

## Using Student Engagement Surveys to Demonstrate Effectiveness and Improve Undergraduate Learning and Success

WASC ARC 2009, Hollywood CA



### Presenters:

Jillian Kinzie, Indiana University  
Dawn Ellen Jacobs, California Baptist University  
Margaret A. Malmberg, College of the Marshall Islands

## Who's in the audience? What do you know about NSSE - CCSSE?

- Who's in the audience:
  - institutional research staff
  - faculty
  - administrators
  - assessment directors



- To what extent are you familiar with NSSE/CCSSE?
 

← Very much - quite a bit - some - very little →
- Do you have NSSE/CCSSE data?
- Has NSSE/CCSSE data been a part of your accreditation work, or VSA?

## Do you have NSSE, CCSSE data??

NSSE, FSSE\*, BCSSE\*\* CA schools (70 total)

- Alliant International Univ.
- California Baptist Univ.\*
- California College of the Arts
- California Lutheran Univ.\*
- Cal Poly\*
- Cal State Bakersfield, Channel Islands\*\*, Chico, Dominguez Hills\*, East Bay\*\*...
- Chapman Univ.
- Harvey Mudd College\*\*\*
- Menlo College
- Pepperdine Univ\*\*\*
- St. Mary's College
- San Diego State
- Santa Clara Univ.\*
- Scripps College
- Univ. CA Davis, Merced, Santa Cruz...
- Whittier\*\*\*

- CCSSE institutions
  - Alliant International Univ.
  - American River College
  - College of Alameda
  - College of the Sequoias
  - Crafton Hills College
  - De Anza College
  - Fullerton Community College
  - Glendale Community College
  - Merced College
  - MiraCosta College
  - Modesto Junior College
  - Mt. San Antonio College
  - Pasadena City College
  - Santa Ana College
  - Taft College
  - Victor Valley College

## Agenda

- Introduce NSSE, FSSE, BCSSE and CCSSE
- Examine use of engagement data for institutional improvement
- Campus-based examples
- Share Accreditation Toolkits mapping NSSE items to WASC Standards
- Identify commonalities and differences in approaches and discuss lessons learned
- Q & A - JOIN US FOR SIG LUNCH #7, 12-2PM

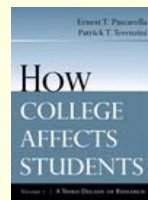
## The NSSE-CCSSE Challenge

How might we more effectively use data about quality in undergraduate education to:

- ✓ provide evidence of student learning
- ✓ motivate and inspire effective educational practice
- ✓ strengthen the learning environment?



## What Really Matters: Student Engagement



Because individual effort and involvement are the critical determinants of impact, **institutions should focus on the ways they can shape** their academic, interpersonal, and extracurricular offerings to encourage **student engagement**.

Pascarella & Terenzini, *How College Affects Students*, 2005, p. 602

**National Survey of Student Engagement**  
(pronounced "nessie")

**Community College Survey of Student Engagement**  
(pronounced "cessie")



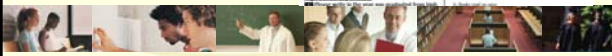
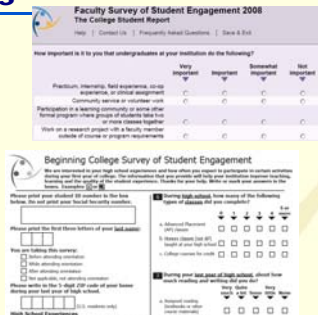
**College student surveys that assess the extent to which students engage in educational practices associated with high levels of learning and development**

**NSSE-CCSSE Similarities and Differences**

- **Similarities:**
  - Share empirical base in research & focus on educational practices & student behaviors connected to desired outcomes of college.
  - Share interest in institutional improvement and in influencing the definition and understanding of "quality" in collegiate education.
  - Rely on student reports regarding their undergraduate experience.
  - Intentional and substantial overlap in survey content.
  - National benchmarks available
- **Differences:**
  - CCSSE deleted inappropriate items (for example, those that assume on-campus residency) and added emphasis on technical education
  - Substantial differences in sampling and survey administration procedures.
  - Public reporting of survey results is a condition for CCSSE

**NSSE Suite of Assessment Instruments**

- National Survey of Student Engagement (NSSE)
- Faculty Survey of Student Engagement (FSSE)
- Beginning College Survey of Student Engagement (BCSSE)



**CCSSE**



- CCSSE
- CCSSE is an online survey that invites all faculty teaching CCSSE-eligible courses at a participating colleges to contribute their front-line perspectives on student engagement
- Survey of Entering Student Engagement - SENSE – Field test in 2008  
[http://www.ccsse.org/sense/survey/SENSE\\_2008\\_National\\_Report\\_March\\_18.pdf](http://www.ccsse.org/sense/survey/SENSE_2008_National_Report_March_18.pdf)



**NSSE – CCSSE Results**

- Are diagnostic; to help institutions look holistically at undergraduate experience
- Help pinpoint aspects not in line with mission, or what institution expects
- Identify weaknesses and strengths in educational program
- Help institutions know what to focus on to improve student learning and success

**NSSE and CCSSE Items**

- Quality of effort and time spent studying
- Involvement in active and collaborative learning
- Experiences with higher order thinking, reflective learning and integrative learning
- Quality of interactions with peers and faculty in and outside classroom
- Perceptions of environment for learning (support for academic work, emphasis on attending speakers, diversity experiences)

### Using NSSE, CCSSE, BCSSE: What Kinds of Questions can be answered?

- ♦ **"Thermometer" Questions**  
How many students/faculty...?
- ♦ **"How Do We Compare" Questions**  
Do we score above or below institutions like us?
- ♦ **"Looking Within - Comparing Groups" Questions**  
Do X and Y do certain things differently?
- ♦ **"Multiple Data Source" Questions**  
Can we corroborate with other data...?

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### Thermometer Question Example: To what extent are FY students experiencing active learning?

- ♦ What percent of our First-Year students report that they **frequently** (often + very often) ask questions in class?  
a). 25% b). 36% **c). 52%** d). 68%  
(compared to 70% at Bac LACs)
- ♦ Plus, only 42% of our First-Year students report that they **frequently** work with peers on projects in class...
- ♦ **Should this be higher given our institutional size, and expressed commitment to active learning in the first year experience?**

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### Thermometer Question Example: BCSSE data

- ♦ What percent of students in high school report that they frequently (often + very often) interact with faculty outside of class?  
a). 15% **b). 26%** c). 35% d). 42%
- ♦ What is the relationship between student reports of the extent to which they interact with faculty outside of class in high school and their expectation for doing this in college?

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### Comparison question: How do your students' experiences compare?

#### Supportive Campus Environment (SCE)

Benchmark Comparisons

NSSEville State compared with:

Item	NSSEville State			Selected Peers			Carnegie Peers			NSSE 2006		
	Mean <sup>a</sup>	SD <sup>b</sup>	Sig. <sup>c</sup>	Mean <sup>a</sup>	SD <sup>b</sup>	Sig. <sup>c</sup>	Mean <sup>a</sup>	SD <sup>b</sup>	Sig. <sup>c</sup>	Mean <sup>a</sup>	SD <sup>b</sup>	Sig. <sup>c</sup>
First-Year	60.9	57.8	**	.17			59.4			59.1		
Senior	59.7	55.8	**	.21			59.4			56.6	*	.16

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### Looking within to compare majors: Collaborative Learning - Seniors by Major

% SR frequently (very often+ often) worked with classmates outside of class to prepare assignments

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### Linking other data: Predicting Retention at Elon University

- ♦ Students' relationship with peers predictive of retention. Elon considering programs/services to foster these relationships, checking published findings & best practice.

		Correlations			
		Retention	If you could start over again, would you go to the SAME INSTITUTION you are now attending?	How would you evaluate your entire educational experience at this institution?	Quality: Your relationships with other students
Retention	Pearson Correlation	1	.368**	.227**	.233**
	Sig. (2-tailed)		.000	.000	.000
	N	377	351	351	369
If you could start over again, would you go to the SAME INSTITUTION you are now attending?	Pearson Correlation	.368**	1	.608**	.547**
	Sig. (2-tailed)	.000		.000	.000
	N	351	351	351	351
How would you evaluate your entire educational experience at this institution?	Pearson Correlation	.227**	.608**	1	.487**
	Sig. (2-tailed)	.000	.000		.000
	N	351	351	351	351
Quality: Your relationships with other students	Pearson Correlation	.233**	.547**	.487**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	369	351	351	369

\*\* Correlation is significant at the 0.01 level (2-tailed).

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### Student Engagement Results as Evidence & To Guide Improvement

- ◆ NSSE/CCSSE as evidence
  - ◆ Provides student learning process and outcomes indicators
  - ◆ Benchmarking
  - ◆ Participation in survey demonstrates ongoing evaluation, institutional improvement, and effectiveness activities
- ◆ NSSE/CCSSE in quality improvement efforts
  - ◆ Catalyst for institutional action
  - ◆ Guide for improvement plan
  - ◆ Baseline and outcomes measures to assess improvement

### Institutional Examples of Using Data

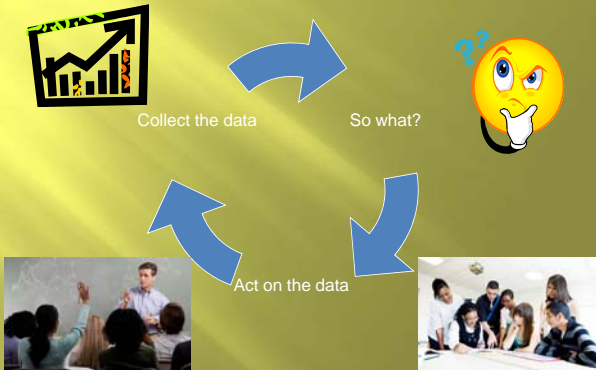
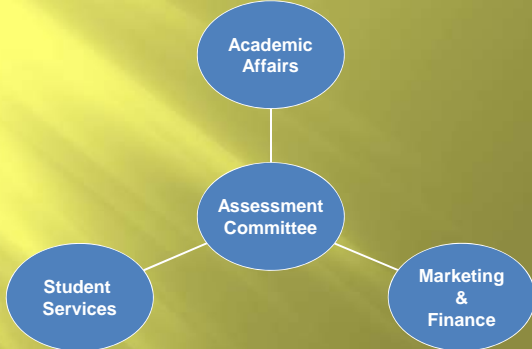

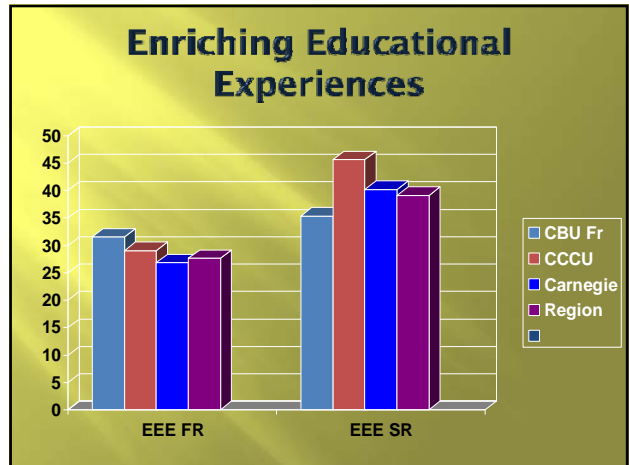
- ◆ Two institutional examples using student engagement data
  - ◆ Demonstrate educational effectiveness
  - ◆ Gauge performance on educational priorities
  - ◆ Identify areas for improvement
  - ◆ Use in accreditation self-study

## CALIFORNIA BAPTIST UNIVERSITY

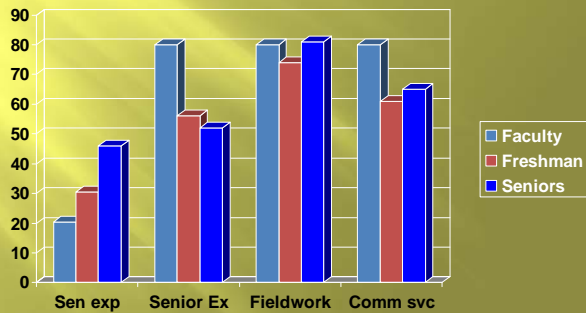
Using NSSE and FSSE to Improve Educational Effectiveness



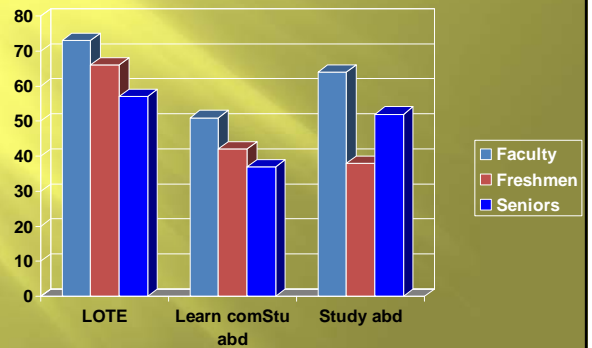
### Closing the Data Loop

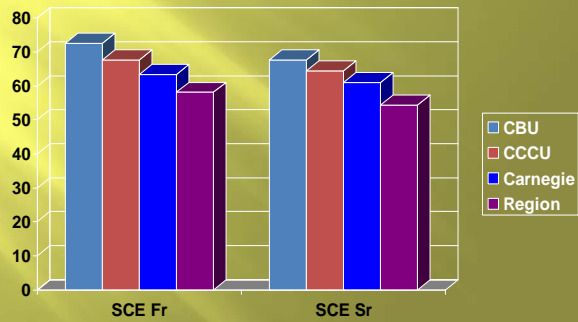
## High Priorities



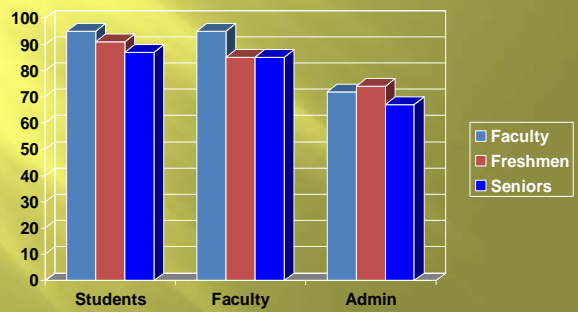
## Low Priorities



## Supportive Campus Environment



## Campus Relationships



## Lessons Learned

1. More data ≠ better info

2. Different agents interpret data differently

3. Multiple perspectives enrich the discussion

3. Multi-variant solutions have more impact

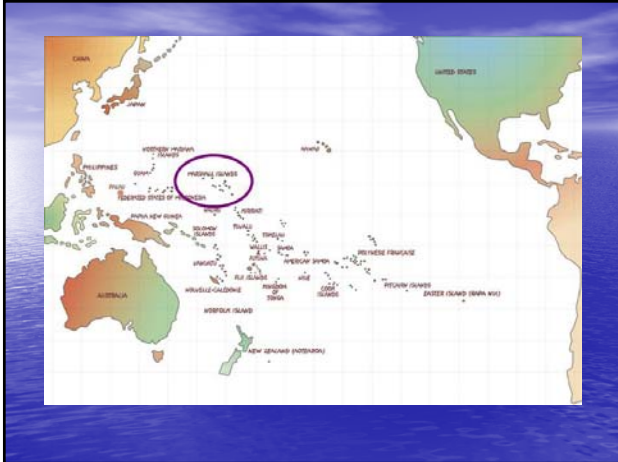


## A Tale of How a College Found the Cheese



Meg Malmberg  
Executive Vice President  
College of the Marshall Islands





## Uses of Community College Survey of Student Engagement (CCSSE) at the College of the Marshall Islands

- Accreditation purposes
- WASC Self Study submitted January 2009
- Foundations of Excellence Initiative
- Program Review data
- Faculty and staff development
- Special emphasis in faculty/staff goals

## What CCSSE Highlights

How the institution is doing on factors that matter in student success:

- Pedagogies of engagement (AAC&U)
- Interactions outside of class
- Time on task

## SENSE—Survey of Entering Student Engagement

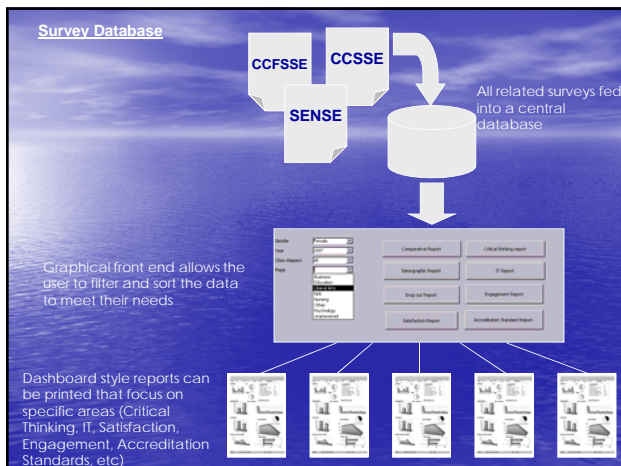
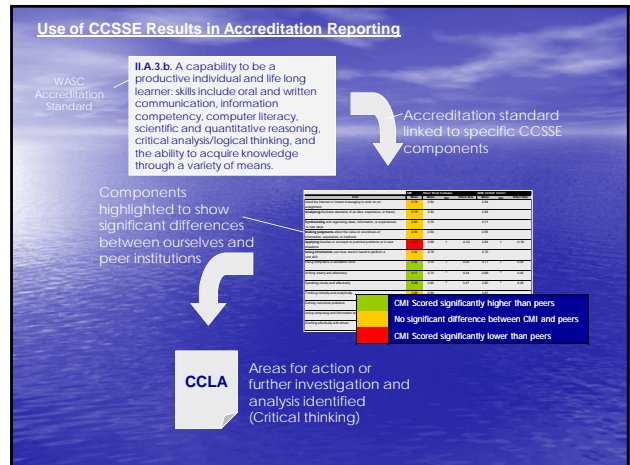
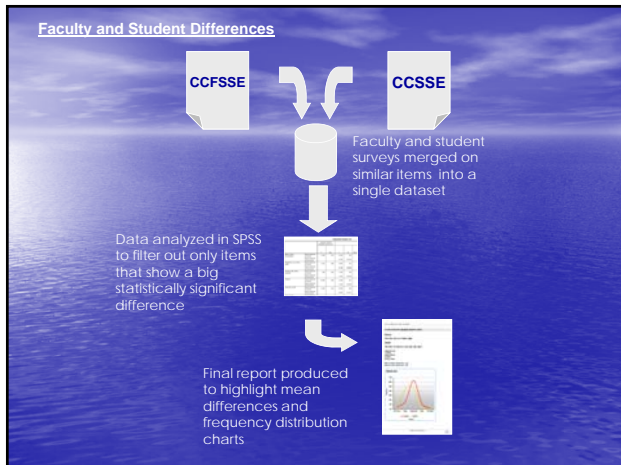
- assesses entering student perceptions of
  - college outreach to perspective students
  - early contact with the college
  - helpfulness of offices and services
  - nurturing and supporting efforts

## The impact of CCSSE & SENSE at the College of the Marshall Islands

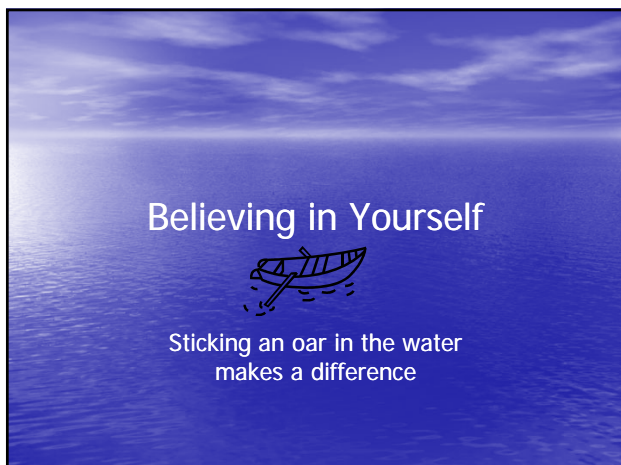
- What is working and what is not
  - impetus for
    - faculty advising initiative
    - more computer labs
    - celebrating the pedagogies of engagement used by developmental faculty

## Disseminating CCSSE and SENSE


- Faculty and Staff presentations of data
- Inclusion in IR data for program reviews
- Inclusion in Current Practices data for FoE
- Inclusion in self study report to WASC
- Inclusion in *Report to the Community*
- Inclusion in PR in newspaper articles
- Inclusion in grant proposals



- ## Next Steps
- Increase public sharing of assessment results
  - Send cohort to WASC Assessment 2
  - Reform general education--AAC&U General Education and Assessment Institute Summer 09
  - Provide written assessment from Curriculum and Assessment Committee on program reviews
  - Add external evaluator to program review requirement
  - Make performance indicators for PLOs a "special emphasis" for FY10



- ## Rationale for Using NSSE and CCSSE in Accreditation
- ♦ Student engagement results are a **direct indicator** of what students put into their education, and because the survey measures participation in various types of effective educational practices it provides an **indirect measure of student gains**
  - ♦ NSSE results indicate areas for improvement and are "actionable" – thus, appropriate for inclusion in quality improvement plans



## NSSE Accreditation Tool-kit

1. Background information on using student engagement in accreditation
2. Customized to each of the six regional accrediting bodies; and specialized accreditors AACSB, ABET, NCATE
3. Complete map of NSSE items to accreditation standards
4. Vignettes from other institutions on using NSSE in accreditation

National Survey of Student Engagement


Accreditation Tool-kit

Guide to help maximize use of NSSE data for accreditation

DOWNLOAD Toolkit:  
www.nsse.iub.edu

Click on: "Reports & Services"

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## National Survey of Student Engagement

**Inside**

1. Introduction and Rationale for Using NSSE in Accreditation
2. NSSE and Regional Accreditation Timelines
3. Mapping NSSE to WASC Standards
4. Institutional Examples
5. Recent Trends in Accreditation
6. Accreditation Tips

### Accreditation Toolkit: Mapped to 2008 NSSE Survey Questions Western Association of Schools and Colleges (WASC)

**Introduction and Rationale for Using NSSE in Accreditation**


*Accreditation organizations have responded to the growing reliance of learning outcomes in a variety of ways. Formerly all now include explicit references to student learning in their standards for accreditation. Most also require institutions or programs to examine practices during the first and last years of college.*

*Second, regional and discipline- or program-specific accreditation standards encourage institutions to focus on self-evaluation and formative reviews that guide improvement efforts. So, rather than fashion self-studies as a stand-alone document for one-time use, they have begun to frame more elements of strategic planning and program evaluations that can be used*

**Example of Administering NSSE in a Regional Accreditation Timeline**

**Western Association of Schools and Colleges – 10 year cycle**


Year 1	Proposal approved Administer NSSE
Years 1 & 2	Preparatory Review (PR) Analyze NSSE results, incorporate into PR Demonstrate use of results to improve practice for inclusion in Education Effectiveness Review (EER)
Years 2 & 3	Second NSSE administration, use results as support for the EER
Years 9 & 10	Prepare for and submit Progress Report/New Proposal Register for and administer NSSE to demonstrate ongoing review/change based on improvement plan.



## Mapping NSSE to WASC standards

2008 NSSE Survey Items Mapped to Western Association Standards

	2008 NSSE Survey Items	WASC Standards
1	Academic and Intellectual Experiences	
a.	Asked questions in class or contributed to class discussions	2.2, 2.5
b.	Made a class presentation	2.2, 2.5, 2.6
c.	Prepared two or more drafts of a paper or assignment before turning it in	2.2, 2.4-2.6
d.	Worked on a paper or project that required integrating ideas or information from various sources	2.2, 2.5
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	1.4, 1.5, 2.2, 2.10,
f.	Come to class without completing readings or assignments	2.2, 2.3-2.6
g.	Worked with other students on projects during class	2.2-2.6
h.	Worked with classmates outside of class to prepare class assignments	2.2-2.6
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	2.2, 2.5




## NSSE and WASC standards

**Standard 2: Achieving Educational Objectives Through Core Functions** - "The institution achieves its institutional purposes...through core functions of teaching..., and support for student learning and success. It demonstrates that core functions are performed effectively and that they support...institutions efforts to attain educational effectiveness."

- Many NSSE items (1- 14) offer evidence of achieving education objectives, in particular, standards 2.2 through 2.6 which focus on assessment of student engagement, level of challenge, and academic expectations.

**Standard 4: Creating an Organization Committed to Learning and Improvement** -- "The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes....activities inform both institutional planning and systematic evaluations of educational effectiveness...."

- NSSE items can be used to make a case for improvement, and ongoing participation in NSSE can be used to offer evidence of sustained planning, evaluation.



UNIVERSITY of HAWAII  
MĀNOA

- UH Manoa used NSSE results to measure outcomes for Educational Effectiveness Report (EER) to WASC.
- Under community building theme, efforts to improve NSSE scores through 2012 are being used to raise campus stakeholders awareness of importance of student engagement.
- NSSE, FSSE, and other internal survey scores will provide evidence of increased participation in campus governance activities and improved relationships among stakeholders.



## Themes across Institutional Examples

- Use multiple measures to build a comprehensive assessment plan
- Take advantage of national initiatives (AAC&U, Foundations of Excellence) to leverage action
- Connect results to institutional priorities or issues of concern on campus
- Share results in meaningful ways, develop short focused reports





## Discussion and Questions

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- ♦ Can you share an example of NSSE/CCSSE use on your campus?
- ♦ What questions do you have about using student engagement data for assessment, accreditation, and/or retention studies?
- ♦ What action might you take with your data?
- ♦ What other data do you have that might link to your student engagement data?