A Conversation with the Director:
If It Isn’t Broken, Make It Better!

Webinar will begin at 2 pm EDT.
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](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.

**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.
- This webinar is one-way audio. So chat is the best way to comment and raise questions.

**If you can’t hear anything:**
- If you can’t hear anything, click on “Meeting” at left of the 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 still can’t hear anything, consult your technology support staff.

**Using the Chat feature:**
- The Chat window allows participants to interact with the presenter and each other – make comments about your NSSE practice, ask questions of Alex and of other users!
A Conversation with the Director: If It Isn’t Broken, Make It Better!

A NSSE Webinar Presented by

Alexander C. McCormick
NSSE Director
Associate Professor of Educational Leadership & Policy Studies

August 27, 2014
Webinar Overview

- Brief introduction to NSSE & the updated survey
- Questions submitted in advance
  - Working with pre- and post-update results
  - Working with NSSE Topical Modules
  - Data use questions: Institutions, Schools and Departments, and Audiences
  - General questions
- We will make use of the Chat function, to solicit ideas and examples (get ready, 2013 & 2014 users!) as well as follow-up on discussion points
FIRST, A QUICK POLL...
Why NSSE?

- Enrich the impoverished discourse on college quality
- Focus sharply on student behaviors associated with empirically supported effective educational practice
- Provide participating institutions with valid, reliable, actionable data about the undergraduate experience
- Comparative information for like institutions
NSSE Updated in 2013

- Retains the signature focus on educational effectiveness
- Updated content
- Updated summary measures
  - Engagement indicators
  - High-Impact Practices
- Paper survey no longer offered
- New customization options
  - Topical modules
- Redesigned Reports
Summary of Changes to the NSSE Survey

- No Change: 22%
- Minor Modification: 28%
- Major Modification: 27%
- New*: 23%

* Offset by deletions
The Updated NSSE

From Benchmarks to Engagement Indicators and High-Impact Practices

NSSE Benchmarks 2000 - 2012

Key Changes

- **Level of Academic Challenge**: Expanded to focus on distinct dimensions of academic effort, including new topics of interest. In addition, key items on reading, writing, and study time will be reported in this theme.

- **Active and Collaborative Learning**: Modified to emphasize student-to-student collaboration. Updated diversity items from Enriching Educational Experiences have been moved here.

Engagement Indicators

- **Higher-Order Learning**
- **Reflective & Integrative Learning**
- **Learning Strategies**
- **Quantitative Reasoning**

*Theme: Academic Challenge*

- **Collaborative Learning**
- **Discussions with Diverse Others**

*Theme: Learning with Peers*
The Updated NSSE

From Benchmarks to Engagement Indicators and High-Impact Practices

**NSSE Benchmarks 2000 - 2012**

1. **Student-Faculty Interaction**
   - The updated Student-Faculty Interaction indicator is joined by a second measure about effective teaching practices.

2. **Supportive Campus Environment**
   - Expanded to focus separately on interactions with key people at the institution and perceptions of the institution’s learning environment.

**Key Changes**

**Engagement Indicators**

- **Student-Faculty Interaction**
  - Theme: Experiences with Faculty

- **Effective Teaching Practices**

- **Quality of Interactions**
  - Theme: Campus Environment

- **Supportive Environment**
The Updated NSSE

Engagement Indicators more specific & actionable!

From Benchmarks to Engagement Indicators and High-Impact Practices

<table>
<thead>
<tr>
<th>NSSE Benchmarks 2000 - 2012</th>
<th>Key Changes</th>
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Selected items are reported separately as *High-Impact Practices*. Items measuring discussions with diverse others were moved to the Learning with Peers theme.

High-Impact Practices

- Learning Community
- Service-Learning
- Research with a Faculty Member
- Internship or Field Experience
- Study Abroad
- Culminating Senior Experience
## Item by Item Comparisons of the Original and Updated NSSE

**View survey instruments at nsse.iub.edu/links/surveys**

(August 2014)

### Original NSSE Items and Variables (2012 Version)

<table>
<thead>
<tr>
<th>Item #</th>
<th>Variable name</th>
<th>Item Wording</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>clquest</td>
<td><em>How often...</em> Asked questions in class or contributed to class discussions</td>
</tr>
<tr>
<td>1b</td>
<td>clpsren</td>
<td><em>How often...</em> Made a class presentation</td>
</tr>
<tr>
<td>1c</td>
<td>ctwropap</td>
<td><em>How often...</em> Prepared two or more drafts of a paper or assignment before turning it in</td>
</tr>
<tr>
<td>1d</td>
<td>integr</td>
<td><em>How often...</em> Worked on a paper or project that required integrating ideas or information from various sources</td>
</tr>
<tr>
<td>1e</td>
<td>drclass</td>
<td><em>How often...</em> Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments</td>
</tr>
<tr>
<td>1f</td>
<td>chunprep</td>
<td><em>How often...</em> Came to class without completing readings or assignments</td>
</tr>
<tr>
<td>1g</td>
<td>classgrp</td>
<td><em>How often...</em> Worked with students in a project or study group</td>
</tr>
<tr>
<td>1h</td>
<td>occgrp</td>
<td><em>How often...</em> Worked with classmates outside of class to prepare class assignments</td>
</tr>
</tbody>
</table>

### Updated NSSE Items and Variables (2014 Version)

<table>
<thead>
<tr>
<th>Item #</th>
<th>Variable name</th>
<th>Item Wording</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>askquest</td>
<td><em>How often...</em> Asked questions or contributed to course discussions in other ways</td>
</tr>
<tr>
<td>1i</td>
<td>present</td>
<td><em>How often...</em> Gave a course presentation</td>
</tr>
<tr>
<td>1b</td>
<td>drafts</td>
<td><em>How often...</em> Prepared two or more drafts of a paper or assignment before turning it in</td>
</tr>
<tr>
<td>2c</td>
<td>RLDiverse</td>
<td><em>How often...</em> Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
</tr>
<tr>
<td>1c</td>
<td>unprepared</td>
<td><em>How often...</em> Came to class without completing readings or assignments</td>
</tr>
<tr>
<td>1g</td>
<td>classgp</td>
<td><em>How often...</em> Worked with students in a project or study group</td>
</tr>
<tr>
<td>1h</td>
<td>occgrp</td>
<td><em>How often...</em> Worked with classmates outside of class to prepare class assignments</td>
</tr>
</tbody>
</table>

### Comparison

<table>
<thead>
<tr>
<th></th>
<th>2012-2014</th>
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<tbody>
<tr>
<td>1a</td>
<td>Min</td>
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<tr>
<td>1i</td>
<td>Min</td>
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<td>1b</td>
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<td>1d</td>
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<td>1f</td>
<td>Maj</td>
</tr>
<tr>
<td>1g</td>
<td>Maj</td>
</tr>
</tbody>
</table>

[nsse.iub.edu/nsse-update](nsse.iub.edu/nsse-update)
A concise overview of your results with comparisons to a selected comparison group

Designed to be shared widely

Single sheet with 4 pages
Online Institutional Report

- Sections correspond to print reports, with access to PDFs
- Guest access feature for sharing with others
ON TO THE QUESTIONS!
Working with Pre- and Post-Update Results

- Connecting Benchmark and Engagement Indicator results
- Comparing item-level results
  - Refer to item tracking document

Ideas or experiences to share from NSSE 2013 or 2014 users?
Working with Topical Modules

2014 menu
- Academic Advising
- Civic Engagement
- Development of Transferable Skills
- Experiences with Diverse Perspectives
- Learning with Technology
- Experiences with Writing
- Experiences with Information Literacy
- First-year Experiences and Senior Transitions
- Global Perspectives—Cognitive and Social

Module uses
- External comparisons
- Internal examination

Ideas or experiences to share from NSSE 2013 or 2014 users?
Making Good Use of Results

- Smaller institutions
- Larger institutions
  - Schools & colleges

- Constituencies
  - Senior administrators
  - Faculty leaders
  - Teaching & learning centers
  - Student affairs staff
  - General public

Major Field Report

- Don’t overwhelm those new to NSSE or student engagement!
- Keep it focused & digestible
- Identify & use allies & ambassadors
General Questions

- What are emergent research questions?
- Why are our nontraditional students included?
- Major field coding questions
Resources for Using NSSE 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
8 Suggestions for Using NSSE Data

- **Encourage** faculty & staff to understand and endorse the concept of student engagement
- **Consult** NSSE Psychometric Portfolio
- **Review** department- or unit-level data
- **Link** results to other information about the student experience
- **Report** student engagement results in a responsible way
- **Combine** verbal and numeric formats
- **Examine** results from multiple perspectives
- **Build** teams

» See p. 1-2 of Using NSSE Data, 2014
Sharing Results

- Institutions share their results with many audiences, using a combination of dissemination strategies.

<table>
<thead>
<tr>
<th>Data Sharing with and Use by Internal Institutional Audiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Stakeholders</td>
</tr>
<tr>
<td>------------------------------</td>
</tr>
<tr>
<td>President/senior administration</td>
</tr>
<tr>
<td>Department chairs/deans</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>Student affairs staff</td>
</tr>
<tr>
<td>Advising staff</td>
</tr>
<tr>
<td>Admissions staff</td>
</tr>
<tr>
<td>Public affairs/news office</td>
</tr>
<tr>
<td>Governing board</td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Campus newspaper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targeted Committees/Groups</th>
<th>Results shared with</th>
<th>Results explicitly used by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>85%</td>
<td>66%</td>
</tr>
<tr>
<td>First-year experience</td>
<td>89%</td>
<td>52%</td>
</tr>
<tr>
<td>Teaching and learning</td>
<td>88%</td>
<td>56%</td>
</tr>
<tr>
<td>General education</td>
<td>90%</td>
<td>55%</td>
</tr>
<tr>
<td>Diversity</td>
<td>95%</td>
<td>38%</td>
</tr>
<tr>
<td>Writing program</td>
<td>88%</td>
<td>54%</td>
</tr>
<tr>
<td>Technology</td>
<td>98%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Note: Data were collected from 124 institutional respondents to the NSSE 2013 Report Card, an assessment of the NSSE 2013 survey administration.
Simply reporting NSSE results will not lead to action.

Updated NSSE Data User’s Guide (formerly known as the Facilitators Guide) coming very soon!

With modifiable worksheets to engage various campus audiences!
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 Web site: nsse.iub.edu