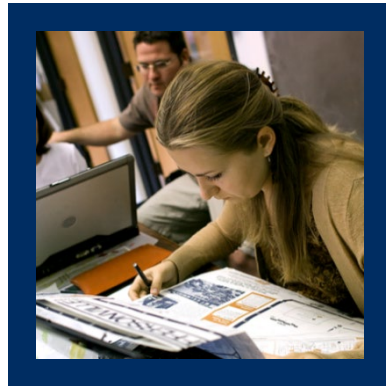


Your Institutional Report 2020 – Step by Step

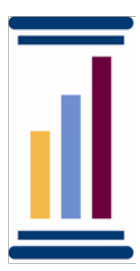


A NSSE Webinar Presented by

Jillian Kinzie

Bob Gonyea

August 18, 2020

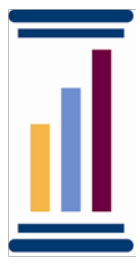


COVID-19 and NSSE 2020

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

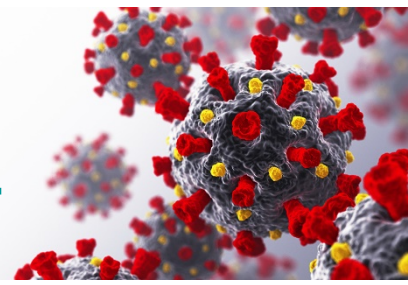
Thank you for your commitment.



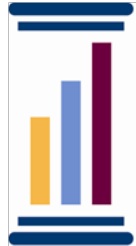


COVID-19 and NSSE 2020

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



- Webinars to View:
 - ["2020 Follow-Up: Using Results Collected During The COVID-19 Pandemic,"](#) guidance about NSSE 2020, including our preliminary analyses to explore effect of the disruption
 - ["NSSE & Coronavirus 2020: Preliminary Analysis Results and Recommendations"](#)
- Brief Summary: [Analysis of NSSE 2020 & Coronavirus: Results and Recommendations](#)
- Blog: ["Assessment Data Asterisk: What Can NSSE Campuses Learn from Spring 2020 Results?"](#) What results might reveal about institutions, students' experiences, and how this could inform educational design



NSSE 2020 Overview

- 1.8 million first-year & senior students invited
- 601 institutions (531 in the US, 65 in Canada, and 5 in other countries)
- 484,242 students responded
- Average response rate for U.S. institutions was 30%, up 2 percentage points
- Pandemic Strikes



The National Survey of Student Engagement (NSSE, pronounced "nessie") collects information from first-year and senior students about the characteristics and quality of their undergraduate experience. Since the inception of the survey, more than 1,600 bachelor's-granting colleges and universities in the United States and Canada have used it to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes such as persistence, satisfaction, and graduation.

NSSE data are used by faculty, administrators, researchers, and others for institutional improvement, public reporting, and related purposes. Launched in 2000 with the support of a generous grant from The Pew Charitable Trusts, NSSE has been fully sustained through institutional participation fees since 2002. This document provides an overview of NSSE 2020, including administration details, response rates, participating institutions, and respondent characteristics.

A Pandemic Strikes

The coronavirus pandemic had a profound impact on almost all colleges and universities across North America. Despite the tumult it caused, the vast majority of schools' participating in NSSE 2020 successfully collected data to improve undergraduate education. An in-depth analysis of NSSE data revealed survey response behavior and results to be relatively unaffected. Ultimately, only nineteen institutions needed to withdraw and four more eventually decided to exclude post-disruption survey respondents from their reports. Visit our website to learn more about how the NSSE 2020 administration unfolded, actions taken by NSSE to minimize the pandemic's impact, and the various analyses completed to ensure data quality. nsse.indiana.edu/nsse/about-nsse/covid.html

Survey Data and Methodology

Approximately 1.8 million first-year and senior students from 601 institutions (531 in the US, 65 in Canada, and 5 in other countries) were invited to participate in NSSE 2020. Of this population, 484,242 students responded to the survey. First-year and senior students were about equally represented among the respondent population.

NSSE's sampling methodology calls for either a census of all first-year and senior students or a random selection of an equal number of students from each group, with sample

NSSE 2020 Overview

size based on total undergraduate enrollment. Census administration is available only via email recruitment, in which students get a survey invitation and up to four reminders by email. In 2020, all but two participating institutions opted for this method rather than the regular mail option, in which sampled students get up to three messages by post and up to two email reminders.

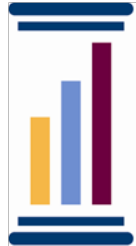
Unless noted otherwise, the results presented below are from 584 institutions—521 in the US and 63 in Canada—that participated in NSSE 2020. Due to nonstandard details of their participation, 17 institutions are not represented. In these summary tables, as in each *Institutional Report 2020*, only data for census-administered and randomly sampled students are included. NSSE 2020 U.S. respondents profiled here include 343,045 first-year (47%) and senior (53%) respondents.

U.S. Participating Institutions

NSSE 2020 participating institutions and students reflect the diversity of bachelor's-granting colleges and universities in the US with respect to institution type, public or private control, size, region, and locale (Table 1). A searchable list of participating institutions is on the NSSE website: nsse.indiana.edu/support-resources/participating-institutions/index.html



Ashland University



COVID-19 and NSSE

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

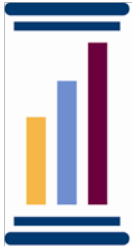
▼ Data & Reports

START HERE: [Navigating Your Institutional Report](#)

We provide three ways to access your results. First, download your results from NSSE, but also from FSSE and BCSSE. Second, access the Report Builder to create customized reports with your NSSE data. For more information, see the section below, [Institutional Report Resources \(NSSE, FSSE, BCSSE\)](#).

Year	NSSE/FSSE Downloads	
2020	Data	Reports
2018	Data	Reports
2016	Data	Reports
2014	Data	Reports
2012	Data	Reports
2010	Data	Reports
2008	Data and Reports	





Have you noticed our new website?



Evidence-Based Improvement in Higher Education

[INSTITUTION LOGIN](#) | [CONTACT US](#) | [BLOG](#)

[NSSE](#)

[FSSE](#)

[BCSSE](#)

[SUPPORT & RESOURCES](#)

[RESEARCH](#)



Gathering Information About What Matters to Student Learning

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

[Search for Participating Institutions](#)

News

[View all](#)



NSSE 2020 Institutional Reports Released



NSSE and Strada to Partner on Career Preparation



FSSE 2021 Registration is now open!



Celebrating NSSE's 20th! We're just getting started.

Register for NSSE & FSSE 2021

Participation is cost-effective

Celebrating 20 years!



Entering Our 3rd Decade!

Assessment UPdate

March–April 2020
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 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 assessments 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

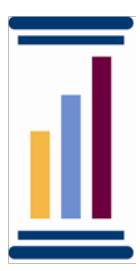
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ARTICLES

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| Twenty Years of NSSE Data Use: Assessment Lessons for the Collective Good
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| NSSE's Quest for Quality: Seven Lessons in Designing a Better Survey
<i>Robert M. Gonyea and Shimon Sarraf</i> | 6 |
| The Road to Assessment Heaven Is Paved with Good Intentions
<i>Charles Blaich and Kathleen Wise</i> | 8 |
| COLUMN
NIL-0A Perspectives
<i>George D. Kuh</i> | 10 |

Attention Readers:

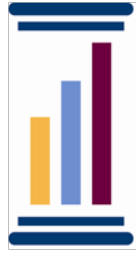
Access COVID-19 Research and Resources at:
online.library.wiley.com.



Webinar Goals

- **Guided tour of your NSSE Institutional Report 2020**
- **Review reports**
- **Interpret results**
- **Highlight user resources**
- **Tips for generating discussion and action on your campus**
- **Q & A**

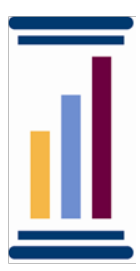




Your Questions at Webinar Registration



1. Accessing data & reports for the first time!
2. Asterisk for COVID-19?
3. How to disaggregate pre-CV vs. post-CV responses?
4. Using NSSE data to mobilize campus change
5. Segmenting results by populations online, first-gen...
6. If results are the same for YEARS, how to re-engage campus?
7. How to use data to inform academic planning at course/dept. level? For schools' Deans?
8. Who's done a great job using data, what do they do?
9. What's available to help data users?
10. How to use results to help assess Gen Ed?
11. What data structure issues should I know for NSSE in Tableau?

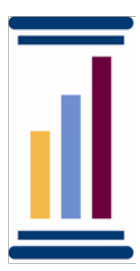


Focus on Student Engagement

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

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

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



Enhanced Psychometric Portfolio

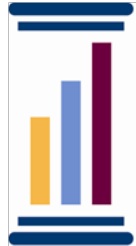
- <https://nsse.indiana.edu/nsse/psychometric-portfolio/index.html>
- Studies are organized into areas based on the validity evidences as described by AERA, APA, and NCME's 2014 Standards for Educational and Psychological Testing:
 - Survey Content
 - Response Process
 - Internal Structure
 - Relations to Other Variables,
 - Consequential Validity Evidence



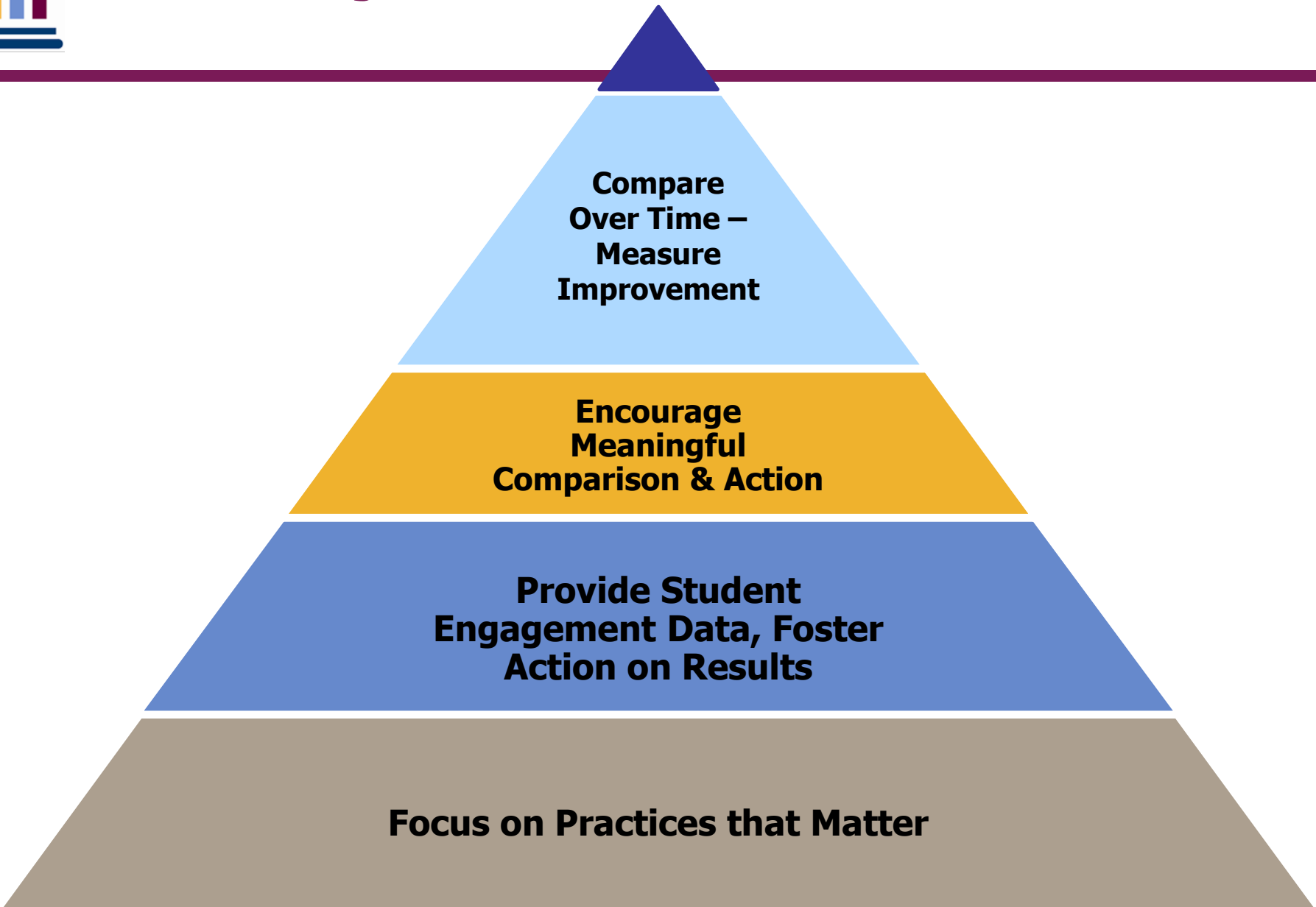
Reminders about Our Purpose: Student Engagement & Success for All

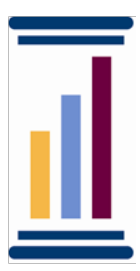
- **NSSE is a survey tool for institutional improvement.**
- **Results provide meaningful indicators of educational quality – *what matters to student success.***
- **Results can inform educational improvement efforts and assess impact.**





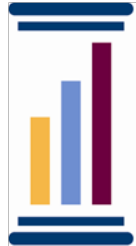
NSSE Objectives





Using NSSE: Thinking about Results

- **Broadly *diagnose* extent to which students are engaged in practices that matter for learning**
- **Institutional, department and student population level examination**
 - **Experience of ALL students**
 - **Students in departments/majors**
 - **Populations of students – first-generation, racial-ethnic groups, by other student characteristics, first-year students, adults...**



Many Ways to Use Results

What to look at and how to look at it

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

Peer comparisons

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

Self comparison

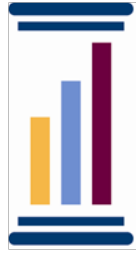
- Are we improving?
Are results better than 3 yrs. ago?

Criterion standard

- How do we measure up to our ideals?

Internal variation

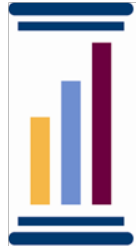
- Where/with which students does engagement look different? Who is least engaged?



Use Results to Stimulate Conversations and as Catalyst for Action

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





Inspiring Institutional Example: Eastern Connecticut State University

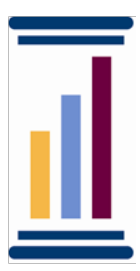
- Implementation of new advising initiative as part of the strategic plan
- Use of NSSE data to overcome the politics of change
- Relied heavily on both the core survey and students' written responses
- Built relationships with faculty across departments to share and discuss NSSE results



EASTERN
CONNECTICUT
STATE UNIVERSITY

GUIDED TOUR OF YOUR INSTITUTIONAL REPORT 2020





Your NSSE experience...

Webinar Poll

How many institutional reports have you reviewed?

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

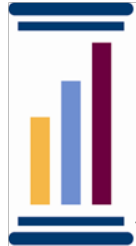
Covid-19 demanded we go paperless! Access all reports via the Interface.

▼ Data & Reports

START HERE: [Navigating Your Institutional Report](#)

We provide three ways to access your results. First, download zip files of your data and NSSE, but also from FSSE and BCSSE. Second, access the *NSSE Online Institutional Report Builder* to create customized reports with your NSSE data (for details, see the [R](#) section below, [Institutional Report Resources \(NSSE, FSSE, and BCSSE\)](#), to access resou

Year	NSSE/FSSE Downloads		NSSE Online Institutional Report
2020	Data	Reports	View
2019	Data	Reports	View
2018	Data	Reports	View
2017	Data	Reports	View
2016	Data	Reports	View
2015	Data	Reports	View
2014	Data	Reports	View
2013	Data	Reports	View
2012	Data	Reports	



NSSE Institution Interface

Data & Reports

START HERE: [Navigating Your Institutional Report](#)

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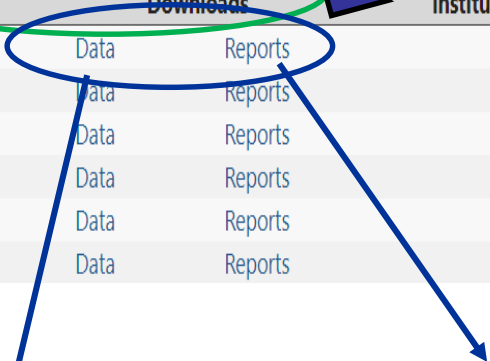
Year	NSSE/FSSE Downloads		NSSE Online Institutional Report	NSSE Respondent Count*		NSSE Response Rate (%)	
				FY	SR	FY	SR
2020	Data	Reports	View	451	289	47	38
2019	Data	Reports	View	345	171	37	28
2018	Data	Reports	View	223	151	23	19
2017	Data	Reports	View	391	128	37	28
2016	Data	Reports	View	364	76	31	19
2015	Data	Reports	View	310	124	30	24

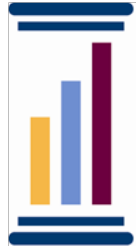
Access your electronic reports and data online through the Interface

- Name
- README.txt
 - NSSE20 Data (ACU).sav
 - NSSE20 Student Comments (ACU).sav

- Name
- NSSE
 - BCSSE
 - FSSE
 - Navigating Your Institutional Report 2020.docx

- Name
- PDF
 - Excel
 - NSSE Guide to Data & Report Resources.docx
 - NSSE 2020 Overview.docx





NSSE Institution Interface

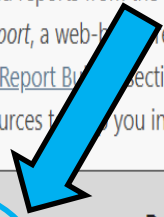
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Access your electronic reports and data online through the Interface


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2018	Data	Reports	View	223	151	23	19
2017	Data	Reports	View	301	128	37	28
2016	Data	Reports	View	36			
2015	Data	Reports	View	31			



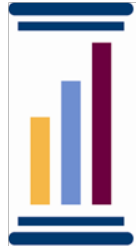


NSSE 2020 Institutional Report
NSSEville State University

Els + HIPs + Items + More + Year + Report Builder +



Welcome to your
Online Institutional Report



NSSE Institution Interface



▼ Institutional Report Resources (NSSE, FSSE, and BCSSE)

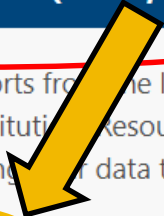
After downloading your data and reports from the links above, visit the sites linked below to access undergraduate experience at your institution. Resources include an overview of each survey administration details, guides and examples for putting your data to use, and more.

[Navigating Your Institutional Report](#)

[NSSE Guide to Data & Report Resources](#)

[FSSE Guide to Data & Report Resources](#)

[BCSSE Guide to Data & Report Resources](#)



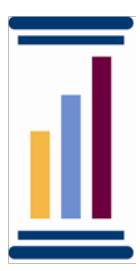
▼ NSSE Report Builder

The [NSSE Report Builder](#) is a secure, interactive tool that instantly generates custom reports using participating institutions from the current and prior year. Create tables of Engagement Indicator student students within your institution or that compare your students to those from a selected comparison institution. You can also combine multiple years of results, permitting more reliable estimates when analyzing small subgroups. A public version of the Report Builder can be used in the Report Builder. The Report Builder is updated with new data in

Click [here](#) to access your Report Builder.

A [public version](#) is also available.

Access your electronic reports and data online through the Interface



Navigating your Institutional Report

Icons



Good place to get started!



Reports (Excel & PDF)



Tools, Guides, and Resources



Data & Analysis



Interactive Data Tools



Access Your Reports

National Survey of Student Engagement	+
Faculty Survey of Student Engagement	+
Beginning College Survey of Student Engagement	+



NSSE 2020 Overview. Profile of participating institutions and respondents from the US and Canada, including response rates and related information.



Administration Summary. Overview of your NSSE administration, including response rates and customization choices.



Snapshot. Four-page summary of your institution's key findings.



Respondent Profile. Frequencies for all demographic questions for your institution and three core survey comparison groups.



Engagement Indicators. Results on 10 Engagement Indicators (EIs) organized into four broad themes, including statistical comparisons with three comparison groups and item-level results.



Selected Comparison Groups. Details of how your institution's three core survey comparison groups were selected, and the list of institutions in each group.



High-Impact Practices. Results on student participation in six High-Impact Practices (HIPs), so-called because of their positive associations with student learning and retention.



Pocket Guide Report. *A Pocket Guide to Choosing a College: NSSE 2020 Answers from Students* reports your institution's results paired with questions from the pocket guide.



Multi-Year Report. For institutions that participated in at least two years of the updated survey—displays your Engagement Indicators, High-Impact Practices, and key individual items across years of participation since 2013.



Major Field Report. Results by categories of related majors. (Available for download in fall.)



Frequencies & Statistical Comparisons. Results for all survey items except demographics for your students and comparison groups.



Student Comments Report. Comments your students provided in response to NSSE's open-ended questions.



Additional Questions. Results for optional Topical Modules and/or consortium questions, a summary of how comparison groups for these were identified, and the list(s) of institutions represented in the comparisons.



NSSE Data. Student-identified responses in SPSS format.



Online Institutional Report. A user-friendly way to access and view your NSSE reports in a web browser.



NSSE Data and Report Resources. Access various [tools, guides and resources](#) for using your data.



Report Builder. An interactive web-based tool for creating reports tailored to student and institutional characteristics of *your choosing*.



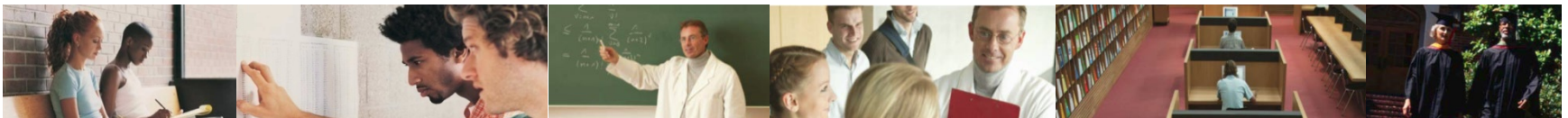
PowerPoint Presentation. A customizable template to present NSSE, BCSSE, or FSSE results on your campus. Includes facts and figures from the 2020 administration.

NSSE

Exploring NSSE Reports

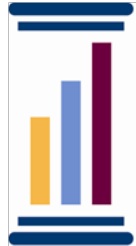


College of Saint Benedict



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

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



Snapshot



Good place to get started!

- The *Snapshot* is designed to be shared on campus
- 4-pages, folded pamphlet style

A Summary of Student Engagement Results

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

Comparison Group

The comparison group featured in this report is

Admissions Overlap

See your *Selected Comparison Groups* report for details.

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

Engagement Indicators

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

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

Key:

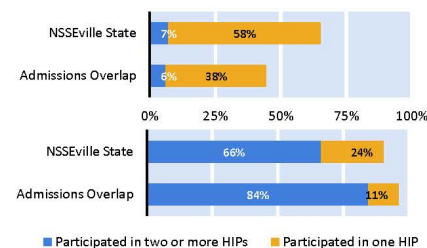
- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- ▲ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ($p < .05$) 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.

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



Snapshot (p. 1)

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:

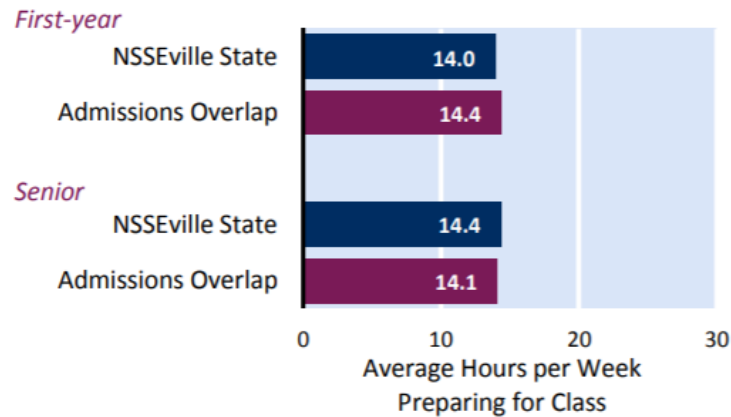
- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly 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 Admissions Overlap	
		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	▽	--

Snapshot (p. 2)

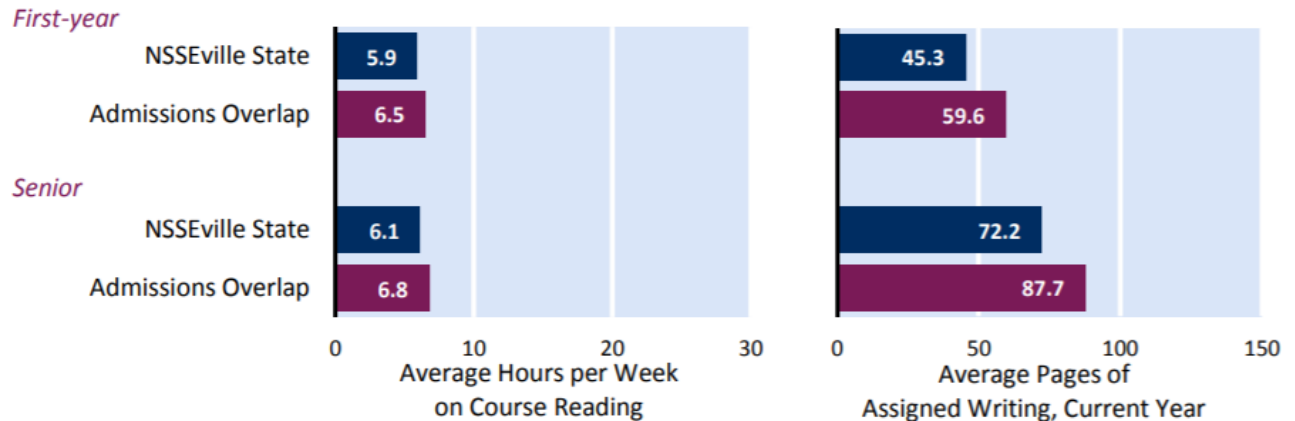
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



Reading and Writing

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



Snapshot (p. 3)

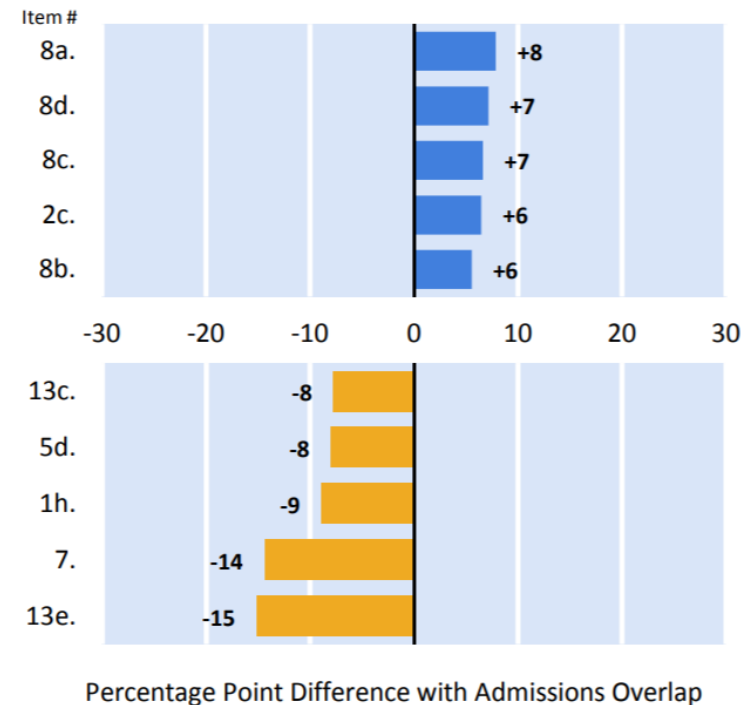
First-year

Highest Performing Relative to Admissions Overlap

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

Lowest Performing Relative to Admissions Overlap

- Quality of interactions with faculty^d (QI)
- Instructors provided feedback on a draft or work in progress^c (ET)
- Worked with other students on course projects or assignments^b (CL)
- Assigned more than 50 pages of writing^e
- Quality of interactions with other administrative staff and offices (...) ^d (QI)



Snapshot

(p. 4)

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

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

- ▶ Engagement Indicators are summary measures based on sets of NSSE questions
- ▶ The **ten indicators** are organized within **four themes**: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment.
- ▶ Report contains:
 - Overview (p. 3)
 - Theme reports (pp. 4-13)
 - Comparisons (p. 15)
 - Detailed Statistics (pp. 16-19)

Engagement Indicators

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Admissions Overlap	Your first-year students compared with Carnegie UG Program	Your first-year students compared with NSSE 2018 & 2019
<i>Academic Challenge</i>	Higher-Order Learning	--	△	--
	Reflective & Integrative Learning	--	△	--
	Learning Strategies	--	--	△
	Quantitative Reasoning	--	△	△
<i>Learning with Peers</i>	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	△	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▽	--	--
	Effective Teaching Practices	▽	▽	▽
<i>Campus Environment</i>	Quality of Interactions	▽	▽	▽
	Supportive Environment	▽	--	▽

Engagement Indicators

Mean Comparisons

<i>Engagement Indicator</i>	NSSEville State <i>Mean</i>	<i>Your first-year students compared with</i>					
		Admissions Overlap <i>Mean</i> <i>Effect size</i>		Carnegie UG Program <i>Mean</i> <i>Effect size</i>		NSSE 2018 & 2019 <i>Mean</i> <i>Effect size</i>	
Higher-Order Learning	38.4	38.5	-.01	37.3 *	.08	38.0	.03
Reflective & Integrative Learning	36.1	35.6	.04	35.1 *	.08	35.2	.07
Learning Strategies	39.2	38.8	.03	38.2	.07	38.1 *	.08
Quantitative Reasoning	29.2	29.5	-.02	27.5 **	.11	27.8 *	.09

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

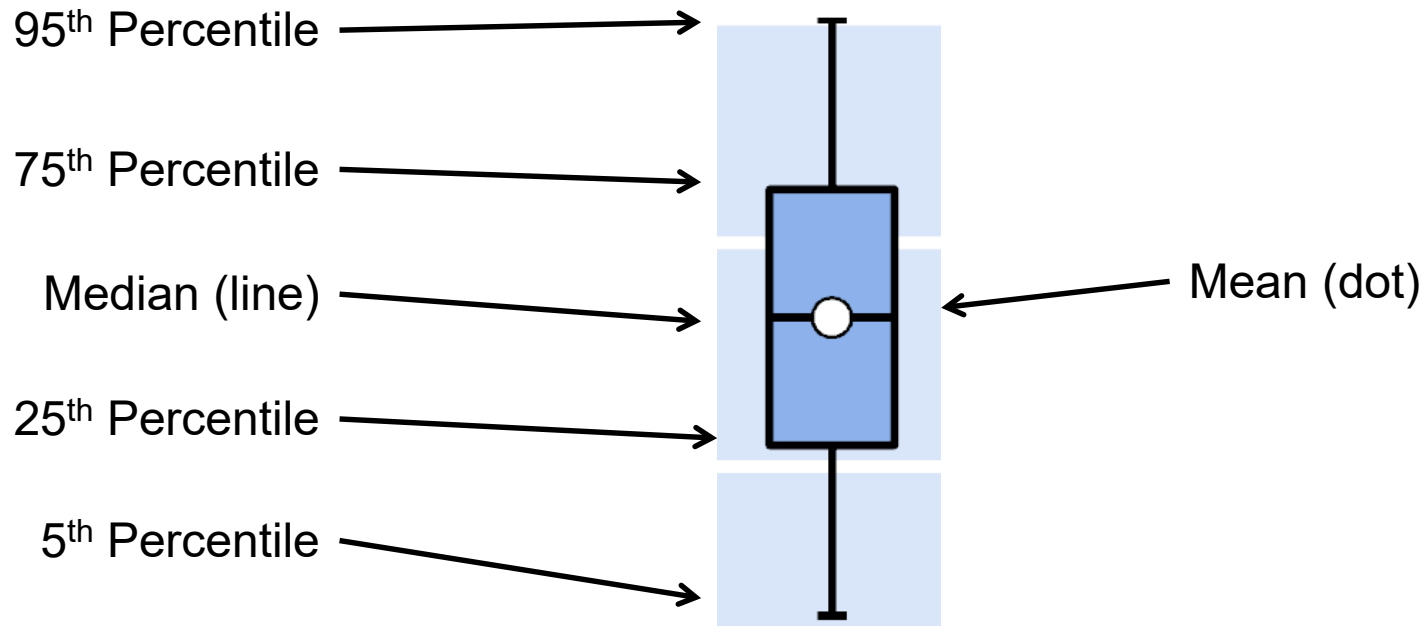
Statistical Comparisons

- ▶ Provide statistical significance and effect size
- ▶ Effect size: Are results different in a practical sense?



Engagement Indicators

Box-and-whisker plots



Engagement Indicators

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

Higher-Order Learning	NSSEville State	Percentage point difference ^a between your FY students and		
		Admissions Overlap	Carnegie UG Program	NSSE 2018 & 2019
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%			
4b. Applying facts, theories, or methods to practical problems or new situations	70	-1	+2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-1 71%	+2	+0
4d. Evaluating a point of view, decision, or information source	71	-1	+3	+2
4e. Forming a new idea or understanding from various pieces of information	72	+0	+4 68%	+3

Engagement Indicators

Comparisons with High-Performing Institutions

First-Year Students

		NSSEville State	Your first-year students compared with					
			NSSE Top 50%		NSSE Top 10%			
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	38.4	39.3 *	-.07		41.0 ***	-.20	
Academic Challenge	Reflective and Integrative Learning	36.1	36.8	-.06	✓	38.8 ***	-.23	
	Learning Strategies	39.2	39.9	-.05	✓	42.5 ***	-.23	
	Quantitative Reasoning	29.2	29.3	-.01	✓	30.8 **	-.11	
Learning with Peers	Collaborative Learning	32.5	35.4 ***	-.21		37.7 ***	-.38	
	Discussions with Diverse Others	41.9	41.3	.04	✓	43.2 *	-.09	
Experiences with Faculty	Student-Faculty Interaction	22.3	24.9 ***	-.18		28.0 ***	-.36	
	Effective Teaching Practices	37.2	40.6 ***	-.26		42.7 ***	-.39	
Campus Environment	Quality of Interactions	40.6	44.9 ***	-.37		47.1 ***	-.55	
	Supportive Environment	34.9	38.1 ***	-.24		40.1 ***	-.39	

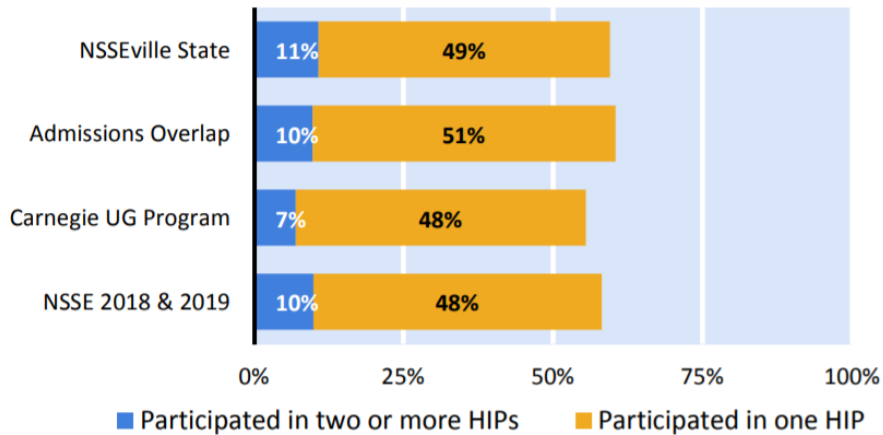
Effect size must be > -.10

High-Impact Practices

Overall HIP Participation

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

First-year



High-Impact Practices

Statistical Comparisons

	NSSEville State	Admissions Overlap	
<i>First-year</i>	%	Difference ^a	ES ^b
Service-Learning	56	+1	.01
Learning Community	13	+1	.02
Research with Faculty	4	-1	-.06
<i>Participated in at least one</i>	60	-1	-.02
<i>Participated in two or more</i>	11	+1	.03
<i>Senior</i>			
Service-Learning	66	-3	-.05
Learning Community	26	-1	-.02
Research with Faculty	21	-6	*** -.14
Internship or Field Exp.	50	-10	*** -.20
Study Abroad	16	-4	** -.12
Culminating Senior Exp.	45	-16	*** -.32
<i>Participated in at least one</i>	89	-2	* -.08
<i>Participated in two or more</i>	64	-9	*** -.18

High-Impact Practices

Response Detail

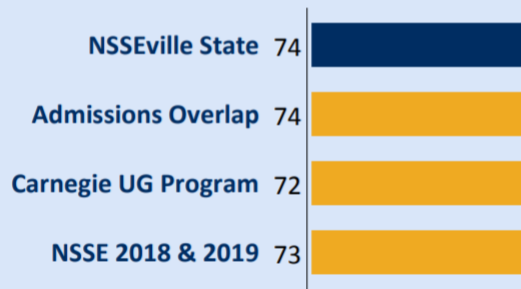
Plans to Participate^a

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

Percentage responding "Plan to do"

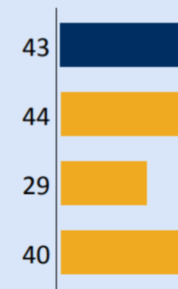
Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



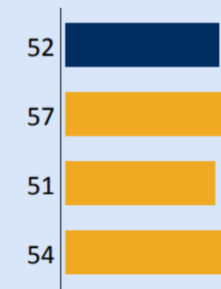
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).
























a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

High-Impact Practices

Participation in High-Impact Practices by Student Characteristics

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

	<i>First-year</i>		
	Service-Learning	Learning Community	Research with Faculty
Sex^a	%	%	%
Female	57 	11 	3 
Male	56 	15 	4 
Race/ethnicity or international^a			
American Indian or Alaska Native	—	—	—
Asian	56 	14 	0
Black or African American	38 	12 	5 
Hispanic or Latino	58 	11 	5 
Native Hawaiian/Other Pac. Islander	—	—	—
White	58 	13 	3 
Other	—	—	—
Foreign or nonresident	57 	0	7 
Two or more races/ethnicities	53 	13 	0



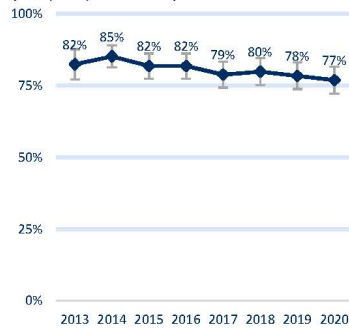
NSSE 2020 Multi-Year Report High-Impact Practices NSSEville State University

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

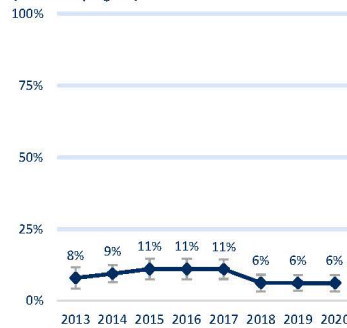
Service-Learning

(Some, most, or all courses)



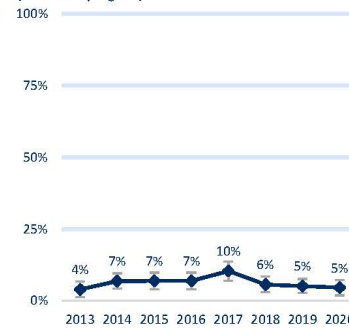
Learning Community

(Done or in progress)



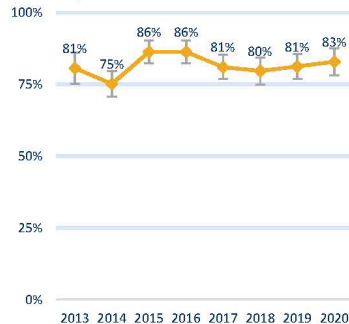
Research with Faculty

(Done or in progress)



Internship/Field Experience

(Plan to do)



Study Abroad

(Plan to do)



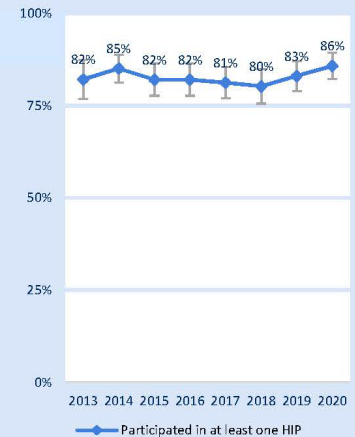
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

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



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

Do you have specific questions about individual items?

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE 2018 & 2019		NSSEville State Mean	Admissions Overlap		Carnegie UG Program		NSSE 2018 & 2019								
				Count	%	Count	%	Count	%	Count	%		Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e							
I. 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 2 3 4	Never Sometimes Often Very often	25 307 308 170	3 38 38 21	79 1,197 1,573 1,181	2 29 38 31	98 1,340 1,436 1,043	3 33 37 27	6,980 76,584 77,527 56,393	4 35 35 26	2.8	3.0 ***	-0.25	2.9 ***	-0.14	2.8 *	-0.07							
			Total	810	100	4,030	100	3,917	100	217,484	100														
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1 2 3 4	Never Sometimes Often Very often	170 337 200 96	21 42 25 12	588 1,442 1,211 767	14 36 30 19	577 1,349 1,205 773	15 34 31 20	36,640 76,947 63,290 39,581	17 35 29 18								2.3	2.5 ***	-0.28	2.6 ***	-0.30	2.5 ***	-0.21
			Total	803	100	4,008	100	3,904	100	216,458	100														
c. Come to class without completing readings or assignments	unpreparedr (Reverse-coded version of unprepared created by NSSE.)	1 2 3 4	Very often Often Sometimes Never	55 108 450 190	7 13 56 23	169 378 2,135 1,324	5 10 53 33	178 481 2,153 1,095	5 13 55 28	10,438 27,112 120,368 58,433	5 13 55 27														
			Total	803	100	4,006	100	3,907	100	216,351	100														

Complete descriptives, counts and weighted percentages of responses to all questions for randomly selected students

Frequencies and Statistical Comparisons

First-Year Students

Frequency Distributions^a

Item wording or description	Variable name ^b	Values ^d	Response options	NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE 2018 & 2019		
				Count	%	Count	%	Count	%	Count	%	
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	askques	1	Never	25	3	79	2	98	3	6,980	4	
		2	Sometimes	307	38	1,197	29	1,340	33	76,584	35	
		3	Often	308	38	1,573	38	1,436	37	77,527	35	
		4	Very often	170	21	1,181	31	1,043	27	56,393	26	
			Total	810	100	4,030	100	3,917	100	217,484	100	
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	170	21	588	14	577	15	36,640	17	
		2	Sometimes	337	42	1,442	36	1,349	34	76,947	35	
		3	Often	200	25	1,211	30	1,205	31	63,290	29	
		4	Very often	96	12	767	19	773	20	39,581	18	
			Total	803	100	4,008	100	3,904	100	216,458	100	
c. Come to class without completing readings or assignments	unprepared (Reverse-coded version of unprepared created by NSSE.)	1	Very often	55	7	169	5	178	5	10,438	5	
		2	Often	108	13	378	10	481	13	27,112	13	
		3	Sometimes	450	56	2,135	53	2,153	55	120,368	55	
		4	Never	190	23	1,324	33	1,095	28	58,433	27	
			Total	803	100	4,006	100	3,907	100	216,351	100	

Statistical Comparisons^b

Your first-year students compared with

NSSEville State	Admissions Overlap	Carnegie UG Program	NSSE 2018 & 2019
Mean	Mean	Mean	Mean
	Effect size ^e	Effect size ^e	Effect size ^e
2.8	3.0 *** -0.25	2.9 *** -0.14	2.8 * -0.07
2.3	2.5 *** -0.28	2.6 *** -0.30	2.5 *** -0.21
3.0	3.1 *** -0.23	3.1 *** -0.13	3.0 ** -0.12

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

2020 Topical Modules

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

NSSE national survey of student engagement

NSSE 2020 Academic Advising
Frequencies and Statistical Comparisons
NSSEville State University

First-Year Students

Item wording or description	Variable name	Values ^a / Response options	Frequency Distributions ^b		Statistical Comparisons ^b		
			Count	%	NSSEville State	Academic Advising	Effect size ^c
1. During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals?							
a. Academic advisor, faculty, or staff assigned to advise you	AAD01a	0 0 1 1 2 2 3 3 4 4 or more — Not applicable Total	12 65 112 91 63 4	4 18 32 26 19 1	13,160 14,274 17,167 13,160 10,760 2,269	16 20 25 19 16 3	2.4 2.0 *** .30 ▲
b. Academic advisor(s) available to any student	AAD01b	0 0 1 1 2 2 3 3 4 4 or more — Not applicable Total	93 70 72 64 28 16	26 21 21 18 9 5	24,313 15,175 12,713 8,833 6,608 3,001	33 21 21 18 13 10	1.6 1.4 * .12 ▲
c. Faculty or instructor(s) not assigned to advise you	AAD01c	0 0 1 1 2 2 3 3 4 4 or more — Not applicable Total	163 48 37 24 20	47 14 11 7 6	34,759 12,096 9,814 5,724 4,186	48 17 14 8 6	1.1 1.0 .06
d. Student services staff (career services, academic support, T10, etc.)	AAD01d	0 0 1 1 2 2 3 3 4 4 or more — Not applicable Total	208 35 29 38 25	60 17 13 12 7	36,733 6,284 5,401 9,134 5,551	31 9 8 13 8	1.1 1.0 * .14 ▲
e. Success or academic coach	AAD01e	0 0 1 1 2 2 3 3 4 4 or more — Not applicable Total	18 35 29 21 29	5 10 9 6 8	3,592 6,284 5,401 4,176 3,034	5 9 8 6 5	1.1 0.8 0.7 .10
f. Peer advisor or mentor	AAD01f	0 0 1 1 2 2 3 3 4 4 or more — Not applicable Total	97 68 65 50 14	28 20 19 13 5	34,189 10,249 8,799 6,244 3,342	49 14 13 9 6	0.8 1.7 1.1 *** .41 ▲
g. Other, please specify:	AAD01g	0 0 1 1 2 2 3 3 4 4 or more — Not applicable Total	8 2 2 2 0	21 5 5 5 0	3,819 1,400 6,244 320 422	6 100 100 100 100	1.7 1.1 *** .41 ▲

^ap<.05, **p<.01, ***p<.001 (2-tailed). Refer to the endnotes page for the key to triangle symbols.
^bNSSE 2020 TOPICAL MODULE REPORT

Sample Topical Module Report: Experiences with Writing

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				NSSEville State		Writing Experiences		NSSEville State	Writing Experiences	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1. During the current school year, for how many writing assignments have you done the following?										
a. Talked with a classmate, friend, or family member to develop your ideas before starting your assignment	WRI01a	1	No writing assignments	75	9	2,361	11	3.1	3.0 **	.11
		2	Few writing assignments	162	20	5,256	22			
		3	Some writing assignments	284	34	8,195	34			
		4	Most writing assignments	226	27	5,823	24			
		5	All writing assignments	86	10	2,043	9			
		Total		833	100	23,678	100			
b. Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment	WRI01b	1	No writing assignments	101	12	3,176	15	2.9	2.8 *	.09
		2	Few writing assignments	186	22	5,723	24			
		3	Some writing assignments	268	33	7,610	32			
		4	Most writing assignments	203	24	5,243	21			
		5	All writing assignments	74	9	1,847	8			
		Total		832	100	23,599	100			
c. Given feedback to a classmate about a draft or outline	WRI01c	1	No writing assignments	117	14	4,455	20	2.8	2.6 ***	.15
		2	Few writing assignments	208	25	5,849	24			
		3	Some writing assignments	282	34	8,154	34			
		4	Most writing assignments	178	21	4,079	17			
		5	All writing assignments	49	6	1,101	5			
		Total		834	100	23,638	100			
d. Summarized material you read such as articles, books, or online publications	WRI01d	1	No writing assignments	45	6	1,090	5	3.3	3.4	-.07
		2	Few writing assignments	119	14	2,980	13			
		3	Some writing assignments	266	33	7,722	33			
		4	Most writing assignments	304	36	8,490	35			
		5	All writing assignments	98	12	3,332	14			
		Total		832	100	23,614	100			

Consortium Report – Similar to module report

All Consortium Participants

American Democracy Project
 Arts Consortium
 Association of American Universities Data Exchange
 Association of Independent Colleges of Art and Design
 Association of Independent Technical Universities
 Bringing Theory to Practice
 California State University
 Canadian Consortium
 Canadian Research Universities
 Canadian U4
 Catholic Colleges and Universities
 Colleges That Change Lives
 Committee on Institutional Cooperation
 Consortium for the Study of Writing in College
 Council for Christian Colleges and Universities
 Council of Independent College
 Council of Public Liberal Arts Colleges
 Flashlight Group
 G13-X-Ontario
 Hispanic Serving Institutions
 Historically Black Colleges and Universities
 Information Literacy
 Jesuit Colleges and Universities
 Lutheran Colleges and Universities
 Mid-Atlantic Private Colleges
 Military Academy Consortium
 Mission Engagement Consortium for Independent Colleges
 New American Colleges and Universities
 New Western Canadian Universities
 Online Educators Consortium
 Private Liberal Arts Colleges and Universities
 Qatar Foundation/Education Division/OFSS
 Seventh Day Adventist Colleges and Universities
 Sustainability Education Consortium
 Teagle Diversity Consortium
 Teagle Integrated Learning Consortium
 Urban Universities
 Women's Colleges
 Work Colleges

All System Participants

City University of New York
 Concordia Universities
 Connecticut State Universities
 Indiana University
 Kentucky Council on Postsecondary Education
 Minnesota State College and University
 New Jersey Public Universities
 North Dakota University System
 Ohio State University System
 Ontario Universities
 Ontario Universities 2
 Penn State System
 Pennsylvania State System of Higher Education
 South Dakota Public Universities
 State University of New York
 Tennessee Publics
 Texas A&M System
 Texas Six
 University of Hawaii
 University of Louisiana System
 University of Maine System
 University of Maryland
 University of Massachusetts
 University of Missouri
 University of North Carolina
 University of Texas
 University System of Georgia
 University of Wisconsin Comprehensives

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

NSSE
national survey of student engagement

NSSE 2020 Administration Summary

NSSEville State University

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

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

Survey completions	First-year	Senior
Submitter population	1,049	996
Adjusted population ^a	969	800
Survey sample ^b	968	800
Total respondents ^c	440	324
Full completions ^c	340	264
Partial completions	100	60

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.
b. Number of census or randomly sampled students invited to complete the survey. Targeted, experiential, and locally administered samples not included.
c. Substantiated demographic and (if applicable) Typical Module sets.

Response Rate and Sampling Error^a
The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: go.ju.edu/NSSE-RREFAQ

Response rate	First-year				Senior			
	NSSEville State	Admissions Overlap	Carnegie UG Program	NSSE 2019 & 2020	NSSEville State	Admissions Overlap	Carnegie UG Program	NSSE 2019 & 2020
Response rate	45%	31%	25%	25%	41%	22%	25%	23%
Sampling error ^b	+/- 3.2%	+/- 2.3%	+/- 2.1%	+/- 0.2%	+/- 3.8%	+/- 2.9%	+/- 1.0%	+/- 0.2%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages) for all respondents.
b. Also called "margin of error," sampling error is an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied "very often" to a particular item, then the true population value is more likely between 35% and 45%.

Representativeness and Weighting
The first table at right details variables submitted in your population file. Respondent and population percentages are listed side by side as it convenient to see how well the characteristics of your respondents reflect your first-year and senior populations. For detailed characteristics of the respondents in your reports, refer to your *Respondent Profile*.

NSSE data files include weights by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your weights. For more information, see go.ju.edu/NSSE-weights

Representativeness	First-year				Senior	
	Respondent %	Population %	Respondent %	Population %	Respondent %	Population %
Female	71	59	67	56		
Full-time	99	99	89	88		
First-time, first-year	80	73	N/A	88		
Race/ethnicity ^a						
Am. Indian or Alaska Native	0	0	N/A	N/A		
Asian	10	0	1	1		
Black or African American	9	9	7	8		
Hispanic or Latino	22	8	7	4		
Native Hawaiian/Other Pac. Isl.	0	21	2	8		
White	55	0	21	16		
Other	0	58	0	0		
Foreign or nonresident	2	0	65	0		
Two or more races/ethnicities	0	1	0	0		
Unknown	3	0	2	2		

a. Based on the IPEDS categories mirrored in the population file. Results for institutions without full (or lower 50%) two-ethnicity information in the population file are not reported.

Weighing ^a	First-year				Senior	
	respondent %	Population %	Respondent %	Population %	Respondent %	Population %
Full-time, female	71	59	67	56		
Part-time, female	29	41	31	39		
Part-time, male	0	0	8	7		
Unknown	0	0	3	5		

a. Weights were also calculated for students with "Another" or "Unknown" codes for sex.

NSSE 2020 ADMINISTRATION SUMMARY • 3

Respondent Profile

Item wording or description	Variable name	Response options	NSSEville State		First-Year Students				NSSEville State		Seniors							
					Admissions		Carnegie UG Program		NSSE 2018 & 2019		Admissions		Carnegie UG Program		NSSE 2018 & 2019			
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
23. Thinking about this current academic term, are you a full-time student?	fulltime	No	29	5	104	4	177	7	5,792	5	238	29	438	17	760	24	38,657	20
		Yes	662	95	3,115	96	2,942	93	166,414	95	602	71	2,437	83	3,226	76	178,437	80
		Total	691	100	3,219	100	3,119	100	172,206	100	840	100	2,875	100	3,986	100	217,094	100
24a. How many courses are you taking for credit this current academic term?	coursenum	0	2	0	15	1	12	1	677	1	0	0	101	4	52	1	5,110	3
		1	3	0	46	3	82	3	1,565	1	94	11	130	5	197	6	10,740	5
		2	3	1	64	3	71	3	3,062	2	134	16	246	9	386	11	21,347	10
		3	34	5	69	3	122	5	6,167	4	170	21	258	10	443	12	26,255	12
		4	200	29	466	17	676	22	41,899	24	234	28	794	27	921	23	60,538	27
		5	339	47	1,619	47	1,207	39	68,221	39	152	17	806	27	1,001	23	51,122	23
		6	84	12	599	18	585	17	31,277	17	31	4	373	12	489	12	23,518	10
		7 or more	37	5	355	10	378	11	20,153	12	30	4	176	6	524	12	19,710	9
Total	702	100	3,233	100	3,133	100	173,021	100	845	100	2,884	100	4,013	100	218,340	100		
b. Of these, how many are entirely online?	onlinenum	0	314	46	2,809	85	2,300	72	133,669	75	434	52	1,924	65	2,336	58	128,875	58
		1	222	32	282	10	498	17	23,454	15	234	28	554	21	782	19	40,738	19
		2	105	15	73	3	178	6	7,768	5	113	13	251	9	393	10	22,052	10
		3	38	5	14	1	79	3	2,551	2	42	5	77	3	220	6	10,236	5
		4	15	2	18	1	31	1	2,372	2	16	2	40	1	120	3	7,654	4
		5	1	0	8	0	17	1	755	1	2	0	10	0	60	1	2,454	1
		6	0	0	4	0	10	0	541	0	1	0	10	0	46	1	2,178	1
		7 or more	2	0	4	0	8	0	1,112	1	2	0	10	0	49	1	3,240	2
Total	697	100	3,212	100	3,121	100	172,222	100	844	100	2,876	100	4,006	100	217,427	100		

Selected Comparison Groups Report

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

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student engagement

NSSE 2020 Selected Comparison Groups
NSSEville State University

Comparison Group 1: Admissions Overlap
This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted: 5/29/20
How was this comparison group constructed? Your institution customized this comparison group by selecting from the list of all 2019 and 2020 NSSE participants.

Group description (as provided by your institution): All other current- and prior-year participants with the same Carnegie Classification and sector in our region.

Admissions Overlap (N=8)

- Carnegie University of Pennsylvania (Carnegie, PA)*
- Mansfield University of Pennsylvania (Mansfield, PA)*
- Purchase College, SUNY (Purchase, NY)
- St. Mary's College of Maryland (St. Mary's City, MD)*
- United States Military Academy (West Point, NY)
- United States Naval Academy (Annapolis, MD)
- University of Medicine at Madison (Madison, ME)
- University of New Hampshire at Manchester (Manchester, NH)

- ▶ Snapshot
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- ▶ **Pocket Guide Report**
- ▶ Major Field Report
- ▶ Student Comments

- ▶ Customizable template enables sharing with prospective students & families, admissions officers, and orientation staff



- ▶ Snapshot
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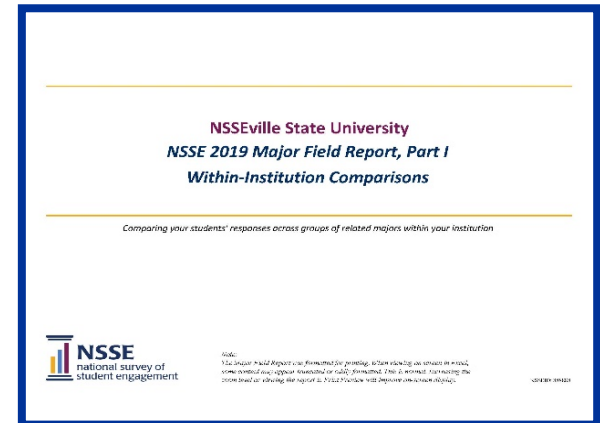
Get More Traction with your NSSE Results!!

► Engagement Indicators, HIPs, Frequencies & Statistical Comparisons for up to 10 **customizable** categories of related majors

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

For more information:

nsse.iub.edu/html/major_field_report.cfm



Part I: Within-institution Comparisons



Part II: Comparisons to Other Institutions

Customize your major categories for your *Major Field Report* (due Sept. 11)

**While this customization option is most valuable for larger institutions, even smaller colleges can benefit by restricting comparisons to similar majors, or by creating a few meaningful groupings of related majors. Contact [NSSE Project Services team](#) to discuss your options.*



Part I: Within-institution Comparisons



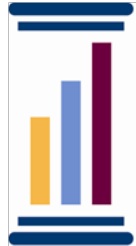
Part II: Comparisons to Other Institutions

- ▶ Snapshot
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- ▶ Major Field Report
- ▶ **Student Comments**

Four prompts were available:

- I. If you have any additional comments or feedback that you'd like to share on the quality of your educational experience, please enter them below.**
- II. What has been most satisfying about your experience so far at this institution, and what has been most disappointing?**
- III. Please describe the most significant learning experience you have had so far at this institution.**
- IV. What one change would most improve the educational experience at this institution, and what one thing should not be changed? [default]**

- I. "I would like to see more proactive academic and career advisers. I also feel my education would be improved with more communication and collaboration between faculty within [my major], instructors are often surprised by what we have or haven't been taught in prerequisite courses."*
- II. "The most satisfying experience I have had at this institution thus far would be just the overall ability to participate in higher education where the faculty and staff seem to be passionate about their role at the university, and who enjoy working with the students. The most disappointing experience I have had so far would have to be realizing that university can at times feel lonely."*
- III. "Various friendships with professors--conversations outside of class, being referred to different books, getting to know leaders on study abroad trips, etc. I've learned the most from interacting with my professors outside of class, where we can talk in more of a mentor way than a strictly professor-student way."*
- IV. "I think it would be beneficial for students to have more opportunity to take courses outside of their discipline."*



Student Comments Report



About Your Student Comments Report

Student Feedback on Their College Experiences—In Their Own Words

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

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

Available in Excel and SPSS

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

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

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

Important: Use with Discretion

These comments appear exactly as the students entered them and may not be suitable. Faculty members, administrators, or other students may be mentioned by name, and grammar, offensive language, excessive length, or otherwise questionable content. Do not use, store, or disseminate this report and the Student Comments data file.

More on our Website

For information about the available prompts, tips for using student comments, a record of institutions that use their student comments, visit our web site: go.iu.edu/nsse-studentcomments

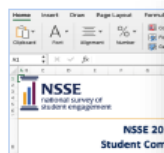
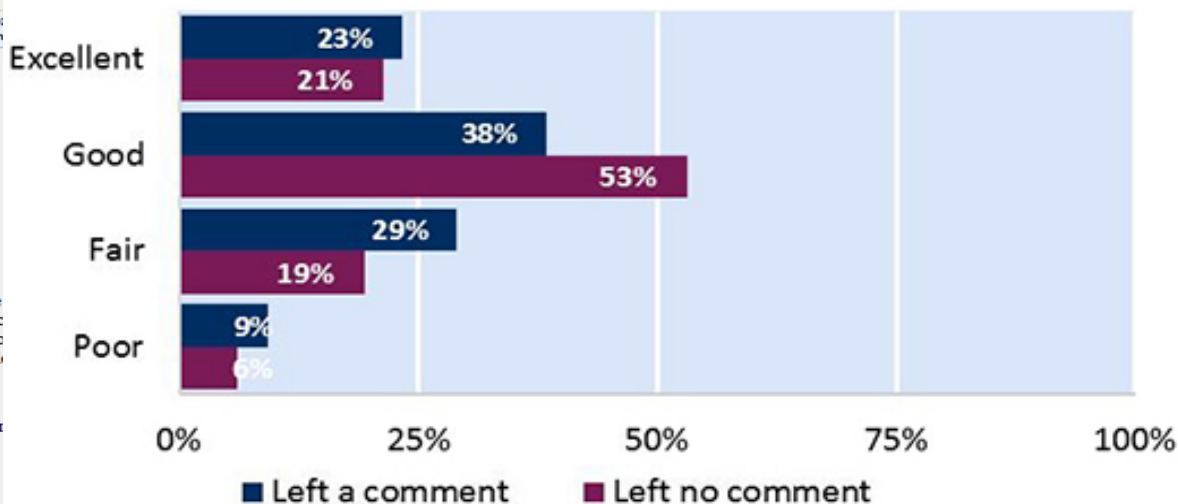
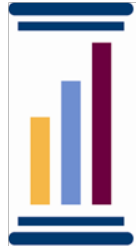


Figure 1. Sample Chart from NSSE *Student Comments* Report
How would you evaluate your entire educational experience at this institution?





How to Use Student Comments

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

Teaser: Check out how [Beloit](#) uses its student comments!



Open-Ended Prompts and Student Comments Report

NSSE Additional Comment Prompts: Four Options

At the end of the survey, students were invited to express their opinions about their college learning experience in a space for up to 5,000 characters. Institutions could choose one of four open-ended prompts, the fourth being a default for institutions that did not choose a prompt. To illustrate the flavor of these comments, here are the four prompts, each followed by an actual student comment in response:

- 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.**
"I would like to see more proactive academic and career advisers. I also feel my education would be improved with more communication and collaboration between faculty within [my major], instructors are often surprised by what we have or haven't been taught in prerequisite courses."
- II. **What has been most satisfying about your experience so far at this institution, and what has been most disappointing?**
"The most satisfying experience I have had at this institution thus far would be just the overall ability to participate in higher education where the faculty and staff seem to be passionate about their role at the university and to enjoy working with the students. The most disappointing experience so far would have to be realizing that university can at times feel lonely."
- III. **Please describe the most significant learning experience you have had so far at this institution.**



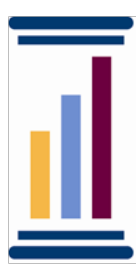
Winston-Salem State University

Tips for Using Student Comments

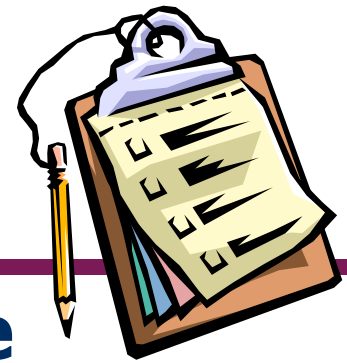
Students' confidential, candid reflections on their own college experience can be an asset in survey research and assessment. Taking the time to review student comments gives voice and agency to students at the institution and recognizes the time and energy put into providing a thoughtful response. Student comments also complement quantitative results and expand assessment to include what students view as important in their own lives.

Depending on the reason for choosing an open-ended option, the information gathered can be analyzed and used in a variety of ways, for example:

- Use software such as NVivo or RapidMiner to conduct qualitative or text-mining analysis respectively.
- Analyze the data for sentiment—discover whether

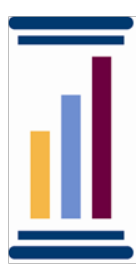


Using NSSE

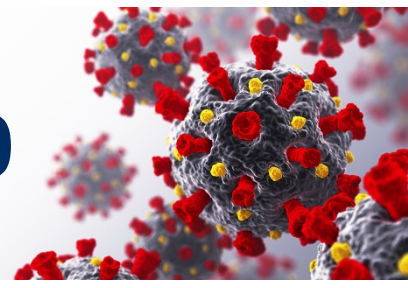


- **How to make productive use all these reports and the data file!??!**
 - **Take advantage of dichotomized response presentation in reports**
 - **Present % “Never” to sharpen focus**
- **Syntax & other analytical resources available:**

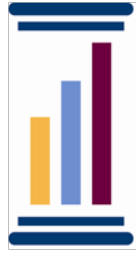
<https://nsse.indiana.edu/nsse/working-with-nsse-data/syntax/index.html>



Covid-19 Variable & NSSE 2020




- **Compare pre- and post-disruption responses to understand what your data represent.**
- **Focus on post-disruption responses for insights into remote education.**
- **Highlight institutional strengths to inform planning for academic year 2020-21**



PAUSE: Questions About Your Report?

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





NSSE Response Rate FAQ

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

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

This depends, in part, on the size of your institution, how you plan to use your NSSE results, and your specific campus context. In 2014, institutional response rates for NSSE ranged from 6% to 90%, with an average of 32%.

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

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

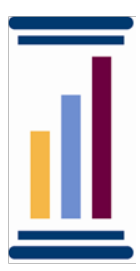
NSSE also recommends that institutions benchmark their response rates in relation to peer institutions with similar enrollments. Institutions with larger enrollments generally see lower response rates (NSSE, 2014) but they enjoy a higher degree of confidence in estimates due to the sheer number of respondents.
- 2. Does a low response rate mean our results are biased?**

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

Many prominent survey researchers have also questioned the widely held assumption that low response rates are associated with biased results (Groves, 2006; Massey & Tourangeau, 2013; Peytchev, 2013).

For additional information related to this question, see the answer to the final question below about respondent representativeness.
- 3. While reviewing our NSSE results, should we consider data quality indicators besides response rate? Would another indicator provide a better measure of survey data quality?**

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

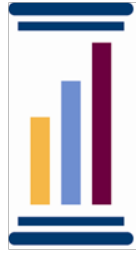


Additional Resources

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

The screenshot shows a software application window with a menu bar (File, Edit, View, Data, Transform, Analyze, Graphs, Utilities, Add-ons, Window, Help) and a toolbar with various icons. Below the toolbar is a data table with the following columns: askquest, drafts, unprepared, attendart, CLaskhelp, CLexplain, CLstudy, CLproject, and present. The rows are numbered 1 through 15.

	askquest	drafts	unprepared	attendart	CLaskhelp	CLexplain	CLstudy	CLproject	present
1	3	3	1	3	3	2	3	3	3
2	4	1	1	.	2	3	3	3	2
3	4	4	2	4	2	4	4	4	4
4	2	2	3	2	3	2	2	3	3
5	3	4	1	1	1	3	2	2	2
6	4	2	2	2	2
7	3	1	2	2	2	2	2	3	4
8	2	1	2	1	3	3	2	2	1
9	4	.	3	4	4	3	4	3	3
10	4	2	1	2	3	3	4	4	2
11	3	3	2	1	2	2	2	2	2
12	3	3	2	2	3	4	4	4	2
13	3	3	2	1	4	4	4	4	3
14	4	4	1	3	3	4	3	4	4
15	3	1	2	1	1	3	2	2	2



Online Tools – Share & Generate Reports!

Online Institutional Report

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



NSSE 2020 Institutional Report
NSSEville State University

Els + HIPs + Items + More + Year + Report Builder +



Welcome to your *Online Institutional Report*

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

Share this site with others

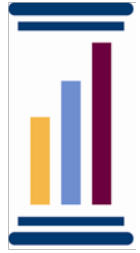
Although primary access is through NSSE's secure Institution Interface, authorized users can easily generate limited-time *guest access links* to facilitate sharing.

We want your feedback!

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

What is student engagement?

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



Online Tools – Share & Generate Reports!

NSSE Report Builder

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

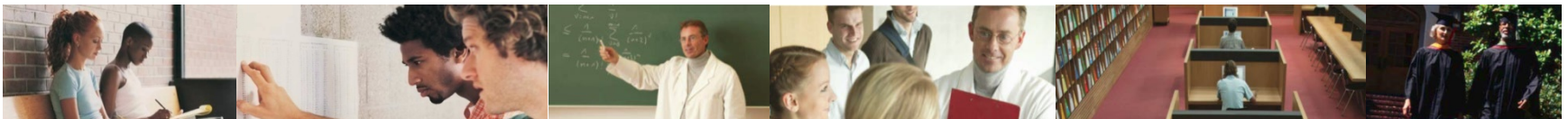
The screenshot shows the NSSE Report Builder—Institution Version interface. At the top left is the NSSE logo (national survey of student engagement) and at the top right is the NSSEville State University logo. The main heading is "Welcome to the NSSE Report Builder—Institution Version". Below this, a paragraph explains that the tool is for participating institutions and can generate tables of Engagement Indicators or Benchmark statistics. A list of five steps is provided: 1. Select Data, 2. Select Comparison Type, 3. Select Comparison Group, 4. Select Students, and 5. Run the Report. A button labeled "Step 1: Select Data >>" is visible. On the right side, there is a yellow box with the text "This version is only for participating institutions." and a blue box with the text "FYI (see all)" and a "Guest Access" button. At the bottom right, there is a small footer with the text "We welcome your feedback. If you have any questions, comments, or suggestions, please email us." and "Last Updated: January 14, 2016".

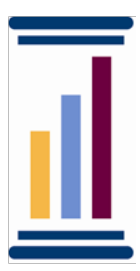
Exploring FSSE

FSSE



Georgia Institute of Technology



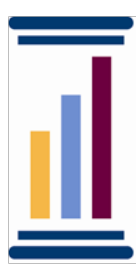


FSSE-NSSE Combined Report

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

Item Frequency

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



Additional Questions

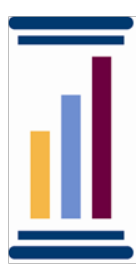
- ▶ FSSE participants can customize their survey with Topical Modules and/or Consortium Participation

Administration Details

- ▶ Administrative Summary and Respondent Profiles are included in reports

Disciplinary Area Report

- ▶ Look within your data by customized disciplines

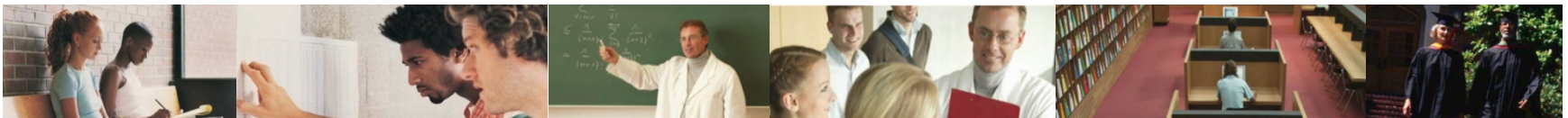


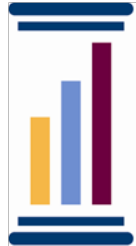
Ways Into NSSE – FSSE Data

- Review FSSE frequencies for items of interest
 - How do Lower Division vary from Upper Division?
- Review results between student and faculty results – focus on items of interest to your faculty
 - “Prompt feedback” – how do student and faculty responses compare?
 - Rank FSSE “importance” items – are students doing the things faculty think are important?
- Involve faculty development, center for teaching and learning staff in interpreting results.
- Check out FSSE Webinars on FSSE website!

BCSSE

Exploring BCSSE





■ BCSSE/NSSE Combined Report

■ Administration Details



BCSSE 2019-NSSE 2020 Combined Report Administration Details NSSEville State University

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

BCSSE 2019-NSSE 2020 Population and Respondents

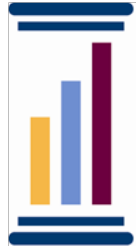
	Count
BCSSE 2019 respondents (cross-sectional data)	2,484
First-year students included in NSSE 2020 population file ^a	1,119
BCSSE 2019 respondents identified in the NSSE 2020 population file ^b	535
BCSSE 2019 respondents invited to participate in NSSE 2020 ^b	511
NSSE 2020 first-year respondents	424
BCSSE 2019-NSSE 2020 matched respondents (longitudinal data) ^c	251

a. BCSSE respondents identified later in your NSSE population file who are not first-year students are excluded from this report.
b. Adjusted to exclude students identified as ineligible, survey invitations returned as undeliverable, or because a NSSE census administration was not conducted.

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^a	NSSE ^b	BCSSE-NSSE ^c
Gender			
Man	37	40	26
Woman	62	59	73
Another gender identity	0	1	0
Prefer not to respond	0	1	0
Race/ethnicity			
American Indian or Alaska Native	0	0	0
Asian	7	11	10
Black or African American	9	6	3
Hispanic or Latino	12	12	11
Middle Eastern or North African	1	2	2
Native Hawaiian or other Pacific Islander	0	0	0
White	57	56	58
Another race or ethnicity	0	0	0
Multiracial	14	10	14
I prefer not to respond	0	2	2
Enrollment status			
Full-time	99	99	100
Less than full-time	1	1	0

a. Student-reported characteristics for all BCSSE 2019 respondents.
b. Institution-reported enrollment status, and student-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2020 respondents.
c. Student-reported characteristics for matched students who completed both BCSSE 2019 and NSSE 2020.



BCSSE-NSSE Combined Report

- ▶ **Part 1** uses crosstabs from all BCSSE 2019 and NSSE 2020 respondents to present side-by-side frequencies of items common to both instruments
- ▶ **Part 2** uses matched data based on student ID to examine the relationship between BCSSE scales and NSSE Engagement Indicators



BCSSE 2019-NSSE 2020 Combined Report Cross-Sectional Results NSSEville State University

Item wording or description	Variable name	Values	Response options	Frequency Distributions				Mean Comparisons				
				High school		Expected first-year		NSSE		Institution item means compared to overall means for BCSSE '19 and first-year students from NSSE '20		
				Count	%	Count	%	Count	%	High school (BCSSE)	Expectation (BCSSE)	First year (NSSE)
About how many papers, reports, or other writing tasks of the following length did you complete in high school and been assigned during your first year?(Select only one.)												
a. Up to 5 pages	hWRshrtnum wrshortnum	0	None	138	6	6	1					
		1.5	1-2	561	24	38	11					
		4	3-5	750	32	116	32					
		8	6-10	496	21	109	29					
		13	11-15	160	7	64	17					
		18	16-20	99	4	20	5					
		23	More than 20 papers, etc.	174	7	17	5					
			Total	2,378	100	370	100					

Category	High school (BCSSE)	Expectation (BCSSE)	First year (NSSE)
NSSEville State University	6.6	8.0	
All BCSSE-NSSE	6.4	6.6	

NSSE 2020 Guide to Data & Report Resources

NSSE 2020 Guide to Data & Report Resources |

Accessing Your Results Online

NSSE provides three ways to access your results online—all via the secure [Institution Interface](#).

- Download zip files with respondent data and institutional reports from the "Data & Reports" table.
- From the same table, access your Online Institutional Report, a user-friendly way to access and view your NSSE reports in a web browser.
- Interact with the [Report Builder](#), a web-based tool for creating reports tailored to student and institutional characteristics of your choosing.



About Your NSSE Administration

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

NSSE Overview

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



Survey Instruments

View the core NSSE items (US and Canadian) and Topical Modules in two forms, as a downloadable Word document and in the online format as it appears to students. Also available is informed consent language.

Engagement Indicators

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

High-Impact Practices

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

Data Codebooks

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

Student Comment Prompts

Information about NSSE's open-ended prompts, your students' comments and data file, and tips and examples for using students' opinions in assessment.

Working with Your NSSE Data

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



How Institutions Use NSSE Data

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

Lessons from the Field

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

NSSE Data Use in Brief

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

Analysis Resources

Syntax and tips for working with NSSE data.

NSSE Data Users Guide

Suggestions and worksheets for sharing NSSE results with others.

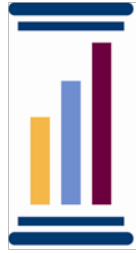


South Dakota State University

Printable Version

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

Download This Guide 



NSSE Guide to Data & Report Resources

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Suggestions and worksheets for sharing NSSE results with others.

Accreditation Toolkits

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

Guidelines for Displaying NSSE Results

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

Project DEEP Practice Briefs

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

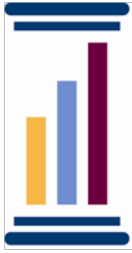
Publications and Presentations

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

Webinars

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

<https://nsse.indiana.edu/nsse/reports-data/ir-guide.html>

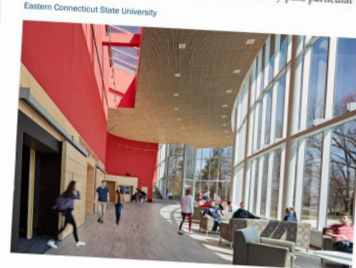


NSSE Guide to Data & Report Resources

Resources for Using Your Data & Results



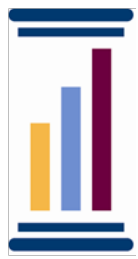
► These guides and resources can help you make use of your NSSE data and results.



attention to students' written qualitative responses to the survey's open-ended questions. Student comments, such as the two below, clearly indicated that Eastern's advising system was broken and that depending on faculty to advise students wasn't working.

"Trying to figure out my major was hard, because I was not advised well at all."
"I've seen my advisor only once all year; she causes me more stress than my schoolwork!"

The hard data from NSSE were also compelling. When asked if they talked with a faculty member about their career plans, only 46 percent of freshmen and 49 percent of seniors said yes. Asked to evaluate Eastern's academic advising program on a scale of 1-5, students rated it only 2.9.



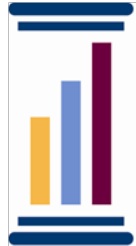
NSSE Guide to Data & Report Resources

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- [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!

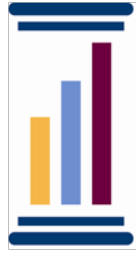
Access Toolkits on NSSE website
[SUPPORT & RESOURCES](#)

NSSE Accreditation Toolkits

<p>Higher Learning Commission</p> 	<p>Middle States Commission on Higher Education</p> 	<p>New England Commission of Higher Education</p> 
<p>Northwest Commission on Colleges and Universities</p> 	<p>Southern Association of Colleges and Schools Commission on Colleges</p> 	<p>WASC Senior College and University Commission</p> 

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



Sharing Results and Stimulating NSSE Use



Simply reporting NSSE results will not lead to action



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.

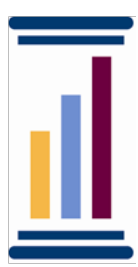
Simply reporting NSSE results will not lead to action.

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

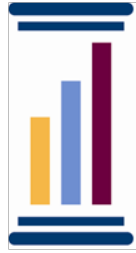
Introduction	1
Worksheet Topics at a Glance	2
Worksheets #1-#6	3-8
Sharing NSSE Results	9-11
Exemplary Uses of NSSE Data	12-13



Making the Most of Data – Sharing Results and Taking Action

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





Obstacles/ Challenges Encountered from Sharing NSSE Data & Results

“Connect findings to what faculty can utilize”



Start with the Engagement Indicators

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

“They see it once, but never use it”



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

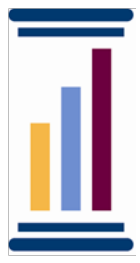


Decide what to focus on by connecting it to existing campus conversations

- Worksheet #6 could be used to help facilitate
- Worksheet #3 could to look within HIPs

“Volume of data, Choosing concise selections of data”





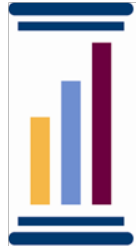
Institutional Example

Eastern Connecticut State Univ.

- Data driven Strategic Plan
- Multi-tiered advisement program driven by NSSE results
- Focused on the open-ended questions on the module
- Student academic committee- led by faculty-created new academic advising model informed by student voices
 - Supported the faculty's natural role as mentors



EASTERN
CONNECTICUT STATE UNIVERSITY

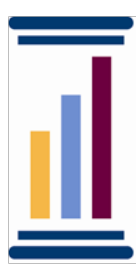


Institutional Example: Middle Georgia State Univ.

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

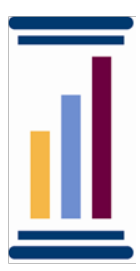


Middle Georgia
State University



Beyond Your Reports....

- Use your data file for additional analyses
 - Combine with other institutional data
 - Combine 2 years of results to study seniors by major
- Take advantage of NSSE Advanced Webinars
 - “Digging Deeper” Series (see Webinar Archives)
- Some possible analyses:
 - Disaggregate by race-ethnicity, first-generation status
 - Use “evaluate entire experience” (ENTIREEXP) and “start over” (SAMECOLL) as outcomes
 - Add retention results to explore factors related to first-year student persistence



To Look Forward To...

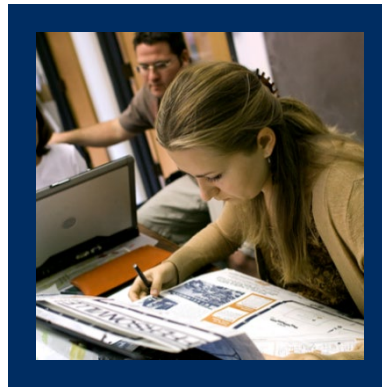
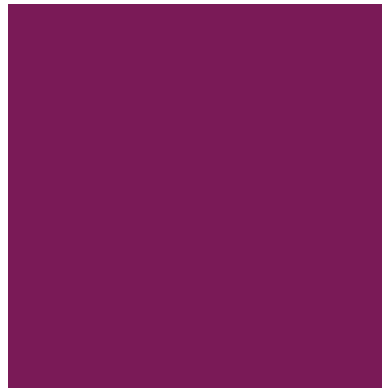
- **NSSE and Tableau**
- **Webinar series**
 - **Beyond the Institutional Report: A Guide to your NSSE Data File** (Allison & Bob - August/Sept)
Wednesday August 26 at 3 pm
 - **Real Data Talk: NSSE 2020 Institutions Plan to Use Their Results** (Jillian & some NSSE institution's)
Wednesday Sept 2 at 3 pm
- **Major Field Report**
- **Entering our 3rd Decade**

For More Information...

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rgonyea@indiana.edu
(812-856-3014)

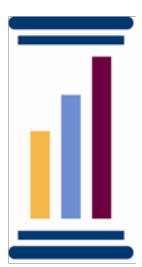
Follow us on Twitter and Facebook:
@NSSEsurvey



Ask us questions, let us know how things are going...

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





Registration Open for NSSE 2021

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

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



Entering Our 3rd Decade!

Registration for 2021 opens July 1



Photo credit: College of Saint Rose