

NSSE Engagement Indicators: A Conversation about Transition and Use

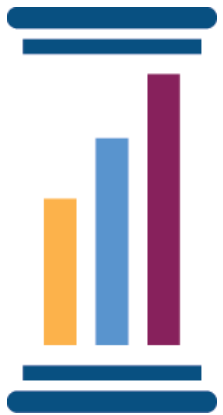


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Memphis



Overview

- **Why update NSSE?**
- **How did the NSSE items change?**
- **How will this affect longitudinal item tracking?**
- **What new content does NSSE cover?**
- **What happened to the NSSE Benchmarks?**
- **How will this affect longitudinal comparisons?**
- **Additional Resources**



Why Update NSSE?



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.

During the cur

Asked questions

Prepared two or

Come to class wi

Attended an art e

Asked another st

Explained course

Prepared for exa
students

Worked with other students on course projects or assignments

Gave a course presentation

Never



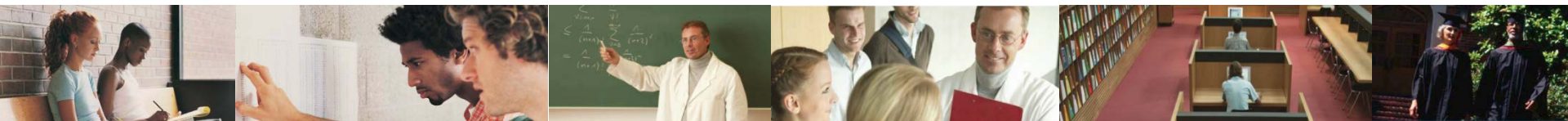
Why Update? Goals

- **Maintain our core purpose of assessing student engagement in effective educational practices to inform improvement efforts**
- **Stay current with movements and trends in higher education**
- **Improve clarity, consistency, and applicability of the survey**
- **Improve the properties of existing measures**
- **Incorporate new measures relevant to effective teaching and learning**

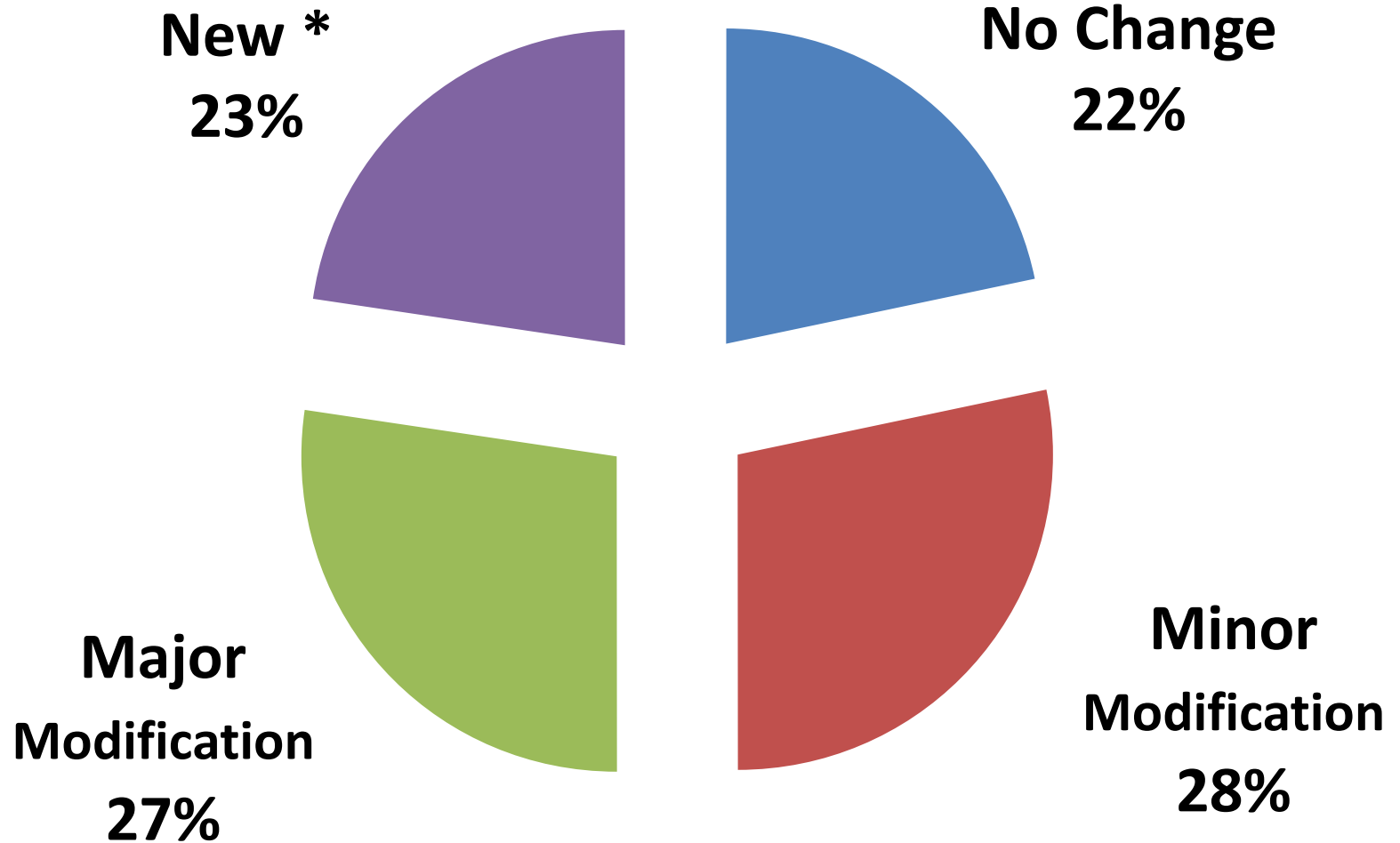


Development Process

- 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



How did the NSSE items change?



* Offset by deletions

How can you track item changes?

- Item by Item Comparisons of NSSE 2012 and NSSE 2013:
- [nsse.iub.edu/pdf/NSSE 2012-2013 Item Comparisons.pdf](http://nsse.iub.edu/pdf/NSSE%202012-2013%20Item%20Comparisons.pdf)

2012 Survey Instrument		2013 Survey Instrument		Comparison ⁴
Item #	Item Wording	Item #	Item Wording	2012 - 2013
1a	How often... Asked questions in class or contributed to class discussions	1a	How often... Asked questions or contributed to course discussions in other ways	Min
1b	How often... Made a class presentation	1i	How often... Gave a course presentation	Min
1c	How often... Prepared two or more drafts of a paper or assignment before turning it in	1b	How often... Prepared two or more drafts of a paper or assignment before turning it in	=
1d	How often... Worked on a paper or project that required integrating ideas or information from various sources			

(Different mass values)

How did the NSSE items change?

2012 Survey	2013 Survey	Comparison
How often... Prepared two or more drafts of a paper or assignment before turning it in	How often... Prepared two or more drafts of a paper or assignment before turning it in	=
How often... Used e-mail to communicate with an instructor		Del
	How often... Connected your learning to societal problems or issues	New
How often... Talked about career plans with a faculty member or advisor	How often... Talked about career plans with a faculty member	Min
How often... Tutored or taught other students (paid or voluntary)	How often... Explained course material to one or more students	Maj

What do item comparisons suggest for tracking over time?

- Many items can continue tracked
- Most minor and even some major modified items can be tracked (criterion reference, adopt comparison to above the average)
- Consider how new items might help enhance what you're trying to assess in terms of effective educational practice

NSSE
national survey of
student engagement

**Item by Item Comparisons of NSSE 2012
and NSSE 2013**
(View NSSE 2013 Online at nsse.iub.edu/links/surveys)

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1d	How often... Worked on a paper or project that required integrating ideas or information from various sources			

What new content does NSSE cover?

- Many existing areas of content have been updated or expanded (such as collaborative learning, campus environment, diverse interactions, etc.)
- Many new content areas have been added
 - Quantitative reasoning
 - Learning strategies
 - Exposure to good teaching practices



New Content in 2013

- **Quantitative Reasoning**

- *How often have you...*

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information



New Content in 2013

- **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



New Content in 2013

- **Effective Teaching Practices**

- *To what extent have your instructors...*
 - **Clearly explained course goals and requirements**
 - **Taught course sessions in an organized way**
 - **Used examples or illustrations to explain difficult points**
 - **Provided prompt and detailed feedback on tests or completed assignments**



Topical Modules

- **We also now offer topical modules:**
 - Academic advising
 - Civic engagement
 - Transferable skills
 - Experiences with diversity
 - Writing
 - Technology
 - Information Literacy (new in 2014)
 - Global Perspectives (new in 2014)
- **Additional modules will be developed over time—
send us your great ideas!**



[View modules: http://nsse.iub.edu/html/modules.cfm](http://nsse.iub.edu/html/modules.cfm)

What happened to the Benchmarks?

From Benchmarks to Engagement Indicators and High-Impact Practices

NSSE Benchmarks 2000–2012

Level of Academic Challenge

Key Changes

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.

Engagement Indicators

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Theme: Academic Challenge

Active and Collaborative Learning

Modified to emphasize student-to-student collaboration. Updated diversity items from Enriching Educational Experiences have been moved here.

Collaborative Learning

Discussions with Diverse Others

Theme: Learning with Peers

What happened to the Benchmarks?

From Benchmarks to Engagement Indicators and High-Impact Practices

NSSE Benchmarks 2000–2012

Student-Faculty Interaction

Key Changes

The updated Student-Faculty Interaction indicator is joined by a second measure about effective teaching practices.

Engagement Indicators

Student-Faculty Interaction
Effective Teaching Practices

Theme: Experiences with Faculty

Supportive Campus Environment

Expanded to focus separately on interactions with key people at the institution and perceptions of the institution's learning environment.

Quality of Interactions
Supportive Environment

Theme: Campus Environment

What happened to the Benchmarks?

From Benchmarks to Engagement Indicators and High-Impact Practices

NSSE
Benchmarks
2000–2012

Key Changes

Enriching
Educational
Experiences

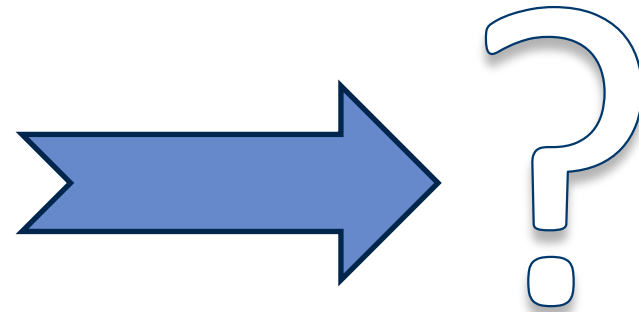
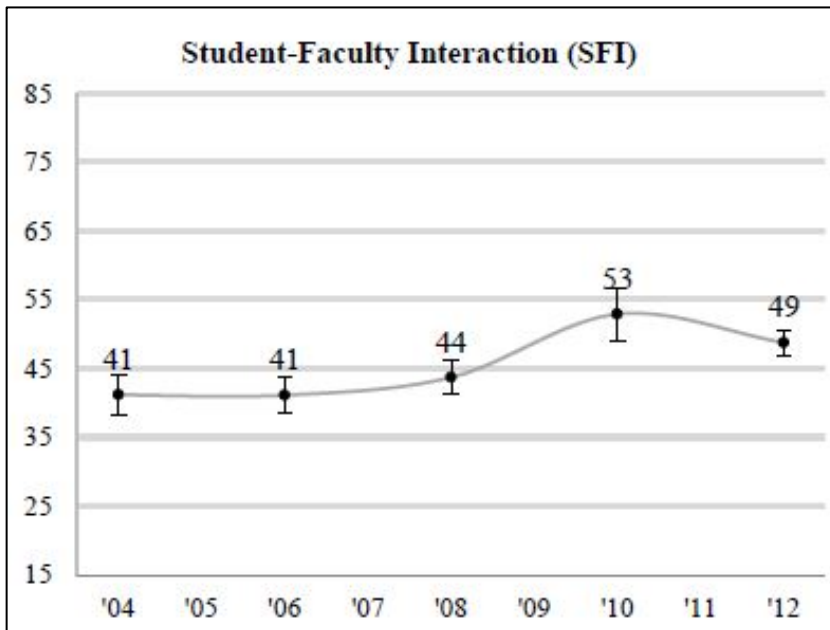
Selected items are reported separately as *High-Impact Practices*. Items measuring discussions with diverse others were moved to Learning with Peers.

High-Impact Practices

- Learning Community
- Service-Learning
- Research with a Faculty Member
- Internship or Field Experience
- Study Abroad
- Culminating Senior Experience

How will this affect longitudinal comparisons?

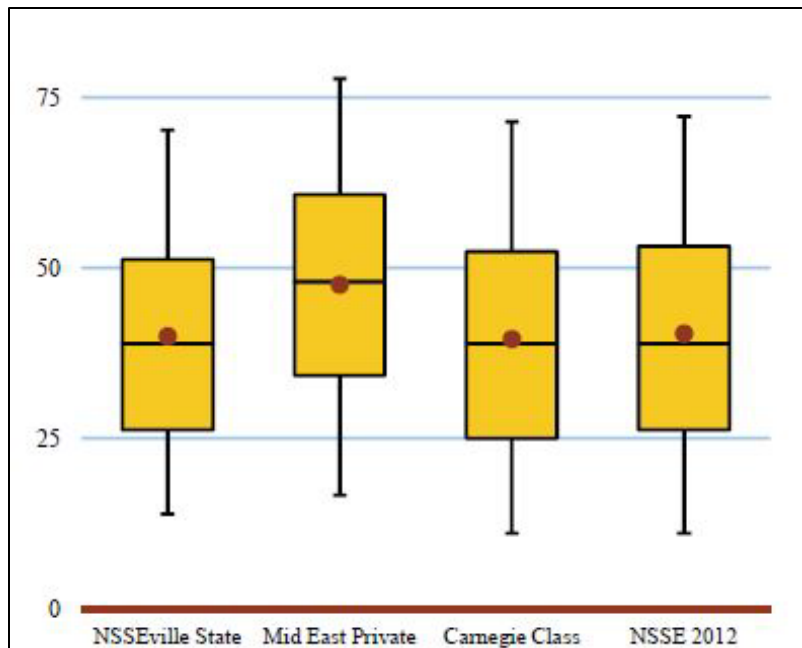
- The NSSE Benchmark scores will no longer be calculable after 2013, but the content of the benchmarks will carry forward.



How will this affect longitudinal comparisons?

2012 Level of Academic Challenge Benchmark

- Combined measure of expectations, higher-order learning, reading, writing, study time

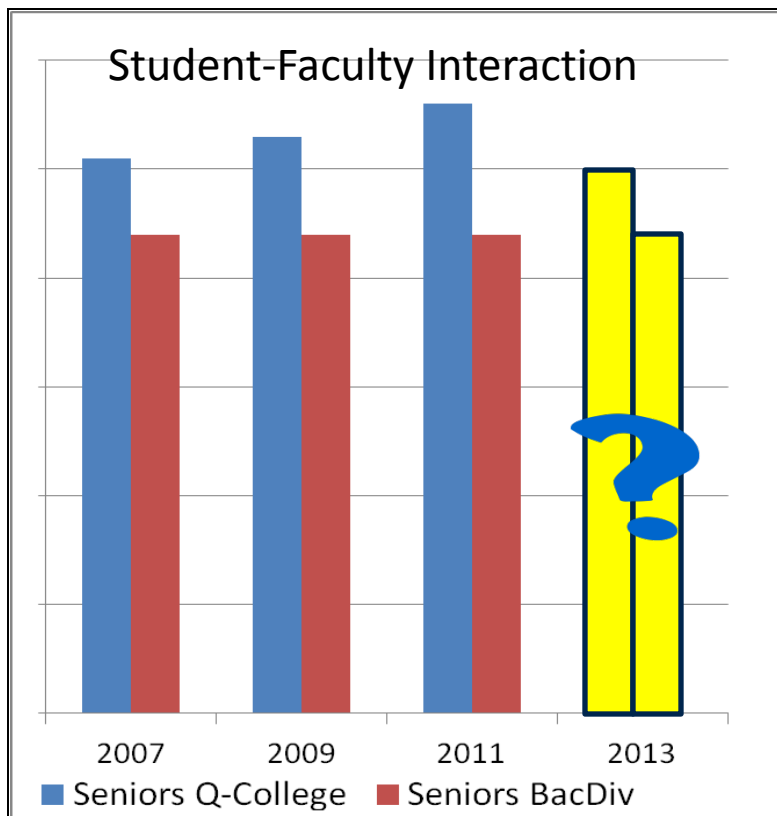


2013 Academic Challenge content area

- Engagement Indicators (aggregate scores):
 - Higher-Order Learning
 - Reflective & Integrative Learning
 - Learning Strategies
 - Quantitative Reasoning
- Other reported measures:
 - Reading
 - Writing
 - Study time

How will this affect longitudinal comparisons?

NSSE Benchmarks	NSSE 2013 Engagement Content	NSSE 2013 Engagement Indicators
Student-Faculty Interaction	Experiences with Faculty	<ul style="list-style-type: none"> Student-Faculty Interaction Teaching Practices



Student-Faculty Interaction items changed – some minor, some major

To consider:

Which items contributed to Q-College's high SFI score?

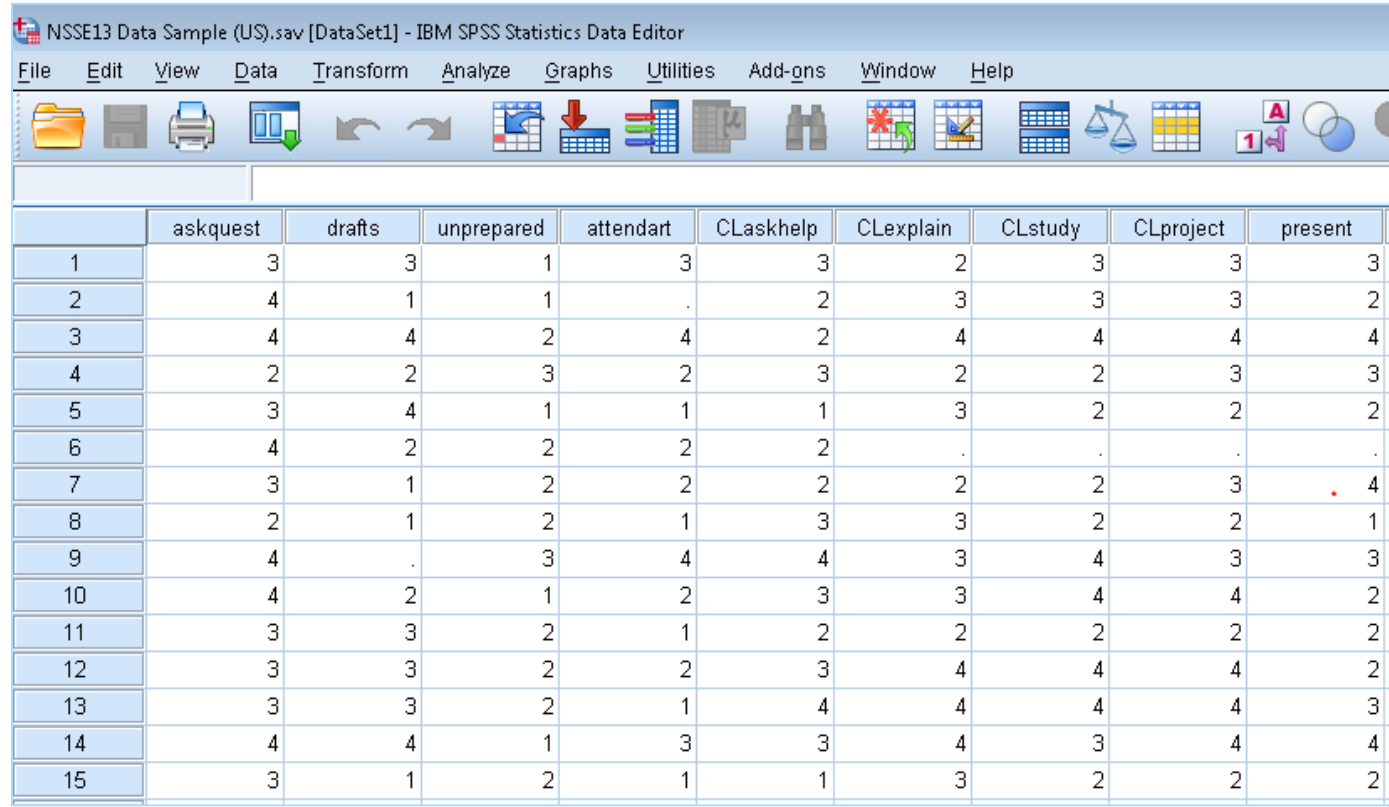
Have these items changed for 2013?

What do you expect for SFI in 2013?

Additional Resources

NSSE Data File

- Downloadable from the Institution Interface
- Includes all data collected for your institution
- Merge data with other student records



The screenshot displays the IBM SPSS Statistics Data Editor interface. The title bar reads "NSSE13 Data Sample (US).sav [DataSet1] - IBM SPSS Statistics Data Editor". The menu bar includes File, Edit, View, Data, Transform, Analyze, Graphs, Utilities, Add-ons, Window, and Help. The toolbar contains various icons for file operations, data manipulation, and analysis. The main data grid shows 15 rows of data with the following columns: askquest, drafts, unprepared, attendart, CLaskhelp, CLexplain, CLstudy, CLproject, and present.

	askquest	drafts	unprepared	attendart	CLaskhelp	CLexplain	CLstudy	CLproject	present
1	3	3	1	3	3	2	3	3	3
2	4	1	1	.	2	3	3	3	2
3	4	4	2	4	2	4	4	4	4
4	2	2	3	2	3	2	2	3	3
5	3	4	1	1	1	3	2	2	2
6	4	2	2	2	2
7	3	1	2	2	2	2	2	3	4
8	2	1	2	1	3	3	2	2	1
9	4	.	3	4	4	3	4	3	3
10	4	2	1	2	3	3	4	4	2
11	3	3	2	1	2	2	2	2	2
12	3	3	2	2	3	4	4	4	2
13	3	3	2	1	4	4	4	4	3
14	4	4	1	3	3	4	3	4	4
15	3	1	2	1	1	3	2	2	2

Additional Resources

NSSE Report Builder – Institution Version

- A secure, interactive database for participating institutions that instantly generates reports of your choosing using student and institutional characteristics
- (A public version is also available)



Welcome to the NSSE Institutional Report Builder

You choose the group. We'll show you the results.

The NSSE Institutional Report Builder is an interactive tool for participating institutions that instantly generates reports of your choosing. The tool draws from a secure database of responses from NSSE, and can be queried using any combination of student and institutional characteristics. You can choose to generate tables of Benchmark statistics or individual item frequencies that compare (1) subgroups of students within your institution or (2) your students to students at other institutions with characteristics of your choosing.

The following pages will guide you through five easy steps to filter the data and produce tables of results according to your selections:

Step 1: Select Data

Select your institution's survey administration(s) between 2009 and 2012 and then choose whether you want NSSE Benchmark statistics or individual item frequencies in your report.

Step 2: Select Comparison Type

Select how to compare students in your report (comparison of different student populations within your institution, or comparison of your students with those at other institutions).

Step 3: Select Comparison Group

If you choose to compare your students with those attending other institutions, select the characteristics of institutions you want included in the report (e.g., region, enrollment size).

Step 4: Select Students

First, choose whether you want results for first-year students or seniors, and then select characteristics to define the type of student to include in the report (e.g., gender, major, first-generation).

Institutional Report Builder

This version is for users at participating institutions, and requires a secure identifier obtained through the [NSSE Institution Interface](#). For the public version of the NSSE Report Builder, [click here](#).



Photo courtesy of Earlham College

FYI

- The NSSE Institutional Report Builder currently includes data from NSSE administrations between 2009 and 2012. **2013 data will be coming soon!**
- To protect the identities of comparison institutions represented in the data, other institutions will not be listed or named in this Report Builder.
- If you choose to compare your students with those from other institutions, your comparison group must include at least six other institutions.

Additional Resources

Online Institutional Report

- Same reports, but easy access and sharing

The screenshot shows a web browser window displaying the NSSE 2013 Institutional Report for NSSEville State University. The browser's address bar shows the URL: https://bl-educ-cprtest.ads.iu.edu/inst_report/. The page features the NSSE logo (national survey of student engagement) and the title "NSSE 2013 Institutional Report NSSEville State University". A navigation menu is highlighted with a yellow box, containing links for "Engagement Indicators", "High-Impact Practices", "Item Comparisons", "More", and "Report Builder". Below the menu, a large graphic of a column logo is followed by the text "Welcome to your Online *Institutional Report*". The main content area contains a paragraph explaining the site's purpose: "This Web site provides a collection of findings from your institution's recent NSSE administration, alongside results from comparison group institutions. Many key elements from your printed Institutional Report are provided here, such as Engagement Indicators, High-Impact Practices, selected results from your NSSE Snapshot, and details about your NSSE administration. The site also gives you ready access to PDF versions of your NSSE reports and related resources." Below this, there are three sections: "Can others access this site?" (explaining secure access and guest links), "We want your feedback!" (encouraging user input and providing the email nsse@indiana.edu), and a footer with copyright information: "NSSE, FSSE, BCSSE, and the column logo are registered with the U.S. Patent and Trademark Office. Copyright © 2013 The Trustees of Indiana University | Copyright Complaints" and the URL <http://nsse.iub.edu/>.

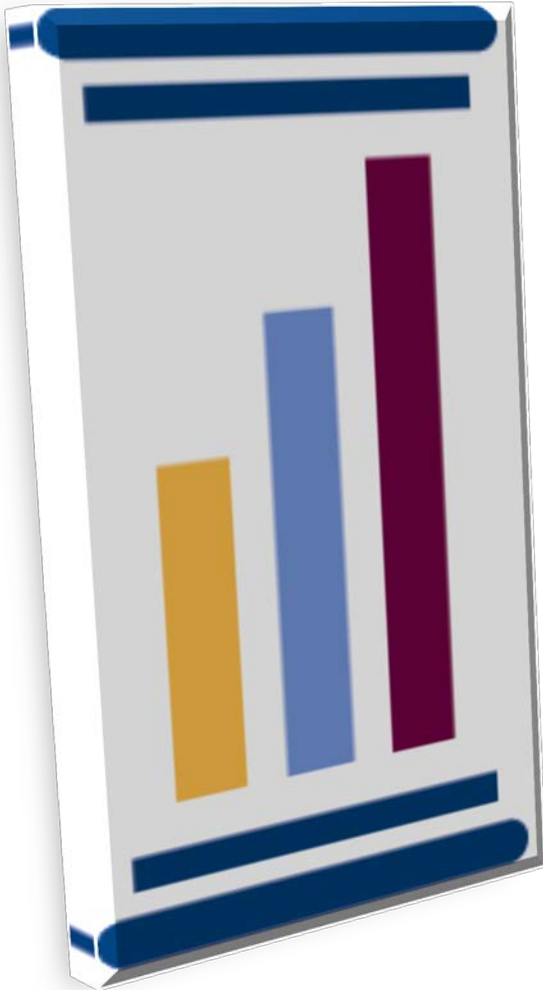
Making the Most of Data – Sharing Results and Taking Action

- Think about potential audiences – *find relevancy*
- Consider various strategies for sharing results – *deliver in small doses, add narrative*
- Link to other assessment data to tell a more comprehensive story.
- Teach small groups about the data, help them use it in program review, to assess the first year experience, to inform faculty development - and then share their use with others.
- Share lessons learned, and action taken with campus constituents – *especially students.*

Beyond Your Reports....

- Use your data file for additional analyses
- Take advantage of NSSE Advanced [Webinars](#) “Digging Deeper” Series (see Webinar Archives)
- Syntax & other analytical resources available:
nsse.iub.edu/html/analysis_resources.cfm
- [Accreditation Toolkits](#)
- Some possible analyses:
 - Disaggregate by race-ethnicity, first-generation status
 - Use “evaluate entire experience” (ENTIREEXP) and “start over” (SAMECOLL) as outcomes
 - Add retention results to explore factors related to first-year student persistence
 - Present % “Never” to sharpen focus

What other questions do you have?



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