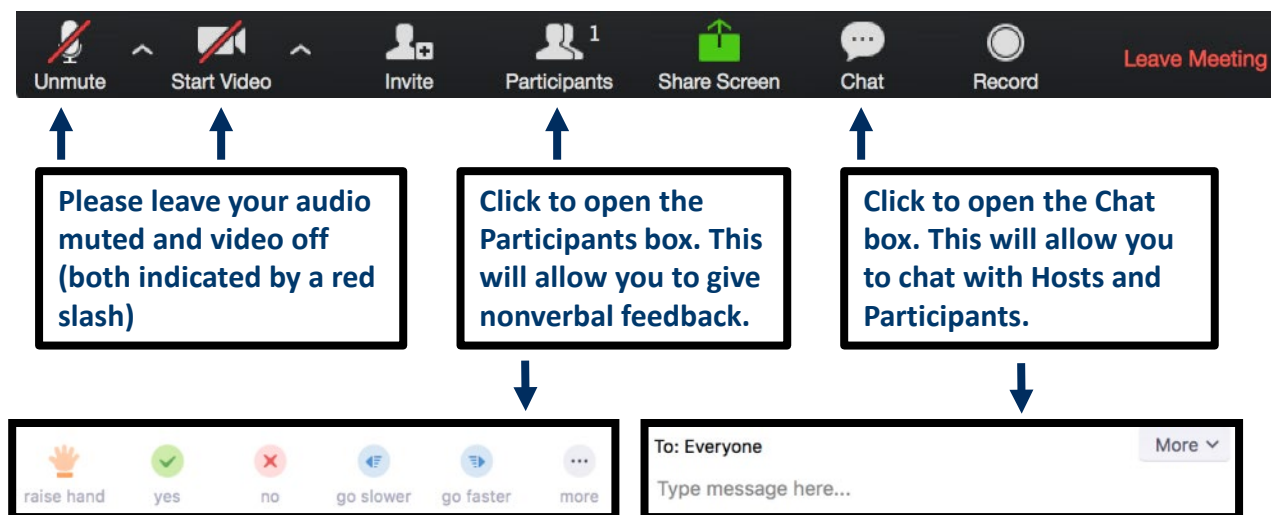


Telling Your Data Story: Sharing NSSE Results on Campus

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.



- 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**!

- 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 by selecting “Test Speaker.” If you cannot hear, change the output source by selecting a different speaker device.

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

Outline

- **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**



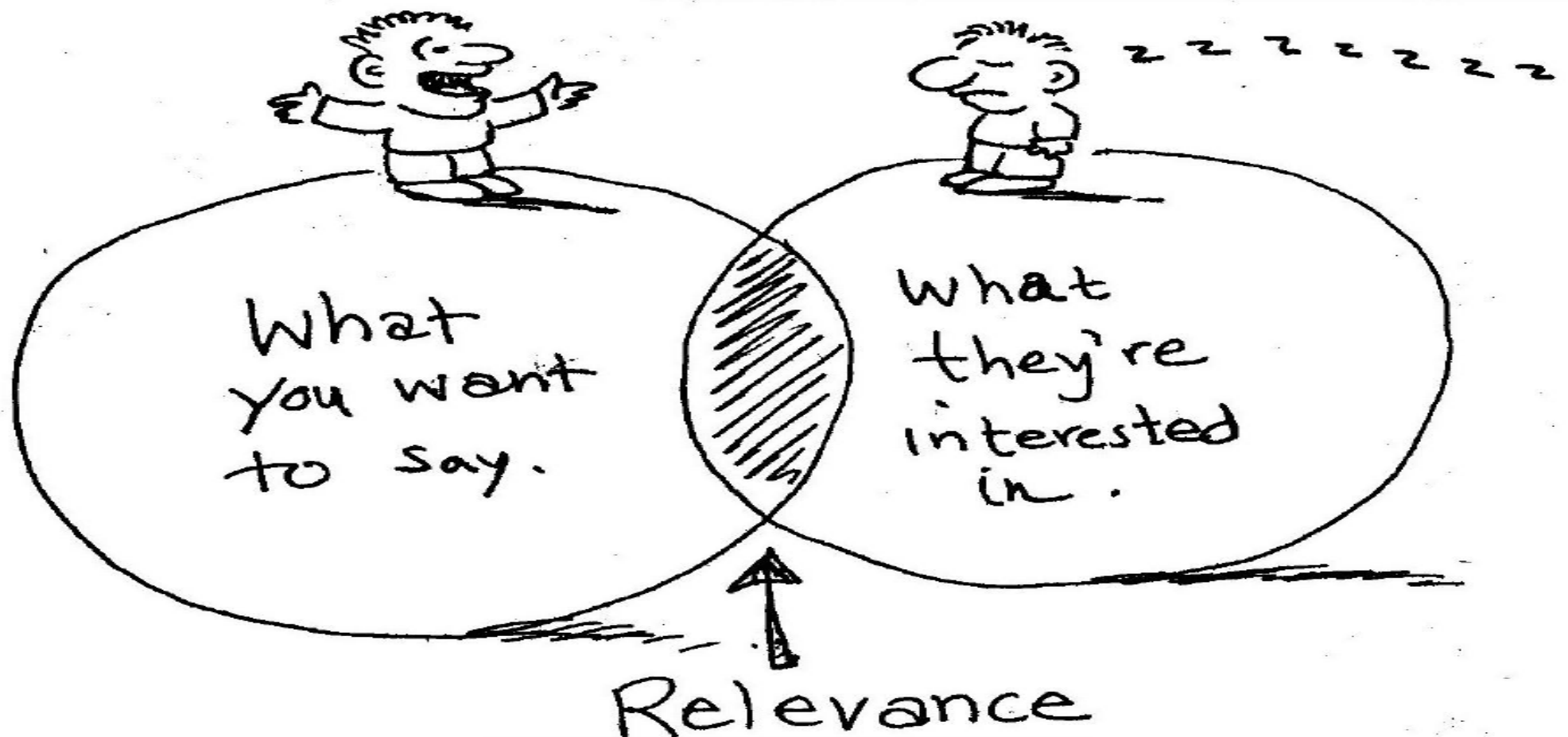
The Challenge of Sharing Results

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

Now what?



The Challenge of Sharing Results



The Challenge of Sharing Results

Note
duplicate
2008!



ACTUAL BOOKSHELF at Stetson University

Sharing Results: What Do NSSE Users Do?

Table 1

Data Sharing with and Use by Internal Institutional Audiences

Institutional Stakeholders	Results shared with	Results explicitly used by
President/senior administration	93%	47%
Department chairs/deans	83%	40%
Faculty	76%	31%
Student affairs staff	80%	45%
Advising staff	60%	22%
Admissions staff	51%	12%
Public affairs/news office	48%	20%
Governing board	44%	8%
Students	33%	2%
Campus newspaper	16%	3%

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?

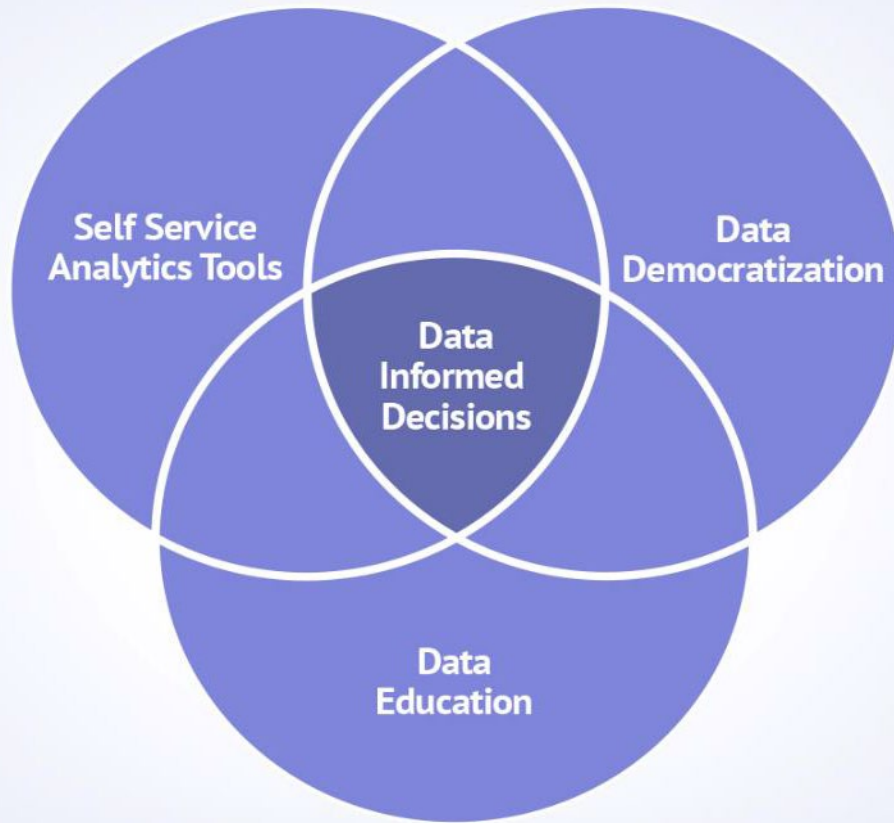
Created targeted presentations for some departments (academic, student life, academic support)

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

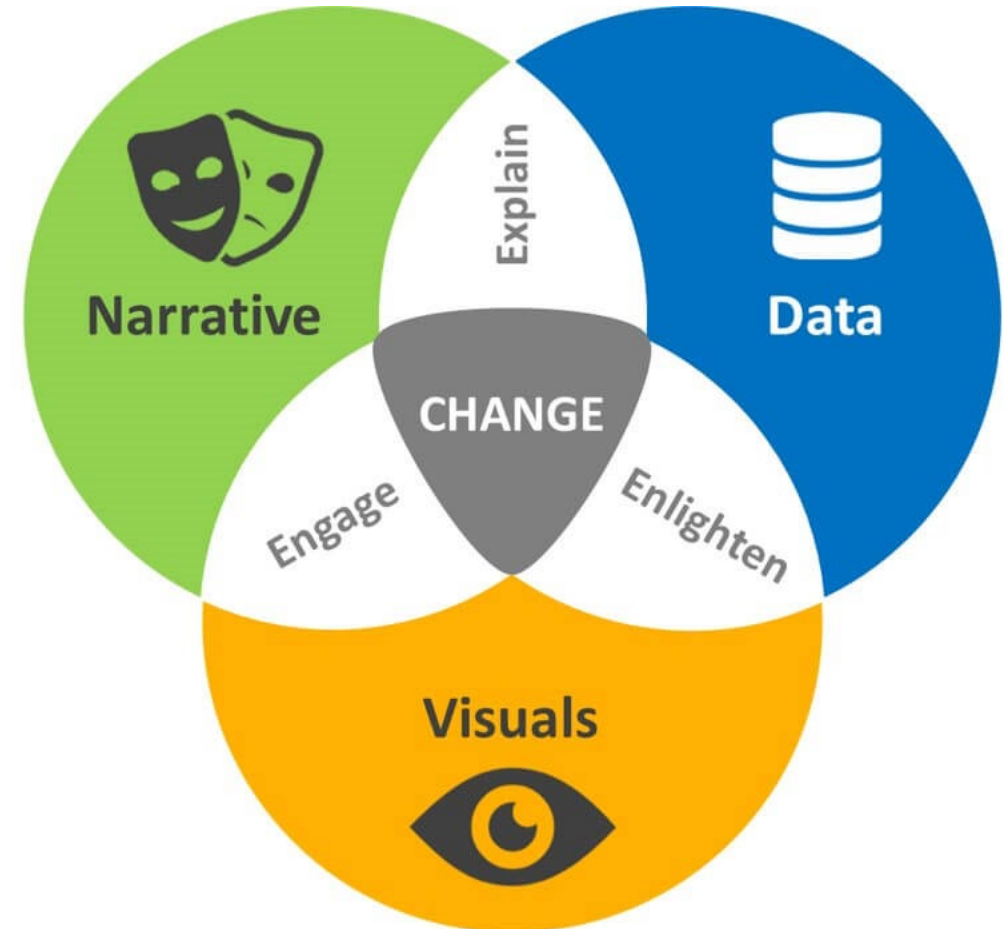
I typically present the past years results to senior leadership and the board of trustees

Topical module results have been used in discussions about advising...for training, changing advising model

Telling your Data Story



Data Democratization



Evidence-Based Storytelling

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

NSSE's connection to the new vision of decision-support

**Volumes 1-4
document
data use at
100
institutions!**



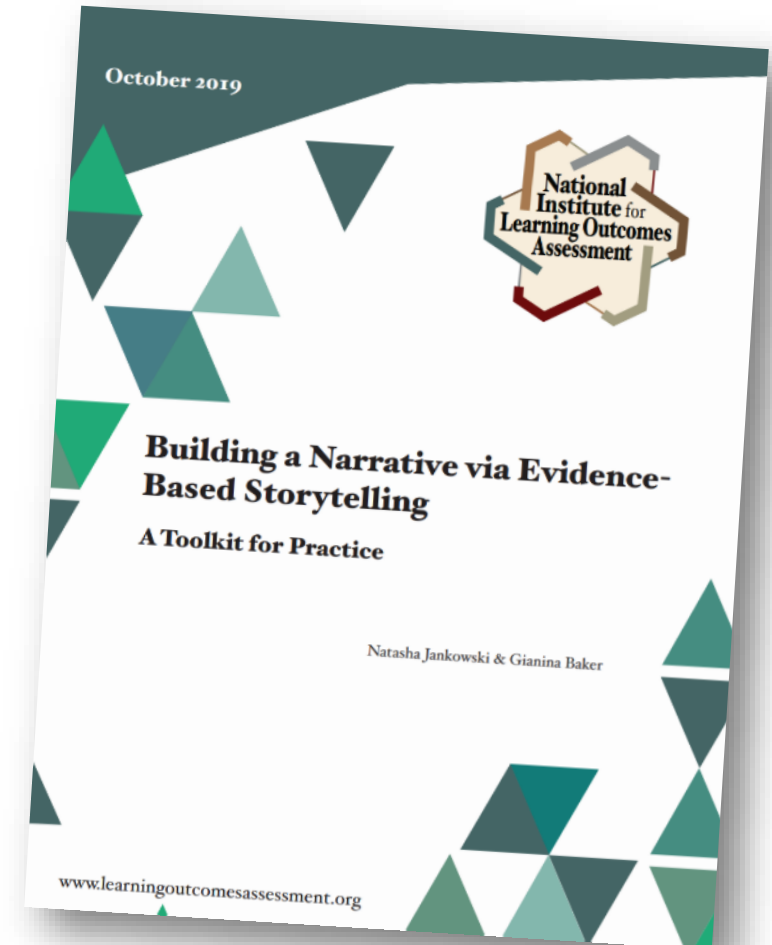
As the Statement of Aspirational Practice for Institutional Research (Swing & Ross, 2016) asserts, student success must be at the center of a new vision of the decision-support system in higher education. NSSE's sharp focus on measuring what matters to student learning & success can richly inform an 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?

CHAT!

- **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

NSSE national survey of student engagement

NSSE 2019 Experiences with Writing
Frequencies and Statistical Comparisons
NSSEville State University

First-Year Students

Item wording or description	Variable name	Values ^a	Response options	Frequency Distributions ^a		Statistical Comparisons ^b	
				NSSEville State	Writing Experiences	NSSEville State	Writing Experiences
				Count	%	Mean	Effect size ^d
1. During the current school year, for how many writing assignments have you done the following?							
a. Talked with a classmate, friend, or family member to develop your ideas before starting your assignment	WR101a	1 No writing assignments 2 Few writing assignments 3 Some writing assignments 4 Most writing assignments 5 All writing assignments		55 117 277 191 49	9 17 39 28 7	1,513 4,055 6,994 5,054 1,566	9 22 36 25 9
		Total		689	100	19,182	100
						3.1	3.0 .05
b. Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment	WR101b	1 No writing assignments 2 Few writing assignments 3 Some writing assignments 4 Most writing assignments 5 All writing assignments		49 137 241 209 50	7 20 35 30 7	1,435 3,598 6,011 5,951 2,140	8 19 31 30 11
		Total		686	100	19,135	100
						3.1	3.2 -.06
c. Given feedback to a classmate about a draft or outline	WR101c	1 No writing assignments 2 Few writing assignments 3 Some writing assignments 4 Most writing assignments 5 All writing assignments		61 147 248 193 39	9 21 36 28 6	1,800 3,944 6,998 5,042 1,382	11 21 36 25 8
		Total		688	100	19,166	100
						3.0	3.0 .01
d. Summarized material you read such as articles, books, or online publications	WR101d	1 No writing assignments 2 Few writing assignments 3 Some writing assignments 4 Most writing assignments 5 All writing assignments		24 89 228 274 72	4 13 33 40 10	713 2,724 7,034 6,633 2,043	4 15 37 33 11
		Total		687	100	19,147	100
						3.4	3.3 * .08
e. Analyzed or evaluated something you read, researched, or observed	WR101e	1 No writing assignments 2 Few writing assignments 3 Some writing assignments 4 Most writing assignments 5 All writing assignments		17 54 197 322 97	2 8 28 47 14	388 1,701 5,603 8,266 3,188	2 10 30 41 19
		Total		687	100	19,147	100
						3.6	3.6 .01
f. Described your methods or findings related to data to others (e.g., in class, in a paper, or in a presentation)	WR101f	1 No writing assignments 2 Few writing assignments 3 Some writing assignments 4 Most writing assignments 5 All writing assignments		144 212 175 45 688	21 31 26 7 100	4,039 5,998 4,564 1,491 19,101	21 32 24 9 100
		Total		689	100	19,111	100
						2.9	2.9 -.03
g. Argued a point using evidence	WR101g	1 No writing assignments 2 Few writing assignments 3 Some writing assignments 4 Most writing assignments 5 All writing assignments		45 71 213 271 89	7 10 31 39 13	1,074 2,553 6,024 6,889 2,571	6 14 32 34 13
		Total		689	100	19,111	100
						3.4	3.3 .07

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?**

Website

[ABOUT](#)[ADMISSIONS & AID](#)[ACADEMICS](#)[STUDENT LIFE](#)[ATHLETICS](#)[GIVING](#)

NSSE 2018

[Home](#)[Academic Challenge](#)[Learning With Peers](#)[Experiences
with Faculty](#)[High-Impact
Practices](#)[Campus
Environment](#)[University Level
Competencies](#)[Archive](#)[National NSSE Site](#)

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

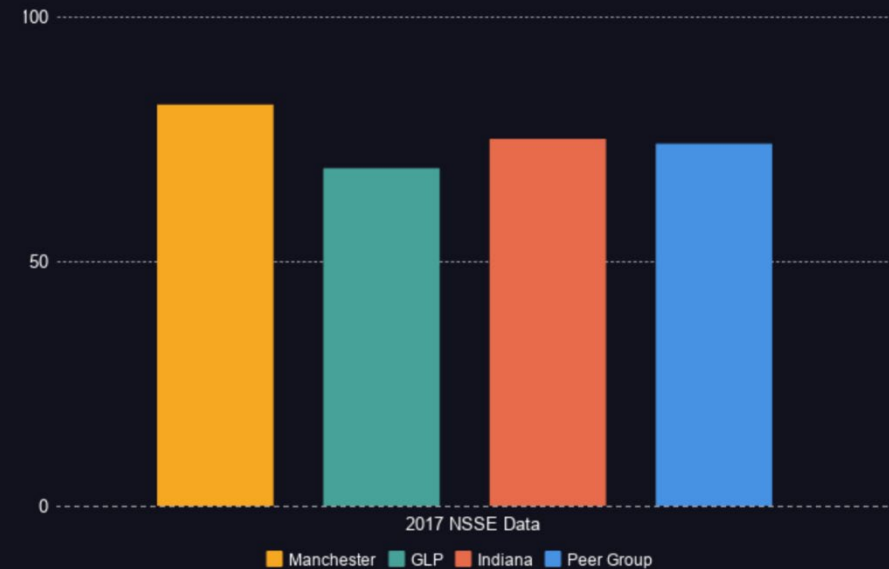
How Do We Stack Up to
Our Mission and Values?

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)



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





Start with...

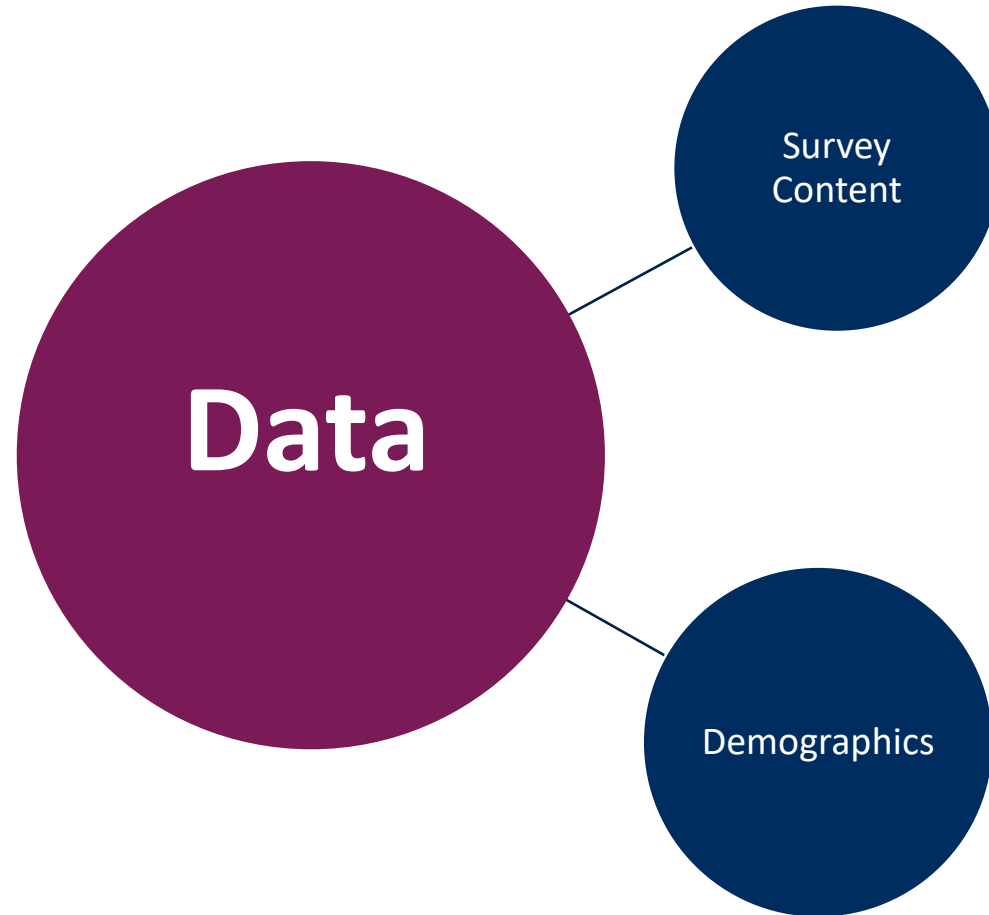


Data

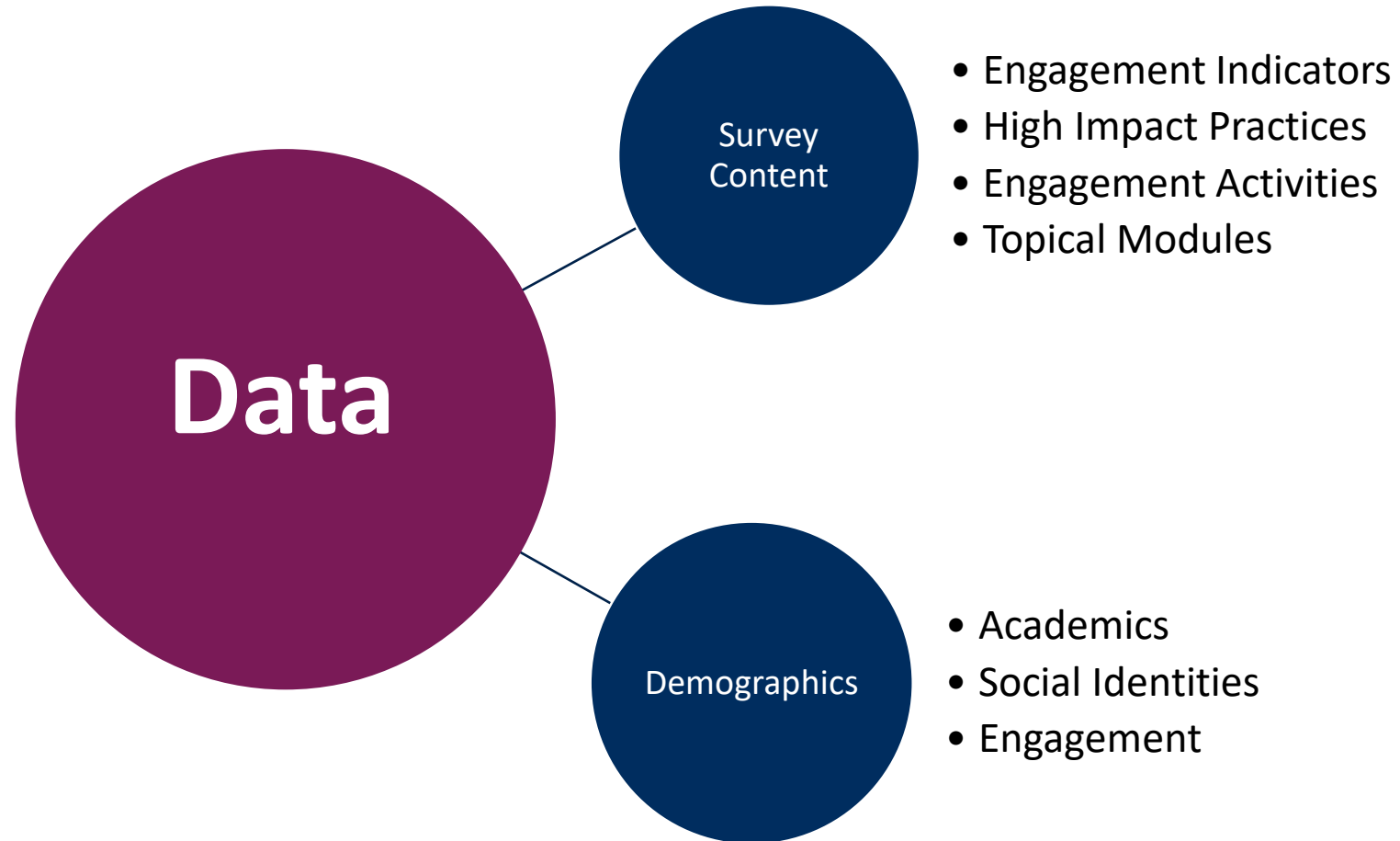


Stakeholders

Starting with Data



Starting with Data



Theme	Engagement Indicator
Academic Challenge	<ul style="list-style-type: none">• Higher-Order Learning• Reflective & Integrative Learning• Learning Strategies• Quantitative Reasoning
Learning with Peers	<ul style="list-style-type: none">• Collaborative Learning• Discussions with Diverse Others
Experiences with Faculty	<ul style="list-style-type: none">• Student-Faculty Interaction• Effective Teaching Practices
Campus Environment	<ul style="list-style-type: none">• Quality of Interactions• Supportive Environment



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

Theme	Engagement Indicator	Your first-year students compared with Admissions Overlap	Your first-year students compared with Carnegie UG Program	Your first-year students compared with NSSE 2017 & 2018
Academic Challenge	Higher-Order Learning	--	--	△
	Reflective & Integrative Learning	△	--	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	△	△
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	△
Campus Environment	Quality of Interactions	--	--	△
	Supportive Environment	--	--	△

Institutional Report

Mean Comparisons

<i>Engagement Indicator</i>	NSSEville State <i>Mean</i>	<i>Your first-year students compared with</i>					
		Admissions Overlap		Carnegie UG Program		NSSE 2017 & 2018	
		<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Collaborative Learning	36.2	34.7	.11	34.1 **	.16	33.1 ***	.22
Discussions with Diverse Others	42.7	40.7 **	.15	41.0 *	.12	39.6 ***	.20

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).

Institutional Report

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

1e. Asked another student to help you understand course material	64
1f. Explained course material to one or more students	63
1g. Prepared for exams by discussing or working through course material with other students	60
1h. Worked with other students on course projects or assignments	58

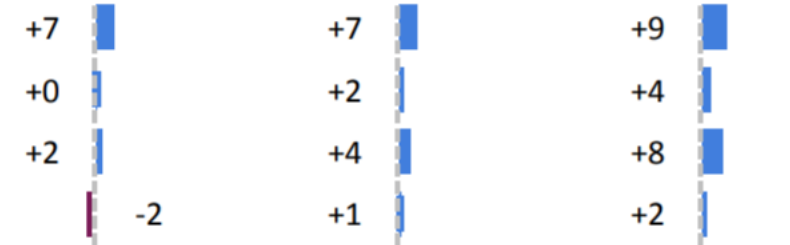
NSSEville State

Percentage point difference ^a between your FY students and

Admissions
Overlap

Carnegie UG
Program

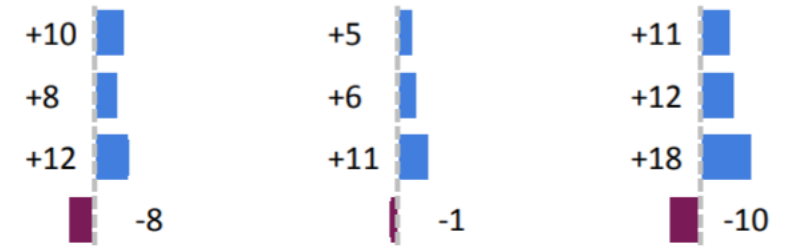
NSSE 2017 &
2018



Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

8a. People from a race or ethnicity other than your own	81
8b. People from an economic background other than your own	84
8c. People with religious beliefs other than your own	85
8d. People with political views other than your own	55





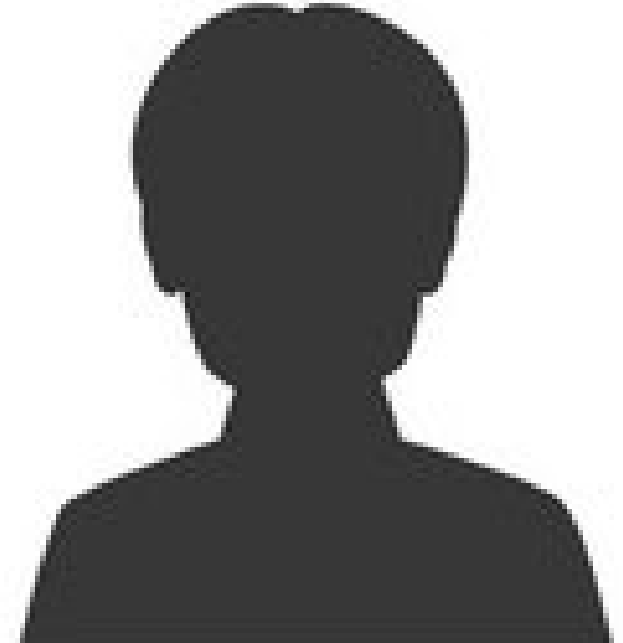
So What's Our Story?

- **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.**

CHAT!

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 particular 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?

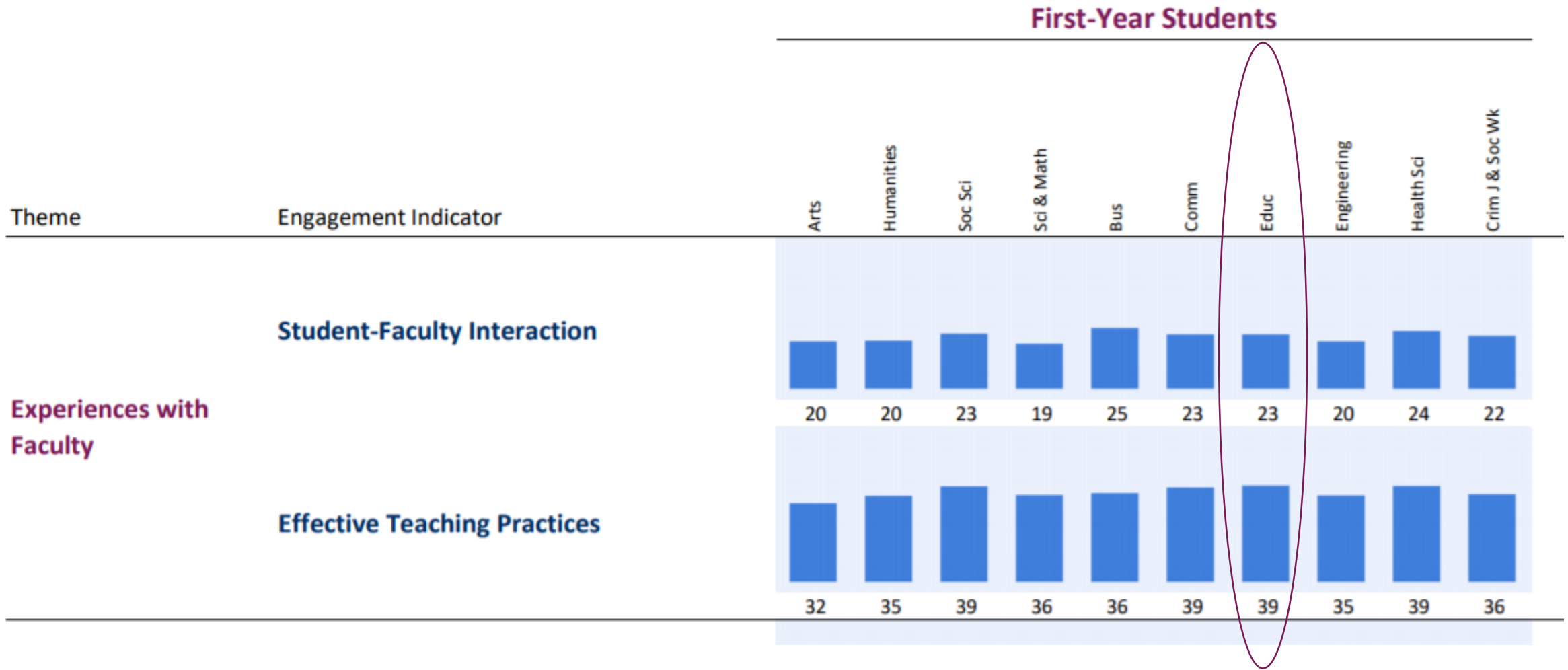
Major Field Report

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).

First-Year Students

Item #	High-Impact Practice	Arts %	Humanities %	Soc Sci %	Sci & Math %	Bus %	Comm %	Educ %
11c.	Learning community	3	19	16	18	16	19	11
12.	Service-learning*	41	69	57	49	62	63	70
11e.	Research with faculty	0	4	2	7	1	0	7

Major Field Report



Important Resources

- Institutional Report
- Major Field Report
- Online Report Builder
- Item Mapping

Welcome to the NSSE Report Builder—Public

You choose the group. We'll show you the results.

The NSSE Report Builder is an interactive tool that instantly generates reports of your choosing. The tool draws from a secure database of responses from the updated NSSE (2017 & 2018), and can be queried using any combination of student and institution characteristics. You can choose to generate tables of Engagement Indicator statistics or individual item frequencies.

The following pages will guide you through five easy steps to filter the data and a report according to your selections:

1. Select Report Variables
2. Select a Grouping Variable
3. Select Institutions
4. Select Students
5. Run the Report

Step 1: Select Report Variables >>



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.

Engagement Indicators	Relevant Units
THEME: Academic Challenge	
Higher-Order Learning (HO)	Academic success center, Faculty development, SoTL, Tutoring, Writing center/programs
Reflective & Integrative Learning (RI)	Academic success center, Diversity office, General education, Integrative learning , Interdisciplinary studies, SoTL, Tutoring, Writing center/programs
Learning Strategies (LS)	Academic advising, Academic success center, Retention committee/task force, Tutoring
Quantitative Reasoning (QR)	General education, Literacy committee, Quantitative literacy/reasoning
THEME: Learning with Peers	
Collaborative Learning (CL)	Curriculum committee, Retention committee/task force, SoTL, Student affairs
Discussions with Diverse Others (DD)	Area studies, Cultural centers, Diversity office, Equity committee, International office/student services, Multicultural committee, Retention committee/task force, Student affairs, Study abroad programs/office
THEME: Experiences with Faculty	
Student-Faculty Interaction (SF)	Faculty senate, First-year experience, Retention committee/task force
Effective Teaching Practices (ET)	Center for teaching & learning, Dean of faculty, Faculty development, Promotion & tenure committee, Retention committee/task force
THEME: Campus Environment	
Quality of Interactions (QI)	Campus climate committee, Retention committee/task force, Student affairs
Supportive Environment (SE)	Retention committee/task force, Campus climate committee, Diversity office, First-year experience

Unit Groups Mapped to NSSE Items

1. Academic advising, Academic success center, Academic support services, Learning support, Tutoring
2. Academic affairs, Academic departments, Department chairs
3. Activities advisors, Student activities, Student affairs
4. Administrative offices, President's office, Provost's office
5. Admissions, Enrollment management, Financial aid, Registration/registrar's office
6. Alumni affairs
7. Area studies, International office/student services, Study abroad programs/office
8. Art museum, Fine & performing arts, Performing arts center
9. Athletics, Campus climate committee, Commuter services, Greek life, Health services/center, Parking services, Recreational & fitness center, Residence life
10. Career planning & services
11. Center for teaching & learning, Instructional technology, Scholarship of teaching & learning (SoTL)
12. Civic engagement, Community service, Service-learning office, Social justice studies, Town & gown committee
13. Counseling/counseling services
14. Cultural centers (African American, women's, etc.), Disability services, Diversity office, Equity committee, GBLT office, Multicultural committee, Veterans services
15. Curriculum committee
16. Dean of faculty, Faculty development, Faculty senate, Promotion & tenure committee
17. First-year experience
18. General education, Literacy committee
19. Graduate studies
20. Integrative learning, Interdisciplinary studies
21. Library
22. Political/social science studies
23. Quantitative literacy/reasoning
24. Retention committee/task force
25. Undergraduate research
26. Writing center/programs

Unit Group 1 Mapped to NSSE Items
Academic advising, Academic success center, Academic support services, Learning support, Tutoring

EIs Mapped to Unit Group 1	
Academic Challenge	Higher-Order Learning (HO)
	Reflective & Integrative Learning (RI)
	Learning Strategies

NSSE Items Mapped to Unit Group 1
How often have you done the following?

NSSE Items Mapped to Unit Group 1

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

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

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

- | | |
|----|---|
| 3a | Talked about career plans with a faculty member |
| 3d | Discussed your academic performance with a faculty member |

Question 14. How often have you done the following?

14b	Providing support to help students succeed academically
14c	Using learning support services (tutoring services, writing center, etc.)
14g	Helping you manage your non-academic responsibilities (work, family, etc.)

Question 20. How many majors do you plan to complete? Please enter your major(s) or expected major(s).

Question 27. What is the highest level of education you ever expect to complete?

How to Engage Others

CHAT!



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**

How to Engage Others: What Users Do

Form a NSSE Data team/committee

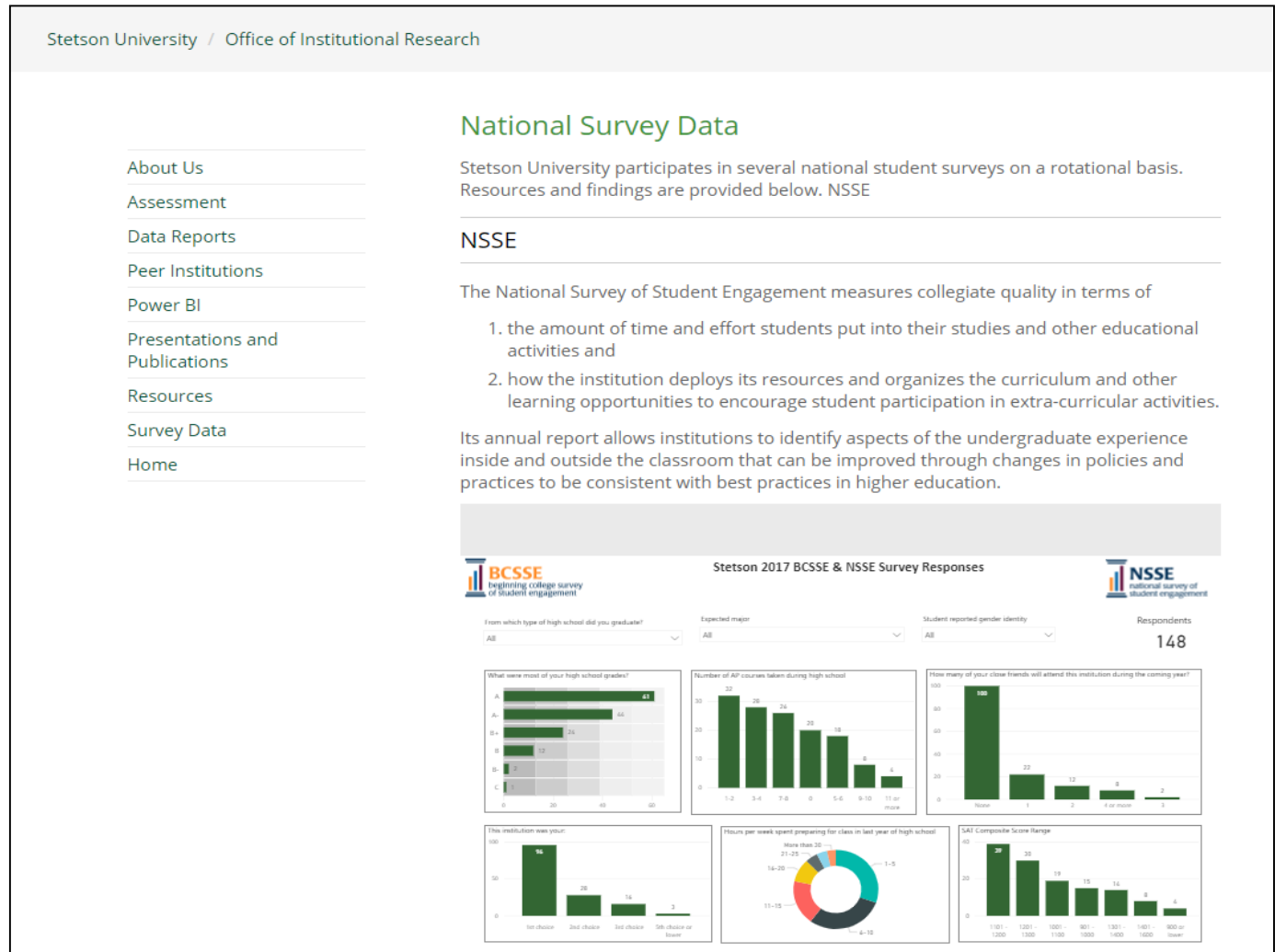
- Mizzou's Vice Provost for Institutional Research, and the Vice Provost Undergraduate Studies, in partnership with the Interim Vice Chancellor for Student Affairs formed a committee to focus on boosting NSSE response rates as well as increasing uses of NSSE data

Mizzou achieved a 44% response rate!



Dashboards & Data Visualization

- 2017 Stetson started developing Power BI dashboard to communicate and understand results
- Dashboard published to IR [website](#) for public access

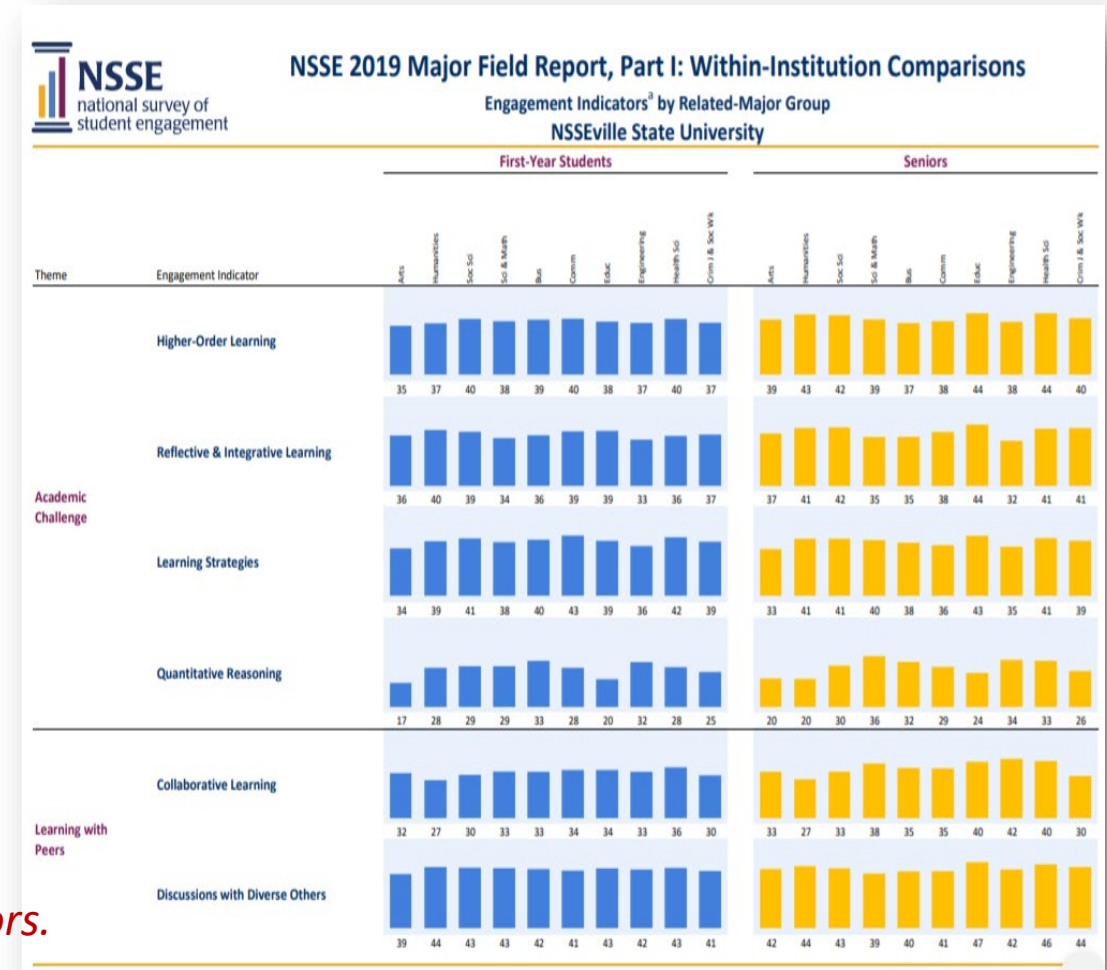


How to Engage Others: What Other Users Do

NSSE Major Field Report

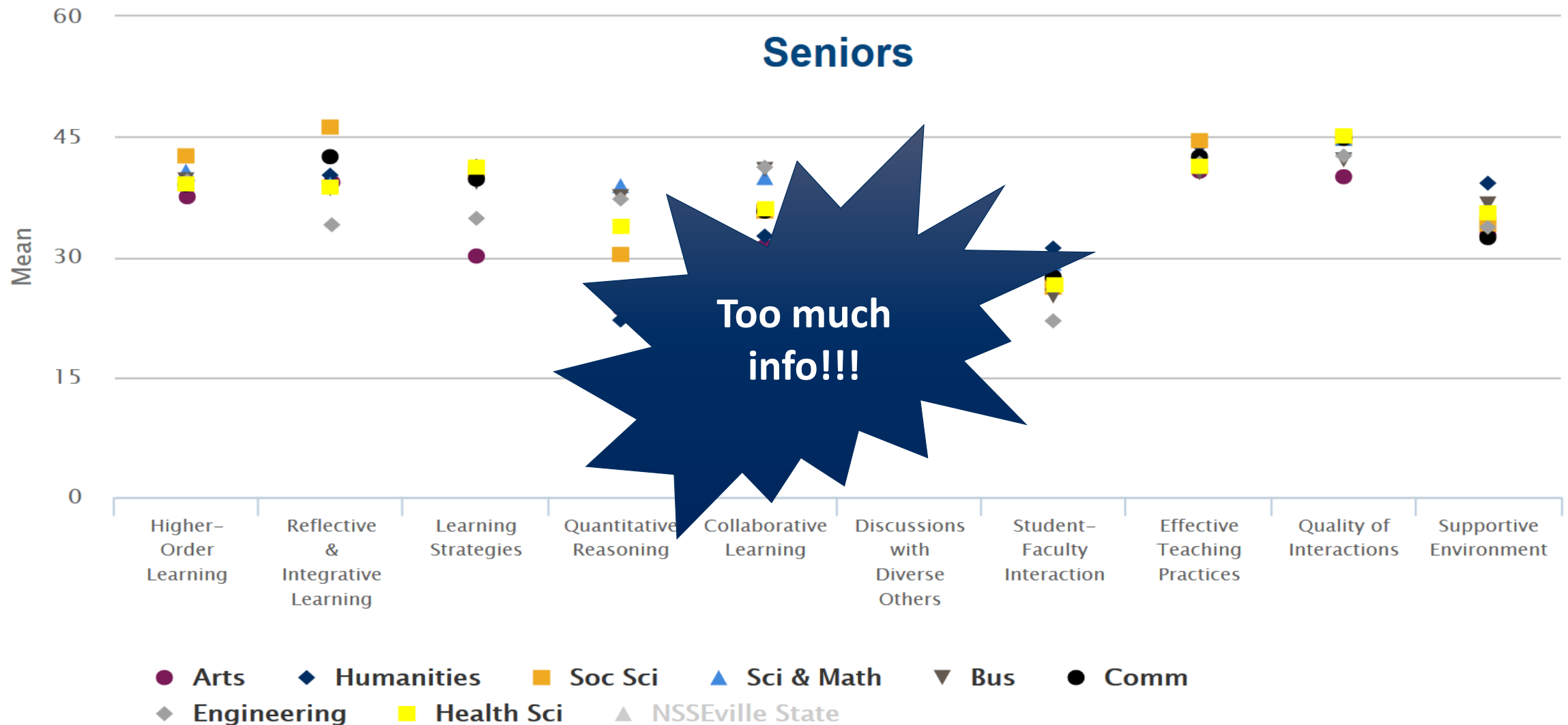
- Results for up to 10 groups of related majors
 - Groups can be customized from 139 standard majors
- Two views provided
 - Comparisons *within* (group to group within inst.)
 - Comparisons *between* (each group, ours vs. peers)

**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.*



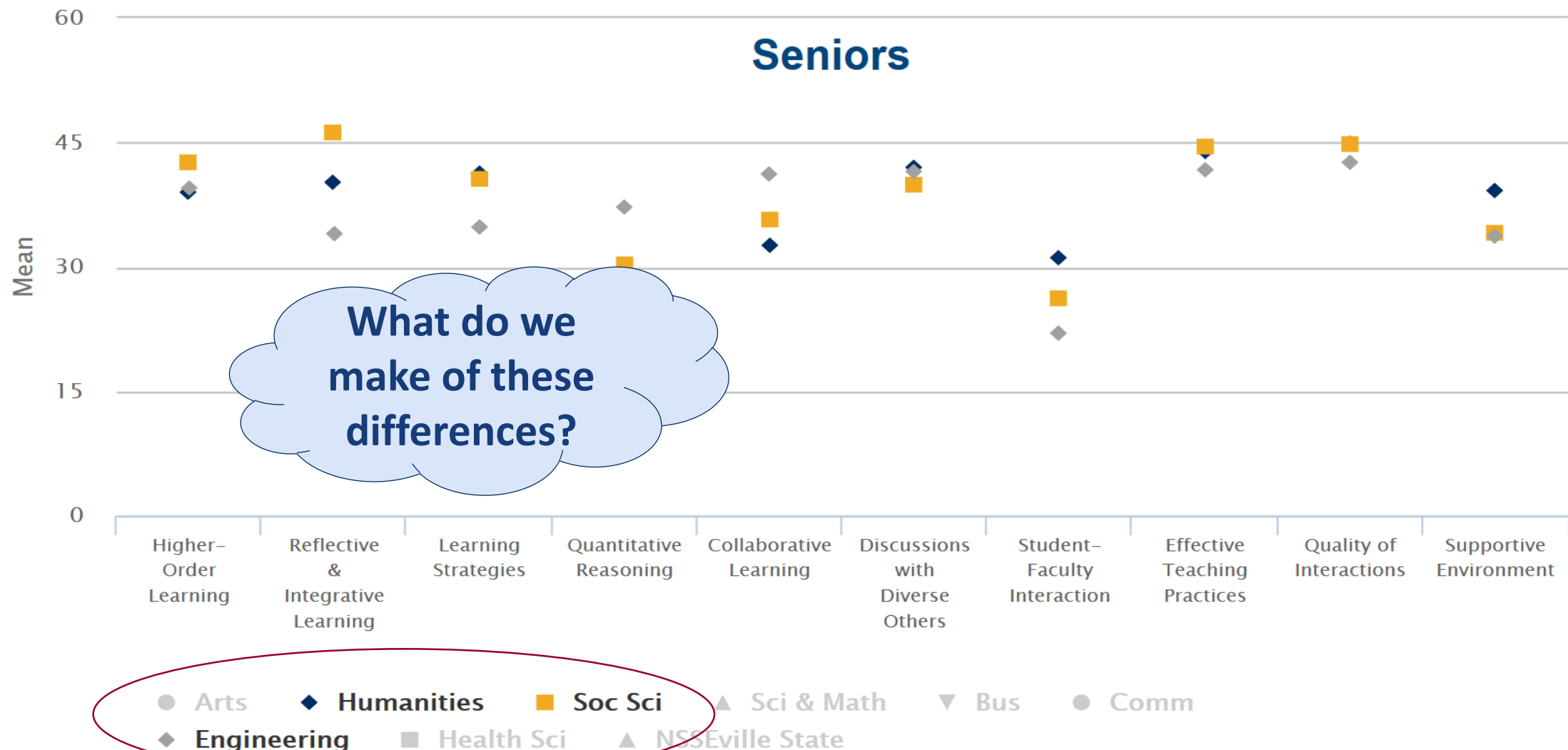
NSSE Major Field Report

Group to Group Example



NSSE Major Field Report

Group to Group Example (*Online Institutional Report*)



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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