Thursday, October 19, 2006

9:00–10:00 am  Pre-conference Session
Connecticut State System Meeting (Jillian Kinzie and members only)
Location: Room 301

9:30–10:00 am  On-site Registration
Location: Ballroom Lobby

10:00–10:10 am  Welcome and Opening Session
Opening Session: Dr. Jillian Kinzie, Associate Director, NSSE Institute; Dr. Selase Williams, Provost and Vice-President for Academic Affairs, Southern Connecticut State University; Dr. Marianne Kennedy, Coordinator of University Assessment and Planning, Southern Connecticut State University
Location: Ballroom A

10:20-11:40 am  Session 1: Concurrent Breakout Sessions

Session 1A: NSSE Foundations for New and Experienced Users
Presenters: Rob Aaron, Client Services Manager, NSSE
Rick Shoup, Research Analyst, NSSE
Understanding the core structure and foundations of NSSE and FSSE is critical to understanding NSSE data. After a general overview, the session will divide into two groups based on user expertise.
Location: Ballroom B - Overview
  Ballroom B – Experienced Users – Rick Shoup
  Room 301 – New Users – Rob Aaron

Topics to be covered in these sessions based on user expertise:
  • Survey Design
  • Survey Administration
  • Understanding NSSE Reports
  • Considerations before Drawing Conclusions
  • Benchmarks and Scales
  • Recent and Future Developments

Session 1B: SCSU Workshop (Part 1 – for SCSU Faculty and Staff only)
Location: Room 306

REMINDER: On the sheets provided on the tables in the Ballroom, please submit topics for Friday's Roundtable Discussions and questions you may have that NSSE staff might answer either in sessions or in a one-on-one consultation.

11:45–1 pm  Lunch and Plenary Session:
Plenary Speaker: Valerie F. Lewis, Commissioner, Connecticut Department of Higher Education
Location: Ballroom A

1:15 – 2:15 pm  Session 2: Concurrent Sessions
Session 2A: “Using NSSE Results to Frame a Sophomore Experience.”
Presenters: Dr. Barbara Pennipede, Assistant Vice-President, Planning, Assessment and Institutional Research, Pace University
Dr. Adelia Williams, Associate Dean, Dyson College of Arts and Sciences, Pace University
Location: Ballroom B
Abstract: Three years of freshman NSSE results and results from locally developed surveys and focus groups were aligned with research on the sophomore year to plan a “Sophomore Experience” program. This was a collaborative venture of faculty, academic and university administrators, student affairs professionals and students. Pace University has been concerned with the persistence of sophomores to the junior year. It has also recognized that students in their second year require as much attention as they did in their first year. It seemed natural to look to NSSE freshman results to see what these second semester freshmen were telling us about their Pace experience. Responses to the NSSE questions provided valuable insights to what we were doing well and the areas that needed to be addressed. In order to further illuminate NSSE responses, additional surveys were developed and administered to the sophomore class. The 2004 sophomores were the 2004 freshmen NSSE respondents and a particular focus was placed on the NSSE results for that year. Focus groups were also conducted with sophomores on both undergraduate campuses. Specific actions and programs resulted from the alignment of sophomore research and the further inquiry into NSSE results.

Session Outcomes: 1. Attendees will learn how NSSE results and further inquiry into these results can become a catalyst for change among several university constituencies. 2. Attendees will learn how these assessment results can be aligned with research on the sophomore year. 3. Attendees will learn what programs were created to answer student needs.

Session 2B: “Creating a Culture of Engagement: Bringing NSSE to the Classroom at Siena College.”
Presenter: Dr. Robert Drake, William B. Spendiff Director of the Siena College Center for Excellence in Teaching, Siena College
Location: Room 301
Abstract: After having the 2001 and 2002 NSSE data quarantined by Senior Staff at Siena College, the NSSE has become the centerpiece of what has increasingly become not only a culture of assessment, but a culture of engagement. This new emphasis on engagement can be seen in the college’s new strategic plan (where measures for success refer directly to the NSSE Benchmark Reports). Many of the academic Schools and Departments at Siena benchmark their own programs against peer and aspirant institutions through the NSSE. In addition, forums, lunch presentations, and workshops centered on ways to improve learning and engagement are conducted throughout the year by key Siena faculty members. This is all tied together by a “Course Engagement Survey Form” that utilizes a number of NSSE questions. Since beginning the use of this form, improvements in targeted areas have been observed both in the NSSE and our own homegrown course engagement form (two of the areas that were targeted were “Prompt Feedback” and “Collaborative Learning” – both have improved from 2004-2006). This session would discuss how this was all accomplished at Siena and how it might also be used at other institutions.

Session Outcomes: Workshop participants will understand new ways of incorporating the concept of student engagement into campus life at their institutions. Workshop participants will examine and discuss ways that one college used to improve poor performance in targeted areas of engagement. Workshop participants will evaluate the situation at their own institutions to see if any of the concepts presented can help them.

Session 2C: “Three Steps to Increasing Response Rates: Knowledge, Value, and Rewards.”
Presenter: Junelle Banks, Program Assessment Specialist, Norfolk State University
Location: Room 201
Abstract: First year students and seniors are increasingly “over surveyed” to measure student achievement and engagement in curricular and co-curricular activities to collect data to guide institutional quality enhancement efforts. NSSE established itself as a valuable assessment instrument, is recognized by the regional accrediting bodies, and has recently been recommended by the Federal Commission on the Future of Higher Education. However, due to the number of surveys administered on campuses, particularly to first year students and/or graduating seniors, institutions must carefully and intentionally design manageable ways to
achieve a sufficient response rate to the NSSE survey while ensuring meaningful, thoughtful and reflective responses.

**Session Outcomes:** There are two convergent issues in current higher education: (1) Increased public scrutiny of higher education, and (2) decreased funding. Students are increasingly over surveyed and over tested to the degree of survey aversion, while the media, legislators, and public are increasingly interested in survey methodologies, especially in response rates. In addition, quite often funds are limited for promotion of surveys and incentives to participate. Given these issues, what are the manageable, cost-effective ways to achieve a sufficient response rate while ensuring meaningful, thoughtful and reflective responses?

Based on five administrations of NSSE, one urban minority serving institution (UMSI) observed that students gave their full attention to the survey once they were informed of the purpose, given a sense of ownership, and of course, rewarded for their time. Using the steps below, in 2006, UMSI achieved its highest response rate since its first administration.

Knowledge: Inform students of the design, measurements with peers, and purpose.
Value: Explain the importance of the responses and how they will be used to guide institutional enhancement efforts. Students are apt to respond when they know their opinion will have an impact on change.
Reward: Peak interest with varying levels of incentives.

UMSI also found that these steps work best in direct, face-to-face discussions (e.g., in the Student Union, in Residence Halls, in informal discussions in the Cafeteria, and in the hallways of instructional buildings, etc.)

Presenter will use methods from the 2006 NSSE administration at UMSI to engage attendees in the discussion of the practical, manageable ways to increasing response rates through educating students about NSSE, showing them value of NSSE results, and giving rewards for participation. Attendees will become familiar with actual practical examples of incorporating the three steps in future NSSE administrations. Attendees will exercise the three steps as a pilot for increasing response rates in their next administration.

| 2:30–3:30 pm | Special Afternoon Plenary  
 NSSE: Retrospective and Prospective  
 **Featured Speaker:** Dr. George Kuh, Chancellor’s Professor and Director, Center for Postsecondary Research, Indiana University, Bloomington  
 **Location:** Theater |
| 3:30–3:40 pm | Break |
| 3:40–4:40 pm | Session 3: Concurrent Sessions  
 **Session 3A:** “Using NSSE Data in the Preparation of Accreditation Self-Studies.”  
 **Presenter:** Dr. Christopher J. Cyphers, Provost, School of Visual Arts  
 **Location:** Ballroom A  
 **Abstract:** Using presenter’s institution as a case study, this session will examine how NSSE data can be used productively to augment other sources of assessment data in preparing an accreditation self-study. Specifically, the session will consider how NSSE data (tracked institutionally over time and placed alongside benchmark peers) can provide insight into the effectiveness of teaching and advisement, the efficacy of the general education curriculum, an understanding of how students use their time, and the degree to which co- and extracurricular activities enhance students’ educational experience. The presenter will also demonstrate how NSSE data can be integrated with institutional and other survey data to provide a more robust and nuanced picture of how and to what degree students are engaged in their academic and campus life.  
 **Session Outcomes:** Session participants will at the end of this 60-minute session learn how NSSE data can be integrated constructively into an institutional self-study, in particular with respect to those section of a self-study that relate to institutional and learning outcomes assessment. Participants will also learn how NSSE data can inform recommendations for
improvement by providing focused direction, attainable goals, and measurable outcomes to any number of institutional and curricular renewal projects, which necessarily emerge from most self-studies. Again, participants will have the benefit of seeing a real institution's actual NSSE data and how exactly those data have been used in the process of preparing a self-study—in this case for the Middle States Commission on Higher Education.

Session 3B: “Now What? Charting Your Course through NSSE Data.”
**Presenter:** Rob Aaron, Client Services Manager, NSSE  
**Location:** Room 301  
**Abstract:** Many consider using the National Survey of Student Engagement, and its related surveys, as a two-year process. In year one, the survey is administered on your campus. You then receive your Institutional Report and data files at the beginning of year two. Upon the receipt of data, you may ask yourself, “NOW WHAT DO I DO?” This interactive session will help you define the unknowns and provide you with a starting point for working through your Institutional Report data. The services and publications of the NSSE Institute will be highlighted as helpful tools to use in this process.

Session 3C: “DEEP Lessons for Effective Educational Practice.”
**Presenter:** Dr. Jillian Kinzie, Associate Director, NSSE Institute for Effective Educational Practice  
**Location:** Room 201  
**Abstract:** This national project asked the questions, “What do high-performing colleges and universities do to promote student success,” and “What campus features—policies, programs, and practices—contribute to high levels of engagement and better than predicted graduation rates?” Using case study method, a research team of 24 researchers visited 20 institutions to identify and document effective practice and programs. The six conditions that matter to student success will first be shared and then participants will be introduced to the **Inventory for Student Engagement and Success (ISES)**, a new institutional self-study framework for assessing effective educational practice on campus.

Session 3D: Special Session: SCSU Student Affairs and Academic Affairs Meeting with Dr. Kuh  
**Location:** Room 306

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4:50–5:50 pm  
**Session 4: Concurrent Sessions**

Session 4A: “From Orientation to Junior Year.”
**Presenters:** Dr. Michael Ben-Avie, Associate Coordinator, Office of Assessment and Planning, Southern Connecticut State University; Dr. Joseph Polka, Professor of Sociology, Southern Connecticut State University; Dr. Marianne Kennedy, Coordinator, Office of Assessment and Planning, Southern Connecticut State University; Dr. Ellen Beatty, Associate Vice President for Academic Affairs, Southern Connecticut State University;  
**Location:** Ballroom B  
**Abstract:** SCUS eagerly agreed to serve as a pilot site of the Beginning College Survey of Student Engagement (BCSSE). BCSSE is now administered annually at SCUS in addition to the annual administrations of the National Survey of Student Engagement (NSSE) and the College Student Inventory (CSI). A cohort has been followed that participated in the BCSSE pilot and completed the NSSE the following spring. Students in this cohort are now rising juniors. Findings from the study of this cohort have been presented to SCSU’s Enrollment Management Team, the Undergraduate Curriculum Forum, Strategic Planning Committee on Teaching and Learning, and the administration. The purpose of this session, therefore, is to share research findings of a cohort of students who participated in the pilot of the Beginning College Survey of Student Engagement (BCSSE) and present a model of a data-driven process for educational change.
**Session Outcomes:** Educational change is not for the faint-of-heart. At times, the process may seem daunting. The session will focus on how universities may design and implement a data-driven process of educational change. A case study will be presented of a cohort of students who participated in both the pilot of the Beginning College Survey of Student Engagement (BCSSE) and the annual administration of the National Survey of Student Engagement a year later. Participants in the session will learn how to leverage the findings from a longitudinal cohort study to bring about meaningful change at the university.

**Session 4B: “Lost in Interpretation: Making Pedagogy More Explicit to Align NSSE and FSSE Ratings of Mental Activities.”**  
*Presenter:* Dr. Sonia V. Gonsalves, Professor of Psychology and Director of the Institute for Faculty Development, The Richard Stockton College of New Jersey  
*Location:* Room 301  
*Abstract:* Our faculty were surprised by the ways in which students rated their instructional experiences on the NSSE. The disparity between faculty perceptions of their instructional process and the perceptions that students reported on the NSSE led many faculty to question all aspects of the NSSE data collection and findings. The session will describe the ways in which the NSSE results challenged faculty in one college to communicate more clearly with students about the rationale for their learning experiences and to define the nature of the tasks that students are asked to perform in and out of class in the context of mental activities. The presenters will discuss with participants the impact that the analysis of the results of the NSSE is having on the way that faculty view their work in designing, connecting and communication the purposes of specific learning experiences for students and the way that faculty development efforts in the college have integrated NSSE and FSSE findings. We will also describe the processes by which we disseminated and discussed the NSSE finding for the benefit of various college constituents.  
*Session Outcomes:* Participants will leave with a -  
* model to connect the NSSE findings to pedagogical practice  
* process to engage the faculty in an analysis of NSSE  
* set of ideas about the ways that their specific campuses can use the experiences that presenters describe

**Session 4C: “Questions and Answer Session with a NSSE Analyst”**  
*Presenter:* Rick Shoup, NSSE Research Analyst  
*Location:* Room 201  
An informal question and answer session as well as an opportunity for NSSE users to offer feedback and ideas for additional NSSE resources. Topics may include how to carry out case studies and linking NSSE data to other institutional data.

| 6:00–8:00 pm | Reception and Buffet Dinner  
| **Location:** Ballroom A |
### Friday, October 20, 2006

**8:30–9:30 am  Morning Plenary/Panel**

The New England Educational Assessment Network (NEEAN) will host a panel on the activities of the organization. The mission of NEEAN is to promote quality assessment of student learning and development to enhance the effectiveness of institutions of higher education.

**Panelists:** Richard A. Gerber, NEEAN President, Professor of History, Southern Connecticut State University; Claire Bronson, VP of NEEAN, Director of Assessment and Professor of Finance, Western New England College; Christopher Fauske, Assistant Dean of Arts and Sciences, Salem State College; Earl Peace, Dean, College of the Holy Cross; Deborah Grossman-Garber, Director of Student Learning Outcomes and Accreditation, University of Rhode Island.

**Location:** Ballroom A

**9:45–11:00 am  Session 5: Concurrent Sessions**

**Session 5A: “Using NSSE to Inform Course-Evaluation Revision”**

**Presenters:** Dr. Chris Van Wyk, Associate Vice President of Finance, Director of Institutional Research, Professor of Mathematics and Computer Science, Drew University

Edward Domber, Associate Dean of the College, Drew University

**Location:** Ballroom A

**Abstract:** Drew's NSSE results painted a very different picture than we had been gathering from the course-evaluation forms that students submit at the end of each semester. The discrepancy prompted us to reread those forms while asking what each question suggests we consider to represent excellence in teaching. Ultimately, a working group proposed revising the form (which had been in use for 25 years) to incorporate items inspired by NSSE and the changes are winning faculty approval.

**Session Outcomes:** see examples of what worked (and didn't work) in presenting results, see some possible responses to questions and doubts about the results, see a natural connection between NSSE and an existing assessment, see steps one can take toward addressing NSSE results

**9:45–10:00 am  Session 5 Mini-Track**

**Session 5B: “Using NSSE in Accreditation and Quality Improvement Plans.”**

**Presenter:** Dr. Jillian Kinzie, Associate Director, NSSE Institute for Effective Educational Practice

**Location:** Room 301

**10:10–11:00 am  Session 5 Mini-Track**

**Session 5C: “An Overview of the Faculty Survey of Student Engagement (FSSE) and the Beginning College Student Survey of Engagement (BCSSE)”**

**Presenter:** Dr. Jillian Kinzie, Associate Director, NSSE Institute for Effective Educational Practice

**Location:** Room 301

**11:15–11:45 am  Roundtable Discussions, one-on-one consultations with NSSE staff**

We are extending an invitation to you, as NSSE users, to tell us what you want to discuss. Several roundtables will be established that may include topics such as tips for a successful administration, data dissemination strategies, using cognitive interviews and focus groups to move deeper into your NSSE data, or other topics suggested by users. Please be prepared to share your good ideas!

**Location:** Ballroom B

**11:45–12:45 pm  Luncheon and Wrap-Up**

**“One Thing You Learned” - Jillian Kinzie and Marianne Kennedy**

Participants will consider and share an action plan over lunch. A luncheon buffet will be available beginning at 11:45. Workshop adjourns at 12:45.

**Location:** Ballroom A
Post Conference Session (optional)
1:00–2:30 pm  Using SPSS to Report NSSE Data

Attention: Workshop is full.
(Bring your NSSE data on CD)
Presenter: Rick Shoup, NSSE, Research Analyst

Location: Computer Lab – Engleman B – Room 221
We will explore several features within SPSS that will help participants look at their NSSE data. Sample syntax will be provided which can be adapted by attendees to answer their own specific questions. Although basic SPSS commands will be presented and explained, this session will also review some more advanced, powerful functionality. Attendees should have at least some minimal experience using SPSS.

Presentations will be posted to the NSSE workshop site (www.nsse.iub.edu/institute) following the meeting.

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