



Making the Most Of NSSE: A Detailed Overview of Survey Updates, Customization Options, Reports, and Assessment Applications



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Workshop Goals

First Hour


- Survey Updates
- Administration and Customization Options

Second Hour

- Tour of Your Institutional Report
- Brief FSSE Overview
- Experiences with Sharing Assessment Results

Third Hour

- Tools to Disseminate Results
- Additional Web Resources
- Q & A




Who's in the Audience?



- Somewhat familiar with NSSE, never participated
- Campus participates, but it's not your direct responsibility
- NSSE Campus Project Manager

Campus Participation in NSSE:


- a. More often than not
- b. Multiple years, on a cycle
- c. Rather recent, 2010 beyond
- d. Participated in updated NSSE (2013, 2014)



LIL' NSSE QUIZ




THE UPDATED NSSE



NSSE
national survey of student engagement

NSSE Basics: Purpose


- Problem identification-results point to things institutions can do something about—almost immediately
- Evidence of processes and outcomes
- Refocus conversation about collegiate quality
- Helps inform decision-making and mobilize action



Rhodes College

NSSE Survey

- Retains NSSE's focus on diagnostic & actionable information
- New & updated items
- Engagement Indicators
- High-Impact Practices
- Topical Modules
- Redesigned reports
- FSSE & BCSE updates

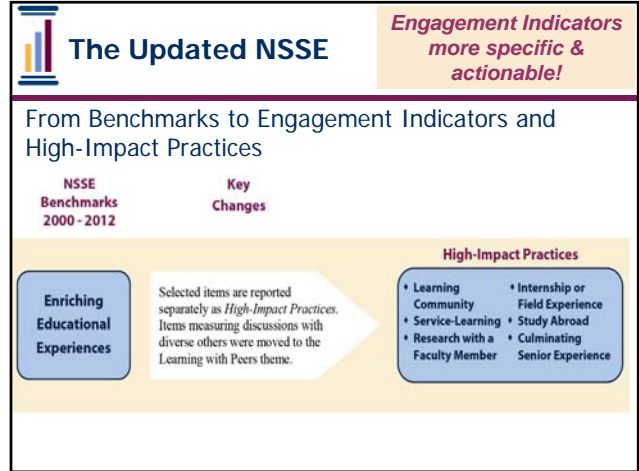
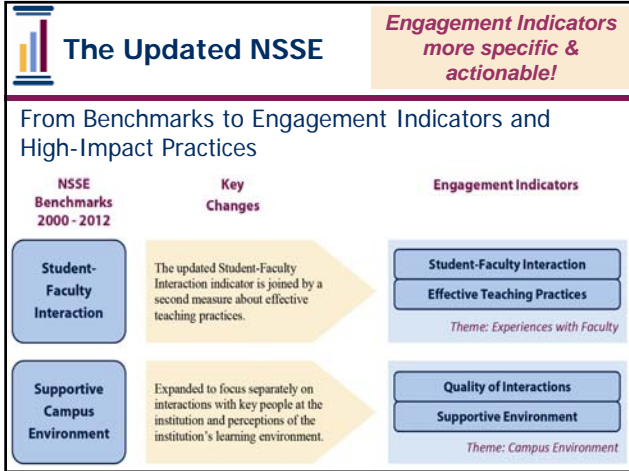


The Updated NSSE

Engagement Indicators more specific & actionable!

From Benchmarks to Engagement Indicators and High-Impact Practices

NSSE Benchmarks 2000 - 2012	Key Changes	Engagement Indicators
<p>Level of Academic Challenge</p>	<p>Expanded to focus on distinct dimensions of academic effort, including new topics of interest. In addition, key items on reading, writing, and study time will be reported in this theme.</p>	<div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;">Higher-Order Learning</div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;">Reflective & Integrative Learning</div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;">Learning Strategies</div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;">Quantitative Reasoning</div> <p style="font-size: x-small; color: gray;">Theme: Academic Challenge</p>
<p>Active and Collaborative Learning</p>	<p>Modified to emphasize student-to-student collaboration. Updated diversity items from Enriching Educational Experiences have been moved here.</p>	<div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;">Collaborative Learning</div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;">Discussions with Diverse Others</div> <p style="font-size: x-small; color: gray;">Theme: Learning with Peers</p>



Item by Item Comparisons of the Original and Updated NSSE

View survey instruments at nsse.iub.edu/links/surveys (August 2014)

Original NSSE Items and Variables (2012 Version)		Updated NSSE Items and Variables (2014 Version)		Comparison*
Item #	Item Description	Item #	Item Description	
1a	1a_10101 - Added questions to class or contributed to class discussions	1a	1a_10101 - Added questions or contributed to course discussions in other ways	Ma
1b	1b_10101 - Made a class presentation	1a	1a_10101 - Gave a course presentation	Ma
1c	1c_10101 - Prepared two or more drafts of a paper or assignment before turning it in	1b	1b_10101 - Prepared two or more drafts of a paper or assignment before turning it in	+
1d	1d_10101 - Worked on a paper or project that required comparing ideas or information from various sources			Del
1e	1e_10101 - Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	1c	1c_10101 - Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Ma
1f	1f_10101 - Used class members' comments to improve your own work			+
1g	1g_10101 - Used class members' comments to improve your own work			Ma
1h	1h_10101 - Worked with classmates outside of class to prepare for class	1h	1h_10101 - Worked with other students on course projects or assignments	Ma

nsse.indiana.edu/nsse-update

ADMINISTRATION & CUSTOMIZATION OPTIONS (RESPONSE RATES, TOO)

NSSE national survey of student engagement


NSSE Administration: Timeline (handout)

- Summer**
 - Registration open
 - View webinars to prepare for survey administration
 - Begin planning promotional activities
- Fall/Winter**
 - Customize NSSE (modules, consortium, system)
 - Prepare survey materials (pop file, recruitment messages, message schedule, incentives)
 - Finalize & implement promotional strategy
- Winter/Early Spring**
 - Administrations opens
 - Reminder messages sent to nonrespondents
- Late Spring**
 - Customize reports (comparison groups, major field groups)
 - Survey administration closes
- Summer/Fall**
 - Institutional Report*
 - Major Field Report*
 - Annual Results*

NSSE Administration: Contact Method

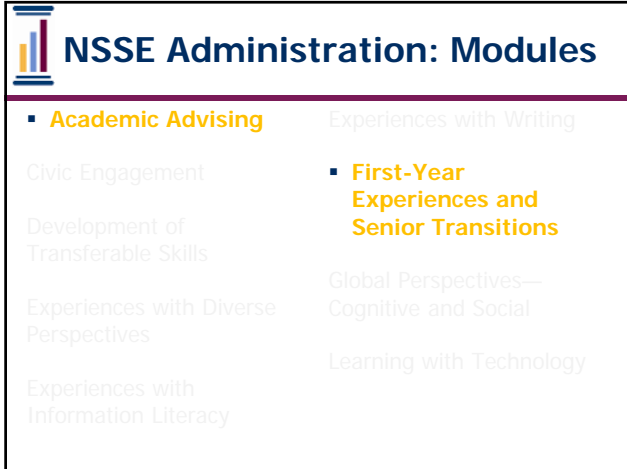
- Select from two recruitment options
 - Email (census sampling by default—random sample by request)**
 - Email invitation
 - Up to 3 email reminders for nonrespondents
 - Final email for nonrespondents
 - Regular Mail (random sample)**
 - Letter invitation sent via USPS
 - Reminder letter to nonrespondents
 - Postcard (if no email provided, final contact)
 - Two final email reminders to nonrespondents

NSSE Administration: Survey Prep



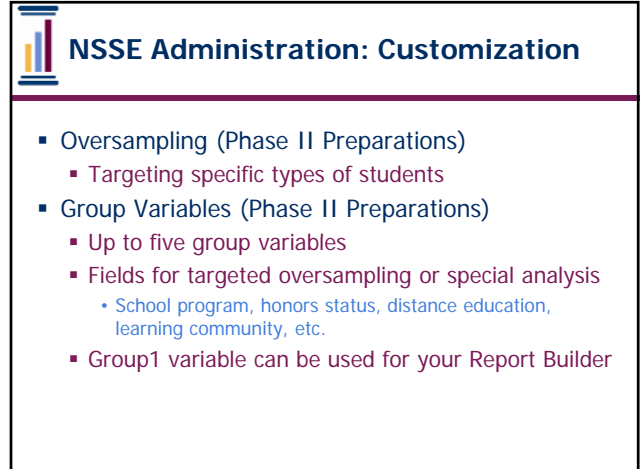
NSSE Administration: Modules

- Academic Advising
- Civic Engagement
- Development of Transferable Skills
- Experiences with Diverse Perspectives
- Experiences with Information Literacy
- Experiences with Writing
- First-Year Experiences and Senior Transitions
- Global Perspectives—Cognitive and Social
- Learning with Technology




NSSE Administration: Modules

- **Academic Advising** Experiences with Writing
- Civic Engagement
- Development of Transferable Skills
- Experiences with Diverse Perspectives
- Experiences with Information Literacy
- **First-Year Experiences and Senior Transitions**
- Global Perspectives—Cognitive and Social
- Learning with Technology



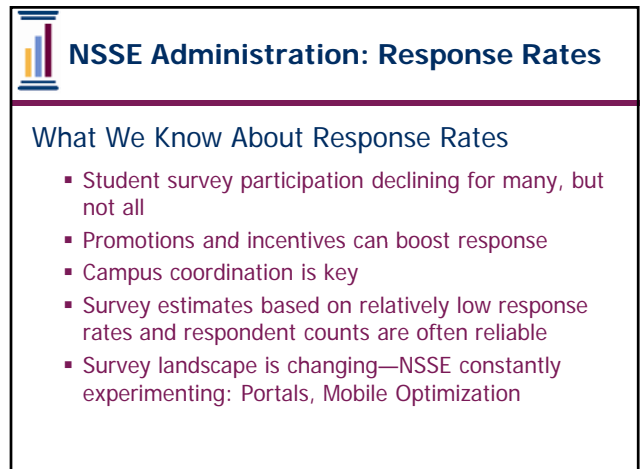
NSSE Administration: Customization

- Oversampling (Phase II Preparations)
 - Targeting specific types of students
- Group Variables (Phase II Preparations)
 - Up to five group variables
 - Fields for targeted oversampling or special analysis
 - School program, honors status, distance education, learning community, etc.
 - Group1 variable can be used for your Report Builder



NSSE Administration: Report Customization

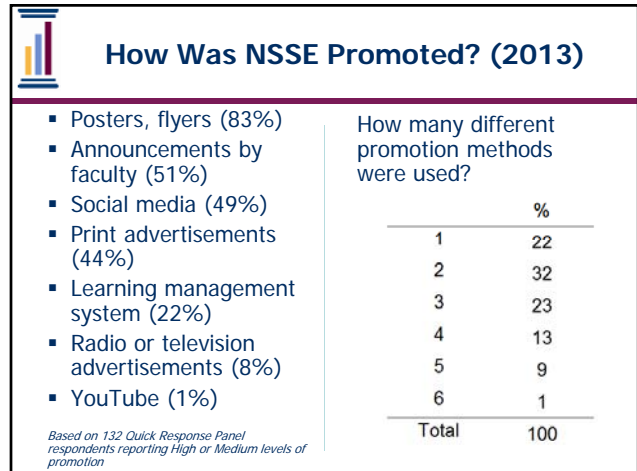
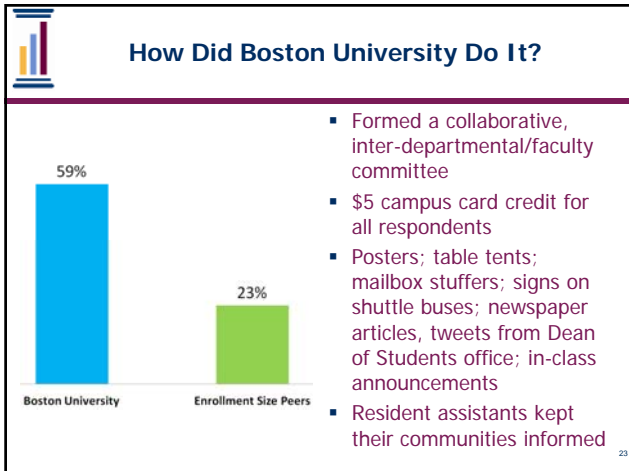
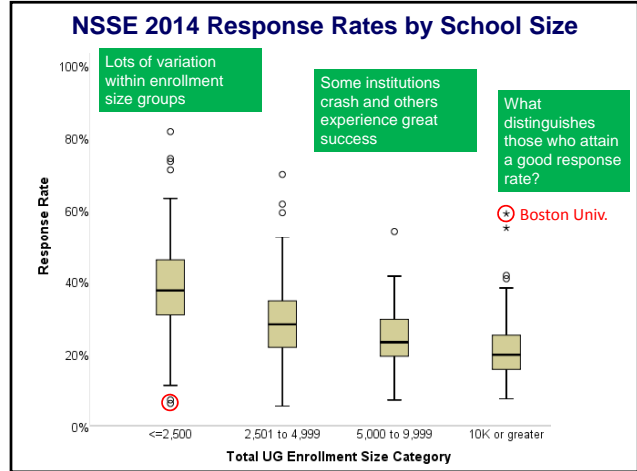
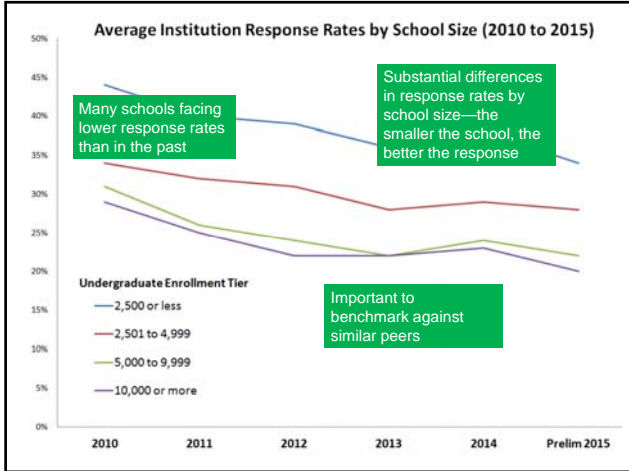
- Selected comparison groups (see handout)
 - Three comparisons groups for core survey
 - Defaults if you don't make selections
 - Ability to customize module and consortium groups
 - Approaches to building comparison groups
 - Peer
 - Aspirational
 - Overlap
 - Pre-existing
- Major Field Report customization

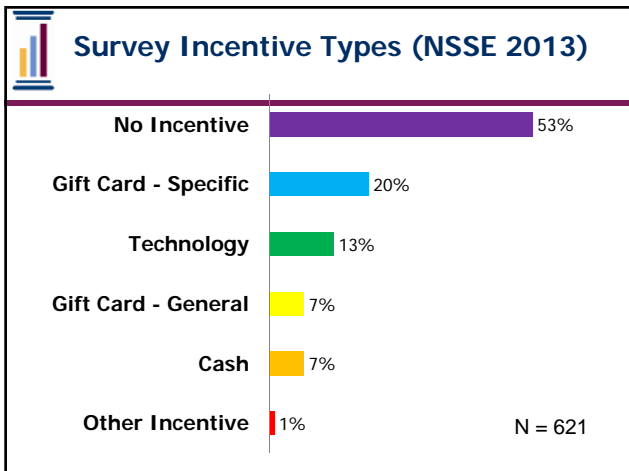
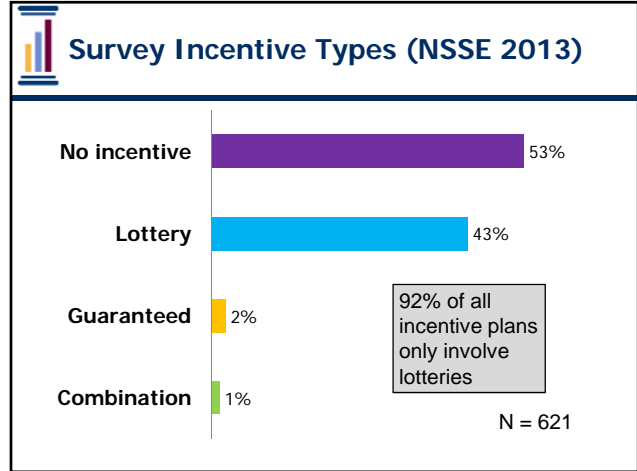
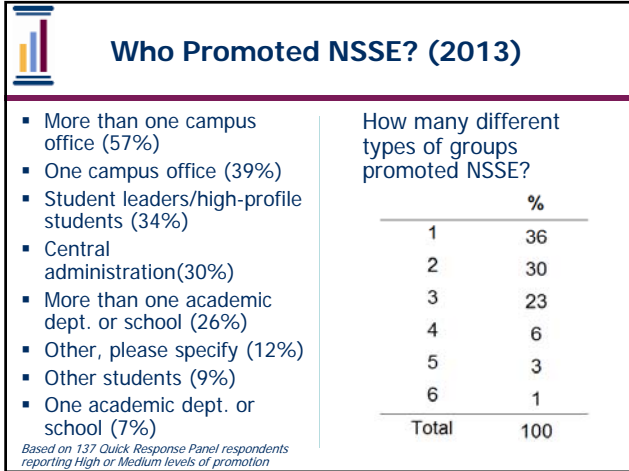


NSSE Administration: Response Rates

What We Know About Response Rates

- Student survey participation declining for many, but not all
- Promotions and incentives can boost response
- Campus coordination is key
- Survey estimates based on relatively low response rates and respondent counts are often reliable
- Survey landscape is changing—NSSE constantly experimenting: Portals, Mobile Optimization





- ### Incentive & Promotion Effectiveness
- Incentive types impact response differently
 - Technology and General Gift Cards appear most effective
 - Conducting lotteries can increase response rates between 3% and 6% but \$ matter.
 - If you can afford to, use guaranteed cash prizes
 - Campus promotions are effective, too: 4% to 5% increase with some effort
 - Campus context matters as well as how things are implemented; try to experiment!

Encouraging Survey Participation: NSSE Website Resources

- Maximizing Your Number of Respondents Effectively and Ethically
- Tips for Your NSSE Survey Administration
- Examples of Promotional Materials
- Response Rate FAQ
- Incentive FAQ



nsse.iub.edu/links/survey_promo

TOUR OF YOUR INSTITUTIONAL REPORT



NSSE national survey of student engagement

NSSE Reports

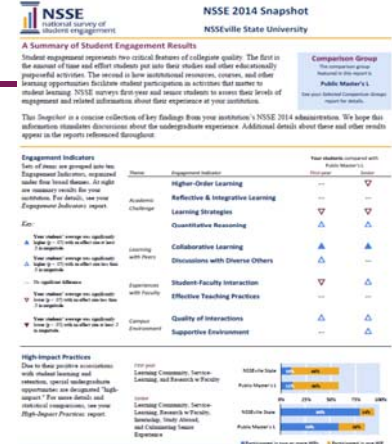
- Snapshot
- Engagement Indicators
- High-Impact Practices
- Frequencies and Statistical Comparisons
- Topical Module(s) and/or Consortium Reports
- Respondent Profile
- Administration Summary
- Selected Comparison Groups
- Pocket Guide Report
- Major Field Report
- Student Comments

Snapshot

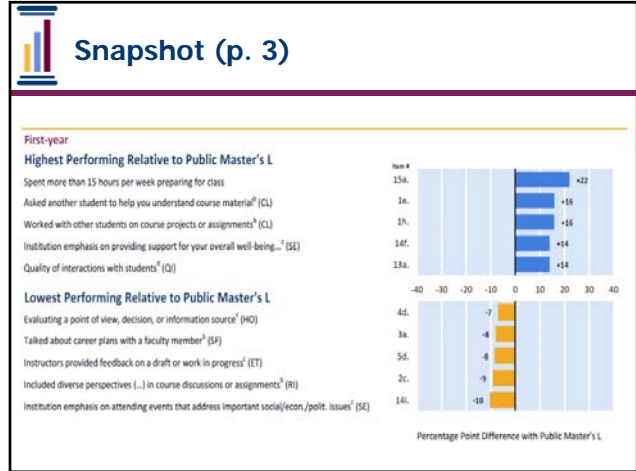
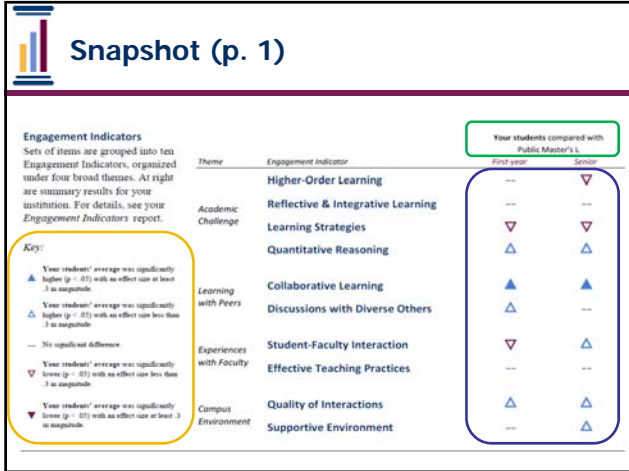
NSSE 2014 Snapshot
NSSEville State University

Designed to be shared on campus

4-pages, folded pamphlet style



Engagement Indicator	Score	Engagement Indicator	Score	Year-to-Year Change	Peer Institution
Higher-Order Learning	...	Reflective & Integrative Learning	...	...	...
Learning with Peers	...	Learning Strategies	...	...	...
Learning with Peers	...	Quantitative Reasoning	...	...	...
Learning with Peers	...	Collaborative Learning	...	...	...
Learning with Peers	...	Discussions with Diverse Others	...	...	...
Learning with Peers	...	Student-Faculty Interaction	...	...	...
Learning with Peers	...	Effective Teaching Practices	...	...	...
Learning with Peers	...	Quality of Interactions	...	...	...
Learning with Peers	...	Supportive Environment	...	...	...



Engagement Indicators: Summary Tables

First-Year Students

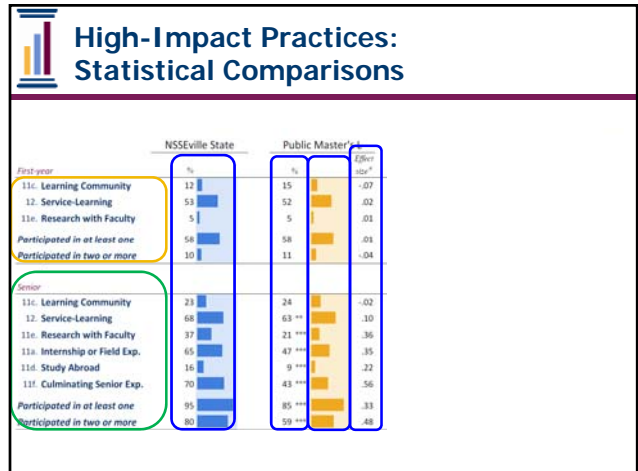
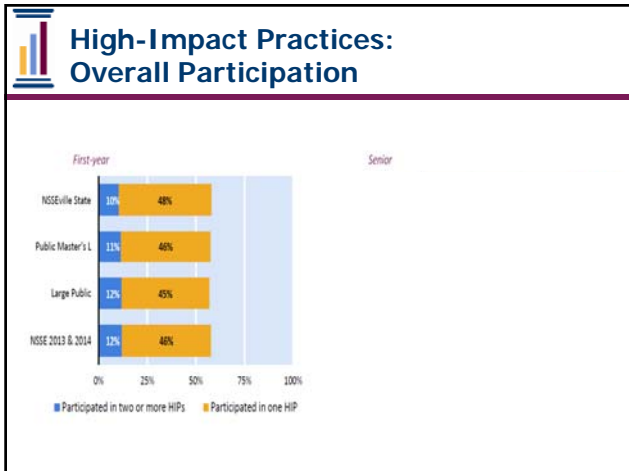
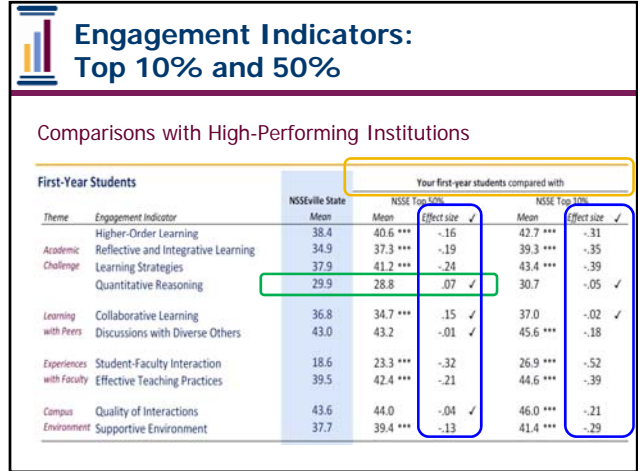
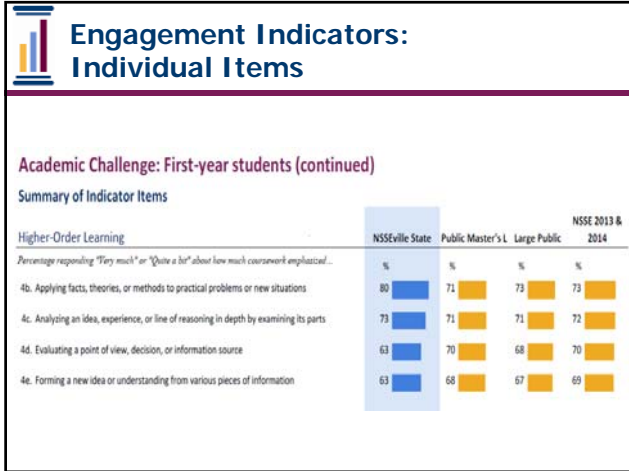
Theme	Engagement Indicator	Your first-year students compared with Public Master's L	Your first-year students compared with Large Public	Your first-year students compared with NSSE 2013 & 2014
Academic Challenge	Higher-Order Learning	---	---	---
	Reflective & Integrative Learning	---	---	---
	Learning Strategies	▽	---	▽
Learning with Peers	Quantitative Reasoning	△	△	△
	Collaborative Learning	▲	▲	▲
Experiences with Faculty	Discussions with Diverse Others	△	△	---
	Student-Faculty Interaction	▽	▽	▽
Campus Environment	Effective Teaching Practices	---	---	---
	Quality of Interactions	△	△	△
	Supportive Environment	---	---	---

Engagement Indicators: Mean Comparisons

Mean Comparisons

Engagement Indicator	Your first-year students compared with						
	NSSEville State Mean	Public Master's L Mean	Effect size	Large Public Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Higher-Order Learning	38.4	38.5	-.01	38.3	.01	39.0	-.04
Reflective & Integrative Learning	34.9	35.2	-.02	34.8	.01	35.6	-.05
Learning Strategies	37.9	39.2 *	-.09	38.7	-.06	39.5 **	-.11
Quantitative Reasoning	29.9	27.0 ***	.18	27.5 ***	.15	27.3 ***	.16

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




High-Impact Practices: Subpopulations (Demos & Academics)

	First year			Senior		
	Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty
Sex*						
Female	14	56	6			
Male	10	53	5			
Race/ethnicity or international*						
American Indian or Alaska Native	—	—	—			
Asian	9	55	18			
Black or African American	—	—	—			
Hispanic or Latino	10	76	7			
Native Hawaiian/Other Pac. Islander	—	—	—			
White	11	66	9			
Other	—	—	—			
Foreign or nonresident alien	—	—	—			
Two or more races/ethnicities	25	83	0			
Age						
Traditional (FY + 21, Seniors < 25)	12	55	5			
Nontraditional (FY 21+, Seniors 25+)	20	63	44			
First-generation*						
Not first-generation	12	56	6			
First-generation	13	53	5			

- ### Frequencies & Statistical Comparisons
- Do you have specific questions about individual items?
 - This report gives complete descriptives for all survey questions, count and weighted percent of responses to all survey items for randomly selected students
 - Details on weighting can be found at <http://nsse.indiana.edu/?cid=404>

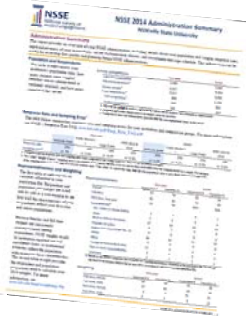
Frequencies & Statistical Comparisons

Item	Response options	Frequency Distributions*				Statistical Comparisons*			
		Count	%	Count	%	Mean	Mean (95% CI)	Mean (95% CI)	Mean (95% CI)
1. During the current school year, how often have you done the following?	1. None	26	3	1,463	4	1,667	4	1,219	3
	2. Sometimes	339	39	12,964	36	36,512	38	76,238	34
	3. Often	306	34	14,924	34	15,103	31	36,196	31
	4. Very often	234	25	13,505	24	18,940	23	49,890	25
	Total	882	100	43,794	100	43,202	100	242,632	100
2. Reported how to write back of paper or assignment folder	1. None	177	20	8,269	21	8,714	18	31,468	18
	2. Sometimes	352	39	14,863	34	14,828	31	62,347	34
	3. Often	261	29	12,482	29	12,881	26	75,644	29
	4. Very often	112	12	6,748	11	8,511	20	49,897	12
	Total	882	100	42,762	100	42,892	100	240,549	100
3. Come to class without completing readings or assignments	1. Very often	42	5	2,201	5	2,238	5	11,815	5
	2. Often	127	14	4,888	12	3,373	13	28,349	12
	3. Sometimes	542	62	23,378	56	24,445	57	126,263	56
	4. None	161	18	11,280	17	18,876	17	61,491	18
	Total	872	100	41,647	100	42,906	100	228,924	100

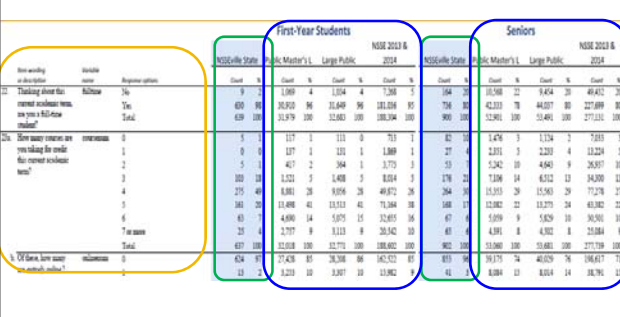
- ### Topical Modules: May select up to two
- Academic Advising
 - Civic Engagement
 - Development of Transferable Skills
 - Experiences with Diverse Perspectives
 - First-Year Experience/Senior Transitions
 - Experiences with Writing
 - Global Perspectives
 - Information Literacy
 - Learning with Technology
- 

Administration Details

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




Administration Details: Respondent Profile



Item	Variable	Response options	NSSE 2013 & 2014															
			NSSE 2013		NSSE 2014		NSSE 2013 & 2014											
Count	%	Count	%	Count	%	Count	%											
Thinking about this current academic term, are you a full-time student?	Fulltime	Yes	1,089	4	1,054	4	1,368	5	164	12	10,568	22	9,454	20	49,412	20		
Total			400	89	30,910	96	33,649	96	181,026	95	796	89	42,333	78	44,017	80	227,699	80
Total			639	100	31,979	100	33,683	100	188,704	100	903	100	52,961	100	53,491	100	277,311	100

Administration Details: Selected Comparison Groups

- Tells how peer groups have been selected
 - consortium participation
 - criteria selected
 - default groups, if no instructions given
- Lists schools included in each peer group



Major Field Report

- Results for up to 10 categories of related majors
 - With the option to customize the categories based on 139 major field codes
- Two sections:
 - PART I: "Within-institution"
 - PART II: "Between-institution"
- Engagement Indicators, HIPs, Frequencies & Statistical Comparisons


Other Reports

Student Comments

- By gender, enrollment status, and class level

Pocket Guide to Choosing a College

- Admission's officers
- Tour guides
- Academic advisors
- High school counselors



FSSE BASICS



FSSE: Basics

- Revised instrument closely aligns with the updated NSSE
- Parallels NSSE's Engagement Indicators
- Can be used as a standalone survey but...
- It was designed to complement NSSE and provide context

FSSE: Administration


- Administration calendar is similar to NSSE
- Institutions frequently administer concurrently with a NSSE administration
- Survey is administered online
- Recruitment messages are delivered via email
- Institutions may choose which faculty to survey (i.e. full-time, adjunct, sub-campuses, disciplines, etc.)

FSSE: Nature of items

- ▶ The importance faculty place on student participation in high-impact practices
- ▶ The extent to which faculty structure their courses so that students learn and develop in various ways
- ▶ How faculty organize their time, both in and out of the classroom
- ▶ Professional development activities and needs for graduate students who teach

FSSE: Reports

- ▶ FSSE Administration Summary
- ▶ FSSE Respondent Profile
- ▶ FSSE Frequencies
- ▶ FSSE-NSSE Combined Report
- ▶ FSSE Disciplinary Area Report
- ▶ FSSE Topical Modules (if applicable)
- ▶ **Starting in 2016, data with demographics!**



FSSE: Results

- ▶ No matter how you use FSSE, check various data quality indicators
 - Administration Summary
 - ★ Response rate
 - ★ Sampling error
 - ★ Respondent details
 - Respondent Profile
 - ★ Representation of your population

FSSE: Adding Context to NSSE

- ▶ How do I use FSSE in conjunction with NSSE?
- ▶ Start with your NSSE results
- ▶ What results from NSSE are you interested in exploring further?
 - Is there an area of interest to your institution?
 - Is there an area of concern that you'd like to investigate?
 - Is there an area where you excel that you'd like more information about?

FSSE: Adding Context to NSSE

Once you've chosen an area of interest on NSSE, find parallel measures on FSSE

Academic Challenge	Faculty Responses			Student Responses		
	Items	Yes/No	Other	Items	Yes/No	Other
Higher-Order Learning						
Percentage of faculty whose department's substantially emphasizes the following in their selected course section						
27a. Applying theory, theories, or methods to practical problems or new situations	NSDepth	LD	UD	NSDepth	FY	LD
27b. Applying or using responses to lines of reasoning in depth to assessing in part	NSDepth	LD	UD	NSDepth	FY	LD
27c. Evaluating a point of view, decision, or solution using	NSDepth	LD	UD	NSDepth	FY	LD
27d. Finding a new idea or understanding from various points of reflection	NSDepth	LD	UD	NSDepth	FY	LD

"Gap" Analysis

NSSE	FSSE
About how often have you done the following?	How much do you encourage students to do the following?
Asked another student to help you understand course material	Ask other students for help understanding course material
<i>Very often, Often</i>	<i>Very much, Quite a bit</i>
<ul style="list-style-type: none"> FY 63% SR 59% 	<ul style="list-style-type: none"> LD 53% UD 70%

SHARING NSSE RESULTS

Levels of Sharing

- Sitting on the coffee table in the waiting room
- Posting reports on web site
- Sending snippet of results to relevant groups on campus
- Reporting results in systemic reviews (e.g., strategic plans, program/departmental reviews, accreditation self-studies)
- Presenting NSSE results and facilitating discussion with campus groups

Levels of Sharing

1. Small groups 3 to 4.
2. How does your institution typically use NSSE data?
3. What challenges are present on your campus that make it difficult for you to use NSSE data to inform improvement efforts for undergraduate education?

Collective Wisdom from Users: Moving from Data to Action

Plan Action During Pre-results Phase

- Identify how results fit stakeholder assessment plans
- Create a campaign to raise awareness
- Solicit stakeholder input on selection of comparison groups
- Consider how results can be used for educational processes

Examine & Share Results

- Disseminate to those who can do something about results
- Develop short reports & share regularly
- Involve all stakeholders in interpretation of results
- Share results with faculty & administrative NSSE liaisons

Move Beyond NSSE Reports: Additional Analyses & Data Collection

- Connect NSSE data to other student information
- Add respondent voices & institutional context to data by conducting interviews & focus groups
- Conduct additional analyses relative to institutional issues
- Use data to assess impact of interventions to increase student engagement

Source: Kinzie, J. & Pennipede, B. (2009). Converting engagement results into action. *New Directions for Institutional Research*


Common NSSE Data Uses...

Institutional Stakeholders	Results shared with	Results explicitly used by
President/Senior Administration	96%	43%
Department Chairs/Deans	90%	61%
Faculty	91%	43%
Student Affairs Staff	91%	53%
Advising Staff	90%	42%
Admissions Staff	92%	29%
Public Affairs/News Office	97%	32%
Governing Board	95%	18%
Students	96%	10%
Campus Newspaper	94%	12%
Targeted Committees/Groups		
Accreditation	85%	66%
First-Year Experience	89%	52%
Teaching and Learning	88%	56%
General Education	90%	55%
Diversity	95%	38%
Writing Program	88%	54%
Technology	98%	32%

Note: Data were collected from 124 institutional respondents to the NSSE 2012 Report Card, an assessment of the spring 2013 NSSE survey administration.

Common Questions from Users


- How to encourage faculty to engage in the NSSE results
- How to make use of NSSE data in program-level curriculum decisions? How to effectively engage faculty in action-based discussions related to NSSE data?
- Examples of use of NSSE data to support assessment
- How do you suggest aligning NSSE and FSSE data?
- For schools with nontraditional students, how is NSSE valuable?
- How to have faculty identify and deploy improvement actions based on the NSSE results.



NSSE Data User's Guide


Simply reporting NSSE results will not lead to action

- ▶ Designed to help plan and facilitate data-driven conversation using NSSE and FSSE data
- ▶ Helps you get organized and provides suggestions for leading a workshop or session
- ▶ Six worksheets with guided exercises and reflections
- ▶ Offers tips for overcoming obstacles when sharing NSSE and FSSE data
- ▶ New webinar available:
<http://nsse.indiana.edu/html/webinars.cfm>




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 doses, 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 share their use with others.
- ▶ Share lessons learned, and action taken with campus constituents – especially students.



Don't Recreate the Wheel

- Plenty of resources for using and sharing of data on NSSE's web site
- Get inspired by viewing other institutional web sites
- Read stories of success in the *Lessons from the Field*
- Use the searchable database to explore stories by EI, special groups, and regional accreditation



We've Mapped the Items for You


- Use the Campuswide Mapping Document to identify individual items relevant to various campus units, departments, committees, and functional areas
- Toolkits available for six regional and four specialized accreditation standards
- Lumina's Degree Qualifications Profile (DQP)
- Voluntary System Accountability (VSA) College Portrait

ADDITIONAL TOOLS & RESOURCES



New Search Tool

- ▶ Instructive accounts of how institutions use data
- ▶ Searchable
 - By institution name, Carnegie classification, type of use, etc
- ▶ 500 + examples of use

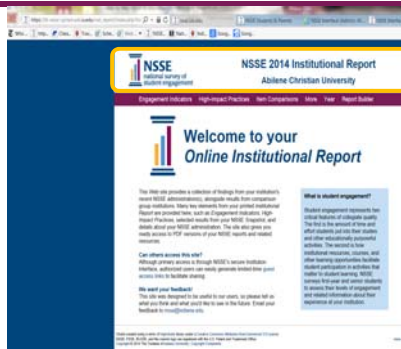


Available at: http://nsse.indiana.edu/html/using_nsse_db/

Additional Resources

Online Institutional Report

- Same reports, but easy access and sharing




https://bl-educ-cprtest.ads.iu.edu/inst_report/index.php?token=8888&year=2014&entry=y

Additional Resources

NSSE Report Builder—Institution Version

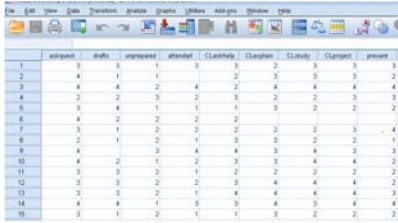
- A secure, interactive database for participating institutions that instantly generates reports of your choosing using student and institutional characteristics
 - (A public version is also available)



https://bl-educ-cprtest.ads.iu.edu/nsse/inst_rb.php?token=8888


Additional Resources

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



Beyond Reports

- Doing your own within-institution analyses using NSSE resources
 - SPSS data
 - Codebooks
 - Syntax library
- Additional tools and services from NSSE
 - Custom analyses
 - Voluntary System of Accountability
 - Accreditation Toolkits (regional and specialized)
 - Multi-year Data Guide
 - How to conduct Interviews & Focus groups




Additional Resources

- Sample Analyses
http://nsse.indiana.edu/html/sample_analyses.cfm
- Data Analysis Resources
http://nsse.indiana.edu/html/analysis_resources.cfm
- Computing Engagement Indicators
<http://nsse.indiana.edu/html/computingEIs.cfm>
- Publications and Presentations
<http://nsse.indiana.edu/html/NSSEPubSearch.cfm>
- Psychometric Portfolio
http://nsse.indiana.edu/html/psychometric_portfolio.cfm

Additional Resources Con't

- Summary Tables
http://nsse.indiana.edu/html/summary_tables.cfm
- Custom Analyses
http://nsse.indiana.edu/html/custom_analysis.cfm
- Examples of Using NSSE Data
http://nsse.indiana.edu/html/how_institutions_use_NSSE.cfm
- Accreditation Toolkits
http://nsse.indiana.edu/html/accred_toolkits.cfm
- User Guides
http://nsse.indiana.edu/html/data_and_results_guide.cfm
- Webinars: <http://nsse.indiana.edu/webinars/>

 **NSSE Services**

- You become part of the NSSE Family with your participation
 - Consulting
 - Help with making sense of data
 - Presentation assistance
 - Technical questions
 - Updates, Briefs, Annual Report, new information
 - Special regional users workshops (meeting other users)
 - Feedback for NSSE – our Report Card


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 **Q & A**