Welcome to the NSSE Webinar:
Using NSSE in Student Affairs

Thank you for joining us. We will begin at 3pm EST.

Before we begin, please review the following:
- Turn up your computer speakers or plug in your headphones to listen to the presentation.
- Close all other applications as they will interfere with the audio feed for this webinar.
- If you cannot hear anything, click on “Meeting” left of the dark grey tool bar at the top of the screen and select “Audio Setup Wizard”. Complete the first part of the Wizard, which ends with a speaker test, in order to ensure you are properly connected for webinar audio. If you cannot hear anything after this, please consult your technology support person.
- The chat window will be available throughout the presentation so that you can interact with fellow participants. Use the chat window to submit questions during the Q&A sessions.

A copy of this presentation will be available at: http://nsse.iub.edu/webinars/

Overview

• Need for greater assessment practice in student affairs
• Overview of NSSE and its potential for assessment in student affairs
• Examples of how colleges and universities use NSSE data to improve
• Strategies for collaborating with institutional researchers to better use NSSE data

Using NSSE Data in Student Affairs

Jillian Kinzie Tony Ribera
Indiana University Center for Postsecondary Research

Professional Competency Areas for Student Affairs Practitioners

• Assess teaching and learning
• Effectively interpret results
• Incorporate results into practice


Student Affairs Practice and Assessment

• Responsible for designing programs to enhance student learning
• Understanding of student characteristics and student learning
• Lack of collaboration with other campus assessment activities

DOWNLOAD: www.learningoutcomesassessment.org


ACPA ASK Standards

• Better understand student learning and address accountability initiatives
• Promoting “a culture of inquiry”
• Foundational Issues, Tools & Techniques, and Advanced Issues

**Assessment Challenges in Student Affairs**

- Skills and confidence
- Making time
- Available resources and rewards

**Components of Student Engagement**

- Time and energy students invest in educationally purposeful activities
- Opportunities institutions provide students to engage in educationally purposeful activities

**What is NSSE and what does it measure?**

**What is NSSE?**

- A survey that provides annual snapshot of student engagement in programs and activities that institutions provide for their learning and personal development.
- Results provide estimate of how students spend their time and what they gain from college
- NSSE items represent empirically confirmed ‘good practices’, behaviors associated with desired outcomes of college

**What does NSSE provide?**

- Basic reports on level of student engagement
- Reports that compare your student responses to students at selected comparison institutions
- Frequencies – simple percent and count of student responses
- Mean – extent to which your students scores differ from students at comparison institutions
- Datafile for additional analyses
- Resources to help you better understand and use NSSE data

**NSSE results help institutions...**

- Look holistically at undergraduate experience
- Pinpoint aspects not in line with academic mission
- Identify strengths and weaknesses of educational programs
- Focus their efforts to promote student learning and success
NSSE’s Facilitator’s Guide

- Instructor’s manual to help get you organized
- Provides suggestions for leading a workshop on understanding, interpreting and using NSSE data

Student Affairs Practice and Student Engagement

- Becoming familiar with student engagement
- Deciding what to measure
- Targeting efforts based on data


Use NSSE to assess engagement in key aspects of student life

- To what extent are students working with peers in and outside of class on academic projects?
- How often do students participate in activities to enhance their spirituality?
- How often do students tutor other students?
- How often have students exercised or participated in physical fitness activities?
- To what extent does your institution provide students the support to thrive academically and socially?
- To what extent does your institution emphasize attending campus events and activities?

Assessing engagement

Example: Diversity Experiences – NSSE 5 item scale

- Had serious conversations
  - with students of a different race or ethnicity than your own
  - with students who are very different from you in terms of their religious beliefs, political opinions, or personal values
- Institutional emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions/writing assignments
- Experience at institution contributed to knowledge, skills, and personal development...Understanding people of other racial and ethnic backgrounds

Assessing Diversity Experiences

NSSE results: % NSSEville State first year (FY) students & seniors that frequently (“very often” + “often”) had serious conversations with students of a different race-ethnicity compared to students at a similar research institution & aspirational comparison group. What might this say about diverse interactions at NSSEville State?

<table>
<thead>
<tr>
<th>NSSEville State</th>
<th>Similar Large Research</th>
<th>Comparison Group (aspirational)</th>
</tr>
</thead>
<tbody>
<tr>
<td>47% FY</td>
<td>55% FY*</td>
<td>60% FY*</td>
</tr>
<tr>
<td>53% Seniors</td>
<td>53%Seniors</td>
<td>62% Seniors*</td>
</tr>
</tbody>
</table>

* Statistically significant difference
Extent to Which Institution Encourages Contact Among Diverse Students

Use NSSE to compare your students’ engagement

- Compare results to students at other institutions
- Compare results within your institution based on demographic information, student characteristics
  - Gender
  - Race-ethnicity
  - Place of residence
  - Fraternity/sorority membership
  - Work on/off campus

NSSE Data & Student Affairs

- Functional Areas
  - Career Services/Advising
  - First Year Programs/Orientation
  - Multicultural programs
  - Residential Life
  - Student Activities/Fraternity and Sorority Life

- Compare Results Within Your Institution
  - Compare item differences by gender, race-ethnicity, students in learning communities, place of residence, work on campus/off campus, fraternity and sorority affiliation, first-generation students

Career Services/Advising

NSSE Items of Interest

- About how often have you ...
  - 10. ‘Talked about career plans with a faculty member or advisor’ [Very Often, Often, Sometimes, Never]

Which of the following have you done or do you plan to do before you graduate from your institution ...

- 7a. Practicum, internship, field experience, co-op experience, or clinical assignment’ [Done, plan to do, Do not plan to do, Have not decided]

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in ...

- 11b. ‘Acquiring job or work-related knowledge and skills’ [Very much, Quite a bit, Some, Very much]

12. Overall, how would you evaluate the quality of academic advising you have received at your institution? [Excellent, Good, Fair, Poor]

Career Services/Advising Example

Mean Comparison

Frequency

NSSEville State Example: Seniors Who Talked with Faculty/Advisor about Career Plans

What else would you like to know about these results?
Seniors Who Talked with Faculty or Advisor about Career Plans:

At NSSEville State, 33% of seniors report that they NEVER talked about career plans with faculty or an advisor. Is there a Racial-Ethnic difference?

35% African American & Latino students report NEVER vs. only 26% white students

What else can NSSE help answer?

- Are we meeting our expectations for having a supportive campus environment?
- Since implementing a new multicultural education initiative and expanding diversity programming, has our score on the diversity scale changed?
- Are first-years who withdraw from the institution different in terms of engagement than students who are retained?

Using NSSE to Help Assess Program Effectiveness

Impact of Learning Community: First-Year Student Hours Studying by Learning Community Status

Using Data to Assess a NEW First Year Seminar: Comparing New FY Sem vs. Standard FY Sem

Using NSSE Data

- Problem identification
- Mobilize action
- Context setting
- Evidence of outcomes and processes
- Refocus conversation and inform decision making
How are institutions using NSSE data to support student affairs assessment?

Texas A&M University Corpus Christi
- Prepare department-level reports which includes longitudinal means and frequencies
- Experiences of on-campus students
- BCSSE-NSSE data

University of Texas at Tyler
- Annual review and track longitudinal progress
- Programmatic changes
- Assessment plans

Bellarmine University (KY):
- Focused on improving performance on NSSE benchmark - Supportive Campus Environment as one goal of strategic plan
- Used NSSE data to support hiring staff to oversee co-curricular transcript initiative, and increased assessment within the Division
- Initiated more campus advertising and focus on internship programs. NSSE data showed FYs planned to do internships, but most SRs had not done this
- Coupled NSSE results with CIRP and internal surveys data to better understand incoming students

Northern Arizona University
- NAU’s IR Office disseminates results to Student Affairs in short, accessible formats
- FY taskforce, a joint-committee of academic & student affairs staff, established to review first-year students’ success
  - Results from NSSE, YFCY, CIRP surveys used to gauge students’ progress.
  - Taskforce examines FY experience, reviews program evaluations, and outcomes-based assessments.
- Residence Life used results to assess program success with learning communities

Suggestions for Collaborating with Institutional Researchers and Faculty
Partnering with Institutional Research and Faculty

- Have a research agenda - Review NSSE instrument to help shape questions
- Contact the NSSE Campus Project Manager
- Ask about the group variable option
- Determine how the data can be used
- Provide database to include in population file
- Arrange meeting with campus project manager to run reports and review data
- Use the data to shape practice

Digging Deeper: Investigating NSSE Results Further

- Use qualitative methods to make meaning of results
  - Focus groups
  - Adapted cognitive interviewing
- Address lingering questions from results
  - What do students mean when they respond to an item?
  - What is their definition of a learning community?

Focus Groups & Interviews

- Determine or verify how students on your campus interpret items
- Provide a deeper understanding of differences in the responses of particular groups of students (i.e., commuter students, students in first-year experience)
- Enhance understanding of results to increase the likelihood that changes based on survey results would prove effective

Questions??

To ponder… Far more student affairs units can use their NSSE data to more productively guide student affairs practice, partner with IR and Academic Affairs, and promote student learning and success.

How will you put your data to use?

Register Now!
NSSE Spring Users Workshop
Tues.-Wed., April 26-27, 2011
Registration Deadline: April 15, 2011

Spring 2011 NSSE Users Workshop – University of San Francisco

Online registration and workshop details are available now at:
nsse.iub.edu/institute/spring_workshop