

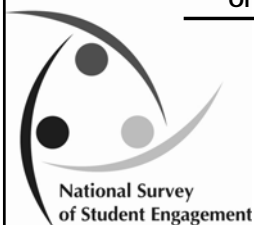
## Using Data to Shape Student Engagement: NSSE and Student Affairs

ACPA/NASPA Joint Meeting,  
Orlando, FL 2007

Jillian Kinzie, NSSE Institute,  
IU Center for Postsecondary  
Research  
[www.nsse.iub.edu](http://www.nsse.iub.edu)

Jean Jackson, Meredith College

Cedric Howard, University of  
South Florida St. Petersburg



## Overview



- ◆ NSSE Overview
- ◆ Accountability, Assessment and Student Affairs
- ◆ NSSE and Retention
- ◆ Institutional Examples
  - ◆ USF St. Petersburg
  - ◆ Meredith College
- ◆ Your experiences, comments, questions

## Challenges for 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 to their success*

## 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, *How College Affects Students*, 2005, p. 602

## Lessons from the Research

- ◆ What matters most is what students do, not who they are
- ◆ A key factor is the quality of effort students expend
- ◆ Educationally effective institutions channel student energy toward the right activities

National Survey of Student Engagement  
(pronounced "nessie")



Community College Survey of Student Engagement  
(pronounced "sessie")



College student surveys that assess the extent to which students engage in educational practices associated with high levels of learning and development

## Two Components of Student Engagement

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

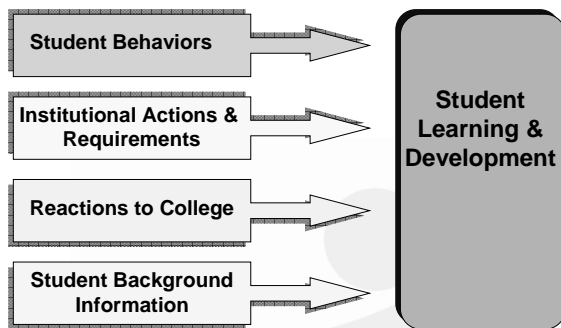
What *institutions* do -- using effective educational practices to induce students to do the right things



## Principles for Good Practice in Student Affairs *(Blimling & Whitt, 1999)*

- ♦ Engages students in active learning
- ♦ Helps students build coherent values and ethical standards
- ♦ Sets high expectations for learning
- ♦ Uses systematic inquiry to improve student and institutional performance
- ♦ Uses resources effectively to help achieve goals
- ♦ Forges partnerships that advance learning
- ♦ Builds supportive and inclusive communities

## NSSE's Survey Instrument *The College Student Report*



## Customized Institutional Report



- ✓ Overview
- ✓ Institutional data
- ✓ Means and frequencies
- ✓ 1st year students and seniors
- ✓ Comparisons by Carnegie, national
- ✓ 2006 NSSE cohort benchmarks

## Using NSSE to Shape Educational Experiences and Document Outcomes



Evidence about quality of student experience

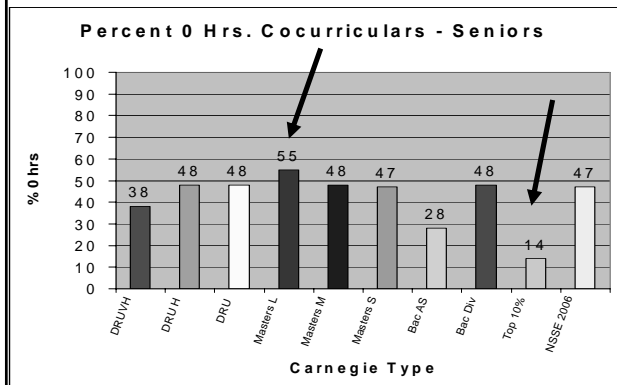
- ♦ Indicators at item level
  - ♦ Student participation in tutoring peers (1j)
  - ♦ Institutional emphasis on attending campus events (10 f)
- ♦ Hours spent on co-curricular activities (9d)
- ♦ Scales - Diversity Experiences (1 e, u, v)
- ♦ Compare differences by gender, race-ethnicity, students in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

## NSSE data points of interest to Student Affairs...

True or False.

About half of all senior students spend no time on co-curricular activities.

## NSSE Seniors: 0 hrs. curriculars



## To ponder: Using NSSE data to Shape Student Engagement

- 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 2006 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?

## Using NSSE Data: Washington State University

(Student Affairs Research & Assessment Office)



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

## WSU Outcomes



1. "High peer interaction" floors positively associated with: 2 satisfaction items; quality of relationships with peers; institution provides support to thrive socially; gains in working with others, acquiring gen ed; understanding self; reflection; and thinking critically.
2. Identified NSSE items influenced by SA for Target Goals
 

Ex. To what extent does your institution emphasize...

  1. Helping you cope with your non-academic responsibilities (work, family, etc.)
  2. Spending significant amounts of time studying & on academic work
  3. Providing the support you need to help you succeed academically.
  4. Attending campus events and activities (speakers, performances, athletics, etc.)

## Using NSSE Data: 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

## Using NSSE Data: University of Wisconsin- Stevens Point



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

- Interviews were carried out 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.

## NSSE & Accreditation - Example

- **Accreditation standard: Demonstrate effectiveness of student academic and social support services**
- NSSE Evidence for institutional self study:
  - Information about availability and student use of tutoring, writing support, peer study groups, counseling services
  - NSSE indicates FY & SR believe institution emphasizes spending time studying and support for student success; 79% seniors tutored or taught peers; positive correlation between peer collaboration outside of class, satisfaction and first-year retention
  - Positive student satisfaction data about support services
  - Area for improvement - seniors indicate low gains in writing and completing drafts of papers; institution responds with examination of writing requirement in senior capstone and targets seniors for increased use of writing center



## Accreditation - HLC/AQIP & the Freshman Seminar Proposal

Of the questions that showed significance at the 0.1 level, four either directly or indirectly related to the objectives of the freshman seminar course as outlined in the proposal. These included the following questions:

- 1 A--Asked questions class or contributed to class discussion.
- 10 F--Attending campus events and activities (special speakers, cultural performances, etc.)
- 11 K--Understanding yourself
- 13--How would you evaluate your entire educational experience at this institution?

(Summary Report—NSSE 2003 Special Course Oversample April 19, 2004)

## NSSE and Retention

### Links between NSSE & Retention Goals:

- NSSE is a stimulus for *reflection* on what the institution does well, & areas for improvement
- Ultimate goal of retention initiative is *improved* educational experiences (not just retention)
- Identifies what *distinguishes* institution, where student experience matches espoused mission, & where it falls short
- NSSE results can be *connected* to institutional data to build retention models



## NSSE and Tinto's Model of Student Persistence

- Students engagement in effective educational practices as indication of level of academic & social integration (1 a-v; 6a-f; 9a-g etc.)
- Institutional emphasis items suggest institutions' level of commitment to student success (10 a-g)
- Student intentions to engage in educational activities before graduating (7 a-h)

## NSSE and Retention at Elon: Correlated Items



Since a students' relationship with other students affects retention...

- What programs/services can be created or enhanced to foster these relationships?
- Has your institution looked at the effect of these programs/services?

		Retention	If you could start over again, would you go to the SAME INSTITUTION you are now attending?	How would you evaluate your entire educational experience at this institution?	Quality: Your relationships with other students
Retention	Pearson Correlation Sig (2-tailed) N	1 369 351	.369** .000 351	.227** .000 351	.233** .000 351
If you could start over again, would you go to the SAME INSTITUTION you are now attending?	Pearson Correlation Sig (2-tailed) N	.369** .000 351	1 351 351	.606** .000 351	.547** .000 351
How would you evaluate your entire educational experience at this institution?	Pearson Correlation Sig (2-tailed) N	.227** .000 351	.606** .000 351	1 487** 351	.487** .000 351
Quality: Your relationships with other students	Pearson Correlation Sig (2-tailed) N	.233** .000 351	.547** .000 351	.487** .000 351	1 351 351

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

## 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

## Link to Other Student Data

- ♦ In-house surveys
- ♦ National surveys
  - ♦ CIRP / CSS
  - ♦ YFCY
  - ♦ CSEQ / CSXQ
  - ♦ EBI Benchmarking surveys
  - ♦ Noel Levitz Student Satisfaction Inventory
  - ♦ ETS Major Field Tests
  - ♦ ACT Collegiate Assessment of Academic Proficiency
- ♦ Institutional data such as GPA, financial aid, transcripts, retention, certification tests, etc.



## 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 of students in learning communities to monitor program success

## USF St. Petersburg



Cedric Howard, Director of Student Services

- ♦ Opened in 1965
- ♦ Old and Largest Regional Campus within USF and State of Florida (Approximately 5,000 students).
- ♦ Strong Liberal Arts Curriculum with Professional Programs in Business and Education.
- ♦ Known as small college atmosphere with benefits of university with a national reputation.
- ♦ In 2006, SACS regional accreditation earned.

## Connection with NSSE



- ♦ First administered in 2004.
- ♦ As a part of our strategic planning process for separate accreditation, we used two national surveys and several in-house instruments.
  - ♦ NSSE
  - ♦ CIRP

## Culture of Assessment



DIVISION OF Student Affairs

- ♦ SA Service Improvement Plan
- ♦ Council of Deans and College Councils
- ♦ SACS Accreditation
- ♦ USFSP Marketing Plan
- ♦ USFSP Strategic Planning
  - ♦ Inclusion Subcommittee
  - ♦ Community Engagement Subcommittee
  - ♦ Strategic Goals and Core Areas Planning

## USFSP Strategic Plan excerpt to SACS

- ♦ **Strategy Two: Promote the intellectual, cultural, personal and social development of all students through high-quality academic student life programs.** A proposal to expand student tutoring services [10] was presented at an Executive Team meeting [11] which resulted in assignment of new space and a recommendation for new funding. In part, this proposal grew out of an analysis by the Office of Institutional Research and Effectiveness of feedback from the National Survey of Student Engagement (NSSE) which indicated a need for a broader range of services for USFSP students. The proposal included: renaming the current facility to the USF St. Petersburg Academic Success Center; expanding the hours of operation to include evening and weekend hours; providing a wider selection of tutoring subjects, especially topics in general studies; increasing support for graduate studies entrance exams; non-credit workshops and for-credit courses to enhance study skills; time management and other learning strategies. Dissemination of this proposal to students and faculty resulted in broad-based support. At a USF St. Petersburg budget meeting on August 12, 2004 [12], the Vice Chancellor for Student Affairs put forward the proposal to expand the learning services for students at USF St. Petersburg, and additional funding was allocated. The Academic Success Center - with additional programs and staff - opened its doors in fall 2005 [13].

## "NESSIE" the Lov-a-Bull

- ◆ USFSP Marketing Plan for Campus Assessment
  - ◆ E-News
  - ◆ SA Newsletter
  - ◆ The Crow's Nest (student newspaper)



## Crow's News (Article)

### Survey Provides Info on Student Engagement

As USF St. Petersburg celebrates 40 years of excellence, we continue to make every effort to maintain and improve the quality of life in our close-knit community. In accordance with this, students will be invited to participate in the NSSE.

NSSE is designed to obtain information from scores of colleges and universities across the country about student participation in programs and activities in relation to their academic success.

"We hope it will help to validate what we already know about our campus and if not, it will identify things we need to change," said Liza Stewart, director of Institutional Research and Effectiveness.

The results will enable USF St. Petersburg to identify aspects of college experience in and out of the classroom that need improvement. They will also provide a comparison of the response of our students to the response of students from colleges and universities across the country.

The survey will be mailed in February to 225 freshman and 225 seniors of USFSP chosen at random to participate. Follow-ups will be in March and again in April with the final results published some time in August.

"If the survey becomes part of our internal learning process, we can improve the education experience of students who attend USF St. Petersburg," said Diane McKinstry, director of the Academic Success Center.

In an effort to raise the level of awareness and overall success for the impending survey, a mascot will start appearing at events and places around campus like student government meetings, the Waterfront pool and much more. Stay tuned for future sightings!

For more information on the survey, please contact Diane McKinstry at 553-4076 or Liza Stewart at 553-4744.

## E-News (excerpt)



Nessie was recently sighted giving a demonstration to the Campus Computing staff who were very interested in learning more about the upcoming administration of the NSSE at USF St. Petersburg. Nessie recommended that they visit the NSSE Web [site](#).

## NESSIE Sighting

### Student Government



### Webmaster



## NESSIE Sighting

### Volunteer Services (Cards for Troops and Cookie Drive)



## NESSIE Sighting

### Housing Construction and Academic Success Center



## Using Data to Shape Student Engagement: NSSE and Student Affairs

---

Jean Jackson, VP,  
College Programs  
Meredith College  
ACPA/NASPA,  
Orlando, FL,  
2 April 07



## Meredith College and NSSE

---

Women's College, Founded in 1891  
Independent Since 1998  
Active Participant in Women's College  
Coalition  
NSSE Participant Since 2000

## Meredith and NSSE Benchmarks

---

- Level of Academic Challenge
  - Active and Collaborative Learning
  - Student Interactions with Faculty Members
  - Enriching Education Experiences
  - Supportive Campus Environment
- In 2000, Meredith scores Higher Than National Averages and Those of Other Master's Level Colleges and Universities.
- Meredith cited as an Exemplary Institution in the area of Supportive Campus Environment—Top 15% of NSSE 2000 schools.

## Uses of NSSE by Student Affairs at Meredith:

---

- Understanding Students and How They are Changing
- Forming Departmental, Divisional, and College-Wide Goals
- Leading Faculty Workshops on Working Effectively with Students
- Focusing Attention on Data in Faculty Meetings

## More Uses of NSSE at Meredith:

---

- Revising Admissions Materials for Diversity and Global Perspectives
- Conducting Staff Development Training at Departmental and Divisional Levels
- Informing the Board of Trustees and Supporting Actions They are Taking
- Talking with Employers about Students and Alumnae
- Collaborating with Academic Partners on Common Goals—for example, Diversity Enrollment

## From the I-2000 Strategic Plan

---

- Develop Creative Opportunities for Inclusiveness
- Revitalize the General Education Curriculum

### I-2000 Led to Creating:

---

- General Education Task Force
- Committee for a Diverse and Inclusive Community

### Meredith's Supportive Campus Environment:

---

From the Mission Statement:

...Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate students learn from the past, prepare for the future, and grow in their understanding of self, others, and community...

### Meredith and Diversity

---

- Diversity Council Appointed
- Campus-Wide Attention on Enrollment and Retention of Students, Faculty, and Staff
- Training and Development
- Diversity and Curricular Issues
- Formation of an African-American Alumnae Chapter

### Vision 2010

---

Meredith College seeks to create academic programs and a campus culture that prepare students for their lives as engaged global citizens and leaders. To achieve that vision, the College must attract students, faculty and staff who bring diverse talents, ideas, aspirations and cultures to campus.

**Enrollment of Minority Students at Meredith College**  
**12% in 2000**  
**19.1% in 2006**

### Supporting Growth in Diversity

---

- SGA has added Unity Council Position
- Officer Training for All Organizations Includes Diversity Issues
- Diversity Training for RAs and Other Student Leaders
- Sister to Sister Mentoring
- Campus Dialogues on Diversity

### 1 March 2007

---

- Hate Speech Discovered in Nine Campus Buildings
- Letter Condemning the Action from President, SGA, Faculty Council, and Staff Affairs
- College Programs Staff Working with Students



## 1 March 2007

---

- Students from Sociology and Social Work Post Flyers Around Campus
- “Not on My Campus” Facebook Group Attracts More than 800 Members
- Honors Students Call for Wearing Green

## 2 March 2007

---

- Senior Staff Meeting
- High Visibility for Senior Staff
- Conversations with Students
- Conversations with Parents
- Sea of Green Across Campus
- Message Welcoming Everyone at Front Gate

## 14 March 2007 and Later

---

- Unity Worship Service
- Unity Rally—Banner, Placards
- Candlelight Vigil
- Teach-In
- Campus Dialogue on Diversity
- Spike in Number of Applications for Diversity Grants

## NSSE Can Point the Way

---

Where We Are/Where We Want to Be

Where/How to Best Exert Influence

## NSSE & Student Affairs at Bellarmine University (KY): BELLARMINE UNIVERSITY

- Focused on improving performance on NSSE benchmark - Supportive Campus Environment as one goal of strategic plan
- Used NSSE data to support hiring staff member to oversee co-curricular transcript initiative, and increased assessment within the Division
- Initiated more campus advertising and increased focus on internship programs. NSSE data shows FY students plan to do internships but most had not done this by the time they were seniors
- Coupled NSSE results with CIRP and internal survey data to better understand characteristics of incoming students

## Discussion and Comments: NSSE and Student Affairs



- ◆ Can you share an example of NSSE use on your campus?
- ◆ What questions do you have about using NSSE for assessment, accreditation, retention studies on your campus?
- ◆ What action might you take with your NSSE data?
- ◆ What other data do you have that might link to NSSE data?

# Using NSSE Data in Student Affairs

## Spring 2007

Jillian Kinzie, NSSE Institute, [jikinzie@indiana.edu](mailto:jikinzie@indiana.edu)



Over 1,160,000 students at 1,100 different four-year colleges and universities have participated in the National Survey of Student Engagement (NSSE). Student affairs departments at these institutions have used NSSE data to create programs that support a climate of success on their campuses. Through collaborative ventures with academic affairs, they have initiated assessment and improvement efforts, particularly around first-year experience initiatives,

### ***Augsburg College***

As a Lutheran college, Augsburg College was interested in comparing their students' responses to NSSE questions on the development of spirituality to those of students at peer colleges. NSSE data were also used to evaluate Day Student Orientation, Campus Ministry, and overall student satisfaction. NSSE data along with student and parent evaluations, professional conferences, faculty and staff input, and the College Institutional Research Project (CIRP) are used to make decisions about curricular and co-curricular programming for first-year students and to evaluate Augsburg's orientation program.

### ***Bellarmino University***

The Division of Student Affairs at Bellarmine University (KY) used NSSE results to better assess and meet students' needs by focusing on their performance on the Supportive Campus Environment NSSE Benchmark. BU included improving their performance on this benchmark as one goal of the University's strategic plan. In addition, the Division used NSSE data to support hiring of a staff person dedicated to overseeing the initiative, implementation of a co-curricular transcript initiative, and increased assessment within the Division.

BU's first-year students indicated they wanted to do internships, but most had not done this by the time they were seniors. Student affairs staff initiated more campus advertising and increased the focus on internship programs.

The Division of Student Affairs couples NSSE results with CIRP and internal survey data to better understand the characteristics of incoming students. Staff members use data on the activities students report participating in prior to arriving at BU to determine which campus opportunities to highlight or better communicate to new students.

### ***Northern Arizona University***

Northern Arizona's Institutional Research Office disseminates NSSE results to colleagues in the Division of Student Affairs in abbreviated format to make it more accessible. The NAU first-year taskforce, a joint-committee of academic affairs and student affairs staff, was established to review first-year students' success. Results from NSSE, Your First College Year (YFCY), and the Cooperative Institutional Research Program (CIRP) surveys are used to gauge students' progress. The taskforce examines the first-year experience, reviews program evaluations, and outcomes-based assessments. NAU Residence Life used results from a NSSE oversample of students living in learning communities to monitor program success.

### ***St. Mary's College of Maryland***

One of the long term recommendations of Multicultural Advisory Committee, which studies diversity on the St. Mary's campus, was to explore use of NSSE data to review work-school-life balances among specific groups of students. In terms of academic preparedness, the Committee wanted to gather this information to help students that may be spending time on tasks that are detrimental to their studies.

### ***Saint Thomas University***

Saint Thomas University (FL), a member of the Building Engagement and Attainment for Minority Students (BEAMS) Project, used its NSSE results to inform the restructuring of several areas of the Division of Student Affairs. To improve engagement and foster development of leadership skills, the Vice President for Student Affairs created the L.I.F.E.L.O.N.G. Center for Leadership and Student Engagement. The student affairs division developed courses, workshops, experiential learning exercises, on-line resources and developmental opportunities to build on the existing strengths and talents of students. Leadership101 is a course designed for student leaders who currently hold positions of governance within a student organization. The course emphasizes a specific set of experiences presented in highly interactive seminars, guest lectures, experiential exercises and small group projects.

### ***University of North Carolina – Charlotte***

UNC-Charlotte integrates results from multiple assessments and has correlated NSSE results with EBI items on residential satisfaction. Data "crosswalks" allow the institution to have conversations about NSSE data that have direct implications for programming and support. UNC-Charlotte provides departments with tailored reports that outline NSSE

results that apply to them directly. Academic affairs, institutional research, and assessment offices collaborate to identify the best dissemination strategies and provide support to those who need advice on data interpretation.

#### ***University of South Florida – St. Petersburg***

To meet one of the goals of their 2003-2008 Strategic Plan and to address NSSE results which indicated a need for a broader range of services for students, USFSP allocated new space and additional funding for expanded tutoring services. The Academic Success Center opened in fall of 2005 offering extended tutoring hours that include evenings and weekends, a wider selection of subjects with a focus on general education courses, support for GRE preparation, and credit and non-credit workshops on study skills and time management.

#### ***University of Texas at Tyler***

UT Tyler initiated a four year plan in fall '04 to improve the "UT Tyler Tradition," a program aimed at fostering rigorous intellectual growth and academic development in all disciplines. NSSE results are used to assess current levels of overall lower division student satisfaction as well as to measure the progress of the program.

In an effort to become a "destination campus", a university that students choose first over other universities, UT Tyler has made improving the overall quality of student life a high priority objective. NSSE student satisfaction scores will be used to measure the success of this goal. UT Tyler plans to redevelop the student center, expand food services, increase options for student housing, expand freshman learning communities, develop a full program of community service opportunities, expand intramural sports, create and foster institutional traditions around matriculation and graduation, and plan and allow a Greek system to grow.

#### ***University of Toronto***

The University of Toronto created a 6-year, campus-wide strategic plan in 2004, called "Stepping UP." The plan is centered around seven key priorities: 1) teaching, learning and the student experience; 2) enabling research; 3) interdisciplinary teaching and research; 4) faculty support and renewal 5) staff support and renewal; 6) realizing excellence, equity and diversity; and 7) academic leadership and academic planning. NSSE will be used as the pivotal assessment tool to measure on-going progress. UT did not use NSSE to compare themselves with other institutions, but rather to inform specific and strategic initiatives. For example, UT created the City House, a place for commuter students to socialize.

#### ***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 uses NSSE data to create an institutional climate that fosters learning through a respect for racial and ethnic diversity. The first initiative is a collaborative effort to foster a respectful campus climate. NSSE data collected from UWP students (majority and minority) will help to assess their needs regarding racial and ethnic diversity. A second initiative will explore opportunities to provide programs on inter-group relations, conflict resolution and community action for students. UWP will enlist the Diversity Advocates Peer Education team as a campus resource to 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 at UWSP requested a "map of student success activities" on campus. Committee interviews with student affairs staff and academic department chairs were organized around the five benchmark items from the NSSE survey to learn what types of specific activities departments and units do that might improve NSSE responses and to gauge awareness of NSSE items by campus faculty and staff.

#### ***Washington State University***

Washington State University's NSSE results indicated that students felt the campus was above average on being supportive, but was not meeting their expectations on collaborative learning areas, faculty-student interactions, and educational challenges and experiences. WSU already supported a successful living-learning community but it was limited to a small number of students. Freshman Focus learning communities were created to provide all incoming freshmen the opportunity to engage in an extensive living-learning community system.

#### ***Western Oregon University***

Residential students at Western Oregon suffer from a common problem: they abandon campus for various reasons each weekend, creating the ubiquitous "suitcase" effect. Taking advantage of the fact that NSSE is administered to all students (residential and off-campus, traditional and distance-education), administrators are combing their data at the item level to identify initiatives that can might keep residential students on campus and attract off-campus students to it. By combining NSSE results with those from ACUHO, ACUI, and ACT assessments, Western Oregon is augmenting effective programs and eliminating outdated ones in order to begin rebuilding its co-curricular campus community.

**For more institutional examples and other information about NSSE: [www.nsse.iub.edu](http://www.nsse.iub.edu)**