

NSSE 2013 STUDENT AFFAIRS SUMMARY

INTRODUCTION AND OVERVIEW

During Fall 2013, a subcommittee of the Student Affairs Division Student Learning Outcomes Committee (SAD-SLOC) analyzed benchmarked results from the National Survey of Student Engagement (NSSE). NSSE is one of the most recognized and utilized survey instruments in higher education. Consisting of 88 variables (as well as respondent demographic information), the purpose of the survey is to "provide an estimate of how undergraduates spend their time and what they gain from college" (NSSE "About" webpage). NSSE meets this purpose by asking first-year and senior students to answer standard questions regarding a number of metrics of student success, involvement, and development at American colleges and universities. IUP has participated in the NSSE since 2007, and issues the instrument on a two-year cycle. The survey was most recently distributed at IUP during the Spring 2013 semester, and results were reported to IUP in Fall 2013. A total of 576 (15%) of all IUP first-year students and a sample of 489 (22%) senior students responded to the survey. In addition to analyzing data collected from IUP in 2007, 2009, and 2011, NSSE also compares and benchmarks IUP data with data collected from the 13 PASSHE institutions that administered the NSSE in 2013, 37 Carnegie Class institutions, and all 567 institutions that administered NSSE in 2013. The subcommittee, as part of its commitment to assess student learning and student development outcomes within the Student Affairs Division, then identified longitudinal trends at IUP for individual variables aligned with Student Affairs work. The process resulted in the identification of 19 variables that were clustered under the following three sections: a) diversity and global citizenship, b) divisional service and practice, and c) student involvement.

EXPLANATION OF SPREADSHEET RESULTS

Attached are two tabs with NSSE results, one for first-year students and one for seniors. The first column contains the specific Student Affairs variables identified by the subcommittee. The second column shows the mean response and maximum possible score for each population from Spring 2013 (e.g. 2.8 of 4.0). The additional columns show whether the 2013 responses are higher (green), lower (red), or the same (yellow) when compared to the labeled comparison group. Likewise, asterisks mark variability of statistical significance. No asterisk indicates an insignificant statistic, or one that occurs by chance; one asterisk indicates a marginally significant statistic ($p < .05$); two asterisks indicate a significant statistic ($p < .01$); three asterisks indicate a very significant statistic ($p < .001$). Some cells appear gray, indicating that no data was available to benchmark against.

LIMITATIONS

The subcommittee has identified a series of limitations regarding the longitudinal analysis of the 2013 NSSE results. First, NSSE researchers altered the manner in which data was reported to participating institutions. In years prior to 2013, NSSE reported data rounded to two decimal places and, starting in 2013, NSSE started reporting data rounded to one decimal place. Because NSSE rounded data differently starting in 2013, the subcommittee suspects that some statistical significance figures are skewed. Second, between 2011 and 2013, NSSE underwent a major revision, and added, deleted, and revised (both major and minor) survey questions. Of the variables identified by the subcommittee as student development variables from the 2013 survey, five variables are new and cannot be analyzed longitudinally. Finally, the subcommittee also noted that three variables identified underwent revisions that altered their responses from Likert scale responses to percentage or hour-based responses, rendering longitudinal analysis impractical.

FINDINGS OF SIGNIFICANCE

A brief review of the IUP 2013 results show *very statistically significant* lower mean scores, or those highly unlikely due to chance, on nine variables for first-year students and 14 variables for seniors when benchmarked to one or more comparison groups. For first-year students, these variables included: *tried to better understand someone else's views by imagining how an issue looks from his or her perspective* (2E-Carnegie), *had serious conversations with people of a race or ethnicity other than your own* (8A-PASSHE, Carnegie, and NSSE), *had serious conversations with people of an economic background other than your own* (8B-Carnegie), *relationships with student services staff* (13D-

NSSE), *providing support to help students succeed academically* (14B-Carnegie and NSSE), *using learning support services* (14C-Carnegie and NSSE), *providing support for your overall well-being* (14F-PASSHE and NSSE), *helping you manage your non-academic responsibilities* (14G-PASSHE, Carnegie, and NSSE), and *providing opportunities to be involved socially* (14E-PASSHE). For senior students, these variables included: *tried to better understand someone else's views by imagining how an issue looks from his or her perspective* (2E-Carnegie), *had serious conversations with people of a race or ethnicity other than your own* (8A-Carnegie and NSSE), *had serious conversations with people of an economic background other than your own* (8B-Carnegie), *had serious conversations with people with religious beliefs other than your own* (8C-Carnegie), *had serious conversations with people with political views other than your own* (8D-Carnegie), *encouraging contact among students from different backgrounds* (14D-PASSHE, Carnegie, NSSE, and IUP FY 2013), *understanding people of other backgrounds* (17H-Carnegie), *relationships with student services staff* (13D-Carnegie), *providing support to help students succeed academically* (14B-Carnegie), *using learning support services* (14C-Carnegie, NSSE, and IUP FY 2013), *helping you manage your non-academic responsibilities* (14G-PASSHE, Carnegie, NSSE, and IUP FY 2013), *providing opportunities to be involved socially* (14E-PASSHE), *attending events that address important social, economic, or political issues* (14I-PASSHE and IUP FY 2013), and *being an informed and active citizen* (17J-Carnegie).

Meanwhile, nine variables for first-year students and nine variables for seniors show *very statistically significant* higher mean scores when compared to one or more comparison groups. For first-year students, these variables included: *had serious conversations with people of a race or ethnicity other than your own* (8A-IUP FY 2007, 2009, and 2011), *had serious conversations with people of an economic background other than your own* (8B-IUP FY 2009 and 2011), *had serious conversations with people with religious beliefs other than your own* (8C-IUP FY 2009 and 2011), *had serious conversations with people with political views other than your own* (8D-IUP FY 2007, 2009, and 2011), *encouraging contact among students from different backgrounds* (14D-IUP SR 2013), *using learning support services* (14C-IUP SR 2013), *helping you manage your non-academic responsibilities* (14G-IUP SR 2013), *providing opportunities to be involved socially* (14E-IUP FY 2007, 2009, and 2011), and *attending events that address important social, economic, or political issues* (14I-IUP SR 2013). For senior students, these variables included: *had serious conversations with people of a race or ethnicity other than your own* (8A-IUP SR 2007, 2009, and 2011), *had serious conversations with people of an economic background other than your own* (8B-IUP SR 2009), *had serious conversations with people with religious beliefs other than your own* (8C-IUP SR 2009), *had serious conversations with people with political views other than your own* (8D-IUP SR 2009), *providing support for your overall well-being* (14F-Carnegie), *hold a formal leadership role in a student organization or group* (11B-PASSHE, Carnegie, and NSSE), *providing opportunities to be involved socially* (14G-PASSHE, Carnegie, NSSE, and IUP FY 2013), *providing opportunities to be involved socially* (14E-IUP SR 2007, 2009, and 2011), *attending campus activities and events* (14H-Carnegie), and *participating in co-curricular activities* (15B-Carnegie and NSSE).

PLANNED OUTCOMES AND SCOPE OF ANALYSIS

This report attempts to utilize the 2013 NSSE results by identifying those NSSE variables that relate meaningfully to our work in Student Affairs, and that contribute to student engagement and success at IUP. Nonetheless, this report is limited in that it draws focus upon only 19 specific NSSE variables that were self-selected by the sub-committee. Since each area within our division contributes to student success in unique ways, the other 69 NSSE variables that are not included in this summary may contain meaningful data for individual Student Affairs departments. The reader is therefore encouraged to review the full range of 2013 IUP NSSE results, available at www.iup.edu/page.aspx?id=46741. Additionally, it is not within the scope of this analysis to offer an explanation as to the multiple influences that may have shaped the experiences of IUP students, and as a result, specific NSSE scores. Rather, the results contained here bring to focus specific areas where IUP has scored significantly higher or lower than its comparison group counterparts. **As a result, the information can serve to introduce or add to existing dialogue related to departmental and divisional outcome planning and assessment.** Imagine that this analysis is a starting block that IUP's Student Affairs staff can use to frame discussions about where we are and are not helping students find success in college. For example, if IUP students indicated that they had few *serious conversations with people of a race or ethnicity other than their own*, the Office of Housing, Residential Living, and Dining may have used this data to identify the need of programming related to promoting socio-cultural conversations. Should you have additional comments or questions, please consider discussing these with your area's SAD-SLOC representative.