecessary administrative barriers.
Graduation Initiative 2025: Reminder about the Connections

- **Empirical & practical links**
  - Student engagement matters to retention & graduation
  - Engagement results are actionable

- **Shared equity goals**
  - Success and high quality learning for all students

- **CSUs have lots of NSSE data to take advantage of!**
All 10 Engagement Indicators as well as four other measures were positively related to persistence.
Graduation Initiative 2025: Time for a Nudge

How have you applied your NSSE data, which is grounded in research about what matters to student success, to understand and inform GradInitiative 2025?
Graduation Initiative 2025: Remember Last Spring’s Workshops?

GOAL: Apply your NSSE data, which is grounded in research about what matters to student success, and local evidence and expertise, to understand and inform GradInitiative 2025.
Graduation Initiative 2025: Remember Last Spring’s Workshops?

CSU GradInitiative NSSE Action Plan

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Responsibilities</th>
<th>Timeline</th>
<th>Resources</th>
<th>Potential Barriers</th>
<th>Communication Plan</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Step 1:</td>
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<td>Step 2:</td>
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<td>Step 3:</td>
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<td>Step 4:</td>
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<td>Step 5:</td>
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</tr>
</tbody>
</table>

Evidence Of Success (How will you know that you are making progress? What are your benchmarks?)

Evaluation Process (How will you determine that your goal has been realized? What are your measures?)
Graduation Initiative 2025: Remember Last Spring’s Workshops?
Graduation Initiative 2025: Remember Last Spring’s Workshops?

**CSU Fullerton**

**DATA ACTION:** Question to put to NSSE data to inform GradInitiative 2025

**TAKING ACTION:** Specific action to change educational practice/program informed by results:

---

**Brief Team Presentations.** Teams present emerging plans and 2 “reasonable ideas”, one that outlines a question to put to the data to inform Graduation Initiative 2025 goals and the second that describes a specific action to change educational practice/program informed by results.
Graduation Initiative 2025:
Remember Last Spring’s Workshops?

Problem: 3 NSSE results show first year students report not enough feedback on tasks, drafts or assignments compared to the rest of the CSU.

Report Builder finding: No implicit bias for URM.

Actions:
1) Cross-reference w/ SET results
2) CELT workshops on best practices on providing feedback.
3) Encourage use of LMS to provide useful feedback
4) Monitor progress...

What does NSSE show us about our strengths and possible areas to prioritize going forward?

Step 1: Examine NSSE data, identify strengths & priorities going forward
Step 2: Develop a draft CSU
Step 3: Present to GREAT Finalize logic
Step 4: Work groups meet, suggest other data
Step 5: GREAT formulation
Step 6: Implement and monitor outcomes
Step 7: ...

Follow up to report?
Graduation Initiative 2025: Advances Using NSSE Data?

CAIR presentation November 2019: Jillian Kinzie, NSSE; Lisa Castellino, Humboldt State University; Su Swarat, CSU Fullerton; Emily Shindledecker, San Francisco State University

CSUF campaign:
- Increase awareness of NSSE
- Connect NSSE and other initiatives
- Understand relevance & value of NSSE data
- Make NSSE a campus-wide endeavor
- Dedicated outreach: video, social media etc.
- Portal administration
- Create internal dashboard for easy access to data
- Guide data interpretation

Graduation Initiative 2025: Advances Using NSSE Data?

CAIR presentation November 2019: Jillian Kinzie, NSSE; Lisa Castellino, Humboldt State University; Su Swarat, CSU Fullerton; Emily Shindledecker, San Francisco State University

A Change for the Better:
NSSE Qualitative Analysis

San Francisco State students comment on what is going well and what they would like to see changed.

To Change?

Of the students who commented, 644 (95%) reported at least one thing at San Francisco State they would like to see changed.

The 5 most commonly included areas for changes to be made were:
1. Greater class availability (17%)
2. Quality of information from and/or access to academic advising (11%)
3. Increase student involvement (8%)
4. Lower tuition (6%)
5. Students not graduating in four years (5%)

Class availability was the most common topic in the student comments. Availability was broadly conceptualized as missing certain classes, not enough open spaces, and classes only offered at times which did not match the student’s schedule. Issues surrounding the topic, such as the effect of classes offered on time to graduation, were also common.

Graduation issues or delays was a frequent theme across the respondents. However, interestingly many of those who commented on the topic were doing so from a third-party view. Many students remarked that even though they graduated on time, they were concerned and upset for their friends who were not able to do the same.

Students are graduating SFSU by their 5th year or even more. Please make classes more available to students.

“Add more classes. It’s more stressful on the registration date than the final because I’m afraid that I will not get classes I need.”

Money.
A common theme was cost. Students remarked on the cost of tuition, textbooks, housing, commuting and funding for a variety of departments.

I would like to see more required academic advising. I believe a career outlook course for first-year students would be beneficial.

Sense of Place and Belonging at Humboldt State University

https://kymkemp.com/2020/02/05/hsu-says-more-of-their-freshman-are-staying-in-school/

• Past 3 years retention rate increased from 69% to 75%
• NSSE 2019: 85% of new first-year students would “probably” or “definitely” attend HSU again.
• 89% of first-year students said their overall experience was “good” or “excellent”, compared to overall CSU system rate of 84%.
• See “A Sense of Place and Belonging Learning Communities Help Students Through Their First Year of College” to learn more about what Humboldt is doing http://www2.humboldt.edu/magazine/fall2018/senseofplace.html
Graduation Initiative 2025
What would help?

What else would help advance your use of NSSE data (and BCSSE) in GradInitiative 2025?

Received 4 days ago. Reply?
Sent 4 days ago. Follow up?
Sent 5 days ago. Follow up?
Graduation Initiative 2025 Symposium
October 17 - October 18, 2019

In case you missed it...

Using the BCSSE Survey to Generate Targeted Support and Interventions for First-Year Students
Thomas E. Miller, Executive Advisor and Associate Professor of Education, University of South Florida
Michelle Bombaugh, First Year Retention, Office of Academic Advising Initiatives, University of South Florida

Aligning BCSSE data with Roadmap to Success

• Student Engagement and Well-Being: Continue to address the well-being of all CSU students while fostering a strong sense of belongingness on campus.
• Data-Driven Decision Making: Use evidence and data to identify and advance the most successful academic support programs.

BCSSE items can aid decision making by providing important data regarding your student’s prior academic engagement, expected engagement at your campus, as well as their well-being and sense of belongingness.
Back to revisiting campus plans to use *NSSE* and *BCSSE data* in support of Graduation Initiative 2025.

What plans did you make?
What was implemented, tried?
Any successes or challenges to share?
• 16 campuses participated in BCSSE 2019
• 18 campuses participating in NSSE 2020
• 12 campuses BCSSE 2019 & NSSE 2020
Connecting BCSSE and NSSE

NSSE collects data representing a breadth of student engagement behaviors, including 10 Engagement Indicators and 6 High Impact Practices.

**Engagement Indicators**
- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies*
- Quantitative Reasoning*
- Collaborative Learning*
- Discussions w/Diverse Others*
- Student-Faculty Interaction*
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment

**High Impact Practices**
- Learning community
- Internship, co-op, etc
- Work w/faculty on research project
- Service Learning
- Study abroad
- Culminating senior experience

* BCSSE aligned content, along with other items
Southern CT State University

FY Seminar instructors receive BCSSE Advising Reports

Predictive modelling to identify student success factors

NSSE Academic Advising module to identify issues with the campus’s advising practices

BCSSE-NSSE analysis resulting in a special High-Impact Practice offering First-Generation College Student Living and Learning Communities
Thinking About Using BCSSE & NSSE Results

• Who DID or WILL you involve? What role will the following have in using NSSE results:
  • Faculty
  • Administration
  • Academic advisors
  • Librarians
  • Institutional research
  • Academic support staff
  • Culture center staff
  • Residence hall staff
  • Retention and success committee
  • Who else?
Additional NSSE measures to help you dig into specific topics: Topical Modules

NSSE Topical Modules
Institutions are able to append Topical Modules to the core survey. Topical modules are short sets of questions on designated topics such as academic advising, civic engagement, development of transferable skills, experiences with diverse perspectives, learning with technology, and experiences with writing. Additional modules will be developed over time.

Institutions may add one Topical Module to the core survey at no charge and select a second module for $250. Institutions asking consortium questions can append no more than one module to the core instrument. The decision to add a second module, or a first module for consortium participants, should be considered carefully. Modules lengthen NSSE’s duration and might result in increased survey abandonment. Please note that respondents will receive module questions before consortium questions.

Institutions that have participated in each Topical Module are listed here.

To review NSSE Topical Modules, click on the following links:

Academic Advising
This module, updated for 2020, examines students’ experiences with academic advising, including frequency of interaction with advisors and advising practices that reflect NACADA core values. It also asks students to identify who has been most helpful. The module complements a question on the core survey about the quality of students’ interactions with academic advisors. (Similar FSSE set available)

Civic Engagement
Adapted from a pilot survey developed by the American Association of State Colleges and Universities, this module asks students to assess their conflict resolution skills, and examines perceptions of support for activism and how often students have engaged with campus, local, state, national, or global issues. The module complements questions on the core survey about service-learning, community service or volunteer work, and becoming an informed and active citizen. (Similar FSSE set available)

Development of Transferable Skills
Adapted from a pilot survey that was developed by the American Association of State Colleges and Universities, this module examines activities that develop useful and transferable skills for the workplace (such as verbal and written fluency and analytic inquiry). The module complements questions on the core survey about learning with peers, quality of interactions with others, and institutional emphasis on academic support. (Similar FSSE set available)

Learning with Technology
Developed in partnership with EDUCAUSE, these questions examine the role of technology in student learning, focusing on usage, contribution to learning, and perceptions of instructional support. This module complements questions on the core survey about learning with peers, quality of interactions with others, and institutional emphasis on academic support. (Similar FSSE set available)

2020 is the last year NSSE will administer the current Learning with Technology module. If you have an interest in the existing questions or would like to develop new questions about technology for consideration, please email nsse@indiana.edu.

Experiences with Writing
This module is the result of an ongoing collaboration between NSSE and the Council of Writing Program Administrators. The questions touch on three aspects of good writing assignments—interactivity, meaning-making, and clarity. It complements questions on the core survey about how much writing students do, the nature of their course assignments, and perceived gains in written expression. (Similar FSSE set available)

Experiences with Information Literacy
Developed in collaboration with college and university librarians, this module asks students about their use and evaluation of information and how much their instructors emphasized the proper use of information sources. This module complements questions on the core survey about higher-order learning and how much writing students do.

First-Year Experiences and Senior Transitions
This module includes a set of items only for first-year students and a set only for seniors (based on institution-reported class level), with questions adapted from the Beginning College Survey of Student Engagement and the Strategic National Arts Alumni Project (with partial support from the National Endowment for the Arts), respectively. The first-year items focus on academic perseverance, help-seeking behaviors, and institutional commitment, while the senior items explore post-graduation plans, links between the academic major and future plans, and confidence in skill development.

Global Learning
NSSE’s Global Learning module assesses student experiences and coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics. The module complements items on the core NSSE questionnaire about student experiences with people from different backgrounds, course emphasis on integrative and reflective learning, and participation in study abroad. It is designed to complement the American Council on Education’s 2016 edition of the Mapping Internationalization on U.S. Campuses survey.

Inclusiveness and Engagement with Cultural Diversity
This module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students’ exposure to inclusive teaching practices and intercultural learning, perceptions of institutional values and commitment regarding diversity, and participation in diversity-related programming and coursework. The module replaces the former Experiences with Diverse Perspectives module. (Similar FSSE set available)

http://nsse.indiana.edu/html/modules.cfm
# NSSE Topical Modules in the CSU

<table>
<thead>
<tr>
<th>NSSE Topical Modules</th>
<th>CSU campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Advising (<strong>Updated 2019</strong>)</td>
<td>6</td>
</tr>
<tr>
<td>2. Civic Engagement</td>
<td>1</td>
</tr>
<tr>
<td>3. Development of Transferable Skills</td>
<td>0</td>
</tr>
<tr>
<td>4. Learning with Technology</td>
<td>0</td>
</tr>
<tr>
<td>5. Experiences with Writing</td>
<td>1</td>
</tr>
<tr>
<td>6. Experiences with Information Literacy</td>
<td>4</td>
</tr>
<tr>
<td>7. First-Year Experiences and Senior Transitions</td>
<td>6</td>
</tr>
<tr>
<td>8. Global Learning</td>
<td>0</td>
</tr>
<tr>
<td>9. Inclusiveness and Engagement with Cultural Diversity</td>
<td>8</td>
</tr>
</tbody>
</table>

*How might you collaborate on use?*
Using NSSE Topical Modules

• Topical Modules usually selected with a use in mind
• Facilitates targeted sharing of results with offices, committees, groups...charged with taking action on results
• Allows for digestible reporting and focused narrative
• Possible to connect to NSSE Engagement Indicators, Satisfaction item, for deeper analysis
• NSSE produces findings about some topical module results

https://nsse.indiana.edu/webinars/

Introducing the Inclusiveness and Engagement with Cultural Diversity Topical Module
(recorded October 31, 2017)

New First-Year Experiences Topical Module
(recorded January 12, 2016)

New Senior Transitions Topical Module
(recorded October 29, 2015)
NSSE Annual Results 2019 Engagement Insights

Punchlines about Academic Advising findings...

- Advising *Quality* Matters more than *Quantity*
- Some advising practices more strongly influence FY interaction with faculty & intention to persist
- Seniors who experienced high-quality advising, compared to those who experienced low-quality advising, indicated their college experience contributed much more to their job- or work-related knowledge and skills
NSSE Results Relevant to Student Success

**Academic Advising Quality Items**

3. Thinking about academic advising, how much have people and resources at your institution done the following?

*Response options: Very much, Quite a bit, Some, Very little, Not applicable*

a. Been available when needed
b. Provided prompt and accurate information
c. Provided information about learning support services (tutoring, writing center, success skills, etc.)
d. Notified you of important policies and deadlines
e. Reached out to you about your academic progress or performance
f. Followed up with you regarding something they recommended
g. Asked questions about your educational background and needs
h. Actively listened to your concerns
i. Respected your identity and culture
j. Cared about your overall well-being

Composite score for “Quality”
Figure 5: Among First-Year Students, Relationship of Advising Frequency, Advising Quality, and Institution Emphasis on Support for Academic Success.
NSSE Results Relevant to Student Success: Advising

Figure 6: Among First-Year Students, Relationship of Advising Frequency, Advising Quality, and Intention to Return the Following Year

- High Advising Quality
- Medium to High Advising Quality
- Low to Medium Advising Quality
- Low Advising Quality

Percentage Expressing Intent to Return

Number of Discussions with an Advisor
NSSE Results Relevant to Student Success: Advising

Figure 8: Among Seniors, Relationship of Advising Frequency, Advising Quality, and Perceived Institution Contribution to Acquiring Job- or Work-Related Knowledge and Skills
NSSE Results Relevant to Student Success: Advising

Figure 9: Relationship of Advising Frequency, Advising Quality, and Institution Emphasis on Support for Managing Non-Academic Responsibilities

- High Advising Quality
- Medium to High Advising Quality
- Low to Medium Advising Quality
- Low Advising Quality

Number of Discussions with an Advisor

Emphasis on Support for Managing Non-Academic Responsibilities
Frequency of advising is not nearly as important as the quality of advising to crucial aspects of student success.

Meeting more often with an advisor had some benefits, the strongest and most consistent relationships were with the quality of academic advising.
NSSE Results Relevant to Student Success: Retention

First-Year Student Engagement, Perceived Gains and Experiences, and Their Relationships with Persistence

- Quality of Interactions (EI)
- Belongingness & Safety
- Supportive Environment (EI)
- Financial Well-Being
- Effective Teaching Practices (EI)
- Emphasis on Studying
- Higher-Order Learning (EI)
- Time Spent Preparing for Class
- Collaborative Learning (EI)
- Perceived Gains
- Reflective Learning (EI)
- Quantitative Reasoning (EI)
- Discussions with Diverse Others (EI)
- Student-Faculty Interaction (EI)
- Learning Strategies (EI)

Effect Size:
- Trivial
- Small
- Medium
NSSE Results Relevant to Student Success: Reasons Students Leave

Reasons Cited by Nonpersisters for Having Considered Leaving

- Financial concerns, 46%
- Personal reasons, 41%
- Relations with other students, 24%
- A reason not listed above, 20%

- Campus climate, location, or culture, 34%
- Relations with faculty and staff, 17%
- Difficulty managing demands of school and work, 15%
- Too much emphasis on partying, 10%

- Not enough opportunities to socialize and have fun, 25%
- To change career options, 18%
- Unsafe or hostile environment, 17%
- Academics too difficult, 15%
- Other academic issues, 24%
How well did NSSE predict persistence?

<table>
<thead>
<tr>
<th>Do you intend to return to this institution next year?</th>
<th>Persistence Status</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Did not return</td>
</tr>
<tr>
<td>No (N=667)</td>
<td>62%</td>
</tr>
<tr>
<td>Yes (N=15,489)</td>
<td>5%</td>
</tr>
<tr>
<td>Not sure (N=1,156)</td>
<td>26%</td>
</tr>
<tr>
<td>Total (N=17,312)</td>
<td>9%</td>
</tr>
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</table>

Results show that all 10 Engagement Indicators as well as four other measures were positively related to persistence.
Two uses of BCSSE data and Reports

- Student-level, including student advising reports, early alert systems, etc
- Institutional level, including linking to NSSE data, first-year program assessment, etc
BCSSE Reports and Data Use: Reminder about Relevant Items

Compare responses from two items

24. Do you expect to graduate from this institution?
   - Yes: 88%
   - No: 12%
   - Uncertain

Those indicating **No or Uncertain** are:
- More likely to be first generation
- More likely to expect high difficulty “Managing your time”
- More likely to expect high difficulty “Paying for college”
- Less likely to expect to seek help “Learning support services”
- Less likely to feel very prepared to “Write effectively and clearly”
Updated BCSSE Institutional Reports include: 1) Respondent Profile, 2) Frequency and Mean Comparisons, and 3) BCSSE Scale Means

### First-Year Students

<table>
<thead>
<tr>
<th>Variable Description</th>
<th>Values</th>
<th>Frequency</th>
<th>All Students</th>
<th>Mean</th>
<th>First Generation</th>
<th>Self-Reported</th>
<th>High-School Grades</th>
<th>Higher</th>
<th>Lower</th>
<th>Total</th>
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<tbody>
<tr>
<td>Placement (AP) classes</td>
<td>Yes</td>
<td>17,940</td>
<td>5</td>
<td>2,346</td>
<td>6</td>
<td>671</td>
<td>3</td>
<td>1,130</td>
<td>5</td>
<td>1,742</td>
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<td>No</td>
<td>15,481</td>
<td>23</td>
<td>1,143</td>
<td>26</td>
<td>8535</td>
<td>32</td>
<td>2,983</td>
<td>11</td>
<td>15,769</td>
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<tr>
<td></td>
<td>Total</td>
<td>33,421</td>
<td>30</td>
<td>2,489</td>
<td>5</td>
<td>7246</td>
<td>35</td>
<td>5,966</td>
<td>16</td>
<td>35,538</td>
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</tbody>
</table>

### Other Information

- Any questions about Reports??

#### Notes

6. During high school, how many of the following types of classes did you complete? (Select only one.)

b. College/university courses for credit

- BCSSE: Yes/No
- Values are estimated
- Percent of dual enrollment classes
- Total

<table>
<thead>
<tr>
<th>Values are estimated</th>
<th>Yes/No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No</td>
<td>3,640</td>
<td>10</td>
</tr>
<tr>
<td>No/No</td>
<td>2,346</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>5,986</td>
<td>16</td>
</tr>
</tbody>
</table>

#### Additional Data

- Mode of delivery of AP Calculus
- BCSSE Value
- Mean of estimated number of dual enrollment classes
- Total

<table>
<thead>
<tr>
<th>Mode of delivery of AP Calculus</th>
<th>BCSSE Value</th>
<th>Mean of estimated number of dual enrollment classes</th>
<th>Total</th>
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<tbody>
<tr>
<td>Yes</td>
<td>3,640</td>
<td>10</td>
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</tr>
<tr>
<td>No</td>
<td>2,346</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5,986</td>
<td>16</td>
<td></td>
</tr>
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### BCSSE-NSSE Cross-Sectional Report

<table>
<thead>
<tr>
<th>Activity</th>
<th>BCSSE&lt;sup&gt;3&lt;/sup&gt;</th>
<th>NSSE&lt;sup&gt;3&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High School Count</td>
<td>Expected First-Year Count</td>
</tr>
<tr>
<td>Come to class without completing readings or assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>4,079</td>
<td>3,404</td>
</tr>
<tr>
<td>Often/Very often</td>
<td>325</td>
<td>201</td>
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<tr>
<td>Total</td>
<td>4,404</td>
<td>3,605</td>
</tr>
<tr>
<td>Prepare two or more drafts of a paper or assignment before turning it in</td>
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<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>2,617</td>
<td>1,273</td>
</tr>
<tr>
<td>Often/Very often</td>
<td>1,779</td>
<td>2,342</td>
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<tr>
<td>Total</td>
<td>4,396</td>
<td>3,615</td>
</tr>
<tr>
<td>Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>1,314</td>
<td>238</td>
</tr>
<tr>
<td>Often/Very often</td>
<td>3,057</td>
<td>331</td>
</tr>
<tr>
<td>Total</td>
<td>4,371</td>
<td>569</td>
</tr>
<tr>
<td>Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>2,056</td>
<td>353</td>
</tr>
<tr>
<td>Often/Very often</td>
<td>2,289</td>
<td>213</td>
</tr>
<tr>
<td>Total</td>
<td>4,345</td>
<td>566</td>
</tr>
</tbody>
</table>
Lessons from the Field (Volume 4)
nsse.indiana.edu/pdf/LFF_4.pdf

Search Tool for Examples of NSSE, FSSE, and BCSSE Data Use
nsse.indiana.edu/html/using_nsse_db/

Using Your BCSSE Data
bcsse.indiana.edu/usingBCSSEData.cfm

How Institutions use NSSE Data
nsse.indiana.edu/html/how_institutions_use_NSSE.cfm
Please contact us with any questions or comments.

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