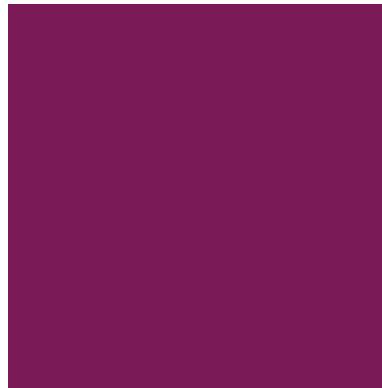


# Stimulating Dialogue and Improvement in High-Impact Practices Using New NSSE Reports



**Jillian Kinzie**  
*Associate Director*

**Amy Ribera**  
*Research Analyst*

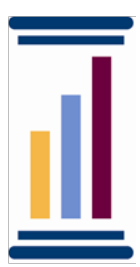
Indiana University  
Center for Postsecondary Research



# Session Overview

- ▶ What is NSSE?
- ▶ High-impact Practices (HIP)
- ▶ QUICK Overview of the updated survey
- ▶ Feature new HIP report
- ▶ Highlight selected results
- ▶ Tips for generating discussion and action on your campus
- ▶ Q & A

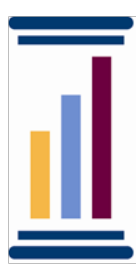




# What is NSSE?

NSSE annually gathers valid, reliable information on the extent to which students engage in and are exposed to proven educational practices that correspond to desirable learning outcomes.

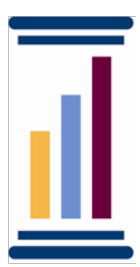
- Ask students about their *experiences*
- Focuses on *behavior*: empirically confirmed effective practices



# What is Student Engagement?

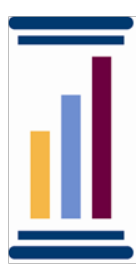
Student engagement is the time and energy students devote to educationally purposeful activities - practices shown to be related to desired educational outcomes





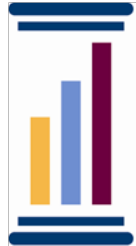
# Ok, what *is* Engagement?

- ▶ Challenging academic work
  - High expectations
  - Deep approaches to learning
- ▶ Quality involvement with faculty
- ▶ Enriching activities and high-impact practices
  - Active and collaborative learning
  - Powerful educational experiences
- ▶ Supportive peers, faculty, staff, campus



# And, High-impact Practices?

- ▶ Key traits
  - Demand considerable amount of time and effort
  - Provide learning opportunities outside of the classroom
  - Require meaningful interactions with faculty members and students
  - Encourage interactions with diverse others
  - Provide frequent meaningful feedback



# High Impact Activities



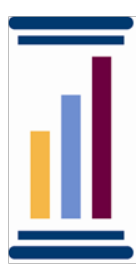
Association  
of American  
Colleges and  
Universities

- ★ **First-Year Seminars and Experiences**
- ★ **Common Intellectual Experiences**
- ★ **Learning Communities**

**What are some examples of HIPs at your institution?**

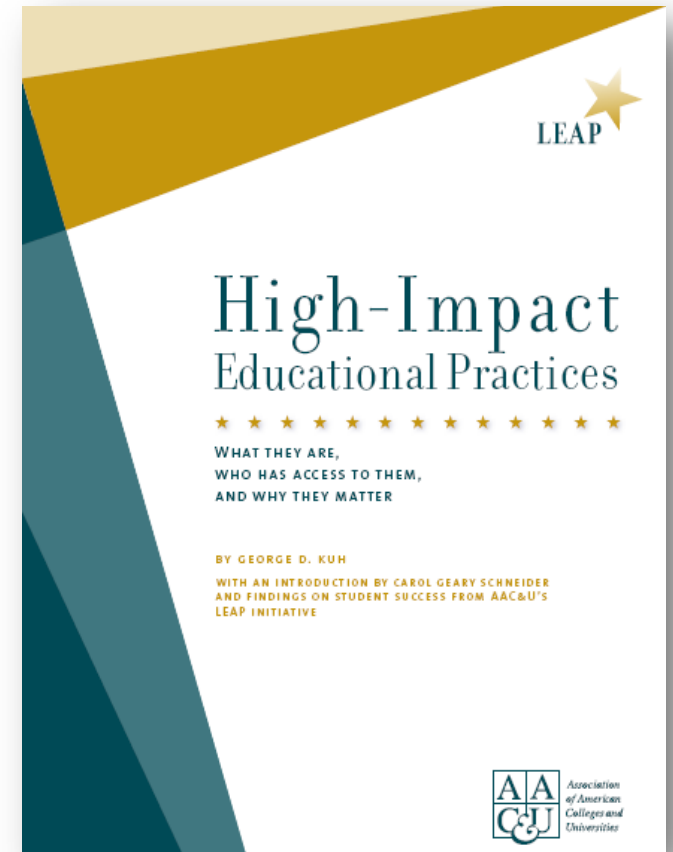
- ★ **Undergraduate Research**
- ★ **Diversity/Global Learning**
- ★ **Service Learning, Community-Based Learning**
- ★ **Internships**
- ★ **Capstone Courses/Projects**



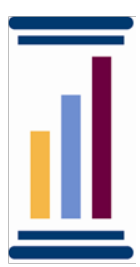


# Why HIPs?

**Growing evidence that “high-impact practices” provide substantial educational benefits to students**

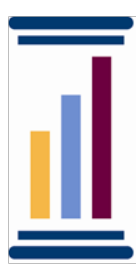


*[High-Impact Educational Practices: What They Are, Who Has Access To Them, and Why They Matter (2008) AAC&U]*



# HIP Benefits

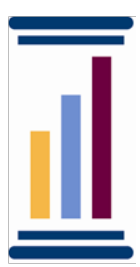
- ▶ High-impact practices have been shown to be positively related to
  - Persistence
  - GPA
  - Deep approaches to learning
  - Increased student-faculty interaction
  - Increases in critical thinking
  - Improved writing skills
  - Greater appreciation for diversity
  - Higher overall student engagement
  
- ▶ **Impact is often larger for historically underserved students**



# HIP on NSSE

- **Service learning**
- **Learning communities**
- **Research with faculty**
- **Study abroad**
- **Intern/Field Exp**
- **Senior culminating experience**



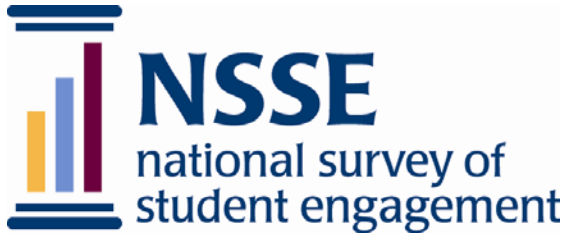


# The HIP Challenge

It is recommended to make it possible for **every student** to participate in at least two high-impact activities (Kuh, 2008). One in the first-year and one later, in the major.



# QUICK OVERVIEW OF THE UPDATED SURVEY & DESIGN PROCESS



# 2013: An Updated NSSE

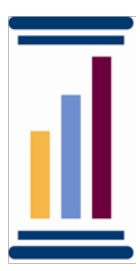


0% complete

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

	Very often	Often	Sometimes	Never
Asked questions or contributed to course discussions in other ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended an art exhibit, play or other arts performance (dance, music, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked another student to help you understand course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained course material to one or more students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared for exams by discussing or working through course material with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on course projects or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave a course presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

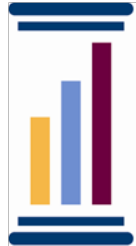
***Higher education is constantly changing, and it is important for NSSE to stay relevant to the most salient issues and priorities of institutional assessment and research.***



# Design Principles

- ▶ Build on NSSE's strengths
  - Focus on behavior & effective practice
  - Actionable information
- ▶ New content must...
  - Inform engagement
  - Be based in the literature
  - Be thoroughly tested





# The Updated NSSE

## From Benchmarks to Engagement Indicators and High-Impact Practices

### NSSE Benchmarks 2000–2012

**Level of Academic Challenge**

### Key Changes

Expanded to focus on distinct dimensions of academic effort, including new topics of interest. In addition, key items on reading, writing, and study time will be reported in this theme.

### Engagement Indicators

**Higher-Order Learning**

**Reflective & Integrative Learning**

**Learning Strategies**

**Quantitative Reasoning**

*Theme: Academic Challenge*

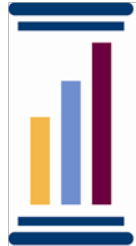
**Active and Collaborative Learning**

Modified to emphasize student-to-student collaboration. Updated diversity items from Enriching Educational Experiences have been moved here.

**Collaborative Learning**

**Discussions with Diverse Others**

*Theme: Learning with Peers*



# The Updated NSSE

## From Benchmarks to Engagement Indicators and High-Impact Practices

### NSSE Benchmarks 2000–2012

**Student-Faculty Interaction**

### Key Changes

The updated Student-Faculty Interaction indicator is joined by a second measure about effective teaching practices.

### Engagement Indicators

**Student-Faculty Interaction**  
**Effective Teaching Practices**

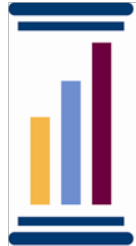
*Theme: Experiences with Faculty*

**Supportive Campus Environment**

Expanded to focus separately on interactions with key people at the institution and perceptions of the institution's learning environment.

**Quality of Interactions**  
**Supportive Environment**

*Theme: Campus Environment*



# The Updated NSSE

## From Benchmarks to Engagement Indicators and High-Impact Practices

NSSE  
Benchmarks  
2000–2012

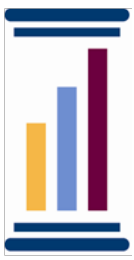
### Key Changes

Enriching  
Educational  
Experiences

Selected items are reported separately as *High-Impact Practices*. Items measuring discussions with diverse others were moved to Learning with Peers.

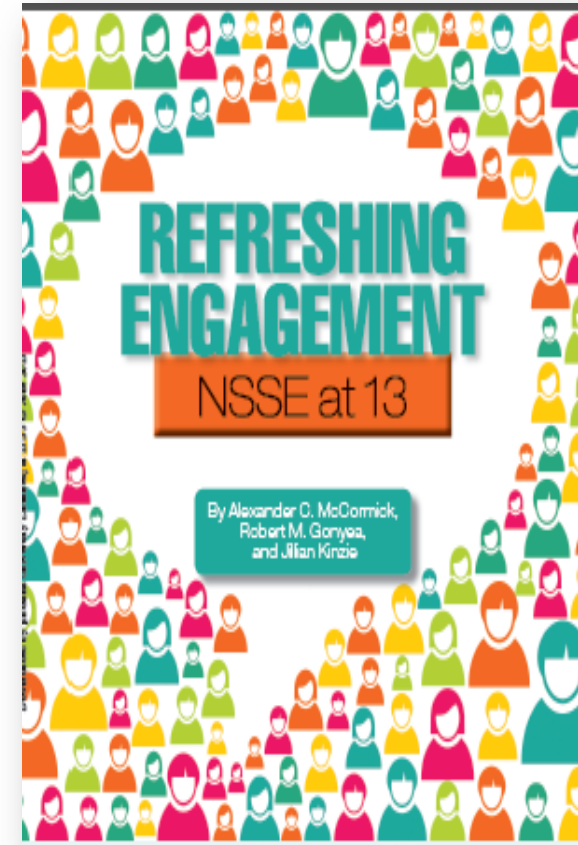
### High-Impact Practices

- Learning Community
- Service-Learning
- Research with a Faculty Member
- Internship or Field Experience
- Study Abroad
- Culminating Senior Experience



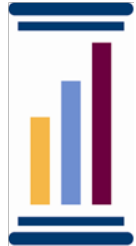
# NSSE at 13!

- ▶ **What we've learned...**  
connect engagement data to indicators of success; student behaviors; institutional improvement is possible
- ▶ **Updating NSSE...**  
same focus; new & refined measures; updated terminology
  - Emerging areas of interest – HIPs, quantitative reasoning, effective teaching, deep learning, topical modules

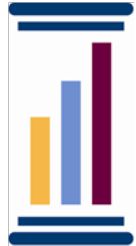


# UPDATED SURVEY BRINGS NEW REPORTS

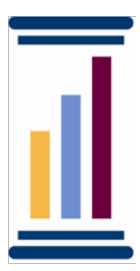




- ▶ Snapshot
- ▶ Engagement Indicators
- ▶ High-Impact Practices
- ▶ Frequencies and Statistical Comparisons
- ▶ Topical Module(s) and/or Consortium Reports
- ▶ Respondent Profile
- ▶ Administration Summary
- ▶ Selected Comparison Groups
- ▶ Pocket Guide Report
- ▶ Major Field Report
- ▶ Student Comments



- ▶ Snapshot
- ▶ Engagement Indicators
- ▶ **High-Impact Practices**
- ▶ Frequencies and Statistical Comparisons
- ▶ Topical Module(s) and/or Consortium Reports
- ▶ Respondent Profile
- ▶ Administration Summary
- ▶ Selected Comparison Groups
- ▶ Pocket Guide Report
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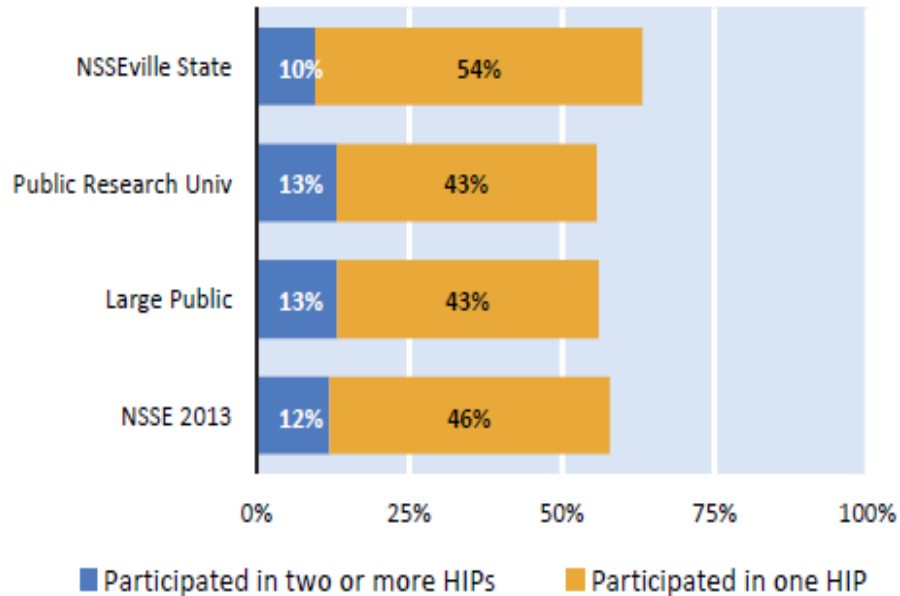


# Questions HIP report can address

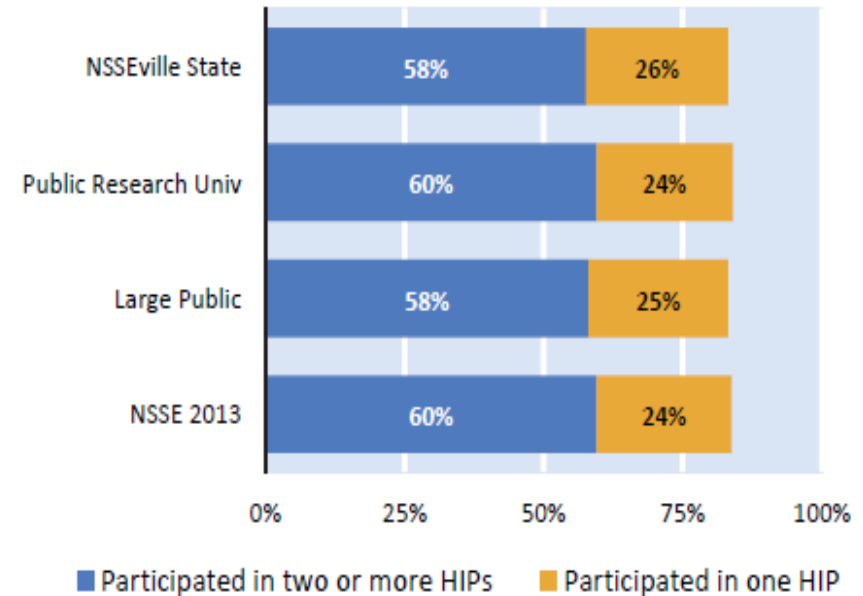
- 1. What are the HIP participation levels on your campus?**
- 2. How does HIP participation rates compare to other institutions?**
- 3. Are all students equally taking advantage of HIP on your campus?**

# 1. Overall HIP Participation

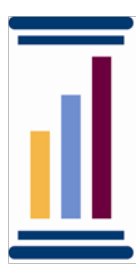
*First-Year Students*



*Seniors*

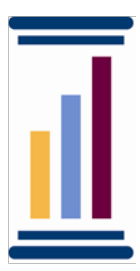


Remember: The HIP Challenge?



# Data Strategies to Motivate Audiences

- ▶ **Look at non-engagers**
  - NSSE 2013 results
    - ★ 46% of FY did not complete a HIP
    - ★ 18% of SR did not complete a HIP, and 23% only completed one
- ▶ **Room for improvement**
- ▶ **Dig down to individual items**

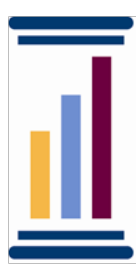


# What do you think?

- ▶ First-years
  - Learning community
  - Service-learning
  - Research with faculty
  
- ▶ Seniors
  - Culminating experience
  - Internship/Practicum
  - Research with faculty
  - Service-learning
  - Study abroad

**What percent of students on your campus participate in these HIPs?**

**What percent of students on your campus *would you like* to participate in these HIPs?**



# Are you surprised?

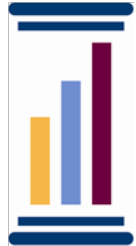
## ▶ First-years

- Learning community (**15%**)
- Service-learning (**52%**)
- Research with faculty (**5%**)

## ▶ Seniors

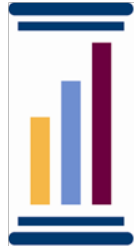
- Learning community (**24%**)
- Service-learning (**60%**)
- Research with faculty (**23%**)
- Study abroad (**13%**)
- Internship/Field experience (**48%**)
- Culminating experience (**45%**)

**Are these  
results  
surprising?  
promising?  
disappointing?**



## 2. Institutional Comparisons

	NSSEville State	Public Research Univ	<i>Effect size<sup>c</sup></i>
<i>First-Year Students</i>			
11c. Learning community	10	19 ***	-.25
12. Service-learning	61	47 ***	.28
11e. Research with faculty	5	5	-.04
<i>Participated in at least one</i>	63	56 ***	.15
<i>Participated in two or more</i>	10	13 **	-.11
<i>Seniors</i>			
11c. Learning community	24	24	-.01
12. Service-learning	61	55 ***	.14
11e. Research with faculty	20	24 ***	-.11
11a. Internship or field exp.	49	49	.01
11d. Study abroad	8	13 ***	-.15
11f. Culminating senior exp.	38	43 ***	-.10
<i>Participated in at least one</i>	83	84	-.02
<i>Participated in two or more</i>	58	60	-.04

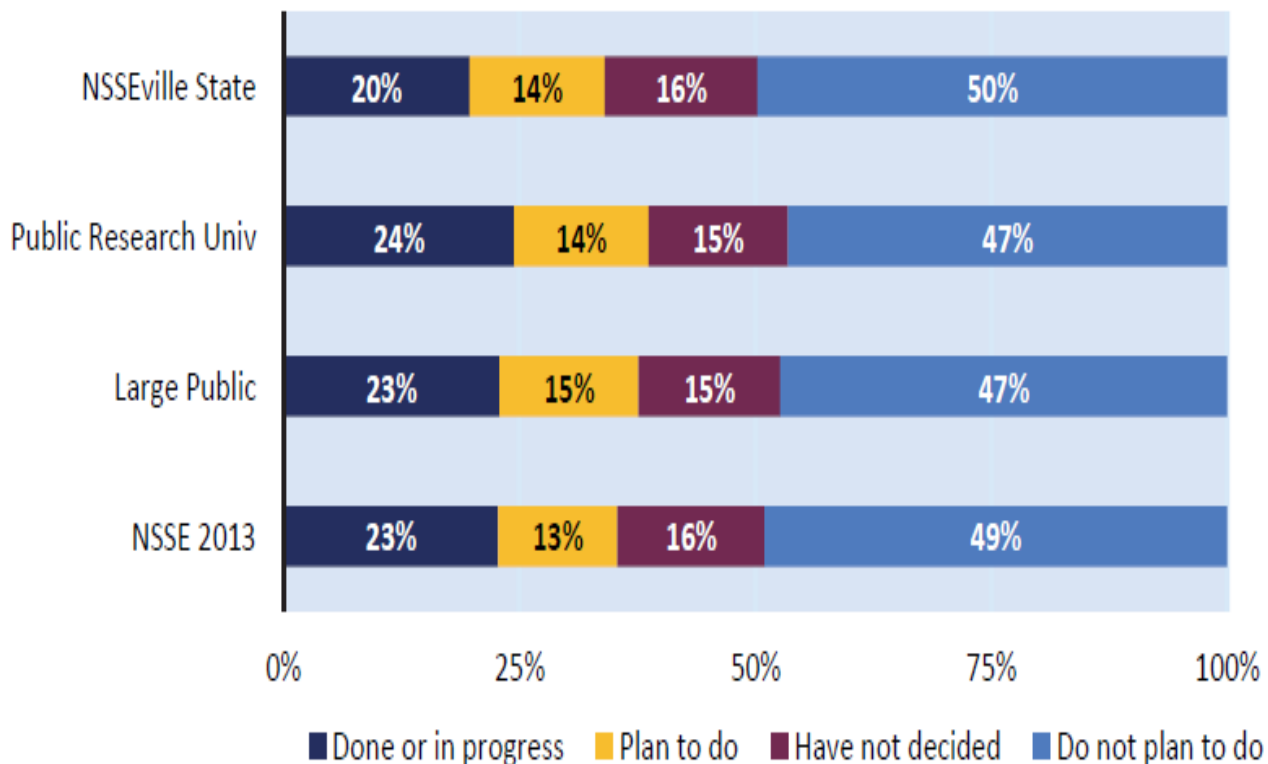


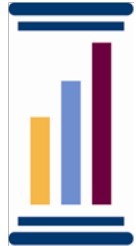
## 2. Response Details

### Research with a Faculty Member

*Which of the following have you done or do you plan to do before you graduate?*

Work with a faculty member on a research project.





### 3. Participation by Student Characteristics

First-Year Students

ty with

All students participating at similar rates?

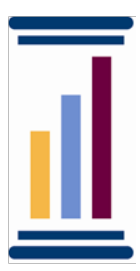
Hispanic or Latino	16	57	3
Native Hawaiian/Other Pac. Islander	—	—	—
White	9	59	4
Other	—	—	—
Foreign or nonresident alien	13	83	6
Two or more races/ethnicities	12	56	0

Age

Traditional (FY < 21, Seniors < 25):	11	61	4
Nontraditional (FY 21+, Seniors 25+)	7	58	7

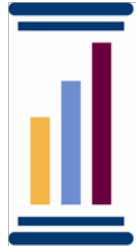
First-generation<sup>b</sup>

Not first-generation	10	61	4
First-generation	11	62	4

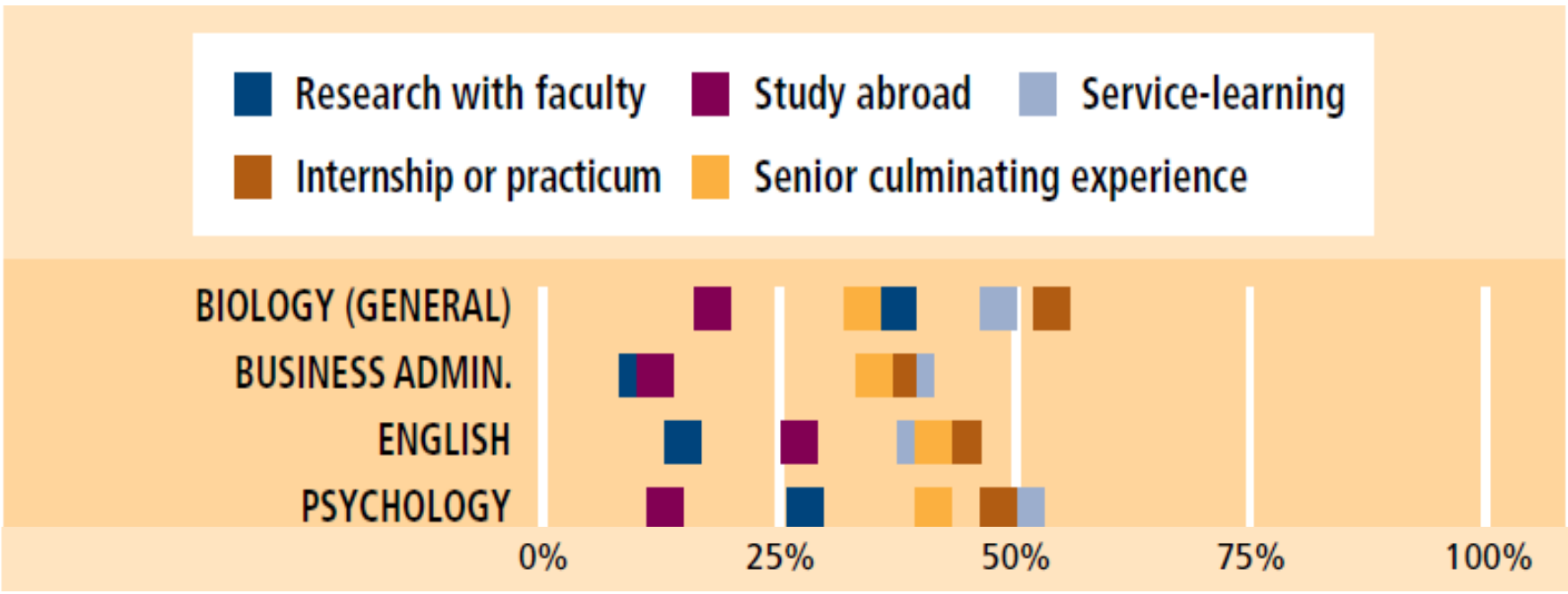


# Selected Results: By Demographics

- ▶ HIPs only reach a fraction of students
- ▶ Seniors researching with faculty
  - 18% Black, 24% Asian, 20% White, 18% Latino
  - 22% full-time, 11% part-time
  - 27% non-first-generation, 16% first-generation
  - 25% non-transfers, 14% transfer students
  - 26% under 24 years, 12% 24 years or older
  - Great variation by major field
- ▶ *(Again, note benefits can be greater for historically underserved students!)*

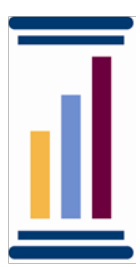


# Selected Results: By Major



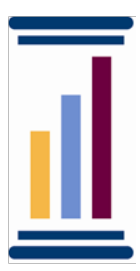
Percent of seniors participating in HIPs in four large-enrollment majors

*Results from NSSE Annual Results 2010, Major Differences: Examining Student Engagement by Field of Study*



## Questions to consider, cont'd

- 4. What are the relationships between HIP participation and selected outcomes on your campus? (grades, graduation, deep learning, etc.)**
- 5. How can you generate interest? (for example, within majors or programs, or by pressing on results among certain student populations?)**



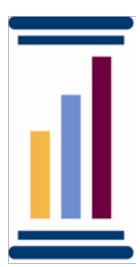
# Dig into your data: DAL

Senior relationships, controlling for student and institution characteristics.

	Senior Capstone	Internship /Practicum	Research w/ Faculty	Service-Learning	Study Abroad
<b>DAL Overall</b>	+ +	+ +	+ + +	+ + +	+
<b>Higher Order Learning</b>	+ +	+	+ +	+ +	+
<b>Integrative Learning</b>	+ +	+ +	+ + +	+ + +	+
<b>Reflective Learning</b>	+	+	+ +	+ +	+

Key: +  $p < .001$ , ++  $p < .001$  and Unstd B > .2, +++  $p < .001$  and Unstd B > .4

*See Kuh (2008), and NSSE Annual Results, 2007*



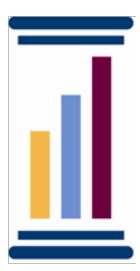
# Dig into your data: Gains, Affect

First-year relationships, controlling for student and institution characteristics.

	Learning Community	Service-Learning
Gains in Practical Skills	+ +	+ +
Gains in Personal/Social Development	+ +	+ + +
Gains in General Education	+ +	+ +
Supportive Campus Environment	+ +	+ +
Overall Satisfaction	+	+

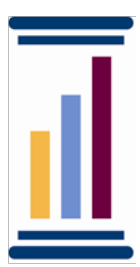
Key: +  $p < .001$ , ++  $p < .001$  and Unstd B  $> .2$ , +++  $p < .001$  and Unstd B  $> .4$

*See Kuh (2008), and NSSE Annual Results, 2007*



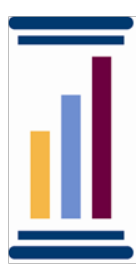
## 5. Generating Interest

- ▶ Orientation staff and academic advisors—how might they encourage students to consider HIPs?
- ▶ HIP offices (study abroad office, community service, res life, etc.)—how can they get extra support?
- ▶ Underrepresented student programs—how can HIPs reach more students?
- ▶ Departments—how can HIPs be integrated into disciplines?
- ▶ Faculty—how can faculty get involved?



# Using FSSE

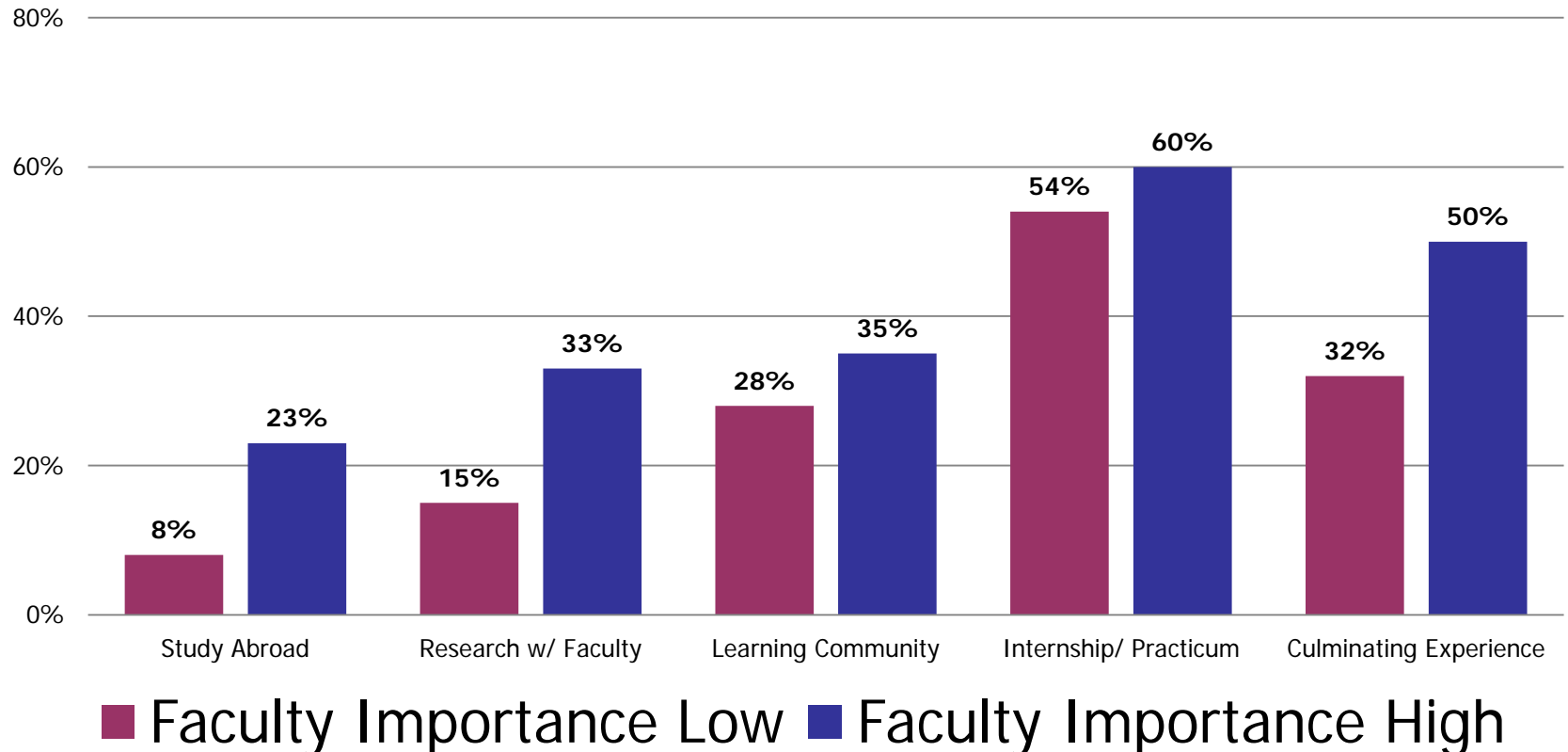
- ▶ How important is it to faculty that undergraduates do HIPs? (“very important” or “important”)
  - Culminating experience (85%)
  - Internship/Practicum (86%)
  - Learning community (53%)
  - Research with faculty (56%)
  - Study abroad (44%)

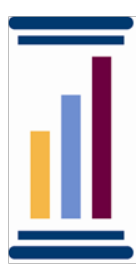


# Faculty Perceptions

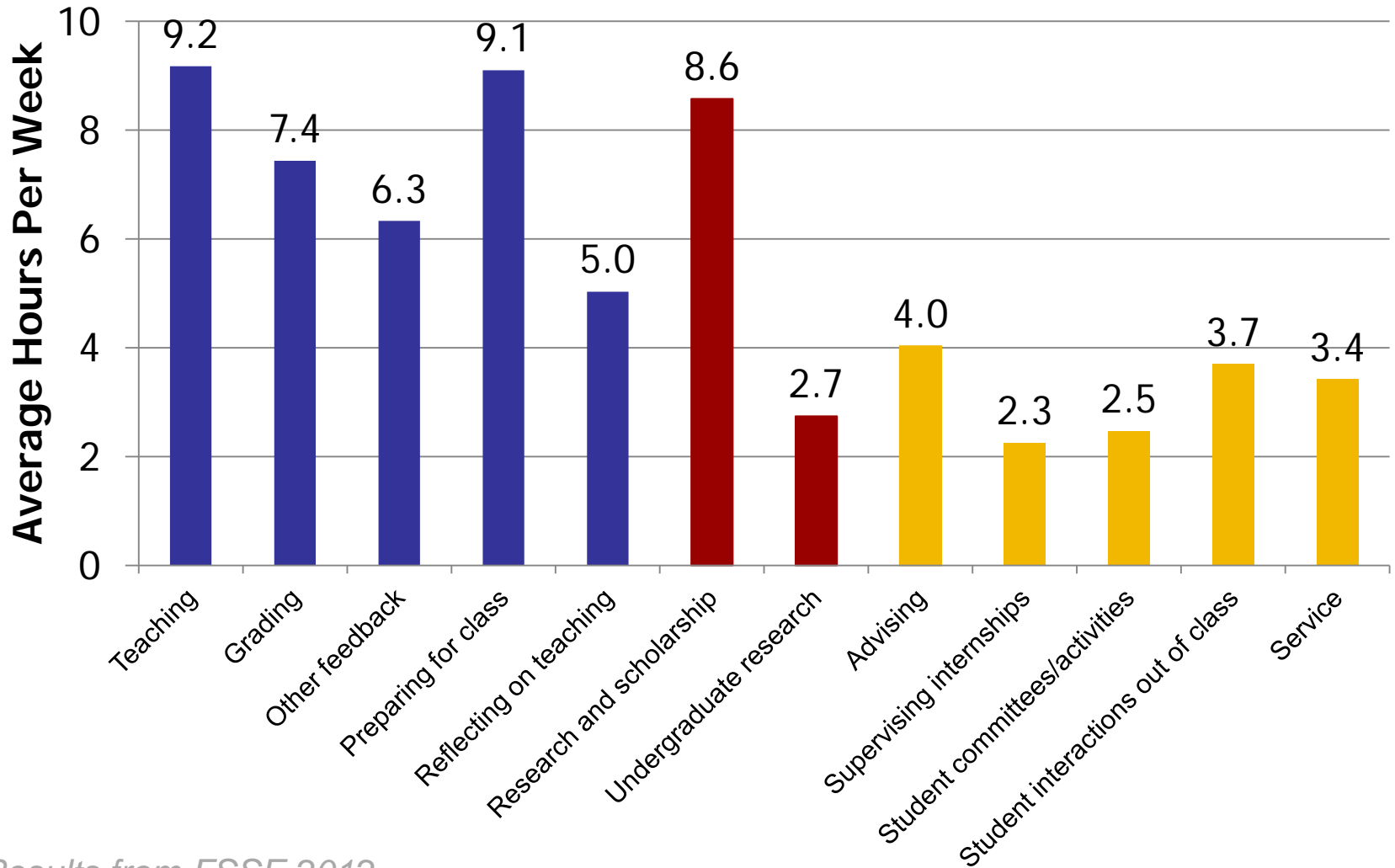
- ▶ 100 FSSE-NSSE 2012 institutions

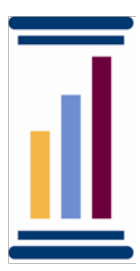
## Senior Participation in High-Impact Practices





# Faculty Time

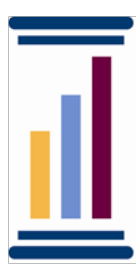




# Integrating HIP

- ▶ How can HIPs be integrated in faculty time?
- ▶ How can courses be structured to give students a 'taste' of HIPs?
- ▶ How can degree requirements include HIPs?
- ▶ How might discipline shape the HIPs you integrate?
- ▶ How might multiple HIPs be integrated into one experience?

**What might you do to integrate a high-impact practice into one of your courses?**



# Additional Resources

## Online Institutional Report

- ▶ Same reports, but easy access and sharing

https://bl-educ-cprtest.ads.iu.edu/inst\_report/

File Edit View Favorites Tools Help

Google Search Share More»

Suggested Sites New Tab National Institute for Learning Central Authentication Service Effect Size Calculator Google

**NSSE**  
national survey of  
student engagement

**NSSE 2013 Institutional Report**  
NSSEville State University

Engagement Indicators High-Impact Practices Item Comparisons More Report Builder

**Welcome to your  
Online *Institutional Report***

This Web site provides a collection of findings from your institution's recent NSSE administration, alongside results from comparison group institutions. Many key elements from your printed Institutional Report are provided here, such as Engagement Indicators, High-Impact Practices, selected results from your NSSE Snapshot, and details about your NSSE administration. The site also gives you ready access to PDF versions of your NSSE reports and related resources.

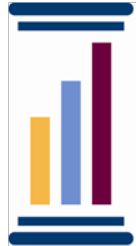
**Can others access this site?**  
Although primary access is through NSSE's secure Institution Interface, authorized users can easily generate limited-time guest access links to facilitate sharing.

**We want your feedback!**  
This site was designed to be useful to our users, so please tell us what you think and what you'd like to see in the future. Email your feedback to [nsse@indiana.edu](mailto:nsse@indiana.edu).

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nsse.iub.edu


<http://nsse.iub.edu/>



# Additional Resources

## NSSE Report Builder – Institution Version

- A secure, interactive database for participating institutions that instantly generates reports of your choosing using student and institutional characteristics
- (A public version is also available)



### Institutional Report Builder

*This version is for users at participating institutions, and requires a secure identifier obtained through the [NSSE Institution Interface](#). For the public version of the NSSE Report Builder, [click here](#).*



Photo courtesy of Earlham College

#### FYI

- The NSSE Institutional Report Builder currently includes data from NSSE administrations between 2009 and 2012. **2013 data will be coming soon!**
- To protect the identities of comparison institutions represented in the data, other institutions will not be listed or named in this Report Builder.
- If you choose to compare your students with those from other institutions, your comparison group must include at least six other institutions.

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### Welcome to the NSSE Institutional Report Builder

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

The NSSE Institutional Report Builder is an interactive tool for participating institutions that instantly generates reports of your choosing. The tool draws from a secure database of responses from NSSE, and can be queried using any combination of student and institutional characteristics. You can choose to generate tables of Benchmark statistics or individual item frequencies that compare (1) subgroups of students within your institution or (2) your students to students at other institutions with characteristics of your choosing.

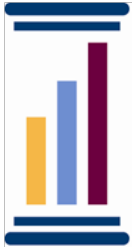
The following pages will guide you through five easy steps to filter the data and produce tables of results according to your selections:

**Step 1: Select Data**  
Select your institution's survey administration(s) between 2009 and 2012 and then choose whether you want NSSE Benchmark statistics or individual item frequencies in your report.

**Step 2: Select Comparison Type**  
Select how to compare students in your report (comparison of different student populations within your institution, or comparison of your students with those at other institutions).


**Step 3: Select Comparison Group**  
If you choose to compare your students with those attending other institutions, select the characteristics of institutions you want included in the report (e.g., region, enrollment size).

**Step 4: Select Students**  
First, choose whether you want results for first-year students or seniors, and then select characteristics to define the type of student to include in the report (e.g., gender, major, first-generation).



# Online Resources: Using Your Data

- ▶ Examples of how NSSE, BCSSE, and FSSE data have been used to guide educational policy and practice on campuses
- ▶ Snapshots of practical applications of results
- ▶ **Online database to search** for examples of how institutions are using NSSE, BCSSE, and FSSE data



## Using NSSE Data

Student engagement results are used across all sectors and types of institutions. Discovering and sharing how is one of NSSE's most important activities. We constantly seek examples and stories of NSSE data use to feature in publications and presentations. To provide richer, more detailed narratives about how institutions put their results into action, we created *Using NSSE to Assess and Improve Undergraduate Education: Lessons from the Field*. This document provides in-depth accounts of ways institutions use NSSE results to improve the undergraduate experience.

[nsse.iub.edu/links/lessons](http://nsse.iub.edu/links/lessons)

Each year, more campuses use their NSSE results in innovative ways. We've highlighted these examples in publications including *Using NSSE Data and Lessons from the Field*. All these examples are searchable via a new database of more than 500 examples of NSSE use. You can search for examples by keyword, institution name, or Carnegie classification, and by type of use such as for accreditation, or general education assessment, or using results to study retention, or strengthen advising. These campus examples provide instructive accounts and inspiring examples of how other colleges and universities are using their NSSE results to improve undergraduate education.


[nsse.iub.edu/html/using\\_nsse\\_db.cfm](http://nsse.iub.edu/html/using_nsse_db.cfm)

*Using NSSE Data* contains snapshots of data use, educational policy and practice informed by NSSE results, and suggests ways colleges and universities can

### Tell Us Your Story

Collecting and documenting ways that NSSE colleges and universities are using their results is an ongoing process. We want to know how institutions are using their NSSE data. These examples will form a shared resource for colleges and universities and assist in our continuing efforts to improve the quality of the undergraduate experience for all. Please contact your NSSE Project Services team if you wish to send specific examples of internal reports or brochures highlighting NSSE data, usage strategies, and special activities.

[nsse.iub.edu/html/staff.cfm](http://nsse.iub.edu/html/staff.cfm)



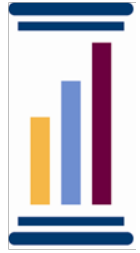
Colorado College

USING NSSE DATA 2011 1

Access from NSSE homepage

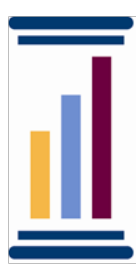
HOW INSTITUTIONS USE NSSE

More than 500 examples in a searchable database



# Making the Most of Data – Sharing Results and Taking Action

- ▶ Think about potential audiences – *find relevancy*
- ▶ Consider various strategies for sharing results – *deliver in small doses, add narrative*
- ▶ Link to other assessment data to tell a more comprehensive story.
- ▶ Teach small groups about the data, help them use it in program review, to assess the first year experience, to inform faculty development - and then share their use with others.
- ▶ Share lessons learned, and action taken with campus constituents – *especially students.*



# Final Thoughts

- ▶ Make sure HIPs are done *well*
  - Seven points of effective HIPs
- ▶ The state of HIP participation on campus
- ▶ Equal opportunities for all
- ▶ Connections to positive outcomes
- ▶ Generating interest
  - Faculty are key!



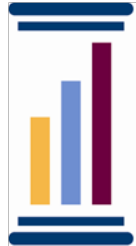
# For More Information...

Ask us questions, let us know how things are going...

- Jillian Kinzie [jikinzie@indiana.edu](mailto:jikinzie@indiana.edu)
- Amy Ribera [akribera@indiana.edu](mailto:akribera@indiana.edu)

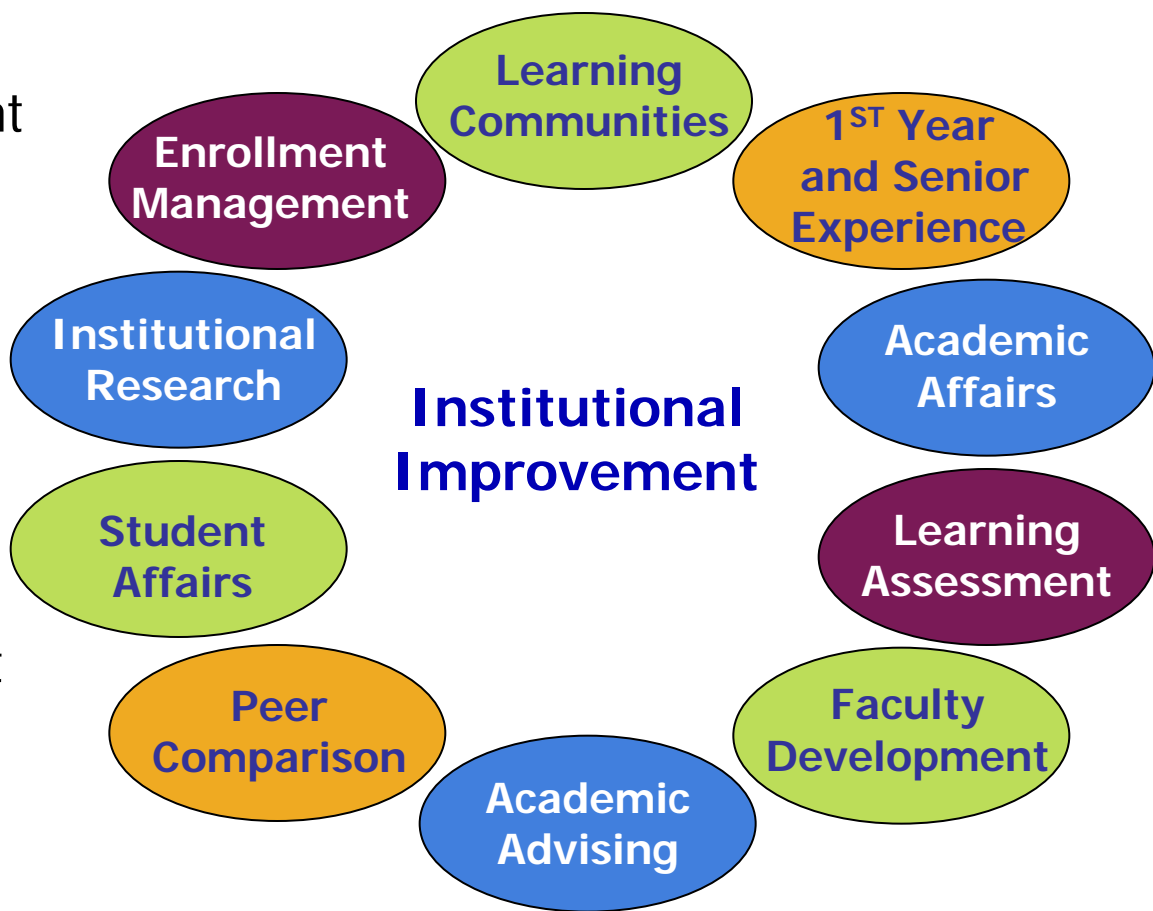
Copies of papers and presentations as well as annual reports and other information are available through the Web site

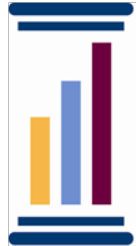
[www.nsse.iub.edu](http://www.nsse.iub.edu)



# Internal Campus Uses

- ▶ Gauge status of campus priorities
- ▶ Examine changes in student engagement between first and senior years
- ▶ Assess campus progress over time
- ▶ Encourage dialogue about good practice
- ▶ Link with other data to test hypotheses, evaluate programs
- ▶ Improve curricula, instruction, services





# External Campus Uses

- ▶ Assess status vis-à-vis peers, competitors
- ▶ Identify, develop, market distinctive competencies
- ▶ Encourage collaboration in consortia (e.g., statewide NSSE conference)
- ▶ Provide evidence of accountability for good processes (while awaiting improvement in outcomes)

