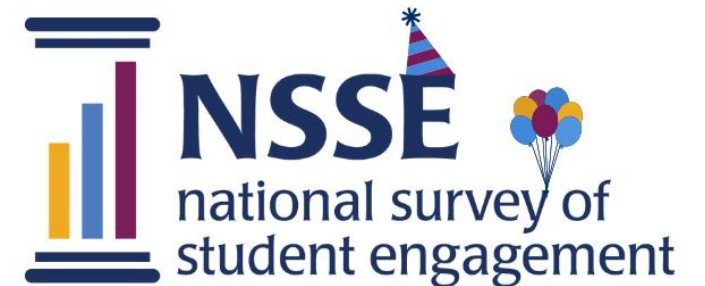


AIR FORUM
virtual

What's Next for Student Engagement and Institutional Assessment?

Jillian Kinzie, Allison BrckaLorenz,
Bob Gonyea, Tom Kirnbauer, and Shimon Sarraf



Program presented [virtually] at the Association for Institutional Research Annual Forum, [not in] New Orleans, LA.

NSSE is Celebrating 20 Years!

Launched in 2000, NSSE was established to serve two related objectives:

- Enrich the discourse about college quality by assessing students' exposure to and participation in *empirically supported effective educational practices*
- Provide institutions with valid, reliable, diagnostic information to inform improvement



Entering Our 3rd Decade!

NSSE is Entering its 3rd Decade!

In 2020, NSSE enters its 3rd decade assessing the quality of undergraduate learning and success

- The student engagement movement has changed notions of quality in higher education
- Most institutions now value a culture of evidence, promoting deep approaches to learning, developing high-impact practices, and tracking engagement indicators

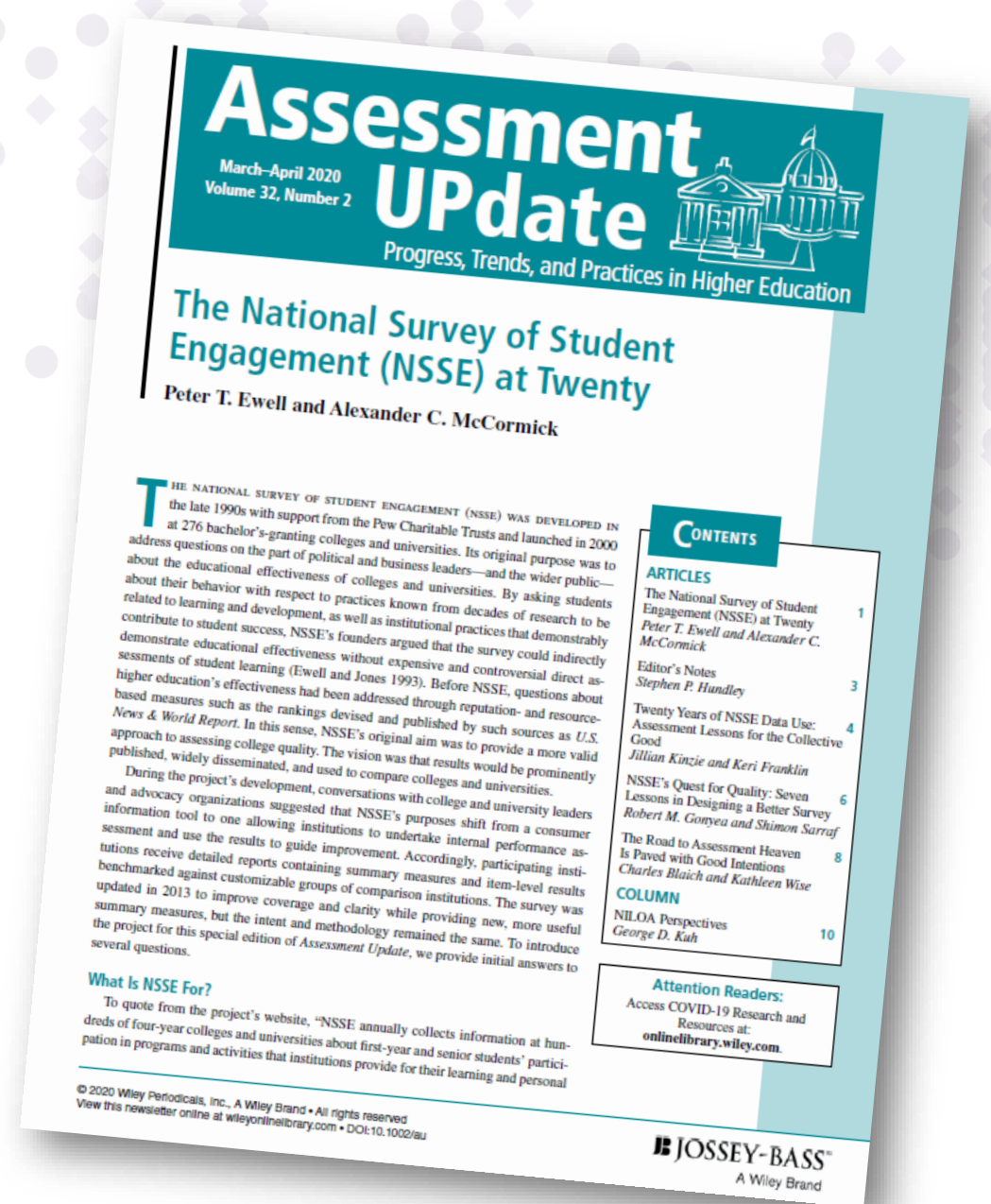


Entering Our 3rd Decade!

Celebrating 20 years!



Entering our 3rd Decade!



AIR FORUM
virtual

We planned a grand listening tour...

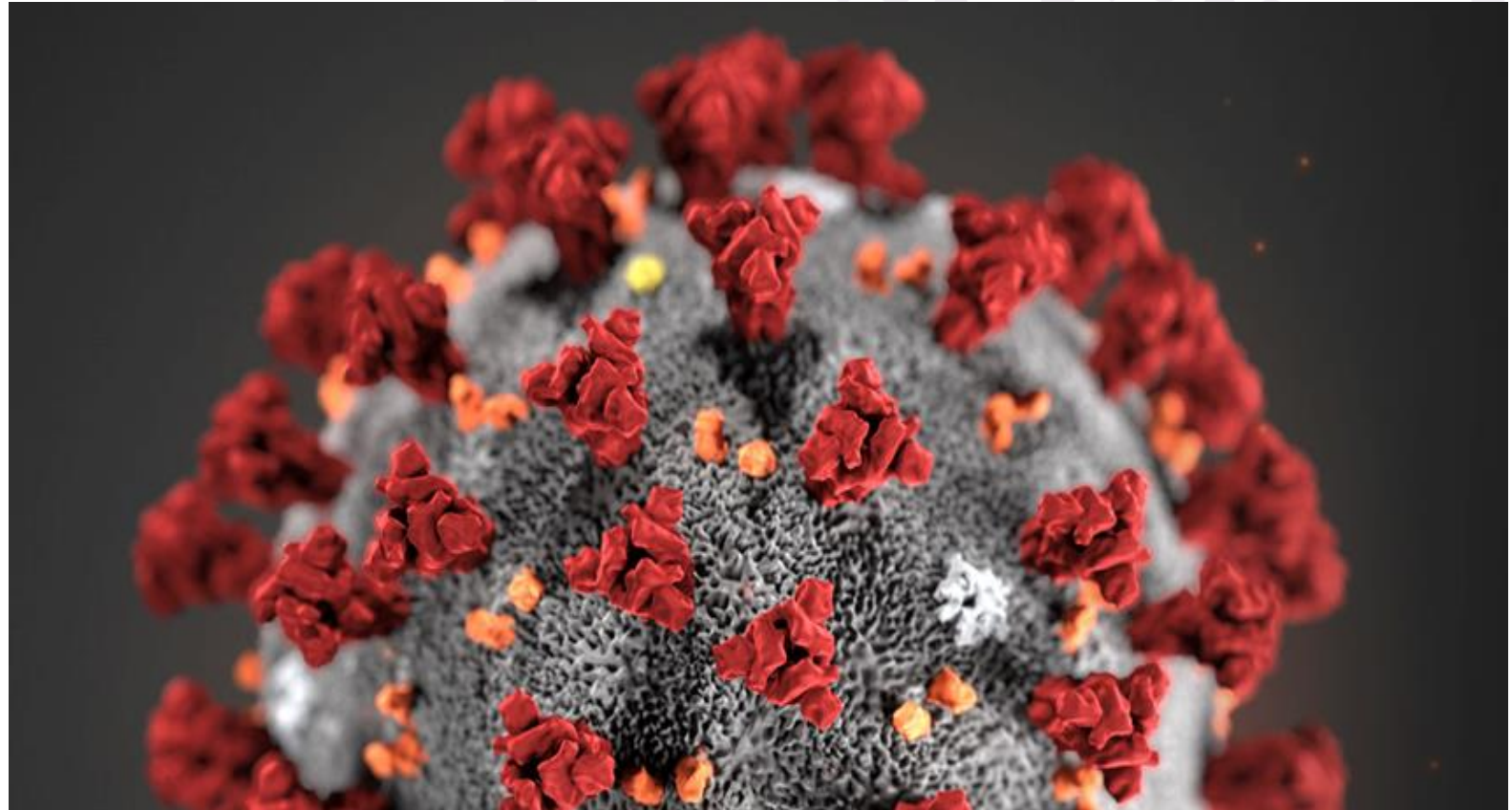
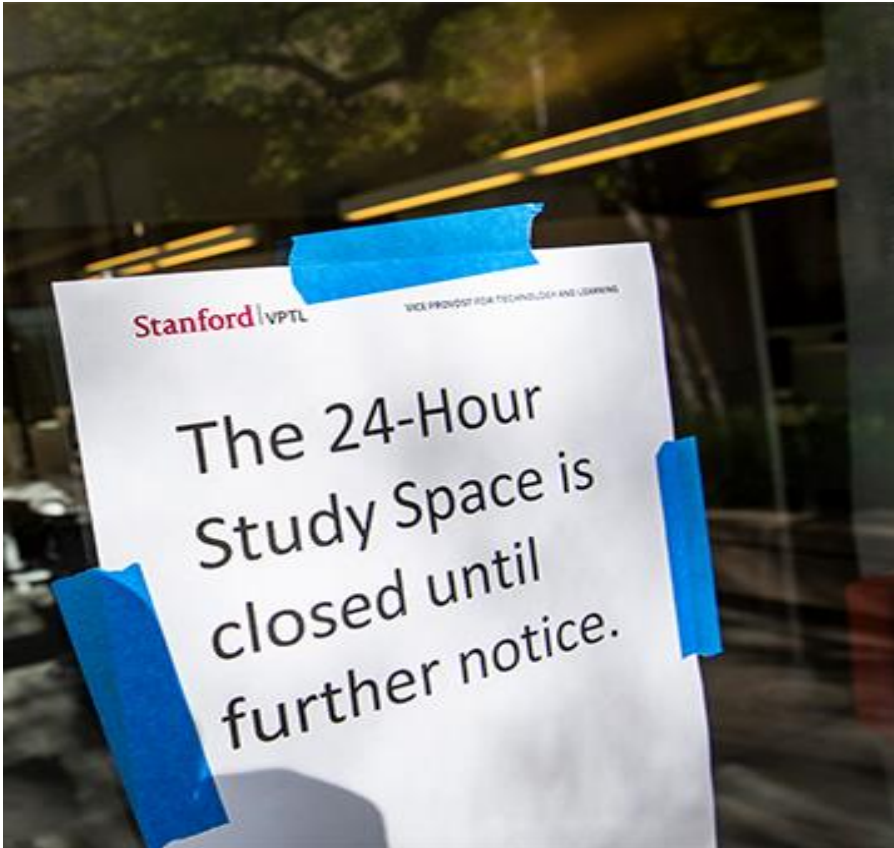
To gather information, insights, context, and new ideas on how NSSE should enter its 3rd decade

What's new in higher education? What do students and institutions need? How can NSSE help?

LISTENING TOUR



We planned a grand listening tour...but have to regroup



The Plan for This Session

We address three topics:

1. Changing demographics
2. Developments in teaching & learning, and engagement measures
3. Approaches to assessment

For each we will present:

- Current trends from NSSE's experience
- Emerging responses from educators, institutional research staff and assessment professionals
- Implications for NSSE and institutional assessment



FOLLOWING this session: Please submit your ideas

<http://nsse.indiana.edu/html/celebrating.cfm#help>

NSSE's 20th Anniversary Feedback Form

As NSSE enters its third decade, we would greatly appreciate your input on the following questions:

What aspects of student learning and success deserve further study?

What's on the assessment horizon that NSSE should take into account?

What data and reporting needs do you anticipate?

What suggestions do you have for NSSE's third decade?

**FOLLOWING this session:
Please submit your ideas**

[http://nsse.indiana.edu/
html/celebrating.cfm#help](http://nsse.indiana.edu/html/celebrating.cfm#help)

Changing demographics

Student demographics have drastically changed in the last 20 years

- For example, White students responding to NSSE have dropped from 78% (2001) to 64% (2019), largely offset by Black and Latinx students

Recent demographics updates on NSSE:

- Veteran status (2010)
- Disability (2013)
- Sexual orientation (2013)
- Gender identity (2014)
- Country of origin (2015)
- Middle Eastern or North African (2019)

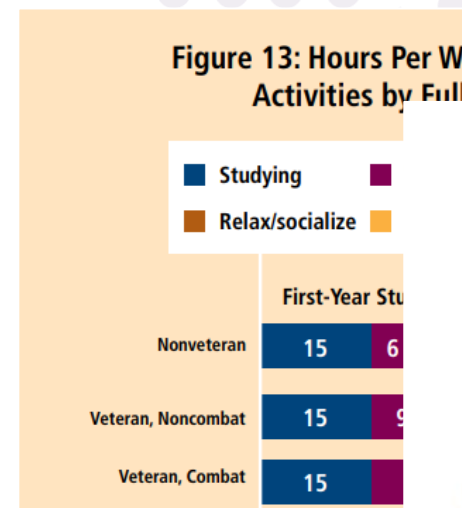


Figure 9: Extent to Which Faculty Supports People in Different

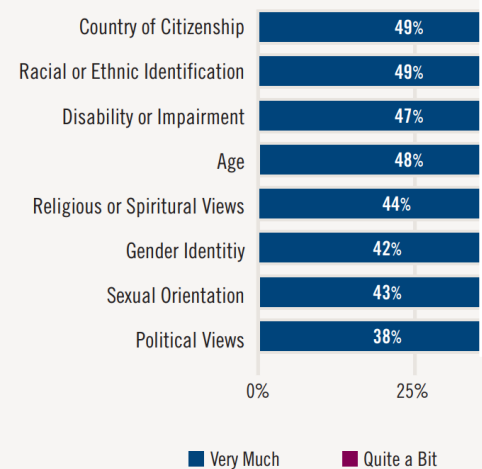
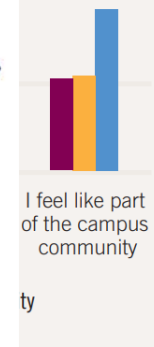
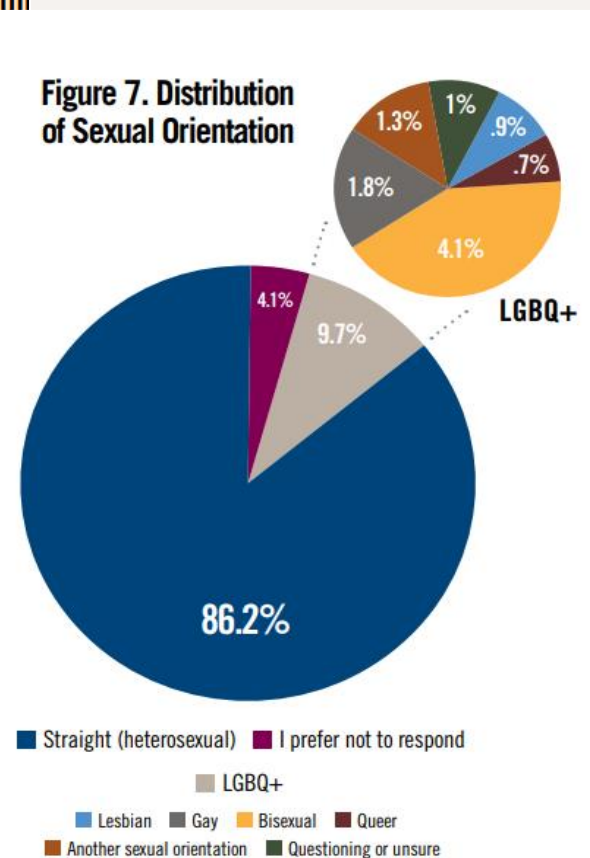


Figure 7: Percentage of Students Who Disagreed with Statements about Safety and Belonging, by Gender Identity



What are the emerging demographics on your campus? How will new kinds of students challenge and shape what we know about engagement?

WHO: Growth in identities outside the majority. More...

- students of color
- first-generation;
- working, have financial need, or identify as lower SES (including food / housing insecure);
- students who identify as non-hetero in orientation;
- students who identify **within** the gender spectrum and less on the binary edges;
- students who have disabilities and who identify as neuro-divergent

Colleges & universities more aware that identity shapes experience and in turn, are asking questions related to identity

What are the emerging demographics on your campus? How will new kinds of students challenge and shape what we know about engagement?



WHERE FROM: Expansion in the number of students who come from abroad, students who learn English as a second language, greater numbers of students from rural towns, and greater numbers of students from urban environments

WHAT STUDENTS BRING ACADEMICALLY:

- knowledge that comes with age and being an adult learner
- transfer-in with credits from high school dual enrollment and other colleges; other degrees such as associate degrees and certificates

Teaching & Learning/Measures of Engagement

Student engagement represents two critical features of collegiate quality.

1. The amount of time and effort students put into their studies and other educationally purposeful activities.
2. How the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.



Teaching & Learning/ Measures of Engagement

Engagement Indicators (10) – multiple dimensions of learning

High-Impact Practices (6) – intensive activities associated with learning and retention

Academic Challenge – Time spent preparing for class, amount of reading and writing, perceived challenge of courses and of the overall academic emphasis of the institution

Perceived Gains – Institutional contributions to knowledge and skill development

Topical Modules – Additional question sets that look deeper at designated topics such as academic advising, experiences with writing, civic engagement, and more.



Do current measures of engagement adequately cover what is essential to the improvement of student learning? What new forms of engagement should we assess?

Campus climate deserves more attention

- Safety
- General sense of belonging
- Broad climate issues such as race relations on campus or queer acceptance

How students learn is changing

- Active/passive learning styles
- Mentor type relationships
- Digital environments and digital HIPs
- Engaging the physical space
- Interdisciplinary programs and research



Do current measures of engagement adequately cover what is essential to the improvement of student learning? What new forms of engagement should we assess?

New Forms of Campus Activities/Engagement Emerging

- Student organizing and organizations
- Volunteer work off campus
- Student work (both paid and unpaid) as institutional ambassadors
- Recruitment assistants and other types of institution-related business

Need for New Survey Items

- Updated terminology that is more understandable to diverse student body
- Consideration of more than transactional engagement (comparison of ‘discussions with diverse others’ to ‘friendship with diverse others’)
- Including employment-related assistance as students transition to full-time work
- Determining expenses related to HIP involvement

Trends in Assessment

Rapidly changing technology



Mobile optimized surveys

Survey recruitment challenges



Learning management systems

Desire for deeper data and content



Student census
“sample” &
Topical Modules



NSSE
national survey of
student engagement

Entering Our 3rd Decade!

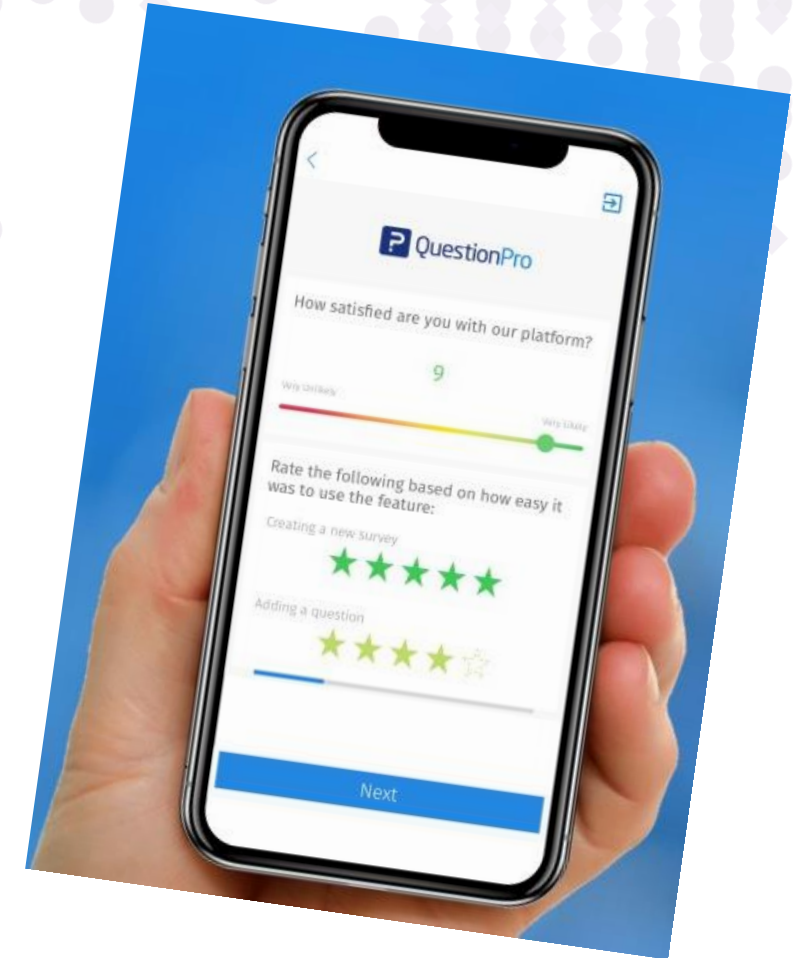
What trends should a large-scale survey assessment project consider over the next decade to facilitate evidence-informed improvement?

- Survey administration needs more flexibility & context. Create better reasons why students should complete the survey (incentives, ease). Administer in ways that encourage completion such as in courses, LMS...
- More interest in knowing **why students engage in their activities**
 - What do students think they are learning; why are they engaging in those specific activities? (consider more open-ended items)



What trends should a large-scale survey assessment project consider over the next decade to facilitate evidence-informed improvement?

- **Survey mode enhancements.** Survey is mobile friendly, but not mobile user ready; consider modularizing the content; sending multiple, smaller surveys over several days; tweet sized survey; accessibility of content; and increase visuals and reduce unnecessary text
- **Technical upgrades** including issues of accessibility for users; app style survey; integration into other systems; text reminders in place of email



Implications for NSSE and Institutional Assessment

NSSE: Continue to consider trends and enhance; more radical re-presentation of new majority student needs and concerns; more listening

Institutional Assessment: greater expectations for assessing, addressing and demonstrating equity; exploring variations in students experience; greater student involvement in assessment – not “done to” students



How do these emerging themes match your observations? What needs and new issues are emerging on your campus?



Please submit your ideas

<http://nsse.indiana.edu/html/celebrating.cfm#help>





Thanks so much for joining us!

Find our slides, recorded presentation, as well as other information about NSSE at nsse.indiana.edu

Blog: NSSEsightings.indiana.edu



@NSSEsurvey @NSSEinstitute