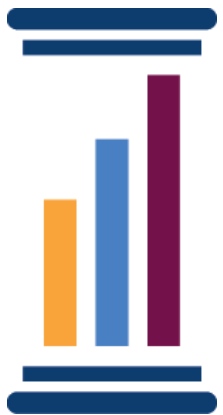


SoTL's Connection to Surveys of Student Engagement



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Topics for Today

- 1. What are NSSE and FSSE?**
- 2. Doing SoTL at the institution level**
- 3. Connecting different levels of SoTL**
- 4. What we have learned from asking faculty about assessment and SoTL**



TOPIC 1



A LITTLE BACKGROUND: WHAT ARE NSSE & FSSE?

What's NSSE?

National Survey of Student Engagement

- Annual survey of first- and final-year undergraduates at bachelor's-granting institutions
- Assesses exposure to and participation in *effective educational practices*
- Used at 1,400 U.S. & Canadian institutions from 2000-2010



Key Aims

- **To enrich discourse about college quality**
 - Shift the focus to teaching & learning
 - Proven effective educational practices
- **To provide diagnostic information to support the improvement of undergraduate education**
 - Actionable information based on valid & reliable measures
 - Meaningful comparisons

“Effective Educational Practices?”

- **Activities and practices that prior research shows are related to desired educational outcomes**
- **Focus on *behavior & process***



OK, but What *is* Engagement?

- **Challenging academic work**
 - High expectations
 - Deep approaches to learning
- **Quality involvement with faculty**
- **Enriching activities and high-impact practices**
 - Active and collaborative learning
 - Powerful educational experiences
- **Supportive peers, faculty, staff, campus**

A Joint Product

Institution, faculty, and student choices determine engagement

- **Institution and faculty set priorities, incentives, & requirements; create programs; provide support for students**
- **Faculty set expectations and structure learning opportunities**
- **Students make choices about their level of effort and involvement**

Benchmarks of Effective Educational Practice

**Level of
Academic
Challenge**

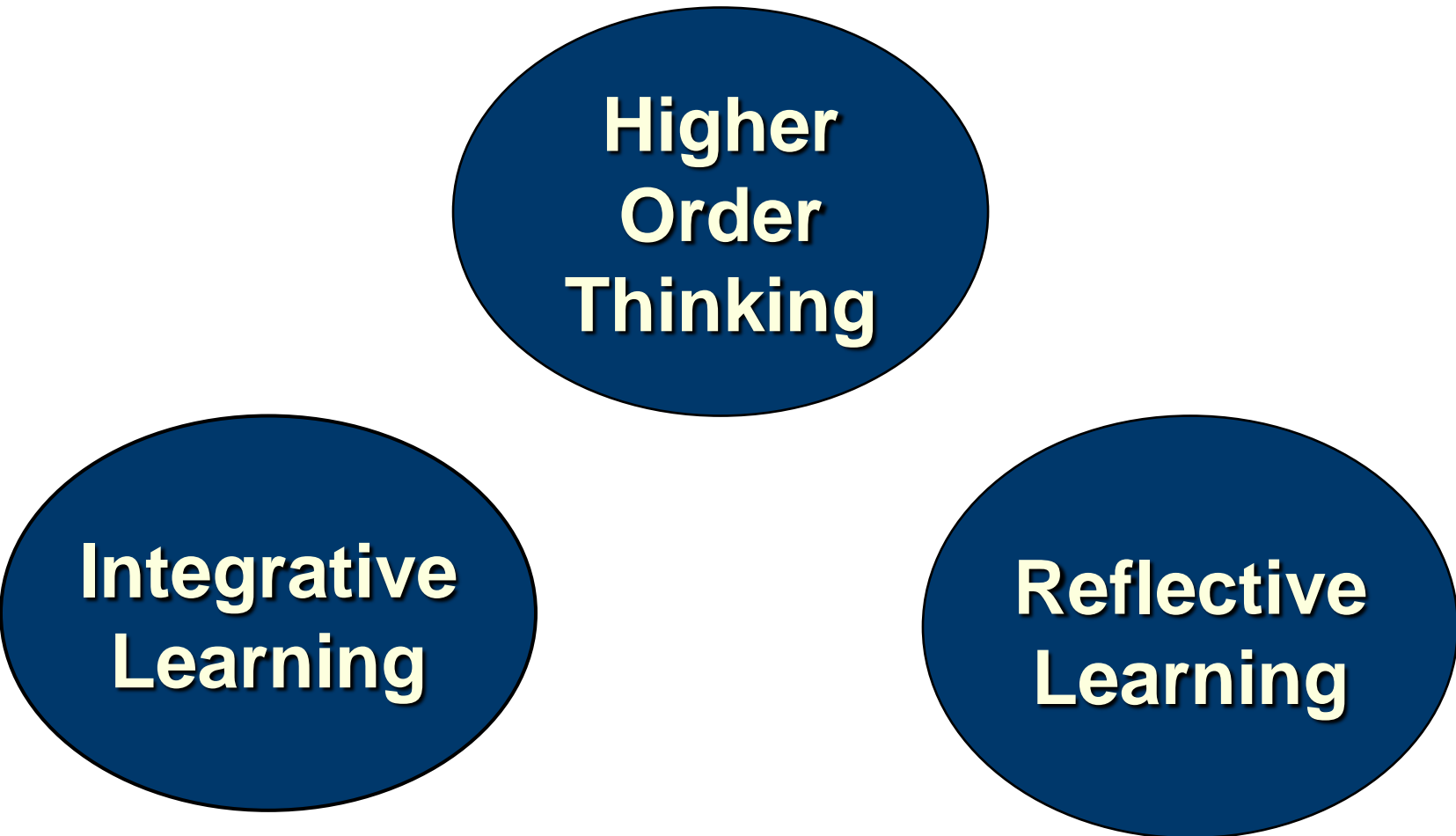
**Active &
Collaborative
Learning**

**Student-
Faculty
Interaction**

**Enriching
Educational
Experiences**

**Supportive
Campus
Environment**

Deep Approaches to Learning



The diagram consists of three dark blue ovals arranged in a triangle. Each oval contains white text with a drop shadow. The top oval is labeled 'Higher Order Thinking', the bottom-left oval is labeled 'Integrative Learning', and the bottom-right oval is labeled 'Reflective Learning'.

**Higher
Order
Thinking**

**Integrative
Learning**

**Reflective
Learning**

What's FSSE?

Faculty Survey of Student Engagement

- Annual survey of faculty members at NSSE participating institutions
- Goal: to measure faculty perceptions of and contributions to student engagement



Why FSSE?

- **Bring faculty into the engagement conversation**
- **Understand their expectations and perceptions**
- **Early experimentation with faculty surveys showed promise**

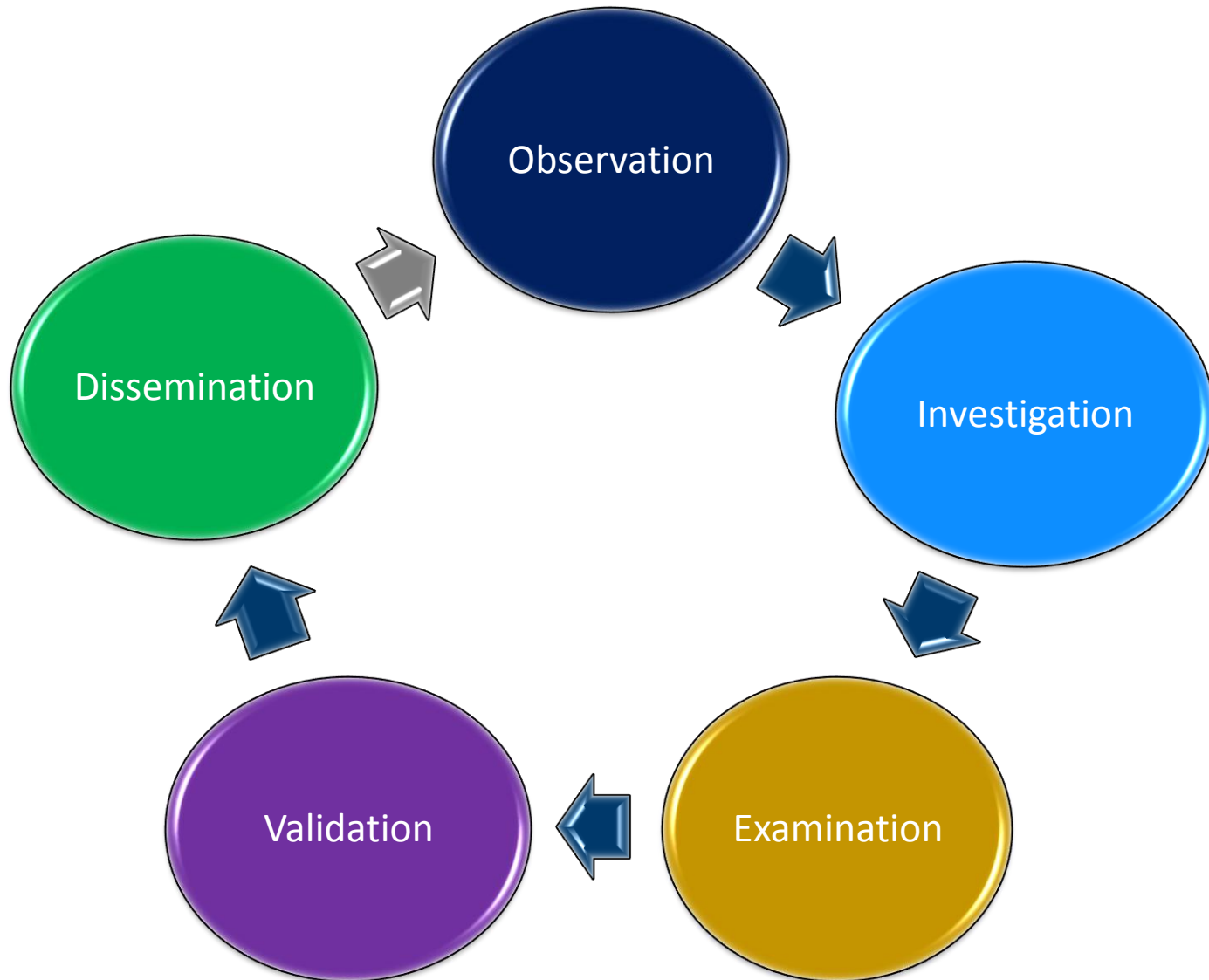


TOPIC 2

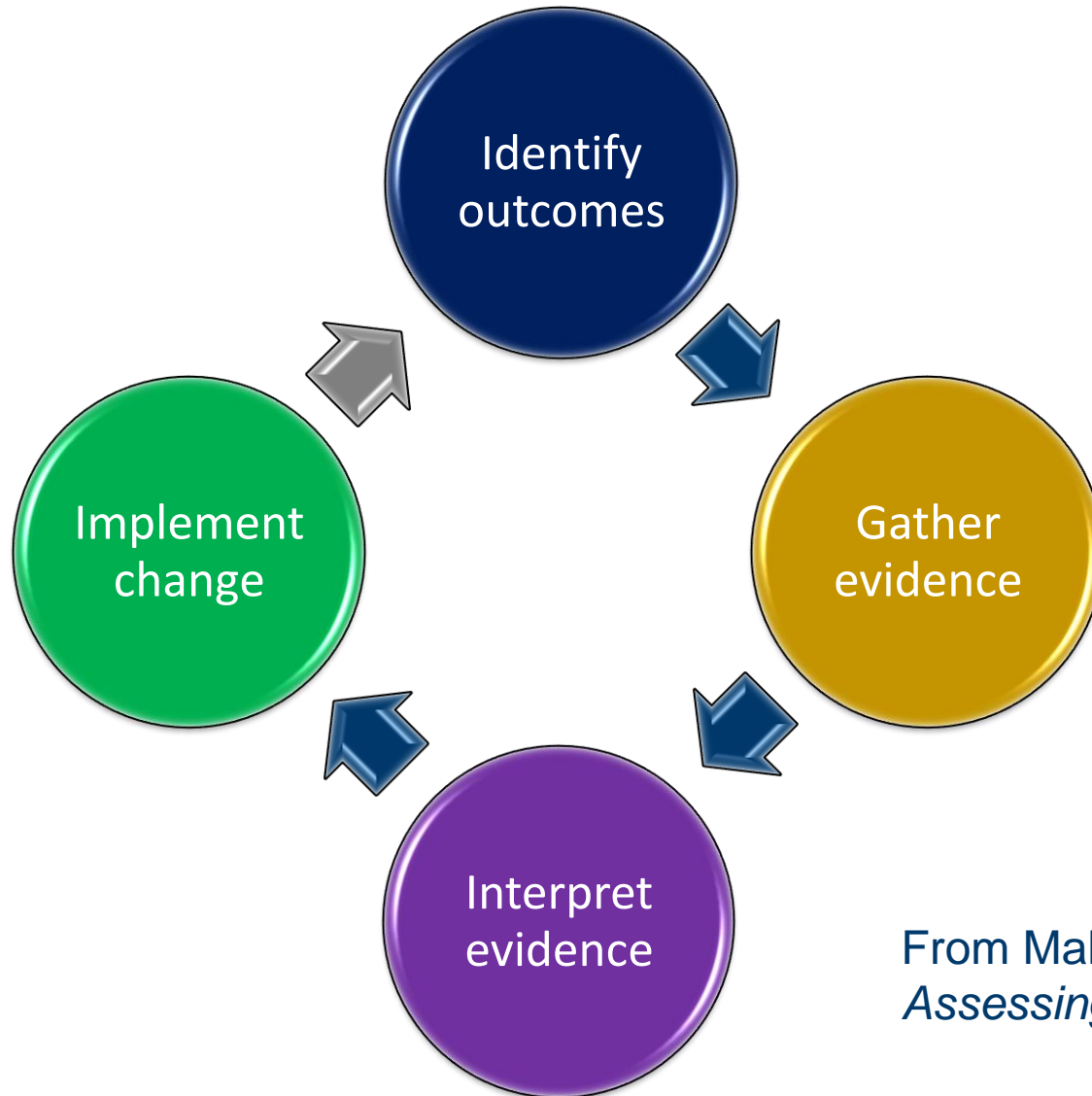


DOING SOTL AT THE INSTITUTION LEVEL

Gale's Cycle of Inquiry



Cycle of Assessment



From Maki (2004),
Assessing for Learning

Scholarship of Teaching & Learning at the Institutional Level

- **Systematic inquiry into the conditions that promote learning**
- **Affords comparisons against:**
 - **Peer institutions**
 - **Absolute standard**
 - **Prior years' results**
- **Identifies accomplishments and opportunities for improvement**



Scholarship of Teaching & Learning at the Institutional Level

What's missing?

- Dissemination (part way there)
- Advancement of the field

Why?

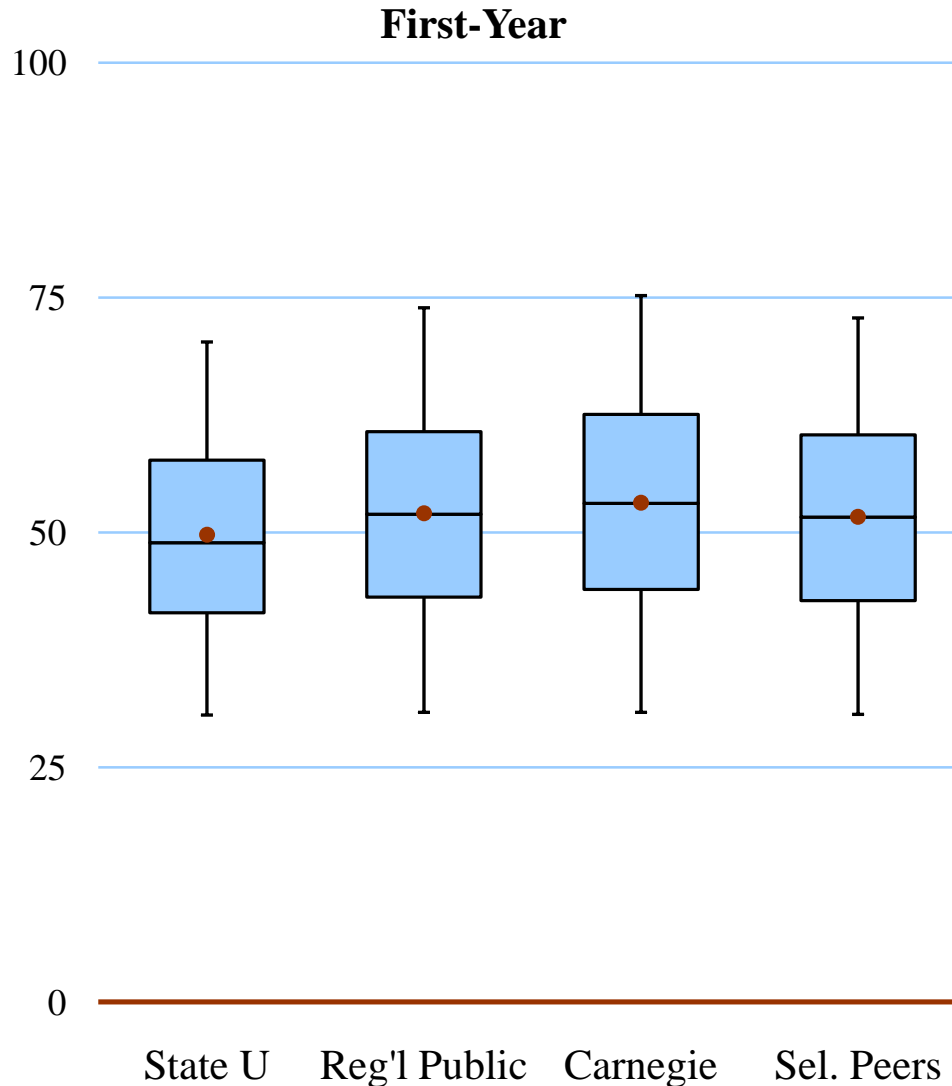


Inquiry Examples (NSSE)

- **How do we compare to peers?**
 - NSSE benchmarks
 - Deep learning scales
 - High impact practices
 - Individual survey items
- **Are we satisfied?**
- **Are we improving?**
- **Who is least engaged?**



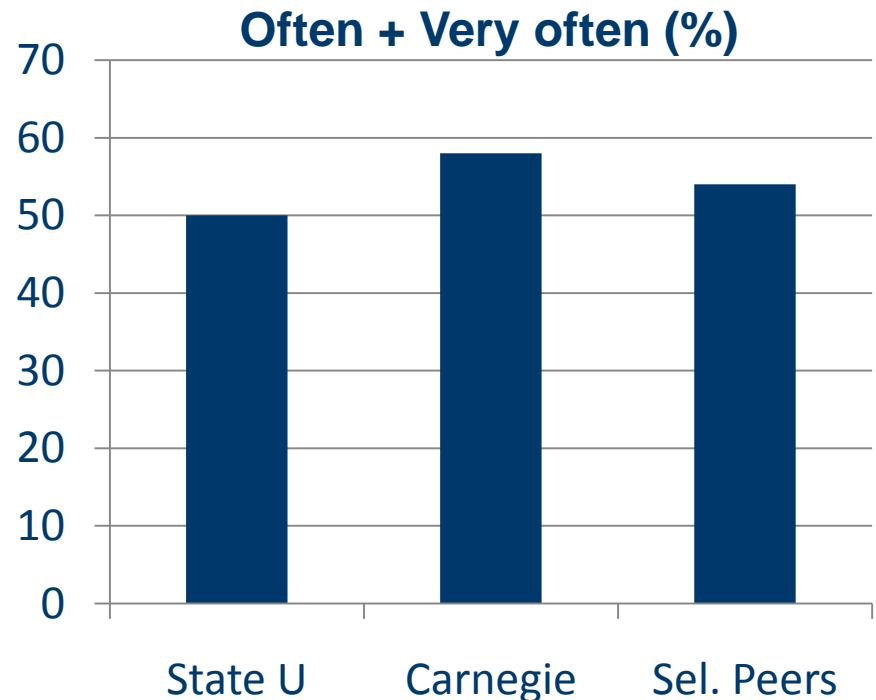
Academic Challenge vs. Peers



High Expectations

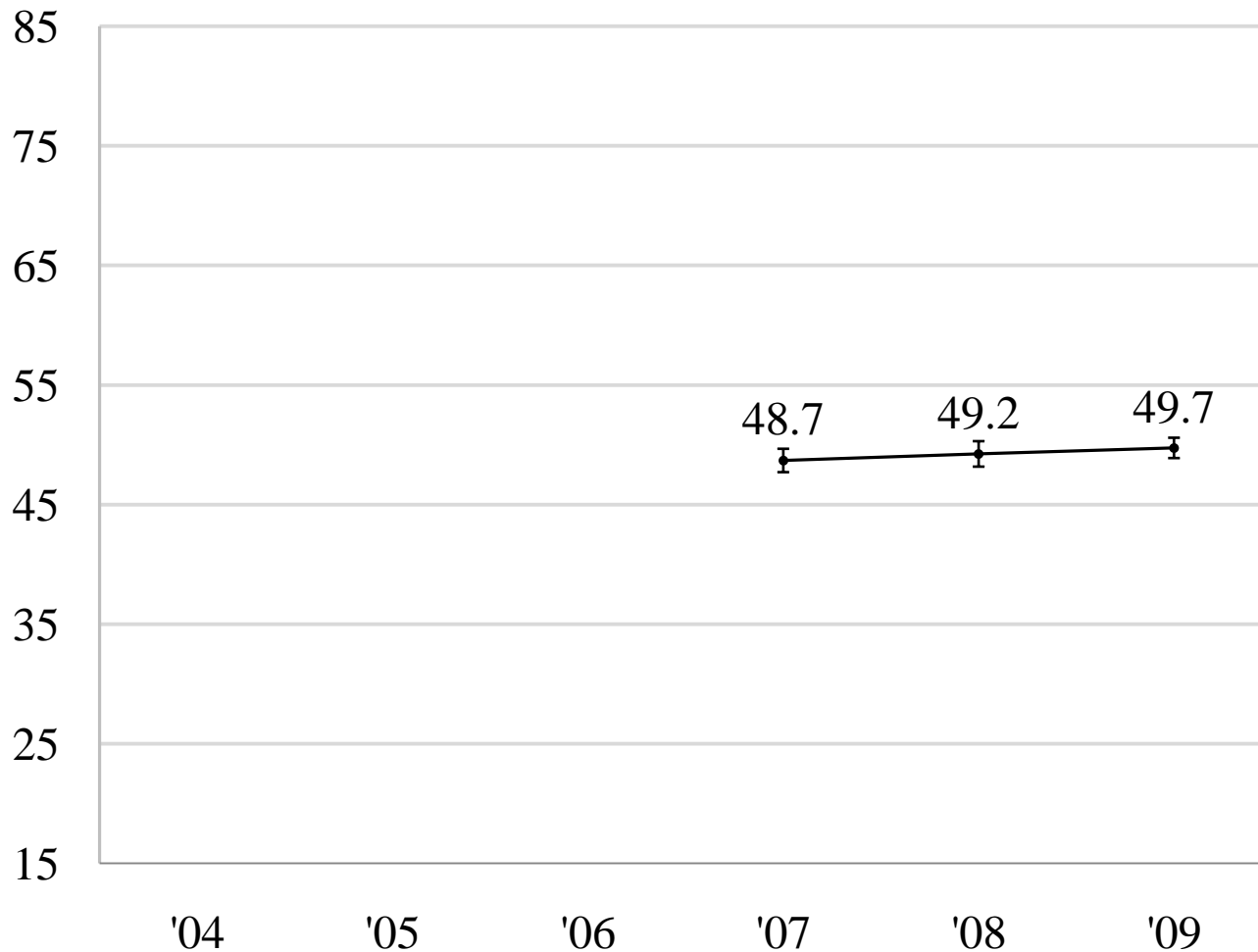
In your experience at your institution during the current school year, about how often have you...

- Worked harder than you thought you could to meet an instructor's standards or expectations? [FY]



Academic Challenge Over Time

Level of Academic Challenge (LAC)



TOPIC 3



CONNECTING DIFFERENT LEVELS OF SOTL

CLASSROOM TO INSTITUTION

Example SoTL Project

- **IU History Learning Project**
Diaz et al., 2008

48% of students in history courses
identified memorizing as the way they
study for history exams

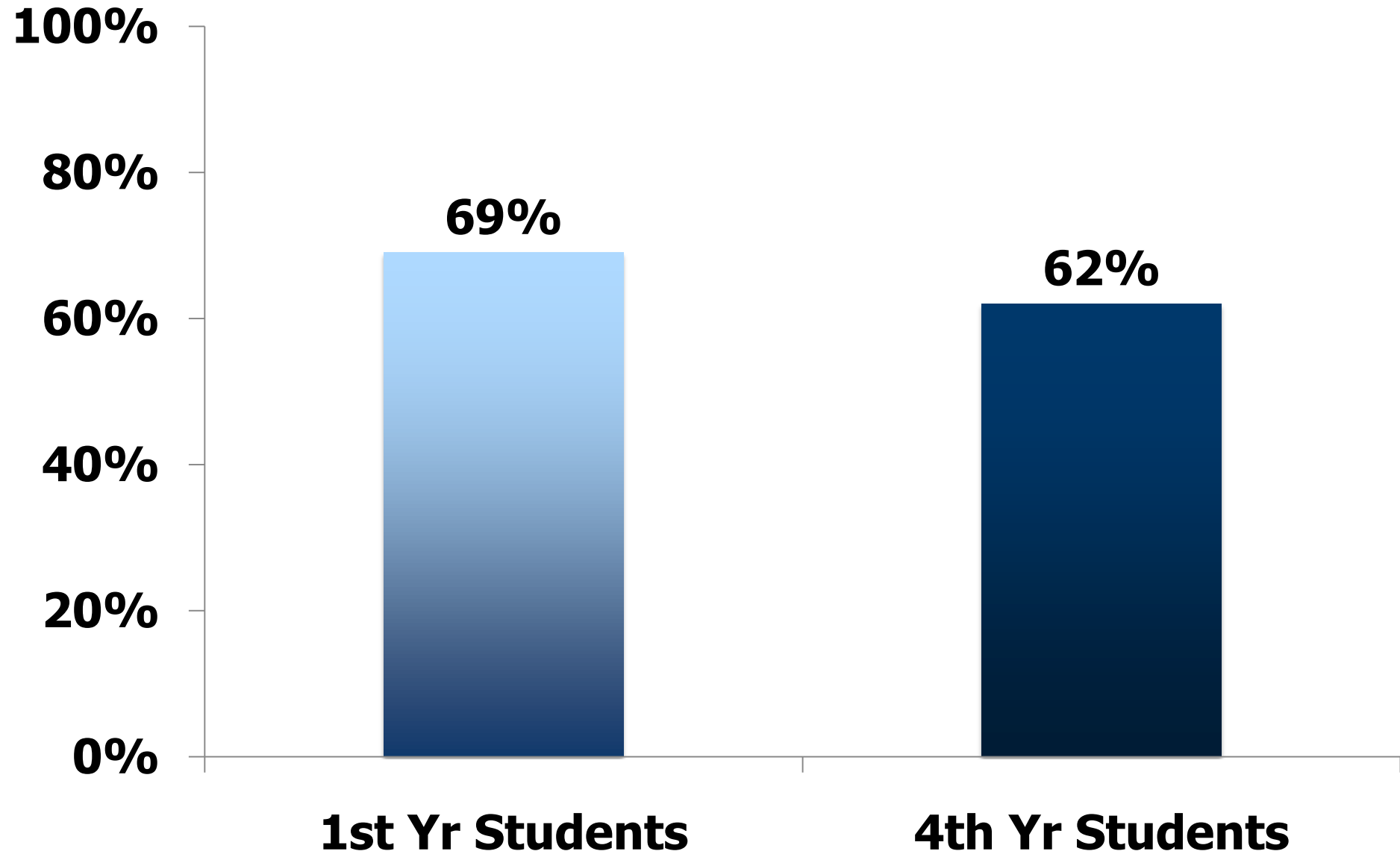


Related Institution Questions

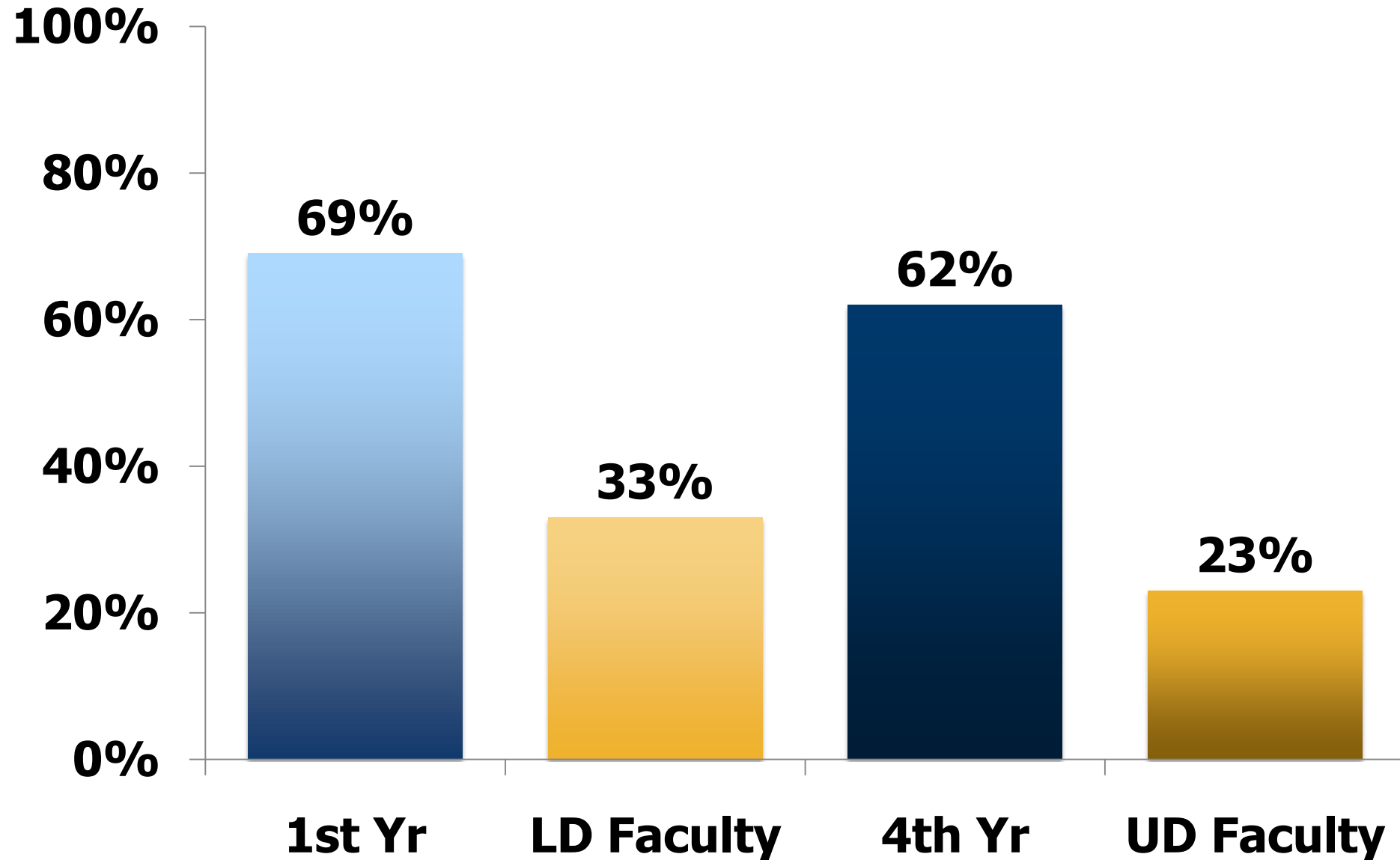
- How much do our students think our courses emphasize memorization?
- **NSSE-specific:** What percentage of students indicate that their courses emphasize memorizing “Quite a bit” or “Very much”?



Courses Emphasized Memorization “Quite a bit” or “Very much”



Courses Emphasized Memorization “Quite a bit” or “Very much”



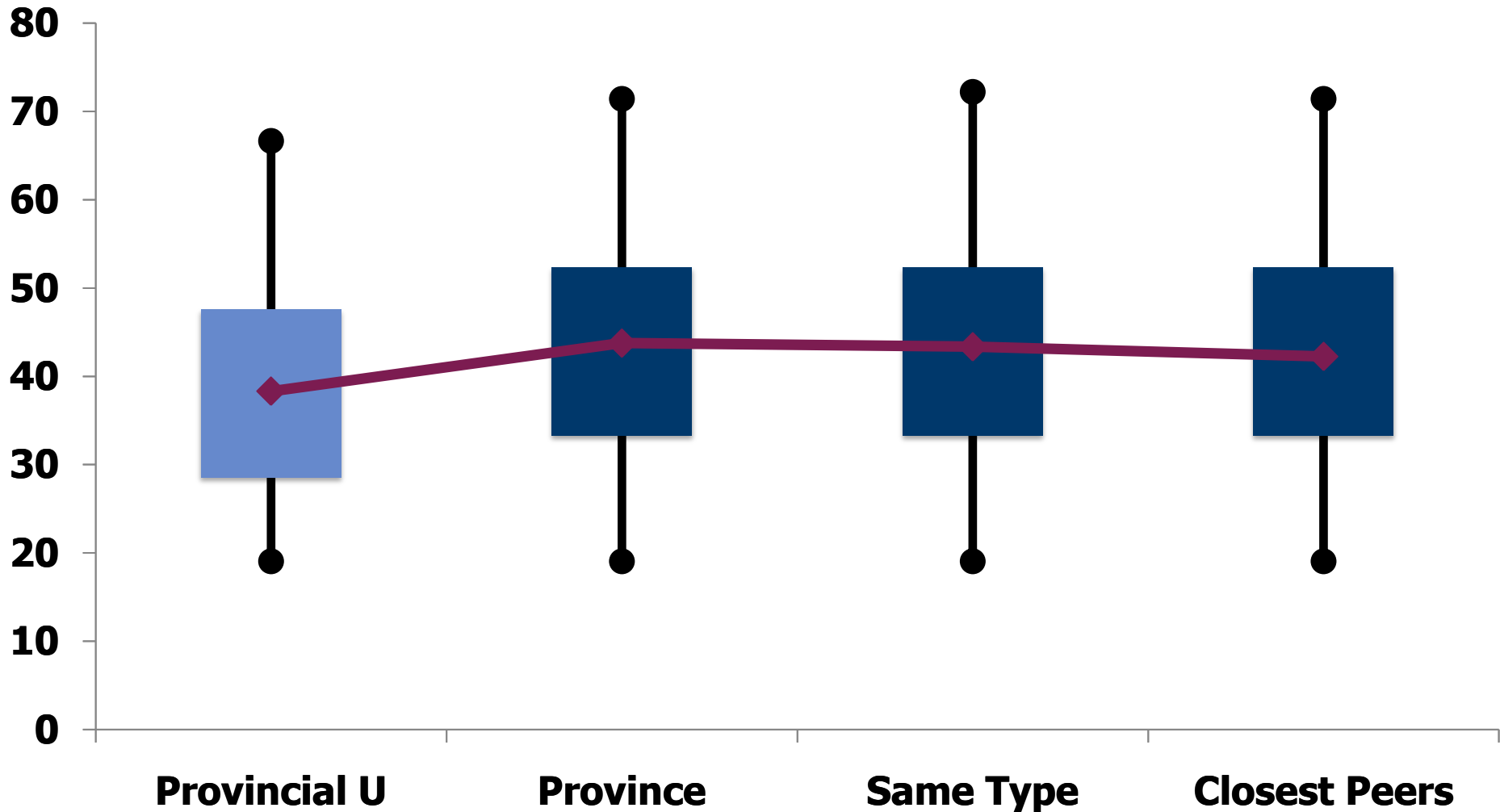
Challenges

- **Who knows what their faculty are finding from their classroom investigations?**
 - **How should the information be gathered, summarized, and shared?**
- **How do findings from faculty investigations in their classrooms find their way to those in charge of institutional assessment?**

INSTITUTION TO CLASSROOM

Institution finds...

Active & Collaborative Learning--FY Students



Possible Follow-Up 1

- **Working groups of faculty investigate...**
 - **What methods of instruction are used in our introductory courses?**
 - **How do students work in groups, if at all, in our courses?**
 - **What effect do collaborative learning activities have on our preferred outcomes? What happens to responses on active & collaborative learning items when pedagogical changes are made?**

Possible Follow-Up 2

- **Individual investigation in class**
 - How much do my students participate in active and collaborative learning?
 - How do their responses fit with my preferences for these activities?
 - How can I effectively increase student learning by using active practices?



Possible Follow-Up 3

- **Investigations in Key Departments**
 - Departmental investigations of the incorporation of active and collaborative practices in large classes
 - Testing of pedagogical changes to promote active learning
 - Use of student evaluation system to launch widespread classroom investigation of collaborative practice

Challenges

- **Effectively disseminating institutional findings**
- **Key players making results useful to faculty**
- **Faculty paying enough attention and using institutional findings to inform their efforts**



TOPIC 4



WHAT WE KNOW FROM ASKING FACULTY MEMBERS

FACULTY PERCEPTIONS OF INSTITUTION-LEVEL SOTL

Involvement in Inst-SoTL

- To what extent is your institution involved in student assessment efforts?
- 75% “Quite a bit” or “Very much”



Effective Dissemination

- **How effectively does your institution disseminate the findings of its assessment efforts to faculty?**
- **64% effectively**



Your goal for usefulness...

- **What is a reasonable goal in terms of the percentage of faculty who find institutional assessment efforts useful?**
 - **100%**
 - **75-99%**
 - **50-74%**
 - **< 50%**



Usefulness of Inst Assessment

- In general, how useful to you are the findings from your institution's assessment efforts?
- **61% useful**



That's Pretty Good, But...

Dissem. Effectiveness

5

4

3

2

1

10%

54%

29%

7%

1

2

3

4

5

Usefulness of Findings

Findings Used?

- **47%** indicated inst assessment efforts informed department activities aimed at improving teaching and learning “Quite a bit” or “Very much”
- **44%** indicated inst assessment efforts informed institutional activities aimed at improving teaching and learning “Quite a bit” or “Very much”

Accreditation Matters?

- **Faculty members' perceptions of institutional assessment efforts vary by field**
- **Professional fields have more positive views than arts and sciences fields**



FACULTY ENGAGEMENT IN SOTL

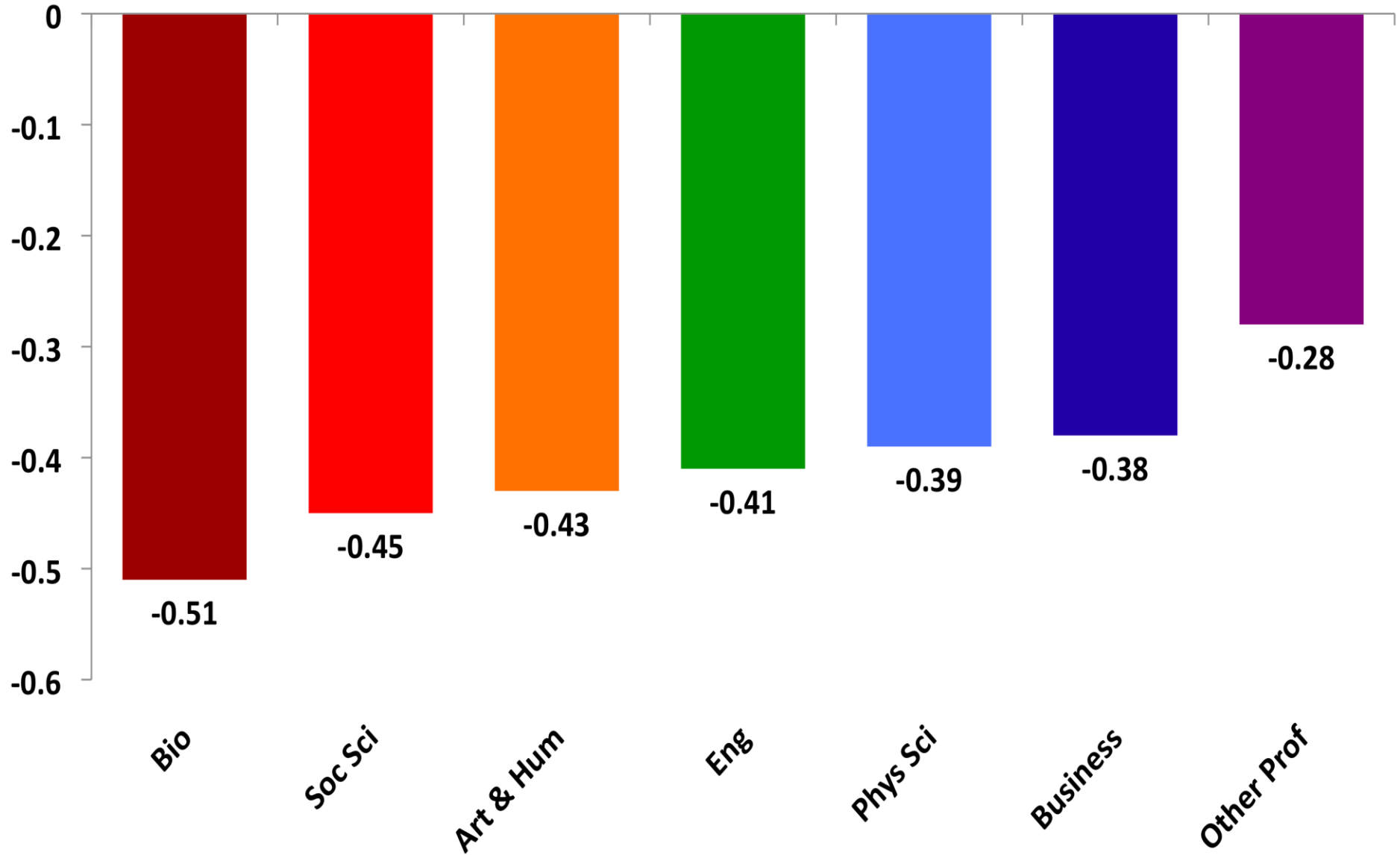
SoTL Engagement Items	Very little	Some	Quite a bit	Very much
Using assessment findings to inform changes made to your courses	10%	27%	34%	28%
Systematically collecting information about the effectiveness of your teaching beyond end-of-term course evaluations	16%	33%	28%	23%
Collaborating with colleagues on improving teaching and learning	15%	34%	30%	22%
Publicly presenting information about teaching or learning	42%	29%	16%	13%
Publishing on teaching and learning	56%	24%	11%	10%

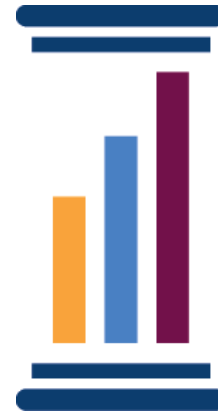
Who does SoTL More?

- **Tenure-track instructors**
(even though they report less inst encouragement)
- **Those teaching graduate students**
- **Those who report higher levels of institutional encouragement**
- **Those in Education**



SoTL Engagement by Field





PRELIMINARY LESSONS

Preliminary Lessons (1)

- **Scholarship of Teaching & Learning and institution-level assessment have much in common**
- **Yet rarely are they in conversation**
 - **Structural issues?**
 - **Lack of mutual awareness?**
 - **Cultural issues?**
 - **Lack of common language or purpose?**



Preliminary Lessons (2)

- **Build linkages between SoTL & assessment groups on campus**
- **Schools (faculties) and departments as a nexus or trading zone**
 - Partnership in common cause
 - Link learning goals at multiple levels
 - Create opportunities to share interests, findings, project ideas



Preliminary Lessons (3)

- **Does accreditation influence faculty perceptions (and practice?)**
 - Bring professions and arts & sciences into conversation about assessment, SoTL
- **Further challenges at both levels**
 - Going public
 - Advancing the field



QUESTIONS & DISCUSSION