

*About 35% of
AAU institutions
have participated
in NSSE in the
last 5 years.

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 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. 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*.



University of Wisconsin-Madison

Creating Specialized Reports

UNIVERSITY OF WISCONSIN-MADISON

Increased interest in students' career preparation and postgraduation plans motivated UW-Madison to create a short report featuring a combination of career-related results from the NSSE core instrument and the Development of Transferable Skills Topical Module. After review by an executive council of career services staff across schools and colleges, the results were disseminated to programs and faculty in customized reports by eight major fields. Data on student participation in internships advanced conversations about the varied definitions of internships across majors, including what qualifies, who participates, and how students make the connection to their professional development. Seniors' transferable skills results also reinforced findings from the College of Letters and Science alumni survey, leading to redesigning career advising around career clusters rather than majors.



Tulane University

Responding to Accreditation

TULANE UNIVERSITY

Tulane University used NSSE results on students' expectations for and involvement in service-learning, undergraduate research, and internships to establish the warrant for the Center for Engaged Learning and Teaching (CELT) and as part of its Quality Enhancement Plan for the Southern Association of Colleges and Schools reaffirmation. Growing out of Tulane's recognized strength in public service and service-learning, as well as students' keen interest in public service programs, the project is expanding opportunities for students and faculty to participate in meaningful high-impact practices and learning experiences that complement their academic and career goals. NSSE data related to CELT activities will be used as baseline indicators, and future results will be used to monitor student participation and educational effectiveness.

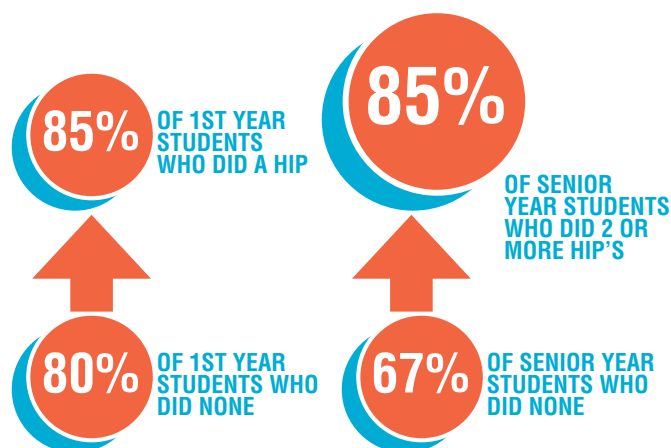
Increasing Access to Data UNIVERSITY OF TORONTO

Although increasing student participation in high-impact practices (HIPs) is a major goal for the University of Toronto, presenting data in a way that inspires interest and change among educational units has been challenging. Through new, compelling data visualization techniques, however, NSSE data have been used to show the relationship between participation in HIPs with student satisfaction and engagement and to generate interest in and conversation about HIPs across campus. In responses to the survey question, “If you could start over again, would you go to the same institution you are now attending?”, results indicated a small increase in affirmative responses among first-year students who participated in one HIP and a substantial increase among seniors who participated in at least two HIPs. Reimagining these data in a new, succinct display helps educators understand this relationship and creates an enticing narrative for stakeholders to articulate the value of these educational programs.

Enhancing Educational Practice THE OHIO STATE UNIVERSITY

Enhancing Academic Advising, Ohio State’s 2014 Higher Learning Commission quality initiative, was implemented through training and professional development for advisors, assessment of academic advising learning outcomes, increased advisor accessibility to and engagement with information to guide and support students, and enhanced collaboration between advisors and other university offices. To assess the initiative’s effectiveness, Ohio State compared results from the 2013 and 2016 administrations of NSSE’s Academic Advising Topical Module and found areas with significant gains and no areas in which responses were more negative. Both first-year and senior students responded more positively in 2016 when asked to what extent advisors helped them understand academic rules and policies and informed them of academic support options. More seniors specifically said their advisors had been available when needed and listened closely to concerns and questions.

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



Relationship of Students' HIP Participation and Satisfaction with University of Toronto



“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