

Understanding Your NSSE Institutional Report 2011

Webinar will begin at 1 pm EST.
 Before we begin, please review the following:

General advice:

- Get your Institutional Report binder for reference or access your materials through the institutional interface. View generic materials here: <http://nsse.iub.edu/?cid=402>.

Sound:

- Please turn up your computer speakers or plug in your headphones to listen to the Webinar.
- For best results, close all other applications as they may interfere with the audio feed.

What to do if you don't hear anything:

- If you cannot hear anything, click on "Meeting" in left of 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, please consult your technology support person.


Using the Chat feature:


- The Chat window allows participants to interact with presenters and each other

For a pdf copy of this Webinar, see:
http://nsse.iub.edu/webinars/2011_8_25/binder_webinar.pdf.

Understanding Your NSSE Institutional Report 2011

I have my NSSE report, now what?





**Jillian Kinzie
Shimon Sarraf**

August 25, 2011

Webinar Goals



- Provide a guided tour of your NSSE *Institutional Report 2011*
- Review various data reports
- Offer some analytical advice
- Highlight various user resources
- Offer tips for generating discussion and action on your campus
- NSSE 2.0 Update
- Q & A

Institutional Report Organization

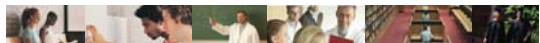
Four main sections of the *Institutional Report*:

- SECTION I: NSSE – National Survey of Student Engagement
- SECTION II: FSSE – Faculty Survey of Student Engagement
- SECTION III: BCSSE – Beginning College Survey of Student Engagement
- SECTION IV: User Resources

Section I: NSSE

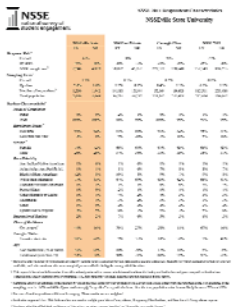
College of Saint Benedict



Section I: NSSE

Respondent Characteristics Report

- Response rates, sampling error, and student characteristics for your school and peer groups
- Unweighted report that uses all randomly selected students



Section I: NSSE

Using the RCT report to assess data quality

- ▶ Can your respondent sample provide an accurate population estimate?
 - Do respondents resemble the larger population using important characteristics?
 - Is your response rate good enough?

Section I: NSSE

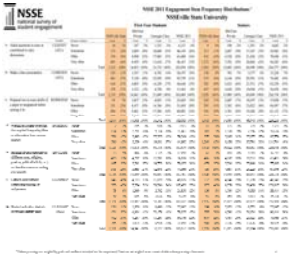
Selected Comparison Groups Report

- ▶ Tells how peer groups have been selected
 - consortium participation
 - criteria selected
 - default groups, if no instructions given
- ▶ Lists schools included in each peer group

Section I: NSSE

Frequency Distributions

- ▶ Count and **weighted percent** of responses to all survey items for randomly selected students
- ▶ Replicate with `smpl05`, `classran`, `inelig`, `weight1` variables
- ▶ Details on weighting adjustments can be found at http://nsse.iub.edu/_?cid=404
- ▶ For additional details about this report, see "Interpreting the Frequency Distributions" (page 2)



Section I: NSSE

Use Data Reduction Methods


- ▶ Present % "never" done
- ▶ Present % "frequently" done
- ▶ Syntax & other analytical resources available:

nsse.iub.edu/html/analysis_resources.cfm

Section I: NSSE

Mean Comparisons

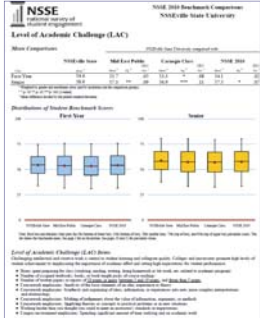
- ▶ More compact report that compares item averages
- ▶ Report structure and logic almost identical to frequency report (weighted)
- ▶ Provides statistical significance and effect size of differences
- ▶ Are results both statistically and meaningfully different?



Section I: NSSE

Benchmark Comparisons

- ▶ Intended to focus campus discussions on five important areas for student development and learning
- ▶ Report structure and logic identical to means report
- ▶ Emphasizes campus variation
- ▶ Comparison with Highly Engaging Institutions



Section I: NSSE

Tips for Understanding Benchmark scores

- ▶ Benchmark scores difficult to interpret in isolation
- ▶ Use individual items to understand your benchmark scores
- ▶ For calculation details, see nsse.iub.edu/_/?cid=40

Section I: NSSE

Multi-Year Benchmark Report

- Allows repeat NSSE users to more easily view possible changes over time
- Population estimates derived consistently from year to year

Section I: NSSE

Major Field Report

- ▶ Frequency distributions and benchmark statistics for up to eight customizable categories of related majors
- ▶ Part I: “within institution” report presents results within major categories side by side for first-years and seniors

nsse.iub.edu/html/major_field_report.cfm

Section I: NSSE

Major Field Report (cont.)

- ▶ Part II: “between institution” report compares your respondents with those of your comparison groups for up to eight major categories

Section I: NSSE

Student Experience in Brief

- ▶ A companion report to A Pocket Guide to Choosing a College: Are You Asking the Right Questions?
- ▶ Provides results from your institution that correspond to pocket guide questions
- ▶ Customizable template enables sharing with prospective students & families, admissions officers, and orientation staff

Section I: NSSE

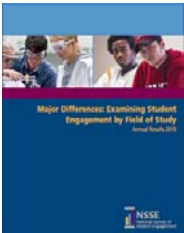

NSSE Data File

- ▶ Downloadable from the Institution Interface
- ▶ Includes all data collected for your institution
- ▶ Consider ways you may want to dig into different student populations:
 - School
 - Major
 - Race/ethnicity
- ▶ Merge data from institutional databases

Additional NSSE Resources

Annual Results & Executive Snapshot

- Provided in November each fall. Includes annual administration and institution-specific highlights

Additional NSSE Resources

NSSE Report Builder (FSSE & BCSE still in development)

- Creates aggregate results tables online using student and institutional characteristics
- Secure database using two most recent years of NSSE results
- Frequency results and benchmark reports
- For more information and to start querying, see: bl-educ-cprtest.ads.iu.edu/SAS/rb_nsse.html

Additional NSSE Resources

NSSE's Psychometric Portfolio

- An online framework that presents evidence of survey psychometric properties categorized into the following areas:
 - **Validity** – The extent to which survey questions or scales accurately measure what they are supposed to measure. Portfolio addresses content, construct, concurrent, predictive, response process, known groups, and consequential validity.
 - **Reliability** – The consistency or stability of a measure. Portfolio addresses internal consistency, temporal stability, and equivalence.
 - **Other Quality Indicators** – Procedures and standards that increase precision and rigor of data. Portfolio addresses representation of institutional types, item bias, measurement error, mode effects, nonresponse error, sampling error, and social desirability.

nsse.iub.edu/links/psychometric_portfolio

Section II: FSSE



Hendrix College




Section II: FSSE

Frequency Distributions

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

FSSE-NSSE Combined Report

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

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!

Section III: BCSSE



Section III: BCSSE Reports

- BCSSE Report (Summer/Fall 2010)
- BCSSE Advising Report (Summer/Fall 2010)
- **BCSSE/NSSE Combined Report** (Summer 2011)

Section III: BCSSE

BCSSE-NSSE Combined Report

- ▶ Part 1 uses cross-sectional data from all BCSSE 2010 and NSSE 2011 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 benchmarks

Section IV: User Resources



California State University, Los Angeles



Section IV: User Resources

Overview of Activities of the NSSE Institute

- ▶ Outreach Services
 - NSSE Users Workshops
 - Webinars
- ▶ Resources
 - Using NSSE to Assess and Improve Undergraduate Education: Lessons from the Field
- ▶ Research Initiatives
 - Learning to Improve: A Study of Evidence Based Improvement in Higher Education
 - CILA – Wabash College Center of Inquiry in the Liberal Arts Project
 - NILOA – National Institute for Learning and Outcomes Assessment



Section IV: User Resources

Guide to Online Resources


- ▶ Provides a snapshot and active web links to user resources available for download from the NSSE Web site.
- ▶ Resources include:
 - Effect Size Guide
 - Accreditation Toolkits
 - Project DEEP Publications
 - Related publications, conference papers, and presentations

Section IV: User Resources

Using The Data

- ▶ Examples of how NSSE, BCSSE, and FSSE data have been used to guide educational policy and practice on various campuses
- ▶ Snapshots of practical applications of the results
- ▶ Online database allows users to search for examples of how institutions are using NSSE, BCSSE, and FSSE data

nsse.iub.edu/html/using_nsse_db.cfm

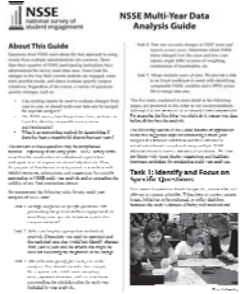


Section IV: User Resources

Multi-Year Data Analysis Guide

- ▶ Designed to help institutions analyze multiple years of NSSE data to explore trends and stability of results

nsse.iub.edu/links/mydag



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 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 share their use with others.
- ▶ Share lessons learned, and action taken with campus constituents – *especially students.*

Institutional Example: Sharing Results Champlain College Report

College-Wide Results – Highest and Lowest Levels of Engagement

In the following section, a ☺ indicates that getting a low score on this item is a positive indicator of engagement. A ☹ indicates that getting a high score on this item adversely affects engagement.


Champlain's Top Ten Mean NSSE Scores (highest on top)

1. Use Email to communicate with instructor
2. Use computers in academic work
3. Would go to same college all over again
4. Quality of relationships with other students
5. Entire experience at Champlain College
6. Use computing and information technology
7. Course-work emphasizes analytical work
8. Quality of academic advising
9. Quality of relationships with faculty
10. Working effectively with others

Champlain Scored Significantly Lower than Selected Peers in

1. Foreign language coursework
2. Senior project or thesis
3. Had serious conversations with students of different race or ethnicity
4. Participate in a learning community
5. Independent study or self-designed major (SR)
6. Study abroad (SR)
7. Attending campus events and activities (SR Only)
8. Memorizing facts ☹



Create lists of Highs and Lows, in comparison to different groups



Institutional Example: Sharing Results Iona College Report

Report prepared by Academic Affairs. Many NSSE items relate to elements in Iona College Mission and provide evidence of progress made towards mission fulfillment. Comments indicate links to Mission related goals.

“Iona College is a diverse community of *learners and scholars dedicated to academic excellence* in the tradition of the Christian Brothers and American Catholic higher education. We commit ourselves to education within the rich heritage of these legacies, especially *intellectual inquiry* and the values of justice peace and service.”





Institutional Example: Sharing Results UNC Wilmington Report

Connect NSSE to General Ed Assessment: UNCW Report of the General Education Assessment Committee.

Presented Evidence from NSSE, Campus Climate survey, Miville-Guzman University-Diversity Scale – (M-GUDSS) that measures the learning outcome “Intercultural Effectiveness. Used NSSE’s 5 diversity items.

“UNCW students scored at or below, sometimes significantly below, students at master’s institutions, on items such as: ‘To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the [area of] understanding people of other racial and ethnic backgrounds?’...While NSSE does not directly measure student learning about diversity, there is a clear need to examine further the extent of diversity learning at UNCW with the ultimate goal of improvement.”



Internal Campus Uses

- ▶ Gauge status of campus priorities
- ▶ Examine changes in student engagement between first and senior years
- ▶ Assess campus progress over time
- ▶ Encourage dialogue about good practice
- ▶ Link with other data to test hypotheses, evaluate programs
- ▶ Improve curricula, instruction, services

External Campus Uses

- ▶ Assess status vis-à-vis peers, competitors
- ▶ Identify, develop, market distinctive competencies
- ▶ Encourage collaboration in consortia (e.g., statewide NSSE conference)
- ▶ Provide evidence of accountability for good processes (while awaiting improvement in outcomes)

Displaying Your Results

- ▶ “Guidelines for Display of NSSE Results on Institutional Web Sites” can help you determine how to display your results
- ▶ Examples of sites: nsse.iub.edu/links/website_displays

Guidelines for Display document includes helpful tips, for example:

- Do not use “national” as a comparison group or “nationally representative”, instead use “NSSE cohort” or “NSSE sample”
- Benchmarks are presented on a 0 -100 scale, but they are not percentages – use “scores.”
- Keep first-year and senior data distinct.
- Do not compare FY to SR results to imply a measure of student “growth” or “development”

See Addressing Common Pitfalls for Displaying NSSE Results:
nsse.iub.edu/pdf/website_guidelines.pdf

Displaying Your Results

With the inclusion of Benchmark comparisons, student comments, and an overview of NSSE results, Kalamazoo College provides a good example of displaying results.

More examples:
nsse.iub.edu/links/website_displays

NSSE 2.0 Update

- ▶ Development started in 2009—spring 2013 launch
- ▶ Preserves what NSSE does well, but will integrate what we have learned over the past decade
- ▶ Goals: refines existing measures, adds new measures, removes outdated terminology, improves item clarity and applicability
- ▶ Consider what this means for your participation cycle and 2012 registration; also consider 2012 pilot participation
- ▶ For more information:
nsse2013@indiana.edu
nsse.iub.edu/nsse2013

For More Information

Email:

- Jillian Kinzie jikinzie@indiana.edu (812 856-1430)
- Shimon Sarraf ssarraf@indiana.edu (812-856-2169)

Copies of papers and presentations as well as annual reports
and other information are available through the Web site
www.nsse.iub.edu

