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](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 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.
- We will record and post the webinar.

- Have your Institutional Report 2020 for reference; 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!
Real Data Talk: NSSE 2020 Institutions' Plans to Analyze and Use Their Results

Jillian Kinzie and Jim Cole, with support from analysts and attendees!

NSSE Webinar September 3, 2020
Outline

• Introduction to Real Talk
  • What have you done with your 2020 data so far?
  • With whom have you shared results?
• Brief take on proven NSSE data use strategies
• Real Data Talk: A couple analysis scenarios
  • Retention
  • Sense of belonging
  • Seniors and the Impact of HIPs
  • COVID-19 variable use
• What are your ideas?
• How can we help?

We are encouraging (URGING) you to chat throughout so we can discuss questions & comments as we go!
So you've received your NSSE datafile and reports, and maybe shared it with a few key stakeholders.

Now what?
The Challenge of Sharing Results

Diagram:

- What you want to say.
- What they're interested in.

Intersection: Relevance
## Sharing Results: What Do NSSE Users Do?

### Table 1

<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 NSSE Users Do!

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.

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

Topical module results have been used in discussions about advising...for training, changing advising model.
With Whom Have You Shared Your NSSE 2020 Results?

Who was most receptive? Least receptive?

Tough crowds? Any hard questions?
Let’s Get into More Real Data Talk...

What analyses are needed on your campus right now?
What might capture institutional attention?
What are you planning?
Data Scenario 1: Student Retention

Retaining students is always a goal. Pinpointing the educational experiences that relate most to your students’ retention can help focus campus attention on ensuring these experiences are set up well and are monitored for quality. What can you learn about the factors influencing retention from NSSE 2020?
Some Possible Student Retention Questions

1. What is the relationship between student engagement and our FY student retention? What EIs explain our students’ retention?

2. Considering the proxies for retention, what do we know about first-year students who evaluate their experience “fair or poor” and they are not “definitely yes” starting over here? Or indicate “no” or “not sure” about returning?

3. How do our overall results compare to NSSE’s results associated with retention? How do our students differ and why might that be so?
First-Year Retention Analysis

Understand how your students’ experiences shape their motivation to persist and, in turn, what you/your institution can do to enhance that motivation (Tinto, 2016)

• Add actual retention results to your NSSE 2020 datafile for analysis.
• Which EIs and HIPs are associated with retention?

First-Year Retention Analysis

Here, we use the FY Experiences & SR Transitions Topical Module: “Have you seriously considered leaving the institution” item to explore the Relationship between Quality of Interaction with Faculty and considered leaving.

Quality of interactions with faculty

- Did not seriously consider leaving
- Did seriously consider leaving

Graph shows:
- 0% for Poor (1-2)
- 10% for 3
- 20% for 4
- 30% for 5
- 40% for 6
- 30% for Excellent (7)
- 19% for Poor (1-2)
Retention Proxies?

Examine the first-years in these groups, who are they? – major, courses taken, by orientation session, demographics, etc.

19. How would you evaluate your entire educational experience at this institution?
   *Response options: Excellent, Good, Fair, Poor*

20. If you could start over again, would you go to the same institution you are now attending?
   *Response options: Definitely yes, Probably yes, Probably no, Definitely no*

21. Do you intend to return to this institution next year? [Only non-seniors receive this question]
   *Response options: Yes, No, Not sure*

*NSSE’s intention-to-return question is an adequate proxy for actual persistence (Annual Results, 2019)*
Results show that all 10 Engagement Indicators as well as four other measures were positively related to persistence.
How do your Results look in comparison?

• How do your students score on Quality of Interactions (QI) and Supportive Environment (SE)? [strong or weak engagement scores vs. your comps?]

• Do your retention analyses display a similar pattern regarding the role of QI, Belongingness, and SE?

• How do your results compare to what we see in NSSE overall?

• Is this level a comfort or concern for retention?

https://nsse.indiana.edu/research/annual-results/selected-results/fy-students.html
Data Scenario 2: Sense of Belonging

Students’ sense of belonging – how valued and included they feel – is a core dimension of inclusion and equity and a factor in overall quality of learning. What can you learn about your students’ sense of belonging from NSSE 2020, including how this varies by student demographics and by level of belonging?
15. To what extent do you agree or disagree with the following statements?

Response options: Strongly agree, Agree, Disagree, Strongly Disagree

a. I feel comfortable being myself at this institution.
b. I feel valued by this institution.
c. I feel like part of the community at this institution.
Example of Belonging Study for NSSEville State University

NSSEville State is feeling a little disconnected from their students.

• What can NSSEville State learn from their NSSE 2020 Sense of Belonging data?

• How can this information be used to prioritize outreach and programming?
First-Year Sense of Belonging Overall at NSSEville State University

First-Year Sense of Belonging

- I feel comfortable being myself at this institution.
  - Strongly disagree: 6
  - Disagree: 13
  - Agree: 55
  - Strongly agree: 27

- I feel valued by this institution.
  - Strongly disagree: 6
  - Disagree: 15
  - Agree: 58
  - Strongly agree: 21

- I feel like part of the community at this institution.
  - Strongly disagree: 47
  - Disagree: 54
  - Agree: 65
  - Strongly agree: 0

Average Sense of Belonging by Intent to Return

- Do you intend to return to this institution next year?
  - Yes: [Bar Graph]
  - No: [Bar Graph]
  - Not sure: [Bar Graph]
How Does Overall Average Sense of Belonging Relate to Engagement?

Engagement by Terciles of Average Sense of Belonging

- Higher-Order Learning
- Student-Faculty Interaction
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment
- Perceived Gains

- High Sense of Belonging
- Moderate Sense of Belonging
- Low Sense of Belonging
Looking at Overall Average Sense of Belonging by Select Student Characteristics

Average Sense of Belonging by Ability Status

- Students with disabilities
- Students without disabilities

Average Sense of Belonging by Racial/Ethnic Identification

- Black or African American
- Multiracial
- Asian
- White
- Latina/o
Looking at Proportions of Student Subgroups within Terciles of Overall Average Sense of Belonging

<table>
<thead>
<tr>
<th></th>
<th>High Sense of Belonging</th>
<th>Moderate Sense of Belonging</th>
<th>Low Sense of Belonging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with a disability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students without a disability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic of Latina/o</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Eastern or North African</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiracial</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data Scenario 3: Seniors and HIPs

High impact practices are part of a high quality and meaningful educational experience that can have a significant impact on student success. Institutions can learn a lot about this impact by isolating one HIP (e.g., culminating senior experience) and analyzing its impact on the student experience.
Seniors and the Impact of HIPs

• Many HIP’s are situated within a major or discipline. In other words, research with faculty in one major may look very different than research with faculty in another.

• This example looks at Arts & Humanities majors at one university.

• The question: “Do culminating senior experiences among A&H majors have an appreciable positive impact on self-reported student gains?”
At this one institution:

- **46% of A&H seniors** completed a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

- **Do these students report higher gains in writing and critical thinking?**
Gains in writing clearly and effectively

- **No**
  - Very little: 4% (Blue)
  - Some: 29% (Purple)
  - Quite a bit: 37% (Orange)
  - Very much: 20% (Yellow)

- **Yes**
  - Very little: 1% (Blue)
  - Some: 23% (Purple)
  - Quite a bit: 35% (Orange)
  - Very much: 36% (Yellow)

Gains in thinking critically and analytically

- **No**
  - Very little: 5% (Blue)
  - Some: 20% (Purple)
  - Quite a bit: 39% (Orange)
  - Very much: 42% (Yellow)

- **Yes**
  - Very little: 1% (Blue)
  - Some: 14% (Purple)
  - Quite a bit: 36% (Orange)
  - Very much: 44% (Yellow)

**Culminating Senior Experience**

- Gains in writing clearly and effectively
- Gains in thinking critically and analytically
- CHAT!
Data Scenario 4: Using COVID-19 Variable

You have a COVID-19 variable to your data file that identifies students who completed the survey after the disruptions might plausibly have affected survey responses.

COVID-19 Updates
View the FAQ with common questions related to the impact of the coronavirus pandemic: nsse.indiana.edu/nsse/about-nsse/covid.html

View our recent webinars with updates on the impact of COVID-19: nsse.indiana.edu/support-resources/webinars/index.html
Covid-19 Variable & NSSE 2020

• Compare pre- and post-disruption responses to understand what your data represent.

• Focus on post-disruption responses for insights into remote education.

• Highlight institutional strengths to inform planning for academic year 2020-21
• **Remember:** Most schools had small proportions of students responding on or after CV-19
  
  • With your data in hand, use covid variable to compare results that arrived before & after disruption, and compare those findings to NSSE’s analysis

• Most important is knowing proportions Before vs. On or After CV-19 so you can defend the usefulness of your data for multi-year trends, or to include in reports, for accreditation etc.

• Take a look at your data file – what % of your students are “On or After CV-19”.
  
  • Is this high? Then you might analyze
  
  Consider Adding an (*) for example: * Note: Only 5% of respondents are from post CV-19 (on or after CV-19)
COVID-19 Analysis

Student-Faculty Interaction and COVID-19 Effect: First-Year Students

<table>
<thead>
<tr>
<th>Student-Faculty Interaction EI</th>
<th>mean</th>
<th>p</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>On or After CV-19</td>
<td>26.4</td>
<td>&lt;.001</td>
<td>.20</td>
</tr>
<tr>
<td>Before CV-19</td>
<td>23.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reminder: How will you Use Topical Module Results?

- Academic Advising
- 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
Looking Forward…

• Major Field customization due by Sept 11 (via Interface)
• **NSSE Pulse** (fast, free, fall survey)
• Changes to NSSE 2021
  • What else can we do to help with your assessment needs?
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.
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>

First-Year Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11c.</td>
<td>3</td>
<td>19</td>
<td>16</td>
<td>18</td>
<td>16</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>12.</td>
<td>41</td>
<td>69</td>
<td>57</td>
<td>49</td>
<td>62</td>
<td>63</td>
<td>70</td>
</tr>
<tr>
<td>11e.</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>
NSSE Pulse

• Changes to NSSE & FSSE for a year unlike any other; and NSSE Pulse, a new free survey

• The short online survey—NSSE Pulse—includes selected questions from NSSE that are critical to persistence, such as questions assessing quality of interactions and students' sense of belonging. The survey will be locally administered, and results will be available promptly, affording early diagnosis of strengths and areas of concern.

• More details about NSSE Pulse will be rolled out September 7.
Celebrating 20 years!

Entering our 3rd Decade!

The National Survey of Student Engagement (NSSE) at Twenty
Peter E. Evett and Alexander C. McCormick

The National Survey of Student Engagement (NSSE) was established in 1999-2000 to provide member institutions with consistent, high-quality data that could be used to improve student learning and development. NSSE is designed to assess the extent to which institutions are achieving their stated educational goals, as well as to provide data that can be used to improve institutional effectiveness. The survey is administered annually to first-year and senior-year students, and the results are used to help institutions identify areas for improvement and to guide their strategic planning.

The survey measures student engagement in a variety of important areas, including the quality of the educational experience, the level of student satisfaction, the extent to which students are able to apply their knowledge and skills, and the level of student learning. The results of the survey are used to help institutions identify areas for improvement and to guide their strategic planning.

The survey is administered annually to first-year and senior-year students, and the results are used to help institutions identify areas for improvement and to guide their strategic planning.

The survey measures student engagement in a variety of important areas, including the quality of the educational experience, the level of student satisfaction, the extent to which students are able to apply their knowledge and skills, and the level of student learning. The results of the survey are used to help institutions identify areas for improvement and to guide their strategic planning.
The 2020–21 academic year will be unlike any other. In response, NSSE and FSSE 2021 offerings are changing:

- **New NSSE Modules**: Optional Topical Modules to assess quality in online education and the pandemic's impact on students' well-being
- **Responsive Administration Schedule**: Compressed survey preparation and administration schedules to reflect changed academic calendars
- **Free Portal/LMS Recruitment**: Individualized NSSE survey links to embed in institutional portals and learning management systems (previously a fee-based service) to enhance survey promotion
- **$400 NSSE Credit**: In recognition of institutions' fiscal challenges, a $400 credit toward surveys or services to all institutions registered for NSSE 2021
- **New FSSE Content**: Items asking faculty how they have been able to support students, how they navigate their roles as educators, and about the support they have received during the pandemic

NSSE 2021 registration closes Friday, October 23, 2020.
NSSE is Entering its 3rd Decade!

20th Anniversary Activities....

• Listening tours to solicit input (AAC&U, NASPA, POD...)
• Interactive timeline
• Assessment Update (Sp2020) dedicated to NSSE
• Synthesis papers
• Your feedback
Thanks so much for joining us!

@Jillian_Kinzie

Blog: NSSEsightings.indiana.edu

@NSSEsurvey @NSSEinstitute