Introducing NSSE 2013
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Launching an Updated 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.

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
- 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 & BCSSE 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

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

* Offset by deletions

Content Areas

- Academic Challenge
  - Writing
  - Quantitative Reasoning
  - Learning Strategies
  - Higher Order Learning
  - Reflective and Integrative Learning
- Collaborative Learning
- Experiences with Faculty
  - Student-Faculty Interaction
  - Good Teaching Practices
- High-Impact Practices
- Interactions with Diverse Others
- Campus Environment
  - 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!