

# Using BCSSE and NSSE to Help Retention Efforts

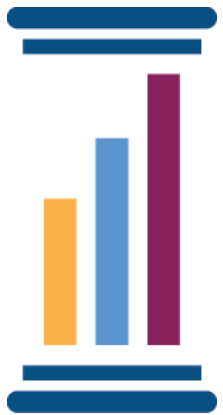


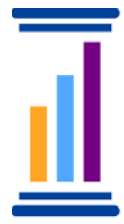
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NSSE User Workshop 2015, Bucknell  
University

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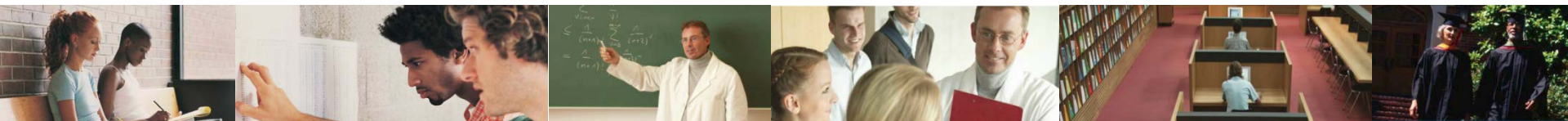
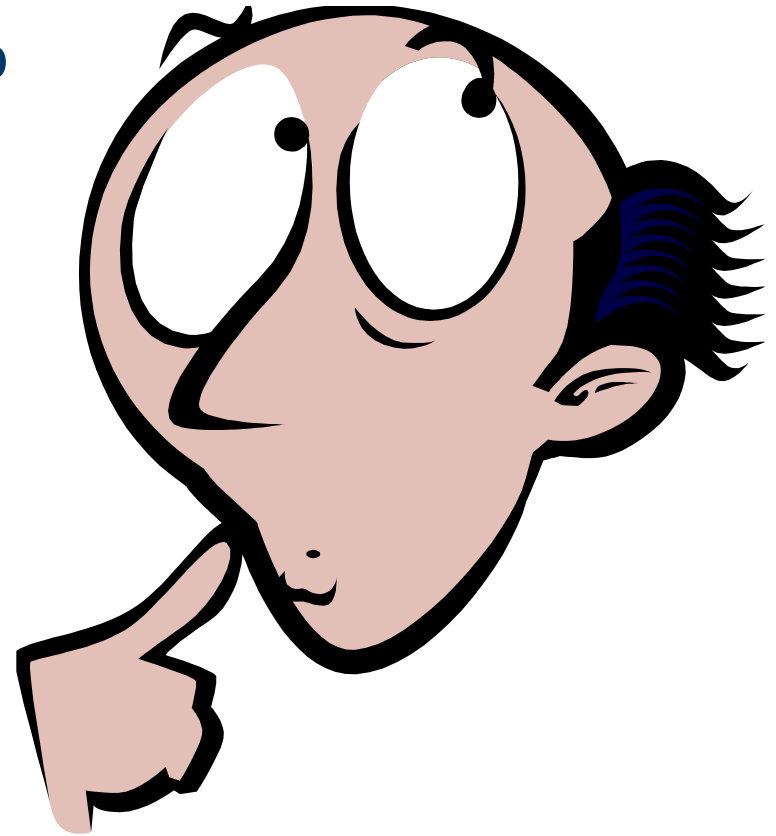


# What are your goals for this session?

What specifically do you want to get out this session?

What is it you want to bring back to campus?

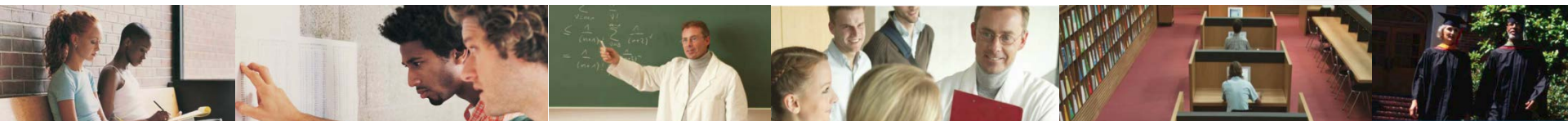
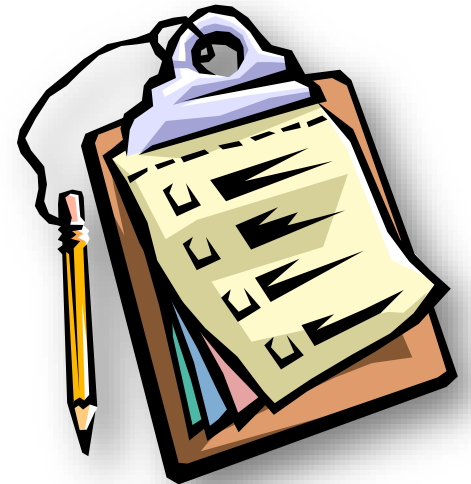
What do you want to share with your colleagues?



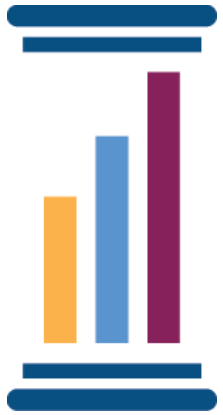


# Outline

- 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).

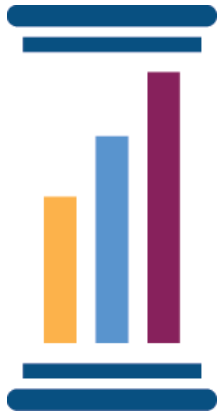


# NSSE, BCSSE, and Retention

## 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

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**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?

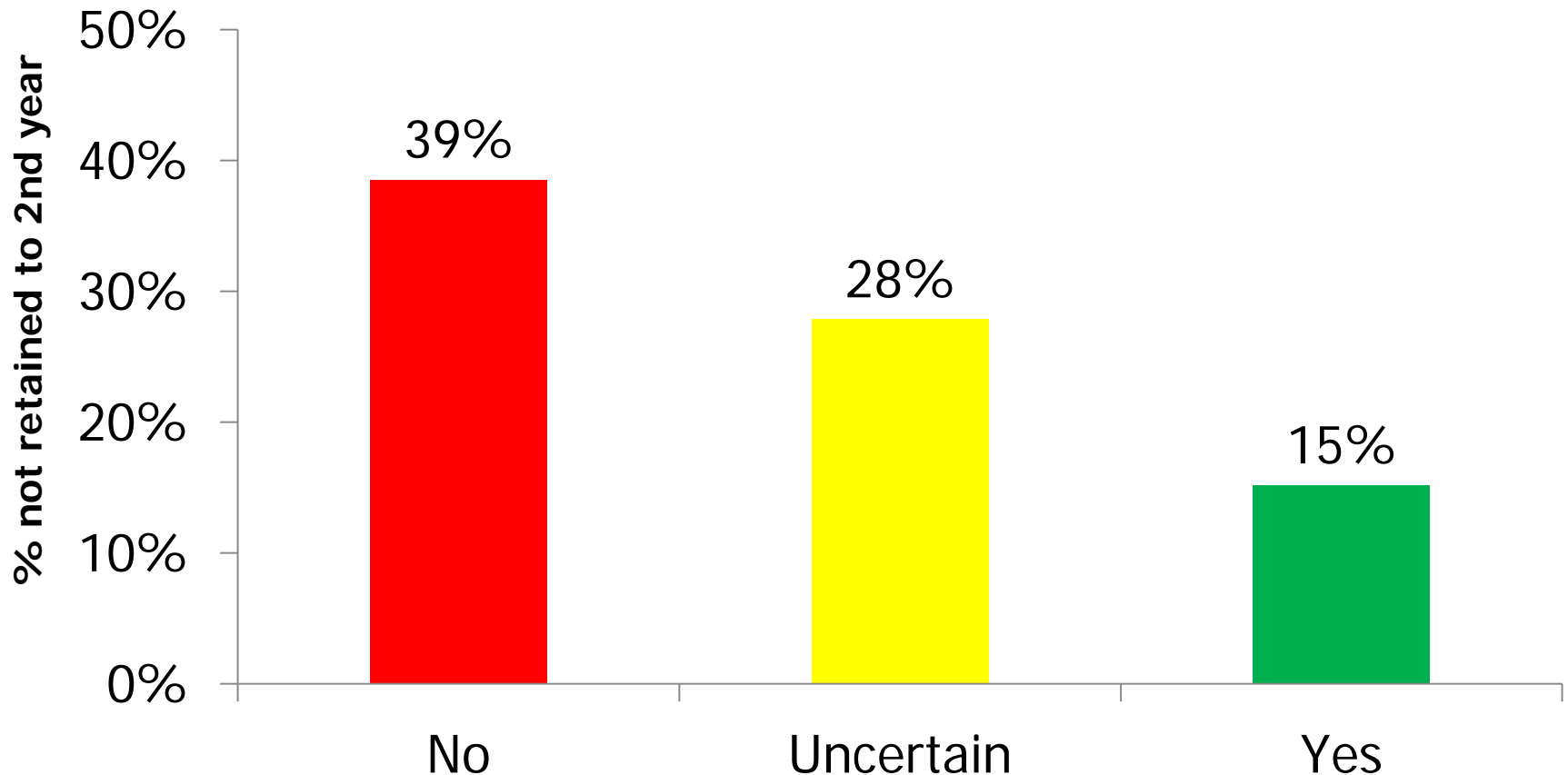
90% Yes?

100% Yes?



# Big Picture - BCSSE

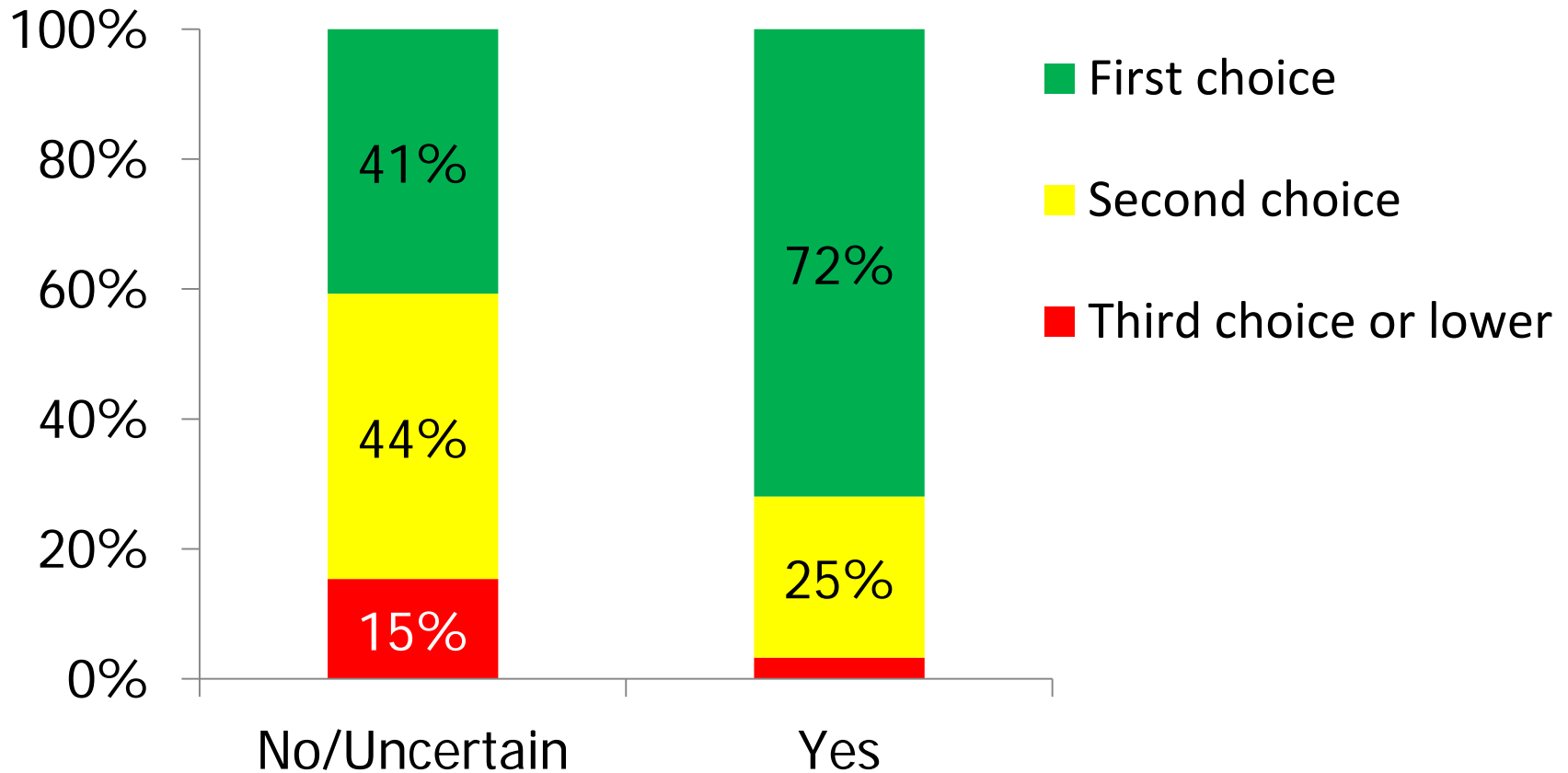
Q25. Do you expect to graduate from this institution?



Retention results from 5 institutions (9 academic years)

# Big Picture - BCSSE

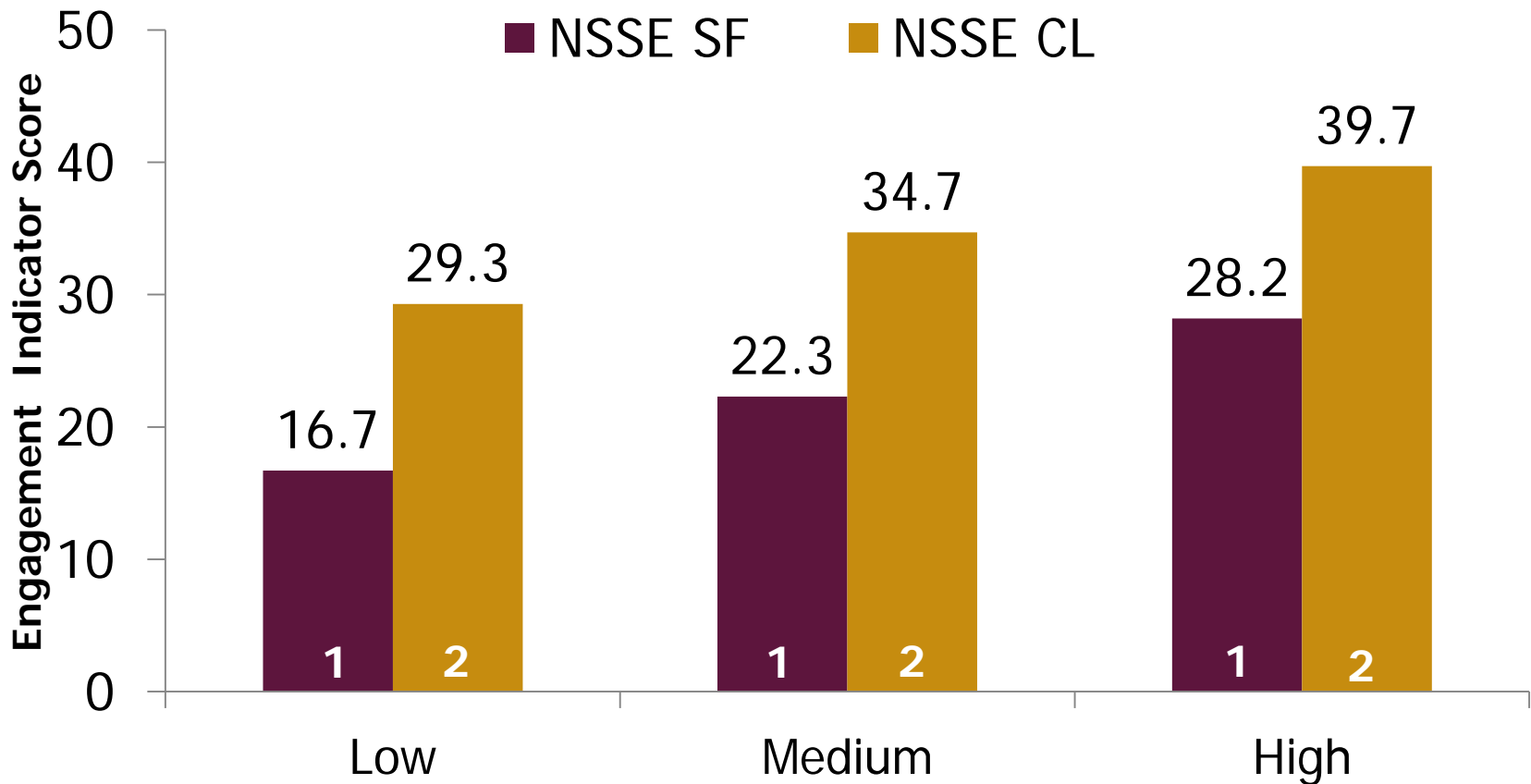
Q29. This institution was your:



Do you expect to graduate from this institution

# Big Picture – BCSSE & NSSE

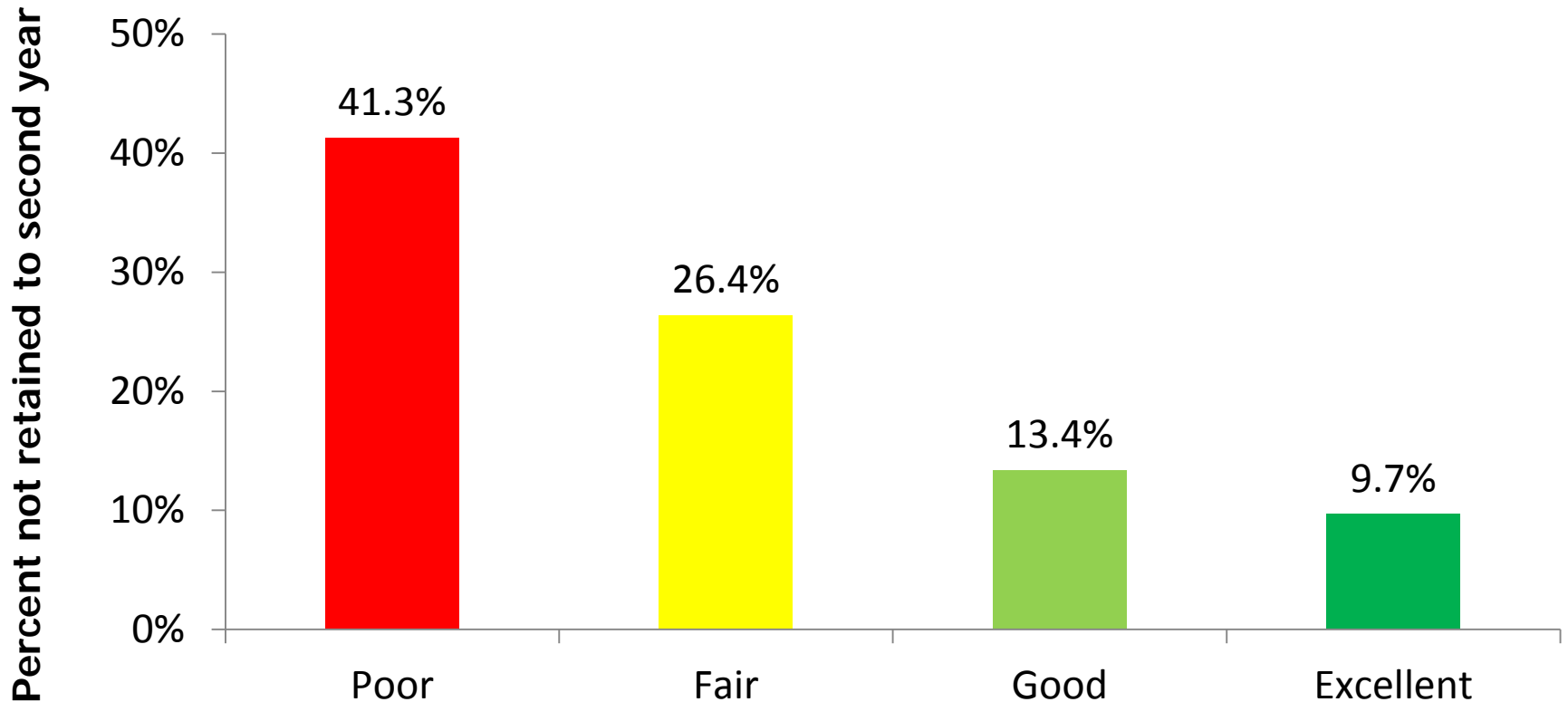
## Student-Faculty Interaction and Collaborative Learning



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

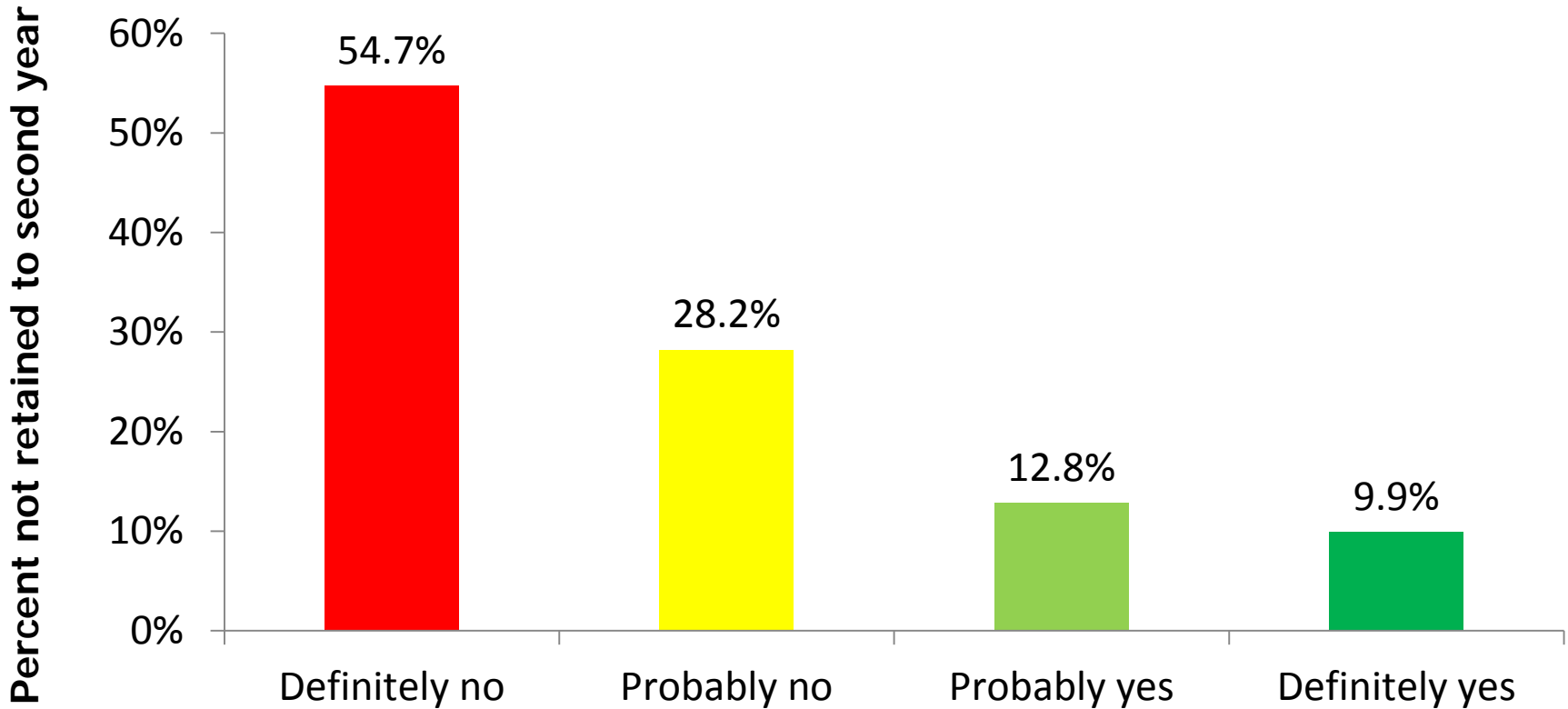
# Big Picture - NSSE

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

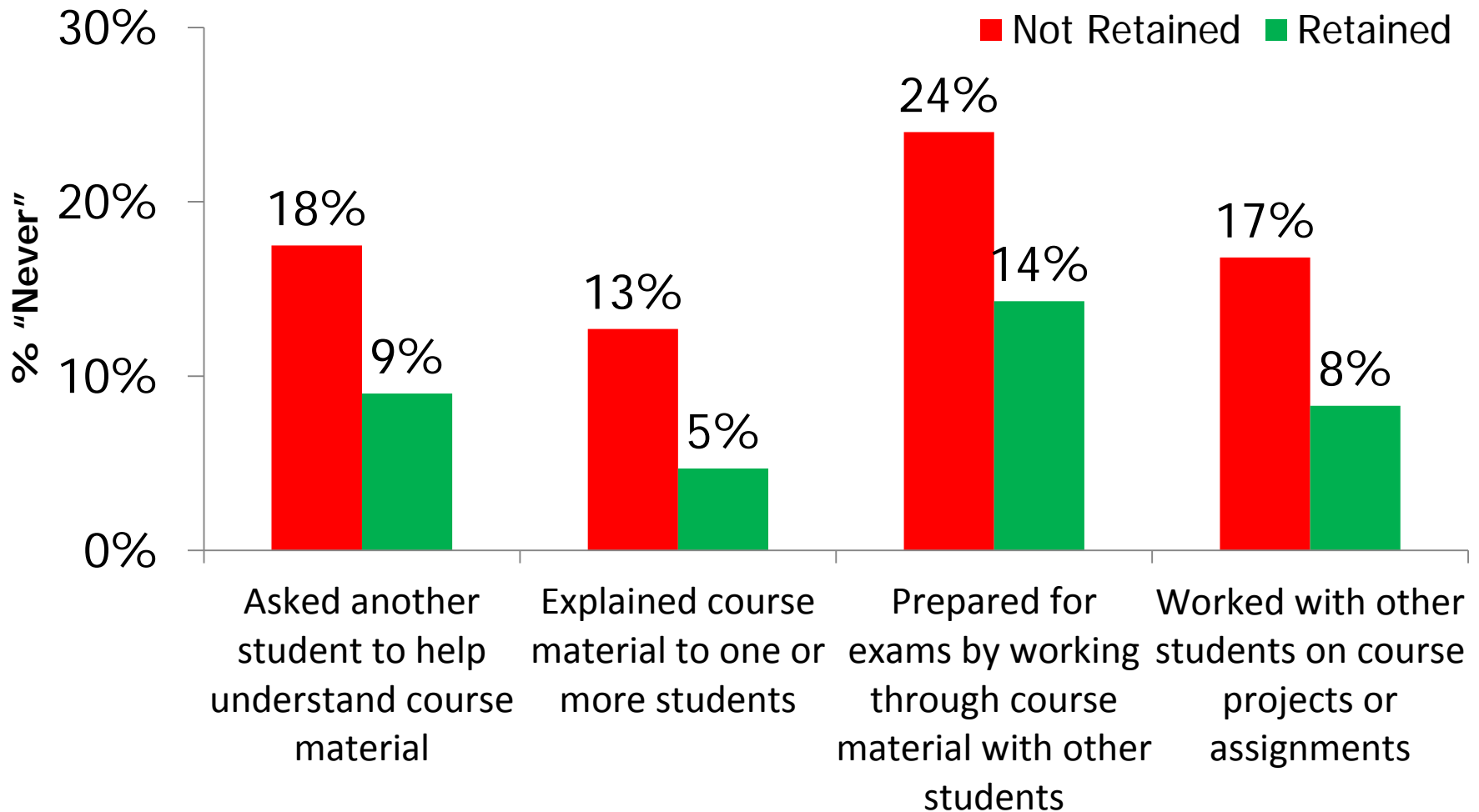


# Big Picture - NSSE

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



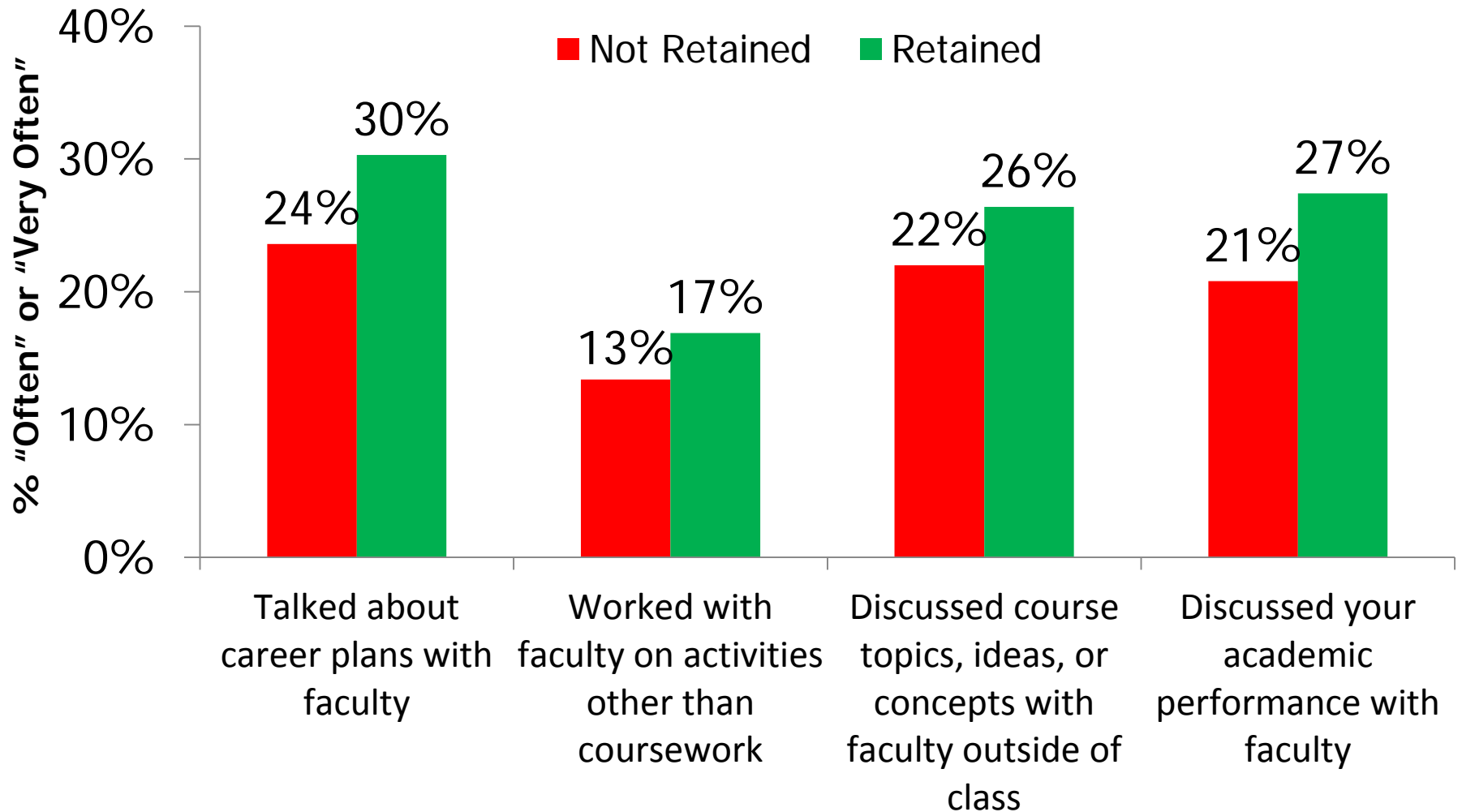
# Big Picture – NSSE



## Collaborative Learning items

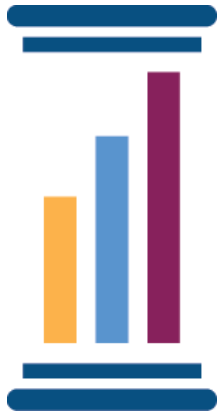


# Big Picture – NSSE



## 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%



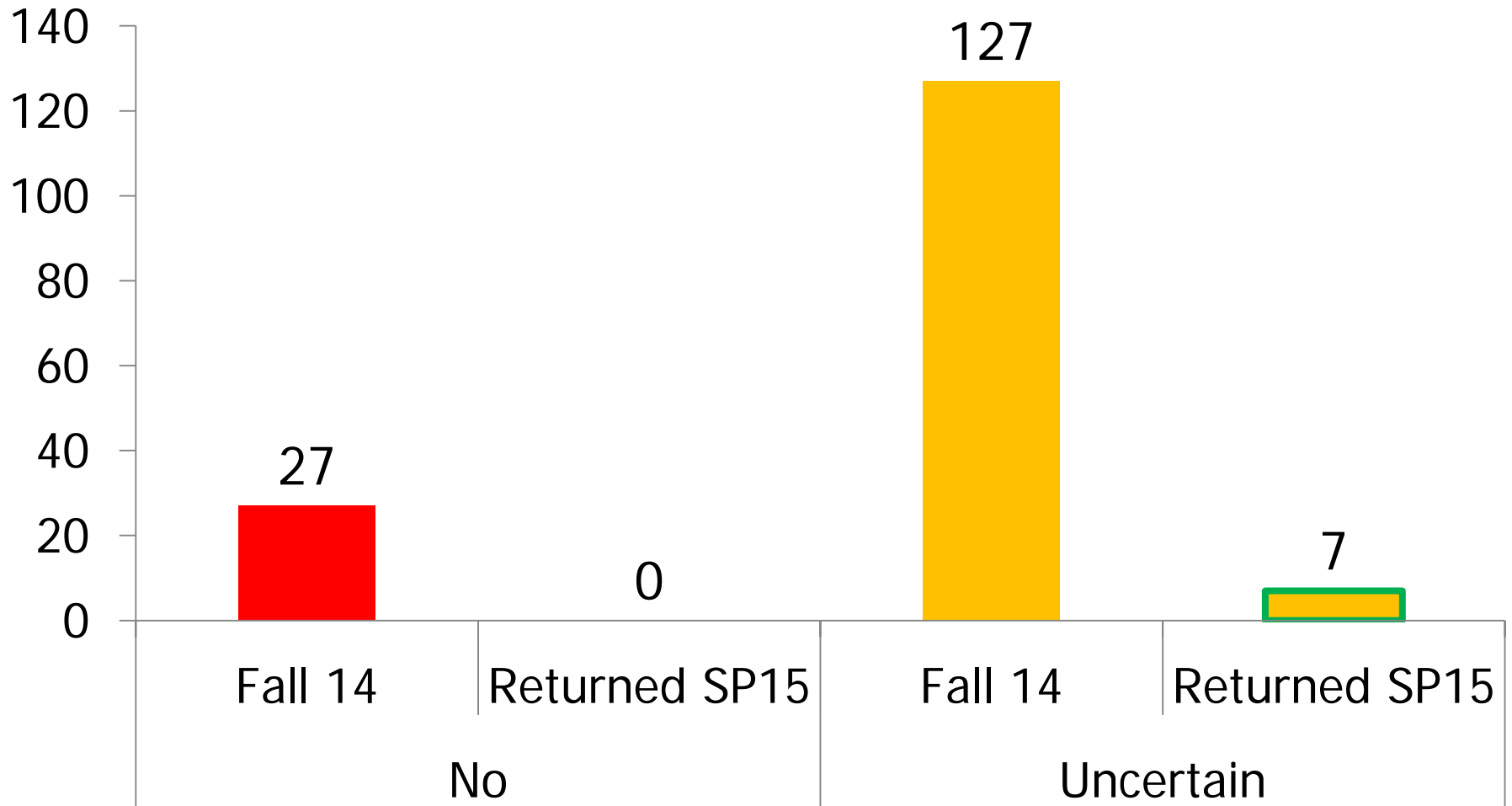
# Elon University

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

... come to class without completing readings or assignments	Sometimes	Sometimes
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*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	5
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*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

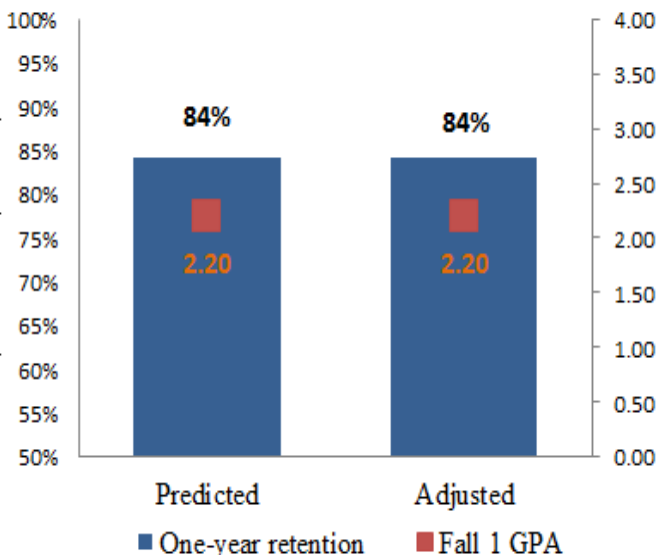
*During the coming school year, about how many hours do you think you will spend in a typical 7-day week doing each of the following?*

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

*How difficult do you expect the following to be?*

*1=Not difficult to 6=Difficult*

Learning course material	3	3
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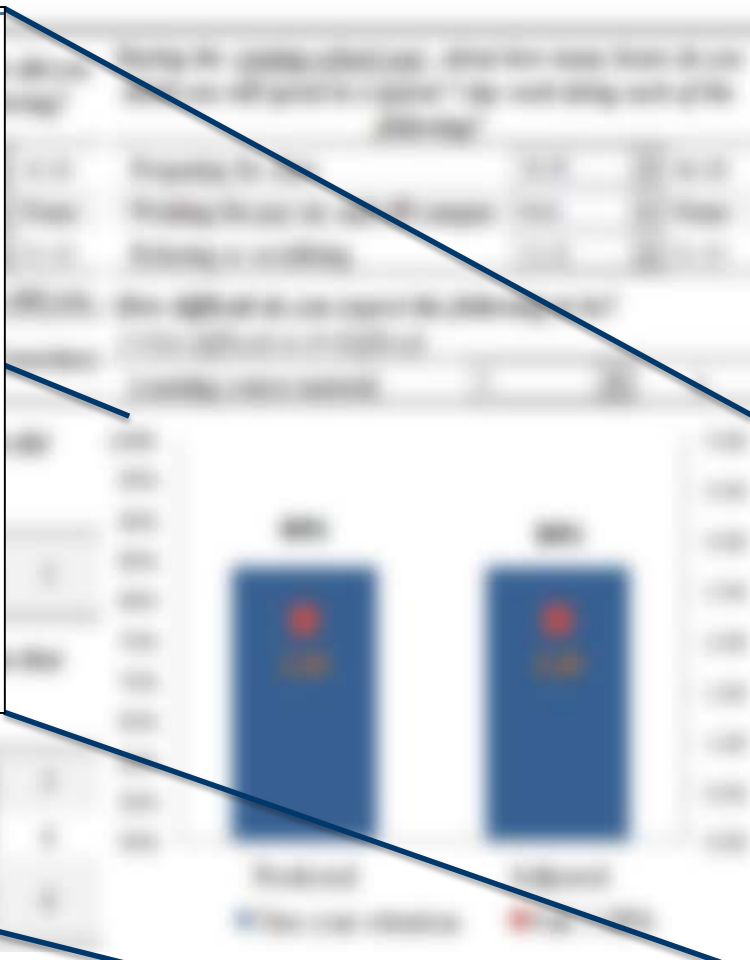
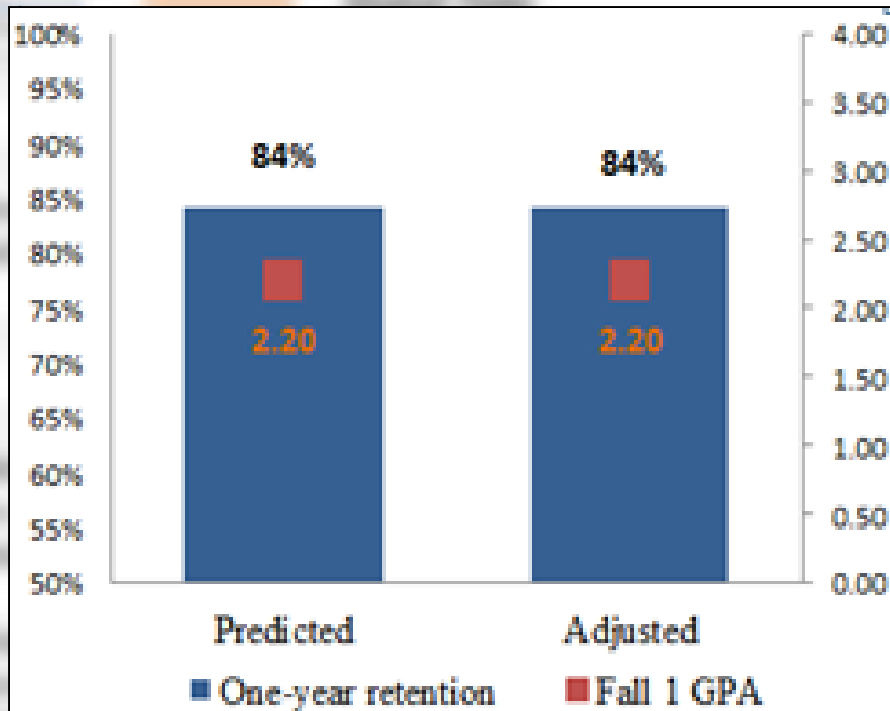


*Which of the following sources are you using to pay your education expenses?*

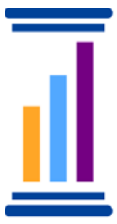
Loans	Not using	Not using
Job or personal savings	Using	Using



# Auburn University







# Montana State University

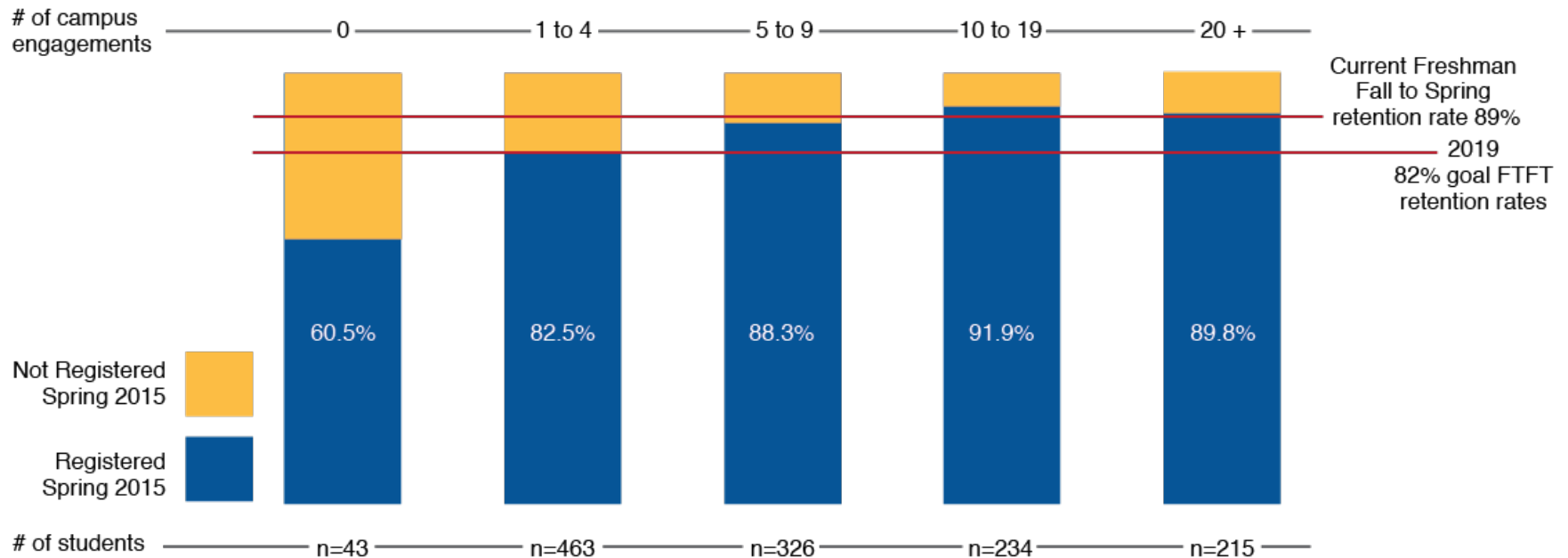
- **Used BCSSE to identify students at risk for withdrawing. Partial list of BCSSE indicators included:**
  - Large gap between high school and expected FY studying
  - Very low scores on high school engagement in quantitative reasoning and use of learning strategies
  - Very low scores on academic perseverance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