



# National Survey of Student Engagement

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## Working with NSSE Data: A Facilitator's Guide

A guide to help institutional leaders facilitate workshops, presentations, and discussions with campus stakeholders on using NSSE data

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### About This Guide

#### Purpose

NSSE provides information colleges and universities can use to improve the quality of the undergraduate experience. The initial steps in putting data to use are to understand what the results mean and then to disseminate the findings to people who can do something about student engagement. However, simply reporting NSSE results will not by itself lead to action. Many institutions have found that sharing the results at retreats, faculty workshops, first-year experience task forces, and other groups is a productive way to stimulate action. This guide is designed to help institutional leaders facilitate workshops, presentations, and discussions about NSSE data with campus stakeholders.

#### How the Guide Can Be Used

This guide is akin to an instructor's manual. It provides suggestions for leading a workshop or session on understanding, interpreting and taking action on NSSE data.

The guide includes:

1. Preparation notes for facilitators
2. Outlines for addressing topics related to NSSE data
3. Exercises and worksheets

We have included step-by-step instructions for facilitating a group session using the data reports provided in the *Institutional Report*. Each section contains a sequenced program that may include an overview of the data report, suggestions for how the facilitator can prepare for the individual topic, definitions of key terms, exercises, FAQs, and questions for further discussion. Worksheets are provided to accompany the exercises.

### Introduction

The first step in getting your colleagues to take your institutional data seriously is to ensure that the concepts of student engagement and effective educational practice are understood. NSSE provides quantitative information on the time and effort students devote to educationally purposeful activities and students' perceptions of the quality of other aspects of their college or university experience.

#### Getting Acquainted with the NSSE Survey and What It Measures

One approach to introducing faculty and staff to the NSSE survey is to invite them to identify the items in NSSE question #1 that they believe are most important to student learning for first-year students and then for seniors. Participants can spend a few minutes in pairs or small groups discussing their perspectives.

To get participants thinking about student engagement at your institution, ask them to select several survey items that they are most interested in on the "**Predict Your Results, Worksheet #1.**" Then ask them to record their predictions of students' responses to these survey questions. This informal exercise can be used for comparison with your actual NSSE results. The gaps between student responses and faculty and staff predictions can be a starting point for discussions about educational practice and institutional change.

Additional copies of this document are available on the NSSE Institute Web site: [www.nsse.iub.edu/institute](http://www.nsse.iub.edu/institute).

# Working with Institutional Reports

This guide covers working with the four main reports from the *Institutional Report*:

- Respondent Characteristics
- Frequency Distributions
- Mean Comparisons
- Benchmark Comparisons

## Facilitator Notes:

1. In advance of the workshop, make copies of selected survey results from your *Institutional Report* for each group or individual as needed.
2. Create a statement of objectives and desired outcomes for the workshop or discussion.

## Topics at a Glance

### Topic 1: Respondent Characteristics

Facilitator leads an initial examination of 1) how representative respondents are of the institution's student body; and 2) a comparison of descriptive information about survey respondents at the institution with the characteristics of comparison groups, and with the NSSE cohort.

### Topic 2: Benchmark Comparisons

Facilitator leads group discussion on benchmarks.

### Topic 3: Mean Comparisons

Facilitator leads group in reviewing the Mean Comparisons Report to develop an understanding of the statistical information such as means, statistical significance, and effect sizes. Facilitator leads group in exercise to find items from survey results that are of "practical significance."

### Topic 4: Pattern Analysis

Using items of "practical significance" identified in the exercise in Topic 2, facilitator will assist group in plotting them to the scales that form the NSSE benchmarks to look for possible patterns in the institutional data.

### Topic 5: Frequency Distributions

Facilitator leads a review of and an exercise on frequency distributions. Invite group to identify percentages of "never" that cause them some concern and identify items with "positive percents" in which the majority of students report that they "very often" or "often" engage in this activity.

# Topic 1: Respondent Characteristics

## Purpose:

1. Compare demographic and statistical data on first-year and senior respondents in Institutional Report with student body profile.
2. Compare institution's survey respondents to the institution's selected peers, consortium, Carnegie peers, and/or entire NSSE cohort.

## Key points to cover:

- Compare institutional survey respondents' demographic characteristics in Respondent Characteristics section of the *Institutional Report* with institutional data files for first-year and senior students.
- Explain that weighting is applied to all comparison reports and adjusts for respondents within schools by sex and enrollment status and between schools to reflect respondents' relative population sizes. Weights are calculated separately for first-year students and seniors.
- Clarify that the determination of student year in school ("first-year" or "senior") is based on information from the electronic data file that your school provided to NSSE last fall.
- Emphasize that sampling error is based on the population of interest. To estimate the sampling error for first-year male students, calculate using first-year male student population size. Increasing the number of respondents relative to the total population reduces sampling error. The formula to do this is available on the NSSE Web site, [http://nsse.iub.edu/html/error\\_calculator.cfm](http://nsse.iub.edu/html/error_calculator.cfm).

## Facilitator Notes:

1. Review Respondent Characteristics terms and definitions. Be prepared to explain response rate, sampling error, and student characteristics.
2. Prepare an institutional student body profile in advance of the session.

## Terms and Definitions

**Response rate:**  $\% \text{ Response rate} = \frac{\text{number of respondents}}{\text{sample size}}$

It is important to remember that non-deliverable addresses are subtracted from the denominator. Find a breakdown of response rate by Carnegie classification, control, enrollment, location, and other institution types, on the NSSE Web site at: [www.nsse.iub.edu/NSSE\\_2005\\_Annual\\_Report/response\\_rate\\_summary.cfm](http://www.nsse.iub.edu/NSSE_2005_Annual_Report/response_rate_summary.cfm).

### Sampling Error:

Margin by which "true" scores for an institution on a given survey item could differ from the reported NSSE score due to random sampling.

**Example:** If 60% of an institution's students replied "very often" to a particular item and the sampling error was +/-5%, the "true" value is most likely between 55% and 65%. A reasonable sampling error is around 5%. However, a lower percentage is even better.

### NSSE Sample Size vs. Number of Respondents:

NSSE Sample Size is the number of students contacted to participate as randomly drawn from the population file submitted by the institution. The Number of Respondents is how many students actually completed the survey.

**Exercise 1:** Facilitator leads group in review of demographic features of student respondents.

1. Does the NSSE sample reflect our student body profile? If sample seems skewed, what cautions might be exercised?
2. How does our institution compare to other institutions in terms of demographic features?
3. What generalizations are or are not possible based on these data?
4. How does our institution's response rate stack up against other institutions?

## Topic 2: Benchmark Comparisons

### Purpose:

Focus discussion on the importance of student engagement and institutional improvement efforts using NSSE's five clusters or benchmarks of effective educational practice, which are:

- Level of academic challenge
- Active and collaborative learning
- Student-faculty interaction
- Enriching educational experiences
- Supportive campus environment

### Key points to cover:

- Means are reported for first-year students and seniors.
- The Benchmark Comparisons are intended to help institutions determine if the engagement of their typical student differs in a statistically significant and meaningful way from the average students in various comparison groups.



### Terms and Definitions

#### Benchmark Description and Survey Items:

Each benchmark offers a short summary of the construct measured by the scale and survey items that contribute to the scale.

#### Included Students:

Benchmark scores are based on survey responses from first-year and senior students who were part of the base random sample or random oversample. Students who were part of a targeted oversample or local oversample are not included. This is true for all reports.

#### Detailed Benchmark Statistics and Effect Sizes:

The Benchmark Comparisons report offers specific information about all benchmarks and an institution's results compared to selected peers, consortium, Carnegie peers, the entire NSSE cohort, and above-average and high-performing institutions. Tables include: sample size, means, standard deviations, standard errors, percentile distributions, mean differences, and effect sizes.

#### Standard Error:

Standard error is an estimate of random fluctuation in the sample, based on sample size. Standard errors are smaller when the number of responses increases. Smaller standard errors mean a more accurate estimate of an institution's true score.

#### Percentile Distribution Statistics:

This is a score that demonstrates at or below which a given percentage of students' benchmark scores fall. For example, the 50th percentile represents the benchmark score at or below which 50 percent of the students' benchmark scores fell for the respective comparison group.

#### Mean Difference:

The mean difference is the difference between the institution's mean and the mean of various comparison groups.

## Topic 2: (continued)

### Facilitator Notes:

1. Review Benchmark Comparison Report.
2. Be prepared to explain key terms and discuss comparison options including ‘above average institutions’ and ‘high-performing institutions.’

**Exercise 2:** Lead group discussion on the following questions:

1. Are there particular items or families of items within a benchmark that factor heavily in our scores?
2. What patterns emerge from the benchmark results?
3. Areas of strength? Areas that need improvement?
4. What are the differences between first-year and senior responses?
5. How does our institution perform, given our student and institutional characteristics?
6. How does our institution compare, given our student and institutional characteristics?

### Facilitator Notes:

1. Summarize work session using Exercise 2.
2. Review objectives and outcomes of session.
3. Refer participants to further information sources including the NSSE Web site.
4. Suggest strategies for follow up sessions.

**Exercise 3:** Consider the following questions:

1. What was surprising about the results?
2. What campus assumptions were confirmed or refuted?

## Topic 3: Mean Comparisons

### Purpose:

1. Review mean scores for each survey item.
2. Compare institutional results against selected peers, consortium, Carnegie peers, and NSSE cohort.

### Key points to cover:

- Look carefully at items with large effect sizes. In the Mean Comparisons Report asterisks (\*) indicate that your students’ responses differ at a statistically significant level from students at schools in your comparison groups.
- More asterisks for a particular item indicate a smaller probability that the difference is due to chance. Even so, the actual magnitude of some item score differences may seem trivial, even though they are statistically significant.
- The Mean Comparisons Report indicates items that contribute to benchmarks.
- **Important Note:** Statistical significance does not guarantee that the result is important. Effect size should also be taken into account.
- NSSE reports the Cohen’s *d* effect size for comparisons that are statistically significant. The effect size represents the magnitude of the difference in

the student or institutional behavior represented by the item. When the effect size is large, or a pattern of moderate effect sizes exists, it is likely that the quality of the student experience is appreciably different and, therefore, may be of practical importance in the respective area of student engagement.

- Large effect sizes are uncommon in most areas of non-experimental social science research, including the NSSE project. If your results include some medium or large effects, something may be going on that warrants immediate attention, especially if other empirical or anecdotal information corroborate the NSSE data. Here are some general guidelines for determining the relative importance of a Cohen’s *d* effect size:

.20 is a small effect

.50 is a medium effect

.80 is a large effect

## Topic 3: (continued)

### Terms and Definitions

#### NSSE Survey Items:

Items appear in the first column of the report table in the same order and wording as they appear on the instrument. Response values for each question are listed in italics above the results table to help in interpreting statistics for specific items.

#### Variable Names:

Coded variables are used for each survey item and appear in the second column. This reference can be useful when reviewing data since variable names are also used in the institution data file.

#### Mean Comparisons:

The mean is the arithmetic average (sum of scores divided by total number of responses) of student responses on a particular item. Means are provided for institutions, selected peers, consortia or Carnegie peers, and the NSSE cohort. Means are reported separately for first-year students and seniors.

#### Statistical Significance:

Mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels (\* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ ).

- The smaller the significance level, the more confidence one can have the result is less likely due to chance.
- Non-significant results are left blank in the significance and effect size columns.

#### Effect Size: Effect size = mean difference/standard deviation of comparison group

Standard deviation is average deviation from the mean. Effect size indicates the “practical significance” of mean differences. An effect size of .2 is considered small, .5 is moderate, and .8 is large. A positive value indicates that the institution’s mean was greater or showed a more affirmative result than the comparison group. A negative value indicates that institution lags behind the comparison group on that item.

**NOTE:** Statistical significance and effect sizes can work together. If a mean difference is significant at the  $p < 0.01$  level (two asterisks), then the difference is unlikely to occur just by chance. To interpret the “practical” amount of this difference consider the effect size. For example, an effect size of 0.48 indicates a moderate effect size with a difference that isn’t likely due to chance. If, however, the effect size for this difference was 0.75, then that would indicate a large practical difference.

### Facilitator Notes:

1. Review Mean Comparisons Report.
2. Be prepared to explain key terms including statistical significance and effect size.
3. Note the items that contribute to benchmarks. Exercise #4 asks if particular items factor heavily in benchmark scores.
4. Determine if it is best for participants to complete Worksheet #2 in advance of the workshop, or if it might be a productive exercise for participants to complete during the workshop.

**Exercise 4:** Lead group in consideration of statistical differences in results:

1. Check off those items with one to three asterisks (\* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ ) and consider effect sizes to judge the practical significance or importance of the results. Use the worksheet provided, “**Making the Most of Your NSSE Data – Worksheet #2.**”

## Topic 4: Pattern Analysis

### Purpose:

1. Discover themes as well as areas of strength and challenges within institution.
2. Explore differences between first-year and senior students.
3. Compare areas of concern and strengths with selected peers, consortium, Carnegie peers, or NSSE cohort.

### Key points to cover:

- In addition to focusing on items with small to large effect sizes, look for patterns in student responses.
  - For example, do students consistently score above or below the mean of comparison groups in certain areas of engagement?
  - Are the differences explainable? Could differences be related to the school's mission, the nature of the undergraduate program, or certain students' characteristics?
- Do not rely exclusively on significance tests to identify areas that warrant attention. A consistent pattern of scoring above the mean, even though all items may not reach statistical significance, may indicate an institution is doing the right things in terms of good educational practice. At the same time, some institutions have very high expectations for student engagement and may fall short of their own aspirations even though comparisons with other institutions are favorable.

### Facilitator Note:

1. Review results on items from scales that form the benchmarks in addition to other NSSE scales.



### Terms and Definitions

See Terms and Definitions in Topic 2.



**Exercise 5:** Highlight the items that were determined to be of practical significance on **Worksheet #2** under each area of analysis. Lead group discussion on the following questions:

1. What story do patterns in the data tell about the quality of our first-year students' experiences? What does this suggest for their sophomore year experience?
2. What are areas of strength and areas that need improvement?
3. What are the differences in first-year and senior responses?
4. Do these results reflect common challenges for institutions similar to ours?
5. How does our institution compare to others?

## Topic 5: Frequency Distributions

### Purpose:

1. Review frequencies with which students responded to particular items along with comparisons to selected peers, consortium, Carnegie peers, and the entire NSSE cohort.
2. Invite group to identify percentages of “never” that cause them some concern, and to identify items with “positive percents” in which the majority of students report that they “very often” or “often” engage in this activity.

### Facilitator Notes:

1. Review Frequency Distributions Report. It is not necessary to go into great depth when exploring these results. Asking questions for group discussion can help facilitate reflection and understanding.
2. Identify items that might be of greatest interest to the institution given its mission and goals. Consider presenting these percentages to participants as a way to capture their attention.

**Exercise 6:** Identify the most important items to the institution, unit, or department.

1. Invite participants to explore if the percentage distributions are appropriate for these items. Do the responses correlate with what our institution, unit, or

department expected? For example, if an institution values career advising for its seniors, is it adequate for 30% of the seniors to report that they “never” talked with a faculty member about career plans? Refer back to the opening exercise to see if predictions match.

2. Lead group discussion on the following questions:
  - a. What results are adequate? Need attention?
  - b. What results are reflective of our institutional type?
  - c. How does our institution compare to others?
  - d. Are there important differences between first-year and senior responses?

## Conclusion – Exploring Next Steps

As Dr. George Kuh notes in his director’s message, “Getting Off the Dime,” in the *2005 NSSE Annual Survey of Results*, “mobilizing people to action is more likely to succeed if the target of the effort is an issue that many people believe is important.” Focusing on issues in which large numbers of faculty, staff, and students have a stake attracts interest, animates discussion, and helps sustain enthusiasm and momentum over time.

To end the facilitation session and as inspiration for further action, NSSE has provided some examples of the ways other institutions have used NSSE data to improve the quality of undergraduate education.

- **Saint Francis University** revised its data report format to clearly link all NSSE items with its new general education learning outcomes. These learning outcomes will be also linked to the school’s reframed institutional goals. This will help inform budgetary decisions and institutional planning processes.
- **Augusta State in Georgia** compares its NSSE results on both the national and institutional level, but as a consortium participant in the Georgia State System, they compare performance with other in-state institutions.

- At the **University of Vermont**, every dean received university-wide NSSE results as well as their respective individual college or school data. Some deans share the information with their department chairs and faculty committees. The institution also collaborates with the university communications offices to provide information about NSSE results to alumni, the media, and prospective students.
- At **William Woods University**, the academic dean established “Academic Challenge,” one of the five NSSE benchmarks, as the focus for this year. She conducted sessions in which the entire faculty reviewed NSSE results, and were assigned departments to develop strategies for addressing varying levels of this benchmark.

Additional examples of how institutions have used NSSE data for improvement initiatives, strategic planning and accountability, accreditation, faculty and staff development, and enrollment management and recruitment, can be found in the document, “Using NSSE Data,” included in your *Institutional Report* under “Additional Resources/User Tools,” and on the NSSE Institute Web site at <http://nsse.iub.edu/institute/index.cfm?view=tools/index>.



## Predict Your Results

What do you know about your students? Because beliefs and assumptions play a role in shaping expectations and actions, it is helpful to account for them when trying to understand something as complex as the undergraduate experience. Items from the NSSE survey, question #1, are listed below. Select several items of interest from the table to record what

you predict and prefer students will do. Then compare your predictions to actual NSSE results and benchmark scores. Use the gaps between student responses and faculty and staff predictions as a catalyst for group discussion about the quality of the student experience.

Items from Survey Question #1	% Often or Very Often		
	Prediction	Prefer	Actual
a. Asked questions in class or contributed to class discussions			
b. Made a class presentation			
c. Prepared two or more drafts of a paper or assignment before turning it in			
d. Worked on a paper or project that required integrating ideas or information from various sources			
e. Included diverse perspectives (difference races, religions, genders, political beliefs, etc.) in class discussions and assignments			
f. Come to class without completing readings or assignments			
g. Worked with other students on projects during class			
h. Worked with classmates outside of class to prepare class assignments			
i. Put together ideas or concepts from different courses when completing assignments or during class discussions			
j. Tutored or taught other students (paid or voluntary)			
k. Participated in a community-based project (e.g., service learning) as part of a regular course			
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment			
m. Used e-mail to communicate with an instructor			
n. Discussed grades or assignments with an instructor			
o. Talked about career plans with a faculty member or advisor			
p. Discussed ideas from your readings or classes with faculty members outside of class			

## Worksheet 1 (continued)

Items from Survey Question #1	% Often or Very Often		
	Prediction	Prefer	Actual
q. Received prompt written or oral feedback from faculty on your academic performance			
r. Worked harder than you thought you could to meet an instructor's standards or expectations			
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)			
t. Discussed ideas from your readings and classes with others outside of class (students, family members, co-workers, etc.)			
u. Had serious conversations with students of a different race or ethnicity than your own.			
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.			

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## Making the Most of Your NSSE Data

These worksheets are additional tools to help your team focus in on important item level results by NSSE benchmarks and other scales. You will need to reference your NSSE means report to complete the worksheets. Key terms are defined at the end of the document. When an item is part of the scale that forms a benchmark, it is noted with an asterisk.

1. Please select a comparison group or groups to complete the worksheet. Use SP=selected peers, C=Carnegie peers, and NC=NSSE cohort.
2. Enter “\*,” “\*\*,” or “\*\*\*” in the significance level column to indicate confidence level.

Item	Item Description	Significance Level	Effect Size	Significance Level	Effect Size
		(* significance)	(indicate sign + or - and magnitude)	(* significance)	(indicate sign + or - and magnitude)
<b>Academic Challenge</b>		FY	FY	SR	SR
9a	Hours students spend in a typical 7-day week preparing for class*				
3a	Number of assigned textbooks, books, or book-length packs of course reading*				
3c	Number of written papers or reports of 20 pages or more*				
3d	Number of written papers or reports between 5 and 19 pages*				
3e	Number of written papers or reports of fewer than 5 pages*				
2b	Coursework emphasizing analyzing the basic elements of an idea, experience, or theory*				
2c	Coursework emphasizing synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships*				
2d	Coursework emphasizing making judgments about the value of information, arguments, or methods*				
2e	Coursework emphasizing applying theories or concepts to practical problems or in new situations*				
10a	Campus environment emphasizing spending significant amounts of time studying and on academic work*				
1r	Working harder than you thought you could to meet an instructor’s standards or expectations*				
<b>Academic Challenge–Related Items</b>		FY	FY	SR	SR
1f	Come to class without completing readings or assignments				
4a	During a typical week, how many problem sets do you complete that take you more than an hour to complete				

## Worksheet 2 (continued)

Item	Item Description	Significance Level (* significance)	Effect Size (indicate sign + or - and magnitude)	Significance Level (* significance)	Effect Size (indicate sign + or - and magnitude)
4b	During a typical week, how many problem sets do you complete that take you less than an hour to complete				
<b>Active and Collaborative Learning</b>		FY	FY	SR	SR
1a	Asked questions in class or contributed to class discussions*				
1b	Made a class presentation*				
1g	Worked with other students on projects during class*				
1h	Worked with classmates outside of class to prepare class assignments*				
1j	Tutored or taught other students*				
1k	Participated in a community-based project as part of a regular course*				
1t	Discussed ideas from readings or classes with others outside of class (students, family members, co-workers, etc.)*				
<b>Student Faculty Interaction</b>		FY	FY	SR	SR
1n	Discussed grades or assignments with an instructor*				
1o	Talked about career plans with a faculty member or advisor*				
1p	Discussed ideas from your readings or classes with faculty members outside of class*				
1s	Worked with a faculty member on activities other than coursework (committees, orientation, student-life activities)*				
1q	Received prompt written or oral feedback from faculty on your academic performance*				
7d	Worked with a faculty member on a research project outside of course or program requirements*				
<b>Enriching Educational Environment</b>		FY	FY	SR	SR
9d	Participating in co-curricular activities (organizations, student publications, student government, fraternity or sorority, intercollegiate or intramural sports)*				
7a	Practicum, internship, field experience, co-op experience, or clinical assignment*				
7b	Community service or volunteer work*				
7e	Foreign language coursework*				
7f	Study abroad*				
7g	Independent study or self-designed major*				

## Worksheet 2 (continued)

Item	Item Description	Significance Level (* significance)	Effect Size (indicate sign + or - and magnitude)	Significance Level (* significance)	Effect Size (indicate sign + or - and magnitude)
7h	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc)*				
1l	Using an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment*				
7c	Participating in a learning community or some other formal program where groups of students take two or more classes together*				
<b>Supportive Campus Environment</b>		FY	FY	SR	SR
10b	Campus environment that provides the support you need to help you succeed academically*				
10d	Campus environment that helps you cope with your non-academic responsibilities (work, family, etc.)*				
10e	Campus environment that provides the support you need to thrive socially*				
8a	Quality of relationships with other students*				
8b	Quality of relationships with faculty members*				
8c	Quality of relations with administrative personnel and offices*				
<b>Integrative Learning</b>		FY	FY	SR	SR
6d	Examined the strengths and weaknesses of your own views on a topic or issue				
6e	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective				
6f	Learned something that changed the way you understand an issue or concept				
<b>Personal and Social Gains</b>		FY	FY	SR	SR
11h	Working effectively with others*				
11j	Learning effectively on your own				
11k	Understanding yourself				
11n	Developing a personal code of values and ethics				
<b>General Educational Gains</b>		FY	FY	SR	SR
11a	Acquiring a broad general education				
11c	Writing clearly and effectively				

## Worksheet 2 (continued)

Item	Item Description	Significance Level (* significance)	Effect Size (indicate sign + or - and magnitude)	Significance Level (* significance)	Effect Size (indicate sign + or - and magnitude)
11d	Speaking clearly and effectively				
11e	Thinking critically and analytically				
Practical Competence Gains		FY	FY	SR	SR
11b	Acquiring job or work-related knowledge and skills				
11f	Analyzing quantitative problems				
11g	Using computers and information technology				
11m	Solving complex real-world problems				
Student Satisfaction		FY	FY	SR	SR
13	An evaluation of the student's entire educational experience at this institution				
14	If starting over would the student attend the same institution				
Time Usage and Demands		FY	FY	SR	SR
9b	Working for pay on campus				
9c	Working for pay off campus				
9e	Relaxing and socializing (watching TV, partying, etc.)				
9f	Providing care for dependents living with you (parents, children, spouse, etc.)				
9g	Commuting to class				

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### National Survey of Student Engagement

#### NSSE Institute for Effective Educational Practice

Center for Postsecondary Research  
Indiana University Bloomington  
School of Education  
1900 East Tenth Street  
Eigenmann Hall, Suite 419  
Bloomington, IN 47406-7512

Phone: 812-856-5824  
Fax: 812-856-5150  
E-mail: [nsse@indiana.edu](mailto:nsse@indiana.edu)

[www.nsse.iub.edu/institute](http://www.nsse.iub.edu/institute)