



**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:

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- 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/>



**Using NSSE
Data in
Student Affairs**

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Indiana University Center for Postsecondary Research




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

**Professional Competency Areas for
Student Affairs Practitioners**

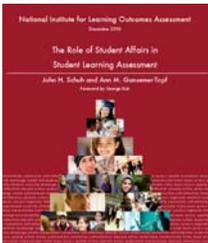
- Assess teaching and learning
- Effectively interpret results
- Incorporate results into practice



ACPA, & NASPA. (2010). *Professional competency areas for student affairs practitioners*. Washington, D.C.: Authors.

**Student Affairs Practice and
Assessment**

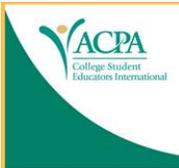
- Responsible for designing programs to enhance student learning
- Understanding of student characteristics and student learning
- Lack of collaboration with other campus assessment activities



DOWNLOAD: www.learningoutcomesassessment.org

Schuh, J. H., & Gansemer-Topf, A. M. (2010, December). *The role of student affairs in student learning assessment* (Occasional Paper #7). Champaign, IL: National Institute for Learning Outcomes Assessment.

ACPA ASK Standards



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

Henning, G. W., Mitchell, A. A., & Maki, P. L. (2008, September-October). The Assessment Skills and Knowledge Standards: Professionalizing the work of assessing student learning and development. *About Campus*, 11-17.

Assessment Challenges in Student Affairs

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



What is NSSE and what does it measure?



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?



- 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

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



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'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

Working with NSSE Data: A Facilitator's Guide
© 2009 by the National Center for Student Development Studies, Pennsylvania State University

About This Guide

Purpose
 This guide is intended to help college and university student affairs professionals understand and interpret NSSE data. The guide is designed to be used in a workshop setting. It provides suggestions for leading a workshop on understanding, interpreting and using NSSE data. The guide is designed to be used in a workshop setting. It provides suggestions for leading a workshop on understanding, interpreting and using NSSE data.

Introduction
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Data Reporting Opportunities

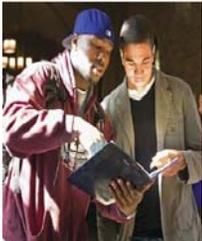
- assessing institutional performance
- assessing student learning
- assessing student retention
- assessing student engagement
- assessing student satisfaction
- assessing student leadership
- assessing student involvement
- assessing student participation
- assessing student success
- assessing student achievement
- assessing student outcomes
- assessing student development
- assessing student growth
- assessing student progress
- assessing student improvement
- assessing student advancement
- assessing student attainment
- assessing student accomplishment
- assessing student fulfillment
- assessing student realization
- assessing student achievement
- assessing student success
- assessing student development
- assessing student growth
- assessing student progress
- assessing student improvement
- assessing student advancement
- assessing student attainment
- assessing student accomplishment
- assessing student fulfillment
- assessing student realization

How can NSSE support student affairs assessment?



Student Affairs Practice and Student Engagement

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



Kuh, G. D. (2009). What student affairs professionals need to know about student engagement. *Journal of College Student Development*, 50(6), 683-706.

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

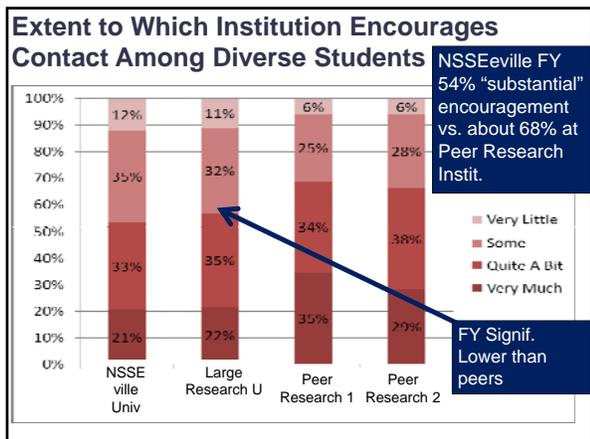
Assessing Diversity Experiences

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?

NSSEville State	Similar Large Research	Comparison Group (aspirational)
47% FY	55% FY*	60% FY*
53% Seniors	53% Seniors	62% Seniors*

* Statistically significant difference



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 ...

- o 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 ...

- o 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 ...

- o 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

	Total	East NSSEville	Mid East Public	Carnegie Class		NSSE 2010	
				2/3*	1/3*	Mean*	SD*
Talked about career plans with a faculty member or advisor							
		2.31	2.22 **	2.23 *	0.9	2.22	1.0
		2.55	2.46 **	2.41 ***	1.4	2.43	1.3

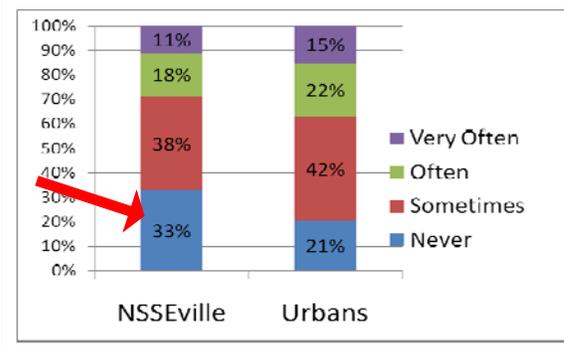
Frequency

NSSE 2010 Engagement Item Frequency Distributions' Seniors

FACIDEAS (SFI)	Never	East NSSEville		Mid East Public		Carnegie Class		NSSE 2010	
		Count	%	Count	%	Count	%	Count	%
Never	114	12%	1,412	17%	9,011	18%	30,012	17%	
Sometimes	418	41%	3,528	39%	21,138	40%	75,693	40%	
Often	276	28%	2,444	26%	13,779	25%	49,155	25%	
Very often	200	19%	1,696	18%	9,302	17%	33,769	17%	
Total	1,008	100%	9,080	100%	53,230	100%	188,629	100%	

What else would you like to know about these results?

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



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?

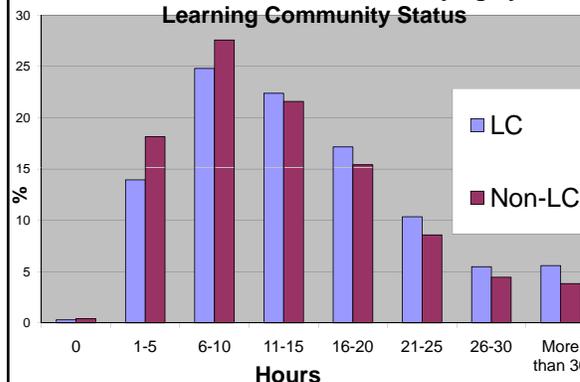
- Are we meeting our expectations for having a supportive campus environment?
- Since implementing a new multicultural education initiative and expanding diversity programming, has our score on the diversity scale changed?
- Are first-years who withdraw from the institution different in terms of engagement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



Using NSSE to Help Assess Program Effectiveness



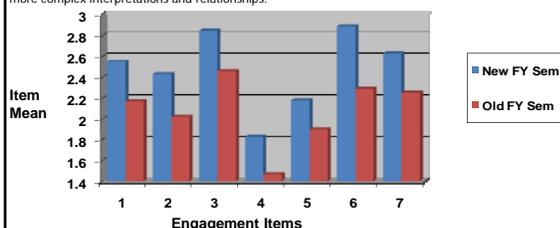
Impact of Learning Community: First-Year Student Hours Studying by Learning Community Status



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

Comparing New FY Sem to Standard FY Sem students:

1. Asked questions in class or contributed to class discussions.
2. Worked with other students on projects DURING CLASS.
3. Worked with classmates OUTSIDE of class to prepare class assignments.
4. Worked on a paper that required integrating ideas or information from various sources.
5. Discussed ideas from readings or classes with others outside of class.
6. Put together ideas or concepts from different courses for assignments or during class discussions.
7. Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships.

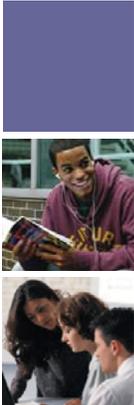


Using NSSE Data

- Problem identification
- Mobilize action
- Context setting
- Evidence of outcomes and processes
- Refocus conversation and inform decision making

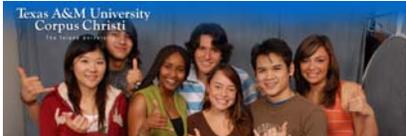


How are institutions using NSSE data to support student affairs assessment?



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




THE UNIVERSITY OF TEXAS AT TYLER

Bellarmine University (KY):



BELLARMINE UNIVERSITY

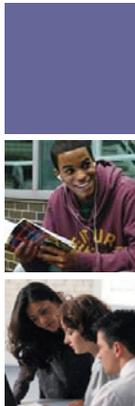
- Focused on improving performance on NSSE benchmark - Supportive Campus Environment as one goal of strategic plan
- Used NSSE data to support hiring staff to oversee co-curricular transcript initiative, and increased assessment within the Division
- Initiated more campus advertising and focus on internship 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