The Updated NSSE: Fresh Opportunities to Engage Faculty in Assessment Results

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AAC&U 2015 Annual Meeting, Washington DC
Who’s in the Audience?

NSSE Status:
☐ Your campus has NSSE results
☐ Your campus has NSSE 2013, 14 or will have 2015 results (the update)

Who...
✓ Is a faculty member?
✓ Works with faculty to make use of assessment results?
✓ Works with faculty in SoTL, faculty development, center for teaching & learning?
Session Objectives

“What do NSSE Results Mean for Faculty?”

• Explore the updated NSSE
• Consider ways to engage faculty
• Examine student engagement results in relation to faculty development, SoTL, improvements to teaching and learning
Higher education is constantly changing, and it is important for NSSE to stay relevant to the most salient issues and priorities of institutional assessment and research.
Design Principles

• Build on NSSE’s strengths
  ▪ Focus on behavior & effective practice
  ▪ Actionable information

• New content must...
  ▪ Inform engagement
  ▪ Be based in the literature
  ▪ Be thoroughly tested
The Updated NSSE

- Retains NSSE’s focus on diagnostic & actionable information
- New & updated items
- Engagement Indicators
- High-Impact Practices
- Topical Modules
- Greater customization
- FSSE & BCSSE updates
- Transition resources

- Redesigned reports
- More use of color & graphics in reports
- Designed to be widely shared
Transitioning to the Updated Survey

From Benchmarks to Engagement Indicators and High-Impact Practices

For NSSE 2013, sets of new, continuing, and updated items (see reverse side) have been grouped within several Engagement Indicators. These indicators are organized within four engagement themes adapted from the former Benchmarks of Effective Educational Practice. Forty-seven survey items are included in these Engagement Indicators. In addition, six former Enriching Educational Experiences items are reported separately as High-Impact Practices.

<table>
<thead>
<tr>
<th>NSSE Benchmarks 2000 - 2012</th>
<th>Key Changes</th>
<th>Engagement Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Academic Challenge</td>
<td>Expanded to focus on distinct dimensions of academic effort, including new topics of interest. In addition, key items on reading, writing, and study time will be reported in this theme.</td>
<td>Higher-Order Learning</td>
</tr>
<tr>
<td>Active and Collaborative Learning</td>
<td>Modified to emphasize student-to-student collaboration. Updated diversity items from Enriching Educational Experiences have been moved here.</td>
<td>Collaborative Learning</td>
</tr>
</tbody>
</table>

Theme: Academic Challenge

Theme: Learning with Peers
Transitioning to the Updated Survey

**NSSE Benchmarks 2000 - 2012**

**Student-Faculty Interaction**

- The updated Student-Faculty Interaction indicator is joined by a second measure about effective teaching practices.

**Supportive Campus Environment**

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

**Engagement Indicators**

- **Student-Faculty Interaction**
  - Theme: Experiences with Faculty
- **Effective Teaching Practices**
- **Quality of Interactions**
  - Theme: Campus Environment
- **Supportive Environment**

**Enriching Educational Experiences**

- Selected items are reported separately as High-Impact Practices. Interactions with diverse others have been moved to Learning with Peers.

**High-Impact Practices**

- Learning Community
- Internship, Field Experience, etc.
- Study Abroad
- Research with Faculty
- Culminating Experience
- Service-Learning
Explicit Goal for Update and Next Decade of NSSE

- Expand sharing of results
- Stimulate greater action on results
- Increase faculty engagement with results
### NSSE Data Sharing and Use

#### Data Sharing With and Use by Internal Institutional Audiences

<table>
<thead>
<tr>
<th>Institutional Stakeholders</th>
<th>Results shared with</th>
<th>Results explicitly used by</th>
</tr>
</thead>
<tbody>
<tr>
<td>President/Senior Administration</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td>Department Chairs/Deans</td>
<td>90%</td>
<td>61%</td>
</tr>
<tr>
<td>Faculty</td>
<td>91%</td>
<td>43%</td>
</tr>
<tr>
<td>Student Affairs Staff</td>
<td>91%</td>
<td>53%</td>
</tr>
<tr>
<td>Advising Staff</td>
<td>90%</td>
<td>42%</td>
</tr>
<tr>
<td>Admissions Staff</td>
<td>92%</td>
<td>29%</td>
</tr>
<tr>
<td>Public Affairs/News Office</td>
<td>97%</td>
<td>32%</td>
</tr>
<tr>
<td>Governing Board</td>
<td>95%</td>
<td>18%</td>
</tr>
<tr>
<td>Students</td>
<td>96%</td>
<td>10%</td>
</tr>
<tr>
<td>Campus Newspaper</td>
<td>94%</td>
<td>19%</td>
</tr>
<tr>
<td><strong>Targeted Committees/Groups</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accreditation</td>
<td>85%</td>
<td>66%</td>
</tr>
<tr>
<td>First-Year Experience</td>
<td>89%</td>
<td>52%</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>88%</td>
<td>56%</td>
</tr>
<tr>
<td>General Education</td>
<td>90%</td>
<td>55%</td>
</tr>
<tr>
<td>Diversity</td>
<td>95%</td>
<td>38%</td>
</tr>
<tr>
<td>Writing Program</td>
<td>88%</td>
<td>54%</td>
</tr>
<tr>
<td>Technology</td>
<td>98%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Note: Data were collected from 124 institutional respondents to the NSSE 2013 Report Card, an assessment of the spring 2013 NSSE survey administration.

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**With whom have you shared results?**
T or F? Providing detailed reports of NSSE results is the key mechanism for kicking off a sequence of events on campus that culminates in evidence-based improvements.

The norm...is to gather data, circulate the reports among a small group of people, and then to just shelve them if nothing horrible jumps out—and sometimes even if it does! - Blaich & Wise, 2011
Engaging Faculty in NSSE

What you want to say.

What they're interested in.

Relevance
Getting the Attention of Faculty...

How have you attracted faculty to your NSSE results?
1. Engage Faculty with New Content

Effective Teaching Practices

To what extent have your instructors...

• Clearly explained course goals and requirements
• Used examples/illustrations to explain difficult points
• Provided feedback on draft/work in progress
• Provided prompt & detailed feedback on tests/completed assignments
Topical Modules

- Academic Advising
- Experiences with Writing
- Civic Engagement
- Development of Transferable Skills
- Experiences with Diverse Perspectives
- Learning with Technology
- Experiences with Information Literacy
- Global Perspectives—Cognitive and Social
2. Engage Faculty with Short, Summary Reports

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>First-year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning</td>
<td>--</td>
<td>▼</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td>Learning with Peers</td>
<td>Collaborative Learning</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td>△</td>
<td>--</td>
</tr>
</tbody>
</table>

How would you share this report with faculty? What would interest faculty?

<table>
<thead>
<tr>
<th>Campus Environment</th>
<th>Quality of Interactions</th>
<th>△</th>
<th>△</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>--</td>
<td>△</td>
</tr>
</tbody>
</table>
Senior Participation in High Impact Practices

- Learning Community: 28% (NSSEville), 27% (Selected Peers)
- Service Learning: 38% (NSSEville), 45% (Selected Peers)
- Research w/Faculty: 25% (NSSEville), 36% (Selected Peers)
- Internship/practicum: 55% (NSSEville), 64% (Selected Peers)
- Capstone: 42% (NSSEville), 40% (Selected Peers)

What would interest faculty?
4. Engage Faculty with Variation by Major Field (internal comparison)

NSSE Major Field Report

• Results for up to 10 groups of related majors
  – Groups can be customized from 139 standard majors

• Two views provided
  – Comparisons *within* (group to group within inst.)
  – Comparisons *between* (each group, ours vs. peers)
Group to Group Example
(Online Institutional Report)

Seniors

Too much info!!!
Group to Group Example
*(Online Institutional Report)*

What do we make of these differences?
Engaging Faculty: Obstacles and Openings
Percentage of Faculty Who Incorporated SoTL Methods into Their Work

- Using assessment findings to inform changes made to your courses: 58%
- Systematically collecting info. about effectiveness of your teaching beyond end-of-term course evals: 49%
- Collaborating with colleagues on improving teaching and learning: 44%
- Publicly presenting (e.g., lectures/workshops) information about teaching & learning: 24%
- Publishing on teaching & learning: 15%

Results from: FSSE 2014 Scholarship of Teaching & Learning Topical Module, completed by 814 faculty from 10 institutions.

Source: NSSE Annual Results 2014
Provosts identify more faculty engagement as a top priority for advancing assessment:

--64% want more professional development for faculty

--63% want more faculty using the results
1. Perception of assessment as top down, administrative
2. Results never shared with faculty
3. Data that are ambiguous, suspect, dispiriting, hard to act on
4. Data too far from home—hard to see connection to “my program, my students”
5. Time and priorities:
   “I worry that faculty are teaching too much to reflect on and change their teaching” (NI LOA Provost survey, 2013)
6. Faculty disengagement as a self-fulfilling prophesy

Familiar? What would you add?
1. Create occasions where faculty can see, think about, and discuss assessment findings
   - Evidence not as “the answer” but as an invitation to deliberation and conversation

2. Organize conversation around issues faculty care about (not around source of data)
   - What do we know about our students as writers...looking at local portfolios, NSSE data, info from writing center? (Beld, St. Olaf)
3. Tap into interest in the scholarship of T&L
   - Faculty treating their classrooms as sites for inquiry
   - Share data as grist for this work
   - And as larger context for work at the classroom level

4. Broaden the circle
   - Engage students in gathering, analyzing, presenting data (NC A&T State University)
5. Respect and work with disciplinary differences
   ▪ Employ multiple forms of representation—statistics, charts, narrative
   ▪ Tap into work by scholarly societies

6. Provide support and recognition
   ▪ Professional development opportunities
   ▪ $$ support, other rewards
Challenges and Successes in Sharing Data with Faculty: Examples from the Trenches (AKA Kalamazoo College)
Some Background

• Developing a culture in which sharing survey data with faculty is the norm
  ▪ The role of NSSE and other data
  ▪ The role of institutional research
  ▪ The role of faculty
  ▪ The role of senior administration
  ▪ The role of trust
Greasing the Skids

• Response rate to the survey
  *(Should I even believe these data?)*

• Face validity of the data
  *(Do these data feel like our institution?)*

• Begin with the positive; then present
data about an area that needs improvement

• *How do you grease the skids at your institution?*
Knowing Your Faculty Audience

• What do they care about?
• Where does most of their effort go?
• Where do they feel vulnerable?
• What are they disgruntled about?
Some Possible Venues for Sharing Data

- Meetings with small groups of faculty
- Brown-bags in teaching and learning centers
- Advising practicums
- Colloquia (often including lunch or refreshments)
- Other venues?
Some Possible Approaches

• Combine data from various sources (e.g., NSSE and CI RP data complement each other well)

• Use NSSE and other survey data as a starting point and drill down in certain areas with student focus groups

• Present quantitative with qualitative data

• Connect survey data to institutional data
Possible Approaches (con’t)

• Linking results on specific surveys items to findings from the educational research literature

• Show trends to identify areas of improvement, areas that are declining, and areas that tend to stay the same over time

• Invite faculty to hypothesize about the results and suggest follow-up analyses

• Other approaches?
Is it ever counter-productive to share negative data?

• Example from Kalamazoo College

• Input from the audience
To Ponder: Approaches to Engage Faculty

• What has engaged your faculty?
• What has flopped?
• How can you connect NSSE results to faculty development, SoTL, CTLs?
• What ideas might you try out?
The promise of assessment depends on growing and deepening faculty involvement.

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