GE SLO V5 Life-Long Learning Assessment

NSSE 2013

Spring 2013 NSSE 2013 items were selected to assess Kean Students' Life-long Learning skills based on AAC&U rubric identified dimensions

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1/21/2014

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NSSE 2013

Semester: Spring 2013

Introduction

The purpose of the National Survey of Student Engagement (NSSE) is to collect annually the nature and quality of undergraduate experience of freshmen (FY) and seniors (SR) from participating institutions in the United States and Canada. In 2013, 563 institutions participated in the NSSE administration. Kean University has participated in the administration of NSSE in 2001, 2003, 2010 and 2013.

In 2013, Kean University provided NSSE with contact information (name and Kean University e-mail address) of first-year and senior-level students prior to the spring semester in which the survey was administered. The NSSE project team then emailed Kean students via the emails provided by Kean asking for their participation to complete the online survey. 275 freshmen and 335 seniors completed the survey. The 2013 overall response rate of Kean students is 19%. Kean FY response rate is 19% while the comparison groups' response rate is 16%-18%. SR response rate at Kean is 18% while Kean's competitors are 20%-24%.

The sample group is generally representative of Kean's 2013 FY and SR populations except that females are slightly overrepresented. The peer institutions used in the comparisons are listed in appendix A.

	First-year				Senior			
	Kean	Selected Peers	Competitive Master's	Kean but Doctoral	Kean	Selected Peers	Competitive Master's	Kean but Doctoral
Response rate	19%	16%	17%	18%	18%	20%	22%	24%
Sampling error[b]	+/- 5.3%	+/- 2.1%	+/- 0.9%	+/- 1.2%	+/- 4.8%	+/- 1.4%	+/- 0.7%	+/- 0.9%

a. Comparison group response rate and sampling error are computed at the student level (i.e., they are not institution averages).

b. Also called "margin of error," sampling error is an estimate of the amount the true score on a given item could differ from the estimate based on a sample. For example, if the sampling error is +/- 5.0% and 40% of your students reply "Very often" to a particular item, then the true population value is most likely between 35% and 45%.
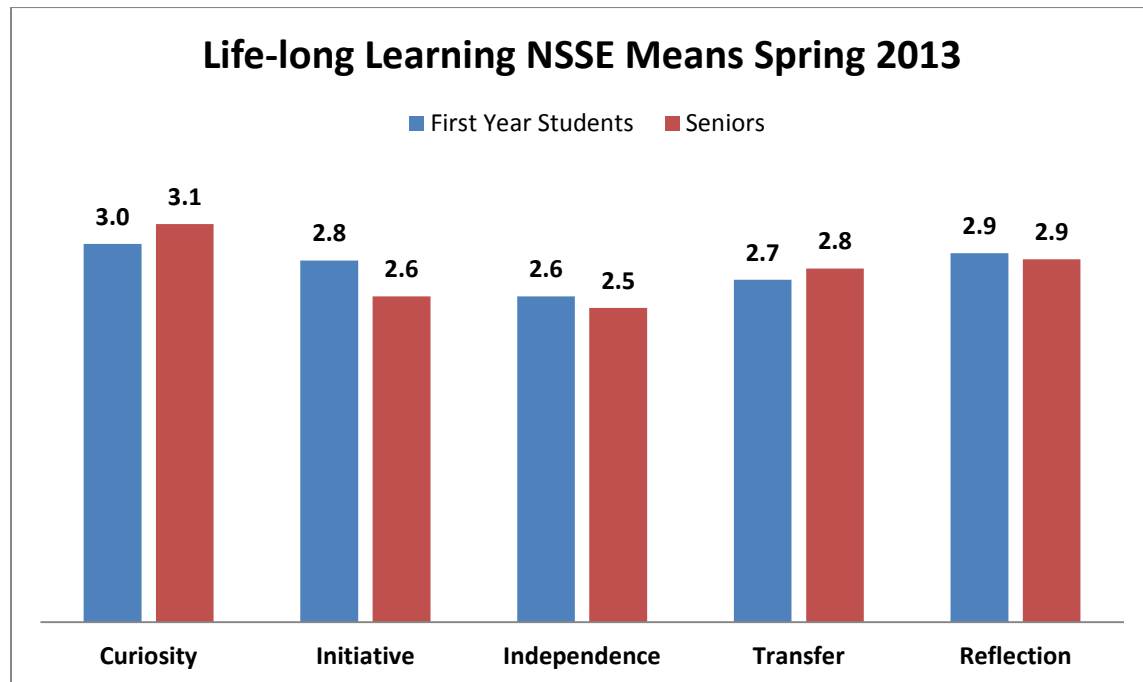
(NSSE13 Administration Summary)

Measure Life-long Learning Using NSSE Data and AAC&U Life-long Learning Rubric (attached in Appendix B)

Twenty-two NSSE items were selected to measure the five elements as identified in AAC&U rubric: Curiosity, Initiative, Independence, Transfer and Reflection. This is an indirect measurement because NSSE rely on students' self-reported information.

Items selected for Life-long Learning assessment are listed in Appendix C

NSSE Means by Life-long Learning Elements

| | First Year Students | | | | Seniors | | | |
	Kean	Selected Peers	Competitive Master's	Kean but Doctoral	Kean	Selected Peers	Competitive Master's	Kean but Doctoral
Curiosity	3.0	3.0	2.9	2.8	3.1	3.2	3.1	3.0
Initiative	2.8	2.7	2.6	2.5	2.6	2.5	2.5	2.3
Independence	2.6	2.5	2.5	2.5	2.5	2.5	2.6	2.6
Transfer	2.7	2.7	2.6	2.6	2.8	2.8	2.8	2.8
Reflection	2.9	2.9	2.8	2.8	2.9	2.9	2.9	2.8

Kean University Life-long Learning NSSE Result

■ Curiosity ■ Initiative ■ Independence ■ Transfer ■ Reflection

	First Year Students				Seniors			
	Kean	Selected Peers	Competitive Master's	Kean but Doctoral	Kean	Selected Peers	Competitive Master's	Kean but Doctoral
Curiosity	3.0	3.0	2.9	2.8	3.1	3.2	3.1	3.0
Initiative	2.8	2.7	2.6	2.5	2.6	2.5	2.5	2.3
Independence	2.6	2.5	2.5	2.5	2.5	2.5	2.6	2.6
Transfer	2.7	2.7	2.6	2.6	2.8	2.8	2.8	2.8
Reflection	2.9	2.9	2.8	2.8	2.9	2.9	2.9	2.8
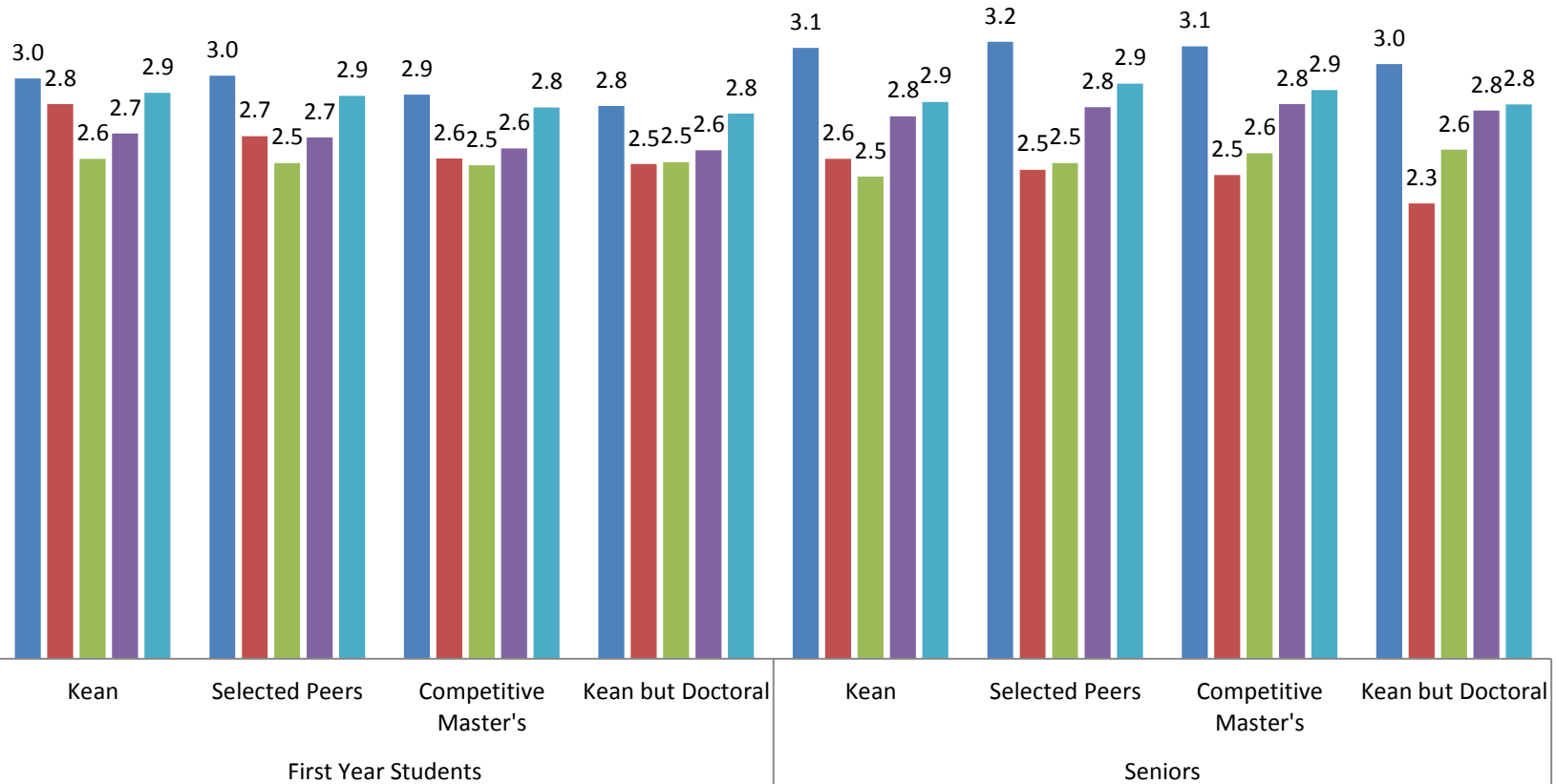
Analysis:

Both Kean freshmen and seniors reported highest means on Curiosity (3.0 for FY and 3.1 for SR), followed by Reflection, Initiative, Transfer and Independence (the lowest, 2.6 for FY and 2.5 for SR).

For Curiosity, Kean students significantly more frequently "asked questions or contributed to course discussions in other ways" than "Competitive Master" group (P<.05 for FY) and "Kean but Doctoral" Group (P<.001 for both FY and SR).

For Reflection, Kean freshmen also significantly more frequently "examined the strengths and weaknesses of their own views on a topic or issue" than "Kean but Doctoral" competitors (P<.05). Additionally, Kean freshmen also reported "learned something that changed the way they understand an issue or concept" than peers in "Competitive Masters" group and "Kean but Doctoral" group. (P<.05) Seniors, on the other hand, are lower than their competitors, especially the "Selected Peers" group (P<.05), on how often they "examined the strengths and weaknesses of their own views on a topic or issue", and "learned something that changed the way they understand an issue or concept."

For Independence, Kean seniors are not as frequent as their peers in comparison groups in "reaching conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.)." Seniors are significantly lower (P<.05) when compared with "Competitive Masters" group and "Kean but Doctoral" group. Kean freshmen, on the other hand, are slightly higher than their peers in comparison groups, but the difference is not statistically significant.

For Initiative, Kean students, both freshmen and seniors, reported more frequently "prepared two or more drafts of a paper or assignment before turning it" than all three comparison groups. The difference is statistically significant between Kean freshmen and the other three comparison groups (P<.01--P<.001), and between Kean seniors and "Kean but Doctoral" group (P<.001).

For Transfer, first-year students at Kean reported significantly more frequently "connected their learning to societal problems or issues" than students from the "Competitive Masters" group (P<.01) and "Kean but Doctoral" group (P<.001). However, seniors at Kean are less likely to report than their counterparts in peer institutions that they "applying facts, theories, or methods to practical problems or new situations." The difference between Kean seniors and "Selected Peers" group is statistically significant. (P<.05)

Discussion/Action/Closing the Loop:

In general, Kean first-year students are on par with their peers in comparison groups, if not higher, on all five skills measured in NSSE: Curiosity, Reflection, Initiative, Transfer and Independence. Meanwhile seniors at Kean show both strengths and weaknesses. Compared with peer institutions, Kean students are significantly more often engaged in activities including "Asked questions or contributed to course discussions in other ways" (Curiosity) or "Prepared two or more drafts of a paper or assignment before turning it in" (Initiative). However, Kean seniors spend significantly less amount of time "reach[ing] conclusions based on their own analysis of numerical information"

(Independence). Additionally, seniors at Kean are less likely than their peers to report that they "Examined the strengths and weaknesses of their own views on a topic or issue" (Reflection), "Learned something that changed the way they understand an issue or concept" (Reflection), and "applying facts, theories, or methods to practical problems or new situations" (Transfer).

The issue at senior level might be due to various reasons. One possible explanation is that more than half (60%) of the seniors are transfer students who were not required to take GE courses that are mandatory for Kean freshmen and sophomores. Teachers need to provide instructions to senior students emphasizing on how to work independently by utilizing the resources they have. Seniors should also be encouraged to examine their own ideas and ways of understanding issues or topics from multiple angles. Further, senior-level students should be given more practice that requires them to apply what they learned in class (facts, theories, or methods) in new situations or problems in real-world.

Recommendations:

Issue: Kean seniors spend significantly less amount of time "reach[ing] conclusions based on their own analysis of numerical information"

- Partner with MATH 1000-level and GE 202x faculty to improve students' ability to reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.).
- Please see the "GES3: Solve problems using quantitative reasoning (KU1, 4)" for specific actions that foster student acquisition of numerical analysis.

Issue: Students' ability to reflect on and adapt their own views.

- Collaborate with faculty teaching GE values-designated courses (i.e. GE 1000 and ID 1225) to increase opportunities for students to engage in self-reflection in where course content is appropriate for student self-reflection activities (e.g. GE 1000, ID 1225, etc.)

References

NSSE13 Administration Summary Report

NSSE13 Frequencies and Statistical Comparisons (Kean)

Appendix A: Comparison Groups

Selected Peers: Public; Master's larger programs; enrolled 5,000-20,000; NJ, NY, CT, MA, PA and RI; Six are in suburb large, one in city medium and one in city large. (N=8)

Competitive Master's: Public; Master's larger programs; enrolled 5,000-20,000; competitive and nationwide. (N=33)

Kean but Doctoral: Public; Master's larger programs; enrolled 10,001-20,000; Doctoral and research universities; competitive and nationwide. (N=12)

Appendix B: AAC&U Life-Long Learning Rubric

Note: Selected NSSE items were only analyzed based on the comprehensive definition generated from level 3-4 of the five elements from the AAC&U Life-long learning Rubric

FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Lifelong learning is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence". An endeavor of higher education is to prepare students to be this type of learner by developing tspecific dispositions and skills (described in this rubric) while in school.   (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, from www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Curiosity	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
Initiative	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
Independence	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Transfer	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
Reflection	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

AAC&U Association of American Colleges and Universities

Appendix C NSSE Items selected for Life-long Learning Assessment

NSSE 2013 Frequencies and Statistical Comparisons
Kean University

First-Year Students

	Item wording or description	Variable name [c]	Values [d]	Response options	Kean Count	Kean %	Selected Peers Count	Selected Peers %	Competitive Master's Count	Competitive Master's %	Kean but Doctoral Count	Kean but Doctoral %	Kean Mean	Selected Peers Mean	Selected Peers Effect size [e]	Competitive Master's Mean	Competitive Master's Effect size [e]	Kean but Doctoral Mean	Kean but Doctoral Effect size [e]
	1. During the current school year, about how often have you done the following?																		
Curiosity	a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	10	3	49	3	337	3	260	5							
			2	Sometimes	80	29	540	30	3,680	34	2,248	39							
			3	Often	97	36	654	36	3,879	37	2,010	34	3.0	3.0	.02	2.8 *	.15	2.7 ***	.26
			4	Very often	86	32	547	31	2,658	26	1,296	22							
				Total	273	100	1,790	100	10,554	100	5,814	100							
Initiative	b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	20	8	231	13	1,687	16	953	17							
			2	Sometimes	80	30	545	31	3,559	33	1,945	34							
			3	Often	90	33	567	31	3,078	29	1,682	29	2.8	2.7 **	.17	2.6 ***	.28	2.5 ***	.31
			4	Very often	81	29	439	25	2,174	21	1,201	21							
				Total	271	100	1,782	100	10,498	100	5,781	100							
	2. During the current school year, about how often have you done the following?																		
Transfer	a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	19	7	109	7	695	7	372	7							
			2	Sometimes	85	33	580	35	3,826	38	2,066	38							
			3	Often	103	41	641	38	3,621	36	2,087	38	2.7	2.7	-.02	2.7	.05	2.7	.05
			4	Very often	48	18	331	20	1,828	19	949	17							
				Total	255	100	1,661	100	9,970	100	5,474	100							
Transfer	b. Connected your learning to societal problems or issues	RIsocietal	1	Never	20	8	126	8	893	9	533	10							
			2	Sometimes	79	32	619	37	3,950	39	2,161	40							
			3	Often	94	38	582	35	3,423	35	1,893	34	2.8	2.7	.10	2.6 **	.20	2.5 ***	.24
			4	Very often	57	22	312	20	1,576	16	823	15							
				Total	250	100	1,639	100	9,842	100	5,410	100							
Reflection	d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	8	3	77	5	534	5	301	5							
			2	Sometimes	78	31	509	32	3,364	33	1,846	34							
			3	Often	112	45	705	42	4,130	42	2,231	42	2.8	2.8	.05	2.8	.10	2.7 *	.13
			4	Very often	54	21	345	21	1,814	20	1,005	19							
				Total	252	100	1,636	100	9,842	100	5,383	100							
Reflection	f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	8	4	48	3	318	3	162	3							
			2	Sometimes	64	26	503	31	3,130	32	1,808	34							
			3	Often	110	45	696	42	4,193	42	2,229	42	2.9	2.9	.09	2.8 *	.13	2.8 *	.15
			4	Very often	65	26	386	24	2,121	22	1,171	22							
				Total	247	100	1,633	100	9,762	100	5,370	100							
	4. During the current school year, how much has your coursework emphasized the following?																		
Transfer	b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	11	4	54	4	371	4	202	4							
			2	Some	54	22	348	22	2,380	24	1,294	25							
			3	Quite a bit	107	44	749	46	4,442	46	2,320	44	3.0	3.0	-.02	2.9	.04	2.9	.03
			4	Very much	70	29	468	29	2,503	26	1,490	27							
				Total	242	100	1,619	100	9,696	100	5,306	100							
Curiosity	c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	10	4	56	4	405	4	231	4							
			2	Some	57	24	380	23	2,463	25	1,375	26							
			3	Quite a bit	102	43	653	40	4,198	43	2,249	42	3.0	3.0	-.05	2.9	.05	2.9	.07
			4	Very much	74	30	518	33	2,587	27	1,434	27							
				Total	243	100	1,607	100	9,653	100	5,289	100							
Reflection	e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	16	7	59	4	462	5	308	6							
			2	Some	56	23	370	23	2,631	27	1,527	29							
			3	Quite a bit	101	43	708	44	4,183	43	2,157	41	2.9	3.0	-.08	2.9	.05	2.8	.11
			4	Very much	67	28	465	29	2,363	25	1,284	24							
				Total	240	100	1,602	100	9,639	100	5,276	100							
	6. During the current school year, about how often have you done the following?																		
Independence	a. Reached conclusions based on your own analysis of numerical information	QRconclude	1	Never	35	14	250	16	1,472	14	721	13							
			2	Sometimes	81	33	560	33	3,528	35	1,970	36							
			3	Often	84	35	528	33	3,184	34	1,784	34	2.6	2.5	.02	2.5	.04	2.5	.02
			4	Very often	41	17	278	18	1,510	17	842	16							
				Total	241	100	1,616	100	9,694	100	5,317	100							
Transfer	b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	53	21	355	22	2,281	23	1,217	22							
			2	Sometimes	87	36	631	38	3,840	39	2,140	40							
			3	Often	73	31	430	27	2,479	26	1,396	27	2.3	2.3	.03	2.3	.06	2.3	.07
			4	Very often	28	12	197	13	1,065	12	551	11							
				Total	241	100	1,613	100	9,665	100	5,304	100							

Seniors

	Item wording or description	Variable name[c]	Value s[d]	Response options	Frequency Distributions[a]								Statistical Comparisons[b]						
					Kean		Selected Peers		Competitive Master's		Kean but Doctoral		Kean	Selected Peers		Competitive Master's		Kean but Doctoral	
					Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]
1. During the current school year, about how often have you done the following?																			
Curiosity	a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	7	2	79	2	277	2	255	3	3.2	3.2	.05	3.2	.05	3.1 ***	.20
			2	Sometimes	66	19	783	21	3,322	21	2,455	26							
			3	Often	109	33	1,254	33	5,055	32	3,085	33							
			4	Very often	152	46	1,697	44	7,119	45	3,547	38							
				Total	334	100	3,813	100	15,773	100	9,342	100							
Initiative	b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	48	15	746	19	3,041	19	2,207	24	2.6	2.5	.05	2.5	.08	2.3 ***	.22
			2	Sometimes	117	35	1,277	33	5,512	35	3,284	35							
			3	Often	95	29	991	27	4,038	26	2,237	24							
			4	Very often	72	21	776	21	3,111	20	1,584	17							
				Total	332	100	3,790	100	15,702	100	9,312	100							
2. During the current school year, about how often have you done the following?																			
Transfer	a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	8	2	137	4	462	3	263	3	2.9	2.9	-.02	3.0	-.10	3.0	-.08
			2	Sometimes	86	29	942	27	3,637	24	2,324	26							
			3	Often	127	43	1,445	39	5,971	39	3,492	39							
			4	Very often	80	26	1,118	30	5,037	33	2,896	32							
				Total	301	100	3,642	100	15,107	100	8,975	100							
Transfer	b. Connected your learning to societal problems or issues	RIsocietal	1	Never	23	7	183	6	908	7	623	7	2.8	2.9	-.10	2.8	-.08	2.8	.01
			2	Sometimes	93	32	1,102	30	4,580	30	2,924	33							
			3	Often	111	37	1,349	37	5,428	36	3,143	35							
			4	Very often	70	23	980	27	4,034	27	2,200	24							
				Total	297	100	3,614	100	14,950	100	8,890	100							
Reflection	d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	14	4	168	5	757	5	498	6	2.7	2.8 *	-.12	2.8	-.11	2.8	-.04
			2	Sometimes	111	36	1,091	30	4,536	30	2,854	32							
			3	Often	119	41	1,460	40	5,990	40	3,551	40							
			4	Very often	56	19	885	25	3,667	25	1,970	22							
				Total	300	100	3,604	100	14,950	100	8,873	100							
Reflection	f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	6	2	72	2	361	3	227	3	2.8	3.0 *	-.14	2.9	-.11	2.9	-.03
			2	Sometimes	100	33	1,010	28	4,357	29	2,792	32							
			3	Often	127	45	1,519	43	6,067	40	3,585	40							
			4	Very often	62	21	987	27	4,090	27	2,215	25							
				Total	295	100	3,588	100	14,875	100	8,819	100							
4. During the current school year, how much has your coursework emphasized the following?																			
Transfer	b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	6	2	90	3	386	3	249	3	3.1	3.2 *	-.12	3.1	-.08	3.1	-.05
			2	Some	63	22	589	17	2,628	18	1,634	19							
			3	Quite a bit	123	44	1,484	42	6,196	42	3,749	43							
			4	Very much	98	32	1,389	39	5,517	37	3,135	35							
				Total	290	100	3,552	100	14,727	100	8,767	100							
Curiosity	c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	12	4	113	3	514	4	336	4	3.0	3.1 *	-.13	3.1	-.07	3.0	-.01
			2	Some	62	21	643	18	2,979	20	1,893	22							
			3	Quite a bit	122	43	1,436	41	5,963	40	3,572	41							
			4	Very much	92	31	1,338	38	5,254	36	2,936	33							
				Total	288	100	3,530	100	14,710	100	8,737	100							
Reflection	e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	15	5	134	4	666	5	512	6	3.0	3.0	-.08	3.0	.00	2.9	.11
			2	Some	64	22	793	22	3,504	24	2,326	27							
			3	Quite a bit	125	44	1,441	41	6,048	41	3,531	40							
			4	Very much	83	29	1,164	33	4,474	30	2,369	26							
				Total	287	100	3,532	100	14,692	100	8,738	100							
6. During the current school year, about how often have you done the following?																			
Independence	a. Reached conclusions based on your own analysis of numerical information	QRconclude	1	Never	51	16	616	16	2,188	14	1,217	13	2.5	2.5	-.07	2.6 *	-.12	2.6 *	-.14
			2	Sometimes	104	36	1,204	33	5,037	33	2,983	33							
			3	Often	89	32	1,063	30	4,630	32	2,806	32							
			4	Very often	47	16	675	20	2,933	21	1,771	21							
				Total	291	100	3,558	100	14,788	100	8,777	100							
Transfer	b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	64	20	814	22	3,059	20	1,820	20	2.4	2.3	.02	2.4	-.03	2.4	-.01
			2	Sometimes	112	38	1,317	36	5,560	37	3,339	38							
			3	Often	74	27	928	27	3,849	27	2,273	26							
			4	Very often	41	15	498	15	2,310	16	1,334	16							
				Total	291	100	3,557	100	14,778	100	8,766	100							

(NSSE13 Frequencies and Statistical Comparisons)