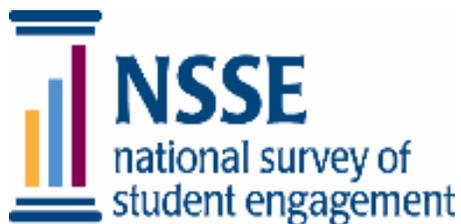


Mining And Maximizing CSU's NSSE Data To Advance Student Success

CSU Graduation Rate Initiative



Jillian Kinzie

Indiana University Center for Postsecondary Research

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? Have you used your data to understand the benefits of offering student programs?**
- **What practices on your campus need to be revisited to improve student engagement?**
- **How can focusing on student engagement support your campus' Graduation Initiative 2025 goals? Do people on your campus see these as competing goals?**

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.



CSU

**The California
State University**

#GRADINITIATIVE2025

What's Motivating This NSSE Session?

- **23 CSUs with NSSE Data!**
- **The Questions:**
 - How can student engagement data be used to understand retention, graduation and equity gaps?
 - Can NSSE help to identify what programs work 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, 03, 05, 2008, 11, 14, 17

FSSE: 2008, 11, 14, 2017 BCSSE: 2010, 13, 16

[California State Polytechnic-Pomona](#)

NSSE: 2005, 2008, 2011, 2014, 2017

[California State University-Bakersfield](#)

NSSE: 00, 02, 04, 07, 08, 11, 13, 14, 15, 16, 17

BCSSE: 2010, 2014, 2015, 2016

[California State University-Channel Islands](#)

NSSE: 2008, 11, 13, 14, 15, 16, 17, 2018

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](#)

NSSE: 2001, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

FSSE: 2001, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

[California State University-Fullerton](#)

NSSE: 2001, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

[California State University-Hayward](#)

NSSE: 2001, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

FSSE: 2001, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

[California State University-Humboldt](#)

NSSE: 2001, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

[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: 2001, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

FSSE: 2001, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

WHO'S PARTICIPATING

Enter all or part of an institution's name:

[Advanced Search »](#)

[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

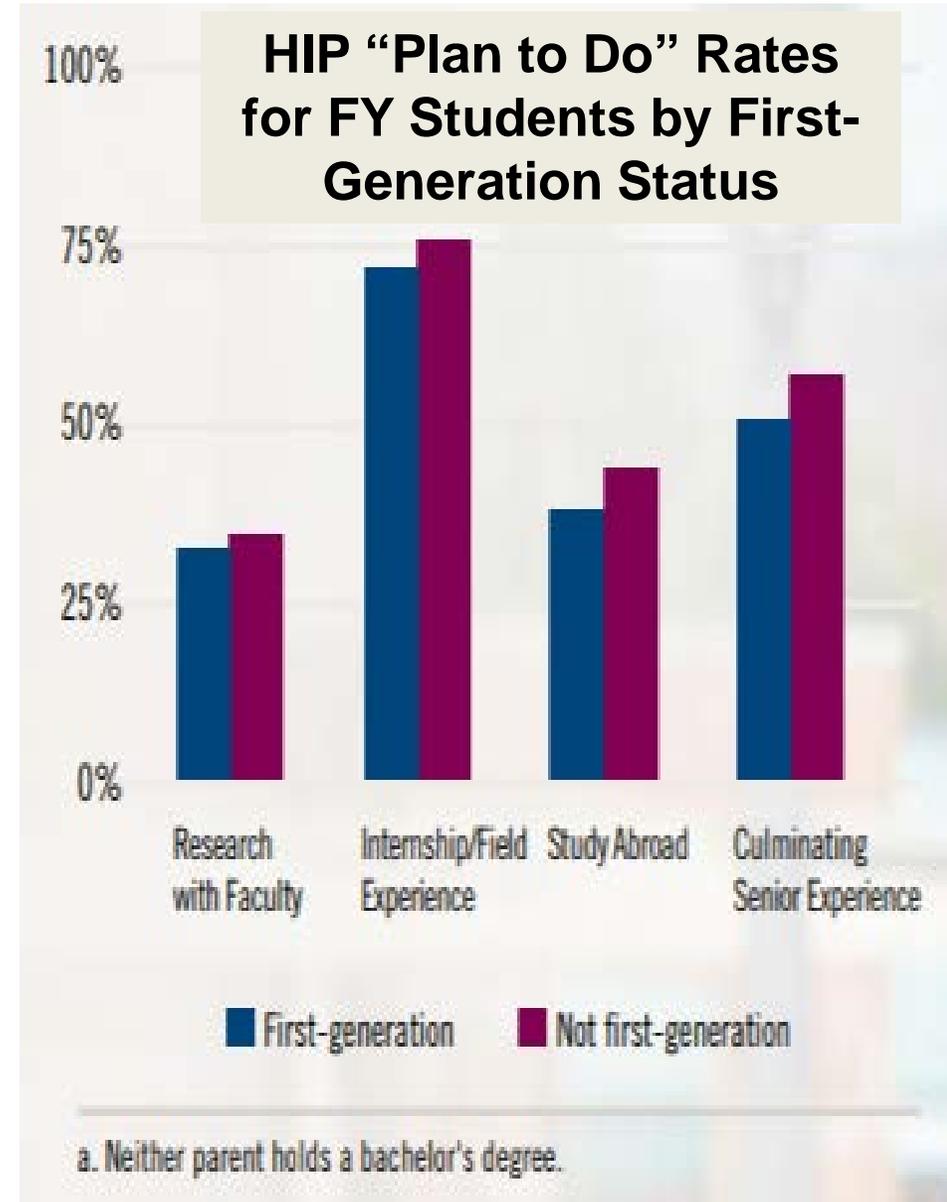
How Might These Results Relate to GRADINITIATIVE2025?



28% of First-Year (FY) Students NEVER had a conversation about career plans with faculty/advisor



Black & Latino students rate the environment for academic support lower than peers at comp institutions





How does this session approach the Graduation Rate Initiative?

Combine research grounded data about what matters to student success with local evidence about educational quality to inform improvement

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

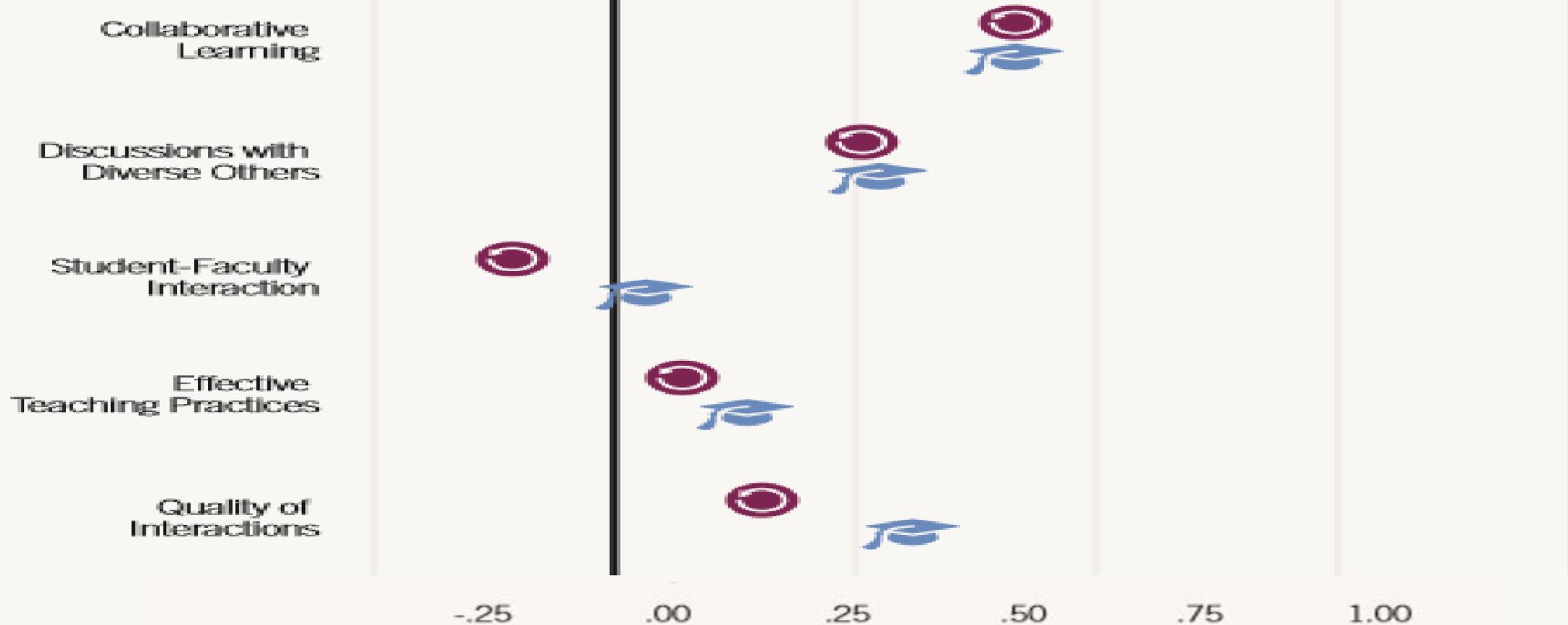


Behavioral Manifestations

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



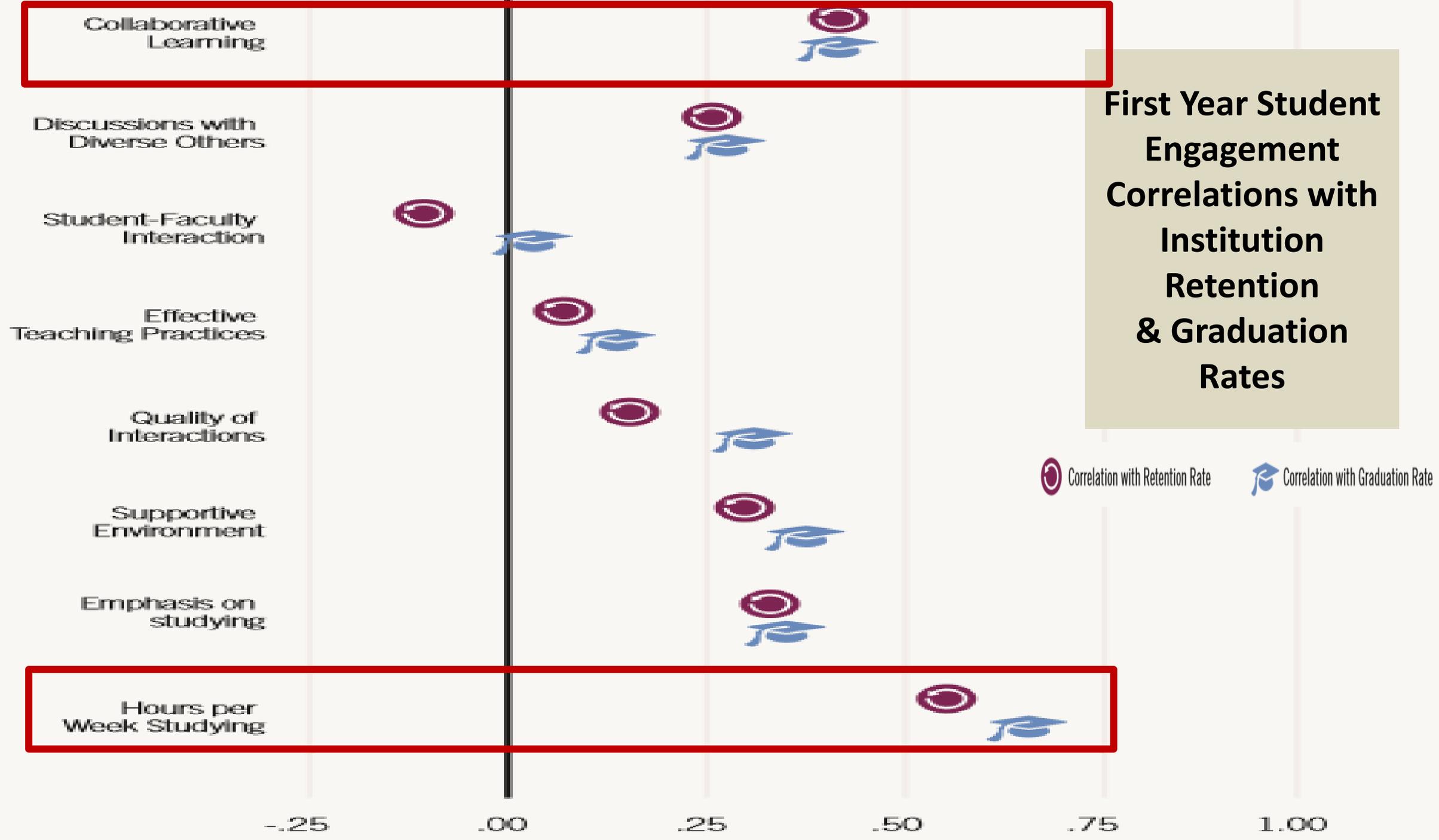
First Year Student Engagement Correlations with Institution Retention & Graduation Rates



 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

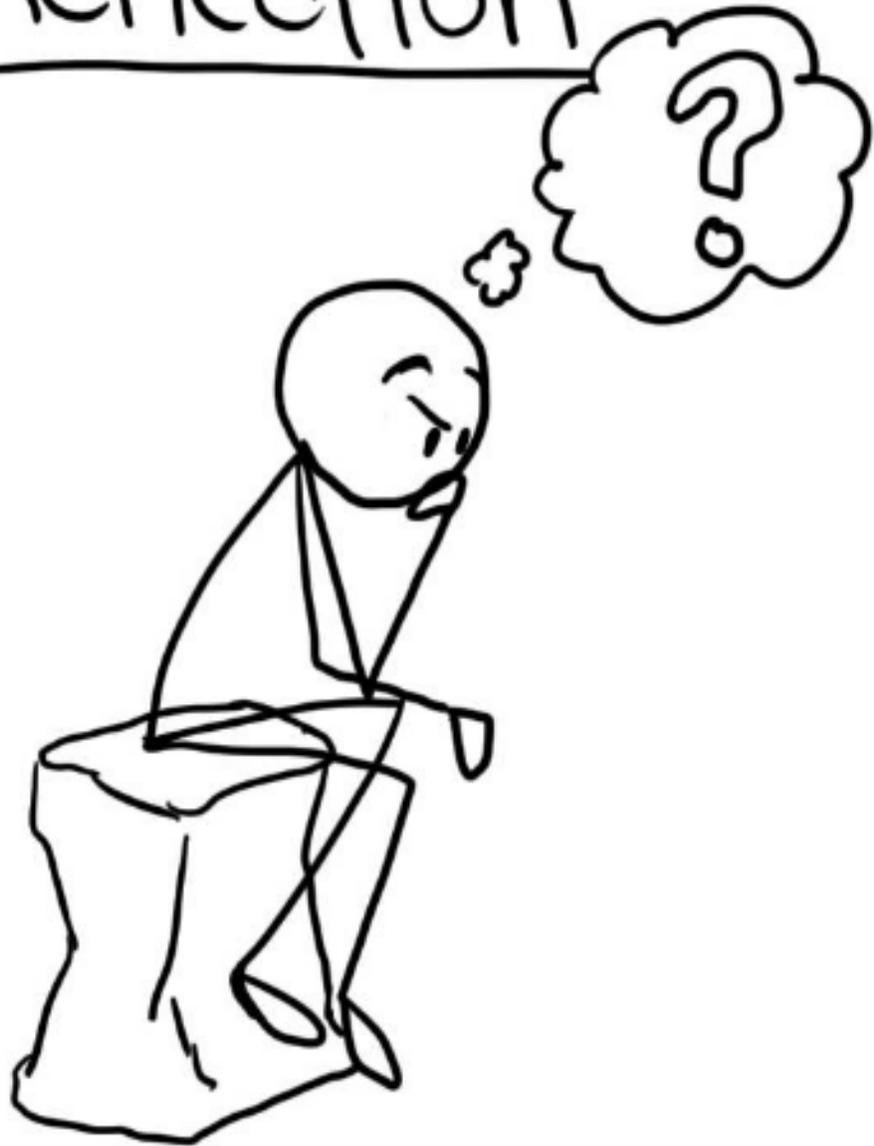
- **foster an environment favorable to good practice**
- **ensure students engage routinely in high levels of effective educational practice**

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?

Reflection



Is your campus making the most of NSSE results and findings for the Grad Initiative? to create an optimum learning environment for student success?

How are CSU Institutions Connecting NSSE to the Grad Initiative?



CSU

**The California
State University**

#GRADINITIATIVE2025

Data Impact Session

National Survey of Student Engagement (NSSE)

January
12, 2018

- Data Impact Session - invited faculty & staff
- Discussed NSSE data, CIRP, and other factors like retention/grad rates, unit accumulation, Palm Desert campus vs SB campus, etc.
- Could not yet analyze at student level with graduation rate
- Processing NSSE 2018 data to link to students who received specific types of services

https://www.csusb.edu/sites/csusb/files/Data%20Impact%20Session_Student%20Engagement_0.pdf

HUMBOLDT STATE UNIVERSITY

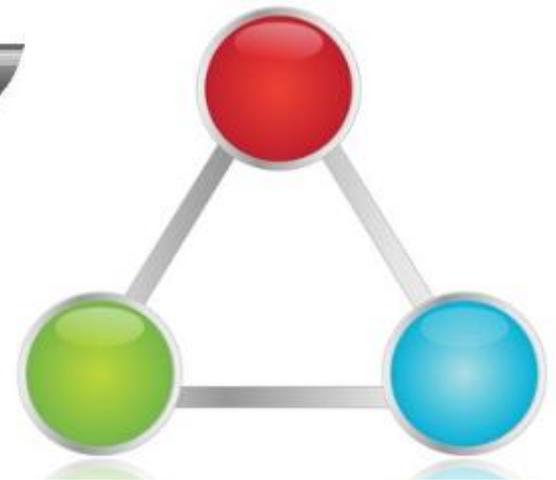
- Student engagement is key indicator, a proxy in how well programs are doing
- IR partnered with Center for Teaching and Learning to provide sets of evidence to faculty to help them assess efforts and to share ideas for innovation
- Data have made their way to campus-wide presentations with campus leadership
- Participating in NSSE in 2018, eager to see how needles have moved and how to tie into GI 2025 work

<https://ctl.humboldt.edu/content/who-hsu-student>



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





**To Illustrate Data Use:
NSSEville State University
(NSU) is an example**

(*NSU is fictitious, but data are real)



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

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 Results are Statistically Significant?

- 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.)

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.

Theme	Engagement Indicator	Your students compared with Private Doc-Granting	
		First-year	Senior
<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		

<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
Which EIs interest you? What does your institution claim or believe about engagement?

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

- 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.)

Your Predictions and Preferences for Student Engagement Indicators Drive Your View of Data

Themes	Engagement Indicators	Prediction*	Preference*
Academic Challenge	Higher Order Learning		
	Reflective & Integrative Learning		
	Learning Strategies		
	Quantitative Reasoning		
Learning with Peers	Collaborative Learning		
	Discussions with Diverse Others		
Experiences with Faculty	Student-Faculty Interaction		
	Effective Teaching Practices		
Campus Environment	Quality of Interactions		
	Supportive Environment		

Your Predictions and Preferences for Student Engagement Indicators Drive Your View of Data

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	Discussions with Diverse Others		
Experiences with Faculty	Student-Faculty Interaction		
	Effective Teaching Practices		
Campus Environment	Quality of Interactions		
	Supportive Environment		

+ strength
= done well
enough
- needs
improvement

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
- Examined the strengths and weaknesses of your own views on a topic or issue

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

During the current school year, to what extent have your instructors done the following:

Dig Deeper into EI Items

Learning Strategies

During the current school year, how often have you

- Identified key information from reading assignments
- 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

Campus Environment

Quality of Interactions

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.)

Digging Deeper into Engagement Indicator Items at NSU

High & Low Performing Items (p.3 of Snapshot Report)

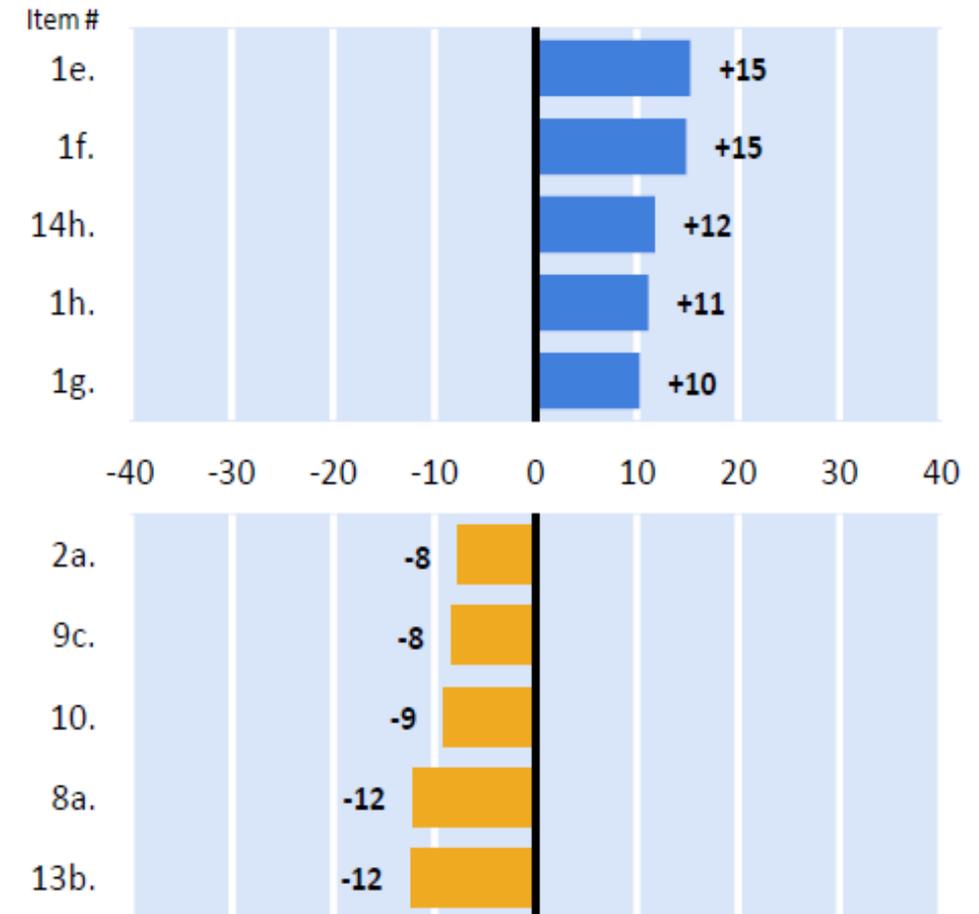
First-year

Highest Performing Relative to Private Doc-Granting

- Asked another student to help you understand course material^b (CL)
- Explained course material to one or more students^b (CL)
- Institution emphasis on attending campus activities and events (...) ^c (SE)
- Worked with other students on course projects or assignments^b (CL)
- Prepared for exams by discussing or working through course material w/other students^b (CL)

Lowest Performing Relative to Private Doc-Granting

- Combined ideas from different courses when completing assignments^b (RI)
- Summarized what you learned in class or from course materials^b (LS)
- Extent to which courses challenged you to do your best work^d
- Discussions with... People of a race or ethnicity other than your own^b (DD)
- Quality of interactions with academic advisors^d (QI)



Percentage Point Difference with Private Doc-Granting

Start your NSSE Mining with Questions about Quality:



- What aspects of engagement can first-year students reliably expect to experience? **[strong NSSE results over multiple administrations, triangulate with other evidence]**



- What NSSE results connect most to the Grad Initiative programs you're investing in and what do data suggest? **[map NSSE results to your initiatives, share data]**



- What do NSSE results suggest about students broad career preparation & applied experiences across majors? **[create digestible data bites and share with relevant departments]**

GradInitiative Idea: NSU believes students need more real-world focused experiences

What do NSSE Results suggest?





Connecting Items to Tell a Story

Career Preparation + Applied Experiences

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

First-year students:

NSU = 72% vs.

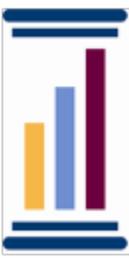
Comparison Group = 83%

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”**

A photograph showing two women sitting at a table in a library or study area. The woman on the left has long dark hair and is wearing a dark top. The woman on the right has dark hair and is wearing a purple long-sleeved shirt. They are both looking down at a document on the table. In the background, there are bookshelves filled with books and a green plant.

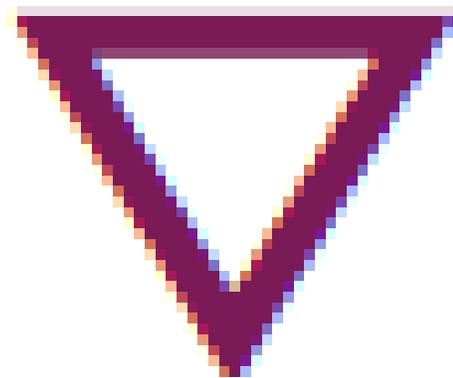
GradInitiative Idea: NSU wants to assure positive advising support



Advising Data at NSU

Quality of Interactions with Academic Advisors

Percentage rating their interactions 6 or 7 (scale from 1="Poor" to 7="Excellent")



43%

NSU

vs. 50%

**Comparison
Institutions**

Disaggregate by College or Major Program Area to explore across institution

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

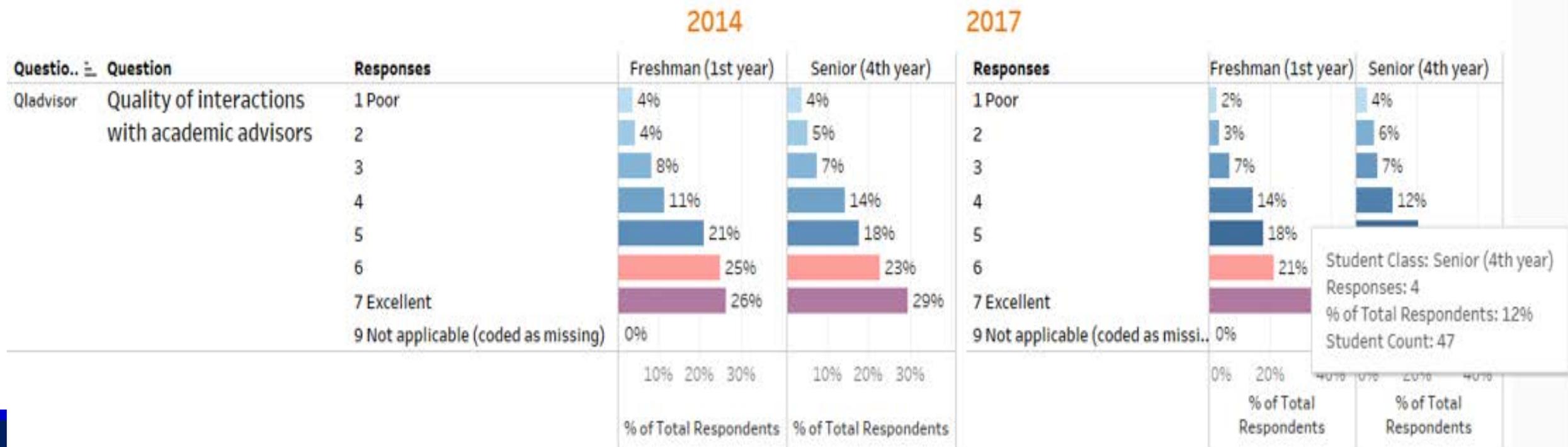


NSSE Advising Interactive Dashboard

The dashboard compares NSSE advising module findings in 2014 and 2017. The advising module examines students' experiences with academic advising, including frequency, accessibility, and types of information provided. It also asks students to identify their primary source of advice. The dashboard also displays a question on the core survey (Qladvisor) about the quality of students' interactions with academic advisors.

College in 2014: (All) AcademicDivision2014: (All) College in 2017: (All) AcademicDivision2017: (All)

Race/Ethnicity: (All) Gender: (All) Residential College: (All) Pell: (All) First Generation: (All)

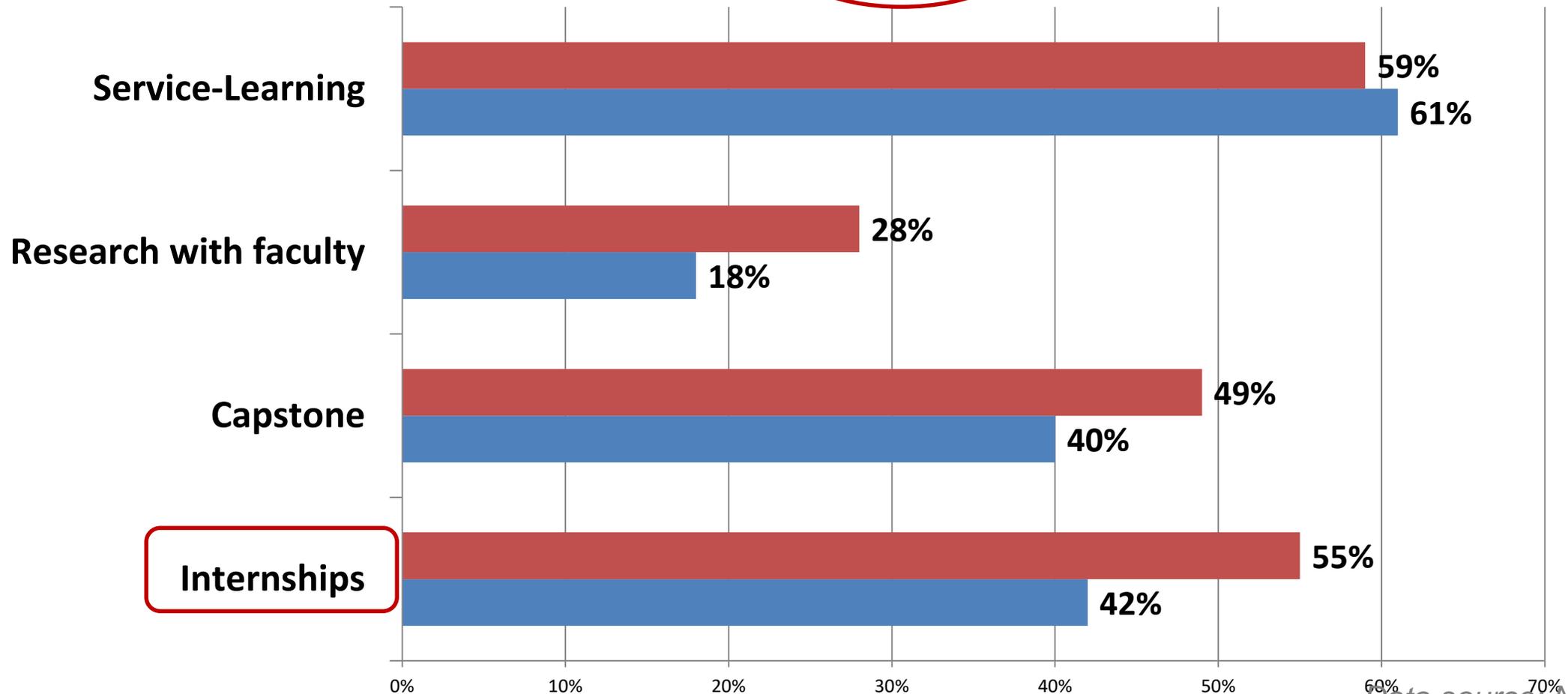


Almost Every Campus Has Equity Gaps in HIPs

HIPs & First Generation Status



■ Non FG ■ First Gen



Data source: NSSE 2017

NSSE's Purpose: Stimulating Action on Results

*Assessment hasn't really
happened if results are
not used*

Gavin Henning & Darby Roberts, 2016; Student Affairs
Assessment, with credit to Linda Suskie, 2009.
Assessing student learning: A common sense guide.

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?”



How Might Your Institution Connect NSSE to Your Grad Initiative?





Tools & Resources: Connecting Results to Campus Audiences

Engagement Indicators and High-Impact Practices Mapped to Relevant Units	
Engagement Indicators	Relevant Units
THEME: Academic Challenge	
Higher-Order Learning (HO)	Academic success center, Faculty development, SoTL, Tutoring, Writing center/programs
Reflective & Integrative Learning (RI)	Academic success center, Diversity office, General education, Integrative learning, Interdisciplinary studies, SoTL, Tutoring, Writing center/programs
Learning Strategies (LS)	Academic advising, Academic success center, Retention committee/task force, Tutoring
Quantitative Reasoning (QR)	General education, Quantitative literacy/reasoning
THEME: Learning with Peers	
Collaborative Learning (CL)	Curriculum committee, Retention committee/task force, SoTL, Student affairs
Discussions with Diverse Others (DD)	Area studies, Cultural centers, Diversity office, Equity committee, International office/student services, Multicultural committee, Retention committee/task force, Student affairs

NSSE Item Campuswide Mapping
NSSE Items Mapped to Institution Departments, Units, Committees, Functional Areas, and Interest Groups

Relationships between NSSE results and the departments and units is a proven strategy for increasing investment in and strengthening investment in and increasing data use. Specific NSSE items are likely to have particular relevance for departments, units, and committees.

The retention committee may be most receptive to teaching practices. A multicultural center may be most interested in results on diversity. Others as well as specific items in the Learning and Supportive Environment category may find the greatest value in items querying students' reported career plans, first-year students' perceptions in internships and other field experiences, a campus student retention and gain insights that help in identifying student retention outcomes.

A discussion about the meaning of quantitative literacy, units, and NSSE Engagement Indicators, individual survey items, and a wide range of different

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This mapping is not intended as a strict formula for relating results but, rather, as encouragement to think more broadly about where evidence might be useful. Our mapping employed common department and program categories and designations, which users should revise, as appropriate, to match the context of their own institution's organization and committee structure. *NSSE Item Campuswide Mapping* is presented in two versions:

- All-Unit Mapping:** NSSE items mapped to all campus departments, units, committees, areas, and groups—listed in alphabetical order at the bottom of this page.
- Unit-Group Mapping:** NSSE items mapped to 26 distinct campus groups of related departments, units, committees, etc.—listed in alphabetical order on page 10.

DEPARTMENTS, UNITS, COMMITTEES, AREAS, & OFFICES MAPPED TO NSSE ITEMS

Counseling/counseling services	Health services/center	Quantitative literacy/reasoning
Cultural centers (African American, women's, etc.)	Instructional technology	Recreational & fitness center
Curriculum committee	Information Literacy committee	Registration/registrar's office
Dean of faculty	Integrative learning	Residence life
Department chairs	Interdisciplinary studies	Retention committee/task force
Disability services	International office/student services	Scholarship of teaching & learning (SoTL)
Diversity office	Learning support	Service-learning office
Enrollment management	LGBT office	Social justice studies
Equity committee	Library	Student activities
Faculty development	Multicultural committee	Student affairs
Financial aid	Parking services	Study abroad programs/office
Faculty senate	Performing arts center	Town & gown committee
Fine & performing arts	Political/social science studies	Tutoring
First-year experience	President's office	Undergraduate research
General education	Program board	Veterans services
Graduate studies	Promotion & tenure committee	Writing center/programs
Greek life	Provost's office	

Community service
Commuter services

08-08-17

Resource: Every Student Counts: Tell the Story of Small Populations (don't let small "Ns" stall assessment)

Embracing Diversity: Ensuring Everyone Counts in Your Counts



Tips for More Inclusive Data Sharing and Analysis

Using evidence to inform institutional improvement efforts has been a goal at NSSE since its inception. This is why NSSE data and reports provide actionable information about critical dimensions of educational learning.

However, we often get questions about ways to analyze and interpret our data and reports, especially as it relates to diversity and inclusion. Some common questions include:

- *How do we identify subgroups of students struggling or excelling in their experiences?*
- *How do we analyze subgroups with very few responses?*
- *How do we better identify the needs and experiences of students from underrepresented backgrounds?*
- *How do we avoid approaching the data from a deficit perspective?*
- *How do we better share these data and results with others on campus?*

Tip 1. Disaggregate your data

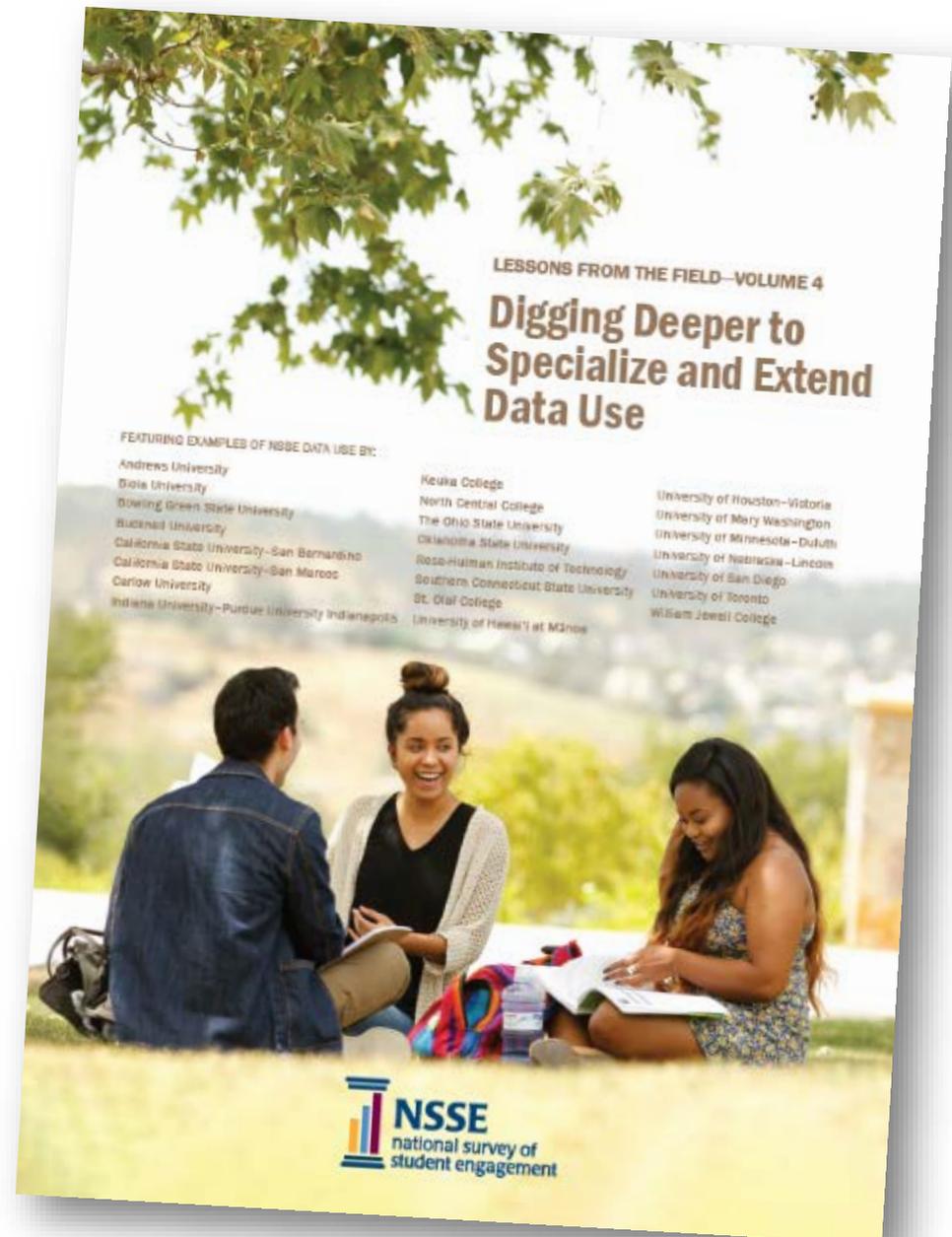
Survey data such as NSSE can be used to broadly assess the experiences of students in a way that is efficient and accessible. Examining your institution's results overall and drilling down to disciplinary or departmental subgroups can quickly give you an overview of students' common experiences. There is a danger, however, in relying on the results of the "average" student. An average student is likely reflective of an institution's majority populations, and an overreliance on examining the experiences of our average students likely hides the experiences of more vulnerable populations.

One of the easiest ways to be more inclusive in analyses is to disaggregate your data as aggregated data can mask the variation of experiences within your institution. In your NSSE data files, you will have the ability to disaggregate based on a variety of subgroups including:

www.nsse.indiana.edu/pdf/Inclusive_Tips.pdf

Resource: Lessons from the Field, volume 4 (August 2017)

23 inspirational
institutional accounts of
NSSE data use



National Survey of Student Engagement. (2017). Lessons from the field—Volume 4: Digging deeper to focus and extend data use. Bloomington, IN: Center for Postsecondary Research, Indiana University School of Education.



THANK YOU

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**What has challenged your use of
NSSE data in the Graduation
Initiative?**

What has worked?

What might you do next?

