

Institute for Teaching & Learning Data

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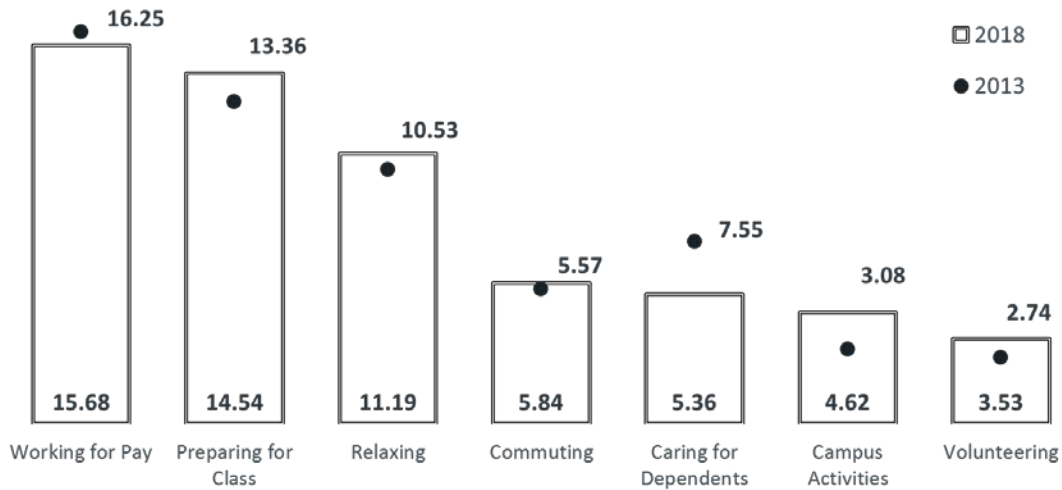
Student Perspectives

NSSE 2018

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

How Students Spend their Time

YSU Student: Average Hours Spent Per Week



Engagement Indicators

Summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment.

Engagement Indicator Trends (since 2016)

Theme	Engagement Indicator	First-Year Students	Senior Students
Academic Challenge	Higher-Order Learning		⇓⇓
	Reflective & 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		

Change in mean greater than 1 point. Note, no testing for statistical significance.

Comparison to Peer Institutions

Theme	Engagement Indicator	First-Year Students	Senior Students
Academic Challenge	Higher-Order Learning		
	Reflective & 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		

△ = YSU Student's average is significantly higher ($p < .05$) with a small effect size (less than .3)

▽ = YSU Student's average is significantly lower ($p < .05$) with a small effect size (less than .3)

I think the overall experience at YSU was a positive one, however, there were times when I questioned the importance of several tasks assigned in many classes. It often felt as though students were being assigned "busy work" so to speak. There were also times I felt the course work to be less challenging than I had hoped for. – Senior YSU Student

Effective Teaching Practices Items Compared to Peers

% responding "Very Much" or "Quite a bit" about how much instructors have...	First-Year		Senior	
	YSU	Peers	YSU	Peers
Clearly explained course goals and requirements	73%	76%	76%	79%
Taught course sessions in an organized way	70%	72%	76%	75%
Used examples or illustrations to explain difficult points	74%	72%	75%	77%
Provided feedback on a draft or work in progress	67%	66%	63%	60%
Provided prompt and detailed feedback on tests or completed assignments	58%	60%	65%	62%

Perceptions on Prompt & Detailed Academic Feedback

During the current school year, to what extent have your instructors provided prompt and detailed feedback on tests or completed assignments? (Scale: 1 = Very Little, 2 = Some, 3 = Quite a Bit, 4 = Very Much)

	First-Year Student Mean	Senior Student Mean
2018 NSSE	2.7	2.8
2016 NSSE	2.8	2.9
2013 NSSE	2.9	2.9

2018 NSSE First-Year Student Mean Score by College

BCHHS	BCOE	CLASS	CCACC	STEM	WCBA
2.54	2.86	2.69	2.89	2.71	2.69

2018 NSSE Senior Student Mean Score by College

BCHHS	BCOE	CLASS	CCACC	STEM	WCBA
2.84	2.80	2.90	2.72	2.82	2.83

Full NSSE 2018 Snapshot & Engagement Indicator Report Included in Appendix.

Noel Levitz 2019

In the spring of 2019, the Office of Assessment fielded the Noel Levitz Satisfaction survey to all Youngstown State University students. Two different survey versions were used as a part of the survey administration. The surveys had a **response rate of 20%**.

Undergraduate Students (age 18-24)	Undergraduate Students (age 25+)	Graduate Students (all ages)
<ul style="list-style-type: none"> Survey: Student Satisfaction Inventory 1,583 responses 	<ul style="list-style-type: none"> Survey: Adult Student Priorities Survey 230 Responses 	<ul style="list-style-type: none"> Survey: Adult Student Priorities Survey 243 responses

Instructional Effectiveness Scale Data

Provided in the tables below are three key scores for each item – a satisfaction score (7 point scale), an importance score (7 point scale), and a performance gap or the difference between importance and satisfaction. All three scores can tell us key information about how YSU students perceive current campus practices. Highlighted are performance gaps above the survey item gap median* for each survey.

* Median Gap: UG 18-24 = 0.81; UG 25+ = 0.67; Grad = 0.75

Undergrad 18-24 Items: Ordered as they Appear on the SSI Survey	Importance	Satisfaction	Gap
The content of the courses within my major is valuable.	6.57	5.50	1.07
Faculty are fair and unbiased in their treatment of individual students.	6.45	5.50	0.95
There are sufficient courses within my program of study available each term.	6.51	5.37	1.14
Faculty use a variety of technology and media in the classroom.	5.84	5.73	0.11
Faculty provide timely feedback about my academic progress.	6.44	5.33	1.11
The quality of instruction I receive in most of my classes is excellent.	6.60	5.49	1.11
Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	6.48	5.97	0.51

Undergrad 25+ Items: Ordered as they Appear on the ASPS Survey	Importance	Satisfaction	Gap
Faculty care about me as an individual.	6.31	5.74	0.57
The content of the courses within my major is valuable.	6.55	5.84	0.71
Faculty are fair and unbiased in their treatment of individual students.	6.49	5.80	0.69
There is a commitment to academic excellence at this institution.	6.53	6.03	0.50
Faculty provide timely feedback about my progress.	6.48	5.72	0.76
My classes provide opportunities to improve my technology skills.	6.24	5.87	0.37
The quality of instruction I receive in my program is excellent.	6.56	5.89	0.67
Part-time faculty are competent as classroom instructors.	6.45	6.04	0.41
Faculty are usually available for adult students outside the classroom by phone, by e-mail or in-person.	6.49	6.11	0.38
Major requirements are clear and reasonable.	6.57	5.85	0.72
Nearly all faculty are knowledgeable in their field.	6.61	6.16	0.45
There are sufficient options within my program of study.	6.45	5.71	0.74

Graduate Items: Ordered as they Appear on the ASPS Survey	Importance	Satisfaction	Gap
Faculty care about me as an individual.	6.44	5.61	0.83
The content of the courses within my major is valuable.	6.66	5.53	1.13
Faculty are fair and unbiased in their treatment of individual students.	6.59	5.56	1.03
There is a commitment to academic excellence at this institution.	6.61	5.71	0.90

Faculty provide timely feedback about my progress.	6.40	5.60	0.80
My classes provide opportunities to improve my technology skills.	6.17	5.70	0.47
The quality of instruction I receive in my program is excellent.	6.66	5.62	1.04
Part-time faculty are competent as classroom instructors.	6.45	6.66	0.79
Faculty are usually available for adult students outside the classroom by phone, by e-mail or in-person.	6.41	6.17	0.24
Major requirements are clear and reasonable.	6.55	5.81	0.74
Nearly all faculty are knowledgeable in their field.	6.67	6.08	0.59
There are sufficient options within my program of study.	6.40	5.38	1.02

Campus Added Instructional Effectiveness Items

Additional items were chosen by the **Strategic Planning Organization Team (SPOT)** in consultation with the Office of Assessment to collect valuable data for the strategic planning process. Highlighted are performance gaps above the survey item gap median for each survey.

	Undergrad 18-24			Undergrad 25+			Graduate		
	Imp.	Sat.	Gap.	Imp.	Sat.	Gap.	Imp.	Sat.	Gap.
Internships or practical experiences are provided in my degree program.	6.52	5.78	0.74	6.53	5.77	0.76	6.43	5.71	0.72
Faculty are actively interested in my success.	6.38	5.61	0.77	6.40	5.73	0.67	6.42	5.76	0.66
My experience at this university is preparing me for a career.	6.57	5.68	0.89	6.51	5.76	0.75	6.61	5.87	0.74
Most of my classes get me actively involved in learning.	6.41	5.57	0.84	6.51	6.02	0.49	6.50	5.87	0.63
Campus technology is up to date and supportive of my learning.	6.42	5.63	0.79	6.53	5.81	0.72	6.38	5.45	0.93

Multi-year Analysis of Instructional Effectiveness Items

Positive Trend: The gap between importance and satisfaction decreased for all items on the Instructional Effectiveness scale for undergraduate students between 2012 and 2019.

Negative Trend: The gap between importance and satisfaction increased for 10/12 items on the Instructional Effectiveness scale for graduate students between 2017 and 2019.

Student Government Focus Groups 2019

Initial Thoughts & Notable Quotes from SGA Focus Groups

Includes 3 of 4 focus groups, with student(s) from WCBA, HHS, CLASS, CCACC, and the Graduate College. Still waiting on the recording from the BCOE & STEM focus group. The perspectives of 11 volunteer student participants and 4 student facilitators are represented in this report. Student quotes are in italics.

We're naive. For real. We don't really know everything how the real world operates. We don't know why things are the way they are. We're still trying to figure out who we are as people and what direction we want to go. I know there are expectations about what we need to do academically, but we all have such diverse life experiences and backgrounds. Think about that when we're in the classroom... Everybody's life is a little bit different as far as who you grew up with, where they grew up at, the things that they saw or didn't see. Consider that aspect of how diverse the classroom is, or how diverse the classroom needs to be.... because if you speak with one mindset or one consideration, you don't speak for everybody.

Teaching & Course Design that Reflect Students

Students want professors to ask, "Who is in my class? And what do they want to learn?" And then adjust the course to meet the specific students' needs, rather than teach the course the way they always have. They want faculty to recognize that they are diverse, their identities are still forming, they are humans, and they are here to learn.

- *Just taking into consideration the type of students in your class. And knowing like, "Hey, not everyone's going to have the same goal coming to my class."*
- *There are times where I don't get it. And everyone in the room has blank stares. They don't get it either. And you don't elaborate, or reiterate, or say it again.*

Equitable Treatment of Students in the Classroom

- *When an instructor makes a comment generalizing things, they automatically taint how you see them. I have examples where the instructor said, "All women, and you girls, and you do this and that." And you automatically just shut off everyone in the class that found that offensive... Think about the impact of what you're saying and what you're doing, how it influences people's lives, what it affirms, what it denounces. Because now, I've had it where I've been in a classroom where the instructor literally stood there and talked about dressing professionally, and made a comment about somebody wearing something inappropriate and coming into the classroom looking like a slut. Automatically, I don't care what you say, or how knowledgeable you are, what you just said was foul. If the rest of the 6 weeks of this semester, every time I see you, no matter what you're doing, I'm thinking about how foul you are for even making someone feel insecure about how they dress coming into a classroom. Again, that person may not know exactly the appropriate way to dress for business, or whatever, help them – don't put things out there to make them feel fearful. There's magnitude to your words.*
- *I had this professor, who I really respected because he was a good professor. But then he started voicing his opinions and talking bad about liberals and stuff. And I don't care about politics, but he would also say stuff like, "If you're transgender, don't come at me with that bullshit, because I don't believe in that." This one time he got mad, because somebody put a complaint against him in the Human Resource Center, because we always hear stuff like that about him.*

Ongoing Feedback is Essential!

Feedback is key & Blackboard is key way to facilitate this feedback. Students are frustrated with variety of platforms used to provide grades, assignments, and feedback.

- *I think not getting grades back in a timely manner, especially when it's a class with information built on information and if you're doing like the first 3 chapters wrong, and you're on chapter 5 now, and you just realized that. That means you have to go back to the beginning to learn. And in a fast-paced class, it's kind of hard because you're going through 16 chapters in 16 weeks. Especially when the professor gets behind or something like that, it's just hard to catch up.*
- *Blackboard should be the common thing for all the professors. My professors, I've had some use Top Hat, I've had some use Archive. There's multiple different sites that I've seen used, and I would just like one site, because then that's like 5 different passwords. It just gets messy.*

Students Desire Clear Expectations & High Expectations

Students want faculty to communicate what is expected in a course. Students are frustrated when things are too easy, they don't just want to memorize content from a study guide.

- *I'm about to graduate this year, but I still feel the same way as I came in. I just learned definitions and stuff. I'm not ready for any job in [my] field.*
- *Every time I felt like I had got to a point of doing really well, he would say, "You can do even better." And it's only through this continued process of never settling for something less than the absolute best, that I feel like I was able to achieve that... something that no one has pushed me in the same way that... professor has.*
- *I have a couple professors, before we have a test who give us a study guide with all the answers on it. Then like, why should I even come to class to listen to you teach, if you're just going to give me basically the test on a piece of paper.*

Preference for Experiential Learning

Students speak positively about real-life examples/experiential learning -- bringing in speakers, setting up job shadowing, internships, etc.

- *I do think internships are like the best way to get more prepared for their career. But I also think it's important for your professors, especially if you ask them to be honest about... speak from their experience, be honest... so you know exactly what you're getting into.*
- *And also it might be because I'm an art major too, but also having something hands-on and you get to make mistakes and learn, rather than following like a specific list of things to do, because then you don't make any mistakes. And I think that's one of the best ways to learn.*

Approachability of Faculty/Agency of Students

Utilizing office hours is key – students question what that looks like in online platforms. Students feel left out in large classes. Preferred relationships that happen in smaller upper level courses.

- *I also notice like the more amount of students there is in the class, the more stressed the professor seems to me. I know we can't really do much about that, but I think office hours is a really good thing that students should use. And I feel like that's why I'm so successful in most of my classes, because I live in office hours sometimes. I just have one professor who's never there during hers, so it's kind of hard, but I think office hours is a good use.*
- *I understand that for some people that kind of learning is not maybe what they would look for, but for me the ability to go to office hours and have that kind of exploration along with the classes is really beneficial.*

Presidential Mentors Conversation 2019

10/24/19 and 11/4/19

Theme 1: Students would like faculty to better understand and empathize with students and provide/connect them with support services.

- International students that feel like faculty don't give them equal respect and opportunity
- Put resources in the syllabus
- Faculty lose sight of student load sometimes
- More accommodation for learning styles, like small group discussion

Theme 2: Highlight the positives about faculty and provide more opportunities for faculty and students to interact in positive environments

- See more highlighting of the positive
 - Recognizing good work (?)
 - Include more faculty in student award banquet
- Getting faculty to events where students gather (e.g., Greek scholarship event)
- More seeing/sharing what others are doing that's good

Theme 3: Provide more accountability for faculty performance

- How are faculty being trained as advisors?
- An early alert type system focused on faculty issues
- Educational quality issues, especially preparation to be competitive in the job market/field
- What to do when a faculty member is disrespecting another student?
 - Rights and responsibilities of students, faculty
- More time for chairs to train others
- More accountability—not just student evaluations, faculty self-evaluations?

Theme 4: What is the one word you would use to describe the best teacher:

- | | |
|----------------|----------------|
| • Relationship | • Inspiring |
| • Relentless | • Enthusiastic |
| • Engaging | • Interactive |
| • Passionate | • Outgoing |
| • Love | • Encouraging |
| • Innovative | • Relatable |
| • Involved | • Creative |
| • Empowering | • Empathetic |
| • Honest | |

Faculty Perspectives

Great Colleges 2017

All full-time employees and a sample of 50 part-time faculty were invited to participate in the Chronicle of Higher Education's 2017 "Great Colleges to Work For" Survey. The survey period was March 31-April 14, 2017. The overall response rate was 55%. Participants were asked a series of scale questions, as well as 4 open response questions. Open response data was coded. Two themes are included below. The full report is available in the appendix.

Theme: Impact on Students

Data reveal that respondents value the opportunity to be able to impact students. Despite the obstacles, both faculty and staff note feeling privileged to see students develop and play a role in shaping students' futures. Employees on campus care about students and regularly engage in student-focused decision making. There is a shared campus goal of helping students succeed. **(95 comments)**

Notable Quotes

- *I appreciate most the fact that through the educational process we help to make better people, better citizens, which ultimately makes for a better Ohio, and at the end of the day a better world.*
- *Many honest, bright, hardworking faculty and staff work here. The best interests of the student guide their attention and focus. I applaud their efforts to maintain a student focus while working in a toxic environment.*
- *I like the impact that I have on the students and local community, feeling like I am helping the next generation.*
- *I think no matter what, everyone that works at this institution tries to work for one common goal, to make the students' experience the best it can be during their years here.*

Theme: Youngstown State Students

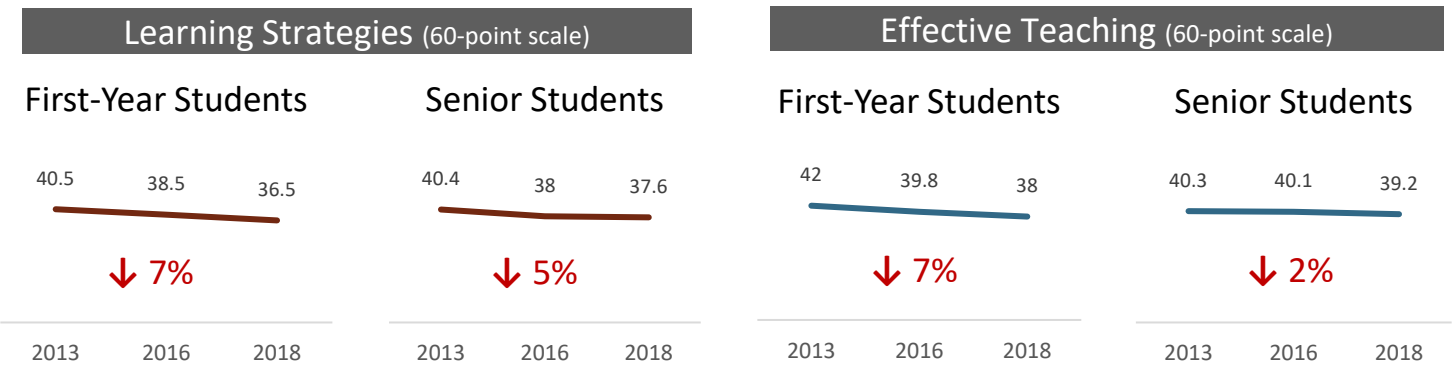
In addition to valuing the opportunity to make an impact on students, respondents recognize unique characteristics that make Youngstown State students an honor to serve. Students are described as coming from a variety of backgrounds, a group that has overcome obstacles, and as hardworking. Respondents appreciate the opportunity to work specifically with Youngstown State students. **(92 comments)**

Notable Quotes

- *The students generally bring a wealth of insight, skill sets, and experiences to the classroom.*
- *I love many of my students, who deal with enormous hurdles, and yet work very hard to achieve their goals.*
- *The kind of students we get to teach and diverse socio-economic backgrounds they come from. Several of them are first in their family to go to college.*

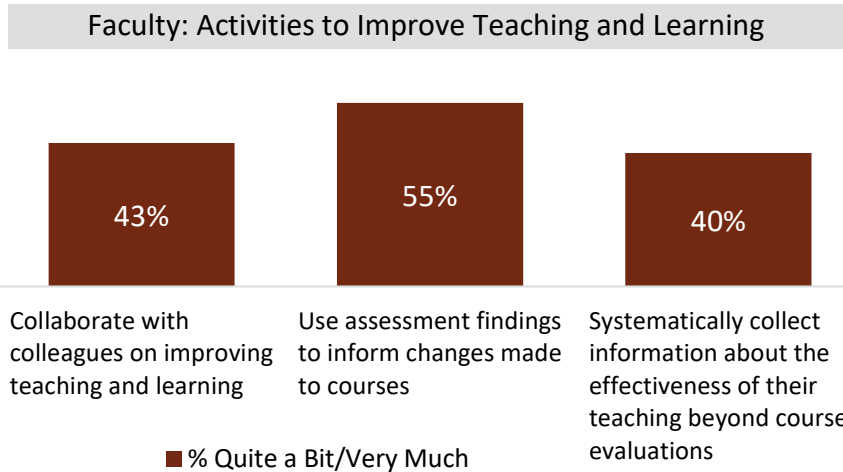
Institute for Teaching & Learning Rationale Data

Increases in quality of incoming students (based on ACT and GPA) have not correlated with increases in student perception of effective teaching practices or student self-reporting use of basic learning strategies.

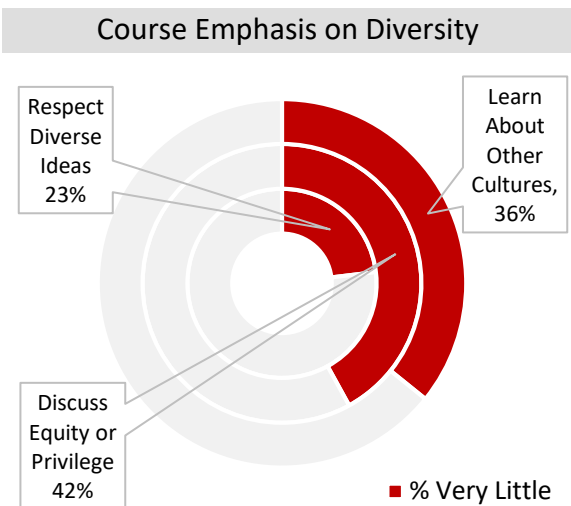


For example, in 2018, 97% of faculty respondents report that they are teaching course sessions in an organized way, while only 70% (first-year) and 76% (senior) of students report experiencing organized course sessions. Additionally, 95% of faculty report clearly explaining course goals and requirements, with only 73% (first-year) and 76% (senior) of students reporting their faculty doing so. Clarity of course goals and structure are necessary foundational practices for student learning. Additionally, YSU students report spending on average 1.3 (first-year) and 1.7 (senior) less hours per week reading than students at peer institutions.

These steady decreases in effective teaching practices and learning strategies, lead us to ask the question, “Is the university doing enough to support the critical task of continuous improvement in teaching and learning at YSU?” In 2018, faculty were asked about basic practices in assessing their effectiveness for continuous improvement in teaching and learning. The chart to the right highlights only 43% to 55% of YSU faculty respondents are frequently engaging in select activities that are linked to improvement in teaching and learning.



In addition to increases in quality of incoming students, recent incoming classes increased diversity in both minoritized and international students. However, YSU students continue to report discussions with people who are different than them at lower rates relative to 2013 scores and scores at peer institutions. This leads us to ask, “How are interactions across difference (both with people and perspectives) being integrated into courses and across the curriculum?”

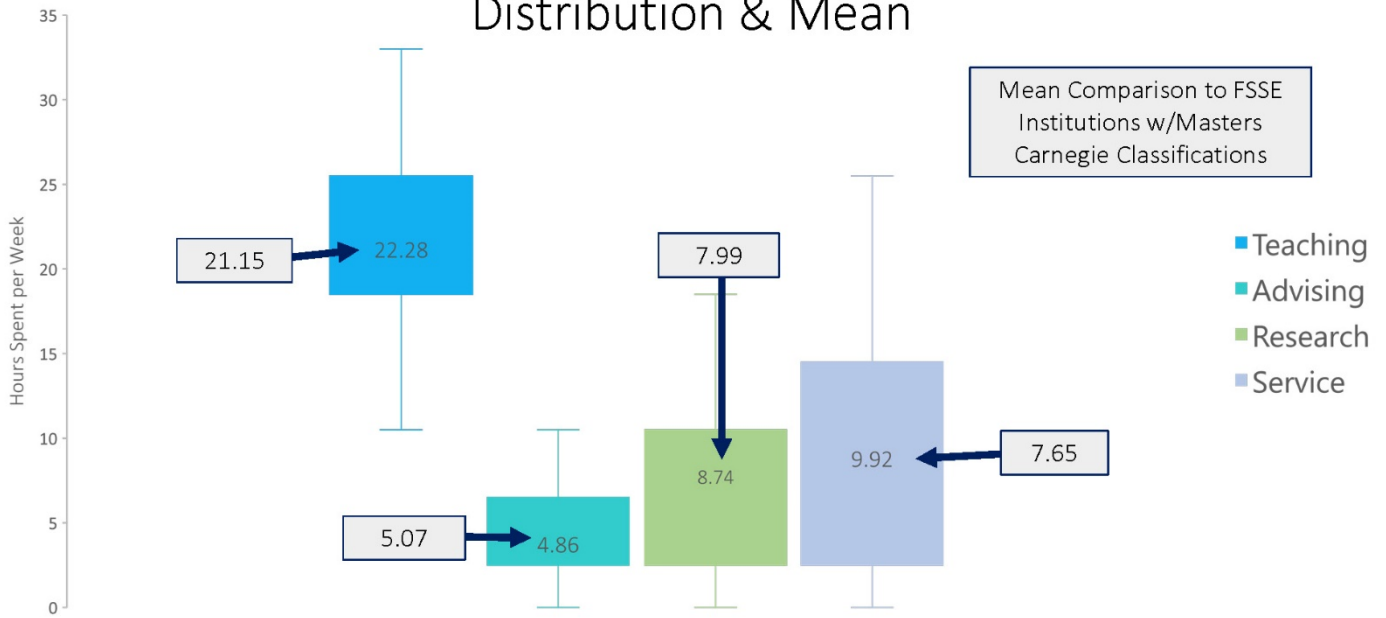


When asked, between 23% and 42% of faculty report emphasizing the three items in the chart to the left “very little” in their course section. In addition, only 33% (lower-division) and 27% (upper-division) of faculty perceive YSU to emphasize providing faculty with the resources needed for success in a multicultural world.

This lack of emphasis across courses on respecting diverse ideas, learning about other cultures, and discussing equity or privilege, along with faculty’s perceived lack of institutional resources and support for success in a multicultural world, leaves us not surprised when 45% of first-year students and 35% of senior students, report *never* reflecting on their own cultural identity during the past school year, despite our mission to “create diverse educational experiences that develop ethical, intellectually curious students.”

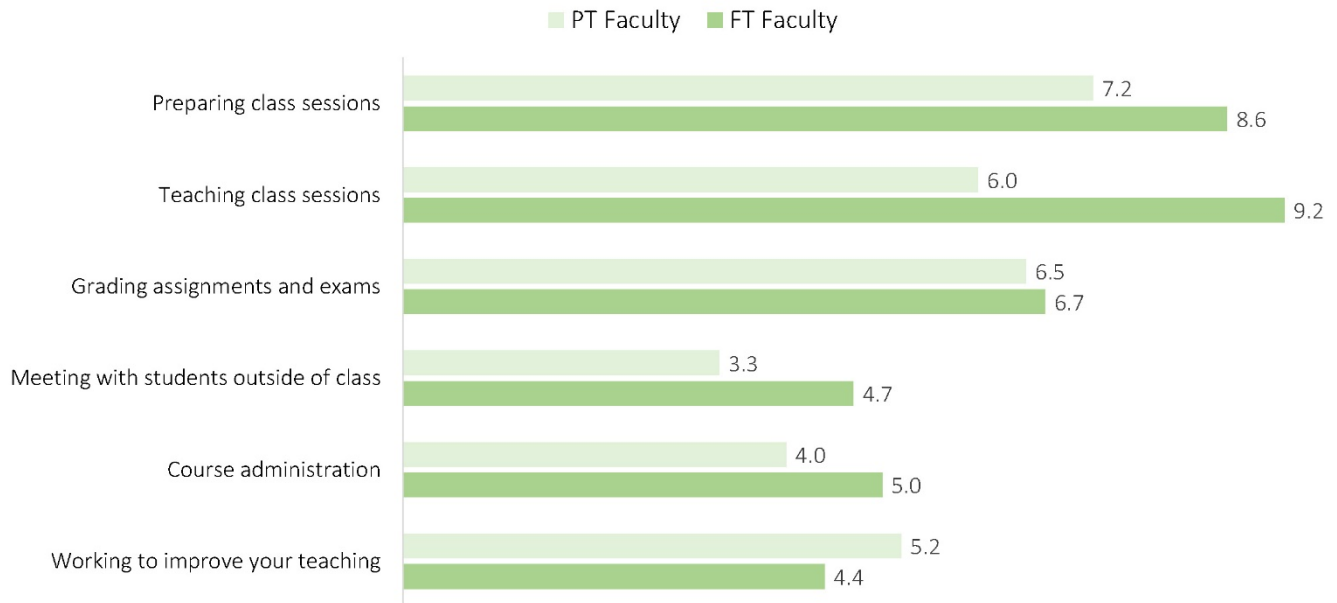
Additional FSSE 2018 Data

Self-Reported Full-Time Faculty Time Spent Distribution & Mean



* Each activity was asked as an individual question & answered with the selection of a range (i.e. 5-8 hours). Range midpoints were used to calculate average time spent.

Average Hours per Week on Teaching Related Activities



* Self-reported response to "During this academic term, does your institution consider you to be employed full-time or part-time?" FT (n=138) and PT (n=47)

Listening Sessions 2019

The Office of Assessment and Virtual Center for Teaching and Learning conducted focus groups with 18 departments during spring 2019, with approximately 175 full-time faculty participants. Faculty were asked assessment and faculty development question during the hour long session. All FT and PT faculty not in attendance were invited to answer similar questions online (13 respondents). Detailed notes were recorded, member checked, then coded for themes. Below is a summary of four thematic categories developed through analysis of the listening session data. First, an exploration of the institutional conditions that are necessary to improve teaching and learning. Second, faculty's current utilization of faculty development resources and support. Third, perceptions of how quality teaching and learning are being evaluated. And finally, suggestions for activities in a newly created Center for Teaching and Learning. For further information please contact the YSU Office of Assessment at ysuassessment@ysu.edu.

Institutional Conditions for Improving Teaching and Learning

There are areas the institution should focus on that are not seen by faculty as the role of a Center for Teaching and Learning or staff in this area, but rather as the collective responsibility of institutional leadership to create conditions appropriate for quality teaching and improved student learning.

1. **Center student learning as the key focus of the institution.** Budget priorities and faculty workload must align if teaching and learning is a true institutional priority.
2. **Increase full-time faculty positions to better support teaching and learning activities.** Faculty feel stretched too thin to spend much time on faculty development. They are frustrated to see new administrative positions when more faculty are needed. Part-time faculty quality and retention (affected by pay) impact teaching and learning.
3. **Utilize facilities, systems and tools to support, rather than compete with teaching and learning.** Faculty need more effective support for technology use (Banner, ADA, uAchieve, Blackboard, etc.). Classroom conditions and equipment in some spaces significantly hinder learning.

Current Utilization of Faculty Development Resources & Services

Faculty's current interaction with and perceptions of support and resources from the Office of Distance Education and the Virtual Teaching and Learning Center. Faculty are aware of and utilize these services to varying degrees.

1. **Current information needs to be better communicated.** This includes policies and procedures that impact the learning environment, major initiatives, faculty development resources/offering, and assessment data.
2. **Faculty who interact with the Office of Distance Education have generally positive experiences.** They particularly value one-on-one consulting and the DE learning community. Faculty feel more staff are needed to meet the demand of producing quality online content, particularly with Academic Partnerships implementation, and to fully utilize all Blackboard features.
3. **Varying opinions about current offerings of Faculty Development.** Fresh Start was highly regarded, but timing and follow up activities suggested. Mixed opinion on other offerings. Lynda used for students, but low Lynda and Magna Commons use for faculty development. Would like to see summer or intensive, ongoing offerings.

Evaluating Teaching and Measuring Learning

Strengths and challenges in how assessment and other data sources are used to measure quality of teaching.

1. **Quality of teaching ranges on campus.** Quality impacted by multiple factors (class size, PT ratio). Discussion about lack of accountability for improvement, and low preparation of Chairs to evaluate teaching quality.
2. **Student Evaluations of Teaching are imperfect measure of quality.** Questions should be aligned with best practices. There is dissatisfaction with the evaluation tool, including some belief that the response rate has stayed low since the switch to the current electronic tool.

3. **Increase the utilization of student learning assessment in improving quality.** Assessment discussions frequently integrated in department discussions, but some not sure of larger purpose/connection or if assessment drives change; need more training for new faculty and assessment coordinators. Programs pleased with accreditation assessment support, but would like to see more streamlined processes for program accreditation and assessment. Desire for support in instrument design and collection, storage, analysis, and dissemination of data. Positive reception to the idea of using assessment to drive faculty development

Things for a New Center to Do

Participant suggestions of what a newly created Center for Teaching and Learning should do to support teaching and learning on campus through faculty professional development.

1. **Structurally incentivize teaching and learning.**
 - a. Provide enough time and space for faculty to participate in faculty development; release time – faculty stretched too thin to consider substantial changes; consider a blocked off timeslot
 - b. Elevate role in tenure and promotion
 - c. Incentivize and recognize participation in professional development around teaching
 - d. Provide resources for implementation of technology, including online course tools, support, and best practices
 - e. Increase opportunities for graduate students as teaching assistants/supplemental support
 - f. Provide resources to support disciplinary/college level faculty development (funds/mini-grants/travel/events)
2. **Dynamic and varied modalities of faculty development, such as:**
 - a. Campus mini-conference/Ted Talk style workshop
 - b. Learning communities/working groups/support groups, with online option; inter- and single discipline
 - c. Teaching consultants/faculty fellows, including classroom observations, support, and consultation
 - d. Appropriately timed workshops, when faculty are planning, available online, and with follow-up support
 - e. Curated snapshots – quick tips or short articles/videos with teaching techniques
 - f. Longer-term workshops/Summer Institute; cohort models
3. **Provide better support for new and part-time faculty.**
 - a. Institutional support for the how and why of quality teaching
 - b. Develop a course on teaching for new faculty – most faculty need the basics, because they were not trained that way in their doctoral programs. Develop a similar course for PT faculty
 - c. Mentorship programs
4. **Suggested topics for faculty development:**
 - a. Test items writing and analysis
 - b. Creating rubrics and syllabi
 - c. Integrating technology in the classroom (e.g., innovative tools, cell phones)
 - d. Diversity/cross-cultural training
 - e. Teaching to students of varying levels; partnership with Disability Services
 - f. Interdisciplinary teaching
 - g. Teaching writing
 - h. Best practices for teaching online
 - i. Teaching to large groups
 - j. Active Learning - Flipped classrooms
5. **Value faculty expertise.**
 - a. Collaborate across disciplines, including ways for faculty to share best practices, what's working/not working, observe working classes

- b. Promote success stories and teaching innovation, such as best practices online hub; increase utilization of distinguished teaching faculty
- c. Utilize willing faculty to lead faculty development initiatives, tap into campus expertise

Senate Executive Committee 2019

Notes from Meeting w/Senate Executive Committee on 10/24/2019.

1. **Relationship of ITL with Senate**—See an explicit connection between Senate and ITL, but more of a partnership (e.g., not under the Senate umbrella).
2. **ITL focus recommendations:**
 - a. **Advising (both professional and faculty)**—a lot of structural challenges, so different across colleges, impact teaching and learning. Knowledge base of advisors is too narrow to serve students; need for holistic advising; some are too rigid (e.g., can't double major outside of college, even if it was an interest). Get a lot of conflicting information.
 - b. **Retention and graduation rates**—should be a consideration of how progress is being made in teaching and learning
 - c. **More opportunities for experiential and service learning**—interest in doing, but faculty don't know how to make it work in their classes
 - d. **More cross/interdisciplinary learning**—opportunity for faculty to work together across disciplines in order to enrich learning in the majors.

Deans Perspective 2019

Deans were asked on 9/11/19 - How can Hillary and ITL achieve “academic excellence?”

1. Concern that we have separate/do not have a shared definition of “academic excellence” (MP)
 - a. Provost response
 - i. Even though we have some world-class researchers, we are fundamentally a teaching and learning institution, doing applied research, involving students in this research
 - ii. What does it take to make a great faculty member?
2. What’s already going on at the department level? (CH)
 - a. Will need to do surveys to find more out
 - b. What are the expected outcomes for faculty (and evaluation of faculty)
 - c. As we move further along conceptually, we will determine teaching needs
3. Important to see the whole student must be addressed as a part of teaching
 - a. Help the institution help students (e.g., role of early alert)
 - b. There is a lot of supporting student success that is not directly instructional
4. Address the needs of part-time faculty
 - a. Mentorship program, build community
 - b. Consider preparation for teaching (possibly online)
5. Issues surrounding evaluation of faculty
 - a. Work with Chairs to better prepare them for evaluating faculty
 - b. Blend different types of evaluation
 - c. Ensure alignment of evaluation types
 - d. Work with chairs to see utility of student evaluation of teaching
 - e. Need for accountability—until accountable, nothing will change
6. Need to meet students where they are
 - a. Faculty who say that students are worse—they aren’t worse, they’re different
 - b. Need to learn how to connect with our students better
7. Areas that need to belong to faculty as their responsibility
8. Need to change the culture
 - a. Find allies
 - b. Build on culture
 - c. Leverage those doing good work (e.g., Becky Varian)
 - d. Difficulty with culture b/c faculty “go rogue” when hiring

Appendix

Appendix

A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

Comparison Group
 The comparison group featured in this report is
True Peers
 See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2018 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- ▲ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

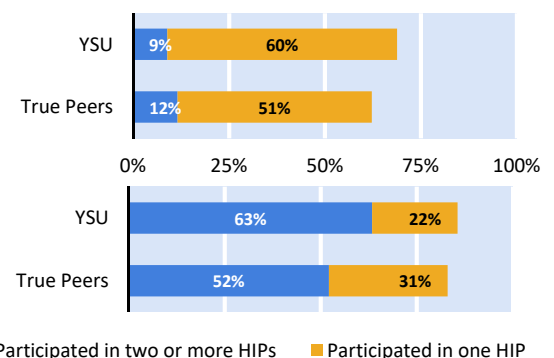
Theme	Engagement Indicator	Your students compared with True Peers	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	--	--
	Learning Strategies	--	--
	Quantitative Reasoning	--	--
Learning with Peers	Collaborative Learning	▼	--
	Discussions with Diverse Others	▼	▼
Experiences with Faculty	Student-Faculty Interaction	▲	▲
	Effective Teaching Practices	--	--
Campus Environment	Quality of Interactions	--	--
	Supportive Environment	--	--

High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
 Service-Learning, Learning Community, and Research w/Faculty

Senior
 Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

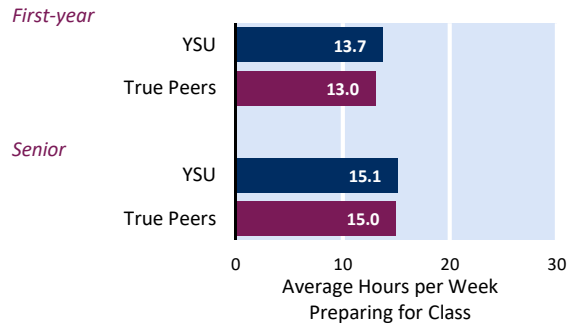


Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder.

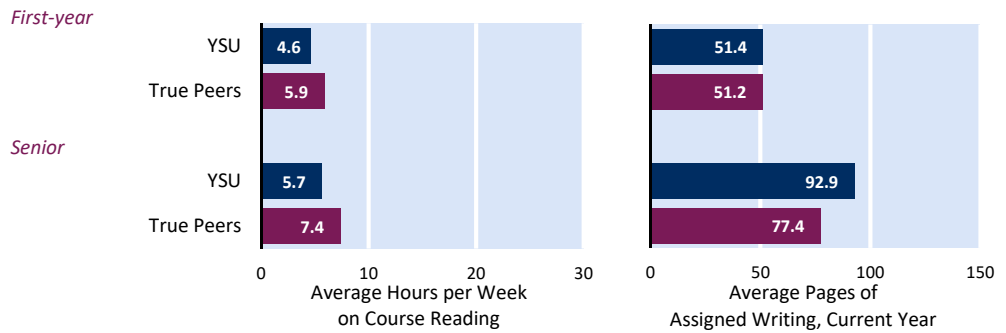
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



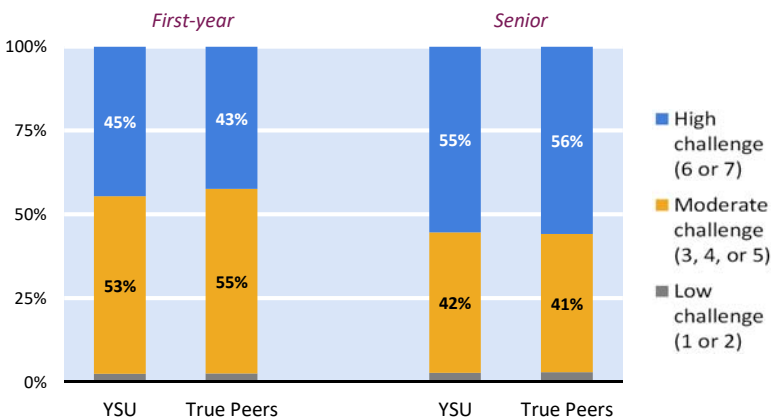
Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



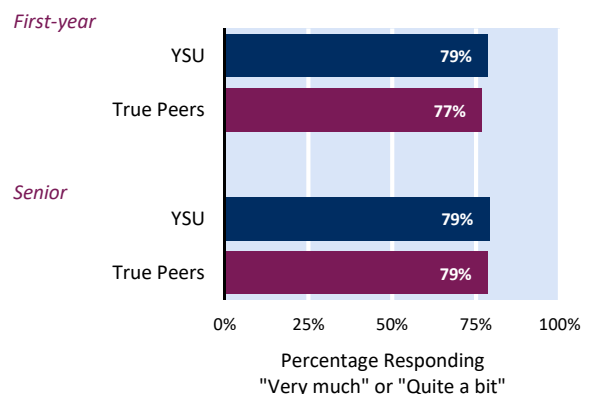
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



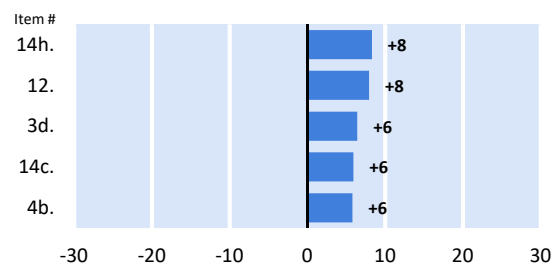
Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions^a on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

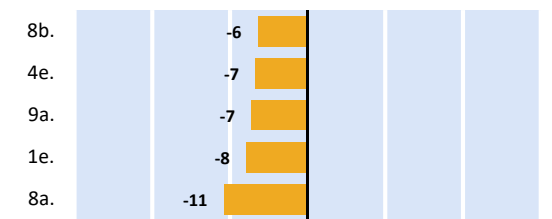
Highest Performing Relative to True Peers

- Institution emphasis on attending campus activities and events (...)^f (SE)
- About how many courses have included a community-based project (service-learning)^g (HIP)
- Discussed your academic performance with a faculty member^b (SF)
- Institution emphasis on using learning support services (...)^f (SE)
- Applying facts, theories, or methods to practical problems or new situations^c (HO)



Lowest Performing Relative to True Peers

- Discussions with... People from an economic background other than your own^b (DD)
- Forming a new idea or understanding from various pieces of information^c (HO)
- Identified key information from reading assignments^b (LS)
- Asked another student to help you understand course material^b (CL)
- Discussions with... People of a race or ethnicity other than your own^b (DD)

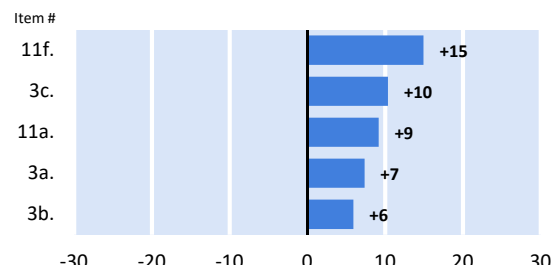


Percentage Point Difference with True Peers

Senior

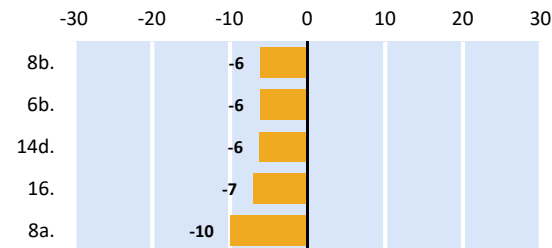
Highest Performing Relative to True Peers

- Completed a culminating senior experience (...) (HIP)
- Discussed course topics, ideas, or concepts with a faculty member outside of class^b (SF)
- Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)
- Talked about career plans with a faculty member^b (SF)
- Worked with a faculty member on activities other than coursework (...)^b (SF)



Lowest Performing Relative to True Peers

- Discussions with... People from an economic background other than your own^b (DD)
- Used numerical information to examine a real-world problem or issue (...)^b (QR)
- Institution emphasis on encouraging contact among students from different backgrounds...^c (SE)
- Spent more than 10 hours per week on assigned reading^f
- Discussions with... People of a race or ethnicity other than your own^b (DD)



Percentage Point Difference with True Peers

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

b. Combination of students responding "Very often" or "Often."
 c. Combination of students responding "Very much" or "Quite a bit."
 d. Rated at least 6 on a 7-point scale.
 e. Percentage reporting at least "Some."
 f. Estimate based on the reported amount of course preparation time spent on assigned reading.
 g. Estimate based on number of assigned writing tasks of various lengths.

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

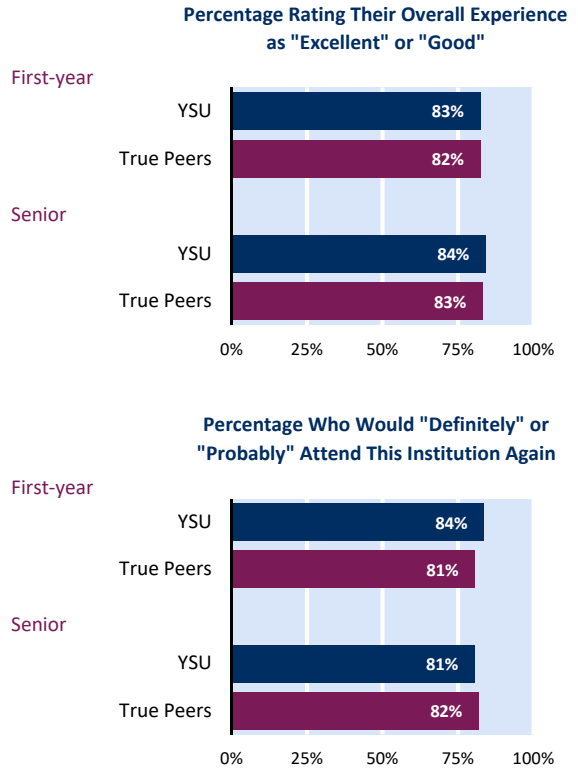
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	84%
Acquiring job- or work-related knowledge and skills	74%
Working effectively with others	73%
Writing clearly and effectively	71%
Analyzing numerical and statistical information	68%
Speaking clearly and effectively	68%
Solving complex real-world problems	66%
Developing or clarifying a personal code of values and ethics	64%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	62%
Being an informed and active citizen	58%

Satisfaction with YSU

Students rated their overall experience at the institution, and whether or not they would choose it again.



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	441	21%	66%	98%
Senior	374	18%	68%	82%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set(s):

First-Year Experiences and Senior Transitions

Inclusiveness and Engagement with Cultural Diversity

See your *Topical Module* report(s) for results.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: nsse.indiana.edu



NSSE 2018

Engagement Indicators

Youngstown State University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2017 and 2018 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed





Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu










Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.






Use the following key:

-  **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
-  **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
-  **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
-  **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with True Peers	compared with All US NSSE	compared with Ohio Publics
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & 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	--	--	

Seniors

Theme	Engagement Indicator	Your seniors	Your seniors	Your seniors
		compared with True Peers	compared with All US NSSE	compared with Ohio Publics
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & 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	--	--	--

Academic Challenge: First-year students

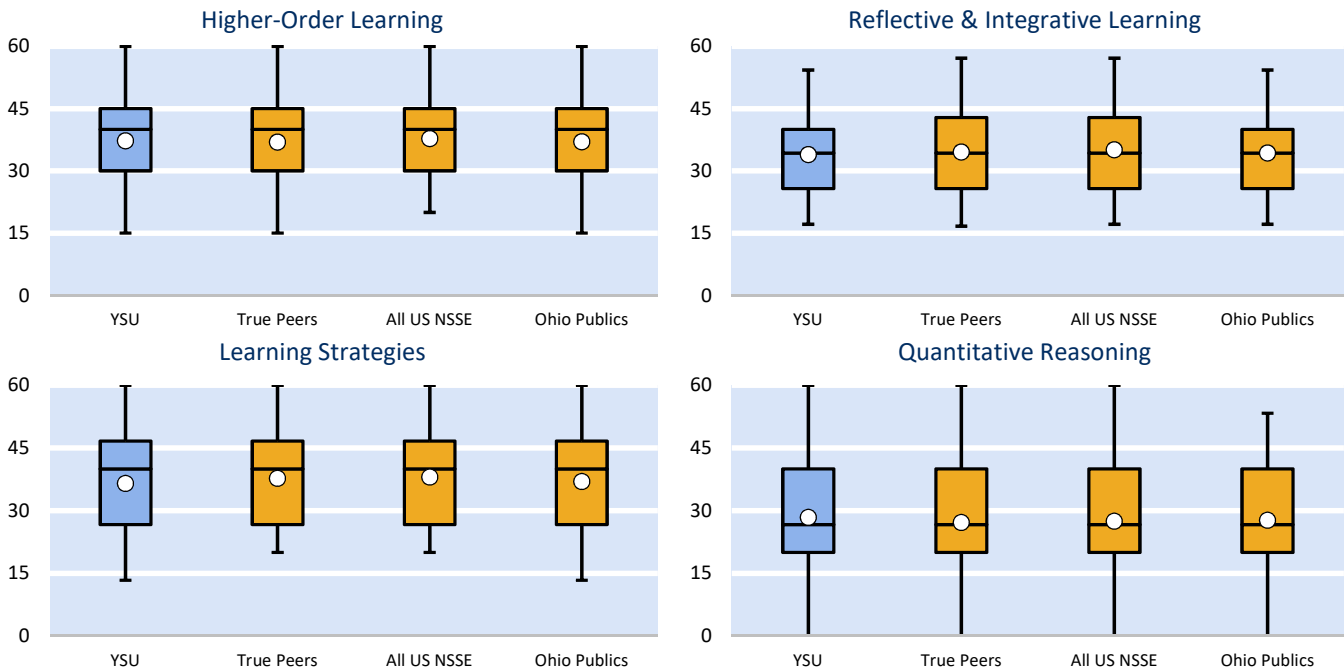
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	YSU Mean	Your first-year students compared with					
		True Peers		All US NSSE		Ohio Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.2	37.0	.02	37.8	-.05	37.0	.02
Reflective & Integrative Learning	33.9	34.5	-.05	35.1	-.09	34.4	-.04
Learning Strategies	36.5	37.8	-.09	38.0 *	-.11	37.0	-.03
Quantitative Reasoning	28.4	27.2	.08	27.5	.06	27.7	.05

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions






















































Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and			
	YSU	True Peers	All US NSSE	Ohio Publics	
Higher-Order Learning					
<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	72	+6 	+1 	+0 	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-0 	-3 	-2 	
4d. Evaluating a point of view, decision, or information source	68	-2 	-1 	+4 	
4e. Forming a new idea or understanding from various pieces of information	60	-7 	-8 	-5 	
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	49	-1 	-2 	-4 	
2b. Connected your learning to societal problems or issues	44	-6 	-7 	-4 	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-6 	-8 	-3 	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-1 	-1 	+0 	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+0 	-0 	+1 	
2f. Learned something that changed the way you understand an issue or concept	66	+0 	-0 	+0 	
2g. Connected ideas from your courses to your prior experiences and knowledge	76	+1 	-1 	-1 	
Learning Strategies					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
9a. Identified key information from reading assignments	66	-7 	-10 	-7 	
9b. Reviewed your notes after class	63	-3 	-2 	+0 	
9c. Summarized what you learned in class or from course materials	62	+0 	-0 	+2 	
Quantitative Reasoning					
<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.)	53	+1 	+1 	-1 	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	+3 	+2 	+2 	
6c. Evaluated what others have concluded from numerical information	40	+3 	+1 	+2 	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Academic Challenge: Seniors

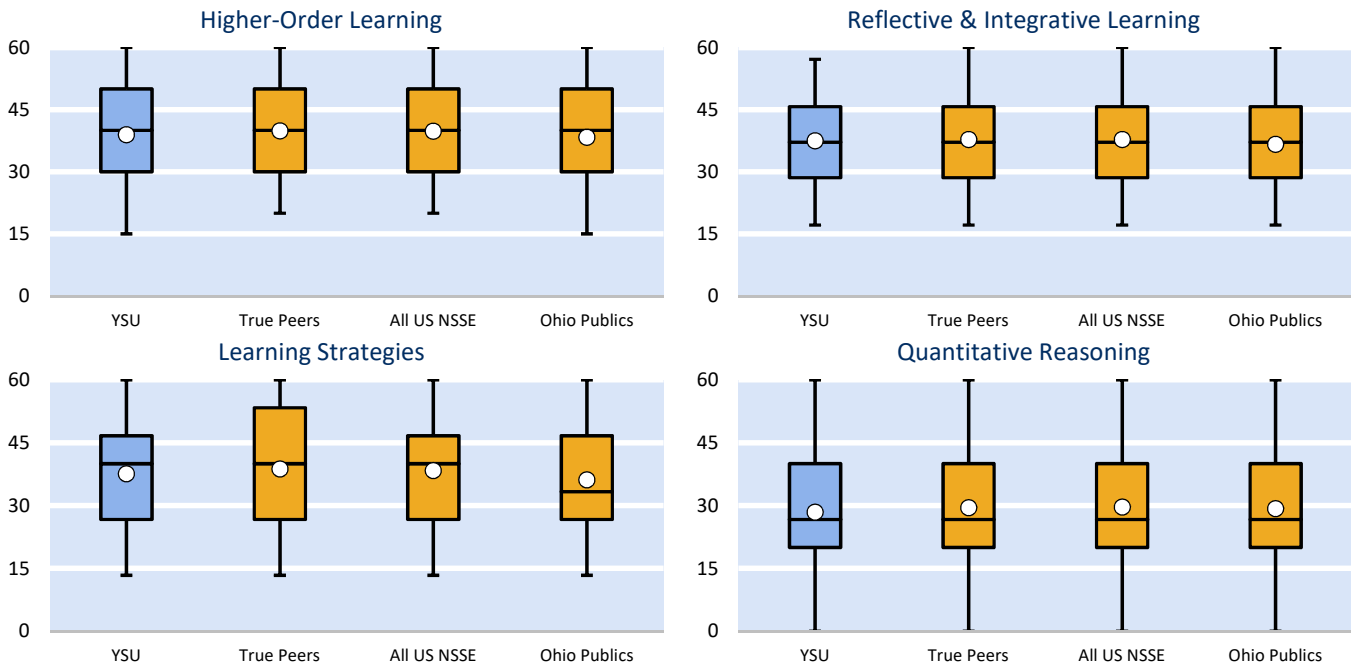
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	YSU Mean	Your seniors compared with					
		True Peers		All US NSSE		Ohio Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.0	39.9	-.07	39.8	-.06	38.3	.05
Reflective & Integrative Learning	37.5	37.8	-.02	37.8	-.03	36.6	.07
Learning Strategies	37.6	38.7	-.08	38.3	-.05	36.1	.10
Quantitative Reasoning	28.4	29.4	-.06	29.6	-.07	29.3	-.05

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	YSU	Percentage point difference ^a between your seniors and		
		True Peers	All US NSSE	Ohio Publics
Higher-Order Learning				
<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	76	-1	-2	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	-3	-3	-1
4d. Evaluating a point of view, decision, or information source	67	-4	-3	+2
4e. Forming a new idea or understanding from various pieces of information	71	-0	+0	+4
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	73	+5	+4	+4
2b. Connected your learning to societal problems or issues	59	-1	-2	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-3	-4	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	-0	-1	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	-1	-0	+3
2f. Learned something that changed the way you understand an issue or concept	66	-4	-5	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-3	-3	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	-5	-6	+0
9b. Reviewed your notes after class	64	-0	+3	+8
9c. Summarized what you learned in class or from course materials	65	+1	+1	+6
Quantitative Reasoning				
<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.)	56	+1	+1	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-6	-6	-4
6c. Evaluated what others have concluded from numerical information	42	-1	-2	-2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

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Learning with Peers: First-year students

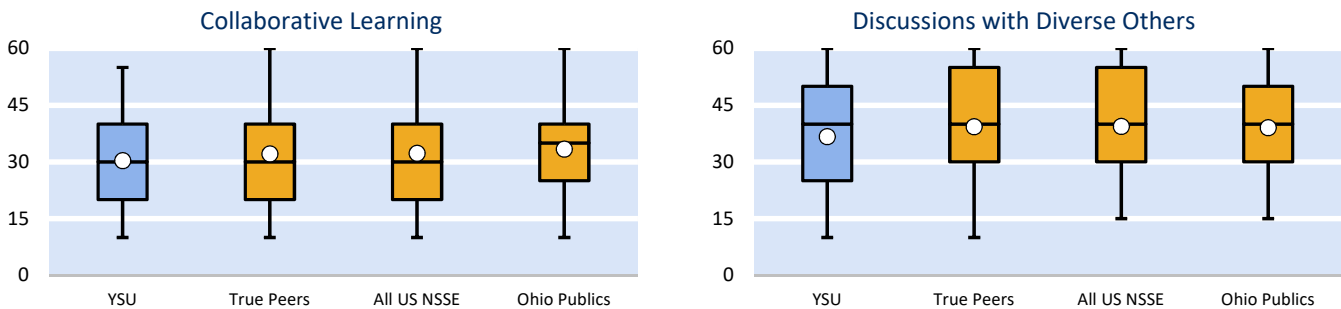
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	YSU Mean	Your first-year students compared with					
		True Peers		All US NSSE		Ohio Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.3	32.1 **	-.13	32.3 **	-.14	33.3 ***	-.22
Discussions with Diverse Others	36.6	39.3 **	-.17	39.4 ***	-.18	39.1 **	-.16

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	YSU	Percentage point difference ^a between your FY students and		
		True Peers	All US NSSE	Ohio Publics
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	45	-8	-8	-11
1f. Explained course material to one or more students	53	-4	-5	-8
1g. Prepared for exams by discussing or working through course material with other students	44	-3	-6	-7
1h. Worked with other students on course projects or assignments	48	-6	-6	-9
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	61	-11	-9	-3
8b. People from an economic background other than your own	63	-6	-8	-5
8c. People with religious beliefs other than your own	63	-2	-3	-3
8d. People with political views other than your own	65	+1	+0	-6

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

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Learning with Peers: Seniors

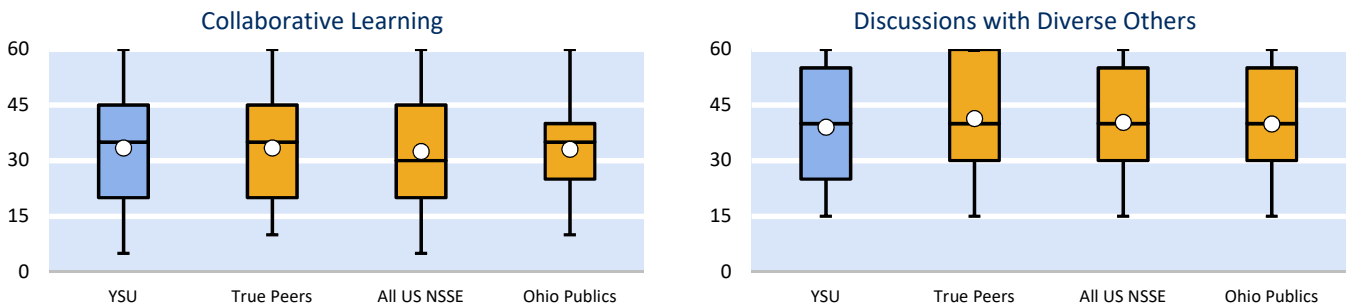
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Mean Comparisons

Engagement Indicator	YSU Mean	Your seniors compared with					
		True Peers		All US NSSE		Ohio Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.5	33.4	.00	32.5	.06	33.1	.02
Discussions with Diverse Others	39.0	41.3 *	-.14	40.3	-.08	39.9	-.06

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Collaborative Learning	YSU	Percentage point difference ^a between your seniors and		
		True Peers	All US NSSE	Ohio Publics
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	47	+1	+4	+2
1f. Explained course material to one or more students	61	+1	+2	-1
1g. Prepared for exams by discussing or working through course material with other students	52	+4	+5	+5
1h. Worked with other students on course projects or assignments	62	-3	-1	-3
Discussions with Diverse Others				
<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	67	-10	-5	-1
8b. People from an economic background other than your own	69	-6	-4	-2
8c. People with religious beliefs other than your own	68	-3	-0	-1
8d. People with political views other than your own	63	-3	-3	-8

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Experiences with Faculty: First-year students

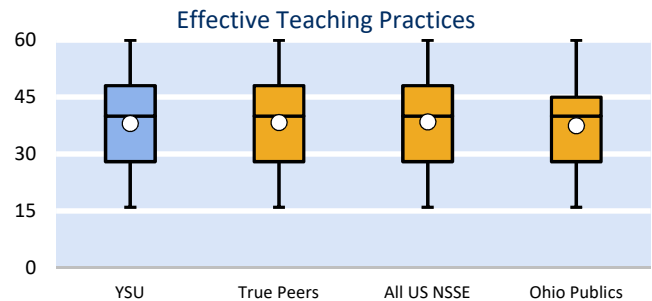
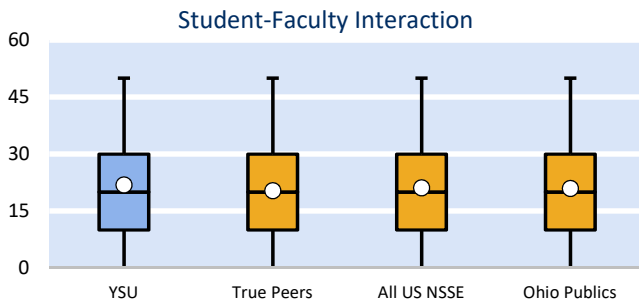
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	YSU Mean	Your first-year students compared with					
		True Peers		All US NSSE		Ohio Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.8	20.3 *	.10	21.1	.05	20.9	.06
Effective Teaching Practices	38.0	38.3	-.02	38.5	-.04	37.5	.04

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	YSU	Percentage point difference ^a between your FY students and		
		True Peers	All US NSSE	Ohio Publics
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
3a. Talked about career plans with a faculty member	40	+4	+3	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	+4	+4	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+4	+2	+4
3d. Discussed your academic performance with a faculty member	36	+6	+5	+8
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	73	-3	-4	-2
5b. Taught course sessions in an organized way	70	-2	-5	-4
5c. Used examples or illustrations to explain difficult points	74	+2	+0	-0
5d. Provided feedback on a draft or work in progress	67	+1	+3	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-2	-2	+2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Experiences with Faculty: Seniors

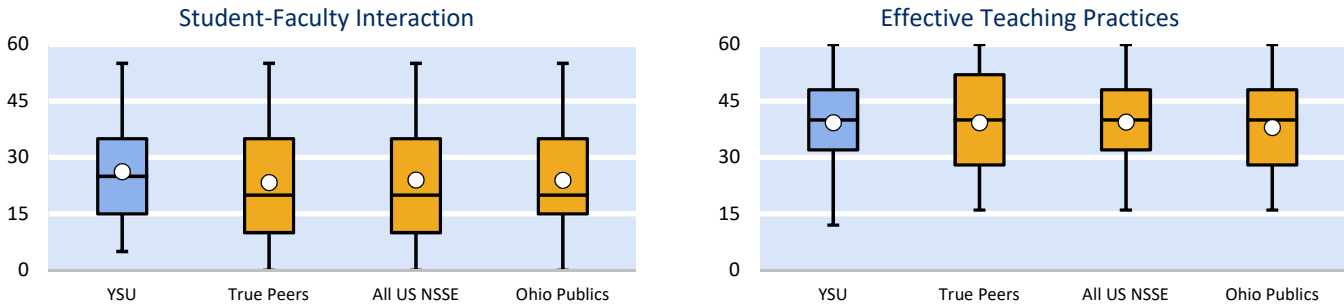
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	YSU Mean	Your seniors compared with					
		True Peers		All US NSSE		Ohio Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.2	23.3 ***	.18	23.9 **	.14	23.9 **	.15
Effective Teaching Practices	39.2	39.2	.00	39.4	-.01	38.0	.09

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

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Performance on Indicator Items

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Student-Faculty Interaction	YSU %	Percentage point difference ^a between your seniors and		
		True Peers	All US NSSE	Ohio Publics
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	49	+7	+5	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+6	+4	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	42	+10	+9	+10
3d. Discussed your academic performance with a faculty member	37	+4	+3	+5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	76	-3	-4	-2
5b. Taught course sessions in an organized way	76	+1	-1	+2
5c. Used examples or illustrations to explain difficult points	75	-2	-2	-1
5d. Provided feedback on a draft or work in progress	63	+3	+3	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+3	+1	+5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

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Campus Environment: First-year students

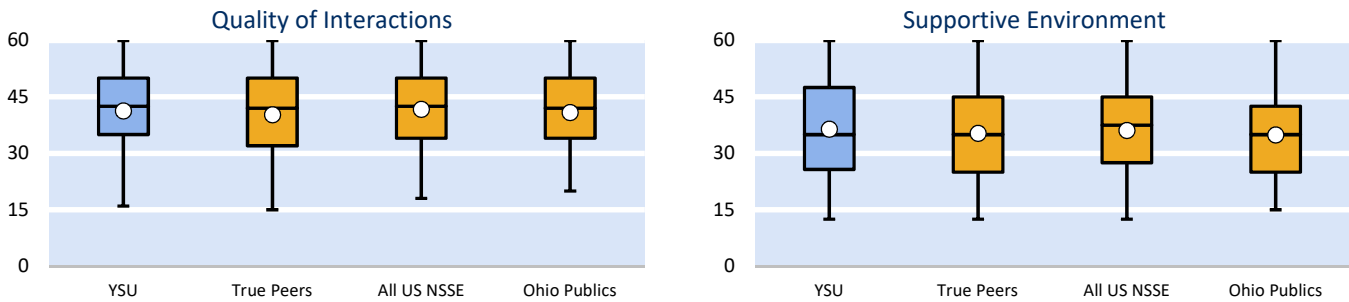
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	YSU Mean	Your first-year students compared with					
		True Peers		All US NSSE		Ohio Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.3	40.2	.08	41.7	-.03	40.8	.04
Supportive Environment	36.4	35.3	.08	36.1	.03	34.9 *	.12

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

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Quality of Interactions	YSU	Percentage point difference ^a between your FY students and		
		True Peers	All US NSSE	Ohio Publics
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	50	+5	+0	+2
13b. Academic advisors	46	-0	-3	-1
13c. Faculty	49	+4	+0	+3
13d. Student services staff (career services, student activities, housing, etc.)	41	-0	-2	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+6	+3	+7
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	77	+4	+1	+4
14c. Using learning support services (tutoring services, writing center, etc.)	81	+6	+5	+8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	-3	-3	+1
14e. Providing opportunities to be involved socially	68	+1	-2	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	+0	-1	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	-3	-3	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+8	+5	+6
14i. Attending events that address important social, economic, or political issues	50	+1	-1	+3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

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Campus Environment: Seniors

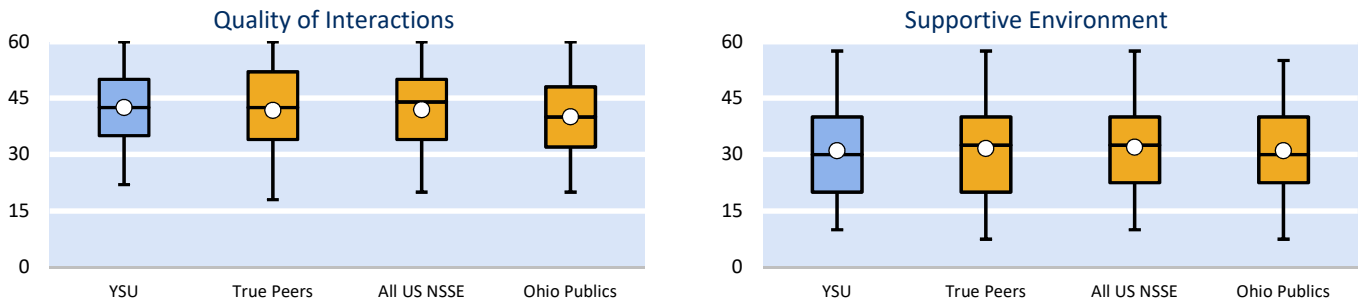
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Mean Comparisons

Engagement Indicator	YSU Mean	Your seniors compared with					
		True Peers		All US NSSE		Ohio Publics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.5	41.8	.06	42.0	.04	40.1 ***	.21
Supportive Environment	31.1	31.7	-.04	32.0	-.07	31.0	.00

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

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Quality of Interactions	YSU	Percentage point difference ^a between your seniors and		
		True Peers	All US NSSE	Ohio Publics
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	58	+2	+2	+4
13b. Academic advisors	45	-3	-5	+3
13c. Faculty	53	-2	-3	+3
13d. Student services staff (career services, student activities, housing, etc.)	46	+5	+5	+11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+2	+3	+11
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	68	+0	-2	+0
14c. Using learning support services (tutoring services, writing center, etc.)	62	+0	-3	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-6	-4	+0
14e. Providing opportunities to be involved socially	63	+0	-1	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	+1	+1	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	-2	-2	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	48	-0	-4	-6
14i. Attending events that address important social, economic, or political issues	38	-4	-5	-2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	YSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.2	38.9 *	-.13		40.5 ***	-.25	
	Reflective and Integrative Learning	33.9	36.5 ***	-.21		38.1 ***	-.34	
	Learning Strategies	36.5	39.5 ***	-.22		41.6 ***	-.36	
	Quantitative Reasoning	28.4	28.7	-.02	✓	30.4 *	-.13	
<i>Learning with Peers</i>	Collaborative Learning	30.3	35.1 ***	-.36		37.2 ***	-.51	
	Discussions with Diverse Others	36.6	41.4 ***	-.32		43.4 ***	-.46	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.8	24.3 **	-.16		27.2 ***	-.34	
	Effective Teaching Practices	38.0	40.3 ***	-.17		42.0 ***	-.29	
<i>Campus Environment</i>	Quality of Interactions	41.3	43.9 ***	-.23		45.9 ***	-.38	
	Supportive Environment	36.4	37.9 *	-.11		39.7 ***	-.25	

Seniors

Theme	Engagement Indicator	YSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.0	41.3 **	-.17		42.5 ***	-.25	
	Reflective and Integrative Learning	37.5	39.6 **	-.17		41.1 ***	-.30	
	Learning Strategies	37.6	40.2 **	-.18		42.3 ***	-.33	
	Quantitative Reasoning	28.4	30.7 *	-.14		32.7 ***	-.27	
<i>Learning with Peers</i>	Collaborative Learning	33.5	35.7 **	-.16		38.1 ***	-.34	
	Discussions with Diverse Others	39.0	41.9 ***	-.19		43.8 ***	-.31	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	26.2	29.2 ***	-.19		33.3 ***	-.44	
	Effective Teaching Practices	39.2	41.1 **	-.14		43.1 ***	-.29	
<i>Campus Environment</i>	Quality of Interactions	42.5	44.4 **	-.16		46.5 ***	-.33	
	Supportive Environment	31.1	34.3 ***	-.23		36.4 ***	-.38	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
YSU (N = 370)	37.2	13.2	.69	15	30	40	45	60				
True Peers	37.0	13.2	.15	15	30	40	45	60	7,943	.3	.721	.019
All US NSSE	37.8	13.2	.03	20	30	40	45	60	199,167	-.6	.378	-.046
Ohio Publics	37.0	12.8	.17	15	30	40	45	60	6,379	.2	.767	.016
Top 50%	38.9	13.1	.04	20	30	40	50	60	118,460	-1.7	.011	-.132
Top 10%	40.5	13.3	.08	20	30	40	50	60	28,431	-3.3	.000	-.246
Reflective & Integrative Learning												
YSU (N = 396)	33.9	11.7	.59	17	26	34	40	54				
True Peers	34.5	12.1	.13	17	26	34	43	57	8,401	-.6	.334	-.050
All US NSSE	35.1	11.9	.03	17	26	34	43	57	210,222	-1.1	.060	-.094
Ohio Publics	34.4	11.6	.15	17	26	34	40	54	6,656	-.4	.482	-.036
Top 50%	36.5	11.8	.04	17	29	37	43	57	111,228	-2.5	.000	-.213
Top 10%	38.1	12.0	.08	20	29	37	46	60	24,134	-4.1	.000	-.344
Learning Strategies												
YSU (N = 351)	36.5	14.1	.75	13	27	40	47	60				
True Peers	37.8	13.7	.16	20	27	40	47	60	7,280	-1.2	.101	-.090
All US NSSE	38.0	13.7	.03	20	27	40	47	60	181,653	-1.5	.037	-.111
Ohio Publics	37.0	13.7	.19	13	27	40	47	60	5,663	-.5	.549	-.033
Top 50%	39.5	13.7	.04	20	27	40	53	60	96,028	-3.0	.000	-.218
Top 10%	41.6	14.1	.09	20	33	40	53	60	23,433	-5.1	.000	-.362
Quantitative Reasoning												
YSU (N = 357)	28.4	15.3	.81	0	20	27	40	60				
True Peers	27.2	15.1	.18	0	20	27	40	60	7,741	1.2	.155	.077
All US NSSE	27.5	15.3	.03	0	20	27	40	60	194,498	.9	.275	.058
Ohio Publics	27.7	14.8	.19	0	20	27	40	53	6,313	.7	.394	.046
Top 50%	28.7	15.2	.04	0	20	27	40	60	124,892	-.3	.709	-.020
Top 10%	30.4	15.3	.09	7	20	27	40	60	30,884	-2.0	.013	-.132
Learning with Peers												
Collaborative Learning												
YSU (N = 430)	30.3	14.0	.67	10	20	30	40	55				
True Peers	32.1	13.9	.15	10	20	30	40	60	8,798	-1.8	.008	-.131
All US NSSE	32.3	14.4	.03	10	20	30	40	60	220,866	-2.0	.004	-.140
Ohio Publics	33.3	14.0	.17	10	25	35	40	60	6,904	-3.1	.000	-.219
Top 50%	35.1	13.6	.04	15	25	35	45	60	130,758	-4.8	.000	-.356
Top 10%	37.2	13.6	.08	15	25	40	45	60	29,534	-7.0	.000	-.512
Discussions with Diverse Others												
YSU (N = 351)	36.6	15.5	.83	10	25	40	50	60				
True Peers	39.3	16.1	.19	10	30	40	55	60	7,335	-2.7	.002	-.166
All US NSSE	39.4	15.5	.04	15	30	40	55	60	183,207	-2.7	.001	-.176
Ohio Publics	39.1	15.2	.21	15	30	40	50	60	5,697	-2.4	.004	-.159
Top 50%	41.4	15.0	.04	15	30	40	55	60	119,670	-4.7	.000	-.317
Top 10%	43.4	14.8	.09	20	35	45	60	60	26,844	-6.8	.000	-.458

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
YSU (N = 380)	21.8	15.2	.78	0	10	20	30	50				
True Peers	20.3	14.7	.17	0	10	20	30	50	8,132	1.5	.048	.104
All US NSSE	21.1	14.6	.03	0	10	20	30	50	203,530	.7	.322	.051
Ohio Publics	20.9	14.3	.18	0	10	20	30	50	421	.9	.254	.064
Top 50%	24.3	14.8	.05	5	15	20	35	55	74,347	-2.4	.002	-.163
Top 10%	27.2	15.8	.14	5	15	25	40	60	12,755	-5.4	.000	-.342
Effective Teaching Practices												
YSU (N = 370)	38.0	13.1	.68	16	28	40	48	60				
True Peers	38.3	13.2	.15	16	28	40	48	60	7,971	-.3	.702	-.020
All US NSSE	38.5	13.1	.03	16	28	40	48	60	199,618	-.5	.500	-.035
Ohio Publics	37.5	12.7	.16	16	28	40	45	60	6,416	.5	.429	.042
Top 50%	40.3	13.1	.04	20	32	40	52	60	87,684	-2.3	.001	-.173
Top 10%	42.0	13.7	.09	20	32	40	52	60	382	-4.0	.000	-.290
Campus Environment												
Quality of Interactions												
YSU (N = 324)	41.3	12.2	.67	16	35	43	50	60				
True Peers	40.2	13.4	.17	15	32	42	50	60	364	1.0	.140	.077
All US NSSE	41.7	12.5	.03	18	34	43	50	60	171,205	-.4	.549	-.033
Ohio Publics	40.8	11.9	.17	20	34	42	50	60	5,331	.4	.518	.037
Top 50%	43.9	11.6	.04	22	38	46	52	60	71,249	-2.6	.000	-.227
Top 10%	45.9	12.1	.10	22	40	48	56	60	15,691	-4.6	.000	-.381
Supportive Environment												
YSU (N = 336)	36.4	13.7	.75	13	26	35	48	60				
True Peers	35.3	14.0	.17	13	25	35	45	60	6,924	1.1	.148	.081
All US NSSE	36.1	13.6	.03	13	28	38	45	60	172,619	.4	.628	.026
Ohio Publics	34.9	13.0	.18	15	25	35	43	60	5,303	1.5	.040	.116
Top 50%	37.9	13.2	.04	15	30	40	48	60	93,405	-1.5	.037	-.114
Top 10%	39.7	13.1	.09	18	30	40	50	60	22,681	-3.2	.000	-.246

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
YSU (N = 325)	39.0	13.8	.77	15	30	40	50	60				
True Peers	39.9	13.8	.14	20	30	40	50	60	10,318	-.9	.232	-.067
All US NSSE	39.8	13.7	.03	20	30	40	50	60	208,932	-.8	.274	-.061
Ohio Publics	38.3	13.6	.18	15	30	40	50	60	6,056	.7	.381	.050
Top 50%	41.3	13.5	.04	20	35	40	55	60	98,192	-2.3	.002	-.171
Top 10%	42.5	13.7	.08	20	35	40	55	60	29,721	-3.5	.000	-.253
Reflective & Integrative Learning												
YSU (N = 351)	37.5	12.5	.67	17	29	37	46	57				
True Peers	37.8	12.6	.12	17	29	37	46	60	10,718	-.3	.645	-.025
All US NSSE	37.8	12.4	.03	17	29	37	46	60	217,678	-.3	.599	-.028
Ohio Publics	36.6	12.4	.16	17	29	37	46	60	6,267	.9	.206	.070
Top 50%	39.6	12.2	.04	20	31	40	49	60	95,832	-2.1	.002	-.170
Top 10%	41.1	12.2	.09	20	33	40	51	60	20,658	-3.6	.000	-.298
Learning Strategies												
YSU (N = 321)	37.6	14.4	.80	13	27	40	47	60				
True Peers	38.7	14.5	.15	13	27	40	53	60	9,578	-1.1	.181	-.076
All US NSSE	38.3	14.5	.03	13	27	40	47	60	193,568	-.7	.383	-.049
Ohio Publics	36.1	14.6	.20	13	27	33	47	60	5,472	1.5	.081	.100
Top 50%	40.2	14.4	.04	20	33	40	53	60	103,850	-2.6	.001	-.180
Top 10%	42.3	14.2	.08	20	33	40	53	60	28,247	-4.7	.000	-.334
Quantitative Reasoning												
YSU (N = 320)	28.4	16.4	.92	0	20	27	40	60				
True Peers	29.4	16.2	.16	0	20	27	40	60	10,112	-1.0	.272	-.062
All US NSSE	29.6	16.1	.04	0	20	27	40	60	205,064	-1.2	.191	-.073
Ohio Publics	29.3	15.9	.21	0	20	27	40	60	5,971	-.8	.361	-.053
Top 50%	30.7	16.0	.04	0	20	33	40	60	134,175	-2.2	.012	-.140
Top 10%	32.7	15.7	.09	7	20	33	40	60	29,525	-4.2	.000	-.269
Learning with Peers												
Collaborative Learning												
YSU (N = 361)	33.5	15.2	.80	5	20	35	45	60				
True Peers	33.4	14.6	.14	10	20	35	45	60	10,992	.0	.986	.001
All US NSSE	32.5	15.0	.03	5	20	30	45	60	223,954	1.0	.218	.065
Ohio Publics	33.1	14.3	.18	10	25	35	40	60	6,414	.3	.656	.024
Top 50%	35.7	13.9	.04	15	25	35	45	60	361	-2.2	.006	-.161
Top 10%	38.1	13.5	.09	15	30	40	50	60	370	-4.6	.000	-.343
Discussions with Diverse Others												
YSU (N = 319)	39.0	15.9	.89	15	25	40	55	60				
True Peers	41.3	16.3	.17	15	30	40	60	60	9,624	-2.3	.013	-.142
All US NSSE	40.3	15.8	.04	15	30	40	55	60	194,612	-1.3	.155	-.080
Ohio Publics	39.9	15.2	.21	15	30	40	55	60	5,498	-.8	.338	-.055
Top 50%	41.9	15.6	.04	15	30	40	60	60	136,060	-2.9	.001	-.185
Top 10%	43.8	15.5	.09	20	35	45	60	60	32,984	-4.8	.000	-.308

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
YSU (N = 339)	26.2	15.4	.83	5	15	25	35	55				
True Peers	23.3	15.9	.16	0	10	20	35	55	10,468	2.9	.001	.185
All US NSSE	23.9	15.9	.03	0	10	20	35	55	212,281	2.3	.009	.142
Ohio Publics	23.9	15.4	.20	0	15	20	35	55	6,141	2.3	.008	.149
Top 50%	29.2	15.8	.07	5	20	30	40	60	54,406	-3.0	.000	-.191
Top 10%	33.3	16.1	.19	10	20	35	45	60	375	-7.1	.000	-.441
Effective Teaching Practices												
YSU (N = 327)	39.2	14.0	.78	12	32	40	48	60				
True Peers	39.2	13.9	.14	16	28	40	52	60	10,337	-.1	.946	-.004
All US NSSE	39.4	13.7	.03	16	32	40	48	60	209,597	-.2	.807	-.014
Ohio Publics	38.0	13.4	.18	16	28	40	48	60	6,074	1.2	.111	.091
Top 50%	41.1	13.6	.05	16	32	40	52	60	85,128	-2.0	.009	-.145
Top 10%	43.1	13.7	.10	20	36	44	56	60	17,683	-3.9	.000	-.286
Campus Environment												
Quality of Interactions												
YSU (N = 296)	42.5	11.4	.66	22	35	43	50	60				
True Peers	41.8	12.6	.14	18	34	43	52	60	321	.7	.300	.056
All US NSSE	42.0	12.3	.03	20	34	44	50	60	181,150	.5	.446	.044
Ohio Publics	40.1	11.8	.17	20	32	40	48	60	5,097	2.5	.001	.208
Top 50%	44.4	11.9	.05	22	38	46	54	60	70,389	-1.9	.007	-.158
Top 10%	46.5	12.3	.09	22	40	50	58	60	18,934	-4.0	.000	-.326
Supportive Environment												
YSU (N = 311)	31.1	14.0	.79	10	20	30	40	58				
True Peers	31.7	14.3	.15	8	20	33	40	58	9,271	-.6	.477	-.041
All US NSSE	32.0	14.1	.03	10	23	33	40	58	186,541	-.9	.239	-.067
Ohio Publics	31.0	13.5	.19	8	23	30	40	55	5,190	.0	.966	.002
Top 50%	34.3	13.7	.05	13	25	35	43	60	85,291	-3.2	.000	-.233
Top 10%	36.4	13.7	.10	13	28	38	45	60	17,665	-5.3	.000	-.385

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Quick Facts: 2019 Noel Levitz Survey

In the spring of 2019, the Office of Assessment fielded the Noel Levitz Satisfaction survey to all Youngstown State University students. Two different survey versions were used as a part of the survey administration. Many of the same items and scales occur on both surveys, and thus this Quick Facts document focuses on both survey versions, but breaks up results by undergraduate/graduate status and age group. The surveys had a **response rate of 20%**.

**Undergraduate Students
(age 18-24)**

- Survey: Student Satisfaction Inventory
- **1,583** responses

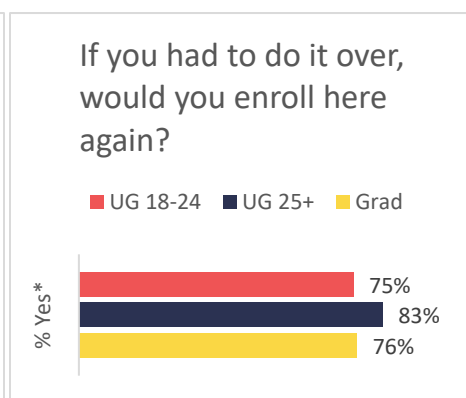
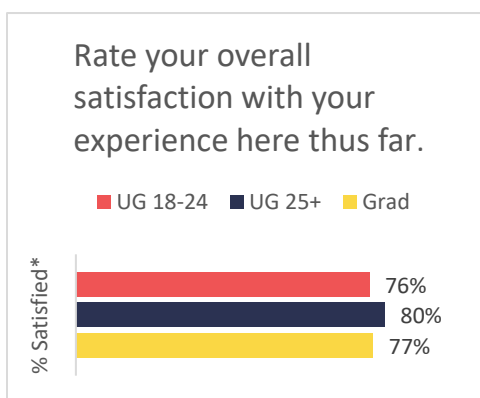
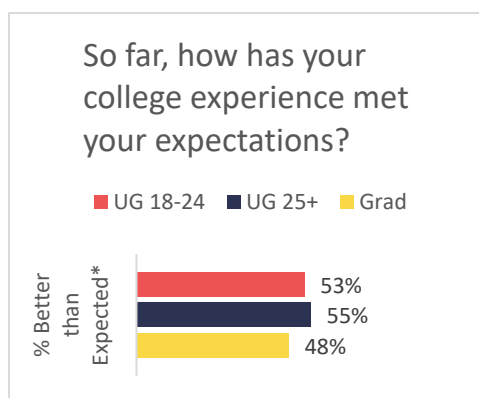
**Undergraduate Students
(age 25+)**

- Survey: Adult Student Priorities Survey
- **230** Responses

**Graduate Students
(all ages)**

- Survey: Adult Student Priorities Survey
- **243** responses

Institutional Satisfaction Summary Items



* % of scores ranging 5-7; all on 7 point scale

DESCRIPTION OF SURVEY SCALES

The surveys focus on how satisfied students are with specific campus items and how important students view those campus items. Items are sorted into *summary scales*, described below.

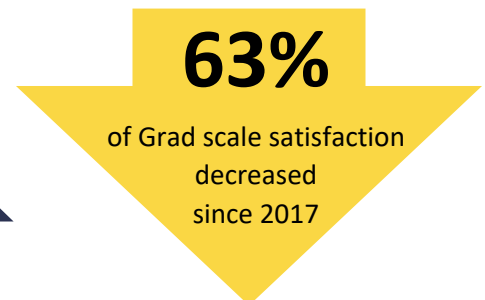
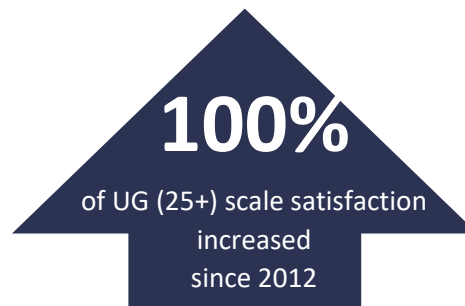
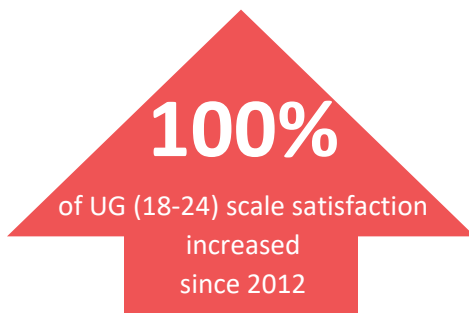
Scale	Description
Academic Advising (Effectiveness)	academic advising; including knowledge, competence, and personal concern for student success
Campus/Academic Services	services students utilize to achieve their academic goals (i.e. library, computer labs, tutoring)
Campus Climate	experiences that promote a sense of belonging; effectiveness of the institution's communication
Campus Life	student experience programs, areas such as residential life and student conduct
Instructional Effectiveness	students' academic experience, areas such as the effectiveness of faculty in and out of the classroom
Recruitment/Admissions & Financial Aid	institution's ability to enroll students in an effective manner
Registration Effectiveness	institution's commitment to making registration and billing as smooth and effective as possible
Safety & Security	students' personal safety and security; effectiveness of both personnel and facilities (including parking)
Student Centeredness/ Service Excellence	perceived attitude of staff, especially front-line staff, toward students

SCALE SUMMARY SCORES

Provided in the table are three key scores for each summary scale – a scale satisfaction score, a scale importance score, and a scale performance gap or the difference between importance and satisfaction. All three scores can tell us key information about how YSU students perceive current campus practices. Highlighted are performance gaps above the survey item gap median* for each survey. These scales should be noted as areas for further exploration and action.

* Median Gap: UG 18-24 = 0.81; UG 25+ = 0.67; Grad = 0.75

Scales (alphabetical)	UG 18-24			UG 25+			Grad		
	Imp.	Sat.	Gap.	Imp.	Sat.	Gap.	Imp.	Sat.	Gap.
Academic Advising (Effectiveness)	6.45	5.57	0.88	6.50	5.90	0.60	6.47	5.88	0.59
Campus/Academic Services	6.34	5.85	0.49	6.29	5.90	0.39	6.27	5.73	0.54
Campus Climate	6.36	5.68	0.68	6.40	5.78	0.62	6.44	5.65	0.79
Campus Life	6.18	5.29	0.89	-	-	-	-	-	-
Instructional Effectiveness	6.41	5.55	0.86	6.48	5.89	0.59	6.50	5.70	0.80
Recruitment/ Admissions & Financial Aid	6.25	5.56	0.69	6.36	5.76	0.60	6.39	5.43	0.96
Registration Effectiveness	6.40	5.45	0.95	6.45	5.79	0.66	6.42	5.75	0.67
Safety & Security	6.39	5.11	1.28	6.34	5.47	0.87	6.56	5.58	0.98
Student Centeredness/ Service Excellence	6.35	5.55	0.80	6.32	5.59	0.73	6.35	5.47	0.88



INDIVIDUAL ITEMS: STRENGTHS

Survey strength items are survey items that scored in the *Top 50% of Student Importance* and *Top 25% of Student Satisfaction*. The items to the right are identified as strengths based on the matrix below and are the strengths with the three highest importance scores. Note the common strength areas that relate to all students.



Undergraduate Students (age 18-24)

- My **academic advisor** is knowledgeable about requirements in my major.
- **Security** staff respond quickly to calls for assistance.
- **Internships** or practical experiences are provided in my degree program.

Undergraduate Students (age 25+)

- My **academic advisor** is knowledgeable about requirements in my major.
- Nearly all **faculty** are knowledgeable in their field.
- **Security** staff respond quickly in emergencies.

Graduate Students (all ages)

- **Security** staff respond quickly in emergencies.
- Nearly all **faculty** are knowledgeable in their field.
- My **academic advisor** is knowledgeable about requirements in my major.

INDIVIDUAL ITEMS: CHALLENGES

Survey challenge items are survey items that scored in the *Top 50% of Student Importance* and *Bottom 25% of Student Satisfaction* or the *Top 25% of Performance Gaps*. The items below are identified as challenges based on the matrix on the previous page and are the challenges with the three highest importance scores. Note the common challenge areas that relate to all students.

Undergraduate Students (age 18-24)	Undergraduate Students (age 25+)	Graduate Students (all ages)
<ul style="list-style-type: none"> • The quality of instruction I receive in most of my classes is excellent. • I am able to register for classes I need with few conflicts. • The content of the courses within my major is valuable. 	<ul style="list-style-type: none"> • I am able to register for classes I need with few conflicts. • Internships or practical experiences are provided in my degree program. • My experience at this university is preparing me for a career. 	<ul style="list-style-type: none"> • The quality of instruction I receive in my program is excellent. • The content of the courses within my major is valuable. • Tuition paid is a worthwhile investment.

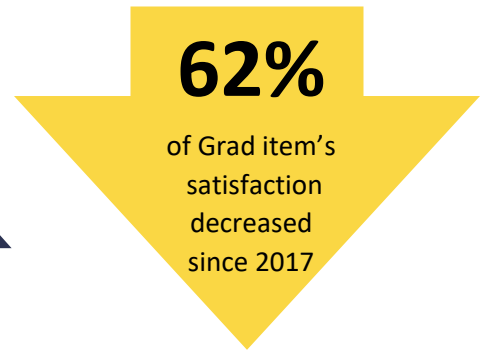
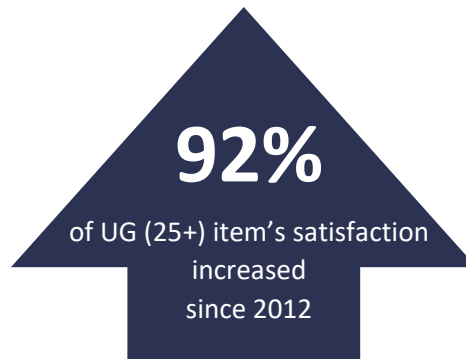
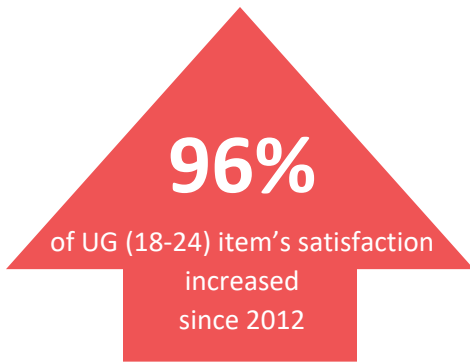
CAMPUS-ADDED ITEMS

Additional items were chosen by the **Strategic Planning Organization Team (SPOT)** in consultation with the Office of Assessment to collect valuable data for the strategic planning process. Highlighted are performance gaps above the survey item gap median for each survey.

<u>Survey Items</u>	UG 18-24			UG 25+			Grad		
	<i>Imp.</i>	<i>Sat.</i>	<i>Gap.</i>	<i>Imp.</i>	<i>Sat.</i>	<i>Gap.</i>	<i>Imp.</i>	<i>Sat.</i>	<i>Gap.</i>
Theme: Academic Advising									
My advisor is actively interested in my success.	6.36	5.45	0.91	6.44	5.73	0.71	6.41	5.75	0.66
My academic advisor talks with me if I'm struggling with a course.	6.34	5.25	1.09	6.36	5.66	0.70	6.35	5.52	0.83
It is clear to me who is available to provide advice regarding courses in my program of study.	6.39	5.67	0.72	6.39	5.71	0.68	6.32	5.70	0.62
My academic advisor helps me identify career development steps.	6.39	5.31	1.08	6.40	5.44	0.96	6.31	5.45	0.86
Theme: Instructional Effectiveness									
Internships or practical experiences are provided in my degree program.	6.52	5.78	0.74	6.53	5.77	0.76	6.43	5.71	0.72
Faculty are actively interested in my success.	6.38	5.61	0.77	6.40	5.73	0.67	6.42	5.76	0.66
My experience at this university is preparing me for a career.	6.57	5.68	0.89	6.51	5.76	0.75	6.61	5.87	0.74
Most of my classes get me actively involved in learning.	6.41	5.57	0.84	6.51	6.02	0.49	6.50	5.87	0.63
Campus technology is up to date and supportive of my learning.	6.42	5.63	0.79	6.53	5.81	0.72	6.38	5.45	0.93
Theme: Campus Climate									
I feel as if I am a member of the university community.	6.12	5.57	0.55	6.03	5.49	0.54	6.06	5.37	0.69

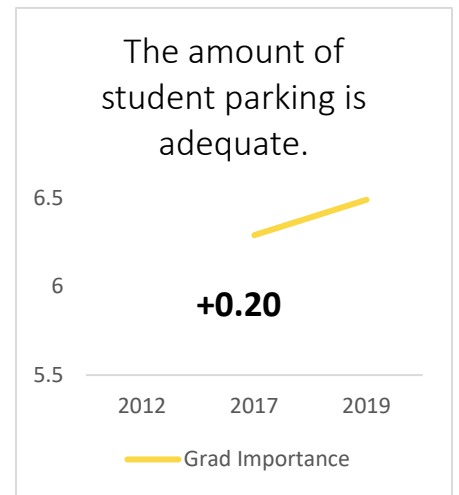
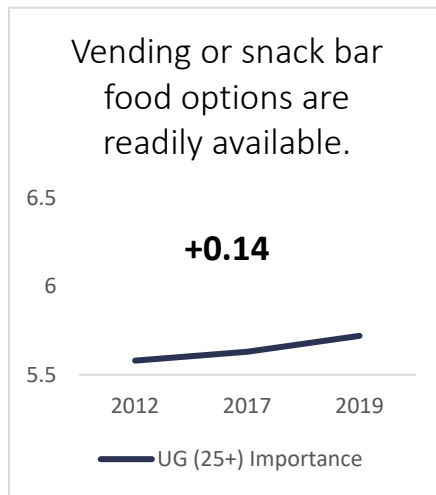
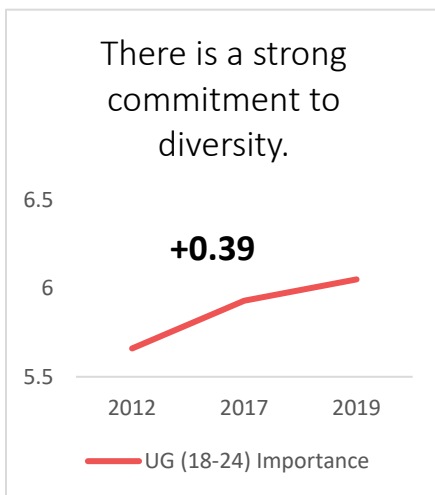
MULTI-YEAR ITEM ANALYSIS

Undergraduate students participated in the survey in 2012, 2017, and 2019. Graduate students participated in 2017 and 2019.



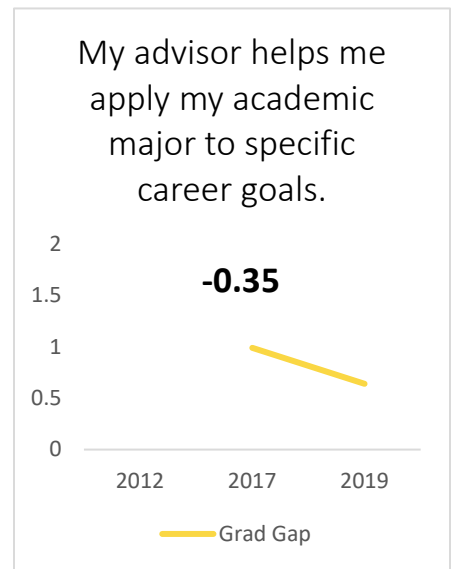
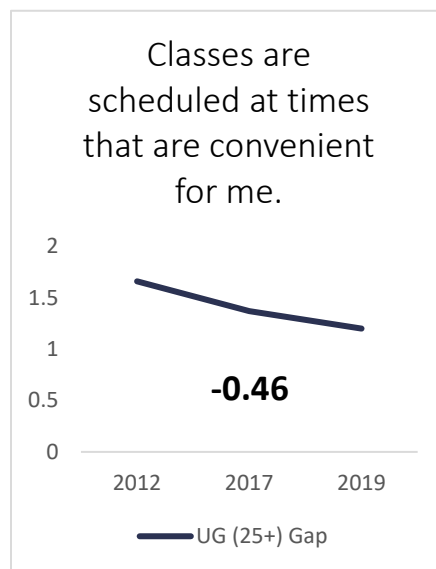
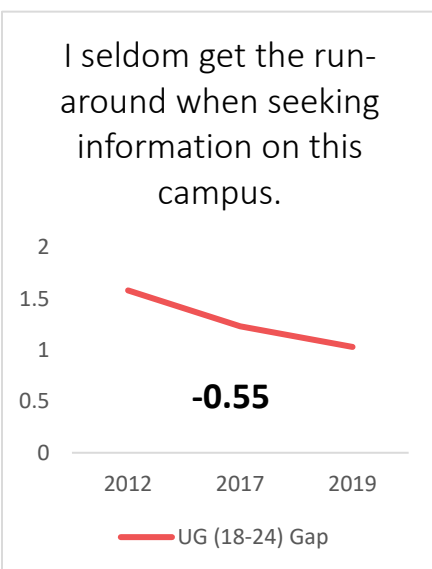
What has become important to students?

[largest increase in importance score]



What has there been the most improvement?

[largest decrease in performance gap]



Additional information online at: <https://ysu.edu/assessment/noel-levitz-student-satisfaction-surveys>

UG 18-24		2-Year Trend			7-Year Trend		
		IMP	SAT	GAP	IMP	SAT	GAP
4	The content of the courses within my major is valuable.	-0.03	0.05	-0.08	-0.14	0.05	-0.19
14	Faculty are fair and unbiased in their treatment of individual students.	-0.01	0.13	-0.14	-0.11	0.14	-0.25
17	There are sufficient courses within my program of study available each term.	-0.08	0.21	-0.29	-0.13	0.31	-0.44
29	Faculty use a variety of technology and media in the classroom.	0.01	0.09	-0.08	-0.09	0.06	-0.15
32	Faculty provide timely feedback about my academic progress.	-0.01	0.08	-0.09	-0.12	-0.03	-0.09
33	Admissions counselors accurately portray the campus in their recruiting practices.	0.03	0.22	-0.19	0.04	0.32	-0.28
36	The quality of instruction I receive in most of my classes is excellent.	-0.02	0.08	-0.10	-0.10	0.12	-0.22
40	Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	0.00	0.05	-0.05	-0.03	0.10	-0.13

UG 25+		2-Year Trend			7-Year Trend		
		IMP	SAT	GAP	IMP	SAT	GAP
2	Faculty care about me as an individual.	0.00	0.09	-0.09	-0.07	0.23	-0.30
4	The content of the courses within my major is valuable.	0.07	0.18	-0.11	-0.09	0.14	-0.23
14	Faculty are fair and unbiased in their treatment of individual students.	0.02	0.11	-0.09	-0.08	0.24	-0.32
24	There is a commitment to academic excellence at this institution.	-0.01	0.25	-0.26	-0.09	0.26	-0.35
26	Faculty provide timely feedback about my progress.	0.02	0.12	-0.10	-0.03	-0.01	-0.02
32	My classes provide opportunities to improve my technology skills.	-0.06	-0.02	-0.04	-0.13	0.01	-0.14
35	The quality of instruction I receive in my program is excellent.	-0.04	0.19	-0.23	-0.16	0.08	-0.24
37	Part-time faculty are competent as classroom instructors.	-0.05	0.25	-0.30	-0.11	0.22	-0.33
40	Faculty are usually available for adult students outside the classroom by phone, by e-mail or in-person.	-0.01	0.02	-0.03	0.00	0.06	-0.06
41	Major requirements are clear and reasonable.	0.08	0.13	-0.05	-0.08	0.23	-0.31
42	Nearly all faculty are knowledgeable in their field.	-0.02	0.06	-0.08	-0.10	0.08	-0.18
49	There are sufficient options within my program of study.	0.00	0.36	-0.36	-0.09	0.31	-0.40

GRAD		2-Year Trend					
		IMP	SAT	GAP			
2	Faculty care about me as an individual.	-0.01	-0.14	0.13			
4	The content of the courses within my major is valuable.	-0.09	-0.34	0.25			
14	Faculty are fair and unbiased in their treatment of individual students.	0.02	-0.20	0.22			
24	There is a commitment to academic excellence at this institution.	-0.03	-0.08	0.05			
26	Faculty provide timely feedback about my progress.	-0.09	-0.10	0.01			
32	My classes provide opportunities to improve my technology skills.	-0.01	-0.17	0.16			
35	The quality of instruction I receive in my program is excellent.	-0.05	-0.26	0.21			
37	Part-time faculty are competent as classroom instructors.	-0.13	-0.27	0.14			
40	Faculty are usually available for adult students outside the classroom by phone, by e-mail or in-person.	-0.07	0.05	-0.12			
41	Major requirements are clear and reasonable.	-0.14	-0.20	0.06			
42	Nearly all faculty are knowledgeable in their field.	-0.05	-0.21	0.16			
49	There are sufficient options within my program of study.	-0.07	0.03	-0.10			

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QUESTION 1: What do you appreciate most about working at this institution?

(503 Total Comments)

1. THEME: POSITIVE INTERACTION WITH COLLEAGUES

Occurring most commonly (33.6% of comments) in response to this question is the appreciation respondents have for their colleagues in their respective offices/departments/programs and across campus. Respondents note positive interactions with fellow employees, collegiality, and an overall sense that they are working with others who are dedicated and committed to serving students. This theme sharply contrasts the collective perception respondents hold towards Senior Leadership (not including Deans and Chairs) as evident in responses to Question 2. **(169 comments)**

Notable Quotes

- *I appreciate the employees here and how, in almost every instance, the people here are willing to go above and beyond to help our students, fellow colleagues, and guests to the university.*
- *I think many of my colleagues are first-rate teachers, scholars, and human beings who are truly committed to doing their best for this institution and its students.*
- *The caring staff that I work with and others across campus.*
- *The feeling of 'team' I've encountered here - I appreciate the environment and collegiality of my department and college so very much.*

1A. SUBTHEME: WE FEEL LIKE A TEAM

Respondents share that campus feels like a team or a family. There is strong community on campus, a friendly atmosphere, and collaboration across constituencies. **(47 comments)**

Notable Quotes

- *People are very friendly on this campus and it does feel as if the staff and faculty are "in it together" and are invested in their job. I think most of the people that work at YSU have a strong work ethic and put more into their job than I would even expect people to.*
- *I like how it feels when you walk on campus and everyone says hi and you feel at home.*
- *The feeling of community and being part of a 'team' whether in my dept. or the university as a whole.*
- *The sense of family/community.*

2. THEME: EMPLOYEE BENEFITS PACKAGE

Data reveal positive feelings towards many of the benefits and perks offered in connection with employment at the University. This includes, but is not limited to, health coverage, tuition remission, access to the recreation center, paid time off, professional development opportunities, and the support of the union. Additionally, some respondents note they are happy to just have a job that is close to home and others reflect on the job security/stability of their employment. **(115 comments)**

Notable Quotes

- *I'm thankful for our generous vacation policy, [I] appreciate our great health benefits, and I really like our excellent employee health and wellness program.*
- *In this particular part of the state, YSU is one of the larger employers and it does offer benefits and above minimum wage for full and part time employment.*
- *Tuition remission for my children.*

2A. SUBTHEME: AUTONOMY OF JOB

Respondents share about the flexibility and freedom incorporated with their job role. Comments include satisfaction with variability in job duties, work/life balance, flexible schedules, academic freedom, and having oversight over activities and curriculum. **(54 comments)**

Notable Quotes

- *I greatly appreciate the freedom which has been bestowed upon me to do my job (a rarity in most workplaces).*
- *The work-family balance is better than at any university I've been affiliated with.*
- *YSU offers independence in teaching, research, and service. I've never felt restricted in terms of innovations in the curriculum, and feel supported in my research and in choosing the types of service I participate in.*

3. THEME: IMPACT ON STUDENTS

Data reveal that respondents value the opportunity to be able to impact students. Despite the obstacles, both faculty and staff note feeling privileged to see students develop and play a role in shaping students' futures. Employees on campus care about students and regularly engage in student-focused decision making. There is a shared campus goal of helping students succeed. **(95 comments)**

Notable Quotes

- *I appreciate most the fact that through the educational process we help to make better people, better citizens, which ultimately makes for a better Ohio, and at the end of the day a better world.*
- *Many honest, bright, hardworking faculty and staff work here. The best interests of the student guide their attention and focus. I applaud their efforts to maintain a student focus while working in a toxic environment.*
- *I like the impact that I have on the students and local community, feeling like I am helping the next generation.*
- *I think no matter what, everyone that works at this institution tries to work for one common goal, to make the students' experience the best it can be during their years here.*

4. THEME: YOUNGSTOWN STATE STUDENTS

In addition to valuing the opportunity to make an impact on students, respondents recognize unique characteristics that make Youngstown State students an honor to serve. Students are described as coming from a variety of backgrounds, a group that has overcome obstacles, and as hardworking. Respondents appreciate the opportunity to work specifically with Youngstown State students. **(92 comments)**

Notable Quotes

- *The students generally bring a wealth of insight, skill sets, and experiences to the classroom.*
- *I love many of my students, who deal with enormous hurdles, and yet work very hard to achieve their goals.*
- *The kind of students we get to teach and diverse socio-economic backgrounds they come from. Several of them are first in their family to go to college.*

5. THEME: SUPPORT OF SUPERVISOR

Respondents value the relationship they have with their direct supervisor, which stands in contrast to the data around Senior Leadership (not including Deans and Chairs) in Question 2. Data reveal employees feeling supported and/or valued by their college and/or division supervisor (including Deans and Chairs). **(52 comments)**

Notable Quotes

- *I appreciate that I have a boss that has my back! She values her employees. While she expects a lot, she doesn't expect more than what she personally gives to the University. Her work ethic is second to NONE and is a great role model in that regard.*
- *I work with exceptional colleagues in a highly collaborative and supportive environment and have a very engaged chair that that serves as our advocate.*
- *Working with my direct supervisor... She is passionate about the work of our office and the direction of the university, which makes working alongside her meaningful. She is always looking to improve through professional development opportunities and professional feedback.*
- *[My Dean] expects the best from us, and most times he gets it. I am very loyal to him, and even [though] I might have disagreed with some of his decisions, I respect his decisions/authority... Daily, he demonstrates his commitment to students, and because of that, makes us want to do the same. I can't tell you how much I respect the guy. I wish all of our campus leadership shared his passion for students.*

6. THEME: JOB DUTIES AND ROLE

Data reveal satisfaction in duties specific to jobs. Respondents are satisfied with the culture of working in an academic environment/ higher education. Respondents enjoy working on a campus, being involved in the education process, and a variety of other aspects of their employment. **(44 comments)**

Notable Quotes

- *For most of the time i have been employed at YSU, I have been able to use both my education and people skills to help our students, staff, and faculty in achieving their goals. This has made my job most enjoyable and gives me good reason to rise in the morning.*
- *I like the vibe and feel that goes with working at a place of higher education, and I definitely enjoy the variety of people I meet on a daily basis.*
- *I love working in an educational environment where you are always learning new things and also sharing those new ideas with others.*
- *I love my field of study. I'm thankful that I get to spend time researching and teaching students, that is a privilege.*

7. THEME: YOUNGSTOWN STATE PRIDE

Many respondents share that they are proud to represent Youngstown State University. Respondents reflect on the importance of the history of the University as well as the excellent programs/services offered by the University. Several respondents also note their alumni connections and are satisfied with the opportunity to work for their alma mater. **(37 comments)**

Notable Quotes

- *The university offers excellent programs and I feel confident when interacting at recruiting events that I am selling a good product.*
- *I love YSU. I got my degrees here and it is a part of me.*
- *I love our history! The contributions we have made to the community and region over more than a hundred years gives me hope that we will overcome current obstacles and inconsistencies and leave a legacy as valuable and impactful as the one we have received.*

8. THEME: RELATIONSHIP WITH COMMUNITY AND REGION

Respondents are satisfied with the important and positive role the university plays in Youngstown and the region. The university is seen as a vital part of the Mahoning Valley. **(32 comments)**

Notable Quotes

- *The heart of our city.*
- *I appreciate its place in the Mahoning Valley. YSU is a center of education and enlightenment in a hardworking blue collar town.*
- *I appreciate that YSU is an integral, vital part of Youngstown and its revitalization. Being a part of that is energizing.*
- *Youngstown State University is the lifeblood of this community. I love being a part of the growth that is happening because of YSU.*

9. THEME: FUTURE GROWTH

Data reveal excitement around growth and positive change in the future of the University. Respondents note looking to the future, opportunities to grow personally and professionally, and to participate in campus-wide efforts with the future of the University in mind. **(23 comments)**

Notable Quotes

- *The opportunity is huge at an institution like this. We are on an upswing.*
- *That the president and provost and their teams are working as hard as they can to not only stabilize the university but at the same time are trying to move it forward in meaningful ways to meet the challenges of the 21st century*
- *I appreciate the potential YSU has, despite the last decade of administrators and board of trustees making choice after choice that limit its potential to be a TRUE urban research university.*

10. THEME: LEADERSHIP OF SENIOR STAFF

While not overly common and in tension with the data presented in other questions, a subset of respondents share appreciation around the leadership of the University President, Provost, and other Senior Leadership (not including Chairs and Deans). **(21 comments)**

Notable Quotes

- *I believe the current provost is engaged in actively trying to create a better work environment and is concerned with raising the bar in good ways. These are difficult times in higher [education] and with that there are difficult decisions.*
- *President is wonderful at creating interest and excitement of the university with external stakeholders.*
- *Our top administration works tirelessly for the benefit of YSU.*

11. THEME: PHYSICAL CAMPUS SPACES

While a significant portion of responses in Question 2 focus on problems with infrastructure, a small group of respondents to this question note feeling satisfied with their work environment in terms of physical maintenance, cleanliness, and overall physical aspects of campus. **(9 comments)**

Notable Quotes

- *The building I work in is clean, well-maintained, and conducive to getting a lot of work done.*
- *It's great to work in such a physically beautiful environment, with trees and landscaping constantly changing with the seasons, a perfect place to walk and enjoy nature during our lunch breaks.*

QUESTION 2: What would make this institution a better place to work?

(501 Total Comments)

1. THEME: APPROPRIATE COMPENSATION & OPPORTUNITY FOR ADVANCEMENT

Occurring in 30% of responses to this question is a reference to improving compensation, benefits, and/or opportunities for promotion/advancement. Data focuses on pay increases, fairness in how pay is distributed (between offices, colleges, and unions), pay based on performance rather than just negotiations, increased starting salaries to recruit high quality employees, competitive salaries (to both other universities and based on private market), increased benefits with decreased cost, and improved paths for promotion and advancement. **(152 comments)**

Actionable Items

- Increase pay for faculty and staff.
- Prioritize staff and faculty compensation in order to retain high quality employees.
- Fairly compensate employees for workload and responsibilities.
- Provide opportunities for increase in pay through promotion and advancement separate from union contracts.

Notable Quotes

- *Money isn't everything, but it helps...it would be wonderful if negotiations could be accomplished peacefully and fairly, without accusation and negativity.*
- *While the faculty have clear paths to tenure and promotion, the other bargaining units promotional opportunities are few and far between to non-existent. Many people in my area leave because there is no chance for promotion and without receiving a raise for the past 5 years; everyone in my department is losing money due to our healthcare costs rising each year.*
- *I have been on a faculty search every semester that I have worked here and consistently we can't even get people to apply let alone take the job because of the starting salary... The people, who do take the job, if we are able to find anyone, do not stay because they leave for better pay. There are a lot of great things about YSU but you can't obtain or retain quality people if you are not going to pay them fairly*

2. THEME: MISSION-DRIVEN HIRING AND RESOURCE DISTRIBUTION

In order to best serve students and fulfill the mission of the University, respondents share the need for more funding and resources. Workload is high and staffing levels are low. Data reveal frustration around administrative hires, while “front-line” faculty and staff positions remain vacant. Respondents call for increased time to do research and service, time and support for professional development, increase in staffing for both faculty and staff, increased resources to the library, and more support staff with less reliance on student employees. Additionally, respondents desire transparency and clear explanation of how resources are distributed and the relationship of budgeting, resources, and strategic planning. **(137 comments)**

Actionable Items

- Tie resource allocation to mission of the University.
- Increase transparency around budget and distribution of resources and staff.
- Fill faculty and staff vacancies, while pausing on the hiring of new administrators.
- Increase support staff levels.

Notable Quotes

- *More value is placed on administration (YSU is EXTREMELY top-heavy) than on the faculty (understaffed and PT faculty are underpaid) and staff (has been cut to the bare bones) who engage with the students (our customer) on a daily basis.*
- *More transparency about how decisions are made. For example, eliminating summer research grants for students might be a good decision if we are trying to fund increases in adjunct pay, but a bad decision [if] the savings is redirected to fund the new basketball coach's salary... If you tell us why we are doing what we are doing, then at least I know that someone made a tough call.*
- *The Administration absolutely needs to clarify the mission of the University, and focus resources and financial allocations towards that mission... We are allegedly an urban research institution but little money is given to Maag library to fund databases and journals. We are allegedly focused on STEM but Ward Beecher is in shambles. I would support cuts if the cuts made sense to the grand map.*
- *My resources are thin yet I make it work. Some days I feel like if I continue to do everything I do, that they, whoever they is, will just say, well, s/he has been making it work for so long it must be ok, so we don't have to offer any additional resources.*

3. THEME: DEMONSTRATE RESPECT

Respect is closely related to other themes in this question (e.g., appropriate compensation). Respondents call for Senior Leadership, including the Board of Trustees (not including Deans and Chairs) to respect faculty and staff, to not publicly criticize employees, to treat employees as valuable, to respect professional expertise, and to seek to understand the valuable role employees play in fulfilling the University's mission. Additionally, this theme includes respondents calling for faculty to demonstrate mutual respect towards all groups of employees on campus. **(107 comments)**

Actionable Items

- Respect faculty and staff through prioritizing an increase in compensation and a balanced workload.
- Communicate value of faculty and staff publicly. Speak against public criticism.
- Treat employees as valuable assets of the University rather than interchangeable parts.
- Demonstrate mutual respect across groups, specifically faculty to staff.

Notable Quotes

- *If the senior administration stopped treating faculty and staff like LEGO blocks - interchangeable, one size fits all, able to be tossed around and ignored at the whim of the administrators and Board of Trustees.*
- *Treat faculty/staff as an asset and not a burden.*
- *A better relationship between faculty and staff - meaning faculty have an attitude of being much superior than staff.*
- *I see my colleagues struggling with a history of being stomped on every three years during negotiations. From my perspective, senior administration says that faculty and students are at the heart of the university, but [based] on their actions I do not feel they believe in these words.*

3A. SUBTHEME: RECOGNITION FOR CONTRIBUTION

Data reveal employees desiring to be recognized and/or rewarded for their contribution and performance. Respondents want genuine positive feedback, as well as various other forms of appreciation. **(28 comments)**

Actionable Items

- Design meaningful reward/recognition programs for employees.
- Create spaces for employees to come together to celebrate individual and institutional achievements.

Notable Quotes

- *You get what you reward...Designing reward programs to influence people to develop their potential as contributing team members and as powerful people. Reward and acknowledge company achievements and personal achievements...Catch people doing something right and let them know about it as many times a day as possible.*
- *We have identified institutional values on paper, but I feel that we need to come together as a community to affirm that we own and adopt these values as members of the institution. I'd prefer a return to a unified faculty [and] staff recognition banquet. It was an avenue for me as a staff member to put a face with a name for our faculty, and to feel a part of the collective celebration of the accomplishments of the year. The current set up reinforces campus silos instead of a singular identity as YSU.*
- *Getting deserving and positive feedback from your manager.*

4. THEME: SENIOR LEADERSHIP CHANGE AND IMPROVEMENT

Respondents are dissatisfied with the current Senior Leadership. Senior Leadership is frequently referred to as the “Tod Hall Leaders” or “Upper Administration” in the data. Respondents are clear that Deans are not included in this thematic area. Data call for the removal of various members of Senior Leadership, including both the President and the Provost, or a radical change in the behavior of Senior Leadership. It is suggested that Senior Leadership does not have the skillset or ability to effectively lead an institution. **(85 comments)**

Actionable Items

- Remove ineffective and/or problematic members of Senior Leadership.
- Members of Senior Leadership must radically change their behavior to better lead the University.
- Senior Leadership should seek training and best practices.

Notable Quotes

- *If we could wipe the slate clean with our senior leadership and hire leaders with real experience in higher education and a vision to help us navigate the changing tide. Our current managers (they are not leaders) are so short-sighted and lack the experience in administration to help YSU move forward. For example, [the President] doesn't even understand his own presidency. He was hired to be a face and fundraiser as president. In that model of president in higher education you then need a provost who serves as the CEO of the institution...However, [the President] managed to get the BOT to let him declare the search for provost a failed one... and hire [the] Provost, who was not qualified to be the Provost let alone the CEO-style Provost needed ... Although I truly believe [the Provost] is trying to improve, the damage has been done.*
- *Senior leadership (not deans) act as if the faculty are the enemy, and the faculty have no choice but to react as if senior leadership is the enemy. There can be no shared governance in this situation. The whole approach must be completely changed. It is doubtful that such a radical change in thinking can happen with the current Provost. He leads by fear of retribution and retaliation.*
- *The administration remains shortsighted and reactive. Creativity, envisioning, and a grasp of the bigger picture are not part of the administration's repertoire.*

4A. SUBTHEME: BOARD OF TRUSTEES INVOLVEMENT

Respondents perceive the Board of Trustees to lack an overall understanding of higher education. The Board of Trustees is seen as only wanting to run the University as a business. Data reveal respondents feel the Board of Trustees does not know or respect what employees do at the University. **(18 comments)**

Actionable Items

- Board of Trustees should continue to visit buildings and classrooms to make decisions.
- Board of Trustees should gain a deeper understanding of higher education.

Notable Quotes

- *A Board of Trustees that actually understands my job description. A Board of Trustees that is not drinking the run-it-like-a-business-Kool-Aid.*
- *The Board and Administration have created a very negative work environment. It is very concerning that an old boys network runs the show.*

5. THEME: CLEAR AND CONSISTENT COMMUNICATION

Communication at all levels is a focus of these responses. Respondents desire clearer and consistent communication from Senior Leadership, as well as better communication across campus. Communication is linked closely to other thematic areas, including *transparency/honesty/openness, collect input, strategic decision making, and mission driven*. Data reveal a desire for increased face-to-face interactions and genuine communication. **(62 comments)**

Actionable Items

- Senior Leadership must communicate information with employees clearly and in a timely manner.
- Improve communication of policy and procedure changes.
- Create increased opportunities for face-to-face interactions and discussion.

Notable Quotes

- *Because we are short staffed there is not time to truly communicate and listen to one another. Problem solving tends to be quick and superficial in order to move on to the next issue.*
- *Communicate, Communicate, Communicate... The sharing of information with employees, makes them able to take on more responsibility and participate on a higher level. If each team member knows where the company or department is heading they can then be expected to help get you there!*
- *Better communication -- I appreciate the fact that administration is working on this but I feel we have a long way to go.*
- *Keeping us informed makes us feel that we are valued and included. Even if the plans change, at least we feel like we're kept in the loop. We also need to know what changes are going on with others within the department. It's embarrassing to be unaware of policy/procedure changes and to hear it from another department.*

6. THEME: PRIORITIZE INFRASTRUCTURE

Respondents call for attention to be given to facilities, technology, and infrastructure on campus. Prioritize keeping facilities maintained and keeping technology updated. Simple upkeep and fixes have been neglected. Data call for attention to be given to maintenance and updates, including suggestions such as better regulation of temperature in classrooms and offices. Ignoring infrastructure impacts the recruitment, retention, education, and safety of students. **(56 comments)**

Actionable Items

- Communicate the facility update and maintenance schedule to faculty and staff.
- Address temperature control and other immediate facility problems that are impacting equipment and technology effectiveness.
- Create a plan for updating classrooms and laboratories.

Notable Quotes

- *Some of the work spaces are in basements where there is carpet that has been flooded over time. Bathroom walls with blistered and peeling paint. Toilets that don't flush properly. Windows that leak both air and rain. The upholstered furniture is dirty and more than 20 years old. Students, prospective students, and staff have access to all of these problem areas.*
- *There is a need to significantly improve workplace conditions. Institution appears to be trying to lead the nation in deferred maintenance. This is leading to safety issues (e.g., science building). Need for modernized classrooms and updated laboratories. It is difficult to attract students when classrooms or labs look so dated... the many heating/cooling issues in buildings. There are too many instances where classrooms or offices are either too hot, or too cold, and we have no control over that. Energy curtailment plans on hot summer days are one place where the Institution tries to be cheap, but this comes at the at the expense of facilities, equipment (computing or otherwise), faculty offices, classrooms, etc. Certainly the building I work in suffers badly from these decisions.*
- *In my department, our facilities are absolutely unacceptable. Classrooms do not have adequate technology to meet teaching needs, and the building is in utter disrepair from floor to ceiling. The situation has become so dire that we are having serious trouble recruiting students. In most cases, their high school classrooms are far more advanced than ours.*

7. THEME: STRATEGIC DECISION MAKING

Data reveal the need for Senior Leadership to demonstrate better decision making. This includes problem solving in a way that is proactive, rather than just reactive. Decisions should be made with the big picture in mind and grounded in data. A tension is found in the data between the desire for decisions to be made efficiently, and for decisions to be made only after soliciting input from all parties. While meetings and committees are necessary, they can slow down the decision-making process. Respondents desire improved steps for decision making, clarity on how decisions are made and communicated, and less micromanaging the implementation of decisions. **(47 comments)**

Actionable Items

- Allow mission and data (i.e., student success metrics) to drive decision making, rather than budget alone.
- Provide transparent reasoning/explanation for why decisions are made.

Notable Quotes

- *Evaluate the data to see the bigger picture; Engage more colleagues in problem solving; Stay on top of current research; Do research; And make better decisions.*
- *Appreciate and help us navigate the unique challenges we face as instructors at an open access institution and consider the repercussions of policy changes for people in classrooms across the university rather than focusing first on the implications for the budget, enrollment, and retention stats.*
- *I understand the need for strategic decision making on hires, but it would be nice if that strategy were shared, so that we could understand what our place was in the university as departments. This might entail difficult conversations with some departments, but it is more honest to let departments and programs know that they will simply have to limp along without the help they need instead of letting them hope for help every year.*

7A. SUBTHEME: MISSION-DRIVEN ORGANIZATION

Respondents desire clarity on the direction of the University. Senior Leadership must define where the University is going. A deeper understanding is needed of Youngstown State's vision, mission, and goals. Decisions at all levels should then be aligned with this direction. **(51 comments)**

Actionable Items

- Let mission drive decisions, rather than the budget alone.
- Clarify direction of the University and plan/allocate resources based on strategic direction.
- Institute more collaborative opportunities for reflection, celebration, and looking forward as a University.

Notable Quotes

- *Our budget is now our strategy. A desire for increased enrollment does not make our product better or more marketable. If we do the right things we will increase our enrollment rather than doing things for the sake of enrollment that do not work because we have not made our product better. I still do not have a working definition of an "urban research university," nor do I know what our vision is for the future.*
- *A clear direction for the future of the institution. There are pieces of the goals and future directions of the institution trickling down from administration but [they] are often unclear, non-specific, and even contradictory. Example being we want to be an urban research University that focuses on teaching and enhancing the honors college, but we are also not replacing full time faculty and cutting access to Summer RAs.*
- *More collaborative opportunities for reflection, celebration, and looking forward as a University. i.e., a YSU 2020 day which brings together faculty, staff, and administration to educate the community about the progress we've made in the 2020 plan and opportunities for involvement in advancing the next set of institutional priorities.*

7B. SUBTHEME: COLLECT INPUT FROM CONSTITUENTS

Data reveal the importance of Senior Leadership soliciting and listening to the input of faculty and staff across all levels at the University. There must be formalized structures in place to facilitate shared governance and healthy channels for bottom-up input. Input must be acted on and used to improve the University. Respondents share how important it is to be included in decision making that will affect their day-to-day operations before those decisions are made. Ignoring or not soliciting input is demoralizing to campus employees. **(58 comments)**

Actionable Items

- Solicit input from faculty and staff who are impacted by decisions *before* decisions are made.
- Act on input from faculty and staff.
- Define shared governance (see Question 4).

Notable Quotes

- *We have over 300+ full-time faculty, many who are among the best and brightest in their disciplines. Listen to us more.*
- *Listen to everyone at the University. Create active suggestion programs encouraging all employees to contribute their ideas and experiences... The ability of employees at all levels to have contact with Tod Hall Leaders is valuable. People at all levels should have the freedom and opportunity to express their disappointments and suggestions in constructive ways regularly.*
- *Having in place true shared governance, where especially chairs and those directly [affected] by a decision are consulted and asked for input prior to making the decision. Currently commands are handed down without prior input and this leads to even more problems than are solved. Many time good ideas are destroyed by poor implementation.*
- *The institution needs a clear definition of "shared governance" and all YSU faculty, staff, and administration should be held accountable for fulfilling the tenets of this definition.*

8. THEME: ETHICS AND ACCOUNTABILITY

The majority of the comments in this thematic area focus on Senior Leadership being held accountable; however, a small portion of responses focus on employees at all levels being accountable to their job description and expectations.

Regarding Senior Leadership, data call for administration being held accountable to rules and policies of the institution, such as the hiring process. There is concern around Senior Leadership using loopholes and exceptions to push personal agendas. Also included in this theme is concern around the ethics of the Provost serving as co-chair of the Youngstown Excellence Steering (YES) committee. **(45 comments)**

Actionable Items

- Senior Leadership must be held accountable to campus policies, procedures, and agreements (e.g., hiring processes).
- All employees should be held accountable for the responsibilities associated with their job.
- Reevaluate the decision to have the Provost co-chair the Youngstown Excellence Steering committee.

Notable Quotes

- *Still the administration formed another "YES" committee to downplay the importance of the survey results and put [the Provost] as a co-chair with the Senate President - never heard of such thing before. Putting the problem person in charge of investigating the problems - such a notorious act of collusion!*
- *If everyone put their personal egos aside and did what was best for students and the organization as an entire entity*
- *Make people accountable for not following policies and not doing their expected job duties.*
- *But that is in fact what I observe at almost every level of administration. "Do as I say, not as I do", ethics violations all over the place in plain sight, the recent nepotism, cronyism, and fraudulent search committees. Abuse of authority and indifference are now inculcated into this institutions values.*

9. THEME: ENGAGED, INVOLVED, AND ON THE SAME TEAM

Respondents desire a work environment where everyone is included; a place where faculty, staff, and administrators work together as a team to best serve students. Data reveal a current perception of an "us versus them" mentality between faculty and staff. Rather than working against each other, campus groups should cooperate across levels, while working to eliminate silos. **(41 comments)**

Actionable Items

- Strive to eliminate the "us versus them" mentality.
- Promote opportunities for collaboration and engagement across levels on campus.

Notable Quotes

- *There are so many great things happening and so many more great ideas that can be implemented, but we need to all work together in order to be successful.*
- *I don't believe that all offices work well with others or care to do well for our students. Sometimes when I am unable to help a student due to lack of expertise in the area of need, finding someone capable and willing to help them can sometime become exhausting. Passing around work seems to be a trend within this institution.*
- *The administrators openly foster and cultivate an "us versus them" environment that pits non bargaining unit members against those members who happen to be in a union... It's sophisticated in its implementation, and at times can be subtle but it's so thick it is palpable... It depletes the team spirit in institution. It serves to undermine the University's mission and vision. It is in my estimation the single largest contributing factor to the malaise that holds YSU in its grip.*

10. THEME: DEMONSTRATE FAIRNESS

Data uncover the perception of frequent unfair advantages given to certain departments, colleges, offices, or groups. Respondents want a fair distribution of staffing and resources, whether the distribution is equitable or clearly tied to strategic planning. It is perceived that many decisions are affected by the presence of an “old boys’ network” and that only “friends” are included in consideration for positions and/or resources. Respondents call for fair processes, fair policies, fair workloads, fair treatment, fair distribution of support staff, and fair expectations. **(38 comments)**

Actionable Items

- Distribute resources and funding in equitable ways across colleges, departments, and programs.
- Provide balanced support across the University.

Notable Quotes

- *Official recognition of the role our college plays in supporting the University's overall mission. As it stands, it seems that there is a hierarchy of colleges, with resources flowing in their direction at the expense of others.*
- *[The President] gave a number of administrators significant pay raises (three administrators received pay raises which were about 25% of my salary after being at YSU for 10 years and having a master's degree) because "they had taken on additional responsibilities." GUESS WHAT? Who hasn't taken on additional responsibilities at YSU in the past 5-7 years and NOT GOTTEN PAID FOR IT??? ... We are here serving the institution and serving our students; meanwhile, the senior leadership appear to be here serving themselves.*
- *More balanced support needs to be given to the various colleges. For example, the research professorships that are awarded each year are so disproportionately concentrated in STEM that YSU should just call it the STEM research professorship. Working in other colleges that demand 4-4 teaching loads make receiving such support vital to have a chance to be productive scholars. In addition, the technology and conditions of the classrooms in the buildings are also generally disproportionate by college. These types of things give the strong impression that non-STEM colleges are not valued at this university.*

11. THEME: ACADEMICS OVER ATHLETICS

A student’s education should be at the center of all decisions made at Youngstown State. Respondents perceive more emphasis is placed on athletics than academics and that resources are taken from academics to fund athletics. There is a sense that Senior Leadership does not care about the quality of programs at the University or supporting faculty to provide the best education possible for students. **(33 comments)**

Actionable Items

- Prioritize funding for academic functions of the University.

Notable Quotes

- *This institution would be a better place to work if the administration and board of trustees truly valued its faculty and staff, worked to implement changes that allowed for educational programs to flourish, and focused on the educational aspect of YSU, rather than throwing more and more money into athletics, which is subsidized by the revenue from the educational side of the institute.*
- *There always seems to be funds to hire more administrators and to give them raises but not for faculty and staff. Also, more attention to faculty and the educational tracks they request, than SPORTS!*
- *Too many programs are underfunded or struggle to make ends meet, yet it seems as though athletics always comes out on top. I'm not disgruntled because it's a reality. For instance, positions have gone unfilled because the HR hiring*

process is ridiculously long, yet we were able to fill both a basketball head coach and his assistant in record time. How does that happen?

12. THEME: TRANSPARENCY, HONESTY, AND OPENNESS

Respondents call for transparency, openness, and honesty to combat pervasive feelings of mistrust and fear on campus. This thematic area mostly focuses on the need for Senior Leadership to be more transparent, although not exclusively. Additionally, this theme is closely linked to the *clear and consistent communication* theme. **(30 comments)**

Actionable Items

- Senior Leadership must be transparent and honest when creating and implementing change.
- Provide rationale for decisions affecting faculty, staff, and students.
- Demonstrate transparency during contract negotiations.

Notable Quotes

- *1) Open and transparent communication before, during, and following any action that may have consequential affects upon employees and students; 2) open and meaningful expressions of respect and appreciation for faculty, staff, and administrators; and 3) the (re-)establishment of trust between all parties.*
- *Senior leadership needs to be more transparent, especially concerning decision-making involving budgets and staffing.*
- *Many of us are very angry about the repeated delay tactics of negotiation. We are asked to be transparent and fair in our classrooms. Senior administration needs to do just the same. Stop playing games.*

13. THEME: FLEXIBILITY OF SCHEDULE

While noted as a positive aspect of employment in response to Question 1, around 5% of respondents commented in Question 2 around problems with flexibility in their schedule (often in contrast to other offices' flexibility), time off, and a perceived inequality in enforcement of hours in the office. Respondents desire flex time, for supervisors not to question their time off, and for the University to close for inclement weather for staff when classes are cancelled. **(26 comments)**

Actionable Items

- Offer greater flexibility in work schedules for all offices on campus.
- Close the University to all employees and students during severe weather.

Notable Quotes

- *Flexibility in work schedules, equitable pay, and a better work/life balance. There is a great disparity among campus departments when it comes to flexible schedules. Some departments allow it and others do not. The flex schedules allowed also vary. I believe there should be campus standards to make things fair for everyone.*
- *More flexible work schedules. Some offices on campus do have this, but some managers won't budge.*
- *When the weather is inclement, close the university to employees as well as students. It used to be that way; now they cancel classes and expect employees to report to work. Employees are now expected to take personal or sick time to be compensated for the day.*

14. THEME: EFFICIENT PROCESSES

Respondents reflect on the various processes, policies, and procedures on campus that are intended to assist in University functions, but actually hinder work being done efficiently. This may be a result of the process itself or the way

in which it was implemented. Comments include complaints about purchasing, travel, software requests, and a variety of other processes/procedures that don't seem to work. **(25 comments)**

Actionable Items

- Benchmark University bureaucratic processes against other well-run institutions.
- Improve implementation and communication of process and procedure changes.

Notable Quotes

- *MUCH greater efficiency and clarity of basic institutional structures and procedures, such facilities, ITS, IRB, course/curriculum proposals, web pages, travel system, etc. Navigating these things seem to entail unnecessarily complicated procedures or the systems are poorly organized, poorly designed, or poorly communicated. Improving the simplicity and clarity of basic university procedures would go a LONG way to improving the workplace culture.*
- *Decisions seem to be made at the top, but never communicated to the rest of campus. This is especially true when it comes to decisions about purchasing guidelines.*
- *My department works with the public and we want to offer entrepreneurs webinars, but YSU has not purchased any software like this and when I try to purchase, there is so much red tape (attorneys checking and editing Terms and Conditions only for the software companies to decline their edits).*

14A. SUBTHEME: NEGOTIATIONS AND UNIONS' ROLE

Respondents focus on the process of union negotiations and the role of the union at the university. Comments focus on a variety of aspects, both positive and negative, related to the unions. Data reveal the desire for all unions to be respected and treated fairly in the negotiation processes. Additionally, a portion of comments advocate for a smaller role or elimination of the unions as a feature of the University. **(42 comments)**

Actionable Items

- Practice respect and fairness across union negotiations.
- Demonstrate a win-win attitude during negotiations.
- Evaluate the role of the unions.

Notable Quotes

- *Everyone being the same with [contracts], meaning you shouldn't give something to one union and not the other.*
- *A good working relationship with the unions instead of management being anti-union. Management needs to recognize union employees are hardworking like private sector. The mindset that union employees are overpaid no longer holds true, as we have not had a raise in years, the private sector actually now has similar wages.*
- *Hostile negotiation teams are appointed by the institution, then contracts are imposed.*
- *To get rid of the union, which would give individuals the ability to negotiate salary/promotion for themselves.*

15. THEME: INCLUSIVE CULTURE

Data call for an increase in diverse, equitable, and inclusive practices on campus. Comments mention increased attention should be given to trainings on ADA, EEO, prevalence of gender discrimination, the founding of a Women's Resource Center, and racial equity. This theme addresses issues that relate to students, staff, and faculty. Respondents call for ongoing leadership and structural supports. **(20 comments)**

Actionable Items

- Establish a Women's Resource Center.
- Seek best practices in serving minoritized students.
- Establish better checks and balances in EEO.
- Provide ongoing leadership and structural support around issues of diversity, equity, and inclusivity.

Notable Quotes

- *There needs to be a Women's Resource Center on campus with dedicated funds and staff. It should not be left up to Women's and Gender Studies alone to provide this... So many things on this campus seem to be put together with glue and popsicle sticks than having time, resources, energy and staff devoted to them.*
- *YSU needs to look to what is working and implement strategies to support Black students... YSU needs to shift the conversation from using individual student factors as an excuse for failure, to critical discussions around the structural and cultural impediments the university has in place that are... continuing to disadvantage Black students.*
- *EEO is a joke! Gender issues prevail and many women of color have left the University... Many of these strong, intelligent women, tenured and untenured, were targeted. We need a better check and balance system. Faculty and staff are openly targeted, especially if they offer diverse opinions and hold to a different standard or philosophy. EEO operates under the direction of the administration rather than as an independent entity. The administration has effectively controlled outcomes.*
- *More inclusive environment that value diversity of perspectives. It seems that many of the faculty, staff, students have deep ties to YSU and/or the immediately surrounding geographic area. Many are from the area and have been here all their lives, many employees went to school at YSU. This is certainly not a bad thing and does not mean there's lack of diversity in ideas and perspectives. However, it tends to create a somewhat insular culture where that seems to be valued above diversity of fresh ideas and perspectives and open sharing of those ideas and perspectives.*

16. THEME: ROLE OF CHAIRS AND DEANS

Respondents share both positive and negative experiences in relationship to their Chairs and Deans; however, most comments are positive as evidenced in Question 1. There is tension present in the data around the accountability and power given to Chairs. While many comments advocate for more power to be given to Chairs, a few comments point out the inability of their Chair to lead. Additionally, comments reveal a need to support Chair workload. **(14 comments)**

Actionable Items

- Provide better support for Chair workload.
- Utilize Chairs in providing key input and leadership on decisions that impact their programs.

Notable Quotes

- *Department chairs need more support or more release time to do what is necessary.*
- *Stronger expectations from chairpersons to develop more transparent dialogue and communication with all faculty particularly on the matter of course distributions.*
- *To fairly apply rules, to supervise Deans and Chairs*

QUESTION 3: What one change have you noticed since the last survey in Spring 2016? (477 Total Comments)

1. THEME: EFFORTS TOWARDS ENHANCED COMMUNICATION

Respondents note the presence of Town Hall Meetings, Brown Bag Lunches, and efforts by Senior Leadership to better communicate. This theme focuses solely on *efforts* by Senior Leadership towards improved communication; a theme later in this summary (Theme 6) focuses on concrete and observable improvements to communication. **(149 comments)**

Notable Quotes

- *There have been some attempts to communicate better, and that is a start. Making an effort to make clear what are priorities are is helpful. However, policies continue to be implemented without faculty or staff input. The phrase "it's a done deal" is still heard all around campus, even when it's obvious that a policy will not work, and will not actually achieve the publicly stated goal.*
- *Formation of the YES committee and the discussion of the need to improve communication.*
- *I appreciate that there have been more efforts to gather feedback (such as the town hall meetings and this survey). However, I still feel that we are being asked to come up with solutions ourselves, and those solutions can't include more staff or more money.*
- *I have noticed that the top administrators are being more aware of the need for communication and shared governance. We may not be there yet, but we are having the conversation.*

2. THEME: CHANGES ARE SUPERFICIAL

Data reveal the strong perception that any changes made as a result of the Campus Climate Survey are superficial, lip-service, a "dog and pony show," and only for the purposes of the upcoming HLC visit. Efforts up to this point avoid the hard topics and people get a sense that they cannot ask the tough questions. Respondents state uncertainty around what is happening and are not sure true change is possible. **(80 comments)**

Notable Quotes

- *My perception--, as well as others at YSU with whom I have talked-- is that only cosmetic changes are being made in preparation for the upcoming HLC Survey and that the "status quo" will return after the survey concludes.*
- *No real change, but the appearance of trying to replicate change (town halls, brown bags). However, these feel like steps to say something is being done, without actually engaging in two-way communication.*
- *Only changes I have seen is some lip service and symbolic gestures about communication and faculty involvement.*
- *Senior Leadership has made attempts to open up communication through the Town Hall meetings and Brown Bag lunches. I appreciate the efforts that are being made. Unfortunately, upon attending these sessions, I don't feel as though I got much out of them. Overall, people are afraid to ask the tough questions.*

2A. SUBTHEME: COMMUNICATION AS A COVER

As a result of the last survey, Senior Leadership placed increased emphasis on improving communication. However, respondents feel that communication is not the real or only problem, but rather emphasis should be placed on shared governance. **(18 comments)**

Notable Quotes

- *At the State of the University, Town Hall, and Brown Bag senior leaders talk a great deal and I am afraid that these meetings are merely to cover the fact that they do not listen to others. There is a feeling of being talked at instead of being talked with.*

- *Even more decisions have been made unilaterally, while an overlay of false communication has been added. No real work has been done to develop shared governance or consensual decision-making. In many ways it's worse: the admin claims that they are making "improvements" with their YES committee and other such artifices at the same time that massive budgetary decisions are made by proclamation. It's demoralizing at best.*
- *The president and provost have had several open forums (town halls, brown bag lunches) but the culture has not changed. The senior administration continues to make serious decisions without the input of faculty, They equate "shared governance" with "communication" which are not the same thing.*

2B. SUBTHEME: TALK WITH NO ACTION

Respondents sense that changes and the need for change are frequently being talked about, but little is being done. **(36 comments)**

Notable Quotes

- *Many words...few actions*
- *More meetings but no results or meaningful changes. Same leadership in place. Lots of talk but no action.*
- *There has been a greater awareness of the problems that need to be addressed across campus. However, there has been little tangible actions on the part of administration to implement meaningful changes.*

3. THEME: NO NOTICEABLE CHANGE

Respondents have seen no noticeable changes as a result of last year's survey. **(70 comments)**

Notable Quotes

- *Creating focus groups to study the problem and a steering committee has done nothing. General consensus is that nothing will be done to address the very serious problems.*
- *No changes. Still "no money" and decisions made with no explanations. The goals of this administration are questionable and certainly not aimed at the betterment of this institution.*
- *None that are strong enough to help morale.*

3A. SUBTHEME: TOO SOON TO SEE CHANGE

Data reveal the perception that the survey was re-administered too quickly and there was not enough time to see any real change. **(11 comments)**

Notable Quotes

- *Not enough time has passed to know if these town halls will result in any actual policy changes or if they are just for show.*
- *We are spending more resources we already don't have to rush to show better results on an expensive survey. Change doesn't happen overnight.*

4. THEME: ACTIONS OF SENIOR LEADERSHIP

Many comments focus on the actions of the Provost and President since the last survey administration. Comments are both positive and negative, although more comments are positive in response to this particular question. Respondents focus on Senior Leadership's efforts to communicate and be more accessible. Improvements will be detailed later in this summary (Theme 6). **(59 comments)**

Notable Quotes

- *Greater presence of Provost. More forum and opportunities to interact with upper level administration.*
- *Our division recently had an opportunity to meet with our President, and I know there have been many other information meetings available. I see this as a sincere effort by the administration to keep faculty and staff involved and informed and to hear our suggestions and ideas.*
- *Provost doesn't seem to understand that his approach is not helping.*
- *The President and Provost have had meetings in departments and colleges. These events have been more political moves that upset the faculty more than bettering the environment. many noticed that the president is getting better at political speak and reframing questions or concerns without addressing them directly.*

5. THEME: THINGS HAVE GOTTEN WORSE

Respondents note that campus climate has gotten worse since the last survey. Qualified people are leaving the institution because of this decline. Anger remains around many issues, such as administrative raises. Respondents are particularly frustrated around the reduction in graduate assistantships. **(45 comments)**

Notable Quotes

- *Morale on campus has bottomed out and much good will has been irrevocably lost. This is driving faculty and staff who did extra and took pride in contributing "extra" to pull back, lie low, and work to rule in many cases. Newer faculty and staff are actively seeking other employment, we can't attract good faculty and grad students with the brutal cuts (latest is to gut the Graduate Assistant funds). Even less support for the core mission (teaching and learning and the academic division) than the year before.*
- *I think the morale and attitude of faculty and staff is worse than before.*
- *I did notice that despite the horrible results from the last survey... the upper leadership gave the rest of us "the finger" and told us they deserved a huge raise! Right. They deserve it. Two years of on- the -job training on the taxpayers dime and then reward themselves for mediocrity, at best.*

6. THEME: OBSERVABLE IMPROVEMENTS

While a larger portion of comments note that there are no noticeable improvements or things have gotten worse, there are many comments that focus on observable improvements. Respondents recognize a noticeable increase in morale or overall campus atmosphere. This theme includes general improvements, improvements related to physical aspects of campus, and improvements related to students. Subthemes will go into depth on additional improvement areas. **(42 comments)**

Notable Quotes

- *I feel like we are making progress and moving in the right direction. I choose to be hopeful!*
- *It seems as though the University is acting in a way to better the work environment for all employees.*
- *The perimeter of the campus is taking on some major changes that are great in my opinion. I can't wait till phase 2. I have also noticed that the culture from when I first started is getting better.*

6A. SUBTHEME: COMMUNICATION IMPROVEMENTS

Data reveal improvements to communication made by Senior Leadership. **(65 comments)**

Notable Quotes

- *I feel that we are more updated on things and changes across campus.*
- *Increased dialogue among Senior leaders and campus - i.e. President's town halls and the Provosts brown bag lunches. These increase communication opening up a dialogue for sharing information, issues and*

perspectives, rather than strictly top-down or bottom-up communications; they set an example for communication across campus (within colleges, departments, etc.) that fosters an inclusive environment where feedback and conflicting views are valued - which are key to a more strategic, proactive organizational mindset.

- *There has been more communication between the administration and the faculty and many issues were identified. It was a positive step in creating a more open communication with the faculty. I hope it helped address some of the concerns.*

6B. SUBTHEME: OPPORTUNITIES FOR INPUT

Respondents share that there are increased opportunities on campus to provide input. **(19 comments)**

Notable Quotes

- *Much more engagement of faculty and staff in all levels of discussion.*
- *Upper administration is trying to not only listen, but "hear" what folks are trying to say.*

6C. SUBTHEME: INCREASED TRANSPARENCY

Since the last survey administration, it is perceived that Senior Leadership is more transparent or open. There is still some sense that Senior Leadership is not sharing the whole truth, but some noticeable improvements have been made. **(30 comments)**

Notable Quotes

- *Upper management has become much more transparent.*
- *More effort toward open communication*
- *I've noticed in several University publications that there have been statements about "transparency;" however; my attitude is that you're not actually being transparent if you have to tell people how transparent you are.*

6D. SUBTHEME: ACCESSIBILITY

Respondents note that Senior Leaders appear to be more accessible to faculty and staff, as well as being more visible and engaged in activities of the university. **(22 comments)**

Notable Quotes

- *The President and Provost have been making an effort to travel across campus and communicate with faculty and staff in their colleges.*
- *Significant increase in the administration's engagement with staff and faculty. I hope that this continues to grow.*
- *More deliberate opportunities to engage with senior leadership, i.e. town hall meetings and brown bag lunches. Outside of these designated times, I also feel that my interaction with senior leadership reflects an increased interest in my work and opinions of campus practices.*

7. THEME: FUNCTIONS OF YES COMMITTEE

Respondents reflect on the formation of the Youngstown Excellence Steering (YES) committee as a result of last year's survey. Data (from this question and others) reveal frustration around the Provost acting as the co-chair of this committee. There is some skepticism about the YES committee's function. **(13 comments)**

Notable Quotes

- *I believe some committees were formed to come up with suggestions as to how the administration could do a better job at shared governance. To me this seemed rather ridiculous. If a coach was not producing a winning team would his/her response be to poll the players for suggestions on how s/he could do a better job?*
- *A committee has been formed to address the issues raised in last year's survey, but the decision to have the Chair of the committee be the Provost, who was the focal point of much of the discontent expressed in the previous survey (including a few calls for his removal), suggests that not all possible remedies will be considered.*
- *No real changes only more committees to find answers that have already been predetermined.*

QUESTION 4: What would a successful model of shared governance look like at YSU? (384 Total Comments)

1. THEME: INCLUSION IN DECISION MAKING

Nearly 50% of comments focused on respondents feeling included in the campus decision-making process. Data reveal a desire for equal representation across campus, where everyone has a stake. Levels of involvement and inclusion vary across comments. Some respondents feel that only faculty and administration should be involved in decision making. Another group of respondents think that each campus group should have a representative that is a part of decision making. A third group of comments recognizes that everyone a decision affects should be involved in the decision making process. The final group of responses states that every employee should have an equal say and vote on every topic. Within these four groups are varying degrees of preference for decisions being made top-down and/or bottom-up. Similar across all four groups of comments is the desire for more than just administration to be involved in making key institutional decisions. One way to include people that recurs in the data is through committees with diverse representation that are actually utilized and listened to. **(186 comments)**

Actionable Items

- Include people affected by a decision before the decision is made.
- Ensure employees feel their input is valuable and their voice is heard.
- Include a diverse representation of people in decision making.

Notable Quotes

- *A model in which all major decisions are made after serious consideration of the input provided by the principle folks they effect.*
- *A model with effective communication and one of inclusion. Everyone should be made to feel that their contributions are valued and that they are an equal partner, regardless if you are upper management, have a degree or empty the trash. If more individuals were included in some of the decision--making processes, they might feel as if they had a vested interest. There's nobody better than you; you're no better than anybody else.*
- *All employees feeling like they have a stake in the operation and success of the institution, and that their input is welcome and appreciated.*
- *Challenges communicated top down, solutions developed bottom up.*

1A. SUBTHEME: LISTEN TO INPUT

Moving beyond including people or soliciting input from campus groups, Senior Leadership must actually listen to input. **(25 comments)**

Actionable Items

- Senior Leadership should listen to the input of individuals and groups on campus.

Notable Quotes

- *Administration that not only holds meetings, but actually considers the concerns expressed and commits itself to finding ways to support our academic programs and teaching.*
- *It takes time to really listen to what the issues are and to gain the various perspectives needed on the issues and time is what we sorely lack. Listening builds respect which in turn builds trust, - the foundation stone for a successful model of shared governance.*

- *All the climate meetings in the world serve no purpose unless there is a genuine effort to listen respectfully to a fellow employee's concerns and ideas.*

1B. SUBTHEME: USE RECOMMENDATIONS

After soliciting and listening to input, the next step is for Senior Leadership to act on input and put suggestions into practice. Input must be considered and used to shape decisions. **(22 comments)**

Actionable Items

- Senior Leadership should act on the suggestions made by individuals and groups on campus.

Notable Quotes

- *Shared governance is a culture, and not any single activity. It's a sense of getting input, and sense that input is sought, recognized, and used.*
- *Actually following through on committee recommendations, i. e. provost search. Not taking people's time and expertise and then making a different decision and never even acknowledging that it was against committee recommendations. People feel that their input is not valued when this type of thing happens.*
- *It's not just about listening! That's an essential part of shared governance, but it's also only the first part. The more important part is actually allowing faculty input to be part of the decision making process.*

2. THEME: MODEL RESPECT FOR ALL EMPLOYEES

For there to be a successful model of shared governance at the University, there must be mutual respect of all employees. Without respect there can be no true shared governance. **(51 comments)**

Actionable Items

- Senior Leadership should demonstrate respect of faculty and staff.
- All campus employees should practice respect of each other.

Notable Quotes

- *A place where all opinions were respectfully considered and heard. I am coming from an appointment where bullying and intimidation tactics are used regularly to silence faculty. If you do speak up you are disrespected and cut off in participating in events or committees where you want to make a difference.*
- *Respect for the expertise of those who have the knowledge to offer insight.*
- *When superiors treat the faculty with respect and honesty. The dishonesty and lack of interest in programs is counter productive.*

3. THEME: NEED FOR CLEAR DEFINITION

Over 10% of respondents note they are unsure of what makes an effective model of shared governance. Data reveal a need to provide, operationalize, and disseminate a clear definition of shared governance for the University. **(42 comments)**

Actionable Items

- Define and operationalize shared governance.
- Disseminate information about shared governance to various campus groups.

Notable Quotes

- *A clear but brief, mutually agreed upon definition of shared governance is needed. Then put it in to action.*
- *As junior faculty, I don't know what it would look like, as I've never seen it done.*

- *I don't know we keep hearing about it but nothing is being shared*

4. THEME: EFFECTIVE COMMUNICATION

Themes found in other questions emphasize the importance of distinguishing the difference between communication and shared governance. Shared governance does not equal effective communication; however, as respondents believe effective communication is a key component of a strong model for shared governance. **(41 comments)**

Actionable Items

- Understand the relationship between, but difference in, shared governance and communication.
- Create systems that support top-down, bottom-up, and cross-campus communication and feedback.

Notable Quotes

- *I think a successful model would [be] better 2--way communications that lead to results that improves the student's success.*
- *Communication is, again, not the same as shared governance.*
- *A successful model would include a functioning system for communication and feedback that flows both ways from senior leadership to staff and back up again. There would be broader discussion of initiatives across campus since they affect all of us in one way or another.*
- *An open, horizontal/vertical organizational communication process that does its best to consider the voices of all campus and which continually works to improve communications.*

4A. SUBTHEME: OFFER EXPLANATION

Respondents desire for Senior Leadership to provide clear rationale and explanation for why decisions are made. **(17 comments)**

Actionable Items

- Senior Leadership should provide rationale on why decisions are made.
- Include comments on individual decisions (such as release time) to provide feedback for future growth and continuous improvement.

Notable Quotes

- *Administration at all levels asking for input from affected stakeholders before decisions are made, and then discussing and explaining why decisions are made. We realize that everyone cannot have their own way, but an explanation of why decisions are made, with data and valid reasoning, after requesting input, would be ideal.*
- *Employees are able to share ideas and suggestions, but they also need to understand that not all ideas and suggestions will be implemented. An explanation of why we make the changes we do or why we implemented the software we did would go a long way.*
- *More feedback. I like that there are more conversations about getting input from faculty and staff. I would like feedback from [administrators] on decisions that were made. For instance, requests for release time are made to the provost and those are given an up-/down vote. If my request for release time is denied, I am not clear as to why. If a rubric or even a brief comment were included, I would know how to approach this next time.*

5. THEME: TRUST AS THE FOUNDATION

Data reveal the need for openness, honesty, transparency, and trust as the foundation for any successful model of shared governance. Distrust and fear must be addressed before shared governance can thrive. **(36 comments)**

Actionable Items

- Senior Leadership should practice transparency and honesty in the decision-making process.
- Senior Leadership must work to develop trust across campus.

Notable Quotes

- *Everyone should be heard without fear of having a target on their back.*
- *Less truncated and unproductive closed door deliberations, better structured meetings at every level, clear and concise guidelines for hierarchy of communication (if we insist on retaining the hierarchy) and transparency regarding the decisions occurring between the top administration and the board.*
- *The administration does not appear to be transparent regarding the budget, and that lack of transparency appears to create tension between the faculty and administration. Shared governance, in my opinion, would involve complete transparency and willingness to listen to others.*

6. THEME: CLEARLY DEFINED ROLES

Within the hierarchy of the University, respondents suggest clearly defined roles and responsibilities. Eliminate micromanagement by administration and give colleges/departments more responsibility. Respect all levels in the chain of command and create mechanisms for communication to trickle down and solutions to travel up. **(33 comments)**

Actionable Items

- Stop micromanaging and allow employees to have oversight of appropriate job responsibilities.
- Facilitate involvement and communication through set-up channels (for example: faculty to chairs to deans to provost and vice versa).

Notable Quotes

- *The fact that chairs are not asked any substantive questions or given any input about university policies and initiatives, shows complete failure of shared governance. Very few decisions should be made without the input of department chairs and unit supervisors. It really doesn't fool anyone when asked for input after an idea is a "done deal." It would be better if no pretense were offered.*
- *There is a chain of command for a reason. The university hired qualified people to do the jobs they are in. LET them do their jobs and stop micromanaging.*
- *Continued involvement/better lines of communication from faculty to chairs to deans to provost, etc. and vice versa - this is not all the responsibility of the "upper administration" - responsibility to be involved/communicate also lies with the faculty (if you don't govern yourself, someone else will).*

7. THEME: STRATEGIC INVOLVEMENT AND ALIGNMENT

Respondents feel that shared governance exists best when strategic goals are clear and people from all levels are involved in making strategy and policy decisions, not just implementing them. In a successful model of shared governance, decisions are tied to the purpose of best serving students. It is critical to involve people across campus in creating goals and objectives. **(32 comments)**

Actionable Items

- Involve people in making strategy and policy decisions.

- Approach decision-making with a focus on shared mission and goals.

Notable Quotes

- *Shared governance must start with a clearly stated goal or institutional need.*
- *The campus priorities would actually be known. The Board of Trustees says one thing, the President another, and the Provost/Deans say something else... The focus should be on education for students and scholarship, not being the cheapest university in Ohio. Policies would actually be open to debate... Policies would be discussed between the staff, faculty, limited- service faculty, and the administration. If a policy does not work out, we should be able to admit it, and fix it. There's a long history of creating a bad policy on campus, and leaving it in place.*
- *Working toward clear, mutually- beneficial outcomes via shared goals within our resource limitations. NOT battling over limited resources with no real, meaningful goal other than implementing cuts. NOT approaching every negotiation as "what can I take away?" or "how can I best serve my own needs?" Instead, ask "what best enables all of us to accomplish our clear, shared goals?"*

8. THEME: INPUT ON RESOURCES

Data recognize the importance of shared decision making being a driving force of resource distribution. In addition to sharing decision making is the desire to share in pay cuts/pay increases and/or resource cuts/resource increases. Respondents wish for more explanation on how resource decisions are made. **(30 comments)**

Actionable Items

- Include faculty and staff in decision making around resources.
- Share resource and funding cuts/increases equally.

Notable Quotes

- *Don't expect departments to maintain and /or grow with the same or less financial assistance. I have seen more expectations of educational departments but have not seen the financial support or release time or increase in faculty to realistically accomplish the expectations.*
- *Given a chance, I believe faculty could have very valuable input as to developing a budget - and perhaps in doing so have a more solid idea of budget challenges or why there are huge dollars for some things but not others.*
- *If one group is asked to be mindful of budget and not offered any additional compensation, then those at the top of the pay grade should not be offered it at all. So my idea of shared governance is one where resources are shared equally not just to those who squeal the loudest.*

9. THEME: COLLABORATIVE DECISION-MAKING

Respondents hope to see less top-down and "us-versus-them" attitudes towards decision making at the University. All employees should feel welcomed and appreciated in the decision making process. It is important to work together and collaborate to make decisions. Decision making should be approached as a win/win for all involved parties. **(29 comments)**

Actionable Items

- Approach decision making as a win/win situation.
- Work together to make appropriate decisions.

Notable Quotes

- *I feel like people on campus are in four groups: administration, staff, faculty and students. Those four groups, I feel, are like a CASTE system. I feel like so much emphasis is given on these groups that people don't really come together*

as often as they should. I wish we would see each other as people and not as administration or faculty or staff or student but just as a group of people willing to come together to make beneficial decisions for all of us.

- *A round table of discussion, acceptance of other's ideas and recognition of those ideas by way of implementation where feasible. With a sense of cooperation and recognition and not an us against them atmosphere.*
- *A successful model of shared governance at Youngstown State University would look beyond the vicissitudes of a struggling education market and race to bottom in the treatment of human resources to the opportunities and solution possibilities that avail themselves when we all work together, when we all innovate together, when we all respect each other's capabilities and potential contribution.*

10. THEME: ROLE OF LEADERSHIP

Several comments focused on the role of Senior Leadership and the Board of Trustees in facilitating true shared governance. Some respondents feel the need to replace current leaders before shared governance can exist. The Board of Trustees is seen as out of touch with what is happening at the University, which serves as a hindrance to any effective model of shared governance. One suggestion evident in the data is to include a voting faculty member on the Board of Trustees. **(28 comments)**

Actionable Items

- Allow greater faculty representation on Board of Trustees.
- Ensure Senior Leaders and Board Members make decisions that benefit students and employees.
- Leaders should foster a team mentality.

Notable Quotes

- *One or two tenured faculty are voting members on the Board of Trustees. The essence of the university's mission is to educate and transform students. This is done mainly by the faculty. So, although the faculty work for the people of Ohio, it seems only reasonable that there would be faculty input into decision making at the highest level in the institution.*
- *New administration and BOT without personal agendas. People with goals and visions that will benefit the students and employees of this university and foster an atmosphere of teamwork.*
- *The culture here at YSU is the Board of Trustees run the University. Change the culture that the board is part of the team.*

11. THEME: ACCOUNTABLE TO SHARED GOVERNANCE

Respondents reason that all employees, regardless of position or level, should follow the policies that are set in place for shared governance at the university. Additionally, people in positions of power and leadership should especially be held accountable for their decisions. As a part of being accountable to shared governance, Senior Leadership should follow hiring procedures without loopholes or exceptions. **(26 comments)**

Actionable Items

- Hold all campus employees accountable to shared governance policies.

Notable Quotes

- *A genuine model of shared governance would take into account the "downstream" consequences of actions upon those actually "in the trenches" doing the day-to-day work. For most decisions, appropriate levels of input should be solicited prior to implementation. The "decider" should be held accountable for not obtaining and/or considering outside input.*
- *Administrators need to be held accountable through a project life.*

- *It means the administration is not punitive and does not play favorites. It means the administration (including Deans and Chairs), does not dismantle Search Committees or remove faculty and staff from leadership positions for holding different views. It means the administration does not usurp the power and decision-making of the group. It means that the administration will conduct exit interviews and show concern about why so many talented professionals leave. It means that after all of the opportunities allowed for input and feedback, the Board and Administration would curb their dictatorial style.*

12. THEME: UNIONS' ROLE

A portion of comments focused on the relationship of the unions to shared governance. While a few comments suggest getting rid of the unions, most discuss the importance of good contracts in showing value to employees and encouraging a culture of shared decision making. Some comments also suggest ensuring union representation in decision making. **(19 comments)**

Notable Quotes

- *A faculty collective bargaining agreement that incentivizes performance and quality effort such that real shared governance can happen.*
- *Faculty, Administration, and Staff, along with Unions, all sit down at a table and work together to make budgetary decisions, versus the current mechanism of top down ruling.*
- *Not sure because the unions on campus control the fate of employees. When you are required to negotiate as a group for important issues, then individual needs are lost. I'm not going to suggest more power go to the unions.*

13. THEME: SEEK BEST PRACTICES

Senior Leaders should look to other universities which are implementing effective models of shared governance, as well as research and proven best practices. **(11 comments)**

Actionable Items

- Senior Leaders should seek best practices for effective shared governance.

Notable Quotes

- *I would like to know more about the strategies of institutions that have been successful at shared governance and then see how we might implement some of their proven methods.*
- *It would look like it does at other quality institutions and would be based on time-honored best practices...Get a clear set of benchmark and aspirant institutions, stop changing them to meet the current agenda, and use the appropriate data these provide... and when you have a President who has openly professed ignorance of what shared governance is, this is a problem... read some books, the chronicle, google [it].*

14. THEME: INVOLVE STAFF

Data reveal the desire for staff to have more involvement in decision making. It is suggested that this involvement could be formalized through a body for staff similar to Academic Senate. **(10 comments)**

Actionable Items

- Develop formal body for staff involvement in decision making.

Notable Quotes

- *As a professional staff member, it would be nice to have some sort of structured body for professional and exempt professional staff that is modeled similar to Academic Senate.*

- *More staff inclusion in decision making.*

15. THEME: UTILIZE THE ACADEMIC SENATE

Respondents recognize the importance of the Academic Senate and hope to use it effectively in shared governance. It is important that Senior Leadership understand the role and thus respect the functions of the Academic Senate. **(9 comments)**

Actionable Items

- Utilize the Academic Senate effectively.

Notable Quotes

- *More reliance of faculty (perhaps from the faculty senate) during discussion of changes to university operation.*
- *The Academic Senate provides a pretty good model for shared governance; unfortunately senior administration does not respect the Academic Senate. Shared governance would also include faculty and staff opinions and ideas.*



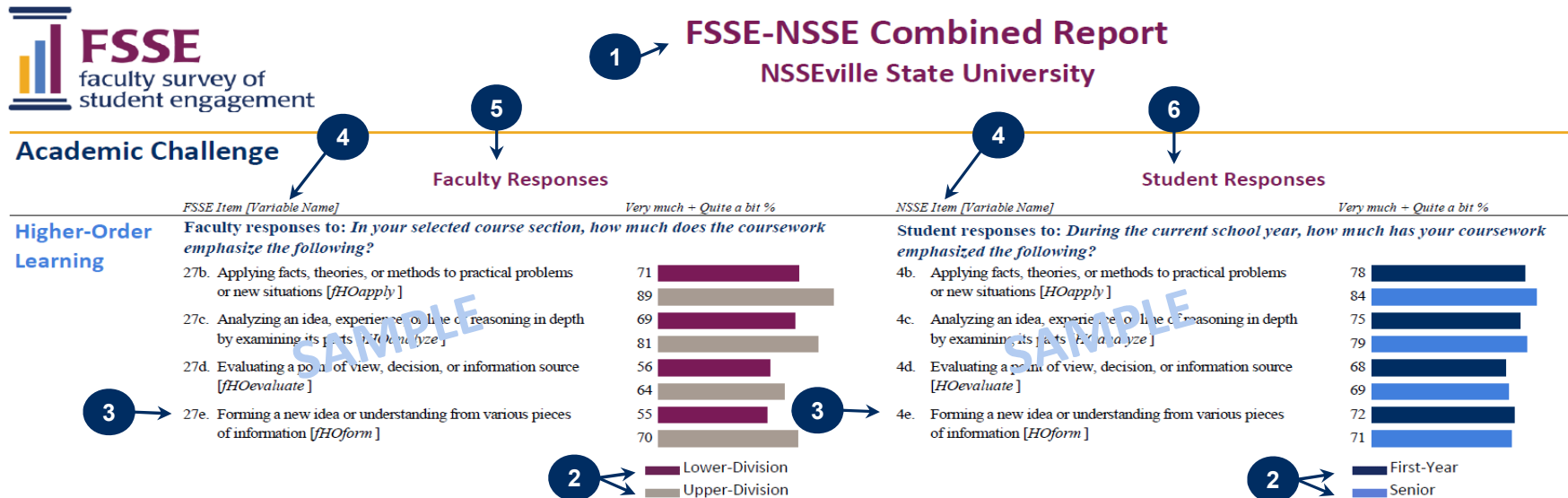
FSSE-NSSE
Combined Report 2018
Youngstown State University

FSSE-NSSE Combined Report 2018

About This Report

The display below highlights details in the *FSSE-NSSE Combined Report* that are important to keep in mind when interpreting your results. For more information about the survey, please visit our website (fsse.indiana.edu) or contact a member of the FSSE team.

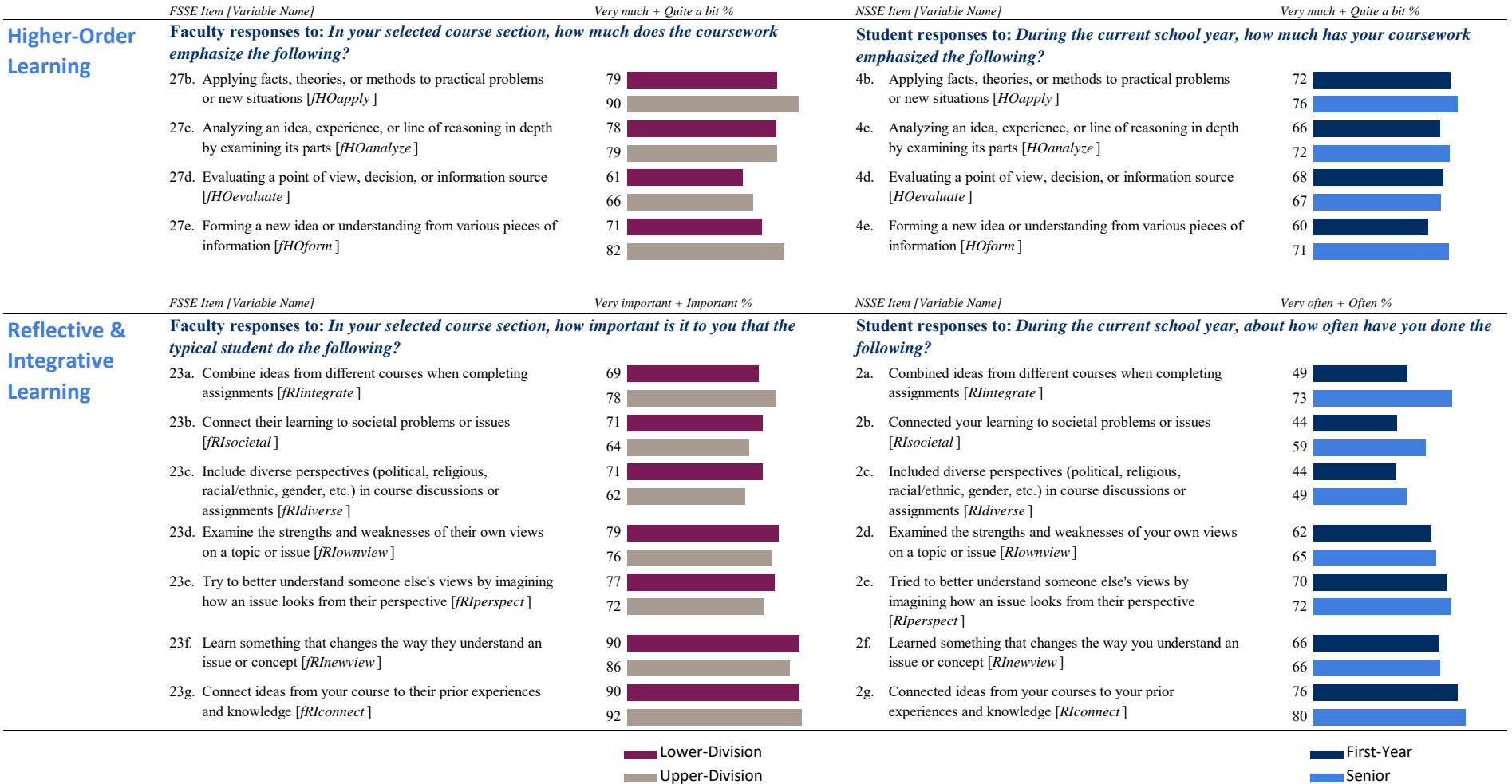
- Sample:** The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are based on information from all randomly selected or census-administered students at your institution, the same as those included in the *NSSE Frequencies and Statistical Comparisons* report.
- Class level:** Frequency distributions are reported separately for faculty who report teaching lower-division or upper-division courses. Student responses are reported separately for first-year students and seniors as reported by your institution.
- Item numbers:** Item numbering corresponds to the survey facsimiles included in your *Institutional Report* and available on the NSSE and FSSE websites.
- Item wording and variable names:** Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and *FSSE Frequencies* report.
- Faculty responses:** The percentage of faculty who selected the indicated response categories. To match the response categories provided on the FSSE instrument, this column heading varies throughout the report.
- Student responses:** The percentage of students who selected the indicated response categories. To match the response categories provided on the NSSE instrument, this column heading varies throughout the report. The distribution of student responses match those in your *NSSE Frequencies and Statistical Comparisons* report.



Academic Challenge

Faculty Responses

Student Responses (from NSSE 2018)



Academic Challenge (continued)

Faculty Responses

Student Responses (from NSSE 2018)

FSSE Item [Variable Name]	Very much + Quite a bit %
Learning Strategies	
Faculty responses to: In your selected course section, how much do you encourage students to do the following?	
25e. Identify key information from reading assignments [LSreading]	66
25f. Review notes after class [LSnotes]	59
25g. Summarize what has been learned from class or from course materials [LSsummary]	64

NSSE Item [Variable Name]	Very often + Often %
Student responses to: During the current school year, about how often have you done the following?	
9a. Identified key information from reading assignments [LSreading]	73
9b. Reviewed your notes after class [LSnotes]	63
9c. Summarized what you learned in class or from course materials [LSsummary]	65

FSSE Item [Variable Name]	Very important + Important %
Quantitative Reasoning	
Faculty responses to: In your selected course section, how important is it to you that the typical student do the following?	
22d. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude]	71
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	61
22f. Evaluate what others have concluded from numerical information [QRevaluate]	59

NSSE Item [Variable Name]	Very often + Often %
Student responses to: During the current school year, about how often have you done the following?	
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude]	53
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	41
6c. Evaluated what others have concluded from numerical information [QRevaluate]	40

FSSE Item [Variable Name]	Very important + Important %
Additional Academic Challenge Items	
Faculty responses to: How important is it to you that your institution increase its emphasis on each of the following?	
2a. Students spending significant amounts of time studying and on academic work [fempstudy]	90

NSSE Item [Variable Name]	Very much + Quite a bit %
Student responses to: How much does your institution emphasize the following?	
14a. Spending significant amounts of time studying and on academic work [empstudy]	79

FSSE Item [Variable Name]	Very much + Quite a bit %
21. In your selected course section, to what extent do you think the typical student does their best work? [fchallenge]	49

NSSE Item [Variable Name]	High challenge %
10. During the current school year, to what extent have your courses challenged you to do your best work? [challenge]	55

Note. Response options ranged from 1=Not at all to 7=Very much; High challenge (6 or 7).

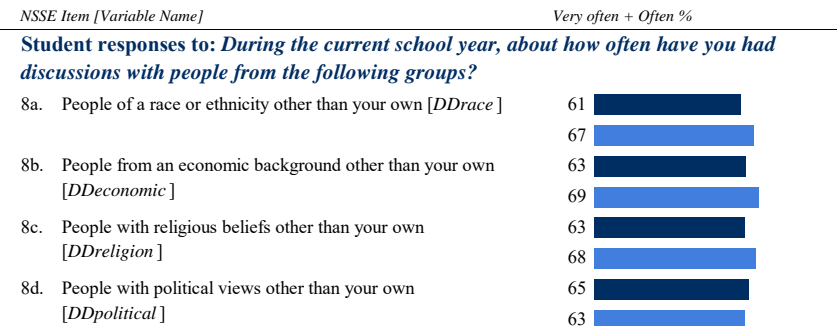
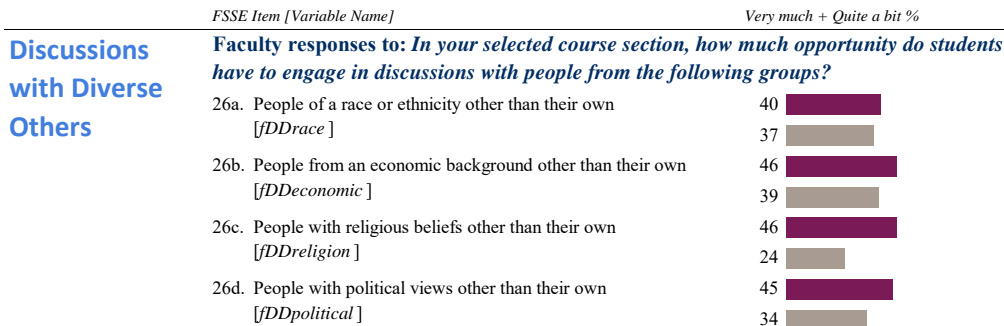
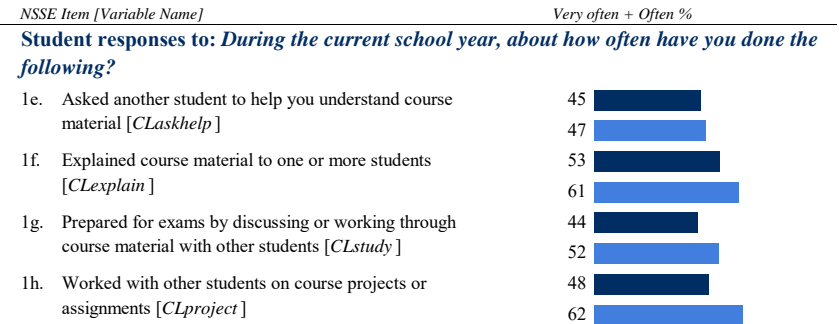
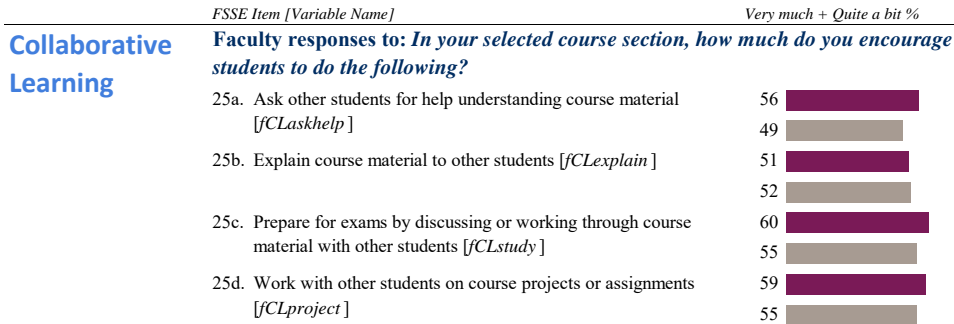
Lower-Division
 Upper-Division

First-Year
 Senior

Learning with Peers

Faculty Responses

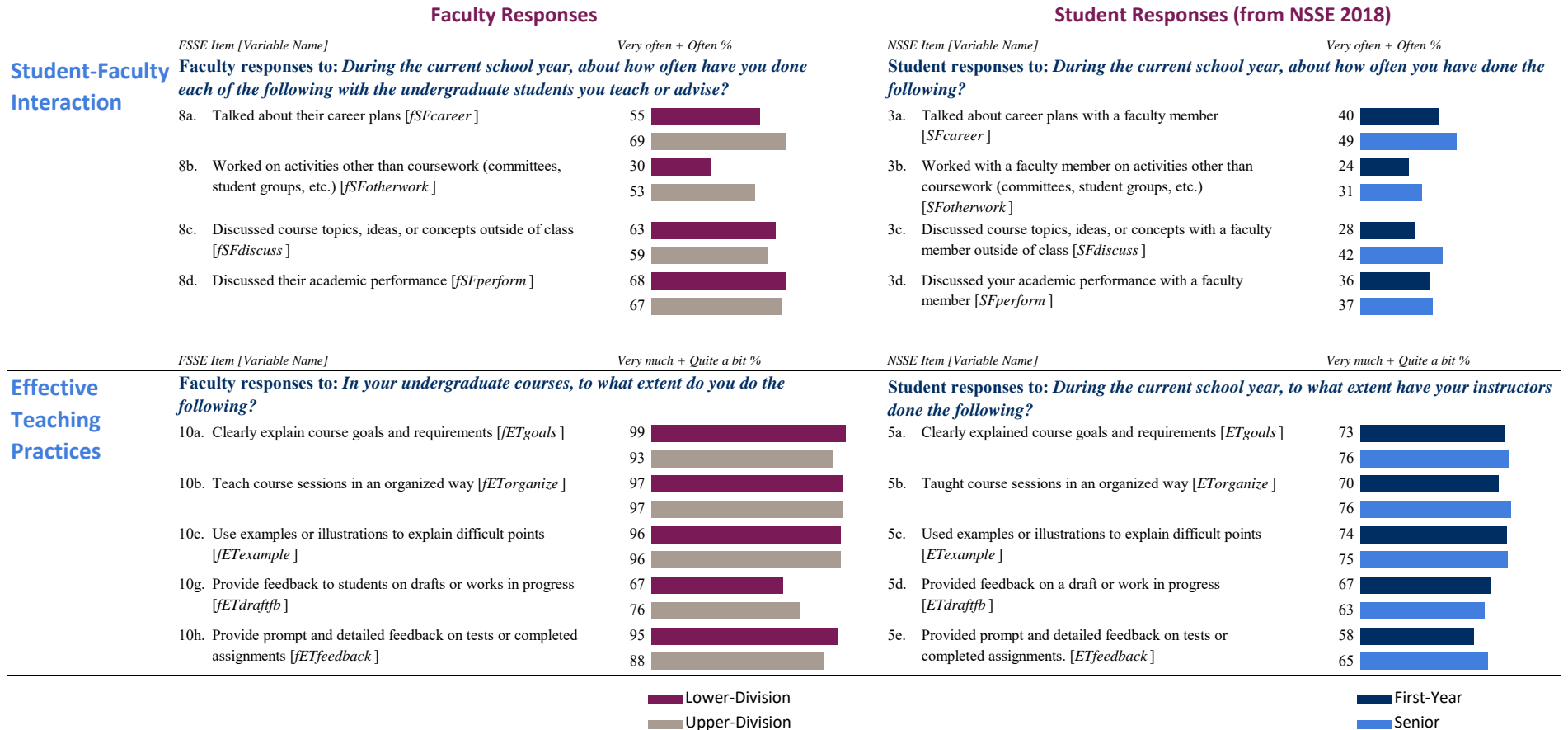
Student Responses (from NSSE 2018)



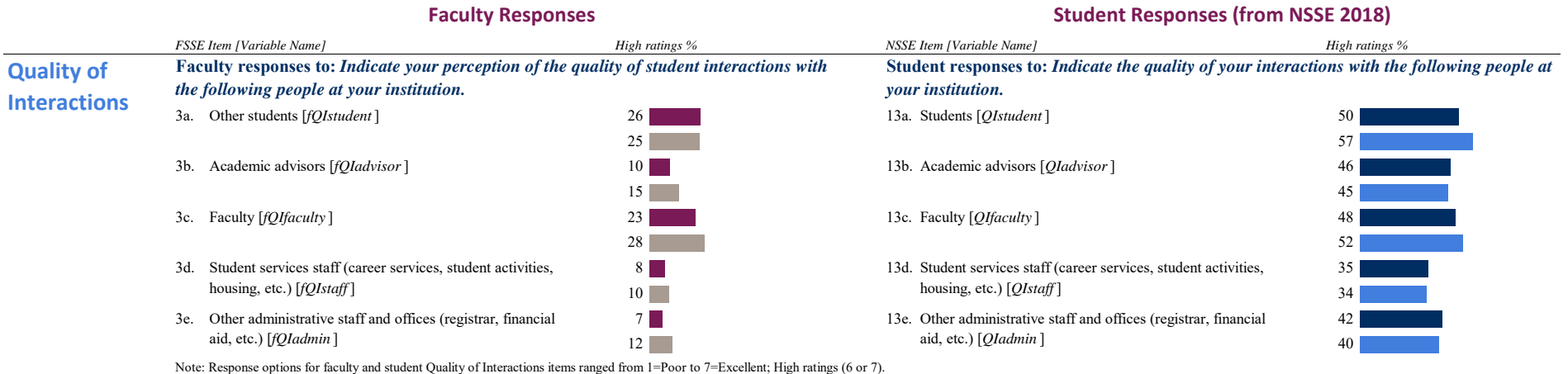
■ Lower-Division
■ Upper-Division

■ First-Year
■ Senior

Experiences with Faculty

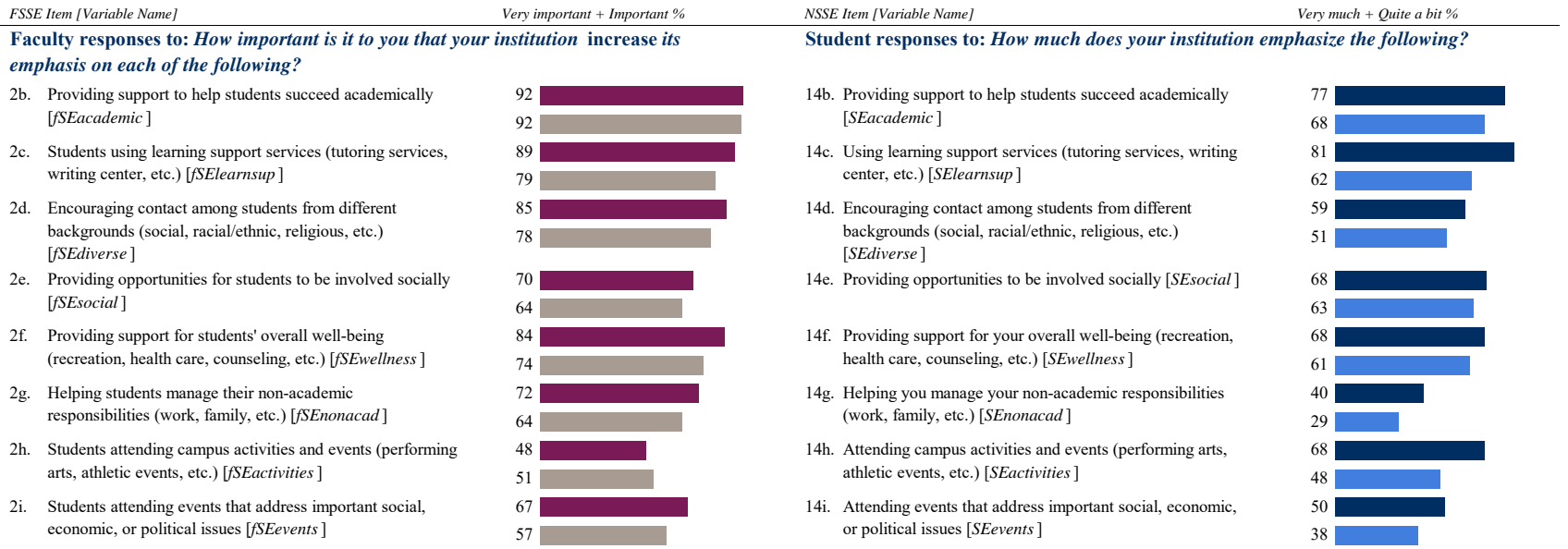


Campus Environment



Note: Response options for faculty and student Quality of Interactions items ranged from 1=Poor to 7=Excellent; High ratings (6 or 7).

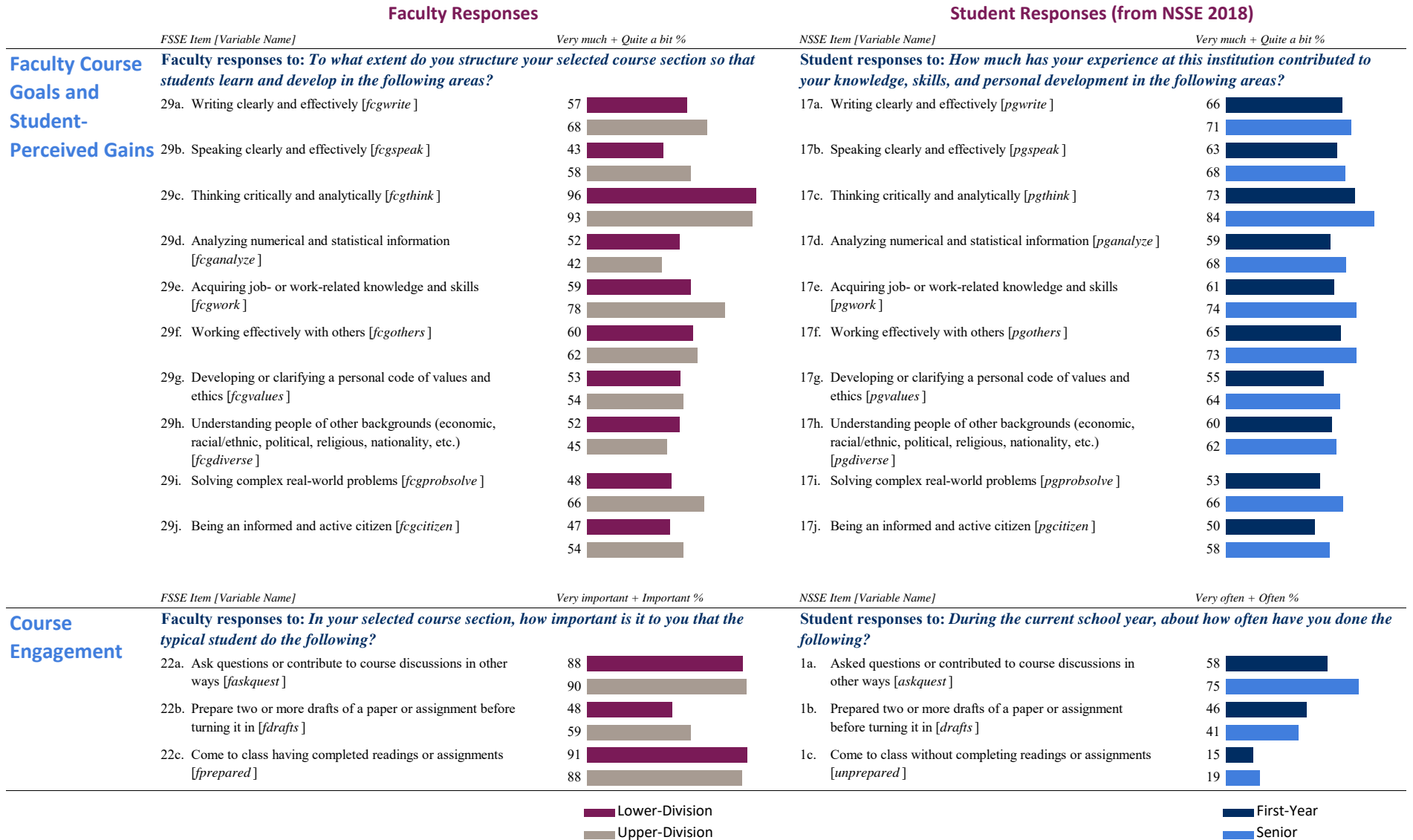
Supportive Environment



Lower-Division
 Upper-Division

First-Year
 Senior

Additional Engagement Items



Additional Engagement Items (continued)

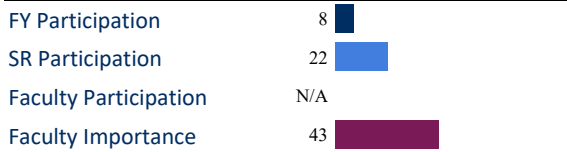
Faculty Responses		Student Responses (from NSSE 2018)	
FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %
Student Leadership		Student responses to: Which of the following have you done or do you plan to do before you graduate?	
Faculty responses to: How important is it to you that undergraduates at your institution do the following before they graduate?		Student responses to: Which of the following have you done or do you plan to do before you graduate?	
1b. Hold a formal leadership role in a student organization or group [<i>fleader</i>]	38 39	11b. Hold a formal leadership role in a student organization or group [<i>leader</i>]	12 31
Memorization		Student responses to: During the current school year, how much has your coursework emphasized the following?	
Faculty responses to: In your selected course section, how much does the coursework emphasize the following?		Student responses to: During the current school year, how much has your coursework emphasized the following?	
27a. Memorizing course material [<i>fmemorize</i>]	27 29	4a. Memorizing course material [<i>memorize</i>]	69 61
Time Spent by Students		Student responses to: About how many hours do you spend in a typical 7-day week doing the following?	
Faculty responses to: In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?		Student responses to: About how many hours do you spend in a typical 7-day week doing the following?	
20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [<i>fmprep</i>]	3 3	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [<i>tmprep</i>]	36 44
20b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [<i>fmcocurr</i>]	1 1	15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [<i>tmcocurr</i>]	6 11
20c. Working for pay on campus [<i>fmworkon</i>]	13 12	15c. Working for pay on campus [<i>tmworkon</i>]	10 14
20d. Working for pay off campus [<i>fmworkoff</i>]	64 59	15d. Working for pay off campus [<i>tmworkoff</i>]	34 50
20e. Doing community service or volunteer work [<i>fmserve</i>]	1 0	15e. Doing community service or volunteer work [<i>tmserve</i>]	6 5
20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [<i>fmrelax</i>]	41 36	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [<i>tmrelax</i>]	31 22
20g. Providing care for dependents (children, parents, etc.) [<i>fmcare</i>]	18 12	15g. Providing care for dependents (children, parents, etc.) [<i>tmcare</i>]	8 21
20h. Commuting to campus (driving, walking, etc.) [<i>fmcommute</i>]	7 1	15h. Commuting to campus (driving, walking, etc.) [<i>tmcommute</i>]	9 7

Lower-Division
 Upper-Division

First-Year
 Senior

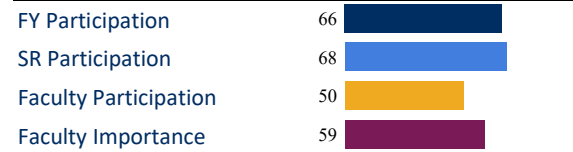
High-Impact Practices

Learning Community



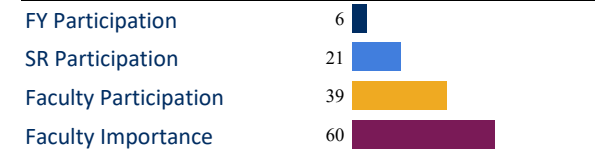
NSSE variable: 11c *learncom*; FSSE variable: 1c *flearncom*

Service-Learning



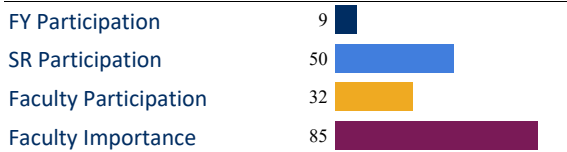
NSSE variable: 12 *servcourse*; FSSE variables: 9 *fservcourse*, 1g *fservice*

Research with Faculty



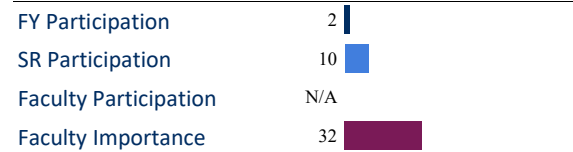
NSSE variable: 11e *research*; FSSE variables: 6a *fidresearch*, 1e *fresearch*

Internship or Field Experience



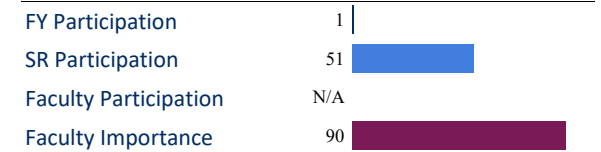
NSSE variable: 11a *intern*; FSSE variables: 6b *fdintern*, 1a *fintern*

Study Abroad



NSSE variable: 11d *abroad*; FSSE variable: 1d *fabroad*

Senior Culminating Experience



NSSE variable: 11f *capstone*; FSSE variable: 1f *fcapstone*

FY/SR Participation

The "FY Participation" and "SR Participation" figures display the percentage of first-years and seniors who have participated in the particular High-Impact Practice. Percentages represent the proportion of students responding "Done or in Progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

Faculty Participation

The "Faculty Participation" figures display the percentage of your faculty who participate in three selected High-Impact Practices in a typical week. For Research with Faculty and Internship or Field Experience, this represents the percentage of faculty responding "Yes" to working with or supervising undergraduates in these experiences. For Service-Learning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component.

Faculty Importance

The "Faculty Importance" figures display the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in the particular High-Impact Practice before they graduate.

FSSE 2018
Scholarship of Teaching and Learning
Topical Module
Youngstown State University

FSSE 2018 Scholarship of Teaching and Learning

Topical Module Frequencies

Youngstown State University

			Lower Division		Upper Division		Total	
<i>Var. Name</i>	<i>Response Options</i>		<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
1. To what extent is your institution involved in student assessment efforts?								
fSTL01	Very little		3	4	1	1	4	3
	Some		15	22	15	17	30	19
	Quite a bit		28	41	33	38	61	39
	Very much		22	32	38	44	60	39
	Total		68	100	87	100	155	100
2. How effectively does your institution disseminate the findings of its assessment efforts to faculty?								
fSTL02	Not at all effectively		9	13	9	10	18	12
	2		16	24	15	17	31	20
	3		19	28	22	26	41	27
	4		12	18	23	27	35	23
	Very effectively		11	16	17	20	28	18
	Total		67	100	86	100	153	100
3. In general, how useful to you are the findings from your institution's assessment efforts?								
fSTL03	Not at all useful		16	24	13	15	29	19
	2		13	19	17	20	30	20
	3		18	27	24	28	42	27
	4		13	19	23	27	36	24
	Very useful		7	10	9	10	16	10
	Total		67	100	86	100	153	100
4. To what extent are results from your institution's assessment efforts used to inform the following?								
a. Institutional activities aimed at improving teaching and learning	fSTL04a	Very little	7	11	10	12	17	12
		Some	35	56	41	49	76	52
		Quite a bit	11	17	26	31	37	25
		Very much	10	16	7	8	17	12
		Total	63	100	84	100	147	100
b. Your department's activities aimed at improving teaching and learning	fSTL04b	Very little	11	17	26	31	37	25
		Some	28	43	28	33	56	38
		Quite a bit	13	20	19	23	32	21
		Very much	13	20	11	13	24	16
		Total	65	100	84	100	149	100
5. To what extent is evidence gathered by faculty members in their courses used to inform the following?								
a. Institutional activities aimed at improving teaching and learning	fSTL05a	Very little	8	12	14	17	22	15
		Some	31	47	37	45	68	46
		Quite a bit	22	33	21	25	43	29
		Very much	5	8	11	13	16	11
		Total	66	100	83	100	149	100
b. Your department's activities aimed at improving teaching and learning	fSTL05b	Very little	7	11	20	23	27	18
		Some	29	45	30	35	59	39
		Quite a bit	21	32	20	23	41	27
		Very much	8	12	16	19	24	16
		Total	65	100	86	100	151	100

			Lower Division		Upper Division		Total		
	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	
6. To what extent are faculty members at your institution encouraged to do the following?									
a.	Systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations	fSTL06a	Very little	13	20	23	27	36	24
			Some	28	43	30	35	58	39
			Quite a bit	18	28	19	22	37	25
			Very much	6	9	13	15	19	13
			Total	65	100	85	100	150	100
b.	Use assessment findings to inform changes made to their courses	fSTL06b	Very little	11	17	16	19	27	18
			Some	25	39	30	35	55	37
			Quite a bit	22	34	22	26	44	30
			Very much	6	9	17	20	23	15
			Total	64	100	85	100	149	100
c.	Publicly present (e.g., lectures or workshops) information about teaching or learning	fSTL06c	Very little	17	26	27	32	44	29
			Some	28	43	31	36	59	39
			Quite a bit	13	20	19	22	32	21
			Very much	7	11	8	9	15	10
			Total	65	100	85	100	150	100
d.	Publish on teaching and learning	fSTL06d	Very little	11	17	30	35	41	27
			Some	34	52	28	33	62	41
			Quite a bit	13	20	19	22	32	21
			Very much	7	11	8	9	15	10
			Total	65	100	85	100	150	100
e.	Collaborate with colleagues on improving teaching and learning	fSTL06e	Very little	11	17	24	28	35	23
			Some	32	48	33	39	65	43
			Quite a bit	17	26	18	21	35	23
			Very much	6	9	10	12	16	11
			Total	66	100	85	100	151	100
7. To what extent have you incorporated the following into your work?									
a.	Systematically collecting information about the effectiveness of your teaching beyond end-of-term course evaluations	fSTL07a	Very little	12	18	10	12	22	14
			Some	32	48	37	44	69	45
			Quite a bit	18	27	20	24	38	25
			Very much	5	7	18	21	23	15
			Total	67	100	85	100	152	100
b.	Using assessment findings to inform changes made to your courses	fSTL07b	Very little	8	12	6	7	14	9
			Some	30	45	24	29	54	36
			Quite a bit	22	33	32	38	54	36
			Very much	7	10	22	26	29	19
			Total	67	100	84	100	151	100
c.	Publicly presenting (e.g., lectures or workshops) information about teaching or learning	fSTL07c	Very little	30	45	39	46	69	45
			Some	18	27	22	26	40	26
			Quite a bit	14	21	16	19	30	20
			Very much	5	7	8	9	13	9
			Total	67	100	85	100	152	100
d.	Publishing on teaching and learning	fSTL07d	Very little	32	49	37	44	69	46
			Some	20	31	30	35	50	33
			Quite a bit	10	15	11	13	21	14
			Very much	3	5	7	8	10	7
			Total	65	100	85	100	150	100
e.	Collaborating with colleagues on improving teaching and learning	fSTL07e	Very little	16	24	11	13	27	18
			Some	21	31	38	45	59	39
			Quite a bit	20	30	24	28	44	29
			Very much	10	15	12	14	22	14
			Total	67	100	85	100	152	100

FSSE 2018 Scholarship of Teaching and Learning

Topical Module Frequencies

Youngstown State University

			Lower Division		Upper Division		Total		
	Var. Name	Response Options	Count	%	Count	%	Count	%	
8. When you make changes to your courses, to what extent do the following inform your decisions?									
a.	Student feedback (formal course evaluations, informal feedback from former or current students, etc.)	fSTL08a	Very little	1	2	1	1	2	1
			Some	17	26	17	20	34	23
			Quite a bit	30	46	25	30	55	37
			Very much	17	26	41	49	58	39
			Total	65	100	84	100	149	100
b.	Student performance on assignments, exams, or formal assessments	fSTL08b	Very little	1	2	1	1	2	1
			Some	11	17	6	7	17	11
			Quite a bit	32	50	36	43	68	46
			Very much	20	31	41	49	61	41
			Total	64	100	84	100	148	100
c.	Institutional influences (institution- or department-level influences, self-assessment, collaboration with other faculty, peer feedback, etc.)	fSTL08c	Very little	7	11	14	17	21	14
			Some	35	55	36	43	71	48
			Quite a bit	16	25	28	33	44	30
			Very much	6	9	6	7	12	8
			Total	64	100	84	100	148	100
d.	External influences (accreditation standards, advances and trends in your disciplinary area/industry or trends in teaching and learning, etc.)	fSTL08d	Very little	8	12	10	12	18	12
			Some	25	38	34	40	59	40
			Quite a bit	18	28	28	33	46	31
			Very much	14	22	12	14	26	17
			Total	65	100	84	100	149	100
e.	Other	fSTL08e	Very little	3	38	6	60	9	50
			Some	3	38	0	0	3	17
			Quite a bit	2	25	2	20	4	22
			Very much	0	0	2	20	2	11
			Total	8	100	10	100	18	100
9. Have you received funding to conduct scholarly inquiry about teaching and learning? Check all that apply.									
a.	Yes, from sources external to my institution (e.g., foundations or government agencies)	fSTL09a	Not selected	6	60	12	60	18	60
			Selected	4	40	8	40	12	40
			Total	10	100	20	100	30	100
b.	Yes, from sources internal to my institution	fSTL09b	Not selected	4	40	5	25	9	30
			Selected	6	60	15	75	21	70
			Total	10	100	20	100	30	100
10. Have you served in an administrative role or on a faculty committee that focused on assessment of students' educational experiences and learning?									
		fSTL10	No	41	64	42	51	83	56
			Yes	23	36	41	49	64	44
			Total	64	100	83	100	147	100