


PRAIRIE VIEW A&M UNIVERSITY

Using Institutional Data in Support Units

Presentation for
Student Affairs & Institutional Relations

Presented by
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January 30, 2009





National Survey of Student Engagement (NSSE)

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What is 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
- Educationally effective institutions channel student energy toward the right activities

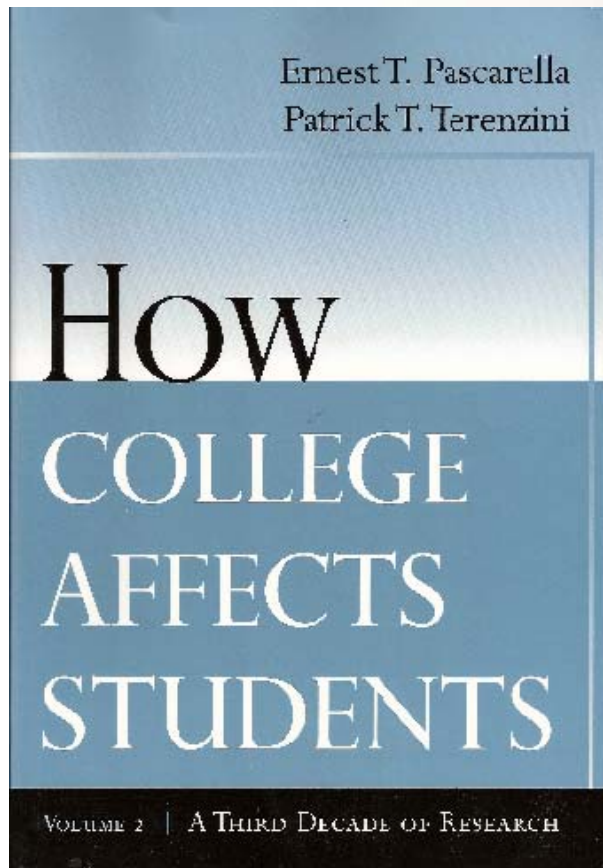
Seven Principles of Good Practice in Undergraduate Education

- ✓ Student-faculty contact
- ✓ Active learning
- ✓ Prompt feedback
- ✓ Time on task
- ✓ High expectations
- ✓ Experiences with diversity
- ✓ Cooperation among students

(Chickering & Gamson, 1987; Pascarella & Terenzini, 2005)

How College Affects Students

(Pascarella & Terenzini, 2005)



Because individual effort and involvement are the critical determinants of impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage *student engagement*. – p. 62

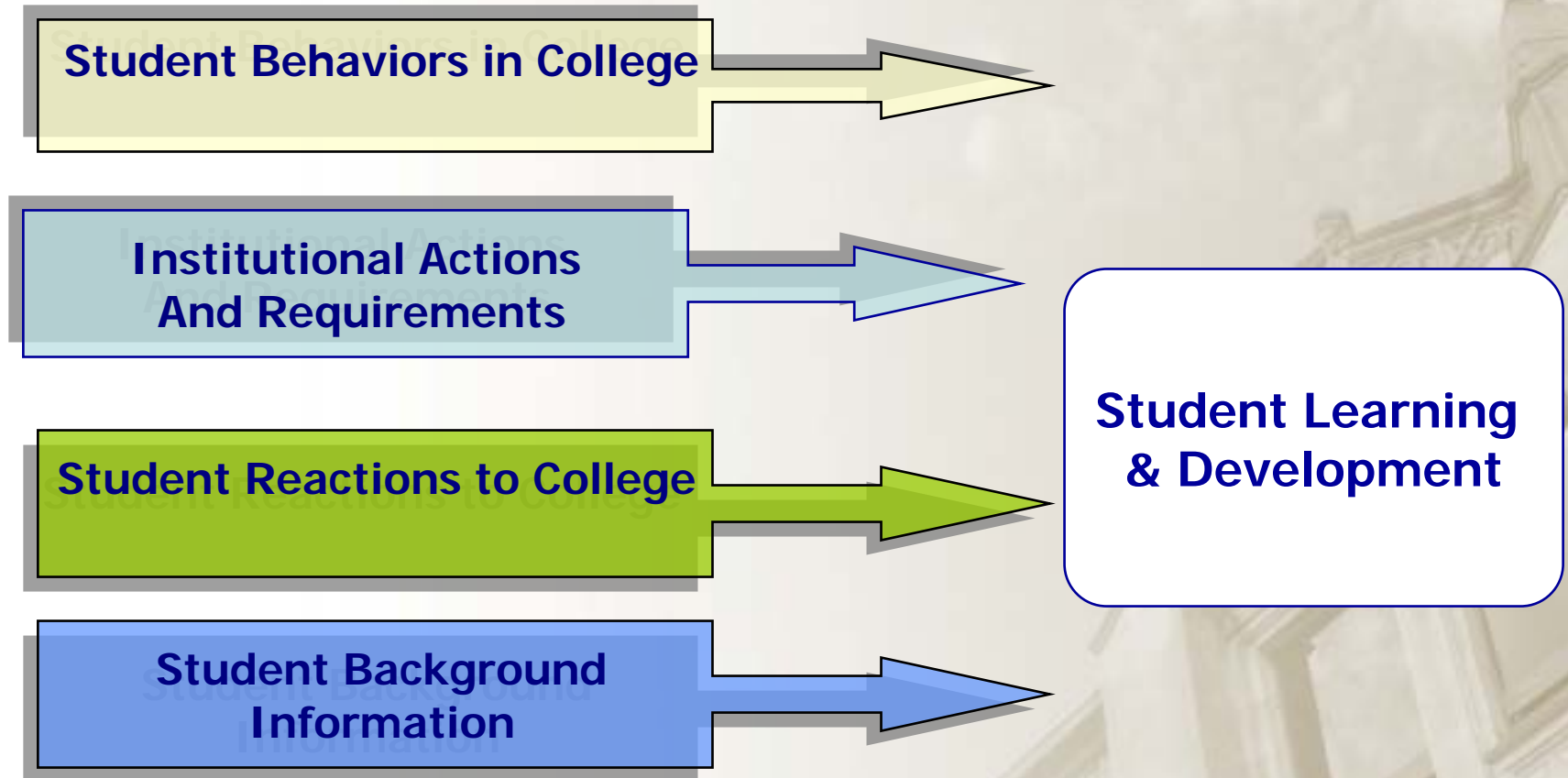
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Value Added




- Learning gains (behavioral changes/gains) between freshman and senior year.

NSSE Survey Content



Survey Administration

 National Survey of Student Engagement 2008
The College Student Report

1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: or

	Very often	Often	Some- times	Never
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutors or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (blogs, chat groups, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about course plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 During the current school year, how much has your coursework emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Administered to random samples of first-year & senior students
- Administration occurs in the spring academic term
- Paper & Web-based survey
- Flexible to accommodate consortium questions
- Multiple follow-ups to increase response rates



STUDENT AFFAIRS

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Student Affairs' Goal

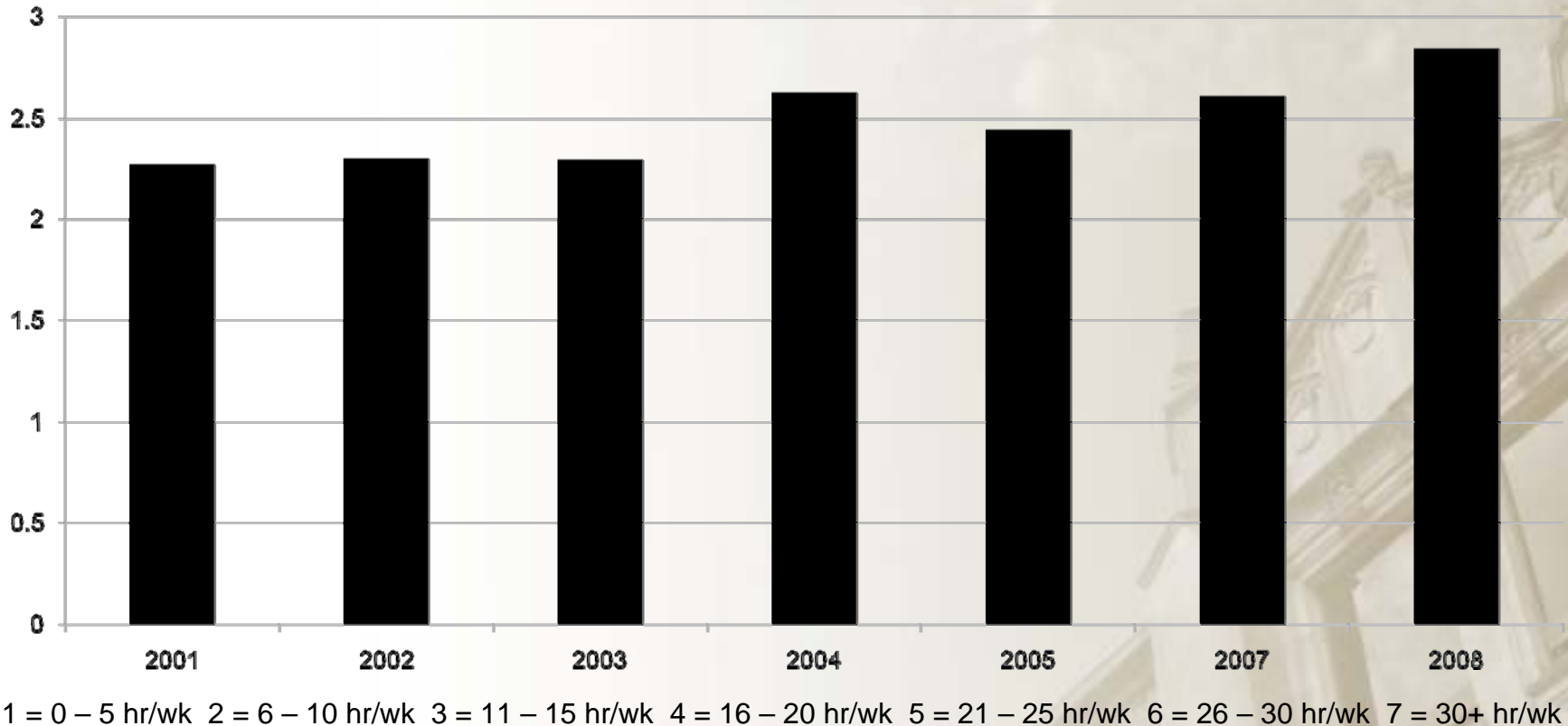
- **To foster involvement in the learning community by offering co-curricula support services and activities which encourage a holistic approach to the development of students.**

Co-Curricular Activities

- **About how many hours do you spend in a typical 7-day week doing each of the following? Participating in co-curricular activities (organizations, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.).**

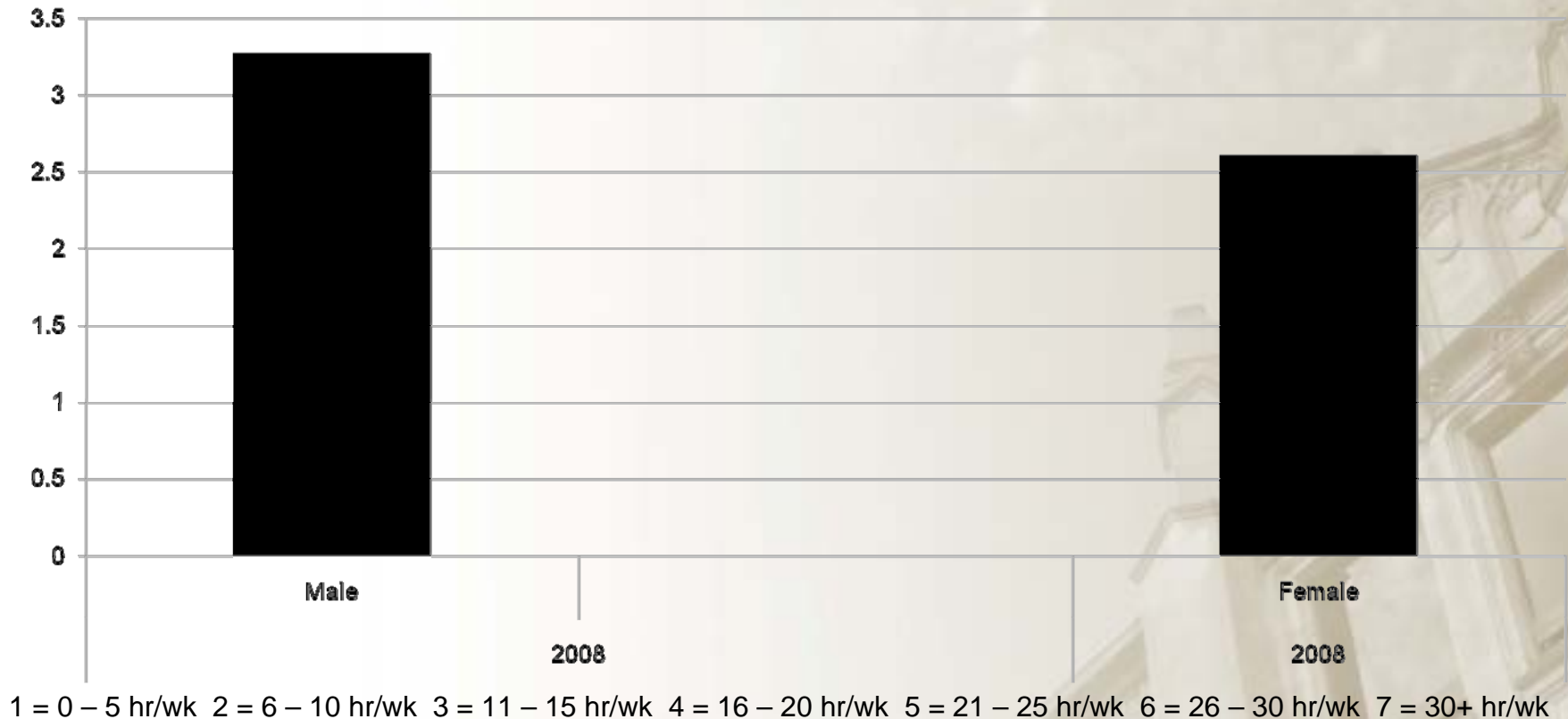
Average Responses

Hours Participate in Co-Curricular Activities



Gender Differences

Hours Participating in Co-Curricular Activities



Student Affairs' Goals

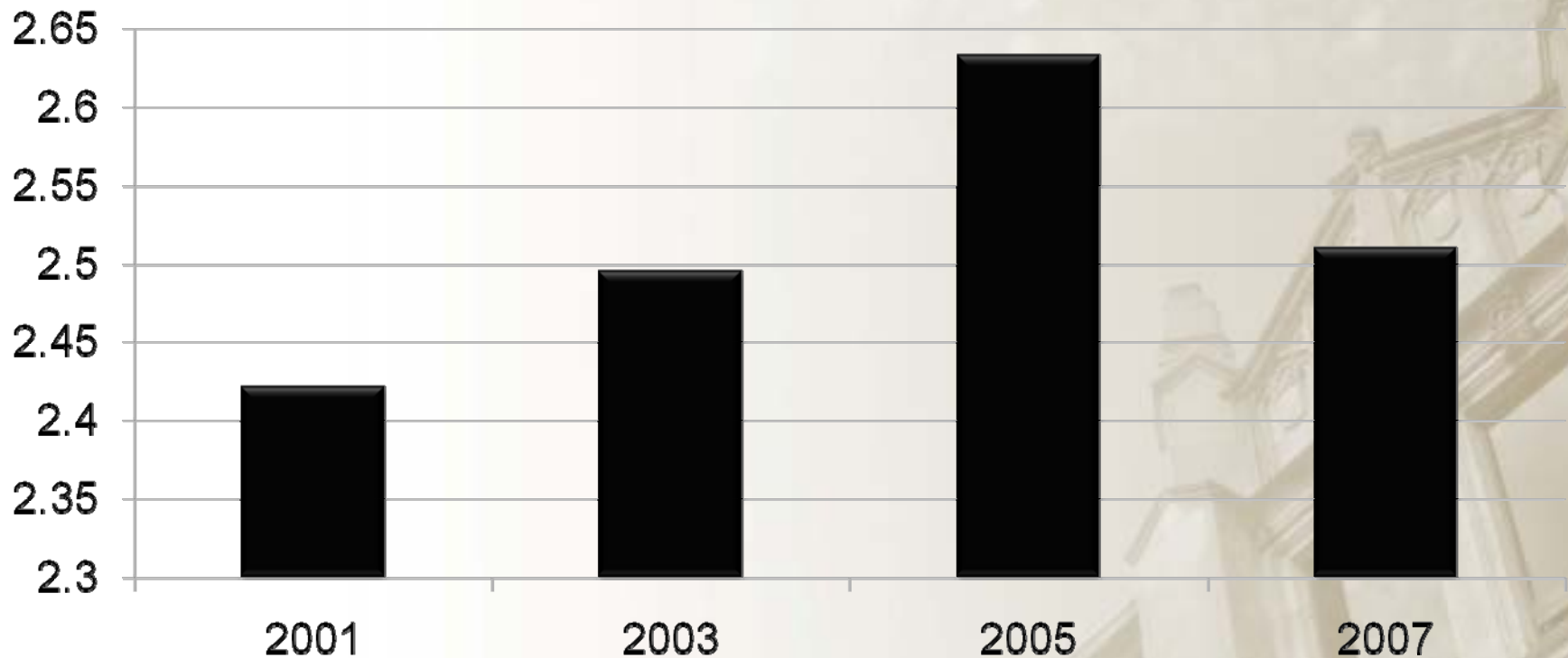
- **To further the assurance that students know their rights and responsibilities as they matriculate in an environment that is relatively safe, secure, and healthy.**
- **Objective: Increase student awareness of how to file complaints.**

Student Complaints – Student Services

- How much do you agree or disagree with the following statements. I know how to make a complaint regarding student services.

Average Responses to...

Know How to Make a Student Services Complaint



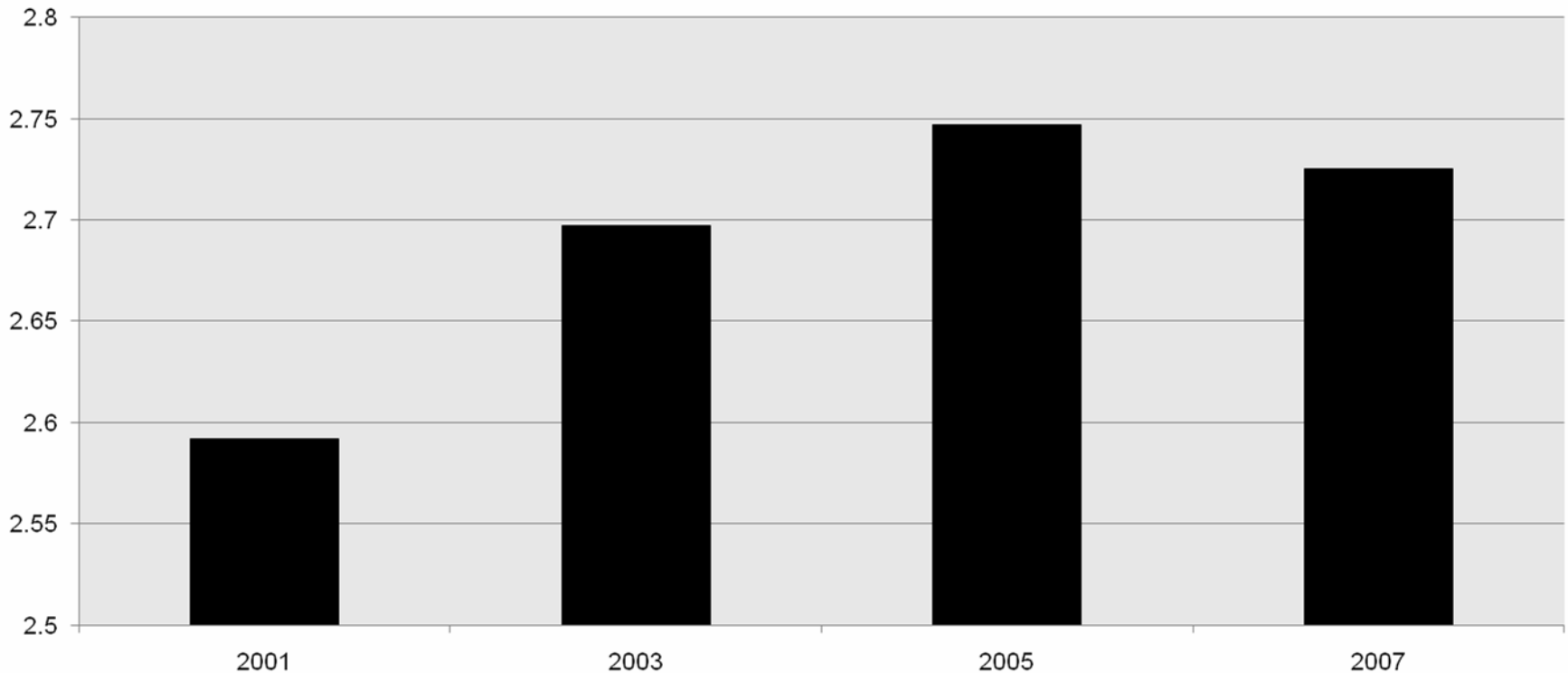
1= Strongly Disagree 2= Disagree 3 = Agree 4 = Strongly Agree

Complaints – Academic Issues

- How much do you agree or disagree with the following statements. I know how to make a complaint regarding academic issues.

Average Responses to...

Know How to Make a Complaint about Academic Issues



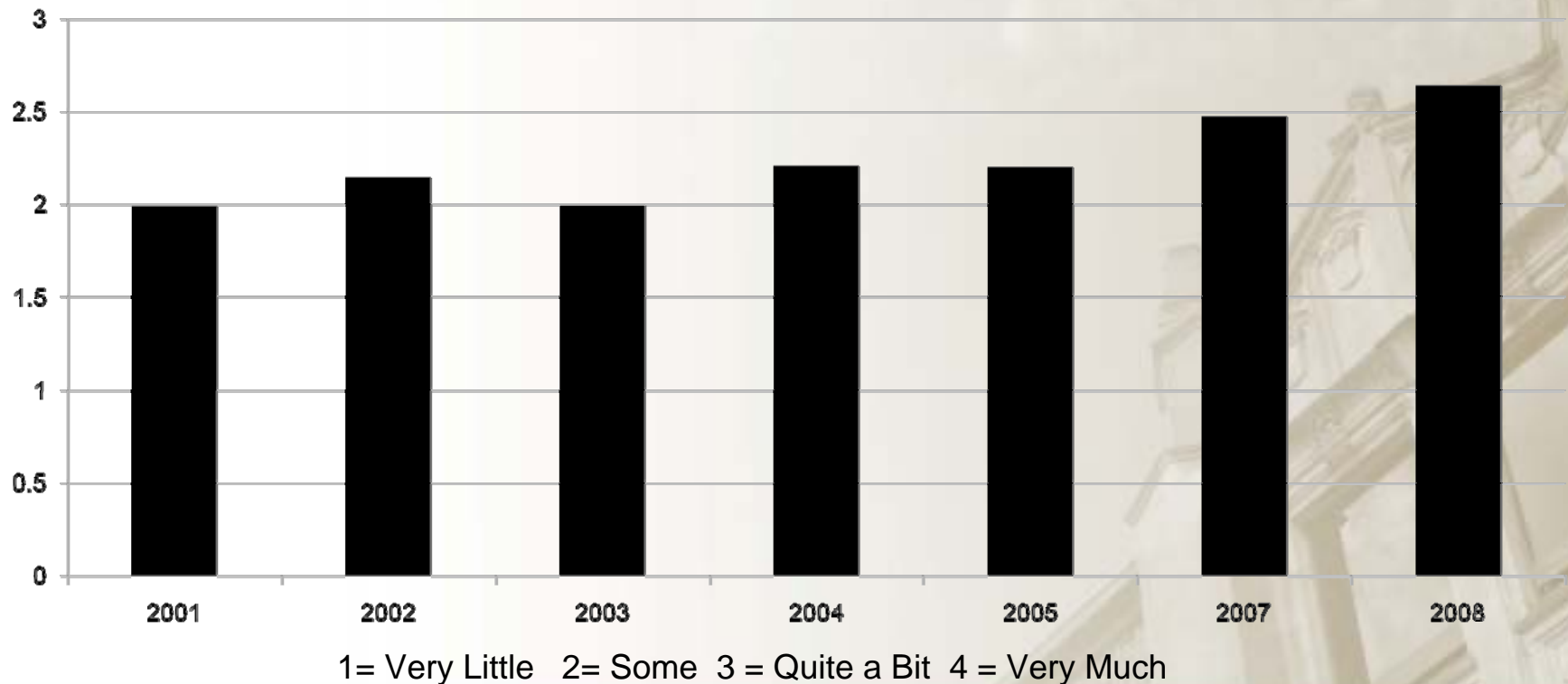
1= Strongly Disagree 2= Disagree 3 = Agree 4 = Strongly Agree

Coping Non-Academic Responsibilities

- To what extent does your institution emphasize each of the following? Helping you cope with your non-academic responsibilities (work, family, etc.).

Average Responses

Institution Helps Students Cope with Non-Academic Responsibilities



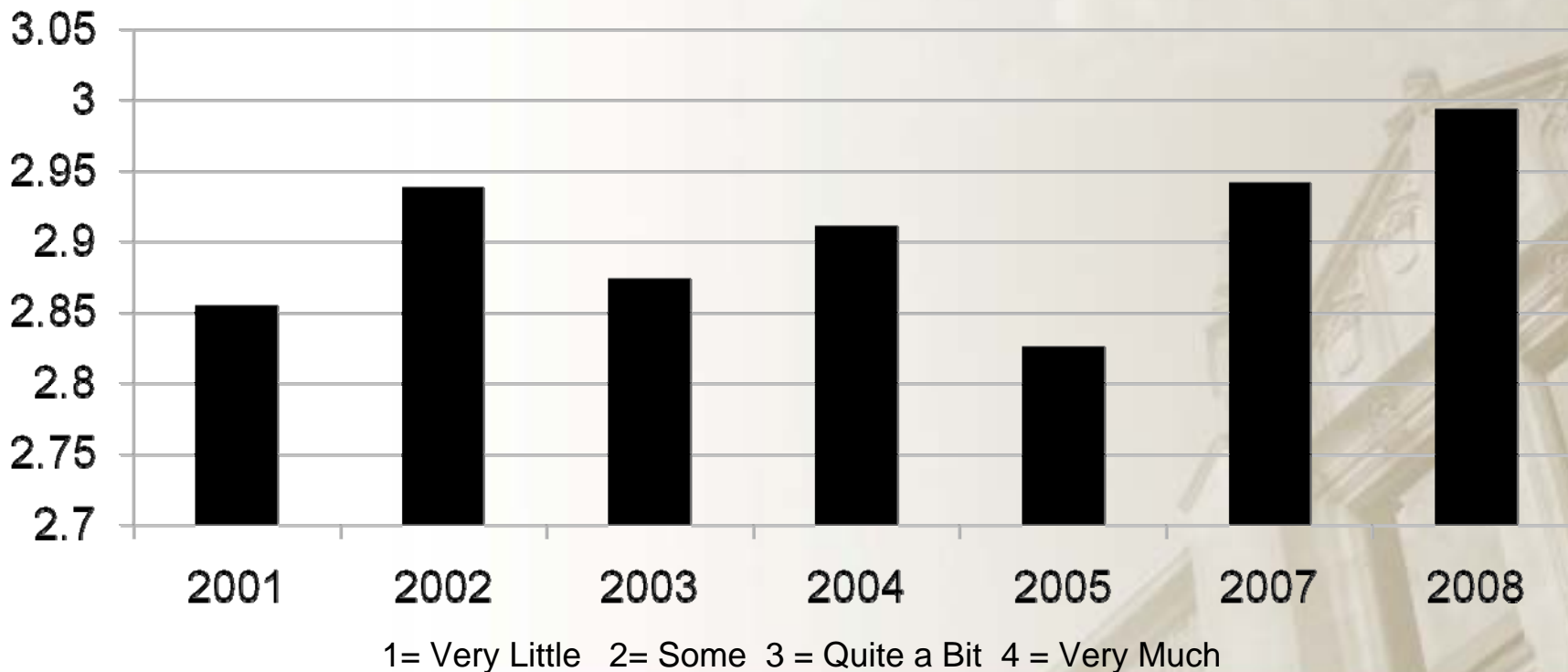
Academic Support



- To what extent does your institution emphasize each of the following? Providing the support you need to help you succeed academically.

Average Responses to...

Institution Provides Support to Succeed Academically

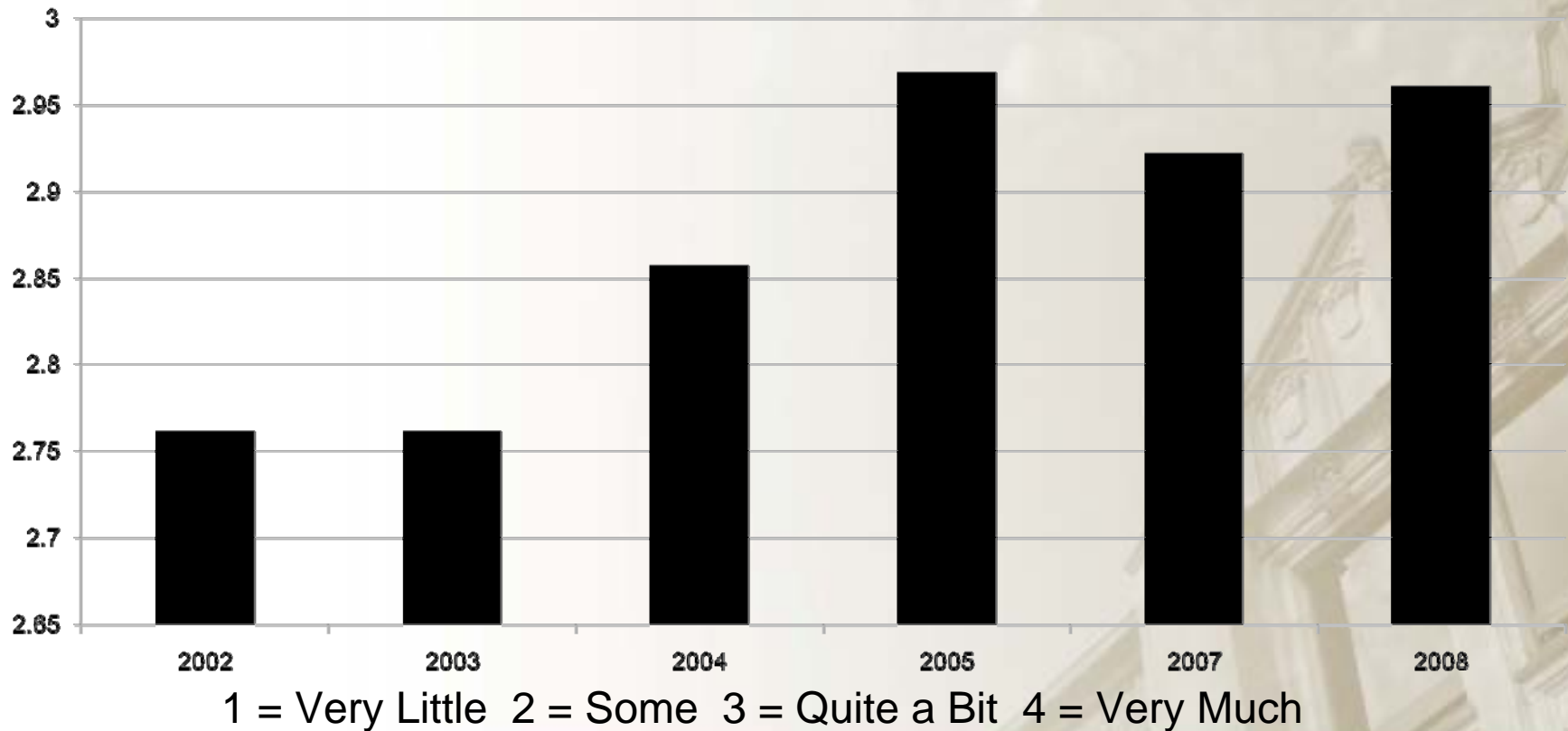


Attend Campus Events

- To what extent does your institution emphasize each of the following?
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.).

Average Responses

Attend Campus Events and Activities



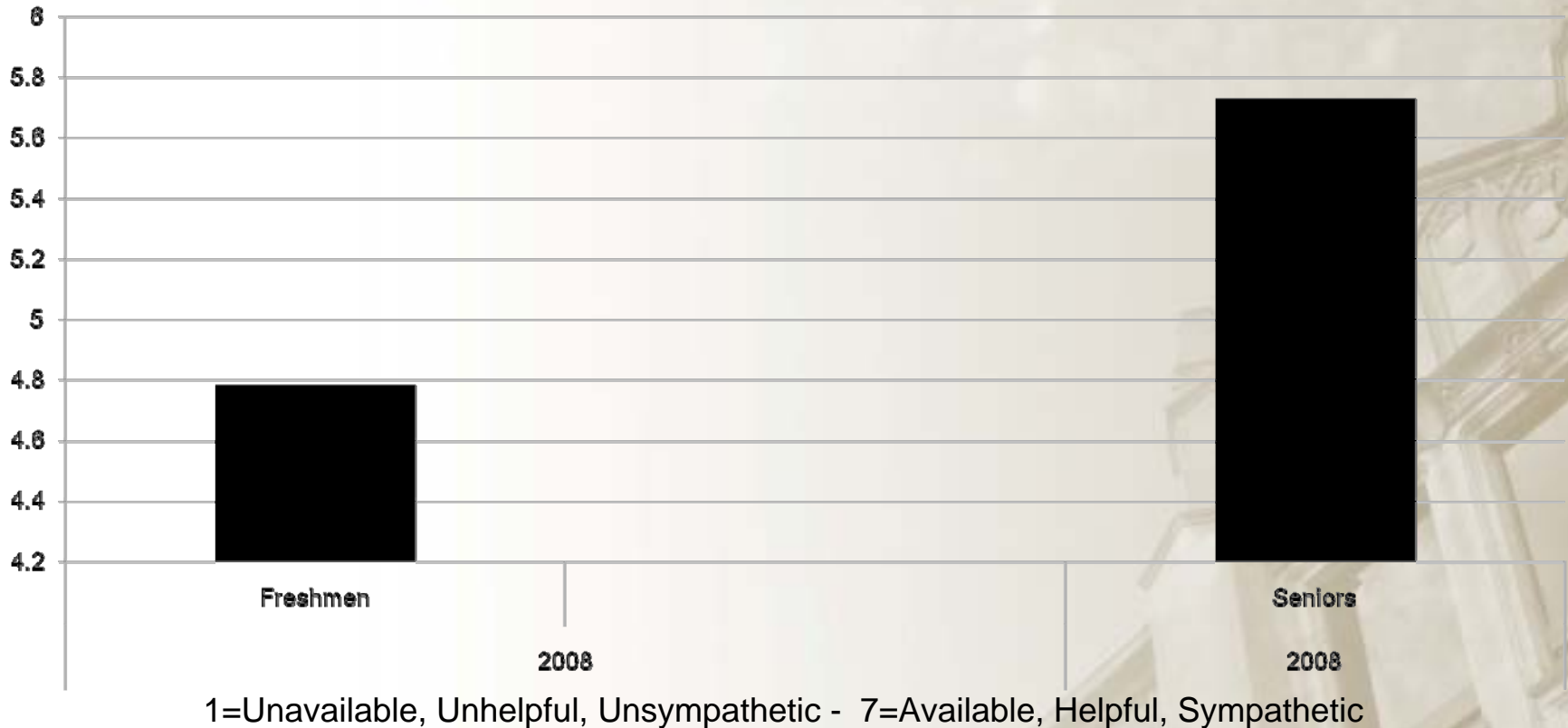
Quality Relationships with Faculty



- Mark the box that best represents the quality of your relationships with people at your institution. Relationships with faculty members.

Gender Differences

Quality of Relationships with Faculty Members





Career Services & Outreach Services

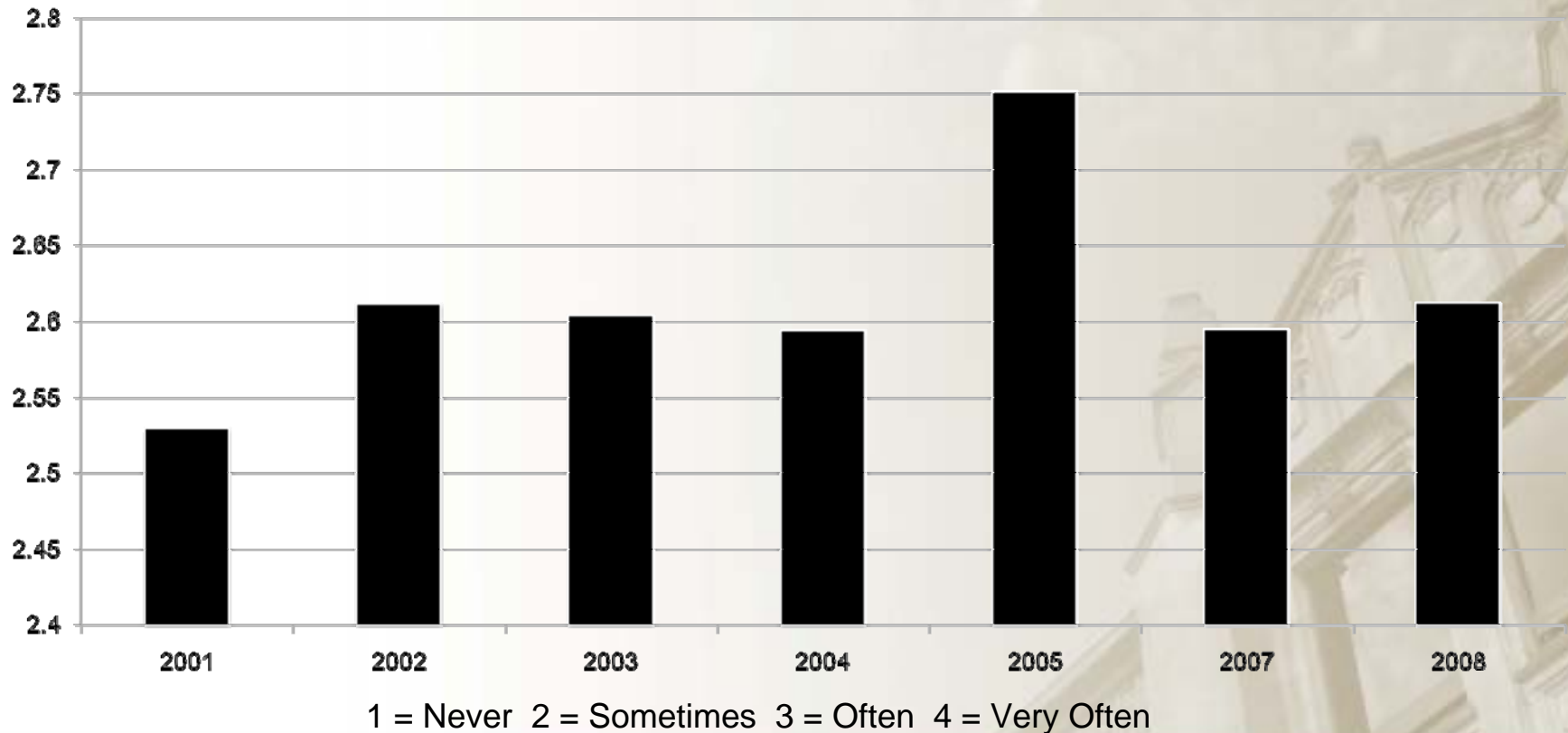
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Discuss Career Plans

- In your experience at your institution during the current school year, about how often have you done each of the following?
Talked about career plans with a faculty member or advisor.

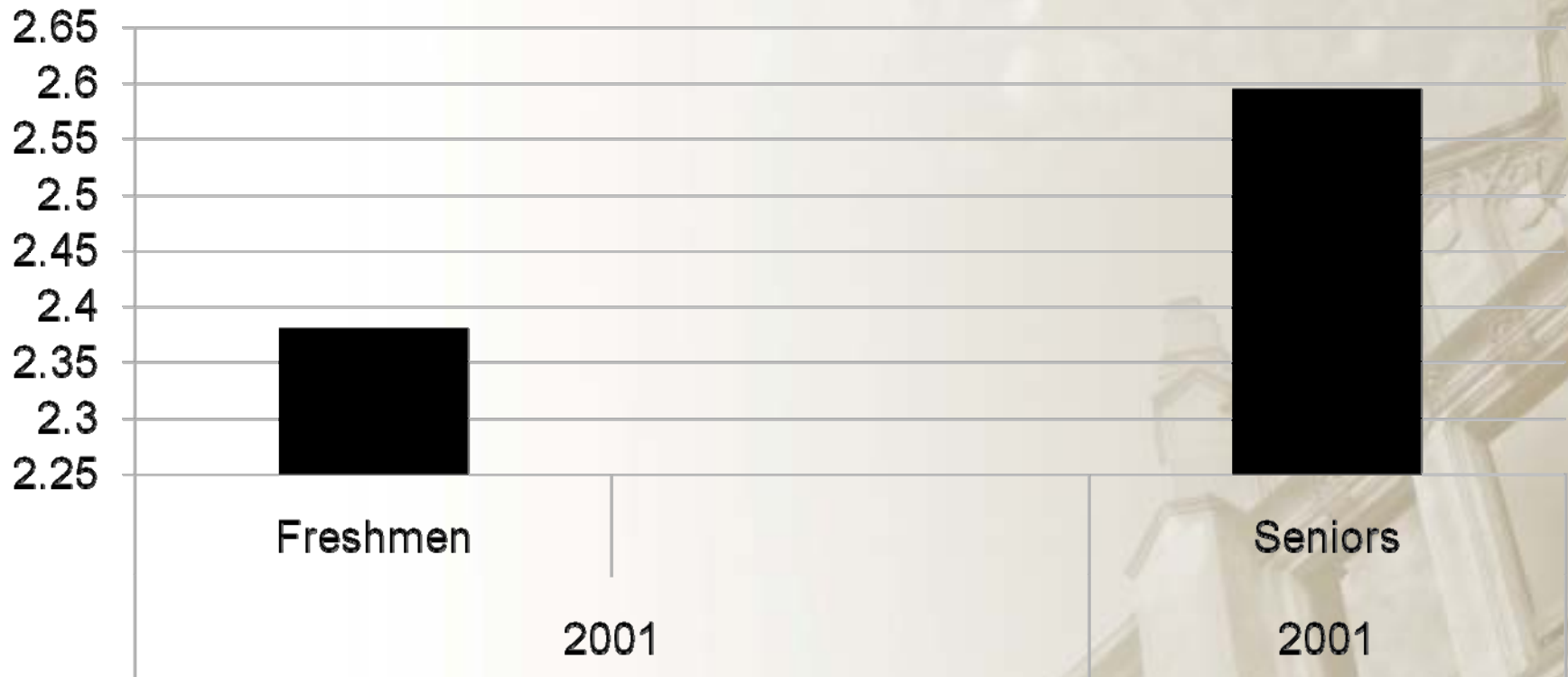
Average Responses to...

Talk to Faculty or Advisor about Career Plans



Gender Differences

Talk to Faculty or Advisor about Career Plans



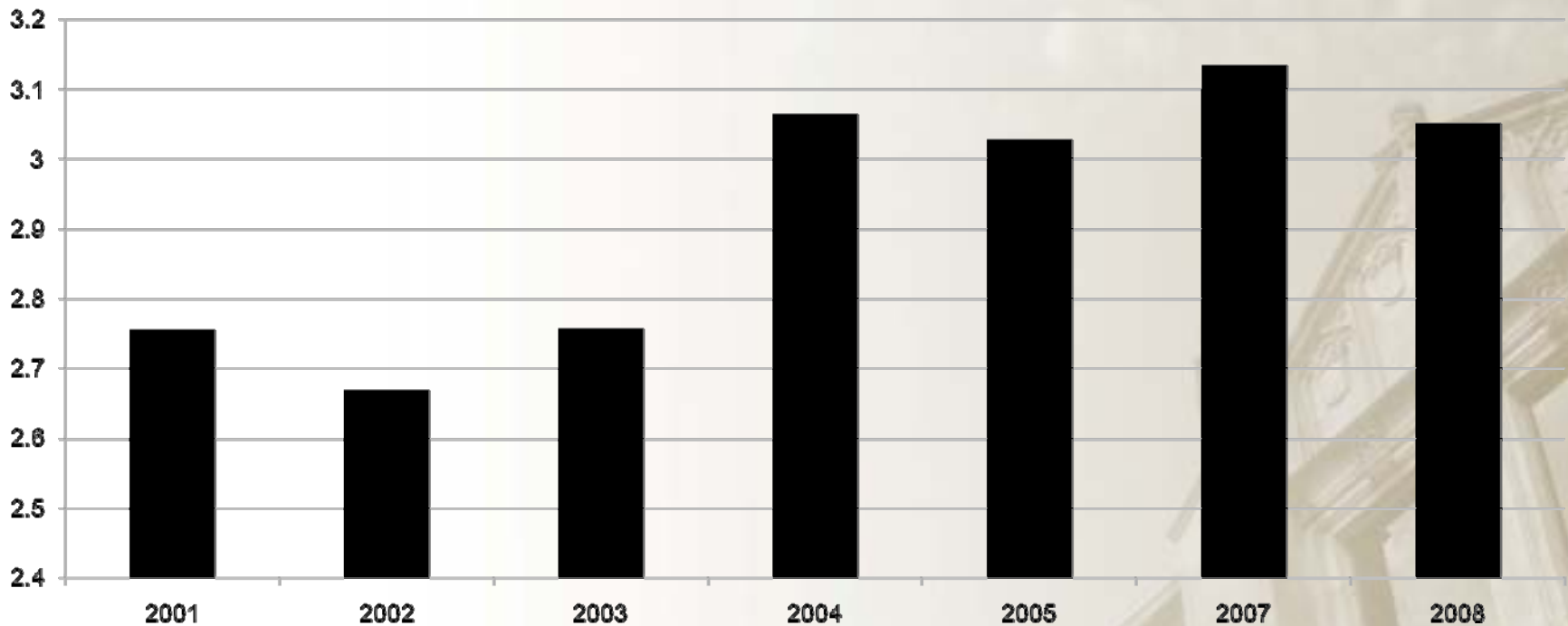
1 = Never 2 = Sometimes 3 = Often 4 = Very Often

Internships

- Which of the following have you done or do you plan to do before you graduate from your institution? Practicum, internship, field experience, co-op experience, or clinical assignment.

Average Responses to...

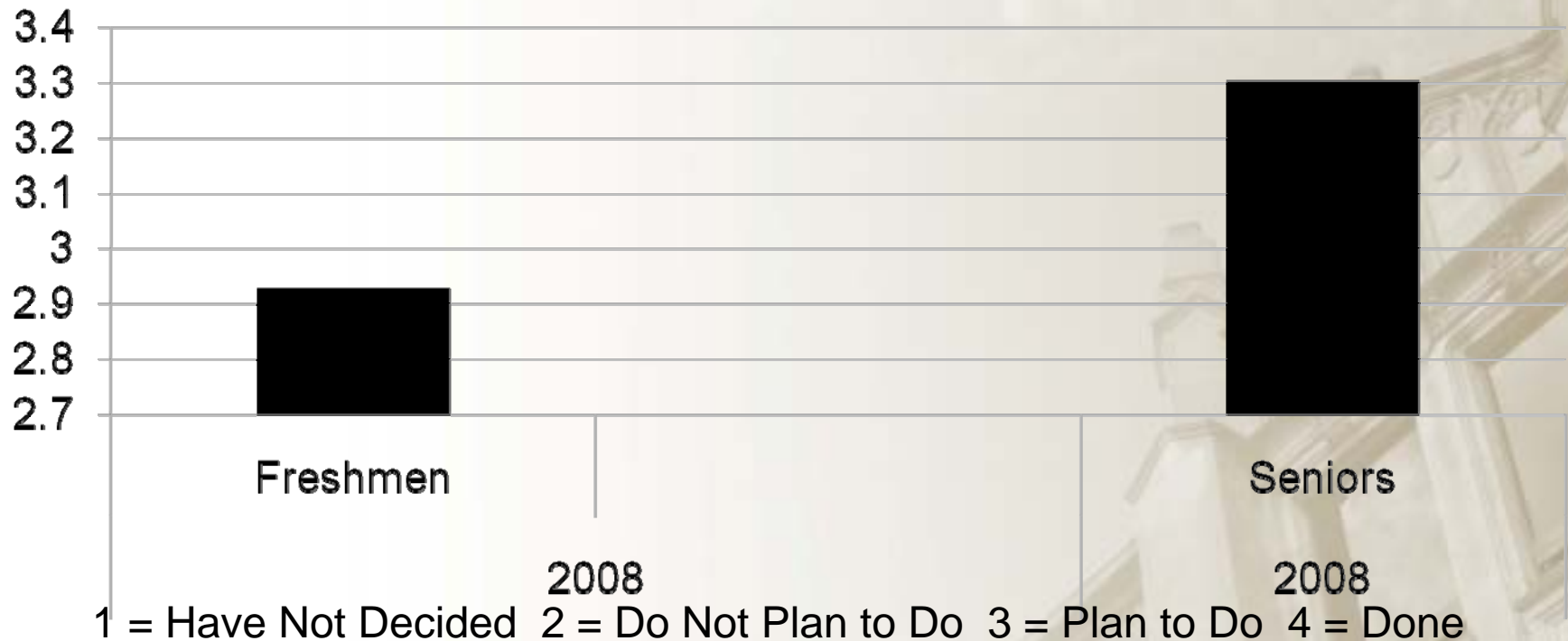
Practicum, Internship, Field-Experience, or Clinical Experience



1 = Have Not Decided 2 = Do Not Plan to Do 3 = Plan to Do 4 = Done

Classification Differences

Practicum, Internship, Field-Experience, or Clinical Experiences

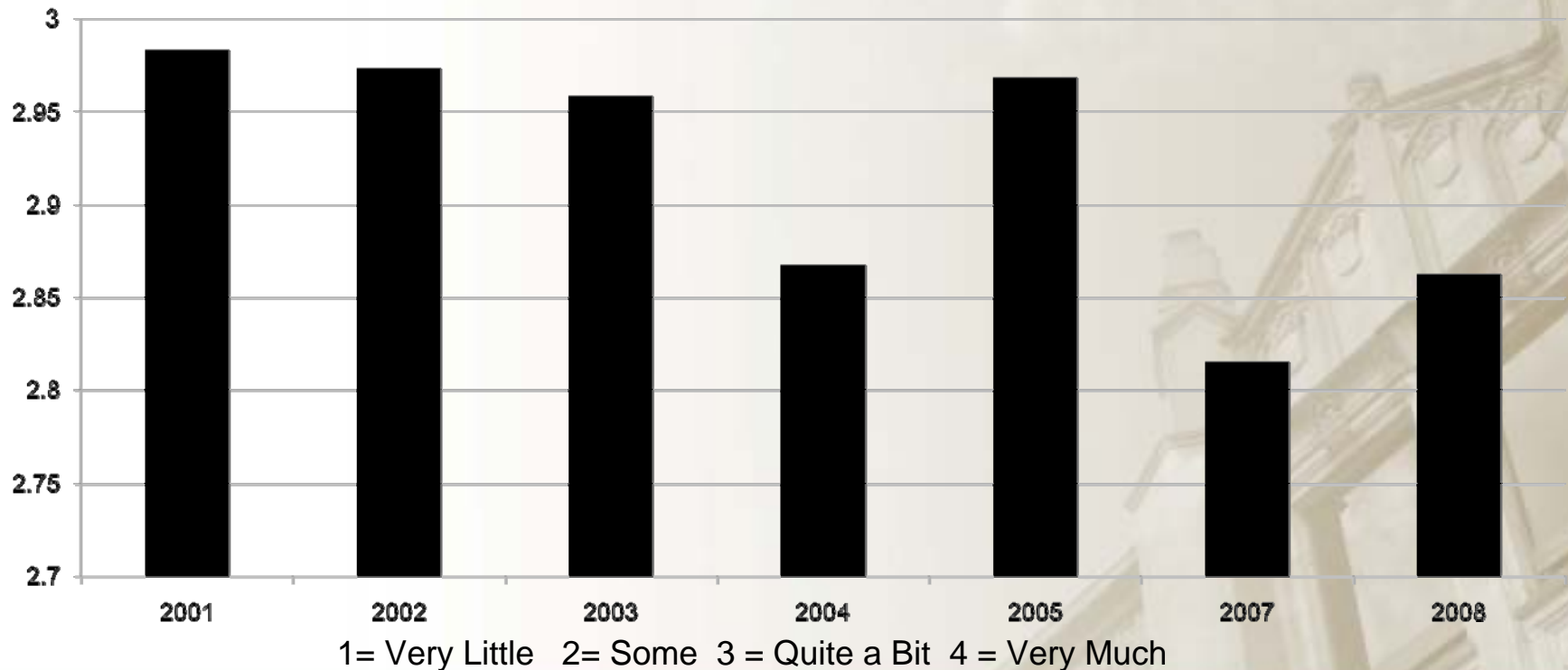


Work-Related Skills

- To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Acquiring job or work-related knowledge and skills.

Average Responses to...

Institutional Influence on Acquiring Job or Work-Related Skills





Intramural and Recreational Sports

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Exercise

- In your experience at your institution during the current school year, about how often have you done each of the following?
Exercised or participated in physical fitness activities.

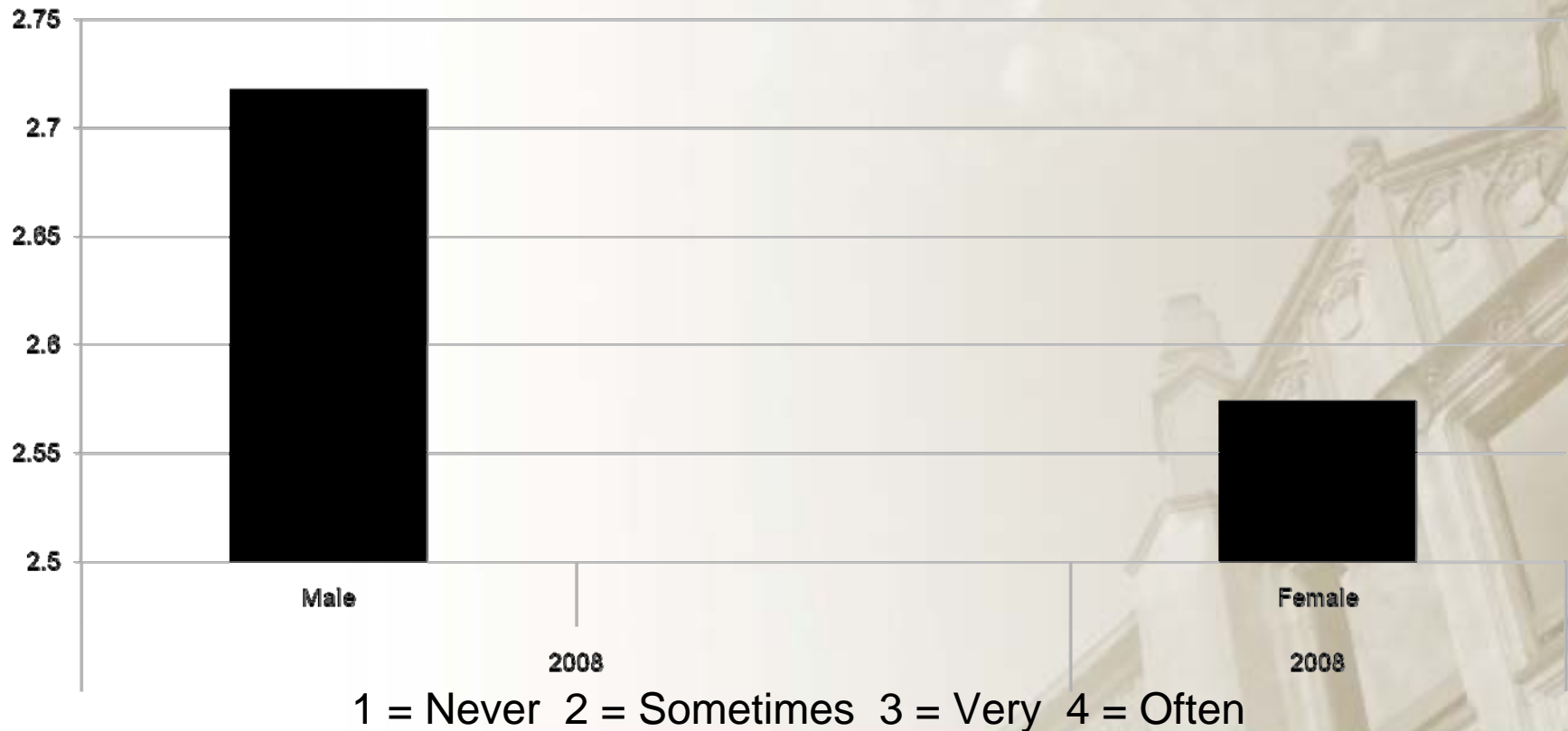
Average Responses to...

Exercised or Participated in Physical Fitness Activities



Gender Differences

Exercised or Participated in Physical Fitness Activities

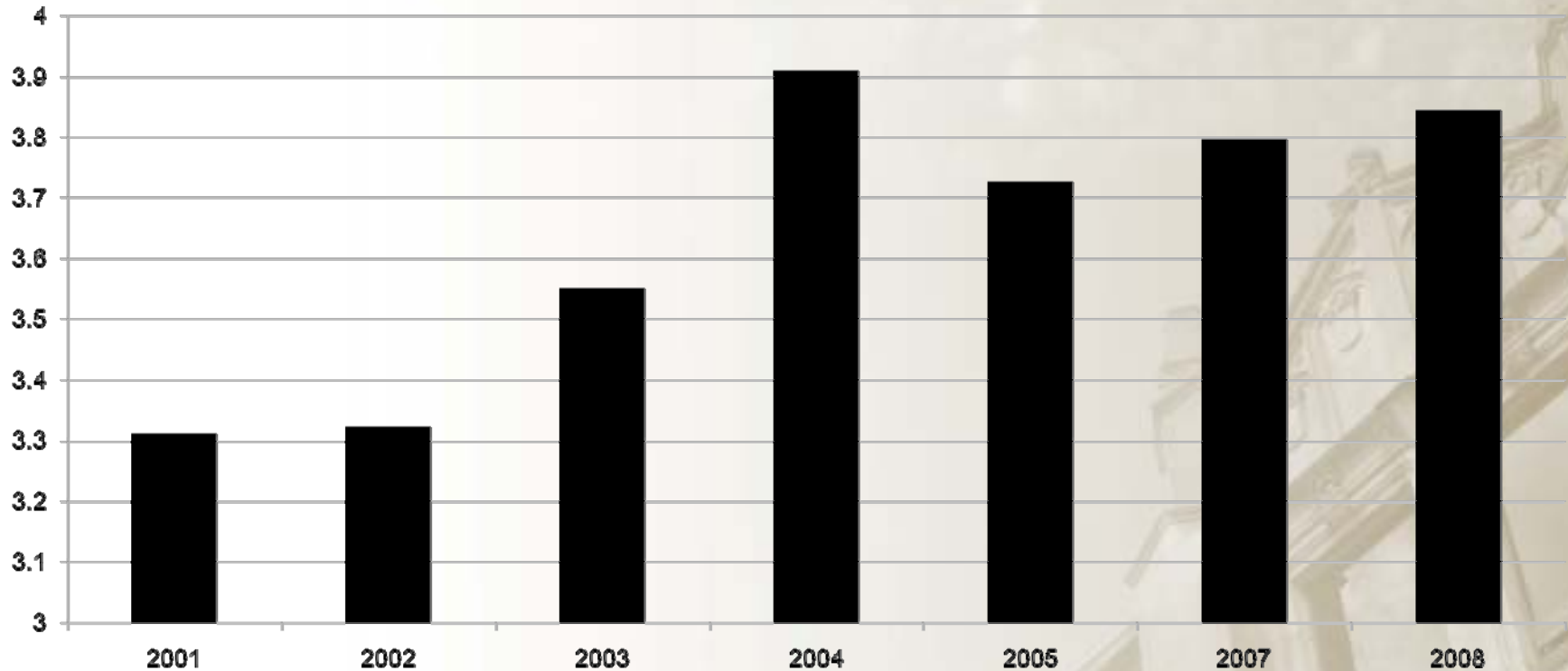


Relaxation

- **About how many hours do you spend in a typical 7-day week doing each of the following? Participating in co-curricular activities (organizations, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.).**

Average Responses to...

Relaxing and Socializing



1 = 0 – 5 hr/wk 2 = 6 – 10 hr/wk 3 = 11 – 15 hr/wk 4 = 16 – 20 hr/wk 5 = 21 – 25 hr/wk 6 = 26 – 30 hr/wk 7 = 30+ hr/wk



Public Relations

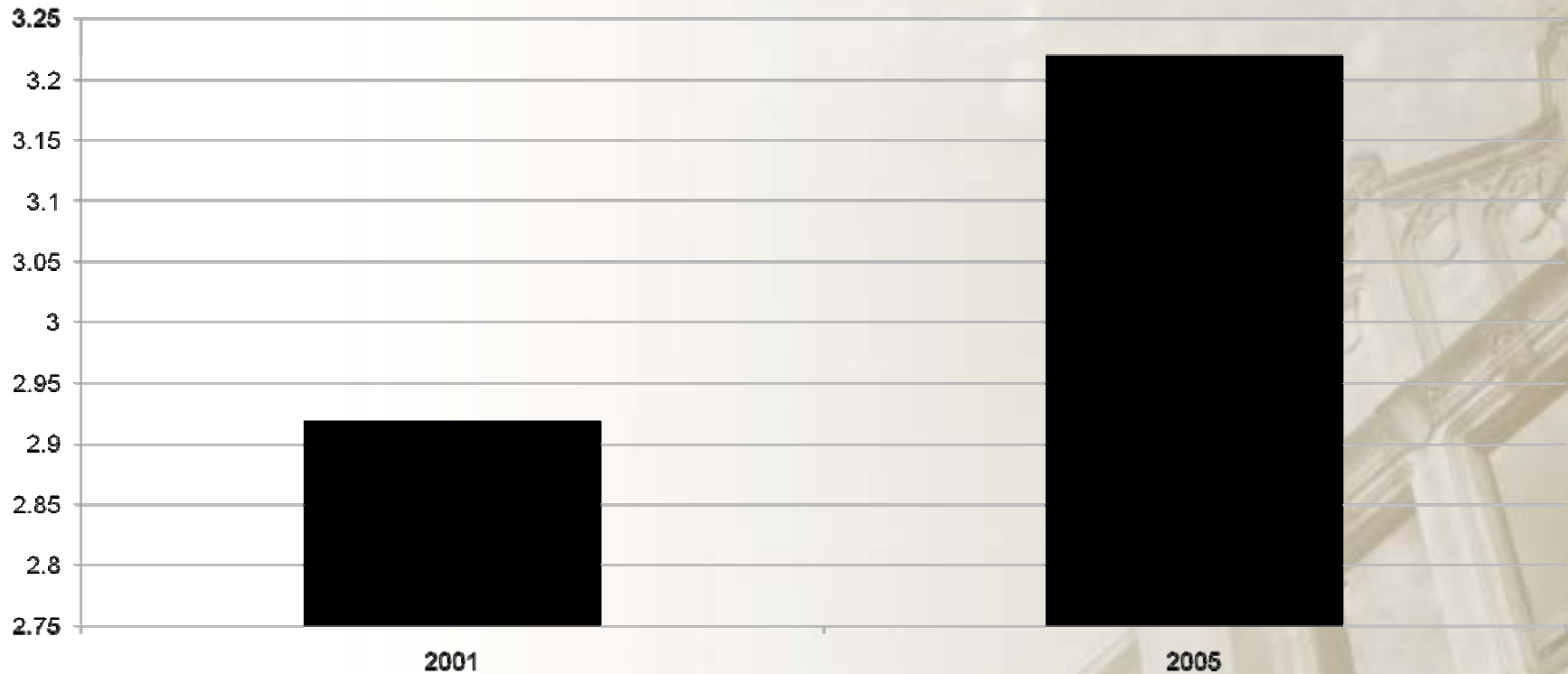
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University's Website

- I use the university's website to find information I need.

Average Responses to...

Use University Website



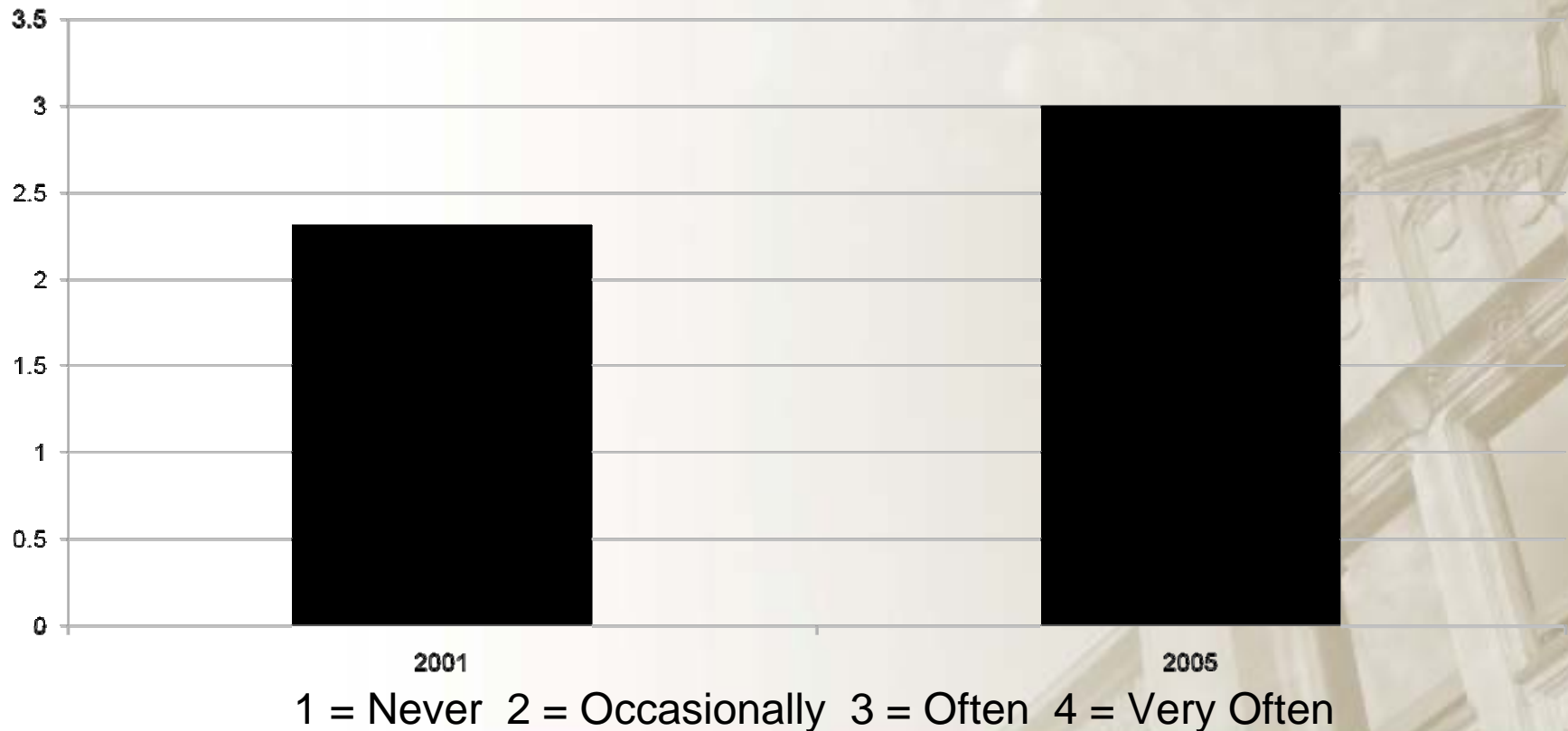
1 = Never 2 = Occasionally 3 = Often 4 = Very Often

Find Information

- It's easy to find the information I need on the university's website.

Average Responses to...

Easy to Find Information on University Website





Government Relations

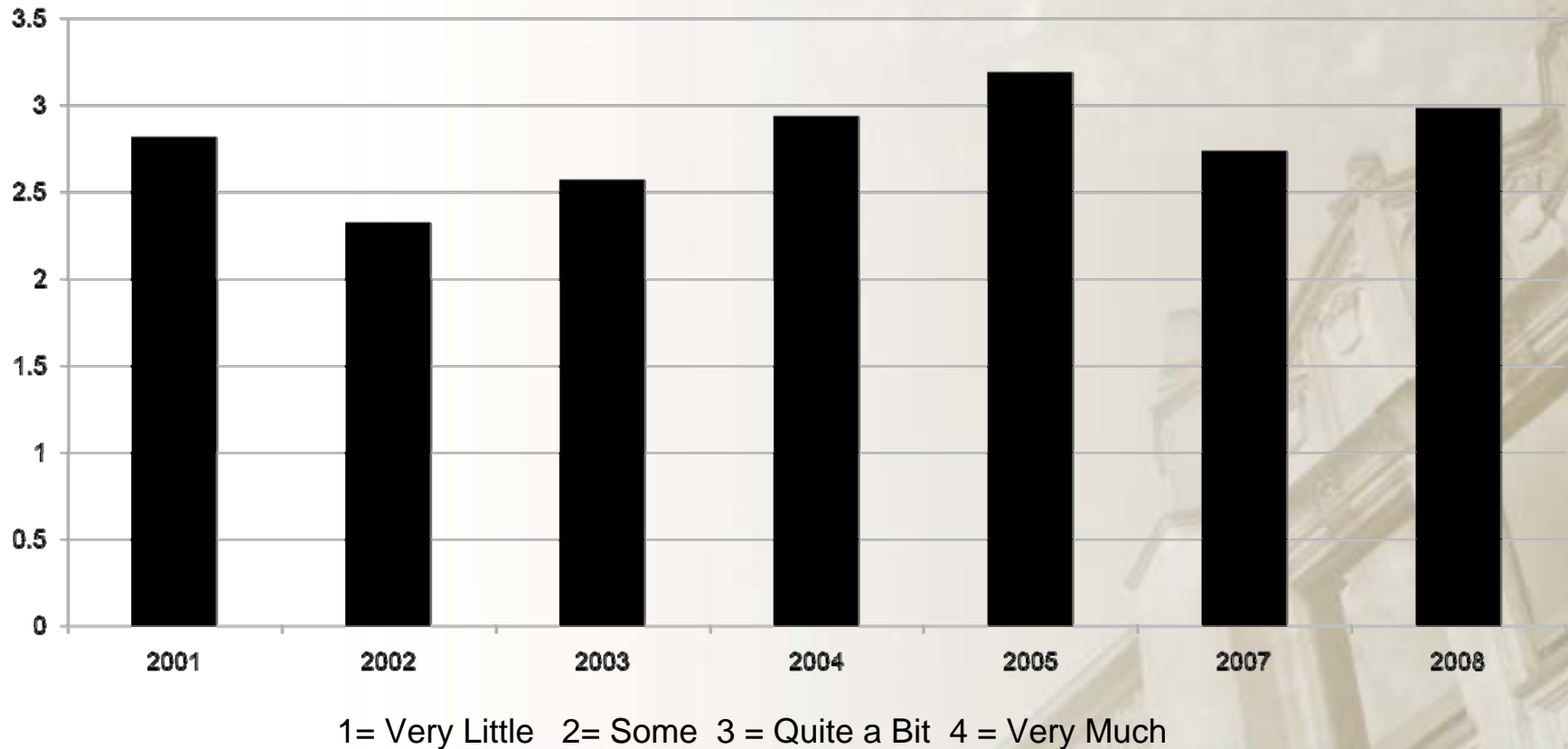
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Voting

- To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Voting in local, state, or national elections.

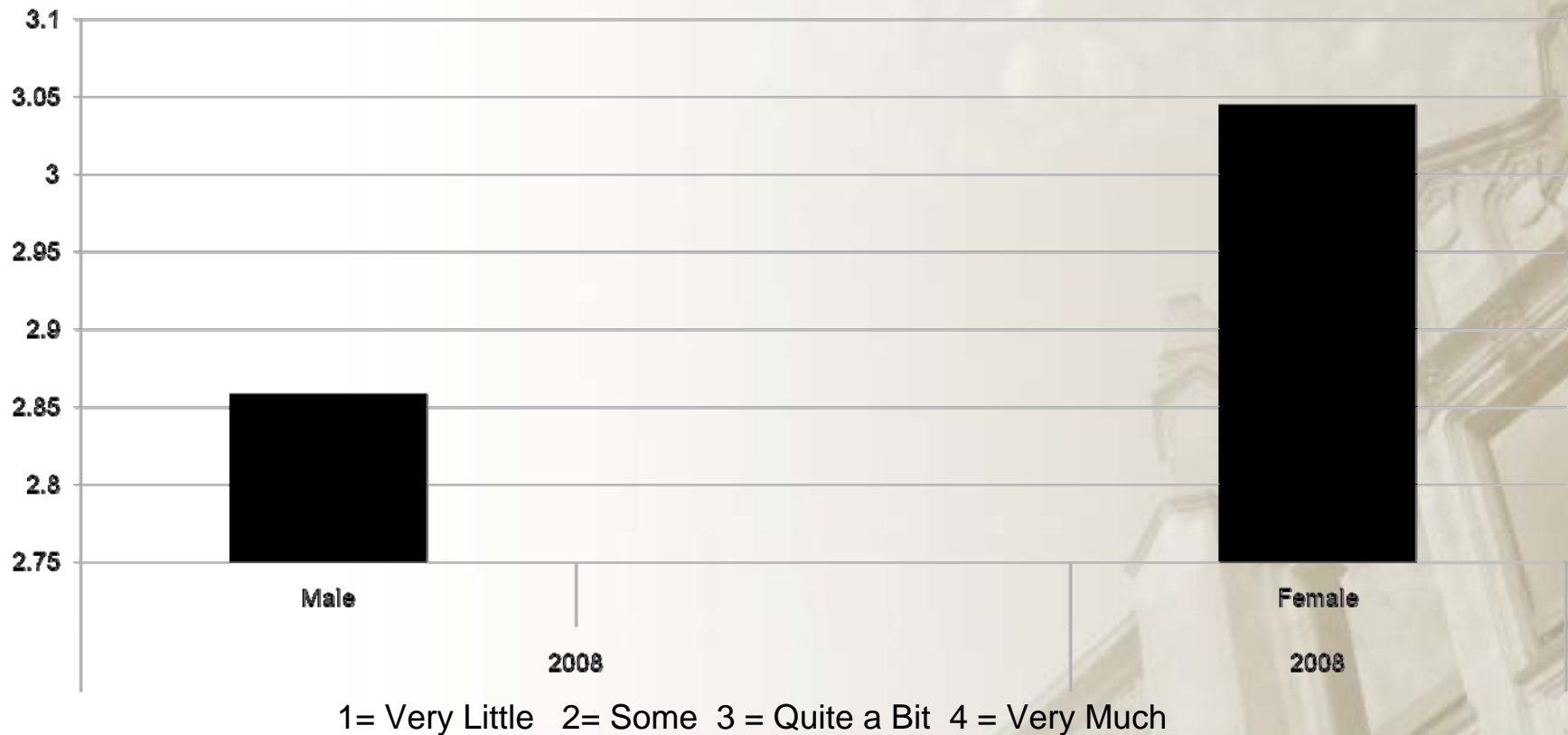
Average Responses to...

Vote in Local, State, and National Elections



Gender Differences

Vote in Local, State, and National Elections





Service Learning

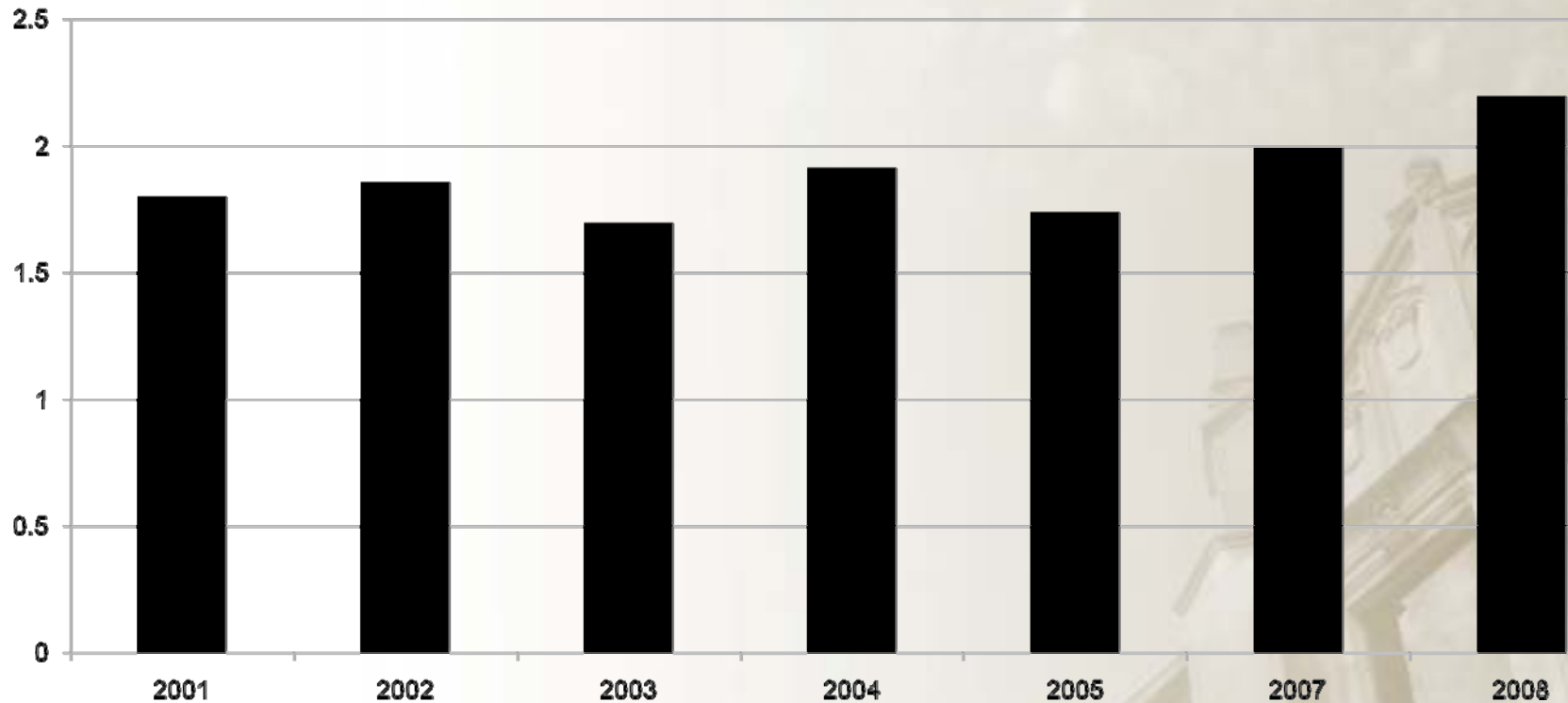
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Community-Based Project

- In your experience at your institution during the current school year, about how often have you done each of the following?
Participated in a community-based project (e.g., service learning) as part of a regular course.

Average Responses to...

Participate in a Community-Based Project



1 = Have Not Decided 2 = Do Not Plan to Do 3 = Plan to Do 4 = Done

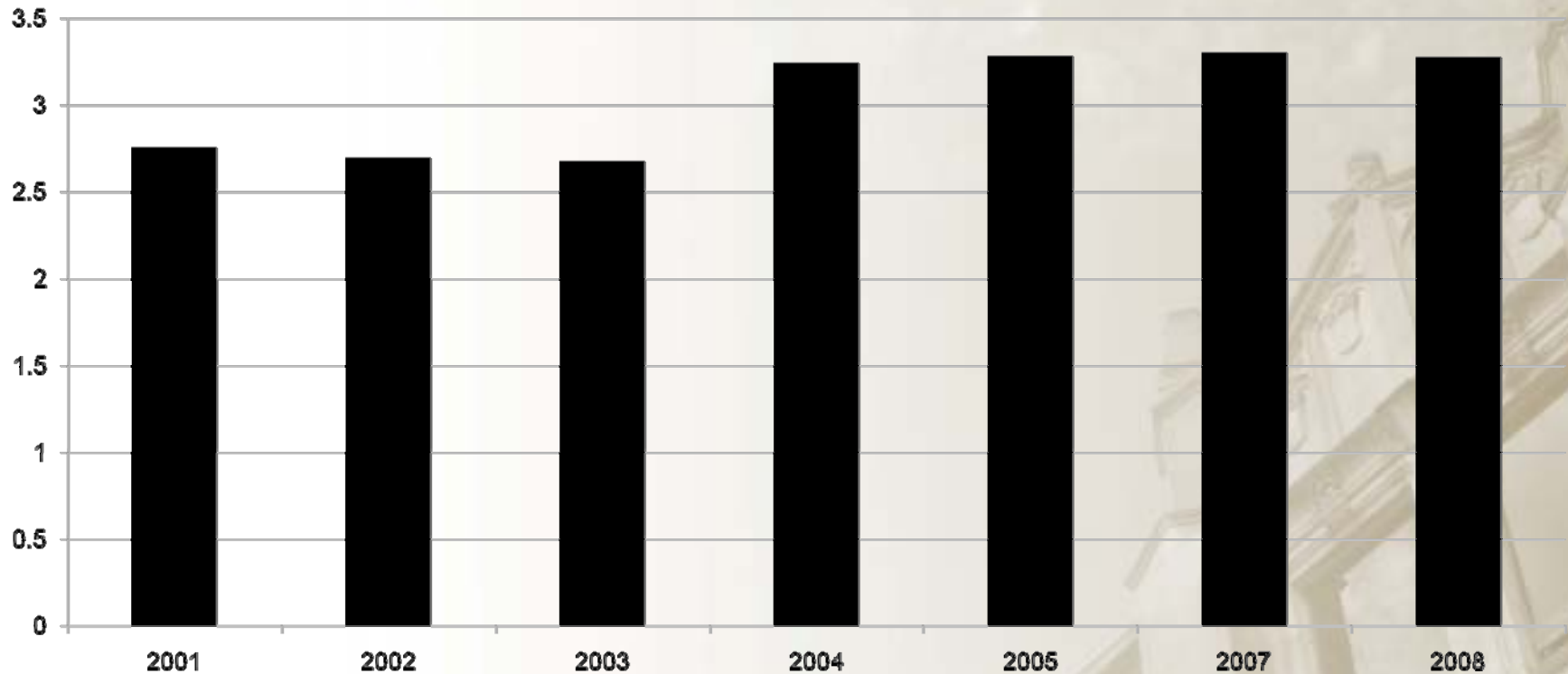
Community Service



- Which of the following have you done or do you plan to do before you graduate from your institution? Community service or volunteer work.

Average Responses to...

Plan to do Community Service or Volunteer Work



1 = Have Not Decided 2 = Do Not Plan to Do 3 = Plan to Do 4 = Done



Spiritual Services

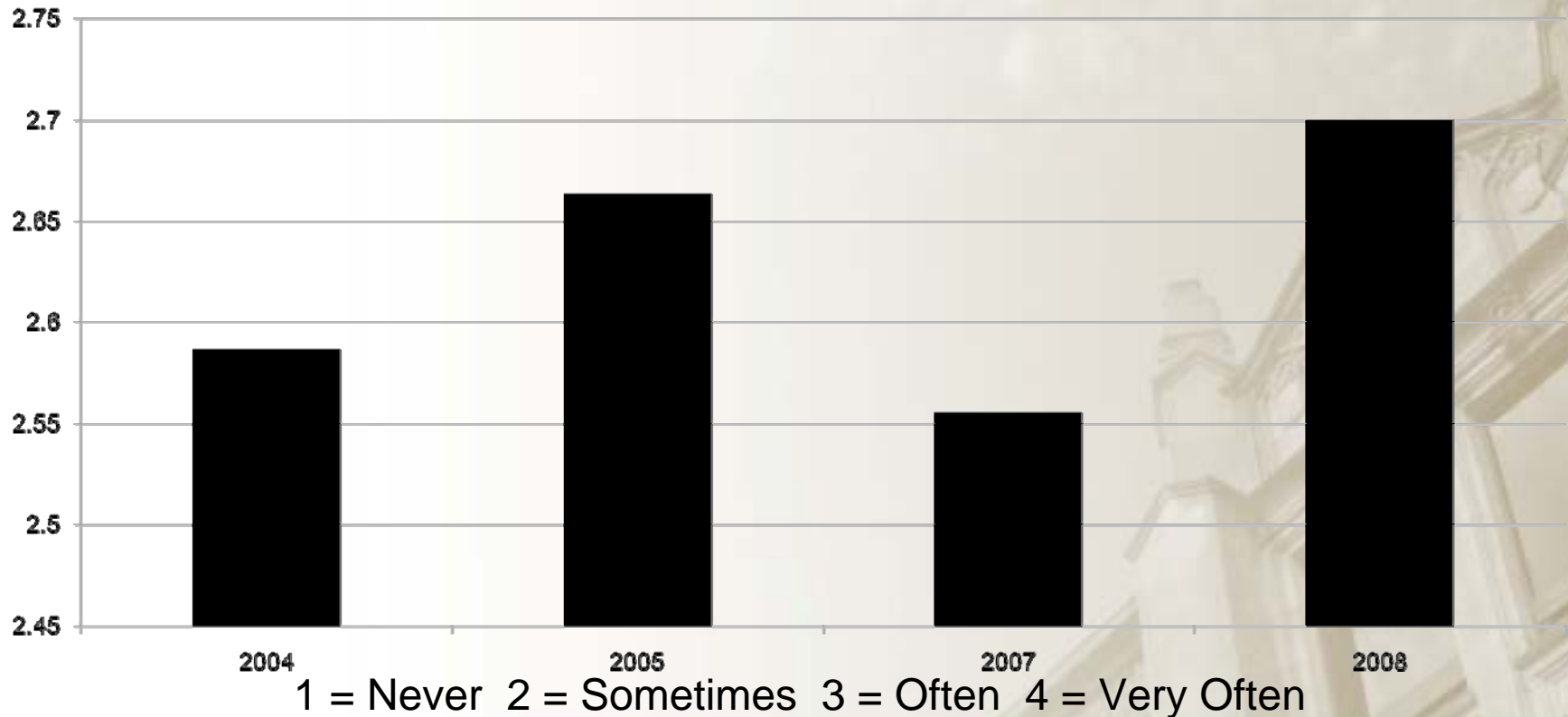
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Spiritual Activities

- During the current school year, about how often have you done each of the following?
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.).

Average Responses to...

Participated in Activities to Enhance Spirituality

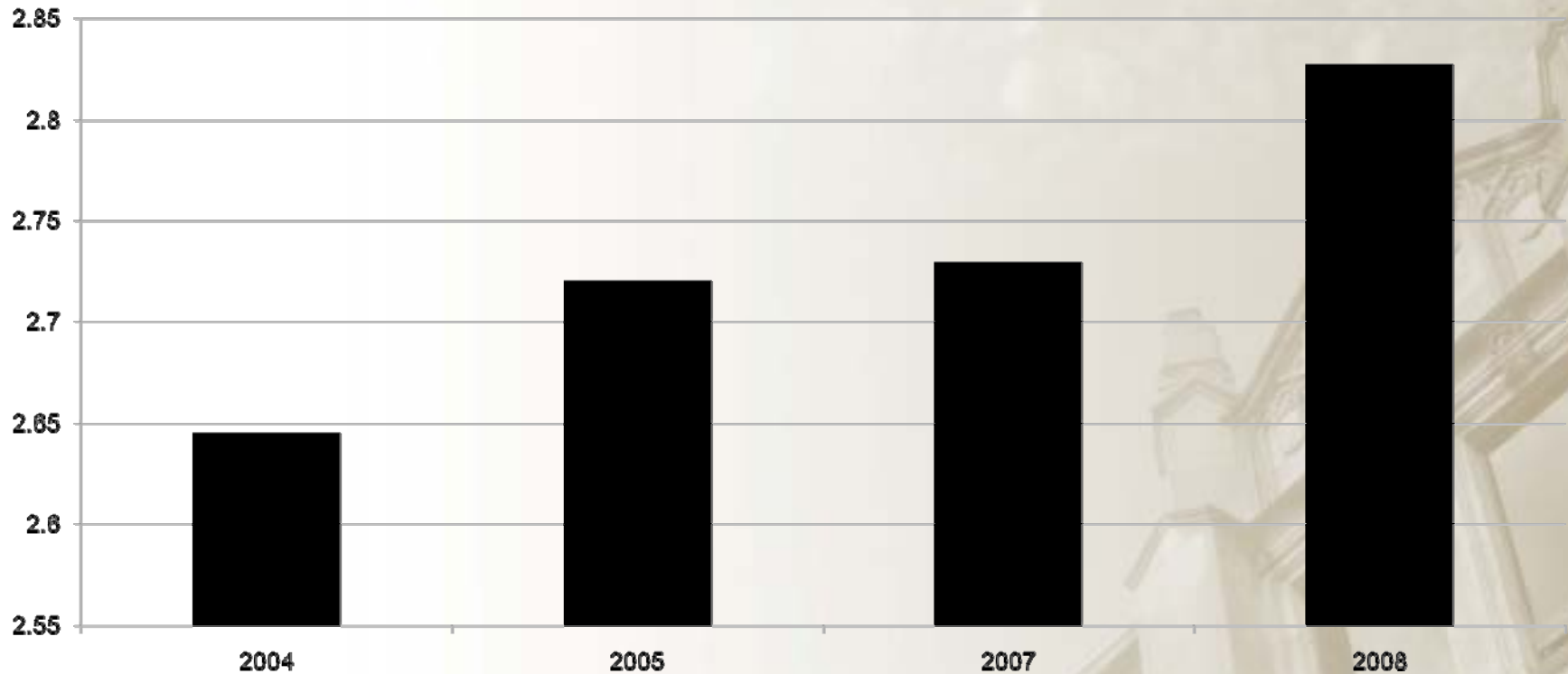


Sense of Spirituality

- To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Developing a deepened sense of spirituality.

Average Responses to...

Developed a Deep Sense of Spirituality



1 = Very Little 2 = Some 3 = Quite a Bit 4 = Very Much



Student Activities and Leadership

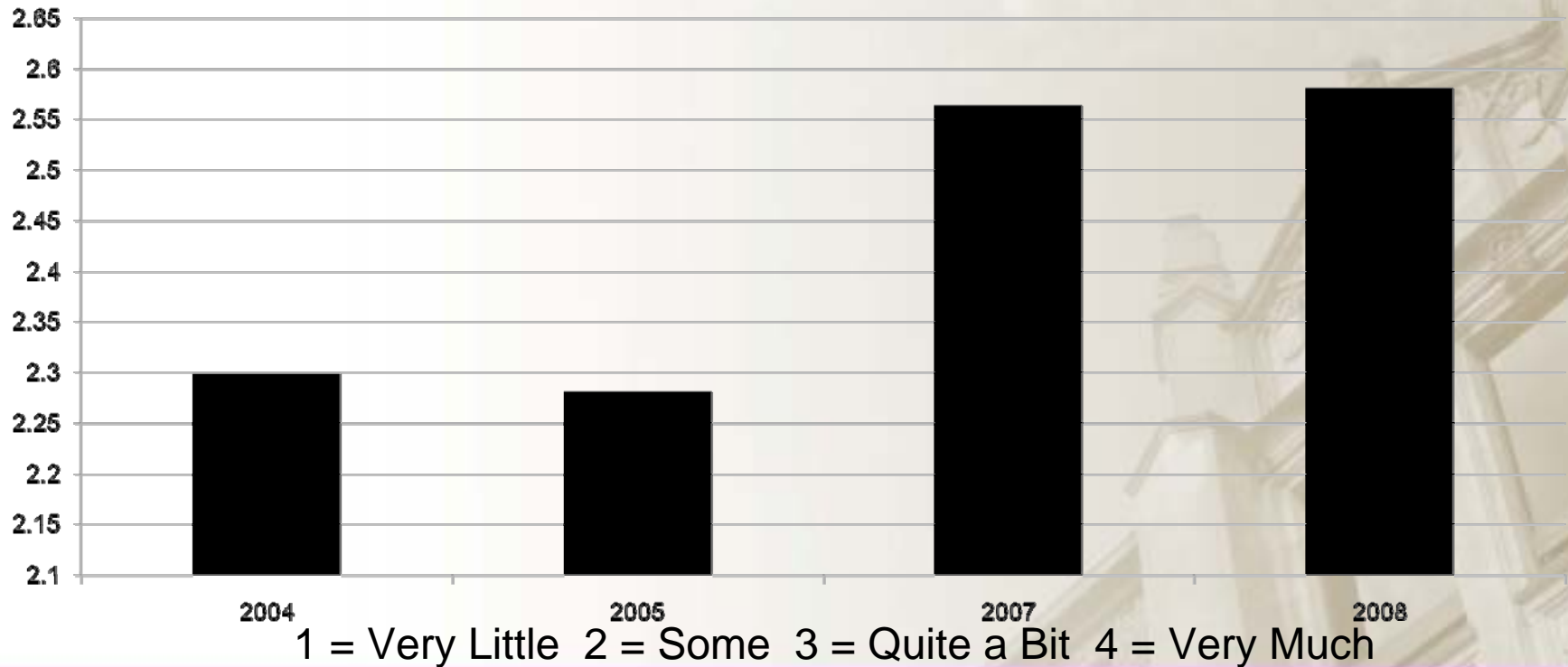
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Attend Cultural Events

- During the current school year, about how often have you done each of the following?
Attended an art exhibit, gallery, play, dance, or other theatre performance.

Average Responses to...

Attended an Art Exhibit, Gallery, Play, Dance, or Theatre Performance

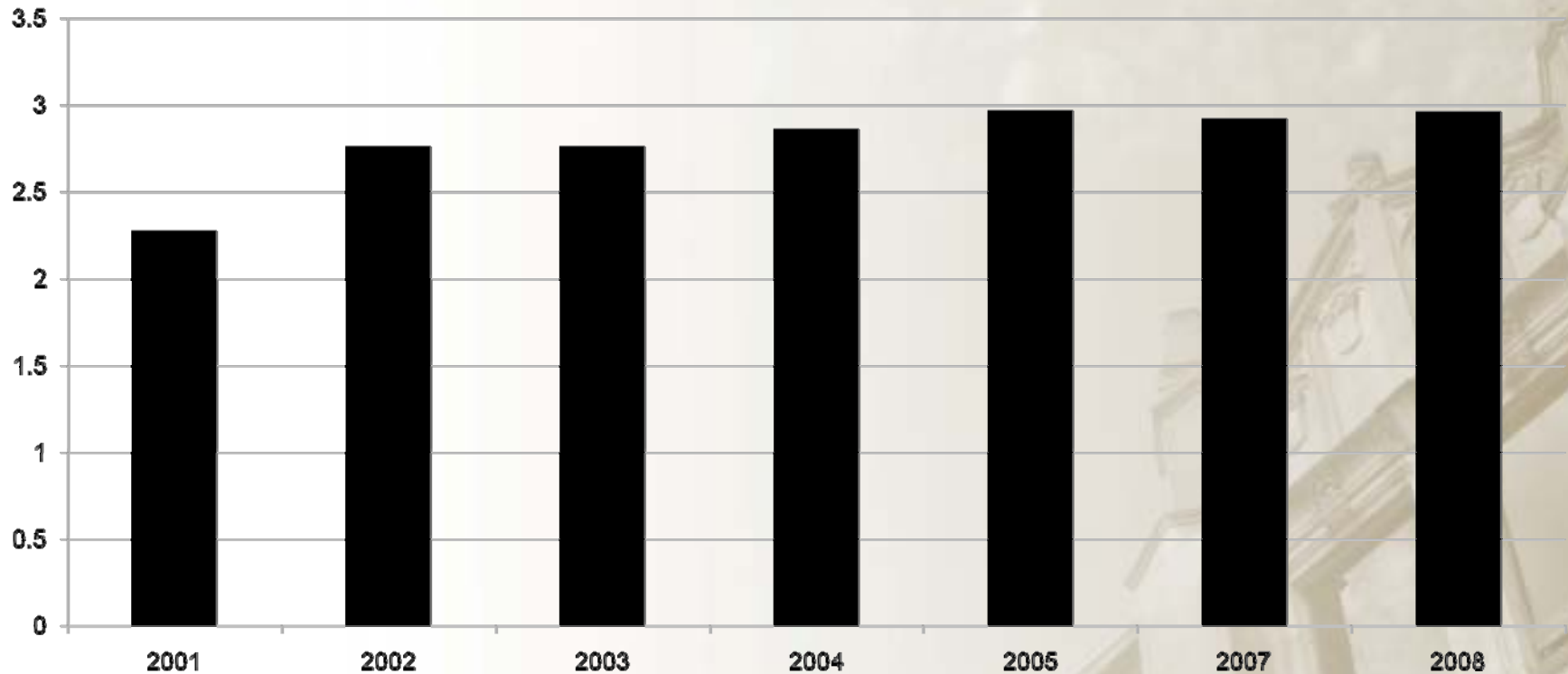


Campus Events and Activities

- To what extent does your institution emphasize each of the following? Attending campus events and activities (special speakers, cultural performances, athletic events, etc.).

Average Responses to...

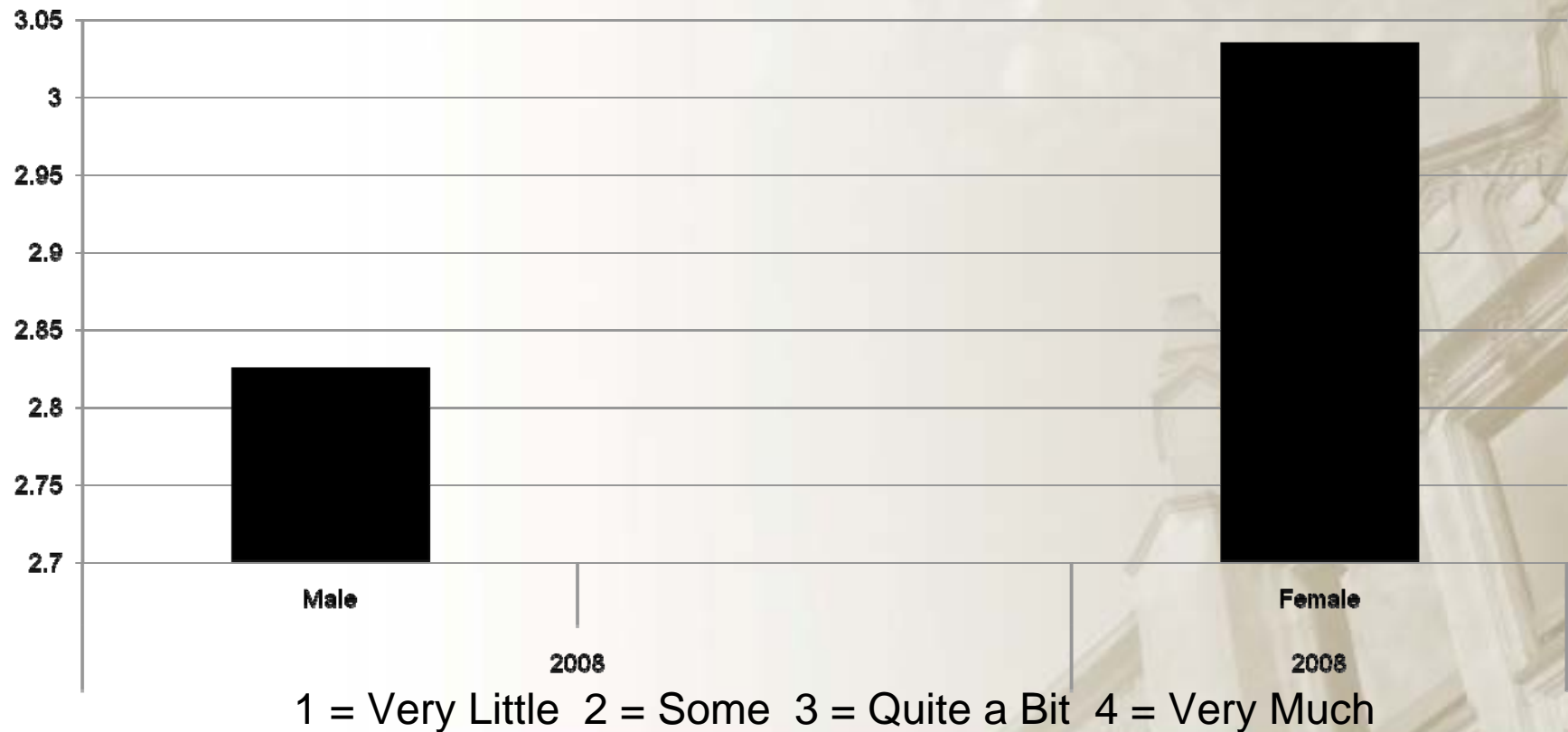
Attended Campus Events and Activities



1 = Very Little 2 = Some 3 = Quite a Bit 4 = Very Much

Gender Differences

Attended Campus Events and Activities

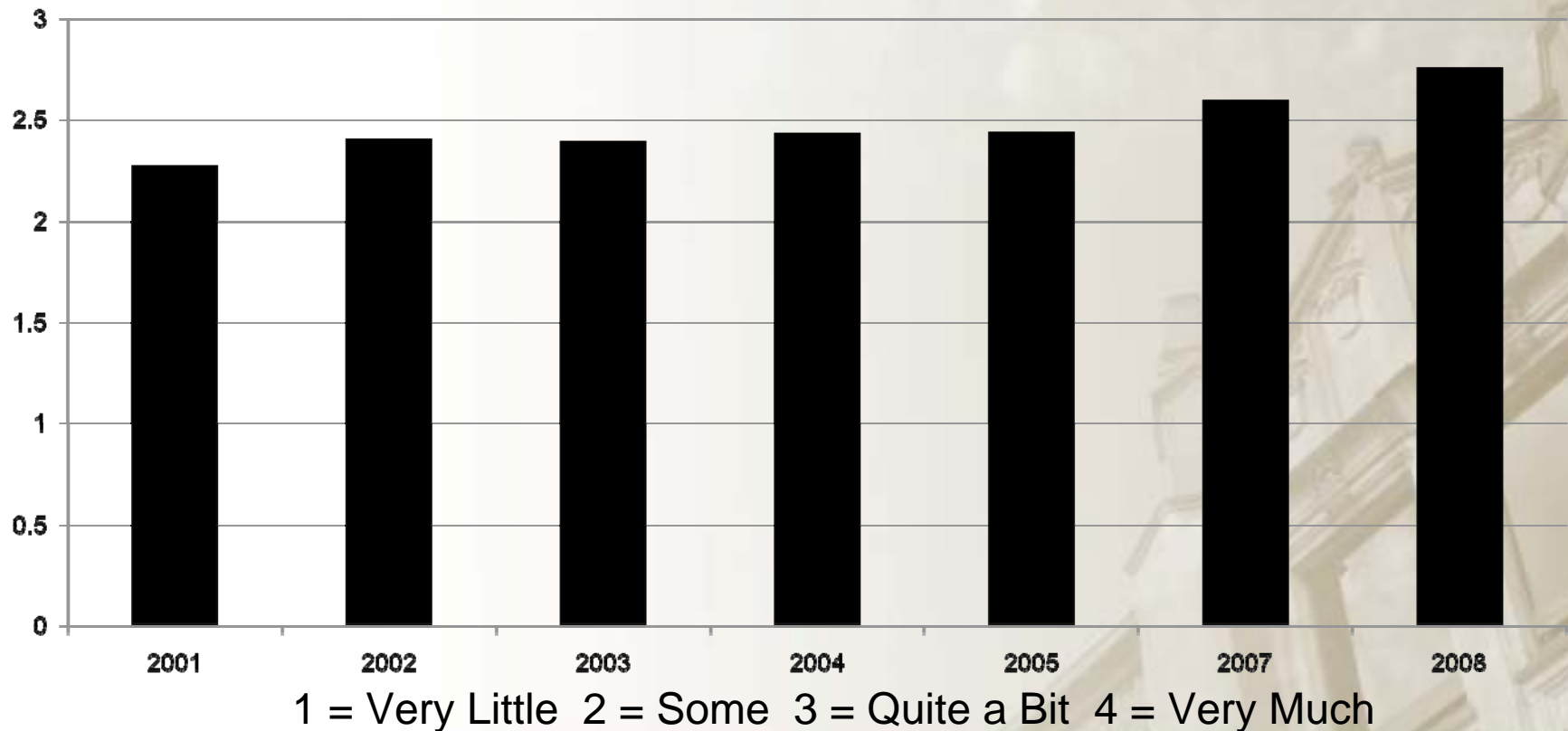


Institutional Social Support

- To what extent does your institution emphasize each of the following? Providing the support you need to thrive socially.

Average Responses to...

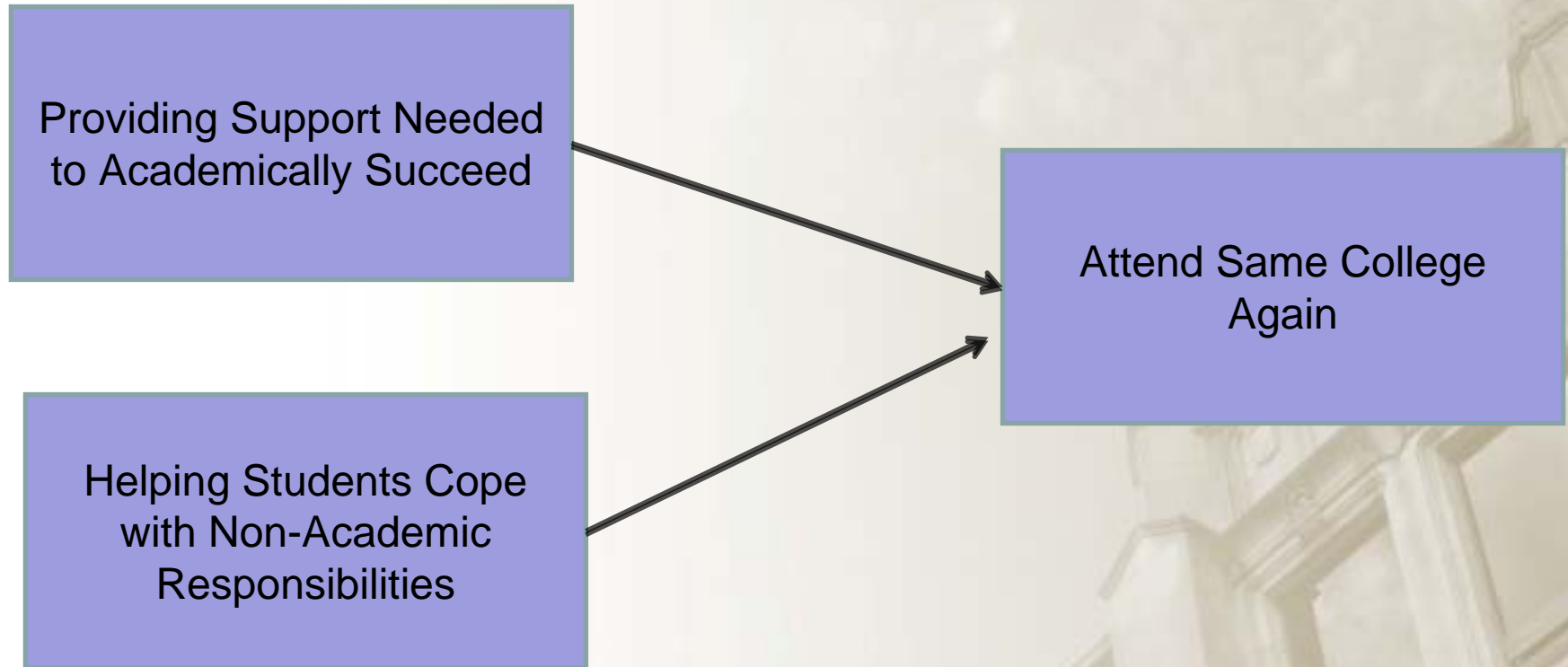
University Providing the Support to Thrive Socially



Institutional Impact

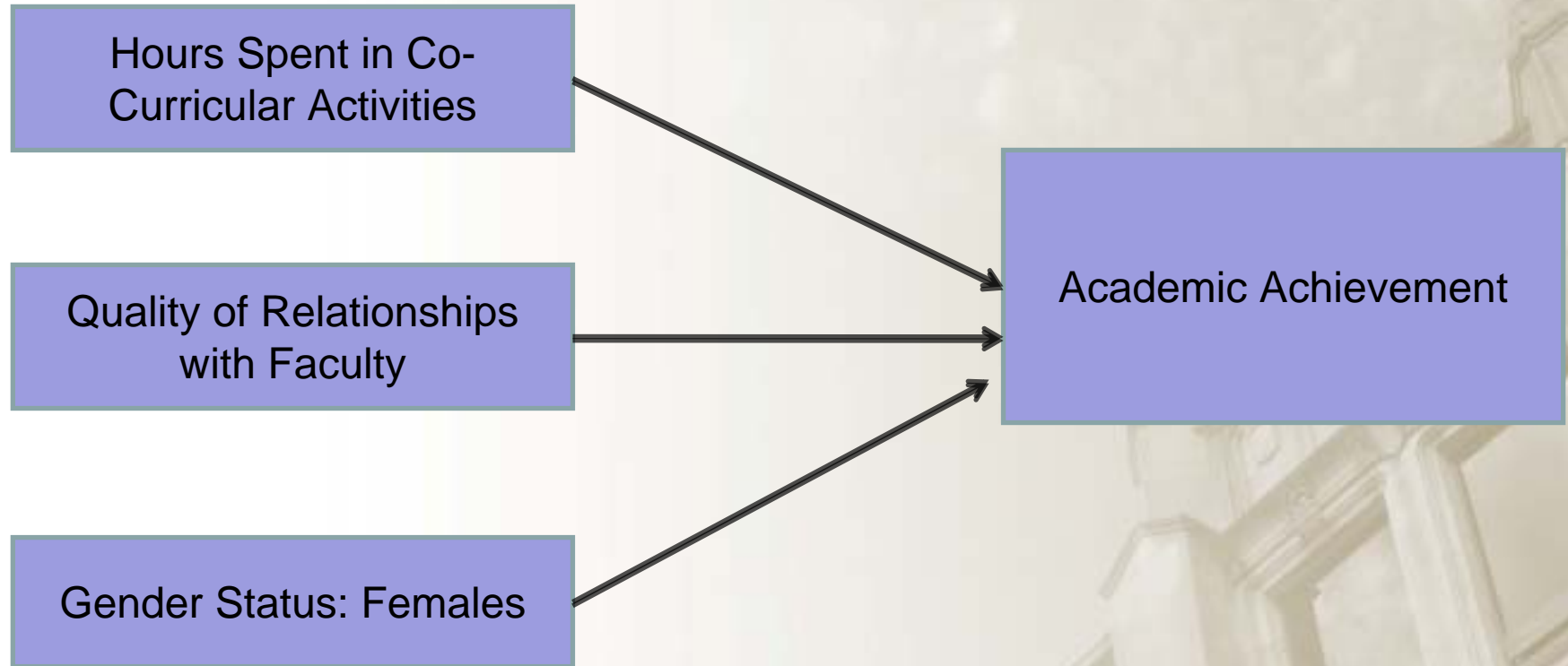
- Multiple Regression Analyses

Predicting Same College



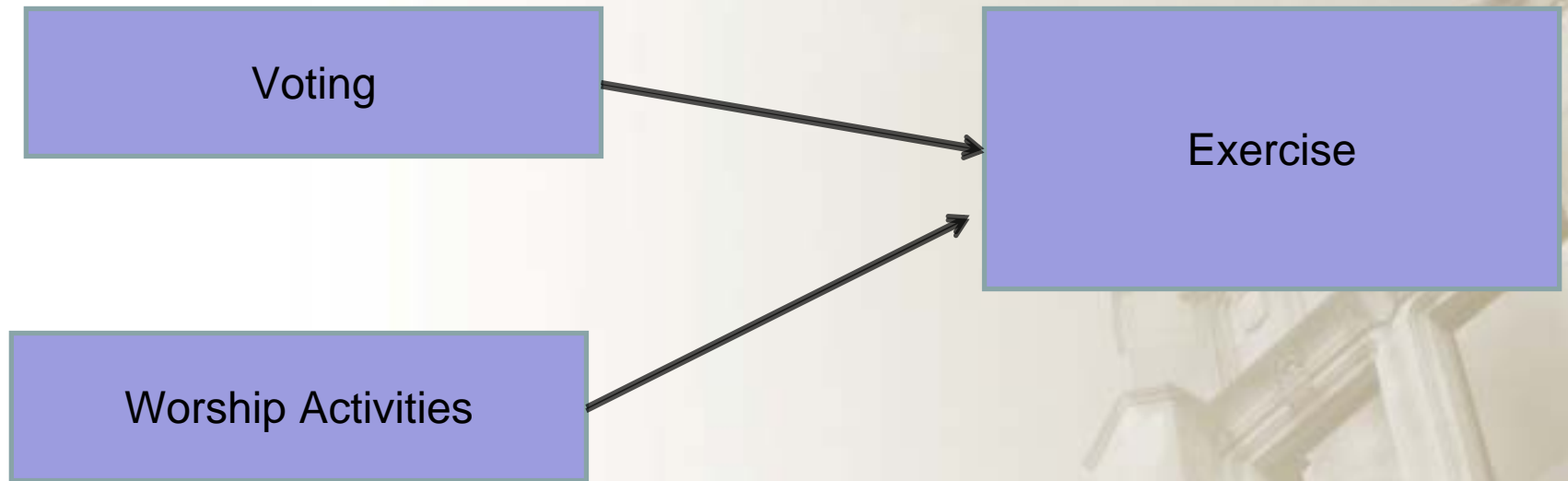
*Net of other factors

Predicting Academic Achievement



*Net of other factors

Predicting Exercise



*Net of other factors

Qualitative Responses

- “I wish there were more eating facilities on campus. Although the MSC provides food it is only open up to a certain time & students get hungry at night, so maybe the school can look into vending machines in the dorms...ones that sell sandwiches and soups...”

Qualitative Responses

- “This is a great college to attend, but improvement is always needed...”
- “...The college needs to be more interactive with the alumni to seek funding for areas that are in financial need, i.e., housing and exercising facilities.”

Contact Us!

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