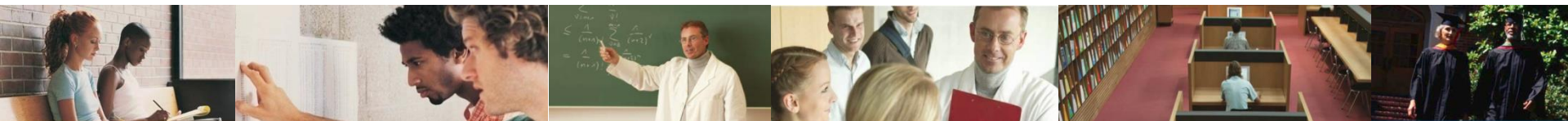


NSSE 2014: Overview and Select Results for UMass Dartmouth

Presentation Overview

- 1. NSSE and the Concept of Student Engagement**
- 2. Selected NSSE Results for UMass Dartmouth**
- 3. User Resources**
- 4. Using NSSE Data**
- 5. Questions & Discussion**
- 6. Contact Information**

NSSE and the Concept of Student Engagement



What is Student Engagement?

What students do –

Time and energy devoted to studies and other educationally purposeful activities

What institutions do –

Using resources and effective educational practices to induce students to do the right things

Educationally effective institutions channel student energy toward the right activities

Seven Principles of Good Practice in Undergraduate Education

Student-faculty contact

Active learning

Prompt feedback

Time on task

High expectations

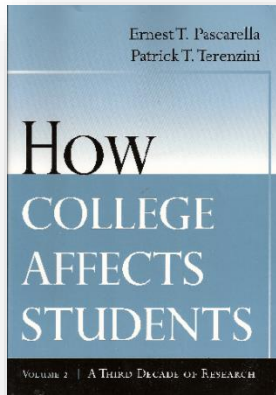
Experiences with diversity

Cooperation among students



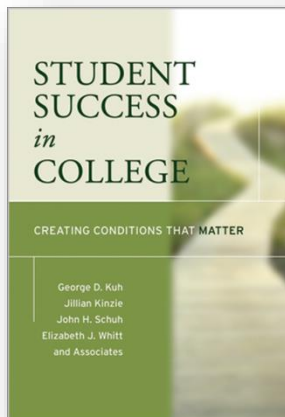
Chickering, A. W. & Gamson, Z. F. (1987). *Seven principles for good practice in undergraduate education*. AAHE: Bulletin, 39 (7), 3-7.

Other Supporting Literature



After reviewing approximately 2,500 studies on college students from the 1990s, in addition to the more than 2,600 studies from 1970 to 1990, Ernest Pascarella and Patrick Terenzini concluded student engagement is a central component of student learning.

Pascarella, E. & Terenzini, P (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass Publishers.



Kuh et al. present institutional policies, programs, and practices that promote student success. Provide practical guidance on implementation of effective institutional practice in a variety of contexts.

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E.J., & Associates (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.

NSSE Background

- **Launched with grant from The Pew Charitable Trusts in 1999, supported by institutional participation fees since 2002.**
- **More than 1,500 baccalaureate-granting colleges and universities in the US and Canada have participated to date.**
- **Institution types, sizes, and locations represented in NSSE are largely representative of U.S. baccalaureate institutions.**

Year	Institutions
2001	321
2002	367
2003	437
2004	473
2005	529
2006	557
2007	610
2008	769
2009	640
2010	595
2011	751
2012	577
2013	621
2014	713

Goals of NSSE Project

- Focus conversations on undergraduate quality
- Enhance institutional practice and improvement initiatives
- Foster comparative and consortium activity
- Provide systematic national data on “good educational practices”

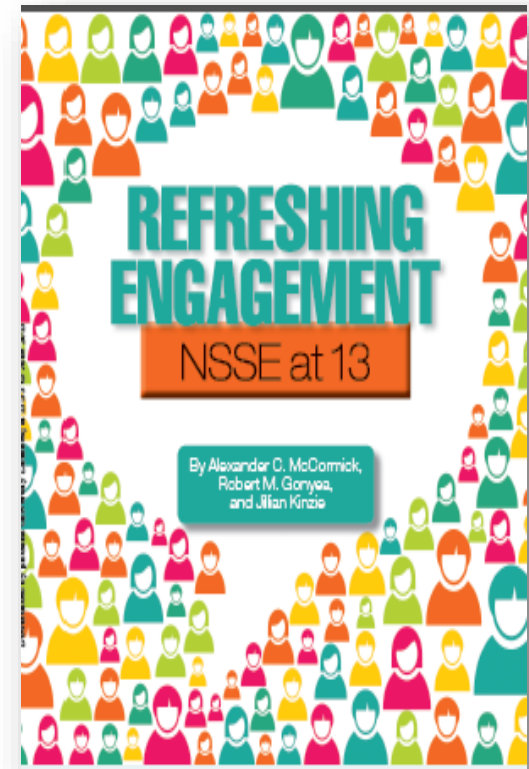


NSSE Updated in 2013!

What we've learned... connect engagement data to indicators of success; student behaviors; institutional improvement is possible

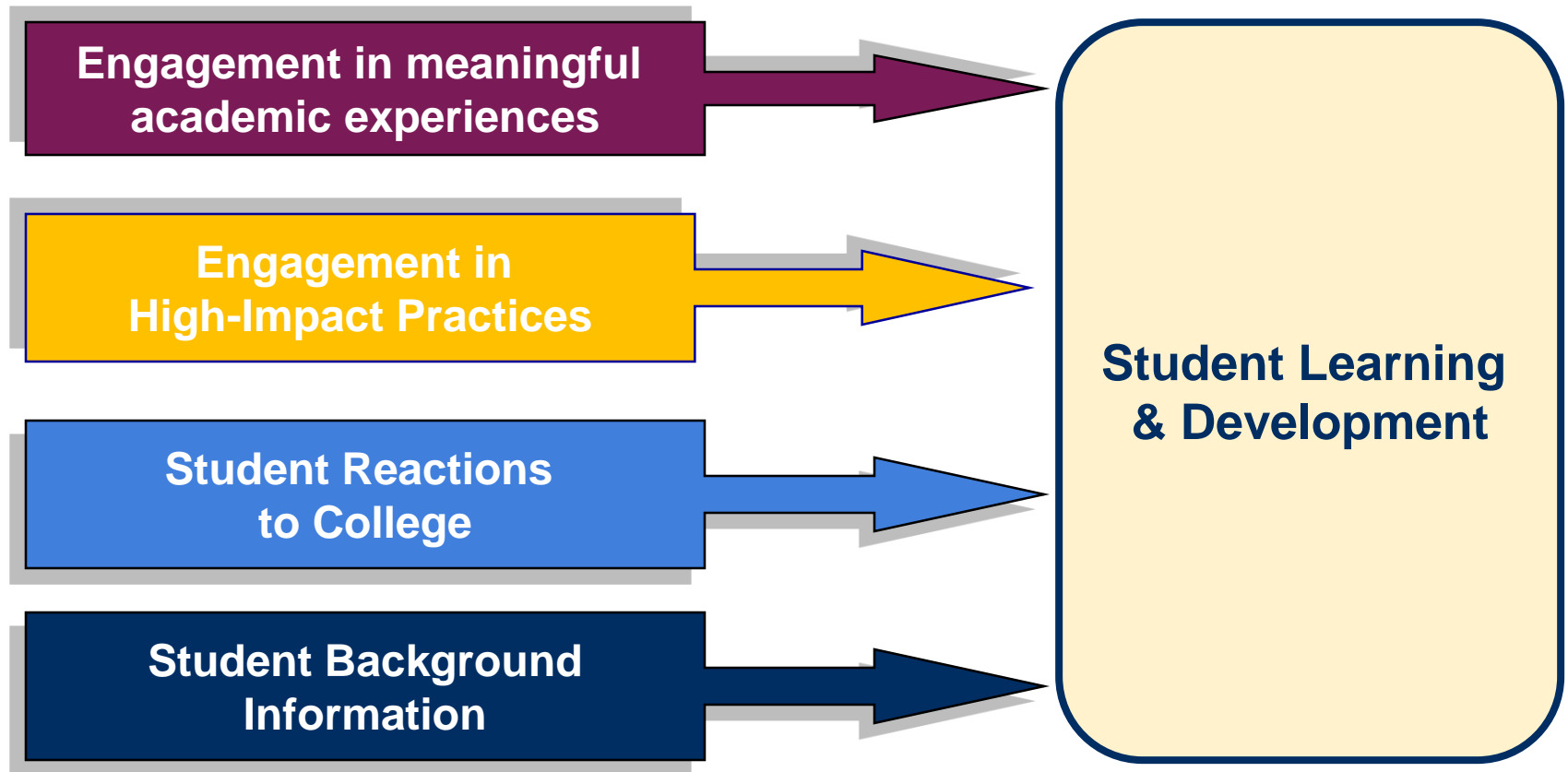
Updating NSSE... same focus; new & refined measures; updated terminology

- Emerging areas of interest – HIPs, quantitative reasoning, effective teaching, deep approaches, topical modules



Read the *Change* magazine article May/June 2013

NSSE Survey Content



NSSE Engagement Indicators

Meaningful Academic Engagement Themes

Academic Challenge

Learning with Peers

Experiences with Faculty

Campus Environment

Engagement Indicators

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Collaborative Learning

Discussions with Diverse Others

Student-Faculty Interaction

Effective Teaching Practices

Quality of Interactions

Supportive Environment

Survey Administration

- Census-administered or randomly sampled first-year & seniors
- Spring administration
- Multiple follow-ups to increase response rates
- Topical Modules provide option to delve deeper into the student experience
- Consortium participation enables addition of custom questions



The image shows a sample of the NSSE (National Survey of Student Engagement) form, titled "THE COLLEGE STUDENT REPORT". The form asks students to rate how often they performed various activities during the current school year. The activities are listed on the left, and the response options are "Very often", "Often", "Sometimes", and "Never". The form is divided into two sections, each with a "2% complete" progress bar.

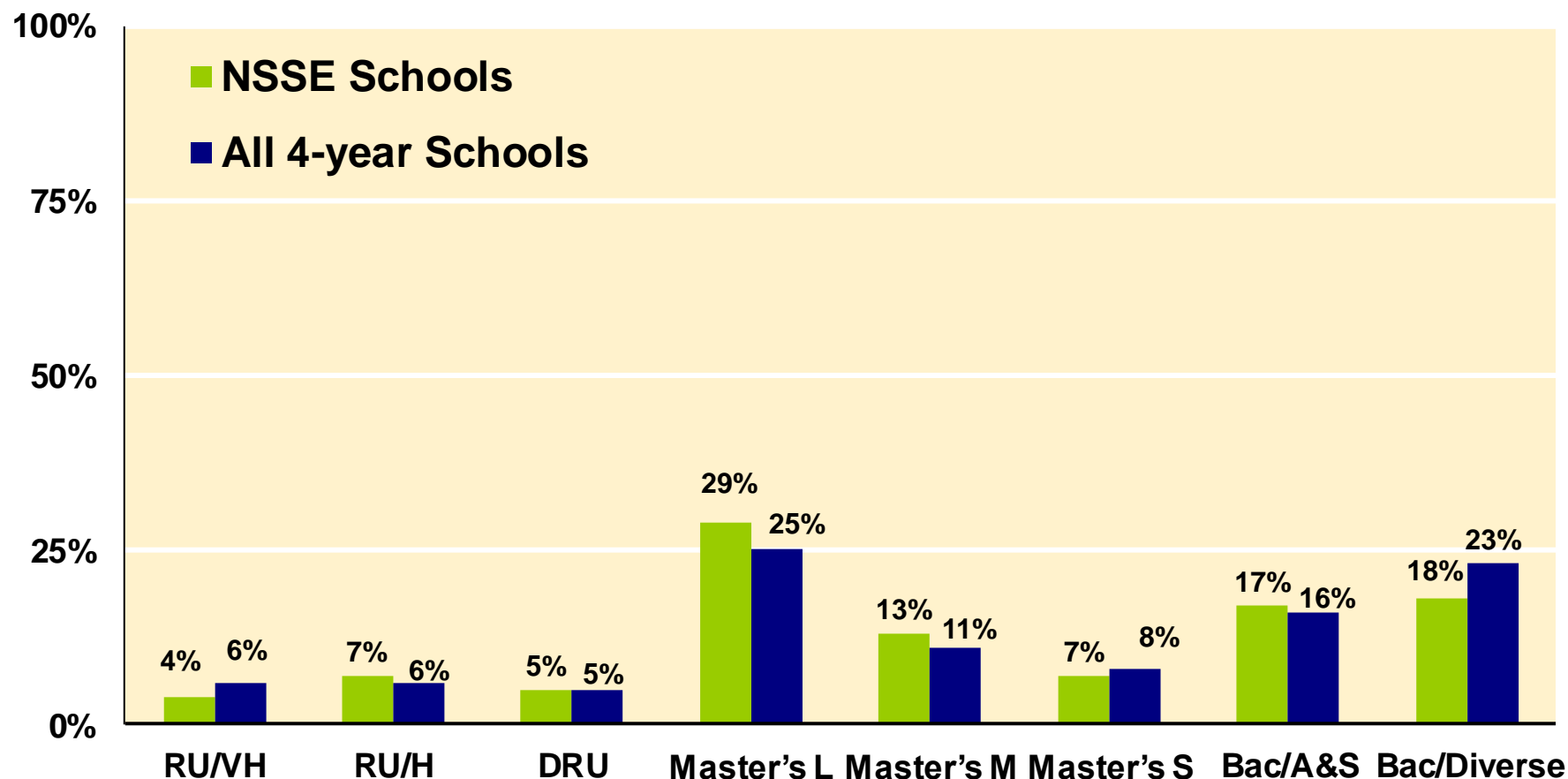
Section 1:

Activity	Very often	Often	Sometimes	Never
Asked questions or contributed to course discussions in other ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended an art exhibit, play or other arts performance (dance, music, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked another student to help you understand course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained course material to one or more students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared for exams by discussing or working through course material with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on course projects or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave a course presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 2:

Activity	Very often	Often	Sometimes	Never
Combined ideas from different courses when completing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected your learning to societal problems or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined the strengths and weaknesses of your own views on a topic or issue from his or her perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned something that changed the way you understand an issue or concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected ideas from your courses to your prior experiences and knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NSSE 2014 Institutions by Carnegie Classification



NSSE 2014 Respondents by Race, Ethnicity, and Nationality

	NSSE 2014 Respondents	U.S. Bachelor's-Granting Population
African American/Black	10%	13%
American Indian/Alaskan Native	1%	1%
Asian	5%	6%
Native Hawaiian/other Pacific Islander	<1%	<1%
Caucasian/White	66%	61%
Hispanic/Latino	11%	13%
Multiracial/Ethnic	3%	3%
Foreign/nonresident alien	3%	4%

Notes: Totals may not sum to 100% due to rounding. NSSE 2014 population consists of first-year and senior undergraduates. Data were provided by participating institutions. U.S. percentages are unweighted and based on data from the fall 2012 IPEDS Institutional Characteristics and Enrollment data. Includes all class years. Institution-reported data. Excludes students whose race/ethnicity was unknown or not provided.

A Commitment to Data Quality

NSSE's Psychometric Portfolio presents evidence of validity, reliability, and other indicators of data quality. It serves higher education leaders, researchers, and professionals who use NSSE.

See the Psychometric Portfolio
nsse.iub.edu/links/psychometric_portfolio



Selected NSSE Results for UMass Dartmouth



NSSE 2014 Survey Population and Respondents

- More than 1.8 million students were invited to participate in NSSE 2014, with 473,633 responding
- 2,709 UMassD students were invited to participate with 549 responding (i.e., a 20% response rate)



NSSE 2014 U.S. Institution Response Rates

UMassD's response rate = 20%

All NSSE 2014 institutions = 32%


**NSSE 2014
U.S. Average
Institutional
Response Rates
by Enrollment:**


Undergraduate Enrollment	Number of Institutions	Avg. Institutional Response Rate
2,500 or fewer	271	39%
2,501 to 4,999	136	30%
5,000 to 9,999	111	24%
10,000 or more	104	22%
All institutions	622	32%

NSSE 2014 Results for UMassD


Overall results compared to UMassD's new peer group for each Engagement Indicator.


Key:






 Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

 Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

 Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

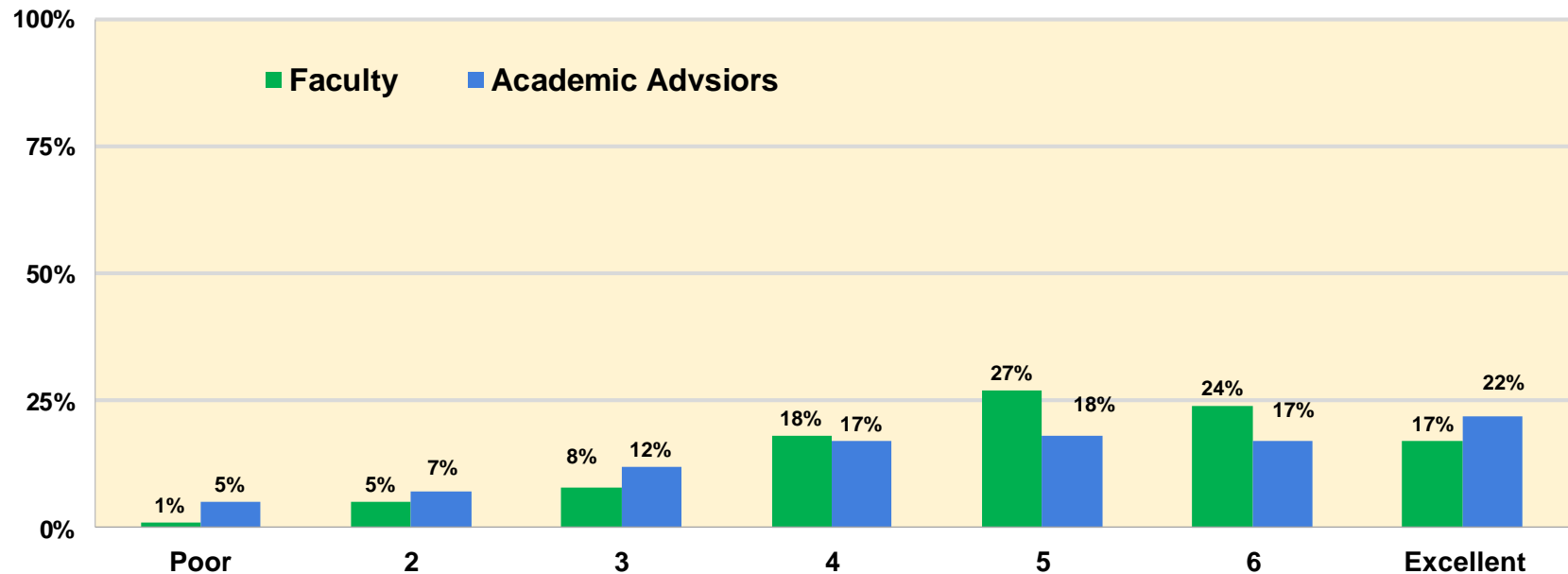
 Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Theme	Engagement Indicator	Your students compared with New Peers 2014	
		First-year	Senior
Academic Challenge	Higher-Order Learning		--
	Reflective & Integrative Learning	--	
	Learning Strategies	--	--
	Quantitative Reasoning		--
Learning with Peers	Collaborative Learning		--
	Discussions with Diverse Others	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--
	Effective Teaching Practices	--	--
Campus Environment	Quality of Interactions	--	--
	Supportive Environment	--	

NSSE 2014 Results for UMassD

Engagement Indicator: Quality of Interactions

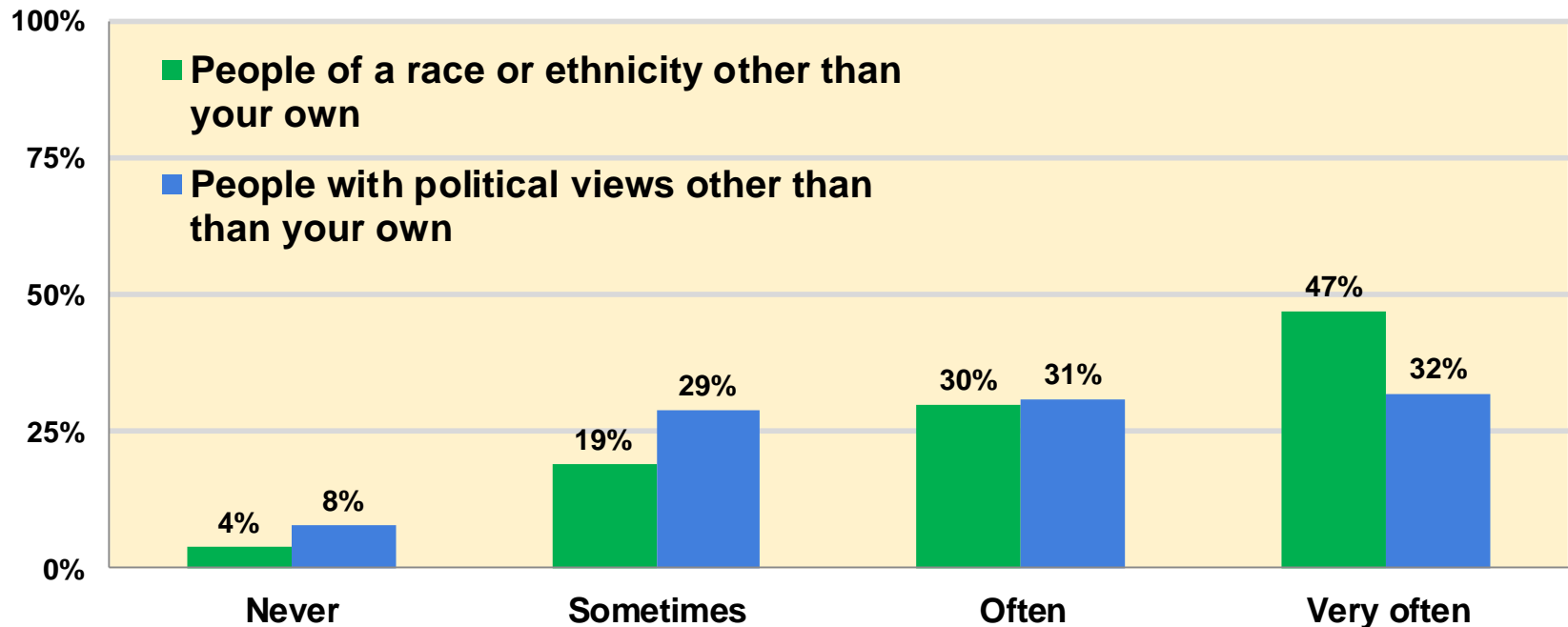
- Indicate the quality of your interactions with the following people at your institution. (First-year students)



NSSE 2014 Results for UMassD

Engagement Indicator: Discussions with Diverse Others

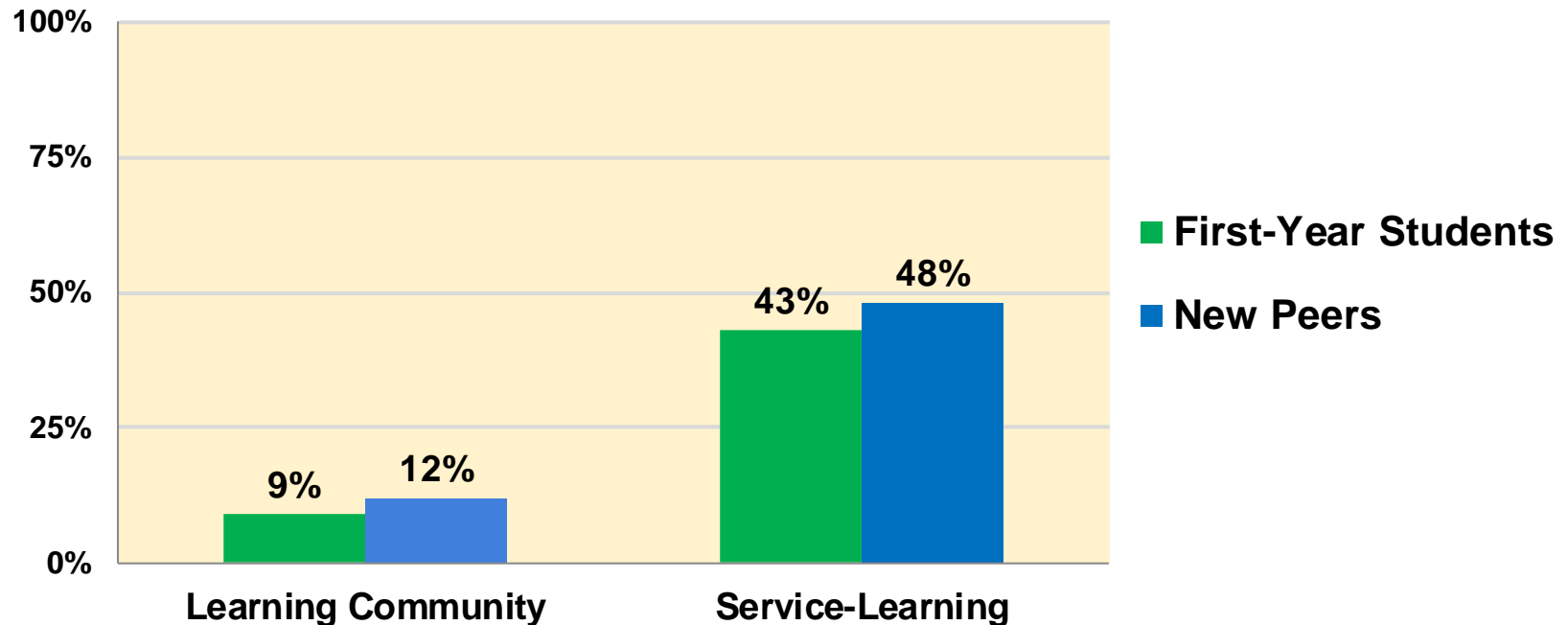
- How often have you had discussions with people from the following groups? (First-year students)



UMassD Comparisons with New Peers

High-Impact Practices

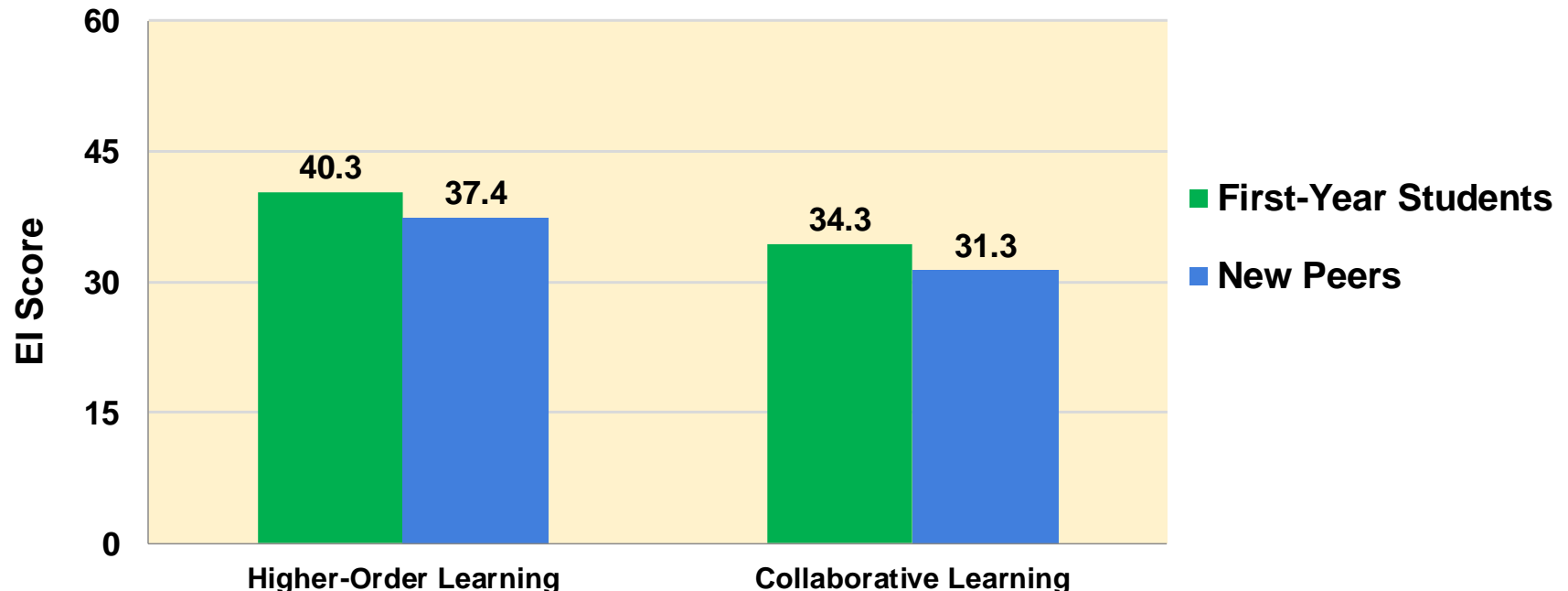
- Percentage of first-year students who participated in a learning community and in course-based service-learning.



UMassD Comparisons with New Peers

Engagement Indicators

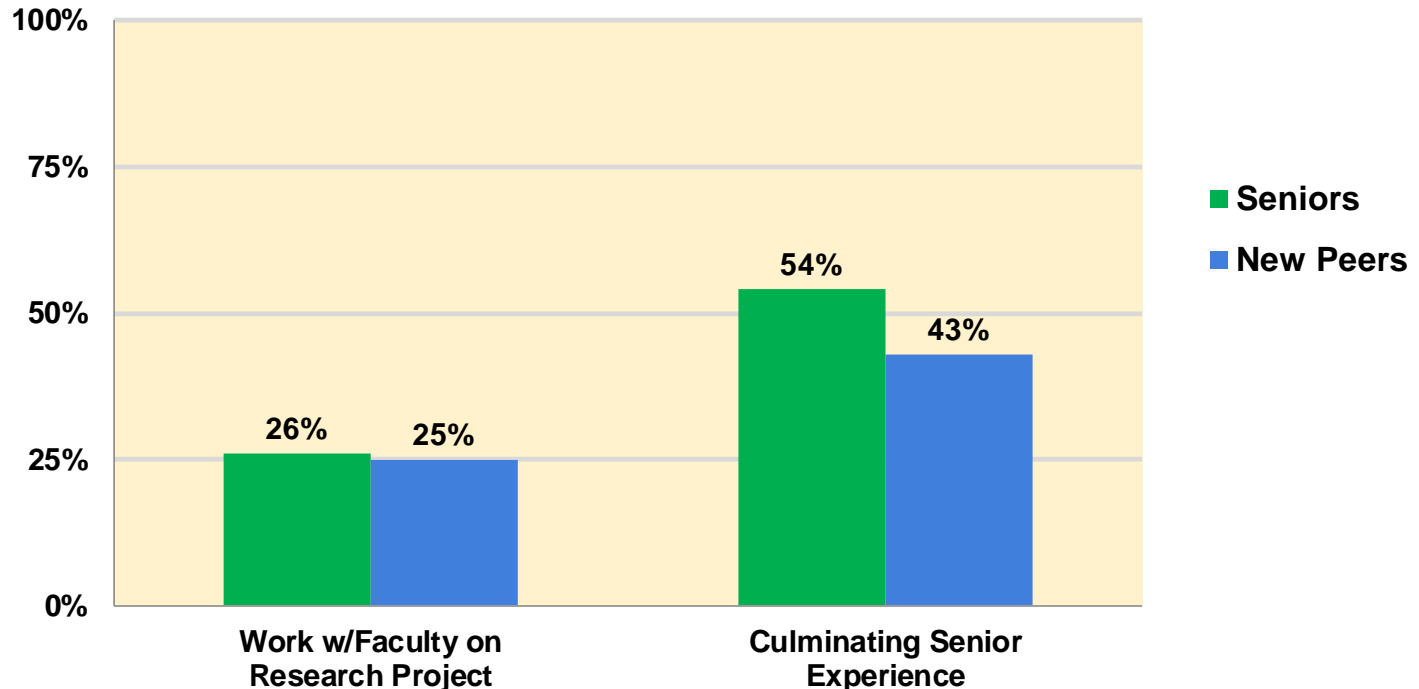
- Higher-Order Learning and Collaborative Learning (First-Year Students)



UMassD Comparisons with New Peers

High-Impact Practices

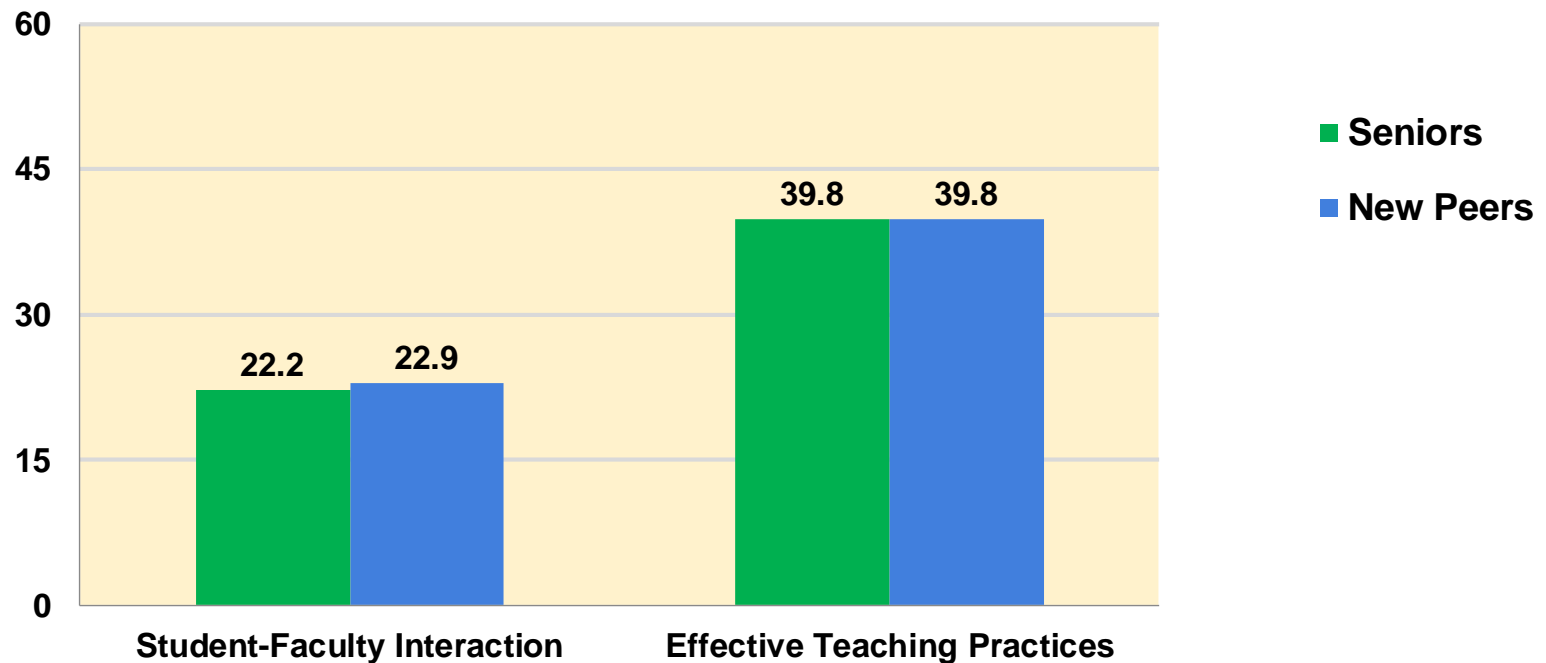
- Percentage of seniors who worked on a research project with a faculty member and who did a culminating senior experience.



UMassD Comparisons with New Peers

Engagement Indicators:

- Student-Faculty Interaction and Effective Teaching Practices (Seniors)



UMassD Comparisons with New Peers

How do students spend their time?

- Average hours per week **preparing for class**

Class	UMassD	New Peers
First-Year	15 hrs	14 hrs
Senior	16 hrs	15 hrs

UMassD Comparisons with New Peers

How do students spend their time?

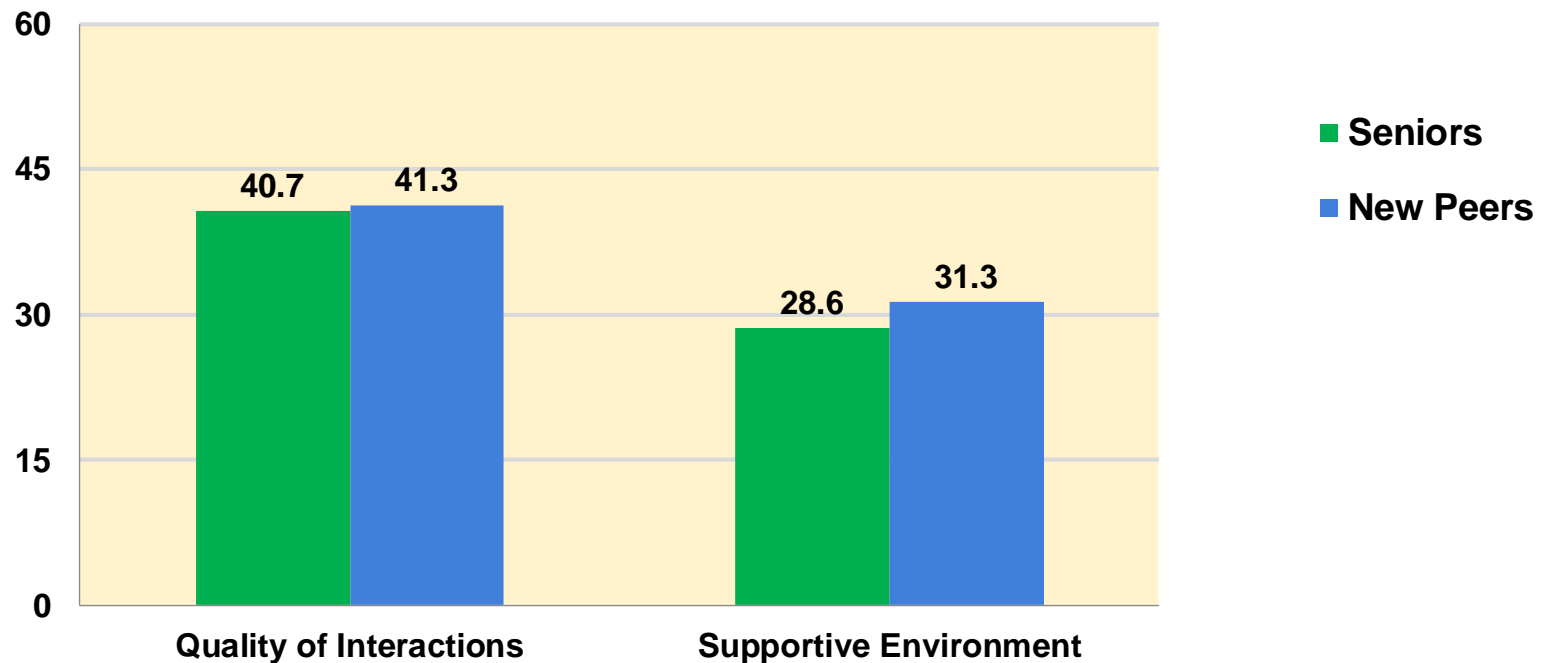
- Average hours per week students spend **participating in co-curricular activities**

Class	UMassD	New Peers
First-Year	4.4	5.0
Senior	3.8	4.2

UMassD Comparisons with New Peers

Engagement Indicators:

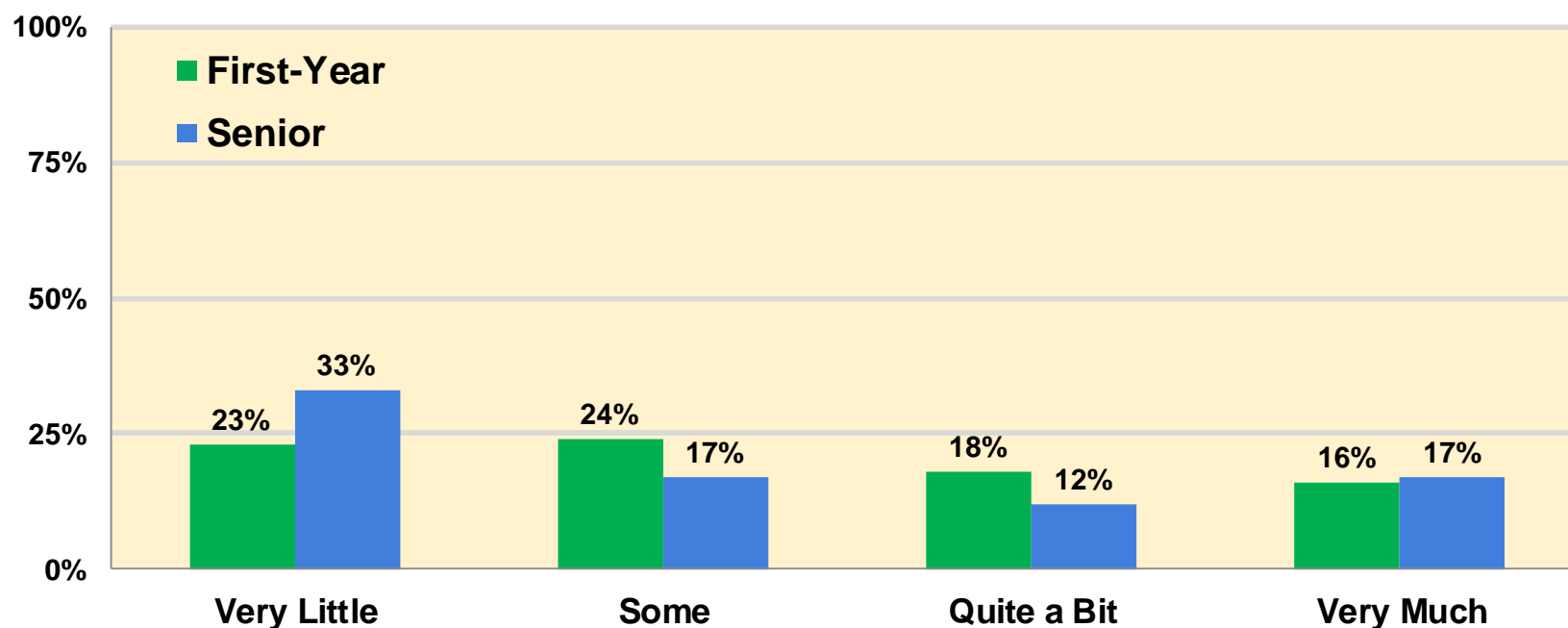
- Quality of Interactions and Supportive Environment (Seniors)



NSSE 2014 Results for UMassD

Academic Advising Module

- During the current school year, to what extent have your academic advisors ... Helped you get information on special opportunities (study abroad, internship, research projects, etc.)?*

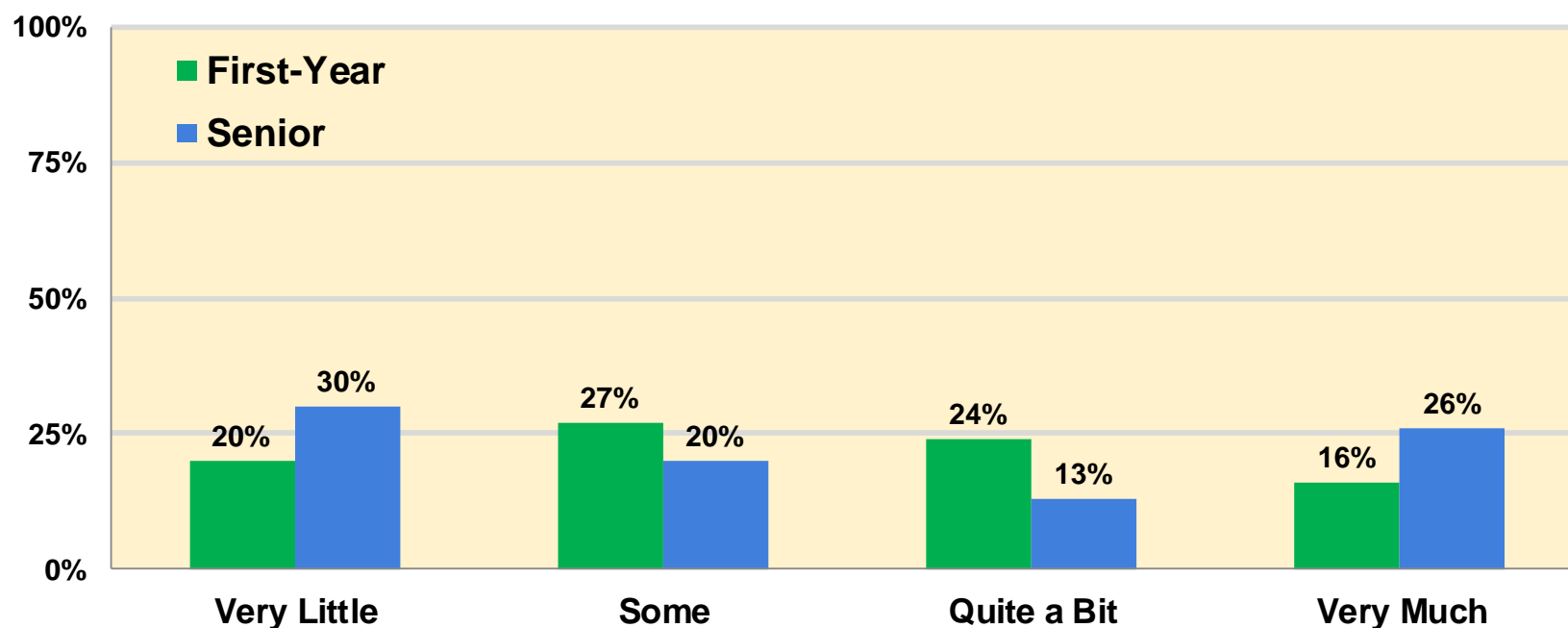


*Percentages do not total 100% because NSSE includes "Not applicable" responses as an additional category when calculating percentages.

NSSE 2014 Results for UMassD

Academic Advising Module

- During the current school year, to what extent have your academic advisors ... Discussed your career interests and post-graduation plans?*

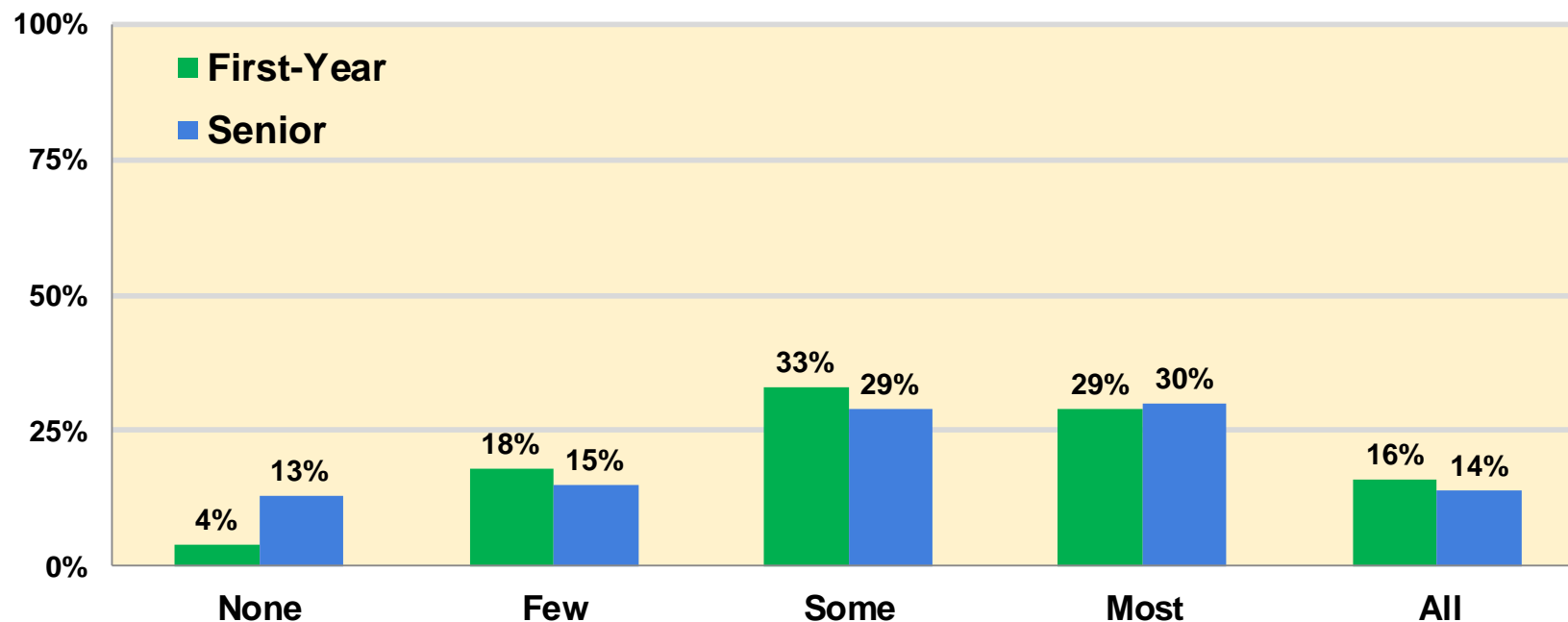


*Percentages do not total 100% because NSSE includes “Not applicable” responses as an additional category when calculating percentages.

NSSE 2014 Results for UMassD

Experiences with Writing Module

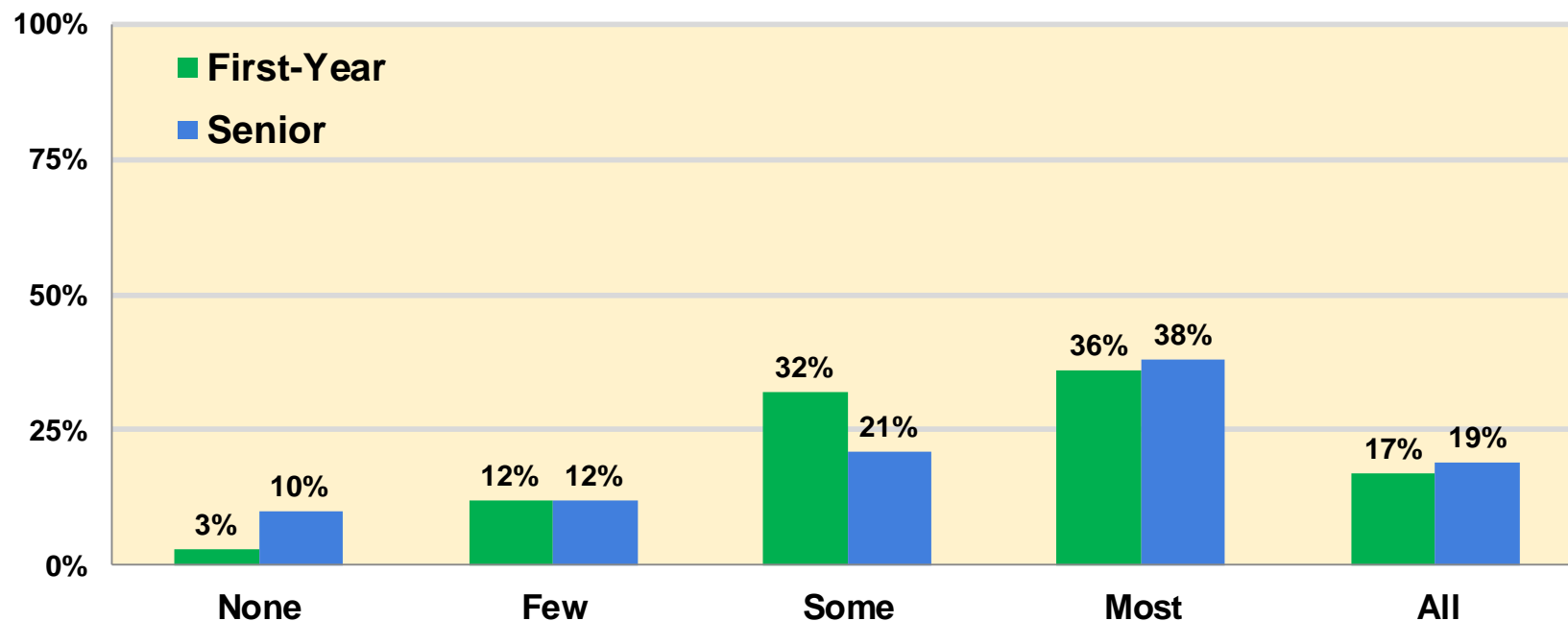
- During the current school year, for how many *writing assignments* have you ... Summarized material you read, such as articles, books, or online publications?



NSSE 2014 Results for UMassD

Experiences with Writing Module

- During the current school year, for how many *writing assignments* have you ... Analyzed or evaluated something you read, researched, or observed?



NSSE 2014 Results for UMassD

Sample Student Comments

- "UMass does **not** provide **enough support** for the **full-time working** evening **students**. It is very difficult to enroll in all the classes needed for a degree if you can not take classes during the day time. The selection of online classes needs to be expanded..."
- "**Advising really needs work**. My adviser hardly ever had time to meet with me and when we did meet it felt rushed and unhelpful."
- "UMass Dartmouth is an **amazing** institution. Despite being only a commuter, it was not hard to become part of the **school community**. The college offers many opportunities to be involved and holds many events on campus."

User Resources: Overview of NSSE Institute Activities



User Resources and the NSSE Institute

The NSSE Institute for Effective Educational Practice develops user resources and responds to requests for assistance in using student engagement results to improve student learning and institutional effectiveness.

- **Resources:**

- Free Webinars
- User Workshops
- System and Consortium Workshops
- Accreditation Toolkits
- Guides to Data Use
- Degree Qualifications Profile Toolkit
- A Pocket Guide to Choosing a College
- Voluntary System of Accountability (VSA)

nsse.iub.edu/institute

A Pocket Guide to Choosing a College

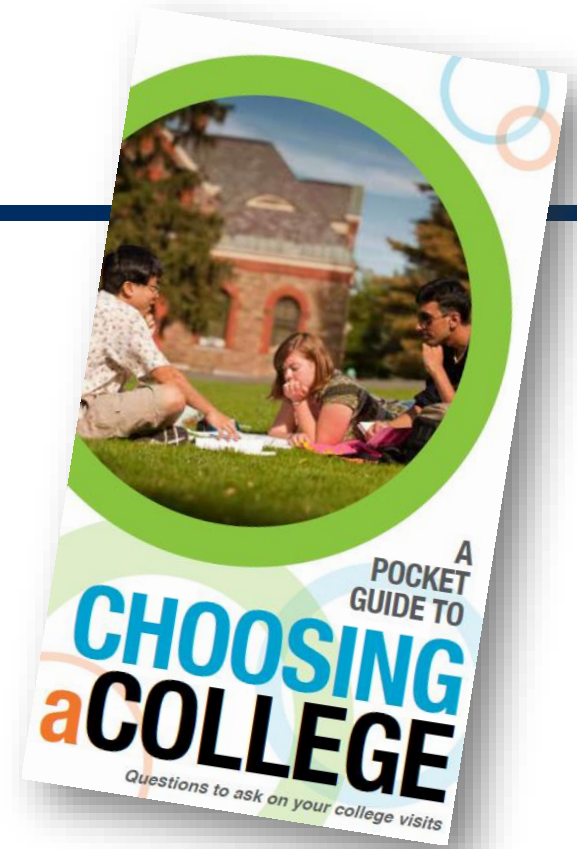
For Students and Families:

- *A Pocket Guide to Choosing a College* gives questions to ask during a campus visit about what matters to learning.

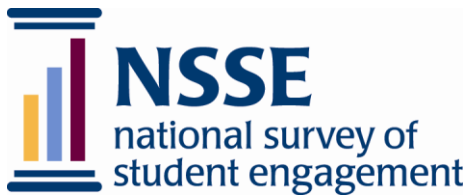
For NSSE Institutions:

- A data report, *NSSE 2014 Answers from Students* provides results for admissions, orientation, prospective students and families, and campus Web sites.

* Available in Spanish, and in a mobile version.



Using Your NSSE Data



Using NSSE Data



- It is important for NSSE to discover and share ways student engagement results are used.
- NSSE results are used across all types of institutions.
- The following slides illustrate how NSSE data inform educational policy and practice at specific institutions.

Internal Campus Uses

- Gauge status of campus priorities
- Examine changes in student engagement between first and senior years
- Assess campus progress over time
- Encourage dialogue about good practice
- Link with other data to test hypotheses, evaluate programs
- Improve curricula, instruction, services



External Campus Uses

- Assess status vis-à-vis peers, competitors
- Identify, develop, market distinctive competencies
- Encourage collaboration in consortia (e.g., statewide NSSE conference)
- Provide evidence of accountability for good processes (while awaiting improvement in outcomes)



Supporting NSSE Use in Accreditation

NSSE Accreditation Toolkits – Resource tailored to regional and program accreditors

- Maps NSSE items to accreditation standards/criteria to support data use in accreditation

NSSE 2014 Survey Items Mapped to SACSCOC Criteria

NSSE 2014 Survey Items		SACS Criteria
1. During the current school year, about how often have you done the following?		
a.	Asked questions or contributed to course discussions in other ways	3.3.1.1
b.	Prepared two or more drafts of a paper or assignment before turning it in	3.3.1.1
c.	Come to class without completing readings or assignments	3.3.1.1
d.	Attended an art exhibit, play, dance, music, theater, or other performance	2.10, 3.3.1.3
e.	Asked another student to help you understand course material	
f.	Explained course material to one or more students	2.1
g.	Prepared for exams by discussing or working through course material with other students	3.3.1.1
h.	Worked with other students on course projects or assignments	3.3.1.1
i.	Gave a course presentation	3.3.1.1
2. During the current school year, about how often have you done the following?		
a.	Combined ideas from different courses when completing assignments	3.3.1.1
b.	Connected your learning to societal problems or issues	3.3.1.1

Example of Data Use: Increasing Academic Challenge

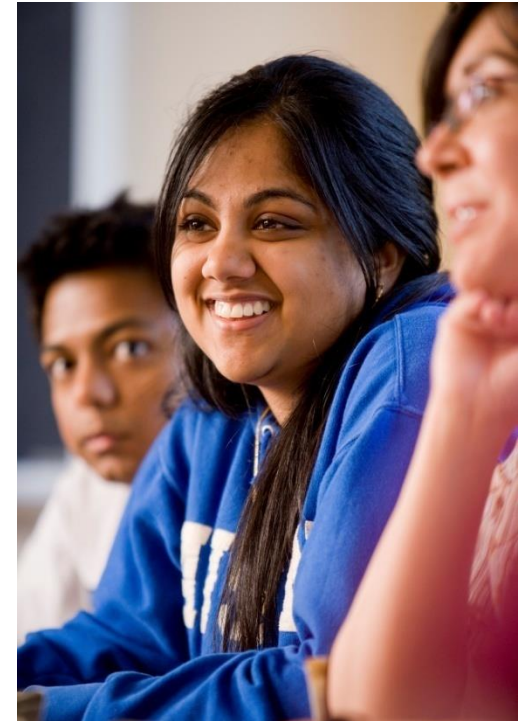
FAYETTEVILLE STATE UNIVERSITY

Finding:

- Writing and time spent preparing for class were lower than desired.

Action:

- Provided NSSE data to department chairs so that areas of potential improvement could be identified. The institution also increased investment in learning communities and capstone courses to strengthen writing across the curriculum and class preparation.



Example of Data Use: Enriching the First-Year Experience

WASHINGTON STATE UNIVERSITY

Finding:

- Campus was not meeting expectations for collaborative learning, student-faculty interaction, and learning communities.

Action:

- Freshman Focus learning communities provide the opportunity to engage in an extensive living-learning community system.



Example of Data Use: Student-Faculty Interaction

CALIFORNIA STATE UNIVERSITY-FRESNO

Finding:

- NSSE results showed that student-faculty interaction was lower than expected.

Action:

- Student success task force identified ways to improve student success. Participated in Building Engagement and Attainment for Minority Students (BEAMS) program to develop Mentoring Institute. Now 200+ faculty members, staff and student mentors have been trained.



Example of Data Use: Enriching and High-Impact Practices

JACKSONVILLE STATE UNIVERSITY

Finding:

- Student reported engagement in service-learning and other high-impact practices were not as high as desired.



Action:

- The Office of Leadership and Service was created to coordinate service-learning, promote service learning, and provide support to faculty interested in developing service-learning courses.

Example of Data Use: Foster Collaboration and Focus

TEXAS CHRISTIAN UNIVERSITY

Finding:

- Early results showed lower NSSE and FSSE scores than desired.

Action:

- Increased attention and energy on student engagement. Promoted collaboration between Academic Affairs and Student Affairs to enhance student engagement in and out of the classroom.



Additional Data Use Examples and Resources

➤ *Lessons from the Field* (Volumes 1 & 2), including examples for transitioning to the updated NSSE, is instructive as institutions seek to move from data to action

➤ Searchable database for examples of NSSE use

➤ Making NSSE Results Public

➤ Guidelines for Display of NSSE Results



Moving From Data To Action

LESSONS FROM THE FIELD - VOLUME 2

Volume 2 highlights new examples of NSSE data use to enhance undergraduate teaching and learning



Lessons from the Field: Transitioning to the Updated NSSE

Launched in 2013, the updated NSSE, FSSE, and BCSSSE surveys herald a new era in higher education survey research and data use. Maintaining NSSE's signature focus on diagnostic and actionable information related to student engagement in educationally effective experiences, the updated survey instruments introduce rigorously tested new and refined items, new summary measures, and topical modules. These changes with the updated instruments open new ways to look at a campus's survey results and widen opportunities for action.

Receiving the *Institutional Report* binder containing the campus reports and SPSS data file should signal the beginning of data use. This document highlights how four institutions responded to and used data from their 2013 NSSE administration.

Closing Out NSSE 2000–2012 and Starting Fresh

Pace University

Pace University, a multi-campus research institution in the New York metropolitan area, administered NSSE every year from 2002 through 2012 and the updated version in 2013. While initially intended to bring closure to several multi-year studies, campus leaders realized that beginning with NSSE 2013, it was time to open a new chapter of NSSE studies that would provide different perspectives on institutional questions. To celebrate all they had learned and the action they had taken on their institutional assessment results, Pace published a NSSE Retrospective recounting all the ways NSSE has made a difference for teaching, learning, and especially, students at Pace.

To investigate institutional concerns such as retention, for example, Pace matches the most recent NSSE data to each Fall semester's roster of first-year students who stayed and those who left. Analysis of these results provides valuable clues to student behavior and suggests actions that faculty and student success professionals might take. A study of sophomore retention at Pace used the NSSE responses of second semester first-year students who would soon be sophomores to provide insight into how to address "sophomore slump" and resulting attrition. Results from the early years of NSSE administration at Pace highlighted the need to pay more attention to student-faculty interaction. To address this

need, Pace's Center for Teaching, Learning, and Technology, along with the University Assessment Committee, developed a series of faculty development workshops using NSSE results. These workshops included breakout sessions in which faculty discussed NSSE results and shared best practices. Results from subsequent NSSE administrations showed upward trends in the student-faculty interaction scores. With NSSE 2013, Pace opens a new chapter in its increasingly sophisticated efforts for improvement. The updated survey's potential for deeper examination of student-faculty interaction through the Engagement Indicators, its expansion of the quality of relationship questions, and new quantitative reasoning items invite fresh insights and fuller understanding of important educational issues.

Tools for Looking at Data Longitudinally

Item-by-Item Comparisons of the Original and Updated NSSE

This document tracks differences between items in the previous and the updated versions of NSSE. Before using this resource, we recommend reviewing your NSSE 2013 or 2014 results to identify items that have been historically interesting for your campus, and then consulting this document to see if and how much the item has changed and then considering if the changed item results mean something different for your students.

nsse.iub.edu/pdf/NSSE200012-2013n2ItemWk20Comparisons.pdf

From Benchmarks to Engagement Indicators

Given the major shift with NSSE 2013 from Benchmarks to Engagement Indicators, we do not recommend using results from the updated NSSE in longitudinal comparisons. However, some of the new Engagement Indicators are similar to the earlier Benchmarks. The student-faculty interaction measures, for example, are similar, so it would be possible to compare scores to those for your comparison institutions but not to the previous Benchmarks scores. Another shift with the update was from a 100 pt. scale to the new 60 pt. scale. This was an intentional change to correct the occasional mistaken impression that the scores represent percentages. The new 60 pt. scale both signals the update and makes more obvious the fact that the scores are not percentages.

nsse.iub.edu/html/engagement_indicators.cfm

Questions & Discussion



Contact Information

UMassD NSSE Contact:

**Office of Institutional
Research & Assessment**

instreserach@umassd.edu



**Center for Postsecondary Research
Indiana University School of Education
1900 East Tenth Street, Suite 419
Bloomington, IN 47406-7512**

Phone: 812-856-5824

Fax: 812-856-5150

Email: nsse@indiana.edu

Web: nsse.iub.edu