



National Survey of Student Engagement

NSSE 2005 Overview

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The National Survey of Student Engagement (NSSE) has been collecting data from students at four-year colleges and universities around the country since 2000 to assess the extent to which students engage in educationally effective activities. The guiding premise is that student participation in these activities at reasonable levels is a meaningful proxy for collegiate quality. A generous grant from The Pew Charitable Trusts launched the NSSE project which is now sustained by institutional participation fees. NSSE is cosponsored by The Carnegie Foundation for the Advancement of Teaching.

This overview is divided into two sections. First, we describe the characteristics of NSSE 2005 participating institutions and survey respondents and summarize overall response rates. Second, we present selected findings, including descriptive information about the students who completed the survey, new core survey items, and experimental items.

Later this fall you will receive the National Benchmarks of Effective Educational Practice, as well as benchmarks for your institution, based on the aggregated data from over 500 different colleges and universities that have participated in NSSE 2005.

NSSE 2005 Institutions and Respondents

More than 660,000 first-year and senior students were included in the NSSE 2005 sample.¹ These students were randomly selected from data files provided by 529 participating four-year colleges and universities. Approximately 245,000 students from this sample responded. A list of participating institutions is available in the “Additional Information” tab of the institutional report binder.

NSSE sampling procedures require sending the survey to an equal number of first-year and senior students with the standard sample size determined by the number of undergraduate students enrolled at the institution. Students at 172 colleges and universities, or 33% of participating institutions, had the option of responding via a traditional paper questionnaire or online. One-hundred and sixty-eight schools (32%) opted for the Web-only administration where students received all contacts electronically and only completed the online survey. The Web+ survey mode includes multiple electronic contacts and one traditional paper questionnaire delivered to a portion of non-respondents. One-hundred and eighty-nine institutions (36%) participated through this method. This reflects a continuing trend of institutions moving to more web-based administrations.

Tables 1 and 2 on the next two pages show that NSSE 2005 respondents and institutions approximate the characteristics of students enrolled at participating schools as well as the national profile of all four-year colleges and universities. The comparative data for these tables are from selected 2004 Integrated Postsecondary Education Data System (IPEDS) data files.

Profile of NSSE 2005 Institutions

NSSE 2005 schools closely resemble the national profile of four-year colleges and universities in all areas. Baccalaureate-General institutions as defined by the 2000 Carnegie Classification of Institutions of Higher Education were slightly underrepresented. Public institutions were slightly overrepresented. The inclusion of a broad array of campuses in NSSE 2005, including specialized institutions, insures that the results reflect the experiences of students attending four-year public and private colleges and universities from all regions of the country and different types of settings.



NSSE 2005 schools closely resemble the national profile of four-year colleges and universities

Table 1
NSSE 2005 Institutions and all Four-Year Colleges and Universities

	<i>NSSE 2005</i>	<i>National</i>
Carnegie Classification		
Doctoral/Research – Extensive	11%	11%
Doctoral/Research – Intensive	8%	8%
Master’s I & II	47%	43%
Baccalaureate – Liberal Arts	19%	16%
Baccalaureate – General	15%	23%
Sector		
Public 4-year	47%	38%
Private 4-year	53%	62%
Region		
Far West	10%	10%
Great Lakes	14%	15%
Mideast	19%	19%
New England	10%	9%
Plains	11%	11%
Rocky Mountains	3%	3%
Southeast	26%	25%
Southwest	7%	7%
Location		
Large city (>250,000)	18%	19%
Mid-size city (<250,000)	30%	29%
Urban fringe large city	17%	16%
Urban fringe mid-size city	8%	8%
Large town (>25,000)	4%	4%
Small town (~5,000)	18%	17%
Rural	5%	6%

Note: Percentages are based on U.S. postsecondary institutions that award baccalaureate degrees. NSSE-participating or other national institutions that do not share these characteristics were not included. Totals may not sum to 100% due to rounding error.

Source: National data are from the 2004 IPEDS Institutional Characteristics File.

Profile of NSSE 2005 Respondents

Table 2 shows selected characteristics of the students who completed NSSE in 2005. The first column represents students who responded to the NSSE survey in 2005. The second column shows the characteristics of students at four-year schools that participated in NSSE 2005, as reflected by 2004 IPEDS data. The third column represents the national profile of students at all four-year colleges and universities.

Year in School

First-year (52%) and senior (48%) students comprised nearly equal proportions of NSSE 2005 respondents.

Gender

Women made up two-thirds (66%) of the respondents compared with 56% of the female students enrolled at NSSE 2005 schools as well as nationally (Table 2). The larger proportion of women respondents is consistent with widely reported survey research findings that women are more likely than men to return survey questionnaires.

Race and Ethnicity

White students are slightly over-represented while African American, Hispanic, and Asian/Pacific Islander students are slightly under-represented (Table 2).

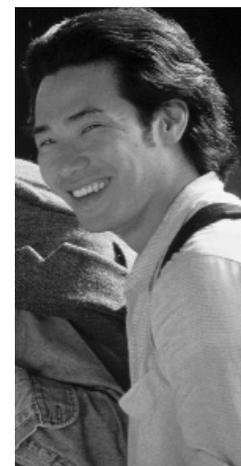


Table 2
Characteristics of NSSE 2005 Respondents, Students at NSSE 2005 Institutions, and Students at all Four-Year Institutions

	<i>NSSE Respondents</i>	<i>All NSSE 2005 Schools</i>	<i>National</i>
Gender			
Men	34%	44%	44%
Women	66%	56%	56%
Race/Ethnicity			
African American/Black	7%	11%	11%
Amer. Indian/Alaska Native	1%	1%	1%
Asian/Pacific Islander	5%	6%	6%
Caucasian/White	74%	68%	65%
Hispanic	6%	8%	9%
Other	.8%	5%	6%
Multiple	.3%	-	-
International	5%	2%	2%
Employment Status			
Full-time	90%	82%	82%
Part-time	10%	18%	18%

Note: Students could check more than one racial or ethnic group so the percentages exceed 100%. The IPEDS and NSSE categories for race and ethnicity differ. Percentages are based on U.S. postsecondary institutions that award baccalaureate degrees. NSSE-participating or other national institutions that do not share these characteristics were not included. Totals may not sum to 100% due to rounding error.

Source: NSSE 2005 school and national data are from the 2004 IPEDS Enrollment Data File.

Enrollment Status

About 90% of all respondents were enrolled full-time (Table 2). About a third of all students attended one or more institutions in addition to the one at which they were currently enrolled. Of this group, 27% went to another four-year college, 37% to a community college, 6% to a vocational-technical school, 5% to another form of post-secondary education, and 25% went to a combination of these.



Female students are almost twice as likely as men to major in education

Age

Students 19 years of age or younger comprise the largest group (41%), reflecting the fact that half the students selected to receive the survey were in their first year of college. About 40% of respondents were 20-23, 9% were between the ages of 24 and 29, and 10% were 30 years of age or older.

Living Arrangements

Forty-five percent of all students lived in campus housing; the largest proportion -- 70% -- was first-year students. The remainder lived within driving distance (41%), within walking distance (13%), or in a fraternity or sorority house (1%).

Fraternity or Sorority

Approximately one of every ten students (12% men, 10% women) belonged to a social fraternity or sorority.

Grades

About two-fifths (41%) of all students reported that they have earned mostly A grades. Only 4% of students reported earning mostly Cs or lower.

Parents' Education

Thirty-three percent of all respondents were first-generation college students. Almost two fifths (39%) had parents who both graduated from college.

Primary Major Field

Table 3 shows the percentages of students majoring in different fields broken down by class and gender. A greater proportion of men select Business, Engineering, and Physical Sciences as their major field of study, while a higher percentage of women pursue degrees in Education, Professional Schools, and the Social Sciences.

Table 3
Primary Major Field of Study by Class and Gender

<i>Major</i>	<i>First-Year Students</i>		<i>Seniors</i>	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
Arts & Humanities	15%	16%	16%	17%
Biological Sciences	8%	9%	6%	7%
Business	16%	13%	21%	16%
Education	6%	13%	5%	14%
Engineering	11%	2%	10%	1%
Physical Sciences	5%	3%	5%	3%
Professional Schools	5%	14%	4%	10%
Social Sciences	12%	15%	13%	18%
Other	18%	12%	21%	14%
Undecided	5%	5%	0%	0%

Response Rates

The average institutional response rate for NSSE 2005 was 39%.² The average institutional response rate for paper schools (institutions where students had the option of completing either the paper or the Web version) was 35%, with a range of 8% to 89% across schools. The average institutional response rate for NSSE 2005 Web-only schools (institutions where students only had the option of completing the survey online) was 42%, with a range of 3% to 87% across schools. Institutions participating using the Web+ mode of administration recorded an overall response rate of 39% with a majority of Web+ respondents using the online version (93%).

About 14% of the NSSE 2005 respondents completed the paper version of NSSE and approximately 86% completed it using the Web. This continues the trend of more students responding via the web, even at paper-only schools. Additional information about response rates, including the response rate for your institution, can be found under the Respondent Characteristics tab of this binder. Please note the average institutional response rate of 39% is slightly higher than NSSE 2005 response rate of 36% reported in the Respondent Characteristics tab due to differences in the unit of analysis (institutions versus students). Another thing to keep in mind is that because of the larger numbers of students sampled in the Web-only and Web+ modes, most of those institutions using these administration approaches typically have many more respondents represented in their data which reduces sampling error; thus, greater confidence can be placed in the results (Table 4).

The average institutional response rate for the Web-only mode of administration surpassed the paper response rate for the first time

Table 4
NSSE 2005 Average Number of Respondents, Response Rates, and Sampling Error

<i>Institution Type</i>	<i>Number of Respondents</i>	<i>Response Rate</i>	<i>Sampling Error</i>
All	457	39%	4.9%
Paper	209	35%	6.8%
Web Only	728	42%	3.6%
Web+	440	39%	4.3%
Private	334	45%	5.1%
Public	570	33%	4.7%

Selected Results

The following sections present a general view of the nature and frequency of undergraduate student engagement based upon NSSE 2005 aggregated data.

College Activities

The first page of the survey includes questions about the nature of the activities in which students engage. A “substantial amount” of engagement is defined to be at least 60% of all students reporting “often” or “very often” on a given item (Table 5).

The least frequent activities are those where the percentages of students who respond “never” exceed 35%, meaning that roughly one-third or more of the students had no experiences in these areas during the 2004-2005 academic year (Table 5).

Table 5
Most Frequently and Least Frequently Reported Activities

	<i>First-Year Responding “Very Often” or “Often”</i>	<i>Seniors Responding “Very Often” or “Often”</i>
<i>Most Frequent Activities</i>		
Worked on a paper or project that required integrating ideas or information from various sources	77%	88%
Used e-mail to communicate with an instructor	72%	82%
Asked questions in class or contributed to class discussions	62%	75%
Received prompt feedback from faculty on your academic performance (written or oral)	63%	73%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	61%	62%
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	58%	65%
Put together ideas or concepts from different courses when completing assignments or during class discussions.	51%	70%
<i>Least Frequent Activities</i>		
Participated in community-based project (e.g., service learning) as part of a regular course	62%	50%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	56%	42%
Tutored or taught other students (paid or voluntary)	49%	40%

Almost three quarters of all students say their institution provides the support they need to help them succeed academically

Institutional Environments

Student engagement is comprised of two components: the time and energy students dedicate to educationally purposeful activities and to what extent institutions emphasize the use of effective educational practices. The items in this section measure students’ perceptions of the degree to which their campus supports their academic and social needs.

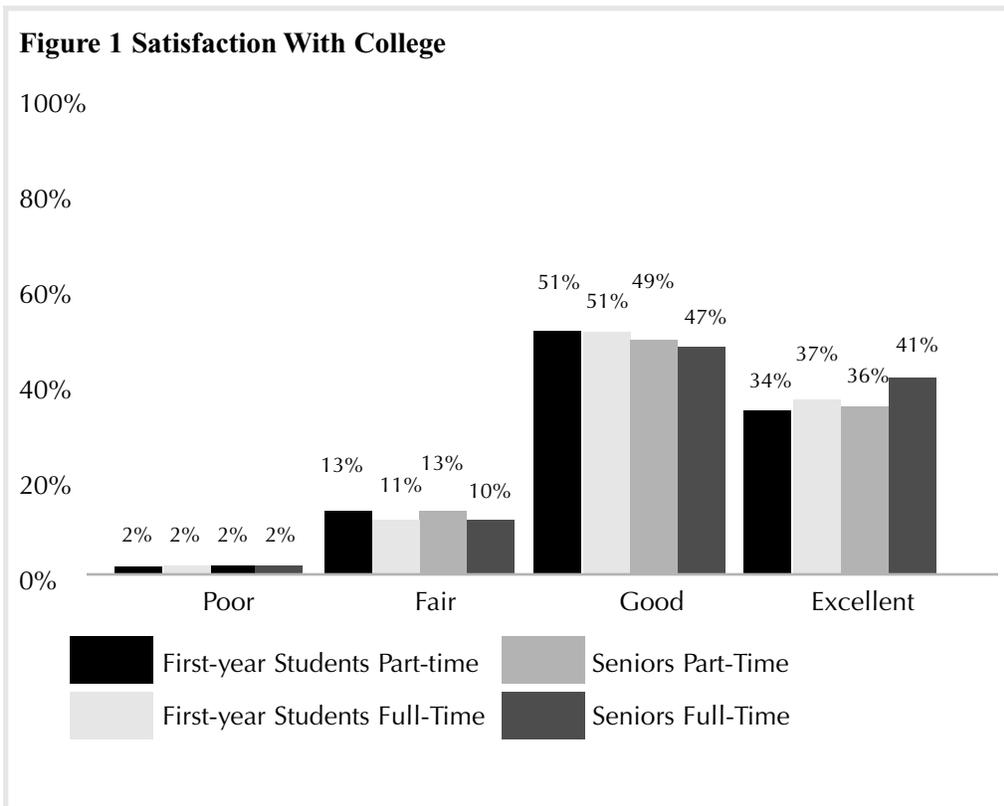
- About four-fifths (81%) of both first-year students and seniors think their school emphasizes spending significant amounts of time studying and on academic work (combination of “quite a bit” and “very much” responses).
- Although three quarters (74%) say their institution provides the support they need to help them succeed academically, only 38% of students believe their institution provides the support they need to thrive socially.

- Close to half (48%) of all students say their institution encourages contact among students from different economic, social, and racial or ethnic backgrounds.
- More than one in four (29%) of all students thinks their school helps them cope with non-academic responsibilities (work, family, etc.)
- Approximately two-thirds (66%) of first-year students and 56% of seniors reported that their campus places substantial emphasis on attending campus events and activities, such as special speakers, cultural performances, athletic events, and so forth.

Student Satisfaction

Most students are generally satisfied with their college experience. In fact, 87% of all students rate their college experience either “good” or “excellent” (Figure 1). Only 2% say their experience is “poor.” Eighty-four percent (84%) of first-year students and 81% of seniors would “probably” or “definitely” attend the same school if they were starting college again.

87% of all students rate their college experience either “good” or “excellent”



NSSE creates a satisfaction scale by combining question #13 that asks students to evaluate their entire educational experience and question #14 that asks whether students would attend the same institution again if they could start over. Table 6 presents the bivariate correlations between the NSSE items that are most strongly correlated with student satisfaction.



More than four-fifths of seniors say their classes emphasized analyzing ideas or situations

Table 6
Correlations Between NSSE Items and Student Satisfaction

	<i>First-year Students</i>		<i>Seniors</i>	
	<i>Part-time</i>	<i>Full-time</i>	<i>Part-time</i>	<i>Full-time</i>
The quality of academic advising you have received at your institution	.62	.47	.59	.48
Relationships with faculty members	.49	.41	.52	.45
Relationships with administrative personnel and offices	.48	.35	.45	.38
Institution provides the support you need to help you succeed academically	.47	.40	.48	.45
Relationships with other students	.35	.42	.36	.38
Institution encourages contact among students from different economic, social, and racial or ethnic backgrounds	.32	.37	.32	.37
Institution provides the support you need to thrive socially	.32	.37	.32	.33
Institution helps you cope with your non-academic responsibilities (work, family, etc.)	.31	.31	.32	.33
Received prompt feedback from faculty on your academic performance (written or oral)	.30	.27	.34	.32

Note: All correlations are significant at the $p < .01$ level.

Course Emphasis and Educational Programs

Another way to gain insight into the student experience is to look at the kinds of intellectual and mental activities that institutions emphasize and the types of educational programs in which students take part that complement and enrich their collegiate experience.

- Eighty percent of seniors say their classes emphasize applying theories or concepts to practical problems (combination of “quite a bit” and “very much” responses).
- More than four-fifths (84%) of seniors say their classes emphasized analyzing ideas or situations.
- Almost three-fifths (58%) of all seniors complete an internship or other type of field experience and another one in five (19%) plan to do so before graduating (Table 7).
- One-fifth (21%) of all seniors work on research with a faculty member outside of course or program requirements.

- Only about 18% of students have studied abroad by the time they are seniors; more than twice this number of students attending baccalaureate liberal arts colleges do so.

Table 7
Percentage of Seniors who Participated in Various
Educationally Enriching Activities

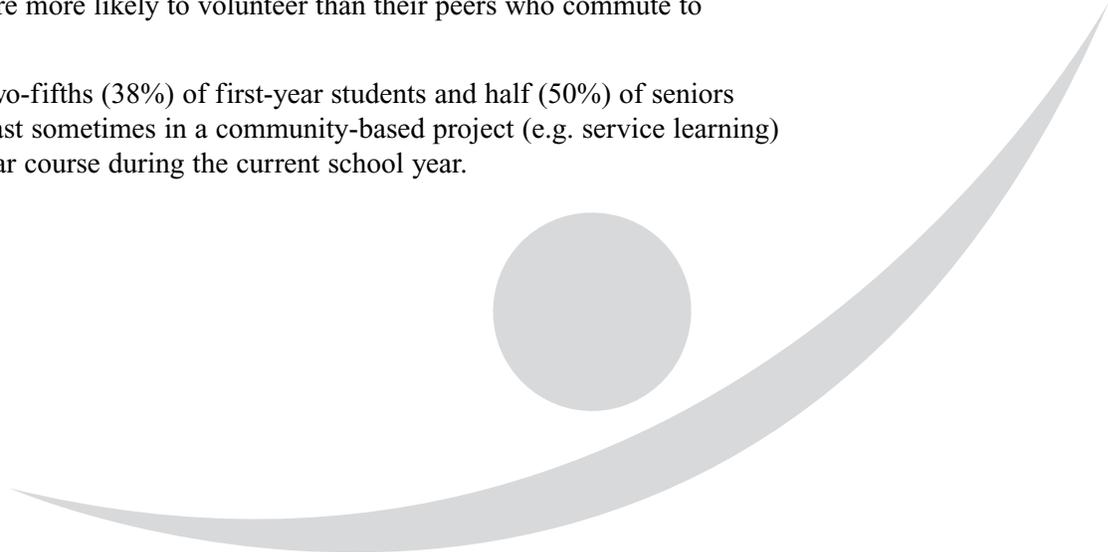
	<i>DR-Ext</i>	<i>DR-Int</i>	<i>Master's</i>	<i>B-LA</i>	<i>B-Gen</i>	<i>Total</i>
Practicum, internship, field experience	54%	53%	56%	68%	61%	58%
Community service/volunteer work	62%	60%	62%	75%	65%	64%
Research with faculty member	22%	20%	18%	32%	19%	21%
Learning community	25%	26%	27%	24%	31%	27%
Foreign language	49%	37%	41%	70%	36%	46%
Study abroad	17%	14%	13%	37%	14%	18%
Independent study/self-designed	18%	20%	20%	36%	24%	23%
Culminating senior experience	28%	35%	34%	56%	40%	38%

37% of seniors at Baccalaureate Liberal Arts colleges studied abroad, twice the number of seniors nationally

Community Service and Volunteerism

Three-fifths of seniors (64%) are involved in community service or volunteer work at some point during college. Transfers, students 25 or older, part-time students, and first-generation students are less likely to engage in community service while students who belong to Greek organizations, varsity athletes, African Americans, and women are more likely to perform a service activity. Likewise, students who live on or near campus are more likely to volunteer than their peers who commute to campus.

Approximately two-fifths (38%) of first-year students and half (50%) of seniors participated at least sometimes in a community-based project (e.g. service learning) as part of a regular course during the current school year.



Arts, Wellness, and Spirituality

The NSSE survey asks students about how often they attend fine and performing arts events, participate in exercise and physical fitness activities, and engage in spiritual and religious activities during college. Table 8 presents some of these findings.

Table 8
Student Engagement in Arts, Wellness, and Spirituality Activities

	<i>First-Year Students</i>		<i>Seniors</i>		<i>First-Year Students</i>		<i>Seniors</i>	
	<i>Responding "Never"</i>				<i>Responding "Very Often" or "Often"</i>			
	<i>Part-time</i>	<i>Full-time</i>	<i>Part-time</i>	<i>Full-time</i>	<i>Part-time</i>	<i>Full-time</i>	<i>Part-time</i>	<i>Full-time</i>
Attended an art exhibit, gallery, play, dance, or other theater performance	40%	22%	18%	30%	18%	30%	17%	27%
Exercised or participated in physical fitness activities	27%	11%	22%	11%	42%	61%	42%	57%
Participated in activities to enhance spirituality (worship, meditation, prayer, etc.)	37%	37%	33%	34%	37%	34%	39%	36%



Time on Task

What students put into their education determines what they get out of it. Of the seven time-usage items on the survey, three are positively correlated with other engagement items and self-reported educational and personal growth. These three items are “time devoted to preparing for class,” “co-curricular activities,” and “on-campus work.” Of the remaining four time-usage items, two of them, “working off campus” and “caring for dependents,” may be prompted by circumstances not fully under the control of the student.

- Only about 11% of full-time students spend more than 25 hours a week preparing for class, the approximate number that faculty members say is needed to do well in college. More than two-fifths (43%) spend 10 or fewer hours a week (Figure 2).
- On average, part-time seniors work about 21 hours per week off-campus which is about double that of full-time seniors (Table 9).
- A non-trivial fraction of seniors (about 19%) spend 11 or more hours per week caring for dependents.
- More than three quarters (78%) of all students spend 15 or fewer hours a week relaxing and socializing. About 7% spend more than 25 hours.

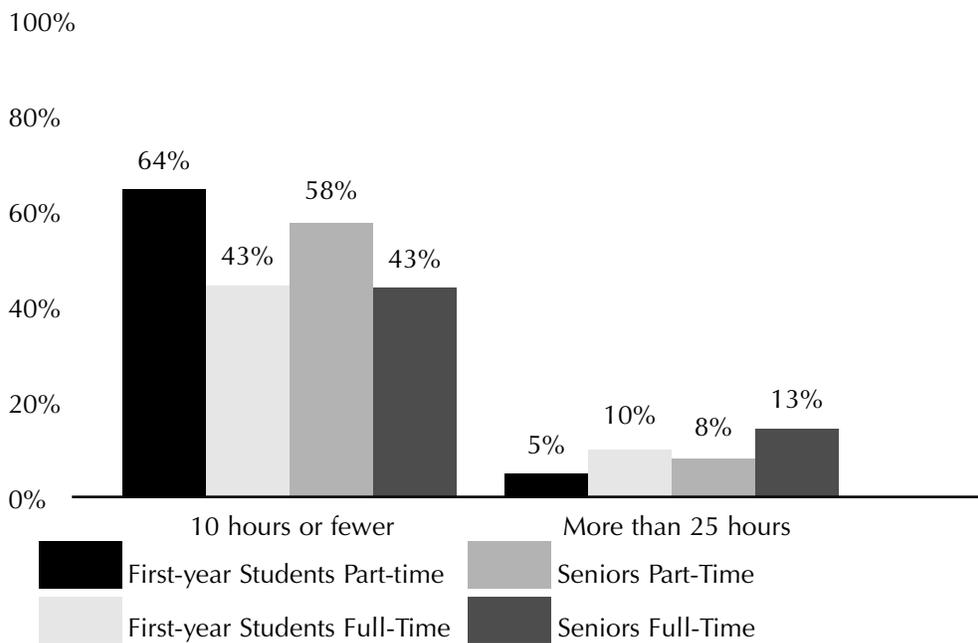
Table 9
Student Time Usage Hours Per Week

	<i>First-Year Students</i>		<i>Seniors</i>	
	<i>Part-time</i>	<i>Full-time</i>	<i>Part-time</i>	<i>Full-time</i>
Studying	11	13	11	14
Working on-campus	2	3	2	4
Working off-campus	17	5	21	10
Participating in co-curricular activities	2	5	2	5
Relaxing and socializing	9	11	8	10
Caring for Dependents	12	2	13	4
Commuting to class	5	4	6	5

Note: Student time usage hours were calculated by averaging the median of each category in NSSE 05 Question 9.

A non-trivial fraction of seniors (about 19%) spend 11 or more hours per week caring for dependents.

Figure 2
Hours Per Week Students Spend Preparing for Class



Only about 11% of full-time students spend more than 25 hours a week preparing for class, the approximate number that faculty members say is needed to do well in college.

Educational and Personal Growth

A number of questions on the survey ask students to self-report the extent to which their college experience has contributed to their knowledge, skills, and personal development. Table 10 highlights the areas where students report the greatest and least gains.

Table 10
Self-Reported Educational and Personal Gains from College

	<i>First-year Students</i>		<i>Seniors</i>	
	<i>Responding "Very much"</i> <i>Part-time</i>	<i>Full-time</i>	<i>Responding "Very much"</i> <i>Part-time</i>	<i>Full-time</i>
Thinking critically and analytically	38%	40%	46%	52%
Acquiring a broad general education	35%	37%	45%	50%
Using computing and information technology	36%	33%	45%	43%
	<i>First-year Students</i>		<i>Seniors</i>	
	<i>Responding "Very little"</i> <i>Part-time</i>	<i>Full-time</i>	<i>Responding "Very little"</i> <i>Part-time</i>	<i>Full-time</i>
Developing a deepened sense of spirituality	44%	36%	47%	42%
Voting in local, state, or national elections	38%	21%	38%	27%
Contributing to the welfare of your community	29%	19%	25%	18%

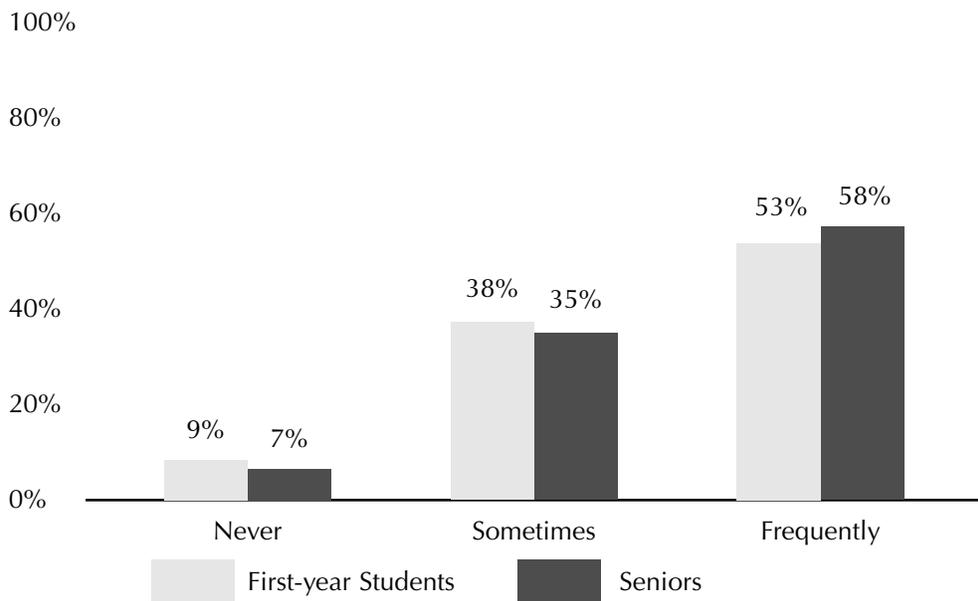


New Core Survey Items: Reflective Learning

Several new questions appeared on the core survey this year focused on reflective learning, a component of deep or integrative learning.

- More than half (53%) first-year students and seniors (58%) reported frequently (combination of “often” and “very often” responses) examining the strengths and weaknesses of their own views on a topic or issue (Figure 3).
- Approximately three in five students (61% first-year students; 65% seniors) tried to better understand someone else's views by imagining how an issue looks from his or her perspective.
- About three-fifths of all students (62% first-year students; 66% seniors) frequently learned something that changed the way they understand an issue or concept (combination of “often” and “very often” responses).

Figure 3
Percentages of Students Who Examined the Strengths and Weaknesses of Their Own Views on a Topic or Issue



Experimental Questions

This year's experimental questions, included at the end of the online survey, related to the first-year experience, student enrollment patterns at multiple institutions, and academic motivation. Thus, only students responding to the online survey were asked these questions.

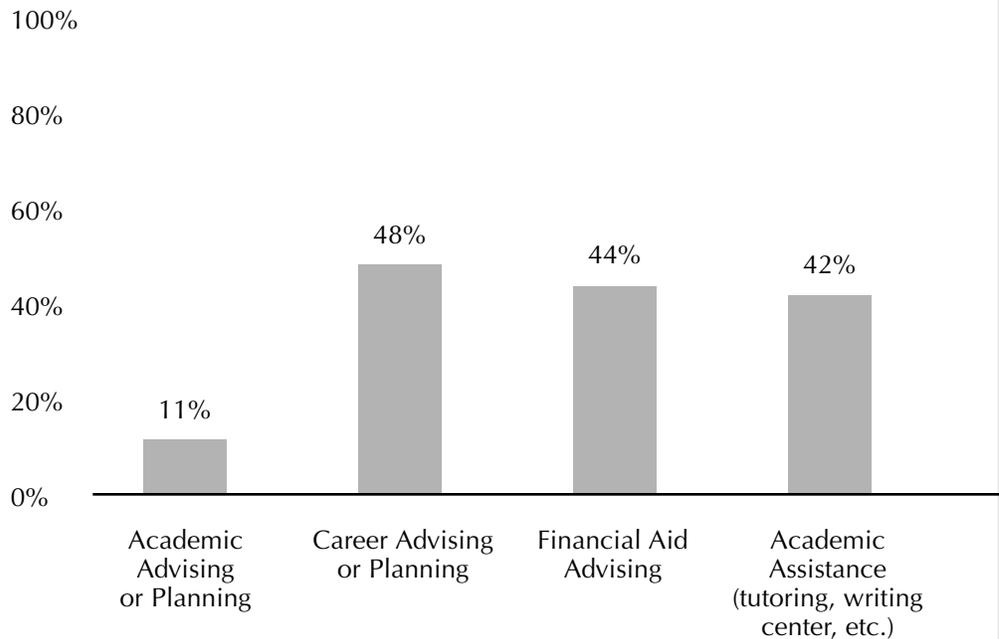
First-year Experience

First-year experience programs are commonplace today. Items in this section focus on orientation and first-year experience programs, use of campus resources, sources for paying college expenses, and adjustment to campus life. Student responses to these items can assist institutions determine the effectiveness of those first-year experience programs.

- More than half (56%) of first-year students reported taking a course specifically designed to enhance the academic skills and/or social development of first-year college students.
- Two-fifths (42%) of first-year students “never” used campus academic assistance such as tutoring or the writing center (Figure 4).
- First-year students’ parents contributed significantly to students’ college costs, as three fifths (62%) reported parents/family as a major source of paying college expenses. Other major sources of support were scholarships and grants (55%) and loans (41%).
- The most difficult tasks reported by first-year students were “managing time” (12%) and “paying college expenses” (14%).
- The vast majority (91%) of first-year students indicated they plan to return for the next academic year.



Figure 4
Percent of First-Year Students Who “Never” Used These Campus Resources



Enrollment Patterns

Student responses to the enrollment pattern questions reveal that:

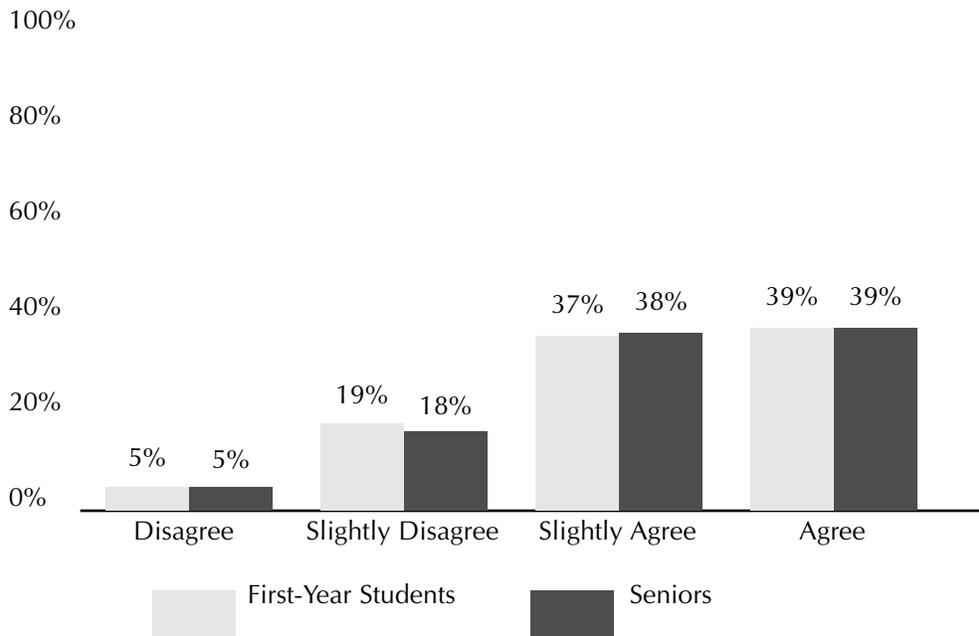
- A substantial proportion of seniors (45%) attended one or more postsecondary institutions prior to enrolling at their current institution.
- Among the students who attended more than one postsecondary institution, almost half (49%) reported taking the majority of their courses at a community, junior, or two year college prior to enrolling at their current institution.
- Students listed “location” (49%) and “availability of desired program or major” (48%) as the top two reasons they transferred to their current institution.
- Students listed “complete degree requirements sooner” (41%) and “financial reasons” (18%) as the top two reasons they decided to take courses at another school while enrolled at their current institution.

Academic Self-Efficacy

Another group of experimental items on this year’s online survey focused aspects of student motivation and beliefs about their ability to succeed.

- Approximately one in five first-year students (22%) and seniors (18%) agreed or slightly agreed with the statement that they are not highly motivated to succeed.
- Three-fourths of both first-year students and seniors slightly agree or agree that no concept is beyond a student’s understanding if they are willing to put in the effort (Figure 5).
- Nearly a fifth of all students believe that you can’t really change the abilities you are born with.

Figure 5
Percent of Students Who Believe That No Concept is Beyond Their Understanding if They are Willing to put in the Effort



Three-fourths of both first-year students and seniors slightly agree or agree that no concept is beyond a student's understanding if they are willing to put in the effort.

Final Word

We hope you find the information included in this overview and your institutional report informative and useful in stimulating conversation and action on campus. Please let us know if you'd be interested in seeing other types of data or results presented in future years. More detailed information on a number of these areas will be included in NSSE's annual report that is mailed to participating schools in November.

Notes

- ¹ Findings reported in the 2005 Overview represent only responses from approximately 100,000 students who made up the national norm group. The findings do not include students who were oversampled. Oversampling was done at Web+ and Web-only institutions and at schools that requested more of their students be surveyed than dictated by the NSSE sampling strategy, which is a function of institutional size. When all modes of administration are combined (base random group, oversampling, and local), approximately 240,000 students responded to the NSSE 2005 survey.
- ² The NSSE 2005 average institutional response rates most likely underestimate the actual adjusted rate. Student postal service and e-mail addresses were based on fall 2004 enrollment information provided by the institutions. An unknown number of students in the sample were no longer eligible to complete the survey because they had dropped out or transferred to another institution. Even though first-class postage was used to guarantee the return of survey packets that could not be delivered, experience suggests that packets were not returned for some students who were no longer in school or residing at their fall 2004 address. In addition, at Web-only and Web+ schools, institution-provided e-mail addresses were used to send students the invitation to participate in NSSE 2005. We have found that many students have multiple e-mail accounts (e.g., Yahoo, AOL, Hotmail). Some institutions have more difficulty tracking these multiple e-mail accounts and some students may not forward their institution assigned e-mail. Therefore, the actual NSSE response rate for Web-only institutions, when corrected for the unknown number of students who were no longer in school or did not receive the invitation to participate, may be several percentage points higher than 39%. Recall also, as mentioned earlier in the Overview, that schools using the Web-only and Web+ modes typically have many more respondents represented in their data which reduces sampling error; thus, greater confidence can be placed in the results.



National Survey of Student Engagement

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