Engaging Insights from the National Survey of Student Engagement

HLC 2018 Annual Conference

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Indiana University Center for Postsecondary Research
Session Agenda:

**Part I.**
1. NSSE and the Quality & Improvement Agenda
2. Two ways to think about NSSE: Institutional Reports
   Aggregate Findings & Research
3. Focus on 3 Findings: First-Year Retention; HIPs, and Diversity/Inclusive Engagement

**Part II.**
4. Examples of NSSE Use
5. NSSE Accreditation Toolkits
21st Century: Turning Point for Higher Education

• Getting students in the front door is only the first step—we also have to help them reach the graduation stage.

• Need students to have high quality educational experiences—and be better prepared for 21st century workforce.
NSSE Purpose: Student Engagement & Success for All

- NSSE is a project for institutional improvement.
- Survey results provide indicators of educational quality – *what matters to student success*.
- Results can inform educational improvement efforts and also assess impact.
NSSE & HLC participants

Do you have NSSE results?
Not sure?

Check:
http://nsse.indiana.edu/html/participants.cfm
Applying NSSE

Is your campus making the most of NSSE results and findings to optimize student persistence and success?
Two Ways Think about NSSE

Institutional Reporting

Annual Results & Research

Engagement Insights
Survey Findings on the Quality of Undergraduate Education

NSSE 2016 Institutional Report
NSSEville State University

Welcome to your Online Institutional Report

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 new 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.

Engagement Insights

NSSE 2017 High-Impact Practices
U.S. Summary Percentages by Student Characteristics

Participation in High-Impact Practices by Student Characteristics
The table below displays the percentage of all U.S. students who participated in each HIP by selected student characteristics. Excluding participation rates in different groups offers insight into how engagement varies within the student population.
NSSE Finding: *Engaged learning is a gateway to the desired outcomes of college*

Students who engage more frequently in educationally purposeful activities both in and outside the classroom get better grades, are more satisfied, and are more likely to persist and graduate.
To Increase Student Retention & Success, Foster Student Engagement

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning, Reflective &amp; Integrative Learning</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies, Quantitative Reasoning</td>
</tr>
<tr>
<td><strong>Learning with Peers</strong></td>
<td>Collaborative Learning, Discussions with Diverse Others</td>
</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction, Effective Teaching Practices</td>
</tr>
<tr>
<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions, Supportive Environment</td>
</tr>
</tbody>
</table>
First Year Student Engagement Correlations with Institution Retention & Graduation Rates
First Year Student Engagement Correlations with Institution Retention & Graduation Rates
What do these results suggest for FY programs? Instructional practice?

What might you say about these findings to influence students? faculty? staff?
Promote a Culture With High Expectations for Studying, and Where FY Students Practice Positive Study Habits Together
For Those with NSSE Institutional Reports...

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 undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

This Snapshot is a concise collection of key findings from your institution’s NSSE 2017 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 five Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your Engagement Indicators report.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Your students compared with Private Doc-Granting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td></td>
</tr>
<tr>
<td>High-Order Learning</td>
<td>□</td>
</tr>
<tr>
<td>Reflective &amp; Integrative Learning</td>
<td>□</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>□</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>□</td>
</tr>
<tr>
<td>Your students' average significantly higher (p ≤ .05) with an effect size at least 1.5 comparable</td>
<td>□</td>
</tr>
<tr>
<td>Your students' average significantly higher (p ≤ .05) with an effect size less than 1.5 comparable</td>
<td>□</td>
</tr>
<tr>
<td>Learning with Peers</td>
<td>□</td>
</tr>
<tr>
<td>Collaborative Learning</td>
<td>□</td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td>□</td>
</tr>
<tr>
<td>Your students' average significantly lower (p ≤ .05) with an effect size at least 1.5 comparable</td>
<td>□</td>
</tr>
<tr>
<td>Experiences with Faculty</td>
<td>□</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>□</td>
</tr>
<tr>
<td>Effective Teaching Practices</td>
<td>□</td>
</tr>
<tr>
<td>Your students' average significantly lower (p ≤ .05) with an effect size less than 1.5 comparable</td>
<td>□</td>
</tr>
<tr>
<td>Quality of Interactions</td>
<td>□</td>
</tr>
<tr>
<td>Work environments</td>
<td>□</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>□</td>
</tr>
</tbody>
</table>

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.

Comparison Group

The comparison group for this report is Private Doc-Granting. See your Selected Comparison Groups report for details.

Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution’s performance on the Engagement Indicators. This section displays the five questions on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your Frequencies and Statistical Comparisons report.

NSSE 2017 Snapshot

NSSEville State University

High-Performing Relative to Private Doc-Granting

- Asked another student to help you understand course material (QC)
- Used other students on course projects or assignments (QC)
- Prepared for exams by discussing or working through course material with other students (QC)
- Combined ideas from different courses when completing assignments (QA)
- Summarized what you learned in class from course materials (ES)
- Extent to which courses challenged you to do your best work (ES)
- Discussions with... People of a race or ethnicity other than your own (ES)
- Quality of interactions with academic advisors (ES)

Least Performing Relative to Private Doc-Granting

- Attended/attended a study abroad program (ES)
- Completed a culminating senior experience (BHP)
- Used other students on course projects or assignments (QC)
- Participated in an internship, co-op, fieldwork, student teach, clinical placement (BHP)
- Discussed with... People of a race or ethnicity other than your own (ES)

Percentage Point Difference with Private Doc-Granting

NSSE 2017 SNAPSHOT - 3

- Participation in two or more HPS
- Participation in one HPS

a. The displays on this page show the items that make up the five Engagement Indicators (BHP), High-Impact Practices (ES), and the additional academic challenge item (E). The high-impact practices are reported separately. Key to abbreviations for QC items: 0 = Higher-Order Learning, 1 = Reflective & Integrative Learning, 2 = Learning Strategies, 3 = Quantitative Reasoning, 4 = Collaborative Learning, 5 = Discussions with Diverse Others, 6 = Student-Faculty Interaction, 7 = Effective Teaching Practices, 8 = Quality of Interaction, 9 = Supportive Environment.

b. Combined results reporting "very effective" or "effective."" Combine results reporting "very effective" or "effective." c. Rated at least 6 on a 7-point scale.

d. Percentage reporting "at least".

e. Item level based on the reported amount of course preparation time spent on assigned readings.

f. Estimate based on number of assigned writing tasks of various lengths.
For Those with NSSE Institutional Reports...

How do your Engagement Indicators look for FY students?

<table>
<thead>
<tr>
<th>Engagement Indicators</th>
<th>Theme</th>
<th>Engagement indicator</th>
<th>Your students compared with Mid East Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher-Order Learning</td>
<td></td>
<td>First-year: ▲</td>
</tr>
<tr>
<td></td>
<td>Reflective and Integrative Learning</td>
<td></td>
<td>First-year: ▲</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
<td></td>
<td>First-year: ▲</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td></td>
<td>First-year: ▲</td>
</tr>
<tr>
<td></td>
<td>Collaborative Learning</td>
<td></td>
<td>First-year: ▲</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td></td>
<td>First-year: ▲</td>
</tr>
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<td></td>
<td>Experiences with Faculty</td>
<td></td>
<td>First-year: ▲</td>
</tr>
<tr>
<td></td>
<td>Student-Faculty Interaction</td>
<td></td>
<td>First-year: ▲</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td></td>
<td>First-year: ▲</td>
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<tr>
<td></td>
<td>Quality of Interactions</td>
<td></td>
<td>First-year: ▲</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td></td>
<td>First-year: ▲</td>
</tr>
</tbody>
</table>

**Key:**
- ▲ Your students' responses were significantly higher (p<.05) with an effect size at least .3 in magnitude.
- △ Your students' responses were significantly higher (p<.05) with an effect size below .3 in magnitude.
- — No significant difference.
- ▼ Your students' responses were significantly lower (p<.05) with an effect size at least .3 in magnitude.
For Those with NSSE Institutional Reports…

What do these results suggest?

First-Year Students
- YOUR College: 10.9
- State Private Peers: 15.0

Senior Students
- YOUR College: 12.5
- State Private Peers: 15.7

Average Hours per Week Preparing for Class
First-Year Experiences Module appended to a NSSE administration

**Topical Module:**
**First-Year Experiences and Senior Transitions**

This module includes a set of items only for first-year students and a set only for seniors, with questions adapted from the Beginning College Survey of Student Engagement and the Strategic National Arts Alumni Project, respectively. The first-year items focus on academic perseverance, help-seeking behaviors, and institutional commitment, while the senior items explore post-graduation plans, links between the academic major and future plans, and confidence in skill development.

**FIRST-YEAR EXPERIENCES**

1. During the current school year, about how often have you done the following?
   - a. Studied when there were other interesting things to do
   - b. Found additional information for course assignments when you didn’t understand the material
   - c. Participated in course discussions, even when you didn’t feel like it
   - d. Asked instructors for help when you struggled with course assignments
   - e. Finished something you had started when you encountered challenges
   - f. Stayed positive, even when you did poorly on a test or assignment

<table>
<thead>
<tr>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

2. During the current school year, how difficult have the following been for you?

   - a. Learning course material
   - b. Managing your time
   - c. Getting help with school work
   - d. Interacting with faculty

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>
At least 1 in 5 FY students had difficulty learning course material AND getting help with coursework.
How do we help students who experience difficulty learning get the help they need?

Invest in peer tutoring?

Increase early feedback to students?

Knit support into courses (co-reqs, supplemental instruction)
Substantial educational benefits, particularly for underserved students

- Learning Community
- Service-Learning
- Research with Faculty
- Study Abroad
- Internship/Field Experience
- Senior Culminating Experience
## HIPs Increase Probability of Retention

<table>
<thead>
<tr>
<th>FY Students: HIP “Done” or “Plan to Do”</th>
<th>% Increase in Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Community</td>
<td>2.7%</td>
</tr>
<tr>
<td>Internships</td>
<td>4.8%</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>Not signif.</td>
</tr>
<tr>
<td>Research w/ Faculty</td>
<td>1.8%</td>
</tr>
<tr>
<td>Capstone</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

NSSE results and retention data 2018, S. Sarraf
Positive Association Between Participation in HIPs and Post-College Plans

- Research with faculty and study abroad associated with plans for graduate school
- Students participating in any of six HIPs:
  - more likely to already have a new job secured
  - more likely to say major coursework prepared them well for post-graduation plans

NSSE Annual Results 2015, Senior Transitions module
Diversity Matters to Quality Learning

• Decades of research point to benefits of culturally inclusive experiences including:
  – Decreased racial bias
  – Increased cultural awareness
  – Greater cognitive development
  – Social agency
  – Perspective-taking
  – Learning gains
NSSE and HLC Core Component 1c. “understands the relationship between its mission and the diversity of society”

Relevant NSSE Core Items:

• Engagement Indicator “Discussions with Diverse Others”

• Items – “Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments”; “Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)” and Gains item “Understanding people from other backgrounds”
Discussions with Diverse Others

*During the current school year, how often have you had discussions with people from the following groups?*

- People from a race or ethnicity other than your own
- People from an economic background different from your own
- People with religious beliefs different from your own
- People with political perspectives different from your own

NEW Topical Module!!
INCLUSIVENESS & CULTURAL DIVERSITY

- To what extent are students exposed to inclusive teaching practices and intercultural learning?
- What are students’ perceptions of institutional values and commitment regarding diversity?
- How frequently do students interact with diverse others?
- How much do they participate in diversity-related programming and coursework?
NSSE ICD Findings: Coursework Emphasizes Inclusive Activities

Percentage of Substantial (Very much or Quite a bit) Course Emphasis on Inclusive and Culturally Engaging Activities

- Sharing your own perspectives and experiences: 63% (First-Year), 64% (Senior)
- Respecting the expression of diverse ideas: 63% (First-Year), 62% (Senior)
- Recognizing your own cultural norms and biases: 56% (First-Year), 55% (Senior)
- Developing skills to work effectively with diverse people: 58% (First-Year), 52% (Senior)
- Discussing issues of equity or privilege: 48% (First-Year), 51% (Senior)
- Learning about other cultures: 50% (First-Year), 51% (Senior)
- Exploring your own background: 49% (First-Year), 47% (Senior)

3 of 5 students have a substantial emphasis in inclusive activities.

Only half...
Accreditation and NSSE’s Diversity and Inclusive Engagement Items

• Assess institutional commitment to diverse learning experiences, measure of climate

• Assess multicultural affairs, diversity component in curriculum

• Deeper examination: Study emphasis in courses, by major, by housing status, etc.
Part I: Takeaways

✓ **Retention:** Study time & collaborative learning matter to FY retention; how to ensure students who need help, get help?

✓ **HIPs:** expectations to do HIPs important; benefits for post college outcomes

✓ **Inclusivity & Cultural Diversity:** how to ensure coursework gets at deeper levels of inclusive teaching to address issues of equity and privilege?
Institutional Examples of NSSE Use
Lessons from the Field, volume 4

23 inspirational institutional accounts of NSSE data use

NSSE Use at OSU

• Provide each unit with pertinent data
• Resources to make data accessible to faculty & staff: internal OSU website with links to NSSE resources, info on accessing NSSE Report Builder
• Institute for Teaching and Learning Excellence (ITLE) developed faculty workshops on using NSSE results; focused on "what faculty are doing in their classrooms related to student engagement and what they could do to enhance it"
• Emphasis on monitoring & enhancing higher order learning
• Created Student Learning Analysts (SLA) position—“undergraduate students take an active role in gathering information on student learning outcomes”

• All trained by the Office of Academic Assessment

• Based on NSSE findings, SLAs developed focus groups related to 3 NSSE Engagement Indicators—Higher-Order Learning, Learning Strategies, and Reflective & Integrative Learning.

• SLAs analyzed focus group data and shared with Generation Education Committee, Faculty Administrator groups, and Teaching & Learning fair on campus
evaluate influence of TLC on integrative learning

Engagement Indicator (EI): Reflective and Integrative Learning (TLC N= 200 and Not TLC N=576)

Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>TLC</th>
<th>Not TLC</th>
<th>Official Peers</th>
<th>Public Research Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Score</td>
<td>38.4</td>
<td>36.1</td>
<td>35.9</td>
<td>35.1</td>
</tr>
</tbody>
</table>

(TLC N= 200 and Not TLC N=576)
Nazareth College

- Academic Advising Topical Module
- Examined responses of high GPA students who left
- Used item results to inform advising practices

Academic Advisement

Helping students develop, assess, and implement their educational, professional, and personal goals as lifelong learners.
NSSE use in HLC Accreditation

Loyola University Chicago

- Based on NSSE findings related to the positive impact of student learning, LUC created the Center for Experiential Learning.
- To further institutionalize LUC’s commitment to experiential learning, they added a requirement to complete one 3 credit hour course in one of five areas: academic internships, service learning, field work, undergraduate research, and public performance.
Use the data you have!!

Institution on HLC probation status: Statement on Core Component 5.D “The institution works systematically to improve its performance”

Evidence

Operational assessment and consequent adjustments are an area where the institution could benefit from some additional focus. For example, NSSE is conducted but results are not systemically evaluated or utilized. Other examples of current practices articulated during the site visit include...
Accreditation Toolkits

NSSE Accreditation Toolkits

NSSE Accreditation Toolkits provide suggestions for using NSSE results as evidence to support your institution’s accreditation efforts with an emphasis on mapping student engagement results to regional and professional accreditation standards.

Accreditation Toolkits Information Sheet

Regional Accreditation Toolkits

Toolkits provide suggestions for mapping student engagement results to regional accreditation standards. We also offer sample timelines to help you decide when and how often to collect student engagement data for integration into your accreditation process. Finally, we offer examples of how other institutions in your region have used NSSE in their accreditation efforts.

- Middle States Commission on Higher Education (MSCHE)
- New England Association of Schools and Colleges (NEASC)
- Higher Learning Commission - North Central Association (HLC-NA)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools (SACS)
- Western Association of Schools and Colleges (WASC)
- View Map of Regions

Specialized Accreditation Toolkits

Guidelines map NSSE survey items to professional accreditation standards related to specific areas of specialized study.

Institutions Using NSSE for Accreditation

Centenary College of Louisiana

The process of developing its Quality Enhancement Plan (QEP) in support of reaffirmation by Southern Association of Colleges and Schools (SACS), offered Centenary the opportunity to further increase its emphasis on experience-based curriculum, particularly in a global framework. The QEP is titled “C4: A Quality Enhancement Plan of Experiential Learning,” where the four C’s are “Centenary, Career, Culture, and Community.”

Norfolk State University

Meeting AACSB standards in the School of Business at Norfolk State is a faculty-driven process. Feedback from students and campus stakeholders on the efficacy of the curricula as well as its delivery is collected to inform a comprehensive and multifaceted process to assess course learning outcomes. The process has six objectives. NSSE results are used to support Objective #3, which aims to “understand the factors that help students learn more effectively and to succeed in school and at the workplace.”

http://nsse.iub.edu/html/accredToolkits.cfm
<table>
<thead>
<tr>
<th>NSSE 2017 Survey Items</th>
<th>HLC–NCA Core Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During the current school year, about how often have you done the following?</td>
<td></td>
</tr>
<tr>
<td>a. Asked questions or contributed to course discussions in other ways</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>b. Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>c. Come to class without completing readings or assignments</td>
<td>3.E</td>
</tr>
<tr>
<td>d. Attended an art exhibit, play, dance, music, theater, or other performance</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>e. Asked another student to help you understand course material</td>
<td>3.E</td>
</tr>
<tr>
<td>f. Explained course material to one or more students</td>
<td>3.B</td>
</tr>
<tr>
<td>g. Prepared for exams by discussing or working through course material with other students</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>h. Worked with other students on course projects or assignments</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>i. Gave a course presentation</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>2. During the current school year, about how often have you done the following?</td>
<td></td>
</tr>
<tr>
<td>c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>d. Examined the strengths and weaknesses of your own views on a topic or issue</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>e. Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>f. Learned something that changed the way you understand an issue or concept</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>g. Connected ideas from your courses to your prior experiences and knowledge</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>3. During the current school year, about how often have you done the following?</td>
<td></td>
</tr>
<tr>
<td>a. Talked about career plans with a faculty member</td>
<td>3.C, 3.E</td>
</tr>
<tr>
<td>b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)</td>
<td>3.B, 3.C</td>
</tr>
<tr>
<td>c. Discussed course topics, ideas, or concepts with a faculty member outside of class</td>
<td>3.B, 3.C</td>
</tr>
<tr>
<td>d. Discussed your academic performance with a faculty member</td>
<td>3.C</td>
</tr>
<tr>
<td>4. During the current school year, how much has your coursework emphasized the following?</td>
<td></td>
</tr>
<tr>
<td>b. Applying facts, theories, or methods to practical problems or new situations</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>d. Evaluating a point of view, decision, or information source</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>e. Forming a new idea or understanding from various pieces of information</td>
<td>3.B, 3.E</td>
</tr>
<tr>
<td>5. During the current school year, to what extent have your instructors done the following?</td>
<td></td>
</tr>
<tr>
<td>a. Clearly explained course goals and requirements</td>
<td>3.C</td>
</tr>
<tr>
<td>b. Taught course sessions in an organized way</td>
<td>3.C</td>
</tr>
<tr>
<td>c. Used examples or illustrations to explain difficult points</td>
<td>3.C</td>
</tr>
<tr>
<td>d. Provided feedback on a draft or work in progress</td>
<td>2.E, 3.C</td>
</tr>
<tr>
<td>e. Provided prompt and detailed feedback on tests or completed assignments</td>
<td>2.E, 3.C</td>
</tr>
</tbody>
</table>
Sources of Evidence about Educational Quality

Source: Ellen Chaffee, *Trusteeship*, 2014
Importance of Process & Outcomes Measures

- **Need both** process and outcome measures
  - Process measures identify what contributes to outcomes, and where action is needed
  - Outcome measures provide evidence of goal, but alone don’t suggest what to improve

- **Combine process and outcome data** to tell the most complete story about educational effectiveness and/or how to improve
Rationale for Using NSSE in Accreditation

- Measures effectiveness in key areas
- Systematically identifies areas of strength & for improvement
- Enables benchmarking against similar & aspirational peer groups
- Results reveal how students use institutional resources
- Participation in survey demonstrates ongoing evaluation, institutional improvement, and effectiveness activities
- Results are accessible and understandable by various internal & external stakeholders
NSSE Annual Results 2017

Inclusiveness and Engagement with Cultural Diversity
Do students experience inclusive practices in their coursework? Are college environments supportive of diversity?

Sexual Orientation and Gender-Variance on Campus
What are the experiences of our LGBTQ+ and gender-variant students?

Student Activists
Is there a relationship between student activism and engagement?

Entering Students’ Expectations
What are the consequences when expectations for faculty interaction aren’t met?

Faculty: Incorporating Diversity in the Curriculum
How much do faculty incorporate diversity in their courses and teaching practices?
Registration for NSSE 2019

• Invitation to IR directors, Provosts, by mail & email in early June

• Deadline to register: Sept. 21, 2018

• Register online: nsse.indiana.edu

• BCSSE registration is open now – survey for entering students
Customizing Your NSSE Administration

- Identify 3 Comparison Groups
- Topical Modules
- Consortium or System
- Limit Your Report Sample
- Selectively Group Majors for your Major Field Report
- Choose one of four open-ended questions for final student comments
- Link to NSSE via your LMS Portal
- Incentivize students to participate
- Send two additional reminders to students
Topical Modules

- Academic Advising
- Experiences with Writing
- First-Year Experience/Senior Transitions
- Development of Transferable Skills
- Inclusiveness and Engagement with Cultural Diversity
- Civic Engagement
- Learning with Technology
- Experiences with Information Literacy
- Global Learning
- Global Learning
Thank You!

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SOCIAL MEDIA

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