

“NSSE results are a great starting point to understand what is—or is not—working well in your institution. It’s like a flashlight shining toward improving your students’ success.”

—Sally M. Johnstone, President Emerita, National Center for Higher Education Management Systems

- **Rigorously tested survey** to assess the quality of undergraduate education and students’ experience in educationally purposeful activities
- **A variety of surveys** for first-year students, senior students, faculty, and others
- **Information-rich, graphically illustrative reports**, including multi-year reports, comparison reports, and engagement indicator reports
- **Topical modules** on Academic Advising, Cultural Diversity, Career & Workforce Prep, and more



The **National Survey of Student Engagement (NSSE)** focuses the national discourse on college quality and provides colleges and universities actionable data to inform evidence-based improvement.

As the central project, the NSSE survey asks first-year and senior undergraduate students about educational practices that are related to learning and development.



The **Faculty Survey of Student Engagement (FSSE)** assesses the expectations, perceptions, and roles of faculty in promoting student engagement and campus improvement.



The **Beginning College Survey of Student Engagement (BCSSE)** surveys entering students about their prior educational experiences and their expectations for the coming year.

A year in the life of a NSSE-participating institution

July-October: NSSE registration open

Fall-Winter: Prep for NSSE campus administration

- Institutions customize NSSE to individual needs
- Plan promotional strategy for max response rates

Winter-Early Spring: Survey administration

April: Early Raw Data Downloads available

May: Survey Close

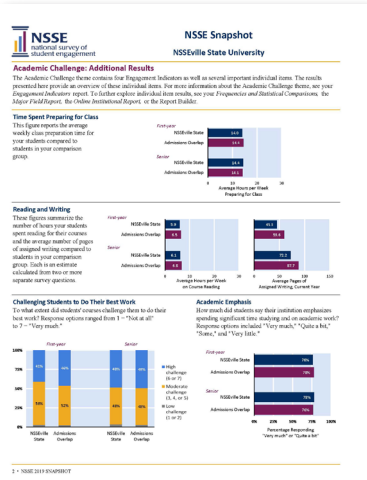
Summer-Fall: Data & Reports delivered

NSSE by the Numbers

26 NSSE 2025 is the 26th administration of the survey. The survey’s first cycle was in 2000.

1.4K institutions have participated in NSSE for its last three administration cycles.

6.5M students have completed the NSSE survey since 2000.



What do participating institutions receive?

Institutional Reports (IR) are delivered in August of the administration year. Contained within are a variety of reports, such as a Snapshot Report (pictured), an Engagement Indicators Report, a High-Impact Practices Report, a Multi-Year Report, and more. A Student Data File is also included to facilitate local analyses.

Consider NSSE for its 2025 survey administration!



Learn More Here!

If you are interested in learning more about NSSE and/or how to register, visit nsse.indiana.edu or scan the QR code to the left.

NSSE Supports Assessment and Research on High-Impact Practices



HIP Topical Module Debuted in 2022

The **HIP Quality Topical Module**, now offered as one of NSSE's 10 Topical Modules, explores the extent to which HIP experiences incorporate elements accounting for educational benefits and enables participating institutions to examine quality and equity concerns related to HIP experiences and reasons for nonparticipation. Students who indicated on the

core NSSE that they have done or are doing at least one HIP receive a set of questions probing their experience, while those who have not done any of the HIPs receive a different set of questions exploring either their plans to participate in a HIP or possible barriers to participation, and an open-ended item to name another powerful learning experience.

Learning Community • Service-Learning • Research with Faculty • Internship/Co-op/Field Experience • Study Abroad • Culminating Senior Experience

HIP Participation: How NSSE Reports Results

NSSE's information-rich, graphically illustrative reports include one focusing on six High-Impact Practices (HIPs), listed above, aptly named for their positive associations with student learning and retention.

HIPs are enriching, potentially life-changing educational experiences that demand considerable time and effort, facilitate learning outside the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback.

The table on the right, summarizing data from all NSSE U.S. respondents, displays the percentage of students who participated in each HIP by selected student characteristics. The updated HIP Report (2023) features more student identities in the participation table.

Using HIP Results for Improvement

NSSE DATA USE IN BRIEF
Increasing Opportunities to Engage in High-Impact Practices

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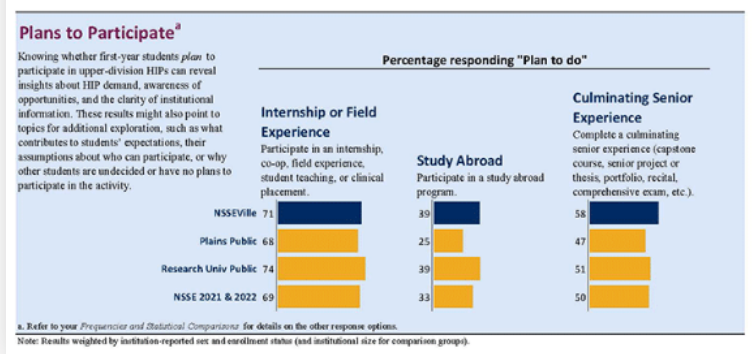
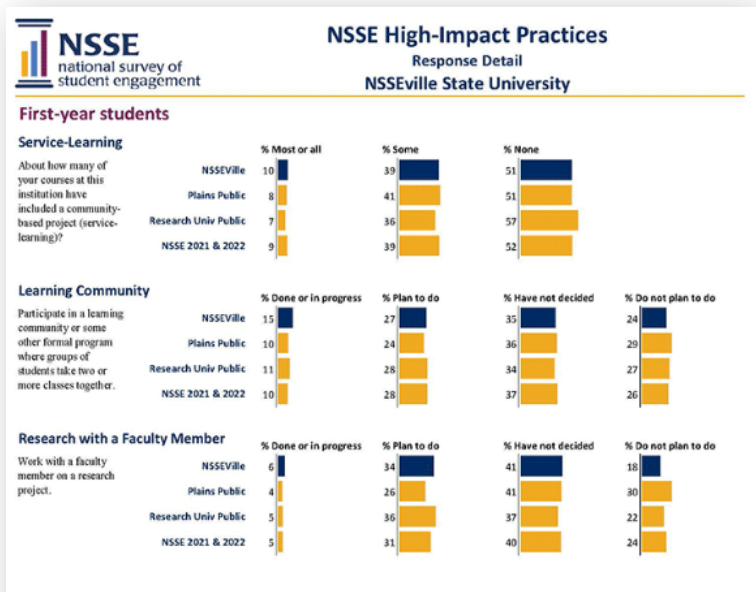
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Using HIP Results for Improvement

The experiences of five institutions exemplify how colleges and universities use results from their High-Impact Practices report to improve learning and retention through participation in HIPs.

For example, a task force at California State University San Marcos of faculty, staff, and administrators disaggregated participation in HIPs by student characteristics and majors and developed interventions directing those groups (e.g., first-

generation or low-income) to HIP opportunities. Read more cases and details at go.iu.edu/4zV7.



Above is a sample High-Impact Practices report for our example institution, NSSEville State University. Scan the QR code below to view this report digitally, and visit our Reports & Data webpage for more sample reports.



To view an example of NSSE's High-Impact Practices report, scan the QR code to the left with your phone.

See our *Lessons from the Field* series for instructive and inspiring narratives from colleges and universities about the innovative ways they put NSSE data into action, including their HIP results. Visit go.iu.edu/4zVK to view the series.

Lessons from the Field