Warm-up Questions

• Who are you?
• NSSE experience?
• Why are you here?
• What do you hope to bring back?
NSSE Basics: Purpose

• 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 indicate how students spend their time and what they gain from college.
NSSE Basics: Purpose

• Problem identification

• Evidence of behaviors and attitudes about college (process indicators)

• Conversations focused on collegiate quality

• Actionable results
Helpful Resource: Facilitator’s Guide

- Facilitator’s guide can help you get organized
- Provides suggestions for leading a workshop or session on understanding, interpreting and taking action on NSSE data
- Simply reporting results may not lead to action

Copies available: www.nsse.iub.edu/institute
Making Sense of Results

Three Approaches:

- **Normative** - Compare your students to students at other colleges and universities.

- **Criterion** - Compare your students to a predetermined value or appropriate level.

- **Longitudinal** - Compare results over time.
Normative Approach

Take advantage of existing NSSE reports and relate to department/program goals
Benchmark Report

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

- Peer Groups
- Top 50% and Top 10%
- Means, sig. difference, effect size
- Detailed statistics
Using NSSE data, we created our own recommendations for interpreting effect sizes

- Small: $d = .1$
- Medium: $d = .3$
- Large: $d = .5$
- Very Large: $d = .7$
Major Field Report

• Group student responses by 8 major categories to show differences:
  - **WITHIN** your institution
  - **BETWEEN** your institution and your selected comparison institutions

• Can be used with FSSE data showing disciplinary differences between faculty at your institution
Criterion Approach

Focus on a collection of items, particularly those that mean something to the department and probe deeply.
Frequency Distributions

• Look at the “never” responses.

• Identify items with “positive percents” in which the majority of students report that they “very often” or “often” engage in this activity - are these the result of intentional efforts?

• What other encouraging or challenging patterns do you see in the frequency reports?
Address Department Concern

Writing in Arts and Science

- Faculty concerned about quality of writing in senior projects
- In general, writing at the University was on par with other institutions, but the College of Arts and Science was struck by the writing results for its seniors which trailed the institution

<table>
<thead>
<tr>
<th>NSSE Writing Scalelet</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>rewropap</td>
<td>Prepared two or more drafts of a paper or assignment before turning it in</td>
</tr>
<tr>
<td>integrat</td>
<td>Worked on a paper or project that required integrating ideas or information from various sources</td>
</tr>
<tr>
<td>writemor</td>
<td>Number of written papers or reports of 20 pages or more</td>
</tr>
<tr>
<td>writemid</td>
<td>Number of written papers or reports between 5 and 19 pages</td>
</tr>
<tr>
<td>writesml</td>
<td>Number of written papers or reports of fewer than 5 pages</td>
</tr>
</tbody>
</table>
Disaggregating Results

• **Schools, Departments**
  - NSSE Major Reports (downloadable)
  - Custom analyses

• **Demographic subgroups**
  - Populations of special interest
Distinctive Experiences in Business

• School of Business interested in increasing student participation in High Impact Practices:
  ▪ service-learning,
  ▪ internships,
  ▪ study abroad

• Faculty committee set targets for desired results

• Is the B-School student experience enriching and effective?
Longitudinal Approach

Structure assessment effort around a concrete problem and track changes over time.
Multi-Year Analysis

NSSE 2008

First-Year

Senior

C

NSSE 2011

First-Year

Senior

A

B

C

A: 😊  B: 😐  C: 😞
Multi-Year Analysis

NSSE 2008

First-Year

Comparison Group ‘08

NSSE 2011

First-Year

Comparison Group ‘11

“Comparing the Comparisons”
Multi-Year Analysis

Percentage of excellent ratings of the quality of academic advising

- Arts and Humanities
- Biological Sciences
- Business
- Education
- Engineering
- Physical Science
- Social Science
Multi-Year Analysis

Changes in First-Year Active and Collaborative Learning at Four Institutions

*Effect sizes for results in this figure range from .44 to .78.
Changes in Senior Supportive Campus Environment at Four Institutions

- Medium private master’s university
- Small private baccalaureate college
- Small private master’s university
- Large private research university

*Effect sizes for results in this figure range from .44 to .73.*
Multi-Year Analysis

First-Year Active Learning

- A-Private Medium Doc
- B-Large Private Urban Doc
- C-Small Public Regional
- D-Large Public Masters
- E-Large Public Doc
- F-Small Private Masters

01 02 03 04 05 06 07 08 09
Updated NSSE to Launch in 2013
ssse.iub.edu/ nsse2013

NSSE 2.0: Item testing and pilots 2011-2012

✓ Refinements of existing measures, including benchmarks
✓ New measures
✓ Improved clarity and applicability of survey language, including terms related to online instruction
✓ Updated terminology, primarily related to technology
Discussion & Questions

Bob Gonyea and Louis Rocconi
nsse@indiana.edu
812.856.5824
www.nsse.iub.edu
Student Engagement in Tennessee Universities

- NSSE Users Workshop
- Tennessee Higher Education Commission
- October 2011

- Louis Rocconi
- Bob Gonyea

NSSE
national survey of student engagement
Overview

• How students spend their time
• Change in benchmark scores over time
• Dig into some NSSE data
  ▪ Compare the Ave. TN student to the Ave. NSSE student
  ▪ Highlight schools that are doing well in certain areas
How FY students spend their time

- Studying
- Co-curricular
- Relax/socialize
- Commuting
- Dependent care

<table>
<thead>
<tr>
<th>Institution</th>
<th>Studying</th>
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How SR students spend their time

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Average Tennessee Student Level of Academic Challenge

- FY
- SR

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<th>Year</th>
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<tr>
<td>2011</td>
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</table>
Average Tennessee Student Student Faculty Interaction

- 31.5, 35.2, 42.7, 42.9, 35.2, 42.8

Graph showing the trend of interaction over time.
Deep Approaches to Learning

- **Higher-order Learning** (2b. analyze, 2c. synthesize, 2d. evaluate, 2e. applying)
- **Integrative Learning** (1d. integrate, 1e. divclass, 1i. intideas, 1p. facideas, 1t. oocideas)
- **Reflective Learning** (6d. ownview, 6e. othrvlew, 6f. chngview)
Higher-Order Learning

<table>
<thead>
<tr>
<th></th>
<th>APSU</th>
<th>UofM</th>
<th>Ave. TN</th>
<th>NSSE11</th>
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<tbody>
<tr>
<td>FY</td>
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<td>3.08</td>
<td>3.04</td>
<td>3.21</td>
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<tr>
<td>SR</td>
<td>3.19</td>
<td>3.15</td>
<td>3.18</td>
<td>3.18</td>
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</table>
FY HOL: 2d. Evaluate

- UofM
- Ave. TN

Very little | Some | Quite a bit | Very much

0% | 20% | 40% | 60% | 80% | 100%
SR HOL: 2d. Evaluate

APSU

Ave. TN

0% 20% 40% 60% 80% 100%

- Very little
- Some
- Quite a bit
- Very much
Reflective Learning

<table>
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<tr>
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<th>FY</th>
<th>SR</th>
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<tr>
<td>NSSE11</td>
<td>2.77</td>
<td>2.84</td>
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</table>

FY SR TUSNSE11
Amount of Writing for FY Students

UT-M
UT-C
TTU
APSU
TSU
MTSU
ETSU
UofM
UT-K
Ave. TN
NSSE 11

< 5 pgs
5-19 pgs
> 20 pgs
Amount of Writing for SR Students

- UT-M
- UT-C
- TTU
- APSU
- TSU
- MTSU
- ETSU
- UofM
- UT-K
- Ave. TN
- NSSE 11

Legend:
- Blue: < 5 pgs
- Purple: 5-19 pgs
- Orange: > 20 pgs
Prepared two or more drafts of a paper before turning it in

- **FY Ave. TN**
- **FY NSSE 11**
- **SR Ave. TN**
- **SR NSSE 11**

- **Never**
- **Sometimes**
- **Often**
- **Very often**