

PRE-WORKSHOP WEBINAR: NSSE REGIONAL WORKSHOPS TO SUPPORT CSU GRADUATION INITIATIVE 2025

Webinar will begin at 12 noon Pacific/ 3 pm EST.

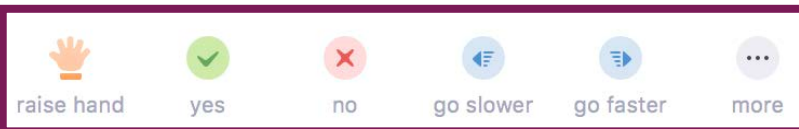
Before we begin, please review the Zoom controls below. Leave your audio and video off, unless prompted by a host. You can post any questions in the chat box – To see the chat, you must open the Chat box and move it into view.



Please leave your audio muted and video off (both indicated by a red slash)

Click to open the Participants box. This will allow you to give nonverbal feedback.

Click to open the Chat box. This will allow you to chat with Hosts and Participants.



Troubleshooting:

- Visit <https://kb.iu.edu/d/aods#hear-talk> for a comprehensive set of tests and troubleshooting solutions if you have issues with the Zoom software
- To check your audio connection, click the arrow next to the microphone on the left hand side of the in meeting toolbar.
- Click “Test Computer Audio” and audio preferences will open.
- You can test the volume and output of your speaker device by selecting “Test Speaker.” If you cannot hear, change the output source by selecting a different speaker device.

Pre-Workshop Webinar: *National Survey of Student Engagement (NSSE) Regional Workshops to Support Graduation Initiative 2025 Goals*



Jillian Kinzie

Indiana University Center for Postsecondary Research

Graduation Initiative 2025 is the CSU's ambitious initiative to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps.

Academic
Preparation

Enrollment
Management

**Student
Engagement
and Well-
being**

Financial
Aid

**Data-Driven
Decision
Making**

Administrative
Barriers

STUDENT ENGAGEMENT AND WELL-BEING

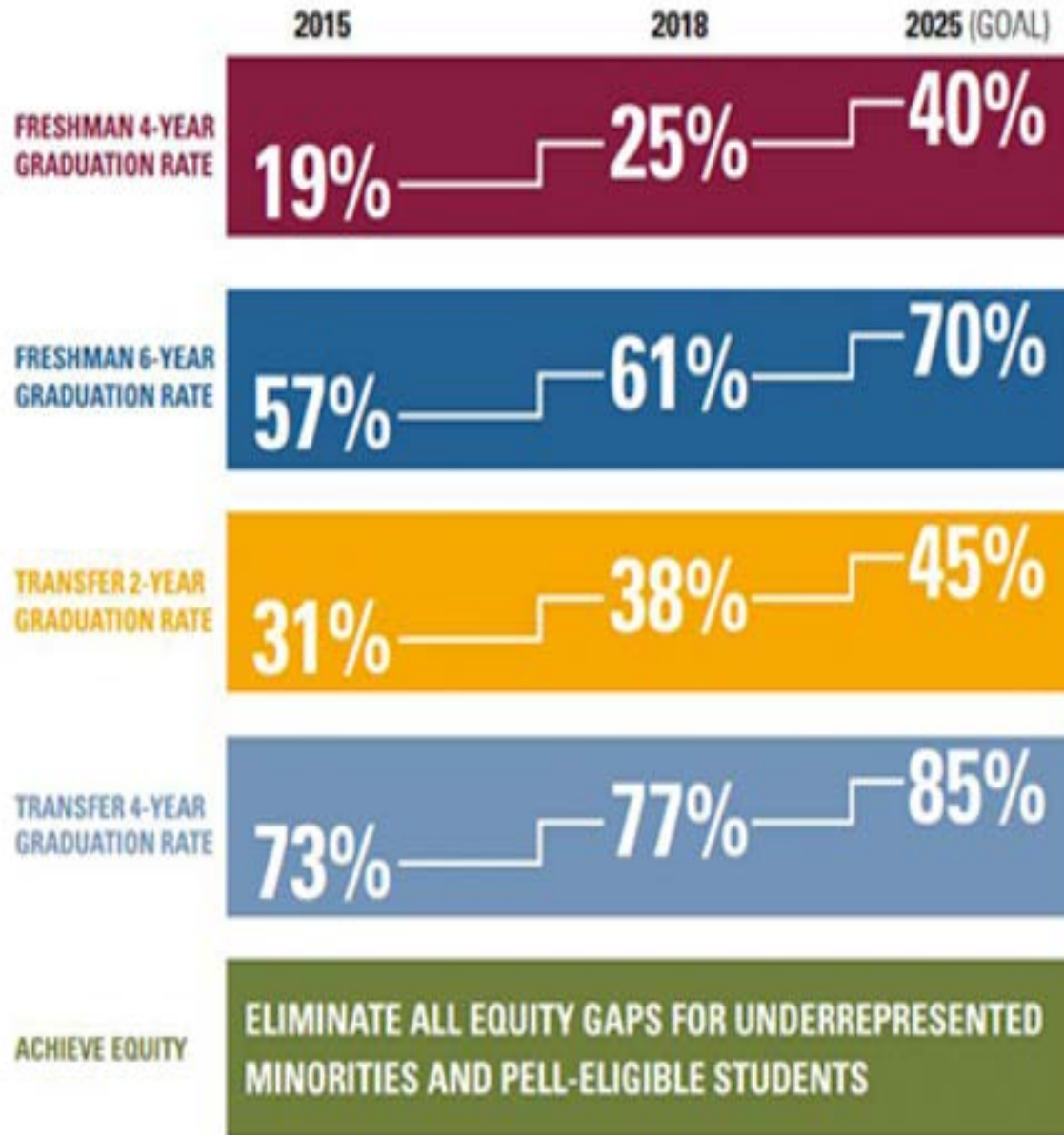
The CSU will continue to address the well-being of all CSU students while fostering a strong sense of belongingness on campus.



DATA-DRIVEN DECISION MAKING

The CSU will use evidence and data to identify and advance the most successful academic support programs.

Graduation Initiative 2025



What Will it Take?

- ✓ Bold leadership
- ✓ Team effort
- ✓ Evidence-based practice
- ✓ Data-informed action
- ✓ Improvement ethos
- ✓ Can-do attitude
- ✓ Willingness to act & change
- ✓ Concerted, steady action



THE PLAN

NSSE & CSU Graduation Initiative 2025

- **Pre-Workshop Webinars**
 - Provide participants a common foundation for student engagement, data & reports, and questions about interpreting data and conducting analyses; consider maps connecting NSSE to CSU Graduation Initiative 2025 goals and get acquainted with Action Planning documents to guide work at the in-person workshop
- **Workshops: April 26, San Francisco or May 3, Long Beach**
 - In depth team worktime, facilitated by NSSE staff, exchange ideas about student engagement data analysis, apply results to Graduation Initiative 2025 goals
- **BCSSE Administrations 2020**
 - To explore incoming students (including TRANSFERS!) pre-college experiences, expectations for engagement; advising reports; connect to NSSE

What's Motivating This Webinar and Workshops?

- **23 CSUs with NSSE Data!**
- **Valuable Multi-Year results**
- **The Questions:**
 - **How can student engagement data be used to understand retention, graduation and equity gaps?**
 - **Can NSSE data help guide interventions, and provide information about what works to support completion and reduce equity gaps?**



CSUs have NSSE. So, Apply it to GRADINITIATIVE2025

[California State University Maritime](#)

NSSE: 2010, 2014, 2017

BCSSE: 2008

[California Polytechnic State SLO](#)

NSSE: 2001, 02

FSSE: 2008, 11,

[California State](#)

NSSE: 2005, 20

[California State](#)

NSSE:00, 02, 04

BCSSE: 2010, 2

[California State](#)

NSSE: 2008, 11

BCSSE: 2008, 09, 12, 13, 14, 15, 16, 2017

[California State University, Chico](#)

NSSE: 2002, 04, 06, 08, 10, 12, 14, 16, 2018

FSSE: 2004, 08, 10, 12, 2014, 2016, 2018

[California State University-Dominguez Hills](#)

NSSE: 2002, 03, 04, 06, 07, 10, 12, 15, 2017

FSSE: 2006, 2007, 2011, 2015, 2017

[California State University, East Bay](#)

NSSE: 2008, 15, 16, 2017

BCSSE: 2007, 2014, 2015, 2016, 2017

[California State University, Fresno](#)

[California State University, M Bay](#)

NSSE: 2000, 01, 02, 05, 08, 11, 14, 17

FSSE: 2017

[California State University, Northridge](#)

NSSE: 02, 06, 07, 09, 11, 13, 15, 17, 19

[California State University, Sacramento](#)

NSSE: 2002, 05, 08, 11, 14, 2017

FSSE: 2005 BCSSE: 2015, 2016, 2017

[California State University, San Bernardino](#)

NSSE: 00, 02, 03, 05, 08, 11, 13-15, 18

FSSE: 2005

[California State University San Marcos](#)

NSSE: 00, 01-03, 05, 06, 08, 10, 12, 14, 16, 18

[California State University-Stanislaus](#)

NSSE: 2003, 04, 06, 09, 11, 14, 2017

FSSE: 2007, 09, 11, 2014, 2017

[Humboldt State University](#)

NSSE: 2002, 05, 08, 2013, 2017, 2019

FSSE: 2017

[San Diego State University](#)

NSSE: 2004, 2009, 2015, 2019

[San Francisco State University](#)

NSSE: 2002, 03, 07, 08, 11, 2014, 2017

FSSE: 2007, 2014, 2017

[San Jose State University](#)

NSSE: 2002, 04, 05, 08, 11, 2014, 2017

FSSE: 2004, 2008, 2011, 2014, 2017

[Sonoma State University](#)

NSSE: 2002, 06, 08, 10, 12, 2014, 2016

FSSE: 2004

WHO'S PARTICIPATING

Enter all or part of an institution's name:

Collect Results

[Advanced Search »](#)



Goal for Work:

Apply your NSSE data, which is grounded in research about what matters to student success, and local evidence and expertise, to understand and inform Grad Initiative 2025

GradInitiative2025 *Engagement Guide*

Mining And Maximizing CSU's NSSE Data To Advance Student Success

- **How has your campus used its NSSE data to understand the student experience? to understand the experience of different student groups? to assess interventions/programs?**
- **What campus practices need to be revisited to improve student engagement?**
- **How can focusing on student engagement support your campus' Graduation Initiative 2025 goals?**

Decades of Research Confirms: Engaged learning is a gateway to the desired outcomes of college

Students who engage more frequently in educationally purposeful activities - in and outside the classroom - get better grades, are more satisfied, and are more likely to persist and graduate.



NSSE



Key criterion in NSSE's design: Survey content based on prior empirical evidence of a relationship to student learning and success

Conceptual Elements of Student Engagement

Quality of Effort
Involvement

Academic & Social Integration
Principles for Good Practice in Undergraduate Education

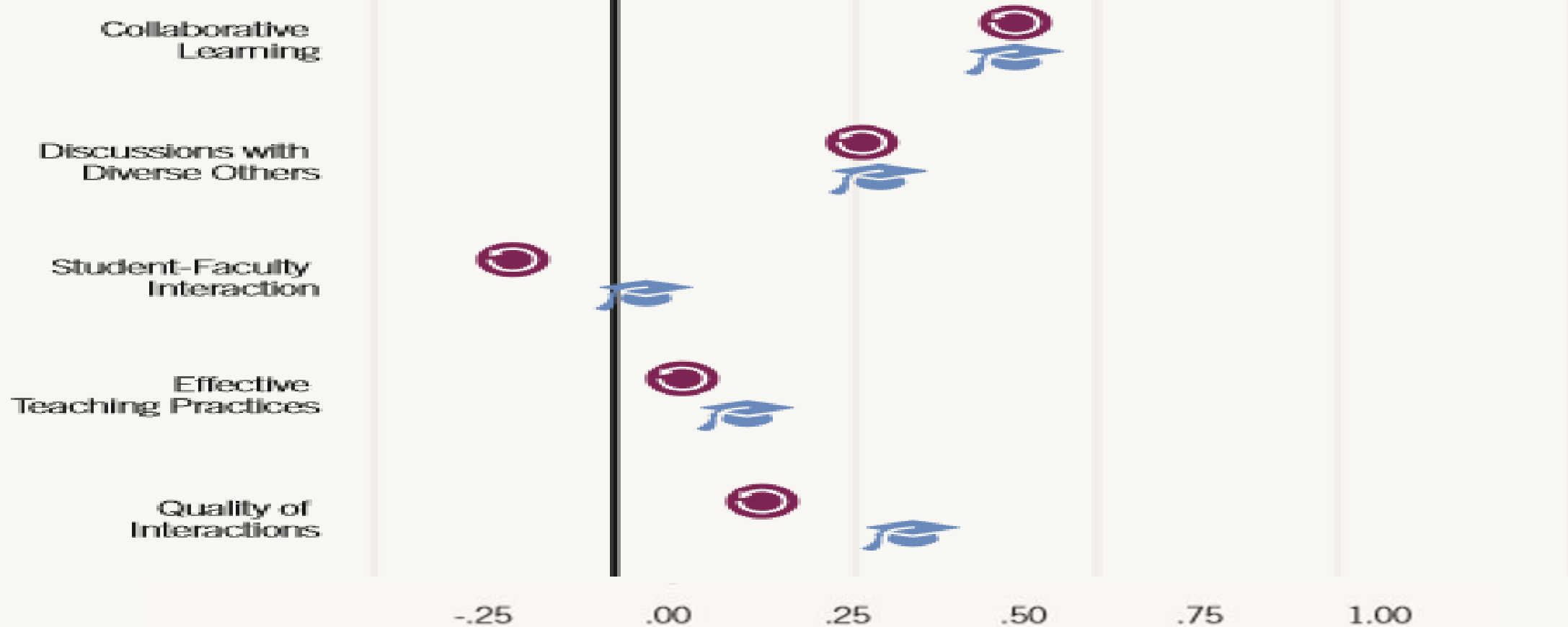


Behavioral Manifestations

Time on task, Reading & writing, Class participation & presentations, Group work, Higher-order cognitive tasks in courses, Interaction with faculty, Participation in events & activities, High-impact practices

Perceptual Manifestations


Quality of relationships, High faculty expectations, Environmental support



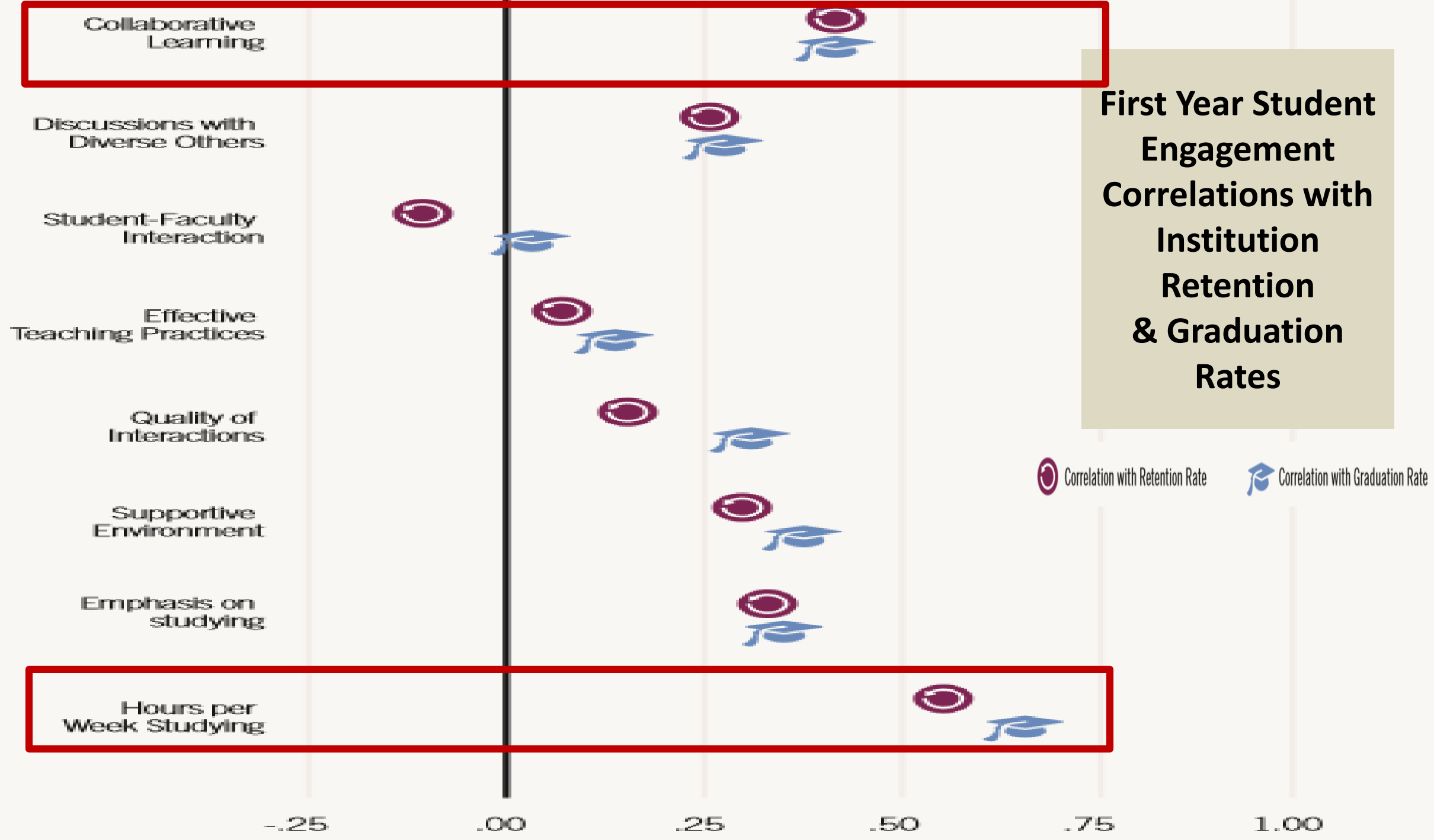
First Year Student Engagement Correlations with Institution Retention & Graduation Rates



 Correlation with Retention Rate

 Correlation with Graduation Rate

First Year Student Engagement Correlations with Institution Retention & Graduation Rates



High-Impact Practices Positively Associated with Student Success

High-Impact Practices

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

HIPs Increase Probability of First-Year Student Retention



HIP “Done” (FY)	% Increase in Retention*
Learning Community	3%**
Research w/ Faculty	3%**
Service Learning	2%

* A 1 point change in each NSSE measure corresponds to a 2- 4 % point increase in retention rates

** Looking within each SAT group, we see a difference within bottom SAT quartile of about 7% points compared to 4 & 2 % points for middle and top SAT groups.

High-Impact Practices Positively Associated with Student Success

High-Impact Practices

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



- **Quality**: Just naming something a HIP does not make it high-impact
- **Equity**: Not all students partake

! CAUTION

Consider institutional conditions and action, rather than placing all the responsibility for student success on students.

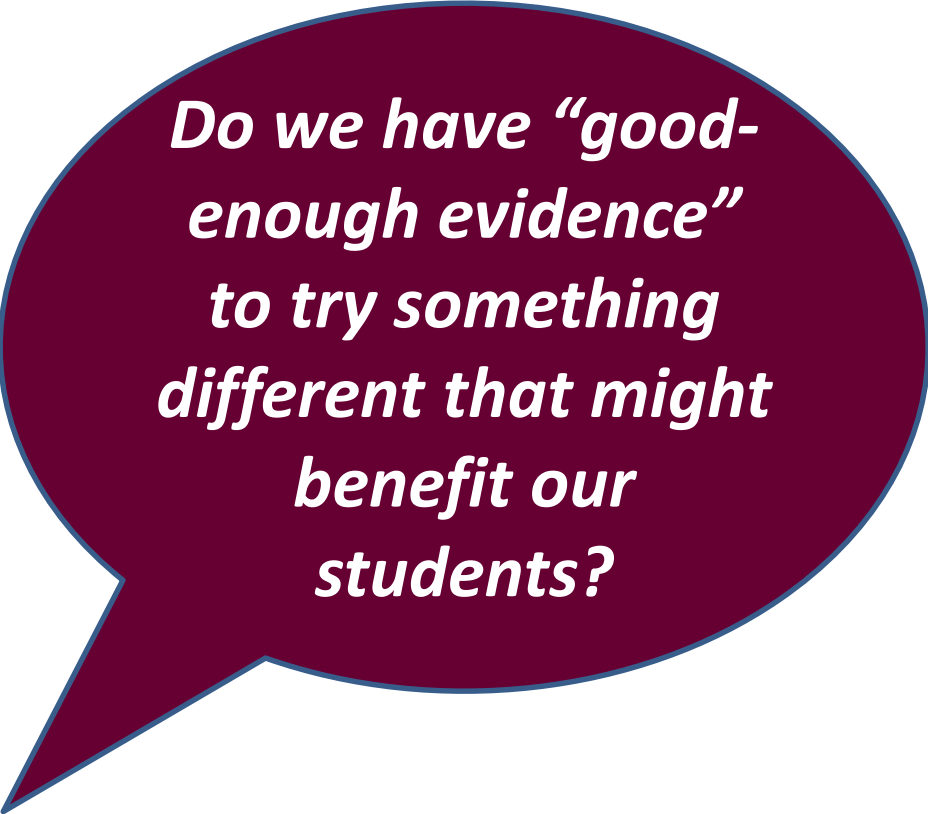
(Quaye & Harper, 2015)

Student Engagement is the Responsibility of Educators & University Leaders

- **foster an environment favorable to good practice**
- **ensure students engage routinely in high levels of effective educational practice**

NSSE's Recipe for Generating Evidence to Inform Student Success

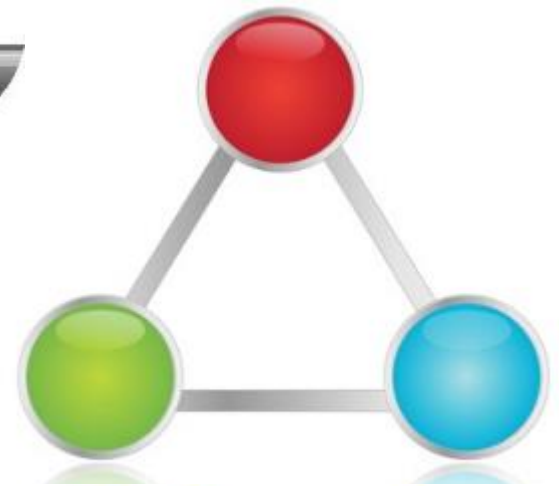
1. Ask students about their educationally purposeful experiences
2. Provide participating institutions comprehensive, easy-to-understand reports about student engagement relative to comparison institutions
3. Encourage institutions to act on evidence
4. Support assessment cycle: Collect & analyze data, share results, identify & implement changes, assess the impact of change



Do we have “good-enough evidence” to try something different that might benefit our students?

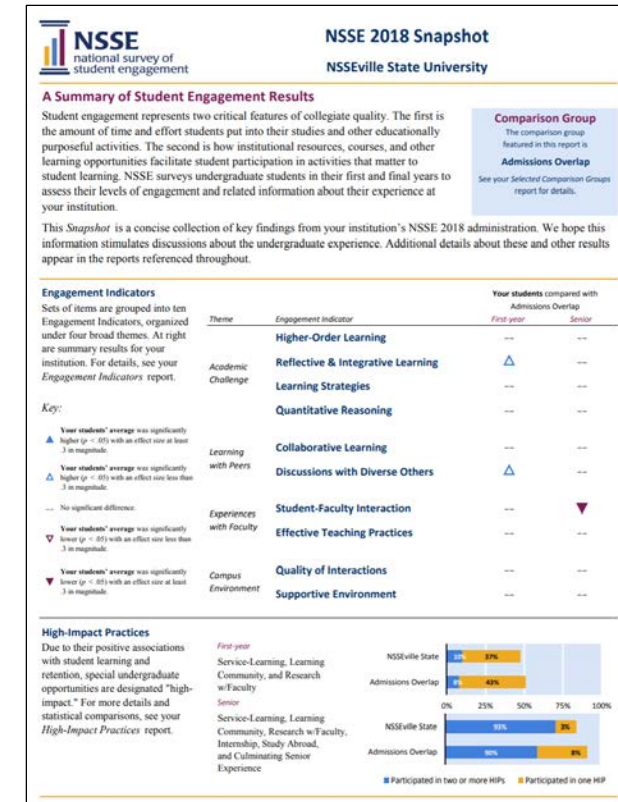
3 Ways to Use NSSE Data in the CSU Graduation Initiative

1. Broadly identify educational practices done well, and what may need to be shored up
2. Triangulate with other data, Take action on evidence, assess again
3. Disaggregate to explore gaps by student populations & programs



APPROACH 1: Overview of your Student Engagement & Success Data

- Review Student Engagement results beginning with the NSSE *Snapshot* (Engagement Indicators & HIPs) for a broad overview of student engagement
 - What do these results suggest about your students experience?
 - What are FY & SR strengths? Areas of concern?
 - Are HIPs available to all students?
 - There is no substitute for time on task, are students dedicating enough?
 - Satisfaction isn't everything, but would most students attend again?







To Increase Student Retention & Success, Focus on Engagement Indicators

Theme	Engagement Indicators
<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


**What EIs are strengths?
Weaknesses?**


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.

<i>Theme</i>	<i>Engagement Indicator</i>	Your students compared with Private Doc-Granting	
		<i>First-year</i>	<i>Senior</i>
<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 and Items

Academic Challenge

Higher-Order Learning

During the current school year, how much has your coursework emphasized the following:

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

Reflective & Integrative Learning

During the current school year, how often have you

- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments

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 other than your own
- People with religious beliefs other than your own
- People with political views other than your own

Experiences with Faculty

Student-Faculty Interaction

During the current school year, how often have you

- Talked about career plans with a faculty member
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

Effective Teaching Practices

Engagement Indicators Matter to Student Success
What EIs are Relevant to your Grad Initiatives?

- Reviewed your notes after class
- Summarized what you learned in class or from course materials

Quantitative Reasoning

During the current school year, how often have you

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information

Learning with Peers

Collaborative Learning

During the current school year, how often have you

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course

Indicate the quality of your interactions with the following people at your institution:

- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

How much does your institution emphasize the following:

- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)

APPROACH 2: Map Items to Grad Initiatives

- Review all NSSE items (and demographic questions) to identify student engagement measures that most relate to Graduation Initiative goals, or to programs you've implemented

- Review CSU Graduation Initiative: Mapping NSSE Items to #GradInitiative 2025 worksheet
- Review your [NSSE Freq & Stats Report](#)

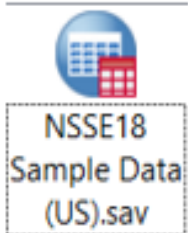


CSU Graduation Initiative: Mapping NSSE Items to #GradInitiative 2025

Individual Survey Items (NSSE Items 1-3c) NSSE CSU Graduation Initiative Mapping

Survey Items	CSU Graduation Initiative
Question 1. During the current school year, about how often have you done the following?	
1a Asked questions or contributed to course discussions in other ways	
1b Prepared two or more drafts of a paper or assignment before turning it in	
1c Come to class without completing readings or assignments	
1d Attended an art exhibit, play, or other arts performance (dance, music, etc.)	
1e Asked another student to help you understand course material	

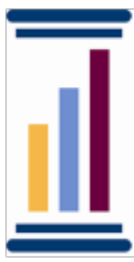
- Review your NSSE Data File and [Data Analysis Resources](#) for syntax for recoding variables
- Disaggregate. Use NSSE datafile



APPROACH 2: Map Items to Grad Initiatives

- **Example 1: FY students' interaction with peers** matters to belonging. Are all FY student groups having equally positive experiences on Collaborative Learning, 13a quality of interaction with peers, 14d, perceive support for diverse interaction, 14e involved socially, and 15b, participating in co-curriculars?
- **Example 2: If you have bolstered advising, career and work-related experiences in the FY experience**, how do your results look on the following items: 3a, Talked about career plans, 13b, quality of interactions with academic advisor, 17e, Acquiring job/ work-related knowledge and skills?

- How might results inform your action?
- What action are you taking and how will you know its making a difference?



Connecting Items about FY

Career Preparation + Applied Experiences

**Talked about career plans
with a faculty member** (% very
often + often + sometimes)

First-year students:

YOUR CSU = 72% vs.

Comparison Group = 83%

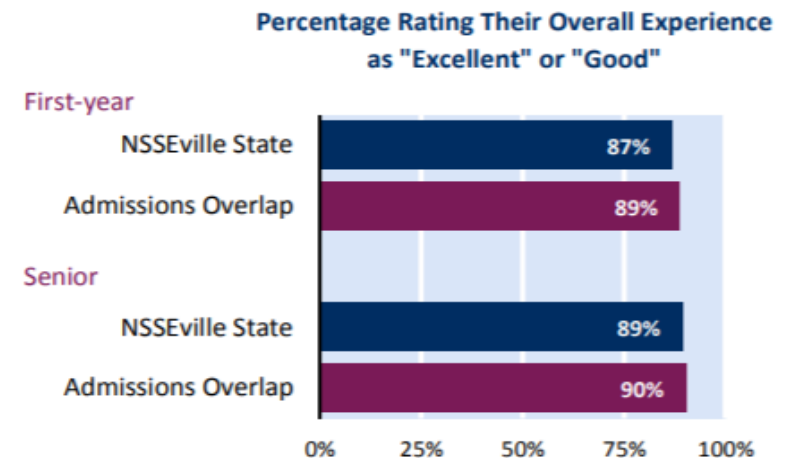
Low FY scores in:

- 1. Applying facts, theories, methods, to practical problems/new situations**
- 2. Gaining work-related knowledge & skills**
- 3. Interest in Internships
high = 75% first-year
“plan to do”**

APPROACH 2: Map Items to Grad Initiatives

- How might results inform your action?
- What action are you taking and how will you know its making a difference?

- **Example 3:** What is associated with **senior success**? How are seniors rating personal and professional gains, items in 17, do differences across majors make sense?
- What engagement items are positively associated with senior satisfaction?



Mapping NSSE Items & Demographics to GradInitiative 2025

CSU Graduation Initiative: Mapping NSSE Items to #GradInitiative 2025

Individual Survey Items (NSSE Items 1–3c)

NSSE CSU Graduation Initiative Mapping

Survey Items	CSU Graduation Initiative
Question 1. During the current school year, about how often have you done the following?	
1a Asked questions or contributed to course discussions in other ways	
1b Prepared two or more drafts of a paper or assignment before turning it in	
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1e Asked another student to help you understand course material	



CSU Graduation Initiative: Mapping NSSE Items to #GradInitiative 2025

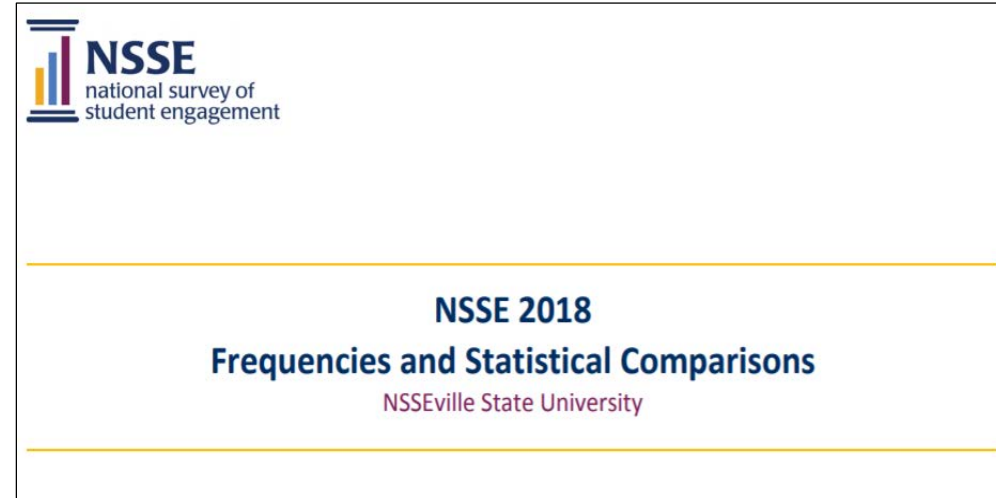
Individual Survey Items (NSSE Items 1–3c)

Survey Items	CSU Graduation Initiative
Question 1. During the current school year, about how often have you done the following?	
1a Asked questions or contributed to course discussions in other ways	To inform Active Learning in the FY efforts in CTL
1b Prepared two or more drafts of a paper or assignment before turning it in	To inform Active Learning in the FY efforts in CTL
1c Come to class without completing readings or assignments	
1d Attended an art exhibit, play, or other arts performance (dance, music, etc.)	
1e Asked another student to help you understand course material	Measure of collaborative learning, peer support
1f Explained course material to one or more students	Measure of collaborative learning, peer support
1g Prepared for exams by discussing or working through course material with other students	Measure of collaborative learning, peer support
1h Worked with other students on course projects or assignments	Measure of collaborative learning, peer support
1i Gave a course presentation	To inform Active Learning in the FY efforts in CTL
Question 2. During the current school year, about how often have you done the following?	
2a Combined ideas from different courses when completing assignments	
2b Connected your learning to societal problems or issues	
2c Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	
2d Examined the strengths and weaknesses of your own views on a topic or issue	To inform Active Learning in the FY efforts in CTL
2e Tried to better understand someone else's views by imagining how an issue looks from their perspective	
2f Learned something that changed the way you understand an issue or concept	To inform Active Learning in the FY efforts in CTL
2g Connected ideas from your courses to your prior experiences and knowledge	To inform Active Learning in the FY efforts in CTL
Question 3. During the current school year, about how often have you done the following?	
3a Talked about career plans with a faculty member	Monitor for FYE improvements; target increase 5% "done"; reduce equity gap
3b Worked with a faculty member on activities other than coursework (committee	

Mapping
to Grad
Initiative
2025

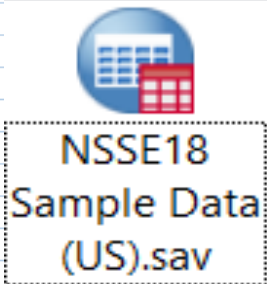
To Dig Deeper into NSSE Data

- Engagement Indicator Report
- Frequencies & Statistical Comparisons Report
- HIP Report
- Data File



The image is a screenshot of a software application window displaying a data table. The window has a menu bar with 'File', 'Edit', 'View', 'Data', 'Transform', 'Analyze', 'Graphs', 'Utilities', 'Add-ons', 'Window', and 'Help'. Below the menu bar is a toolbar with various icons for file operations and data analysis. The data table has 15 rows and 10 columns. The columns are labeled: 'askquest', 'drafts', 'unprepared', 'attendart', 'CLaskhelp', 'CLexplain', 'CLstudy', 'CLproject', and 'present'. The rows are numbered 1 through 15. The data values are integers ranging from 1 to 4.

	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	
5	3	4	1	1	1	3	2	2	
6	4	2	2	2	2	.	.	.	
7	3	1	2	2	2	2	2	3	
8	2	1	2	1	3	3	2	2	
9	4	.	3	4	4	3	4	3	
10	4	2	1	2	3	3	4	4	
11	3	3	2	1	2	2	2	2	
12	3	3	2	2	3	4	4	4	
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



APPROACH 3: What Do Students Say?

- What's the tone of your **Student Comments**?
- Which faculty, staff, offices are called out for support?

My CSU experience...

Review your [Student Comments Report](#)

"I would like to see more proactive academic and career advisers. I also feel my education would be improved with more communication and collaboration between faculty within [my major], instructors are often surprised by what we have or haven't been taught in prerequisite courses."

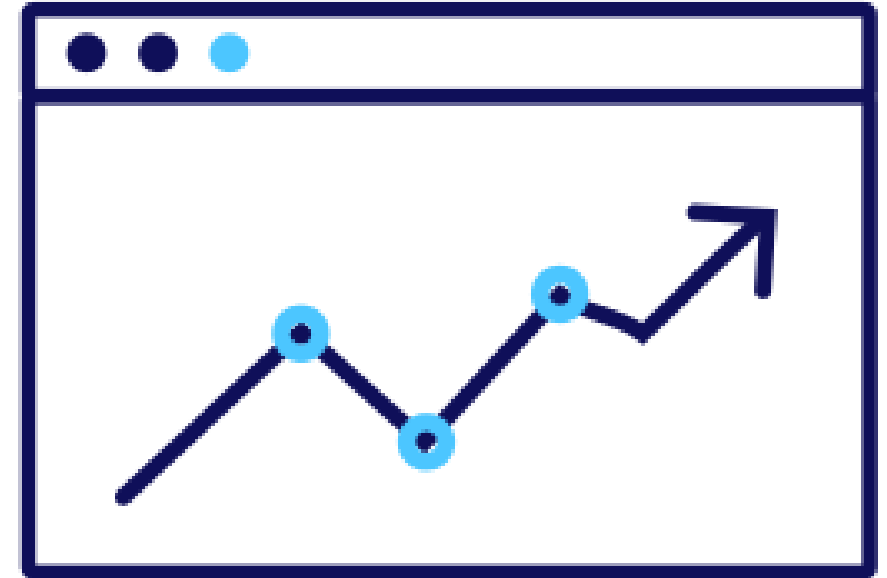
Institutions had the option to select one of four comment prompts to be given at the end of the survey (including after all module and consortium questions). 300 first-year students and 450 seniors responded to the following:

Please describe the most significant learning experience you have had so far at this institution.

Class	Enrollment	Sex	Response
First-year	Full-time	Female	I have learned a lot of valuable information that is going to help me be successful in my major and career in the future. I have gotten a lot of help from my teachers and tutors to be successful at this school.
First-year	Full-time	Female	My sociology 100 class really allowed me to think about my life and who I am. It taught me the value of understanding the diversity among people - whether that be economic, racial, or physically. I really appreciated that class and it widened my view of myself and the people around me.
First-year	Full-time	Female	Being in my Soc 100 class in the fall semester. This class really opened my eyes to social problems in the world today.
First-year	Full-time	Female	I have learned how to open up and be myself. Before coming to X, I was very shy and did not talk much. However, coming here and meeting new people, I found a group of people who accept and appreciate me for who I am and because of this, I have no problem being myself. I think one thing that definitely helped me with this is speech class. Although I hated it when I was in it, it helped me to open up and speak in front of other people.
First-year	Full-time	Female	I traveled to Peru as part of the Medical Training program. It was an incredible experiment to witness another culture and way of living so different from my own
First-year	Full-time	Female	Having to learn to prepare for exams and quizzes far in advance rather than the day before the exam or quiz
First-year	Full-time	Male	Deadlines man.
First-year	Full-time	Male	Learning to make connections with people that were previously out of my social circle via speech class.
First-year	Full-time	Male	It would have to be the COM103 assignment where we had to volunteer within the community. I learned quite a bit about the struggles the surrounding community has here, but also how much I've loved and missed volunteering back home.
First-year	Full-time	Male	Learning what the real world is like and what employers want from faculty and advisors has been the most significant thing I have learned.

APPROACH 4: Are Things Changing?

- Are your Multi-Year Results consistent over-time?
- What do you hope to see change in your next administration results?
- How might you use your NSSE MYR to set targets?



Review your [NSSE Multi-Year Report](#)

Student Engagement Data To Inform GradInitiatives

NSU students are most engaged in... We should consider ways to increase engagement in... Data suggest we might want to further explore... We found that after we changed...our NSSE scores increased...



Disaggregate NSSE to explore gaps by student populations & programs



Data to Promote Conversation & Action

NSSE results provide an occasion to bring faculty, staff, and students into a conversation about undergraduate quality and topics of campus concern and to address: “what do we want to do with and about these results?”



NSSE to Monitor & Detect Change

Use NSSE in routine assessment cycles to monitor progress & gauge change:

“We changed X in the FY Experience in 2016, do we see a difference in FY engagement in NSSE 2018?”



Reflection



Is your campus making the most of NSSE results and findings for the Grad Initiative?

What questions do you have about making better use of your results?

More Details about the Workshops

National Survey of Student Engagement (NSSE) Regional Workshops to Support Graduation Initiative 2025 Goals

April 26, 2019 - 7:30 AM - 3:15 PM in San Francisco or,

May 3, 2019 - 7:30 AM - 3:15 PM in Long Beach

- **Campuses are invited to send new or existing teams of no more than four campus leaders.**
- **There is no cost to participate in the workshops. In addition, the Office of the Chancellor will reimburse costs for travel and lodging at the Hilton San Francisco Airport Bayfront hotel or Hotel Maya (Long Beach) for participants traveling more than 25 miles from campus**

Who Should Attend the Workshop?

- **Campus teams of 3-4 members that will likely include the NSSE Campus Project Manager, academic & student affairs leaders, and/or faculty who are committed to taking action on results related to the Graduation Initiative 2025 goals**
- **When forming teams, consider the questions you wish to address with your NSSE data**
 - *What are your campus student engagement strengths?*
 - *What student populations are your focus for GradInitiative 2025 and how engaged are they?*



Workshop Agenda

7:30 am Check-in and Breakfast

8:30 am Welcome and Opening Session

Beginning with the End in Mind: Applying NSSE Results to Foster Graduation Initiative 2025

10:00 am **Panel of CSU NSSE Data Use Leaders**

10:45 am Break

11:00 am **Sharpening the Focus on Data: Student Engagement Data and Graduation Initiative 2025 goals**

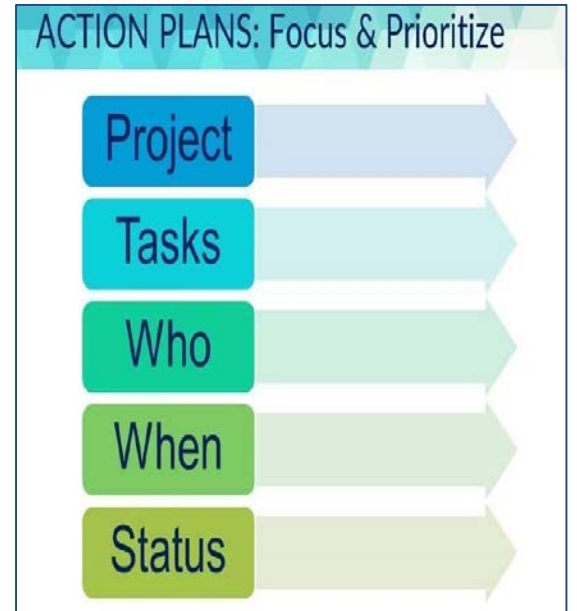
12:00 noon Lunch and **Idea Exchange with one other CSU team**

1:00 pm **Facilitated Team Time for Developing Action Plans**

2:00 pm **Team Presentations**

2:45 pm **Closing Remarks and Next Steps**

3:15 pm Thank you and safe travels



Preparation for the Workshop

- Share NSSE data among your team
- Review mapping NSSE items to Graduation Initiatives worksheet
- Review the Workshop Action Plan (*forthcoming*)
- Meet with your team to explore questions about results, and data, items and student populations of interest, and to formulate questions to begin exploring at the workshop

14. How much does your institution emphasize the following?

a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	2	1
		2	Some	36	16
		3	Quite a bit	114	49
		4	Very much	79	34
			Total	231	100



18. How would you evaluate your entire educational experience at this institution?

evalexp	1	Poor	4	2
	2	Fair	19	8
	3	Good	95	42
	4	Excellent	110	48
		Total	228	100



- **What has challenged your use of NSSE data in the Graduation Initiative?**
 - **What has worked?**
- **What questions do you have?**

THANK YOU

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