Making the Most of NSSE for Equity and Student Success

Jillian Kinzie, National Survey of Student Engagement, Indiana University Center for Postsecondary Research

Program presented [virtually] at the SACSCOC Annual Meeting 2021
Who’s Here?

(Respond using Chat)

Your familiarity with NSSE?

Campus participation? How often?

Topics you’d like us to discuss?
Est. 2000
6.4 million students @ 1,650 4-year institutions

What NSSE data do you have?
Search participating institutions:
https://nsse.indiana.edu/support-resources/participating-institutions/index.html
NSSE’s Two Decades of Achievements

- Focus attention on what matters – getting beyond rankings!
- Effective institutional reporting
- Encouraging action on data
- Maps to accreditation standards
- Useful, comparative data for quality enhancement plans
We’re in our 3rd Decade!

“NSSE rests on a solid empirical foundation that comports with ‘collective common sense’ about the circumstances under which students learn best.”
Lessons about Data Use

Twenty Years of NSSE Data Use: Assessment Lessons for the Collective Good

Jillian Kinzie and Keri Franklin

“Institutions look to their NSSE data to inform their accreditation processes. While accreditation is a major driver, so is the identification of meaningful concerns that data helped amplify.”

7 Strategies to Facilitate NSSE Data Use: Practical Do’s and Don’ts from Missouri State University

• Coach your data audience
• Bring results into conversation with other data
• Involve students in assessment processes...
NSSE is a survey tool for institutional improvement.

Results provide meaningful indicators of educational quality – *what matters to student success.*

Results can inform educational improvement efforts and also assess impact.
NSSE Survey Advances

• Mobile optimized
• New Sense of Belonging items (debut in 2020)

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.
NSSE Survey Advances

• Mobile optimized
• New Sense of Belonging items
• Topical modules – short item sets, timely, allow for deeper exploration
  • Academic Advising
  • Civic Engagement
  • First-Year Experiences and Senior Transitions
  • Inclusiveness and Engagement with Cultural Diversity
• Experiences with Writing
• And more…
NSSE’s Easy to Use Reports & Actionable Data!

- Snapshot
- Engagement Indicators
- High-Impact Practices
- Item Frequencies and Statistical Comparisons
- Major Field Report
- Pocket Guide Report
- DATA FILE!!!
NSSE’s Enhanced Reports, Comparisons & Dashboards

Student Comments

Institutions choose 1 of 4 prompts

Student Comments report (MS Excel) and data file (SPSS) of all responses exactly as the students entered them.
NSSE’s Enhanced Reports, Comparisons & Dashboards

Tableau Dashboards
To see findings and comparisons for other subgroups of students see our Tableau dashboard.
NSSE Tools and Resources


Many Data & Results Guides...
Tips for More Inclusive Data Sharing and Analysis.

NSSE and SACS Core Requirements:
• 7.1 Institutional planning
• 7.2 QEP
• 8.1 Student Achievement

<table>
<thead>
<tr>
<th>NSSE 2020 Survey Items Mapped to SACSCOC Criteria</th>
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<td>NSSE 2020 Survey Items</td>
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<tr>
<td>1. During the current school year, about how often have you done the following?</td>
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<td>a. Asked questions or contributed to course discussions in other ways</td>
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<td>b. Prepared two or more drafts of a paper or assignment before turning it in</td>
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<td>c. Came to class without completing readings or assignments</td>
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<td>d. Attended an art exhibit, play, dance, music, theater, or other performance</td>
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<td>e. Asked another student to help you understand course material</td>
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<td>f. Explained course material to one or more students</td>
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<td>g. Prepared for exams by discussing or working through course material with other students</td>
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<td>h. Worked with other students on course projects or assignments</td>
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<td>i. Gave a course presentation</td>
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<td>2. During the current school year, about how often have you done the following?</td>
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<td>a. Combined ideas from different courses when completing assignments</td>
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<td>b. Connected your learning to societal problems or issues</td>
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<td>c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions</td>
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125+ inspirational institutional accounts of NSSE data use described in LFF Volumes 1-4 and Dispatch #1 & #2

Searchable examples

All Institutions Represented in the Series
Institutional Examples in the Series by Topic
**BCSSE:** Measures prior academic and co-curricular experiences, expectations and beliefs about participating in educationally purposeful activities. For all entering students including first-year, transfer, and older students who have little or no college experience.

- BCSSE 2021 adds online reporting, enhanced survey administration options, more data management tools, advising reports

**FSSE:** collects data related to instructional staff perceptions and expectations regarding student learning and development

- Complements NSSE
- Results intended to be a catalyst for productive discussions related to teaching, learning and the quality of your undergraduates’ educational experience

Register for BCSSE March - Sept.
Register for FSSE through February
Where is NSSE headed?

- Assessing educational effectiveness
- Creating Topical Modules to reflect current issues
- Because educational practices don’t reach all students equally, NSSE will continue to encourage equity-centered practice – disaggregation, asking about inclusion, encouraging inclusive analysis

What do you see on the assessment horizon? What might NSSE help you do?
NSSE’s Focus on Equity and Student Success

• NSSE items reflect practices predictive of retention and completion
• NSSE datafile allows disaggregation by student groups
• Inclusiveness & Engagement with Cultural Diversity Topical Module permits deeper examination of inclusion
• NSSE Guide: “Tips for More Inclusive Data Sharing and Analysis”
• Practical for Improving Student Success

Yet, using NSSE to increase equity is challenged by the fact that standardized surveys may perpetuate inequities and the structures, expectations and practices of assessment are steeped with inequities.
Disaggregated (HIPs) Internship Participation
Overall & by Race-Ethnicity (NSSE 2020)

Disaggregated data should induce asset-based & deeper strategies for equity
NSSE’s Inclusiveness & Engagement with Cultural Diversity Topical Module

Permits deeper examination of inclusion

ICD module questions explore students’ exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework.

(FSSE ICD set also available)
NSSE Equity Focus
Ensuring Everyone Counts in your Counts

TIPS for Inclusive Data Analysis:
1. Disaggregate your data
2. Pay special attention to small populations
3. Consider a conceptual framework
4. Rethink comparisons and reference groups
5. Aggregate responsibly when necessary

http://nsse.indiana.edu/html/Inclusive_Tips.cfm
Lessons:

• use multiple sources of data to triangulate and build a better sense of what is behind patterns seen in individual sources of data
• bring data to bear on important campus conversations
• inform faculty development

“As an IR and assessment person, the main takeaway is that NSSE and other data help us, as an institution, see emerging areas for improvement.”
Engagement Insights: Survey Findings on the Quality of Undergraduate Education

Findings with an Equity Lens:
• Building a Sense of Community for All
• The LRCs of Advising—Listening, Respecting, and Caring
• High-Impact Practices (HIPs): Interrogating Quality and Equity

https://nsse.indiana.edu/research/annual-results/
Belonging is particularly important for first-year retention
Most students feel they belong, but differences exist among subgroups

For example, international students feel less comfortable being themselves than domestic students as do students identifying as American Indian, Alaska Native, Native Hawaiian or other Pacific Islander relative to their peers. Students identifying as bisexual, gay, lesbian, queer, or another sexual minority (LGBQ+) feel less valued and less part of the community at their institution than their straight peers.

https://nsse.indiana.edu/research/annual-results/
Most Students Experience Caring and Attentive Advising, but Some Don't

Listening, Respecting and Caring in Advising (LRCs) (NSSE’s Academic Advising Topical Module)

Students who are 'American Indian or Alaska Native' and 'Native Hawaiian or Other Pacific Islander' were less likely to have advising interactions that "respected your identity and culture."

https://nsse.indiana.edu/research/annual-results/
Major Field Shapes HIP Participation (NSSE’s core survey items, disaggregated)

- STEM seniors likeliest to do research with faculty
- Education seniors highest participation in learning communities, internships
- Business students minority participants in LC, undergraduate research
- Arts & Humanities lead in culminating senior experiences, study abroad

https://nsse.indiana.edu/research/annual-results/
Your Reflection: Putting NSSE Data to Use for Equity & Student Success

How has your campus used NSSE results? Or how are you thinking about using NSSE data?

- inform accreditation self-studies
- program reviews
- inform & assess quality enhancement plans
- benchmarking efforts
- faculty development programs
- strategic plans
- improvement initiatives
- exploring equity
- inform decision-making
- supporting student success
NSSE Sightings (Blog)

Recent Posts

Achievement Goal Orientation and Student Engagement: Expected and Unexpected Patterns (Angie Miller)

What Colleges & Universities Should Know to Respond to Students Entering College 2021 (Jim Cole & Jillian Kinzie)

Assessing Intersectional Experiences (Thomas Kirnbauer)

Promoting Culturally Inclusive Teaching Use among STEM Faculty (Christen Priddie)

The Relationship Between Persistence and Intention to Return (Bob Gonyea)

NSSE Pulse Reveals How Students and Institutions Navigated the Pandemic (Jillian Kinzie, Shimon Sarraf and Alexander McCormick)

Responding to a Crisis: Developing the Coping with COVID Topical Module (Angie Miller)

Beyond the Numbers at Stanislaus State (Sriram Chintakrindi, Meggan Jordan, Stuart Wooley, Christian Pinedo, Maribel Duran, Erin Littlepage, and Katie Olivant all of California State University, Stanislaus)
Assessing Quality & Equity in High-Impact Practices

Comprehensive results about HIP implementation and equity

Development of HIPs in Practice surveys – collecting contextualized data through purpose-built surveys keyed to specific HIP experiences

New HIP Quality Topical Module in 2022
Thanks so much for joining!

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