



## Welcome to the NSSE Webinar Using NSSE Data in Student Affairs

**We will begin at 3pm EST**

**Before we begin please review the following:**

- Download and print the presentation PDF from the NSSE website.
- Please turn up your computer speakers or plug in your headphones to listen to the presentation.
- Please close all other applications as they may interfere with the audio feed for this webinar.
- If you cannot hear anything, click on "Meeting" in left of 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 participants. You will be able to use the chat window to submit questions to the presenter during the Q & A session.

---

---

---

---

---

---

---

---

---

---



## Tell Us About How You Interact with NSSE Data

- Which of the following statements best describes your use and familiarity with NSSE data on your campus?
  - a) I am chiefly responsible for NSSE administration and data analysis on my campus
  - b) I have reviewed the NSSE data results for my school
  - c) I have seen the NSSE data for my campus one time
  - d) I have never seen the NSSE data for my campus
  - e) There's a bunch of us here representing different levels of experience ☺

Use the poll function to indicate your best response

---

---

---

---

---

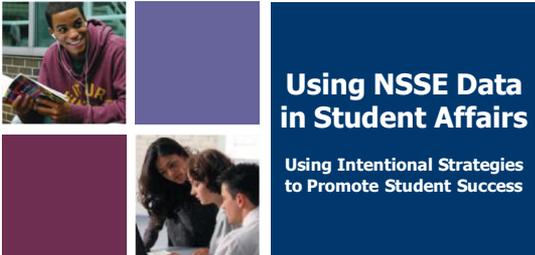
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---



**Jen Buckley Dan Bureau**

Indiana University Center for Postsecondary Research



## Overview



- ▶ Understanding the need to participate in assessment practices in student affairs
- ▶ Gaining knowledge about NSSE and its potential in assessing student affairs practice
- ▶ Gathering suggestions from other campuses about using NSSE data in student affairs
- ▶ Learning strategies to partner with institutional researchers and faculty to integrate student affairs into a plan for NSSE use




---

---

---

---

---

---

---

---

**Using NSSE Data in Student Affairs**  
Using Intentional Strategies to Promote Student Success

---

---

---

---

---

---

---

---



## Why Assess in Student Affairs?

Indiana University Center for Postsecondary Research

---

---

---

---

---

---

---

---



## Principles for Good Practice in Student Affairs

(Blimling & Whitt, 1999)

- ▶ Engage students in active learning
- ▶ Help students build coherent values and ethical standards
- ▶ Set high expectations for learning
- ▶ **Use systematic inquiry to improve student and institutional performance**
- ▶ Use resources effectively to help achieve goals
- ▶ Forge partnerships that advance learning
- ▶ Build supportive and inclusive communities

---

---

---

---

---

---

---

---



### Assessment in Student Affairs Schuh, Upcraft, & Associates (2001)

- Tracking
- Needs assessment
- Satisfaction assessment
- Student cultures and campus environment
- Outcomes assessment (student success)
- Comparable institution assessment
- National standards assessment
- Cost effectiveness assessment

---

---

---

---

---

---

---

---



### Assessment Challenges in Student Affairs

- Documenting contributions to student learning
- Creating enriching opportunities aligned with educational mission and desired outcomes
- Partnering with campus and community constituents
- Getting *more* students to engage more frequently in the activities that *matter most to their success*

---

---

---

---

---

---

---

---

**Using NSSE Data  
in Student Affairs**

Using Intentional Strategies  
to Promote Student Success

---

---

---

---

---

---

---

---

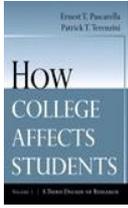


### What is NSSE and What Does it Measure?

Indiana University Center for Postsecondary Research



## What *Really* Matters in College: Student Engagement



Because individual effort and involvement are the critical determinants of college impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage *student engagement*.

Pascarella & Terenzini (2005) *How College Affects Students*, p. 602

---

---

---

---

---

---

---

---

---

---



## Two Components of Student Engagement

What *students* do -- time and energy devoted to educationally purposeful activities



What *institutions* do -- using effective educational practices to induce students to do the right things



---

---

---

---

---

---

---

---

---

---



## What is NSSE?



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

---

---

---

---

---

---

---

---

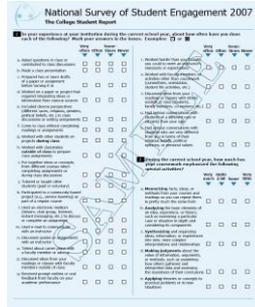
---

---



## Core Survey: NSSE

- ▶ Research based on effective educational practices
- ▶ Designed and tested for high validity and reliability
- ▶ High credibility of self-reported data
- ▶ Over 750 institutions this past year; in 2007 with about 650 schools there were 325,000 respondents




---

---

---

---

---

---

---

---

---

---



## Getting to Know NSSE Data

- ▶ **Respondent Characteristics**
- ▶ **Comparative data [National, Carnegie, Selected Peers]**
  - Means Comparison
  - Frequency Distribution
  - Benchmark Data
- ▶ **Data File**




---

---

---

---

---

---

---

---

---

---



## NSSE Results

- ▶ Are **diagnostic**; to help institutions look holistically at undergraduate experience
- ▶ Help **pinpoint** aspects not in line with mission, or what institution expects
- ▶ Identify **weaknesses and strengths** in educational programs
- ▶ Help institutions know what to **focus on to improve** student learning and success

---

---

---

---

---

---

---

---

---

---



### The NSSE Facilitator's Guide in Action

- Simply reporting results may not lead to action
- The NSSE Facilitator's Guide is an instructor's manual and can help you get organized
- Provides suggestions for leading a workshop or session on understanding, interpreting and taking action on NSSE data

---

---

---

---

---

---

---

---



### The Facilitator's Guide in Action

- Topic 1: Respondent Characteristics
- Topic 2: Mean Comparisons
- Topic 3: Pattern Analysis
- Topic 4: Frequency Distributions
- Topic 5: Benchmark Comparisons
- Copies available: [www.nsse.iub.edu/institute](http://www.nsse.iub.edu/institute)

---

---

---

---

---

---

---

---

**Using NSSE Data in Student Affairs**  
Using Intentional Strategies to Promote Student Success

---

---

---

---

---

---

---

---



### How Can NSSE Support Student Affairs Assessment?

Indiana University Center for Postsecondary Research



### Using NSSE to Assess Engagement in Student Affairs

#### Evidence about quality of student experience

- ▶ Indicators at item level
  - Student participation in tutoring peers (1j)
  - Institutional emphasis on attending campus events (10 f)
- ▶ Hours spent on co-curricular activities (9d)
- ▶ Scales - Diversity Experiences (1 e, u, v)
- ▶ Compare differences by gender, race-ethnicity, students in learning communities, place of residence, work on/off campus, fraternity/sorority membership by hours of co-curricular involvement etc.

---

---

---

---

---

---

---

---

---

---



### Using NSSE to Assess Engagement in Student Affairs

- ▶ Do you know proportion of your seniors who report 0 hours in co-curricular activities?
- ▶ Do you think you're higher or lower than others in your Carnegie type? So what?
- ▶ If you are above the NSSE 2007 norm group (not desirable in this case), what might you do?
- ▶ What other information, or corroborating data, might you have on your campus about co-curricular activities?
- ▶ What might this data point suggest in terms of shaping student engagement?

---

---

---

---

---

---

---

---

---

---



### Student Affairs Questions that NSSE Can Answer

- ▶ Do NSSE results match our mission?
- ▶ 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 FYs who withdraw from the institution different in terms of engagement than students who are retained?

---

---

---

---

---

---

---

---

---

---



## Student Affairs Assessment with NSSE: Where To Start?

1. **Start with your campus concerns, then go to the data**
  - a. What burning questions do you have about your students?
  - b. What are the hot topics on your campus?
  - c. How can these data feed you with information on those topics?
2. **How are you stacking up in terms of NSSE benchmarks, and educational practices of interest to your campus?**

---

---

---

---

---

---

---

---

---

---



## Making Sense of Data: Two Approaches

- ✓ **Most valued activities**  
What is most valued at your institution, in departments, what does the data show?
- ✓ **Eliminate "Nevers"**  
Work on reducing or eliminating reports by students of *never* doing specific engagement activities

---

---

---

---

---

---

---

---

---

---



## NSSE Findings & 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 Case Study - Items of Interest

**About how often have you ...**

- o 1a. '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 Case Study

*In your experience at your institution during the current school year, about how often have you done each of the following? (1=never, 2=sometimes, 3=often, 4=very often)*

Academic and Intellectual Experiences	Faculty	Staff	Faculty				Staff									
			1	2	3	4	1	2	3	4						
1. Talked about career plans with a faculty member or advisor	FACULTY	STAFF	2.17	2.10	2.14	2.10	2.63	2.43	**	2.1	2.50	*	1.4	2.40	***	2.4

**NSSE 2006 Engagement Item Frequency Distributions**

Item	First-Year Students				Seniors											
	1	2	3	4	1	2	3	4								
1. Talked about career plans with a faculty member or advisor	14	206	1493	2106	1,759	2,046	18,118	2076	33	1,076	813	1,606	948	1,036	18,458	1,706
2. Practicum, internship, field experience, co-op experience, or clinical assignment	188	2,096	1,113	1,096	4,076	4,706	28,253	4,706	124	1,706	2,468	4,706	2,706	2,096	35,841	4,706
3. Acquired job or work-related knowledge and skills	81	1,076	1,113	1,096	1,752	1,096	14,841	1,096	82	1,706	1,497	1,096	1,243	1,096	12,881	1,096
4. Overall quality of academic advising	18	486	486	486	90	486	18,761	486	78	2,496	1,096	1,706	1,414	1,096	33,378	1,706
Total	182	4,086	4,188	4,086	8,151	8,086	14,687	8,086	192	4,086	3,566	3,806	3,806	3,806	124,861	8,086

**What else would you like to know about these results?**

---

---

---

---

---

---

---

---

---

---

---

---



## Using NSSE Data



- ◆ Problem Identification: Results point to things institutions can do something about, almost immediately
- ◆ Mobilize Action
- ◆ Context Setting: Paint a picture of the institution
- ◆ Evidence of outcomes & processes
- ▶ Refocus conversation about collegiate quality
- ▶ Helps inform decision-making
- ▶ Provides language for talking about collegiate quality in an understandable, meaningful way

---

---

---

---

---

---

---

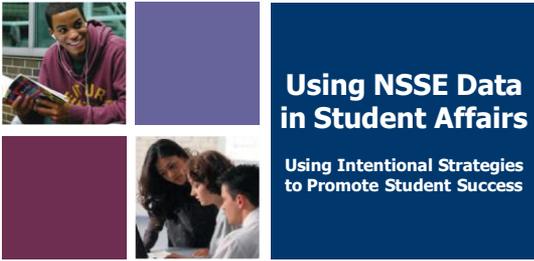
---

---

---

---

---



**Examples of How Student Affairs is Using NSSE Data**

Indiana University Center for Postsecondary Research

---

---

---

---

---

---

---

---

---

---



**Washington State University**

(Student Affairs Research & Assessment)



- ▶ Used results to advocate for expanding first-year residential learning community to 80% of new students
- ▶ Provided momentum to establish six undergraduate learning goals
- ▶ Formed NSSE related strategic benchmarks for Student Affairs
- ▶ Program and pedagogy changes in Honors College and General Education courses
- ▶ Linked NSSE and EBI data to discover value of peer interaction; finding informed Residence Life staff training to emphasize approaches to fostering student interaction

---

---

---

---

---

---

---

---

---

---



**University of Wisconsin, Platteville**



The University of Wisconsin at Platteville has developed a strategic plan to reach six goals by the year 2008. Goal 4, "Foster institutional climates that enhance learning through a respect for racial and ethnic diversity," utilizes NSSE to formulate objectives based on areas of need.

**UW-Platteville Goal 4:** Foster institutional climates that enhance learning through a respect for racial and ethnic diversity.

**Objective:** Initiate collaborative efforts to foster a respectful campus climate.

> **Initiative 4.1 [6.2]** Use periodic accountability surveys of students to continue to measure and report student opinion about campus climates and how they can be improved

**Action Plan:** Collect information from students (majority and minority) to assess their needs regarding racial and ethnic diversity.

> **Initiative 4.2 [6.3]** Explore opportunities to provide programs on inter-group relations, conflict resolution, and community action for students

**Action Plan:** Utilize the Diversity Advocates Peer Education team as a campus resource.

**Action Plan:** Promote collaborative programming when planning a racial or ethnic diversity event

---

---

---

---

---

---

---

---

---

---



### University of Wisconsin-Stevens Point



In the spring of 2005, the Student Success Advisory Committee requested a "map of student success activities" on campus.

- Interviews completed with academic department chairs and student affairs units to uncover what activities they are engaged in to bolster student success.
- Interviews were organized around five benchmark items from the NSSE survey. This was done to learn what types of specific activities departments and units do that might affect NSSE responses and to gauge awareness of NSSE items by campus faculty and staff.

---

---

---

---

---

---

---

---

---

---



### 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 of NSSE oversample to assess program success with learning communities

---

---

---

---

---

---

---

---

---

---



### 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

---

---

---

---

---

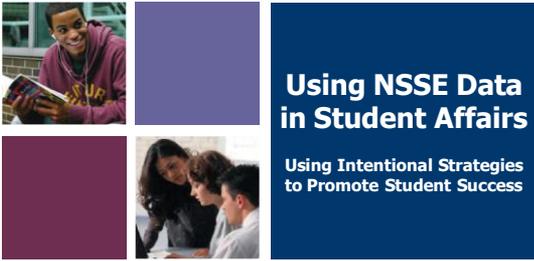
---

---

---

---

---



**Partnering with Institutional  
Research and Faculty  
in Using NSSE Data**

Indiana University Center for Postsecondary Research

---

---

---

---

---

---

---

---



**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 Can Help:

- ◆ 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

---

---

---

---

---

---

---

---



### Upcoming Opportunity



- ▶ **Regional NSSE Users Workshop**
- ▶ **SUNY Brockport**  
**Thurs. & Fri., October 16-17, 2008**
- ▶ **Information at:**  
[http://nsse.iub.edu/institute/?view=workshops/2008/suny\\_b/index](http://nsse.iub.edu/institute/?view=workshops/2008/suny_b/index)

---

---

---

---

---

---

---

---



### For More Information...

- ▶ Email: **jeabuckl@indiana.edu**  
**dabureau@indiana.edu**
- ▶ NSSE website: **www.nsse.iub.edu**

Copies of papers and presentations as well as annual reports and other information are available through the websites

---

---

---

---

---

---

---

---



**Links at:**

<http://nsse.iub.edu/webinars/TuesdaysWithNSSE.cfm>

- [Using NSSE Data](#)
- [NSSE Facilitator's Guide](#)
- [What Student Affairs Can Do](#)
- [NSSE Survey](#)
- [Innovative Use of NSSE Data in Student Affairs](#)
- [Student Affairs Administrators: Building Collaborations with Student and Academic Affairs for Institutional Improvement](#)
- [Benchmarks of Effective Educational Practice](#)

---

---

---

---

---

---

---

---