Tips for NSSE System Participation

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OVERVIEW

• Introduction and basics of system participation

• Tips – before survey administration

• Tips – what to do with your reports

• Tips – what to do with your data file
State and multi-campus systems have a long history of NSSE participation
  – 1,600 colleges & universities in the US & Canada
  – 25 university systems

NSSE is a valued, trusted tool for assessing the quality of undergraduate education

State systems can use NSSE to enhance their vital role in promoting assessment, accountability, and improvement
NSSE provides comparative data for system institutions and detailed results for individual campuses -- institutions can monitor their performance and assess their distinctive contributions to state education goals.

- NSSE results focus institution and faculty attention on practices that matter for student learning and success.
- Student engagement results provide systems with common indicators on system-level topics of interests, such as applied learning, high-impact practices, and academic advising.
- Institutional efforts to improve student retention can be informed by NSSE results, and shared concerns can be addressed within the system to bring efforts to scale.
• Formal system involvement with NSSE requires registration as a system prior to survey administration
  – System coordinator helps to facilitate participation in variety of ways
• See http://nsse.indiana.edu/html/systems.cfm for examples of other systems using NSSE data and more details on the process of system participation
• Institutional Reports for every system school participating in NSSE (for that administration year)
  – Snapshot, Engagement Indicators & HIPs, Frequencies and Statistical Comparisons (Core, Modules, and Consortium), Respondent Profile, Multi-Year Report

• System Summary Report
  – Frequencies (Core and Consortium), Respondent Profile, and HIPs at system aggregate level
  – EIs and HIPS at institution and system aggregate level

• Data file (SPSS) with student-level data at all system institutions (data sharing agreement required)
Write a set of system-specific items to be included in the upcoming administration for all system schools

• See webpage for example items: http://nsse.indiana.edu/html/consortia_list.cfm

• Additional fee

• System coordinators work with NSSE staff and representative system schools to identify relevant topics and format items to capture data
Also have guidelines for writing additional items posted on the website:

http://nsse.indiana.edu/pdf/Guidelines%20for%20consortium%20item%20review_final.pdf
Utilize the “group variables” in the population file upload process to identify sub-groups for later analyses

- Open variable to flag for certain students (Honors College, student athletes, etc.) or include extra student information (GPA, entrance exam scores, etc.)
- If consistent across systems, can be used for further examinations of the data based on specific system needs
- No additional fee
Coordinate module participation across all system schools

- After all system schools have registered, system coordinators can identify if there is a Topical Module of interest and recommend that system schools select this module

- No additional fee (if only one module)
Coordinate comparison group selection for system schools

• After survey launches, schools complete the Report Form and can customize their comparison groups
  • First comparison group default is for other system schools
• System coordinators can recommend customization based on other criteria for system schools to have consistency across system Institutional Reports
  • But individual CPMs are ultimately responsible for making the comparison group selections
• No additional fee
Systems might be interested in specific items

• For example, in a system with 10 institutions, 3 are interested in expanding internships. NSSE results for first-year student expectations and seniors’ participation* in internships could help make the case for investment.

*Data can be retrieved from the individual Institutional Reports
• Systems might also be interested in a particular EI, or the individual items that make up an indicator
  – For instance, if a system was interested in Collaborative Learning, especially “working with other students on course projects or assignments” for first-years, they could retrieve this from each Institutional Report
USING THE REPORTS

• Systems coordinators could also take this a step further and create their own “side-by-side” display for specific item frequencies using the Excel files as a template
  – EIs and HIPs already displayed side-by-side in System Summary Report
• Add columns to the System Summary Report and paste in the individual school results
• This can highlight key items across all system schools; can be used in additional reports or presentations for stakeholders, assessment committees, etc.
## NSSE 2015 System Report

**Summary Frequency Distributions**

**NSSEville State University System**

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Response options</th>
<th>First-Year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. During the current school year, about how often have you done the following?</td>
<td>askquest</td>
<td>Never</td>
<td>85</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sometimes</td>
<td>940</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Often</td>
<td>1,001</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very often</td>
<td>741</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>2,767</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>drafts</td>
<td>Never</td>
<td>433</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sometimes</td>
<td>926</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Often</td>
<td>800</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very often</td>
<td>571</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>2,750</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>unprepareddr</td>
<td>Very often</td>
<td>119</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Often</td>
<td>331</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>440</td>
<td>16</td>
</tr>
</tbody>
</table>
### NSSE 2015 System Report

#### Engagement Indicators

**NSSEville State University System**

<table>
<thead>
<tr>
<th>First-Year Students</th>
<th>North</th>
<th>South</th>
<th>East</th>
<th>West</th>
<th>Springville</th>
<th>Kuh University</th>
<th>NSSEville System Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Higher-Order Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>40.3</td>
<td>40.9</td>
<td>38.5</td>
<td>38.6</td>
<td>37.4</td>
<td>39.2</td>
<td>38.8</td>
</tr>
<tr>
<td>SD</td>
<td>14.7</td>
<td>13.7</td>
<td>12.5</td>
<td>13.7</td>
<td>14.0</td>
<td>13.4</td>
<td>13.6</td>
</tr>
<tr>
<td>SEM</td>
<td>.94</td>
<td>1.38</td>
<td>.55</td>
<td>.43</td>
<td>.88</td>
<td>.75</td>
<td>.27</td>
</tr>
<tr>
<td>N</td>
<td>245</td>
<td>98</td>
<td>514</td>
<td>1,009</td>
<td>254</td>
<td>321</td>
<td>2,442</td>
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<tr>
<td><strong>Reflective &amp; Integrative Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>35.9</td>
<td>37.6</td>
<td>35.1</td>
<td>34.9</td>
<td>35.4</td>
<td>38.5</td>
<td>35.7</td>
</tr>
<tr>
<td>SD</td>
<td>13.0</td>
<td>13.7</td>
<td>12.2</td>
<td>12.6</td>
<td>13.4</td>
<td>12.2</td>
<td>12.7</td>
</tr>
<tr>
<td>SEM</td>
<td>.82</td>
<td>1.39</td>
<td>.53</td>
<td>.39</td>
<td>.83</td>
<td>.67</td>
<td>.25</td>
</tr>
<tr>
<td>N</td>
<td>249</td>
<td>97</td>
<td>538</td>
<td>1,031</td>
<td>263</td>
<td>332</td>
<td>2,331</td>
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<tr>
<td><strong>Academic Challenge</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Learning Strategies</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>42.7</td>
<td>41.3</td>
<td>39.2</td>
<td>40.9</td>
<td>40.1</td>
<td>38.4</td>
<td>40.3</td>
</tr>
<tr>
<td>SD</td>
<td>15.3</td>
<td>14.2</td>
<td>13.4</td>
<td>14.6</td>
<td>13.3</td>
<td>14.2</td>
<td>14.3</td>
</tr>
<tr>
<td>SEM</td>
<td>1.03</td>
<td>1.52</td>
<td>.61</td>
<td>.47</td>
<td>.87</td>
<td>.82</td>
<td>.30</td>
</tr>
</tbody>
</table>
Systems might be interested in comparing their results to those from previous NSSE participation to identify patterns


• Might want to look for increases in certain activities if system-wide programming was put in place since last NSSE administration
If your system schools customized comparison groups consistently, information can also be derived from the comparison groups results featured in the Institutional Reports.

- Effect sizes and significance levels are included to demonstrate where the most prominent differences are within the results.
- If the system is the “default” group, can also look at how individual schools compare to all others in the system.
Systems can also use the detailed statistics included in the Institutional Reports to conduct their own independent samples t-tests for two specific institutions

- Means, standard deviations, Ns, and degrees of freedom can be found in the reports
- Formulas for pooled variance and the test statistic can be set up in Excel
System coordinators can also do means comparisons and other analyses on their own using the student-level data file in SPSS.

- Examples: t-tests for two specific schools, ANOVAs across all schools in system, chi-square analyses for categorical items, OLS regression with demographics and other control variables.
USING THE DATA FILE

Looking at sub-groups of interest in the data file may be especially useful

• Use data file to select for certain types of students (majors, gender, first generation students, racial minority) and see if there are patterns or differences in their responses

• If included common “group variables” across all system schools in population file upload, can examine these further since they are available in the SPSS file as well
For example, the Tennessee Publics System further explored engagement for non-traditional age students (over 25), a growing population for their campuses.

- Looked at HIP participation and EI scores for this group using their system data file.
- Informed TN Board of Regents recommendations to enhance support for adult/nontraditional students.
NSSE offers support in planning and promoting survey participation, and resources for sharing results.

Webinars, custom workshops, and consultations can assist systems in using NSSE data to inform strategic plans and improvement initiatives.

Questions? Comments? Let us know!

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