

The Updated NSSE: New Opportunities to Assess Educational Quality



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SACS COC 2013 Annual Meeting
Students Are Central to Success



Audience Survey

- Have you administered the updated NSSE? Or, will you in 2014?
- Do you have NSSE results from past years?
- Have you worked with your institutions NSSE results?
- What questions do you have about using NSSE in your assessment & improvement work?



Agenda

- Current Context
- Updated NSSE
- Data for assessment, accreditation and improvement
- Discussion and Questions



Student Success Agenda: The Challenge is Urgent



- ALL colleges and universities **must marshal the resources to make completion a priority**
- **Change campus culture** to boost student success
 - Create student-centered culture
 - **Improve** the academic experience
- Institutions must take steps to increase the chances that students will be successful, and ***ensure that students are active, engaged participants***

ACE College Attainment Report, January 23, 2013

What We Know About Student Success:




- Student engagement in intentionally designed educationally purposeful activities is necessary to achieve desirable learning outcomes.
- Institutions need information about students experiences to deploy resources appropriately and encourage success behaviors.

What is Student Engagement?




Student engagement is the time and energy students devote to educationally purposeful activities – practices shown to be related to desired educational outcomes




What is NSSE?

NSSE annually gathers valid, reliable information on the extent to which **First Year & Senior** students are exposed to proven educational practices that correspond to desired learning outcomes.

- Content represents empirically confirmed good practices—activities and behaviors associated with student learning and development
- Results provide estimates of what students do and how they perceive the institution and their learning



2013: An Updated NSSE



During the current school year, about how often have you done the following?

Higher education is constantly changing, and it is important for NSSE to stay relevant to the most salient issues and priorities of institutional assessment and research.



Design Principles

- **Build on NSSE's strengths**
 - Focus on behavior & effective practice
 - Actionable information
- **New content must...**
 - Inform engagement
 - Be based in the literature
 - Be thoroughly tested



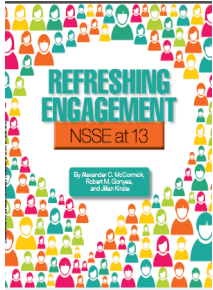

Development Process

- Internal committee work started in 2009
- Consultation with external advisors
- Feedback from institutional users
- Experimental item testing: 2006 to 2011
- Pilot testing: 2011 & 2012
- Extensive psychometric analyses
- Focus groups and cognitive interviews



NSSE at 13!

- **What we've learned...** connect engagement data to indicators of success; student behaviors; institutional improvement is possible
- **Updating NSSE...** same focus; new & refined measures; updated terminology
 - Emerging areas of interest – HIPs, quantitative reasoning, effective teaching, deep approaches, topical modules



Change Magazine, May/June 2013 issue

Summary of NSSE 2013 Changes

Change Type	Percentage
New *	23%
No Change	22%
Major Modification	27%
Minor Modification	28%

* Offset by deletions

The NSSE Benchmarks have been Retired!



- Level of Academic Challenge**
 - Time, effort, and challenge
- Active and Collaborative Learning**
 - Active involvement with others
- Student-Faculty Interactions**
 - Interacting with faculty in and out of the classroom
- Enriching Educational Experiences**
 - Complementing the classroom that augments the learning experience
- Supportive Campus Environment**
 - Perceptions of the academic environment and success

The Updated NSSE

From Benchmarks to Engagement Indicators and High-Impact Practices

NSSE Benchmarks 2000-2012	Key Changes	Engagement Indicators
Level of Academic Challenge	Expanded to focus on distinct dimensions of academic effort, including new topics of interest. In addition, key items on reading, writing, and study time will be reported in this theme.	<ul style="list-style-type: none"> Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning <p><i>Theme: Academic Challenge</i></p>
Active and Collaborative Learning	Modified to emphasize student-to-student collaboration. Updated diversity items from Enriching Educational Experiences have been moved here.	<ul style="list-style-type: none"> Collaborative Learning Discussions with Diverse Others <p><i>Theme: Learning with Peers</i></p>

The Updated NSSE

From Benchmarks to Engagement Indicators and High-Impact Practices

NSSE Benchmarks 2000-2012	Key Changes	Engagement Indicators
Student-Faculty Interaction	The updated Student-Faculty Interaction indicator is joined by a second measure about effective teaching practices.	<ul style="list-style-type: none"> Student-Faculty Interaction Effective Teaching Practices <p><i>Theme: Experiences with Faculty</i></p>
Supportive Campus Environment	Expanded to focus separately on interactions with key people at the institution and perceptions of the institution's learning environment.	<ul style="list-style-type: none"> Quality of Interactions Supportive Environment <p><i>Theme: Campus Environment</i></p>

The Updated NSSE


From Benchmarks to Engagement Indicators and High-Impact Practices

NSSE Benchmarks 2000-2012	Key Changes	High-Impact Practices
Enriching Educational Experiences	Selected items are reported separately as <i>High-Impact Practices</i> . Items measuring discussions with diverse others were moved to Learning with Peers.	<ul style="list-style-type: none"> Learning Community Service-Learning Research with a Faculty Member Internship or Field Experience Study Abroad Culminating Senior Experience

NSSE national survey of student engagement

New Content in 2013 Example

- Learning Strategies**
 - 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



Item by Item Comparisons of NSSE 2012 and NSSE 2013

Updated August 2013
(View NSSE 2013 Online at nsse.iub.edu/links/surveys)

2012 Survey Instrument	2013 Survey Instrument	Comparison*
1a. alignp. How often... Asked questions on class or combined in class discussions	1a. alignp. How often... Asked questions or combined to create discussions in other ways	Me
1b. alignp. How often... Made a class presentation	1b. present. How often... Gave a class presentation	Me
1c. assignp. How often... Prepared for or wrote drafts of a paper or assignment before taking it	1c. drafts. How often... Prepared for or wrote drafts of a paper or assignment before taking it	-
1d. assignp. How often... Studied on your own for the current assignment class or additional class sessions	1d. assignp. How often... Studied on your own for the current assignment class or additional class sessions	Me
1e. assignp. How often... Used class notes to prepare for class	1e. assignp. How often... Used class notes to prepare for class	Me
1f. assignp. How often... Worked with classmates outside of class to prepare class assignments	1f. assignp. How often... Worked with other students on course projects or assignments	Me
1g. assignp. How often... The quality of class assignments from different courses when comparing assignments at other class discussions	1g. assignp. How often... Compared class assignments from different courses when comparing assignments	Me
1h. assignp. How often... Trained or taught other students (peer or volunteer)	1h. assignp. How often... Explained course material to peer or other students	Me
1i. assignp. How often... Participated in a community-based project (e.g., service learning) as part of a regular course	1i. assignp. How often... About how many of your courses at the institution have included a community-based project (service learning)	Me/L
1j. assignp. How often... Used an electronic portfolio system (e.g., portfolio system, e-portfolio) to document or compile an assignment	1j. assignp. How often... Used an electronic portfolio system (e.g., portfolio system, e-portfolio) to document or compile an assignment	Me

nsse.iub.edu/nsse-update

Engagement Indicators and High-Impact Practices

Reporting 10 measures *plus* individual high-impact practices provides more *specificity* and more *actionability*

NSSE 2013 Engagement Indicators
<ul style="list-style-type: none"> Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<ul style="list-style-type: none"> Collaborative Learning Discussions with Diverse Others
<ul style="list-style-type: none"> Student-Faculty Interaction Teaching Practices
<ul style="list-style-type: none"> Quality of Interactions Supportive Environment
High-Impact Practices
Learning Community, Capstone, Study Abroad, Service-Learning, Research w/Fac., Internship

Getting Acquainted with Updated NSSE

NSSE Engagement Indicators

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.)
- Helping you manage your non-academic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues

Discussion: Getting Acquainted with Updated NSSE

- Review Engagement Indicators (EIs)
- Which measure is of interest to you?
- Which EIs suggest an opportunity for accreditation efforts?



What Use Do you see for the “Discussions with Diverse Others” Measure?

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

What Use Do you see for the Discussions with Diverse Others Items?

- Assess institutional commitment to diverse learning experiences
- Assess multicultural affairs, diversity component in curriculum,
- Where do diverse discussion levels vary? by student characteristics? Majors? Housing status...

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Relationship Between Quality of Interactions Measure and Persistence

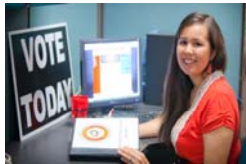
Quality of Interactions
Indicate the quality of your interactions with the following people at your institution:

- Students
- Academic Advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

For further analysis....Explore relationship between Quality of Interaction and students’ rating of their “entire educational experience” & “start over” items


Additional New Content

- **Topical modules:**
 - Academic advising
 - Civic engagement
 - Transferable skills
 - Writing
 - **Technology**
 - Experiences with diversity
 - Global Perspectives
 - Information literacy experiences
- **Additional modules will be developed over time**
 — *send us your great ideas!*

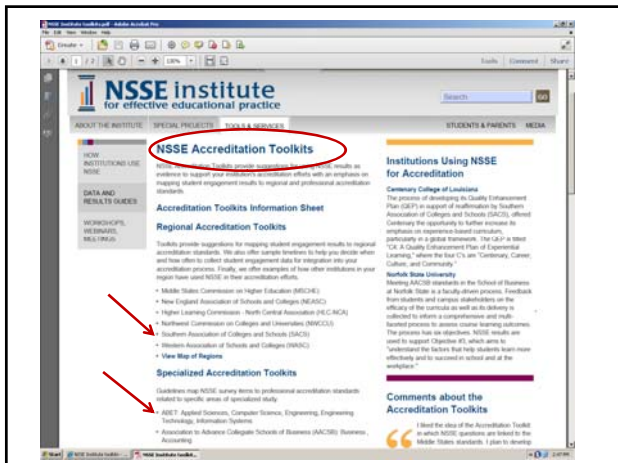


Using NSSE Findings For Compliance Evidence at UA

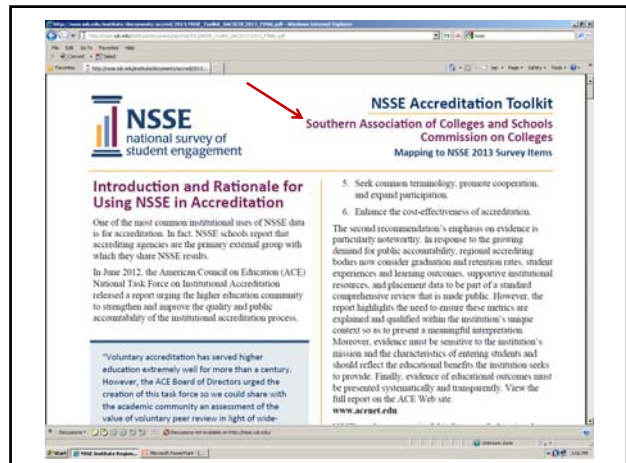
1. Accreditation Toolkits
2. Learning With Technology Module



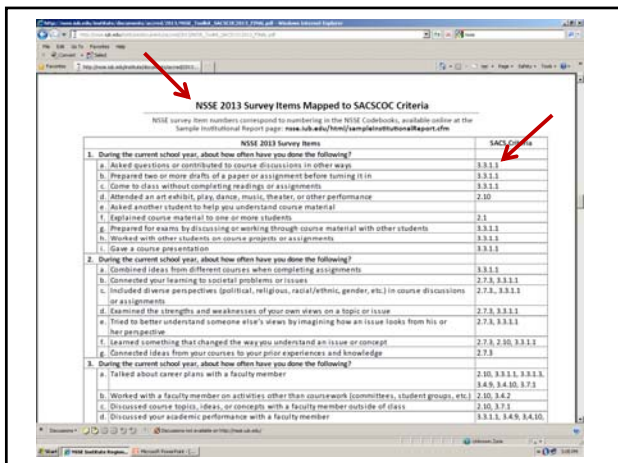
THE UNIVERSITY OF ALABAMA



The screenshot shows the NSSE Accreditation Toolkits webpage. A red circle highlights the 'NSSE Accreditation Toolkits' header. A red arrow points to the 'Regional Accreditation Toolkits' section, which lists various regional associations like the Middle States Commission on Higher Education (MSCHE) and the Southern Association of Colleges and Schools (SACS). Another red arrow points to the 'Specialized Accreditation Toolkits' section, which lists specialized fields like Applied Sciences and Business Administration.

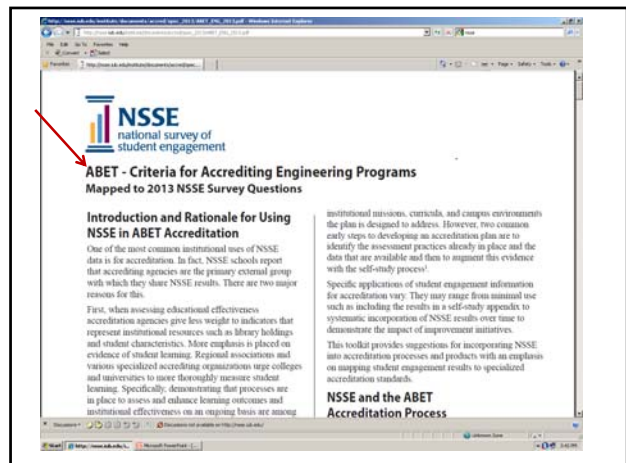


The screenshot shows the 'Introduction and Rationale for Using NSSE in Accreditation' webpage. A red arrow points to the 'NSSE Accreditation Toolkit Southern Association of Colleges and Schools Commission on Colleges Mapping to NSSE 2013 Survey Items' header. The page contains text explaining the purpose of the toolkit and how it maps NSSE findings to accreditation standards.



The screenshot shows a table mapping NSSE 2013 survey items to SACS/COE criteria. A red arrow points to the table header, and another red arrow points to the 'SACS/COE Criteria' column.

NSSE 2013 Survey Items	SACS/COE Criteria
1. During the current school year, about how often have you done the following?	
a. Asked questions or contributed to course discussions in other ways	3.3.1.1
b. Prepared two or more drafts of a paper or assignment before turning it in	3.3.1.1
c. Come to class without completing readings or assignments	3.3.1.1
d. Attended an art exhibit, play, dance, music, theater, or other performance	2.30
e. Asked another student to help you understand course material	3.1
f. Engaged in course material by one or more students	3.3.1.1
g. Prepared for exams by discussing or working through course material with other students	3.3.1.1
h. Worked with other students on course projects or assignments	3.3.1.1
2. During the current school year, about how often have you done the following?	
a. Combined ideas from different courses when completing assignments	3.3.1.1
b. Connected your learning to societal problems or issues	2.7.3, 3.3.1.1
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	2.7.3, 3.3.1.1
d. Examined the strengths and weaknesses of your own views on a topic or issue	2.7.3, 3.3.1.1
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2.7.3, 3.3.1.1
f. Learned something that changed the way you understand an issue or concept	2.7.3, 2.50, 3.3.1.1
g. Generated ideas from your courses to your prior experiences and knowledge	2.7.3
3. During the current school year, about how often have you done the following?	
a. Talked about career plans with a faculty member	2.10, 3.3.1.1, 3.3.1.3, 3.4.9, 3.4.10, 3.7.3
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	2.10, 3.4.2
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	2.10, 3.7.1
d. Discussed your academic performance with a faculty member	3.3.1.1, 3.4.9, 3.4.10



The screenshot shows the 'ABET - Criteria for Accrediting Engineering Programs Mapped to 2013 NSSE Survey Questions' webpage. A red arrow points to the 'NSSE national survey of student engagement' header. The page includes an 'Introduction and Rationale for Using NSSE in ABET Accreditation' section, which explains how NSSE data is used by accrediting agencies to assess and improve engineering programs.

Using NSSE Findings For Compliance Evidence at UA

1. Accreditation Toolkits
2. Learning With Technology Module

Issue: Transitioning to Updated NSSE

- **Re-familiarize yourself with NSSE data you already have**
 - What was most valued (items, benchmark scores, multi-year data etc.) and how will this be affected?
- **Write up a summary of NSSE results pre-2013 as a retrospective**
 - What has your campus learned? What has improved?
- **Introduce Engagement Indicators & items in advance to stimulate interest in results**

What other questions do you have?

Ideas, feedback, and questions:

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