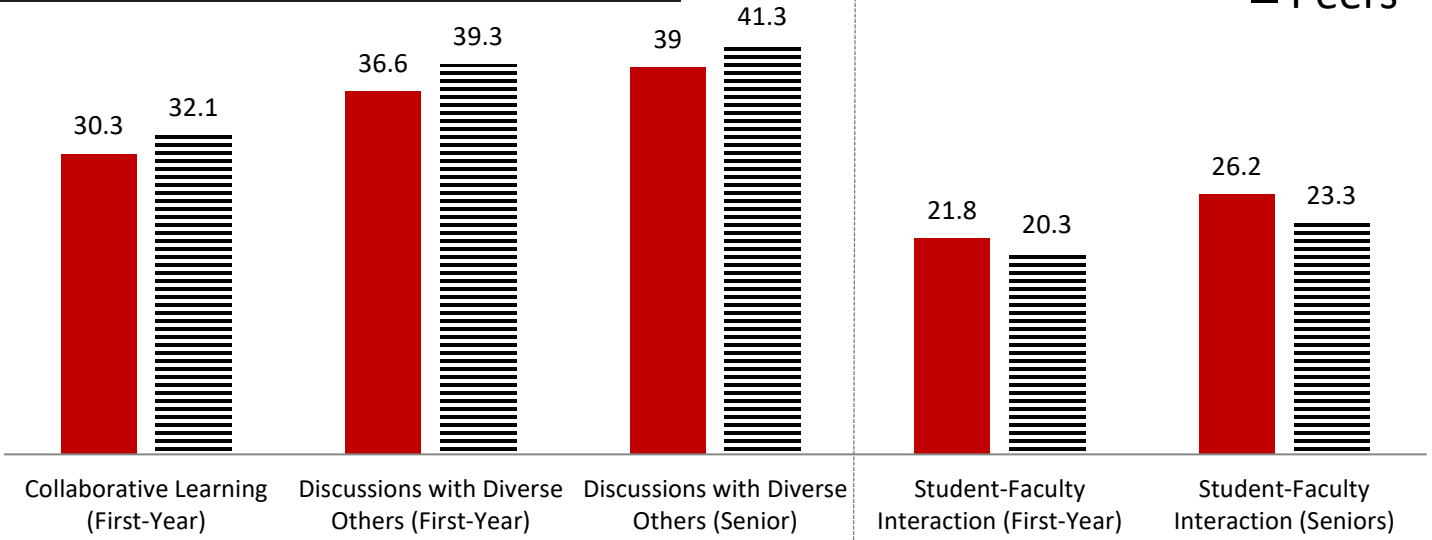


ENGAGEMENT INDICATORS

with SIGNIFICANT difference from PEER institutions

statistically LOWER | statistically HIGHER

■ YSU
▨ Peers



HIGHLIGHT

SENIORS ACADEMIC & PERSONAL DEVELOPMENT

YSU Seniors reported that YSU contributed to their development higher than seniors at other Ohio Public Institutions (participating in the NSSE) in the following areas*:



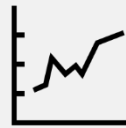
Writing Clearly & Effectively



Speaking Clearly & Effectively



Thinking Critically & Analytically



Analyzing Numerical & Statistical Information



Acquiring Job-Related Skills



Working Effectively with Others



Solving Complex Real-World Problems

*See Attachment 1: Did you Know?

OPPORTUNITY FOR GROWTH

TEACHING & LEARNING

Learning Strategies (60-point scale)**

Effective Teaching (60-point scale)**

First-Year Students

Senior Students

First-Year Students

Senior Students

40.5 38.5 36.5

40.4 38 37.6

42 39.8 38

40.3 40.1 39.2

2013 2016 2018

2013 2016 2018

2013 2016 2018

2013 2016 2018

**See Attachment 2: Evidence-Based Rationale for Supporting Continuous Improvement in Teaching & Learning

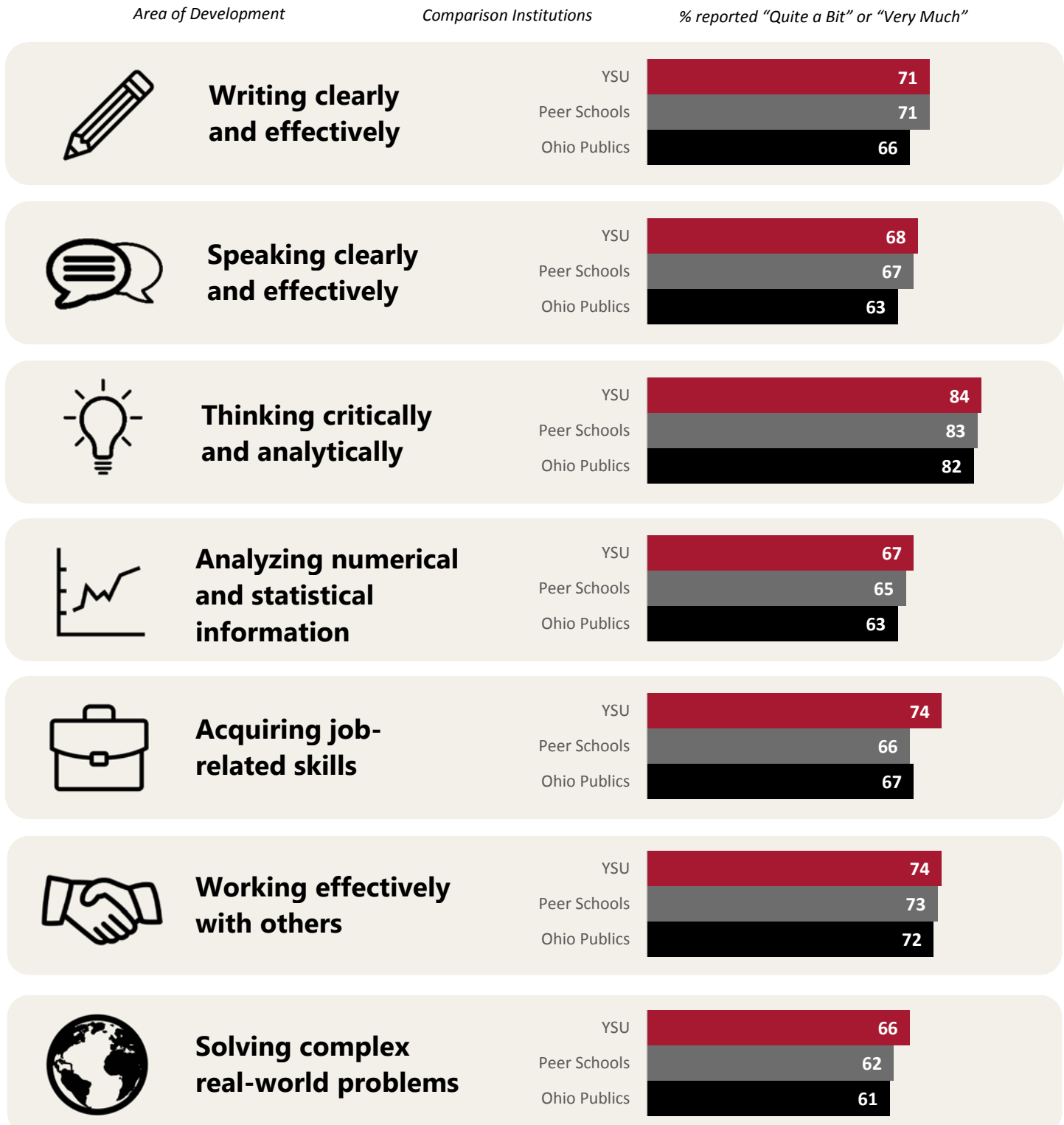
Did You Know

YSU seniors report significant academic and personal development?



2018 National Survey of Student Engagement Senior Respondents (310)

Seniors reported how much their experience at YSU contributed to their development.

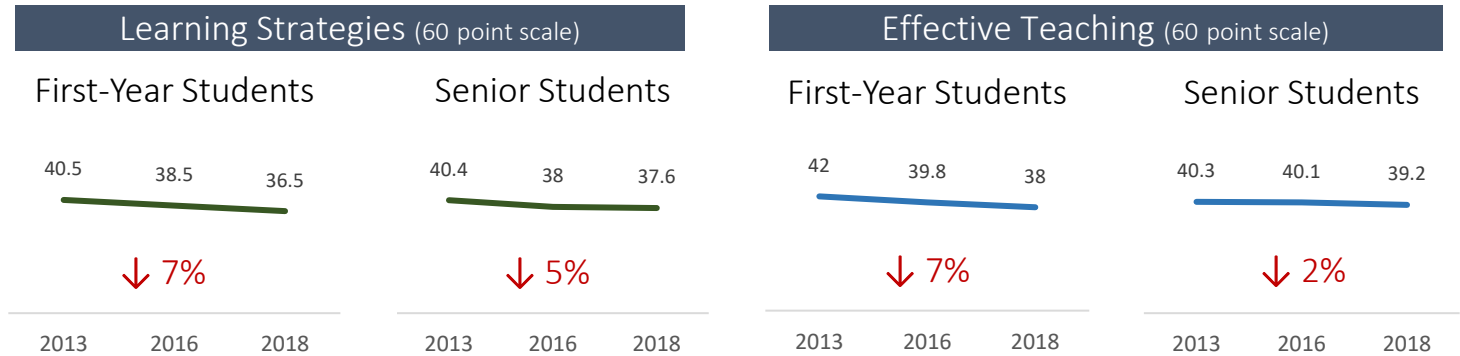


Attachment 2:

Evidence-Based Rationale for Support of Continuous Improvement in Teaching & Learning

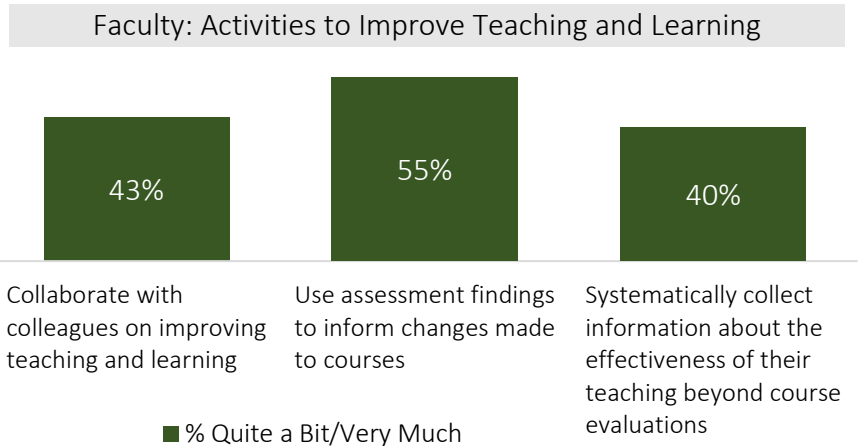
Data Sources: National Survey of Student Engagement & Faculty Survey of Student Engagement

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.

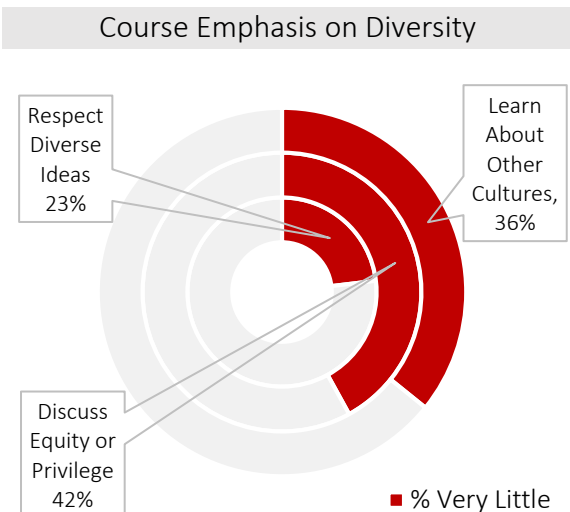


For example, in 2018, 97% of faculty respondents report that they are teaching course sessions in an organized way, while only 70% (first-year) and 76% (senior) of students report experiencing organized course sessions. Additionally, 95% of faculty report clearly explaining course goals and requirements, 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.”