

Using FSSE to Add Context to NSSE

NSSE Users Workshop
Bucknell College
April 2015



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Session Overview

- Brief overview of FSSE
- Using FSSE as a standalone assessment
- Strategies for using FSSE-NSSE
- Using FSSE-NSSE to examine disciplinary differences
- Using FSSE to get faculty talking

FSSE Measures

- Measures parallel to NSSE's Engagement Indicators
- The importance faculty place on student participation in high-impact practices
- The extent to which faculty structure their courses so that students learn and develop in various ways
- How faculty organize their time, both in and out of the classroom
- Professional development activities and needs for graduate students who teach

FSSE Reports & Data


- FSSE Administration Summary
- FSSE Respondent Profile
- FSSE Frequencies
- FSSE-NSSE Combined Report
- FSSE Disciplinary Area Report
- FSSE Topical Modules (if applicable)


- Starting in 2016, data with demographics!

Data Quality

- No matter how you use FSSE, check various data quality indicators
 - Administration Summary
 - Response rate
 - Sampling error
 - Respondent details
 - Respondent Profile
 - Representation of your population
- See studies of validity, reliability, and other aspects of data quality for FSSE to be posted starting this spring

Administration Summary & Respondent Profile

 FSSE 2014 Administration Summary NSSEville State University																															
Administration Summary This report provides an overview of your FSSE administration, including details about your sample, response rates, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future FSSE administrations.																															
Population and Respondents The table at right reports how many faculty at your institution were sampled and how many completed the survey.	Survey completions <table border="1"> <tr><td>Survey population/sample</td><td>1,422</td></tr> <tr><td>Total respondents</td><td>599</td></tr> <tr><td>Full completions*</td><td>515</td></tr> <tr><td>Partial completions</td><td>84</td></tr> </table> <p>a. Completed at least one demographic question after the core engagement items on the survey.</p>	Survey population/sample	1,422	Total respondents	599	Full completions*	515	Partial completions	84																						
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Response Rate and Sampling Error The table at right summarizes the response rate and sampling error for your institution.	<table border="1"> <tr><td>Response rate</td><td>42%</td></tr> <tr><td>Sampling error^a</td><td>+/- 3%</td></tr> </table> <p>a. Also called "margin of error," sampling error is an estimate of the amount the true score on a given item could differ from the sample estimate. For example, if the sampling error is +/- 3.0% and 40% of your faculty reply "very often" to a particular item, then the true population value is most likely between 37% and 43%.</p>	Response rate	42%	Sampling error ^a	+/- 3%																										
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Survey Options The options at right were available to customize the content of your FSSE survey.	Administration features <table border="1"> <tr><td>Survey version</td><td>U.S. English</td></tr> <tr><td>Institution logo used in survey</td><td>Yes</td></tr> </table> Additional question sets <table border="1"> <tr><td>Topical module(s)</td><td>Academic Advising</td></tr> <tr><td>Consortium</td><td>None</td></tr> </table>	Survey version	U.S. English	Institution logo used in survey	Yes	Topical module(s)	Academic Advising	Consortium	None																						
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Recruitment Messages Faculty received up to four direct contacts. Your institution had the option to customize message content and timing.	Message schedule <table border="1"> <thead> <tr><th></th><th>Date</th><th>Cumulative response rate</th></tr> </thead> <tbody> <tr><td>Invitation</td><td>04/02/2014</td><td>16%</td></tr> <tr><td>Reminder 1</td><td>04/10/2014</td><td>28%</td></tr> <tr><td>Reminder 2</td><td>04/17/2014</td><td>39%</td></tr> <tr><td>Final reminder</td><td>04/23/2014</td><td>42%</td></tr> </tbody> </table>		Date	Cumulative response rate	Invitation	04/02/2014	16%	Reminder 1	04/10/2014	28%	Reminder 2	04/17/2014	39%	Final reminder	04/23/2014	42%															
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Standalone FSSE

- Any items can be used in a FSSE-only assessment
 - How often are my faculty incorporating collaborative learning activities?
 - How much are faculty assigning coursework that uses higher-order thinking or reflective and integrative learning skills?
- Questions only available on FSSE
 - How do faculty spend their time on teaching, research, and service activities?
 - How do faculty structure the time in their courses?
 - How important is student participation in high-impact practices to my faculty?
 - How important is it to my faculty that our institution increase support for students in various areas?
 - How much time do faculty expect students to be preparing for their courses?

FSSE Frequencies Report

		Var. Name	Response Options	Lower Division		Upper Division		Total	
				Count	%	Count	%	Count	%
1. How important is it to you that undergraduates at your institution do the following before they graduate?									
a.	Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	Not important	5	2	6	2	11	2
			Somewhat important	32	16	40	14	72	14
			Important	57	28	79	27	136	27
			Very important	111	54	168	57	279	56
			Total	205	100	293	100	498	100
b.	Hold a formal leadership role in a student organization or group	fleader	Not important	43	21	53	18	96	19
			Somewhat important	103	50	130	45	233	47
			Important	47	23	85	29	132	27
			Very important	13	6	24	8	37	7
			Total	206	100	292	100	498	100
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	Not important	55	27	64	22	119	24
			Somewhat important	82	40	108	37	190	38
			Important	50	24	93	32	143	29
			Very important	19	9	28	10	47	9
			Total	206	100	293	100	499	100
d.	Participate in a study abroad program	f abroad	Not important	36	18	51	18	87	18
			Somewhat important	62	30	115	40	177	36
			Important	67	33	71	25	138	28
			Very important	40	20	52	18	92	19
			Total	205	100	289	100	494	100
e.	Work with a faculty member on a research project	fresearch	Not important	20	10	26	9	46	9
			Somewhat important	71	35	93	32	164	33
			Important	81	40	109	37	190	38
			Very important	32	16	63	22	95	19
			Total	204	100	291	100	495	100
f.	Complete a culminating experience	fculmexp	Not important	8	4	8	3	16	3

FSSE-NSSE

- To get the most from your FSSE-NSSE assessment, it may be helpful to keep FSSE's origin in mind: FSSE was designed to complement NSSE, to give context to NSSE
- Start with your NSSE results!
 - What results from NSSE are you interested in exploring further?
 - Is there an area of interest to your institution?
 - Is there an area of concern that you'd like to investigate?
 - Is there an area where you excel that you'd like more information about?

FSSE-NSSE

- Once you've chosen an area of interest on NSSE, find parallel measures on FSSE



FSSE-NSSE Combined Report 2014 NSSEville State University

Academic Challenge

Higher-Order Learning

Faculty Responses

Student Responses

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to: How much has your coursework emphasized the following during the current school year?						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD UD	79 88	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	33 39	47 43	18 15	2 3
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	73 82	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	30 37	43 40	24 19	3 4
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	52 66	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	21 24	42 41	30 28	7 8
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	74 81	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	22 26	41 44	31 25	6 5

FSSE-NSSE: Collaborative Learning

FSSE

How much do you encourage students to do the following?

Very much, Quite a bit, Some, Very little

- Ask other students for help understanding course material
- Explain course material to other students
- Prepare for exams by discussing or working through course material with other students
- Work with other students on course projects or assignments

NSSE

About how often have you done the following?

Very often, Often, Sometimes, Never

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments

“Gap” Analysis

FSSE

How much do you encourage students to do the following?

Ask other students for help understanding course material

Very much, Quite a bit

- LD 73%
- UD 70%

NSSE

About how often have you done the following?

Asked another student to help you understand course material

Very often, Often

- FY 63%
- SR 59%



“Gap” Analysis

FSSE

How much do you encourage students to do the following?

Ask other students for help understanding course material

Very much, Quite a bit

- LD 73% 
- UD 70% 

NSSE

About how often have you done the following?

Asked another student to help you understand course material

Very often, Often

- FY 63%
- SR 59%

“Gap” Analysis

FSSE

How much do you encourage students to do the following?

Ask other students to help understanding course

Very much, Quite a bit, Somewhat, Not at all

• LD 73%

• UD 70%

NSSE

About how often have you done the following?

Ask another student to help understand course

Very often, Often, Somewhat, Not at all

• SR 59%

11% Gap!

“Quadrant” Analysis

- First determine if your student results are favorable or unfavorable/high or low

About how often have you done the following?

Asked another student to help you understand course material

- FY 63%, SR 59% Very often/Often
- FY 4%, SR 5% Never
- Scoring higher or lower than comparison groups

“Quadrant” Analysis

- First determine if your student results are favorable or unfavorable/high or low

About how often have you done the following?

Asked another student to help you understand course material

- FY 63%, SR 59% Very often/Often
- FY 4%, SR 5% Never
- Scoring higher or lower than comparison groups



“Quadrant” Analysis

- Second determine if your faculty responses are favorable or unfavorable/high or low

How much do you encourage students to do the following?

Ask other students for help understanding course material

- LD 73%, UD 70% Very much/Quite a bit
- LD 5%, UD 8% Very little

“Quadrant” Analysis

- Second determine if your faculty responses are favorable or unfavorable/high or low

How much do you encourage students to do the following?

Ask other students for help understanding course material

- LD 73%, UD 70% Very much/Quite a bit
- LD 5%, UD 8% Very little



“Quadrant” Analysis

		NSSE	
		Low	High
FSSE	Low	<ul style="list-style-type: none">• Is this activity not aligned with institutional mission, educational goals, etc.• Should this change?	<ul style="list-style-type: none">• Are faculty values not aligned with institutional mission/goals?• Do faculty values need to be examined or changed?• What is driving this?
	High	<ul style="list-style-type: none">• Are there institutional barriers (curricular, monetary, etc.) preventing students from participating?• Are students prepared for, aware of, or capable of participating in the activity?	<ul style="list-style-type: none">• Is there more work to be done here?• Is this sustainable?• How can we maintain?

“Quadrant” Analysis

		NSSE	
		Low	High
FSSE	Low	<ul style="list-style-type: none"> • Is this activity not aligned with institutional mission, educational goals, etc. • Should this change? 	<ul style="list-style-type: none"> • Are faculty values not aligned with institutional mission/goals? • Do faculty values need to be examined or changed? • What is driving this?
	High	<ul style="list-style-type: none"> • Are there institutional barriers (curricular, monetary, etc.) preventing students from participating? • Are students prepared for, aware of, or capable of participating in the activity? 	<ul style="list-style-type: none"> • Is there more work to be done here? • Is this sustainable? • How can we maintain?

Another FSSE-NSSE Example

FSSE

Percentage of faculty who think it is important for undergraduates at their institution to participate in an internship

- LD 82%
- UD 84%

NSSE

Percentage of students who have participated in an internship

- FY 11%
- SR 65%

Another FSSE-NSSE Example

FSSE

Percentage of faculty who think it is important for undergraduates at their institution to participate in an internship

- LD 82%
- UD 84%



NSSE

Percentage of students who have participated in an internship

- FY 11%
- SR 65%



“Quadrant” Analysis

		NSSE	
		Low	High
FSSE	Low	<ul style="list-style-type: none">• Is this activity not aligned with institutional mission, educational goals, etc.• Should this change?	<ul style="list-style-type: none">• Are faculty values not aligned with institutional mission/goals?• Do faculty values need to be examined or changed?• What is driving this?
	High	<ul style="list-style-type: none">• Are there institutional barriers (curricular, monetary, etc.) preventing students from participating?• Are students prepared for, aware of, or capable of participating in the activity?	<ul style="list-style-type: none">• Is there more work to be done here?• Is this sustainable?• How can we maintain?

Another FSSE-NSSE Example

FSSE

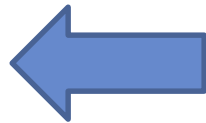
Percentage of faculty who think it is important for undergraduates at their institution to participate in an internship

- LD 82%
- UD 84%



Percentage of faculty who supervise internships

- LD 20%
- UD 38%



NSSE

Percentage of students who have participated in an internship

- FY 11%
- SR 65%



Disciplinary Differences

- Disciplines may be the largest factor in differing engagement within colleges and universities
- Examining engagement at an institution level can be great for starting conversations
- Examining engagement at a disciplinary level may be more practical for making changes
- Faculty may have more buy in if results are tailored to their discipline

Disciplinary Engagement

- Start with your NSSE Major Field Report and FSSE Disciplinary Area Report
- NSSE has "within" and "between" reports
- FSSE has "within" reports
 - Item-level frequencies
 - Scale-level means
- FSSE-only and FSSE-NSSE assessment can be done as described before, but within disciplinary areas

Disciplinary Engagement

- The Scale Snapshot can provide a unique start to conversations



FSSE 2014 Disciplinary Area Report

Scale Snapshot

NSSEville State University

FSSE Scale	Arts	Humanities	Soc Sci	Sci & Math	Bus	Comm	Educ	Engineering	Health Sci	Crim J & Soc Wk
Academic Challenge										
Higher-Order Learning	-	+	+	-	-	+	+	-	+	
Reflective & Integrative Learning	+	+	+	-	+	+	+	-	+	
Learning Strategies	-	+	+	+	-	-	+	-	+	
Quantitative Reasoning	-	-	+	+	+	-	+	+	+	
Learning with Peers										
Collaborative Learning	-	-	+	+	-	-	+	+	-	
Discussions with Diverse Others	+	+	+	-	+	+	+	-	+	

Getting Faculty Talking

- Always celebrate your accomplishments!
- Find areas that your faculty do well or have improved and discuss how/why
- Find allies, information, and resources for areas in need of improvement
 - Centers for teaching and learning
 - Find faculty or departments that do well in the areas you'd like to improve

Getting Faculty Talking

- Challenge faculty/staff/administration's assumptions and preferences
 - Look for FSSE's new Data User's Guide for tips, strategies, worksheets, and activities
 - Guiding Questions
 - Administration and Respondent Details
 - Frequencies for Selected Items
 - High-Impact Practices
 - Adding Context to NSSE with FSSE
 - Disciplinary Engagement
 - FSSE and Campus Strategic Goals

Data User's Guide



FSSE Data User's Guide WORKSHEET #1

Guiding Questions

By now, you have read through your institutional reports and are ready to start using your data. Knowing where to begin can be overwhelming, especially with the array of reports and data at your disposal. Before you dive into your results, take a moment to identify your main intentions for pursuing faculty practices and expectations and the most appropriate audiences for this information at your institution. The following questions are a reflection activity to help frame contexts to consider, understand what results mean, and disseminate the findings.

1. Reflect on your reasons for administering the FSSE survey. What strengths, concerns, or points of interest do you want to know about your faculty's practices and expectations for students?

2. Are there any FSSE Scale scores, or item-level results that you want to know more about? Do these matters require attention before results are shared with other audiences?

Data User's Guide



FSSE Data User's Guide WORKSHEET #3

Frequencies for Selected Items

What do you know about your faculty? Because beliefs and assumptions play a role in shaping expectations and actions, it is helpful to account for them when trying to understand the undergraduate experience.

We suggest you determine a salient theme (diverse interactions, supportive environment, etc.) and fill in related questions and items in the chart below. Then, in the "Predict" column record whether you believe this is a "strength" or an infrequent experience among your faculty (see the key below). Under "Prefer" indicate the level of your preference for faculty engagement in this experience. Under "Actual" write the result for that item from the *Frequency and Statistical Comparisons* report.

Examine the gaps between actual responses and your predictions and preferences as a catalyst for group discussion about faculty expectations and experiences.

Questions and items

	Predict*	Prefer*	Actual %**

Final thoughts and questions?

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