



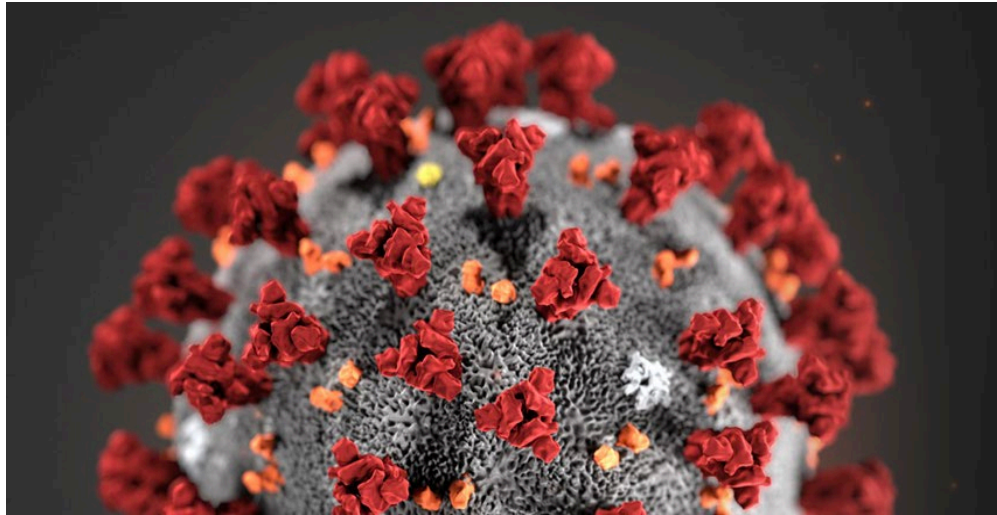
# NSSE 2020 Follow-up: Using Results Collected During The COVID-19 Pandemic

Alex McCormick, Jillian Kinzie, Allison  
BrckaLorenz, Jennifer Brooks, Bob Gonyea,  
Shimon Sarraf, Rick Shoup

June 2, 2020



# Outline



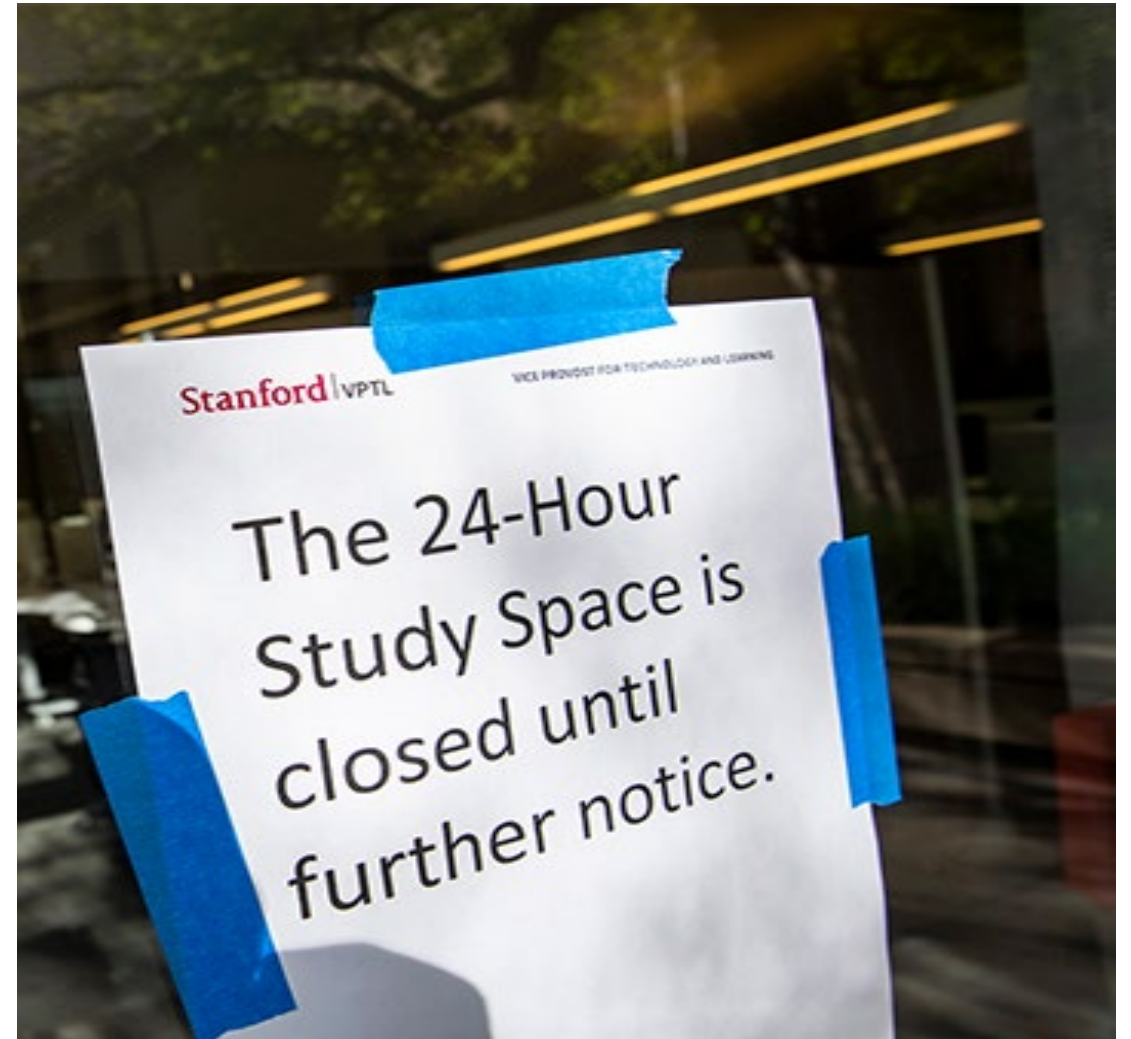
## COVID-19 UPDATE

### Phased Reopening Plans

1. Welcome & Intros
2. NSSE 2020 & Assessment  
Recap Amid COVID Pandemic
3. Highlights of Preliminary  
Analysis and Report Form  
Implications
4. Turning to Results
5. Additional Resources and  
Announcements

# NSSE 2020 COVID-19

- COVID-19 Disruption mid-March
- NSSE Webinar [NSSE & FSSE 2020: Guidance on COVID-19 Disruptions](#) recorded on March 26, 2020

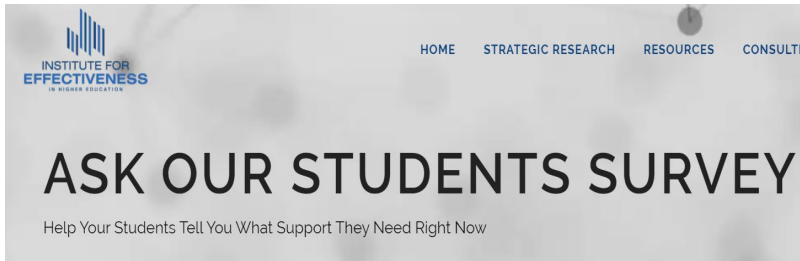


# Assessment During COVID-19



- Adjustments to assessment activities in response to the pandemic
- Shift to assess students', faculty immediate needs during pandemic
- Assessment demands are ongoing
- Accreditation flexibility while maintaining requirements that all standards and policies are met

# Assessing Students Needs During the Pandemic



INSTITUTE FOR EFFECTIVENESS IN HIGHER EDUCATION

HOME STRATEGIC RESEARCH RESOURCES CONSULTANTS

## ASK OUR STUDENTS SURVEY

Help Your Students Tell You What Support They Need Right Now



## STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**52% Say Online Learning has been Great or Good**



**36%** describe their online learning experience as not good or terrible.  
Just **30%** are interested in future online classes.

**Concerns over mental health and the transition to online education dominated responses**

**Academics**



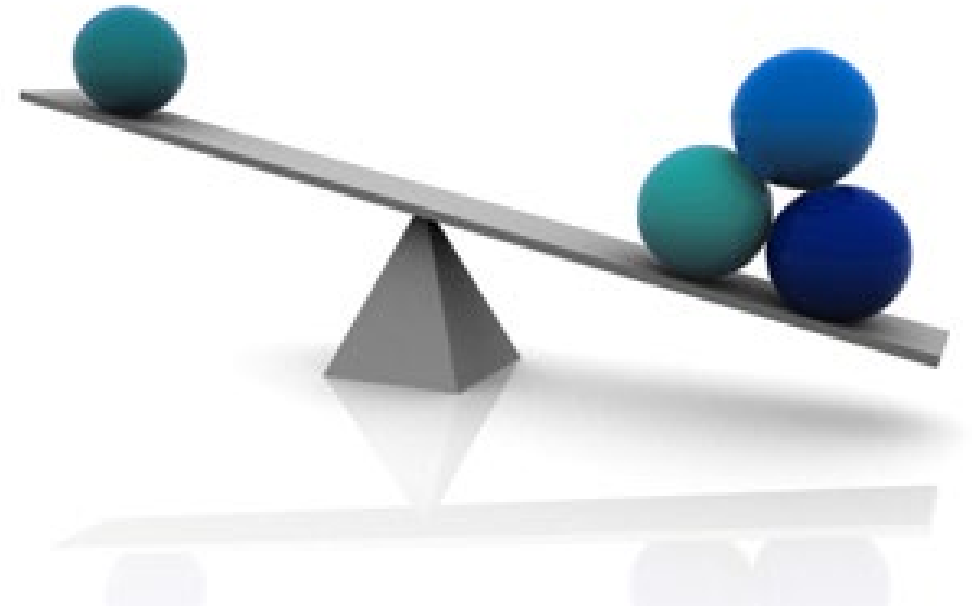
**80%** are concerned about academics

[www.schev.edu/index/reports/insights/insights/2020/05/28/virginia-college-students-shed-light-on-challenges-related-to-covid-19](http://www.schev.edu/index/reports/insights/insights/2020/05/28/virginia-college-students-shed-light-on-challenges-related-to-covid-19)

[www.instituteforeffectiveness.org/ask-our-students/](http://www.instituteforeffectiveness.org/ask-our-students/)

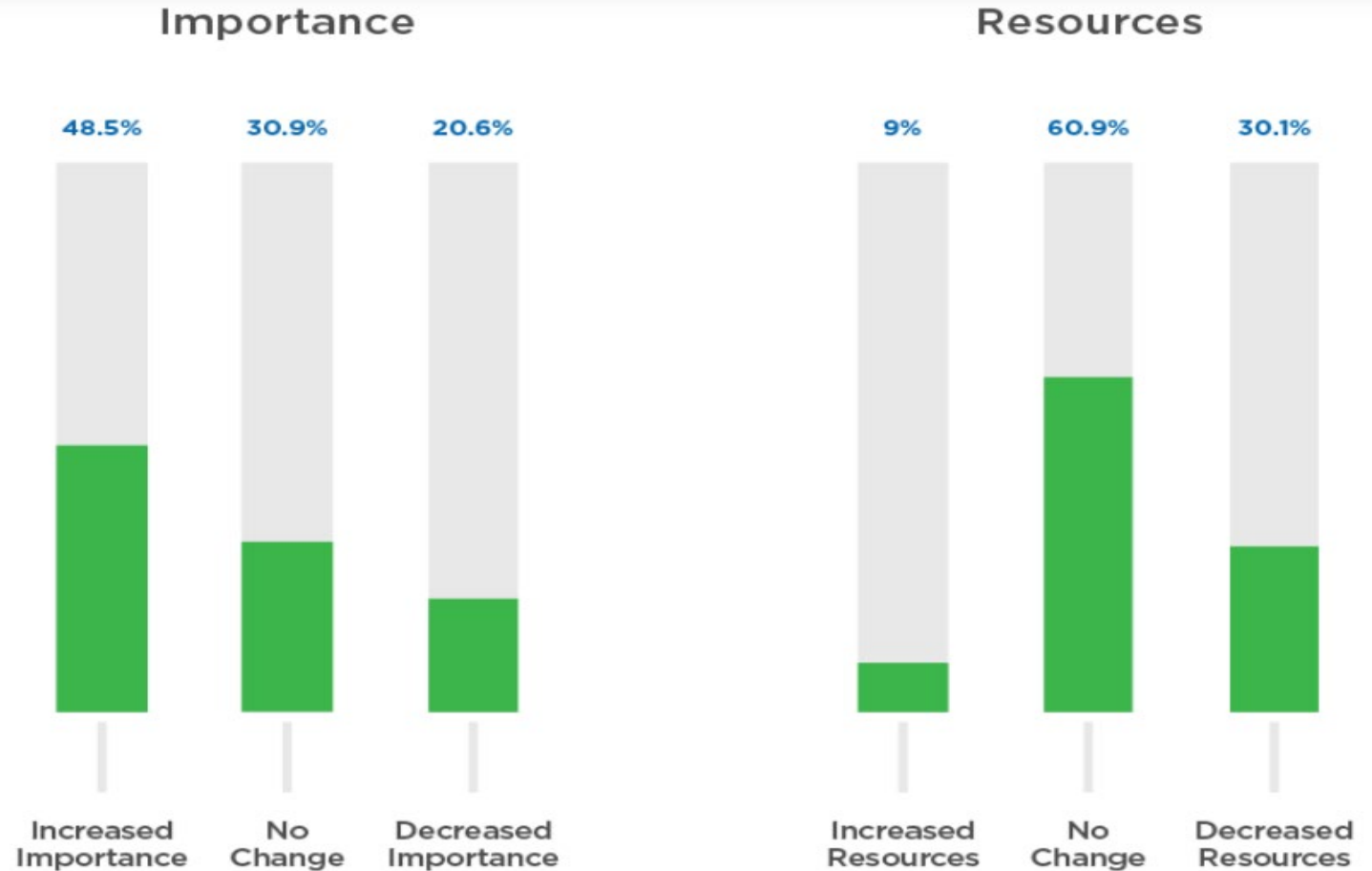
# POLL: The State of Assessment on Your Campus

- **How has the pandemic impacted the importance placed on assessment on your campus?**
  - **Increased Importance**
  - **No Change**
  - **Decreased Importance**



# Pandemic Impact on Assessment

- How has the pandemic impacted the **importance** placed on assessment?
- How has it impacted **resources** devoted to assessment?



# Value of Assessment

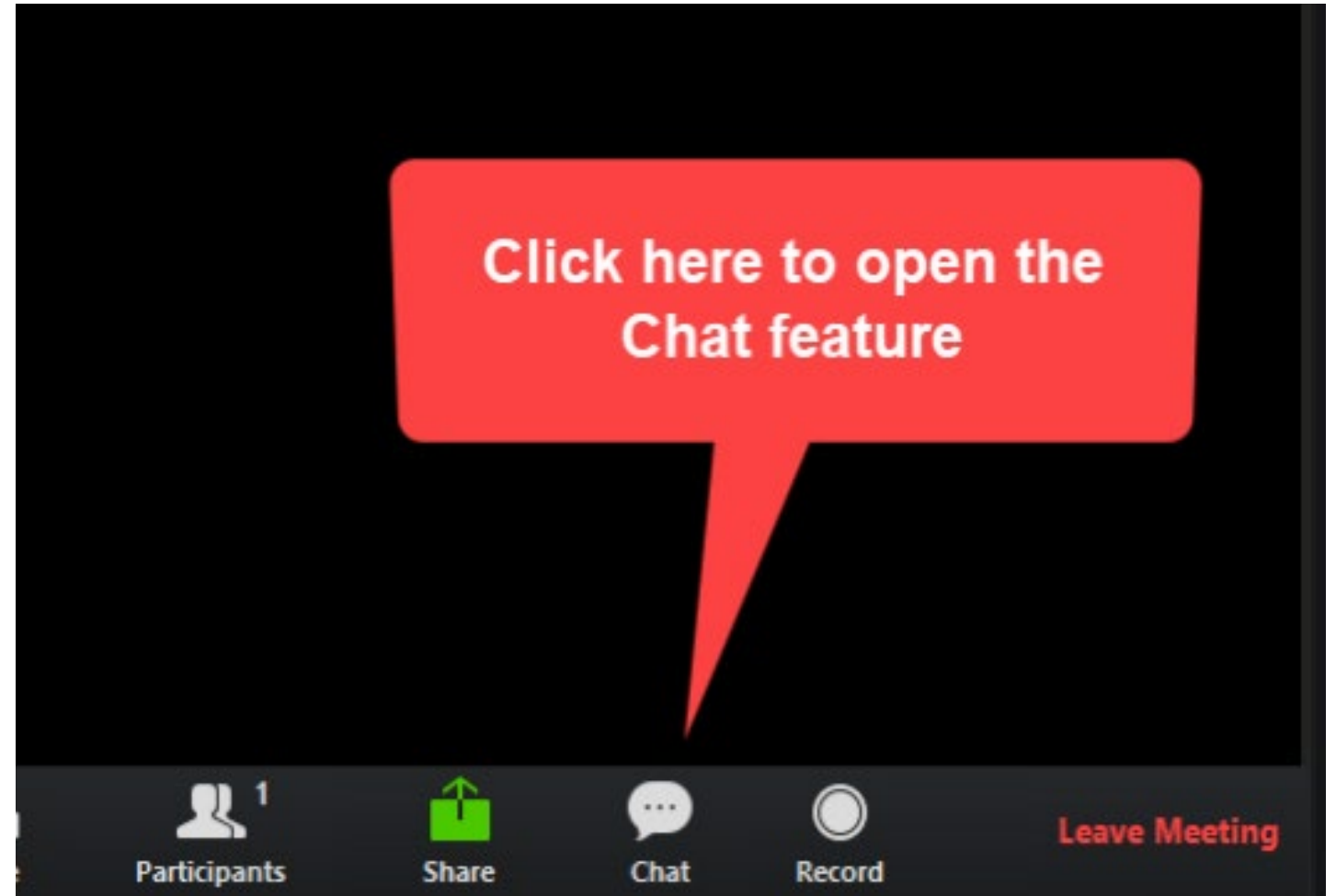
- Need for data to inform change management
- Assessment activities like NSSE and FSSE may matter even more in a year of turbulence
- We are hopeful that the data collected will help you assess your students' experience in these unprecedented circumstances to examine the impact of disruption and inform future planning





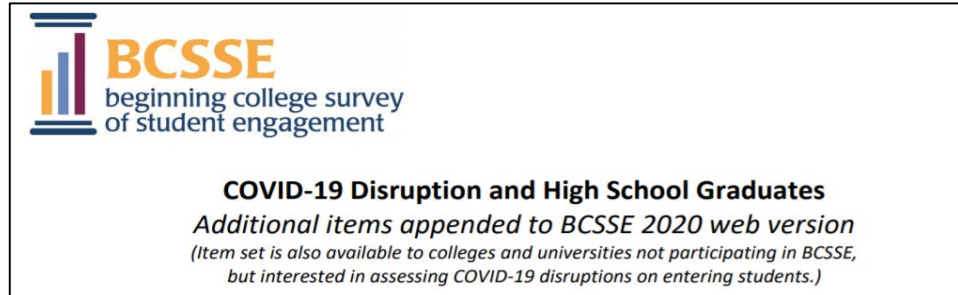
# What are Your Assessment Concerns?

- **We'd appreciate learning more about data and assessment concerns on your campus.**
- **What's occupying your time and attention?**



# NSSE's Responses to COVID-19 Disruption

- Survey operations continued uninterrupted
- Supported institutions with revised messages & schedules
- Created COVID-19 FAQs
- Extended survey close date to May 22
- March 26 webinar to discuss questions and concerns from participating institutions
- Added questions on BCSSE survey about impact of pandemic on the high school experiences of students who graduated in 2020
- Analysis of NSSE results collected before and after disruption to assess impact on data quality
- Planning & replanning for NSSE & FSSE 2021 amidst uncertainty



# Our Purpose Today

- Reconnect, recap NSSE 2020 response to COVID, and hear from you about how things are on your campus
- Highlight our preliminary analysis and discuss NSSE Report Form requests
- Begin focusing on NSSE results



# Preliminary Analysis Summary: COVID Disruption

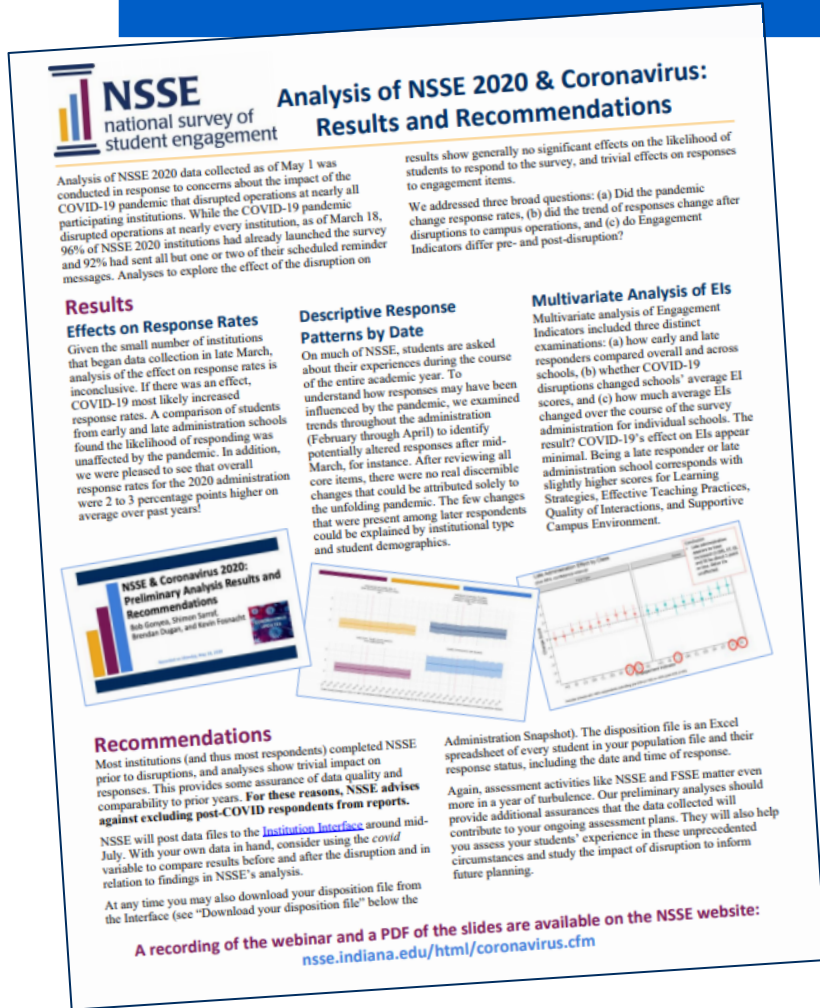
## Common User Questions

1. What impact did COVID-19 have on response rates and NSSE results?
2. How should we consider **pre-** and **post-** COVID-19 disruption results?

As of March 18,

- 96% of schools** had sent their first recruitment message
- 92%** a second message
- 87%** a fourth message
- On average, schools receive **~86%** of their respondents with the fourth message.

# Preliminary Analysis Resources



**NSSE**  
national survey of  
student engagement

## Analysis of NSSE 2020 & Coronavirus: Results and Recommendations

Analysis of NSSE 2020 data collected as of May 1 was conducted in response to concerns about the impact of the COVID-19 pandemic that disrupted operations at nearly all participating institutions. While the COVID-19 pandemic disrupted operations at nearly every institution, as of March 18, 96% of NSSE 2020 institutions had already launched the survey and 92% had sent all but one or two of their scheduled reminder messages. Analyses to explore the effect of the disruption on

results show generally no significant effects on the likelihood of students to respond to the survey, and trivial effects on responses to engagement items.

We addressed three broad questions: (a) Did the pandemic change response rates, (b) did the trend of responses change after disruptions to campus operations, and (c) do Engagement Indicators differ pre- and post-disruption?

### Results

#### Effects on Response Rates

Given the small number of institutions that began data collection in late March, analysis of the effect on response rates is inconclusive. If there was an effect, COVID-19 most likely increased response rates. A comparison of students from early and late administration schools found the likelihood of responding was unaffected by the pandemic. In addition, we were pleased to see that overall response rates for the 2020 administration were 2 to 3 percentage points higher on average over past years!

#### Descriptive Response Patterns by Date

On much of NSSE, students are asked about their experiences during the course of the entire academic year. To understand how responses may have been influenced by the pandemic, we examined trends throughout the administration (February through April) to identify potentially altered responses after mid-March, for instance. After reviewing all core items, there were no real discernible changes that could be attributed solely to the unfolding pandemic. The few changes that were present among later respondents could be explained by institutional type and student demographics.

#### Multivariate Analysis of Engagement Indicators

Multivariate analysis of Engagement Indicators included three distinct examinations: (a) how early and late responders compared overall and across schools, (b) whether COVID-19 disruptions changed schools' average EI scores, and (c) how much average EIs changed over the course of the survey administration for individual schools. The result? COVID-19's effect on EIs appear minimal. Being a late responder or late administration school corresponds with slightly higher scores for Learning Strategies, Effective Teaching Practices, Quality of Interactions, and Supportive Campus Environment.

### Recommendations

Most institutions (and thus most respondents) completed NSSE prior to disruptions, and analyses show trivial impact on responses. This provides some assurance of data quality and comparability to prior years. **For these reasons, NSSE advises against excluding post-COVID respondents from reports.**

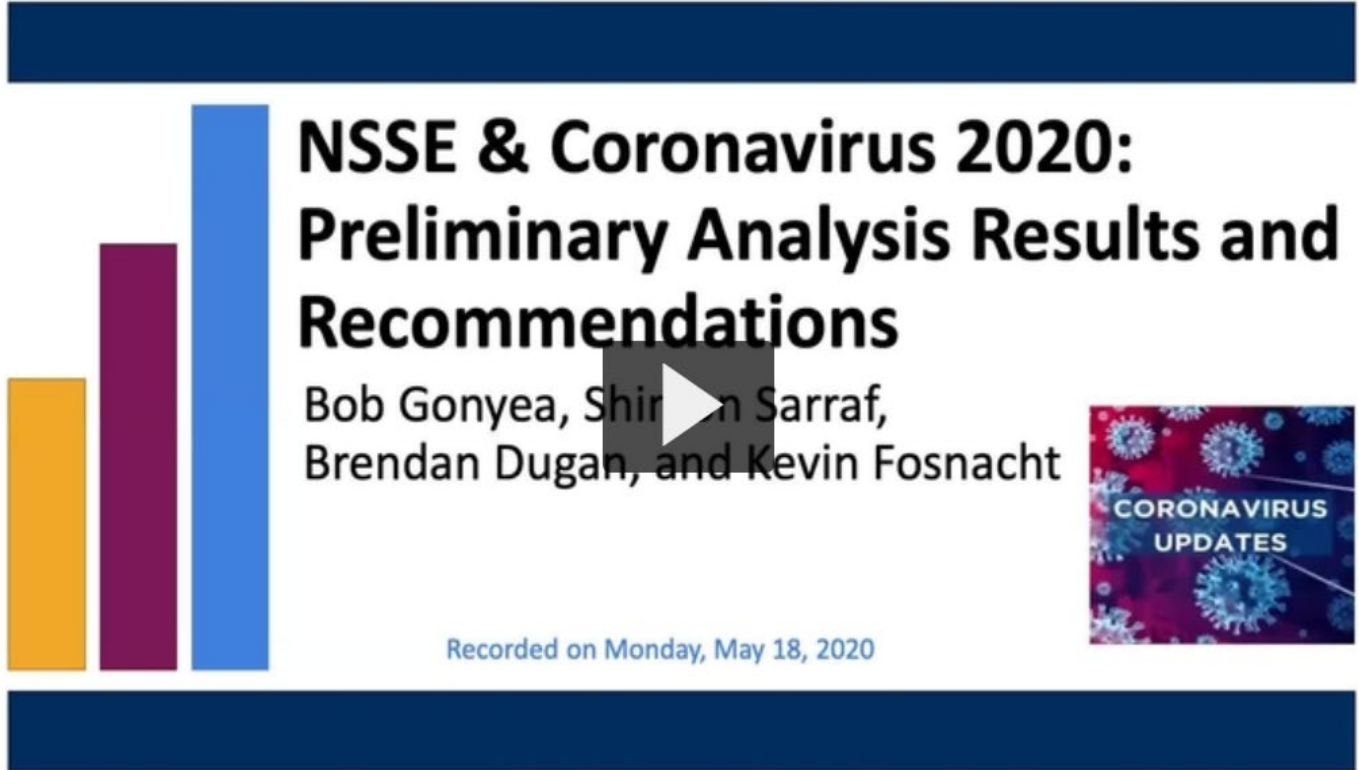
NSSE will post data files to the [Institution Interface](#) around mid-July. With your own data in hand, consider using the *covid* variable to compare results before and after the disruption and in relation to findings in NSSE's analysis.

At any time you may also download your disposition file from the Interface (see "Download your disposition file" below the

Administration Snapshot). The disposition file is an Excel spreadsheet of every student in your population file and their response status, including the date and time of response.

Again, assessment activities like NSSE and FSSE matter even more in a year of turbulence. Our preliminary analyses should provide additional assurances that the data collected will contribute to your ongoing assessment plans. They will also help you assess your students' experience in these unprecedented circumstances and study the impact of disruption to inform future planning.


A recording of the webinar and a PDF of the slides are available on the NSSE website:  
[nsse.indiana.edu/html/coronavirus.cfm](https://nsse.indiana.edu/html/coronavirus.cfm)



## NSSE & Coronavirus 2020: Preliminary Analysis Results and Recommendations

Bob Gonyea, Shirin Sarraf,  
Brendan Dugan, and Kevin Fasnacht

Recorded on Monday, May 18, 2020



0:00 / 33:44

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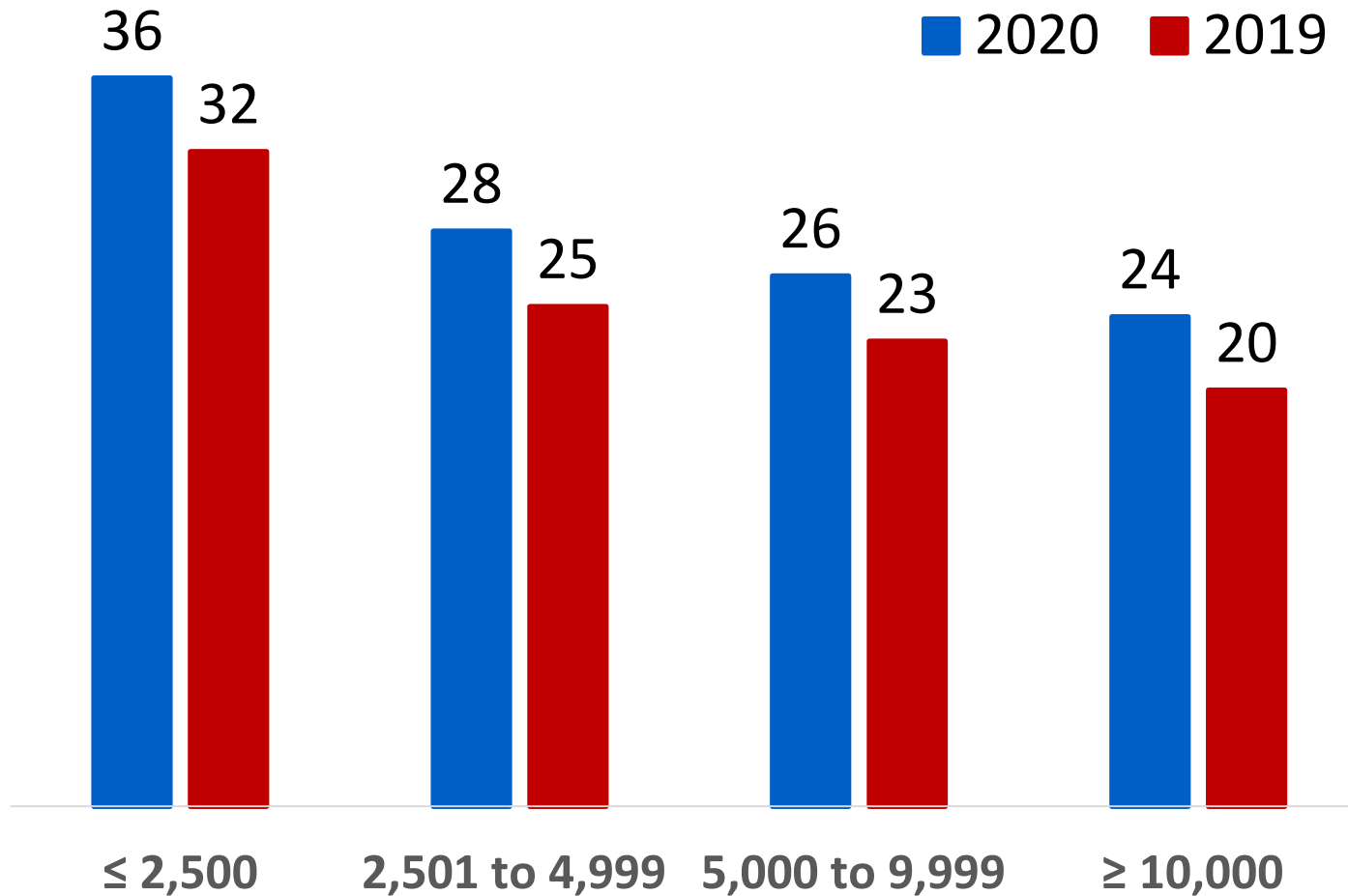
<https://nsse.indiana.edu/html/coronavirus.cfm>

# Did COVID-19 Affect Response Rates?

- Due to the small number of post-COVID administrations, statistical analysis provides no conclusive answer.
  - If there was an effect, COVID-19 disruption most likely increased response rates.
- However, students from early and late administration schools had equal probabilities of responding.



# Average Institutional Response Rate by Undergraduate Enrollment Tier (2020 vs 2019)



In fact...  
response rates in  
2020 were about  
3 percentage  
points higher  
than they were in  
2019.

# Descriptive Item Response Patterns by Date

- Did students respond differently considering the circumstances?
  - ***It does not look like it!***
- Overall, nominal or no changes in average responses with nearly all items throughout the administration.





# Did COVID-19 Affect Engagement Indicators?

**ANSWER:** COVID-19's effect on EI scores appear trivial. Being a late responder or late administration school corresponds with slightly higher scores for Learning Strategies, Effective Teaching Practices, Quality of Interactions, and Supportive Environment.



**Assurance**



## NSSE's Recommendation

Most institutions largely completed their administrations prior to the disruption, and analyses show trivial impact on survey responses.

This provides some assurance of data quality for your institution and your selected comparison groups.

**For these reasons,  
NSSE advises against  
excluding post-  
COVID respondents  
from reports.**

## Poll

- **Have you logged on to the NSSE Interface to identify your COVID-19 disruption date? To customize your comparison groups? To verify your institution information?**

**YES or No?**





# NSSE 2020 Customization & COVID-19

Customize reports on the **NSSE Report Form** (due June 5). **This year we ask about COVID-19 disruptions and report preferences.**

## Customizing Your NSSE Reports

### CUSTOMIZE YOUR NSSE REPORTS.

This report form collects information used to generate your NSSE reports, including:

1. Verifying or updating your institution's formal name and short name.
2. Verifying or updating contact information for your institution's executive officer.
3. Providing information about COVID-19 disruptions for NSSE reports and data.
4. Customizing your NSSE 2020 comparison groups.
5. Identifying the comparison group to reference in your *Snapshot* (A condensed report designed as an executive summary of all your NSSE results).

Looking to customize major field categories? Stay tuned. Later this summer we will ask you to customize the discipline categories for your NSSE *Major Field Report* and, if applicable, the FSSE *Disciplinary Area Report*.

This form will be open for editing until Friday, June 5, 2020. Although we encourage you to complete the form as early as possible, you may complete it in stages and return at any time to update your information.



# NSSE 2020 Customization & COVID-19

Customize reports on the **NSSE Report Form** (due June 5). **This year we ask about COVID-19 disruptions and report preferences.**

1. Provide the date when COVID-19 disruptions might have plausibly affected survey responses. This will be included in your data file in a variable named *covid*.
2. Consider the option to exclude from your reports all institutional and comparison group responses submitted after institution-reported COVID-19 disruption dates.\*

\* NSSE advises against excluding respondents from reports

# NSSE 2020 Customization & COVID-19

Customize reports on the **NSSE Report Form** (due June 5). **This year we ask about COVID-19 disruptions and report preferences.**

## #3 COVID-19 AND YOUR INSTITUTIONAL REPORTS

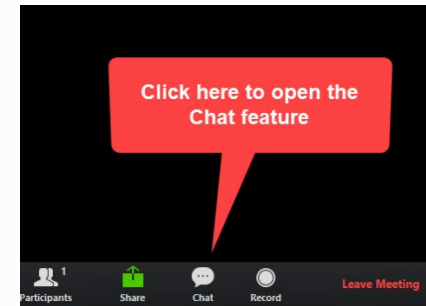
COVID-19 disrupted operations at nearly every institution participating in NSSE 2020. Below, we ask for the date disruptions arose for your students, if applicable. In addition, **while NSSE does not recommend doing so**, you may choose to exclude from your reports all institutional and comparison group responses submitted after institution-reported disruption dates. [Show more information](#)

Was student life at your institution disrupted by COVID-19 (transition to remote instruction, residence hall closures, major event cancellations, more students caring for dependents, etc.)?

Yes  No

Do you want to exclude from your reports all institutional and comparison group responses submitted after institution-reported COVID-19 disruption dates? *If this exclusion is applied, your NSSE 2020 reports will be unweighted. Based on our analysis of preliminary data, we advise against the exclusion.*

Yes  No



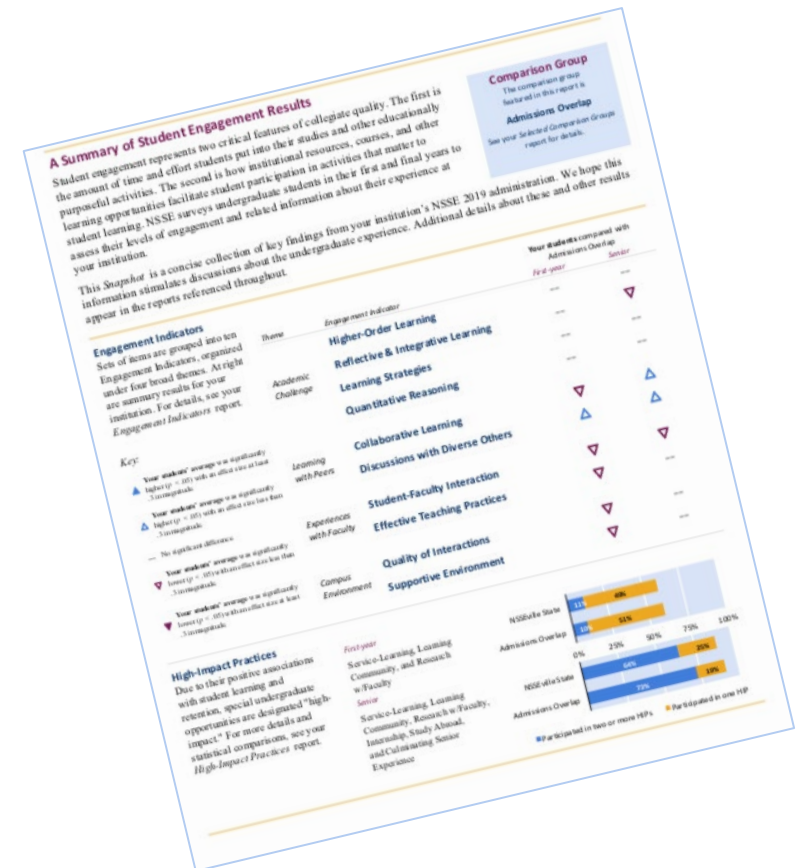
# Questions?

# NSSE 2020 Customization & COVID-19

Customize reports on the **NSSE Report Form** (due June 5). **This year we ask about COVID-19 disruptions and report preferences.**

To date, of 601 NSSE 2020 participants:

- 64% have accessed the form to review their options
- 59% have provided their COVID-19 details
- Only 11 said they had no disruptions
- Only 4 elected to exclude post-COVID-19 respondents from NSSE reports



# Turning to Results

**INSIDE**  
HIGHER ED

## In a Pandemic, Everyone Gets an Asterisk

- How to make the most of results?
- How to best maintain assessment plans?
- How to talk about data, acknowledging COVID-19, and contextualize NSSE 2020 results?
- Possible to compare NSSE 2020 results to previous NSSE results?
- How might results inform fall planning?

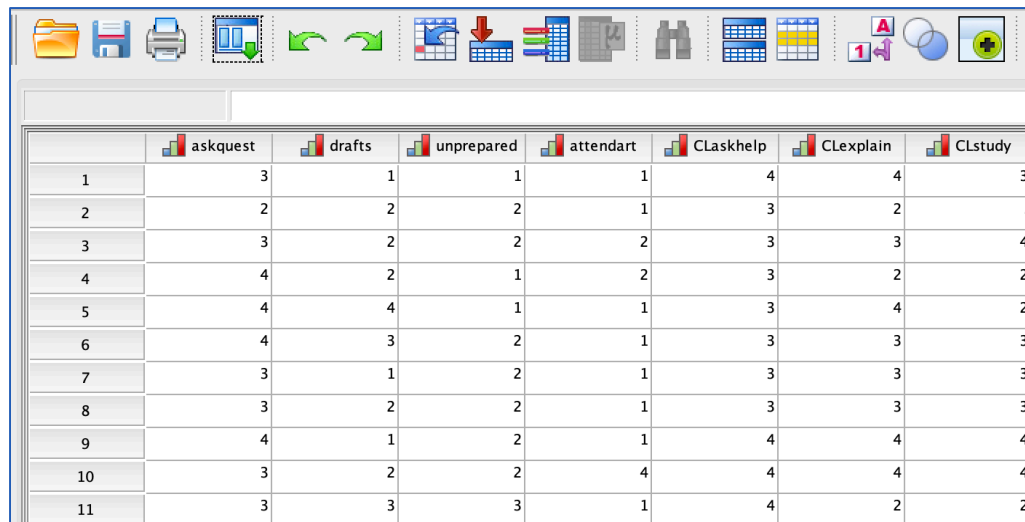


# NSSE Data & Report Delivery

- **Early data delivery**

We plan to post data files to the Institution Interface by mid-July.

- When your data are in hand, consider using the *covid* variable to compare results that arrived before and after the disruption in operations and compare those findings to NSSE's analysis.

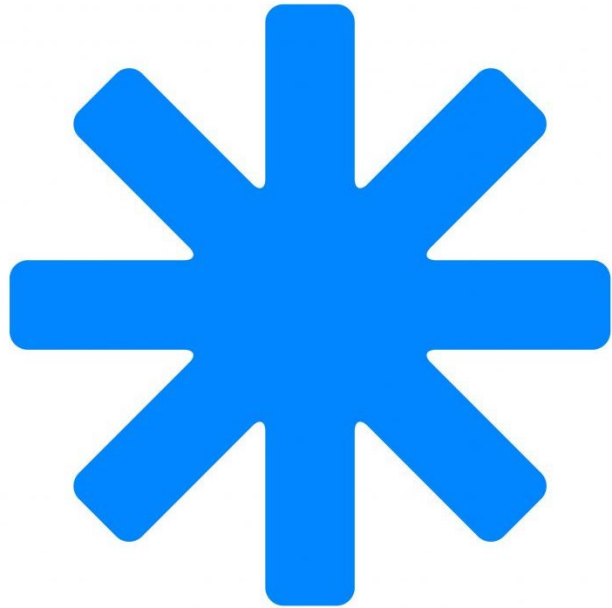


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6	4	3	2	1	3	3	3
7	3	1	2	1	3	3	3
8	3	2	2	1	3	3	3
9	4	1	2	1	4	4	4
10	3	2	2	4	4	4	4
11	3	3	3	1	4	2	2

## Download your disposition file

from the [Institution Interface](#) (see link below the Administration Snapshot). The disposition file is an Excel spreadsheet of every student in your population file and their response status, including the date and time of response.

# NSSE 2020 Results & COVID-19 Disruption



Appropriate to acknowledge  
COVID-19 context for NSSE 2020

- Compose narrative to describe your administration schedule, students' response patterns, and your institution's disruption
- Fair to compare to past years, particularly since NSSE references "this academic year"

# Using NSSE 2020 Results

Once you've explored data quality, representativeness...documented impact of COVID-19 disruption, then standard NSSE use is encouraged...

- Benchmarking, accreditation, informing improvement, measuring change, assessing practice...



**Assurance**



# Ideas for Exploring Your NSSE 2020 Results

- Begin with broad concerns about your students:
  - What insights about student engagement patterns emerge by social class, digital divide, family financial conditions...
- For those with data spanning disruptions:
  - Conduct pre/post-covid comparisons –did EIs change? Intention to return?
  - How do your results compare to our analyses?
  - First-generation student effect? Pell effect?
- Study COVID-19 effect:
  - Append final grades and actual retention data for more nuanced view of who returned and their experience
  - Consider what your NSSE 2020 data suggests your students will need AY 2020-21

# NSSE 2020 Analysis Questions from Users

What are the best methods for looking at differences in the data?

How do we address bias based on students dealing with the pandemic?

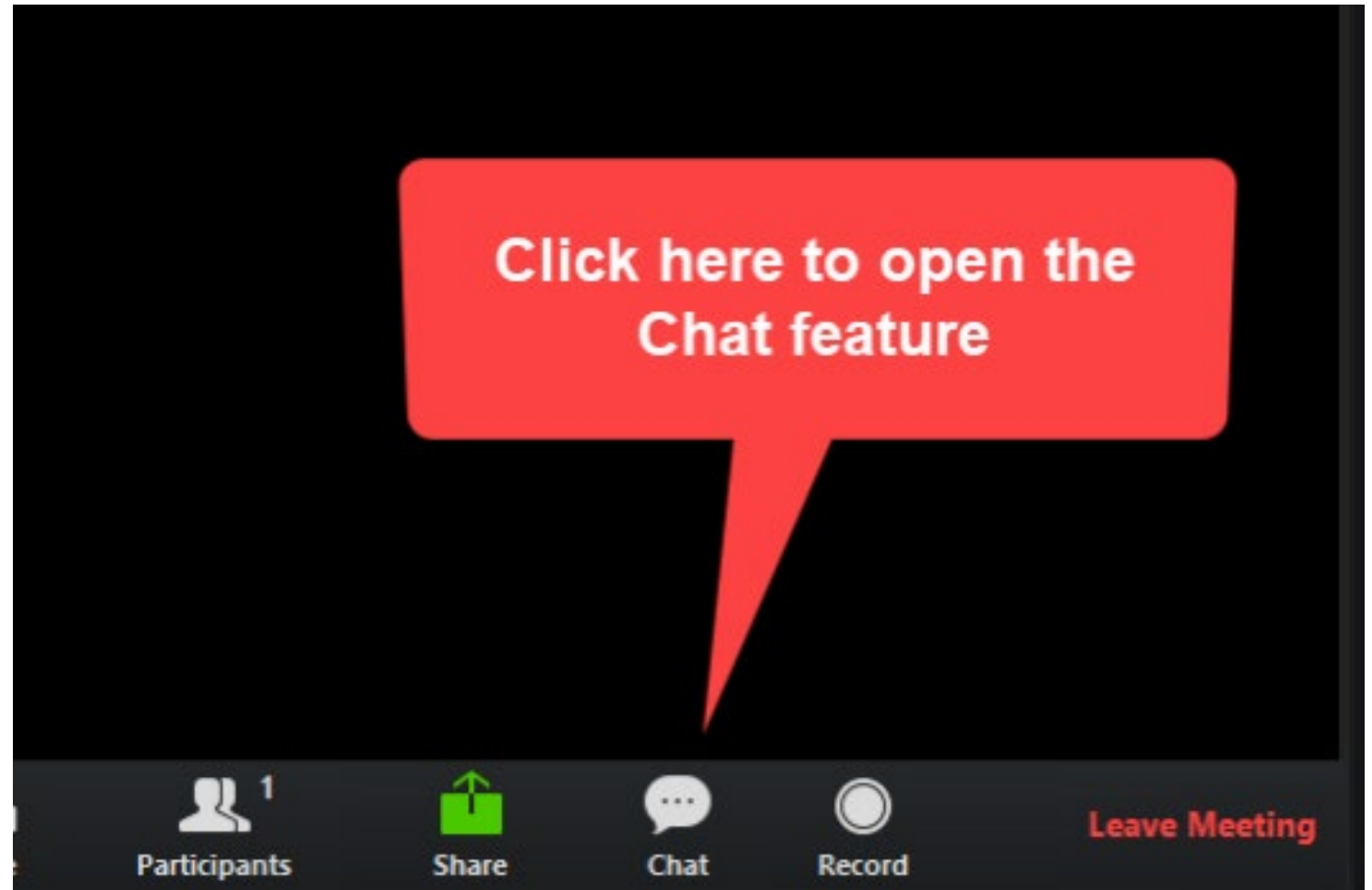
What the best test of differences between Pre-Post COVID responses?

How do we talk about benchmarking to comp groups given admin differences?

**Please ask NSSE Analysts!**

# Your Ideas??

- **What analyses do you plan to conduct?**
- **What questions do you have?**
- **What can we do to help?**



# BCSSE COVID-19 Items

- Colleges and universities interested in asking questions of their entering students (but not participating in BCSSE) are welcome to use the "Coronavirus Disruption and 2020 High School Graduates" item set free of charge. When possible and appropriate, we request that institutions share how they used their data from these items and aggregate results with us.

**BCSSE**  
beginning college survey  
of student engagement

**COVID-19 Disruption and High School Graduates**  
*Additional items appended to BCSSE 2020 web version*  
(Item set is also available to colleges and universities not participating in BCSSE, but interested in assessing COVID-19 disruptions on entering students.)

*Design and Purpose:* These items are intended for 2020 high school graduates entering college or university this summer or fall. The purpose is to provide important data amid COVID-19 disruptions regarding your entering students' high school online learning experiences, the impact on their college choices, their expectations for the first year of college, and their attitudes about future online learning. Per BCSSE protocol, surveys are administered prior to or early in the fall term, and results can be disseminated as quickly as possible. Results will be of value to first-year programming staff, academic advisors, faculty who teach first-year students, and institutional researchers. Depending on the conditions of administration at your institution, these data can be used to identify individual students in need of assistance or in the aggregate to better understand the profile of this entering class.

*Permitted Use by Institutions Not Administering BCSSE:* These items can be used free of charge by colleges and universities not participating in BCSSE, but interested in assessing COVID-19 disruptions on entering students. For example, the items could be appended to an entering student survey, administered via an online orientation program, or linked within a learning management system. As a courtesy, we ask that you inform us of your intention to use the items and share examples of data use or summary results. Contact Jim Cole, BCSSE Project Manager, [bcse@indiana.edu](mailto:bcse@indiana.edu).

**START OF SURVEY TEXT**

You are almost done. Below are some additional questions about coronavirus-related disruptions to your high school education that you may have experienced this past spring.

1. Did the events related to the coronavirus change where you planned to attend college or university?  
Response options: 1=Yes; 0=No

If "Yes" continue to question 1b below, if "No" continue to question 2

1b. For what reason(s) did your plans change? (Select all that apply.)

- Could no longer afford previously planned college or university
- Wanted to be closer to home
- Needed to live at home
- Wanted a college or university in a more remote setting
- Wanted a college or university near a hospital
- Wanted a college or university with more online learning opportunities
- Other (Please describe): \_\_\_\_\_

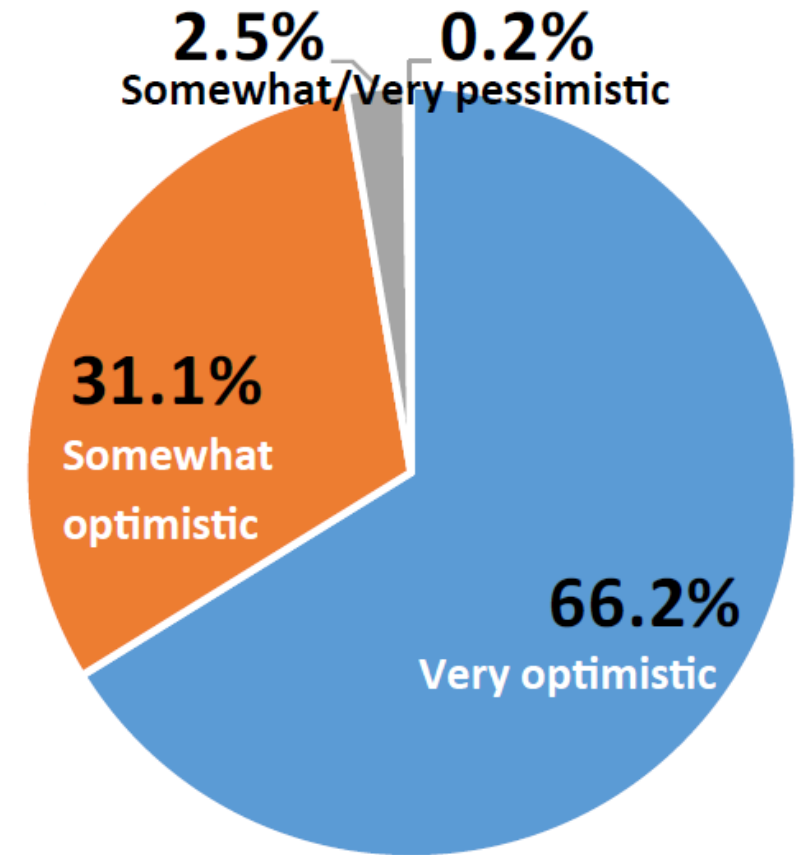
2. This past spring, did your high school courses change from classroom-based instruction to entirely online instruction?  
Response options: 1=Yes; 0=No; 9=Not applicable (Home schooled, already attended an online high school, etc.)

If "Yes" continue to question 3 below, otherwise the survey is ended.

National Survey of Student Engagement • Center for Postsecondary Research • Indiana University Bloomington School of Education  
201 North Rose Avenue • Bloomington, IN 47405-1006 • Phone: 812.856.5824  
Web: [nse.indiana.edu](http://nse.indiana.edu) • Facebook: [@NSEsurvey](https://www.facebook.com/NSEsurvey) • Twitter: [@NSEsurvey](https://twitter.com/NSEsurvey) / [@NSEinstitute](https://twitter.com/NSEinstitute) • Blog: [nseinsights.indiana.edu](http://nseinsights.indiana.edu)

# Very Early BCSSE COVID-19 Findings

- **Students are optimistic about their first year of college.**
- **61% feel “very prepared or prepared” to take future online courses**





# We Hope to See You...



Register

Program and Events

Sponsors

Information



## AIR Forum Virtual

June 29 - July 1, 2020

Join us for the first-ever all-digital conference for champions of data-informed decision making in higher education.

REGISTER NOW

- We will participate as a sponsor of AIR Forum Virtual – come visit our booth!
- We will post and host Webinars to share NSSE presentations and papers that did not get presented at spring meetings
- Join our Webinar series Looking to our 3<sup>rd</sup> Decade

# Looking Forward to NSSE 2021

## What we are planning for NSSE & FSSE 2021

- Later institution registration deadline to provide more time for campus decision-making
- Greater reliance on LMS/Portal for recruitment (no additional fee)
- New questions about online experience
- A new Topical Module relevant to students in the COVID-19 world (well-being, financial stress)
- New FSSE questions about changes in instruction



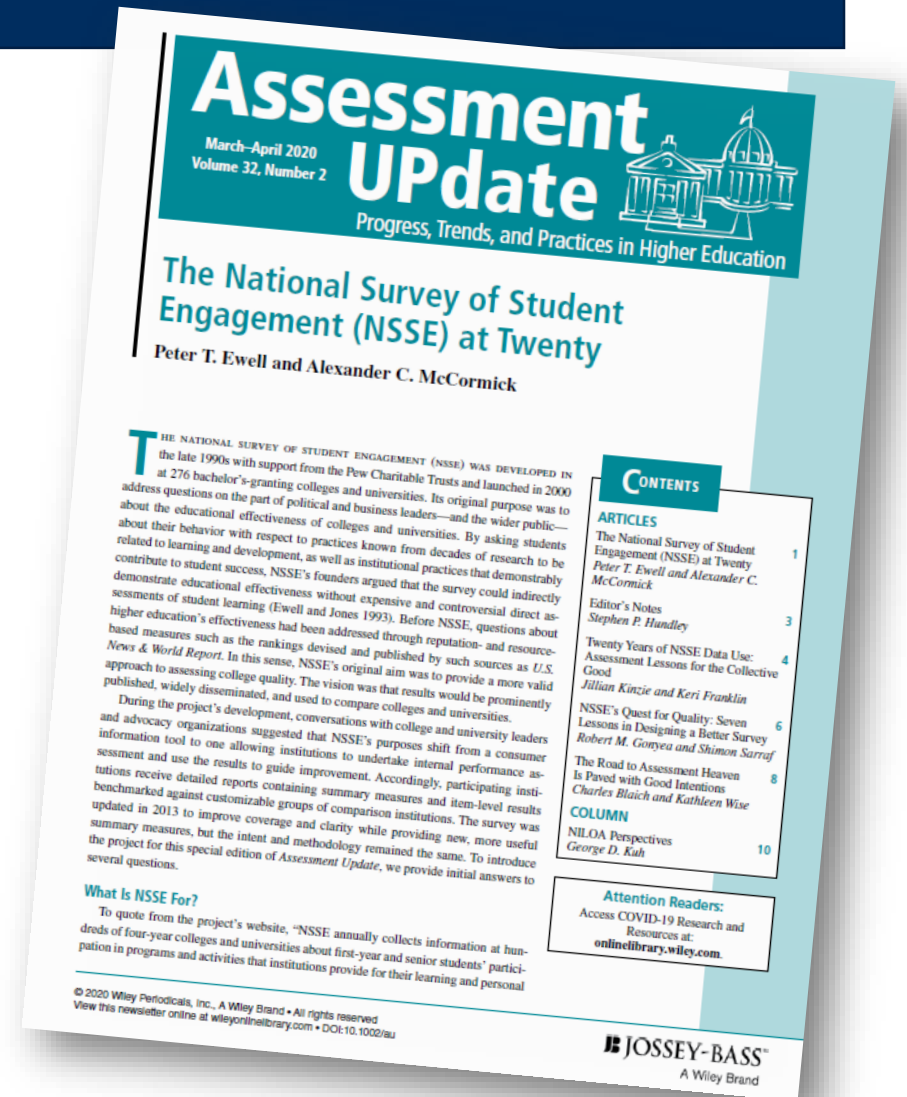
# Entering our 3<sup>rd</sup> Decade

Celebrating 20 years!



Entering our 3<sup>rd</sup> Decade!

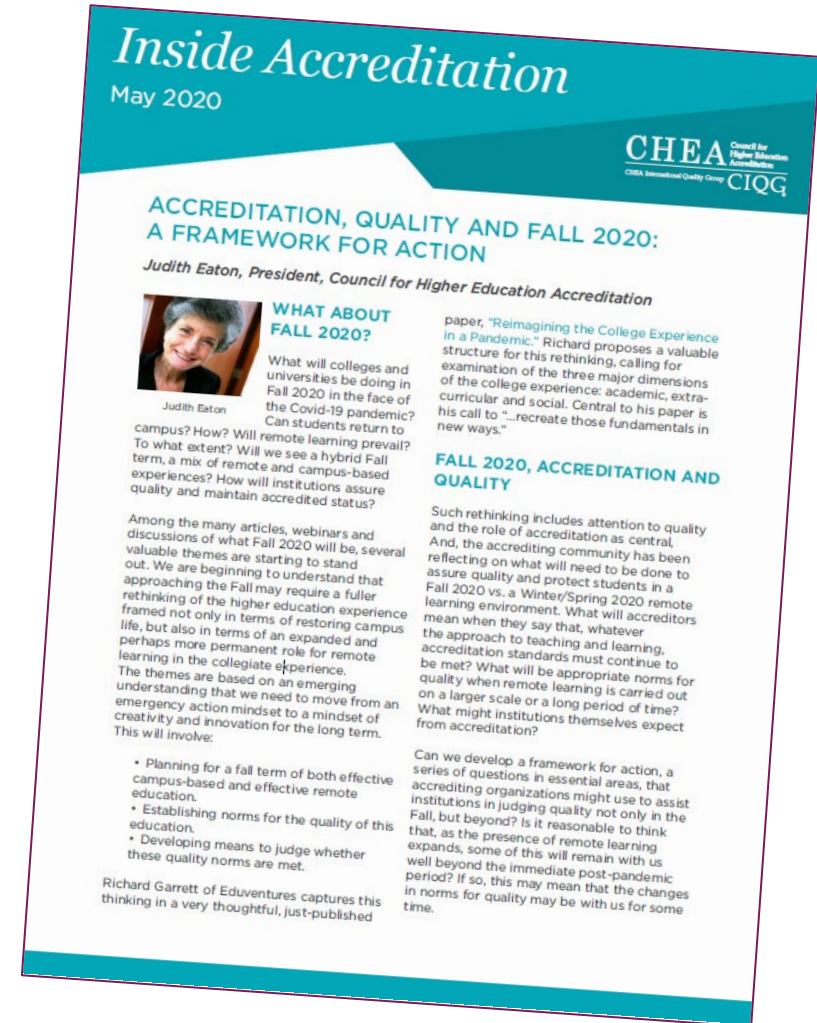
- Please offer input on feedback form <http://nsse.indiana.edu/html/celebrating.cfm#help>



# Higher Education Moving Forward: Fall 2020

Shift from an emergency action mindset to a mindset of creativity and innovation for the long term:

- Planning for a fall term of effective campus-based and remote education
- Establishing norms for quality of this education
- Developing means to determine whether these quality norms are met



**Thank you for your time and attention.**

NSSE Email: [nsse@indiana.edu](mailto:nsse@indiana.edu)

NSSE Staff: [nsse.indiana.edu/html/staff.cfm](http://nsse.indiana.edu/html/staff.cfm)

Blog: [NSSEsightings.indiana.edu](http://NSSEsightings.indiana.edu)

[@NSSEsurvey](#)   [@NSSEInstitute](#)

