NSSE Data Conversations

Today’s Focus: Academic Challenge & Academic Advising

March 16, 2022
By participating today, you’ll be able to:

1. **EXPLORE** survey data related to Academic Challenge and Academic Advising;

2. **DISCUSS** key data points in relation to student learning & success at YSU;

3. **SUGGEST** actionable items in response to the data.
AGENDA

Introduction
- Role of the NSSE
- NSSE Basics
- Peer Comparison

Academic Challenge
- Select Data
- Small group discussion
- Actionable items

Academic Advising
- Select Data
- Small group discussion
- Actionable items
Why does this matter?

Student Futures & Lifelong Learning
- Ensure curricula, systems, policies, and practices increase academic persistence and steady progress to graduation.

Academic Distinction & Discovery of Knowledge
- Implement a continuous, purposeful strategy to improve teaching, learning, and national research distinction.
- Implement continuous and regular assessment of student learning outcomes and best teaching practices to ensure the fair and equitable success of all students.

Source: https://ysu.edu/strategic-planning/phase5/academic-actions
Measures Student Engagement

Web-based survey - Spring 2021

Two Modules: Advising & Inclusion

FSSE for Faculty Perspective

Benchmark against "True Peers"

Offered to first-year & senior students
2021 NSSE & FSSE
RESPONSE RATES*

*Sampling Error

- First-year: +/- 3.3%
- Senior: +/- 3.6%
REPRESENTATIVENESS*

First-Year Students
- Respondents 66% female identifying compared to 55% in population
- Respondents 81% self-reporting White compared to 75% in population

Senior Students
- Respondents 71% female identifying compared to 56% in population

* A full demographic profile can be requested from the Institute for Teaching and Learning.
Distance analysis using institutional & enrollment factors to identify **TRUE PEERS** benchmark group*

*Exercise caution when comparing to TRUE PEERS. Institutions participated in NSSE in Spring 2020 and Spring 2021 and offered a variety of instructional responses to COVID-19.
### Additional Comparison Groups

<table>
<thead>
<tr>
<th>Ohio Publics</th>
<th>Institutional Effectiveness – EdTrust Peers</th>
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<tbody>
<tr>
<td>• Bowling Green State University</td>
<td>• Austin Peay State University</td>
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<td>• Cleveland State University</td>
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<td>• The University of Toledo</td>
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<td>• Wright State University</td>
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"Our students aren't prepared."

"Faculty/staff don't do their jobs."

"Here's how we can change the structures, policies, system, culture, etc..."

No.

Yes!
Academic Challenge
Higher-Order Learning
• How much students' coursework emphasizes challenging cognitive tasks such as application, analysis, judgment, and synthesis

Reflective & Integrative Learning
• Students feeling motivated to make connections between their learning and the world around them, examining their own beliefs and considering issues and ideas from others' perspectives

Learning Strategies
• Students’ active engagement with course material, rather than just approaching learning as absorption (i.e. reviewing notes after class)

Quantitative Reasoning
• Ability to evaluate, support, and critique arguments using numerical and statistical information
No areas of statistically significant difference.
• Review the handout: https://bit.ly/NSSEYSUAC

• Discuss:
  • What stands out in the data to you?
  • Is the data consistent with your experience/perspective?
  • Does this data suggest we should change?

• Share any actionable items on the Lunch & Learn Padlet: https://bit.ly/YSUNSSSE
  • Things we should start doing?
  • Things we should stop doing?
  • Things that are working & we should expand/highlight/emphasize?
Academic Advising
During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with an ACADEMIC ADVISOR, FACULTY OR STAFF ASSIGNED TO ADVISE YOU?

* Statistically significant
Thinking about academic advising, how much have people and resources at your institution **ACTIVELY LISTENED TO YOUR CONCERNS**?

![Bar chart showing the percentage of respondents who feel that people and resources at different institutions actively listened to their concerns.](chart)

- **YSU First-Year**: 64%*
- **Peer First-Year**: 53%
- **YSU Senior**: 52%
- **Peer Senior**: 49%

*Statistically significant
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