NSSE 2.0 – What to Expect in 2013

Webinar will begin at 3 pm EST.
Before we begin, please review the following:

General advice:
- Get your Institutional Report binder for reference or access your materials through the institutional interface. View generic materials here: http://nsse.iub.edu/_/?cid=402.

Sound:
- Please turn up your computer speakers or plug in your headphones to listen to the Webinar.
- For best results, close all other applications as they may interfere with the audio feed.

What to do if you don't hear anything:
- If you cannot hear anything, click on "Meeting" in left of grey tool bar at the top of the screen and select "Audio Setup Wizard." Complete the first part of the Wizard, which ends with a speaker test, to ensure a proper webinar audio connection. If you cannot hear anything after this, please consult your technology support person.

Using the Chat feature:
- The Chat window allows participants to interact with presenters and each other

For a PDF copy of this Webinar and reference material, see:
- http://nsse.iub.edu/webinars/2012_03_06/NSSE2.0_What_to_Expect.pdf
- http://nsse.iub.edu/private/NSSE_2.0_Pilot_2012_Instrument.pdf
- http://nsse.iub.edu/private/Modules_for_NSSE_2.0_Pilot_2012.pdf

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NSSE 2.0
What to Expect in 2013

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March 6, 2012

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1st Poll

When do you next expect to participate in NSSE?

- 2013
- 2014
- 2015
- 2016 or later
- Undecided

NSSE 2.0 Purpose and Goals

- Continue our core purpose
- Apply what we have learned over 10 years
- Stay current with trends in higher education
- Improve survey item clarity
- Refine existing measures and scales
- Incorporate new measures about teaching/learning

NSSE 2.0 coming in 2013

Development Process

- Internal committee work started in 2009
- Consultation with higher education experts
- Institutional feedback
- Beta item testing (2006 to 2011)
- Pilot testing in spring 2011 & 2012
- Student interviews and focus groups

Pilot Administrations

Similar to standard NSSE administration

- All first-year and senior students invited, unless random sample requested by institution
- Web only

2011: 19 institutions
- 20,000 respondents

2012: 57 institutions (results tbd)

Chatham University

Current Activities

- **Second pilot & modules**
- **Student interviews and focus groups**
- **Analysis of pilot and interviews** (by May)
- **Administration policies finalized** (by May)
- **NSSE 2.0 unveiled at AIR Annual Forum** (June)—various related presentations, too!
- **Development of enhanced reporting options**

Future Activities

Both FSSE and BCSSE to be updated based on NSSE
- **FSSE pilot (spring 2012)**
- **FSSE 2.0 and NSSE 2.0 unveiling in 2013**
- **BCSSE 2.0 release in 2013, but linked with 2014 NSSE data**

2012 Pilot Instrument

NSSE
national survey of
student engagement

NSSE 2.0 Pilot 2012
Confidential - Not for Circulation

1. In your experience at your institution during the current school year, about how often have you done each of the following?
   Never, Sometimes, Often, Very Often
   a. Asked questions or contributed to course discussions in other ways
   b. Carefully revised the content or organization of a paper before turning it in
   c. Completed course readings and other assignments on time
   d. Mixed or skipped class for any reason

Do you have any thoughts about the 2012 pilot instrument's content? Any items you would like to see included or dropped?

6. During the current school year, how much has your coursework emphasized the following?
   Very little, Some, Quite a bit, Very much
   a. Memorizing course material
   b. Applying facts, theories, or methods to practical problems or new situations
   c. Analyzing an idea, experience, or line of reasoning in depth by examining its basic parts
   d. Evaluating a point of view, decision, or information source
   e. Forming a new idea or understanding from various pieces of information

New Content

- **Teaching Clarity**
- **Quantitative Reasoning**
- **Learning Strategies**
- **Academic Support**
- **Enriching Educational Experiences**

Austin College

New Content

Teaching Clarity

In about how many courses have your instructors done the following? …

- **Used examples or illustrations to explain difficult points** [none, some, most, all]

New Content

Quantitative Reasoning

How often have you…

- **Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)**
  [never, sometimes, often, very often]

New Content

Learning Strategies

How often have you…

- **Summarized what you learned in class or from course materials**

  [never, sometimes, often, very often]

University of Cincinnati   California State University San Marcos

New Content

Academic Support

About how many times have you…

- **Met with an academic advisor to discuss your academic interests, course selection, and/or academic performance?** [0, 1, 2, 3, 4, 5, 6 or more]

New Content

Enriching Educational Experiences

Which of the following have you done…

- **Hold a formal leadership role in a student organization or group**

  [done/in progress, plan to do, do not plan to do, have not decided]

Revised Content

- **Collaborative Learning**
- **Higher Order Learning**
- **Student-Faculty Interaction**
- **Supportive Campus Environment**
- **Diverse interactions**
- **Writing**
- **Demographics**

Revised Content

More straightforward wording

How much has your coursework emphasized…

- *Current version* Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions

- *Pilot version* Evaluating a point of view, decision, or information source

Revised Content

More inclusive so a greater number of important activities get included

Tusculum College

How often have you…

- *Current version* Tutored or taught other students (paid or voluntary)

- *Pilot version* Explained course material to one or more students

Revised Content

Refined language for online learners

How often have you…

- *Current version*   **Asked questions in class or contributed to class discussions**

- *Pilot version*   **Asked questions or contributed to course discussions in other ways**

2nd Poll

Which of these new or revised item sets do you find most useful? Select all that apply.

- ❑ **Collaborative Learning (1f, g, h, i)**
- ❑ **Teaching Clarity (4a, b, c)**
- ❑ **Supportive Classroom Environment (4d, e, f)**
- ❑ **Quantitative Reasoning (7a, b, c)**
- ❑ **Learning Strategies (15a, b, c, d)**
- ❑ **Self-reported learning and development (18a through i)**

Longitudinal Comparisons

- **We will provide guidance and reference material to assist with this question in the coming months, including a detailed item-by-item crosswalk**

- **Many items will remain unchanged, but a good number will be modified, some will be added, and some will be deleted in the interest of survey length**

- **What NSSE data are you using for trend analysis?** (send item numbers or scales our way through chat box)

Modules

Topical areas
- **Academic Advising**
- **Development of Transferable Skills**
- **Engagement with Diverse Perspectives**
- **Civic Engagement**
- **Use of Technology in Learning**

Policies
- **Optional, up to 2 choices**

Consortium

- **Existing consortium survey items will be reviewed closely by NSSE staff for content overlap with NSSE 2.0 and modules, as well as time to complete**

- **Consortia will make final content decisions however total duration should be 20 minutes or less (including module)**

- **Institutions can choose one module**

- **More information will be available soon!**

3rd Poll

NSSE's current population file defines first-year students broadly so that all students classified as first-year by credit hour are included, even if they are not first-time students. Should NSSE change its definition of first-year students to include first-time, first-year students only?

- ○ **No, keep the current first-year definition.**
- ○ **Yes, change the definition to include *only* first-time, first-year students, excluding continuing first-year students.**
- ○ **No strong preference.**
- ○ **Not sure.**

Reporting

Reports to be finalized in 2013

- **Enhanced reporting and supporting material to facilitate finding important results**
- **Reorganized frequency report by content area**
- **New High Impact Practice report**
- **Dashboard**

4th Poll

If you had to choose between receiving NSSE's standard *Institutional Report* binder with all paper reports included and an interactive reporting site with more options for customization, which would you choose?

- ○ **Standard IR binder**
- ○ **Interactive reporting site**
- ○ **Can't decide (I want both)**
- ○ **Need more information about the interactive reporting site before making a decision**
- ○ **Do not know**

Updated User Resources

- **Regional and Specialized Accreditation Toolkits**
- ***Working with NSSE Data: A Facilitator's Guide***
- **Transitioning to NSSE 2.0**
- ***NSSE Multi-Year Data Analysis Guide* (in 2014)**

Summary of NSSE 2.0 Changes

- **Updated survey content**
- **Optional modules**
- **New scales**
- **Revised reporting**
- **Updated *Institution Interface***
- **Web-only administration (no Web+/paper)**

How to Contribute & Learn More

Visit our dedicated NSSE 2.0 Web page for updates & announcements:

nsse.iub.edu/nsse2013

How to Contribute & Learn More

- **Submit ideas to the 2.0 suggestion box, or Send ideas and questions to:**
  nsse2013@indiana.edu

- **We greatly appreciate the many institutions who participated in the 2.0 development process! For a complete list of participants, see:**
  nsse.iub.edu/nsse2013/participants.cfm

Q & A

- **What ideas do you have for making NSSE as useful as possible?**

- **Do you have any concerns about NSSE 2.0?**

- **Are there any reports or services you would like to see offered?**

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