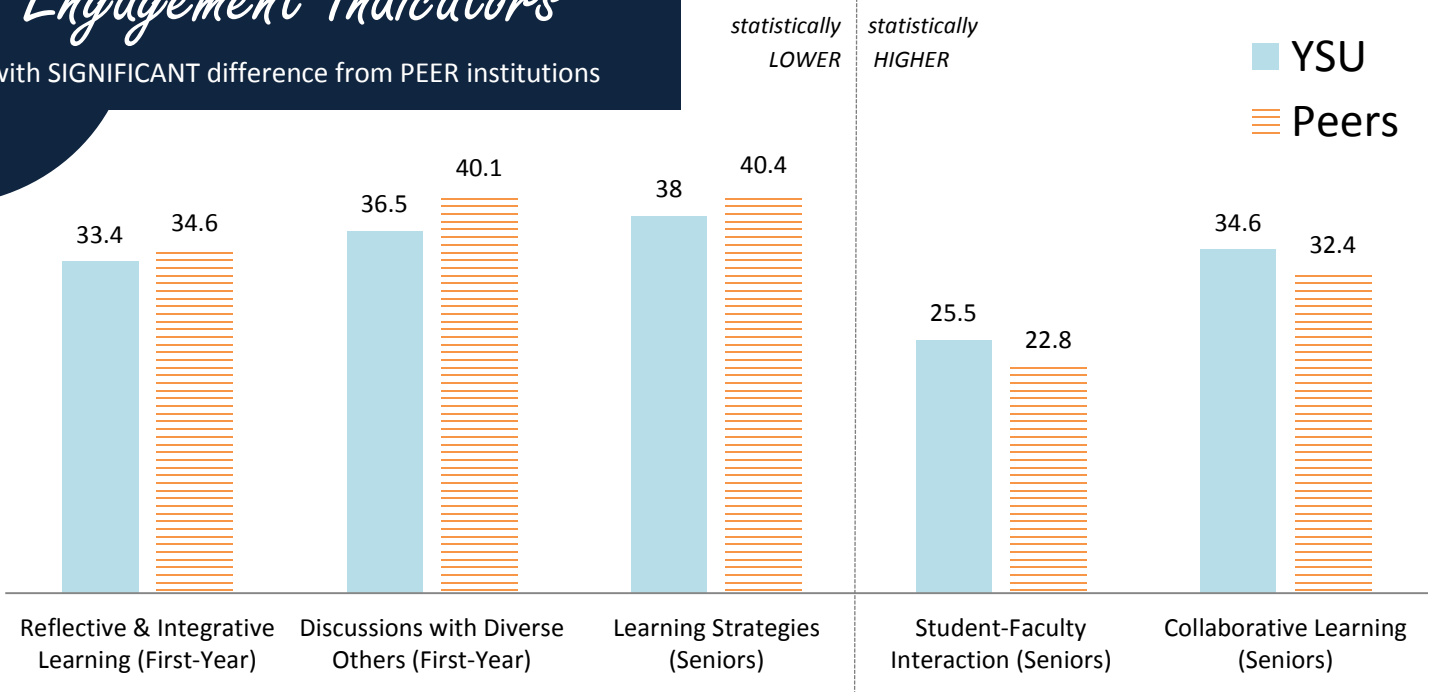


Engagement Indicators

with SIGNIFICANT difference from PEER institutions



HIGHLIGHT

Campus Environment

**INCREASE:
2013-2016**

	First Year	Senior
Supportive Environment	+1.5	+1.0
Quality of Interactions	+0.5	+1.7



CHALLENGE

Diverse Perspectives

- LOWER than peers for First-Year students in **Discussions with Diverse Others**
- LOWER than peers for First-Year students in **Reflective and Integrative Learning**
- LOWER than module mean for First-Year and Senior students on 39 out of 40 **Global Learning** Module items



Looking to the Future

factors with potential IMPACT on NSSE 2018

Decrease in Summer Research Funds for Students

Implementation of First-Year Experience Courses

Increase in Students Living Adjacent to Campus

Growth of International Programs Office

NSSE 2016 Key Takeaways

Engagement Indicators: Primary Area(s) of Concern

Academic Challenge

Learning Strategies has the biggest decrease for both first-year students and senior students. *Learning Strategies* items include: identifying key information from reading assignments, reviewing notes after class, and summarizing course materials. *Reflective and Integrative Learning* for first-year students is an area of concern when looked at with the other data around the *Discussions with Diverse Others* engagement indicator. The two specific items in this engagement indicator that score lower than peers are: connecting learning to societal problem or issues and including diverse perspectives in course discussions or assignments.

Learning with Peers

Discussions with Diverse Others for first-year students is an area of concern when looked at with the other data around the *Reflective and Integrative Learning* engagement indicator. YSU first-year students score 3.5 points less than students at peer institutions, additionally this score decreased 2.5 points from 2013 to 2016. The lowest data points overall on the survey related to first-year students' frequency in having conversations with people of a different race/ethnicity than their own, economic background than their own, and religious beliefs other than their own. Additionally, senior students scored lower than peers on having conversations with people of a race/ethnicity other than their own.

Experiences with Faculty

Although not a significant difference between YSU and peer institutions, a decrease (from 2013-2016) in *Effective Teaching Practices* for first-year and senior students should be explored. Specifically, the 2.2 point drop for first-year students in this engagement indicator. *Effective Teaching Practices'* items include students perceiving instructors to clearly explain course goals and requirements, teach course sessions in an organized way, use examples or illustrations to explain difficult points, provide feedback on a draft or work in progress, and provide prompt and detailed feedback on tests or completed assignments.

Recommendations and Actionable Items

Gathered from NSSE related campus dissemination activities hosted by the Office of Assessment including: 7 Lunch & Learn data conversation sessions, Navarro Fellowship student project, and 6 counseling graduate action research student projects. More information at: <http://cms.ysu.edu/administrative-offices/assessment/nsse-2016>

Academic Challenge

1. **EXPLORE** why both first-year and senior YSU students are spending less time reading than students at peer institutions.
2. **SUPPORT** faculty in incorporating societal issues into courses across disciplines. Make this an area of focused training for faculty.
3. **PARTNER** with Faculty Development Committee to identify strategies and training to address declining scores in *Learning Strategies*.
4. **PROVIDE** training and support to faculty in the areas of diversity, inclusion, equity, and including diverse and global perspectives in courses through: identifying campus experts, providing resources that are easy to integrate into courses, offering meaningful training and professional development opportunities, and incentivizing participation.

5. **CREATE** a mini-grant program to promote professional development in diversity and inclusiveness in teaching and learning.
6. **EXPLORE** the General Education Curriculum for potential revisions such as, requiring a course that includes diverse perspectives and increasing non-dominant perspective course offerings.
7. **CONTINUE** to support co-curricular programs like the Center for Student Progress, Math Assistance Center, and Writing Center to ensure students are supported in these areas and scores stay consistent with peer institutions in the future.

Learning with Peers

8. **INVEST** time and money (top-down) into making diverse experiences and conversations a priority a focus area.
9. **CREATE** opportunities for students to have diverse experiences through intentional programming.
 - a. Implement a multicultural center for students, faculty, and staff to utilize
 - b. Increase promotion of campus events ' how are we marketing the activities we already have?
 - c. Collaborate across student organizations
 - d. Consider adding an international or diverse component to activities for students that are already well attended, i.e. Penguin Nights ' International Edition
10. **UTILIZE** Ignite and First-Year Experience courses as value opportunities to promote exposure to diverse experiences
 - a. Require First-Year Experience students to participate in an activity that is defined as 'out of their comfort zone'
11. **HIRE** more Faculty of Color. Faculty of Color are underrepresented on campus, and are relied on heavily to be informal mentors to Students of Color and serve on committees. In addition to hiring more Faculty of Color, would be to reward/recognize (e.g. through service credit) Faculty of Color for the mentoring they participate in.
12. **INITIATE** a research or continuous improvement project in which YSU interviews graduating Black students to gain insight on what the university is doing well to support Black students and where the university can improve.
 - a. Market to, recruit, and retain Students of Color. It is important to not focus issues of 'diversity' solely in the Office of Multicultural Affairs.
 - b. Provide better support for Students of Color.
13. **PARTNER** with Faculty Development Committee and Office of Multicultural Affairs to offer training for faculty on topics such as body language and communication across cultural lines
14. **TRAIN** Peer Leaders and other student workers.
 - a. Provide student workers with confidence and experience in dealing with diverse issues.
 - b. Create a 'Diversity Resource Page' for student workers to be able to share with other students. For example, being able to direct a student to the Interfaith Prayer Room.
 - c. Incorporate discussions around diversity into weekly staff meeting for student workers.

Experiences with Faculty

15. **CONTINUE** programs like Quest or funding undergraduate students to work on research with faculty. These programs create significant opportunities for students to interact with faculty. This is reflected in the *Student-Faculty Interaction* score.
16. **SUPPORT** faculty by lessening administrative workload, this opens up time for meaningful faculty/student relationships.
17. **INTRODUCE** undergraduate research into First-Year Experience course or Ignite as an opportunity for students.
18. **EXPLORE** how an increase in online-classes possibly has affected a decrease in student's perception of *Effective Teaching Practices*. How are these standards maintained in an online platform?

Campus Environment

Increase in these areas is likely due to the implementation of Student Activities as an office in 2012. The office has grown since. Additionally, the shift to the Division of Student Experience has shaped the vision for providing a supportive campus environment for students. The expectation is that these numbers will continue to increase as these areas continue to offer high quality programming and services.

19. **CONTINUE** to support and expand the work of the Division of Student Experience, and the programming that comes out of Student Activities. Significant improvement has been made in these engagement indicator areas.
20. **CONTINUE** to support non-traditional and international students with tailored events and services.

First-Year Experiences & Senior Transitions

21. **REBRAND** “internships” to “experiential learning.” The name change would encompass a broader range of experiences such as job shadowing, research opportunities, and other out of the classroom experiences.
22. **SUPPORT** a mobile Student One Stop (as well as other support services) that travels from building to building on a rotating basis (once a month) to bring services to the spaces where students are.
23. **CONTINUE** to develop how we engage students in career preparation by promoting internship/research opportunities and making explicit connections to the benefits of participation for students’ future.

Global Learning

24. **CREATE** a social space where international and domestic students can hang out.
25. **REIMAGINE** how study abroad is marketed to students.
 - a. Some suggestions: start marketing at least a year before, send postcards to students home so parents can see, set-up a table with coffee/doughnuts so students can chat about the opportunity in an informal way, use student stories to engage new students, keep the cost low.
 - b. Use global opportunities in marketing to high-school students (through Crash Day and other experiences). Make study abroad a selling point for coming to YSU.
26. **EXPLORE** interdisciplinary study tours, where faculty can work across departments to offer study abroad trips. This has the potential to enrich learning and widen the potential pool of participants.
27. **INCORPORATE** Global Learning into First-Year Experience course.
28. **INITIATE** a year long, intensive campus evaluation/task force to explore how global perspectives are incorporated into academic program and events on campus. Take stock of what we are and aren’t doing.
29. **HOLD** college specific lectures for students featuring alumni and businesses to talk about the benefit of global perspectives in various career fields.
 - a. Make clear connections for students between global experiences and career outcomes. Establish a partnership between International Programs Office and Career Services.
30. **EQUIP** faculty advisors with resources on study abroad for advising appointments.
31. **PROVIDE** training and support to faculty to include global perspectives in courses.
 - a. Incentivize participation
 - b. Offer meaningful training and professional development opportunities
 - c. Provide resources that are easy to integrate

Access NSSE final summary with links, resources and data downloads in an interactive format online at:

<http://bit.ly/2xHWGSF> - password: *penguins*