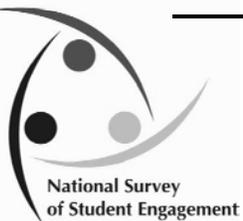


NSSE and LEAP—Compatibility and Connection with Core Learning Objectives

THURSDAY, 4:15-5:30 pm



David Sill

Jillian Kinzie

Scott Evenbeck

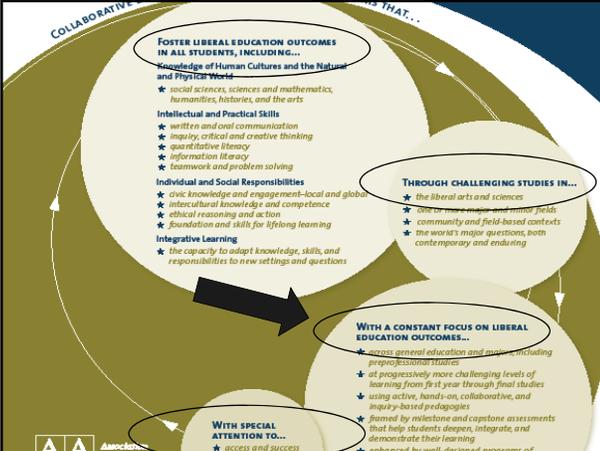
National Survey of Student Engagement

Liberal Education & America's Promise

Pursuing Excellence for All of America's Expectations



NSSE



NSSE

Liberal Education & America's Promise

- ♦ Foster liberal education outcomes in all students, including . . .
- ♦ Through challenging studies in . . .
- ♦ With a constant focus on liberal education outcomes . . .
- ♦ With special attention to access and success

NSSE

With a constant focus on liberal education outcomes . . .

- across general education and majors, including preprofessional studies
- at progressively more challenging levels of learning from first year through final studies
- using active, hands-on, collaborative, and inquiry-based pedagogies
- framed by milestone and capstone assessments that help students deepen, integrate, and demonstrate their learning
- enhanced by well- designed programs of academic and social support for all students

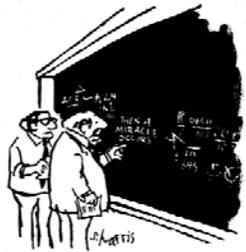
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LEAP High-Impact Educational Practices (<http://www.aacu.org/leap/hip.cfm>)

1. First-Year Seminars and Experiences	6. Undergraduate Research
2. Common Intellectual Experiences	7. Diversity/Global Learning
3. Learning Communities	8. Service Learning, Community-Based Learning
4. Writing-Intensive Courses	9. Internships
5. Collaborative Assignments and Projects	10. Capstone Courses and Projects

NSSE

So how do we get from here to there?



"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."

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NSSE

Considering engagement in high-impact and effective educational practices...

- ◆ NSSE is one tool to measure and monitor the extent to which students experience high-impact and effective educational practices and to assess LEAP goals, including success for students from underserved communities

- ◆ What do you know about the frequency and quality of students participation in high-impact practices?

- ◆ How do you use information to advance LEAP goals?

NSSE

National Survey of Student Engagement
(pronounced "nessie")



Community College Survey of Student Engagement
(pronounced "sessie")



College student surveys that assess the extent to which students engage in educational practices associated with high levels of learning and development

NSSE

NSSE Review:

"NESSIE"



- ◆ NSSE is administered annually (spring) to first-year & senior students at participating colleges and universities

- ◆ Results provide an estimate of how undergraduates spend their time and what they gain from attending college; the extent to which they perceive their institutions support their academic and personal development.

- ◆ Sample items: Frequency of active learning, integrated learning; Participation in learning community, service learning, senior capstone; coursework emphasizing analysis, synthesis, reading and writing.

- ◆ NSSE items represent empirically confirmed 'good practices'; they reflect processes and behaviors associated with desired outcomes of college.

NSSE

Links between LEAP High-Impact Practices and NSSE measures

Effective Educational Practices Increase Odds That Students Will:

- ✓ Invest time and effort
- ✓ Interact with faculty and peers about substantive matters
- ✓ Experience diversity
- ✓ Get more frequent feedback
- ✓ Discover relevance of their learning through real-world applications

NSSE



If you have NSSE Results think about...

- ◆ To what extent do your students report participation in these high-impact activities?

- ◆ What % of First-Years report that they "plan to do" a learning community, work on a research project with a faculty member, or study abroad? How are these expectations set?

- ◆ Have you linked your student-level NSSE results to student information to gain greater insights into who participates and how they benefit?

NSSE

Benefits of Engagement in High-Impact practices

- ♦ High-impact practices correlate highly with NSSE Gains Educational Gains scales (general education, personal and practical gains) and Deep Learning measures
- ♦ Engagement in effective educational practices provides Compensatory Benefit for Students With Lower Entering Board Scores (ACT) and students from historically-underrepresented populations

Kuh, G.D. (2008). *High Impact Practices: What They Are, Who Has Access to Them, and Why They Matter*. AAC&U

Essential Learning Outcome: NSSE Deep/Integrative Learning

- ♦ Integrating ideas or information from various sources
- ♦ Included diverse perspectives in class discussions/writing
- ♦ Put together ideas from different courses
- ♦ Discussed ideas with faculty members outside of class
- ♦ Discussed ideas with others outside of class
- ♦ Analyzing the basic elements of an idea, experience, or theory
- ♦ Synthesizing & organizing ideas, info., or experiences
- ♦ Making judgments about the value of information
- ♦ Applying theories to practical problems or in new situations
- ♦ Examined the strengths and weaknesses of your own views
- ♦ Tried to better understand someone else's views
- ♦ Learned something that changed how you understand an issue

Effects of Participating in High-Impact Practices on Deep/Integrative Learning and Gains

	Deep Learning	Gains General	Gains Personal	Gains Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	++
Senior				
Study Abroad	++	+	++	
Student-Faculty Research	+++	++	++	++
Internship	++	++	++	++
Service Learning	+++	++	+++	++
Senior Culminating Experience	++	++	++	++

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

High-Impact Participation Levels (NSSE, 2008)

- ♦ High-impact practices only reach a fraction of students in higher education
 - ♦ 16% FY participated in Learning Community
 - ♦ 32% Sr completed Culminating/Senior Capstone
 - ♦ 20% Sr did research with a faculty member
- ♦ First-generation, transfer students, older students less likely to experience high-impact practices

NSSE 2008 Annual Results. See also, Kuh, G.D. (2008). *High Impact Practices: What They Are, Who Has Access to Them, and Why They Matter*. AAC&U

Assessing Student Engagement in High-Impact Practices

To what extent does your institution provide these experiences?
 [√ = have on campus; √ = required; estimate the % of various student populations in these activities]

	Learning Community	First Year Seminars	Research w/ Faculty
On Our Campus			
Required for all			
% Students involved			
% First Generation			
% Transfer Students			
% African American			
% Latino Students			
% Asian American			
% other			
% Adult Students			

Recommendations: For high-impact activities to make more of a difference to student learning & success....

1. Make it possible for students to participate in *at least 2 high impact activities* during their undergraduate program, 1 in the first year, and 1 later related to their major field.
2. Ensure **all** students have a chance to participate in these experiences – *are students in some majors less likely to participate? To what extent do first-generation students take advantage of these experiences?*
3. Reduce barriers to participation, encourage all students to see potential for their involvement.
4. Ensure programs are of high quality. *What is your evidence for effectiveness?*
5. Know how your students benefit from the experience.

NSSE & LEAP: Institutions Using NSSE to support LEAP





Southern Illinois University Edwardsville 

Specific examples for supporting LEAP

1. Developing Freshman Seminar
2. Strengthen Senior Assignment
3. Develop Strategies for Growth




New Freshman Seminar Proposal

- ♦ Piloted four options:
 - ♦ Honors Seminars
 - ♦ University Experience Course
 - ♦ Culture, Ideas, Values Course (CIV)
 - ♦ Learning Communities in Academic Development
- ♦ NSSE oversample of Freshman Class
 - ♦ Students taking piloted seminars
 - ♦ Students not taking seminars



New Student Seminar Task Force Report supported by analysis of NSSE data

- ♦ Faculty Senate approved a new freshman seminar requirement
- ♦ Administration accepted Faculty Senate recommendation and funded it
- ♦ New Freshman Seminar requirement has been implemented



NSSE and the Senior Assignment

➤ **NSSE 2007--** Have you done or do you plan to do before you graduate from your institution a culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)?

➤ Proportion of students responding yes:

- ❖ SIUE
 - ❖ Freshmen 59%
 - ❖ Seniors 87%

The Senior Assignment is a graduation requirement. 100% of SIUE students complete a culminating experience.



AQIP Action Project

- ♦ **Title: Meta-Assessment Responding to the Systems Appraisal and NSSE Results**
 - ♦ Description: This year-long Action Project will examine the effectiveness of the Senior Assignment as both a culminating senior experience and as an assessment device. A team of faculty researchers with expertise in curriculum and quantitative and qualitative methods will design and conduct a research study, the results of which will inform the General Education Reform and Program Review processes.



Develop strategies for growth

- ◆ Research Question:
 - ◆ How does institutional size affect high-impact educational practices and what can we do about it as we grow?
- ◆ Cautions:
 - ◆ Institutional variation/stronger effects

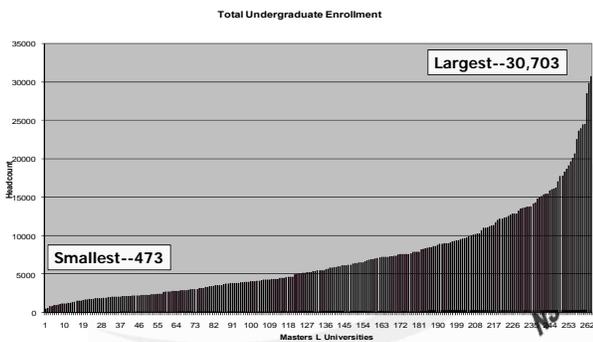
NSSE

Use of NSSE

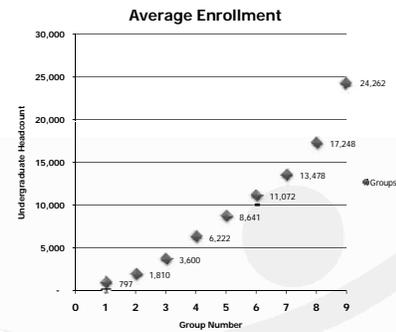
- ◆ Indicators of size effect
 - ◆ Linear regression--slope
- ◆ Carnegie Masters Large
- ◆ 2008 Data
- ◆ Nine groups—small to large

NSSE

NSSE Participating Institutions Master L 2000-2007



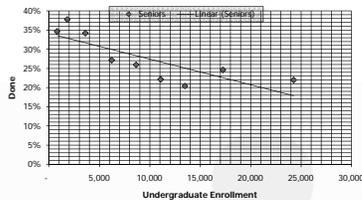
Samples—Carnegie Masters L NSSE participants in 2008



NSSE

NSSE, Growth, and LEAP

- ◆ Example from culminating senior experience item Seniors

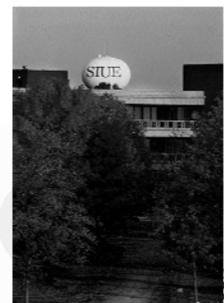


- ◆ Strategy: Make participation graduation requirement

NSSE

Using NSSE to support LEAP in Three Fundamental Ways

1. Developing Freshman Seminar
 - ◆ Testing Pilot Projects
 - ◆ Faculty Buy-in
2. Strengthen Senior Assignment
 - ◆ Imperative for Change
3. Develop Strategies for Growth
 - ◆ Providing Direction



NSSE

**Indiana University Purdue
University Indianapolis** 

Specific example for supporting LEAP

➔ RISE



RISE

- Research
- International Study Abroad
- Service Learning
- Experiential Learning

Every student earning a bachelor's degree will complete at least two of the four types of educational experiences which qualify for appearing on the student's transcript.



IUPUI RISE INITIATIVES

To implement our mission, IUPUI developed goals for excellence in teaching and learning; research, scholarship, and creative activity; and civic engagement. Consistent with those goals, IUPUI is challenging each student to have at least two curricular learning experiences that augment the typical curriculum and that fall within the four areas of curricular excellence that are consistent with the mission of IUPUI.



RISE to the Challenge at IUPUI

These experiences should include the integration of:

- **Knowledge**—the concepts, facts, and information acquired through formal learning and past experience
- **Activity**—the application of knowledge to a “real-world” setting
- **Reflection**—the analysis and synthesis of knowledge and activity to create new knowledge
- **Assessment**—an appraisal of the extent to which the learning objectives identified for the educational experience are met
- **Record**—a formal record on the transcript



Conclusion—Return to Beginning

- ◆ Remember the title
 - ◆ NSSE and LEAP—Compatibility and Connection with Core Learning Objectives

High impact activities => deep learning

Liberal education



Discussion and Comments

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“NSSE & LEAP – Compatibility and Connection with Core Learning Objectives”

David Sill, Scott Evenbeck & Jillian Kinzie

Presented at the AAC&U 2009 Annual Meeting, Seattle

AAC&U identified 10 of the more promising “high-impact” activities in its 2007 report, *College Learning for a New Global Century* including: first-year seminars, common intellectual experiences, learning communities, service learning, writing-intensive courses, collaborative assignments and projects, undergraduate research, study abroad & other experiences with diversity, internships, and capstone courses and projects.

Does your institution provide these experiences? Do all students have an equal chance of participating? To what extent do underrepresented students participate in these activities? Use the worksheet below to inventory the high-impact practices on your campus. [✓ = yes, have on campus etc.; estimate the % of various student populations in these activities]

	Learning Community	First Year Seminars	Writing-Intensive Courses	Research w/ Faculty	Service Learning	Study Abroad	Internship	Senior Capstone
On Our Campus								
Required for all								
% Students involved								
% First Generation								
% Transfer Students								
% African American								
% Latino Students								
% Asian American								
% other								
% Adult Students								