

The background of the slide features a large, faint watermark of a university crest. The crest is a shield with a central vertical element, possibly a book or a staff, and is surrounded by decorative flourishes. The Latin motto "CAVE RI TAS RI TAS" is inscribed on the shield. The crest is rendered in a light blue color against the dark blue background.

# Data Dialogue for February 2017

Considering NSSE lower levels of engagement

Office of Institutional Effectiveness

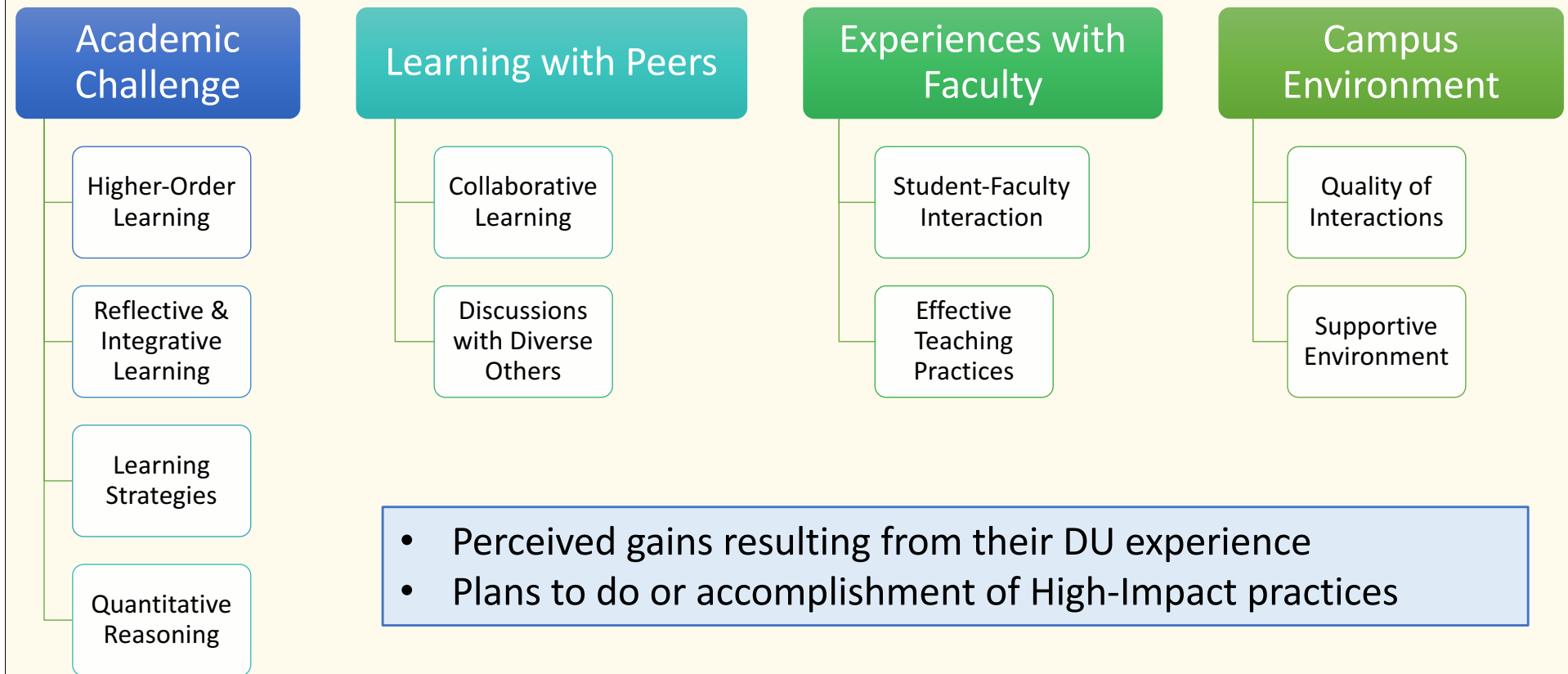
# Why host Data Dialogues?

- 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

# A Primer on NSSE

- Administered to Freshmen and Seniors in Spring, every **three** years (formerly every two years)
- **Sections addressed today:**
  1. Engagement Indicators (4 themes)
  2. High-Impact Practices
  3. Perceived Gains and Evaluation of Experience

# Engagement Themes and Indicators



# Today's approach

## **Lesson learned from our first NSSE overview:**

- Dominican students report equal to higher levels of engagement compared to both our peer and aspirant institutions **and** all NSSE respondents

**However. . .**

# The cup is half empty?

- But what levels of engagement or perceived impact do we aspire to achieve?
- What is *too* low?
- What would it take to become a high-performing NSSE institution? (NSSE Top 10%)
- **Essentially, there's always room for improvement**

# Which scale items are we investigating today?

- Scale on the Engagement Items:
  - Never
  - Sometimes
  - Often
  - Very Often
- Scale on Gains (How much DU contributed):
  - Very little
  - Some
  - Quite a bit
  - Very much

Which scale items are we investigating today?

**Think: GOLF scores – LOW is better**



# Dialogue: Now what?

- What items stuck out to you as areas where we ought to be doing better?
- What can we do about it?
  - Think collectively and at your own departmental or role level

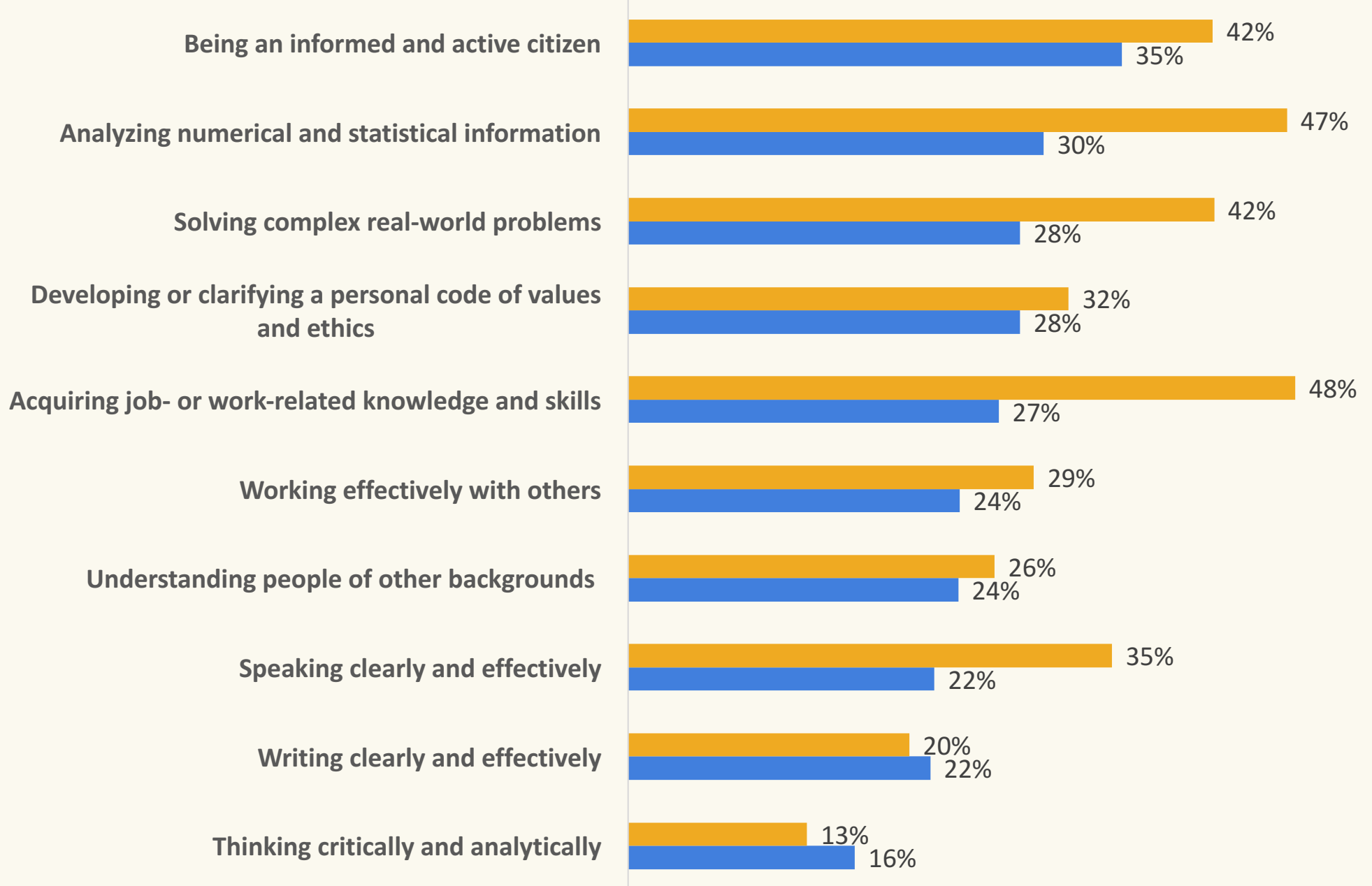
# Starting with student report of perceived gains

NSSE item:

How much has your experience at Dominican University contributed to your knowledge, skills and personal development in. . .

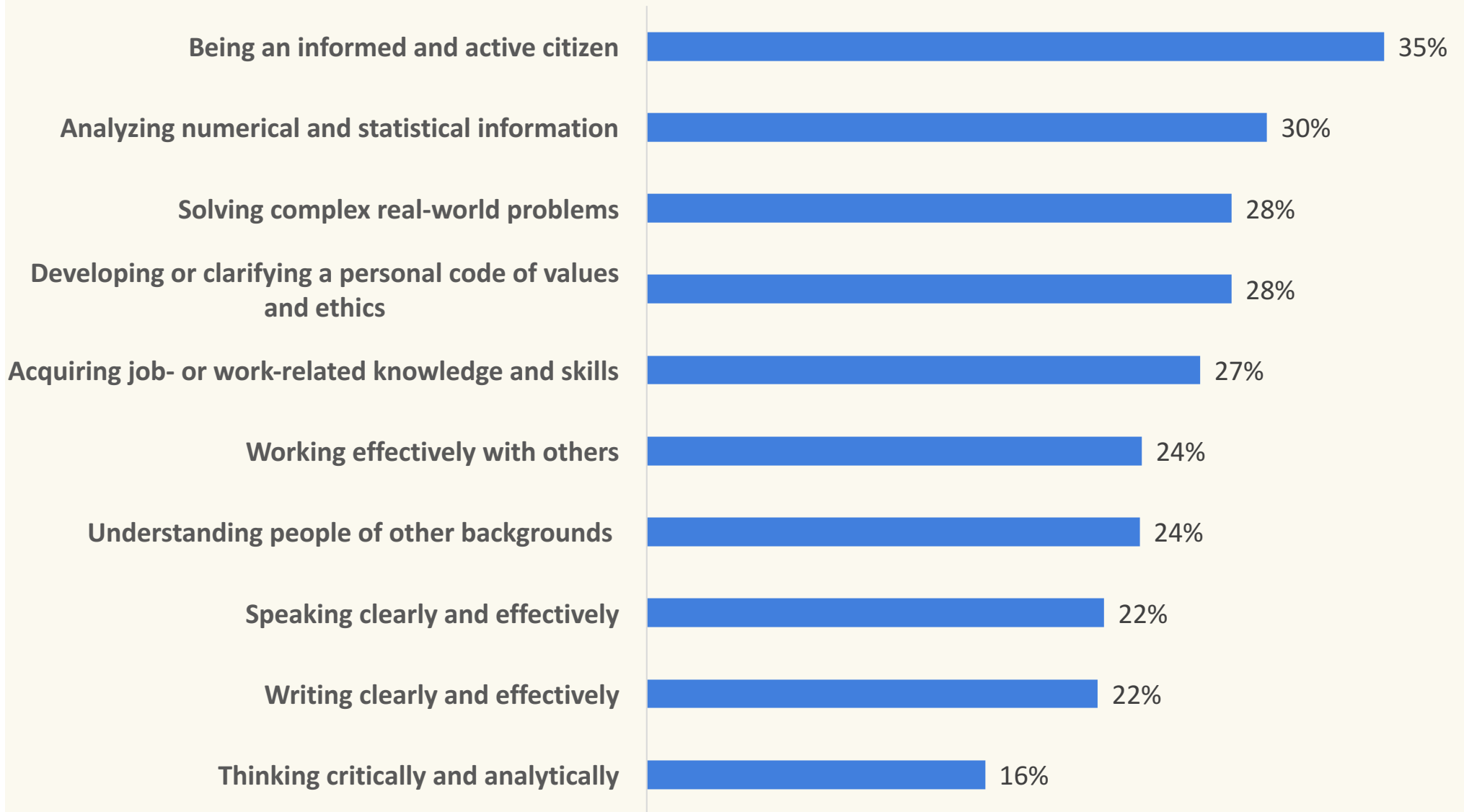
# Perceived Gains: Portions responding SOME to VERY LITTLE

■ Dominican FRESHMEN ■ Dominican SENIORS



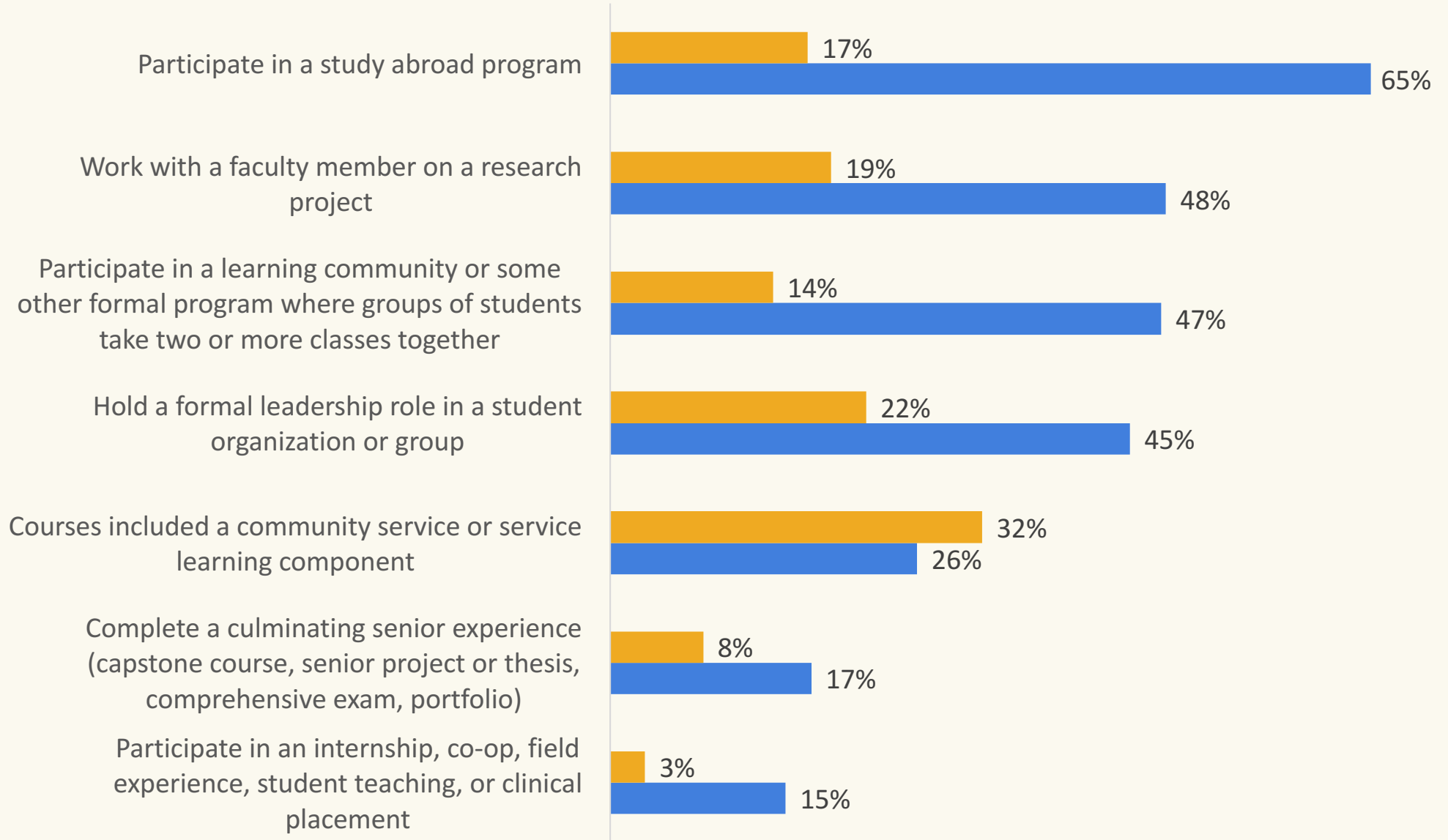
# Perceived Gains: SENIORS responding SOME to VERY LITTLE

■ Dominican SENIORS

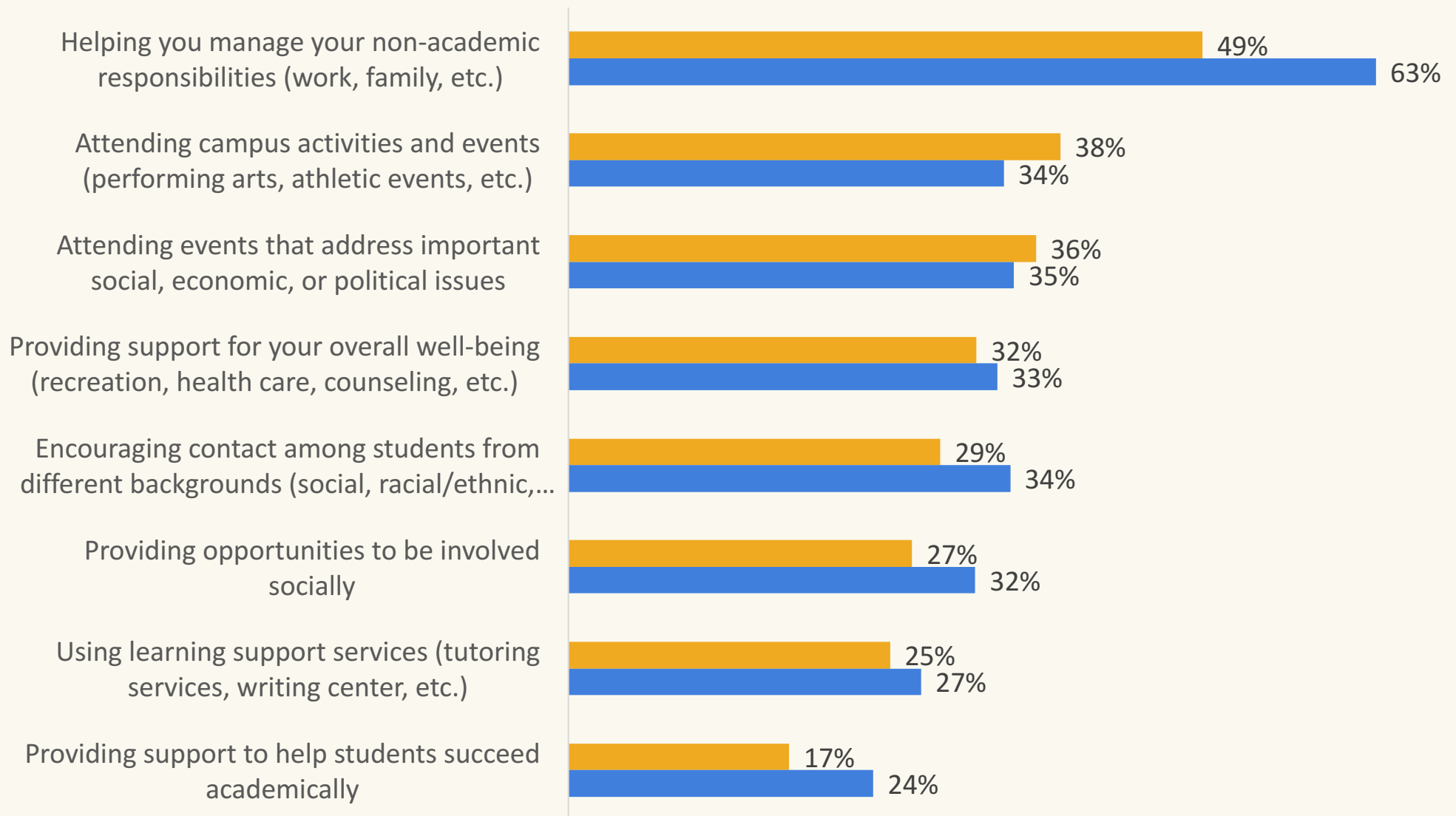


# Participation in High Impact Practices: Portion who DO NOT PLAN TO . . .

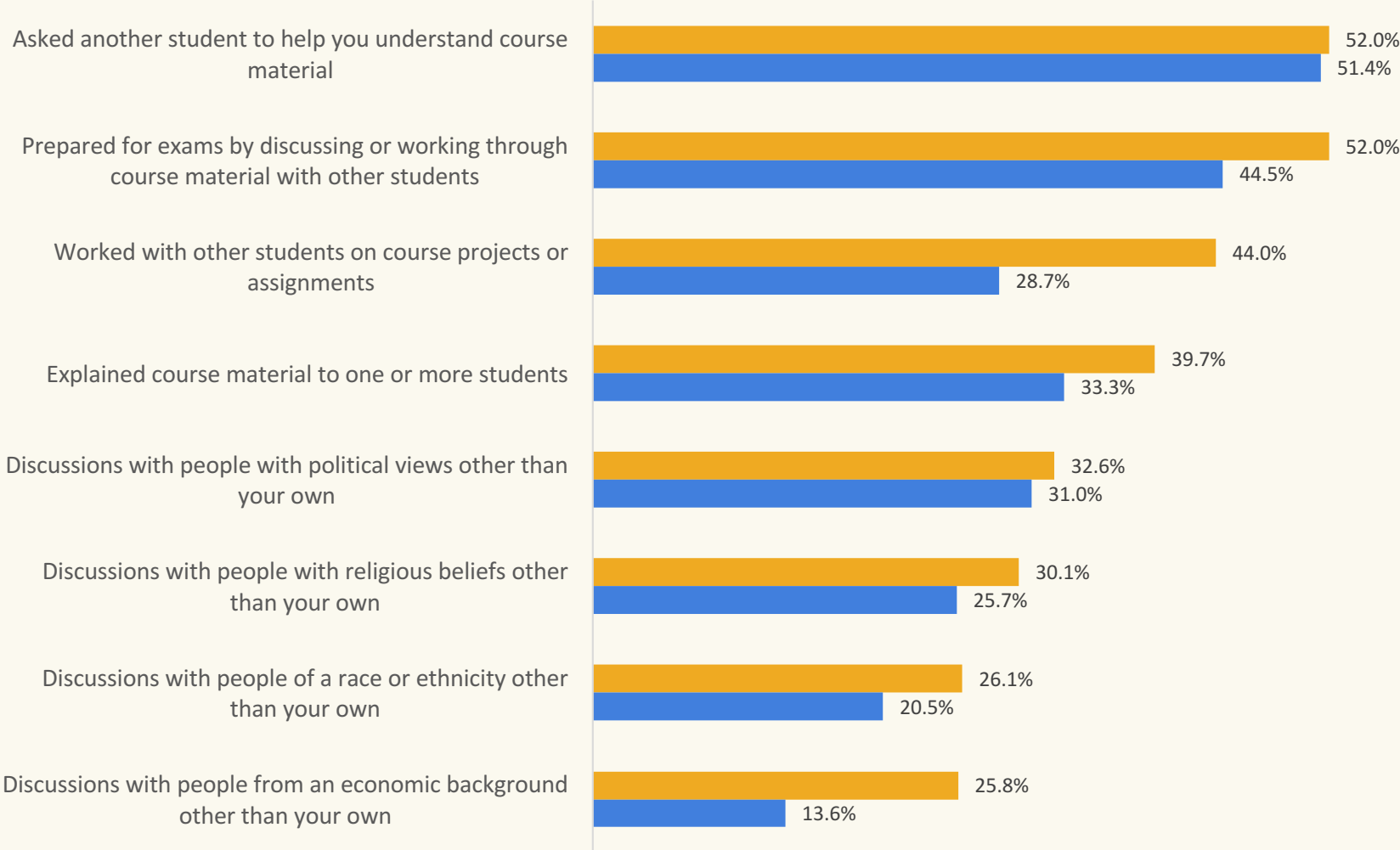
■ Dominican FRESHMEN ■ Dominican SENIORS



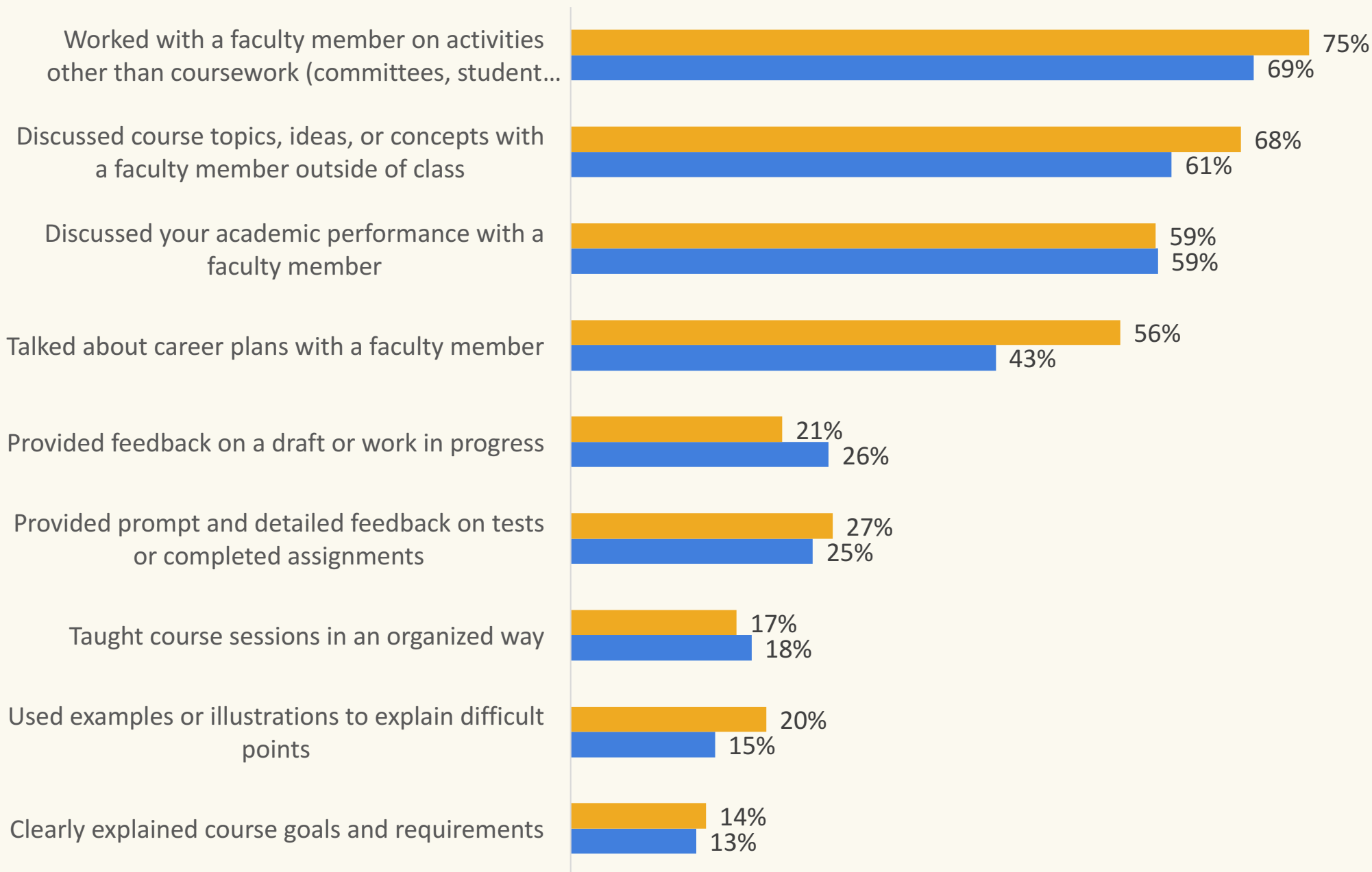
# Supportive Environment: Portion reporting SOME TO VERY LITTLE



# Learning with Peers: Portion reporting NEVER TO SOMETIMES

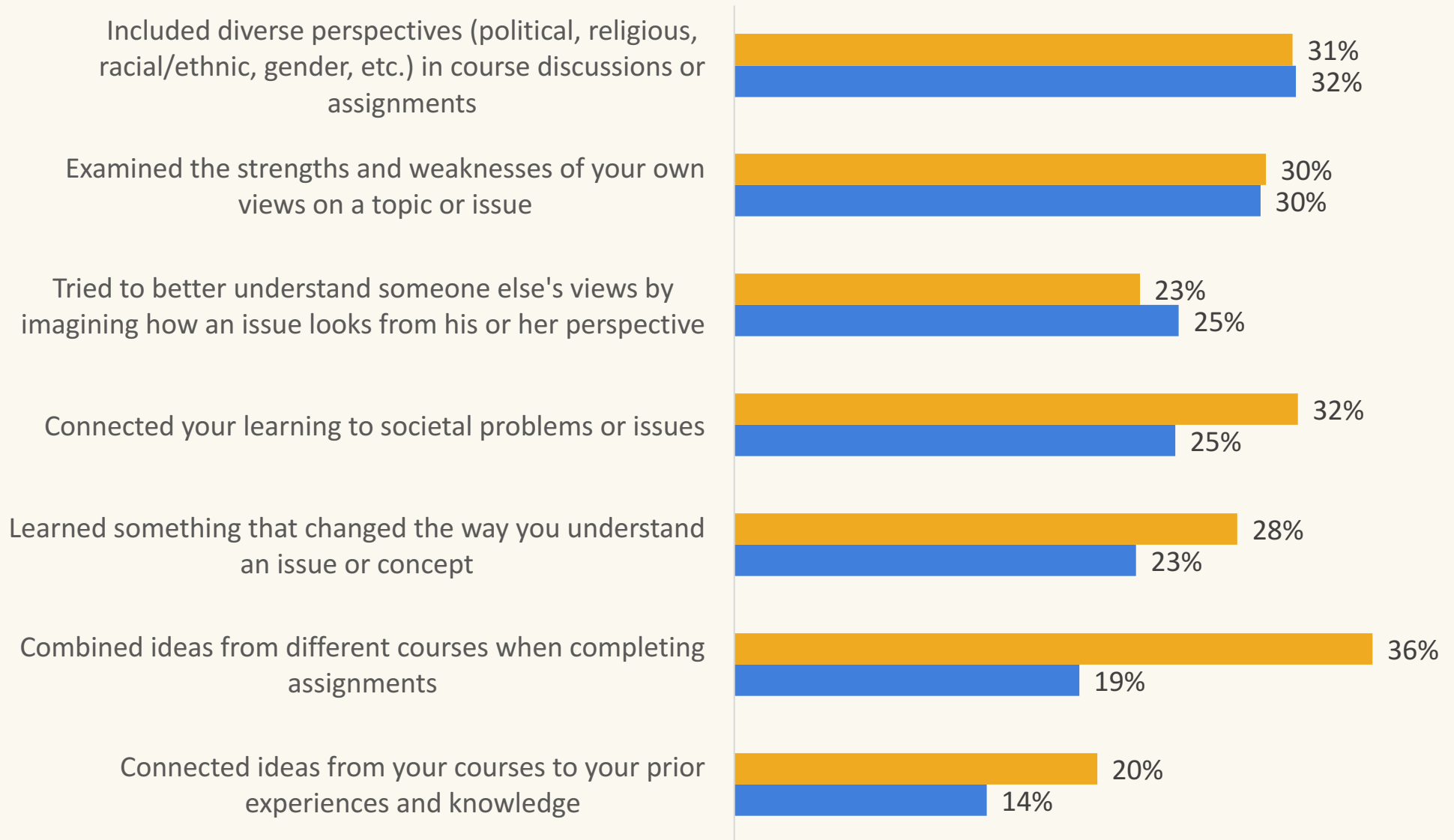


# Experiences with Faculty: Portion reporting NEVER TO SOMETIMES





# Reflective and Integrative Learning: Portion reporting NEVER TO SOMETIMES



# TOP TEN Lowest levels of engagement for SENIORS

| ENGAGEMENT INDICATOR  | DU SENIORS<br>% Responding SOMETIMES OR NEVER |
|---|---|
| Worked with a faculty member on activities other than coursework (committees, student groups, etc.)                     | 69.1%   |
| Participate in a study abroad program (did not do)  | 65.4%   |
| Helping you manage your non-academic responsibilities (work, family, etc.)  | 62.5%   |
| Discussed course topics, ideas, or concepts with a faculty member outside of class                                      | 60.8%   |
| Discussed your academic performance with a faculty member   | 59.4%   |
| Prepared two or more drafts of a paper or assignment before turning it in   | 52.5%   |
| Asked another student to help you understand course material  | 51.4%   |
| Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | 50.4%   |
| Evaluated what others have concluded from numerical information   | 49.5%   |
| Work with a faculty member on a research project (did not do)   | 47.8%   |

# TOP TEN Lowest levels of engagement for FRESHMEN

| ENGAGEMENT INDICATOR  | DU FRESHMEN<br>% Responding <b>SOMETIMES OR NEVER</b> |
|---|---|
| Worked with a faculty member on activities other than coursework (committees, student groups, etc.)                     | 74.7%   |
| Discussed course topics, ideas, or concepts with a faculty member outside of class                                      | 67.8%   |
| Discussed your academic performance with a faculty member   | 59.2%   |
| Evaluated what others have concluded from numerical information   | 57.0%   |
| Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | 56.2%   |
| Talked about career plans with a faculty member   | 55.6%   |
| Asked another student to help you understand course material  | 52.0%   |
| Prepared for exams by discussing or working through course material with other students                                 | 52.0%   |
| Helping you manage your non-academic responsibilities (work, family, etc.)  | 49.1%   |
| Acquiring job- or work-related knowledge and skills   | 47.7%   |

# Dialogue: Now what?

- What items stuck out to you as areas where we ought to be doing better?
- What can we do about it?
  - Think collectively and at your own departmental or role level