Your Institutional Report
2021 Step by Step

Welcome! The Webinar will begin at 2 pm Eastern Time

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#hear-talk](https://kb.iu.edu/d/aods#hear-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 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 by selecting “Test Speaker.” If you cannot hear, change the output source by selecting a different speaker device.

- Have your *Institutional Report 2021 package* for reference; access your materials through the NSSE Institution Interface.
- The Chat window allows participants to interact – make comments about your NSSE practice, ask questions of presenters and of other users!
Your Institutional Report 2021 – Step by Step

A NSSE Webinar Presented by

Jillian Kinzie
Bob Gonyea

September 23, 2021
Update on NSSE 2021 Report

Corrections

- Data Error in EI Quality of Interactions; corrected in 9/3/21 re-upload
- Report error in Snapshot p.4 Administration Details section; corrected in 9/14/2021 re-upload

Report Status

- All reports except for Combined NSSE-FSSE and BCSSE-NSSE are available in your Reports folder on NSSE Institution Interface
  - Online Administration Summary & Selected Comparison Groups reports (no longer in zip download).
START HERE: Navigating Your Institutional Report

We provide several 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, new in 2021, view the online Administration Summary and Selected Comparison Groups reports (no longer in the zip download). You can also access the NSSE Online Institutional Report, a web-based representation of your NSSE results. Finally, use the Report Builder to create customized reports with your NSSE data (for details, see the NSSE Report Builder section below). After downloading your data and reports, go to the section below, Institutional Report Resources (NSSE, FSSE, and BCSE), to access resources to help you interpret and use results.

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<thead>
<tr>
<th>Year</th>
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</tr>
</thead>
<tbody>
<tr>
<td>- 2021</td>
<td>422</td>
<td>285</td>
<td>46</td>
<td>NSSE Admin Summary Report</td>
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<td>NSSE Comparison Group Report</td>
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<td>NSSE Online Report</td>
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</table>

* FY: First Year, SR: Second Year
The coronavirus pandemic continued to have a profound impact on higher education and its students 2020-21.

NSSE adaptations:

- Added pandemic-specific question
- Introduced 2 salient modules, Coping with COVID (created specifically for 2021 administration) & Experiences with Online Learning
- Pandemic implications for interpreting results overall; comparison groups; longitudinal analysis

22. To what extent have the faculty and staff at your institution done a good job helping students adapt to the changes brought on by the COVID-19 pandemic?
Response options: Very much, Quite a bit, Some, Very little

What pandemic related questions do you have related to NSSE?
COVID-19 and NSSE

- COVID-19 accelerated our planned shift to paperless reporting
- We could not assemble traditional NSSE binders
Have you noticed our updated website? And Recent news?

Evidence-Based Improvement in Higher Education

Gathering Information About What Matters to Student Learning

More than 1,600 four-year colleges and universities have participated in our surveys of students and faculty. Was your institution one of them?

Search for Participating Institutions

News

Check out Entering Student Story (BCSSE)

The National Survey of Student Engagement (NSSE) is a trusted and widely used instrument for assessing the quality of undergraduate education—providing institutions diagnostic, actionable information that fosters and catalyzes evidence-based improvement efforts.
NSSE 2021 Overview

- 890,000 first-year & senior students invited
- 353 institutions (344 in the US, 5 in Canada, and 4 in other countries)
- 211,667 students responded
- Average response rate for U.S. institutions was 30%, consistent with 2020
- The pandemic continues...

The Pandemic Continues

The coronavirus pandemic continued to have a profound impact on higher education and its students this past year, demanding rapid adaptation to unusual circumstances like shifting academic calendars and constantly changing health and safety requirements. NSSE adapted by adding a pandemic-scope question, and introduced two salient modules, Coping with COVID (created specifically for the 2021 administration) and Experiences with Online Learning.

Recognizing these difficult and changing circumstances, NSSE asked students about the extent faculty and staff had done a good job helping them adapt to pandemic-induced changes. Disappointingly, nearly 2 out of 4 respondents (43%) said faculty and staff had helped them substantially ("quite a bit" or "very much") in this regard. However, some student groups reported slightly less support than their peers, such as those studying mostly online (37%), those at a doctoral degree-granting institution (37%), and Black or African-American students (32%).

In addition, student responses to the NSSE item about course type demonstrate a substantial shift to mostly remote instruction, with over 60% of all students reporting this course modality.

Survey Data and Methodology

Approximately 890,000 first-year and senior students from 353 institutions (344 in the US, 5 in Canada, and 4 in other countries) were invited to participate in NSSE 2021. Of this population, 211,667 students responded to the survey. First-year and senior students were about equally represented among the respondent population.

NSSE’s sampling methodology calls for either a census of all first-year and senior students or a random selection of an equal number of students from each group, with sample size based on total undergraduate enrollment. Census administration is available only via email recruitment, in which students get a survey invitation and up to four reminders by email. In 2021, all but one participating institution opted for this method rather than the regular mail option, in which sampled students get up to three messages by post and up to two email reminders.

Unless noted otherwise, the results presented below are from 342 institutions—337 in the US and 5 in Canada—that participated in NSSE 2021. Due to nonstandard details of their participation, 11 institutions are not represented in these summary tables, and in the Institutional Report 2021, only data for census-administered and randomly sampled students are included. NSSE 2021 U.S. respondents profiles here include 201,284 first-year (47%) and senior (53%) respondents.
1. I’m brand new!! So, anything and everything
2. Where should we begin?
3. Accessing data & reports for the first time, need advice
4. Where do I see the results for our topical module?
5. Want more information about report features
6. Segmenting results by populations online, first-gen…
7. How to use for benchmarking?
8. What’s the best approach to sharing report results with university constituents?
9. How to use NSSE data in assessment of curricular and cocurricular programs?
10. Aligning report results with institutional goals for action
11. What’s available to help data users?
Webinar Goals

- Guided tour of your NSSE Institutional Report 2021
- Review reports
- Interpret results
- Highlight user resources
- Tips for generating discussion and action on your campus
- Q & A
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

- 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 Benchmarking, Comparison & Action

Compare Over Time – Measure Improvement

NSSE Objectives
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...

Collaborative learning is...

47% do capstones!

Woohoo!
Inspiring Institutional Example: University of Rhode Island

- NSSE is used to help measure the effectiveness of URI’s completion initiatives: Curriculum maps for majors and “Take 5, finish in 4”
- Student Success Team implemented “The Sandbox” to encourage faculty and staff “to play” with NSSE data
- Faculty examined student time studying by major to learn more about student investment

At the University of Rhode Island, data are not seen as stagnant but as opportunities to better understand the institution and its students.
GUIDED TOUR OF YOUR INSTITUTIONAL REPORT 2021
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 several 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 BCSSE. Second, new in 2021, view the online Administration Summary and Selected Comparison Groups reports (no longer in the zip download). You can also access the NSSE Online Institutional Report, a web-based representation of your NSSE results. Finally, use the Report Builder to create customized reports with your NSSE data (for details, see the NSSE Report Builder section below). After downloading your data and reports, go to the section below, Institutional Report Resources (NSSE, FSSE, and BCSSE), to access resources to help you interpret and use results.

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<td>2019</td>
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<tr>
<td>NSSE21 Data (NSSEville).sav</td>
<td>NSSE21 Student Comments (NSSEville).sav</td>
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<tr>
<td>README.txt</td>
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</tr>
</tbody>
</table>

Resources:

- NSSE
- FSSE
- BCSSE
- Excel
- PDF

NSSE 2021 Overview.docx
NSSE 2021 Administration Summary
NSSEville State University

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, and survey customization choices. This information can be useful for assessing data quality and planning future NSSE administrations.

Population and Respondents
The table below reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

<table>
<thead>
<tr>
<th>Survey sampling and completions</th>
<th>First-year</th>
<th>Senior</th>
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NSSE 2021 Selected Comparison Groups
NSSEville State University

About This Report
The NSSE Institutional Report displays core survey results for your students alongside those of three comparison groups and provides additional comparison group results for Topical Modules and consortium questions. In May, your institution was invited to customize these groups via a form on the Institution Interface.

NSSE comparison groups may be customized by (a) identifying specific institutions from the list of all prior and current year NSSE participants, (b) composing the group by selecting institutional characteristics, or (c) a combination of these. Institutions that chose not to customize received default groups that provide relevant comparisons for most institutions.

NSSE Core Survey Comparison Group 1
Name: Southeast Public
Number of institutions: 91
How was group constructed? Your institution retained the default comparison group.
Group description: NSSE 2020 and 2021 institutions in same geographic region and sector.
List of institutions: [Collapse list]
- Adams State University (Alamosa, CO)
- Chadron State College (Chadron, NE)
- Emporia State University (Emporia, KS)
- Fort Hays State University (Hays, KS)
- Metropolitan State University of Denver (Denver, CO)
- Minnesota State University, Mankato (Mankato, MN)
- Minot State University (Minot, ND)
- Northwest Missouri State University (Maryville, MO)
- Pittsburg State University (Pittsburg, KS)
NSSE Institution Interface

Access your electronic reports and data online through the Interface

- **Institutional Report Resources (NSSE, FSSE, and BCSSE)**
  - 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 scores for students 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 subgroups. In the report file, it can be used in the Report Builder. The Report Builder is updated with new data in October each year.
  - Click [here](#) to access your Report Builder.
  - A [public version](#) is also available.
# Navigating Your Institutional Report

## National Survey of Student Engagement

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NSSE 2021 Overview</strong></td>
<td>Profile of participating institutions and respondents from the US and Canada, including response rates and related information.</td>
<td><img src="download_icon" alt="Download" /></td>
</tr>
<tr>
<td><strong>Snapshot</strong></td>
<td>Four-page summary of your institution's key findings.</td>
<td><img src="download_icon" alt="Download" /></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>
<td><img src="download_icon" alt="Download" /></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>
<td><img src="download_icon" alt="Download" /></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>
<td><img src="download_icon" alt="Download" /></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>
<td><img src="download_icon" alt="Download" /></td>
</tr>
<tr>
<td><strong>Additional Questions</strong></td>
<td>Results for Topical Modules and/or consortium questions.</td>
<td><img src="download_icon" alt="Download" /></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>
<td><img src="download_icon" alt="Download" /></td>
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<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>
<td><img src="download_icon" alt="Download" /></td>
</tr>
<tr>
<td><strong>Administration Summary</strong></td>
<td>Overview of your NSSE administration, including response rates and customization choices. (Only viewable online via a link in the Data &amp; Reports table on the Institution Interface.)</td>
<td><img src="download_icon" alt="Download" /></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>
<td><img src="download_icon" alt="Download" /></td>
</tr>
<tr>
<td><strong>Selected Comparison Groups</strong></td>
<td>Details of how your institution's comparison groups were selected, and the list of institutions in each group. (Only viewable online via a link in the Data &amp; Reports table on the Institution Interface.)</td>
<td><img src="download_icon" alt="Download" /></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>
<td><img src="download_icon" alt="Download" /></td>
</tr>
<tr>
<td><strong>Major Field Report</strong></td>
<td>Results by categories of related majors. (Coming soon via interactive data visualization.)</td>
<td><img src="download_icon" alt="Download" /></td>
</tr>
<tr>
<td><strong>Student Comments Report</strong></td>
<td>Comments your students provided in response to NSSE's open-ended questions, including those from Topical Modules.</td>
<td><img src="download_icon" alt="Download" /></td>
</tr>
<tr>
<td><strong>NSSE Data</strong></td>
<td>Student-identified responses in SPSS format. (Other formats available upon request.)</td>
<td><img src="download_icon" alt="Download" /></td>
</tr>
<tr>
<td><strong>NSSE Data and Report Resources</strong></td>
<td>Access various tools, guides and resources for using your data.</td>
<td><img src="download_icon" alt="Download" /></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 2021 administration.</td>
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</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

Selected Comparison Groups

Respondent Profile

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
- Selected Comparison Groups
- Respondent Profile
- Pocket Guide Report
- Major Field Report
- Student Comments
The **Snapshot** is designed to be shared on campus

- 4-pages, folded pamphlet style

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**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 2021 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.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>Your students compared with Mission Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning</td>
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<td></td>
<td>Reflective &amp; Integrative Learning</td>
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<tr>
<td>Learning with Peers</td>
<td>Learning Strategies</td>
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<td>Quantitative Reasoning</td>
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<td>Discussions with Diverse Others</td>
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<tr>
<td>Experiences with Faculty</td>
<td>Effective Teaching Practices</td>
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<td>Student-Faculty Interaction</td>
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<td></td>
<td>Quality of Interactions</td>
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<td></td>
<td>Supportive Environment</td>
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</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 w/Faculty
  - Mission Peers: 46%  NSSEville: 49%

- **Senior**
  - Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience
  - Mission Peers: 58%  NSSEville: 34%
**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.

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

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.
**First-year**

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

**Lowest Performing Relative to Admissions Overlap**
- Quality of interactions with faculty$^d$ (QI)
- Instructors provided feedback on a draft or work in progress$^c$ (ET)
- Worked with other students on course projects or assignments$^b$ (CL)
- Assigned more than 50 pages of writing$^g$
- Quality of interactions with other administrative staff and offices (...)$^d$ (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</th>
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<td>南部私人</td>
<td>Carnegie Class</td>
<td>卡内基类</td>
</tr>
<tr>
<td>Higher-Order Learning</td>
<td></td>
<td>△</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>Reflective &amp; Integrative Learning</td>
<td>--</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
<td>△</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning with Peers</td>
<td>Collaborative Learning</td>
<td>△</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td>▼</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td>Experiences with Faculty</td>
<td>Student-Faculty Interaction</td>
<td>--</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Campus Environment</td>
<td>Quality of Interactions</td>
<td>△</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
## Engagement Indicators

### Mean Comparisons

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>NSSEville Mean</th>
<th>Southeast Private Mean</th>
<th>Effect size</th>
<th>Carnegie Class Mean</th>
<th>Effect size</th>
<th>NSSE 2020 &amp; 2021 Mean</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher-Order Learning</td>
<td>40.8</td>
<td>38.9 *</td>
<td>.14</td>
<td>38.4 *</td>
<td>.17</td>
<td>37.8 ***</td>
<td>.22</td>
</tr>
<tr>
<td>Reflective &amp; Integrative Learning</td>
<td>37.1</td>
<td>36.2</td>
<td>.08</td>
<td>35.4 *</td>
<td>.14</td>
<td>34.9 **</td>
<td>.19</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>41.9</td>
<td>39.4 *</td>
<td>.18</td>
<td>39.4 *</td>
<td>.17</td>
<td>38.2 ***</td>
<td>.27</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>26.7</td>
<td>28.2</td>
<td>-.09</td>
<td>28.1</td>
<td>-.09</td>
<td>28.4</td>
<td>-.11</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)
### Engagement Indicators

#### 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 point difference (^a) between your FY students and</th>
<th>NSSEville State</th>
<th>Admissions Overlap</th>
<th>Carnegie UG Program</th>
<th>NSSE 2018 &amp; 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b. Applying facts, theories, or methods to practical problems or new situations</td>
<td>%</td>
<td>70</td>
<td>-1</td>
<td>+2</td>
<td></td>
</tr>
<tr>
<td>4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts</td>
<td>%</td>
<td>70</td>
<td>-1</td>
<td>+2</td>
<td>+0</td>
</tr>
<tr>
<td>4d. Evaluating a point of view, decision, or information source</td>
<td>%</td>
<td>71</td>
<td>-1</td>
<td>+3</td>
<td>+2</td>
</tr>
<tr>
<td>4e. Forming a new idea or understanding from various pieces of information</td>
<td>%</td>
<td>72</td>
<td>+0</td>
<td>+4</td>
<td>+3</td>
</tr>
</tbody>
</table>
Engagement Indicators

Comparisons with High-Performing Institutions

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

Effect size must be > -.10
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**

<table>
<thead>
<tr>
<th>NSSEville State</th>
<th>Admissions Overlap</th>
<th>Carnegie UG Program</th>
<th>NSSE 2018 &amp; 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>11%</td>
<td>10%</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td>49%</td>
<td>51%</td>
<td>48%</td>
<td>48%</td>
</tr>
</tbody>
</table>

- Blue bar: Participated in two or more HIPs
- Orange bar: Participated in one HIP
### High-Impact Practices

#### Statistical Comparisons

<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>60%</td>
<td>-1</td>
</tr>
<tr>
<td><strong>Participated in two or more</strong></td>
<td>11%</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>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>

Notes:

- Difference values are indicated by "+" for increases and "-" for decreases.
- Statistical significance levels:
  - "**" for p < 0.05
  - "***" for p < 0.01
  - "****" for p < 0.001
**High-Impact Practices**

**Response Detail**

**Plans to Participate**

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>NSSEville State</th>
<th>Internship or Field Experience</th>
<th>Study Abroad</th>
<th>Culminating Senior Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>Participate in an internship, co-op, field experience, student teaching, or clinical placement.</td>
<td>43</td>
<td>52</td>
</tr>
<tr>
<td>Admissions Overlap</td>
<td></td>
<td>44</td>
<td>57</td>
</tr>
<tr>
<td>Carnegie UG Program</td>
<td></td>
<td>29</td>
<td>51</td>
</tr>
<tr>
<td>NSSE 2018 &amp; 2019</td>
<td></td>
<td>40</td>
<td>54</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.

<table>
<thead>
<tr>
<th>First-year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</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>
<tr>
<td>Race/ethnicity or international</td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
Multi-Year Report

High-Impact Practices: First-year students

Service-Learning
(Some, most, or all courses)

- 2013: 82%
- 2014: 85%
- 2015: 82%
- 2016: 79%
- 2017: 80%
- 2018: 78%
- 2019: 77%
- 2020: 82%

Learning Community
(Done or in progress)

- 2013: 8%
- 2014: 9%
- 2015: 11%
- 2016: 11%
- 2017: 6%
- 2018: 6%
- 2019: 6%
- 2020: 11%

Research with Faculty
(Done or in progress)

- 2013: 4%
- 2014: 7%
- 2015: 7%
- 2016: 10%
- 2017: 6%
- 2018: 5%
- 2019: 5%
- 2020: 7%

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.

Internship/Field Experience
(Plan to do)

- 2013: 81%
- 2014: 75%
- 2015: 86%
- 2016: 85%
- 2017: 80%
- 2018: 81%
- 2019: 83%
- 2020: 86%

Study Abroad
(Plan to do)

- 2013: 40%
- 2014: 44%
- 2015: 43%
- 2016: 42%
- 2017: 35%
- 2018: 46%
- 2019: 49%
- 2020: 42%

Culminating Senior Experience
(Plan to do)

- 2013: 56%
- 2014: 61%
- 2015: 68%
- 2016: 62%
- 2017: 73%
- 2018: 74%
- 2019: 72%
- 2020: 70%

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

#### Frequency Distributions

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>NSSEville</th>
<th>Mission Peers</th>
<th>Regional Peers</th>
<th>NSSE 2020 &amp; 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. During the current school year, about how often have you done the following?</strong></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>askquest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Never</td>
<td></td>
<td>72</td>
<td>3</td>
<td>47</td>
<td>7,774</td>
</tr>
<tr>
<td>2. Sometimes</td>
<td></td>
<td>650</td>
<td>35</td>
<td>473</td>
<td>69,920</td>
</tr>
<tr>
<td>3. Often</td>
<td></td>
<td>543</td>
<td>31</td>
<td>594</td>
<td>80,059</td>
</tr>
<tr>
<td>4. Very often</td>
<td></td>
<td>557</td>
<td>30</td>
<td>547</td>
<td>92,318</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>1,822</td>
<td>100</td>
<td>1,661</td>
<td>250,517</td>
</tr>
<tr>
<td>b. Asked another student to help you understand course material</td>
<td>CLaskhelp</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Never</td>
<td></td>
<td>213</td>
<td>18</td>
<td>165</td>
<td>40,207</td>
</tr>
<tr>
<td>2. Sometimes</td>
<td></td>
<td>690</td>
<td>34</td>
<td>680</td>
<td>102,470</td>
</tr>
<tr>
<td>3. Often</td>
<td></td>
<td>484</td>
<td>27</td>
<td>515</td>
<td>67,170</td>
</tr>
<tr>
<td>4. Very often</td>
<td></td>
<td>308</td>
<td>17</td>
<td>250</td>
<td>39,278</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>1,814</td>
<td>100</td>
<td>1,610</td>
<td>240,134</td>
</tr>
<tr>
<td>c. Explained course material to one or more students</td>
<td>CLexplain</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Never</td>
<td></td>
<td>197</td>
<td>11</td>
<td>92</td>
<td>23,608</td>
</tr>
<tr>
<td>2. Sometimes</td>
<td></td>
<td>664</td>
<td>37</td>
<td>550</td>
<td>80,767</td>
</tr>
<tr>
<td>3. Often</td>
<td></td>
<td>586</td>
<td>33</td>
<td>664</td>
<td>85,417</td>
</tr>
<tr>
<td>4. Very often</td>
<td></td>
<td>365</td>
<td>20</td>
<td>342</td>
<td>50,075</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>1,812</td>
<td>100</td>
<td>1,657</td>
<td>248,857</td>
</tr>
</tbody>
</table>

#### Statistical Comparisons

<table>
<thead>
<tr>
<th>NSSEville</th>
<th>Mission Peers</th>
<th>Regional Peers</th>
<th>NSSE 2020 &amp; 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Effect size</td>
<td>Mean</td>
<td>Effect size</td>
</tr>
<tr>
<td>2.9</td>
<td>3.1 *** -22</td>
<td>3.0 *** -12</td>
<td>3.0 *** -18</td>
</tr>
<tr>
<td>2.4</td>
<td>2.4 ** -07</td>
<td>2.5 *** -12</td>
<td>2.4 ** -02</td>
</tr>
<tr>
<td>2.6</td>
<td>2.6 &amp; 02</td>
<td>2.1 *** -16</td>
<td>2.7 &amp; 04</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
2021 Topical Modules

- Academic Advising
- Career & Workforce Preparation (new in 2021)
- Civic Engagement
- Coping with COVID (2021 only)
- Development of Transferable Skills
- Experiences with Writing
- Experiences with Online Learning
- First-Year Experiences & Senior Transitions
- Global Learning
- Inclusiveness and Engagement with Cultural Diversity
### Additional Questions: Topical Module

#### Sample Report: Inclusiveness & Engagement w/Cultural Diversity

<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>Mean</th>
<th>Effect size *&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Developing the skills necessary to work effectively with people from various backgrounds</td>
<td>ICD01a</td>
<td>1</td>
<td>Very little</td>
<td>169</td>
<td>12</td>
<td>6,714</td>
<td>12</td>
<td>2.8</td>
<td>2.8 *** .09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Some</td>
<td>342</td>
<td>22</td>
<td>17,303</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Quite a bit</td>
<td>538</td>
<td>36</td>
<td>22,537</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Very much</td>
<td>464</td>
<td>30</td>
<td>17,584</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td>1,513</td>
<td>100</td>
<td>64,138</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Recognizing your own cultural norms and biases</td>
<td>ICD01b</td>
<td>1</td>
<td>Very little</td>
<td>267</td>
<td>18</td>
<td>8,881</td>
<td>16</td>
<td>2.7</td>
<td>2.7 .00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Some</td>
<td>352</td>
<td>23</td>
<td>16,761</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Quite a bit</td>
<td>471</td>
<td>31</td>
<td>21,334</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Very much</td>
<td>413</td>
<td>27</td>
<td>17,053</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td>1,503</td>
<td>100</td>
<td>64,029</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Sharing your own perspectives and experiences</td>
<td>ICD01c</td>
<td>1</td>
<td>Very little</td>
<td>165</td>
<td>11</td>
<td>5,358</td>
<td>10</td>
<td>2.8</td>
<td>2.8 .00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Some</td>
<td>352</td>
<td>24</td>
<td>15,172</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Quite a bit</td>
<td>528</td>
<td>35</td>
<td>24,505</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Very much</td>
<td>459</td>
<td>30</td>
<td>19,042</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td>1,504</td>
<td>100</td>
<td>64,077</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Exploring your own background through projects, assignments, or programs</td>
<td>ICD01d</td>
<td>1</td>
<td>Very little</td>
<td>290</td>
<td>19</td>
<td>11,500</td>
<td>20</td>
<td>2.6</td>
<td>2.5 *** .09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Some</td>
<td>345</td>
<td>23</td>
<td>17,772</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Quite a bit</td>
<td>473</td>
<td>31</td>
<td>19,611</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Very much</td>
<td>400</td>
<td>26</td>
<td>15,193</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td>1,508</td>
<td>100</td>
<td>64,076</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Consortium reports are similar to module reports

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
‣ Selected Comparison Groups
‣ Respondent Profile
‣ Pocket Guide Report
‣ Major Field Report
‣ Student Comments
Administration Summary Report

- Now an online report! (link in Data & Reports table)
- Population and Respondents
- Response Rate and Sampling Error
- Representativeness and Weighting

<table>
<thead>
<tr>
<th>Year</th>
<th>NSSE Respondent Count*</th>
<th>NSSE Response Rate (%)</th>
<th>NSSE/FSSE Data &amp; Report Downloads (zip files)</th>
<th>NSSE/FSSE Online Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>FY 422 SR 285</td>
<td>FY 46 SR 33</td>
<td></td>
<td>Data Reports</td>
</tr>
</tbody>
</table>

Population and Respondents
The table below reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

<table>
<thead>
<tr>
<th>Survey sampling and completions</th>
<th>First-year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted population</td>
<td>864</td>
<td>969</td>
</tr>
<tr>
<td>Adjusted population</td>
<td>864</td>
<td>969</td>
</tr>
<tr>
<td>Adjusted for ineligible students and undeliverables.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey sample</td>
<td>861</td>
<td>966</td>
</tr>
<tr>
<td>Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples not included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total respondents</td>
<td>190</td>
<td>252</td>
</tr>
<tr>
<td>Full completions</td>
<td>112</td>
<td>172</td>
</tr>
<tr>
<td>Submitted demographic items and (if applicable) Topical Module sets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partial completions</td>
<td>78</td>
<td>80</td>
</tr>
<tr>
<td>Sampling error</td>
<td>+/- 6.3%</td>
<td>+/- 5.3%</td>
</tr>
</tbody>
</table>

Or “margin of error,” an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied “very often” to a particular item, then the true population value is most likely between 35% and 45%.

Population file options
- Oversample: No
- Updated eligibility of students in population file: No
- Customized the report sample: No

Response Rates
The table below summarizes response rates for your institution and comparison groups. For more information see NSSE's Response Rate FAQ. Comparison group response rates were computed at the institution level (i.e., they do not reflect student-level aggregate results).

| NSSE 2020 & 2021 |
|------------------|-----------------|-----------------|-----------------|
| First-year       | 22%             | 26%             | 36%             | 31%             |
| Senior           | 26%             | 26%             | 35%             | 29%             |
Selected Comparison Groups Report

- Now an online report! (link in Data & Reports table)
- Tells how comparison groups were selected
- Lists schools included in each comparison group
- Now includes comp groups for module and consortium reports

### NSSE Core Survey Comparison Group 1

**Name:** Southeast Public  
**Number of institutions:** 91  
**How was group constructed?** Your institution retained the default comparison group.  
**Group description:** NSSE 2020 and 2021 institutions in same geographic region and sector.  
**List of institutions:**
- Adams State University (Alamosa, CO)  
- Chadron State College (Chadron, NE)  
- Emporia State University (Emporia, KS)  
- Fort Hays State University (Hays, KS)  
- Metropolitan State University of Denver (Denver, CO)  
- Minnesota State University, Mankato (Mankato, MN)  
- Minot State University (Minot, ND)  
- Northwest Missouri State University (Maryville, MO)  
- Pittsburg State University (Pittsburg, KS)  
- Southeast Missouri State University (Cape Girardeau, MO)  
- Truman State University (Kirksville, MO)  
- University of Central Missouri (Warrensburg, MO)  
- University of Guam (Mangilao, GU)  
- University of Minnesota Duluth (Duluth, MN)  
- University of Northern Iowa (Cedar Falls, IA)  
- Wayne State College (Wayne, NE)  
- Weber State University (Ogden, UT)

### NSSE Core Survey Comparison Group 2

**Name:** Carnegie Class  
**Number of institutions:** 48  
**How was group constructed?** Your institution retained the default comparison group.  
**Group description:** NSSE 2020 and 2021 institutions sharing your institution’s 2020 Basic Carnegie Classification Universities (smaller programs)¹.

**List of institutions:** 

<table>
<thead>
<tr>
<th>Year</th>
<th>NSSE Respondent Count</th>
<th>NSSE Response Rate</th>
<th>NSSE/FSSE Data &amp; Report Downloads (zip files)</th>
<th>NSSE/FSSE Online Reports</th>
</tr>
</thead>
</table>
### Respondent Profile

#### Item wording or description
- **33a. Are you an international student?**
- **34. How would you describe yourself? (Select all that apply.)**

#### Variable names
- internet
- country
- residential
- race

#### Response options
- **No**
- **Yes**
- **Africa Sub-Saharan**
- **Asia**
- **Canada**
- **Europe**
- **Latin America and Caribbean**
- **Middle East and North Africa**
- **Oceania**
- **Unknown region/uncoded**
- **American Indian or Alaska Native**
- **Asian**
- **Black or African American**
- **Hispanic or Latino/a**
- **Middle Eastern or North African**
- **Native Hawaiian or Other Pacific Islander**
- **White**
- **Another race or ethnicity**
- **I prefer not to respond**

#### Administration Details

### First-Year Students

<table>
<thead>
<tr>
<th>NSSEville</th>
<th>Mission Peers</th>
<th>Regional Peers</th>
<th>NSSE 2020 &amp; 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Count</strong></td>
<td><strong>%</strong></td>
<td><strong>Count</strong></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td>1,073</td>
<td>97</td>
<td>3,898</td>
<td>96</td>
</tr>
<tr>
<td>1,246</td>
<td>96</td>
<td>7,432</td>
<td>5</td>
</tr>
<tr>
<td>158,100</td>
<td>95</td>
<td>1,483</td>
<td>96</td>
</tr>
<tr>
<td>4,184</td>
<td>96</td>
<td>1,136</td>
<td>96</td>
</tr>
<tr>
<td>193,796</td>
<td>96</td>
<td>193,796</td>
<td>96</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,102</strong></td>
<td><strong>1,401</strong></td>
<td></td>
</tr>
<tr>
<td><strong>165,532</strong></td>
<td><strong>100</strong></td>
<td><strong>165,532</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Seniors

<table>
<thead>
<tr>
<th>NSSEville</th>
<th>Mission Peers</th>
<th>Regional Peers</th>
<th>NSSE 2020 &amp; 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Count</strong></td>
<td><strong>%</strong></td>
<td><strong>Count</strong></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td>1,073</td>
<td>97</td>
<td>3,898</td>
<td>96</td>
</tr>
<tr>
<td>1,246</td>
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<td>7,432</td>
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</tr>
<tr>
<td>158,100</td>
<td>95</td>
<td>1,483</td>
<td>96</td>
</tr>
<tr>
<td>4,184</td>
<td>96</td>
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<tr>
<td>193,796</td>
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<td>96</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,102</strong></td>
<td><strong>1,401</strong></td>
<td></td>
</tr>
<tr>
<td><strong>165,532</strong></td>
<td><strong>100</strong></td>
<td><strong>165,532</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note: Responses to country are in the data file.
- Snapshot
- Engagement Indicators
- High-Impact Practices
- Multi-Year Report
- Frequencies and Statistical Comparisons
- Topical Module and/or Consortium Reports
- Administration Summary
- Selected Comparison Groups
- Respondent Profile
- **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
Selected Comparison Groups
Respondent Profile
Pocket Guide Report
**Major Field Report**
Student Comments
Get more traction with your NSSE results!!

The NSSE Major Field Report is being developed in Tableau in fall 2021. New interactive dashboards will feature:

- Customizable major field categories
- Compare results within your own institution
- Comparisons with students from similar majors at other institutions
- Filter by selected student and institution characteristics
<table>
<thead>
<tr>
<th>Snapshot</th>
<th>Administration Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement Indicators</td>
<td>Selected Comparison Groups</td>
</tr>
<tr>
<td>High-Impact Practices</td>
<td>Respondent Profile</td>
</tr>
<tr>
<td>Multi-Year Report</td>
<td>Pocket Guide Report</td>
</tr>
<tr>
<td>Frequencies and Statistical</td>
<td>Major Field Report</td>
</tr>
<tr>
<td>Comparisons</td>
<td></td>
</tr>
<tr>
<td>Topical Module and/or Consortium Reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Student Comments</strong></td>
</tr>
</tbody>
</table>
Four prompts were available:

I. If you have any additional comments or feedback that you’d like to share or 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.”
This report displays confidential comments your students provided in response to the questions about their educational experience at your institution. The comments are grouped by year, class, and major. Each comment is evaluated by the student's satisfaction, enrollment status, and sex. Information for variables other than satisfaction is not available. This report also includes a sample chart from the NSSE Student Comments Report.

Figure 1. Sample Chart from NSSE Student Comments Report

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

- Excellent: 23%
- Good: 38%
- Fair: 29%
- Poor: 9%

Legend:
- 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!

[nsse.indiana.edu/nsse/administering-nsse/customizing-nsse/open-ended-prompts-and-students-comments-report.html]
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:
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 6% to 90%, with an average of 32%.

   NSSE research suggests that the total number of respondents is more important than response rate in assuring that first-year student and senior institutional estimates are reliable. A NSSE study (Fonash 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 (Fonash et al., 2013, p. 22). This comport with Pike’s (2012) finding that as few as 50 students could provide dependable 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 in 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 (Fonash 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 have also questioned the widely held assumption that low response rates are associated with biased results (Groves, 2006; Massey & Tourangeau, 2013; Peytchev, 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 rate, 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 (Fonash 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
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 2021 Results and Reports (available shortly after data collection)
- BCSSE/NSSE Combined Report
- Administration Details

BCSSE transitioned to a new dashboard environment that provides online reporting, including all institutional and student advising reports. The reports are live, allowing users to filter and download specific reports.
NSSE 2021 Guide to Data & Report Resources

Accessing Your Results Online
NSSE provides three ways to access your results online—all via the secure Institution Interface:
- Download zip files with respondent data and institutional reports from the “Data & Reports” table.
- From the same table, access your Administration Summary, Selected Comparison Groups, and Online Institutional Report (a user-friendly way to access and view your NSSE reports in a web browser).
- 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, as a downloadable Word document and in the online format as it appears to students. Also available is informed consent 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 six High-Impact Practices collected by NSSE, including item wording, scoring, and interpreting results.

Data Codebooks
Codebooks detail all questions, scales, derived variables, variable names, 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 file, and tips and examples for using students’ opinions in assessment.

Working with 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 beginning with 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 to advance 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 workbooks for sharing NSSE results with others.

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

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.

Sharing and Disseminating NSSE Results
Examples and user-generated tips for sharing NSSE data with different audiences.
NSSE Guide to Data & Report Resources

Working with Your NSSE Data

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- **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.

- **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 of 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.

• Using NSSE Data (broad guide)
• Lessons from the Field
• NSSE Data Use in Brief
• Analysis Resources
• NSSE Data Users Guide (toolkit)
• Accreditation Toolkits
• NSSE Data User’s Guide: Sense of Belonging
• Sharing & Disseminating NSSE Results
• Tips for More Inclusive Data Sharing and Analysis
• Publications and Presentations
• Webinars
Accreditation Toolkits

- All 6 Accreditors
- NSSE Items mapped to standards

Access Toolkits on NSSE website

**SUPPORT & RESOURCES**

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Item wording</th>
<th>HLC Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>During the current school year, about how often have you done the following?</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Asked questions or contributed to course discussions in other ways</td>
<td>3.B</td>
</tr>
<tr>
<td>b.</td>
<td>Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>3.B</td>
</tr>
<tr>
<td>c.</td>
<td>Come to class without completing readings or assignments</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Attended an art exhibit, play, dance, music, theater, or other performance</td>
<td>3.B</td>
</tr>
<tr>
<td>e.</td>
<td>Asked another student to help you understand course material</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Explained course material to one or more students</td>
<td>3.B</td>
</tr>
<tr>
<td>g.</td>
<td>Prepared for exams by discussing or working through course material with other students</td>
<td>3.B</td>
</tr>
</tbody>
</table>
Sharing Results and Stimulating NSSE Use

Simply reporting NSSE results will not lead to action
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 to look within HIPs
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

Middle Georgia State University
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
Celebrating 20 years!

Excited about our 3rd Decade!
To Look Forward To...

- NSSE and Tableau
- Webinar series
  - View our recorded webinars
  - What topics would you like to see?
- Major Field Report
- Registration for NSSE 2022 (deadline Oct 1)
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