Telling Your Data Story: Sharing NSSE Results on Campus

Webinar will begin at 2 pm Eastern Time

Before we begin, please review the Zoom controls below. Leave your audio and video off, unless prompted by a host. You can post any questions in the chat box.

- Visit https://kb.iu.edu/d/aods#hear-talk for a comprehensive set of tests and troubleshooting solutions if you have issues with the Zoom software.
- To check your audio connection, click the arrow next to the microphone on the left hand side of the in meeting toolbar.
- Click “Test Computer Audio” and audio preferences will open.
- You can test the volume and output of your speaker device be selecting “Test Speaker.” If you cannot hear, change the output source by selecting a different speaker device.

- Have your Institutional Report 2019 binder on hand for reference or access your materials through the NSSE Institution Interface.
- The Chat window allows participants to interact with presenters and each other – make comments about your NSSE practice, ask questions of presenters and of other users!
Telling Your Data Story: Sharing NSSE Results on Campus

Jillian Kinzie, Dajanae Palmer and Samantha Silberstein
Guest presenter, Tony Ribera Marian University

NSSE Webinar November 20, 2019
• Introduction to the Challenge of Sharing Results
  • “Telling your story” framework
  • Who is your audience? (aka: stakeholders)

• Promoting reports and results

• Good ideas from an experienced user and assessment expert (Tony Ribera, Director of Educational Assessment Marian University)

• Determining what should be shared and with whom

• Engaging others in the data
The Challenge of Sharing Results

So you've received your NSSE report package and shared it with a few key stakeholders.

Now what?
The Challenge of Sharing Results
Sharing Results: What Do NSSE Users Do?

Table 1

Data Sharing with and Use by Internal Institutional Audiences

<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>93%</td>
<td>47%</td>
</tr>
<tr>
<td>Department chairs/deans</td>
<td>83%</td>
<td>40%</td>
</tr>
<tr>
<td>Faculty</td>
<td>76%</td>
<td>31%</td>
</tr>
<tr>
<td>Student affairs staff</td>
<td>80%</td>
<td>45%</td>
</tr>
<tr>
<td>Advising staff</td>
<td>60%</td>
<td>22%</td>
</tr>
<tr>
<td>Admissions staff</td>
<td>51%</td>
<td>12%</td>
</tr>
<tr>
<td>Public affairs/news office</td>
<td>48%</td>
<td>20%</td>
</tr>
<tr>
<td>Governing board</td>
<td>44%</td>
<td>8%</td>
</tr>
<tr>
<td>Students</td>
<td>33%</td>
<td>2%</td>
</tr>
<tr>
<td>Campus newspaper</td>
<td>16%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Targeted Committees/Groups

| Accreditation                      | 61% | 43% |
| First-year experience              | 53% | 31% |
| Teaching and learning              | 42% | 28% |
| General education                  | 53% | 31% |
| Diversity                          | 36% | 18% |
| Writing program                    | 27% | 14% |
| Technology                         | 14% | 4%  |

Note: Data were collected from 220 institutional respondents to the NSSE 2014 Report Card and NSSE 2015 Report Card assessments of the 2014 and 2015 NSSE administrations.
Sharing Results: What Do NSSE Users Do?

- We’ve shared results with deans, academic units, student services...and provided department-level analyses for faculty for curricular enhancement.

- Created targeted presentations for some departments (academic, student life, academic support).

- I typically present the past years results to senior leadership and the board of trustees.

- Topical module results have been used in discussions about advising...for training, changing advising model.
Telling your Data Story

Data Democratization

- Self Service Analytics Tools
- Data Democratization
- Data Informed Decisions
- Data Education

Evidence-Based Storytelling

- Narrative
- Explain
- Data
- CHANGE
- Engage
- Enlighten
- Visuals
Telling your Data Story

Data democratization promotes sharing results

[Sadly] The norm...is to gather data, circulate the reports among a small group of people, and then to just shelve them if nothing horrible jumps out—and sometimes even if it does! - Blaich & Wise, 2011
As the Statement of Aspirational Practice for Institutional Research (Swing & Ross, 2016) asserts, student success must be at the center of a new vision of the decision-support system in higher education. NSSE’s sharp focus on measuring what matters to student learning & success can richly inform an institution’s comprehensive decision-support system.
Evidence-Based Storytelling

Evidence and claims are supported by a warrant which explains “the why”—why the evidence supports the claim in question.

Story development elements:

1. Audience
2. Argument
3. Evidence
4. Story & Language
5. Characters
6. Plot
7. Data Visualization
8. Awareness & Discoverability

https://www.learningoutcomesassessment.org/evidence-based-storytelling/#1565724557332-63fed6e6-21f8
Who is your NSSE audience?

• Audience: Who is the target audience for your NSSE results?
  • Administration, policy maker, students, staff?
    [Be sure to segment the audience—which particular administrators: senior leadership, board members, mid-level, deans, department chairs?]
  • Is it internal or external?
  • Are there other audiences who may be interested?
Who would be interested in Topical Module Results?

- Academic Advising (new module tested in 2019!)
- Civic Engagement
- Development of Transferable Skills
- Learning with Technology
- Experiences with Writing
- Experiences with Information Literacy
- First-Year Experiences & Senior Transitions
- Global Learning
- Inclusiveness and Engagement with Cultural Diversity
Promoting Results and Reports

Promotional Ideas

• Website created to share NSSE data
• Social Media accounts
• Posters and other promotional material
• Campus newspaper/TV story
• Host a NSSE data webinar

POLL TIME!

Has your institution done any of the promotional ideas?
NSSE 2018

National Survey of Student Engagement

Every two years Winthrop University freshmen and seniors are invited to complete the National Survey of Student Engagement (NSSE). NSSE collects information at hundreds of four-year colleges and universities regarding student participation in activities and programs that promote learning and personal development. NSSE provides parents with a way to see how and what students are learning compared to their peers at other schools. To compare Winthrop’s 2018 NSSE results with national results, click the menu items on the left sidebar.

Winthrop NSSE 2018 Highlights

At Winthrop University, students explore new ideas and diverse perspectives in meaningful ways. A demonstrated ability to understand the world around them and communicate with people from diverse backgrounds make Winthrop graduates responsible citizens and marketable employees.

Winthrop freshmen reported that, during the current school year, they often or very often engaged in the following activities at rates more than 15 points higher than the NSSE average:

- Included diverse perspectives (political, religious, racial/ethnic, gender, etc) in course discussions or assignments
- Had discussions with people of a race or ethnicity other than their own
- Connected their learning to societal problems and issues
Infographics

2017 NSSE Report
Manchester University's National Survey of Student Engagement Results

How Do We Stack Up to Our Mission and Values?
Let's take a look!

Manchester University is dedicated to service learning.
Values: Learning, Service, Faith, Community

Percentage of students who stated that "most" or "some" of their courses at Manchester have included a community-based project (service learning)

2017 NSSE Data

- Manchester
- GLP
- Indiana
- Peer Group
Advice from Tony

Tony Ribera, Ph.D
Director of Educational Assessment
(317) 955-6699
tribera@marian.edu
Mother Theresa Hackelmeier Memorial Library, Room 102

• NSSE contact at Rose-Hulman Institute; and NSSE data user in the Center for Teaching and Learning at Marian University
NSSE in the Field: Sharing Results and Action Plans at Marian University
Culture of Assessment at Marian University

• Franciscan Sponsorship Values
  ▪ Dignity of the Individual
  ▪ Peace and Justice
  ▪ Reconciliation
  ▪ Responsible Stewardship

• Leadership

• Teaching and Learning Committee
Teaching and Learning Committee

• Institutional teaching and assessment committee
• 24 members (Faculty, staff, student government representative)
• 5 Subcommittees
  ▪ Grants & Awards
  ▪ Planning & Reporting
  ▪ Program Review
  ▪ Programming & Resources
  ▪ Assessment Activities
Teaching and Learning Committee

• Recent meeting led by Assessment Activities Subcommittee
  ▪ Selected Findings
    • HIPs (Internships), SFI, and Leadership
    • Inclusiveness & Engagement with Diversity Topical Module
    • Qualitative Data
  ▪ Discussion Prompts
Next Steps

• Additional analyses
  ▪ Existing data (e.g., evaluations, Canvas outcomes)
  ▪ New data (e.g., student-led focus groups)

• Implementing action plans
  ▪ Center for Teaching & Learning inclusiveness programming
  ▪ Program-level assessment plans and reports

• Sharing results and action plans
  ▪ Faculty Assembly
Next Steps

• Additional analysis
  ▪ NSSE Report Builder

• Sharing results and action plans
  ▪ Student Affairs
  ▪ Student Government
  ▪ Institutional website
  ▪ Social media
  ▪ Alumni newsletter
  ▪ Admissions materials
Determining what should be shared and with whom

How might you begin thinking about your data?
Start with...

Data

Stakeholders
Starting with Data

Data

- Survey Content
- Demographics
Starting with Data

- Engagement Indicators
- High Impact Practices
- Engagement Activities
- Topical Modules

- Academics
- Social Identities
- Engagement

Survey Content

Demographics
<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>• Higher-Order Learning&lt;br&gt;• Reflective &amp; Integrative Learning&lt;br&gt;• Learning Strategies&lt;br&gt;• Quantitative Reasoning</td>
</tr>
<tr>
<td>Learning with Peers</td>
<td>• Collaborative Learning&lt;br&gt;• Discussions with Diverse Others</td>
</tr>
<tr>
<td>Experiences with Faculty</td>
<td>• Student-Faculty Interaction&lt;br&gt;• Effective Teaching Practices</td>
</tr>
<tr>
<td>Campus Environment</td>
<td>• Quality of Interactions&lt;br&gt;• Supportive Environment</td>
</tr>
</tbody>
</table>
Discussions with Diverse Others

*During the current school year, how often have you had discussions with people from the following groups:*

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own
## Institutional Report

### First-Year Students

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>Your first-year students compared with Admissions Overlap</th>
<th>Your first-year students compared with Carnegie UG Program</th>
<th>Your first-year students compared with NSSE 2017 &amp; 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
<td>--</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
<td>△</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Learning with Peers</strong></td>
<td>Collaborative Learning</td>
<td>--</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td>--</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
<td>--</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>--</td>
<td>--</td>
<td>△</td>
</tr>
</tbody>
</table>
### Mean Comparisons

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>NSSEville State Mean</th>
<th>Admissions Overlap Mean</th>
<th>Effect size</th>
<th>Carnegie UG Program Mean</th>
<th>Effect size</th>
<th>NSSE 2017 &amp; 2018 Mean</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Learning</td>
<td>36.2</td>
<td>34.7</td>
<td>.11</td>
<td>34.1 **</td>
<td>.16</td>
<td>33.1 ***</td>
<td>.22</td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td>42.7</td>
<td>40.7 **</td>
<td>.15</td>
<td>41.0 *</td>
<td>.12</td>
<td>39.6 ***</td>
<td>.20</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>NSSEville State</th>
<th>Admissions Overlap</th>
<th>Carnegie UG Program</th>
<th>NSSE 2017 &amp; 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked another student to help you understand course material</td>
<td>64%</td>
<td>%</td>
<td>+7</td>
<td>+7</td>
<td>+9</td>
</tr>
<tr>
<td>Explained course material to one or more students</td>
<td>63%</td>
<td>%</td>
<td>+0</td>
<td>+2</td>
<td>+4</td>
</tr>
<tr>
<td>Prepared for exams by discussing or working through course material</td>
<td>60%</td>
<td>%</td>
<td>+2</td>
<td>+4</td>
<td>+8</td>
</tr>
<tr>
<td>Worked with other students on course projects or assignments</td>
<td>58%</td>
<td></td>
<td>-2</td>
<td>+1</td>
<td>+2</td>
</tr>
</tbody>
</table>

### Discussions with Diverse Others

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
<th>NSSEville State</th>
<th>Admissions Overlap</th>
<th>Carnegie UG Program</th>
<th>NSSE 2017 &amp; 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>People from a race or ethnicity other than your own</td>
<td>81%</td>
<td></td>
<td>+10</td>
<td>+5</td>
<td>+11</td>
</tr>
<tr>
<td>People from an economic background other than your own</td>
<td>84%</td>
<td></td>
<td>+8</td>
<td>+6</td>
<td>+12</td>
</tr>
<tr>
<td>People with religious beliefs other than your own</td>
<td>85%</td>
<td></td>
<td>+12</td>
<td>+11</td>
<td>+18</td>
</tr>
<tr>
<td>People with political views other than your own</td>
<td>55%</td>
<td></td>
<td>-8</td>
<td>-1</td>
<td>-10</td>
</tr>
</tbody>
</table>
So What’s Our Story?

• More frequent, on average, discussions with diverse others for first-year students compared to peer institutions

• Students are reporting, on average, that they “Often” have these discussions

• Discussions are happening more frequently with people from diverse racial/ethnic backgrounds, economic backgrounds, and religious beliefs but less so with those who hold different political views.
Who Might Be Interested?

- Who works with first-year students?
  - Office of first-year experiences
  - Academic departments
  - Student engagement offices

- Who supports diversity initiatives on campus?
  - Cultural centers
  - Curriculum coordinators
  - Committees or task forces

- Who supports political engagement on campus?
  - Office of Civic Engagement
  - Political sciences or public administration
Stakeholders

- Academic Departments
- Students
- Accrediting Bodies
- Alumni
- Student Services (i.e. registrar)
- Student Affairs

Find out what they want to know!
Case Study: Department of Secondary Education

The School of Education at your institution is up for its five-year review. The Dean is interested in knowing more about their students’ engagement, in particularly they are hoping to add some information to their report regarding students’ participation in HIPs as well as interactions with faculty.

What information should you share with them?
This table displays the percentage of your students who either participated, or planned to participate, in a High-Impact Practice by major-field group. It also shows the percentage who participated overall (at least one, two or more).

<table>
<thead>
<tr>
<th>Item #</th>
<th>High-Impact Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>11c.</td>
<td>Learning community</td>
</tr>
<tr>
<td>12.</td>
<td>Service-learning*</td>
</tr>
<tr>
<td>11e.</td>
<td>Research with faculty</td>
</tr>
</tbody>
</table>
Major Field Report

First-Year Students

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Faculty Interaction</td>
<td></td>
</tr>
<tr>
<td>Experiences with Faculty</td>
<td></td>
</tr>
<tr>
<td>Effective Teaching Practices</td>
<td></td>
</tr>
</tbody>
</table>

- Arts: 20, 20, 23, 19, 25, 23, 23, 20, 24, 22
- Humanities: 32, 35, 39, 36, 36, 39, 39, 35, 39, 36
- Bus: 32, 35, 39, 36, 36, 39, 39, 35, 39, 36
- Comm: 32, 35, 39, 36, 36, 39, 39, 35, 39, 36
- Educ: 32, 35, 39, 36, 36, 39, 39, 35, 39, 36
- Engineering: 32, 35, 39, 36, 36, 39, 39, 35, 39, 36
- Health Sci: 32, 35, 39, 36, 36, 39, 39, 35, 39, 36
Important Resources

• Institutional Report
• Major Field Report
• Online Report Builder
• Item Mapping
NSSE Campuswide Mapping Document

• Purpose: Stimulate thinking about how NSSE measures - Engagement Indicators, High-Impact Practices, individual survey items, and Topical modules - relate to a variety of departments, units, and committees

• NSSE Item Campuswide Mapping is presented in 2 ways:
  • NSSE items mapped to all campus departments, units, committees, areas, and groups
  • NSSE items mapped to 26 distinct campus groups of related departments, units, committees, etc.
<table>
<thead>
<tr>
<th>Engagement Indicators</th>
<th>Relevant Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEME: Academic Challenge</strong></td>
<td></td>
</tr>
<tr>
<td>Higher-Order Learning (HO)</td>
<td>Academic success center, Faculty development, SoTL, Tutoring, Writing center/programs</td>
</tr>
<tr>
<td>Reflective &amp; Integrative Learning (RI)</td>
<td>Academic success center, Diversity office, General education, Integrative learning, Interdisciplinary studies, SoTL, Tutoring, Writing center/programs</td>
</tr>
<tr>
<td>Learning Strategies (LS)</td>
<td>Academic advising, Academic success center, Retention committee/task force, Tutoring</td>
</tr>
<tr>
<td>Quantitative Reasoning (QR)</td>
<td>General education, Literacy committee, Quantitative literacy/reasoning</td>
</tr>
<tr>
<td><strong>THEME: Learning with Peers</strong></td>
<td></td>
</tr>
<tr>
<td>Collaborative Learning (CL)</td>
<td>Curriculum committee, Retention committee/task force, SoTL, Student affairs</td>
</tr>
<tr>
<td>Discussions with Diverse Others (DD)</td>
<td>Area studies, Cultural centers, Diversity office, Equity committee, International office/student services, Multicultural committee, Retention committee/task force, Student affairs, Study abroad programs/office</td>
</tr>
<tr>
<td><strong>THEME: Experiences with Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>Student-Faculty Interaction (SF)</td>
<td>Faculty senate, First-year experience, Retention committee/task force</td>
</tr>
<tr>
<td>Effective Teaching Practices (ET)</td>
<td>Center for teaching &amp; learning, Dean of faculty, Faculty development, Promotion &amp; tenure committee, Retention committee/task force</td>
</tr>
<tr>
<td><strong>THEME: Campus Environment</strong></td>
<td></td>
</tr>
<tr>
<td>Quality of Interactions (QI)</td>
<td>Campus climate committee, Retention committee/task force, Student affairs</td>
</tr>
<tr>
<td>Supportive Environment (SE)</td>
<td>Retention committee/task force, Campus climate committee, Diversity office, First-year experience</td>
</tr>
<tr>
<td>Unit Groups Mapped to NSSE Items</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. Academic advising, Academic success center, Academic support services, Learning support, Tutoring</td>
<td></td>
</tr>
<tr>
<td>2. Academic affairs, Academic departments, Department chairs</td>
<td></td>
</tr>
<tr>
<td>3. Activities advisors, Student activities, Student affairs</td>
<td></td>
</tr>
<tr>
<td>4. Administrative offices, President’s office, Provost’s office</td>
<td></td>
</tr>
<tr>
<td>5. Admissions, Enrollment management, Financial aid, Registration/registrar’s office</td>
<td></td>
</tr>
<tr>
<td>6. Alumni affairs</td>
<td></td>
</tr>
<tr>
<td>7. Area studies, International office/student services, Study abroad programs/office</td>
<td></td>
</tr>
<tr>
<td>8. Art museum, Fine &amp; performing arts, Performing arts center</td>
<td></td>
</tr>
<tr>
<td>9. Athletics, Campus climate committee, Commuter services, Greek life, Health services/center, Parking services, Recreational &amp; fitness center, Residence life</td>
<td></td>
</tr>
<tr>
<td>10. Career planning &amp; services</td>
<td></td>
</tr>
<tr>
<td>11. Center for teaching &amp; learning, Instructional technology, Scholarship of teaching &amp; learning (SoTL)</td>
<td></td>
</tr>
<tr>
<td>12. Civic engagement, Community service, Service-learning office, Social justice studies, Town &amp; gown committee</td>
<td></td>
</tr>
<tr>
<td>13. Counseling/counseling services</td>
<td></td>
</tr>
<tr>
<td>14. Cultural centers (African American, women’s, etc.), Disability services, Diversity office, Equity committee, GBLT office, Multicultural committee, Veterans services</td>
<td></td>
</tr>
<tr>
<td>15. Curriculum committee</td>
<td></td>
</tr>
<tr>
<td>16. Dean of faculty, Faculty development, Faculty senate, Promotion &amp; tenure committee</td>
<td></td>
</tr>
<tr>
<td>17. First-year experience</td>
<td></td>
</tr>
<tr>
<td>18. General education, Literacy committee</td>
<td></td>
</tr>
<tr>
<td>19. Graduate studies</td>
<td></td>
</tr>
<tr>
<td>20. Integrative learning, Interdisciplinary studies</td>
<td></td>
</tr>
<tr>
<td>21. Library</td>
<td></td>
</tr>
<tr>
<td>22. Political/social science studies</td>
<td></td>
</tr>
<tr>
<td>23. Quantitative literacy/reasoning</td>
<td></td>
</tr>
<tr>
<td>24. Retention committee/task force</td>
<td></td>
</tr>
<tr>
<td>25. Undergraduate research</td>
<td></td>
</tr>
<tr>
<td>26. Writing center/programs</td>
<td></td>
</tr>
</tbody>
</table>
# NSSE Items Mapped to Unit Group 1

**Question 1.** During the current school year, about how often have you done the following?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1b</td>
<td>Prepared two or more drafts of a paper or assignment before turning it in</td>
</tr>
<tr>
<td>1c</td>
<td>Come to class without completing readings or assignments</td>
</tr>
<tr>
<td>1e</td>
<td>Asked another student to help you understand course material</td>
</tr>
<tr>
<td>1f</td>
<td>Explained course material to one or more students</td>
</tr>
<tr>
<td>1g</td>
<td>Prepared for exams by discussing or working through course material with other students</td>
</tr>
<tr>
<td>1h</td>
<td>Worked with other students on course projects or assignments</td>
</tr>
</tbody>
</table>

**Question 3.** During the current school year, about how often have you done the following?

<p>| | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>3a</td>
<td>Talked about career plans with a faculty member</td>
</tr>
<tr>
<td>3d</td>
<td>Discussed your academic performance with a faculty member</td>
</tr>
</tbody>
</table>

# Unit Group 1 Mapped to NSSE Items

- Academic advising
- Academic success center
- Academic support services
- Learning support
- Tutoring

### Els Mapped to Unit Group 1

- Academic Challenge
- Higher-Order Learning (HO)
- Reflective & Integrative Learning (RI)
- Learning Strategies
How to Engage Others

What have you done to engage others in results?

• Deans
• Departments/Programs
• Faculty
• Student affairs
• Students
• Boards
How to Engage Others: What Users Do

- Lunch & Learns
- Center for Teaching & Learning leads workshops based on discipline areas to facilitate conversations about results and combining with other teaching effectiveness, program level results
- 1:1 meetings, “NSSE Campus Tour” to departments
- Appoint NSSE Ambassadors in Colleges/Schools to facilitate data use, interpret results, promote survey admin
- Make data more accessible – data bites, data visualization for all to see and use
Form a NSSE Data team/committee

- Mizzou’s Vice Provost for Institutional Research, and the Vice Provost Undergraduate Studies, in partnership with the Interim Vice Chancellor for Student Affairs formed a committee to focus on boosting NSSE response rates as well as increasing uses of NSSE data
2017 Stetson started developing Power BI dashboard to communicate and understand results

Dashboard published to IR website for public access
How to Engage Others: What Other Users Do

NSSE Major Field Report

• Results for up to 10 groups of related majors
  • Groups can be customized from 139 standard majors

• Two views provided
  • Comparisons within (group to group within inst.)
  • Comparisons between (each group, ours vs. peers)

*While MFR seems most valuable for larger institutions, even smaller colleges can benefit by restricting comparisons to similar majors, or by creating a few meaningful groupings of related majors. Contact NSSE Project Services team to discuss your options.
NSSE Major Field Report
Group to Group Example  (Online Institutional Report)

Seniors

Mean

Higher-Order Learning  Reflective & Integrative Learning  Learning Strategies  Quantitative Reasoning  Collaborative Learning  Discussions with Diverse Others  Student-Faculty Interaction  Effective Teaching Practices  Quality of Interactions  Supportive Environment

Too much info!!!
NSSE Major Field Report
Group to Group Example (*Online Institutional Report*)

What do we make of these differences?
Engaging Others: What Users Do

Student Comments Data

• The Beloit College Office of Institutional Research, Assessment, and Planning (IRAP) reviews their NSSE student comments for specific mentions of offices, services, and people.

• Compliments about the quality of services, helpfulness of staff, encouragement of faculty are passed along to appropriate individuals.

• By sharing positive and sometimes constructive feedback from the Student Comments report, IRAP generates goodwill about NSSE & Beloit’s participation and values student voices in assessment.

“Please describe the most significant learning experience you have had so far at this institution”

Everyday in Society and Culture with [INSTRUCTOR NAME] I learn something new, and gain more respect for the professor with every interaction I have with her. She's changed my life.

Joining a Sustained Dialogue group

Working as a tutor at the campus writing center. Here I get to work with students of every background and identity, so I have learned a great deal in both social and learning service fields.

Chickpeas are the same as garbanzo beans.
Considering Your Questions

- Use of Major Field reports
- How to get faculty engaged in supporting NSSE administration and giving time in their classes for students to complete
- How to tie in BCSSE results
- Best practices on identifying units who could make use of data, on the student affairs side and on the academic affairs side. -Tips on how to talk about NSSE data in a way that feels meaningful and useful. A lot of the time this data seems very high-level and abstract, it's difficult for people to get a handle on how to use it, what types of data would be useful to cross-reference with it, etc. I'd appreciate some tips on how to craft the "pitch"
- Will there be FSSE dashboards for the 2020 FSSE?
- How to package results for distribution to various groups? How to encourage faculty and staff to take a deep dive into the results prior to discussing them?
- How do you deal with limitations possibly posed by small sample size or under- or over- representation of respondents by key demographic characteristics?
- High-impact practices sharing
- If a department, for example the Honors College, requests a NSSE comparison report (honors/non-honors), how should weights be incorporated into the analysis?
- Communicating the research methodology to STEM faculty - census style sampling with weighting v. Random sampling
- How to make use of data longitudinally
- In the past, what has been the most often mentioned pain point from others regarding results sharing?
- Does anyone have any infographic templates to share?
- Identifying key data points for stakeholders - there's SO much information in the NSSE reports that it is difficult to summarize or to pull out items of particular importance. Would like advice on this and/or hear how other large institutions handle this.
- Simplifying things for busy admins; Figuring out who needs what data
NSSE is Entering its 3rd Decade!

New in 2020….
- Sense of belonging items added to survey
- Revised advising module
- Online learning consortium
- Lessons from the Field v. 5

20th Anniversary Activities…..
- Listening tours to solicit input (NASPA, POD…)
- Interactive timeline
- Assessment Update (Sp2020) dedicated to NSSE
- Synthesis papers
- Workshop & input sessions at AIR Forum 2020
Thanks so much for joining us!

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@NSSEsurvey  @NSSEinstitute