NSSE Webinar for CIC Member Institutions

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.

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 – make comments about your NSSE practice, ask questions of presenters and of other users!

A NSSE Webinar Presented by
Jillian Kinzie
February 24, 2015
Webinar Goals

- Introduce CIC and NSSE Webinars and CIC Report update
- QUICK Overview of the updated survey
- Your questions about Reports, Items, Changes, Accreditation, Retention, BCSSE & FSSE, faculty engagement...
- Preparing for Making the Case - Update

NSSE and CIC

- CIC first national presidential association to urge its members to participate in NSSE
- 90% of CIC member institutions have done NSSE at least once
- NSSE educational sessions at CIC meetings to support data use and promote effective educational practice
- NSSE results analyzed for special CIC reports
NSSE Results compiled in “CIC Making the Case Charts and Graphs”

“Students at independent colleges and universities, and in particular those attending private BA/MA institutions, were generally more engaged in effective educational practices and reported making greater strides in their learning and development.”
CIC Member Schools and the NSSE Update

- NSSE updated in 2013! (BCSSE & FSSE too)
- More sensitive measures, actionable indicators
- 500 CIC member schools have updated results

Next Steps for Making the Case

- CIC and NSSE are updating the “Making the Case” results based on the Updated NSSE (2013-15)
  - Replicate comparative analysis
  - Highlight key differences and sector distinctives
  - Conduct a second webinar for CIC member institutions to discuss results and explore ways that institutions can bring campus results into conversation with the new report (e.g. marketing that makes comparisons to other sectors, benchmarking against own sector, identifying distinctiveness, etc.)
But first…
What have you learned from your updated NSSE results? What are you doing with your NSSE data??

Using NSSE Data examples...

Two CIC features:

- Lunch-and-Learn Sessions to Communicate NSSE Results
  
  Holy Family University

  Staff from the Office of Institutional Research and Assessment at Holy Family University (HFU) coordinated two lunch-and-learn sessions on campus to introduce NSSE and FSEHE, share 2013 results, and encourage faculty and staff to use results in campus assessment and improvement projects. The first session, focusing on NSSE, began with a presentation about what NSSE is, why the campus participates, how the NSSE instrument has changed, and HFU’s participation history. Staff shared their pains from NSSE participation, highlighting the reports and resources from their most recent administration along with results demonstrating the link between NSSE’s themes and HFU’s mission. The opening presentation concluded with examples of other institutions’ uses of NSSE results (three Lessons from the Field). For the interactive portion of the session, the staff split the audience into two groups—one taking the role of first-year students and the other the role of seniors. Each group worked with predicting HFU student responses on Engagement Indicators items and how those would compare to comparison-group responses. An actual results webinar revealed additional discussion focused on the differences from the predicted results, why that might be, and how the campus could work together to improve student engagement. For the final portion of the session, the whole audience took the role of seniors, predicted senior responses on the High-Impact Practice items. HFU’s second lunch-and-learn session introduced FSEHE and discussed what HFU participants, presented results in HFU’s NSSE-FSEHE Combined Report, discussed differences between faculty and student responses, and generated next steps from the results for improving instructional strategies. Following up on these sessions, institutional research and assessment staff created a faculty and staff online Blackboard web page displaying both NSSE and FSEHE reports.

- Communicating Results to Promote Participation

  University of Puget Sound

  An infographic summarizing BCSESS 2013 results at the University of Puget Sound, shown below, was distributed on postcards to new students and posted on electronic screens around campus. This event generated interest in the spring 2014 NSSE administration, resulting in a higher response rate allowing the university to study combined results from BCSESS and NSSE.

  When faculty reviewed results from Puget Sound’s past NSSE administrations, they noted, among other findings, lower-than-expected levels in students’ responses to questions about experiential learning. Partly due to these findings, a task force was set up to review experiential learning at Puget Sound, with action in 2014–15 to include more prominent web information about experiential learning opportunities.
## NSSE Poll... With which institutional stakeholders are your NSSE data shared?

<table>
<thead>
<tr>
<th>Shared with</th>
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<tbody>
<tr>
<td>President/Senior administration</td>
<td>☐</td>
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<tr>
<td>Governing Board</td>
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<tr>
<td>Faculty</td>
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<tr>
<td>Department Chairs/Dears</td>
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<tr>
<td>Student Affairs staff</td>
<td>☐</td>
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<tr>
<td>Advising staff</td>
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<tr>
<td>Admissions staff</td>
<td>☐</td>
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<tr>
<td>Public Affairs/News Office</td>
<td>☐</td>
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<tr>
<td>Students</td>
<td>☐</td>
</tr>
<tr>
<td>Campus newspaper</td>
<td>☐</td>
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</tbody>
</table>

## QUICK REFRESHER ON THE UPDATE

[NSSE logo]

[NSSE logo]
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.

**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; updated terminology
    - Emerging areas of interest – HIPs, quantitative reasoning, effective teaching, deep approaches, topical modules

What are your questions/comments?
### Key Elements of NSSE Update (2013)

- Retains the signature focus on educational effectiveness
- Updated content
- Updated summary measures
  - Engagement indicators
  - High-Impact Practices
- Paper survey no longer offered
- New customization options
  - Topical modules
- Redesigned Reports

### Summary of NSSE Changes

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

* Offset by deletions
**NSSE Webinar for CIC Member Institutions 2015**

**9/6/2012**

**Item by Item Comparisons of the Original and Updated NSSE**

[Table showing item comparisons between the original and updated NSSE surveys]

**CIC questions About Changed Items**

**Deleted:**

- *How often...* Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment

- *How often...* Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)

**Technology is NOT the emphasis for learning.**

**Resolution:**

Created Technology Module

**Spirituality item simply reflects religiously-affiliated institution**

**Resolution:**

Consortium allows deeper exploration
**Effective Teaching Practices**

*To what extent have your instructors...*
- Clearly explained course goals and requirements
- Used examples/illustrations to explain difficult points
- Provided feedback on draft/work in progress
- Provided prompt & detailed feedback on tests/completed assignments

- **Strongly associated with persistence and key outcomes**
- **New way to engage faculty!**

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**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**

**Level of Academic Challenge**
- Expanded to focus on distinct dimensions of academic effort, including new topics of interest. 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

**Theme: Academic Challenge**

- Collaborative Learning
- Discussions with Diverse Others

**Theme: Learning with Peers**

**Key Changes**

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

**Supportive Campus Environment**
- Expanded to focus separately on interactions with key people at the institution and perceptions of the institution’s learning 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

High-Impact Practices
• Learning Community
• Service-Learning
• Research with a Faculty Member
• Internship or Field Experience
• Study Abroad
• Culminating Senior Experience

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.

Snapshot

- A concise overview of your results with comparisons to a selected comparison group
- Designed to be shared widely
- Single sheet with 4 pages
PAUSE... Do you have specific questions about your reports?

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 3 in magnitude.
- No significant difference.

Frequencies and Statistical Comparisons

First-Year Students

PAUSE... Do you have specific questions about your reports?
Don’t forget your datafile!!!!

- **NSSE Data File**
  - Downloadable from the Institution Interface
  - Includes all data collected for your institution
  - Merge data with other student records

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**Online Institutional Report**

- Sections correspond to print reports, with access to PDFs
- Guest access feature for sharing with others
**Working with Pre- and Post-Update Results**

- Connecting Benchmark and Engagement Indicator results
- Comparing item-level results
  - Refer to item tracking document

**Ideas or experiences to share from NSSE 2013 or 2014 users?**

**Working with Topical Modules**

**2014 menu**
- Academic Advising
- Civic Engagement
- Development of Transferable Skills
- Experiences with Diverse Perspectives
- Learning with Technology
- Experiences with Writing
- Experiences with Information Literacy
- First-year Experiences and Senior Transitions
- Global Perspectives—Cognitive and Social

**Module uses**
- External comparisons
- Internal examination

**Ideas or experiences to share from NSSE 2013 or 2014 users?**
Making Good Use of Results

- Smaller institutions
- Larger institutions
  - Schools & colleges
- Constituencies
  - Senior administrators
  - Faculty leaders
  - Teaching & learning centers
  - Student affairs staff
  - General public

- Don’t overwhelm those new to NSSE or student engagement!
- Keep it focused & digestible
- Identify & use allies & ambassadors

Accreditation Toolkits
- Regional & Specialized
- NSSE Items mapped to standards
- Updated for 2014!

Access Toolkits on NSSE Website – “Tools & Services”

NSSE 2014 Survey Items Mapped to WASC Core Commitments and Standards

<table>
<thead>
<tr>
<th>NSSE 2014 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, 2.5</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</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>2.2a</td>
<td></td>
</tr>
<tr>
<td>2. During the current school year, about how often have you done the following?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Combined ideas from different courses when completing assignments</td>
<td>2</td>
<td>2.2a, 2.5, 2.0</td>
</tr>
<tr>
<td>b. Connected your learning to societal problems or issues</td>
<td>2.2a, 2.5</td>
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</table>
Most Salient for Accreditation…

- Student engagement results are a direct indicator of students’ exposure to effective practice
- And, because survey measures participation in effective educational practices, it provides an indirect measure of student learning
- NSSE results indicate areas for improvement and are “actionable” — thus, appropriate for inclusion in quality improvement plans

Importance of Process & Outcomes Measures

- Need both process and outcome measures
  - Process measures identify what contributes to outcomes, and where action is needed
  - Outcome measures provide evidence of goal, but alone don’t suggest what to improve
- Combine process and outcome data to tell the most complete story about educational effectiveness and/or how to improve
- NSSE results are “proxy” for learning outcomes
  (Pascarella, et al, Change magazine)
Identifying Institutional Distinctiveness

- Comparison results for benchmarking
  - Customize comps (how well are you making use of your 3 comp groups?)
- Review Snapshot (p. 3) “Highest Performing" items

Interesting Comp group examples:
- Cross-Applications – Institutions where students cross apply for admission.

CIC Member Institution question – NSSE’s requirement to include ALL FY & SR

NSSE Report Builder—Institution Version

- A secure, interactive database that instantly generates reports of your choosing using student and institutional characteristics
  - Create separate reports for your adult students!
Engagement had stronger effects on first-year grades and persistence for underprepared and historically underserved students — the very populations most in need of improved outcomes.

SUNY Potsdam merged 5 yrs. data to examine FY student retention & attrition patterns
- Identified areas problematic for “non-persisters”
- Retained students more likely to display higher levels of engagement in FY - item level differences:
  - Participating in class discussions; serious conversations with diverse peers; exams challenged them to do best work; more positive experiences with advising; working less off campus; higher quality relationships with peers, faculty and admin; feel support to thrive socially & attend campus events;
  - Difference in “start over” item
Examining First Year “Satisfaction & Regret”

A religiously affiliated institution used NSSE data to demonstrate concern related to retention...

- How would you evaluate your entire educational experience at this institution?
  - 25% “poor or fair” vs. 12% at peer religious schools
- If you could “start over again”, would you go to the same institution you are now attending?
  - 32% “definitely or probably no” vs. 11% at peer religious schools
- Use “start over” as outcome variable in analyses - who are these students and what are they experiencing?

Literature based: Explore Relationship Between Quality of Interactions (QI) and Persistence

Quality of Interactions
Indicate the quality of your interactions with the following people at your institution:
- Students
- Academic Advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

For further analysis....Explore relationship between Quality of Interaction and students’ rating of their “entire educational experience” & “start over” items
NSSE Use in Persistence

- Concern about retention rates & education quality
- Task force retreat to review data
- Low NSSE results in Supportive Campus Environment suggested area for improvement
  - Developed unified academic support center for tutoring & supplemental instruction
  - Immediate response to students at academic risk
- Tracking NSSE results post-implementation

Retention Caveats, Cautions, Questions?

- Review literature on retention and use of NSSE in analysis – it’s a mixed bag.
  - Item level analysis, decent sample size useful
  - New Engagement Indicators likely to perform better in analysis than former Benchmarks
- NSSE psychometric portfolio provides info on data quality
- Triangulate retention findings using NSSE with other studies; at least use NSSE results to identify aspects of your students experience not in line with your institution’s claims or effective practice.
The NSSElings...BCSSE & FSSE

- Use BCSSE as stand alone, or to relate entering student expectations (BCSSE) to actual engagement (NSSE)
- FSSE brings faculty into the NSSE conversation – “faculty think this is important, yet students aren’t doing it – why is this the case?”

Preparing for Making the Case Update

- Get to know your NSSE results.
  - What are your strengths? Areas of concern?
  - Which results resonate with faculty, administrators, enrollment management staff?
- What are the leverage points for making use of your results and the Making the Case update?
  - Recruitment; retention task force; general education assessment review; accreditation review; donor requests (i.e., funding a new experiential learning center); grants; advising review...
- Assemble a team to review your results and consider relationship to Making the Case update.
Sharing Reports & Stimulating Action

**T or F?** Providing detailed reports of NSSE results is the key mechanism for kicking of a sequence of events on campus that culminates in evidence-based improvements.

The norm...is to gather data, circulate the reports among a small group of people, and then to just shelve them if nothing horrible jumps out—and sometimes even if it does! - Blaich & Wise, 2011

NSSE Data User’s Guide

Simply reporting NSSE results will not lead to action

- Determining how best to encourage the use of NSSE data to influence campus action can be challenging
- This document was designed with user’s in mind

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 useful changes on campus.

**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: Same-Sex Engagement Indicators**
After identifying areas of strength or concern in previous worksheet discussions, participants can use this worksheet to probe why scores are higher or lower 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.
Want more? Join us at the Upcoming NSSE User Workshop!

NSSE User Workshop

April 9–10, 2015, at Bucknell University

Featuring the updated NSSE instrument and the redesigned institutional reports, this workshop will help your institution move from data to action. Workshop participants will share ideas and consult with NSSE staff on effective uses of NSSE, PSE, and CCSS results for assessment, accreditation, and institutional improvement, for communications with different audiences, and for insights into educationally effective practices.

Institutions are encouraged to send two staff members and to formulate questions to dig into during the workshop. Space is limited to 50 participants. Bucknell University is hosting the workshop on its campus, in Lewisburg, PA.

REGISTRATION

The registration fee of $75 includes all workshop sessions, handouts, on-site transportation, lunch on Friday, and refreshments. Payment of the registration fee can be made in three ways: online credit card payment (Visa, MasterCard, Discover, American Express). Details are available on the registration form.

THANK YOU!

For More Information...

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(812-856-1430)

Ask us questions, let us know how things are going...

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