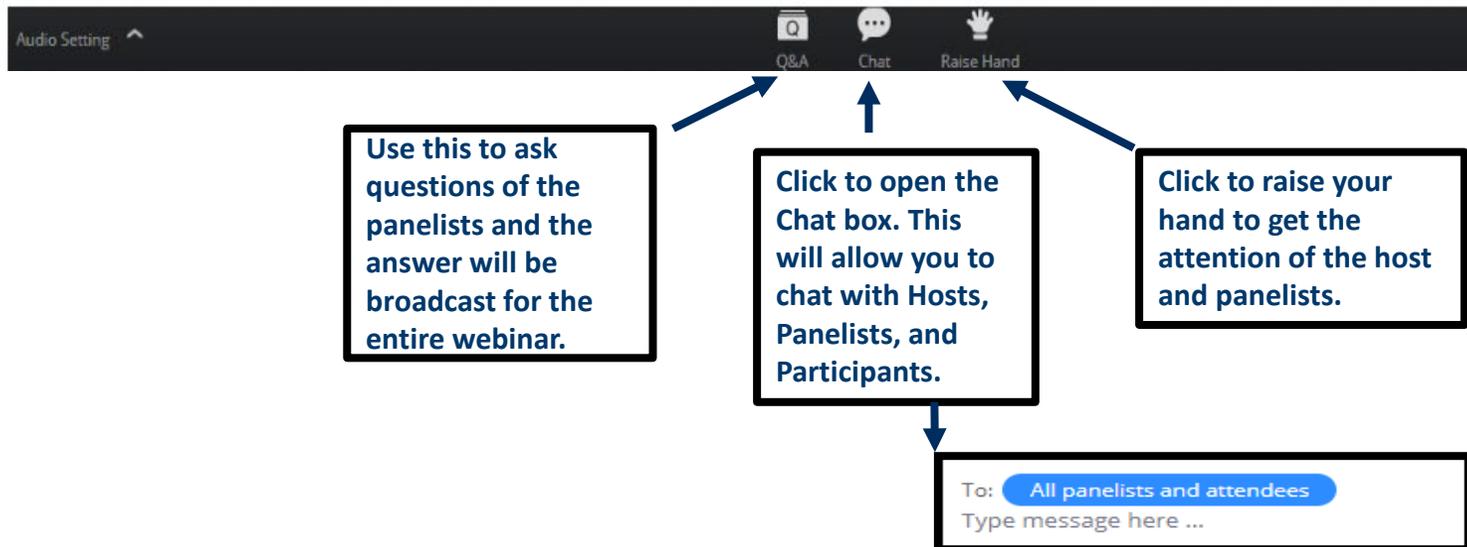




Real Data Talk: NSSE 2020 Institutions' Plans to Analyze and Use Their Results

Webinar will begin at 3 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 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



Real
Data
Talk!

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!

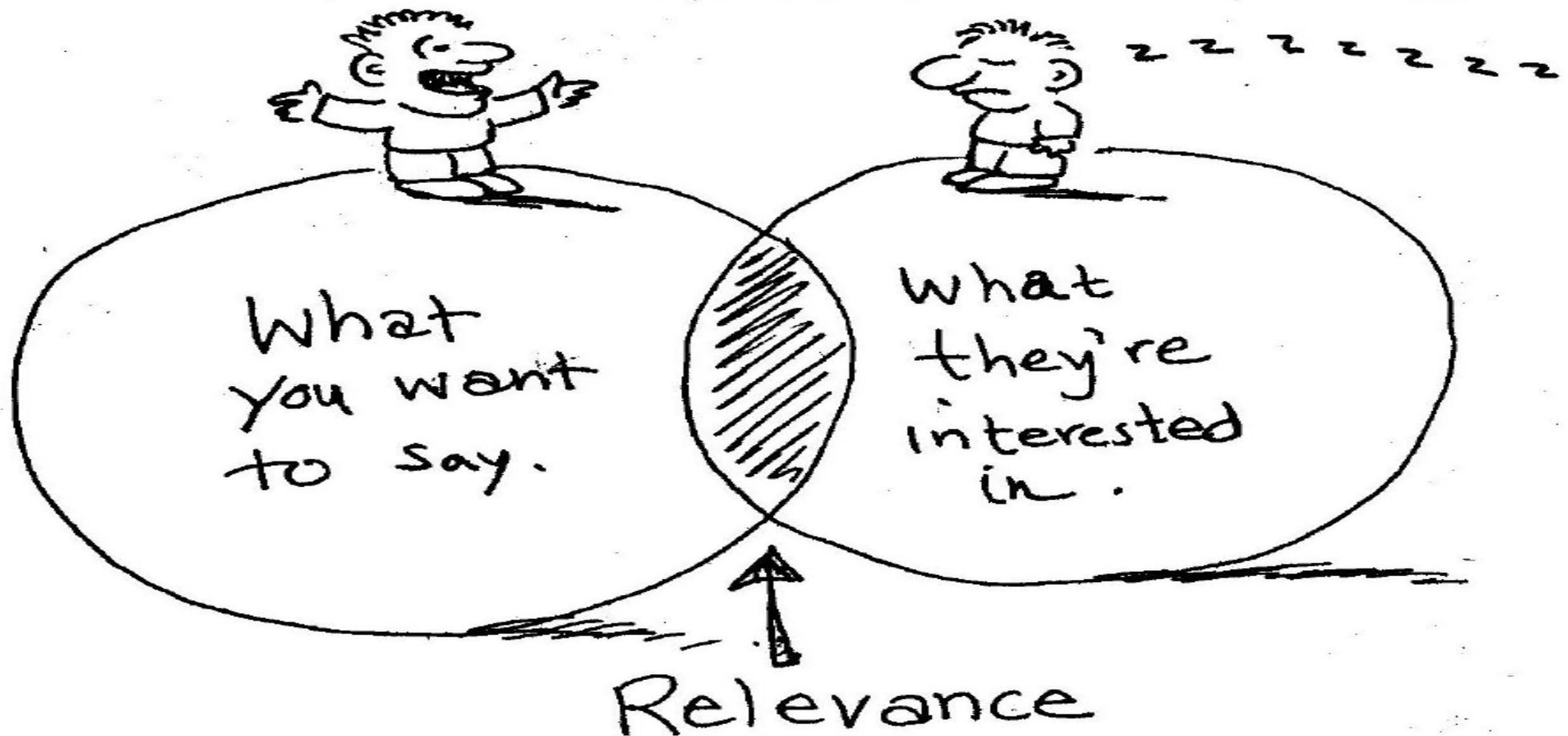
Plans for Using Results

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



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 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

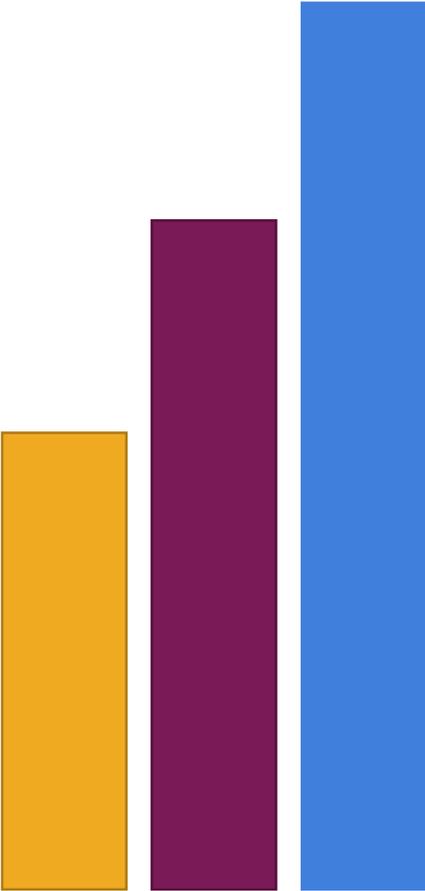
Topical module results have been used in discussions about advising...for training, changing advising model

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?

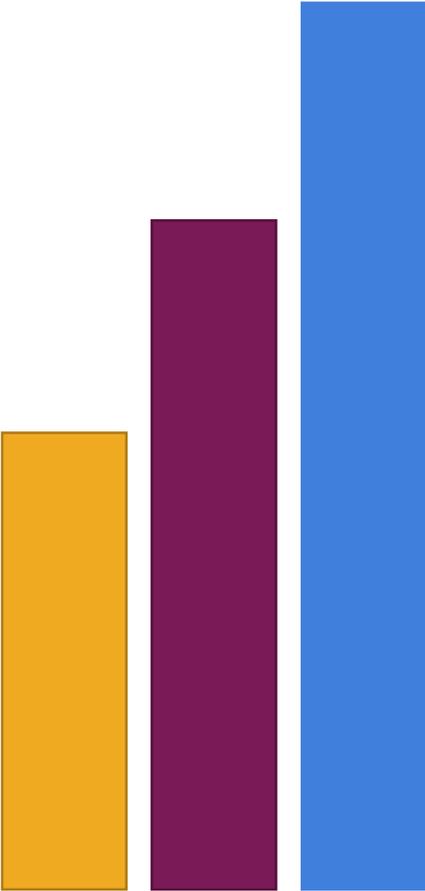
What are you planning?



Real
Data
Talk!



CHAT!



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

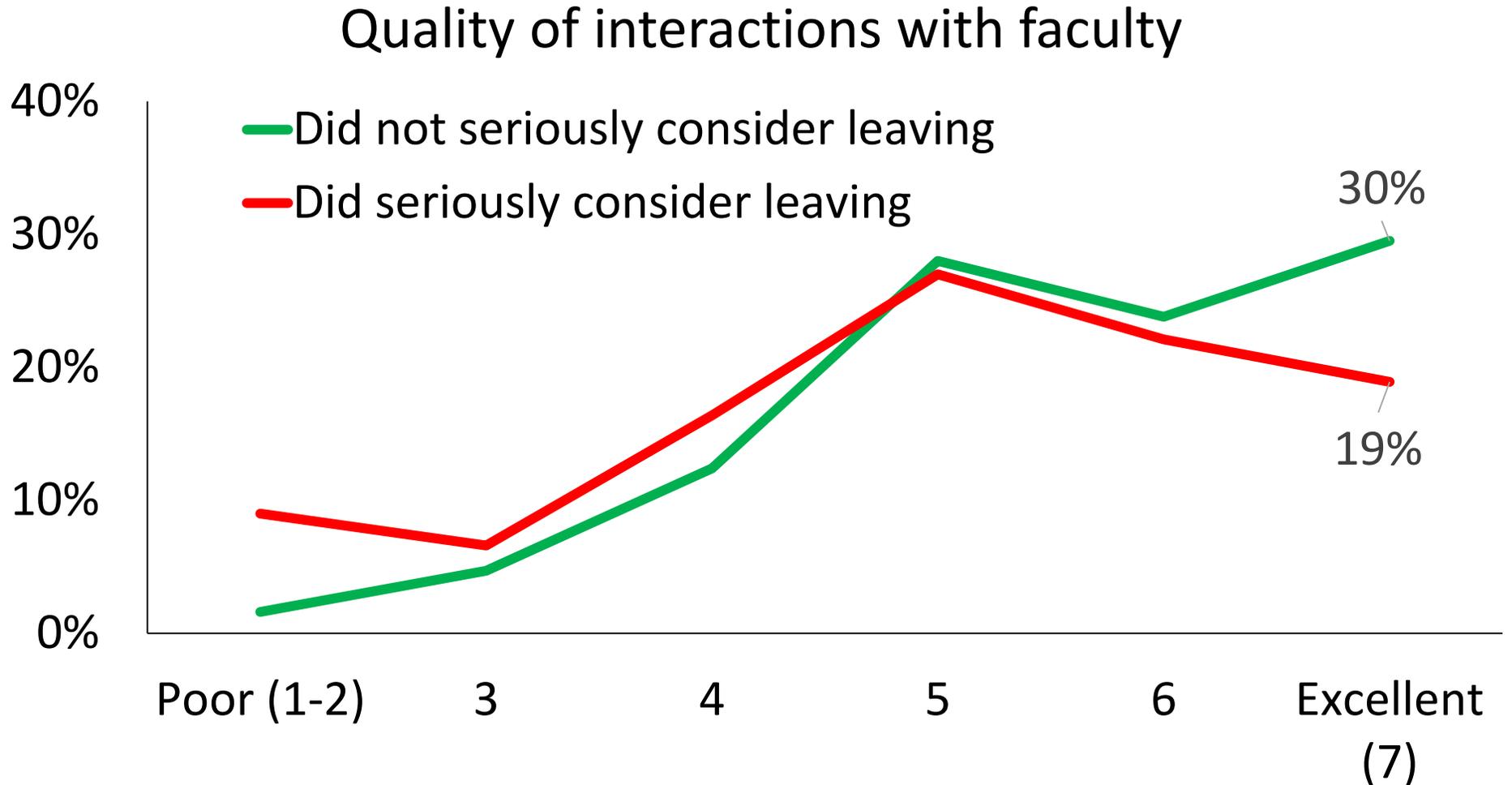
**Understand how your students' experiences shape their motivation to persist and, in turn, what you/your institution can do to enhance that motivation
(Tinto, 2016)**

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

<https://www.insidehighered.com/views/2016/09/26/how-improve-student-persistence-and-completion-essay>

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



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)***

NSSE Annual Results 2019 Released Feb 20, 2020

First-Year Students Who Engage Also Persist

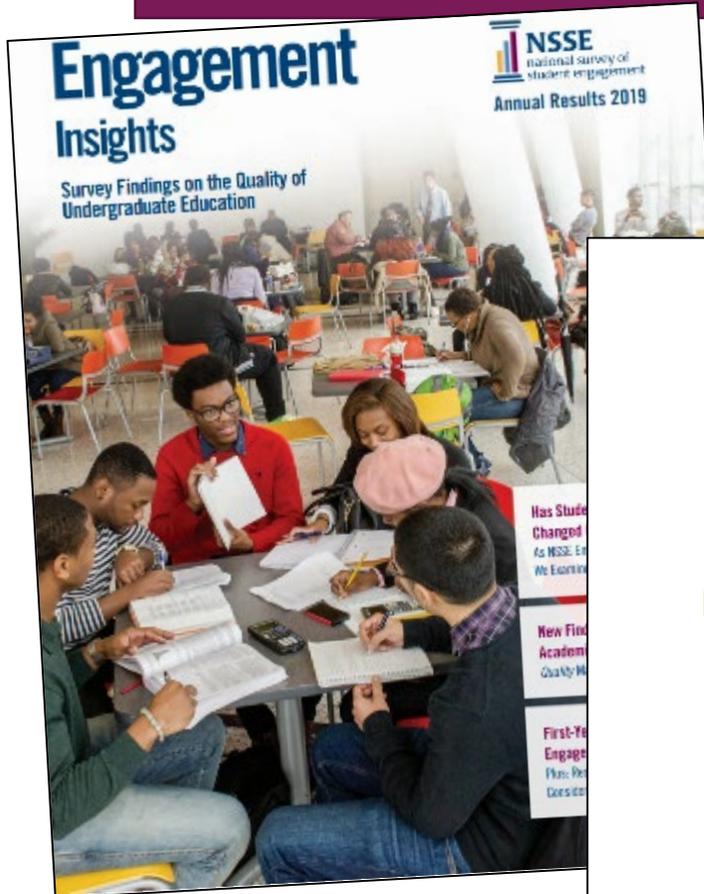
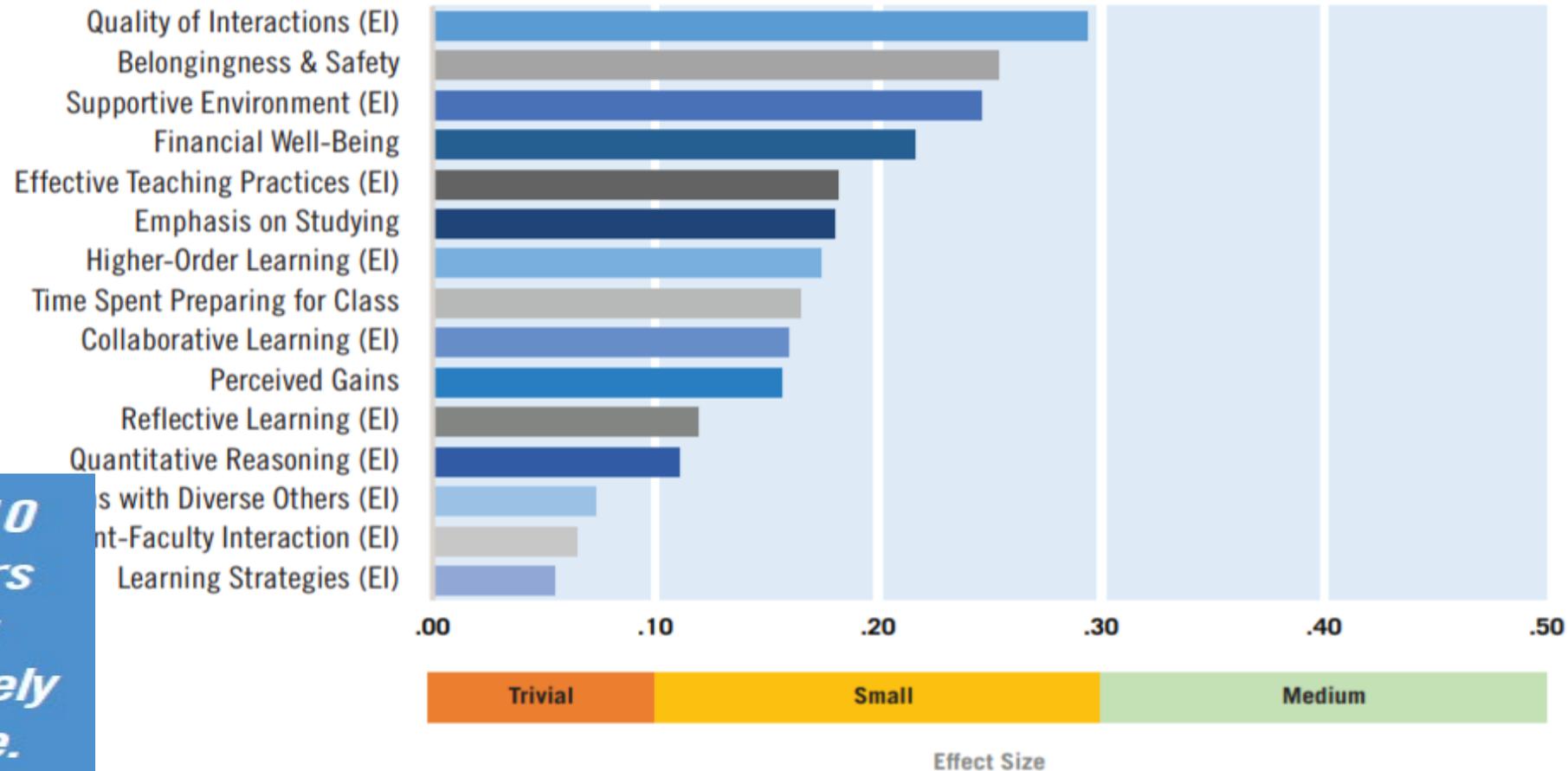


Figure 10: First-Year Student Engagement, Perceived Gains and Experiences, and Their Relationships with Persistence

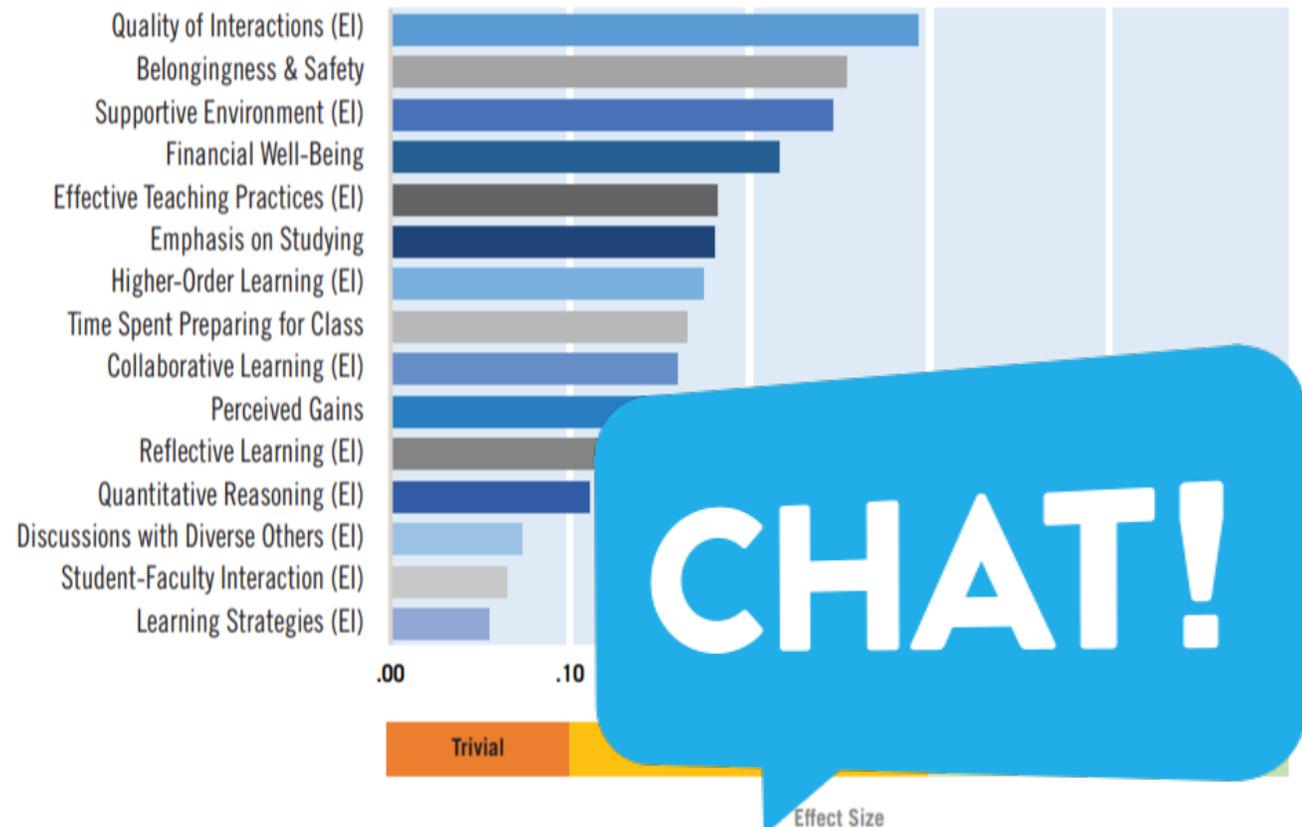


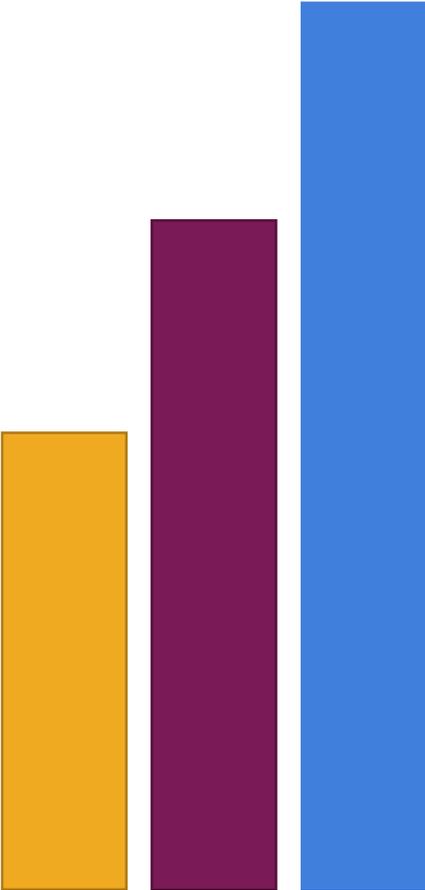
Results show that all 10 Engagement Indicators as well as four other measures were positively related to persistence.

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?

Figure 10: First-Year Student Engagement, Perceived Gains and Experiences, and Their Relationships with Persistence





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?

NSSE's Sense of Belonging Items

15. To what extent do you agree or disagree with the following statements?

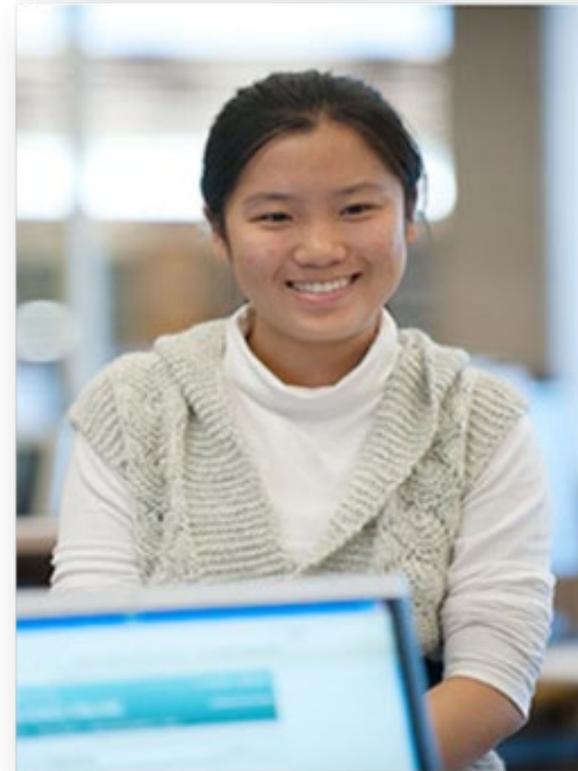
Response options: Strongly agree, Agree, Disagree, Strongly Disagree

- 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

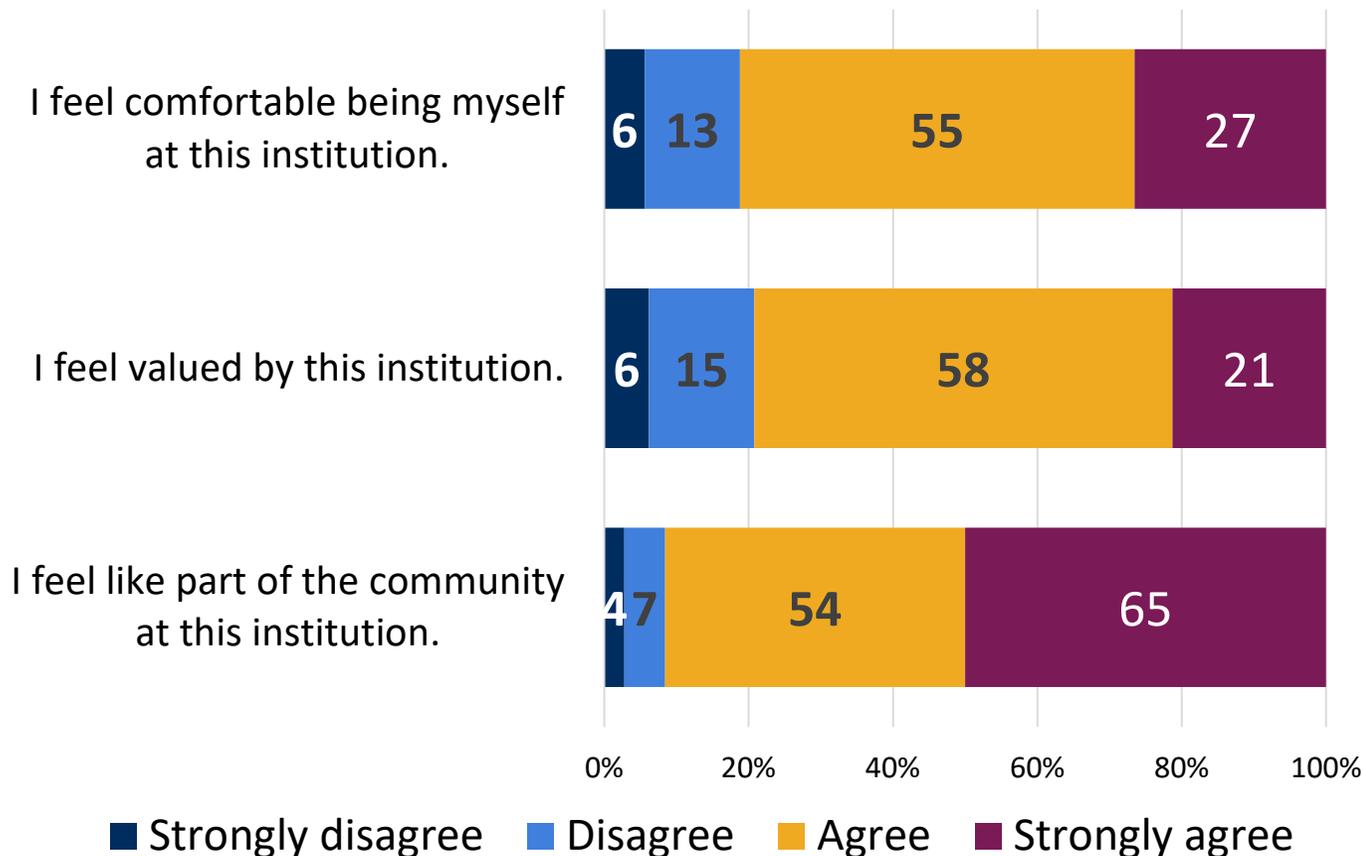
NSSEville State is feeling a little disconnected from their students.

- **What can NSSEville State learn from their NSSE 2020 Sense of Belonging data?**
- **How can this information be used to prioritize outreach and programming?**

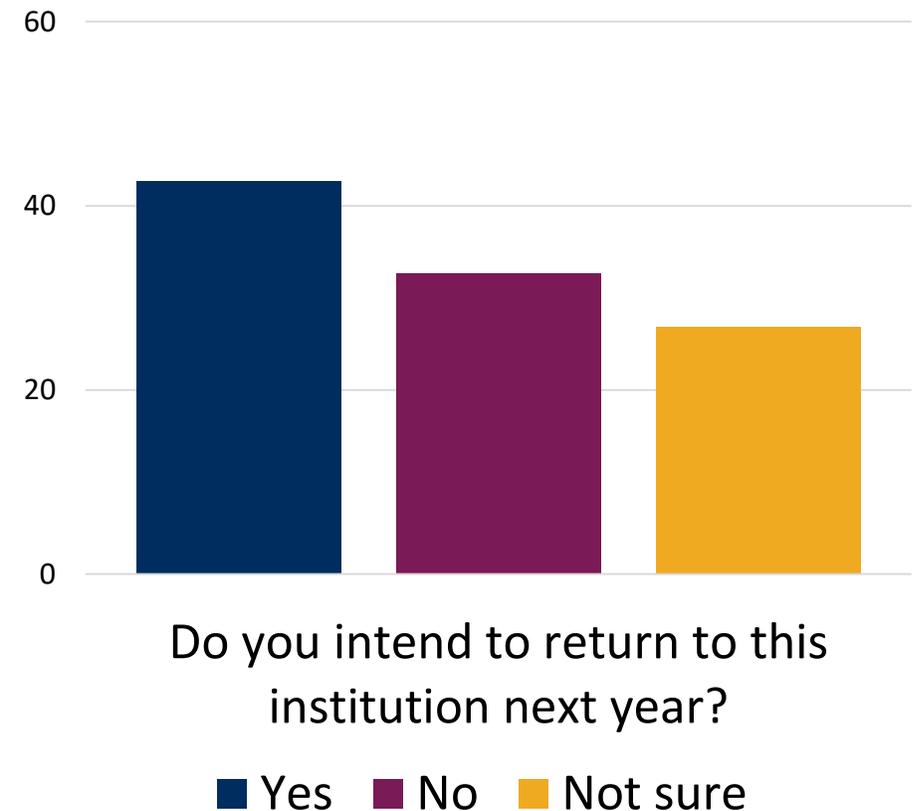


First-Year Sense of Belonging Overall at NSSEville State University

First-Year Sense of Belonging

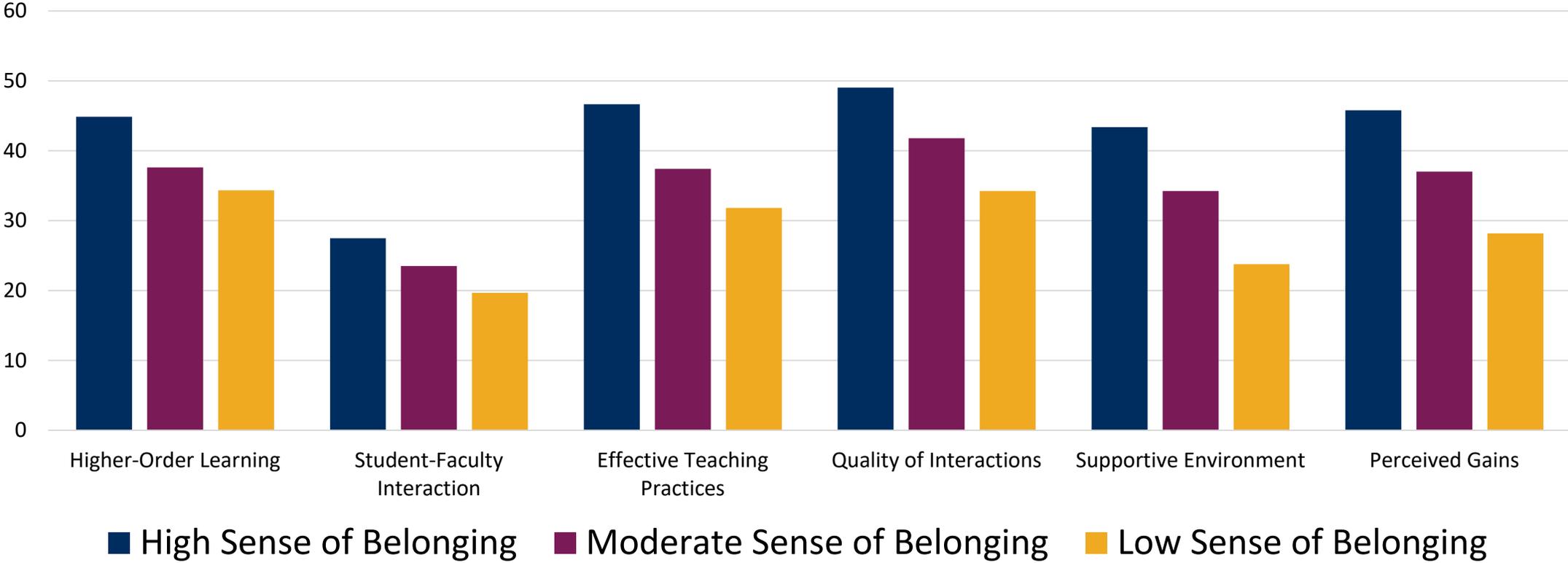


Average Sense of Belonging by Intent to Return



How Does Overall Average Sense of Belonging Relate to Engagement?

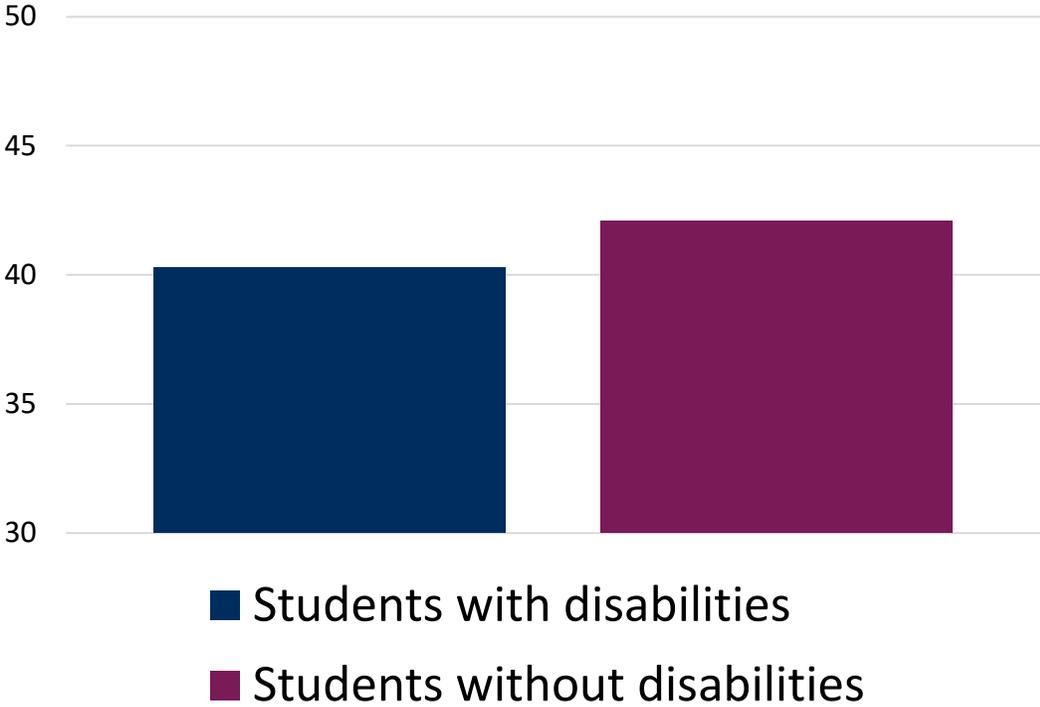
Engagement by Terciles of Average Sense of Belonging



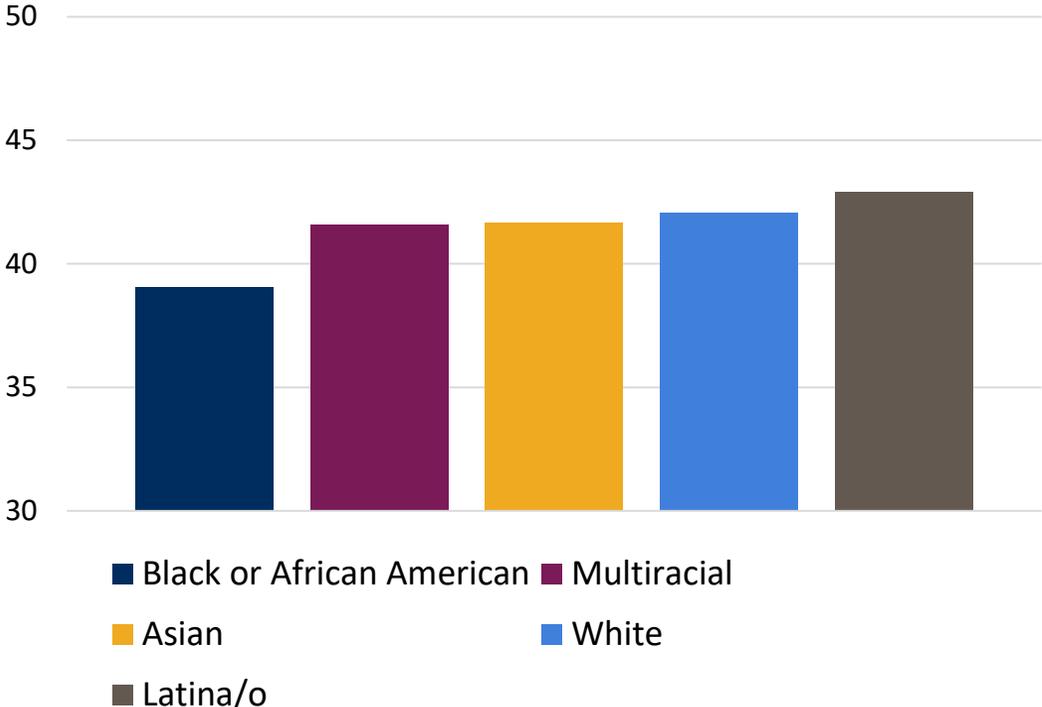


Looking at Overall Average Sense of Belonging by Select Student Characteristics

Average Sense of Belonging by Ability Status



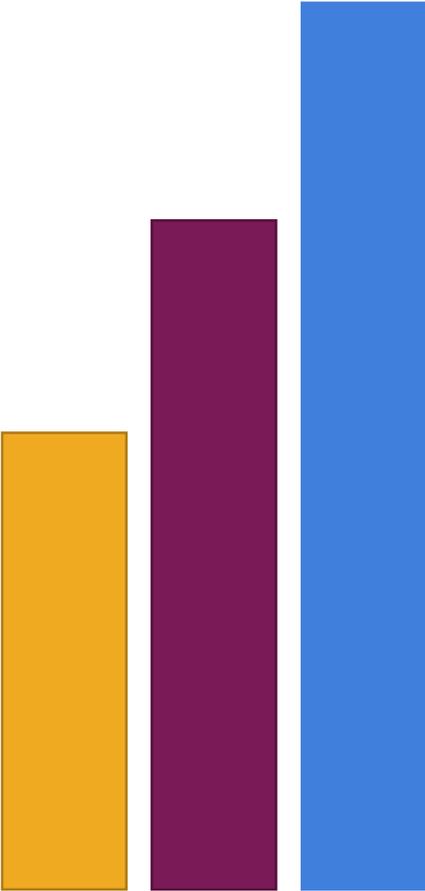
Average Sense of Belonging by Racial/Ethnic Identification



Looking at Proportions of Student Subgroups within Terciles of Overall Average Sense of Belonging

	High Sense of Belonging	Moderate Sense of Belonging	Low Sense of Belonging
Students with a disability	+	-	+
Students without a disability	+		-
Asian	+		-
Black or African American	-	+	-
Hispanic of Latina/o	+	-	
Middle Eastern or North African	-	+	
White	+		
Multiracial	+		

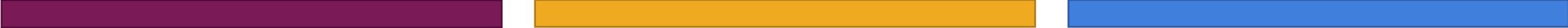




Data Scenario 3: Seniors and HIPs



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?”

Culminating Senior Experience

At this one institution:

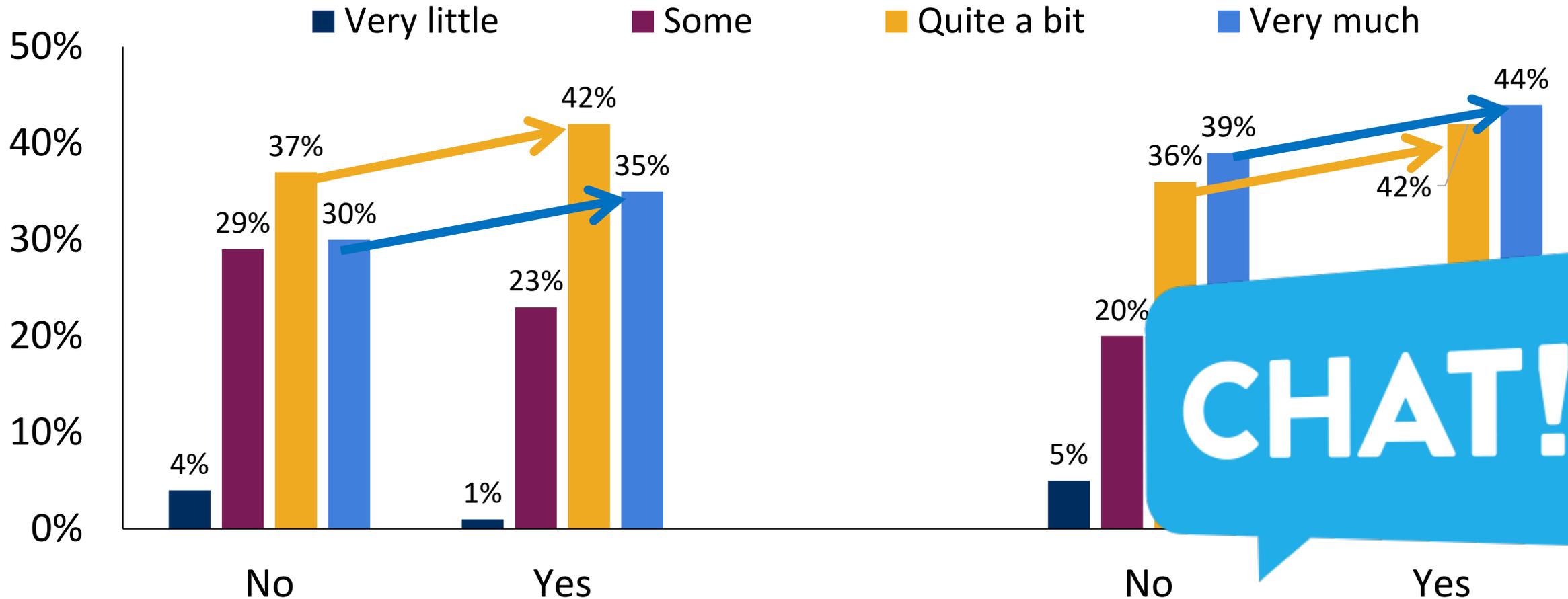
- ❖ **46% of A&H seniors** completed a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)
- ❖ **Do these students report higher gains in writing and critical thinking?**

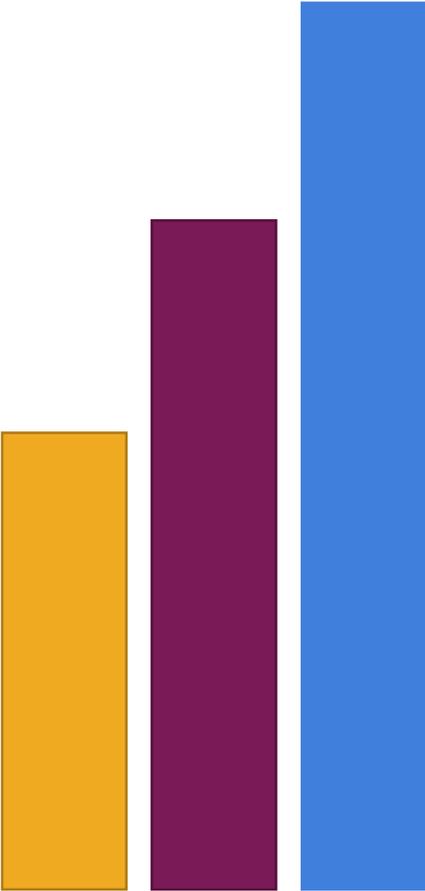


Culminating Senior Experience

Gains in writing clearly and effectively

Gains in thinking critically and analytically





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.

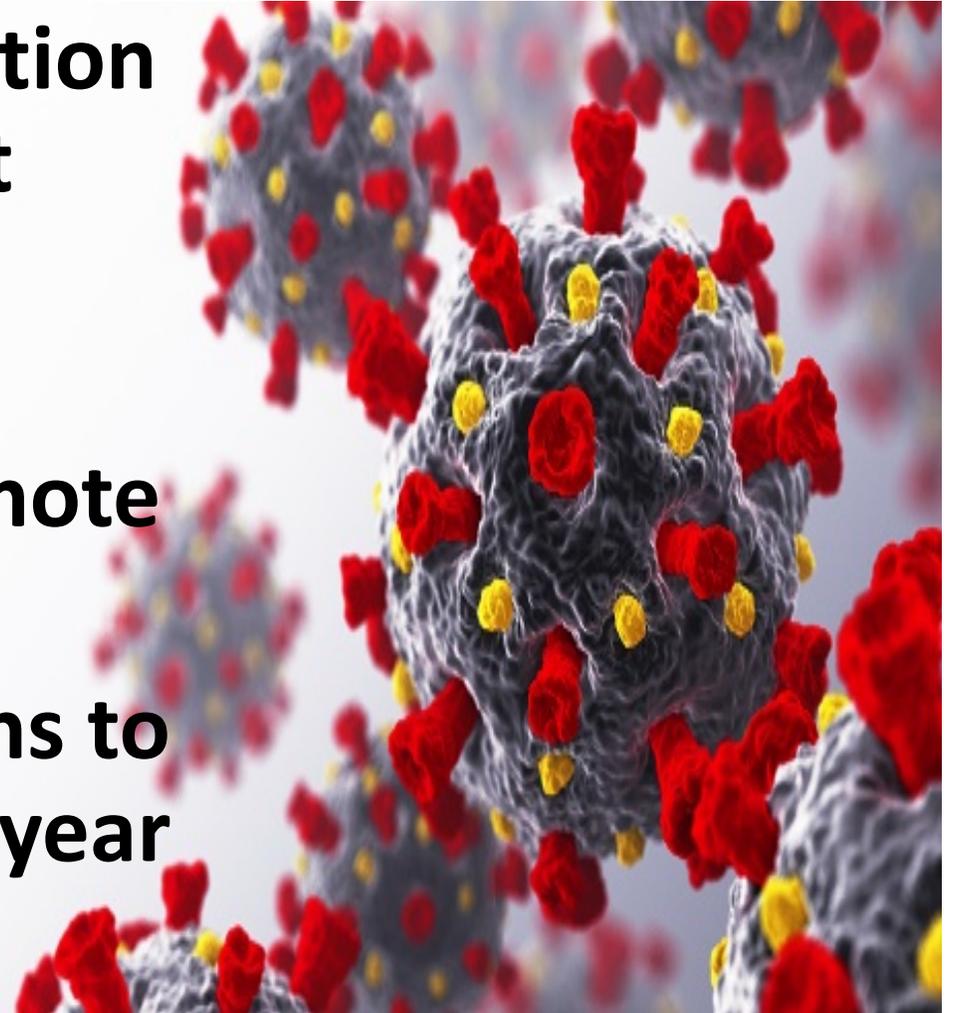
COVID-19 Updates

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**



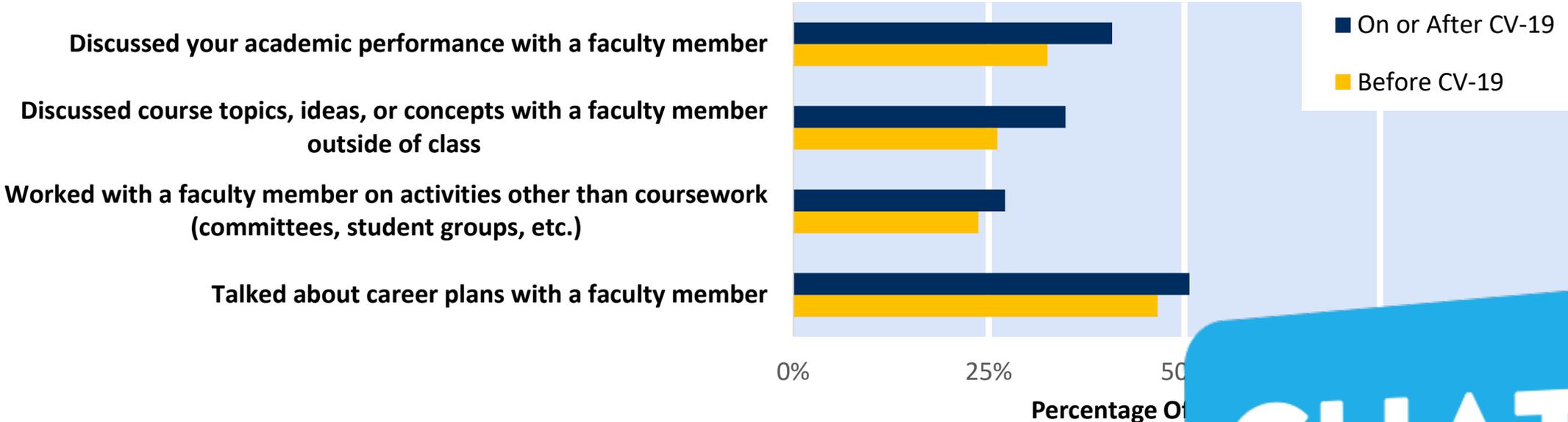


Context for COVID-19

- **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



Student-Faculty Interaction EI	mean	
On or After CV-19	26.4	p < .001
Before CV-19	23.5	

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

Survey of student engagement
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	Effect size ^c
				Count	%	Count	%	Mean	Mean	
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	55	9	1,513	9	3.1	3.0	.05
		2	Few writing assignments	117	17	4,055	22			
		3	Some writing assignments	277	39	6,994	36			
		4	Most writing assignments	191	28	5,054	25			
		5	All writing assignments	49	7	1,566	9			
			Total	689	100	19,182	100			
b. Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment	WR101b	1	No writing assignments	49	7	1,435	8	3.1	3.2	-.06
		2	Few writing assignments	137	20	3,598	19			
		3	Some writing assignments	241	35	6,011	31			
		4	Most writing assignments	209	30	5,951	30			
		5	All writing assignments	50	7	2,140	11			
			Total	686	100	19,135	100			
c. Given feedback to a classmate about a draft or outline	WR101c	1	No writing assignments	61	9	1,800	11	3.0	3.0	.01
		2	Few writing assignments	147	21	3,944	21			
		3	Some writing assignments	248	36	6,998	36			
		4	Most writing assignments	193	28	5,042	25			
		5	All writing assignments	39	6	1,382	8			
			Total	688	100	19,166	100			
d. Summarized material you read such as articles, books, or online publications	WR101d	1	No writing assignments	24	4	713	4	3.4	3.3*	.08
		2	Few writing assignments	89	13	2,724	15			
		3	Some writing assignments	228	33	7,034	37			
		4	Most writing assignments	274	40	6,633	33			
		5	All writing assignments	72	10	2,043	11			
			Total	687	100	19,147	100			
e. Analyzed or evaluated something you read, researched, or observed	WR101e	1	No writing assignments	17	3	388	2	3.6	3.6	.01
		2	Few writing assignments	54	8	1,701	10			
		3	Some writing assignments	197	28	5,603	30			
		4	Most writing assignments	322	47	8,266	41			
		5	All writing assignments	97	14	3,188	17			
			Total	687	100	19,146	100			
f. Described your methods or findings related to data you collected in lab or field work, a survey project, etc.	WR101f	1	No writing assignments	112	16	3,489	17	2.9	2.9	-.03
		2	Few writing assignments	144	21	4,489	23			
		3	Some writing assignments	212	31	5,564	29			
		4	Most writing assignments	175	26	4,564	24			
		5	All writing assignments	45	7	1,491	9			
			Total	688	100	19,101	100			
g. Argued a position using evidence and reasoning	WR101g	1	No writing assignments	45	7	1,074	6	3.4	3.3	.07
		2	Few writing assignments	71	10	2,553	14			
		3	Some writing assignments	213	31	6,024	32			
		4	Most writing assignments	271	39	6,889	34			
		5	All writing assignments	89	13	2,571	13			
			Total	689	100	19,111	100			

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?

▼ Major Field and Disciplinary Area Reports

[CUSTOMIZE YOUR MAJOR/DISCIPLINE CATEGORIES.](#)



What's Next: Major Field Reports

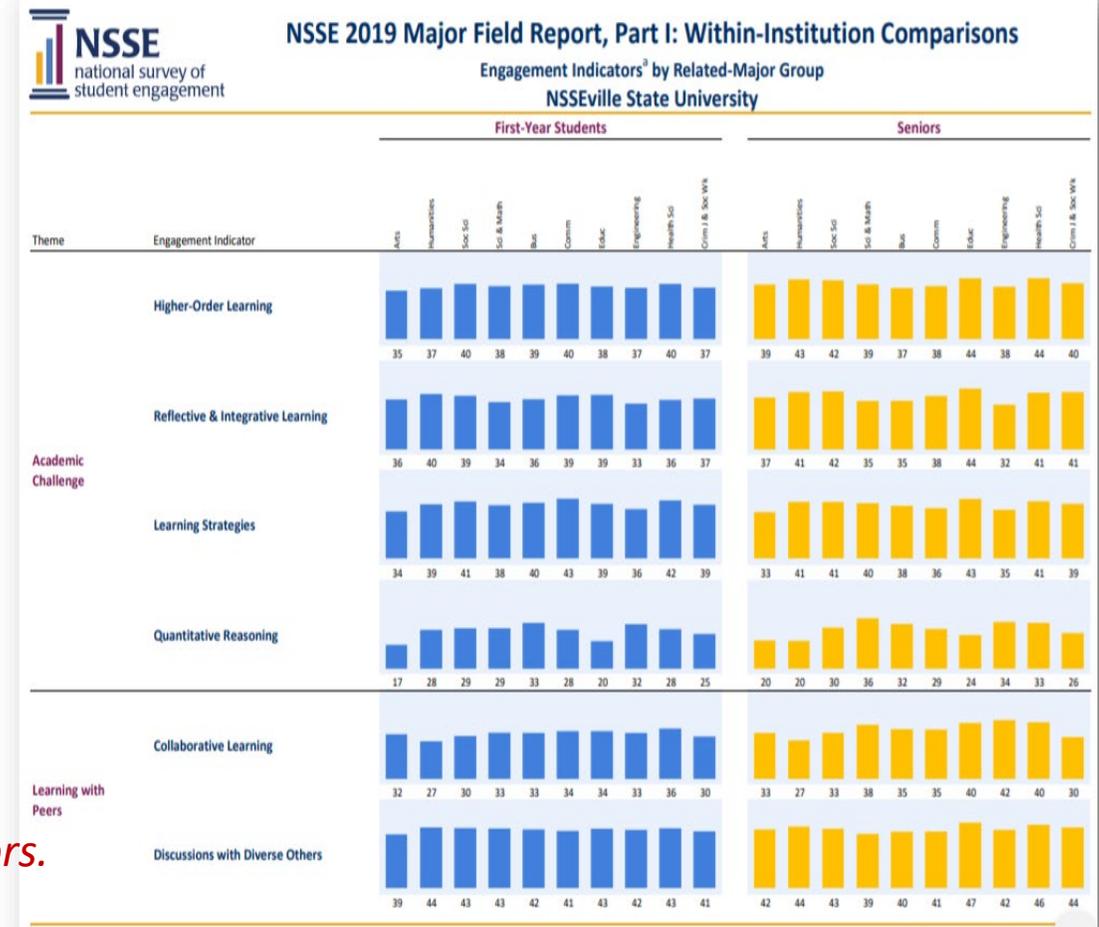
Major Field and Disciplinary Area Reports

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.*

CUSTOMIZE YOUR MAJOR/DISCIPLINE CATEGORIES.



Major Field Report

First-Year Students

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).

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

NSSE Pulse

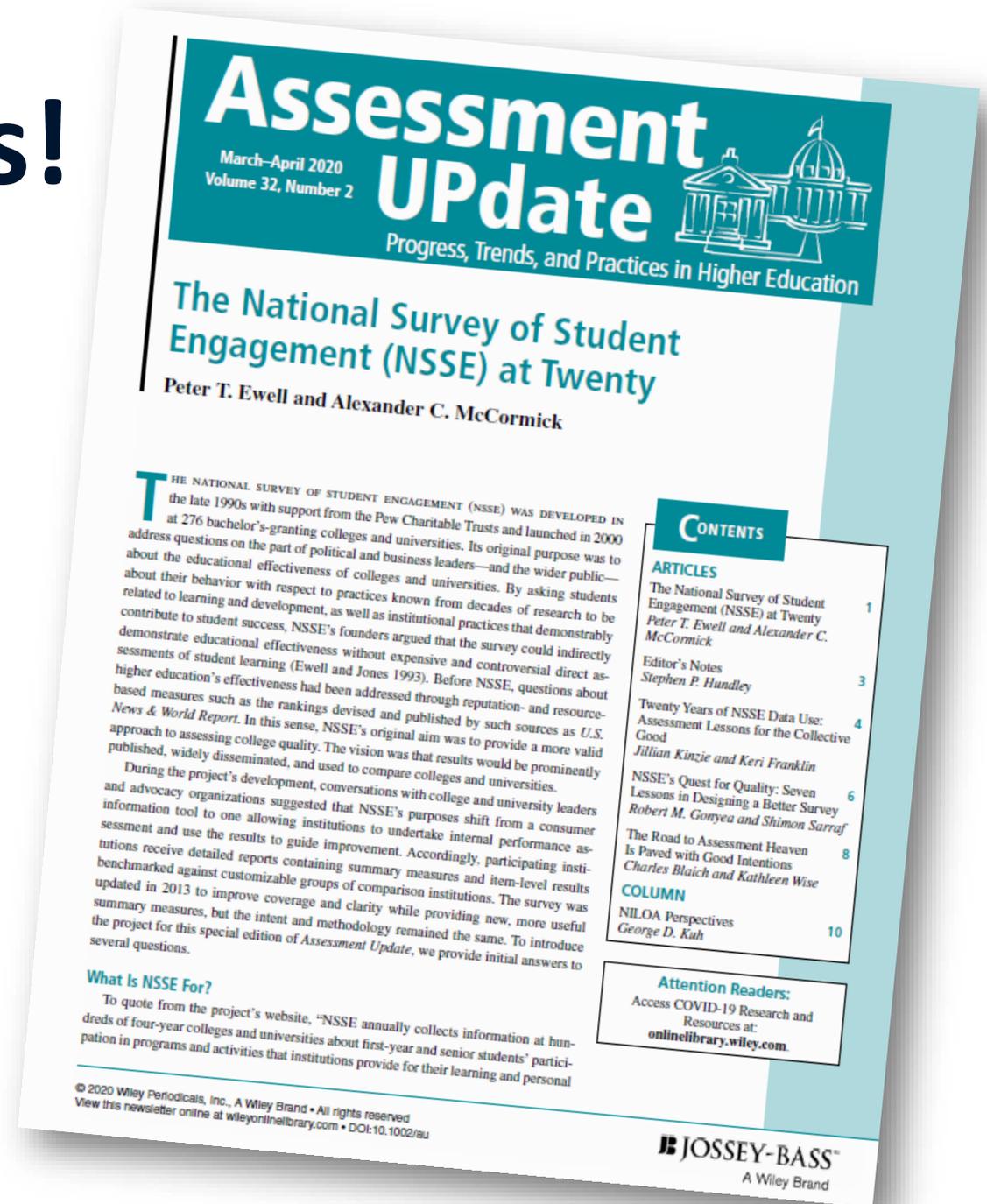
- Changes to NSSE & FSSE for a year unlike any other; and NSSE Pulse, a new free survey
- The short online survey—NSSE Pulse—includes selected questions from NSSE that are critical to persistence, such as questions assessing quality of interactions and students' sense of belonging. The survey will be 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!



We are committed to working with institutions facing disruptions due to the ongoing pandemic, and responding to their changing assessment and accreditation needs.



Entering Our 3rd Decade!

Registration for 2021 is open

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

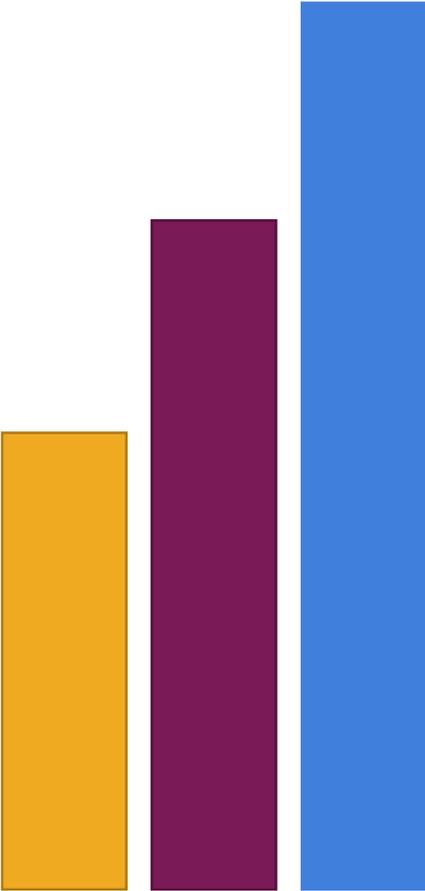
NSSE 2021 registration closes Friday, October 23, 2020.

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: [NSSEightings.indiana.edu](https://nsseightings.indiana.edu)

 @NSSEsurvey @NSSEinstitute

