


Digging Deeper Into NSSE Data Intermediate Concepts

Shimon Sarraf and Rick Shoup



Digging Deeper: NSSE Intermediate Concepts

The Webinar will begin at **3 EASTERN**.
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General advice:

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- The Webinar is being recorded. You will be able to view the session on the NSSE Web site several days after the live session.

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- The Chat window will be available throughout the presentation for participants to interact with presenters and each other.




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**National Survey
of Student Engagement**

NSSE Data Webinar Series
April 14th, 2009




Agenda

1. Introductions
2. Using the NSSE Syntax Library
3. Linking NSSE Responses to Other Data Sources
4. Conducting Sub-group Analyses
5. Upcoming Webinars
6. Questions and Discussion




Introductions

**National Survey
of Student Engagement**



Using the NSSE Syntax Library

**National Survey
of Student Engagement**



NSSE Syntax Library

http://nsse.iub.edu/html/syntax_library.cfm

Contains SPSS command syntax that will enable you to transform your NSSE data file in several useful ways including:

- ♦ Reproduce student-level benchmark scores
- ♦ Collapsing item responses
- ♦ Creating new variables and scales
- ♦ Extracting results for VSA

Using the Syntax Library

- ♦ Written in SPSS command syntax – contact us if you use some other platform
- ♦ “Some assembly required” – contact NSSE if you are having issues running the files
- ♦ This is not the only way to transform your data file...
- ♦ Be sure to save a backup of your original data file before any transformations are made

Benchmark Creation

- ♦ GOAL - Transparency in score derivation.

Syntax for Creating Student-Level Benchmark Scores and Institutional Benchmarks

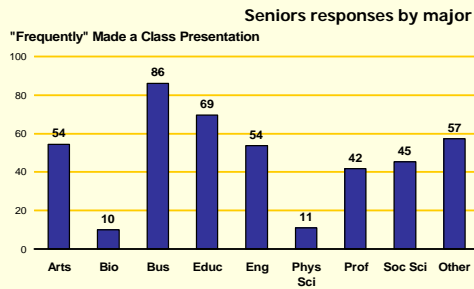
NSSE revised its benchmark calculations in 2004 to provide participating schools with both institution-level and student-level benchmark scores. (Only institution-level benchmark scores were available before 2004.) With student-level scores in hand, NSSE users are able to examine student engagement differences at the college, department, and program level, as well as by student sub-groups, such as gender and academic major. The following syntax files reproduce the student-level benchmark scores.

Year	Student-level Benchmark Syntax		Additional Syntax
	For Institutional Use ¹	NSSE Syntax (reference only) ²	
2001	SPSS	SPSS	
2002	SPSS	SPSS	
2003	SPSS	SPSS	
2004	SPSS	SPSS	Mecca_Weighting_Variables ³
2005	SPSS	SPSS	
2006	SPSS	SPSS	
2007	SPSS	SPSS	
2008	SPSS	SPSS	

¹ Student-level benchmark scores (and associated weighting variables) have been included in institutional datasets since 2005. Student-level benchmark scores were not included in the institutional datasets in 2004 and prior years. You can create student-level benchmark scores with the provided syntax files, or you contact your NSSE Project Associate team and we will produce the benchmark scores for you.

Collapsing Item Responses

- ♦ GOAL – Results that are easier to digest.



Creating New Variables

- ♦ GOAL – Produce variables that are more useful for customized analyses.
 - ♦ Time on task
 - ♦ Majors
 - ♦ Dummy coding
 - ♦ Parent's education
 - ♦ Number of written pages

Creating New Scales

- ♦ GOAL – Reduce the number of variables for analytical models, increased reliability, convey more meaningful information.
 - ♦ Deep learning
 - ♦ Satisfaction
 - ♦ Gains
 - ♦ Pike's scalelets

Pike's Scalelets

- Course Challenge
- Writing
- Active Learning
- Collaborative Learning
- Course Interaction
- Out-of-Class Interaction
- Varied Experiences
- Information Technology
- Diversity
- Support for Student Success
- Interpersonal Environment



VSA Results

- ◆ GOAL – Produce results for entry into your institution's Voluntary System of Accountability (VSA) College Portrait.

Linking NSSE Responses to Other Data Sources

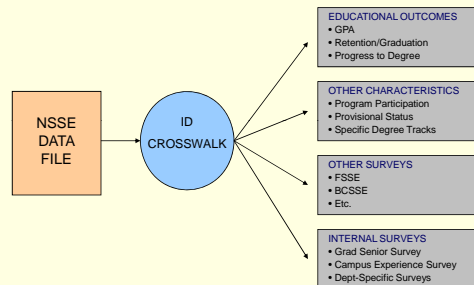


Considerations Before Linking...

- ◆ Maintain student "crosswalk" files
- ◆ Develop appropriate population files
- ◆ Document how population files are created
- ◆ Familiarize yourself with your data file
- ◆ Merge data file with other sources of data on your campus and nationally
 - ◆ student educational outcomes
 - ◆ other student characteristics
 - ◆ other campus surveys
 - ◆ other national surveys



Linking NSSE Data to Other Data Sources



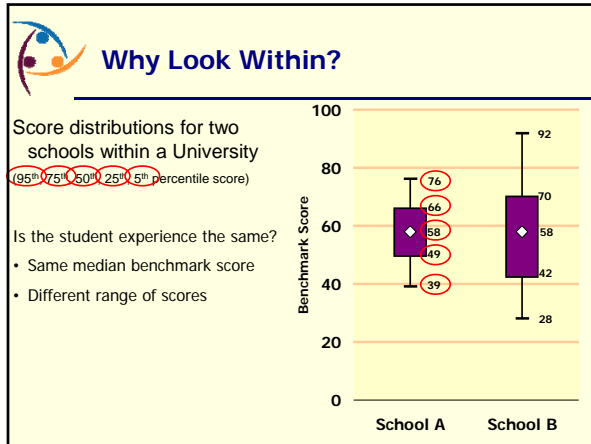
Conducting Sub-Group Analyses



Why Look Within?

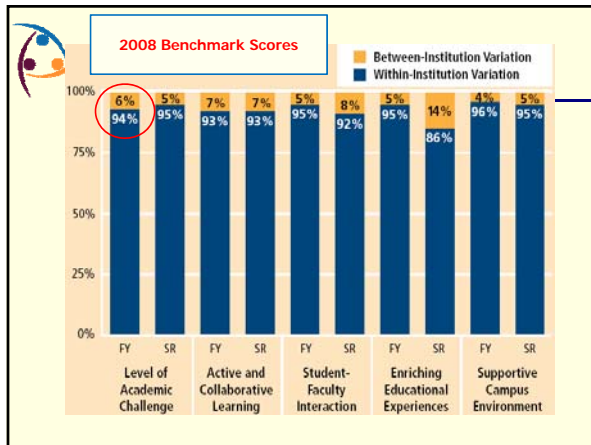
- ◆ Your (hypothetical) average student does not describe all students and groups on your campus.
- ◆ Student engagement varies more among students **WITHIN** institutions than **BETWEEN** institutions.
- ◆ Sub-group results of particular interest and may lead to more substantive, positive change.

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Case Studies

Homestate College

Constitution University

Fictitious names, real 2008 NSSE data used

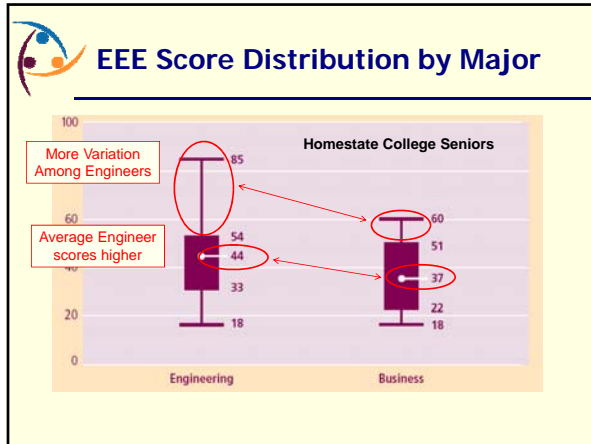
Homestate College

- ♦ Overall Enriching Educational Experiences (EEE) score comparable to other public peers
- ♦ Considerable variation by discipline
- ♦ Most notable difference is between business and engineering seniors

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Item-Level Analysis

What explains the lower EEE scores for Homestate's business students?

	Engineering	Business
Had frequent ^a serious conversations with students of another ethnicity	75%	58%
Practicum, internship, field experience, etc. ^b	65%	46%
Participated in a learning community ^b	22%	4%
Culminating senior experience ^b	40%	21%

^a Percent responding "Often" or "Very often"
^b Percent responding "Done"

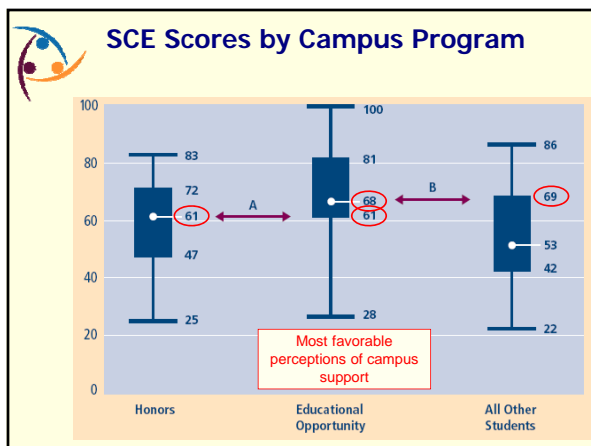
Student Characteristics

Can student characteristics explain the difference?

	Female	Transfer	On-Campus Residence
Business	46%	58%	17%
Engineering	23%	32%	44%

Do Homestate's EEE score differences persist after controlling for these characteristics? **NO**

- ### Constitution University
- Two programs assumed to offer relatively good support to first year students at large doctoral institutions:
 - Honors Program
 - Educational Opportunity Programs (EOP)
 - Examine **Supportive Campus Environment (SCE)** scores to test assumption




- ### Item-Level Analysis
- Where did EOP students report substantially more support?

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Items	Honors	Educational Opportunity	All Other Students
Campus provides substantial ^a academic support	75%	85%	70%
Campus provides substantial ^a support to help you cope with your non-academic responsibilities (work, family, etc.)	33%	65%	30%
Campus provides substantial ^a support for social needs	39%	70%	38%
Very positive ^b relationships with other students	65%	71%	51%
Very positive ^b relationships with faculty members	33%	35%	35%
Very positive ^b relationships with administrative personnel and offices	23%	43%	24%

^a "Very much" or "Quite a bit"
^b Rated at least a 6 on the 7-point scale



Tips for Sub-Group Analyses

- ◆ Include "Group" variables in population file so NSSE can run special analyses
- ◆ Plan to get enough respondents by using targeted oversamples
- ◆ Do not use NSSE weights: develop your own or don't weight

Upcoming Digging Deeper Webinars

NSSE Multi-Year Analyses
Tuesday, April 28th



National Survey of Student Engagement

Questions and Discussion

Webinar archives: <http://nsse.iub.edu/webinars/archives.cfm>



Shimon Sarraf
Rick Shoup
 Indiana University Center for Postsecondary Research
 812-856-5824 (voice)
 812-856-5150 (fax)
nsse@indiana.edu
www.nsse.iub.edu