What are your goals for this session?

What specifically do you want to get out this session?

What is it you want to bring back to campus?

What do you want to share with your colleagues?
Outline

• Importance of academic and social integration
• The big picture: What NSSE and BCSSE data tell us about retention
• How institutions are using NSSE and BCSSE data to inform their own retention efforts
• How is your institution using data to address retention?
Academic and Social Integration
Academic and Social Integration

• 40 years of research has shown the importance of academic and social integration for retention (Tinto, 2007; Demetriou & Schmitz-Sciborksi, 2011).

Academic integration includes:
- Academic engagement
- Advising
- High impact practices

Social integration includes:
- Quality interactions with peers, faculty, and staff
- Student services and connection to campus
- Participation in co-curricular activities
Academic and Social Integration

• Both BCSSE and NSSE provide important data regarding the integration of your students.

• Many data points on BCSSE and NSSE measure integration and thus provide important evidence to better understand retention.
  - BCSSE - past engagement experiences and expectations for future engagement
  - NSSE - reflection on current school year engagement (FY and SR students).
NSSE, BCSSE, and Retention

Links between NSSE/BCSSE and Retention Goals:

- NSSE and BCSSE provides a stimulus for reflection on what the institution does well and areas for improvement.
- Ultimate goal of retention initiative is improved educational experience.
- Identifies what distinguishes institution, where student experiences matches and where it falls short.
- NSSE and BCSSE results can be connected to institutional data to build retention models.
Big Picture
Q25. Do you expect to graduate from this institution?

__ Yes
__ No
__ Uncertain

Responses vary quite a bit depending on institution and student type
Big Picture - BCSSE

Do you expect to graduate from this institution?

___ Yes
___ No
___ Uncertain

What do you think results from your campus would look like?

70% Yes?
80% Yes?
90% Yes?
100% Yes?
Q25. Do you expect to graduate from this institution?

- No: 39%
- Uncertain: 28%
- Yes: 15%

Retention results from 5 institutions (9 academic years)
Q29. This institution was your:

- First choice: 41%
- Second choice: 44%
- Third choice or lower: 15%
- No/Uncertain: 72%
- Yes: 41%

Do you expect to graduate from this institution?
Big Picture - BCSSE & NSSE

Student-Faculty Interaction and Collaborative Learning

1. Expected FY engagement in SF
2. Expected FY engagement in CL

<table>
<thead>
<tr>
<th>Engagement Indicator Score</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSSE SF</td>
<td>16.7</td>
<td>22.3</td>
<td>28.2</td>
</tr>
<tr>
<td>NSSE CL</td>
<td>29.3</td>
<td>34.7</td>
<td>39.7</td>
</tr>
</tbody>
</table>
How would you evaluate your entire educational experience at this institution?

- Poor: 41.3%
- Fair: 26.4%
- Good: 13.4%
- Excellent: 9.7%

Retention results from 50 institutions (2012 NSSE Pilot)
Big Picture - NSSE

If you could start over again, would you enroll at this institution?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely no</td>
<td>54.7%</td>
</tr>
<tr>
<td>Probably no</td>
<td>28.2%</td>
</tr>
<tr>
<td>Probably yes</td>
<td>12.8%</td>
</tr>
<tr>
<td>Definitely yes</td>
<td>9.9%</td>
</tr>
</tbody>
</table>

Retention results from 50 institutions (2012 NSSE Pilot)
Big Picture – NSSE

Collaborative Learning items

- Asked another student to help understand course material
  - Not Retained: 18%
  - Retained: 9%

- Explained course material to one or more students
  - Not Retained: 13%
  - Retained: 5%

- Prepared for exams by working through course material with other students
  - Not Retained: 24%
  - Retained: 14%

- Worked with other students on course projects or assignments
  - Not Retained: 17%
  - Retained: 8%

Retention results from 50 institutions (2012 NSSE Pilot)
Big Picture – NSSE

% "Often" or "Very Often"

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not Retained</th>
<th>Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talked about career plans with faculty</td>
<td>24%</td>
<td>30%</td>
</tr>
<tr>
<td>Worked with faculty on activities other than coursework</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>Discussed course topics, ideas, or concepts with faculty outside of class</td>
<td>22%</td>
<td>26%</td>
</tr>
<tr>
<td>Discussed your academic performance with faculty</td>
<td>21%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Student-Faculty Interaction items

Retention results from 50 institutions (2012 NSSE Pilot)
Institutional Examples
• Explored differences in FY engagement between those attending and those who withdrew

• Those who withdrew always had *lower* engagement

<table>
<thead>
<tr>
<th>Item</th>
<th>Not Retained</th>
<th>Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never made a class presentation</td>
<td>27%</td>
<td>9%</td>
</tr>
<tr>
<td>Never worked with classmates on course assignments</td>
<td>27%</td>
<td>9%</td>
</tr>
<tr>
<td>Never participated in a community-based project</td>
<td>87%</td>
<td>68%</td>
</tr>
<tr>
<td>Spent 0 hours participating in co-curricular activities</td>
<td>77%</td>
<td>48%</td>
</tr>
<tr>
<td>Regards relationships with other students as very friendly</td>
<td>47%</td>
<td>69%</td>
</tr>
<tr>
<td>Evaluate entire college experiences as fair or poor</td>
<td>21%</td>
<td>10%</td>
</tr>
<tr>
<td>If starting over, would not go here again</td>
<td>27%</td>
<td>11%</td>
</tr>
</tbody>
</table>
• Found positive correlation between retention and NSSE items:
  ▪ If you could start over again, would you go to the same institution you are now attending? $r = .37$
  ▪ How would you evaluate your entire educational experience at this institution? $r = .23$
  ▪ Quality of relationships with other students. $r = .23$

• Since students’ relationships with other students affects retention, what programs/services can either be created or enhanced to foster these relationships?
Do you expect to graduate from this institution?

- Fall 14: 27
- Returned SP15: 0
- Fall 14: 127
- Returned SP15: 7
Auburn University

• Based on BCSSE template, created custom report that allows advisor to view predicted retention and how that prediction would change if student attitudes and behaviors changed.
<table>
<thead>
<tr>
<th>Question</th>
<th>Male</th>
<th>Female</th>
<th>Average</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>During your last year of high school, how many hours did you spend in a typical 7-day week doing each of the following?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing for class</td>
<td>6-10</td>
<td>6-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working for pay on- and off-campus</td>
<td>None</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relaxing or socializing</td>
<td>11-15</td>
<td>11-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the coming school year, about how many hours do you think you will spend in a typical 7-day week doing each of the following?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing for class</td>
<td>16-20</td>
<td>16-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working for pay on- and off-campus</td>
<td>None</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relaxing or socializing</td>
<td>11-15</td>
<td>11-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the last year of high school about how often did you...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... come to class without completing readings or assignments</td>
<td>Sometimes</td>
<td>Sometimes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How difficult do you expect the following to be?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning course material</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During your last year of high school, to what extent did your courses challenge you to do your best work?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = Not at all to 7 = Very much</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school courses challenged to do best work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the coming school year, how certain are you that you will do the following?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = Not at all certain to 6 = Very certain</td>
<td>2.20</td>
<td>2.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study when there are other interesting things to do</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finish something you have started</td>
<td>Very certain</td>
<td>Very certain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stay positive, even when you do poorly on a test</td>
<td>Very certain</td>
<td>Very certain</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Used BCSSE to identify students at risk for withdrawing. Partial list of BCSSE indicators included:
  ▪ Large gap between high school and expected FY studying
  ▪ Very low scores on high school engagement in quantitative reasoning and use of learning strategies
  ▪ Very low scores on academic perseverance and academic preparation
Montana State University

• Tracking campus engagement and using the ChampChange program, they were able to dramatically improve the retention rate of these at-risk students.

FIRST-TIME FRESHMEN: TARGETED – BY ENGAGEMENT COUNTS RECORDED IN CHAMPCHANGE

<table>
<thead>
<tr>
<th># of campus engagements</th>
<th>0</th>
<th>1 to 4</th>
<th>5 to 9</th>
<th>10 to 19</th>
<th>20 +</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Registered Spring 2015</td>
<td>60.5%</td>
<td>82.5%</td>
<td>88.3%</td>
<td>91.9%</td>
<td>89.8%</td>
</tr>
<tr>
<td>Registered Spring 2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# of students: n=43, n=463, n=326, n=234, n=215

Current Freshman Fall to Spring retention rate 89%
2019 82% goal FTFT retention rates
What is your campus doing?

• How is your institution using data to address retention?

• Do you have ideas for using data to better understand and improve retention?

• Share and discuss ideas with your group. We will ask each group to report out some examples of what institutions are doing, as well as some new ideas generated.
Discussion & Questions

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