

## Mapping the Assessment Skills and Knowledge (ASK) Standards to NSSE

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slides available: [www.nsse.iub.edu](http://www.nsse.iub.edu) (see, papers & presentations)



## Assessment in Student Affairs

- Student Affairs leaders have a compelling need to demonstrate student learning and developmental outcomes related to various student life functions (Smith & Mather, 2000)
- Yet, assessing student learning and development is especially challenging because of the complex nature of some outcomes
 

Leadership	Citizenship
Appreciation of diversity	Interpersonal Development
Critical and ethical judgment	Intrapersonal Development

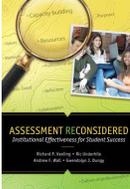
## Assessment Skills & Knowledge (ASK) Standards



- ACPA developed the ASK Standards that recommended 13 skills and abilities in foundational assessment areas, tools and techniques, and advanced issues
- Described and prescribed assessment practices needed when addressing accountability issues
- Identified necessary content areas and proficiencies to help practitioners refine specific professional skills and knowledge they need to develop, hone, or add to their current assessment work

## ASK Standards Enable Us To ...

- Demonstrate that the activities and programs offered through the co-curriculum compliment and contribute to students' learning and development
- Professionalize assessment within the work of student affairs by teaching the tasks and responsibilities needed to conduct meaningful and productive assessment and to use results to improve student learning and development (Henning, Mitchell, & Maki, 2008)

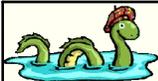


## ASK Standards Leading the Way

- Can be a framework for developing a culture of inquiry. They provide a road map to guide what one needs to know and be able to do with assessment.
  - What do you want to learn about assessment?
  - How can you achieve this learning?
  - How can you measure your progress in meetings these goals?

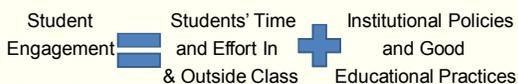
## Session Objectives

- Briefly introduce NSSE as an assessment tool
- Articulate 13 ASK Standards needed in student affairs assessment
- Identify those areas in which you already have skills and knowledge as well as those areas in which you most wish to develop
- Consider how to engage in the NSSE project to promote your assessment competencies
- Suggest ways to further develop your assessment knowledge and skills through NSSE



### What's NSSE?

- A national effort to assess collegiate quality and promote institutional improvement by collecting reliable and valid information about undergraduates' engagement in good educational practices



- Engagement results pinpoint strengths and weaknesses around co-curricular involvement, high-impact learning experiences, and quality of student interactions with peers, administrators, and faculty

### What's ASK?

- 13 Standards organized into 3 Themes

#### 1. Foundational Issues

- Assessment Design
- Articulating Learning & Development Outcomes

#### 2. Tools and Techniques

- Data collection & management
- Assessment instruments & surveys
- Interviews & focus groups
- Analysis
- Benchmarking
- Program review & evaluation

#### 3. Advanced Issues

- Assessment ethics
- Effective reporting & use of results
- Politics of assessment
- Assessment education

### ACPA ASK Standards Needs Assessment & NSSE Quiz

- In which ASK Standards do you most want or need to gain more skills and knowledge?

- My institution has NSSE results.
- My unit has learning outcomes specified, and NSSE measures align.
- Our unit has discussed how NSSE relates to our evidence needs.

6. NSSE results can be disaggregated by transfer status, and race-ethnicity. What else could your unit do to develop a deeper understanding of student responses?

- (a) Focus groups
- (b) Interviews with students
- (c) Student-faculty focus groups
- (d) All of the above

**d. All of the above**

8. NSSE offers opportunities to customize comparison groups for benchmarking using which of the following groups?

- (a) National NSSE cohort
- (b) Select comparisons (6 or more institutions, handpicked from a list)
- (c) Carnegie class
- (d) All of the above

**d. All of the above**

### Standard 1: Assessment Design

- Articulate and execute an assessment plan
- Determine the type of assessment that is most useful for specific audiences
- This Standard focuses on the ability to translate broad areas of learning into more specific learning outcomes about what students should achieve through educational opportunities inside and outside the classroom

### Standard 1: Assessment Design

- How NSSE Relates**
- Over 1,300 baccalaureate-granting colleges and universities in the US and Canada have used NSSE to assess student engagement

- Developing ASK Competencies Through NSSE**
- Review the assessment plan for your program/service, unit, and division
  - Has your institution participated in NSSE?

### Standard 2: Articulating Learning & Development Outcomes

- Determine intentional student learning and development goals and their related outcomes
- Gather formative and summative evidence about the degree to which students demonstrate these outcomes
- What do you wish students to demonstrate, represent, or produce through participation in your unit?

### Standard 2: Articulating Learning & Development Outcomes

- How NSSE Relates**
- NSSE provides evidence about:
    - Engagement in curricular and co-curricular activities
    - Participation in educationally enriching activities
    - Educational, personal, and social gains in college
    - Perceptions of the campus environment
    - Satisfaction with the overall college experience

- Developing ASK Competencies Through NSSE**
- What are the student learning and development goals for your unit?
  - What would you like to know about student learning and development in your unit?

### ASK Foundational Issues (standards 1,2)- NSSE Activity



- Identify a learning outcome in your unit.
- Take a look at the NSSE instrument. What NSSE items relate to this outcome?
- What NSSE data might inform your assessment of this outcome?



### Assessment Tools and Techniques

- These identify more knowledge and skills needed in each area so educators can develop their abilities to measure or obtain feedback on how students are reaching intended outcomes
  - 3 – Data Collection and Management Methods
  - 4 – Assessment Instruments
  - 5 – Surveys
  - 6 – Interviews and Focus Groups
  - 7 – Analysis
  - 8 – Benchmarking
  - 9 – Program Review and Evaluation

### Standard 3: Selecting Data Collection & Management Methods

- Identify the types of data/information needed to perform the assessment
- Understand the benefits and disadvantages of quantitative and qualitative data and explore what data already exists

### Standard 3: Selecting Data Collection & Management Methods

**How NSSE Relates**

- This quantitative measure allows for the examination of student experiences at the campus level and aggregated institutional comparisons

**Developing ASK Competencies Through NSSE**

- Read over the NSSE instrument and consider which findings could apply to your unit
- Consult with your institutional NSSE contact about obtaining a copy of your results

### Standard 4: Assessment Instrument

- Identify strengths and weaknesses of established assessment instruments and select the most appropriate measure for target goal

### Standard 4: Assessment Instrument

**How NSSE Relates**

- This survey is administered to a random sample of first-year and senior students. Sample sizes range from 450 to 5,000
- Spring survey administration
- A challenge can be a limited number of respondents

**Developing ASK Competencies Through NSSE**

- Inquire about your institution's response rate and sampling error (an estimate by which the true score could differ from the reported score +/- 5%)
- Check the demographics of your NSSE respondent file to assess the sample's representativeness of your population

### Standard 5: Surveys Used

- Evaluate and create a rigorous survey with focus on effective question wording, survey format for the sample population, administration method, as well as the ability to achieve an appropriate response rate
- Use selected skills in sampling statistics as well as appropriate analytic resolutions to non-responses and missing data.

### Standard 6: Interviews & Focus Groups

- Determine when individual or focus group interviews are appropriate data collection techniques
- Identify representative cohorts reflecting institutional demographics
- Organize and conduct effective interviews paying attention to appropriate selection and recruitment of participants, interview logistics, and interview structure

### ASK Tools & Techniques (standards 5,6,7)- NSSE Activity



**NSSE results: Percent of NSSEville State first year students & seniors that frequently ("very often" + "often") had serious conversations with students of a different race-ethnicity compared to students at a similar research institution, and an aspirational comparison group.**

NSSEville State	Similar Large Research	Select Comparison Group (aspirational)
47% FY	55% FY*	60% FY*
53% Seniors	53% Seniors	62% Seniors*

\* Statistically significant difference

### Standard 7: Analysis

- Analyze data using the appropriate statistical techniques and software to perform those analyses
- Analyze data using methods appropriate to qualitative inquiry
- Distinguish between statistical significance and practical significance

## Standard 7: Analysis

- How NSSE Relates**
- The institutional report highlights item-level differences that are statistically significant and practically different (effect size differences). Consult effect sizes to judge the practical meaning of results

- Developing ASK Competencies Through NSSE**
- Examine your NSSE means comparison report to consider item level differences that have practical significance
  - NSSE Benchmark Comparison effect size differences guide  
[www.nsse.iub.edu/html/effect\\_size\\_guide.cfm](http://www.nsse.iub.edu/html/effect_size_guide.cfm)
  - Check out the webinar "Getting Down to Basics: Working with your NSSE Data," by Jillian Kinzie & Chad Ahren

## Advanced Issues

- These stress the importance of anchoring our assessment efforts in a strong sense of ethics and communicating the results clearly and strategically
  - 10 – Assessment Ethics
  - 11 – Effective Reporting and Use of Results
  - 12 – The Politics of Assessment
  - 13 – Assessment Education

## Standard 11: Effective Reporting and Use of Results

- Develop an appropriate written report of findings that recognizes the intended audience(s) and stakeholders in terms of sophistication, areas of sensitivity, and level of detail likely to be effective and helpful
- Apply results to improve programs and services
- Effect change with assessment results

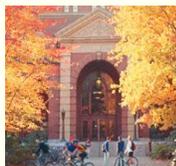
## Standard 11: Effective Reporting and Use of Results

- How NSSE Relates**
- The NSSE Facilitator's Guide provides suggestions for leading a workshop or presentation on interpreting and using NSSE data. Included are step-by-step instructions to facilitate a group session using the Institutional Report

- Developing ASK Competencies Through NSSE**
- Who might you collaborate with when sharing NSSE results?

## General Discussion

- How have you been engaging in the NSSE project on your campus?
- What ideas do you have about applying the ASK standards to guide effective inquiry in student affairs?
- What examples do you have using your NSSE results to improve student learning?



## References and Additional Reading

- Ahren, C., Ryan, H.G., Massa-McKinley, R. (2008). Assessment matters – The why and how of cracking open and using assessment results. *About Campus*, 13(2), 29-32.
- American College Personnel Association. (2006). Assessment Skills and Knowledge [ASK] Content Standards for Student Affairs Practitioners and Scholars. Author: Washington, DC.
- Bresciani, M.J., Zelna, C.L. & Anderson, J.A. (2004). Assessing Student Learning and Development: A Handbook for Practitioners. Washington DC: NASPA.
- Chickering, A.W. & Gamson, Z.F. (1987). Seven Principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3-7.
- Henning, G.W., Mitchell, A.A., & Maki, P.L. (2008). The assessment skills and knowledge standards: Professionalizing the work of assessing student learning and development. *About Campus*, 13(2), 11-17.

## References and Additional Reading

- Keeling, R.P, Wall, A.F., Underhile, R. & Dungy, G.J. (2008). *Assessment Reconsidered: Institutional Effectiveness for Student Success*. International Center for Student Success and Institutional Accountability.
- Kezar, A. (2003). [Student Affairs Administrators: Building Collaborations with Student and Academic Affairs for Institutional Improvement](#). DEEP National Roundtable Report, Issue 3. National Survey of Student Engagement. [Download from NSSE](#)
- Kinzie, J. (2006, Spring). Make the most of your NSSE data. *Leadership Exchange*, 5(2). 31, 35.
- Smith, K. M. & Mather, P. C. (2000). Best practices in student affairs research. In Pickering, J.W. & Hanson, G.R. (Eds.), *Collaboration between student affairs and institutional researchers to improve institutional effectiveness: New Directions for Institutional Research* (pp. 63-78). San Francisco: Jossey-Bass.

# ACPA 2009 – Mapping the Assessment Skills and Knowledge (ASK) Standards to NSSE

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First, a little self-assessment.



## ACPA ASK Standards Needs Assessment

### Needs Assessment

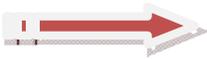
For each of the following ASK content standards, indicate your level of skill and knowledge by circling the appropriate number on the right.

Use the following scale: (1) No experience; (2) Beginner; (3) Intermediate; (4) Accomplished

1. Assessment Design	1	2	3	4
2. Articulating Learning and Development and Outcomes	1	2	3	4
3. Selection of Data Collection and Management Methods	1	2	3	4
4. Assessment Instruments	1	2	3	4
5. Surveys Used for Assessment Purposes	1	2	3	4
6. Interviews and Focus Groups Used for Assessment Purposes	1	2	3	4
7. Analysis	1	2	3	4
8. Benchmarking	1	2	3	4
9. Program Review and Evaluation	1	2	3	4
10. Assessment Ethics	1	2	3	4
11. Effective Reporting and Use of Results	1	2	3	4
12. Politics of Assessment	1	2	3	4
13. Assessment Education	1	2	3	4

- In which standard(s) do you **most** want or need to gain more skill/knowledge?

**NSSE Quiz – Mapping ASK Standards to the NSSE Project**

<b>Question/Statement</b>				<b>Response</b> (circle your response)
1. My institution has NSSE results.				Yes      No
2. My unit has learning outcomes specified, and NSSE measures align.				Yes      No
3. Our unit has discussed how NSSE relates to our evidence needs.				Yes      No
4. Response rate is the best measure of data quality and representativeness.				True      False
5. NSSE provides all the data your unit will ever need!				True      False
6. NSSE results can be disaggregated by transfer status, and race-ethnicity. What else could your unit do to develop a deeper understanding of student responses?				a. Focus groups b. Interviews with students c. Student- faculty focus groups d. All of the Above
7. NSSE data can be disaggregated by race-ethnicity, major, retention vs. withdrawal in FY, EOP status, transfer, participation in a FY seminar, and SR GPA.				True      False
8. NSSE offers opportunities to customize comparison groups for benchmarking using which of the following groups?				a. national NSSE cohort b. Select comparisons (6 or more institutions, handpicked from a list) c. Carnegie class d. All of the above
9. NSSE results on “meeting with advisor to discuss career plans”, and “gaining work-related knowledge”, can be used in career services program review.				True      False
10. Using your NSSE results as data for a retention study and an article in JCSJ requires IRB approval.				True      False
11. It’s advisable to let NSSE reports just stand on their own, with no interpretation.				True      False
12. When making difficult decisions on your campus, it’s best <i>not</i> to use data or information about the quality of the undergraduate experience.				True      False
13. NSSE results can be a bridge to work collaboratively with Academic Affairs on assessment issues.				True      False

More information available: [www.nsse.iub.edu](http://www.nsse.iub.edu)

Participation institutions list by year available on left navigation bar.

## Mapping the Assessment Skills and Knowledge (ASK) Content Standards to NSSE



ASK Content Standards	How NSSE Relates	Ideas to Develop these Competencies through the NSSE Project
<p><b>1: Assessment Design</b></p> <ul style="list-style-type: none"> <li>-To articulate and execute an assessment plan at the program/service, unit, or divisional level;</li> <li>-To determine the type of assessment that is most useful for specific audiences (i.e. summative, formative).</li> </ul>	<ul style="list-style-type: none"> <li>-Since its inception, over 1,300 baccalaureate-granting colleges and universities in the US and Canada have used NSSE to assess student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>-Review the assessment plans for your program/service, unit, and division.</li> <li>-Check to see if your institution participated in NSSE in 2008 <a href="http://www.nsse.iub.edu/nsse_2008/2008-colleges.cfm">www.nsse.iub.edu/nsse_2008/2008-colleges.cfm</a></li> </ul>
<p><b>2: Articulating Learning and Development Outcomes</b></p> <ul style="list-style-type: none"> <li>-To determine intentional student learning and development goals and their related outcomes;</li> <li>-To gather formative and summative evidence about the degree to which students demonstrate these outcomes.</li> </ul>	<p>NSSE provides evidence about the following outcomes:</p> <ul style="list-style-type: none"> <li>-Engagement in curricular and co-curricular activities</li> <li>-Participation in educationally enriching activities</li> <li>-Educational, personal, and social gains in college</li> <li>-Perceptions of the campus environment</li> <li>-Satisfaction with the overall college experience</li> </ul>	<ul style="list-style-type: none"> <li>-What are the student learning and development goals of your program/service?</li> <li>-What would you like to know about student learning and development in your program/service?</li> </ul>
<p><b>3: Selecting Data Collection and Management Methods</b></p> <ul style="list-style-type: none"> <li>-To identify the types of data/information needed to perform the assessment;</li> <li>-Understanding the benefits and disadvantages of quantitative and qualitative data and exploring what data already exist.</li> </ul>	<ul style="list-style-type: none"> <li>-NSSE is a quantitative measure that allows for the examination of student experiences at the campus level and aggregated institutional comparisons.</li> <li>-Student affairs NSSE items relate to advising, career planning, learning assistance, first-year/senior programs, commuter and transfer services, diversity, community service, campus organizations, cultural arts programming, Greek life, and enrichment experiences (learning communities, undergraduate research, study abroad, internships, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>-What kind of evidence do you need to assess student learning outcomes in your program/service?</li> <li>-Read over the NSSE instrument and consider how your program/service could use these findings.</li> <li>-Consult with your institutional NSSE contact about obtaining a copy of results for your area.</li> <li>-Check out the following webinar, <i>“Using NSSE Data for Student Affairs”</i> by Jen Buckley and Daniel Bureau <a href="http://nsse.iub.edu/webinars/archives.cfm">http://nsse.iub.edu/webinars/archives.cfm</a></li> </ul>
<p><b>4: Assessment Instrument</b></p> <ul style="list-style-type: none"> <li>-To identify strengths and weaknesses of established assessment instruments and select the most appropriate measure for target goal.</li> </ul>	<ul style="list-style-type: none"> <li>-The NSSE survey is administered to a random sample of first-year and senior students. Combined sample sizes range from 450 to 5,000.</li> <li>-Survey administration is in the spring and coordinated by the Center for Survey Research at Indiana University.</li> <li>-A challenge with this quantitative measure can be a limited number of respondents.</li> </ul>	<ul style="list-style-type: none"> <li>-Inquire about your institution’s response rate.</li> <li>-You can check various demographics of your NSSE respondent file to assess the sample’s representative to your campus population.</li> <li>-Inquire about your NSSE sampling error, which is an estimate of the margin by which the true score on a given item could differ from the reported score.</li> </ul>

<p style="text-align: center;"><b>ASK Content Standards</b></p>	<p style="text-align: center;"><b>How NSSE Relates</b></p>	<p style="text-align: center;"><b>Ideas to Develop these Competencies Through the NSSE Project</b></p>
<p><b>5: Surveys Used for Assessment Purposes</b></p> <ul style="list-style-type: none"> <li>-To evaluate and create a rigorous survey with focus on effective question wording, survey format for the sample population, administration method, as well as the ability to achieve an appropriate response rate;</li> <li>-To use selected skills in sampling statistics as well as appropriate analytic resolutions to non-responses and missing data.</li> </ul>	<ul style="list-style-type: none"> <li>-NSSE items are clearly worked, well-defined, and have high content and construct validity.</li> <li>-NSSE has documented the validity of the instrument through stability analyses, test-retest, focus groups, and non-respondent bias studies.</li> <li>-The NSSE survey works equally well for students from different racial and ethnic backgrounds as well as from different institutions.</li> </ul>	<ul style="list-style-type: none"> <li>-Review the NSSE instrument and consider if any survey items might be difficult for your students to interpret.</li> </ul>
<p><b>6: Interviews and Focus Groups Used for Assessment Purposes</b></p> <ul style="list-style-type: none"> <li>-To determine when individual or focus group interviews are appropriate data collection techniques;</li> <li>-To identify representative cohorts reflecting institutional demographics;</li> <li>-To organize and conduct effective interviews paying attention to appropriate selection and recruitment of participants, interview logistics, and interview structure.</li> </ul>	<ul style="list-style-type: none"> <li>-Typically used in survey design and development, cognitive research testing and focus groups can be used to provide a more contextualized understanding of NSSE responses.</li> <li>-These qualitative assessments can provide specific examples of what your results mean in a local context.</li> <li>-They can provide additional evidence on topics of interest as well as enhance your understanding of results to increase the likelihood that reform efforts based on survey results will prove effective.</li> </ul>	<ul style="list-style-type: none"> <li>-How might you compliment NSSE with other assessment and data collection methods?</li> <li>-Are you curious about how different student populations might interpret different items?</li> <li>-Do any survey results generate more questions than answers?</li> <li>-Consider conducting focus groups or cognitive interviews <a href="http://nsse.iub.edu/pdf/Cognitive_interviews_facilitation_guide.pdf">http://nsse.iub.edu/pdf/Cognitive_interviews_facilitation_guide.pdf</a></li> </ul>
<p><b>7: Analysis</b></p> <ul style="list-style-type: none"> <li>-To analyze data using the appropriate statistical techniques and software to perform those analyses;</li> <li>-To analyze data using methods appropriate to qualitative inquiry;</li> <li>-To distinguish between statistical significance and practical significance.</li> </ul>	<ul style="list-style-type: none"> <li>-NSSE’s institutional report highlights item-level mean differences that are larger than expected by chance. Both statistically significant differences and effect size differences are reported. We recommend consulting effect sizes to judge the practical meaning of results.</li> </ul>	<ul style="list-style-type: none"> <li>-Examine your NSSE means comparison report to consider item level differences that have practical significance.</li> <li>-Consult a new resource that analyzes actual effect sizes from NSSE Benchmark Comparison reports and proposes new reference values to interpret effect sizes based on the distribution of actual benchmark scores. <a href="http://www.nsse.iub.edu/html/effect_size_guide.cfm">www.nsse.iub.edu/html/effect_size_guide.cfm</a>.</li> <li>-Check out the following webinar about analyzing NSSE data, “<i>Getting Down to Basics: Working with your NSSE Data</i>,” by Jillian Kinzie and Chad Ahren.</li> </ul>

ASK Content Standards	How NSSE Relates	Ideas to Develop these Competencies Through the NSSE Project
<p><b>8: Benchmarking</b></p> <p>-To use benchmarking data for strategic planning purposes.</p>	<p>5 “Benchmarks of Effective Educational Practice”</p> <ul style="list-style-type: none"> <li>-Level of Academic Challenge</li> <li>-Active and Collaborative Learning</li> <li>-Student-Faculty Interaction</li> <li>-Enriching Educational Experiences</li> <li>-Supportive Campus Environment</li> </ul> <p>-The Benchmark Comparisons are intended to help institutions determine if the engagement of their typical student differs in a statistically significant and meaningful way from the average student in various comparison groups.</p> <p>-They can also be a diagnostic tool to track student engagement at the institutional level over time.</p>	<ul style="list-style-type: none"> <li>-Record whether you think each Benchmark area is a strength, an area that your institution does well enough in, or needs improvement.</li> <li>-What patterns emerge from the benchmark results?</li> <li>-What surprises you about the results?</li> <li>-What campus assumptions are confirmed or refuted?</li> <li>-If your institution has participated more than once, can you track trends in student engagement over time?</li> </ul>
<p><b>9: Program Review and Evaluation</b></p> <p>-To implement a program evaluation/program review.</p>	<p>-Program Review can be an important institutional mechanism for assessing progress at the academic and departmental level.</p>	<ul style="list-style-type: none"> <li>-Visit your institutional website and explore resources for program review.</li> <li>-Have any departments used NSSE data in their program review process?</li> </ul>
<p><b>10: Assessment Ethics</b></p> <ul style="list-style-type: none"> <li>-To understand the purposes and role of an institutional review board and appropriate procedures for human subjects;</li> <li>-To appropriately determine when and where data and findings should be shared in a way that respects participants’ confidentiality.</li> </ul>	<p>-NSSE survey administration protocols adhere to federal regulations pertaining to the protection of human subjects (45CFR46). The NSSE survey protocol is approved annually by the Institutional Review Board (IRB) at Indiana University Bloomington.</p>	<ul style="list-style-type: none"> <li>-Check out your home institutional review board guidelines regarding the protection of human subjects.</li> </ul>
<p><b>11: Effective Reporting and Use of Results</b></p> <ul style="list-style-type: none"> <li>-To develop an appropriate written report of findings that recognizes the intended audience(s) and stakeholders in terms of sophistication, areas of sensitivity, and level of detail likely to be effective and helpful;</li> <li>-To apply results to improve programs and services;</li> <li>-To effect change with assessment results</li> </ul>	<p>-The NSSE Facilitator’s Guide provides suggestions for leading a workshop or presentation on interpreting and using NSSE data. Included are step-by-step instructions to facilitate a group session using the data reports provided in the Institutional Report.</p>	<ul style="list-style-type: none"> <li>-Consult with your institutional NSSE contact about participating in a workshop on interpreting and using NSSE data.</li> <li>-Consider facilitating a staff development session for your unit about interpreting and applying relevant NSSE results.</li> </ul>

ASK Content Standards	How NSSE Relates	Ideas to Develop these Competencies Through the NSSE Project
<p><b>12: Politics of Assessment</b></p> <ul style="list-style-type: none"> <li>-To determine political risks that may apply to assessment results and the audience(s) likely to be adversely affected by findings;</li> <li>-To use assessment in the context of strategic planning, budgeting, unit, or institutional decision-making;</li> <li>-To exercise personal and professional maturity, good judgment, and critical thinking skills when reporting and using assessment results.</li> </ul>	<p>NSSE data can support institutional change by:</p> <ul style="list-style-type: none"> <li>-Promoting understanding and endorsement of the concept of student engagement</li> <li>-Collecting results from enough students so the data are usable at the department or unit level</li> <li>-Understanding what student engagement data represent and using the results carefully</li> <li>-Reporting student engagement results responsibly</li> <li>-Accompanying reports with explanations and interpretations, rather than allowing for numbers to speak for themselves</li> <li>-Examining results from multiple perspectives</li> <li>-Linking results to other information about student experiences and complementary initiatives</li> </ul>	<p>-Check out the following webinar about the politics of assessment <i>“The Transparency-Accountability Puzzle: Where Does NSSE fit?”</i> by Alex McCormick, NSSE Director, <a href="http://nsse.iub.edu/webinars/archives.cfm">http://nsse.iub.edu/webinars/archives.cfm</a></p>
<p><b>13: Assessment Education</b></p> <ul style="list-style-type: none"> <li>-To educate others about the goals, needs, and techniques of assessment.</li> </ul>		<p>-How can you apply this professional development experience to further educate others about the goals, needs, and techniques of assessment?</p>

**Learn more about NSSE at <http://nsse.iub.edu/index.cfm>**

***Questions? Contact ...***

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