NSSE Data Conversations

Today’s Focus: Experiences w/Faculty
& High Impact Practices

April 13, 2022
By participating today, you’ll be able to:

1. **EXPLORE** survey data related to Experiences w/Faculty & High-Impact Practices;
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

NSSE Data

• Select Data
• Review Data
• Group Discussion
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.
• Develop internships, service, experiential and applied learning projects with local businesses and organizations that provide opportunities for students to apply their knowledge in scholarly activity.

Source: https://ysu.edu/strategic-planning/phase5/academic-actions
NSSE Basics

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*

First-Year: 29%
Senior: 26%

*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.
### Institutional Factors
- Carnegie Classification
- Instructional expenditures per FTE
- % Budget on Research

### Enrollment Factors
- Total Enrollment
- Undergraduate enrollment
- % Part-Time
- % Living on campus
- % Pell Recipients
- % First-generation
- Incoming student ACT scores

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.

<table>
<thead>
<tr>
<th>Distance analysis using institutional &amp; enrollment factors to identify TRUE PEERS benchmark group*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augusta University</td>
</tr>
<tr>
<td>California State University, Chico</td>
</tr>
<tr>
<td>Emporia State University</td>
</tr>
<tr>
<td>Minnesota State University</td>
</tr>
<tr>
<td>Southeastern Louisiana University</td>
</tr>
<tr>
<td>University of Memphis</td>
</tr>
</tbody>
</table>
### Additional Comparison Groups

<table>
<thead>
<tr>
<th>Ohio Publics</th>
<th>Institutional Effectiveness – EdTrust Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bowling Green State University</td>
<td>• Austin Peay State University</td>
</tr>
<tr>
<td>• Cleveland State University</td>
<td>• Central Connecticut State University</td>
</tr>
<tr>
<td>• Kent State University</td>
<td>• Eastern Washington University</td>
</tr>
<tr>
<td>• Miami University</td>
<td>• Purdue University Fort Wayne</td>
</tr>
<tr>
<td>• Ohio University</td>
<td>• San Francisco State University</td>
</tr>
<tr>
<td>• Shawnee State University</td>
<td>• University of Memphis</td>
</tr>
<tr>
<td>• University of Cincinnati</td>
<td>• University of Southern Maine</td>
</tr>
</tbody>
</table>
"Our students aren't prepared."

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

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

... and high-impact practices!
Student-Faculty Interaction

• Through their formal and informal roles as teachers, advisors, and mentors, faculty members model intellectual work, promote mastery of knowledge and skills, and help students make connections between their studies and their future.

Effective Teaching Practices

• Student learning is heavily dependent on effective teaching. Organized instruction, clear explanations, illustrative examples, and effective feedback on student work all represent aspects of teaching effectiveness that promote student comprehension and learning.

(NSSE, 2022)
First-Year Peer Comparison

Student-Faculty Interaction

YSU: 19.4
True Peers: 18.8

Effective Teaching Practices

YSU: 36.7
True Peers: 37.4

* Statistically significant differences in mean between YSU and True Peers

Senior Peer Comparison

Student-Faculty Interaction*

YSU: 25.2
True Peers: 22.6

Effective Teaching Practices

YSU: 37.6
True Peers: 38.8

* Statistically significant differences in mean between YSU and True Peers
FSSE Survey Tool

- Survey distributed Spring 2021
- Faculty version of the NSSE
- 789 FT & PT YSU Faculty Invited
- 246 Respondents  
  - 58% full-time  
  - 31% response rate
- Margin of Error +/- 5/2%

https://bit.ly/3uobFOo

Access FSSE dashboard

Note: If you are exploring the Dashboard, be sure to choose 2021.
EFFECTIVE TEACHING BEHAVIORS

Faculty: To what extent/frequency do you do the following?

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Never/Very Little</th>
<th>Sometimes</th>
<th>Often/Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide feedback on completed assignments</td>
<td>20</td>
<td></td>
<td>179</td>
</tr>
<tr>
<td>Provide feedback on drafts</td>
<td>40</td>
<td></td>
<td>155</td>
</tr>
<tr>
<td>Provide standards for assessment</td>
<td>27</td>
<td></td>
<td>170</td>
</tr>
<tr>
<td>Review material</td>
<td>19</td>
<td></td>
<td>183</td>
</tr>
<tr>
<td>Use diverse teaching techniques</td>
<td>27</td>
<td></td>
<td>171</td>
</tr>
<tr>
<td>Use examples to explain</td>
<td>5</td>
<td></td>
<td>195</td>
</tr>
<tr>
<td>Organized teaching</td>
<td>1</td>
<td></td>
<td>201</td>
</tr>
<tr>
<td>Explain course goals</td>
<td>5</td>
<td></td>
<td>198</td>
</tr>
</tbody>
</table>
EFFECTIVE TEACHING PRACTICES

Faculty & Student Perception*

Faculty responses to: In your undergraduate courses, to what extent do you do the following?

12a. Clearly explain course goals and requirements [ETgoals] 100
12b. Teach course sessions in an organized way [ETorganize] 96
12c. Use examples or illustrations to explain difficult points [ETexample] 99
12g. Provide feedback to students on drafts or works in progress [ETdraftfb] 99
12h. Provide prompt and detailed feedback on tests or completed assignments [ETfeedback] 90

Student responses to: During the current school year, to what extent have your instructors done the following?

5a. Clearly explained course goals and requirements [ETgoals] 73
5b. Taught course sessions in an organized way [ETorganize] 76
5c. Used examples or illustrations to explain difficult points [ETexample] 69
5d. Provided feedback on a draft or work in progress [ETdraftfb] 72
5e. Provided prompt and detailed feedback on tests or completed assignments. [ETfeedback] 57

* Exercise caution is direct comparison. Some limitations include – interpretation of language, for example the use of the word “prompt.” Also, students are reflecting on classes taken from multiple faculty members.
COURSE TIME ON TASK

Estimated Average % of Time Spent in Class

- Lecture: 50% (2018) vs. 23.10% (2021)
- Discussion: 22.80% (2018) vs. 14.30% (2021)
- Small-group activities: 12.30% (2018) vs. 9.60% (2021)
- Presentations: 9.40% (2018) vs. 13.40% (2021)
- Independent student work: 15.30% (2018) vs. 7% (2021)
- Movies, videos, etc.: 5.50% (2018) vs. 12.40% (2021)
- Assessing student learning: 15.40% (2018) vs. 11.30% (2021)
- Experiential activities: 12.80% (2018) vs. - (2021)

2018

2021
High Impact Practices
% of Seniors Participating in HIPs

- Service-Learning: YSU 68%, True Peers 61%, Ohio Publics 57%
- Learning Community: YSU 21%, True Peers 19%, Ohio Publics 18%
- Research w/Faculty: YSU 24%, True Peers 18%, Ohio Publics 23%
- Internship or Field Experience: YSU 46%, True Peers 42%, Ohio Publics 56%
- Study Abroad: YSU 5%, True Peers 6%, Ohio Publics 17%
- Culminating Senior Experience: YSU 53%, True Peers 41%, Ohio Publics 47%
• Review the handout: https://bit.ly/NSSETeach
• Discuss:
  • What stands out in the data to you?
  • Is the data consistent with your experience/perspective?
  • Does this data suggest we should change?

Access FSSE dashboard

Note: If you are exploring the Dashboard, be sure to choose 2021.