NSSE : (5/11/2010 14:14) We are not letting others into the meetingroom at this point since the Webinar will not begin until 3pm. We will let participants in at 2:50 if you'd like to return then. There will be no problem entering the room at that time.

Jillian Kinzie: (14:38) welcome to the webinar - be sure to read the advice posted on the opening slide. practice with the chat function too.

NSSE : (14:50) Just a clarification on the audio wizard...under ''Meetiing'' on the top left of the tool bar, you will need to select ''Manage My Meeting Settings'' to find ''Audio Set Up Wizard''

Allen Gale: (14:53) Now you're muffled, Jillian!

Charles Bailey / Prairie View A&M University: (14:53) You are too low for me.

Allen Gale: (14:54) Set your own volume level if it's too loud

NSSE : (14:54) Most users can adjust the sound on their speakers.

Doug: (14:54) slide pdf does not open

PA: (14:55) :http://nsse.iub.edu/webinars/2010_05_11/presentation.pdf

Cari Olson: (14:55) I got the pdf to work by left clicking versus right clicking

Guest 4: (14:56) Kerry Walk

Allen Gale: (14:56) Should we something besides the initial setup screen?

PA: (14:56) No, for right now, you should just see the first screen

Deborah Moore: (14:56) I was not really raising my hand.

Doug: (14:57) I copied and pasted the link and it opened!

Deborah Moore: (14:57) It worked fine for me directly from the link.

Allen Gale: (14:58) I have the printout but not the actual presentation. Audio is fine.

Guest 4: (14:58) How do we sign in?

Liza: (14:58) Can't wait :)

Allen Gale: (14:58) CHICAGO here I come!

Cindy Moore: (14:58) Me either! :)

Guest 3: (14:58) Go Cubbies!

PA: (14:58) Guest 4 - if you can see this feature and hear Jillian, you're signed in.

guest 9: (14:59) Ellen Goldey, Wofford

Guest 8: (14:59) Mary Reynolds, Marshall University

Kristen TRU: (15:00) Are we muted? Or will everyone hear me through my mic?

Allen Gale: (15:01) Website for archives?

Tony Ribera: (15:01) Webinars available at: http://nsse.iub.edu/webinars/archives.cfm

Guest 7: (15:02) Gail Wisan, FAU

PA: (15:02) Welcome everyone - please feel free to post questions here as Jillian speaks.

PA: (15:06) Here is the link for Peer Review: http://www.aacu.org/peerreview/

Allen Gale: (15:06) Need more training with SPSS to break it down by department

guest 9: (15:07) I lost audio

PA: (15:08) Guest 9 - can you try re-setting the voice options (usually right-click)

Judy Ouimet: (15:15) I'm excited about having over 5000 respondents where I can bring to the department level. The elephant in the room is getting faculty or dept chairs excited about the using the information.

Allen Gale: (15:16) Do we request specific departmental comparisons prior to getting our results, then?

Allen Gale: (15:16) Less is more

Kristen TRU: (15:17) We use one of our institutional variables to add the program, then do the analysis by isolating each group

Andrea 2: (15:17) Alternately, can we order these Major Reports after the fact (e.g., go back to 2009 data and request a major report)?

Allen Gale: (15:19) Yes, I like the idea of getting it after the fact as well, Andrea2!

Paul Freebairn: (15:19) What about small number of students in the major/department? Is there a minimum number required for the MF Reports?

Kettering University: (15:19) Where can we access these reports?

Guest 7: (15:19) Since the students were not sampled at the department level, does this pose problems regarding generalizing to the department level from the specific students who responded to NSSE?

Penn College of Technology: (15:20) What would be an appropriate n for using these reports in comparision stats?

Jeff Lewis, Pitzer College: (15:21) Any way to see the contrast betwwen wht UW did versus what you provided?

Jeff Lewis, Pitzer College: (15:21) What are the8?

Tony Ribera: (15:21) Allen - You could request that prior to or following your administration. Your client services team can help. Andrea - Yes although you will have access to those reports through our interface so you can print them off yourself.

Tony Ribera: (15:21) Paul - the minimum number for frequencies is 5 and 20 for the benchmark report.

guest 11: (15:24) For freshmen taking mostly gen ed does the department level breakout mean much since the questions are asking about their overall curriculum, not specific departments?

guest 11: (15:25) How do you handle undeclared majors. Are they just left out?

Allen Gale: (15:26) They probably lump them in with ''Other,'' huh?

Guest 7: (15:27) Is there a typo in the table? The total for Integrative Learning is 2.84 which is higher than each of the college areas/

Roderick J. Harrison: (15:28) Given the relatively small N's, the confidence intervals are so large that very few of the differences across the areas are statistically significant at the University of Washington. Why were larger samples not drawn, or why were departments not used as strata to increase the efficiency of the survey?

Tony Ribera: (15:29) Guest 7 - It appears so.

Katherine McGuire: (15:30) DO we get our raw data back from NSSE? I don't think I've ever seen ours.

Andrea 2: (15:30) Hello!

Andrea 2: (15:30) I'm here.

Tony Ribera: (15:30) Katherine - Yes, you do get a raw data SPSS file.

Katherine McGuire: (15:31) OK, I will have to look for that. Is it not with the big report book?

guest 11: (15:31) Can we get raw data in Excel?

Guest 7: (15:31) Can NSSE provide a SAS data file?

Katherine McGuire: (15:32) For very large schools, it may not fit in an excel file...

guest 10: (15:32) can we get the powerpoint file after the webinar?

Andrea 2: (15:32) Sorry- Jillian mentioned my name, so I was just saying hi. Thanks for the earlier response - I went online and pulled down our Major Reports.

Anita Reece: (15:32) Guest 7 - One line of code and I import the SPSS to SAS

guest 11: (15:32) Our n's were below 400 freshmen and 400 seniors

Tony Ribera: (15:33) You will have to contact your client services team if you want your data in a format other than SPSS.

Guest 7: (15:34) ok-Anita Reece...Can I get the one line of SAS code to import the SPSS data?

Guest 7: (15:34) Anita, thank you.

PA: (15:34) Here is the link to the PowerPoint.pdf: http://nsse.iub.edu/webinars/2010_05_11/presentation.pdf

Tony Ribera: (15:34) Samples are determined based on the institutional enrollment and administration mode rather than academic major.

guest 10: (15:35) thanks

Anita Reece: (15:36) Okay I lied a little a few lines if this does not translate well send me your email

Anita Reece: (15:36) sorry disregard that last message

Genie Wambaugh: (15:38) For these graphs that seem to look at specific questions for the Business students do you have to go back to the raw data for analysis?

Allen Gale: (15:40) Will you make the actual .ppt, with links, available as well? All we have so far is the .pdf with multipages.

NSSE : (15:42) If you are viewing an electronic copy of the PDF of the presentation, the links should be live.

Roderick J. Harrison: (15:43) Thanks for the info on how samples are drawn, but it raises a question of why NSSE or the U. of Washington would not design the sampling with N's or strata that would allow the survey to detect differences that seem important if you're going to compare major fields. The tables and graphs look like they are providing a lot of information, but the confidence intervals render most of the comparisons statistically meaningless.

Allen Gale: (15:44) We will be analyzing pedagogical results with respect to our newly-developed QEP.

Kristen TRU: (15:44) We do a ''NSSE Roadshow'' type idea every year, where we get ourselves invited to departmental or staff meeting to share a presentation tailored to that group

Liza: (15:44) Kristen.. .is there a fee for that? how do we get you to come to a school?

Allen Gale: (15:45) I remember in a seminar a while back they had a spreadsheet to compare benchmarks across years, and which were comparable. Is that spreadsheet still around?

Tony Ribera: (15:46) Allen - yes, we produce a multi-year benchmark report.

guest 13: (15:46) Wofford College is looking for two partnering institutions to form a collaborative of private liberal arts colleges for a Teagle Foundation grant for program/department level assessment. If you are interested, please let me know. Ellen Goldey (goldeyes@wofford.edu)

Roderick J. Harrison: (15:47) On representativenes - does the NSSE include the student's grade in the course so that the sample distribution can be compared with the departmental or college grade distribution?

Allen Gale: (15:48) Tony, I believe it was Shimon that mentioned it, and it was specific about if questions were revised, that some questions could legitimately be compared across years, and some could not.

PA: (15:48) Here is a link to some of our weighting topics:http://nsse.iub.edu/2009_Institutional_Report/weighting.cfm

Liza: (15:49) Are you going to have some examples at AIR?

Tony Ribera: (15:49) Roderick - Institutions provide us with student IDs so you should be able to go back and get that information if you'd like.

Tony Ribera: (15:49) The data file includes ID numbers.

guest 11: (15:50) For freshmen taking mostly gen ed does the department level breakout mean much since the questions are asking about their overall curriculum, not specific departments?

Barbara Boothe: (15:50) Are you going to separate online and resident questions in the future?

Roderick J. Harrison: (15:50) Given the relatively small N's, the confidence intervals are so large that very few of the differences across the areas are statistically significant at the University of Washington. Why were larger samples not drawn, or why were departments not used as strata to increase the efficiency of the survey? Thanks for the info on how samples are drawn, but it raises a question of why NSSE or the U. of Washington would not design the sampling with N's or strata that would allow the survey to detect differences that seem important if you're going to compare major fields. The tables and graphs look like they are providing a lot of information, but the confidence intervals render most of the comparisons statistically meaningless.

Monmouth University: (15:50) When combining sequential years to boost N's, how stable are the national major benchmarks year to year? Can one year be used to provide a reasonable "sense" of how the departments compare to other institutions?

Anita Reece: (15:51) Do you have a lot of requests to compare to "peers" or groups of peers at the department/college/program level

Roderick J. Harrison: (15:51) Great - ID's permit thorough analyses of representativeness, and some analysis of the patterns of responses.

Judy Ouimet: (15:52) Fellow NSSE users: Remember, when you upload your datafile in the Fall or update it in the Spring, you can add up to 5 additional variables. I've used it for major, live on or off-campus, etc. Take advantage of these 5 group variables.

Liza: (15:52) Does NSSE have a comparative list of Institutional peers or does each school select their own?

PA: (15:53) Thank you for that reminder Judy - there is quite a lot you can do with the variable option

Barbara Boothe: (15:54) Are you going to revise the instrument so it is tailored specifically for on-line?

guest 13: (15:55) Can you discuss the STEM questions and plans for implementing them?

Roderick J. Harrison: (15:55) I am still concerned about what seems to be a very poor sampling design (if the University of Washington is typical).

Barbara Boothe: (15:56) Is there a cost for using NSSE items in a local survey?

Judy Ouimet: (15:56) Exactly Jillian. I used the group variables for major to run a comparison of responders to underlying population and then send to Deans to get some competition going across campus to get students to complete the survey.

Roderick J. Harrison: (15:58) Any response to my questions on sampling?

Liza: (16:00) Thanks Jillian :)

Roderick J. Harrison: (16:00) Thanks for the response, but I do think NSSE and institutions would do well to invest some $ in better sample dessigns

Vincent Miller: (16:01) Thank you Jillian

Charles Bailey / Prairie View A&M University: (16:01) Thank you - very informative...

guest 13: (16:01) Thank you. Great as always. Ellen G

Kimberly Thompson: (16:01) thanks to you

Anita Reece: (16:01) thank you

Tim Johnson: (16:01) Thanks for a good session!

PA: (16:01) Here is a link to future webinars. Thank you - ihttp://nsse.iub.edu/webinars/schedule.cfm

Andrea 2: (16:01) Thanks, Jillian and Toby.

Guest: (16:01) Thank you, Jillian!

Roderick J. Harrison: (16:01) thanks

Tony Parandi: (16:01) Thanks.....great job!