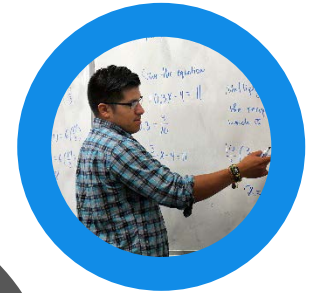


# Data Impact Session

*National Survey of Student  
Engagement (NSSE)*

*January  
12, 2018*



# Presenters

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- Muriel Lopez-Wagner, AVP for Institutional Effectiveness and Director of IR
- Tanner Carollo, Assistant Director
- Joanna Oxendine, Institutional Effectiveness Associate
- Akira Kanatsu, Research Analyst
- Mariela Monge, Research Technician
- Andrew Montgomery, Research Technician
- Michael Nguyen, Coordinator of Research and Assessment, Department of Housing and Residential Education

*Special thanks to Monica Villarruel, Administrative Support Coordinator*

# Key Takeaways

- A general understanding of the National Survey of Student Engagement (NSSE) and how it can be utilized to answer university-level questions and support assessment and continual improvement efforts at the program/departmental levels
- A case-study example of how a department is using the NSSE to assess one program initiative
- Identification of NSSE items that may support the assessment and continual improvement of *your* department or program

# What is the NSSE?

*Supportive  
Campus  
Environment*

*High Impact  
Practices*

*Active &  
Collaborative  
learning*

*Student-  
Faculty  
Interaction*

*Academic  
Challenge*



# National Survey of Student Engagement

- Developed in 1998 by a team of higher education student development theory experts (i.e., Alexander Astin, Arthur Chickering, Peter Ewell, John Gardner, George Kuh) to explore the extent to which students engage in educationally purposeful activities
- Launched full-scale in 2000
- Administered to freshmen and seniors
- Primarily measures student engagement in and out of the classroom
  - Amount of time and effort student put into their education
  - How institutions deploy resource to support student learning
  - Student engagement in High-Impact Practices (HIPs) specifically

# Student Engagement & High Impact Practices

## Student Engagement

- 4 Themes
- 10 Engagement Indicators
- 47 Total Items
- Scales range from 1 to 4, or 1 to 7
  - 1=Very little, 2=Some, 3=Quite a bit, 4=Very much
  - 1=Never, 2=Sometimes, 3=Often, 4=Very often
  - 1=Poor to 7=Excellent with Not Applicable
- Average of  $\{(item\ score - 1) * 20\}$
- **Indicator Scores** range from **0 to 60**

## High Impact Practices (HIPs)

- 6 Items
- Scale range from 1 to 4
  - 1=Have not decided, 2=Do not plan to do, 3=Plan to do, 4=Done or in progress
  - 1=None, 2=Some, 3=Most, 4=All
- **% of students participated**

<i>Themes</i>	<i>Engagement Indicators</i>	<i>Number of Items</i>
<b>Academic Challenge</b>	Higher-Order Learning	4
	Reflective & Integrative Learning	7
	Learning Strategies	3
	Quantitative Reasoning	3
<b>Learning with Peers</b>	Collaborative Learning	4
	Discussions with Diverse Others	4
<b>Experience with Faculty</b>	Student-Faculty Interaction	4
	Effective Teaching Practices	5
<b>Campus Environment</b>	Quality of Interactions	5
	Supportive Environment	8

- HIPs*
- Learning Community**
  - Service-Learning**
  - Research with a Faculty Member**
  - Internship or Field Experience\***
  - Study Abroad\***
  - Culminating Senior Experience\***

\*Students who “Plan to do” the activity for First-Year students

# National Survey of Student Engagement

## How NSSE Data Can be Used

### Institutionally

- To answer university-level questions regarding overall student engagement
- To inform decisions as to where additional resources should be funneled or programs created
- To establish baselines, measure progress, and/or identify trends

### Departmentally/Programmatically

- To answer questions regarding overall student engagement
- To provide information as to what extent and/or how well departments/programs are meeting their articulated outcomes
- To establish baselines, measure progress, and/or identify trends

# 2018 Administration of NSSE at CSUSB

- February 6: First recruitment messages sent to students
  - FTF, continuing Freshmen, and Seniors
- March 6: Recruitment ends
  - \*\*\**Please encourage students to participate.*\*\*\*
- Mid- to Late August: Data and reports released to CSUSB
- November: NSSE *Annual Results* released





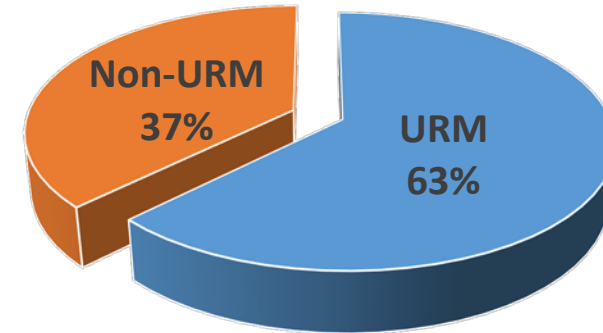
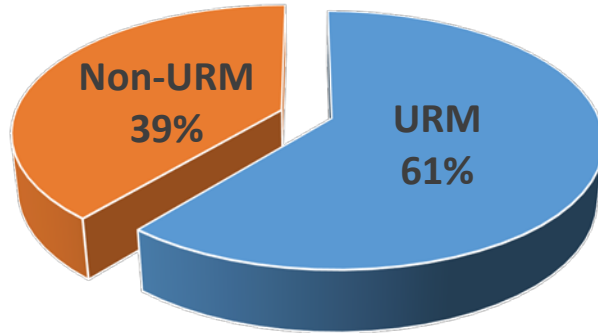
# Using NSSE Data at CSUSB

# How Representative is the NSSE at CSUSB?

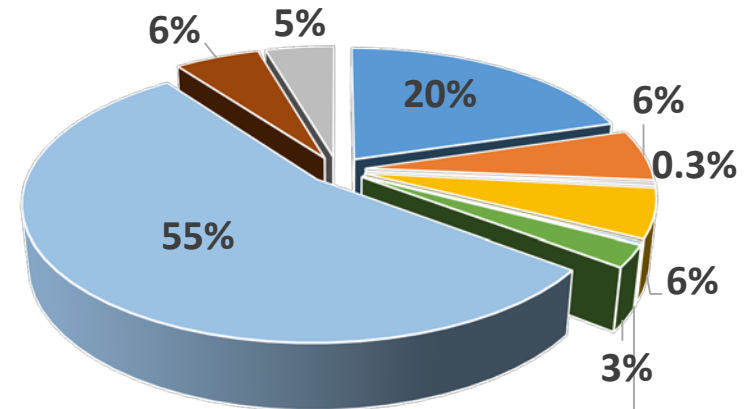
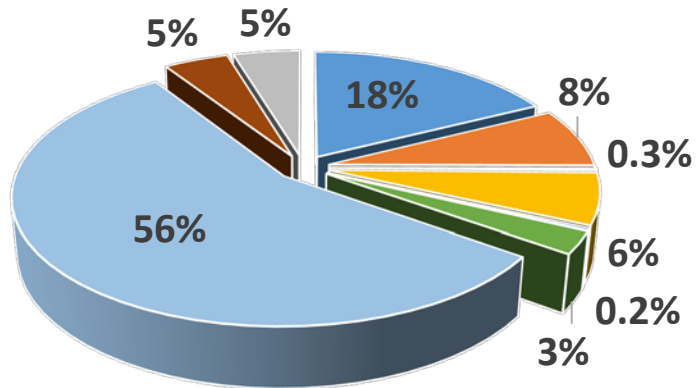
NSSE Participants  
N = 3,334

Non-Participants  
N = 22,246

URM Status



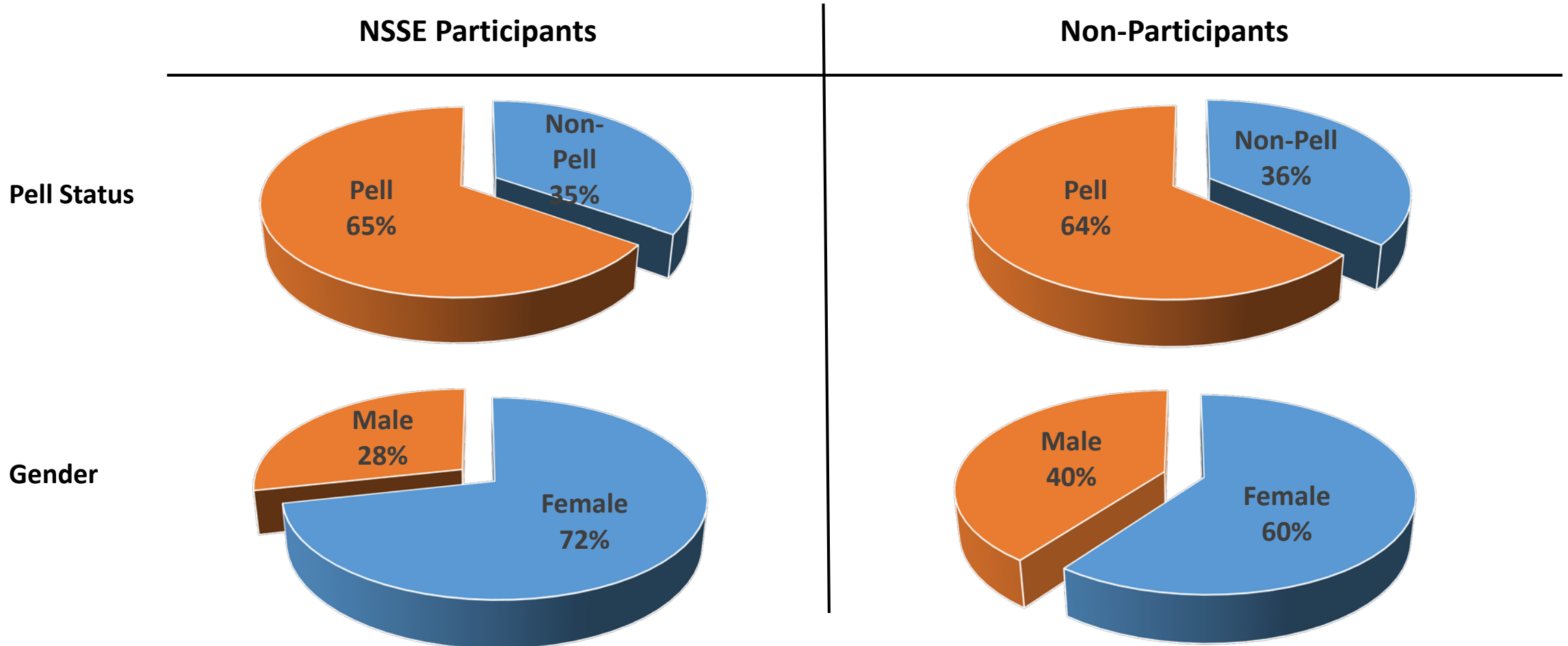
Ethnicity



- White
- American Indian
- Native Hawaiian or Other PI
- Hispanic or Latino
- Non-Resid Alien

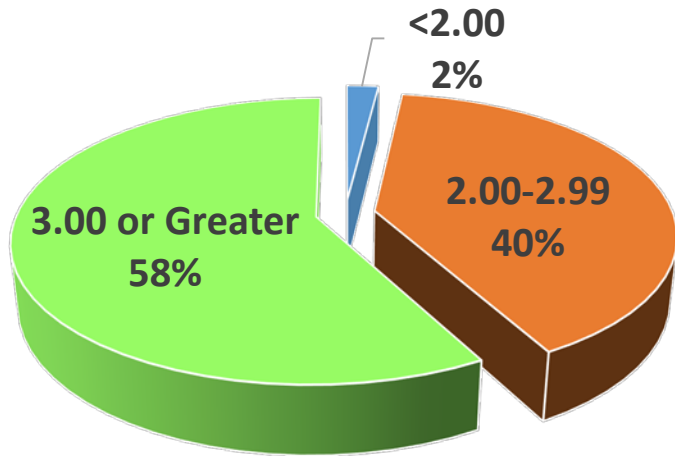
- Black or African American
- Asian
- Two or More Races
- Unknown

# How Representative is the NSSE at CSUSB?

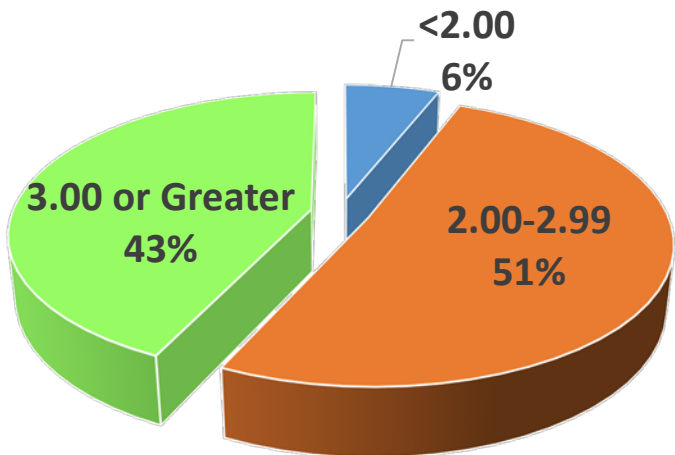


# How Representative is the NSSE at CSUSB?

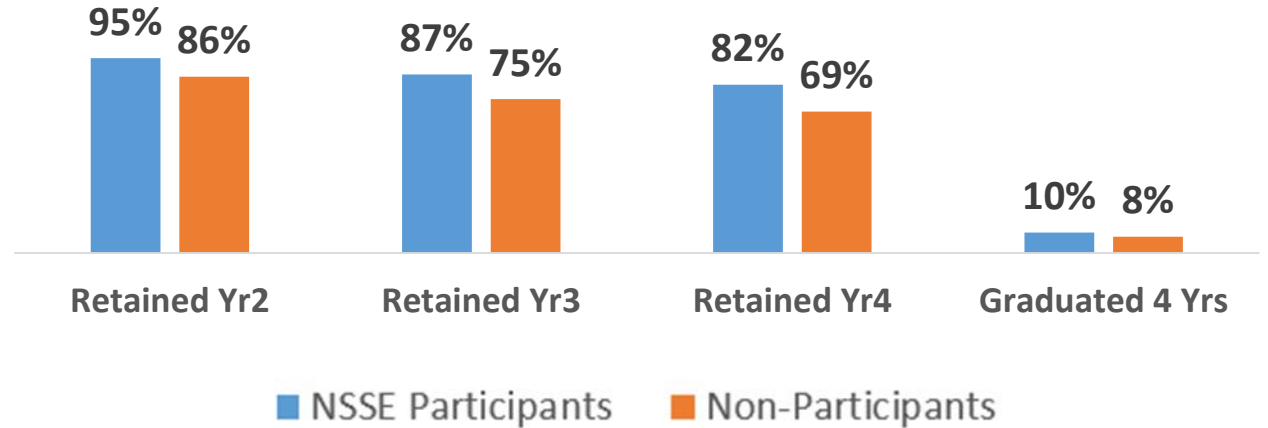
NSSE Participant GPA



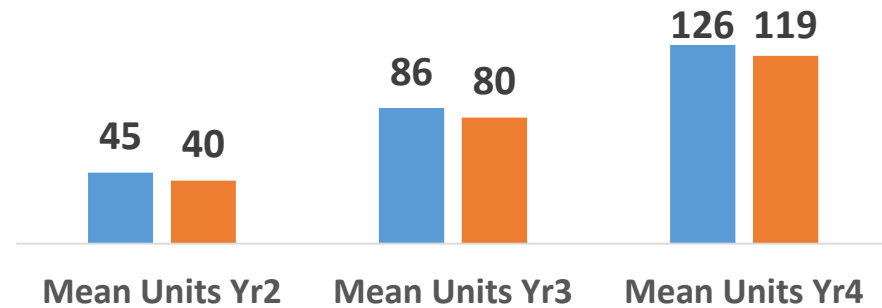
Non-Participant GPA



FTF Retention/Graduation



FTF Unit Accumulation



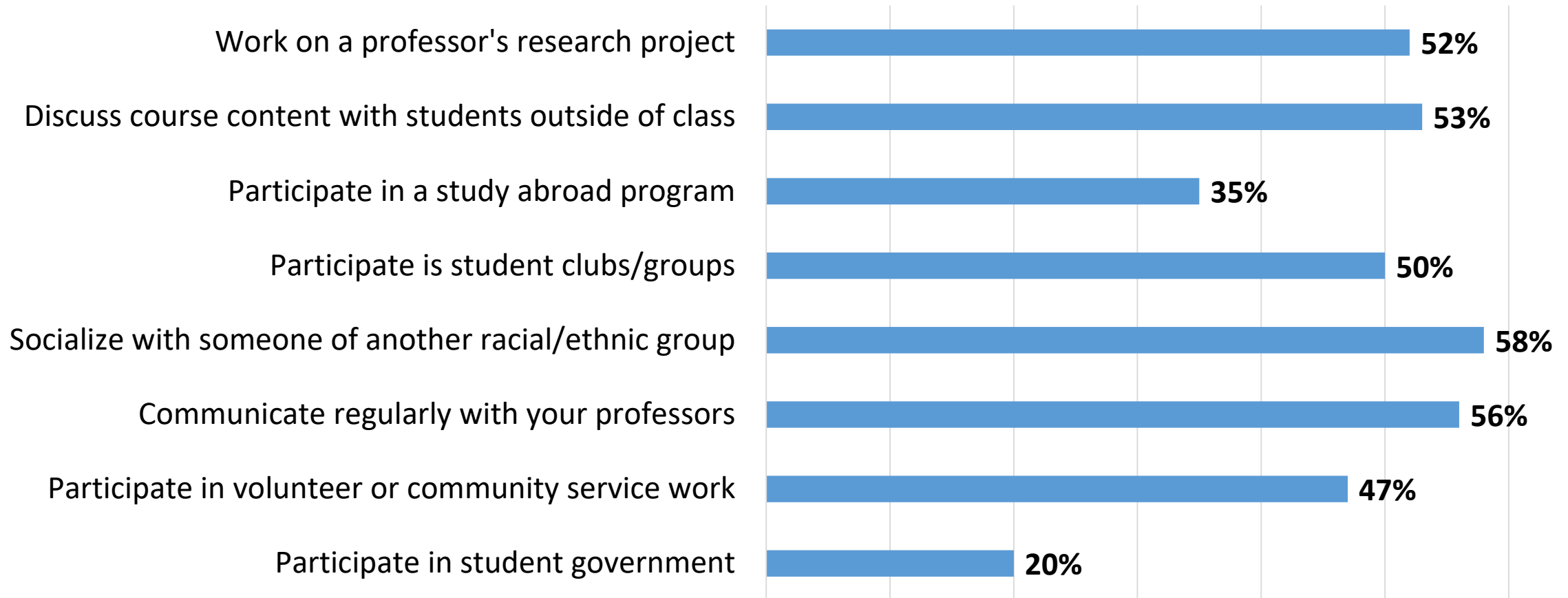
# NSSE Usage at the University Level

- How do the expectations of incoming freshmen compare to their reported experiences during their first year?
- Is there a gap between FTF plans and senior experiences in High Impact Practices?
- Do student engagement levels differ across NSSE indicators?
- Do students at SB and PDC have different perceptions or experiences with regard to interactions with faculty?
- How can the NSSE be used to evaluate student perceptions of teaching practices?

# Expectations in Student Engagement

CIRP Survey: All Respondents

What is your best guess as to the chances that you will:



% responded "Some chance" or "Very good chance"

# Expectations vs. Plans/Actions

## CIRP

Participate in a study abroad program  
*"Some chance/Very good chance"*  
**332**



## NSSE

Participate in a study abroad program  
*"Plan to do/Done or in progress"*  
**58%**

Socialize with someone of another  
racial/ethnic group  
*"Some chance/Very good chance"*  
**552**



Discussions with people from a race or  
ethnicity other than your own  
*"Often/Very Often"*  
**73%**  
*"Sometimes"*  
**19%**

# Expectations vs. Plans/Actions

## CIRP

Discuss course content with students  
outside of the classroom  
*"Some chance/Very good chance"*

**516**



## NSSE

Asked another student to help you understand the course  
material

*"Often/Very Often"*

**52%**

*"Sometimes"*

**40%**

Explained course material to one or more students

**58%**

**37%**

Prepared for exams by discussing/working through course  
material with other students

**43%**

**42%**

Worked with other students on course projects or  
assignments

**43%**

**45%**

\*Data represents FTF who participated in the CIRP and NSSE during their first year



# Expectations vs. Plans/Actions

## CIRP

Work on a professor's research project  
*"Some chance/Very good chance"*

**490**



Work with a faculty member on a research project  
*"Plan to do/Done or in progress"*

**42%**

Communicate regularly with professors  
*"Some chance/Very good chance"*

**541**



Discussed course topics, ideas, or concepts with  
a faculty member outside of class  
*"Often/Very Often"*

**22%**

*"Sometimes"*

**37%**

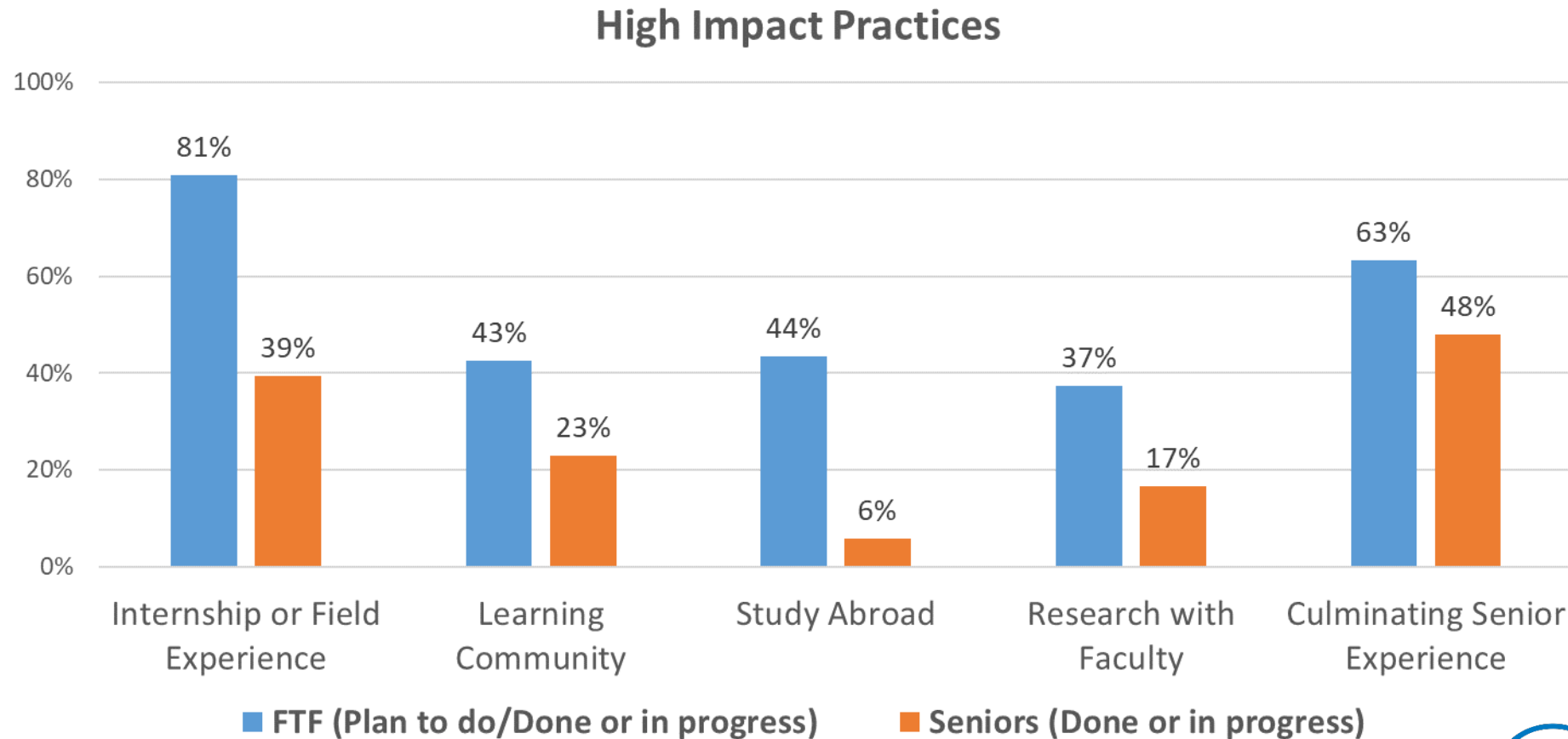
Discussed your academic performance with a  
faculty member

**25%**

**44%**

# NSSE Usage at the University Level

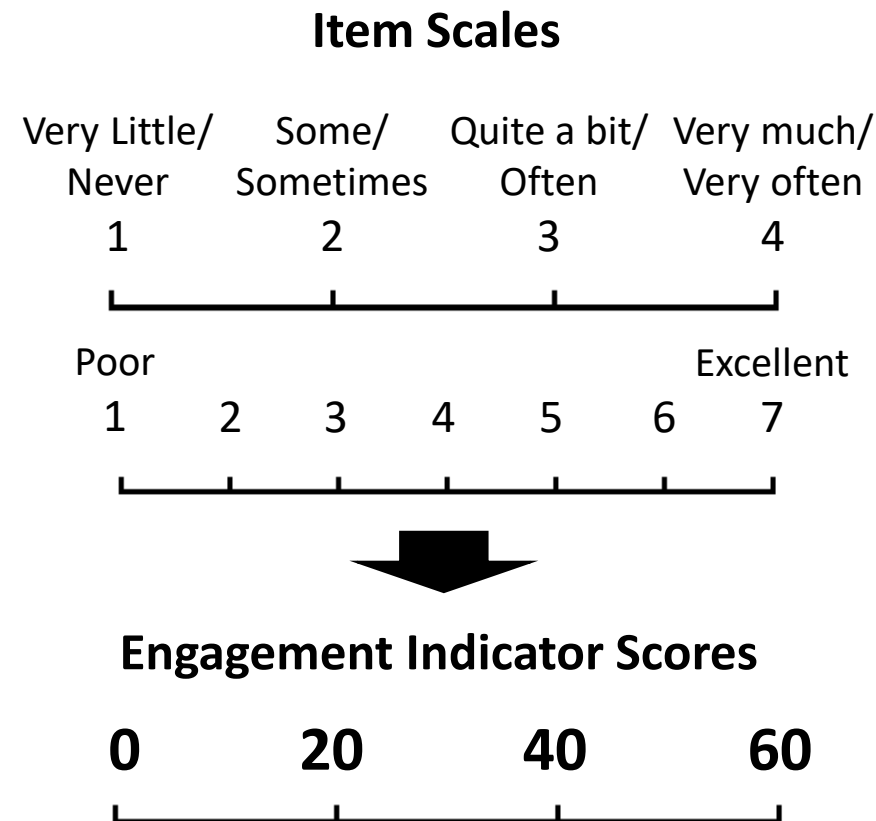
Is there a gap between FTF plans and senior experiences in High Impact Practices?



# NSSE Usage at the University Level

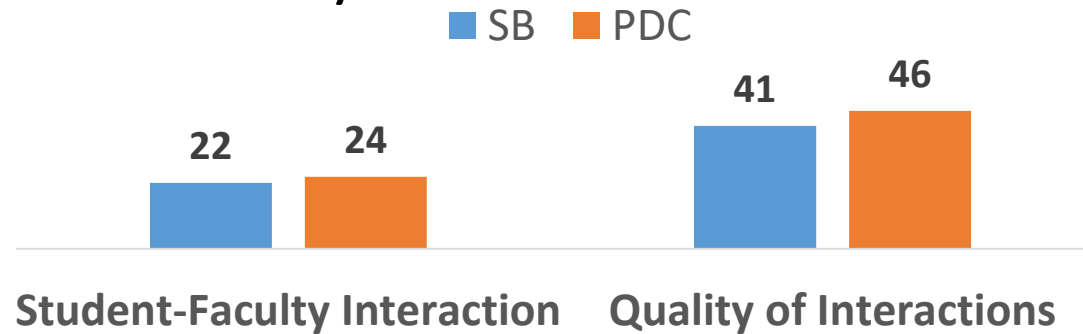
Do student engagement levels differ across NSSE indicators?

	FTF	Seniors
<b>Academic Challenge</b>		
Higher-Order Learning	40	42
Reflective & Integrative Learning	36	40
Learning Strategies	39	41
<b>Quantitative Reasoning</b>	<b>26</b>	<b>29</b>
<b>Learning with Peers</b>		
Collaborative Learning	32	34
Discussions with Diverse Others	39	44
<b>Experiences with Faculty</b>		
<b>Student-Faculty Interaction</b>	<b>18</b>	<b>23</b>
Effective Teaching Practices	43	42
<b>Campus Environment</b>		
Quality of Interactions	39	43
Supportive Environment	38	35



# NSSE Usage at the University Level

Do students at SB and PDC have different perceptions or experiences with regard to interactions with faculty?



	FTF		Seniors	
	SB	PDC	SB	PDC
<b><i>Student-Faculty Interaction (How much)</i></b>	<b>18</b>	<b>22</b>	<b>23</b>	<b>25</b>
<i>Talked about career plans</i>	24	29	28	29
<i>Worked w/ faculty outside the classroom</i>	12	19	17	20
<i>Discussed course topics</i>	16	18	23	24
<i>Discussed academic performance</i>	21	23	24	27

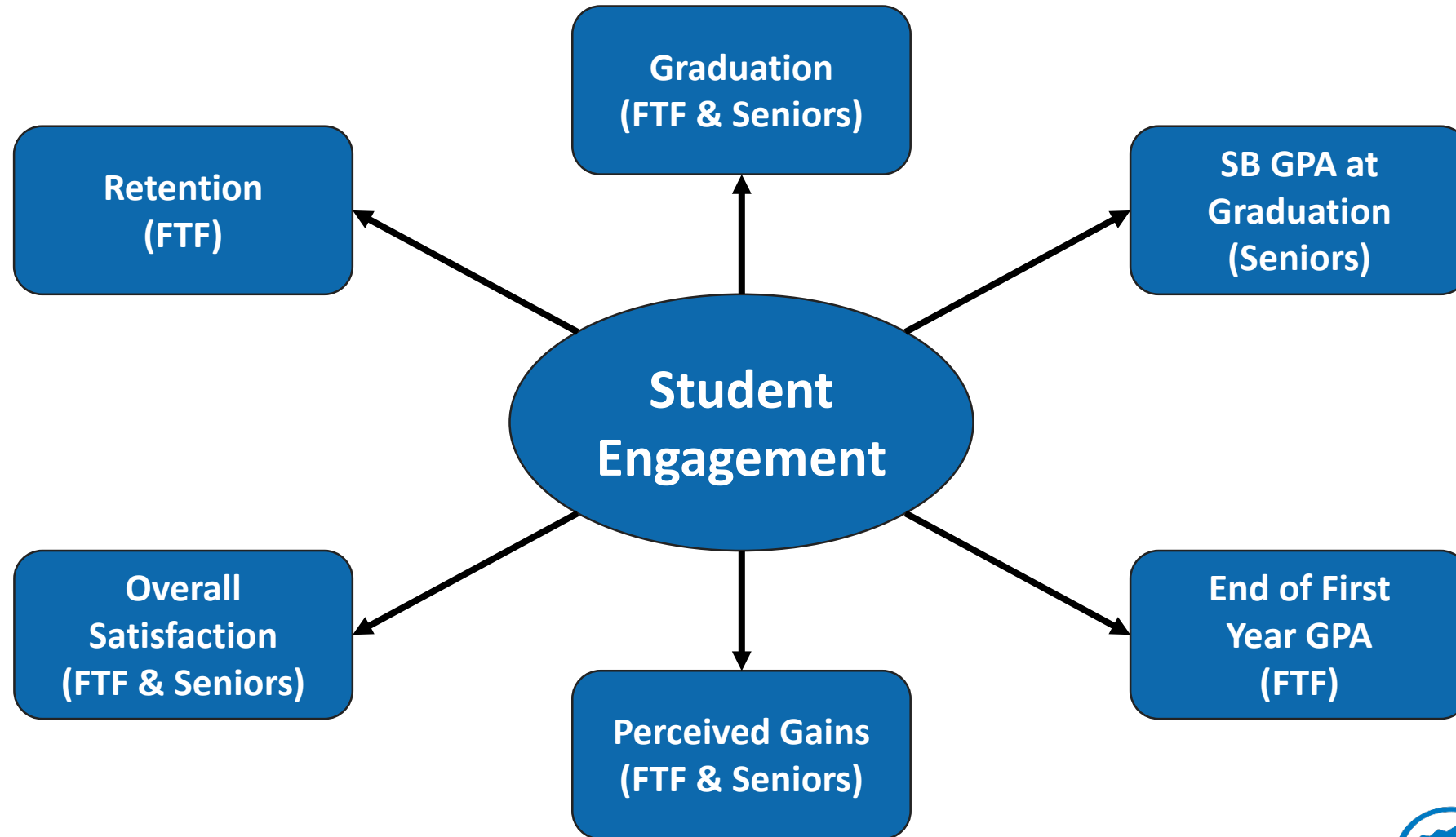
	FTF		Seniors		
	SB	PDC	SB	PDC	
<b>38</b>	<b>46</b>	<b>43</b>	<b>46</b>	<b><i>Quality of Interactions</i></b>	
38	44	46	46	<i>Faculty</i>	
44	52	48	50	<i>Students</i>	
38	48	41	45	<i>Advisors</i>	
36	44	39	44	<i>Student services staff</i>	
36	43	40	46	<i>Other administrative staff</i>	

# NSSE Usage at the University Level

How can the NSSE be used to evaluate student perceptions of teaching practices of Dept. A?

	FTF			Seniors		
	Dept. A	College	University	Dept. A	College	University
<b>Higher-Order Learning (How much)</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>41</b>	<b>42</b>	<b>42</b>
<i>Coursework emphasizes applying facts, theories, or methods to practical problems</i>	39	39	39	42	42	43
<i>Coursework analyzes an idea, experience, or line of reasoning in depth</i>	41	41	41	42	43	43
<i>Coursework evaluates a point of view, decision, or information source</i>	41	41	41	42	43	42
<i>Coursework forms a new idea or understanding from various pieces of information</i>	41	40	40	40	41	41
<b>Collaborative Learning (How often)</b>	<b>31</b>	<b>31</b>	<b>32</b>	<b>31</b>	<b>32</b>	<b>34</b>
<i>Worked with others on course projects or assignments</i>	28	30	30	32	33	38
<b>Effective Teaching Practices (What extent)</b>	<b>40</b>	<b>41</b>	<b>43</b>	<b>44</b>	<b>43</b>	<b>42</b>
<i>Clearly explained course goals &amp; requirements</i>	45	45	46	48	48	46
<i>Taught course sessions in an organized way</i>	41	42	44	46	45	44
<i>Used examples or illustrations to explain difficult points</i>	43	42	44	47	46	45
<i>Provided feedback on a draft or work in progress</i>	38	40	42	39	38	38
<i>Provided prompt &amp; detailed feedback on tests or completed assignments</i>	34	36	38	38	38	37

# Why Does Engagement Matter?



# Outcomes of Student Engagement

## “Connecting the Dots” Study



Significantly positive effects on grades and persistence, net of pre-college achievement, financial aid, SES, and many other student characteristics.

What's more, engagement has *compensatory* effects on grades and persistence – i.e., salutary effects are even greater for lower ability students and underrepresented students.



# Using NSSE Data in Departments and Programs

*FIR Case  
Study*

*Identifying  
How NSSE  
Might Help  
You*



# Faculty in Residence: A Practical Application of NSSE

## What Faculty-in-Residence (FIR) Do

- Build community with residents
- Develop and implement programs for residents
- Teach residents outside of the classroom
- Attend student leader programs
- Advise residents
- Serve as role models and mentors
- Eat meals in resident commons areas
- Attend DHRE staff meetings
- Meet with Village area coordinators
- Partner with RAs and ACORE for programming

# **Faculty in Residence: A Practical Application of NSSE**

## Intended Effects of FIR Program/Key Student Success Indicators

Increased Graduation Rates

Increased Retention Rates

Decreased DFWI Rates

Increased Supportive Environment

Increased Student-Faculty Interaction

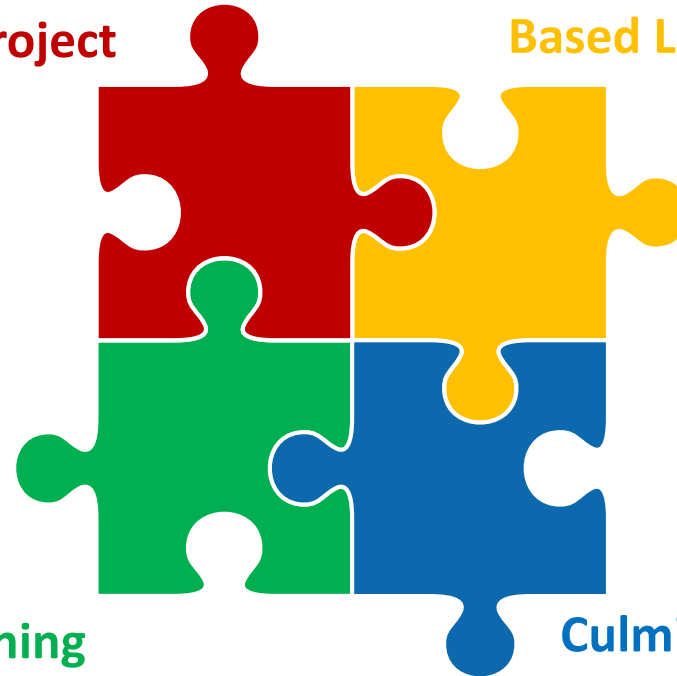
Increased Sense of Belonging

# Faculty in Residence: A Practical Application of NSSE

## FIR High-Impact Practices

**Work with a Faculty  
Member on  
Research Project**

**Service  
Learning/Community-  
Based Learning**



**Learning  
Communities**

**Culminating Senior  
Experience**

# Faculty in Residence: A Practical Application of NSSE

FIR Key Indicators and HIPs	NSSE Indicators/Items
Increased Supportive Environment	Supportive Environment
Increased Student-Faculty Interaction	Student-Faculty Interaction
Increased Sense of Belonging	Supportive Environment; collaborative learning
Working with Faculty on a Research Project	Student-Faculty Interaction; work with a faculty member on a research project
Learning Communities	Participate in a learning community; collaborative learning
Culminating Senior Experience	Complete a culminating senior experience

# Faculty in Residence: A Practical Application of NSSE

## Student-Faculty Interaction

<u><i>NSSE Engagement Indicators</i></u>	FTF		Seniors	
	<i>Non-Resident Students</i>	<i>Student Residents</i>	<i>Non-Resident Students</i>	<i>Student Residents</i>
	<b>Student-Faculty Interaction</b>	<b>18</b>	<b>19</b>	<b>23</b>
<i>Talked to faculty about career plans</i>	24	25	28	32
<i>Worked w/ a faculty member</i>	12	14	17	23
<i>Discussed course topics</i>	17	16	23	24
<i>Discussed academic performance</i>	21	22	24	25

<u><i>NSSE High-Impact Practices</i></u>	FTF		Seniors	
	<i>Non-Resident Students</i>	<i>Student Residents</i>	<i>Non-Resident Students</i>	<i>Student Residents</i>
	<b>Work w/ a Faculty Member on a Research Project</b>			
<i>Undecided or do not plan to</i>	64%	59%	66%	62%
<i>Plan to or done/in progress</i>	36%	41%	34%	38%

# Faculty in Residence: A Practical Application of NSSE

## Learning Communities

<u><i>NSSE Engagement Indicators</i></u>	FTF		Seniors	
	<i>Non-Resident Students</i>	<i>Student Residents</i>	<i>Non-Resident Students</i>	<i>Student Residents</i>
	<b>Collaborative Learning</b>	<b>31</b>	<b>33</b>	<b>34</b>
<i>Asked another student for help</i>	32	34	30	33
<i>Explained course material to others</i>	35	36	37	35
<i>Prepared for exams w/ others</i>	29	33	32	31
<i>Worked w/ another student on a project</i>	30	31	38	39

<u><i>NSSE High-Impact Practices</i></u>	FTF		Seniors	
	<i>Non-Resident Students</i>	<i>Student Residents</i>	<i>Non-Resident Students</i>	<i>Student Residents</i>
	<b>Participate in a Learning Community</b>			
<i>Undecided or do not plan to</i>	58%	54%	65%	46%
<i>Plan to or done/in progress</i>	42%	46%	35%	54%

# Faculty in Residence: A Practical Application of NSSE

## Supportive Environment

<u><i>NSSE Engagement Indicators</i></u>	FTF		Seniors	
	<i>Non-Resident Students</i>	<i>Student Residents</i>	<i>Non-Resident Students</i>	<i>Student Residents</i>
<b>Supportive Environment</b>	<b>38</b>	<b>37</b>	<b>35</b>	<b>35</b>
<i>Support to succeed academically</i>	43	40	40	40
<i>Learning support services</i>	44	41	39	41
<i>Contact among students from different backgrounds</i>	37	36	35	35
<i>Opportunities to be involved socially</i>	40	39	37	38
<i>Support overall well-being</i>	43	40	41	42
<i>Help manage non-academic responsibilities</i>	33	33	26	24
<i>Campus activities</i>	36	37	33	34
<i>Events that address social issues</i>	31	32	29	26

# How Might NSSE Support *Your* Efforts?

In your departmental/programmatic groups, identify 3 to 4 of your primary departmental/program functions or outcomes. In other words, what are the primary intentions of your department/program?

As a team, use the provided handout of NSSE items to highlight those items that seem to align with each of your identified program functions or outcomes. Be sure to indicate to which function(s)/outcome(s) each highlighted item aligns.

Bonus: For each highlighted item, discuss with your team what insight or information the data might provide you in terms of the extent to which you're meeting the identified function/outcome and how that data might inform your continual improvement efforts. In other words, **how might the data from that NSSE item be of *actual* use to your department/program?**



# If You Would Like Individualized Support

Institutional Research, University Data, Survey Data, etc.

[Institutional\\_Research@csusb.edu](mailto:Institutional_Research@csusb.edu)

909-537-5052

Institutional Effectiveness, Program Design, and Assessment

Joanna Oxendine

[joxendin@csusb.edu](mailto:joxendin@csusb.edu)

909-537-3750

Program Design and Assessment (Student Affairs)

Michael Nguyen

[michael.v.Nguyen@csusb.edu](mailto:michael.v.Nguyen@csusb.edu)

909-537-7748