Your Institutional Report 2016 - Step by Step

Webinar will begin at 2 pm EST.
Before we begin, please review the following:

General advice:
• For best results, connect to this Webinar using a high-speed connection.
• Visit https://admin.acrobat.com/common/help/en/support/meeting_test.htm for a comprehensive set of tests and troubleshooting solutions if you have issues with the Adobe Connect software.
• Have your Institutional Report 2016 binder on hand for reference or access your materials through the NSSE Institution Interface.

Sound:
• Increase the volume on your computer speakers or plug in your headphones to listen to the Webinar.
• For best results, close ALL other applications as they can interfere with the audio feed.

What to do if you don't hear anything:
• If you cannot hear anything, click on “Meeting” at left of the grey tool bar at the top of the screen and select “Audio Setup Wizard.” Complete the first part of the Wizard, which ends with a speaker test, to ensure a proper Webinar audio connection. If you cannot hear anything after this, consult your technology support person.

Using the Chat feature:
• The Chat window allows participants to interact with presenters and each other - make comments about your NSSE practice, ask questions of presenters and of other users!
Your Institutional Report 2016 – Step by Step

A NSSE Webinar Presented by

Jillian Kinzie
Bob Gonyea

August 30, 2016
Webinar Goals

- Guided tour of your NSSE Institutional Report 2016
- Review reports
- Interpret results
- Highlight user resources
- Tips for generating discussion and action on your campus
- Q & A
1. Checking representativeness
2. Reliability of self-report
3. Segmenting results by population-online, by campus…
4. Examples of creative, interactive data displays
5. Using Group 1-5 variables to run customized reports
6. What correlates with satisfaction?
7. Using data for program review
8. Best practices for sharing data with faculty/admin
9. Ways to share classroom pertinent data with faculty to improve student learning
10. How to encourage student participation
11. Increasing faculty response
Focus on Student Engagement

*Student engagement* is a domain of constructs representing two critical features of collegiate quality and student success.

1. The amount of time and effort students put into educationally purposeful activities, and

2. How the institution organizes the curriculum and other learning opportunities to get students to participate in such activities.

To acquaint your colleagues with student engagement... see *Change*, 2013
Reminders about our Purpose: Student Engagement & Success for All

- NSSE is a survey tool for institutional improvement.
- Results provide meaningful indicators of educational quality - what matters to student success.
- Results can inform educational improvement efforts and also assess impact.
NSSE Objectives

Focus on Practices that Matter

Provide Student Engagement Data, Foster Action on Results

Encourage Meaningful Comparison & Action

Compare over-time, measure improvement

National Survey of Student Engagement
Using NSSE: Thinking about Results

- Broadly *diagnose* extent to which students are engaged in practices that matter for learning
- Institutional, department and student population level examination
  - Experience of ALL students
  - Students in departments/ majors
  - Populations of students - first-generation, racial-ethnic groups, by other student characteristics, first-year students, adults...
Many Ways to Use Results
What to look at and how to look at it

#1. Focus on What Matters - do we provide these experiences? Are students engaged?

Peer comparisons
- How do we measure up to others? To top 10%?

Self comparison
- Are we improving? Are results better than 3 yrs. ago?

Criterion standard
- How do we measure up to our ideals?

Internal variation
- Where/with which students does engagement look different? Who is least engaged?
Use Results to Stimulate Conversations and as Catalyst for Action

Which units, committees, groups could make use of results?

- NSSE results show...
- Wow, our FG students are...
- 47% do capstones!
- Collaborative learning is...
- Woohoo!
GUIDED TOUR OF YOUR INSTITUTIONAL REPORT 2016
Webinar Poll

How many NSSE binders have you opened?

a. This is my first!
b. Between 2 and 4
c. An old hand, At least 5
Updated NSSE Institution Interface

Remember, electronic reports and data are available online.

Click here to access the Institution Interface for RCSSSE.

NSSE Report Builder - Institution Version

The NSSE Report Builder - Institution Version is an interactive tool for participating institutions that instantly generates reports of your choosing. Expanding on the report, this tool generates customized reports using your institution’s NSSE data. You can create tables of Benchmark or Engagement Indicator statistics or individual item frequencies that compare your students to those from a selected comparison group of institutions. The NSSE Report Builder - Institution Version also allows you to compare your administrations, permitting more reliable estimates when analyzing small subgroups.

Click here to begin.
Four tabs, each begins with an Overview:

- Tab 1: NSSE – National Survey of Student Engagement
- Tab 2: FSSE – Faculty Survey of Student Engagement
- Tab 3: BCSSE – Beginning College Survey of Student Engagement
- Tab 4: User Resources
- Snapshot
- Engagement Indicators
- High-Impact Practices
- Multi-Year Report
- Frequencies and Statistical Comparisons
- Topical Module and/or Consortium Reports
- Administration Summary
- Respondent Profile
- Selected Comparison Groups
- Pocket Guide Report
- Major Field Report
- Student Comments
- **Snapshot**
  - Engagement Indicators
  - High-Impact Practices
  - Multi-Year Report
  - Frequencies and Statistical Comparisons
  - Topical Module and/or Consortium Reports

- Administration Summary
- Respondent Profile
- Selected Comparison Groups
- Pocket Guide Report
- Major Field Report
- Student Comments
The **Snapshot** is designed to be shared on campus.

- **4-pages, folded pamphlet style**
### Engagement Indicators
Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your Engagement Indicators report.

#### Key:
- **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- **No significant difference.**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>First-year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
<td>--</td>
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<tr>
<td></td>
<td>Learning Strategies</td>
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<td>△</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>△</td>
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</tr>
<tr>
<td><strong>Learning with Peers</strong></td>
<td>Collaborative Learning</td>
<td>△</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
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</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
<td>△</td>
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<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>--</td>
<td>△</td>
</tr>
</tbody>
</table>
**Time Spent Preparing for Class**
This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.

**Reading and Writing**
These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.
First-year

**Highest Performing Relative to GLC Peers**

- About how many courses have included a community-based project (service-learning)? (HIP)
- Talked about career plans with a faculty member (SF)
- Discussions with... People with political views other than your own (DD)
- Instructors provided feedback on a draft or work in progress (ET)
- Used numerical information to examine a real-world problem or issue (QR)

**Lowest Performing Relative to GLC Peers**

- Asked another student to help you understand course material (CL)
- Participated in a learning community or some other formal program where... (HIP)
- Extent to which courses challenged you to do your best work
d
- Spent more than 10 hours per week on assigned reading
- Spent more than 15 hours per week preparing for class

---

**Percentage Point Difference with GLC Peers**

Item #  | 12.  | 3a.  | 8d.  | 5d.  | 6b.  |
---     | ---  | ---  | ---  | ---  | ---  |
12.     | +17  |      |      |      |      |
3a.     |      | +10  |      |      |      |
8d.     |      |      | +8   |      |      |
5d.     |      |      |      | +8   |      |
6b.     |      |      |      |      | +8   |
1e.     |      |      |      |      | -7   |
11c.    |      |      |      |      | -10  |
10.     |      |      |      |      | -10  |
16.     |      |      |      |      | -13  |
15a.    |      |      |      |      | -21  |
How Students Assess Their Experience

Students’ perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your Frequencies and Statistical Comparisons report.

<table>
<thead>
<tr>
<th>Perceived Gains Among Seniors</th>
<th>Percentage of Seniors Responding “Very much” or “Quite a bit”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking critically and analytically</td>
<td>87%</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>80%</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>80%</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>78%</td>
</tr>
<tr>
<td>Acquiring job- or work-related knowledge and skills</td>
<td>76%</td>
</tr>
<tr>
<td>Developing or clarifying a personal code of values and ethics</td>
<td>75%</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>72%</td>
</tr>
<tr>
<td>Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nation, etc.)</td>
<td>72%</td>
</tr>
<tr>
<td>Analyzing numerical and statistical information</td>
<td>70%</td>
</tr>
<tr>
<td>Being an informed and active citizen</td>
<td>67%</td>
</tr>
</tbody>
</table>

Satisfaction with NSSEville State

Students rated their overall experience at the institution, and whether or not they would choose it again.

<table>
<thead>
<tr>
<th>Percentage Rating Their Overall Experience as “Excellent” or “Good”</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year NSSEville State</td>
</tr>
<tr>
<td>GLC Peers</td>
</tr>
<tr>
<td>Senior NSSEville State</td>
</tr>
<tr>
<td>GLC Peers</td>
</tr>
</tbody>
</table>

Percentage Who Would “Definitely” or “Probably” Attend This Institution Again

<table>
<thead>
<tr>
<th>Percentage Who Would “Definitely” or “Probably” Attend This Institution Again</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year NSSEville State</td>
</tr>
<tr>
<td>GLC Peers</td>
</tr>
<tr>
<td>Senior NSSEville State</td>
</tr>
<tr>
<td>GLC Peers</td>
</tr>
</tbody>
</table>
» Snapshot
» **Engagement Indicators**
» **High-Impact Practices**
» **Multi-Year Report**
» Frequencies and Statistical Comparisons
» Topical Module and/or Consortium Reports

» Administration Summary
» Respondent Profile
» Selected Comparison Groups
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» Major Field Report
» Student Comments
Engagement Indicators are summary measures based on sets of NSSE questions.

The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment.

Report contains:
- Overview (p. 3)
- Theme reports (pp. 4-13)
- Comparisons (p. 15)
- Detailed Statistics (pp. 16-19)
## Engagement Indicators

### First-Year Students

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>Your first-year students compared with GLC Peers</th>
<th>Your first-year students compared with Carnegie Peers</th>
<th>Your first-year students compared with NSSE 2015 &amp; 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
<td>--</td>
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</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
<td>--</td>
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</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td><strong>Learning with Peers</strong></td>
<td>Collaborative Learning</td>
<td>▼</td>
<td>△</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td>--</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
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<td>--</td>
</tr>
<tr>
<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
<td>--</td>
<td>△</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>--</td>
<td>△</td>
<td>△</td>
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<td>--------------------------------------</td>
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<td>----------------</td>
<td>-----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Higher-Order Learning</td>
<td>38.7</td>
<td>39.4</td>
<td>-.06</td>
<td>38.2</td>
</tr>
<tr>
<td>Reflective &amp; Integrative Learning</td>
<td>36.1</td>
<td>35.9</td>
<td>.01</td>
<td>35.4</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>39.3</td>
<td>38.7</td>
<td>.05</td>
<td>39.0</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>30.6</td>
<td>28.7 *</td>
<td>.13</td>
<td>27.6 ***</td>
</tr>
</tbody>
</table>

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding: *p < .05, **p < .01, ***p < .001 (2-tailed).
Box-and-whisker plots

95th Percentile
75th Percentile
Median (line)
25th Percentile
5th Percentile

Mean (dot)
### Academic Challenge: First-year students (continued)

#### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Orange bars indicate how much lower your institution's percentage is from that of the comparison group.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4b. Applying facts, theories, or methods to practical problems or new situations</td>
<td>73</td>
<td>-5</td>
<td>+3</td>
<td>+1</td>
</tr>
<tr>
<td>4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts</td>
<td>69</td>
<td>-6</td>
<td>-0</td>
<td>-2</td>
</tr>
<tr>
<td>4d. Evaluating a point of view, decision, or information source</td>
<td>71</td>
<td>+3</td>
<td>+1</td>
<td>+1</td>
</tr>
<tr>
<td>4e. Forming a new idea or understanding from various pieces of information</td>
<td>74</td>
<td>+5</td>
<td>+6</td>
<td>+5</td>
</tr>
</tbody>
</table>
### Engagement Indicators

Comparisons with High-Performing Institutions

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>NSSEville State</th>
<th>NSSE Top 50%</th>
<th>NSSE Top 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Mean</td>
<td>Effect size</td>
<td>Mean</td>
</tr>
<tr>
<td>Higher-Order Learning</td>
<td>38.7</td>
<td>40.5 *</td>
<td>-.14</td>
<td>42.7 ***</td>
</tr>
<tr>
<td>Reflective and Integrative Learning</td>
<td>36.1</td>
<td>37.4 *</td>
<td>-.11</td>
<td>39.5 ***</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>39.3</td>
<td>41.2 *</td>
<td>-.13</td>
<td>43.7 ***</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>30.6</td>
<td>29.4</td>
<td>.07</td>
<td>31.3</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>Collaborative Learning</td>
<td>33.5</td>
<td>35.2 *</td>
<td>37.3 ***</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td>42.6</td>
<td>42.7</td>
<td>44.3</td>
</tr>
<tr>
<td>Learning with Peers</td>
<td>Student-Faculty Interaction</td>
<td>23.2</td>
<td>23.8</td>
<td>26.9 ***</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td>40.1</td>
<td>41.6 *</td>
<td>43.8 ***</td>
</tr>
<tr>
<td>Campus Environment</td>
<td>Quality of Interactions</td>
<td>43.1</td>
<td>44.1</td>
<td>45.9 ***</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>38.4</td>
<td>39.2</td>
<td>40.9 **</td>
</tr>
</tbody>
</table>
High-Impact Practices

Overall HIP Participation

<table>
<thead>
<tr>
<th></th>
<th>Participated in two or more HIPs</th>
<th>Participated in one HIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSSEville State</td>
<td>7%</td>
<td>53%</td>
</tr>
<tr>
<td>GLC Peers</td>
<td>11%</td>
<td>41%</td>
</tr>
<tr>
<td>Carnegie Peers</td>
<td>11%</td>
<td>49%</td>
</tr>
<tr>
<td>NSSE 2015 &amp; 2016</td>
<td>12%</td>
<td>47%</td>
</tr>
</tbody>
</table>
### High-Impact Practices

#### Statistical Comparisons

<table>
<thead>
<tr>
<th>NSSEville State</th>
<th>GLC Peers</th>
<th>Effect size $^a$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11c. Learning Community</td>
<td>6 %</td>
<td>16 ***</td>
</tr>
<tr>
<td>12. Service-Learning</td>
<td>59 %</td>
<td>42 ***</td>
</tr>
<tr>
<td>11e. Research with Faculty</td>
<td>4 %</td>
<td>6 %</td>
</tr>
<tr>
<td><strong>Participated in at least one</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participated in two or more</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11c. Learning Community</td>
<td>27 %</td>
<td>28</td>
</tr>
<tr>
<td>12. Service-Learning</td>
<td>72 %</td>
<td>55 ***</td>
</tr>
<tr>
<td>11e. Research with Faculty</td>
<td>23 %</td>
<td>38 ***</td>
</tr>
<tr>
<td>11a. Internship or Field Exp.</td>
<td>51 %</td>
<td>68 ***</td>
</tr>
<tr>
<td>11d. Study Abroad</td>
<td>7 %</td>
<td>30 ***</td>
</tr>
<tr>
<td>11f. Culminating Senior Exp.</td>
<td>48 %</td>
<td>56 ***</td>
</tr>
<tr>
<td><strong>Participated in at least one</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participated in two or more</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Research with a Faculty Member

*Which of the following have you done or do you plan to do before you graduate?*

Work with a faculty member on a research project.

<table>
<thead>
<tr>
<th></th>
<th>Done or in progress</th>
<th>Plan to do</th>
<th>Have not decided</th>
<th>Do not plan to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSSEville State</td>
<td>4%</td>
<td>34%</td>
<td>38%</td>
<td>24%</td>
</tr>
<tr>
<td>GLC Peers</td>
<td>6%</td>
<td>44%</td>
<td>34%</td>
<td>16%</td>
</tr>
<tr>
<td>Carnegie Peers</td>
<td>5%</td>
<td>32%</td>
<td>38%</td>
<td>24%</td>
</tr>
<tr>
<td>NSSE 2015 &amp; 2016</td>
<td>5%</td>
<td>34%</td>
<td>37%</td>
<td>23%</td>
</tr>
</tbody>
</table>
High-Impact Practices

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

<table>
<thead>
<tr>
<th></th>
<th>Learning Community</th>
<th>Service-Learning</th>
<th>Research with Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>59</td>
<td>3</td>
</tr>
<tr>
<td>Male</td>
<td>3</td>
<td>59</td>
<td>5</td>
</tr>
<tr>
<td><strong>Race/ethnicity or international</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Asian</td>
<td>18</td>
<td>76</td>
<td>12</td>
</tr>
<tr>
<td>Black or African American</td>
<td>16</td>
<td>67</td>
<td>6</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>3</td>
<td>58</td>
<td>3</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pac. Islander</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>White</td>
<td>5</td>
<td>57</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Foreign or nonresident alien</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Two or more races/ethnicities</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>
NSSE 2016 Multi-Year Report

Engagement Results by Theme
NSSEville State University

Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement, organized within four themes. EI scores represent the averaged student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See page 10 for detailed statistics. For more information, including the items that make up each EI, refer to your Engagement Indicators report.

Academic Challenge: First-year students

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

Course Reading (hrs/wk)

Assigned Writing (pages)

Course Challenge

Academic Emphasis

---

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading question was modified after 2013; comparability between 2013 and later years is limited.
b. Extent to which courses challenged students to do their best work (1 = “Not at all” to 7 = “Very much”).
c. How much students said the institution emphasized spending significant time studying and on academic work (1 = “Very little,” 2 = “Some,” 3 = “Quite a bit,” and 4 = “Very much”).
- Snapshot
- Engagement Indicators
- High-Impact Practices
- Multi-Year Report
- **Frequencies and Statistical Comparisons**
- Topical Module and/or Consortium Reports
- Administration Summary
- Respondent Profile
- Selected Comparison Groups
- Pocket Guide Report
- Major Field Report
- Student Comments
Do you have specific questions about individual items?

This report gives complete descriptives for all survey questions, count and weighted percent of responses to all survey items for randomly selected students.
### Frequency Distributions

**First-Year Students**

1. **Item wording or description**
   - During the current school year, about how often have you done the following?

2. **Response options**
   - Never, Sometimes, Often, Very often

#### Frequency Distributions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Values</strong> &amp; <strong>Response options</strong></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>1. Never</td>
<td>5</td>
<td>2</td>
<td>483</td>
<td>3</td>
</tr>
<tr>
<td>2. Sometimes</td>
<td>88</td>
<td>30</td>
<td>6,185</td>
<td>35</td>
</tr>
<tr>
<td>3. Often</td>
<td>125</td>
<td>43</td>
<td>6,216</td>
<td>35</td>
</tr>
<tr>
<td>4. Very often</td>
<td>73</td>
<td>25</td>
<td>5,075</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>291</td>
<td>100</td>
<td>17,959</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Statistical Comparisons

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Means</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLC Peers</td>
<td>2.9</td>
<td>2.9</td>
<td>2.8</td>
<td>2.9</td>
</tr>
<tr>
<td>Carnegie Peers</td>
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<td></td>
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<tr>
<td>NSSE 2015 &amp; 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effect sizes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLC Peers</td>
<td>.04</td>
<td>.10</td>
<td>.04</td>
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</tr>
<tr>
<td>Carnegie Peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSSE 2015 &amp; 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Statistical Comparisons

• Provide statistical significance and effect size
• Effect size: Are results different in a practical sense?
Topical Modules for 2016

- Academic Advising
- Civic Engagement
- Development of Transferable Skills
- Experiences with Diverse Perspectives
- First-Year Experiences and Senior Transitions
- Learning with Technology
- Experiences with Writing
- Global Learning

NSSE 2016 Civic Engagement

Frequencies and Statistical Comparisons
NSSEville State University

First-Year Students

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>NSSEville State</th>
<th>Civic Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Help people resolve their disagreements with each other</td>
<td>CITV01a</td>
<td>Poor</td>
<td>0 0 2 235</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>19 8 1 1,083</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>31 21 3 3,273</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>79 32 5 5,270</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>63 26 4 4,061</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>28 11 2 3,359</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>245 100</td>
<td>16,648</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

1. Select the response that best represents your ability to do the following:

2. Resolve conflicts that involve bias, discrimination, and prejudice | CITV01b | Poor | 1 6 3 286 | 2 |
| 2 | 6 | 3 | 15 6 1 1,149 | 9 |
| 3 | 4 | 71 29 4 4,033 | 24 |
| 4 | 5 | 70 28 4 4,966 | 29 |
| 6 | 7 | 56 23 4 3,384 | 21 |
| Excellent | 247 100 | 16,358 | 100 |

Statistical Comparisons

- NSSEville State: 5.1
- Civic Engagement: 5.1
- Effect size: .01

3. Lead a group where people from different backgrounds feel welcomed and included | CITV01c | Poor | 1 5 2 401 | 3 |
| 2 | 10 4 2 525 | 3 |
| 3 | 16 6 1 1,808 | 8 |
| 4 | 5 | 59 24 3 3,083 | 18 |
| 5 | 6 | 62 25 4 4,805 | 26 |
| 6 | 7 | 58 24 4 4,050 | 24 |
| Excellent | 246 100 | 16,591 | 100 |

Statistical Comparisons

- NSSEville State: 5.0
- Civic Engagement: 5.1
- Effect size: .07
### Sample Topical Module Report: Civic Engagement

**Seniors**

#### 1. Select the response that best represents your ability to do the following:

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>NSSEville State</th>
<th>Civic Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Help people resolve their disagreements with each other</td>
<td>CIV01a</td>
<td>1</td>
<td>Poor</td>
<td>8</td>
<td>245</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>29</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>88</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td>159</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td>157</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>Excellent</td>
<td>98</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td>549</td>
<td>100</td>
</tr>
</tbody>
</table>

| b. Resolve conflicts that involve bias, discrimination, and prejudice | CIV01b | 1 | Poor | 8 | 330 |
| | | 2 | | 10 | 2 |
| | | 3 | | 40 | 7 |
| | | 4 | | 127 | 23 |
| | | 5 | | 165 | 30 |
| | | 6 | | 114 | 21 |
| | | 7 | Excellent | 85 | 15 |
| | | Total | | 549 | 100 |

#### Frequency Distributions

<table>
<thead>
<tr>
<th></th>
<th>NSSEville State</th>
<th>Civic Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>245</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>354</td>
</tr>
<tr>
<td>3</td>
<td>29</td>
<td>1,165</td>
</tr>
<tr>
<td>4</td>
<td>88</td>
<td>3,638</td>
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<tr>
<td>5</td>
<td>159</td>
<td>7,727</td>
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<tr>
<td>6</td>
<td>157</td>
<td>7,325</td>
</tr>
<tr>
<td>7</td>
<td>98</td>
<td>4,512</td>
</tr>
<tr>
<td>Total</td>
<td>549</td>
<td>24,966</td>
</tr>
</tbody>
</table>

#### Statistical Comparisons

<table>
<thead>
<tr>
<th></th>
<th>NSSEville State</th>
<th>Civic Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>5.3</td>
<td>5.3</td>
</tr>
<tr>
<td>Mean</td>
<td>5.0</td>
<td>5.1</td>
</tr>
<tr>
<td>Effect size</td>
<td>-.06</td>
<td>-.04</td>
</tr>
</tbody>
</table>
Consortium Report – Similar to module report

### 2016 Participating Consortia
- Association of American Universities Data Exchange
- Catholic Colleges and Universities
- Council for Christian Colleges and Universities
- Jesuit Colleges and Universities
- Mission Engagement Consortium for Independent Colleges
- New American Colleges and Universities
- Sustainability Education Consortium

### 2016 Participating Systems
- Tennessee Publics
- Pennsylvania State System of Higher Education
- University of Texas
• Snapshot
• Engagement Indicators
• High-Impact Practices
• Multi-Year Report
• Frequencies and Statistical Comparisons
• Topical Module and/or Consortium Reports
• Administration Summary
• Respondent Profile
• Selected Comparison Groups
• Pocket Guide Report
• Major Field Report
• Student Comments
Administration Details

- Administration Summary Report
- Population and Respondents
- Response Rate and Sampling Error
- Representativeness and Weighting

NSSE 2016 Administration Summary
NSSEvile State University

Administration Summary
This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future NSSE administrations.

Population and Respondents
The table at right reports your institution's population sizes, how many students were sampled (whether exam/counselor administered or randomly selected), and how many completed the survey.

Response Rate and Sampling Error
The table below summarizes response rates and sampling errors for your institution and comparisons groups. For more information see NSSE's Response Rate FAQ: www.indiana.edu/~nsse/Resp_Rate_FAQ.pdf

Representativeness and Weighting
The first table at right reports on variables submitted in your population file. Represented and population percentages are listed side by side to a convenience for you how well the characteristics of your respondents reflect your first-year and senior populations. For more respondent characteristics, refer to your Respondents Profile report.

NSSE weights results by institution-reported sex and enrollment status so institutional estimates reflect the populations with respect to those characteristics. The second table at right provides the respondent and population percentages used to calculate your 2016 weights. For more information, see nse.indiana.edu/html_weighting.cfm
## Respondent Profile

### Administration Details

#### Respondent Profile

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Thinking about this current academic term, are you a full-time student?</td>
<td>fulltime</td>
<td>No</td>
<td>248 100</td>
<td>2 1</td>
<td>149 1</td>
<td>882 5</td>
<td>5,790 5</td>
<td>53 11</td>
<td>1,703 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td>244 99</td>
<td>13,876 99</td>
<td>23,411 95</td>
<td>157,712 95</td>
<td>494 89</td>
<td>15,230 89</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td>246 100</td>
<td>14,125 100</td>
<td>24,273 100</td>
<td>163,502 100</td>
<td>547 100</td>
<td>16,933 100</td>
</tr>
<tr>
<td>23a. How many courses are you taking for credit this current academic term?</td>
<td>coursework</td>
<td>0</td>
<td>248 100</td>
<td>229 93</td>
<td>13,381 93</td>
<td>19,781 81</td>
<td>135,887 80</td>
<td>333 62</td>
<td>15,311 88</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>16 6</td>
<td>575 5</td>
<td>3,212 13</td>
<td>17,782 12</td>
<td>134 24</td>
<td>1,218 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>2 1</td>
<td>82 1</td>
<td>802 3</td>
<td>5,636 4</td>
<td>58 10</td>
<td>276 2</td>
</tr>
</tbody>
</table>
Tells how peer groups have been selected

- consortium participation
- criteria selected
- default groups, if no instructions given

Lists schools included in each peer group
Tab I: NSSE

- How to make productive use all these reports and the data file!??!
- Take advantage of dichotomized response presentation in reports
- Present % “never” to sharpen focus
- Syntax & other analytical resources available:
  - nsse.iub.edu/html/analysis_resources.cfm
‣ Snapshot
‣ Engagement Indicators
‣ High-Impact Practices
‣ Multi-Year Report
‣ Frequencies and Statistical Comparisons
‣ Topical Module and/or Consortium Reports

‣ Administration Summary
‣ Respondent Profile
‣ Selected Comparison Groups
‣ **Pocket Guide Report**
‣ Major Field Report
‣ Student Comments
Customizable template enables sharing with prospective students & families, admissions officers, and orientation staff.
‣ Snapshot
‣ Engagement Indicators
‣ High-Impact Practices
‣ Multi-Year Report
‣ Frequencies and Statistical Comparisons
‣ Topical Module and/or Consortium Reports

‣ Administration Summary
‣ Respondent Profile
‣ Selected Comparison Groups
‣ Pocket Guide Report
‣ **Major Field Report**
‣ Student Comments
Engagement Indicators, HIPs, Frequencies & Statistical Comparisons for up to 10 customizable categories of related majors

- Part I: “Within-institution” report presents results within related-major categories side by side for first-year students and seniors
- Part II: “Between-institution” report compares your respondents with those of your comparison groups for up to ten related-major categories

For more information: nsse.iub.edu/html/major_field_report.cfm
Webinar Poll

Did you customize your major categories for your 2016 Major Field Report?

a. Yes, I did!

b. No, I wasn’t sure **how** to do this

c. No, I wasn’t sure **why** we would customize majors

d. No, we chose not to customize major categories this year
“With the help of a few professors, the quality of my work and writing skills significantly improved. My time at NSSEville taught me how I learn, to manage time, and set goals and prioritize them. The most important part of my experience is how I learned to love knowledge.”

– Senior, Biochemistry Major

NSSE 2016 Student Comments

<table>
<thead>
<tr>
<th>Class</th>
<th>Enrollment</th>
<th>Sex</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>Full-time</td>
<td>Female</td>
<td>I love NSSEville! The academic services and quality is amazing, and I can honestly say my experience here has been awesome. My professors are all qualified and provide well-rounded educational experiences.</td>
</tr>
<tr>
<td>First-year</td>
<td>Full-time</td>
<td>Female</td>
<td>Everything is great, I would like more information of services the school has to offer.</td>
</tr>
<tr>
<td>First-year</td>
<td>Full-time</td>
<td>Female</td>
<td>I am so happy at NSSEville. This school has helped me to grow as a person, and it has placed me in a world filled with opportunities.</td>
</tr>
<tr>
<td>First-year</td>
<td>Full-time</td>
<td>Female</td>
<td>NSSEville is a great school, besides a few inconveniences such as lack of housing and parking it's been great. The longer I stay at Stockton the more these issues have affected my daily schedule and my route to class but hopefully next year it will not be as much of an inconvenience!</td>
</tr>
</tbody>
</table>
PAUSE: Questions About Your Report?

- Any challenges?
- What’s most useful?
- Pose your Questions or Concerns in the Chat box...
  - Operators are standing by.
  - Why aren’t you chatting?

Chat (Everyone)

Rex Morgan: Hey!
Leonard McCoy: Hay is for horses!

NSSE Response Rate FAQ

While viewing and interpreting your institution’s survey results, you may have questions about your response rate and what it means for data quality. In this document, we respond to several commonly asked questions about this issue with answers informed by current survey methodology research and specific analyses of NSSE data from hundreds of participating institutions.

1. For our institution to have confidence in our results, is a minimum response rate required?

   This depends, in part, on the size of your institution, how you plan to use your NSSE results, and your specific campus context. In 2014, institutional response rates for NSSE ranged from 6% to 95%, with an average of 32%. NSSE research suggests that the total number of respondents is more important than response rate in assuring that first-year student and senior institutional estimates are reliable. A NSSE study (Fosnacht, Serraf, Hove, & Peck, 2013) found that even relatively low response rates provided reliable institution-level estimates, albeit with greater sampling error and less ability to detect statistically significant differences with comparison institutions.

   Depending on institution size, as few as 25 to 75 respondents appeared to provide reliable institution-level estimates for most institutions (Fosnacht et al., 2013, p. 22). This contrasts with Pits’s (2012) finding that as few as 50 students could provide dependable group estimates of student engagement. However, institutions analyzing subpopulations of students (for example, using NSSE’s Major Field Report) generally should collect data from as many respondents as possible so that each subgroup is adequately represented.

   NSSE also recommends that institutions benchmark their response rates in relation to peer institutions with similar enrollments. Institution with larger enrollments generally see lower response rates (NSSE, 2014) but they enjoy a higher degree of confidence in estimates due to the sheer number of respondents.

2. Does a low response rate mean our results are biased?

   A high response rate is no guarantee of data quality, nor does a low response rate automatically mean your results are biased. For results to be biased in any meaningful way, nonresponders’ level of engagement must be significantly different from that of respondents. In other words, one must take into account both response rate and differences between responders and nonresponders. Although we might feel more confident with a higher response rate, the NSSE study (Fosnacht et al., 2013) found that survey administrations that elicited a minimum number of respondents, even with a low response rate, provided unbiased estimates for the majority of institutions.

   Many prominent survey researchers have also questioned the widely held assumption that low response rates are associated with biased results (Groves, 2006; Massey & Tourangeau, 2013; Peytchev, 2011).

   For additional information related to this question, see the answer to the final question below about respondent representativeness.

3. While reviewing our NSSE results, should we consider data quality indicators besides response rate? Would another indicator provide a better measure of survey data quality?

   Response rate, respondent count, and sampling error are all included in your NSSE reports, providing several components of data quality. Results from the 2013 NSSE study on response rates (Fosnacht et al., 2013) indicate that respondent count has particular value and may be more useful for determining the reliability of NSSE estimates than other measures.
Additional Resources

- **NSSE Data File**
  - Downloadable from the Institution Interface
  - Includes all data collected for your institution
  - Merge data with other student records

![Data Table Image]
Online Tools - Share & Generate Reports!

Online Institutional Report

- View & share your results
- Same reports, but easy access and sharing
Online Tools - Share & Generate Reports!

NSSE Report Builder—Institution Version

- Explore your NSSE data
- A secure, interactive database for participating institutions that instantly generates reports of your choosing using student and institutional characteristics
  
  (A public version is also available)
Exploring Tab 2

Georgia Institute of Technology
FSSE-NSSE Combined Report

- Presents faculty results side-by-side with student results allowing institutions to identify areas of correspondence as well as gaps

Item Frequency

- Response percentages to each item broken down by the level of students taught by faculty respondents
Additional Questions

› FSSE participants can customize their survey with Topical Modules and/or Consortium Participation

Administration Details

› Administrative Summary and Respondent Profiles are included in reports

Disciplinary Area Report

› Look within your data by customized disciplines
Ways Into NSSE – FSSE Data

- Review FSSE frequencies for items of interest
  - How do Lower Division vary from Upper Division?

- Review results for gaps and correspondence between student and faculty results – focus on items of interest to your faculty
  - “Prompt feedback” – how wide is the gap?
  - Rank FSSE “importance” items – are students doing the things faculty think are important?

- Involve faculty development, center for teaching and learning staff in interpreting results.

- Check out FSSE Webinars on FSSE website!
BCSSE/NSSE Combined Report

Administration Details
BCSSE-NSSE Combined Report

- **Part 1** uses crosstabs from all BCSSE 2015 and NSSE 2016 respondents to present side-by-side frequencies of items common to both instruments.

- **Part 2** uses matched data based on student ID to examine the relationship between BCSSE scales and NSSE Engagement Indicators.
Activities of the NSSE Institute

- **Resources**
  - Lessons from the Field
- **Outreach**
  - **Webinars**
  - NSSE Users Workshops – *interest*??
- **Teaching & Learning Institute**

**Teaching and Learning National Institute**

*Using Evidence for Improvement*

**2nd Annual: July 30-Aug 2, 2017**
Guide to Online Resources

- Provides a snapshot & **active web** links to resources on NSSE website.

- Resources include:
  - Accreditation Toolkits
  - Project DEEP Publications
  - Related publications, conference papers, and presentations
Accreditation Toolkits

- Regional & Specialized
- NSSE Items mapped to standards
- Updated for 2016!

Access Toolkits on NSSE website – “Tools & Services”

NSSE 2016 Survey Items Mapped to HLC–NCA Criteria and Core Components

<table>
<thead>
<tr>
<th>NSSE 2016 Survey Items</th>
<th>HLC–NCA Core Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During the current school year, about how often have you done the following?</td>
<td></td>
</tr>
<tr>
<td>a. Asked questions or contributed to course discussions in other ways</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>b. Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>c. Come to class without completing readings or assignments</td>
<td>3.E</td>
</tr>
<tr>
<td>d. Attended an art exhibit, play, dance, music, theater, or other performance</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>e. Asked another student to help you understand course material</td>
<td>3.E</td>
</tr>
<tr>
<td>f. Explained course material to one or more students</td>
<td>3.B</td>
</tr>
<tr>
<td>g. Prepared for exams by discussing or working through course material with other students</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>h. Worked with other students on course projects or assignments</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>i. Gave a course presentation</td>
<td></td>
</tr>
</tbody>
</table>
Examples of how NSSE, BCSSE, and FSSE data have been used to guide educational policy and practice on campuses

Brief descriptions of practical applications of results

Online database to search for examples of how institutions are using NSSE, BCSSE, and FSSE data

Access from the NSSE homepage
Sharing Results and Stimulating NSSE Use

Simply reporting NSSE results will not lead to action
Connecting Results to Campus Audiences

**Engagement Indicators and High-Impact Practices Mapped to Relevant Units**

<table>
<thead>
<tr>
<th>Engagement Indicators</th>
<th>Relevant Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEME: Academic Challenge</strong></td>
<td></td>
</tr>
<tr>
<td>Higher-Order Learning (HO)</td>
<td>Academic success center, Faculty development, SoTL, Tutoring, Writing center/programs</td>
</tr>
<tr>
<td>Reflective &amp; Integrative Learning (RI)</td>
<td>Academic success center, Diversity office, General education, Integrative learning, Interdisciplinary studies, SoTL, Tutoring, Writing center/programs</td>
</tr>
<tr>
<td>Learning Strategies (LS)</td>
<td>Academic advising, Academic success center, Retention committee/task force, Tutoring</td>
</tr>
<tr>
<td>Quantitative Reasoning (QR)</td>
<td>General education, Literacy committee, Quantitative literacy/reasoning</td>
</tr>
<tr>
<td><strong>THEME: Learning with Peers</strong></td>
<td></td>
</tr>
</tbody>
</table>

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[Source](www.nsse.indiana.edu/pdf/NSSE_Item_Campuswide_Mapping.pdf)
Making the Most of Data - Sharing Results and Taking Action

- Think about potential audiences – find relevancy
- Consider various strategies for sharing results – deliver in **small bites**, add narrative
- Link to other assessment data to tell a more comprehensive story
- Teach small groups about the data, help them use it in program review, to assess the first year experience, to inform faculty development - and then showcase their use to others
- Share lessons learned, and action taken with campus constituents – especially students
Collective Wisdom from Users: Moving from Data to Action

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

Obstacles/Challenges Encountered from Sharing NSSE Data & Results

“Connect findings to what faculty can utilize”

“They see it once, but never use it”

“We tend to present an overview to upper level administration, post it on the website and shelve it”

“Volume of data, Choosing concise selections of data”

Start with the Engagement Indicators
• Select 1 or 2 that connect to current faculty conversations (Worksheets #4 & 5)
• Pre-select NSSE items and facilitate a discussion using Worksheet #2
• Build NSSE ambassadors on campus (towards advancing culture of assessment)
• Follow up with those who have seen initial findings and use the NSSE User’s Guide worksheets to facilitate a conversation

Decide what to focus on by connecting it to existing campus conversations
• Worksheet #6 could be used to help facilitate
• Worksheet #3 could look within HIPs
Institutional Example

- Extensive data sharing... meetings with deans, student life...
- Creating custom reports, posting data
- Addressing low scores on Discussions with Diverse Others in curriculum
- Analyzed relationship between student faculty interaction & HIPs, to focus attention on and increase SFI outcome
Institutional Example: University of Massachusetts Lowell

- University of Massachusetts Lowell developed a strategic plan titled, “UMass Lowell 2020” organized around 5 pillars.
- Created a Report Card to monitor progress.
- NSSE results - overall student satisfaction and High-Impact practices items - serve as indicators for their “transformational education” pillar.

2020 goal is to increase overall student satisfaction and have 70% of FY and 80% of SR engaged in HIPs.
Displaying Your Results

- “Guidelines for Display of NSSE Results on Institutional Websites” can help you determine how to display your results

- Examples of sites: nsse.iub.edu/links/web site_displays
Beyond Your Reports....

- Use your data file for additional analyses
  - Combine with other institutional data
  - Combine 2 years of results to study seniors by major

- Take advantage of NSSE Advanced Webinars
  “Digging Deeper” Series (see Webinar Archives)

- Some possible analyses:
  - Disaggregate by race-ethnicity, first-generation status
  - Use “evaluate entire experience” (ENTIREEXP) and “start over” (SAMECOLL) as outcomes
  - Add retention results to explore factors related to first-year student persistence
Ask us questions, let us know how things are going...

Copies of papers and presentations as well as annual reports and other information are available through the website: nsse.indiana.edu
Registration Open for NSSE 2017

- Invitation for 2017
- Deadline to register: September 23, 2016
- Register online: nsse.indiana.edu