

Answers to Your Questions about NSSE 2013

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Overview

1. Why update now?
2. How did the NSSE items change?
3. What will happen to the NSSE Benchmarks?
4. How will this affect longitudinal comparisons?
5. What new content does NSSE cover?
6. Who on campus might be interested in content?
7. How will the NSSE reports change?
8. What should we do to prepare???



Why Update Now? Purpose

- After more than a decade in the field, we know more about what matters to student success, institutional improvement efforts, and properties of the NSSE survey itself
- NSSE must stay relevant to current issues & concerns
- Starting in 2005, we kept the survey largely unchanged



longitudinal comparisons with the aim of rolling out major updates at longer-term intervals

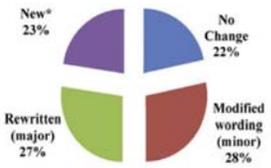
Why Update Now? Goals

- Maintain our core purpose of assessing student engagement in effective educational practices to inform improvement efforts
- Stay current with movements and trends in higher education
- Improve clarity, consistency, applicability of the survey
- Improve the properties of existing measures
- Incorporate new measures relevant to effective teaching and learning



How did the NSSE items change?

About a quarter of NSSE 2013's items are new, and nearly the same proportion remained unchanged. Of the half that changed, an equal number were modified in major or minor ways. Deleted items maintained the overall length.

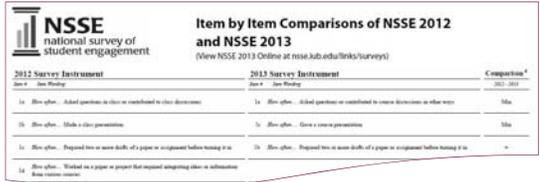


* Offer by deletion

How can you track item changes?

Item by Item Comparisons of NSSE 2012 and NSSE 2013:

<http://nsse.iub.edu/pdf/NSSE%202012-2013%20Item%20Comparisons.pdf>



How did the NSSE items change?

2012 Survey	2013 Survey	Comparison
How often... Prepared two or more drafts of a paper or assignment before turning it in	How often... Prepared two or more drafts of a paper or assignment before turning it in	=
How often... Used e-mail to communicate with an instructor		Del
	How often... Connected your learning to societal problems or issues	New
How often... Talked about career plans with a faculty member or advisor	How often... Talked about career plans with a faculty member	Min
How often... Tutored or taught other students (paid or voluntary)	How often... Explained course material to one or more students	Maj

What do Item comparisons suggest for tracking over time?

- Many items can continue to be tracked
- Most minor and even some major modified items can be tracked (criterion reference, adopt comparison to above the average)
- Consider how new items might help enhance what you're trying to assess in terms of effective educational practice

What do Item comparisons suggest for tracking over time?

2009-2012	2013	Comparison
1o. Talked about career plans with a faculty member or advisor	3a. Talked about career plans with a faculty member	Min

In the aggregate, results change very little for this item, but your context is key! One campus' results:

Tracking the mean score of seniors' frequency of talking about career plans	
2013 (Pilot 2012)	2.50 ↓
2012	2.81 ↑
2011	2.68 ↑
2010	2.67 ↑
2009	2.60 ↑

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	2012	2013 (Pilot 2012)
Very Often	28% →	17%
Often	32%	36%
Sometimes	35%	38%
Never	5% →	10%

Considering item changes...

- How did your favorite items fare in the update?
- What questions do you have about modifications?
- What concerns do you have about assessing topics of interest to your faculty and programs?
- How will you prepare for 2013 results?

If you are concerned about the loss of specific items or content areas please contact us to discuss how to address!

What will happen to the NSSE benchmarks?

- **Level of Academic Challenge (AC/ACa)**
 - Time, effort, and coursework emphasis on intellectually challenging and creative work
- **Active and Collaborative Learning (ACL)**
 - Active involvement in learning and working with others
- **Student-Faculty Interaction (SFI)**
 - Interacting with faculty as mentors and instructors in and out of the classroom
- **Enriching Educational Experiences (EEE)**
 - Complementary learning activities in and out of the classroom that augment the curriculum
- **Supportive Campus Environment (SCE)**
 - Perceptions of support for academic and nonacademic success

What will happen to the NSSE benchmarks?

NSSE Benchmarks	NSSE 2013 Engagement Content
Level of Academic Challenge	Academic Challenge
Active and Collaborative Learning	Learning with Peers
Student-Faculty Interaction	Experiences with Faculty
Enriching Educational Experiences	High-Impact Practices
Supportive Campus Environment	Campus Environment

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Expanded to focus on distinct dimensions of academic effort, including new topics of interest. Reading, writing, and study time will also be reported here.

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Modified to emphasize student-to-student collaboration. Updated diversity items from Enriching Educational Experiences are moved here.

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The updated student-faculty interaction content is enhanced by a second measure about effective teaching.

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Student-Faculty Interaction	Experiences with Faculty
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Supportive Campus Environment	Campus Environment

Selected items will be reported separately as *High-Impact Practices*. Interactions with diverse others are moved to Learning with Peers.

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Active and Collaborative Learning	Learning with Peers
Student-Faculty Interaction	Experiences with Faculty
Enriching Educational Experiences	High-Impact Practices
Supportive Campus Environment	Campus Environment

Expanded to focus separately on interactions with key people at the institution and perceptions of the institution's environment.

What will happen to the NSSE benchmarks?

NSSE Benchmarks	NSSE 2013 Engagement Content	NSSE 2013 Engagement Indicators
Level of Academic Challenge	Academic Challenge	<ul style="list-style-type: none"> Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
Active and Collaborative Learning	Learning with Peers	<ul style="list-style-type: none"> Collaborative Learning Discussions with Diverse Others
Student-Faculty Interaction	Experiences with Faculty	<ul style="list-style-type: none"> Student-Faculty Interaction Teaching Practices
Supportive Campus Environment	Campus Environment	<ul style="list-style-type: none"> Quality of Interactions Supportive Environment
Enriching Educational Experiences	High-Impact Practices	Individual Items: Learning Community, Culminating Experience, Study Abroad, Service Learning, Research with Faculty, Leadership Position, Internship

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Supportive Campus Environment	Campus Environment	<ul style="list-style-type: none"> Quality of Interactions Supportive Environment
Enriching Educational Experiences	High-Impact Practices	Individual Items: Learning Community, Culminating Experience, Study Abroad, Service Learning, Research with Faculty, Leadership Position, Internship

How will this affect longitudinal comparisons?

The NSSE Benchmark scores will no longer be calculable after 2013, but the **content** of the benchmarks will carry forward.

How will this affect longitudinal comparisons?

2012 Level of Academic Challenge Benchmark

Combined measure of expectations, higher-order learning, reading, writing, study time

2013 Academic Challenge content area

- Engagement Indicators (aggregate scores):
 - Higher-Order Learning
 - Reflective & Integrative Learning
 - Learning Strategies
 - Quantitative Reasoning
- Other reported measures:
 - Reading
 - Writing
 - Study time

How will this affect longitudinal comparisons?

NSSE Benchmarks	NSSE 2013 Engagement Content	NSSE 2013 Engagement Indicators
Student-Faculty Interaction	Experiences with Faculty	<ul style="list-style-type: none"> Student-Faculty Interaction Teaching Practices

- Student-Faculty Interaction items changed – some minor, some major**
- To consider:**
 - Which items contributed to Q-College's high SFI score?
 - Have these items changed for 2013?
 - What do you expect for SFI in 2013?
- What might you do to prepare for transition?**

What new content does NSSE cover?

- Many existing areas of content have been updated or **expanded** (such as collaborative learning, campus environment, diverse interactions, etc.)
- Many new content areas have been added
 - Quantitative reasoning
 - Learning strategies
 - Exposure to good teaching practices
 - Leadership opportunities

What new content does NSSE cover?

- We also now offer topical modules:
 - Academic advising
 - Civic engagement
 - Transferable skills
 - Experiences with diversity
 - Writing
 - Technology



- Additional modules will be developed over time— **send us your great ideas!**

View modules: <http://nsse.iub.edu/html/modules.cfm>

Who on campus might be interested in expanded and new content?

Who might be interested...

teaching practices →

Center for T&L, faculty development committee, academic departments

learning strategies →

Academic support office, orientation, FYE staff

Expanded content on diverse interactions, leadership, likely to be of interest to student affairs, accreditation committees, academic departments

How might you generate interest in new results? Or, solicit interest of relevant staff and units?



How will NSSE reports change?

- Updated frequency and means reports
- New Engagement Indicator report
- Enhanced Respondent Characteristics report
- New High-Impact Practice report
- Updated guides and tools

What would you like to see?

Share feedback:

<http://nsse.iub.edu/nsse2013/>

What will remain the same?

- Meaningful, actionable data about educational quality
- Updated resources and tools (Accreditation Toolkits, Facilitators Guide)
- Customizable comparison groups



What do you most want to see retained?

What NSSE data, report, or feature is most important to you and your campus?

How might you prepare???

- Re-familiarize yourself with the NSSE data you already have
 - What was most valued (items, benchmark scores, multi-year data etc.) and how will this be affected for 2013?
- Review the updated NSSE survey http://nsse.iub.edu/html/survey_instruments.cfm and Topical Modules <http://nsse.iub.edu/html/modules.cfm>
 - What report templates can you envision in advance of receiving results?

How might you prepare???

- **Find new allies!** NSSE has many new measures and features – who might be attracted?
 - How might you involve new audiences in survey promotion?
 - Who might benefit from a survey preview?
 - Who is likely interested in new measures? Modules?



What other questions do you have?



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