

Office of Institutional Research and Assessment

EXECUTIVE SUMMARY

August 5, 2019

To: Sue Mattison, Provost
Art Sanders, Associate Provost for Curriculum and Assessment

From: Kevin Saunders, Director of Institutional Research and Assessment

Re: NSSE 2019 results

As part of our current cycle of data gathering from students, Drake participated in the administration of the NSSE from February to April 2019. Results from the survey of first-year and senior students arrived on July 19, 2019. Response rates were 32% for first-year students and 31% for seniors, compared to 23% and 22% at our peer institutions, respectively.

For 2019, Drake selected Bradley University, DePaul University, Elon University, Gonzaga University, Loyola University Chicago, Marquette University, Santa Clara University, Texas Christian University, University of Tulsa, and Valparaiso University as the ten peer institutions comparison group. In both 2013 and 2016, we selected peers from our 22 benchmark institutions who participated in the survey.


Page 2 displays a brief snapshot showing how Drake students compare to students at our peer institutions in the ten Engagement Indicator areas, grouped into four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. Results are provided for 2013, 2016, and 2019 administration years. In 2019, of the ten indicator areas, for first-year students, two areas were higher than peers (blue triangles), and eight areas were on par with peers (dotted line). For seniors, one area was above peers, four areas were below peers, and five areas were on par with peers. The four low areas for seniors were also low areas in 2013, warranting review.


Readers should note that the patterns of difference change when comparing to private Doctoral/Professional institutions (see p.3). Drake first-year students scored significantly higher than students at Carnegie Peer institutions on Higher-Order Learning, Collaborative Learning, Discussions with Diverse Others, and Quality of Interactions. Drake senior students scored significantly higher than students at Carnegie Peer institutions on Collaborative Learning and Student-Faculty Interaction. Drake senior students scored lower on Higher-Order Learning and Learning Strategies compared to seniors at Carnegie Peer institutions.

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 Peer Institutions					
		First-year			Senior		
		2013	2016	2019	2013	2016	2019
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		--	--		--	

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Drake Benchmark	Your first-year students compared with Private Doc/Prof
<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	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Drake Benchmark	Your seniors compared with Private Doc/Prof
<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	▼	--

The current 2019 snapshot offers areas of positive engagement and areas for potential focus.

- + In the Campus Environment theme, first-year students had significantly higher ratings for Quality of Interaction. Within this indicator, a higher percentage of Drake students responded positively to the quality of interactions with students, academic advisors, student services staff, and other administrative staff and offices compared to peer institutions.
- + In the Learning with Peers theme, first-year students had significantly higher ratings for Collaborative Learning. With this indicator, a higher percentage of Drake students responded positively to the frequency of asking other students to help understand material, explaining course material to other students, preparing for exams by discussing course material with other students, and working with other students on projects.

- + In the Experiences with Faculty theme, senior students had significantly higher ratings for Student-Faculty interaction. With this indicator, a higher percentage of Drake students responded positively to the frequency of talking about career plans with faculty, working with faculty on activities other than coursework, and discussing academic performance with a faculty member.
- In the Academic Challenge theme, senior students had significantly lower ratings for Higher-Order Learning. A lower percentage of Drake students indicated frequently analyzing an idea in depth by examining its parts, evaluating a point of view or information source, and forming a new idea from various pieces of information. This finding may warrant further exploration, particularly in the context of student capstone work. Similarly, a closer review of students' ratings of Reflective and Integrative Learning items (included diverse perspectives, examined strengths and weaknesses of own views, tried to better understand someone else's perspective, learned something that changed understanding) may be warranted.
- In the Campus Environment theme, senior students had significantly lower ratings for Supportive Environment. A lower percentage of Drake students indicated that the institution emphasized providing support to help students succeed academically, using learning support services, encouraging contact among students from different backgrounds, providing support for overall well-being, and helping students manage non-academic responsibilities. This last item (helping manage non-academic responsibilities) is one of the greatest differences compared to peer institutions, with close to a 20% difference compared to peers.

In addition to the Engagement Indicators, the survey included a section about High-Impact Practices (HIPs). As shown in the snapshot below, 98% of Drake seniors participated in one or more HIP, which was higher compared to peer institutions. When examining individual practices, Drake seniors indicated a higher participation in research with a faculty member (+7%), internship or field experiences (+13%), study abroad (+13%), and culminating senior experiences (e.g. capstone) (+34%), compared to our peer benchmark institutions.

High-Impact Practices

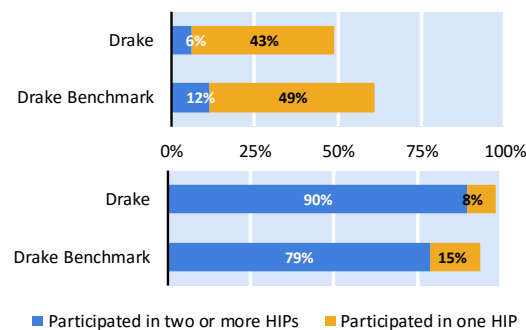
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

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



Drake also participated in the Civic Engagement topical module. This is a separate instrument that was administered by 61 other institutions. In comparison to respondents at other institutions:

- + Drake first-year students rated their abilities higher in two areas,
- + Drake students indicated a higher institutional emphasis in all areas,
- + Drake students were more encouraged in addressing social, economic, and political issues out of class
- + Drake students engage more frequently in various civic engagement behaviors.

Civic Engagement Topical Module

Item wording or description	First-year Students Statistical Comparisons ^b			Senior Students' Statistical Comparisons ^b		
	Drake	Civic Engagement		Drake	Civic Engagement	
	Mean	Mean	Effect size ^d	Mean	Mean	Effect size ^d
1. Select the response that best represents your ability to do the following:						
a. Help people resolve their disagreements with each other	3.8	3.7	.11	3.8	3.9	-.06
b. Resolve conflicts that involve bias, discrimination, and prejudice	3.5	3.5	.01	3.5	3.6	-.14
c. Lead a group in which people from different backgrounds feel welcomed and included	3.9	3.7	.14	4.0	4.0	-.04
d. Participate in a constructive dialogue with someone who disagrees with you	3.9	3.7 **	.19	3.8	3.9	-.08
e. Contribute to the well-being of your community	3.9	3.8 *	.16	4.0	3.9	.05
2. How much does your institution emphasize the following?						
a. Discussing important social, economic, or political issues with others	2.9	2.5 ***	.49	2.8	2.5 ***	.34
b. Organizing activities focused on important social, economic, or political issues	2.9	2.5 ***	.42	2.8	2.5 ***	.39
c. Being an informed and active citizen	3.0	2.7 ***	.40	3.0	2.6 ***	.40
d. Being involved in an organization or group focused on important social, economic, or political issues	2.9	2.6 ***	.39	2.6	2.5	.12
e. Voting in campus, local, state, or national elections	3.3	2.8 ***	.49	3.2	2.7 ***	.52
f. Encouraging free speech and expression	3.1	2.9 *	.18	3.0	2.8 *	.16
3. How much do you feel encouraged addressing important social, economic, or political issues in the following?						
a. In course assignments	2.5	2.5	-.01	2.6	2.5	.12
b. In course discussions	2.7	2.5	.13	2.7	2.6	.12
c. Outside of class	2.7	2.5 **	.23	2.8	2.6 **	.23

Civic Engagement Topical Module

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	Drake	Civic Engagement		Drake	Civic Engagement	
	Mean	Mean	Effect size ^d	Mean	Mean	Effect size ^d
4. During the current school year, whether course-related or not, about how often have you done the following?						
a. Informed yourself about campus or local issues	2.9	2.6 ***	.41	2.9	2.6 ***	.31
b. Informed yourself about state, national, or global issues	3.0	2.7 ***	.26	3.0	2.9	.10
c. Discussed campus or local issues with others	2.9	2.5 ***	.52	2.9	2.5 ***	.42
d. Discussed state, national, or global issues with others	2.9	2.6 ***	.38	2.9	2.7	.12
e. Raised awareness about campus or local issues	2.3	1.9 ***	.39	2.2	2.0 *	.20
f. Raised awareness about state, national, or global issues	2.2	2.0 **	.23	2.1	2.1	-.02
g. Asked others to address campus or local issues	2.1	1.8 ***	.36	2.1	1.8 ***	.28
h. Asked others to address state, national, or global issues	2.0	1.8 ***	.24	2.0	1.9 *	.19
i. Organized others to work on campus or local issues	1.7	1.6	.14	1.7	1.6	.10
j. Organized others to work on state, national, or global issues	1.6	1.6	.09	1.6	1.6	.05

Students provided comments regarding what experiences have been the most meaningful. Below are select quotes to share students' comments. While many students referenced various political events connected to national government candidates, several mentioned the positive impact of the "Paint It Black" movement.

- These experiences have been meaningful to me because it means the Drake is keeping its promise to its students. The amount of opportunities and experiences, especially political, that are offered at Drake is/are the biggest reason behind why I chose to attend Drake.
- The most meaningful moment regarding a campus issue this current school year has been when we had a rally for the "Paint it Black" movement. This rally was student run and was designed to fight against racially motivated acts of hate happening on campus. It was a moving experience to see so many students fight against hate for their fellow peers that felt attacked.
- I attending the rally on campus against white supremacy. The most meaningful lesson I took from that was being able to hear the candid thoughts and opinions of people who are more affected by racism. It was eye-opening to hear how much they still have to deal with
- College campuses are interesting bc they reflect the broader aspects of society. For Drake, this meant that movements such as Paint It Black reflected the atmosphere present in the country at this time. Seeing people step forward to support the community of POC we have on this campus was a beautiful thing, and the discussions I had with members of my sorority and my other peers showed that the people I interact with here are conscientious and active participants in the resolutions of such issues, at least at the campus scale. This experience showed me that people of my generation are dedicated to having our voices heard in such discussions.
- The #PaintItBlack movement that formed on this campus this fall forced me to change the way I view the people around me. I have never understood the difference between not racist and anti-racist. Since the rally and all of the other events that went down first semester, I have really started calling people out (or in) to remind them to check themselves, not say that word, rethink their "funny" punchline. As a predominately white institution, we have to be focused more on embracing the parts of us that are unlike the others. It's not okay anymore to stand back and let something happen when you know it's hurting others. The white people on campus need to stand up and fight with the people of color, otherwise there will be no long term change.
- A lot of the events on campus this semester have really opened my eyes to the importance of appreciating the diversities and identities of individuals on this campus and in my life. I had not previously seen the real life implications until I had been on this campus, and I am glad that I am able to see things from more points of view.
- The "Paint it Black" movement was very eye-opening for me.
- Seeing our student body come together and forget our perceived differences to rally around a common goal.

Students also provided comments regarding what has been the most satisfying and the most disappointing experience at the institution. The table below presents common themes across students' comments.

	Satisfying	Disappointing
First-Year Students	<ul style="list-style-type: none"> • Relationships (peers, faculty, staff) • Academics/Classes • Activities (Fraternity/Sorority, Athletics) • Sense of Belonging 	<ul style="list-style-type: none"> • Racial incidents • Lack of racial diversity • Workload, stress, Drake Busy • Sense of Belonging
Senior Students	<ul style="list-style-type: none"> • Relationships (peers, faculty), esp. faculty • Opportunities – internship, study abroad, relationships with faculty) • Personal growth • Ability to get involved 	<ul style="list-style-type: none"> • Workload, stress, mental health • Lack of racial diversity, racial incidents • Sense of Belonging • Social life (outside of FSL) • Facilities

Overall, the 2019 NSSE results indicate a few areas that warrant additional discussion.

- Promote positive findings across institution to emphasize areas of distinction such as:
 - collaborative learning and quality of interactions for first-year students
 - senior student engagement in High Impact Practices (fulfillment of Drake Commitment)
 - senior student interaction with faculty
 - positive achievements in civic-engagement and alignment with institutional mission.
- Examine trends regarding Academic Challenge for senior students. In addition to benchmark comparisons, longitudinal trends of Drake senior student data present a pattern of decline in these areas.
- Examine trends regarding Supportive Environment for senior students with attention to understanding needs and ways of helping students manage their non-academic responsibilities.

Our office will also be creating reports broken down for each college/school when that information becomes available in October. We will also develop a series of focused topical discussions using NSSE results to guide discussion.

Please contact us with any additional questions you would like addressed.