

2021

NSSE/FSSE Report

JANUARY 2021

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, AND PLANNING



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Executive summary

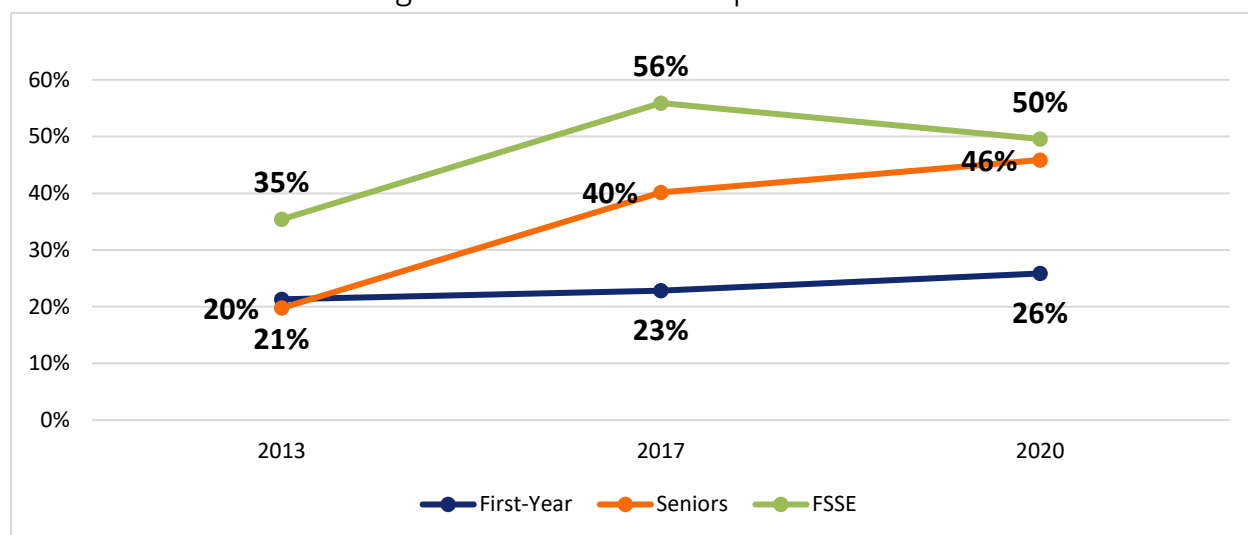
The National Survey of Student Engagement (NSSE) collects information on student engagement. The purpose of the NSSE is to enhance the undergraduate experience. First-year and senior students answer questions on the following topics: classroom activities, activities outside of the classroom, faculty interactions, level of academic challenge and the degree to which they feel engaged in their studies.

The Faculty Survey of Student Engagement (FSSE) measures faculty expectations of student engagement and the time faculty spend on teaching and scholarship. The FSSE acts as a companion survey to the NSSE, with the purpose of identifying areas of strength and ways to improve the quality of students' educational experiences.

Together, NSSE & FSSE provide relevant comparison information regarding student and faculty responses, expectations and perceptions at Lincoln University and in comparison to other institutions. Lincoln University participates in the NSSE and FSSE every three years.

The NSSE and FSSE were both administered in the Spring semester of 2020. NSSE survey administration began prior to COVID-19 disruptions. One hundred forty-two (52%) students responded before the COVID disruption and 132 (48%) responded after the COVID disruption. FSSE administration began after COVID disruptions. First-year completion rates were similar across all administrations, while Senior completion rates increased and Faculty rates varied (Figure 1).

Figure 1: 2013-2020 Response Rate



Key Findings

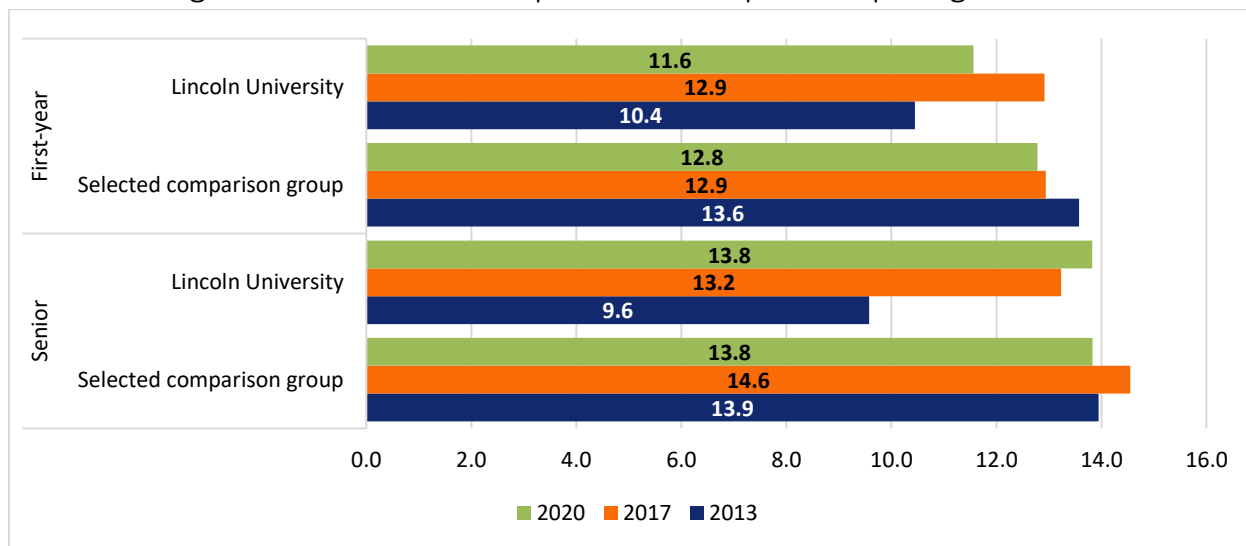
- Lincoln University students' self-reported time spent preparing for class increased between 2013 and 2020 for both first-year and seniors; Lincoln University students time spent preparing is similar to comparison institutions for most years ([Figure 2](#)).
- Faculty members' expectations for the time students should spend preparing for class exceeded their perceptions of how much time students spent preparing for class.
 - Faculty expectations decreased from 2013-2020 ([Figure 3](#)).

- Lincoln University seniors participate in HIP's at a higher rate than students in comparable institutions across all three years ([Figure 5](#)).
- Lincoln University first-year and senior students rated the Academic Engagement Indicator "student-faculty interaction" significantly higher in quality than peer institutions in 2 out of 3 survey years ([Table 1](#) and [Table 2](#)).
- First-year Lincoln University students performed better relative to comparison institutions across all 3 years on "discussed your academic performance with a faculty member" ([Table 3](#)).
 - Senior Lincoln University students performed better relative to comparison institutions across all 3 years on "completed a culminating senior experience" ([Table 5](#)).
- Student ratings of specific Academic Advising functions vary significantly from Faculty ratings of the same functions ([Figures 12-15](#)).
 - Senior and First-year ratings for 2 Academic Advising functions improved substantially between 2013 and 2017: "informed you of academic support options" and "been available when needed" ([Figure 12](#)).
 - Similar to the improved ratings of students, Faculty ratings of 2 functions also improved between 2013 and 2017: "informing advisees of academic support options" and "informing advisees of important deadlines" ([Figure 14](#)).
- "Working effectively with others" and "thinking critically and analytically" were among the highest rated skills provided by the LU experience among seniors across all 3 years ([Figure 17](#)).
- Seniors who indicated they would "probably or definitely go to Lincoln University again" and reported having "an excellent or good experience" slightly fell behind comparison institutions across all 3 years ([Figure 18](#)).
- Senior students report slightly higher levels of "sense of belonging" than first-year students and Faculty members report slightly higher levels of "sense of belonging" than students. ([Figure 19](#) and [Figure 20](#)).

A. Time Spent Preparing for Class

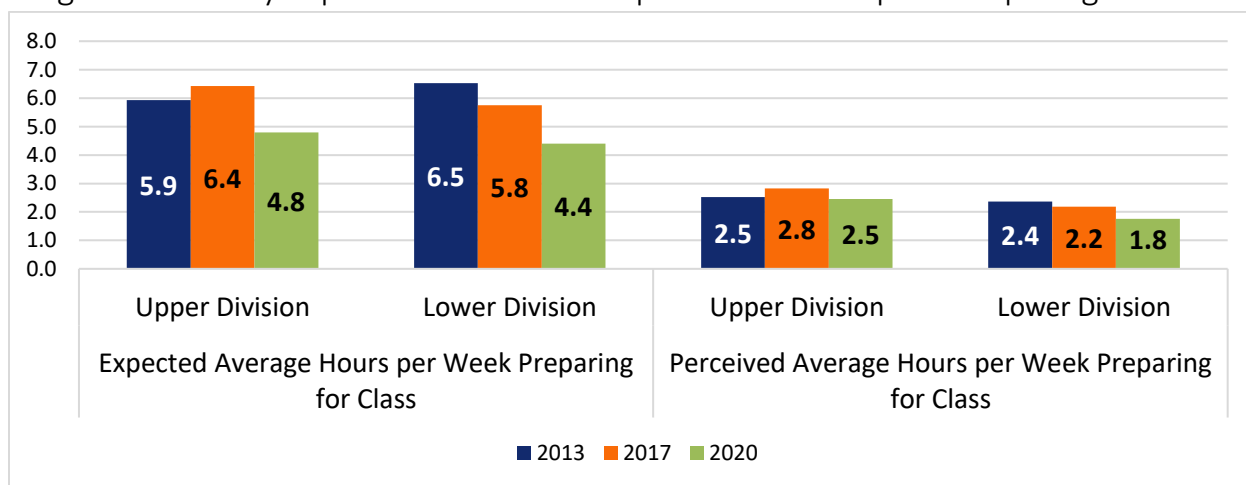
- For LU seniors, self-reported average hours per week spent preparing for class rose to the level of comparable schools in 2020, while LU first-year averages were lower than comparison schools across all years (Figure 2). Selected comparison institutions vary by year. See [Appendix A](#) for a list of selected comparison institutions for each year.

Figure 2: Student Self-Reported Time Spent Preparing for Class



- Lincoln University faculty expectations for the number of hours' students should spend preparing for class exceeded their perceptions at both the upper and lower divisions across all years (Figure 3).

Figure 3: Faculty Expectations and Perceptions of Time Spent Preparing for Class



*Note: "Lower division" and "Upper division" categories were determined by Faculty members' response to: What is the class level of most of your advisees? Lower division (mostly first-year students or sophomores); Upper division (mostly juniors or seniors).

B. High Impact Practices (HIP)

High Impact Practices (HIP) are associated with student learning and retention. HIP's require considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback.

Below, data is presented for purposes of comparing Lincoln University students with comparison institutions, comparing Lincoln University student participation longitudinally and faculty participation in and perceptions of the importance of HIP's.

Comparing Lincoln University Students with Comparison Institutions

- Slightly more First-Year students from comparison institutions have participated in at least one HIP across all 3 years (Figure 4).
- More Lincoln University seniors have participated in two or more HIP's than seniors in comparison institutions across all 3 years (see Figure 5).

Figure 4: First-Year HIP Participation with Comparison Institutions

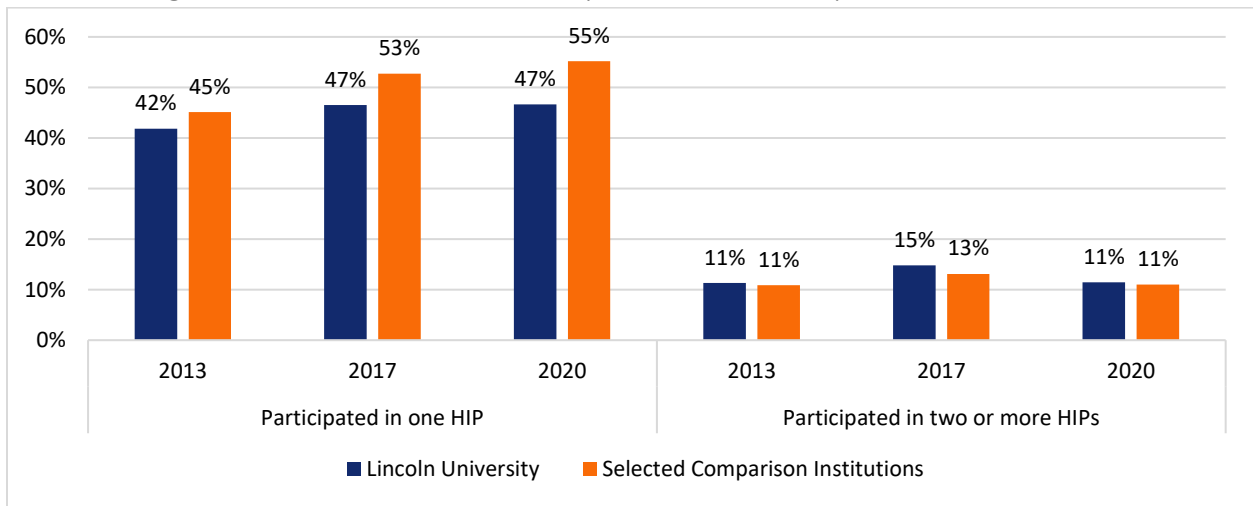
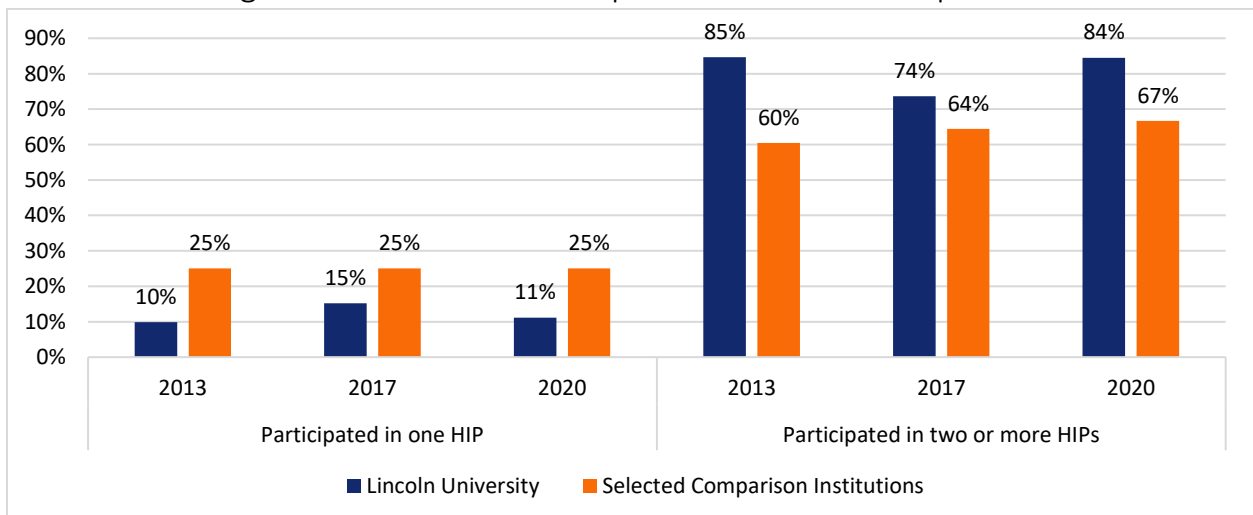


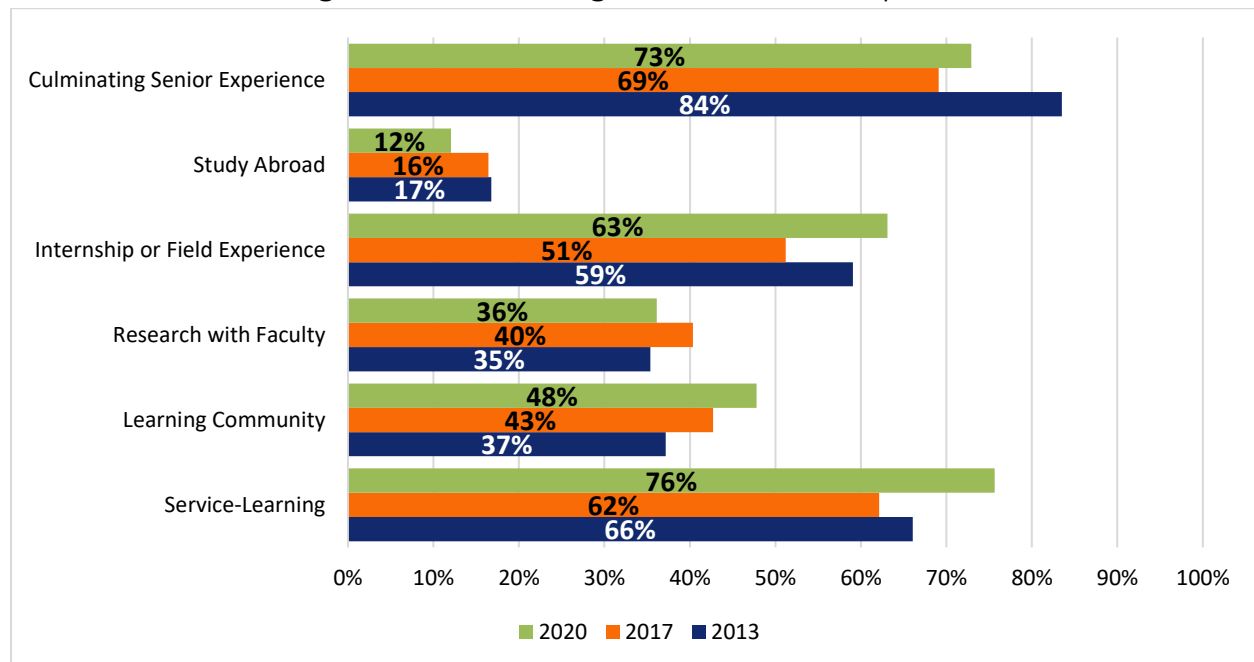
Figure 5: Senior HIP Participation with Peer Comparison



Lincoln University Longitudinal HIP Participation

- 2020 LU senior HIP participation increased from 2017 for “culminating senior experiences,” “internship or field experience,” “learning community,” and “service-learning” (Figure 6).
- Participation in “learning community” increased gradually from 2013 to 2020, while “study abroad” participation decreased from 2013 to 2020 (Figure 6).

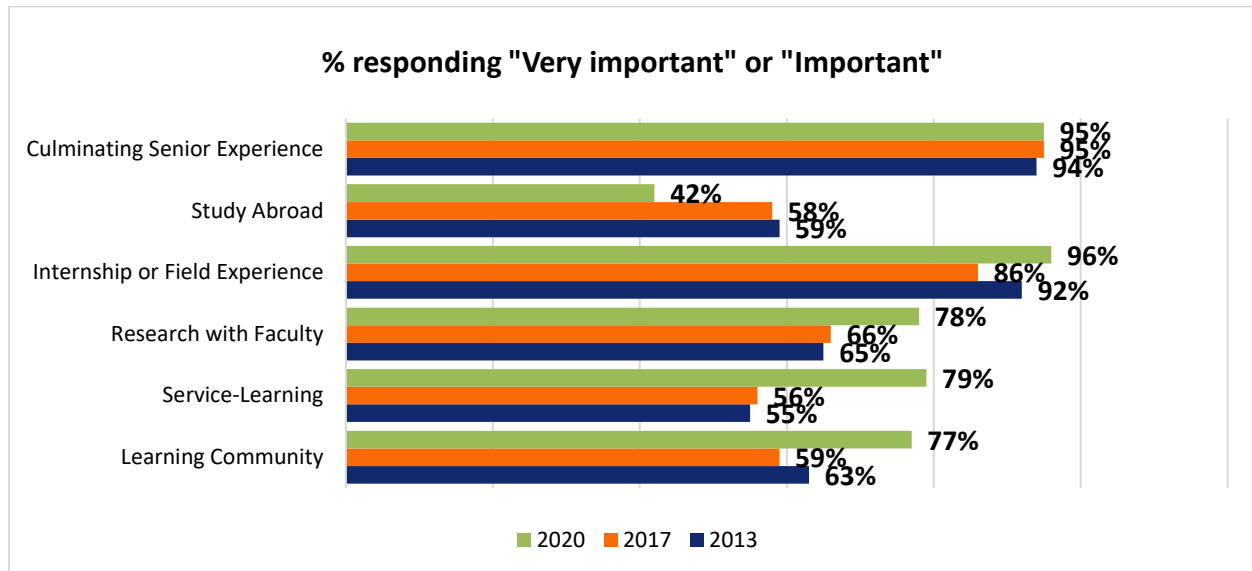
Figure 6: Senior Longitudinal HIP Participation



Faculty Participation and Perspectives on HIP

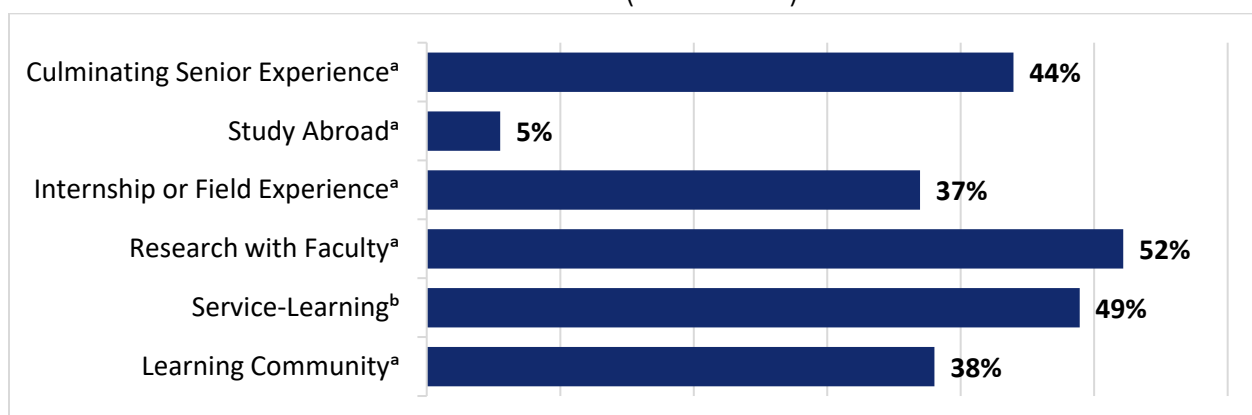
- Most faculty members rated “culminating senior experience” and “internship or field experience” as “very important” or “important” across all 3 years (Figure 7).
- The largest changes over time in faculty ratings occurred for “Study Abroad,” “Service learning” and “Learning Community” (Figure 7).

Figure 7: How important is it to you that undergraduates at your institution do the following before they graduate?



- In 2020, more faculty members participated in the “research with faculty” HIP (52%) than other HIP’s (Figure 8).
 - 2013: 49% of faculty members had participated in “research with faculty”
 - 2017: 65% of faculty members had participated in “research with faculty”
- Faculty participation in “culminating senior experience” dropped from 60% in 2017 to 44% in 2020.
- Faculty participation in “Internship or field experience” dropped from 45% in 2017 to 37% in 2020.

Figure 8: During the current school year, have you participated in the following activities? (2020 FSSE)



a. Percentage of faculty responding "Yes" to participation

b. Percentage of faculty responding that at least "Some" of their courses include a service-learning component

*Note: Faculty were not asked about participation in all HIP’s in the 2013 and 2017 survey administrations.

C. Engagement Indicators

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad categories: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment (see [Appendix B](#) for specific items contained in each engagement indicator).

- Lincoln University first-year (Table 1) students rated their interactions with faculty significantly higher in quality than comparison institutions in 2013 and 2017.
- Lincoln University seniors rated “collaborative learning” higher than comparison institutions in 2017 and 2020 and “interactions with faculty” in 2013 and 2020 (Table 2).

- ▲ LU students’ average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ LU students’ average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ LU students’ average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ LU students’ average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

		2013	2017	2020
Theme	Engagement Indicator	Mid East Public	All Peer Institution	Comparable
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	--	--	--

		2013	2017	2020
Theme	Engagement Indicator	Mid East Public	All Peer Institution	Comparable
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	--	--	--

D. Highest and Lowest Performing Academic Engagement Indicators and High Impact Practices

NSSE provides summary statistics on the five questions on which Lincoln University students scored the highest and lowest relative to comparison institutions. All data is drawn from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and additional academic challenge items. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. Statistics represent the percentage point difference between Lincoln and the comparison institution for each given year (see [Appendix A](#) for comparison institutions for each year).

Key to Abbreviations in Figures	
HO = Higher-Order Learning	DD = Discussions with Diverse Others
RI = Reflective & Integrative Learning	SF = Student-Faculty Interaction
LS = Learning Strategies	ET = Effective Teaching Practices
QR = Quantitative Reasoning	QI = Quality of Interactions
CL = Collaborative Learning	SE = Supportive Environment

- First-year Lincoln University performed better relative to comparison institutions on the following items (Table 3):
 - “discussed your academic performance with a faculty member” (2013, 2017 and 2020).
 - “institution emphasis on attending events that address important social/economic/political issues” (2013 and 2020).
- First-year Lincoln University performed lower than comparison institutions on the following items (Table 4):
 - “Discussions with...people with political views other than your own” (2013 and 2020).
 - “Discussions with...people of a race or ethnicity other than your own” (2013 and 2020).

Table 3: First Year Students-Highest Performing Relative to Comparison Institutions (percentage point difference)	2013	2017	2020
Discussed your academic performance with a faculty member^b (SF)	+10.3	+9.4	+12.4
Prepared for exams by discussing or working through course material w/other students^b (CL)	–	–	+10.1
Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)	+14.0	–	+9.7
Quality of interactions with student services staff (...) ^d (QI)	–	–	+9.4
Worked with other students on course projects or assignments^b (CL)	–	–	+9.2

Examined the strengths and weaknesses of your own views on a topic or issue^b (RI)	-	+13.5	-
Institution emphasis on using learning support services (...) ^c (SE)	-	+11.5	-
Included diverse perspectives (...) in course discussions or assignments^b (RI)	-	+10.6	-
Discussed course topics, ideas, or concepts with a faculty member outside of class^b (SF)	-	+9.6	-
Talked about career plans with a faculty member^b (SF)	+12.0	-	-
Used numerical information to examine a real-world problem or issue (...) ^b (QR)	+11.1	-	-
Worked with a faculty member on activities other than coursework (...) ^b (SF)	+8.9	-	-

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.

Table 4: First Year Students-Lowest Performing Relative to Comparison Institutions (percentage point difference)	2013	2017	2020
Spent more than 15 hours per week preparing for class	-	-	-7.4
Discussions with... People from an economic background other than your own^b (DD)	-	-	-8.1
Reached conclusions based on your own analysis of numerical information (...) ^b (QR)	-	-	-9.1
Discussions with... People with political views other than your own^b (DD)	-17.7	-	-13.2
Discussions with... People of a race or ethnicity other than your own^b (DD)	-11.3	-	-22.8
Instructors used examples or illustrations to explain difficult points^c (ET)	-	-3.9	-
Evaluated what others have concluded from numerical information^b (QR)	-	-7.0	-
About how many courses have included a community-based project (service-learning)?^e (HIP)	-	-8.7	-
Extent to which courses challenged you to do your best work^d	-	-11.5	-
Worked with other students on course projects or assignments^b (CL)	-	-12.1	-
Inst. emphasizes... Providing support to help students succeed academically^c (SE)	-8.6	-	-
Combined ideas from different courses when completing assignments^b (RI)	-10.1	-	-
Discussions with... People with religious beliefs other than your own^b (DD)	-13.6	-	-

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.

- Seniors' highest performing items relative to comparison institutions include the following items (Table 5):

- “Completed a culminating senior experience” (2013, 2017 and 2020).
- “Participated in a learning community...” (2017 and 2020).
- “Discussed your academic performance with a faculty member” (2013 and 2020).
- Seniors’ lowest performing items relative to comparison institutions include (Table 6):
 - “Discussions with...people of a race or ethnicity other than your own” (2013, 2017 and 2020).
 - “Quality of interactions with students” (2013 and 2017).

Table 5: Senior Students-Highest Performing Relative to Comparison Institutions (percentage point difference)	2013	2017	2020
Completed a culminating senior experience (...) (HIP)	+39.6	+21.0	+20.4
Participated in a learning community or some other formal program where... (HIP)	–	+10.7	+18.2
Participated in an internship, co-op, field exp., student teach., clinical placement. (HIP)	–	–	+16.7
Discussed your academic performance with a faculty member^b (SF)	+33.8	–	+13.3
Explained course material to one or more students^b (CL)	–	–	+11.5
Worked with a faculty member on a research project (HIP)	–	+13.7	–
Asked another student to help you understand course material^b (CL)	–	+10.6	–
Prepared for exams by discussing or working through course material w/other students^b (CL)	–	+9.6	–
Discussed course topics, ideas, or concepts with a faculty member outside of class^b (SF)	+20.6	–	–
Talked about career plans with a faculty member^b (SF)	+20.3	–	–
Worked with a faculty member on activities other than coursework (...) ^b (SF)	+19.6	–	–

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.

Table 6: Senior Students-Lowest Performing Relative to Comparison Institutions (percentage point difference)	2013	2017	2020
Instructors clearly explained course goals and requirements^c (ET)	–	–	-8.8
Quality of interactions with other administrative staff and offices (...) ^d (QI)	–	–	-9.6
Quality of interactions with academic advisors^d (QI)	–	–	-9.9
Discussions with... People of a race or ethnicity other than your own^b (DD)	-8.3	-12.6	-13.8
Instructors taught course sessions in an organized way^c (ET)	–	–	-13.8
Quality of interactions with students^d (QI)	-16.3	-11.4	–
Quality of interactions with student services staff (...) ^d (QI)	–	-16.4	–
Extent to which courses challenged you to do your best work^d	–	-18.0	–
Institution emphasis on studying and academic work^c	–	-18.1	–
Instructors... Used examples or illustrations to explain difficult points^c (ET)	-8.6	–	–

Inst. emphasizes... Providing support to help students succeed academically^c (SE)	-9.2	–	–
Discussions with... People with political views other than your own^b (DD)	-18.4	–	–

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. Quality of Interactions

Lincoln University students were asked to rate the quality of their interactions with various groups of people at the University. Response categories ranged from "poor" to "excellent." Mean scores are presented below for both first-year and senior students at LU and comparison institutions.

- Lincoln University senior means are slightly higher than first-year students' means across all 3 years for the quality of interactions with: "academic advisors" and "faculty" (Figures 9 and 10).
- For seniors, statistically significant differences between Lincoln University and comparison institutions exist for "academic advisors" (2013 and 2020) and "student services staff" (2017; Table 10).

Figure 9: First-Year Students: Indicate the quality of your interactions with the following people at your institution.

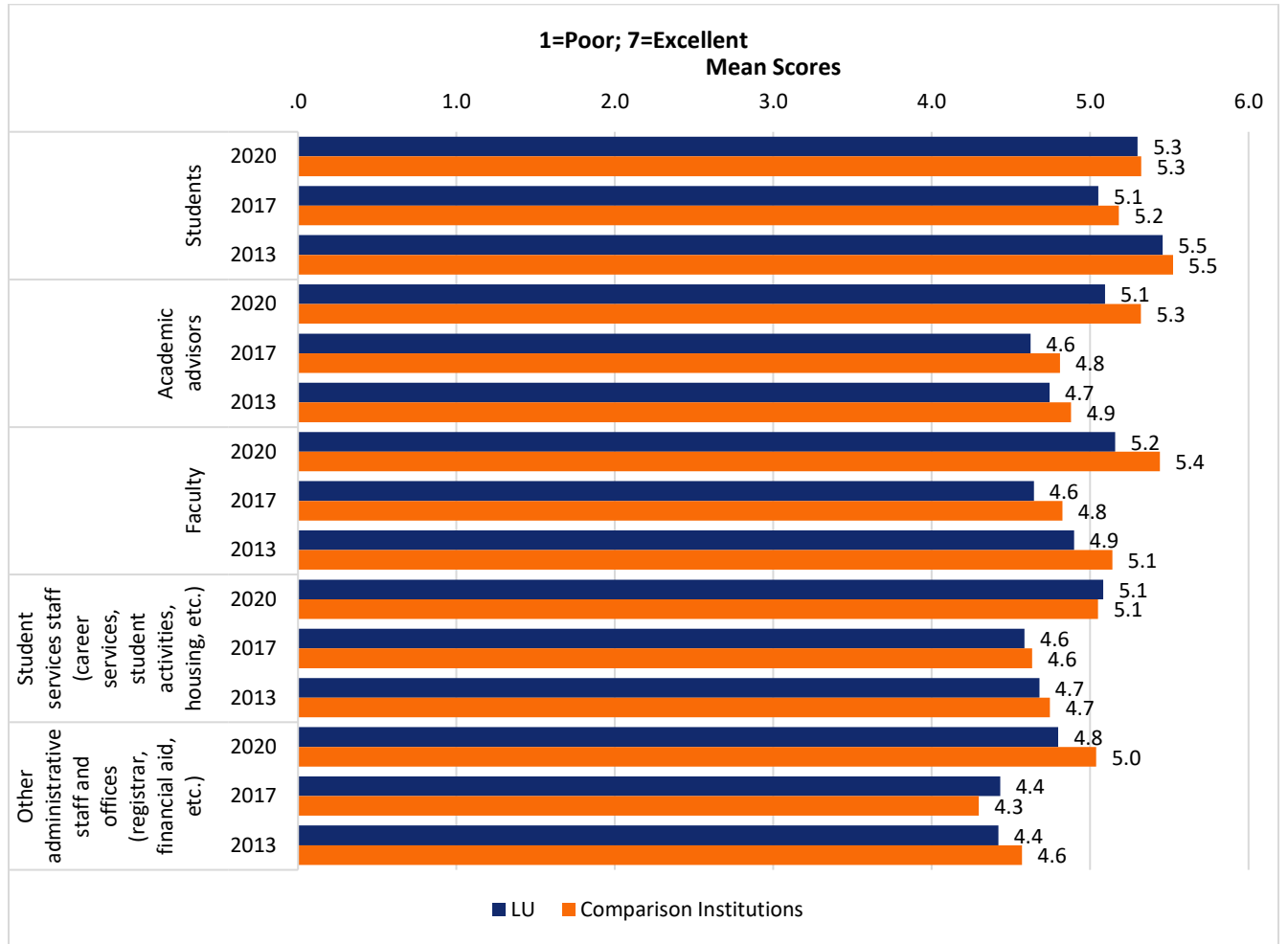
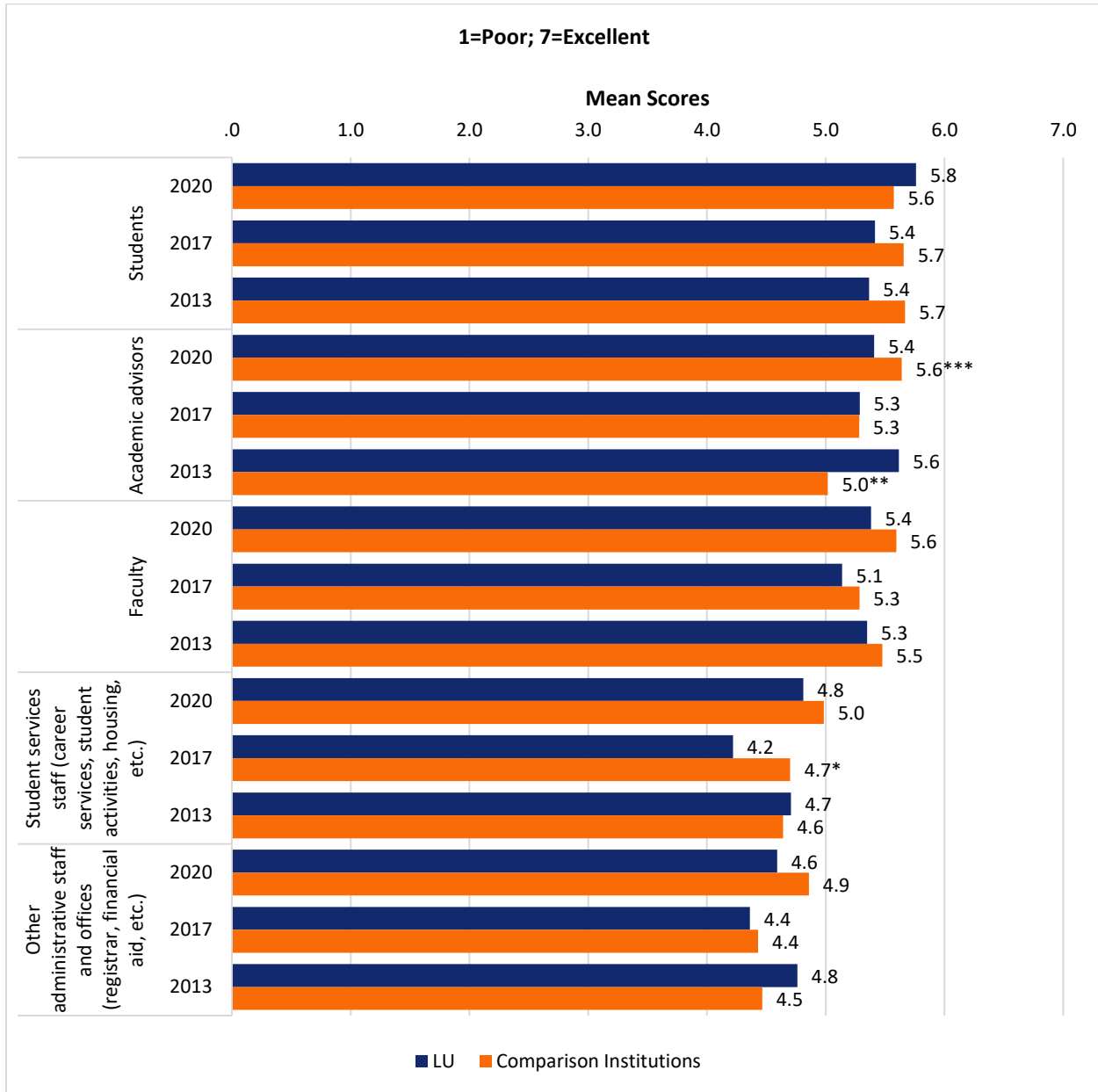


Figure 10: Senior Students: Indicate the quality of your interactions with the following people at your institution.



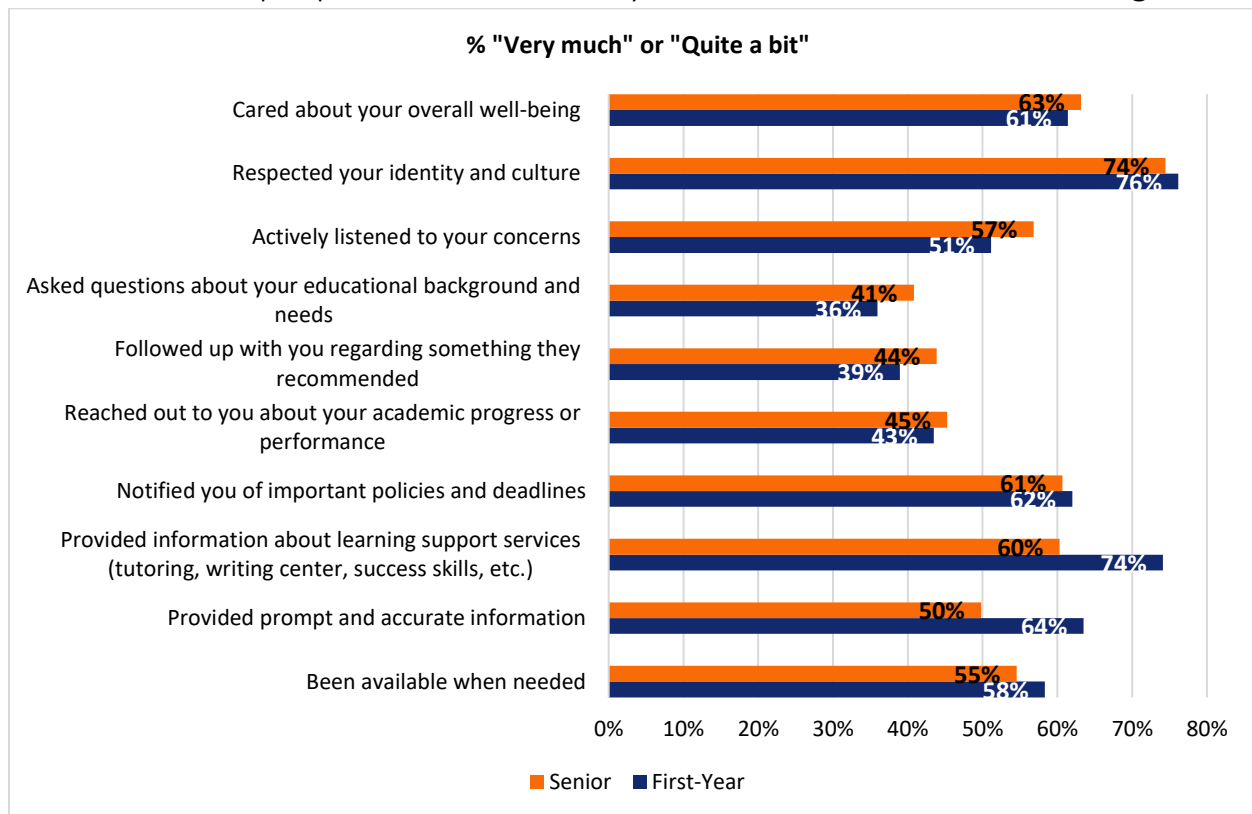
*p<.05, **p<.01, ***p<.001

F. Academic Advising

Students and Faculty both responded to questions pertaining to academic advising. Academic advising questions changed between survey administration years 2017 and 2020, thus longitudinal results are presented separately for 2020 and years 2013 & 2017.

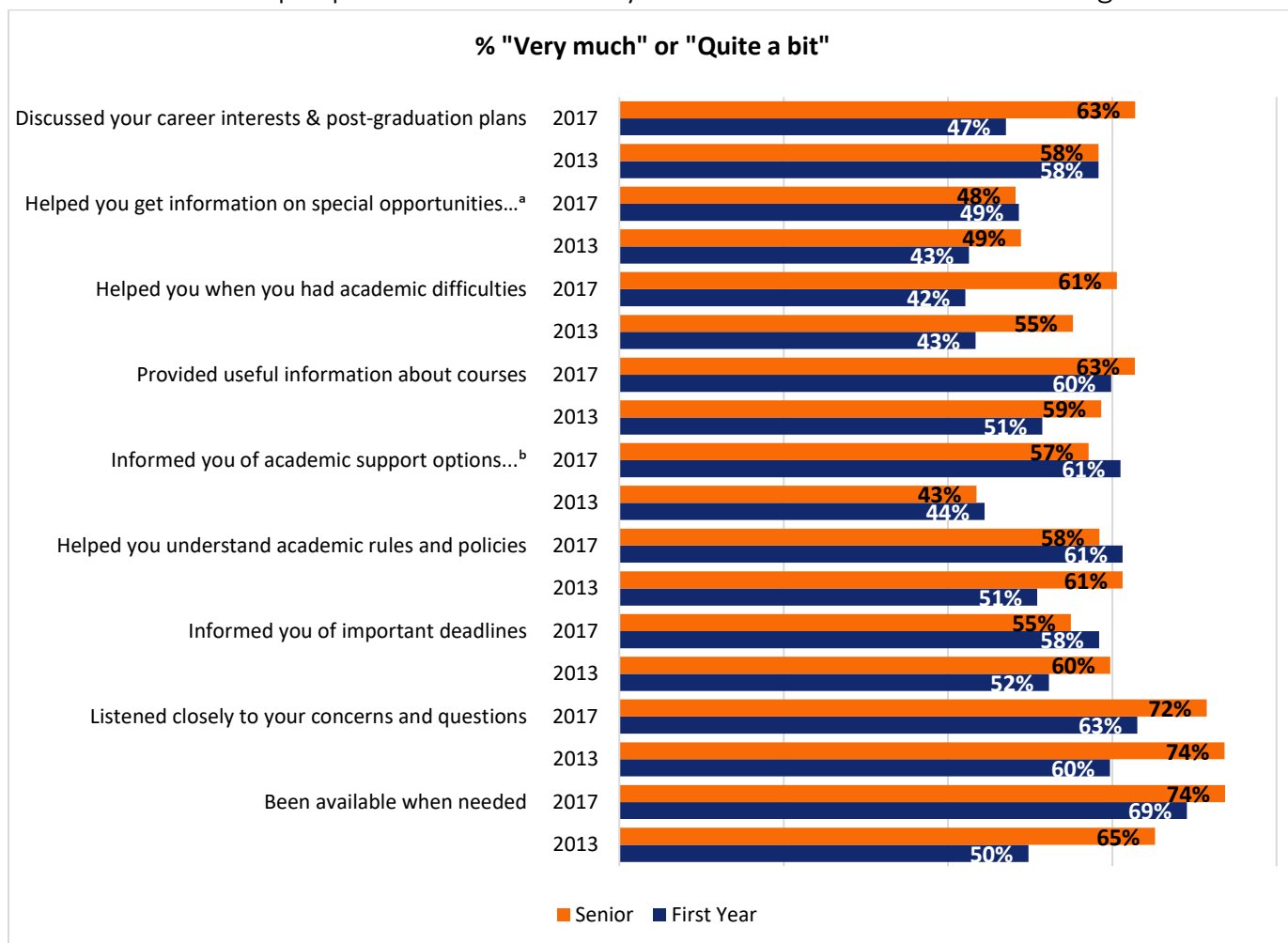
- 2020 First-year students reported receiving more “information about learning support services” and “prompt and accurate information” from their advisors than seniors (Figure 11).
- 2020 Seniors were more likely to report that their advisors “actively listened to your concerns” and “followed up with you regarding something they recommended” than first-year students (Figure 11).

Figure 11: 2020 Student responses to: "Thinking about academic advising, how much have people and resources at your institution done the following?"



- Seniors and first-year students' rankings for 2 items improved substantially between 2013 to 2017: “informed you of academic support options” and “been available when needed” (Figure 12)

Figure 12: 2013 & 2017 Student responses to: "Thinking about academic advising, how much have people and resources at your institution done the following?"

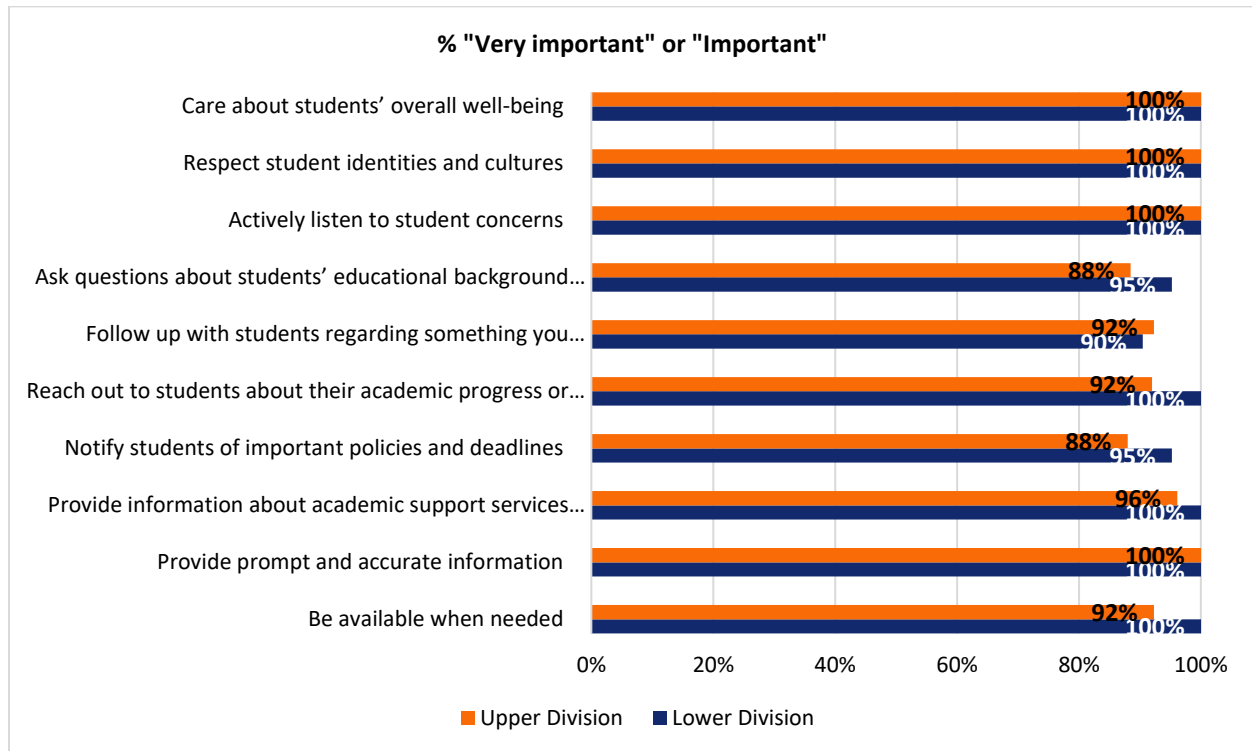


^aHelped you get information on special opportunities (study abroad, internships, research projects, etc.)

^bInformed you of academic support options (tutoring, study groups, help with writing, etc.)

- 2020 student ratings vary from faculty members' ratings of the perceived importance of the same functions (Figure 13), indicating a mismatch between expectations and actual behavior.

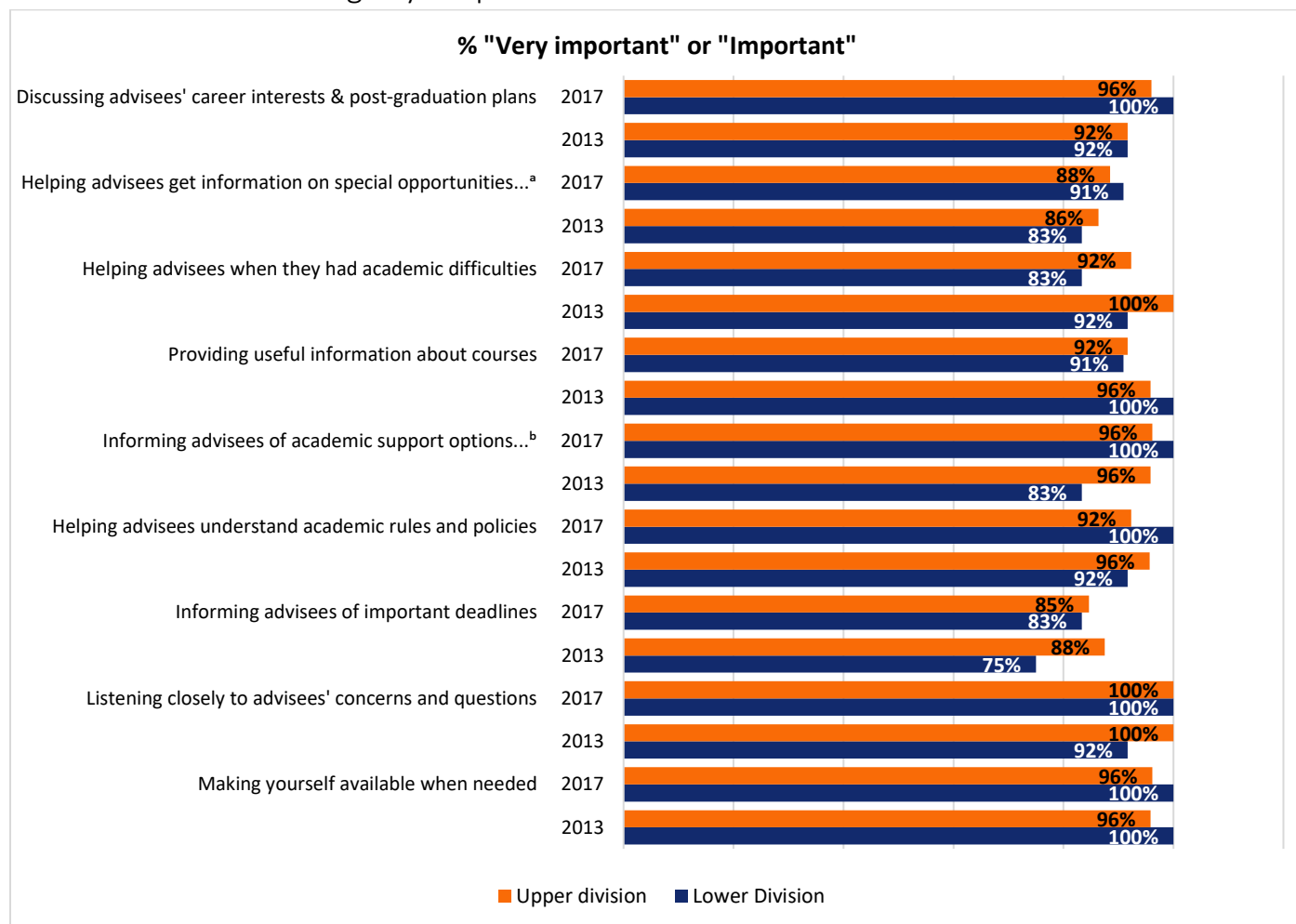
Figure 13: 2020 Faculty responses to: How important is it to you to do the following in your position as an academic advisor?



*Note: "Lower division" and "Upper division" categories were determined by Faculty members' response to: "What is the class level of most of your advisees?" Lower division (mostly first-year students or sophomores); Upper division (mostly juniors or seniors).

- The largest improvements for lower division faculty ratings from 2013 to 2017 were: "informing advisees of academic support options" and "informing advisees of important deadlines" (Figure 14).

Figure 14: 2013 & 2017 Faculty responses to: "How important is it to you to do the following in your position as an academic advisor?"



^aHelping advisees get information on special opportunities (study abroad, internships, research projects, etc.)

^bInforming advisees of academic support options (tutoring, study groups, help with writing, etc.)

Items in Figure 15 were only asked on the 2020 NSSE and FSSE survey:

- Slightly more seniors report having discussions on the listed topics than first-year students (Figure 15).
- Faculty report discussing the listed items with advisees (Figure 16) more frequently than students (Figure 15).

Figure 15: 2020 Student responses to: "Thinking about academic advising, about how often did someone at your institution discuss the following with you?"

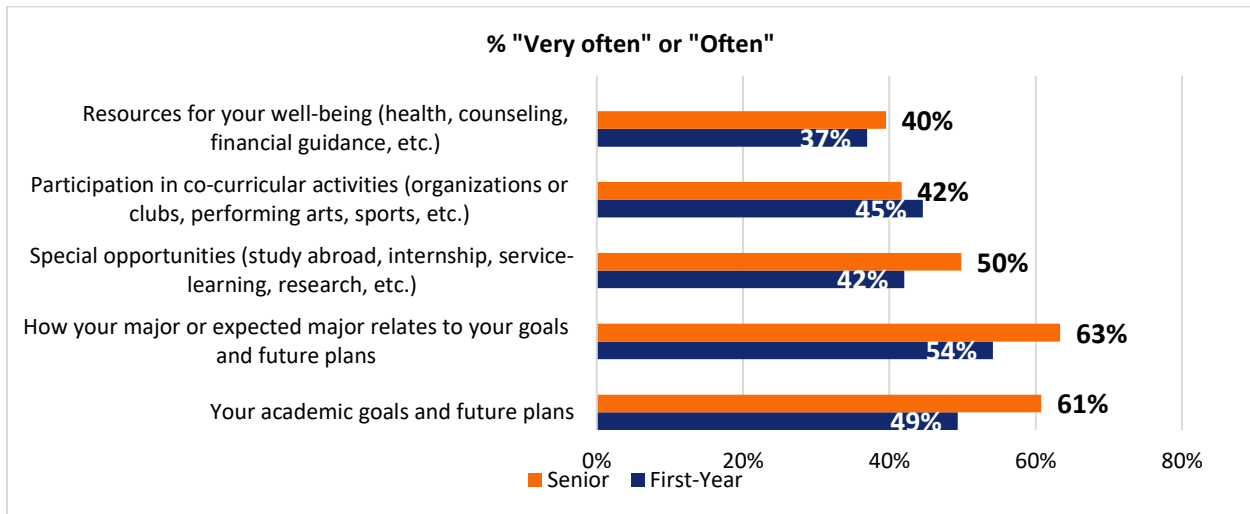
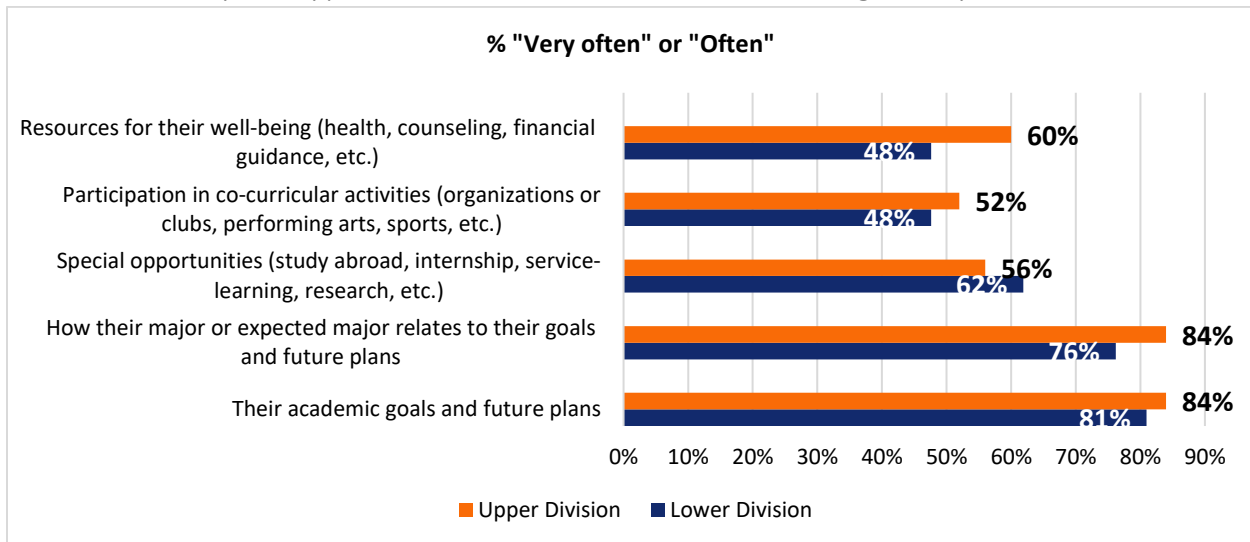


Figure 16: Faculty responses to: "During the current school year, how often has your typical advisee discussed the following with you?"

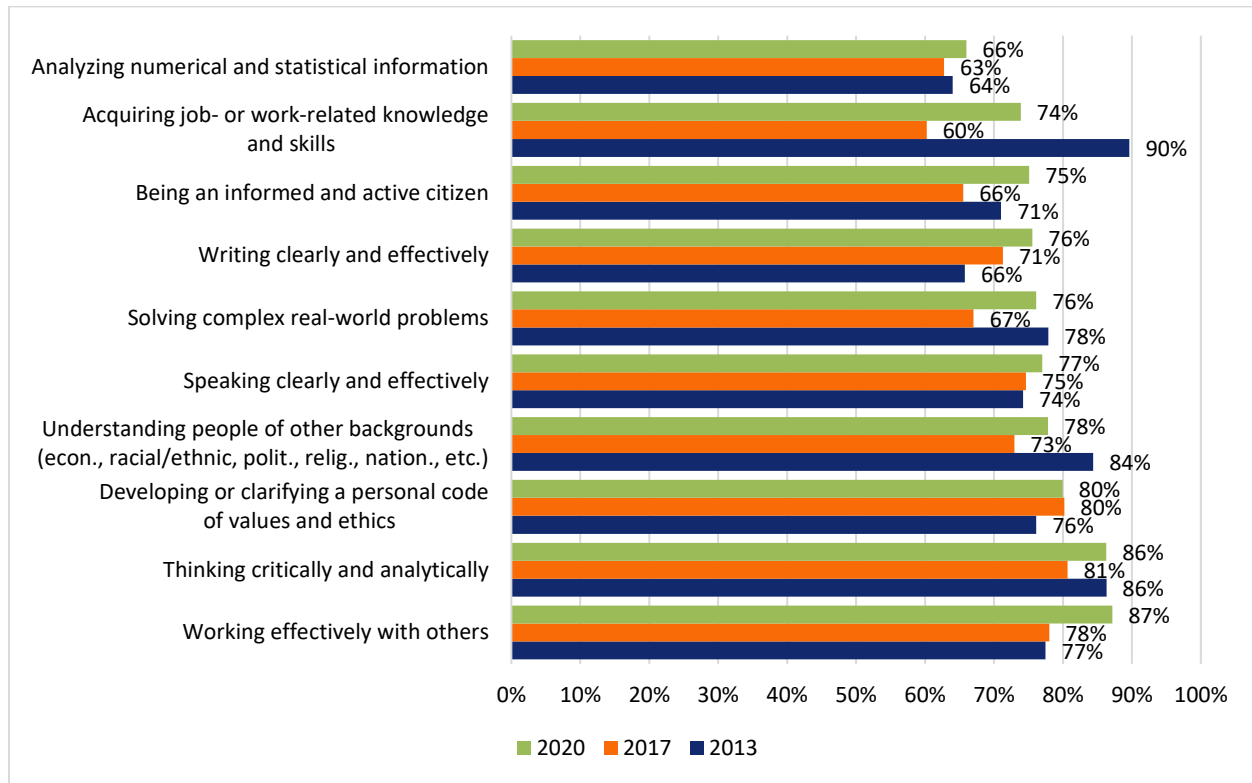


G. Perceived Gains and Satisfaction with Lincoln University

Students reported how much their experience at Lincoln University contributed to their knowledge, skills, and personal development in ten areas (Figure 17). Students were also asked to rate their overall experience at Lincoln University, and whether or not they would choose it again (Figure 18).

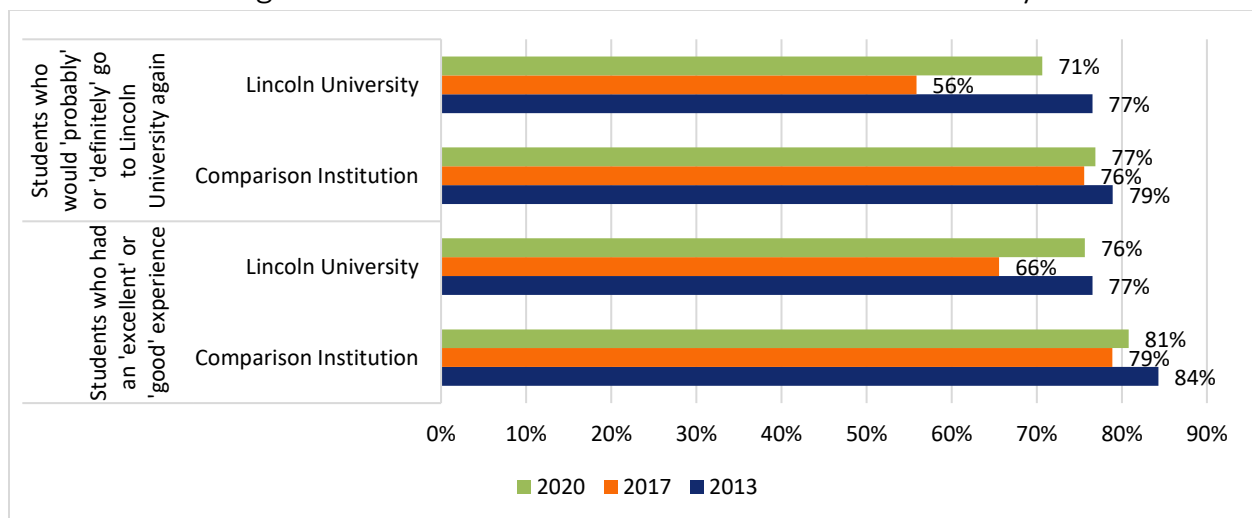
- "Acquiring job or work related knowledge or skills" experienced the greatest decline from 2013 to 2017 (Figure 17).
- "Writing clearly and effectively" and "Working effectively with others" saw steady increases from 2013 to 2020 (Figure 17).

Figure 17: Seniors' reports for how much their experience at LU contributed to their knowledge, skills and personal development in the following areas:



- Slightly fewer Lincoln University students indicated they had an “excellent” or “good” experience than comparison institutions or that they would “probably” or “definitely” choose Lincoln University again across all 3 years (Figure 18).

Figure 18: Seniors' Satisfaction with Lincoln University



H. Sense of Belonging

“Sense of Belonging” is identified as an indicator of college student persistence. Students’ “Sense of Belonging” may be determined by their interactions with others, institutional support and perceived gains in learning and development. “Sense of Belonging” questions were first introduced in the 2020 NSSE survey. Three items make up the “Sense of Belonging” (Strongly agree to Strongly disagree, 4-point Likert scale):

- “I feel comfortable being myself at this institution.”
- “I feel valued by this institution.”
- “I feel like part of the community at this institution.”

Both students and faculty were asked to respond to this question:

- Overall, seniors report slightly more agreement with the “sense of belonging” items than first-year students (Figure 19).
- Faculty members report slightly more agreement with the “sense of belonging” items than students (Figure 20).

Figure 19: NSSE Sense of Belonging

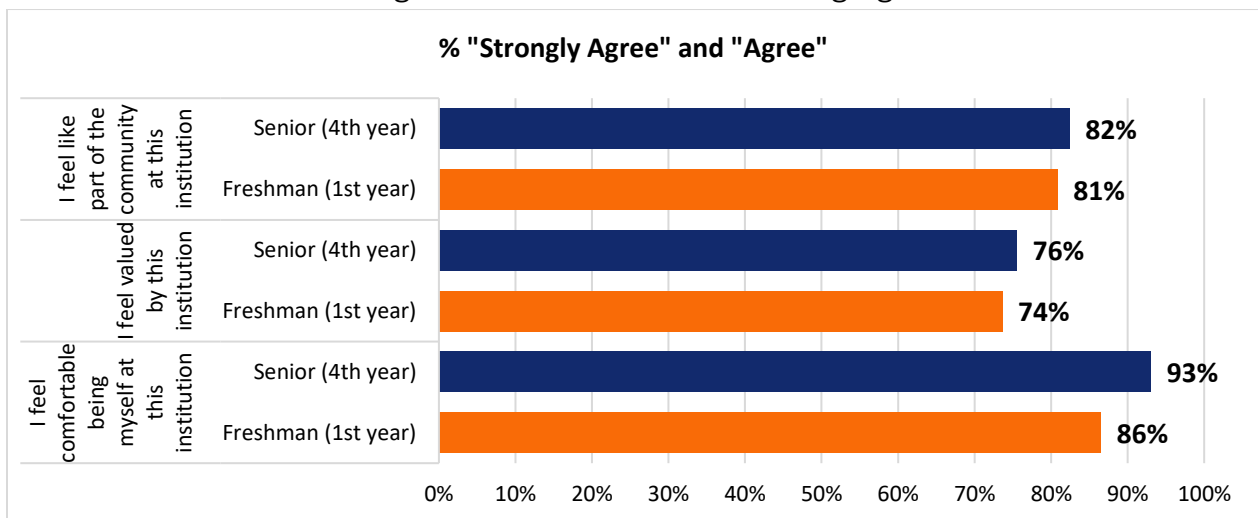
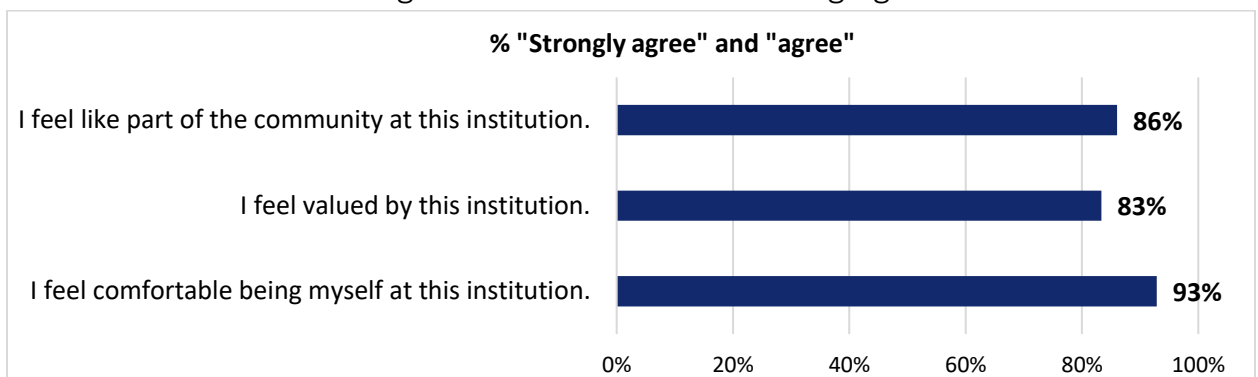


Figure 20: FSSE Sense of Belonging



[Appendix A](#)

Comparison Institutions	
2013 NSSE: Mid East Public institutions	
Bloomsburg University of Pennsylvania (Bloomsburg, PA)	
California University of Pennsylvania (California, PA)	
Cheyney University of Pennsylvania (Cheyney, PA)	
Clarion University of Pennsylvania (Clarion, PA)	
Coppin State University (Baltimore, MD)	
CUNY Herbert H. Lehman College (Bronx, NY)	
CUNY Medgar Evers College (Brooklyn, NY)	
East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)	
Edinboro University of Pennsylvania (Edinboro, PA)	
Indiana University of Pennsylvania (Indiana, PA)	
Kean University (Union, NJ)	
Kutztown University of Pennsylvania (Kutztown, PA)	
Lock Haven University (Lock Haven, PA)	
Mansfield University of Pennsylvania (Mansfield, PA)	
Millersville University of Pennsylvania (Millersville, PA)	
New Jersey City University (Jersey City, NJ)	
Rowan University (Glassboro, NJ)	
Shippensburg University of Pennsylvania (Shippensburg, PA)	
Slippery Rock University of Pennsylvania (Slippery Rock, PA)	
St. Mary's College of Maryland (Saint Mary's City, MD)	
State University of New York at Potsdam, The (Potsdam, NY)	
Temple University (Philadelphia, PA)	
University of Maryland-Eastern Shore (Princess Anne, MD)	
University of Maryland, Baltimore County (Baltimore, MD)	
University of Pittsburgh-Bradford (Bradford, PA)	
University of Pittsburgh-Johnstown (Johnstown, PA)	
2017 NSSE: All Peer Institution	
Alabama A&M University (Normal, AL)	
Albany State University (Albany, GA)	
Bowie State University (Bowie, MD)	
California University of Pennsylvania (California, PA)	
Delaware State University (Dover, DE)	
Dillard University (New Orleans, LA)	
Edinboro University of Pennsylvania (Edinboro, PA)	
Elizabeth City State University (Elizabeth City, NC)	
Florida A&M University (Tallahassee, FL)	
Grambling State University (Grambling, LA)	
Morgan State University (Baltimore, MD)	
Norfolk State University (Norfolk, VA)	
North Carolina Agricultural & Technical State University (Greensboro, NC)	
Prairie View A&M University (Prairie View, TX)	

Tennessee State University (Nashville, TN)
University of Maryland-Eastern Shore (Princess Anne, MD)
Winston-Salem State University (Winston-Salem, NC)
2020 NSSE: Comparable
Alcorn State University (Alcorn State, MS)
Bay Path University (Longmeadow, MA)*
Bloomfield College (Bloomfield, NJ)*
Elizabeth City State University (Elizabeth City, NC)*
Fort Valley State University (Fort Valley, GA)
Francis Marion University (Florence, SC)
Fresno Pacific University (Fresno, CA)*
Mansfield University of Pennsylvania (Mansfield, PA)*

Appendix B

Academic Challenge		
<i>Higher-Order Learning</i>		
	4b.	Applying facts, theories, or methods to practical problems or new situations
	4c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts
	4d.	Evaluating a point of view, decision, or information source
	4e.	Forming a new idea or understanding from various pieces of information
<i>Reflective & Integrative Learning</i>		
	2a.	Combined ideas from different courses when completing assignments
	2b.	Connected your learning to societal problems or issues
	2c.	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
	2d.	Examined the strengths and weaknesses of your own views on a topic or issue
	2e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
	2f.	Learned something that changed the way you understand an issue or concept
	2g.	Connected ideas from your courses to your prior experiences and knowledge
<i>Learning Strategies</i>		
	9a.	Identified key information from reading assignments
	9b.	Reviewed your notes after class
	9c.	Summarized what you learned in class or from course materials
<i>Quantitative Reasoning</i>		
	6a.	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
	6b.	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
	6c.	Evaluated what others have concluded from numerical information
Learning with Peers		
<i>Collaborative Learning</i>		
	1e.	Asked another student to help you understand course material
	1f.	Explained course material to one or more students
	1g.	Prepared for exams by discussing or working through course material with other students
	1h.	Worked with other students on course projects or assignments
<i>Discussions with Diverse Others</i>		
	8a.	People of a race or ethnicity other than your own

8b.	People from an economic background other than your own
8c.	People with religious beliefs other than your own
8d.	People with political views other than your own
Experiences with Faculty	
<i>Student-Faculty Interaction</i>	
3a.	Talked about career plans with a faculty member
3b.	Worked w/faculty on activities other than coursework (committees, student groups, etc.)
3c.	Discussed course topics, ideas, or concepts with a faculty member outside of class
3d.	Discussed your academic performance with a faculty member
<i>Effective Teaching Practices</i>	
5a.	Clearly explained course goals and requirements
5b.	Taught course sessions in an organized way
5c.	Used examples or illustrations to explain difficult points
5d.	Provided feedback on a draft or work in progress
5e.	Provided prompt and detailed feedback on tests or completed assignments
Campus Environment	
<i>Quality of Interactions</i>	
13a.	Students
13b.	Academic advisors
13c.	Faculty
13d.	Student services staff (career services, student activities, housing, etc.)
13e.	Other administrative staff and offices (registrar, financial aid, etc.)
<i>Supportive Environment</i>	
14b.	Providing support to help students succeed academically
14c.	Using learning support services (tutoring services, writing center, etc.)
14d.	Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)
14e.	Providing opportunities to be involved socially
14f.	Providing support for your overall well-being (recreation, health care, counseling, etc.)
14g.	Helping you manage your non-academic responsibilities (work, family, etc.)
14h.	Attending campus activities and events (performing arts, athletic events, etc.)
14i.	Attending events that address important social, economic, or political issues