NSSE Foundations:
A Primer on the National Survey of Student Engagement

Fall 2008 Regional NSSE Users Workshop
October 2008

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National Survey of Student Engagement
Overview

- Session goals
- What questions do you have right now??
- NSSE Basics
- Administration
- Understanding Your Results
- Disseminating Results
- Going Beyond Reports
- Ideas and Inspiration
NSSE Basics
NSSE Basics: The Survey

- Based on effective educational practices research
- Designed and tested for high validity and reliability
- Relatively stable over time
- High credibility of self-reported data
NSSE Basics: Validity

Survey yields valid information when questions...
- Are clearly worded
- Are well-defined
- Have high content and construct validity
- Relationships exist between items that are consistent with objective measures and other research
- Responses are normally distributed
- Patterns of responses are consistent both within and across major fields and institutions
NSSE Basics: Self-Reported Data

Self-reported data is valid if five conditions are met:

1. Information is known to respondents
2. Questions are phrased clearly & unambiguously
3. Questions refer to recent activities
4. Respondents think the questions merit a serious & thoughtful response
5. Answering the questions does not threaten or embarrass students, violate their privacy, or encourage them to respond in socially-desirable ways

NSSE was intentionally designed to satisfy these five conditions
NSSE Basics: Purpose

- Provide reliable indicators of frequency with which students engage in educationally effective practices
- Problem identification—results point to things institutions can do something about—almost immediately
- Context setting—paint a picture of the institution

- Evidence of outcomes and processes
- Refocus conversation about collegiate quality
- Helps inform decision-making
- Provides lexicon for talking about collegiate quality in an understandable, meaningful way
- Mobilize action
NSSE Basics: the NSSElings...

- The “NSSElings”
  - The Faculty Survey of Student Engagement (2003)
  - The Beginning College Survey of Student Engagement (2004)

- Additional Surveys
  - The Law Student Survey of Student Engagement
  - The College Student Experiences Questionnaire
  - The College Student Expectations Questionnaire
  - The High School Survey of Student Engagement*
  - The Community College Survey of Student Engagement*

*Not administered by the Center for Postsecondary Research
NSSE Basics: What is FSSE?

Faculty Survey of Student Engagement

Parallels NSSE with faculty expectations and perceptions of student engagement

Measures

- Importance faculty place on areas of learning and development
- Faculty perceptions of interactions with students
- How faculty spend their time

Course-based or Typical-student versions
NSSE Basics: What is BCSSE?

Beginning College Survey of Student Engagement

- Designed to be directly linked to NSSE data
- Collects information on
  - Students’ high-school engagement
  - Interests and expectations for college experiences
NSSE Basics: Recent Updates

- No changes to survey content (2004-2009)
- 3 customized comparison groups
- Electronic report delivery & archive
- Executive Snapshot report
- Pocket Guide report
- Weighting changes
- New Carnegie classifications
- Benchmarks delivered early
Administration
Administration Basics

The User Interface
- Update your profile
- Submit population file information
- Upload materials
- Download resources and reports

Client Services
- Contact your PA team with ANY questions
  - nssetm[insert team #]@indiana.edu
  - nssetm1@indiana.edu
Administration: Timeline

- **May-September**
  - NSSE registration opens

- **September**
  - NSSE registration approvals
  - Materials collection

- **October**
  - Population files due

- **Mid/Late-January**
  - Administrations open

- **June**
  - Administrations close

- **August**
  - Institutional reports are sent
Administration: Increasing Student Participation

- Customized invites
  - Variety of templates with customized options
- Mode
  - Paper, Web, Web+
- Announcements and Follow-ups (up to five student contacts)
- Promotion

![Image of custom invite templates with promotional materials and survey resources.]
The percent of students who completed the survey from the possible group that received it.

- Sample Size
- Respondents
- Legitimate Subtractions
  - Bad Address/e-mail
  - No longer attending institution

National Trend of Decreasing Response Rates for All Surveys; higher for females, small institutions...
Administration: Response Rates and Sample Error

RR = percent of students who completed the survey from the possible group that received it

- Sample Size
- Respondents
- Legitimate Subtractions
  - Bad Address/e-mail
  - No longer attending institution

National Trend of Decreasing Response Rates for All Surveys; higher for females, small institutions...

Sample Error better statistic for larger institutions; NSSE has increased sample sizes over the years to assist with lowering sample error
Administration: Increasing Respondents

- Advertising-Know your Students
  - Ads/Articles in Student Media
    - How have results been used in the past?
    - What are you hoping to learn/change based on results?
  - Flyers/table tents across campus (NSSE is coming)
    - Parking Lots, Caf., etc
- E-mail announcements
  - Popular administrators
  - Student leaders
  - FY/SN faculty
- Other venues
  - Large events or assemblies
  - Res. Hall meetings
  - Student gov’t meetings
  - Advising meetings
  - Organization meetings
  - Front page of website
Administration: Response Rates and Sample Error

Why is this important / Potential problems

- Student beliefs
  - Age of Spam e-mail and junk mail
  - Over-surveying students (Survey Monkey, etc)
  - Does their opinion matter?
- Are students getting the survey?
  - Do they check those mailboxes/e-mails
  - Are messages getting through e-mail system
- Are other admin and faculty aware?
  - Will they endorse the idea if asked by students?
  - Do they see it as important?
Administration: Customization

- Oversampling
  - Targeting specific types of students

- Group Variables
  - Up to five group variables
  - Fields for targeted oversampling or special analysis
    - School program, honors status, distance education, learning community, etc.

- Selected comparison groups
  - Your choice – pick schools by name, Carnegie, NSSE cohort
**Northern Arizona University** responded to interest from residence life to compare and contrast experiences of students in their new living-learning centers (LC) versus traditional housing options. They included LC students as an oversample, & used grouping variables to identify non-participants to do additional analyses. Residence Life staff received customized report to help them evaluate their LC project.

**Texas State University - San Marcos** circulated list of current-year NSSE participants to deans who then selected institutions to include in their customized groups. This helped build interest in successful administration, and when results arrived – deans and faculty were curious about how they performed against their selected comparators.
Administration: Your Increased Participation

Consortia
- Associated New American colleges
- Association of American Universities Data Exchange
- Association of Independent Technical Universities
- Catholic Colleges & Universities
- Consortium for the Study of Writing in College
- Council for Christian Colleges & Universities
- Jesuit Colleges and Universities
- Mission Engagement Consortium for Independent Colleges
- Online Educators Consortium
- Teagle Diversity Consortium
- Urban Universities
- Women’s Colleges

Systems
- City University of New York
- Connecticut State Universities
- Kentucky Council on Postsecondary Education
- Minnesota State Colleges and Universities
- North Dakota University System
- Pennsylvania State System of Higher Education
- Tennessee Publics
- Texas A & M System
- University of North Carolina
- University of Texas

Additional questions
Special reports
Additional peer information
Understanding Your Results
It’s August. You’ve Received your Results

What do you look at first?
- Overview(s)
- Psychometrics
- Pocket Guide Report

What catches your attention?
What is your first step?
1. Start with **want you want to know**, then go to the data
   a. What burning questions do you have about your students?
   b. What are the hot topics on your campus?
   c. How can these data feed you with information on those topics?

2. **Scan the results**, noting trends or results you may not have anticipated. How are you stacking up in terms of educational practices of interest to your campus?
Making Sense of Your Data: Benchmarking

Approaches:

- **Normative** - compare your students’ responses to those of students at other colleges and universities.

- **Criterion** - compare your school’s performance against a predetermined value or level appropriate for your students, given your institutional mission, size, curricular offerings, funding, etc.

- **Longitudinal** – compare your student’s scores over time
## NSSE 2008 Respondent Characteristics

### NSSEville State University

<table>
<thead>
<tr>
<th></th>
<th>NSSEville State</th>
<th>Mid East Public</th>
<th>Carnegie Class</th>
<th>NSSE 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY</td>
<td>SR</td>
<td>FY</td>
<td>SR</td>
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<tr>
<td><strong>Response Rate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>35%</td>
<td>35%</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>By class</td>
<td>36%</td>
<td>34%</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>NSSE sample size</td>
<td>1,427</td>
<td>1,545</td>
<td>68,469</td>
<td>64,668</td>
</tr>
<tr>
<td><strong>Sampling Error</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>2.4%</td>
<td></td>
<td>0.4%</td>
<td></td>
</tr>
<tr>
<td>By class</td>
<td>3.5%</td>
<td>3.5%</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Number of respondents</td>
<td>513</td>
<td>530</td>
<td>21,626</td>
<td>21,525</td>
</tr>
<tr>
<td>Total population</td>
<td>1,427</td>
<td>1,545</td>
<td>93,467</td>
<td>92,731</td>
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</tbody>
</table>

### Student Characteristics

#### Mode of Completion

<table>
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<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>100%</td>
<td>1%</td>
<td>99%</td>
<td>1%</td>
<td>99%</td>
<td>1%</td>
<td>99%</td>
<td>1%</td>
<td>99%</td>
</tr>
</tbody>
</table>

#### Class Level

|                | 49%  | 51%  | 48%  | 52%  | 52%  | 48%  | 49%  | 51%  |

#### Enrollment Status

<table>
<thead>
<tr>
<th></th>
<th>99%</th>
<th>94%</th>
<th>97%</th>
<th>88%</th>
<th>97%</th>
<th>90%</th>
<th>95%</th>
<th>85%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>3%</td>
<td>12%</td>
<td>3%</td>
<td>10%</td>
<td>5%</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than full-time</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Review Respondent Characteristics

1. Does the NSSE sample reflect your student body profile? If sample seems skewed, what cautions might be exercised?

2. How does your institution compare to other institutions in terms of demographic features?

3. What generalizations are or are not possible based on these data?

4. How does your institution’s response rate stack up against other institutions?
### Frequency Distributions

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response Options</th>
<th>NSSEville State</th>
<th>Mid East Public</th>
<th>Carnegie Class</th>
<th>NSSE 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>Asked questions in class or contributed to class discussions</td>
<td>CLQUEST (ACL)</td>
<td>Never</td>
<td>10</td>
<td>2%</td>
<td>1,003</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sometimes</td>
<td>158</td>
<td>31%</td>
<td>9,276</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Often</td>
<td>191</td>
<td>38%</td>
<td>7,127</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very often</td>
<td>150</td>
<td>29%</td>
<td>3,377</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>509</td>
<td>100%</td>
<td>20,783</td>
</tr>
</tbody>
</table>

- Unweighted counts
- Weighted percentages (gender, enrollment status, institution size)
- Engagement items, background items, system/consortium items
Frequency Distributions - for a focused look at your students (% that experienced activity)

Look at the “never” responses. What percentages are too high? Do these make sense? What does this tell you? Which “nevers” might you focus on reducing or eliminating?

Identify items with “positive percents” in which the majority of students report that they “very often” or “often” engage in this activity – are these the result of intentional efforts?

What other encouraging or challenging patterns do you see in the frequency reports?
Digging Deeper into Items

Seniors *Never* Participating

- Prepare Multiple Drafts: 0%
- Fac Activities Out-of-Class: 10%
- Tutored Others: 20%
- Service Learning: 50%
- Faculty Career Plans: 40%
- Fac Ideas Out-of-Class: 60%
Digging Deeper into Items: Frequencies

About how many hours do you spend in a typical 7-day week participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

(1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

Students Participating in Zero Hours of Co-Curricular Activities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>Count</td>
<td>Count</td>
<td>Count</td>
</tr>
<tr>
<td>190</td>
<td>2539</td>
<td>3,440</td>
<td>41,367</td>
</tr>
<tr>
<td>61%</td>
<td>43%</td>
<td>52%</td>
<td>43%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>Count</td>
<td>Count</td>
<td>Count</td>
</tr>
<tr>
<td>170</td>
<td>2558</td>
<td>3,341</td>
<td>50,704</td>
</tr>
<tr>
<td>56%</td>
<td>46%</td>
<td>52%</td>
<td>47%</td>
</tr>
</tbody>
</table>

0 Hours = 61% FY vs. 56% seniors compared to 43% and 46% at Select Peer Institutions – are your students under-engaged in co-curriculars?
## Results Reports: Means

### Mean Comparisons

<table>
<thead>
<tr>
<th>Variable</th>
<th>Benchmark</th>
<th>Class</th>
<th>NSSEville State</th>
<th>Mid East Public</th>
<th>Carnegie Class</th>
<th>NSSE 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>asked questions in class or contributed to class discussions</td>
<td>clquest</td>
<td>fy</td>
<td>2.94</td>
<td>2.61 **.40</td>
<td>2.64 **.35</td>
<td>2.78 **.18</td>
</tr>
<tr>
<td></td>
<td>acl</td>
<td>sr</td>
<td>3.25</td>
<td>2.90 **.39</td>
<td>2.91 **.39</td>
<td>3.07 **.21</td>
</tr>
</tbody>
</table>

- Means for first-years and seniors
- Engagement items, consortium/system items
- Significant differences when compared to peers
- **Effect size**
- Detailed statistics (standard errors, degrees of freedom, etc.)
Digging Deeper into Items: Means

About how often have you done the following:

- Worked with classmates **outside of class** to prepare class assignments?

**Example:** The proposed “First Year Initiative” (FYI) includes elements to enrich collaborative learning. Do these data suggest attention is warranted?

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Class</th>
<th>NSSEville State</th>
<th>Selected Peers</th>
<th>Carnegie Peers</th>
<th>NSSE 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean *</td>
<td>Mean *</td>
<td>Significance</td>
<td>Mean *</td>
</tr>
<tr>
<td>ACL</td>
<td>FY</td>
<td>2.11</td>
<td>2.34</td>
<td>***</td>
<td>2.33</td>
</tr>
<tr>
<td></td>
<td>SR</td>
<td>2.52</td>
<td>2.70</td>
<td>**</td>
<td>2.65</td>
</tr>
</tbody>
</table>

*Note: In your experience at your institution during the current school year, about how often have you done each of the following? 1 = never, 2 = sometimes, 3 = often, 4 = very often.*
Results Reports: Benchmarks

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

![Bar Chart](chart.png)

- Peer Groups
- Top 50% and Top 10%
- Means, significant differences, and **effect size**
- Detailed statistics
Sharing Results: Benchmarks as a Broad Overview

- Benchmark Report is good for broad overview, & external comparison purposes
- What are the patterns here?
- What are our strong points? Challenges?
- How does our institution perform, given our student and institutional characteristics?
- How does our institution compare, given our student and institutional characteristics?
- What campus assumptions were confirmed or refuted?
# Supportive Campus Environment (SCE)

## Benchmark Comparisons

<table>
<thead>
<tr>
<th>Class</th>
<th>NSSEville State</th>
<th>Selected Peers</th>
<th>Carnegie Peers</th>
<th>NSSE 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Mean</strong></td>
<td><strong>Mean</strong></td>
<td><strong>Sig</strong></td>
<td><strong>Effect Size</strong></td>
</tr>
<tr>
<td>First-Year</td>
<td>60.9</td>
<td>57.8</td>
<td><strong>.17</strong></td>
<td><strong>59.4</strong></td>
</tr>
<tr>
<td>Senior</td>
<td>59.7</td>
<td>55.8</td>
<td><strong>.21</strong></td>
<td>59.4</td>
</tr>
</tbody>
</table>

**NSSEville State compared with:**

![Bar chart showing comparisons](chart.png)
Results Reports: Multi-Year Benchmarks

- **NEW in 2008**
- First-year and senior benchmark scores charted for all years of participation
- NSSE changes (weight, item changes, etc.) accounted for
- Detailed statistics (standard errors, confidence intervals, etc.)

See our new *Multi-Year Data Analysis Guide*
What is effect size?

Significant difference versus practical difference

We calculate effect size by dividing the difference between two means by their pooled standard deviation

Cohen’s $d$

Small: $d = .2$

Medium: $d = .5$

Large: $d = .8$
Using Results: Effect Size

Using NSSE data, we created our own NSSE recommendations for effect size

See our NSSE Effect Size Analysis handout

- Small: $d = 0.1$
- Medium: $d = 0.3$
- Large: $d = 0.5$
- Very Large: $d = 0.7$

Context is key!
Disseminating Results
Conveying the Import, or *How do I deal with skeptics?*

Know the answers to these questions:

1) Why are we administering this survey?
2) What is the research foundation?
3) Data validity and reliability

“Those results aren’t true!”

“This survey is not appropriate for OUR students”
Sharing your NSSE data

- Provide summaries of results
- Copy NSSE tables; create your own
- Use the Power Point template
- Involve groups from the beginning
- Make meaning of the data; why are the numbers what they are?
- Go back to other data sources
- How might scores be improved?
Helpful Resource: Facilitator’s Guide

Facilitator’s guide can help you get organized

Provides suggestions for leading a workshop or session on understanding, interpreting and taking action on NSSE data

Simply reporting results may not lead to action

Copies available: [www.nsse.iub.edu/institute](http://www.nsse.iub.edu/institute)
Exercises for Sharing Results

Predict Your Results

What do you know about your students? Because beliefs and assumptions play a role in shaping expectations and actions, it is helpful to account for them when trying to understand something as complex as the undergraduate experience. Items from the NSSE survey, question #1, are listed below. Select several items of interest from the table to record what you predict and prefer students will do. Then compare your predictions to actual NSSE results and benchmark scores. Use the gaps between student responses and faculty and staff predictions as a catalyst for group discussion about the quality of the student experience.

<table>
<thead>
<tr>
<th>Items from Survey Question #1</th>
<th>% Often or Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Asked questions in class or contributed to class discussions</td>
<td>Prediction</td>
</tr>
<tr>
<td>b. Made a class presentation</td>
<td>Prefer</td>
</tr>
<tr>
<td>c. Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>Actual</td>
</tr>
<tr>
<td>d. Worked on a paper or project that required integrating ideas or information from various sources</td>
<td></td>
</tr>
<tr>
<td>e. Included diverse perspectives (difference races, religions, genders, political beliefs, etc.) in class discussions and assignments</td>
<td></td>
</tr>
</tbody>
</table>
Appealing to Different Audiences: Provide Teasers

Faculty
- Come to class unprepared
- Two or more drafts
- Received prompt feedback
- Hours preparing for class

Student Affairs/Student Government
- Hours in co-curricular
- Providing support socially
- Had serious conversations with those different from you

Study Abroad Office
- FY: Plan to study abroad
- SN: Did Study Abroad

First Year Exp.
- Satisfaction of participants vs. not

Residence Life
- Engagement on-campus vs. off-campus

Teaching and Learning
- Memorizing vs. Applying
- Class Presentations
- Contributed to Learning on your own
An assessment brief from Miami University, Ohio, that explores to what degree first-year and senior students who participated in the 2005 survey engaged in learning activities outside the classroom.
Going Beyond Reports
NSSE Services

You become part of the NSSE Family with your participation

- Consulting
- Help with making sense of data
- Presentation assistance
- Technical questions
- Updates, Briefs, *Annual Report*, new information
- Special regional users workshops (meeting other users)
- Feedback for NSSE – our Report Card
Beyond Reports

Doing your own within-institution analyses using NSSE resources
- SPSS data
- Codebooks
- Syntax library

Additional tools and services from NSSE
- Special analyses
- Voluntary System of Accountability
- Accreditation Toolkits (regional and specialized)
- Multi-year Data Guide
NSSE: Only One Step in Assessment Process

Step #1: Survey Data
- Survey students
- Review results
- Develop preliminary list of strengths and opportunities for improvement

Step #2: Feedback
- Share results with faculty, administrators & students
- Identify themes & priorities
- Design action plan

Step #3: Action Plan
- Finalize plan
- Share plan with appropriate groups
- Link to strategic plan
- Implement action

Step #4: Follow-up
- Use results as benchmarks to monitor progress
- Faculty & student focus groups
NSSE in Your Assessment Plan

How often should I administer NSSE?

- Every Year: Gives you a snapshot of each class
- Every Three Years: Gives you a picture of a cohort at the beginning and the end of their college experiences
- Every Five Years: Works well with most accreditation cycles (Accreditation and Interim Reports)

Other factors to consider

- Establishing a baseline
- Costs (using all core surveys)
- Additional Surveys/Sources of Data
- Time to take absorb results, make changes
Good Ideas and Inspiration
Good Ideas from NSSE Users...1

- Don’t just send a report. Share results and schedule a time to meet with deans
- Provost required deans & faculty to submit plans for improving NSSE scores
- Added “group” variables to pop file, made it easier to id distance ed, departments later
- Discussed multi-year comparison in a retreat
- Involved marketing students in promoting survey and getting student feedback
- Formed “Action Team” (faculty & staff) to help analyze results.
- Hosted lunch to discuss findings with faculty
More Good Ideas...2

- Ads promoting survey, & explaining results, placed in campus paper
- College wide symposium on NSSE, with discussion groups
- Invitation sent by Provost, beloved Dean, not assessment office
- Kept deans informed of their students in sample, templates of letters, and provided updates on their response rates
- Made personal phone calls to population of students we really wanted to participate in survey
- Table tents with findings in dining halls
Created colorful brochure with graphs, tables of data of interest to campus, deans, VPs
Student Ambassadors met with FY classes, and SR capstones to discuss impact/importance of participation
Competition between residence halls to get the most respondents. Prizes offered.
Involved student affairs to promote survey administration and to solicit students for focus group to examine survey results.
Formulated Student Affairs benchmarks to generate more interest in results.
Moving toward action...

- What concerns do you have about your NSSE administration and results?
- What opportunities do you see for using your NSSE data? What obstacles do you anticipate?
- Who might you want to involve in your next conversation about NSSE?
- What might you do within the week after returning from this meeting?
Taking Action on Student Engagement Results

**Plan Action During Pre-results Phase**
- Identify how results fit stakeholder assessment plans
- Create a campaign to raise awareness
- Solicit stakeholder input on selection of comparison groups
- Consider how results can be used for educational processes

**Examine & Share Results**
- Disseminate to those who can do something about results
- Develop short reports & share regularly
- Involve all stakeholders in interpretation of results
- Share results with faculty & administrative NSSE liaisons

**Move Beyond NSSE Reports: Additional Analyses & Data Collection**
- Connect NSSE data to other student information
- Add respondent voices & institutional context to data by conducting interviews & focus groups
- Conduct additional analyses relative to institutional issues
- Use data to assess impact of interventions to increase student engagement

Source: Kinzie, J. & Pennipede, B. (in press). Converting engagement results into action. New Directions for Institutional Research
Plan Action Before Results Arrive

- Identify how results fit stakeholder assessment plans
- Create a campaign to raise awareness
- Solicit stakeholder input on selection of comparison groups
- Consider how results can be used for educational processes
Disseminating Your Results

Examine & Share Results

- Disseminate to those who can do something about results
- Develop short reports & share regularly
- Involve all stakeholders in interpretation of results
- Share results with faculty & administrative NSSE liaisons
Going Beyond Reports

Move Beyond NSSE Reports: Additional Analyses & Data Collection

- Connect NSSE data to other student information
- Add respondent voices & institutional context to data by conducting interviews & focus groups
- Conduct additional analyses relative to institutional issues
- Use data to assess impact of interventions to increase student engagement
Questions?

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