Using NSSE to Understand the Student Experience

Digging Deeper into Data to Improve Effective Educational Practice

CIRPA-ACPRI 2007
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Center for Postsecondary Research
Indiana University

A Quick Survey

1. Positions represented
2. Who has actually worked with their NSSE data?
3. Things you definitely want to learn about (and that we’ll try to address)

Agenda

1. Goals
2. NSSE Foundations
3. Understanding NSSE Reports
4. Analyzing NSSE Data for Assessment
5. Strategies for Using NSSE on Campus
6. Questions & Answers

Goals

• Learn about basic & advanced NSSE topics
• Opportunity to discuss NSSE issues with other IR staff
• Discover new ways to use NSSE reports and data
• Exposure to different analytical techniques

NSSE FOUNDATIONS

Why should engagement be assessed?

Because individual effort and involvement are the critical determinants of college impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage student engagement.

Pascarella & Terenzini, How College Affects Students, 2005, p. 602
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**History of NSSE**
  - Alternative to evaluating higher education
    - Resources/reputation vs. student behaviors
    - US News rankings
- Survey development & review
- College development Questionnaire
  (CSEQ)
- Pilot Studies (fall/spring, 1999)

**What is NSSE?**
- Snapshot of student experiences in and outside of the classroom at four year institutions in the US and Canada.
- NSSE survey items represent 'good practices' related to desirable college outcomes.
  - Hence, "engagement" as proxy for educational quality

**NSSE Guiding Principles**
- What students do -- time and energy devoted to educationally purposeful activities
- What institutions do -- ensuring effective educational programs and practices exist
- Educationally effective institutions channel student energy toward the right activities

**Foundations of Student Engagement**
- Time on task *(Tyler, 1930s)*
- Quality of effort *(Pace, 1960-70s)*
- Student involvement *(Astin, 1984)*
- Social, academic integration *(Tinto, 1987, 1993)*
- Good practices in undergraduate education *(Chickering & Gamson, 1987)*
- Student engagement *(Kuh, 1991, 2005)*

**Good Practices in Undergraduate Education**
*(Chickering & Gamson, 1987; Pascarella & Terenzini, 2005)*
- Student-faculty contact
- Active learning
- Prompt feedback
- Time on task
- High expectations
- Respect for diverse learners
- Cooperation among students

**NSSE Core Purposes**
- Institutional Improvement
- Public Advocacy
- Documenting Good Practice
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The NSSE Survey
- Q1: Academic activities
- Q2: Learning approaches
- Q3: Reading & writing
- Q4: Problem sets
- Q5: Challenging Exams
- Q6: Arts, Exercise, Spirituality, Deep Learning
- Q7: Enriching educational experiences
- Q8: Campus relationship
- Q9: Time usage
- Q10: Institutional emphasis
- Q11: Gains
- Q12 to 14: Satisfaction

Uses of NSSE
- Assessment and institutional improvement
- Benchmarking
- Internal and external accountability
- Resource allocation
- Institutional research

NSSE Project Scope
- One million students from 1,100 different schools
- 50 states, Puerto Rico
- 70+ consortia
- 43 Canadian universities

NSSE Participation

Issues for Canada
- Appropriateness of student engagement concept and items?
- Canadianization of NSSE – agree on translation?
- Consortium possibilities
- Other Issues?
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“NSSElings”

- Faculty Survey of Student Engagement (2003)
- Beginning College Survey of Student Engagement (2004)

Other Related Engagement Surveys

- Law Student Survey of Student Engagement
- College Student Experiences Questionnaire
- College Student Expectations Questionnaire
- High School Survey of Student Engagement*
- Community College Survey of Student Engagement*

*Not administered by the Center for Postsecondary Research

BCSSE Purpose

- To measure entering first-year students’ pre-college academic and co-curricular experiences.
- As well as their expectations and attitudes for participating in educationally purposeful activities during the first college year.

BCSSE Content

- High school academic and co-curricular engagement.
- High school academic preparation
- 5 scales
  - High School Academic Engagement
  - Expected First-Year Academic Engagement
  - Academic Persistence
  - Academic Preparation
  - Importance of Campus Environment

Related Engagement Projects

- Building Engagement and Attainment in Minority Students (BEAMS)
- Documenting Effective Educational Practices (DEEP)
- Connecting the Dots
- Teagle grant exploring religion & spirituality
- CIC “Making the Case”
- USA Today
- Wabash & Parsing Studies

UNDERSTANDING NSSE REPORTS
Using NSSE to Understand the Student Experience

**NSSE Report Quiz**

- Which reports are currently weighted? Means, Frequency and/or Benchmark report
- How many selected peer groups can you choose now?
- How many benchmarks are there?
- What statistics are provided to evaluate the precision of report statistics?
- What statistic is provided to help you evaluate whether or not a statistically significant result is noteworthy?

**NSSE Reports**

- Institutional Report (Aug.)
  - Respondent characteristics
  - Selected peer groups
  - Means and frequencies
  - Benchmarks
  - Pocket guide
  - FSSE & BCSSE Reports
- NSSE Institute Information
  - Using NSSE Data
  - Data Facilitator’s Guide
  - Guide to using cognitive interviews & focus groups
- Annual Report (Nov.)
  - Executive Summary

**New Report Features**

- Comparison groups (2005-2007)
- Early benchmark report (2006)
- Frequency/Means reports weighted (2006)
- Weighted to account for population size (2006)
- Consistency in sample selection (2006)
- Electronic report delivery & archive (2007)

**Respondent Characteristics**

- Data quality?
  - Response rate & Sampling error
- Is your sample representative?

**2006 NSSE Response Rates by Carnegie Classification**

![Response Rates Chart]

**Respondent Characteristics**

What is Sampling Error?

- Assumes random sampling
- An estimate of the margin likely to contain your "true" score, for example:
- If 60% reply "very often" & sampling error ± 5%
  - Most likely true value between 55% & 65%.
  - More respondents --> smaller sampling error
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**2006 NSSE Sampling Error by Carnegie Classification**

**Mean Comparisons**

**Means, statistical significance and effect sizes**

What is **Statistical Significance**?
- Helps you answer the question, "How likely is it that the difference between two groups is due to chance?"
- Significance determined by standard alpha values of p<.05, .01, or .001

**Mean Comparisons**

**Detailed Statistics**

- Respondent count
- Mean
- Standard error of mean
- Standard deviation
- Degrees of freedom
- P-values
- Effect sizes

**Mean Comparisons**

**Effect Size**
- Helps estimate *practical importance*

\[
\frac{M_1 - M_2}{SD}
\]

Cohen’s rule
- < 0.2 – small
- 0.5 – medium
- > 0.8 – Large

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**Detailed Statistics**
- Standard Error of the Mean
  - Standard Deviation / Square root of N
  - More respondents → more precise estimate
  - Higher st. deviation → less precise estimate
  - 95% Confidence Interval...
    - Mean ± 1.96 * SEM

**NSSE Benchmarks of Effective Educational Practice**
- Level of Academic Challenge
- Active and Collaborative Learning
- Student Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

**Frequency Distributions**
- Unweighted counts
- Weighted percentages

**Level of Academic Challenge**
- Challenging intellectual and creative work is central to student learning and collegiate quality.
- 11 items include:
  - Preparing for class
  - Reading and writing
  - Using higher-order thinking skills
  - Institutional environment emphasizes academic work

**Active and Collaborative Learning**
- Students learn more when they are more intensely involved in their education.
- Collaborating with others prepares students to handle practical, real-world problems.
- 7 items include:
  - Asking questions in class
  - Making presentations
  - Working with other students on projects
  - Discussing ideas from readings or classes with others

**Student Interactions with Faculty**
- Interacting with faculty show students first-hand how to think about and solve practical problems.
- Teachers become role models and mentors for learning.
- 6 items include:
  - Discussing assignments with a professor
  - Talking about career plans with faculty member or advisor
  - Getting prompt feedback on academic performance
  - Working with a faculty member on a research project
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**Enriching Educational Experiences**
- Students need learning opportunities that complement the goals of the academic program.
- Provide opportunities to integrate and apply knowledge.
- 11 items include:
  - Experiencing diversity
  - Using technology
  - Participating in internships
  - Culminating senior experience

**Supportive Campus Environment**
- Students perform better and are more satisfied at colleges that are committed to their success.
- 6 items include:
  - Helping students achieve academically
  - Helping students cope with non-academic responsibilities
  - Quality of relationship between student and peers, faculty, and administrative personnel

**Benchmark Calculation**
How are benchmark scores calculated?
1. Items are converted to a 100-point scale: 
   $$\left[\frac{\text{response value} - 1}{\text{total # of response values} - 1}\right] \times 100$$
2. Part-time students’ scores are adjusted on four Academic Challenge items.
3. Student-level scores are created for each group of items by taking the mean, as long as 3/5ths of the items were answered.
4. Institutional benchmarks are the weighted averages of the student-level scores.

**Benchmark Comparisons**
Analysis mirrors Means report

**HLM used to identify top 50% and top 10% of NSSE institutions by class and benchmark score**

**Legend**
- NSSEville State
- Top 50%
- Top 10%
- This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2006 U.S. institutions on the benchmark.

**NSSE 2006 Benchmark Comparisons**
- Carnegie Peers
- NSSEville State
- NSSEville State University

**Level of Academic Challenge (LAC)**
- Benchmark comparisons

**Active and Collaborative Learning (ACL)**
First-Year Senior

**Enriching Educational Experiences (EEE)**
First-Year Senior

**TOP**
- Carnegie Peers
- NSSEville State
- NSSEville State University

**First-Year**
- Student Engagement
- Benchmark Comparisons
- Detailed Statistics and Effect Sizes
- NSSEville State University

**Legend**
- This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2006 U.S. institutions on the benchmark.
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Executive Summary Report
- Provided with NSSE Annual Report
- Summary of noteworthy NSSE results
- Benchmarks/Survey Items

Pocket Guide Report
- To help students ask questions about how they might learn and develop at your school

NSSE Dataset Details
What do you need to know to match your Institutional Report numbers?
- "smpl05" (sampling type)
  - use 1 (base sample), 2 (standard oversample), 3 (requested oversample) values
- "inelig"
  - exclude all ineligible respondents
    - use those with values of 1 for "inelig"
- "classran"
- Weights & student level scale scores

Online Resources
- Grand means and frequencies by Carnegie classification
- NSSE benchmark descriptive statistics
- Answers to your questions about NSSE Data and Reports
  http://nsse.iub.edu/2007_Institutional_Report/?loadtab=1

Future Developments
- Customized Report Engine
- NSSE Syntax Library

Report Discussion
- How would you change existing reports?
  - Clarity, content, format, statistical tests
- What new reports or reference material would you like to see developed?
What is Assessment?
• Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development
  • (Palomba & Banta, 1999, p. 4)

General Considerations
• Assessments require identifying important educational goals
• Find right “tools” to assess if goals attained
• NSSE won’t always be the right “tool”
• Triangulate assessment methods
  • survey, focus group, statistical models

Assessment Data
• **Outcome measures**
  Evidence of learning, ability or accomplishment (graduation)
• **Process measures**
  Evidence of effective educational activity by students and institutions (challenging exams)

Proposed NSSE Assessment Cycle

Step #1
• Administer survey
• Analyze data
• Summarize findings

Step #2
• Share with campus
• Identify themes & priorities
• Design action plan
• Focus groups

Step #3
• Share plan with stakeholders
• Link to strategic plan
• Implement

Step #4
• Evaluate implementation

Step #4
• Evaluate implementation
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**Assessment Approaches**
- Normative - compares your students’ responses to those of students at other colleges and universities.
- Criterion - compare against a predetermined value or level
  - Take into account institutional type
- Longitudinal – compare your average scores over time

**Assessment with NSSE Data**
- Descriptive analyses
- Use individual items and/or scales
- Multivariate models
- Consortium
- Special analyses
- Other NSSE scales (beside benchmarks)
- Multi-year analyses

**Descriptive Analyses**

**Data Transformation Ideas**
Merge response options to create dichotomous variables (1/0)
- *Frequently* = often + very often

*Scales can be transformed into…*
- Deciles, quartiles and “high” or “low” performers for closer examination

**Descriptive Analyses**

**Disaggregating Results**
- Results more likely to be used if disaggregating by specific program or unit (e.g., college or department)
- Targeted oversamples of specific units may be warranted.

**Descriptive Analyses**

- Comparisons by Student Background
  - Minority Students
  - First Generation College Student
- Comparisons by Enrollment Characteristics
  - Honors
  - First year learning community
  - Academic department

**Descriptive Analyses**

- **Most valued activities**
  What is most valued at your institution, in departments, what does the data show?
- **Investigate “Never”**
  Work on reducing or eliminating reports by students of never doing specific engagement activities.
- **How much variation?**
  Box & Whiskers
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**Descriptive Analyses**

**Frequently** Made a Class Presentation

<table>
<thead>
<tr>
<th>Major</th>
<th>Arts</th>
<th>Bio</th>
<th>Bus</th>
<th>Educ</th>
<th>Eng</th>
<th>Phys Sci</th>
<th>Prof</th>
<th>Soc Sci</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>54</td>
<td>10</td>
<td>86</td>
<td>69</td>
<td>54</td>
<td>42</td>
<td>45</td>
<td>57</td>
<td></td>
</tr>
</tbody>
</table>

**Responses of Seniors by Major**

<table>
<thead>
<tr>
<th>Study Abroad</th>
<th>Senior Capstone</th>
<th>Learning Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>46</td>
<td>43</td>
</tr>
</tbody>
</table>

**Descriptive Analyses**

**Student Distributions**

Are these two schools the same?

- Same median benchmark score
- Different range of scores

**Benchmark by Discipline**

**Descriptive Analyses**

**Multivariate Models**

Regression model predicting grades at the end of the first year.

- Student-Faculty Interaction: 0.06
- Active and Collaborative Learning: 0.13
- Hours per week spent preparing for class: 0.09
- SAT Total Score: 0.34
- Overall Satisfaction: 0.11
- Institution provides support for academic success: 0.03

**Multivariate Models**

A structural equation model explaining longitudinal relationships that lead to FY grades.

SAT Score → Student-Faculty Interaction → End of First-Year GPA

Pre-college → Engagement → Outcome
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**NSSE Consortium**
- 6 or more institutions sharing comparative data
- Great way to add value to participation
- Ability to ask additional questions

**Select Consortia**
- Ontario
- Urban Institutions
- Women’s Colleges
- Private Liberal Arts
- Research Universities
- Christian Colleges
- State Systems

**Special Peer Comparisons**
- Selecting a peer group by school or student types
  - Mission
  - Enrollment size
  - Department
  - Urban-status
  - Gender
- Reports Available
  - Means
  - Frequencies
  - Benchmarks

**Other NSSE Scales**

**Satisfaction**
- General Satisfaction
- Satisfaction plus Quality of Campus Relationships

**Campus Environment**
- Environmental Emphases
- Quality of Campus Relationships

**Gains Factors**
- Personal & Social Development
- General Education
- Practical Competence

**Deep Learning**
- Higher-Order Learning
  - activities that require students to utilize higher levels of mental activity than those required for rote memorization
- Integrative Learning
  - activities that require integrating acquired knowledge, skills, and competencies into a meaningful whole
- Reflective Learning
  - activities that ask students to explore their experiences of learning to better understand how they learn
Multi-Year Analyses

How do we assess and interpret changes in our engagement scores over time?

Total Years of NSSE Participation (2000-2007)

<table>
<thead>
<tr>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
</tr>
<tr>
<td>2 years</td>
</tr>
<tr>
<td>3 years</td>
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<tr>
<td>4 years</td>
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<tr>
<td>5 years</td>
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<tr>
<td>6 years</td>
</tr>
<tr>
<td>7 years</td>
</tr>
<tr>
<td>8 years</td>
</tr>
</tbody>
</table>

2003 2006
FIRST-YEAR FIRST-YEAR
SENIOR SENIOR

Multi-Year Approaches

Cross-sectional comparison of different cohorts

2003 2006
FIRST-YEAR FIRST-YEAR

Multi-Year Approaches

Longitudinal tracking of same cohort (panel data)

2003 2006
FIRST-YEAR FIRST-YEAR
SENior SENIOR

Multi-Year Approaches

Tracking results of peer comparisons

2003 2006
FIRST-YEAR FIRST-YEAR
Institutional Peers Institutional Peers
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**Multi-Year Approaches**

<table>
<thead>
<tr>
<th>2003</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST-YEAR</td>
<td>FIRST-YEAR</td>
</tr>
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</table>

Comparing estimates of class populations

<table>
<thead>
<tr>
<th>2003</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENIOR</td>
<td>SENIOR</td>
</tr>
</tbody>
</table>

**Two Types of Multi-Year Analyses**

- **Differences**
  - Based on two-point comparison
  - Good for program evaluation (before/after)
- **Trend**
  - Based on three or more points of data
  - No widely accepted definition of trend

**Data Quality**

- Things to consider beforehand…
  - **Sampling Error** (frequencies)
    (sample & population sizes)
  - **Standard Error** (means)
    (st. deviation & sample size)

**Sampling Error**

Use when comparing frequencies.

<table>
<thead>
<tr>
<th>2003</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>sampling error</td>
<td>+/- 5%</td>
</tr>
<tr>
<td>point estimate</td>
<td>50%</td>
</tr>
<tr>
<td>lower bound</td>
<td>45%</td>
</tr>
<tr>
<td>upper bound</td>
<td>55%</td>
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<tr>
<td>sampling error</td>
<td>+/- 5%</td>
<td>+/- 7%</td>
</tr>
<tr>
<td>lower bound</td>
<td>45%</td>
<td>53%</td>
</tr>
<tr>
<td>point estimate</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>upper bound</td>
<td>55%</td>
<td>67%</td>
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**Standard Error of Mean**

Use when comparing means.

E.g., Supportive Campus Environment

<table>
<thead>
<tr>
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<th>2006</th>
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<tr>
<td>standard error of the mean</td>
<td>1.4</td>
<td>1.0</td>
</tr>
<tr>
<td>lower bound</td>
<td>50.1</td>
<td>55.2</td>
</tr>
<tr>
<td>point estimate</td>
<td>52.8</td>
<td>57.2</td>
</tr>
<tr>
<td>upper bound</td>
<td>55.5</td>
<td>59.2</td>
</tr>
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95% confidence interval = +/-1.96 * SEM.

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**NSSE Multi-Year Reporting Logic Table**

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<thead>
<tr>
<th></th>
<th>2003</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCT</td>
<td>Means-Freq</td>
<td>Benchmark Report</td>
</tr>
<tr>
<td>Weighting</td>
<td>None</td>
<td>Weight3</td>
</tr>
<tr>
<td>Sample Used?</td>
<td>1, 2, 3</td>
<td>1.2, 3</td>
</tr>
<tr>
<td>School Reference</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

sig? -0.3

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Multi-Year Analytical Methods
- Comparing Differences
- Statistical significance
  - T-test, ANOVA (with and without controls)
- Effect size analysis (practical difference)
- “Trend” Identification
- Descriptive Statistics
- Multiple Regression

Studying Trends
- Define “trend”?  
  - Up, down, low, high, average
- Establish criteria
  - “X” standard deviation change year-after-year
- How many data points needed?
- With or without controls?
  - Change caused by school or student type

What's a Trend?
- Define “trend”?
  - Up, down, low, high, average
- Establish criteria
  - “X” standard deviation change year-after-year
- How many data points needed?
- With or without controls?
  - Change caused by school or student type

PRESENTING MULTI-YEAR RESULTS

Data Summary
Coursework emphasized: Analyzing
<table>
<thead>
<tr>
<th>Class</th>
<th>FY</th>
<th>Area</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>96</td>
<td>AC</td>
<td>High</td>
</tr>
<tr>
<td>2005</td>
<td>97</td>
<td>AC</td>
<td>High</td>
</tr>
<tr>
<td>2006</td>
<td>94</td>
<td>AC</td>
<td>High</td>
</tr>
</tbody>
</table>

Group work in class
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<tr>
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<th>FY</th>
<th>Area</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>65</td>
<td>Collabo</td>
<td>Upward</td>
</tr>
<tr>
<td>2005</td>
<td>70</td>
<td>Collabo</td>
<td>Upward</td>
</tr>
<tr>
<td>2006</td>
<td>73</td>
<td>Collabo</td>
<td>Upward</td>
</tr>
</tbody>
</table>

Survey Items (% Frequently done)
<table>
<thead>
<tr>
<th>Year</th>
<th>Class</th>
<th>FY</th>
<th>Area</th>
<th>% Frequently done</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>35%</td>
<td>40%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>45%</td>
<td>42%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>40%</td>
<td>42%</td>
<td>39%</td>
<td></td>
</tr>
</tbody>
</table>

Trends
- Discuss ideas with faculty outside class
- Received prompt feedback from faculty
- Discuss grades with instructor
- Talk about career plans with faculty
Using NSSE to Understand the Student Experience

One Item

One Item by Groups

Academic Challenge by Groups

Trends in Enriching Educational Experiences

Benchmark Changes Across Years

Faculty and Student Responses

CIRPA 2007, St. John’s
Using NSSE to Understand the Student Experience

**Stacked Bar Chart**

FY: Asked Questions in Class

<table>
<thead>
<tr>
<th>Year</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>24%</td>
<td>36%</td>
<td>50%</td>
<td>41%</td>
</tr>
<tr>
<td>2003</td>
<td>10%</td>
<td>45%</td>
<td>50%</td>
<td>47%</td>
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<td>13%</td>
<td>50%</td>
<td>40%</td>
<td>36%</td>
</tr>
<tr>
<td>2006</td>
<td>8%</td>
<td>7%</td>
<td>35%</td>
<td>44%</td>
</tr>
</tbody>
</table>

**Changes in Different Groups**

FY: Financial Aid

<table>
<thead>
<tr>
<th>Year</th>
<th>50th</th>
<th>Mean</th>
<th>10th</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>48</td>
<td>54</td>
<td>36</td>
</tr>
<tr>
<td>2003</td>
<td>47</td>
<td>58</td>
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</tr>
<tr>
<td>2005</td>
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<td>58</td>
<td>40</td>
</tr>
<tr>
<td>2006</td>
<td>72</td>
<td>72</td>
<td>60</td>
</tr>
</tbody>
</table>

**Box & Whisker Charts**

FY: Supportive Campus Environment

**NSSE Assessment Case Studies**

- Each group (~6) examines one of three cases:
  1. A Search for Noteworthy Trends
  2. The Write Stuff
  3. How Are We Doing?
- Discuss responses to the four questions
- Report to the larger group

**Small Group Questions**

1. What are the major considerations before analyzing the data?
2. What analytical approach(s) does your group recommend?
3. How do you report the results to stakeholders?
4. What are the limitations of your analysis?

10 minute break
Using NSSE to Understand the Student Experience

Strategies for Using NSSE on Campus

NSSE Results: Where do I start???
1. Start with want you want to know, then go to the data
2. Scan the results, noting trends or results you may not have anticipated. How are you stacking up in terms of educational practices of interest to your campus?

General Data Sharing Tips
- Don’t just send out copies of NSSE reports!
  - Create data “teasers”, short reports for committees/units, add narrative, admin info etc.
  - Share results broadly to stimulate discussion and support for further assessment and change
    - Faculty, Student Affairs, Students

Issues for Canada
- Appropriateness of student engagement concept and items?
- Canadianization of NSSE – agree on translation?
- Consortium possibilities
- Other Issues?

INSTITUTIONAL EXAMPLES

Focus on desired pedagogy
- First-year students less involved in service learning than JMU desired.
- Workshops conducted to encourage faculty to adapt courses to include service learning
- Studied change in participation of students and instructional practice
Using NSSE to Understand the Student Experience

Plymouth State University
- Student Affairs reviews NSSE data to assess out-of-class support
- NSSE and institutional survey data used to revise General Education program
- NSSE results supported grant application for faculty development center

Improving teaching & learning
- NSSE and CIRP pointed to problems with first year students' academic engagement, but WTAMU desired more holistic picture of students' experience
- Conducted “Student Engagement Audit Focus Groups”

Worcester Polytechnic Institute
- NSSE results showed FY students were less engaged than seniors
- New FY initiatives
- Associate Dean appointed to Office for the First Year
- Assessment plan in development with NSSE indicators as key component

St. Olaf College
- Used NSSE results to compare St. Olaf FY to peers on key indicators, & conducted focus groups with students and faculty using questions similar to NSSE items to gain insight into their results.
- Self-study report serves as baseline for assessing change and to launch revisions to First-Year Experience

Truman State University
NSSE results showed need for improvement in academic advising:
- Implemented professional advisors in residence halls
- Faculty advising workshop
- VP of Academic Affairs to carry out comprehensive assessment of advising on campus

NSSE & Assessing General Education goals
- Used NSSE items assess institutional impact on college-level competencies
- Used NSSE items assess institutional impact on college-level competencies
- Seniors reported that KSU experience had “substantial impact” (VM+QAB) in 9 or 16 college-level competencies
- Rank ordered competencies, showing connection to mission, and compared to other master’s institutions.
Using NSSE to Understand the Student Experience

Using NSSE Data: Lessons Learned

1. Make sure faculty and staff understand the concept of student engagement
2. Collect enough data to use results at department/unit level
3. Understand what engagement data represent and use and report results wisely
4. Distribute responsibility for performance fairly (e.g., transfers)

5. Examine the results from multiple perspectives
6. Link results to other information about the student experience and complementary initiatives
7. Don’t allow the numbers to speak for themselves
8. Manage the message and the media

Share Your Experiences

• What initiatives has your campus undertaken?
• What was successful and not so successful?
• What plans are being developed?

Discussion and Questions

• Review of your initial questions/areas of interest
  • Did we cover everything?
• Additional questions
• Evaluation survey

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