

**Welcome to the NSSE Webinar
Assessing the First-Year Experience**


Student success in the first year of college is no accident. This Webinar will highlight approaches to maximizing the use of NSSE results to inform first-year experience programs, retention initiatives, and to consider what results suggest about activities for the sophomore year.

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.

**Assessing the First Year Experience:
Using NSSE and BCSE Data to
Enhance Student Success**

March 4, 2008

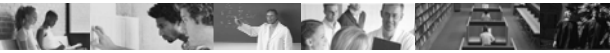


Jillian Kinzie
Associate Director
NSSE Institute for Effective
Educational Practice
Indiana University Center for
Postsecondary Research



Inquiring Minds....

- **What data do you use to inform your understanding of the first year experience? In teaching first-year students? Who wants to know??**
- **In what curricular and co-curricular areas, specific courses, or transition points do first year students have the most difficulty? What measures do you use to monitor these issues?**
- **What are your current strengths in the first year experience?**
- **How can NSSE data inform activities for the sophomore year?**

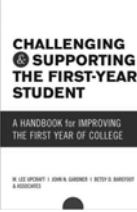


What do we know? What assessments inform the First Year Experience?

- Research on effective educational practices & expectations (Keup, 2007; Miller, Kuh, Schuh, 2005; AAC&U Greater Expectations, 2002; Kuh, Kinzie, Schuh, Whitt & Associates, 2005; Schilling & Schilling, 2005; Upcraft, Gardner, Barefoot, 2005)
- Cooperative Institutional Research Program – 40 years of data on entering students; YFCY
- College Student Experience Questionnaire Research Program (CSXQ & CSEQ)
- Institutional data on entering students; gateway course success rates; persistence data; early alert statistics
- National Survey of Student Engagement (NSSE) and the Beginning College Survey of Student Engagement (BCSSE)
- Foundations of Excellence project

**Principles of Good Practice for the First
College Year: Recommendations**

- Institutional commitment by leaders, faculty, staff, and governing boards
- Focus on student learning both inside & outside the classroom
- Encourage student affairs-academic affairs partnership
- Offer challenge and support
- Communicate high expectations
- Foster an inclusive and supportive campus climate
- Conduct systematic assessment
- Create atmosphere of dignity & respect for FY students
- Teach students strategies and skills to succeed
- Get faculty involved
- Encourage students to assume responsibility for their success



Challenging and Supporting the First-Year Student: A Handbook for Improving the First Year of College. By M. Lee Upcraft, John N. Gardner, Betsy O. Barefoot, and Associates, Jossey-Bass, 2005 p. 515-517

Audiences for FY Assessment Data

- Admissions and Enrollment Management
- First Year Experience (Orientation, Residence Life, FIGs faculty and staff)
- Faculty teaching FY courses; Faculty Development offices
- FY Advisors
- General Education committee
- Retention Task Force
- Academic Deans, Department heads
- Accreditation team

Make NSSE, BCSSE Data Relevant

- **RELEVANCY.** Share data that are most compelling for your audience.
- What **campus initiatives** (retention, learning community creation, writing center) might benefit from NSSE data? Feed them results!
- Use **comparison group data** to motivate reflection and action on results – requires careful selection of peer groups
- Look at your results relative to past performance and absolute standards – **can you commit to getting better?**
- What other **institutional data can you link** to NSSE results?
- Which results warrant **further exploration?**

Using NSSE, BCSSE & FSSE to Assess the First Year

- Use standard NSSE, BCSSE and FSSE reports, means and frequencies
- Create topical, short reports (ex: FY writing; FY in Learning Communities); collapse response options
 - Frequently = “often” + “very often”
 - Substantial = “quite a bit” + “very much”
- Simple comparisons, crosstabs, regressions to predict outcomes variables including persistence (add FY retention data to file), and FY satisfaction (Q 13)

National Survey of Student Engagement
NSSE 2007 Mean Comparisons
NSSEville State University

NSSEville State compared with:

Variable	Rank	Class	NSSEville State		Selected Peers		Carnegie Peers		NSSE 2007		
			Mean*	SD*	Mean*	SD*	Mean*	SD*	Mean*	SD*	
Academic and Intellectual Experiences											
* In your courses you spent instruction during the previous school year, about how often have you done each of the following? (Never, Sometimes, Often, Very often)											
1. Asked questions in class or contributed to class discussions		CLQUEST	ACL	FY	2.84	2.65 ***	23	2.62 ***	27	2.74 **	11
2. Made a class presentation		CLPRESENT	ACL	FY	2.33	2.69 ***	33	2.58 ***	33	2.21 ***	13
3. Prepared two or more drafts of a paper or assignment before turning it in		REWRPOP	SR	FY	2.59	2.53	07	2.53	06	2.64	-01
4. Worked on a paper or project that required integrating ideas or information from various sources		INTEGRAT	SR	FY	3.04	2.96 **	11	2.95 **	11	3.03	01
5. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments		DIVCLASS	SR	FY	2.88	2.73 ***	17	2.73 ***	16	2.90 **	06
6. Came to class without completing readings or assignments		CLDOWREP	SR	FY	1.97	2.07 **	12	2.00 ***	15	2.02	-02
7. Worked with other students on projects during class		CLASSGRP	ACL	FY	2.50	2.39 **	14	2.36 ***	16	2.40 **	13
8. Worked with classmates outside of class to prepare class assignments		OCCGRP	ACL	FY	2.33	2.41 *	-09	2.42 *	-10	2.38	-05
9. Did research (library, computer, other) on material covered in class		RESEARCH	ACL	FY	2.54	2.78 ***	36	2.80 ***	38	2.75 ***	13
10. Did research (library, computer, other) on material covered in class when completing assignments or during class discussions		INTDEAS	SR	FY	2.67	2.56 **	14	2.55 ***	15	2.57 **	11
11. Tutors or teaches other students		TUTOR	ACL	FY	1.59	1.70 **	-13	1.73 ***	-16	1.69 **	-13
12. Participated in a community-based project (e.g. service learning) as part of a regular course		COMMPROJ	ACL	FY	1.48	1.48	00	1.40	-01	1.52	-04
			SR	FY	1.71	1.61 *	12	1.64	09	1.69	03

* Weighted by public, nontransfer credit, and noncredit courses
** p < .01 *** p < .001

National Survey of Student Engagement
NSSE 2007 Engagement Item Frequency Distributions
NSSEville State University
First-Year Students

Variable	Response Options	NSSEville State		Selected Peers		Carnegie Peers		NSSE 2007	
		Count	%	Count	%	Count	%	Count	%
1. Asked questions in class or contributed to class discussions (ACL)	Never	14	5%	451	4%	1,565	3%	4,836	4%
	Sometimes	313	42%	6,008	44%	13,661	31%	26,418	26%
	Often	202	24%	4,111	35%	10,071	35%	52,664	35%
	Very often	148	18%	2,152	17%	6,493	17%	34,704	24%
Total		571	100%	11,813	100%	30,990	100%	147,933	100%
2. Made a class presentation (ACL)	Never	44	8%	1,959	16%	5,777	20%	20,344	16%
	Sometimes	334	58%	6,759	57%	17,509	56%	80,660	53%
	Often	157	27%	2,460	18%	6,060	18%	36,269	23%
	Very often	36	7%	626	5%	1,639	5%	10,626	7%
Total		571	100%	11,804	100%	30,985	100%	147,899	100%
3. Prepared two or more drafts of a paper or assignment before turning it in (REWRPOP)	Never	72	13%	1,831	17%	5,084	17%	19,478	14%
	Sometimes	174	31%	3,761	34%	9,922	32%	46,750	31%
	Often	204	36%	3,602	30%	9,632	31%	47,395	32%
	Very often	120	21%	2,610	20%	6,342	21%	34,222	23%
Total		571	100%	11,804	100%	30,970	100%	147,845	100%
4. Worked on a paper or project that required integrating ideas or information from various sources (INTEGRAT)	Never	7	1%	294	3%	905	3%	2,948	3%
	Sometimes	123	21%	2,768	20%	7,646	20%	31,806	21%
	Often	274	49%	5,241	44%	13,382	42%	66,317	44%
	Very often	167	29%	3,503	27%	9,032	28%	46,937	31%
Total		571	100%	11,806	100%	30,965	100%	147,808	100%

60% = Frequently

Informing Campus Dialogue with Assessment Results

Using NSSE, FSSE, BCSSE: What Kinds of Questions?

- “**Thermometer**” Questions
How many first-year (FY) students...?
- “**How Do We Compare**” Questions
Do we score above or below institutions like us?
- “**Comparing Groups**” Questions
Do FY men and FY women do certain things differently?
- “**Relationship**” Questions
Are those FY who x more likely to y?
- “**Multiple Data Source**” Questions
What do faculty (FSSE) and FY students (NSSE) say about...?



Checking Your Campus's Temperature

National Survey of Student Engagement

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What do first-year students do?

1. What percent of full-time first-year students study, on average, more than 15 hours per week? (Q9a)

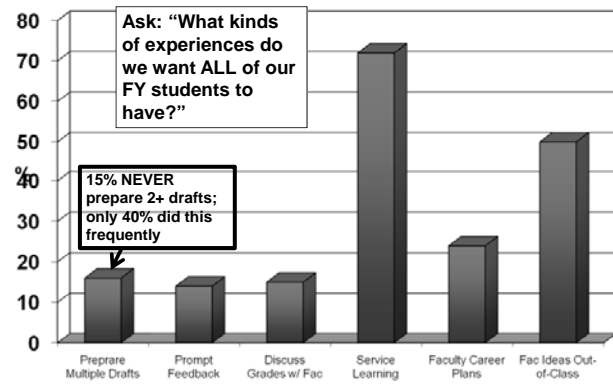
- (a) 18%
- (b) 28%
- (c) 34%
- (d) 41%
- (e) 50%

c. 34% NSSE FY;

Worrisome Gap? Time spent studying

- First-year students average about 13-14 hrs. per week studying
- 60% of entering students expected to spend more than 15 hrs per week preparing for class
- Entering first-year students EXPECT to study more than they actually do in college
- Faculty Survey of Student Engagement (FSSE) data indicate that faculty expect students to spend more than twice that amount preparing (estimated 24-30 hrs. a week for FT)

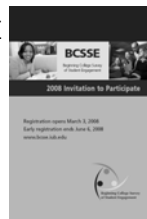
First Year Students "NEVER"



BCSSE: Pre-College Experiences, Expectations Beginning College Survey of Student Engagement

Register Now for 2008

- BCSSE (pronounced "bessie")
 - Designed as a companion to NSSE
 - Pilots in 2004-2006; 127 BCSSE schools in 2007!
- Purpose:
 - Measure entering first-year students' pre-college academic and co-curricular experiences.
 - Expectations and attitudes for participating in educationally purposeful activities during the first college year.



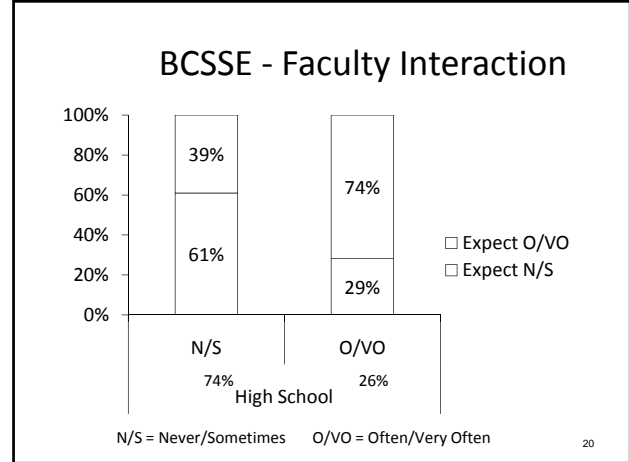
BCSSE Content

- High school academic and co-curricular engagement.
- High school academic preparation (e.g., AP courses).
- 5 scales
 - High School Academic Engagement
 - Expected First-Year Academic Engagement
 - Academic Persistence
 - Academic Preparation
 - Importance of Campus Environment

BCSSE-Faculty Interaction

- What percent of students in high school report that they frequently (often + very often) interact with faculty outside of class?
 - a). 15%
 - b). 26%**
 - c). 35%
 - d). 42%

Okay, so what is the relationship between student reports of the extent to which they interact with faculty outside of class in high school and their expectation for doing this in college?



Are We Better or Worse?

How Do We Compare?

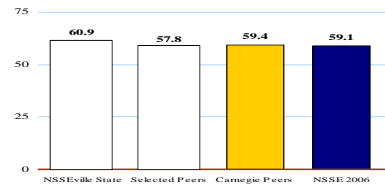
Supportive Campus Environment (SCE)

IMPORTANT to get input from vested audiences on peer comparison choices

Benchmark Comparisons

Class	NSSEville State				Selected Peers				Carnegie Peers				NSSE 2006			
	Mean ^a	SD ^b	Sig ^c	Std ^d	Mean ^a	SD ^b	Sig ^c	Std ^d	Mean ^a	SD ^b	Sig ^c	Std ^d	Mean ^a	SD ^b	Sig ^c	Std ^d
First-Year	60.9		**	.17	57.8		**	.17	59.4				59.1			
Senior	59.7		**	.21	55.8		**	.21	59.4				56.6		*	.16

NSSEville State compared with: Carnegie Peers



Comparing Against Other Institutions

- Unlike NSSE...
- FSSE and BCSSE do not provide institution-versus-peer-group comparisons**
- But....

Grand Frequencies

- Find FSSE and BCSSE results that can be used as reference points at www.fsse.iub.edu and www.bcsse.iub.edu

Item	Response Option	Lower Institution			Upper Institution			Total		
		Count	Count	Count	Count	Count	Count			
1. Perceptions, attitudes, feelings, opinions, or expectations about campus	Not Reported	1172	1172	1172	1172	1172	1172	1172	1172	
	Reported	1172	1172	1172	1172	1172	1172	1172	1172	
	Not Reported	1172	1172	1172	1172	1172	1172	1172	1172	
	Reported	1172	1172	1172	1172	1172	1172	1172	1172	
2. Community service or volunteer work	Not Reported	1172	1172	1172	1172	1172	1172	1172	1172	
	Reported	1172	1172	1172	1172	1172	1172	1172	1172	
	Not Reported	1172	1172	1172	1172	1172	1172	1172	1172	
	Reported	1172	1172	1172	1172	1172	1172	1172	1172	
3. Participation in a learning community or other other formal program which provides students with a shared learning experience	Not Reported	1172	1172	1172	1172	1172	1172	1172	1172	
	Reported	1172	1172	1172	1172	1172	1172	1172	1172	
	Not Reported	1172	1172	1172	1172	1172	1172	1172	1172	
	Reported	1172	1172	1172	1172	1172	1172	1172	1172	

Comparing Groups

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Gender Differences in Engagement by First-year Students (source: NSSE 2006)

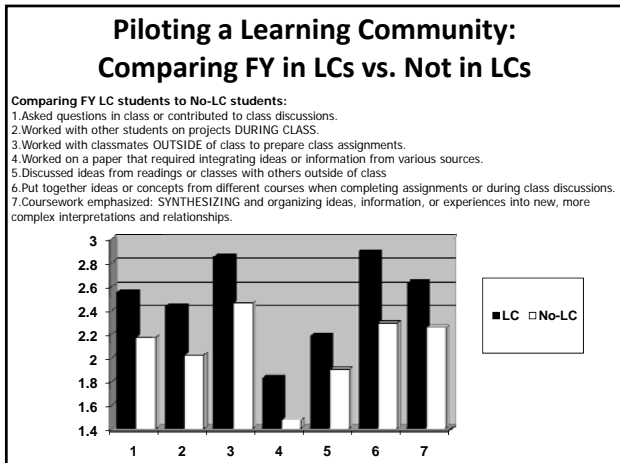
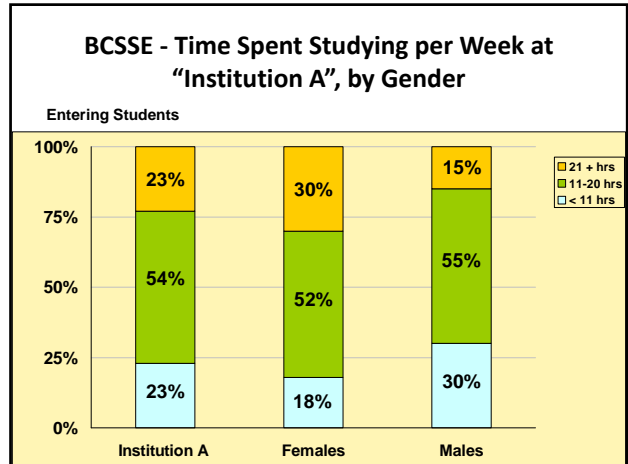
Female Students More Engaged	Male Students More Engaged
Community service or volunteer work	Tutored or taught other students
Hours per week preparing for class	Hours per week relaxing and socializing (watching TV, partying, etc.)
Hours per week providing care for dependents living with you (parents, children, spouse, etc.)	Hours per week participating in co-curricular activities
Worked harder than you thought you could to meet an instructor's standards or expectations	Exercised or participated in physical fitness activities
Used e-mail to communicate with an instructor	Discussed ideas from readings or classes with faculty members outside of class
Foreign language coursework	Number of problem sets (problem-based homework assignments) that take less than an hour to complete
Prepared two or more drafts of a paper or assignment before turning it in	Research project with faculty member
Attended an art exhibit, gallery, play, dance, or other theater performance	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)

Answering Questions with BCSSE Data

- What do we know about entering students expectations about studying?
- BCSSE asks of entering college students:

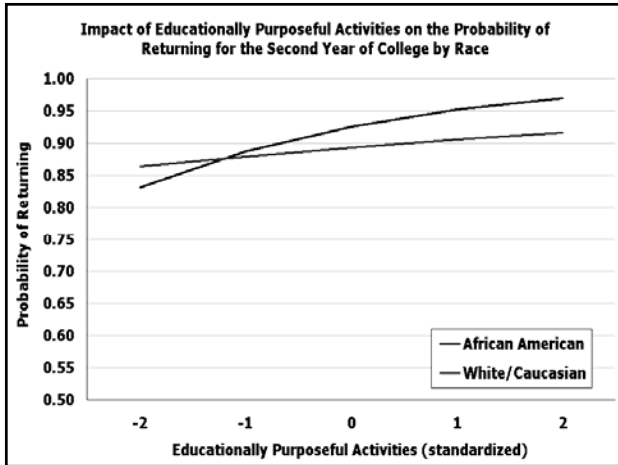
“During the coming school year, about how many hours do you think you will spend in a typical 7-day week preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?”
- Does this differ by gender?

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Are Those Who ... Also ...?

National Survey of Student Engagement 30



NSSE and Humboldt State University



- 2002 NSSE surveyed 169 freshmen
 - 139 returned and 30 withdrawn
- Analysis on individual item level
- Withdrawn students had substantially lower engagement on 12 NSSE items (more than 15-20% difference) – Ex: working with classmates on assignments, participating in community-based project, hours participating in co-curriculars
- A large number of the items reflect attitudes that could be identified in conversations between students and advisors

Predicting Retention at Elon University



- ♦ Students' relationship with peers predictive of retention. Elon considering programs/services to foster these relationships, checking published findings & best practice.

		Correlations			
		Retention	If you could start over again, would you go to the SAME INSTITUTION you are now attending?	How would you evaluate your online educational experience at this institution?	Quality: Your relationships with other students
Retention	Pearson Correlation Sig. (2-tailed) N	1	.361** (.000)	.372** (.000)	.255** (.000)
If you could start over again, would you go to the SAME INSTITUTION you are now attending?	Pearson Correlation Sig. (2-tailed) N	.361** (.000)	1	.368** (.000)	.247** (.000)
How would you evaluate your online educational experience at this institution?	Pearson Correlation Sig. (2-tailed) N	.372** (.000)	.368** (.000)	1	.247** (.000)
Quality: Your relationships with other students	Pearson Correlation Sig. (2-tailed) N	.255** (.000)	.247** (.000)	.247** (.000)	1

** . Correlation is significant at the 0.01 level (2-tailed).

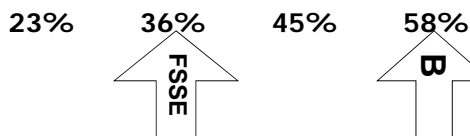
Don't We Have Data from ... on That Too?

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NSSE - FSSE Data

- "Institution B" Active & Collaborative Learning benchmark scores LOW for FY students; FY report limited gains in working with others; quality of relationship with peers lower than norm
- What percentage of faculty members teaching FY students spend *more than half* the time lecturing in their course?



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Improvement Initiative: Co-curricular Involvement in the First Year

- Interpreting NSSE results for Institution A: "About half of our FY students spend no time on co-curricular activities. This seems really low. What did our students do in high school?"
- ✓ Institution reviews CIRP data. Their entering students are lower than the norm. Admissions confirms most new students worked part-time jobs in high school, likely limiting co-curricular involvement.

Using NSSE to Look Forward: Planning for the Sophomore Year

National Survey of Student Engagement

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Using NSSE to Look Forward: The Sophomore Year



“The sophomore year challenges students with many choices and is an exciting time as students solidify their academic plans, decisions about choice of concentration (major), off-campus study, and potential career paths.”

- “Sophomore slump”
- Time of development confusion; search for meaning and direction
- Greater need for programming related to major, career, enriching activities, advising, co-curricular life

Schaller, M. (2005). Wandering and Wondering: Traversing the Uneven Terrain of the Second College Year. *About Campus*, 10(3), 17-24.

Using NSSE to Look Forward: Planning for the Sophomore Year

NSSE FY data to consider for Soph Programming:

- ✓ 30% FY **NEVER*** discussed career plans with a faculty member or advisor
- ✓ 65% “don’t plan to” + “aren’t sure” about study abroad
- ✓ 88% happy (excellent + good) with advisors (Q12)
- ✓ Concern: 45% FY report 0 hours in co-curricular involvement; and the 20% report more than 21 hours per week

NSSE and Accreditation

National Survey of Student Engagement

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Perspectives on NSSE and Accreditation

“NSSE is used more widely today than ever as an effective way to assess what both institutions and students themselves do to foster student success.”

— Belle S. Wheelan, President, Southern Association of Colleges and Schools

*Institutional Example: Wesleyan College, Macon, GA
SACS QEP “Living Liberal Education: A More Intentional First-Year Experience”*

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Using NSSE in Accreditation

- NSSE results are direct indicator of what students put into their education, and provides an indirect measure of student gains
 - EX: Institution claims strong emphasis on active & collaborative learning in FY
 - DATA: 88% FY “frequently” ask questions in class, 78% “frequently” work with peers in class, 80% outside on group projects; FY report substantial gains in working effectively with others
- NSSE results indicate areas for improvement and are “actionable” – thus, appropriate for inclusion in quality improvement plans

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BCSSE and NSSE: Institutional Examples of Assessment in the FY of College

National Survey of Student Engagement

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Institutional Example: Using BCSSE to Become a Student-Centered Institution

- **Southern Connecticut State University** reviewed BCSSE & NSSE results in strategic planning process to create new FY initiatives, including a pilot FYE program, increased emphasis on recruitment & retention, and improvements to advising.
- **BCSSE results** distributed to **advisers** to help them better understand first-year students' expectations. FYE instructors shared BCSSE results with students in their FY seminars to actively involve students in the assessment process. Future administrations of BCSSE & NSSE will be used to evaluate these initiatives.

Using NSSE Data-- Example 1: Participation in Internships

- **NSSE Results:**
 - Internships: 78% FY "Plan to do" only 45% Seniors report "done"
 - FY & SRs report low gains in "acquiring work related knowledge"
 - Students wanted to participate in internships, but too few did
- **Campus Action:**
 - Used NSSE data to advocate hiring staff dedicated to overseeing this area of growth.
 - Increased campus advertising and focus on the internship program in FY and Sophomore year

Institutional Example: Focus on desired pedagogy



- NSSE data indicated First-year students less involved in service learning than JMU desired.
- Workshops conducted to encourage faculty to adapt courses to include service learning
- Studied change in participation of students and instructional practice



Used NSSE results to identify areas for increased focus including:

- need to develop & distribute a campus-wide philosophy
- create more exposure to diversity in FY & Gen Ed courses
- more professional development for faculty & administrators who work with first-year students
- creation of common components in the FY curriculum
- better & more effective communication with FY students
- promotion of service learning, mentoring, & undergraduate research to foster student-faculty interaction outside classroom

First Year Task Force established priorities including:

- "One Voice" syllabi for first-year courses
- Create reward system for faculty teaching first-year courses
- Develop First-Year Council of faculty & administrators with responsibility for first-year classes or programs
- Assessment of FYE programs and initiatives – in particular, the Student Success Seminar



Truman State University Focus on Advising

Data: NSSE results low for quality advising; internal survey indicated professional advisors rated more highly than faculty advisors; faculty desired to improve advising

- ◆ Implemented professional advisors in residence halls to improve access to advisors
- ◆ Developed faculty – professional staff advising workshops, newsletter
- ◆ VP of Academic Affairs to carry out comprehensive assessment of advising

Examining the FY Experience More In-Depth: Using Quantitative and Qualitative Assessments

- NSSE results can point to areas in need of more in-depth study
 - Focus Groups
 - Interviews with students and faculty
 - Self-studies

Example: Using Focus Groups



- NSSE and CIRP pointed to problems with first year students' academic engagement, but WTAMU desired more holistic picture of students' experience
- Conducted "Student Engagement Audit Focus Groups" – 2 focus groups per college to discover what faculty and students found educationally engaging and identify classroom experiences that were engaging and disengaging

Example: Focus Groups and Self-Study



- Committee on First-Year Experience (CoFYE) conducted series of focus groups with students & faculty to gain greater insight into their NSSE results
- Student responses suggested areas for improvement in curriculum & faculty development in FY experience
- CoFYE released self-study report, recommendations for other institutions planning a self-study of the first-year experience, thoughts on what Committee had learned about liberal arts education, and an analysis of trends among their first-year students.

Discussion and Comments



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EXTRA Information about BCSSE

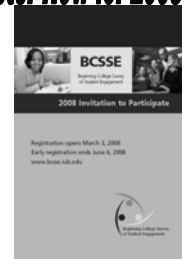
National Survey of Student Engagement

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BCSSE: Pre-College Experiences, Expectations Beginning College Survey of Student Engagement

Register Now for 2008

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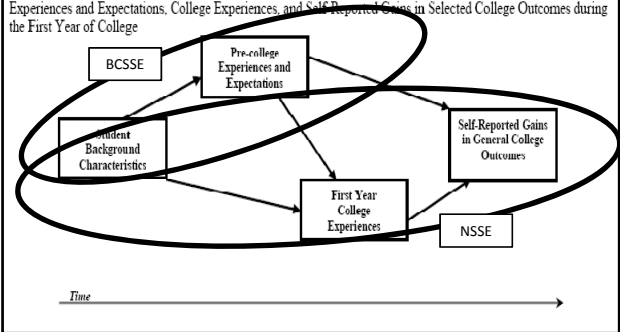
<https://websurvey.indiana.edu/bcsse/registration/2008/welcome.cfm>

BCSSE Content

- High school academic and co-curricular engagement.
- High school academic preparation (e.g., AP courses).
- 5 scales
 - High School Academic Engagement
 - Expected First-Year Academic Engagement
 - Academic Persistence
 - Academic Preparation
 - Importance of Campus Environment

BCSSE- NSSE First Year Conceptual Model: Expectations, Experiences & Educational Gains

Figure 1: Conceptual Model of Relationships between Student Background Characteristics, Pre-college Academic Experiences and Expectations, College Experiences, and Self-Reported Gains in Selected College Outcomes during the First Year of College



Answering Questions with BCSSE Data

- To what extent do entering students think they are prepared for college level work?

Academic Preparation

Self-reports of academic preparedness may signal a student's likelihood of success. This scale measures the degree of confidence students have in their academic abilities. Items include how prepared students are to:

- Write clearly and effectively
- Speak clearly and effectively
- Think critically and analytically
- Analyze math or quantitative problems
- Use computing and information technology
- Work effectively with others
- Learn effectively on your own

BCSSE and Academic Preparation

% of entering students at "Institution A" that report lacking preparation...

- Analyze math or quantitative problems 49%
- Write clearly and effectively 26%
- Use computing and information technology 24%
- Speak clearly and effectively 21%
- Think critically and analytically 18%
- Learn effectively on your own 15%
- Work effectively with others 8%

What does this suggest for FY practice??

Questions to Answer with BCSSE

- Where are the gaps between our students HS experiences and college expectations and our hopes for their engagement in college?
- To what extent do high school experiences and engagement relate to expectations for the first-year of college?
- To what extent do student expectations for academic engagement and attitudes vary by gender, first-generation status, and high school achievement level?
- When combined with NSSE, BCSSE data can help identify expectation – college experience gap



Thank you For Participating in the Webinar

For Additional Information about BCSSE contact your NSSE Client Service Team:

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