

Welcome to the NSSE User Workshop!



April 9-10, 2015
Co-hosted by Bucknell University
and NSSE

Who's in the Audience?

- You're NSSE Campus Project Manager!
- You've been working with your NSSE results
- You're new to NSSE

Campus Participation in NSSE:

- a. More often than not
- b. Multiple years, on a cycle
- c. Rather recent, 2012 beyond
- d. Participated in updated NSSE (2013, 2014, 2015)

What about FSSE, BCSSE??



Appiah-Padi, Stephen

Director of Global and Off Campus Education
(skap001@bucknell.edu)
CPM? No, Patricia Johnston

Bucknell University

Lewisburg, PA
Accreditation Region: MSCHE

NSSE: '00 '01 '05 '11 '14

BCSSE: '07 '10 '13

Additional Questions: Advising

Bates, John

Associate Provost of Institutional
Effectiveness (jbates@ubalt.edu)
CPM? No, Paul Moniodis

University of Baltimore

Baltimore, MD
Accreditation Region: MSCHE

NSSE: '08 '09 '11 '14

FSSE: '08

Additional Questions: Info. Lit.

Bennett, Kim

Assistant Vice President for Enrollment
Management (bennettk@trine.edu)

Trine University

Angola, IN
Accreditation Region: HLC-NCA

NSSE: '07 '09 '13

Additional Questions: Advising

Review the roster...Why has 1 campus done NSSE 10x? Which campuses are new to NSSE? Which campuses have done FSSE & BCSSE and why? How many folks at the workshop are NOT CPMs and what motivated their participation? Why is the Advising module so popular and how are campuses using their results?

CPM? Yes

Breyfogle, M. Lynn

Associate Dean of Arts & Sciences
(mbreyfog@bucknell.edu)
CPM? No, Patricia Johnston

Bucknell University

Lewisburg, PA
Accreditation Region: MSCHE

NSSE: '00 '01 '05 '11 '14

BCSSE: '07 '10 '13

Additional Questions: Advising

Buchko, Lindsay

Director Institutional Research
(Lindsay.Buchko@gallaudet.edu)
CPM? No, Norma Moran

Gallaudet University

Washington, DC
Accreditation Region: MSCHE

NSSE: '05 '06 '08 '10 '12 '14

FSSE: '08

Additional Questions: Diversity & Learning w/ Tech

Buckley, Jen

Research Data Analyst II
(jennifer_buckley@uml.edu)
CPM? No, Julie Alig

University of Massachusetts Lowell

Lowell, MA
Accreditation Region: NEASC

NSSE: '00 '02 '05 '08 '11 '12 '13 '14 '15

FSSE: '05 '11

Additional Questions: Advising & Civic Eng.

Your Collective Questions About NSSE

Survey & Administration –

- Which promotions & incentives work?
- Should we always do a census?
- What are the new modules?

Reports & Analysis –

- How were the EIs & HIP measures constructed?
- How many comparison groups can I create, and can I choose a custom group for module results?
- How else can I access results?
- How do results relate to retention?

Data Use –

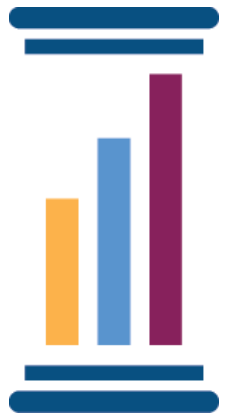
- How to...prioritize what to report? mobilize data use?
- Can you help us bridge NSSE classic to updated NSSE?
- What are the best ways to use data in accreditation?
- How can I generate interest from faculty, student affairs??



Taking Advantage of the Workshop

- **Sessions designed to address your concerns**
- **Please ask questions**
- **Schedule a 1:1 with NSSE staff if you have particular questions about your administration, results**
- **Talk with other users with similar administration schedules, or of similar institutional type, or who have chosen different modules than your campus – what motivated their decisions?**

Plenary: Begin with the End in Mind: Designing a NSSE Action Plan



Jillian Kinzie

Center for Postsecondary Research
Indiana University School of Education

Establishing Our Purpose



- NSSE provides data about critical **dimensions of educational quality**
- **Institution improvement efforts** are most promising when based on evidence of the experience of students in– and outside the classroom
- NSSE results can **inform and structure conversations** to enhance student learning and success across campus offices and projects
- NSSE can be used **to identify strengths as well as opportunities for growth** to help make learning and the campus environment more cohesive with student needs and expectations

NSSE Maxims

“Doing NSSE” is more than just administering a survey.

Simply reporting NSSE results will not lead to action.



One Strategy: Begin with the End in Mind



Too often, assessment activity fixates on executing an assessment process rather than focusing on shedding light on a vexing issue and using evidence to address student and institutional needs and questions. -- Ikenberry & Kuh, 2015



Begin with The End in Mind

Thinking about your campus and NSSE:

- **What use of NSSE evidence are you anticipating?**
 - purposes such as strategic planning, institutional improvement, first year experience design, advising, curriculum revision, pedagogical changes, resource allocation, faculty development, and program review....
- **What questions or issues are of concern on your campus?**
 - Retention, poor student writing, performance in gateway courses, lack of student involvement, more HIPs, quality of advising...
- **Or, What campus problems or concerns might benefit from student engagement results?**



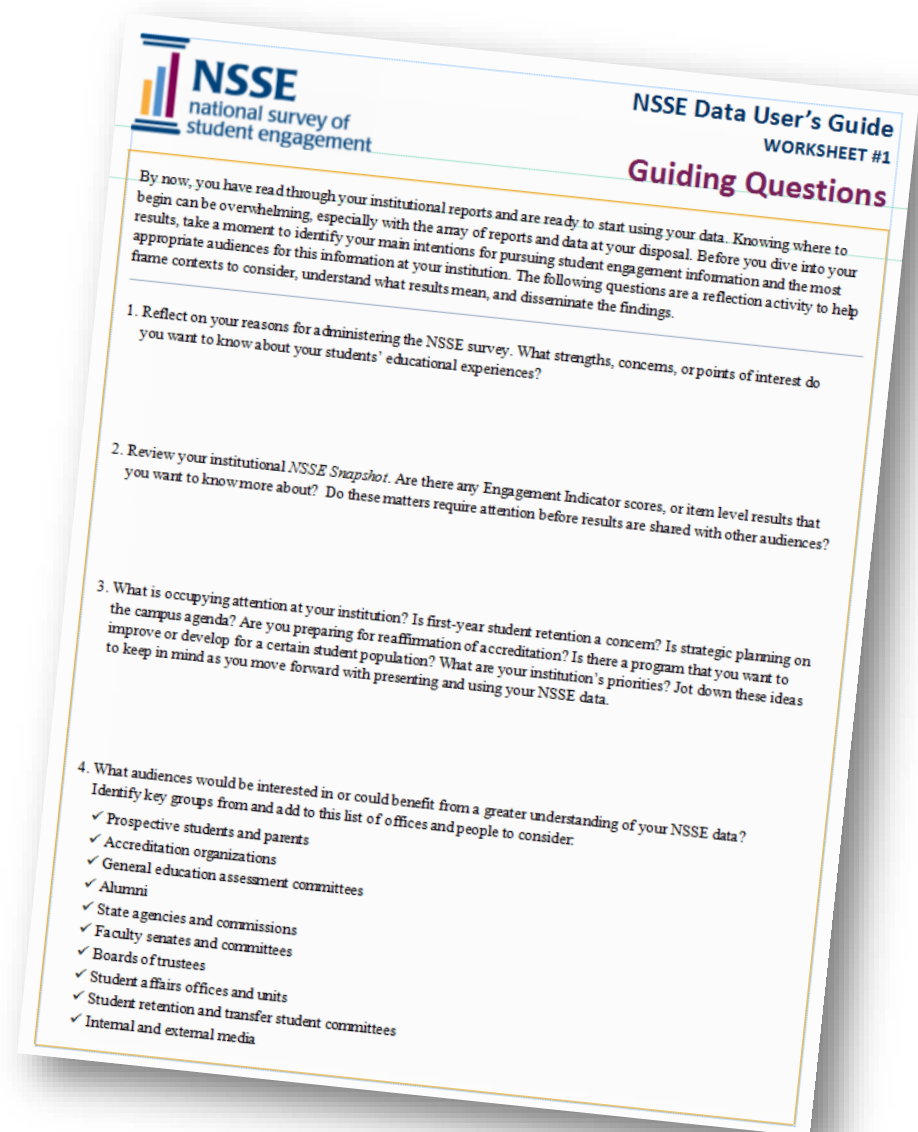
Begin with the End USERS in Mind

- **Who are intended users of NSSE results?**
 - Academic departments, faculty, advisors, first year experience staff, provost, gen ed committee, diversity committee...



Foster Data Sharing & Use

- Determining how best to encourage the use of NSSE data where it has potential to bring improvement and to ensure that the reports influence campus action can be challenging
- This tool was designed to advance data sharing, interpretation and use



Think about Purpose

DISCUSS

- Reflect on your reasons for administering NSSE.

- What strengths, concerns, or points of interest do you want to know about your students' educational experiences?

- What are your goals for working with NSSE data?



NSSE
national survey of
student engagement

NSSE Data User's Guide
WORKSHEET #1
Guiding Questions

By now, you have read through your institutional reports and are ready to start using your data. Knowing where to begin can be overwhelming, especially with the array of reports and data at your disposal. Before you dive into your results, take a moment to identify your main intentions for pursuing student engagement information and the most appropriate audiences for this information at your institution. The following questions are a reflection activity to help frame contexts to consider, understand what results mean, and disseminate the findings.

1. Reflect on your reasons for administering the NSSE survey. What strengths, concerns, or points of interest do you want to know about your students' educational experiences?
2. Review your institutional *NSSE Snapshot*. Are there any Engagement Indicator scores, or item level results that you want to know more about? Do these matters require attention before results are shared with other audiences?
3. What is occupying attention at your institution? Is first-year student retention a concern? Is strategic planning on the campus agenda? Are you preparing for reaffirmation of accreditation? Is there a program that you want to improve or develop for a certain student population? What are your institution's priorities? Jot down these ideas to keep in mind as you move forward with presenting and using your NSSE data.
4. What audiences would be interested in or could benefit from a greater understanding of your NSSE data? Identify key groups from and add to this list of offices and people to consider:
 - ✓ Prospective students and parents
 - ✓ Accreditation organizations
 - ✓ General education assessment committees
 - ✓ Alumni
 - ✓ State agencies and commissions
 - ✓ Faculty senates and committees
 - ✓ Boards of trustees
 - ✓ Student affairs offices and units
 - ✓ Student retention and transfer student committees
 - ✓ Internal and external media

Think About Intended Users



DISCUSS

- **What audiences would be interested in or could benefit from your NSSE data? Identify key groups from and add to this list of offices and people to consider:**
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 - ✓ **Student affairs offices and units**
 - ✓ **Student retention and transfer student committees**
 - ✓ **Internal and external media**
 - ✓ **??**

Developing An Action Plan



- 1. Dig into results by looking first at what you want to know, reason for doing NSSE, and where you anticipate interest**
[don't let reports dictate your assessment work!]
- 2. Share relevant data with intended users, or create select data reports for specific audiences**
[don't just disseminate all the reports!]
- 3. Keep it manageable. Focus on a specific data point – an EI, HIPs, module, student population and get some traction**
[don't expect users to want everything, deliver small bites!]
- 4. Develop a timeline for sharing results... start with strengths, or what you want to know, then share more challenging results, or more data later**

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 doses, add narrative
- Link to other data to tell a more comprehensive story
- Teach small groups about the data, help them use it - and then share their use with others
- Share lessons learned & action taken with campus constituents – especially students



Stimulating NSSE Data Use!!

Administering the survey and receiving detailed reports only starts the process to share and interpret results, identify priorities for action, formulate and implement plans for improvement, and then circle back to assess impact.



What action will you take with your NSSE results?



Begin with the End in Mind

- What do you plan to do with NSSE?
- Who do you need to involve in this effort?
- What do you need to learn more about (perhaps from this workshop??) to advance your plan?



FINISH