



2016 NSSE Results Presentation

NSSE 2016 Presentation

- Framework and Overview
- Review the Results
 - Themes and Indicators
 - High Impact Practices
 - Strengths and Challenges: Item Analysis
 - Topic Module: Civic Engagement
- Next Steps
- Questions

NSSE 2016 Presentation

Framework and Overview

- Why is this data important?
 - NSSE provides satisfaction data of Dominican students against a national set of like institutions.
 - NSSE data allows us to analyze student satisfaction against our own internal goals and expectations.
 - NSSE data can inform prioritization and decision making processes regarding resource allocation.

NSSE 2016 Presentation

Planning implications

- Two practical tracks of planning:
 1. Data can be used to evaluate academic and administrative program performance
 2. Provides peer benchmarks on mission specific indices

NSSE 2016 Background

- More than 1,500 baccalaureate-granting colleges and universities in the US and Canada have participated to date.
- Administered to first-year freshmen and seniors.
- Major changes to survey instrument in 2013.

Year	Institutions
2001	321
2002	367
2004	473
2006	557
2008	769
2010	595
2012	577
2014	692
2016	865

NSSE History at DU

- DU first participated in NSSE in 2000.
- Was administered every two years, but now will be every three.
- Last administered in Spring 2016.

Peer and Aspirant Institutions

Benedictine University (Lisle, IL)

Bradley University (Peoria, IL)

Butler University (Indianapolis, IN)

Capital University (Columbus, OH)

Drake University (Des Moines, IA)

North Central College (Naperville, IL)

Saint Ambrose University (Davenport, IA)

Saint Mary's College of California (Moraga, CA)

Saint Xavier University (Chicago, IL)

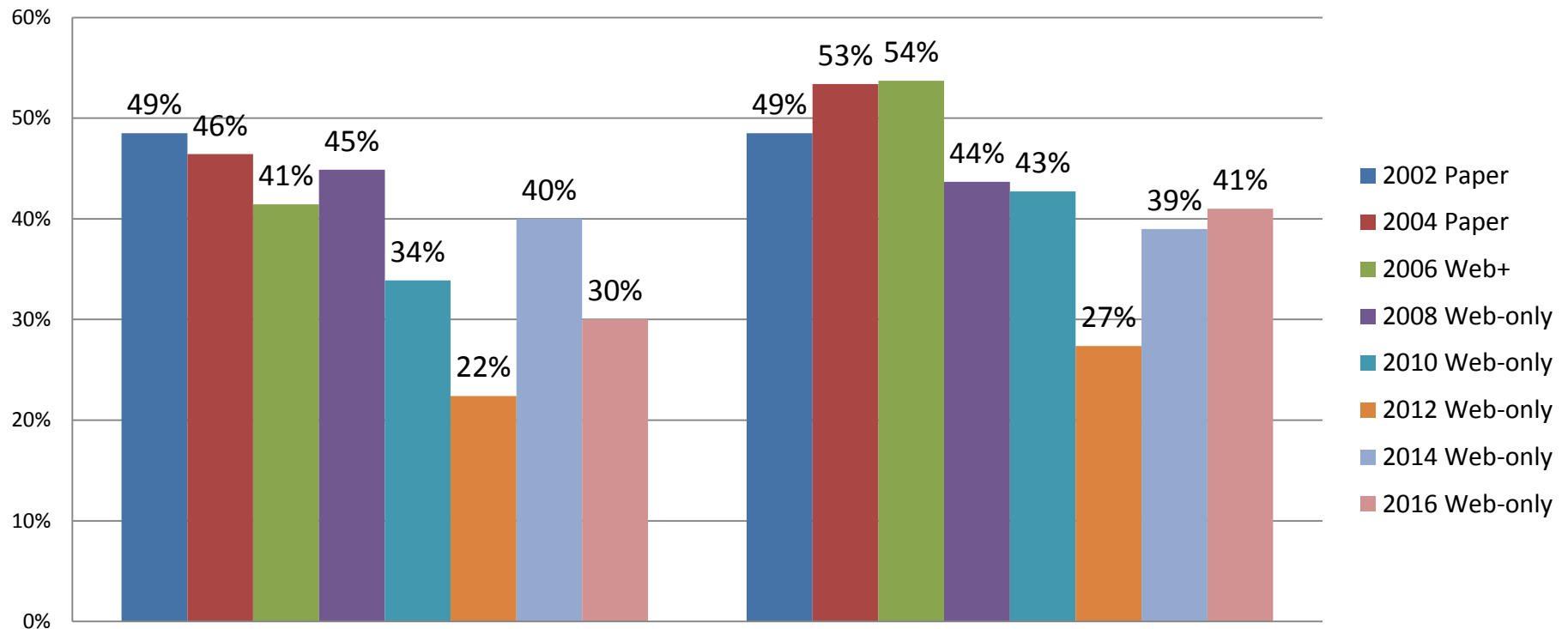
St. Edward's University (Austin, TX)

University of Indianapolis (Indianapolis, IN)

Valparaiso University (Valparaiso, IN)

NSSE Response Rates

NSSE Reponse Rates at DU



- 2016 response rate for first-year freshmen was 30% and for seniors it was 41%.

Note: 2016 NSSE overall rate = 35%.

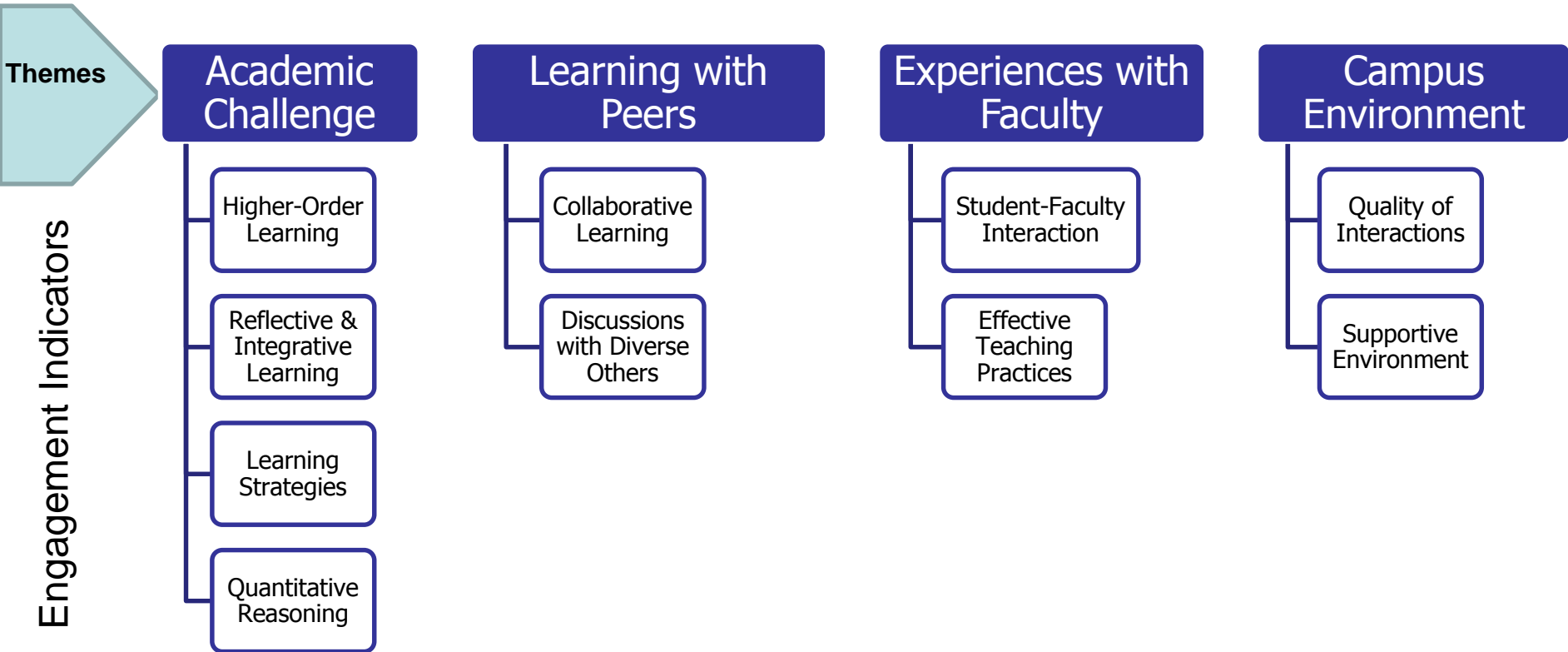
NSSE Respondent Profile

<i>Response options</i>	FIRST-YEAR		SENIORS	
	Dominican	Peer Aspirant	Dominican	Peer Aspirant
	n=175 %	n= 1,925 %	n=194 %	n=2070 %
Part-time	1%	2%	19%	15%
Full-time	99%	98%	81%	85%
Not first-generation	27%	63%	33%	63%
First-generation	73%	37%	67%	37%
Man	40%	41%	33%	38%
Woman	58%	57%	67%	60%
Am. Indian/Alaska Native	0%	0%	0%	0%
Asian	3%	5%	5%	5%
Black or African American	8%	5%	4%	4%
Hispanic or Latino	48%	11%	29%	8%
White	30%	66%	53%	71%
Other	11%	13 %	9%	12%
Works for pay on campus*	36%	27%	39%	38%
Works for pay off campus*	54%	30%	70%	58%
Provides care for dependents*	43%	21%	49%	26%

Note: Some responses have been excluded from this table, so values may not add up to 100%.

* Any amount of time greater than zero hours.

New NSSE Engagement Indicators



NSSE 2016 Presentation

Overview of Results

Engagement Indicators (see handout)

- Comparison to Peers/Aspirants
 - 4 Higher
 - 1 Lower
- Carnegie Class
 - 8 Higher
 - 1 Lower
- All NSSE Schools
 - 11 Higher
 - 0 Lower

Theme: Academic Challenge

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Peer Aspirant Comp	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2015 & 2016
<i>Academic Challenge</i>	Higher-Order Learning	--	--	▲
	Reflective & Integrative Learning	--	▲	▲
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Peer Aspirant Comp	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2015 & 2016
<i>Academic Challenge</i>	Higher-Order Learning	▲	▲	▲
	Reflective & Integrative Learning	--	--	▲
	Learning Strategies	▲	--	--
	Quantitative Reasoning	--	--	--

Indicator: Higher Order Learning

Higher-Order Learning	First-Year		Seniors	
	DU	Peer Aspirant Comp	DU	Peer Aspirant Comp
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	77	76	82	81
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	76	86	78 *
4d. Evaluating a point of view, decision, or information source	78	74	81	74 **
4e. Forming a new idea or understanding from various pieces of information	76	72 *	81	74 **

* Statistically Significant: *p<.05, **p<.01, ***p<<.001

Indicator: Reflective and Integrative Learning

Reflective & Integrative Learning	First-Year		Seniors	
	DU	Peer Aspirant Comp	DU	Peer Aspirant Comp
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%	%
2a. Combined ideas from different courses when completing assignments	64	57	81	74
2b. Connected your learning to societal problems or issues	68	59 **	75	69
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	69	58 **	68	60 *
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	67	70	68
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	70	75	73
2f. Learned something that changed the way you understand an issue or concept	72	72	77	72
2g. Connected ideas from your courses to your prior experiences and knowledge	80	79	86	85

Statistically Significant: *p<.05, **p<.01, ***p<<.001

Indicators: Learning Strategies and Quantitative Reasoning

Learning Strategies	First-Year		Seniors	
	DU	Peer Aspirant Comp	DU	Peer Aspirant Comp
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%	%
9a. Identified key information from reading assignments	83	82	87	82
9b. Reviewed your notes after class	70	65	69	60 *
9c. Summarized what you learned in class or from course materials	66	65	71	64 *

Quantitative Reasoning	First-Year		Seniors	
	DU	Peer Aspirant Comp	DU	Peer Aspirant Comp
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%	%
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	55	61	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	40	50	45
6c. Evaluated what others have concluded from numerical info	43	41	50	47

Theme: Learning with Peers

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with	Your first-year students compared with	Your first-year students compared with
		Peer Aspirant Comp	Carnegie Class	NSSE 2013 & 2016
<i>Learning with Peers</i>	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with	Your seniors compared with	Your seniors compared with
		Peer Aspirant Comp	Carnegie Class	NSSE 2013 & 2016
<i>Learning with Peers</i>	Collaborative Learning	--	△	△
	Discussions with Diverse Others	--	△	--

Indicators: Collaborative Learning/Discussions w Diverse Others

Collaborative Learning	First-Year		Seniors	
	DU	Peer Aspirant Comp	DU	Peer Aspirant Comp
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%	%
1e. Asked another student to help you understand course material	48	56	49	48
1f. Explained course material to one or more students	60	61	67	65
1g. Prepared for exams by discussing or working through course material with other students	48	54	55	52
1h Worked with other students on course projects or assignments	56	61 *	71	70

Discussions with Diverse Others	First-Year		Seniors	
	DU	Peer Aspirant Comp	DU	Peer Aspirant Comp
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>	%	%	%	%
8a. People from a race or ethnicity other than your own	74	72	79	71 **
8b. People from an economic background other than your own	74	74	76	74
8c. People with religious beliefs other than your own	70	72	74	72
8d. People with political views other than your own	67	72	69	73

Theme: Experiences with Faculty

First-Year Students

		Your first-year students compared with	Your first-year students compared with	Your first-year students compared with
<i>Theme</i>	<i>Engagement Indicator</i>	Peer Aspirant Comp	Carnegie Class	NSSE 2013 & 2016
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	▲	▲
	Effective Teaching Practices	▲	▲	▲

Seniors

		Your seniors compared with	Your seniors compared with	Your seniors compared with
<i>Theme</i>	<i>Engagement Indicator</i>	Peer Aspirant Comp	Carnegie Class	NSSE 2013 & 2016
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	▲	▲
	Effective Teaching Practices	▲	--	▲

Indicator: Student Faculty Interaction

Student-Faculty Interaction	First-Year		Seniors	
	DU	Peer Aspirant Comp	DU	Peer Aspirant Comp
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%	%
3a. Talked about career plans with a faculty member	44	38	57	51 *
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	21	31	34
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	29	39	43
3d. Discussed your academic performance with a faculty member	41	32	40	38

Indicator: Effective Teaching Practices

Effective Teaching Practices	First-Year		Seniors		
	DU	Peer Aspirant Comp	DU	Peer Aspirant Comp	
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>	%	%	%	%	
5a. Clearly explained course goals and requirements	86	80	87	82	*
5b. Taught course sessions in an organized way	83	80	82	81	
5c. Used examples or illustrations to explain difficult points	80	78	85	82	
5d. Provided feedback on a draft or work in progress	76	69	74	64	**
5e. Provided prompt and detailed feedback on tests or completed assignments	73	68	76	71	

Theme: Campus Environment

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Peer Aspirant Comp	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2016
<i>Campus Environment</i>	Quality of Interactions	--	--	▲
	Supportive Environment	--	---	---

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Peer Aspirant Comp	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2016
<i>Campus Environment</i>	Quality of Interactions	---	▼	---
	Supportive Environment	---	▲	▲

Indicator: Quality of Interactions

Quality of Interactions	First-Year		Seniors	
	DU	Peer Aspirant Comp	DU	Peer Aspirant Comp
<i>Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...</i>	%	%	%	%
13a.Students	57	59	60	61
13b.Academic advisors	62	53	55	56
13c.Faculty	63	56	53	65 **
13d.Student services staff (career services, student activities, housing, etc.)	56	46	46	44
13e.Other administrative staff and offices (registrar, financial aid, etc.)	50	47	31	46 ***

Indicator: Supportive Environment

Supportive Environment	First-Year		Seniors	
	DU	Peer Aspirant Comp	DU	Peer Aspirant Comp
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>	%	%	%	%
14b. Providing support to help students succeed academically	83	79	76	76
14c. Using learning support services (tutoring services, writing center, etc.)	75	80	73	71
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	71	63 *	66	57 **
14e. Providing opportunities to be involved socially	73	75	68	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	75	67	68
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	51	45	37	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	72	66	61
14i. Attending events that address important social, economic, or political issues	64	61	65	56 *

Strengths and Challenges: Freshmen

First-year

Highest Performing Relative to Peer Aspirant Comp

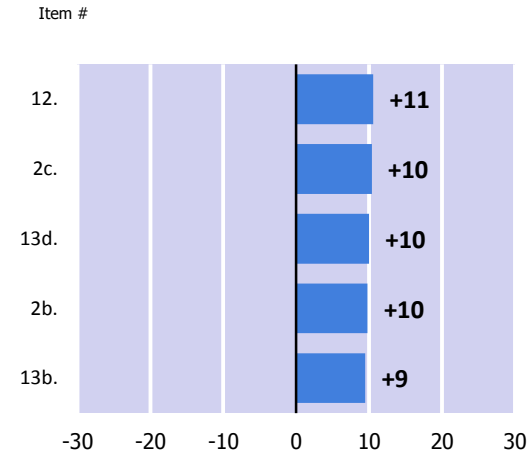
About how many courses have included a community-based project (serv.-learning)? (HIP)

Included diverse perspectives in course discussions or assignments (RI)

Quality of interactions with student services staff (QI)

Connected your learning to societal problems or issues (RI)

Quality of interactions with academic advisors (QI)



Lowest Performing Relative to Peer Aspirant Comp

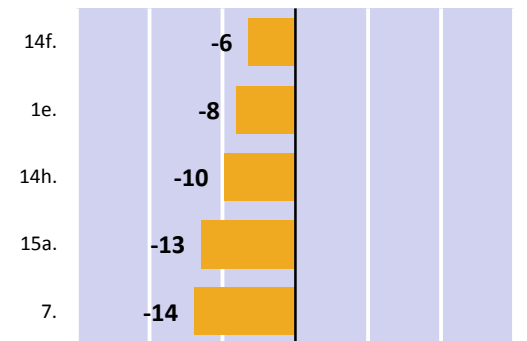
Institution emphasis on providing support for your overall well-being.(SE)

Asked another student to help you understand course material(CL)

Institution emphasis on attending campus activities and events (SE)

Spent more than 15 hours per week preparing for class

Assigned more than 50 pages of writing



Percentage point difference with Peer-Aspirant Comparison Group

Strengths and Challenges: Seniors

Senior

Highest Performing Relative to Peer Aspirant Comp

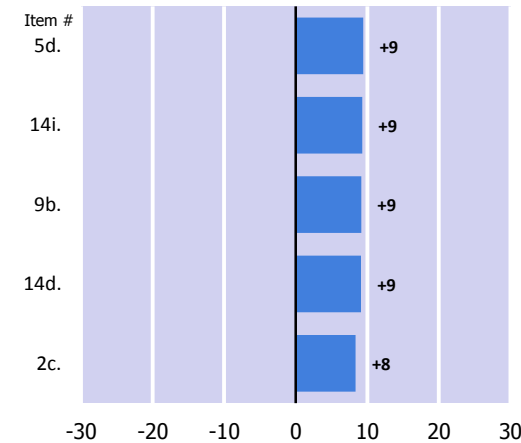
Instructors provided feedback on a draft or work in progress (ET)

Institution emphasis on attending events that address important social/polit. issues(SE)

Reviewed your notes after class (LS)

Institution emphasis on encouraging contact among students from diff. backgrounds (SE)

Included diverse perspectives in course discussions or assignments^b (RI)



Lowest Performing Relative to Peer Aspirant Comp

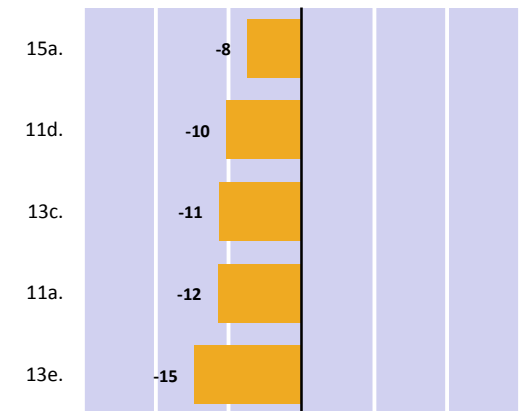
Spent more than 15 hours per week preparing for class

Participated in a study abroad program (HIP)

Quality of interactions with faculty (QI)

Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)

Quality of interactions with other administrative staff and offices (QI)



Percentage point difference with Peer-Aspirant Comparison Group

High Impact Practices

- Replaces the Enriching Educational Experiences benchmark

High Impact Practices

- Learning Community
- Service-Learning
- Research with a Faculty Member
- Internship or Field Experience
- Study Abroad
- Culminating Senior Experience

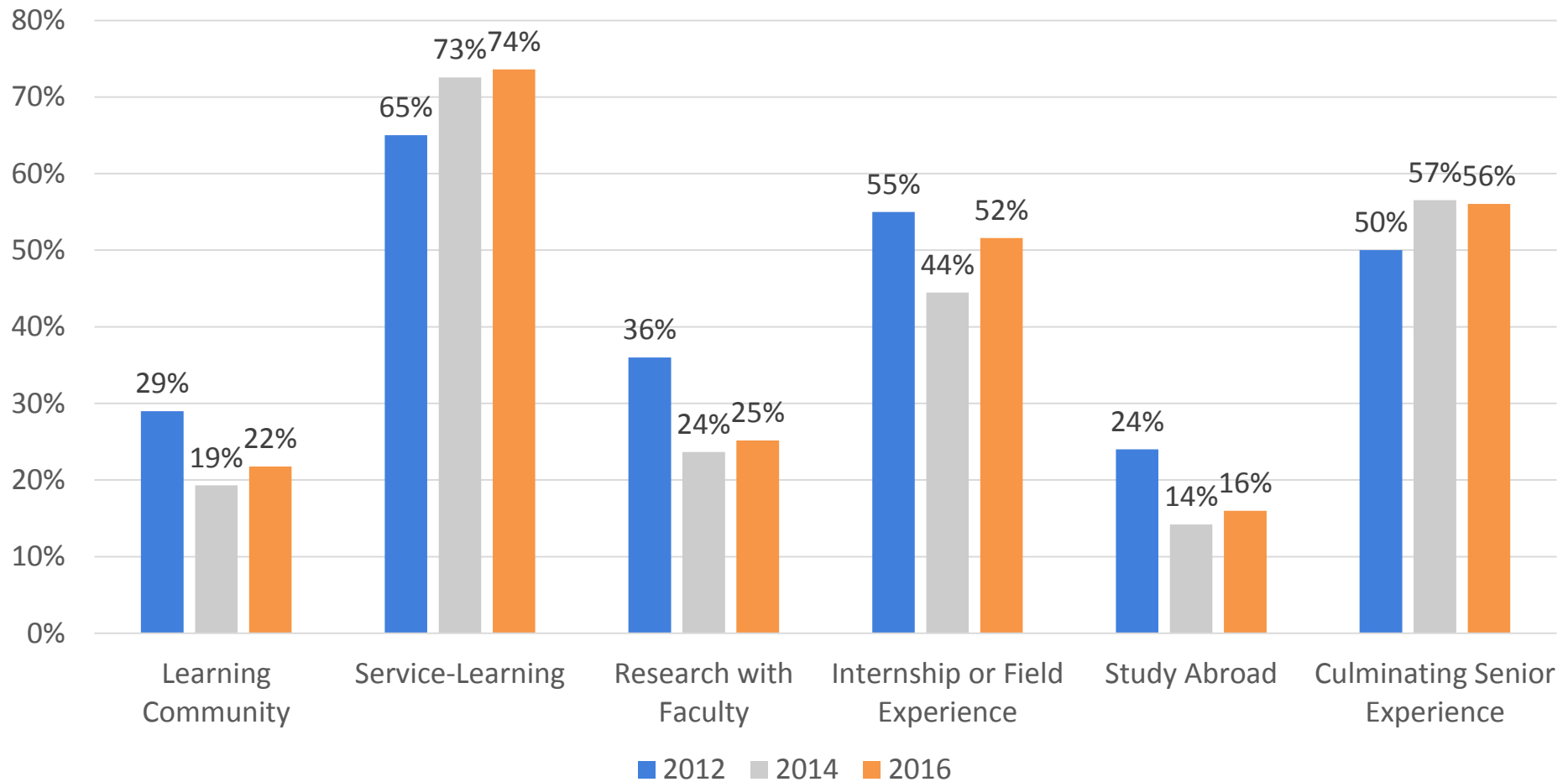
High Impact Practices

The percentage of students who participated in a High-Impact Practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	Dominican	Peer Aspirant Comp	
<i>First-year</i>	%	%	<i>Sig.</i>
11c. Learning Community	14	15	
12. Service-Learning	68	57	*
11e. Research with Faculty	2	7	*
<i>Participated in at least one</i>	69	62	
<i>Participated in two or more</i>	13	13	
<hr/>			
<i>Senior</i>			
11c. Learning Community	22	28	
12. Service-Learning	74	73	
11e. Research with Faculty	25	32	*
11a. Internship or Field Exp.	52	63	**
11d. Study Abroad	16	26	**
11f. Culminating Senior Exp.	56	59	
<i>Participated in at least one</i>	93	94	
<i>Participated in two or more</i>	71	77	*

High Impact Practices

Trend in High Impact Practices- Seniors



Focus Topic: Civic Engagement

Civic Engagement Module

This module asks students to assess their conflict resolution skills and examines how often students have engaged with local or campus and state/national/global issues. The module complements questions on the core survey about service-learning, community service or volunteer work, and becoming an informed and active citizen.¹

¹ Source: NSSE Civic Engagement Module Summary

Civic Engagement Module Results

1. Select the response that best represents your ability to do the following:
(7-point scale from 1= poor to 7=excellent)

- Help people resolve their disagreements with each other
- Resolve conflicts that involve bias, discrimination, and prejudice
- Lead group where people from diff. backgrounds feel welcomed and included
- Contribute to the well-being of your community

2. During the current school year about how often have you done the following?
(4 point scale from 1=Never to 4=Very often)

- Informed yourself about local or campus issues
- Informed yourself about state, national, or global issues
- Discussed local or campus issues with others
- Discussed state, national, or global issues with others
- Raised awareness about local or campus issues
- Raised awareness about state, national, or global issues
- Asked others to address local or campus issues
- Asked others to address state, national, or global issues
- Organized others to work on local or campus issues
- Organized others to work on state, national, or global issues

	First-Year Students			Seniors		
	Dominican	Civic Engagement	Sig.	Dominican	Civic Engagement	Sig.
	<i>Mean</i>	<i>Mean</i>		<i>Mean</i>	<i>Mean</i>	
Help people resolve their disagreements with each other	5.19	5.07		5.34	5.33	
Resolve conflicts that involve bias, discrimination, and prejudice	4.83	4.84		5.06	5.08	
Lead group where people from diff. backgrounds feel welcomed and included	5.03	5.05		5.50	5.48	
Contribute to the well-being of your community	5.23	5.17		5.59	5.46	
Informed yourself about local or campus issues	2.52	2.47		2.55	2.49	
Informed yourself about state, national, or global issues	2.71	2.69		2.91	2.91	
Discussed local or campus issues with others	2.39	2.41		2.58	2.42	*
Discussed state, national, or global issues with others	2.50	2.54		2.80	2.73	
Raised awareness about local or campus issues	1.73	1.80		2.05	1.87	**
Raised awareness about state, national, or global issues	1.87	1.89		2.15	2.03	
Asked others to address local or campus issues	1.78	1.71		1.94	1.72	***
Asked others to address state, national, or global issues	1.86	1.74		1.99	1.78	**
Organized others to work on local or campus issues	1.49	1.52		1.69	1.54	*
Organized others to work on state, national, or global issues	1.47	1.49		1.66	1.51	*

Significance levels (*p<.05, **p< .01, and ***p<.001)

Next Steps - Planning and Action

- Discussion of this NSSE report in multiple DU departments and offices
- Present findings at an OIE Data Dialogue this term
- Explore expanded use of results in administrative program review process

Questions & Discussion

