

Since 2000, more than 1,600 participating colleges and universities have used their NSSE results to make informed decisions to enhance undergraduate education on their campuses. Stories and lessons learned from many of these experiences are shared in NSSE's series, *Lessons from the Field*, available both in print and online at our website at [nsse.indiana.edu/links/lessons](http://nsse.indiana.edu/links/lessons). Topics in this four-volume growing repository of practical ideas for NSSE institutions' evidence-based assessment and improvement initiatives include:

**Responding to Accreditation • Creating Specialized Reports • Increasing Access to Data • Linking Data to Strategic Objectives  
Sharing Results Widely • Promoting Survey Participation • Enhancing Educational Practice**

Below and on the reverse side of this page are selected highlights from *Lessons from the Field*.



## Creating Specialized Reports

### PACE UNIVERSITY

To investigate institutional concerns such as retention, Pace University matches its most recent NSSE data to each fall semester's roster of first-year students who stayed and those who left. Analysis of these results provides valuable clues to student behavior and suggests actions that faculty and student success professionals might take. A study of sophomore retention at Pace used the NSSE responses of second semester first-year students to provide insight into how to address "sophomore slump" and resulting attrition. Results from the early years of NSSE administration at Pace highlighted the need to pay more attention to student-faculty interaction. To address this need, Pace's Center for Teaching, Learning, and Technology—along with the University Assessment Committee—developed a series of faculty development workshops using NSSE results. Results from subsequent NSSE administrations showed upward trends in the student-faculty interaction scores.



## Sharing Results Widely

### NORTH CENTRAL COLLEGE

Instead of relying solely on college and university rankings for progress benchmarks, North Central College leaders have asked to know more about what students actually do. In response, at a presentation to the college's board of trustees, the vice president for student affairs and dean of students used NSSE data to illustrate student engagement as an indicator of educational quality and to provide the board a view of the college's performance through its NSSE results and reports. A similar presentation using NSSE data was given to student affairs staff, and the attendees also discussed ways to improve student learning and development with NSSE indicators in mind. North Central continues its efforts to ensure that all campus units know how the construct of student engagement and the data from NSSE can help create successful educational environments for students.

## Linking Data to Strategic Objectives

### WILLIAM JEWELL COLLEGE

Stakeholders at William Jewell College leveraged data from NSSE's Experiences with Diverse Perspectives Topical Module to enhance a ten-year plan to be more inclusive and to increase campus structural diversity and interactions around diverse topics. Results from years of collecting data from this module indicated that students at the institution were less likely than the institution desired to engage in activities or to participate in conversations regarding societal differences. Although comparison showed that the institution's data were similar to the data of peer institutions, the college aimed for even better performance. As a result, the faculty approved adding a required common course on identity and society for all new students (starting fall 2017) and requiring those students by the time of graduation to complete two approved diversity and inclusion courses (at least six credits), one on diversity in the US and the other on global diversity.



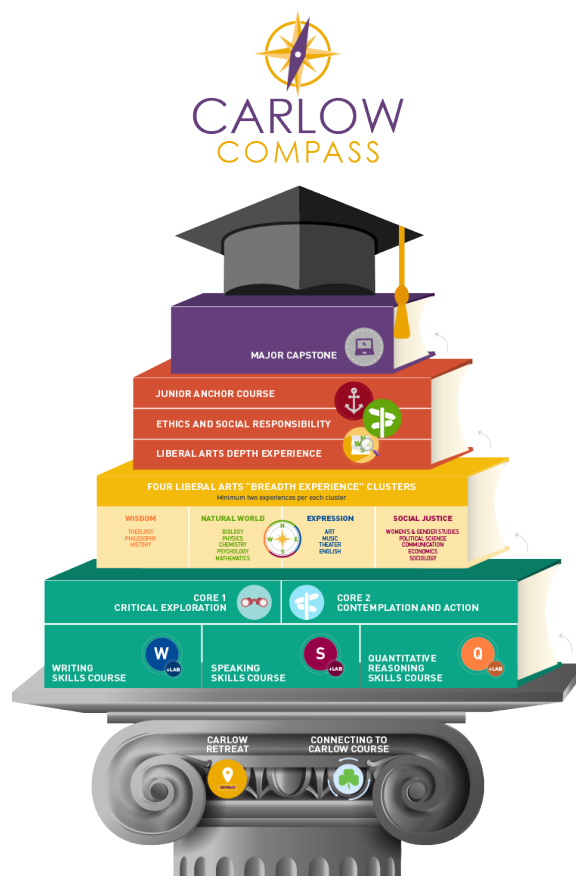
## Enhancing Educational Practice

### CARLOW UNIVERSITY

In 2014, Carlow University administered NSSE with two Topical Modules: Learning with Technology and Experiences with Information Literacy. Analysis of these data contributed to the development of explicit guidelines for a new core curriculum, the Carlow Compass, which went into effect for all incoming students in fall 2016.

Mapping Carlow's NSSE results to specific action steps was linked to the new core curriculum guidelines. By reimagining NSSE results in a single chart—or "crosswalk"—the Office of Institutional Research, Effectiveness, and Planning developed an easy-to-understand information display tool that clearly delineated connections between data and action. Not only has the crosswalk streamlined conversations regarding interventions to enhance student engagement, the document also serves as an easy-to-reference guide for measuring the effectiveness of these interventions.

Carlow University plans to administer NSSE in 2018 and to see if scores on the targeted items improve after implementing the new core curriculum, the Carlow Compass.



"NSSE asks things that matter and we've found the results to be sufficiently interesting and relevant to engage student affairs professionals and faculty quite easily in making meaning of the results."

— Laura Coghlan, Director of Institutional Research and Assessment, The Evergreen State College

"The National Survey of Student Engagement is the gold standard for gauging the impact of learning practices on undergraduate students. At Winthrop, we're very proud of what our students' responses tell us."

— Daniel F. Mahoney, President, Winthrop University