Your Institutional Report 2015 – Step by Step

A NSSE Webinar Presented by

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Bob Gonyea

August 25, 2015
Webinar Goals

- QUICK overview of the updated survey
- Guided tour of your NSSE Institutional Report 2015
- Review reports
- Interpret results
- Highlight user resources
- Tips for generating discussion and action on your campus
- Q & A
QUICK OVERVIEW OF THE UPDATE DESIGN & PROCESS
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.
Design Principles

- Build on NSSE’s strengths
  - Focus on behavior & effective practice
  - Actionable information

- New content must...
  - Inform engagement
  - Be based in the literature
  - Be thoroughly tested
Development Process

- Internal committee work started in 2009
- Consultation with external advisors
- Feedback from institutional users
- Experimental item testing: 2006 to 2011
- Pilot testing: 2011 & 2012
- Extensive psychometric analyses
- Focus groups and cognitive interviews
NSSE at 13!

- **What We’ve Learned…**
  - Connect engagement data to indicators of success, student behaviors
  - Institutional improvement is possible

- **Updating NSSE…**
  Same focus, new & refined measures, and updated terminology
  - Emerging areas of interest – HIPs, quantitative reasoning, effective teaching, deep approaches, topical modules

Consider using this article to acquaint your colleagues with NSSE!
Summary of NSSE Changes

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

* Offset by deletions
**Student Engagement**

*Student engagement* is a domain of constructs representing two critical features of collegiate quality.

1. The amount of time and effort students put into educationally purposeful activities, and

2. How the institution organizes the curriculum and other learning opportunities to get students to participate in such activities.
The Updated NSSE

From Benchmarks to Engagement Indicators and High-Impact Practices

**Key Changes**

**NSSE Benchmarks 2000 - 2012**

- **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

**Themes**

- Academic Challenge
- Learning with Peers
The Updated NSSE

From Benchmarks to Engagement Indicators and High-Impact Practices

NSSE Benchmarks 2000 - 2012

Student-Faculty Interaction

Key Changes

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

Supportive Campus Environment

Engagement Indicators

- Student-Faculty Interaction
- Effective Teaching Practices

  Theme: Experiences with Faculty

- Quality of Interactions
- Supportive Environment

  Theme: Campus Environment
The Updated NSSE

From Benchmarks to Engagement Indicators and High-Impact Practices

**NSSE Benchmarks 2000 - 2012**

**Key Changes**

- **Enriching Educational Experiences**
  - 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>How often... Asked questions in class or contributed to class discussions</td>
</tr>
<tr>
<td>1b</td>
<td>clpresen</td>
<td>How often... Made a class presentation</td>
</tr>
<tr>
<td>1c</td>
<td>rewrcap</td>
<td>How often... Prepared two or more drafts of a paper or assignment before turning it in</td>
</tr>
<tr>
<td>1d</td>
<td>integrat</td>
<td>How often... Worked on a paper or project that required integrating ideas or information from various sources</td>
</tr>
<tr>
<td>1e</td>
<td>divclass</td>
<td>How often... Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments</td>
</tr>
<tr>
<td>1f</td>
<td>clunprep</td>
<td>How often... Come to class without completing readings or assignments</td>
</tr>
<tr>
<td>1g</td>
<td>classgrp</td>
<td>How often... Worked with the same group of people during class</td>
</tr>
<tr>
<td>1h</td>
<td>occgrp</td>
<td>How often... 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>aaskquest</td>
<td>How often... Asked questions or contributed to course discussions in other ways</td>
</tr>
<tr>
<td>1i</td>
<td>present</td>
<td>How often... Gave a course presentation</td>
</tr>
<tr>
<td>1b</td>
<td>drafts</td>
<td>How often... Prepared two or more drafts of a paper or assignment before turning it in</td>
</tr>
<tr>
<td>2c</td>
<td>RRddiverse</td>
<td>How often... Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
</tr>
<tr>
<td>1c</td>
<td>unprepared</td>
<td>How often... Came to class without completing readings or assignments</td>
</tr>
</tbody>
</table>

### Comparison

- **Min**: Minimal change
- **Del**: Deletion
- **Maj**: Major change
- **=**: No change

*nsse.iub.edu/nsse-update*
So, what does this mean for comparisons of the original NSSE and the updated NSSE?

- Conceptually, the same.
- Score comparison is complicated.
  - Consider relative comparisons instead of trying to compare scores

- Summarize pre-2012 results, identify engagement themes to monitor, and focus on new trend lines!
  Look forward to your *Multi-Year Report.*
GUIDED TOUR OF YOUR INSTITUTIONAL REPORT 2015
Your NSSE binder experience...

Webinar Poll

How many NSSE binders have you opened?

a. This is my first!

b. Between 2 and 4

c. At least 5
Updated NSSE Institution Interface

Remember, electronic reports and data are available online.

<table>
<thead>
<tr>
<th>Year</th>
<th>NSSE/FSSE Downloads</th>
<th>Online Report (NSSE only)</th>
<th>NSSE/FSSE Resources</th>
<th>NSSE Respondent Count*</th>
<th>NSSE Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Data</td>
<td>View</td>
<td>View</td>
<td>310</td>
<td>30</td>
</tr>
<tr>
<td>2014</td>
<td>Data</td>
<td>View</td>
<td>View</td>
<td>386</td>
<td>37</td>
</tr>
<tr>
<td>2013</td>
<td>Data</td>
<td>View</td>
<td>View</td>
<td>293</td>
<td>30</td>
</tr>
<tr>
<td>2012</td>
<td>Data</td>
<td>View</td>
<td>View</td>
<td>339</td>
<td>37</td>
</tr>
<tr>
<td>2011</td>
<td>Data</td>
<td>View</td>
<td>View</td>
<td>434</td>
<td>44</td>
</tr>
<tr>
<td>2010</td>
<td>Data</td>
<td>View</td>
<td>View</td>
<td>334</td>
<td>33</td>
</tr>
<tr>
<td>2009</td>
<td>Data and Reports</td>
<td>View</td>
<td>View</td>
<td>288</td>
<td>32</td>
</tr>
<tr>
<td>2008</td>
<td>Data and Reports</td>
<td>View</td>
<td>View</td>
<td>338</td>
<td>38</td>
</tr>
<tr>
<td>2007</td>
<td>Data and Reports</td>
<td>View</td>
<td>View</td>
<td>400</td>
<td>42</td>
</tr>
<tr>
<td>2006</td>
<td>Data and Reports</td>
<td>View</td>
<td>View</td>
<td>511</td>
<td>50</td>
</tr>
<tr>
<td>2005</td>
<td>Data and Reports</td>
<td>View</td>
<td>View</td>
<td>458</td>
<td>46</td>
</tr>
<tr>
<td>2004</td>
<td>Contact NSSE</td>
<td>View</td>
<td>View</td>
<td>334</td>
<td>39</td>
</tr>
<tr>
<td>2003</td>
<td>Contact NSSE</td>
<td>View</td>
<td>View</td>
<td>278</td>
<td>45</td>
</tr>
</tbody>
</table>

*This is the original count used to calculate response rates and sampling errors for reports. This number includes all census-administered and randomly targeted students. From 2001 to 2003, it may also include targeted oversamples.

Click here to access the Institution Interface for BCSSE.

NSSE Report Builder - Institution Version

The NSSE Report Builder - Institution Version is an interactive tool for participating institutions that instantaneously generates reports of your choosing. Expanding on the public version, this tool:

- You can create tables of Benchmark or Engagement Indicator statistics or individual item frequencies that compare subgroups of students within your institution or that compare your Institution Version to other institutions.
- It also allows you to export these results across administrations or to download results across administrations, permitting more reliable estimates when analyzing small samples.

Click here to begin.
Four tabs, each begins with an Overview:

- Tab 1: NSSE – National Survey of Student Engagement
- Tab 2: FSSE – Faculty Survey of Student Engagement
- Tab 3: BCSSE – Beginning College Survey of Student Engagement
- Tab 4: User Resources
The **Snapshot** is designed to be shared on campus.

- 4-pages, folded pamphlet style

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### NSSE 2015 Snapshot

#### Comparison Group

The comparison group featured in this report is **GLC Peers**. See your Selected Comparison Groups report for details.

#### A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

This Snapshot is a concise collection of key findings from your institution’s NSSE 2015 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

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### Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your Engagement Indicators report.

#### Key:

- Your students’ average was significantly higher (*p < .05*) with an effect size at least 3 in magnitude.
- Your students’ average was significantly lower (*p < .05*) with an effect size less than 1 in magnitude.
- No significant difference.

#### Themes

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

- Collaborative Learning
- Discussions with Diverse Others
- Experiences with Faculty
- Student-Faculty Interaction
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment

#### Your students compared with GLC Peers

<table>
<thead>
<tr>
<th>First-year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="chart.png" alt="Chart" /></td>
<td><img src="chart.png" alt="Chart" /></td>
</tr>
</tbody>
</table>

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### High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated “high-impact.” For more details and statistical comparisons, see your High-Impact Practices report.
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<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>Your students compared with GLC Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>First-year</td>
</tr>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>△</td>
</tr>
<tr>
<td><strong>Learning with Peers</strong></td>
<td>Collaborative Learning</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td></td>
</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td></td>
</tr>
<tr>
<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>△</td>
</tr>
</tbody>
</table>
Time Spent Preparing for Class
This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.

Reading and Writing
These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.
**First-year**

**Highest Performing Relative to GLC Peers**
- Participated in a learning community or some other formal program where... (HIP)
- Institution emphasis on attending events that address important social/econ./polit. issues\(^c\) (SE)
- Assigned more than 50 pages of writing\(^e\)
- Worked with other students on course projects or assignments\(^b\) (CL)
- Connected your learning to societal problems or issues\(^b\) (RI)

**Lowest Performing Relative to GLC Peers**
- Talked about career plans with a faculty member\(^b\) (SF)
- Discussions with... People of a race or ethnicity other than your own\(^b\) (DD)
- Discussions with... People from an economic background other than your own\(^b\) (DD)
- Reviewed your notes after class\(^b\) (LS)
- About how many courses have included a community-based project (service-learning)?\(^a\) (HIP)
**How Students Assess Their Experience**

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

**Perceived Gains Among Seniors**

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

<table>
<thead>
<tr>
<th>Perceived Gains (Sorted highest to lowest)</th>
<th>Percentage of Seniors Responding &quot;Very much&quot; or &quot;Quite a bit&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking critically and analytically</td>
<td>95%</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>87%</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>86%</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>83%</td>
</tr>
<tr>
<td>Developing or clarifying a personal code of values and ethics</td>
<td>75%</td>
</tr>
<tr>
<td>Acquiring job- or work-related knowledge and skills</td>
<td>72%</td>
</tr>
<tr>
<td>Being an informed and active citizen</td>
<td>71%</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>67%</td>
</tr>
<tr>
<td>Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)</td>
<td>65%</td>
</tr>
<tr>
<td>Analyzing numerical and statistical information</td>
<td>57%</td>
</tr>
</tbody>
</table>

**Satisfaction with NSSEville State**

Students rated their overall experience at the institution, and whether or not they would choose it again.

**Percentage Rating Their Overall Experience as "Excellent" or "Good"**

<table>
<thead>
<tr>
<th>Year</th>
<th>NSSEville State</th>
<th>GLC Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Percentage Who Would “Definitely” or “Probably” Attend This Institution Again**

<table>
<thead>
<tr>
<th>Year</th>
<th>NSSEville State</th>
<th>GLC Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Snapshot
- **Engagement Indicators**
- **High-Impact Practices**
- Multi-Year Report (New in 2015)
- Frequencies and Statistical Comparisons
- Topical Module and/or Consortium Reports
- Respondent Profile
- Administration Summary
- Selected Comparison Groups
- Pocket Guide Report
- Major Field Report
- Student Comments
Engagement Indicators are summary measures based on sets of NSSE questions.

The **ten indicators** are organized within **four themes**: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment.

Report contains:
- Overview (p. 3)
- Theme reports (pp. 4-13)
- Comparisons (p. 15)
- Detailed Statistics (pp. 16-19)
## Engagement Indicators

**First-Year Students**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>Your first-year students compared with GLC Peers</th>
<th>Your first-year students compared with Private Master's S</th>
<th>Your first-year students compared with NSSE 2014 &amp; 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td><strong>Learning with Peers</strong></td>
<td>Collaborative Learning</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
<td>△</td>
<td>---</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td>---</td>
<td>---</td>
<td>△</td>
</tr>
<tr>
<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
</tbody>
</table>
## Engagement Indicators

### Mean Comparisons

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>NSSEville State</th>
<th>Your first-year students compared with</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>GLC Peers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Higher-Order Learning</td>
<td>42.9</td>
<td>40.4</td>
</tr>
<tr>
<td>Reflective &amp; Integrative</td>
<td>40.0</td>
<td>36.9</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>40.4</td>
<td>39.9</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>30.1</td>
<td>27.2</td>
</tr>
</tbody>
</table>

**Notes:** Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding: *p < .05, **p < .01, ***p < .001 (2-tailed).
Engagement Indicators

Box-and-whisker plots

95th Percentile
75th Percentile
Median (line)
25th Percentile
5th Percentile

Mean (dot)
### Academic Challenge: First-year students (continued)

#### Summary of Indicator Items

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage responding &quot;Very much&quot; or &quot;Quite a bit&quot; about how much coursework emphasized...</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>4b. Applying facts, theories, or methods to practical problems or new situations</td>
<td>80</td>
<td>75</td>
<td>76</td>
<td>73</td>
</tr>
<tr>
<td>4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts</td>
<td>84</td>
<td>76</td>
<td>75</td>
<td>73</td>
</tr>
<tr>
<td>4d. Evaluating a point of view, decision, or information source</td>
<td>82</td>
<td>73</td>
<td>73</td>
<td>71</td>
</tr>
<tr>
<td>4e. Forming a new idea or understanding from various pieces of information</td>
<td>75</td>
<td>73</td>
<td>72</td>
<td>69</td>
</tr>
</tbody>
</table>
### Engagement Indicators

**Comparisons with High-Performing Institutions**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>NSSEville State Mean</th>
<th>NSSE Top 50% Mean</th>
<th>Effect size</th>
<th>NSSE Top 10% Mean</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Higher-Order Learning</strong></td>
<td></td>
<td>42.9</td>
<td>41.0 ***</td>
<td>.14</td>
<td>43.0</td>
<td>-.01</td>
</tr>
<tr>
<td><strong>Reflective and Integrative Learning</strong></td>
<td></td>
<td>40.0</td>
<td>37.6 ***</td>
<td>.19</td>
<td>39.6</td>
<td>.03</td>
</tr>
<tr>
<td><strong>Learning Strategies</strong></td>
<td></td>
<td>40.4</td>
<td>41.6 *</td>
<td>-.09</td>
<td>44.4 ***</td>
<td>-.29</td>
</tr>
<tr>
<td><strong>Quantitative Reasoning</strong></td>
<td></td>
<td>30.1</td>
<td>29.4</td>
<td>.04</td>
<td>31.5 *</td>
<td>-.09</td>
</tr>
<tr>
<td><strong>Academic Challenge</strong></td>
<td><strong>Collaborative Learning</strong></td>
<td></td>
<td>35.1 ***</td>
<td>.16</td>
<td>37.3</td>
<td>.00</td>
</tr>
<tr>
<td><strong>Discussions with Diverse Others</strong></td>
<td></td>
<td>42.9</td>
<td>43.4</td>
<td>-.03</td>
<td>45.5 ***</td>
<td>-.18</td>
</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td><strong>Student-Faculty Interaction</strong></td>
<td>23.8</td>
<td>24.0</td>
<td>-.01</td>
<td>27.3 ***</td>
<td>-.21</td>
</tr>
<tr>
<td><strong>Effective Teaching Practices</strong></td>
<td></td>
<td>42.0</td>
<td>42.3</td>
<td>-.03</td>
<td>44.6 ***</td>
<td>-.20</td>
</tr>
<tr>
<td><strong>Campus Environment</strong></td>
<td><strong>Quality of Interactions</strong></td>
<td>45.8</td>
<td>44.0 ***</td>
<td>.16</td>
<td>45.8</td>
<td>.00</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td></td>
<td>41.5</td>
<td>39.4 ***</td>
<td>.15</td>
<td>41.3</td>
<td>.01</td>
</tr>
</tbody>
</table>
High-Impact Practices

Overall HIP Participation

First-year
- NSSEville State: 17% (40%)
- GLC Peers: 11% (51%)
- Private Master's S: 13% (50%)
- NSSE 2014 & 2015: 12% (46%)

Senior
- NSSEville State: 97% (2%)
- GLC Peers: 73% (17%)
- Private Master's S: 77% (16%)
- NSSE 2014 & 2015: 62% (24%)
### High-Impact Practices

#### Statistical Comparisons

<table>
<thead>
<tr>
<th>First-year</th>
<th>NSSEville State</th>
<th>GLC Peers</th>
<th>Private Master's S</th>
<th>NSSE 2014 &amp; 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>Effect size$^a$</td>
<td>%</td>
</tr>
<tr>
<td>11c. Learning Community</td>
<td>30</td>
<td>12 ***</td>
<td>.46</td>
<td>15 ***</td>
</tr>
<tr>
<td>12. Service-Learning</td>
<td>41</td>
<td>59 ***</td>
<td>-.36</td>
<td>58 ***</td>
</tr>
<tr>
<td>11e. Research with Faculty</td>
<td>5</td>
<td>6</td>
<td>-.04</td>
<td>5</td>
</tr>
<tr>
<td>Participated in at least one</td>
<td>57</td>
<td>62 *</td>
<td>-.11</td>
<td>63 *</td>
</tr>
<tr>
<td>Participated in two or more</td>
<td>17</td>
<td>11 ***</td>
<td>.17</td>
<td>13 *</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior</th>
<th>NSSEville State</th>
<th>GLC Peers</th>
<th>Private Master's S</th>
<th>NSSE 2014 &amp; 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>Effect size$^a$</td>
<td>%</td>
</tr>
<tr>
<td>11c. Learning Community</td>
<td>46</td>
<td>26 ***</td>
<td>.42</td>
<td>30 ***</td>
</tr>
<tr>
<td>12. Service-Learning</td>
<td>67</td>
<td>68</td>
<td>-.02</td>
<td>74 **</td>
</tr>
<tr>
<td>11e. Research with Faculty</td>
<td>50</td>
<td>29 ***</td>
<td>.41</td>
<td>31 ***</td>
</tr>
<tr>
<td>11a. Internship or Field Exp.</td>
<td>84</td>
<td>59 ***</td>
<td>.57</td>
<td>62 ***</td>
</tr>
<tr>
<td>11d. Study Abroad</td>
<td>75</td>
<td>20 ***</td>
<td>1.17</td>
<td>20 ***</td>
</tr>
<tr>
<td>11f. Culminating Senior Exp.</td>
<td>79</td>
<td>60 ***</td>
<td>.41</td>
<td>62 ***</td>
</tr>
<tr>
<td>Participated in at least one</td>
<td>99</td>
<td>90 ***</td>
<td>.46</td>
<td>93 ***</td>
</tr>
<tr>
<td>Participated in two or more</td>
<td>97</td>
<td>73 ***</td>
<td>.73</td>
<td>77 ***</td>
</tr>
</tbody>
</table>
High-Impact Practices

Response Detail

Research with a Faculty Member
Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.

<table>
<thead>
<tr>
<th></th>
<th>Done or in progress</th>
<th>Plan to do</th>
<th>Have not decided</th>
<th>Do not plan to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSSEville State</td>
<td>5%</td>
<td>48%</td>
<td>34%</td>
<td>13%</td>
</tr>
<tr>
<td>GLC Peers</td>
<td>6%</td>
<td>34%</td>
<td>39%</td>
<td>21%</td>
</tr>
<tr>
<td>Private Master’s S</td>
<td>5%</td>
<td>34%</td>
<td>38%</td>
<td>22%</td>
</tr>
<tr>
<td>NSSE 2014 &amp; 2015</td>
<td>6%</td>
<td>35%</td>
<td>37%</td>
<td>22%</td>
</tr>
</tbody>
</table>
## Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

<table>
<thead>
<tr>
<th></th>
<th>First-year</th>
<th></th>
<th>Senior</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning Community</td>
<td>Service-Learning</td>
<td>Research with Faculty</td>
<td>Learning Community</td>
<td>Service-Learning</td>
<td>Research with Faculty</td>
<td>Internship or Field Experience</td>
<td>Study Abroad</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>27%</td>
<td>36%</td>
<td>3%</td>
<td>46%</td>
<td>68%</td>
<td>50%</td>
<td>81%</td>
<td>82%</td>
</tr>
<tr>
<td>Male</td>
<td>24%</td>
<td>36%</td>
<td>7%</td>
<td>41%</td>
<td>62%</td>
<td>55%</td>
<td>81%</td>
<td>64%</td>
</tr>
<tr>
<td>Race/ethnicity or international</td>
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<td></td>
<td></td>
<td></td>
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<td>American Indian or Alaska Native</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>14%</td>
<td>21%</td>
<td>3%</td>
<td>48%</td>
<td>78%</td>
<td>52%</td>
<td>70%</td>
<td>74%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>31%</td>
<td>31%</td>
<td>13%</td>
<td>39%</td>
<td>67%</td>
<td>44%</td>
<td>83%</td>
<td>67%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>36%</td>
<td>50%</td>
<td>0%</td>
<td>58%</td>
<td>73%</td>
<td>54%</td>
<td>81%</td>
<td>69%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pac. Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>White</td>
<td>28%</td>
<td>35%</td>
<td>4%</td>
<td>44%</td>
<td>65%</td>
<td>51%</td>
<td>83%</td>
<td>79%</td>
</tr>
<tr>
<td>Other</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign or nonresident alien</td>
<td>12%</td>
<td>45%</td>
<td>9%</td>
<td>35%</td>
<td>55%</td>
<td>50%</td>
<td>80%</td>
<td>65%</td>
</tr>
<tr>
<td>Two or more races/ethnicities</td>
<td>9%</td>
<td>55%</td>
<td>0%</td>
<td>35%</td>
<td>76%</td>
<td>47%</td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional (FY &lt; 21, Seniors &lt; 25):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27%</td>
<td>36%</td>
<td>4%</td>
<td>45%</td>
<td>66%</td>
<td>51%</td>
<td>82%</td>
<td>78%</td>
</tr>
<tr>
<td>Nontraditional (FY 21+, Seniors 25+):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-generation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not first-generation</td>
<td>28%</td>
<td>36%</td>
<td>4%</td>
<td>44%</td>
<td>64%</td>
<td>52%</td>
<td>82%</td>
<td>79%</td>
</tr>
<tr>
<td>First-generation</td>
<td>18%</td>
<td>35%</td>
<td>3%</td>
<td>52%</td>
<td>81%</td>
<td>44%</td>
<td>72%</td>
<td>69%</td>
</tr>
</tbody>
</table>
• Snapshot
• Engagement Indicators
• High-Impact Practices
• **Multi-Year Report (new in 2015)**
• Frequencies and Statistical Comparisons
• Topical Module and/or Consortium Reports
• Respondent Profile
• Administration Summary
• Selected Comparison Groups
• Pocket Guide Report
• Major Field Report
• Student Comments
NSSE 2015 Multi-Year Report

Engagement Results by Theme
NSSEvile State University

Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement, organized within four themes. EI scores represent the averaged student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See page 10 for detailed statistics. For more information, including the items that make up each EI, refer to your Engagement Indicators report.

### Academic Challenge: First-year students

**Higher-Order Learning**
- 2013: 40.7
- 2014: 35.8
- 2015: 41.2

**Reflective & Integrative Learning**
- 2013: 45
- 2014: 37.0
- 2015: 39.5

**Learning Strategies**
- 2013: 45
- 2014: 40.4
- 2015: 43.4

**Quantitative Reasoning**
- 2013: 45
- 2014: 40.7
- 2015: 43.4

### Academic Challenge (additional items): First-year students

**Preparing for Class (hrs/wk)**
- 2013: 20.8
- 2014: 16.9
- 2015: 16.1

**Course Reading (hrs/wk)**
- 2013: 20
- 2014: 15.0
- 2015: 10.0

**Assigned Writing (pages)**
- 2013: 200
- 2014: 150
- 2015: 100

**Course Challenge**
- 2013: 5.8
- 2014: 5.6
- 2015: 5.8

**Academic Emphasis**
- 2013: 3.2
- 2014: 3.4
- 2015: 3.1

---

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading question was modified after 2013; comparability between 2013 and later years is limited.
b. Extent to which courses challenged students to do their best work (1 = “Not at all” to 7 = “Very much”).
c. How much students and the institution emphasizes spending significant time studying and on academic work (1 = “Very little,” 2 = “Some,” 3 = “Quite a bit,” and 4 = “Very much”).
- Snapshot
- Engagement Indicators
- High-Impact Practices
- Multi-Year Report (New in 2015)
- **Frequencies and Statistical Comparisons**
- Topical Module and/or Consortium Reports
- Respondent Profile
- Administration Summary
- Selected Comparison Groups
- Pocket Guide Report
- Major Field Report
- Student Comments
Do you have specific questions about individual items?

This report gives complete descriptives for all survey questions, count and weighted percent of responses to all survey items for randomly selected students.
### Frequencies and Statistical Comparisons

#### First-Year Students

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>NSSEville State</th>
<th>GLC Peers</th>
<th>Private Master's S</th>
<th>NSSE 2014 &amp; 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During the current school year, about how often have you done the following?</td>
<td>askquest</td>
<td>1</td>
<td>Never</td>
<td>3</td>
<td>0</td>
<td>244</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Sometimes</td>
<td>135</td>
<td>20</td>
<td>4,397</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Often</td>
<td>212</td>
<td>33</td>
<td>5,947</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Very often</td>
<td>280</td>
<td>46</td>
<td>5,440</td>
<td>34</td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>630</td>
<td>100</td>
<td>16,028</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Frequency Distributions

<table>
<thead>
<tr>
<th>Mean</th>
<th>Effect size</th>
<th>Mean</th>
<th>Effect size</th>
<th>Mean</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3</td>
<td>.27</td>
<td>3.0</td>
<td>.33</td>
<td>2.9</td>
<td>.43</td>
</tr>
</tbody>
</table>

#### Statistical Comparisons

| | NSSEville State | GLC Peers | Private Master's S | NSSE 2014 & 2015 |
| | Mean | Effect size | Mean | Effect size | Mean | Effect size |
| | | | | | | |
| 1 | 3.3 | .27 | 3.0 | .33 | 2.9 | .43 |

- **Note:** The table above compares the responses of first-year students to questions about their academic activities. The frequency distributions show the counts and percentages for each response option across different groups (NSSEville State, GLC Peers, Private Master's S, and NSSE 2014 & 2015). The statistical comparisons indicate the mean values and the effect sizes, which help in understanding the differences between the groups.
Statistical Comparisons

- Provide statistical significance and effect size
- Effect size: Are results different in a practical sense?
• Snapshot
• Engagement Indicators
• High-Impact Practices
• Multi-Year Report (New in 2015)
• Frequencies and Statistical Comparisons
• **Topical Module and/or Consortium Reports**
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• Major Field Report
• Student Comments
Topical Modules for 2015

- Academic Advising
- Civic Engagement
- Development of Transferable Skills
- Experiences with Diverse Perspectives
- First-Year Experiences and Senior Transitions
- Learning with Technology
- Experiences with Writing
- Global Perspectives
- Information Literacy
## Additional Questions: Topical Module

### Sample Topical Module Report: Experiences with Writing

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>NSSEville State Mean</th>
<th>Master’s Small Mean</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. During the current school year, for how many writing assignments have you done the following?</strong></td>
<td>WRJ01a</td>
<td>1</td>
<td>No writing assignments</td>
<td>17</td>
<td>3</td>
<td>77</td>
<td>12</td>
<td>3.1</td>
<td>3.0</td>
<td>.10</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Few writing assignments</td>
<td>119</td>
<td>24</td>
<td>158</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some writing assignments</td>
<td>194</td>
<td>39</td>
<td>212</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Most writing assignments</td>
<td>143</td>
<td>27</td>
<td>166</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>All writing assignments</td>
<td>32</td>
<td>7</td>
<td>84</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>505</td>
<td>100</td>
<td>657</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>b. Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment</strong></td>
<td>WRJ01b</td>
<td>1</td>
<td>No writing assignments</td>
<td>21</td>
<td>4</td>
<td>76</td>
<td>11</td>
<td>3.3</td>
<td>3.1</td>
<td>.14</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Few writing assignments</td>
<td>97</td>
<td>18</td>
<td>126</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some writing assignments</td>
<td>162</td>
<td>33</td>
<td>198</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Most writing assignments</td>
<td>174</td>
<td>34</td>
<td>194</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>All writing assignments</td>
<td>50</td>
<td>11</td>
<td>102</td>
<td>14</td>
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<tr>
<td></td>
<td>Total</td>
<td>504</td>
<td>100</td>
<td>696</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>c. Gave feedback to a classmate about a draft or outline he or she had written</strong></td>
<td>WRJ01c</td>
<td>1</td>
<td>No writing assignments</td>
<td>22</td>
<td>4</td>
<td>72</td>
<td>11</td>
<td>3.1</td>
<td>3.0</td>
<td>.09</td>
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<tr>
<td></td>
<td>2</td>
<td>Few writing assignments</td>
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<td>140</td>
<td>20</td>
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<td></td>
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<td>Some writing assignments</td>
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<td>227</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Most writing assignments</td>
<td>141</td>
<td>29</td>
<td>186</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>All writing assignments</td>
<td>27</td>
<td>7</td>
<td>70</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>503</td>
<td>100</td>
<td>695</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>d. Summarized material you read, such as articles, books, or online publications</strong></td>
<td>WRJ01d</td>
<td>1</td>
<td>No writing assignments</td>
<td>11</td>
<td>2</td>
<td>28</td>
<td>4</td>
<td>3.5</td>
<td>3.5</td>
<td>.66</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Few writing assignments</td>
<td>58</td>
<td>10</td>
<td>94</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some writing assignments</td>
<td>185</td>
<td>34</td>
<td>205</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Most writing assignments</td>
<td>198</td>
<td>40</td>
<td>261</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>All writing assignments</td>
<td>49</td>
<td>11</td>
<td>106</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>501</td>
<td>100</td>
<td>694</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Consortium Report – Similar to module report**

### 2015 Participating Consortia
- Association of American Universities Data Exchange
- Association of Independent Technical Universities
- Catholic Colleges and Universities
- Council for Christian Colleges and Universities
- Jesuit Colleges and Universities
- Mission Engagement Consortium for Independent Colleges
- Seventh Day Adventist Colleges and Universities
- Sustainability Education Consortium
- Women’s Colleges

### 2015 Participating Systems
- Connecticut State Universities
- Indiana University
- Kentucky Council on Postsecondary Education
- Minnesota State Colleges and Universities
- Pennsylvania State System of Higher Education
- University of Texas
Snapshot
Engagement Indicators
High-Impact Practices
Multi-Year Report (New in 2015)
Frequencies and Statistical Comparisons
Topical Module and/or Consortium Reports

Respondent Profile
Administration Summary
Selected Comparison Groups
Pocket Guide Report
Major Field Report
Student Comments
## Administration Details

### Respondent Profile

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Response options</th>
<th>NSSEville State</th>
<th>GPC Peers</th>
<th>Private Master’s S</th>
<th>NSSE 2014 &amp; 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Thinking about this current academic term, are you a full-time student?</td>
<td>fulltime</td>
<td>No</td>
<td>2</td>
<td>0</td>
<td>361</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>508</td>
<td>100</td>
<td>12,430</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>510</td>
<td>100</td>
<td>12,791</td>
<td>100</td>
<td>2,224</td>
</tr>
<tr>
<td>23a. How many courses are you taking for credit this current academic term?</td>
<td>coursenum</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>123</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>203</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>357</td>
<td>66</td>
<td>3,273</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>96</td>
<td>21</td>
<td>4,587</td>
<td>36</td>
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<tr>
<td></td>
<td></td>
<td>6</td>
<td>26</td>
<td>5</td>
<td>2,546</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 or more</td>
<td>11</td>
<td>3</td>
<td>1,500</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>512</td>
<td>100</td>
<td>12,805</td>
<td>100</td>
<td>2,232</td>
</tr>
<tr>
<td>23b. Of these, how many are entirely online?</td>
<td>onlinenum</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>509</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>645</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>196</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>521</td>
<td>99</td>
<td>12,842</td>
<td>78</td>
<td>2,327</td>
</tr>
</tbody>
</table>
Administration Details

- Administration Summary Report
- Population and Respondents
- Response Rate and Sampling Error
- Representativeness and Weighting

### Administration Summary

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future NSSE administrations.

### Population and Respondents

The table at right reports your institution's population sizes, how many students were sampled (whether centrally administered or randomly selected), and how many completed the survey.

### Response Rate and Sampling Error

The table below summarizes response rates and sampling error for your institution and comparison groups. For more information, see NSSE’s Response Rate FAQ: [nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf](nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf)

### Representativeness and Weighting

The first table at right reports on variables submitted in your population file. Respondent and population proportions are listed side by side to allow a comparison to see how well the characteristic of your respondents reflect your first-year and senior populations. For more respondent characteristics, refer to your Respondent Profile report.

NSSE weights result by instructing respondents to respond as instructed,Totals and subtotals do not necessarily reflect the population with respect to those characteristics. The second table at right provides the respondent and population proportions used to calculate your 2015 weights. For more information, see: [nsse.indiana.edu/html/weighting.cfm](nsse.indiana.edu/html/weighting.cfm)
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
Tab I: NSSE

- How to make productive use all these reports and the data file!!?!?
- Take advantage of dichotomized response presentation in reports
- Present % “never” to sharpen focus
- Syntax & other analytical resources available:
  - nsse.iub.edu/html/analysis_resources.cfm
NSSE

- Snapshot
- Engagement Indicators
- High-Impact Practices
- Multi-Year Report (New in 2015)
- Frequencies and Statistical Comparisons
- Topical Module and/or Consortium Reports
- Respondent Profile
- Administration Summary
- Selected Comparison Groups
- Pocket Guide Report
- Major Field Report
- Student Comments
Customizable template enables sharing with prospective students & families, admissions officers, and orientation staff.
- Snapshot
- Engagement Indicators
- High-Impact Practices
- Multi-Year Report (New in 2015)
- Frequencies and Statistical Comparisons
- Topical Module and/or Consortium Reports
- Respondent Profile
- Administration Summary
- Selected Comparison Groups
- Pocket Guide Report
- Major Field Report
- Student Comments
Engagement Indicators, HIPs, Frequencies & Statistical Comparisons for up to ten customizable categories of related majors

- Part I: “within-institution” report presents results within related-major categories side by side for first-year students and seniors
- Part II: “between-institution” report compares your respondents with those of your comparison groups for up to ten related-major categories

For more information: nsse.iub.edu/html/major_field_report.cfm
Webinar Poll

Have you customized your major categories for your 2015 Major Field Report?

a. Yes, I already have!
b. Not yet, but I will by the Sept 4th deadline
c. I might, but I’m not sure how to do this
d. I might, but I’m not sure why I would customize majors
e. No, I don’t plan to customize major categories this year
To customize major categories for your NSSE *Major Field Report*, (and if applicable, the FSSE *Disciplinary Area Report*):

- By September 4, log in to the NSSE **Institution Interface** and select "CUSTOMIZE YOUR MAJOR/DISCIPLINE CATEGORIES" under "Major Field Report."

<table>
<thead>
<tr>
<th>CATEGORY 1</th>
<th>CATEGORY 2</th>
<th>CATEGORY 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts &amp; Humanities (43/70)</strong></td>
<td><strong>Bio, Agric, &amp; Nat Res (22/25)</strong></td>
<td><strong>Phys Sci, Math, CS (18/13)</strong></td>
</tr>
<tr>
<td>Arts, fine and applied (16/11)</td>
<td>Biology (general) (8/12)</td>
<td>Physical sciences (general) (0/0)</td>
</tr>
<tr>
<td>Architecture (10/12)</td>
<td>Agriculture (0/0)</td>
<td>Astronomy (0/0)</td>
</tr>
<tr>
<td>Art history (0/1)</td>
<td>Biochemistry or biophysics (0/0)</td>
<td>Atmospheric science (including</td>
</tr>
<tr>
<td>English (language and literature)</td>
<td>Biomedical science (0/0)</td>
<td>meteorology) (3/1)</td>
</tr>
<tr>
<td>(7/9)</td>
<td>Botany (0/0)</td>
<td>Chemistry (2/0)</td>
</tr>
<tr>
<td>French (language and literature)</td>
<td>Cell and molecular biology (0/0)</td>
<td>Computer science (5/5)</td>
</tr>
<tr>
<td>(0/2)</td>
<td>Environmental science/studies</td>
<td>Earth science (including geology)</td>
</tr>
<tr>
<td></td>
<td>(1/2)</td>
<td>(1/2)</td>
</tr>
<tr>
<td>Spanish (language and literature)</td>
<td>Marine science (2/0)</td>
<td>Mathematics (7/4)</td>
</tr>
<tr>
<td>(2/4)</td>
<td></td>
<td>Physics (0/1)</td>
</tr>
</tbody>
</table>
- Snapshot
- Engagement Indicators
- High-Impact Practices
- Multi-Year Report (New in 2015)
- Frequencies and Statistical Comparisons
- Topical Module and/or Consortium Reports
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- Administration Summary
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- Pocket Guide Report
- Major Field Report
- Student Comments
The quality of my educational experience is great. The instructors are not only clear but try very hard to ensure students do well and learn from their courses.”

– Senior, Biochemistry Major
Questions About Reporting?

- Any challenges?
- What’s most useful?
- Your Questions/Concerns:
  - Concerns about response rates
  - Relating NSSE 2015 results to past years
  - Assessing engagement in multiple modalities
  - Best practices in using NSSE data
**Additional Resources**

- **NSSE Data File**
  - Downloadable from the Institution Interface
  - Includes all data collected for your institution
  - Merge data with other student records
Online Tools – Share & Generate Reports!

Online Institutional Report

- View & share your results
- Same reports, but easy access and sharing
Online Tools – Share & Generate Reports!

NSSE Report Builder—Institution Version

- Explore your NSSE data
- A secure, interactive database for participating institutions that instantly generates reports of your choosing using student and institutional characteristics
  - (A public version is also available)
Exploring Tab 2

Georgia Institute of Technology
FSSE-NSSE Combined Report

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

Item Frequency

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

‣ FSSE participants can customize their survey with Topical Modules and/or Consortium Participation

Administration Details

‣ Administrative Summary and Respondent Profiles are included in reports

Disciplinary Area Report

‣ Look within your data by customized disciplines
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!
Exploring Tab 3
- BCSSE/NSSE Combined Report
- Administration Details
BCSSE-NSSE Combined Report

- **Part 1** uses crosstabs from all BCSSE 2014 and NSSE 2015 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 Engagement Indicators
Overview of Activities of the NSSE Institute

- Outreach Services
  - Webinars
  - NSSE Users Workshops – *interest??*

- Resources
  - Lessons from the Field

- Research Initiatives
  - Learning to Improve: A Study of Evidence Based Improvement in Higher Education
  - Engaging Latino Student project
Guide to Online Resources

- Provides a snapshot & active web links to resources on NSSE Web site.

- Resources include:
  - Accreditation Toolkits
  - Project DEEP Publications
  - Related publications, conference papers, and presentations
Accreditation Toolkits

- Regional & Specialized
- NSSE Items mapped to standards
- Updated for 2015!

Access Toolkits on NSSE Website – “Tools & Services”

<table>
<thead>
<tr>
<th>NSSE 2015 Survey Items</th>
<th>WASC Core*</th>
<th>WASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During the current school year, about how often have you done the following?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Asked questions or contributed to course discussions in other ways</td>
<td>1</td>
<td>2.2a</td>
</tr>
<tr>
<td>b. Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>1</td>
<td>2.2a, 2.5</td>
</tr>
<tr>
<td>c. Come to class without completing readings or assignments</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>d. Attended an art exhibit, play, dance, music, theater, or other performance</td>
<td>2</td>
<td>2.2a</td>
</tr>
<tr>
<td>e. Asked another student to help you understand course material</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>f. Explained course material to one or more students</td>
<td>1</td>
<td>2.13</td>
</tr>
<tr>
<td>g. Prepared for exams by discussing or working through course material with other students</td>
<td>1</td>
<td>2.2a</td>
</tr>
<tr>
<td>h. Worked with other students on course projects or assignments</td>
<td>1</td>
<td>2.2a</td>
</tr>
<tr>
<td>i. Gave a course presentation</td>
<td></td>
<td>2.2a</td>
</tr>
</tbody>
</table>
Examples of how NSSE, BCSSE, and FSSE data have been used to guide educational policy and practice on campuses

Brief descriptions of practical applications of results

Online database to search for examples of how institutions are using NSSE, BCSSE, and FSSE data

Access from the NSSE homepage
Simply reporting NSSE results will not lead to action.
Connecting Results to Campus Audiences

### Engagement Indicators and High-Impact Practices Mapped to Relevant Units

<table>
<thead>
<tr>
<th>Engagement Indicators</th>
<th>Relevant Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEME: Academic Challenge</strong></td>
<td></td>
</tr>
<tr>
<td>Higher-Order Learning (HO)</td>
<td>Academic success center, Faculty development, SoTL, Tutoring, Writing center/programs</td>
</tr>
<tr>
<td>Reflective &amp; Integrative Learning (RI)</td>
<td>Academic success center, Diversity office, General education, Integrative learning, Interdisciplinary studies, SoTL, Tutoring, Writing center/programs</td>
</tr>
<tr>
<td>Learning Strategies (LS)</td>
<td>Academic advising, Academic success center, Retention committee/task force, Tutoring</td>
</tr>
<tr>
<td>Quantitative Reasoning (QR)</td>
<td>General education, Literacy committee, Quantitative literacy/reasoning</td>
</tr>
<tr>
<td><strong>THEME: Learning with Peers</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: www.nsse.indiana.edu/pdf/NSSE_Item_Campuswide_Mapping.pdf
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 bites**, 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 showcase their use to others
- Share lessons learned, and action taken with campus constituents – especially students
Collective Wisdom from Users: Moving from Data to Action

Plan Action During Pre-results Phase

- Identify how results fit stakeholder assessment plans
- Create a campaign to raise awareness
- Solicit stakeholder input on selection of comparison groups
- Consider how results can be used for educational processes

Examine & Share Results

- Disseminate to those who can do something about results
- Develop short reports & share regularly
- Involve all stakeholders in interpretation of results
- Share results with faculty & administrative NSSE liaisons

Move Beyond NSSE Reports: Additional Analyses & Data Collection

- Connect NSSE data to other student information
- Add respondent voices & institutional context to data by conducting interviews & focus groups
- Conduct additional analyses relative to institutional issues
- Use data to assess impact of interventions to increase student engagement

Obstacles/Challenges Encountered from Sharing NSSE Data & Results

“Connect findings to what faculty can utilize”

“We tend to present an overview to upper level administration, post it on the website and shelve it”

“They see it once, but never use it”

“Volume of data, Choosing concise selections of data”

Start with the Engagement Indicators

- Select 1 or 2 that connect to current faculty conversations (Worksheets # 4 & 5)
- Pre-select NSSE items and facilitate a discussion using Worksheet #2
- Build NSSE ambassadors on campus (towards advancing culture of assessment)
- Follow up with those who have seen initial findings and use the NSSE User’s Guide worksheets to facilitate a conversation

Decide what to focus on by connecting it to existing campus conversations

- Worksheet #6 could be used to help facilitate this
- Worksheet #3 could to look within EIs
Institutional Example:
Winthrop University

- Winthrop identified relevant NSSE measures and mapped to their University-Level Competencies
  - ULC related to thinking critically was mapped to EIs Higher-Order Learning and Reflective Learning
  - ULC related to interconnectedness was mapped to EI Discussions with Diverse Others

Winthrop University website shows NSSE items mapped to the ULCs.
Institutional Example: University of Massachusetts Lowell

- University of Massachusetts Lowell developed strategic plan titled, “UMass Lowell 2020” organized around 5 pillars
- Created a Report Card to monitor progress
- NSSE results - overall student satisfaction and High-Impact practices items - serve as indicators for their “transformational education” pillar

2020 goal is to increase overall student satisfaction and have 70% of FY and 80% of SR engaged in HIPs.
“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/web site_displays
Beyond Your Reports....

- Use your data file 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” (ENTIREEEXP) and “start over” (SAMECOLL) as outcomes
  - Add retention results to explore factors related to first-year student persistence
For More Information...

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(812-856-1430)

Bob Gonyea
rgonyea@indiana.edu
(812-856-3014)

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.indiana.edu
Registration Open for NSSE 2016

- Invitation for 2016

- Deadline to register: September 25, 2015

- Register online: nsse.indiana.edu