

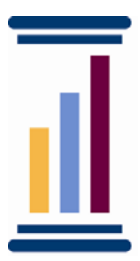
# Tips for NSSE System Participation

Angie L. Miller, Ph.D.

National Survey of Student Engagement (NSSE)

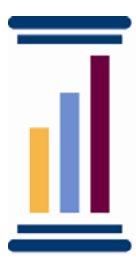
Indiana University Bloomington

Center for Postsecondary Research



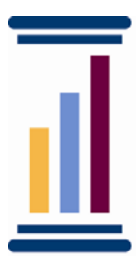
# OVERVIEW

- 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



# NSSE AND SYSTEM HISTORY

- 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

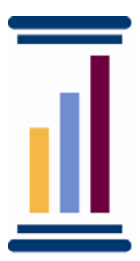


# NSSE'S VALUE TO SYSTEMS

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

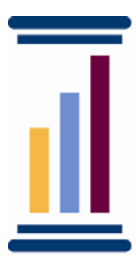
- NSSE results focus institution and faculty attention on practices that matter for student learning and success
- Student engagement results provide systems with common indicators on system-level topics of interests, such as applied learning, high-impact practices, and academic advising
- Institutional 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





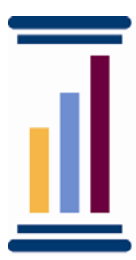
# SYSTEM BASICS

- 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



# SYSTEM DELIVERABLES

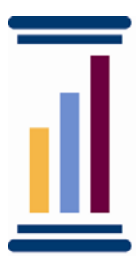
- Institutional Reports for every system school participating in NSSE (for that administration year)
  - Snapshot, Engagement Indicators & HIPs, Frequencies and Statistical Comparisons (Core, Modules, and Consortium), Respondent Profile, Multi-Year Report
- System Summary Report
  - Frequencies (Core 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)



# BEFORE SURVEY ADMIN

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](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



# BEFORE SURVEY ADMIN

Also have guidelines for writing additional items posted on the website:

[http://nsse.indiana.edu/pdf/Guidelines%20for%20consortium%20item%20review\\_final.pdf](http://nsse.indiana.edu/pdf/Guidelines%20for%20consortium%20item%20review_final.pdf)

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## Guidelines for Consortium Items

Should you have any questions or concerns about these guidelines, please contact NSSE's Consortium Coordinator at [consorti@indiana.edu](mailto:consorti@indiana.edu)

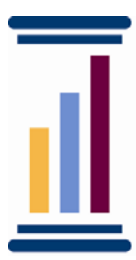
- 1. The question set should take no more than 3 minutes** to complete. As a rule of thumb, this means no more than 15 items, where "item" refers to anything requiring a discrete response as detailed below.
- 2. Each response in a "check all that apply" type question counts as a separate survey item.**

*For example, the following counts as three separate survey items:*

Which of the following co-curricular activities do you participate in (check all that apply)?

- A social fraternity or sorority
- A book club

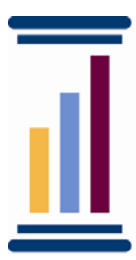




# BEFORE SURVEY ADMIN

Utilize the “group variables” in the population file upload process to identify sub-groups for later analyses

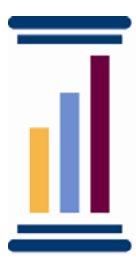
- Open variable to flag for certain students (Honors College, student athletes, etc.) or include extra student information (GPA, entrance exam scores, etc.)
- If consistent across systems, can be used for further examinations of the data based on specific system needs
- No additional fee



# BEFORE SURVEY ADMIN

Coordinate module participation across all system schools

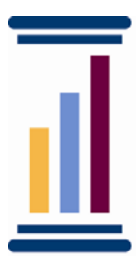
- After all system schools have registered, system coordinators can identify if there is a Topical Module of interest and recommend that system schools select this module
- No additional fee (if only one module)



# BEFORE SURVEY ADMIN

## 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



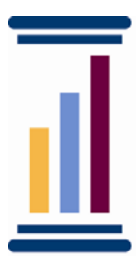
# USING THE REPORTS

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.



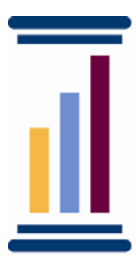
\*Data can be retrieved from the individual Institutional Reports



# USING THE 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

h. Worked with other students on course projects or assignments	CLproject	1	Never	10	4	857	5	2,276	8	14,923	9
		2	Sometimes	101	35	6,635	38	12,358	40	78,286	38
		3	Often	118	41	6,461	37	11,168	35	74,919	35
		4	Very often	58	20	3,485	20	5,339	17	39,461	18
			Total	287	100	17,438	100	31,141	100	207,589	100



# 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.



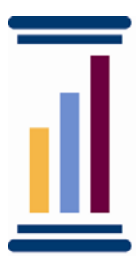
# USING THE REPORTS



## NSSE 2015 System Report Summary Frequency Distributions NSSEville State University System

Item wording or description	Variable name	Response options	First-Year		Senior	
			Count	%	Count	%
<b>1. During the current school year, about how often have you done the following?</b>						
a. Asked questions or contributed to course discussions in other ways	askquest	Never	85	3	51	2
		Sometimes	940	34	692	25
		Often	1,001	37	904	32
		Very often	741	27	1,204	42
		Total	2,767	100	2,851	100
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	Never	453	17	777	28
		Sometimes	926	34	1,025	36
		Often	800	29	607	21
		Very often	571	21	434	15
		Total	2,750	100	2,843	100
c. Come to class without completing readings or assignments	unpreparedr	Very often	119	4	209	8
		Often	331	12	440	16

*Percentages rounded to nearest .01*



# USING THE REPORTS

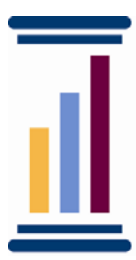


## NSSE 2015 System Report Engagement Indicators NSSEville State University System

### First-Year Students

Theme	Engagement Indicator	EI Variable Name	Mean Statistics	First-Year Students						
				North	South	East	West	Springville	Kuh University	NSSEville System Total
Academic Challenge	Higher-Order Learning	HO	Mean	40.3	40.9	38.5	38.6	37.4	39.2	38.8
			SD	14.7	13.7	12.5	13.7	14.0	13.4	13.6
			SEM	.94	1.38	.55	.43	.88	.75	.27
			N	245	98	514	1,009	254	321	2,442
	Reflective & Integrative Learning	RI	Mean	35.9	37.6	35.1	34.9	35.4	38.5	35.7
			SD	13.0	13.7	12.2	12.6	13.4	12.2	12.7
			SEM	.82	1.39	.53	.39	.83	.67	.25
			N	249	97	538	1,051	263	332	2,531
	Learning Strategies	LS	Mean	42.7	41.3	39.2	40.9	40.1	38.4	40.3
			SD	15.3	14.2	13.4	14.6	13.5	14.2	14.3
			SEM	1.03	1.52	.61	.47	.87	.82	.30





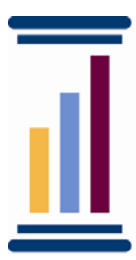
# USING THE REPORTS

Systems might be interested in comparing their results to those from previous NSSE participation to identify patterns

– Note: survey update in 2013, item crosswalk available on website:

<http://nsse.indiana.edu/pdf/NSSE%202012-2014%20Item%20Comparisons.pdf>

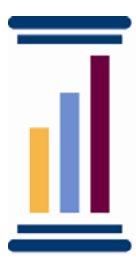
- Might want to look for increases in certain activities if system-wide programming was put in place since last NSSE administration



# USING THE REPORTS

If your system schools customized comparison groups consistently, information can also be derived from the comparison groups results featured in the Institutional Reports

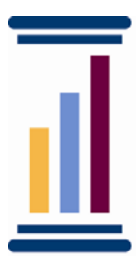
- Effect sizes and significance levels are included to demonstrate where the most prominent differences are within the results
- If the system is the “default” group, can also look at how individual schools compare to all others in the system



# USING THE REPORTS

Systems can also use the detailed statistics included in the Institutional Reports to conduct their own independent samples t-tests for two specific institutions

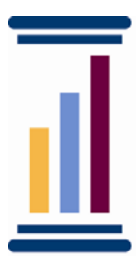
- Means, standard deviations, Ns, and degrees of freedom can be found in the reports
- Formulas for pooled variance and the test statistic can be set up in Excel



# USING THE DATA FILE

System coordinators can also do means comparisons and other analyses on their own using the student-level data file in SPSS

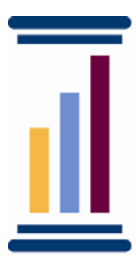
- Examples: t-tests for two specific schools, ANOVAs across all schools in system, chi-square analyses for categorical items, OLS regression with demographics and other control variables



# 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




# USING THE DATA FILE

- 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



# SUPPORT FOR SYSTEM DATA USE

- 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

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NSSE Data User's Guide  
WORKSHEET #2  
**Predict Your Results**

What do you know about your students? Because beliefs and assumptions play a role in shaping expectations and actions, it is helpful to account for them when trying to understand the undergraduate experience.

Items from NSSE Question #1 are in the table below. Select several items of interest, or add your own to the table. Then, in the "Predict" column record whether you believe this is a "strength" or an infrequent experience among your students (see the key below). Under "Prefer" indicate the level of your preference for students' engagement in this experience. Under "Actual" write the result for that item in the *Frequency and Statistical Comparisons* report. Examine the gaps between students' actual responses and faculty and staff predictions and preferences as a catalyst for group discussion about the quality of the student experience.

Items from Survey Question #1 [modify this table to include a dozen or so items of interest to your institution]

1. During the current school year, about how often have you done the following?  
Response options: Very often, Often, Sometimes, Never

	Predict*	Prefer*	Actual %**
a. Asked questions or contributed to course discussions in other ways			
b. Prepared two or more drafts of a paper or assignment before turning it in			
c. Come to class without completing readings or assignments			
d. Attended an art exhibit, play or other arts performance (dance, music, etc.)			
e. Asked another student to help you understand course material			
f. Explained course material to one or more students			
g. Prepared for exams by discussing or working through course material with other students			
h. Worked with other students on course projects or assignments			
i. Gave a course presentation			

Key

- \* Use "+" to identify a strength, something students do frequently, "-" to identify something a fair proportion of students do, "-" to identify an infrequent experience.
- \*\* % "Often" or "Very Often"—Actual percentage distribution is available from the *Engagement Indicators and Frequency and Statistical Comparisons* reports.

NSSE Data User's Guide, available:  
[www.nsse.indiana.edu/html/data\\_users\\_guide.cfm](http://www.nsse.indiana.edu/html/data_users_guide.cfm)

# Questions? Comments?

Let us know!

*Past systems reports/data:*

Angie L. Miller

[anglmill@indiana.edu](mailto:anglmill@indiana.edu)

*To register as a system:*

Jennifer Brooks

[brooksjl@indiana.edu](mailto:brooksjl@indiana.edu)

OR

[nsse@indiana.edu](mailto:nsse@indiana.edu)

