Does Living On-Campus Matter: Using NSSE Data to Understand the Experiences of Black Men

Presented by:

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Overview

• Introduction
• Audience Survey
• Brief Literature Review
• Indicators of Engagement
• Results
• Group Discussion
• Comments and Questions
What are you looking to gain from this session?
Session Objectives

• Review literature concerning Black males living on campus

• Create strategies to use NSSE to answer potential questions regarding Black male student engagement

• Discuss ways to better engage Black men on your respective campuses
Does Living on Campus Matter?
Benefits of Living On Campus

- More engaged than their commuter counterparts (Chickering, 1975; Johnson & Cavins, 1996; Wisely and Jorgensen, 2000)

- Increased student involvement (Blimling, 1993; Pascarella & Terenzini, 1991; Pike, 1991; Tinto, 1987; Velez, 1985)

- More likely to persist (Astin, 1999; Galicki & McEwen, 1989)

- More likely to develop a sense of personal accomplishment and social skills (Chickering & Kuper, 1971; Pascarella, Terenzini, & Blimling, 1994; Pike, 2002)

- More likely to develop strong interpersonal relationships (Astin, 1999; Chickering, 1974)

- GPA debate – No compelling evidence (Mixed Results)
Black Students on College Campuses

• Emphasis on Chickering’s work; acknowledged limitations little research has focused exclusively on African American students’ residential experiences.

• More than 2/3 of Black males do not graduate (Harper & Quaye, 2009)

• Black students who live on campus have significantly higher GPAs than similar students at the same institution who live off campus with family (Turley & Wodtke, 2010).

• Consistent with previous research (Blimling, 1989, 1993), Flowers (2004) suggests that living in a residence hall directly influenced personal and social development for African American college students.

• Campus Climate & Sense of Belonging (Hurtado, Milem, Clayton-Pederson, & Allen, 1999)
National Survey of Student Engagement (NSSE)

- Collects data from first-year and senior students near the end of the academic year regarding their academic engagement.
- NSSE collects data regarding "good practices" in undergraduate education that reflect behaviors by students and institutions that are associated with desired outcomes of college.
Indicators of Engagement

- Hours per week participating in co-curricular activities
- Working with peers outside of class
- Participating in service learning
- Discussed ideas with faculty outside of class
- Worked with faculty on other activities
Findings

- **Cocurricular (6+ hours per week)**
- **Worked with peers outside class (very often/often)**
- **Service Learning (yes)**

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Campus vs. Non-Urban
Findings

- Had serious conversations with students of different race/ethnicity (very often/often)
- Had serious conversations with students of different religious, political, personal beliefs (very often/often)

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Discussion

• Does any of this information surprise you?

• Is this information consistent with what is happening on your campus?
GROUP
ACTIVITY
Thank you!

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Feel free to contact me with any questions regarding BCSSE & NSSE.

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