

## Using NSSE Results to Inform Improvement and Take Action

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slides available: [www.nsse.iub.edu](http://www.nsse.iub.edu) (see,  
papers & presentations)



## Opening Assessment



- 1,300 colleges & universities have NSSE data –  
Does your institution participate?  
– If yes, who keeps the data? Have you seen the reports?  
– If no, see NSSE website for list of participating schools

- To what extent have **you** used NSSE results?

**A LOT      Moderate      Very little      Not at All**

- What percent of your work is currently dedicated to assessment activities?

**5 or less      6-20      21- 50      more than 50**

## Assessment in Student Affairs

- The use of assessment data should emerge out of a desire to **know more about** and **improve** the quality and effectiveness of higher education.
- *External demands for accountability and internal commitments to enhancing student learning* amplify the need for **comprehensive** assessment practices emphasizing student success.



## ASK standards

assessment skills and knowledge that can help student affairs professionals foster learning.

Thirteen areas of knowledge and skill needed in student affairs assessment

13 **content** standards, 3 themes

- Foundational Issues (Standards 1-2)
- Tools and Techniques (Standards 3-9)
- Advanced Issues (Standards 10-13)

Roadmap for assessment education

RESOURCES:

ASK Standards Booklet

[www.myacpa.org/pub/pub\\_books\\_assessment.cfm](http://www.myacpa.org/pub/pub_books_assessment.cfm)

Commission for Assessment and Evaluation



## Pop Quiz--NSSE and ASK Standard 4:

*“Ability to use assessment instruments with rigor appropriate to their intended uses”*

True or False?



1. The NSSE questionnaire is all you need in your assessment toolkit!
2. Information about NSSE Psychometric Properties, including information about racial-ethnic groups, is on the NSSE website.
3. NSSE measures student satisfaction with services.
4. NSSE can be used as an assessment tool by both student and academic affairs.

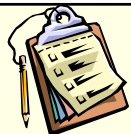
## Pop Quiz--NSSE and ASK Standard 4:

*“Ability to use assessment instruments with rigor appropriate to their intended uses”*

Multiple choice:

5. Which conditions for validity of self-reported data does NSSE satisfy?

- a. information requested is known to respondents
- b. questions are clear
- c. questions refer to recent activities
- d. questions merit thoughtful response
- e. answering questions does not threaten, embarrass, or violate privacy of respondent or encourage respondent to respond in socially desirable ways
- f. all of the above



## Session Objectives

- Briefly introduce NSSE as a tool for assessment in student affairs
- Understand potential applications of results to examine quality in undergraduate education, promote collaboration between student & academic affairs
- Highlight innovative institutional examples of using NSSE results in student affairs
- Discuss challenges and insights to using data

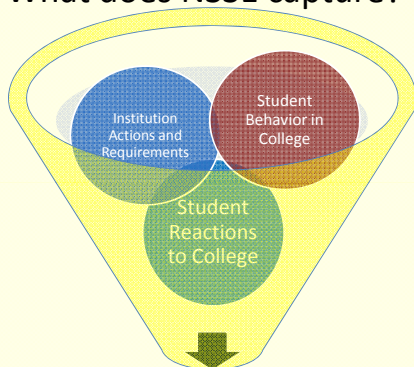
*National Survey of Student Engagement*  
(pronounced "nessie")

*Community College Survey of Student Engagement*  
(pronounced "cessie")



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

## What does NSSE capture?



Student Learning and Development



## NSSE Results

- A window into the undergraduate experience
- Discover strengths and weaknesses in educational program
- Identify areas that need attention to improve student learning and success
- Help pinpoint aspects not in line with mission, or what institution expects
- Link with other institutional data

## Advice from Student Affairs NSSE Users

1. Get started – Take advantage
2. Increase relevance to units and committees
3. Triangulate results and take action



## Advice from Student Affairs NSSE Users

1. Get started, think capaciously
  - Get to know the survey; what it can and can't do
  - Know what student affairs can learn from NSSE results (with or without data)
  - Broadly consider opportunities the survey and reports present to student affairs



### Student Life Questions Answered with NSSE Data

- Indicators about the quality of the learning environment.
  - How many hours per week do first-year students spend studying? Do women study more than men?
  - Do our FY students work more frequently with classmates on assignments outside of class than their counterparts at peer institutions? Do they spend enough time in co-curriculars?
- Description of student-faculty interaction outside of class.
  - What % of seniors work with faculty members on activities other than coursework? How frequently do students discuss ideas with faculty outside of class? Does this differ by major?

### Student Life Questions Answered with NSSE Data cont'd

- Progress Indicators: Since expanding diversity programming, has our diversity scale score changed?
- Are FY who withdraw from the institution different in terms of engagement than students who stay?


### Student engagement varies more within than between institutions.



**Lesson:** Look at student variation within your institution. How do experiences differ by major, student subgroups, who are our least engaged students?

### NSSE 2008 Results

Selected Results:  
 Looking Within  
 Promoting Success in the First Year  
 Writing Matters  
 Promising/  
 Disappointing Findings

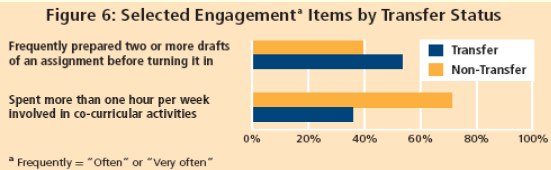


Download from:  
[www.nsse.iub.edu](http://www.nsse.iub.edu)

### Student Life Questions: How engaged are transfer students?

- Transfers an overlooked group; 40% + of seniors started at a different institution

Figure 6: Selected Engagement\* Items by Transfer Status



Item	Transfer (%)	Non-Transfer (%)
Frequently prepared two or more drafts of an assignment before turning it in	~35	~45
Spent more than one hour per week involved in co-curricular activities	~40	~75

\* Frequently = "Often" or "Very often"

Senior transfers differ in engagement from their peers:

- talked less frequently with faculty about future plans
- less likely to work with classmates on assignments outside class
- 50%+ transfers frequently prepared 2+ drafts
- Half as many senior transfers participated in co-curricular activities vs. non-transfers

### Advice from Student Affairs NSSE Users

#### 2. Make data relevant

- Determine items and scales particularly relevant to units and committees
- Share results in bits and pieces, and then as a whole with these units





## NSSE Measures and Student Affairs

- ◆ Items salient to Functional Areas
  - ❖ Residential Life
  - ❖ Student Activities/Greek Life
  - ❖ Career Services/Advising
  - ❖ First Year Programs/Orientation



*What other survey items might pertain to your area of interest?*

- ◆ Explore experiences of different groups
  - ❖ Greeks vs. non-greeks
  - ❖ Residential students vs. off-campus
  - ❖ FY students by FY GPA, or retention
  - ❖ Racial-Ethnic groups

## Residential Life Items of Interest



- ◆ **About how often have you ...**
  - 1u. 'Had serious conversations with students of a different race or ethnicity than your own' [Very often, Often, Sometimes, Never]
- ◆ **Mark the box that best represents the quality of your relationships with people at your institution ...**
  - 8a. 'Relationships with other students' [1=Unfriendly, Unsupportive, Sense of alienation, 2, 3, 4, 5, 6, 7=Friendly, Supportive, Sense of belonging]
- ◆ **To what extent does your institution emphasize each of the following ...**
  - 10b. 'Providing the support you need to help your succeed academically' [Very much, Quite a bit, Some, Very little]
  - 10d. 'Helping you cope with your non-academic responsibilities' [Very much, Quite a bit, Some, Very little]
  - 10e. 'Providing the support you need to thrive socially' [Very much, Quite a bit, Some, Very little]

## Student Activities/Greek Life Items of Interest



- ◆ **About how many hours do you spend in a typical 7-day week doing each of the following ...**
  - 9b. 'Working for pay on-campus' [Hours per week 0, 1-5, 6-10, 11-15, 15-20, 21-25, 26-30, 30+]
  - 9c. 'Working for pay off-campus' [Hours per week 0, 1-5, 6-10, 11-15, 15-20, 21-25, 26-30, 30+]
  - 9d. 'Participating in co-curricular activities' [Hours per week 0, 1-5, 6-10, 11-15, 15-20, 21-25, 26-30, 30+]
  - 9e. 'Relaxing and socializing' [Hours per week 0, 1-5, 6-10, 11-15, 15-20, 21-25, 26-30, 30+]
- ◆ **To what extent does your institution emphasize each of the following ...**
  - 10f. 'Attending campus events and activities' [Very much, Quite a bit, Some, Very little]

## Career Services/Advising Items of Interest



- ◆ **About how often have you ...**
  - 1o. 'Talked about career plans with a faculty member or advisor' [Very Often, Often, Sometimes, Never]
- ◆ **Which of the following have you done or do you plan to do before you graduate from your institution ...**
  - 7a. 'Practicum, internship, field experience, co-op experience, or clinical assignment' [Done, plan to do, Do not plan to do, Have not decided]
- ◆ **To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in ...**
  - 11b. 'Acquiring job or work-related knowledge and skills' [Very much, Quite a bit, Some, Very much]
- ◆ **12. Overall, how would you evaluate the quality of academic advising you have received at your institution?** [Excellent, Good, Fair, Poor]

## First-Year Programs/Orientation Items of Interest



- ◆ **Mark the box that best represents the quality of your relationships with people at your institution ...**
  - 8a. 'Relationships with other students' [1=Unfriendly, Unsupportive, Sense of alienation, 2, 3, 4, 5, 6, 7=Friendly, Supportive, Sense of belonging]
- ◆ **About how many hours do you spend in a typical 7-day week doing each of the following ...**
  - 9a. 'Preparing for class' [Hours per week 0, 1-5, 6-10, 11-15, 15-20, 21-25, 26-30, 30+]
- ◆ **To what extent does your institution emphasize each of the following**
  - 10b. 'Providing the support you need to help your succeed academically' [Very much, Quite a bit, Some, Very little]
  - 10d. 'Helping you cope with your non-academic responsibilities' [Very much, Quite a bit, Some, Very little]
  - 10e. 'Providing the support you need to thrive socially' [Very much, Quite a bit, Some, Very little]

## Advice from Student Affairs NSSE Users

### 3. Triangulate, Take Action

- Multiple data points make a stronger case
- Use data to leverage action
- Monitor results and make improvements



**Example: Civic Engagement important to campus mission – What is quality of students' experience?**

What percent of full-time first-year students have participated in a *service-learning* course?

- (a) 18% (b) 28% (c) 34% (d) 46%

**d. 46% NSSE FY; vs. 62% among top 10% schools**

**Civic Engagement and Service, cont'd**

- **38% FY** students have “done” community service and **40% FY** report they “plan to do” service
- **CIRP data show moderate pre-college service; interest among FY**
- **FY & SRs living on campus; women; Education & Business students do more service than others...**
- **Faculty Survey of Student Engagement (FSSE) results show 55% faculty teaching FY think “community service” is “important” but, less than 25% do “service-learning” in their FY courses.**



**Check-In: What do you make of these Results?**

- What do these data suggest about service-learning and civic engagement?
- What do these data suggest for student affairs units?
  - Advising?
  - Residence Life?
  - Orientation?
- What might this suggest for student - academic affairs partnerships?



**Lessons: Using NSSE in Student Affairs**

(Ahren, Ryan, Massa-McKinley in *About Campus*)

- **Collaborate and communicate results to create a shared vision**
  - Relationship with IR and faculty pivotal
- **Triangulate data sources to corroborate and deepen initial impressions**
  - Inventory all data sources, combine to review NSSE in tandem with other results; Link NSSE data to student information & outcomes
- **Use NSSE results to learn more about your students**
  - Examine subpopulations, use results to challenge assumptions
- **Use data to set targets and monitor progress**

**Overview of Learning La Salle**

La Salle University – 1998 – 2009 (and counting)

**Instruments/Studies**

- CORE Alcohol Survey
- College Student Experiences Questionnaire (CSEO)
- Association of College and University Housing Officers –
- International (ACUHO-I) Resident Satisfaction
- Survey and Apartment Resident Survey
- National Survey of Student Engagement (NSSE)
- Evaluating Academic Success Effectively (EASE)

“Relationships – Community – Involvement – Learning”



**Overview of Learning La Salle**

Summaries of findings over time, CSEQ and NSSE

**Improvements over time, NSSE 2000 – 2007:**

**12 of 22 measures of academic and intellectual experiences**  
**3 of 5 measures of mental activities**  
**2 of 3 measures of additional college experiences**  
**7 of 7 assessments of institutional environment**  
**12 of 16 measures of educational and social growth**

Our 2007 NSSE freshmen reported higher than average national and comparative group levels in:

18 of 22 measures of their academic and intellectual experiences  
 5 of 6 measures of their additional college experiences  
 4 of 5 measures of their mental activities

Our 2007 NSSE seniors reported higher than average national and comparative group levels in:

20 of 22 measures of their academic and intellectual experiences  
 5 of 6 measures of their additional college experiences  
 4 of 5 measures of their mental activities



## Overview of Learning La Salle



### Summaries of findings over time EASE 2006

- Performance: study/preparation time and active class participation = academic success.
- Persistence: academic success and social fit and social involvement = re-enrollment.  
(Consonant with "relationships-community-involvement-learning" paradigm already in place.)

2007 findings were consistent, with possible addition of "distance from campus" as a negative correlate with academic success.

## Overview of Learning La Salle



### Methods of use, sharing, and presentation of data and analyses, over time

- Learning La Salle open sessions – spring, 2000 to date.
- Evolution of relatively standard report formats.
- Focused reviews – DSA Leadership Team and divisional planning retreats, unit-specific reviews, Council of Deans, President's Team, Student Affairs Committees (University and Board of Trustees), reviews with other divisions.
- Residential staff training, as well as sessions for FYO Instructors and Freshman Advisors.
- Integration of CORE and ACUHO-I data into E-Chug feedback forms.
- Evolution of Learning La Salle Team.

## Overview of Learning La Salle



### Innovations or modifications of services or programs attributable to our findings

- Direct impacts of EASE data on Day ONE, Opening Weekend, FYO instructors and Freshman Advisors, etc.
- Redesign of Day ONE-on-One Conversations.
- Real time interventions/referrals during EASE 2007.
- Advent of pre-admission interviews.
- Design/improvements of residential and dining facilities (to date and in progress).
- "Proximity Project" in student residences.

## Overview of Learning La Salle



### Innovations or modifications of services or programs attributable to our findings

- Addition of "House Risk Assessments" to AODEC support of disciplinary system.
- Impacts on Day ONE family sessions:
  - AODEC-related
  - "Affirming our Association"
  - "Identity, Please"
  - "Weaving your Web"
- Impacts on Opening Weekend/Week sessions:
  - "Affirming Our Association"
  - "Real World La Salle"
  - Organizations and Activities Fair

## Overview of Learning La Salle




## The Coming of Alvernia's A-Team



Ask  
 Act  
 Ask Again  
 Adjust  
 Ask Again  
 Ad Infinitum!

Noel-Levitz Student Satisfaction Inventory  
 BCSSE  
 NSSE  
 ...and so on and so on!

## Student Engagement and "NSSE" in Student Affairs at Buffalo State

March 31, 2009



*Student Success is Our Priority*

## Ways NSSE is Being Used

- New Five-Year Strategic Plan
- Understanding Buffalo State Students -- the Stakeholder Assessment Project
- Department-based Planning and Assessment
- Other Campus Engagement Awareness Efforts

## Buffalo State College Strategic Plan 2009-2013

Revised Draft 3/10/09

*Excellence from Within:  
A Focus on Student Learning,  
Achievement, and Success*

**Strategic Direction 1:** Engage students in rigorous and transforming learning experiences, heightening their aspirations and empowering them to succeed as citizens in a challenging world.

**Benchmarks:** (set by comparing BSC with the top 50% )

- Buffalo State's score in the **level of academic challenge** area will rise to the upper 50 percent of **NSSE** institutions, from 53.5 percent to at least 59.9 percent.
- Buffalo State's score for the **active and collaborative learning** area will rise to the upper 50 percent of **NSSE** institutions, from 49.7 percent to at least 55.4 percent.

### Strategic Direction 1 (Continued):

- Buffalo State's score in the **student-faculty interaction** area will rise to the upper 50 percent of **NSSE** institutions, from 41.4 percent to at least 49.3 percent.
- Student surveys (SUNY SOS, **NSSE**, ACT Advising) will demonstrate that advisement in every program has improved.
- Buffalo State's score for the **enriching educational experiences** area will rise to the upper 50 percent of **NSSE** institutions, from 37 percent to at least 47.3 percent.
- Buffalo State's score in the **supportive campus environment** area will rise to the upper 50 percent of **NSSE** institutions, from 53.7 percent to 63.5 percent.

**Strategic Direction 2:** Expand student, faculty and staff engagement in research, scholarship, and creative activities.

**Benchmark:**

- The number of undergraduate students engaged in undergraduate research will increase per **NSSE** survey.

**Strategic Direction 4:** Strengthen programs and activities that distinguish the college.

**Benchmark:**

- The mean score for seniors on diversity items in **NSSE** will increase by 5 percent.

## Understanding Buffalo State College Students in Terms of Student Engagement



### What Schools Across the USA are doing to Engage Students

LIFE (Section "D")

November 5, 2007

The National Survey of Student Engagement wants to change that (making student engagement data available to make college choice decisions). While many popular college guides focus on things like SAT scores of incoming freshmen, or a college's party-school reputation, NSSE (pronounced "nessie") seeks to gauge the quality of an undergraduate education by looking at how actively involved students are with their studies, professors and the campus community. Decades of research shows that the more engaged students are, the more likely they are to learn.

USA Today NSSE Data Base

[http://www.usatoday.com/news/education/2007-11-04-nsse-how-to\\_N.htm?loc=interstitialskip](http://www.usatoday.com/news/education/2007-11-04-nsse-how-to_N.htm?loc=interstitialskip)

Student Engagement: What schools are doing.

[http://www.usatoday.com/news/education/2007-11-04-nsse-good-things\\_N.htm](http://www.usatoday.com/news/education/2007-11-04-nsse-good-things_N.htm)

Beyond School Rankings: A new Way to Look for a College

[http://www.usatoday.com/news/education/2007-11-04-nsse-cover\\_N.htm](http://www.usatoday.com/news/education/2007-11-04-nsse-cover_N.htm)

### Results

#### SUNY-Buffalo State College

Buffalo, NY

Survey year: 2008

Institution type: Master's Colleges and Universities (larger programs)

Public |

#### NSSE BENCHMARKS

■ This school ■ Institutional type avg.

	First-year students		Seniors	
<b>Level of academic challenge</b>	51.9	51.8	53.5	56.1
Definition				
<b>Active and collaborative learning</b>	40.6	42.3	49.7	51.3
Definition				
<b>Student-faculty interaction</b>	37.2	34.1	41.4	41.1
Definition				
<b>Enriching educational experiences</b>	27.6	26.4	37.0	37.8
Definition				
<b>Supportive campus environment</b>	58.0	60.3	53.7	57.3
Definition				

## Student Stakeholder Forums

Qualitative Assessment Project  
(Focus: NSSE dimensions)

### Purpose of Stakeholder Assessment Project :

- **Explore** with students what the college can do to support and enhance their academic and personal success.
- **Engage** Buffalo State students in active, face-to-face dialogue re. their needs and opinions.
- **Inform** the VP for Student Affairs and the College Planning Council about priority student concerns.

### Two central questions asked with a focus on the NSSE dimensions:

- *What things should Buffalo State College **continue** that are working well to support your success as a student?*

and

- *What should the College **change** that is not working well?*



**Student Stakeholder Project**  
Spring, 2008

What things should Buffalo State College **continue** that are working well to support your success as a student?  
- and -  
What should the College **change** that is not working well?

**Part A.** We are interested in knowing what Buffalo State should **continue** in order to support your success as a student, and what the College needs to **change** because it is **not working** well. In the spaces provided below, please describe the positive and negative aspects of each of the following areas. **Please print clearly.**

1. **Opportunities to participate in the campus community through experiences outside the classroom.**

Negative things that need to be **changed**      Positive things that should be **continued**

--	--

### **Eight areas of inquiry:**

1. Participation in campus community through experiences outside the classroom (EEE);
2. Interacting with other students (EEE);
3. Quality of services and support available for your non-academic needs (SCE);
4. Extent to which lectures, course readings, assignments and test / exams are challenging (LAC);

### **Eight areas of inquiry (Cont'd):**

5. Participation in class discussions and work with other students on projects, etc. (ACL);
6. Interactions with faculty both in class and outside of class (SFI);
7. Feeling a part of, and identifying with, Buffalo State College (SCE); and
8. Other suggestions and comments related to the College's goal of supporting your success as a student.

### **Student Stakeholder Assessment Project** **Spring, 2008** Summary of Findings

#### **Areas of Student Satisfaction**

*( "Things the College should continue that are working well to support your success as a student" )*

- ✓ Quality of relationships with faculty and staff
- ✓ Support received from student service areas
- ✓ Variety of student organizations and events
- ✓ Advisement
- ✓ Transportation (NFTA bus pass program)
- ✓ Technology (Angel)
- ✓ The conduct and experience of courses.
- ✓ Student peer relationships
- ✓ Campus safety

### **Areas in Need of Improvement**

*( "What the College should change that is not working well" )*

- Dining facilities and services
- Faculty and staff responsiveness to students' needs
- More aid for daily living expenses
- Parking
- Academic rigor
- Communication about events, programs, activities.
- Accessibility for students with disabilities.
- Safety concerns
- Student facilities and services

## **Buffalo State Student Affairs** **Planning, Assessment and** **Interventions Related to** **Student Engagement**

## Intended Outcome

(of the planning and assessment process)

- **Respond to identified student concerns.**
- **Demonstrate each unit's contribution to increased Buffalo State scores on the NSSE student engagement items.**
- **Incorporate student engagement concepts and strategies into outcomes assessment and planning.**

### NSSE Planning Tool for Student Affairs Departments and Programs

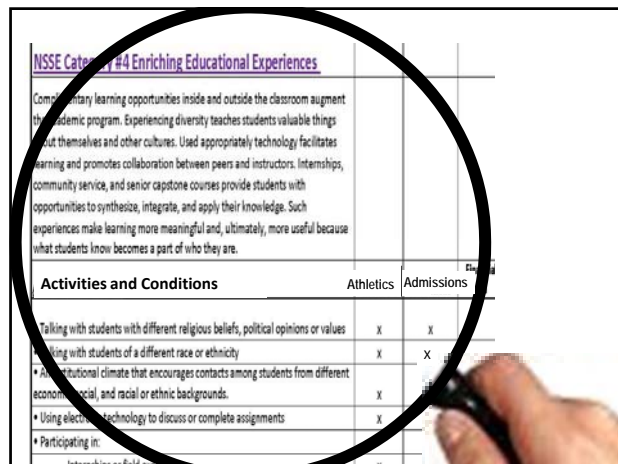
**Instructions:**

Consider the following five "benchmarks" or categories of student focused "activities or conditions" that are relevant to the concept of "student engagement" in the college curricular and co-curricular experience. When students indicate that these activities or conditions are a part of their experience at Buffalo State they are indicating that they are "engaged" in the experience of being a student at the College. Theoretically, when our students are more engaged in these activities or behaviors or have experienced a high level of a particular "engaging" condition ....then they are going to be more successful academically as measured by retention rates, GPA and graduation rates.

Please read through each of these activities and conditions. Each of these items across the 5 categories relates directly to one question on the NSSE survey. When we make progress as an institution on each individual survey question we make progress for our students in terms of academic success.

Read each of the items and decide whether you or your department could have an influence on making "student engagement progress" on the item. We are asking you to do this in the interest of assessing how Student Affairs at Buffalo State can contribute to student engagement as defined by NSSE.

Activities and Conditions	Athletics	Admissions	Financial Aid	Registrar	Residence Life	Student Life	Orientation	Career Development	Disability Services	Dean of Students	Counseling Center
Talking with students with different religious beliefs, political opinions or values	X	X			X	X	X	X	X	X	X
Talking with students of a different race or ethnicity	X	X			X	X	X	X	X	X	X
An institutional climate that encourages contacts among students from different economic, social, and racial or ethnic backgrounds.	X	X			X	X	X	X	X	X	X
Using electronic technology to discuss or complete assignments	X							X	X		
Participating in:											
Internships or field experiences	X	X	X					X	X		X
Community service or volunteer work	X	X			X	X	X	X	X	X	X
Foreign language coursework	X						X	X	X		
Study abroad		X	X			X	X	X	X		
Independent study or self-assigned major	X							X	X		
Co-curricular activities	X	X			X	X	X	X	X	X	X
Learning communities	X				X	X	X	X	X		



**Student Affairs Assessment Workshop**  
**January 15<sup>th</sup>, 2009**  
**NSSE – Based Planning Worksheet**

Targeted NSSE Category: \_\_\_\_\_

Targeted Activity / Condition: \_\_\_\_\_

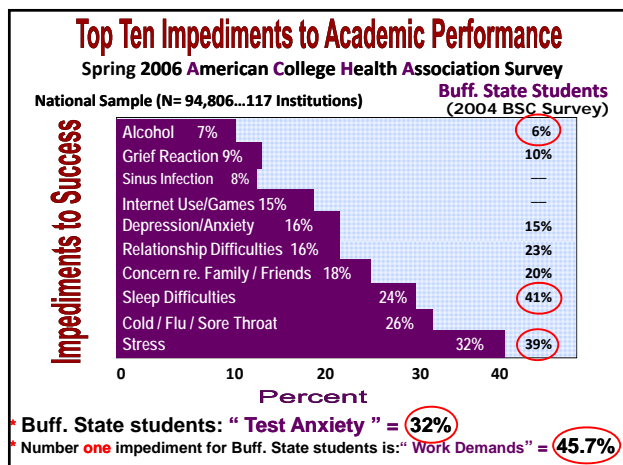
Related NSSE Survey Question: \_\_\_\_\_

**PART ONE: Briefly Describe the Strategies, Programs or Activities Planned to Improve NSSE Ratings on the Above Targeted Activity / Condition**

**PART TWO: Consider How to Assess the Impact of the Above Strategies, Programs or Activities**

1. Will the NSSE survey question be used?
2. Will additional questions be developed to clarify student responses and inform future planning?
3. Will these questions be added to an existing survey instrument or used in a new survey?
4. Who will complete the survey?
5. When will the survey be administered?
6. Will the survey be a paper document or on-line?
7. How will the results be tabulated and analyzed?

**Enhancing Student Success**  
**Through Student**  
**Engagement @ the BSC**  
**Counseling Center:**  
**A Case Study**



### Steps in the Planning and Assessment Process @ the Counseling Center

1. Staff completed survey related to NSSE benchmark categories.
2. Focus group brainstorming re. important areas of Center influence on student engagement
3. Selection of priority areas of influence
4. Revise Center’s objectives/outcomes re. student engagement
5. Revise or develop programs, services or procedures related to the **enhancement of academic success through student engagement** for Center clients/BSC students

### Outcome of the Planning Process at the Counseling Center: New or Revised Programs, Services or Procedures related to the enhancement of Student Engagement

1. In general, there was a **refocusing of Center** procedures, programs and services **on academic success through “student engagement”**.
2. **Revised Counseling Center student outcomes**
3. **Intake and client satisfaction questionnaires** to include survey questions associated with NSSE categories  
**Examples:** class participation, class presentations, perseverance, working with other students, and self-advocacy with staff/faculty.  
(Therefore, in more “clinical” terms a focus on: assertiveness, test anxiety, social and performance anxiety and procrastination)

4. **Psycho-social skills based programming** in stress management, anxiety management, interpersonal skills-assertiveness and sleep hygiene to be revised with specific focus on academic-classroom concerns. (**Example:** Anxiety management to include a specific focus on classroom presentation/participation and test/exam taking.

5. Initiative to **enhance “customer relationship”** through enhancing Center office environment and assessing client satisfaction with their relationship to staff.

6. Special focus on **partnering with other faculty and staff** who do programming on academic success related psychosocial skills (e.g., the “public speaking” courses)





## Part Four: Using NSSE on Campus

### Workshops with NSSE focus:

- Engaging Students in the Classroom
- Civil and Caring Community
- Understanding Buffalo State Students
- Dealing with Disruptive Students

### Planning/Assessment/Learning Tools:

- Example “Personal Reflection” Worksheets
- Think-Pair-Share
- Nominal Group (Focus Group Strategy)

<p><b>Understanding the Buffalo State College Student</b> An Opportunity for Conversation with Faculty and Staff of Buffalo State College September 11<sup>th</sup>, 2008</p>  <p><b>Presenters:</b></p> <ul style="list-style-type: none"> <li>• Dr. Charles Kenyon, Dean of Students</li> <li>• Dr. Steve Chris, Senior Counselor</li> <li>• Ron George, Senior Counselor</li> </ul>	<p><b>Creating a Civil And Caring Campus Community</b> An Opportunity for Conversation with Faculty and Staff of Buffalo State College November 21<sup>st</sup>, 2007</p>  <p><b>Presenters:</b></p> <ul style="list-style-type: none"> <li>• Dr. Charles Kenyon, Dean of Students</li> <li>• Dr. Steve Chris, Senior Psychologist</li> </ul>
<p><b>Dealing With Distressed and Distressing Students</b> Selected Student Assessment Data From the Buffalo State Counseling Center</p> 	<p><b>Engaging Students in the Classroom</b> An Opportunity for Conversation with Faculty and Staff of Buffalo State College November 21<sup>st</sup>, 2007</p>  <p>The time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development. <small>(Lundberg, Peterson &amp; Karpicke, 1993, Page 1388).</small></p>

## Lessons for Using NSSE Results to Inform Improvement and Take Action

- Use data to help illustrate shared responsibility for student learning, blur organizational boundaries
- Use multiple measures to build a comprehensive assessment plan
- Connect results to issues of concern on campus
- Involve students in interpretation of results, seek more detail via focus groups, interviews
- Show how data informs change on campus
- Link assessment work to improvements in student learning and success

## To Ponder:



Far more student affairs units can use their NSSE data to more productively guide student affairs practice, partner with IR and Academic Affairs, and promote student learning and success.

*How will you put your data to use?*

## Resources

- Ahren, C., Ryan, H.G., Massa-McKinley, R. (2008). Assessment matters – The why and how of cracking open and using assessment results. *About Campus*, 13(2), 29-32.
- Bresciani, M.J., Zelna, C.L. & Anderson, J.A. (2004). *Assessing Student Learning and Development: A Handbook for Practitioners*. Washington DC: NASPA.
- Keeling, R.P, Wall, A.F., Underhile, R. & Dungy, G.J. (2008). *Assessment Reconsidered: Institutional Effectiveness for Student Success*. International Center for Student Success and Institutional Accountability.
- Kezar, A. (2003). *Student Affairs Administrators: Building Collaborations with Student and Academic Affairs for Institutional Improvement*. DEEP National Roundtable Report, Issue 3. National Survey of Student Engagement. [Download from NSSE](#)
- Kinzie, J. (2006, Spring). Make the most of your NSSE data. *Leadership Exchange*, 5(2). 31, 35.
- Smith, K. M. & Mather, P. C. (2000). Best practices in student affairs research. In Pickering, J. W. & Hanson, G. R. (Eds.), *Collaboration between student affairs and institutional researchers to improve institutional effectiveness: New Directions for Institutional Research* (pp. 63-78). San Francisco: Jossey-Bass.



## Discussion and Comments: NSSE and Student Affairs

- Do you have access to NSSE and other institutional data? If yes, how do you use it in conjunction with other internal/national data to advocate for change, assess organization, program, project? How do you use it as development tool for area, division, collaboration with academic affairs?
- Share an example of NSSE use on your campus?
- What questions do you have about using NSSE for assessment, accreditation, on your campus?
- What **action** might you take with your NSSE data?

## Contact Information

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