The Updated NSSE: Exchanging Ideas & Examples of Data Use

Bob Gonyea, Jillian Kinzie, and Alex McCormick

Center for Postsecondary Research
Indiana University School of Education
Who’s in the Audience?

- Somewhat familiar with NSSE, never participated
- Campus participates, but it’s not your direct responsibility
- NSSE Campus Project Manager

Campus Participation in NSSE:
  a. More often than not
  b. Multiple years, on a cycle
  c. Rather recent, 2010 beyond
  d. Participated in updated NSSE (2013, 2014)
What Questions Do You Have About NSSE?

Survey & Administration -
- Any changes to the instrument?
- Which promotions & incentives work?
- Should we always do a census?
- What are the new modules?

Reports -
- How were the EI s & HIP measures constructed?
- How many comparison groups can I create, and can I choose a custom group for module results?
- Are reports only available in the binder and as PDFs?

Data Use -
- Can you help us bridge the original NSSE to the updated NSSE?
- What are the best ways to use data in accreditation?
- How can I generate interest in NSSE data on campus?
Registration Open for 2015

• Invitation coming soon by mail & email

• Deadline to register: September 25, 2014

• Register online: nsse.iub.edu
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.
Design Principles

• Build on NSSE’s strengths
  ▪ Focus on behavior & effective practice
  ▪ Actionable information

• New content must...
  ▪ Inform engagement
  ▪ Be based in the literature
  ▪ Be thoroughly tested
Development Process

- Internal committee work started in 2009
- Consultation with external advisors
- Feedback from institutional users
- Experimental item testing: 2006 to 2011
- Pilot testing: 2011 & 2012
- Extensive psychometric analyses
- Focus groups and cognitive interviews
The Updated NSSE

- Retains NSSE’s focus on diagnostic & actionable information
- New & updated items
- Engagement Indicators
- High-Impact Practices
- Topical Modules
- Redesigned reports
- FSSE & BCSSE updates

Register now for NSSE 2015 (deadline Sept. 25)
Content Areas

• 10 Engagement Indicators
  (in 4 themes)

• 6 High-Impact Practices

• Additional Academic Challenge Items

• Perceived Gains

• Demographics
<table>
<thead>
<tr>
<th>Themes</th>
<th>Engagement Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
</tr>
</tbody>
</table>
High-Impact Practices

- Learning Communities
- Service-Learning
- Research with Faculty
- Study Abroad
- Internships/Field Experiences
- Senior Culminating Experiences
## Item by Item Comparisons of the Original and Updated NSSE

View the updated survey at nsse.iub.edu/links/surveys

(January 2014)

<table>
<thead>
<tr>
<th>Original NSSE Items (2012 version)</th>
<th>Updated NSSE Items (2014 version)</th>
<th>Comparison²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Variable name</td>
<td>Item wording</td>
</tr>
<tr>
<td>1a</td>
<td>clequst</td>
<td>How often... Asked questions in class or contributed to class discussions</td>
</tr>
<tr>
<td>1b</td>
<td>cippresent</td>
<td>How often... Made a class presentation</td>
</tr>
<tr>
<td>1c</td>
<td>reworkpp</td>
<td>How often... Prepared two or more drafts of a paper or assignment before turning it in</td>
</tr>
<tr>
<td>1d</td>
<td>integact</td>
<td>How often... Worked on a paper or project that required integrating ideas or information from various sources</td>
</tr>
<tr>
<td>1e</td>
<td>disclass</td>
<td>How often... Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments</td>
</tr>
<tr>
<td>1f</td>
<td>chngpp</td>
<td>How often... Come to class without completing readings or assignments</td>
</tr>
<tr>
<td>1g</td>
<td>opp</td>
<td>How often... Worked with instructors outside of class discussions</td>
</tr>
<tr>
<td>1h</td>
<td>comproj</td>
<td>How often... Participated in a community-based project (e.g., service learning) as part of a regular course</td>
</tr>
<tr>
<td>1i</td>
<td>email</td>
<td>How often... Used e-mail to communicate with an instructor</td>
</tr>
<tr>
<td>1j</td>
<td>facplans</td>
<td>How often... Discussed career plans with a faculty member or advisor</td>
</tr>
<tr>
<td>1k</td>
<td>facideas</td>
<td>How often... Discussed ideas from your readings or classes with faculty members outside of class</td>
</tr>
</tbody>
</table>

² Comparison: Min (included), Del (removed), Maj (major restructuring)
Summary of NSSE Changes

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

* Offset by deletions
Effective Teaching Practices

*To what extent have your instructors...*

- Used examples or illustrations to explain difficult points
Quantitative Reasoning

*How often have you...*

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
New Content

Learning Strategies

*How often have you...*

• Summarized what you learned in class or from course materials
Summary of NSSE Changes

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

* Offset by deletions
More straightforward wording

How much has your coursework emphasized...

- **Original**
  Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions

- **Updated**
  Evaluating a point of view, decision, or information source
Revised Content

Improved wording to include a greater number of important activities

How often have you...

- **Original** Tutored or taught other students (paid or voluntary)

- **Updated** Explained course material to one or more students
How often have you...

- **Original**  Asked questions in class or contributed to class discussions
- **Updated**  Asked questions or contributed to course discussions in other ways
Topical Modules

- Academic Advising
- Experiences with Writing
- Civic Engagement
- Development of Transferable Skills
- Experiences with Diverse Perspectives
- Learning with Technology
- Experiences with Information Literacy
- Global Perspectives—Cognitive and Social
Additional Details

• NSSE pricing unchanged
  *(Price increase scheduled for 2016)*

• Online survey only

• Recruitment method streamlined to two options
  ▪ Email (census administration to FY & SR)
  ▪ Regular mail (random sample, varies by enrollment)

• Still provide consortia, multi-campus system, customized comparison groups, identified student data file
Transitioning to the Updated Survey

From Benchmarks to Engagement Indicators and High-Impact Practices

For NSSE 2013, sets of new, continuing, and updated items (see reverse side) have been grouped within several Engagement Indicators. These indicators are organized within four engagement themes adapted from the former Benchmarks of Effective Educational Practice. Forty-seven survey items are included in these Engagement Indicators. In addition, six former Enriching Educational Experiences items are reported separately as High-Impact Practices.

**NSSE Benchmarks 2000 - 2012**

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

**Key Changes**

**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*
Transitioning to the Updated Survey

**NSSE Benchmarks 2000 - 2012**

- **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.

**Key Changes**

**Engagement Indicators**

- **Student-Faculty Interaction**
  - Theme: Experiences with Faculty
- **Effective Teaching Practices**
- **Quality of Interactions**
- **Supportive Environment**
  - Theme: Campus Environment

**High-Impact Practices**

- Learning Community
- Internship, Field Experience, etc.
- Study Abroad
- Research with Faculty
- Culminating Experience
- Service-Learning

**Enriching Educational Experiences**

- Selected items are reported separately as High-Impact Practices. Interactions with diverse others have been moved to Learning with Peers.
Reporting

- Snapshot
- Engagement Indicators
- High-Impact Practices
- Item Frequencies and Statistical Comparisons
- Major Field Report
- Pocket Guide Report
Snapshot

A dashboard of key findings from your institution’s participation in NSSE 2013. We hope you will use this information to stimulate discussion on your campus about the undergraduate experience at NSSEville State University. Additional information about these results can be found in the detailed reports referenced throughout.

**Engagement Indicators**

Sets of items have been rigorously tested and are grouped within ten Engagement Indicators, which fit within four themes of engagement. At right are summary results for your institution.

**Key:**
- ▲ Your students’ responses were significantly higher (p<0.05) with an effect size at least .3 in magnitude.
- ▼ Your students’ responses were significantly lower (p<0.05) with an effect size below .3 in magnitude.
- ➢ No significant difference.
- ➠ Your students’ responses were significantly lower (p<0.05) with an effect size above .3 in magnitude.

**Comparison Group**

See your selected Comparison Groups/Report for details. The comparison group featured throughout this report is: Mid East Private

Your students compared with Mid East Private:

<table>
<thead>
<tr>
<th>First-year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>▲</td>
<td>▲</td>
</tr>
<tr>
<td>▲</td>
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<tr>
<td>▲</td>
<td>▲</td>
</tr>
</tbody>
</table>

**High-Impact Practices**

Because of their positive effects on student learning and retention, special undergraduate opportunities such as learning communities, service-learning, research with a faculty member, study abroad, internships, and capstone experiences are...
Engagement Indicators

Learning with Peers: First-year students
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unsupervised problems they will encounter during and after college. Two Engagement Indicators make up this theme: Collaborative Learning and Discussions with Diverse Others. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>NSSEville State</th>
<th>Mean</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Learning</td>
<td>31.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td>41.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your first-year students compared with

<table>
<thead>
<tr>
<th></th>
<th>Public Research Uniy</th>
<th>Effect size</th>
<th>Large Public</th>
<th>Effect size</th>
<th>NSSE 2013</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Learning</td>
<td>Mean</td>
<td>.06</td>
<td>Mean</td>
<td>.04</td>
<td>Mean</td>
<td>.02</td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td>Mean</td>
<td>.01</td>
<td>Mean</td>
<td>.04</td>
<td>Mean</td>
<td>.02</td>
</tr>
</tbody>
</table>

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups). *p<.05, **p<.01, ***p<.001 (2-tailed). Effect size: Mean difference divided by pooled standard deviation. Symbols on the summary page are based on effect size and p before rounding.

Score Distributions

Summary of Indicator Items

<table>
<thead>
<tr>
<th>Collaborative Learning</th>
<th>Percentage of students who responded that they &quot;Very often&quot; or &quot;Often&quot;...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Explained course material to one or more students</td>
<td>46%</td>
</tr>
<tr>
<td>1b. Prepared for exams by discussing or working through course material with other students</td>
<td>54%</td>
</tr>
</tbody>
</table>
## High-Impact Practices

<table>
<thead>
<tr>
<th>First-Year</th>
<th>NSSEville State</th>
<th>Mid East Private</th>
<th>Carnegie Class</th>
<th>NSSE 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Participation</td>
<td>% Participation</td>
<td>% Participation</td>
<td>% Participation</td>
</tr>
<tr>
<td>7c Learning community</td>
<td>29%</td>
<td>27%</td>
<td>32% *</td>
<td>31%</td>
</tr>
<tr>
<td>1k Service-learning</td>
<td>37%</td>
<td>32% *</td>
<td>36%</td>
<td>38%</td>
</tr>
<tr>
<td>7d Research w/faculty</td>
<td>7%</td>
<td>7%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>7c Learning community</td>
<td>13%</td>
<td>20% *</td>
<td>16% *</td>
<td>18% **</td>
</tr>
<tr>
<td>1k Service-learning</td>
<td>63%</td>
<td>55% **</td>
<td>33% ***</td>
<td>62%</td>
</tr>
<tr>
<td>7d Research w/faculty</td>
<td>13%</td>
<td>20% *</td>
<td>16%</td>
<td>18% *</td>
</tr>
<tr>
<td>7a Internship</td>
<td>37%</td>
<td>32% *</td>
<td>36%</td>
<td>38%</td>
</tr>
<tr>
<td>7f Study abroad</td>
<td>33%</td>
<td>55% ***</td>
<td>50% ***</td>
<td>33%</td>
</tr>
<tr>
<td>7h Culminating senior exp.</td>
<td>11%</td>
<td>20% **</td>
<td>16% **</td>
<td>18% **</td>
</tr>
</tbody>
</table>

* * * indicates significance level.
## Frequencies & Statistical Comparisons

### First-Year Students

<table>
<thead>
<tr>
<th>Var. Name (Eng. Indicator)</th>
<th>Values</th>
<th>Response Options</th>
<th>NSSEville State</th>
<th>Mid East Private</th>
<th>Carnegie Class</th>
<th>NSSE 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>a. Asked questions or contributed to course discussions in other ways</td>
<td>Never</td>
<td>13</td>
<td>3</td>
<td>234</td>
<td>2</td>
<td>1,029</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>151</td>
<td>33</td>
<td>4,325</td>
<td>30</td>
<td>12,898</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>150</td>
<td>36</td>
<td>3,517</td>
<td>35</td>
<td>13,703</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
<td>120</td>
<td>28</td>
<td>4,855</td>
<td>33</td>
<td>11,448</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>434</td>
<td>100</td>
<td>14,551</td>
<td>100</td>
<td>39,080</td>
</tr>
<tr>
<td>b. Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>Never</td>
<td>71</td>
<td>17</td>
<td>1,322</td>
<td>9</td>
<td>4,608</td>
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<tr>
<td></td>
<td>Sometimes</td>
<td>222</td>
<td>50</td>
<td>7,729</td>
<td>33</td>
<td>19,433</td>
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<tr>
<td></td>
<td>Often</td>
<td>106</td>
<td>25</td>
<td>4,111</td>
<td>28</td>
<td>11,015</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
<td>33</td>
<td>8</td>
<td>1,343</td>
<td>10</td>
<td>3,948</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>434</td>
<td>100</td>
<td>14,505</td>
<td>100</td>
<td>39,004</td>
</tr>
<tr>
<td>c. Came to class without completing readings or assignments</td>
<td>Never</td>
<td>50</td>
<td>12</td>
<td>1,974</td>
<td>14</td>
<td>4,664</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>135</td>
<td>31</td>
<td>4,861</td>
<td>34</td>
<td>11,444</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>157</td>
<td>36</td>
<td>4,519</td>
<td>31</td>
<td>12,684</td>
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<tr>
<td></td>
<td>Very Often</td>
<td>92</td>
<td>21</td>
<td>3,107</td>
<td>22</td>
<td>10,141</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>434</td>
<td>100</td>
<td>14,461</td>
<td>100</td>
<td>38,933</td>
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<tr>
<td>d. Attended an art exhibit, play or other arts performance (dance, music, etc.)</td>
<td>Never</td>
<td>5</td>
<td>1</td>
<td>165</td>
<td>1</td>
<td>715</td>
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<tr>
<td></td>
<td>Sometimes</td>
<td>91</td>
<td>21</td>
<td>2,558</td>
<td>18</td>
<td>6,860</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>200</td>
<td>46</td>
<td>6,326</td>
<td>44</td>
<td>16,770</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
<td>142</td>
<td>32</td>
<td>3,473</td>
<td>37</td>
<td>14,746</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>438</td>
<td>100</td>
<td>14,522</td>
<td>100</td>
<td>39,051</td>
</tr>
</tbody>
</table>
Major Field Report

• Results for up to 10 categories of related majors
  ▪ With the option to customize the categories based on 139 major field codes

• The Major Field Report has 2 sections:
  ▪ “Within-institution”
  ▪ “Between-institution”
A Pocket Guide to Choosing a College

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed a Pocket Guide to Choosing a College to provide students and their families key questions to ask during campus visits.

The following responses were provided by 1,203 NSSEville State students on the 2013 NSSE survey.

**Academics**

- How much time do students spend studying each week?
  - 35% of first-year (FY) students spent more than 15 hours per week preparing for class; 11% spent 5 hours or less.

- Do courses challenge students to do their best?
  - 46% of FY students reported that their courses very much challenge them to do their best work.

- How much writing is expected?
  - 25% of FY students wrote more than five papers between 6 and 10 pages; 12% wrote at least one paper of at least 11 pages.

- How much reading is expected?
  - 20% of FY students read more than 10 hours per week; 11% spent 5 hours or less on reading per week.

- How often do students make course presentations?
  - 33% of FY students and 67% of seniors frequently gave course presentations.

- Do class discussions and assignments include the perspectives of diverse groups of people?
  - 32% of FY students, frequently included diverse perspectives in course discussions or assignments.

- Are students expected to use numbers or statistics throughout their coursework?
  - 15% of FY students, frequently used numerical information to examine a real-world problem or issue. 30% of seniors, frequently reached conclusions based on their own analysis of numerical information.

**Experiences with Faculty**

- Are faculty members accessible and supportive?
  - 83% of FY students rated the quality of their interactions with faculty highly.

- How often do students talk with faculty members or advisors about their plans?
  - 90% of FY and 90% of seniors, frequently discussed career plans with faculty.

- Do faculty members clearly explain course goals and requirements?
  - 33% of FY students said instructors clearly explain course goals and requirements quite a bit or very much.

- Do students receive prompt and detailed feedback on tests and assignments?
  - 53% of FY students said instructors gave prompt and detailed feedback on tests or completed assignments.

- How often do students talk with faculty members outside class about what they are learning?
  - 57% of FY students frequently discussed course topics, ideas, or concepts with a faculty member outside of class.

- How many students work on research projects with faculty?
  - 5% of FY students and 20% of seniors have worked on a research project with a faculty member, and more plan to do so.
• Snapshot
• Engagement Indicators
• High-Impact Practices
• Item Frequencies and Statistical Comparisons
• Major Field Report
• Pocket Guide Report

• Consortium and Module Reports
• Respondent Profile
• Administration Summary
• Selected Comparison Groups
• Student Comments
Stimulating NSSE Data Use!!

Administering the survey and receiving detailed reports only starts the process to share and interpret results, identify priorities for action, formulate and implement plans for improvement, and then circle back to assess impact.

What action have you taken with your NSSE results?
### Common NSSE Data Uses...

<table>
<thead>
<tr>
<th>Institutional Stakeholders</th>
<th>Results shared with</th>
<th>Results explicitly used by</th>
</tr>
</thead>
<tbody>
<tr>
<td>President/Senior Administration</td>
<td>96%</td>
<td>49%</td>
</tr>
<tr>
<td>Department Chairs/Deans</td>
<td>90%</td>
<td>61%</td>
</tr>
<tr>
<td>Faculty</td>
<td>91%</td>
<td>43%</td>
</tr>
<tr>
<td>Student Affairs Staff</td>
<td>91%</td>
<td>53%</td>
</tr>
<tr>
<td>Advising Staff</td>
<td>90%</td>
<td>42%</td>
</tr>
<tr>
<td>Admissions Staff</td>
<td>92%</td>
<td>29%</td>
</tr>
<tr>
<td>Public Affairs/News Office</td>
<td>97%</td>
<td>32%</td>
</tr>
<tr>
<td>Governing Board</td>
<td>95%</td>
<td>18%</td>
</tr>
<tr>
<td>Students</td>
<td>96%</td>
<td>10%</td>
</tr>
<tr>
<td>Campus Newspaper</td>
<td>94%</td>
<td>19%</td>
</tr>
</tbody>
</table>

**Targeted Committees/Groups**

<table>
<thead>
<tr>
<th>Committee/Group</th>
<th>Results shared with</th>
<th>Results explicitly used by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>85%</td>
<td>66%</td>
</tr>
<tr>
<td>First-Year Experience</td>
<td>89%</td>
<td>52%</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>88%</td>
<td>56%</td>
</tr>
<tr>
<td>General Education</td>
<td>90%</td>
<td>55%</td>
</tr>
<tr>
<td>Diversity</td>
<td>95%</td>
<td>38%</td>
</tr>
<tr>
<td>Writing Program</td>
<td>88%</td>
<td>54%</td>
</tr>
<tr>
<td>Technology</td>
<td>98%</td>
<td>32%</td>
</tr>
</tbody>
</table>

*Note: Data were collected from 124 institutional respondents to the NSSE 2013 Report Card, an assessment of the spring 2013 NSSE survey administration.*
NSSE Data Use: Higher Order Learning

Truman State University—Examining Student & Faculty Perceptions of Higher-Order Learning (NSSE & FSSE)

• Committee examining evidence and ways to enhance graduates characteristics: a) articulating well-reasoned arguments; b) demonstrating courageous...and service-oriented leadership; and c) living emotionally....healthy lives.

• Used NSSE & FSSE higher-order learning skills

• Results revealed significant gap in perceptions of faculty and students; Truman students performed near or slightly above comp groups

• Using results in Accreditation (HLC Pathways Project)
Bridge to Updated NSSE - Pace University

NSSE Retrospective: Celebrating Insights about Educational Quality

- Administered NSSE every year 2002-12 & 2013
- NSSE 2013 provided occasion to “open a new chapter of NSSE studies that would provide different perspectives on institutional questions”.
- Celebrated all they had learned & action taken by publishing a “NSSE Retrospective” all the ways NSSE made a difference
- Introduced value of updated survey, potential for deeper examination of student-faculty interaction, expansion of quality of relationship questions, & new quantitative reasoning items invite new insights…

- Then asked, What do we want to do next?
Lessons Learned: NSSE Data Use

NSSE data use examples illustrate the:
1) value of sharing results widely,
2) utility of linking NSSE data to other sources,
3) potential for using data to address real campus problems and issues.

*NSSE data use accounts demonstrate how NSSE’s diagnostic, actionable information can help catalyze vital, sometimes challenging conversations about undergraduate education.*

What action have you taken with your NSSE results?
FSSE: Faculty Survey of Student Engagement

- Revised instrument to complement the updated version of NSSE
- Updated reports of faculty responses
- Survey customization options include the addition of parallel NSSE consortium questions & topical modules
- Customization of faculty disciplinary areas in the Disciplinary Area Report to complement NSSE major groupings

And introducing FSSE-G – a survey to capture the experiences unique to graduate student instructors
BCSSE: Beginning College Survey of Student Engagement

• High school experiences include:
  ▪ Writing
  ▪ Reading
  ▪ Studying
  ▪ Learning Strategies
  ▪ Quantitative Reasoning
  ▪ Reflective Learning

• First-year expectations include:
  ▪ Writing
  ▪ Reading
  ▪ Studying
  ▪ Student-Faculty Interactions
  ▪ Discussion with Diverse Others
  ▪ Collaborative Learning
  ▪ Perceived Academic Preparedness
  ▪ Importance of Supportive Environment
Your Input on the Work Ahead

• What would make results more useful to you and your campus?

• What resources would help facilitate the transition to an updated NSSE?

• What resources and services would help foster data use?

Contact us with your comments, suggestions!!
Thank You!

nsse@indiana.edu
nsse.iub.edu
812-856-5824
NSSE 2013 Use Examples

• Use of module on Diversity Experiences to examine quality of diverse learning experience in FY Seminar Program. Deans & directors using Major Field Report to help inform program decision-making.

• Selected a few educational aspects, HOL, time on task, and writing to examine more in depth by sub-groups, and with other data

• Using Gen Ed related questions on NSSE to assess Gen Ed, and using Advising questions (module) to examine advising practice
Supportive Environment

*How much does your institution emphasize...*

- Using learning support services (tutoring services, writing center, etc.)?