


Digging Deeper Into NSSE Data Intermediate Concepts

Shimon Sarraf and Rick Shoup



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The Webinar will begin at **3 EASTERN**.

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General advice:

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- The Webinar is being recorded. You will be able to view the session on the NSSE Web site several days after the live session.

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National Survey
of Student Engagement

NSSE Data Webinar Series
April 14th, 2009




Agenda

1. Introductions
2. Using the NSSE Syntax Library
3. Linking NSSE Responses to Other Data Sources
4. Conducting Sub-group Analyses
5. Upcoming Webinars
6. Questions and Discussion




Introductions

National Survey
of Student Engagement



Using the NSSE Syntax Library

National Survey
of Student Engagement



NSSE Syntax Library

http://nsse.iub.edu/html/syntax_library.cfm

Contains SPSS command syntax that will enable you to transform your NSSE data file in several useful ways including:

- ♦ Reproduce student-level benchmark scores
- ♦ Collapsing item responses
- ♦ Creating new variables and scales
- ♦ Extracting results for VSA

Using the Syntax Library

- ♦ Written in SPSS command syntax – contact us if you use some other platform
- ♦ “Some assembly required” – contact NSSE if you are having issues running the files
- ♦ This is not the only way to transform your data file...
- ♦ Be sure to save a backup of your original data file before any transformations are made

Benchmark Creation

- ♦ GOAL - Transparency in score derivation.

Syntax for Creating Student-Level Benchmark Scores and Institutional Benchmarks

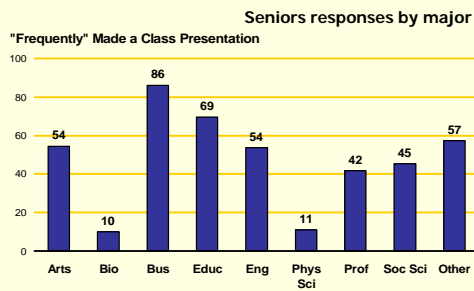
NSSE revised its benchmark calculations in 2004 to provide participating schools with both institution-level and student-level benchmark scores. (Only institution-level benchmark scores were available before 2004.) With student-level scores in hand, NSSE users are able to examine student engagement differences at the college, department, and program level, as well as by student sub-groups, such as gender and academic major. The following syntax files reproduce the student-level benchmark scores.

Year	Student-level Benchmark Syntax		Additional Syntax
	For Institutional Use ¹	NSSE Syntax (reference only) ²	
2001	SPSS	SPSS	
2002	SPSS	SPSS	
2003	SPSS	SPSS	
2004	SPSS	SPSS	Mecca_Weighting_Variables ³
2005	SPSS	SPSS	
2006	SPSS	SPSS	
2007	SPSS	SPSS	
2008	SPSS	SPSS	

Student-level benchmark scores (and associated weighting variables) have been included in institutional datasets since 2005. Student-level benchmark scores were not included in the institutional datasets in 2004 and prior years. You can create student-level benchmark scores with the provided syntax files, or you contact your NSSE Project Associate team and we will produce the benchmark scores for you.

Collapsing Item Responses

- ♦ GOAL – Results that are easier to digest.



Creating New Variables

- ♦ GOAL – Produce variables that are more useful for customized analyses.
 - ♦ Time on task
 - ♦ Majors
 - ♦ Dummy coding
 - ♦ Parent's education
 - ♦ Number of written pages

Creating New Scales

- ♦ GOAL – Reduce the number of variables for analytical models, increased reliability, convey more meaningful information.
 - ♦ Deep learning
 - ♦ Satisfaction
 - ♦ Gains
 - ♦ Pike's scalelets

Pike's Scalelets

- Course Challenge
- Writing
- Active Learning
- Collaborative Learning
- Course Interaction
- Out-of-Class Interaction
- Varied Experiences
- Information Technology
- Diversity
- Support for Student Success
- Interpersonal Environment



VSA Results

- ◆ GOAL – Produce results for entry into your institution's Voluntary System of Accountability (VSA) College Portrait.

Linking NSSE Responses to Other Data Sources

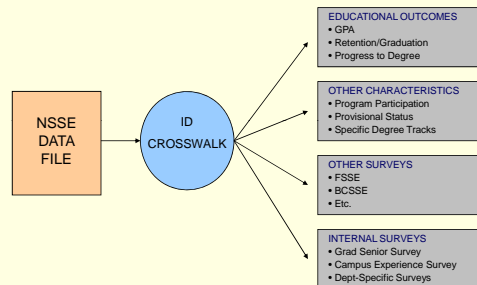


Considerations Before Linking...


- ◆ Maintain student "crosswalk" files
- ◆ Develop appropriate population files
- ◆ Document how population files are created
- ◆ Familiarize yourself with your data file
- ◆ Merge data file with other sources of data on your campus and nationally
 - ◆ student educational outcomes
 - ◆ other student characteristics
 - ◆ other campus surveys
 - ◆ other national surveys



Linking NSSE Data to Other Data Sources



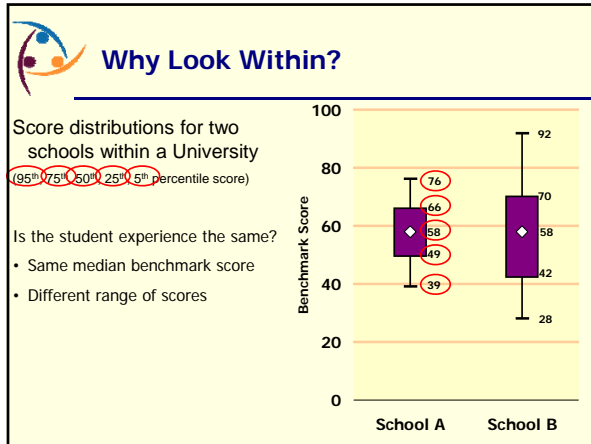
Conducting Sub-Group Analyses



Why Look Within?

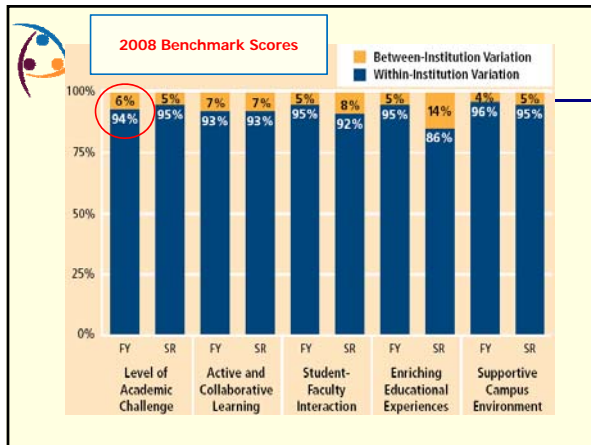
- ◆ Your (hypothetical) average student does not describe all students and groups on your campus.
- ◆ Student engagement varies more among students **WITHIN** institutions than **BETWEEN** institutions.
- ◆ Sub-group results of particular interest and may lead to more substantive, positive change.

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Case Studies

Homestate College

Constitution University

Fictitious names, real 2008 NSSE data used

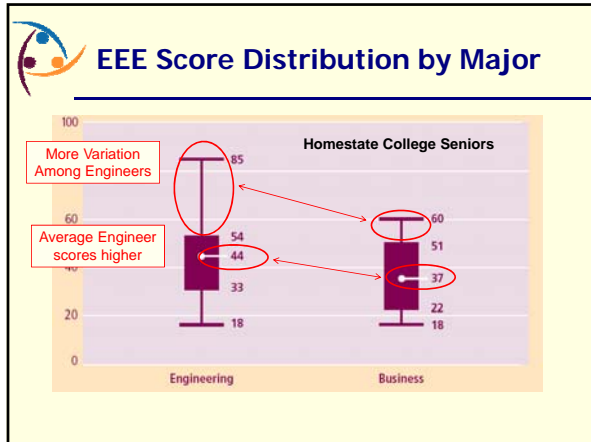
Homestate College

- ♦ Overall Enriching Educational Experiences (EEE) score comparable to other public peers
- ♦ Considerable variation by discipline
- ♦ Most notable difference is between business and engineering seniors

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Item-Level Analysis

What explains the lower EEE scores for Homestate's business students?

	Engineering	Business
Had frequent ^a serious conversations with students of another ethnicity	75%	58%
Practicum, internship, field experience, etc. ^b	65%	46%
Participated in a learning community ^b	22%	4%
Culminating senior experience ^b	40%	21%

^a Percent responding "Often" or "Very often"
^b Percent responding "Done"

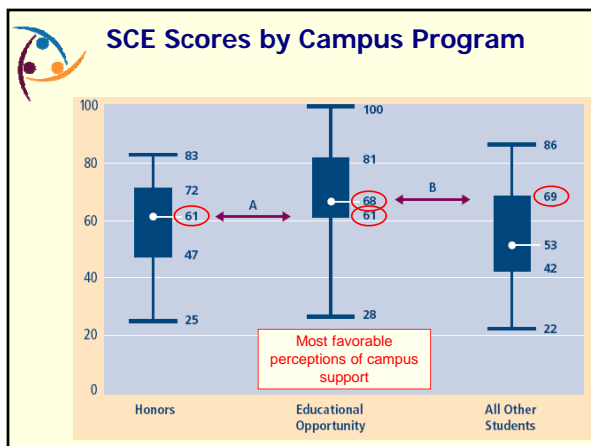
Student Characteristics

Can student characteristics explain the difference?

	Female	Transfer	On-Campus Residence
Business	46%	58%	17%
Engineering	23%	32%	44%

Do Homestate's EEE score differences persist after controlling for these characteristics? **NO**

- ### Constitution University
- Two programs assumed to offer relatively good support to first year students at large doctoral institutions:
 - Honors Program
 - Educational Opportunity Programs (EOP)
 - Examine **Supportive Campus Environment (SCE)** scores to test assumption




- ### Item-Level Analysis
- Where did EOP students report substantially more support?

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Items	Honors	Educational Opportunity	All Other Students
Campus provides substantial ^a academic support	75%	85%	70%
Campus provides substantial ^a support to help you cope with your non-academic responsibilities (work, family, etc.)	33%	65%	30%
Campus provides substantial ^a support for social needs	39%	70%	38%
Very positive ^b relationships with other students	65%	71%	51%
Very positive ^b relationships with faculty members	33%	35%	35%
Very positive ^b relationships with administrative personnel and offices	23%	43%	24%

^a "Very much" or "Quite a bit"
^b Rated at least a 6 on the 7-point scale



Tips for Sub-Group Analyses

- ◆ Include "Group" variables in population file so NSSE can run special analyses
- ◆ Plan to get enough respondents by using targeted oversamples
- ◆ Do not use NSSE weights: develop your own or don't weight

Upcoming Digging Deeper Webinars

NSSE Multi-Year Analyses
Tuesday, April 28th



National Survey of Student Engagement

Questions and Discussion

Webinar archives: <http://nsse.iub.edu/webinars/archives.cfm>



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