<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>1:00–1:30 pm</td>
<td>Registration (please plan on having lunch before the Plenary)</td>
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<tr>
<td>1:30–2:30 pm</td>
<td>Plenary Session (refreshments provided)</td>
<td>Featured Speaker: Alex McCormick, Director, Center for Postsecondary Research, Indiana University, Bloomington</td>
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<td>2:30–2:45 pm</td>
<td>Break</td>
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<tr>
<td>2:45–3:50 pm</td>
<td>Session 1: Foundations Session</td>
<td>NSSE Foundations for New and Experienced Users</td>
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<td>Presenters:</td>
<td>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.</td>
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<td>Location: [need 1 large room to begin for 10 minutes, then 2 breakout rooms]</td>
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<td>Topics to be covered in these sessions based on user expertise:</td>
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<td></td>
<td>• Survey Design</td>
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<td>• Survey Administration</td>
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<td>• Understanding NSSE Reports</td>
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<td>• Benchmarks and Scales</td>
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<td>• Considerations before Drawing Conclusions</td>
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<td>• Recent and Future Developments</td>
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<td>3:50–4:00 pm</td>
<td>Short Break with Refreshments</td>
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<td>4:00–5:00 pm</td>
<td>Session 2: Concurrent Sessions</td>
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<td>Session 2A: Having a Successful NSSE Administration</td>
<td>Abstract: In this session, participants will learn how to have a successful NSSE administration, from preregistration through dissemination of results. Tips for increasing response rates and decreasing sample error will be shared; participants will be encouraged to ask questions as well as share their own successes and frustrations.</td>
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<td>Session 2B: Putting FSSE Results to Good Use</td>
<td>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.</td>
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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: Beginning to Look Within: NSSE Reports by Major Field  
Abstract: In 2009, NSSE introduced new reports based on students’ academic major. This session will provide an overview of the four different types of NSSE reports by major field category including information about the creation of the reports as well as advice on using and interpreting the reports. Information will also be presented about how you can further customize your own reports such as with CIP codes or academic major grouping on your campus.

5:00 – 5:30 pm Wrap Up to Day 1: Lessons Learned and Reflection Discussion

5:30 – 6:00 pm Dinner on Your Own

Friday, October 8, 2010

8:00 – 9:15 am Breakfast Plenary (program begins at 8:30)  
Featured Speaker: Saundra McGuire, Assistant Vice Chancellor for Learning and Teaching and Professor of Chemistry, Louisiana State University

Continental breakfast will be served.

9:15 – 9:25 am Short Break

9:25 – 10:30 am Session 3: Concurrent Sessions

Session 3A: Integrating NSSE and Collegiate Learning Assessment (CLA) Data to Assess Student Learning
Multiple measures can strengthen campus assessment efforts. Combining performance measures like the CLA, which provides information about the cognitive growth of students, with NSSE helps institutions learn more about programmatic features that correlate with gains in students’ analytical reasoning, critical thinking, and writing skills. In addition, assessments tools available through Educational Benchmarking (EBI) and the Cooperative Institutional Research Program (CIRP) can provide institutions multiple sources of evidence about the first year experience.

Session Outcomes: This session will provide an opportunity for participants to explore the links between NSSE and CLA and other measures, discuss strategies for combining data sources and co-interpreting results, and consider application of these tools to explore student learning outcomes and to inform first year program improvement initiatives.

Session 3B: Effective Use of Combined BCSSE - NSSE Results on Campus
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: SEF Initiative Meeting

10:30 – 11:30 am Session 4: Roundtable Discussions and Individual Consultations (15min sessions)
Roundtable 1: NSSE-FSSE analysis, Response rates, data dissemination strategies
Roundtable 2: Using NSSE results to strengthen the undergraduate experience

Roundtable 3: Use of NSSE data for Gen Ed

Colleague Cluster Roundtables: The colleague cluster is an opportunity for workshop participants to connect with others who share similar roles or interests or who come from similar types of institutions. Several tables will be designated with topics such as: Liberal arts colleges, research and regional universities, institutional research officers, academic administrators, faculty, student affairs administrators, assessment officers, accreditation issues, faculty engagement with NSSE results, using NSSE data for campus retention efforts, and open networking.

One-on-One Consultations with NSSE Staff – 15 minute sessions
(Prior sign-up required)

11:45–12:45 pm Lunch

1:00 – 2:00 pm Session 5: Concurrent Sessions

Session 4A: Using DEEP Principles with the Inventory of Student Engagement and Success (ISES)

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), an institutional self-study framework for assessing effective educational practice on campus.

Session 4B: Using NSSE in Accreditation and Quality Improvement Plans.

Abstract: In 2004, NSSE created "accreditation toolkits" based on the requirements and standards for each regional accreditation commission. These toolkits were updated in 2010 to reflect any changes in regional accreditation standards. In this session we'll show how NSSE items might map to accreditation standards, discuss the potential for using NSSE data in institutional self-studies and quality improvement plans, and explore ways colleges and universities have used their results in accreditation and to measure and monitor institutional effectiveness. Participants will discuss challenges and approaches to maximizing the use of NSSE results for accreditation.

Session 4C: Analysis of Multiple Years of NSSE Data: Tips and Strategies

Abstract: Through group exercises and discussion, attendees will examine longitudinal engagement data to assess institutional change or the impact of program or policy initiatives. Particular topics covered will include: NSSE survey changes that impact on multi-year analyses; appropriate longitudinal analyses using engagement data; models of multi-year analyses; methods and syntax for merging multi-year NSSE data; and different ways to represent multi-year data in reports and visual presentations. Participants are encouraged to share their own experiences, lessons learned, and questions.

2:00 - 2:15 am Break

2:15–3:15 pm Roundtable Discussions and Individual Consultations (15 min sessions)

3:15–3:45 pm Wrap Up, Final Reflections on Action Steps, Door Prizes
4:00 Adjourn

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

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