

# Sharing SASSE Results in Your Institution

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**Indiana University Center for  
Postsecondary Research**



**National Survey  
of Student Engagement**





# Thinking about Sharing Results

Considerations for sharing results should be influenced by...

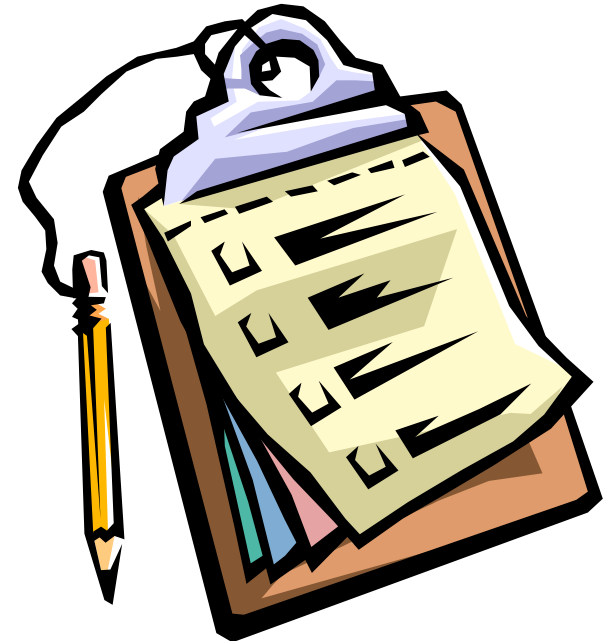
- the purposes for doing SASSE
- the audience
- compelling interest of the group
- format for sharing (written report, oral presentation etc.)



# Session Outline

Topics to consider for sharing results...

- 🌀 Survey Basics
- 🌀 Administration
- 🌀 Sharing Results
- 🌀 Summary
- 🌀 Cautions & Virtues





Begin with Basics

# **Begin with SASSE Basics**



# Basics: Introduce Purpose

*National Survey of  
Student Engagement*  
(pronounced “nessie”)



**College student survey that  
assesses the extent to which  
students engage in educational  
practices associated with high  
levels of learning and  
development**

# Basics: Compelling Argument

- ❖ “Learning that lasts” requires effective educational processes and outcomes – *what evidence do we have about institutional performance?*
- ❖ Institutions must take a deep, comprehensive look at themselves and assessment and improvement activities like SASSE can help!






# Basics: What is the Purpose?

- 🌀 Provide reliable indicators of frequency with which students engage in educationally effective practices
- 🌀 Problem identification—results point to things institutions can do something about—almost immediately
- 🌀 Context setting—paint a picture of the institution
- 🌀 Evidence of outcomes and processes
- 🌀 Refocus conversation about collegiate quality
- 🌀 Helps inform decision-making
- 🌀 Provides lexicon for talking about collegiate quality in an understandable, meaningful way
- 🌀 Mobilize action

# Basics: The Survey

- Based on effective educational practices research
- Designed and tested for high validity and reliability
- Relatively stable over time
- High credibility of self-reported data

 **National Survey of Student Engagement 2008**  
The College Student Report

**1** In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: ☒ or ☒

	Very often	Often	Some-times	Never
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects <b>during class</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates <b>outside of class</b> to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than you own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who were very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2** During the current school year, how much has your coursework emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
a. <b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Applying</b> theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





# Basics: Self-Reported Data

Self-reported data is valid if five conditions are met:

1. Information is known to respondents
2. Questions are phrased clearly & unambiguously
3. Questions refer to recent activities
4. Respondents think the questions merit a serious & thoughtful response
5. Answering the questions does not threaten or embarrass students, violate their privacy, or encourage them to respond in socially-desirable ways

 NSSE was intentionally designed to satisfy these five conditions

# Basics: Questions to Explore with Results

- **“Thermometer” Questions**  
How **many** (or what %) students/faculty...?
- **“How Do We Compare” Questions**  
Do we score above or below institutions like us?
- **“Comparing Groups” Questions**  
Do X and Y do certain things differently on our campus?
- **“Relationship” Questions**  
Are those who x more likely to y?
- **“Multiple Data Source” Questions**  
What do faculty and students say about...?



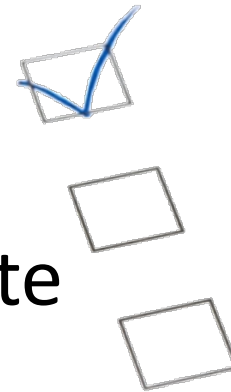
# **Share information about the Administration**





# Administration: Timeline & Representativeness

- How was survey administered and when?
- How were students contacted?
- Were incentives used to promote participation
- What is the response rate?
- To what extent is the sample representative of the population?
- What is the sample error?



# Results Reports: Respondents and Comparison Groups



## NSSE 2008 Respondent Characteristics NSSEville State University

	NSSEville State		Mid East Public		Carnegie Class		NSSE 2008	
	FY	SR	FY	SR	FY	SR	FY	SR
<b>Response Rate<sup>a</sup></b>								
Overall	35%		32%		30%		33%	
By class	36%	34%	32%	33%	28%	32%	31%	35%
NSSE sample size <sup>b</sup>	1,427	1,545	68,469	64,668	177,681	187,354	589,681	563,463
<b>Sampling Error<sup>c</sup></b>								
Overall	2.4%		0.4%		0.3%		0.1%	
By class	3.5%	3.5%	0.6%	0.6%	0.4%	0.3%	0.2%	0.2%
Number of respondents <sup>b</sup>	513	530	21,626	21,525	49,363	59,984	183,200	194,912
Total population	1,427	1,545	93,467	92,731	230,618	254,974	769,013	755,175
<b>Student Characteristics<sup>d</sup></b>								
<i>Mode of Completion</i>								
Paper	0%	0%	1%	1%	1%	2%	2%	3%
Web	100%	100%	99%	99%	99%	98%	98%	97%
<i>Class Level<sup>e</sup></i>	49%	51%	48%	52%	52%	48%	49%	51%
<i>Enrollment Status<sup>e</sup></i>								
Full-time	99%	94%	97%	88%	97%	90%	95%	85%
Less than full-time	1%	6%	3%	12%	3%	10%	5%	15%



# Sharing Your Results



# Sharing Results: Return to Purpose

- **Diagnostic purpose** - to help institution measure students' participation in activities that research shows leads to learning and development
- Help **pinpoint aspects not in line with mission**, or what institution expects
- Identify **weaknesses and strengths** in educational program
- Help institutions **know what to focus on** to improve student learning and success





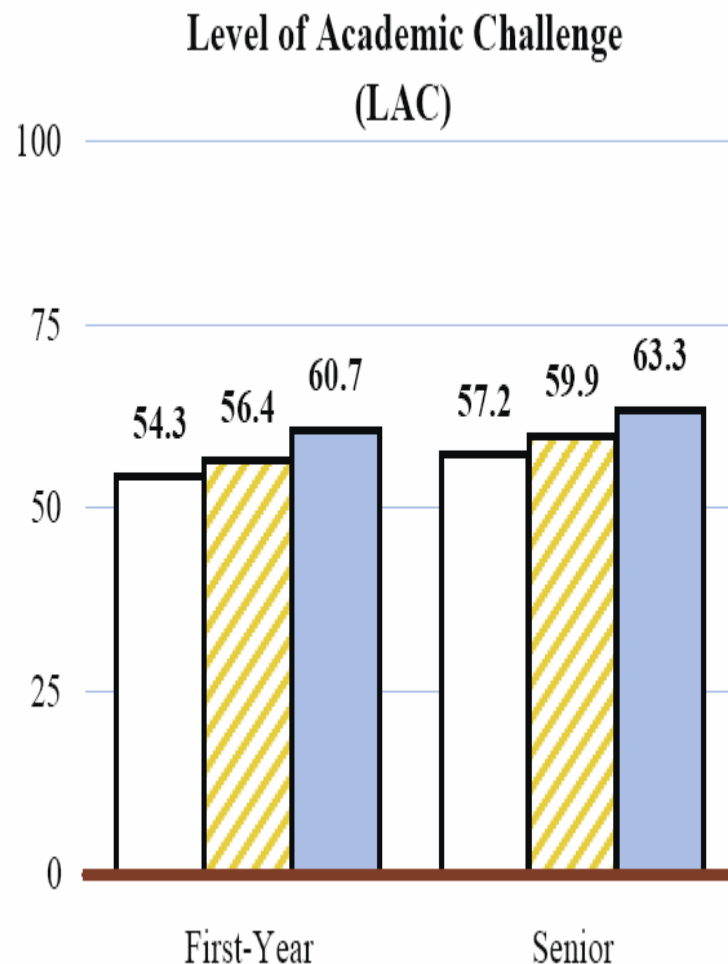
# NSSE Results: Where do I start?

1. Start with want you want to know, then go to the data
  - a. What burning questions do you have about your students?
  - b. What are the hot topics on your campus?
  - c. How can these data feed you with information on those topics?
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?




# Results Reports: Benchmarks

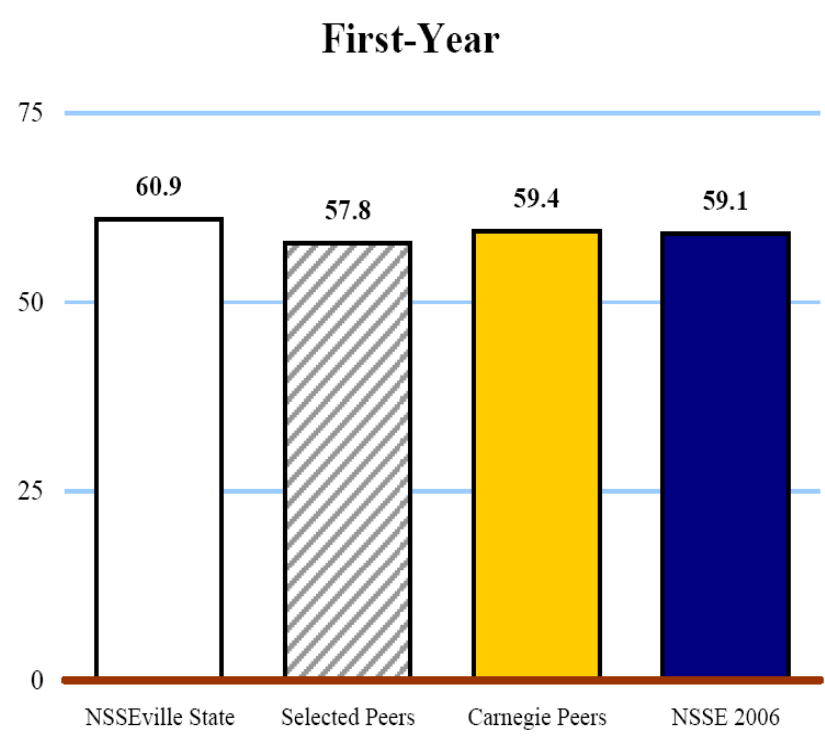
- 🌀 **Level of Academic Challenge**
- 🌀 **Active and Collaborative Learning**
- 🌀 **Student-Staff Interaction**
- 🌀 **Enriching Educational Experiences**
- 🌀 **Supportive Campus Environment**



# Benchmarks as a Broad Overview

 **Benchmarks provide a broad overview to results**

 **Introduce as conceptual category, a way of grouping related items**



# Results: Frequencies

## Frequency Distributions

			NSSEville State		Mid East Public		Carnegie Class		NSSE 2008	
Variable		Response Options	Count	%	Count	%	Count	%	Count	%
Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	10	2%	1,003	5%	1,917	6%	6,351	4%
		Sometimes	158	31%	9,276	45%	14,476	42%	65,653	37%
		Often	191	38%	7,127	34%	12,442	34%	64,626	35%
		Very often	150	29%	3,377	16%	7,030	18%	44,696	24%
	Total		509	100%	20,783	100%	35,865	100%	181,326	100%

🌀 Frequencies provide easy to understand information about the prevalence of a particular educational practice



# Digging Deeper into Items: Frequencies

- 🌀 Frequency Distributions - for a focused look at your students (% that experienced activity)
  - 🌀 Invite staff to predict % (good for exposing assumptions and discussion)
  - 🌀 Look at the “*never*” responses. What percentages are too high? Do these make sense? Which “nevers” might you focus on reducing or eliminating?
  - 🌀 Identify items with “positive percents” in which the majority of students report that they “very often” or “often” engage in this activity – are these the result of intentional efforts?

# Exercise – Predict Results!

## Predict Your Results

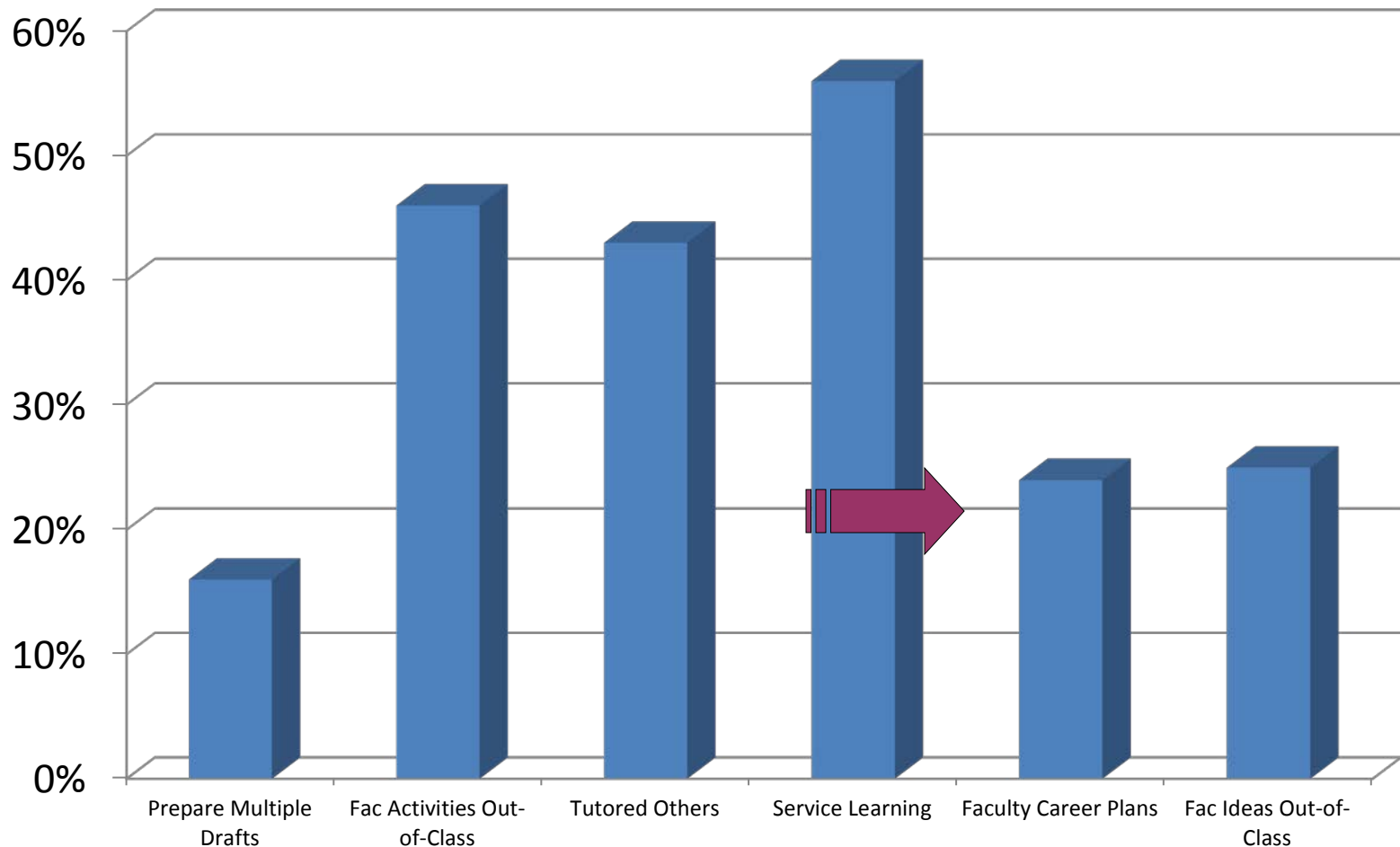
What do you know about your students? Because beliefs and assumptions play a role in shaping expectations and actions, it is helpful to account for them when trying to understand something as complex as the undergraduate experience. Items from the NSSE survey, question #1, are listed below. Select several items of interest from the table to record what

you predict and prefer students will do. Then compare your predictions to actual NSSE results and benchmark scores. Use the gaps between student responses and faculty and staff predictions as a catalyst for group discussion about the quality of the student experience.

Items from Survey Question #1	% Often or Very Often		
	Prediction	Prefer	Actual
a. Asked questions in class or contributed to class discussions			
b. Made a class presentation			
c. Prepared two or more drafts of a paper or assignment before turning it in			
d. Worked on a paper or project that required integrating ideas or information from various sources			
e. Included diverse perspectives (difference races, religions, genders, political beliefs, etc.) in class discussions and assignments			

# Example: Examine the “Nevers”

## Seniors *Never* Participating



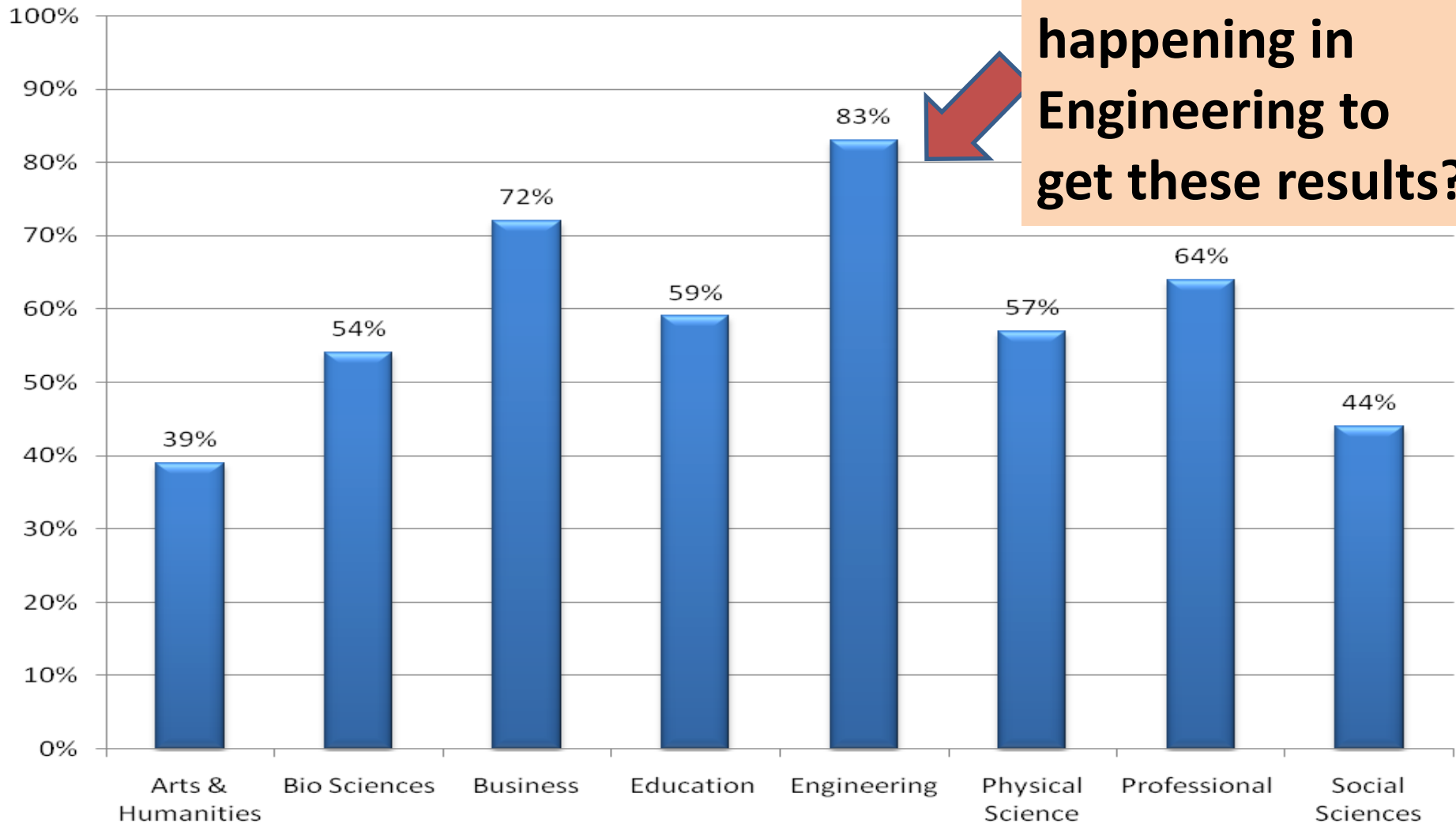
## Example: To what extent are our FY students experiencing active learning?

- What percent of our First-Year students report that they **frequently** (often + very often) ask questions in class?  
a). 25% **b). 36%** c). 52% d). 68%
- ***ASK: Should this be higher given our expressed commitment to active learning in the first year experience?***

# Example: Highlight Positive Percents Collaborative Learning By Faculties

% SR frequently (very often+ often) worked with classmates outside of class to prepare

**What is  
happening in  
Engineering to  
get these results?**





# Results Reports: Means

## Mean Comparisons

				NSSEville State	Mid East Public			Carnegie Class			NSSE 2008		
Variable	Benchmark	Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
				<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>									
<b>Academic and Intellectual Experiences</b>													
a. Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.94	2.61	***	.40	2.64	***	.35	2.78	***	.18
			SR	3.25	2.90	***	.39	2.91	***	.39	3.07	***	.21

Mean scores provide an average and allow institution to examine how students compare across institutions or to the norm

Effect size can be calculated to examine magnitude of the difference

# Digging Deeper into Items: Means

- About how often have you done the following:
  - Worked with classmates **outside of class** to prepare class assignments?

		NSSEville State compared with:									
		NSSEville State	Selected Peers			Carnegie Peers			NSSE 2006		
Bench- mark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
In your experience at your institution during the current school year, about how often have you done each of the following? 1=never. 2=sometimes. 3=often. 4=very often											
ACL	FY	2.11	2.34	***	-.27	2.33	***	-.24	2.36	***	-.28
	SR	2.52	2.70	**	-.20	2.65	*	-.15	2.75	***	-.26

- ASK: Compared to other institutions, do these data suggest attention is warranted in the First Year at our institution?


# Using Results: Approaches to Establish Engagement Priorities

1. **Identify practices most important** to faculty, advisors, or to lecturers and staff
2. **Benchmarking**
  - a. **Criterion referenced** – at what level do we want our students to be engaged?
  - b. **Norm referenced** – comparison to peers, national reference groups
3. **Gap analysis** - between what students expect and what they experience, or between what lecturers say they do and what students experience

# Approach #1. Valued Practices

✓ **Examine survey items 1a – 1v on SASSE.**

**Which one of these engagement practices do you think has the greatest impact on SENIOR students at our institution (or in our faculty)?**

 **National Survey of Student Engagement 2009**  
The College Student Report

**1** In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: ☒ or ☒

	Very often ▼	Often ▼	Some-times ▼	Never ▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2** During the current school year, how much has your coursework emphasized the following mental activities?

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Approach #2a. Criterion Referenced

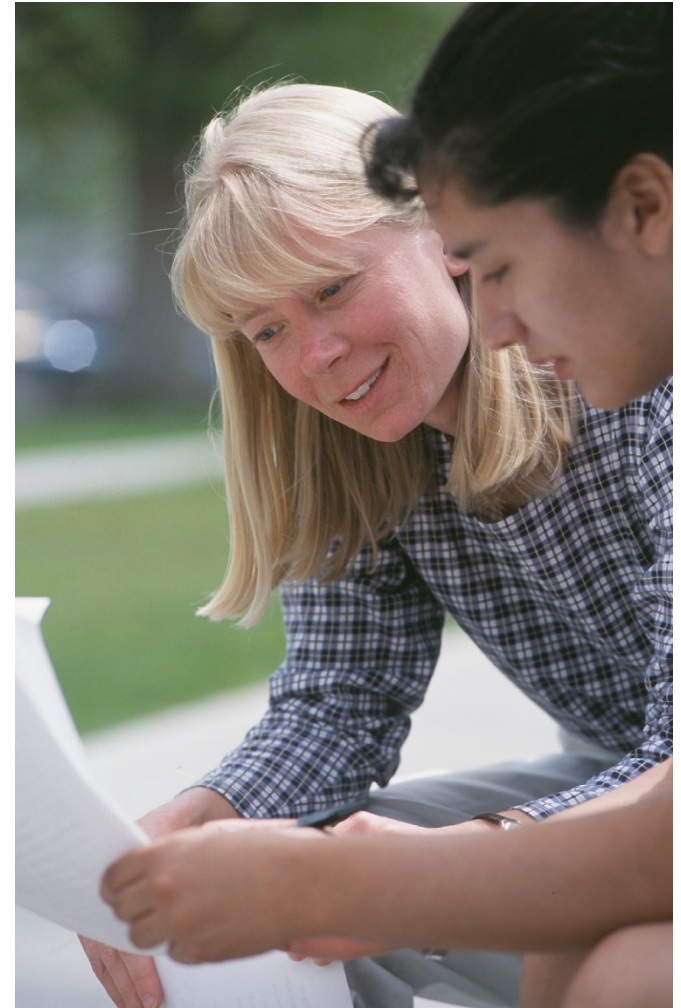
✓ **Given our University goal to increase first year student-staff interaction, what percent of First year Students should report interacting with lecturers outside of class “often or very often”?**

**Institution Criterion:**  
University establishes “X % of students should report this experience.”  
This also provides a target for subsequent administrations



## Approach #2b – Norm Referenced

- **How do our senior students compare to the SASSE norms?**



## Approach #3. Gap Analysis

- What percent of FY students report they “***never***” did service-learning?  
a). 36%   b). 48%   c). 55%   **d). 65%**
- Faculty Survey of Student Engagement (FSSE) results show **75%** faculty teaching FY think “community service” is “important” but only 32% do this in their FY courses.
- ***If this is valued by educators should how can we support the practice?***



# Summary of Sharing Results







# Student Engagement Results: Internal Campus Uses



# Use Results for Institutional Improvement

- **SASSE results provide opportunity for reflection on institutional performance.**
  - **Are we doing as well as we claim?**
  - **How are we doing in comparison to our peer institutions?**
  - **How do our results align with current institutional concerns and plans?**



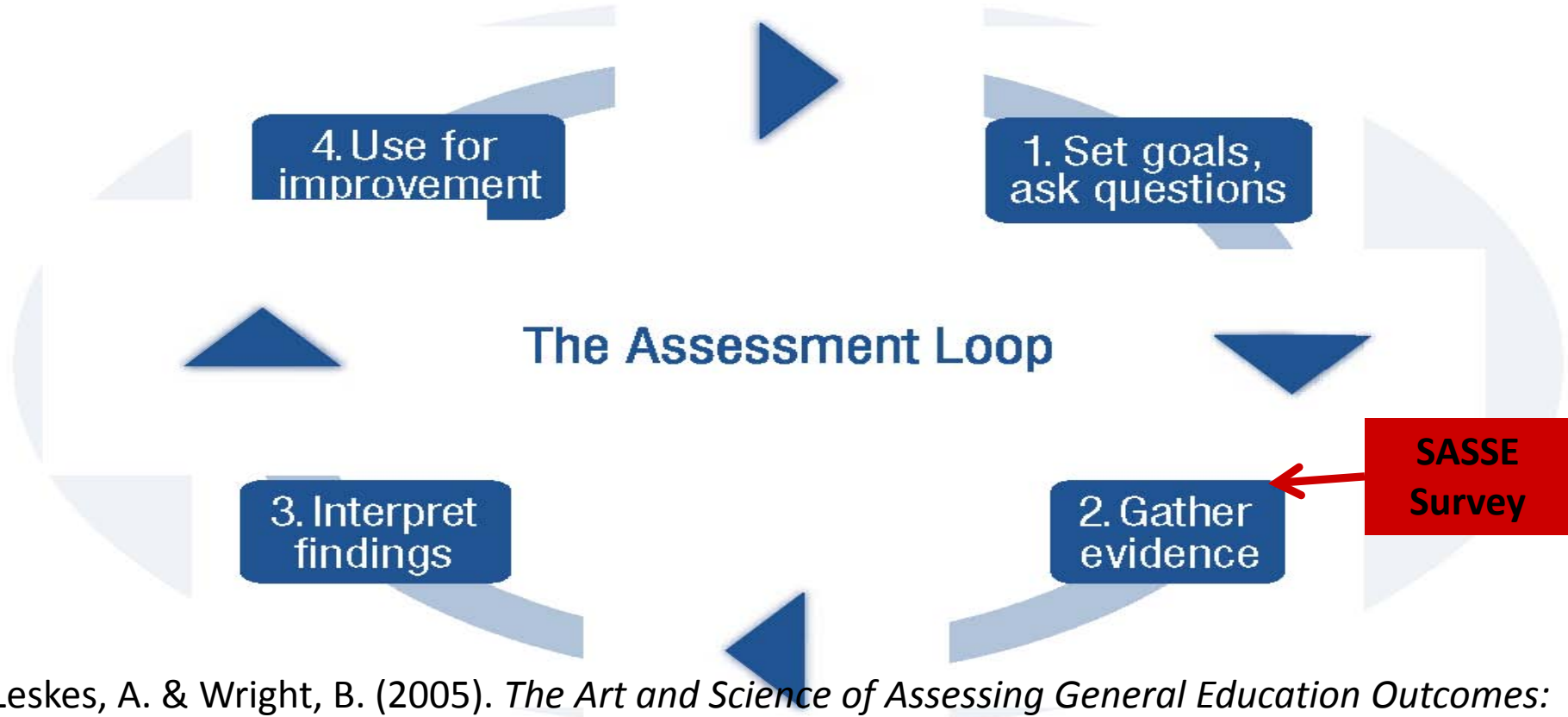
# Using Results for Institutional Improvement

- SASSE results are actionable.
  - “We’re not satisfied that only X% of our seniors report making a presentation in class” – Can we infuse more presentation experiences in senior courses?



# The Assessment Loop

- Assessment loop: systematic process of (1) setting goals or asking questions, (2) gathering evidence, (3) interpreting it, and (4) using it to improve





# Student Engagement Results: External Campus Uses







# Sharing data for Public Accountability



- Executive summary of scores prepared for president and vice-presidents
- Report aligning NSSE survey items with **long-range strategic plan** sent to **Board of Trustees, presented to full-faculty, and posted on campus Web site**
- Student learning report examining student writing experiences based on NSSE scores presented to faculty, included in general assessment report, included in accreditation report, **and posted on Web site.**



# Questions to stimulate action...

-  What concerns do you have about your SASSE administration and results?
-  What opportunities do you see for using your SASSE data? What obstacles do you anticipate?
-  Who might you want to involve in your next conversation about SASSE?
-  What might you do within the week after returning from this meeting?

# NSSE Cautions



- **Only one source of information about student experience**
- **Not everyone will jump on the student engagement bandwagon**
- **Managing denial when confronted with less-than-desirable results**
- **Be sure results are thoroughly vetted**
- **Data don't speak for themselves**
- **Link results to other data**





# NSSE Virtues



- ◆ **Survey has compelling face validity**
- ◆ **Concept of engagement is accessible**
- ◆ **Window into the areas that all colleges and universities espouse to be important**
- ◆ **Points to areas where improvement is possible**
- ◆ **Benchmark data reveal national picture**

# Responsible Use of Surveys for Assessment, Improvement & Accountability

- Educate public about what higher education does, as well as about *how well it does those things*
- Focus on meaningful indicators of quality that allow institutions to illustrate mission
- Foster responsible use of statistics, comparison groups
- Eschew rankings
- Encourage “positive restlessness” and institutional collaboration to improve

# Questions?

Our website:

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

[www.nsse.iub.edu/institute](http://www.nsse.iub.edu/institute)

Contact :

[jikinzie@indiana.edu](mailto:jikinzie@indiana.edu)

812.856.5824



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**National Survey  
of Student Engagement**

## Questions for institutions to consider when they see their NSSE Results...

1. What NSSE items are of interest to you and to your department?
2. Given your mission, what results do you *want* to see on NSSE?
3. Given your observations and understanding of your students, what results do you *expect* to see
4. How well do you think you perform on the five NSSE Clusters of Effective Educational Practice and other items?
5. How well do you do in comparison to peers?



# Disseminating Results



# Using NSSE Results



***Diagnostic purpose:*** analyze the undergraduate experience

- Identify strengths and weaknesses, areas where improvement is needed
- Stimulate conversations about quality
- Inform decision-making with *comparative* data and *actionable* information

# Engagement Among Business Majors

- Where should UNLV SENIORS score?
- Are business students at peer and aspirant schools more engaged than at UNLV?

	UNLV Business	Peer Business	Aspirant Business 1 & 2
<b>Seniors</b>	<b>(n= 65 in 2009)</b>	<b>Hawaii at Manoa; BYU; Utah State; Colorado State; SDSU (n = 113)</b>	<b>Mizzou; Colorado Boulder; Utah; Oklahoma (n=117; 111)</b>

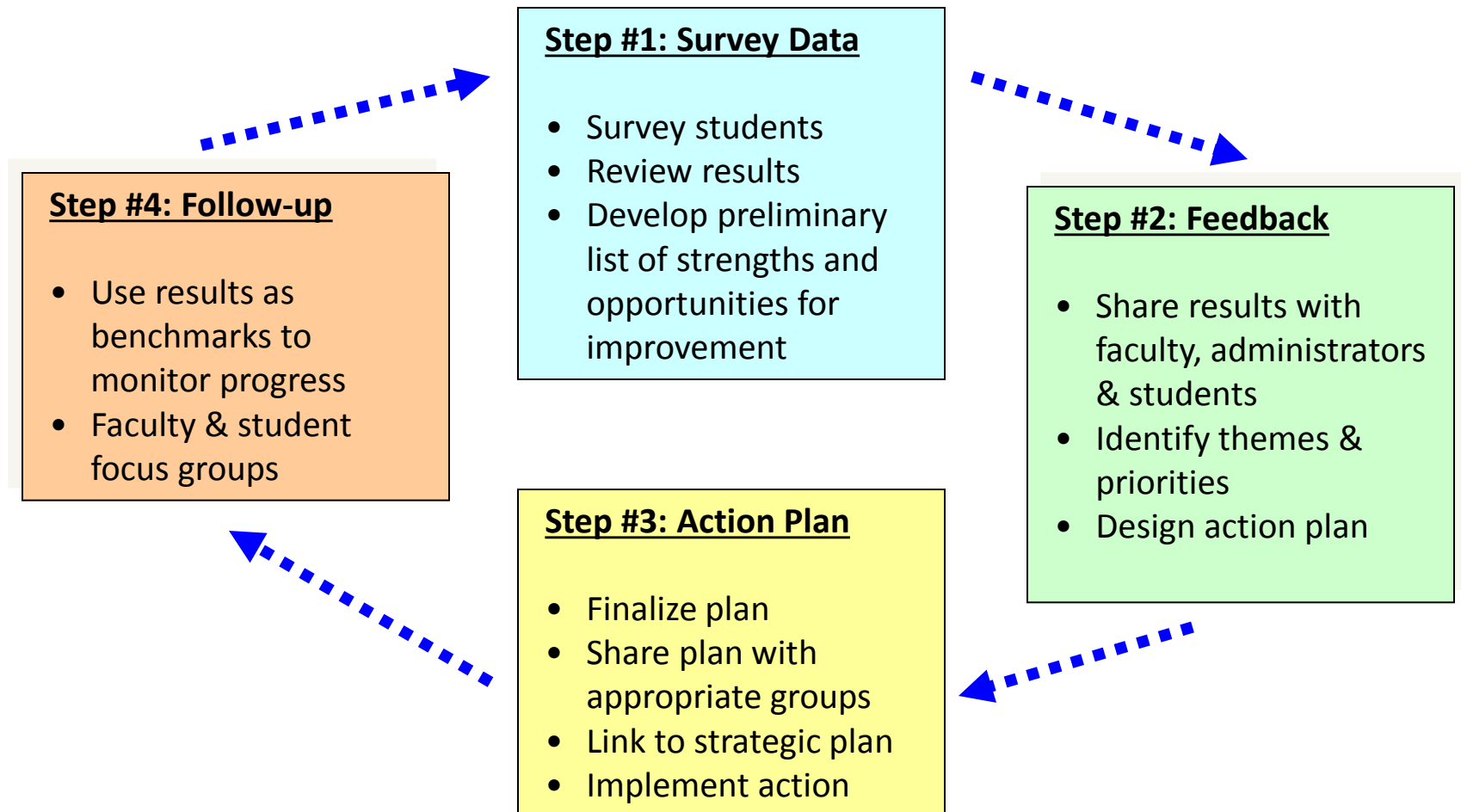


# Going Beyond Reports

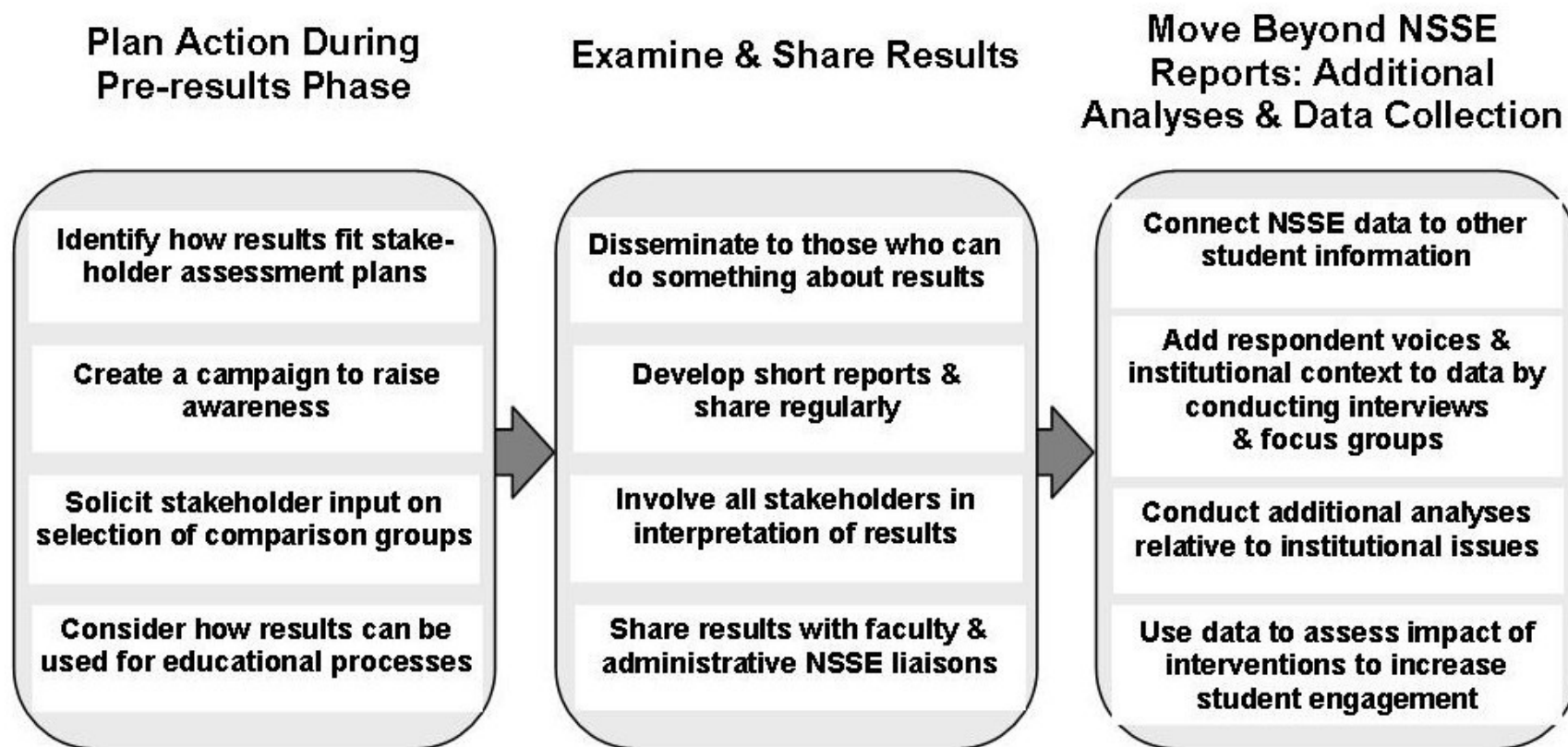




# NSSE: Only One Step in Assessment Process



# Taking Action on Student Engagement Results

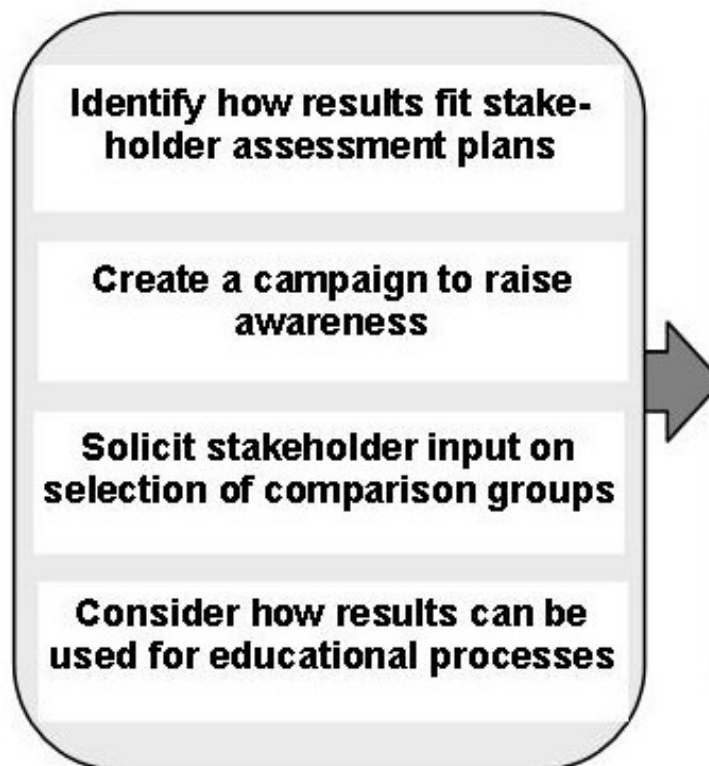


Source: Kinzie, J. & Pennipede, B. (in press). Converting engagement results into action. *New Directions for Institutional Research*



# Plan Action Before Results Arrive

## Plan Action During Pre-results Phase





# Disseminating Your Results

## Examine & Share Results

**Disseminate to those who can  
do something about results**

**Develop short reports &  
share regularly**

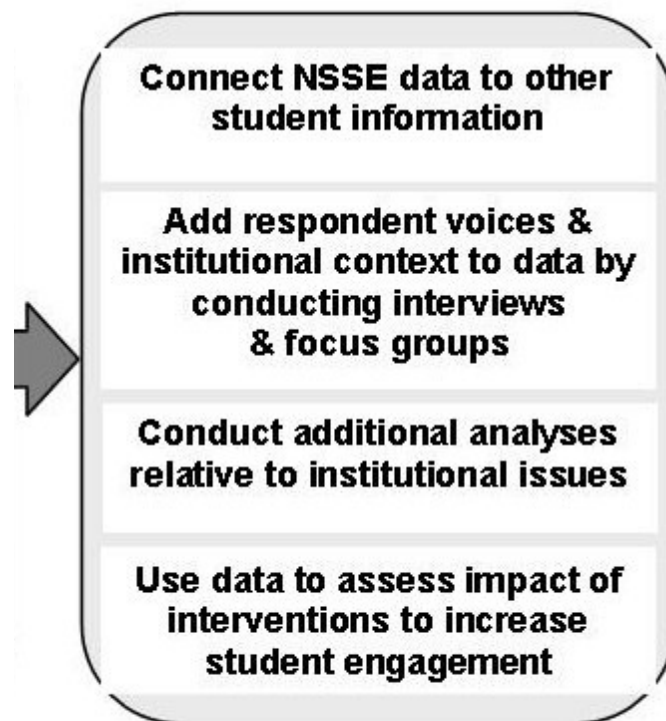
**Involve all stakeholders in  
interpretation of results**

**Share results with faculty &  
administrative NSSE liaisons**



# Going Beyond Reports

## **Move Beyond NSSE Reports: Additional Analyses & Data Collection**





# NSSE in Your Assessment Plan

- 🌀 How often should I administer NSSE?
  - 🌀 Every Year: Gives you a snapshot of each class
  - 🌀 Every Three Years: Gives you a picture of a cohort at the beginning and the end of their college experiences
  - 🌀 Every Five Years: Works well with most accreditation cycles (Accreditation and Interim Reports)
  - 🌀 Other factors to consider
    - 🌀 Establishing a baseline
    - 🌀 Costs (using all core surveys)
    - 🌀 Additional Surveys/Sources of Data
    - 🌀 Time to take absorb results, make changes

# NSSE Services

🌀 You become part of the NSSE Family with your participation

- 🌀 Consulting
- 🌀 Help with making sense of data
- 🌀 Presentation assistance
- 🌀 Technical questions
- 🌀 Updates, Briefs, *Annual Report*, new information
- 🌀 Special regional users workshops (meeting other users)
- 🌀 Feedback for NSSE – our Report Card





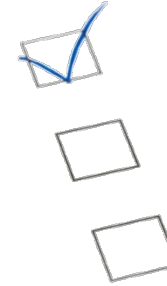
# Beyond Reports

🌀 Doing your own within-institution analyses using NSSE resources

🌀 SPSS data

🌀 Codebooks

🌀 Syntax library



🌀 Additional tools and services from NSSE

🌀 Special analyses

🌀 Voluntary System of Accountability

🌀 Accreditation Toolkits (regional and specialized)

🌀 Multi-year Data Guide

🌀 Focus groups



# NSSE Basics: the NSSElings...

## 🌀 The “NSSElings”

- 🌀 The Faculty Survey of Student Engagement (2003)

- 🌀 The Beginning College Survey of Student Engagement (2004)

## 🌀 Additional Surveys

- 🌀 The Law Student Survey of Student Engagement

- 🌀 The College Student Experiences Questionnaire

- 🌀 The College Student Expectations Questionnaire

- 🌀 The High School Survey of Student Engagement\*

- 🌀 The Community College Survey of Student Engagement\*

\*Not administered by the Center for Postsecondary Research



# Administration: Response Rates and Sample Error

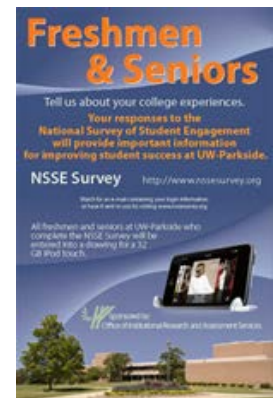
## Why is this important / Potential problems

- 🌀 Student beliefs
  - 🌀 Age of Spam e-mail and junk mail
  - 🌀 Over-surveying students (Survey Monkey, etc)
  - 🌀 Does their opinion matter?
- 🌀 Are students getting the survey?
  - 🌀 Do they check those mailboxes/e-mails
  - 🌀 Are messages getting through e-mail system
- 🌀 Are other admin and faculty aware?
  - 🌀 Will they endorse the idea if asked by students?
  - 🌀 Do they see it as important?



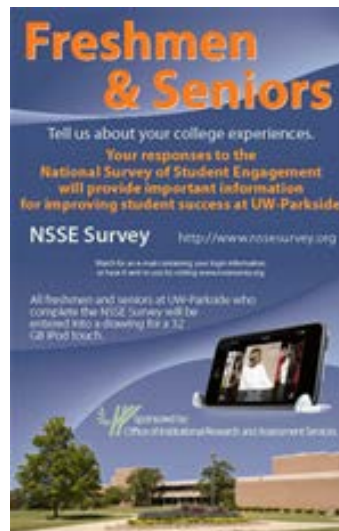
# Administration: Increasing Student Participation

- Customized invites
  - Variety of templates with customized options
- Mode
  - Paper, Web, Web+
- Announcements and Follow-ups (up to five student contacts)
- Promotion



# Administration: Increasing Respondents

- Advertising-Know your Students
  - Ads/Articles in Student Media
    - How have results been used in the past?
    - What are you hoping to learn/change based on results?
  - Flyers/table tents across campus (NSSE is coming)
    - Parking Lots, Caf., etc
  - E-mail announcements
    - Popular administrators
    - Student leaders
    - FY/SN faculty
  - Other venues
    - Large events or assemblies
    - Res. Hall meetings
    - Student gov't meetings
    - Advising meetings
    - Organization meetings
    - Front page of website








# Administration: Customization



## Oversampling

-  Targeting specific types of students

## Group Variables

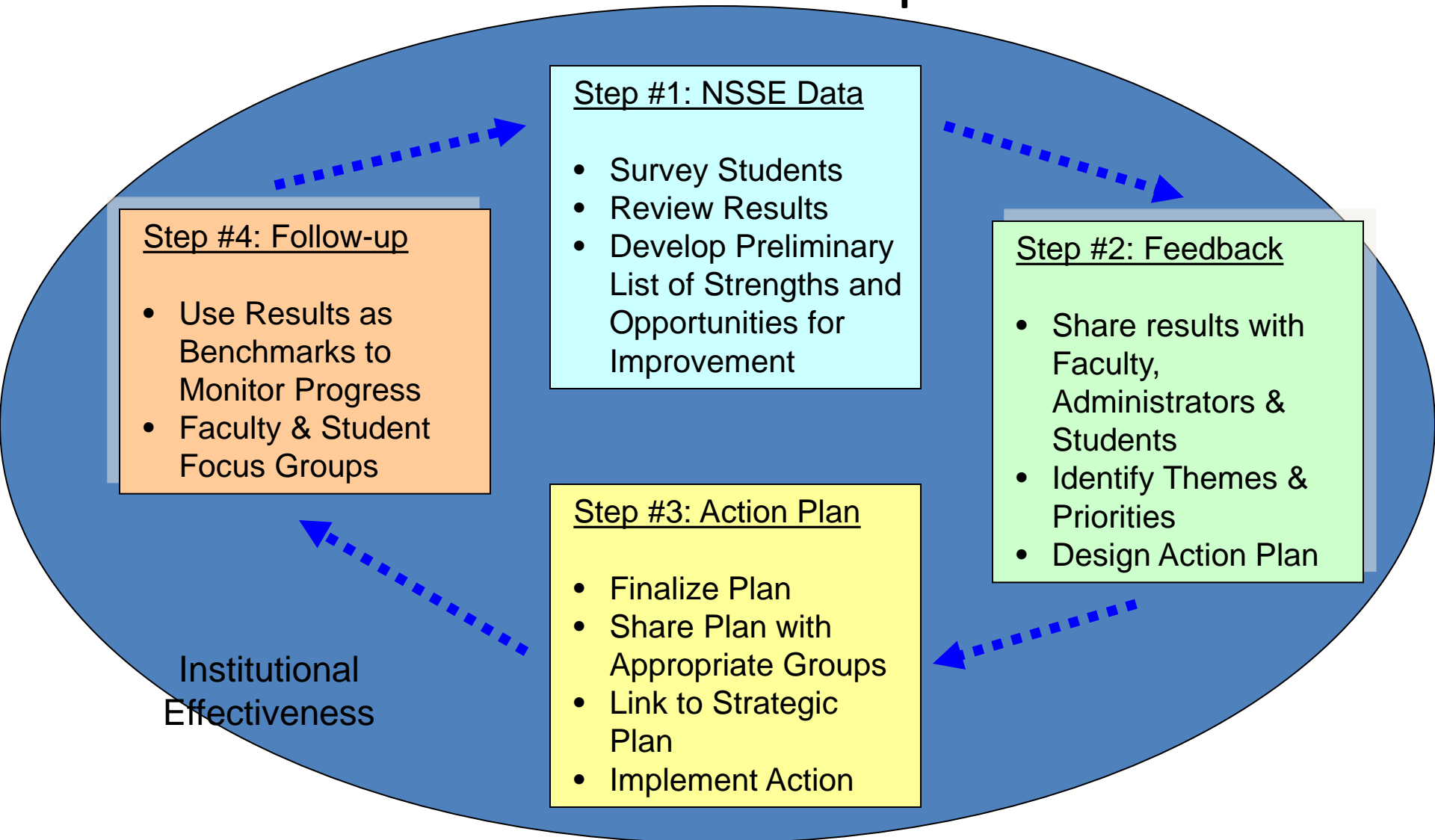
-  Up to five group variables
-  Fields for targeted oversampling or special analysis
  -  School program, honors status, distance education, learning community, etc.

## Selected comparison groups

-  Your choice – pick schools by name, Carnegie, NSSE cohort
-  Consortia and Systems



# Model of NSSE in an institutional assessment plan





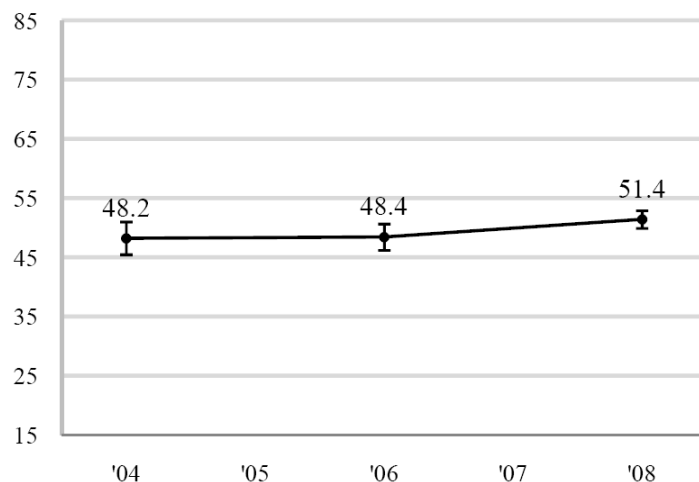
# Review Respondent Characteristics

1. Does the NSSE sample reflect your student body profile? If sample seems skewed, what cautions might be exercised?
2. How does your institution compare to other institutions in terms of demographic features?
3. What generalizations are or are not possible based on these data?
4. How does your institution's response rate stack up against other institutions?

# Results Reports: Multi-Year Benchmarks

- NEW in 2008
- First-year and senior benchmark scores charted for all years of participation
- NSSE changes (weight, item changes, etc.) accounted for
- Detailed statistics (standard errors, confidence intervals, etc.)
- See our new *Multi-Year Data Analysis Guide*

Level of Academic Challenge (LAC)







# Sharing your NSSE data

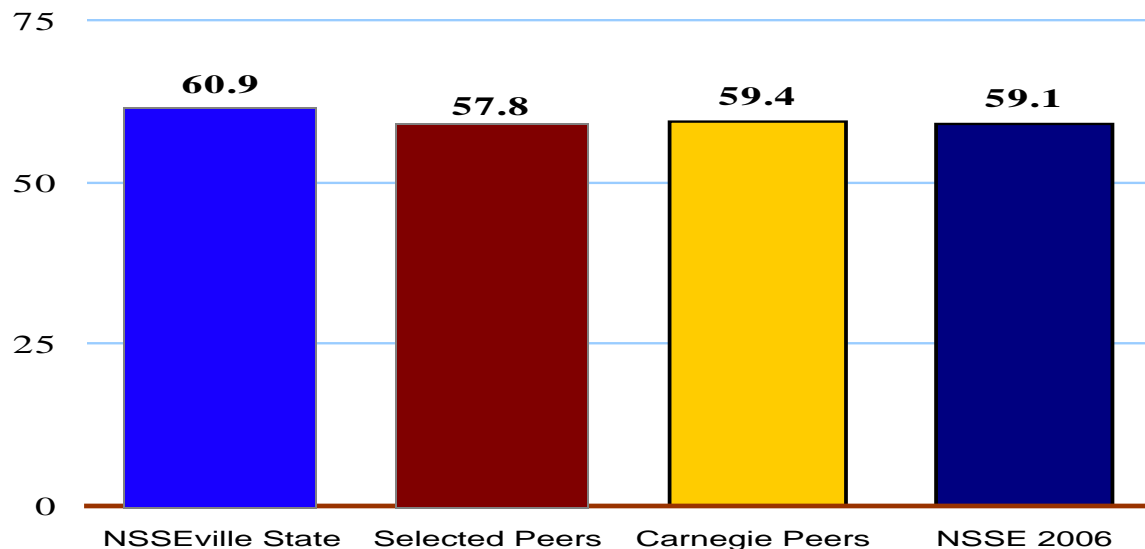
- 🌀 Provide summaries of results
  - 🌀 Copy NSSE tables; create your own
- 🌀 Appeal to different stakeholder needs
- 🌀 Use the Power Point template
- 🌀 Involve groups from the beginning
- 🌀 Make meaning of the data; why are the numbers what they are?
- 🌀 Go back to other data sources
- 🌀 How might scores be improved?

# Comparison question: How do our students' experiences compare?

## Supportive Campus Environment (SCE)

### Benchmark Comparisons

Class	NSSEville State compared with:								
	NSSEville State	Selected Peers			Carnegie Peers			NSSE 2006	
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>
First-Year	60.9	57.8	**	.17	59.4			59.1	
Senior	59.7	55.8	**	.21	59.4			56.6	*



# Linking other data: Predicting Retention at Elon University

- ◆ Students' relationship with peers predictive of retention. Elon considering programs/services to foster these relationships, checking published findings & best practice.

Correlations

		Retention	If you could start over again, would you go to the SAME INSTITUTION you are now attending?	How would you evaluate your entire educational experience at this institution?	Quality: Your relationships with other students
Retention	Pearson Correlation	1	.368**	.227**	.233**
	Sig. (2-tailed)	.	.000	.000	.000
	N	377	351	351	369
If you could start over again, would you go to the SAME INSTITUTION you are now attending?	Pearson Correlation	.368**	1	.608**	.547**
	Sig. (2-tailed)	.000	.	.000	.000
	N	351	351	351	351
How would you evaluate your entire educational experience at this institution?	Pearson Correlation	.227**	.608**	1	.487**
	Sig. (2-tailed)	.000	.000	.	.000
	N	351	351	351	351
Quality: Your relationships with other students	Pearson Correlation	.233**	.547**	.487**	1
	Sig. (2-tailed)	.000	.000	.000	.
	N	369	351	351	369

\*\* . Correlation is significant at the 0.01 level (2-tailed).

# Using Results: Effect Size

Using NSSE data, we created our own NSSE recommendations for effect size

See our *NSSE Effect Size Analysis* handout

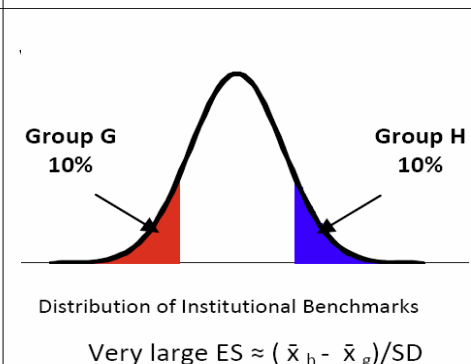
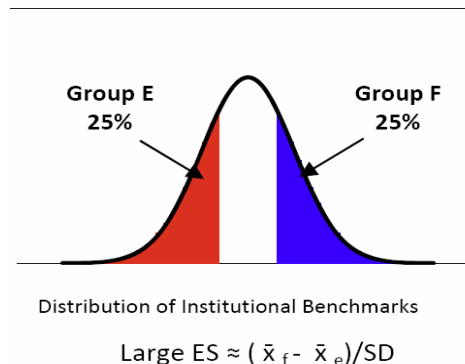
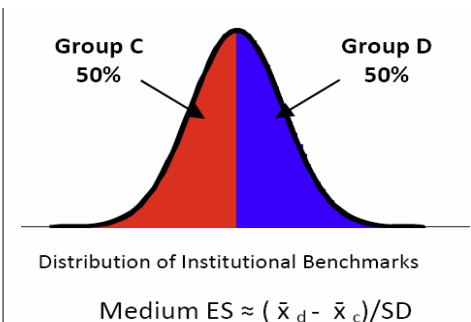
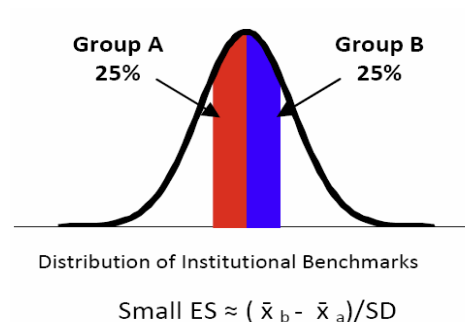
Small:  $d = .1$

Medium:  $d = .3$

Large:  $d = .5$

Very Large:  $d = .7$

Context is key!



# Using Results: Effect Size

What is effect size?

Significant difference versus practical difference

We calculate effect size by dividing the difference between two means by their pooled standard deviation

Cohen's  $d$

Small:  $d = .2$

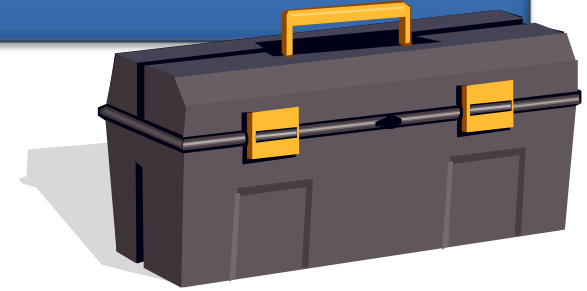
Medium:  $d = .5$

Large:  $d = .8$



# Helpful Resource: Facilitator's Guide

- 🌀 **Facilitator's guide can help you get organized**
- 🌀 Provides suggestions for leading a workshop or session on understanding, interpreting and taking action on NSSE data
- 🌀 Simply reporting results may not lead to action



Copies available: [www.nsse.iub.edu/institute](http://www.nsse.iub.edu/institute)