NSSE 2020 Follow-up: Using Results Collected During The COVID-19 Pandemic

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Outline

1. Welcome & Intros
2. NSSE 2020 & Assessment Recap Amid COVID Pandemic
3. Highlights of Preliminary Analysis and Report Form Implications
4. Turning to Results
5. Additional Resources and Announcements

COVID-19 UPDATE
Phased Reopening Plans
NSSE 2020 COVID-19

- COVID-19 Disruption mid-March
- NSSE Webinar NSSE & FSSE 2020: Guidance on COVID-19 Disruptions recorded on March 26, 2020
Assessment During COVID-19

- Adjustments to assessment activities in response to the pandemic
- Shift to assess students’, faculty immediate needs during pandemic
- Assessment demands are ongoing
- Accreditation flexibility while maintaining requirements that all standards and policies are met
Assessing Students Needs During the Pandemic

Concerns over mental health and the transition to online education dominated responses.

52% Say Online Learning has been Great or Good

36% describe their online learning experience as not good or terrible. Just 30% are interested in future online classes.

www.instituteforeffectiveness.org/ask-our-students/

www.schev.edu/index/reports/insights/insights/2020/05/28/virginia-college-students-shed-light-on-challenges-related-to-covid-19
POLL: The State of Assessment on Your Campus

• How has the pandemic impacted the importance placed on assessment on your campus?
  • Increased Importance
  • No Change
  • Decreased Importance
Pandemic Impact on Assessment

• How has the pandemic impacted the importance placed on assessment?

• How has it impacted resources devoted to assessment?

Value of Assessment

• Need for data to inform change management
• Assessment activities like NSSE and FSSE may matter even more in a year of turbulence
• We are hopeful that the data collected will help you assess your students’ experience in these unprecedented circumstances to examine the impact of disruption and inform future planning
What are Your Assessment Concerns?

• We'd appreciate learning more about data and assessment concerns on your campus.

• What's occupying your time and attention?
NSSE’s Responses to COVID-19 Disruption

- Survey operations continued uninterrupted
- Supported institutions with revised messages & schedules
- Created COVID-19 FAQs
- Extended survey close date to May 22
- March 26 webinar to discuss questions and concerns from participating institutions
- Added questions on BCSSE survey about impact of pandemic on the high school experiences of students who graduated in 2020
- Analysis of NSSE results collected before and after disruption to assess impact on data quality
- Planning & replanning for NSSE & FSSE 2021 amidst uncertainty
Our Purpose Today

• Reconnect, recap NSSE 2020 response to COVID, and hear from you about how things are on your campus
• Highlight our preliminary analysis and discuss NSSE Report Form requests
• Begin focusing on NSSE results
Common User Questions

1. What impact did COVID-19 have on response rates and NSSE results?
2. How should we consider pre- and post- COVID-19 disruption results?

As of March 18,

- **96% of schools** had sent their first recruitment message
- **92%** a second message
- **87%** a fourth message

• On average, schools receive ~**86%** of their respondents with the fourth message.
Preliminary Analysis Resources

https://nsse.indiana.edu/html/coronavirus.cfm
Did COVID-19 Affect Response Rates?

• Due to the small number of post-COVID administrations, statistical analysis provides no conclusive answer.
  • If there was an effect, COVID-19 disruption most likely increased response rates.
• However, students from early and late administration schools had equal probabilities of responding.
Average Institutional Response Rate by Undergraduate Enrollment Tier (2020 vs 2019)

In fact... response rates in 2020 were about 3 percentage points higher than they were in 2019.

As of 05-13-2020
Descriptive Item Response Patterns by Date

• Did students respond differently considering the circumstances?
  • *It does not look like it!*

• Overall, nominal or no changes in average responses with nearly all items throughout the administration.
ANSWER: COVID-19’s effect on EI scores appear trivial. Being a late responder or late administration school corresponds with slightly higher scores for Learning Strategies, Effective Teaching Practices, Quality of Interactions, and Supportive Environment.
Most institutions largely completed their administrations prior to the disruption, and analyses show trivial impact on survey responses. This provides some assurance of data quality for your institution and your selected comparison groups.

For these reasons, NSSE advises against excluding post-COVID respondents from reports.
Have you logged on to the NSSE Interface to identify your COVID-19 disruption date? To customize your comparison groups? To verify your institution information?

YES or No?
NSSE 2020 Customization & COVID-19

Customize reports on the **NSSE Report Form** (due June 5). This year we ask about COVID-19 disruptions and report preferences.

**Customizing Your NSSE Reports**

**CUSTOMIZE YOUR NSSE REPORTS.**

This report form collects information used to generate your NSSE reports, including:

1. Verifying or updating your institution’s formal name and short name.
2. Verifying or updating contact information for your institution’s executive officer.
3. Providing information about COVID-19 disruptions for NSSE reports and data.
4. Customizing your NSSE 2020 comparison groups.
5. Identifying the comparison group to reference in your **Snapshot** (A condensed report designed as an executive summary of all your NSSE results).

Looking to customize major field categories? Stay tuned. Later this summer we will ask you to customize the discipline categories for your NSSE **Major Field Report** and, if applicable, the FSSE **Disciplinary Area Report**.

This form will be open for editing until Friday, June 5, 2020. Although we encourage you to complete the form as early as possible, you may complete it in stages and return at any time to update your information.
Customize reports on the **NSSE Report Form** (due June 5). This year we ask about COVID-19 disruptions and report preferences.

1. Provide the date when COVID-19 disruptions might have plausibly affected survey responses. This will be included in your data file in a variable named *covid*.

2. Consider the option to exclude from your reports all institutional and comparison group responses submitted after institution-reported COVID-19 disruption dates.*

* NSSE advises against excluding respondents from reports
Customize reports on the NSSE Report Form (due June 5). This year we ask about COVID-19 disruptions and report preferences.

#3 COVID-19 AND YOUR INSTITUTIONAL REPORTS

COVID-19 disrupted operations at nearly every institution participating in NSSE 2020. Below, we ask for the date disruptions arose for your students, if applicable. In addition, while NSSE does not recommend doing so, you may choose to exclude from your reports all institutional and comparison group responses submitted after institution-reported disruption dates.

Was student life at your institution disrupted by COVID-19 (transition to remote instruction, residence hall closures, major event cancellations, more students caring for dependents, etc.)?  

Yes ☐ No ☐

Do you want to exclude from your reports all institutional and comparison group responses submitted after institution-reported COVID-19 disruption dates? If this exclusion is applied, your NSSE 2020 reports will be unweighted. Based on our analysis of preliminary data, we advise against the exclusion.

Yes ☐ No ☐
NSSE 2020 Customization & COVID-19

Customize reports on the **NSSE Report Form** (due June 5). This year we ask about COVID-19 disruptions and report preferences.

To date, of 601 NSSE 2020 participants:
- 64% have accessed the form to review their options
- 59% have provided their COVID-19 details
- Only 11 said they had no disruptions
- Only 4 elected to exclude post-COVID-19 respondents from NSSE reports
Turning to Results

In a Pandemic, Everyone Gets an Asterisk

• How to make the most of results?
• How to best maintain assessment plans?
• How to talk about data, acknowledging COVID-19, and contextualize NSSE 2020 results?
• Possible to compare NSSE 2020 results to previous NSSE results?
• How might results inform fall planning?
• Early data delivery
  We plan to post data files to the Institution Interface by mid-July.

• When your data are in hand, consider using the *covid* variable to compare results that arrived before and after the disruption in operations and compare those findings to NSSE’s analysis.

**Download your disposition file**

from the [Institution Interface](#) (see link below the Administration Snapshot). The disposition file is an Excel spreadsheet of every student in your population file and their response status, including the date and time of response.
NSSE 2020 Results & COVID-19 Disruption

Appropriate to acknowledge COVID-19 context for NSSE 2020

• Compose narrative to describe your administration schedule, students’ response patterns, and your institution’s disruption
• Fair to compare to past years, particularly since NSSE references “this academic year”
Once you've explored data quality, representativeness...documented impact of COVID-19 disruption, then standard NSSE use is encouraged...

- Benchmarking, accreditation, informing improvement, measuring change, assessing practice...
Ideas for Exploring Your NSSE 2020 Results

• Begin with broad concerns about your students:
  • What insights about student engagement patterns emerge by social class, digital divide, family financial conditions...

• For those with data spanning disruptions:
  • Conduct pre/post-covid comparisons –did EIs change? Intention to return?
  • How do your results compare to our analyses?
  • First-generation student effect? Pell effect?

• Study COVID-19 effect:
  • Append final grades and actual retention data for more nuanced view of who returned and their experience
  • Consider what your NSSE 2020 data suggests your students will need AY 2020-21
NSSE 2020 Analysis Questions from Users

What are the best methods for looking at differences in the data?

How do we address bias based on students dealing with the pandemic?

What is the best test of differences between Pre-Post COVID responses?

How do we talk about benchmarking to comp groups given admin differences?

Please ask NSSE Analysts!
Your Ideas??

• What analyses do you plan to conduct?
• What questions do you have?
• What can we do to help?
BCSSE COVID-19 Items

• Colleges and universities interested in asking questions of their entering students (but not participating in BCSSE) are welcome to use the "Coronavirus Disruption and 2020 High School Graduates" item set free of charge. When possible and appropriate, we request that institutions share how they used their data from these items and aggregate results with us.
Very Early BCSSE COVID-19 Findings

- Students are optimistic about their first year of college.

- 61% feel “very prepared or prepared” to take future online courses
We Hope to See You...

• We will participate as a sponsor of AIR Forum Virtual – come visit our booth!
• We will post and host Webinars to share NSSE presentations and papers that did not get presented at spring meetings
• Join our Webinar series
Looking to our 3rd Decade
Looking Forward to NSSE 2021

What we are planning for NSSE & FSSE 2021

• Later institution registration deadline to provide more time for campus decision-making
• Greater reliance on LMS/Portal for recruitment (no additional fee)
• New questions about online experience
• A new Topical Module relevant to students in the COVID-19 world (well-being, financial stress)
• New FSSE questions about changes in instruction
Entering our 3rd Decade

Celebrating 20 years!

• Please offer input on feedback form
  http://nsse.indiana.edu/html/celebrating.cfm#help
Higher Education Moving Forward: Fall 2020

Shift from an emergency action mindset to a mindset of creativity and innovation for the long term:

• Planning for a fall term of effective campus-based and remote education
• Establishing norms for quality of this education
• Developing means to determine whether these quality norms are met
Thank you for your time and attention.

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