Table 28

**Summary of Research Study Results**

| Question 1: To what extent and in what ways, if any, do higher education institutions use the NSSE data in decision making or planning? | • The NSSE report is mostly shared with senior level administrators, faculty, and academic and student affairs professional staff with little explanation or training for how to use the information.  
• The NSSE report is not usually shared with students or community/other stakeholders.  
• The NSSE report is used in similar ways with all of the components of the report being used by the institutions. |
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| Question 2: To what extent and in what ways, if any, do particular student affairs functional areas use the NSSE in decision making or planning? | • Student affairs functional area does seem to have an effect on the department/units’ use of the NSSE data but due to limited sample size there was not enough information to draw statistical inferences from one group to the next.  
  o Members of my department are familiar with the institution's Highest Performing Benchmark items  
  o Members of my department are familiar with the institution's Lowest Performing Benchmark items  
  o My department created partnerships or collaborations with other student service areas based on our institution’s NSSE report  
• Student affairs functional area does seem to have an effect on the individuals’ use of the NSSE data.  
  o Individual uses NSSE data to inform planning and work activities  
    ▪ Chief Student Affairs Officer and Academic Advising are both more likely to use NSSE data than International Education (Study Abroad)  
  o Individual uses NSSE measures/benchmarks during planning meetings |

Table 28—Continued

| Question 3: In what ways, if any, does accreditation method or status predict the extent and ways that institutions use NSSE data? | • There were no statistically significant differences between AQIP and PEAQ accredited institutions and their usage of NSSE data.  
  • Which stage of the accreditation cycle the institution is in does seem to have an effect on how the institution uses NSSE data.  
    o The AQIP institution tracks overall benchmarks compared to peers (aggregated with selected peers)  
    o The PEAQ institution tracks individual questions compared to peers (disaggregated with selected peers)  
      ▪ There was significant difference between the reaffirmation of accreditation (year 10) stage and the recently received reaffirmation of accreditation (year 1-5); the starting self-study work (year 6); and the working on a self-study and draft report (year 7) stages |
| Question 4: In what ways, if any, do institutional characteristics predict the extent and ways that institutions use the NSSE data? | • Private/Public control did have an impact on how the NSSE Institutional report was used.  
    o Public institutions more likely to share the report with students and community/other stakeholders  
    o The Public Institution tracks overall benchmarks (aggregated with all participants)  
    o The Public institution tracks individual questions (disaggregated with all participants)  
    o The Public institution provides explanation or training for administrators about how to use NSSE data and benchmarks  
  • Institution size based on undergraduate student enrollment had an impact on how the NSSE data was used.  
    o The NSSE Institutional Report is more often shared with Students at schools with enrollment 10,000-19,999 versus less than 3,000 students.  
    o The NSSE Institutional Report is more often shared with Community/ Other stakeholders with enrollment between 3,000 and 19,999 versus less than 3,000 students. |
Table 28—Continued

| Research Question 5: In what ways, if any, does strategic planning process predict the extent and ways that institutions use NSSE data? | • 97.1% of institutions participate in institution level strategic planning  
  • Length of time an institution has been planning does appear to have an effect on NSSE data usage.  
    o The NSSE Institutional Report is shared with Senior Level Administration  
      ▪ Most often when institutions have been planning for 3-5 years or 10 years or more versus those that have been planning for 3 years or less.  
    o The NSSE Institutional Report is shared with Faculty  
  • How long an institution level plan has been in place did not significantly predict how an institution uses the NSSE data.  
  • The department/units that had a strategic plan were more likely to use the contents of the NSSE institutional report in these ways:  
    o Members of my department are familiar with the contents of the NSSE Survey Instrument  
    o Members of my department are familiar with the contents of the NSSE Institutional Report  
    o Members of my department are familiar with the institution's Highest Performing Benchmark items  
    o Members of my department are familiar with the institution's Lowest Performing Benchmark items  
    o My department's activity is described in the NSSE data  
    o My department created partnerships or collaborations with other student service areas based on our institution's NSSE report |

- The institution provides explanation or training for administrators about how to use NSSE data and benchmarks when enrollment is between 3,000-9,999 or 20,000 or more students versus those with less than 3,000 students.
- Private/Public Control had more impact on NSSE report being shared with Community/Other Stakeholders than institutional size.
- Institutional size had more impact on whether institutions shared the report with students and whether the institution provides explanation or training for administrators about how to use the NSSE data and benchmarks.

Table 28—Continued

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|  | • The length of time a department/unit has participated in strategic planning does seem to have an effect on the department/units’ usage of the NSSE data.  
  | o Members of my department are familiar with the contents of the NSSE Survey Instrument  
  | o Members of my department are familiar with the contents of the NSSE Institutional Report  
  |   | Those who have been planning for 10 years or more much more likely to be familiar than those who have been planning for less than 3 years.  
  | • How long a department/unit level plan has been in place does seem to have an effect on the department/units’ usage of the NSSE data  
  | o My department created partnerships or collaborations with other student service areas based on our institution's NSSE report.  
  | o When plans were 10 years or older the department members were more likely to be familiar with these items than those with plans less than 3 years old:  
  |   | Members of my department are familiar with the contents of the NSSE Survey Instrument  
  |   | Members of my department are familiar with the contents of the NSSE Institutional Report  
  |   | Members of my department are familiar with the institution's Highest Performing Benchmark items  
  |   | Members of my department are familiar with the institution's Lowest Performing Benchmark items  
  | • My department's goals are based on NSSE measures |

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