

# Engaging Insights from the National Survey of Student Engagement

## *HLC 2018 Annual Conference*



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Indiana University Center for Postsecondary  
Research

# Session Agenda:

## Part I.

1. NSSE and the Quality & Improvement Agenda

2. Two ways to think about NSSE:  
Institutional Reports

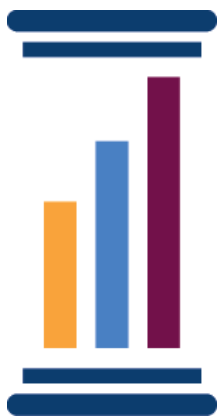
Aggregate Findings & Research

3. Focus on 3 Findings: First-Year Retention; HIPs, and Diversity/Inclusive Engagement

## Part II.

4. Examples of NSSE Use

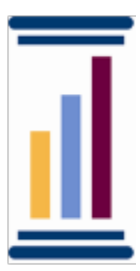
5. NSSE Accreditation Toolkits



# 21<sup>st</sup> Century: Turning Point for Higher Education

- Getting students in the front door is only the first step—**we also have to help them reach the graduation stage.**
- Need students to have high quality educational experiences— and be better prepared for 21<sup>st</sup> century workforce.

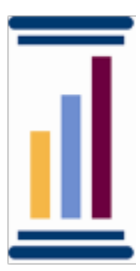




# NSSE Purpose: Student Engagement & Success for All

- NSSE is a project for institutional improvement.
- Survey results provide indicators of educational quality – *what matters to student success.*
- Results can inform educational improvement efforts and also assess impact.





# NSSE & HLC participants

**Do you have  
NSSE results?  
Not sure?**

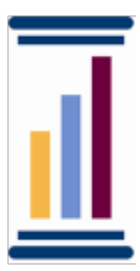
**WHO'S PARTICIPATING**

Enter all or part of an institution's name:

[Advanced Search »](#)

**Check:**

<http://nsse.indiana.edu/html/participants.cfm>

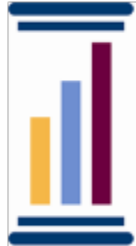


# Applying NSSE

Reflection



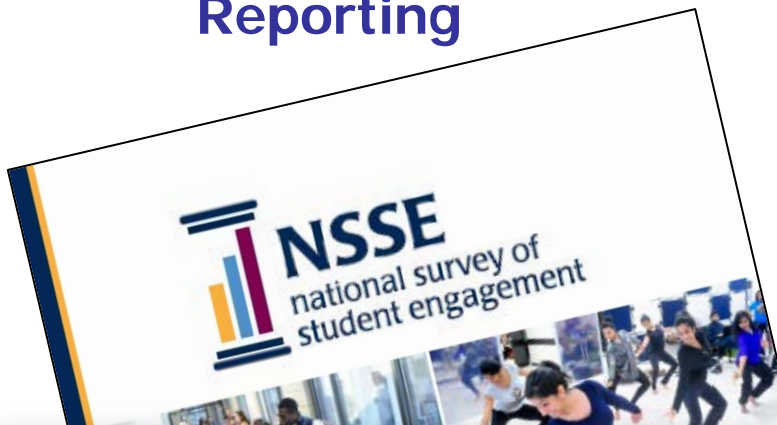
***Is your campus making the most of NSSE results and findings optimize student persistence and success?***



# Two Ways Think about NSSE

## Institutional Reporting

## Annual Results & Research



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 [nssse@ncslna.edu](mailto:nssse@ncslna.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.



**NSSE 2017 High-Impact Practices**  
U.S. Summary Percentages by Student Characteristics

Participation in High-Impact Practices by Student Characteristics  
The table below displays the percentage of all U.S. students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within the student population.

|  | First-Year Students (%) |                  |                       |                    | Seniors (%)      |                       |                                |              |                               |
|--|-------------------------|------------------|-----------------------|--------------------|------------------|-----------------------|--------------------------------|--------------|-------------------------------|
|  | Learning Community      | Service Learning | Research with Faculty | Learning Community | Service Learning | Research with Faculty | Internship or Field Experience | Study Abroad | Culminating Senior Experience |
| <b>Sex</b>                                     |                         |                  |                       |                    |                  |                       |                                |              |                               |
| Female   | 14                      | 52               | 4                     | 25                 | 64               | 22                    | 50                             | 15           | 44                            |
| Male   | 12                      | 51               | 5                     | 26                 | 55               | 23                    | 45                             | 11           | 44                            |
| <b>Race/ethnicity or international</b>         |                         |                  |                       |                    |                  |                       |                                |              |                               |
| American Indian or Alaska Native               | 9                       | 61               | 4                     | 22                 | 65               | 17                    | 37                             | 9            | 39                            |
| Asian  | 15                      | 54               | 5                     | 24                 | 64               | 23                    | 45                             | 12           | 39                            |
| Black or African American                      | 15                      | 36               | 5                     | 25                 | 65               | 18                    | 41                             | 7            | 39                            |
| Hispanic or Latino                             | 12                      | 56               | 4                     | 21                 | 65               | 19                    | 42                             | 10           | 38                            |
| Native Hawaiian/Other Pac. Islander            | 12                      | 57               | 4                     | 25                 | 66               | 18                    | 42                             | 6            | 34                            |
| White  | 13                      | 49               | 4                     | 23                 | 59               | 25                    | 53                             | 15           | 47                            |
| Other  | 8                       | 56               | 5                     | 27                 | 69               | 16                    | 36                             | 4            | 46                            |
| Foreign or nonresident alien                   | 10                      | 67               | 6                     | 23                 | 74               | 24                    | 36                             | 21           | 40                            |
| Two or more races/ethnicities                  | 14                      | 51               | 4                     | 22                 | 58               | 25                    | 48                             | 15           | 45                            |
| <b>Age</b>                                     |                         |                  |                       |                    |                  |                       |                                |              |                               |
| Traditional (FY < 21, Seniors < 25)            | 14                      | 53               | 4                     | 28                 | 63               | 29                    | 36                             | 19           | 52                            |
| Nontraditional (FY 21+, Seniors 25+)           | 7                       | 42               | 4                     | 15                 | 55               | 13                    | 31                             | 4            | 33                            |
| <b>First-generation*</b>                       |                         |                  |                       |                    |                  |                       |                                |              |                               |
| Not first-generation                           | 14                      | 50               | 5                     | 25                 | 59               | 28                    | 55                             | 18           | 49                            |
| First-generation                               | 12                      | 54               | 4                     | 26                 | 61               | 18                    | 45                             | 8            | 40                            |
| <b>Enrollment</b>                              |                         |                  |                       |                    |                  |                       |                                |              |                               |
| Less than full-time                            | 7                       | 43               | 4                     | 14                 | 53               | 13                    | 32                             | 6            | 31                            |
| Full-time                                      | 13                      | 53               | 4                     | 25                 | 62               | 26                    | 52                             | 15           | 48                            |
| <b>Residence</b>                               |                         |                  |                       |                    |                  |                       |                                |              |                               |
| Living off campus                              | 9                       | 31               | 4                     | 21                 | 60               | 21                    | 46                             | 12           | 43                            |
| Living on campus                               | 15                      | 52               | 5                     | 23                 | 64               | 36                    | 42                             | 25           | 50                            |
| <b>Transfer</b>                                |                         |                  |                       |                    |                  |                       |                                |              |                               |
| Started here                                   | 14                      | 52               | 4                     | 29                 | 64               | 30                    | 59                             | 20           | 54                            |
| Started elsewhere                              | 10                      | 46               | 5                     | 17                 | 57               | 15                    | 37                             | 6            | 36                            |
| <b>Major category†</b>                         |                         |                  |                       |                    |                  |                       |                                |              |                               |
| Arts & humanities                              | 13                      | 47               | 4                     | 21                 | 55               | 26                    | 42                             | 23           | 56                            |
| Biological sciences, agriculture, natural res. | 16                      | 50               | 7                     | 25                 | 55               | 47                    | 52                             | 17           | 45                            |
| Physical sciences, math, computer science      | 12                      | 45               | 6                     | 19                 | 41               | 38                    | 45                             | 11           | 43                            |
| Social sciences                                | 15                      | 50               | 4                     | 20                 | 60               | 30                    | 46                             | 18           | 46                            |
| Business                                       | 12                      | 52               | 4                     | 19                 | 54               | 11                    | 42                             | 12           | 43                            |
| Communications, media, public relations        | 13                      | 51               | 4                     | 23                 | 66               | 20                    | 59                             | 20           | 56                            |
| Education                                      | 14                      | 61               | 4                     | 28                 | 81               | 15                    | 67                             | 11           | 45                            |
| Engineering                                    | 16                      | 47               | 5                     | 24                 | 45               | 30                    | 54                             | 12           | 54                            |
| Health professions                             | 13                      | 57               | 4                     | 26                 | 78               | 18                    | 50                             | 9            | 36                            |
| Social service professions                     | 12                      | 57               | 4                     | 24                 | 70               | 16                    | 50                             | 8            | 40                            |
| Undeclared/unclassified                        | 8                       | 51               | 3                     | 14                 | 58               | 11                    | 20                             | 7            | 22                            |
| <b>Overall</b>                                 | 13                      | 52               | 4                     | 23                 | 60               | 23                    | 48                             | 13           | 44                            |

\*Note: Percentages weighted by sex, enrollment status, and institution size. Participating students are those who responded "Some" or "A lot" to the 10th engage service-learning, where students reported a less "Some" of their courses included a community-based project. Sex, enrollment status, and race/ethnicity are institution-reported variables.

† Another parent holds a bachelor's degree.

† NSSE's 10th revised major categories, based on students' first reported major. Excludes majors categorized as "All other."

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# **NSSE Finding: *Engaged learning is a gateway to the desired outcomes of college***


**Students who engage more frequently in educationally purposeful activities both in and outside the classroom get better grades, are more satisfied, and are more likely to persist and graduate.**

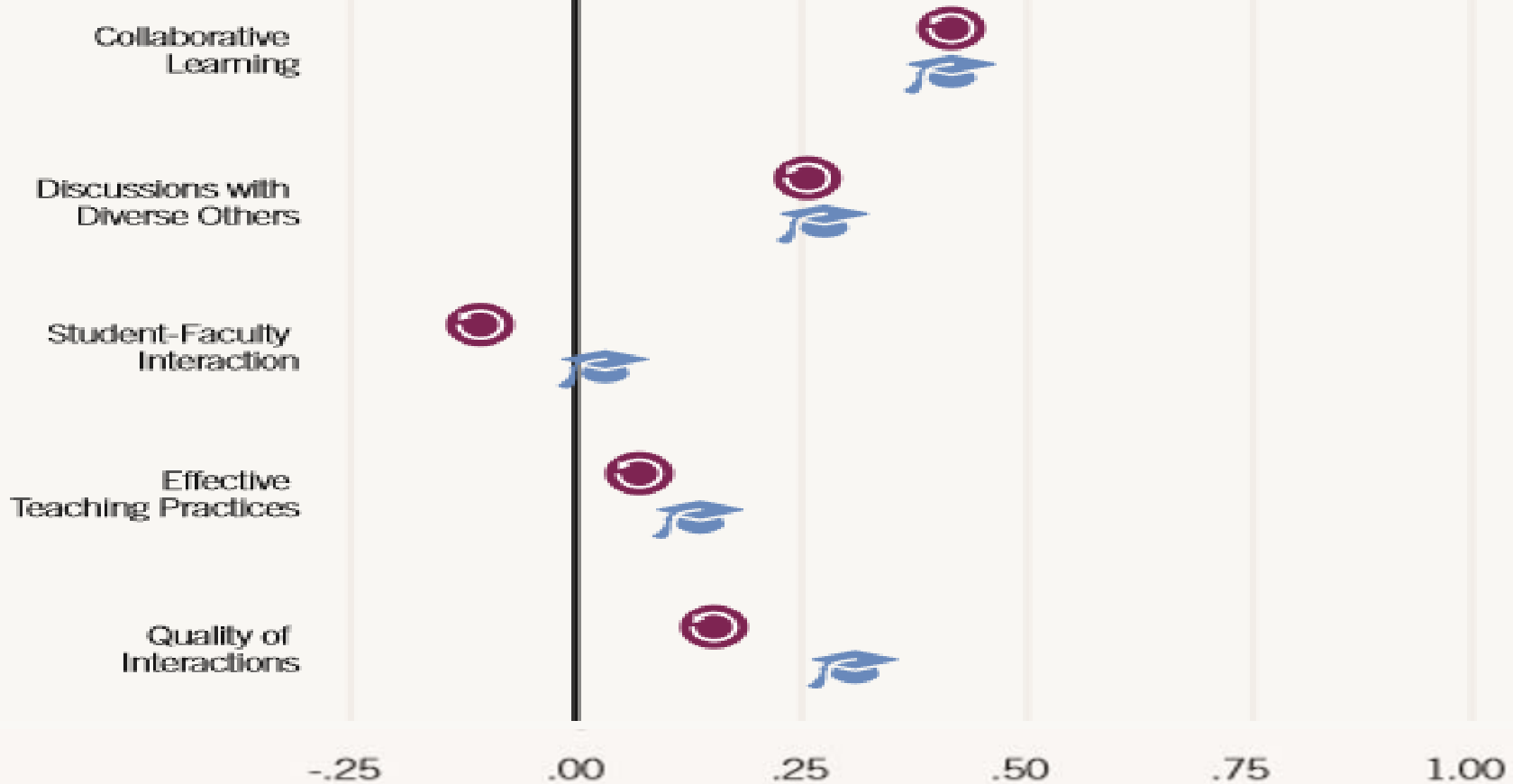






# To Increase Student Retention & Success, Foster Student Engagement


| Theme   | Engagement Indicators   |
|---|---|
| <br><i>Academic Challenge</i> | <b>Higher-Order Learning</b><br><b>Reflective &amp; Integrative Learning</b><br><b>Learning Strategies</b><br><b>Quantitative Reasoning</b> |
| <i>Learning with Peers</i>  | <b>Collaborative Learning</b><br><b>Discussions with Diverse Others</b>   |
| <i>Experiences with Faculty</i>   | <b>Student-Faculty Interaction</b><br><b>Effective Teaching Practices</b>   |
| <i>Campus Environment</i>   | <b>Quality of Interactions</b><br><b>Supportive Environment</b>   |

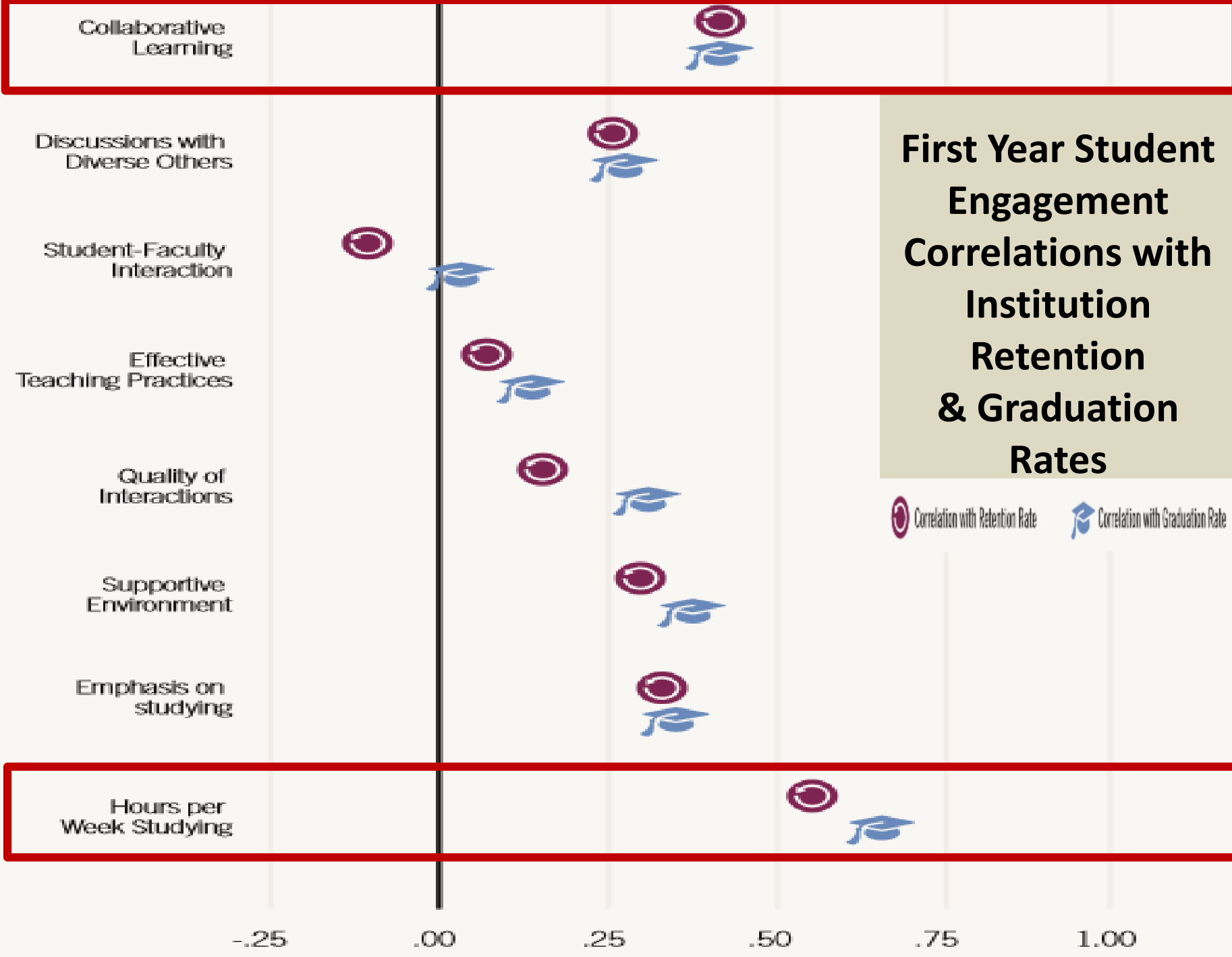


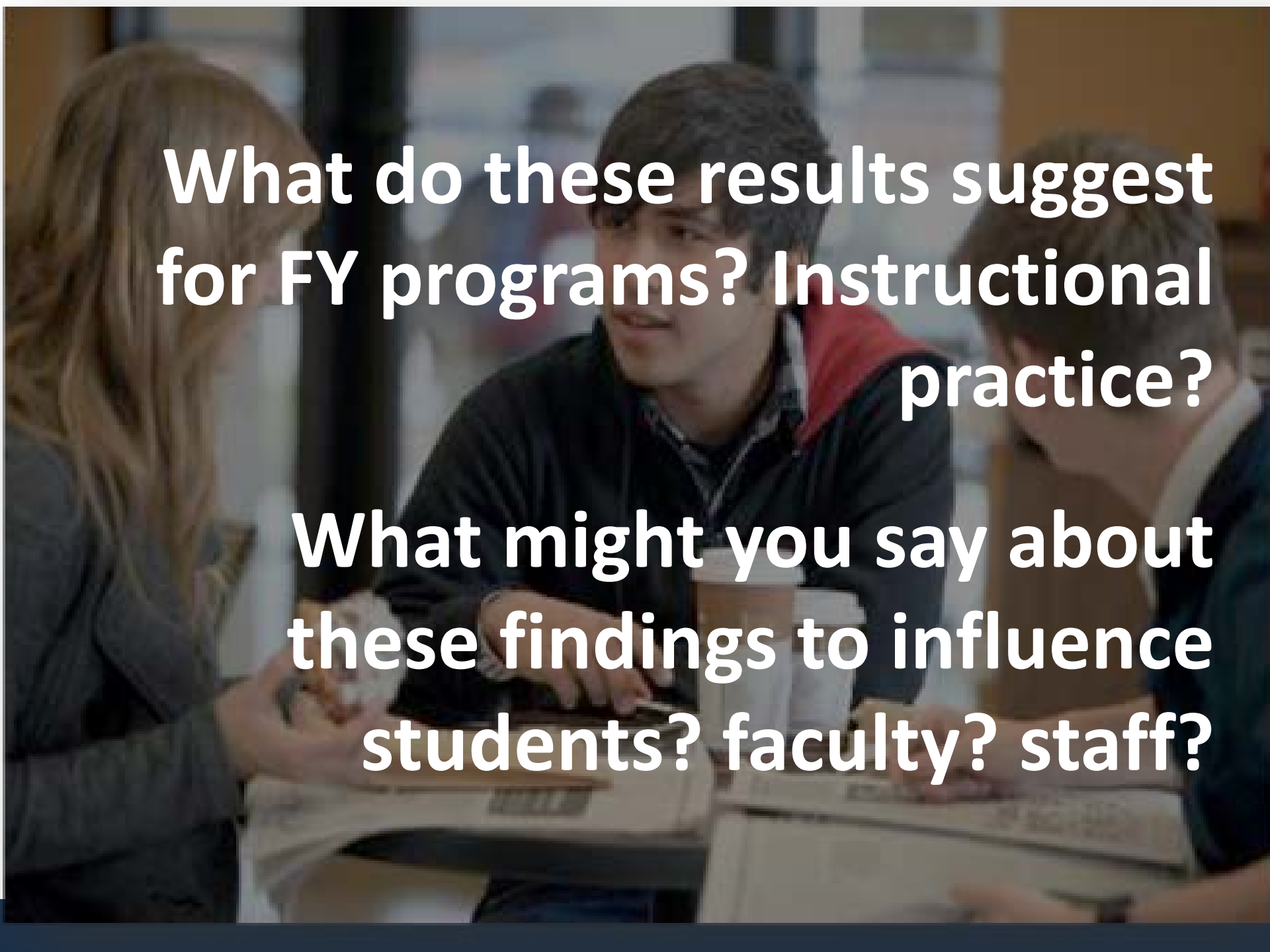
# First Year Student Engagement Correlations with Institution Retention & Graduation Rates



 Correlation with Retention Rate

 Correlation with Graduation Rate



A photograph of three students sitting at a table in a casual setting, possibly a cafe or library. They are looking at laptops and talking. The image is dimmed to serve as a background for text.

**What do these results suggest for FY programs? Instructional practice?**

**What might you say about these findings to influence students? faculty? staff?**

# Promote a Culture With High Expectations for Studying, and Where FY Students Practice Positive Study Habits Together



# For Those with NSSE Institutional Reports...



NSSE 2017 Snapshot  
NSSEville State University

## 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.

### Comparison Group

The comparison group featured in this report is

### Private Doc-Granting

See your Selected Comparison Groups report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2017 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.

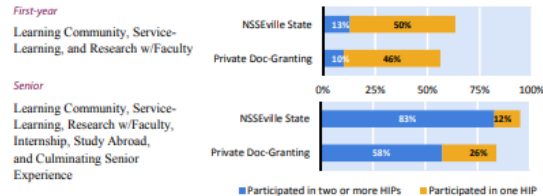
| Theme                    | Engagement Indicator              | Your students compared with Private Doc-Granting |        |
|--------------------------|-----------------------------------|--|--------|
|                          |                                   | First-year                                       | Senior |
| Academic Challenge       | Higher-Order Learning             | ---  | ▽      |
|                          | Reflective & Integrative Learning | ▽  | ▽      |
|                          | Learning Strategies               | ▽  | ▽      |
|                          | Quantitative Reasoning            | △  | △      |
| Learning with Peers      | Collaborative Learning            | △  | △      |
|                          | Discussions with Diverse Others   | ▽  | ▽      |
| Experiences with Faculty | Student-Faculty Interaction       | △  | △      |
|                          | Effective Teaching Practices      | △  | ---    |
| Campus Environment       | Quality of Interactions           | ---  | ---    |
|                          | Supportive Environment            | △  | △      |

### Key:

- △ Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- ▽ Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- 
- △ Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▽ 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.

## 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.



NSSE 2017 Snapshot  
NSSEville State University

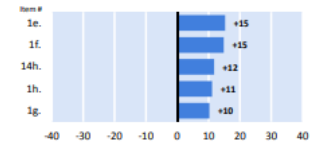
## Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions<sup>a</sup> on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

### First-year

#### Highest Performing Relative to Private Doc-Granting

- Asked another student to help you understand course material<sup>b</sup> (CL)
- Explained course material to one or more students<sup>b</sup> (CL)
- Institution emphasis on attending campus activities and events (...) (SE)
- Worked with other students on course projects or assignments<sup>c</sup> (CL)
- Prepared for exams by discussing or working through course material w/other students<sup>d</sup> (CL)



#### Lowest Performing Relative to Private Doc-Granting

- Combined ideas from different courses when completing assignments<sup>e</sup> (RI)
- Summarized what you learned in class or from course materials<sup>f</sup> (LS)
- Extent to which courses challenged you to do your best work<sup>g</sup>
- Discussions with... People of a race or ethnicity other than your own<sup>h</sup> (DD)
- Quality of interactions with academic advisors<sup>i</sup> (QI)



Percentage Point Difference with Private Doc-Granting

### Senior

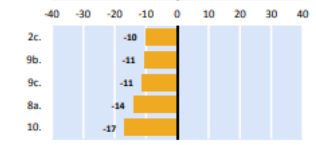
#### Highest Performing Relative to Private Doc-Granting

- Participated in a study abroad program (HIP)
- Completed a culminating senior experience (...) (HIP)
- Explained course material to one or more students<sup>b</sup> (CL)
- Participated in an internship, co-op, field exp., student teach., clinical placement. (HIP)
- Asked another student to help you understand course material<sup>b</sup> (CL)



#### Lowest Performing Relative to Private Doc-Granting

- Included diverse perspectives (...) in course discussions or assignments<sup>j</sup> (RI)
- Reviewed your notes after class<sup>k</sup> (LS)
- Summarized what you learned in class or from course materials<sup>f</sup> (LS)
- Discussions with... People of a race or ethnicity other than your own<sup>h</sup> (DD)
- Extent to which courses challenged you to do your best work<sup>g</sup>



Percentage Point Difference with Private Doc-Granting

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, OR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.  
 b. Combination of students responding "Very often" or "Often."  
 c. Combination of students responding "Very much" or "Quite a bit."  
 d. Rated at least 6 on a 7-point scale.  
 e. Percentage reporting at least "Some."  
 f. Estimate based on the reported amount of course preparation time spent on assigned reading.  
 g. Estimate based on number of assigned writing tasks of various lengths.

# For Those with NSSE Institutional Reports...






## Reports...

*How do your Engagement Indicators look for FY students?*

### Engagement Indicators

Sets of items have been rigorously tested and are grouped within ten Engagement Indicators, which fit within four themes of engagement. At right are summary results for your institution.

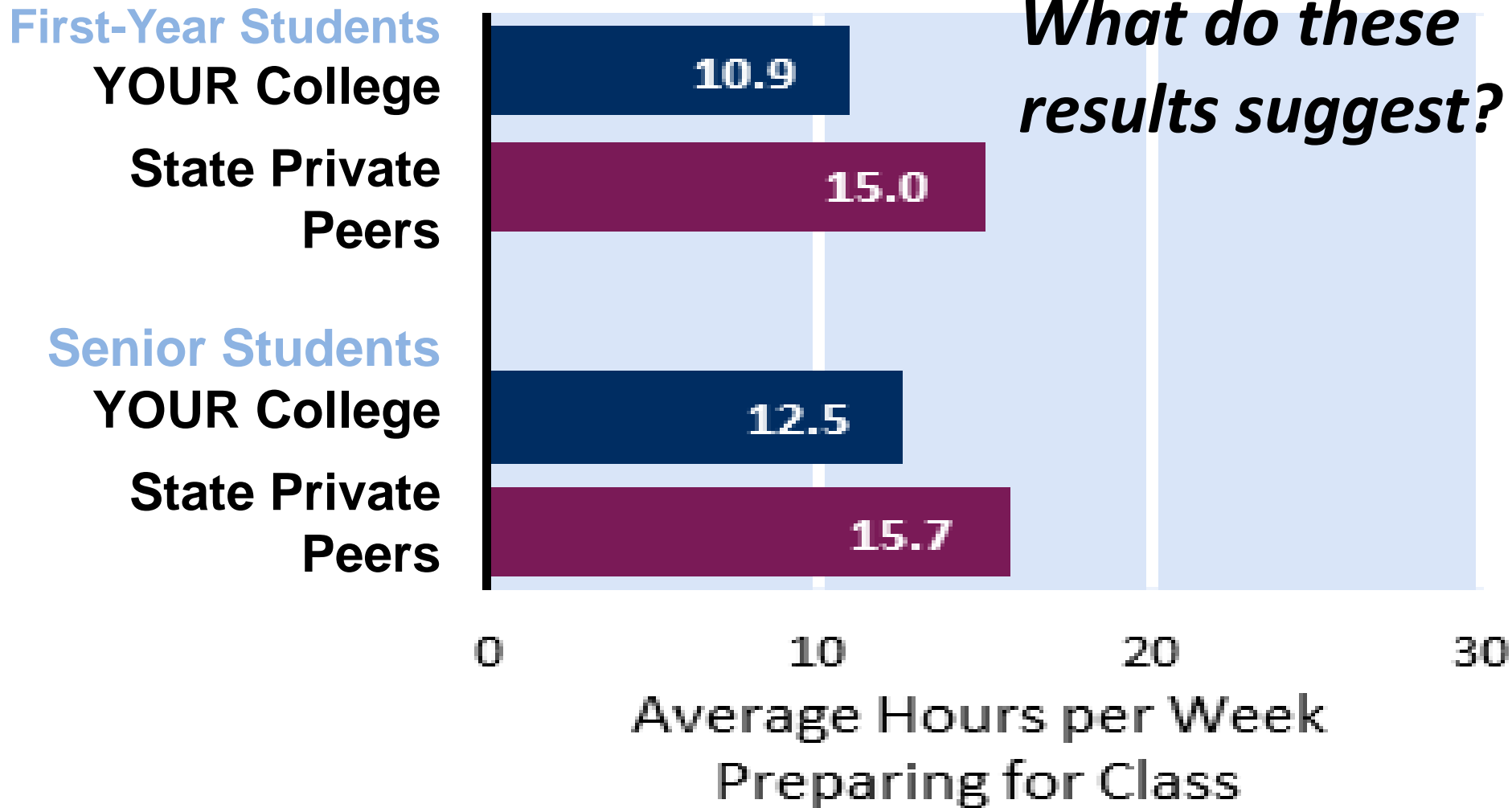
#### Key:

-  Your students' responses were significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
-  Your students' responses were significantly higher ( $p < .05$ ) with an effect size below .3 in magnitude.
-  No significant difference.
-  Your students' responses were significantly lower ( $p < .05$ ) with an effect size below .3 in magnitude.
-  Your students' responses were significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

| Theme                    | Engagement Indicator                | Your students compared with Mid East Private  |   |
|--------------------------|-------------------------------------|---|---|
|                          |                                     | First-year  | Senior  |
| Academic Challenge       | Higher-Order Learning               |    |    |
|                          | Reflective and Integrative Learning |    |    |
|                          | Learning Strategies                 |    |    |
|                          | Quantitative Reasoning              |    |    |
| Learning with Peers      | Collaborative Learning              |    |    |
|                          | Discussions with Diverse Others     |    |    |
| Experiences with Faculty | Student-Faculty Interaction         |  |  |
|                          | Effective Teaching Practices        |  |  |
| Campus Environment       | Quality of Interactions             |  |  |
|                          | Supportive Environment              |  |  |

# For Those with NSSE Institutional Reports...

*What do these results suggest?*





# First-Year Experiences Module

*appended to a NSSE administration*



## Topical Module: First-Year Experiences and Senior Transitions

*This module includes a set of items only for first-year students and a set only for seniors, with questions adapted from the Beginning College Survey of Student Engagement and the Strategic National Arts Alumni Project, respectively. The first-year items focus on academic perseverance, help-seeking behaviors, and institutional commitment, while the senior items explore post-graduation plans, links between the academic major and future plans, and confidence in skill development.*

### FIRST-YEAR EXPERIENCES

#### 1. During the current school year, about how often have you done the following?

|  | Very often | Often | Sometimes | Never |
|--|------------|-------|-----------|-------|
| a. Studied when there were other interesting things to do                                      | 0          | 0     | 0         | 0     |
| b. Found additional information for course assignments when you didn't understand the material | 0          | 0     | 0         | 0     |
| c. Participated in course discussions, even when you didn't feel like it                       | 0          | 0     | 0         | 0     |
| d. Asked instructors for help when you struggled with course assignments                       | 0          | 0     | 0         | 0     |
| e. Finished something you had started when you encountered challenges                          | 0          | 0     | 0         | 0     |
| f. Stayed positive, even when you did poorly on a test or assignment                           | 0          | 0     | 0         | 0     |

#### 2. During the current school year, how difficult have the following been for you?

|                                  | Not at all difficult |   |   |   |   | Very difficult |
|----------------------------------|----------------------|---|---|---|---|----------------|
|                                  | 1                    | 2 | 3 | 4 | 5 | 6              |
| a. Learning course material      | 0                    | 0 | 0 | 0 | 0 | 0              |
| b. Managing your time            | 0                    | 0 | 0 | 0 | 0 | 0              |
| c. Getting help with school work | 0                    | 0 | 0 | 0 | 0 | 0              |
| d. Interacting with faculty      | 0                    | 0 | 0 | 0 | 0 | 0              |



One *in* Five

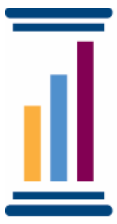
At least 1 in 5 FY students had difficulty learning course material AND getting help with coursework

# How do we help students who experience difficulty learning get the help they need?

Invest in peer tutoring?

Increase early feedback to students?

Knit support into courses (co-reqs, supplemental instruction)



# High-Impact Practices

**Substantial educational benefits, particularly for underserved students**



- ✓ **Learning Community**
- ✓ **Service-Learning**
- ✓ **Research with Faculty**
- ✓ **Study Abroad**
- ✓ **Internship/  
Field Experience**
- ✓ **Senior Culminating  
Experience**

# HIPs Increase Probability of Retention

| <b>FY Students: HIP “Done” or “Plan to Do”</b> | <b>% Increase in Retention</b> |
|--|--------------------------------|
| <b>Learning Community</b>                      | <b>2.7%</b>                    |
| <b>Internships</b>                             | <b>4.8%</b>                    |
| <b>Study Abroad</b>                            | <b>Not signif.</b>             |
| <b>Research w/ Faculty</b>                     | <b>1.8%</b>                    |
| <b>Capstone</b>                                | <b>2.0%</b>                    |



# Positive Association Between Participation in HIPs and Post-College Plans

- **Research with faculty and study abroad associated with plans for graduate school**
- **Students participating in any of six HIPs:**
  - **more likely to already have a new job secured**
  - **more likely to say major coursework prepared them well for post-graduation plans**



# Diversity Matters to Quality Learning

- Decades of research point to benefits of culturally inclusive experiences including:
  - Decreased racial bias
  - Increased cultural awareness
  - Greater cognitive development
  - Social agency
  - Perspective-taking
  - Learning gains



# **NSSE and HLC Core Component 1c.**

**“understands the relationship between its mission and the diversity of society”**

## **Relevant NSSE Core Items:**

- Engagement Indicator “Discussions with Diverse Others”**
- Items – “Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments”; “Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)” and Gains item “Understanding people from other backgrounds”**



# NSSE Core Items

## Discussions with Diverse Others

*During the current school year, how often have you had discussions with people from the following groups:*

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political beliefs other than your own



### Topical Module: Inclusiveness and Engagement with Cultural Diversity (Experimental Version)

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




| 1. During the current school year, how much has your <i>coursework</i> emphasized the following?                               |           |             |      |             |
|--|-----------|-------------|------|-------------|
|  | Very much | Quite a bit | Some | Very little |
| a. Developing the skills necessary to work effectively with people from various backgrounds                                    | 0         | 0           | 0    | 0           |
| b. Recognizing your own cultural norms and biases  | 0         | 0           | 0    | 0           |
| c. Sharing your own perspectives and experiences   | 0         | 0           | 0    | 0           |
| d. Exploring your own background through projects, assignments, or programs  | 0         | 0           | 0    | 0           |
| e. Learning about other cultures   | 0         | 0           | 0    | 0           |
| f. Discussing issues of equity or privilege  | 0         | 0           | 0    | 0           |
| g. Respecting the expression of diverse ideas  | 0         | 0           | 0    | 0           |
| 2. How much does your institution emphasize the following?   |           |             |      |             |
|  | Very much | Quite a bit | Some | Very little |
| a. Demonstrating a commitment to diversity   | 0         | 0           | 0    | 0           |
| b. Providing students with the resources needed for success in a multicultural world   | 0         | 0           | 0    | 0           |
| c. Creating an overall sense of community among students   | 0         | 0           | 0    | 0           |
| d. Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.) | 0         | 0           | 0    | 0           |
| e. Providing information about anti-discrimination and harassment policies   | 0         | 0           | 0    | 0           |
| f. Taking allegations of discrimination or harassment seriously  | 0         | 0           | 0    | 0           |
| g. Helping students develop the skills to confront discrimination and harassment   | 0         | 0           | 0    | 0           |
| 3. How much does your institution provide a supportive environment for the following forms of diversity?                       |           |             |      |             |
|  | Very much | Quite a bit | Some | Very little |
| a. Racial/ethnic identity  | 0         | 0           | 0    | 0           |
| b. Gender identity   | 0         | 0           | 0    | 0           |
| c. Economic background   | 0         | 0           | 0    | 0           |
| d. Political affiliation   | 0         | 0           | 0    | 0           |
| e. Religious affiliation   | 0         | 0           | 0    | 0           |
| f. Sexual orientation  | 0         | 0           | 0    | 0           |

# NSSE'S ICD TOPICAL MODULE

## INCLUSIVENESS & CULTURAL DIVERSITY

- To what extent are students exposed to inclusive teaching practices and intercultural learning?
- What are students' perceptions of institutional values and commitment regarding diversity?
- How frequently do students interact with diverse others?
- How much do they participate in diversity-related programming and coursework?

 **NSSE**  
national survey of  
student engagement

**Topical Module: Inclusiveness and Engagement with Cultural Diversity (Experimental Version)**

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

1. During the current school year, how much has your coursework emphasized the following?

|   | Very much | Quite a bit | Some | Very little |
|---|-----------|-------------|------|-------------|
| a. Developing the skills necessary to work effectively with people from various backgrounds |           |             |      |             |
| b. Recognizing your own cultural norms and biases   | 0         | 0           | 0    | 0           |
| c. Sharing your own perspectives and experiences  | 0         | 0           | 0    | 0           |
| d. Exploring your own background through projects, assignments, or programs                 | 0         | 0           | 0    | 0           |
| e. Learning about other cultures  | 0         | 0           | 0    | 0           |
| f. Discussing issues of equity or privilege   | 0         | 0           | 0    | 0           |
| g. Respecting the expression of diverse ideas   | 0         | 0           | 0    | 0           |

2. How much does your institution emphasize the following?

|  | Very much | Quite a bit | Some | Very little |
|--|-----------|-------------|------|-------------|
| a. Demonstrating a commitment to diversity   | 0         | 0           | 0    | 0           |
| b. Providing students with the resources needed for success in a multicultural world   | 0         | 0           | 0    | 0           |
| c. Creating an overall sense of community among students   | 0         | 0           | 0    | 0           |
| d. Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.) | 0         | 0           | 0    | 0           |
| e. Providing information about anti-discrimination and harassment policies   | 0         | 0           | 0    | 0           |
| f. Taking allegations of discrimination or harassment seriously  | 0         | 0           | 0    | 0           |
| g. Helping students develop the skills to confront discrimination and harassment   | 0         | 0           | 0    | 0           |

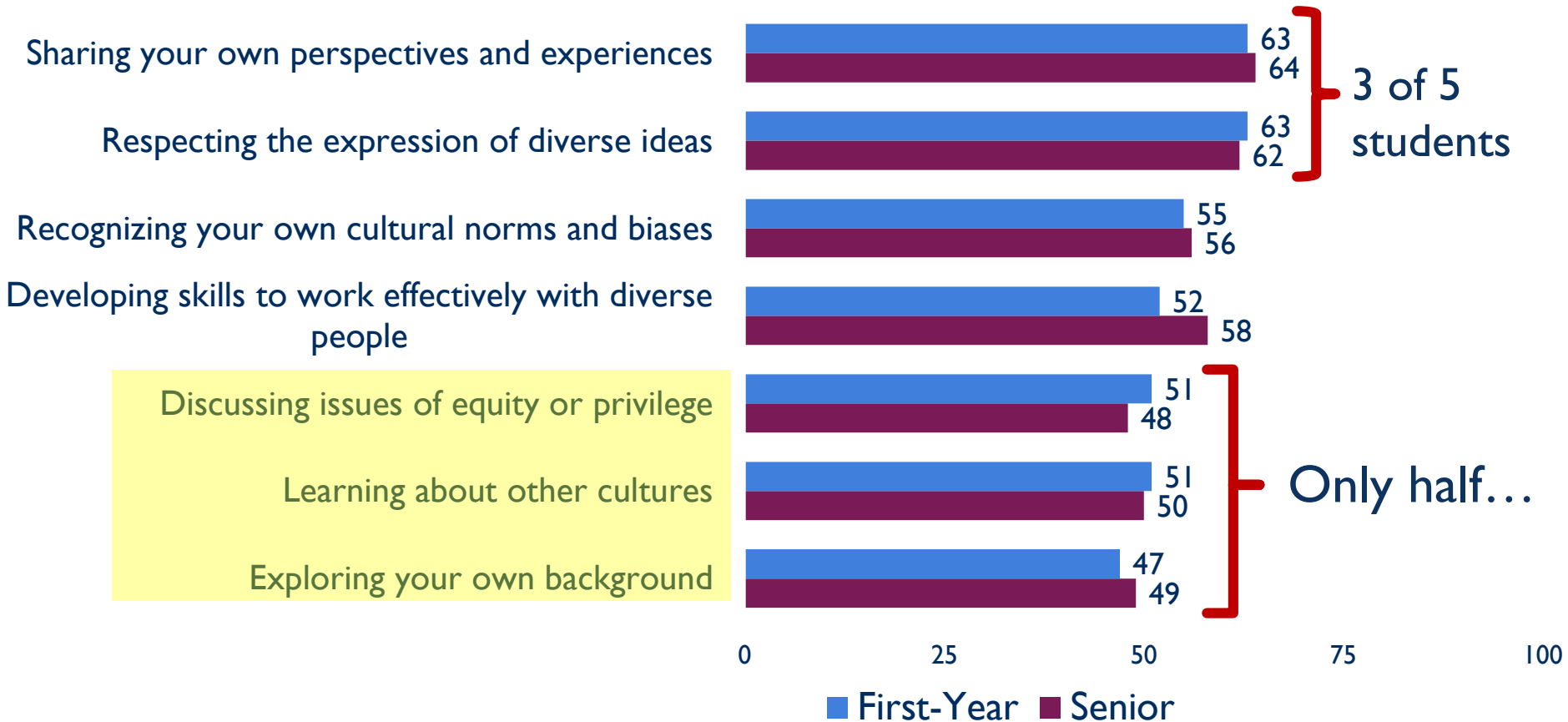
3. How much does your institution provide a supportive environment for the following forms of diversity?

|                           | Very much | Quite a bit | Some | Very little |
|---------------------------|-----------|-------------|------|-------------|
| a. Racial/ethnic identity | 0         | 0           | 0    | 0           |
| b. Gender identity        | 0         | 0           | 0    | 0           |
| c. Economic background    | 0         | 0           | 0    | 0           |
| d. Political affiliation  | 0         | 0           | 0    | 0           |



# NSSE ICD Findings: Coursework Emphasizes Inclusive Activities

## Percentage of Substantial (Very much or Quite a bit) Course Emphasis on Inclusive and Culturally Engaging Activities



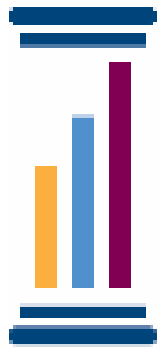
# Accreditation and NSSE's Diversity and Inclusive Engagement Items

- Assess institutional commitment to diverse learning experiences, measure of climate
- Assess multicultural affairs, diversity component in curriculum
- Deeper examination:  
Study emphasis in courses, by major, by housing status, etc.



# Part I: Takeaways

- ✓ **Retention:** Study time & collaborative learning matter to FY retention; how to ensure students who need help, get help?
- ✓ **HIPs:** expectations to do HIPs important; benefits for post college outcomes
- ✓ **Inclusivity & Cultural Diversity:** how to ensure coursework gets at deeper levels of inclusive teaching to address issues of equity and privilege?



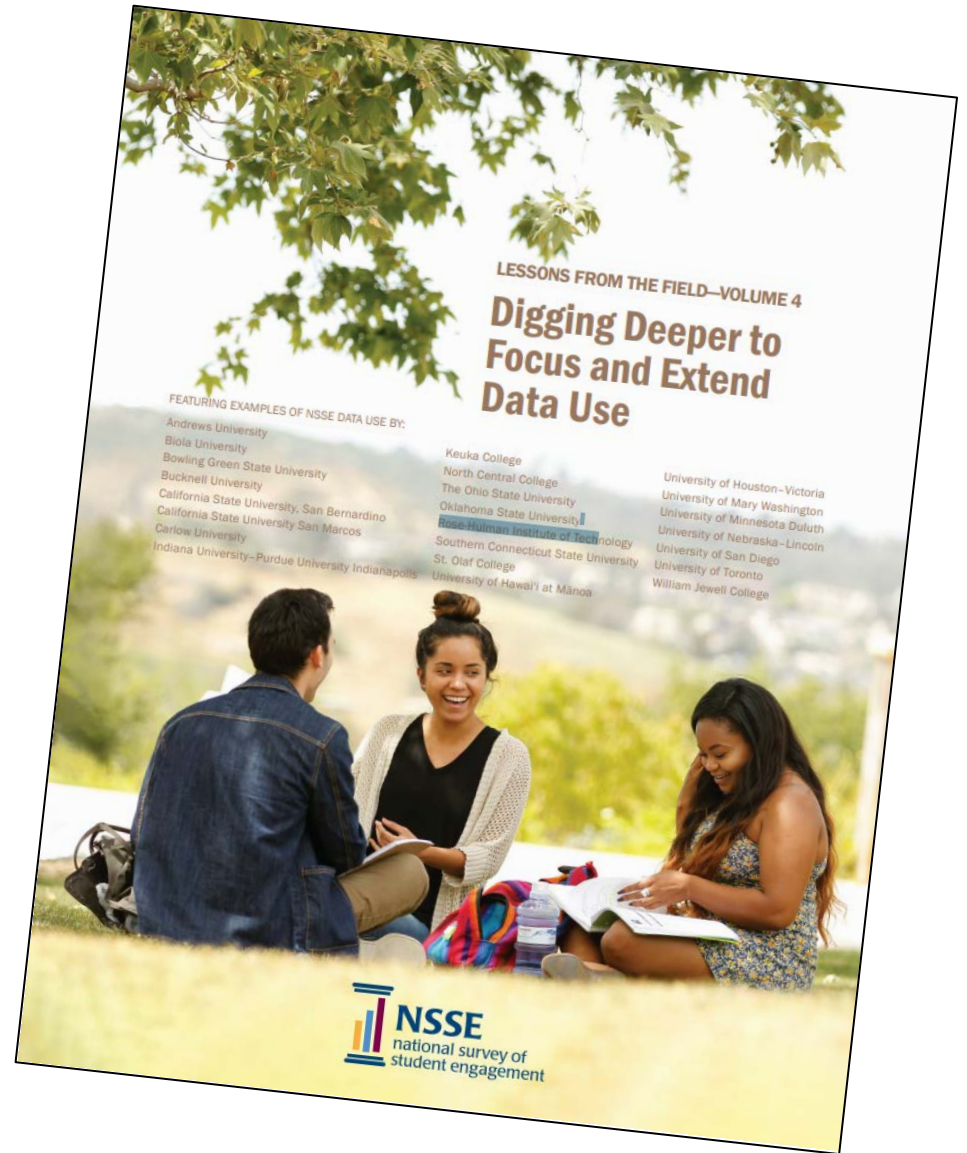
**NSSE**

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# **Institutional Examples of NSSE Use**

# Lessons from the Field, volume 4

## 23 inspirational institutional accounts of NSSE data use



National Survey of Student Engagement. (2017). Lessons from the field—Volume 4: Digging deeper to specialize and extend data use. Bloomington, IN: Center for Postsecondary Research, Indiana University School of Education.

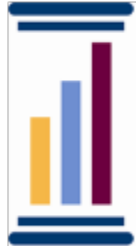


## NSSE Use at OSU

- **Provide each unit with pertinent data**
- **Resources to make data accessible to faculty & staff: internal OSU website with links to NSSE resources, info on accessing NSSE Report Builder**
- **Institute for Teaching and Learning Excellence (ITLE) developed faculty workshops on using NSSE results; focused on *"what faculty are doing in their classrooms related to student engagement and what they could do to enhance it"***
- **Emphasis on monitoring & enhancing higher order learning**



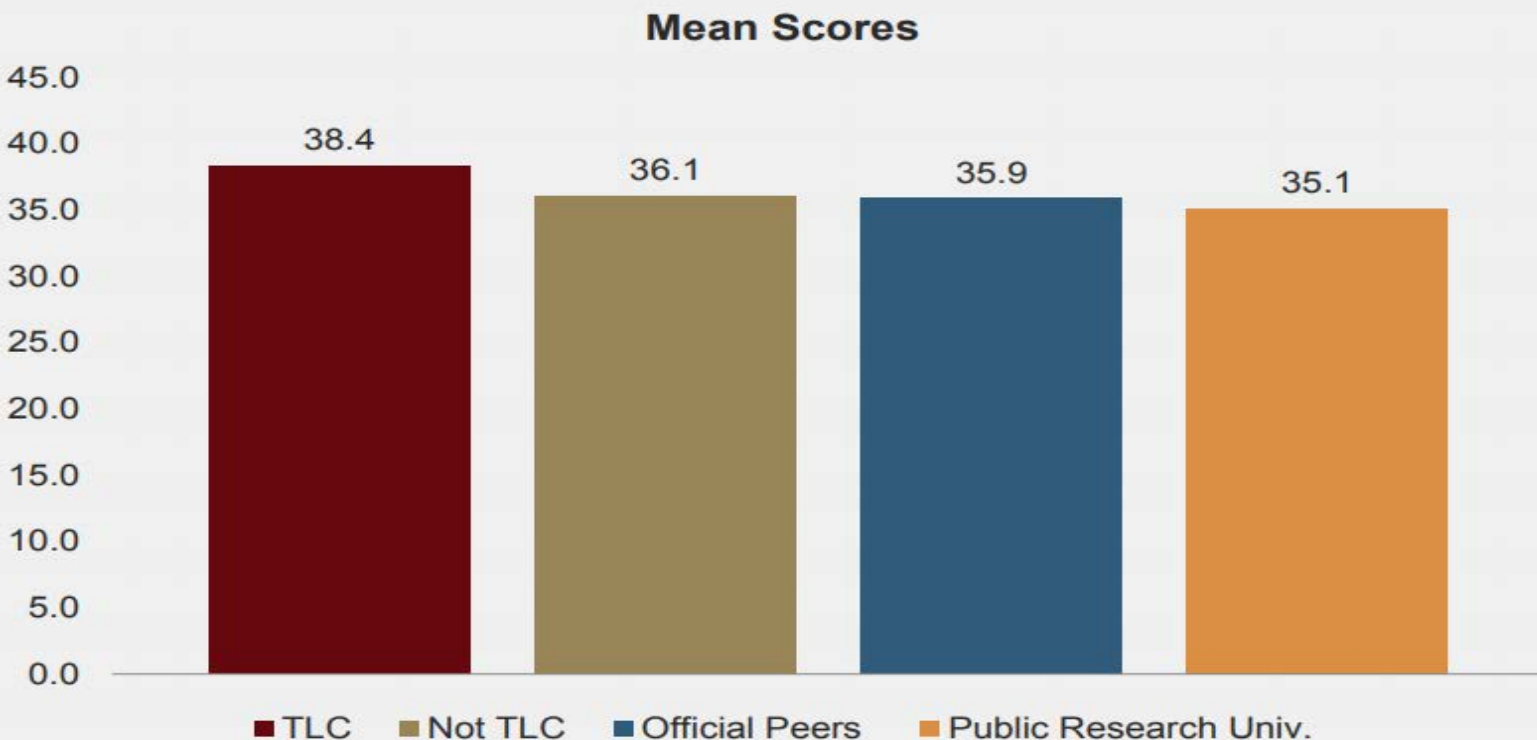
- Created Student Learning Analysts (SLA) position-  
“undergraduate students take an active role in gathering information on student learning outcomes”
- All trained by the Office of Academic Assessment
- Based on NSSE findings, SLAs developed focus groups related to 3 NSSE Engagement Indicators—Higher-Order Learning, Learning Strategies, and Reflective & Integrative Learning.
- SLAs analyzed focus group data and shared with Generation Education Committee, Faculty Administrator groups, and Teaching & Learning fair on campus

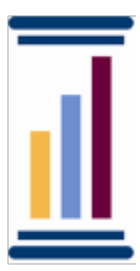


# Indiana University–Purdue University Indianapolis (IUPUI)

*evaluate influence of TLC on integrative learning*

## Engagement Indicator (EI): Reflective and Integrative Learning (TLC N= 200 and Not TLC N=576)

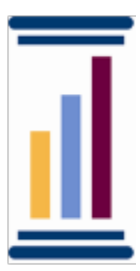




# Nazareth College

- Academic Advising Topical Module
- Examined responses of high GPA students who left
- Used item results to inform advising practices





# NSSE use in HLC Accreditation

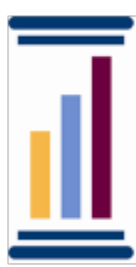
## Loyola University Chicago

- Based on NSSE findings related to the positive impact of student learning, LUC created the Center for Experiential Learning.
- To further institutionalize LUC's commitment to experiential learning, they added a requirement to complete one 3 credit hour course in one of five areas: academic internships, service learning, field work, undergraduate research, and public performance.



*Preparing people to lead extraordinary lives*

Loyola University Chicago  
Assurance Argument  
2015



# NSSE Use in HLC Accreditation

## A Cautionary Tale

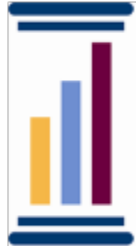
### Use the data you have!!

**Institution on HLC probation status:** Statement on Core Component 5.D “The institution works systematically to improve its performance”

#### Evidence

---

Operational assessment and consequent adjustments are an area where the institution could benefit from some additional focus. For example, NSSE is conducted but results are not systemically evaluated or utilized. Other examples of current practices articulated during the site visit include a



# Accreditation Toolkits

NSSE

FSSE

BCSSE

NSSE Institute

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for effective educational practice

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STUDENTS & PARENTS

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HOW INSTITUTIONS USE NSSE

DATA AND RESULTS GUIDES

WORKSHOPS, WEBINARS, MEETINGS

## NSSE Accreditation Toolkits

NSSE Accreditation Toolkits provide suggestions for using NSSE results as evidence to support your institution's accreditation efforts with an emphasis on mapping student engagement results to regional and professional accreditation standards.

### Accreditation Toolkits Information Sheet

### Regional Accreditation Toolkits

Toolkits provide suggestions for mapping student engagement results to regional accreditation standards. We also offer sample timelines to help you decide when and how often to collect student engagement data for integration into your accreditation process. Finally, we offer examples of how other institutions in your region have used NSSE in their accreditation efforts.

- Middle States Commission on Higher Education (MSCHE)
- New England Association of Schools and Colleges (NEASC)
- Higher Learning Commission - North Central Association (HLC-NCA)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools (SACS)
- Western Association of Schools and Colleges (WASC)
- [View Map of Regions](#)

### Specialized Accreditation Toolkits

Guidelines map NSSE survey items to professional accreditation standards related to specific areas of specialized study.

## Institutions Using NSSE for Accreditation

### Centenary College of Louisiana

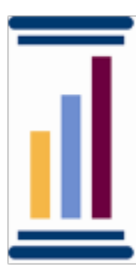
The process of developing its Quality Enhancement Plan (QEP) in support of reaffirmation by Southern Association of Colleges and Schools (SACS), offered Centenary the opportunity to further increase its emphasis on experience-based curriculum, particularly in a global framework. The QEP is titled "C4: A Quality Enhancement Plan of Experiential Learning," where the four C's are "Centenary, Career, Culture, and Community."

### Norfolk State University

Meeting AACSB standards in the School of Business at Norfolk State is a faculty-driven process. Feedback from students and campus stakeholders on the efficacy of the curricula as well as its delivery is collected to inform a comprehensive and multi-faceted process to assess course learning outcomes. The process has six objectives. NSSE results are used to support Objective #3, which aims to "understand the factors that help students learn more effectively and to succeed in school and at the workplace."

Comments about the

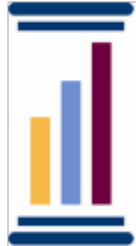
<http://nsse.iub.edu/html/accredToolkits.cfm>



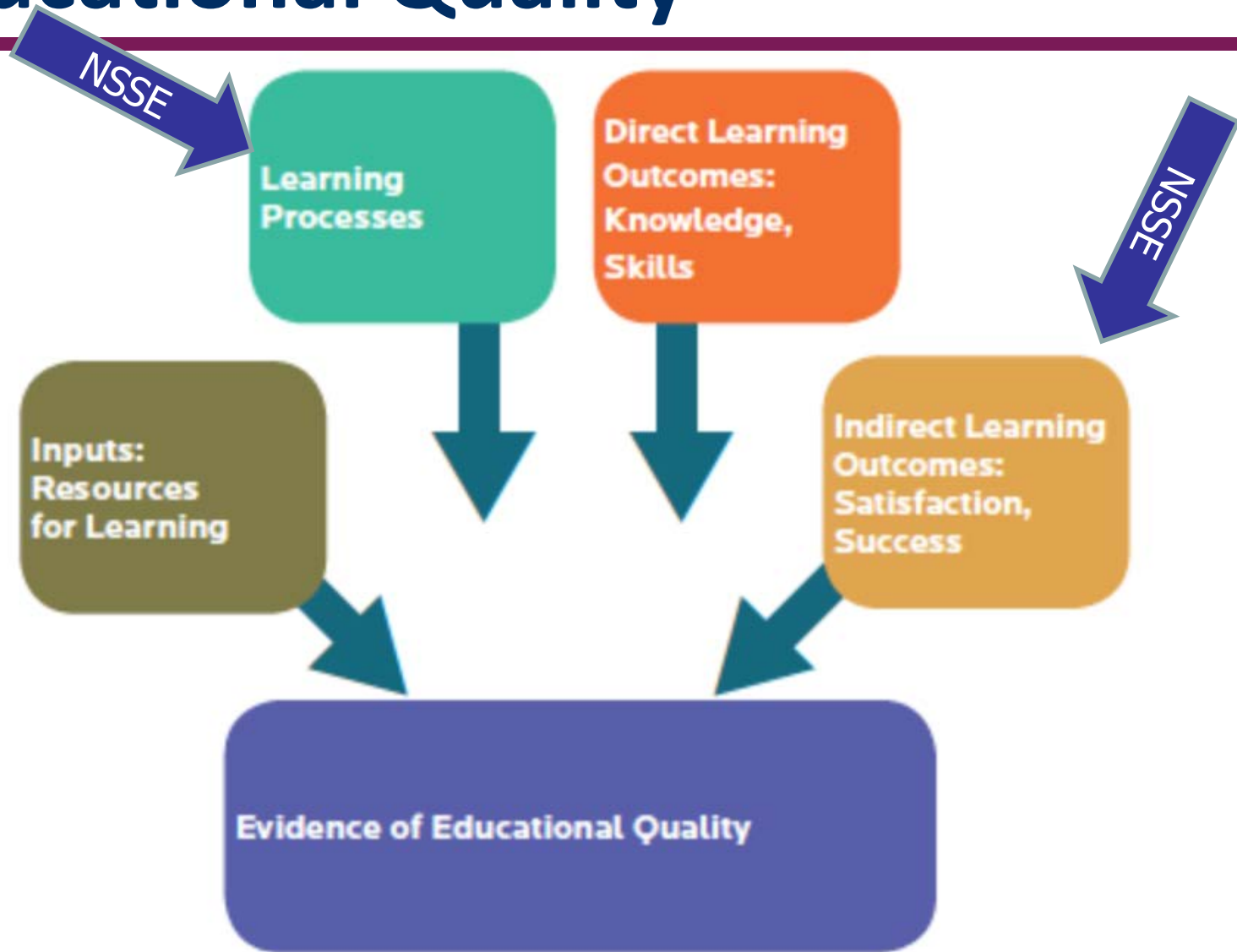
# HLC Accreditation Toolkit

## NSSE 2017 Survey Items Mapped to HLC–NCA Criteria and Core Components

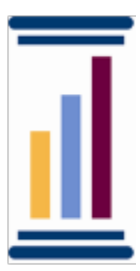
| NSSE 2017 Survey Items  | HLC–NCA Core Components |
|---|-------------------------|
| <b>1. During the current school year, about how often have you done the following?</b>                                    |                         |
| a. Asked questions or contributed to course discussions in other ways   | 3.B, 3.E                |
| b. Prepared two or more drafts of a paper or assignment before turning it in  | 3.B, 3.E                |
| c. Come to class without completing readings or assignments   | 3.E                     |
| d. Attended an art exhibit, play, dance, music, theater, or other performance   | 3.B, 3.E                |
| e. Asked another student to help you understand course material   | 3.E                     |
| f. Explained course material to one or more students  | 3.B                     |
| g. Prepared for exams by discussing or working through course material with other students                                | 3.B, 3.E                |
| h. Worked with other students on course projects or assignments   | 3.B, 3.E                |
| i. Gave a course presentation   | 3.B, 3.E                |
| <b>2. During the current school year, about how often have you done the following?</b>                                    |                         |
| a. Combined ideas from different courses when completing assignments  | 3.B, 3.E                |
| b. Connected your learning to societal problems or issues   | 1.C, 3.B, 3.E           |
| c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | 1.C, 3.B, 3.E           |
| d. Examined the strengths and weaknesses of your own views on a topic or issue  | 3.B, 3.E                |
| e. Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective            | 3.B, 3.E                |
| f. Learned something that changed the way you understand an issue or concept  | 3.B, 3.E                |
| g. Connected ideas from your courses to your prior experiences and knowledge  | 3.B, 3.E                |
| <b>3. During the current school year, about how often have you done the following?</b>                                    |                         |
| a. Talked about career plans with a faculty member  | 3.C, 3.E                |
| b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)                    | 3.B, 3.C                |
| c. Discussed course topics, ideas, or concepts with a faculty member outside of class                                     | 3.B, 3.C                |
| d. Discussed your academic performance with a faculty member  | 3.C                     |
| <b>4. During the current school year, how much has your coursework emphasized the following?</b>                          |                         |
| a. Memorizing course material   | 3.B, 3.E                |
| b. Applying facts, theories, or methods to practical problems or new situations   | 3.B, 3.E                |
| c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts                                    | 3.B, 3.E                |
| d. Evaluating a point of view, decision, or information source  | 3.B, 3.E                |
| e. Forming a new idea or understanding from various pieces of information   | 3.B, 3.E                |
| <b>5. During the current school year, to what extent have your instructors done the following?</b>                        |                         |
| a. Clearly explained course goals and requirements  | 3.C                     |
| b. Taught course sessions in an organized way   | 3.C                     |
| c. Used examples or illustrations to explain difficult points   | 3.C                     |
| d. Provided feedback on a draft or work in progress   | 2.E, 3.C                |
| e. Provided prompt and detailed feedback on tests or completed assignments  | 2.E, 3.C                |



# Sources of Evidence about Educational Quality



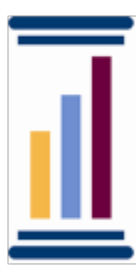




# Importance of Process & Outcomes Measures

- **Need *both* process and outcome measures**
  - Process measures identify what contributes to outcomes, and where action is needed
  - Outcome measures provide evidence of goal, but alone don't suggest what to improve
- **Combine process and outcome data to tell the most complete story about educational effectiveness and/or how to improve**





# Rationale for Using NSSE in Accreditation



Illinois College

- **Measures effectiveness** in key areas
- Systematically identifies areas of strength & for improvement
- Enables **benchmarking** against similar & aspirational peer groups
- Results reveal how students use institutional resources
- Participation in survey demonstrates ongoing evaluation, institutional improvement, and effectiveness activities
- **Results are accessible and understandable** by various internal & external stakeholders

# NSSE Annual Results 2017



## *Inclusiveness and Engagement with Cultural Diversity*

Do students experience inclusive practices in their coursework? Are college environments supportive of diversity?

## *Sexual Orientation and Gender-Variance on Campus*

What are the experiences of our LGBTQ+ and gender-variant students?

## *Student Activists*

Is there a relationship between student activism and engagement?

## *Entering Students' Expectations*

What are the consequences when expectations for faculty interaction aren't met?

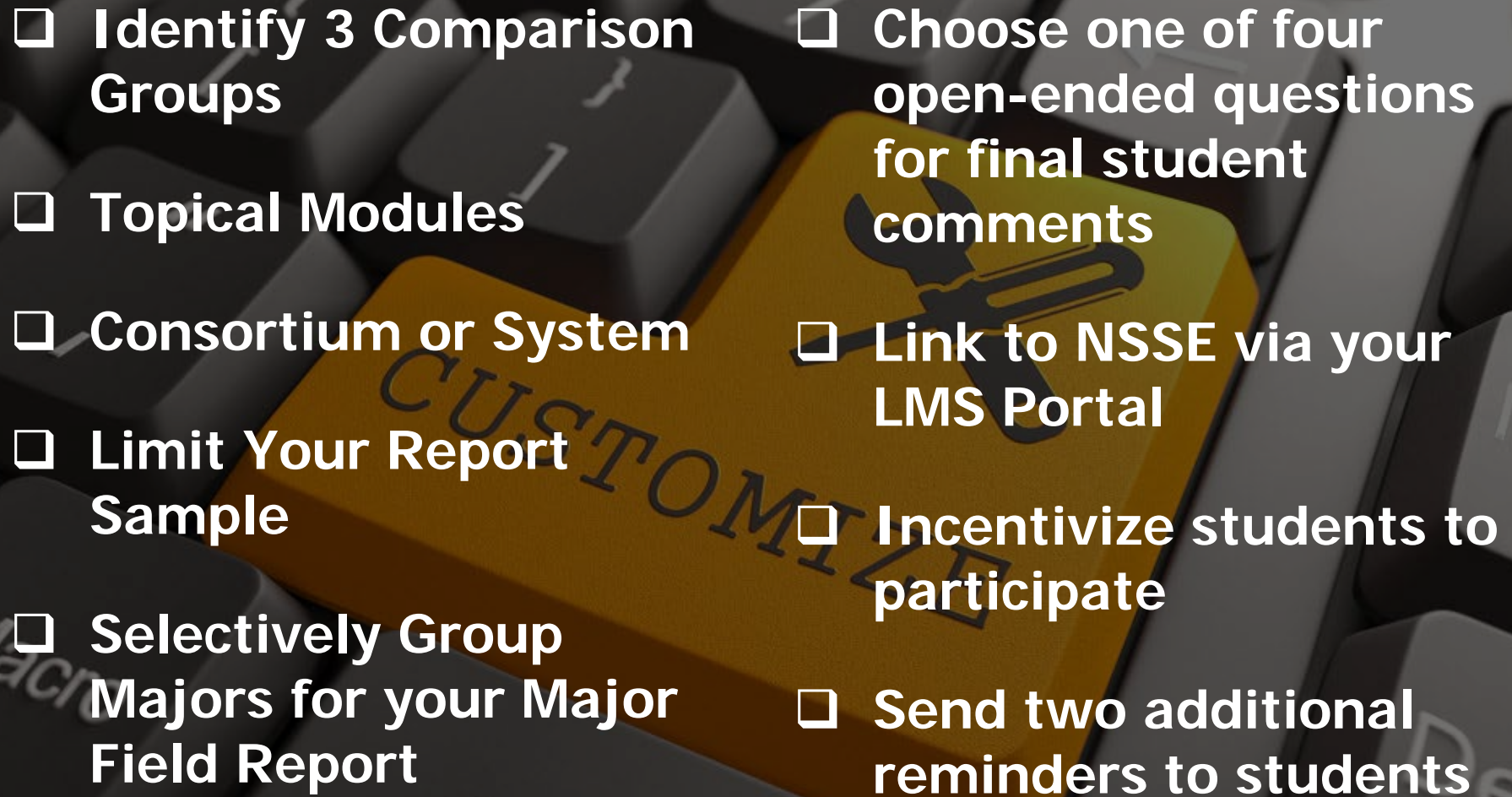
## *Faculty: Incorporating Diversity in the Curriculum*

How much do faculty incorporate diversity in their courses and teaching practices?

# Registration for NSSE 2019

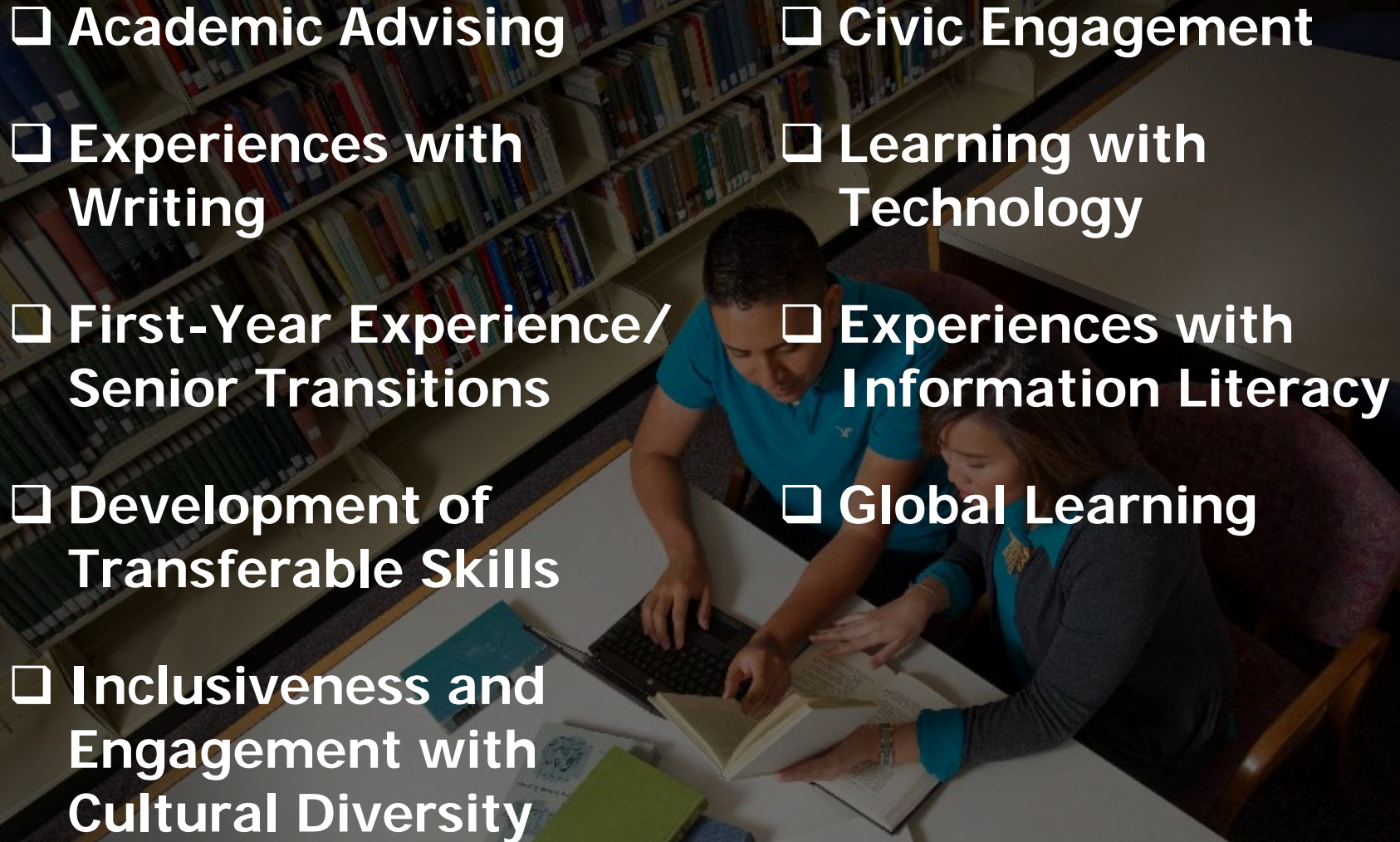
- Invitation to IR directors, Provosts, by mail & email in early June
- Deadline to register: Sept. 21, 2018
- Register online: [nsse.indiana.edu](https://nsse.indiana.edu)
- *BCSSE registration is open now – survey for entering students*

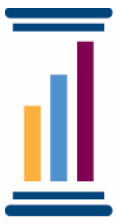
# Customizing Your NSSE Administration

- 
- Identify 3 Comparison Groups
  - Topical Modules
  - Consortium or System
  - Limit Your Report Sample
  - Selectively Group Majors for your Major Field Report
  - Choose one of four open-ended questions for final student comments
  - Link to NSSE via your LMS Portal
  - Incentivize students to participate
  - Send two additional reminders to students



# Topical Modules

- 
- Academic Advising
  - Civic Engagement
  - Experiences with Writing
  - Learning with Technology
  - First-Year Experience/ Senior Transitions
  - Experiences with Information Literacy
  - Development of Transferable Skills
  - Global Learning
  - Inclusiveness and Engagement with Cultural Diversity



# Thank You!

## CONTACT US

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[nsse@indiana.edu](mailto:nsse@indiana.edu)

[nsse.indiana.edu](http://nsse.indiana.edu)

812-856-5824

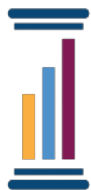
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