Increase Dissemination & Discussion of Results: Introducing the NSSE Data User's Guide

Webinar will begin at 2 pm EST.
Before we begin, please review the following:

General advice:
• For best results, connect to this Webinar using a high-speed connection.
• Visit https://admin.acrobat.com/common/help/en/support/meeting_test.htm for a comprehensive set of tests and troubleshooting solutions if you have issues with the Adobe Connect software.
• Have your Snapshot on hand for reference or access your materials through the NSSE Institution Interface.

Sound:
• Increase the volume on your computer speakers or plug in your headphones to listen to the Webinar.
• For best results, close ALL other applications as they can interfere with the audio feed.

What to do if you don’t hear anything:
• If you cannot hear anything, click on “Meeting” at left of the grey tool bar at the top of the screen and select “Audio Setup Wizard.” Complete the first part of the Wizard, which ends with a speaker test, to ensure a proper Webinar audio connection. If you cannot hear anything after this, consult your technology support person.

Using the Chat feature:
• The Chat window allows participants to interact with presenters and each other - ask questions of presenters and of other users!
For this Webinar you should have....

Printed copy of Data User’s Guide

Frequencies & Statistical Comparisons Report

Recent NSSE Binder and printed item level frequencies

If your institution has not participated in 2013 or 2014, you can use the NSSEville Snapshot and the NSSEville Reports
Increase Dissemination & Discussion of Results: Introducing the NSSE Data User's Guide

A NSSE Webinar Presented by

Cindy Cogswell
Amy Ribera
Allison BrckaLorenz

December 2014
Today’s Agenda

- Guided tour of NSSE User’s Guide, how it can be used, and share ideas for generating discussion and action on campus
- Generate discussion via the chat – exchange examples of NSSE use
- Recommendations on how to use the guide with different audiences
- Q & A
- 2. Review tools and resources that are available should different questions arise about NSSE
Today’s Webinar

- Go through the User’s Guide
  - Discuss what audiences they can be used with
  - What data you need to use the worksheets
- Highlight additional available tools for disseminating & discussing NSSE data on campus
- Q&A
Today's Webinar

- We will be talking through the worksheets out of order
- Remember that you can download the Publisher version of the worksheets to customize them

Worksheet Topics at a Glance

**Worksheet #1: Guiding Questions**
This one-page worksheet offers three reflective prompts essential to initiating and focusing NSSE data use.

**Worksheet #2: Predict Your Results**
The invitation to predict results can fuel interest in knowing actual results, expose gaps between perception and actuality, and stimulate discussion about what deserves campus attention.

**Worksheet #3: High-Impact Practices**
This one-page worksheet is designed to facilitate reflection and discussion of student participation in high-impact educational practices.

**Worksheet #4: Engagement Indicators**
This exercise is designed to facilitate consideration and discussion of the quality of the student experience from the perspective of staff compared to the perspective of students.

**Worksheet #5: Item-Level Engagement Indicators**
After identifying areas of strength or concern in previous worksheet discussions, participants can use this worksheet to probe why scores are high or low in an area of engagement.

**Worksheet #6: NSSE and Campus Strategic Goals**
Using this two-page worksheet in a group or individual setting, campus representatives map a selected institutional goal to NSSE items.
Make Sure to Remember....

- Ask questions in the chat window
- Share ideas, examples, and collegial brainstorming
- The slides and a recording of the webinar will be posted to our website, which includes the chat log

If you are new to NSSE data or sharing results with others, remember to focus on the utility of the tool being presented, not overwhelmed with all of its potential.
Questions

How to encourage faculty to engage in the NSSE results

Examples of use of NSSE data to support assessment

How do you suggest aligning NSSE and FSSE data?

Particularly interested in examples of sharing results with students via social media, or other visualizations or graphics

How to make use of NSSE data in program-level curriculum decisions? How to effectively engage faculty in action-based discussions related to NSSE data?

How to have faculty identify and deploy improvement actions based on the NSSE results.
Simply reporting NSSE results will not lead to action

- Determining how best to encourage the use of NSSE data where it has potential to bring improvement and to ensure that the reports influence campus action can be challenging

- This document was designed with users’ in mind

- This webinar is intended to discuss sharing results with others, and does not explain how to navigate or understand results at a basic level
POLL! Your NSSE Binder Experience...

How many years have you worked with NSSE data and results?

1. This is my first!
2. Somewhere between 2-4 years
3. 5+ years, experienced user!
4. I previously worked with it but I need a refresher
What obstacles or challenges have you encountered when sharing NSSE data and results on campus?

- To focus your listening for the remainder of the webinar, select one specific audience you want to share NSSE results with
  - A specific academic department or campus committee
Reflect on your reasons for administering NSSE. What strengths, concerns, or points of interest do you want to know more about from your students’ educational experiences?

Record your response either on Worksheet #1, item #1, or type it into the chat window.
What was this worksheet designed for/to do?
- Initial Conversation piece

When is the best time to use this worksheet?
- Before/during administration
- As you start to look at NSSE Results

Who is the best group to share this with?
- NSSE Committee
- President’s or Provost’s Council
Worksheet #4
Engagement Indicators

- Good place to start for a broad overview
- Who is the best group to share this with?
  - Groups that are new to using NSSE data and have direct connections questions on the survey
- Guided exercise to discuss perceptions, preferences, and actual results
Turn to Worksheet #4, take a minute to fill in your predictions for each Engagement Indicator.

Next, indicate (+) preference for your top three strengths.

If time permits, mark 1-2 areas you foresee may need improvement.
# NSSE Engagement Indicator Results

<table>
<thead>
<tr>
<th>Themes</th>
<th>Engagement Indicators</th>
<th>SR Prediction*</th>
<th>SR Preference*</th>
<th>Actual Score Relative to Comp Group**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher Order Learning</td>
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<td>Reflective &amp; Integrative Learning</td>
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<td>Learning Strategies</td>
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<td>Quantitative Reasoning</td>
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<td>Learning with Peers</td>
<td>Collaborative Learning</td>
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<td>Experiences with Faculty</td>
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<td>Effective Teaching Practices</td>
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<tr>
<td>Campus Environment</td>
<td>Quality of Interactions</td>
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<td>Supportive Environment</td>
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</tbody>
</table>
# Worksheet #4

## Engagement Indicators

### NSSE Engagement Indicator Results

<table>
<thead>
<tr>
<th>Themes</th>
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</tbody>
</table>
Actual Results

As the facilitator, you may need...

**Engagement Indicator Report**
FY and SR

**Major Field Report**
FY and SR by major
Actual Results

- EI Report – page 3
- Offers a summary of FY & SR results
- Designed to stand on its own
- Useful handout for filling out the last column
### NSSE Engagement Indicator Results

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</tbody>
</table>
#5 EI Item Level

- What was this worksheet designed for/to do?
  - Follow up to WS #4

- When is the best time to use this worksheet?
  - If an EI score stands out as lower than expected, lower than an important comparison group

- Who is the best group to share this with?
  - Follow up with the same group you used WS #4 with
In order to use this worksheet you will need your...

- Engagement Indicator Report
- Frequencies & Statistical Comparisons Report
- Major Field Report FY & SR by Major
#5 EI Item Level

Download the word version of this worksheet to customize what survey items are listed.

You can also delete or add columns as desired.

<table>
<thead>
<tr>
<th>Engagement Indicator Items</th>
<th>Institution % Never/Very Little</th>
<th>Comparison Group % Never/Very Little</th>
<th>Statistical Significance (*) of Average Difference</th>
<th>Effect Size (magnitude) of Average Difference</th>
<th>Faculty Values, Emphasis, or Participation</th>
<th>Area of Concern? (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
#5 EI Item Level

You will need to decide if you pre-enter any of this data, when the worksheet is distributed.
If you have FSSE Data this is a great place to include it in the discussion.
Decide ahead of time, how participants’ responses to this will be followed up upon.
### Engagement Indicator Results Comparisons

<table>
<thead>
<tr>
<th>Engagement Indicator Items</th>
<th>Institution %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Strategies</td>
<td>Never/Very Little</td>
</tr>
<tr>
<td><em>During the current school year, how often have you:</em></td>
<td></td>
</tr>
<tr>
<td>Identified key information from reading assignments</td>
<td>19%</td>
</tr>
<tr>
<td>Reviewed your notes after class</td>
<td>39%</td>
</tr>
<tr>
<td>Summarized what you learned in class or from course materials</td>
<td>42%</td>
</tr>
</tbody>
</table>
#5 EI Item Level: EXAMPLE

Engagement Indicator Results Comparisons

<table>
<thead>
<tr>
<th>Engagement Indicator Items</th>
<th>Institution % Never/Very Little</th>
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<th>Effect Size (±magnitude) of Average Difference</th>
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</tr>
<tr>
<td>Identified key information from reading assignments</td>
<td>19%</td>
<td>22%</td>
<td>.07</td>
<td></td>
</tr>
<tr>
<td>Reviewed your notes after class</td>
<td>39 %</td>
<td>36%</td>
<td>- .07</td>
<td></td>
</tr>
<tr>
<td>Summarized what you learned in class or from course materials</td>
<td>42%</td>
<td>38%</td>
<td>***</td>
<td>-.13</td>
</tr>
</tbody>
</table>

Large Public
### Engagement Indicator Results Comparisons

<table>
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<tr>
<th>Engagement Indicator Items</th>
<th>Institution % Never/Very Little</th>
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<th>Statistical Significance (**) of Average Difference</th>
<th>Effect Size (±magnitude) of Average Difference</th>
<th>Faculty % Very little/Some</th>
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<tr>
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<td>36%</td>
<td>-.07</td>
<td>45%</td>
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<tr>
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<td>38%</td>
<td>***</td>
<td>-.13</td>
<td>56%</td>
</tr>
</tbody>
</table>

*Faculty % Very little/Some: 42%*  
*Effect Size (±magnitude) of Average Difference: *42%

Large Public
<table>
<thead>
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<th>Institution % Never/Very Little</th>
<th>Comparison Group % Never/Very Little</th>
<th>Statistical Significance (*)</th>
<th>Effect Size (±magnitude) of Average Difference</th>
<th>Faculty % Very little/Some</th>
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<td>56%</td>
<td>YES</td>
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<table>
<thead>
<tr>
<th>FSSE Scale</th>
<th>Arts</th>
<th>Humanities</th>
<th>Soc Sci</th>
<th>Sci &amp; Math</th>
<th>Bus</th>
<th>Comm</th>
<th>Educ</th>
<th>Engineering</th>
<th>Health Sci</th>
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<tr>
<td><strong>Academic Challenge</strong></td>
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<td>Higher-Order Learning</td>
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<td>Reflective &amp; Integrative Learning</td>
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<td>Learning Strategies</td>
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<td><strong>Learning with Peers</strong></td>
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<td>Discussions with Diverse Others</td>
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<td><strong>Experiences with Faculty</strong></td>
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<td><strong>Campus Environment</strong></td>
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<td>Supportive Environment</td>
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</tbody>
</table>
#5 EI Item Level Debrief

Worksheets #5 & #2 Are VERY Similar

An idea to take this further

Use either (or both) worksheet with academic departments and their Major Field Reports as a tool to facilitate conversation
Worksheet #2

- Specific campus agenda or strategic goal
- Align individual items to your goal
- Best time to use this worksheet when sharing results with groups “new to NSSE”
- Who is the best group to share this with?
  - Academic departments (preparing for program review)
  - Curriculum review committee
To use this worksheet you will need to identify a population of students you want to focus on:
- First years
- Seniors
- Senior engineering majors
- Gender
- First-generation
- Commuter students

This will inform what results or analyses you will need to run in order to use this worksheet.
Download Word version to **customize** your list of survey items

<table>
<thead>
<tr>
<th>1. During the current school year, about how often have you done the following?</th>
<th>Predict*</th>
<th>Prefer*</th>
<th>Actual %**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response options: Very often, Often, Sometimes, Never</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Asked questions or contributed to course discussions in other ways</td>
<td></td>
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<tr>
<td>b. Prepared two or more drafts of a paper or assignment before turning it in</td>
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</tr>
<tr>
<td>c. Come to class without completing readings or assignments</td>
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<td></td>
</tr>
</tbody>
</table>
# Worksheet #2

## Predictions/Preferences

- Predict your results
- Indicate your top strengths
  - May use “+” and “-” to indicate areas of strength and weakness

### 1. During the current school year, about how often have you done the following?

Response options: Very often, Often, Sometimes, Never

<table>
<thead>
<tr>
<th></th>
<th>Predict*</th>
<th>Prefer*</th>
<th>Actual %**</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Asked questions or contributed to course discussions in other ways</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Prepared two or more drafts of a paper or assignment before turning it in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Come to class without completing readings or assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
#2 Predict Your Results: Debrief

An idea to take this further, conduct your own analyses

Disaggregate responses by student demographics, special program, transfer students, or special population in a specific major

If your Snapshot’s “best” and “lowest” scores were particularly surprising, this worksheet may be a way to reveal and discuss the individual items.
#3 High-Impact Practices

- **What was this worksheet designed for/to do?**
  - As you start to look at NSSE Results
  - When seeking guidance on how to look within your NSSE Results

- **When is the best time to use this worksheet?**
  - As you start to look at NSSE Results
  - When seeking guidance on how to look within your NSSE Results

- **Who is the best group to share this with?**
  - Groups that have direct connections to HIPs, first year initiatives and senior capstone
#3 High-Impact Practices: Debrief

In order to use this worksheet you will need your…

High-Impact Practices Report

…Specifically, page 8
#3 High-Impact Practices: Debrief

Use this column to focus on a specific subpopulation, i.e. you want to see how FYs who participated in a Bridge Program did in comparison to the rest of their FY peers.
Use this column to link **FSSE** data for a conversation on faculty expectations of student behaviors alongside student scores.
#6 NSSE and Campus Strategic Goals

- What was this worksheet designed for/to do?
  - When is the best time to use this worksheet?
    - Campus, Faculty or department retreat
    - Accreditation planning meeting

- Who is the best group to share this with?
  - Long Range Planning
  - Accreditation Team(s)
  - President’s Cabinet, Provost office, Executive Leadership
In order to use this worksheet you will need your...

Strategic Plan

Other Planning documents

Campus Motivators

The NSSE Instrument
PREPARING TO SHARE RESULTS
Tips to Overcoming Obstacles When Sharing NSSE Data

- Page 11 in the User’s Guide
  - Small sample size
  - Concerns about validity and reliability
  - Tools to widely share results with pertinent campus groups
  - Faculty buy-in/awareness

- Exemplary Uses of NSSE Data
Additional Anticipated Questions

- **Psychometric Portfolio**
  - Information on Reliability and Validity

- **How Institutions Use NSSE**
  - Searchable database of institutional examples

- **Lessons from the Field**
  - Examples and stories of exemplar use of NSSE data and results on campus
In a 2012 NILOA publication, Baker, Jankowski, Provezis & Kinzie examined practices at case study sites that most aligned assessment principles from Banta et al (2002) and found:

- Embedding assessment into institutional processes such as program review or governance structures;
- Securing support from administrative leadership by
  - Making resources available for and supporting the professional development of faculty and staff
  - Providing a vision for assessment
  - Providing and encouraging space for discussion and collaboration
- Engaging faculty in and fostering ownership of assessment
- Sharing information widely regarding assessment and results of assessment to both internal and external audiences”
Sharing NSSE & FSSE Data

How do you suggest aligning NSSE and FSSE data?

- Always start with NSSE results
  - Look through the Snapshot, and FY and SR responses
  - Find questionable things, good or bad
  - Then look to FSSE data for context
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 doses, 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 share their use with 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

Questions

How to encourage faculty to engage in the NSSE results

Examples of use of NSSE data to support assessment

Particularly interested in examples of sharing results with students via social media, or other visualizations or graphics

How to make use of NSSE data in program-level curriculum decisions? How to effectively engage faculty in action-based discussions related to NSSE data?

How do you suggest aligning NSSE and FSSE data?

How to have faculty identify and deploy improvement actions based on the NSSE results.
Ask us questions, let us know how things are going...

Copies of papers and presentations as well as annual reports and other information are available through the Web site: nsse.iub.edu