


Introducing NSSE 2013




AIR Annual Conference New Orleans June 4, 2012 Jillian Kinzie & Robert Gonyea

Center for Postsecondary Research
Indiana University Bloomington

Launching an Updated NSSE





Updated for 2013

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.

Registration Open for NSSE 2013

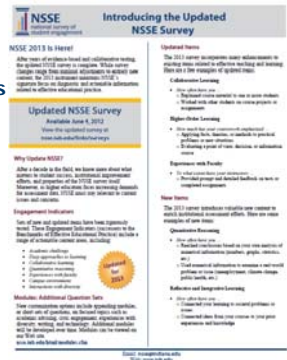
- Invitation in your AIR Forum materials →
- Deadline to register: September 25, 2012
- Register online: www.nsse.iub.edu



Introducing Updated NSSE

Register Now for NSSE 2013
(deadline Sept. 25)

- Retains NSSE's focus on diagnostic & actionable information
- New Engagement Indicators
 - Academic challenge
 - Deep approaches to learning
 - Collaborative learning
 - Quantitative reasoning
 - Experiences with faculty
 - Campus environment
 - Interactions with diversity
- Modules
- New & Updated Items
- Comparisons to Prior-Year Results
- FSSE & BCSE Updates




Context for Updating NSSE



- NSSE ethic of continuous improvement
- Many small changes made from 2000-2004
- Commitment to restraint & stability since 2005
 - "Punctuated equilibrium" model: Defer changes to infrequent, major updates

Why Now?

- Important to keep NSSE current, relevant, and useful
- Accumulated knowledge from engagement research
- No longer constrained by the need for a paper survey
 - 99% of 2011 respondents completed online
- Some items showing their age
 - Technology (emailed instructors, used an electronic medium)
 - Many imply a face-to-face instructional setting



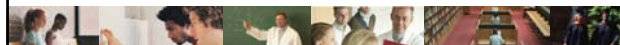
Design Principles

- **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



Primary Goals for NSSE 2013

- Improve clarity and applicability of survey language
 - Simplify language
 - Minimize wording that implies a physical classroom
- Develop new measures related to effective educational practice
- Refine existing measures and scales
- Develop new customization options (modules)

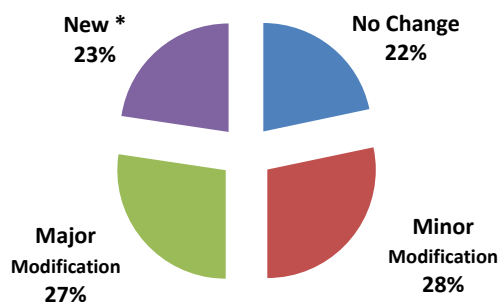


Development Process

- 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



Summary of NSSE 2013 Changes



* Offset by deletions

Content Areas

- | | |
|---|---|
| <ul style="list-style-type: none"> • Academic Challenge <ul style="list-style-type: none"> ▪ Writing ▪ Quantitative Reasoning ▪ Learning Strategies ▪ Higher Order Learning ▪ Reflective and Integrative Learning • Collaborative Learning • Experiences with Faculty <ul style="list-style-type: none"> ▪ Student-Faculty Interaction ▪ Good Teaching Practices | <ul style="list-style-type: none"> • High-Impact Practices • Interactions with Diverse Others • Campus Environment <ul style="list-style-type: none"> ▪ Quality of Interactions ▪ Campus Support • Student-Reported Gains • Demographics |
|---|---|




New Content

Good Teaching Practices

To what extent have your instructors...

- **Used examples or illustrations to explain difficult points**



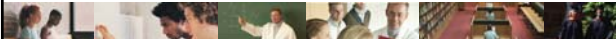



New Content

Quantitative Reasoning

How often have you...

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

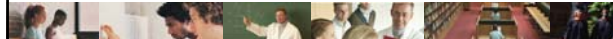




New Content

Learning Strategies

How often have you...

- Summarized what you learned in class or from course materials

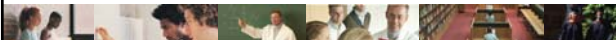




New Content

Campus Support

How much does your institution emphasize...

- Using learning support services (tutoring services, writing center, etc.)?

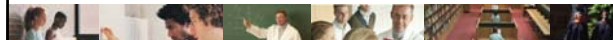




New Content

High Impact Practices

Which of the following have you done...

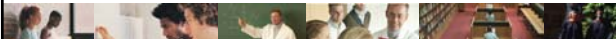

- Hold a formal leadership role in a student organization or group

Revised Content

More straightforward wording

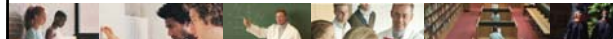
- How much has your coursework emphasized...
 - *Current version* Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions
 - *2013 version* Evaluating a point of view, decision, or information source





Revised Content

Broader approach so a greater number of important activities get included

- How often have you...
 - *Current version* Tutored or taught other students (paid or voluntary)
 - *2013 version* Explained course material to one or more students







Revised Content

Refined language for online learners

- How often have you...
 - *Current version* Asked questions in class or contributed to class discussions
 - *2013 version* Asked questions or contributed to course discussions in other ways

Pilot Administrations

Similar to standard NSSE administration



- All first-year and senior students invited, unless random sample requested by institution
- Web only

2011: 19 institutions

- 20,000 respondents; 35% response rate

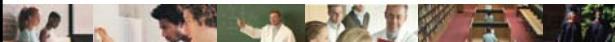

2012: 55 institutions

- 50,000 respondents; 28% response rate


Methodology

- Exploratory and confirmatory factor analysis
- Item response theory
- Concurrent, construct and predictive validity
- Internal consistency
- Generalizability theory
- Cognitive interviews
- Focus groups
- Respondent comments
- Institutional user feedback (focus groups)
- Other external review
 - National & Technical Advisory boards


Optional Modules

- Academic Advising
- Civic Engagement
- Development of Transferable Skills
- Experiences with Diverse Perspectives
- Learning with Technology
- Experiences with Writing



Additional Details for 2013

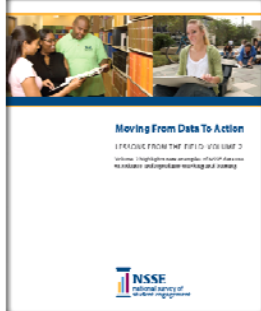
- NSSE pricing unchanged
- Online instrument only
- Recruitment method streamlined to two options:
 - Email (census administration to FY & SR)
 - Regular mail (random sample, varies by enrollment)
- Consortia, Multi-Campus System, Customized comparison groups, the same





Lessons from the Field, Volume 2

"Moving From Data to Action"
Issued June 1, 2012

- Highlights examples of NSSE data use to enhance undergraduate teaching and learning at 23 institutions
- Instructive examples, and lessons for using NSSE results.
- Download PDF



 **Your Input on the Work Ahead** 

- What reporting suggestions do you have?
- What would make results more useful to you and your campus?
- What resources would help facilitate the transition to an updated NSSE?
- What resources and services would help foster data use?

Contact us with your comments, suggestions!!

 **Thank You!**




2013 Invitation to Participate
Expires by September 30, 2013 at 11:59pm EDT

NSSE will only provide participating institutions a total and relative view of their data relative to their peers through comparison with the responses and data from the responses to other institutions. Your personal information is a critical component of your data. NSSE will not release your personal information to any third party.