



Linking NSSE Data to Other Institutional Data

Thank you for joining us.
 The Webinar will begin at **3:00pm (EST)**
 Sound tests will begin around **2:55pm (EST)**

Some general advice before we begin:
 PDF of the slides and additional materials: nsse.iub.edu/cips/driving_data_down.zip

Sound

- Turn up your computer speakers or plug in your headphones to listen to the Webinar. For best results, close all other applications – they may interfere with the audio feed.

What to do if you can't hear anything

- If you can't hear anything, click on "Meeting" in the left side 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, to ensure you are properly connected for webinar audio. If you still can't hear anything, consult your technology support person.
- The Webinar will be recorded. If you can't fix the problem, you will be able to access the recorded session on the NSSE Web site (available a few days after the live session).

Using the Chat feature

- The Chat window will be available throughout the presentation for participants to interact with presenters and each other. Please use chat to pose questions, suggest a resource etc.

Linking NSSE Data to Other Institutional Data

NSSE Webinar
 Tuesday, October 13th, 2009

Rick Shoup
 Julie Williams

National Survey of Student Engagement



Overview

- 1) Why Link to Other Data?
- 2) Key Variables and NSSE Data Considerations
- 3) Sample Questions and Data Linkages
- 4) Step-By-Step Guide to Data Merging
- 5) Questions?



1: Why Link to Other Data?



Why Link to Other Data?

- NSSE instrument content limited in scope
- Additional data sources can expand the types of analyses you can run
- Institution records may be a more accurate source for some data (e.g. Test scores, class year)
- NSSE allows you to create "group" variables in your population file process that can aid post hoc analyses

2: Key Variables and NSSE Data Considerations



Data Quality

- 🔗 Start with the *Respondent Characteristics*
 - 🔗 Check your response rates
 - 🔗 Check student characteristics
 - 🔗 Check your sampling error
 - 🔗 Preferred sampling error: +/- 3% to 5%
- 🔗 Other Considerations
 - 🔗 Missing Data
 - 🔗 Student Profile or Program Change Considerations

Key Variables to Understand

- 🔗 Important variables to *always* consider:
 - 🔗 **classran**: Institution reported class rank (1 = First-Year, 4 = Senior)
 - 🔗 **inelig**: Identifies eligibility (1 = Eligible)
 - 🔗 Sample type
 - 🔗 **Smpl01** (2001-2003): 1 & 2 are random
 - 🔗 **Smpl05** (2004+): 1-3 are random
 - 🔗 Weight (**stuwt2** for 2001-2003, **weight1** for 2004+)
 - 🔗 Any other controlling, independent, or dependent variables

Using Past NSSE Data

- 🔗 Important changes in 2004!
- 🔗 See *NSSE Multi-Year Variable Tracking Sheet* for details
 - 🔗 Question changes
 - 🔗 Response value changes
 - 🔗 Variable name changes
- 🔗 Remember to create a variable to account for the data's year!
- 🔗 See *NSSE Multi-Year Reporting Logic Over Time* [Handout](#)
- 🔗 If using Benchmarks from multiple years, see:
 - 🔗 *NSSE Multi-Year Data Analysis Guide*
 - 🔗 *Multi-Year Benchmark* [Report!](#)

3: Sample Questions and Possible Data Linkages



Admissions

<ul style="list-style-type: none"> 🔗 Data Points <ul style="list-style-type: none"> ▪ High school GPA ▪ ACT, SAT, Placement test scores ▪ High school academic profile ▪ First-choice, second-choice school status and or cross-application information ▪ Scholarship status 	<ul style="list-style-type: none"> 🔗 Research Questions <ol style="list-style-type: none"> 1) Do students of diverse backgrounds (academic, racial/ethnic, parent education, etc.) report similar levels of academic effort? 2) Do students for whom institution was not first-choice show lower levels of engagement during first year? 3) Do recipients of elite merit scholarships engage more actively in enriching educational experiences?
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Financial Aid

<ul style="list-style-type: none"> 🔗 Data Points <ul style="list-style-type: none"> ▪ Scholarship award designations ▪ Pell award status or eligibility ▪ Socioeconomic status ▪ Parent education 	<ul style="list-style-type: none"> 🔗 Research Questions <ol style="list-style-type: none"> 1) Are elite academic scholarship winners engaged in more deep learning activities or research with faculty? 2) Do first generation students rate support of campus environment similar to non-first generation peers? 3) Do students from low socioeconomic backgrounds spend more time working for pay or providing care for dependents than their more affluent peers?
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Orientation & FYE Programs

Data Points

- Learning community participation
- First-year seminar assignments
- Other special admission status
- Timing of orientation program

Research Questions

- 1) How does learning community or first-year seminar participation relate to ratings of the campus environment?
- 2) Do first year students who participate in college transition or summer academic enrichment programs engaged in active and collaborative learning activities similar to their non-participant peers?

Academic Support Services

Data Points

- Math, language, other placement test results
- Students admitted on academic watch
- Students with learning or physical disabilities
- Service usage data
- Participation records from workshop or seminar programs offered

Research Questions

- 1) Do students who utilize campus writing centers report greater deep learning and/or general education gains?
- 2) Do students with learning or physical disabilities perceive the support available on campus in ways comparable to peers?
- 3) Do students admitted on academic probation receive feedback frequently? And or discuss grades and assignments with faculty on a regular basis?

Athletics

Data Points

- Individual sport participation
- Academic Progress Standing
- Scholarship status

Research Questions

- 1) Are student athletes less engaged than non-athletes in enriching educational experiences?
- 2) How does class preparation (coming to class prepared, rewriting papers, asking questions in class) of student athletes compare to that of non-athletes? For athletes in high profile versus lower profile sports?
- 3) How much reading and writing do student athletes report compared to non-athlete peers in general? And to those enrolled in same coursework?

Schools/Academic Departments

Data Points

- Honors program participation
- Capstone course completion
- Departmental scholarship recipients

Research Questions

- 1) Do students participating in honors programs engage in research with faculty or internship experiences at rates higher than students of lower academic ability?
- 2) Do students believe that their examinations have challenged them to do their best work? Does this rating vary across majors within a given class year?
- 3) How do students in various departments view the campus environment? (e.g., their ratings of relationships with peers, faculty, administrative personnel)

Student Affairs/Student Life

Data Points

- Cocurricular participation
- Student governance leadership roles

Research Questions

- 1) Are students who participate in cocurricular activities as engaged in active learning experiences?
- 2) How does amount of time spent preparing for class compare between students who are actively engaged in cocurriculars to that of less involved students?
- 3) Do students active in leadership roles in their cocurricular activities report gains that differ from less involved peers? (e.g. ability to work well with others, understanding people of other backgrounds, understanding self)

Create a Culture of Dialogue

Use Your Data as a Conversation Starter

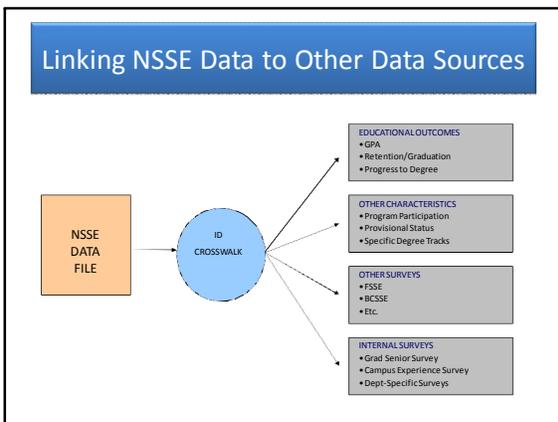
- Think outside of the data! Look beyond the numbers!
- Allow the mission and goals of your institution to guide your assessment efforts and collaborations
- Brainstorm ideas that might use data other than that immediately available to you. Could someone else on campus already have those data?
- Build relationships with other “keepers” of data
- Foster conversations that stimulate cross-campus assessment efforts (For example: Make presentations that highlight pooled data and collaborative assessment efforts)

4: Step-By-Step Guide to Data Merging



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



5: Discussion:

- ☞ How are you Linking NSSE Data on Your Campus?
- ☞ Questions?



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