Your Institutional Report 2020 – Step by Step

A NSSE Webinar Presented by

Jillian Kinzie
Bob Gonyea

August 18, 2020
What is very much needed in this time is space (6 feet), compassion, and grace.

Thank you for your commitment.
COVID-19 and NSSE 2020

https://nsse.indiana.edu/nsse/about-nsse/covid.html

- Webinars to View:
  - "2020 Follow-Up: Using Results Collected During The COVID-19 Pandemic," guidance about NSSE 2020, including our preliminary analyses to explore effect of the disruption
  - "NSSE & Coronavirus 2020: Preliminary Analysis Results and Recommendations"

- Brief Summary: Analysis of NSSE 2020 & Coronavirus: Results and Recommendations

- Blog: "Assessment Data Asterisk: What Can NSSE Campuses Learn from Spring 2020 Results?" What results might reveal about institutions, students’ experiences, and how this could inform educational design
1.8 million first-year & senior students invited
601 institutions (531 in the US, 65 in Canada, and 5 in other countries)
484,242 students responded
Average response rate for U.S. institutions was 30%, up 2 percentage points
Pandemic Strikes
COVID-19 and NSSE

- COVID-19 accelerated our planned shift to paperless reporting
- We could not assemble traditional NSSE binders

### Data & Reports

**START HERE: Navigating Your Institutional Report**

We provide three ways to access your results. First, download your NSSE, but also from FSSE and BCSSE. Second, access the Report Builder to create customized reports with your NSSE institutional report. See section below, Institutional Report Resources (NSSE, FSSE).

<table>
<thead>
<tr>
<th>Year</th>
<th>NSSE/FALSE Downloads</th>
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<tbody>
<tr>
<td>2020</td>
<td>Data</td>
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<td>2018</td>
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<td>2016</td>
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<td>2012</td>
<td>Data</td>
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<tr>
<td>2010</td>
<td>Data</td>
</tr>
<tr>
<td>2008</td>
<td>Data and Reports</td>
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</tbody>
</table>
Celebrating 20 years!

Entering Our 3rd Decade!

The National Survey of Student Engagement (NSSE) at Twenty
Peter T. Evett and Alexander C. McCormick

The National Survey of Student Engagement (NSSE) was developed in the 1990s with support from the Pew Charitable Trusts and launched in 2000 at 275 bachelor's-granting colleges and universities. Its primary purpose was to address questions on the part of policy and business leaders—by asking students about their behaviors and practices known from decades of research to contribute to student success. NSSE's founders argued that the survey could uniquely demonstrate educational effectiveness without expensive and time-consuming direct assessments of student learning. (Engage and Jong 1993). Before NSSE, relatively few higher education effectiveness had been understood through reputation, and student-based measures such as the rankings derived and published by such sources as U.S. News & World Report. In this issue, NSSE's origin and vision are to provide a more valid approach to assessing college quality. The vision was for results would be meaningfully published, widely disseminated, and used to compare colleges and universities.

The purpose of this issue of Assessment Update is to introduce the recent report—The National Survey of Student Engagement: A Statistical Profile of American Higher Education. The report contains detailed reports containing summary measures and day-to-day institutional reports that are designed to provide additional insights into the survey results. The report was updated in 2014 to improve coverage and clarity while providing more detailed summary measures, but the overall methodology remained the same. To introduce the project for this special edition of Assessment Update, we provide an overview of recent findings.

What is NSSE for?

To quote from the project's website, "NSSE annually collects information at the level of every college and university about what and how students participate in programs and activities that contribute to their intellectual and personal development."
Webinar Goals

- Guided tour of your NSSE Institutional Report 2020
- Review reports
- Interpret results
- Highlight user resources
- Tips for generating discussion and action on your campus
- Q & A
1. Accessing data & reports for the first time!
2. Asterisk for COVID-19?
3. How to disaggregate pre-CV vs. post-CV responses?
4. Using NSSE data to mobilize campus change
5. Segmenting results by populations online, first-gen...
6. If results are the same for YEARS, how to re-engage campus?
7. How to use data to inform academic planning at course/dept. level? For schools’ Deans?
8. Who’s done a great job using data, what do they do?
9. What’s available to help data users?
10. How to use results to help assess Gen Ed?
11. What data structure issues should I know for NSSE in Tableau?
Focus on Student Engagement

*Student engagement* is a domain of constructs representing two critical features of collegiate quality and student success.

1. The amount of time and effort students put into educationally purposeful activities, and

2. How the institution organizes the curriculum and other learning opportunities to get students to participate in such activities.

View NSSE’s Conceptual Framework (2013)
Enhanced Psychometric Portfolio

- [https://nsse.indiana.edu/nsse/psychometric-portfolio/index.html](https://nsse.indiana.edu/nsse/psychometric-portfolio/index.html)
- Studies are organized into areas based on the validity evidences as described by AERA, APA, and NCME’s 2014 Standards for Educational and Psychological Testing:
  - Survey Content
  - Response Process
  - Internal Structure
  - Relations to Other Variables,
  - Consequential Validity Evidence
Reminders about Our Purpose: Student Engagement & Success for All

- NSSE is a survey tool for institutional improvement.
- Results provide meaningful indicators of educational quality – *what matters to student success*.
- Results can inform educational improvement efforts and assess impact.
NSSE Objectives

- Focus on Practices that Matter
- Provide Student Engagement Data, Foster Action on Results
- Encourage Meaningful Comparison & Action
- Compare Over Time – Measure Improvement
- Compare Over Time – Measure Improvement
- Focus on Practices that Matter
Using NSSE: Thinking about Results

- Broadly *diagnose* extent to which students are engaged in practices that matter for learning

- Institutional, department and student population level examination
  - Experience of ALL students
  - Students in departments/majors
  - Populations of students – first-generation, racial-ethnic groups, by other student characteristics, first-year students, adults…
Many Ways to Use Results
What to look at and how to look at it

#1. Focus on What Matters - Do we provide these experiences? Are students engaged?

Peer comparisons
- How do we measure up to others? To top 10%?

Self comparison
- Are we improving? Are results better than 3 yrs. ago?

Criterion standard
- How do we measure up to our ideals?

Internal variation
- Where/with which students does engagement look different? Who is least engaged?
Use Results to Stimulate Conversations and as Catalyst for Action

Which units, committees, groups could make use of results?

NSSE results show...

Wow, our FG students are...

47% do capstones!

Woohoo!

Collaborative learning is...
Inspiring Institutional Example: Eastern Connecticut State University

- Implementation of new advising initiative as part of the strategic plan
- Use of NSSE data to overcome the politics of change
- Relied heavily on both the core survey and students’ written responses
- Built relationships with faculty across departments to share and discuss NSSE results
GUIDED TOUR OF YOUR INSTITUTIONAL REPORT 2020
Your NSSE experience…

Webinar Poll

How many institutional reports have you reviewed?

a. This is my first!
b. Between 2 and 4
c. An old hand, At least 5

Covid-19 demanded we go paperless! Access all reports via the Interface.
NSSE Institution Interface

Access your electronic reports and data online through the Interface

START HERE: Navigating Your Institutional Report

We provide three ways to access your results. First, download zip files of your data and reports from the links below. These include results and data not only from NSSE, but also from FSSE and BCSE. Second, access the 

Online Institutional Report, a web-based representation of your NSSE results. Finally, interact with the Report Builder to create customized reports with your NSSE data (for details, see the Report Builder section below). After downloading your data and reports, go to the section below, Institutional Report Resources (NSSE, FSSE, BCSE), to access resources to help you interpret and use results.

<table>
<thead>
<tr>
<th>Year</th>
<th>NSSE/FSSE Downloads</th>
<th>NSSE Online Institutional Report</th>
<th>NSSE Respondent Count</th>
<th>NSSE Response Rate</th>
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<tr>
<td>2020</td>
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<td>View</td>
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<td>289</td>
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<tr>
<td>2019</td>
<td>Data Reports</td>
<td>View</td>
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<td>View</td>
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<td>2017</td>
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<td>View</td>
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<td>2016</td>
<td>Data Reports</td>
<td>View</td>
<td>364</td>
<td>76</td>
</tr>
<tr>
<td>2015</td>
<td>Data Reports</td>
<td>View</td>
<td>310</td>
<td>124</td>
</tr>
</tbody>
</table>
## NSSE Institution Interface

### Data & Reports

START HERE: Navigating Your Institutional Report

We provide three ways to access your results. First, download zip files of your data and reports from the links below. These include results and data not only from NSSE, but also from FSSE and BCSSSE. Second, access the NSSE Online Institutional Report, a web-based representation of your NSSE results. Finally, interact with the Report Builder to create customized reports with your NSSE data (for details, see the Report Builder section below). After downloading your data and reports, go to the section below, Institutional Report Resources (NSSE, FSSE, and BCSSSE), to access resources that help you interpret and use results.

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<td>223</td>
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<tr>
<td>2017</td>
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<td>View</td>
<td>341</td>
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<tr>
<td>2016</td>
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<td>View</td>
<td>351</td>
</tr>
<tr>
<td>2015</td>
<td>Data</td>
<td>View</td>
<td>361</td>
</tr>
</tbody>
</table>

NSSE 2020 Institutional Report  
NSSEville State University

Welcome to your Online Institutional Report
NSSE Institution Interface

Institutional Report Resources (NSSE, FSSE, and BCSSE)

After downloading your data and reports from the links above, visit the sites linked below to access undergraduate experience at your institution. Resources include an overview of each survey admin details, guides and examples for putting your data to use, and more.

Navigating Your Institutional Report

NSSE Guide to Data & Report Resources
FSSE Guide to Data & Report Resources
BCSSE Guide to Data & Report Resources

NSSE Report Builder

The NSSE Report Builder is a secure, interactive tool that instantly generates custom reports using participating institutions from the current and prior year. Create tables of Engagement Indicator statements within your institution or that compare your students to those from a selected comparison group. Combine multiple years of results, permitting more reliable estimates when analyzing small subgroup population files, it can be used in the Report Builder. The Report Builder is updated with new data in March and September.

Click here to access your Report Builder.

A public version is also available.
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NSSE 2020 Overview</strong></td>
<td>Profile of participating institutions and respondents from the US and Canada, including response rates and related information.</td>
</tr>
<tr>
<td><strong>Administration Summary</strong></td>
<td>Overview of your NSSE administration, including response rates and customization choices.</td>
</tr>
<tr>
<td><strong>Snapshot</strong></td>
<td>Four-page summary of your institution's key findings.</td>
</tr>
<tr>
<td><strong>Respondent Profile</strong></td>
<td>Frequencies for all demographic questions for your institution and three core survey comparison groups.</td>
</tr>
<tr>
<td><strong>Engagement Indicators</strong></td>
<td>Results on 10 Engagement Indicators (EIs) organized into four broad themes, including statistical comparisons with three comparison groups and item-level results.</td>
</tr>
<tr>
<td><strong>Selected Comparison Groups</strong></td>
<td>Details of how your institution's three core survey comparison groups were selected, and the list of institutions in each group.</td>
</tr>
<tr>
<td><strong>High-Impact Practices</strong></td>
<td>Results on student participation in six High-Impact Practices (HIPs), so-called because of their positive associations with student learning and retention.</td>
</tr>
<tr>
<td><strong>Pocket Guide Report</strong></td>
<td>A Pocket Guide to Choosing a College: NSSE 2020 Answers from Students reports your institution's results paired with questions from the pocket guide.</td>
</tr>
<tr>
<td><strong>Multi-Year Report</strong></td>
<td>For institutions that participated in at least two years of the updated survey—displays your Engagement Indicators, High-Impact Practices, and key individual items across years of participation since 2013.</td>
</tr>
<tr>
<td><strong>Major Field Report</strong></td>
<td>Results by categories of related majors. (Available for download in fall.)</td>
</tr>
<tr>
<td><strong>Frequencies &amp; Statistical Comparisons</strong></td>
<td>Results for all survey items except demographics for your students and comparison groups.</td>
</tr>
<tr>
<td><strong>Student Comments Report</strong></td>
<td>Comments your students provided in response to NSSE's open-ended questions.</td>
</tr>
<tr>
<td><strong>Additional Questions</strong></td>
<td>Results for optional Topical Modules and/or consortium questions, a summary of how comparison groups for these were identified, and the list(s) of institutions represented in the comparisons.</td>
</tr>
<tr>
<td><strong>NSSE Data</strong></td>
<td>Student-identified responses in SPSS format.</td>
</tr>
<tr>
<td><strong>Online Institutional Report</strong></td>
<td>A user-friendly way to access and view your NSSE reports in a web browser.</td>
</tr>
<tr>
<td><strong>NSSE Data and Report Resources</strong></td>
<td>Access various tools, guides and resources for using your data.</td>
</tr>
<tr>
<td><strong>Report Builder</strong></td>
<td>An interactive web-based tool for creating reports tailored to student and institutional characteristics of your choosing.</td>
</tr>
<tr>
<td><strong>PowerPoint Presentation</strong></td>
<td>A customizable template to present NSSE, BCSSE, or FSSE results on your campus. Includes facts and figures from the 2020 administration.</td>
</tr>
</tbody>
</table>
Exploring NSSE Reports

College of Saint Benedict
- Snapshot
- Engagement Indicators
- High-Impact Practices
- Multi-Year Report
- Frequencies and Statistical Comparisons
- Topical Module and/or Consortium Reports
- Administration Summary
- Respondent Profile
- Selected Comparison Groups
- Pocket Guide Report
- Major Field Report
- Student Comments
- **Snapshot**
- Engagement Indicators
- High-Impact Practices
- Multi-Year Report
- Frequencies and Statistical Comparisons
- Topical Module and/or Consortium Reports
- Administration Summary
- Respondent Profile
- Selected Comparison Groups
- Pocket Guide Report
- Major Field Report
- Student Comments
The **Snapshot** is designed to be shared on campus

- 4-pages, folded pamphlet style

### A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

This **Snapshot** is a concise collection of key findings from your institution’s NSSE 2020 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

#### Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your Engagement Indicators report.

- **Theme**: Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, Quantitative Reasoning, Collaborative Learning, Discussions with Diverse Others, Student-Faculty Interaction, Effective Teaching Practices, Quality of Interactions, Supportive Environment
- **Your students compared with**:
  - **Admissions Overlap**
  - **First-year**
  - **Senior**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>First-year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher-Order Learning</td>
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<tr>
<td>Reflective &amp; Integrative Learning</td>
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<tr>
<td>Learning Strategies</td>
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<td>Quantitative Reasoning</td>
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<td>Collaborative Learning</td>
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<tr>
<td>Discussions with Diverse Others</td>
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<tr>
<td>Student-Faculty Interaction</td>
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<td>Effective Teaching Practices</td>
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<td>Quality of Interactions</td>
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<td>Supportive Environment</td>
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</tbody>
</table>

#### High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your High-Impact Practices report.

- **First-year**
  - Service-Learning, Learning Community, and Research with Faculty
  - Service-Learning, Learning Community, Research with Faculty, Internship, Study Abroad, and Capstone Senior Experience

- **Senior**
  - Service-Learning, Learning Community, Research with Faculty
  - Service-Learning, Learning Community, Research with Faculty, Internship, Study Abroad, and Capstone Senior Experience

<table>
<thead>
<tr>
<th>NSSE State</th>
<th>Admissions Overlap</th>
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<tbody>
<tr>
<td>First-year</td>
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<tr>
<td>Senior</td>
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</table>

<table>
<thead>
<tr>
<th>Participated in two or more HIPs</th>
<th>Participated in one HIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>58%</td>
<td>42%</td>
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<tr>
<td>60%</td>
<td>39%</td>
</tr>
<tr>
<td>54%</td>
<td>11%</td>
</tr>
</tbody>
</table>
### Engagement Indicators
Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your Engagement Indicators report.

#### Key:

- **Your students’ average** was significantly higher \((p < .05)\) with an effect size at least .3 in magnitude.

- **Your students’ average** was significantly higher \((p < .05)\) with an effect size less than .3 in magnitude.

- **No significant difference.**

- **Your students’ average** was significantly lower \((p < .05)\) with an effect size less than .3 in magnitude.

- **Your students’ average** was significantly lower \((p < .05)\) with an effect size at least .3 in magnitude.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
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<tbody>
<tr>
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<tr>
<td><strong>Reflective &amp; Integrative Learning</strong></td>
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<td><strong>Student-Faculty Interaction</strong></td>
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<td><strong>Supportive Environment</strong></td>
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</table>

<table>
<thead>
<tr>
<th>First-year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Diagram with arrows indicating comparison of student performance]</td>
<td></td>
</tr>
</tbody>
</table>
**Snapshot (p. 2)**

### Time Spent Preparing for Class
This figure reports the average weekly class preparation time for your students compared to students in your comparison group.

![Bar chart showing time spent preparing for class](chart)

### Reading and Writing
These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.

![Bar chart showing hours spent reading and pages of assigned writing](chart)
First-year

**Highest Performing Relative to Admissions Overlap**
- Discussions with... People of a race or ethnicity other than your own (DD)
- Discussions with... People with political views other than your own (DD)
- Discussions with... People with religious beliefs other than your own (DD)
- Included diverse perspectives (...) in course discussions or assignments (RI)
- Discussions with... People from an economic background other than your own (DD)

**Lowest Performing Relative to Admissions Overlap**
- Quality of interactions with faculty (QI)
- Instructors provided feedback on a draft or work in progress (ET)
- Worked with other students on course projects or assignments (CL)
- Assigned more than 50 pages of writing
- Quality of interactions with other administrative staff and offices (QI)
How Students Assess Their Experience

Students’ perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.
Engagement Indicators are summary measures based on sets of NSSE questions.

The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment.

Report contains:
- Overview (p. 3)
- Theme reports (pp. 4-13)
- Comparisons (p. 15)
- Detailed Statistics (pp. 16-19)
## Engagement Indicators

### First-Year Students

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>Your first-year students compared with Admissions Overlap</th>
<th>Your first-year students compared with Carnegie UG Program</th>
<th>Your first-year students compared with NSSE 2018 &amp; 2019</th>
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</thead>
<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
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<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
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<tr>
<td></td>
<td>Learning Strategies</td>
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<tr>
<td></td>
<td>Quantitative Reasoning</td>
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<tr>
<td><strong>Learning with Peers</strong></td>
<td>Collaborative Learning</td>
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<tr>
<td></td>
<td>Discussions with Diverse Others</td>
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</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
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<td></td>
<td>Effective Teaching Practices</td>
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<tr>
<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
<td>△</td>
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<td>Supportive Environment</td>
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### Engagement Indicators

**Mean Comparisons**

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>NSSEville State</th>
<th>Admissions Overlap</th>
<th>Carnegie UG Program</th>
<th>NSSE 2018 &amp; 2019</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Effect size</td>
<td>Mean</td>
<td>Effect size</td>
</tr>
<tr>
<td>Higher-Order Learning</td>
<td>38.4</td>
<td>-.01</td>
<td>38.5</td>
<td>-.01</td>
</tr>
<tr>
<td>Reflective &amp; Integrative Learning</td>
<td>36.1</td>
<td>.04</td>
<td>35.6</td>
<td>.04</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>39.2</td>
<td>.03</td>
<td>38.8</td>
<td>.03</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>29.2</td>
<td>-.02</td>
<td>29.5</td>
<td>-.02</td>
</tr>
</tbody>
</table>

**Notes:** Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).
Statistical Comparisons

▷ Provide statistical significance and effect size

▷ Effect size: Are results different in a practical sense?
Engagement Indicators

Box-and-whisker plots

- 95th Percentile
- 75th Percentile
- Median (line)
- 25th Percentile
- 5th Percentile

- Mean (dot)
**Academic Challenge: First-year students (continued)**

**Performance on Indicator Items**
The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

<table>
<thead>
<tr>
<th>Higher-Order Learning</th>
<th>Percentage responding &quot;Very much&quot; or &quot;Quite a bit&quot; about how much coursework emphasized...</th>
<th>NSSEville State</th>
<th>Percentage point difference^a between your FY students and</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Admissions</td>
<td>Carnegie UG</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overlap</td>
<td>Program</td>
</tr>
<tr>
<td>4b. Applying facts, theories, or methods to practical problems or new situations</td>
<td>%</td>
<td>-1</td>
<td>+2</td>
</tr>
<tr>
<td>4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts</td>
<td>70</td>
<td>-1</td>
<td>+2</td>
</tr>
<tr>
<td>4d. Evaluating a point of view, decision, or information source</td>
<td>71</td>
<td>-1</td>
<td>+3</td>
</tr>
<tr>
<td>4e. Forming a new idea or understanding from various pieces of information</td>
<td>72</td>
<td>+0</td>
<td>+4</td>
</tr>
</tbody>
</table>
### Engagement Indicators

**Comparisons with High-Performing Institutions**

<table>
<thead>
<tr>
<th>First-Year Students</th>
<th>Engagement Indicators</th>
<th>NSSEville State</th>
<th>NSSE Top 50%</th>
<th>Effect size</th>
<th>NSSE Top 10%</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
<td></td>
<td>Mean</td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher-Order Learning</td>
<td></td>
<td>38.4</td>
<td>39.3 *</td>
<td>-.07</td>
<td>41.0 ***</td>
<td>-.20</td>
</tr>
<tr>
<td>Reflective and Integrative Learning</td>
<td></td>
<td>36.1</td>
<td>36.8</td>
<td>-.06</td>
<td>38.8 ***</td>
<td>-.23</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td></td>
<td>39.2</td>
<td>39.9</td>
<td>-.05</td>
<td>42.5 ***</td>
<td>-.23</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td></td>
<td>29.2</td>
<td>29.3</td>
<td>-.01</td>
<td>30.8 **</td>
<td>-.11</td>
</tr>
<tr>
<td>Collaborative Learning</td>
<td></td>
<td>32.5</td>
<td>35.4 ***</td>
<td>-.21</td>
<td>37.7 ***</td>
<td>-.38</td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td></td>
<td>41.9</td>
<td>41.3</td>
<td>.04</td>
<td>43.2 *</td>
<td>-.09</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td></td>
<td>22.3</td>
<td>24.9 ***</td>
<td>-.18</td>
<td>28.0 ***</td>
<td>-.36</td>
</tr>
<tr>
<td>Effective Teaching Practices</td>
<td></td>
<td>37.2</td>
<td>40.6 ***</td>
<td>-.26</td>
<td>42.7 ***</td>
<td>-.39</td>
</tr>
<tr>
<td>Quality of Interactions</td>
<td></td>
<td>40.6</td>
<td>44.9 ***</td>
<td>-.37</td>
<td>47.1 ***</td>
<td>-.55</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td></td>
<td>34.9</td>
<td>38.1 ***</td>
<td>-.24</td>
<td>40.1 ***</td>
<td>-.39</td>
</tr>
</tbody>
</table>

**Effect size must be > -.10**
High-Impact Practices

Overall HIP Participation
The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.

![First-year participation bars](chart.png)
<table>
<thead>
<tr>
<th></th>
<th>NSSEville State</th>
<th>Admissions Overlap</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service-Learning</td>
<td>56</td>
<td>+1</td>
</tr>
<tr>
<td>Learning Community</td>
<td>13</td>
<td>+1</td>
</tr>
<tr>
<td>Research with Faculty</td>
<td>4</td>
<td>+1</td>
</tr>
<tr>
<td><strong>Participated in at least one</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in two or more</td>
<td>60</td>
<td>-1</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service-Learning</td>
<td>66</td>
<td>-3</td>
</tr>
<tr>
<td>Learning Community</td>
<td>26</td>
<td>-1</td>
</tr>
<tr>
<td>Research with Faculty</td>
<td>21</td>
<td>-6</td>
</tr>
<tr>
<td>Internship or Field Exp.</td>
<td>50</td>
<td>-10</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>16</td>
<td>-4</td>
</tr>
<tr>
<td>Culminating Senior Exp.</td>
<td>45</td>
<td>-16</td>
</tr>
<tr>
<td><strong>Participated in at least one</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in two or more</td>
<td>89</td>
<td>-2</td>
</tr>
<tr>
<td><strong>Participated in two or more</strong></td>
<td>64</td>
<td>-9</td>
</tr>
</tbody>
</table>
Plans to Participate\(^a\)

Knowing whether first-year students plan to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students’ expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

<table>
<thead>
<tr>
<th>Plans to Participate</th>
<th>Percentage responding &quot;Plan to do&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internship or Field Experience</strong></td>
<td></td>
</tr>
<tr>
<td>Participate in an internship, co-op, field experience, student teaching, or clinical placement.</td>
<td></td>
</tr>
<tr>
<td>NSSEville State 74</td>
<td></td>
</tr>
<tr>
<td>Admissions Overlap 74</td>
<td></td>
</tr>
<tr>
<td>Carnegie UG Program 72</td>
<td></td>
</tr>
<tr>
<td>NSSE 2018 &amp; 2019 73</td>
<td></td>
</tr>
<tr>
<td>Study Abroad</td>
<td></td>
</tr>
<tr>
<td>Participate in a study abroad program.</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Culminating Senior Experience</td>
<td></td>
</tr>
<tr>
<td>Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

1. Refer to your Frequencies and Statistical Comparisons for details on the other response options.
# High-Impact Practices

## Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

**First-year**

<table>
<thead>
<tr>
<th></th>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex^a</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>57</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Male</td>
<td>56</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Race/ethnicity or international^a</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Asian</td>
<td>56</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>38</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>58</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pac. Islander</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>White</td>
<td>58</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Foreign or nonresident</td>
<td>57</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Two or more races/ethnicities</td>
<td>53</td>
<td>13</td>
<td>0</td>
</tr>
</tbody>
</table>
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your High-Impact Practices report.

**High-Impact Practices: First-year students**

<table>
<thead>
<tr>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Some, most, or all courses)</strong></td>
<td><strong>(Done or in progress)</strong></td>
<td><strong>(Done or in progress)</strong></td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>82%</td>
<td>79%</td>
<td>75%</td>
</tr>
<tr>
<td>82%</td>
<td>82%</td>
<td>78%</td>
</tr>
<tr>
<td>82%</td>
<td>79%</td>
<td>78%</td>
</tr>
<tr>
<td>82%</td>
<td>77%</td>
<td>75%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internship/Field Experience</th>
<th>Study Abroad</th>
<th>Culminating Senior Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Plan to do)</strong></td>
<td><strong>(Plan to do)</strong></td>
<td><strong>(Plan to do)</strong></td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>85%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>86%</td>
<td>76%</td>
<td>75%</td>
</tr>
<tr>
<td>86%</td>
<td>80%</td>
<td>75%</td>
</tr>
<tr>
<td>81%</td>
<td>78%</td>
<td>81%</td>
</tr>
</tbody>
</table>

**Overall first-year HIP participation**

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.

NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.
- Snapshot
- Engagement Indicators
- High-Impact Practices
- Multi-Year Report
- **Frequencies and Statistical Comparisons**
- Topical Module and/or Consortium Reports
- Administration Summary
- Respondent Profile
- Selected Comparison Groups
- Pocket Guide Report
- Major Field Report
- Student Comments
Do you have specific questions about individual items?

Complete descriptives, counts and weighted percentages of responses to all questions for randomly selected students.
# Frequencies and Statistical Comparisons

## First-Year Students

### Frequency Distributions

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Asked questions or contributed to course discussions in other ways</td>
<td></td>
<td></td>
<td>Never</td>
<td>25</td>
<td>3</td>
<td>9</td>
<td>2</td>
<td>98</td>
<td>3</td>
<td>6980</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sometimes</td>
<td>307</td>
<td>38</td>
<td>1197</td>
<td>29</td>
<td>1340</td>
<td>33</td>
<td>76584</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Often</td>
<td>308</td>
<td>38</td>
<td>1573</td>
<td>38</td>
<td>1436</td>
<td>37</td>
<td>77527</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Very often</td>
<td>170</td>
<td>21</td>
<td>1181</td>
<td>31</td>
<td>1043</td>
<td>27</td>
<td>56393</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>810</td>
<td>100</td>
<td>4030</td>
<td>100</td>
<td>3917</td>
<td>100</td>
<td>217484</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Statistical Comparisons

<table>
<thead>
<tr>
<th>NSSEville State</th>
<th>Admissions Overlap</th>
<th>Carnegie UG Program</th>
<th>NSSE 2018 &amp; 2019</th>
<th>Mean</th>
<th>Effect size^(\alpha)</th>
<th>Mean</th>
<th>Effect size^(\alpha)</th>
<th>Mean</th>
<th>Effect size^(\alpha)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During the current school year, about how often have you done the following?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Asked questions or contributed to course discussions in other ways</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sometimes</td>
<td>3.0 *** - .25</td>
<td>2.9 *** - .14</td>
<td>2.8 * - .07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Often</td>
<td>2.5 *** - .28</td>
<td>2.6 *** - .30</td>
<td>2.5 *** - .21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Very often</td>
<td>3.1 *** - .23</td>
<td>3.1 *** - .13</td>
<td>3.0 ** - .12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Snapshot
- Engagement Indicators
- High-Impact Practices
- Multi-Year Report
- Frequencies and Statistical Comparisons

**Topical Module and/or Consortium Reports**

- Administration Summary
- Respondent Profile
- Selected Comparison Groups
- Pocket Guide Report
- Major Field Report
- Student Comments
2020 Topical Modules

- Academic Advising (*new module tested in 2019!*)
- Civic Engagement
- Development of Transferable Skills
- Learning with Technology
- Experiences with Writing
- Experiences with Information Literacy
- First-Year Experiences & Senior Transitions
- Global Learning
- Inclusiveness and Engagement with Cultural Diversity
### Sample Topical Module Report: Experiences with Writing

#### Seniors

**Frequency Distributions**

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During the current school year, for how many writing assignments have you done the following?</td>
<td>WRJ01a</td>
<td>1</td>
<td>No writing assignments</td>
<td>75</td>
<td>9</td>
<td>2,361</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Few writing assignments</td>
<td>162</td>
<td>20</td>
<td>5,256</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Some writing assignments</td>
<td>284</td>
<td>34</td>
<td>8,195</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Most writing assignments</td>
<td>226</td>
<td>27</td>
<td>5,823</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>All writing assignments</td>
<td>86</td>
<td>10</td>
<td>2,043</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td>833</td>
<td>100</td>
<td>23,678</td>
<td>100</td>
</tr>
<tr>
<td>2. Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment</td>
<td>WRJ01b</td>
<td>1</td>
<td>No writing assignments</td>
<td>101</td>
<td>12</td>
<td>3,176</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Few writing assignments</td>
<td>186</td>
<td>22</td>
<td>5,723</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Some writing assignments</td>
<td>268</td>
<td>33</td>
<td>7,610</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Most writing assignments</td>
<td>203</td>
<td>24</td>
<td>5,243</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>All writing assignments</td>
<td>74</td>
<td>9</td>
<td>1,847</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td>832</td>
<td>100</td>
<td>23,599</td>
<td>100</td>
</tr>
<tr>
<td>3. Given feedback to a classmate about a draft or outline</td>
<td>WRJ01c</td>
<td>1</td>
<td>No writing assignments</td>
<td>117</td>
<td>14</td>
<td>4,455</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Few writing assignments</td>
<td>208</td>
<td>25</td>
<td>5,849</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Some writing assignments</td>
<td>282</td>
<td>34</td>
<td>8,154</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Most writing assignments</td>
<td>178</td>
<td>21</td>
<td>4,079</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>All writing assignments</td>
<td>49</td>
<td>6</td>
<td>1,101</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td>834</td>
<td>100</td>
<td>23,638</td>
<td>100</td>
</tr>
<tr>
<td>4. Summarized material you read such as articles, books, or online publications</td>
<td>WRJ01d</td>
<td>1</td>
<td>No writing assignments</td>
<td>45</td>
<td>6</td>
<td>1,090</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Few writing assignments</td>
<td>119</td>
<td>14</td>
<td>2,980</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Some writing assignments</td>
<td>266</td>
<td>33</td>
<td>7,722</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Most writing assignments</td>
<td>304</td>
<td>36</td>
<td>8,490</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>All writing assignments</td>
<td>98</td>
<td>12</td>
<td>3,332</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td>832</td>
<td>100</td>
<td>23,614</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Statistical Comparisons

<table>
<thead>
<tr>
<th>Variable name</th>
<th>NSSEville State</th>
<th>Writing Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRJ01a</td>
<td>3.1</td>
<td>3.0 **</td>
</tr>
<tr>
<td>WRJ01b</td>
<td>2.9</td>
<td>2.8 *</td>
</tr>
<tr>
<td>WRJ01c</td>
<td>2.8</td>
<td>2.6 ***</td>
</tr>
<tr>
<td>WRJ01d</td>
<td>3.3</td>
<td>3.4</td>
</tr>
</tbody>
</table>
Consortium Report –

Similar to module report

All Consortium Participants
American Democracy Project
Arts Consortium
Association of American Universities Data Exchange
Association of Independent Colleges of Art and Design
Association of Independent Technical Universities
Bringing Theory to Practice
California State University
Canadian Consortium
Canadian Research Universities
Canadian U4
Catholic Colleges and Universities
Colleges That Change Lives
Committee on Institutional Cooperation
Consortium for the Study of Writing in College
Council for Christian Colleges and Universities
Council of Independent College
Council of Public Liberal Arts Colleges
Flashlight Group
G13-X-Ontario

Hispanic Serving Institutions
Historically Black Colleges and Universities
Information Literacy
Jesuit Colleges and Universities
Lutheran Colleges and Universities
Mid-Atlantic Private Colleges
Military Academy Consortium
Mission Engagement Consortium for Independent Colleges
New American Colleges and Universities
New Western Canadian Universities
Online Educators Consortium
Private Liberal Arts Colleges and Universities
Qatar Foundation/Education Division/OFSS
Seventh Day Adventist Colleges and Universities
Sustainability Education Consortium
Teagle Diversity Consortium
Teagle Integrated Learning Consortium
Urban Universities
Women’s Colleges
Work Colleges

All System Participants
City University of New York
Concordia Universities
Connecticut State Universities
Indiana University
Kentucky Council on Postsecondary Education
Minnesota State College and University
New Jersey Public Universities
North Dakota University System
Ohio State University System
Ontario Universities
Ontario Universities 2
Penn State System
Pennsylvania State System of Higher Education
South Dakota Public Universities
State University of New York
Tennessee Publics
Texas A&M System
Texas Six
University of Hawaii
University of Louisiana System
University of Maine System
University of Maryland
University of Massachusetts
University of Missouri
University of North Carolina
University of Texas
University System of Georgia
University of Wisconsin Comprehensives
- Snapshot
- Engagement Indicators
- High-Impact Practices
- Multi-Year Report
- Frequencies and Statistical Comparisons
- Topical Module and/or Consortium Reports
- Administration Summary
- Respondent Profile
- Selected Comparison Groups
- Pocket Guide Report
- Major Field Report
- Student Comments
Administration Details

- Administration Summary Report
- Population and Respondents
- Response Rate and Sampling Error
- Representativeness and Weighting
### Respondent Profile

#### 23. Thinking about this current academic term, are you a full-time student?

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Response options</th>
<th>NSSEville State Count</th>
<th>NSSE 2018 &amp; 2019 Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking about this current academic term, are you a full-time student?</td>
<td>fulltime</td>
<td>No</td>
<td>29</td>
<td>692</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>662</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>691</td>
<td>100</td>
</tr>
</tbody>
</table>

#### 24a. How many courses are you taking for credit this current academic term?

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Response options</th>
<th>NSSEville State Count</th>
<th>NSSE 2018 &amp; 2019 Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many courses are you taking for credit this current academic term?</td>
<td>coursenum</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>4</td>
<td>217</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>3</td>
<td>177</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 or more</td>
<td>3</td>
<td>177</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>702</td>
<td>100</td>
</tr>
</tbody>
</table>

#### 24b. Of these, how many are entirely online?

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Response options</th>
<th>NSSEville State Count</th>
<th>NSSE 2018 &amp; 2019 Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of these, how many are entirely online?</td>
<td>onlinenum</td>
<td>0</td>
<td>314</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>222</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>105</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>38</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 or more</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>697</td>
<td>100</td>
</tr>
</tbody>
</table>
Selected Comparison Groups Report

- Tells how comparison groups were selected
  - consortium participation
  - criteria selected
  - default groups, if no instructions given

- Lists schools included in each comparison group
Snapshot
Engagement Indicators
High-Impact Practices
Multi-Year Report
Frequencies and Statistical Comparisons
Topical Module and/or Consortium Reports

Administration Summary
Respondent Profile
Selected Comparison Groups
Pocket Guide Report
Major Field Report
Student Comments
Customizable template enables sharing with prospective students & families, admissions officers, and orientation staff.
Snapshot
Engagement Indicators
High-Impact Practices
Multi-Year Report
Frequencies and Statistical Comparisons
Topical Module and/or Consortium Reports
Administration Summary
Respondent Profile
Selected Comparison Groups
Pocket Guide Report
Major Field Report
Student Comments
Engagement Indicators, HIPs, Frequencies & Statistical Comparisons for up to 10 customizable categories of related majors

- Part I: “Within-institution” report presents results within related-major categories side by side for first-year students and seniors
- Part II: “Between-institution” report compares your respondents with those of your comparison groups for up to ten related-major categories

For more information: nsse.iub.edu/html/major_field_report.cfm
Customize your major categories for your Major Field Report (due Sept. 11)

*While this customization option is most valuable for larger institutions, even smaller colleges can benefit by restricting comparisons to similar majors, or by creating a few meaningful groupings of related majors. Contact NSSE Project Services team to discuss your options.
- Snapshot
- Engagement Indicators
- High-Impact Practices
- Multi-Year Report
- Frequencies and Statistical Comparisons
- Topical Module and/or Consortium Reports
- Administration Summary
- Respondent Profile
- Selected Comparison Groups
- Pocket Guide Report
- Major Field Report
- **Student Comments**
Four prompts were available:

I. If you have any additional comments or feedback that you’d like to share on the quality of your educational experience, please enter them below.

II. What has been most satisfying about your experience so far at this institution, and what has been most disappointing?

III. Please describe the most significant learning experience you have had so far at this institution.

IV. What one change would most improve the educational experience at this institution, and what one thing should not be changed? [default]

I. “I would like to see more proactive academic and career advisers. I also feel my education would be improved with more communication and collaboration between faculty within [my major], instructors are often surprised by what we have or haven't been taught in prerequisite courses.”

II. “The most satisfying experience I have had at this institution thus far would be just the overall ability to participate in higher education where the faculty and staff seem to be passionate about their role at the university, and who enjoy working with the students. The most disappointing experience I have had so far would have to be realizing that university can at times feel lonely.”

III. “Various friendships with professors--conversations outside of class, being referred to different books, getting to know leaders on study abroad trips, etc. I’ve learned the most from interacting with my professors outside of class, where we can talk in more of a mentor way than a strictly professor-student way.”

IV. “I think it would be beneficial for students to have more opportunity to take courses outside of their discipline.”
About Your Student Comments Report

Student Feedback on Their College Experiences—In Their Own Words

The NSSE Student Comments report displays confidential comments your students provided in response to up to three open-ended questions. Three such questions appear in Topical Modules (Academic Advising; Civic Engagement; First-Year Experiences and Senior Transitions), one in a consortium (Online Learning), and one at the end of the survey (after any module or consortium questions).

Students' candid reflections on their own college experience can be an asset in survey research and assessment. Taking the time to review student comments gives voice and agency to students at the institution and recognizes the time and energy put into providing a thoughtful response.

Available in Excel and SPSS

Find your Student Comments report in the Excel folder and your identified Student Comments data in your “Data” zip folder (also downloadable from the Institutional Interface). The report is not delivered in PDF format.

The Excel report contains separate tabs for each source, as appropriate, with end-of-survey comments in separate tabs for first-year and senior students. Each tab contains the wording of the corresponding question. Module and consortium comments are sortable by class, enrollment status, and sex. End-of-survey comments are sortable by overall satisfaction, enrollment status, and sex.

Information for the latter two variables was provided by your institution.

Because the comments are confidential, student identifiers are not included in the Excel report but are provided in the separate SPSS data file.

Important: Use with Discretion

These comments appear exactly as the students entered them and may not be suitable Faculty members, administrators, or other students may be mentioned by name, and c grammar, offensive language, excessive length, or otherwise questionable content. For these when using, storing, and disseminating this report and the Student Comments data file.

More on our Website

For information about the available prompts, tips for using student comments, a recent institutions use their student comments, visit our website:
go.ind.edu/nsse-student-comments

Figure 1. Sample Chart from NSSE Student Comments Report

How would you evaluate your entire educational experience at this institution?

- Excellent: 23%
- Excellent: 21%
- Good: 38%
- Good: 53%
- Fair: 29%
- Fair: 19%
- Poor: 9%
- Poor: 6%

0% 25% 50% 75% 100%

Left a comment
Left no comment
How to Use Student Comments

- Use software to conduct qualitative or text-mining analysis
- Analyze data for sentiment—are responses positive, negative, or neutral
- Use student comments to complement quantitative findings
- Use student comments as a springboard for focus groups or individual interviews
- Add student comments to promotional materials to demonstrate that student opinions are valued

Teaser: Check out how Beloit uses its student comments!
Using NSSE

- How to make productive use all these reports and the data file!??!
  - Take advantage of dichotomized response presentation in reports
  - Present % “Never” to sharpen focus
- Syntax & other analytical resources available:

Covid-19 Variable & NSSE 2020

- Compare pre- and post-disruption responses to understand what your data represent.
- Focus on post-disruption responses for insights into remote education.
- Highlight institutional strengths to inform planning for academic year 2020-21
PAUSE: Questions About Your Report?

- Any challenges?
- What’s most useful?
- Pose your questions or concerns in the Chat box...
  - Operators are standing by.
  - Why aren’t you chatting?

---

NSSE Response Rate FAQ

While viewing and interpreting your institution’s survey results, you may have questions about your response rate and what it means for data quality. In this document, we respond to several commonly asked questions about this issue with answers informed by current survey methodology research and specific analyses of NSSE data from hundreds of participating institutions.

1. For our institution to have confidence in our results, is a minimum response rate required?

   This depends, in part, on the size of your institution, how you plan to use your NSSE results, and your specific campus context. In 2014, institutional response rates for NSSE ranged from 65% to 90%, with an average of 82%.

   NSSE research suggests that the total number of respondents is more important than response rate in assuring that five-year student and senior institutional estimates are reliable. A NSSE study (Fosnacht et al., 2013) found that even relatively low response rates provided reliable institution-level estimates, albeit with greater sampling error and less ability to detect statistically significant differences with comparison institutions.

   Depending on institution size, as few as 25 to 75 respondents appeared to provide reliable institution-level estimates for most institutions (Fosnacht et al., 2013, p. 22). This is consistent with Pike’s (2012) finding that as few as 50 students could provide reliable group estimates of student engagement. However, institutions analyzing subpopulations of students (for example, using NSSE’s Major Field Report) generally should collect data from as many respondents as possible so that each subgroup is adequately represented.

   NSSE also recommends that institutions benchmark their response rates in relation to peer institutions with similar enrollments. Institutions with larger enrollments generally see lower response rates (NSSE, 2014) but they enjoy a higher degree of confidence in estimates due to the sheer number of respondents.

2. Does a low response rate mean our results are biased?

   A high response rate is no guarantee of data quality, nor does a low response rate automatically mean your results are biased. For results to be biased in any meaningful way, nonrespondents’ level of engagement must be significantly different from that of respondents. In other words, one must take into account both response rate and differences between responders and nonresponders. Although we might feel more confident with a higher response rate, the NSSE study (Fosnacht et al., 2013) found that survey administrations that collected a minimum number of respondents, even with a low response rate, provided unbiased estimates for the majority of institutions.

   Many prominent survey researchers and NSSE-who have also questioned the widely held assumption that low response rates are associated with biased results (Groves, 2006; Massey & Teusurgås, 2013; Pechter, 2013).

   For additional information related to this question, see the answer to the final question below about respondent representativeness.

3. While reviewing our NSSE results, should we consider data quality indicators besides response rate? Would another indicator provide a better measure of survey data quality?

   Response rates, respondent count, and sampling error are all included in your NSSE reports, providing several components of data quality. Results from the 2013 NSSE study on response rates (Fosnacht et al., 2013) indicate that respondent count has particular value and may be more useful for determining the reliability of NSSE estimates than other measures.
Additional Resources

- **NSSE Data File**
  - Downloadable from the Institution Interface
  - Includes all data collected for your institution
  - Merge data with other student records
Online Institutional Report

- View & share your results
- Same reports, but easy access and sharing

Welcome to your Online Institutional Report

This website provides a collection of findings from your institution’s recent NSSE administration(s), alongside results from comparison group institutions. Many key elements from your printed Institutional Report are provided here, such as Engagement Indicators, High-Impact Practices, selected results from your NSSE Snapshot, and details about your NSSE administration. The site also gives you ready access to PDF versions of your NSSE reports and related resources.

Share this site with others
Although primary access is through NSSE’s secure Institution Interface, authorized users can easily generate limited-time guest access links to facilitate sharing.

We want your feedback!
This site was designed to be useful to our users, so please tell us what you think and what you’d like to see in the future. Email your feedback to nsse@indiana.edu.

What is student engagement?
Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.
Online Tools – Share & Generate Reports!

NSSE Report Builder

- Explore your NSSE data
- A secure, interactive database for participating institutions that instantly generates reports of your choosing using student and institutional characteristics
  - (A public version is also available)
Exploring FSSE

Georgia Institute of Technology
FSSE-NSSE Combined Report

- Presents faculty results side-by-side with student results allowing institutions to identify areas of correspondence as well as gaps

Item Frequency

- Response percentages to each item broken down by the level of students taught by faculty respondents
Additional Questions

- FSSE participants can customize their survey with Topical Modules and/or Consortium Participation

Administration Details

- Administrative Summary and Respondent Profiles are included in reports

Disciplinary Area Report

- Look within your data by customized disciplines
Ways Into NSSE – FSSE Data

- Review FSSE frequencies for items of interest
  - How do Lower Division vary from Upper Division?

- Review results between student and faculty results – focus on items of interest to your faculty
  - “Prompt feedback” – how do student and faculty responses compare?
  - Rank FSSE “importance” items – are students doing the things faculty think are important?

- Involve faculty development, center for teaching and learning staff in interpreting results.

- Check out FSSE Webinars on FSSE website!
BCSSE/NSSE Combined Report

Administration Details

BCSSE 2019–NSSE 2020 Combined Report
Administration Details

This section provides important information about the population, sample, and number of first-year respondents for both BCSSE and NSSE. It also includes respondent characteristics for the cross-sectional and longitudinal results that follow. This information can be useful for assessing data quality and planning future BCSSE administrations.

<table>
<thead>
<tr>
<th>BCSSE 2019–NSSE 2020 Population and Respondents</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCSSE 2019 respondents (cross-sectional data)</td>
<td>2,484</td>
</tr>
<tr>
<td>First-year students (included in NSSE 2020 population file)</td>
<td>1,119</td>
</tr>
<tr>
<td>NSSE 2020 first-year respondents</td>
<td>531</td>
</tr>
<tr>
<td>BCSSE 2019–NSSE 2020 matched respondents (longitudinal data)</td>
<td>251</td>
</tr>
</tbody>
</table>

a. BCSSE respondents identified late to their NSSE population file who are not first-year students are excluded from this report.

b. Adjusted to exclude students identified as non-binary, survey invitations returned as undelivered, or because a NSSE campus administration was not contacted.

c. Student-reported characteristics for matched students who completed both BCSSE 2019 and NSSE 2020.

<table>
<thead>
<tr>
<th>Respondent Characteristics</th>
<th>Cross-sectional (% BCSSE)</th>
<th>NSSE (%)</th>
<th>Longitudinal (% BCSSE–NSSE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>37</td>
<td>40</td>
<td>26</td>
</tr>
<tr>
<td>Female</td>
<td>62</td>
<td>59</td>
<td>73</td>
</tr>
<tr>
<td>Another gender identity</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Prefer not to respond</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>7</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Black or African American</td>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>12</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Middle Eastern or African</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>57</td>
<td>56</td>
<td>58</td>
</tr>
<tr>
<td>Another race or ethnicity</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Multiracial</td>
<td>14</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Prefer not to respond</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Enrollment status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>99</td>
<td>99</td>
<td>100</td>
</tr>
<tr>
<td>Less than full-time</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

This report is derived from the combined data file of students who completed the BCSSE and NSSE. It includes the number of BCSSE respondents, the number of NSSE respondents, and the number of matched respondents. The report also includes characteristics such as gender, race/ethnicity, and enrollment status for both cross-sectional and longitudinal data.
BCSSE-NSSE Combined Report

- **Part 1** uses crosstabs from all BCSSE 2019 and NSSE 2020 respondents to present side-by-side frequencies of items common to both instruments.

- **Part 2** uses matched data based on student ID to examine the relationship between BCSSE scales and NSSE Engagement Indicators.
NSSE 2020 Guide to Data & Report Resources

Accessing Your Results Online
NSSE provides three ways to access your results online—all via the secure Institutional Interface.
- Download zip file with respondent data and institutional reports from the “Data & Reports” tab.
- From the same table, access your Online Institutional Report, a user-friendly way to access and view your NSSE reports in a web viewer.
- Interact with the Report Builder, a web-based tool for creating reports tailored to student and institutional characteristics of your choosing.

About Your NSSE Administration
These resources provide an overview to the NSSE administration and survey instruments.

NSSE Overview
A profile of participating institutions and respondents including response rates, tips for checking data quality, and related information.

Survey Instruments
View the core NSSE items (US and Canadian) and Topical Modules in two forms, a downloadable Word document in a Word format as part of a questionnaire. Also available is an internet-enabled language.

Engagement Indicators
Information about the ten Engagement Indicators organized within four themes, including component items, details about their creation and scoring, and interpreting results.

High-Impact Practices
Information about the ten High-Impact Practices collected by NSSE, including item wording, scoring, and interpreting results.

Data Codebooks
Codebooks detail all question, scales, derived variables, variable labels, response options, and coding information represented in your survey data (including institution-provided and survey administration variables).

Student Comment Prompts
Information about NSSE’s open-ended prompts, your students’ comments and data files, and tips and examples for using students’ opinions in assessment.

Working with Your NSSE Data
These guides and resources can help you make use of your NSSE data and results.

How Institutions Use NSSE Data
Read how many campuses use their NSSE results to improve the undergraduate experience. This page introduces a range of data use resources including the introductory guide, Using NSSE Data, which broadly describes approaches to using NSSE results and reports.

Lessons from the Field
Lessons from the Field is a repository of in-depth institutional examples of NSSE data use.

NSSE Data Use in Brief
This short series, NSSE Data Use in Brief, presents institutional examples organized by specific themes: Topical Modules, institutional goals, High-Impact Practices, specific student populations, and enhancing educational practice.

Analysis Resources
Syntax and tips for working with NSSE data.

NSSE Data Users Guide
Suggestions and worksets for sharing NSSE results with others.

Printable Version
A Word-formatted printable version of the information on this page.

Download This Guide

South Dakota State University
Working with Your NSSE Data

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Analysis Resources
Syntax and tips for working with NSSE data.

Guidelines for Displaying NSSE Results
Posting standard NSSE generated reports, such as the Snapshot can be helpful. View how institutions can go a step further by displaying results in interactive, accessible formats for internal and external audiences.

Project DEEP Practice Briefs
A series based on in-depth examination of 20 Project DEEP schools with higher-than-predicted graduation rates and demonstrated approaches to student success.

Publications and Presentations
Find NSSE-related publications, recent presentations, and scholarly papers.

Webinars
Free interactive and on-demand webinars. More than 40 available for viewing on the NSSE channel.

Analysis Resources
Syntax and tips for working with NSSE data.

NSSE Data Users Guide
Suggestions and worksheets for sharing NSSE results with others.

Accreditation Toolkits
Learn how to use NSSE results in your institution’s regional and professional accreditation efforts.

https://nsse.indiana.edu/nsse/reports-data/ir-guide.html
These guides and resources can help you make use of your NSSE data and results.
Your Guide to Using NSSE Data

The improvement efforts of colleges and universities are most promising when they are based on evidence of the performance and experience of their students inside and outside the classroom. In addition, institutions’ evidence of their achievements and how they use data to inform improvement efforts is expected in their responses to heightened demands for accountability and multiple pressures to increase student persistence and completion, support diversity, and ensure high-quality learning for all students.

The National Survey of Student Engagement (NSSE) provides institutions with data and reports about critical dimensions of educational quality. Whether a campus is interested in assessing the amount of time and effort students put into their studies or the extent to which students utilize learning opportunities on campus, NSSE provides colleges and universities with diagnostic, actionable information that can inform efforts to improve the experience and outcomes of undergraduate education.
These guides and resources can help you make use of your NSSE data and results.
**NSSE Guide to Data & Report Resources**

**Accreditation Toolkits**
- Regional & Specialized
- NSSE Items mapped to standards
- Updated for 2020!

**Access Toolkits on NSSE website**

### NSSE 2020 Survey Items Mapped to HLC Criteria

<table>
<thead>
<tr>
<th>NSSE 2020 Survey Items</th>
<th>HLC Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During the current school year, about how often have you done the following?</td>
<td></td>
</tr>
<tr>
<td>a. Asked questions or contributed to course discussions in other ways</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>b. Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>c. Come to class without completing readings or assignments</td>
<td>3.E</td>
</tr>
</tbody>
</table>

**SUPPORT & RESOURCES**

- NSSE Guide to Data & Report Resources
- Online Resources
- Support & Resources
Simply reporting NSSE results will not lead to action

Sharing Results and Stimulating NSSE Use

Introduction

The improvement efforts of colleges and universities are most powerful when data are based on evidence of the performance and experience of their students inside and outside the classroom. In addition, institutional awareness of their achievements and the kinds of outcomes they can expect are heightened demands for accountability and multiple measures to measure student persistence and completion, support diversity, and ensure high-quality learning for all students.

The National Survey of Student Engagement (NSSE) provides institutions with data and reports about critical dimensions of educational quality. Whether a campus is interested in assessing the attendance of students and efforts students put into their studies or the extent to which students utilize learning opportunities on campus, NSSE provides colleges and universities with diagnostic, actionable information that can inform efforts to improve the engagement and experiences of college students.

NSSE results can inform and stimulate conversations in offices of student affairs, academic learning and support centers, student advising and support, faculty development, faculty support, and student learning. As a diagnostic tool, NSSE can be used to identify both areas of strength as well as opportunities for growth to help make learning and the campus environment more coherent with student needs and expectations.

Making NSSE data accessible and useful is key to engaging these campus audiences as in identifying and analyzing institutional and program shortcomings and developing targeted strategies for institutional capacity—critical steps in institutional growth and change. How can institutions determine who is illuminated by a NSSE result? What are the best ways to connect campus planning and action with this information? What actions would you use this information in response to campus challenges and opportunities?
Making the Most of Data – Sharing Results and Taking Action

- Think about potential audiences – find relevancy
- Consider various strategies for sharing results – deliver in small bites, add narrative
- Link to other assessment data to tell a more comprehensive story
- Teach small groups about the data, help them use it in program review, to assess the first year experience, to inform faculty development - and then showcase their use to others
- Share lessons learned, and action taken with campus constituents – especially students
Obstacles/Challenges Encountered from Sharing NSSE Data & Results

“Connect findings to what faculty can utilize”

“They see it once, but never use it”

“We tend to present an overview to upper level administration, post it on the website and shelve it”

“Volume of data, choosing concise selections of data”

Start with the Engagement Indicators
- Select 1 or 2 that connect to current faculty conversations (Worksheets # 4 & 5)
- Pre-select NSSE items and facilitate a discussion using Worksheet #2
- Build NSSE ambassadors on campus (towards advancing culture of assessment)
- Follow up with those who have seen initial findings and use the NSSE User’s Guide worksheets to facilitate a conversation

Decide what to focus on by connecting it to existing campus conversations
- Worksheet #6 could be used to help facilitate
- Worksheet #3 could look within HIPs
Institutional Example
Eastern Connecticut State Univ.

- Data driven Strategic Plan
- Multi-tiered advisement program driven by NSSE results
- Focused on the open-ended questions on the module
- Student academic committee- led by faculty- created new academic advising model informed by student voices
  - Supported the faculty’s natural role as mentors
Institutional Example: Middle Georgia State Univ.

- Enhancing high-impact practices
- Created “Experiential Learning@MGA” based on students less frequent participation in some HIPs compared to peer institutions
- Designed to foster students’ progress through 4 tiers of experiential learning activities
- Created a rubric with specific evaluation criteria
- NSSE will serve as an important assessment tool
Beyond Your Reports….

- Use your data file for additional analyses
  - Combine with other institutional data
  - Combine 2 years of results to study seniors by major

- Take advantage of NSSE Advanced Webinars
  “Digging Deeper” Series (see Webinar Archives)

- Some possible analyses:
  - Disaggregate by race-ethnicity, first-generation status
  - Use “evaluate entire experience” (ENTIREEXP) and “start over” (SAMECOLL) as outcomes
  - Add retention results to explore factors related to first-year student persistence
To Look Forward To...

- NSSE and Tableau
- Webinar series
  - Beyond the Institutional Report: A Guide to your NSSE Data File (Allison & Bob - August/Sept) Wednesday August 26 at 3 pm
  - Real Data Talk: NSSE 2020 Institutions Plan to Use Their Results (Jillian & some NSSE institution’s) Wednesday Sept 2 at 3 pm
- Major Field Report
- Entering our 3rd Decade
Ask us questions, let us know how things are going...

Copies of papers and presentations as well as annual reports and other information are available through the website: nsse.indiana.edu
Registration Open for NSSE 2021

- Deadline to register: October 23, 2020
- Register online: nsse.indiana.edu

Student engagement matters whether the educational experience is in person, online, or hybrid. NSSE and FSSE 2021 include adaptations in response to the ongoing pandemic.

Registration for 2021 opens July 1