Detailed Schedule – NSSE Users Workshop, October 16-17, 2008 – SUNY Brockport

THURSDAY, OCTOBER 16, 2008

Metro Center, Rochester, NY

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1A: New NSSE Users’ Work Group</th>
<th>Location</th>
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<tr>
<td>12:00 – 1:00 pm</td>
<td>Lunch on your own</td>
<td>Downtown Rochester</td>
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<td>On-Site Registration - MetroCenter</td>
<td>Grand Hallway</td>
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<tr>
<th>Time</th>
<th>Session 1B: Experienced NSSE Users’ Work Group</th>
<th>Location</th>
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<tr>
<td>1:00 – 2:15 pm</td>
<td>Welcome and Opening Plenary</td>
<td>Grand Hallway</td>
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<td>Introduction: Michael Fox, Vice Provost for Academic Affairs, SUNY Brockport</td>
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<td>Plenary speaker: Alexander C. McCormick, NSSE Director</td>
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<th>Time</th>
<th>Session 2: Concurrent Sessions</th>
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<tr>
<td>2:15 – 2:30 pm</td>
<td>Break with refreshments</td>
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<td>2:30 – 3:30 pm</td>
<td>Session 1: Foundations Sessions</td>
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Session 1A: New NSSE Users’ Work Group

**Presenter:** Jillian Kinzie, NSSE, and Allison BrckaLorenz, NSSE
**Location:** Grand Hallway
Understanding the core structure and foundations of NSSE, FSSE, and BCSSE is critical to understanding NSSE data. This session explores the administrative report structure, response rates, and the basics of using NSSE data, and is best suited for new users who are working with their NSSE data and reports for the first or second time.

Session 1B: Experienced NSSE Users’ Work Group

**Presenter:** Tom Nelson Laird, FSSE Project Manager and Assistant Professor, IU School of Education and Jim Cole, BCSSE Project Manager and NSSE Research Analyst
**Location:** Golden Eagle Room
This session will present examples of both simple and complex approaches to the use of NSSE data for institutional analysis. Examples will include descriptive approaches by student subpopulations, alternative scales for analysis, using NSSE data to predict student outcomes, and enlisting the NSSE staff to conduct special multi-institutional peer analyses.

3:45 – 4:45 pm  Session 2A: Response Rates on a Dime: Lessons Learned from Two Successive Response Rate Campaigns.

**Presenter:** Sean McKitrick Assistant Provost for Curriculum, Instruction, & Assessment, Binghamton University
**Location:** Grand Hallway

**Abstract:** Many campuses have successfully used various strategies to manage their response rate campaigns, with equally varying degrees of success. This presentation will share Binghamton University's experience with encouraging first-year and senior students to complete NSSE. It will discuss how in one year the campus focused on incentives, and in the second year how it focused on marketing of NSSE for first-year students, asserting that, for its campus culture, improvement in response rates occurred due to a number of factors: (1) meeting with campus administrators and others to assure buy in for the campaign; (2) assuring the subject line and email source are readily recognizable by students, including making sure the email comes from the campus president; (3) marketing the usefulness of NSSE results to academic affairs and student affairs middle-level managers; (4) using student input to get the word out about the importance of responding to NSSE. In the presentation, I will share graphical and other data that describe the impact of leveraging social relationships to build enthusiasm for NSSE, both by administrators and students, and then engage in discussions with participants about their experiences to help build a environment wherein we can learn from one another about appropriate campaigns for maximizing response rates without violating NSSE IRB standards.

**Session Outcomes:** Participants will learn the following as a result of the workshop:
1. Basic information about what strategies to use to conduct a response rate campaign;
2. Some ways to ensure that a basic campaign is successful, such as working with IT managers and staff, faculty, the president's and provost's offices, with advisors, etc.;
3. Some ways to build a community of support for NSSE; 4. Some lessons learned (both strengths and weaknesses) in our experience.

Session 2B: Putting FSSE Results to Good Use
Presenter: Tom Nelson Laird, FSSE Project Manager and Assistant Professor, IU School of Education
Location: Golden Eagle Room
Abstract: This session offers an overview of existing tools and reports used to present FSSE findings. In particular, session participants will learn how FSSE results can be used on their own as well as combined with NSSE findings to highlight, for example, faculty expectations and student reported time spent studying, student and faculty perceptions of the campus environment, and disciplinary differences in how much faculty emphasize and students use deep approaches to learning. This session will also review the two survey options available to participating FSSE institutions – the course-based and typical student options – and how results from each option can require different approaches for dissemination.
Session Outcomes: Participants will gain a greater understanding of FSSE, how to work with FSSE findings, and possible ways to present FSSE findings to audiences on their campuses.

Session 2C: Using NSSE Findings to Examine the Relationship between Student Engagement and First-Year Retention and Attrition
Presenter: Rick Miller, Vice President for Institutional Effectiveness and Enrollment Management, SUNY Potsdam
Location: 3rd Floor Classroom
Abstract: SUNY Potsdam has been using the NSSE since 2003. This workshop will describe how SUNY Potsdam has linked five years of NSSE and institutional data to examine patterns of student retention and attrition from multiple cohorts.
The presentation will further explain how NSSE data were used in this study to compare engagement levels of student persisters and leavers after the first year of study at SUNY Potsdam. The workshop presentation will also focus on how this analysis can be used to focus on strategies for retaining first-year students.
Session Outcomes:
• Describe the role of NSSE as a tool for understanding levels of student engagement and first-year retention and attrition.
• Demonstrate how NSSE data can be linked to institutional data sets.
• Discuss how to effectively use NSSE findings for improving student retention.
• Demonstrate how longitudinal data can be used to assess retention patterns.

5:00 – 5:15 pm Wrap-up Discussion Grand Hallway
Evening Dinner on Your Own Downtown Rochester
**FRIDAY, OCTOBER 17, 2008**

**SUNY Brockport Campus – Seymour College Union**

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<td>8:30 am</td>
<td><strong>Welcome</strong>: John Halstead, President of SUNY Brockport</td>
<td>Ballroom West</td>
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<td>(Complimentary continental breakfast will be provided starting at 8:00 am)</td>
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<td>8:40 – 9:40 am</td>
<td><strong>Session 3: Concurrent Sessions</strong></td>
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<td><strong>Session 3A: Integrating NSSE and Collegiate Learning Assessment (CLA) Data to Assess Student Learning</strong></td>
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<td><strong>Presenter</strong>: Jillian Kinzie, Associate Director, NSSE Institute for Effective Educational Practice</td>
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<td><strong>Location</strong>: Ballroom West</td>
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<td><strong>Session 3B: Effective Use of Combined BCSSE - NSSE Results on Campus</strong></td>
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<td><strong>Presenter</strong>: Jim Cole, BCSSE Project Manager and NSSE Research Analyst</td>
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|            | **Abstract**: This session will provide a brief overview of the *Beginning College Survey of Student Engagement* (BCSSE) and the conceptual links to NSSE. Then we will review reports and uses of BCSSE and BCSSE-NSSE results. In particular, session participants will learn how BCSSE results can be used to inform Orientation, First-Year Programs, and other first-year activities. In addition, we will discuss how BCSSE-NSSE results can be used to better understand the first-year outcomes such as self-reported gains, grades, and persistence.  
**Session Outcomes**: Participants will gain a greater understanding of BCSSE and effective uses of BCSSE data on their campus. |            |
|            | **Session 3C: SUNY System Meeting (SUNY System schools only)**         |            |
|            | **Moderators**: John Porter, Associate Provost for Institutional Research Analyses, SUNY System Administration, and Nancy Willie-Schiff, Assistant Provost, Undergraduate Education, Office of Academic Affairs, SUNY System |            |
|            | **Location**: Room 185                                                |            |
| 9:45 – 10:45 am | **Session 4: Concurrent Breakout Sessions**                           |            |
|            | **Session 4A: Promoting Student Engagement in the Classroom**         |            |
|            | **Presenter**: Richard Miller, Professor and Chair of Psychology, and Jeanne Butler, Director of Assessment, University of Nebraska at Kearney |            |
|            | **Location**: Ballroom West                                            |            |
|            | **Abstract**: One important predictor of student achievement is course engagement. Course engagement is a multifaceted construct and includes 4 distinct dimensions: skills engagement, participation/interaction engagement, emotional engagement, and performance engagement. Handelsman and his colleagues (2005) developed a student course engagement questionnaire (SCEQ) to measure each of these dimensions. Recently, we administered the SCEQ in conjunction with NSSE to at the University of Nebraska at Kearney. The purpose of the study was to determine what types of courses and teaching styles were most likely to promote student engagement and how course engagement related to other forms of student engagement, e.g., civic engagement. The results indicated that there are many ways that instructors can promote course engagement including classroom structure (discussion classes), individualization (knowing student names and keeping class sizes small) and teacher support in the form of being responsive to student questions, encouraging students to seek assistance, and assigning effective aids to learning. The purpose of this workshop would be to provide attendees with information about the implementation of our study and to discuss how we have used the findings to address course level student engagement.  
**Session Outcomes**: 1. Participants will be provided with a set of questions that address course engagement that can be used to supplement NSSE.  
2. Participants will be provided with information about how the findings on course engagement can be used to facilitate faculty development programs. |            |
Session 4B: Making NSSE Meaningful: On the Campus and in the Classroom

**Presenter:** Rosalyn Lindner, Associate Vice President, Assessment and Curriculum, SUNY-Buffalo State University

**Location:** Room B116

**Abstract:** Data gathered from 2006 NSSE and 2008 NSSE are being used to engage the Buffalo State campus in strategic planning and in the classroom. Student engagement data is the foundation for strategic directions, initiatives and action steps in the 2008-2013 Strategic Plan, “Excellence from Within: Focus on Student Learning, Achievement and Success.”

Administration of the CLASSE (Classroom Assessment of Student Engagement) survey as part of a cross-institutional SOTL project with Rose-Hulman and Western Carolina University is providing an opportunity to examine students’ and instructors’ perceptions of engagement at the classroom level and at the level of the institution. The freshmen writing programs and common freshmen courses are being examined on all 3 campuses and linked to the NSSE results.

**Session Outcomes:** Participants will discuss and learn:
1. How NSSE results can provide direction for strategic planning.
2. How to make NSSE results meaningful in the classroom through use of the CLASSE.
3. How to use NSSE results for faculty development.

Session 4C: Integrating Student Engagement Results into an Institutional Accountability and Transparency Web site

**Presenter:** Carrie Birckbichler, Director, Institutional Research, and Amanda Yale, Associate Provost for Enrollment Services, Slippery Rock University

**Location:** Room 185

**Abstract:** Colleges and universities are responding to state, regional, and national efforts to increase their level of transparency and accountability to both internal and external constituencies. Some institutions have responded by developing an institutional accountability Web site based on one of the national models. Slippery Rock University initiated the move toward increased transparency and accountability through the development of its own institutional accountability Web site which has resulted in the development of an institutional accountability profile. The profile includes mission critical information on student engagement, student learning, and assessment. Nearly all of the information presented in the accountability Web site already existed in many disparate locations on the university’s Web site; this effort serves to pull this information together into one central repository that is current, relevant and easy to navigate. The link to the accountability information is prominently displayed on the university’s home page. The development of an institutional accountability Web site enables the university to centralize the location of important information and to provide additional relevant information that may not be possible though the national accountability initiatives.

**Session Outcomes:** As higher education moves into the future, the call for increased accountability and transparency will continue. This presentation will show participants how a thoughtful and well developed Web site can serve both internal and external constituencies on increasing institutional accountability and transparency. This session will show how one institution’s approach to increasing transparency can also serve as a meaningful way to inform and educate the campus community on student engagement, learning, and assessment efforts.

10:45 – 11:00 am **Break – beverages** Ballroom West

11:00 – Noon **Session 5: Roundtable Discussions and One-on-One Consultations with NSSE Staff** Ballroom West

11:00 - 11:30am **Roundtable 1: NSSE-FSSE analysis, Response rates, data dissemination strategies**

Discussion Leader: Jennifer Stansbury-Koenig, Associate Director, Office of Curriculum, Accreditation, and Assessment, Northern Kentucky University and Chad May, Director of Institutional Research, The Richard Stockton College of New Jersey

11:00 – 11:30am **Roundtable 2: Using NSSE results to strengthen the undergraduate experience**
11:30am – noon  **Roundtable 3: Use of NSSE data for Gen Ed**  
Discussion Leader: Sean McKitrick, Assistant Provost for Curriculum, Instruction, and Assessment, Binghamton University

11:30am – noon  **Roundtable 4: Faculty engagement with NSSE results, NSSE for campus retention efforts**  
Discussion Leader: Mimi Steadman, Director of Institutional Assessment, Daemen College

11:00am – noon  **Roundtables: Connecting BCSSSE and NSSE results, linking NSSE data to academic assessment results, use of focus groups, exemplary use of NSSE data**  
Discussion Leader: Ad hoc discussions

11:00am – noon  **One-on-One Consultations with NSSE Staff**  
(Prior sign-up was provided – please check waitlist on registration desk to schedule any available additional appointment times)

Noon – 1:15 pm  **Luncheon & Plenary**  
**Ballroom West**

- Plenary will begin at 12:30 pm
- Presenter: Anne Huot, Provost and Vice President for Academic Affairs, SUNY Brockport

(Complimentary gourmet boxed lunches and beverages will be provided)

1:30 – 2:30 pm  **Session 6: Concurrent Sessions**

**Session 6A: Understanding the efficacy of learning communities using the National Survey of Student Engagement**  
**Presenter:** Sean McKitrick, Assistant Provost for Curriculum, Instruction, & Assessment, Binghamton University  
**Location:** Ballroom West

**Abstract:** Binghamton University (SUNY) has been utilizing learning communities for quite some time, but until now it has been difficult to assess the efficacy of learning communities with regard to linking them with the university's mission. This presentation demonstrates how NSSE data has been used to better understand how students' engagement in learning communities has made a difference in students' overall experience at the university. Perhaps more importantly, we share some ways that the assessment of learning communities through use of NSSE data can lead to faculty-based conversation that lead to substantive recommendations for enhancing overall educational effectiveness.

**Session Outcomes:** Participants attending the session should be able to obtain the following:
1. A general understanding of learning communities, and, specifically, how NSSE data might be used to better understand the efficacy of learning communities in general;
2. An understanding of some ways NSSE data can be utilized in different ways to help faculty and administrative audiences understand the strengths and weaknesses of learning communities by viewing learning community NSSE data in different ways, using varying modalities;
3. An understanding of how NSSE data related to learning communities might spark meaningful conversations about how to make learning community experiences more impactful and meaningful for participating students.

**Session 6B: SUNY Brockport Session** – SUNY Brockport faculty and staff only  
**Moderator:** Michael Fox, Vice Provost for Academic Affairs, SUNY Brockport  
**Location:** Room 185

**Session 6C: Analysis of Multiple Years of NSSE Data: Tips and Strategies**  
**Presenter:** Allison BrckaLorenz, NSSE Research Analyst  
**Location:** Room B116

**Abstract:** An increasing number of schools participate in NSSE regularly allowing for analyses of multiple years of NSSE data. This session explores the use of multiple years of data to assess changes in engagement scores over time. Particular topics covered include: general considerations for using multiple years of data, methods and models of recommended longitudinal analyses, considerations for data quality, NSSE survey changes that
affect multi-year analyses, methods and syntax for merging multiple years of NSSE data, and a case study of a multi-year analysis. All topics will be enhanced with examples and demonstrations. This session will also include an overview of the new NSSE Multi-Year Benchmark Report and NSSE Multi-Year Data Analysis Guide. Participants are encouraged to share how NSSE multi-year results are being or could be used on their campus.

2:30 – 2:45 pm  Wrap-Up: Creating Action Plans for Using Your NSSE Data  Ballroom West
Please come prepared to share an idea that you hope to implement when you return to your campus. We will host a follow up interactive Webinar for workshop attendees approximately one month after the workshop to discuss your plans and ideas.

3:00 pm, sharp.  Shuttle Bus Departs for Greater Rochester International Airport  Student Union
Participants can retrieve stored luggage at close of workshop.