NSSE Engagement Indicators
Definitions

A full description of the Engagement Indicators, the survey items included in each indicator, and the process for developing and scoring the indicators are available on the NSSE website.

Each Engagement Indicator is expressed on a 0-60 scale.

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning.

Higher-Order Learning

Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...

Applying facts, theories, or methods to practical problems or new situations

Analyzing an idea, experience, or line of reasoning in depth by examining its parts

Evaluating a point of view, decision, or information source

Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning

Percentage of students who responded that they "Very often" or "Often"...

Combined ideas from different courses when completing assignments

Connected your learning to societal problems or issues

Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments

Examined the strengths and weaknesses of your own views on a topic or issue

Tried to better understand someone else's views by imagining how an issue looks from his or her perspective

Learned something that changed the way you understand an issue or concept

Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies

Percentage of students who responded that they "Very often" or "Often"...

Identified key information from reading assignments

Reviewed your notes after class

Summarized what you learned in class or from course materials

Quantitative Reasoning

Percentage of students who responded that they "Very often" or "Often"...

Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

Evaluated what others have concluded from numerical information

Learning with Peers

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college.

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

Asked another student to help you understand course material

Explained course material to one or more students

Prepared for exams by discussing or working through course material with other students

Worked with other students on course projects or assignments

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

People from a race or ethnicity other than your own

People from an economic background other than your own

People with religious beliefs other than your own

People with political views other than your own

Experiences with Faculty

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways.

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

Talked about career plans with a faculty member

Worked w/faculty on activities other than coursework (committees, student groups, etc.)

Discussed course topics, ideas, or concepts with a faculty member outside of class

Discussed your academic performance with a faculty member

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

Clearly explained course goals and requirements

Taught course sessions in an organized way

Used examples or illustrations to explain difficult points

Provided feedback on a draft or work in progress

Provided prompt and detailed feedback on tests or completed assignments

Campus Environment

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff.

Quality of Interactions

Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...

Students

Academic advisors

Faculty

Student services staff (career services, student activities, housing, etc.)

Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

Providing support to help students succeed academically

Using learning support services (tutoring services, writing center, etc.)

Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)

Providing opportunities to be involved socially

Providing support for your overall well-being (recreation, health care, counseling, etc.)

Helping you manage your non-academic responsibilities (work, family, etc.)

Attending campus activities and events (performing arts, athletic events, etc.)

Attending events that address important social, economic, or political issues