Introductions

• Facilitators

• Participants
  ▪ Name, position, institution
  ▪ One reason you signed up for this session
Workshop Outline

• Assessing Student Engagement
• Questions to Answer with Assessment
• Faculty Involvement in Assessment
• Activity 1--Brainstorming Exercise
• Break
• Activity 2--Group Activity
• Discussion and Debriefing
Purposes

• Familiarity with assessment tools
• Utilization of assessment findings
• Involve faculty in assessment
• Examine our roles in assisting faculty
• Critically examine a particular task
Because individual effort and involvement are the critical determinants of college 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
Foundations of Student Engagement

- Time on task (Tyler, 1930s)
- Quality of effort (Pace, 1960-70s)
- Student involvement (Astin, 1984)
- Social, academic integration (Tinto, 1993)
- Good practices (Chickering & Gamson, 1987)
- College Impact (Pascarella, 1985)
- Student engagement (Kuh, 2001, 2003)
Good Practices in Undergraduate Education

✓ Student-faculty contact
✓ Active learning
✓ Prompt feedback
✓ Time on task
✓ High expectations
✓ Experiences with diversity
✓ Cooperation among students

(Chickering & Gamson, 1987; Pascarella & Terenzini, 2005)
Student Engagement Triad

• What students do -- time and energy devoted to educationally purposeful activities

• What institutions do -- using effective educational practices to induce students to do the right things

• Educationally effective institutions channel student energy toward activities that matter
Assessment at CPR

- National Survey of Student Engagement (NSSE)
- Faculty Survey of Student Engagement (FSSE)
- Beginning College Survey of Student Engagement (BCSSE)
College student surveys that assess the extent to which students engage in educational practices associated with high levels of learning and development
**NSSE Survey Administration**

- Third party administration (IU Center for Survey Research)
- Students surveyed in the spring
- Random sample of first-year students and seniors
- Paper and web version
- In 2007, over one million students from 610 institutions were invited to participate, with an average institutional response rate of 36%
NSSE’s Survey Instrument
The College Student Report

- Student Behaviors
- Institutional Actions & Requirements
- Reactions to College
- Student Background Information

Student Learning & Development
Five Indicators of Effective Educational Practice

- Supportive Campus Environment
- Level of Academic Challenge
- Enriching Educational Experiences
- Active & Collaborative Learning
- Student Faculty Interaction
Assessment at CPR

• National Survey of Student Engagement (NSSE)
• Faculty Survey of Student Engagement (FSSE)
• Beginning College Survey of Student Engagement (BCSSE)
Why FSSE?

- Include faculty in the discussion of effective educational practices
- To understand faculty expectations and perceptions as institutions seek to target areas of improvement
- Some previous homegrown faculty surveys that paralleled NSSE seem to work
FSSE Survey

- Faculty perceptions of how often their students engage in different activities
- The importance faculty place on various areas of learning and development
- The nature and frequency of interactions faculty have with students
- How faculty members organize class time
• The survey was successfully pilot-tested in 2003, and officially launched in 2004

• To date, almost 100,000 faculty members from more than 465 colleges and universities have responded to the survey

• Average institutional response rates over 50%
NSSE & FSSE Institutions by Year

2000: 276
2001: 321
2002: 366
2003: 437
2004: 473
2005: 529
2006: 557
2007: 610
2008: 759

National Survey of Student Engagement
FSSE Administration

- Third party administration--IU Center for Survey Research
- Faculty surveyed in the spring
- Institutions choose faculty to be surveyed
- Faculty responses are kept anonymous
- Administered online
- Survey options
  - Course-based questions
  - Typical student questions
Survey Option: Course-Based

- Each faculty member responds to questions about student engagement based on a course taught during the current academic year

- Option available since 2003 pilot
Course-Based:
Key Question

- Please respond to the following questions based on one particular undergraduate course section you are teaching or have taught this academic year.

Level of students in your selected course section

- Lower division (mostly first-year students and sophomores)
- Upper division (mostly juniors and seniors)
- Other (please describe)
Survey Option: Typical Student

- Each faculty member responds to questions about student engagement based on the typical first-year student or senior taught during the current academic year.

- Option first available in 2007.
Typical Student: Key Question

- During the current academic year, have you had more first-year students or seniors in your classes?
  - More first-year students than seniors
  - More seniors than first-year students
  - I have taught neither first-year students nor seniors this academic year
FSSE Reports for Institutions

• Respondent Characteristics
  ▪ Reported in aggregate form
  ▪ Most variables in table not returned in data set

• Frequency Distributions
  ▪ Item-level frequencies
  ▪ No comparisons to other faculty

• NSSE/FSSE Report
  ▪ Student/faculty frequency comparisons for similarly worded items
FSSE Resources

- FSSE website [www.fsse.iub.edu](http://www.fsse.iub.edu)
  - Sample reports and copies of surveys
  - Selected results
    - Downloadable syntax
    - Example tables and displays
  - Grand frequencies by Carnegie classification
  - Recent FSSE research and presentations
- Special analyses (contact [fsse@indiana.edu](mailto:fsse@indiana.edu))
Assessment at CPR

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

- BCSSE (pronounced “bessie”)
  - Designed as a companion to NSSE
  - Pilots in 2004-2006; 127 BCSSE schools in 2007!

- Purpose:
  - Measure entering first-year students’ pre-college academic and co-curricular experiences.
  - Expectations and attitudes for participating in educationally purposeful activities during the first college year.
BCSSE Content

- High school academic and co-curricular engagement.
- High school academic preparation (e.g., AP courses).
- 5 scales
  - High School Academic Engagement
  - Expected First-Year Academic Engagement
  - Academic Persistence
  - Academic Preparation
  - Importance of Campus Environment
Questions to Answer with BCSSE

- Where are the gaps between our students HS experiences and college expectations and our hopes for their engagement in college?
- To what extent do high school experiences and engagement relate to expectations for the first-year of college?
- To what extent do student expectations for academic engagement and attitudes vary by gender, first-generation status, and high school achievement level?
- When combined with NSSE, BCSSE data can help identify expectation – college experience gap
Answering Questions with BCSSE Data

• To what extent do entering students think they are prepared for college level work?

**Academic Preparation**
Self-reports of academic preparedness may signal a student’s likelihood of success. This scale measures the degree of confidence students have in their academic abilities. Items include how prepared students are to:

• Write clearly and effectively
• Speak clearly and effectively
• Think critically and analytically
• Analyze math or quantitative problems
• Use computing and information technology
• Work effectively with others
• Learn effectively on your own
BCSSE and Academic Preparation

% of entering students at Institution A that report lacking preparation...

- Analyze math or quantitative problems 49%
- Write clearly and effectively 26%
- Use computing and information technology 24%
- Speak clearly and effectively 21%
- Think critically and analytically 18%
- Learn effectively on your own 15%
- Work effectively with others 8%
Informing Campus Dialogue with Assessment Results
What Kind of Question?

- **“Thermometer” Questions**
  How many students/faculty…?

- **“How Do We Compare” Questions**
  Do we score above or below institutions like us?

- **“Comparing Groups” Questions**
  Do X and Y do certain things differently?

- **“Relationship” Questions**
  Are those who x more likely to y?

- **“Multiple Data Source” Questions**
  What do faculty and students say about…?
Checking Your Campus’s Temperature
FSSE Quiz

• What percentage of class time does the average faculty member spend lecturing?

23%  44%  55%  63%
BCSSE-Faculty Interaction

• 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?
BCSSE - Faculty Interaction

- N/S = Never/Sometimes
- O/VO = Often/Very Often

- High School
  - N/S: 74%
  - O/VO: 26%

- 61% Expect N/S
- 39% Expect O/VO

- 74% Expect N/S
- 29% Expect O/VO

National Survey of Student Engagement
Are We Better or Worse?
# How Do We Compare?

## Supportive Campus Environment (SCE)

### Benchmark Comparisons

<table>
<thead>
<tr>
<th>Class</th>
<th>NSSEville State</th>
<th>Selected Peers</th>
<th>Carnegie Peers</th>
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<td>Mean (^a)</td>
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<td>Mean (^a)</td>
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<td>55.8 **</td>
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<td>56.6 *</td>
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*Note: Significance levels are as follows: * indicates p < 0.05; ** indicates p < 0.01.*
Comparing Against Other Institutions

• Unlike NSSE...

FSSE and BCSSE do not provide institution-versus-peer-group comparisons

• But....
Grand Frequencies

• Find FSSE and BCSSE results that can be used as reference points at www.fsse.iub.edu and www.bcsse.iub.edu

Faculty Survey of Student Engagement

How important is it to you that undergraduates at your institution do the following?

a. Franchise, internship, field experience, co-op experience, or clinical assignments

b. Community service or volunteer work

c. Participation in a learning community or some other formal program where groups of students take two or more classes together

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<td>5812</td>
<td>50%</td>
<td>9141</td>
<td>54%</td>
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<td>9839</td>
<td>100%</td>
<td>17502</td>
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<td>1853</td>
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<td>5359</td>
<td>36%</td>
<td>5893</td>
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<tr>
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<td>2235</td>
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<td>15%</td>
<td>1744</td>
<td>18%</td>
<td>2823</td>
<td>17%</td>
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<td>100%</td>
<td>9802</td>
<td>100%</td>
<td>17448</td>
<td>100%</td>
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</table>
Who’s from Mars and Who’s from Jupiter?
FSSE - Percentage of Class Time

Men
- Lecture: 46%
- Small Group: 11%
- Experiential: 15%
- Other: 28%

Women
- Lecture: 35%
- Small Group: 18%
- Experiential: 17%
- Other: 30%
Answering Questions with BCSSE Data

• What do we know about entering students' expectations about studying?
• BCSSE asks of entering college students:

  “During the coming school year, about how many hours do you think you will spend in a typical 7-day week preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?”

• Does this differ by gender?
BCSSE - Time Spent Studying per Week at Institution A, by Gender

Entering Students

<table>
<thead>
<tr>
<th></th>
<th>21 + hrs</th>
<th>11-20 hrs</th>
<th>&lt; 11 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution A</td>
<td>23%</td>
<td>54%</td>
<td>23%</td>
</tr>
<tr>
<td>Females</td>
<td>30%</td>
<td>52%</td>
<td>18%</td>
</tr>
<tr>
<td>Males</td>
<td>15%</td>
<td>55%</td>
<td>30%</td>
</tr>
</tbody>
</table>
Are Those Who … Also …?
Impact of Educationally Purposeful Activities on the Probability of Returning for the Second Year of College by Race
Predictors of Faculty Emphasis on Deep Learning

- Years teaching (-)
- Course load (+)
- Time on research (+)
- Importance of UG Research (++)

- Controlling for gender, race, employment status, disciplinary area,...
Don’t We Have Data from ... on That Too?
Deep Learning Differences by Disciplinary Area

Standardized mean differences between indicated disciplinary area and the biological sciences

Education  Arts & Hum  Social Sci  Business  Engineer  Physical Sci

Faculty (UD)  Seniors

0.73  0.68  0.60  0.26  0.22  -0.05

-0.09  -0.08  -0.08  -0.21  

National Survey of Student Engagement 51
Avg Hours Spent Preparing For Class

<table>
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<tr>
<th>Subject</th>
<th>Fac Expectation (Up Div)</th>
<th>Fac Estimate (Up Div)</th>
<th>Seniors</th>
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<td>Physical Sci</td>
<td>6.8</td>
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<td>4.1</td>
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<td>Arts &amp; Hum</td>
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<td>3.7</td>
<td>3.8</td>
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<td>Social Sci</td>
<td>5.6</td>
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<td>3.3</td>
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<tr>
<td>Education</td>
<td>5.0</td>
<td>3.3</td>
<td>3.5</td>
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Hours Preparing for Class

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<th>Expectations</th>
<th>Actual</th>
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<tr>
<td>Faculty</td>
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<tr>
<td>Students</td>
<td>18</td>
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<tr>
<td>Faculty</td>
<td>9</td>
</tr>
<tr>
<td>Students</td>
<td>14</td>
</tr>
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</table>

National Survey of Student Engagement
Percentage with Positive Perceptions

<table>
<thead>
<tr>
<th>Perception</th>
<th>Faculty</th>
<th>First-Years</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional emphasis on studying and on academic work</td>
<td>60</td>
<td>81</td>
<td>80</td>
</tr>
<tr>
<td>Support available to help students succeed academically</td>
<td>75</td>
<td>76</td>
<td>73</td>
</tr>
<tr>
<td>Students helped to cope with non-academic responsibilities</td>
<td>32</td>
<td>34</td>
<td>25</td>
</tr>
</tbody>
</table>

National Survey of Student Engagement 54
Involving Faculty
Involve Faculty in Assessment

- Collecting data from faculty
  - FSSE
  - CLASSE
- Involving faculty in data analysis
- Tailoring assessment findings for faculty
- Getting faculty involved in their own assessment
- Creating professional development opportunities based on assessments
What is CLASSE?

• A two-part survey instrument that enables one to compare:
  ▪ **Importance faculty** place on engagement practices in a designated class with
  ▪ **Frequency students** report doing these practices for class
Part I: Engagement Activities \((n=19)\)

Part II: Cognitive Skills \((n=5)\)

Part III: Other Educational Practices \((n=10)\)

Part IV: Class Atmosphere Impressions \((n=4)\)

Part V: Optional Course-specific Items \((n=8)\)

Part VI: Demographic Items \((n=3)\)
**CLASSE Student**

**Classroom Survey of Student Engagement**

This survey includes items that ask about your participation in Psych 1300 and about educational practices that occur in this class. Your honest and straightforward responses to these questions will help us identify targets for improvements and enable us to provide an even higher quality academic experience.

### Part I: Engagement Activities

#### Student

**So far this semester, how often have you done each of the following in your Psych 1300 class?**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>1 or 2 times</th>
<th>3 to 5 times</th>
<th>More than 5 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asked questions during your Psych 1300 class</td>
<td>16%</td>
<td>51%</td>
<td>25%</td>
<td>8%</td>
</tr>
<tr>
<td>2. Contributed to a class discussion that occurred during your Psych 1300 class</td>
<td>9%</td>
<td>28%</td>
<td>44%</td>
<td>19%</td>
</tr>
<tr>
<td>3. Prepared two or more drafts of a paper or assignment in your Psych 1300 class before turning it in</td>
<td>74%</td>
<td>16%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>4. Worked on a paper or a project in your Psych 1300 class that required integrating ideas or information from various sources</td>
<td>10%</td>
<td>68%</td>
<td>16%</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Faculty Ratings**

- **Important**
- **Very Important**
- **Somewhat Important**
Involve Faculty in Assessment

- Collecting data from faculty
  - FSSE
  - CLASSE

- Involving faculty in data analysis

- Tailoring assessment findings for faculty

- Getting faculty involved in their own assessment

- Creating professional development opportunities based on assessments
Activity 1--Brainstorming

How are or how can you be involved in bringing assessment results to faculty?
Take 15
Activity 2--Group Tasks

- 4 groups
- Handouts
- Materials
- Work together and with the facilitators to accomplish your task (~45 minutes)
- Each group will give a brief (5-7 minute) presentation of their work
Presentations
Discussion
For more information...

- Email:  
  tflaird@indiana.edu  
  toachamb@indiana.edu  
  jkinzie@indiana.edu

- Web sites:  
  www.nsse.iub.edu  
  www.fsse.iub.edu  
  www.bcsse.iub.edu