

NSSE and SSI Result Triangulation

With A Focus on Actions

University of Mount Union - 2014

What Is Triangulation?

Thomas et al.(2005)

- Triangulating methods of analysis is commonly recommended to overcome validity problems... The idea is a simple one; one multiple threats to validity of measures emerge, **use multiple sources of data generated by multiple methods of analysis** to meet them. If the methods lead to similar conclusions, then the level of uncertainty is reduced.

Why Triangulation In This Case?

The Quest for Action

- When both NSSE and SSI were implemented at Mount Union within one year's frame, the data seems to point to many directions. In order to focus our resources on implementable actions, NSSE and SSI results are triangulated. If the two sets of data reveal some overlapping trends, the validity for actions should be higher.

The Triangulation

Survey Design Comparison

NSSE

- 53 items categorized into
 - 10 Engagement Indicators which are organized around
 - 4 themes
- High Impact Practice questions
- Demographic Questions
- 3 questions geared towards perceived gains and satisfaction

SSI

- 45 items of perceived importance and satisfaction grouped into
- 9 scales
- Demographic questions
- Summary questions

An example of survey design comparison

NSSE-themes, engagement indicators and items

- Academic Challenge
 - Higher Order Learning
 - Reflective and Interactive learning
 - Learning Strategies
 - Identified key info from reading assignment
 - Reviewed notes after class
 - Summarized what your learned from class
 - Quantitative Reasoning

SSI- satisfaction items and scales

- Academic Advising Effectiveness
 - My academic advisor helps me set goals to work toward
 - My academic advisor available when I need help
 - My academic advisor is knowledgeable about requirements in my major
 - I receive ongoing feedback about progress toward my academic goals

Items Compared but Not Presented

If two sets of comparable data shows similar trend but does not point to potential actions, they will not be presented.

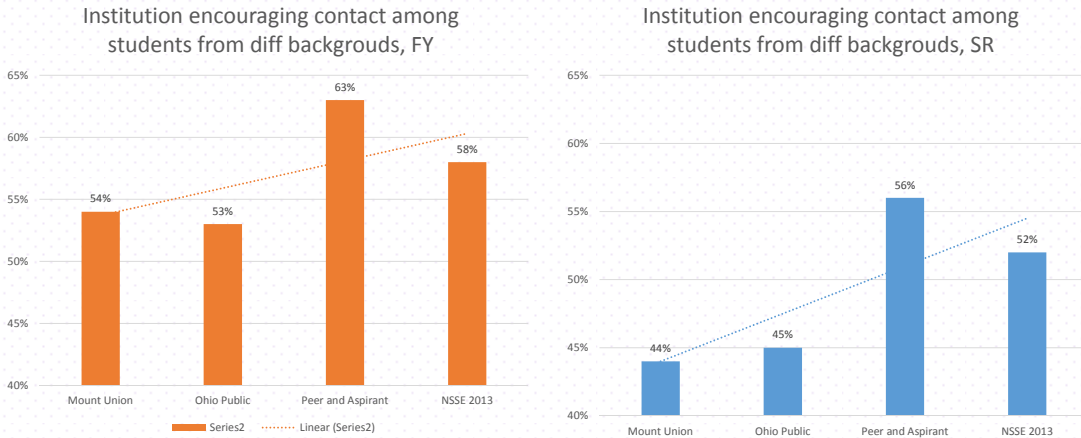
- For example:
- SSI item 32: Faculty provide timely feedback about my academic progress.
- NSSE items 5d and 5e.
 - Faculty provide feedback on a draft or work in progress
 - Faculty provided prompt and detailed feedback on tests or completed assignments.

Items Compared and Presented

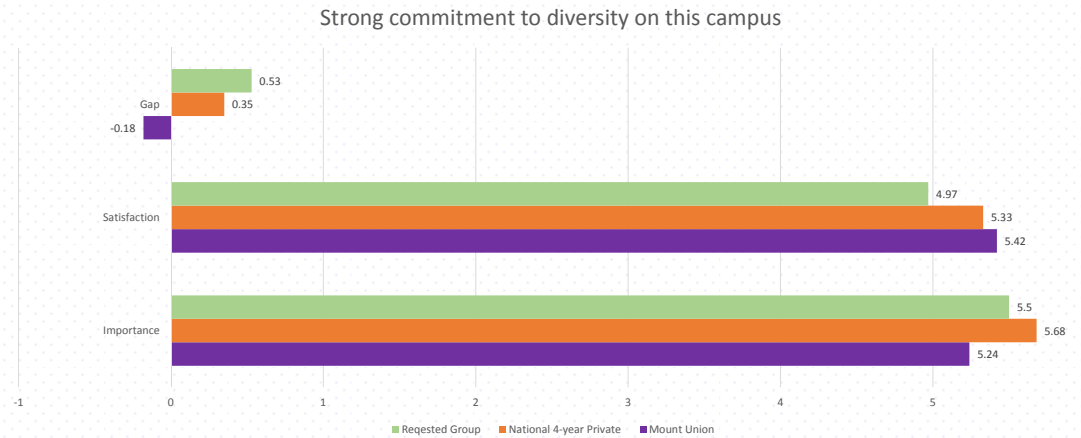
If two sets of comparable data shows similar trend and point to potential actions, they will be presented.

- Issues around diversity
- Interaction with staff
- Interaction with advisors

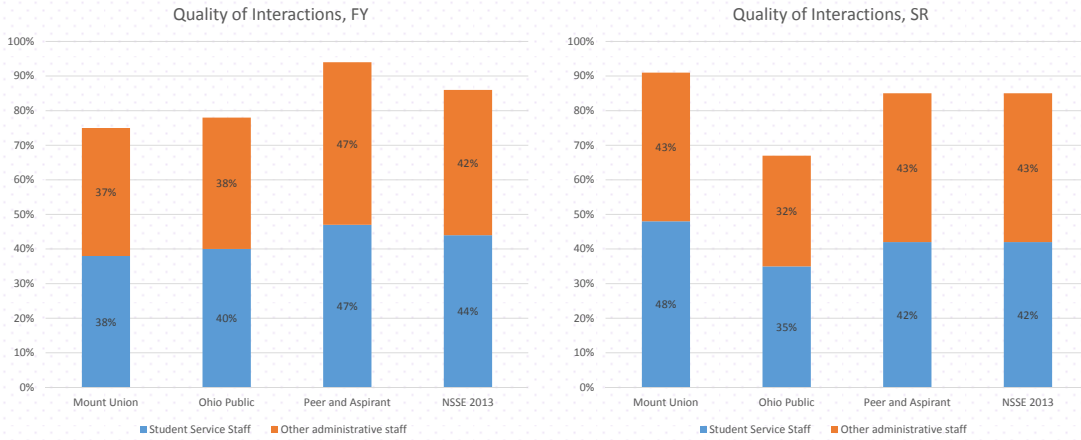
NSSE: contact among students from diff background



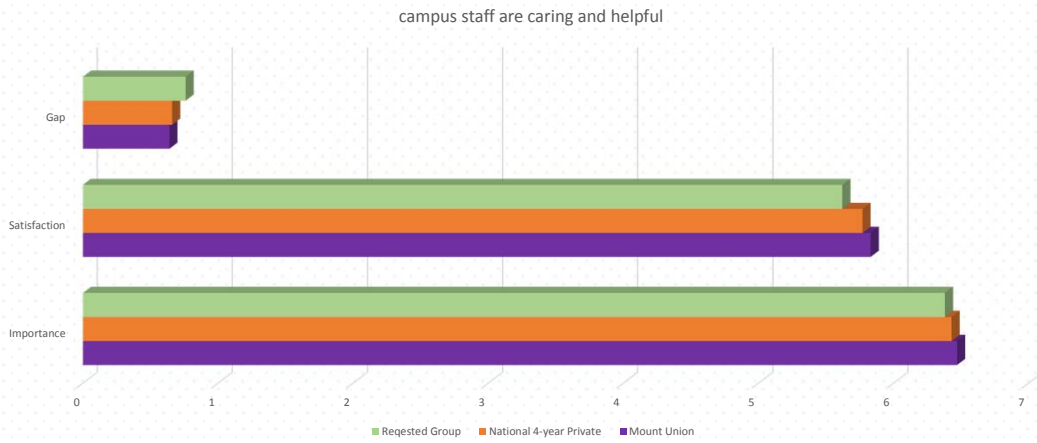
SSI perception of institutional commitment to diversity



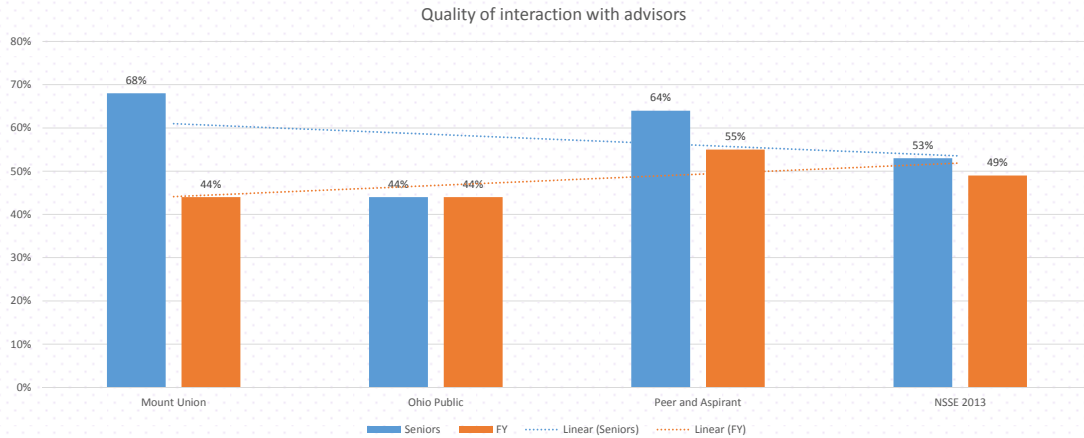
NSSE Quality of interaction with staff



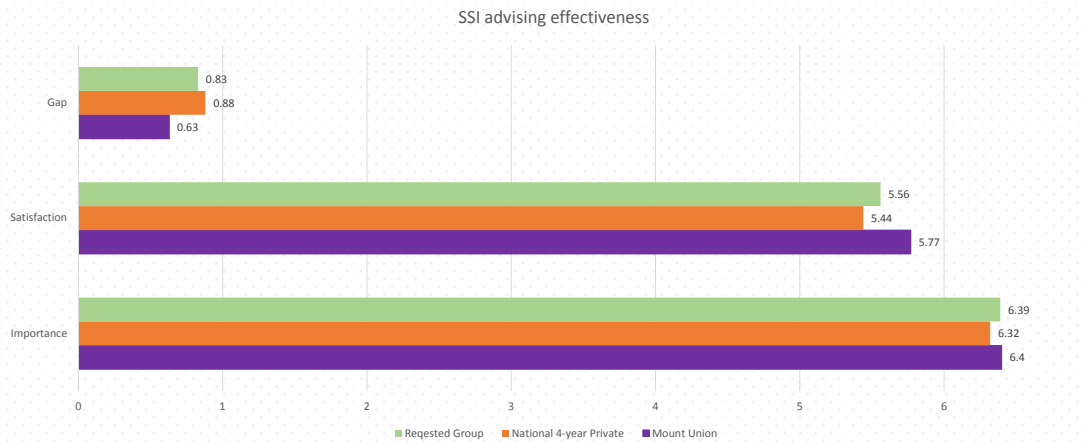
SSI perception of campus staff



NSSE quality of interaction with advisors



SSI advising effectiveness scale



Content of items

NSSE academic challenge theme

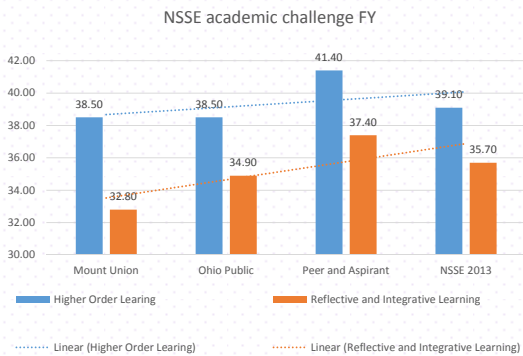
- Higher Order Learning
 - Applying facts, theories or methods to practical problems or new situations
 - Forming a new idea or understanding
- Reflective and integrative learning
- Learning strategies
- Quantitative reasoning

SSI Instructional effectiveness scale

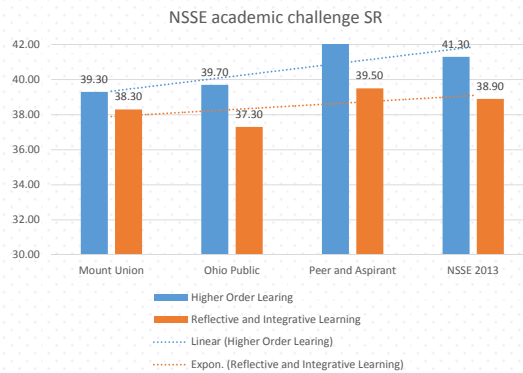
- The content of the courses within my major is valuable.
- The quality of instruction I receive in most of my classes is excellent
- Faculty are fair and unbiased in their treatment of individual students (3 other items started with faculty)

NSSE academic challenge

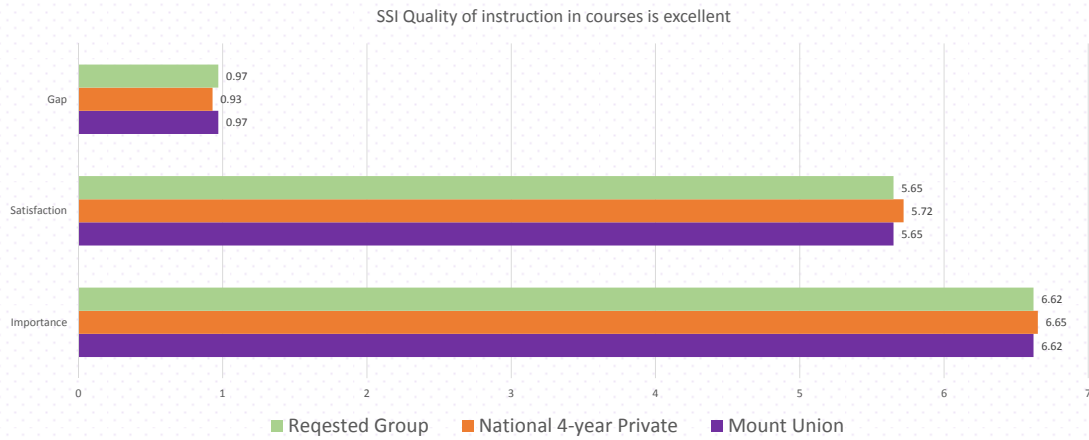
Higher order learning & reflective learning, FY



Higher order learning & reflective learning, SR



SSI- instructional effectiveness



Conclusions of Triangulation

Areas for actions

- Freshmen interaction with staff in all areas
- Freshmen academic advising
- Freshmen academic challenge, especially in the area of reflective and integrative learning

Questions?

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