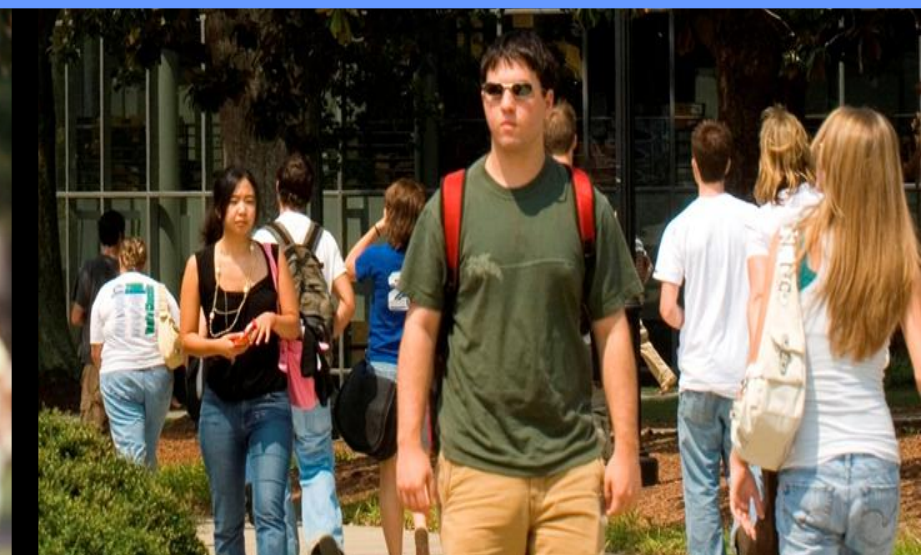


Does Living On-Campus Matter: Using NSSE Data to Understand the Experiences of Black Men

Presented by:

Brian McGowan
NSSE Project Associate

James Cole, Ph.D.
BCSSE Project Manager





Overview

- Introduction
- Audience Survey
- Brief Literature Review
- Indicators of Engagement
- Results
- Group Discussion
- Comments and Questions



Audience Survey

What are you looking to gain from this session?



Session Objectives

- Review literature concerning Black males living on campus
- Create strategies to use NSSE to answer potential questions regarding Black male student engagement
- Discuss ways to better engage Black men on your respective campuses



Does Living on Campus Matter?



Benefits of Living On Campus

- More engaged than their commuter counterparts (Chickering, 1975; Johnson & Cavins, 1996; Wisely and Jorgensen, 2000)
- Increased student involvement (Blimling, 1993; Pascarella & Terenzini, 1991; Pike, 1991; Tinto, 1987; Velez, 1985)
- More likely to persist (Astin, 1999; Galicki & McEwen, 1989)
- More likely to develop a sense of personal accomplishment and social skills (Chickering & Kuper, 1971; Pascarella, Terenzini, & Blimling, 1994; Pike, 2002)
- More likely to develop strong interpersonal relationships (Astin, 1999; Chickering, 1974)
- GPA debate – No compelling evidence (Mixed Results)



Black Students on College Campuses

- Emphasis on Chickering's work; acknowledged limitations little research has focused exclusively on African American students' residential experiences.
- More than 2/3 of Black males do not graduate (Harper & Quaye, 2009)
- Black students who live on campus have significantly higher GPAs than similar students at the same institution who live off campus with family (Turley & Wodtke, 2010).
- Consistent with previous research (Blimling, 1989, 1993), Flowers (2004) suggests that living in a residence hall directly influenced personal and social development for African American college students.
- Campus Climate & Sense of Belonging (Hurtado, Milem, Clayton-Pederson, & Allen, 1999)



Very Brief Description NSSE

National Survey of Student Engagement (NSSE)

- ❖ Collects data from first-year and senior students near the end of the academic year regarding their academic engagement.
- ❖ NSSE collects data regarding "good practices" in undergraduate education that reflect behaviors by students and institutions that are associated with desired outcomes of college.

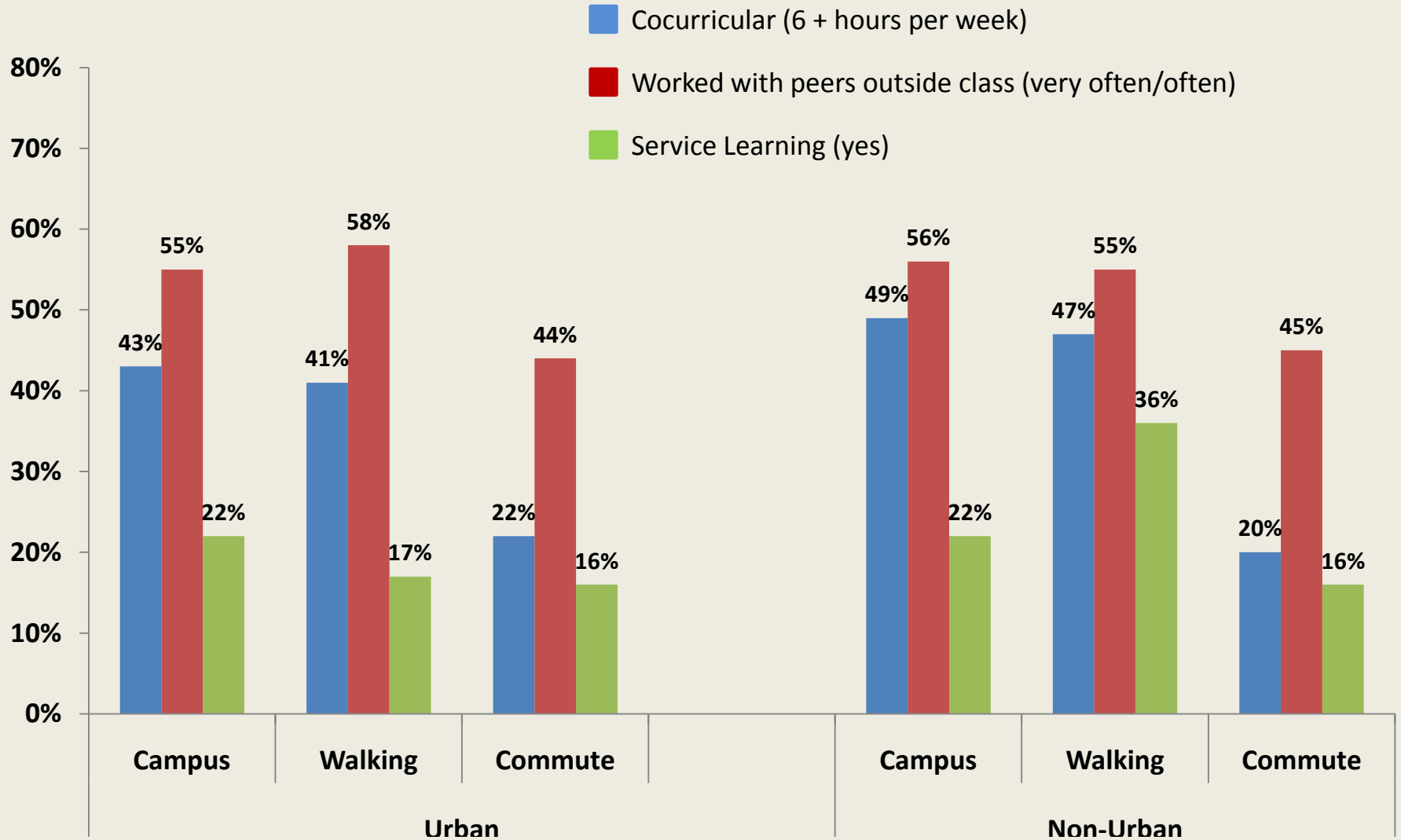


Indicators of Engagement

- Hours per week participating in co-curricular activities
- Working with peers outside of class
- Participating in service learning
- Discussed ideas with faculty outside of class
- Worked with faculty on other activities

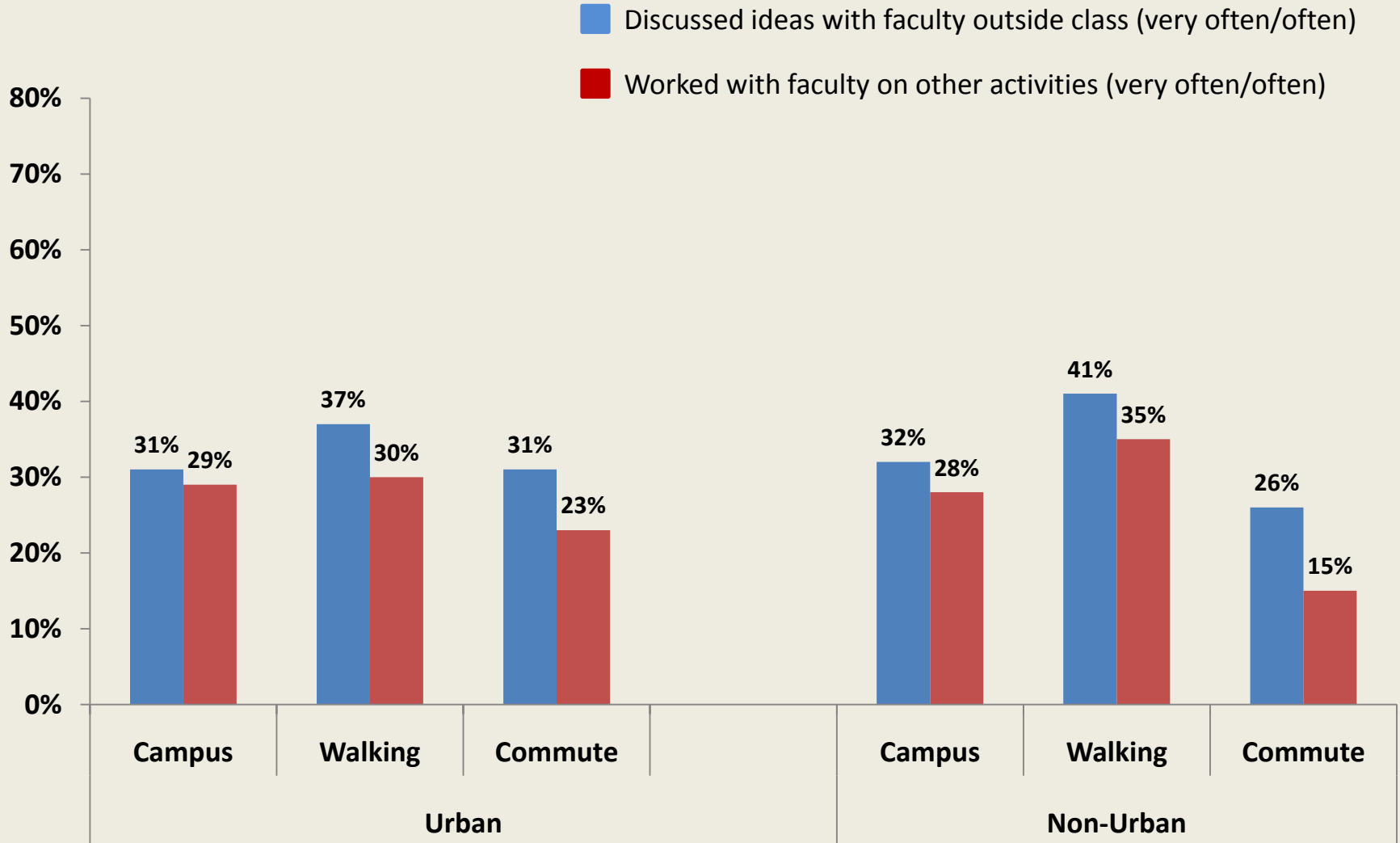


Findings



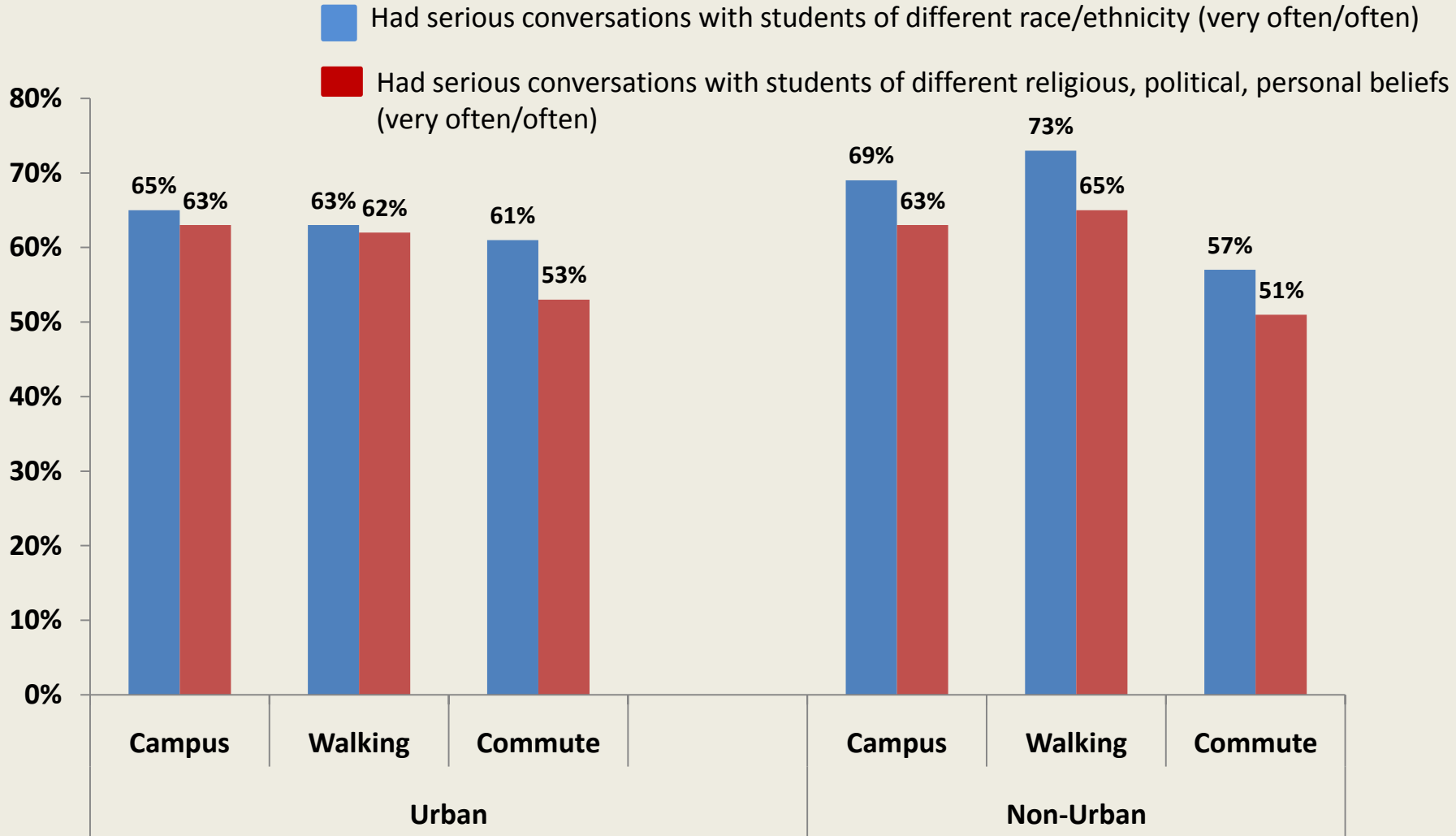


Findings





Findings





Discussion

- Does any of this information surprise you?
- Is this information consistent with what is happening on your campus?



GROUP ACTIVITY



Thank you!

Copy of this and past presentations can be found at:

<http://bcsse.iub.edu/pubs.cfm>

Additional BCSSE information can be found at:

<http://bcsse.iub.edu/>

Feel free to contact me with any
questions regarding BCSSE & NSSE.

Brian McGowan
NSSE Project Associate
blmcgowa@indiana.edu