NSSE's 3rd Decade: Highlighting New Emphases in Assessment and Student Engagement

Allison BrckaLorenz, Jim Cole, Bob Gonyea, Jillian Kinzie, Alex McCormick, & Shimon Sarraf

National Survey of Student Engagement

Center for Postsecondary Research

Indiana University School of Education

Agenda

- NSSE purpose and future!
- Survey content & updates
- Administration
- Reporting
- Using NSSE Data
- FSSE Updates
- BCSSE Updates
- Research findings
  - HIP-Quality Project
  - Blog

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Who's Here?

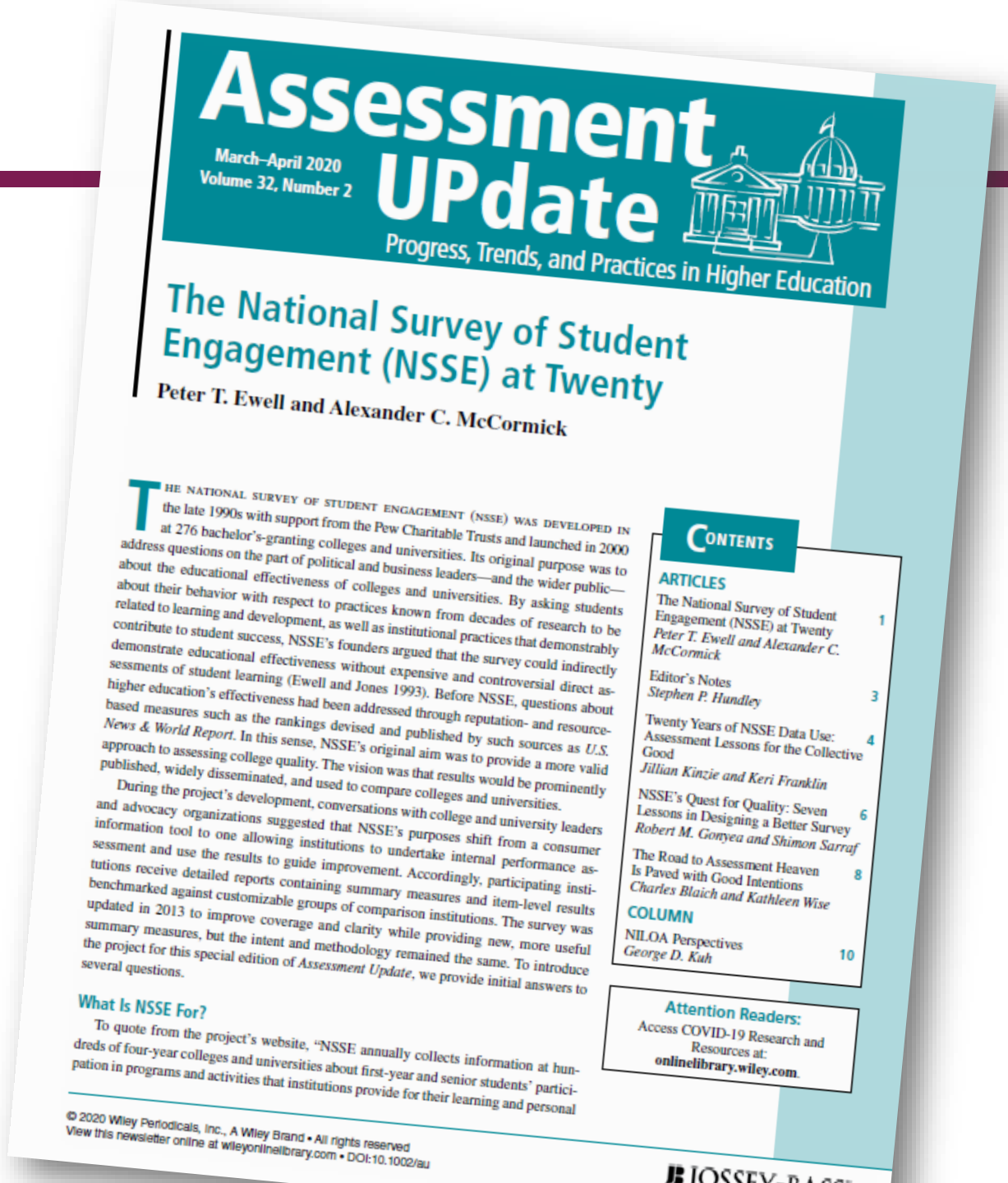
(Respond using Zoom Chat)

- **Your familiarity with NSSE?**
- **Campus participation? How often?**
- **Topics you'd like us to discuss?**

Celebrating 20 years!

Excited about Our 3rd Decade!

NSSE national survey of student engagement



Assessment UPdate

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Volume 32, Number 2

Progress, Trends, and Practices in Higher Education

The National Survey of Student Engagement (NSSE) at Twenty

Peter T. Ewell and Alexander C. McCormick

THE NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) WAS DEVELOPED IN the late 1990s with support from the Pew Charitable Trusts and launched in 2000 at 276 bachelor's-granting colleges and universities. Its original purpose was to address questions on the part of political and business leaders—and the wider public—about the educational effectiveness of colleges and universities. By asking students about their behavior with respect to practices known from decades of research to be related to learning and development, as well as institutional practices that demonstrably contribute to student success, NSSE's founders argued that the survey could indirectly demonstrate educational effectiveness without expensive and controversial direct assessments of student learning (Ewell and Jones 1993). Before NSSE, questions about higher education's effectiveness had been addressed through reputation- and resource-based measures such as the rankings devised and published by such sources as *U.S. News & World Report*. In this sense, NSSE's original aim was to provide a more valid approach to assessing college quality. The vision was that results would be prominently published, widely disseminated, and used to compare colleges and universities.

During the project's development, conversations with college and university leaders and advocacy organizations suggested that NSSE's purposes shift from a consumer information tool to one allowing institutions to undertake internal performance assessment and use the results to guide improvement. Accordingly, participating institutions receive detailed reports containing summary measures and item-level results benchmarked against customizable groups of comparison institutions. The survey was updated in 2013 to improve coverage and clarity while providing new, more useful summary measures, but the intent and methodology remained the same. To introduce the project for this special edition of *Assessment Update*, we provide initial answers to several questions.

What Is NSSE For?

To quote from the project's website, "NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal

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Access COVID-19 Research and Resources at:
onlinelibrary.wiley.com.

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JOSSEY-BASS

Focus on Student Engagement

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

- The amount of time and effort students put into educationally purposeful activities, and
- How the institution organizes the curriculum and other learning opportunities to get students to participate in such activities.

View NSSE's Conceptual Framework (2013):
nsse.indiana.edu/nsse/psychometric-portfolio/conceptual-framework-new-version.html

OUR PURPOSE: ENGAGEMENT AND 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.

WHERE IS NSSE HEADED?

- Assessing educational effectiveness
- Creating Topical Modules to reflect current issues
- Because educational practices don't reach all students equally, NSSE will continue to encourage equity-centered practice – disaggregation, asking about inclusion, encouraging inclusive analysis

What do you see on the assessment horizon?
What might NSSE help you do?

NSSE
national survey of student engagement

SURVEY CONTENT

NSSE Content

- **Engagement in effective educational practices**
  - Engagement Indicators
  - High-Impact Practices
  - Reading, writing, academic challenge
- **Perceptions of the Campus Environment**
  - Supportive environment
  - Quality of Interactions
- **Perceived gains in learning**
- **Background characteristics**

New Survey Questions

- **Sense of Belonging**
  - **3 new items added in 2020**
- **Effective Teaching**
  - **4 new items added for 2021**
- **Self-Reported Course Modality**
  - **Question updated for 2021**
- **Ability Status**
  - **Question updated for 2021**

To what extent do you agree or disagree with the following statements?

a. I feel comfortable being myself at this institution.

b. I feel valued by this institution.

c. I feel like part of the community at this institution.

New Survey Questions

- Sense of Belonging
  - 3 new items added in 2020
- **Effective Teaching**
  - **4 new items added for 2021**
- Self-Reported Course Modality
  - Question updated for 2021
- Ability Status
  - Question updated for 2021

During the current school year, to what extent have your instructors done the following?

f. Explained in advance the criteria for successfully completing your assignments

g. Reviewed and summarized key ideas or concepts

h. Taught in a way that aligns with how you prefer to learn

i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities

New Survey Questions

- Sense of Belonging
  - 3 new items added in 2020
- Effective Teaching
  - 4 new items added for 2021
- **Self-Reported Course Modality**
  - **Question updated for 2021**
- Ability Status
  - Question updated for 2021

What types of courses have you taken at this institution this current school year?

- ❑ Mostly in-person courses
- ❑ Mostly remote courses (online, web-based, Zoom, etc.)
- ❑ Mostly hybrid or blended courses that combine in-person and remote instruction
- ❑ A balanced mix of the above course types

New Survey Questions

- Sense of Belonging
  - 3 new items added in 2020
- Effective Teaching
  - 4 new items added for 2021
- Self-Reported Course Modality
  - Question updated for 2021
- **Ability Status**
  - **Question updated for 2021, refined in 2022**

Do you have a disability or condition that impacts your learning, working, or living activities? [If "yes"] **Which of the following impacts your learning, working, or living activities?**

Sensory disability: Blind or low vision; Deaf or hard of hearing

Physical disability: Mobility condition that affects walking; Mobility condition that does not affect walking; Speech or communication disorder; Traumatic or acquired brain injury;

Mental health or developmental disability: Anxiety; Attention deficit or hyperactivity disorder (ADD or ADHD); Autism spectrum; Depression; Another mental health or developmental disability (schizophrenia, eating disorder, etc.)

Another disability or condition: Chronic medical condition (asthma, diabetes, Crohn's disease, etc.); Learning disability; Intellectual disability; Disability or condition not listed

Please describe your disability or condition. [text]

Topical Modules

- Academic Advising (updated in 2020)
- Experiences with Writing
- Career & Workforce Preparation (new in 2021)
- Civic Engagement
- Development of Transferable Skills
- Experiences with Online Learning (new in 2021)
- Inclusiveness and Engagement with Cultural Diversity
- First-Year Experiences and Senior Transitions
- Global Learning

New in 2022

- High-Impact Practice (HIP) Quality (includes questions for HIP participants and non-participants)

Topical Module Local Administration Option

- Recently participating institutions may license Topical Modules and administer them locally during their years off from NSSE participation

End-of-Survey Comment Prompts

Four prompts are available or submit your own (new in 2021)

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

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

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

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

"I think it would be beneficial for students to have more opportunity to take courses outside of their discipline."

"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."

NSSE ADMINISTRATION

NSSE Administration Options

Customize Your Administration

- Census, sample, oversample
- Email or regular mail recruitment
- LMS/portal survey access
- Tailored messaging
- Incentives
- IRB-approved promotional text

NSSE 2022 Administration: WHAT'S NEW?

Administration Prep Schedule

- Revised survey preparation and administration schedules to reflect changed academic calendars. All materials due early December—one month later than in past years.

Recruitment Message Scheduling

- 13 pre-determined email recruitment message schedules to choose from
- Option to send up to three additional messages directly from your campus

Free Portal/LMS Recruitment:

- Individualized NSSE survey links to embed in institutional portals and learning management systems (previously a fee-based service) to enhance survey promotion

NSSE
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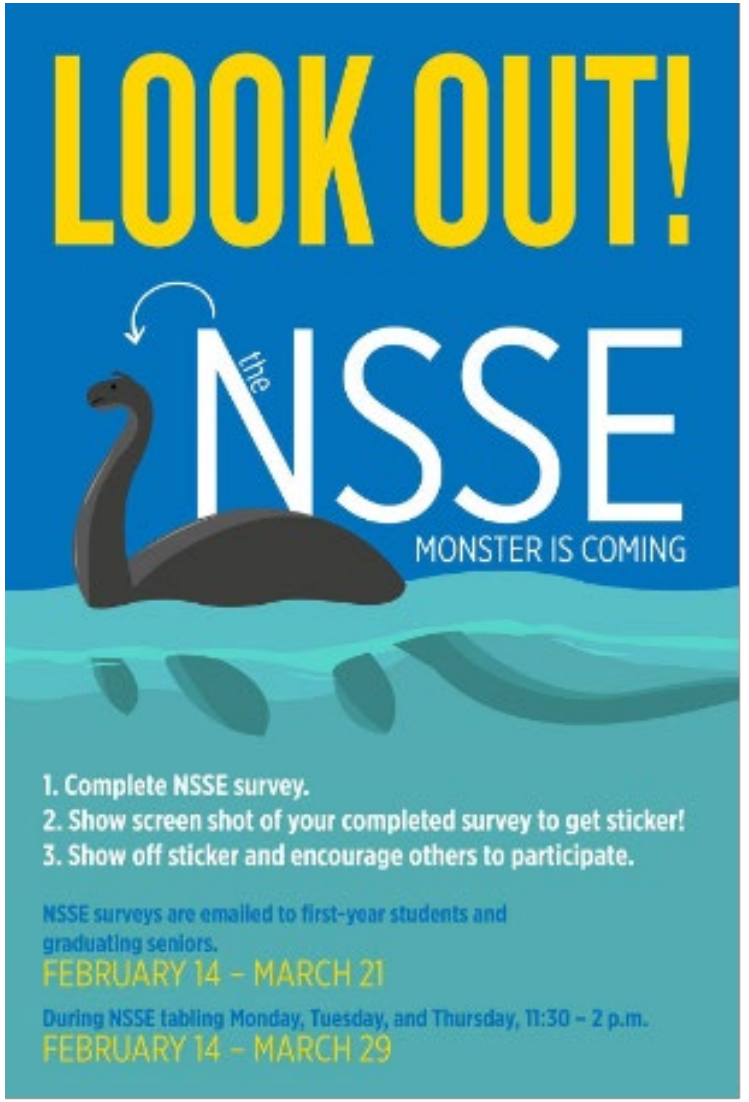
Encouraging Participation in NSSE: Using NSSE IRB-Approved Promotional Text

- **Beginning with the 2022 administration**, IU's Institutional Review Board (IRB) is requiring greater oversight of language used in promotional materials.
- All participating institutions' promotional materials will be submitted for IRB review *except* when these materials closely follow IRB pre-approved content.
- NSSE is providing guidance and template text to satisfy this new level of IRB review.



https://nsse.indiana.edu/nsse/administering-nsse/irb-approved-promotional-text/

NSSE IRB-Approved Text

- Promotional materials solely featuring IRB pre-approved phrases are considered IRB approved.
- Alternatively, institutions can develop their own promotional materials and then submit the text for IU IRB review.

What IRB Pre-Approved Text can Institutions Use in their Promotions?

The following NSSE promotional phrasal templates have been approved by IU's IRB Office. These phrases can be used individually or in combination in any schools' promotional campaigns, including flyers, posters, screensavers, electronic message boards, and social media posts, etc.

Hi Students [or mascot name] +
NESSIE SPOTTED! +
Your voice matters! +
Help make [school nick name] become the best it can be +
Are you a first-year student or senior? +
15 minutes +
Speak up and use your voice! +
Your response +
If you're a SENIOR or FIRST-YEAR student +
How can you help +
Check your emails +
First-year students and seniors are +
NSSE collects information +
Undergraduate experience +

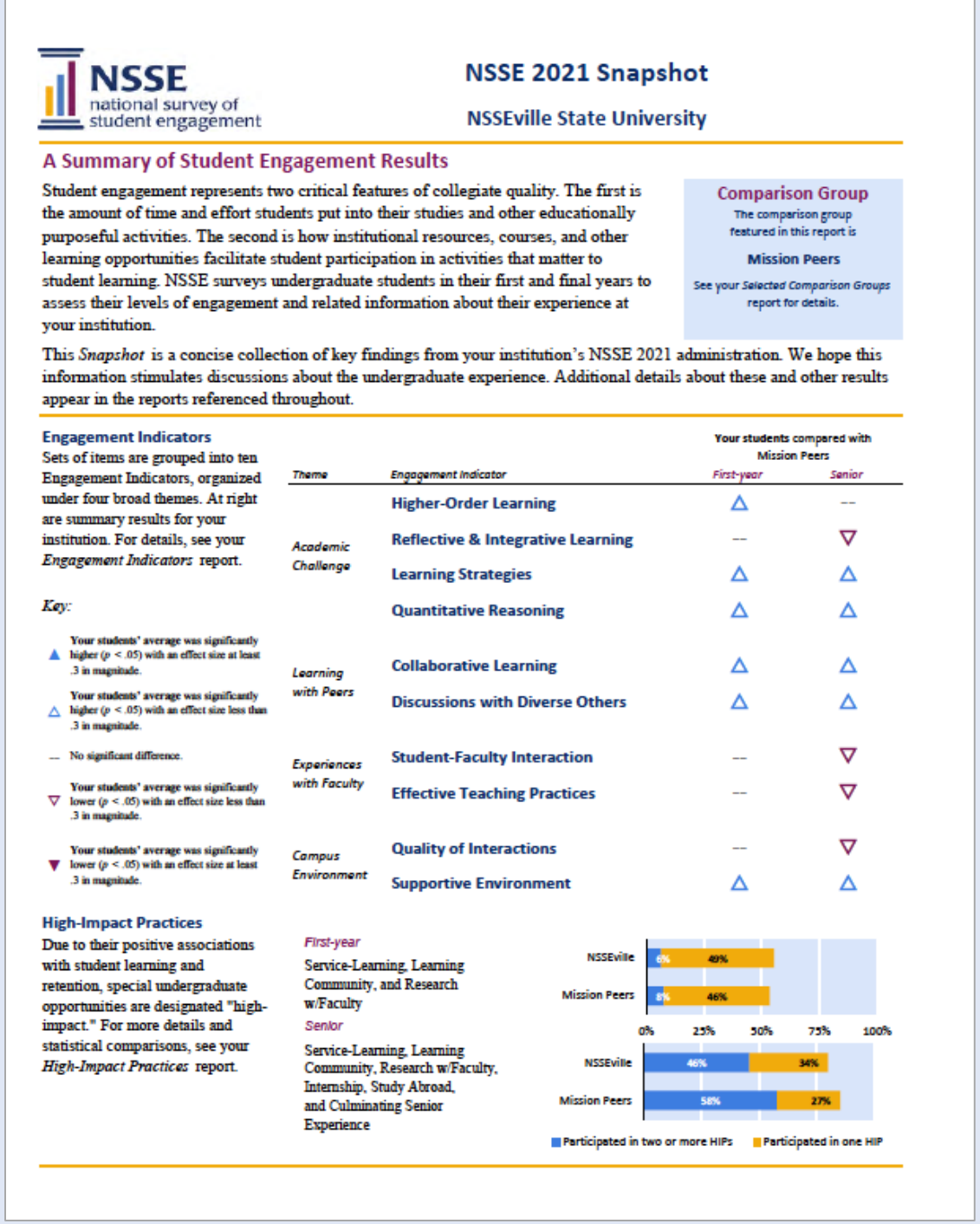
NSSE REPORTS

NSSE Reporting

- ✓ Snapshot
- ✓ Engagement Indicators
- ✓ High-Impact Practices
- ✓ Frequencies and Statistical Comparisons
- ✓ Major Field Report
- ✓ Multi-Year Report
- ✓ Module and Consortium Reports
- ✓ Respondent Profile
- ✓ Administration Summary
- ✓ Selected Comparison Groups
- ✓ Student Comments
- ✓ Pocket Guide Report

Snapshot

A concise collection of key findings from your institution's NSSE administration to stimulate discussions about the undergraduate experience.



NSSE national survey of student engagement

NSSE 2021 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

Mission Peers

See your *Selected Comparison Groups* report for details.

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.

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.

Theme	Engagement Indicator	Your students compared with Mission Peers: 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	△	△

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

Senior

Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

Engagement Indicators

First-Year Students

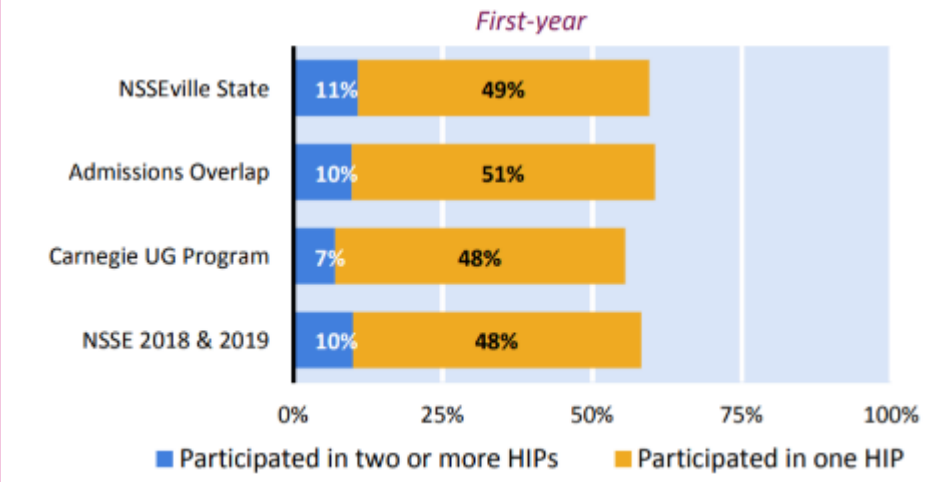
Theme	Engagement Indicator	Your first-year students compared with Southeast Private	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2020 & 2021
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	△	△	△
	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	--	--	△

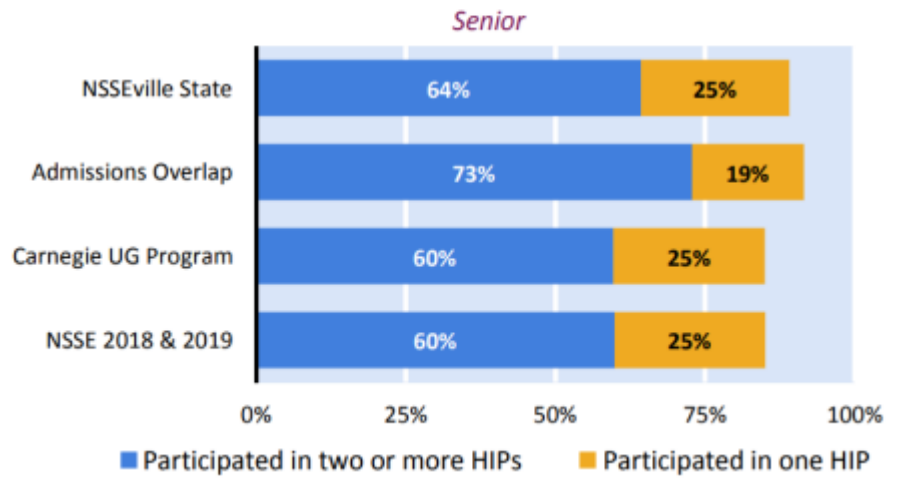
High-Impact Practices

- Service-Learning
- Learning Community
- Research with Faculty
- Study Abroad
- Internship or Field Experience
- Senior Culminating Experience

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.





Frequencies & Statistical Comparisons

Seniors

Frequency Distributions[a]

Item wording or description	Variable name[c]	Values[d]	Response options	NSSEville Count	NSSEville %	Mission Peers Count	Mission Peers %	Regional Peers Count	Regional Peers %	NSSE 2020 & 2021 Count	NSSE 2020 & 2021 %
1. During the current school year, about how often have you done the following?											
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	72	4	158	3	47	3	7,574	3
		2	Sometimes	630	35	1,594	26	473	28	69,020	28
		3	Often	563	31	2,050	33	594	36	80,605	32
		4	Very often	557	30	2,358	39	547	33	93,318	37
			Total	1,822	100	6,160	100	1,661	100	250,517	100
b. Asked another student to help you understand course material	CLaskhelp	1	Never	313	18	1,102	19	165	10	40,207	17
		2	Sometimes	699	38	2,531	42	680	42	102,470	41
		3	Often	494	27	1,635	26	555	33	67,179	26
		4	Very often	308	17	881	14	259	15	39,278	15
			Total	1,814	100	6,149	100	1,659	100	249,134	100
c. Explained course material to one or more students	CLexplain	1	Never	197	11	686	12	92	6	23,608	10
		2	Sometimes	664	37	2,237	37	559	34	89,767	36
		3	Often	586	32	2,074	33	664	40	85,417	34
		4	Very often	365	20	1,147	18	342	20	50,075	20
			Total	1,812	100	6,144	100	1,657	100	248,867	100

Statistical Comparisons[b]

Your seniors compared with

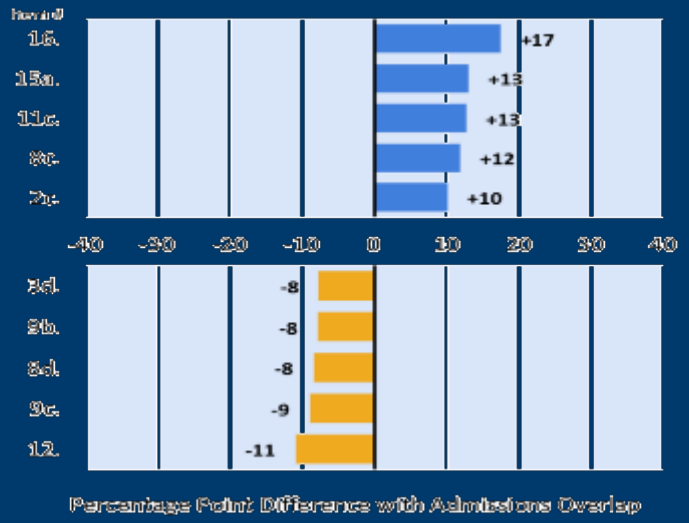
Item wording or description	NSSEville Mean	Mission Peers Mean	Mission Peers Effect size[e]	Regional Peers Mean	Regional Peers Effect size[e]	NSSE 2020 & 2021 Mean	NSSE 2020 & 2021 Effect size[e]
a. Asked questions or contributed to course discussions in other ways	2.9	3.1 *** ▽	-.22	3.0 *** ▽	-.12	3.0 *** ▽	-.18
b. Asked another student to help you understand course material	2.4	2.4 ** △	.07	2.5 *** ▽	-.12	2.4	.02
c. Explained course material to one or more students	2.6	2.6	.02	2.8 *** ▽	-.16	2.7	-.04

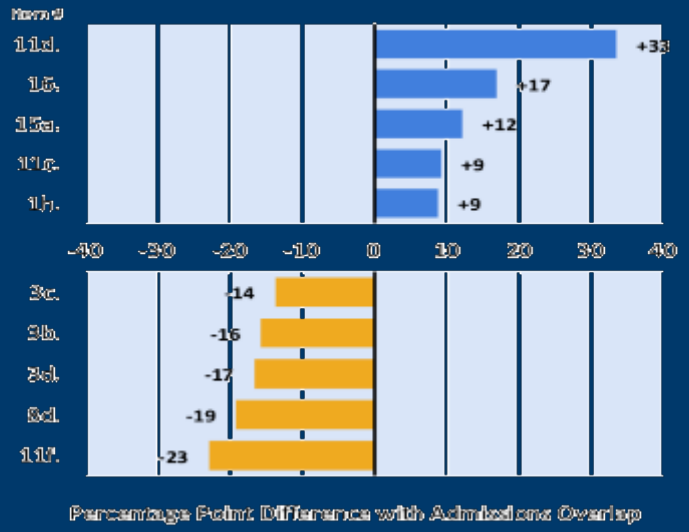
Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013

Year-to-year results for EIs, HIPs, and key academic challenge items

NSSE Reporting Options

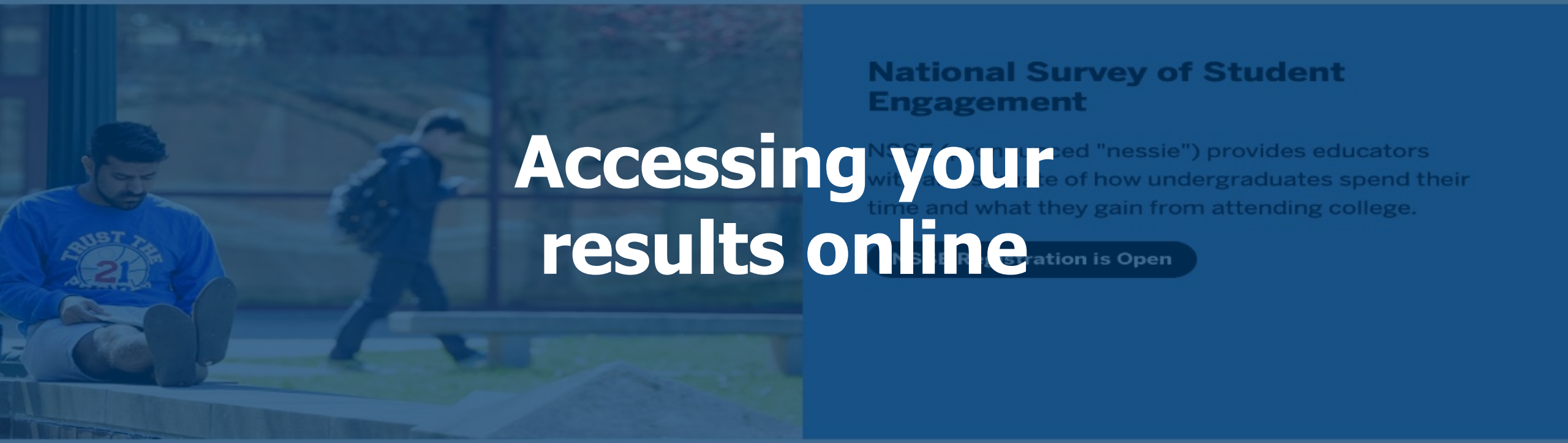




Customize Your Reports and Data

- Up to five comparison groups
- Your report sample
- Include ‘Group’ variables
- Guest access links
- Order custom analysis
- Report Builder

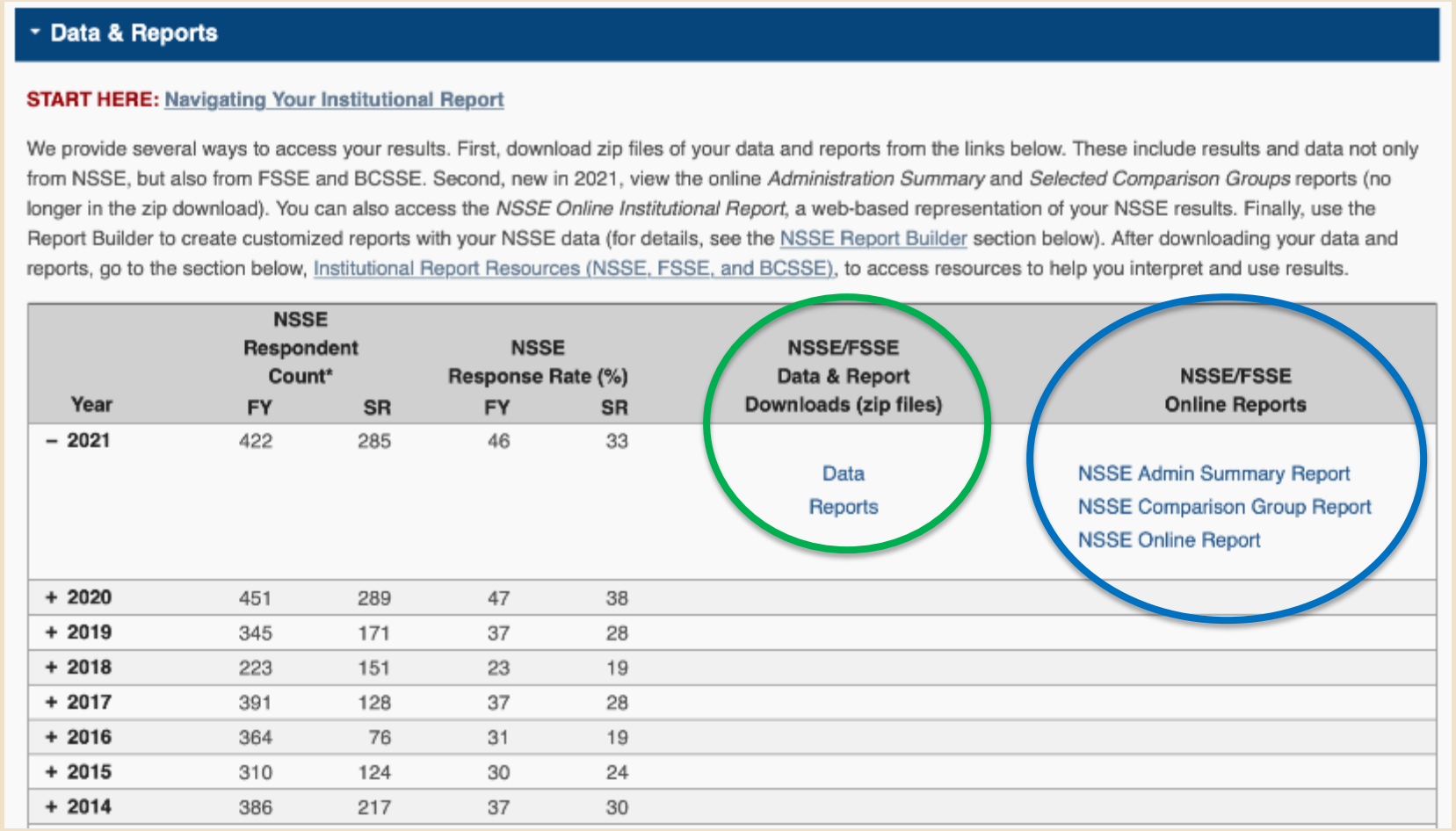
Accessing your results online



Accessing Your Results Online

1. Download Data and Reports

- Two separate zip files



Data & Reports

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.

Year	NSSE Respondent Count* FY	NSSE Respondent Count* SR	NSSE Response Rate (%) FY	NSSE Response Rate (%) SR	NSSE/FSSE Data & Report Downloads (zip files)	NSSE/FSSE Online Reports
− 2021	422	285	46	33	Data Reports	NSSE Admin Summary Report NSSE Comparison Group Report NSSE Online Report
+ 2020	451	289	47	38		
+ 2019	345	171	37	28		
+ 2018	223	151	23	19		
+ 2017	391	128	37	28		
+ 2016	364	76	31	19		
+ 2015	310	124	30	24		
+ 2014	386	217	37	30		

Accessing Your Results Online

1. Download Data and Reports
   - Two separate zip files

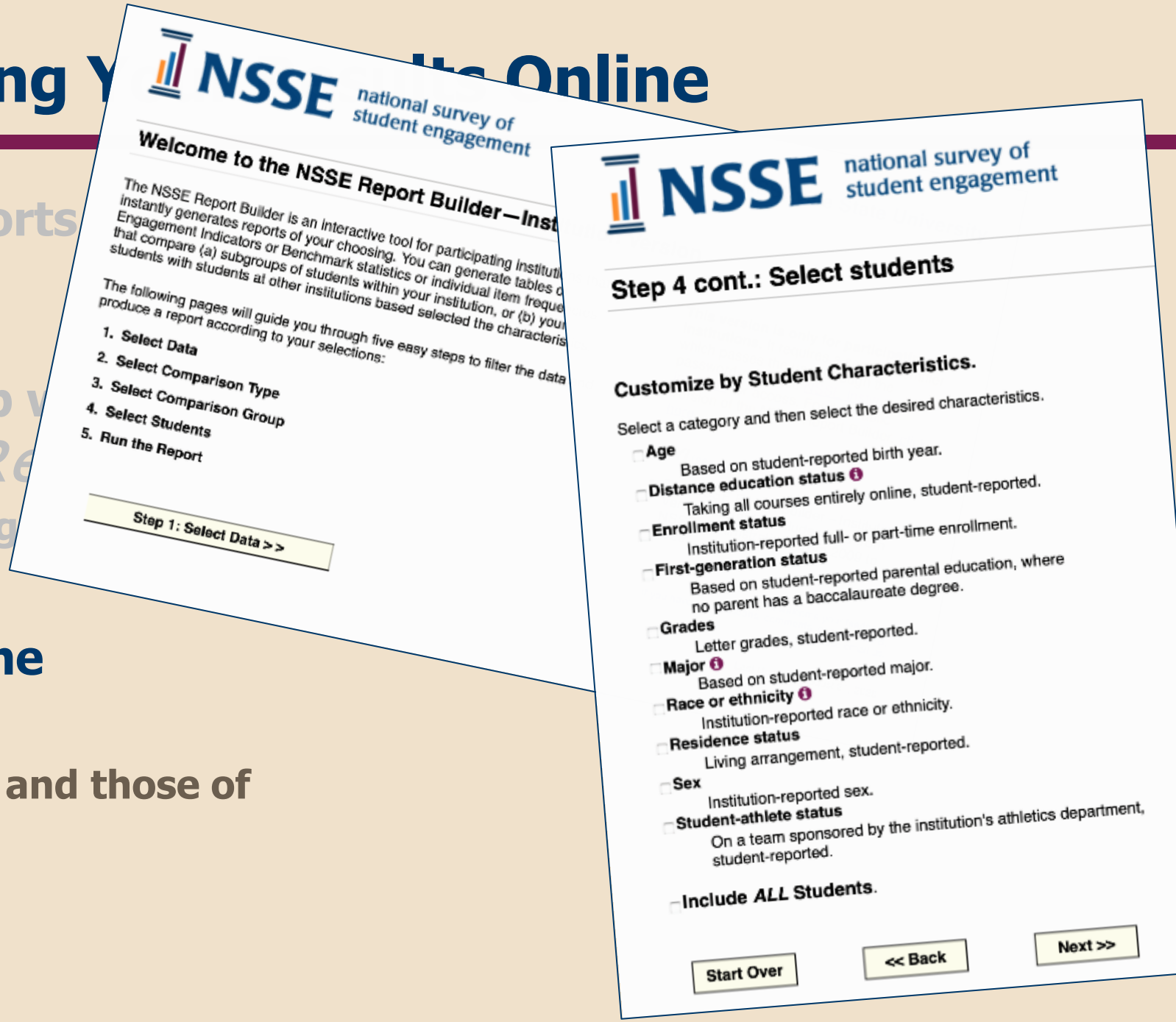
2. **View** Reports on the Web with the *Online Institutional Report*
   - PDF copies available; Share guest links

Accessing Y…lts Online

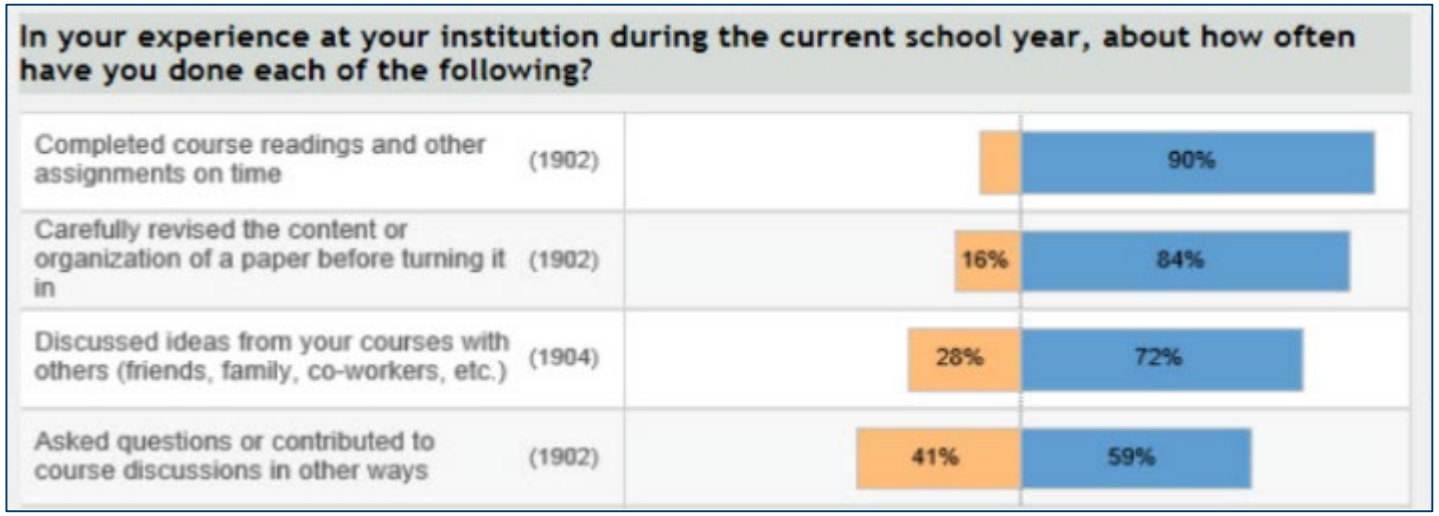
1. Download Data and Reports…
   - Two separate zip files

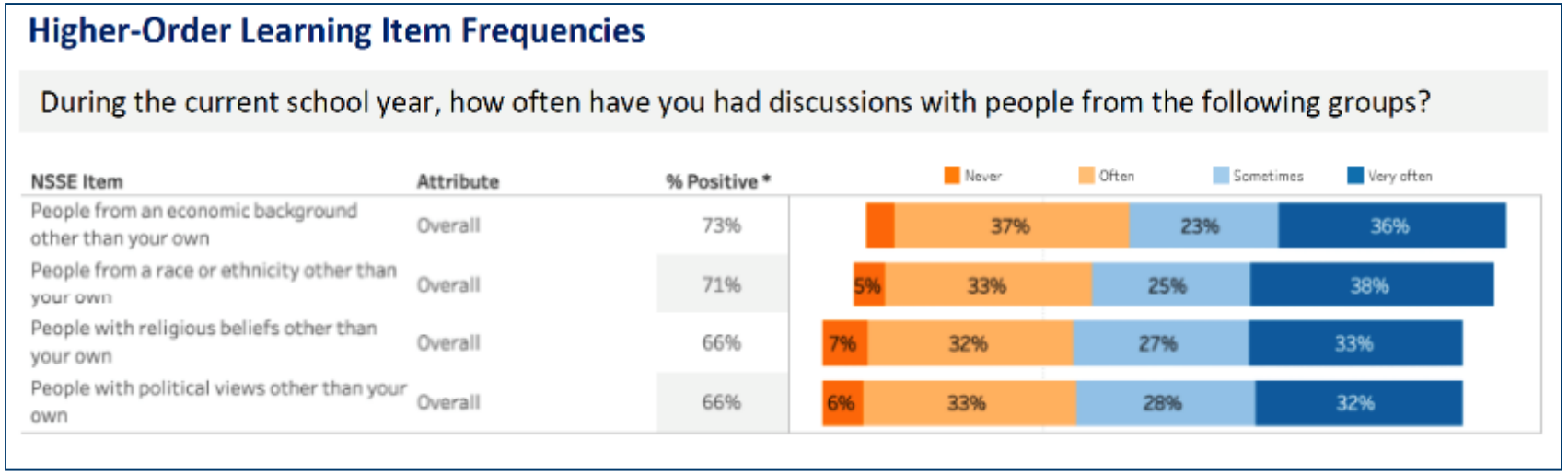
2. View Reports on the Web v…
   Online Institutional Re…
   - PDF copies available; Share g…

3. **Explore your data with the Report Builder**
   - Query and filter your results and those of comparison groups.



Coming Soon: Data Visualizations in Tableau

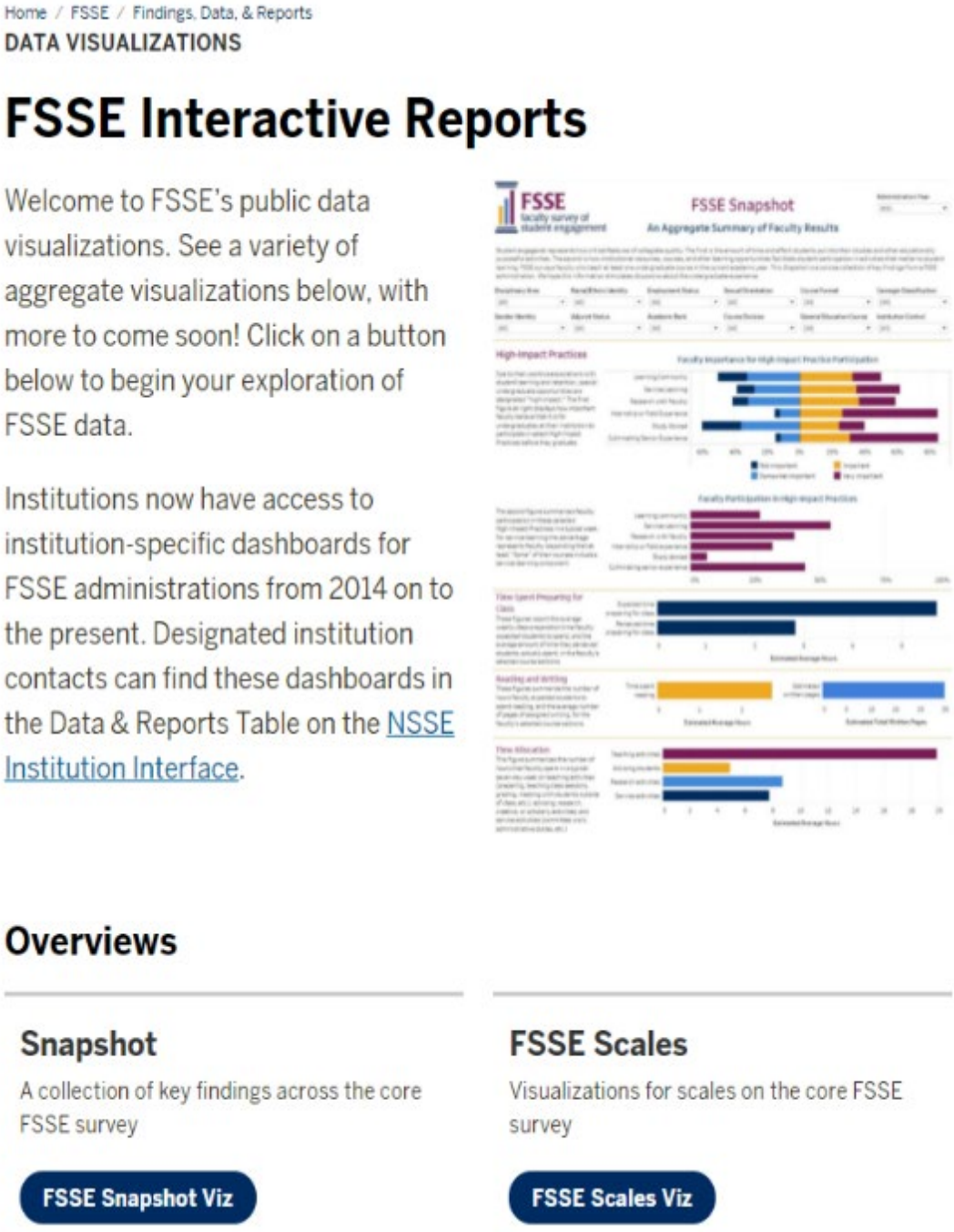




FSSE and BCSSE Updates

FSSE

- **FSSE is a great way to add context to your NSSE administration!**
- **FSSE asks instructional staff about their teaching practices, interactions with students, time spent in and out of the classroom, as well as their values for and participation in activities that have been show to promote student involvement.**
- **Many interactive data visualizations of aggregate FSSE data are already available on the FSSE website with filters for faculty, course, and institution characteristics**



FSSE Content

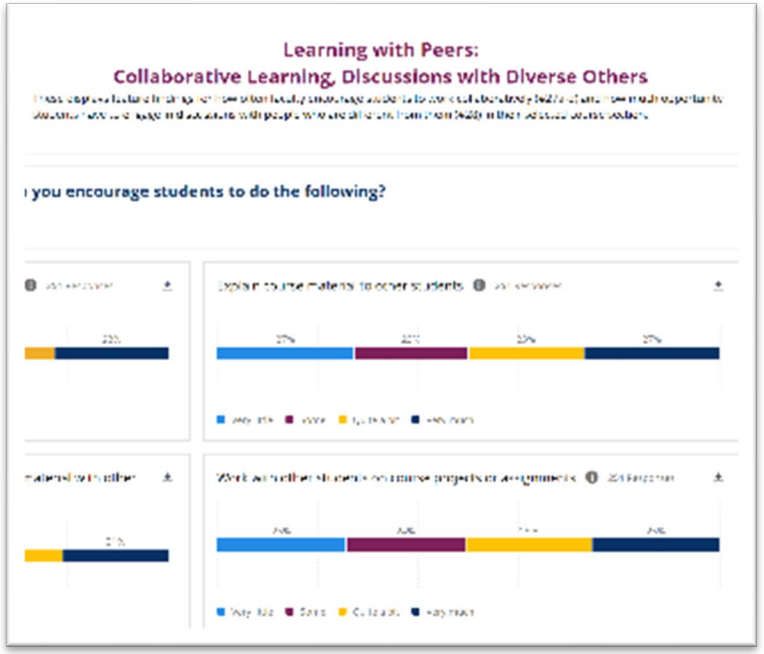
- FSSE content parallels that of NSSE so that comparisons between perspectives can be made
- FSSE Scales parallel NSSE Engagement Indicators
- Many of FSSE's Topical Modules also parallel NSSE's Topical Modules
- NSSE consortium can add item sets to FSSE as well!
- FSSE is administered in the spring, usually in the same year as an institution administers NSSE
- Institutions supply FSSE staff with a recruitment schedule, an invitation signatory, and a population file
- Faculty responses are confidential to the institution (helps with response rates!)

FSSE Reports

Available LIVE during your administration

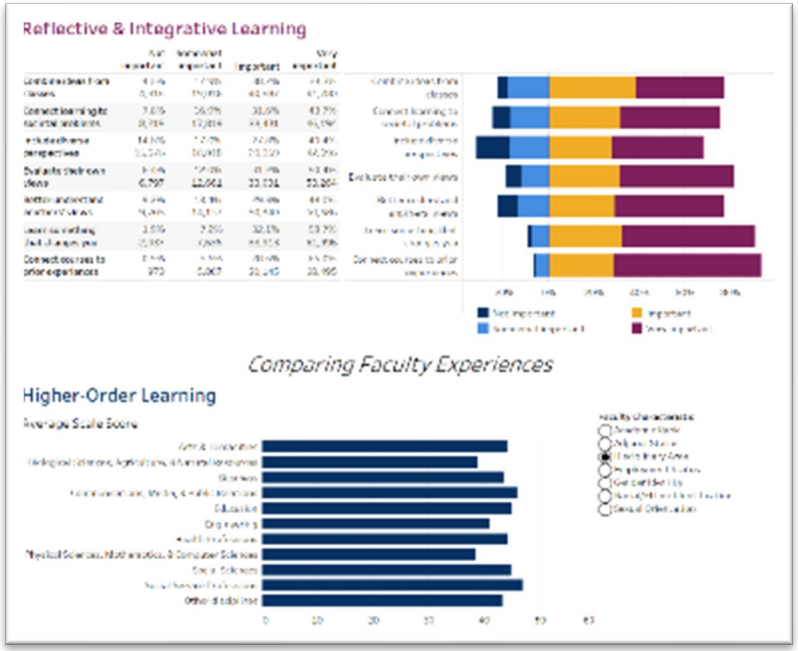
Available after your administration closes

Filterable Qualtrics dashboards for individual items, downloadable raw data



Filters include faculty identity demographics, employment characteristics, and course characteristics

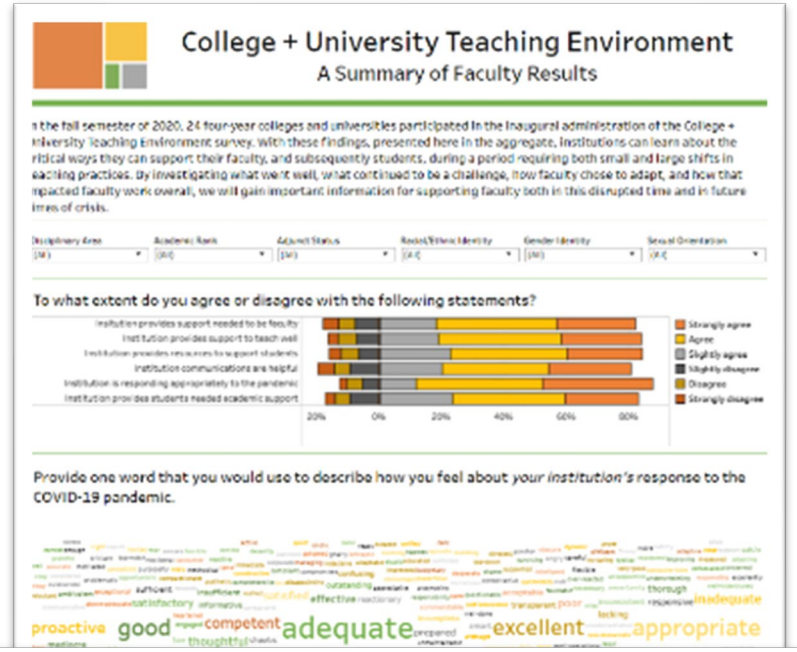
Filterable Tableau dashboards for items, scales, aggregate measures, and a cleaned data file



College + University Teaching Environment

For any institution interested in assessing the environment and support structures that can motivate faculty to do their best teaching, check out the College + University Teaching Environment Project! It assesses aspects of

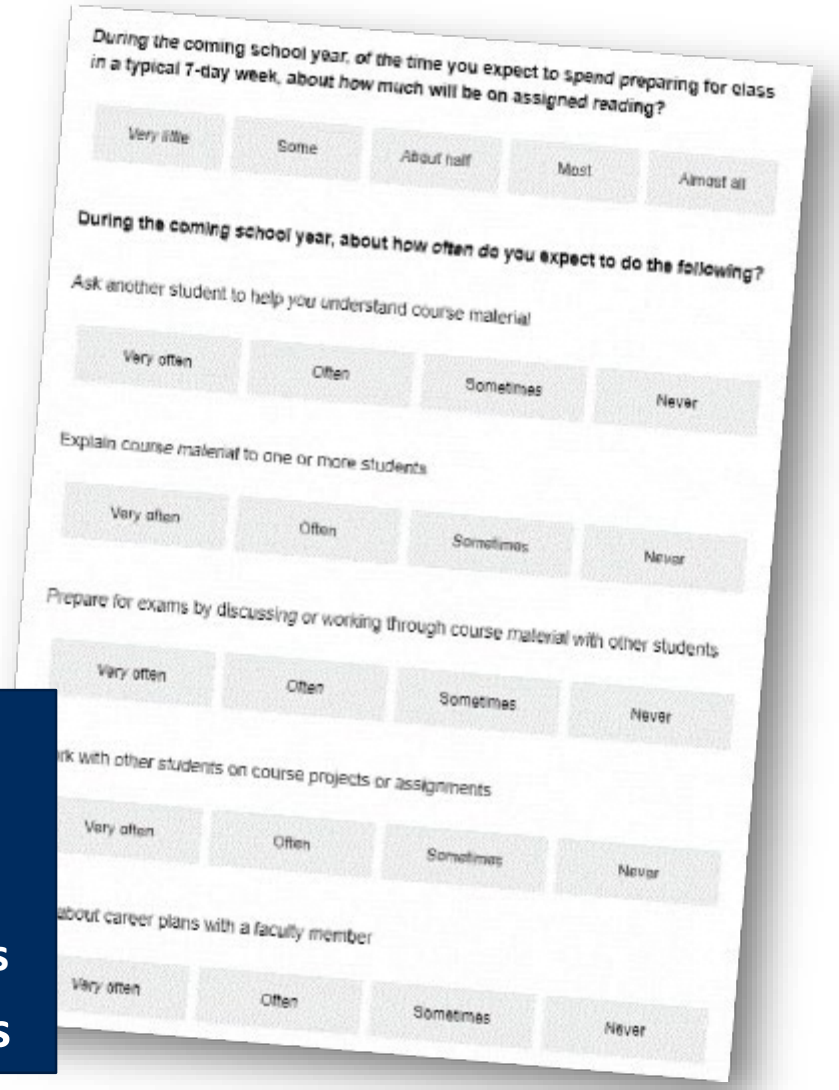
- Climate for diversity, equity, and inclusion
- Teaching processes and policies
- Colleagues, students, and self
- Resources and employment equity
- Motivation, belonging, respect, stress



w: cutesurvey.iu.edu e: cutesurv@iu.edu

BCSSE Updates

- BCSSE measures prior academic & co-curricular experiences, expectations & beliefs about participation in educationally purposeful activities during the upcoming year
  Administered annually at 4-year colleges & universities in US & Canada
- BCSSE 2021
  - 108 institutions
  - >80,000 respondents



BCSSE

Est. 2007

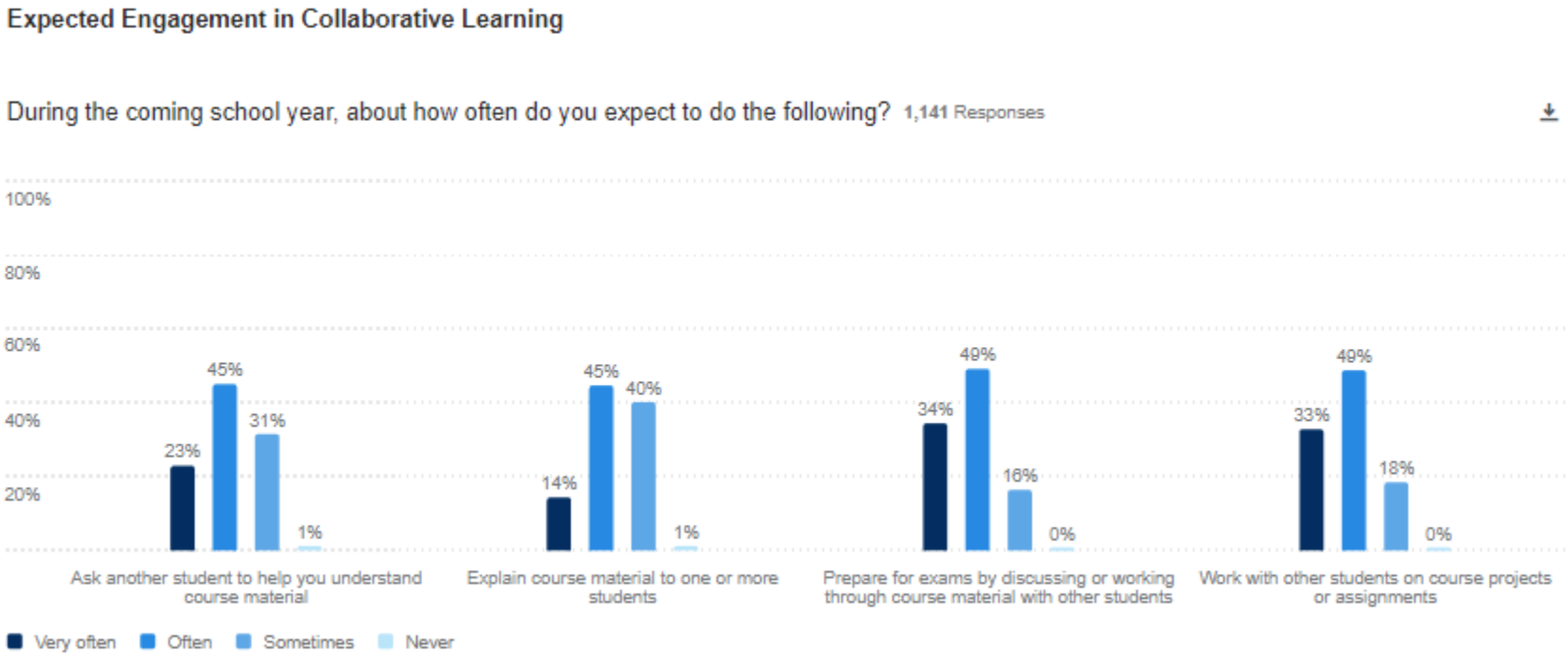
540 institutions

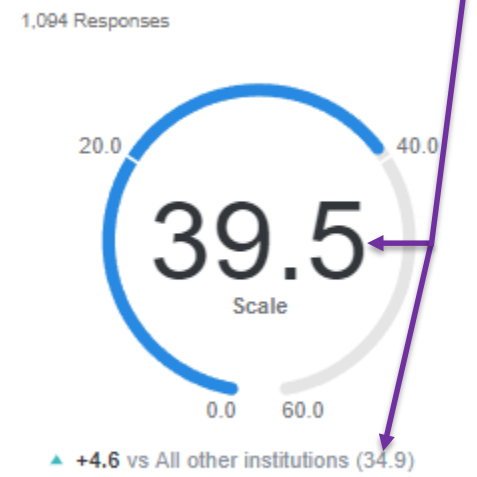
1 M+ students

BCSSE Dashboards

- **The new dashboards provides all the tools you need for survey management, on-line reporting, and data downloads. The reports are live, allowing users to filter and download specific reports.**

Also you can compare your results to students at other campuses based on student characteristics and institution type that you select.

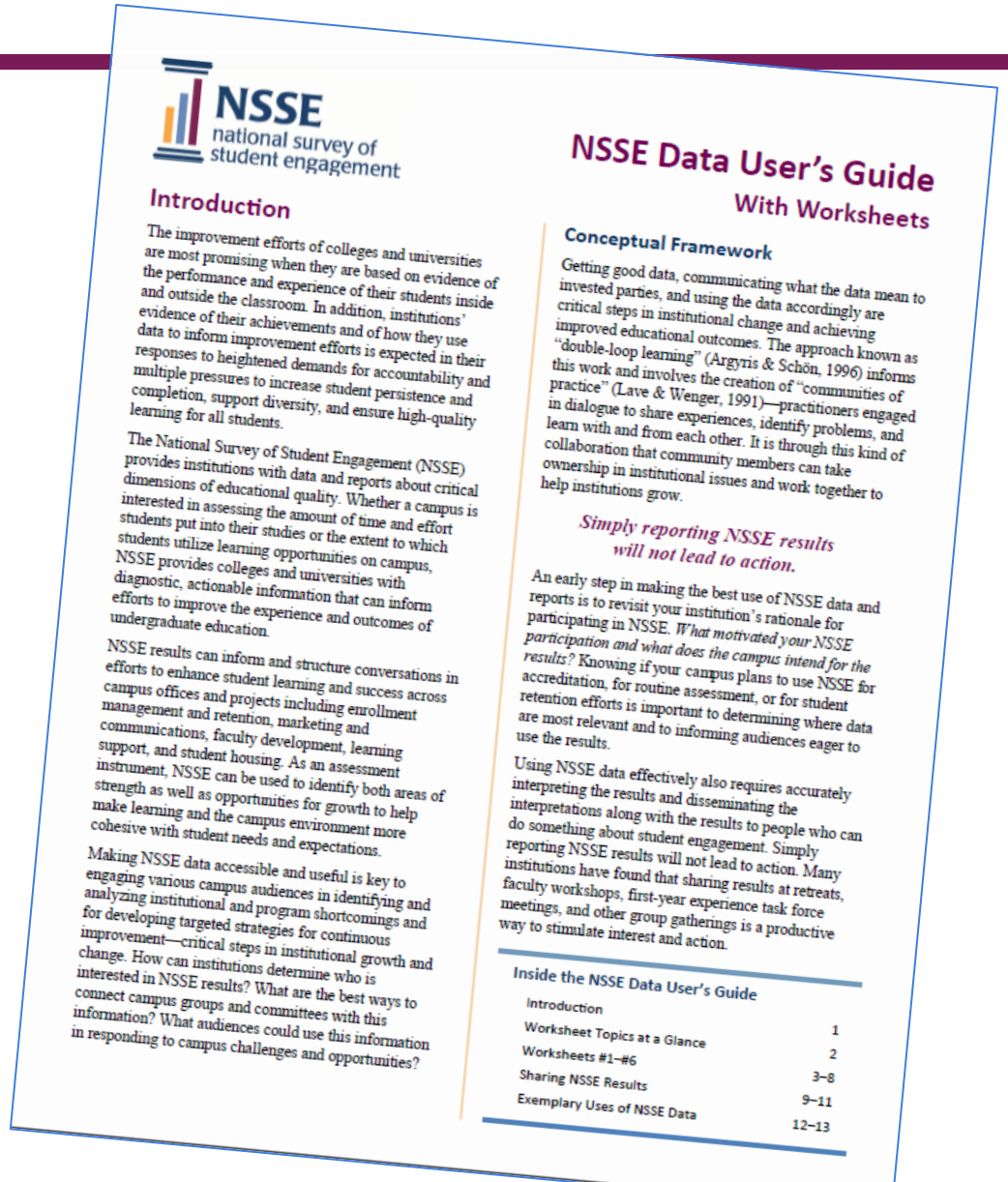




USING NSSE DATA

Sharing Results and Stimulating NSSE Use

Simply reporting NSSE results will not lead to action



NSSE national survey of student engagement

Introduction

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.

NSSE results can inform and structure conversations in efforts to enhance student learning and success across campus offices and projects including enrollment management and retention, marketing and communications, faculty development, learning support, and student housing. As an assessment instrument, NSSE can be used to identify both areas of strength as well as opportunities for growth to help make learning and the campus environment more cohesive with student needs and expectations.

Making NSSE data accessible and useful is key to engaging various campus audiences in identifying and analyzing institutional and program shortcomings and for developing targeted strategies for continuous improvement—critical steps in institutional growth and change. How can institutions determine who is interested in NSSE results? What are the best ways to connect campus groups and committees with this information? What audiences could use this information in responding to campus challenges and opportunities?

NSSE Data User's Guide
With Worksheets

Conceptual Framework

Getting good data, communicating what the data mean to invested parties, and using the data accordingly are critical steps in institutional change and achieving improved educational outcomes. The approach known as "double-loop learning" (Argyris & Schön, 1996) informs this work and involves the creation of "communities of practice" (Lave & Wenger, 1991)—practitioners engaged in dialogue to share experiences, identify problems, and learn with and from each other. It is through this kind of collaboration that community members can take ownership in institutional issues and work together to help institutions grow.

Simply reporting NSSE results will not lead to action.

An early step in making the best use of NSSE data and reports is to revisit your institution's rationale for participating in NSSE. *What motivated your NSSE participation and what does the campus intend for the results?* Knowing if your campus plans to use NSSE for accreditation, for routine assessment, or for student retention efforts is important to determining where data are most relevant and to informing audiences eager to use the results.

Using NSSE data effectively also requires accurately interpreting the results and disseminating the interpretations along with the results to people who can do something about student engagement. Simply reporting NSSE results will not lead to action. Many institutions have found that sharing results at retreats, faculty workshops, first-year experience task force meetings, and other group gatherings is a productive way to stimulate interest and action.

Inside the NSSE Data User's Guide

Introduction	1
Worksheet Topics at a Glance	2
Worksheets #1–#6	3–8
Sharing NSSE Results	9–11
Exemplary Uses of NSSE Data	12–13

Results Stimulate Conversations; Catalyst for Action

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

NSSE Guide to Data & Report Resources

Resources for Using Your Data & Results

- These guides and resources can help you make use of your NSSE data and results.

NSSE Guide to Data & Report Resources

Resources for Using Your Data & Results

These guides and resources can help you make use of your NSSE data and results.

- How Institutions Use NSSE Data
- Lessons from the Field
- NSSE Data Use in Brief
- Analysis Resources
- NSSE Data Users Guide
- A NSSE Data User's Guide: Sense of Belonging
- NSSE Additional Comment Prompts: Using Students' Open-Ended Reponses
- Accreditation Toolkits
- Guidelines for Displaying NSSE Results
- Sharing & Disseminating NSSE Results
- Tips for More Inclusive Data Sharing and Analysis
- Publications and Presentations
- Webinars

NSSE Guide to Data & Report Resources

Accreditation Toolkits

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

Access Toolkits on NSSE website
SUPPORT & RESOURCES

NSSE 2020 Survey Items Mapped to HLC Criteria

NSSE 2020 Survey Items		HLC Criteria
1.	During the current school year, about how often have you done the following?	
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

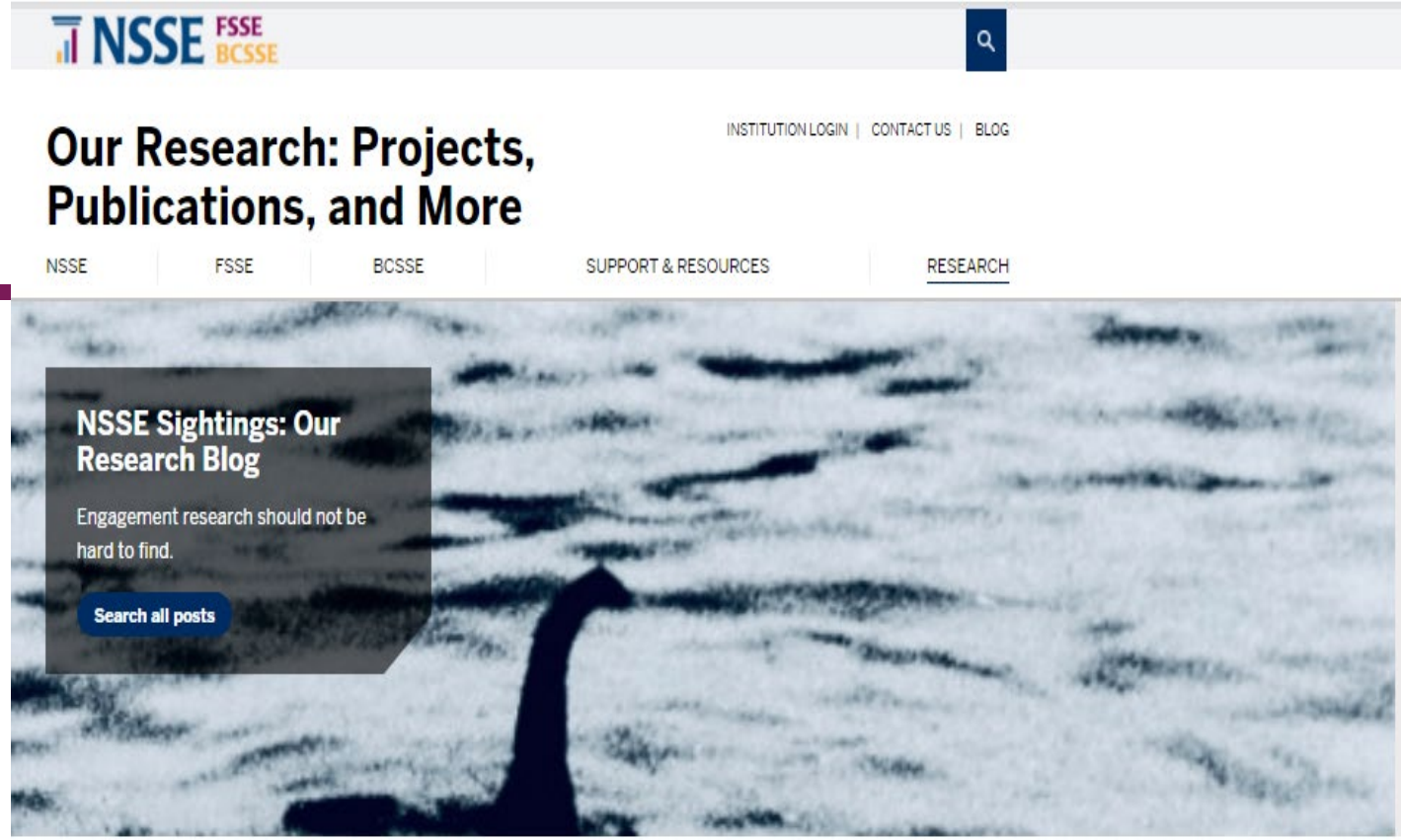
Making the Most of Data – Sharing Results and Taking Action

- 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

NSSE Sightings (Blog)

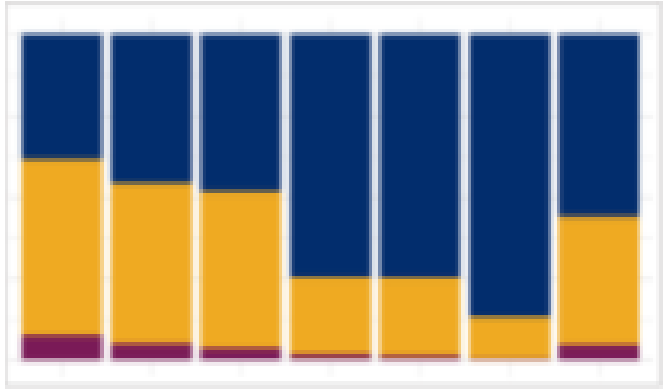
Recent Posts

- Achievement Goal Orientation and Student Engagement: Expected and Unexpected Patterns (Angie Miller)
- What Colleges & Universities Should Know to Respond to Students Entering College 2021 (Jim Cole & Jillian Kinzie)
- Assessing Intersectional Experiences (Thomas Kirnbauer)
- Promoting Culturally Inclusive Teaching Use among STEM Faculty (Christen Priddie)
- The Relationship Between Persistence and Intention to Return (Bob Gonyea)
- NSSE Pulse Reveals How Students and Institutions Navigated the Pandemic (Jillian Kinzie, Shimon Sarraf and Alexander McCormick)
- Responding to a Crisis: Developing the Coping with COVID Topical Module (Angie Miller)
- Beyond the Numbers at Stanislaus State (Sriram Chintakrindi, Meggan Jordan, Stuart Wooley, Christian Pinedo, Maribel Duran, Erin Littlepage, and Katie Olivant all of California State University, Stanislaus)



Assessing Quality & Equity in High-Impact Practices

- Comprehensive results about HIP implementation and equity
- Development of HIPs in Practice surveys – collecting contextualized data through purpose-built surveys keyed to specific HIP experiences
- New HIP Quality Topical Module in 2022



Comprehensive Report

A summary of initial project findings: "Assessing Quality and Equity in High-Impact Practices" (updated 11/20).

Read the report

For More Information...

Follow us on Twitter: @NSSEsurvey

NSSE
national survey of
student engagement

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

Thank You!

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Blog: nsse.indiana.edu/research/blog/index.html