






**Using Student Engagement Results to Assess & Improve Educational Quality**



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**Audience Survey**

- Who has NSSE results?
- Who has worked with their NSSE/CCSSE results?
- Who has used student engagement results in HLC accreditation?
- What questions do you have about using NSSE in your accreditation work?






**Agenda**

- Current Context in Higher Education – why effective practice matters
- NSSE Background: Three core surveys
- Resources and Deliverables
- Putting Data to Use in Accreditation
- Discussion and Questions

**'Academically Adrift'**  
January 18, 2011, *Inside Higher Education*


**“If the purpose of a college education is for students to learn, academe is failing, according to *Academically Adrift: Limited Learning on College Campuses.*”**



Academically Adrift: Limited Learning on College Campuses (2011, University of Chicago Press)

**Academically Adrift: A Perfect Moment?**

- **If book is right:** Under what circumstances do student learn? And what do we know about this? What are the conditions that promote learning and success?
- Concern about student learning outcomes demands that we examine educational practices.
- Draws renewed attention to the learning environment.
- **What can we do to address the finding that students aren't learning?**



**We know a lot about What Matters to Student Learning & Success**

**The challenge is using what we know.**  
**Aligning resources, removing impediments, to optimize success for all students.**



### What We Know About Student Success:



- Student engagement in intentionally designed educationally purposeful activities is necessary to achieve desirable learning outcomes.
- Institutions must deploy resources appropriately and provide students explicit messages about success-oriented behaviors.
- Institutions need information about how well they're doing & to use this information.

### 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**

### OK, but what *is* Engagement?

- Challenging academic work
  - High expectations
  - Deep approaches to learning
- Quality involvement with faculty
- Enriching activities and high-impact practices
  - Active and collaborative learning
  - Powerful educational experiences
- Supportive peers, faculty, staff, campus



### Student Engagement and Accreditation

**One of the most common institutional uses of student engagement data is for accreditation.**

**Why?** NSSE and CCSSE results are meaningful indicators of educational quality and can be used in planning and for and documenting institutional effectiveness. Results can guide improvements and also assess impact.

## NSSE Fundamentals QUICK REVIEW!



### What is NSSE?

- NSSE annually gathers valid, reliable information on the extent to which students engage in and are exposed to proven educational practices that correspond to desirable learning outcomes.
  - Results provide estimate of how student spend their time and what they gain.
  - NSSE items represent empirically confirmed 'good practices'; behaviors associated with student learning and development.

## NSSE Basics: The Survey

- Research based on effective educational practices
- Designed and tested for validity & reliability
- Stable over time
- High credibility of self-reported data
- Over 275,000 students at 600+ institutions annually

National Survey of Student Engagement 2011  
The College Student Report

1. In your experience of your institution during the current school year, about how often have you done each of the following? Mark your response in the boxes. (Circle 1-5)

	1	2	3	4	5
1. Read a book or article					
2. Write a paper or report					
3. Attend a lecture or class					
4. Participate in class					
5. Study for a class					
6. Attend a lecture or class					
7. Participate in class					
8. Study for a class					
9. Attend a lecture or class					
10. Participate in class					
11. Study for a class					
12. Attend a lecture or class					
13. Participate in class					
14. Study for a class					
15. Attend a lecture or class					
16. Participate in class					
17. Study for a class					
18. Attend a lecture or class					
19. Participate in class					
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41. Study for a class					
42. Attend a lecture or class					
43. Participate in class					
44. Study for a class					
45. Attend a lecture or class					
46. Participate in class					
47. Study for a class					
48. Attend a lecture or class					
49. Participate in class					
50. Study for a class					

## NSSE Survey Item Organization

- Q.1 – Academic activities
- Q.2 – Learning mental activities
- Q.3 – Reading & writing
- Q.4 – Homework
- Q.5 – Academic challenge
- Q.6 – Co-curricular activities
- Q.7 – Enriching educational experiences
- Q.8 – Campus relationship
- Q.9 – Time usage
- Q.10 – Institutional emphasis
- Q.11 – Gains
- Q.12-14 – Satisfaction

## NSSE Basics: Self-Reported Data

Self-reported data is valid if five conditions are met:

1. Information is known to respondents
  2. Questions are phrased clearly & unambiguously
  3. Questions refer to recent activities
  4. Respondents think the questions merit a serious & thoughtful response
  5. Answering the questions does not threaten or embarrass students, violate their privacy, or encourage them to respond in socially-desirable ways
- NSSE/CCSSE intentionally designed to satisfy these five conditions

## NSSE Basics

- **Indirect measure** of student learning
- **Direct measure** of extent to which students experience and participate in effective educational practices
- Engagement gets at student behaviors and also extent to which institution deploys resources important to student success

## Core Surveys: FSSE

- Faculty perceptions of how often their students engage in different activities
- Importance faculty place on various areas of learning and development
- Nature and frequency of interactions faculty have with students
- How faculty members organize class time



## Core Surveys: BCSSE

–BCSSE designed for **entering first-year students** as a companion to NSSE

–Measures:

- **pre-college** academic and co-curricular experiences
- **expectations** for educationally purposeful activities during college



## BCSSE Instrument

- Launched in 2007
- Provides information about incoming students experiences and expectations
- Pair with NSSE administration to examine gap between expectations and engagement

The image shows a sample of the BCSSE instrument form. It includes a header with the title 'Beginning College Survey of Student Engagement' and a logo. Below the header, there are several sections of questions, each with a set of response options (e.g., 'Strongly agree', 'Disagree', 'Strongly disagree'). The questions cover various aspects of student engagement, such as 'How often do you attend class?', 'How often do you read or study outside of class?', and 'How often do you participate in class?'. The form is designed to be completed by incoming students.

**2011 Registration Open NOW!!!**

## Approaches to Using Student Engagement Data in Accreditation....

### Rationale for Using NSSE in HLC Accreditation

- Measures key areas of educational effectiveness
- Helps pinpoint areas of strength and needs for improvement
- Offers cross-sectional and longitudinal evidence
- Enables institutions to benchmark against similar, aspirational, and customized comparison groups
- Engagement, student success, and high-impact practices are important themes and frameworks for self-study

### Using NSSE in HLC Accreditation

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

### Connecting NSSE Data to Accreditation Standards - Example

**Accreditation standard: "Demonstrate effectiveness of student academic and social support services"**

- Evidence for institutional self study:
  - Information about availability and student use of tutoring, writing support, peer study groups
  - NSSE indicates FY & SR believe institution emphasizes spending time studying and support for student success; 79% seniors tutored or taught peers; positive correlation between peer collaboration outside of class, satisfaction and first-year retention
  - Positive student satisfaction data about support services
  - Area for improvement - seniors indicate low gains in writing and completing drafts of papers; institution responds with examination of writing requirement in senior capstone and targets seniors for increased use of writing center

**Example: Evidence of Effectiveness -- To what extent are our FY students experiencing active learning?**

- Only 52% of our First-Year students report that they **frequently** (often + very often) ask questions in class, compared to 70% at similar Private 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, type, and expressed commitment to active learning in the first year experience?***

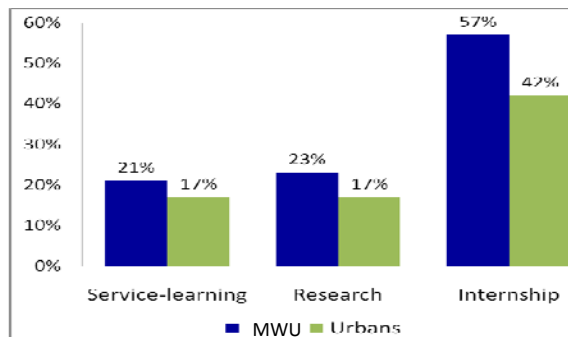
**Example of Mission Effectiveness: Are students & faculty experiencing our service-learning mission?**

- NSSE results show that nearly 50% of FY and 75% of Seniors do service-learning or community service – significantly more than comparable peer institutions
- Faculty Survey of Student Engagement (FSSE) results show **65%** faculty teaching FY **think** “service-learning” is “important” and **42%** do this in their courses.
- **Data provide evidence of service-learning mission.**

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**Percent Midwest U (MWU) Seniors “Done”**

**High Impact Practices:** Service-Learning, Undergraduate Research, Internship



**NSSE Accreditation Tool-kit**

1. Background on using student engagement in accreditation
2. Customized to 6 regional accrediting bodies & specialized (ABET, AACSB...)
3. Map NSSE items to accreditation standards
4. Vignettes from institutions on using NSSE in accreditation

**DOWNLOAD Toolkit:**  
[www.nsse.iub.edu](http://www.nsse.iub.edu)  
 Click on: “Tools & Services”

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**Accreditation Toolkit:**  
 Mapped to 2006-2010 NSSE Survey Questions  
 Higher Learning Commission – North Central Association (HLC-NCA)

**Mapping NSSE to Criteria for Accreditation:**

*Criterion Two:* consider using of evidence to and planning in ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.”

*Criterion Three: Student Learning and Effective Teaching.* As NSSE focuses on student engagement and effective learning, numerous items from the survey may provide evidence to support multiple Core Components under this criterion.

**Mapping NSSE to AQIP**

**Inside**

- 1 Introduction and Rationale
- 2 NSSE as a Tool for Documenting Student Learning Outcomes
- 3 NSSE and Regional Accreditation Timelines
- 4 Mapping NSSE to HLC-NCA Standards
- 5 Mapping NSSE to HLC-NCA Standards
- 6 Institutional Examples
- 7 Recent Trends in Accreditation
- 8 Accreditation Tips

**DOWNLOAD:**  
[www.nsse.iub.edu/links/accred\\_toolkits](http://www.nsse.iub.edu/links/accred_toolkits)

**Mapping NSSE to Accreditation Standards**

- Begin with audit of evaluation practices and extant data that can be used for accreditation
- Always use multiple sources of data
- NSSE can be linked as evidence of meeting certain accreditation standards
- NSSE is most meaningful when coupled with other forms of formative and summative evaluation

**NSSE Items Mapped to HLC – NCA Criteria**



2010 NSSE Questions	HLC-NCA	AQIP 2008	AQIP 2000
1a. Asked questions in class/contributed to class discussion	3c	1R1, 1R2, 1R3, 1R6	1R1, 1R2, 1R4
1b. Made a class presentation	3c	1R1, 1R2, 1R3, 1R6	1R1, 1R2, 1R4
1e. Included diverse perspectives in class discussions or writing assignments	3c, 4c	1R1, 1R2, 1R3, 1R6	1R1, 1R2, 1R4
5. To what extent have exams during the current year challenged you to do your best work?	3c	1R1, 1R2, 1R3, 1R6	1R1, 1R4



### NSSE Items Mapped to HLC – NCA Criteria

2010 NSSE Questions	HLC	AQIP 2008	AQIP 2000
8b. How would you rate the quality of your relationships with faculty members?	3c	1R5, 1R6, 3R1, 3R2, 3R3, 3R6, 4R1-4R4	1R3, 1R4, 3R1, 3R5, 4R3, 4R4
10b. To what extent does your institution emphasize providing support you need to help you succeed academically?	2b, 3d, 4d	1R5, 1R6, 3R1, 3R2, 3R3, 3R6, 4R1-4R4, 6R1, 6R2, 6R3, 6R5	1R3, 1R4, 3R1, 3R5, 4R3, 4R4, 6R1, 6R3
11e. To what extent has your experience at this institution contributed to your skills at thinking critically and analytically?	3c, 4b	1R1, 1R2, 1R3, 1R6	1R1, 1R4
12. Overall, how would you rate the quality of academic advising you have received at your institution?	3d, 5d	1R5, 1R6, 3R1, 3R2, 3R3, 3R6, 4R1-4R4, 6R1, 6R2, 6R3, 6R5	1R3, 1R4, 3R1, 3R5, 4R3, 4R4, 6R1, 6R3,

### Augustana College

Rock Island, Illinois

- **“Authentically Augustana”** – NSSE results supported strategic plan prepared for HLC
- **Senior Inquiry** – developed in response to low scores on participation in senior capstone
- **Expanding Diversity** – working toward increasing racial & ethnic make-up of campus community
- **Service Learning** - integration into curriculum

### Augustana College

Rock Island, Illinois

Table 5.1  
Student Extracurricular Community Service, 2003

		Augustana	All NSSE 2003	NSSE liberal arts category
Participated in community service or volunteer work	First-Years	.87	.75	.82
	Seniors	.84	.66	.77

*Responses to a 2-point scale: 0-No or Undecided; 1-Yes*


### Augustana College

Rock Island, Illinois

Table 5.2  
Student Co-curricular Community Service, 2003

		Augustana	All NSSE 2003	NSSE liberal arts category
Participated in a community-based project as part of a regular course	First-Years	1.33	1.46	1.48
	Seniors	1.49	1.63	1.65



*Responses to a 4-point scale: 1-Never; 2-Sometimes; 3-Often; 4-Very Often*



### University of Colorado Boulder

- **Self-Study, Shaping the New Flagship** – used AAUDE Consortium responses
- **Program for Writing and Rhetoric (PWR)** – major focus of Self-Study – used all NSSE writing items & results from CSWC\* consortium
- **PWR** expanded upper-division courses, redesigned lower-division courses, & established Writing Center

\* Consortium for the Study of Writing in College results)

### ST. CLOUD STATE UNIVERSITY

*A tradition of excellence and opportunity*

- **Self-Study, Reaching Higher** – NSSE results as evidence to support HLC Criterion 2 & 3
- **Combined Assessment Tools** - NSSE used with other surveys, data sources
  - Snapshot of student interaction and diversity
  - Use of technology
  - Planning student services
  - Student learning and effective teaching




## SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

NSSE data supported AQIP Action Projects:

- New Student Transition Action Project
  - Included a New Freshmen Seminar requirement
  - NSSE data used to measure response differences between students who had taken pilot and those who had not
  - NSSE data measure effectiveness of newly developed seminars



## NSSE and Accreditation Final Thoughts

1. Results are *one direct indicator* of what students put into their education and an *indirect indicator* of what they get out
2. Items can be used to appraise effectiveness of mission fulfillment
3. Data are actionable and easily understood by internal and external constituents
4. Share data widely
5. Use FSSE to identify areas of strength and to stimulate discussions related to improving teaching and learning

## New Developments!

- New Website
- Updated Survey to launch in 2013
  - Retain most core content
  - Additional engagement items
  - Modules
- Item testing and pilots 2011-2012



## Recent Enhancements

- **Census** (FY & SR) for all Web-based administrations
- **3** customized comparison groups
- Electronic report delivery & archive
- Executive Snapshot report
- Multi-Year Benchmark report
- Pocket Guide report
- Major Field reports
- **Custom Report Generator, On-line example search tool**



## Discussion and Comments

Contact: [jikinzie@indiana.edu](mailto:jikinzie@indiana.edu)

### Join Us!

Tues. & Wed., April, 26-27, 2011



**Spring 2011 NSSE Users Workshop**  
Join Us at The University of San Francisco

- Need ideas on how to communicate your NSSE results?
- Want tips to maximize your response rates?
- Interested in new ways to feature NSSE in the VSA or in your accreditation efforts?
- Want to learn more about linking NSSE results to other institutional data or to your BCSSSE or FSSE results?



Online registration, proposal submission form, and workshop details:  
[nsse.iub.edu/institute/spring\\_workshop](http://nsse.iub.edu/institute/spring_workshop)

## NSSE 2012

- Registration open in May
- Register by Sept. 17, 2011
- **NOTE** – Census (FY & SR) for all web-based administrations

