Webinar will begin at 3 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=494

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 can 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 – ask questions of presenters and of other users!

For a pdf copy of this Webinar, see:
• http://nsse.iub.edu/webinars/2012_09_06/IR2012_kinzie_sarraf.pdf

Webinar Goals
• Provide a guided tour of your NSSE Institutional Report 2012
• Review data reports
• Offer analytical advice
• Highlight various user resources
• Offer tips for generating discussion and action on your campus
• NSSE 2013 Update
• Q & A

Your NSSE binder experience...
• How many NSSE binders have you cracked open?
  1. it’s my first time!
  2. only one other time
  3. my fair share (but need a refresher)
  4. five or more

Updated NSSE Institution Interface
Remember, electronic reports and data available online

Institutional Report Organization
Four sections, each section begins with an Overview:
• 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

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

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 or sampling error good enough?

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

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

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?

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
› Explore individual items to understand your benchmark scores
› For calculation details, see nsse.iub.edu/_/?cid=367

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

Get More Traction with your NSSE Results!!

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**

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

**Insert your Logo here!**

**Additional NSSE Resources**

**Annual Results & Executive Snapshot**

- To be released Nov 15, 2012. Includes annual administration and institution-specific highlights.

**Questions About Reporting?**

- Any challenges?
- What’s most useful?

**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**

**NSSE Report Builder**

- Creates aggregate results tables online using student and institutional characteristics
  - **GREAT for comparing your adult learners to adult learners at other institutions!**
- Secure database using 2 most recent years of NSSE results
- Frequency results & benchmark reports

**Access from NSSE homepage:**

**Additional NSSE Resources**

**NSSE’s Psychometric Portfolio**

- Online framework that presents evidence of survey psychometric properties categorized by:
  - **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.

**Access from NSSE homepage:**
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

BCSSE Report (Summer/Fall 2011)

BCSSE Advising Report (Summer/Fall 2011)

BCSSE/NSSE Combined Report (Summer ‘12)

BCSSE-NSSE Combined Report
- Part 1 uses cross-sectional data from all BCSSE 2011 and NSSE 2012 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

Overview of Activities of the NSSE Institute

- Outreach Services
  - NSSE Users Workshops (spring 2013)
  - 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

Section IV: User Resources

Guide to Online Resources
- Provides a snapshot & active web links to resources on NSSE Web site.
- Resources include:
  - Effect Size Guide
  - Accreditation Toolkits
  - Project DEEP Publications
  - Related publications, conference papers, and presentations

Section IV: User Resources

Accreditation Toolkits
- Regional & Specialized
- NSSE Items mapped to standards
- Will be updated to NSSE 2013

Access Toolkits on NSSE Website – “Tools & Services”

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

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 campuses
- Snapshots of practical applications of results
- Online database to search for examples of how institutions are using NSSE, BCSSE, and FSSE data

Access from NSSE homepage
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

Institutional Example: Sharing Results Miami University Reports

Institutional Example: Sharing Results UNC Wilmington Report

Displaying Your Results

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

Beyond Your Reports....

› Use your datafile 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

Analysis: High-Impact Practices

› What proportion of seniors have had 2 or more high-impact practices?
› Are certain high-impact practices distinct to specific majors?
› Do first-year students expect to participate in high-impact practices equally? Are some practices over-demanded?

Participation in High-Impact Practices at NSSEville University by Race-Ethnicity

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Launching an Updated NSSE

Higher education is constantly changing, and it is important for NSSE to stay relevant to the most salient issues and priorities of institutional assessment and research.

NSSE 2013

› Preserves what NSSE does well, and integrates what we have learned over the past decade
› Consider what this means for your participation cycle and comparing data over time

For more information:
NSSE homepage
nsse@indiana.edu
Transitioning to Updated NSSE

- From “Benchmarks” to “Engagement Indicators”
- Comparing results over time
  - Check out “Item-by-Item” Comparison sheet - Many items remain unchanged, others modified, and a few dropped -- limiting longitudinal comparability of individual questions and historical benchmarks.
  - Some new results will not be directly comparable to past institutions will still be able to evaluate longitudinal questions with NSSE 2013. For instance, if previous comparison group results indicate above average performance in a particular area, institutions will still be able to gauge whether they outperform the same or a similar comparison group.

For More Information...

Ask us questions, let us know how things are going...

- Jillian Kinzie jkinzie@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