

NSSE Data Visualization to Inspire Action on Results

Jillian Kinzie

John Zilvinskis

Polly Prewitt-Freilino

Jeanie Gutheil-Bykerk

Craig Abbey

Jeff Burrow



Center for Postsecondary Research
Indiana University School of Education

Learning Outcomes

Participants in this session will...

1. Describe the role of data visualization within campus decision making that motivates action
2. Share ideas for presenting institutional NSSE results
3. Identify considerations when designing a compelling visualization
4. Exchange ideas and build understanding of what data visualization inspires and for whom



PROFESSOR ASTRO CAT'S
**FRONTIERS OF
SPACE**



**WRITTEN BY DR DOMINIC WALLIMAN
DESIGNED AND ILLUSTRATED BY BEN NEWMAN**
FLYING EYE BOOKS
LONDON - NEW YORK

If the Earth was a cherry tomato, what size would all the other planets be?

Of course, they wouldn't be this close to each other. But if the Earth was a cherry tomato in your hand, the Sun would be 500 metres away and 4 metres wide.

MERCURY
Peppercorn

VENUS
Large
blueberry

MARS
Pea

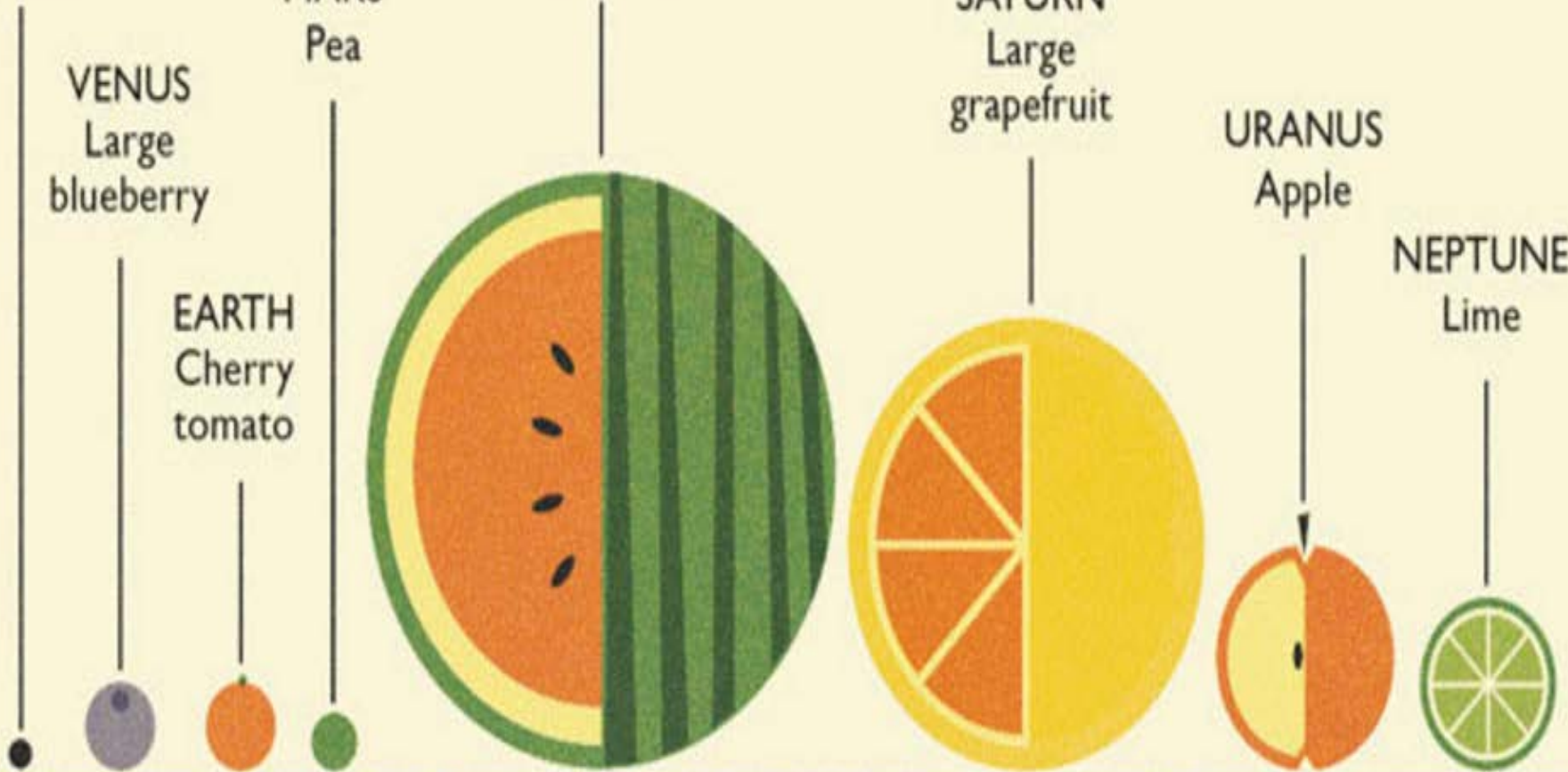
EARTH
Cherry
tomato

JUPITER
Watermelon

SATURN
Large
grapefruit

URANUS
Apple

NEPTUNE
Lime



Data Visualization in IR

As institutional researchers, one of our greatest challenges is to turn data into insights, and one of the most effective techniques for doing this is through visual presentation of quantitative data—the graph.



Sanders & Filkins (2012)

Handbook of Institutional Research

A picture is worth a thousand words. But only if the reader can decipher it (Kosslyn, 2006).

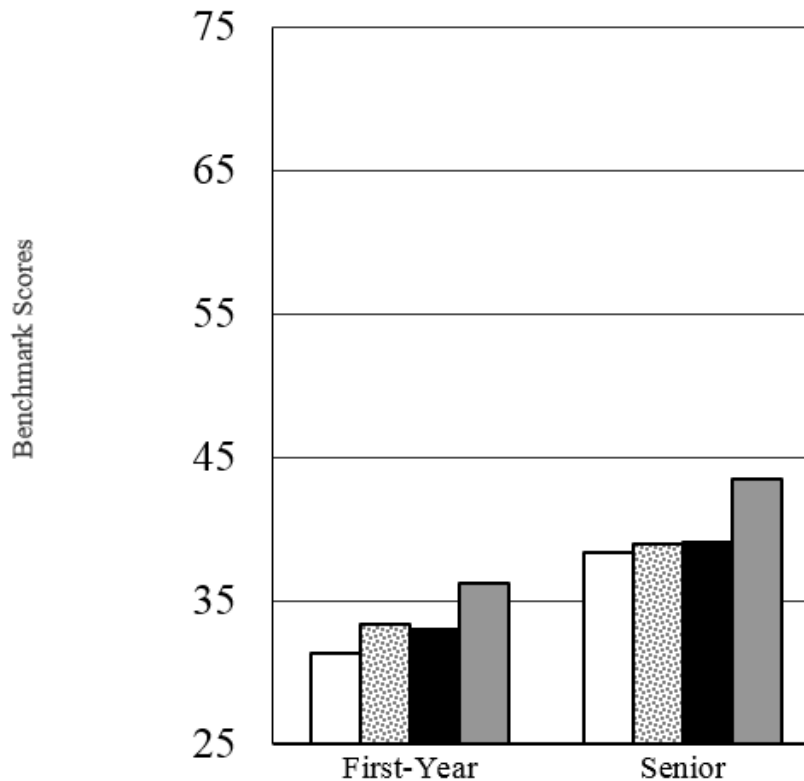


Good graphics take time, creativity, and patience.

NSSE Reporting in 2002

Student-Faculty Interactions

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.



	First-Year	Senior
□ Sample College	31.3	38.4
▨ Consortium	33.3	38.9
■ Carnegie	33.0	39.1
■ National	36.2	43.5

Student-Faculty Interactions Items:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt feedback from faculty on your academic performance (written or oral)
- Worked or planned to work with a faculty member on a research project outside of course or program requirements

NSSE Reporting in 2017

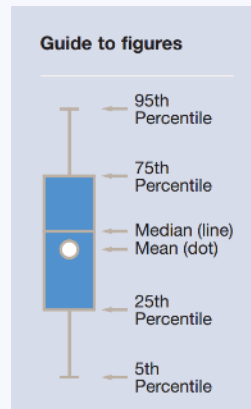
First-Year Students

Theme *Engagement Indicator* Your first-year students compared with GLC Peers Your first-year students compared with Carnegie Peers Your first-year students compared with NSSE 2015 & 2016

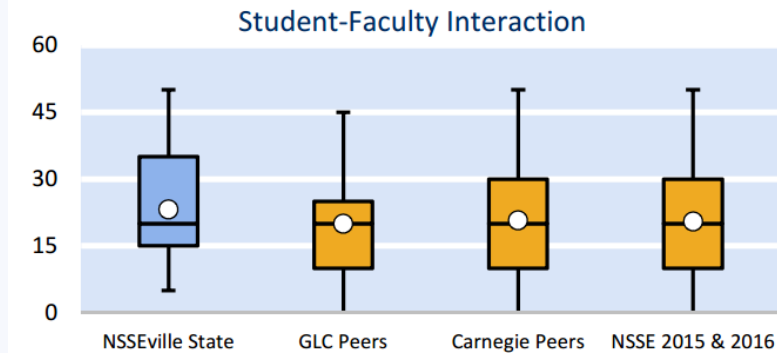
Experiences Student-Faculty Interaction   

Mean Comparisons

<i>Engagement Indicator</i>	NSSEville State <i>Mean</i>	Your first-year students compared with					
		GLC Peers		Carnegie Peers		NSSE 2015 & 2016	
		<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Student-Faculty Interaction	23.2	20.0 ***	.24	20.7 **	.17	20.5 **	.18









Score Distributions

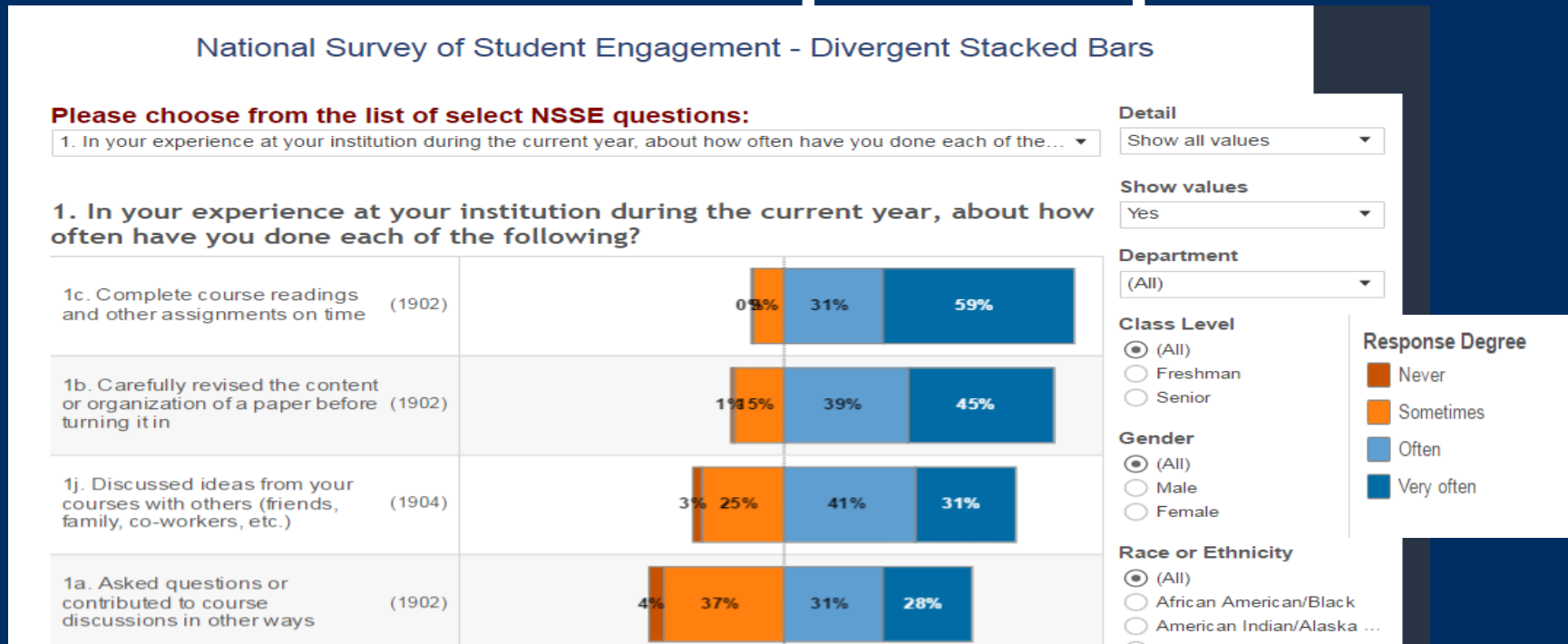


Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	NSSEville State	Percentage point difference ^a between your FY students and		
	%	GLC Peers	Carnegie Peers	NSSE 2015 & 2016
3a. Talked about career plans with a faculty member	39	+10 	+5 	+6 
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+5 	+3 	+3 

Yet, these representations do not present the nuance required to answer institution specific questions.



How do IR staff use NSSE data and present information that is both communicative and compelling?

Displays that Motivate Action

WINTHROP
UNIVERSITY

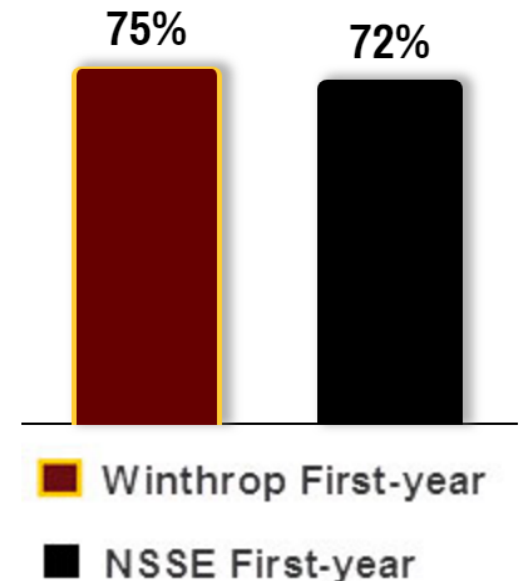
National Survey of Student Engagement

Academic Challenge Engagement Indicators

Higher-Order Learning

- 4b. Applying facts, theories, or methods to practical problems or new situations
- 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- 4d. Evaluating a point of view, decision, or information source
- 4e. Forming a new idea or understanding from various pieces of information

% of students who reported
quite a bit or very much



Displays that Motivate Action

NSSE 2014 Survey Results



Introduction Page

Heatmap
(Brock vs ON gaps)

Questions 1 to 19
(Core Questions)

Questions 20 to 37
(Respondent Profile)

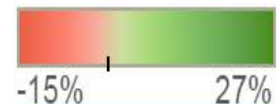
Additio
(Ontar

Final Year



Core Questions: Brock vs Ontario

Green is Good



1. During the current school year, about how often have you done the following? (Course Participation)

- a. Asked questions or contributed to course discussions in other ways
- b. Prepared two or more drafts of a paper or assignment before turning it in
- c. Come to class without completing readings or assignments
- d. Attended an art exhibit, play or other arts performance (dance, music, etc.)

15%

-1%

9%

-1%

Let's see more examples!



University at Buffalo

The State University of New York

Wheaton

Massachusetts



UNIVERSITY OF
TORONTO

UNIVERSITY OF
Nebraska
Omaha

- ✓ What question(s) were you trying to answer through your visualization effort?
- ✓ What **action** resulted from your visualization?

PROMOTING NSSE USE THROUGH VISUALIZATION

Craig W. Abbey

Associate Vice President for Institutional Analysis

AIR Forum

Washington, DC

June 1st, 2017

 **University at Buffalo** The State University of New York



MOTIVATION FOR VISUALIZING NSSE

- Make results easier for campus to access
- Increase return on survey research investment
- Develop tool to answer common questions
- Use to aid academic decision making

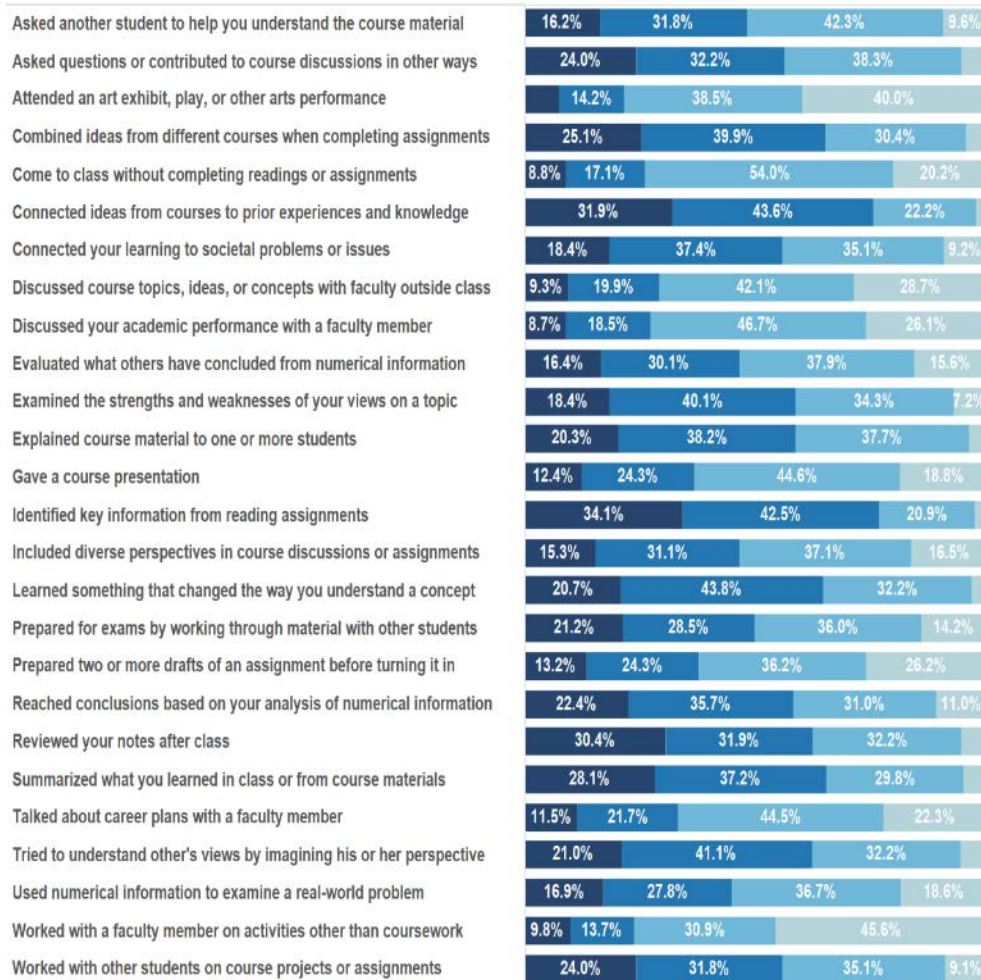
National Survey of Student Engagement 2014



Question Group
How often have you

Question Group

How often have you



Class Level

All

Race/Ethnicity

All

Gender

All

Registration Status

All

Response Label

- Very Often
- Often
- Sometimes
- Never

Class Level

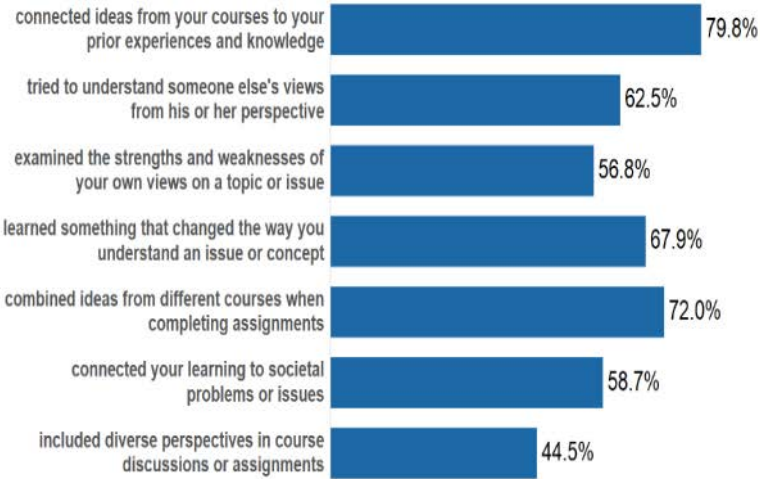
Race/Ethnicity

Gender

Registration Status

TABLEAU VISUALIZATION BY QUESTION GROUPS

Percentage of Students Who Reported Learning in Specified Ways "Often" or "Very Often"



Class Level
Senior

Class Level

Race/Ethnicity

Race/Ethnicity

- American Indian/Alaskan
- Asian
- Black/African American
- Hispanic/Latino
- Hawaiian/Pacific Islander
- White
- Multiracial
- Unknown

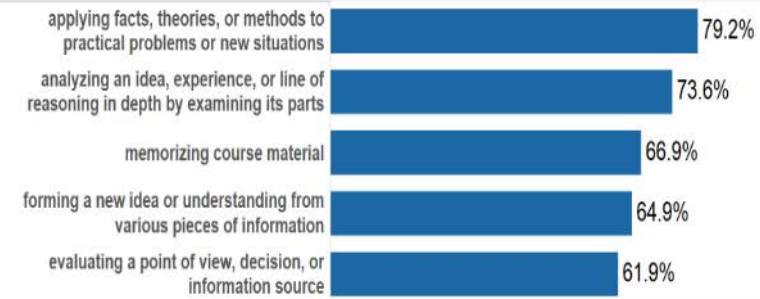
Gender
All

Gender

Registration Status
All

Registration Status

Percentage of Students Who Reported That Courses Emphasized Selected Approaches "Very Much" or "Quite a Bit"



Percentage of Students Who Reported Using Numerical Information in Selected Ways "Often" or "Very Often"

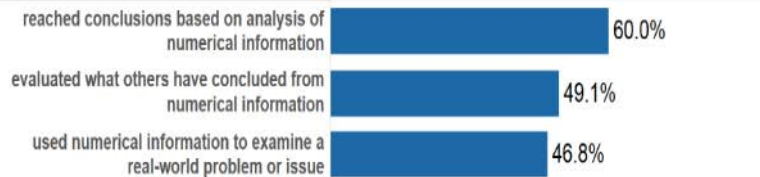
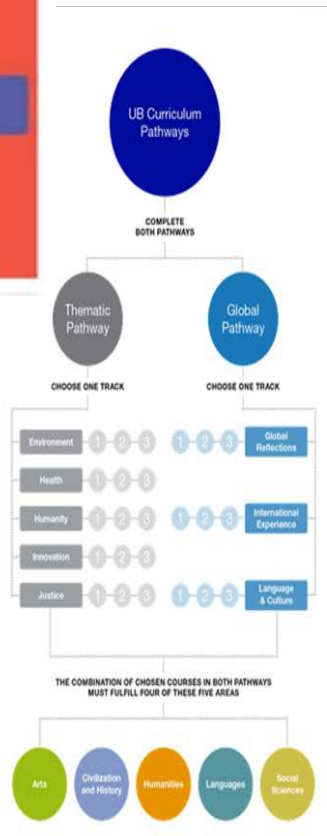


TABLEAU VISUALIZATION BY TOPIC GROUP

SOME WAYS BUFFALO USES NSSE

Difficult Conversations

Never Comfortable, Always Safe.



UB Seminar
The entryway to your UB education. A discussion-based seminar built around grand challenges and big ideas.

Pathways
A series of courses interconnected by theme or concept across a wide range of disciplines. Pathways can be customized to complement pre-existing interests or designed to expand horizons and engage curiosity.

Foundations
Courses in diversity, writing, math and natural sciences that promote critical thinking, creative problem-solving, enhanced communication skills, cultural competencies, and ethical and analytical reasoning.

Capstone
A final project that integrates the whole in anticipation of next steps in life and learning.



NSSE Data at UNO

Office of Instructional Effectiveness (OIE)

Jeanie Gutheil-Bykerk



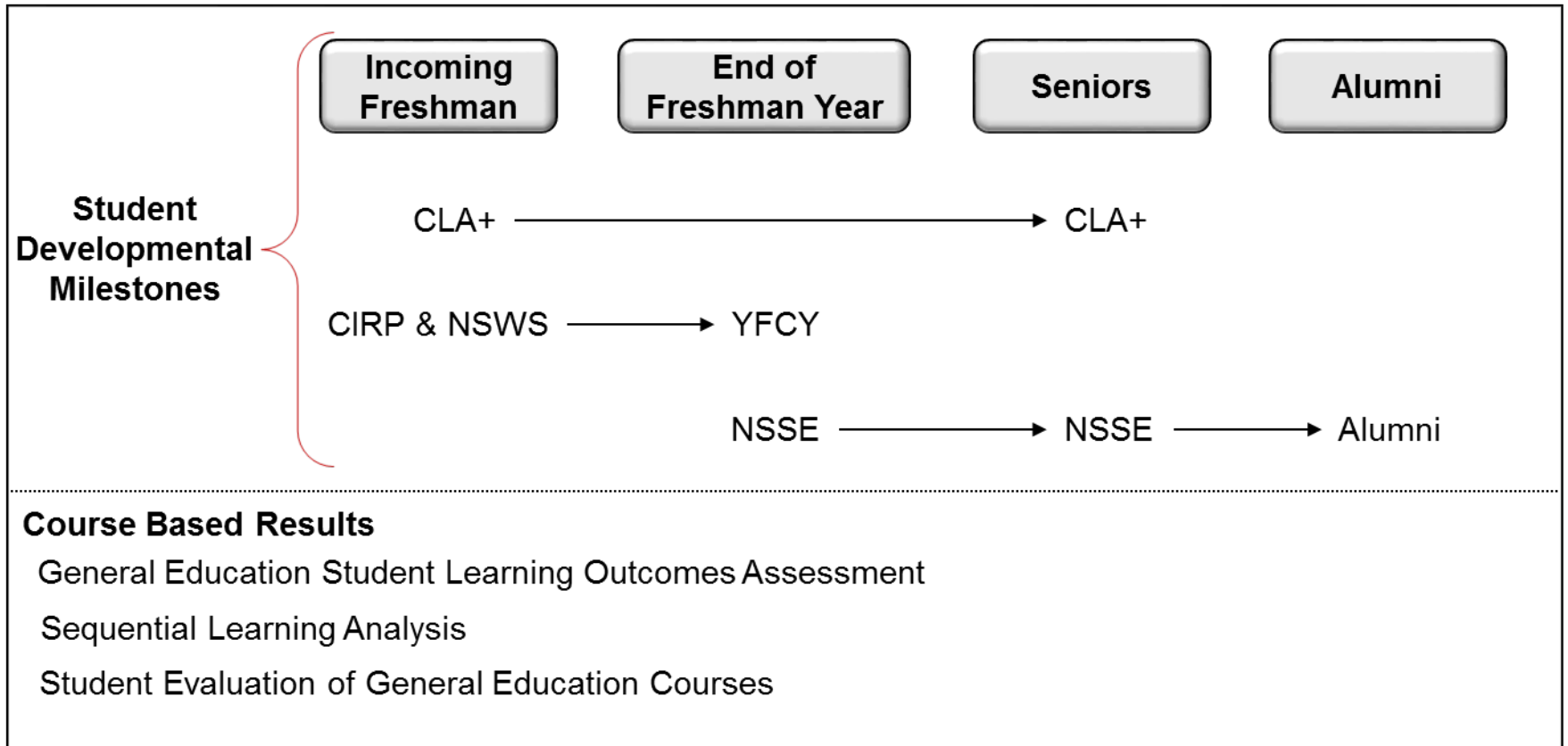
NSSE's Role in Continuous Quality Improvement (CQI)

- Accreditation
 - AQIP 1.1 – Common Learning Outcomes
 - AQIP 1.4 – Academic Program Quality
 - AQIP 1.5 – Academic Student Support
 - AQIP 2.1 – Current and Prospective Student Need
 - AQIP 5.1 Knowledge Management





UNO Common Learning Outcome Assessment Model (Undergraduate)



Note: CLA+ – Collegiate Learning Assessment (CAE), NSWS – New Student Wellness Survey (UNO), CIRP – CIRP Freshman Survey (HERI), YFCY – Your First College Year Survey (HERI), Alumni – Alumni Survey (UNO)



Analyzing NSSE Data

- Utilize reports provided by NSSE
- Create our own custom reports



NSSE 2016 Frequencies and Statistical Comparisons University of Nebraska at Omaha

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Value ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UNO		CUMU peers		Carnegie Class		NSSE 2015 & 2016		UNO		CUMU peers		Carnegie Class		NSSE 2015 & 2016	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	t size	Mean	t size	Mean	t size	
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	askquest	1	Never	23	4	245	5	889	3	6,431	3	2.8	2.7	.03	3.0 ***	-.23	2.9 ***	-.14	
		2	Sometimes	211	38	1,878	40	8,801	30	71,936	34								
		3	Often	197	36	1,468	32	9,333	34	76,080	35								
		4	Very often	120	22	1,006	23	7,985	33	59,500	28								
		Total		551	100	4,597	100	27,008	100	213,947	100								
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	86	16	693	16	4,083	15	33,248	16	2.4	2.5 *	-.10	2.6 ***	-.19	2.5 *	-.09	
		2	Sometimes	202	38	1,529	33	8,719	31	73,507	34								
		3	Often	176	32	1,433	31	7,938	30	62,858	30								
		4	Very often	84	15	902	19	6,027	24	42,595	20								
		Total		548	100	4,557	100	26,767	100	212,208	100								
c. Come to class without completing readings or assignments	unpreparedr <i>(Reverse-coded version of unprepared created by NSSE.)</i>	1	Very often	25	5	312	7	1,465	6	11,292	6	3.0	3.0 *	.11	3.1	-.07	3.0	.02	
		2	Often	72	13	636	14	3,128	11	26,406	13								
		3	Sometimes	314	57	2,540	56	14,092	51	118,337	55								
		4	Never	138	26	1,043	23	7,939	32	55,090	26								
		Total		549	100	4,531	100	26,624	100	211,125	100								



Custom Reports – Categorize Items Across Surveys

- History/Experience/Activity
 - NSSE
- Satisfaction
 - NSSE
- Confidence
- Proficiency



UNIVERSITY OF NEBRASKA AT OMAHA

	General Education Categories													Result Type	Accreditation Portfolio Reference				
	D	E	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	
1	Dataltem	Ques #	Scale	Scale Response Options	English	Writing	Math	Public Speak	Humanities	Social Scie	Natural/Physic	Diversity	ResultType	1R1	1R2	1R3	1R4	1R5	
2	RIintegrate	2.01	4 Point	1: Never, 2: Sometimes,					TRUE				History/Experience/Activity	TRUE					
3	RIsocietal	2.02	4 Point	1: Never, 2: Sometimes,					TRUE				History/Experience/Activity	TRUE					
4	RIdiverse	2.03	4 Point	1: Never, 2: Sometimes,									History/Experience/Activity	TRUE					
5	RIownview	2.04	4 Point	1: Never, 2: Sometimes,		TRUE		TRUE	TRUE				History/Experience/Activity	TRUE					
6	RIperspect	2.05	4 Point	1: Never, 2: Sometimes,					TRUE				History/Experience/Activity	TRUE					
7	RInewview	2.06	4 Point	1: Never, 2: Sometimes,					TRUE				History/Experience/Activity	TRUE					
8	RIconnect	2.07	4 Point	1: Never, 2: Sometimes,					TRUE				History/Experience/Activity	TRUE					
9	memorize	4.01	4 Point	1: Very Little, 2: Some, 3:									History/Experience/Activity	TRUE					
10	HOapply	4.02	4 Point	1: Very Little, 2: Some, 3:									History/Experience/Activity	TRUE					
11	HOanalyze	4.03	4 Point	1: Very Little, 2: Some, 3:									History/Experience/Activity	TRUE					
12	HOevaluate	4.04	4 Point	1: Very Little, 2: Some, 3:									History/Experience/Activity	TRUE					
13	HOform	4.05	4 Point	1: Very Little, 2: Some, 3:									History/Experience/Activity	TRUE					
14	QRconclude	6.01	4 Point	1: Never, 2: Sometimes,			TRUE						History/Experience/Activity	TRUE					
15	QRproblem	6.02	4 Point	1: Never, 2: Sometimes,			TRUE						History/Experience/Activity	TRUE					
16	QRevaluate	6.03	4 Point	1: Never, 2: Sometimes,			TRUE						History/Experience/Activity	TRUE					
17	pgthink	17.03	4 Point	1: Very Little, 2: Some, 3:			TRUE						Satisfaction	TRUE					
18	pganalyze	17.04	4 Point	1: Very Little, 2: Some, 3:			TRUE						Satisfaction	TRUE					
19	pgwork	17.05	4 Point	1: Very Little, 2: Some, 3:					TRUE				Satisfaction	TRUE					
20	pgothers	17.06	4 Point	1: Very Little, 2: Some, 3:					TRUE				Satisfaction	TRUE					
21	pgvalues	17.07	4 Point	1: Very Little, 2: Some, 3:					TRUE				Satisfaction	TRUE					
22	pgdiverse	17.08	4 Point	1: Very Little, 2: Some, 3:								TRUE	Satisfaction	TRUE					
23	pgprobsolve	17.09	4 Point	1: Very Little, 2: Some, 3:					TRUE				Satisfaction	TRUE					
24	pgcitizen	17.1	4 Point	1: Very Little, 2: Some, 3:					TRUE				Satisfaction	TRUE					
25	pgwrite	17.01	4 Point	1: Very Little, 2: Some, 3:		TRUE							Satisfaction	TRUE					
26	pgspeak	17.02	4 Point	1: Very Little, 2: Some, 3:				TRUE					Satisfaction	TRUE					
27	pgthink	17.03	4 Point	1: Very Little, 2: Some, 3:			TRUE						Satisfaction	TRUE					
28	pganalyze	17.04	4 Point	1: Very Little, 2: Some, 3:			TRUE						Satisfaction	TRUE					
29	pgwork	17.05	4 Point	1: Very Little, 2: Some, 3:					TRUE				Satisfaction	TRUE					
30	pgothers	17.06	4 Point	1: Very Little, 2: Some, 3:					TRUE				Satisfaction	TRUE					



History/Experience/Activity in Math

In the current school year, how often have you...

Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)?

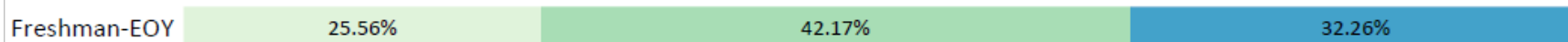


(NSSE, 2013; Responses: 313, Response Rate: 99.37%)



(NSSE, 2013; Responses: 569, Response Rate: 99.65%)

Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)?

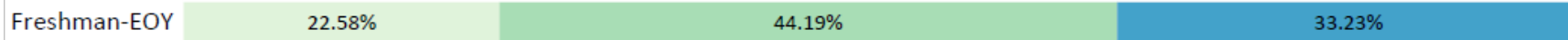


(NSSE, 2013; Responses: 313, Response Rate: 99.37%)

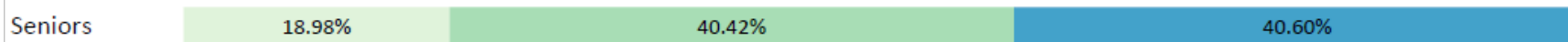


(NSSE, 2013; Responses: 567, Response Rate: 99.30%)

Evaluated what others have concluded from numerical information?



(NSSE, 2013; Responses: 310, Response Rate: 98.41%)



(NSSE, 2013; Responses: 569, Response Rate: 99.65%)

Not at All Occasionally Frequently



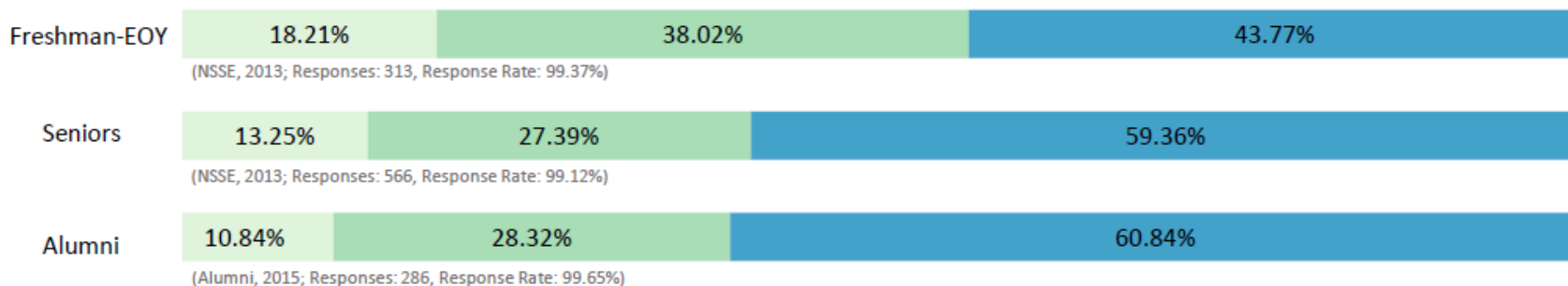
Satisfaction with Math

Satisfaction with UNO's impact on the ability to...

Think critically and analytically



Analyze numerical and statistical information



Not Satisfied

Somewhat Satisfied

Satisfied



Review and Interpret the Data

- Committees review the data and a report of key findings, challenges, and action steps is created
 - Academic Affairs
 - Student Affairs and Enrollment Management
 - Academic Advising
 - Community Engagement
 - General Education



ACADEMIC ADVISING MODULE FINDINGS

As a part of the review of the NSSE 2016 results, the Academic Advising Committee tasked their assessment subcommittee with review of the data specifically from the Academic Advising Module. This is the second time that UNO has participated in this module. 2013 was the first time the academic advising module was completed.

- **FINDING #10:** For first-year students, 33% identified that their academic advisor available when needed very little or sometimes. This was interpreted by the group as a possible need for more advisors to tend to the needs of first-year students and to ensure they are available when needed.
 - **STRATEGY #10:** While not so realistic in current budget times, a review is needed to evaluate advising loads in each department explore options to fund more academic advisors, if needed.
- **FINDING #11:** The first-year student point 2e, 43% of student are having very little to some communication with an academic advisor about academic support options. While some of them may be hard to navigate, it should be up to advisors to decode them for the students and make the appropriate referral.
 - **STRATEGY #11:** Create an opportunity to provide more information to academic advisors to increase their understanding of services on campus that are available to students. Additionally, ensure that advisors are skilled in strategies to communicate those services.
- **FINDING #12:** There is a need to look into the concept of “informal advising” a little bit more. For question 4 on both the SR and FY reports, about 35% of students indicate the main source of advising was from friends, parents, or faculty.
 - **STRATEGY #12:** There is a need to look further into the concept of “informal advising.” There is uncertainty about where to begin with this, but it is definitely something to understand.



Sharing the Data and Reports

- Create a digital archive for all data/reports and make it available to everyone on campus
 - UNO uses Digital Commons
 - Publish reports and raw data files (de-identified)
- Create a standard announcement protocol
 - Email template for important data/report releases
 - Send announcement to administration, deans, and chairs that the data is available on OIE's Digital Commons page



Office of Institutional Effectiveness

[Staff Directory](#)

[Quick Facts](#)

[Institutional Reports](#)

[Surveys and Rankings](#)

[Analytics and Reporting](#)

[Digital Measures](#)

[Course Evaluation](#)

[Accreditation](#)

UNO / Office of Institutional Effectiveness

The Office of Institutional Effectiveness (OIE)'s mission is to provide leadership, assistance and support for the campus' continuous planning, assessment, and evaluation efforts. The primary goal is to enhance the quality of UNO programs, services, operations and processes.

To achieve its mission, OIE:

- Advances the use of sound and innovative methods to gather, generate, analyze, report and manage data, and to transform data into useful information for campus decision making. Key areas the office supports include strategic planning, enrollment management, academic program improvement, and on-going evaluation of teaching and learning.
- Provides accurate, consistent, relevant and timely information and research that is accessible to internal and external constituencies.



Surveys and Rankings

Office of Institutional Effectiveness

[Staff Directory](#)

[Quick Facts](#)

[Institutional Reports](#)

• [Surveys and Rankings](#)

[Analytics and Reporting](#)

[Digital Measures](#)

[Course Evaluation](#)

[Accreditation](#)

[Program Review](#)

• [Strategic Plan](#)

UNO / Office of Institutional Effectiveness / Surveys and Rankings

Surveys

Alumni - The alumni survey provides the university information on the lives of students one or more years after graduation and their opinions about various topics concerning their time at UNO and beyond.

Graduation - The graduation survey is completed by students when they apply for their degrees. The purpose is to gather information on the students' plans after graduation.

NSSE - The National Survey of Student Engagement (NSSE) measures time and effort students put into their studies and how the institution facilitates student learning.

Click [here](#) for an inventory of campus assessments

Rankings

[Student Achievement Measure](#)

[U.S. News & World Report](#)



Home > [Office of Institutional Effectiveness](#) > [Assessment](#)



**INSTITUTIONAL
EFFECTIVENESS**

ASSESSMENT

Follow

Jump to:

2016

Submissions from 2016

- [PDF](#) [NSSE16 Administration Summary \(UNO\)](#), National Survey of Student Engagement
- [PDF](#) [NSSE16 Engagement Indicators \(UNO\)](#), National Survey of Student Engagement
- [PDF](#) [NSSE16 Frequencies and Statistical Comparisons \(UNO\)](#), National Survey of Student Engagement
- [PDF](#) [NSSE16 High-Impact Practices \(UNO\)](#), National Survey of Student Engagement
- [PDF](#) [NSSE16 Multi-Year Report \(UNO\)](#), National Survey of Student Engagement
- [PDF](#) [NSSE16 Pocket Guide Report \(UNO\)](#), National Survey of Student Engagement
- [PDF](#) [NSSE16 Respondent Profile \(UNO\)](#), National Survey of Student Engagement
- [PDF](#) [NSSE16 Selected Comparison Groups \(UNO\)](#), National Survey of Student Engagement
- [PDF](#) [NSSE16 Snapshot \(UNO\)](#), National Survey of Student Engagement
- [PDF](#) [NSSE16 Student Comments \(UNO\)](#), National Survey of Student Engagement

Search

Enter search terms:

Search

in this series

Advanced Search

Notify me via email or [RSS](#)

Links

Expert Gallery

University of Nebraska at Omaha

Dr. C.C. and Mabel L. Criss Library

Browse

Collections

Disciplines

Authors

Author Corner

Author FAQ

SelectedWorks Page Request Form

Links

Office of Institutional Effectiveness
Website

Communicating the impact of high-impact practices At the University of Toronto



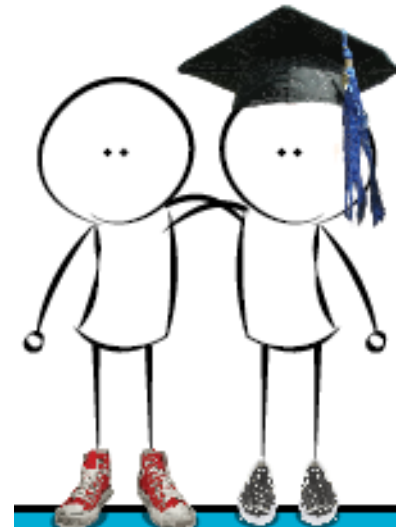
Thank you!

Jeff Burrow

The situation

At the University of Toronto

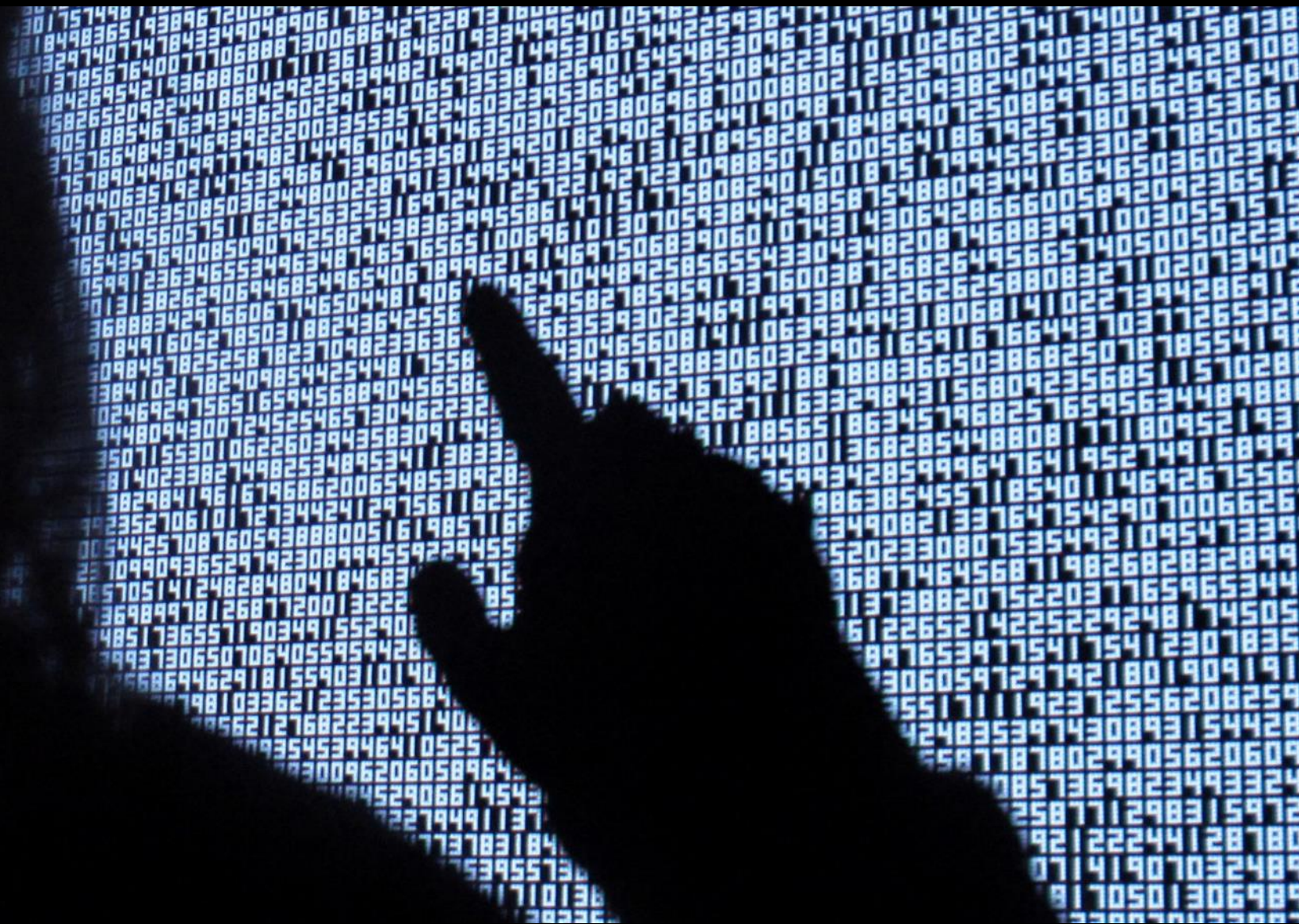
71,360	undergraduate students
17,932	graduate students
17,452	international students
13,239	faculty members
6,470	staff members
17	faculties
3	campuses



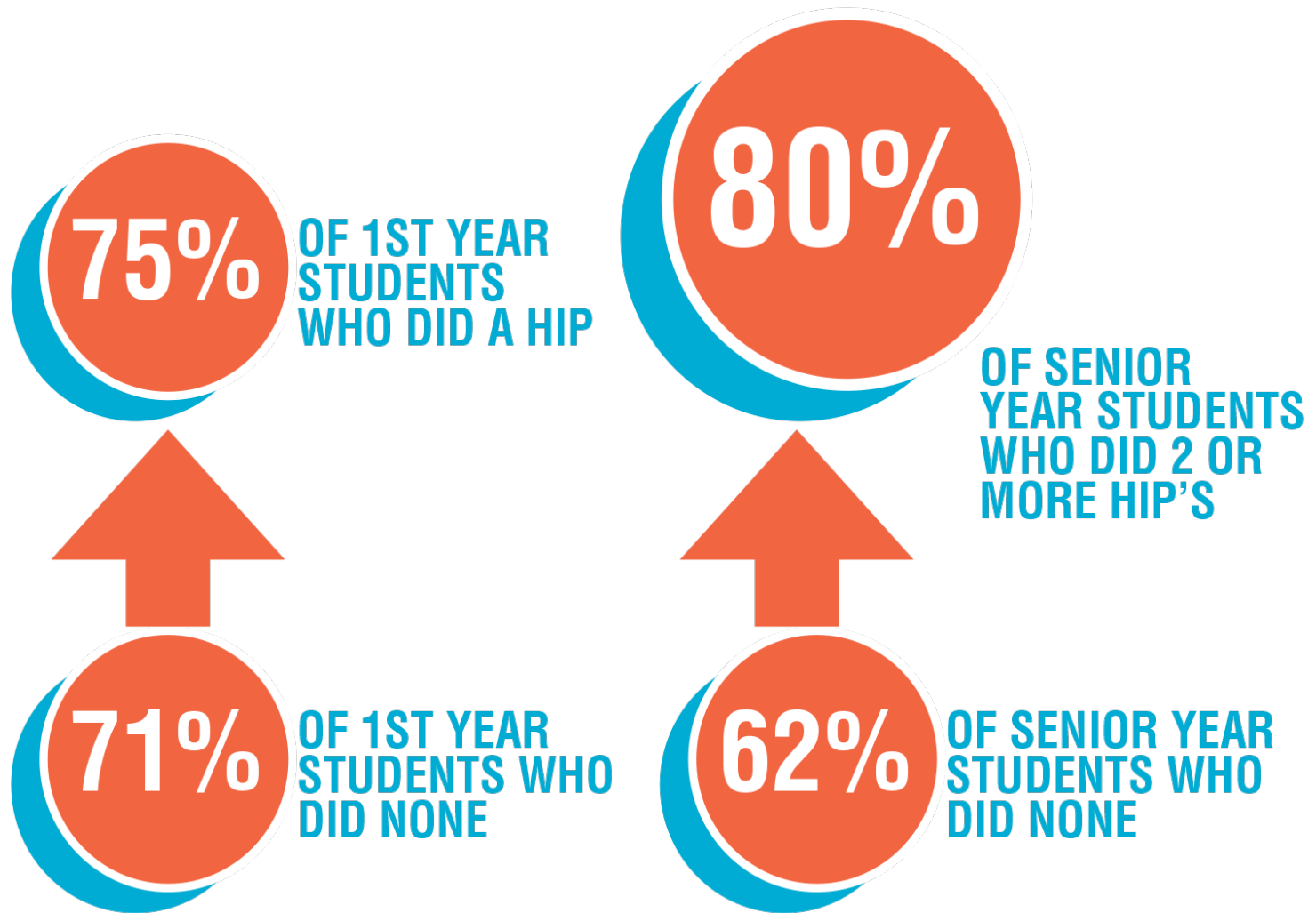
Communicating the impact of high-impact practices At the University of Toronto



So. Many. Numbers.



Rating their Experiences: Would they come to U of T again?



EI Differences by HIP Participation

High-Impact Practices - NSSE 2014

Senior-Year Students



Percentage increase reported by students who participated in **two or more** High-Impact Practices



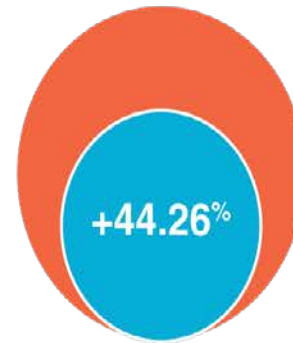
Higher Order Learning



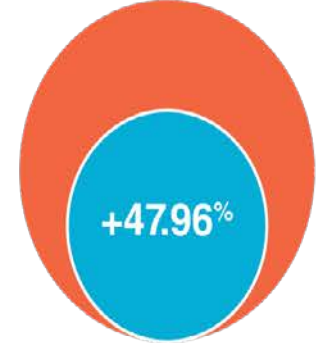
Reflective & Integrative Learning



Learning Strategies



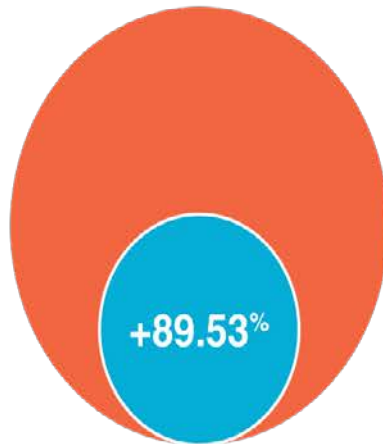
Quantitative Reasoning



Collaborative Learning



Discussions With Diverse Others



Student-Faculty Interactions



Effective Teaching Practices



Quality of Interactions



Supporting Environment

How this is helping

- **There is a ‘discourse’ of high-impact practices now**
- **Supported creation of undergrad research opportunities database**
- **Increased focus on curricular-based service-learning**
- **Vice-Provost position: Innovations in undergrad education**
- **Provincial goal of all students having 1 ‘work-integrated learning’ experience before graduation**
- **Gets us in room to discussing HIPs from an Equity, Diversity & Inclusion lens**
(who has intent, who participates, who doesn’t)



WheatonCollege

Engagement Indicators

Polly A. Prewitt-Freilino, Ph.D.
Director of Institutional Research & Effectiveness
Mount Holyoke College

Wheaton College Institutional Profile

Located in Massachusetts
Private Not-for-Profit
No Religious Affiliation
Residential Liberal Arts College
Baccalaureate Arts & Sciences
1,600 Students
135 Ft Faculty



How Wheaton uses NSSE?

Wheaton Engagement Indicators
Accreditation
Marketing

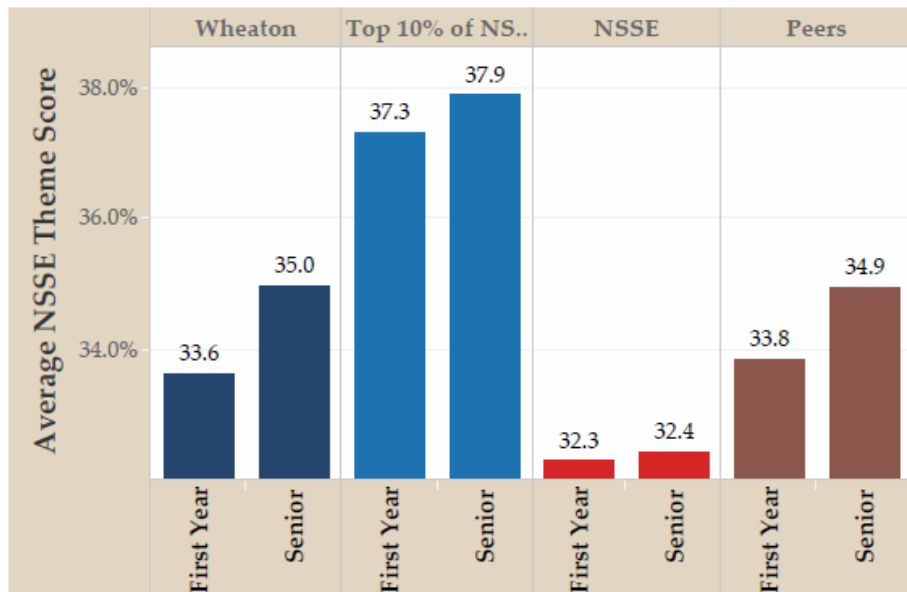


Participating in NSSE – every year since 2002

WheatonCollege

Instructions: This webpage is a dynamic dashboard. The charts will change based on the selected survey year or NSSE theme. Below is a dropdown to modify the survey year and buttons to change the NSSE theme.

Collaborative Learning NSSE Items for 2016



Collaborative Learning option from the NSSE Theme buttons provides evidence of how often students work with peers in solving problems or mastering difficult material. These data from the NSSE compare Wheaton students to st..

Select a Survey Year from Dropdown

2016

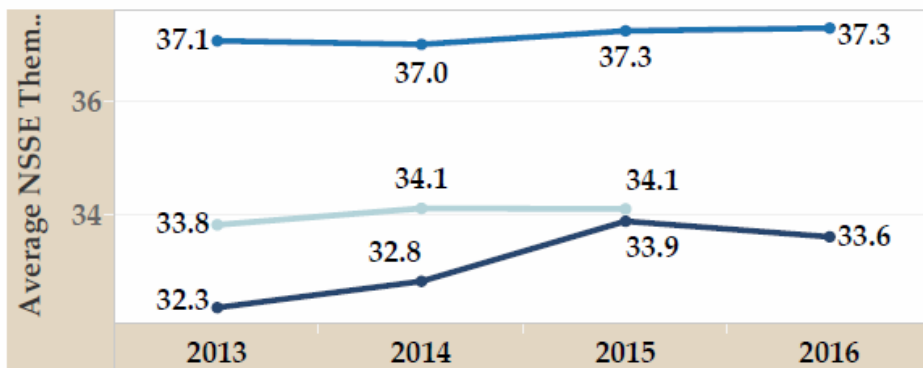
Select a NSSE Theme from the List

- Collaborative Learning
- Discussions with Diverse Others
- Effective Teaching Practices
- Higher-Order Learning
- Learning Strategies
- Quality of Interactions
- Quantitative Reasoning
- Reflective & Integrative Learning
- Student-Faculty Interaction
- Supportive Environment

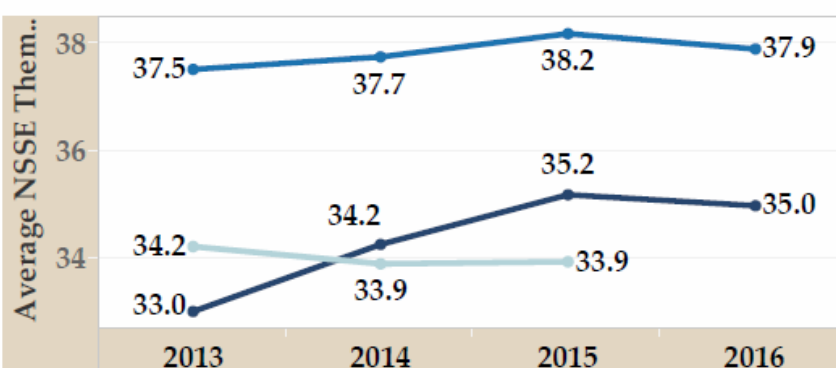
Comparison Group

- Wheaton
- Top 10% of NSSE
- NSSE
- Peers

Trend in First Year NSSE Scores for Collaborative Learning



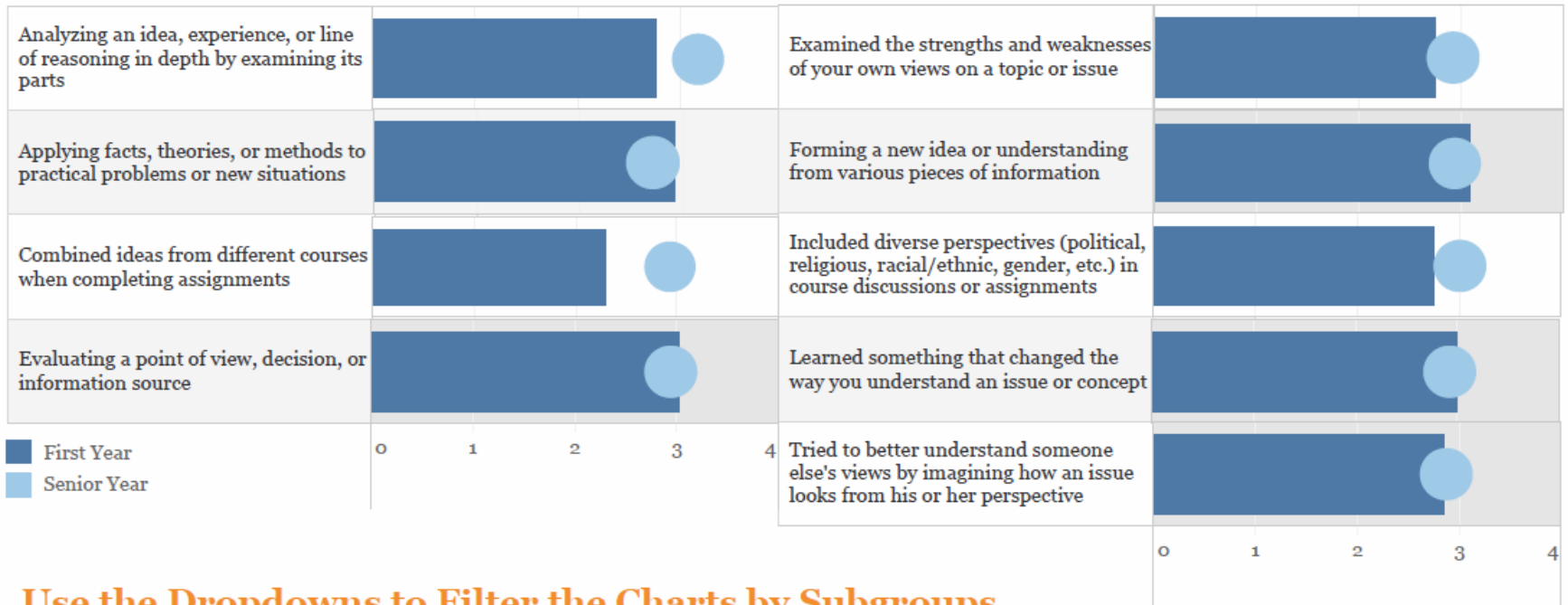
Trend in Senior NSSE Scores for Collaborative Learning



Notes. The comparison group NSSE National Average is the average of 2014 and 2015 respondents and was not made available until 2015. Each NSSE Engagement Indicator theme is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

What is the Value Added?

A longitudinal comparison of students taking the NSSE as first years and again as graduating seniors



Use the Dropdowns to Filter the Charts by Subgroups

Academic Division
All

First Generation
All

Racial Group
International

Gender
All

First Year GPA
All

1. What has influenced your development of data visualization?



2. What aspects of engagement do you find most important to communicate through visualization?

3. How does this medium advance that conversation and encourage action?

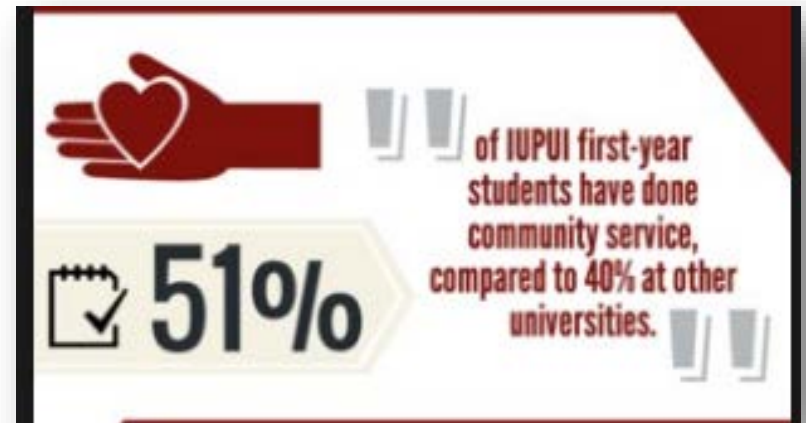


What Can NSSE Do to Support Data Visualization?



- NSSE Tableau User Group?
- Offer NSSE input?

A screenshot of the NSSE Online Institutional Report website. The top navigation bar is dark purple with white text for "Engagement Indicators", "High-Impact Practices", "Item Comparisons", "More", and "Report Builder". Below the navigation bar is a white area with a stylized bar chart icon on the left. The main heading reads "Welcome to your Online Institutional Report". Below this is a paragraph of text: "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."



NSSE Data Visualization to Inspire Action on Results

Jillian Kinzie

John Zilvinskis

Polly Prewitt-Freilino

Jeanie Gutheil-Bykerk

Craig Abbey

Jeff Burrow



THANK YOU.