

Thinking Outside the Binder: Integrating Commercial Assessment Results with Institutional Data

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Objectives of the Presentation

- To demonstrate how integrating multiple data sources can:
 - enhance the understanding of routine reports
 - present previously non-perceived student patterns
 - illuminate institutional issues in meaningful ways
 - further enrich an environment of accountability and evidence
- To encourage innovation through the sharing of reports demonstrating data integration.



Pace University: An Overview

- Urban/suburban private university
- Three Campuses and three sites in NY metropolitan region
- Major metro area: NYC ~20 million
- Carnegie Class: Doctoral Research University
- Size: 12,624 Students
10,495 FTE
- 66% undergraduate
- 34% graduate/ professional
- 6 Schools/College
 1. Arts and Sciences
 2. Business
 3. Computer Science/Information Systems
 4. Education
 5. Law
 6. Health Professions



Routine Internal IR Reports

- Census Enrollment Report
- FTE Report
- Retention and Graduation Report
- In-Depth Attrition Report

Twelve Years of NSSE Results

- Satisfaction Studies
- Campus Differences Studies
- Schools/Colleges Studies
- First Generation Studies
- Transfer Student Studies
 - Traditional
 - Adult Learners
- Hispanic Student Studies
- Longitudinal Studies



Using NSSE Results: Satisfaction Studies

Finding

- Academic Advising highly related to student satisfaction
- Positive interaction with faculty particularly for First-year students
- Positive interaction with administrative offices

Action

- Despite budgetary restrictions, additional advisors hired
- Greater focus on recruiting full-time faculty for First-year Seminar
- Streamlining Office of Student Assistance



Using NSSE Results: The Sophomore Experience

- NSSE as a starting point
 - In-depth survey
 - Focus group on each campus
- Resulting Actions
 - Sophomore Appreciation Day
 - Mentoring program
 - Career planning course



Using NSSE Results

- Faculty-Student Interaction
 - Center for Teaching, Learning and Technology
 - Pforzheimer Center for Faculty Development
- Introduction of Revised Core Curriculum
 - Improvement in Active and Collaborative Learning

Results

NSSE invitation to participate in

Learning to Improve



Retention Studies and NSSE: Relationships to Institutional Data

- Early NSSE studies were limited to information in NSSE data files.
- Addition of student IDs to NSSE population file allowed NSSE data to be linked to institutional data.
- Suspected links between differences in retention and graduation rates and NSSE data.
- An initial attempt to link NSSE data and retention data, and eventually other student data.



Retention Studies and NSSE: Benchmark Scores

2007 NSSE Freshmen Responses - All Students (including CAP)

	AC		ACL		SFI		EEE		SCE	
	N	Mean (SD)	N	Mean (SD)	N	Mean (SD)	N	Mean (SD)	N	Mean (SD)
Retained	208	52.80 (13.97)*	242	42.31 (16.29)	213	33.19 (18.69)	198	33.39 (14.26)	191	56.29 (21.35)
Not Retained	56	48.39 (14.31)*	69	40.20 (16.20)	57	32.09 (18.77)	50	31.43 (14.86)	46	52.05 (21.97)

* Difference is statistically significant at .05 level.

** Difference is statistically significant at .01 level.

*** Difference is statistically significant at .001 level.

In 2010, the retention rate in Pleasantville for the 2009 Cohort including CAP was 79.2%; the retention rate in New York for the same cohort was 71.9%



These 2010 NSSE (2009 Cohort) First-year Responses were significantly higher for PLV than NYC

- Entire educational experience
- Challenge of exams
- Relationships with administrative personnel
- Co-curricular activities
- Foreign language coursework
- Contributing to the welfare of your community
- Voted in local, state or national elections
- Acquiring job or work-related skills
- Speaking clearly and effectively
- Working effectively with others
- Understanding yourself
- Developing a personal code of values and ethics



Retention Studies and NSSE: Student Comments

2012 NSSE Comments

First-year students who returned

Campus	Gender	Enrollment	Additional Comments	AC	ACL	SFI	EEE	SCE	entirexp	samecoll	SAT
NYC	Female	Full-time	As an incoming freshman, I was given 18 credits and could not handle it. On the institution's part I thought that it was very unrealistic to give a new first year student 18 credits. The amount of work and how new I was to college greatly affected my performance in my classes. I would hope that they don't make that mistake with someone else again.	52.38	47.62	33.33	26.19	16.67	2	1	1050
PLV	Female	Full-time	I feel like the professors here really want you to succeed. They make me want to do well and when I do, I am very proud of my hard work. I love it here and I am very glad that I chose to come here.	71.00	50.00	44.44	44.84	83.33	4	4	1010
NYC	Female	Full-time	I'm overall satisfied with my first year at Pace University. I just wish that the tuition cost was not so high because it is a burden for students like me who have to work part time, commute to school, and keep up good grades as a full time student.	57.90	28.57	16.67	19.44	44.44	3	3	990

First -year students who did not return

Campus	Gender	Enrollment	Additional Comments	AC	ACL	SFI	EEE	SCE	entirexp	samecoll	SAT
NYC	Female	Full-time	I am transferring.	52.92	23.81	11.11	13.88	41.67	.	.	
NYC	Female	Full-time	I plan on transferring from Pace University after completing the spring semester. I have learned a great deal and have been given great opportunities at Pace. However, it is not worth the financial burden that I will face after I graduate.	70.78	57.14	50.00	44.44	72.22	4	2	1030

75th percentile and above

Above mean

25th percentile and below

entirexp

How would you evaluate your entire educational experience at this institution?

- 1 = Poor
- 2 = Fair
- 3 = Good
- 4 = Excellent

samecoll

If you could start over again, would you go to the same institution you are now attending?

- 1 = Definitely No
- 2 = Probably No
- 3 = Probably Yes
- 4 = Definitely Yes



Retention Studies and NSSE: Item by Item

2011 National Survey of Student Engagement (NSSE)
Comparison of Returning and Non-Returning First Year students

	Variable	Benchmark	Class	2011 NSSE Respondents - Returning First Year Students (n = 267 to 307)		2011 NSSE Respondents - Students who did not return (n = 38 to 57)		Statistical Significance of Difference between groups	Group with Significantly Higher Rating	
				Mean	SD	Mean	SD			
Enriching Educational Experiences *										
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	2.94	0.57	3.05	0.63	<i>ns</i>	
b.	Community service or volunteer work	VOLNTR04	EEE	FY	3.14	0.77	2.98	1.08	<i>p < .005</i>	returning
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	3.45	0.84	3.00	1.05	<i>p < .05</i>	returning
d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	2.21	1.00	2.20	0.97	<i>ns</i>	
e.	Foreign language coursework	FORLNG04	EEE	FY	2.91	0.91	2.90	0.84	<i>ns</i>	
f.	Study abroad	STDABR04	EEE	FY	2.38	0.85	2.51	0.78	<i>ns</i>	
g.	Independent study or self-designed major	INDSTD04	EEE	FY	1.93	0.87	2.13	0.82	<i>ns</i>	
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	2.27	0.97	2.24	0.89	<i>ns</i>	
Quality of Relationships										
a.	Relationships with other students	ENVSTU	SCE	FY	5.40	1.44	4.77	1.71	<i>p < .05</i>	returning
b.	Relationships with faculty members	ENVFAC	SCE	FY	5.11	1.45	4.83	1.20	<i>ns</i>	
c.	Relationships with administrative personnel and offices	ENVADM	SCE	FY	4.53	1.67	4.12	1.52	<i>ns</i>	

In-Depth Attrition

- Gender
- Ethnicity
- Campus
- School/College
- Housing Status
- High School Average
- SAT Score (Total, Math)
- Registered Credit Hours
- 1st Semester GPA

In-Depth Attrition

Pace University (All Campuses)

Headcount and Percentage within Population of Fall 2011 Cohort by Mainstream / CAP / Honors

Fall 2011 Cohort First to Second Year Retention Rate: 74%

	Total		Attrited Total		Retained Total		Total Mainstream		Attrited Mainstream		Retained Mainstream	
	n	%	n	%	n	%	n	%	n	%	n	%
Total	1,564	100%	414	26%	1,150	74%	1,012	65%	265	26%	747	74%
Gender												
Male	591	100%	161	27%	430	73%	382	65%	96	25%	286	75%
Female	973	100%	253	26%	720	74%	630	65%	169	27%	461	73%
Ethnicity												
Black Non-Hispanic	191	100%	71	37%	120	63%	113	59%	38	34%	75	66%
Asian/Pacific Islander	156	100%	31	20%	125	80%	109	70%	20	18%	89	82%
Hispanic	255	100%	73	29%	182	71%	167	65%	49	29%	118	71%
Am. Ind./Native Alaskan	11	100%	4	36%	7	64%	5	45%	2	40%	3	60%
White Non-Hispanic	724	100%	179	25%	545	75%	462	64%	120	26%	342	74%
Other/Unknown	172	100%	46	27%	126	73%	108	63%	28	26%	80	74%
Non-Resident	55	100%	10	18%	45	82%	48	87%	8	17%	40	83%
Campus												
New York	1,083	100%	302	28%	781	72%	711	66%	198	28%	513	72%
Pleasantville	481	100%	112	23%	369	77%	301	63%	67	22%	234	78%
School/College												
Dyson	949	100%	294	31%	655	69%	586	62%	192	33%	394	67%
Lubin	470	100%	95	20%	375	80%	319	68%	52	16%	267	84%
Education	39	100%	6	15%	33	85%	23	59%	4	17%	19	83%
Lienhard	63	100%	11	17%	52	83%	56	89%	10	18%	46	82%
Seidenberg	43	100%	8	19%	35	81%	28	65%	7	25%	21	75%
Housing												
On Campus	1,086	100%	285	26%	801	74%	707	65%	186	26%	521	74%
Off Campus	478	100%	129	27%	349	73%	305	64%	79	26%	226	74%



Interactive Dashboard

- Creation of interactive retention dashboard using variables from in-depth attrition report
 - Created in Excel using pivot charts and slicers
- Allowed for retention to be examined across multiple variables at the same time for the first time
- Assisted in the identification of specific groups of at-risk students

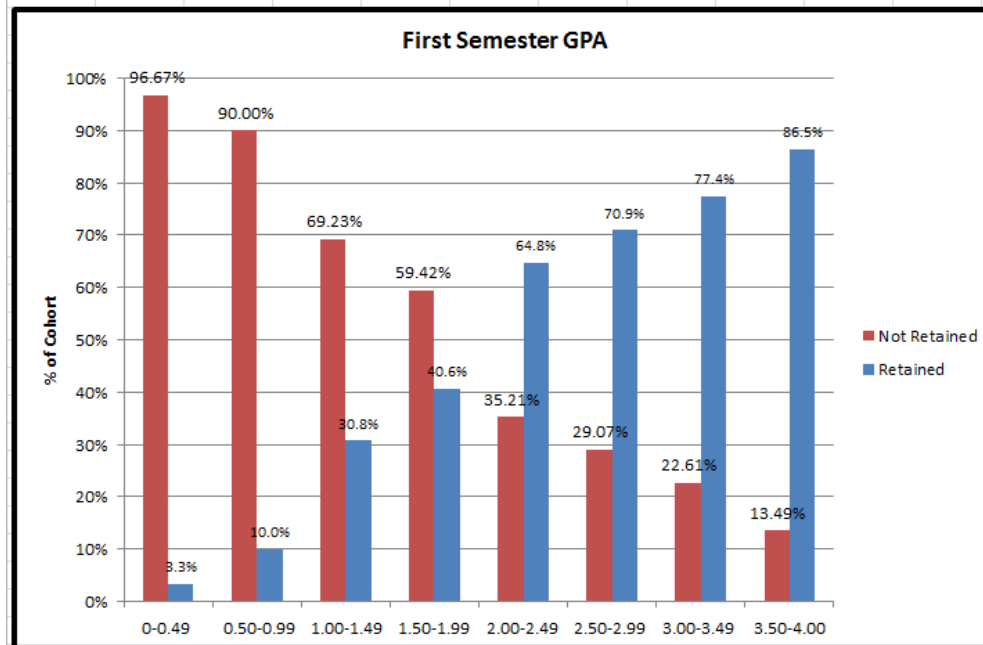


Interactive Dashboard

In-Depth Attrition Charts - Fall 2011 Cohort

The following interactive charts show the retention and attrition of students in the Fall 2011 cohort based on various characteristics. This cohort is comprised of first-time, full-time undergraduate students entering Pace University during the Fall 2011 semester. The charts may be filtered using the boxes at the side of each chart to break down the information further.

All charts created by Jason Diffenderfer - Office of Planning, Assessment and Institutional Research



Campus ▾

- New York
- Pleasantville

Gender ▾

- Female
- Male

SAT Total Score ▾

- <700 or (blank)
- 1000-1099
- 1100-1199
- 1200-1299
- 1300-1399
- 1400-1499

Student Type ▾

- CAP
- Honors
- Mainstream

Ethnicity ▾

- American Indian o...
- Asian
- Black or African A...
- Hispanic or Latino
- Multi-Racial
- Non-Resident Alien
- Race or Ethnicity U...
- White

HS Average ▾

- (blank)
- 70-79
- 80-89
- 90-100

School ▾

- AS
- BU
- CS
- ED
- NU



Integrating More Variables

- Use of interactive dashboard furthered understanding that many factors may affect retention and graduation.
- Began receiving requests to look at retention and graduation using various parameters.
 - Pell vs. non-Pell
 - By major
 - Special programs (e.g. iPace)

Integrating More Variables

- Expansion of reports and the dashboard to include sources such as:
 - Financial Aid
 - Student Performance
 - Placement Exams
 - NSSE
 - BCSSE
 - National Student Clearinghouse data



Planned Uses

- Retention studies routinely enhanced with multiple data sources to provide greater understanding of retention.
- Specific offices can more readily see how their activities can affect retention and persistence.
- Interactive chart applications disseminated at Office of Student Success sponsored “Advisement Institute”.



Thank you for attending.
Questions?

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