Using NSSE and CCSSE to Tell a Story About Teaching and Learning

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Linda Garcia, CCSSE
Agenda

• Student Engagement: Quick Review of Fundamentals
• Considerations for telling a story about teaching and learning
• Exercise: Creating a data narrative
Student Engagement and Improving Success for All

• NSSE and CCSSE are survey tools for institutional improvement.

• Results provide meaningful indicators of educational quality – *what matters to success*.

• Results can inform educational improvement efforts and also assess impact.
# Why Assess Student Engagement?

## NSSE: National Survey of Student Engagement

**The College Student Report**

### During the Current School Year, About How Often Have You Done the Following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Often</th>
<th>Often</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked questions or contributed to course discussions in other ways</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Came to class without completing readings or assignments</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Attended an art exhibit, play or other arts performance (dance, music, etc.)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Asked another student to help you understand course material</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Explained course material to one or more students</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Prepared for exams by discussing or working through course material with other students</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Worked with other students on course projects or assignments</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Gave a course presentation</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

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## The Community College Student Report

Instructions: It is essential that you use a No. 2 pencil to complete this survey. Mark your answers as shown in the following example:

- Correct Mark: ✓
- Incorrect Mark: ✗

1. Did you begin college at this college or elsewhere?
   - O Started here
   - O Started elsewhere

2. Thinking about this current academic term, how would you characterize your enrollment at this college?
   - O Full-time
   - O Less than full-time

3. Have you taken this survey in another class this term?
   - O Yes
   - O No

4. In your experiences at this college during the current school year, about how often have you done each of the following?
   - O Very Often
   - O Often
   - O Sometimes
   - O Never
   - a. Asked questions in class or contributed to class discussions
   - b. Made a class presentation
   - c. Prepared two or more drafts of a paper or assignment before turning it in
   - d. Worked on a paper or project that required integrating ideas or information from various sources
Why Student Engagement is Useful to Assess and Enhance

• Levels of student engagement are critical indicators of student success (academic achievement, retention, graduation)
• Data are reasonable to obtain – and are valid, reliable, comparable
• Results are actionable
• Engagement is a “good proxy for direct evidence of student learning”
Objectives

Compare over-time, measure improvement

Encourage Meaningful Comparisons, Action

Provide Student Engagement Data, Foster Action on Results

Focus on Practices that Matter
Why NSSE and CCSSE?

What higher education concern do they address?
Completion and Quality Learning!!

• All colleges should focus on the quality of educational experiences that develop and lead up to greater student learning and success.

• **NSSE & CCSSE provide answers to:**
  
  *To what extent do our students have quality educational experiences?*
Calls to Improve Higher Education

Why Higher Education Cannot Resist Disruptive Change

Capital Flows

GUEST POST WRITTEN BY
Arthur Levine
Mr. Levine is president of the Council of Foundation.

Higher education must change to reflect shifting student demographics

By Jamie P. Merisotis
Engaged learning is a gateway to the desired outcomes of college.

Students who engage more frequently in educationally purposeful activities both in and outside the classroom get better grades, are more satisfied, and are more likely to persist and graduate.
Student Engagement Fundamentals
What is Student Engagement?

Student engagement is the time and energy students devote to educationally purposeful activities – practices shown to be related to desired educational outcomes.
Student Engagement: Three Elements

- What **students do** – time and energy devoted to educationally purposeful activities
- What **institutions do** – using effective educational practices to induce students to do the right things
- **Educationally effective institutions** channel student energy toward the right activities
NSSE & CCSSE Basics

NSSE & CCSSE annually gather valid, reliable information on the extent to which students engage in and are exposed to proven educational practices that correspond to desirable learning outcomes.

– Results provide estimate of how undergraduates spend their time and what they gain from college.

– Items represent empirically confirmed ‘good practices’; behaviors associated with student learning and development.
NSSE Basics: The Survey

- Research based on effective educational practices
- Designed and tested for validity & reliability
- Stable over time
- High credibility of self-reported data
- Over 400,000 students at 600+ institutions annually
CCSSE Basics: The Survey

- Asks students about their college experiences
- How they spend their time; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; how the college supports their learning etc.

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3. Have you taken this survey in another class this term?  
   - Yes  
   - No

4. In your experiences at this college during the current school year, about how often have you done each of the following?  
   - Very often  
   - Often  
   - Sometimes  
   - Never

   a. Asked questions in class or contributed to class discussions
   b. Made a class presentation
   c. Prepared two or more drafts of a paper or assignment before turning it in
   d. Worked on a paper or project that required integrating ideas or information from various sources
Self-reported data is valid if five conditions are met:

1. Information is known to respondents
2. Questions are phrased clearly & unambiguously
3. Questions refer to recent activities
4. Respondents think the questions merit a serious & thoughtful response
5. Answering the questions does not threaten or embarrass students, violate their privacy, or encourage them to respond in socially-desirable ways

• NSSE/CCSSE intentionally designed to satisfy these five conditions
NSSE – CCSSE Basics

- **Indirect measure** of student learning
- **Direct measure** of extent to which students experience and participate in effective educational practices
- Engagement gets as student behaviors and also extent to which institution deploys resources important to student success
The “NSSElings”

– FSSE - Faculty Survey of Student Engagement
– BCSSE - Beginning College Survey of Student Engagement
– LSSSE – Law School Survey of Student Engagement

The Community College Survey of Student Engagement

– SENSE - Survey of Entering Students Experiences
– CCFSSSE - Community College Faculty Survey of Student Engagement
Focusing in on Teaching & Learning
Getting Acquainted: NSSE and CCSSE and Teaching and Learning

PLEASE TAKE 2 MINUTES AND WRITE YOUR RESPONSES TO THE FOLLOWING QUESTIONS. THEN TURN TO SOMEONE AND BRIEFLY SUMMARIZE YOUR RESPONSES:

• What NSSE or CCSSE data has been concerning to you or your campus?

• What possible improvements to student experiences or teaching practices does your assessment data or evidence point to?

• What changes or improvements, specifically, would you hope to see?
Getting into Some Data About Teaching and Learning – Experiences with Faculty

**Student-Faculty Interaction Items**

*During the current school year, how often have you:*

- Talked about career plans with a faculty member
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

**Effective Teaching Practices Items**

*To what extent have your instructors...*

- Clearly explained course goals/requirements
- Used examples/illustrations to explain difficult points
- Provided feedback on draft/work in progress
- Provided prompt & detailed feedback on tests/completed assignments
A Quick Example to Stimulate our Thinking About Using Results to Tell a Story about Teaching & Learning

**Sample College** is interested in one particular dimension of student engagement among first year students, *Experiences with Faculty*. Student-faculty interaction is a valued practice at Sample College and results have historically been strong, for the first time the campus has data about the new dimension on NSSE related to *Effective Teaching Practice*.

What story do you see in Sample College’s results? What concerns do you have? What approach might you take to share results? What else might you want to know about Sample College and the conditions for effective teaching? When could results like this be useful?
Getting into Some Data About Teaching and Learning – Experiences with Faculty

Student-Faculty Interaction Items

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- Discussed your academic performance with a faculty member

Strongest scores in comparison to peer schools

+
A NSSE Case Study: Sample College Results

NSSE 2014 Engagement Indicators
Experiences with Faculty
SAMPLE COLLEGE

Experiences with Faculty: First-year students
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: Student-Faculty Interaction and Effective Teaching Practices. Below are three views of your results alongside those of your comparison groups.

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>SAMPLE Mean</th>
<th>GLC 2013/2014 Mean</th>
<th>GLC 2013/2014 Effect size</th>
<th>CARN SELECT Mean</th>
<th>CARN SELECT Effect size</th>
<th>NSSE 2013 &amp; 2014 Mean</th>
<th>NSSE 2013 &amp; 2014 Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Faculty Interaction</td>
<td>25.7</td>
<td>24.5</td>
<td>.08</td>
<td>25.4</td>
<td>.02</td>
<td>20.3</td>
<td>.37</td>
</tr>
<tr>
<td>Effective Teaching Practices</td>
<td>35.8</td>
<td>42.2 ** - .48</td>
<td></td>
<td>42.5 *** -.54</td>
<td></td>
<td>40.2</td>
<td>-.33</td>
</tr>
</tbody>
</table>

Note: Results weighted by institution-reported sex and enrollment status [and institution size for comparison groups]; *p<.05; **p<.01; ***p<.001[2-tailed]; Effect size: Mean difference divided by pooled standard deviation. Symbols on the Overview page are based on effect size and p before rounding.

Effective Teaching Practices
Percentage responding "Very much" or "Quite a bit" about how much instructors have...

<table>
<thead>
<tr>
<th>Item</th>
<th>SAMPLE COLLEGE</th>
<th>GLC 13/14</th>
<th>Carn Select</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. Clearly explained course goals and requirements</td>
<td>58</td>
<td>83</td>
<td>84</td>
<td>81</td>
</tr>
<tr>
<td>5b. Taught course sessions in an organized way</td>
<td>76</td>
<td>81</td>
<td>83</td>
<td>79</td>
</tr>
<tr>
<td>5c. Used examples or illustrations to explain difficult points</td>
<td>66</td>
<td>79</td>
<td>83</td>
<td>77</td>
</tr>
<tr>
<td>5d. Provided feedback on a draft or work in progress</td>
<td>58</td>
<td>72</td>
<td>73</td>
<td>65</td>
</tr>
<tr>
<td>5e. Provided prompt and detailed feedback on tests or completed assignments</td>
<td>50</td>
<td>70</td>
<td>74</td>
<td>63</td>
</tr>
</tbody>
</table>
Telling a Story with Data

• Thinking about sharing data in a meaningful way – a way that promotes positive change – can be a challenge.

• A data narrative approach encourages deeper, more meaningful data-informed conversations.

• This approach uses data to tell a story – a story that develops and takes shape as data are shared and discussed.
Data Narrative Exercise:
As you consider key points in the data narrative exercise please use the short institution description assigned to your group.

Community College: CCSSEville Community College
CCSSEville Community College is a public two year institution of higher learning located in the southwest whose mission is to provide education for individuals, many of whom are adults, in its service region. The college focuses on programs, services, and partnerships that include workforce education programs, developmental courses, adult literacy courses, university transfer programs, and industry education. The undergraduate student population of approximately 3,500 is 57% female and 43% male with 36% receiving Pell Grants and 62% attending part-time. CCSSEville’s enrollment has increased by 10% in comparison to the previous year; however, the term-to-term persistence rate has decreased. The President’s cabinet of CCSSEville has expressed the need to increase student engagement by redesigning teaching and learning.

Bachelors-Granting Institution: NSSEville State University
NSSEville State is a small, private bachelors-granting master’s level institution located in the northwest whose mission is to offer educational opportunity and career preparation to students in its region. The undergraduate student population of approximately 2,400 is majority female, from in-state, with more than 25% students from historically underrepresented racial-ethnic groups, and a significant transfer population, many from nearby community colleges. The University experienced modest enrollment growth in the early 2000’s and enrollment is expected to be flat for the next several years, but with a 3% budget cut in the next fiscal year. First year retention rates are consistently around 68% and the 6yr graduation rate is about 42%. The President’s cabinet of NSSEville State has recently expressed some concern about the quality of undergraduate education, particularly issues of teaching and learning in line with the mission of the institution, including experiential learning, writing, critical thinking, student-faculty interaction, and overall satisfaction.
Resources to Support Your Data Use
Using NSSE & CCSSE: Thinking About Results

• Broadly *diagnose* extent to which students are engaged in practices that matter for learning

• Institutional, department and student population level examination
  – Experience of ALL students
  – Students in departments/majors
  – Populations of students – first generation, racial-ethnic groups, by other student characteristics
Many Ways to Use Results
What to look at and how to look at it

#1. Focus on What Matters - do we provide these experiences? Are students engaged?

Peer comparisons
- How do we measure up to others? To top 10%?

Self comparison
- Are we improving? Are results better than 3 yrs. ago?

Criterion standard
- How do we measure up to our ideals?

Internal variation
- Where/with which students does engagement look different? Who is least engaged?
Simply reporting NSSE results will not lead to action

• Designed to help plan and facilitate data-driven conversation using NSSE and FSSE data
• Helps you get organized and provides suggestions for leading a workshop or session
• Six worksheets with guided exercises
• Offers tips for overcoming obstacles when sharing NSSE and FSSE data
• New webinar available: nsse.indiana.edu/html/webinars.cfm
Don’t Recreate the Wheel

- Plenty of resources for using and sharing of data on NSSE’s Web site
- Get inspired by viewing other institutional web sites
- Read stories of success in the Lessons from the Field
- Use the searchable database to explore stories by EI, special groups, and regional accreditation
We’ve Mapped the Items for You

- Use the Campuswide Mapping Document to identify EI s, and items relevant to various campus units, departments, committees, and functional areas
- Toolkits available for 6 regional and 4 specialized accreditors
- Lumina’s Degree Qualifications Profile (DQP)
- Voluntary System Accountability (VSA) College Portrait
Conceptions of Student Engagement

CCSSE & NSSE and Instructional Practice = Student Engagement Techniques

### CCSSE/SET Crosswalks: Table A

<table>
<thead>
<tr>
<th>CCSSE Item #</th>
<th>Item Description</th>
<th>Student Engagement Technique (SET)</th>
<th>Tips and Strategies (T/S)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Active and Collaborative Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a</td>
<td>Frequency: Asked questions in class or contributed to class discussions (SENSE: 19a)</td>
<td>2, 4, 7, 12, 14, 15, 27</td>
<td>26, 27, 28, 29, 30, 32, 33, 34</td>
</tr>
<tr>
<td>4b</td>
<td>Frequency: Made a class presentation</td>
<td>8, 13, 14, 15, 19, 20, 26, 33</td>
<td>N/A</td>
</tr>
<tr>
<td>4f</td>
<td>Frequency: Worked with other students on projects during class (SENSE: 19g)</td>
<td>2, 6, 8, 9, 11, 13, 16, 19, 20, 21, 25, 26, 29, 33, 36</td>
<td>33, 35</td>
</tr>
<tr>
<td>4g</td>
<td>Frequency: Worked with classmates outside of class to prepare class assignments (SENSE: 19h)</td>
<td>6, 9, 13, 18, 19, 20, 21, 22, 26, 34</td>
<td>24, 31</td>
</tr>
<tr>
<td>4h</td>
<td>Frequency: Tutored or taught other students (paid or voluntary)</td>
<td>31, 33</td>
<td>N/A</td>
</tr>
<tr>
<td>4i</td>
<td>Frequency: Participated in a community-based project as part of a regular course</td>
<td>26, 34, 36, 39</td>
<td>N/A</td>
</tr>
<tr>
<td>4r</td>
<td>Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (SENSE: 19r)</td>
<td>26, 39</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Student Effort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>Frequency: Prepared two or more drafts of a paper or assignment before turning it in (SENSE: 19b)</td>
<td>15, 21</td>
<td>42</td>
</tr>
<tr>
<td>4d</td>
<td>Frequency: Worked on a paper or project that required integrating ideas or information from various sources</td>
<td>5, 9, 11, 13, 15, 17, 18, 20, 21, 22, 25, 28, 31</td>
<td>42</td>
</tr>
<tr>
<td>4e</td>
<td>Frequency: Come to class without completing readings or assignments (SENSE: 19f)</td>
<td>3, 4, 6, 7, 14, 15, 20</td>
<td>24</td>
</tr>
<tr>
<td>6b</td>
<td>Number of books read on your own (not assigned for personal enjoyment or academic enrichment)</td>
<td>3, 4, 7, 14</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Converting Results to Action

• Assessment information should be actionable

• If assessment doesn’t help improve teaching and learning activities and ultimately, student success... *why bother with it?*

• Campuses that maximize their results, in that action is taken to improve the quality of the undergraduate experience, and student engagement and success enhanced, *do the following*....
Thank You and Final Questions

• What are you thinking about now related to your NSSE and CCSSE results? How might this influence your action plan?