Session Goals

- Brief review of NSSE contents/reports
- Analyzing within institution variation
  - New major reports
- Multi-year analyses
- Examples of NSSE Data Usage
- How are you using the data?

NSSE Guiding Ideas

- NSSE is a snapshot of student experiences in and outside of the classroom at four year colleges and universities—focus on behaviors
- NSSE survey items represent good practices related to desirable college outcomes
- Indirect, process measures of student learning and development
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Core NSSE Items
- 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 relationships
- Q9: Time usage
- Q10: Institutional emphasis
- Q11: Gains
- Q12 to 14: Satisfaction

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

Related Surveys
- 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 IU’s Center for Postsecondary Research

Standard NSSE Reports
- Respondent Characteristics
- Frequency Distributions
- Mean Comparisons
- Benchmark Comparisons

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New NSSE Reports

› Selected Comparison Groups
› Student Comments
› Multi-Year Benchmark Report
› Executive Snapshot
› Major reports

Why Analyze Within Institution Variation?

› Focus on the ‘average’ student does not adequately reflect variation on campuses
› Student engagement varies more among students WITHIN institutions than BETWEEN institutions.
› Sub-group results of particular interest and may lead to more substantive, positive change.

Score distributions for two schools within a University
(95th, 75th, 50th, 25th, 5th percentile score)

Is the student experience the same?
- Same median benchmark score
- Different range of scores

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2008 NSSE

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New NSSE Major Reports

These write-in responses are recoded into 85 majors (see page 13 of the NSSE 2009 Codebook)

NSSE Majors

› Eight major categories (majrpcol)
  ◦ Arts and Humanities
  ◦ Biological Science
  ◦ Business
  ◦ Education
  ◦ Engineering
  ◦ Physical Science
  ◦ Professional
  ◦ Social Science

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Within Institution Major Report

Between Institution Major Report
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Multi-Year Analysis Questions

- Confirming stability and reliability
  - How stable was our data from one year to the next?

- Measuring change due to campus initiatives
  - Given the implementation of a specific campus initiative, how much did engagement change before and after?

- Identifying trends over time
  - What trends in the data are apparent in given engagement measures over time?

See NSSE’s Multi-Year Data Analysis Guide
www.nsse.iub.edu/links/mydag

Multi-Year Analysis Methods

- Statistical Difference
  - t-tests
  - ANOVA
  - Uses three years of data or more
  - Can use statistical controls

- Regression
  - Can use statistical controls

- Practical Difference
  - Effect Size
  - Percentage Change

Data Quality & Multi-Year Analyses

- Response rate

- Sampling Error (frequencies)
  (depends on sample and population sizes)

- Standard Error (means)
  (depends on variance and sample size)

- Proportional Representation

- Missing data
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How Institutions Are Using NSSE

- New publication available:
  - Using NSSE to assess and improve undergraduate education: Lessons from the field 2009
    - [http://nsse.iub.edu/pdf/Lessons_from_the_Field_2009.pdf](http://nsse.iub.edu/pdf/Lessons_from_the_Field_2009.pdf)
- NSSE used for many purposes...
  - Accreditation studies
  - Benchmarking
  - General education reform, and many others
- Keep in mind that IR is central in the following examples, but they often collaborate with leadership

New Resource:
Contextualizing NSSE Effect Sizes—Empirical Analysis and Interpretation of Benchmark Comparisons

- How should we interpret NSSE benchmark effect sizes?
- We know that context matters
- New rule of thumb developed
  - .1 = small effect
  - .3 = medium effect
  - .5 = large effect
  - .7 = very large effect
  - [www.nsse.iub.edu/pdf/effect_size_guide.pdf](http://www.nsse.iub.edu/pdf/effect_size_guide.pdf)

How Institutions Are Using NSSE

- Pace University
  - 65 to 70% students reported being satisfied and peers had higher scores
- What relates to student satisfaction?
  - Academic advising quality
    - Institution’s emphasis on supporting academic success
  - Relationships with faculty and administrative personnel

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How Institutions Are Using NSSE

- What happened with Pace’s results?

  - Freshman Seminar revised
    - 57 full-time faculty started teaching
    - Seminar instructors continue to serve as student advisors for the entire year
    - Overall, a major enhancement to student-faculty interaction

How Institutions Are Using NSSE

- Clemson University
  - Faculty concern: too few in-class discussions that included diverse perspectives
  - Development opportunities offered to faculty so they could learn how to better facilitate conversations
  - New Creative Inquiry initiative aimed at increasing research with faculty experiences evaluated with NSSE’s help.
  - Clemson used peer groups comparison results from earlier administration as a baseline and more recent results to evaluate the program’s effectiveness

How Institutions Are Using NSSE

- University of North Carolina at Wilmington
  - IR Office challenged to respond to the numerous requests for specialized NSSE analyses from campus assessment experts
  - They provided server access to NSSE data so more specialized assessment work could be done
  - More individuals on campus are using the data and decisions are being driven by empirical data rather than anecdotes

How are you using NSSE data?

- What successes have you had?
- What difficulties have you encountered?
- Do you have any advice based on your experiences with NSSE data?
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For More Information
- Email: ssarraf@indiana.edu
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To get a copy of the presentation, visit our website

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