

# NSSE, FSSE and Assessment in the Humanities



**Robert M. Gonyea**  
**Thomas F. Nelson Laird**

Indiana University Center for Postsecondary Research

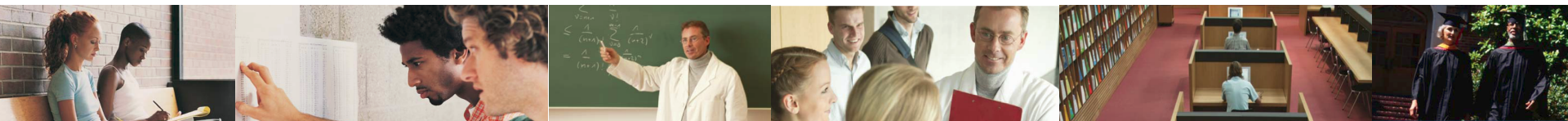
# Outline

- **Assumptions and assertions**
- **Student engagement in the humanities**
- **Faculty views of assessment**
- **Parting thoughts**



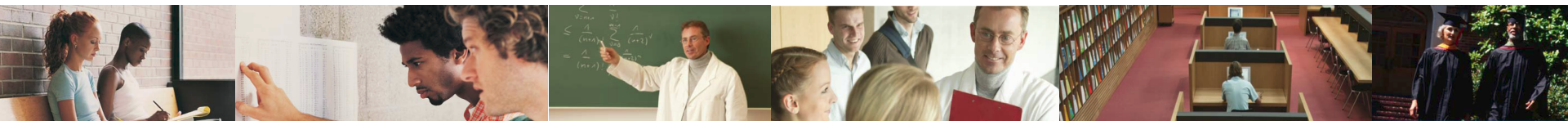
# Assumptions

- **Discipline influences teaching & learning**
- **Improvement initiatives must deal with discipline**
- **Disciplinary socialization presents some challenges to improvement**

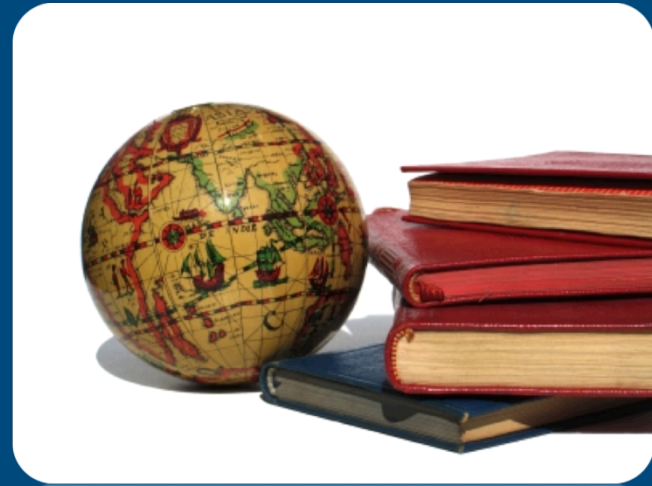


# Assertions

- **Assessment can inform improvement**
- **Assessment is being done in the humanities, but maybe not by you**
- **Assessment is best as a formative exercise, to inform improvement**



# STUDENT ENGAGEMENT IN THE HUMANITIES



# Student Engagement

**Collegiate  
quality =**



**Institutions: Resources, curriculum**



**Students: Time and effort**

**Educationally  
purposeful  
activity**

# NSSE and FSSE

Collegiate  
quality =

**National Survey of Student Engagement**  
The College Student Report

1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples:  or

	Very often	Often	Some-times	Never
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Faculty Survey of Student Engagement 2010**

The Faculty Survey of Student Engagement is a project coordinated by the Center for Postsecondary Research at Indiana University Bloomington.

We cordially invite you to participate in the 2010 Faculty Survey of Student Engagement (FSSE). The survey takes about 15-20 minutes to complete. It is designed to measure faculty expectations regarding the extent to which students at your institution engage in educational practices empirically linked to high levels of learning and development. The information you and other faculty members on your campus provide will help identify areas of strength and improvement, as well as lead to constructive discussions related to teaching, learning, and the quality of your students' educational experience.

Your responses will be confidential and anonymous to your institution. All reporting will be done in the aggregate to protect your privacy. At the end of the survey you can provide feedback about the nature of the questions and related topics that will help us improve the instrument.

If you have technical problems completing the survey, please e-mail [help@fsse.org](mailto:help@fsse.org) or call 1-877-295-3064. If you have questions about the study, please contact Thomas Nelson Laird by e-mail or by phone (812-856-5824).

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have not been honored during the course of this project, you may contact the office for the Human Subjects Committee, Carmichael Center L03, 530 E. Kirkwood Ave., Bloomington, IN 47405, 812-855-3057, or by e-mail at [iub\\_hsc@indiana.edu](mailto:iub_hsc@indiana.edu).

Educationally  
purposeful  
activities

# Assessment in the Humanities

## General Approaches

- **Criterion**

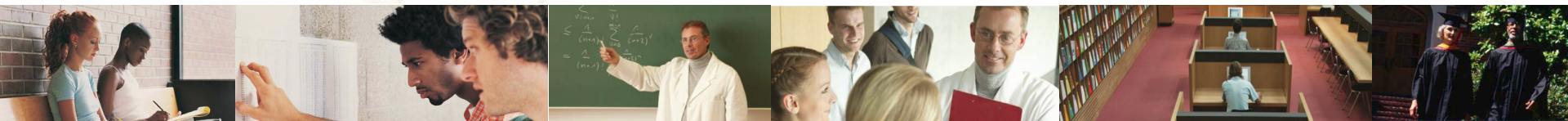
- What do you expect from your students?

- **Normative**

- How do your students compare to peers?

- **Longitudinal**

- Have your students changed over time?

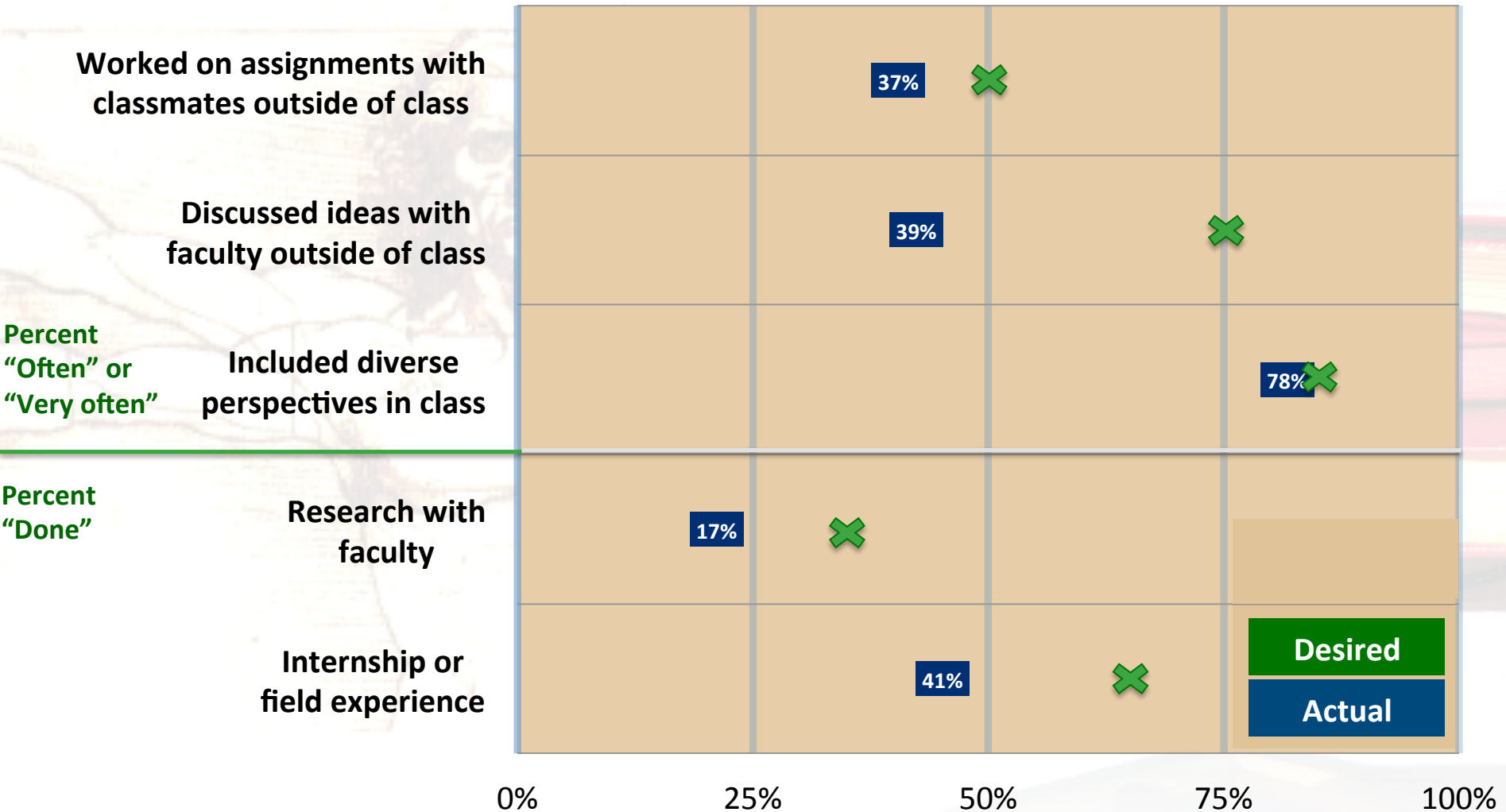




# Assessment in the Humanities

## Criterion Assessment

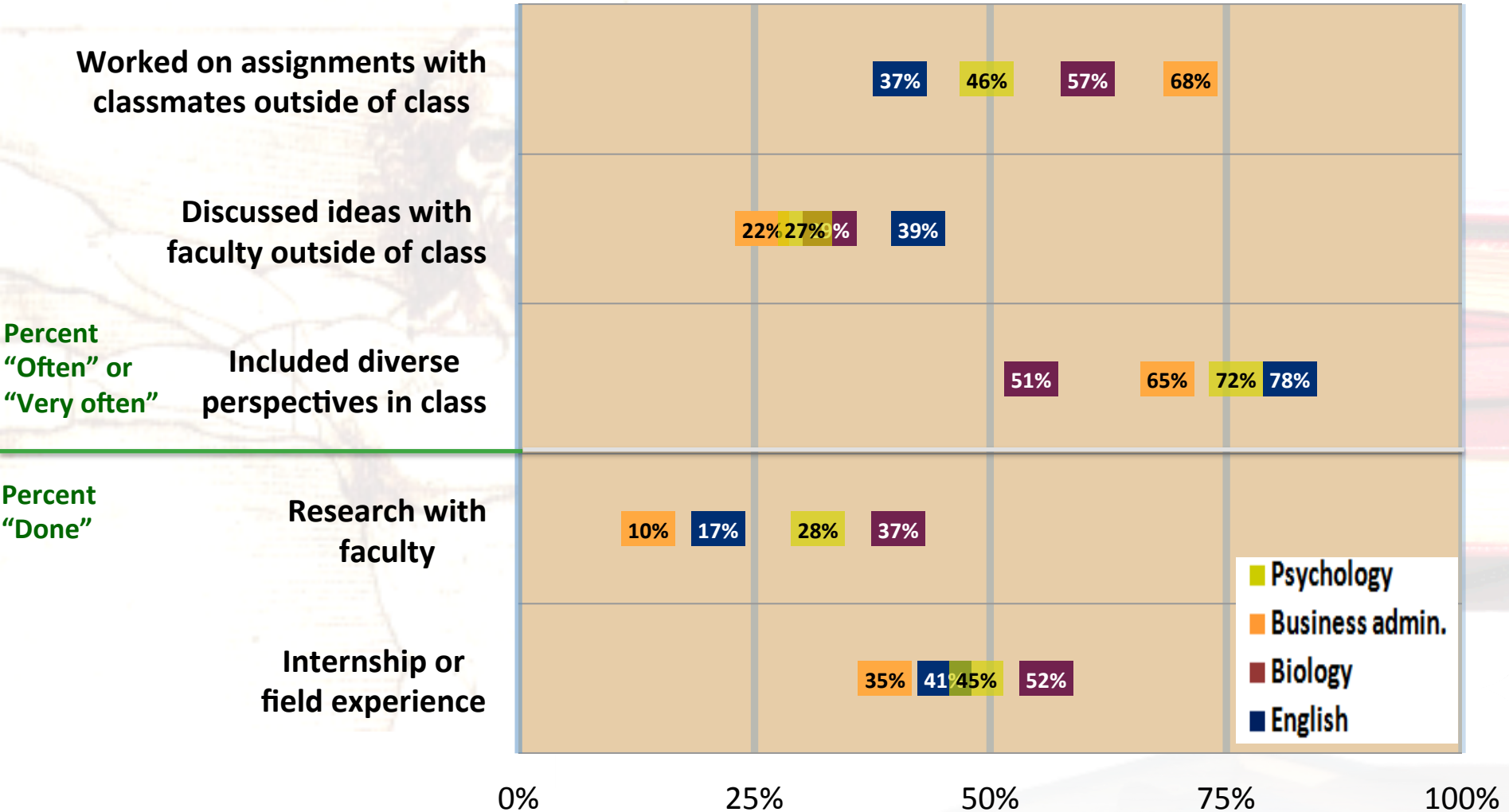
## English Program



# Assessment in the Humanities

## Normative Assessment

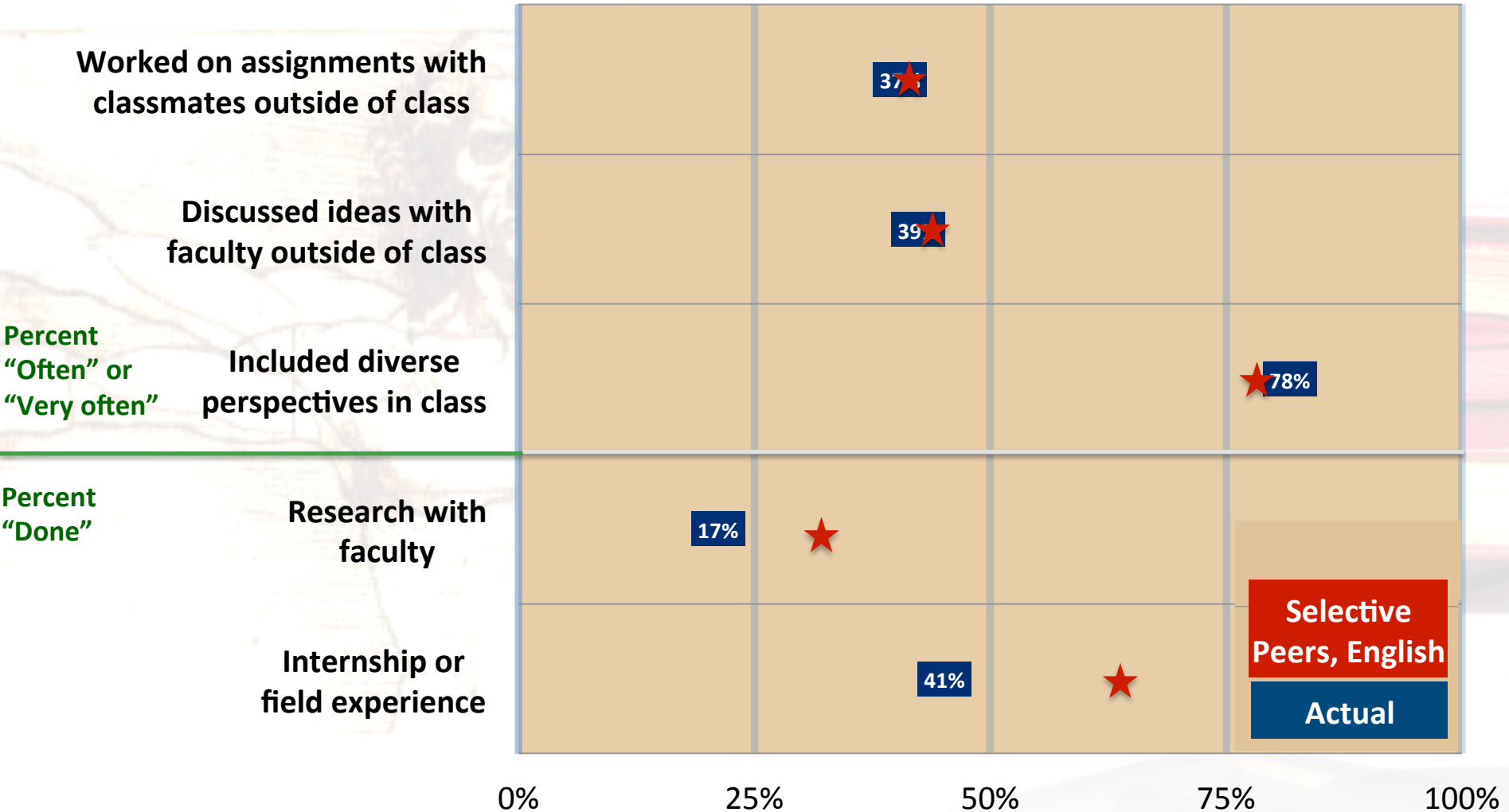
## English Program



# Assessment in the Humanities

## Normative Assessment

## English Program



# Assessment in the Humanities

*Faculty, importance*

English Program

Worked on assignments with classmates outside of class

Discussed ideas with faculty outside of class

Included diverse perspectives in class

Students

Faculty

Percent "Done"

Research with faculty

17%

Internship or field experience

41%

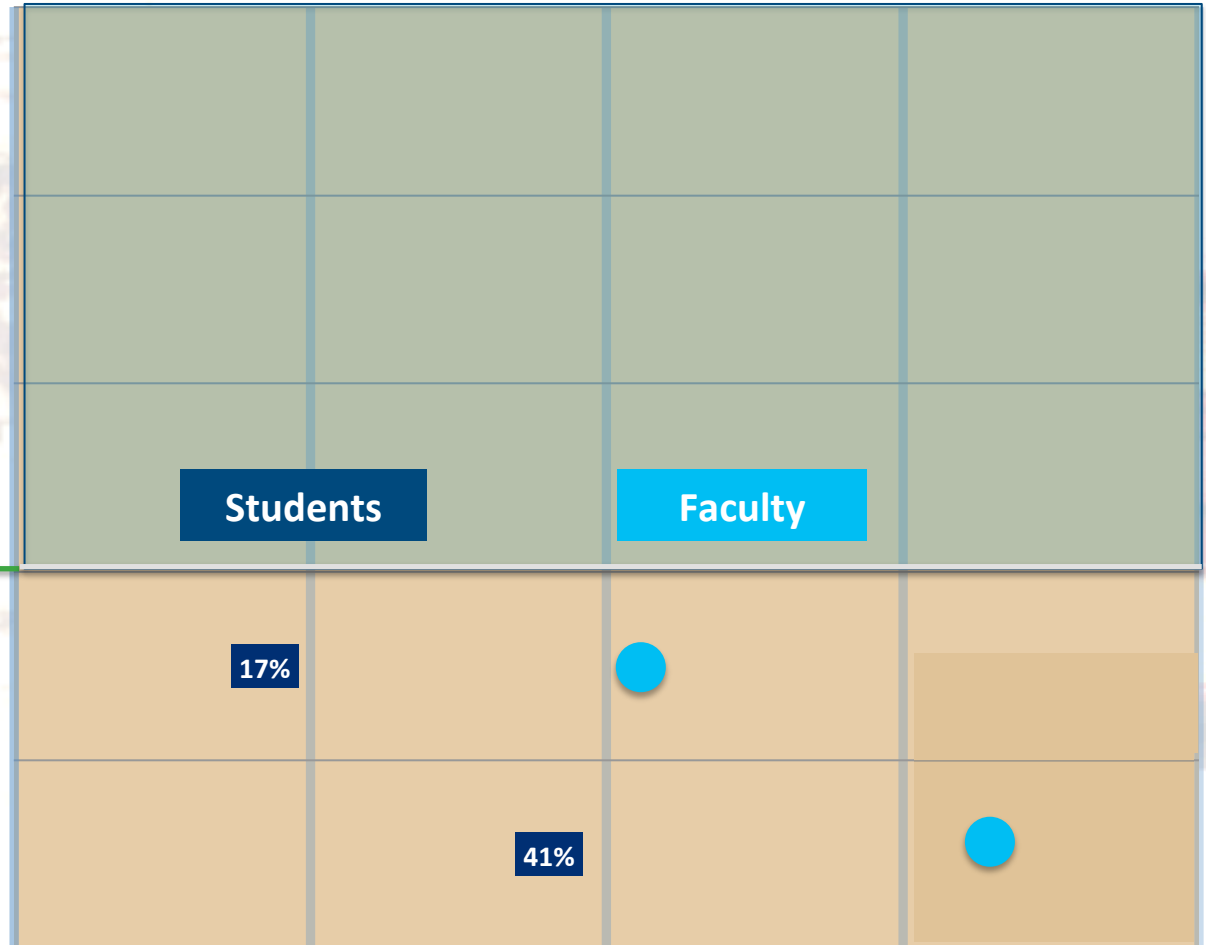
0%

25%

50%

75%

100%



# Assessment in the Humanities

## Summary

- **Surveys like NSSE and FSSE contain valuable pieces of information for the humanities**
- **Results inform and raise questions for collegial discussion**
- **Other sources of evidence are available to assessment professionals and you**



# Assessment in the Humanities



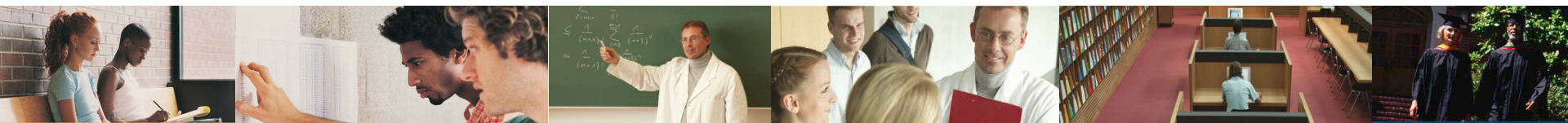
## Summary

- **Interdisciplinary sharing can foster creative approaches to teaching in your own discipline, and even to discover that such ideas are already adopted by your colleague at another place**

# **FACULTY VIEWS OF ASSESSMENT**

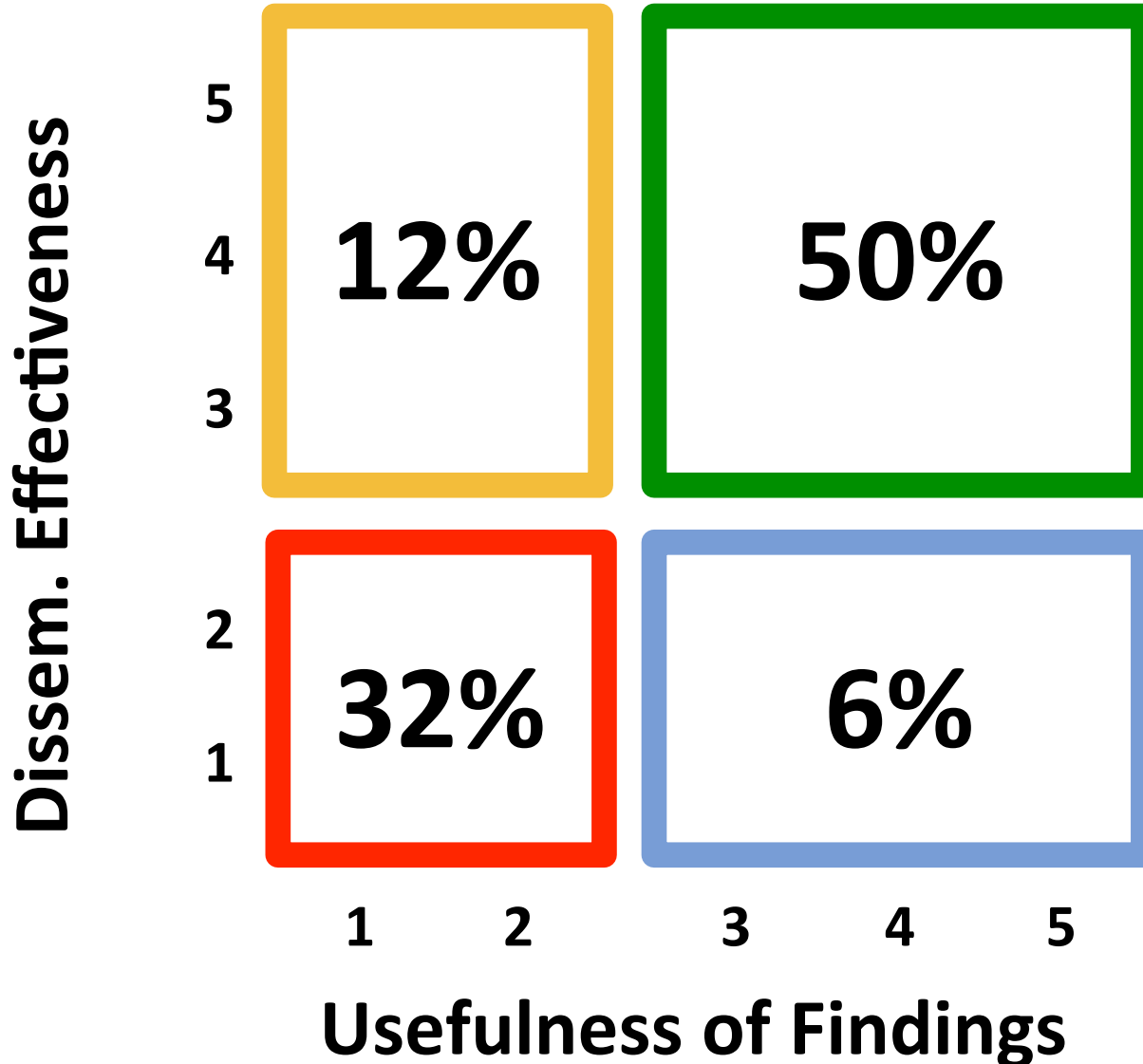
# Arts & Humanities Views of Institutional Assessment

- **75%** indicate institution is involved “Quite a bit” or “Very much”
- **62%** indicate results are disseminated effectively
- **56%** indicate that institutional assessment efforts are useful to them



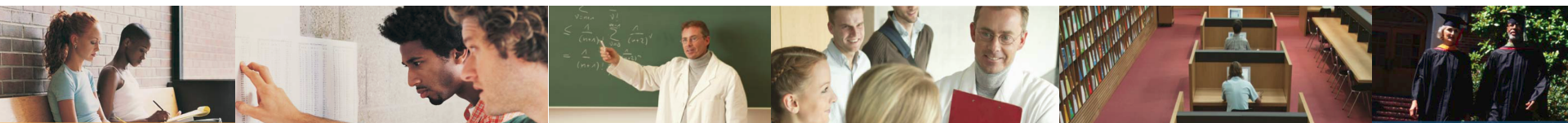


# That's Pretty Good, But...

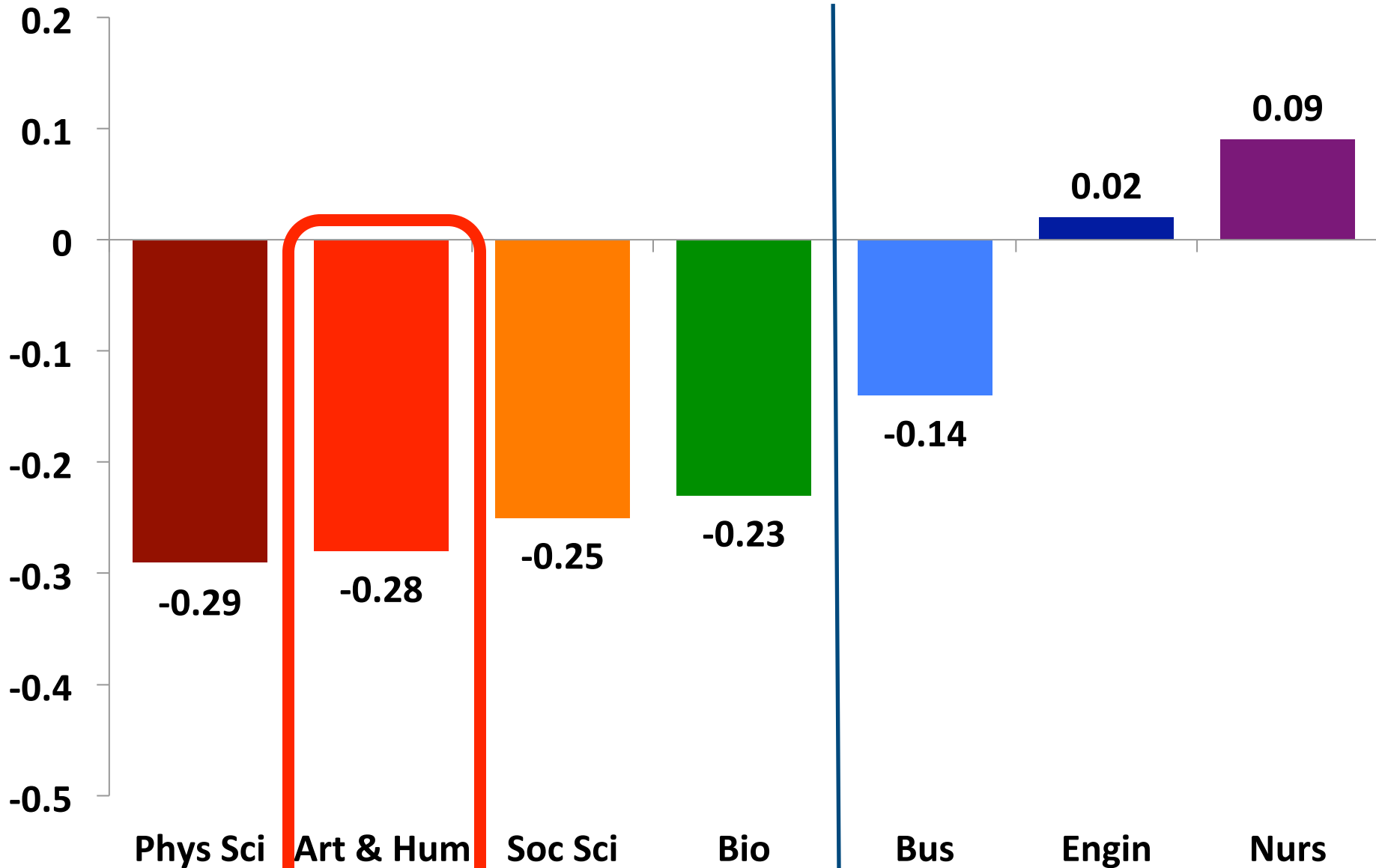


# Findings Used?

- Faculty who indicated that institutional assessment informed teaching and learning improvement activities “Quite a bit” or “Very much”
  - 45% for **department** activities
  - 43% for **institutional** activities

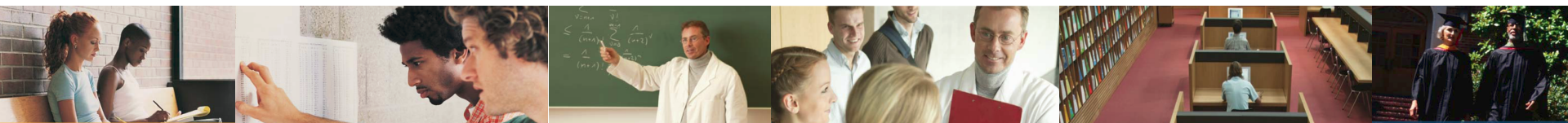


# Faculty Perceptions of Assessment



# Accreditation Matters?

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



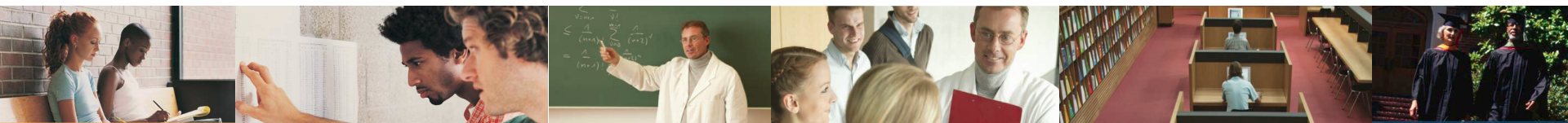
# Parting Thoughts

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- **Taking up assessment is not only an issue for humanities**
- **What will make assessment more useful to faculty in the humanities?**
  - **Re-socialization (e.g., questioning)**
  - **Speaking your language**
- **Are the humanities doing enough in the realm of assessment?**
  - **Need more encouragement?**

# Parting Thoughts

- **When do results warrant action?**
- **What's your role?**
  - Questioner, collector, interpreter, disseminator, consumer, convener
- **Where do we want to situate this work?**



# For more information...

- **Presenters**

- [rgonyea@indiana.edu](mailto:rgonyea@indiana.edu)
- [tflaird@indiana.edu](mailto:tflaird@indiana.edu)

- **NSSE and FSSE**

- [nsse.iub.edu](http://nsse.iub.edu)
- [fsse.iub.edu](http://fsse.iub.edu)

