Chapter 2: National Survey of Student Engagement (NSSE)

Who takes it?
All freshmen and seniors are invited to complete the survey.

When is it administered?
During the spring semester

How long does it take for the students to complete the survey?
Approximately 15 minutes

What office administers it?
NSSE personnel administer it online with campus coordination by the Office of Assessment and Testing

Who originates the survey?
> Center for Postsecondary Research
> Indiana University Bloomington
> 1900 East Tenth Street
> Eigenmann Hall Suite 419
> Bloomington, IN 47406-7512
> P: (812) 856-5824; e-mail: nsse@indiana.edu
> http://nsse.iub.edu

When are results typically available?
Early Fall

What type of information is sought?
NSSE attempts to measure levels of student engagement. The survey asks students to answer questions in five different categories: participation in educationally purposeful activities, institutional requirements and the challenging nature of coursework, perceptions of the college environment, estimates of educational and personal growth since starting college, and background and demographic information. A copy of the 2020 survey is available at
https://survey.indiana.edu/nsse/survey/2020/test/main/1/edit.cfm?sectionList=main,demo_us,closing&packaged=true

From whom are the results available?
The Office of Assessment and Testing

To whom are the results regularly distributed?
The University community through this Almanac, the President, and the Strategic Planning and Assessment Workshop

Are the results available by department or discipline?
No. However, some reports are available by predetermined groupings of majors provided the grouping had at least the minimum number of required responses provided

Are the results comparable to data of other universities?
Yes

Selected NSSE Results and Interpretation

Because NSSE results are now tied to state performance funding, NSSE is administered every year, rather than every other year. NSSE allows several kinds of comparisons across institutions. Truman's selected comparison groups were the following:

1. Council of Public Liberal Arts Colleges (COPLAC) Schools. Truman State University is one of 27 public colleges and universities aimed at driving awareness of the importance of public liberal arts education in a student-centered, residential environment per COPLAC's mission statement.
2. National Liberal Arts Colleges.
3. NSSE 2019 and 2020 colleges. The 881 U.S. colleges and universities that administered NSSE in 2019 and/or 2020.

In 2020, 430 Truman first-year students responded for a response rate of 43%. In the same year, 378 Truman seniors answered the survey for a response rate of 32%.

Select Findings:

First-year and senior Truman students reported at a higher frequency than the COPLAC, National Liberal Arts institutions, and all NSSE participating institutions that they asked another student to help them understand course material and that they explained course material to one or more students. First-year and senior Truman students reported preparing for exams by discussing or working through course materials with other students more often than the students within the COPLAC and all NSSE participating institutions. First-year and seniors reported memorizing course materials more often than the National Liberal Arts groups, and reported similarly compared to COPLAC and all NSSE participating institutions. First-year and senior students reported their courses challenged them to do their best as often as COPLAC, National Liberal Arts and all NSSE participating groups. Related to the number of hours spent in a typical 7-day week on various activities, first-year and senior Truman students reported they spent more time preparing for class (studying, reading, writing, doing homework, etc.) than students in all three comparison groups.

First-year and senior Truman students reported at a higher frequency than COPLAC and NSSE comparison groups that they attended an art exhibit, play, or other arts performance (dance, music, etc.), but at a lower frequency than National Liberal Arts institutions. First-year students reported having discussions with people with political views other than their own more frequently than all three comparison groups, and seniors reported similarly to all comparison groups. First-year and senior students reported having discussions about religious beliefs other than their own more often than all comparison groups. First-year Truman students reported higher quality of interactions with fellow students compared to all comparison groups. Seniors reported higher quality of interactions with fellow students compared to COPLAC institutions and equally compared to National Liberal Arts and NSSE participating groups. First-year and senior Truman students had lower quality of interactions with academic advisors compared to all comparison groups. First-year and senior Truman students had similar quality of interactions with faculty compare to COPLAC and NSSE participating groups, but lower quality compared to National Liberal Arts institutions.

First-year and senior Truman students reported holding a formal leadership role in a student organization or group significantly more than all comparison groups. Seniors participated in study abroad, worked with a faculty member on a research project or completed a culminating senior experience more than both the COPLAC and all NSSE participating groups.

Both first-year and senior students reported that Truman emphasizes spending significant amounts of time studying and on academic work significantly more than all three comparison groups. First-year and senior Truman students reported Truman provided support for their overall well-being (recreation, health care, counseling, etc.) less than National Liberal Arts and NSSE participating groups and equally compared to COPLAC institutions. Seniors reported Truman provided opportunities to be involved socially equally compared to all comparison groups, while first year Truman students reported fewer opportunities to be involved socially compared to National Liberal Arts and NSSE groups. Truman seniors reported that Truman contributed equally to their knowledge, skills, and personal development related to thinking critically and analytically than COPLAC and NSSE groups and equally compared to National Liberal Arts institutions. First-year students reported spending equal time participating in co-curricular activities (organizations, campus publications, student government, etc.) than all comparison groups, and seniors reported spending more time on co-curricular activities than COPLAC and all NSSE participating institutions.

First-year and senior students evaluated their entire educational experience at Truman as poorer than students' educational experiences in National Liberal Arts and NSSE groups and equally compared to COPLAC institutions. First-year and senior Truman students reported that if they could start over again, they would consider attending the same university less often than students in National Liberal Arts and NSSE groups and equally compared to COPLAC institutions.

Areas where Truman first-year students' responses did not compare well with all three comparison groups (the COPLAC, National Liberal Arts, and All NSSE participating institutions) were: having discussions with people of a different race or ethnicity; Participate in an internship, co-op, field experience, student teaching, or clinical placement; quality of interactions with academic advisors; Attending campus activities and events (performing arts, athletic events, etc.); Attending events that address important social, economic, or political issues; Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.); and Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.);

Areas where Truman first-year students' responses compared well against all three comparison groups (the COPLAC, National Liberal Arts, and All NSSE participating institutions) were: Asked another student to help you understand course material; Worked with other students on course projects or assignments; Given a course presentation; had discussions with people with religious beliefs other than your own; had discussion with people with political views other than your own; and Hold a formal leadership role in a student organization or group; had quality interactions with fellow students;

Areas where Truman seniors' responses did not compare well with all three comparison groups were: had discussions with people of a race or ethnicity other than your own; quality of interactions with academic advisors; less emphasis on using learning support services (tutoring services, writing center, etc.); less emphasis on helping you manage your non-academic responsibilities (work, family, etc.); and Doing community service or volunteer work; inclination to go to the same institution if students could start over.

Areas where Truman seniors' responses compared well against all three comparison groups (the COPLAC, National Liberal Arts, and All NSSE participating institutions) were: Asked another student to help you understand course material; Worked with other students on course projects or assignments; having discussions with people with religious beliefs other than your own; Hold a formal leadership role in a student organization or group; and Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities);
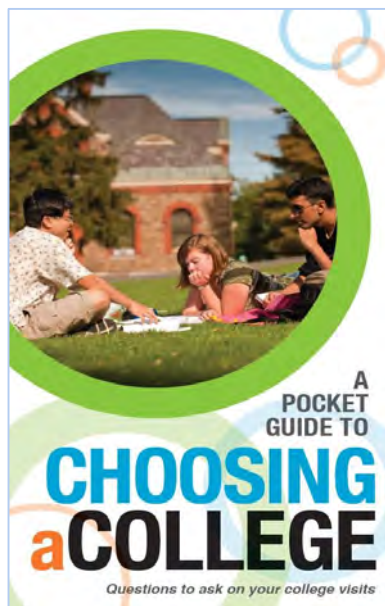
To focus public awareness on what constitutes quality in the college experience, NSSE developed *A Pocket Guide to Choosing a College.* This helpful brochure gives prospective students and their families key questions to ask during their campus visits or virtual tours, allowing them to actively consider student engagement during the college choice process.

Student responses to selected questions from the NSSE pocket guide are presented in a report entitled *A Pocket Guide to Choosing a College: NSSE 2020 Answers from Students,* part of your NSSE *Institutional Report 2020.*

Who can use this report?

A Pocket Guide to Choosing a College: NSSE 2020 Answers from Students is a summary of student engagement on your campus. It may be of special interest to admissions professionals, particularly those distributing the NSSE pocket guide to visiting students. The results can also be used as a resource for orientation staff, advisors, faculty, and others who work regularly with first-year students.

How can an institution customize and distribute results?

A Pocket Guide to Choosing a College: NSSE 2020 Answers from Students is designed for sharing NSSE results. The report is delivered in both PDF and Excel formats so that institutions can easily insert logos, campus photos, or additional information. Institutions are encouraged to post copies of the report and other results from their NSSE *Institutional Report 2020* on their websites.

How can I get a copy of this report for my institution*?*

Each participating institution designates a staff member to serve as the primary liaison for NSSE correspondence and reports. Known as the Campus Project Manager (CPM), the primary liaison may assist you in obtaining a copy. Contact NSSE for help identifying your CPM.

How can I get copies of the NSSE pocket guide?

College and university admissions officers may request up to 300 free NSSE pocket guides per year. Additional quantities are available for a small fee. A Spanish version of the NSSE pocket guide, *Una Guía de Bolsillo Para Escoger una Universidad: Preguntas a Hacer en Tus Visitas Universitarias,* is also available.

The QR code at left can be used to access a mobile version of the NSSE pocket guide. It is available on the NSSE website for institutions to include in their recruitment, college fair, and campus tour materials.

go.iu.edu/NSSE-pocketguide

If you have questions about these resources, contact the NSSE Institute at **nsse@indiana.edu** or toll-free at 866-435-6773.

A Pocket Guide to Choosing a College: NSSE 2020 Answers from Students
Truman State University

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to give students and their families key questions to ask during campus visits or virtual tours.

The following responses were provided by 808 Truman students on the 2020 survey.

A Pocket Guide to Choosing a College is available at **go.iu.edu/NSSE-pocketguide**

Academics

How much time do students spend studying each week?

First-year (FY) students spent an average of 17 hours per week preparing for class while seniors spent an average of 17 hours per week.
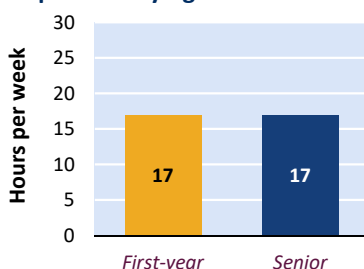
Do courses challenge students to do their best?[a]

49% of FY students reported that their courses highly challenged them to do their best work.

How much writing is expected?

In an academic year, FY students estimated they were assigned an average of 45 pages of writing and seniors estimated an average of 87 pages.

How much reading is expected?

FY students estimated they spent an average of 7 hours per week on assigned reading, and seniors read 8 hours per week.

How often do students make course presentations?[b]

41% of FY students and 60% of seniors frequently gave course presentations.

Do class discussions and assignments include the perspectives of diverse groups of people?[b]

45% of FY students frequently included diverse perspectives in course discussions or assignments.

Are students expected to use numbers or statistics throughout their coursework?[b]

41% of FY students frequently used numerical information to examine a real-world problem or issue; 56% of seniors frequently reached conclusions based on their own analysis of numerical information.

Experiences with Faculty

How do students rate their interactions with faculty?[c]

50% of FY students rated the quality of their interactions with faculty as high.

How often do students talk with faculty members or advisors about their career plans?[b]

31% of FY and 50% of seniors frequently discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?

78% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

Do students receive prompt and detailed feedback?[d]

58% of FY students and 66% of seniors said instructors substantially gave prompt and detailed feedback on tests or completed assignments.
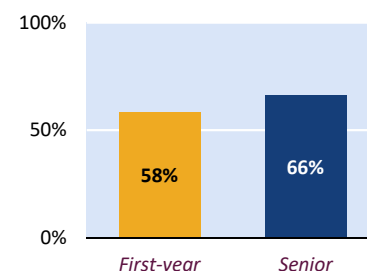
How often do students talk with faculty members outside class about what they are learning?[b]

30% of FY students frequently discussed course topics, ideas, or concepts with a faculty member outside of class.

How many students work on research projects with faculty?

4% of FY students and 33% of seniors worked on a research project with a faculty member.

Learning with Peers

How often do students work together on course projects and assignments?[b]

60% of FY students and 75% of seniors frequently worked with their peers on course projects and assignments.

First-year: 60%
Senior: 75%
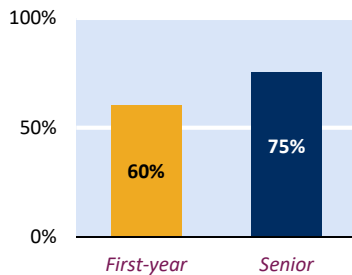
Do students help each other learn?[b]

64% of seniors frequently explained course material to one or more students.

How often do students work together to prepare for exams?[b]

53% of FY students frequently prepared for exams by discussing or working through course material with other students.

How often do students interact with others who have different viewpoints or who come from different backgrounds?[b]

Among FY students, 73% frequently had discussions with people with different political views, 74% frequently had discussions with people from a different economic background, and 64% frequently had discussions with people from a different race or ethnicity.

Campus Environment

Are students encouraged to use learning support services (tutors, writing center)?[d]

73% of FY students said the institution substantially emphasized the use of learning support services.

How do students rate their interactions with academic advisors?[c]

39% of FY students and 41% of seniors gave the quality of their interactions with academic advisors a high rating.

How well do students get along with each other?[c]

64% of FY students gave the quality of their interactions with their peers a high rating.

How satisfied are students with their educational experience?

84% of FY and 83% of seniors rated their entire educational experience at this institution as "excellent" or "good."

Rich Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 7% of students participated in a learning community. By spring of their senior year, 73% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?

By their senior year, 24% of students had studied abroad.

How many students get practical, real-world experience through internships or field experiences?

By spring of their senior year, 51% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

How many courses include community-based service-learning projects?[e]

57% of FY students and 57% of seniors said at least some of their courses included a community-based service-learning project.

First-year: 57%
Senior: 57%
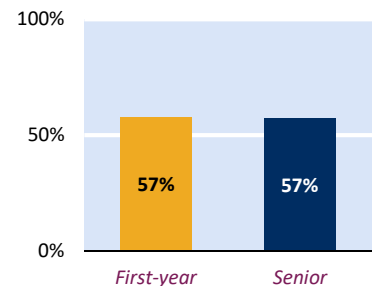
Notes

a. "Highly" is a 6 or 7 on a seven-point scale where 1 is "Not at all" and 7 is "Very much."
b. "Frequently" is "Often" or "Very often."
c. A "High" rating is a 6 or 7 on a seven-point scale where 1 is "Poor" and 7 is "Excellent."
d. "Substantially" is "Quite a bit" or "Very much."
e. "At least some" is defined by combining responses of "Some," "Most," and "All."

NSSE national survey of student engagement

IPEDS: 178615

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

COPLAC

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.

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.

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

High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year

Service-Learning, Learning Community, and Research w/Faculty

Senior

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

First-year:
- Truman: 7% / 53%
- COPLAC: 7% / 46%

Senior:
- Truman: 77% / 19%
- COPLAC: 67% / 23%

■ Participated in two or more HIPs ■ Participated in one HIP
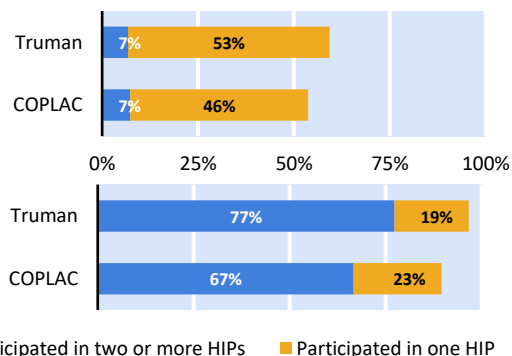
Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons,* the *Major Field Report,* the *Online Institutional Report,* or the Report Builder.

Time Spent Preparing for Class

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

First-year

Truman	16.9
COPLAC	14.5

Senior

Truman	17.3
COPLAC	15.6

Average Hours per Week
Preparing for Class
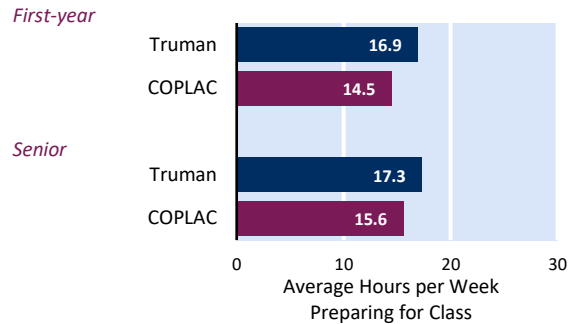
Reading and Writing

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

First-year

Truman	7.5
COPLAC	6.5

Senior

Truman	7.7
COPLAC	7.4

Average Hours per Week
on Course Reading

First-year

Truman	44.7
COPLAC	51.4

Senior

Truman	87.1
COPLAC	82.1

Average Pages of
Assigned Writing, Current Year
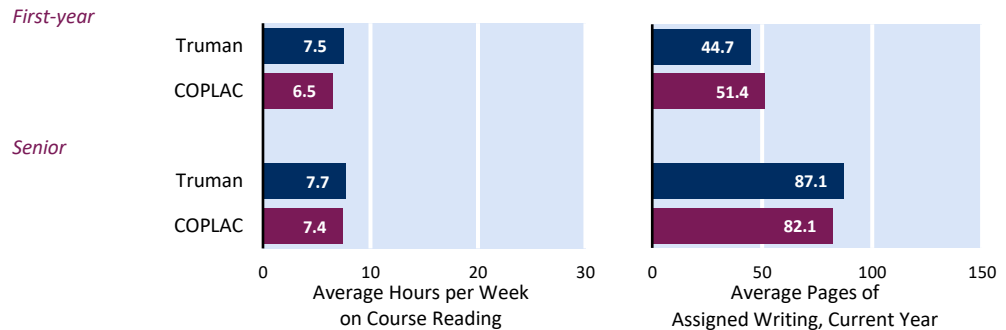
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."

First-year

	Truman	COPLAC
High challenge (6 or 7)	49%	46%
Moderate challenge (3, 4, or 5)	50%	52%

Senior

	Truman	COPLAC
High challenge (6 or 7)	50%	53%
Moderate challenge (3, 4, or 5)	48%	45%

- High challenge (6 or 7)
- Moderate challenge (3, 4, or 5)
- Low challenge (1 or 2)
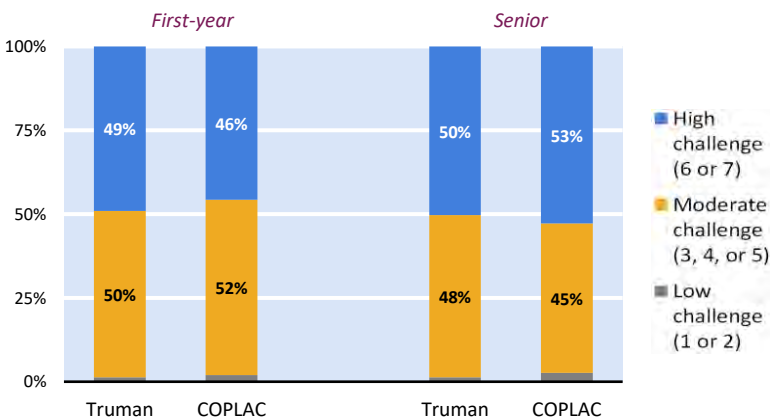
Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."

First-year

Truman	91%
COPLAC	78%

Senior

Truman	97%
COPLAC	79%

Percentage Responding
"Very much" or "Quite a bit"
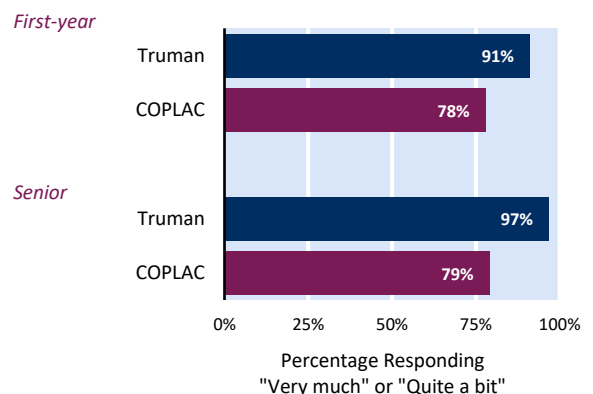
Item Comparisons

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

First-year

Highest Performing Relative to COPLAC

Spent more than 15 hours per week preparing for class

Institution emphasis on studying and academic work[c]

Quality of interactions with students[d] (QI)

Asked another student to help you understand course material[b] (CL)

Evaluated what others have concluded from numerical information[b] (QR)

Lowest Performing Relative to COPLAC

Discussions with... People of a race or ethnicity other than your own[b] (DD)

Institution emphasis on helping you manage your non-academic responsibilities (...)[c] (SE)

Institution emphasis on encouraging contact among students from different backgrounds...[c] (SE)

Institution emphasis on attending events that address important social/econ./polit. issues[c] (SE)

Quality of interactions with academic advisors[d] (QI)

Item #	Percentage Point Difference
15a.	+16
14a.	+13
13a.	+12
1e.	+9
6c.	+9
8a.	-5
14g.	-5
14d.	-5
14i.	-10
13b.	-11

Percentage Point Difference with COPLAC
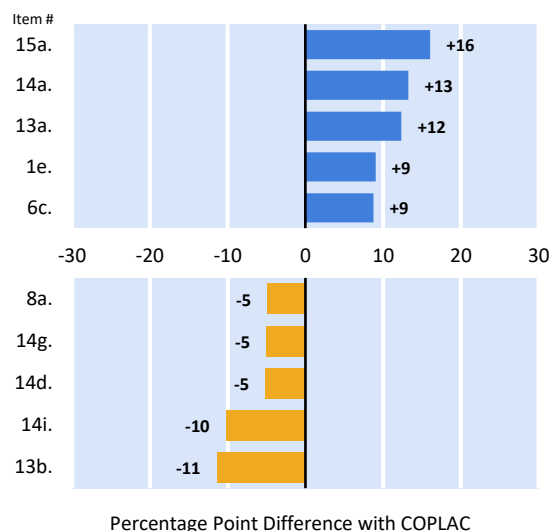
Senior

Highest Performing Relative to COPLAC

Completed a culminating senior experience (...) (HIP)

Institution emphasis on studying and academic work[c]

Asked another student to help you understand course material[b] (CL)

Worked with other students on course projects or assignments[b] (CL)

Spent more than 15 hours per week preparing for class

Lowest Performing Relative to COPLAC

Institution emphasis on helping you manage your non-academic responsibilities (...)[c] (SE)

Institution emphasis on using learning support services (...)[c] (SE)

Reviewed your notes after class[b] (LS)

Quality of interactions with academic advisors[d] (QI)

Discussions with... People of a race or ethnicity other than your own[b] (DD)

Item #	Percentage Point Difference
11f.	+22
14a.	+18
1e.	+15
1h.	+10
15a.	+10
14g.	-5
14c.	-5
9b.	-7
13b.	-8
8a.	-10

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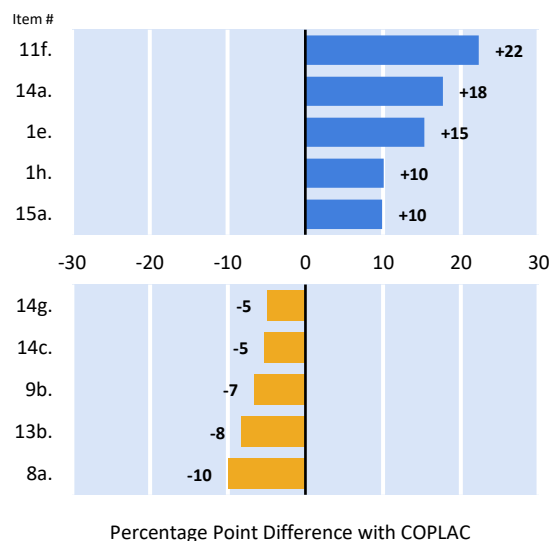
a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS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

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.

Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	89%
Writing clearly and effectively	76%
Working effectively with others	75%
Speaking clearly and effectively	71%
Acquiring job- or work-related knowledge and skills	68%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	65%
Solving complex real-world problems	63%
Analyzing numerical and statistical information	62%
Developing or clarifying a personal code of values and ethics	60%
Being an informed and active citizen	56%

Satisfaction with Truman

Students rated their overall experience at the institution, and whether or not they would choose it again.

Percentage Rating Their Overall Experience as "Excellent" or "Good"

First-year
- Truman 84%
- COPLAC 81%

Senior
- Truman 83%
- COPLAC 82%

Percentage Who Would "Definitely" or "Probably" Attend This Institution Again

First-year
- Truman 83%
- COPLAC 83%

Senior
- Truman 77%
- COPLAC 80%
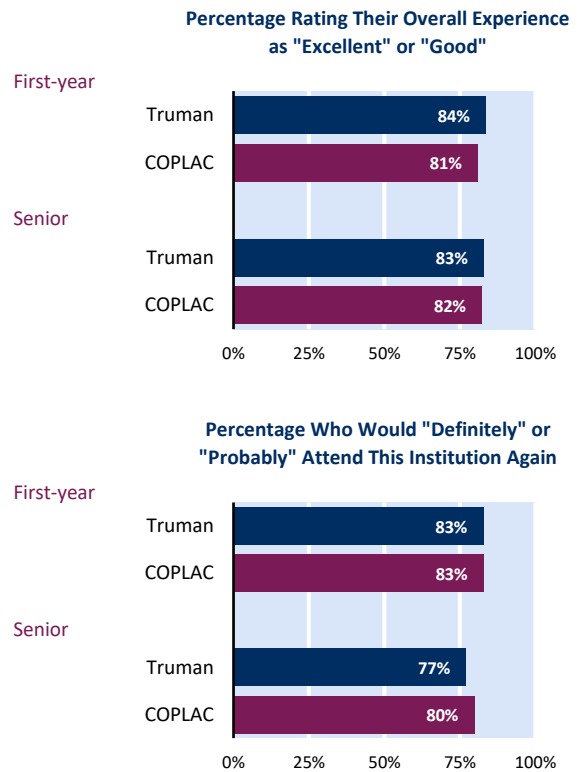
Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	430	43%	67%	100%
Senior	378	32%	68%	99%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set(s):

Academic Advising

Global Learning

See your *Topical Module* report(s) for results.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: **nsse.indiana.edu**

IPEDS: 178615

...niors

	Statistical Comparisons[b] Your first-year students compared with								Statistical Comparisons[b] Your seniors compared with							
	2019 Truman	2020 Truman	COPLAC		Natl Liberal Arts		NSSE 2019 & 2020		2019 Truman	2020 Truman	COPLAC		Natl Liberal Arts		NSSE 2019 & 2020	
Item wording or description	Mean	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]
During the current school year, about how often have...																
Scale: 1 (Never) to 4 (Very often)																
Asked questions or contributed to course discussions in other ways	2.7	2.9	2.7 *** △	.21	3.0 ** ▽	-.15	2.8	.07	3.1	3.1	3.0	.03	3.3 *** ▽	-.22	3.1	.03
Come to class without completing readings or assignments	3.0	3.1	3.0 *** △	.22	3.1 * △	.13	3.1	.09	2.9	2.9	3.0	-.09	2.9	-.07	3.0 *** ▽	-.17
Attended an art exhibit, play, or other arts performance (dance, music, etc.)	2.2	2.0	1.8 *** △	.17	2.1 ** ▽	-.13	1.8 ** △	.15	2.1	2.0	1.8 ** △	.14	2.1 *** ▽	-.19	1.7 *** △	.25
Asked another student to help you understand course material	2.7	2.8	2.6 *** △	.18	2.6 ** △	.16	2.6 *** △	.21	2.8	2.7	2.5 *** ▲	.31	2.6 *** △	.20	2.4 *** ▲	.35
Explained course material to one or more students	2.7	2.7	2.7	.09	2.7	.03	2.7	.07	2.9	2.9	2.8 * △	.10	2.9	-.04	2.7 *** △	.18
Prepared for exams by discussing or working through course material with other students	2.6	2.6	2.5 ** △	.16	2.6	.07	2.5 * △	.12	2.7	2.6	2.5 * △	.11	2.6	-.03	2.5 ** △	.13
Worked with other students on course projects or assignments	2.7	2.8	2.7 *** △	.18	2.7 ** △	.15	2.6 *** △	.19	3.1	3.0	2.9 *** △	.17	2.9 * △	.11	2.8 *** △	.22
Given a course presentation	2.3	2.4	2.2 *** △	.27	2.3 * △	.11	2.3 *** △	.19	2.9	2.8	2.8	-.03	2.9 ** ▽	-.16	2.7 ** △	.12
During the current school year, about how often have you done the following?																
Scale: 1 (Never) to 4 (Very often)																
Combined ideas from different courses when completing assignments	2.4	2.6	2.5	.01	2.7 * ▽	-.12	2.6	-.02	2.9	2.9	2.9	-.08	3.0 *** ▽	-.18	2.9	-.05
Connected your learning to societal problems or issues	2.3	2.5	2.5	-.03	2.7 *** ▽	-.24	2.6	-.07	2.7	2.7	2.8	-.06	3.0 *** ▽	-.24	2.8	-.03
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	2.3	2.5	2.5	-.05	2.7 *** ▽	-.29	2.6 * ▽	-.10	2.6	2.6	2.6	.01	2.8 *** ▽	-.20	2.6	.02
Examined the strengths and weaknesses of your own views on a topic or issue	2.6	2.7	2.7	-.04	2.8 *** ▽	-.20	2.8 * ▽	-.12	2.8	2.8	2.8	.03	2.9	-.08	2.8	.00
Tried to better understand someone...	2.8	2.9	2.9	.02	3.0 *	-.12	2.9	-.04	2.9	3.0	3.0	.05	3.0	-.05	3.0	.02

Item																
else's views by imagining how an issue looks from their perspective				▽												
Learned something that changed the way you understand an issue or concept	2.6	2.8	2.8	-.05	2.9 *** ▽	-.19	2.9	-.08	2.9	3.0	3.0	.02	3.0 ▽	-.08	3.0	.02
Connected ideas from your courses to your prior experiences and knowledge	2.9	3.0	3.0	.08	3.1	-.09	3.0	.02	3.2	3.2	3.2	-.03	3.3 ** ▽	-.16	3.2	-.05

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

Scale: 1 (Never) to 4 (Very often)

Item																
Talked about career plans with a faculty member	2.1	2.2	2.2 * △	.10	2.3	-.06	2.3	-.09	2.6	2.6	2.5 *** △	.17	2.7	-.04	2.5 *** △	.17
Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	1.7	1.8	1.7 * △	.10	1.8	-.05	1.8	.00	2.3	2.2	2.0 *** △	.20	2.2	-.02	2.0 *** △	.26
Discussed course topics, ideas, or concepts with a faculty member outside of class	2.0	2.2	2.0 *** △	.18	2.1	.01	2.0 ** △	.15	2.4	2.5	2.3 *** △	.20	2.5	-.01	2.2 *** ▲	.32
Discussed your academic performance with a faculty member	1.9	2.1	2.1	.07	2.2	-.09	2.1	-.03	2.2	2.2	2.2	-.01	2.3 * ▽	-.11	2.2	.02

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

Scale: 1 (Very little) to 4 (Very much)

Item																
Memorizing course material	3.0	2.9	2.9	.03	2.8 ** △	.14	2.9	.05	2.9	2.8	2.8	.00	2.7 ** △	.15	2.8	.04
Applying facts, theories, or methods to practical problems or new situations	2.8	2.9	2.9	.03	3.0	-.08	2.9	-.01	3.0	3.1	3.0 * △	.12	3.1	.03	3.1	.07
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	2.8	2.9	2.9	.01	3.0 ** ▽	-.16	2.9	-.05	3.0	3.0	3.0	.02	3.1 * ▽	-.14	3.0	-.05
Evaluating a point of view, decision, or information source	2.7	2.8	2.8	.00	3.0 *** ▽	-.19	2.9	-.09	2.8	2.9	2.9	-.01	3.0 ** ▽	-.16	2.9	-.06
Forming a new idea or understanding from various pieces of information	2.7	2.9	2.8	.08	3.0	-.10	2.9	.00	2.8	2.9	2.9	.03	3.0 * ▽	-.13	3.0	-.03

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

Scale: 1 (Very little) to 4 (Very much)

Item																
Clearly explained course goals and requirements	3.0	3.0	3.0	-.01	3.1 ** ▽	-.14	3.1	-.08	3.1	3.2	3.1	.10	3.2	.03	3.1	.06
Taught course sessions in an organized way	3.0	3.0	3.0	.01	3.1 * ▽	-.13	3.0	-.03	3.1	3.1	3.1	.09	3.1	-.02	3.1	.08
Used examples or illustrations to explain difficult points	3.0	3.0	3.0	-.01	3.1 *** ▽	-.17	3.0	-.07	3.1	3.2	3.1	.07	3.2	-.04	3.1	.08
Provided feedback on a draft or work	2.7	2.7	2.7	-.06	2.9 ***	-.26	2.8 **	-.16	2.8	2.8	2.8	.07	2.9	-.07	2.8	.06

in progress

					▽		▽									
Provided prompt and detailed feedback on tests or completed assignments	**2.6**	**2.7**	2.6	.06	2.8 ** ▽	-.15	2.7	-.04	**2.8**	**2.9**	2.8	.07	2.9	-.05	2.8	.05

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

Scale: 1 (Never) to 4 (Very often)

Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	**2.4**	**2.6**	2.5	.07	2.5	.04	2.6	-.01	**2.6**	**2.6**	2.6	.10	2.7	-.02	2.7	-.01
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	**2.1**	**2.4**	2.3 * △	.11	2.3	.04	2.3	.02	**2.4**	**2.4**	2.4	.08	2.5	-.07	2.4	-.01
Evaluated what others have concluded from numerical information	**2.2**	**2.4**	2.3 ** △	.17	2.3	.09	2.3 * △	.11	**2.5**	**2.5**	2.4	.09	2.5	-.09	2.4	.03

During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)

Scale: 0 (None), 1.5 (1-2), 4 (3-5), 8 (6-10), 13 (11-15), 18 (16-20), 23 (more than 20)

Up to 5 pages	**5.8**	**6.4**	6.7	-.05	7.8 *** ▽	-.23	6.5	-.01	**7.8**	**8.4**	7.6 * △	.12	8.8	-.06	7.7	.10
Between 6 and 10 pages	**1.5**	**2.1**	2.2	-.05	2.5 ** ▽	-.14	2.3	-.07	**3.8**	**3.9**	3.7	.06	3.9	-.01	3.7	.05
11 pages or more	**.4**	**.6**	.9 ** ▽	-.11	.9 * ▽	-.11	1.0 *** ▽	-.14	**1.9**	**2.2**	2.1	.03	2.1	.01	2.0	.03
Estimated number of assigned pages of student writing.	**34.6**	**44.7**	51.4 * ▽	-.09	56.0 *** ▽	-.19	52.5 ** ▽	-.11	**81.9**	**87.1**	82.1	.05	89.0	-.02	82.3	.05

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

Scale: 1 (Never) to 4 (Very often)

People of a race or ethnicity other than your own	**2.9**	**2.9**	3.0 * ▽	-.12	3.1 *** ▽	-.20	3.0 * ▽	-.13	**2.9**	**2.9**	3.1 *** ▽	-.23	3.1 *** ▽	-.23	3.1 *** ▽	-.25
People from an economic background other than your own	**3.0**	**3.0**	3.0	.02	3.1 * ▽	-.12	3.0	-.03	**3.1**	**3.0**	3.0	-.03	3.1 * ▽	-.13	3.1	-.07
People with religious beliefs other than your own	**3.0**	**3.1**	3.0 * △	.11	2.9 *** △	.17	2.9 ** △	.15	**3.1**	**3.1**	3.0 * △	.11	2.9 *** △	.20	3.0 * △	.11
People with political views other than your own	**3.0**	**3.0**	2.9 ** △	.17	2.9 *** △	.18	2.9 *** △	.17	**3.0**	**2.9**	2.9	.06	2.9	.08	2.9	.00

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

Scale: 1 (Never) to 4 (Very often)

Identified key information from reading assignments	**2.9**	**3.0**	2.9	.10	3.1 ** ▽	-.15	3.0	.03	**3.1**	**3.1**	3.1	.02	3.2	-.10	3.1	.04
Reviewed your notes after class	**2.8**	**2.9**	2.8	.11	2.9	.06	2.9	.01	**2.7**	**2.6**	2.8 * ▽	-.14	2.7	-.06	2.8 *** ▽	-.23
Summarized what you learned in	**2.7**	**2.8**	2.8	.09	2.8	.03	2.8	.01	**2.7**	**2.8**	2.8	-.06	2.8	.02	2.8	-.09

class or from course materials

During the current school year, to what extent have your courses challenged you to do your best work?

Scale: 1 (Not at all) to 7 (Very much)

5.3	**5.4**	5.4	.04	5.5	-.06	5.4	.02	**5.4**	**5.5**	5.5	.00	5.5	-.03	5.6	-.04

Which of the following have you done or do you plan to do before you graduate? [f]

Percent indicating "Done" or "In progress"

Participate in an internship, co-op, field experience, student teaching, or clinical placement															
3%	**4%**	7% * ▽	-.13	8% ** ▽	-.17	7% * ▽	-.16	**56%**	**51%**	52%	-.01	64% *** ▽	-.27	48%	.06
Hold a formal leadership role in a student organization or group															
19%	**18%**	10% *** △	.24	12% *** △	.17	10% *** △	.23	**74%**	**68%**	38% *** ▲	.61	55% *** △	.27	34% *** ▲	.70
Participate in a learning community or some other formal program where groups of students take two or more classes together															
7%	**7%**	8%	-.06	8%	-.04	13% *** ▽	-.20	**21%**	**19%**	22%	-.08	28% *** ▽	-.21	22%	-.08
Participate in a study abroad program															
2%	**3%**	2%	.06	3%	.03	3%	.02	**26%**	**24%**	14% *** △	.25	35% *** ▽	-.25	14% *** △	.26
Work with a faculty member on a research project															
4%	**4%**	4%	-.02	5%	-.03	5%	-.03	**34%**	**33%**	30%	.07	42% ** ▽	-.18	23% *** △	.23
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)															
1%	**2%**	2%	-.03	1%	.05	2%	-.03	**68%**	**73%**	51% *** ▲	.46	68%	.10	44% *** ▲	.59

About how many of your courses at this institution have included a community-based project (service-learning)?

Scale: 1 (None) to 4 (all)

1.5	**1.7**	1.6 * △	.11	1.6 * △	.11	1.6	.04	**1.7**	**1.7**	1.7 * ▽	-.12	1.8 ** ▽	-.17	1.8 * ▽	-.14

Indicate the quality of your interactions with the following people at your institution.

Scale: 1 (Poor) to 7 (Excellent)

Students															
5.5	**5.7**	5.4 *** △	.22	5.5 ** △	.13	5.4 *** △	.18	**5.7**	**5.7**	5.5 ** △	.13	5.6	.06	5.6	.06
Academic advisors															
4.7	**4.8**	5.2 *** ▽	-.27	5.5 *** ▼	-.42	5.4 *** ▼	-.36	**4.7**	**4.9**	5.1 * ▽	-.13	5.5 *** ▼	-.42	5.3 *** ▽	-.23
Faculty															
5.2	**5.4**	5.4	.01	5.7 *** ▽	-.24	5.4	-.04	**5.4**	**5.5**	5.5	-.03	5.8 *** ▽	-.24	5.5	-.05
Student services staff (career services, student activities, housing, etc.)															
5.3	**5.2**	5.2	.03	5.3	-.07	5.2	.01	**5.0**	**5.0**	4.8	.09	4.9	.04	5.0	-.01
Other administrative staff and offices (registrar, financial aid, etc.)															
4.9	**5.1**	5.1	-.04	5.3 ** ▽	-.17	5.2	-.06	**4.8**	**4.9**	4.9	-.03	5.0	-.08	5.0	-.09

How much does your institution emphasize the following?

Scale: 1 (Very little) to 4 (Very much)

Spending significant amounts of time studying and on academic work															
3.4	**3.4**	3.1 *** ▲	.40	3.2 *** △	.26	3.1 *** ▲	.36	**3.6**	**3.6**	3.1 *** ▲	.70	3.2 *** ▲	.56	3.1 *** ▲	.68
Providing support to help students															
2.8	**2.9**	3.0	-.04	3.1 ***	-.27	3.0 **	-.15	**2.7**	**2.7**	2.8	-.09	3.0 ***	-.35	2.9 ***	-.23

succeed academically					▽			▽						▼			▽	
Using learning support services (tutoring services, writing center, etc.)	**2.9**	**3.0**	3.0	-.09	3.2 *** -.29 ▽		3.1 *** -.17 ▽		**2.7**	**2.6**	2.7 * -.12 ▽		2.9 *** -.36 ▼		2.9 *** -.25 ▽	
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	**2.4**	**2.6**	2.7	-.09	2.8 *** -.21 ▽		2.8 *** -.21 ▽		**2.5**	**2.4**	2.5	-.05	2.5 ** -.14 ▽		2.6 *** -.22 ▽	
Providing opportunities to be involved socially	**2.8**	**2.8**	2.9	-.07	3.0 *** -.23 ▽		3.0 ** -.15 ▽		**2.9**	**2.8**	2.7	.07	2.9	-.11	2.8	-.02
Providing support for your overall well-being (recreation, health care, counseling, etc.)	**2.5**	**2.7**	2.8	-.10	2.9 *** -.23 ▽		2.9 *** -.19 ▽		**2.5**	**2.5**	2.6	-.09	2.7 ** -.19 ▽		2.7 ** -.18 ▽	
Helping you manage your non-academic responsibilities (work, family, etc.)	**1.9**	**2.1**	2.2	-.08	2.3 *** -.25 ▽		2.3 *** -.25 ▽		**1.7**	**1.8**	2.0 ** -.15 ▽		2.0 *** -.25 ▽		2.1 *** -.30 ▽	
Attending campus activities and events (performing arts, athletic events, etc.)	**2.5**	**2.6**	2.7 ** -.16 ▽		2.9 *** -.34 ▼		2.8 *** -.23 ▽		**2.5**	**2.5**	2.5	-.06	2.7 *** -.26 ▽		2.5	-.07
Attending events that address important social, economic, or political issues	**2.2**	**2.3**	2.5 *** -.21 ▽		2.6 *** -.42 ▼		2.5 *** -.22 ▽		**2.3**	**2.2**	2.3 * -.11 ▽		2.5 *** -.33 ▼		2.3	-.07

About how many hours do you spend in a typical 7-day week doing the following?

Scale: 1 (Strongly disagree) to 4 (strongly agree)

Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	New question for NSSE20	**3.3**	3.2	.09	3.3	-.03	3.3	-.01	New question for NSSE20	**3.2**	3.2	-.03	3.2	-.03	3.3 * -.13 ▽	
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)		**2.9**	2.8	.09	3.1 *** -.27 ▽		3.0 * -.12 ▽			**2.8**	2.8	.04	3.0 *** -.20 ▽		2.9 ** -.15 ▽	
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)		**3.0**	2.9 ** .17 △		3.1	-.10	3.0	.02		**3.0**	2.8 ** .17 △		3.0	-.06	3.0	.04

About how many hours do you spend in a typical 7-day week doing the following?

Scale: 0 (0), 3 (1-5), 8 (6-10), 13 (11-15), 18 (16-20), 23 (21-25), 28 (26-30), 33 (More than 30)

Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	**16.5**	**16.9**	14.5 *** .29 △		15.7 ** .16 △		14.4 *** .31 ▲		**16.6**	**17.3**	15.6 *** .19 △		16.1 * .15 △		14.9 *** .27 △	
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate	**6.2**	**8.3**	5.1 *** .46 ▲		6.8 *** .20 △		5.6 *** .38 ▲		**7.6**	**7.6**	5.1 *** .35 ▲		7.3	.04	5.0 *** .37 ▲	

or intramural sports, etc.)																
Working for pay **on campus**	1.7	1.4	2.0 *	-.11 ▽	3.3 ***	-.34 ▼	2.4 ***	-.18 ▽	4.1	4.0	3.7	.04	5.9 ***	-.27 ▽	3.6	.05
Working for pay **off campus**	2.0	1.4	5.3 ***	-.43 ▼	4.2 ***	-.31 ▼	5.9 ***	-.44 ▼	3.7	3.9	10.3 ***	-.54 ▼	7.0 ***	-.29 ▽	13.0 ***	-.68 ▼
Estimated number of hours working for pay	3.7	2.8	7.2 ***	-.42 ▼	7.5 ***	-.47 ▼	8.3 ***	-.47 ▼	7.7	7.8	14.0 ***	-.49 ▼	12.8 ***	-.44 ▼	16.7 ***	-.65 ▼
Doing community service or volunteer work	1.6	1.9	2.3 *	-.09 ▽	2.0	-.02	2.5 **	-.12 ▽	2.4	2.1	3.2 ***	-.20 ▽	2.7 ***	-.13 ▽	3.3 ***	-.21 ▽
Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	13.5	11.3	13.2 ***	-.22 ▽	12.2 *	-.11 ▽	12.6 ***	-.14 ▽	11.3	11.1	11.7	-.07	11.4	-.04	10.9	.02
Providing care for dependents (children, parents, etc.)	.5	.9	2.0 ***	-.20 ▽	1.7 ***	-.15 ▽	3.1 ***	-.29 ▽	.7	1.0	4.6 ***	-.38 ▼	2.6 ***	-.22 ▽	6.3 ***	-.47 ▼
Commuting to campus (driving, walking, etc.)	2.0	2.2	4.3 ***	-.37 ▼	2.9 **	-.13 ▽	4.1 ***	-.30 ▼	3.0	2.9	5.4 ***	-.41 ▼	3.3 *	-.09 ▽	5.0 ***	-.33 ▼

Of the time you spend preparing for class in a typical 7-day week, about how much is on *assigned reading*?

Scale: 1 (Very little) to 5 (Almost all)	2.8	2.8	2.7	.02	3.1 ***	-.31 ▼	2.7	.04	3.0	2.8	2.9	-.07	3.1 ***	-.26 ▽	2.8	-.02
(Continuous variable created by NSSE. Calculated as a proportion of tmprephrs *based on* reading, *where Very little=.10; Some=.25;*	7.5	7.5	6.5 **	.17 △	8.3 **	-.14 ▼	6.5 **	.17 △	8.6	7.7	7.4	.05	8.4 *	-.11 ▽	7.1	.10

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Scale: 1 (Very little) to 4 (Very much)

Writing clearly and effectively	2.4	2.7	2.7	-.06	2.9 ***	-.25 ▽	2.8 **	-.16 ▽	3.0	3.0	3.0	.00	3.2 ***	-.21 ▽	3.0	.02
Speaking clearly and effectively	2.4	2.6	2.5	.03	2.7 *	-.12 ▽	2.7 **	-.14 ▽	2.9	2.9	2.9	.01	3.1 **	-.17 ▽	2.9	-.01
Thinking critically and analytically	2.9	3.0	3.0	.05	3.1 *	-.12 ▽	3.1	-.04	3.3	3.4	3.3 **	.19 △	3.4	.00	3.3 **	.18 △
Analyzing numerical and statistical information	2.5	2.7	2.6	.09	2.6	.08	2.7	-.02	2.8	2.8	2.8	.05	2.9	-.08	2.9	-.10
Acquiring job- or work-related knowledge and skills	2.3	2.5	2.4	.03	2.6 *	-.12 ▽	2.6 ***	-.17 ▽	2.8	2.9	2.8	.07	2.9	-.03	3.0	-.09
Working effectively with others	2.6	2.8	2.7	.04	2.8	-.07	2.9 *	-.11 ▽	3.1	3.0	3.0	.04	3.1	-.10	3.1	-.03
Developing or clarifying a personal code of values and ethics	2.3	2.5	2.6	-.08	2.8 ***	-.30 ▼	2.7 ***	-.25 ▽	2.7	2.7	2.8	-.06	2.9 ***	-.24 ▽	2.9 **	-.15 ▽
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	2.4	2.6	2.7 *	-.13 ▽	2.8 ***	-.24 ▽	2.8 ***	-.24 ▽	2.8	2.8	2.8	.01	2.9	-.07	2.9	-.08
Solving complex real-world problems	2.3	2.5	2.5	-.01	2.7 **	-.16	2.7 ***	-.17	2.7	2.8	2.7	.02	2.9	-.11	2.9	-.10

					▽		▽						
Being an informed and active citizen	**2.3**	**2.5**	2.5	-.05	2.7 ***	-.24	2.7 ***	-.18	**2.6**	**2.6**	2.7	-.09	2.8 ***	-.21	2.7 *	-.13
					▽		▽						▽		▽

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

Scale: 1 (Poor) to 4 (Excellent)

| | **3.1** | **3.1** | 3.1 | .01 | 3.3 *** | -.25 | 3.2 * | -.12 | **3.1** | **3.1** | 3.2 | -.02 | 3.3 *** | -.26 | 3.2 * | -.12 |
| | | | | | ▽ | | ▽ | | | | | | ▽ | | ▽ |

If you could start over again, would you go to the *same institution* you are now attending?

Scale: 1 (Definitely no) to 4 (Definitely yes)

| | **3.1** | **3.1** | 3.2 | -.05 | 3.2 ** | -.16 | 3.2 * | -.11 | **3.0** | **3.0** | 3.1 * | -.13 | 3.2 *** | -.21 | 3.2 *** | -.25 |
| | | | | | ▽ | | ▽ | | | | ▽ | | ▽ | | ▽ |

▼ to symbols:

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.

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.