

Using BCSSE and NSSE to Help Retention Efforts

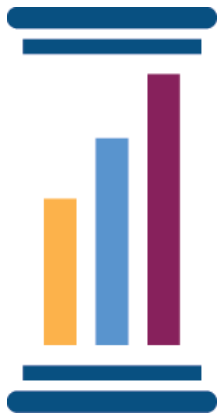


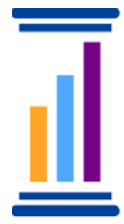
James Cole

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NSSE User Workshop 2015, Bucknell
University

Indiana University Center for Postsecondary Research



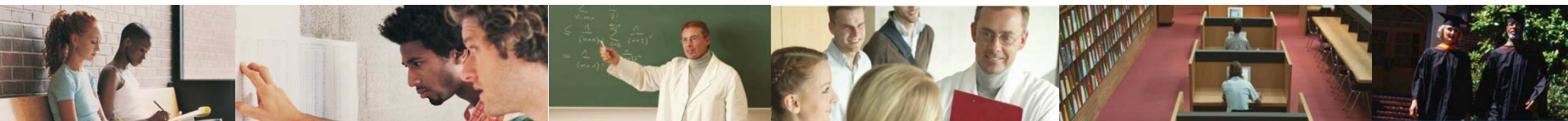
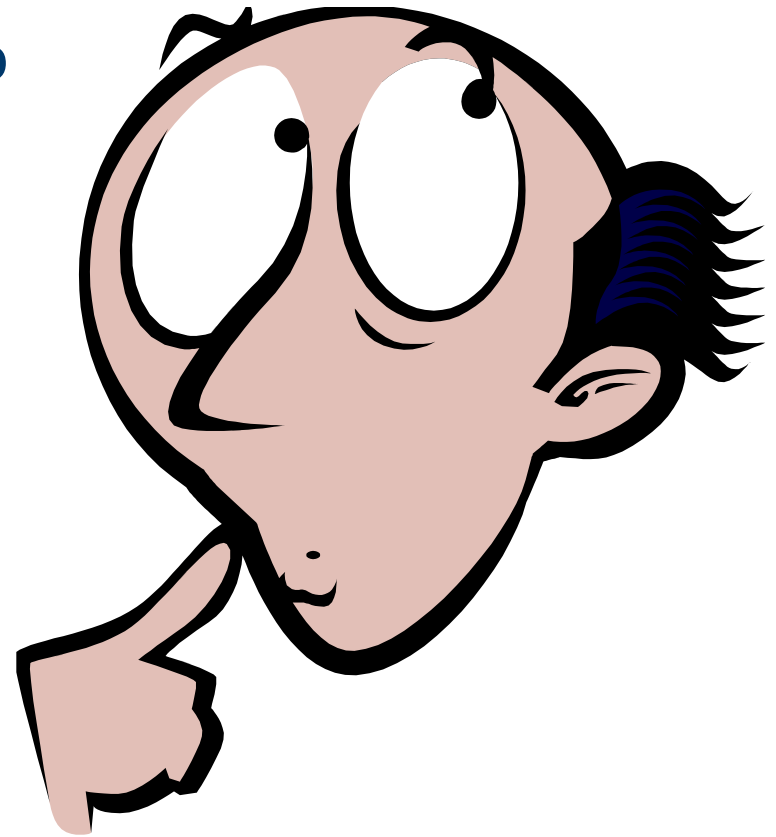


What are your goals for this session?

What specifically do you want to get out this session?

What is it you want to bring back to campus?

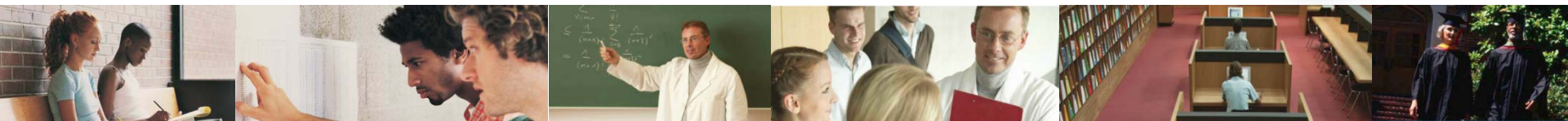
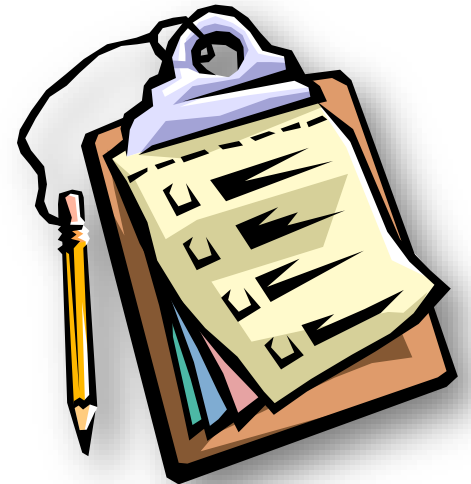
What do you want to share with your colleagues?



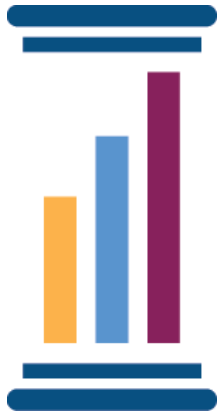


Outline

- Importance of academic and social integration
- The big picture: What NSSE and BCSSE data tell us about retention
- How institutions are using NSSE and BCSSE data to inform their own retention efforts
- How is your institution using data to address retention?



Academic and Social Integration





Academic and Social Integration

- 40 years of research has shown the importance of academic and social integration for retention (Tinto, 2007; Demetriou & Schmitz-Sciborksi, 2011).

Academic integration includes:

- Academic engagement
- Advising
- High impact practices

Social integration includes:

- Quality interactions with peers, faculty, and staff
- Student services and connection to campus
- Participation in co-curricular activities



Thiel College



Academic and Social Integration

- Both BCSSE and NSSE provide important data regarding the integration of your students.
- Many data points on BCSSE and NSSE measure integration and thus provide important evidence to better understand retention.
 - BCSSE – past engagement experiences and expectations for future engagement
 - NSSE – reflection on current school year engagement (FY and SR students).

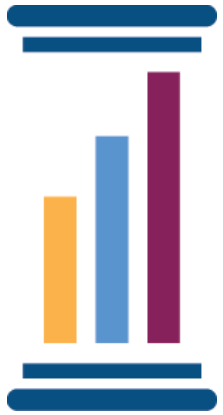


NSSE, BCSSE, and Retention

Links between NSSE/BCSSE and Retention Goals:

- NSSE and BCSSE provides a stimulus for *reflection* on what the institution does well and areas for improvement
- Ultimate goal of retention initiative is *improved* educational experience
- Identifies what *distinguishes* institution, where student experiences matches and where it falls short
- NSSE and BCSSE results can be *connected* to institutional data to build retention models

Big Picture



Big Picture - BCSSE

Q25. Do you expect to graduate from this institution?

Yes

No

Uncertain

Responses vary quite a bit depending on institution and student type

Big Picture - BCSSE

Do you expect to graduate from this institution?

___ Yes

___ No

___ Uncertain

What do you think results from your campus would look like?

70% Yes?

80% Yes?

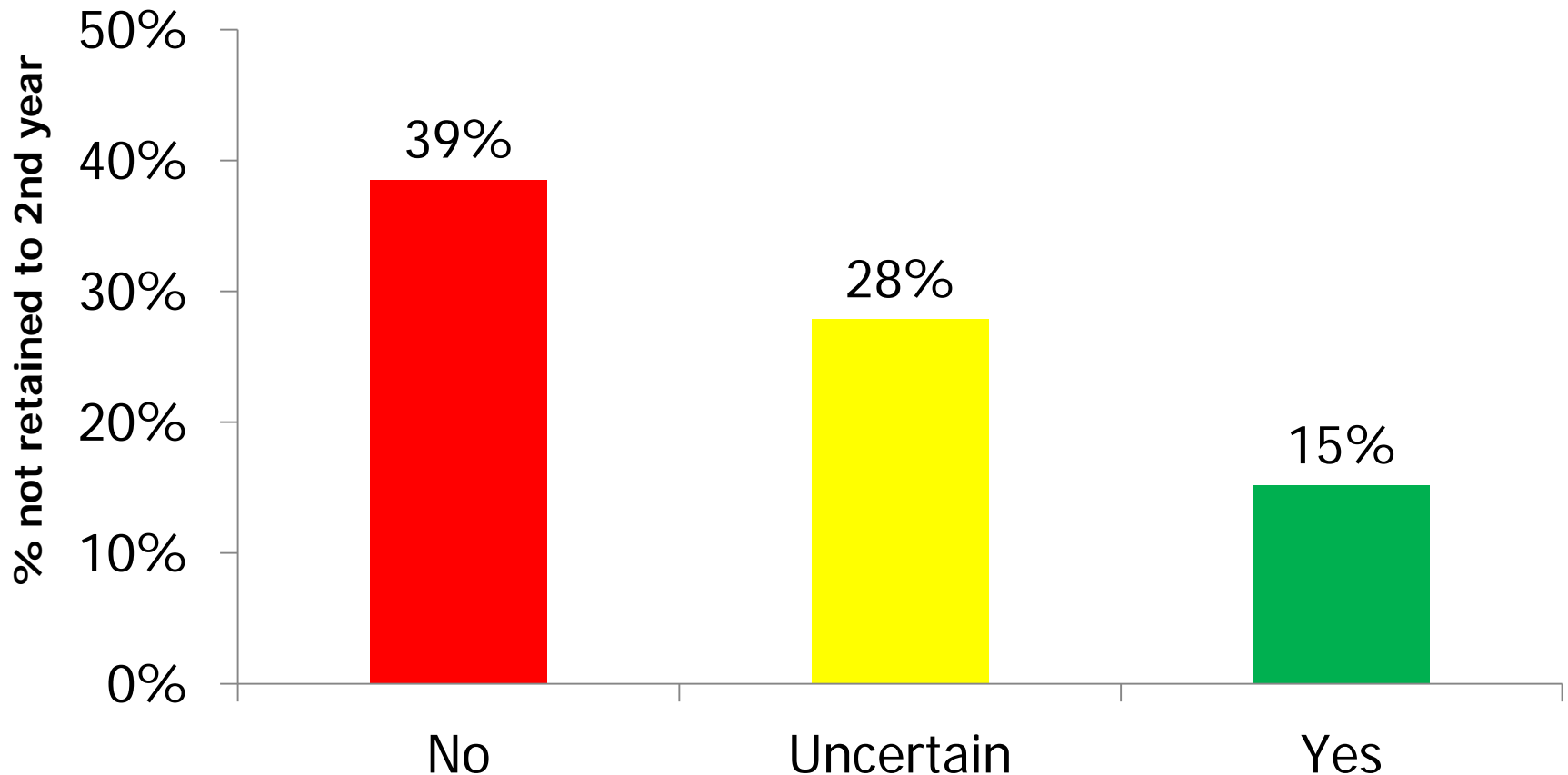
90% Yes?

100% Yes?



Big Picture - BCSSE

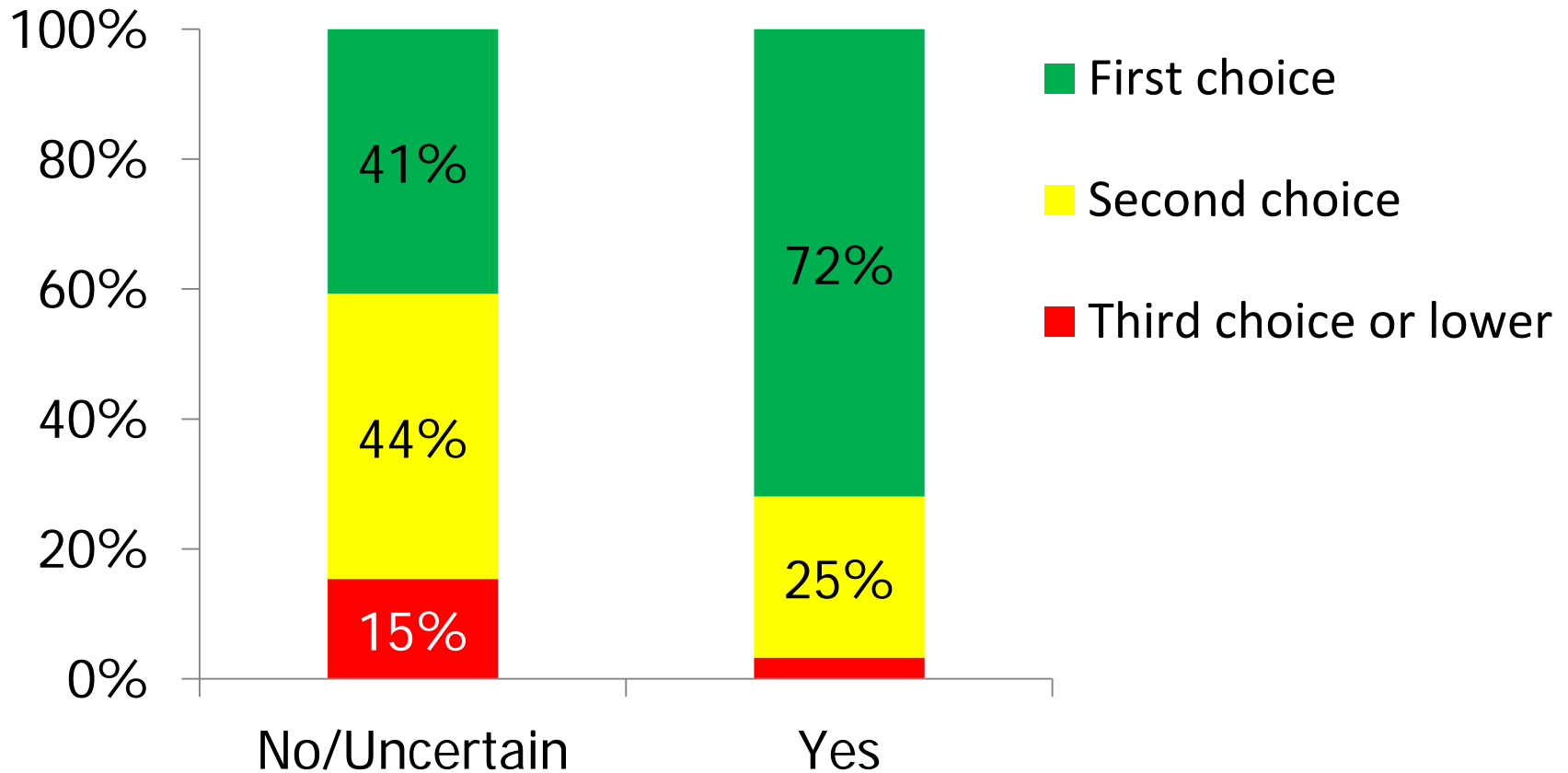
Q25. Do you expect to graduate from this institution?



Retention results from 5 institutions (9 academic years)

Big Picture - BCSSE

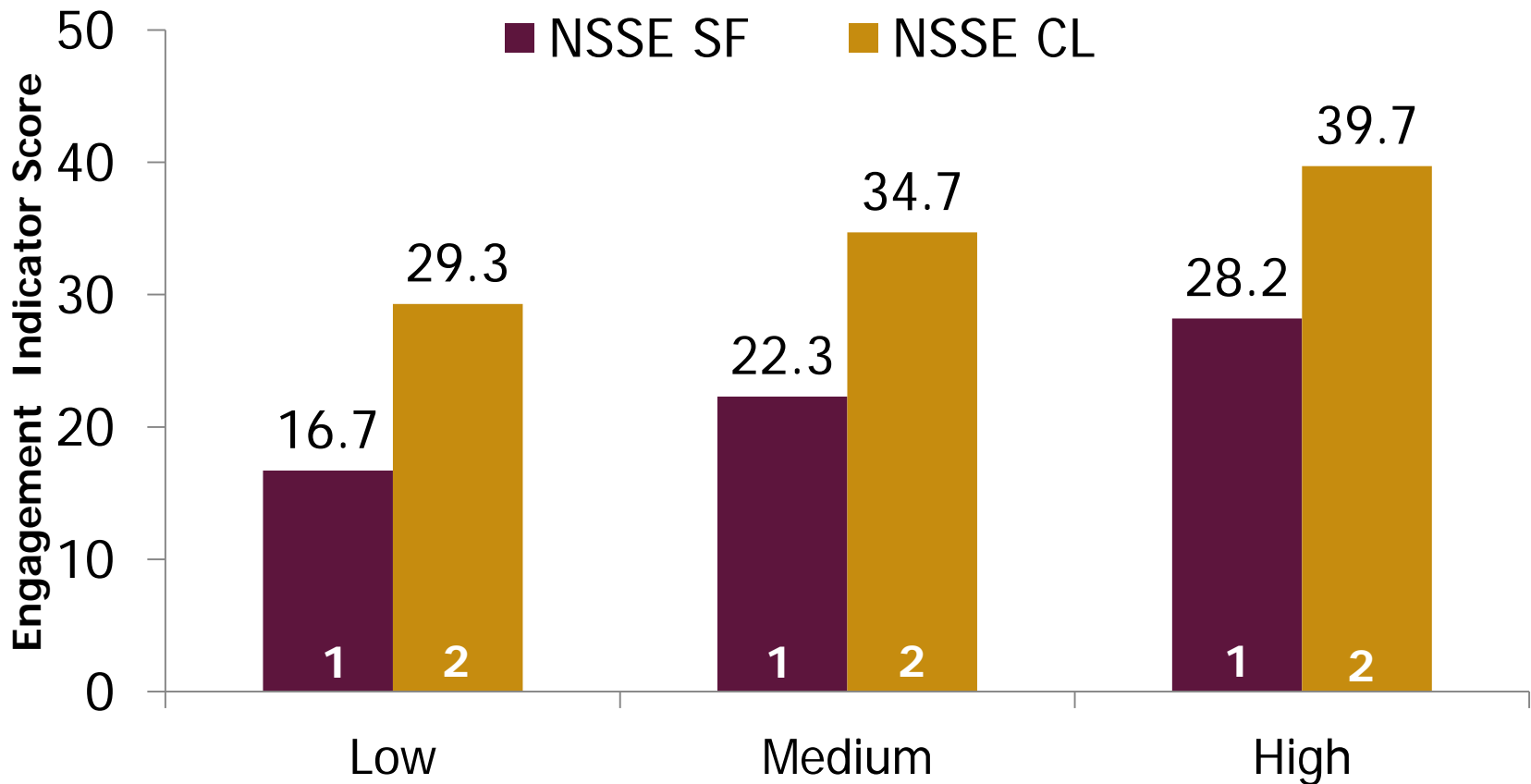
Q29. This institution was your:



Do you expect to graduate from this institution

Big Picture – BCSSE & NSSE

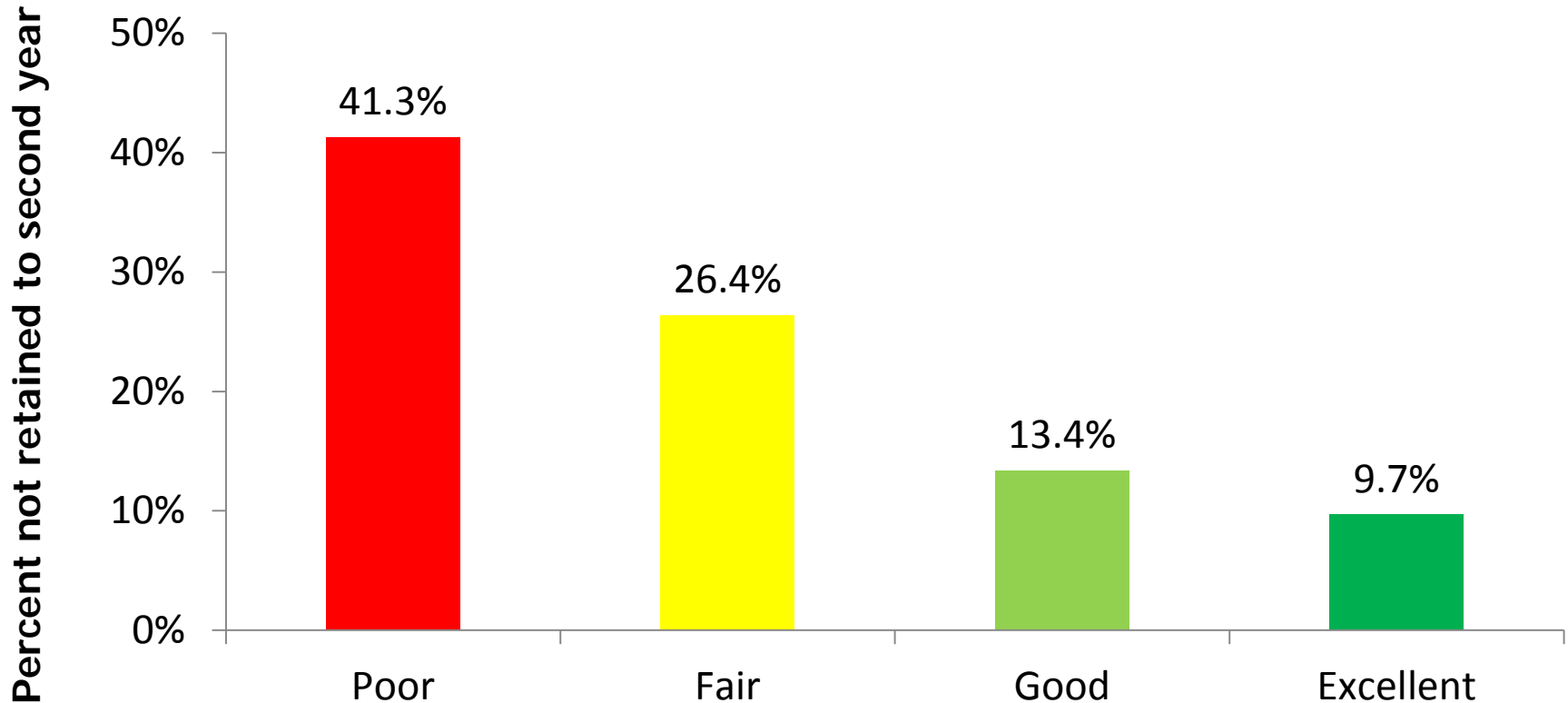
Student-Faculty Interaction and Collaborative Learning



1. Expected FY engagement in SF
2. Expected FY engagement in CL

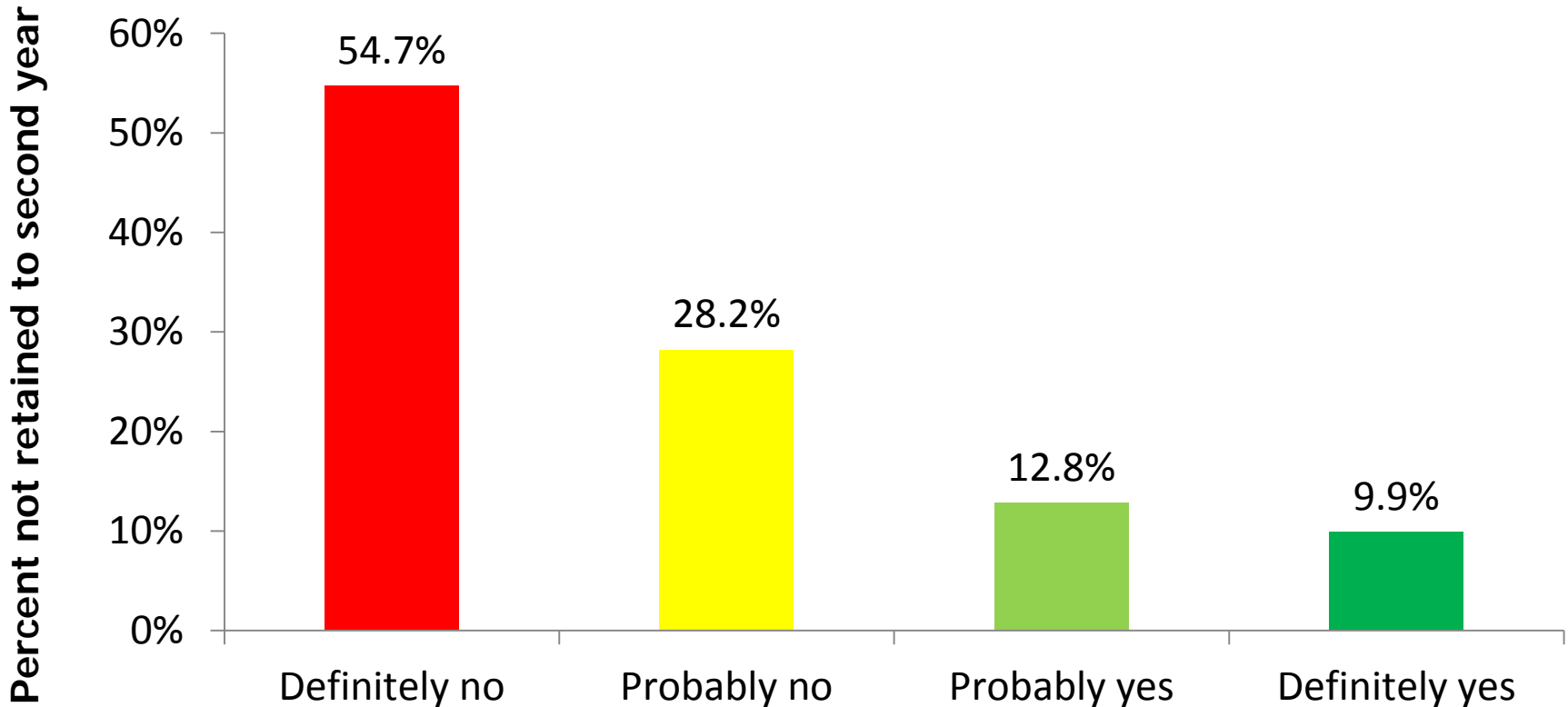
Big Picture - NSSE

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

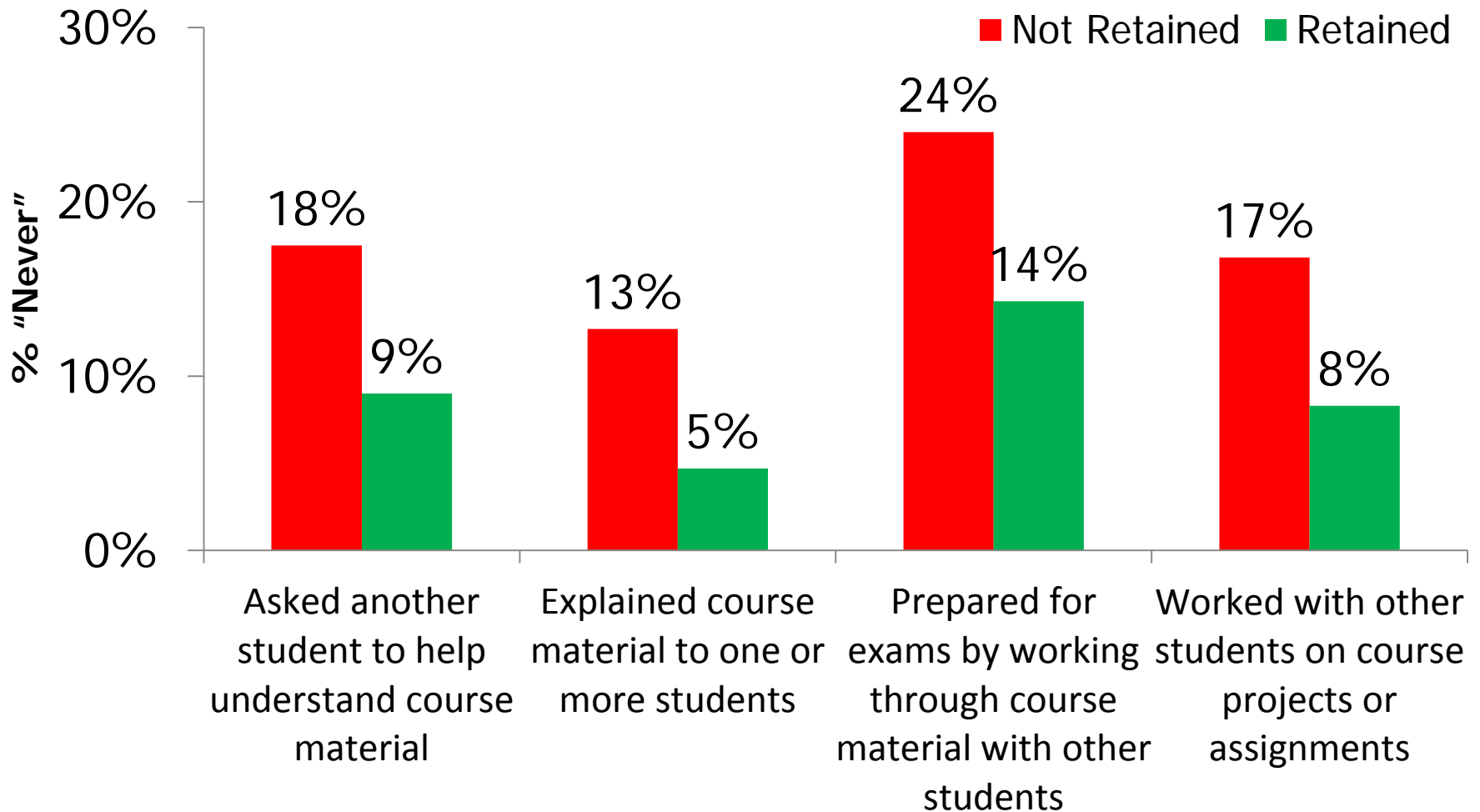


Big Picture - NSSE

If you could start over again, would you enroll at this institution?

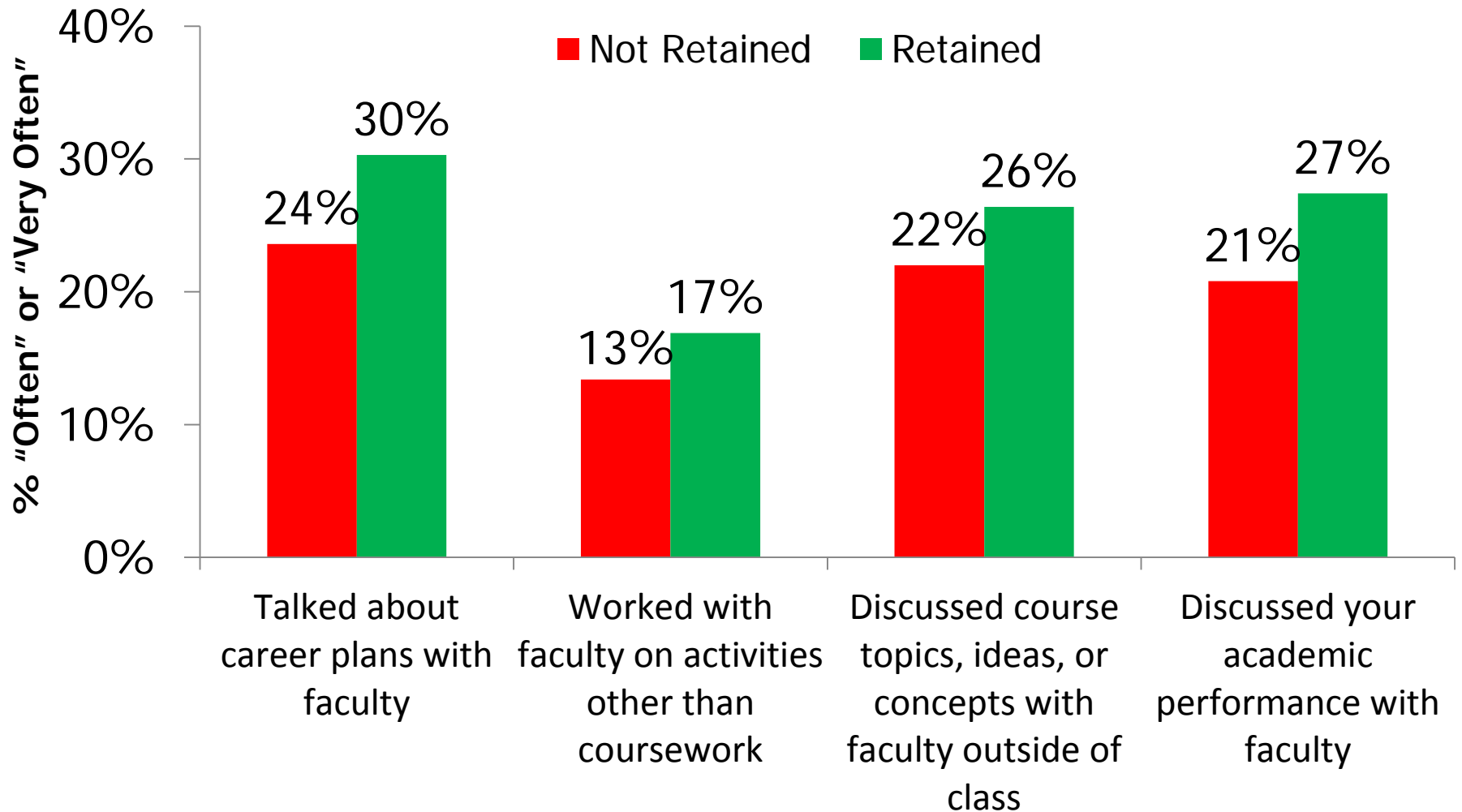


Big Picture – NSSE



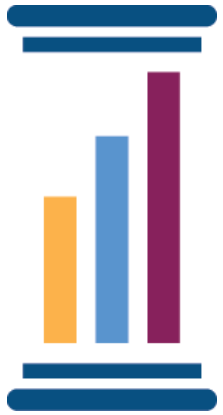
Collaborative Learning items

Big Picture – NSSE



Student-Faculty Interaction items

Institutional Examples





Humboldt State University

- Explored differences in FY engagement between those attending and those who withdrew
- Those who withdrew always had *lower* engagement

Item	Not Retained	Retained
Never made a class presentation	27%	9%
Never worked with classmates on course assignments	27%	9%
Never participated in a community-based project	87%	68%
Spent 0 hours participating in co-curricular activities	77%	48%
Regards relationships with other students as very friendly	47%	69%
Evaluate entire college experiences as fair or poor	21%	10%
If starting over, would not go here again	27%	11%



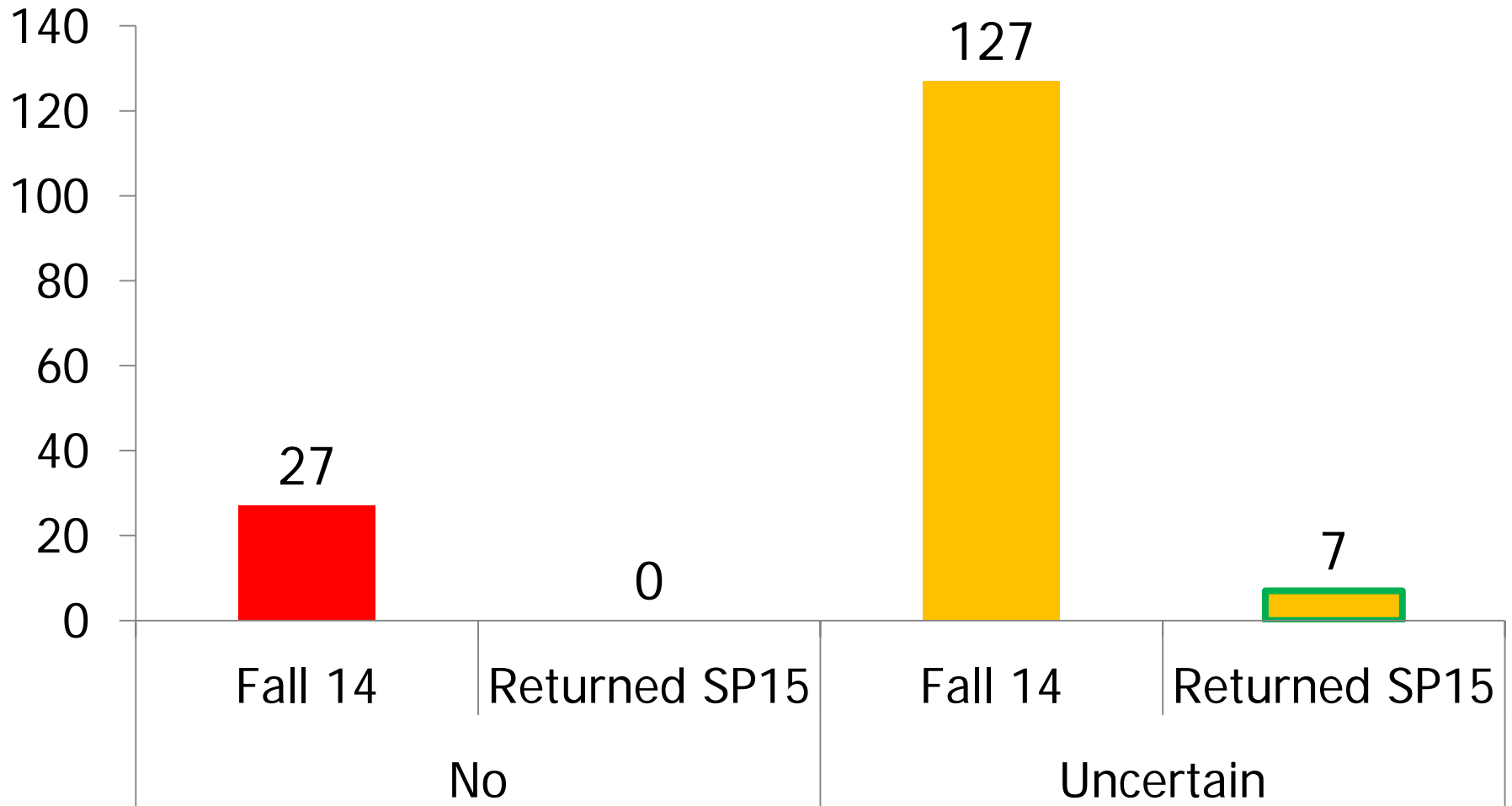
Elon University

- **Found positive correlation between retention and NSSE items:**
 - If you could start over again, would you go to the same institution you are now attending? $r=.37$
 - How would you evaluate your entire educational experience at this institution? $r=.23$
 - Quality of relationships with other students. $r=.23$
- **Since students' relationships with other students affects retention, what programs/services can either be created or enhanced to foster these relationships?**



Missouri State University

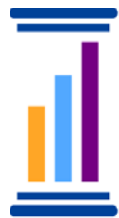
Do you expect to graduate from this institution?





Auburn University

- **Based on BCSSE template, created custom report that allows advisor to view predicted retention and how that prediction would change if student attitudes and behaviors changed.**



Auburn University



Beginning College Survey of Student Engagement

Student Advising Report 2014-2015

900000000 Student Name

Gender	Male
Ethnicity	Caucasian
High school GPA	2.50
ACT or SAT Equivalent	31
First generation student?	No
Alabama resident?	Yes
College	EN
Attempted hours	16
High School	School Name
"C" or better in Calculus	No
Number of AP courses completed	None
Number of college courses for credit	None
AU was...	First choice
Intends to graduate from AU	Yes
How many friends attend AU?	4 or more
Expected college grades	B

During your last year of high school, how many hours did you spend in a typical 7-day week doing each of the following?

Preparing for class	6-10	6-10
Working for pay on- and off-campus	None	None
Relaxing or socializing	11-15	11-15

During the coming school year, about how many hours do you think you will spend in a typical 7-day week doing each of the following?

Preparing for class	16-20	16-20
Working for pay on- and off-campus	None	None
Relaxing or socializing	11-15	11-15

EN

16

During the last year of high school about how often did you... come to class without completing readings or assignments

Sometimes

How difficult do you expect the following to be? 1=Not difficult to 6=Difficult

Learning course material

3

School Name

No

None

None

First choice

Yes

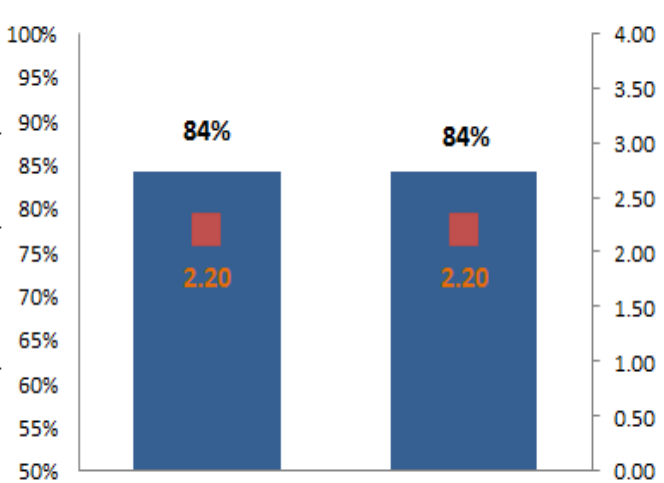
4 or more

B

During your last year of high school, to what extent did your courses challenge you to do your best work? 1=Not at all to 7=Very much

High school courses challenged to do best work

5



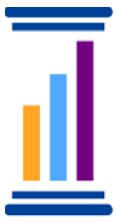
Which of the following sources are you using to pay your education expenses?

Loans	Not using	Not using
Job or personal savings	Using	Using

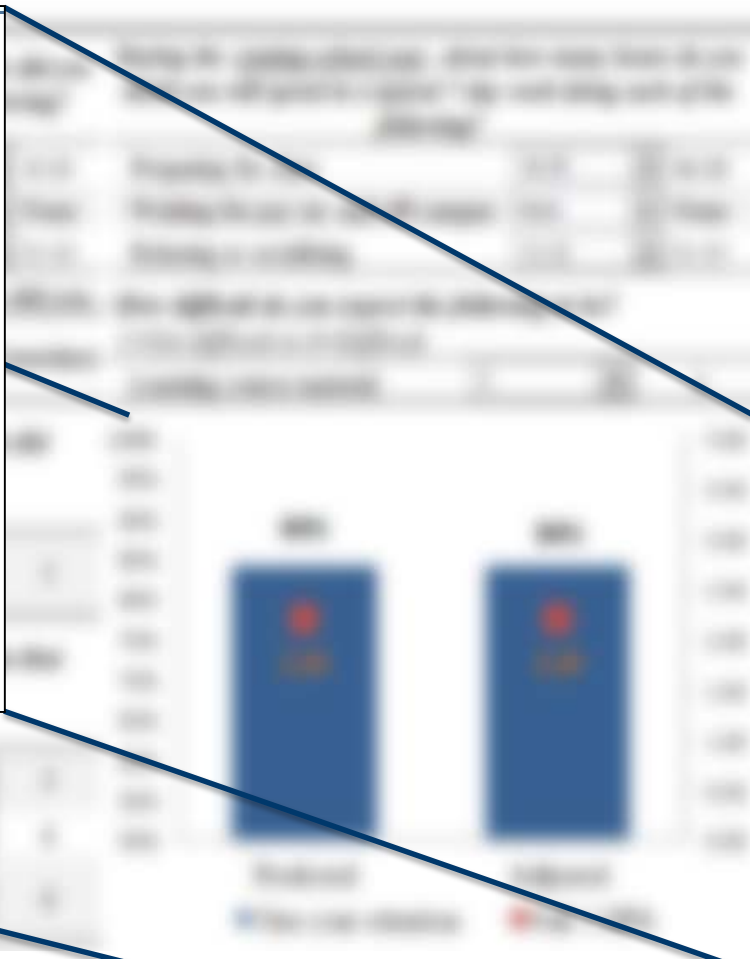
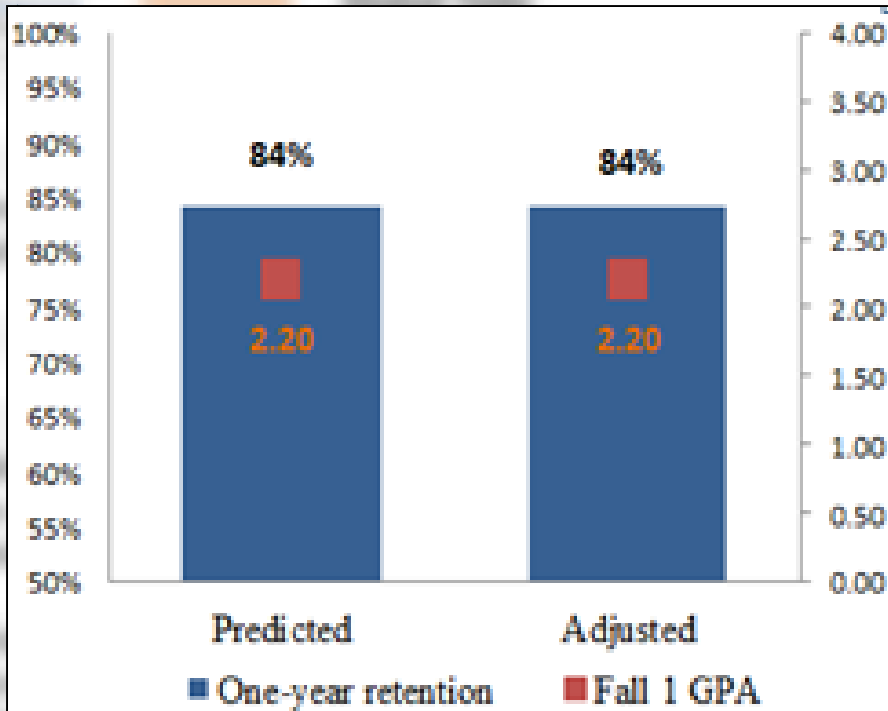
During the coming school year, how certain are you that you will do the following? 1=Not at all certain to 6=Very certain

Study when there are other interesting things to do	3	3
Finish something you have started	Very certain	6
Stay positive, even when you do poorly on a test	Very certain	6

■ One-year retention ■ Fall 1 GPA



Auburn University





Montana State University

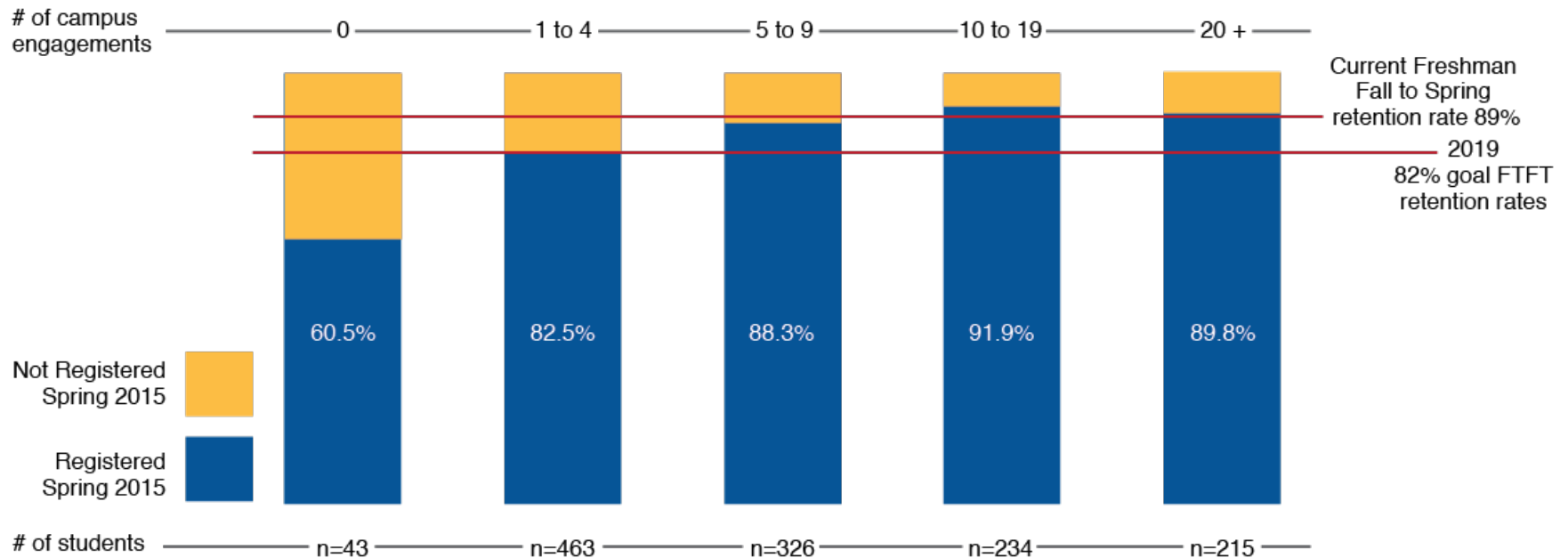
- **Used BCSSE to identify students at risk for withdrawing. Partial list of BCSSE indicators included:**
 - Large gap between high school and expected FY studying
 - Very low scores on high school engagement in quantitative reasoning and use of learning strategies
 - Very low scores on academic perseverance and academic preparation



Montana State University

- Tracking campus engagement and using the ChampChange program, they were able to dramatically improve the retention rate of these at-risk students.

FIRST-TIME FRESHMEN: TARGETED – BY ENGAGEMENT COUNTS RECORDED IN CHAMPCHANGE





What is your campus doing?

- **How is your institution using data to address retention?**
- **Do you have ideas for using data to better understand and improve retention?**
- **Share and discuss ideas with your group. We will ask each group to report out some examples of what institutions are doing, as well as some new ideas generated.**

Discussion & Questions



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