



Data Dialogue: December 2016

**2016 National Survey of Student Engagement:
NSSE**

Office of Institutional Effectiveness

Why host Data Dialogues?

- Build communities of practice engaged in dialogue around data; share experiences and learn from each other
- Better understand our students and our interventions both in and out of the classroom
- Encourage thinking about how you and your department can better use data

Why host Data Dialogues?

Simply reporting or reading about the results
won't lead to action!

Why start with NSSE?

- Dominican has administered NSSE since 2000
- Over 1600 institutions have participated nationally
- Measures indicators highly correlated with student success and engaged learning
- DU will administer NSSE every 3 years

Why start with NSSE?

- Much to mine and analyze here
- Lends itself to triangulation with other DU data sets
- Learning of excellent examples of institutions using NSSE for data-driven planning
- We'll have this data set for 3 years – and our goal is to make the most of it

Our plan for today

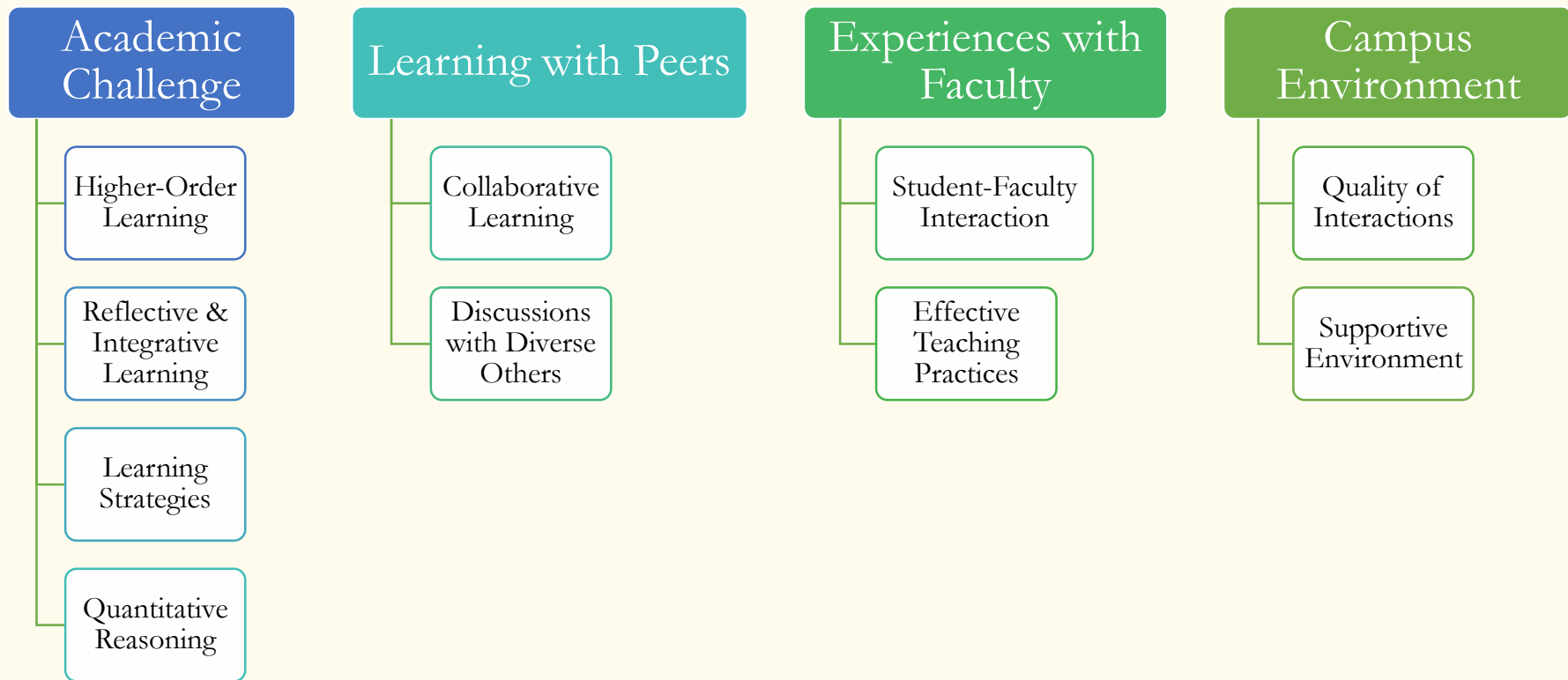
Drill down into the **ENGAGEMENT INDICATORS**

- WHAT (what does it say?)
- SO WHAT (your interpretation, hunches, analysis)
- NOW WHAT (your thoughts about the implications & what's next)

A Primer on NSSE

- Administered to Freshmen and Seniors in Spring, every **three** years (formerly every two years)
- **Four primary sections:**
 1. Engagement Indicators
 2. High-Impact Practices
 3. Perceived Gains and Evaluation of Experience
 4. Additional items: a) Civic Engagement and b) Catholic Colleges and Universities

Engagement Themes and Indicators



Peer and aspirant institutions (n = 3995)

Benedictine University (Lisle, IL)

Saint Xavier University (Chicago, IL)

Bradley University (Peoria, IL)

St. Edward's University (Austin, TX)

Butler University (Indianapolis, IN)

University of Indianapolis (Indianapolis, IN)

Capital University (Columbus, OH)

Valparaiso University (Valparaiso, IN)

Drake University (Des Moines, IA)

North Central College (Naperville, IL)

Saint Ambrose University (Davenport, IA)

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

Spring 2016 response rate

Overall response rate: 35%

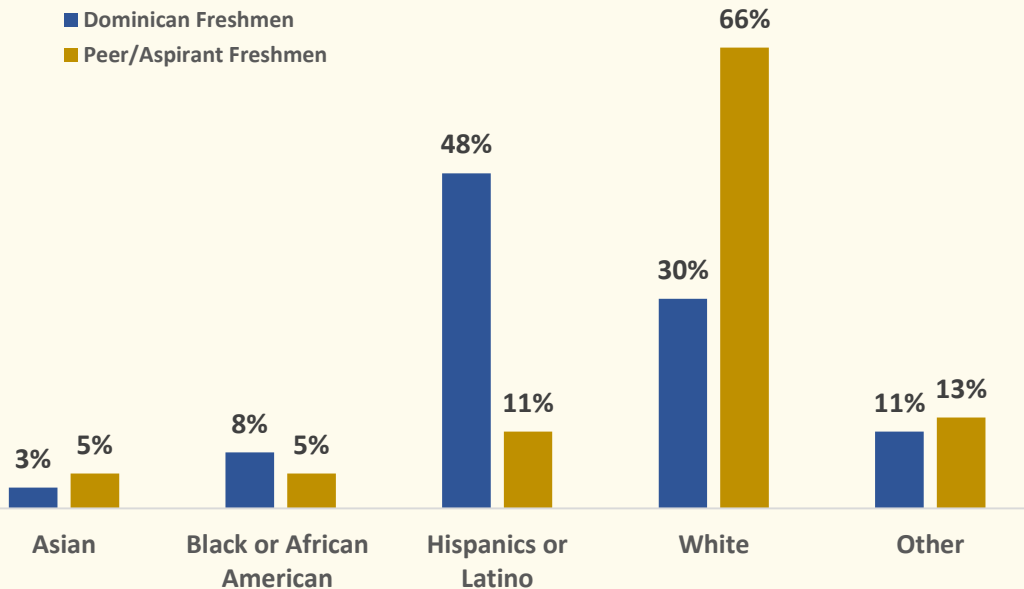
Freshmen: 30% (n = 175)

Seniors: 41% (n = 194)

Respondent profile: Race/Ethnicity

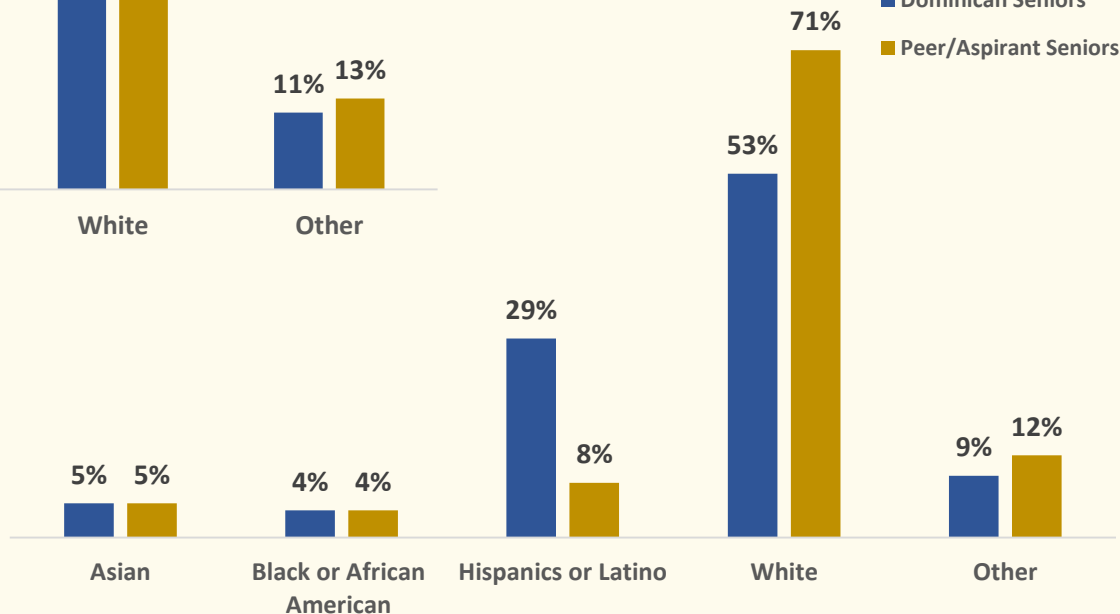
Race/ethnicity of Freshmen

■ Dominican Freshmen
■ Peer/Aspirant Freshmen



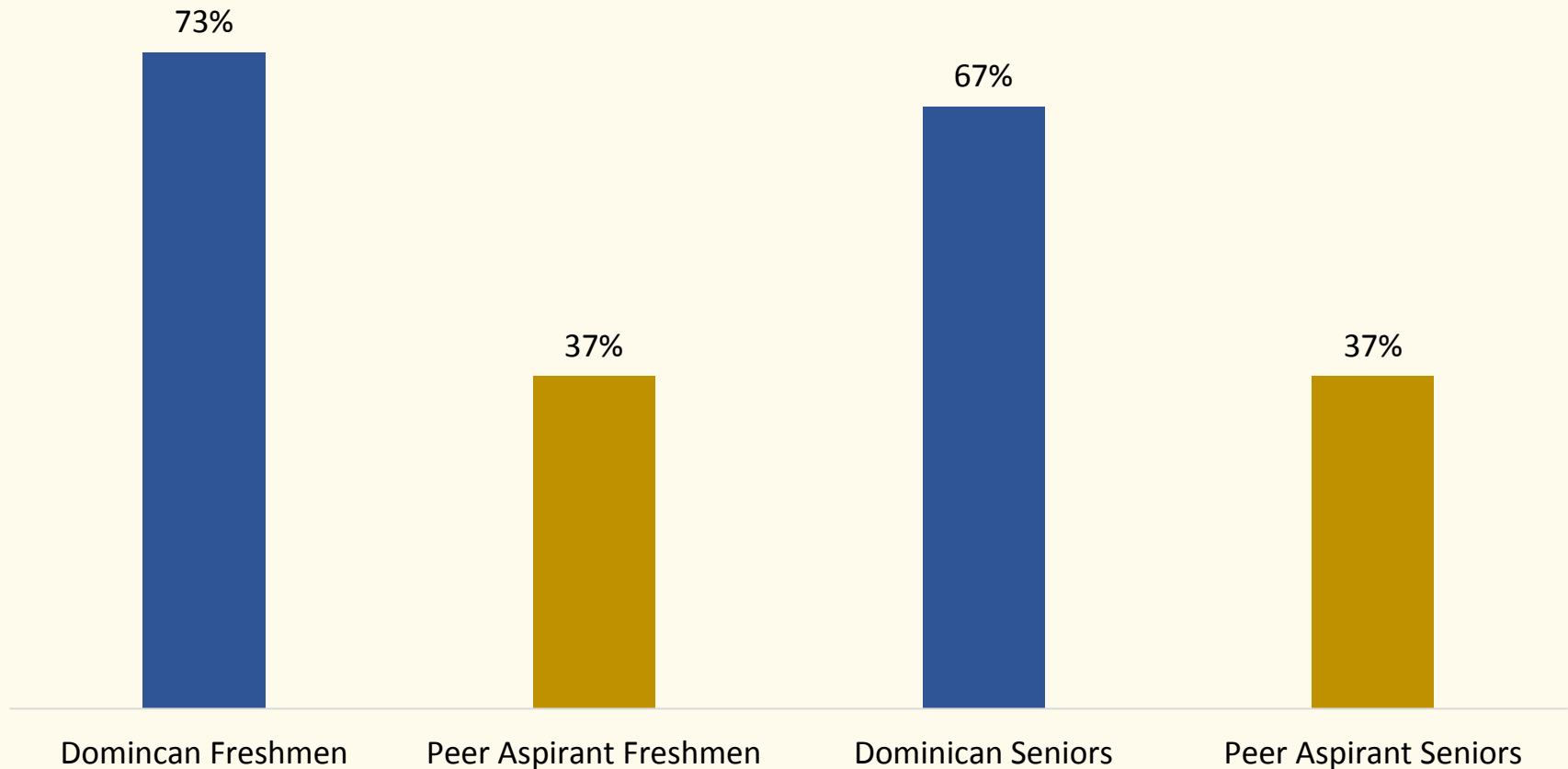
Race/ethnicity of Seniors

■ Dominican Seniors
■ Peer/Aspirant Seniors



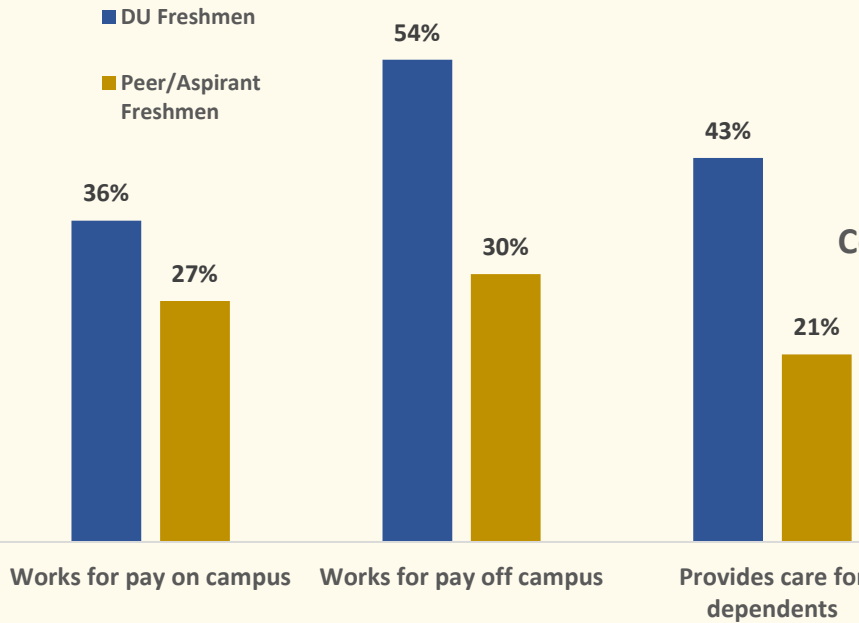
Respondent profile: First-generation

Portion of respondents who are First-generation college students

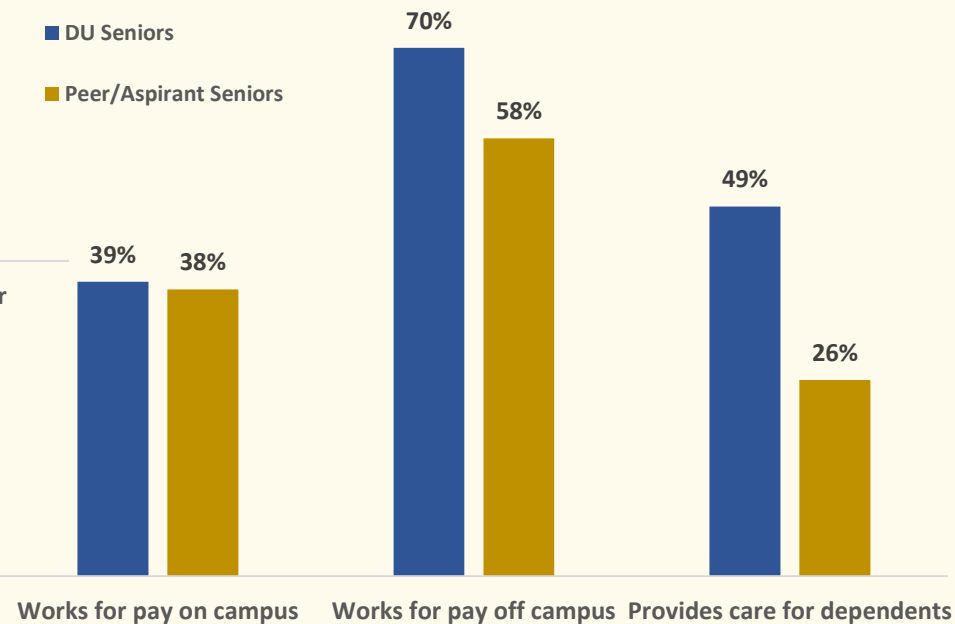


Respondent profile: Hours worked

Comparison of Freshmen hours worked



Comparison of Senior hours worked



Engagement Indicators: Your predictions and preferences

Themes	Engagement Indicators	Prediction	Preference	ACTUAL
Academic Challenge	Higher Order Learning			
	Reflective and Integrative Learning			
	Learning Strategies			
	Quantitative Reasoning			
Learning with Peers	Collaborative Learning			
	Discussions with Diverse Others			
Experiences with Faculty	Student-Faculty Interaction			
	Effective Teaching Practices			
Campus Environment	Quality of Interactions			
	Supportive Environment			

+ if you think this is a strength

= if you think this is done "well enough"

- if you think this needs improvement

Overall Dominican scores well in engagement across comparison groups

Compared to Peers/Aspirants	Compared to others in our Carnegie Class	Compared to all 2015-16 NSSE
<p>↑ Scored higher in 4 indicators</p> <p>↓ Scored lower in 1 indicator <i>(Freshmen: Collaborative Learning)</i></p>	<p>↑ Scored higher in 8 indicators</p> <p>↓ Scored lower in 1 indicator <i>(Seniors: Quality of Interactions)</i></p>	<p>↑ Scored higher across 11 indicators</p> <p>↓ Scored lower in none!</p>

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

	First-Year			Seniors		
	DU	Peer Aspirant Comp		DU	Peer Aspirant Comp	
Reflective & Integrative Learning	%	%		%	%	
<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

Indicator: Learning Strategies and Quantitative Learning

Learning Strategies

Percentage of students who responded that they "Very often" or "Often"...

9a. Identified key information from reading assignments

9b. Reviewed your notes after class

9c. Summarized what you learned in class or from course materials

First-Year

DU
%
Peer Aspirant
Comp
%

83
70
66
82
65
65

Seniors

DU
%
Peer Aspirant
Comp
%

87
69
71
82
60
64 *

Quantitative Reasoning

Percentage of students who responded that they "Very often" or "Often"...

6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

6c. Evaluated what others have concluded from numerical info

First-Year

DU
%
Peer Aspirant
Comp
%

55
44
43
55
40
41

Seniors

DU
%
Peer Aspirant
Comp
%

61
50
50
55
45
47

Theme: LEARNING WITH PEERS

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>Learning with Peers</i>	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	--	--	--

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>Learning with Peers</i>	Collaborative Learning	--	△	△
	Discussions with Diverse Others	--	△	--

Indicator: Collaborative Learning/Discussions w Diverse Others

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

- 1e. Asked another student to help you understand course material
- 1f. Explained course material to one or more students
- 1g. Prepared for exams by discussing or working through course material with other students
- 1h Worked with other students on course projects or assignments

First-Year

Peer Aspirant Comp
DU %

48 56
60 61
48 54
56 61 *

Seniors

Peer Aspirant Comp
DU %

49 48
67 65
55 52
71 70

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

- 8a. People from a race or ethnicity other than your own
- 8b. People from an economic background other than your own
- 8c. People with religious beliefs other than your own
- 8d. People with political views other than your own

First-Year

Peer Aspirant Comp
DU %

74 72
74 74
70 72
67 72

Seniors

Peer Aspirant Comp
DU %

79 71 **
76 74
74 72
69 73

Collaborative Learning for Freshmen: Detail

- Background factors and other items that had a statistically significant effect on this indicator (positive and/or negative)

Significant Impact	No Significant Difference
<ul style="list-style-type: none">• White (*negative)• Time Working Off-Campus (*negative)• Time Spent Commuting (*negative) <p>Note: Time working off-campus is significantly higher for White students.</p>	<ul style="list-style-type: none">• Minority Status• Time Spent Caring for Dependents• First-Generation• African-American• Hispanic• Athlete• Resident/Commuter• Gender• ACT Score

Statistically Significant: *p<.10, **p<.05, ***p<<.01

Collaborative Learning for Freshmen: Detail

Which of the following best describes where you are living while attending college?	Mean CL Score	N
Dormitory or other campus housing	34.9	56
Residence (house, apartment, etc.) WITHIN walking distance to the institution	38.3	6
Residence (house, apartment, etc.) FARTHER THAN walking distance to the institution	30.4	61
None of the above	34.0	19
Total	33.0	142

Theme: EXPERIENCES WITH FACULTY

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>Experiences with Faculty</i>	Student-Faculty Interaction	--	▲	▲
	Effective Teaching Practices	▲	▲	▲

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>Experiences with Faculty</i>	Student-Faculty Interaction	--	▲	▲
	Effective Teaching Practices	▲	--	▲

Indicator: Student-Faculty Interaction

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	First-Year		Seniors		
	DU %	Peer Aspirant Comp %	DU %	Peer Aspirant Comp %	
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	

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

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

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

13a.Students

13b.Academic advisors

13c.Faculty

13d.Student services staff (career services, student activities, housing, etc.)

13e.Other administrative staff and offices (registrar, financial aid, etc.)

First-Year

DU
Peer
Aspirant
Comp

%

57

62

63

56

50

Peer
Aspirant
Comp

%

59

53

56

46

47

Seniors

DU
Peer
Aspirant
Comp

%

60

55

53

46

31

Peer
Aspirant
Comp

%

61

56

65 **

44

46 ***

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

Quality of Interactions with Faculty: Senior Detail

- Examined background factors and other survey items that had a statistically significant effect on this indicator (positive and negative)

Significant Impact	No Significant Difference
<ul style="list-style-type: none">Gender* (female lower than male)First Generation (*negative)Grades*	<ul style="list-style-type: none">Minority (-)African-AmericanHispanic (-)White (+)ResidencyAthleteTransfer

Statistically Significant: *p<.10, **p<.05, ***p<<.01

Quality of Interactions with Faculty: Senior Detail

- Survey items that were significantly correlated to this indicator

Direct Correlation with Experiences with Faculty items:

- Talked about career plans with faculty member
- Discussed course topics, ideas, or concepts with faculty member outside of class
- Discussed your academic performance with faculty member
- Instructors clearly explained course goals and requirements
- Taught sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided prompt and detailed feedback on tests or completed assignments

Direct Correlation with Evaluation with Overall Experience:

- Evaluation of Entire Educational Experience
- Would you start over again at DU?

Quality of Interactions with Administrative Staff: Senior Detail

Significant Impact

- First Generation (*negative)

High Correlation:

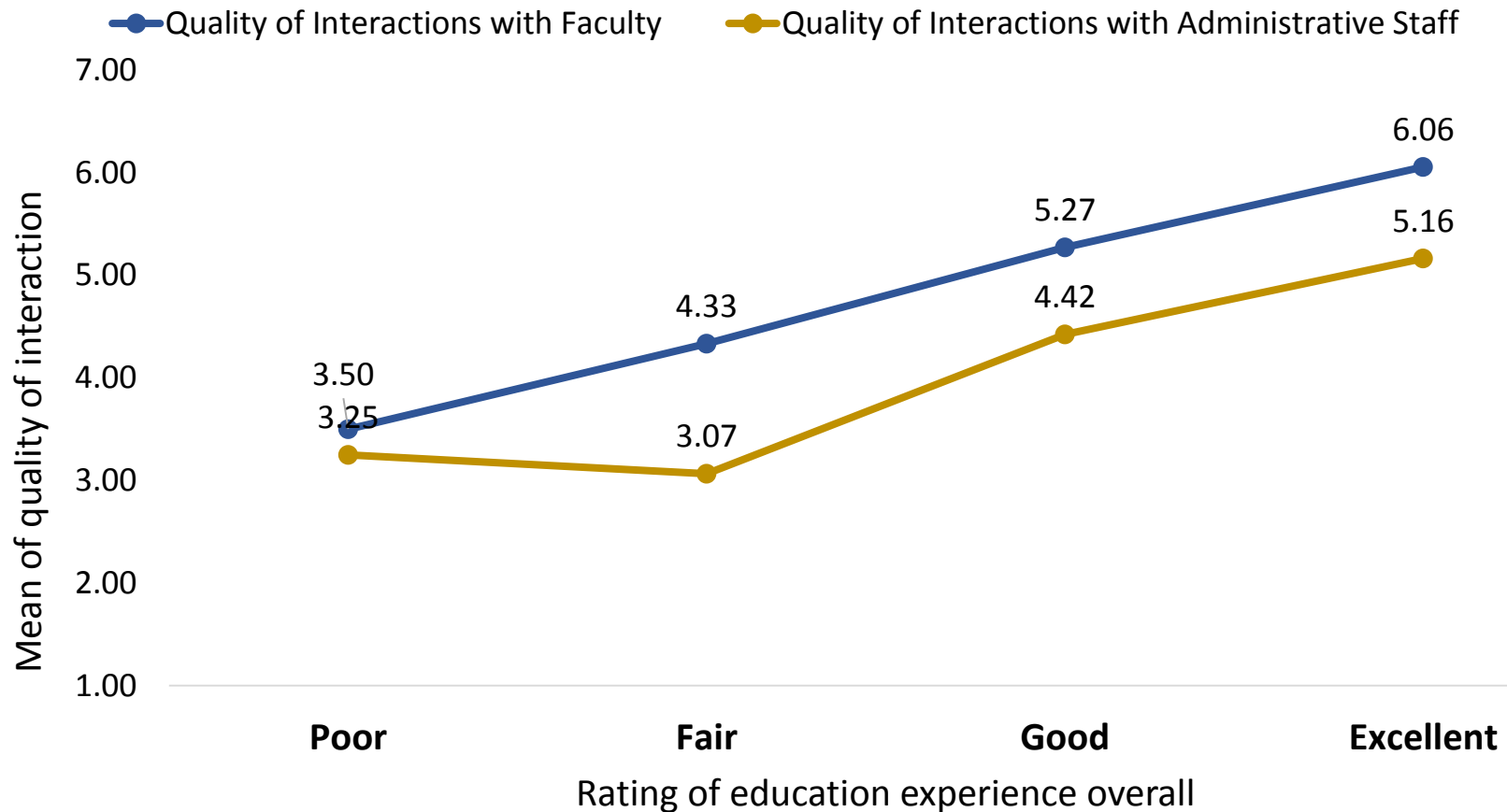
- Evaluation of Entire Educational Experience
- Would you start over again at DU

Not Significant

Minority (-)
Gender (female lower than male)
African-American (+)
Hispanic (-)
White (+)
Residency
Athlete (+)
Transfer (+)
Grades
Time Worked on Campus
Time Worked off Campus
Time Commuting

Quality of interactions effect overall experience

Correlation of quality of interaction and overall rating of educational experience



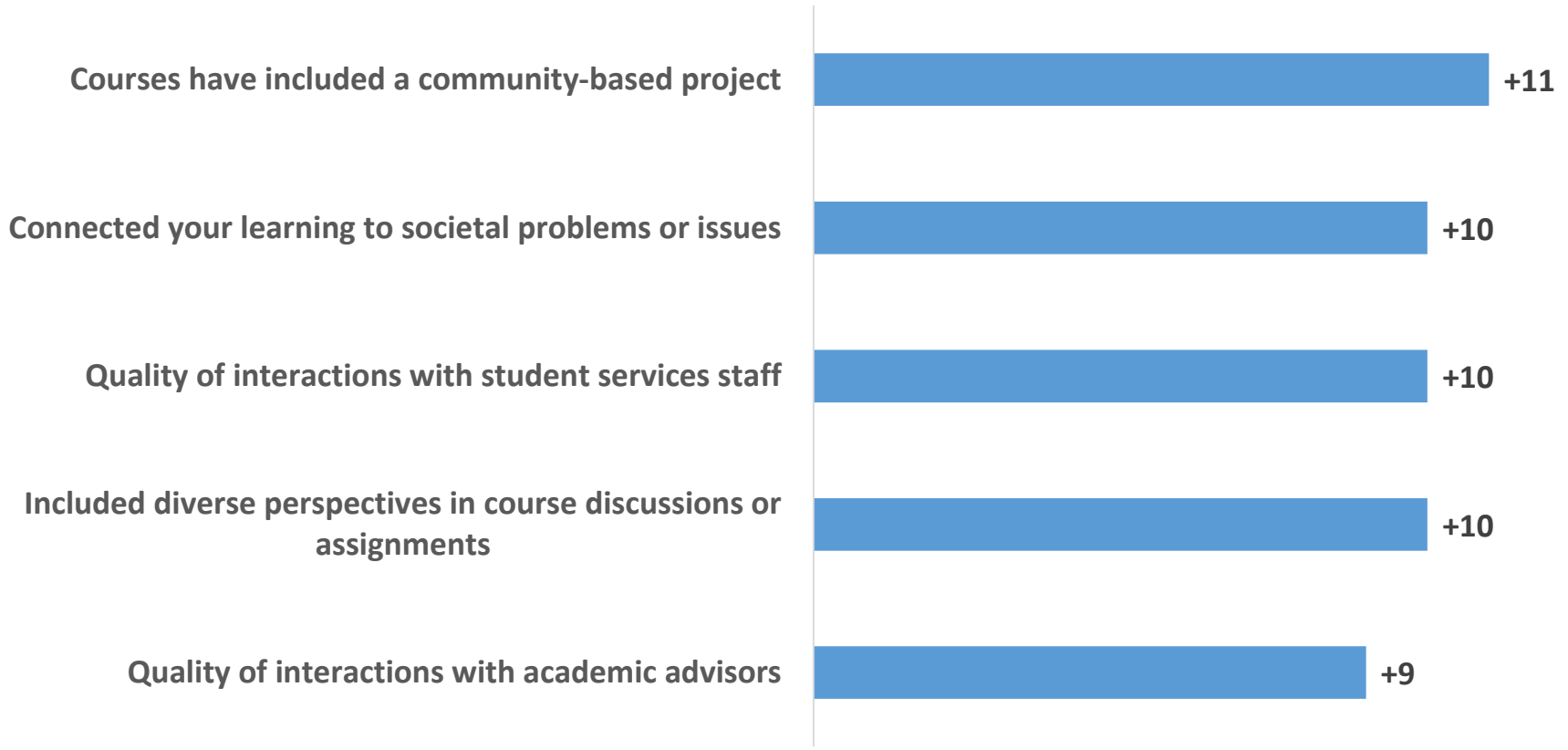
Indicator: Supportive Environment

	First-Year		Seniors		
	DU %	Peer Aspirant Comp %	DU %	Peer Aspirant Comp %	
Supportive Environment					
<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	*

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

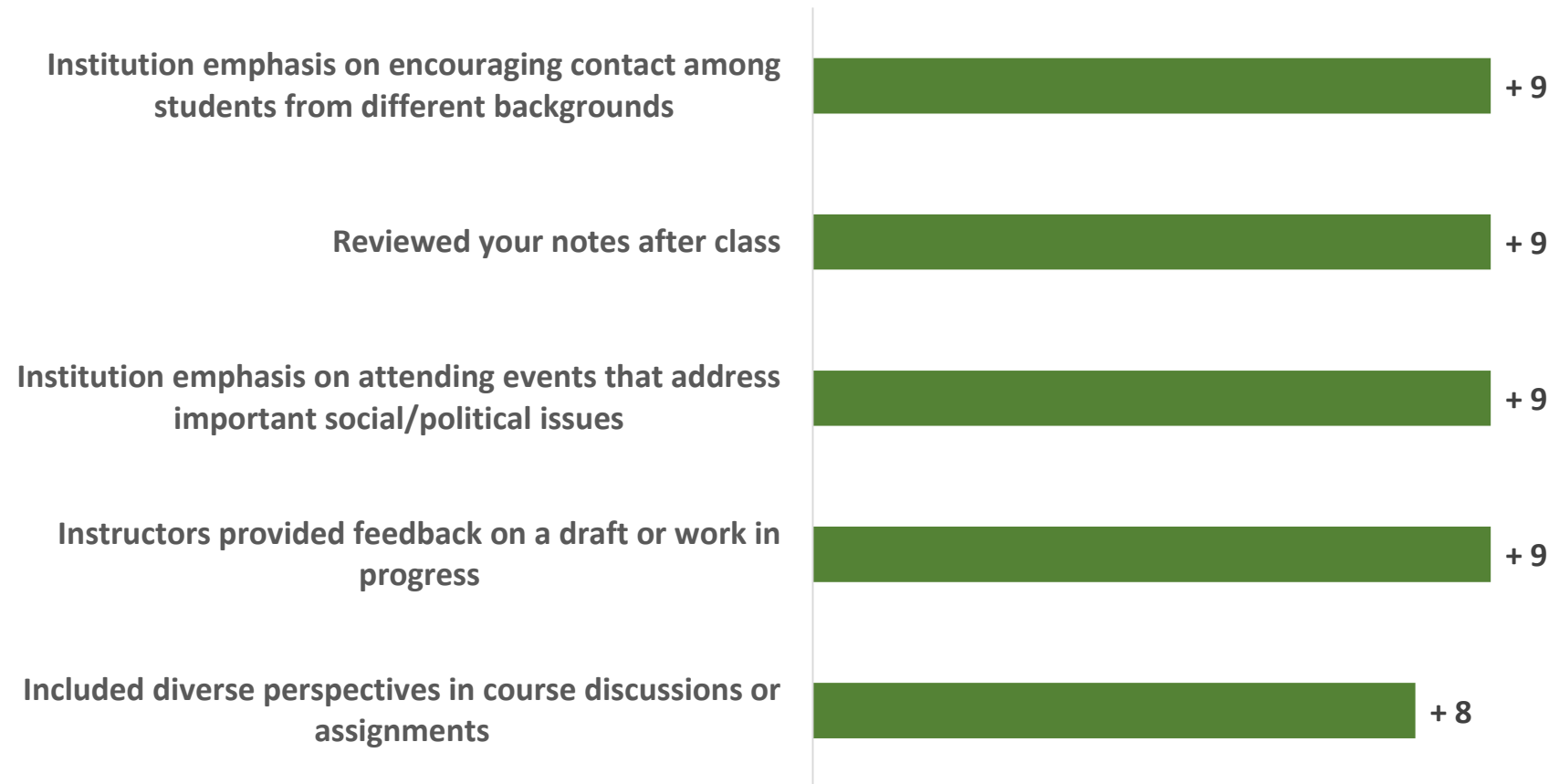
Summary Strengths: Freshmen

Highest items relative to the Peer/Aspirant group



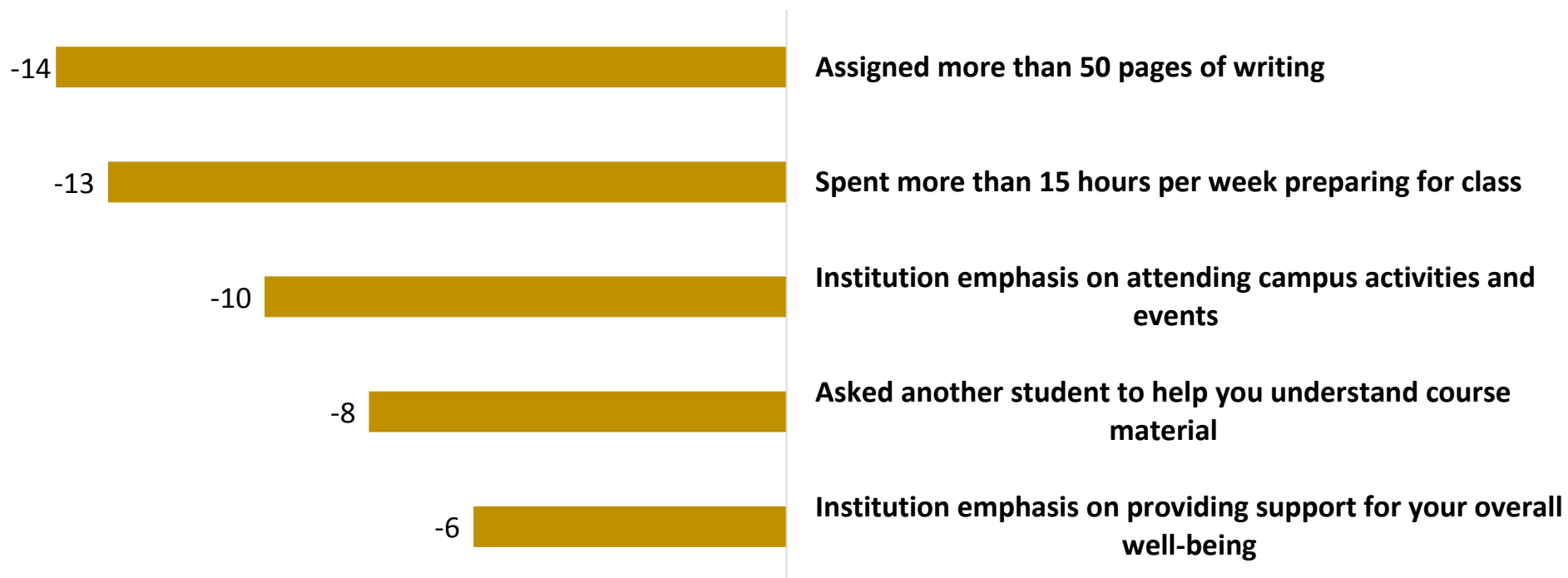
Summary Strengths: Seniors

Highest items relative to the Peer/Aspirant group



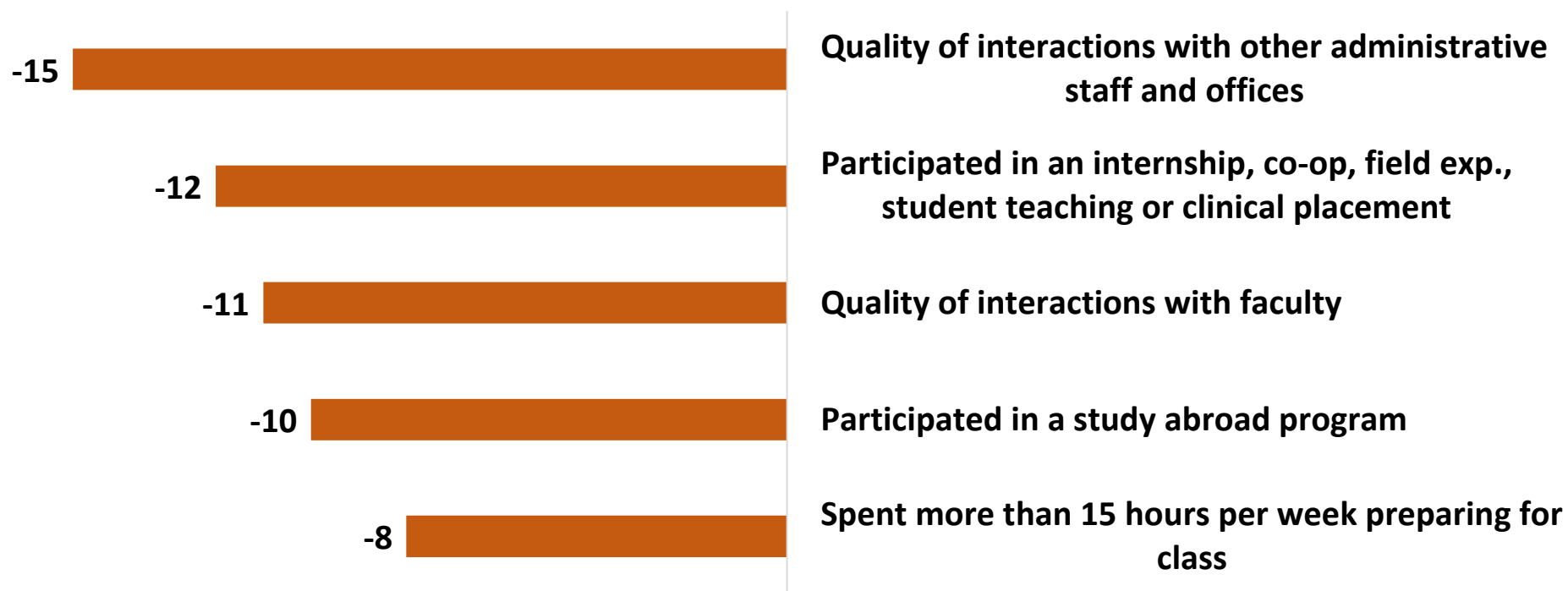
Summary Challenges: Freshmen

Lowest items relative to the Peer/Aspirant group



Summary Challenges: Seniors

Lowest items relative to the Peer/Aspirant group



What occurs across BOTH Freshmen and Seniors?

Highest performing relative to Peer and Aspirant Comparison?

- Included diverse perspectives in course discussions or assignments

Lowest performing relative to Peer and Aspirant Comparison?

- Spent more than 15 hours per week preparing for class

Discussion break: So what?

- Do these results confirm your predictions or hunches?
 - Where or why did it differ?
 - Which Engagement Indicator(s) surprised you most?

- What do you think contributes to these scores?

Discussion break: Now what?

- What are the implications of this data (in parts or on the whole) for your work?
 - For our collective work?

OIE next steps for NSSE

- Triangulate NSSE data with IDEALS, SSI, and possibly Course Evaluation
- Add in retention outcome to the Freshmen data set
- Include NSSE analysis as a key component in Administrative Program Review data set
- Data dialogue on High Impact Practice items and analysis
- Submit Dominican as a NSSE *Lessons from the Field* case

Discussion break: Now what

- What additional questions would you like to better understand from this – and other – NSSE data?