



2021 Virtual Annual Meeting

Emerging STRONGer: Celebrating Resilience, Renewal, and Return

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?

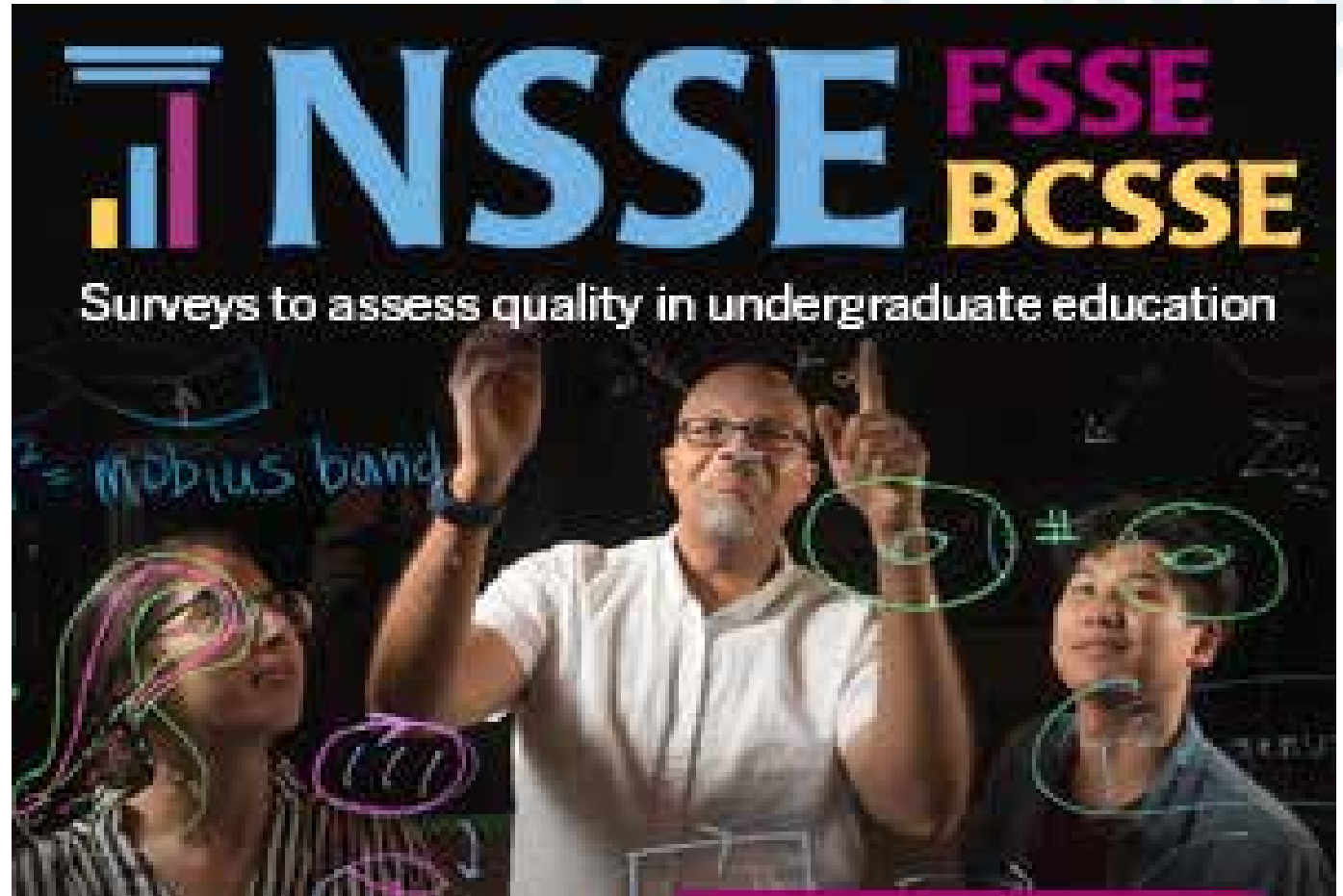
(Respond using Chat)



Your familiarity
with NSSE?

Campus participation?
How often?

Topics you'd like
us to discuss?





FSSE
BCSSE

National Survey of Student
Engagement
*evidence-based improvement in higher
education*

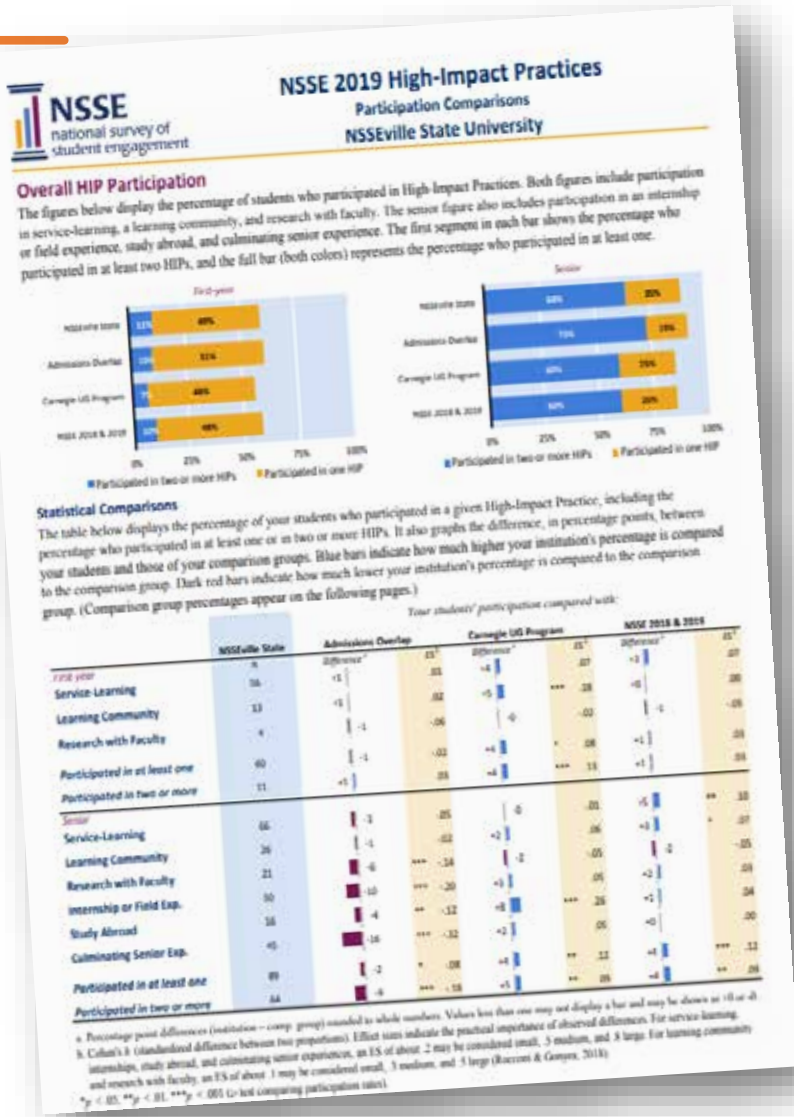
Est. 2000
6.4 million
students @
1,650 4-year
institutions

*What NSSE data
do you have?*

Search participating institutions:

[https://nsse.indiana.edu/support-
resources/participating-institutions/index.html](https://nsse.indiana.edu/support-resources/participating-institutions/index.html)

NSSE's Two Decades of Achievements

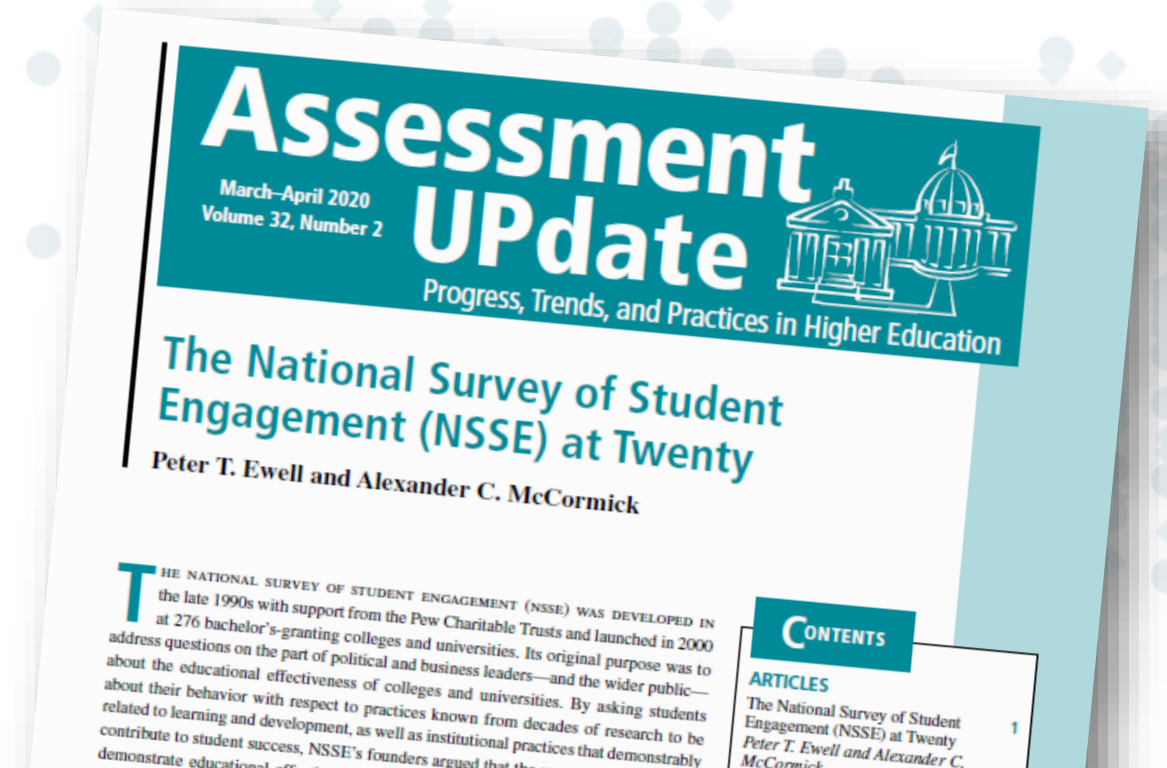


- Focus attention on what matters – *getting beyond rankings!*
- Effective institutional reporting
- Encouraging action on data
- Maps to accreditation standards
- Useful, comparative data for quality enhancement plans

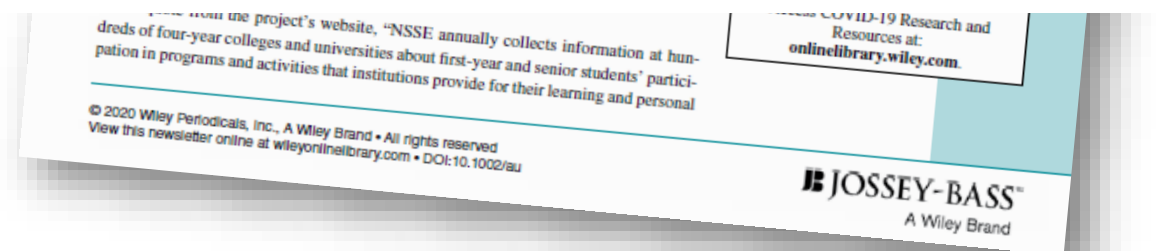
We're in our 3rd Decade!



Assessment Update March–April 2020
Volume 32, Number 2



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



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...

Reminders about our Purpose: Student Engagement & Success for All

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.



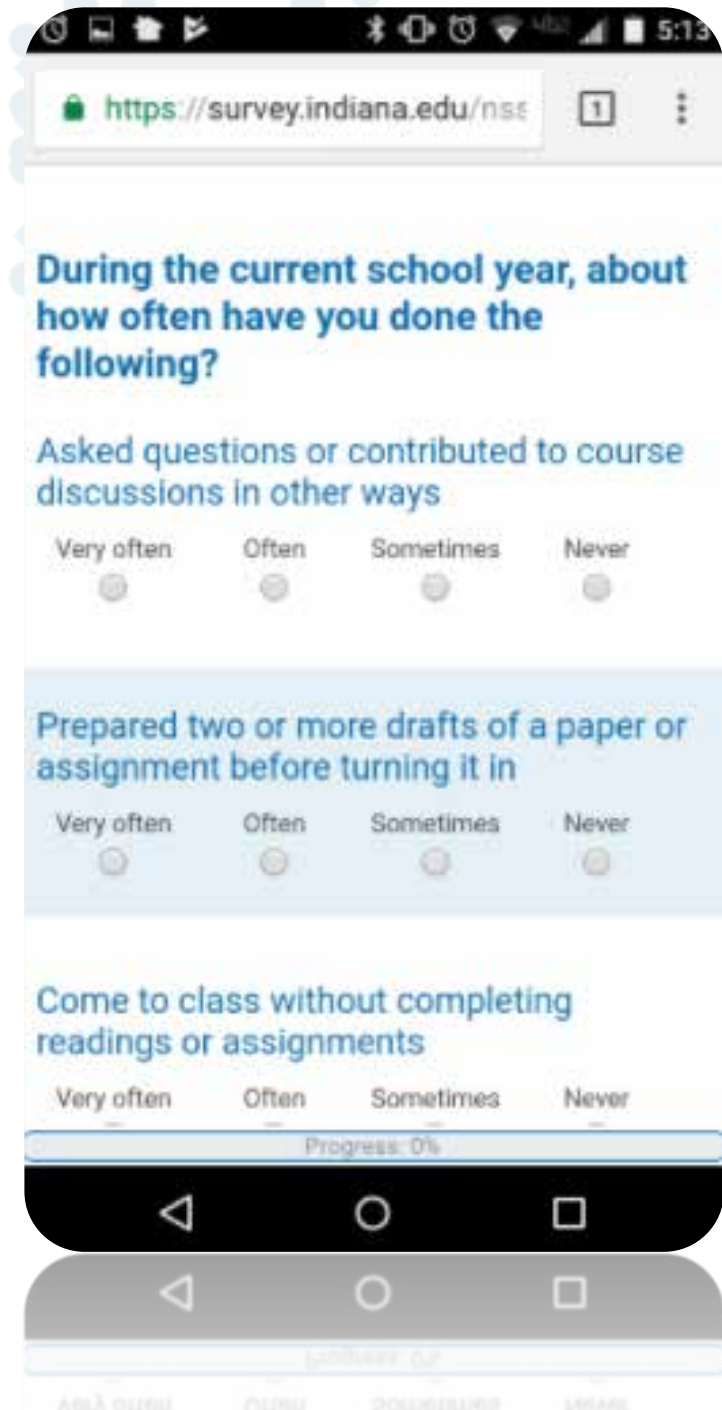
NSSE Survey Advances

- 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

- I feel comfortable being myself at this institution.
- I feel valued by this institution.
- 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...

https://survey.indiana.edu/nss

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

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

Asked questions or contributed to discussions in other ways

Very often Often Sometimes Never

Prepared two or more drafts of a paper or assignment before turning it in

Very often Often Sometimes Never

Come to class without completing readings or assignments

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.

Administer a Topical Module during your NSSE “off year”

NSSE's [Topical Module Local Administration Option](#) offers recently participating institutions the opportunity to license Topical Modules and to administer them locally during their years off from NSSE participation.

Check out the NEW modules!

- [Career & Workforce Preparation](#) (new in 2021)
- [Experiences with Online Learning](#) (new in 2021)
- [HIP Quality](#) (new in 2022)

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 2019 Snapshot

NSSEville State University

A Summary of S

Student engagement is the amount of time and purposeful activities, learning opportunities student learning. NSSE assess their levels of your institution.

This Snapshot is a collection of information that appears in the reports

Engagement Indicators

Sets of items are grouped into Engagement Indicators, under four broad themes are summary results for your institution. For details, see Engagement Indicators

Key:

▲ Your students' average is higher ($p < .05$) with an effect size of .3 in magnitude.

▲ Your students' average is higher ($p < .05$) with an effect size of .3 in magnitude.

— No significant difference.

▼ Your students' average is lower ($p < .05$) with an effect size of .3 in magnitude.

▼ Your students' average is lower ($p < .05$) with an effect size of .3 in magnitude.

High-Impact Practice

Due to their positive association with student learning and retention, special under opportunities are designated as "high impact." For more details, see statistical comparisons, High-Impact Practices

Participation in High-Impact Practices

The table below displays the percentage of participation rates for different groups of students

Sex^a

- Female
- Male

Race/ethnicity or international^a

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian/Other Pac. Islander
- White
- Other
- Foreign or nonresident
- Two or more races/ethnicities

Internship, Study Abroad, and Culminating Senior Experience

Admissions Overlap

73%

33%

■ Participated in two or more HIPs ■ Participated in one HIP

Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.



Characteristics

IP by selected characteristics within your institution

Learning Community

%

- 26
- 26

—

- 19
- 19

30

—

- 26
-

28

28

NSSE's Enhanced Reports, Comparisons & Dashboards

Student Comments

Institutions choose 1 of 4 prompts



Customizable comparison groups

I. If you have any additional comments or concerns on the quality of your educational experience, please describe them below.

II. What has been most satisfying about your experience at this institution, and what has been most disappointing?

III. Please describe the most significant learning experience you have had so far at this institution.

IV. What one change would most improve your experience at this institution, and what one thing should we continue to do well at?

Frequency Distributions^a

NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE 2019 & 2020	
Count	%	Count	%	Count	%	Count	%
18	4	37	4	500	9	21,013	9
168	40	351	31	2,277	38	88,976	36
171	39	500	42	2,141	36	92,907	36
70	16	282	23	1,004	17	47,521	18
427	100	1,170	100	5,922	100	250,417	100

Statistical Comparisons^b

Your first-year students compared with

NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE 2019 & 2020	
Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c
2.7		2.8 ***	-.22	2.6	.08	2.6	.04

Student Comments reports and data file (SPSS) can be downloaded 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 2020 Sense of Belonging An Interactive Data Display

For students to have a sense of belonging, they must feel like they can relate to others within the campus community. This is an important concept because sense of belonging affects student persistence. Institutions can develop interventions that improve a student's sense of belonging over time. The Sense of Belonging scale is an overall score of three items (see below) expressed on a 60-point range similar to the NSSE Engagement Indicators.

STEP 1: Set the class level and institutional characteristics for all Sense of Belonging results below, including those in both steps 2 and 3.

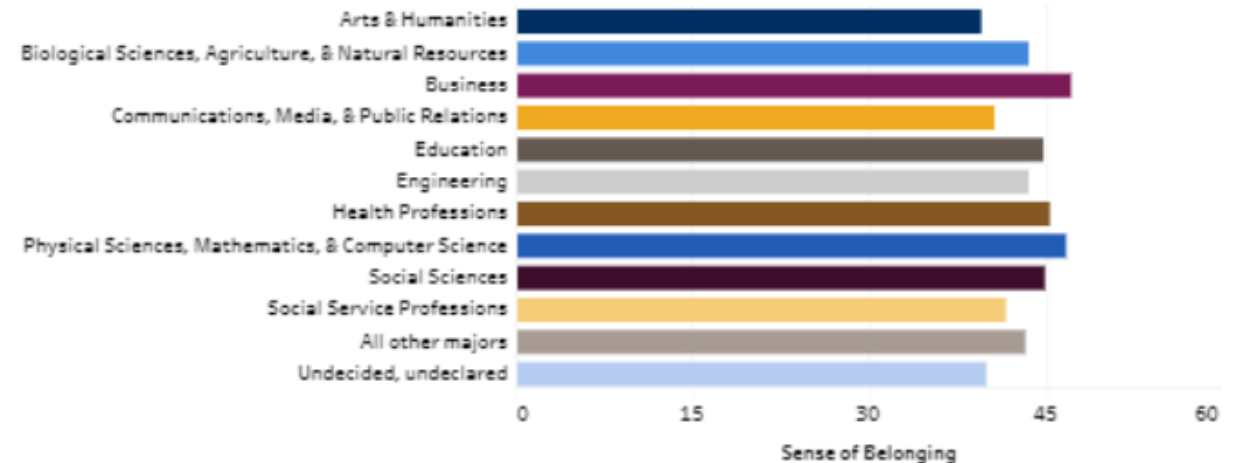
Class level
 First-year
 Senior

Carnegie Classification: Master's granting-Smal...
U.S. Institutional control: (All)
U.S. region or Canada: Great Lakes
U.S. HSI status: (All)
U.S. HBCU status: (All)

STEP 2: Select a student characteristic for comparisons in the chart to the right (step 1 filters also apply).

- Major field category
- Gender identity
- Racial/ethnic identity (U.S. only)
- International student (U.S. only)
- Ability status
- First-generation status
- Sexual orientation
- Enrollment status
- Transfer status
- Living situation
- Course modality (spring)
- Intent to return (FY only)

Sense of Belonging by Student Characteristic



NSSE Tools and Resources



NSSE and SACS Core Requirements:

- 7.1 Institutional planning
- 7.2 QEP
- 8.1 Student Achievement

Accreditation Toolkit – Mapped to SACSCOC *The Principles of Accreditation: Foundations for Quality Enhancement* (2018 edition).

nsse.indiana.edu/support-resources/data-results-on-toolkits/index.html

NSSE 2020 Survey Items Mapped to SACSCOC Criteria

NSSE 2020 Survey Items		SACS CRs & Standards
1.	During the current school year, about how often have you done the following?	
a.	Asked questions or contributed to course discussions in other ways	8.2.a
b.	Prepared two or more drafts of a paper or assignment before turning it in	8.2.a
c.	Come to class without completing readings or assignments	8.2.a
d.	Attended an art exhibit, play, dance, music, theater, or other performance	8.2.a, 12.1
e.	Asked another student to help you understand course material	
f.	Explained course material to one or more students	12.1
g.	Prepared for exams by discussing or working through course material with other students	8.2.a
h.	Worked with other students on course projects or assignments	8.2.a
i.	Gave a course presentation	8.2.a
2.	During the current school year, about how often have you done the following?	
a.	Combined ideas from different courses when completing assignments	8.2.a
b.	Connected your learning to societal problems or issues	8.2.a
c.	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions	8.2.a

Many Data & Results Guides...

[Tips for More Inclusive Data Sharing and Analysis.](#)

[NSSE Item Campuswide Mapping](#)

NSSE Tools and Resources

Lessons from the Field



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?



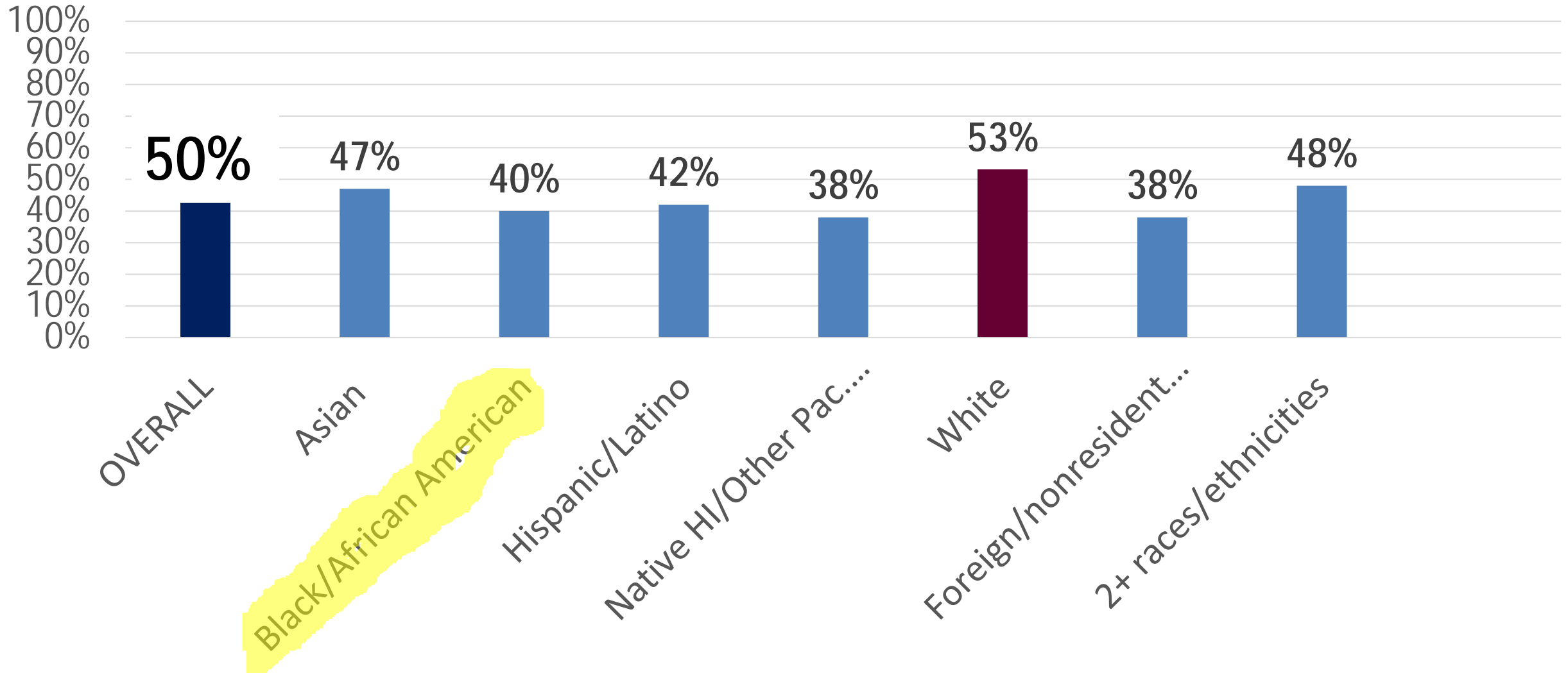
NSSE's Focus on Equity and Student Success

- 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)

1. During the current school year, how much has your *coursework* emphasized the following?

Response options: Very much, Quite a bit, Some, Very little

- a. Developing the skills necessary to work effectively with people from various backgrounds
- b. Recognizing your own cultural norms and biases
- c. Sharing your own perspectives and experiences
- d. Exploring your own background through projects, assignments, or program
- e. Learning about other cultures
- f. Discussing issues of equity or privilege
- g. Respecting the expression of diverse ideas

2. How much does your institution emphasize the following?

Response options: Very much, Quite a bit, Some, Very little

- a. Demonstrating a commitment to diversity
- b. Providing students with the resources needed for success in a multicultural world
- c. Creating an overall sense of community among students
- d. Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)
- e. Providing information about anti-discrimination and harassment policies
- f. Taking allegations of discrimination or harassment seriously

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

Embracing Diversity: Ensuring Everyone Counts in Your Counts

NSSE
national survey of
student engagement

Tips for More Inclusive Data Sharing and Analysis

Tip 1. Disaggregate your data

Survey data such as NSSE can be used to broadly assess the experiences of students in a way that is efficient and accessible. Examining your institution's results overall and drilling down to disciplinary or departmental subgroups can quickly give you an overview of students' common experiences. There is a danger, however, in relying on the results of the "average" student. An average student is likely reflective of an institution's majority populations, and an overreliance on examining the experiences of our average students likely hides the experiences of more vulnerable populations.

One of the easiest ways to be more inclusive in analyses is to disaggregate your data as aggregated data can mask the variation of experiences within your institution. In your NSSE data files, you will have the ability to disaggregate based on a variety of subgroups including:

- Identity characteristics (racial/ethnic identification, gender identity, sexual orientation, first-generation status, veteran status, diagnosed disabilities or impairments, etc.)
- Student characteristics (transfer status, major or major field, class level, enrollment status, taking courses online, grades, educational aspirations, living situation, etc.)
- Engagement characteristics (participation in high-impact practices, student athlete membership, fraternity or sorority membership, time spent studying, participation in co-curricular activities, etc.)
- The intersection of these and other characteristics

You might also consider incorporating important subgroups specific to your institution in your NSSE population file as a grouping variable which is then returned to you in your data file. Contact your Project Services Team for more details.

Tip 2. Pay attention to small populations

Those interested in disaggregating survey data such as NSSE typically encounter subpopulations with small numbers of respondents. This could be due to a variety of reasons such as a low response rate, a small population from which to elicit responses, or data collection methods that make subpopulation respondents difficult to contact (e.g., inviting respondents with rarely-checked email addresses) or create difficulties for subpopulations to respond (e.g., low access to technology for an online survey).

The ways these data are analyzed and interpreted are important. We encourage you to be conscious of the ways our work may perpetuate problematic and limited understandings of already marginalized groups. In this guide we offer a few tips to consider for more inclusive data sharing and analysis. Whether you are preparing reports for internal stakeholders or conducting research to share externally, we hope these tips allow us all to be more attentive to the ways we engage in this work.

- *How do we identify subgroups of students struggling or excelling in their experiences?*
- *How do we analyze subgroups with very few responses?*
- *How do we better identify the needs and experiences of students from underrepresented backgrounds?*
- *How do we avoid approaching the data from a deficit perspective?*
- *How do we better share these data and results with others on campus?*



Xavier University

Lessons for Improving Student Success

The Road to Assessment Heaven Is Paved with Good Intentions

Assessment Update March–April 2020 Volume 32, Number 2

Charles Blaich and Kathleen Wise

“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.”

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

NSSE Annual Results and Research Insights (2021 *Results released in January 2022*)

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

Sense of Belonging (NSSE's core survey items)

Belonging is particularly important for first-year retention

Most students feel they belong, **but differences exist among subgroups**

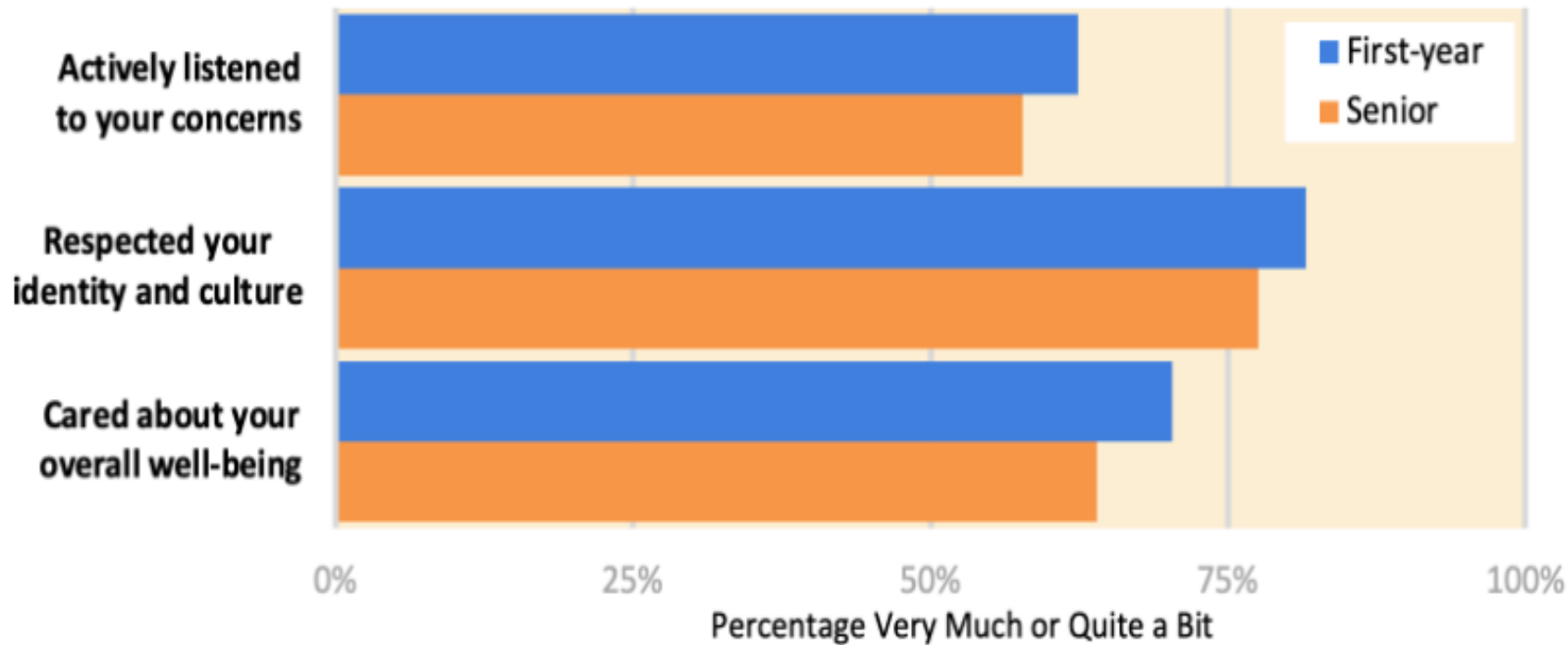
80%

OF FIRST-YEAR STUDENTS FEEL
LIKE PART OF THE COMMUNITY
AT THEIR INSTITUTION

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 (LGBTQ+)** feel less valued and less part of the community at their institution than their straight peers.

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

Most Students Experience Caring and Attentive Advising, but Some Don't



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."

Major Field Shapes HIP Participation (NSSE's core survey items, disaggregated)

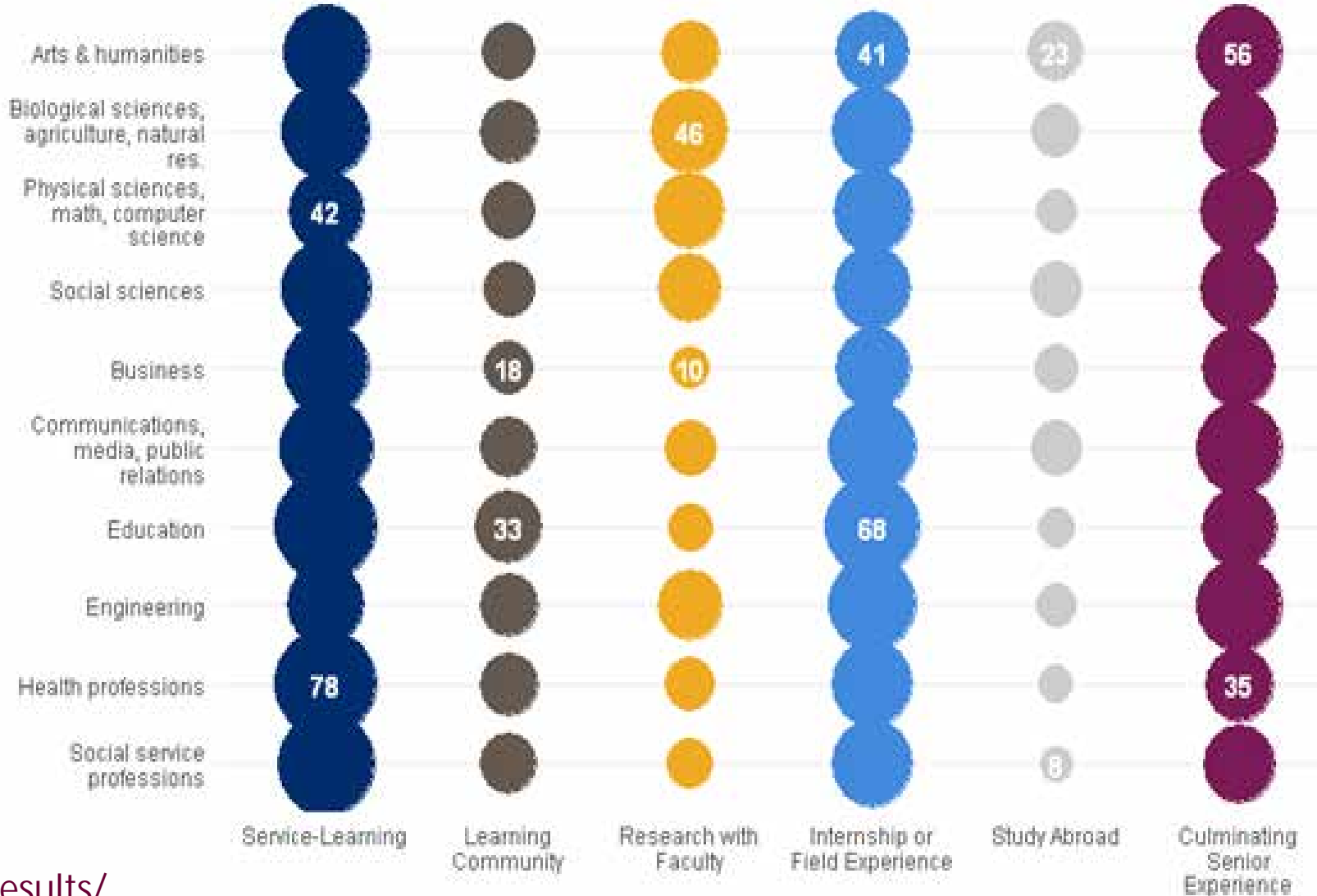
Percentage HIP Participation by Major Field Category

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



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?

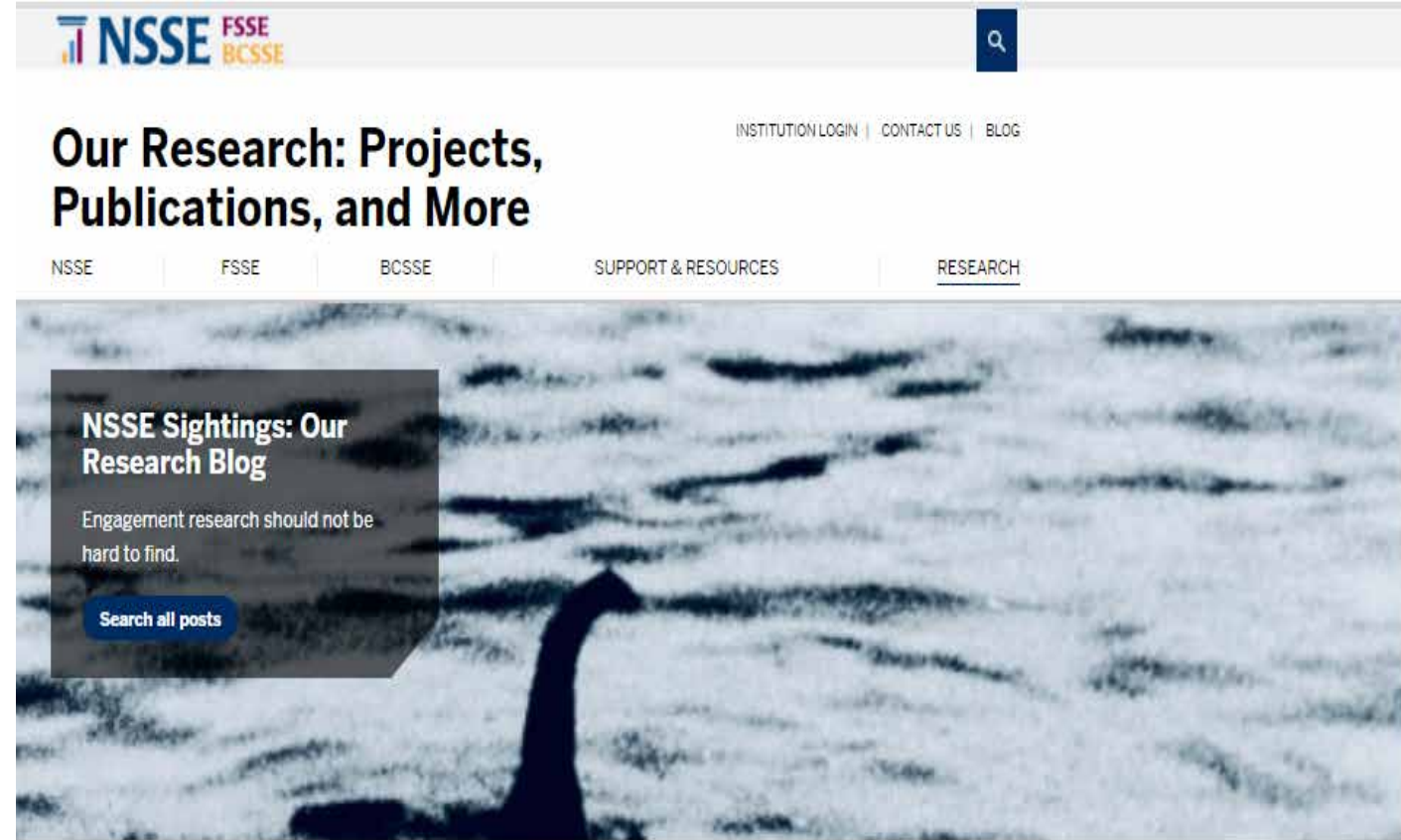
- q inform accreditation self-studies
- q program reviews
- q inform & assess quality enhancement plans
- q benchmarking efforts
- q faculty development programs
- q strategic plans
- q improvement initiatives
- q exploring equity
- q inform decision-making
- q supporting student success



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 \(Sriram Chintakrindi, Meggan Jordan, Stuart Wooley, Christian Pinedo, Maribel Duran, Erin Littlepage, and Katie Olivant all of California State University, Stanislaus\)](#)



- Annual Results
- Publications & Presentations
- Special Projects
- NSSE Essentials
- NSSE Sightings (blog)**
- Search Posts

Home / Research
NSSE SIGHTINGS (BLOG)

[Achievement Goal Orientation and Student Engagement: Expected and Unexpected Patterns](#)

Angie Miller
September 29, 2021

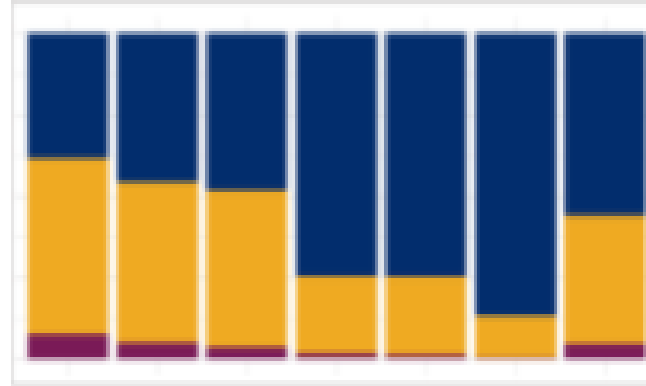


Assessing Quality & Equity in High-Impact Practices

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

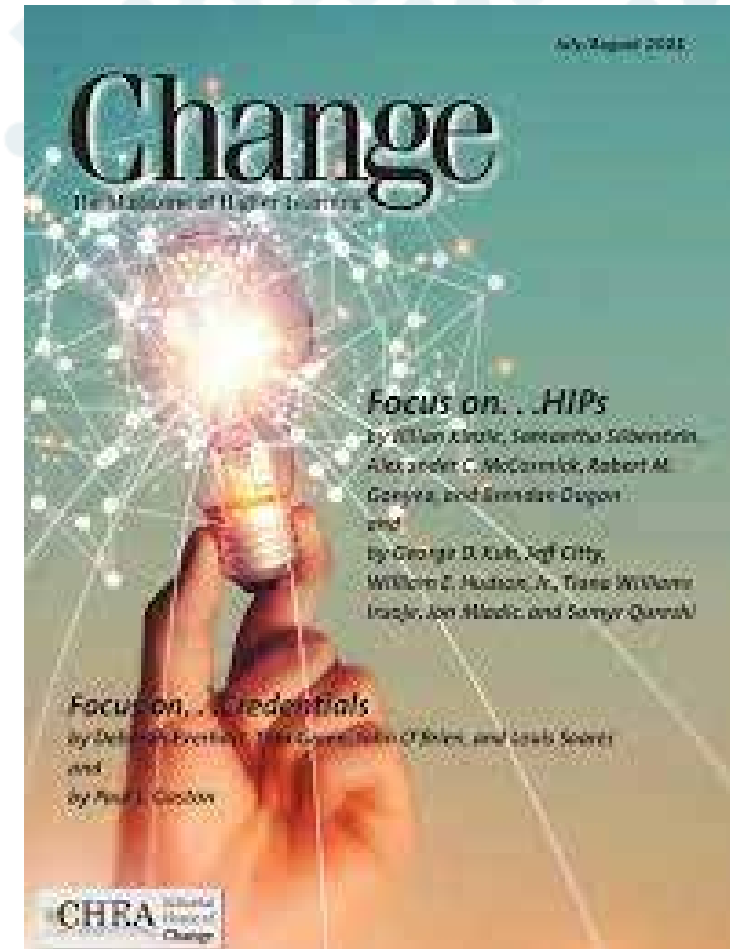
New HIP Quality Topical Module in 2022



Comprehensive Report

A summary of initial project findings: "Assessing Quality and Equity in High-Impact Practices" (updated 11/20).

[Read the report](#)





Thanks so much for joining!

Jillian Kinzie

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