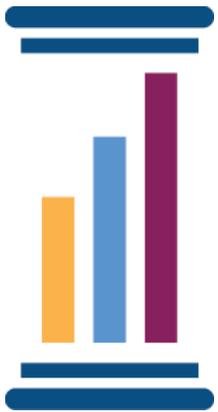


Using Student Engagement Data



Tennessee Higher Education Commission
2011 NSSE Workshop

October 20, 2011



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.



Thiel College

- 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

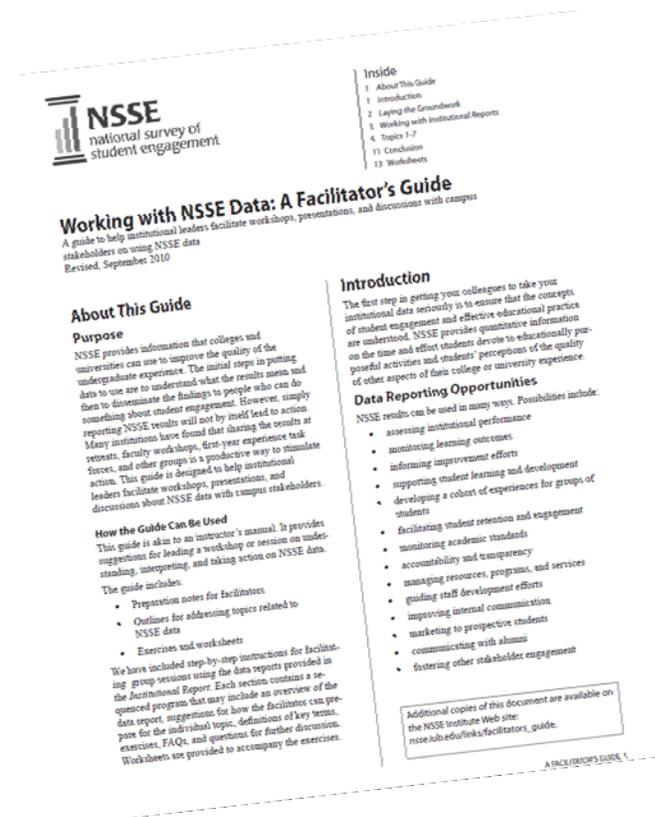


Rhodes College



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.



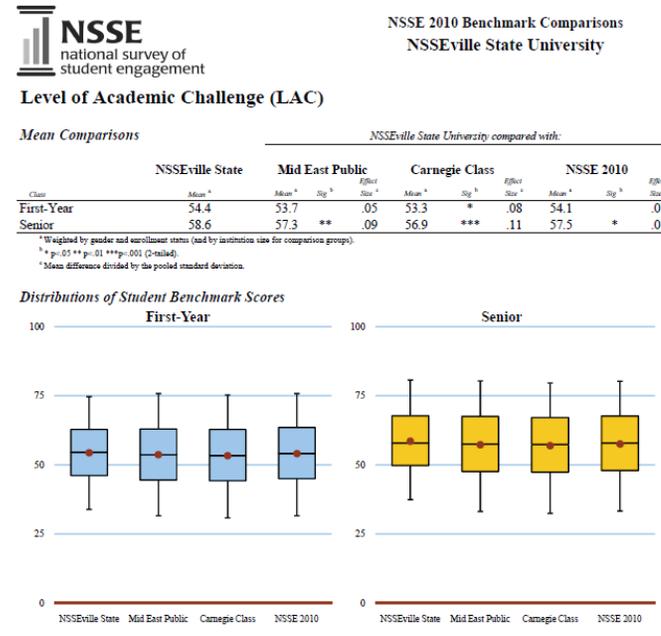
Normative Approach

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

Benchmark Report

Supportive Campus Environment (SCE)

Benchmark Comparisons

NSSEville State compared with:

Class	NSSEville State	Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	60.9	57.8	**	.17	59.4			59.1		
Senior	59.7	55.8	**	.21	59.4			56.6	*	.16

- **Using NSSE data, we created our own recommendations for interpreting effect sizes**
 - See our NSSE Effect Size Analysis handout
 - 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

NSSE Writing Scalelet

1 rewropap	Prepared two or more drafts of a paper or assignment before turning it in
2 integrat	Worked on a paper or project that required integrating ideas or information from various sources
3 writemor	Number of written papers or reports of 20 pages or more
4 writemid	Number of written papers or reports between 5 and 19 pages
5 writesml	Number of written papers or reports of fewer than 5 pages

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?*



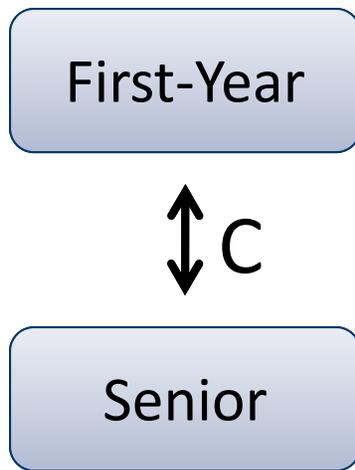
Longitudinal Approach

Structure assessment effort around a concrete problem and track changes over time.

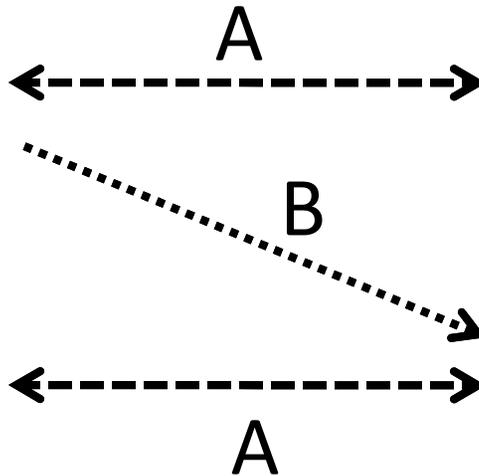
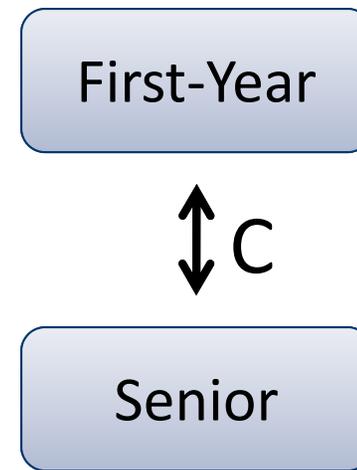


Multi-Year Analysis

NSSE 2008



NSSE 2011



Multi-Year Analysis

NSSE 2008

NSSE 2011

First-Year

First-Year

“Comparing the Comparisons”

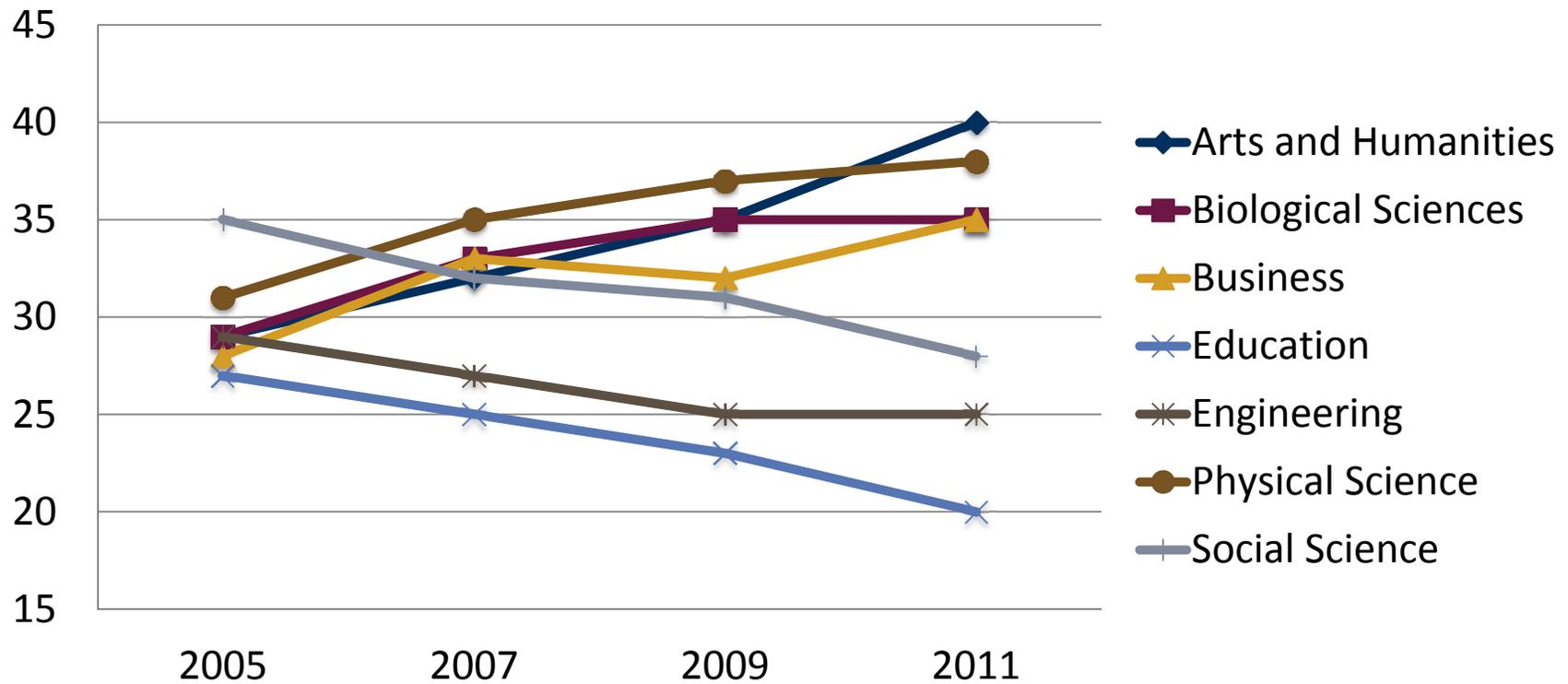
Comparison
Group '08

Comparison
Group '11



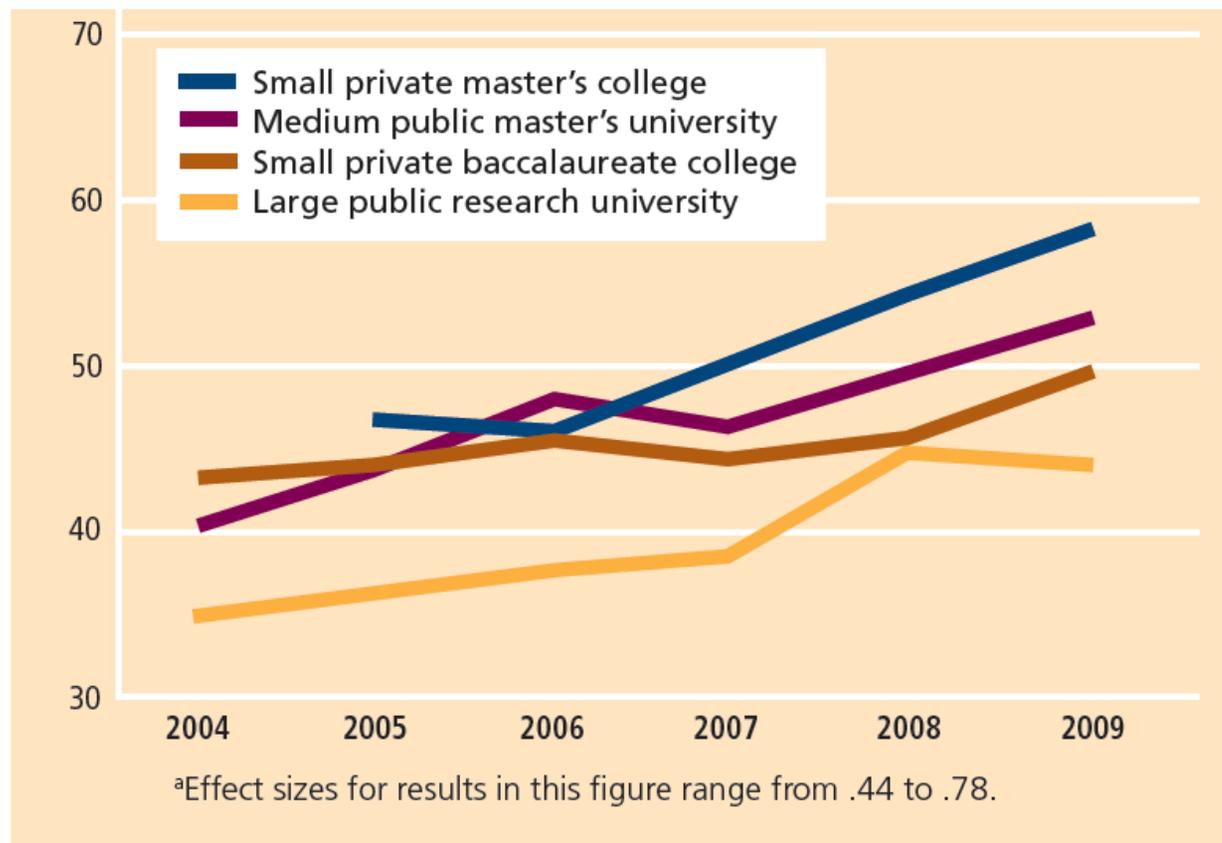
Multi-Year Analysis

Percentage of excellent ratings of the quality of academic advising



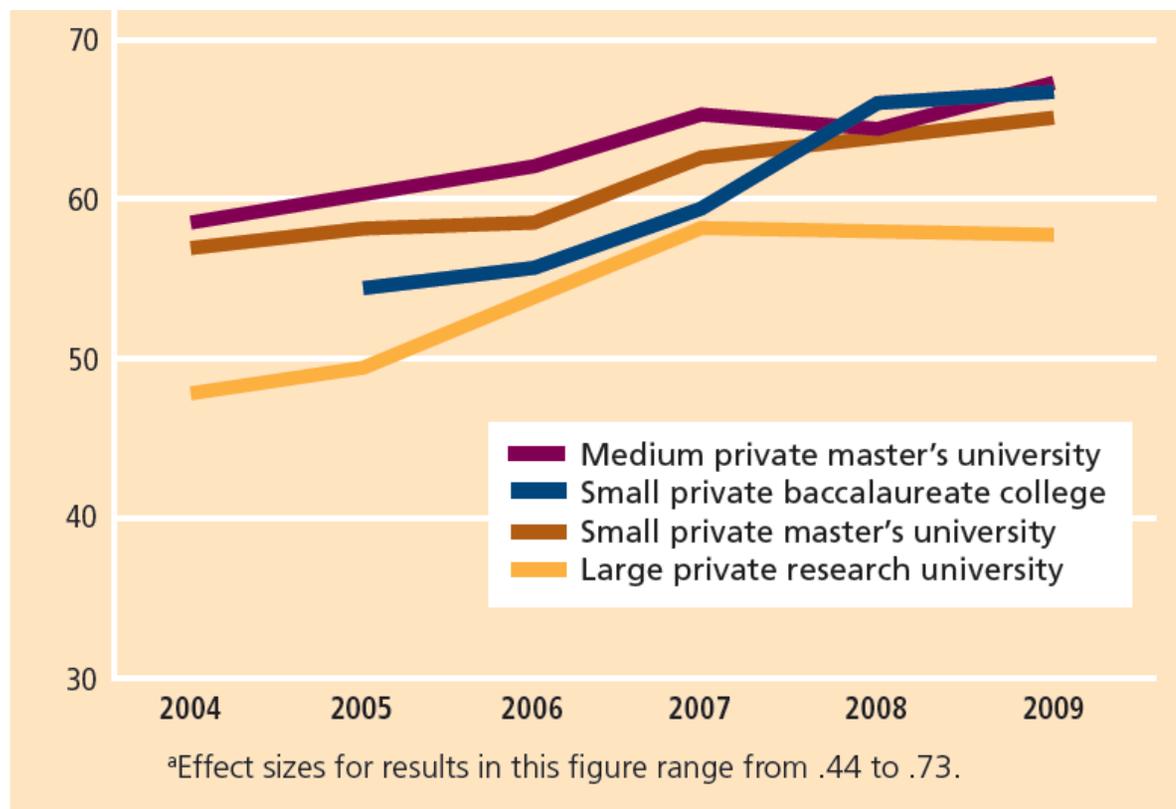
Multi-Year Analysis

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



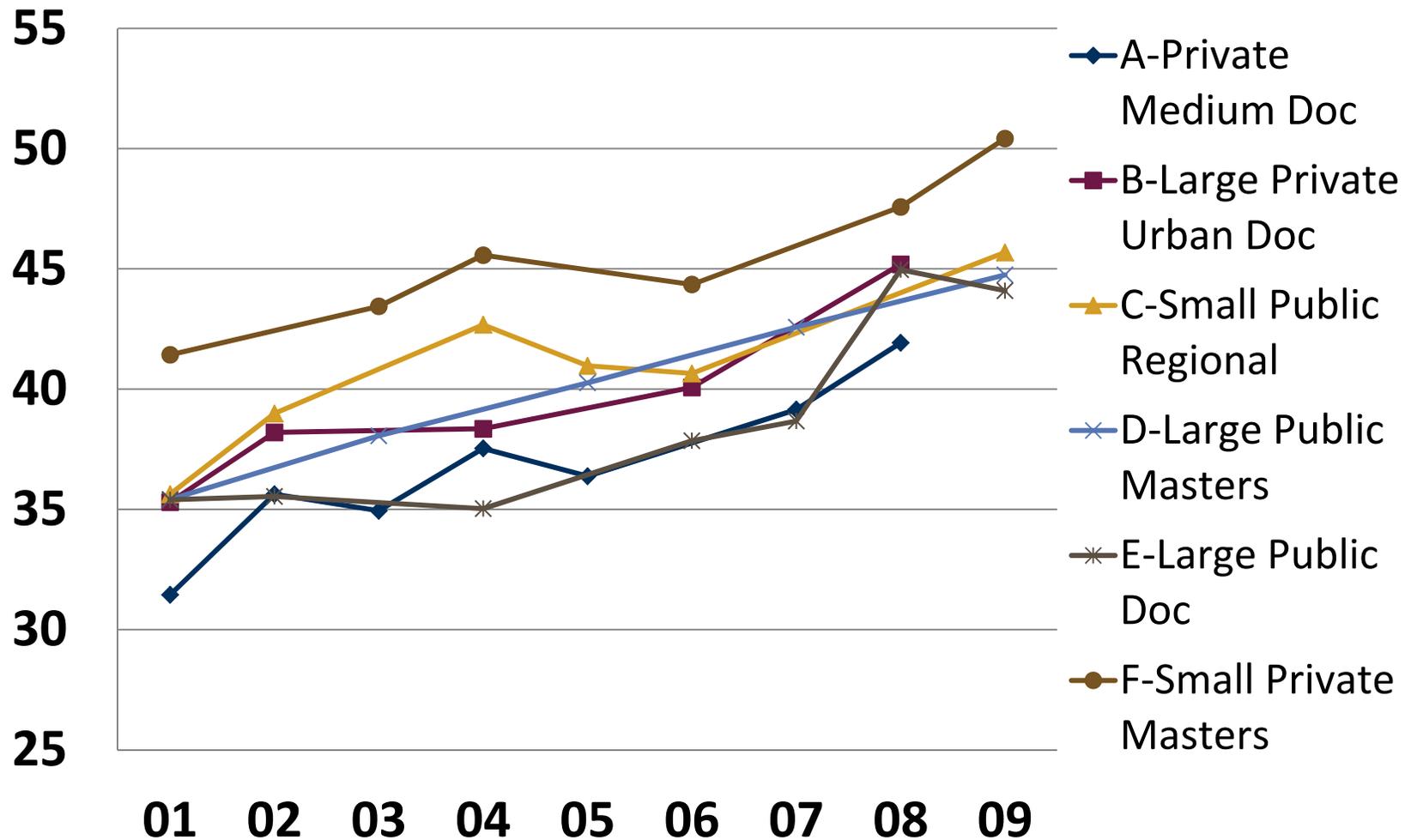
Multi-Year Analysis

Changes in Senior Supportive Campus Environment at Four Institutions



Multi-Year Analysis

First-Year Active Learning



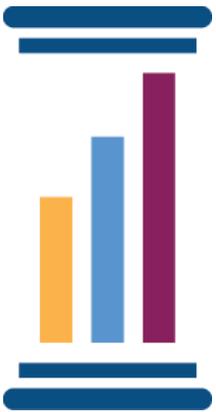
Updated NSSE to Launch in 2013

nsse.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



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Student Engagement in Tennessee Universities

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

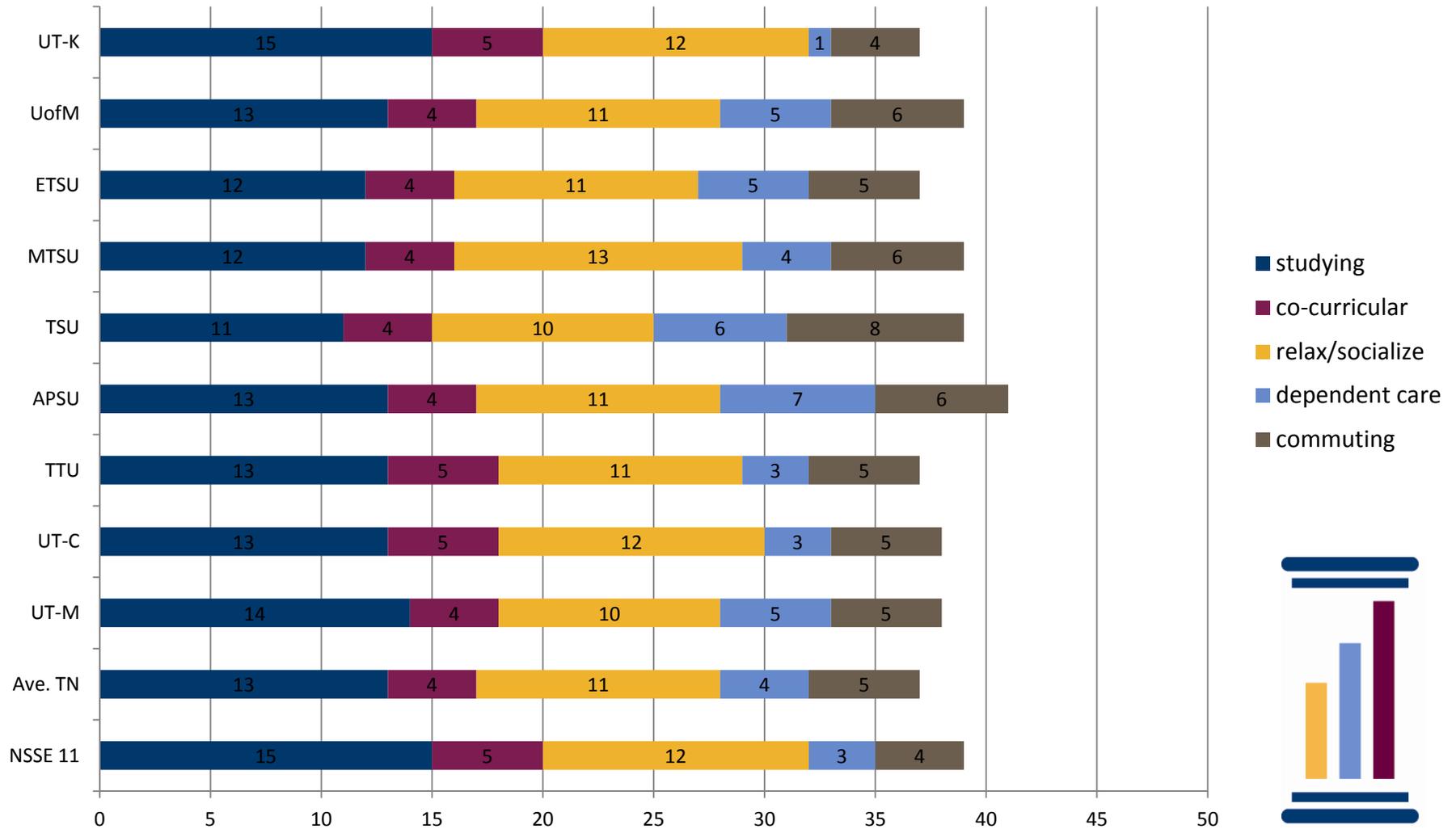
- Louis Rocconi
- Bob Gonyea



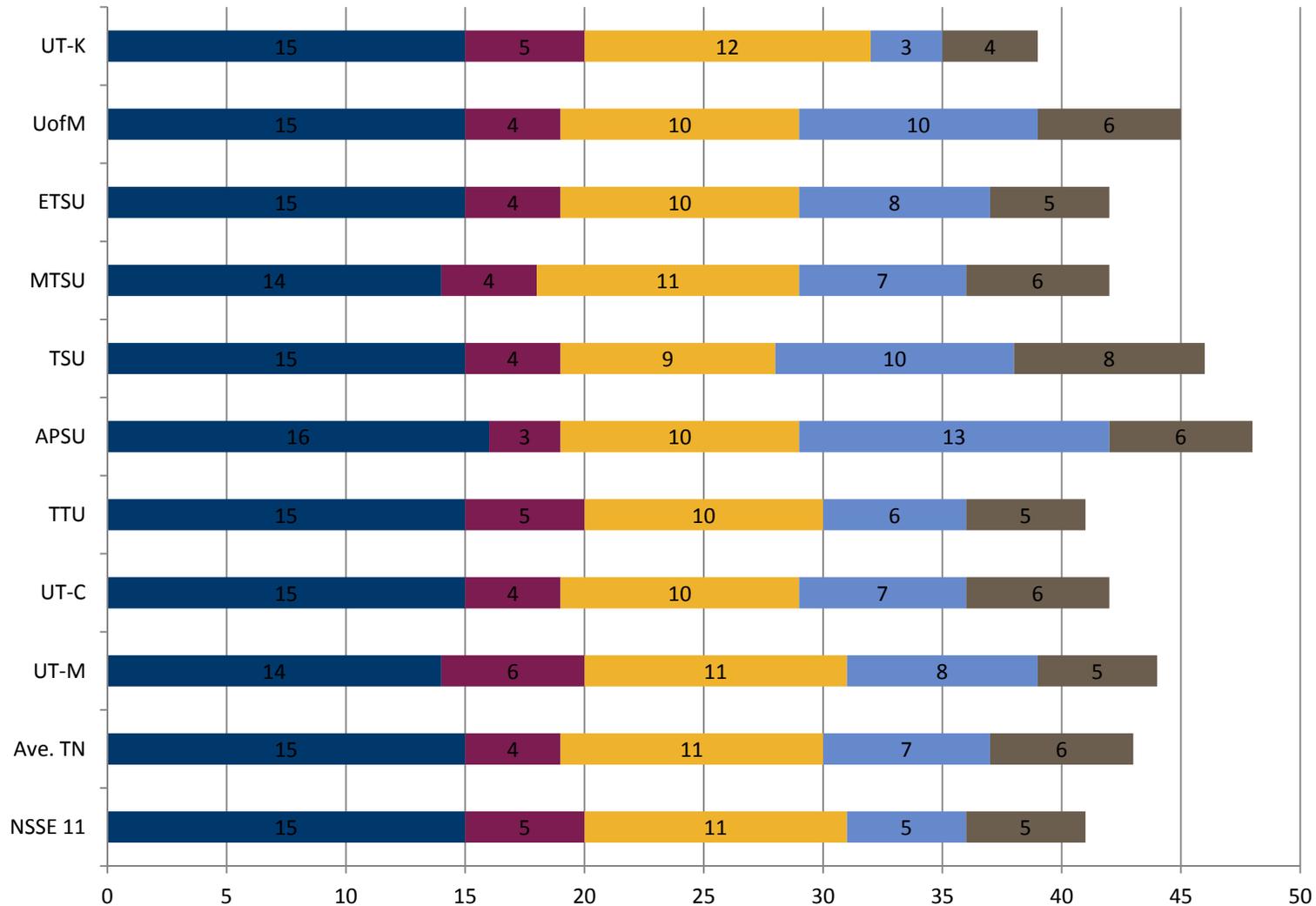
Overview

- **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

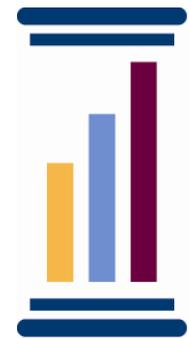
How FY students spend their time



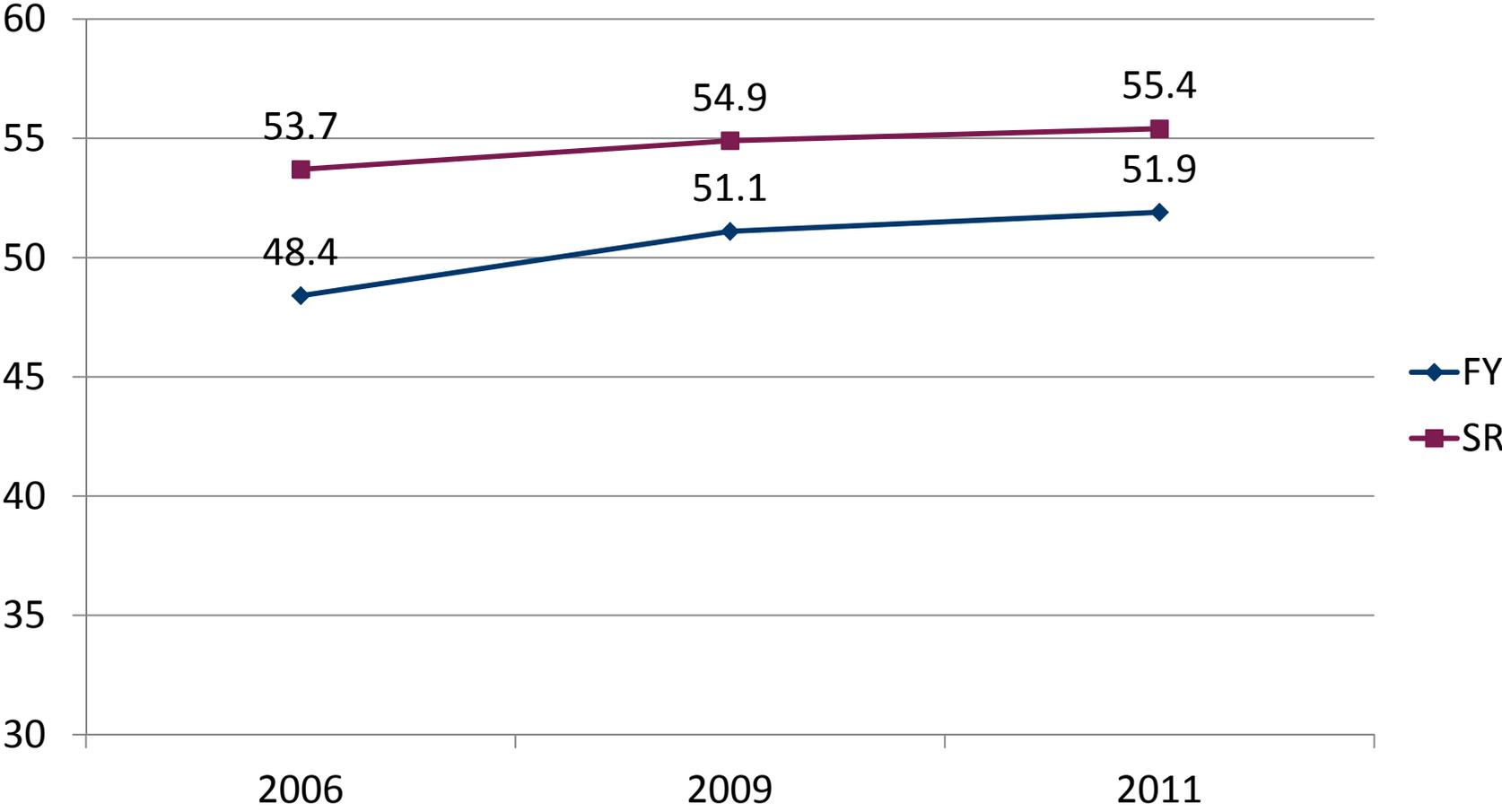
How SR students spend their time



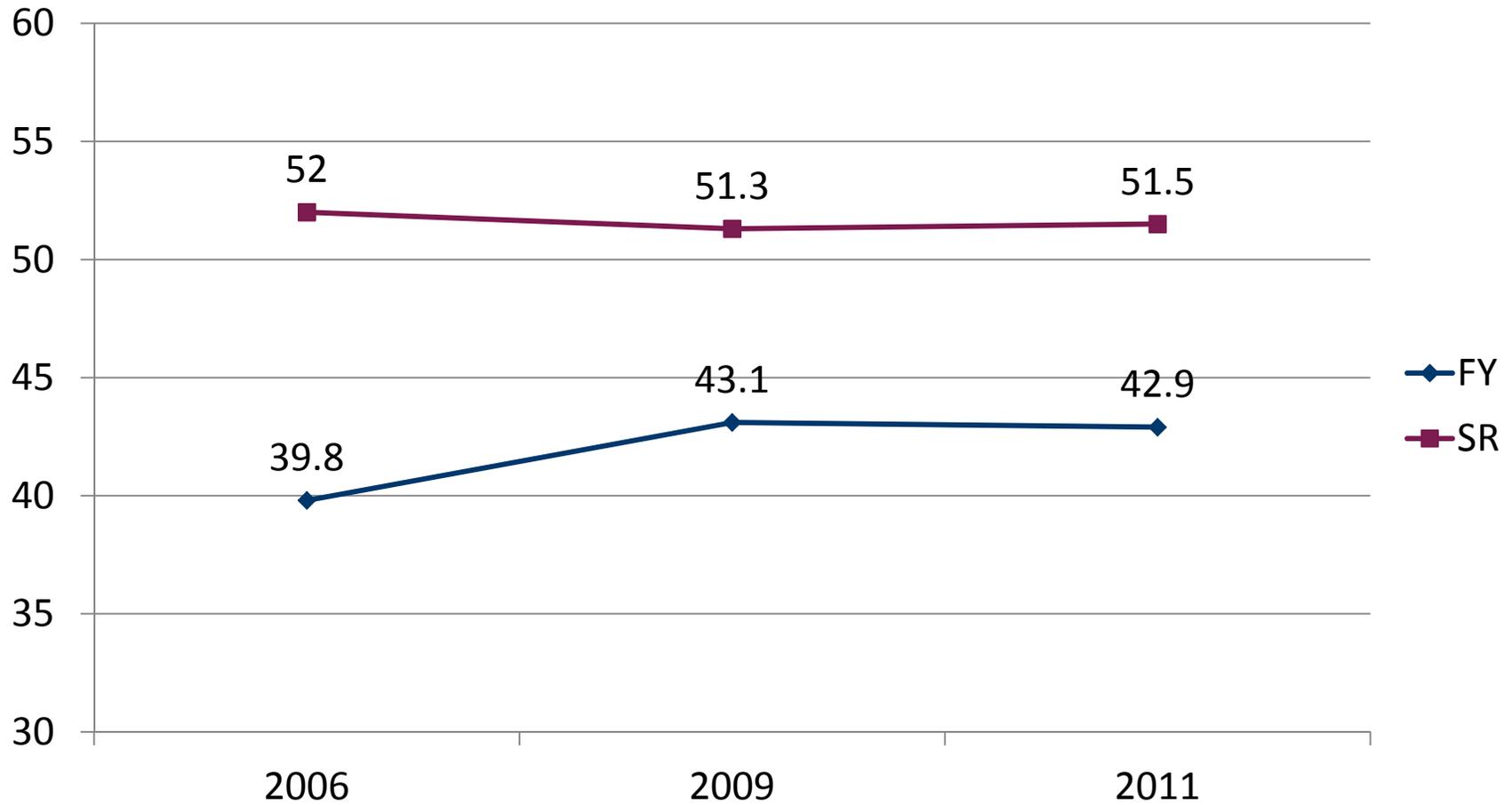
- studying
- co-curricular
- relax/socialize
- dependent care
- commuting



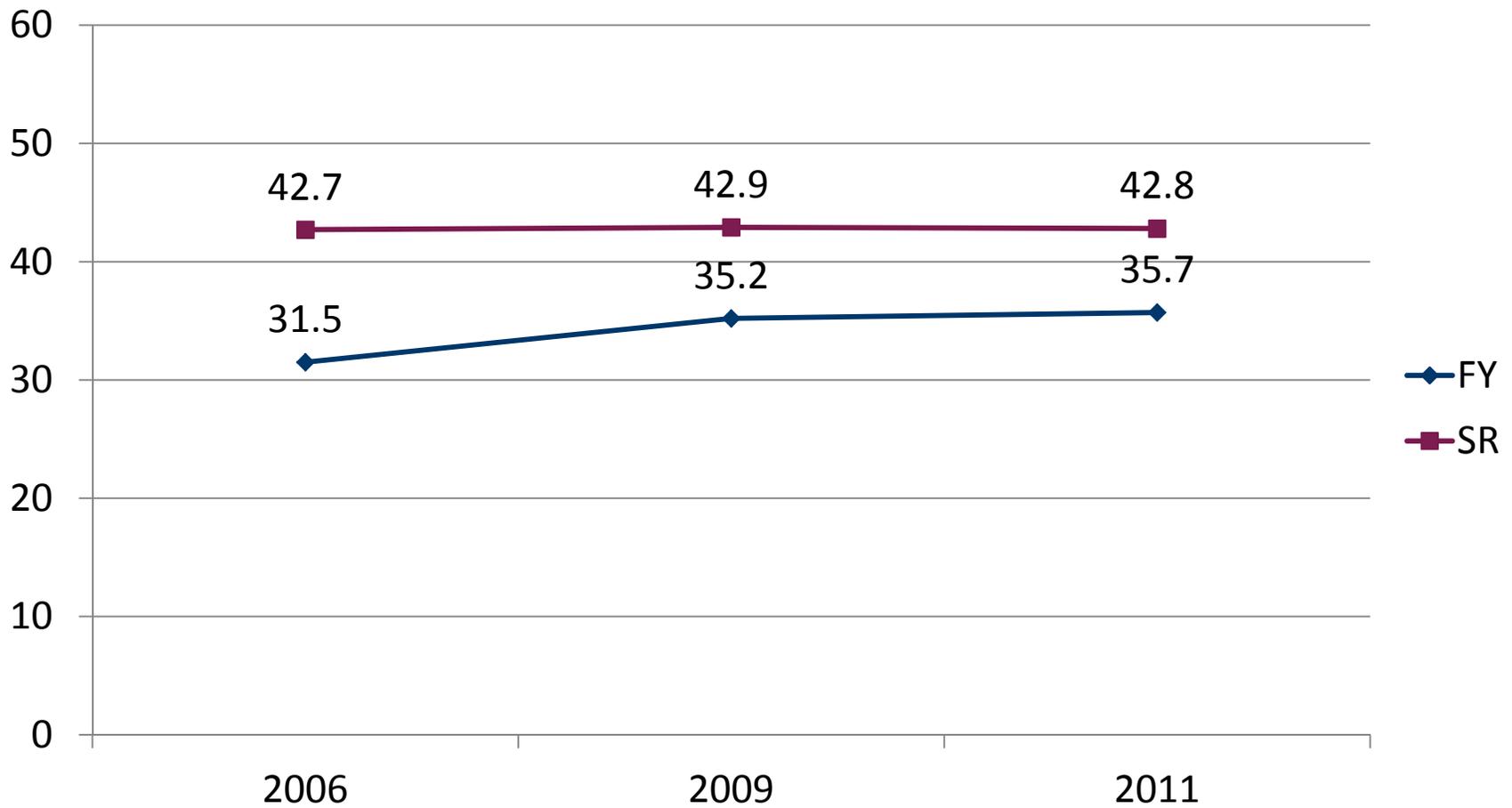
Average Tennessee Student Level of Academic Challenge



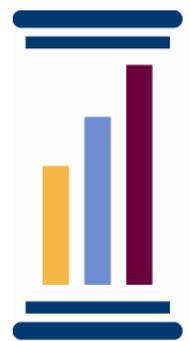
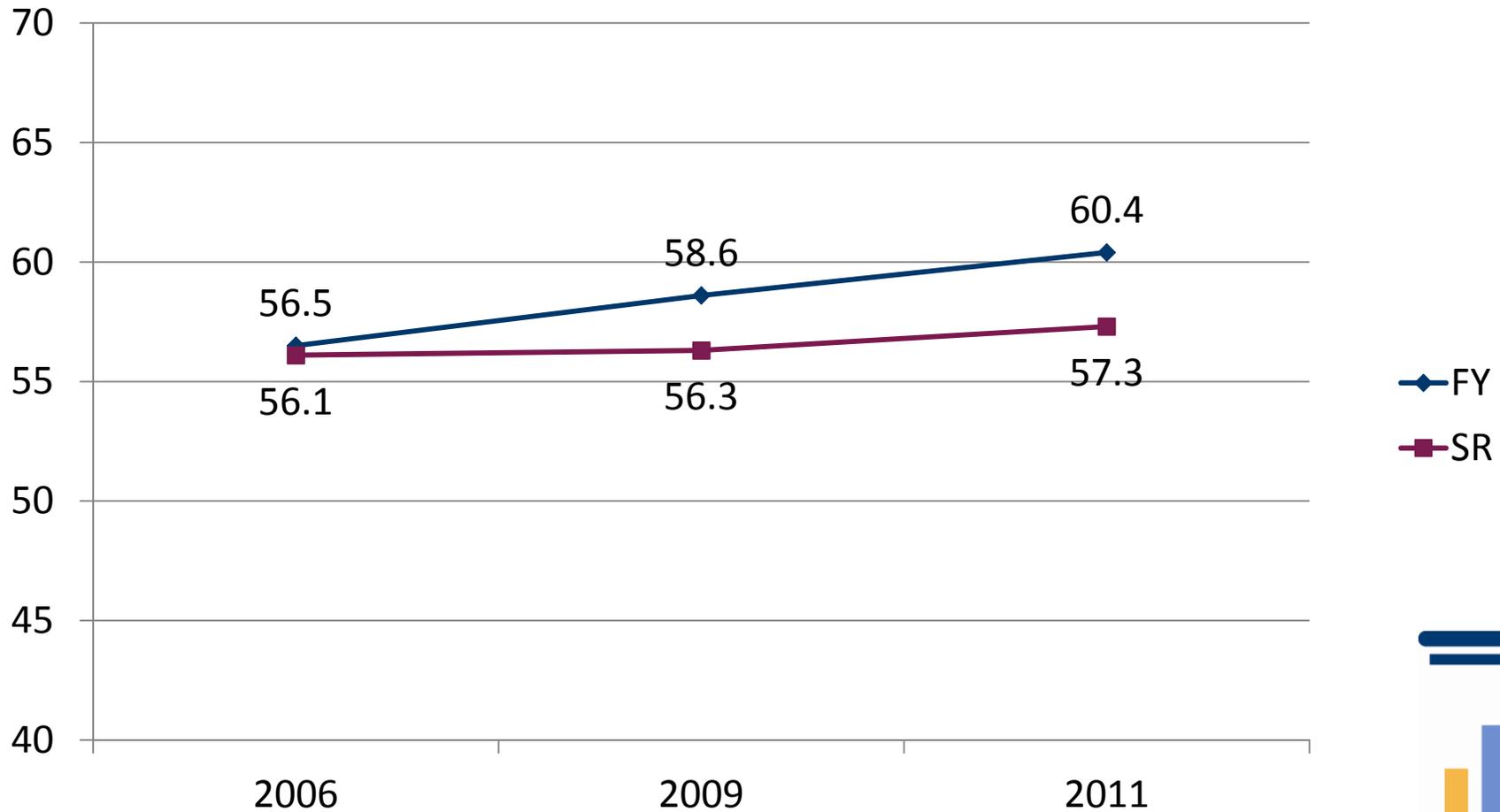
Average Tennessee Student Active and Collaborative Learning



Average Tennessee Student Student Faculty Interaction



Average Tennessee Student Supportive Campus Environment

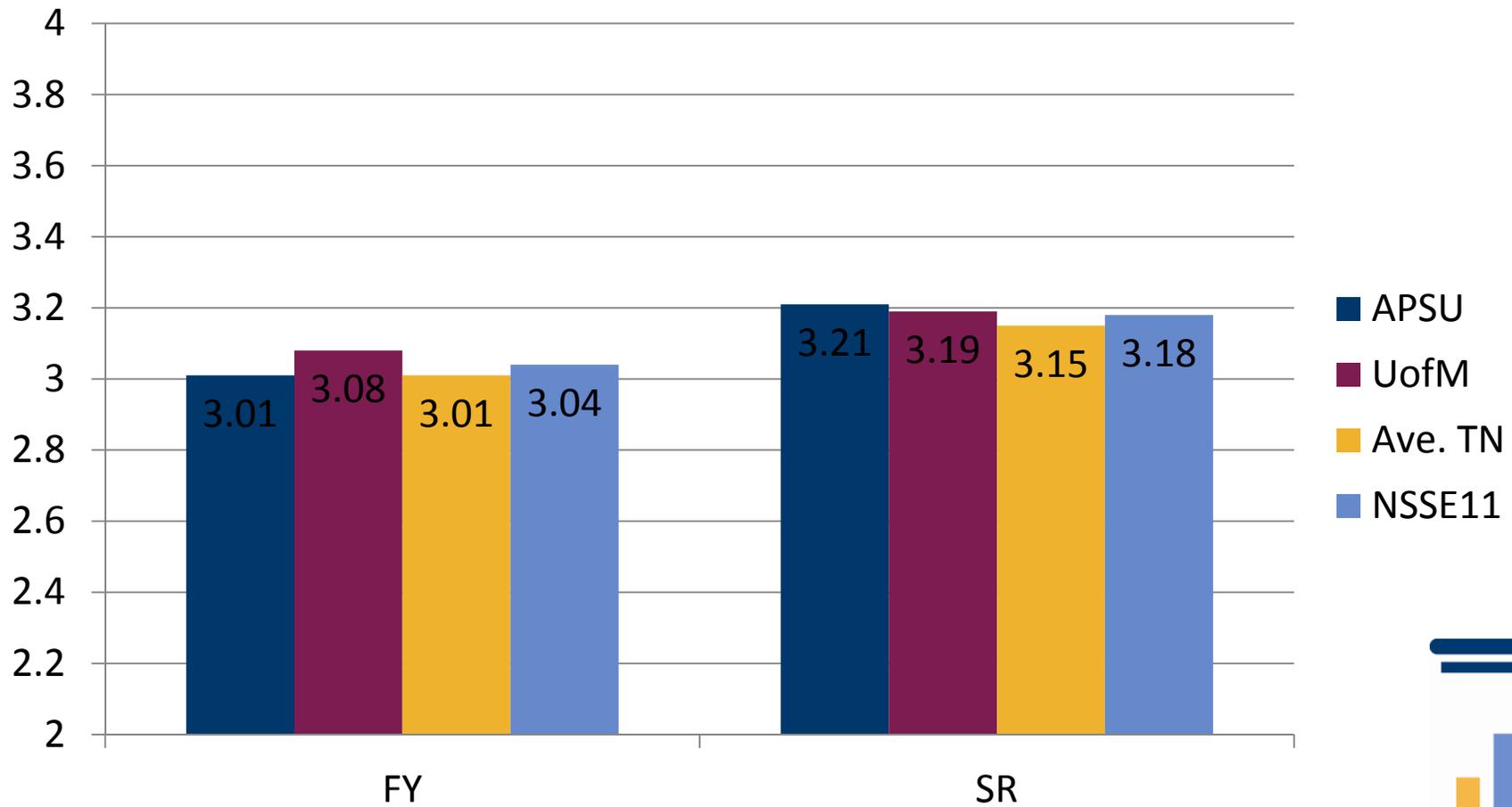


Deep Approaches to Learning

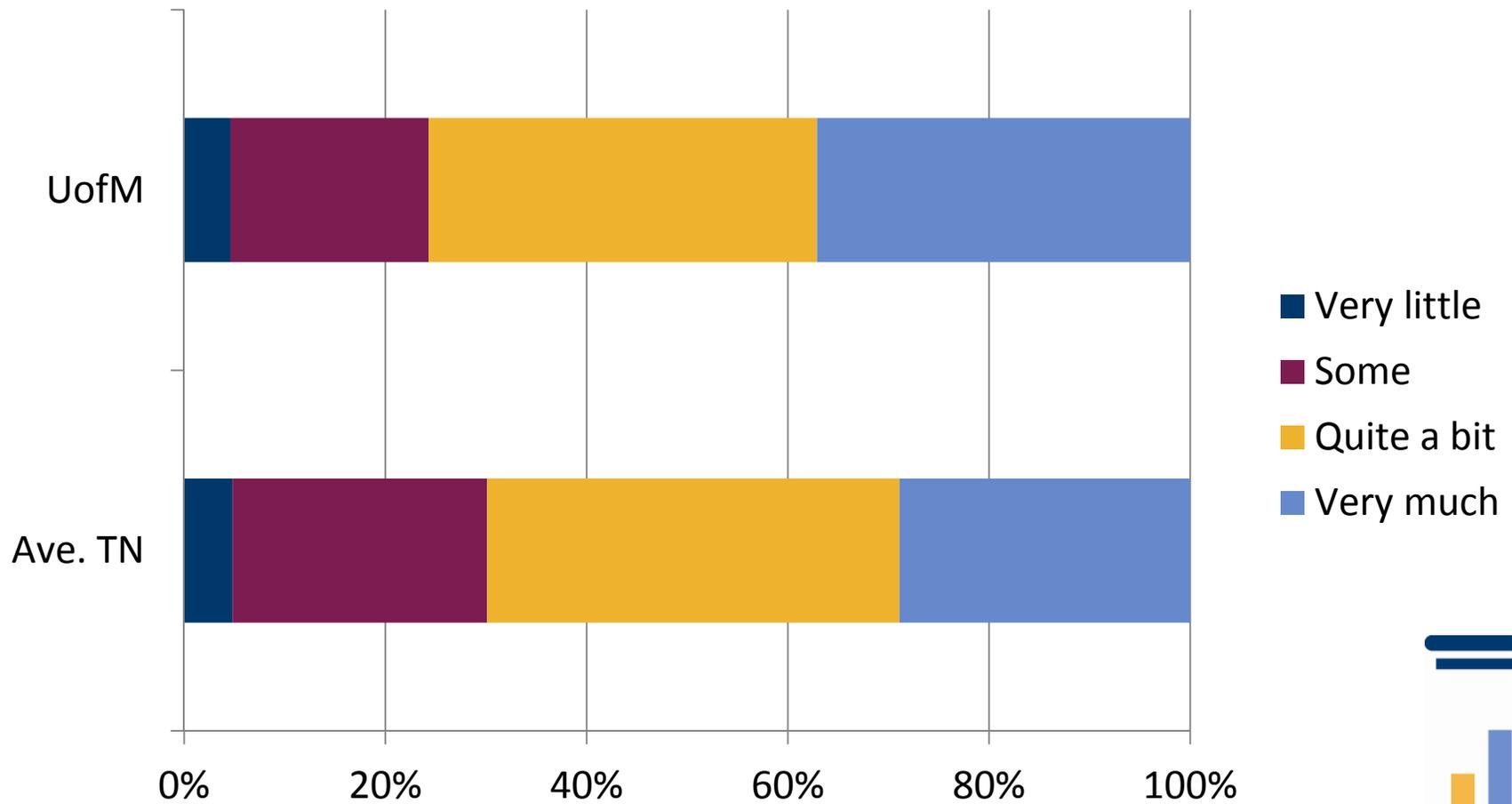
- Higher-order Learning (2b. analyze, 2c. synthesize, 2d. evaluate, 2e. applying)
- Integrative Learning (1d. integrate, 1e. discuss, 1i. interrelate, 1p. facilitate, 1t. organize)
- Reflective Learning (6d. ownview, 6e. otherview, 6f. changeview)



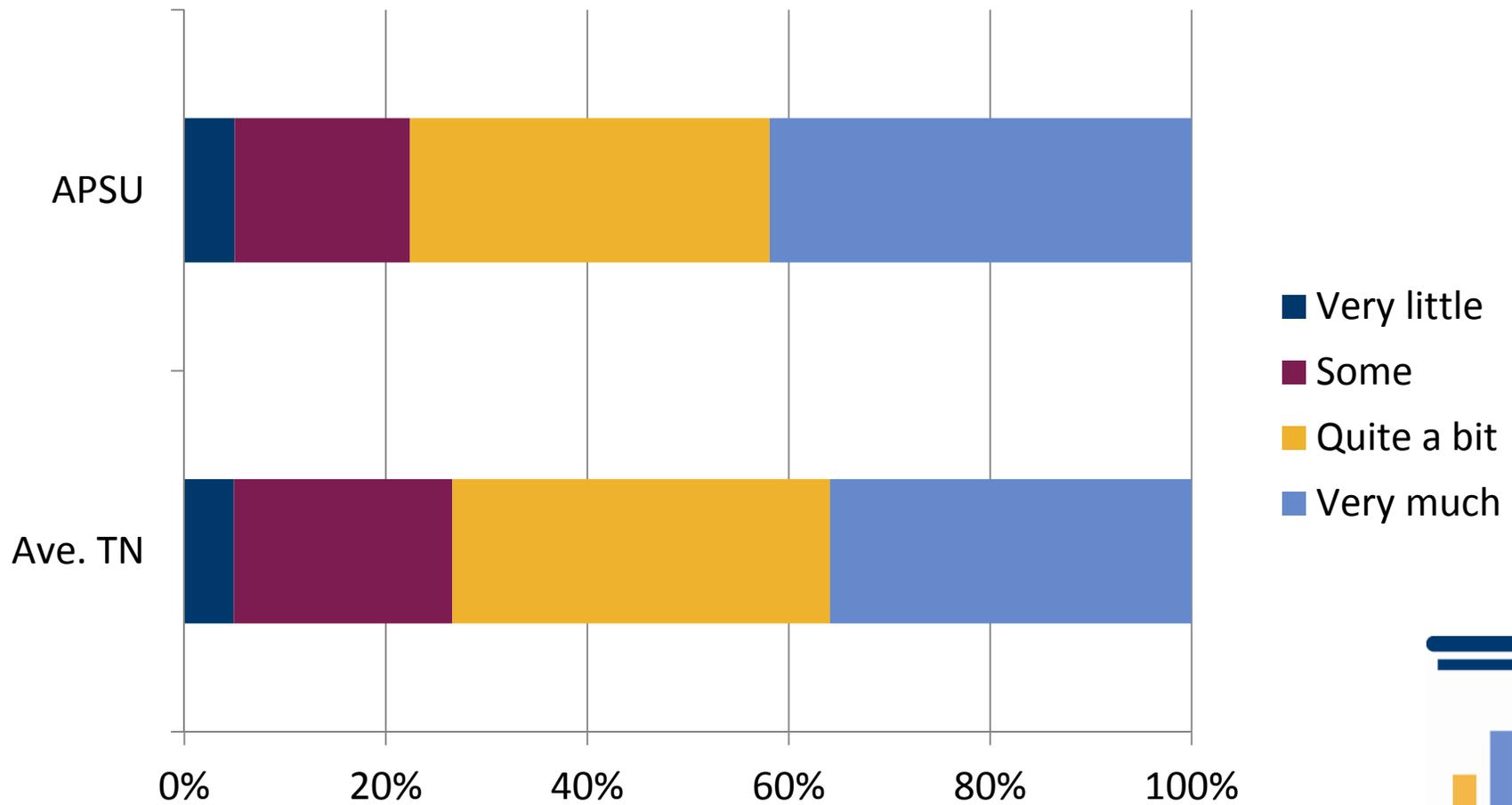
Higher-Order Learning



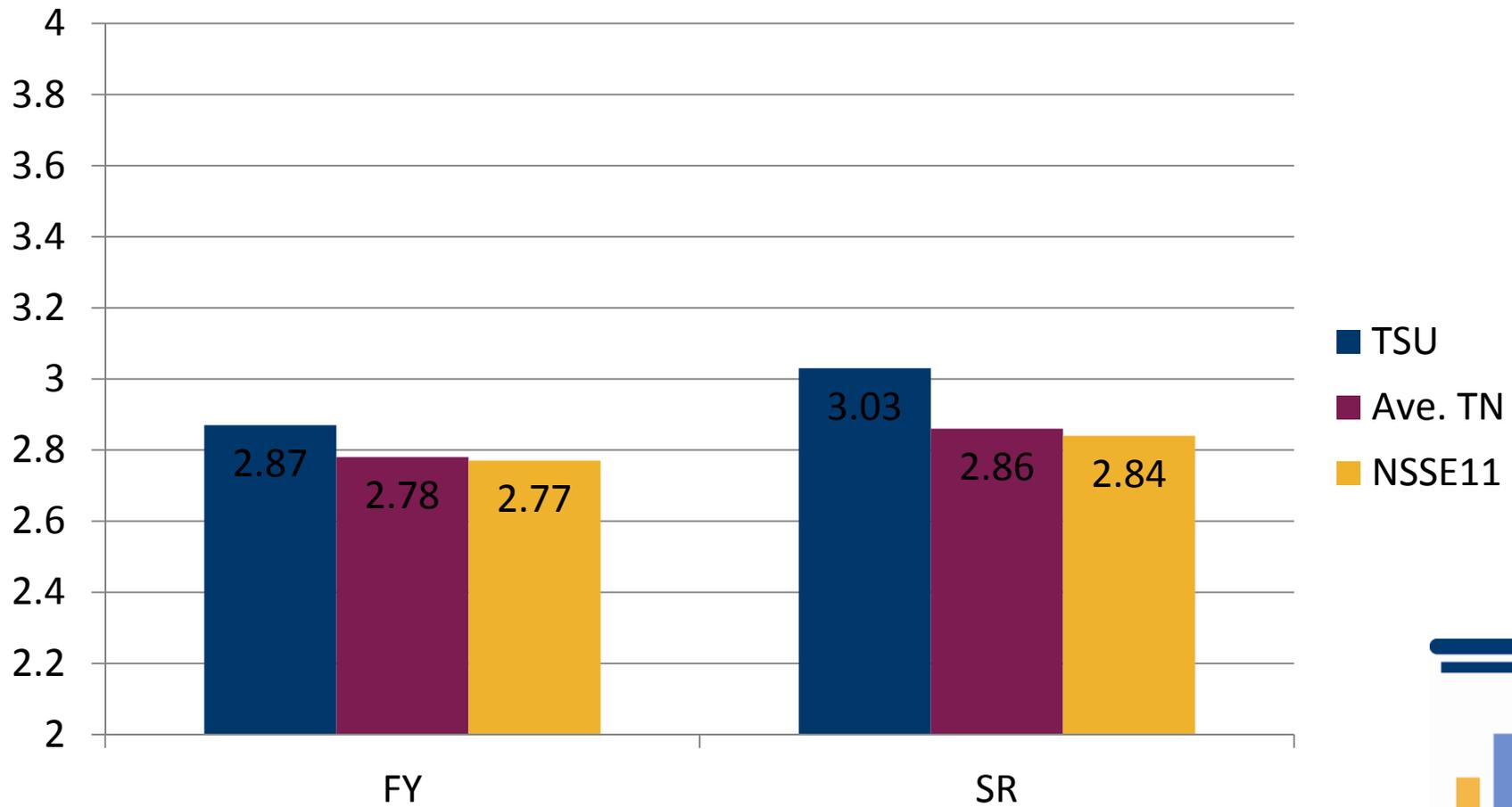
FY HOL: 2d. Evaluate



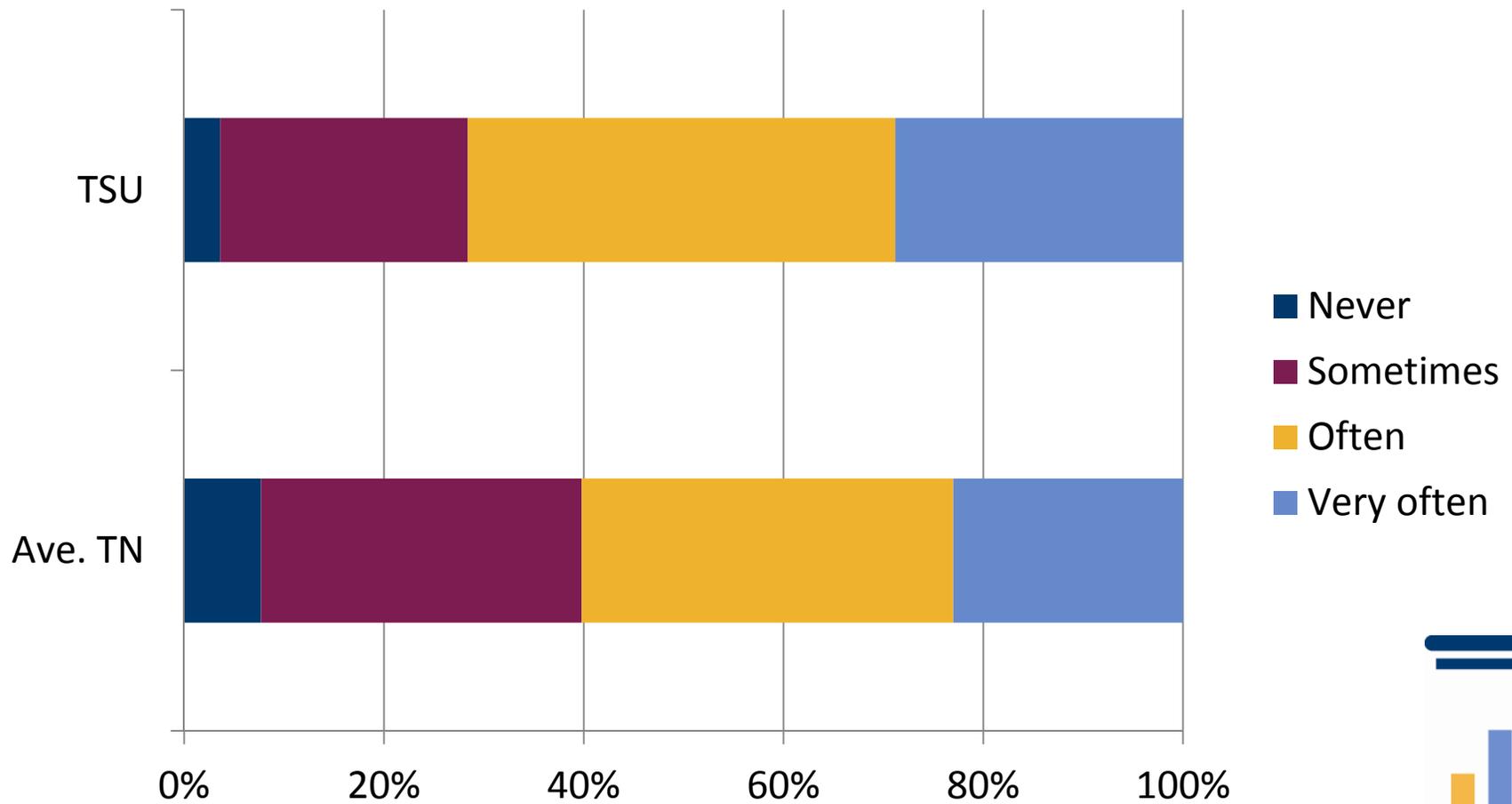
SR HOL: 2d. Evaluate



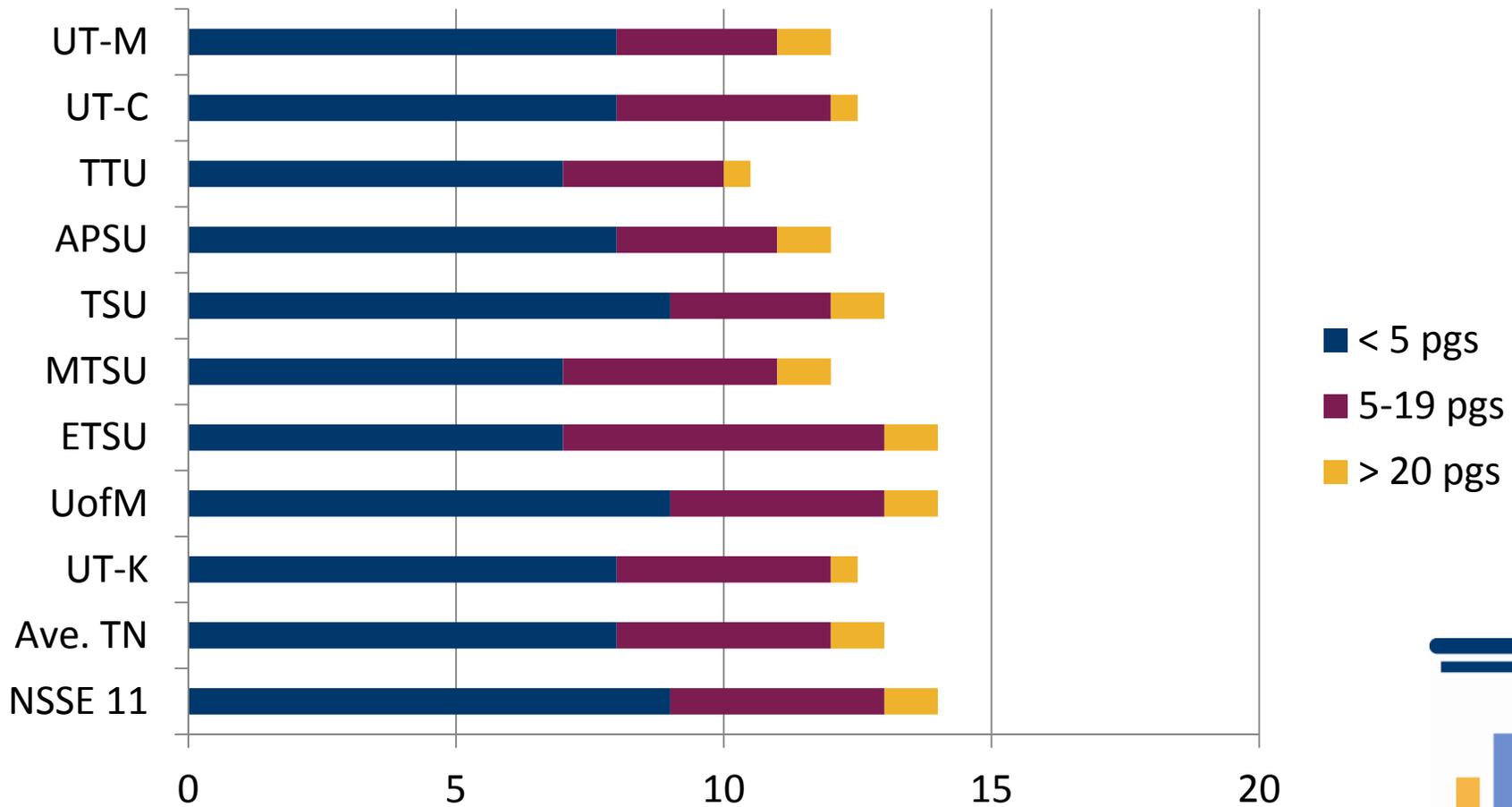
Reflective Learning



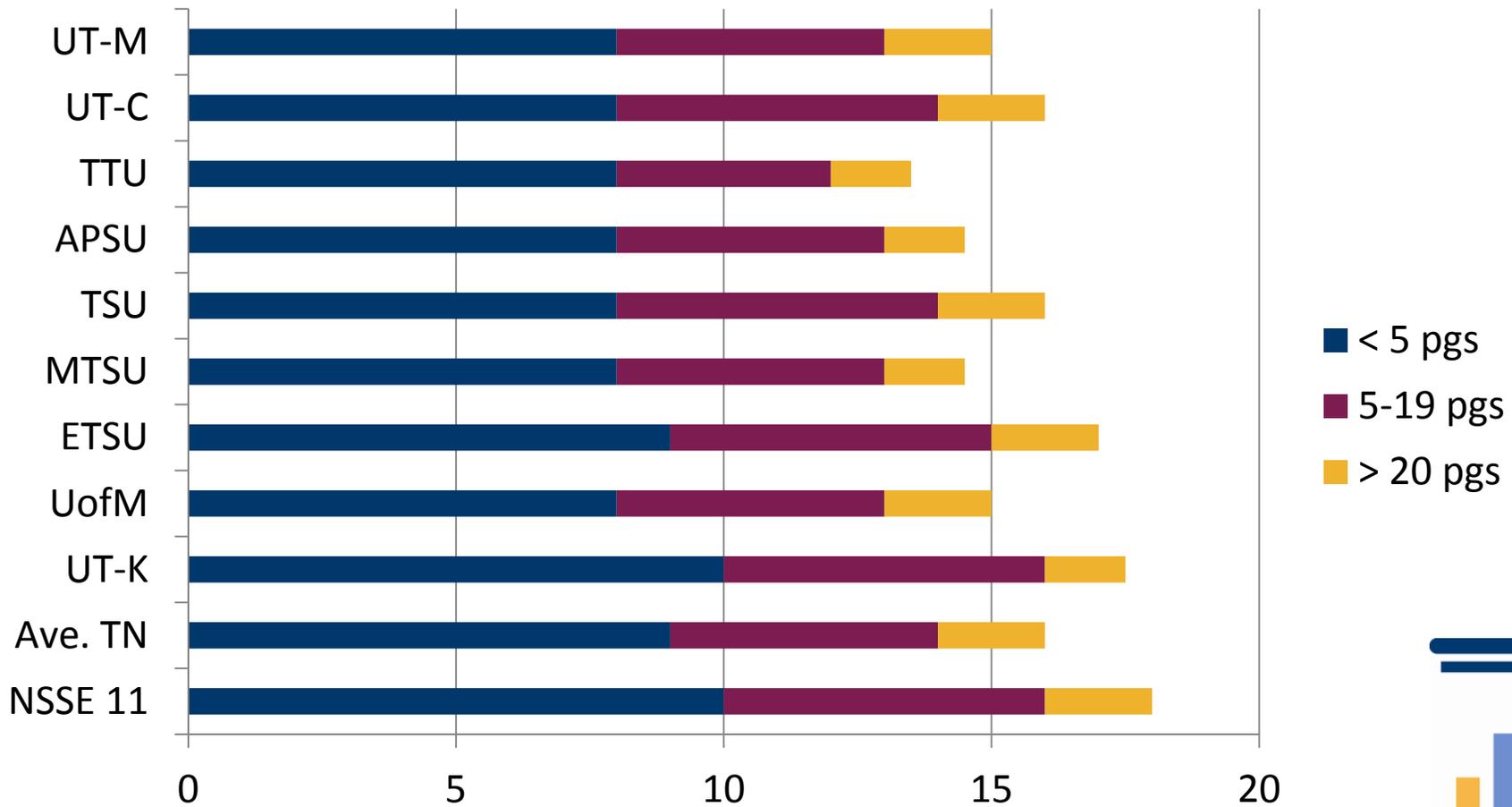
SR: RL: 6d. ownview



Amount of Writing for FY Students



Amount of Writing for SR Students



Prepared two or more drafts of a paper before turning it in

