Webinar will begin at 12 noon Pacific/3 pm EST.

Before we begin, please review the Zoom controls below. Leave your audio and video off, unless prompted by a host. You can post any questions in the chat box – To see the chat, you must open the Chat box and move it into view.

Troubleshooting:

• Visit https://kb.iu.edu/d/aods#hear-talk for a comprehensive set of tests and troubleshooting solutions if you have issues with the Zoom software
• To check your audio connection, click the arrow next to the microphone on the left hand side of the in meeting toolbar.
• Click “Test Computer Audio” and audio preferences will open.
• You can test the volume and output of your speaker device be selecting “Test Speaker.” If you cannot hear, change the output source by selecting a different speaker device.
Pre-Workshop Webinar: National Survey of Student Engagement (NSSE) Regional Workshops to Support Graduation Initiative 2025 Goals

Jillian Kinzie
Indiana University Center for Postsecondary Research
Graduation Initiative 2025 is the CSU’s ambitious initiative to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps.

**STUDENT ENGAGEMENT AND WELL-BEING**
The CSU will continue to address the well-being of all CSU students while fostering a strong sense of belongingness on campus.

**DATA-DRIVEN DECISION MAKING**
The CSU will use evidence and data to identify and advance the most successful academic support programs.
What Will it Take?

- Bold leadership
- Team effort
- Evidence-based practice
- Data-informed action
- Improvement ethos
- Can-do attitude
- Willingness to act & change
- Concerted, steady action

Graduation Initiative 2025

<table>
<thead>
<tr>
<th>Freshman 4-Year Graduation Rate</th>
<th>2015</th>
<th>2018</th>
<th>2025 (Goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19%</td>
<td>25%</td>
<td>40%</td>
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</table>

<table>
<thead>
<tr>
<th>Freshman 6-Year Graduation Rate</th>
<th>2015</th>
<th>2018</th>
<th>2025 (Goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>57%</td>
<td>61%</td>
<td>70%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Transfer 2-Year Graduation Rate</th>
<th>2015</th>
<th>2018</th>
<th>2025 (Goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31%</td>
<td>38%</td>
<td>45%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Transfer 4-Year Graduation Rate</th>
<th>2015</th>
<th>2018</th>
<th>2025 (Goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>73%</td>
<td>77%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Achieve Equity

Eliminate all equity gaps for underrepresented minorities and Pell-eligible students
NSSE & CSU Graduation Initiative 2025

- **Pre-Workshop Webinars**
  - Provide participants a common foundation for student engagement, data & reports, and questions about interpreting data and conducting analyses; consider maps connecting NSSE to CSU Graduation Initiative 2025 goals and get acquainted with Action Planning documents to guide work at the in-person workshop

- **Workshops: April 26, San Francisco or May 3, Long Beach**
  - In depth team worktime, facilitated by NSSE staff, exchange ideas about student engagement data analysis, apply results to Graduation Initiative 2025 goals

- **BCSSE Administrations 2020**
  - To explore incoming students (including TRANSFERS!) pre-college experiences, expectations for engagement; advising reports; connect to NSSE
What’s Motivating This Webinar and Workshops?

• 23 CSUs with NSSE Data!
• Valuable Multi-Year results
• The Questions:
  – How can student engagement data be used to understand retention, graduation and equity gaps?
  – Can NSSE data help guide interventions, and provide information about what works to support completion and reduce equity gaps?
CSUs have NSSE. So, Apply it to GRADINITIATIVE2025

California State University Maritime
BCSSE: 2008

California Polytechnic State SLO
NSSE: 2001, 02, 04, 07, 08, 10, 12, 13-15, 18

California Polytechnic State San Bernardino
NSSE: 00, 02, 03, 05, 08, 11, 13-15, 18
FSSE: 2005

California State University San Marcos
NSSE: 2003, 04, 06, 09, 11, 14, 2017

California State University-Stanislaus
NSSE: 2003, 04, 06, 09, 11, 14, 2017

Cal Poly Pomona

California State University, Chico
NSSE: 2000, 01, 02, 05, 08, 11, 14, 17
FSSE: 2017

California State University, East Bay
NSSE: 2001, 02, 05, 07, 11, 2015, 2017
FSSE: 2007, 2015, 2017

California State University, Fresno
NSSE: 2001, 09, 11, 14, 2016, 2018
FSSE: 2007, 2015, 2017

California State University, Fullerton
NSSE: 2001, 09, 11, 14, 2016, 2018

California State University-Long Beach
NSSE: 2006, 07, 08, 2017

California State University-Los Angeles
NSSE: 2000, 02, 03, 07, 09, 10, 14, 2017
FSSE: 2017

California State University-M Bay
NSSE: 2000, 01, 02, 05, 08, 11, 14, 17
FSSE: 2017

California State University, Northridge
NSSE: 2000, 01, 02, 05, 08, 11, 14, 17
FSSE: 2017

California State University-San Marcos
NSSE: 2002, 02, 02, 05, 06, 08, 10, 12, 14, 16, 18

California State University, San Bernardino
NSSE: 2000, 02, 03, 05, 08, 11, 13-15, 18
FSSE: 2005

Humboldt State University
FSSE: 2017

San Diego State University

San Francisco State University

San Jose State University
NSSE: 2002, 04, 05, 08, 11, 2014, 2017

Sonoma State University
NSSE: 2002, 06, 08, 10, 12, 2014, 2016
FSSE: 2004
Goal for Work:
Apply your NSSE data, which is grounded in research about what matters to student success, and local evidence and expertise, to understand and inform Grad Initiative 2025.
GradInitiative 2025 Engagement Guide
Mining And Maximizing CSU’s NSSE Data To Advance Student Success

• How has your campus used its NSSE data to understand the student experience? to understand the experience of different student groups? to assess interventions/programs?

• What campus practices need to be revisited to improve student engagement?

• How can focusing on student engagement support your campus’ Graduation Initiative 2025 goals?
Decades of Research Confirms: Engaged learning is a gateway to the desired outcomes of college

Students who engage more frequently in educationally purposeful activities - in and outside the classroom - get better grades, are more satisfied, and are more likely to persist and graduate.
Key criterion in NSSE’s design: Survey content based on prior empirical evidence of a relationship to student learning and success

**Conceptual Elements of Student Engagement**
- Quality of Effort
- Involvement
- Academic & Social Integration
- Principles for Good Practice in Undergraduate Education

**Behavioral Manifestations**
- Time on task
- Reading & writing
- Class participation & presentations
- Group work
- Higher-order cognitive tasks in courses
- Interaction with faculty
- Participation in events & activities
- High-impact practices

**Perceptual Manifestations**
- Quality of relationships
- High faculty expectations
- Environmental support
First Year Student Engagement Correlations with Institution Retention & Graduation Rates
First Year Student Engagement Correlations with Institution Retention & Graduation Rates

- Collaborative Learning
- Discussions with Diverse Others
- Student-Faculty Interaction
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment
- Emphasis on studying
- Hours per Week Studying

Correlation with Retention Rate
Correlation with Graduation Rate
High-Impact Practices Positively Associated with Student Success

- Learning Community
- Service-Learning
- Research with a Faculty Member
- Internship or Field Experience
- Study Abroad
- Culminating Senior Experience
**HIPs Increase Probability of First-Year Student Retention**

<table>
<thead>
<tr>
<th>HIP “Done” (FY)</th>
<th>% Increase in Retention*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Community</td>
<td>3%**</td>
</tr>
<tr>
<td>Research w/ Faculty</td>
<td>3%**</td>
</tr>
<tr>
<td>Service Learning</td>
<td>2%</td>
</tr>
</tbody>
</table>

* A 1 point change in each NSSE measure corresponds to a 2- 4 % point increase in retention rates

** Looking within each SAT group, we see a difference within bottom SAT quartile of about 7% points compared to 4 & 2 % points for middle and top SAT groups.
High-Impact Practices Positively Associated with Student Success

- **Quality**: Just naming something a HIP does not make it high-impact
- **Equity**: Not all students partake

<table>
<thead>
<tr>
<th>High-Impact Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Community</td>
</tr>
<tr>
<td>Service-Learning</td>
</tr>
<tr>
<td>Research with a Faculty Member</td>
</tr>
<tr>
<td>Internship or Field Experience</td>
</tr>
<tr>
<td>Study Abroad</td>
</tr>
<tr>
<td>Culminating Senior Experience</td>
</tr>
</tbody>
</table>
Student Engagement is the Responsibility of Educators & University Leaders

- foster an environment favorable to good practice
- ensure students engage routinely in high levels of effective educational practice

Consider institutional conditions and action, rather than placing all the responsibility for student success on students.

(Quaye & Harper, 2015)
NSSE’s Recipe for Generating Evidence to Inform Student Success

1. **Ask students** about their educationally purposeful experiences

2. Provide participating institutions comprehensive, **easy-to-understand reports** about student engagement relative to comparison institutions

3. Encourage institutions to **act on evidence**

4. Support **assessment cycle**: Collect & analyze data, share results, identify & implement changes, assess the impact of change

*Do we have “good-enough evidence” to try something different that might benefit our students?*
3 Ways to Use NSSE Data in the CSU Graduation Initiative

1. Broadly identify educational practices done well, and what may need to be shored up

2. Triangulate with other data, Take action on evidence, assess again

3. Disaggregate to explore gaps by student populations & programs
APPROACH 1: Overview of your Student Engagement & Success Data

- Review Student Engagement results beginning with the NSSE *Snapshot* (Engagement Indicators & HIPs) for a broad overview of student engagement
  - What do these results suggest about your students experience?
  - What are FY & SR strengths? Areas of concern?
  - Are HIPs available to all students?
  - There is no substitute for time on task, are students dedicating enough?
  - Satisfaction isn’t everything, but would most students attend again?
To Increase Student Retention & Success, Focus on Engagement Indicators

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td><strong>Learning with Peers</strong></td>
<td>Collaborative Learning</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
</tr>
<tr>
<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
</tr>
</tbody>
</table>
### NSSE 2018 Snapshot

**NSSEville State University**

<table>
<thead>
<tr>
<th>Key:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Your students’ average</td>
<td></td>
<td></td>
</tr>
<tr>
<td>was significantly higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>($p &lt; .05$) with an</td>
<td></td>
<td></td>
</tr>
<tr>
<td>effect size at least .3</td>
<td></td>
<td></td>
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<tr>
<td>in magnitude.</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>effect size less than .3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in magnitude.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No significant difference.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your students’ average</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>in magnitude.</td>
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</tbody>
</table>

#### Engagement Indicators

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>First-year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning</td>
<td></td>
<td>▼</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td>Learning with Peers</td>
<td>Collaborative Learning</td>
<td>▲</td>
<td>▲</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td>Experiences with Faculty</td>
<td>Student-Faculty Interaction</td>
<td>△</td>
<td>▲</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td>△</td>
<td></td>
</tr>
<tr>
<td>Campus Environment</td>
<td>Quality of Interactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>△</td>
<td>△</td>
</tr>
</tbody>
</table>

**What EIs are strengths?**

**Weaknesses?**
Engagement Indicators Matter to Student Success

What Els are Relevant to your Grad Initiatives?
APPROACH 2: Map Items to Grad Initiatives

- Review all NSSE items (and demographic questions) to identify student engagement measures that most relate to Graduation Initiative goals, or to programs you’ve implemented

- Review CSU Graduation Initiative: Mapping NSSE Items to #GradInitiative 2025 worksheet

- Review your NSSE Freq & Stats Report

- Review your NSSE Data File and Data Analysis Resources for syntax for recoding variables

- Disaggregate. Use NSSE datafile
APPRESSH 2: Map Items to Grad Initiatives

• Example 1: FY students’ interaction with peers matters to belonging. Are all FY student groups having equally positive experiences on Collaborative Learning, 13a quality of interaction with peers, 14d, perceive support for diverse interaction, 14e involved socially, and 15b, participating in co-curriculars?

• Example 2: If you have bolstered advising, career and work-related experiences in the FY experience, how do your results look on the following items: 3a, Talked about career plans, 13b, quality of interactions with academic advisor, 17e, Acquiring job/ work-related knowledge and skills?

• How might results inform your action?
• What action are you taking and how will you know its making a difference?
Connecting Items about FY
Career Preparation + Applied Experiences

Talked about career plans with a faculty member (% very often + often + sometimes)

First-year students:
YOUR CSU = 72% vs.
Comparison Group = 83%

Low FY scores in:
1. Applying facts, theories, methods, to practical problems/new situations
2. Gaining work-related knowledge & skills
3. Interest in Internships high = 75% first-year “plan to do”
APPOROACH 2: Map Items to Grad Initiatives

• Example 3: What is associated with senior success? How are seniors rating personal and professional gains, items in 17, do differences across majors make sense?

• What engagement items are positively associated with senior satisfaction?

• How might results inform your action?
• What action are you taking and how will you know its making a difference?
## CSU Graduation Initiative: Mapping NSSE Items to #GradInitiative 2025

### Individual Survey Items (NSSE Items 1–3c)

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>CSU Graduation Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question 1. During the current school year, about how often have you done the following?</strong></td>
<td></td>
</tr>
<tr>
<td>1a Asked questions or contributed to course discussions in other ways</td>
<td></td>
</tr>
<tr>
<td>1b Prepared two or more drafts of a paper or assignment before turning it in</td>
<td></td>
</tr>
<tr>
<td>1c Come to class without completing readings or assignments</td>
<td></td>
</tr>
<tr>
<td>1d Attended an art exhibit, play, or other arts performance (dance, music, etc.)</td>
<td></td>
</tr>
<tr>
<td>1e Asked another student to help you understand course material</td>
<td></td>
</tr>
<tr>
<td>Survey Items</td>
<td>CSU Graduation Initiative</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Question 1. During the current school year, about how often have you done the following?</strong></td>
<td></td>
</tr>
<tr>
<td>1a Asked questions or contributed to course discussions in other ways</td>
<td>To inform Active Learning in the FY efforts in CTL</td>
</tr>
<tr>
<td>1b Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>To inform Active Learning in the FY efforts in CTL</td>
</tr>
<tr>
<td>1c Come to class without completing readings or assignments</td>
<td>Measure of collaborative learning, peer support</td>
</tr>
<tr>
<td>1d Attended an art exhibit, play, or other arts performance (dance, music, etc.)</td>
<td>Measure of collaborative learning, peer support</td>
</tr>
<tr>
<td>1e Asked another student to help you understand course material</td>
<td>Measure of collaborative learning, peer support</td>
</tr>
<tr>
<td>1f Explained course material to one or more students</td>
<td>Measure of collaborative learning, peer support</td>
</tr>
<tr>
<td>1g Prepared for exams by discussing or working through course material with other students</td>
<td>Measure of collaborative learning, peer support</td>
</tr>
<tr>
<td>1h Worked with other students on course projects or assignments</td>
<td>Measure of collaborative learning, peer support</td>
</tr>
<tr>
<td>1i Gave a course presentation</td>
<td>Measure of collaborative learning, peer support</td>
</tr>
<tr>
<td><strong>Question 2. During the current school year, about how often have you done the following?</strong></td>
<td></td>
</tr>
<tr>
<td>2a Combined ideas from different courses when completing assignments</td>
<td>To inform Active Learning in the FY efforts in CTL</td>
</tr>
<tr>
<td>2b Connected your learning to societal problems or issues</td>
<td>To inform Active Learning in the FY efforts in CTL</td>
</tr>
<tr>
<td>2c Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
<td>To inform Active Learning in the FY efforts in CTL</td>
</tr>
<tr>
<td>2d Examined the strengths and weaknesses of your own views on a topic or issue</td>
<td>Measure of collaborative learning, peer support</td>
</tr>
<tr>
<td>2e Tried to better understand someone else’s views by imagining how an issue looks from their perspective</td>
<td>Measure of collaborative learning, peer support</td>
</tr>
<tr>
<td>2f Learned something that changed the way you understand an issue or concept</td>
<td>To inform Active Learning in the FY efforts in CTL</td>
</tr>
<tr>
<td>2g Connected ideas from your courses to your prior experiences and knowledge</td>
<td>To inform Active Learning in the FY efforts in CTL</td>
</tr>
<tr>
<td><strong>Question 3. During the current school year, about how often have you done the following?</strong></td>
<td></td>
</tr>
<tr>
<td>3a Talked about career plans with a faculty member</td>
<td>Monitor for FYE improvements; target increase 5% “done”; reduce equity gap</td>
</tr>
<tr>
<td>3b Worked with a faculty member on activities other than coursework (committees, projects, etc.)</td>
<td>Monitor for FYE improvements; target increase 5% “done”; reduce equity gap</td>
</tr>
</tbody>
</table>
To Dig Deeper into NSSE Data

- Engagement Indicator Report
- Frequencies & Statistical Comparisons Report
- HIP Report
- Data File
APPROACH 3: What Do Students Say?

• What’s the tone of your Student Comments?

• Which faculty, staff, offices are called out for support?

“\textit{I would like to see more proactive academic and career advisers. I also feel my education would be improved with more communication and collaboration between faculty within [my major], instructors are often surprised by what we have or haven't been taught in prerequisite courses.}”

Review your Student Comments Report

My CSU experience...
Institutions had the option to select one of four comment prompts to be given at the end of the survey (including after all module and consortium questions). 300 first-year students and 450 seniors responded to the following:

**Please describe the most significant learning experience you have had so far at this institution.**

<table>
<thead>
<tr>
<th>Class</th>
<th>Enrollment</th>
<th>Sex</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>Full-time</td>
<td>Female</td>
<td>I have learned a lot of valuable information that is going to help me be successful in my major and career in the future. I have gotten a lot of help from my teachers and tutors to be successful at this school.</td>
</tr>
<tr>
<td>First-year</td>
<td>Full-time</td>
<td>Female</td>
<td>My sociology 100 class really allowed me to think about my life and who I am. It taught me the value of understanding the diversity among people - whether that be economic, racial, or physically. I really appreciated that class and it widened my view of myself and the people around me.</td>
</tr>
<tr>
<td>First-year</td>
<td>Full-time</td>
<td>Female</td>
<td>Being in my Soc 100 class in the fall semester. This class really opened my eyes to social problems in the world today.</td>
</tr>
<tr>
<td>First-year</td>
<td>Full-time</td>
<td>Female</td>
<td>I have learned how to open up and be myself. Before coming to X, I was very shy and did not talk much. However, coming here and meeting new people, I found a group of people who accept and appreciate me for who I am and because of this, I have no problem being myself. I think one thing that definitely helped me with this is speech class. Although I hated it when I was in it, it helped me to open up and speak in front of other people.</td>
</tr>
<tr>
<td>First-year</td>
<td>Full-time</td>
<td>Female</td>
<td>I traveled to Peru as part of the Medical Training program. It was an incredible experiment to witness another culture and way of living so different from my own.</td>
</tr>
<tr>
<td>First-year</td>
<td>Full-time</td>
<td>Female</td>
<td>Having to learn to prepare for exams and quizzes far in advance rather than the day before the exam or quiz.</td>
</tr>
<tr>
<td>First-year</td>
<td>Full-time</td>
<td>Male</td>
<td>Deadlines man.</td>
</tr>
<tr>
<td>First-year</td>
<td>Full-time</td>
<td>Male</td>
<td>Learning to make connections with people that were previously out of my social circle via speech class.</td>
</tr>
<tr>
<td>First-year</td>
<td>Full-time</td>
<td>Male</td>
<td>It would have to be the COM103 assignment where we had to volunteer within the community. I learned quite a lot about the struggles the surrounding community has here, but also how much I’ve loved and missed volunteering back home.</td>
</tr>
<tr>
<td>First-year</td>
<td>Full-time</td>
<td>Male</td>
<td>Learning what the real world is like and what employers want from faculty and advisors has been the most significant thing I have learned.</td>
</tr>
</tbody>
</table>
APPROACH 4: Are Things Changing?

• Are your Multi-Year Results consistent over-time?
• What do you hope to see change in your next administration results?
• How might you use your NSSE MYR to set targets?

Review your NSSE Multi-Year Report
NSU students are most engaged in.... We should consider ways to increase engagement in.... Data suggest we might want to further explore... We found that after we changed....our NSSE scores increased...
Disaggregate NSSE to explore gaps by student populations & programs
Data to Promote Conversation & Action

NSSE results provide an occasion to bring faculty, staff, and students into a conversation about undergraduate quality and topics of campus concern and to address: “what do we want to do with and about these results?”
NSSE to Monitor & Detect Change

Use NSSE in routine assessment cycles to monitor progress & gauge change:

“We changed X in the FY Experience in 2016, do we see a difference in FY engagement in NSSE 2018?”
Is your campus making the most of NSSE results and findings for the Grad Initiative?

What questions do you have about making better use of your results?
More Details about the Workshops

National Survey of Student Engagement (NSSE) Regional Workshops to Support Graduation Initiative 2025 Goals

April 26, 2019 - 7:30 AM - 3:15 PM in San Francisco or,
May 3, 2019 - 7:30 AM - 3:15 PM in Long Beach

• Campuses are invited to send new or existing teams of no more than four campus leaders.
• There is no cost to participate in the workshops. In addition, the Office of the Chancellor will reimburse costs for travel and lodging at the Hilton San Francisco Airport Bayfront hotel or Hotel Maya (Long Beach) for participants traveling more than 25 miles from campus
Who Should Attend the Workshop?

• Campus teams of 3-4 members that will likely include the NSSE Campus Project Manager, academic & student affairs leaders, and/or faculty who are committed to taking action on results related to the Graduation Initiative 2025 goals

• When forming teams, consider the questions you wish to address with your NSSE data
  – What are your campus student engagement strengths?
  – What student populations are your focus for GradInitiative 2025 and how engaged are they?
Workshop Agenda

7:30 am Check-in and Breakfast
8:30 am Welcome and Opening Session
Beginning with the End in Mind: Applying NSSE Results to Foster Graduation Initiative 2025
10:00 am Panel of CSU NSSE Data Use Leaders
10:45 am Break
11:00 am Sharpening the Focus on Data: Student Engagement Data and Graduation Initiative 2025 goals
12:00 noon Lunch and Idea Exchange with one other CSU team
1:00 pm Facilitated Team Time for Developing Action Plans
2:00 pm Team Presentations
2:45 pm Closing Remarks and Next Steps
3:15 pm Thank you and safe travels
Preparation for the Workshop

- Share NSSE data among your team
- Review mapping NSSE items to Graduation Initiatives worksheet
- Review the Workshop Action Plan (*forthcoming*)
- Meet with your team to explore questions about results, and data, items and student populations of interest, and to formulate questions to begin exploring at the workshop
• What has challenged your use of NSSE data in the Graduation Initiative?
  • What has worked?
  • What questions do you have?

THANK YOU

Jillian Kinzie
jikinzie@indiana.edu