NSSE Webinar - Using NSSE in Student Affairs

Webinar will begin at 2 pm EST. -- Audio tests will begin at 1:50 pm

Before we begin, please review the following:

General advice:

• For best results, connect to this Webinar using a high-speed connection.

• Visit https://admin.acrobat.com/common/help/en/support/meeting_test.htm for a comprehensive set of tests and troubleshooting solutions if you have issues with the Adobe Connect software.

Sound:

• Increase the volume on your computer speakers or plug in your headphones to listen to the Webinar.

• For best results, close ALL other applications as they can interfere with the audio feed.

What to do if you don’t hear anything:

• If you cannot hear anything, click on “Meeting” at left of the 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 a proper Webinar audio connection. If you cannot hear anything after this, consult your technology support person.

Using the Chat feature:

• The Chat window allows participants to interact with presenters and each other – make comments about your NSSE practice, ask questions of presenters and of others!
How familiar are you with NSSE?

- I am unfamiliar with NSSE.
- Campus has participated in NSSE, but haven’t seen or heard much about it.
- Campus participated, and results have been shared with me.
- I am one of the NSSE experts on my campus.
Session Overview

• Call for increased assessment in student affairs

• Overview of NSSE data and potential for use by student affairs professionals and offices

• Institutional examples of student affairs use of NSSE data

• Strategies for collaborating with institutional researchers regarding using and promoting NSSE
Your Registration Questions

• What other data sources are commonly used with NSSE for student affairs purposes?
• How to effectively present and discuss data relative to student services?
• How do we engage both student affairs & faculty in improving the co-curricular?
• How have schools utilized the report builder for student affairs improvement?
• How can NSSE be utilized for accreditation?
• What have other institutions done with their NSSE data?
• How can NSSE be used to measure engagement of subpopulations?
• What NSSE items are relevant to different student affairs functional areas?
Assessment in Student Affairs

- Institutions are facing greater accountability for student success and improvement
- Assessment part of student affairs as early as the Student Personnel Point of View (ACE, 1937, 1949)
- Reemphasized following the Student Learning Imperative (ACPA, 1996)
- 2 primary goals of assessment: accountability & continuous improvement (Ewell, 2009)
- Student affairs professionals should consider how they can utilize available data and assessment resources such as NSSE
ACPA & NASPA Professional Competency area: Assessment, Evaluation, and Research (AER)

AER competency -- student affairs educators should be able to:

- Select methods, tools and instruments that fit goals of assessment
- Facilitate data collection
- Effectively interpret and articulate results
- Connect findings to learning outcomes
What percent of your work is currently dedicated to assessment activities?

- 5 or less
- 6 - 10
- 10 - 25
- 25 - 50
- More than 50
What challenges do you face when engaging with assessment in your role?

- Lack of preparation and confidence
- Lack of ownership over process
- Difficulty in making time
- Limited resources and rewards
- Other challenges?
Overview of Student Engagement
Student Engagement

• Time and effort students devote to activities shown in research to promote desired educational outcomes (Kuh, 2001, 2009)

• Includes two key components:
  • Time and effort devoted to effective educational practices
  • Institutional resources and support to provide effective educational practices

• The second dimension represents an area where student affairs professionals can be particularly influential.

Important to consider institutional conditions and action, rather than placing all of the responsibility for student success on students.

(Quaye & Harper, 2015).
Student Affairs and Student Engagement

• Become familiar with student engagement & how this can inform practice
• Decide what to measure & collect data
• Interpret data & target efforts based on findings
• Share findings and progress

At high-performing colleges and universities, student affairs staff collaborate with others to periodically collect and review data about the effectiveness of policies and practices...

(Kuh, Kinzie, Schuh, Whitt & Associates, 2010).
Example Student Engagement Questions

Behavioral items:
• To what extent do you work with peers in and outside of class on projects?
• How often do you have discussions with people different from you... racial-ethnic, political views

Perceptual items:
• To what extent does your institution emphasize providing support to be involved socially? Support for your well-being?
• How much institution has contributed...acquiring job- or work-related knowledge... being an informed and active citizen?
Questions NSSE can Help YOU Answer

• Are we meeting our expectations for a supportive campus environment?
• How frequently do our students interact with faculty outside of the classroom? Does this match our claims?
• Are first-years who withdraw from the institution different in terms of engagement than students who are retained?
• What impact does our first-year learning community have on its participants?
• To what extent are seniors experiencing an enriched education – HIPs and 21st century skills?
About NSSE

- Administered annually to first-year & senior students
- Provides a snapshot of student engagement in programs and activities for learning and personal development
- Results estimate how students spend their time and what they gain in college
- NSSE items represent empirically confirmed ‘good practices’--behaviors associated with desired outcomes in college
- Updated NSSE introduced with 2013 administration
<table>
<thead>
<tr>
<th>Themes</th>
<th>Engagement Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
</tr>
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<td></td>
<td>Learning Strategies</td>
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<td></td>
<td>Quantitative Reasoning</td>
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<tr>
<td>Learning with Peers</td>
<td>Collaborative Learning</td>
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<td></td>
<td>Discussions with Diverse Others</td>
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<tr>
<td>Experiences with Faculty</td>
<td>Student-Faculty Interaction</td>
</tr>
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<td></td>
<td>Effective Teaching Practices</td>
</tr>
<tr>
<td>Campus Environment</td>
<td>Quality of Interactions</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
</tr>
</tbody>
</table>
High-Impact Practices

• Internships/ Field Experiences
• Learning Communities
• Study Abroad
• Research with Faculty
• Senior Culminating Experiences
• Service-Learning
Additional Items of Interest to Student Affairs

- New leadership question: have you done or plan to do before you graduate? “Hold a formal leadership role in a student organization or group”

- Hours spent co-curriculars, working, relaxing…

- Emphasis attending campus events; events addressing social, political issues

- Gains in working with others, being active citizen

- Student demographics
  - Gender identity
  - Racial-ethnic categories
  - Sexual orientation
  - Disability
  - Housing on/off campus

- Student comments!!!
Topical Modules

- Academic Advising
- Civic Engagement
- Development of Transferrable Skills
- Learning with Technology
- Experiences with Writing
- Experiences with Information Literacy
- First-Year Experiences and Senior Transitions
- Global Learning
- Inclusiveness and Engagement with Cultural Diversity *New for 2017*
To see when your institution has participated:
http://nsse.indiana.edu/html/participants.cfm

Each campus has a primary contact (CPM). To learn who this person is on your campus contact us:
nsse@indiana.edu
NSSE Data and Reports Overview
NSSE Annual Results

- NSSE annual report highlights:
  - Research using NSSE data
  - Examples of institutional data use
  - Summary tables for all items and modules by Carnegie Classification, gender, related-major categories

http://nsse.indiana.edu/html/annual_results.cfm

Released November 2016!
NSSE Annual Results 2016

Support for Learners

• 1 in 5 first-years had difficult learning course material and getting help with coursework. Their peers who found it easier to get help spent more time studying and made greater use of effective learning strategies, resulting in higher grades and commitment to staying in school.

✓ More engagement in Learning Strategies (LS)
✓ Ensure students take advantage of support when they need help
NSSE Annual Results Findings 2016

NSSE Experimental Set - Safety & Belonging:

About 9 of 10 students felt safe and comfortable being themselves at their institution.

However, students with a gender identity other than man or woman, as well those who are African American, Native American, or multiracial, were less likely to feel safe and welcomed.

Table 2: Correlations Between Selected Measures and Feelings of Safety and Belonging

<table>
<thead>
<tr>
<th>Safety and Belonging</th>
<th>Quality of Interactions</th>
<th>Supportive Environment</th>
<th>Perceived Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel physically safe at my institution</td>
<td>.34</td>
<td>.27</td>
<td>.26</td>
</tr>
<tr>
<td>I feel comfortable being myself at my institution</td>
<td>.38</td>
<td>.32</td>
<td>.33</td>
</tr>
<tr>
<td>I feel valued by my institution</td>
<td>.50</td>
<td>.45</td>
<td>.46</td>
</tr>
<tr>
<td>I feel like part of the campus community</td>
<td>.46</td>
<td>.44</td>
<td>.43</td>
</tr>
</tbody>
</table>

Notes: Bivariate correlations; All are positive and statistically significant at p < .001.
NSSE Institutional Reports

• Package of reports that compare student responses with those of students at 3 comparison groups
• Reports make comparisons for:
  • 10 Engagement Indicators
  • 6 High-Impact Practices
  • All other individual items including Academic Challenge items and Perceived Gains items
• Institutions are also provided
  • Institutional data file for additional analysis
  • NSSE resources to help support data use

Add retention data, grades, student involvement, other outcome results
Using Institutional Reports

- NSSE Data and Reports help institutions to:
  - Gain insight in the holistic experience of students
  - Identify strengths of current practices
  - Identify weaknesses and areas of improvement of current practices
  - Determine a plan of action for improving practices to further promote student learning and success
Institutional Data File

• Institutions receive student level datafile
• Use this to **disaggregate** results based on student characteristics

• Examples:
  • Race/Ethnicity
  • Gender
  • Transfer status
  • Veteran status
  • First-generation students
  • Disability
  • Student-athlete
NSSE Resources
Purpose: Stimulate thinking about how NSSE measures - Engagement Indicators, High-Impact Practices, individual survey items, and Topical modules - relate to a variety of departments, units, and committees.

NSSE Item Campuswide Mapping is presented in 2 ways:
- NSSE Item All-Unit Mapping: NSSE items mapped to all campus departments, units, committees, areas, and groups
- NSSE Group Mapping: NSSE items mapped to 26 distinct campus groups of related departments, units, committees, etc.
<table>
<thead>
<tr>
<th>Engagement Indicators</th>
<th>Relevant Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEME: Academic Challenge</strong></td>
<td><strong>Higher-Order Learning (HO)</strong>: Academic success center, Faculty development, SoTL, Tutoring, Writing center/programs</td>
</tr>
<tr>
<td></td>
<td><strong>Reflective &amp; Integrative Learning (RI)</strong>: Academic success center, Diversity office, General education, Integrative learning, Interdisciplinary studies, SoTL, Tutoring, Writing center/programs</td>
</tr>
<tr>
<td></td>
<td><strong>Learning Strategies (LS)</strong>: Academic advising, Academic success center, Retention committee/task force, Tutoring</td>
</tr>
<tr>
<td></td>
<td><strong>Quantitative Reasoning (QR)</strong>: General education, Literacy committee, Quantitative literacy/reasoning</td>
</tr>
<tr>
<td><strong>THEME: Learning with Peers</strong></td>
<td><strong>Collaborative Learning (CL)</strong>: Curriculum committee, Retention committee/task force, SoTL, Student affairs</td>
</tr>
<tr>
<td></td>
<td><strong>Discussions with Diverse Others (DD)</strong>: Area studies, Cultural centers, Diversity office, Equity committee, International office/student services, Multicultural committee, Retention committee/task force, Student affairs, Study abroad programs/office</td>
</tr>
<tr>
<td><strong>THEME: Experiences with Faculty</strong></td>
<td><strong>Student-Faculty Interaction (SF)</strong>: Faculty senate, First-year experience, Retention committee/task force</td>
</tr>
<tr>
<td></td>
<td><strong>Effective Teaching Practices (ET)</strong>: Center for teaching &amp; learning, Dean of faculty, Faculty development, Promotion &amp; tenure committee, Retention committee/task force</td>
</tr>
<tr>
<td><strong>THEME: Campus Environment</strong></td>
<td><strong>Quality of Interactions (QI)</strong>: Campus climate committee, Retention committee/task force, Student affairs</td>
</tr>
<tr>
<td></td>
<td><strong>Supportive Environment (SE)</strong>: Retention committee/task force, Campus climate committee, Diversity office, First-year experience</td>
</tr>
<tr>
<td>Unit Groups Mapped to NSSE Items</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. Academic advising, Academic success center, Academic support services, Learning support, Tutoring</td>
<td></td>
</tr>
<tr>
<td>2. Academic affairs, Academic departments, Department chairs</td>
<td></td>
</tr>
<tr>
<td>3. Activities advisors, Student activities, Student affairs</td>
<td></td>
</tr>
<tr>
<td>4. Administrative offices, President’s office, Provost’s office</td>
<td></td>
</tr>
<tr>
<td>5. Admissions, Enrollment management, Financial aid, Registration/registrar’s office</td>
<td></td>
</tr>
<tr>
<td>6. Alumni affairs</td>
<td></td>
</tr>
<tr>
<td>7. Area studies, International office/student services, Study abroad programs/office</td>
<td></td>
</tr>
<tr>
<td>8. Art museum, Fine &amp; performing arts, Performing arts center</td>
<td></td>
</tr>
<tr>
<td>9. Athletics, Campus climate committee, Commuter services, Greek life, Health services/center, Parking services, Recreational &amp; fitness center, Residence life</td>
<td></td>
</tr>
<tr>
<td>10. Career planning &amp; services</td>
<td></td>
</tr>
<tr>
<td>11. Center for teaching &amp; learning, Instructional technology, Scholarship of teaching &amp; learning (SoTL)</td>
<td></td>
</tr>
<tr>
<td>12. Civic engagement, Community service, Service-learning office, Social justice studies, Town &amp; gown committee</td>
<td></td>
</tr>
<tr>
<td>13. Counseling/counseling services</td>
<td></td>
</tr>
<tr>
<td>14. Cultural centers (African American, women’s, etc.), Disability services, Diversity office, Equity committee, GBLT office, Multicultural committee, Veterans services</td>
<td></td>
</tr>
<tr>
<td>15. Curriculum committee</td>
<td></td>
</tr>
<tr>
<td>16. Dean of faculty, Faculty development, Faculty senate, Promotion &amp; tenure committee</td>
<td></td>
</tr>
<tr>
<td>17. First-year experience</td>
<td></td>
</tr>
<tr>
<td>18. General education, Literacy committee</td>
<td></td>
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<tr>
<td>19. Graduate studies</td>
<td></td>
</tr>
<tr>
<td>20. Integrative learning, Interdisciplinary studies</td>
<td></td>
</tr>
<tr>
<td>21. Library</td>
<td></td>
</tr>
<tr>
<td>22. Political/social science studies</td>
<td></td>
</tr>
<tr>
<td>23. Quantitative literacy/reasoning</td>
<td></td>
</tr>
<tr>
<td>24. Retention committee/task force</td>
<td></td>
</tr>
<tr>
<td>25. Undergraduate research</td>
<td></td>
</tr>
<tr>
<td>26. Writing center/programs</td>
<td></td>
</tr>
</tbody>
</table>
### NSSE Items Mapped to Unit Group 1

**Question 1.** During the current school year, about how often have you done the following?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1b</td>
<td>Prepared two or more drafts of a paper or assignment before turning it in</td>
</tr>
<tr>
<td>1c</td>
<td>Come to class without completing readings or assignments</td>
</tr>
<tr>
<td>1e</td>
<td>Asked another student to help you understand course material</td>
</tr>
<tr>
<td>1f</td>
<td>Explained course material to one or more students</td>
</tr>
<tr>
<td>1g</td>
<td>Prepared for exams by discussing or working through course material with other students</td>
</tr>
<tr>
<td>1h</td>
<td>Worked with other students on course projects or assignments</td>
</tr>
</tbody>
</table>

**Question 3.** During the current school year, about how often have you done the following?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3a</td>
<td>Talked about career plans with a faculty member</td>
</tr>
<tr>
<td>3d</td>
<td>Discussed your academic performance with a faculty member</td>
</tr>
</tbody>
</table>

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**Unit Group 1 Mapped to NSSE Items**

- Academic advising
- Academic success center
- Academic support services
- Learning support
- Tutoring
Use Results to Stimulate Conversations and as Catalyst for Action

Which units, committees, groups could make use of results?

47% do capstones! Woohoo!

NSSE results show...

Wow, our FG students are..

Collaborative learning is...
NSSE User’s Guide

• Provides strategies and worksheets to help facilitate discussions with various campus stakeholders to interpret results, identify priorities, and determine uses of NSSE Data

• Shares exemplary examples of NSSE data use at a variety of institutions
NSSE Report Builder

• Available at: http://nsse.indiana.edu/html/report_builder.cfm
• Displays results by user-selected student & institutional characteristics
• Instantly generates reports of your choosing
• Variables include Engagement Indicators and individual items
• To access Institution Version contact your NSSE CPM
Your institution has concerns about retention for first-generation (FG) students, and has made it a priority to grow and add programs to support FG students. To do so, you need data to inform direction and decisions.
NSSE Report Builder Example

**STEP 2: Select Comparison Type**

How would you like to compare students in your report?

- Compare students within your institution.

  Select a student characteristic to compare.

  - Class level
  - Distance education status
  - First-generation status
  - 'First-Generation' and 'Not First-Generation' will be the group comparison
  - Major field category
  - Race or ethnicity
  - Sex

**Step 4: Select Students**

Select whether you want a report for first-year students or seniors. The "customize" options allow you to further refine the sample by selecting characteristics within categories such as first-generation, age, major field category, etc.

**Class level options:**

- First-year students: Select all.
- First-year students: Customize by student characteristics.
- Seniors: Select all.
- Seniors: Customize by student characteristics.
## NSSE Report Builder Example

### Your Results

**Selection Criteria**
- Survey administration(s): 2015

**Selected Student Characteristics**
- Class level: All first-year students

### Engagement Activities by First-Generation Status

#### During the current school year, about how often have you done the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not First-Generation</th>
<th>First-Generation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Asked questions or contributed to course discussions in other ways</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>164</td>
<td>19</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>302</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>396</td>
<td>46</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>864</td>
<td>100</td>
<td>152</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prepared two or more drafts of a paper or assignment before turning it in</th>
<th>Not First-Generation</th>
<th>First-Generation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Never</td>
<td>122</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Sometimes</td>
<td>354</td>
<td>41</td>
<td>72</td>
</tr>
<tr>
<td>Often</td>
<td>230</td>
<td>27</td>
<td>38</td>
</tr>
</tbody>
</table>
NSSE Report Builder Example

When looking at the items Quality of Interactions Engagement Indicator:

- FG students more frequently report lower quality interactions with other students.
- Non-FG students more frequently report higher quality interactions with student services staff.
Investigating NSSE Results Further

- Explore Student Comments
- Use qualitative methods to make meaning of results
  - Focus groups
  - Adapted cognitive interviewing
- Address lingering questions from results
  - What do students have in mind when they respond to an item?
  - How do they define terms used in survey items?
Student Affairs Related Institutional Examples
California Lutheran University – Study student populations

• Findings disaggregated by transfer students illustrated a gap in co-curricular engagement, which led to increased programming including a peer mentor program for transfer students.
Institutional Examples

University of Toronto - Promote engagement

• Found gap between number of students who “plan to do” HIPs and number of students who actually do them.
• Worked with Student Life to increase promotion of HIP opportunities.
• Created materials unique to each class year to ensure all students are informed of opportunities to participate in HIPs.
Institutional Examples

University of Wisconsin-Stout – Explore and promote engagement

• NSSE data helped demonstrate that retention rates were higher for students who were engaged in various activities on campus: student organizations, volunteerism, student jobs, etc.
• Developed “Pick One!”
• Initiative aimed at getting all students to “find their one” and get involved in a way that is best suited for them
Siena College- Results guide action

• Findings from NSSE indicated students were not engaging with diversity as much as students at peer institutions
• These findings, in combination with other survey results, provided evidence to reorganize diversity committees on campus
• Combined separate faculty, staff, and student committees into one President’s Diversity Council in effort to better integrate diversity throughout campus
Institutional Examples

Bucknell University – Gauge program effectiveness

• Used NSSE to assess effectiveness and impact of participating in a Residential College
• Students who participated in Residential Colleges were more engaged on Reflective and Integrative Learning & Discussions with Diverse Others EIs, and participate in more HIPs
• Evidence of value of RC and to increase participation
For What Purpose(s) Has Your Institution Used NSSE Results?
Suggestions for NSSE Collaborations
Steps for NSSE Data Work

• Start with a question – consult NSSE survey to help shape questions
• Contact NSSE Campus Project Manager
• Ask about the “group variable” option (tag students in LC, Summer Bridge, Pell students, etc.)
• Determine how data can be used
• Work with Campus Project Manager to run reports and review data
• Use the data to inform decisions and shape practice
Promoting NSSE Administration/Participation

• Promote survey through e-mail list serve & social media associated with:
  • Residence halls
  • Greek life
  • Student organizations
  • Athletic Departments

• Assist institutional research in offering incentives to students who participate in NSSE
Triangulation to Deepen Analysis & Action

Multiple data points tell a stronger story

Card swipe data from events + Student activities survey + NSSE results on co-curricular hrs. & leadership by major =

Opportunity for outreach to academic departments to partner on campus events or to design major-based involvement opportunities
Summary: NSSE Uses in Student Affairs

1. Key indicators of critical aspects of student life
   • The time students dedicate to, and the percentage of students involved in, co-curricular activities.

2. Study questions about the achievement of campus goals, or to assess program effectiveness
   • Have our scores on diversity experience items changed since expanding diversity initiatives?

3. Results relevant for student affairs functional areas
   • Specific items for career services, student activities; FY results for retention committee

4. Examine equity by disaggregating results
   • How do students of color experience supportive environment and quality of interactions?

5. Occasion to collaborate with other units
Encouraging Collaboration for Student Engagement

- Student affairs professionals are encouraged to take greater ownership for student engagement and heightened expectations for increasing student success.
- But, these objectives can be most effectively addressed by a range of campus stakeholders – administration, trustees, faculty, IR, finance and business affairs, and students themselves.
- View student engagement results as opportunity to collaborate with other units to address campus concerns.
Questions?

Jillian Kinzie
jikinzie@Indiana.edu

Sarah Hurtado
ssfernан@Indiana.edu

nsse@Indiana.edu

Share your NSSE data use story!
nsse.indiana.edu/html/institutionStory.cfm