NSSE
national survey of student engagement
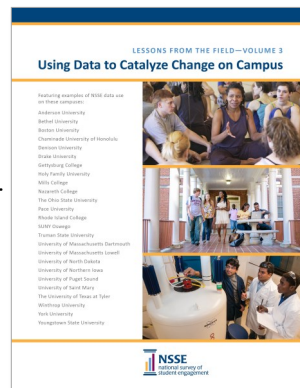
Guide to Online Resources*

How Institutions Use NSSE Results

Lessons from the Field, Volumes 1, 2, and 3

Each year, more campuses use their NSSE results in innovative ways to improve the undergraduate experience. *Lessons from the Field–Volume 3: Using Data to Catalyze Change on Campus,* released in 2015, describes how institutions use NSSE data to enhance undergraduate teaching and learning. The three volumes in this series are available for download from the NSSE website.
nsse.indiana.edu/links/lessons_home

Search Tool for Examples of NSSE, FSSE, and BCSSE Data Use

NSSE's searchable database of data use examples contains over 1,000 ways campuses have used their results to improve undergraduate education. Search by keyword; institution name; institution type; or category of use such as accreditation, general education, retention, and advising.
nsse.indiana.edu/html/using_nsse_db

Making NSSE Results Public

Many colleges and universities have made their NSSE results publicly available on their websites. View exemplary website displays and the resource *Guidelines for Display of NSSE Results on Institution Websites* to develop appropriate and communicative displays of results.
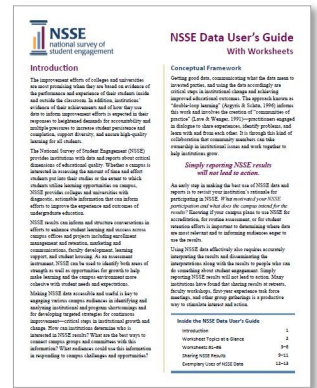**nsse.indiana.edu/links/website_displays**

Annual Results Institutional Examples

NSSE's *Annual Results* features data use stories from participating institutions that illustrate how NSSE data have been used in initiatives such as redesigning the first-year seminar, engaging commuter students in high-impact practices, and improving academic writing instruction.
nsse.indiana.edu/links/AR

Data and Results Guides

NSSE Data Users Guide

To help campuses address the challenges of sharing and using results to influence campus action, we have updated the NSSE Data Users Guide. The guide outlines strategies and topics for consideration when communicating results and provides worksheets with exercises to facilitate the use of NSSE data for accountability, assessment, and improvement.
nsse.indiana.edu/html/data_users_guide.cfm

The NSSE Data User's Guide and worksheets are presented and discussed in the webinar, *Increase Dissemination and Discussion of Results: Introducing the NSSE Data User's Guide.* View the webinar:
nsse.indiana.edu/webinars/archives.cfm

Updated NSSE Survey

Although many items remain unchanged in the updated NSSE survey, others were modified and a few were dropped, limiting longitudinal comparability of individual questions and historical benchmarks. Find an item-by-item comparison showing how the survey was updated from 2012, indicating which items were unchanged, slightly modified, significantly altered, and deleted. New items are included at the end.
nsse.indiana.edu/links/item_comparisons

NSSE Response Rate FAQ

What is a "good" response rate? Does a low rate automatically jeopardize data quality? This FAQ sheet helps users to respond to such questions and to facilitate broader conversations about assessing survey data quality. Recent NSSE research is highlighted demonstrating the reliability of estimates based on surveys that have a minimum number of respondents.
nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf

*View this guide with embedded links here:
nsse.indiana.edu/links/online_resources

NSSE Item Campuswide Mapping

Updated NSSE Items Mapped to Institution Departments, Units, Committees, Functional Areas, and Interest Groups

To stimulate thinking and discussion about the meaning of NSSE results for particular departments, units, and committees, we mapped NSSE Engagement Indicators, High-Impact Practices, individual survey items, and Topical Modules to a range of campus interest groups including career services, student activities, writing center/program, general education and academic support services. The mapping highlights where student engagement results might be useful across the institution.

nsse.indiana.edu/pdf/
NSSE_Item_Campuswide_Mapping.pdf

Accreditation Toolkits

NSSE Accreditation Toolkits offer guidelines for incorporating NSSE into accreditation self-studies and suggest ways to map specific items from the NSSE instrument to accreditation standards. Regional and specialized toolkits are aligned with the updated NSSE survey. Toolkits from previous years are also available on the website.

nsse.indiana.edu/links/accred_toolkits

The NSSE Degree Qualifications Profile Toolkit

The Degree Qualifications Profile (DQP), created by Lumina Foundation for Education, proposes specific proficiencies that benchmark the associate, bachelor's, and master's degrees. The information in the NSSE DQP Toolkit prompts institutions to examine the overlap between their NSSE results and the DQP learning outcomes expected of all students earning a bachelor's degree. NSSE survey items from 2006–2012 are mapped to these criteria.

nsse.indiana.edu/links/DQP_toolkit

A Guide to Contextualizing Your NSSE Data: Cognitive Interviews and Focus Groups

To help institutional users develop a deeper understanding of their students' responses to NSSE, *A Guide to Contextualizing Your NSSE Data* provides step-by-step information about planning and conducting modified cognitive interviews and focus groups and gathering data from them.

nsse.indiana.edu/links/cognitive_interviews

NSSE User Workshops

NSSE sponsors workshops—hosted by participating institutions—where users, faculty, administrators, and institutional researchers come together to better use and understand their NSSE data, with sessions topics such as:

- Approaches to Longitudinal Analysis
- Using NSSE to Explore Campus Issues and Take Action
- Using BCSSE and NSSE to Help Retention Efforts

Materials from these and other sessions at the April 2015 workshop held at Bucknell University are available on the NSSE User Workshop web page.

nsse.indiana.edu/html/workshops_2015_Bucknell.cfm

NSSE is co-sponsoring the **Teaching and Learning National Institute**, to be held at The Evergreen State College, July 31–August 3, 2016. This residential institute will provide a learning space for campus teams to develop evidence-based action plans for initiatives fostering teaching that sparks engaged student learning and strategies to engage their teaching colleagues in elaborating and institutionalizing these action plans.

www.evergreen.edu/washingtoncenter/tlni/index

NSSE Data Tools

Accessing Your NSSE Results Online

NSSE provides three ways to access your results online, all via the secure Institution Interface:
nsse.indiana.edu/links/interface

- All respondent data and reports can be downloaded from the "Data & Reports" table.

- The Online Institutional Report, a web-based version of your *Institutional Report,* is a user-friendly way to access and view reports in a web browser and can be accessed from the "Data & Reports" table.

- The Report Builder–Institution Version is an interactive online tool for creating tailored reports based on student and institutional characteristics.

Sample Analyses and Syntax

Our sample analyses and syntax page includes a variety of SPSS syntax files that can be used to further explore your data, for example, to create and recode variables that NSSE uses in its reports, such as dichotomized engagement variables and first-generation status. This webpage also includes code for how to conduct analyses (for example, to explore differences in student engagement with faculty by gender).

nsse.indiana.edu/html/analysis_resources.cfm

Publications to Enhance Educational Practice for Improvement

Promoting High-Impact Practices: Maximizing Educational Gains

This research brief summarizes findings on high-impact practices (HIPs)—including service-learning, learning communities, research with faculty, study abroad, internships, and culminating senior experiences—highlighted in NSSE *Annual Results* 2007 to 2012. The brief can inform campus discussions about maximizing opportunities for and benefits from HIPs.

nsse.indiana.edu/html/findings.cfm

Key Resources on High-Impact Practices

Using NSSE Data to Assess and Enhance High-Impact Practices

This NSSE webinar prepares participants to facilitate campus dialogue about HIPs and maximize the benefits of the updated NSSE survey data and reports.

nsse.indiana.edu/webinars

Ensuring Quality and Taking High-Impact Practices to Scale**

NSSE founding director George Kuh and Ken O'Donnell present research on educational practices (HIPs) linked to greater academic challenge, student engagement, and achievement. They discuss how these practices relate to improved retention and completion and how to ensure that all students experience multiple HIPs.

High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter **

George Kuh discusses 10 educational practices that research has shown correlate with higher levels of student performance. NSSE data are used to examine practices such as learning communities, service-learning, undergraduate research, study abroad, experiences with diversity, internships, and capstone courses and projects.

**Both reports by Kuh can be ordered on the website of the Association of American Colleges and Universities.
  www.aacu.org/leap/hip.cfm

Project DEEP Publications

Three publications from NSSE's 2002–2007 Project DEEP (Documenting Effective Educational Practice) target institutions concerned about enhancing student learning: *Student Success in College* (Kuh, Kinzie, Schuh, Whitt, & Associates, 2010), *Assessing Conditions to Enhance Educational Effectiveness* (Kuh, Kinzie, Schuh, & Whitt, 2005), and a second edition of *One Size Does Not Fit All* (Manning, Kinzie, & Schuh, 2014).

nsse.indiana.edu/html/projectdeep.cfm
nsse.indiana.edu/links/one_size

A series of 16 topical practice briefs based on the Project DEEP schools summarize educationally purposeful activities that matter to student learning and provide useful suggestions for promoting student success to a wide range of audiences, including university administrators and other institutional leaders, faculty, students, and the general public.

nsse.indiana.edu/links/practice_briefs

NSSE User Support Resources

A Pocket Guide to Choosing a College

NSSE's popular guide to exploring colleges helps prospective college students and their parents in the college decision-making process and also serves as a useful resource for college admissions staff.

nsse.indiana.edu/html/
pocket_guide_intro.cfm

A Spanish-language version of NSSE's updated pocket guide, *Una Guía de Bolsillo para Escoger una Universidad: Qué Preguntas Hacer en Tu Visita a una Universidad,* is also available.

nsse.indiana.edu/pdf/
PocketGuide_Spanish.pdf

Use a QR code to access the mobile version of the pocket guide on the NSSE Institute website.

nsse.indiana.edu/institute

YouTube Video on Using NSSE's Pocket Guide

This 2-minute YouTube video shows how prospective college students—while touring a campus—can benefit from using *A Pocket Guide to Choosing a College: Questions to Ask on Your College Visits*.

nsse.indiana.edu/links/pocket_guide_vid

Voluntary System of Accountability

NSSE is one of four assessment instruments about students' experiences and perceptions used in the Voluntary System of Accountability (VSA). SPSS syntax to recode your NSSE data for the VSA College Portrait template is available.

nsse.indiana.edu/html/syntax_library.cfm

Related Publications and Presentations

At NSSE's redesigned Publications and Presentations website, users can easily find NSSE-related publications, recent presentations, and scholarly papers.
nsse.indiana.edu/html/publications_presentations.cfm

Recent Publications and Conference Papers

BrckaLorenz, A., Hurtado, S. S., & Nelson Laird, T. F. (2016, June). *Collecting, analyzing, and reporting on data from small populations.* Presented at the AIR annual forum, New Orleans, LA.

BrckaLorenz, A., & Nelson Laird, T. F. (2016, February). *Patterns of effective teaching practice for general education and non-general education courses.* Presented at the AAC&U General Education & Assessment Conference, New Orleans, LA.

BrckaLorenz, A., Nelson Laird, T. F., & Chiang, Y. (2014, May). *Testing the new scales on the Faculty Survey of Student Engagement.* Presented at the AIR annual forum, Orlando, FL.

Cole, J. S., & Cogswell, C. A. (2014, October). *Using BCSSE and NSSE data to investigate college readiness.* Presented at the NACADA annual conference, Minneapolis, MN.

Cole, J. S., & Kinzie, J. (2016, February). *Using BCSSE to understand financial stress and academic engagement.* Presented at the Annual Conference on First-Year Experience, Orlando, FL.

Cole, J. S., Sarraf, S. A., & Wang, X. (2015, May). *Does use of survey incentives degrade data quality?* Presented at the AIR annual forum, Denver, CO.

Dumford, A. D., Cogswell, C. A., & Miller, A. L. (2016). The who, what, and where of learning strategies. *The Journal of Effective Teaching, 16*(1).

Graham, P. A., Hurtado, S. S., & Gonyea, R. M. (2016, March). *Living on campus: Does it still make a difference?* Presented at the ACPA annual convention, Montreal, QC, Canada.

Kinzie, J., Cogswell, C. A., & Wheatle, K. I. (2015). Reflections on the state of student engagement data use and strategies for actions. *Assessment Update, 27*(2).

Kinzie, J., Gonyea, R. M., McCormick, A., Paine, C., & Blake, L. P. (2016, January). *College students' experiences with writing: What do we know, and how are institutions applying local findings?* Presented at the AAC&U annual meeting, Washington, DC.

Kinzie, J., McCormick, A. C., & Gonyea, R. M. (2016). Using student engagement results to oversee educational quality. *Trusteeship, 24*(1).

McCormick, A. C., Kinzie, J., & Gonyea, R. M. (2013). Student engagement: Bridging research and practice to improve the quality of undergraduate education. In M. B. Paulsen (Ed.), *Higher education: Handbook of theory and research* (Vol. 28, pp. 47–92). Dordrecht, The Netherlands: Springer.

Miller, A. L., Rocconi, L. M., & Dumford, A. D. (2015, November). *Focus on the finish line: Does high-impact practice participation influence career plans and job attainment?* Presented at the ASHE annual conference, Denver, CO.

Mu, L., & Fosnacht, K. (2016, April). *Effective advising: How academic advising influences student learning outcomes in different institutional contexts.* Presented at the AERA annual meeting, Washington, DC.

Rocconi, L. M., Lambert, A. D., McCormick, A. C., & Sarraf, S. A. (2013). Making college count: An examination of quantitative reasoning activities in higher education. *Numeracy, 6*(2).

Rocconi, L. M., Ribera, A. K., & Nelson Laird, T. F. (2015). College seniors' plans for graduate school: Do deep approaches learning and Holland academic environments matter? *Research in Higher Education, 56*(2).

Sarraf, S., Brooks, J., & Cole, J. S. (2014, May). *Taking surveys with smartphones: A look at usage among college students.* Presented at the AAPOR annual conference, Anaheim, CA.

Wang, R., BrckaLorenz, A., & Nelson Laird, T. (2016, April). *The teaching practices and time allocation of faculty and graduate student instructors.* Presented at the AERA annual meeting, Washington, DC.

Wang, R., Zilvinskis, J., & Ribera, A. K. (2016, June). *Involving online students in high-impact practices.* Presented at the AIR annual forum, New Orleans, LA.

Institutional Report 2016 Resources and Reports Online

NSSE resources and institution-specific reports in the NSSE *Institutional Report 2016* binder are also available in electronic form via the NSSE Institution Interface.
nsse.indiana.edu/links/interface