

How Institutions Use NSSE Results

Lessons from the Field, Volumes 1–4

Each year, more campuses use their NSSE results in innovative ways to improve the undergraduate experience. *Lessons from the Field—Volume 4: Digging Deeper to Focus and Extend Data Use*, released in 2017, describes how institutions use NSSE data to enhance undergraduate teaching and learning. All four 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 BCSE Data Use

NSSE’s searchable database of 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/links/use_examples

Data Use Teams Resources

Our data use studies suggest that NSSE data get more traction on campus when a team is charged with promoting the survey, interpreting data, and acting on results. Expand your on-campus NSSE team by adding data use team members on your Institution Interface. Resources for these groups can be found here:

nsse.indiana.edu/links/DUT

Making NSSE Results Public

Many colleges and universities have posted their NSSE results 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 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/annual_results

Data and Results Guides

NSSE Data User’s Guide

The NSSE Data User’s 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/links/DUG



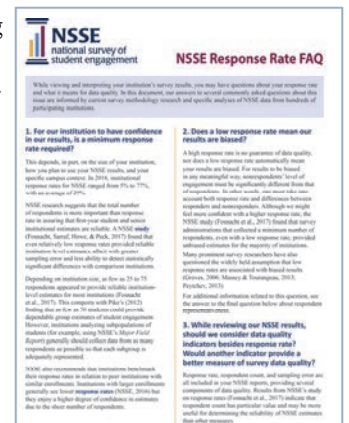
The resource is discussed in the webinar, *Increase Dissemination and Discussion of Results: Introducing the NSSE Data User’s Guide*. View the webinar:

nsse.indiana.edu/links/webinar

NSSE Response Rate FAQ

While viewing and interpreting your institution’s results, you may have questions about your survey response rate and what it means for data quality. This document answers several common questions on this issue and helps users facilitate broader conversations about understanding survey data quality.

nsse.indiana.edu/links/RRFAQ



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

Accreditation Toolkits

NSSE Accreditation Toolkits offer guidelines for incorporating NSSE into accreditation self-studies and ways to map specific items from NSSE to accreditation standards. Regional and specialized toolkits are aligned with the NSSE survey.

nsse.indiana.edu/links/accred_toolkits

NSSE Item Campuswide Mapping

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

To stimulate thinking and discussion about the meaning of NSSE results, 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, general education and academic support services.

nsse.indiana.edu/links/item_mapping

The NSSE Degree Qualifications Profile Toolkit

The Degree Qualifications Profile (DQP), created by Lumina Foundation for Education, proposes specific proficiencies that benchmark associate's, bachelor's, and master's degrees. This information prompts institutions to examine the overlap between their NSSE results and the DQP learning outcomes expected of all students earning a degree.

nsse.indiana.edu/links/DQP_toolkit

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

A Guide to Contextualizing Your NSSE Data provides step-by-step information about conducting modified cognitive interviews and focus groups.

nsse.indiana.edu/links/cognitive_interviews

NSSE Sightings

NSSE's blog features information related to student engagement topics on research publications, conference presentations, webinars, institutional data use

stories, and more. Blog posts are written by the researchers themselves, usually with links to the full paper.

nsse.sightings.indiana.edu

Also, follow us on Facebook and Twitter: @NSSEsurvey



NSSE User Workshops

NSSE occasionally sponsors workshops—hosted by participating institutions—where users, faculty, administrators, and institutional researchers come together to better use and understand their NSSE data. Materials from these and other sessions at the April 2015 workshop held at Bucknell University are available on the NSSE User Workshop website.

nsse.indiana.edu/links/workshops

NSSE co-sponsors **Using Evidence for Improvement: Teaching and Learning National Institute (TLNI)**, held in 2016, 2017, 2018, and 2019 at The Evergreen State College. This annual residential institute provides learning space for campus teams to develop evidence-based action plans for initiatives to foster teaching that sparks engaged student learning and to generate strategies for engaging colleagues in elaborating and institutionalizing those action plans. A summary of TLNI is available at the link above.

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*, allows access to reports and can be accessed from the “Data & Reports” table.
- The NSSE Report Builder 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 web page also includes code conducting specific analyses (for example, to explore differences in student engagement with faculty by gender).

nsse.indiana.edu/links/syntax

NSSE Report Builder

Create user-customized reports with your institution's data using this online resource.

nsse.indiana.edu/links/rb_intro

Inclusive Data Sharing and Analysis

Designed to help campuses work with data from small student populations, this guide offers tips and resources for analyzing and comparing the experiences reported by these students.

nsse.indiana.edu/links/smallpop

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/links/HIPbrief

Key Resources on High-Impact Practices

Using NSSE Data to Assess and Enhance High-Impact Practices

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

nsse.indiana.edu/links/webinar

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

NSSE founding director George Kuh and Ken O'Donnell present research on 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 these HIPs.

**Reports can be ordered from the Association of American Colleges and Universities.

www.aacu.org/leap/hips

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/links/DEEP_project
nsse.indiana.edu/links/publications

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/DEEP_project

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/links/pocket

A Spanish-language version of NSSE's updated pocket guide is also available.



Scan this QR code to access the mobile version of the pocket guide on the NSSE Institute website.



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

Publications and Presentations

On NSSE's Publications and Presentations web page, users can easily find NSSE-related publications, recent presentations, and scholarly papers.

nsse.indiana.edu/links/pubs

Recent Publications and Conference Papers

Abaci, S., BrckaLorenz, A., & Quick, J. (2019). *Examining students' use of, preferences for, and learning with e-textbooks*. American Educational Research Association Annual Meeting, Toronto, Canada.

Bombaugh, M., & Cole, J. (2019). *Leveraging survey data and predictive analytics to support first-year students*. Conference on the First-Year Experience, Las Vegas, NV.

BrckaLorenz, A., Duran, A., Fassett, K., & Palmer, D. (2018). *The intersections of race and sexuality in LGBTQ+ college students' belongingness, institutional commitment, and outness*. Association for the Study of Higher Education Annual Conference, Tampa, FL.

BrckaLorenz, A., Fassett, K., & Kirnbauer, T. (2019). *Aggregate measures: Development, creation, and validation*. Association for Institutional Research Annual Forum, Denver, CO.

BrckaLorenz, A., Fassett, K., & Merckle, R. (2019). *Advancing truth: Expanding our knowledge of LGBTQ+ faculty*. American Educational Research Association Annual Meeting, Toronto, Canada.

BrckaLorenz, A., Fassett, K., & Nelson Laird, T. (2018). *Using a typology of faculty to assess undergraduate education and plan for faculty development*. Assessment Institute, Indianapolis, IN.

BrckaLorenz, A., Haeger, H., & Priddie, C. (2019). *An examination of inclusivity and support for diversity in STEM fields*. American Educational Research Association Annual Meeting, Toronto, Canada.

BrckaLorenz, A., & Kirnbauer, T. (2019). *Tableau tips and tricks: Building dynamic dashboards with survey data*. Association for Institutional Research Annual Forum, Denver, CO.

BrckaLorenz, A., & Nelson Laird, T. (2019). *Improving diversity and inclusion in college courses should account for varied faculty roles*. AAC&U Diversity, Equity, and Student Success Conference, Pittsburgh, PA.

BrckaLorenz, A., & Nelson Laird, T. F. (2019). *Reshaping the narrative on faculty time and motivations*. Association of American Colleges & Universities Annual Meeting, Atlanta, GA.

BrckaLorenz, A., Palmer, D., Kirnbauer, T., Miller, D., & Wright, A. (2018). *Wake up, institutions! Understanding the social and political causes of student activists*. Association for the Study of Higher Education Annual Conference, Tampa, FL.

Cole, J. S., Gonyea, R. G., & Rocconi, L. (2018). With retention, the key is "act locally." In R. Feldman (Ed.), *The first year of college: Research, theory, and practice on improving the student experience and increasing retention*. Cambridge University Press.



Cole, J., & Kinzie, J. (2019). *Entering students' experience: BCSSE for first-year and transfer students*. Conference on the First-Year Experience, Las Vegas, NV.

Dugan, B., & Morgan, D. (2018). *Revisiting the connection between high-impact practices and student activism*. Civic Learning & Democratic Engagement Meeting, Anaheim, CA.

Fassett, K. T., & BrckaLorenz, A. (2018). *A 10-year cross-section of STEM faculty teaching*. Association for the Study of Higher Education Annual Conference, Tampa, FL.

Fassett, K., & BrckaLorenz, A. (2019). *Crises and considerations for assessment*. Association for Institutional Research Annual Forum, Denver, CO.

Fassett, K. T., BrckaLorenz, A., Strickland, J., & Ribera, A. (2019). *Time well spent: Flipped classrooms and effective teaching practices*. American Educational Research Association Annual Meeting, Toronto, Canada.

Fassett, K. T., Priddie, C., BrckaLorenz, A., & Kinzie, J. (2018). Activists, nonactivists, and allies: Civic engagement and student types at MSIs. *Frontiers in Education*, 3(103).



Fassett, K., Strickland, J., & BrckaLorenz, A. (2019). *Innovations in teaching: A flipped classroom narrative*. Society for Teaching & Learning in Higher Education Annual Meeting, Winnipeg, Canada.

Fassett, K., Strickland, J., Nelson Laird, T., & BrckaLorenz, A. (2019). *Faculty development for all? Investigating participation in development opportunities*. Society for Teaching & Learning in Higher Education Annual Meeting, Winnipeg, Canada.

Fosnacht, K. (2018). *The spiritual campus climate for diverse learners*. NASPA Religious, Secular, & Spiritual Identities Conference, New Orleans, LA.

Fosnacht, K., & Broderick, C. (2018). The role of religion and institution type in seniors' perceptions of the religious and spiritual campus climate. *Journal of College & Character*, 19(1).

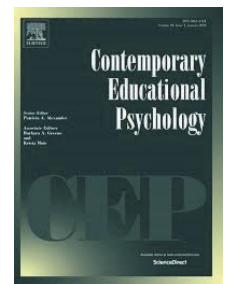
- Fosnacht, K., Copridge, K., & Sarraf, S. (2018). How valid is grit in the postsecondary context? A construct and concurrent validity analysis. *Research in Higher Education*.
- Fosnacht, K., & Gonyea, R. M. (2018). The dependability of the updated NSSE: A generalizability study. *Research & Practice in Assessment*, 13(Summer/Fall).
- Fosnacht, K., Gonyea, R. M., Graham, P. A., & Hurtado, S. (2018). *The effects of first-year resident hall roommate assignment policy on interactional diversity and perceptions of the campus environment*. Association for the Study of Higher Education Annual Conference, Tampa, FL.
- Fosnacht, K., McCormick, A. C., & Lerma, R. (2018). First-year students' time use in college: A latent profile analysis. *Research in Higher Education*, 59(2).
- Garvey, J. C., BrckaLorenz, A., Latopolski, K., & Hurtado, S. S. (2018). High-impact practices and student-faculty interactions for students across sexual orientations. *Journal of College Student Development*, 59(2).
- Gonyea, R. M., Fosnacht, K., Graham, P., & Hurtado, S. (2018). *The NSSE/ACUHO-I living environment study: What questions should we put to the data?* ACUHO-I Annual Conference/Expo, Denver, CO.
- Graham, P., & Hurtado, S., & Fosnacht, K. (2018). *Housing, student engagement, and persistence: A first look*. ACUHO-I Annual Conference/Expo, Denver, CO.
- Gonyea, R. M., & Kinzie, J. (2019). *Celebrating NSSE's 20th: Making the most of student engagement data*. Association for Institutional Research Annual Forum, Denver, CO.
- Graham, P. A., Hurtado, S. S., & Gonyea, R. M. (2018). The benefits of living on campus: Do residence halls provide distinctive environments of engagement? *Journal of Student Affairs Research & Practice*, 55(3).
- Greathouse, M., & BrckaLorenz, A. (2019). *Searching for belonging: Queer-spectrum and trans-spectrum students of color in American higher education*. National Association of Diversity Officers in Higher Education Annual Conference, New Brunswick, NJ.
- Harris, J. C., BrckaLorenz, A., & Nelson Laird, T. F. (2018). Engaging in the margins: Exploring differences in biracial students' engagement by racial heritage. *Journal of Student Affairs Research & Practice*, 55(2).
- Hayek, J., Kinzie, J., & McCormick, A. (2018). *Using evidence to promote effective educational practice and the success of all students*. SHEEO Higher Education Policy Conference, Denver, CO.
- Hurtado, S. S., Gonyea, R. M., Graham, P. A., & Fosnacht, K. (2019). *The relationship between residential learning communities and student engagement*. American College Personnel Association Annual Meeting, Boston, MA.
- Kinzie, J., & BrckaLorenz, A. (2018). *Bringing their perspective to campus: Students' experiences with inclusive courses and diverse environments*. Association for the Study of Higher Education Annual Conference, Tampa, FL.
- Kinzie, J., & BrckaLorenz, A. (2018). *Creating inclusive and culturally engaging courses and spaces*. Society for Teaching & Learning in Higher Education Annual Meeting, Sherbrooke, Canada.
- Kinzie, J., Cavallo, J., & Kenesson, S. (2018). *Assessing inclusiveness and engagement in cultural diversity and global learning: Lessons from NSSE's Topical Modules*. Higher Education Data Sharing Annual Conference, Spokane, WA.
- Kinzie, J., Helms, R., & Brajkovic, L. (2019). *Mapping and NSSE: Relating institutional internationalization efforts and student global learning*. Association of International Education Administrators Annual Conference, San Francisco, CA.
- Kinzie, J., & McCormick, A. C. (2018). *Assessing for diversity: Evidence from NSSE's inclusiveness and engagement with cultural diversity and global learning modules*. Assessment Institute, Indianapolis, IN.
- Kinzie, J., McCormick, A. C., Gonyea, R. M., & Núñez, E. (2019). *Documenting the value of higher education with students engagement data*. Association of American Colleges & Universities Annual Meeting, Atlanta, GA.
- McCormick, A., Rocconi, L., & Dumford, A. (2019). *What's your threshold? How international students use vague quantifiers of behavioral frequency in student surveys*. Association for Institutional Research Annual Forum, Denver, CO.
- Miller, A. L. (2018). *Creative coursework exposure: Enhancing college student engagement across disciplines*. Southern Oregon University Creativity Conference, Ashland, OR.
- Miller, A. L. (2018). The role of creative coursework in skill development for university seniors. *Global Education Review*, 5 (Creativity & Education Special Issue 1).
- Miller, A. L., & Dumford, A. D. (2018). Do high achieving students benefit from honors college participation? A look at student engagement for first-year students and seniors. *Journal for the Education of the Gifted*, 41(3).
- Miller, A. L., Rocconi, L. M., & Dumford, A. D. (2018). Focus on the finish line: Does high-impact practice participation influence career plans and early job attainment? *Higher Education: The International Journal of Higher Education Research*, 75(3).



- Morgan, D. L., Zilvinskis, J., & Dugan, B. (2019). Opening the activism and postsecondary education black box: Relating high-impact practices and student identity with activist behaviors. *Journal of Political Science Education*.
- Nelson Laird, T. F., BrckaLorenz, A., & Silberstein, S. (2018). *An inclusive American Dream runs through the faculty, but which faculty?* Association of American College & Universities Annual Meeting, Washington, DC.
- Oktafiga, D. A., BrckaLorenz, A., & Nelson Laird, T. F. (2018). *International students' reflective-integrative learning: Variation by geographical regions of origin*. Association for the Study of Higher Education Annual Conference, Tampa, FL.
- Oktafiga, D. A., BrckaLorenz, A., & Nelson Laird, T. F. (2019). *Comparison of the effects of campus environment and teaching practices on international students' perceived gains through reflective-integrative learning*. Comparative and International Education Association Annual Conference, San Francisco, CA.
- Palmer, D., Silberstein, S., & Kinzie, J. (2019). *Creating a lasting impact: Constructing and assessing significant student learning opportunities*. NASPA Annual Conference, Los Angeles, CA.
- Paulsen, J., Merckle, R., & BrckaLorenz, A. (2019). *Employing differential item function analysis in survey research*. American Educational Research Association Annual Meeting, Toronto, Canada.
- Priddie, C., Palmer, D., Silberstein, S., & BrckaLorenz, A. (2019). *Centering Black women faculty: Magnifying powerful voices*. American Educational Research Association Annual Meeting, Toronto, Canada.
- Priddie, C., Silberstein, S., & BrckaLorenz, A. (2018). *Support by any other name: Disaggregating supportive environments for faculty*. Assessment Institute, Indianapolis, IN.
- Rabourn, K. E., BrckaLorenz, A., & Shoup, R. (2018). Reimagining student engagement: How nontraditional adult learners engage in traditional postsecondary environments. *The Journal of Continuing Higher Education*, 66(1).
- Ribera, A., BrckaLorenz, A., Fassett, K., & Strickland, J. (2018). *Assessing faculty experiences teaching a flipped course*. Assessment Institute, Indianapolis, IN.
- Ribera, A. K., Priddie, C., & BrckaLorenz, A. (2018). *The time is now: A study promoting STEM faculty use of culturally inclusive teaching*. Association for the Study of Higher Education Annual Conference, Tampa, FL.



- Rocconi, L. M., & Gonyea, R. M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13(Summer/Fall).
- Strickland, J., BrckaLorenz, A., Fassett, K., & Ribera, A. (2018). *Examining flipped classes: Planning, enacting, and assessing innovation*. Professional & Organizational Development Annual Conference, Portland, OR.
- Strickland, J., Fassett, K., BrckaLorenz, A., & Nelson Laird, T. (2019). *What motivates us to teach? Examining faculty motivation for teaching*. Society for Teaching & Learning in Higher Education Annual Meeting, Winnipeg, Canada.
- Stupnisky, R., BrckaLorenz, A., & Nelson Laird, T. F. (2019). *Does, enjoyment, guilt, and/or rewards motivate faculty research productivity? A large-scale test of Self-Determination Theory*. American Educational Research Association Annual Meeting, Toronto, Canada.
- Stupnisky, R., BrckaLorenz, A., Yuhas, B., & Guay, F. (2018). Faculty members' motivation for teaching and best practices: Testing a model based on self-determination theory across institution types. *Contemporary Educational Psychology*, 58.
- Weiss, H. A., & Fosnacht, K. (2018). Looking across high-impact practices: First-year student democratic awareness and democratic participation. *Journal of the First-Year Experience & Students in Transition*, 30(2).
- Zilvinskis, J., Morgan, D., & Dugan, B. (2018). *A time for action: Relating student identity and experiences with activist behaviors*. Association for the Study of Higher Education Annual Conference, Tampa, FL.



Institutional Report 2019 Resources and Reports Online

NSSE resources and institution-specific reports in the NSSE *Institutional Report 2019* binder are also available in electronic form via the NSSE Institution Interface. nsse.indiana.edu/links/interface