October 25, 2011

NSSE CAMPUS LIAISON WORKSHOP
Welcome and Overview

10:00 Welcome and overview
10:10 Identifying your key data points
10:40 Case Study – Penn State Altoona
11:00 Break
11:10 Case Study – FYE
11:30 Next steps
Noon Adjourn
Available Resources

- NSSE Institutional Report
- NSSE dataset for your campus
- At-a-Glance Report for your campus (compiled by SARA)
- Angel site
NSSE At-a-Glance Reports

First-years and Seniors at UNIVERSITY PARK

<table>
<thead>
<tr>
<th></th>
<th>FIRST-YEARS (n = 2,506)</th>
<th>SENIORS (n = 2,732)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean*</td>
<td>PSU</td>
</tr>
<tr>
<td>Level of Academic Challenge (LAC)</td>
<td>54</td>
<td>52</td>
</tr>
<tr>
<td>Active and Collaborative Learning (ACL)</td>
<td>41</td>
<td>43</td>
</tr>
<tr>
<td>Student-Faculty Interaction (SPI)</td>
<td>32</td>
<td>35</td>
</tr>
<tr>
<td>Enriching Educational Experiences (EFE)</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>Supportive Campus Environment (SCE)</td>
<td>63</td>
<td>64</td>
</tr>
</tbody>
</table>

LEGEND

- ↑ The campus’ mean score is significantly HIGHER than that of the comparison group (p < .05 or less)
- ↓ The campus’ mean score is significantly LOWER than that of the comparison group (p < .05 or less)
- No arrow The campus’ mean score does not differ significantly from that of the comparison group (p > .05 or greater)

Effect Size

- Large, positive effect: .80 or greater
- Moderate, positive effect: .50 to .79
- Small, positive effect: .20 to .49
- Small, negative effect: -.20 to -.49
- Moderate, negative effect: -.50 to -.79
- Large, negative effect: -.80 or less

* The weighted (by gender, enrollment status, and institutional size) arithmetic average of the benchmark score.
* The first comparison group (“PSU”) includes the other Penn State campuses that participated in the 2011 NSSE, excluding the criterion campus.
* The comparison columns indicate whether the campus’ mean score is higher or lower (Statistically Significant) than that of the comparison group, and/or the magnitude of practical significance (Effect Size) of the difference.
* The comparison institutions for comparison groups 2 and 3 are different for each Penn State campus.
* The likelihood that a difference is due to chance. Only differences of a 5% or lesser likelihood that the difference is attributed to chance are indicated.

Student Affairs Research and Assessment
Revised: 9 September 2011
### First-years and Seniors at UNIVERSITY PARK

#### NSSE 2011 At-a-Glance Benchmarks Summary

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<thead>
<tr>
<th></th>
<th>2008 Mean*</th>
<th>2011 Mean*</th>
<th>Comparison*</th>
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<tbody>
<tr>
<td></td>
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<td>(n=2,036)</td>
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<tr>
<td></td>
<td>(n=2,230)</td>
<td>(n=2,272)</td>
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#### LEGEND

- ↑: The campus' 2011 mean score is **significantly HIGHER** than its 2008 mean score (p < .05 or less)
- ↓: The campus' 2011 mean score is **significantly LOWER** than its 2008 mean score (p < .05 or less)
- !: The campus' 2011 mean score **does not differ significantly** from its 2008 mean score (p > .05 or greater)

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*The weighted (by gender, enrollment status, and institutional afliation) arithmetic average of the benchmark score.
*The 2011 comparison group includes only students from the cohort campus who participated in NSSE 2011.
*The comparison column indicates whether the campus' 2011 mean score is higher or lower (Statistical Significance) than the 2008 campus mean score, and/or the magnitude of practical significance (Effect Size) of the difference.
*The likelihood that a difference is due to chance. Only differences of a 5% or less likelihood that the difference is due to chance are indicated.
*The mean difference divided by the pooled standard deviation. Suggests practical, rather than statistical, significance.

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Student Affairs Research and Assessment

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NSSE
National Survey of Student Engagement
Need to share your NSSE data but feeling overwhelmed by it?
Want to control and customize your message?
You need a strategy to identify what’s important!
Identifying Key Data Points

1. Review Strategic Documents to Identify Campus Priorities
2. Map NSSE Questions to Campus Priorities
3. Tally the Number of Times each Question is Linked to a Priority
4. Code the Top Indicators by Theme
And Today’s Guinea Pig is….

PENN STATE YORK
Review Strategic Documents to Identify Campus Priorities: York example

- Enrollment
- Instructional strategies
- Activities offerings
- Internships
- Retention
  - Perceived value of learning
  - Navigating systems
Map NSSE Questions to Campus Priorities

Strategic Priorities

1. Priority 1
2. Priority 2
3. Priority 3
4. Priority 4
5. Priority 5
## Map NSSE Questions to Campus Priorities: York Example

<table>
<thead>
<tr>
<th>Priority</th>
<th>Potential NSSE Indicator</th>
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<tr>
<td>Enrollment</td>
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<tr>
<td>Instructional strategies</td>
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<td>Activities offerings</td>
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<td>Internships</td>
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<td>Retention</td>
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## Tally the Number of Times each Question is Linked to a Priority

<table>
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<tr>
<th>NSSE #</th>
<th>Map Tally</th>
<th>NSSE Question</th>
<th>Type of measure</th>
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<tbody>
<tr>
<td>11</td>
<td>l 6</td>
<td>Institution contribution to understanding people of other racial and ethnic backgrounds</td>
<td>Institutional contribution</td>
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<tr>
<td>1</td>
<td>e 5</td>
<td>Included diverse perspectives ... in class discussions or writing assignments</td>
<td>Frequency of activity</td>
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<tr>
<td>1</td>
<td>u 5</td>
<td>Had serious conversations with students of a different race/ethnicity than your own</td>
<td>Frequency of activity</td>
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<tr>
<td>1</td>
<td>d 3</td>
<td>Worked on a paper or project that required integrating ideas or information from various sources</td>
<td>Frequency of activity</td>
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<tr>
<td>2</td>
<td>d 3</td>
<td>Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions</td>
<td>Coursework emphasis</td>
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<tr>
<td>NSSE Question</td>
<td>Diversity/ Multiculturalism</td>
<td>Professional Skills</td>
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<td>------------------------------------------------------------------------------</td>
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Now you are prepared to move ahead!
CASE STUDY TIME
I know what’s important.

NOW WHAT?
Why NSSE? Seven Principles for Good Practice in Undergraduate Education  
(Chickering & Gamson, 1987)

- Student-faculty contact
- Cooperation among students
- Active learning
- Prompt feedback
- Time on task
- High expectations
- Respect for diverse talents and ways of learning
Answering Questions about the NSSE Survey Instrument

- Self-reported data are valid under five conditions:
  - Information is known to respondents
  - Questions are phrased clearly
  - Questions refer to recent activities
  - Respondents take the questions seriously
  - Questions are not sensitive

- The “halo effect” appears to be consistent across populations

- For more information, visit: http://nsse.iub.edu/__/?cid=154
Sharing NSSE data

- Identify your audience & determine if big picture or targeted data points make the most sense
  - Internal: Administrators, faculty, current students/parents
  - External: Legislators, alumni, potential students & their families, competitors, etc.
Sharing with Administrators

- Dial in on what’s important.
- Don’t just send a report. Schedule a time to meet/discuss.
- Retreats with key people to discuss findings.
- Formulate campus-specific benchmarks to generate more interest in results.
- Help develop a plan for improvement.
Sharing with Faculty & Students

- Form an action team to spearhead analysis, dissemination, and next steps at your campus.
- Host a series of meetings to discuss findings with faculty.
- Student focus groups to discuss and illuminate findings.
- Series of NSSE “briefs” that focus on specific areas of interest.
Don’t Allow the Numbers to Speak for Themselves

- Does the data triangulate with other data you have (e.g., Student Satisfaction)?
- Does it have face validity on your campus?
- Accompany reports with explanations and interpretations.
- Examine the results from multiple perspectives.
Dig Deeper

- Consider whether you need to collect additional data to inform your actions.
- Do you need to dig further into the data (e.g., would it be valuable to parse out the responses of Hispanic or Adult students)?
- Cognitive interviews/focus groups: [http://nsse.iub.edu/?cid=337](http://nsse.iub.edu/?cid=337).
Creating an Action Plan

- Establish need for action
  - Use comparison group data to motivate reflection and action.
  - Compare results to 2008 (or an identified “standard”) and commit to improvement.
- SWOT analysis to identify goals
- Establish a plan for meeting those goals & identify stakeholders/responsibilities
- Assess your progress at key stages
Disseminate – Again!
Potential Webinars for Fall/Spring

- Institutional reports
  - Respondent characteristics
  - Mean comparisons
  - Pattern analysis
  - Frequency distributions
  - Multi-year comparisons
  - Major field reports

- Other suggestions?
QUESTIONS?

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