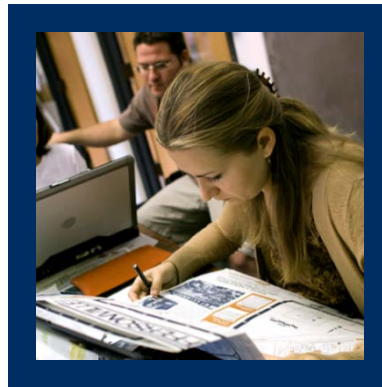
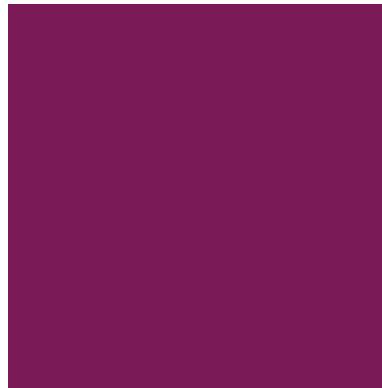


Introductory Session – Veteran NSSE Users



NSSE User Workshop - Bucknell University

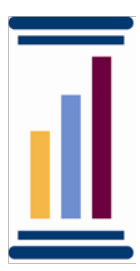
Presented by

Bob Gonyea

Louis Rocconi



April 9, 2015



Session Goals

- Brief Notes on the Updated NSSE
- A NSSE Veteran's Tour of Your Institutional Report
- Your Online Institutional Report
- Your Major Field Report
- Your Report Builder
- Additional Web Resources
- Q & A



THE UPDATED NSSE



Item by Item Comparisons of the Original and Updated NSSE

View survey instruments at nsse.iub.edu/links/surveys

(August 2014)

Original NSSE Items and Variables (2012 Version)

Item # Variable name Item Wording

1a clquest *How often...* Asked questions in class or contributed to class discussions

1b clpresen *How often...* Made a class presentation

1c rewrapap *How often...* Prepared two or more drafts of a paper or assignment before turning it in

1d integrat *How often...* Worked on a paper or project that required integrating ideas or information from various sources

1e divclass *How often...* Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments

1f clunprep *How often...* Come to class without completing readings or assignments

1g classgrp *How often...* Worked with other students on projects during class

1h occgrp *How often...* Worked with classmates outside of class to prepare class assignments

Updated NSSE Items and Variables (2014 Version)

Item # Variable name Item Wording

1a askquest *How often...* Asked questions or contributed to course discussions in other ways

1i present *How often...* Gave a course presentation

1b drafts *How often...* Prepared two or more drafts of a paper or assignment before turning it in

2c RIDiverse *How often...* Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments

1e unprepared *How often...* Come to class without completing readings or assignments

1h CLproject *How often...* Worked with other students on course projects or assignments

Comparison⁴

2012-2014

Min

Min

=

Del

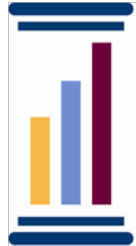
Min

=

Maj

Maj

nsse.iub.edu/nsse-update



The Updated NSSE

*Engagement Indicators
more specific &
actionable!*

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

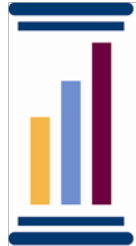
**Active and
Collaborative
Learning**

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

*Engagement Indicators
more specific &
actionable!*

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

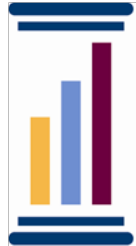
**Supportive
Campus
Environment**

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

*Engagement Indicators
more specific &
actionable!*

From Benchmarks to Engagement Indicators and High-Impact Practices

**NSSE
Benchmarks
2000 - 2012**

**Key
Changes**

**Enriching
Educational
Experiences**

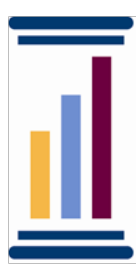
Selected items are reported separately as *High-Impact Practices*. Items measuring discussions with diverse others were moved to the Learning with Peers theme.

High-Impact Practices

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

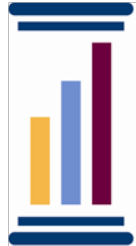
A NSSE VETERAN'S TOUR OF YOUR INSTITUTIONAL REPORT





NSSE 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

- ▶ The *Snapshot* is designed to be shared on campus
- ▶ 4-pages, folded pamphlet style

A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

Comparison Group
The comparison group featured in this report is
Public Master's L
See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2014 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

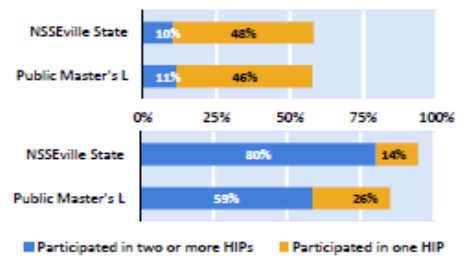
Theme	Engagement Indicator	Your students compared with Public Master's L	
		First-year	Senior
Academic Challenge	Higher-Order Learning	—	▽
	Reflective & Integrative Learning	—	—
	Learning Strategies	▽	▽
Learning with Peers	Quantitative Reasoning	△	△
	Collaborative Learning	▲	▲
	Discussions with Diverse Others	△	—
Experiences with Faculty	Student-Faculty Interaction	▽	△
	Effective Teaching Practices	—	—
Campus Environment	Quality of Interactions	△	△
	Supportive Environment	—	△

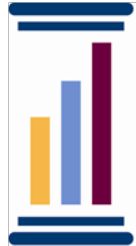
High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
Learning Community, Service-Learning, and Research w/Faculty

Senior
Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience





Snapshot

Engagement Indicators

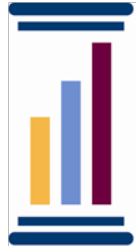
Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

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- ▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Your students compared with
Public Master's L

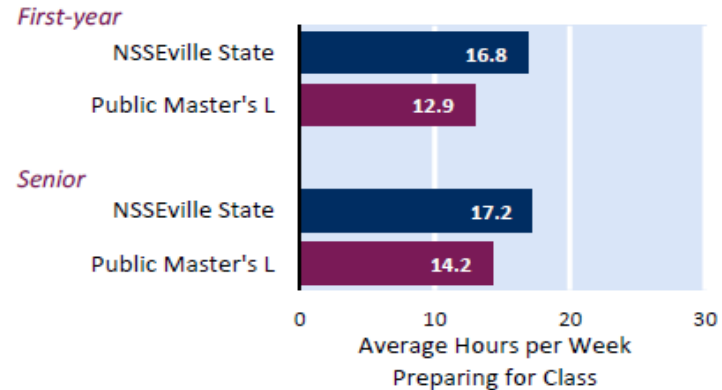
Theme	Engagement Indicator	First-year	Senior
Academic Challenge	Higher-Order Learning	--	▽
	Reflective & Integrative Learning	--	--
	Learning Strategies	▽	▽
	Quantitative Reasoning	△	△
Learning with Peers	Collaborative Learning	▲	▲
	Discussions with Diverse Others	△	--
Experiences with Faculty	Student-Faculty Interaction	▽	△
	Effective Teaching Practices	--	--
Campus Environment	Quality of Interactions	△	△
	Supportive Environment	--	△



Snapshot (p. 2)

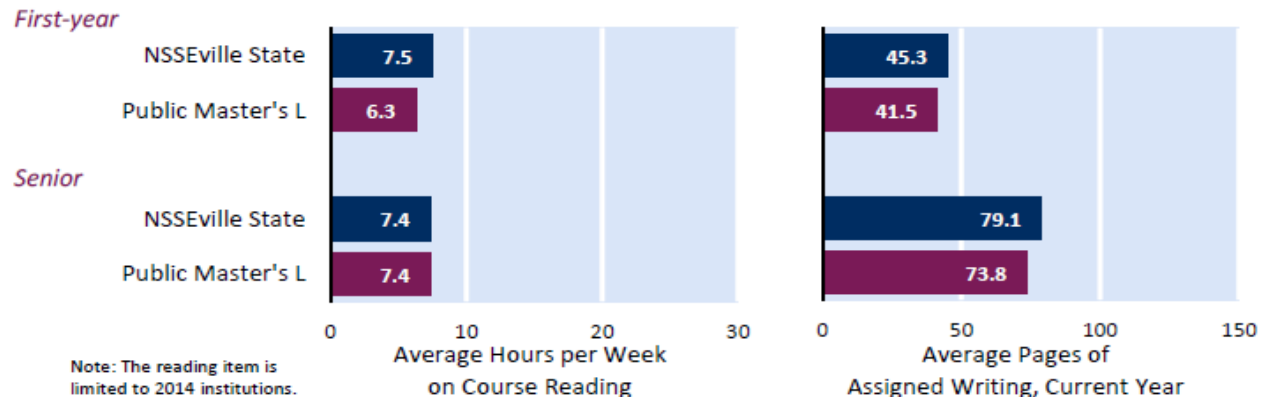
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.

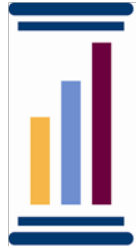


Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



Note: The reading item is limited to 2014 institutions.



Snapshot (p. 3)

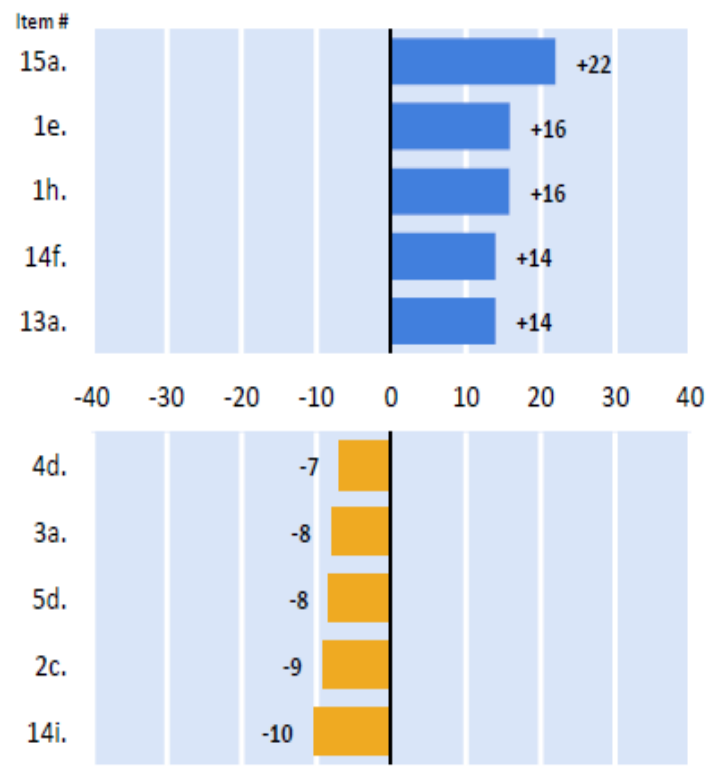
First-year

Highest Performing Relative to Public Master's L

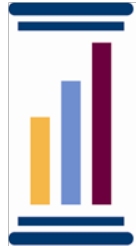
- Spent more than 15 hours per week preparing for class
- Asked another student to help you understand course material^b (CL)
- Worked with other students on course projects or assignments^b (CL)
- Institution emphasis on providing support for your overall well-being...^c (SE)
- Quality of interactions with students^d (QI)

Lowest Performing Relative to Public Master's L

- Evaluating a point of view, decision, or information source^c (HO)
- Talked about career plans with a faculty member^b (SF)
- Instructors provided feedback on a draft or work in progress^c (ET)
- Included diverse perspectives (...) in course discussions or assignments^b (RI)
- Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)



Percentage Point Difference with Public Master's L



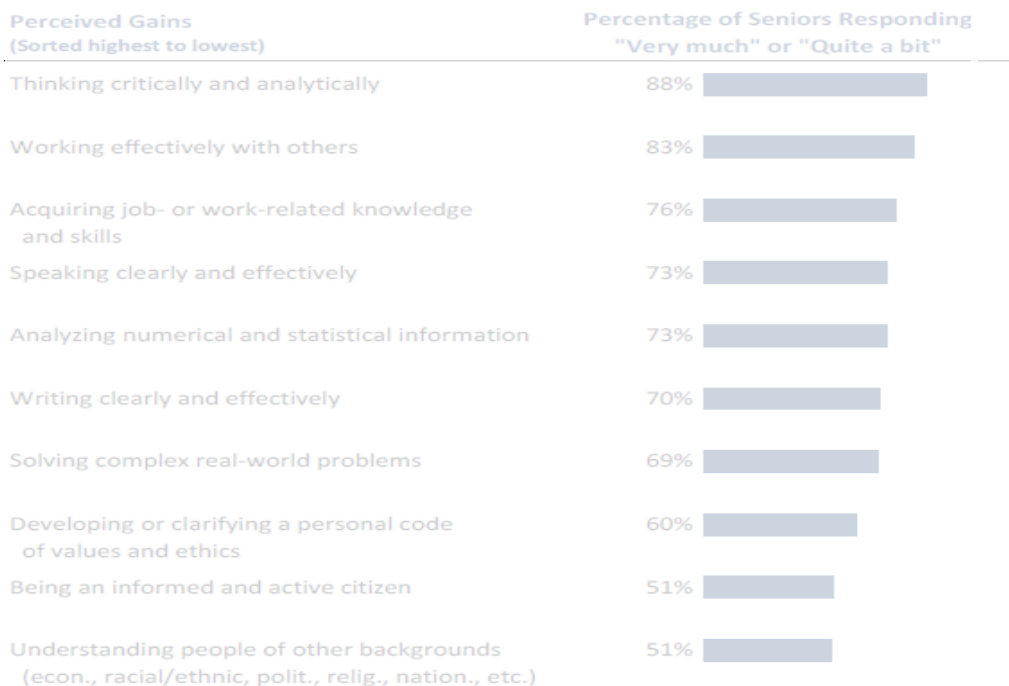
Snapshot (p. 4)

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, refer to your *Frequencies and Statistical Comparisons* report.

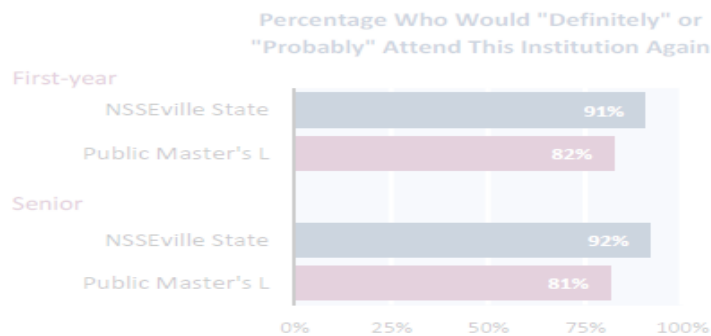
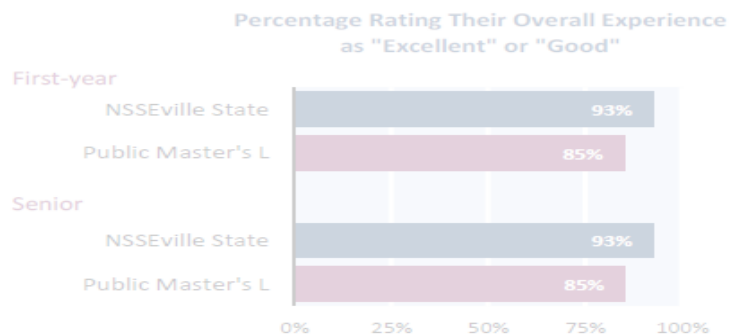
Perceived Gains Among Seniors

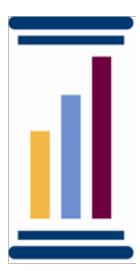
Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.



Satisfaction with NSSEville State

Students rated their overall experience at the institution, and whether or not they would choose it again.

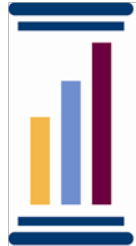




Engagement Indicators

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Public Master's L	Your first-year students compared with Large Public	Your first-year students compared with NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▽	--	▽
	Quantitative Reasoning	△	△	△
<i>Learning with Peers</i>	Collaborative Learning	▲	▲	▲
	Discussions with Diverse Others	△	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	△	△	△
	Supportive Environment	--	--	--

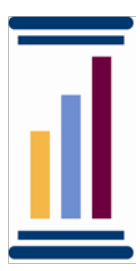


Engagement Indicators

Mean Comparisons

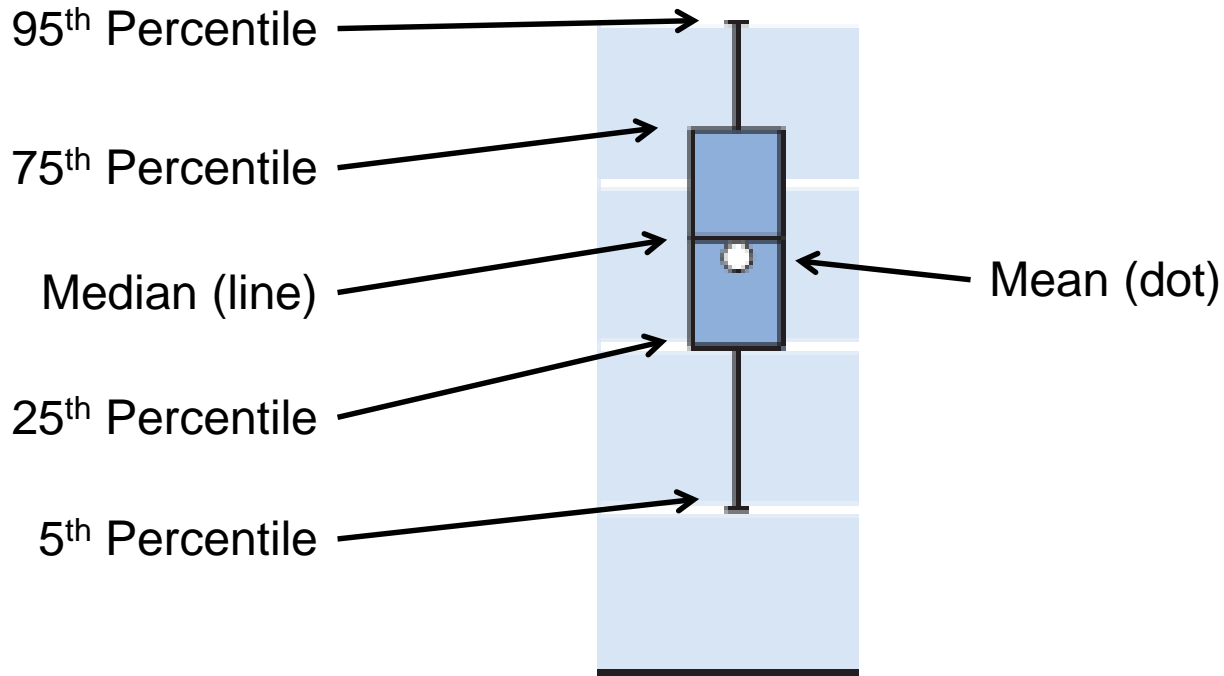
<i>Engagement Indicator</i>	<i>Your first-year students compared with</i>						
	NSSEville State	Public Master's L		Large Public		NSSE 2013 & 2014	
	<i>Mean</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Higher-Order Learning	38.4	38.5	-.01	38.3	.01	39.0	-.04
Reflective & Integrative Learning	34.9	35.2	-.02	34.8	.01	35.6	-.05
Learning Strategies	37.9	39.2 *	-.09	38.7	-.06	39.5 **	-.11
Quantitative Reasoning	29.9	27.0 ***	.18	27.5 ***	.15	27.3 ***	.16

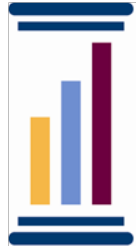
Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.



Engagement Indicators

Box-and-whisker plots



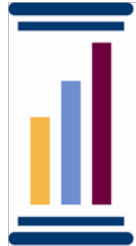


Engagement Indicators

Academic Challenge: First-year students (continued)

Summary of Indicator Items

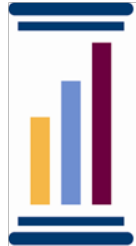
Higher-Order Learning	NSSEville State	Public Master's L	Large Public	NSSE 2013 & 2014
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	80	71	73	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	71	71	72
4d. Evaluating a point of view, decision, or information source	63	70	68	70
4e. Forming a new idea or understanding from various pieces of information	63	68	67	69



Engagement Indicators

Comparisons with High-Performing Institutions

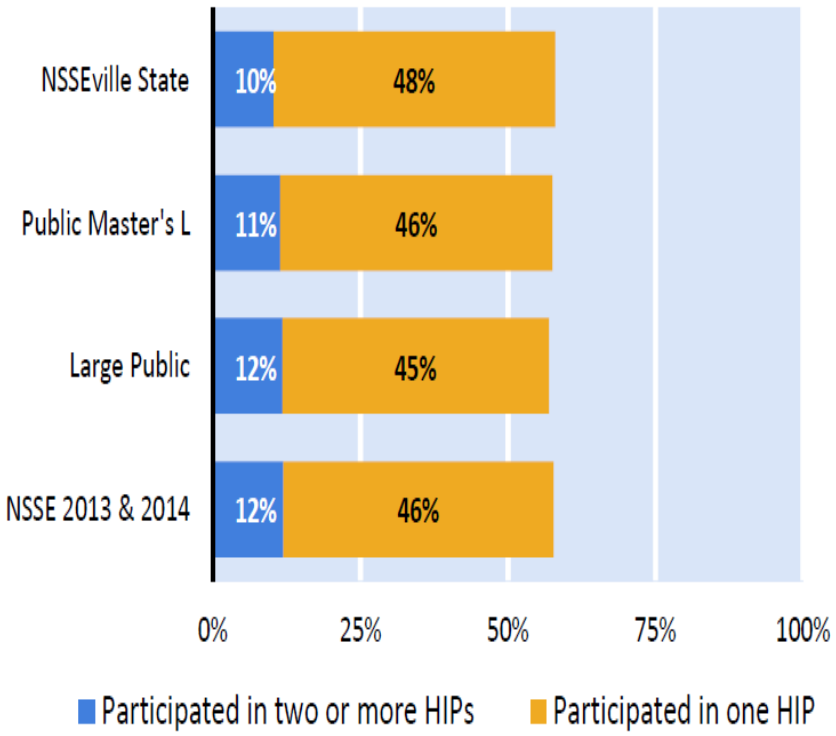
First-Year Students		Your first-year students compared with						
		NSSEville State	NSSE Top 50%		NSSE Top 10%			
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.4	40.6 ***	-.16		42.7 ***	-.31	
	Reflective and Integrative Learning	34.9	37.3 ***	-.19		39.3 ***	-.35	
	Learning Strategies	37.9	41.2 ***	-.24		43.4 ***	-.39	
	Quantitative Reasoning	29.9	28.8	.07	✓	30.7	-.05	✓
<i>Learning with Peers</i>	Collaborative Learning	36.8	34.7 ***	.15	✓	37.0	-.02	✓
	Discussions with Diverse Others	43.0	43.2	-.01	✓	45.6 ***	-.18	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.6	23.3 ***	-.32		26.9 ***	-.52	
	Effective Teaching Practices	39.5	42.4 ***	-.21		44.6 ***	-.39	
<i>Campus Environment</i>	Quality of Interactions	43.6	44.0	-.04	✓	46.0 ***	-.21	
	Supportive Environment	37.7	39.4 ***	-.13		41.4 ***	-.29	

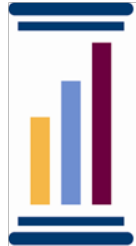


High-Impact Practices

Overall HIP Participation

First-year

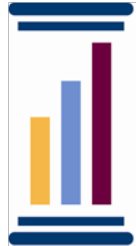




High-Impact Practices

Statistical Comparisons

	NSSEville State	Public Master's L	Effect size ^a
<i>First-year</i>			
11c. Learning Community	12	15	-.07
12. Service-Learning	53	52	.02
11e. Research with Faculty	5	5	.01
<i>Participated in at least one</i>	58	58	.01
<i>Participated in two or more</i>	10	11	-.04
<i>Senior</i>			
11c. Learning Community	23	24	-.02
12. Service-Learning	68	63 **	.10
11e. Research with Faculty	37	21 ***	.36
11a. Internship or Field Exp.	65	47 ***	.35
11d. Study Abroad	16	9 ***	.22
11f. Culminating Senior Exp.	70	43 ***	.56
<i>Participated in at least one</i>	95	85 ***	.33
<i>Participated in two or more</i>	80	59 ***	.48



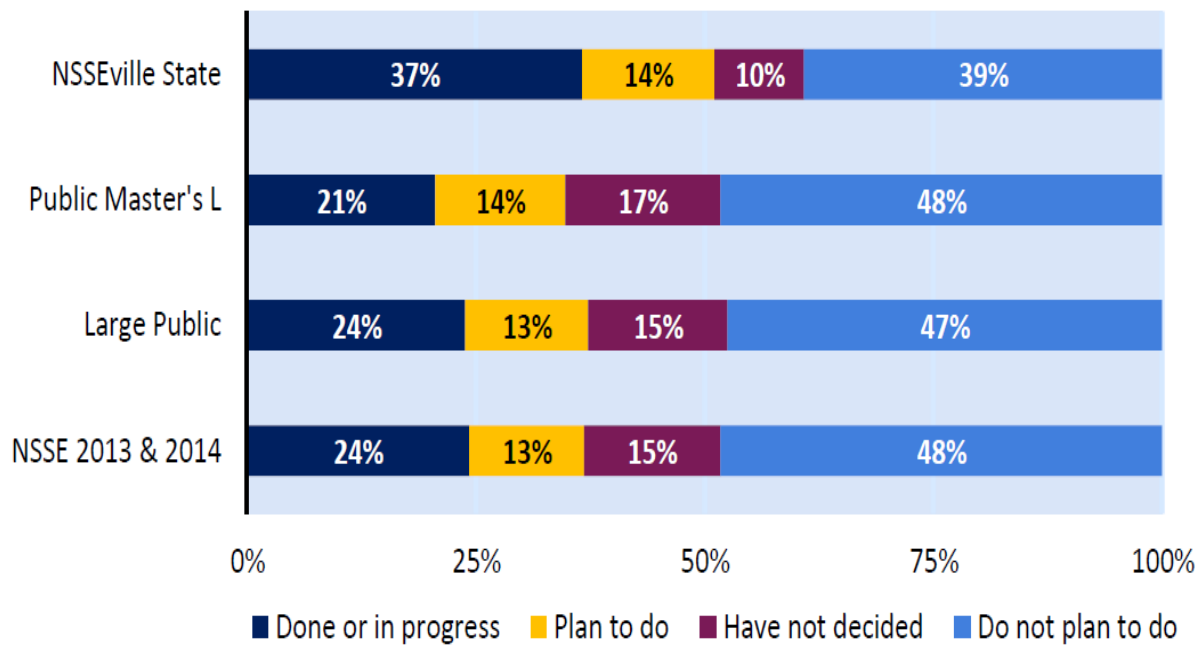
High-Impact Practices

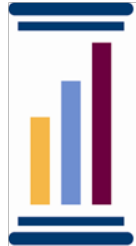
Response Detail

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.

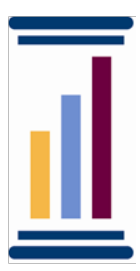




High-Impact Practices

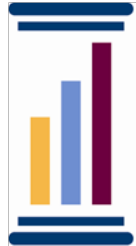
Participation by Student Characteristics

	<i>First-year</i>		
	Learning Community	Service-Learning	Research with Faculty
Sex^a	%	%	%
Female	14	56	6
Male	10	53	5
Race/ethnicity or international^a			
American Indian or Alaska Native	—	—	—
Asian	9	55	18
Black or African American	—	—	—
Hispanic or Latino	10	76	7
Native Hawaiian/Other Pac. Islander	—	—	—
White	11	66	9
Other	—	—	—
Foreign or nonresident alien	—	—	—
Two or more races/ethnicities	25	83	0
Age			
Traditional (FY < 21, Seniors < 25):	12	55	5
Nontraditional (FY 21+, Seniors 25+)	20	63	44
First-generation^b			
Not first-generation	12	56	6
First-generation	13	53	5



Frequencies & Statistical Comparisons

- ▶ Do you have specific questions about individual items?
- ▶ This report gives complete descriptives for all survey questions, count and weighted percent of responses to all survey items for randomly selected students
- ▶ Details on weighting can be found at http://nsse.iub.edu/_/?cid=404



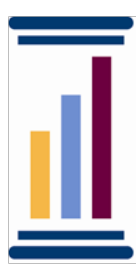
Frequencies & Statistical Comparisons

First-Year Students

Frequency Distributions^a

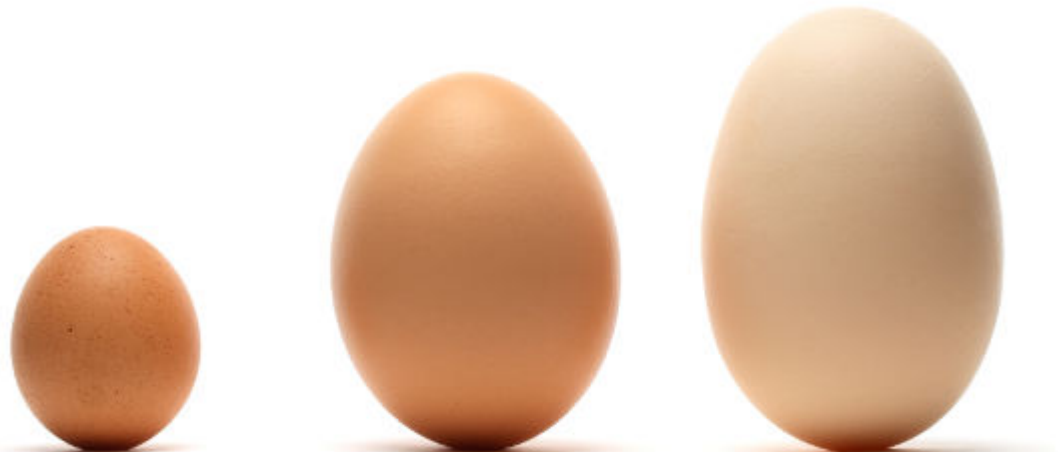
Statistical Comparisons^b

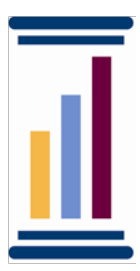
Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				NSSEville State		Public Master's L		Large Public		NSSE 2013 & 2014		Your first-year students compared with							
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
I. During the current school year, about how often have you done the following?																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	26	3	1,481	4	1,667	4	7,238	3	2.8	2.8	-.04	2.8	-.01	2.9 ***	-.12	
		2	Sometimes	339	39	15,364	36	16,392	38	79,228	34								
		3	Often	306	34	14,924	36	15,103	35	86,166	35								
		4	Very often	214	23	10,205	24	10,040	23	69,000	28								
		Total		885	100	41,974	100	43,202	100	241,632	100								
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	177	21	6,289	15	6,774	16	37,468	16	2.3	2.6 ***	-.26	2.5 ***	-.22	2.5 ***	-.23	
		2	Sometimes	332	38	14,063	34	14,826	35	83,340	34								
		3	Often	261	30	12,692	30	12,881	30	70,644	29								
		4	Very often	112	11	8,748	21	8,511	20	49,097	20								
		Total		882	100	41,792	100	42,992	100	240,549	100								
c. Come to class without completing readings or assignments	unprepared (Reverse-coded version of unprepared created by NSSE.)	1	Very often	42	5	2,101	5	2,208	5	11,851	5	2.9	3.0 ***	-.13	3.0 **	-.10	3.0 ***	-.12	
		2	Often	127	15	4,888	12	5,371	13	28,249	12								
		3	Sometimes	542	62	23,378	56	24,445	57	136,263	56								
		4	Never	161	18	11,280	27	10,876	25	63,491	26								
		Total		872	100	41,647	100	42,900	100	239,854	100								



Frequencies & Statistical Comparisons

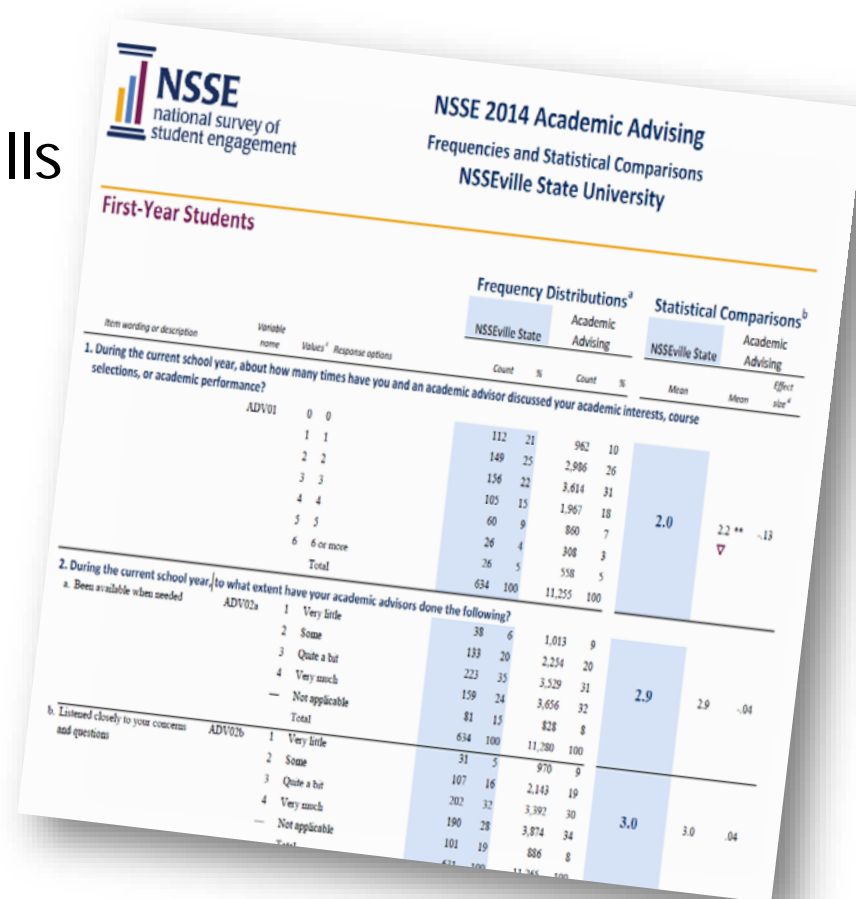
- ▶ Statistical Comparisons
- ▶ Provide statistical significance and effect size
- ▶ Effect size: Are results different in a practical sense?

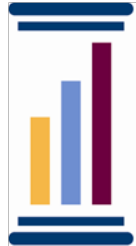




Topical Modules

- ▶ Academic Advising
- ▶ Civic Engagement
- ▶ Development of Transferable Skills
- ▶ Experiences with Diverse Perspectives
- ▶ First-Year Experience/Senior Transitions
- ▶ Experiences with Writing
- ▶ Global Perspectives
- ▶ Information Literacy
- ▶ Learning with Technology





Administration Details

Administration Summary Report

- Population and Respondents
- Response Rate and Sampling Error
- Representativeness and Weighting

NSSE
national survey of
student engagement

NSSE 2014 Administration Summary
NSSEville State University

Administration Summary

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future NSSE administrations.

Population and Respondents

The table at right reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

	First-year	Senior
Submitted population		
Adjusted population ^a	6,066	5,847
Survey sample ^b	6,017	5,840
Total respondents ^c	6,017	5,840
Full completions ^c	889	5,840
Partial completions	646	1,159
	243	912

^a Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.
^b Targeted and locally administered oversamples were not included.
^c Completed at least one demographic question after the core engagement items on the survey.

Response Rate and Sampling Error^a

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: nsse.iub.edu/pdf/Resp_Rate_FAQ.pdf

Response rate	First-year		Senior	
	NSSEville State	Public Master's	NSSE 2013 & 2014	NSSEville State
Response rate	15%	19%	19%	20%
Sampling error ^b	+/- 3%	+/- 0.4%	+/- 0.4%	+/- 2.6%

^a Comparison group response rates and sampling error were computed at the "cluster" level (i.e., they are not institution averages).
^b Also called "margin of error," sampling error is an estimate of the amount the true score on a given item could differ from the estimate based on a sample. For example, if the sampling error is +/- 5.0% and 40% of your students reply "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Representativeness and Weighting

The first table at right reports on variables submitted in your population file. Respondent and population percentages are listed side by side as a convenience to see how well the characteristics of your respondents reflect your first-year and senior populations.

Because females and full-time students are consistently overrepresented among respondents, NSSE weights results by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your 2014 weights. For more information, see nsse.iub.edu/html/weighting.cfm

Representativeness

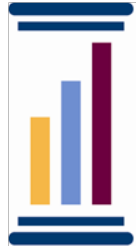
	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Female	63	54	63	58
Full-time	95	74	70	65
First-time, first-year	83	79	N/A	N/A
Race/ethnicity ^a				
Am. Indian or Alaska Native	1	1	1	1
Asian	2	2	3	4
Black or African American	17	20	10	10
Hispanic or Latino	6	7	5	6
Native Hawaiian/Other Pac. Isl.	0	0	0	0
White	60	59	74	74
Other	0	0	0	0
Foreign or nonresident alien	11	7	4	3
Two or more races/ethnicities	3	4	2	2
Unknown	1	1	1	1

^a Based on the IPEDS categories (not available for Canadian institutions) submitted in the population file. Results not reported for institutions without full (at least 90%) race/ethnicity information in the population file.

Weighting

	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	60	50	42	38
Part-time, female	35	43	28	28
Part-time, male	3	4	21	21
Part-time, male	2	3	8	13

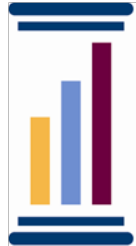
NSSE 2014 ADMINISTRATION SUMMARY • 3



Administration Details

Respondent Profile

Item wording or description	Variable name	Response options	First-Year Students								Seniors							
			NSSEville State		Public Master's L		Large Public		NSSE 2013 & 2014		NSSEville State		Public Master's L		Large Public		NSSE 2013 & 2014	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
22. Thinking about this current academic term, are you a full-time student?	fulltime	No	9	2	1,069	4	1,034	4	7,268	5	164	20	10,568	22	9,454	20	49,432	20
		Yes	630	98	30,910	96	31,649	96	181,036	95	736	80	42,333	78	44,037	80	227,699	80
		Total	639	100	31,979	100	32,683	100	188,304	100	900	100	52,901	100	53,491	100	277,131	100
23a. How many courses are you taking for credit this current academic term?	coursenum	0	5	1	117	1	111	0	713	1	82	10	1,476	3	1,124	2	7,033	3
		1	0	0	137	1	131	1	1,869	1	27	4	2,351	5	2,233	4	13,224	5
		2	5	1	417	2	364	1	3,773	3	53	7	5,242	10	4,643	9	26,937	10
		3	103	18	1,521	5	1,408	5	8,014	5	176	21	7,106	14	6,512	13	34,300	13
		4	275	49	8,881	28	9,056	28	49,872	26	264	30	15,353	29	15,563	29	77,278	27
		5	161	20	13,498	41	13,513	41	71,164	38	168	17	12,082	22	13,275	24	63,382	22
		6	63	7	4,690	14	5,075	15	32,655	16	67	6	5,059	9	5,829	10	30,501	10
		7 or more	25	4	2,757	9	3,113	9	20,542	10	65	6	4,391	8	4,502	8	25,084	9
Total	637	100	32,018	100	32,771	100	188,602	100	902	100	53,060	100	53,681	100	277,739	100		
b. Of these, how many are entirely online?	onlinenum	0	624	97	27,428	85	28,208	86	162,522	85	853	96	39,175	74	40,029	76	198,617	71
		1	13	2	3,253	10	3,307	10	15,982	9	41	3	8,084	15	8,014	14	38,791	15

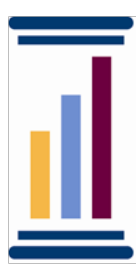


Administration Details

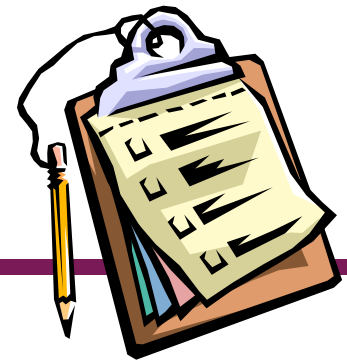
Selected Comparison Groups Report

- Tells how peer groups have been selected
 - consortium participation
 - criteria selected
 - default groups, if no instructions given
- Lists schools included in each peer group



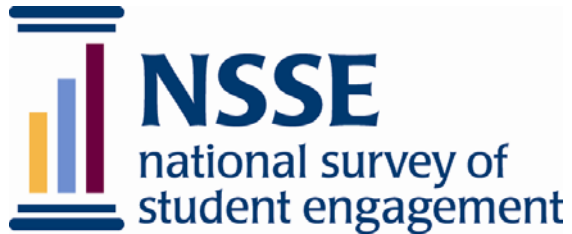


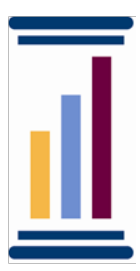
Useful Tips



- How to make productive use all these reports and the data file!??!
- Take advantage of dichotomized response presentation in reports
- Present % “never” to sharpen focus
- Syntax & other analytical resources available:
 - nsse.iub.edu/html/analysis_resources.cfm

YOUR MAJOR FIELD REPORT





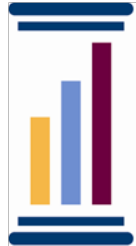
Major Field Report

Get More Traction with your NSSE Results!!

- ▶ Engagement Indicators, HIPs, Frequencies & Statistical Comparisons for up to ten customizable categories of related majors
- ▶ Part I: “within-institution” report presents results within related-major categories side by side for first-year students and seniors
- ▶ Part II: “between-institution” report compares your respondents with those of your comparison groups for up to ten related-major categories
- For more information: nsse.iub.edu/html/major_field_report.cfm

YOUR ONLINE INSTITUTIONAL REPORT





Additional Resources

Online Institutional Report

- Same reports, but easy access and sharing

https://bl-educ-cprtest.ads.iu.edu/inst_report/index.php?token=8888&year=2014&entry=y

NSSE national survey of student engagement

NSSE 2014 Institutional Report
Abilene Christian University

Engagement Indicators High-Impact Practices Item Comparisons More Year Report Builder

Welcome to your Online Institutional Report

This Web site provides a collection of findings from your institution's recent NSSE administration(s), 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.

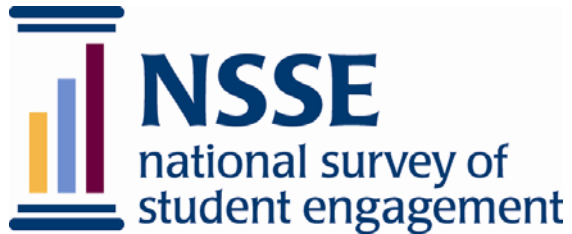
We want your feedback!
This site was designed to be useful to our users, so please tell us what you think and what you'd like to see in the future. Email your feedback to nsse@indiana.edu.

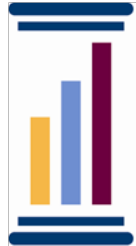
What is student engagement?
Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

Charts created using a remix of Highcharts library under a Creative Commons Attribution-NonCommercial 3.0 License. NSSE, FSSE, BCSSSE, and the column logo are registered with the U.S. Patent and Trademark Office. Copyright © 2014 The Trustees of Indiana University | Copyright Complaints

https://bl-educ-cprtest.ads.iu.edu/inst_report/index.php?token=8888&year=2014&entry=y

YOUR REPORT BUILDER





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

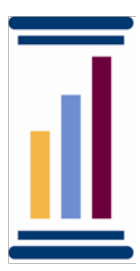
- (A public version is also available)

https://bl-educ-cprtest.ads.iu.edu/nsse/inst_rb.php?token=8888

The screenshot shows the NSSE Report Builder—Institution Version interface. At the top left is the NSSE logo (national survey of student engagement). The main heading is "Welcome to the NSSE Report Builder—Institution Version". Below this, it says "You choose the group. We'll show you the results." and "The Institution Version of the NSSE 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 institution characteristics. You can choose to generate tables of Engagement Indicators (for the updated NSSE, since 2013) or Benchmark statistics (for the original NSSE, up to 2012). You can also produce individual item frequencies that compare (a) subgroups of students within your institution, or (b) your students with students at other institutions based on the characteristics of your choosing." It then lists "The following pages will guide you through five easy steps to filter the data and produce tables of results according to your selections." and lists three steps: "Step 1: Select Data", "Step 2: Select Comparison Type", and "Step 3: Select Comparison Group". On the right side, there is a section for "NSSEville State University" with a note: "This version is only for participating institutions. It requires a secure identifier which passes the user through the password-protected NSSE Institution Interface for access. For the Public Version of the NSSE Report Builder, click here." Below this is a photo of a person in a hammock on a college campus, with the caption "Photo courtesy of Earham College". At the bottom right, there is a "FYI" section with two bullet points: "The NSSE Report Builder—Institution Version currently includes data from NSSE administrations between 2009 and 2013." and "To preserve the confidentiality of institution-specific results under the NSSE Participation Agreement, comparison groups in this Report Builder may only be created based on institutional characteristics. Unlike..."

ADDITIONAL WEB RESOURCES

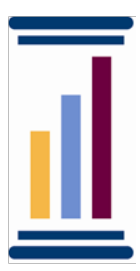




Additional Resources

- NSSE Data File
 - Downloadable from the Institution Interface
 - Includes all data collected for your institution
 - Merge data with other student records

	askquest	drafts	unprepared	attendart	CLaskhelp	CLexplain	CLstudy	CLproject	present
1	3	3	1	3	3	2	3	3	3
2	4	1	1	.	2	3	3	3	2
3	4	4	2	4	2	4	4	4	4
4	2	2	3	2	3	2	2	3	3
5	3	4	1	1	1	3	2	2	2
6	4	2	2	2	2
7	3	1	2	2	2	2	2	3	4
8	2	1	2	1	3	3	2	2	1
9	4	.	3	4	4	3	4	3	3
10	4	2	1	2	3	3	4	4	2
11	3	3	2	1	2	2	2	2	2
12	3	3	2	2	3	4	4	4	2
13	3	3	2	1	4	4	4	4	3
14	4	4	1	3	3	4	3	4	4
15	3	1	2	1	1	3	2	2	2



Additional Resources

- Sample Analyses

http://nsse.iub.edu/html/sample_analyses.cfm

- Data Analysis Resources

http://nsse.iub.edu/html/analysis_resources.cfm

Computing Engagement Indicators

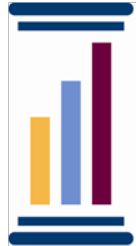
<http://nsse.iub.edu/html/computingEIs.cfm>

- Publications and Presentations

<http://nsse.iub.edu/html/NSSEPubSearch.cfm>

- Psychometric Portfolio

http://nsse.iub.edu/html/psychometric_portfolio.cfm



Additional Resources Con't

- Summary Tables

http://nsse.iub.edu/html/summary_tables.cfm

- Custom Analyses

http://nsse.iub.edu/html/custom_analysis.cfm

- Examples of Using NSSE Data

http://nsse.iub.edu/html/how_institutions_use_NSSE.cfm

- Accreditation Toolkits

http://nsse.iub.edu/html/accred_toolkits.cfm

- User Guides

http://nsse.iub.edu/html/data_and_results_guide.cfm

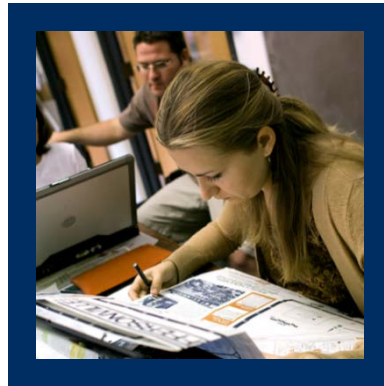
- Webinars: <http://nsse.iub.edu/webinars/>

For More Information...

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812-856-5824



Q & A