

Session for NSSE "Veterans"



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NSSE User's Workshop
Orlando, FL
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Overview

- ◆ Welcome
- ◆ What's new at NSSE?
- ◆ Next steps with your NSSE data
- ◆ NSSE R&D

Welcome NSSE Veterans

- ◆ Introductions
 - ◆ Years of Participation
 - ◆ Importance of NSSE on your campus
- ◆ NSSE values transparency and openness
- ◆ Goal for this session: Two-way communication

New NSSE Developments

- ◆ Beginning College Student Survey (BCSS)
- ◆ Institutional Reports
 - ◆ Special peer selection on standard reports
 - ◆ New measurement scales added to institutional reports
- ◆ Benchmark Reports
 - ◆ Calculation process revision
 - ◆ Benchmark recalculation report
 - ◆ FAQ on Benchmarks and Multi-Year Comparisons

New Comparison Group of Self-Selected Institutional Peers

		Nesseville State		Special Peers		Bac-Gen		NSSE 2004	
				Mean	SD	Mean	SD	Mean	SD
Academic and Intellectual Experiences									
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FV	2.79	2.88		2.88	2.84
				SS	2.99	3.24 ***	-.30	3.24 ***	-.30
b.	Made a class presentation	CLPRESN	ACL	FV	2.41	2.41		2.41	2.24 ***
				SS	2.91	2.98		2.98	2.86
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWRPAP		FV	2.68	2.78		2.78	2.70
				SS	2.46	2.56		2.56	2.51
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FV	3.01	3.13 *	-.15	3.13 *	-.15
				SS	3.41	3.37		3.37	3.35
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FV	2.44	2.72 ***	-.32	2.72 ***	-.32
				SS	2.34	2.82 ***	-.54	2.82 ***	-.54
f.	Came to class without completing readings or assignments	CLINPREP		FV	1.93	1.98		1.98	2.01
				SS	2.12	2.01 *	-.15	2.01 *	-.15
g.	Worked with other students on projects during class	CLASSGRP	ACL	FV	2.17	2.39 ***	-.28	2.39 ***	-.28
				SS	2.47	2.49		2.49	2.44
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	ACL	FV	2.64	2.45 ***	.22	2.45 ***	.22
				SS	3.05	3.70 ***	-.60	3.70 ***	-.60

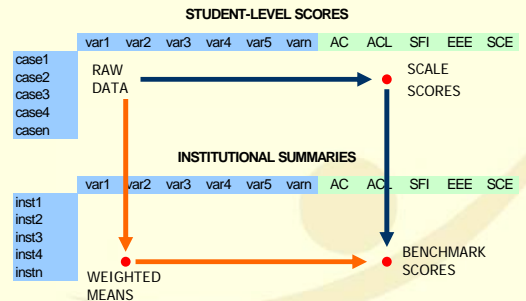
Measurement Scales

National Survey of Student Engagement Measurement Scales, Component Items, and Alpha Reliabilities		
Scale	Items ^a	α
Benchmarks of Effective Educational Practice		
Level of Academic Challenge	readasn, writorm, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol	.72
Active and Collaborative Learning	clquest, clipresn, classgrp, occgrp, tutor, commproj, oocideas	.63
Student-Faculty Interactions	facgrade, facideas, facplans, facfeed, facother, research ^b	.76
Enriching Educational Experiences	diffstu2, divrstud, envdivrs, cocurr01, itacadem, intern ^b , learncom ^b , volunter ^b , forlang ^b , studyabr ^b , indstudy ^b , seniorx ^b	.56 ^c
Supportive Campus Environment	envsocial, envsuprt, envnacad, envstu, envfac, envadm	.76
Complex Learning		
Deep Learning	integrat, divclass, intideas, facideas, oocideas, synthesz, analyze, evaluate, applying	.82
Higher Order Thinking	analyze, synthesz, evaluate, applying	.82

Technical Changes in New Process

- All items are converted to a 100-point scale
- Part-time student adjustments are based on national averages
- Weights applied at benchmark level rather than item level
- Student-level scale scores are calculated in addition to institutional benchmarks

Generating Benchmark Scores



Implications of New Changes

- Meaningful intra-institutional analysis now possible
- Higher power of analysis is available
- Institutions who serve part-time students well will notice an increase in Level of Academic Challenge
- Benchmark scores for this year are not directly related to those calculated in prior years
- Decile positions will remain stable

Using Student-Level "Benchmarks"

Institutions may use student-level "benchmarks" to:

- Investigate differences in key institutional subgroups (Program, departments, colleges, etc.)
- Investigate difference in key student sub-groups (gender, major, etc.)
- Incorporate scale scores into predictive models of student outcomes
- Investigate what groups are served better than others on your campus.

Benchmark Recalculation Report

For multi-year comparisons

Recalculated NSSE Benchmarks ^a		2001 ^b	2002	2003	2004 ^c
Level of Academic Challenge	FY	50	53	51	50
	SR	54	55	54	55
Active and Collaborative Learning	FY	47	43	41	41
	SR	46	48	48	51
Student-Faculty Interaction ^d	FY	37	34	38	37
	SR	63	59	57	61
Enriching Educational Experiences ^e	FY	42	41	38	23
	SR	55	49	51	48
Supportive Campus Environment	FY	56	58	57	57
	SR	50	50	51	55

FAQ: Benchmark Reports

FREQUENTLY ASKED QUESTIONS ABOUT INSTITUTIONAL BENCHMARK REPORTS

Answers on the 2004 Annual Report Website:
nsse.iub.edu

1. Questions about Changes to the 2004 Benchmark Report

- What changes were made to the 2004 Benchmark Report? Why were the changes made?

2. Questions about Benchmark Scores

- My Level of Academic Challenge benchmark score for seniors is 61.0 and the 90th decile score for Master's institutions is also 61.0. However, the shading does not cover the 90th decile. Why not?
- Can I calculate my own benchmark scores for intra-institutional comparisons?
- On the questions that make up the benchmarks, how do I calculate frequencies that are comparable to those reported in the 2004 Annual Report?

Next steps with your NSSE data

- ◆ Multi-year comparisons
 - ◆ Y2Y variable comparability
 - ◆ Work with student-level benchmarks
 - ◆ What constitutes meaningful change?
- ◆ Model t-test and regression
- ◆ Work with scales
- ◆ NSSE special peer analysis

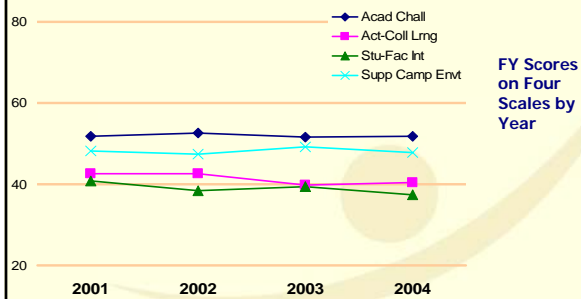
Using Benchmark Scores

Used to stimulate conversation on campus:

- ◆ How does your institution compare to your peers/nationally?
- ◆ Have your scores changed from prior years?
- ◆ Are scores aligned with your institutional mission?
- ◆ Do scores make sense in light of recent institutional initiatives?
- ◆ Do scores mirror impressions of your institution on campus and in your community?

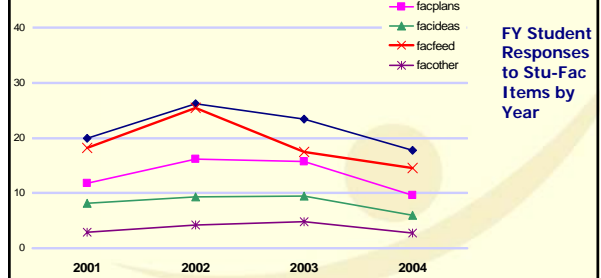
Comparisons Across Years

Benchmark Comparison Across Years:
First-Year Students



Comparisons Across Years

Percent "Frequently" on Student-Faculty
Interaction Items Across Years:
First-Year Students



FY Student t-test Comparisons 2003 and 2004 at Nesseville State

Independent Samples t-tests of FY Students between 2003 and 2004

Student-Level "Benchmark" Score	2003	2004	SD	sig.	Effect Size
Academic Challenge	55	54	13	.23	.08
Active and Collaborative Learning	41	41	15	.65	.00
Student-Faculty Interaction	41	38	19	.00	.16
Supportive Campus Environment	61	60	17	.35	.06

Regression on Student-Faculty Interaction with Year

	B	Std. Error	Beta	t	Sig.
(Constant)	39.6	9.6		4.1	0.000
international	3.6	3.1	0.0	1.1	0.255
enrollment	-2.5	4.2	0.0	-0.6	0.551
sex	-1.1	1.3	0.0	-0.8	0.397
major: art	1.5	2.5	0.0	0.6	0.553
major: bio	0.1	2.8	0.0	0.0	0.983
major: bus	3.5	2.4	0.1	1.4	0.156
major: phys	-4.3	4.4	0.0	-1.0	0.325
major: sos	-0.1	2.7	0.0	0.0	0.975
major: und	-5.0	4.6	0.0	-1.1	0.279
major: oth	1.9	2.6	0.0	0.7	0.473
major: pro	2.5	2.9	0.0	0.9	0.391
YEAR	3.6	1.2	0.1	2.9	0.004

NSSE R&D

- ♦ Web-based special peer query function
- ♦ Sampling of distance education students
- ♦ Data and reports available online – current and past years

For More Information

- ♦ Email: rgonyea@indiana.edu
- ♦ NSSE website: <http://nsse.iub.edu>



Copies of this presentation as well as other papers and presentations are available through the website