



# **NSSE and LEAP—Compatibility and Connection with Core Learning Objectives**

**THURSDAY, 4:15-5:30 pm**

---

David Sill

Jillian Kinzie

Scott Evenbeck



# Liberal Education & America's Promise

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★  
PREPARING STUDENTS FOR AN ERA OF GREATER EXPECTATIONS

COLLABORATIVE LEADERSHIP AND EDUCATIONAL PROGRAMS THAT...

## FOSTER LIBERAL EDUCATION OUTCOMES IN ALL STUDENTS, INCLUDING...

Knowledge of Human Cultures and the Natural  
and Physical World

- ★ social sciences, sciences and mathematics,  
humanities, histories, and the arts

### Intellectual and Practical Skills

- ★ written and oral communication
- ★ inquiry, critical and creative thinking
- ★ quantitative literacy
- ★ information literacy
- ★ teamwork and problem solving

### Individual and Social Responsibilities

- ★ civic knowledge and engagement—local and global
- ★ intercultural knowledge and competence
- ★ ethical reasoning and action
- ★ foundation and skills for lifelong learning

### Integrative Learning

- ★ the capacity to adapt knowledge, skills, and  
responsibilities to new settings and questions

## THROUGH CHALLENGING STUDIES IN...

- ★ the liberal arts and sciences
- ★ one or more major and minor fields
- ★ community and field-based contexts
- ★ the world's major questions, both  
contemporary and enduring

## WITH A CONSTANT FOCUS ON LIBERAL EDUCATION OUTCOMES...

- ★ across general education and majors, including  
preprofessional studies
- ★ at progressively more challenging levels of  
learning from first year through final studies
- ★ using active, hands-on, collaborative, and  
inquiry-based pedagogies
- ★ framed by milestone and capstone assessments  
that help students deepen, integrate, and  
demonstrate their learning
- ★ enhanced by well-designed programs of  
academic and social support for all students

## WITH SPECIAL ATTENTION TO...

- ★ access and success  
for students from  
underserved  
communities



NSSE

**FOSTER LIBERAL EDUCATION OUTCOMES IN ALL STUDENTS, INCLUDING...**

**Knowledge of Human Cultures and the Natural and Physical World**

- ★ *social sciences, sciences and mathematics, humanities, histories, and the arts*

**Intellectual and Practical Skills**

- ★ *written and oral communication*
- ★ *inquiry, critical and creative thinking*
- ★ *quantitative literacy*
- ★ *information literacy*
- ★ *teamwork and problem solving*

**Individual and Social Responsibilities**

- ★ *civic knowledge and engagement—local and global*
- ★ *intercultural knowledge and competence*
- ★ *ethical reasoning and action*
- ★ *foundation and skills for lifelong learning*

**Integrative Learning**

- ★ *the capacity to adapt knowledge, skills, and responsibilities to new settings and questions*

**THROUGH CHALLENGING STUDIES IN...**

- ★ *the liberal arts and sciences*
- ★ *one or more major and minor fields*
- ★ *community and field-based contexts*
- ★ *the world's major questions, both contemporary and enduring*

**WITH A CONSTANT FOCUS ON LIBERAL EDUCATION OUTCOMES...**

- ★ *across general education and majors, including preprofessional studies*
- ★ *at progressively more challenging levels of learning from first year through final studies*
- ★ *using active, hands-on, collaborative, and inquiry-based pedagogies*
- ★ *framed by milestone and capstone assessments that help students deepen, integrate, and demonstrate their learning*
- ★ *enhanced by well-designed programs of experiential learning, such as internships, service learning, and study abroad*

**WITH SPECIAL ATTENTION TO...**

- ★ *access and success for students from*



**FOSTER LIBERAL EDUCATION OUTCOMES IN ALL STUDENTS, INCLUDING...**

**Knowledge of Human Cultures and the Natural and Physical World**

- ★ *social sciences, sciences and mathematics, humanities, histories, and the arts*

**Intellectual and Practical Skills**

- ★ *written and oral communication*
- ★ *inquiry, critical and creative thinking*
- ★ *quantitative literacy*
- ★ *information literacy*
- ★ *teamwork and problem solving*

**Individual and Social Responsibilities**

- ★ *civic knowledge and engagement—local and global*
- ★ *intercultural knowledge and competence*
- ★ *ethical reasoning and action*
- ★ *foundation and skills for lifelong learning*

**Integrative Learning**

- ★ *the capacity to adapt knowledge, skills, and responsibilities to new settings and questions*

**THROUGH CHALLENGING STUDIES IN...**

- ★ *the liberal arts and sciences*
- ★ *one or more major and minor fields*
- ★ *community and field-based contexts*
- ★ *the world's major questions, both contemporary and enduring*

**WITH A CONSTANT FOCUS ON LIBERAL EDUCATION OUTCOMES...**

- ★ *across general education and majors, including preprofessional studies*
- ★ *at progressively more challenging levels of learning from first year through final studies*
- ★ *using active, hands-on, collaborative, and inquiry-based pedagogies*
- ★ *framed by milestone and capstone assessments that help students deepen, integrate, and demonstrate their learning*
- ★ *enhanced by well-designed programs of academic and social support for all students*

**WITH SPECIAL ATTENTION TO...**

- ★ *access and success for students from*



# Liberal Education & America's Promise

---

- ◆ Foster liberal education outcomes in all students, including . . .
- ◆ Through challenging studies in . . .
- ◆ With a constant focus on liberal education outcomes ...
- ◆ With special attention to access and success

# With a constant focus on liberal education outcomes ...

---

- *across general education and majors, including preprofessional studies*
- *at progressively more challenging levels of learning from first year through final studies*
- *using active, hands-on, collaborative, and inquiry-based pedagogies*
- *framed by milestone and capstone assessments that help students deepen, integrate, and demonstrate their learning*
- *enhanced by well- designed programs of academic and social support for all students*

# LEAP High-Impact Educational Practices

(<http://www.aacu.org/leap/hip.cfm>)

---

- 1. First-Year Seminars and Experiences**
- 2. Common Intellectual Experiences**
- 3. Learning Communities**
- 4. Writing-Intensive Courses**
- 5. Collaborative Assignments and Projects**
- 6. Undergraduate Research**
- 7. Diversity/Global Learning**
- 8. Service Learning, Community-Based Learning**
- 9. Internships**
- 10. Capstone Courses and Projects**

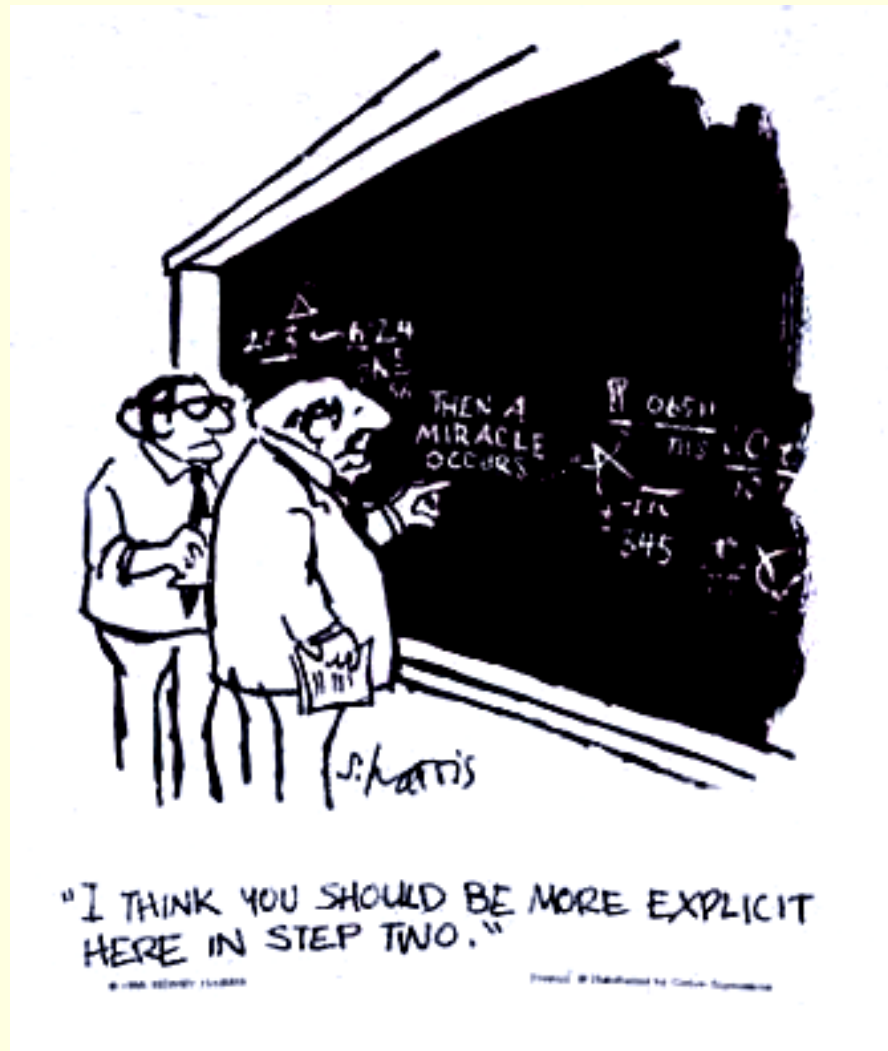
# Exercise #1

---

- ◆ Take a minute and reflect on your institutional learning objectives.
- ◆ Write down your answers to the following:
  - ◆ Which of those objectives is most challenging?
  - ◆ Which is most important?
  - ◆ Which align with the High-Impact Educational Practices?

# So how do we get from here to there?

---



NSSE

# Considering engagement in high-impact and effective educational practices...

---

- ◆ **NSSE is one tool to measure and monitor the extent to which students experience high-impact and effective educational practices and to assess LEAP goals, including success for students from underserved communities**
  - ◆ **What do you know about the frequency and quality of students participation in high-impact practices?**
  - ◆ **How do you use information to advance LEAP goals?**

# National Survey of Student Engagement

*(pronounced "nessie")*



# Community College Survey of Student Engagement

*(pronounced "sessie")*



**College student surveys that assess the extent to which students engage in educational practices associated with high levels of learning and development**

NSSE

# NSSE Review:

"NESSIE"



- ◆ NSSE is administered annually (spring) to **first-year** & **senior** students at participating colleges and universities
  - ◆ Results provide an estimate of how undergraduates spend their time and what they gain from attending college; the extent to which they perceive their institutions support their academic and personal development.
    - ◆ Sample items: Frequency of active learning, integrated learning; Participation in learning community, service learning, senior capstone; coursework emphasizing analysis, synthesis, reading and writing.
  - ◆ NSSE items represent **empirically confirmed 'good practices'**; they reflect processes and behaviors associated with desired outcomes of college.

NSSE

# Links between LEAP High-Impact Practices and NSSE measures

---

## Effective Educational Practices Increase Odds That Students Will:

- ✓ Invest time and effort
- ✓ Interact with faculty and peers about substantive matters
- ✓ Experience diversity
- ✓ Get more frequent feedback
- ✓ Discover relevance of their learning through real-world applications

# If you have NSSE Results think about...

---

- ◆ To what extent do your students report participation in these high-impact activities?
- ◆ What % of First-Years report that they “plan to do” a learning community, work on a research project with a faculty member, or study abroad? How are these expectations set?
- ◆ Have you linked your student-level NSSE results to student information to gain greater insights into who participates and how they benefit?

# Benefits of Engagement in High-Impact practices

---

- ◆ High-impact practices correlate highly with NSSE Gains Educational Gains scales (general education, personal and practical gains) and Deep Learning measures
- ◆ Engagement in effective educational practices provides Compensatory Benefit for Students With Lower Entering Board Scores (ACT) and students from historically-underrepresented populations

## *Essential Learning Outcome:*

# **NSSE Deep/Integrative Learning**

- ◆ Integrating ideas or information from various sources
- ◆ **Included diverse perspectives in class discussions/writing**
- ◆ Put together ideas from different courses
- ◆ **Discussed ideas with faculty members outside of class**
- ◆ Discussed ideas with others outside of class
- ◆ **Analyzing the basic elements of an idea, experience, or theory**
- ◆ Synthesizing & organizing ideas, info., or experiences
- ◆ **Making judgments about the value of information**
- ◆ Applying theories to practical problems or in new situations
- ◆ **Examined the strengths and weaknesses of your own views**
- ◆ Tried to better understand someone else's views
- ◆ **Learned something that changed how you understand an issue**

# Effects of Participating in High-Impact Practices on Deep/Integrative Learning and Gains

	Deep Learning	Gains General	Gains Personal	Gains Practical
	<b>First-Year</b>			
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	++
	<b>Senior</b>			
Study Abroad	++	+	++	
Student-Faculty Research	+++	++	++	++
Internship	++	++	++	++
Service Learning	+++	++	+++	++
Senior Culminating Experience	++	++	++	++

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

# High-Impact Participation Levels (NSSE, 2008)

---

- ◆ High-impact practices only reach a fraction of students in higher education
  - ◆ 16% FY participated in Learning Community
  - ◆ 32% Sr completed Culminating/Senior Capstone
  - ◆ 20% Sr did research with a faculty member
- ◆ First-generation, transfer students, older students less likely to experience high-impact practices

NSSE 2008 Annual Results. See also, Kuh, G.D. (2008). *High Impact Practices: What They Are, Who Has Access to Them, and Why They Matter*. AAC&U

# Assessing Student Engagement in High-Impact Practices

To what extent does your institution provide these experiences?

[√ = have on campus; √ = required; estimate the % of various student populations in these activities]

Learning  
Community

First Year Seminars

Research w/  
Faculty

On Our Campus

Required for all

% Students involved

% First Generation

% Transfer Students

% African American

% Latino Students

% Asian American

% other

% Adult Students

# Exercise #2

---

- ◆ For your own campus (or one you know well):
  - ◆ Reflect on Learning Community, First Year Seminars, and research with Faculty
  - ◆ Fill out “Assessing Student Engagement in High-Impact Practices”
- ◆ Is there anything you would like to change?

# Recommendations: For high-impact activities to make more of a difference to student learning & success....

---

1. Make it possible for students to participate in *at least 2 high impact activities* during their undergraduate program, 1 in the first year, and 1 later related to their major field.
2. Ensure all students have a chance to participate in these experiences – *are students in some majors less likely to participate? To what extent do first-generation students take advantage of these experiences?*
3. Reduce barriers to participation, encourage all students to see potential for their involvement.
4. Ensure programs are of high quality. *What is your evidence for effectiveness?*
5. Know how your students benefit from the experience.

# NSSE & LEAP: Institutions Using NSSE to support LEAP

---

SOUTHERN ILLINOIS UNIVERSITY  
**EDWARDSVILLE**

**IUPUI** INDIANA UNIVERSITY  
PURDUE UNIVERSITY  
INDIANAPOLIS

NSSE

## Specific examples for supporting LEAP

1. Developing Freshman Seminar
2. Strengthen Senior Assignment
3. Develop Strategies for Growth



# New Freshman Seminar Proposal

---

- ◆ Piloted four options:
  - ◆ Honors Seminars
  - ◆ University Experience Course
  - ◆ Culture, Ideas, Values Course (CIV)
  - ◆ Learning Communities in Academic Development
- ◆ NSSE oversample of Freshman Class
  - ◆ Students taking piloted seminars
  - ◆ Students not taking seminars

# Oversampled the freshman class in 2003:

---

**NSSE and objectives of the freshman seminar course.**

**1 A--Asked questions class or contributed to class discussion.**

**10 F--Attending campus events and activities (special speakers, cultural performances, etc.)**

**11 K--Understanding yourself**

**13--How would you evaluate your entire educational experience at this institution?**

(Summary Report—NSSE 2003 Special Course Oversample April 19, 2004)

# New Student Seminar Task Force Report and Recommendations (June, 2004)

---

- ◆ Recommendation 1: Adopt a freshman seminar requirement
- ◆ Recommendation 2: Include a freshman seminar in general education reform.
- ◆ Recommendation 3: Create committee for implementation and management.

# NSSE and the Senior Assignment

- **NSSE 2007--** Have you done or do you plan to do before you graduate from your institution a culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)?
- Proportion of students responding yes:

- ❖ SIUE

- ❖ Freshmen

59%

- ❖ Seniors

87%

# NSSE and the Senior Assignment

➤ **NSSE 2007--** Have you done or do you plan to do before you graduate from your institution a culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)?

➤ Proportion of students

❖ SIUE

❖ Freshmen

❖ Seniors

**The Senior Assignment is a graduation requirement. 100% of SIUE students complete a culminating experience.**

87%

NSSE

# AQIP Action Project

---

- ◆ **Title: Meta-Assessment Responding to the Systems Appraisal and NSSE Results**
  - ◆ Description: This year-long Action Project will examine the effectiveness of the Senior Assignment as both a culminating senior experience and as an assessment device. A team of faculty researchers with expertise in curriculum and quantitative and qualitative methods will design and conduct a research study, the results of which will inform the General Education Reform and Program Review processes.

# Develop strategies for growth

---

- ◆ Research Question:
  - ◆ How does institutional size affect high-impact educational practices and what can we do about it as we grow?
- ◆ Cautions:
  - ◆ Institutional variation/stronger effects

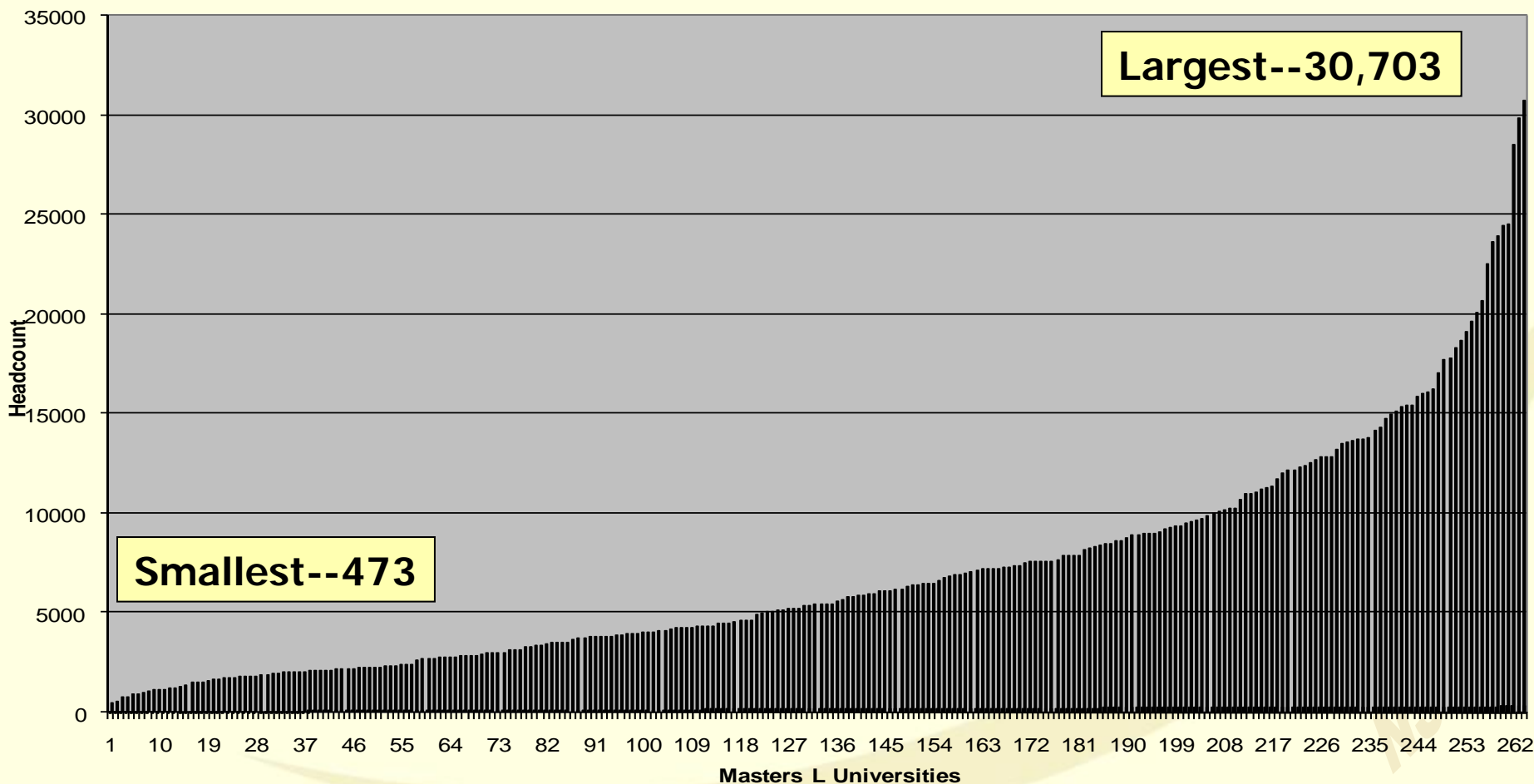
# Use of NSSE

---

- ◆ Indicators of size affect
  - ◆ Linear regression--slope
- ◆ Carnegie Masters Large
- ◆ 2008 Data
- ◆ Nine groups—small to large

# NSSE Participating Institutions Master L 2000-2007

Total Undergraduate Enrollment



# NSSE, Growth, and LEAP

---

- ◆ Add results

NSSE

# Using NSSE to support LEAP in Three Fundamental Ways

---

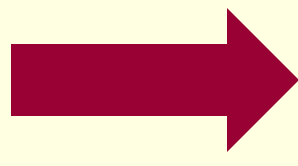
1. Developing Freshman Seminar
  - ◆ Testing Pilot Projects
  - ◆ Faculty Buy-in
2. Strengthen Senior Assignment
  - ◆ Imperative for Change
3. Develop Strategies for Growth
  - ◆ Providing Direction



Indiana University Purdue  
University Indianapolis



Specific example for supporting LEAP

 **RISE**



# RISE

---

- Research
- International Study Abroad
- Service Learning
- Experiential Learning

*Every student earning a bachelor's degree will complete at least two of the four types of educational experiences which qualify for appearing on the student's transcript.*

# IUPUI RISE INITIATIVES

---

To implement our mission, IUPUI developed goals for excellence in teaching and learning; research, scholarship, and creative activity; and civic engagement. Consistent with those goals, IUPUI is challenging each student to have at least two curricular learning experiences that augment the typical curriculum and that fall within the four areas of curricular excellence that are consistent with the mission of IUPUI.

# RISE to the Challenge at IUPUI

---

These experiences should include the integration of:

- **Knowledge**—the concepts, facts, and information acquired through formal learning and past experience
- **Activity**—the application of knowledge to a “real-world” setting
- **Reflection**—the analysis and synthesis of knowledge and activity to create new knowledge
- **Assessment**—an appraisal of the extent to which the learning objectives identified for the educational experience are met
- **Record**—a formal record on the transcript

# Exercise #3—Groups

---

- ◆ Consider one of the objectives you identified in Exercise 1 (most challenging, most important, or one that aligns with High-Impact Educational Practices)
- ◆ Discuss how you might use NSSE or other measures on your home campus to leverage action, or bring about change on this objective.

# Conclusion—Return to Beginning

---

- ◆ Remember the title
  - ◆ NSSE and LEAP—Compatibility and Connection with Core Learning Objectives

High impact activities => deep learning

**Liberal education**

NSSE

# Discussion and Comments

---

**NSSE Institute**

**Indiana University Center  
for Postsecondary  
Research**

**1900 East 10th Street  
Eigenmann Hall, Suite 419  
Bloomington, IN 47406**

**Ph: 812-856-5824**

**Fax: 812-856-5150**

**[nsse@indiana.edu](mailto:nsse@indiana.edu)**



**[www.nsse.iub.edu](http://www.nsse.iub.edu)**

NSSE

