NSSE Engagement Indicators: A Conversation about Transition and Use

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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
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.
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?

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

* 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)

<table>
<thead>
<tr>
<th>2012 Survey Instrument</th>
<th>2013 Survey Instrument</th>
<th>Comparison ¹ ² ³ ⁴</th>
<th>² ³ ⁴</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item #</td>
<td>Item Wording</td>
<td>Item #</td>
<td>Item Wording</td>
</tr>
<tr>
<td>1a</td>
<td><em>How often</em>... asked questions in class or contributed to class discussions</td>
<td>1a</td>
<td><em>How often</em>... asked questions or contributed to course discussions in other ways</td>
</tr>
<tr>
<td>1b</td>
<td><em>How often</em>... Made a class presentation</td>
<td>11</td>
<td><em>How often</em>... Gave a course presentation</td>
</tr>
<tr>
<td>1c</td>
<td><em>How often</em>... prepared two or more drafts of a paper or assignment before turning it in</td>
<td>1b</td>
<td><em>How often</em>... prepared two or more drafts of a paper or assignment before turning it in</td>
</tr>
<tr>
<td>1d</td>
<td><em>How often</em>... Worked on a paper or project that required integrating ideas or information from various sources</td>
<td></td>
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</tbody>
</table>

¹ Comparison ² ³ ⁴ indicates the level of difference: Min = Minimal difference, Diff = Difference, Large = Large difference, Off = Off course
## How did the NSSE items change?

<table>
<thead>
<tr>
<th>2012 Survey</th>
<th>2013 Survey</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often... Prepared two or more drafts of a paper or</td>
<td>How often... Prepared two or more drafts of a paper or</td>
<td>=</td>
</tr>
<tr>
<td>assignment before turning it in</td>
<td>assignment before turning it in</td>
<td></td>
</tr>
<tr>
<td>How often... Used e-mail to communicate with an instructor</td>
<td>How often... Connected your learning to societal problems or issues</td>
<td>Del</td>
</tr>
<tr>
<td>How often... Talked about career plans with a faculty member or advisor</td>
<td>How often... Talked about career plans with a faculty member</td>
<td>Min</td>
</tr>
<tr>
<td>How often... Tutored or taught other students (paid or voluntary)</td>
<td>How often... Explained course material to one or more students</td>
<td>Maj</td>
</tr>
</tbody>
</table>
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
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...*
    
    o Identified key information from reading assignments
    o Reviewed your notes after class
    o Summarized what you learned in class or from course materials
New Content in 2013

• **Effective Teaching Practices**

  ▪ *To what extent have your instructors...*

    o Clearly explained course goals and requirements
    o Taught course sessions in an organized way
    o Used examples or illustrations to explain difficult points
    o 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
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.

**Active and Collaborative Learning**

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

Engagement Indicators

- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Quantitative Reasoning

*Theme: Academic Challenge*

- 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**
- **Supportive Campus Environment**

**Key Changes**

- The updated Student-Faculty Interaction indicator is joined by a second measure about effective teaching practices.
- Expanded to focus separately on interactions with key people at the institution and perceptions of the institution’s learning environment.

**Engagement Indicators**

- **Student-Faculty Interaction**
- **Effective Teaching Practices**
  - *Theme: Experiences with Faculty*

- **Quality of Interactions**
- **Supportive Environment**
  - *Theme: Campus Environment*

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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

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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?

<table>
<thead>
<tr>
<th>NSSE Benchmarks</th>
<th>NSSE 2013 Engagement Content</th>
<th>NSSE 2013 Engagement Indicators</th>
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<tbody>
<tr>
<td>Student-Faculty Interaction</td>
<td>Experiences with Faculty</td>
<td>• Student-Faculty Interaction</td>
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<tr>
<td></td>
<td></td>
<td>• Teaching Practices</td>
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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
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)
Online Institutional Report

- Same reports, but easy access and sharing
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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nsse.iub.edu